## 2017 CTA Survey Results

### I have autonomy in my lesson planning:

<table>
<thead>
<tr>
<th></th>
<th>101</th>
<th>7%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>361</td>
<td>25%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>490</td>
<td>34%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>493</td>
<td>34%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### I have autonomy in my lesson delivery:

<table>
<thead>
<tr>
<th></th>
<th>136</th>
<th>9%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>508</td>
<td>35%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>443</td>
<td>30%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>357</td>
<td>24%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### I am required to meet in order to plan common lessons with my team/PLC:

<table>
<thead>
<tr>
<th></th>
<th>1080</th>
<th>74%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>256</td>
<td>18%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>6%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>2%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### I am required to follow a strict order of instruction that is congruent with all members of my team/PLC:

<table>
<thead>
<tr>
<th></th>
<th>772</th>
<th>53%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>420</td>
<td>29%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>215</td>
<td>15%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>3%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### I am required to use a standardized lesson plan template/common lesson plan checklist issued by my administrator:

<table>
<thead>
<tr>
<th></th>
<th>584</th>
<th>40%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>357</td>
<td>24%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>404</td>
<td>28%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>105</td>
<td>7%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### I am required to use CRMs:

<table>
<thead>
<tr>
<th></th>
<th>688</th>
<th>47%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>369</td>
<td>25%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>301</td>
<td>21%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>57</td>
<td>4%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### I am required to attend ___ common planning meetings per week:

<table>
<thead>
<tr>
<th></th>
<th>336</th>
<th>23%</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>420</td>
<td>29%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>378</td>
<td>26%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>164</td>
<td>11%</td>
<td>4</td>
</tr>
</tbody>
</table>

### I would like to attend ___ common planning meetings per week:

<table>
<thead>
<tr>
<th></th>
<th>1046</th>
<th>72%</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>319</td>
<td>22%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>3%</td>
<td>3</td>
</tr>
</tbody>
</table>

### I find value in common planning time used to prepare lessons with a PLC or team:

<table>
<thead>
<tr>
<th></th>
<th>177</th>
<th>12%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>623</td>
<td>43%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>367</td>
<td>25%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>281</td>
<td>19%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### I find value and common planning time devoted to collection data:

<table>
<thead>
<tr>
<th></th>
<th>54</th>
<th>4%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>364</td>
<td>25%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>555</td>
<td>38%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>473</td>
<td>32%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### Team data collection is a valuable tool to ensure my students’ success:

<table>
<thead>
<tr>
<th></th>
<th>87</th>
<th>6%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>474</td>
<td>32%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>527</td>
<td>36%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>352</td>
<td>24%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>

### I am required to attend a data collection PLC:

<table>
<thead>
<tr>
<th></th>
<th>728</th>
<th>50%</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>442</td>
<td>30%</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>210</td>
<td>14%</td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>4%</td>
<td>strongly disagree</td>
</tr>
</tbody>
</table>
2017 CTA Survey Results

Time spent in PLC meetings results in my having to complete mandated work beyond my contracted day:

- 1075 (74%) strongly agree
- 229 (16%) agree
- 112 (8%) disagree
- 28 (2%) strongly disagree

I have enough planning time:

- 20 (1%) strongly agree
- 88 (6%) agree
- 317 (22%) disagree
- 1025 (70%) strongly disagree

I am mandated to work in a PLC or team to create uniform resources for centers:

- 402 (28%) strongly agree
- 349 (24%) agree
- 535 (37%) disagree
- 143 (10%) strongly disagree

I have considered leaving my teacher position due to the hours I have to work past my contracted duty day:

- 795 (54%) strongly agree
- 358 (25%) agree
- 212 (15%) disagree
- 83 (6%) strongly disagree

I know OCPS teachers who have resigned this year due to workload:

- 992 (68%) Yes
- 453 (31%) No

PLC participation is used as part of my evaluation:

- 568 (39%) strongly agree
- 571 (39%) agree
- 258 (18%) disagree
- 37 (3%) strongly disagree

Uploading and updating data charts is used as part of my evaluation:

- 435 (30%) strongly agree
- 484 (33%) agree
- 435 (30%) disagree
- 63 (4%) strongly disagree

I have enough planning time to complete all mandated tasks:

- 21 (1%) strongly agree
- 38 (3%) agree
- 252 (17%) disagree
- 1136 (78%) strongly disagree

I support a 40-hour work week with one 30 minute planning period each day that will be mine and cannot be used for any common planning time:

- 694 (48%) strongly agree
- 397 (27%) agree
- 183 (13%) disagree
- 165 (11%) strongly disagree

I support an additional week of pre-planning at my regular rate of pay, which is devoted exclusively to professional development, PLC, and common meetings with one week of pre-planning devoted exclusively for me to prepare my classroom, lesson, and complete other professional preparation autonomously:

- 915 (63%) strongly agree
- 332 (23%) agree
- 107 (7%) disagree
- 95 (7%) strongly disagree

Survey Respondents: 1460
Schools Represented: 175
I wish not tell which school I'm in because it can be taken against me. Thanks!

Help. We meet during specials 2 times a week. We have data meetings on Thursdays. We're required to input data on Google drive and write them on charts weekly. We need to run lesson plans by administration every Monday. Administration's hand is in everything. On Monday we all need to present our lesson to the principal and math coach. We are all scripted. I know so many teachers who are disgruntled. They will either not last the year or not renew their contract. Several teachers have already left.

The planning time in the morning before students arrive is used to prepare for the day. There is no way I can research materials and plan a lesson in that time. Students are arriving at 8:15 and that is the only time I can give them extra help that they need. So instead of 7:50 do 8:35 to prepare for the day I only have. 20 minutes instead of 45. Our specials time is taken up with useless PLCs twice a week and data meetings every other Wednesday. We have dismissal duty until our contract time of 3:20. I arrive at school by 7:30 and stay until 5:30 most nights. And 7 on Fridays. Plus I bring work home every night and on the weekends. I cannot wait for this year to be over so I can quit. If I find a job before June I will take it! It breaks my heart to leave teaching but I have no quality of life.

Many times are not mandated but strongly suggested. I find these PLCs to be overwhelming and not always beneficial. I don’t understand why we continue to reinvent the wheel each year. I thought the original plan was to create lesson plans one year and tweak them according to students for the years after. I also do not know why administrators (2) must be present during these PLCs. I have received no reasoning for this and those offer little if any actual support. I am working 6 days a week just to attempt to keep up with all of the overwhelming demands. I am no longer an effective teacher because of the lack of time and mounting documentation. This is one broken mess of a system.

No extra hours please. That takes even more time away from my family. Thank you for taking the time to support classroom teachers! We need a voice!

Too much is required of teachers during a 7.5 day. I often have to bring work home to complete it. Grading papers, parent contact, looking at data, and lesson planning are just a few things that are done after my contract day.

Additionally the principal has enforced using a new format for common lesson planning even if teachers are not familiar with it they must devote time to learn it called "smart file" in which it cannot be used at home only at school planning. The principal says powerpoint is not rigorous.

At my school we have shorter periods which includes one planning period. From 1:55 to 2:40 we are required to have 3 PLC days on Monday Wednesday and Friday. On Tuesday and Thursday we are mandated to allow students to come for us for tutoring during that time. We were told that this time was for planning. I have more than one prep and I was told to use my planning period to work in that PLC as I was mandated to be in the regular Biology PLC the other three days after school. I have also been told that the expectations are that if they go from one biology teachers room to another we MUST all only be doing the same thing at the same time but deliver it the same way along with common testing. I am the only honors teacher and am still to do the exact same thing as the regular biology teachers.

And a 30 minute lunch thatâ€™s all ours
I know that MANY of my teammates (department) will strongly disagree because of all the complaints I am receiving about COUNTY mandated requirements being PUSHED. The County people are using the excuse to abuse/push their agenda because we became a "tier 2" school while ALL schools dropped in their grade for the EXACT SAME reason. They are expected to do the following:

1. have the exact same lesson plans (no deviations allowed for different delivery styles or differentiated instruction)
2. deliver the materials the exact same way (almost to the point they are seemingly expected to have a script)
3. have the exact same assignments (I have been told they are being evaluated lower if they don't)
4. use the exact same tools (digital and otherwise)
5. all teachers are being "forced" to use standards-based grading
6. all teachers are being "forced" to use "rotational model" (which caused all schools grades to drop)

ALL DEPARTMENTS ARE BEING MADE TO HAVE THEIR PLCs IN ONE LOCATION IN A LITTLE ROOM, WITH EXCESSIVE NOISE, AND NO ABILITY TO USE TOOLS IN OUR CLASSROOMS TO CREATE WHAT WE NEED TO CREATE FOR THE BETTERMENT OF OUR STUDENTS. (This is my biggest complaint because I generally sit there and do grades and have to plan on my own, then send the plans I create for my team so they can copy and paste then adjust the agendas to their teaching styles.)

I will say this: They are not putting anything in writing (county, coach or principal) which is making it very difficult to file a complaint. I will however work in getting you the documents I am required to fill out for my team.

We have not yet started to bring data to our PLC meetings, we know itâ€™s in the future but until then we are not data driven.

Regarding the extra week of preplanning time, we were supposed to have that this year at our school because we had opened a brand new school, but our principal did not give us the time to work in our rooms exclusively. We were required to attend meetings and trainings during that week. So I donâ€™t support that unless it is contractually guaranteed that we cannot be required to attend meetings, trainings, or ANYTHING else.

If I could focus on just being a teacher and meeting the needs of my students, versus having to jump though hoops and complete work tasks on my own time, I would be a much better educator. I feel frayed, strained, stressed and at the end of my rope with this career path. The time off and meager earnings are not attractive. And when I come into work dreading what I’m walking into that day, it makes for a low morale of myself and others. Administration is rude and selfish making us PLC for things that could’ve been emails and at times that go against contact. Admin sends work related emails at all hours of the night, resets dates input for report cards, talks to students and then tells them not to tell anybody including the teacher, takes our morning plan to make us complete morning duty in addition to afternoon duty...the list goes on and on! At this point, being in it for the student is no longer worth it. I would rather work retail part time than continue to be an educator in the United States of America. Our education system needs a reform and it needs it now!

I feel over worked with constant data collection and a lack of time to make copies, grade papers, make lesson plans and prepare my classroom for instruction. I work at least 3 additional hours a day an I am still behind. We were made to have conference night, 3 additional hours, open house, writing night, before school meetings on DP. It’s all too much.
There is not nearly enough actual planning time. I wish that we only met once a week for common planning and have one PD a month. Since mornings are spent either setting up classroom, taking out materials or in a parent meeting, we just don't have enough time. At this school, we must meet for data, 3 separate common planning days, and Professional Development. We are also required to return parent phone calls, check emails throughout the day, plan for lessons, grade papers, input grades, etc. on some days, teachers only get one 25 min lunch because they have to attend an IEP or parent conference in the morning, a Common planning meeting and have afternoon duty. There isn't time for restroom or to check emails, mailbox, voicemail and return calls which are all required. Teachers can't leave their duty until all kids are gone. Most teachers don't finish until close to 4pm which is after the contracted time. Many teachers feel that common planning is a waste of time and leave the mandatory meetings stressed and have to rush to pick up class from specials.

I have been sent emails from the principal at my school, Dr. Knight, which inform me that the district will be walking through my class today and I am expected to be following the designated CRM. I have also been told in meetings that an administrator should be able to walk into my room, look at the CRM day posted on the board, and how long it has been since class started, and I will be expected to be on the specific activity that is listed for that minute in the CRMs. This is poorly affecting my student progress because we are teaching on a timeline instead of teaching to mastery. In addition, differentiated instruction has been thrown out the window and honors and regular students are expected to follow a lesson and learn at the same pace. If the lessons are going to be exactly the same, what is the purpose in tracking students? The CRMs have been a nightmare on teach autonomy and student learning and should be disbanded immediately. Attempted to address some of the planning time issues, and workload using our school FAC (Faculty Advisory Committee). The Principal insinuated that our evaluations would be reflective of our participation in this otherwise sanctioned process. I am at the point where I want to leave my job. I am not sure why the people in charge are allowing this to continue.

P.S. Please do not forward my comments to anyone. I am fearful of my Principal blocking me from finding work elsewhere.

Our teachers are under extreme pressure every day. The administration demands too many things to be completed successfully. Every time Teachers question a mandate they are told that she is just trying to make things easier for us. The principal told me all schools in Orange County are required to use Journeys and the math plans. We are all to be teaching the same whole group lesson. We are all to have the same centers (iReady, ar, writing, vocabulary/word work, teacher) and we have freedom to choose what the kids can do for writing center and vocabulary center. The students are required to earn 1.0 point for K-1 and 1.5 points 2-5, with a score of 80% or more per week. They are to receive a weekly test grade for AR each week. The students must have at least 45 minutes of reading and math each week. And then, she announces who met their goals over the intercom each morning. Every teacher in the school is required to use the same grading scale and set up Progress Book the same. Help!

I do not believe that PLCs are a productive use of teachers time
Please help with reducing unnecessary planning time with PLC. Help in getting the freedom back to teach your class based on your student's needs, not the entire grade level class needs. Every grade level class should not look the same in turns of centers and other classroom activities. I don’t want to be required to work more even with pay. I want more time for my family. Currently at college park middle. Since the beginning of the year, I have not had a contractual full time lunch, always short of 25 mins. We are told by some coaches that we need to read the plans at home at night and make sure we know what they say. That we can’t come into work that morning, read them and teach effectively.

Some weeks, we meet 5 days a week! On those weeks, we must meet for data, 3 separate common planning days, and Professional Development. We are also required to return parent phone calls, check emails throughout the day, plan for lessons, grade papers, input grades, etc. on some days, teachers only get one 25 min lunch because they have to attend an IEP or parent conference in the morning, a Common planning meeting and have afternoon duty. Teachers can’t leave their duty until all kids are gone. Most teachers don’t finish until close to 4pm which is after the contracted time. Many teachers feel that common planning is a waste of time and leave the mandatory meetings stressed and have to rush to pick up class from specials. There isn’t time for restroom or to check emails, mailbox, voicemail and return calls which are all required.

For the 11th grade ELA CRMs, the Culminating Tasks are flawed. They are either not rigorous enough or they use texts that were used in 9th grade ELA (I taught 9th grade ELA the past 2 years). Some of them have blatant errors such as confusing topics with themes. Yet my BLA says that we are required to use them. So, my Common Planning group has been using our own. We are just waiting for our BLA to say something to us.

On top of that, we are required to have tutoring after school in our classrooms from 2:15-2:45 every Tuesday and Thursday. The principal says that we are required to take late/missing work from all students at any time before grades are due. Then there are all the walk-throughs. The admin team goes into classrooms every week, even if we had FSA/SAT testing that day, to make sure that our Common Board is updated and that we are teaching to their standards. However, feedback is typically not provided to us for these walk-throughs. So we don't even know what we need to improve for next time. Lastly, none of my informal evaluations have been done yet I’m in my 3rd year of teaching so I should have 2 informal evaluations and 1 formal before the end of 2nd quarter. The coaching evaluations have not even been done.

I often work 3 or more hours daily doing tasks I have no time for during contract hours. I have no time to call parents, grade papers, and actually create lesson plans all part of the most important planning needs of this job.

I am tired of being policed. Coaches are required to be in our meeting as we plan. They often sit there and try to dictate what we are doing. When we change it as we know we can it becomes an argument.

Initially we were told the CRMs were a guide but not a requirement, now we are being told we have to use it and that is what our Area Superintendent expects us to see. We have even been told to include the CRM and day on our white boards with our daily learning goals. I feel more overwhelmed and under productive this year than I have in the years past.
I am required to meet with gen ed grade level teachers three times a week even though I teach d/hh students and would benefit more from meeting with my d/hh counterparts since our instruction looks drastically different.

I asked my principal if having 5 meetings a week was within contract limits and she responded with, “not only can I take all of your specials for planning, but I can also take one day of your morning planning time every week.”

I teach a course that is designated by College Board, so I feel I have more autonomy than my peers that teach courses with FSA and EOCs attaches. I know a lot of them feel forced to use CRMs and have almost no autonomy.

We are reprimanded by coaches if we question the CRM’s, which are developmentally not appropriate for students. Teachers are forced to use the CRM’s and are monitored by the coaches and district personal that are assigned to our school. If we question them they say we have a bad attitude and report us to the principal. They tell us to manage our time better and take work home! Teachers at my school are exhausted, frustrated, and mad. To make matters worse, the district is only paying us for 45 minutes for the extra hour and not a full hour. Lots of teachers are working past the 3 hour mark. Please keep fighting for us! We appreciate all you do!

Our admin has agreed to let us be flexible in use of CRMs because of the massive amounts of time we spent fixing all the mistakes in them. We are behind schedule in our order of instruction and have pressure from the county to move on regardless of student readiness to do so.

We cannot find teachers and the ones in place are not valued. The caliber of candidates is horrific. What is becoming of public education? When will the State legislature wake up and throw out Marzano, throw out so much testing throw out common core and trust us to be the education professionals we are.

Children no longer see creativity, innovation, critical thinking and problem solving done by any adult in their lives. Who is modeling, providing and encouraging the most vital skills necessary for our society to survive. Shame on them. Their mission is to destroy public education. Our children and our nation will pay the highest price for their actions.

The teachers at our school are exhausted already. The amount of paperwork and extra requirements is more than any school I have worked at. I understand it is an STO School, but it shouldn’t mean that the teachers are working themselves to death.

Our principal is very micro managing to us. We have no autonomy in planning or teaching. But we are held accountable for how our children perform on standardized assessments. I don’t know if data charts or PLC are used for my evaluation.

Issues with each parent teacher conference twice a week taking 30 to 40 min. Related paper work for all ese. 504 students and students disciplined. PD meetings.

We are required to also keep minutes of our meetings but have been unable to keep the minutes because we are too busy creating lesson plans during our meetings.
Teachers having to use CRMs; teachers forced to implement a 70% product/30% process grading policy; teachers not allowed to give zeros and provide all students the chance to turn in all work without being penalized for being late, teaching students it’s okay to turn in work whenever; having to meet with administration to explain why if our failing percent is higher than 20% of total students; administrators delegating work to teachers and non teachers because they are too busy doing weekly walk-throughs of all classrooms; administrators, support staff, and program leads coming into classrooms on a weekly basis for coaching observations with feedback that is not tailored to that individual teacher but rather cut and paste of positives and negatives in the classroom; teachers were given a non-contract approved list of non-negotiables per the principal that must be followed, to include a dress code as well as the grading policy.

As the Media Specialist in a K-8 where the 6-8 are digital and K-5 is traditional I do have the time nor opportunity to meet with a PLC or grade level or any teachers due to my full time responsibilities in the Media Center with out a clerk. I am required to be evaluated as a teacher yet I am not provided with opportunities to teach on any consistent level. I am an entity to myself completing the duties of a K-5 Media Specialist and also the Digital Media Specialist Responsibilities. Again with no assistance. Currently my schedule does not provide for lunch or planning time. I will be evaluated just as every teacher on campus that teaches their class on a daily bases and with the support of team planning of lessons. This makes no sense to me. How can the same criteria be used for a Media Specialist as a teacher. My time is not spent teaching.

For those teachers teaching multiple grade levels, it is EXTREMELY difficult to juggle multiple PLCs. Factor in multiple PLC meetings with additional data meetings AND PD’s, and you’re barely left with one planning period a week. We cannot continue to take this amount of work home, and not get paid for it. We are asked to collect data from formative assessments which we grade but do not give any credit to the students for completing. We are not required to provide this collected data as part of our PLC forms, but it is encouraged.

Sometimes for new teachers, they are left in the lurch because more experienced teachers don't want to meet in PLC or do not understand the benefits of collaboration. It can be used as a time saver. Unfortunately, I am in two PLC's where the motto is "How little can we do and yet met the minimum criteria?" That is sad. And depending upon the administration, they seem to not know what is really going on in PLC meetings.

I would support 2-3 days of extra preplanning devoted to meetings but not an entire week. I am also on pm duty from 3:00 to 3:30. Well after 21st century has assumed responsibility if their students.

I never have enough time for grading because I'm trying to do everything else required without having to take time from my own child at home. I took last Wednesday (10/11) off for a 9:45am doctor's appointment and then spent 4 hours that afternoon doing nothing but grading because everything else was taking my time at work from doing it! I dislike the fact that we have to meet three times a week and I still have to take work home. Really unfair. Sometimes PLC becomes mini PD’s. I shouldn’t have to take work home.

The specific problem is district mandates that are disconnected to the realities of teaching. I have no problem with testing or data collection if it's useful but it has instead been used as a flogging instrument from administrators with limited or nonexistent teaching experience. Also, is it legal for a dean to sit in on formals? I am very upset about a teacher position being used to evaluate peers.

More in a specific email to you.
PLC time is used to go over CRMs step by step, which can be done independently without hand holding. Meeting wastes time of teachers who do not need to be hand held through the process. We are also reprimanded if the district comes in and we are not doing the CrM correctly. I have also noticed mistakes on the crm and we get in trouble for the mistakes the county has made.

We miss the 2014-2015 Admin.

I am a PreK VE teacher in the morning and do ESE pull out in the afternoon. I have my 45 minutes before school and get no additional plan time. Is this the norm? This year I have felt more autonomy than I have the past few years at my school. Last year, in particular, was so oppressive I was actively looking for a new position somewhere else.

Last year I felt like they expected me to read a script prepared by my PLC.

