



Appendix A

Comments from Educator Survey 2017

1 1. Collaborative planning in the guise of increasing departmental planning has gone overboard, and turned into a weekly, micromanaged, Q&A for administrators. We have to plan together outside of the collaborative time because they waste the meeting time with questions they are supposed to ask from central office. 2. Our district also seems to be moving away from student accountable assessments, and toward multiple opportunities for everyone to re-take tests and quizzes until they are happy with their score. This compounds teachers work load and holds students less accountable for their performance. We do not feel this prepares them for higher learning. College institutions don't provide the test until you are happy with your score program. 3. Special education students are not receiving services as they should when they are in regular education inclusion classes containing 40-50% of the class with an IEP, and a regular ed teacher and an aide. They are frustrated because they cannot progress like the other students.

2 1.Salary 2.Quality in-house administration 3.Literacy at the secondary level

3 A complete failure to create a standard of discipline with any clear-cut guidelines or clarification.

4 Absenteeism

5 Administration has a lot of power when evaluations determine my salary and whether I even have a job. If budgets are tight they can give low scores. Or if they have a personal thing against you, scores could reflect that. Evaluations are too subjective.

6 Administrator unfairly targeting employees due to the race of teachers (reverse discrimination)

7 Administrators should be professional educators, not just bosses who were hired for that role after only a short time as teachers. True leadership is in short supply in the administrative ranks.

8 Advancement of certain individuals due to the good ole boy system instead of actual merit.

9 After teaching in other states I am amazed at the micromanagement that takes place in TN. I feel that the state dept. of ed exhibits little respect of teachers, administrators, and schools in general. I know that I am a good teacher, but teaching here has made me question whether I will continue in the classroom. On a district level, I have been disappointed in the education that my children have received. Many of the local policies do not make sense to me. I do not think Hamilton County School District is interested in providing a quality education to all of its student. The district has been unwilling to work with smaller schools on staffing needs, forcing schools to

be creative in their offerings. Unfortunately, this creativity has not always resulted in what is best for the students.

10 All of my plan time is taken away by meetings mandated by our administration. I'm having to spend 3 plus hours a night working because my admin tells me I have to work when I leave school. I'm not getting paid enough for this big of a workload of overtime. It's not even Christmas and they are burning us out. I would like my full plan time and to stop feeling micromanaged all the time.

11 Average salary we tell our children for just a BS degree is \$50,000 after 5 years. Teachers w an EdS degree w the same 5 years' experience won't come close. While we are making some more it is not coming close to the disparity in pay w other professions.

12 Being micro-managed from the Central Office by the Director of Schools. The workload that is added to us each year without ample time to do all that is forced on us.

13 Benefits such as insurance. We never know how much our district is going to contribute until Jan. of each year.

14 Benefits such as maternity leave, charter school ramifications, how the district can better serve the population

15 Budget - there isn't enough tax revenue in our county to fund the needs of our schools. We lose teachers to higher paying districts, jobs have been cut, technology isn't as plentiful as higher budget districts, and we have to raise money to get many of the resources we need.

16 Class size - too many students in a classroom. Evaluation - unfair/unclear scores

17 Communication from supervisors to school administration and from school administration to classroom teachers. Too many people want to be in charge and make decisions rather than working together to address problems. Decisions are hidden rather than transparent.

18 Communication within the schools, and with other schools, is a weakness.

19 Complete lack of discipline tracking. Administrators are not allowed to follow the Maury county discipline plan.

20 Contract with TFA that is keeping positions for untrained teachers while qualified teachers are losing jobs. Lack of salary adjustments for those over certain "steps" on the salary scale. Skyrocketing insurance costs with pitiful benefits. Testing, testing, testing! Instructional time basically being scripted with no opportunities for "teachable moments" or extended learning.

21 CTE classes should be longer than 47 minutes. CTE classes should be on block schedules to be effective.

22 Discipline

23 Disparities between schools in certain areas could become more of an issue that it currently is; classrooms are not equal across district depending on socioeconomic status of the neighborhood.

