

Morale responses from survey: Please let us know how you are doing and what changes you would like to see to boost morale

I think the kids are much better than last year, but their stress is still too high. I appreciate all the efforts to support their mental health. I also appreciate tightening policies around when things can be turned in.

I would like the ability to act collectively and an acknowledgement that the public education system relies on teachers providing many hours of unpaid labor.

Adopt bonuses for HS teachers with excessive preps (>2); reduce DPLC initiatives (common pacing, assessments) and let teachers apply CRT by tailoring instruction to the unique needs of their own students

More dedicated work time for teachers; more transparency about decision making from COB  
Teachers need time to plan and assess. Also, teachers need more support and training on new initiatives like grading, CRT, advisory. There is not enough time.

I am leaving my position at the end of the school year in search of a less stressful job. The denial of collective bargaining was a blow to morale. I may begin work in City schools in August since their school board approved bargaining. It's about feeling heard and valued.

There's just too much on our plate, between PLC, DPLC, equity audits, learning objectives, common curriculum, having to work a second job. I'm drowning. I need more time. I was really hopeful that going to a 7+1 schedule would help next year, not now that isn't going to happen either. I feel like we have absolutely no say in our working conditions and there is no light at the end of the tunnel.

Too many tasks given to teachers..and more still, as the year progresses. It is more than one job. Very little focus on teaching skills and classroom management. Also, I was told that staff who have taken "Leave of Absence" cannot be replaced. why? What about long-term subs? We have two such unfilled openings in our department, and the rest of us have to take up their responsibilities.

My stress level is so high my FitBit registers a normal teaching day as over 270 minutes of cardio work (heart rate of 110 or more).

Giving teachers time when students aren't in the building to do our grading and lesson planning would help. Also, having admin check for milestones (my 25th year of teaching was ignored last spring and really killed my morale).

I'm totally exhausted and frustrated. We continue to have constant staffing shortages due to illnesses with no subs available. This happened constantly last year. I hoped it would be better this year, but there is no improvement. With staffing shortages we are in a constant state of trying to make it through each day safely with some learning. It is impossible to support students' growth the way I want to when we do not have the necessary staff. I rarely have any planning time or lunch breaks.

I am also frustrated by requests for us to join committees related to employee morale on a volunteer basis. This is incredibly tone-deaf given that the majority of their staff have voted to unionize. I have no trust that they would listen to any committee. My experience in the last few years has been that employee participation in these committees is used to emphasize that employees are part of the process, even though actual employees' opinions are ignored. If they would like to listen to employees, then they should accept our vote to unionize.

I am continually frustrated by the amount of extra work admin is piling on in my building. This ranges from constant data conversations, PLCs basically being given orders instead of being allowed to truly collaborate, and micromanaging of my space (objectives and standards on the board, for instance).

Our admin is overworked as well as our office staff. Going down in admin and OA hours has put a strain on how well we can operate at that level, even though everyone is trying their best (and doing well with what they have). Though individual school morale is better than it has been in years, it's tough to watch our people become so exhausted so quickly and that feeds down into the rest of the staff.

Having the holiday on a Monday with the days off around it was a poor oversight on the calendar committee and with end of Q1, report cards and conferences it's exhausting.

There seem to be a lot of top down decisions being made and it makes it feel like the teachers and staff in the classrooms and buildings don't have a lot of autonomy.

It's hard to be positive and have a high morale when AHS and Greer are sunk in rumors and there haven't been any statements from ACPS or the board about incidents happening on grounds with students and staff.

Getting an email about payroll mistakes AGAIN, affecting my November paycheck is extremely disheartening. The fact that the county cannot, after almost a year, get payroll correct leaves me with little confidence in the HR ability. After a year where downtown routinely brushed off concerns and patronized employees who were struggling with their paychecks, this is deflating. Being told I owe money, regardless of how much, because of an error they made, especially at the beginning of the holiday season is morale busting.

We need fewer meetings and smaller class sizes. We are being asked to do more than we are able to do or do well and we all suffer as a result.

