

Comments:

Explain your rating about how much planning time you have.

- If the district would tell us this is what we need the kids to know and then back off and just let us teach, the children would learn it, exceed and have fun doing so. Teachers would be able to plan, have time to be creative, enjoy their jobs again, and not go home extremely exhausted and stressed out every day. However, that is not what is happening. Every year more and more is expected of us. The district and all of its specialists and observers who really have no experience in the classroom or who have forgotten what teaching should be about is constantly busy coming up with more things for us to do and patting themselves on the back for being such geniuses. Some of them, of course, are only following orders that they themselves don't believe in. The main point is that we, the teachers, know what we are doing, but are so overloaded that the results do not show what we are capable of but rather the results of us not being allowed to teach well because of all the useless requirements that are placed upon us on any given day. There are only so many hours in a day. No matter how good we each are, we are only one teacher. When the kids arrive, we belong to them every second except during conferences. During conferences and many times during, our lunch time we are in meeting after meeting, after meeting, where we are given more and more to do and informed that more people will be coming in to observe us do these things that have created and find necessary. Finally, the end of the day arrives. The students go home, the administration goes home. You, the district goes home to have dinner with your family. We, the teachers, are left in our classrooms with another long list of things to go on the wall, new ways to documents, new graphs and supplies to make, more lessons to revise and have done by tomorrow because one of you wants to come in and stare at us to make sure that we are following your master plan. And with these new instructions that occur almost daily, goes dinner with my husband, again, time with my children, again, that great creative, fun idea that I had for teaching a new concept, all because you figured we, the teachers are somehow able to do more than is humanly possible for anyone to do in a day. You say you will be there to help us which translates in to reminding of us of the 25 hours of work that you want done in 8 hours. Exactly how long do you expect us to stay after school to

finish every new idea you come up with? Have any of you done the math and realized how ridiculous your expectations are. Have you even thought of making the supplies and documents, and you putting in all the hours preparing this one more thing on our plate idea for us. That would be really helping. If the district would let all of these specialists go, turn back the control of teaching our kids to us, the teachers, and give us a raise, real teaching would once again be the norm. As it stands, you, the district, are about run numerous teachers out of the career that they chose because they love making a difference in the lives of kids, because they can no longer physically or mentally handle the stress, and the extremely ludicrous expectations of their time, the peace or sanity. Enjoy your dinner with your families, we will be here stressing out, working until we drop, and crying because we are so tired and exhausted, but not for long. Soon, unless things change, you will have a ton of chiefs with no Indians left in the camp.

- PLC and conference periods are constantly taken for ARD, 504, dept meetings, etc.
- ARD's, PLC's, SPED department meetings, give me little time to plan. I am required to attend a PLC for math and the math coach also meets with me.
- PLCs need to be more frequent in order to fully address the needs of the classroom teacher.
- We are required to have PLC meetings. They take up one of my conference periods that I would otherwise use for planning. If I have any other meetings planned such as RtI, ARD, or 504 meetings then I have more time taken away. I would like to use my time during school to accomplish planning and organization and parent contact.
- Core Teachers are provided an extra planning period.
- PLCs have taken over my planning/prep time. Once I do SPED and 504s meetings, and PLCs, I might have 1-2 hours a week left to plan and prepare. It used to be a law that a teacher had a daily planning/prep time. TCTA says they can help w/ too many departmental meetings, but I am a member of ATPE because of their legal support. If administrators want quality instruction then give your teachers time to prepare.
- The new principal on our campus and the new vice principal are terrible! Almost all new office staff terrible one of our counselors is great the other one is a power monger who can't get anything done.
- I am required to plan in a PLC for classes I do not teach. All of my lesson plans (for two other

classes) must be done on my own time. All I have time to do during my conference period is to make copies, run to the bathroom, and check email. No planning time.

- I can now plan with my department.
- Being in Special Education this is the first year I have had a conference period and a PLC. It has helped.
- Data and testing are overtaking the profession in public schools and we are all suffering from it. Additionally, there are too many layers of management and our class sizes are too large for what is expected. We simply cannot do what is expected of us anymore and it is very time-zapping and discouraging.
- We have a conference time a week and PLC time to plan. Administration has given us two half days with subs to plan. As a team we also plan 1 or 2 days a week until 3:45.
- Conference time keeps being interrupted with training and variety of things that make us have to go to after hours to get it done.
- My caseload as a special education teacher has increased as well as my expected duties. There is no possible way to complete everything I need to do AND provide quality services to all of my students. We are understaffed across the campus and it shows in the teachers' worn faces.
- I have been on campus every weekend and I'm still not getting enough done - there is just too much expected and no time provided
- Majority of planning is done after 430pm and on weekends
- So much time taken away from us in order to attend PLC meetings...and/or ARD's/504's that we get only 1 or 2 days for actual Planning time...which makes for a very insufficient amount of time that is very much needed in order to do our jobs as they are needing to be done. It has gotten to the point that I spend many hours after school trying to catch up. Very frustrated with the way we are not given our planning periods as they should be or at least I was under the impression we still were supposed to have them.
- Really? 1 hour to plan...you try it and see what kind of plans you come up with....
- Planning seems to be overrun by picky inclusions that are unnecessary
- We must input everything into euphoria which is not a problem. What causes us to not have enough planning time is all of the meetings we are required to attend. We sometimes have a meeting every day in the school week. Between 504 meetings, ARDs, team meetings, faculty meetings, and PLCs we have no time for planning unless we stay late or arrive early or both.

- With the implementation of RtI...we have more documentation that is being required and not enough time to effectively handle the whole process. The whole idea is more work on teachers because there is not an answer on what it should look like or what should the plans be like, etc.

Too much curriculum and extras...not enough time to plan for everything.

- We are offered a lot more planning time this year and it has been very helpful!
- Too many materials to adapt for my special needs students
- For all teachers, but particularly those asked to teach 3+ subjects without the benefit of a PLC, I have to question whether anyone in admin (from the superintendent on down) has taken the time to add up the hours it would take to complete all of the requirements asked of a teacher on a weekly basis. Is a 60 to 80 hour work week the expectation? Planning, grading, attending ARDs, modifying assignments for 504 and EL students, coordinating with Gateway/ISS, providing required accommodations, completing online workshops, calling parents, completing special projects, monitoring hallways, tutoring, implementing the Model Classroom Project,..... (the list could continue), not to mention simply trying to engage, motivate, teach, and counsel 125+ students each and every day would provide an overwhelming environment for Superman. My greatest success in education was teaching in a extremely poor district (CCHS students would all be considered well off in comparison), and the admin allowed teachers to spend their energy creating innovative and engaging activities. There were no insane lists of requirements to be checked off. I simply taught. And my students' pass rate on an internationally administered exam was 98%. Does education really have to be this complicated? Thanks for providing me a chance to voice my thoughts.
- I am often pulled at conference time to sub for other teachers.
- Due to the workload, I need to work off the clock on a daily basis.
- In the question regarding the assistant principals, one of the assistant principals was just recently added to our campus, so I rated the assistant principal that has been at our campus the longest
- As a director of a team, any extra planning time I receive goes toward planning for the team and leaves me with very little time to plan for my classes and lesson plans.
- The time when one really has to plan is after work hours.

- The common PLC time is very helpful. Not as much planning has to happen outside of school.
- additional duties take away from grading and planning
- Teaching and acting as a campus subject area specialist leaves little time to work on planning for either aspect of the job.
- The conference period is not sufficient to get materials prepared and make the parent contacts that we are expected to make. If you have a conference period at the beginning of the day or at the end of the day, you are also called in to a large number of special education meetings.
- Everyone could use more time
- Several people experience more meetings during their conference time. I have to test and screen during mine which leaves little time for communicating with other teachers about student needs
- There is an extreme amount of wasted time where teachers are pulled out of class to go over data, PLC, and misc. training. In my opinion, I feel that these meetings do not have a specific goal in mind, yes there is an agenda, and the agenda is followed, however I feel that we are reinventing forms every month to support the same idea or information. For example, I have undergone Lead4ward training 3 times since August. That's ridiculous. The initial training was great, I got a lot out of it, it was easy to implement, but I didn't need to go through a faculty meeting where another representative basically explains everything we learned from the day long training in a quick 40 minute training. Nor do we need it reiterate by the literacy coaches during PLC. We get it, let's move on.
- Having more than one prep and going to one prep plc 3 times a week when I only teach one class, being the only member of my other prep and only getting two days a week to plan....
- As an administrator I have to think ahead and plan accordingly.
- I have able time to plan, set up materials and implement lessons effectively.
- I have no set conference time and often squeeze in lunch much less planning during the school day.
- Weekly PLC with Coach does not include planning so another day is required to plan with departments, but weekly required meetings (504, ARD, etc) sometimes take 2-3 additional days of conference time so rarely are all department members able to be present at the same time. There have been several weeks this year that I have had no conference/planning time at all.
- As an assistant librarian I am expected to be able to respond to varied and frequently off-the-wall requests promptly and efficiently. That type of expectation is difficult to prepare for in advance. I appreciate my librarian's efforts at organization and labeling of "stuff", both for book care and maintenance and for the massive electronic and equipment needs for which she/we have become responsible.
- Too many last minute meetings. Too many PLC's that address data instead of team planning-what we need.
- I have so many other duties and paperwork tasks that I have to choose between those and planning good lessons. I don't have time for everything.
- The duty schedule before and after school cuts into my planning time when extra activities and meetings are involved.
- I have duty in the a.m. (as soon as I get to school) & absolutely have no time to get my classroom set up for that day's challenges.
- Conference times are spent doing "other duties as assigned" due to the demands of the athletics schedule. A separate athletics PLC time would be VERY helpful.
- I have 5 different preps and only 50 minutes a day to prepare. This includes planning, copying, parent contacts, entering grades, grading papers, preparing field trips, etc. There is no way to accomplish all of this work in only one 50 minute conference period. With student obligations before and after school this means I work at night at home or stay on campus very late.
- We have more kids that need supervision than we have staff to supervise. No time together to plan projects or work as a group or to get things done. It would be nice to have a meeting time scheduled out weekly like all other departments do daily.
- Planning time is being taken up by meetings and repetitive paperwork
- I spend 20 - 30 hours per week in entering tests into the system, planning, grading and completing RTI documentation (much of which is redundant)
- I rarely have time to plan, prepare and grade at school. Most of my planning happens at home due to meetings, Star chart surveys, etc.
- The time is there but we have so many commitments, both during conference and after school-team planning, PLC, meetings etc-that the time I need to accomplish things on my own in my room and specifically for my class, is not there. Therefore, I'm either spending my personal time away from my family to complete it or simply not doing it until it cannot be pushed off any further.

- Planning time often taken for meetings.
- Over the past year I have been pulled out of class at the last minute to cover ARDs for other teachers. I have also had to use my planning period as much as twice a week for ARDs. My biggest complaint is inconsistencies within the assistant admin team on dealing with students under the influence, dress code violations, and other behavior issues. We also have a large group of staff that ignore the dress code violations and do not consistently make students wear their IDs. Security is also another concern, including not having a continuously recording video system. This would help admin catch students stealing, etc. we have drug deals going on during the school day.
- Too much needless paperwork and endless "tasks" keep teachers from being able to focus on really working for the best of the students.
- Professionally I have zero minutes to plan our PLC's are taken up by listening to someone who has less teaching experience than the teacher listen to herself talk and never gives teachers time to plan. A good teacher is a prepared teacher which has time to prepare awesome lessons. I spend MY own time after school and weekends planning my lessons for the week. We are pulled out for PLC but, planning is not on their agenda.
- I lose a lot of planning time to ARD;s and 504 meetings.
- With so many demands, non-negotiables, and district expectations, I do not have nearly enough time to get these things done during my planning period. Also, my planning period is taken up by meetings 2-3 days a week.
- New responsibilities are added weekly, but there is no more time in which to get things done. Now that we have Intervention homerooms, we don't even get that extra period homeroom we used to get once a week. Add to that the fact that now we have more tutoring to do before and after school (because they can't come during homeroom), and there is NO time. Plus, we spend so much time in PLC writing lesson plans so that someone "could come in off the street and teach from" and trying to fit them into the pre-designed lesson plan template, that every team leader ends up having to work on lesson plans outside of PLC.
- I keep up with the demands put on me with little need for additional time outside the workday.
- Too many subjects, too many TEKS, too many high needs students, too much paperwork outside of actual teaching and planning for teaching.
- Insufficient planning time. My planning time is frequently taken up by 504s. Our instructional facilitator makes it difficult to get lessons planned.
- do not have a planning time...too many meetings
- In recent years our conference time has been cut in half while our responsibilities have more than doubled. Our class sizes have also grown. The situation is dire. I love teaching, I love my students, I love my subject, but I can feel myself becoming burnt out. There has been only one weekend this entire semester when I didn't have to come to school to work on lessons plans. I grade for at least two hours every night. I grade for six to eight hours on weekends. I've been teaching for over 20 years and I would love to teach another 10. However, the work load is crushing me.
- To make high quality lessons and prepare materials for each one, it takes more time to prepare for a lesson, than it actually does to teach it. Realistically, half the day should be planning and half of teaching.
- I have ARD meetings and teach several different subjects (I am only in 1 PLC). I have to take conference time to sit on another PLC so I am prepared for the class, but I am not part of the 3rd at all. I have lessons prepared by the other teams, so I am planned out, but I do not always have my planning period to go over all of my lessons.
- WAY WAY WAY not enough time to get all that is expected of us.
- It is nearly impossible to prepare/plan for the workload we are currently facing. I do school work 7 days per week at home, and often stay at school working until 5:15pm to prepare for the next day. It is not necessarily a matter of needing more planning time...it is a matter of decreasing the workload.
- The school board President, James Allen, denied a community member the opportunity to bring a concern to the school board regarding a school program.

The Superintendent' fails to adhere to his 8am - 5pm work schedule. He is not available for the community members to discuss concerns. Superintendent is not visible on the campuses. He fails to cultivate a positive relationship with his employees. He does not promote an open door policy.

The Special Education department needs to provide more support on all campuses. More staff are needed on each BISD campus. The behavior coaches need additional training at the secondary

level. The expectation is for them to provide the intervention support not verbalize it. The Gateway DAEP campus needs a full time behavior coach to support the needs on that campus. The behavior coaches should be required to provide services during ISS assignments and during DAEP placements. A RTI program needs to be implemented on the secondary level (7th-12th).

All teachers should be required to incorporate PBIS in their classroom management skills. It would reduce their discipline problems in their classrooms.

- There are lots of meetings, ARDS, etc. that get in the way of planning time often.
- Not a long enough block to plan at school. Always taking it home. Wish there was time to plan with others in my department.
- Prep time is regularly taken to sub for another employee in the department who is absent. The Special Services does not bring in contract interpreters to cover the absence due to finance.
- Conference periods are taken up by needless meetings and meaningless PD.
- While there's not enough hours in the day to get done all that needs to be done, I am given a good amount of time to adapt/plan/etc during the work day
- We always need more time, the more planning time we have the better teachers we can be.
- With the ever increasing number of 504 students, more time is spent having yearly update meetings, and less time available to counsel students/provide guidance. Perhaps the campuses could have a designated 504 coordinator, as they do an ARD coordinator, and allow counselors to see more kids and provide guidance in areas of prevention for bullying etc.
- Three part time counselors is very ineffective for our students.
- Scheduled conference periods typically get interrupted by day to day task and other departments using the workroom or asking to meet during our planned conference period.
- Overflow of training this year like no other before. I have received excellent training and have many ideas, but so much of it I have no time to implement any.
- Teachers are consistently being pulled into meetings during our conference time and sometimes after school. When we are not given a conference time it makes it very difficult and sometimes nearly impossible to plan for our classes and our lesson plans.
- I teach several preps and sponsor several student activities, so while I don't have nearly enough

time to plan and manage all of that, it's more of a problem I chose for myself.