I am still wondering why it is legal for principals to require ESE teachers to go into the PASS room and cover the PASS teachers planning. Or for principals to require the secretary to post when teachers are absent to the entire school. Also, when have CRTS been given so much authority that they are allowed to lock tardy teachers out of meetings and allowed to stand there and belittle those adults as if they were children. These questions and many more actions such as these have been boggling my mind.

I have spent too much time filling out these same questionnaires. I’ve sent in time documents and data. Where do they all go? I have spent about $1500 on union dues over my 25 years. I’ve spoken my representative about filing two complaints. He has given me things to do as a “first step” in the “Process” then I never heard from him again. I’ve lost faith and money and don’t believe there is any support. I am retiring at the end of the year. Lord help me.

We were initially told we could continue to use Google Classroom, but we’ve been told to use Canvas- a minimum of once a week for discussion. Most of us are untrained and this is a huge burden. We cannot weight assignments on our own- we were told everything has to be out of 100 points.

The scope and sequence provided by the district is required to be used with CRMs, however there are many discrepancies between what’s required and the curriculum provided (they don’t align).

Data collection is a turn around if 2 Days. We are required to input data in 2 Days. That is not enough time.

Calling the office due to extreme behavior issues was included in and affected my evaluation, and when I asked for the comment to be removed admin refused.

The question about a 40 hour work week with 30 minutes of planning time is something that my principal has been able to use to keep our planning period for meetings. He says he gives us from 7:50-8:30 in the morning as our planning time.

Please help us. I’ve never felt so overwhelmed, behind, and micromanaged. Every day I contemplate what other career I could do so that I won’t feel this stress. Tonight I cried when a former student brought me a story she wrote, I cried because I love the impact I made and because I just don’t know how to keep doing it.
There is not enough time to go to the bathroom or have lunch for many teachers, and most I know work through their lunch. They are still staying at least 2 hours later every day to complete assigned work. There is no pay compensation, and you will face retaliation if you complain. Nobody will complain. There is no way to stand up for yourself when you have to sign your name to a complaint. Most people I know are scared to say anything. We are not paid for additional hours, but required to complete work when there is no possible way it can be done unless we work late. The pay increases are an embarrassment. People who teach and have children can barely afford to pay bills, and many can't. We have to buy our own supplies, spend our own money to buy the supplies. I dont know that CTA is really speaking up for our raises. Our insurance is worse, the raises are small, and we are still contributing 3% to our retirement. Are we ever going to get a substantial increase? The county can afford to pay $45 an hour for Saturday tutoring, but they cannot pay teachers more? We have all kinds of administration, and they are making more than teachers. Do we really need all those positions in administration? I dont know if anyone is honestly watching for the best interest of teachers anymore. There is no way to accomplish all the research, planning, paperwork, etc with only 30 minute planning period per day. A minimum of 1 - 1.5 hours per day is necessary to maintain the level of excellence expected. At the moment I am work every day from 7 AM to 5 or 6 PM at school then another hour or two at home int he evening and 4 to 6 hours on the weekends. I am burnt out! This will be my last year of teaching. Schools in OCPS are not placing the same demands on teachers or delivering the same message. Too many discrepancies & inconsistencies. Work cannot be done in contracted hours & admin doesn’t care.

We have 3 mandated All grade level PLC’s from 8:35 (that is when we are contracted to be at school) until 9:20. The release students to first period at 9:23. We meet in one class every morning. Then we have a data meeting after each unit test during our plan period. It last around 15 minutes. No matter when the data meeting happens we will still have 3 morning PLC’s. At least once a week an administrator is in our PLC. When we do our data meetings they are with are administering admin and sometimes the principal as well. We were told at the beginning of the year that all the teachers had to be on the same thing and the same time on the same day. They actually walked into three classes to check. We can use the template provided by the school for lesson plans, or we can use our own. We must include the info that is included in the CRM’s though. We can follow the CRM’s, but if we don’t, we need to have a plan written up for what we are doing. Small group and center plans need to be included in the lesson plans. We meet 2 Days a week. One for ELA and one for Math. Sometimes we meet more as we don’t get it all done. Usually we are doing the plans at home and trying to discuss them during the meetings and trying to create the summarizes. I feel we are so busy doing plans, that we don’t get to truly discuss what strategies or activities we are doing for the lessons. I think this part would be more helpful. We are going to start to have individual class data meetings and will eventually have team data meetings to discuss what is going on in the grade level. We have a data matrix that we are required to fill out. Lesson plans are to be uploaded on the Friday before the week in question.
No teacher autonomy---if we suggest to modify the lesson plans even slightly to better fit our students, we are still told to follow CRMs exactly. The CRMs include too much material/activity for the actual time allotted per class period. As such, we often cannot finish the entirety of the daily lesson plan and/or are forced to rush through it. The students therefore cannot learn the material as effectively, but we are told to move on to the next daily lesson plan regardless.

Also, major PLC-related decisions were made without consulting the rest of the PLC and with absolutely no warning or indication beforehand. Overall, everything has been very intrusive--from having multiple meetings in a week to having non-PLC members sitting in on our meetings, etc.

If provided 40 hour work week the school will violate the 30 minute planning. Even when we have common planning time there are interruptions: PSAT training

During PLC meetings we are unable to discuss actual lesson plans. I spend at least 12 hours of additional time a week planning, preparing and analyzing.

Early Meltdown. It's falling to pieces. CTA where are you?

What about answering my ? I have been waiting since beginning of school

The amount of paperwork expected far exceeds the planning time not to mention report writing, testing, iep's, and answering emails. The lesson plans required are equivalent to writing a manual for how to teach....

Too many meetings. We are babysat daily. We are not allowed to do what is right or needed for the children.

I was told by my Reading Coach that if I didn't keep pace with a 30 minute whole group and 3, 20 minute center rotation for a total of 60 minutes, that my evaluation would reflect my lack of keeping pace. Also, I am not aloud to teach Science and Math when I want for my afternoon block of 2 hours. I think this will have a negative effect on my math scores. I will send our staff handbook which requires PLC meetings 2 times a week for Reading and Math which means for K-2 they must meet 4 times per week and a member or more than one member of the leadership team attends most of our PLC meetings. The Waterford staff handbook has many contract violations and should be addressed.

ELA plans and assessments that were approved last year are being picked apart by the administration. Teachers are asked to meet after school to revise plans. Many teacher stay after 5:00 pm to complete required tasks. I work an ace age of 8-10 hours every weekend preparing center activities, grading and editing student work, and posting grades. I also work at home every evening.

I am new to this school so I am unsure on some if these. However, I am not new to teaching. I have been teaching for 18 yrs and am spending about 4 hrs each night and each day if the weekend to complete required work. This HAS GOT to STOP!!

I am a PK ESE teacher, I am the only one at my school, therefore team planning is not appropriate for me. However,ti does go on at my school. I will try to obtain proof and email it to CTA.

Thank you
Teachers are college-trained professionals just like the administrators and superintendents. Teachers deserve to be treated well. Yelling at a teacher, being rude, micro-managing their efforts is offensive. The greatest offense is hearing the departments in one room and standing over the teachers while they work. Although the CRT and the testing coordinator are not administrators, they are on the leadership team. They often times misreport the meeting and present a negative image of the teacher. UNFAIR because the teacher will be dealt with punitively because they defended their character.

I strongly believe that the freedom as teachers has been taken away and we are now forced to say and act as puppets. The school which I teach at needs more that just test and data for kids, but yet we are not allowed to bring anything fun, creative, or exciting into the classroom for fear it will not be a testing standard. Teachers are forced to have to work, prepare, research, and create plans at home or before or after school hours. I am a veteran teacher from other districts and state and this is completely unacceptable. My job is to be a teacher at work, not 24 hours a day.

Many mandated testing training sessions
Some questions were left unanswered because Elective classes are unable to meet these requirements.

On top of the workload we have, our school deals with students whose behavior is out of control. Teachers are burned out and frustrated to the point of exhaustion.

I did not receive this e-mail when it was sent out and neither did a lot of my colleagues. I had to call to receive this survey.

We were told during breakfast at pre-planning that our job is either a career or just a job depending on the time we leave.

We are expected to mentor 2 AVID students which I declined and I do not know how this will affect me.

We had to sign that we read and accept the faculty handbook which I did but it has been changed more than two times after signing it and we were not asked to update our signatures.

In addition to attending PLC, we are also expected to give up our planning to attend PD.

Many of my colleagues were expected to sign a "mandatory contract" set up by the principle when our contract is through OCPS. If I wanted a mandatory contract, I would go and teach at a private school.

In my PLC, we do not all teach the same curriculum which makes it hard to collaborate. I attend because I have to but I would rather be working in my class on lesson plans. Then we have to attend multiple PLC groups and again, all we do is collaborate on what each teacher is doing.

We have common planning PLC, grade level PLC and PD.

We are expected to have an updated CBC during testing days. They are even doing walk throughs during testing and some of us are displaced so we leave the boards clear for whoever will be in the classroom. Some of the testing days had to be cancelled due to issues and are expected to again, have our CBC set up!

I know we have to give students a 50 when submitting grades for report card but the principle expects a grade throughout the marking period whether or not the student turned in work. We are also not permitted to give any 0s.

Report cards should be a reflection of the work/assessments of the students and not a 50 for earning nothing; I have to sign off on grades and do not feel comfortable that I have to falsify a student’s grade by giving a student 50.

I think we should be paid for a 50 hour week

Will send in separate email.

Don't add time to our days give realistic expectations for the days we have!
The workload expected goes beyond the time provided. I appreciate the time provided, but it far exceeds the amount of work required. We are required to have two PLCs per week—one for Math and one for ELA. Much of those meetings end up being time where we talk about data. Therefore we are left to discuss plans at other times as well as find time to do our own planning. We have PLC meetings 2x a week, then admin will schedule other meetings on the other days. Sometimes it’s 1 extra meeting, sometimes it’s 2.

Our PLC’s include looking at data from most recent math, ELA, and Science. If there hasn’t been an assessment in the week prior to the meeting we will meet to discuss the upcoming PLC. We also meet once a week for a book study. I feel this book study is wasteful and is being use to aide our dean in her deliberate practice in some way.

Admin very unorganized

I love my school but the work load as a teacher/requirements this year are mind blowing. It has already sent me to start my anxiety medicine again. No respect for private time at all. We have been reprimanded for not having lesson plans complete when we've only had the weekend available. Meeting 3 times per week has negatively affected our ability to prepare OUR classrooms. Continually sharing data does NOT benefit us, or our students. It ONLY benefits our administrators. Us meeting 3 times per week is essentially BUSY WORK assigned to us by our Administrators.

Meeting 1 day per week, as we have done for quite some time, is sufficient. We are able to decide what will be done next, what methods work best for us, decided on common assessments, and ensure that all activities meet the standards and are rigorous.

We know how to use technology. Sending emails and sharing documents works more efficiently than meeting 3 times per week. If a teacher does an activity that works great, they share it with their team explaining what they did and what to watch out for.

We were recently

I feel so overwhelmed with all the workload. That it does affect my health and well-being on a daily basis. I have to work past my contracted duty day on a daily basis to try and complete all that needs to get done. Just today I had an IEP annual review meeting for a student that lasted 2 hours and 15 minutes. Then I had our weekly PLC meeting for 40 minutes. We need to work on lesson plans, find supplements, make copies, our classes are a combination of regular, ESOL, and ESE students with and without physical, physiological, or neurological challenges, manage student behavior problems, collect data and upload it, read the hundreds of daily emails, reply to emails, listen to parent or staff members phone messages and reply to them, make anchor charts, analyze and track student data, read and reply to parent notes, pull out pages from student workbooks for reading and math class work, as well as, the math homework on a weekly basis, and all the added work having to fill out all the required documentation for our Marzano teacher evaluation and the list goes on.

No time for transitions, restroom breaks or classroom setup. Common planning is unessecary and a waste of time. Doesn't benefit students, adds to teacher's workload and stress.
Teachers are told the CRMs are to be used as a base. The texts used in the CRMs are mandatory. All teachers in the PLC are required to use the exact same texts and be on the same page. That is what the county (or the East) is dictating. Coaches leave comments in my LPs asking where are the kagan strat, marzano elems, udl strat. Daily dates where LPs will be taught, or texting us or emailing us to report to our rooms or coaches room to plan with them. Ask for scripted LPs so "new" teachers can follow them. It shouldn’t take us 2 weeks to make 1 assessment.

Because my subject area does not have CRMs, I cannot be made to use them, but other subject areas that have CRMS have been told repeatedly and have been verbally instructed to follow the CRMs as a requirement. Several teachers I know have been called to meetings specifically for enforcement on this issue.

At my previous school I stayed late 2-3 times a week by about 90 minutes. I would have all my lessons done and copies made and felt prepared for my lessons. Now I am staying 150+ minutes 2-3 times a week and barely staying afloat. I am currently way behind on updating our new mandatory data forms (which we had an entire meeting dedicated to). A lot of my work ends up waiting til another day because I am unsure how to complete it correctly on my own and no one is around to ask at 5:30. When I do ask I am often met with a short answer and little support. I would also like it to be very widely known, we are being told to upload irready minutes usage to a spreadsheet and detail how many lessons were completed weekly, this is a report that my previous leadership team pulled weekly per class and does NOT need to be typed into a new document. This is the epitome of pointless data collection.

I also feel very unsupported in dealing with behaviors. My VAM WILL suffer greatly because with behaviors running rampant my kids are not learning and when asked about it I was told contact parents when exactly should I do that? I stayed til 6 to accomplish it today. I donor want to have to come back to work any earlier than we already have to. My family and personal time is more important to me than lesson plans, plc, data or common meetings. My students are successful because I put in effort, however I am ready to throw in the towel. It’s too much!

Thank you for collecting this information from us.

There is not enough planning time during the day. We are in meetings at least 4 times each week but yet we are required to check email throughout the day, voicemail, and have stuff ready for common planning meetings. During 25 minute lunch, we must check email, voicemail, mailbox and prepare snacks for kids with a checklist. There is hardly enough time to eat. "Planning time" in the mornings are often used to meet with parents, check email, setup classroom and layout materials. Grading papers with students is the only way to get grades on progressbook in a timely fashion. There is no time allotted for transition times, snacks, bathroom breaks, going over homework and grading papers. Weekends and nights are spent preparing powerpoints, lesson plans, classroom organization, grading, etc. we are required to have data chats with each student but not given time unless done in small group. We are required to start whole group at 8:15 but will always fall behind schedule because we must take attendance, watch morning announcements and have kids unpack, write down homework, etc. There are two solutions the way I see it, either adjust schedules to allow realistic teaching time with lessons and give teachers more planning time or have less requirements for teachers to begin with. Something's got to give.

I have no time to do anything unless I do it on weekends or at night at home. We constantly have meetings, trainings, and pop up summons to the office. Even before school we can’t concentrate due to the intercom constantly summoning people to the office.
This is my first year at this school. Had I taken this survey last year while teaching at my previous school, my answers would have been very different. While I am not considering leaving my current teaching position, several of the things listed above (strict and overbearing planning and implementation requirements, excessive PLC and data meetings, insufficient planning time to complete required work within school hours, lack of planning time, and lack of autonomy) were a significant part of the reason I chose to leave my position at my previous school.

We are encouraged to use the CRM’s but if we don’t, we have to put in more documentation into the plans for how what we are using aligns with the standards. The CRM’s are thorough but way too long to the point of telling us what to say. We have to search through 30+ pages just to do a week’s set of lessons in one subject. Normally, I enjoy planning with a team, but this year, there is too much for us to surf through and decipher. We have been discouraged from splitting the plans with the solution of us all having laptops in the team leader’s room where we would be allowed to plan separate subjects and also able to bounce ideas off of each other. I would find that distracting to be focusing on more than one subject at a time, and not all the laptops could be hooked up to the printer. We would have to go back to our rooms and print resources later. I spend time each day writing a separate plan the way I want to teach the concepts. I think that we should only be required to make sure we are teaching the same standards during the same length of time, have the same common assessments, and be allowed to decide what our own class needs for instruction. It’s not always the same. I work an extra 10+ hours every week planning, grading, writing tests, searching for resources, and creating resources.

Lack of appropriate support for IEP students. No support whatsoever for ELL students. Lack of administrative support on discipline issues, Working many hours beyond my mandated work hours. Required to teach students according to CRM’s which are developmentally inappropriate for my skill-deficient students. Teachers, students, and parents are feeling an abnormal amount of frustration.

We have to go so far as to make weekly notes so admin knows what day we are on. And we can not be off more than a day or two. We are also being told to skip lessons so we can be caught up, even though the hurricane hit and district crms didn’t leave room for the IReady instructions. Also, we, in language arts are being required to do rotations, even this preplanning we were told only reading was to do rotations. Professional development is every Tuesday during specials. We don’t have 30 minutes for lunch. Do we still get 30 minutes? Sometimes we have meetings during our 45 minutes of uninterrupted planning time. We were told that a rubric will be given to us for our math lesson plans since some of us are not using the CRMs. Lesson plans have to be posted online.

Who signed off on extending Wednesday for secondary testing? Why can’t students take the test on Tuesday or Thursday?

As a grade level we are required to have all grades in progress book identical. We have to item analysis every formative and summative assessment. We have 1 team planning and 2 data meetings that are strictly going over data for ELA and Math and then we have individual data chats on Friday’s. This week alone, week of October 2nd, we have had a meeting during our special area time everyday. I spend 1 full weekend day working on school work as well as 2 hours every night. I am a 21-year veteran that is burning out quickly. The extra workload and expectations are wearing me out quickly. Meetings, emails, lessons, grading, tutoring kids who are taking classes to difficult due to the county forcing freshman to take AP classes is just too much.
At this point, I'm very frustrated due to much of my time through out the week is spent in common planning. I asked the principle could we do it every other week and her response was a blank stare. She is requiring us to have two weeks of lesson plans in advance on the SharePoint along with coming to the PLC with test are already made, each standard deconstructed on a specific paper, anchor chart, and center activities ready for the subject area you plan for. Also, you are required do a demo of the lesson among your team members of how the lesson should be presented. Coaches are showing up in your classroom for 30 mins. or more at least once to twice a week to do a peer evaluation using the Marzano evaluation system. I am very stressed, aggravated, and unhappy at this point and no longer can keep up with the mandatory expectations from my principle. There is no time given to complete the demands of what my principle wants.

I really can't answer "PLC participation is used as part of my eval" Or " Uploading and updating data charts is used as part of my evaluation" because they are only doing Coaching Observations at this time; however, the way things are at my school, chances are they will penalize us in the evaluations if we don't comply to that. Also, it will be nice if you add to the survey a question regarding the schools requesting teachers to aid parents who show up to the school unannounced wanting to speak with the teacher (At any time, even in after school hours. That happened to me last year and this one (Wheatley and Orlo V)...Thanks you!!

I am lucky enough to not teach in a state tested area (I teach 11th grade English) but am close friends with those who teach 10th grade ELA. They, and all of my colleagues, say that while the CRM's are a helpful resource, they cannot and should not be followed exactly word for word, minute by minute. The assistant principal over 10th grade ELA expects the teachers to follow the CRM's without any changes, yet also expects them to do Khan Academy weekly. Time missed for things like the hurricane means that they are expected to sometimes squeeze 5 weeks worth of work into only 3 weeks, and they absolutely CANNOT change them without her express permission.

More than 30 minutes a day is needed to plan, prepare materials, grade, etc. We have no grading time. The free planning time that we have is spent writing volumes of non kid friendly goals on our common board and checking with team members to see if we are all exactly on the same page. No value is given to the needs or interests of individual classes. If the texts are not the same as other teachers they are not to be used for whole group. Planning time is interrupted. Teams are monitored the whole time instead of trusting the teachers to be professional. PLCs must be in a special room away from resources and books.

I am beyond overwhelmed.

Iâ€™m required to use CRMs as a resource that should be edited to meet the grade expectations. I have thought about quitting few weeks ago due to the stress level. I spend an additional 25 hours per week preparing for school: grading papers, preparing centers, inputting grades, making PowerPoint, making exit slips, making assessments, and deconstructing standards. Snapshots, pulling homework pages, No time to work in room. Robots having to do everything the same

I'm an ESE teacher although we have to meet for common planning none of the ESE teachers have the same subjects. Our department has been so unstable since the hired staffing specialist quit. Our common planning is generally about I EP'S. I love my job and the people I work with. I feel lucky everyday and look forward to work.

Too much expectation all the way around!!! It's not even about money. It's about my time and the fear of getting EVERYTHING done or I will get in trouble, fired or even sued! Too stressful!

We just want to TEACH!!! Enough with all this other nonsense already.
I am working to the very best of my ability each and every day hours upon hours. OCPS needs to treat teachers with more respect and get their act together. They will lose good teachers.

We are required to complete a common planning template with the coaches BEFORE we can plan lessons. This sheet MUST be completed with the Coaches and often takes 2-3 45 minute sessions to complete because we are required to literally take the information from the CRM and place it in the common planning sheet! This is a complete waste of our time. We were told by the coaches to expect that some planning must be done outside of our duty day.

This year is one of the most difficult in terms of time as well as one with the most time wasted for useless things. It definitely makes you reconsider teaching which is a shame.

An issue that CTA needs to address with the school board is the force inclusion of students into AP level classes without the students consent, acknowledgment, or even awareness I had of time. Students are being crammed into high level courses that they necessarily do not want, do not need, or are not prepared for with no knowledge by them, and then are being refused exit from the course unless they meet certain requirements. And in some cases when they meet the requirements, they are still being refused exit from those classes. The school board is simply pushing its numbers regardless of whatâ€™s best for the student in order to increase or enhance the profile of the district.