No mandatory grading policy. I had much better results before the grading policy went into effect.

More demands on existing staff from downtown and not listening to school staff input. County level mistakes on law and lack of county support financially and for staff and students in highest need schools.

I wish the stipend process was more transparent. I am doing a job (in fact 2 jobs) that I don't know the pay for and won't actually be paid for the jobs for close to 6 months after starting the jobs.

I wish the board would look at grading and the fact that yearlong courses are only given 1 cumulative grade. There are no fresh starts for kids who struggled in the first quarter and some students have already figured out that if they continue to work at a moderate level in second quarter that they don't have to do any work in third or fourth quarter and can still get a c or even a b for the year.

My lower class size (18) has contributed highly to my favorable morale score, but that is by population fluctuation not by county planning. Nonetheless it has allowed me to meet my students' needs much better than my typical 22-24 students. Built-in teacher workdays (with no scheduled meetings) to work on report cards and conferences has been great. I liked the format of making connections with different lengths of options. I do not like the messaging that they are trying to teacher-proof the profession and leave little room for professional judgment and autonomy, which can be demoralizing for veteran teachers. It can be difficult to get clarity from central office/lead coaches on many things, which can be frustrating.

It is incredibly disheartening to be completely ignored by division leadership. We are asked for feedback, but our feedback is almost always ignored because division leaders have their own agenda to push. When staff has real concerns about division decisions, they are told to talk to their principal. The principals are in a tough position where they are expected to fall in line but aren't actually given the power to take the concerns of their staff to leadership and be heard. I don't feel like my ideas or concerns have ever been respected by anyone currently in a division leadership position. I love my administrative team and my colleagues, but we are doing good work in spite of ACPS decision-making, not because of.

Exhausted. Too much is on my plate. Not enough time to get it done. It's a vicious cycle and I'm not sure how much longer I can do it.

Full time positions are needed for the arts in our county. Many of us are part time with no VRS benefits but are still working full time because we are committed to serving our students. Very frustrating to say the least!

Making Meaning , Being a Writer, Investigations are all scripted programs. Also responsive classroom is a partial format. I'm at a loss as to how to add my craft and individual teaching style. This is very robotic and is slowly sucking the joy of teaching.

need leadership, structure and communication

More mental health professionals in school, more protected planning time

We are understaffed with violent children. My request to admin regarding providing breaks for TAs who receive none remains unanswered.

I am struggling with the constant state of crisis at my school, which our administrators do not seem equipped (or willing?) to deal with. I do not feel that my admin respects or values my time and my work. Any training they could be given in effective leadership, empathy, forging positive relationships with staff, etc. would be great.

I would like to see our division having individual climate surveys for staff at each school, presented in a way that makes people feel safe to respond honestly. The results should be shared with admin, with the staff, and with the superintendent.

Support/encouragement, thanks for all we are busting our butts to do for them

I continue to need them to stop adding more and more duties to our plate. Additionally, the pay raise that we received disappeared into taxes and benefits and didn't end up even being a cost of living increase. We keep being asked to do more and more with less. **We're losing employees and no one is signing up to replace them. Something much more drastic needs to be done. And the answer is NOT more professional development!**

So many extra requirements and not enough planning time to get everything done. Also frustrated with having to share one copier with half the school.

School level administration continues to be supportive but district level admin continues to be out of touch. DPLCs need to be changed to give teachers more voice in their direction. There seems to be a focus on appreciation geared towards how much teachers give of themselves everyday. This is just revoicing the unreasonable and disrespectful expectations put on teachers that has lowered morale in the first place. Appreciation in terms of actions that show respect for teacher professionalism and time would be more meaningful. For example, no more "volunteer" teacher feedback meetings that are not paid and happen at dinner time. During school hours or with a stipend.