- PLC is a lifesaver.
- this year, there was a 50% overhaul of the math TEKS. Zero assistance was provided from the district level to make changes to the existing curriculum. This has been dumped entirely on us. We are doing our best, but it is heartbreaking to see kids not succeed because the district has rolled out the new TEKS so poorly. Given the amount of work required to overhaul the entire math curriculum and no assistance from the district level, there is extremely insufficient time to get this done.
- All of our time is taken up with trainings, 504s, ARDs, TEKS analysis, and a bunch of other nonsense, that we don't have time to actually plan.
- As teachers, we are given a vast amount of duties. The amount of time given to us to complete these tasks is insufficient and unrealistic.
- As a salaried professional, I use extra hours to plan for my job, even if it means working late hours.
- The amount of paperwork of financial- budget is more than normal school time allows. I spend a lot of time before and after school.
- Understaffed, no time to prep
- One conference is used for PLC, which goes by too fast, and the other conference is usually used up with parent conferences, parent phone calls, emails, ARD meetings, 504 meetings, staffings, etc. No wonder I am here till 8 pm most every night.
- We simply have more meetings during conference than needed....interrupts the routine of the day.....need conference time to prepare student daily take home information.....
- High needs students being put into mainstream classes with not enough support make planning for all students difficult.
- So many meetings scheduled limit actual planning time. PLC's are generally ineffective.
- I manage 2 campus libraries and work at least 60 hours a week to keep up with requirements. There is not time to create a vibrant program. We are just meagerly getting through and meeting minimum requirements for library services. Despite very active advocacy last year and many data meetings we were not able to convince HR that additional librarians would help improve not only scores but also student achievement in general and promote lifelong learning, not test taking skills.

- There have been too many conflicts with my conference time.
- We are required to document more procedures and that is very time consuming.
- My conference time is often taken up with 504 / ARD meetings. My PLC time is expected to be given up for non-evaluative observation feedback instead of keeping it sacred so that we can plan as a team. As teachers, we are asked to keep this time sacred. Yet, admin does not keep it sacred.
- I grade on the weekends and plan and prepare after hours every day that I can. My planning periods are taken too often by the school
- Constantly up at the school inputting in grades and assessments after school.
- There were several weeks earlier in the fall that my planning time was used for worthless PLC meetings, ARDs, and meetings with other staff that were not planned and I was given abrupt notice for while I was trying to load binders, complete progress reports, report cards, weekly newsletters, and other online report submissions with deadlines.
- I am working more over the past 3 years and it never seems to be sufficient. Every time you turn around they want more and more. and what they are requesting does not directly involve the child
- disorganization causes last minute notifications which cause panic, distrust, & overall dissatisfaction
- Last year meetings and trainings were added during our conference periods and after school. This year, however, so much more has been put onto teachers' plates. We meet, we train, etc., but no time is left for lesson planning - except for our own free time. I spend late nights and my personal weekends planning! Rarely is time left for planning during the week. It is exhausting. The PLC meetings do not help - we do NO PLANNING in PLCs!!
- Too many meetings
- We must do most of our 504 prep after school or at home because there is not anytime within the day to fit it in.
- SPED evaluation staff: not enough time to get reports completed during the school day.
- i have enough time
- We are assigned 45 minutes per day. However, 3 out of 5 days a week seem to be meetings.
- With the changing of the teks, I do not feel that I am sufficiently supported or directed in the right direction.
- Classroom schedule constantly changing, which often conflicts with planning time.
- Too many meetings, PLCs, and too many professional developments and being pulled out of the classroom.
- I love the PLC time, It is the most useful time of day.
- Meetings consume much of our time.
- Because of RtI's, behavioral support meetings, parent meetings (that have to be scheduled one at a time during planning time as opposed to a specific time of day), PLC's, and coloring in children's behavior planners, there is insufficient amount of time for planning lessons, running off copies, making assignments, preparing centers, writing down time for cardinal time paperwork, and ARDs.
- Any "planning" time of my own is either before or after school hours, including almost all of the weekend, searching for resources just announced during the week at PLC meetings. If I need to make copies, it is the same, non-school hours and weekends, IF I can find a co-worker at the building because I do not have a building code to get in, even though I have been requesting one since Aug/Sept. I have absolutely no planning period during school hours. We have PLC meetings during "conference" periods, which are not guided by us, but used to share info from the Curriculum Dept. or admins.
- The time allotted always gets compromised. Too many interruptions and speakers etc...
- No time to plan with so many meetings.
- There are too many meetings held during our planning time, some of which I know need to take place. However, with the task of getting students prepared for the STAAR test, we need our planning time to assist us in meeting the needs of our students. Every minute counts.
- When given teachers are given 2 core preps, I believe the teacher should be able use some PLC time to prepare for 2nd prep. I was given a second prep but never given TEKS or information to prepare for the subject. Previous teachers were sent to trainings, but "not in the budget this year." How effective can a teacher be if not given any help?
- The number of meetings necessary on students or to plan units as a cohesive department team leaves very little time left for individual teacher planning and material gathering
- Too many meetings.
- Too many meetings.
- Student BEHAVIOR on campus and in the class rooms are out of control, making it very difficult for teachers to teach. There is no support from the head principal to the assistant principals. The teachers are being micro-managed for what they

are not doing, ignoring the real problem, which are students disrespectful behavior on this campus. These are high school students who need to be held accountable for their behavior, disrupting the learning environment, keeping others from learning. The administration needs to stop calling the students, 'OUR BABIES". They are not babies, they are young adults that needs to be treated as such. We as teachers need to be able to teach and students should be able to learn without disruption. These students are our Future. Many are graduating soon. We need to be able to educate our students to be productive citizen.

- Frequently have to cover other assignments during lunch and conference due to being understaffed.
- The students are on campus a full 8 hours of the day. That is 40 hours per week spent monitoring students in some way. That leaves only our conference period to plan and prepare. Even if this time was completely left alone by the district and campus, it would be an extremely insufficient amount of time. Many conference periods are taken up with training and meetings. PLC's are not necessary and take teachers away from their students and/or planning time. There has been very little covered within a PLC that teachers did not already know or that could not be touched on in a faculty meeting. It is a waste of man hours. In the last few years the district has increased the time students spend on campus and have increased the amount of work expected of teachers and reduced the amount of planning time teachers have to do their jobs. This has increased teachers work hours to an unacceptable amount per week. Rarely does a week go by that we are not told of a new thing that is expected. This week it is data notebooks. My team has only been able to meet a handful of times this year because of all that is on our plate. Collaboration is waning because of this. The district acts like they want us to collaborate, but take away the time we have to do it. The district has put in place a mile long check list of all the things that they expect to see when they walk into our rooms. Yet we have almost no planning or prep time to prepare those things. There should be a phase in period of at least three to five years to meet all the objectives on the long lists. We need to be given small chunks of things that will be looked for and given time to put those things in place before adding the next thing on the list. Stations require a huge amount of time to prepare for the lower grades. It is true that the things we do in our lessons can go in the stations, but that is not nearly enough to stock all

of the stations. Again no time has been provided to meet the demands the district has put on us.

- I have a bit of time each, or every other day to plan.
- In one given class period, I may have 4-8 different subjects to teach. I'm responsible for planning lessons for all of these subjects and implementing them with fidelity in one class period. Planning for one subject is hard enough, much less 8, much less juggling them all in one class period. There is little to no planning time after school, being that we have some type of meeting almost every day of the week. That leaves only 1 conference period to plan for 4-8 different classes.
- It is hit and miss. Some days I can plan some days I can't. Depending on the needs of my students.
- There is no time to plan because of meetings, sometimes.
- I have a period per day to work with my subject area team in PLC. We use that time to plan our lessons for the week and to try and get ahead as much as possible. We also have had one whole day to plan as a team, but we didn't get much actual planning done as were doing stuff for the specialist and C&I.
- If I have 3/4 different courses, I should be allotted at least the same amount of planning time as my colleagues, especially those with fewer courses to plan.
- On top of weekly lesson plans, we are required to have guided reading lesson plans this year. This would require at least 15 additional lesson plans per week (3 groups x 5 days). I believe teachable moments during G.R. are dependent on student's errors, questions, etc. In addition, the extra documentation takes away instructional time.
- I teach three preps in addition to student organization responsibilities (built in to my position, not volunteer or otherwise assigned) and have only one planning period with no PLC. Department meetings are held outside of the normal school day
- Teaching two different classes limits the time that can be dedicated to planning since there are many things necessary that we also must do, such as contacting parents.
- Certain times of year are very busy and more time is needed, but in general have plenty of time.
- I get pulled out very often to complete other tasks such as ARD Meetings, among other things.
- Much paperwork. Lots of discipline.

- Working with people with very special needs involves the use of many hands-on materials, many of which require a lot of set-up.
- We have several meetings during our planning time
- In the beginning of the school year, we were not given enough time to plan for the first week or weeks of school. Once school started, it seemed that we had at least three meeting a week.
- I honestly think that I should mark "very sufficient" because I know I am provided time, but it never feels like enough. Something else is always added or required to do, so I feel like we just run out of time. I also have a brand new prep this year, so that always takes more time.
- I spend many hours outside of my one conference period to plan.
- Generally there is not enough time given for teachers to plan whether collaboratively or independently. The demands of the job have doubled the planning time required however, the time allotted for planning has not increased. Consequently more and more of the job has to be done on our own time without pay.
- I feel enough time is given. Just think more flexibility in how we plan was given instead of a "cookie cutter" planning system.
- I always -- without exception-- have to grade papers after school. Weekend or evenings are part of my grading/contact parents' time. There is no time to get this done during my paid school day. Copies are made after school also. I do, however, do all planning in Plc. An 8 period day would be terrible
- PLCs have been an important addition to schedule enabling teachers to collaborate in developing rich lessons reflecting best practices. Also the two-day planning time in August enabled teams to begin the school year with a strategic plan.
- Not always time to plan.
- There is never enough time for planning for students with all the required paperwork for Central Office.
- With all the ards, meetings and other distractions there is not enough time to do a good job teaching.
- PLC time helps with planning.
- Aides have no planning time
- The paperwork in this job alone is enough for a conference period on many days. My day starts at 7:20 a.m. and ends at about 6:00 p.m. (sometimes later)
I could stay much later and still not be done with everything, but I have a family to get home to. Meetings after school (sometimes before school) add to the day. Some meetings go until 6 p.m. I grade papers and enter grades many weekends. I know that many teachers do this. We also come up early in the summer to get our rooms ready, etc. I love teaching, so it's all in a day's work. What I don't love is when administration "expects" teachers to do all of those things- like put in late hours on a weekly basis and come up during the summer to get our rooms ready because we don't get the time to do it during in-service in August. It seems that every year, we are given maybe one day per campus to work in our rooms, but throughout that day we have multiple meetings that are required. That's not a day working in our rooms. That's staff development.
- We have conference time and PLC periods that allow for maximum planning. The lessons and quality of learning experiences have greatly increased as a result.
- My time has been interrupted by too many other things, PLCs, specialist, people from central,
- I have a scheduled planning period twice a week.
- Other activities encroach planning time. (Ex Social activities within the school done during planning time).
- It's gotten better since they stopped having PLCs during Planning Time.
- Too much to do - too many expectations --- not enough time to do the job the right way without cutting corners or sacrificing my family
- only one conference period where we have PLC, ARDs, 504s, so many days go by where you don't have time because we are at meetings all day.
- It's getting worse...if it keeps going, next year I'll change it to Insufficient.
- PLC and conference time are excellent for planning ahead.
- Paper work take tons of time from me...
- We meet in PLC every day to plan this more than enough time to plan lessons. We need more time to grade papers in school not take the home to grade.
- I serve 2 libraries as a librarian. When I am on a campus, working with students, I am unable to perform a lot of administrative duties, so I do them at home.
- I am constantly being pulled from my class for meetings and 504s. I am told every week or so to change something based on what the curriculum department want to see and have to change my plans, therefore I have little time for parent communication or grading.
- With the added paperwork, changes in standards, etc.... I am unable to plan for all subjects in the allotted time frame.
- It is sufficient time.

- Although I often have low enrollment, the amount of paperwork and the types of student behaviors often impact teacher morale. Service Center is supportive of needs. This is the nature of the beast.
- We have too many meetings scheduled during conference time and after school. For example, just this week, 3 meetings during conference and 2 after school meetings.
- PLC takes up a lot of teacher planning time
- Our planning time has been cut at least in half due to PLCs since our campus is considered an IR campus. We are having to have A LOT of staff development, and this is during our conference period.
- PLC wastes at least 2-3 days with other demands another 1-2.
- Most conferences or PLCs are used for other meetings, etc., not given much time for planning
- One planning period is not enough time for multiple preps
- We are constantly in meetings. A lot of the meetings are due to poor communication on behalf of central office staff and the campus principal.
- Planning time taken away for meeting after meeting after meeting.
- I appreciate my time in PLC, but I feel like we are getting bogged down with other requirements/paperwork instead of focusing on helping the students by planning the best lessons for success.
- Taking time to find relevant and rigorous lessons is frustrating. TEKS resource system does not offer any "resources". Meetings during "planning period" are overwhelming at times.
- There is never enough time for all the expectation.
- Too many meetings and redundant trainings throughout the year!!!
- Teachers are expected to give up additional time each week. We are forced into protracted meetings and excessive waste of time is provided by our facilitators. It is a terrible situation and very exhausting and demoralizing for the staff. Our facilitators show little respect for the teachers and are way too young and inexperienced to do this job. People are ready to leave right now and walk out the door which will be difficult for our children. The district is expressing its own lack of confidence in the teachers, but the C & I department is making things much worse. PLCs are not what they should be. Planning is not the priority and teachers are forced into long lesson plans and little autonomy. Disastrous. We will lose good teachers. Sadly for the district, we have already lost the young ones. They do not care about veteran teachers.
- Too much micromanagement with lesson plans. Detailed lesson plans required for multiple areas proves very difficult. Constantly working 80 hour weeks--home and school.
- PLC meetings are a waste of precious planning time. No one seems to care that teachers are staying until 7 PM, coming in early and putting in long weekend hours because our planning time is not valued by district leadership. Although people can justify bending rules, this is a violation of the intention of education code which was written to protect teacher planning time and it shows a lack of respect for the enormous responsibility that teachers shoulder for designing quality lessons on a daily basis.