If I taught a 7th period, I'd be paid for that time. The way they have it now, I meet 3 x a week with my inappropriately titled professional learning community. I don't have time to do the other things I need to do.

It is not so much that we have to plan together, but it has to be done in the Teacher Resource Room with an Instructional coach picking apart everything that we do. Tests that were approved this last year no longer are acceptable and every section of our lessons plans have to be created from scratch all over again. Also, hijacking our planning time for professional development training has got to stop. We need that time to plan and grade papers. Save PDs for Wednesday afternoons.

What's is CRM?
Thank you for all you do!!! I appreciate you all.

I am concerned about weekly observations that appear to seek and record what is missing from the instruction or classroom. Oftentimes, my coaching observations are discouraging and, honestly, not based in truth. I often times find myself wondering what the true motivation of these observations are.

PLC time is dictated by administration. Teachers are not free to make collaborative plans. Everything is about satisfying data and creating tests. All we do is test the students. To top it off, the ELA administrator is unable to to standard English in writing or speaking.

I will start to build your evidence.

PLC is being sat in on and hijacked by administration. Planning period is often hijacked for mandatory PD, extra PLC meetings, and proctor testing. This leaves no quality time to grade, accumulate and organize data, plan, etc.
The Special Teachers do not have a planning time. They are required to do all work before students arrive to school and after students leave for the day. The other instructional staff have 50 minutes during school hours. The Special Teachers only receive 25 minutes for lunch all day.

Between testing and constantly completing reports for 504 students, and ESE students and all my others duties, there isn’t enough time in the day. We are constantly overwhelmed. 40-45 minute planning periods will be a lot more beneficial than 30 minutes. 2-3 more days of preplanning will help for PLCs, data, etc...

Summer planning days will be a lot more beneficial if we know ahead of time what the expectations are. Expectations are above and beyond reasonable!! Data upload requirements, MTSS tracking (dates and hours of intervention delivered), common lesson plans that then have to be individualized per teacher – it is too much! We have more and more dumped on us with no recourse! I can barely breathe! Then, having to let the students in 10 minutes early (only 35 minutes of planning before school) and having to work 30 minutes after school for car duty is unreasonable and inequitable with expectations at other schools. I want to quit!!! We now have to post our lessons on sharepoint AND print them out and put them in a binder. Waste of time!

In most situations we are not "required" to attend PLC meetings but it is encouraged. If you do not attend you are often left feeling confused or left out of the planning. It is hard to balance all the offerings of trainings, IEP meetings and PLC meetings. Additionally, I have not been required to use CRM's but have been asked to explain why our team is not using them.

I am the SSS at CMS. My principal is very, very, supportive and helpful. The big, huge issue is the bullying from the district, 99% of other principals, other teachers, and especially the newbie assistant principals, deans, and principals aspiring to make "points for themselves" by overloading instructional employees with orders impossible to complete even if we had a 60 hour work week. The district is and has been violating our contract for years. They "dump" the workload of two and one half people on one person. Then, intimidate, harass, and threaten instructional into working working for free. Teachers are oppressed and scared into working for free. The district does not provide enough employees to offer quality instruction, especially to even complete necessary clerk-type tasks. Teachers work for free out of fear. Teachers are "dumping" on each other and creating an even more hostile working environment than already exists. A principal or ap or the district people can say or do anything about or to a teacher and very, very rarely are held responsible for their behavior or actions. No Continuing Contract, subjective and punitive marzano observations and not enough employees to do or support the teachers, keeps instructional employees in constant fear, so they work for free. They are afraid if they assert the Contract rights they have, they will be punished.

On some weeks we meet five times a week. For some reason we have been sticking to three meetings every week even though it’s unnecessary to meet. We meet even though we are not starting a new unit. On the weeks that we meet 5 times it’s usually a data meeting and or a professional development of some sort on another day making it five times. I would be satisfied meeting at the start of each unit for each subject or meeting once a week to go over all the subjects together. All these extra meetings are unnecessary and it takes time away from planning and preparation needed for the classroom. A grievance was filed last year but we are still meeting multiple times a week every single week. US History classrooms also have people popping into our classrooms on a weekly basis, expecting us to do a dog and pony show while staying on target for with the CRM. This is hurting instruction.
I am working way beyond contract hours weekly just to meet the basic requirements.
I am a Guidance Counselor

Teachers are being treated as "second class citizens." We are being monitored for using CRM's and are given bad evaluations because we are NOT on the exact day that the CRM's state. I am considering leaving OCPS after 17 years of dedicated service, 3 time teacher of the year. I don't want a longer work week, and I don't want to have extra preplanning (taking away more of my much needed summer vacation) I just want to teach and do a good job, and not evaluated by someone who has NO experience and has NEVER taught in a classroom setting. OCPS has gone downhill year after year. Just sad.

Administration insists that instruction is all the same. Instruction is instruction. This goes against my graduate work at UCF which insists that instruction should be discipline specific. Administration does not listen to teacher recommendations for electives. Students are placed into electives based on where there is room, not student interest. This placement issue causes more work and several concerns, especially with performance electives. How can we produce high performing students who put on art shows, music programs, etc., when students who are not interested are placed in chorus, art, band or orchestra. Those students who are not interested disrupt class and refuse to come to after school rehearsals which hurts the program. Administration then acts in a punitive manner if an elective teacher speaks to them about how students are placed in electives. Communication from administrative personnel to instructional personnel can be more deliberate to foster confidence, trust, and a more cohesive relationship to promote an environment that is conducive to learning.

One lesson plan is required for the entire team. OCPS crms must be followed.

We have made several complaints that the amount of planning required by the district/school is impossible to complete during contracted hours. PLC's are not used for planning because teachers must come with plans, anchor charts, handouts and assessments completed to present to the team. We have been instructed to keep consistency across the grade level, however, I feel the extra burden of synchronizing lesson is beyond the mandate of my contract.

We have made several complaints that the amount of planning required by the district/school is impossible to complete during contracted hours. PLC's are not used for planning because teachers must come with plans, anchor charts, handouts and assessments completed to present to the team. We have been instructed to keep consistency across the grade level, however, I feel the extra burden of synchronizing lesson is beyond the mandate of my contract.

Team planning time is not used for lesson planning; it is used for data collection and socializing.

Oh....I did not think that the PLC and Data meetings were apart of my observation...could that really happen? But I suppose anything is possible now. They love to keep us guessing and make us feel that we can’t and don’t do enough. I personally think that all of this hogwash is coming from Tallahassee and downtown. I really don’t think that my principal, Dr. Bixler would be doing this unless her job is at risk. Why do we have a county person at our school every other week walking into the 3rd, 4th and 5th grade classes? Why is there a rumor or should I say a threat stating ... "we will be an A school next year." We are under so much pressure that there are days when I just want to stop teaching and hope that retirement will come sooner than later. Which it will not... and I work a second job to help put my children thru college. Something has to give and it can’t be me!!!!

The evaluation system is being used to punish teachers. I found many mistakes in the math temples and many things that are completely not constructivist and I being punished with a beginner evaluations.
The workload is impossible to maintain. This creates anxiety and stress that make it difficult to be effective.

Our administration is manipulative and uses threatening language trying to intimidate teachers to do as administration commands...."You will use the CRMs or get a developing
evaluation..."; ";...you are required to follow what the district tells or go work somewhere else..."; ";...you are not a team player and you will be scored low on iObservation...
There are countless, ongoing, emails ordering use to perform duties beyond teacher duties and most definitely working way past contract work hours.
We work in a hostile, unsupportive environment. If we treated our students the way teachers are treated by administrators, we would be escorted off campus in a heartbeat. Not
a single one of our administrators would survive in the current conditions they force upon their staff.
No time for personal planning/setting up classroom, grading papers, unless done off the clock... which it is. Eating lunch (working during lunch to catch-up) and going to the
restroom are another task by itself.
This week alone we have 5 meetings;
Monday - PD Meeting
Tuesday - ELA PLC
Wednesday - Staff Meeting
Thursday - Math PLC
Friday - Data Meeting
Need I say more...
I am also concerned about the lack of support from administration when violent outbreaks occur in the classroom. I have many safety concerns that never result in anything but
printed procedures that are not supported with proper personnel required to implement the plans.

PLC's are fine for common planning. I'm not a robot. I'm a trained professional educator. I don't need a script to teach from!. Data collection should not be a team effort. We
don't all have the same students. To what end is the data collected used? Does one have to constantly test to know whether or not your students will pass the FSA? If you are a
trained educator, which unfortunately isn't true of second career people. You know when a student doesn't "get it".

I believe the following points should be addressed or reviewed:
1 common planning day with grade team per quarter
Schools should not require teachers to stay past my contracted hours for the purposes of parent conference night.
Schools should be required to adhere to guidelines for communicating policies, procedures, and events with teachers in a timely manner.
New teachers should receive their spending card at the same time as other teachers so they do not have to pay out of pocket for classroom materials.

I have strongly considered leaving my career of 36 years of teaching because of the overload of work. I come hours before school time, leave hours after teh end of work shift, and
come home to complete MORE school work. Weekend timeis compromised with lesson planning, grading, Progressbook, sacrificing family time and rest. We work under stress
every day and therenever seems to be enough time to fulfill everything that is demanded by the Administration and the District.
As a first year teacher in a public school setting I have considered resigning. This is not due to my lack of knowledge of the content nor the quality of the students that I am engaging or teaching. This comes from being required to complete PLC meetings, on top of creating and implementing lessons for all 3 classrooms. I have yet to have the full support of a team to share in these duties. As well as completing the required first year secondary teacher course along with other PDs and specified training.

I have voiced my frustrations and concerns with my coach and mentor. It pains me to have a battle within myself on my decision to stay or resign. I love my students. I love teaching my favorite subject. However, not at the expense of being exhausted of planning, the lack of adequate time to grade, make contact with parents, or to prepare my classroom for future lessons.

The CRM’s on the district timeline are NOT developmentally appropriate to build on foundational skills. There is no reason for us to be teaching these CRM’s in the order the district is asking us to do. There is too much jumping from one CRM to another...for no reason!

How about we get a longer lunch time so we can actually eat our food and digest it. By the time I walk my kids to lunch, and go to the bathroom I have about 10 minutes left of lunch. Then the kids get sent back early some days. I would rather have a longer work day to add 15 minutes to lunch.

Things are better this year.
We have 2 mandatory PLC meetings during specials twice a week plus data chats and other trainings on additional days. Last week and this week, we had mandatory meetings Monday, Tuesday, Wednesday, and Thursday during specials (planning time).
Also because of the extended Wednesday we were required to attend the Tuesday before 10/10/17 an AFTER SCHOOL MEETING THAT STARTED AT 3:15 until 4:20. THAT IS UNACCEPTABLE!
1. New AP stated in a math PLC that if we weren't using the CRMs, she would give us a rubric for what our lesson plans would need to have and they need to be posted to sharepoint.
2. North LC stated that we had to write the lexile levels in each of our "personal" books for the students that are on the bookshelf. These books are not the property of the school. In order to have a classroom library, teachers purchase their own books. It's time consuming marking all of the AR levels in each book. The school, nor the district provide a classroom library for each teacher.
Leadership justifies 2 Common Planning days and 1 PLC day each week because we have a 45 min morning planning time from 8:00-8:45. Not only are we required to common plan and then create lesson plans but also need to rewrite the lesson plans according to our student needs, taking another 45 min. for each subject area for every cluster of standards appx. 3 weeks then upload to SharePoint. We are giving at least one unit reassessments or assessments every week. These can be lengthy and take up time. Along with this, we are required to upload all scores for both reassessments and assessments in math and reading which takes another 15 min each week. We are also required to give CORE assessments, which are one on one with each student. At the beginning of the year, we spent appx. 20 min on this test, DRA 10-20 min, sight words 5-10 min, fluency reading 1 min per child which totaled appx 50 min per child. Yet, we were not allowed to do this during any block except ELA and FBS. Each quarter we need to reassess in these areas including uploading the scores onto SharePoint. They ask us to score and upload writing prompts each month. We create unit assessments and reassessments which take another 1-2 hours for each unit assessment which one is given appx once a week. We are to give tier 3 students an additional 20 min of direct instruction from teacher in addition to FBS-tier 2 support. We have no assistance from paraprofessionals, instructional coaches and other staff to support us in the class. We need to have unit assessments graded by Mondays in order to discuss data, whether we are absent on Friday or not. Principal justifies that we have 45 min on Monday morning to score and upload data. Therefore there is no time to prepare for anything on Monday mornings when unit reassessments and assessments need to be graded. Along with Tier 3- phone calls must be made frequently, one on one assessments must be given, score needs to be uploaded then graph must be created for this data every assessment, appx every 3-4 days. Copies take average of 45 minutes to make each week. Resources are not available to us to print and use. We need to decipher which are acceptable to use which again takes hours for one cluster per subject area. We are required after our dismissal duty to help car rider duty until 3:25 or 3:30. Again it is justified because it is within the work hours. A few of the teachers have their mothers or family volunteering at least twice a week which most of us do not have. An average workday for an average teacher includes an additional 1-2 hours unpaid so per week additional 5-10 for average teachers. Some teachers stay an average of 15 hours additional per week.
This is my first year at GMS and my fifth year teaching. I teach 7th grade language arts.

My last school, Howard MS, due to a wonderful teacher advocate as our curriculum leader, was very flexible with Scope and Sequence and understood the intricacies that happen in individual classrooms and that the pacing guide was entirely unrealistic. We were encouraged to incorporate supplemental activities to enrich our students in the standards. We assessed students using a pre-test at the beginning of the quarter and a post-test at the end of the quarter.

This school year at Gotha, my department is hounded for explanations for how we will get to within 2 days of the S&S, with no regard for teaching procedures at the start of the year, the eclipse, the hurricane, A/C issues, iReady testing taking 3+ days, etc. that have slowed us down. Students are being rushed through content and tested once a week, on average, for tests that they haven’t been fully prepared for. I have taken it upon myself to go at the pace that matches the personalities and learning styles of my students, but my PLC has warned me that I will be harshly chastised or shamed for doing so. They tell me that, since my assessments are happening after theirs, that my data will be rejected. They seem extremely cautious (almost frightened) to step out on their own and teach the way they feel most comfortable, for fear of negative repercussions. I refuse to jeopardize the success and comfort of my students when our education system is already so stressful and frustrating, and I feel like they appreciate it.

I would love to feel a bit more comfortable in my current teaching situation. I remember incorporating wonderful, engaging activities into my lessons at my last school, because I had freedom to do so. We participated in the Oration contest, we took deep dives into DQ3, and we incorporated mixed mediums and cross-curricular activities. We had the freedom to read full novels, and I was just informed at my department PLC this past Wednesday that when I teach The Outsiders later in the year, that I won’t actually be teaching the full novel, but rather select chapters, which enrages me. We actually USED Springboard, which the district has spent so much money to purchase but not actually encourage us to utilize, when it’s a great resource and curriculum guide.

I’m frustrated, as you can tell, and I can only imagine CTA is inundated with equal frustration from other teachers, so if you made it this far, I appreciate you and thank you. It’s so incredibly disheartening and frustrating to be a teacher in Orange County nowadays, or maybe it’s just the different learning communities not being consistent in their message, but something needs to give, and something needs to change. Thank you, CTA, for your continued support for teachers!!

I am not required/mandated to do a lot of the things asked on this survey, but I feel that I need to in order to remain in good standing with my administration so that my job won’t be at risk. I do think we should be paid for 40 hours because we work at least that but only get paid for 37.5 hrs; however, I would like one full hour of planning a day minimum. I would prefer 2-3 days of preplanning week for meetings, common planning, etc rather than a full week. I have very strongly considered leaving due to the amount of required tasks and hours outside of my paid position, the moral ambiguity of OCPS, and their priorities as a district.
Common planning and PLC meetings have been a complete waste of time. At these meetings all we do is look through PowerPoint slides and go over what we can already read on our own time. We are expecting to bring all materials, anchor charts and excessive items to these meetings even though this is in the middle of the day when we are dropping our kids off and have to walk around the whole school carrying these items while trying to drop off the kids to specials. In the mornings which is supposed to be our interrupted planning time, we are Alston scheduled to meet with parents, have IEP meetings, or set up classroom. We definitely do not have enough planning time. I wish that we did not have to go to meetings almost every day of the week. On the days that we do not have common planning often we have to meet for data or professional development. It is very draining and it is a waste of time to most teachers at the school. I do not understand why we cannot just meet once per unit for each subject or once per week to go over all the subjects for the following week.

Received email from the principal about uploading the CRMs to Canvas.
There are also multiple complaints about teachers having both AM and PM duty

I do not have a problem with using the crms, nor do I have a problem with meeting with my team to discuss lessons, lesson planning, data or whatever else. I DO HAVE A PROBLEM with administration sitting in and steering the meetings in the way they want it to go. They want us to discuss the above, but so far all of our meetings have been about what they want to talk about. So in essence, we do not get to actually plan the way we should. Thats why we’re scrambling to figure out how and what to teach. And, it’s pretty clear from responses and mannerisms, that we should not disagree with administration. I think the bullying tactic has gone far enough. It seems EVERYONE at every level has forgotten about our purpose!

If I indicate my school or give specific emails, memos, etc, I fear for ramifications from my administration finding out. If this input helps, please know I am not exaggerating and have been a teacher for over 20 years. We are working an exurbanite number of hours, pushed to do more and more, working, planning and communicating at night and neglecting our own health and family. We are given negative comments and no encouragement or positive comments by our new coaching staff. This is very very serious and our school has been an A since the beginning. We have been a B for the past few years since teachers are fleeing and discouraged. We are extremely hardworking, dedicated to being better teachers and need to be given just an ounce of respect that we used to. I hope someone reads this. Thank you for all you do for us.

Please consider that all teachers, including coaches, work hard each day to meet the needs of students. I often wonder if the union considers those of us who pay our dues and chose to be academic coaches. We are have the honor of seeing the big picture, whole school, as well as that of the classroom teacher. Coaches are individuals that LOVE to help and support teachers and students in any way they can. Please consider us before and during your negotiations and decision making.

Every year there seems to be additional requirements that add to the workload. Each one is introduced with "this should only take an extra 15 to 20 minutes. However, when all of these are added up year after year, teachers have become absolutely overwhelmed with duties. I found myself not being able to devote my time to my actual teaching methods and students because of all of these requirements. The most frustrating being that although the district has adopted resources, we were told to think of these as just one of the tools to use and have been completely writing our own units/lessons/curriculum. It takes so much time to gather and put together the resources that the planning of the actual lesson delivery is sparsely done due to time and exhaustion. I personally know 3 teachers from my school who left the profession last year due to all of this and all of the pressure with the picky evaluations.....Not to mention the extra paperwork of the DP.
Everything I listed above took place last year and is still taking place
A couple of the answers should have a unknown option. Obviously we don't have enough time to just 'regroup' and plan in our rooms. We are having to come in on Sundays to do our plans.

First, I would like to start out by saying that I love working at Evans High School, but this has made me reconsider the teaching field. We are not being allowed any autonomy to teach our lessons. Because we are being required to teach the CRMs at such a high standard, our students are not receiving the foundation and we are not being allowed to go back and teach the content that will help our students to be successful. The data is also reflecting that the students are not learning. The teachers are not comfortable teaching someone else's lessons and so with the CRMs and the Rotations being mandated, we are finding our students are losing valuable instruction from experienced teachers. We do not mind pulling information/lessons from the CRMs, but we are being forced to use them like they are the Bible.

In the rotations, we are not allowed to assist the other students and we are being required to stay in teacher-led stations. We are only allowed to teach the students for 20 minutes and then onto rotations on the first day and not teaching-just rotations on the second day. Our concern is that the student scores will reflect on us in the end and so we feel that we are being forced to use a method of teaching that does not work for our demographic of students. I have never had such low scores in all of my years of teaching with the District assessments. We are continuously being harassed on a daily basis to the point that we are afraid to even pull our students for much needed one-on-one communication about their academic performance. They go from class to class and if we are not doing exactly the same thing at the exact same time, we are reprimanded and reported to the Principal. I do not believe that the Principal truly understands what is happening and to the extent in which is occurring.

We are being told that if we want to discuss data our students that we must plan to do it on the same day. No considerations are made for when other PLC members are out for personal reasons etc. Frankly, some teachers have given up.

The CRMs are so tightly regimented that our students do not have time to process the information given. In fact, the teachers do not have time to process what they are teaching. Lastly, we are now being asked to select the same Deliberate Practice element under the guise of a suggestion. It is constant and never ending to which the teachers cannot get their footing.

This is a sad day in education and my prayer is that this can be corrected before we lose any further instructional time.

