

# Working Conditions- “Pressure on the Job”

179 Responses  
October 19, 2016

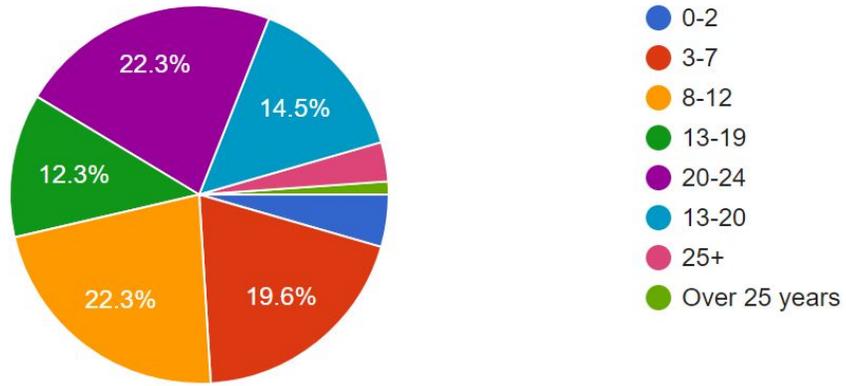
**Workplace Stressors:** The following survey "Pressure on the Job" is from the American Institute of Preventive Medicine work stressors. Take the complete survey for your own use at

\*<http://www.healthylife.com/online/stress/stateofmichigan/work-stessor-questionnaire.html>

\* The NCETA Working Conditions survey was adapted from the American Institute of Preventive Medicine work stressors survey.

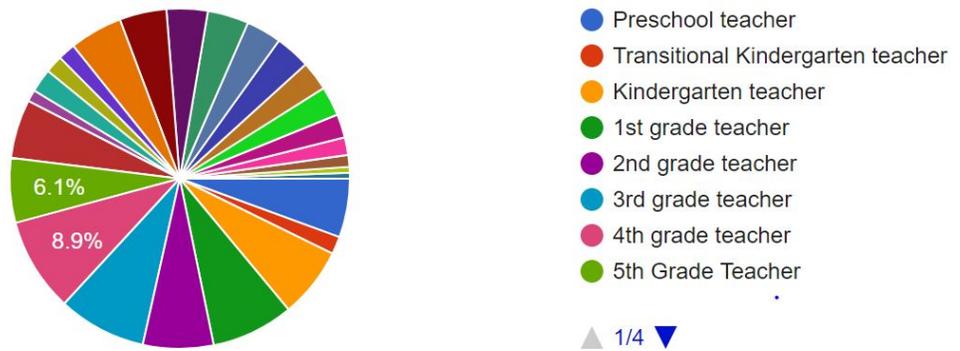
# How many years have you taught or provided student support as a certificated employee?

179 responses



# Your current NSD position:

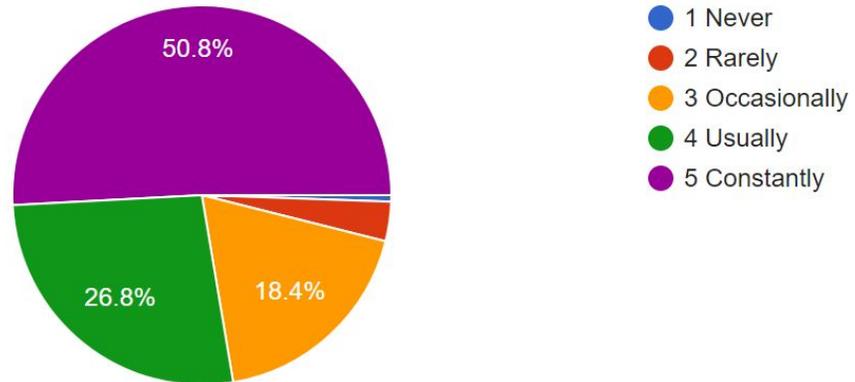
179 responses



\*Not all positions noted. This is 1 of 4

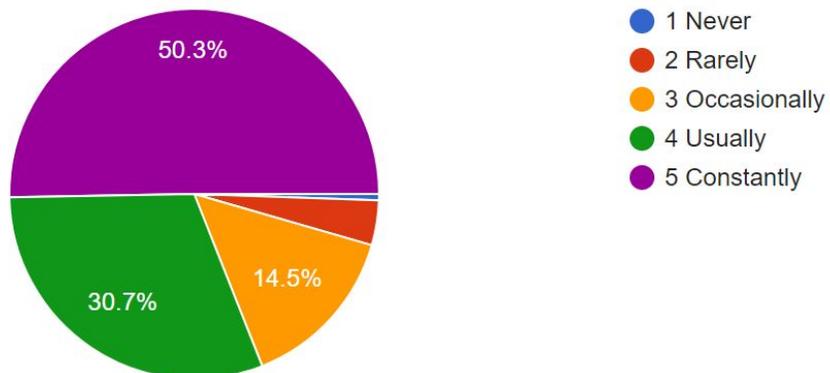
## Overloaded at work, and/or unable to complete tasks during an average day.