Explain your rating about the usefulness of your PLC

- The principal or math coach run the meeting. I thought PLC was for teachers to plan and not to listen to others who like to talk!
- There is not always enough time for PLC when such requirements as data digs or other required assignments occur, otherwise the time is somewhat sufficient for at least providing an overall outline of instructional time.
- PLCs are allowing us to look at instruction at a deeper level and study the TEKS and level of rigor as we haven't done before. We just need more time in order to fully align the standards, assessments, and lessons.
- PLC's are not productive because we do a lot of talking, but accomplish very little. We have voluntary department meetings on our own time (without our PLC coach) so that we can accomplish common planning. During our department meetings we can write lesson plans, create print shop orders, write common assessment tests, and discuss the success or failure of past lessons or needed lessons. We usually have time to take care of personal needs such as checking our boxes, running a few copies, or going to the bathroom. During a PLC we talk about what the district wants us to do and the timeline within which we need to do it. We usually disagree with the practicality of the district timeline and argue the whole time.
- It is an extra 45 minutes per day to plan

- When you get several teachers together to make decisions, there are always 2 or 3 that have inflated egos and want to do all of the deciding and talking. I would spend that time preparing rather than pumping up their self-worth. When administrators come (which is often) we spend our whole time explaining to them what we are doing. There is no way they are experts in all content areas so their input is useless and time consuming.
- Our Plc is vital for the success of our students across each subject area
- We are not given five days a week to plan lessons. We often have other tasks and then get in trouble if we don't have our plans complete to review for polishing day. Polishing day is not a time to make our plans better, but a critique of whatever work we have planned. I do not appreciate being scolded for lessons that do not even apply to what I teach. The time would be better spent reviewing student work and providing feedback for them.
- Ideas are given for any lesson.
- We work together most of the time with one lead teacher. Since I work with coaches time seems to be short for long range planning. Our lesson plans were done well in advance the first of the year, we have fallen behind which makes it hard to modify plans well in advance.
- It's a learning process and I believe it will improve over time.
- We take care of business and do what we are trained and called to do when we are not interrupted by the triple layers of upper management's mostly unnecessary interventions or requirements of us that exist now to "help" us. These good intentions are ironically causing much harm to the system and we teachers feel we no longer have a voice. It is like watching a ship sink and not being able to jump to save your own life.
- We get a lot planned and data evaluation.
- We never actually discuss lessons or delivery or collaborate
- CTE doesn't have PLC's
- Too much repetition of what they want us to do...a complete waste of our precious time!
- It is helpful for what we are doing now in ELR but I would like to be able to plan for the next unit not the one we're on. As for math it is not helpful because we have only really had one PLC.
- Sometimes we have other things we have to do in PLC before we can plan. This takes away from planning time.
- It's okay
- There is very little planning at PLC times. Our LC spends the entire time talking. She directs too much of our time with her agenda. Her lack of knowledge at this level often creates confusion about strategies. She thinks that she knows it all and has little or no respect for the teachers on this campus. Some of her comments and emails are highly unprofessional.
- Do we still have a curriculum specialist or facilitator? I haven't seen one...
- I believe that we all benefit from the process and the reflective quality of being able to meet together. We have an opportunity to share skills.
- Gives us time to be together with one focus, instruction
- I don't have a planning time with the other teachers so I cannot have PLC's with them.
- In my opinion, PLCs are a waste of time. I would rather use that time to plan with team members for the coming week, or month. I feel the overall plan is a good idea, it just doesn't seem to be working. I feel like something is missing during PLC to make it more effective.
- time seems to be wasted and not much time for actual production.
- Do not plan or discuss strategy with other teachers often.
- I do not get to attend, since I have student with me until well after 3:00 most days.
- We do not have curriculum specialists - we have coaches. I do not feel they are very useful in PLC meetings because we are trying to plan and they have other agendas.
- At the 5/6 campus we do not have a Curriculum Specialist or Facilitator. We cannot usually plan during a PLC because our coach has a different agenda.
- The PLC process is being misused to mandate conformity and a focus on superficial, task-driven mediocre planning. The chronic meetings are stilted and bogged down in wasted time.
- not applicable
- We asked for more team planning time instead of looking at data- our administrators said yes
- I don't attend a PLC.
- Unfortunately they do not have a PLC for my subject.

- This is the only time where planning really gets accomplished.
- No time to plan with other teachers in the district that teach the same subject. (I am the only one on my campus)
- We do not have them.
- PLC meetings are m=not teacher-data led. We are TOLD that they are but there is always an invisible agenda.
- When I come out of a PLC my plans should be finished. At this time PLC's do not allow us to ACTUALLY plan together and get actual lessons ready for teaching.
- We are taking a good look at the TEKS and really looking at what they are asking us to teach.
- The planning is vague and feels like busy work.
- Best when teachers can just plan together. But we are losing instruction time with kids every week.
- PLC's are not being utilized in a manner that helps promote the learning and expectations of students or teachers. I have been in other districts where the PLC's were specifically designed to HELP teachers teach not listen to a Literacy Coach talk, and talk...and talk with NO ideas to bring to the table.
- If the teachers were left alone to use that time as they see fit, it would be great. However, we are given agendas and district expectations to complete during this time and we once again, are not having enough time to get to what is important.
- We do the best we can given the constant interruptions we face in PLC from our specialist.
- I am not assigned to a PLC
- The teachers are not all being held equally accountable. It began well but quickly went downhill.
- Faculty Meetings is a waste of time. Most of the topics discussed can just be sent via email. Then they make you sign in and are all over that list to get you in trouble. How come we cannot explain to other questions in this survey?
- I don't know why it's called a PLC. There is no "learning." The focus is ENTIRELY on filling in little boxes on the lesson plan with minutiae. Experienced teachers are held back, and inexperienced teachers never really learn how to write a lesson plan. I'd like to see some research that links highly detailed lesson plans with student achievement. I would guess there is no correlation.
- If we have a video or assignment not effective but if we are given time to truly plan, excellent.
- Unfortunately, I do not get to use my PLC time for meeting with colleagues who teach the same subject matter at the same grade levels that I do since there is only one of us on each elementary campus. We try to meet at 4 pm (on our own time) to plan once a month. It's not enough to do a high quality job and it's ridiculous that we only can do this on our own time.
- The collaborative lesson planning really helps me since I teach several different subjects. And it really helps the whole team get planned out in advance once we get the structures in place. Then we can go in and tweak lessons, add extensions, etc.
- Not really participating in PLC at the moment. Could not last year as a result of scheduling.
- Very good to excellent, but only when the time is given to the team to plan as they see fit. I would rate it as fair to poor when the PLC time is taken up with other agenda items assigned to be completed during that time.
- I have no PLC
- It is difficult for all teachers to participate in the PLC's. For example, the teachers at the Alternative School and Genesis may have difficulties scheduling them into their work day.
- Often we find that during PLC, we are doing "training" instead for MCP etc. I would like more time to actually plan efficiently with my team.
- Never get to meet with my department
- AI do not receive PLC
- PLC are a means of bringing dictates of the curriculum department, not for planning by teachers.
- PLC's seem to be a waste of time
- Fine Arts doesn't get PLC. WE SHOULD. As well as Professional Development in relevant fields with relevant information.
- I am split between CCI and BIS, and it's very difficult/confusing to be considered an elementary campus from an RTI perspective, but then secondary from a Sped perspective. I also notice how overloaded teachers are with taking 3,000 grades for Social Studies combined with Writing, and they have PLC's twice a week with only one conference period, versus middle school that has PLC's daily, but has two conferences. Teacher

morale is down and they come to us frustrated and exhausted.

- PLC's have made a good shift this year but we still aren't cohesive enough with norms and expectations. Is PLC time an extra planning period to map out units or is it a time to develop reteach/interventions from previous unit data? This is what I don't think is being communicated or clarified accurately.
- It could be a really good time to plan but there is always a separate district agenda and it always centers around giving us more directives and never allowing us to actually plan.
- When we are pulled into a PLC it is no longer being used for teachers to plan and many times we get stuck on one or two topics which is frustrating and we feel that it is a waste of time to be pulled into a 2 hour PLC and not allow us to plan or allow us to use that time as we feel it should be used.
- I don't have a PLC.
- It all depends on how rigorous your team leader is mine is easily distracted.
- The people are nice, but there is a lack of a strong central figure to guide and keep the planning on track when there is dissidence among the ranks. This has been the same experience every year since I have been in this district. There is a general lack of professionalism and settling for good enough and I have been told to "just go with it". I will not lower my expectations of myself because others are fine with giving up and "just going with it".
- We don't have time to really plan. Our Bilingual teacher in my department rarely shows up to PLCs because he's got a bilingual coach taking up his time, and I am usually missing someone else due to a 504 meeting or an ARD.
- Time is wasted when we have to discuss our roles, etc. It is much more useful to be able to get to work actually planning.
- The time we spend on PLC's is helpful to know what needs to be done.
- I'm CTE so the support is literally me and one other person.
- Our whole curriculum changed this year. Most everything is new. 45 minutes is not enough time to plan all new material to teach.
- We spent time dissecting teks for a unit of study that had already been covered prior to the meeting.
- We lose a lot of teaching time trying to meet the needs of PLC. The accumulation of time

lost is significant when you look at it over the course of a year.

- We meet after school on our own time, not during the school day like all other departments.
- There are too many other paperwork requirements that get in the way of completing lessons.
- We are sharing more common strategies to address our students' needs and I think we have been using with more frequency common resources across the grade level.
- If I did not have my PLC to help divide up the workload, I would be teaching inadequate lessons to my students. There simply is not enough time to teach 140+ students, grade, plan, and continue with parent contacts while trying to plan quality lessons.
- We usually discuss upcoming tests and changing them to fit our teks... Which does need to be done though...
- Now that we have our Curriculum Specialist back on our campus, PLC time has been useful.
- I am new to the district and this PLC concept is new to me. I have never had my planning time taken away arbitrarily for such a worthless waste of time. First of all, I have to waste my precious time planning for a specialist to sub for me while I race down the hall for 20 minutes and then race back down the hall to dismiss my Kindergarten students, do dismissal duty for 30 minutes and run back to the PLC and then finally get back to my room exhausted, still having to clean my room and get ready for the next day. Every time my planning time is removed from me, it forces me to have to stay in my room later that night to do the activities I needed to do during the PLC time.
- again... they give us more unrealistic expectations
- We rarely discuss anything of importance - a bunch of fluff.
- PLC time should not be used for professional development
- We just look at a specific TEK. No planning goes on.
- Does not run the way it is supposed to...why do we need to compress the TEKS when that is already done...
- All the planning for my core class gets done and everyone has a say in what's going on. We also all share the work pretty evenly.
- PLC meetings are not teacher led. Data is secondary.

- It is useful in that we are all on the same page. However, I feel it is taking away instructional time from the day.
- Again, our PLC meetings are scheduled on Tues. and Thursdays of every week. But, we often have to have additional PLC meetings to accomplish all the announcements, etc. Most weeks, I do not have a "conference" period of my own. How does this affect my students? Where is the time to tutor students? How can a teacher be completely prepared for administering her lessons? Is a teacher under this much stress teaching at her best? How will all of these factors affect the STAAR results for my campus? Teachers need time to plan with one another without interference from Literacy Coaches, admins, or curriculum department announcements. We need time to share resources and ideas to better prepare the students for the world and for STAAR. PLCs are hindering that flow.
- PLC time should not be more than 30 min per week more than that affects teacher morale and performance.
- We are able to break down standards and pinpoint areas of need that we can target with students. The time with administrators is very helpful
- We use PLC time to create documents, talk about how to teach a certain topic, and allow us to go over data.
- It is very useful to meet as a team and share all ideas and concerns and look at them as a team
- You can have all the PLC'S, if you have disruptive students and no Administrative support what is the sense in planning when you are not able to teach?
- We do not need to be doing PLC's. The district should trust the teachers. We are college educated professionals. We can interpret a TEK and figure out how to teach it. We should be given more autonomy about how and when things are taught in our classrooms. There is no accountability for district administrators. Why? The district, (way more so than campus principals) put in place directives that are absolute requirements. When the teachers see they are not working, for whatever reason, they are told by the service center to do it anyway. It is not a choice. Then evaluations are done on the teacher and data results are a reflection of the teacher. It does not make sense. If the district is going to control everything that goes on in the classroom then the data results and the testing results are a much bigger reflection of the service center faculty, not the classrooms teachers.
- I would like to see more participation from all members on a team.
- We don't have a PLC on our campus. Having one would be extremely helpful, especially in regards to lesson planning and implementation.
- PLC is vital to our classes.
- Most of the time, we are given the autonomy to plan out our lessons and to get stuff done. We work together as a team to break up the work load, to enter plans into Eduphoria, and to create the power points and handouts we use in class.
- I still need the planning time they get even if I do not have anyone to collaborate with, and I should be given more time seeing as no one will share the work of the planning and prep with me .
- 1.5 hours every 4-6 weeks is insufficient.
- PLC's are necessary for alignment.
- Do not have same planning period as other LID teachers.
- Math PLC is not as efficient as the ELA PLC
- Seems like planning just takes longer now days. We have new TEKS and not enough resources. We spend a lot of time looking at TEKS and unit test and we end up rewriting problems to teach mini lessons. We don't have resources for students to practice new material.
- This time is invaluable. I became a far better teacher at my old school by having time to work with my peers in order to improve in my instruction. My annoyance comes from the fact that slowly but surely we are not being trusted to plan and get things done, so the "invisible hand" is coming in and giving us a checklist of things to do which are never as meaningful as the heart of the lesson. I feel we get caught up in silly things because we haven't been successful so we just rearrange furniture to make it seem like we are getting something done. Or slap on a fresh coat of paint. Or buy into some "new" old method to teach to kids. Now it's if you do this in PLC this will fix all that is wrong in the world. It just doesn't work that way.
- I have no instructional specialist or a PLC.
- It is our second year and we are still not very adept at planning together. Many teachers are unable to work together and collaborate and yet to get them to get on board and be a part of the team is an uphill struggle that has

not improved by much. We all suffer when teachers are unwilling to work together.

- The team I am a part of works well together. Everyone is on the same page and mindset. PLC is good this year. Last year it was tough. Different mindset among the teachers. Specialist really hammered us and talked about us behind our backs to other PLCs. PLCs is good if everyone is on the same page. But at times, there are different mindsets (which is ok), and how to plan and teach is always up for debate. This year because of the team members, PLC is good.
- My Plc works well for planning. But some of that time might be used to make copies or grade. Why is grading papers not considered worthy of Plc? That is one of the most necessary aspects of teaching. You plan based on student performance.
- PLC time has allowed time for teams to not only plan but to review together data in informing instruction and has offered time to teach for reflection on their craft based on consideration of student work. These reflections then spur adjustment in instruction.
- My team works very well and effectively without a structured/required PLC time so it's not necessarily the PLC that is effective for us.
- I don't have a PLC
- Collaboration enriches my lessons, otherwise, I would probably do the same thing.
- The PLC time is helpful when talking with teachers about instruction and best practices. It is not helpful when it's so rigid that teachers feel we can't discuss and/or plan what we know helps students based on experience.
- Very useful. It has been very beneficial to have time to collaborate with our peers on lesson plans and assessments.
- Instruction has come a long way since the addition of PLCs. I believe that we are accomplishing great things as a result.
- We do not get the information we need from the specialist in a timely manner
- I teach a different subject from the others in my PLC and I would like to be able to use that time to do what I need to do to get my job done.
- When we have the time to do planning at the first priority of PLC, they are effective. Many times we just look at test results.
- Being able to identify specific TEKS needing improvement and identifying the depth of

rigor and the exact concept or skill being taught has really helped us improve our instruction.

- I do not feel supported by any department.
- We are supposed to be looking at data -- we have done this 1 time. My team does not enjoy collaboration
- Specialists need to teach 1 or 2 classes to help with overloaded of classes. Also they should also be the one to teach the higher level classes for SRs and Jrs.
- At CRCA we use our daily PLC time to target academic and behavioral interventions for students in need. We meet every morning from 8:40 to 9:30 in our 'interdisciplinary' PLC.
- Team only EXCELLENT...

When CI specialist or admin joins, they become worthless. We talk, and talk, and do no planning. All the problems come up, but NO solutions...we end up having to plan TWO days in a row.

- Allows for time to collaborate with one another to see what works and what doesn't.
- The discussion are too long, and the final product is a small part of all my planning.
- There are too many people who use this as a complaint session. They are very negative and few things are getting done.
- We spend almost 2 hours talking about 1 TEK, but don't really get anywhere with it or get any plans done.
- I don't feel like they are organized and effective in helping me plan and work collaboratively with my peers. One way I feel that would make a big difference would be to have our meetings in one of the teacher's classroom to be able to pull materials easily instead of a specialist's room or conference room.
- It is good- with the right amount of meetings as well as meeting time.
- It was a big waste of time going over data that we already knew about our kids. Now they are allowing us to run our PLCs alone with just team members.
- The time is spent "presenting lessons" that were learned in college to experienced teachers. It is not only wasting valuable planning time, it's insulting.
- The PLC that we have had was with a "stand-in" coach who has since been moved to another campus. More time was spent explaining things to that person than on what we were supposed to be working on. I have

high hopes for our future PLCs now that our usual coach is back.