**student behavior needs to improve.**

Changing levels from high to middle, with new rules in place has improved morale. Regardless of placement, there continues to be staffing issues, unprotected planning time, and overwhelming class sizes that has made me question my capabilities as a veteran teacher. I've sacrificed my personal time for my job which has negatively impacted my family. I'm a 2x master degree professional being underpaid for the level of expectation asked of me. We need more mental health professionals, reading specialists, collective bargaining, transparency on upcoming and continued changes, and more competitive pay across all positions in the county!

Special education and ESOL teachers support students with the highest needs, yet they are disproportionately represented in vacancies, leaving the existing teachers more susceptible to burn out. We have a bloated leadership structure, and it is unethical to continue to invest in division positions when classrooms sit empty.

Far less teacher work time compared to last year, salary changes don't feel even with cost of living increases, smaller class sizes, as this is supposed to be something our school district is committed to.

More support for struggling students

I'm expected to do the jobs of 5 people with the time and salary of 1.

I have a high school core content class with 27 students - 7 of whom are ESOL and 8 of whom are SPED. It is an impossible disaster. I have another class with 7 SPED students that is supposed to be collab, but I have no co-teacher. I can't even have a TA. I can't believe someone had the audacity to say class size was down by a whopping .5 of a student. Wow! What a reduction! If that's an average, obviously certain classes are still overflowing. We aren't listened to - half the AEA questions are dodged and the other half are deflected. I have just accepted a new position making 2/3 of my current salary because I would rather make less money than be miserable, disrespected, and expected to ignore my own family to do the work of 3 people.

7 +1 schedule for the next year, but it looks like it is not going to happen. Feel overwhelmed with work/responsibilities and not enough time to build deep relationships with my students/families. There is not time to seat down with all of my 152 students and have an individual conversation. Still can't remember some of their full names and believe me I try EVERY SINGLE DAY!

Finally, the 40 minute intervention period that we have every day does not work well for core subjects. I have many students who need help and it is not possible for me to utilize the 40 minutes effectively. And if an absent student needs to make up a test, I have to break it into two 40 minute periods to make sure that it is fair to the absent student. It complicates my tutoring time for other students.

How am I doing? I'm overloaded, large and growing classes, 15 ESOL students in one class (5 are considered newcomers) with no support. Behaviors are escalating. PLC is a joke, it's hard to comply

to something that isn't being done correctly; Unproductive and our school appointed PLC leads, so my lead, who has less experience than me and since it is only her and I, is quite the boss. So, I endure the hour of listening to her tell me what I need to do and then leave and do what I know is right for my kids. Also, PLC's should be made up of more than two to be effective. Administration keeps dropping more ridiculous stuff on us, seems to be happening monthly. New one is making sure our learning target/sol is visible on the board. This was such a trend 10 years ago and so much data showed there was no impact to growth whether the target was displayed or not. So, again I feel I have to do what is right and that puts me in the dog house because I'm not complying. Also, we have several teacher that don't have an advisory, yet they send out all these nit picky emails because they have all this time. Advisory: another thing that is a joke. They took away any SEL component, it is all about academic advisory, yet I'm never able to get the kids I need because they have been snatched for other remediation. Impossible to get any tests/quizzes made up. We were off to a great start to this school year. Now, there are more fights, incomplete work, kids shutting down, and teachers just being more and more dumped on with ridiculous expectations.

I feel like elementary students have very little discipline or self-control, and yet we are supposed to always stay unruffled, do more and more without anything being taken away, and it's our fault if things don't work.

I would like to see follow through on conversations regarding discrimination against the LGBTQ community and training that was promised by Side by Side. I would like to see more oversight and accountability for school administrators.

I'm doing fine, way better than the last 2 years. But I see other teachers who are struggling to keep up their morale.