- 24 Diversity across all campuses of the district.
- 25 Due to R2BR there is overload for training and planning.
- 26 Early Childhood Education and expectations of 5 year olds have become non-developmentally appropriate. Educational Assistants are needed in lower grades and have been taken away to become instructors for older grades. Too much emphasis on RTI . Too many reading specialists and coaches and interventionists are hired, when class size and educational assistants are what matters most for early childhood classrooms.
- 27 Early childhood literacy, elementary mathematics. TVAAS data damaging teacher professional ratings and school LOE's. High School Administration singling out teachers with low TVAAS scores.
- 28 -Education and readiness in schools and in life -Behavior -Social Engagement & Interactions -Role Models -Innumeracy/Illiteracy -Parental Engagement/Student-Teacher-Parent Bonds
- 29 Emphasis on testing. It is taking away from quality instruction. College professors have come to us saying students lack the skills they need because all they know to do is to prepare for a test. Lock-step curriculum and refusal to let teachers be the professionals we were trained to be is killing morale and hurting the children. A one-size-fits all day by day standard lesson plan across the district DOES NOT work. Teachers need the autonomy to do our jobs. We also have a focus on data that has turned the students into numbers. My portfolios show growth in writing, but not in numbers. Therefore, I am not doing my part to show growth. So many great teachers are leaving the profession or planning to because we are expected to be robot facilitators.
- 30 Enough teachers and classroom spaces for the number of students we have and will have. We are out of room at the middle schools and it is being viewed as "not a problem" I know that I have over legal limit in my classes but there is nowhere else for them to go. We need more teachers and more space. We should have money to fund these things, but no one can seem to tell where we spend our educational money for building and no one higher up wants to "really" hear what teachers have to say.
- 31 ESL student needs
- 32 Evaluations (I've always been a 5, but the system is not fair.); workload; salary
- 33 Evaluations are unfair. We are not allowed to earn high numbers because they have been told to keep the numbers at three. This system does not fairly evaluate any teacher and her abilities.
- 34 Evaluations at our school have turned into a popularity contest...Are you liked by administration, Were you hired by administration, Does administration want you to leave--but can't kick you out because you are tenured? We have had almost 20 teachers leave our school since the beginning of the summer and many more who want to leave. Our school used to be one of the most sought after in the county. Now we have a poor, unexperienced administration that the board knows about but will do nothing about. Even our new teachers are questioning what is going on and complain about working 10 to 12 hours a day just to keep up and not get too far behind. Yes, our school did get a 5 last year, but I can't see that holding up this year.

- 35 Excessive allocation of resources to athletic programs.
- 36 Excessive testing, lack of transparency, slow access to teacher records, failure to address school safety at the Elementary level, excessive spending on programs, low active parental involvement, excessive barriers to enrolling students in SPED, nepotistic practices, unrealistic expectations for teachers, flawed evaluations, lack of effective communication regarding policy changes, lack of teacher advocacy within the district.
- 37 Finding and retaining quality teachers for the classroom. The levels of stress that are put on administrators for things beyond their control (testing, parent involvement, finding quality teachers, etc.)
- 38 Fiscal mismanagement at the central office level. Multiple significant expenditures have been made on non-essential projects, while technology and infrastructure issues cannot be addressed.
- 39 Focus on testing
- 40 Friendships, favoritism, and nepotism has priority over everything else.
- 41 Funds for building maintenance take from classroom needs.
- 42 General feeling of divide between Central Office and teachers.
- 43 Get rid of micro managing content area teachers.
- 44 Getting highly effective teachers into our lowest performing schools
- 45 Highly politicized; if you're in the "in" crowd you're going to be okay regardless of your job performance. If you're not; it doesn't matter how proficient you are the "wants" and "needs" of the "chosen ones" will be dealt with first and foremost by the powers to be.
- 46 Hiring relatives.
- 47 Hiring teachers for qualifications not who you know
- 48 I am blessed to work in a great system!
- 49 I am concerned about the shear amount of work that every employee is expected to do daily. Our plates are so full and it keeps getting higher. We are not as effective because we are expected to do more with less- There is little resources or personnel added when responsibilities continually are added.
- 50 I am concerned with the concept of tying our pay to test scores. It is divisive and unfair.
- 51 I do believe, the State of Tennessee pimps-out our county for the tourist dollar to benefit Nashville and business to the detriment of our students. My district does a great job.
- 52 I feel like our district does a good job overall. I feel my administrator is more concerned about making our school look good on social media than ensuring that students are behaving appropriately and that staff's needs are addressed.

53 I feel our school level administration at my school is top notch - best I've ever seen. The admins at the Board seem to have their own agendas and mixed motivations. I am unable to trust them to do what is right. I hope I'm wrong.

54 I feel that testing has taken over classroom teaching/learning. Testing should be done beginning/middle/end with results received promptly. Other time should be for classroom instruction in reading, math, social studies, and science. In some instances, ability grouping should be used so that all can learn and move forward. Teachers know who needs extra help without wearing out the testing system.

55 I see more and more teachers leaving because of overwork and low salary, and being held accountable for low test scores they cannot possibly control.