- PLCs are redundant - same information year after year. Time would be better spent planning with grade
- My PLC radiate productiveness and dedication. We try our best to plan and help our students as much as possible. If we didn't have all of these minute requirements/paperwork/pd to complete because our specialist requires it, we could better help each other, ourselves, and our students.
- I am gaining more knowledge in how to analyze what the TEKS are actually asking and applying that to my teaching and assessment.
- We plan as a team and are now required to put lesson plans in Eduphoria; PLCs are too long, take precious instructional time, and are redundant.
- PLCs are hell. Period. The facilitator creates conflict and doesn't know what she is doing, but the folks at central keep hiring young, inexperienced, arrogant. Teacher sharing lessons is fun and exciting, but not this way.
- PLC meetings are misused. Although, with teacher input they could be fruitful, they promote conformity to the point of mediocrity. Of course there is a lack of buy in when teachers are not allowed to give voice to the design of the concept.

Explain your rating about the amount of paperwork required of you.

- Too much paperwork and forms to fill out for which there is no use to us. I think it's busy work that the central office thinks up. Also, Forethought is counterproductive in lesson planning for me. It is cumbersome and difficult to use. I would rather do it with paper and pencil than use Forethought. Before Forethought, I used a Word document for my lesson planning which was efficient and neat.
- There is an immense amount of paperwork required to demonstrate statistics from tests, ESL students as well as special needs students. It is understandable that the lesson planning needs to focus more on test preparation and focusing on weak areas of student learning, but it needs to be refined and structured to limit the information directly to learning strategies that will benefit the students.

- Because of my position, I do not have an overwhelming amount of paperwork to complete, but I know classroom teachers have a much greater load concerning paperwork.
- RtI paperwork, in addition to everything else, is excessive. When you factor in the large number of students who require additional help, the paperwork for RtI alone is more than most people can handle. Health screeners, vision tests, multiple lists of interventions, the relative success or failure of each intervention for each student has to be documented by the teacher. This takes time away from other paperwork that is required such as grading papers, and communicating with parents.
- Some redundancy needs to be addressed
- About 20 of us teach 2 subjects in an hour to about 100 s/s. We have been told we must produce twice as many grades since we teach 2 subjects. That means 3,000 grades every 9 weeks since 15 is the norm and we produce 30. We addressed the issue last spring but it wasn't explained. We called BISD Elem Curriculum Director and she later demanded we stay the unreasonable course. None of us want a target on our backs and since we aren't members of the same teacher organizations, we haven't filed a grievance. If I were admin, I could not sleep at night knowing about this injustice. It isn't RIGHT!
- Seems like 2 or more positions are put into one person. Plenty of work and not enough pay.
- Our lesson plan in Eduphoria is longer than any other campus plan. We are asked to go over data and rate "artifacts" instead of discussing how to improve instruction. We are asked to create individual goals and team goals based on invalid test. We are asked to fill in bubble sheets that could be done by a paraprofessional. My job is not about teaching, but filling out paper to prove or convince someone that I am teaching.
- The Special Ed. Department made it very difficult at the beginning of the year with massive emails sent for student 504, BIP's and paperwork with receipts. Although no one made it clear until after we looked at the emails that the receipts were a way for their documentation. The process was poor planning on their part. Some case workers sent their paperwork right up until the deadline (at night).
- My issue is with case management load, biggest problem is time to meet with teachers

and students outside of class or with those students I do not have in class.

- I feel that the amount of paper (electronic) work needed for 504, Sped, discipline and days off is excessive and poorly explained.
- Again, it is the required data and the assessments that are not only unhelpful but becoming increasingly harmful to the main goal of TEACHING. We cannot help changes in TEKS, state testing, etc. but what we can do is lessen the load on teachers by eliminating punitive tasks, calibrations, excess testing, etc. It is in every subject in this district and it is taxing the teachers beyond repair.
- At times with keeping up with guided reading plans, RIT plans, and various other paperwork can be overwhelming.
- Most items are time consuming and must be done after hours.
- With the amount of students I have, it is impossible to keep up with all of it.
- Nobody really explains how to do things and then they are done wrong only to be expected that they are done again!
- 504's, ARD's paperwork and meetings takes up before school and conference times
- There's just too much paperwork...too much time collecting data, grading papers and not enough time given to do them.
- Everything asked for seems to be excessive and unnecessary. The paperwork is so overwhelming that sometimes due dates are forgotten or communication is not clear enough for paperwork needed,
- Overwhelming says it all. We have paperwork popping out of our ears. I understand that we need to take grades but at the elementary level 15 grades in every subject is excessive, especially for social studies. We have 30 minutes a day to teach social studies which is hard enough but then to have the students complete work to be graded makes for a lot of paperwork. We are also expected to have 4 major grades for every grading period, we literally must give elementary school students test every week in order to get enough major grades for each subject. If you take 15 and multiply that by 5 we must input and grade 75 grades every 9 weeks with 20 of those being major grades. Throughout the entire school year grading alone is at least 300 grades for 1 student, but we don't teach only 1 student. We teach around 20 to 22 students which means we must grade 1500 papers in a 9 week period if we have 20 students and 6000 papers for the whole year. But that in not our

only paperwork. We are also required to do other test such as ATs and writing samples and document how our students are doing so we can get them the help they need if they are struggling or advancing. This doesn't even really list everything either, grades truly are a small portion but it's a lot for elementary students who need less paperwork and more hands on work.

- I feel like when I get one thing done ten more get piled on top.
- A lot of extra paperwork...while it is a headache, it is manageable
- C and I just keeps pouring it on with paperwork. I wonder if they realize the time they are requiring of teachers. Often reports have little or no instructions, or complications in Eduphoria.
- The volume far exceeds the ability of one person, thus, off the clock work is required, not sanctioned and often reprimanded, but still, in order to complete daily tasks, some off the clock work is required.
- We are asked to provide information on student accommodations for IEP's and 504's and they need the information in a couple days. A longer heads up would be nice so we can work them into our schedule.
- A lot of paperwork teachers do is redundant and takes away from the high energy required to teach well. We seem to teach to the test and due to the snowball effect it has taken its toll over the years. To teach to the test, the test had better be an awesome one. It doesn't exist.
- Most of the paperwork is necessary and must be managed. I do not feel overwhelmed by things that are in addition.
- Extra paperwork is assigned in order for data to be utilized by central office. Much of the data could be printed out by the computer for central to look at but thi is never done. The paperwork is created with them in mind which is a business point of view, not student centered.
- The amount of paper work asked of us for keeping data is ridiculous. I understand data is important and useful, but there has to be a better system.
- My subject area does not involve much paperwork.
- reporting varies, but the expectation for developing materials to meet individual needs at the spur of the moment keeps me very much behind and working very long hours

- Emails have made it very easy for everyone to require tasks of teachers, and the intention of The Paperwork Reduction Act is being ignored because the work that we have to do in addition to all of the classroom responsibilities (grading, parent communication, ARD/504 paperwork, queries from child therapists, etc.) is not on paper, it is on the computer. Requiring us to fill out hand written "reports" regarding test data that could easily be generated by a computer is a total waste of time.
- I have only a few written logs to maintain and issuance of "past due" notices as routine duties.
- RTI paperwork is extremely time consuming
- There is so much documentation required for everything that it makes everything take longer. If I call a parent, I have to document that. That takes a few minutes. So if I have to call 5 parents that day, that's going to add another hour to my day depending on how long each parent wants to talk. If I tutor students, I have to document who came and what we worked on, that takes a few minutes. For everything task, there is documentation, so the task takes longer and there are so many responsibilities like the ones I've mentioned here. Then there is planning and grading and meetings . . . not to mention teaching almost all the hours of the day. It is really like two full-time jobs.
- No, issue with paper work just time available
- Lots of paperwork is involved in my job but I'm able to manage it quiet well.
- The same or similar paperwork is often requested multiple times by different people.
- Paperwork is very repetitive. Much of the paperwork that we are required to complete by hand could be printed from computer software the district pays for.
- There is too much unnecessary paperwork. We should be able to plan, teach and grade. We need to remember the main purpose of the school... to educate students.
- The sheer amount of testing in my grade level is ridiculous. I spend more time planning and testing than teaching.
- Often asked to complete a report that nonclassroom could be compiling.
- Not enough time for planning, 2hrs, grading and recording papers, 2hrs. +, ARD inputs, ARDs, surveys, email and call parents, website updates, lesson preps like making copies, order supplies, laminating, etc. there has not been a single weekend where I went home with no school work piled in my car. Now the admin wants us to volunteer to do RTI meeting from 8-8:30 am. We already have two mornings of tutorials and 504 meetings and one morning of duty.
- Over the years more and more is asked of teachers. Most of the time those things are not seen by teachers as actually helping instruction. For instance, the insane time it takes to create an answer key for one common assessment (last time took 2 of us 1.5 hours). This is gathering information for WHO? When we make our tests and hand grade them, we get the information we need. This is a WASTE OF TIME AND ENERGY that could be spent in a more effective manner. Also, there is a huge disconnect with the people making district policy and classroom teachers. Requiring 15 grades for Science and Social Studies is not manageable nor is it good teaching. The amount of time we have allotted for these subjects makes it impossible to teach and get that many grades.
- Most of it is busy work. The data that is often requested is available by administration on Aware. Too many duplicate reports needed by the teacher when the administrators have access to log in and check themselves.
- I fill out a lot of forms relating to ARD's and 504 meetings.
- Just one example, for Unit Tests, we are required to grade it and put it in a paper grade book, the online gradebook, Eduphoria, Progress Charts, and RTI grids. That is five places to document one grade -- that is overwhelming!
- I think there was something passed recently that was supposed to cut down on redundant paperwork. I don't think my district/building was informed of this change.
- Has to be done daily or it piles up quickly.
- I have to document and document to prove I am doing my job. And the more the students refuse to do their job, the more paperwork I have to do if I want to actually hold them accountable.
- Paperwork for 504 meetings is unmanageable. It is difficult to track which students I have filled a response for as they are all sent at one time and the form is confusing. Lesson plans in forethought are expected to have attachments. This year, answer documents are scanned in by the teacher. Our facilitator is discussing the possibility of us (teachers) using the item bank in Eduphoria to create tests. This year, we were required to copy test

- scores from the previous 3 years for each student onto a purple sheet. The process was extremely time consuming. I did not understand the purpose of filling out these documents since the data is accessible in Eduphoria at any time.
- Too much and not enough time in a day. Teachers should not have to work nights and weekends.
 - Everything is just for CYA and for data. It's a joke. Can we just do our jobs?
 - I am overwhelmed. Every year there are more redundant reports to fill out. It seems like the administrators don't want us to have any time left to teach.
 - We don't have time to teach, we have to document everything we do in several forms.
 - Too many grades....
 - Being a special education teacher I have lots of paperwork for my students. At times it can be overwhelming, but other times there is not as much to do. At the start and end of six weeks is when a lot of paperwork is needed. Or if there are a lot of ARD meetings coming up.
 - Just keep swimming...: -) It's all of us...not just some.
 - I use the term overwhelming because I can hardly keep things straight. What is due, when its due, where I need to put it, who it's for? Excessive because many things seem redundant, or are required only for the purpose of someone ELSE being able to check on me, and not actually used in any part of my instruction.
 - Paperwork is always a tasks.
 - Eduphoria is slow and the amount of work due to paperwork is massive on top of all the student grading and entry.
 - Two grades each for each of over a hundred students, each grade consisting of 15 samples, four of which must be tests and one of the subjects is writing. Getting that many grades in writing is a task impossible to complete in an effective manner. It requires reading the equivalent of 2700 pages of poorly written copy every nine weeks, commenting on each page, offering corrections, and evaluating each. And don't forget that students have the right to turn in late work which must be graded separately. Social Studies grading is in addition to that.
 - The paperwork alone takes up most of my planning time
- I am successful and efficient at getting the job done, but the amount of 504 paperwork means I'm spending less time counseling kids.
 - We are asked constantly to take data from one site and then another and sometimes a third and combine all of it onto one spreadsheet. I don't understand why we can't take the info from all three reports staple and turn in in lieu of recreating something that has been done for us. This is typical for things like RTI and SPED.
 - Paperwork is a lot, but this year it seems it is more the number of meetings that the load of paperwork.
 - It reduces the amount of time available to assist kids
 - I don't teach a core subject, so my paperwork is less overwhelming than what some others are asked.
 - I have yet to fill out copious amounts of paperwork.
 - The more paperwork I have to do, the less time i have to help kids. Period. I'll do paperwork as it is required, but redundancy is unacceptable.
 - Too much. We're required to make tests, fill out the never ending 504 surveys, the never ending yellow ARD papers, the blue sheets, the yellow folders, the RTI paperwork, the student progress charts, rate tests, manually enter writing test scores, run our own scantrons on a machine that works maybe 1/3 of the time, Bully paperwork, EAFK, TELPAS, etc.
 - More time is spent doing paperwork and collecting data than actually teaching and planning.
 - para
 - There is much paperwork, but it is necessary and manageable, especially if I stay late regularly.
 - If I don't keep checking email constantly, I will miss paperwork or assignments that need to be completed.
 - Lesson planning, ARD work, letters home to parents, grading papers, grades, 504 papers to fill out, - too much I think.
 - It does not make since to take information from a computer program and log in writing on a piece of paper....wondering why this information could not have been formatted to be downloaded for each teacher and printed.
 - The amount of data study and paperwork does never translates into more student time for reteach or enrichment. We are definitely working harder not smarter.

- There is way too much expected for using test data and ESL data that would only prove useful if it were exclusively used to guide lesson planning and enough time were allotted for evaluating the data in detail.
- We need to document more activities with each student which is time consuming. We need to focus our attention on producing differentiated resources for students' needs which is more time consuming but it is worth it.
- I am being asked to input transfer grades of students from other schools. The registrar has told me it is my responsibility to contact the school and find out the transfer grade. I am being asked to fill out 504/ARD paperwork with less than 1 weeks' notice, sometimes with less than 24 hours' notice. I am expected to routinely grade 140+ papers with a 2 day turn around for students, yet administration wants ALL teachers to require a lot of writing assignments and to grade the students so that their writing skills improve. This takes more than 2 days' time, if it is to be done correctly.
- There is not enough time in the day to do everything that is asked, and priority should be our planning and the kids, not redundant paperwork
- The amount of paperwork that is needed to keep log to get assistants to start the RTI process is crazy. The amount of documentation wanted to prove that the student qualifies for certain services is overwhelming sometimes. (maybe because it has never been clear as to what is actually needed to start the RtI process)
- I have never seen so much redundant paper work that needed to be completed that I have already completed once or twice this fall. I also believe that the amount of time we are required to spend on the computer completing Forethought lesson plans, progress and quarterly report cards(each quarter is not reflected on the computer so reports need to be printed and copied twice and then some info. needs to be whited out due to the inability for the IT Dept. to remove....)I also feel that there are way too many academic expectations made of Kindergarten students and the homework/computer time they are expected to spend at home....
- I have to call the parents when the buses run late.
I have to call the parents if they sign a form (media release) and make sure they knew

what they were signing

I have to call parents weekly (2 per week) to give good news

I have to call parents about absences

I have to call parents about trips if they don't sign the 3rd or 4th notice

I'm tired of being a personal assistant to parents.

I have to verify birthdates??? addresses???? really

- We are repeatedly asked to supply the same information over and over - scores and data for RTI, for the principal/AP, for TLI... it's always something (filling out charts and spreadsheets). BISD needs to work on integrating our systems so Eduphoria and Skyward can sync and someone can push a few buttons to get all the data that we are being asked to repeatedly provide.
- Intervention / tutorial documentation is excessively detailed.
Selecting students and writing accolades for EAFK is a time-consuming task that does not seem beneficial.
Lesson plans are excessively detailed.
SpEd and 504 paperwork in preparation for meetings is excessively detailed and time-consuming.
- We have to use our own time to process schedule changes and 504 paperwork.
- Excessive additional paperwork for lead evaluators in SPED
- Too much repetitive data has to be completed. RtI is outrageous! So much so, that teachers don't do it. Kids who need extra help go unnoticed because of the tremendous amount of paperwork involved in getting them help.
- Really? Why do 3 different assessments with one goal in mind... Do we not do enough? Can you tell I'm overwhelmed?
- Intervention paperwork is daunting as is all the grading, notes sent home, copies of conferences, etc.
- Besides lesson planning, there are specific documentations needed for parent contact, tutoring, student accommodations, and differentiation. Add to that 504 forms to fill out and those meetings to attend, attendance records, papers to grade and grade book entries (and hurry up so the parents can view them), behavior forms and documentation, passes to fill out so students can go to the restroom along with documentation on the times they go, any annual documentation such

as TELPAS, ARDS, 504s, etc., yellow folders (weekly communication for the parents), and tons more.