We have been told by our principal that using the CRMs is not required. However it has been highly suggested that we use the resources within it, and any variation from the CRMs is frowned upon by the instructional coaches that attend our PLCs. The workload continues to grow and the time allotted to complete that work keeps decreasing. I work several hours each night at home. I recently had a baby and must pump at school twice a day. I am overwhelmed and discouraged. The thought of quitting fills my head each day. My principal has been very supportive, but the increasing demands from the county is making my job as a teacher (and a mother) incredibly difficult. I will not give up my personal time to plan or review data. This includes my weekends and summer. An additional week prior to pre-planning would do absolutely nothing since tasks continue to get added throughout the school week.
First of all, I love my school and my principal. It is not her fault that the workload in OCPS is absolutely beyond belief. I just spent the entire weekend working on schoolwork. The only time I went out this weekend was to grocery shop and walk my dog. I managed to do my laundry and make meals. That's it. It is not just the fact that this weekend was report card prep; it is like that most weekends. I have 45 minutes each morning to get my scales up, check my learning targets, set up centers, be sure I have needed work for the students ready, and any last minute things that pop up. I never grade papers at school. There is no time. On Mondays I usually do not have a PLC, so I usually take that time to meet with either the gals that teach reading or math to see what I can do to help them. On Tuesdays, Wednesdays, and Thursdays, I have PLC meetings (Math, Science, Reading) Most times it is a waste of time. Why are we writing curriculum and putting it on flipcharts?!?! What happened to having up-to-date textbooks with FSA Standards that follow our CRMs? OCPS needs to go to publishers and pay them for materials for us. I am a teacher, not a curriculum writer. We write our curriculum, assessments, and scales. I am a frazzled mess most days. I run from meeting to class, to Intervention with 8 children from other teachers, to setting up afternoon centers, science experiments, etc. It is too much. The children are being short-changed. I barely have time to even say good morning to anyone I work with for fear the conversation will be too long and I will be even more behind. We also have meetings on Wednesday. Many are deemed "mandatory". I do not think I have a free Wednesday the entire year to plan. The list of Wednesday meetings is three pages long. Also, once a month on Fridays, we have a MTSS meeting. I wake up every day exhausted and come home exhausted. I try very hard to be positive, but it is difficult. I stress that I'm a few days behind in this subject or that subject. I'm a wreck when someone walks in to observe. I'm not myself at all. I really think the problem lies in having to create everything with others on your team and having to have everything so standardized. It is hard to get together with others to do all of this. Even with the best intentions, half of the time I'm not sure what the day brings until I get to work. I'm too tired in the evening to look at the next day's flipchart lesson. In fact, I don't really believe in standards-based teaching, basically teaching standards in isolation. When I was in college, we were taught to develop units that incorporated many standards. We read whole books and did books studies, not snippets from a story to meet a standard such as text structure. Many of the things we are teaching are age-inappropriate, too. I know I have said a lot, but my career has always been important to me. The last four years have been increasingly stressful, but this year is the absolute worst. I'm very sad for the state of education in OCPS and the fact that nothing is being done to lighten the workload of teachers. I would like to be paid for being a curriculum writer as well as a teacher.

9th and 10th grade teachers are required to teach directly from the CRMs. They are not allowed to deviate from them. One teacher called the county to discuss the CRMs and their use and was informed that they never were intended to be rigidly followed, and were simply resources. Unfortunately, our administrators do not trust their teachers to create lessons that are standard aligned and force their state tested classes to follow the CRMs, there is no other choice.

I am the PLC chair for my grade. I have to meet with my group 3 times per week and record minutes for them. This has negatively affected every single member of my group. There is no time to grade papers, organize for the following day, update our lesson plan sequencing, email/call parents, respond to the several emails we receive daily. We all have had to bring more work home with us or stay later which we do not get paid for. If they require us to go to the these meetings, we need to get paid more. The teacher salary is not a living wage and is a slap in the face of educators and education, and adding this to it is why so many teachers are ACTIVELY seeking other employment (I am one of them).
PLCs need to be used to practically prepare for the next CRM - find and make center activities that align to the standard etc. Also 5 a week is too many, it doesn't leave teachers with any time to prepare. Sometimes we have 3 PLCs a week because we have some kind of training. That is too much. During our PLCs, administration and resource teachers are at our meetings. We wish to not have someone at our meetings all of the time.

Please tell me what the data collection is used for?? So what if we know that 38% of students won't pass the FSA? We don't need to test kids to figure that out, and knowing it won't change the fact that they aren't going to pass the tests. Something has to change. The system is broken, and in the process it is breaking teachers and students. (Look at attendance rates to see if it isn't true - that's some real data.) It's forgotten that we are human beings helping other human beings learn how to live good lives. Instead, we have reduced an education to some kind of quantifiable standard, when we should be worried about the qualitative ones, but those are too hard to evaluate and measure, so we Khan Academy and Achieve kids to death. I can't tell you the truth. It’s shocking to me the lack of vision and guidance in this district. It’s utter uniform approach to everything, it has succeeded in robbing itself of the very humanity that an education is meant to encourage. It's not so much the PLC meetings, but rather that they are now spent on admin agenda items. When we get together and actually talk and plan it works great. Now admin has regimented our planning time.

In print (email and etc.) directives are worded to align with teacher contract language. In words (verbal at PLC/faculty meeting) directives are stated that conflict with teacher contract language. Teachers are intimidated to speak out because teachers have been mistreated. Retaliated against for standing up for their rights. Leaders call meetings just to have meeting on teacher work days. Locked tardy faculty members out of meetings. Handed tardy teachers a high school hall pass and denied the teachers/guidance counselors entry into the meeting. Directives that conflict with teacher contract language are spoken by instructional staff (e.g. CRT and others). On a side note, if teachers are held accountable for Domain 4, it’s about time that teachers rate some of the evil, out to get you, no help whatsoever Assistant Principals in this county. How about taking that to the table?

The 40-hour work week with one 30-minute planning period means working more hours than I already do and getting less planning than already granted...all of which is already too much. The lack of autonomy in my classroom is driving me to question whether or not I should remain with Orange County. I am seriously considering leaving. I hate that I have to do the exact same thing as everyone else in my PLC. Why should it matter what I'm teaching so long as it's the standard? And I hate that I keep hearing how bad my PLC is. I am not being judged by my performance in the classroom alone, but also partially judged on how other teachers in my PLC are performing. When we aren't all on the same page fingers are pointed at all of us instead of just the ones who are "off plan"...which again, it shouldn't matter if they are off plan as long as the standard is being taught.
Data Collection and planning are expected, however, every minute of students’ specials times is used for planning with Admin and district representatives. We have never been given a day, or had a single day thus far, set aside to work with our colleagues without being guided through what to discuss. Besides our lunch break, there is not even enough time for use to use restrooms or make a personal phone call because of PLCs. We were told “I can take every specials time from you according to your handbook”, yet many of us end up staying at the school until 7:30 p.m. completing tasks that we are mandated to complete, yet are given no time to complete. The 45 minutes to which we are required to be there in the morning is said to be used to work with our team to get on one accord and share resources, however, for 9 weeks, there has not been a single block of time for ourselves to plan or develop ourselves.

Although the school day hours were shortened to provide more time for planning, it has resulted in more obligations such as mandatory tutoring and PLC data meetings that require additional paperwork and forms to be completed during that time. We receive far less planning time now than before which is terrible considering that other school systems throughout the U.S. provide two 45 minute planning periods for their instructors.

Impossible to get innovative regardless of expanding skills
We are shamed and embarrassed at common planning meeting if data and attendance are not met weekly. In addition we are required to document 3 different forms for ESE students. The FAC has leadership members who dismiss teacher concerns and our FAC and CTA rep is not willing to do his due diligence to represent the staff. Please send representation to our school.

I’m ESE teacher with some FSA / FSAA so the fact that some of my students are FSA, I need to go to these meetings. All of them. Due to be short staff I don’t get a full planning period in the mornings.

We have common planning ELA Monday and Wednesday. We have common planning Math Tuesday and Thursday. We have Science common planning on Thursday. On Friday we have required grade level MTSS meetings during planning. We receive email agendas for all but the Writing planning which is on Mondays.

Our principal now has data meetings weekly. He does not call them PLCs although they are the group that meet with him. I was asked to take the lead/chair our PLC but I have turned it down since we have Data Chats on Tuesday and PLCs on Wed. We now have PLCs on our owns 2xs a month, but need to invite an Admin and hey give us a format to follow. I realize this process may be helpful for the general population but we do not teach the same courses or grade level in ESE.

I plan on brining this quins CRM’s with me tomorrow to bargaining.

The lessons pacing in reading and math are going a way to fast for my young students to comprehend the standard.

At ACE we have STO meetings 4 days a week during our PLC times. We have to ask to use the bathroom and our kids come straight to our room from specials. We have no time to prepare from the rest of the day let alone the rest of the week. At our STO meetings they give us long lists of things to prepare, print, copy and create but seeing as we meet with them four days a week we have zero time to prepare, print, copy or create anything. I did not sign up to teach STO, I signed on to teach second grade and was moved without option.

Administration expects to see the exact lesson and materials when making walk throughs. Lesson differentiation is not allowed. Word document lessons as well as a power point is required.
We use 4 days a week for PLC’s none that include planning. We look at upcoming assessment, midpoint data review, and data chat after assessment in ELA, MATH, and Science. Monday is Science, Tuesday is Professional Development Book Study, Wednesday is Math, Thursday is ELA. All of my team members are so lost, confused, and have 0 actual lesson planning time.

There was not an option for meeting '0' times for PLC. I have no family time because I have to take two hours grading a test that could be done in minutes if they allowed scantrons machines.

You can add hours and attempt to add planning but admin takes it. Until we are treated as professionals without micro management from individuals that lack classroom experience it will not aid teachers nor students.

I have not been informed if my evaluation is based on upload data or participating in PLCs. I have three more years until I’m vested and I am considering taking the hit on my retirement to get away from this craziness. Our PLC meeting are worthwhile as long as admin stays out of the meeting. When they are there, they take over the meeting and I waste 45 minutes of my day. We are an A school - leave us alone or go work on the beginning teachers. Our principal told parents she is just looking for warm bodies to fill positions that aren’t crazy. With teachers so hard to find, why are they treating us so poorly?

Please note that I teach PK ese and am the only PK ese teacher at my school, therefore I do not have team planning meetings as I am not on a team.

The district and administrators are bullying teachers to use CRMs. They do not take in account the number of instruction days lost due to hurricane, pep rallies, mandatory guidance meetings, assemblies to sell class rings, etc. Our administrators giv us if we are not teaching the prescribed district CRMs. Furthermore, the number of weekly observations conducted by administration and district personnel is ridiculous! These frequent observations interrupt teaching and distract students.

We just got scheduled meetings with time to work in our rooms due to so many people complaining to admin. It would be nice to have a building rep.

With regards to the last question - not if it is mandatory

In addition to PLC meetings, we are also required to attend IEP meetings on ALL ESE students and faculty meetings whenever they are called. To address the request for evidence listed below, we are not only required to use CRMs but are also required to make power points each week with the learning goals, scale, text we are reading, any questions we are going to ask, any collaborative structures we are going to use in the lesson, and exit slips we plan to use notated. We are required to meet every other week to discuss data in addition to our PLCs, IEP meetings, and faculty meetings. I will email an attachment with the guided reading template we are told to complete and use in our small group table daily. Teachers are being told they must follow lesson plans in all subject areas to a tee. Cannot deviate at all.

Many of us feel that we are being treated as though we cannot be trusted to do our jobs. It is insulting and demoralizing.

I am concerned about the amount of work placed on teachers. Seems to be exceptionally high this year. For example, I needed two hours to report parent contacts on a Google form. I would have rather spent my time grading, planning, or actually calling parents. I have to track tardies and absences and write a referral or submit a form, which used to be responsibility discipline. I have to go back and correct attendance for testing when this used to be taken care of by the attendance clerk. Consultations, (all 21 of them) input forms, deliberate practice requirements, ESOL documentation, etc... So when do I plan and grade...on the weekend.
I am leaving in May, IF I don;t give up and leave in December.

I do not support the added time to the day or the summer even at our pay rate. It will eventually be manipulated away with some other school or district initiative.

As Self contained ESE teacher, we do not get a planning period due to the fact that students are normally split into groups to attend special areas with gen ed, therefore teachers are required to stay with a group of students while the remaining students go to special areas. Besides our lunch the only time that we have for planning (without students) is before school and at home. We also have never been given a planning day as a team. Our summer planning days were not spent planning because we were not notified as to what grade level or group of students we would be teaching until pre-planning.

Having to collect and process data from test results in Canvas is redundant. The AP should have administrative access to my data in order to analyze it to their heart’s content. My colleagues and I are not statisticians.

Canvas’ testing system makes Performance Matters obsolete. Why must we utilize Performance Matters when it is NOT user or teacher friendly, cumbersome and Byzantine?

We are also required to Put the exact same grades on progress book like the rest of the team. If someone is quiet and doesn’t participate much on PLC administrator used it against teacher evaluation I think on DQ4. And we are treated with it. Report cards comments were due two weeks prior the last day to do report cards. Not a problem or undue burden ---> I am required to follow a strict order of instruction that is congruent with all members of my team/PLC.

I am having a hard time with having observations occurring every week. Especially when they seem to be specifically looking for faults in the classroom and not looking at the good that is taking place. I feel like we are not professionals that should be trusted to do a good job of teaching students. Nothing is ever enough.

Teacher travel to students. Planning time is set as time not with students however how can I plan when I must drive. I can’t leave a student’s house then plan in my car. The schedule for 1 to 1 teachers made for them with little to no room to negotiate travel time and routes plus lunch and planning. I 4 and the surrounding area is under construction and a huge safety hazard. Aren’t there times for lunch and breaks. We are told we are intenerient teachers and the contract does not apply to us. Most have 6-10 preps for lesson planning.

Currently, I am getting to work every morning at 7am. As a team we set up the computer lab at 7:35 every morning. This disrupts my morning planning time. Every monday, Tuesday, Wednesday, Thursday we have meetings. There is hardly anytime to write lesson plans and plan for our own class. I am staying until after 4 most days, bringing things home at night, working on the weekends, and I am still not getting caught up. It frustrates me when we have meetings, and people go off topic and we spend the whole meeting discussing something that doesn’t pertain to us at all.

My administrator frequently tells me that my lessons don’t meet standards when they do. I’m also being told what kind of language to use and how to comment on Progress Book and the classroom. My administration likes to micro manage. It’s also extremely vindictive and moved upper level classes away from experienced teachers in favor of newly hired, young and inexperienced teachers.
I had nobody to plan with because of my subject area but I'm being forced to seat with other teachers that are not planning with me and don't even say anything to me beyond Hello. If I asked the person leading the team any question that is general, the leader tells me he does not know and that he is working with his group. I wonder why I had to be there instead of getting work done in my class.

Not enough time to do all that is required.

Special areas. We do not have common planning with other schools. Our PLCs are on weekends or after school.

Am expected to do daily grades with comments for every single student daily, keep up with 504/iep doc charts, fill out the 504 and IEP collections forms weekly, contact parents and have no time to create and upload lesson plans.

Having to meet once a week to develop common assessments and be expected to stay on the same track is frustrating as it does not allow the teachers to make daily adjustments based upon their students. I understand having to have all standards taught but this can be done without holding all teachers to the same regiment just as all learners are different all teachers are different. I feel that if PLCs are a requirement additional time should be added either to our pay or to the contract hours to account for this expectation.

I am an electives teacher and am the only one who delivers my content. I can't get all my work done within the duty day and don't know how others do it. In the past when I was a part of a PLC, I found that team members did not come prepared and the planning was a waste of time. It seemed to me that it would turn more into a gripe session than a planning session.

I CANNOT complete all required paperwork during my work hours which means I am working unpaid to complete them so as not to be evaluated lower. Plus paperwork is being sent back and requested to redo. We are expected to go in and update lesson plans every time we make a change. I also have to grade on my on time and enter grades on my own time. No one cares anymore. We are simply told â€œthis is what the county wants.â€ After 21 years in the county, I would walk away tomorrow if I could find another job to pay my bills. Teachers havenâ€™t been paid supplements or for teaching 7 periods at our school and a quarter of the year is over. When I questioned why, my principal said â€œitâ€™s been entered.â€ No â€œI’ll see what the hold up it.â€ No care for employees anymore making this job more miserable.

I use my lunch time to have math centers prepared after I get my students from lunch. So many meetings in the morning do not allow me time to set up my math centers after lunch. I never have lunch until after students are gone home.

Every reading lesson requires a graphic organizer.

Literacy centers are preordained.

Reading and math are scripted.

I do not want an expanded work week or longer planning devoted to poor teaching practices.

It seems that most free time on Wednesday is used for a pointless meeting instead of getting work done. All instruction is forced in a particular direction...

Really want you to look into why we have extended Wednesdays for PSAT testing. I understand why during FSA time but in October..NO! They need to schedule that on a Tuesday or Thursday. Also not a fan of sharing plans all the time. Seems like some of us do all the work while others get to use plans the others make. CRMs are a joke..thank goodness our principal said up to us.
I worked 12 hours this past weekend grading papers and completing report cards. On the teacher workday, I worked on lesson plans, compiled resources for small groups, prepared for parent-teacher conferences next week, and made copies at Fed X on my way home because the school's copy machine wasn't available. In addition, our deliberate practice is due today. I have received and responded to over 100 emails from one parent alone since the beginning of the school year. I teach my students all day and then work another 4-5 hours a day doing everything else that is required. I have talked with many teachers who will be leaving the profession as soon as their students loans are paid off. I am an experienced teacher and every year more responsibilities are added to our work load but the salary increases do not reflect the additional hours required to do the job.

I am the only teacher of my course, so PLCs don't really affect me. However, there are so many demands on my time (technology is NOT faster) that ALL of my grading must be done after contract time. I'm lucky that I can spare the time, but I think in the end our students are paying the price of severe time constraints. OCPS can try anything they want to raise student performance, but they never seem to consider the element of TIME in any decision.

We voted to amend hours in order to have 1:50-2:30 as teacher time to attend to classroom tasks. Instead most is devoted to PLC's and PD's and the feeling is one that we are constantly being watched to be sure we attend. We are also allotted only one day for tutoring students which means tutoring must happen after 2:30 for any other days. I would love a week devoted to working in my classroom for preplanning and then a week for meetings. This way I am not staying past my work day to complete all tasks for the school year.

It's over the top. We come in not knowing if the plans we sat in PLCs and do or even valid or did something change. My students are suffering because I have to follow the PLC plan which does not meet the needs of my students. I have half of my class that are ESE and some of them (not all) are struggling with vowel sounds and cvc words as well as other of my students in that category but I am required to teach what is on the lesson plans and all teachers in each grade level are required to follow these plans regardless of the needs of the students.

Our plc meetings are now scheduled for us down to the minute and it is insulting and condescending.

I hope this won't get me in the situation which the position and power won't affect me, because during meetings we're told from boss mouth he is untouchable. Because of the horrible planning from CRM and no sense math slides I being put down and beyond. Threatening after threatening.... Horrible and poor human relations from coaches and supervisor. In addition, they are using students statements without their parents permission to fabricate cases.

I am departmentalized but others on my team gave 4-5 PLC’s a week because they are not departmentalized. We have a coach that attends all of our PLC’s. In the past we used to break into groups and each plan different parts of instruction. Now we are no longer allowed to do that. Our lessons are dictated by administration. We are not allowed to deviate from the CRM’s.
Algebra 1 and Geometry have daily lesson plans that MUST be followed regardless of the type of students being taught. Algebra 1 honors students in 7th grade and 9th grade Regular Algebra 1 students have the same lesson plans and same tests. These students have such different skill sets and the district doesn't care what the kids need. They only demand that the lesson plan be followed EXACTLY. These students are at level 1 and 2 in math and the district will not allow teachers to do what is best for the kids. The students are being rushed and learn nothing. No reteaching. Just move along to follow the district made lesson plan. THE KIDS ARE BEING HURT. SHAME ON OCPS

In addition my admin do Not respect our time and are constantly blaming teachers and staff for what is going wrong. Also, our duty free lunch is being encroached on during testing by walking students to classrooms and returning materials loosing up to 10-15 min of lunch with no reparation. We are not given regular breaks when sitting for three class periods of testing. We are being threatened because some teachers could not go to open house some because of the hurricane preparations, to have to work another night event. Faculty meetings are going over time and when we leave at 2:30 the principal does raffles after our end time and if our name is called she blatantly states oh well she is not here so she doesn't get the prize just because we left at the end of contract time. We are being humiliated. The principal blamed us for the faculty meeting not starting on time when PTSA brought snack s and she, the principal told us to get food. In addition the meetings start at 1:20 5 min after bell rings and we barely have time to dismiss students and use the bathroom, but she insists that we cannot be late! I am actively looking for a position in Osceola county at this point. One more thing one of my APs Amanda DiMarzo, would NOT allow me to complete the required security training during the "required PLC time". She told me I could do it from 7:00- 7:20, or during my lunch or my own "planning time" I will gather all the emails and send them shortly. One more thing-- we are required to offer tutoring.

While we do have to attend PLC meetings daily, I find th em helpful. We just don't have enough time in the day for all of the things we need to do. Planning for small groups takes up so much more time than lesson planning for the week because we are expected to have differentiated work based on data collection weekly through progress monitoring.

PLC meetings dominates all my nonstudent contact time. The large increase in mandated meetings and required data tracking documents/lesson plan templates requires me to spend so much time away from planning effective lessons, communicate with parents. Ans set up engaging lessons. Meetings and all the required forms have little impact on my delivery of instruction. I feel more ineffective than ever because I spend all my time doing requirements for administration and attending meetings.

The number of parent conferences at this school is silly as is the form of our data meeting where people shout over one another and others never get heard.

Over the past seven years, our district Leadership has decided to emphasize the use of PLCs, implemented the Marzano evaluation model, introduced digital devices, significantly reduced teacher’s autonomy within classrooms, reduced teacher’s planning time, drastically increased the workload…and what is the end result of all this? It’s obvious, massive exodus of skilled teachers, drastic drop in school grades,not a single High School is A rated... When will someone hold district Leadership accountable and ask for their resignation? Our school is a corrective school and teachers have zero say about lesson plans or delivery. We were ordered to use the math power point slides and not the Go Math curriculum the district bought and delivered to my school. One if the women who helped write the math crm slides comes to check weekly if we are using them. These slides do not meet the needs of my students and when I questioned that was told if I don’t use them I would get a “not using” on informals! Teachers no longer teach but facilitate! Teachers are stressed and pushed to the extreme!