56 I think elementary school students are being asked to learn too much too quickly and they don't really get the basics imbedded in their memory before the teacher has to move on due to their standards requirements. Consequently, when these students go to middle school, teachers have to reteach or practice skills that should not be necessary such as multiplication facts and basic reading skills. Perhaps if these and other skills were pushed heavily in the elementary grades rather than all these standards, RTI wouldn't be needed because the students would have these skills. Technology is wonderful when it works, but a headache when your plan involves everyone to have a Chromebook and you have Chromebooks or internet etc. that won't work.

57 I wish teachers would be listened to in regards to what we need for training rather than being sent to trainings that we already know what they are training about.

58 I would like to see for respect and resources aimed toward the charter schools in our area. They serve Hamilton County students also and deserve shared resources.

59 Implementing major changes without proper instruction prior to implementation (integrated literacy/unit; standards based report card; interactive read aloud)

60 Ineffective administration; negative school environment and climate among educators; workload for elementary arts is totally insane; arts classes are a dumping ground for everything else classroom teachers do not want to do; arts teachers are overburdened with additional duties not expected by classroom teachers; arts teachers are teaching reading intervention with a totally packed workload of their own

61 Insane amount of testing and the results don't come back in time to be of any use.

62 Instructional time not protected. Planning Time not protected. Extra duties add to teacher workload. Principals do not listen/care about teacher wellbeing.

63 It concerns me that we are in the business of laying off good teachers to make room for teacher friends. That damages our teacher quality greatly

64 It doesn't seem like there is consistency across the district when it comes to implementation of new processes. There are schools that do what we're asked and others who don't. It's frustrating to attend PD days and then come back to our schools to have the same PD presented again in a PLC or PD day. We weren't given adequate time to plan this year at all.

65 It is very difficult to terminate a tenure teacher. It is too difficult!

- 66 Just want the Best for Jefferson County. We are in the process of searching & hiring a new Director of Schools. Just want to support him/her anyway I possibly can.
- 67 K-2 does NOT have enough technology and we definitely do NOT have enough resources. We are killing trees making copies and spend hours searching for resources.
- 68 Keeping quality teachers in the profession and attending professional development opportunities.
- 69 Lack of clear pacing guide.
- 70 Lack of collaborative planning time between general educators and special educators.
- 71 Lack of concern for the REAL people in the trenches doing the jobs of teaching. Assistants and other members of the staff. The district "leaders" go on their so called "educational trips" and sit in their offices and send down commands without a clue as to what others have on their plates concerning their jobs hence the burn out is out the roof!
- 72 Lack of consistency especially in regards to testing
- 73 Lack of equity, lack of diversity, lack of equitable access (meaning the schools in wealthier areas get more resources and opportunities. those in rough areas have older facilities and less physical resources)
- 74 Lack of funds for classroom material.
- 75 Lack of instructional materials in all subject areas. Lack of respect for teachers. I feel that teacher moral is at an all-time low. Teacher workload is way to high. We are giving 2 days per week of planning time to conduct "PLC" meetings to discuss data. WE ARE TESTING THE STUDENTS WAY TOO MUCH!!! We are conducting state mandated benchmark testing 3 times per year as well as progress monitoring Tier II and Tier III students bi-weekly and weekly. We are also required to pre-test and post-test ALL standards (ELA and Math) as well as create the assessments to give students (to give this assessment takes DAYS out of instruction time as they are VERY lengthy and stressful for students and teachers). We also have to progress monitor students' progress towards the standards weekly. We are focusing too much time on our lower achieving students, leaving our average, high average, and above average students behind. We are losing and will continue to loss good high-quality teachers due to the workload and extra expectations we are expected to do especially during our own time. I just want to teach!! I want to be able to teach ALL my students. We also do not have adequate personnel that is used for the best interest of our students. Teachers are required to conduct the RTI interventions for Tier III and/or Tier II students therefore we have to devote at least 45 minutes of our instruction time to teaching the same small group of students every day. We need high quality interventionist to "intervene" with these students, so that we can move our average, high average, and above average students up.
- 76 Lack of insurance for my spouse, who works. His insurance is not as good as mine, but he cannot have it, because his employer offers it.
- 77 Lack of leadership at the school level
- 78 Lack of Parent Involvement and Communication within our faculty