- Report after report with same information that could be taken automatically from the technology resources we already have, makes teaching not a priority but reporting and pointless meetings.
- It is dependent on the time of the year. Sometimes it is manageable, sometimes it is redundant and has already been requested in another form.
- There is no reason for some of it. Literally, it will go into a pile and never be looked at. Or the same info is asked for (to be written), even though it can be obtained by printing or merging files.

When an admin gives us "yet something else to do, write, create, etc.", it should be assigned with respect to what we ALREADY have on our schedule. We keep getting things dumped on us that take HOURS to complete! And for what? Because admin thinks it sounds like a good idea?

- Data notebooks, RTI paperwork, Parent conference reports, Registration paperwork, Long and tedious lesson plans, Very little or inadequate lessons provided by district meaning hours spent on searching for resources and ideas, Lexia reports, intervention plans, posting teks, crazy amount of anchor charts, parents expect weekly homework packets, grading papers, recording grades, preparing report cards, grading benchmark tests, entering answers into eduphoria, PLC records, mounds of emails that must be responded to daily, attendance reports, grade reports, monthly doctor reports for students on ADHD meds, behavior reports for focus students, connors scales, progress reports, EAFK accolades, pictures taken three times a year - have to keep records, STAR chart, TELPAS paperwork, fundraiser paperwork, behavior charts, DRA folders, online trainings etc.... All of this is done AFTER the students have consumed 40 hours. WE ARE OVERWORKED!
- I have to do deal with all teams so handling the paperwork involved gets heavy at times.
- There seems to be a form for everything.
- There is not enough time to do it.
- As the head nurse for the district the amount of paperwork involved with planning for special needs students and training the nurses to care for the students with special needs.

- Although different paperwork is asked of us, I always make a copy of what the state education code and local policy says we are required to do and give that to my direct supervisor. I have never been REQUIRED to do anything other than what the law requires when I do this.
- Notification of due date for some paperwork is very short, making it difficult to complete some for Special Education meetings.
- Being asked to do a great deal of work that is redundant so that admins can have everything where they want in the form they want is ridiculous, and making us do things in illogical ways to accommodate those who use the tool once or twice a year while inconveniencing those who use it daily is ludicrous.
- On top of weekly lesson plans, we are required to have guided reading lesson plans this year. This would require at least 15 additional lesson plans per week (3 groups x 5 days). I believe teachable moments during G.R. are dependent on student's errors, questions, etc. In addition, the extra documentation takes away instructional time.
- A lot of reports and paperwork is required throughout the school year.
- This year I have been asked to get parent signatures on 2 forms after each class and I have to report weekly student attendance in 3 different formats. (Attendance log in esped, weekly log, and a semester attendance log) More paper, more time, less time planning and providing education.
I've been asked to include google maps of my daily route when reporting my travel for the month. This doubles the time it used to take to complete a travel report and wastes tax payers' money. It adds >/= 40 pages of paper, and wastes employee time because the secretary at SPED and someone from and the finance office have to reviews it. More paper, more time, more money, less time planning and providing education.
- Even with electronic systems in place, a great amount of paperwork is requested and required for completing simple tasks.
- My students are leaving at the end of the year. Bastrop Works does not do numerical grades for this age group, as they make no sense. Yet every other week this is required,
- We are surveyed to death
- There's just too much paperwork that needs to be done. You finish doing your paper work and then they turn around and give you more. Paperwork is redundant.

- I don't receive too much in the way of paperwork at all.
- I spend many hours outside of school hours completing paperwork.
- The amount of work is so enormous that I spend about 60 to 70 hours per week grading papers, planning, data gathering (someone else used to do this for us) parent contacts, organizing and managing our classrooms, documentation with regards to student performance and progress monitoring, testing and analysis of each BOY, MOY, EOY assessments, on top of trying to be the best you can be as a teacher! Not possible because we are human and unable to do an excellent job at our craft! It has become a burden to teach and an infringement on what is our private time. The demands and timelines are unjust. We do not see other supporting members take home carts of work home each night and show themselves on the weekends.
- It seems to be more than it really is. I am not a fan and sitting around talking and feeling out papers about out "feelings" on how we did on district assessments. I rather be planning for more classes.
- Previous years have required more paperwork.
- Not as much as last year so it's better. I routinely do not turn in extras until asked multiple times, unless it can be done in Plc
- Much of what we are asked to manage in regard to paperwork is directly related to state mandated and choices we make as teams in an effort to prove student success.
- Oftentimes we are asked to complete paperwork that is redundant to other paperwork we've already filled out. A lot of times we are being required to give information that is in the computer already and should be able to be pulled by the person requesting it.
- Paperwork has now become online so more time is spent trying to figure out where to find a form.
- We haven't been given anymore paperwork that what was previous expected.
- Information needs to be easier and less time consuming to input
- The repetitive and non-valued effort in completing the same forms each year (Bullying, Blood Pathogens, etc) along with redundant exposure to the same testing procedures for (STARR, TELPAS, etc.) is frustrating. These items satisfy someone's checklist but only takes away from the teacher must dos.
- Numbers, lists, repetition of testing results. That is mostly what we do.
- My position doesn't require as much as classroom teacher and I am able to manage it.
- 504, ARD, Attendance summaries, Grade sheet reports, Special Ed, ELL, Writing samples, phone log, grade log, lesson plans, etc. = Too much.
- Special ed paperwork and assessments
- Grading, recording behavior logs, rest room break logs for abusers, Rti documentation, accommodation records, and you all know I can go on and on and on. Paperwork for a teacher is extreme. It's getting excessive here in Bastrop.
- The only paperwork that I've been asked to fill out are 504s.
- I feel I am put the same information over 300 times in 1000 forms.
- I seem to have several ARD or 504 papers to feel out on a daily bases.
- I have no time to grade or communicate with parents because of all the redundant paper work that is given to me to fill out.
- I feel like much of our paperwork is redundant and we are being asked to copy the same info from one place to another more times than necessary.
- The amount of paperwork is a very fair amount.
- Some paper work may not be required, however if it is not kept it may detrimental and impact various areas.
- We have so many charts of the same type of data to fill in.
- It seems that it is all about data. I know the stats on my kids and I just want to teach.
- The paperwork is done to satisfy administration and has no benefit for the success of students.
- A good majority of the paperwork is data or documentation
- Overwhelming, takes more time than planning
- Most of the time we are given forms and paperwork to fill out at too late of a date and everything is rushed or late. Instructions are not specifically given, so we never really know what is expected of us or how to complete something. When we ask for this information it's like a wild goose chase- no one really seems to know the answer.
- RTI paper work is out of control. Needs for student improvement (academic and behavior) should NOT take twelve or more weeks to even begin RTI process. No wonder students

have huge gaps - they are left to fall through the cracks for one or two years before they are offered any assistance. It's SO sad to watch kids flounder and know they can't get help when they need it.

- I feel that we have an overabundance of unnecessary paperwork and minute tasks to complete. It creates an amount of stress that hurts our ability to do the most important job, teaching.
- Due to our testing situation, we are having to document everything we do, every student we intervene with and every small group we teach. There is no extra time to do this along with everything else.
- It seems as though jobs that belonged to others is now divided and given to teachers because it would be easier for many to do a job than just one. This is true for SOME cases, but becomes very overwhelming when it happens with many different jobs. Then add the variable that whomever this paperwork effects needs it at the time that they need it so they can do their job. Because teachers work with and care about that person, we drop what we need to do to get the paperwork done for them. An added negative to this method is that now the teacher must come up with organizational methods to monitor all the extra paperwork. The bottom line is that now there is less time for teachers to plan engaging, meaningful and rigorous lessons and more work is needing to be taken home and less time is spent on the important things in our own families and with our own children.
- Constant deadlines. Unofficial expectations that make us stay late. Bog us down. Redundant paperwork.
- This year could end my teaching career due to the excessive demands and workload. The children are not an issue for me at all--I adore them and wake up every morning for them. This micromanagement is hurting my time with my students.
- The Paperwork Reduction Act was written before technology and emails. Has anyone ever cared to check how much correspondence passes over a typical teacher's desk via email and requests for documentation in one day?

Please explain your rating of your overall level of satisfaction.

- It seems that a lot of money is spent on interventionists, math coaches, reading

coaches and other things we don't need. Let's put those certified teachers into classrooms and reduce our class sizes! Then, and only then, will our results take off.

- This year's satisfaction is better than last year when my opportunity for advancement was ignored. I would like a bit more in the way of salary so that it is more in line with other school districts. Also, the health insurance could be better with less of a required deductible for such needs as surgery.
- I feel supported by my campus and district administration. I am viewed as a professional and my input is valued and listened to.
-
- I love my job and my administrator seems to trust that I am doing my job and allows me to make decision in my own classroom. Most of the dissatisfaction I experience has to do with the district mandates that are added on each year. I am not satisfied with our continued reliance on TEKS Resource System and the push for Balanced Math. The First 20 Days of Math was very unsatisfactory. I think that making students take a year end test in December for the sake of "data" is not child friendly and leads to anxiety and lack of motivation.
- The pay is equivalent to same position in other school districts
- Grades doubled and PLCs taking ALL of my planning period have been way too much.
- High teacher turn over easily relates to low pay.
- Our salary is still not on par with other area districts.
- I have taught over 20 years, but only make about \$11,000 more than a new teacher. I teach a subject that is in a tested, high-pressure area and spend 2-4 hours after school working and 4-8 hours on the weekend. At this rate, I am not paid as a professional.
- I place opportunities as a good place to start for involvement, depending on the organization and who is involved.
- After years working as a para and going to school myself. I am finally working as a teacher, most of the time in my major field of study and earning a living wage.
- Teachers should be better compensated.
- It seems like good suggestions are regularly not taken seriously because of adherence to someone who has been in the district longer - a type of BISS favoritism is existing. This is normal to a degree, but it seems to exist very strongly with those who have been here the

longest. It is very discouraging for those of us who have worked in other districts and know what works by way of experience. We are often silenced.

- If I wasn't happy I would leave.
- Salaries are too low, hours are necessarily long after hours to complete tasks that are necessary and opportunities for advancement are not allowed many times because you do your job very well...you are then locked in to that role because of your success record.
- I wish the district was able to provide a better healthcare option that wouldn't consume my check.
- I'm not happy at this campus. The principal has a great vision but the staff are a mess
- I wish I got paid more...but I've seen worse.
- There is always room for improvement. I am frustrated with my inability of keeping up with all the overwhelming demands or expectations.
- I am very satisfied with my salary and benefits but i feel as though the number of hours I put in are underestimated as well as under appreciated by the district.
- I have worked in other districts prior to coming to Bastrop ISD. I am not supported as an educator. There is little time to evaluate my own teaching, no opportunities to encourage my growth as an educator, no opportunities to witness teaching in other classrooms, extremely high demands from curriculum department but no clear answers on how or what they are looking for, etc.

I often feel that the district is trying to catch us in a fault (not my campus administrators but the district). Our benefits are lack luster-- I received a higher pay check at Smithville ISD even with a lower salary because the benefits provided were great.

- The work and hours required exceed the rate of pay
- Benefits has screwed up my insurance and now I'm stuck in a plan I DID NOT want nor sign up for. But I have to pay \$400 a paycheck for something I didn't want...not very fair
- (See above response.)
- Every coach they have hired in this last year is too young and I wonder about job discrimination. C and I also hires to many friends of the Director of Elem Ed. One of our ELA specialists does NOT have a Masters or MRT. Our STAAR scores are going down, yet these are the districts choices! Our LC has

told us that she is working a second and third job and planning to leave Education in June. What a wonderful morale booster to know that she as a leader is not dedicated to Education and her job. She is gone too often on personal business yet is protected by her friendship with Service Center. On top of that, she doesn't know her job at this level. She is a horrible fit for this campus. She leaves us unsupported to often and her attitude is nothing short of flippant.

- The salary is fair, but could always be better as a teacher and the amount of time we put in to our jobs. There are not many opportunities for advancement, or at least they are not widely known, and we work very long hours with little time to plan if you are not a core teacher with a PLC class period.
- Superintendent has made the comment that our raise was adequate. I think across the district raises should be the same, if a 3-4% raise is adequate for teachers who have not received a decent raise in years it should definitely be adequate for the super too, all of our administrators, and staff. .No bonuses either!
- The work load is high and often expectations are unreasonable for the teaching staff.
- Class size and a lack of emphasis on discipline make the classroom difficult to manage.
- BISD is an excellent place to work. The board is student focused. Teachers are hardworking and think about kids first.
- I understand that quality control has to happen. It needs to happen with the newer teachers and those that do not meet 70% or more EOY passing standards. If a teacher is performing then they need to be left in peace compensated accordingly. However, if I receive half or more of my class half a year behind academically then it cannot be expected of me to have an 80% EOY passing rate. Retention needs to be more aggressive. Summer school needs to be with educators that have 5+ years of experience and proved performance.
- Benefits are hard to come by. ESL has a higher stipend than reading masters. No stipend is given to dyslexia teachers with national certification. Why are central office staff paid so much more than teachers? Why are there so many secretaries and support staff? What was a central office raise compared to a teacher's or support staff??
- I enjoy working for BISD. I would like a higher paying salary. I just feel that I put in a lot of

hours and time and we should be compensated better for that.

- Dissatisfied with the campus and district leadership. A lot of things are over looked or swept under the rug. There is no accountability for those in leadership positions.
- My level of satisfaction is related to my particular teaching field. I am blessed to be in a subject area that provides a vital opportunity for students to expend energy and aggression through fun vigorous physical movement, skill practice and recreation. This environment provides motivation for students to maintain appropriate behavior in order to participate rather than deal with the obvious consequence of missing play.
- TRS Retirement benefits is not appealing for those who begin a career in their late 40's - mid 50's. There is not an incentive to continue working until retirement age.
- If the long hours do not even out, my satisfaction will drop. However, I enjoy my work very much and I see options for the future in this district or beyond, as the case may be.
- I am doing work that I love, for people whom I admire and respect, with kids that I adore. What more could I ask.
- Poor communication from management everybody should be on the same page.
- I should earn more money for what I do.
- New math TEKS this year are very challenging.
I don't see the benefit of Forethought.
I work either 60 hours a week or come in on a Saturday/Sunday and everything still does not get done.
- In order to do a good job, I would have to be here 14 hours a day. I'm not exaggerating. Some teachers are here for 14 hours a day and on the weekends. Can't be here 14 hours a day. I have to go home to my family. So I'm left feeling like no matter how hard I work while I'm here and how efficiently, I never do a good job. That is a horrible feeling. Teachers throw all of themselves into their jobs and feel like it is never enough. This is the main source of dissatisfaction for me.
- I'm very satisfied with working with students. The change in hours to the school day and the lack of increase in the salary to match the increase in the cost of living is what brings down my satisfaction rating.
- I'm happy with my salary & hours. What I'm not happy about is the insurance rates going up, can't afford to buy my prescriptions

because of the deductibles, making less money now even with a raise because of the insurance rates going up. If I wasn't married I would have to be on welfare & food stamps because of the insurance rate.