Behavior and lack of support/structure/consequences/ANY expectations for students is causing massive frustrations in our building. Teachers say they are struggling to cover the material because so much of the job is now managing behaviors from children who are stopping others from learning. Because homework is not graded, almost no students ever do it. Support calls to the office sometimes go unanswered, and sometimes no one comes. During every single block of the day, students are in the hallways wandering and disrupting the learning of other students. We attempted to have a "reset" of hallways expectations at the beginning of 2nd quarter, and an insistence on hall passes- that did nothing. The bathrooms get trashed every single day. Many new teachers in the building are unhappy and have expressed that they will likely not stay in our school next year. We still

do not have enough subs and the late bus situation is feeling more and more unfair to those children. Our ESOL and SPED teachers are reaching the end of their rope because we are short staffed. Essentially- name anything, and it is likely not going well in our building.

More decision transparency and discussion for major initiatives like clusters. Official announcement of 7+1

At my school, we have 2 PLCs a week during "planning" time and a Thursday afternoon meeting every single week. Most of these meetings are UNNECESSARY. We are also expected (with no pay) to "mentor" new to grade level teachers. My team of 8 has 4 new teachers, so we are all expected to do this. This requires at least one (sometimes more) additional meeting each week. I am tired of meetings.

In addition, I have a child in my class who apparently had an IEP from the city. We didn't know he had an IEP until October 21. It is currently Nov 29 and although I ask our admin regularly, NOTHING is moving forward to get this ESOL child with a TBI the help he is entitled to receive. I am also frustrated by the fact that I have a little girl with an explosive temper who was diagnosed with autism by an outside psychologist, who also receives NO HELP because our school psychologist says that she isn't sure that the outside psychologist's report warrants the help.

I requested that my TA be allowed to work an extra 50 min each day to help me support these children, and this was allowed for several weeks. Now I am told there is no funding for this extra help, but no other help is forthcoming. What remains frustrating about this is that other kindergarten TAs are working that extra hour. My class is just as needy.

I am also frustrated by the fact that we have many students who did not meet the PALS benchmark score for fall. Unfortunately, in our building, we are unable to provide all of those students with extra help because we don't have enough people. We were told to figure out a way to provide them with extra Tier 2 and 3 support. I designed a plan that I was able to implement for 3 weeks while I had my TA for those extra 50 minutes. It was working. I showed the data, but without the support I cannot do it. My admin suggested that I use recess like another teacher (who has her TA all day) does. I explained that TAs are required to have a 30 min break each day, and mine has hers (as admin said to do) during our two 15 min recesses.

As to what would improve my morale: 1. Meet only when necessary and no more than one Thursday afternoon a month. 2. Allow my TA to work an additional 50 minutes each morning to help my SPED kiddos who are not receiving help and allow me to provide the necessary Tier 2 and 3 instruction to the students not meeting benchmarks. 3. Pay teachers for mentoring others.



Once again, I feel that admin and COB has no clue what teachers need or how difficult it is to take on so many extra demands. Admin. must STOP adding more to teachers' plates and expecting miracles with unmotivated students and absentee parents.

I am completely overwhelmed by the amount of work that I have to do. While my administration seems to care about my well being, I am repeatedly asked to do various data tasks that I do not see as beneficial to my teaching. Furthermore, the central office consistently shows it does not care about me. If I wasn't so far into my career and didn't need the insurance, I'd quit.

Feeling overwhelmed by the amount of paperwork and data admin want me to collect. Feel like so man of my kids have needs that aren't being met & they are struggling with school.

Increase planning time - students are not performing where they were pre-pandemic which requires extended time to plan, edit, and ensure students learn "where they are at" instead of the general curriculum that applies to pre-pandemic. Also with increased use of technology (emails primarily) - it seems families and students expect quick results from their communication with teachers resulting in either unsatisfied families or teachers spending a lot of planning / at home time to address the concerns of individuals.

This is part 2 of my answer.

Another reason my morale is low is because I cannot get materials that I need and want for my students. Our admin will not let us submit Donors Choose projects because it apparently "makes it look like the county cannot provide for the students." When I pointed out that some other county school teachers ARE submitting Donors Choose projects, I was told, "We are rule followers here. I cannot control what other buildings do." Meanwhile, I am faced with either doing without or purchasing materials myself, neither of which makes me very happy. (As an example, I was told I could not use school funds to buy multicultural crayons because they aren't "a basic" supply. And I can't use Donors Choose to fund it. ) It makes me think that the county is more concerned without it looks in public than getting children what would make their learning more meaningful.