179 responses



## Rushed to complete work or short on time

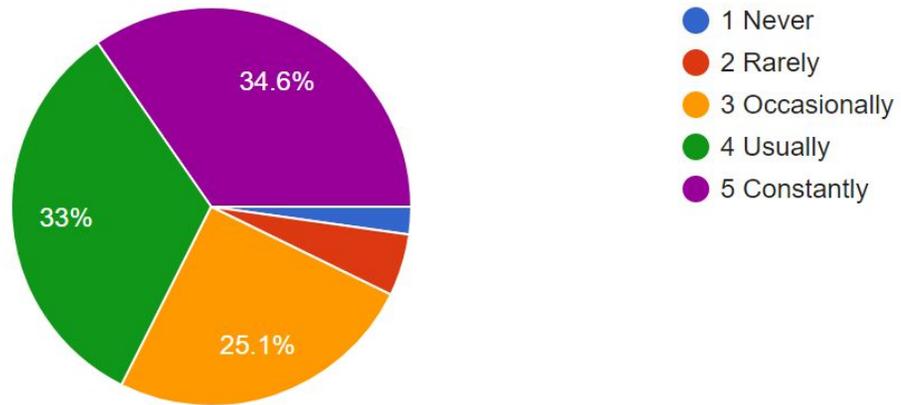
179 responses



90 people answered #5 constantly & 55 #4 Usually (145/179 responses)

# Job requirements are taking their toll on your private life

179 responses



## Survey Comments:

1. I believe we need to be treated as professionals when it comes time to deciding on what we need to collaborate on during our collaboration Th and during data team time. Also, I am not a curriculum designer. I am a curriculum tweaker. I would like to be given materials to work with. I do not have the time to create a curriculum and resources. I don't believe leadership truly understands what they are asking us to do. I would appreciate having more input on decisions made for our classrooms. We are asked to do more and more but given less and less time to do it.
2. As a new teacher, it is SO overwhelming to create ALL material. I am super stressed and don't feel like I am doing my job well. We don't have set curriculum for ELA or math and that is beyond overwhelming.
3. I'm a combo teacher and these units of study are overwhelming to do. I am having to modify the ELEs to work for my class combo and this is taking extra time that I don't have.
4. I feel that every year, there is something new to incorporate, more requirements to meet and it just keeps piling up to the point that I feel like I have to make decisions on what to drop because it is simply impossible for me to fulfill them all. This makes me feel overwhelmed, unsuccessful and like I'm a terrible teacher. I care deeply for my students, I love teaching, but lately I am having a hard time finding a balance. I want to go back to enjoying my job and feeling like I am truly making a difference.
5. Most students are below grade level so everything that looks good on paper falls apart in the real world.
6. We just started RCD math last year, and now we are being given RCD ELA to implement this year without time to get a good grasp on math RCD. I think it is all being given too quickly without time to master one RCD. I also have the benefit of teaching 4th, 5th, and 6th grade, so

I've seen all 3 RCD grade levels. 5th and 6th grade are very thorough, detailed, structured, and organized with respect to the instructional sequence. 4th grade is bare bones. It gives no instructional sequence, just Go Math chapters. Often times, I am figuring out what is necessary and what can be removed. There is no consistency between grade levels, and it's the students that will suffer from this. This inconsistency makes it difficult to teach effectively and provide students the content they need to be ready for the upcoming grades.

Also, in data teams, we spend so much time completing paperwork that we have no real time to focus on collaborating. We need time to have true collaboration.