- I am unhappy with the overall experience here in BISD and at CCHS. Our Admin staff tries to protect us, but there are too many "Must Dos" from the Central Office, made by people who have no idea how this will effect or how to implement their decisions. They simply "decide", never assisting or getting their hands dirty.
The athletics portion is a "win at all costs" attitude from central, but this is contrary to what needs to happen on our specific campus. Instilling moral values through sports is what should be the priority. Teaching students (and coaches) that they are failures based upon the scoreboard is not a good practice. There should be more of a work life balance. When the AC is not supporting, but coaching, you know that something is wrong. Students from our school don't go into Bastrop for anything, much less awards from a school board who doesn't support our teams. We are two different towns with different players. Please don't act like we are a united district.
- We do not have the opportunity to go to training that pertains to the children we work with. I do not believe we need more training in FERPA or how to modify work for students when it's not a job responsibility under TEA of being a teaching assistant. We need training on autism spectrum, seizures, CPR and first aid, violence with special need children. SAMA does not work for them.
- Cost of benefits keeps increasing while salary is not increasing to the same degree. Hours are becoming unreasonable with amount of required meetings, trainings, and required paperwork.
- I am currently considering leaving the field.
- I hardly ever get to see my family on evenings, weekends or summers due to my conference periods being used up, the copier not working, meetings and professional development requirements.
- The hours I work do not reflect my salary.
- It is extremely hard to move into a better paying support staff position. So many need to be bilingual. You would think that being in my 26th year of service I would be making more money. But paras are given 3% of the midline. Therefore the loyal long term employees are being dragged down by newer employees. I

like the hours. I would like to see teachers given the same benefits consideration as other state employees.

- Healthcare costs are too high. Salary has not risen with the cost of living rises.
- I always get about 20 minutes for lunch. By the time a teacher walks and drops off students they DO NOT get 30 minutes. I feel we should get 45 minutes duty free lunch. The 15 minutes of duty outside is horrible. Advancement will not happen when favoritism is happening at this campus you are punished, or shunned if you speak up. Administrators resent the fact there are teachers out there that know what we are doing.
- I am satisfied overall with my salary, benefits, and hours of work. I would like to see an improvement in benefits in the future.
- I work far too many hours for the salary I receive. I am currently seeking other means of employment because this is just too difficult!
- I have taught elsewhere in the past, and I am about to have to look elsewhere for the future. This deeply saddens me.
- I wish there was a way to give individual merit increases based on job performance, but I also understand the challenges in doing so.
- I like it here,
- I have been seriously considering leaving the classroom because the quality of my life continues to be more and more severely impacted by my job requirements each year.
- under pay
- too many hours not enough pay
- If I do the math...it's like getting paid .50 cents an hour. Very long hours with no room for improvement and benefits. Salary is ok if I only work 8 hour days with weekends off. Working 12 plus hours every day and having to come on Saturdays all year with a teacher salary?...What am I still doing here?
- The crushing workload and woefully inadequate planning time, combined with a principal that yells at staff and tries to bully people has created a pretty terrible place to work. Moreover, our salaries have not kept up with inflation and it's getting harder and harder to make ends meet financially on my salary with the huge increases in health insurance premiums.
- I feel overwhelmed and under-appreciated. We are asked to do more and more with little to no support or assistance. I no longer enjoy teaching. We are micromanaged to the extreme.

- The benefits are horrible. Other local school districts (who are also unfortunately locked into TRS) at least contribute more money towards health coverage. For instance, DVISD (just down the road and on a similar pay scale) contributes almost enough that a single employee can get the middle health care plan without having to contribute a large portion of their salary. I have one co-worker who basically works so her entire paycheck pays for the health insurance for her family. It's just ridiculous.
- The pay could always be better, but it is sufficient for me right now. The hours are long, but by putting in the time after school I do not have to take as much work home. By finding that work/life balance and getting more involved in sports and clubs I do feel very satisfied so far this year. Even though I am tired after a long week, it's because of all of the good interaction time I get with the students. And, right now I am still settling into teaching so I have not looked too much at advancement, but those options do seem to exist here.
- I currently opt out of all benefits programs due to the fact that my husband's is significantly better than BISD. The hours I put into this job are not represented in my salary, and I feel that I will soon be at a breaking point and will either need to choose a new career or change positions within my current one, however, there are not many other non-classroom positions available.
- Each year there is an increase in responsibilities but it is not tied to the increase in salary. I would like to see that happen once.
- Low salary for amount of work/hours necessary to do the job.
- I think that the money that is in the district is not reaching the front line workers-the people that actually work with the students therefore it is not reaching the students. All of the data collecting (it has gone overboard) keeps teachers from actually using their time to teach and interact with the students. We are still doing drive by teaching where the students don't have time to absorb, use and transfer the information that they are being taught. Specials teachers would like to be allowed time to work with their area teachers from other campuses.

- Hours. I cannot complete the work even working an average of fourteen hours per day and eight to ten hours each weekend.
- I love the people in Bastrop ISD and the support that I receive.
- I get very little support, feedback, or opportunity to get better.
- It's hard for me to understand how almost every advancement opportunity in the district requires another certificate or degree which sometimes can cost a person \$15000-\$25000 yet our advancement raises may only yield a \$1500-\$2500 a year increase.
- I believe our department is underpaid
- I don't believe that the state of Texas values their educators and prove it every year with the amount of funding made available. This makes it very difficult to recruit and keep quality individuals to educate our children.
- I feel like my campus principal and administration supports me over and above what is expected, and support staff and colleagues routinely step in to help me when I ask them. I don't always think that the campus gets the support they need from the district level, but I trust them in areas that are under their control.
- I am unhappy with how first year teachers are practically thrown into teaching with minimal support and foundation of BISD philosophies.
- We are expected to teach an unrealistic curriculum to a significant proportion of students who have too many problems to focus on school. We do not have the behavior and counseling support from the counseling staff because they are told not to go by the ASCA model because they need to be scheduling and getting papers ready for substitutes rather than hosting group and individual lessons. I could go on and on, but teachers are so stretched thin because BISD is too tight with their budget to provide enough staff so teachers have to pick up the slack, therefore taking away from kids who need the help to do non-teaching tasks.
- I literally never get a break. No weekends, no conference, no holidays. I teach 2 subjects in 65 minutes. I have 110 students which is double over last year, so I have 2X as much work and less time to do it.
- Our salary doesn't reflect the amount of work we do each day.
- I just do not feel supported when it comes to curriculum. Everything feels like a shot in the dark. Since every class and every teacher is different, it is very confusing to me that all teachers are expected to teach the same thing for the same amount of time. Teachers should be given more freedom to do what is best for their class. Setting a limit on days of instruction is ridiculous. Teachers and principals are too micromanaged. The profession is not a cookie cutter profession.
- Love the job - but not the wage.
- I feel like I make good money. Insurance is good for the staff that make good money. My hours are more than I would like. We do need more teachers per student to help with everything from learning to discipline.
- As long as I've worked I am paid very little. I have applied for many jobs and do not even get interviews. I feel I could only advance out of sped department if I quit BISD.
- I love my job, I love to teach kids, but this job doesn't pay enough. Granted I could leave the profession and go somewhere else, but again, I love what I do. Hours - 7- 8:30 most days. That is MY choice, but I feel I need this time to plan and prepare and do everything else that goes along with teaching. Advancement -by choice I prefer to stay in the classroom, I don't want to go up the ladder as such, but with advancement comes the unknown. Become a facilitator, from what I heard their job description changes every 5 minutes. More work is put on them as the school year goes on. Who wants the unknown? Benefits - really? My insurance has gone up every year, where are the perks of working at this job? Thanks to PTA for putting candy in our boxes every once in a while and giving us cake to celebrate our month's birthdays, and giving us lunch once in a while.
- I have worked here a long time and our benefits costs more and more every year...sometimes our salary increase does not even offset the increase, so last year I made less than the previous year.
- I must do my job with the expectation that it is a poor substitution for a full-time library media specialist. When we compare our program to programs at other region 13 campuses and districts we are at the bottom of the barrel and our kids deserve better.
- Benefits are less than I expected and the opportunity for advancement is nonexistent.
- BISD is a good district to work at. The community of parents is in general supportive, the procedures are clear (they are too many! but clear), the goals are stated since the beginning and revisited during the school year, so things make sense at the end of the year.

- The TRS benefits are lacking quite a lot. The BISD benefits do not compare to AISD's very well. AISD offers a lot more partnerships with various companies, and works hard to make sure teachers know about those partnerships. I have asked BISD's HR dept. for a list of business that partner with the district, and I have received no answer. The webpage does not offer a lot of insight to this type of question, and when I ask why it isn't on the website, I am told the HR department is overworked. Teachers need to know if businesses such as restaurants, electronics stores, grocery stores, pharmacies, book stores, pet stores, boutiques, etc. offer special discounts to teachers. For example, I just learned from Facebook that Chevy dealers now offer a teacher discount. The district would sell itself better if it kept up with what company offered what as a means of "thanking" teachers.
- Hours are ridiculous. I could get 2 full time jobs and work almost the same hours
- For all the time spent at the school to improve instruction, most of the time is spent on last minute things (input of grades/assessments, making sure that things are put up on my walls so I can get the check in the box for certain things). ----Anchor charts, meaningful objectives, random things that need to be posted that were never told to me (the first year teacher) such as pledge of allegiance, "what to say instead of IDK", centers management system----all of which still has never been verified to have posted but was told or seen in other colleges rooms.
- I am new to the district, but a veteran teacher of many years, in several states, having held many titles. I have never in all my years as a professional, seen such a lack of communication in the district, school, and staff, and had so many unrealistic expectations placed upon the staff and students in the area of academics with a complete lack of best practices or developmental appropriateness. Perhaps much of this is to blame on the state expectations, but the level of frustration I have felt has never been this high with no hope of relief in sight. I chose to come to Bastrop over other districts and I am shocked and dismayed at the fact that this district is managed top down, with people in the service center and special education department (terrible performance and support) shoving decisions down our throats with a complete lack of and disregard for our professional knowledge, opinion, and concern of that is safe, smart, and best for our staff and students. I came from a background of site based management in a district that had an excellent special education and administrative department and it saddens me to be involved in such a mess to be honest. I have been considering looking elsewhere for employment since the first week of September, but will honor my contract for the rest of this school year. I am unsure as to whether I will return to BISD for round two next school year.
- I love teaching and have taught many more years than listed (church) I easily work a 10-14 hour day.
I work at home
I work during the weekends... I am giving up my personal life, my family time... and the load is not getting any easier.
I have had 24 students in the last 2 years... and if given extra help I am responsible for giving my help paper work, schedules, and keeping records??? That is not helping me. If I could leave my job today I would. sadly even though I love teaching
- The lack of planning time and too much paperwork - too many new charts to fill out again and again.
Curriculum director and "specialists" are constantly pounding us, touring through our classrooms in large groups with clip boards, taking notes. The kids feel it, the teachers feel it. It is too much. Can't we just TEACH?
- Although I'm thankful the salary schedule has been reinstated, the increases are very small and pretty much will only offset the increase in insurance premiums each year.
Due to the infringement on planning time and the increase in required tasks and responsibilities, many teachers are finding it necessary to put in an excessive number of hours to get work completed, in addition to the usual time at home spent on work tasks. Insurance benefits are too expensive for dependent coverage.
- We receive great support from our admin team and fellow staff. We are appreciated and do not have to worry about having the necessary supplies to complete our job.
- High caseloads, lack of time to complete all assigned tasks at work, difficult computer system ESPED,
- My campus principal is uninformed and not present. There is a complete lack of communication between her and the staff.

Central office reps come to our classrooms and ask about specific documents or programs we are supposed to be using, but our principal never told us about them. So much is lost because of our principal in not qualified for the position. Thank goodness our AP is supportive and tries to pick up the slack!

- Probably my last year in Bastrop ISD if things don't change immediately.
- I believe this is one of the best schools to work for.
- Elementary teachers work earlier than anybody else in the district. We are the district that start the earliest 7:15 AM from all Central Texas school districts. We used to work from 7:30 to 3:30, I don't understand why we are working 30 min more per day, about 11 hours more per month and we're not getting paid more than other teachers. We're also concerned about our own safety by driving so early, where not even sunlight can be seen, terrible accidents had happened. Not to mention the lesser amount of recess the students have now, 15 minutes instead of the 30 minutes that we used to have, cut in half, teachers and students are tired and overwhelmed and that will show on academic performance.
- I am very happy to be part of the Bastrop ISD. I am grateful for the opportunity to be part of cadres that are formed to improve my instructional practices. The Administrators at CCE have been very helpful and available to assist me, as well as the team leaders, counselors and other support staff.
- I understand teachers need to double up on preps but need to compensate for extra classes, because teachers have to spend extra time preparing multiple lessons.
- The amount of grading required and necessary to evaluate student performance on top of paperwork, parent communication, and curriculum that cannot be effectively integrated due to time restraints makes our jobs very difficult.
- I pay over \$800 month to insure my family AND have a \$5,000 deductible. Where's the benefit in that? San Antonio starts teachers at \$48,000 and steps up each year. Workload is too much for this pay.
- Health benefit is too expensive.
- I am okay with my salary and benefits. I am very dissatisfied with the hours required. Much of what is expected does absolutely nothing to improve student achievement or performance. The thing that will improve

achievement is well planned and well prepared lessons. Anything that interferes with that reduced the productivity of the school day. Expectations that eat up man hours that could be used to prepare dynamic lessons is counterproductive.

Most districts across the U.S. have shorter school days than Bastrop. Having students, especially the very young ones, at school for 40 hours a week and then go home to do homework is cruel. Children need to play and spend time with their families. (40 hours comes from the building opening up at 7 a.m. and dismissal ending at 3:05 p.m.) Many of these children ride the bus and actually spend additional time tied up with school.

- I don't feel like I can advance. I don't feel like I get paid enough for all that is expected of me, and the amount of adults I deal with each day, the benefits are poor here. (insurance)
- At the district level administrators seem to have very little accountability. Teachers and support staff bear the weight of any wayward idea the administration has, and are responsible for implementation regardless of its effects on themselves and the students. Teachers and support staff have very little representation when it comes to presenting to administration. The end result is that the students are the ones who end up suffering as a result. If I, as a teacher, am spending the majority of my time filing documents, managing behaviors, and running around keeping up with accountability measures for the administration, when do I actually have any time to teach? Students need direct instruction, especially the students who have fallen behind, and unfortunately my experience in this district thus far has been, that although my job title is "Teacher" the majority of my time at work is spent doing everything but teaching. All in all, I feel that the administration puts forward an appearance of support, but behind that appearance there is little to no support for teachers.
- Our pay is still lower than area districts.
- I am satisfied.
- I think it will be better now since I am no longer assigned to a campus
- The only thing I've ever seen done for folks getting their masters/principal cert is to give them projects for the benefit of the campus so they can mark off their intern hours. Rarely have I seen those same folks get even an interview when there is an opening for an AP. The health insurance costs so much to use,

that it isn't a great benefit. There is more talk of extending the school day for next year. Of course, there will be no compensation for this. The salary is okay, but so much of it goes to insurance and other benefit costs, that I have actually made less each year for the past 4 years. I can't wait until I can retire, either at the end of this year or mid-year next year. Of course, I will be poor, but I won't have to put up with the BS from administrators anymore and have to continually fight to be treated like a professional instead of a replaceable flunky!

- It would be very poor if I didn't LOVE what I do so very very much.
- Although I feel confident in my teaching abilities, the unrealistic expectations and demands from C&I frustrate me. The noticeable stress on campus dampens our spirits and intensifies overwhelming feelings. I honestly feel sad for teachers new to profession. However, I am still able to enjoy teaching and remain positive for the sake of the students.
- I love Bastrop County and the service I provide to the children in this community. I am content with the compensation I receive for doing it. However, there is a serious lack of trust, and contention between administration and teachers that is counterproductive to excellence in education. We need more teamwork and less animosity.
- Salary is very satisfying. Daily hours are not desirable, especially with the required after school athletics to supervise. (Makes it difficult to commute.)
- I remember the bad old days.
- Work many hours beyond 3:45
- I'm happy with my salary. I hate the hours. There is not enough time during the day to finish everything that is required. I'm happy as a 4th bilingual teacher. Benefits; I wish health insurance was cheaper.
- I would always like to make more money, but a teacher's salary was known to me before I entered the profession. That's not why I got into the business. I believe it is easy to move up if that is your desire especially in this district. I see many people moving up around here even when having very few years under their belt. Almost too easy here, I think.
- My salary is low and I have to work a second job to pay my bills. The hours are long and the possibility of adding another class period next year is overwhelming to me as I'm barely able to keep up with 6 teaching periods this year.