I am also very aggravated about a situation that came up this week. We asked for, and had approved for funding, a fun STEAM project for our kindergarten students. We were going to design our own gingerbread man/girl/cowboy etc and decorate it. We do a literature unit around various gingerbread themed books. Last year, due to Covid protocols, we purchased beautiful cookies from Chandler's Bakery to decorate. They were perfectly sized and just the right thickness for small hands to negotiate. We were approved to do the project again. For whatever reason, the office point of contact did not order the cookies by the deadline, even with repeated reminders. Our discount is lost and

now "there is no money to fund this project." They said Chandler's is charging too much. We called Wegmans and their price was almost exactly the same. We looked into premade cookies of the size we wanted and again, it is about the same. We do not take expensive field trips nor are we frivolous. Why can't we have the materials we need to do our jobs?

So, right now my morale is low. I already told my families the school was funding this fun project. Now what? I get to either fund it myself OR tell them sorry, we aren't doing it after all? This is shameful. Our overall school goal is Problem Solving and we are encouraged to do STEAM projects. Why can't our school problem solve this??? If we aren't willing to fund materials for students, then tell us up front and LET US USE CROWDFUNDING AND DONORS CHOOSE to get our supplies.

I will fill this out again if a part 3 comes to mind!

Right now I am considering leaving the teaching profession. The support is not there for teachers when it comes to academics and behaviors. The micromanaging has also become unbearable.

More personal, money.

Less meetings, more time to actually plan our lessons, provide meaningful feedback etc. Consistent consequences and accountability. More compensation for those whose content areas require extra prep time.

I think in elementary schools there is a huge inequality between specialists/interventionists and classroom teachers. I have one hour of planning a day. This year we have 25 minutes for lunch. I have to check my box, use the bathroom, and eat. I think as a professional I deserve at least 30 minutes to eat my lunch. Specialists and interventionists have more planning time than classroom teachers and they often have 1-1.5 hours for lunch. Classroom teachers do all the work. It's really not fair and it's causing a lot of burn out. There are some days I get to use the bathroom one time and most days I feel like I can't even breathe. Classroom teachers need relief.

There should be a surprise sub day where each teacher gets a personal day off as a way to show appreciation.

Extremely low/nonexistent communication and support from administrators. It shows up in the communication between classroom and specialty areas, and adds/creates another layer of division between the classroom and specialist teachers in our building.

Specialty area teachers are being asked to fulfill obligations in the name of equity with classroom teachers- (example: being asked to sit in the library for teacher conferences so other teachers can "see" us instead of being allowed to be in our teaching spaces getting work completed).  
Not receiving adequate planning time (equal time with that of classroom teachers) due to not having full time specialist teachers.

**Lack of strong discipline. Calling for support and nobody responding. Having kids immediately return to your space without any repercussions for behavior.**

Expectations as a specialist of being able to come "full circle" in talking with kids who have had issues in our class without the support or assistance in class coverage to do so.

Seemingly no appreciation for work of the specialist teachers. Concerts are treated as an inconvenience, we are always expected to teach students AND set up/tear down anytime something is held in our spaces, and we are generally looked at as the PLC providers and not much else. It makes for a not happy place to be. :((

I feel overwhelmed with all the initiatives of the Admin. I'm at the point where I dislike going to faculty meetings, PD days and department meetings where we learn about something else we get to do, such as equity audits and IDMs. When do we teach? Stop throwing ice cream at us and telling us that you love us and care for us, yet at the same time asking us to do more and more. I am exhausted.

Love my classes and ALL of my students. Really enjoy working with some of my Administration. Staff at my school is so friendly! 😊 So far it's been a fun and crazy experience with ups and downs but overall really good.