7. Not having an adopted ELA/phonics curriculum requires a constant search for resources that takes away from other planning, prep work, and administrative tasks within the classroom. Also, the RCD units, while providing a baseline to assess and track progress across grade level, do not align with the Go Math or other school-adopted resources. Extra time is spent on finding resources to supplement the gaps in instruction that will be tested on the post-assessment for each unit.
8. The RCD units are not quality curriculum, too time consuming, and many of the activities are inappropriate for first graders.
9. I'm burnt out! I love my job, but the expectations are insane. It's impossible to follow through "exactly" with Math and ELA RCD units. Love the idea of data teams, but there's no time to collaborate. When are we supposed to score/ scan tests?
10. As a relatively new teacher with no family yet, I often wonder if I can continue my career in teaching with a family in the future. One or the other, I feel, would have to give at some point to maintain healthy physically and mentally.
11. In the last 3 years, since implementing data teams and RCD, my work day has increased at least 30 minutes PER YEAR. I rarely leave work before 6:30 pm because there is too much to do. Most of the extra time is spent on scoring assessments that give minimal useful information for the time they require. Sadly, with all these assessments in kindergarten, I spend LESS TIME and FOCUS on foundational reading skills and vocabulary (instruction and FORMATIVE assessment) which should be the meat of kindergarten. Too much testing results in LESS instruction.  
The data team form is tedious and the statement of "just copy and paste" into the different sections, takes all meaning out of process. If there is that much overlap, what is the point? Shouldn't we devote MORE time to improving and targeting instruction and exploring instructional strategies than we do on data collection?  
Last question: When we as a district are way behind with respect to ELA and materials, WHY are all of our district days this year devoted to SELD and MORE data collection?  
I have more data than ever in my lifetime. Sadly, I know less about my students and, quite frankly, meet LESS of their needs than I did when I focused on authentic formative assessment in real time and foundational skills progress monitoring of struggling students.
12. Working in our district feels completely overwhelming to me, and I am honestly thinking about applying to other districts next year. I feel like people at the district office do not have a realistic understanding of all the things they are asking us to do. I would like to give an upper

grade's class set of RCD math tests and a class set of RCD ELA tests to the principals and PJ to grade, including filling out the scantrons and scanning them into OARS, and have them tell us how long it takes them to do this. I don't feel like implementing so many new things simultaneously is benefitting or supporting our students. As a result of all that we are being asked to do, I feel that I am not doing the best job that I can because I am worn out and tired.

13. The language arts RCD units are taking a lot of time to plan. I spend at least two hours a day, above and beyond my regular prep time, to find useful materials, create worksheets, and prep materials. In addition to that, grading the pre-test takes forever. I think it is unfair to ask teachers to spend 4+ hours grading a test when we should be planning for a unit that comes with very little in terms of ready made materials. I am exhausted and we are not even half way through the year.

14. Yes, I would appreciate it if the district reinstated the daily custodial services to our classrooms. Our rooms used to get vacuumed everyday until the budget cuts a few years ago. Now that we are no longer in financial straits, why are we still on a 2-3x a week cleaning schedule when it should be daily?

15. Data Teams: I really appreciate the time given to us to meet with our team but it is so rigid and repetitive. I would like a little flexibility.

RCD: I would like to be given more materials. It is taking me forever to find good materials for each ELA unit.

I would like more trainings for technology and NOT ELD.

16. I have taught 19 years and I have never felt so restricted in what I can teach and so also I am working at more frustration now than when I first started teaching. These RCD unit meetings are taking way longer than an hour, so there isn't planning time. Also, I feel no flexibility. It seems so rigid to follow this RCD pacing guide, that I don't have time to slow down when my class needs me to. Principals are asking for us to turn ELE activities when we aren't ready to give them, so the kids are getting things thrown at them. Also, I am NOT a curriculum developer, and the way these RCD units are designed I am spending HOURS creating my own materials. I have a life outside of work, and I would like to enjoy my family, but I spend countless hours creating curriculum. I feel like my class is spinning out of control as well as my life. Something needs to give, I have thought about leaving the district and either teaching somewhere else or giving up teaching all together. This is not fun what we are doing, and it is draining the joy out of my job and my life. We need to take a step back and analyze these RCD units of study and how they affect teachers and teaching. I think it sounds good in theory, but Sandy Kits and the people at the DO are not having to actually be the ones on the front lines using the material and creating everything. Something needs to give soon.