- It is good/ok. It could be worse. I think the salary increase from last year to this year was needed. Unless we get another raise, I'm not sure how I would feel teaching another class if we go to 8 periods a day.
- Excessive hours of planning for numerous preps and benefits are minimal.
- We are expected to use MCP strategies and this is not always easy to do without practice. But the new admin is overly critical because using MCP strategies don't look mastered. So Teachers quit using MCP so much anymore. You can't have it both ways. I think MCP has a lot of merit but it's not easy to do. Cut us some slack for trying to do it.
- BISD had remained competitive with other school districts in this regard.
- I feel my salary and benefits are good. My opportunity for advancement is there if I choose to pursue it. The hours are overwhelming. I often come early, stay very late, and still take home work.
- Everything is ok except insurance.
- It seems we are working spending more time at work with the same level of pay.
- Needs lots of improvement.
- I logged my hours one year and I make 67 cents per hour, and I am being asked to take on more responsibility. I am truly unhappy with the pay to hours worked ratio.
- My satisfaction is not based on any of these things. I'm here because of kids. I love the kids and believe I make a difference in their lives. If I didn't believe that, or if I ever stop believing that, then I will no longer be here. With that said, I wish many things about education were different. I wish that the people who get out of the classroom would remember what it's like to be "in the trenches." I wish that politicians for just once could walk a day in our shoes as teachers. I wish more things than can be put on a survey. However, again, I'm here for the kids. That's what I focus on, and it keeps me happy. I believe in fighting for and speaking up for better benefits because I have my own children and family to provide for. It makes me mad when people think we are just supposed to give of our time day in and day out without any compensation for it when we, too, have families to get home to. I think it's quite presumptuous on the part of those in charge to expect teachers to do multiple things, give multiple hours of their own time after school, etc. and never be compensated for that. Other service fields (nurses, doctors,

- even police officers and fire fighters) give of their time in the same way, but I have never seen a field like education where those in charge expect that from teachers as if to say "you chose this profession, now deal with it." That attitude is not bringing teachers into our profession. Example- instead of giving a 10 year pin as an honor for teachers in BISD, why couldn't you give some type of monetary gift? (Gift cards?) Or maybe give them an extra personal day for number of years being here.
- Salary and health benefits are still not competitive with surrounding districts. The health benefits given to us make it difficult to financially afford good healthcare and routine checkups.
 - I would like to see a fair increase in salary per year and per job performance.
 - Educators are abused by the state and local governing bodies in all aspects
 - The educational financial system does not reward for performance, effort or knowledge. As a lead PLC in science I had the lowest salary of any of my peers due to my lack of years in the system. Despite being recognized and consulted by many teachers with regard to problem solving, system usage and equipment maintenance/management these efforts receive not any additional recognition or compensation. There is no reward for working hard. Sadly!!!
 - I would prefer to make a higher salary to offset the expenses of my benefits.
 -
 - You have opportunity to grow if you so desire. (In the district). This does not applied to support personnel (maintenance, custodians).
 - Considering other districts I feel we have a salary comparable. I do feel that it could be better overall and that the State should invest in teachers to maintain highly qualified teachers in the profession.
 - I have been asked to teach five different classes and coach. As this is my first year, I have way too much on my plate. It is too much work and too much stress.
 - I'm a good teacher with great ideas but I feel I'm allowed to be great and fly like an eagle because I am micromanaged and work with people that are not always team players.
 - Poor Salary and health benefits. :(
 - I have a job that is most enviable and I am thankful for it. Saying this does not negate ambition and desire for more.
 - I am very pleased to be an educator. I am lucky to help kids grow on a daily basis.
 - Always, small areas don't make the decent money that other places do, but they ask the small town staff to do large city jobs. We need a raise. This area has grown and lot, and last years' raise didn't cover the changes in insurance for many (me).
 - It's too much asking all coaches to coach two sports. At the halfway point in the year, I am already exhausted and have used days to simply rest because of the extra sport.
 - KIDS make my life a BLESSING...
 - We are paid way less than other school districts in the area and across the state.
 - I think the benefits are good but when I consider the amount of outside time I spend on administrative tasks that I cannot complete because I am doing Library Assistant tasks during the school day.
 - I can from another school district where I was VERY HAPPY with my job and support. In BISD, we are expected to keep up with MOUNDS of paperwork that is not making me a better teacher. I am paid less here and yes, I understand that it is a smaller district, but if I am working harder than I EVER have and getting paid less, I do not feel satisfied with the change I made in coming here. :(
 - We are being asked to do more and more with less and less. I feel like we do not work as a team between the Service Center (Curriculum, Admin.) and our campus. The perception I and others I've spoken with see that the pressures from the state are trickling down from the top to the bottom. With teachers working on the front line with kids, sometimes it feels like it is forgotten that the pressures stack up to an overwhelming amount.
 - I am very happy with all of the decisions that my administrators have done in regards to my Pre-K team. Overall, my Pre-K team works very well and is very professional as well as cooperative. We, as a team, look forward to continue learning new things for the best of the grade level, the campus and the district.
 - I think improvement can occur...
 - Too much stress. Not enough time to plan good lessons, too many interruptions during teaching time and discipline issues
 - I have all my state time taken from me when I moved from Smithville ISD to this district. My take home check is less here than my Smithville check and on paper I am making 2,300 dollars more. This I don't understand. I am a 17 year teacher.
 - We were promised a raise and if we got it they took it away. We are working 10-12 hours a

day to try and give our students what is needed.

- A good manager in any profession knows that treating professionals with respect and appreciation results in much more success. This is not done in the BISD system and hasn't been for about 5 years.
- This job is too demanding with very little balance. The demands and list of things to do have increased since last year. The overall morale for this professions is very low with many wanting to leave the profession and not stick it out for retirement. The satisfaction and faith in our higher ups is very low.
- A substantial pay increase would help boost moral!!
- For the amount of time and effort we are putting in here, of course we aren't paid enough! Pay is obviously not why teachers are staying in this profession.
- Salary should be better - it is very low compared to other states.
Hours are extensive due to planning and PLC time being used up for nonessential meetings. Benefits get worse every year - almost can't afford to work because if we didn't work all our medical bills would be covered.
- I am very happy with my position, my responsibilities, and my opportunities to better myself as a teacher, a leader, and a colleague.
- It gets more difficult to come in to work each day. I do it for the kids, but the rest of the minutia is extremely frustrating. Putting in 12 hours on campus and still taking work home in the evenings and on the weekends is ridiculous!!!
- salary = good
hours = very poor, I am working 11 hours a day, taking work home, working during my holidays and still can't get it all done!!
FRUSTRATED!!!!
Opportunity for advancement = from my perspective of how my principal is being treated...NO THANK YOU!!
Benefits = GOOD, but stop changing it, please. Any raises received are eaten up by increases. Our yearly contracts are being taken advantage of in the change of premiums. Shame!!
- Very poor due to high stress, poor discipline in this building, excessive paperwork, kids running things. More ridiculous things to do that don't enhance learning and teaching. Where in God's name do they get these ideas? What workshop? The facilitators' incomes should go toward more teachers. You want to

increase our student performance? Lower the class sizes. Discipline the kids. In our school, kids can get up, walk out of a class, and the most they get for repercussions is "tell the teacher you're sorry." The Behavior team is awful. BALLS in the halls with kids.

Any other comments you would like to include:

- Equity should concern administrators if they wish to have success in BISD.
- Eduphoria lesson planning is a huge headache. When everything works as it should, it is a useful tool. Unfortunately that is rarely the case. Entire weeks of lessons have been lost. Google drive is set up much better, where all extra materials can be saved all in one place, instead of just what you are doing that day.
- Pay grades for positions should really be reconsidered. I love my job. I love that I have to stay organized. I hate that I'm one of the most important people on campus for the entry and exit of all students and have to stay on top of a lot of things but I bring home \$685 every 2 weeks. Its makes me feel very unappreciated. Overworked and under paid.
- It appears the discipline has improved from the last years. We still have some students that are not held accountable for their actions.
Seems we are getting students from the lower grades who have not been held accountable at all, they try to charm or wiggle their way out of trouble.
We have teachers who have the idea you cannot fail a sped student, this is untrue, you do need to contact parents and give the chances according to their ARD but if they choose not to do the work they should fail. By passing students who are not working we are telling them they are not smart enough to pass on their own. Students should be able to meet realistic goals and expectations according to their disability.
There is much confusion on testing, modified or not. We give tests to students whose ards state modified yet we are not allowed to modify them, am I the only one confused or are there others?
- Thank you for taking the time to research this. That means a lot. There are many good things about BISD.
- I think the district no longer cares for their employees. Number of years and loyalty means nothing to the higher ups and the board... it is like they want someone who will

do the job cheap and in the end cost less. Forget the years of experience or loyalty...that means nothing to them. I think out-sourcing to GCA has been one of the biggest blunders this district has done in the past 20 years. There is no way it will save the district any monies. The process of how the district did this change over is unforgiveable. Many good loyal employees are no longer employed with GCA. GCA is slow in making decisions on repairing, cleaning, working to maintain the buildings in this district. And in the long run... it will be costing the district more to maintain the buildings.

- Classroom size for bilingual students are not fair in numbers in contrast with the English classes.
- I don't understand how we have such an increase in enrollment, but no increase in teaching staff. Personally, my case load has increased significantly..but we now have 4 people doing what 9 people used to do. I keep hearing how the district is saving money and it's this wonderful big news...but where does the money go? Who benefits from it? The classroom sizes are too big. The teachers are overwhelmed and exhausted. I don't think it is right that teachers go without conference periods and lunches...that they have to scramble to find desks to cram into their already filled room. As a parent and a teacher, I'm not sure if this district is where I want my family unless there are some major positive changes in the area of staffing.
- Steve Murray and his staff need to go...we need to be provided with a supportive district administrative team.
- I really enjoy Bastrop ISD. I like the feeling of community that is throughout the district
- What was done to our maintenance staff (for money) was disloyal and betrays the foundations of our American Heritage. I think it was shameful.
- The administrators are not being honest when they are not openly telling the community that schools have not met TEA standards and are in trouble. The district is not being compassionate when they put money first before people and allow our custodians to be taken advantage of by the new company.
-
- Our administration at the school is caught in between central and us. They are trying to do what is best for the school but try and abide by

the demands of central which often do not follow good teaching practices or research.

- Too many students with emotional and behavioral issues destroy the peaceful learning environment and threaten the safety and well-being of others. We sacrifice the quality of instruction because of all the time spent dealing with these students on a daily basis. I feel our district deals with disrespectful and emotionally disturbed students ineffectively and tolerates too much.
- The investment of resources in addressing behavior-related concerns is remarkable and commendable!
Follow Pflugerville's progressive policy of covering same-sex partners; step up and forward as a leader in welcoming all staff. Evaluate the use of assistive technologies such as recorders for students challenged to process reading; low-tech but effective.
- In reference to the job performance of the assistant principal: We have two assistant principals and while one is doing an excellent job helping and supporting her staff, the other is doing a very poor job.
- Education Law is very clear that teacher planning time is protected. District leadership is causing low morale by treating classroom teachers as if the PLC agenda is more important than the reality that teachers face every day in being prepared.
- I avoid eating meals in the teachers' workroom, the atmosphere in there among the regulars is just too cynical and negative for me.
- It would be nice to see management be more organized maybe hiring more staff would help in this area.
- The school board's decision to outsource Maintenance to GCA was a poor decision. GCA has let go of supervisors that had worked for BISD for over 20 years and that is wrong!!
- When I put "fair" it was because I didn't really know how to respond. Also, I have had a different principal every year I have been at this campus and when I worked at another campus, I had multiple principals there too. This indicates there is a problem in the district if there is such a high rate of principal turn over.
- My biggest concern in the doubling up of inservices/training. Also, teachers being pulled out of their class (then a sub filling in) for a day for training that they could have received during the summer/teacher inservice week. I was surprised to hear that new teachers did not receive Shelter in Place instruction during

the new to the district inservice days and were pulled out during instructional days.

This comes across as poor playing.

- Principals & AP's aren't enforcing the dress code with students or the teachers & staff & not being consistent with the discipline. The students are out of control!!!!
- There is too much money and time tied into unproductive sports. IF you were to give that amount of support, time, and money to the teachers, the test scores would reflect the positive support. There are other needs that are of value to the coaches (and their families). Having them work on sport specific duties during their conference is illegal, and should be reserved for academics, but is required if you're going to be a coach.

The bell schedule is not a teacher's friend either. Too much time is being wasted during Eagle Time and pep rallies. Why not move that time into curriculum? Change the schedule to Block or AB Block so we can get more instruction into a larger time? Students don't do homework, so they have no time to practice what is being taught, and we barely have enough time to finish a lesson, but can only get superficial with the topics-never diving in depth to truly analyze the data.

Also, SAFETY has to be a priority. There are WAY too many exposures on this campus and there is no way to lock down the campus. We have routinely found members of the community coming onto the campus to use the facilities (weight room, track, fields, etc.) for their own use. This campus is NOT safe and is exposed to anyone that wants to get in. Students know how to sneak on or off campus, using several different access points. This MUST be addressed.

- The only thing that concerns me is the injuries to the behavior management staff, as well as to students in the classroom when the out of control student purposely hurts another student. Faculty are frequently bitten by the students and I think it is a health hazard and blood borne pathogen exposure is dangerous! I do not believe a student should be allowed to physically hurt anyone.
- I changed campuses. BMS has a lot more support from the teacher than BIS. I no longer feel like I am in danger constantly or under constant scrutiny. Coming to work is much more enjoyable because i will not be given snide comments by our teacher anymore or be

yelled at as I'm walking down the hallway. We support our teachers, we do not work for them. They have to be willing to work also and not ask anyone to do things you are unwilling to do themselves. And I am so happy to find such a supportive environment again.

- I have heard more comments from teachers this year that teaching is an impossible job and I have never heard so many teachers saying they are going to get out of it as soon as possible, or go to another district.
- As you can see by the questions I answered in the beginning, I have been teaching most of my adult life. Until I came to this building, I felt more than qualified as a professional and I was treated like an expert in my field; my experience and education were respected. Now I am told on a daily basis, sometimes in words, but mostly in actions and added responsibilities, that what I have to offer is not good enough. It is frequently mentioned within the building that we have a high turnover rate. Perhaps more time should be devoted to figuring out how to improve things so that teachers want to stay.
- Asked about SpEd services, I assume that meant on my campus However, you did NOT ask me about the SpEd services from the Main SEd department and I can tell you that I AM NOT SATISFIED with them. I see a lack of concern for the children on our campus. Getting permission to test is delayed. Treating the educators who work with these children as responsible, well-educated people is not happening. So many children are suffering because of the perceived lack of concern from the SpEd Department.
- The facilitators need to be in the classroom modeling what they want us to do instead of roaming the halls or sitting in the break room dreaming up other stuff for us to do. The decision to combine writing and Social Studies was not well thought out, it's not working. Instead of having facilitators and literacy coaches, we need more teachers and fewer children in classes. The curriculum directors should be doing their job instead of passing it down to facilitators. If throwing more information at the kids and expecting more of teachers, come be a sub for a week. Discipline is a joke. No consequences for kids. There is constant disruption in the classrooms, no time to teach. Before you hand down any more stuff for us to do, come be a guest

teacher.

Appreciate veteran teachers.

There is a contradiction, we're supposed to differentiate, but yet give the same test to all at the end, even when we know they aren't ready. I.e. District assessments.

Inclusion for some kids is a disservice. The ID kids need a different curriculum. We are not addressing their needs for life.