But since you asked, here are some things I do not love that kill my positive vibe:

- ~An insane schedule
- ~ running between multiple classrooms far apart constantly
- ~no common planning and our PLC is mostly about data and surveys
- ~a shared classroom space that is too small for overcapacity classes located next door to an SOL testing coordinator
- ~a general lack of email response from our Dept AP
- ~CLC drama
- ~need more Student Support workers
- ~the grading policy
- the traffic situation getting in and out of the school

I would like to see better Leadership in Transportation.

Inside my classroom the morale is high and I coach so that definitely gives me a boost in morale - but once I step out of my classroom the morale is quite low - teachers do not feel supported at all - we are told to do things and when we ask for guidance we don't get any help and the admin is essentially ghosting most of the faculty and the only time we hear from admin is when a parent or student complains about something - it is exhausting

I feel like my plate is too full and there is no time to do it. I am a classroom teacher, but due to lack of staffing I am also having to do intervention and all that entails (planning, data tracking, etc).

Administration talks down to us constantly and puts extra work on our plates.

No more NEW TASKS for teachers!

Steps, policies, practices that restore responsibility for learning, working in a timely way, and showing up to school and class on students

It feels like we are slipping back into a pattern of problem student behavior of last year. Classes are struggling with instruction interruptions from students with no interest in learning and no qualms about stopping the learning process for others. Administration seems ineffective at addressing. Fights are becoming more frequent. Things seem to be in a downward spiral.

Deadlines after which students can no longer turn in assignments; broader scope for what work students can earn a grade; no virtual days for inclement weather time missed; quarterly DPLC meetings- NOT monthly

I enjoy working with my students. I am exhausted from all the continually new initiatives and additional work piled on my school/county administration. Reducing this would help my morale immensely.

Very little communication from administrators of what being done to resolve shortage bus driver problem. Hear more information on local news or word of mouth than communication to employees directly from administrators.

I am really struggling mentally and physically at work. I truly believe the stress from teaching is making me physically sick. I see very little admin support. I am cursed at daily by students. 2 weeks ago I was physically assaulted by a student (ISS was the only consequence). Last week while a sub was present, over \$200 of personal school materials were stolen out of my closet (admin has yet to address it). As a result, I came to work sick the next day to address the issue with my students. The next day, I was hospitalized for strep throat that was causing kidney failure. Faculty are quitting half

way through the year. Teacher attendance is awful. Sub coverage is very limited. We are stressed to the MAX with little support. I indicated "not returning" on my intent form as I can not continue to work in that environment.

Support from the division - school level support is there and it feels like the division should be supporting school leadership more so they can do more for school level positions

We are up against getting censured by the state for low standardized test scores in multiple subjects. The response from ACPS is to increase the amount of SEL lessons and take more and more time away from teaching content in order to learn about students' cultures.

More testing and more being added to our plates monthly. Not sustainable.

I am constantly asked to give feedback. But it seems that my feedback is ignored. Then why waste my time and give me a false hope? Just tell me what you want me to do. It would be more honest. Teachers, administrators, and staff are overworked. Why does nobody care about continuity and sustainability? How is it good for our students that their teachers and administrators are leaving every year in big numbers? It makes me sad and hopeless.

Would like more regular communication from admin, more regular meetings (we haven't had a team or instructional lead meeting in months, and then a joint one just recently). Would like our admin to be working more as a team. I feel like our AP does all of the work.

Feeling overworked many meetings scheduled after contract hours.

Learning walk data was extremely negative with no feedback.

Administration seems to view the specialist team (art, music, PE, library) at my school just as a placeholder for the classroom PLC. Serving 500+ students every week is not easy. The FTE formula given by the district for full time specialists in elementary school is much lower than the actual number of FTE teachers needed for the master schedule created by admin. Shouldn't all specialist teachers get equal daily planning as classroom teachers? However, because there aren't enough specialist teachers to fit the master schedule demands, planning and lunch are inadequate for specialist teachers. More full time specialists (art, music, PE, library) would help the low morale.