I would support a 40 he workweek if I had 45 minutes of planning time that would be mine with no other commitments or interruptions.
As an ESE teacher, planning time is not a given. It doesn't happen often. We are given no time to meet with our team to plan nor with our Para professionals to determine how to do small groups. Most times it feels like we are winging it. There is not enough time to complete IEP's so they are done at home.

I teach an elective so I don't have a common PLC group. I don't get all the meetings or data collection sessions. I do however have to go to PD that has nothing to do with my subject matter. I have to meet with a collection of elective teachers that have nothing in common. With the new program Canvas I have to work way beyond my work week to write modules and grade them since they are not compatible with progressbook. It takes quite a lot of extra time. I wanted to go back into a regular subject matter but the amount of meetings and extra work that they have keeps me in my elective. We really feel like a $420 raise was a joke considering all the extra work. They should go back to step pay with merit pay on top of that. When they switched to merit pay I was at the point that I was getting the big raise. I was pissed. $45000 is not enough money to work my ass off and then be harassed that my common board and scale don't meet standards. The stupid common board means nothing to the kids but we have to work our butts off to make sure it is updated everyday. The kids don't even read them or understand them but they will lower your Marzano Score. It's ridiculous. Too many meetings, not enough support and wasted activities really make teachers angry. This year I'm feeling burn out already due to the added nonsense and short deadlines for things. If only we could just teach children what we know they need to learn and not have to worry about all the nonsense involved in Marzano and our merit pay. Please help us!

It must be emphasized that my principal is an extremely fine and fair person. All of the pressure and emphasis on extraneous work and relentless and ever-increasing paperwork (none of which is related to working with students) is being forced on my administration from "higher up". The pressure and extreme frustration felt by myself and my fellow teachers is reflected in my administrators. In fact, they are showing, if possible, that they are under even more pressure than their staff. This is not teaching. This is professional data-gathering ... professional paper pushing. I am learning to heartily hate it.

I am being forced to work for free.

I typically love my job, but not so this year. I've resigned to working as closely to contract hours as possible. If they want to mandate how I spend my time during planning, the system receives less of my time outside of school. I worry this will affect my students, but for my own mental health, I've had to do this. Please, CTA, help us!!

I would support paid planning time of 1 more hour per day in addition to the current time instead of 30 mins. Our instructional support/coach has been removed and placed in the classroom any time a teacher is out. We don't call subs, we just have to split classes and use our coach to cover.

It's all bullshit and it's hurting students!

When my team meets for PLCs, we never analyze the data we collect for our data sheets. It's frustrating that we're required to assess, assess, assess, but never hear from our administration about the outcomes of the data or the steps we're going to take to improve student achievement. I only get 25 minutes each day for lunch instead of the 30 minutes I am suppose to have each day. I am not paid for this extra 5 minutes each day, but I am expected to be there at the specified times. Often times the lunch ladies are not ready and I will have to wait.
You should offer an n/a or unsure option. I’m new at my school and don’t know all of the ins and outs yet. Also, we have a 37.5 hour work week. Not 40. Well, at least that’s what we’re contracted for. Though I can’t get much done in my contracted time. My new school is wonderful and flexible. I fully support an additional week of regular rate of pay preplan, if it’s NOT mandatory. Also, you need to fight harder to limit class size for electives. I went from high to middle and there almost as many middle schoolers in the elective classes as there were in high school. (Too many either way.) Or, there needs to be an additional stipend for too many kids. Something.

Add another 30 minutes to that 40 hour week

And a 30 minute lunch

I sent samples of the lesson plans we have to follow. There is no freedom in changing them. Told every center in the third grade classrooms must be the same. Also have 45 min writing plans we have to do but only get 30 minutes. No freedom to be different than my co workers. If no freedom than I don’t feel observations are fair because I can’t be innovating!

My school is unorganized and as a result the teachers there fell unorganized.

I was unsure about intent of 40 hour workweek question. Is that to be paid 40hrs? Either way... 30 minutes is NOT enough uninterrupted planning.

I truly cannot complain about TCHS. Any issues I have seem to stem from the district initiatives.

As for too many PLC meetings, I wanted to mention that I have found from talking to other people that sometimes it seems that it’s not necessarily admin pushing the PLC meetings as much as it’s the PLC leader.

Also, the new 1:50 release time for students has allowed me to get so much work done in the afternoon.

I do not have email at home but I will print all lesson plans and bring them with me. No one wanted to join up as A R this year but one teacher said she would come on to learn. I have some things I need to talk about to Melissa at the next AR meeting that have been going on.

Please keep confidential- School Rep May Share Comments to Admin- Non Members- County has us on schedule with no walking time or planning time to set up centers- go to bathroom- make copies: Planning 755-840: no time to set up different subject centers- make copies- Students arrive 840: nonstop- NO WALKING time on schedule: 1045-1130: 20 min recess- 25 min lunch: 2 days required to take students 200 yards from playground for recess: kickball- basketball courts- Walmart has more breaks than we do: Preparing- Is important for lessons and centers- Required to read a book on our own time- Present in staff meeting. This is requirements from county! No time to do expectations- Lessons scheduled by county does not allow students to master standard!
The workload is outrageous. I have to work two jobs to support my family. I spend at least two hours extra a night and put in at least 8 extra hours over the weekend to keep up.

I really want some clarification about the LESSON STUDY. This study "starts with a team of teachers who meet to collectively plan a lesson. The teachers then observe the lesson being taught by one of the team members" with the principal and CRT analyzing the lesson. Chapter 3; Lesson Planning: A Fresh Look is needed to be read by CTA. The listed page 45 is a good starting point. Please read paragraph 4 on page 46. It states that pre-programmed lesson plans are not the best when we need to consider the needs of our students. So why are we spending hours of time creating this lesson for the LESSON STUDY, when we will need to read a script and then teach the lesson to a class that is not mine? There are more examples of contradictory in this program. Thank you for your help.

It is vital to get time allotted for teachers in their classrooms during pre-planning as we are being pulled into more and more meetings during preplanning that we are unable to prepare our rooms and make plans for the first two weeks of instruction - even the first day of instruction.

I am a teacher of students with disabilities and the fact that we start the year with an excessive number of IEP meetings that have to be held prior to FTE week also puts a great stress on planning time. This time period has required me to put in a minimum of 10 hours extra time just for writing IEPs without adding the need of staying up on lesson planning and grades.

I am required to check in on the students in the PASS program to see if there are students with disabilities who need assistance understanding the instructions of their assigned work. This is part of my planning period each day. I do not feel I should give up 10 to 15 minutes daily of my planning time when no other teacher on campus is asked to do the same duty.

The principal has been better this year and is trying to show some support for the teachers. However, She checks that all activities in lessons are following the CRM’S to the T. And/or Cpalm. She questions the teams about every lesson and why it might be delivered differently in the different classrooms. If a thinking map is used in classroom x, she wants classroom Y to use the same map. She questions the individual teachers in front of the team after observations if she feels that what she saw during the observation was not suggested in the CRM’s. I leave school between 6-7:30 almost every night trying to keep up. Planning time has to be in an adm chosen location away from our classrooms and materials. I need to carry what I need to plan to that location and after the planning time is wasted return all my materials back to my classroom. Would leave my dear profession if I was younger; at my age I need to continue to do my best. This year, see you at the pole prayer day had to be done in the planning room. The principal didn’t want us to pray in front of the school in our own time. I love teaching!!! But all these added marzano stress/work and adm interpretation of what their job is, is wearing teachers out. The conversations among teachers are led by frustration and complains. A group of us feel that CTA is not doing enough for us. Nothing is changing. The administration is always looking for loophole in the contract to push us to do more and more. The contract is vague. It allows principals to give us direction as we plan. Well, what does it mean to give us direction? Tell us exactly what they want us to write and use, like demand cpalm and CRM’s. The contract needs to be more specific. Several teachers had withdraw their CTA membership because they feel there is a lack of support and action.
Being made to use CRMs from a similar course if our course does not have a CRM.

Having to be part of multiple PLC groups (common planning PLC, grade level PLC, subject area PLC...all disguised as one PLC on a rotating basis every Wednesday).

Having to use a lesson plan template that requires a common board configuration for every day. This also means having an updated CBC even on testing days.

Having non-negotiable clothing guidelines.

Having to sign a non-negotiable contract mandated by the principal.

Having planning periods taken away due to testing block scheduling and not being compensated with time back or pay for extra student interaction time.

Being told during preplanning that if teachers leave at the end of their duty day then teaching is just a job. But if they stay past the time, then it’s their career.

On school-wide testing days, including when teachers are displaced or when testing falters and teachers see class periods they were not prepared for due to a modified bell schedule being implemented, administrators still come into classrooms for coaching observations and expect to see an up-to-date common board configuration and full lesson plans being implemented.

I disagreed with the one 30 minute planning each day because I think it’s very beneficial to meet once a week for plan. We also have the option this year of meeting Wed in our PLC instead of during the plan as our principal only calls a Faculty meeting when absolutely necessary. (Haven’t had one yet this year)

I think if we don’t agree to meet ONCE a week during plan, we will be required to meet before school and I would not prefer that.

I feel overworked and under appreciated at my job. I love teaching but I feel overwhelmed with meetings that are unnecessary and time consuming. I have to grade and then input grades, plan, create common assessments, review data based on those assessments, deliberate practice, smart goals, common planning, contact parents, parent teacher conferences, AP PLC meetings, department PLC meetings, faculty meetings, tutoring, making my own copies, no student assistants, setting up and breaking down lab experiments, ordering and purchasing supplies. I spend on average 3 hours each day after school doing school work and more on the weekend! Exhausting and unfair!

Teaching seniors, we are offered more autonomy in our lessons. However, I’ve experienced a very different structure in earlier grade levels, where the textbook is the only resource. We are aware that other schools offer more than that, and it has been frustrating.

I strongly disagree to scheduling PTC at 8:30 am the beginning of my contracted school day when that is when my school day starts and I’m not given the time to set my stuff down and prep my room for the day. I’m expected to already be in a meeting.
As an ESE teacher, I am not required to plan with a team but I am required to give many planning periods to meetings. This is part of my job and I know this is important for my students. However, I am overly scheduled with meetings before and after school and during planning, many times multiple meetings in same day. Or I have more meetings per day than there are periods in the school day. Even with 10 days notice, I can't write than many plans in a week so I'm forced to work on them at home until the wee hours of the night because I am teaching all day. Our team asked for planning periods to work as an ESE team PLC to support our students and teachers with learning gains. We also asked for additional planning time to prepare reports for meetings. These were not responded to. We have to find data on students ourselves by tracking down many staff members. Many times we are doing data collection and paperwork that is not ours to do. We do not mind working as a team and helping others, but we are collectively burning out because we do not have enough time to do our job to see students, find curriculum, collect data, write reports, attend meetings, and write lesson plans that are rigorous and time consuming with many students with many needs on many grade levels. I don't believe this problem is unique to our school or faults of administrators, but an issue of being short staffed and not having time to do our role as ESE coupled with the demands of being held to the same standards of the regular education teachers. We have more meetings, more data, more individualized lessons, more conferences with teachers and students, etc and we need more time to do it well to help our students. I love my students and I value my job highly. I'm just not sure that I can keep working under this kind of pressure and lack of time at my age much longer. I haven't even been able to eat a lunch this year because of the amount of work to do. I'm constantly worried that I'm not able to get plans submitted 2 weeks in advance, or that I'm following scripted CRMs, or my lesson plans are not done well enough to meet the requirements. I had to revamp the entire plan just to meet the lesson plan criteria which took me 14 hours on the weekend two days in a row to do because of the level of planning for each standard on each grade level and ESE/ ELL or Marzano or SIOP or UDL or Kagan component, and the school’s requirements. My lesson plans are over 20 pages long each week. They are consistently late because I simply can't do it with the other responsibilities I have as an ESE teacher. The principal always understood this and granted us some wiggle room due to our complex positions. But we have a new person as an evaluator this year. I was born to teach and I’m passionate about my work, but I've been forced to explore other long term options for employment that is better for my health and overall well being. I'm so sad to be considering options because all I want to do is teach. I just don’t feel I can physically operate under this pressure with no time to do it in until I retire.

I am a resource teacher, so do not have to attend PLCs or collect data. I see students all day, but I have 30 minutes of morning duty daily, so I lose 2 1/2 hours of planning time per week that the classroom teacher's do not loose.

I teach two preps and am required to attend PLC meetings for both. For one PLC I am required to meet three times a week and my meetings are often supervised by an administrator. I have received emails from the administration at my school and have been called into one on one meetings to discuss my commitment to following the CRMs- with special reminder emails to be on the CRMs when the district is coming through for a walk. This has taken freedom away from teachers, differentiated instruction away from the students, and teaching to mastery out of the classroom.

I am allowed to attend 1 weekly team/PLC meeting where nothing that is part of the agenda pertains to me. I am not allowed to attend team curriculum planning meetings but when I was they were used as social get-togethers.
It’s hard for me to say if I am required by my administration to follow the CRMs. We have been told on some occasions that we must follow them faithfully, but also told that we must have students complete 30 minutes of Khan Academy in class per week, so we must make changes. In visits from the principal/district reps/my assessing administrator, I have been told both that it was great that I was following the CRM, but also that the activity I was using from the CRM was not the best choice. It’s been a deeply frustrating quarter 1 for my team (10 ELA - an FSA subject).

At Winter Park HS we are also required to give up our planning period for proctoring/administoring testing. This week, I was required to administer the FSA-ELA exam for 3 days losing my planning period each day. Next week, I’m required to administer the Alg. I EOC exam for 2 more days each of which I will lose my planning period (which is first period). I complained and was told by the testing coordinator (Jason Hawley) that he has the right to take away my planning time whenever he deems it necessary. This is just the start of the year. I’m assuming that I’ll be stripped of many more planning periods as the year progresses since the administration doesn’t seem to want to debunk anything that the testing coordinator wants.

I feel like there is no creativity in teaching anymore. They take that out of it because we all have to be doing the same thing at the same time and that is not what teaching is about! The principal checks that all activities in lessons are following the CRM’S to the T. She questions the teams about every lesson and why it might be delivered differently in the different classrooms. If a thinking map is used in classroom x, she wants classroom Y to use the same map, I leave school between 6-7:30 every night trying to keep up. Planning time has to be in an adm chosen location away from our classrooms and materials. I need to carry what I need to plan to that location and after the planning time is wasted return all my materials back to my classroom. Would leave my dear professions if I was younger. This years, see you at the pole prayer day had to be done in the planning room. The principal didn't want us to pray in front of the school in our own time.

I am looking to leave teaching in OCPS as the workload is extensive and teachers are not only not given enough time to plan, grade and make necessary phone calls but the administration at my school is so unorganized and unprofessional it’s concerning. Never the less the salary is minimal. If I were to move back home to New York I would be making over $100,000 because I have over 15 years teaching. Yet here in ocps and my school I am treated like a new teacher. I have a masters degree plus 75 credits above it. As soon as I find a new job I will strongly consider leaving. I want to work somewhere where I am respected.
Canvas training was inadequate and that is a massive understatement. I have spent extreme amount of my own time trying to learn Canvas on my own or in conjunction with other teachers. In addition, the WiFi and digital infrastructure are not adequate for me to use Canvas in my classroom. Often Google goes down during critical lessons or tests. Often the WiFi hub will not hold the number of connections needed to do digital lessons with 31 students in a classroom. Another teacher and I actually did a test to prove this point and notified our administrator that lessons were not being able to be taught because students could not access files to upload and download or view critical short videos of 5 minutes or less. As of this date no solution has been installed to extend the number of connections. My class size exceeds my digital connection capabilities. During the last test, Canvas kept "blinking" in and out constantly preventing students from progressing on a test. Both students and I were stressed and frustrated. Failure of the digital platform happened at the District Level more than once this week and affected many schools according to an email from tech. Every day I never know if the digital system will work or work consistently. I support digital but am stressed beyond a tolerable level. I have thought about quitting more than once since the beginning of the year. Students are extremely stressed. I not only have to plan a daily digital lesson but always have to have a non-digital back-up plan. This has increased my work load and hours way beyond contract. I easily put in 15-20 hours per week beyond contracted hours for no extra pay. To be honest, 30 minutes of planning per day is not enough. With 160 plus students, I spend planning, lunch and beyond planning, grading, tutoring, calling parents, completing forms for IEPs, and communicating with parents in meetings or on the phone. Either we need to be paid for the additional hours or the workload needs to be lightened.

If change does not occur, many teachers, including myself, will not stay in teaching under these conditions.

I work in the deaf/hard of hearing department and am required to meet with the general education teachers on my grade level. My students are significantly below the general education population, so I am unable to use the lesson plans or common assessments that are created during common planning times. This leads to me taking my own time to create additional lesson plans, assessments and materials passed my allotted work day. I would rather work with others in the deaf/hard of hearing department during common planning times, so we could plan lessons and assessments on a level that would make our students successful. Our 4th and 5th grade are departmentalized, but our d/hh classes are not. This means that I am responsible for twice the work than my general education counter parts. This does not include the added planning time needed to collect data and write Individualized Education Plans for each of our students. It seems like our school and county are unsure how to work with us and does not know how to answer our questions or can accommodate our unique student needs. For example, we are required to give the iReady diagnostic and growth monitoring tests even though we do not use iReady due to auditory accessibility. This requires extensive loss of instructional time. One test can take hours or even days and we are expected to complete them multiple times a year. That does not include the other tests we are required to give, such as P-SELL and common assessments.
I have taught in Orange County since 1999 (always in Title One schools) and can honestly say I have never been this miserable in my entire teaching career as I am right now. Mr. Pratt came out to speak to some of the Union members two weeks ago and our principal sat in on our entire meeting. He listened to Mr. Pratt tell him that he was most likely in violation of our contract regarding lesson plan templates and common planning time. However, no changes have been made. We are worked to the point of exhaustion. Something has to be done and soon! Please help us!!

We are now asked to create smart lessons on top of creating lessons, centers, data collection and documentation for our one on one data talks with 3 administrators on the panel that you answer to. This is on top of the regular workload.

I am concerned about not the 40 hour a week pay, we should always have had that but strongly disagree with the thirty minutes a day of uninterrupted, place of our choosing planning time. Webusedbto have a contractual 45 minutes. Are we giving that away or is the extra 30 minutes a day of pay going to admin and I just eat 75 minutes a day to grade papers, set up my classroom post grades, etc being shortened?

I am required to common plan at least 2 days a week from 1:50 to 2:30. I am also expected to attend a weekly PLC meeting on Wednesday. I am the only teacher at my school that teaches my subject. I teach 4 preps, 2 of which are different AP classes. There are no crm’s for AP and the ones written for my honors and regular are terrible. They were terrible when they were called MTP’s. They are incomplete and were not written by anyone knowledgeable in my subject area. I am given a lot of lead way to develop my own curriculum and over the years have gathered my own resources to be successful. However, this is not the case for most of the teachers in my department or on staff. Although we are not given a standardized lesson plan, we are expected to upload our plans every Friday for the following week. I am sure that this will be considered as part of our evaluation in domain 4, under professionalism and collegiality.

The requirements going on are beyond ridiculous and absurd. At our school students really only have one day for tutoring/teacher support. At our high school Monday and Fridays are suppose to be saved for common planning, Tuesday for professional development, and Wednesday’s for department PLCs. When we voted for the extra 150pm-230pm time slot it was voted on the basis that it was to be used for grading, tutoring, etc. With new administration coming in, they took an opportunity to take advantage of us. The worst part is the amount of time I have wasted at department PLCs when I could have been helping my own students. I am working two jobs and have been going to sleep minimum 12am each day grading papers and doing school related work at home. Nobody would have voted to cut the school end time at 1:50pm if they would’ve known it was going to be used in this way. What I will start doing if this does not improve, i will start doing grading, paperwork, or anything associated with my school job during instructional time. I am done using my own time to do this kind of stuff, especially when they are wasting my time.

We have PLCs twice a week, but have been extra trainings almost every week this school year, which means we have had three PLCs on many weeks. The workload is not distributed fairly. I've have to do duties, while coaches don't. During Hurricane Irma, i spent it working. During my weekends, i spend it working. PLCs are a waste of time. We should be in our rooms preparing lessons for our students.

We have been required to use CRMs to follow the district’s suggested scope and sequence to date. Start of unit to end of unit should match the dates on the CRMs. This is unrealistic to the Classroom environment. Additionally, we must remain on pace with our grade and subject level PLC. PLC planning time leaves no time for grading student work, and adds so much more documentation to input and keep track of, giving even less time to actually pull materials together and provide students with critical feedback.
We have PLC's on Wednesdays, Thursdays, and Fridays for 45 minutes. Admin is at every meeting and we never are able to get our lesson plans done. We are expected to do our work with more and more time being taken away. I truly believe they know how much time it is taking away and just assume that we should do it on our own time. We don't get paid for our night and weekend working and have families at home. I have never been unhappier with my job.

My PLC leader and another member of my PLC are required to meet with their other PLC during our designated PLC time on Wednesday afternoons. Because our leader is not available to us during the required meeting time we have requested to meet during a common planning time instead and have been told we MUST meet Wednesdays (without our leader) but could meet on common plan if we wanted. According to our contract, do we have to have our PLC on Wednesday or can we change it?