- At the end of the day...It doesn't matter how much input we give or if we express our concerns or not...this district will still do whatever it takes to save money and protect their image. They come back and just tell you that "That's the EXPECTATIONS"...."You knew what you were getting yourself into"...."You can always look for something better"...Damn right I'll look for something better...About the only good advice I have gotten in this district.
- I don't feel safe this year. One assistant principal is doing a great job and the students see him and respect him. The other assistant principal is new and does a fair job. The principal is rarely seen. We need him to be a presence and help with discipline.
- We need less bodies at Central Office and more boots on the ground with the students!! We have speech teachers going to 2 or more campuses because WHY? Yet there are five people above them doing what? Not working with students!! Wouldn't it be better to have some more speech teachers to actually work with the students? How many people do we need in curriculum when they are still pulling teachers out of classrooms every year to "align" the curriculum? With 15+ people at Central just in curriculum-shouldn't that be already be done?? I see LOTS of waste at C.O. and lots of needy students who need help that aren't getting it because "there is no money". Think of how many teachers could be employed with a reduction of needless staff at C.O.
- I am a certified teacher, however I was hired as a sub for the position until I complete the endorsement for the job. Yet, I am expected to perform and do all duties of my job as if I was a hired teacher. I put in a lot of extra time supporting my classroom, even though I am only considered a substitute.
- BISD needs to look at their co-teach model.
- Get the Central Office off our backs and let us teach students what they need!!
- Campus-wise, teacher morale is very low and is clearly making an impact on our school environment. Teachers are asked to do more and more and more, without ever getting anything taken off their plates (especially pertaining to classroom teachers). Behavior seems out of control, and our behavior staff has little to no support when it comes to dealing with the kids who need the most help. District-wise, as a Fine Arts teacher, I feel very little support or drive from my supervisor. Along with the complete lack of communication and contact this year alone, we are not encouraged or supported in anyway, and do not receive any feedback to create more or better programs. I feel that we have been left to completely fend for ourselves. There are no opportunities for team growth (within our Fine Arts fields) or professional development. We are not held accountable for anything, and its taken its toll across all disciplines at every level.
- I do love working for BISD, and appreciate all the opportunities provided for us.
- Insurance benefits are the worst!
- The support we get from administrators is sometimes and often very little. When issues come up the administrators do not offer support for teachers; in fact it is the complete opposite.
- Writing and Reading need to get put back together. There is a massive amount of teacher burnout going on, and we're being asked to do way too much.
- We spend money adopting a textbook but are not allowed to follow them solely. I have always pulled in resources as needed but should be able to rely on the scope and sequence of the adopted textbook. They are put in that order for a reason. Besides that fact, BISD did not choose to adopt the textbook that actually writes the STAAR (Pearson). That makes no sense.
- The curriculum department needs to allow the elementary teachers to do their jobs and stop micro managing. You have great teachers but they feel like they have no freedom to teach. State textbooks are discouraged in the classroom. Making all teachers teach the same thing for the same amount of time and discouraging the use of state adopted textbooks is a travesty. Use the books!!!!
- Campus administration is amazing and very child centered. I love my campus and believe in the route it is going.
- Please include the return of one to one campus media specialists in your agenda next year if possible. Thanks for your unwavering dedication.

- I am not sure why CCH admin/discipline team expects teachers to be firm and consistent when they themselves are neither. For example, at the cohort meetings just before Thanksgiving, students were informed the admin team would begin taking tardies seriously. So for the first 2 and 1/2 six weeks, we were just practicing our attempts to make it to class on time?

Additionally, as a teacher, when I write a referral, it is because I have not had results with seat changes, student-teacher conferences, parent-teacher conferences. I write the referral as a means of asking the school to step in and cause the child to behave instead of taking away from the learning environment of the 30+ other students in the classroom. To have the AP provide counsel on "making better choices", or to have the student apologize to me as a teacher isn't effective. The students know there are no real consequences to their actions. It undermines the authority of the teachers to have apologies as their only punishment. Students have already apologized (they do this when seat changes occur, when student-teacher conferences happen, and again when parent-teacher conferences happen). Apologizing in front of an administrator isn't going to change the behavior either.

- The walk-throughs of six people at once are somewhat demeaning and ridiculous
- I have a concern about reading grades verses ELA grades. As far as I've been told, we have to have the same amount of both. I'm not sure when ELA and Reading became two different subjects to grade, but we sure aren't getting the extra time to put in work to receive enough grades for equal amounts in each area. ie: reading should be put back into ELA grades or Reading should be taught as a class time on its own and our schedule should reflect it. Maybe I'm just reading into this too much, but I know a lot of my colleges and I use the same grades (double input) for both reading and ELA.
- I think there needs to be a complete overhaul of the administration at the district level and a reduction of the people in the service center who believe that they need to find more work for us to do when we can't even do what we need to do to get the students through the day because of the amount of assessments (what level of quality teaching am I doing if I am constantly giving my students busy work so that I can once again assess students for yet

another report when I have hardly had time to TEACH? And what about having fun? Why does it not seem to be OK to actually let my Kindergarten students

PLAY????Children learn by play and it appears that BISD thinks it is best to have these little 5 and 6 year children sitting all day in a chair doing paper and pencil activities and having negative experiences because they only have 15 minutes of recess and time to play unless they happen to have PE every 5th day....I also think that the Special Education Department is out of compliance with TEA and needs to be investigated for their practices, paper work, and program funding. I am concerned that funding is not be properly appropriated for those students and staff in Special Education in the district.

My last comment would be that the Human Resources staff find a way to serve those of us who are new to the district better. They should be the ones to submit and request the paper work needed from the new employee's past districts/employers. There are several individuals who work in the "credentialing and human resource management" areas of BISD and yet I have had to chase down the actual paper work needed to submit to my former employers and request my years of service be submitted myself. This is what those people get paid to do....find the new person's credentials....all the info. has already been submitted on our online job applications, complete with phone numbers, emails, and addresses. They can simply send the forms with BISD letter head and a request for years of service and just send the employee an email that lets us know they have requested info. from such employers and then let us know when they receive the forms. I am still messing around trying to get the 8 years of service records from 4 employers and would probably have it by now if the actual employing district would simply request it themselves. I would never have signed my contract without actually receiving what I was told on the phone I would make, knowing now that I am still not making that and have to fight to get my years of service sent back to Bastrop ISD.

- It would be helpful if our curriculum director could receive some training of her own - she obviously doesn't understand elementary teaching. She was never an elementary teacher. Two years as an elementary principal doesn't prepare a curriculum DIRECTOR with the ability to direct our teaching and

curriculum. She is also very condescending when on our campus - I've heard many other teachers at other campuses feel the same way. She makes herself difficult to respect.

- Additional support for lead evaluators in SPED. Could be some clerical support or additional fully licensed staff members.
- The problem in this district is not the teachers. Please exam your administration. Ask the questions - why we do we have such a high turnover rate? Why are teachers that have been eligible for retirement, are now retiring, and some in the middle of the year? Why do we lose so many teachers after school starts? Why do we have so many students in our science classes? This is a safety concern. Are administrators treated the same as the teachers when they have to travel for conferences?
- Too many students are allowed to misbehave (throw desk/chairs, disrupt learning, roll on the floors on the classrooms, run away from the school) with no meaningful consequences.
- I feel the behavioral system could be improved by not having as many colors. If there were less colors, there would be more discipline referrals and notes sent home at first, but the overall issues throughout the year would not persist. Also, there needs to be accountability in the office in that if you say you are sending a child to the principal's office they need to be picked up that day and not talked to 1 or 2 days later.
- I would prefer the AFT and our school board to stand behind more conservative politicians who support educating our students in a more traditional and sensible manner and who stand against any societal changes that could affect our students in a negative manner in the present and in their future.
- We are being asked for accountability but there has not been any changes in policies of people from the downfall of the results in the Elementary campuses. We should have seen a change in command so we could see better results. All new policies seem a punishment to the ones that were not responsible of such bad results, teacher followed the instructions we were given from Central office, specifically Curriculum and Instruction.
- Forcing the custodians to leave BISD has hurt the morale of all employees. What happened to "We are BISD." Teachers are doing everything except teaching. It feels like we are constantly being whipped to go faster, do more. So many are looking for other positions.

- There is very little direction regarding instructional strategy principal and AP spend little time in classrooms.
- This district has adopted a practice of making changes just for the sake of making changes. There have been instances where schools have been required to make major changes even after doing very well the prior year. Why? Cedar Creek Intermediate was made to change their schedule despite that fact that they did well last year. That is just one example. The service center should have to prove to the campus that the change they want to make is necessary before they are allowed to step in and disrupt a campus. They should not be allowed to step in and make changes just because they decided too. Teachers and administrators work extremely hard to create an effective learning environment for their students. To have the district come in and throw their hard work out the window is demoralizing and disrespectful. Teachers and principals should have the final say in what changes are going to be implemented and what time table will be adopted to achieve the change.
Where is the accountability for the service center? They throw requirements at the teachers constantly. Teachers' hands are tied about what goes on in their classrooms now. The accountability and magnifying glass is directly on the teacher, yet the ones that are directing the teacher have no accountability. I would like to see an appraisal system set in place where the teachers have direct input into evaluating those that are controlling what goes on in the classroom. Teachers are educated and intelligent. We are just as qualified and capable of participating in evaluating those that are effecting classroom instruction. Teachers should not be forced to implement constant changes and then be solely held accountable when those changes are ineffective.
- I probably did not check the right box--I am an LSSP with Special Education and there was no way for me to indicate that on the first steps.
- The needs of the students are no longer just routine health issues, they are more complex and I would like to see a survey that is geared at nurses and therapists so that you can collect that date.
- I used to love teaching and looked forward to coming to work each day. I was learning as much as the kids in my classroom and it was an exciting, rewarding career. Now, all I am expected to do is: keep them in class, get them

ready to pass a test, show a chart of checked off TEKS, and not complain about anything all the while not being paid what the responsibilities of the job demand and paying more and more for "benefits". It is sad to see what is becoming of a profession I used to think was a 'calling.' It almost seems as if BISD would be happier to see our kids in front of a computer screen with a robot at the front of the classroom repeating instructions and nothing more. I truly believe our children are our future and I'm worried that all they will know how to do is bubble correctly instead of being able to think creatively. It is a source of great sorrow for me as it should be for everyone, but as long as the upper admin are able to show improvement in test scores, I guess it won't be.

- BFT is doing an amazing job!!
- I love working with my students and 4th grade team. We help each other and that is how we seem to be surviving.
- Faculty meetings tend to seem last minute. I feel the eligibility one we had recently was FANTASTIC, I only wish it was covered in summer PD in place of other presentations. It is relevant and needs to be discussed from the beginning of the school year.
- Dr Hewitt evaluates very hard. Overly critical when compared with previous evaluations, and given the high performance of this campus in recent years. Overly critical of teachers who use Mcp and inadvertently encourages NOT using Mcp through negative walk through a and evaluations. Mcp is new for teachers -- he has unfair expectations.
- Still need eyes and ears open to students who don't comply with dress code or behavior.
- We are continuously told that the job of the people at the Service Center is to help us, but that never seems to be the case.
- Better discipline would give us more time to teach without disruption. It is ok to expel some kids so we can give the attention to the students that want to learn. I really feel bad that the students that really want to learn have to put up with the bad kids disrupting the classes.
- It would be exciting to see this district address the way our school schedule is set. For example, 1/2 day options for students who qualify, flexible hours for student schedules. We have a lot of fluff and waste! Most students just want to get a skill or the classes they need to move on to a degree.

- at times it seems that our left hand doesn't know what our right hand is doing.
- This has been a great year so far and we have accomplished so much. I can't wait to see where we go from here.
- Election/ appointment/ hiring of new body on all levels starting at BISD to the governor
- Overall, Bastrop ISD is an excellent place to work.
- There are too many specialists at our service center. Transition them back into teaching positions. The restructuring of specialists to the campus level for core subjects was an excellent idea and has worked well. Our district structure (along with many districts) has too many people sitting at the service center dreaming up more responsibilities (ex. TPOs, MCP, Sheltered Instruction, etc.) While these are all excellent teaching strategies, enforcing them through micromanagement is wasteful, condescending, and not effective for every classroom. Please tell central office to get out of our way and let us teach. If we show a pattern of ineffectiveness or lack of professionalism, non-renew our contracts. Otherwise, let us teach.
- Pretty good district. We have GOT to quit twitching over this stupid STAAR test. Let us teach for God's sake. Let us do what we can. So much nervous energy, and so much over testing is happening it's GOING to affect the bottom line scores, watch and see.
- The discipline here is horrible. Students are written up on a daily basis and nothing is done about it. The students run the school and they know it. They are not scared of being written up or of being sent to the office. It also feels like a lot of micromanaging is going on. It's one thing to come into our classrooms and give us criticism, but it's something completely different when we are told to do certain things.
- Thank you for conducting this survey. The district needs to put a lot of money into purchasing and replacing old, broken equipment. We need computers for students, Epson projectors, iPads, and document cameras.
- Like teachers have been saying for the last few years, I believe we are stripping away the foundation from K-2 and now it is showing up as more elementary schools are in improvement needed status. 5 out of 6 struggling schools isn't a campus issue as much as it is a systematic problem. Bombarding teachers with suggestions, walkthroughs, paperwork, meetings is only

going to put a "band aid" on a much bigger issue. I am a true believer in individual improvement and know that everyone can always improve so some of these things are necessary- just not to the extent they are being implemented and the perception being that teachers are the "problem" and the Curriculum Dept. has all the answers is only adding to the feelings of dissatisfaction.

- Thank you!
- Overall this is an awesome district. I believe that if we truly work as a team supporting each other, we can meet student needs, state expectations, and do really well in becoming a district of choice for Bastrop and surrounding counties.
- The middle management wastes money and time. Students are suffering. I used to be proud to say I taught at BISD. Now it's an embarrassment. Student's welfare needs to be put first, teachers respected, and others not in the classroom need to be for TRUE support ONLY (not for their self-promotion).
- It seems that the entire district has been chasing our tails for too long. Expectations are not clearly communicated down to the classrooms and it is hurting our classroom instruction. What happened to "it's all for the kids," "we are doing it for the kids..."? Nothing is about the kids anymore. The pace of the curriculum, the support given to the teachers, the demand for higher scores- NOTHING about this is for the kids. It's about people trying to cover their tails and pass the blame on to someone else.

All curriculum facilitators should get in here and experience what is happening and what the kids are being expected to do; what the teachers are being expected to do! And by get in here, I don't mean come in to look at my walls and anchor charts and write down my learning objective (I realize some people DO need to be held accountable for these things); what I mean is come in and spend some time working with the students and EXPERIENCE what is going on instead of watching.

- Teachers go to college for five to six years or more. Many have Master Degrees. Wasting our PLC time on guided reading lessons, how to read TEKS, and so on, is just a slap in the face - like we have student loans for nothing. We are not guinea pigs for someone working on their doctorate or having to attend training due to one percent of teachers not doing their job. This district needs consist, district wide expectations for ALL grade levels on EVERY

campus. Until those in leadership roles figure this out school site administrators and teachers will continue to waste time that can be put to much better use.

- Teaching used to be fun. We used to be able to incorporate holiday activities into the daily work. Now we are afraid to do anything that might be construed as "fun". Every minute of every day is expected to be focused on improving test scores, not creating lifelong learners!!!
- I would like to encourage the board and central office curriculum staff to adapt a much more global point of view in deciding how to approach this "emergency room" situation they claim we are in. Students, children, families, and community....the very building blocks of Bastrop and what makes our town such a great place to live and raise a family and live is at stake. Using our students' and staff's care and love for one another to accomplish a black bottom line is wrong! We were all created, first, from and for relationship. If we forget the relationship; if we forget the care in how we deal with our families, students and staff and focus so much on the pay check, then what fruit will we bare? What will our children grow up to be? What they have been cultivated from....lack of care, love, kindness and humanity! Is this what we want to send out into the world just because we think that is what the world is, or do we want to be to be the change we want to see in the world?
- People are about to walk out of here. Good people.