- 79 Lack of parental involvement and increasing poverty. There is also a need for more attention to be paid to social needs of children.
- 80 Lack of proper discipline
- 81 Lack of quality administrators and teachers
- 82 Lack of resources. Student Behavior Lack of parent concern about education
- 83 Lack of resources for my subject area-math
- 84 Lack of resources for standards required to teach in Social Studies and Science. As well as tension, fear and mistrust caused by our superintendent.
- 85 Lack of respect for administrators at each school from the central office staff
- 86 Lack of respect for my profession, testing tied to teacher level of effectiveness, lack of testing transparency, testing company profits
- 87 Lack of respect from students - AND from administration. Little planning time - and limited planning due to no access to classrooms or necessary materials during that time. Money.
- 88 Lack of respect to educators and community. County mandates that require teachers to enforce and be held liable for online programs and usage. Lack of substitutes. Money spent on areas and job titles where teachers don't even know their responsibilities. Money not fairly spent on all schools.
- 89 Lack of support and understanding of classroom concerns and issues from the central office. There seems to be a disconnect of where funding should be used to benefit students.
- 90 Lack of support from administration concerning student behavior; especially disrespect towards adults. Students are able to easily manipulate their way out of discipline referrals.
- 91 Lack of support with providing updated technology-newer updated laptops, etc. for teachers. Yet, requiring more things to be done with technology. When having an issue with technology, the general response is that we should use a more updated computer (when all you have is the one provided by the district.) Or, technology is being replaced with subpar replacements to save money in the present rather than thinking long term. For example, replacing a 12-year-old MacBook with a Levo. Also, requiring teachers to spend more and more unpaid time to attend meetings, training, etc. outside of the school day. Currently, we are required to spend what amounts to a week to two weeks or more worth of time each year of unpaid time to attend these required sessions.
- 92 Lack of technology
- 93 Lack of understanding of the importance of related arts subjects. We fail to see how beneficial these classes are to the well-being and happiness of our students. We continue to lose class time and, on top of that, are given a workload that does not pertain to what we teach. i.e. teaching RTI and/or Enrichment. Related arts classes need to be shown the same respect as all other classes and RA teachers need to teach only what they are qualified to teach. Anytime spent in another area/subject is just time away from planning/teaching what we are

actually qualified to do. We spend far too much time worrying about test scores rather than creating well-rounded productive individuals.

94 Lack of visual art teachers at the elementary level

95 Large class sizes at my school and the number of ESL and special ed children that are assigned to our classes with no assistant.

96 last LEA: The district leaders had no intention of meeting state standards and any change was met with automatic resistance. Any and every excuse imaginable would be used to not do a state program or would be done as minimally as possible based on their interpretation in order to either get funding or limit state visitors. Statewide: lack of using teletherapy for school psychologist for rural areas - would love for school districts to 'band' together to hire a school psychologist/teletherapy that they may not have access to otherwise. They are missing out on a great service that is cost efficient and time efficient.

97 Last year our medical insurance premiums practically doubled while all other districts around ours have stayed the same. They are jumping up for this coming year. Almost half my take home pay is going toward health insurance! I understand that this is beyond my district, however my husband and I have been paying more to have the partnership version. We exercise and eat healthier than most so our health statistics were all in the excellent range. Shouldn't we get a discount - even from our district? Yet that insurance is going up most of all.

98 Leadership Academy, The Portfolio for arts ed has been taken away due to lack of training/ attention in other districts, pay compensation, special ed supervisor gives in to ignorant parental threats, PBIS is a joke.

99 Leadership is poor. Finances are tight. Discipline is low. Teacher morale is almost nonexistent.

100 Less testing and more instruction time with students.

101 Listed in question 4.

102 Local budget problems are pulling too much money from education. I think the state should give more money to help support out school systems. Especially on rural areas with lots of poverty there is a budget crisis due to lack of industry.

103 Loose of older teachers and the county not doing anything to keep them. Without their experience the young teacher burn-out faster.

104 Low salary increase with increased premiums on health insurance

105 Low teacher pay and lack of cost-of-living-raises even for "5" teachers like me.

106 Low teacher salary!!

107 Materials provided don't match curriculum. I spend a lot of time and money finding appropriate materials to enable my students to learn the material.

108 Micromanaging and not always trusted as a well-developed professional who can make smart choices for their individualized classroom based on specific learning needs. Expectations of student learning are not always age appropriate or developmentally appropriate. TEAM rubric

being very subjective and explained as not a checklist but also we're expected to achieve high scores or else we aren't effective.

109 More and more children are growing up in unstable homes mostly due to drugs. I'm seeing more and more behavior and learning problems as a result.

110 More students each year with less instructional and planning time.

111 My district isn't buying curriculum for us to teach. We are encouraged to "write our own."

112 My issues are more at the state level with the way teachers are evaluated and the emphasis put on state testing. Aimsweb and TNReady do not align.

113 Need for more technical training options/paths

114 Need for School consolidation

115 Nepotism

116 Nepotism

117 Nepotism. Lots of hires because of who they are related to or who they know through their family, not if they are qualified.