Our principal should stop leading meetings telling us how we feel and acting as though ice cream on Wednesdays solves every issue.

I have accepted a position outside of teaching because I cannot live like this anymore. That has boosted my morale.

It is an impossible task to teach this year. Language arts is unlevelled, and we don't have enough SPED generalists to help with differentiation. LA meets every other day which is ridiculous. By the end of the year, the students will have taken approximately 14 assessments outside of normal classroom quizzes and tests. There is only one day of the week that I actually get my whole planning block to plan and grade rather than sitting in an IEP meeting or a team meeting or a PLC meeting or an instructional coach meeting or any other meetings that might come about. Let students have core classes every day. Go back to leveled classes. Give teachers time to plan and teach. Our data from all of our assessments mean nothing if I never have time to teach the material being assessed.

Student behaviors are outrageous and aren't being addressed effectively. Students who are having behavior difficulties aren't being suspended (I agree a very good thing), but they are being taken out of class and missing instruction to sit and talk with the safety coach, the SEL expert, or the principal. Behaviors don't change and they are missing as much instruction as they would if they had been suspended.

If things don't change, I'll be getting my CDL license this summer and hitting the road for better pay.

I throw up most days before school due to stress. I have been a full-time educator for ten years, and I have never had this physical reaction to stress and exhaustion until my time with ACPS. I regularly do not leave work until between 7 or 8, and my time with my own children and spouse is regularly compromised. During the last week of the semester and the first week of second semester this year and last year, I worked between 70 and 80 hours. I consistently work 50-60 hours a week. 20% of my planning is taken up by PLC meetings where we compile data and, while that is important, it would be more valuable to be sharing strategies and resources. Here is some data that supports the county's struggle to retain teachers:

- With 1/5 of my planning taken by PLC meetings once a week, that leaves ~2.6 minutes available to spend per student. This is not enough to manage the grading and planning and accommodations for IEPs and ELLs, or examine their individual progress and plan accordingly, or answer emails, or send emails or TalkingPoints to parents.
- Once a month, 2/5 of my planning is gone with added department meetings, leaving 2 minutes available to spend per student. Grading paragraphs or essays requires 5-10 minutes per student, and that does not even account for the planning required to adequately prep for students, especially when I'm being asked to write content objectives, language objectives, and state standards for each class I teach.
- Just working 2 hours extra each day, for a total of 50 hours a week, for the 10 months of school, is the equivalent of having worked a full-time job of 40 hours a week through the 8 weeks we get for summer. I - and many others in my department - routinely work over 60 hours a week. This is unpaid labor spent on grading and planning and emailing done after or before hours or at home. Most teachers I have spoken with in my department work between 10 and 20 hours additional every week on prepping and grading, yet

we are not asked to log this or offered compensation, and new asks are handed down every staff meeting. Something has to give.

Ultimately, the asks are greater than we are equipped to handle, without sacrificing personal and family time, and I don't see how teaching in the county is sustainable long-term with these current asks.

Actual breaks given. Some of the TAs/teachers I work with can't take their breaks because we don't have enough coverage. This is the second year of this happening since I've started working.

Too many 'canned' programs that don't address the needs of all students. Teachers should be trusted.

If administration would enforce rules and give actual consequences instead of warning after warning (which teaches students that nothing will happen to them), then morale would improve.

More staffing, better pay, kinder admin would all help working conditions

Take away duties that aren't directly related to student instruction.

There is too much on teacher's plates. Administration and the county office say they appreciate us and then keep asking us to do more and more. It is not sustainable, we are all burnt out.

The Team I work on is very hard working. We go above and beyond what is asked in most ways. But we are without classrooms, shuffled around the buildings. Our students were displaced from their home countries and we are further displacing them by shuffling the Teachers around the building. There is no place to put up helpful charts on the walls or have classroom supplies needed for effective Teaching because we carry them in our bags from place to place. When we try to make suggestions for improvement based on best Practices of places we were trained we are treated as though we don't know what we are doing or talking about.