We are now required to follow a schedule to the minute for our PLC meetings, which I feel will not always be the best use of our time.

None

Every single PLC we have had runs over its time allotment, whether it be Common Planning or Data PLC.

I will be submitting evidence next week.

Attending a Social Studies PLC weekly is a waste of time. Monthly is sufficient. Attending and ADDITIONAL U. S. History PLC monthly is inane, in that the U. S. History teachers share a common planning period and are all housed in the same portable.

Having to provide testing data in a google form when the data is readily available for administrators in Canvas is frustrating.

Being told to teach with documents when we already do is redundant.

Teaching with documents cannot occur every single class period when students have no level1 knowledge, poor reading skills, and are ELL.

I wish PLC time could be used for planning and sharing resources. But instead it is used for looking at data charts of test scores from students in other classes and has no relevance to my class or students. Gifted class teachers are required to attend these PLCs also and NEVER have students on these lowest quartile data charts so they just sit there for 45 min wasting time.

We are an STO School. We have common planning with STO coaches every day. 2 days reading, two days math and one day science. We have no time to discuss data and/or for grade level team meetings. After school paid planning or Saturday planning has been offered to help alleviate extra time by admin.

Some questions were omitted due to my current position outside the classroom.

I don't know if I'm going to make it past October. This is the worst teaching year of my life.

Forced plcs meetings twice a week/lessons plans by template

Data is important, but documentation of every accommodation and differentiation is difficult especially when you are an ESE teacher with classroom duties and a case load. Teachers aren't able to complete input forms and return these to us so we can create IEPs and have them available as required 5 days prior to a meeting. This a huge problem.

Administration is demanding verbally we use CRM's but know better than to put that in writing so we have proof.

I am a special area teacher so I do not have any colleagues to align my lessons with in my content area but I am required to meet with the other specialists. I do know my colleagues on grade level positions face very different situations. Data collection, lesson plans, and meetings seem to be a huge focus at my school. Many of my colleagues feel they do not have enough time to complete normal functions needed for teaching students effectively during regular working hours.
PLCs are a waste of time I can be using prepping for my students. Teachers are quitting left and right due to amount of work and not being able to have planning time to actually create and prep learning experiences for our students. I take home hours of work and spend nights and weekends prepping bc I don't have time to prep during contract hours. Considering a new career direction within next few years and so are many others.

This one-fits-all is not beneficial to all students. Its only September and I am exhausted. Some CRM's are "over the head" for some of my students. The answers to my survey should not be used in your sample. I am part of the Cambridge program that is unique to Colonial high school. The course I teach is the only show in town; therefore, common planning in my context is useless. Data collection in the British system of Cambridge is different. I am so thankful that I do not have to use the CRMs that all of my colleagues are forced to use.

I agree with the 40 hour paid week however I need more than 30 minutes of protected planning time each day just to complete lesson plans and grading. We are required to have plans created prior to the 2 PLC meetings each week. I would much rather use that time to plan as a team rather than have previously created plans presented to the team.

We are required to meet 3 times per week, and on Day 1 we HAVE to do math, whether ELA needs attention or not. We HAVE to do specific things on those 3 days, which is causing us to do more lesson planning after school. We are also getting little time to plan enrichment or anything else in our classroom. This is the first year (I'm teaching almost 10 years) I have felt like I was drowning and insanely overwhelmed. It would be wonderful to be treated like professional, educated adults.

It is not enough to have EITHER one, only ... before student contact time OR a planning period per day. Thats not enough time just to read emails, plan and make copies, phone calls, meet colleagues, pee etc. My summer is my time. I don't want extra time that I am required to be at work. No thanks. Cut back on the craziness and let our day stay at 37.5. They will just find a way to add more to our plate.

I believe the problem is not the principal himself, but the trust he places on our grade level coach who sits in our meetings to talk about housekeeping things we've already discussed as a team. As a PLC, we are very organized and prefer to divide and conquer our lesson plans into teams; however, the grade level coach comes in to every meeting to ensure we are not doing this and it hinders our planning time. Most of our common planning is spent talking about other grade level matters and not lesson planning as we are afraid to show her how we truly plan, so we lesson plan outside of work hours. It is sad.

I am not required to attend planning meetings each week, but do so voluntarily with my team. We do a team planning day each quarter.

Also, as a departmentalized grade, this year our Wednesday has been extended because students do not have Specials. We now have an additional hour of student contact and are only given 15 minutes of that time back on Wed morning. Students are held until 8:45, but arrive at 8:30 on all other days.
Being required to follow CRMs word for word is very demoralizing. I would prefer to have an option to follow the CRMs when they work, and add in lessons that have worked for students in the past. Not being able to even choose the texts we teach let alone how we teach them just removes a large piece of the creativity and joy out of teaching. I know my other 9th grade English colleagues feel the same.

I don’t know any teacher who resigned this year because we’ve only been in school about one month. But I knew several who quit last year. Also, increasing the workday from 37.5 to 40 hours and adding in a mere 30 minutes of planning time is not really helping teachers. That does nothing more than cater to the abusive tactics of Administration. What would help is not having our 45-50 minutes of planning time monopolized by Administrators every day for useless PLC’s.

Our admin changes the names of meetings so as to make them seem different enough to not violate contract. For example we are required to give up our planning time to go to meetings with the behavior specialist. Also we are required to meet with a “school improvement committee.”

I’m a self-contained VE classroom not only I have to participate on this meeting I don’t get a planning period due to shortage of staff so I have to help unloading ESE buses and get my students. I’m suppose to go to this meeting just because I have students on FSA track; I have both FSAA/FSA. Knowing how my principal was with some teachers last year, I’m concerned that yeah she can use this against me in my evaluation even thou I been an ESE teacher for many, many years in OCPS. Ten minutes before school and 20 minutes after school (that is often taken up with parent conferences and 504 meetings) is not enough time to complete all of the work that needs to be done as a teacher. I come to school about an hour before my start time and often stay 1-3 hours after my quit time. I will go to dinner then come home and work more hours just to get everything done.

The addition of the Liberal Arts Math classes has added even more work on math teachers required to teach the subject. There is no textbook provided and very limited resources offered to assist with teaching the course. Due to last minute progression changes put in place by the district, many teachers had an additional prep added to their schedule during pre-planning and in the first few weeks of school. The addition of my Liberal Arts Math class has added about 20 hours a week of extra planning to create lessons, materials, and lesson plans.

We are meeting on Monday, Tuesday and Thursday during planning and then every other Wednesday after school for PD. I have been keeping track daily on the unpaid hours log. I will email it to you.

We are required to either use the CRM or upload our own lesson plans on sharepoint.

We are being mandated to tutor beyond our contract time for at least 4 days each month for 2 hours in the afternoon. I don’t mind the tutoring, because I’m single, but some of my coworkers have children and other obligations to take care of after contract time. Additionally, I was told I would be paid for tutoring hours regardless of attendance levels for the sessions. However, administration told me last year that at least 5 students need to show up and sign in each session for me to get paid. If I’m not getting paid extra for tutoring this year if less than 5 students show up for the sessions I do not feel I should be mandated to stay after my contract time. What is the OCPS policy regarding payment for tutoring?
I think that the CRMs provide some good bases for some of the subjects covered. However, I have found many errors in both the CRMs and Scope and Sequence in the science courses. Some of these errors are so egregious that the cited textbook does not even remotely line up with anything in the CRMs. The textbooks cited don’t even have sections devoted to the content covered in the CRMs. Either the CRMs need to be revised or the textbook needs to be corrected to fit the content. Also, the current scope and sequence for physics and physics honors is entirely unreasonable with the content being taught. I spend more time covering the same content in AP Physics than I’m allotted for honors physics. That fact alone should be indicative of how poorly written it is. When comparing the content tested in the CFE to the content in the scope and sequence, you can entirely eliminate half of the second quarter, 2/3 of the 3rd quarter, and half of the 4th quarter and still barely finish but cover everything on the CRM. The breadth of content for honors physics is twice that of AP Physics. That’s why AP Physics was split into two courses a few years ago. The county and the state need to recognize that they are behind on current educational standards in science education and drastic changes need to be made. If current teachers are required to follow the scope and sequence and the CRMs, those students will learn minimal throughout the year and will go through a massive disservice.

-I support a 40 hour work week with 30 min. plan time if we are paid for the extra hours.
-I don’t know yet if PLC participation and data charts are used as part of my evaluation, I haven’t had an evaluation yet but I suspect that it will show up in Dom These requests are usually made by administration or resource teachers during meetings, not in emails.
I am so tired of all of the work that I do for ADULTS, none of which has any bearing on student achievement. I teach Civics and find the curriculum to be solid and the EOC to be a good assessment for what I teach and what students are supposed to learn. My learning gains are stellar and have NOTHING to do with ANY of the things that I do for adults. So frustrating how much work that I do for compliance only.
Thanks for your support. :)
Our school has too many meetings. We have 2 meetings for reading, one to plan and one to model each day. We also have 2 math lesson plans to do one using OCPS template and one for Tabor Rotations. It’s too much!!
This past Wednesday I was supposed to be at 3 meetings after school at a single time.
With multiple preps it is impossible to keep up with PLC meetings.
Dr. Cartwright is over our school now and we were told he is going to start coming to our Plo meetings to “coach us on how to have them and how to create a common plan. The micromanagement is out of control!

The workload required to be an exceptional teacher with the time given outside of instructional time but within the 40hr week is impossible to achieve.
While no one has resigned, several teachers have sought medical and mental health resources in order to deal with the demands made upon us.
I am an art teacher, so common planning doesn’t really exist for us in our department as all four of us teach a different aspect of art. The only thing we MAY have in common is a few students. However, more planning time would be beneficial to grade artworks.
2 PLCs a week, 2 common planners days, and almost always a meeting for an IEP, EP, or 504. I get zero planning time.
I am on the special area team, I am grateful to fly under the radar - so that the opposite is true - we have no common planning time since the majority of the team accommodates both elementary and secondary grade levels. I hear the overwhelming exhaustion for classroom teachers and also our school has a large number of "experts" planning and micro managing everything with no teacher input. Excellence is not good enough- we have to be over the top with everything from AR points to Hurricane relief donations. I don't want to work more hours or more weeks. I'd prefer the overload of meaningless meetings to be changed instead.

I am not required to use the crm's but they are highly preferred because they will save us time supposedly. I have found mistakes and the rigor is not there for my grade level. We have a planning tool for lesson plans to put a link to the crm's if we are using them....if not, we have to write out our alternate plans. We have spent the past three years in planning PLC's. Tuesday for ELA and Thursday for Math. We NEVER get to discuss the other content areas. We now have to submit small group plans. I don't always do what is on the team plan and am expected to submit a separate plan with any deviations. I don't have time to do it so I don't. I feel that we write plans for evaluators and not for ourselves. I do not need all the things in the plans nor do I need to follow a scripted CRM. We are required to use math talks from the CRM's. The math talks don't allow for discussion of student thought processes whether to alleviate misconceptions or to help build on more efficient strategies. The questions do not reflect what the students are expected to understand to build number sense. We do have flexibility to change our order of instruction as long as we can provide support for why. We had to submit an instructional focus calendar and an assessment calendar. Personally, I have to look at 5 separate lesson plans each day to know what I am doing. Who has time to look at all the detailed plans especially when they aren't doing the same thing as you? We are submitting the plans to meet requirements? Compliance is key. It is also time demanding to create summative assessments. Plans should be for my use not for inexperienced or unknowledgable evaluators who are not familiar with each grade level's standards, or classroom situations that would affect teaching outcomes. For example, an evaluator with a guidance counselor background who has never been in a classroom setting coming and observing a classroom teacher. The plans are expected to be explicit so as to guide them in evaluations not for the purpose of teacher planning. I spend more time planning. Than preparing for lessons to meet the individual needs of my students. Marzano elements are also not the same across grade levels and expecting primary grade students to understand and explain where they are on a scale when they can't even remember what they ate for lunch is insane. There needs to be some direct guidance on what exactly it looks like at each grade level. We are also required to attend various meetings during planning periods, such as FSA training, etc. I know many teachers that left last year but so far this year I don't know any. If we have specified requirements for DATA I'm in a special world where I wasn't paying attention, but I think the reading, language arts, and math teachers do.

I am an ese teacher co teaching in an ela classroom 5 periods per day, and teach learning strategies 1 period per day. I am required to go to a ela plc once a week, grade level ela plc once a week, and a ese plc once a month.

In ela, it is a double block class, with one period being coded as language arts, and the other as critical thinking, when we are required by the school to do i-ready rotations in the second period. We have not be adequately trained in i-ready rotations, and creating work for independent work rotation is very time consuming. We are also required to reach critical thinking skills and the students have to take the eoc. This was just communicated to us last month. This double block is for level 1 students and SLD ese students.
We must fill out common planning sheets which we are not allowed to fill out without the coaches who meet with use 3 days a week to “monitor” our planning. We cant teach the way we want to...I am required to use the same resources as my team mates. I am told what resources to use and what resources not to use and we are told it comes directly from Dr. Jara.

We are being told that we cannot use different resources to teach the same standard, that all members of the team must use the same piece of text to teach a standard. We are told that if we have morning work for our students that we have to open our doors during our individual planning time in the morning to have students complete their morning work, releasing our planning time.

I work in the deaf and hard of hearing department and we have no time to meet as a department because we are required to attend meeting with our grade levels. This is also frustrating because our kids work far below grade level and the plans they create during plc time we are unable to use and then need to create completely separate plans on our own time.

It was recommend to use district CRMs, and teachers can create their own if they can follow the same standards in the same order as the CRMs.

We are required to meet almost every day during specials to plan. I do not think we should need to meet for so many days...when we have other things to do.

This year I have felt as though I am not a teacher at all. I went to school and received my education in the form of an English Education Bachelor’s Degree; yet I am treated as though I have no idea how to teach or create innovating lesson plans. This year has been nothing more than figuring out ways to keep up with the MANDATED (at least at our school) CRMs which do NOT allow for differentiated learning, creative thought, student growth, and/or teacher creativity/student creativity. Essentially OCPS, or Dr. Phillips at the very least, has decided that they would rather have robots than teachers. I am not an actor nor do I wish to be. Yet I am being handed a script to read from and follow. A script that pushes students too quickly, is completely centered on testing dates that are near impossible to meet, and do not even allow for Khan Academy time, which is also MANDATED! How does that make any sense at all? Here, follow these, but also please create another 24 hour day in the work week in order to have your students complete Khan Academy also. This is by far the worst year I have ever had teaching (five years of experience in three districts). I would be VERY worried if I was an administrator in OCPS because, to be quite frank, teachers will be jumping ship in mass numbers at the end of this year. The ONLY reason I have not already done so is that I feel obligated to my students. The best part is, that OCPS's idea of making this all O.K. is to give us a 500 dollar bonus and a pay bump of under 500 yearly? Teaching is a field that is already suffering greatly and having difficulty attracting new and young people into it. We have horrible pay, work double the hours of others making double the pay, and are constantly, more or less, told that what we are doing is not good enough. I literally go home from my job every day feeling inadequate. It is to the point that if someone asks me if they should put their students in public school I feel obligated to respond with a, "Hell no!"
The Monday prior to students returning for the 2017-18 school year, without any preceding notice, I was informed I would be changed from a strictly 10th ELA honors/regular teacher to a 12th ELA College prep (4 class periods) and 10th ELA honors (2 class periods) teacher. I was given little time that week to plan any lessons due to meetings, PD, and switching all my things from one classroom to another, across campus.

Now that I am teaching two grade levels I have been asked to attend 3 PLC meetings, per grade, per week. This is an impossible task. I rarely get to use any time during the school day to plan lessons. On average, I spend 3 additional hours per day, Monday through Thursday, after I get home from work to plan/grade. I also spend an average of 5 hours on Sunday doing the same. This is my second-year teaching, and I was so excited that, having gotten the most difficult first year out of the way, I would have to spend less time outside of the classroom figuring out what I was going to do inside the classroom. I have thought long and hard about not just switching schools, but changing my profession altogether. I became a teacher so that I could teach, not so someone could tell me what to teach and how to do it. The lack of autonomy is astonishing. I had more independence when I was a corporate store manager, and I got paid almost the same amount of money.

Our 60 minutes daily individual planning time is not being honored.

I think common planning can be useful, especially for teachers who struggle with what their students are doing when at centers, small group, and whole group. CTA needs to take into consideration that there are teachers with varying levels of abilities, and because of this, more planning time is required. How can we support teachers who struggle with their knowledge of teaching? Lesson plans requirements can be good, especially when making sure ALL teachers are consistently teaching what they need to be teaching. Data is an essential tool needed to track student progress and success. Rather than implying that data collection is an unnecessary use of our time, come up with guidelines and limits for day collection. Teachers who are not looking at data are not doing their students justice.

I teach a Pre-IB Eng I class that needs different prep than the other Eng I classes but I am forced to meet with that PLC, lesson plan, and develop common assessments. I am not allowed to meet with the other IB program Eng teachers - even though there are only 4 of us, one per grade level, we should be our own PLC. You should not specifically state one 30-minute planning period each day but state one planning period each day equivalent to one class period since not all schools work around a 30 minute time frame.

Teachers at Evans High School have been required to sign a "Non-negotiables" contract that includes some rather controversial changes resulting in losing autonomy to set late work policies and grading policies.

We are also required to use a common lesson planning template that makes NO considerations for AP or IB requirements and elements for such classes. Meeting 5 to 6 times with team. Wasted time. Meet so when leaders check on us we are together but not doing anything. Can't even be late to meetings for copying or bathroom use.
Unfortunately, all these mandatory PLC meetings (every Wednesday for Math and Thursday for ELA during Special area time), mandatory data meetings (every Monday during Special area time), endless paperwork are taking away precious time from teachers who really care about the students and want to teach. Frequently classroom visits by administration and coaches are really distracting the children during instruction. We were told at the beginning of the school year in a staff meeting that our school is C and the goal is turn into A. Some teachers left this school last school year and I believe more will leave this school year based on the number of teachers that are discontent with administration.

Our principal has not responded to FAC concerns for 9 days (concerns were emailed to her on 9/22). She was to meet on Fri. 9/29 with chair and co-chair but rescheduled the meeting for Mon.10/2 (we'll see if that happens).

We are now creating a data wall in a room that took additional time to finish the required cards for MTSS. This was done in the past and then not done. They waste our valuable time doing insignificant tasks. Dr. Jenkins will not allow students to be retained in the primary grades which will not help them be successful if they do not have the skills necessary to succeed.

I teach ESE, so some of these questions do not pertain to me. Teachers I have worked with have always made planning time together to share ideas and materials. The 3 PLCs for common planning and data collection are usually not the only days used. We are able to have Monday on our own and Friday is used to meet with the team but often these days are taken for other meetings. Trying to plan this way is very forced.

Autonomy has been removed. I am marked down for adjusting lessons to ability of students. We are being required to use unify from all common and formative assessments. There is not enough time to create these assessments. I can't use my own data tracking system I must use only Unify.

I have in the past, when teaching 10th grade, had to complete data and charts, however, now that I am teaching 11th, I am not required to.

We are being asked to collect data that a resource teacher should be able to manage. Plus the turn around time is insufficient. Following the CRMs has added more time but more administrative duties have been added to eat up that time. We've had to adjust the CRMs to allow for school initiatives like Khan Academy. Strict adherence to the CRMs do not allow time to reteach or review assessment with students. I've made the time. Perhaps explaining to the PLCs that necessary changes can be made would reduce some of their stress.
In addition to mandated PLCs, teachers are required to complete a time-consuming template for our PLC minutes. I have no problem sharing minutes of our PLC with administration; however I refuse to take valuable time from our collaboration time to answer all the questions on this 2-page template.

I also have a problem that EVERY Wednesday, teachers are required to attend mandatory meetings and training, then pressure is put on us to attend training on Thursdays and Fridays, during our planning or after school. At the start of the school year, I attended a meet everyday up until the Wednesday before Hurricane Irma hit. (We actually had training that Wednesday, the day after our Open House, but our principal rescheduled this Wednesday training for when we returned.)

Due to medical conditions, I (as well as many of my colleagues) was unable to attend the two-day training offered in July for Canvas. In spite of all the PLCs, training, and mandatory meetings, I have asked the learning coaches at our school if they could give us some training on Canvas. The standard reply back from our learning coaches is that we need to take the video course offered on line. Obviously, these learning coaches do not know how to help us set up our classes and lessons on Canvas, yet we are being told by our administrators that Google Classroom, our alternative, will be shut down soon. I believe the county is forcing us all to use Canvas so they may have access to all of the lessons we create, which brings me to another issue... If we spend hours of our own personal time creating lessons and learning activities for our students, should we be forced to put them on Canvas or Unify for the county to snatch-up and use as their own?

And while I am on the topic of administration, I am concerned regarding the number of "coaching" observations from our school administration and the county. I am a 30+ year teacher, and I do not understand why administrators are having to spend two-hours a day observing teachers. I have had my evaluating administrator in my classroom on three occasions, twice at the beginning of 1st period, with observations lasting 20-30 minutes. During one observation, she threw an eraser at me as she left because a student out on a restroom pass propped open a door with it. These observations are a distraction for the students, especially when they are conducted unprofessionally. Furthermore, although I have yet to have a county level observation, or attend one of the mandated county training, I am hearing numerous complaints from teachers, district-wide, of the bullying and rude comments being made toward teachers, many of whom are veteran teachers. Teachers would be disciplined for treating their students in the same manner. I'm sure if you conducted a survey on whether any OCPS teacher has had a bad experience with district coaching personnel, you will get an ear full!