118 No planning, lack of respect, overloading teachers... the list is too long

119 No.. I work for the best district in the state of Tennessee

120 Not enough materials to enhance and teach standards properly

121 not enough planning time for my class. Having to attend professional development that does not assist me in teaching my students.

122 Not enough space for the addition of new programs of study

123 Not in my district, but in the state - we have too much testing and the standards keep changing. There is little, if any, consistency.

124 Not my specific school district, but poor quality training for teachers in the content area.

125 Opportunities for children other than sports. The clubs/programs are almost non-existent for anything other than sports. No stipends are provided for teachers, and teachers' salaries aren't enough to drive leading an organization on a volunteer basis.

126 Our district needs open enrollment, so students who have been trapped in a failing school (we have schools that have consistently been in the bottom 5% since the 1990's) could have a choice about where to go. Charters offer one outlet, but they are at capacity here, and thousands of students are left with no choice simply because the district is afraid a school that has been being ineffective for decades might close.

127 Our problems are mostly due to state issues. People making policy without real-world experiences.

128 Overload

129 Overworked, planning time always interrupted

- 130 Parental involvement in their children learning.
- 131 Passing ineffective administrators around the district rather than mentor, train, remediate or remove.
- 132 People that are in leadership such not hold any political position at all.
- 133 Please keep name confidential.
- 134 Politics plays too big an issue. There are excellent teachers passed over for less than average teachers because of who they know. Also, schools are treated differently because of the type of student served.
- 135 Poor leadership at the District level.
- 136 Portfolios!! The state gets the plane in the air & then tries to fix it. I went to 4 meetings last year & everything they told us has changed. They need to get their act together & then impose their nonsense on teachers.
- 137 Professional learning specific to my area of education (music)
- 138 Purchase of curriculum, resources for teachers!!! Purchase text books please!!!
- 139 pushing the test on students and the time we have to do it
- 140 Putting testing data above actual learning. Expecting teachers to get all students proficient for a test that the students have no desire to do well on.
- 141 Quality leadership, school safety, student transportation safety, lack of access to professional development outside of our school district
- 142 Raises are tied in to teacher evaluations, therefore, teachers feel they aren't being evaluated fairly so they won't be eligible for raises. This is a real issue in a high poverty county because there is a deficit in funding for salaries, but the county is not in a financial position to fill the gap without raising property taxes. Students/parents carry no responsibility for low test scores, only the teachers. Teachers can't force a student to do well on testing. By the time the students take the state test at the end of the year, they are tired of being tested, so they don't try. Testing affects no one but teachers. Students who do not pass the test are pushed on through the system, therefore testing really has no purpose, other than placing "blame" on teachers. All parties, students, parents, and teachers need to be held accountable for low test scores, not just teachers.
- 143 Ratio of special education students to special education teachers
- 144 recruiting and retaining teachers, we can't compete with neighboring counties with regards to salary
- 145 RTI and regular education lack of training
- 146 Safety during dismissal
- 147 Safety of schools. Instead of putting more SROs in schools they created an attendance officer so a uniformed officer would go to truancy court instead of someone from Central Office.

Salary- I was under the impression that the 4% raise was for teachers. Our 4% was divided between teachers, maintenance and janitorial staff.

148 Salaries are too low for the amount of work involved. Robertson County keeps adding more things for teachers to do. The joy of teaching is there but not nearly as evident as it once was.

149 Salary. Teacher workload!!! And along with that, planning time.

150 Salary/Benefits for experienced teachers.....those 15+ years' experience.

151 Salary; lack of curriculum resources; very poor math texts in K-6; no phonics curriculum in k-2

152 Scheduling of classes not conducive to learning

153 Schools over crowded, new homes and apartments being built and schools cannot keep up with the increase. Maybe builders/contractors could build a school when they build apartments or subdivisions like do have to do in Florida.

154 Special education assistants in all extended resource classrooms! No matter how small the caseload teachers need someone to assist in individual and small groups academic and non-academic activities.

155 Special education- support for teachers and ongoing professional development for special education

156 State evaluation system for teachers is flawed and does not improve education. It takes away from teaching time and from time that our administrators could be dealing with more important issues. We need more educators making decisions at the state/government level and less politicians who know little or nothing about how children learn.

157 Stress levels including, but not limited to, expectations, evaluations, roll out of student portfolios for evaluations, students coming with more issues and lack of helpful support in classrooms with those students. These are true in any district, no matter how good it is. Sometimes stress levels are higher in better districts because of higher expectations and demands. Thank you for asking. Most teachers want to do the very best they can.