If we try to request teaching sheltered classes based on our content endorsements we are given arbitrary rules that do not reflect state laws or best practices because a person in power likes the idea not because it is best for our students. We talk about equity but when we try to put a plan in place for being more equitable more obstacles are placed in our way. It's hard to feel good about being a Teacher or Specifically to this population this school year. I also know that I am not alone in feeling this way. I worry that many Teachers will leave the school but even stop Teaching this year.

Today, I know that we have 69 days of school left and it feels like I have a 69 day marathon ahead of me. In my 2 decades of teaching, I cried for the second time this year from the overwhelming emotion of it all. I stepped away from classroom teaching to another position for half a decade but my 'teaching habit' called me back. While many factors remain the same since I switched channels, it feels even more frenetic upon returning. I'm considering applying to positions at UVA, like 5 colleagues I know who are much more contented with their workloads now, to keep my pension but have a comparison base. I stay hopeful but something's got to give. Please tune in and respect teachers as trusted conduits to communicate shifts that need to happen. Less is truly more and if you show us trust, I know we'll come through with student-centered next-steps.

Admin does not take our input seriously & rejects information that does not fit their predetermined narrative.

No lunch duties at hs - these are stressful and take away from the little unencumbered time we have during the school day

Feel the communications and support from upper management is unavailable and lacking.

Lack of snow days this winter. It would be nice to be rewarded with days taken off end of year.

Reduction of duties, particularly DPLC, recognition of our hard work, and an actual increase in our salary that consider the cost of living increase and our time/experience teaching

If I'm asked to answer one more survey, I will LOSE IT. If you want to hear my opinions, empower and work with my union through collective bargaining. I won't waste my already overcrowded and ridiculously overworked day to generate more data that you will ignore. Where is the study/data on why you are purposely limiting our middle school students' time in math and language arts when they still haven't recovered from the onset of an ongoing pandemic?

Administration needs to have a clear strategy, goal, and plan that they're confident in sharing with the school personnel so staff are aware of what's being done to combat a significant surge in anti-social behavior and threatening behaviors. Administration needs to take more ownership in managing this rather than redirecting the blame.

Continued disappointment in the direction our county and school are taking- more canned programs and top down decisions that don't put student needs first. Data isn't used to inform decisions, and there is No PD and no perceived way to impact changes- it's very disheartening.

The administration (and downtown) care more about making sure kids feel happy and successful than about actually trying to help them be successful. We still have groups of students wandering the halls during classes with few consequences for skipping classes. There are still a large number of students who have gotten the idea from elementary teachers, other 6th grade teachers, and our administration that they don't have to pass science and history classes. With this message in mind, why would they try to do things that are difficult for them? I have students who say they plan to be doctors and lawyers who are failing multiple classes - including math classes.

I have been forced to be part of the "Standards Based Grading" intro. I think SBG could be a good thing, but not the way ACPS is doing it. They are not including a "grade" for "exceeds expectations". We are going to be telling students that C work is all that they should be striving for. If a student does a better job than is adequate, we are planning to have absolutely no way to reward their effort or even to communicate that they made the effort and they were more successful than the average student. This is all part of the "race to the middle" that Jay Thomas and Dr. Haas have been advocating for. Jay is a firm believer that "mediocre is good enough for everyone".

I love teaching, but being at ACPS this year has made me hate being a teacher. All the joy has been sucked out of teaching and it seems that admin does not care at all. It's hard working in a school that I wouldn't want my own kids attending. And we're constantly being gaslit as if this is all in our heads and everything is actually great.



Kids are burned out. They are overwhelmed and they don't have enough time just to be kids at school. The schedule limits the amount of "fun" learning activities that can be achieved as instructional time has been cut in half. No one of power seems to care that it's not developmentally appropriate.

Too much of everything and too little pay.

More voice in policy. Many central office decisions hurt student learning. Teachers see it, but downtown won't listen

I'm exhausted. I wish we had more TWD and more interventionists and support to help with workload.