I am honestly considering leaving OCPS next year and starting a new teaching career in a private school or teaching online. This lack of teacher autonomy and "Big Brother" constantly watching and attacking teachers is not worth the extra income. I have always been passionate about the art of teaching and my students, but the county is sapping all my love for my profession. I vehemently tell young people who are thinking about a teaching career to think twice about their decision. I am beginning to truly regret the career path I chose.

Our handbook states that we must meet twice per week with our grade level subject area team, and once per month with our department. That means one week per month, we have 3 mandatory meetings. This is, of course, in addition to IEP and 504 meetings 2-4 times per week, parent conferences, etc. I routinely work a minimum of 10 hours a day M - F, and several hours a day on the weekends and I'm still behind on required paperwork. Forget about designing meaningful learning experiences for my students and communicating with families.
As a HS teacher, I believe we MUST ask our unions to make some headway on the number of preps any 1 teacher can have, and the planning required. I've taught 10 preps the last 2 years- down to 7 this year. The coursework asks that I use 3 different grading/planning software systems Canvas/Managebac/Progressbook, up to 3 different lesson planning documents AP and regular, and the lesson planning sheets and required software has changed every year for the past 4 years. In addition to extra curricular responsibilities, there's no way a teacher can keep up with this. I love my job, but I think I'll have to look elsewhere this year. I can't live like this.

Does that mean that there would be the regular 45 min of planning and then the additional 30 min?

The schedules don't allow for transition times, district and school testing requirements (diagnostic testing and standard mini tests... any tests other than the traditional unit tests), or drills.

We are also required to plan everything with our sister school, Millennia ES and our lessons should be the same from school to school regardless of resources available or the demographics of the students we teach because our principal is a "Master Principal."

Our principal is only available to us 2-3 days per week.

The time I have to devote to putting together lesson plans for my team is ridiculous. I then have to take the lesson plans created by others an figure them out so I can use them. I am bringing work home in addition to working an average of 10 hour days at school. Having 30 minutes before school to plan is crazy. That time is used to organize and get ready for that day or correct papers not plan lessons. We need to have at least three special times per week to ourselves to plan not sit in PLCs. This past week I had IEP/504 meetings on Monday and Friday during specials then PLCs during my specials period Tuesday, Wednesday, and Thursday. I have dismissal duties after school until 3:20 so there is no contracted time available to plan, correct papers, file, fill out required paperwork, etc. I am thinking of leaving teaching after this year...maybe even before the school year ends. It is effecting my family life.

Our principal requires all teachers on a team to be doing the exact same things at the exact same time. We follow a power point and are not allowed to deviate from it.

There are no state or county data points for our PLC, and we are still forced to create and use data. None of us teach the same thing, and have no data points in common, but are being told we need to meet three days a week to go over strategies to better our false data. The administration has also made discouraging comments to teachers in front of students about leaving at contract time from meetings in order to supervise students.

We are required to use CRM's as part of our planning. Administrators are looking for sequential usage of the CRM when visiting for evaluations. In our Plc we are following the CRM but using it as needed due to the excessive testing season that keeps disrupting our teaching sequence. As for data collection, admins tell us to access it. This task becomes a daunting one due to the amount of time invested on it on top of the many duties we do in our contract time. These events are more said than written by the admins since they already know what they are doing..
We are even required to put the exact grades and wordings on progress book as the rest of the team and send the same homework. Plus upload lessons plans to google drive with with the name of the students that need special accommodations and samples of it.

I am the art teacher at my school so some of these statements do not apply to me. I am not required to meet with my team at all and I am not required to collect data, although I do for my own records and grading. However, the classroom teachers at my school are required to meet on Tuesdays and Thursdays during specials with administration present.

I am fine with my pay and insurance; however, very disappointed with your handling of Marzano in our classrooms and evaluations. When I looked at a school while in Texas, I did not see any of this nonsense on the boards, just assignments, topic of the day, and any other legitimate information needed for the day - Texas!

While I understand the purpose of planning, CRM's, and teamwork, many of the requirements DO NOT correlate with what I am assigned to do in my classroom. As a TEST PREP teacher, I am working to assist my students in receiving a passing score on the FSA, SAT, or ACT which can than be used as fulfilling the graduation requirements so that each of my students may receive a DIPLOMA not a certification of completion. MY student population in class is made up of junior and senior students. These students are forced to take my class and then rigorously tested to ensure that they are mastering the skills that we are training them to understand in the classroom. We DO NOT have a set CRM curriculum but are forced to use the ELA’S CRM’s instead. Many times, these do not completely benefit us or the students as they do not parallel what we must do in the classroom. This only makes our task harder as these students are already stressed and strained enough through the rigor of our work load.

This is the first administration team I have worked with that respects my professionalism and gives me the slack I need to run my lessons and classroom in the way I find most beneficial for my students.
I am honestly considering leaving OCPS next year and starting a new teaching career in a private school or teaching online. This lack of teacher autonomy and "Big Brother" constantly watching and attacking teachers is not worth the extra income. I have always been passionate about the art of teaching and my students, but the county is sapping all my love for my profession. I vehemently tell young people who are thinking about a teaching career to think twice about their decision. I am beginning to truly regret the career path I chose.

Mutually drafted and submitted with other teachers.

I also have a problem that EVERY Wednesday, teachers are required to attend mandatory meetings and training, then pressure is put on us to attend training on Thursdays and Fridays, during our planning or after school. At the start of the school year, I attended a meet everyday up until the Wednesday before Hurricane Irma hit. (We actually had training that Wednesday, the day after our Open House, but our principal rescheduled this Wednesday training for when we returned.)

In spite of all the PLCs, training, and mandatory meetings, I have asked the learning coaches at our school if they could give us some training on Canvas. The standard reply back from our learning coaches is that we need to take the video course offered on line. Obviously, these learning coaches do not know how to help us set up our classes and lessons on Canvas, yet we are being told by our administrators that Google Classroom, our alternative, will be shut down soon. I believe the county is forcing us all to use Canvas so they may have access to all of the lessons we create, which brings me to another issue... If we spend hours of our own personal time creating lessons and learning activities for our students, should we be forced to put them on Canvas or Unify for the county to snatch-up and use as their own?

I do not understand why administrators are having to spend two-hours a day observing teachers. I have had my evaluating administrator in my classroom on three occasions, twice at the beginning of 1st period, with observations lasting 20-30 minutes.

These observations are a distraction for the students, especially when they are conducted unprofessionally. Furthermore, although I have yet to have a county level observation, or attend one of the mandated county training, I am hearing numerous complaints from teachers, district-wide, of the bullying and rude comments being made toward teachers, many of whom are veteran teachers. Teachers would be disciplined for treating their students in the same manner. I'm sure if you conducted a survey on whether any OCPS teacher has had a bad experience with district coaching personnel, you will get an ear full!

I would need more information about the 40 hour work week to decide whether I support it or not. We have been encouraged to use the CRMs but it is not mandated. We have a school provided lesson plan form, but it is easy to complete.
At this time we meet three days are for PLC and one is a data meeting. This started at the beginning of this school year. This is the reason I do not feel I have adequate time to plan my lessons and get things done while I am at school. This gives me two days to run copies and get other things done in my classroom. I am constantly having to run my own copies at my home because we share the copy machine with 2 other grade levels so before school and after school it is always crowded. As for data collection, this is the first school I have ever been at that collected so much data on every student. At my last school we only collected data on students in MTSS. I have been teaching for 33 years this is my third year in orange county. I have eight years to go before I can retire and knowing that, I don’t want to leave but it does cross my mind at times because of the stress of paperwork and lack of time to get things done. I have never been told what type of centers I need to have for my reading groups or even that I must have math centers when it is not in the best interest of my students. Also I do not understand why we must test every reading standard and record as data. We must also write our own tests. This has been one of the other things causing stress to everyone.

Lesson plans are too long, and it takes a lot of time to do it. By request of the administration we have to put what we do with our 30% of the students, ESE, ELL and show evidence. If we do not, it will affect our evaluation. Lesson plans should be short. We need to have enough time to prepare activities based on the standards that will be taught. And do not waste time in making long plans, using after school hours and weekends that are dedicated to be with family.

The principal at this school claims at PLC meetings that we are not required to use the CRMs, but when visited my classroom this administrator yelled at me because she did not see the students working on a CRM activity and told me that students reading and completing guided notes which contained graphic organizers and Venn Diagrams was not rigorous teaching. She also criticized a laboratory activity I did with my students were they created their own slides and learned the technique on how to prepare a wet mount themselves to then observe it in the microscope using different magnifications, when the CRM only provided with a sample lab for students to view slides already prepared by the teacher. In my 27 years of teaching experience I’ve never felt more incompetent to do my work as a teacher like this school year. I get physically sick to my stomach every time I have to attend the PLC meeting. We are also required to do common assessment and half of the time is gone to discuss data collection from every question on the tests. The remaining time goes to planning and the administrator has asked for us to teach the exact same lesson in our classrooms, and using the CRMs as our focal point. The second time this administrator came to my classroom, my students were working on an activity from the CRMs, so she was satisfied. I’m absolutely terrified as how my evaluations are going to be this school year as I feel that nothing we do is good enough for this administrator.

I feel a lot of anxiety to keep up with CRMs on a daily basis. To keep up with the daily schedule as expected remediation or any other deviation is sacrificed. I think they are a great resource and well-intentioned, but I wish they were just a resource--and that we were free to cut activities as needed so that the pace was not so frantic. Also weekly PLCs leave 2 days a week after school to plan and work with students, and many teachers like myself are involved with extracurriculars for one of those days. I appreciate the shorter student day to accommodate for this, but meetings still last too long after school.

In addition to having my after school time filled, about once a week I have to meet with a teaching coach during my planning.
The true purpose behind a PLC has always been for a group of like-minded colleagues to collaborate on a common issue. PLCs were meant to be driven by the needs of the group, for the welfare of the group - in the case of teachers, for the welfare of the students. Unfortunately, PLCs, which used to encourage voluntary participation, are now required. Agendas are being given, specific topics of conversation and/or tasks are now required, and meeting frequency and participation is being demanded. Teachers who used to love to collaborate and share their ideas are losing their voice...and their motivation. The jobs we used to love because we had the freedom to teach via our own styles, are becoming automated. The expectation that everyone teach the same way at the same time is stripping us of our personalities and our passion. We are losing...but the students are losing more.

If we are going to be required to already be prepared with a wealth of items at common planning, we need adequate time to prepare. The 45 minutes given for "planning" in the morning is used for setting up classroom, putting out materials, parent conferences, IEP meetings, etc. The common planning PLC's have taken time away from organizing lessons, grading, sorting, checking emails, mailbox, printing, restroom, calling parents, student conferences, reports, etc. There isn't enough time to do personal lesson planning, classroom organization, putting out centers and teaching preparation.

Many of these questions do not apply me as I am a special area teacher. With that said, the instructional teachers at Lakemont are required to attend 3 to 4 data meetings and PLCs a week. The principal has allocated the pre- student time that used to be used for prepping our classrooms as our planning. That way it allows them to take the teachers time during special areas for data meetings and PLCs. I cannot believe how college-educated instructors are treated as if they are too stupid to interpret and analyze their own data to best ensure success for their students. These teachers spend six hours a day with their students and know them better than the person who comes to lead the meeting and sees the teachers once or twice a week I would like to be treated like an adult with a college degree again. I have to put many, many hours in outside of the contracted time. I am at school one and a half hours early every day. I am here after school from 10 minutes to an hour everyday. I spend at least 6 hour sometimes up to 10 on the weekend. In spite of all the extra time I am still behind due to the numerous meetings we have. It has gotten worse every year. I no longer feel as if I have any autonomy in classroom at all.

I teach advanced placement so things might be a bit different. We donâ€™t have CRMs

We have 45 minutes to get everything done each day. That is really all we have. When the children are at specials there's a meeting almost every day. So that 45 minutes in the morning is all I have. And they expect a lot like 45 minutes. Write lesson plans, grade papers, progress book, respond to emails or phone calls or notes from parents, keep centers updated, keep the room prepared, and more tasks than I could possibly mention. It's a lot to expect in 45 minutes and take all my other times during the day, and planning. We need time to just meet as a team and talk about what we're doing. During common planning we really accomplish very little that benefits the students. It seems more like time to justify to the administration that we know what we're doing. We need more time to actually prepare for what we're doing in the classroom with the children. I stay at least two hours extra every day to get work done.
We have been mandated to teach exclusively to the CRM’s at my school even though the county's pre-planning workshop told us it was just to use as a guide or in pieces and parts. This is what happens when stupid people are in charge. The administrator over ELA 9 and 10, does not use standard English in speaking or writing and treats teachers like we are elementary students in her classroom. But what is worse than that is that she did not choose this position, people above her PLACED her in this position, which also speaks to their intellect. In my 9th grade ELA PLC, the other teachers are so nervous about the CRM’s, IFC’s, MTP’s and data collection that they are sending out group text messages late at night. Everyone has lost focus! I am not here to teach CRM’s and standards, but am here to teach students! I look forward to May 2019 when I retire. I will have 29 years in teaching and will be 62. I love the students, but this has become a miserable, thankless job. If I was a young person, I would be gone!!

We are in the process of forming a FAC Committee.

The only reason that I'm exempt from requirements for common planning and data collection is that I teach an AP course. Use of CRMs is mandated for other teachers in my department because this county seems to have lost the focus of why we're here: We teach CHILDREN. The purpose of our career is NOT to create numbers, chase numbers, or focus on spreadsheets. This is a fault in the district’s priorities. As long as we are all about data, we are pushing student needs to the side. I feel over worked under paid. I come in an hour and a half early every day and I feel as though I still cannot finish everything required of me. I am working nearly 12 hours a week and I still feel as if I cannot get things done in the right time.

The workload is ridiculous. I work at school for 11 hours and still have to do some at home in evenings and weekends. I've been with OCPS for so long now that I can't imagine it getting worse than this. I've heard many times from teachers that left OCPS to go to Seminole County that think we are crazy for staying!
I believe all our planning time is slowly being taken away. The hours I now spend working at home in order to complete everything required has doubled. We have no time to phone parents, complete documents such as MTSS sheets, progress reports, report cards etc. with all the mandatory PLC team planning meetings. There is no official "written" document stating these required meetings, everything has been verbalized. One morning, a couple of us were calling parents for a bit before we met, and we were told we MUST be meeting at the time indicated. We have no time to visit the restroom after dropping students at specials, and return in time to make the meeting at exact time frame. We are not supposed to leave students alone, but many are working 3-4 hours unable to visit the restroom due to schedules. We met during summer for 3-day planning, but are now required to use a lesson template, so we must change plans in order to create what is expected. **We also were informed that we will have "coaching" observations which will not count towards our evaluation, but many feel as though this is just another attempt to scrutinize our teaching. Expectations are that we are "all on the same page every day"; we are to meet and discuss the scores students have after Summative assessments, and are then mandated to do "reteaching" across the board. We were informed that "ALL" center activities must relate exactly back to the standard posted for the day. We are now required to not only write out the "Learning Target" and Standard Number, but also to post the ENTIRE standard description daily, I have tried to get a head on progress/report cards on many weekends, only to find that the ProgressBook system is down for maintenance until the Monday of the week. Many, including myself had no power, computers, phones during and preceding the hurricane, therefore unable to process progress reports. When we returned Monday after all days of school closure, we had only until Wednesday to complete progress reports, we were given the time of 7:45 am on Thursday for printing. Arrival back on Monday, we were also required to have "Open House" Tuesday night, giving us no time to prepare, Our work day begins at 7:45 am, and that day we were at school until 6:30 p.m. Many of us wanted to petition and have Open House totally cancelled, but it was frowned upon. I feel that I need to have a secretary in order to complete the huge amount of paperwork required. I am a teacher, and I am supposed to be teaching throughout the day. If we are even found on the computer during the day of a walk through we are reprimanded. Our students are not learning what they should because of the increased demands, the added stress and pressure, and we are having breakdowns. Our school was less than 1% of a "A" rating, and this year we are feeling the pressure of what it is like to have an "F" rating. Our school has no CTA rep because we are all scared, we have no FAC. Some of us have been writing letters in regard to this for the last few years to no avail. We have absolutely no support when we have complaints. This year we have a new area superintendent, and that person seems to be putting pressure on our principal to make the demands a reality, which in turn falls directly upon the teachers. There are also many other tasks which teachers are required to perform, which used to fall on the hands of the "office staff". We, as teachers, just cannot handle the workload in 7.5 hours. We are in fear of not attending those summer PLC's which do not even pay at our regular rates. Many are being pressured not to be absent, or denied personal days. Please, again note that these requirements are always verbalized, never placed in writing.
Planning time at tech schools is not contiguous
We need full pay if we asked to come back from vacation early. I don't think that they should call us back to work early because those who are not able to come back early will somewhat be penalized.

For the amount of work we are asked to do we need more planning time at the tech schools. 30 minutes per day is not enough
As a college why do we have to do lesson plans when in other colleges all they do is maybe submit a syllabus
What are we doing about the pressure being placed on older teachers thereby causing them to resign- that is age discrimination.
My administrator has "gotten rid" of most teachers she had not hired and replaced them with her friends.
When calling in sick, we have to call administrator and school clerk and request a substitute online through Kelly and enter the absence on ocps sap portal - that is too much for a sick person to do.

Just seems like there is more and more put on a teacher's plate every day with no extra time to complete all the tasks effectively. Many dedicated teachers are coming in early or staying late (3 - 4 hours extra a day) and still have to bring work home on the weekend. This is wearing out even the best of teachers. Also, after school duty, (i.e.car duty, bus duty, walkers/Ex. Day, etc. from 3 to 3:30) doesn't give teachers any time after students leave for the day to get the room ready for the next school day.
During the summer when my team came to work on plans, we were told we had to use the lesson plan template provided by the principal.

Dishonesty/Bait and Switch when posting Instructional vacancies on eRecruiting. Too much admin and not enough instructional. Resource, Staffing Specialists, Guidance, etc. always getting their time taken for "other duties" and then expected to work for free to complete the responsibilities of their position. And there is more... Have a meeting with CTA Members to explain why OCPS constantly is not challenged or held accountable for mandating Instructional to be responsible for more work then the duty day. And, to brainstorm for solutions to have our contract honored and for changes in the new contract.

The CRM’s are a good resource, but there are not any assessments. We are given an agenda for our PLCs and our reading and math coach run the meetings. We want to work as a team and work on what we need to work on, but we are not given that opportunity. Most of the discussions are about assessments and making the summative assessment. We would like to work on plans, but have to do them after school hours. Most of my team is at school until 6:00 in the evenings and we still take work home most nights. Almost every night is spent grading papers, entering grades, making centers, running reports, looking for materials to use, etc. If I was not in DROP with a few years left, I would leave the teaching profession and get another job.
I am a CTA member, however I did not receive this survey so my friend forwarded it to me. I do have evidence, however I am afraid of retaliation. Our principal is very nice. The coach that came with her is requiring a tremendous amount of work. Our lesson plans are questioned and we must fix them. We spend days working on lesson plans until they are perfect. We also have no flexibility with our PLC.
The morning planning time, is used for setting up classroom for the day, the mandatory common planning 4 days a week, wastes valuable time that can be used for grading, checking emails, mailbox, planners, looking for resources, setting up powerpoints, parent conferences, or anything else a teacher needs to do. We are expected to have all these things done prior to coming to common planning leaving only weekends or nights to get it done after hours. There are too many things planned to teach each day but given early day (Wednesdays), transition times, snack, recess and other disruptions we are always going to be trying to cram a plethora of information for students to learn.

More planning time!

It is ridiculous to think that I have been teaching for a cumulative 20 years only to be told that I must follow a lesson which someone else wrote, complete activities that someone else designed, and give assessments that someone else prepared. This is not at all what teaching is. I am now no more than a paid actor.

Let's do away with constant Marzano visits (coaching, 2/1 informal and formal visits, one time is enough).

There is a stipulation on the scope and sequence for access points: Teachers and Administrators should consider that this suggested Scope & Sequence may not be applicable if and when a student(s) with a Significant Cognitive Disability is receiving direct instruction in a separate class setting, using prescriptive instructional materials that are explicit and systematic and have a research validated scope and sequence built into the program; but we are still responsible for the CRM timeline. We are also responsible for finding material that fits the course and student ability levels but we are not given anytime during the day. The ESE teachers cannot plan units due to multiple grade levels taught or being the only one teaching that course.

At some point the principal also wants to do a book study. We use the 1 time a week PLC for something administratively lead and not teacher driven.

Opting to retire end of this school year due to the continued encroachment on planning and personal time. Brookshire administration requires us to collect and upload a ridiculous amount of data for our students. These kids are tested TWICE at the end of a Unit and then required to take a Standards Mastery Assessment that takes DAYS to complete. Most every student FAILS this test and if they don't make 70% or higher, they have to take it again. It is HORRIBLE what this principal requires out of these students. And unnecessary. I'm on FAC and this is the NUMBER ONE complaint we have at our school from our teachers. Please help! This is not fair for these poor kids.