158 student absenteeism

159 Students disrespecting faculty without consequences.

160 Stupid unexplainable TVAAS scores!!

161 Subjective evaluations, school leaders who have no business being leaders, poor discipline measures, ineffective programs which continue to grow in number every school year, poor use of federal and local funds, too many administrative central office positions

162 Systemic Racism, Classism. Devaluation of the arts and physical education.

163 Teacher evaluation should be conducted by content-area specialists; also, continuing to uphold patriotic traditions should be insured.

164 Teacher Evaluations are becoming pointless. My school is so far behind with availability of technology for teachers and students.

165 Teacher safety. Assistant principals who put students and teachers in harms way when they cannot conduct a gun search on a student properly and send the student back to class with the gun in the sleeve of their hoodie. Not following the RTI2 guidelines with giving science and social studies 55 minutes for the traditional schedule nor 90 minutes daily for block schedule.

166 Teacher workload is causing burnout

167 Teacher workload is extremely high. I spend 3 to 4 hours a week planning for workshop, whole group reading and math and Tier. Teacher moral is very low due to lack of raises in years. Raises set by the state are used for other purposes. Teachers are overwhelmed with restrictions in the way they are allowed to teach, particularly in grades k-3. Mandates set by the district on what can and cannot be done during whole group and small group instruction stifle teacher creativity and are lowering student enjoyment in school.

168 Teacher workload is the biggest issue for me. I spend more time preparing for classroom instruction because our district only wants us to use the textbooks as a resource and not daily instruction. So we have spent millions of dollars for a dust collector and I spend hours researching for, purchasing materials, and preparing lessons.

169 Teacher workload....it seems more and more is placed on the teacher. Lack of respect by students and parents.

170 Teachers are expected to do more and more and more and not given enough help!!! Some teachers are very disheartened!!!

171 Teachers need training on engagement and culture sensitivity. Too many classrooms are teacher centered instead of student centered.

172 Teachers salary. I cannot provide for my family and continue to teach. I will have to leave the profession if something does not change. Schools should also pay for teachers to receive their masters. We all know of countless corporations that reimburse their employees for higher education expenses. If the state wants better test scores, they need more educated teachers. Providing grants or reimbursments for higher education will give teachers more money and more skills to accomplish their job.

173 Technology (lack thereof) is a concern. The biggest problem we have is the standards set by the state and national governments. These standards aren't helpful to public education in general. The educational protocols from the higher ups are ridiculous.

174 Technology needs to be funded more, and teacher salaries, assistant pay, & substitute teacher pay all need to be raised.

175 terrible communication; lack of resources; inability to attend PD (which we need for license renewal!); salary changes (which robbed me of 3k since I have a master's degree).

176 Testing 6 times a year, with progress monitoring weekly, and then 3 days of TNReady at the end of the year is ridiculous!

177 Testing and centralized control of federal and state boards of education.

- 178 Testing and lack of information from administrators and above
- 179 Testing and standards.
- 180 Testing concern causing extreme anxiety and therefore causing tension in classroom
- 181 That teacher are held accountable for things we have no control over like attendance, invalid test scores, the joke of state testing.
- 182 The attitude that the arts are not necessary and cut them first.
- 183 THE biggest issue is lack of parent involvement. There needs to be a program for parents starting at birth teaching them about the importance of child development in respects to nutrition, stages of development and learning and what the parents should do to ensure a well developed child who is ready for learning.
- 184 The cost of benefits without a good salary raise to offset them; lack of parent involvement; lack of administrator support
- 185 The discipline issues are not being handled appropriately. There is no consistency and often there are no consequences. To ensure safety, we need to remove dangerous students from the regular classroom and have an alternative site for them to learn. The rest of the class should not suffer and lose out on an education because of 1 or 2 disruptive students.
- 186 The emphasis of Related Arts teachers providing instruction for RTI
- 187 The fact that CD teachers are evaluated with the same rubric that the general education teacher is evaluated with.
- 188 The fact that I am expected to give up my personal and family life to work there. I think we should follow France's lead. No emails, phone calls, or any contact after hours or on the weekend. You should only be contacted in event of school closing, etc.... I am tired of doing all I can do so my students can be successful and then I am looked down on if I leave after school is out because I do have a family that needs me.
- 189 The inequity among schools - some schools have specific community financial support that other schools don't have. There is inequity between high schools and K-8 when it comes to end of semester and end of year responsibilities/time with students/students not at school. Basically ignored by admin.
- 190 The lack of money for supplies for non-tested areas such as music, art, p.e., etc.
- 191 The most qualified person for a job isn't promoted. The "buddy system" and athletics are deciding factors on personnel to hire and promote. Programs that aren't productive are implemented and sustained regardless of student/teacher needs or success. Our voices aren't heard (not only in our district but in our state department.
- 192 The MS/elem schools have far less personnel than a typical MS or HS and are expected to do more and more each year with no personnel added.
- 193 The number of families that are here illegally and out of our district.
- 194 The number of students with IEP's who voluntarily enroll in our district because of the quality of our services because this places a 'burden' on our special education staff to meet the