17. I feel like we are constantly given more on our plates to do, without considering everything we are already doing. If we're expected to do specific tasks and more is added on without something else being removed, of course we are going to feel constantly overloaded. RCD math and ela, SELD, PBIS, LHQ, nextgen science, while all have some positive aspects it is frustrating to have several new things thrown at us at the same time. There use to be a time we would focus on 1 major goal and have some time to digest it. Then we'd add something

new. Now things are coming at us at once - multiple new tasks without time to sit down and figure it out. Also, I am constantly giving more and more assessments, and don't even have time to grade or review, or even give timely feedback to my students. I'm expected to have RCD assessments graded before data teams? We aren't given the time to grade them! We also need more impact teachers. Impacts make a difference providing small group instruction. I appreciated when I was given an impact to work with me in my classroom or even out of my classroom for an hour or even 30 minutes. We have more students with disabilities and don't have the appropriate placement for them. Our students with autism need a special classroom setting designed for their specific needs. Teachers are expected to be on too many committees at their sites! I don't have enough time to work on my own classroom and then am expected to do work on another school wide/ district wide committee? I bring stuff home everyday and can never catch up. I'm emotionally, physically, and spiritually drained. I love teaching, not testing. I can't see myself doing this for the rest of my career. I always thought I'd retire as a teacher and now I'm second guessing the career path I've chosen. - Wow, I didn't realize I had that much to say.

18. Having to absorb extra students due to a lack of substitute teachers is having a negative impact on the quality of instruction.
19. There's not a day that goes by, where I come home to do more work whether it be prepping, researching, or planning. The work load continues and continues. I have been teaching the same grade level for several years, so you would think the work load wouldn't be so much. Even when I'm on "vacation," I have things to do. There's just not enough prep time to get everything done on the "clock." I hate that our Thursdays are planned for us. The majority of Thursday afternoons either belong to the district or are for collaboration in which we are told what to collaborate on.
20. It's hard to find the time to look for resources for the RCD units for math and now ELA. There's not a flow to the curriculum and not enough time to actually plan and implement effectively.
21. I am a sped teacher tk-k and sometimes 1st. The amount of personal time it takes to complete iep's, assessments, etc... that go along with sped is overboard. We all do it on our own time, as well as hold meetings beyond contract hours. It feels like it just continues to increase and there is no way to do it on the clock. Any assistance in problem solving this would be amazing! 🙏
22. Teachers complain to me that they do not know what to do with some students. As the case manager for my students, I feel the obligation to coordinate supports. Coordinating extra supports for my students when needed is very stressful. Students can be on academic RTI for years (3-5) without being assessed for other services (RSP) even if they need them. Other times the students suppose to get RTI academic supports but because of lack of impact teachers, the supports have been inconsistent.  
I get to many preschool referrals. Many of them present more than speech and language needs. I do follow the process but it could take from one to four years until the school psychologist will agree to observe and/or agree to move to a comprehensive evaluation. In general, placing those students in special education full day classrooms could be a challenge

even when required.

At times, for all age students, parents need to get outside the school diagnosis in order for the student to get a comprehensive evaluation in the school. That is very frustrating to parents and to me.

By working with teachers, I support them with strategies and modifications into their classroom for my students as we should. I noticed that for some it is a challenge implement them and they get frustrated. That frustration is transmitted to me because I consult with them constantly. At times, it is required too much from them. Teachers have not being trained to work with the type of students they have been getting into their classrooms specially students with behavioral difficulties.

23. Rare is the day that I can leave school at 3:15. Today it is 6 pm and I am just getting home after spending time preparing Rtl paperwork AND planning for my sub that I will have during My Rtl meeting. Scoring RCD unit tests and entering that data to prepare for data teams will make another long day or night next week. Sunday afternoons are spent doing lesson plans and prep to teach the RCD units... not to mention the time to prep for SELD lessons . Feeling Overworked ? Overwhelmed? Just a bit....
24. Little to no time to plan with team members. Data teams is spent mostly on data. It would be nice to meet every week during the school day and plan like South Bay district does.
25. unclear expectations due to too many supervisors/admins not on the same page
26. Real support with discipline concerns
27. >One of the biggest stress factors, for me, is the substitute situation. Dividing students up and cramming them into an already full classroom is unprofessional, demeaning, and unproductive- for me, the substitute, and the students.

I would suggest that: substitute daily pay be raised, when a substitute has to take on a class and a half, then she/he get paid for a day and a half substitutes be given priority when hiring impact, wheel, and regular teachers create and offer substitute professional growth opportunities geared toward classroom management, emergency lesson design, and clearing credentials.