This is my 29th year in the classroom and I will not be returning to teach in OCPS next year or in public school in Florida. I do not have the age to retire but I can no longer participate in practices that are failing to meet the needs of young children. OCPS and other public schools have lost direction and vision. There is no real mentoring for new teachers which results in their inability to think outside of the box and need completed lessons handed to them resulting in a lack of creativity and the inability to individualize to meet all students needs. Teachers have become robots with each grade level being told how, and when to teach all lessons. It is obvious by the test scores that this is not working. OCPS no longer has any A rated high schools and many other schools scores continue to fall. Many of us in OCPS have removed our own children from OCPS schools due to these issues.

The science department was also mandated to put all their tests on Unify for data purposes. Most of the teachers have never been trained how to use Unify, making this task a very long and tedious one for the teacher left to do it.
I changed schools this past year and my previous school required too much data collection and mandated PLC’s a week for planning. It was too much work so I left to another school.

Teacher need to meet the needs of the students in their classroom. Therefore, there is not a one size fits all for lesson plans. However, teachers can gather a bunch of great ideas and strategies from collaborating. If there are many complaints in the district from teachers regarding PLCs, then administrators at the school need to help unify the team of teachers and coaches should be hired to lead the teams in a productive and efficient manner.

The principal micromanages everything we do and takes none of our suggestions, does not solve any of our problems, and does not care about anything but looking good to her supervisor so she can advance in her position. She does not care about teachers, the students, and only herself. It is a horrible, stressful, and degrading place to work.

I have taught for many years and love teaching, it has been the heart of my life. I am seriously considering leaving at the end of this year and if not this year definitely next year. This is not what I want but I can NOT keep up with the demands: mentally, emotionally, physically and spiritually-we are asking kids to do things we should not be asking children to do. This is not teaching anymore. We don't look at children anymore, we look at NUMBERS, it is against all I believe in teaching. I started teaching a long time ago when children were valued and education was child centered. I miss that so much, beyond description.

I love my principal. She is trying to chunk requirements that are placed on her either by the North Learning Community or higher. All the data collecting we are required to do is nothing short of busy work and does not help me drive instruction or allow me the time necessary to develop interesting plans. So much time is spent dissecting every little skill and forming skill groups that it leaves little time for guided reading, which is essential to the first graders that I teach.

The North learning leaders came around the first day and reprimanded teachers for not teaching the standards. Yes, standards need to be taught, but what happened to learning rules and procedures and developing a classroom community. Primary teachers were not allowed to do the Back to School lesson plans developed by the county because we needed to get busy teaching the standards. This is what it has come to. Very sad.

Many of the mandates are initiated by the district level not admin. of school.

Teachers have no respect from administrators at this school. We are talked to in demanding and criticizing ways. The teachers, as well as the students are not treated like humans with feelings and thoughts of their own. They are treated more like soldiers who must be perfectly "on task" every second of the day often being told to do two different things at the same time.

We currently have 2 PLC’s each week. One is for ELA and one is for math/science. I don’t mind having 2 PLC’s each week if we can have more say in what we do during them. I see value in sharing ideas with my peers and getting ideas from them. This will help all of us in our own planning. If we have to use the time for making identical plans, I don’t want to have them anymore. There’s no value in that for me.
Even though we have to meet as a PLC, all the elective teachers in it, are doing their own thing since we all teach different courses. Our mtg times are handled more like a dept. mtg- once a week. I'm in CTE and there aren’t any CRM's for the course I teach- Digital Information Technology, so I use the lesson plans offered by the curriculum piece we were given- Microsoft Imagine Academy, Everfi, Applied Educational Systems. We were given a Scope and sequence for the year and in my opinion, it’s working out really well. I like. Or being locked in to a CRM’s lesson plan. Of course, with that said, more planning time during school hours is needed to keep up with grading, planning- common board-scales-, parent communication, time for kids to do make up work and retakes, and tutoring. I don’t want to work more hours for the same pay - I’d work more if we were paid our hourly rate.

Why does everything change every year? The ELA CRM’s have a lot of great ideas and information. They are like a te. So why don’t we have them as a te? But what are we supposed to use for fsa style Assessments? Online is not user friendly and is time consuming. The 5th grade writing is excellent she far. But too many clicks and sign ins and printing in order to do it correctly. The math is unacceptable. Go math does not align to the standards. Yet the slides we were provided to use are “designed for a different method of instruction”. So am I supposed to create my own math problems to match? Last year we were provided slides to use and a wonderful resource that explained which parts of go math matched the standard, did not meet the standard, and which lessons didn’t need to be used at all. We don’t have access to that this year . I was told that from the county level. Why pay someone to do the work that helped teachers be more effective, and then take that resource away? I realize that recess is now law. However, how am I supposed to get everything done with one and a half hours less a week? My kids have recess and PE back to back and before 10:30 in the morning. They are hot, tired, and hungry. But if they don’t make the gains they are supposed to, it will be my fault. Even with a wonderful and nice administrator (for which I am so thankful!), the level of frustration is high. Stress is through the roof and kids are not going to make the gains they should. Thirty minutes for writing? 55 minutes for math? I am only human and deserve to have a life too.

I handed my keys to my principal the second week of class and told her if things don’t change I will be resigning. They are better but my quality of instruction has been severely impacted. Moral is terrible and our new AP’s are bullies about data, spreadsheets and PLC meetings. I have three years until retirement and was planning on DROP. At this point I’m finished after this year. Kids are no longer the focus - data and PLC meetings are first. The only time I have to check email is my morning planning time. After that we are busy the entire day. My lunch time is spent trying to set up centers and put data together for the next meeting. Please stop this insanity! Extending our work week to include 30 uninterrupted minutes without additional pay is unacceptable. We do the 30 minutes (and more) on our own already. I don’t want an administrator now telling me I have to stay at school to do those half hours.

I have an hour of planning 4 times per week. This is valuable at my school with two days being devoted to plc time. Many time issues I face are due to county guidelines on what must be done in a plan for documentation that take longer than my hours contracted.
Required/MANDATED to use CRM, common plan and Implement Kagan

Teachers are essentially oenelized if they dont use KAGAN especially when evaluators observe
Common planning is okay but not 5 days per week
Common planning allows everyone to be accountable especially if ALL OF OUR LESSONS and instruction HAS TO BE THE SAME AND LOOK THE SAME  EVERYTIME its also expected that when observers go from room to room instruction is delivered exactly the same if I am on page nine other teachers are expected to be on page nine we are expected to differentiate but our mandates regarding planning and instruction doesnt speak to that concept

Teachers a in years before should have their own lesson plans and plan together if they like as long as it addresses the proper standards

I feel bullied all the time and so do others not just at my school but throughout the district

I am saddened. 4 teachers quit at my school and one walked out the building without looking back student mis-behavior is at an all time high
That teacher couldnt manage the student maybe several others would quit too if they didnt have certain years worked or responsibilities.

It is really sad people are being evaluated and penalized with out being trained.

Example: administrators are under oressure to meet deadlines, then hurry to completw required number of evaluations for all, then, teachers dont really get the proper training and essentially end up not building capacity leaving teachers hopeless and stagnant. Teachers should get prper training not online but on campus and the deliberate practice for administrators should have a section where teachers can rate how they have truly grown based on how they have been trained and provided a way to build teacher capacity.
Situations mentioned here are not just occurring at my school I know other teachers and they are giving accounts of similar issues

Loving those I served and what I do

I have been told by my principal to not talk to the union. This has been said to me in private meetings as well as to the entire staff in meetings. We were then told to not tell the union that he had said to not talk to the union.

Last week, I worked over 60 hours due to Open House preparation and Progress Reports. I spend time every weekend on lesson plans, grading papers, and answering parent emails. I am very responsive to parent questions and concerns because I believe it is a team effort to help students succeed. However, I have one parent that has emailed me over 100 times in the first 6 weeks of school! I changed schools this year and my current work environment is an improvement over my previous school where teachers were micromanaged.

We typically start the year having many meetings. As the year goes on, they are usually combined. We are usually told that the time before school is considered our "uninterrupted planning" and our specials time is therefore considered free to have meetings.
First time I really enjoy my work place the treatment towards teachers is one of respect and it feels like a family. Our principal assistant principal and coaches go the extra mile to help us. It is real different to Mollie Ray Elementary or Lovell Elemenary treatment toward educators. Feel real grateful of the school and their supervisors.

Due to new Superintendent requirements we are now mandated to have two Common Planning meetings a week, one for ELA, and one for Math. However, we get new requirements from the Coaches and directions on additional things we must do, which means NO planning gets done during Common Planning days. We have to meet on other days in order to actually plan together, sub groups meet to get started on plans that we can’t work on together, because they HAVE to get done. Our planning hours are not enough to cover the long list of additional requirements, paperwork, forms, calling parents, to the point that grading papers and creating non FSA tested lesson plans has to be done after hours and on weekends. We are required to use CRMs, they tell us to use it as a guide but when the new Superintendent team walks in they sternly ask why we’re not following the CRMs explicitly. We must plan centers exactly the same, yet we’re expected to differentiate. We’re expected to ONLY post exemplary student work, yet our Growth Mindset book study says to post students who are on their way, growing little by little, and celebrating those accomplishments.

I'm not sure how to answer the 40-hour work week. We work 7.5 hours per day (37.5 wk). I can say that our principal has stated that our planning time is from 7:45am to 8:30am. However, just this past Friday we were REQUIRED to attend an I-ready training 8-10am which cut into that morning time. After class begins at 8:30 the only break, if you could call it that, is during lunch. By the time I drop the kids off for their 25 minute lunch and by the time I get to my area to eat at best I might have 20 minutes. That includes using the restroom and making sure I am back to pick up the class on time or I get in trouble. I do work, on my own time upward to 55 hours per week making sure my lessons and class activities are kept up.

Planning time is also often taken for other meetings such as IEP meetings. We then have to use other time to still meet with our PLC, usually before or after school.

The teachers teaching marine science all have 7th period planning in addition to every Wednesday PLC or PD meetings. There is very little time to plan. This is all in addition to 504, IEP, and parent meetings the other days after school. We are expected to have common lesson plans and are being marked negatively in iObserve if we are not doing exactly what is written on the board. As you know, sometimes we have to back up and supply additional information so students understand the material. Ugh, it's frustrating and insulting to the teaching profession. Administrators come into class halfway through the period and then make comments about a teacher not introducing the lesson. Really? We are required to make power points for all of our reading lessons. Basically copy and paste from CRM. We are also an extra hour school so most days not leaving campus till 530 or later. I have been there as late as 8. Some if my coworkers stay every night till 8 or 9 o'clock. I am unable to complete all required work during my duty day. I am in by 6:00am and rarely leave before 3:30. In addition, I am forced to work at home to complete all of my required duties. I would like to be paid for all of my extra time. We are required to use CRM's and have data collection meetings. I am currently in a coaching position. My responses reflect what I see throughout my school.

Would say more but would face definite retaliation if I did. Many teachers feel like we've gone backwards and are afraid to speak up.
CRM is a good resource for those students who are on grade level reading. CRM does not take into consideration for the students who are below grade levels. CRM are not flexible on grade level reading literature or informational text materials. In PLC meeting, reading materials that are listed whole group must be used whether what the teacher's input on what best help the students understand the whole group lesson.

The same in the Math CRM. The CRM focus on students on appropriate math grade level. The math strategies are not very helpful nor is the additional resources.

I have been removed from my position as the PLC facilitator because I was not telling my PLC that they must follow the CRM sample lesson plans. I have been explicitly told that I must follow the CRM sample lesson plans as closely as possible and any changes must be approved by the testing coordinator (she used to teach my subject). I was also called out of my class in the middle of the day to be told that I was not the PLC facilitator anymore. I did not ask for a cta person to be there because I was caught so off guard. The principal then used tactics, that seemed to me to try and trick me into something. I am also afraid that if this information I am sharing with you is released retaliation will be taken against me since it would be obvious from my story my identity. I am also only a 3rd year teacher and feel that if I am not asked to come back because of this my principal the union will not back me up. I believe this because a friend of mine was a 1st year teacher and was told by the union that she should not press charges against a student who assaulted her, because if the is not rehired the union could not help her because she was so new.

This year in particular is making me seriously think of not teaching anymore and I know other members of my team plan on either leaving teaching or at minimum leaving ocps. Our principal is very careful to not put much, if any of this, information in writing. I will try to find something, but generally it has been face to face talk and not emails. Rather not post school.

Planning as a team is required for Reading, Math, and small groups. There is also information required on a Data Wall that is already uploaded. Every time a common assessment is given the information must be recorded on the card.

We are required to all use rotations, meet as a PLC and as a department. Fortunately, they have let the reading department do its own thing but the other departments are miserable. Particularly those teaching more than one grade level and their common board configurations must reflect this.

We are all overwhelmed. I think we should be given either TDY or comp time for DPP. It is extremely time consuming! I would retire if I didn't need the insurance.
I feel that my work time is more infringed upon this year than in any in the past. Every special area time is taken by PLC meetings where no actual lesson planning gets completed. The mornings before students arrive is my only time during the day to get any work done - but due to never having special area time, I am forced to have IEP, ELL, and other assorted meetings during this time as well. Team planning sounds great on paper, but all we seem to do is spin our wheels trying to get all 7 of us to agree on anything. I have to grade papers, do mandatory door decorations for various theme months, write my own separate daily plans, write CSAs, prepare student work, etc all on my own time. My admins at Rock Springs decreed that every grade level team had to adopt a month this year to decorate the teacher's lounge AND pay for snacks for one faculty meeting that month as well. My days have started to begin earlier and end later. There is NO thanks for anything we do extra as it is all mandatory - and then extra tasks are added on top of all of this craziness.

My administration respects teacher's time and encourages individual lesson plans. We only meet once a month as a PLC and everyone is happy with that. We are professional adults who can delegate tasks without administration watching over us. Administration is on the teacher's side and not always trying to impress their area supervisor. The student's make great progress without constant time-wasting data collection.

We do not have a Union rep on site nor an FAC. The PLC teams were created to keep certain teachers from each other. The english and math teachers in some teams don't share the same students. The additional week of pre-planning should be optional not mandatory.

I am not receiving adequate ESE (SWD) and ESOL (ELL) support to accommodate my students needs and success.

I have no time to complete mandated work tasks within my work day. Changing my common board, displayed scales, creating and changing centers, making copies, filling in data matrices, completing 504 and IEP paperwork, uploading lesson plans, researching my Deliberate Practice, are all required to be done after my Duty Day. No time to plan and extensive work load expected to complete on my own time has me considering leaving teaching.

My school is not as strict with lesson plans as other schools are, but they do require a lot of data and specific explanations as to why a child is not on grade level.
We don’t have time to:
1. call parents/ if parents have an out of state area code we have to go to the reception desk and have the secretary dial the number so there isn’t any privacy.
2. make copies; when I go into the common office there are usually 3 or 4 people ahead; others are printing from their classroom and the copies get all messed up. Large numbers of copies are to be requested in the office but many times internet is not working and teachers have to make lots of copies at a moment’s office which makes it very congested in the morning. Because of Common Planning and PD’s plus PTSC/IEP/504 meetings some lasting an hour makes it very hard to keep up with the Common Board and Scales/DLT Posters.

ESE and ESOL students are not getting serviced as the Support Teachers are being used as substitutes as well as doing the ESE/IEP paperwork.

Students sent to Alternative classroom are not doing the work because the teacher running it is also being asked to substitute and/or deal with discipline issues.

40 hour work week only if compensated at my regular rate of pay. I’m working a 37.5 hour week now with a 45 minute untouchable planning period. Correct? My meetings are during special area time (45 minutes daily) or Wednesday early release time (1 hour). Is my 25 minute lunch part of the 37.5 hours?

We are being asked to upload all our lesson plans to a shared folder for administrative access. I have a huge planning burden, my weeks are usually 60+ hours. Administration frequently schedules meetings and training events during my planning period. I am assigned extra duties every day: bus, car, gym lunch room, etc. I teach two courses but only have one planning period. Next year I’ll be teaching three courses. I am frequently asked to do things that are others’ responsibilities, because I’m the person who can actually get things done. Sometimes it’s frustrating but when I’m with my Students it’s a true joy!

Thank you for supporting the teachers!
Oyssey middle school

I want to leave profession as soon as possible... looking for other employment...

A great portion of our pre-planning has the staff in meetings with the administration. Which results in the teachers spending their free time preparing for the start of school. I do not want another week of hanging out with the administration, wasting valuable time.
- uploading lesson plans not just data charts is being added to evaluations. We have a set lesson plan for the team and we are able to execute it according to what our class needs. Centers are addressed for us too collaborate together and share the work
I have not had any written material stating that I am required. However my principal has been careful not say the words directly. However I did finally hear that 10 high schools are required to by the corrective measures. I can name witnesses to those words spoken.
I want to make sure this is anonymous. I have no tenure and can be let go at any time for any reason.
I work an additional 26 hours a week that I am not paid for to meet all of the mandatory requirements. We have PLC every Wed morning and our afternoons are encumbered with meetings 3 of 4 afternoons a month.

Our planning period is encumbered 1 time per month with required Professional Development.

We are also required to meet with our Grade Level PLC to do common planning one time per week during our planning period. We are blessed at Moss Park in comparison to other schools. I work for a great principal and great department. I absolutely support a week paid at the contracted rate during the summer in order to be ready for my students at the beginning of the year. I think it should be optional though.

We also have two or three mandatory "PD" meetings every week, either on planning or after school.

At times 20 minute planning times are used for meetings other than planning. New teacher, quick workshops. It's purposefully never called a plc.

I feel the workload given to us at our school is overwhelming and almost unbearable. I know of 3 teachers who have already left the school due to this just in this school year. When we are asked to meet as group and work on lesson plans it's great. But when our planning period is used to give us mandatory trainings like security training or rotation and centers classroom management training that all teachers are required to do, takes my time to plan lessons data collect or write 504 data collection. I have to stay after school to complete those tasks as planning is taken away from us.

The CRMs that we are required to follow without taking anything out is not possible to complete with all levels of students. I believe, from conversations with my colleagues that the only group of students it is developed for is the higher level students (ie honors) the lower level students and the special accommodations students (ie. 504, IEP, ESOL, etc) it doesn't work. The proof is in our assessment scores.

Why after 22 years of teaching and having one the highest pass rates for my industry test in the whole school, am I always regulated to receiving DEVELOPING scores on my evaluations???? Why am I getting worse each year? Why do I have to fight these evaluations each year? Why do I have no value? Why is it the administrations job to "get ya" instead of help?

Child care becomes an issue with the additional week of preplanning.

Last year and this year has been the most work I've ever done in my 26 years of teaching it is beyond acceptable.
During our team PLC meetings, we are not given the time to actually plan or discuss our plans with each other. In addition to the three team members, our meeting is often attended by two guidance counselors, an ESE teacher, the CRT/Literacy Coach/testing coordinator, and two administrators. The meeting is dominated by those other than the team members. They are not there merely as observers who provide information to the team. It is not a true PLANNING meeting - it is very much like the administrative PLCs of the past where we sit and listen for most of the period to directives and other housekeeping info. To top it off, we are being required to take minutes of each meeting on a template required by administration. This must be posted on SharePoint just like our lesson plans, data charts, and instructional focus calendars. We have been told that common assessments and day-to-day curriculum alignment is expected, but we were told the county will not be maintaining the MMLs (Unify) this year. We have tried to use the CRM assessments, but some articles are not deemed appropriate by some team members given our political climate. The CRMs contain many valuable resources for teachers, but the daily lesson plans are too scripted. We are still using resources in SpringBoard, but some modifications may need to be made since the SpringBoard curriculum is sequential in nature. Teachers must have the right to teach the best lessons possible to address the grade-level standards (not just those tested on FSA). The supporting standards are essential in helping students gain mastery, too. I have recently been questioned for supporting a language standard activity that is within a SpringBoard resource provided on the CRM. In addition, this standard is also tested on the FSA Reading test! Our administration has also required additional content that must be accomplished during the quarter, so following and keeping up with the CRMs and Scope and Sequence is becoming more and more difficult. Micromanagement is counter-productive. My students performed the best when I was given more autonomy over the curriculum. Give me the standards to cover, enough time to plan, and the freedom to teach. Trust trained educators to do the job they were hired to do. It is the sad truth, but our profession will continue to suffer as our very best leave. I am struggling to not be included in that exodus because I truly love to teach.

I work at a high school so I start my day at 7AM and I rarely get out before 530PM (as you know, I should be getting out at 2:30 PM) and then sometimes when I go home I work even more hours. I can't wait until I retire.

With the days we missed during the hurricane. We are still expected to begin the 2nd quarter CRM on the exact date and not 6 days later. Therefore, we are expected to squish content in and element days so our timing matches the CRM.

Extremely disappointed with the expectations of following the CRM's without deviation. The pacing is too fast, students are not learning. Teaching to a test and I'm fed up with professional development scheduled during planning, meeting with two grade level PLC's and unrealistic expectations. I am required 1 PLC and additional days for data as needed. An administrator and coach attends each meeting as well as Mr. Cartwright from the North district. He has added his requirements for PLC of which will be shared in upcoming meetings. This is my last year teaching because I feel as if there is no autonomy and I feel like I'm putting on a show for everyone and not devoting enough time to my students and classroom.

I was under the impression that today, October 18th, principals were not supposed to call any meetings. I thought that teachers (staff) were permitted to leave with the students to make up for Wednesday, October 11th PSAT testing. IF I am mistaken, then I suppose it is fine that our principal, in fact, called a faculty meeting after school to introduce new staff members, give a staff member a "send-off" and allow HER coach to talk to us about HIS accomplishments since 1970! (done venting)

Very difficult to do and follow ocps lesson plan on ims.
Principal is violating contract left and right no one is left to stand up to her.....