needs of students with the staffing levels planned based on the end-of-the-year enrollment from the prior school year. We have fewer students exit due to leaving the system than we have enroll, so our numbers this year have increased significantly for a system with our overall enrollment. This is not a condition that is the result of mismanagement at any level within our system, but is simply a day to day situation that we must embrace.

195 The over-scheduling of testing; we may "spread" the testing period out over several weeks, but too much time devoted to this

196 The push in my district that the teachers/school must combat all issues with the student; behavior, hunger, respect, discipline, etc. There is not a push for parental involvement which results in poor (continuing) behavior from students.

197 The relationship between the administration and the teachers

198 The standards and what we are being told to teach make me feel like a trained monkey.

199 The stress level of the teachers and how it is affecting the students. The lack of support in our classrooms from the administrators regarding misbehavior or disruption.

200 The teacher workload is very extreme!

201 The testing is out of control in Tennessee. There are too many tests / EOC. The grades are not back in a timely manner.

202 The way aids are paid/compensated for their time. They are CRITICAL in my classroom yet they do not receive any benefits because the county cannot afford them.

203 The workload at the elementary level is way too demanding. It is insane.

204 The workload on teachers is extreme!

205 There are a lot of required meetings and paper work to be done outside of school which takes away from planning which we also don't have time to do during school hours. Point is a lot of our work has to be done outside of our contracted hours or it doesn't get done. Too many meetings and too much paperwork.

206 There are too many to go into. I love teaching but I feel I am teaching a mile wide and an inch deep.

207 There is a lack of buy-in from some teachers regarding technology. Also, there are a few of teachers who simply need to retire and leave the classroom.

208 There is not enough time in the day for teachers to get in all the state requires (RTI, testing, extra-curricular, monitoring, paperwork).

209 There is too much testing. It's not fair to kids and it's not fair to teachers.

210 There seems to be an effort to push out older more experienced teachers for younger ones. Especially at the elementary level.

211 They are forcing kindergarten teachers to do a K portfolio, which is supposedly mandated by the state under a Pre-K law. However, they have changed the rigor of the portfolio

to be so demanding performance wise that it doesn't match the standards. Also, they have changed the technology platform and it's October--yet they have not trained us on it yet!

212 This is not a district-specific issue. Testing is out of control in Tennessee. Our focus on testing, and our refusal to consider alternatives to our current tests, is seriously interfering with our students' learning.

213 This year alone I have spent more than 70 hours of my out of school time working on all the paperwork. I do not include grading papers in this time. Enough is enough with the data and paperwork.

214 This year my district cut teacher jobs in order to give the rest of us (the ones who got to keep our jobs) a raise. I don't feel that it was handled in the best manner. I know that we work for less than a lot of other school districts, and I don't have a good answer. I just don't feel that my district did what was needed to get the best results. Now, we all kind of feel like our jobs are at stake.

215 Too much testing for Kindergarteners

216 Too little time for lunch and very little time for planning. No substitutes available.

217 Too many central office positions and not enough teachers' assistants.

218 Too many initiatives which take away from planning great instruction. Plan too many meetings during dedicated planning time leaving teachers to plan on own dime.

219 Too many to list.

220 Too much emphasis is placed on test scores and evaluations.

221 Too much emphasis on purchasing technology over quality teachers.

222 Too much focus on using technology in our district. It feels like there is less trust for teachers to teach. The CO trust letting kids watch videos over topics more than a teacher assessing the needs of students. The county has done a poor job to gaining the trust of teachers.

223 Too much testing takes away instructional time.

224 Too much testing! Our students are burning out. Our teachers don't have time to teach.

225 Too much testing! My third-grade class will take Study Island 3 times, Aims Web 3 times, and TN Ready for 3 days. Not to mention all the progress monitoring. By March and April, they are burned out!

226 Too much work, too much stress on teachers, too much of paperwork.

227 Too top heavy in the administration. Somehow take the layers of paperwork off the admin so that they can also focus on the students.