>Another form of stress is the constant complaining of my colleagues. Education is changing. Common Core and technology has put us in a new era of teaching and we are in the mist of transitioning. Wow! What an exciting time to be teaching. Flexibility and sharing are ways we can support one another. The rigorous curriculum design units in math and ELA give students an opportunity to show what they have learned in a more creative way- rather than through a test. Refresher RESULTS training reminds us how to use assessments to drive our instruction and further assist students in being successful learners. Data team meetings give us the opportunity to discuss how those assessments are going to work for our students. Really what you are all complaining about is being uprooted out of your teaching comfort zone- and that complaining is what is causing your stress.

>Primary grades could use more professional help with struggling students. They miss out on Thursdays and on the days that the wheel teacher comes in, and they miss out when the

reading specialist is at a meeting or doing administrative duties, or when she is sick.

Kindergarten and first grade should have priority impact teacher time and reading specialist time.

>And then there is this issue with negotiations last year. I am talking about the letter that was sent to parents by the administrators at the DO and the board members. Admittedly- it was upsetting to say the least- but it's time to move on. Leave that scab alone, stop picking at it, and move on.

>So yeah, I feel stress, but most of it comes from complaining colleagues.

28. We need support and more time to discuss real issues.
29. We are all taxed beyond what's possible. To teach well is a time consuming task, let alone with all the "extras" that are piled on. One big concern is the lack of counseling support for our emotionally needy children. Our site psych/counselor is taxed with too much work already, so it's hard to find time to meet students' needs and complete assessments. Also, not having a correct placement for 1st-3rd grade students with special needs beyond the general education classroom (autistic, emotionally disturbed, etc.), is not acceptable. These students and parents have rights and our district is not meeting them.
30. I believe sites need more flexibility around creating meaningful professional development which meet the specific needs of that site. Too much district mandated PD that nobody is bought into. Teachers need more collaboration time to work with grade level and vertical teams along with the freedom to choose the topics of discussion.
31. Administration is not supportive of our needs
32. As a Special education SDC teacher I have to take time at home to write all my IEP's there is no time in the work day to write an IEP.
33. Work is more stressful now that we have added the ELA RCD units. It would be nice to have a Language Arts program that encompasses all Common Core Standard. Also, when you have autistic children placed in your classroom without the proper training, it adds more stress to the work day and work load.
34. The change to Common Core, and RCD Units has increased the amount of time needed for researching, developing, and preparing teaching materials. Go Math Lessons often need to be replaced, or supplemented in order to support, and reinforce the Math RCD Units. It has been implied that the teachers now "know" the RCD Math Units. In the past the district acknowledged that new curriculum required years to be learned. Other issues have also impacted the amount of time, and stress involved regarding teaching workload requirements.
35. It is impossible to complete all the work and teach all required subjects in a day. Something always has to be cut short or left out.
36. Assessments take up most of my work week. I find each year that I have less and less time to teach, and am expected to assess more and more. I had hope that Common Core was shifting away from this.
37. This school year so far has been a very difficult and stressful school year. There is a lot to do with RCD. I also have a class with a lot of behaviors and it has been difficult to get much accomplished, despite putting in longer hours than ever.

38. As a new teacher, everything is brand new and I'm doing everything for the first time. While that can't be helped, I wish there was more beginning teacher support. I'm always 2-3 steps behind, only catching up after I've asked around about how to do this or that.
39. The RCD UNITS along with no curriculum is a huge stress. We have no pacing guides or scope and sequence, so teachers are having to come up with it on their own time. There is no way this could be done with The time we are given. The RCD paperwork and forms are completely time consuming. We should be spending less time on the Systematic ELD program and focus more time on creating pacing guides for language arts and writing.
40. I would like the school district administration to honor my professionalism in deciding what's needed for collaboration. Often times I sit in site meetings, "trainings", Thursdays, or district pullouts and I think to myself, "How will I apply this to my classroom tomorrow, next week, or next month. And 8 times out of 10 I can say that I won't be using it because I'm focused on implementing other things. There's too much going on at once, and I am trying my best, but at the end of almost EVERY day I feel like a terrible teacher. I have no time to really assess my own teaching to better my craft, and I have little or no opportunity to truly collaborate with my partners. District administration also needs to keep in mind that site leadership is also juggling EVERY new implementation, and teachers aren't the only ones feeling the pressure and workload, but so are they. We have a unique opportunity where we can slow the train down, get focused, so as not to run down the whole team. People are leaving our district. HR may say not that many, but research shows that there's a teacher shortage. Who will want to get into a profession where we are not paid our worth, honored, or respected? And lastly, please include the educators in your decisions. With the exception of two principals in our district, most of you and site leadership have been out of the classroom more than 5-10 years. Teaching has evolved so much just in that time that we, teachers in the classroom, need GOOD professional development that will give us the tools to work with our population of students. Teachers are willing to put in the work, but ask us what we want, don't assume, it makes you look like you don't know us at all. Or the teaching profession. Oh I forgot! Please no long emails. Too much communication is overwhelming with all the things we are implementing!
41. In the upper grades we are required to test 32+ students frequently and have data ready to analyze within a 24 hour period. The tests are rigorous and require at least 2 days for students to complete. In addition, the teacher is required to score tests based on written explanations and complicated mathematical work. These tests take anywhere from 3-5 hours to grade 32 of them. The task of grading numerous tests in a short turnaround is stressful and unfair.
42. After teaching for 16 years all I can say is that it does not get easier! These RCD tests students are taking, in both math and language arts, are consuming an enormous amount of time when it comes to grading. Currently I have a class composition of 3 RSP students, 3 students on a 504 plan, 3 officially on RTI and 3 more I need to add, 1 second year student in the US, reading ranges from first grade to eleventh grade...sometimes I feel like the district really doesn't understand how much is on our plate! I feel like I am constantly having parent meetings and I can see why they are necessary, but something is always sacrificed when that time is taken