228 Trust

229 Unnecessary stress from: Over evaluating teachers, lack of personal planning time, over evaluating, lack of pay increase

230 Unplanned planning time seems to be a thing of the past. Meetings (parent, IEP, 504, data chats, random other meetings, and multiple subject taught collaborations) are scheduled without checking my calendar for pre-scheduled common collaboration times. It seems I need a planning period to recuperate from my planning period. Maybe at-risk schools with high meeting levels should be considered for a 2nd planning period for core subject teachers. Identified students with needs as well as identifying the new needs takes more time than my personal family gets. Will my family be at-risk next? This will be the deciding factor of staying in education and finding a career where our personal families are safe as well for many of us. I know of 3 interviewing for a change right now and other thinking about it. One teacher has been told by her doctor that it is "just stress". Related to high level of meetings means inclusion teachers are often called to fill in which makes the kids with special help needs feel neglected in the very classes designed to help them. The reality of inclusion does not match the theory taught and will not if the 2nd teacher is pulled or a sub is not available.

231 Updated technology

232 Using evaluation scores to ascertain teacher compensation and the dependence on TVAAS data to retain/pay teachers. Subjective evaluations and invalidated TVAAS instrument as credible.

233 Video and audio cameras in the classroom. Lack of communication between central office goals and teachers Not enough training for new programs and technology that we are expected to use

234 We are over testing the kids. Teachers lose so much instructional time to testing. Elementary students should not be given 14-page tests on a weekly basis.

235 We are required to do so much paperwork and meetings that there is little time for planning. I spend 15 hours a week at a minimum working on my own time after school or the weekend to complete everything.

236 We are testing our kids to death. We are requiring so much when do they have time to be kids?

237 We have seriously outgrown our building. Building was built in 1970 for 400 students. We now have 900. No money for portables and we have several roaming teachers. We need money for space to teach our kids.

238 We have so many Coaches and Admin positions in central office, yet all of these great educators are coming up with more things to add to the general educators' plate! We need them to spend part of their time working with students in need of assistance! Half of their days could be spent with students!!!! I believe that would do more to raise our scores!

239 We have so many new initiatives and tasks, and NO extra time to perform necessary planning/tasks—actually LESS time than we have had in years past and now with more initiatives, more students, and more preps. It is taking a significant toll on teacher morale in our building. I'm also not sure our teacher lunch practices are legal. I thought we were supposed to have a 25-minute unencumbered lunch. At our high school, we have 20 minutes, which includes our travel time both to and from our classroom. I have also heard of teachers being basically bullied into retirement by administrators and our superintendent. Our retirement contributions apparently aren't being handled correctly, either. I recently met with our retirement

consultant, and I know I signed paperwork to contribute to a 401k, but it has not been done. The consultant said that that had been a "very common" problem in our system, to the point that our superintendent will have to be contacted by one of her supervisors. Lastly, our student discipline is a joke. Here is little to no consequence for most student misbehavior. Teachers, on the other hand, are supposed to sign in by 7:45 and aren't even allowed to sign in AT 7:45. We are watched for the tiniest of errors and our students can walk out of class and be disrespectful to teachers and the principals with little to no consequence. It's totally backwards. We are not respected or treated like professionals.

240 We need active shooter training.

241 We've become "bean counters." They've put so much extra on teachers: meetings, paperwork, kids that are violent/threatening being returned to class without consequences, overloading class sizes with split classes, expecting us to assemble a portfolio without supplying the equipment necessary to record & submit our data. Teaching has become more exhausting than ever by forcing teachers to jump through either too many hoops or unnecessary "hoops." It truly takes us off the task of actual teaching. We've been given so much mandatory busy work that our actual teaching time has been compromised. And with the staggering number of rubrics that WE are measured by further complicates our day... You have to have a mental check list running through your mind whenever anyone pops in your door. I don't usually assess a concept that I'm introducing until I've had an opportunity to reteach or check for understanding. But if you get an unannounced visitor, you better make sure you've got something for every box on the score sheet covered. (That's just crazy.) My biggest fear is that so many of us will burnout and leave the profession that we love, not because of the kids, but because the adults have overcomplicated the true act of teaching. It's sad.

242 When we find quality resources, our school district will not purchase them consistently. They instead put money toward programs that help a select FEW (5-10 people) and toward more testing.

243 Wish we can be paid more

244 Work over load. No help in regular classes with sped students.

245 Work overload off contract time...spending countless number of hours to make flipcharts that the students are sick and tired of, but admin and coaches mandate and dictate we have flipcharts for every lesson.

246 Workplace Intimidation by Administration towards Teachers

247 Writing skills and homework.

248 Yes, but I am not comfortable discussing them at this time.

249 Yes. The amount of workload is ridiculous in the amount of time we are payed for. Also, the evaluations are too cumbersome along with portfolios.