away from me. I work on Saturdays, get to work around 7:10 a.m. daily and leave on most days near 5:00 p.m. And I still take work home!! I sacrifice so much of my own family time...many times feeling extremely guilty! Why do I do all this? Because I care about my students...but sometimes I wonder if my district even cares?!

43. To many agencies checking on same thing each requiring a different way of doing it
44. Lack of support from the district regarding the Least Restrictive Environment for students with disabilities despite having multiple teachers voice their educated opinion.
45. The anxiety level is so high because of unrealistic expectations that I've thought about not teaching anymore.
46. Travel time between classes is not adequate when we have to walk back to our class and switch materials. On RtI days, too many classes. Now we are being asked to create lessons for RTI, which could be up to 6 more lessons we have to come up with every RTI with no additional planning times. In addition to that we must translate all new lessons to Spanish at our dual immersion site. This can take up to two hours per lesson. Creating samples for the new lessons is time consuming as well.
47. Too much paperwork with all of our different funding's there always new requirements coming up, we have monthly paper work and DRDP observations on all 24 students and we keep getting new students mid year and beyond that. NOT ENOUGH time to complete all tasks.
48. Not enough teacher time to prepare for the children arrival daily. children are here 6 1/2 hours and teacher is here for 6 hours. Our of ratio when staff need to take their lunch. A lot of paperwork related to parents and the headstart program,
49. We have a lot of requirements paperwork, parent surveys, constant Headstart and QPI requirements and or visits with short time limits making our daily planning and teaching stressful. preschool is divided by southbay teachers and district teachers with exact same requirements yet the district employees have 6 hours and the SouthBay teachers have 6.45. This is not a fair practice
50. Need more time to prep for lessons...especially art...
51. I have NEVER in my professional career felt this unhappy or stressed. This is worse than even my first year teaching. I find myself coming home and snapping at my own children because I have left work so tired and frustrated, and since we are now making our curriculum to support these insane RCD units, I find I am spending less time with my own children, which is making me very bitter. These RCD units are out of control, we are being asked to use them as if they are a teacher's manual, and they are not. They have been made by teachers who are not curriculum specialists and in some cases teachers who have not even taught 10 years or more. I admire them for trying, but the layout is very hard to understand and it leaves me creating my own materials. I have spent countless hours creating lesson, and a lot of money trying to buy materials to keep the class going. I think we bit off way more than we could chew when the district started trying to create curriculum. The DATA meetings are also EXTREMELY stressful. I feel pressure to have my kids exactly on pace with the guide regardless of if they are ready or not. Often I have forced my kids to move on because I have to meet with my team and we need data, regardless of my students needs. Is that good teaching????? I have forced

my kids into lessons just to meet the DATA meeting timeline. In addition, I was not taught this math. I learned math the old way, and honestly, I am often very confused as to how to teach the kids the math. Nobody has showed us how to do this math, so I am watching Youtube videos at home trying to figure out the math, and I am often standing in front of the class crashing and burning because I am not confident with the material, it is a NIGHTMARE. I feel like there is no communication in the district with the different leaders, we are being asked to do so much from so many different people that the workload is overwhelming. The DATA meeting paperwork is a WASTE of time. The paper work is long and redundant. Since we are developing so much of our curriculum I could use that time to work with my grade team to plan, but we only get about 40 minutes and that is hardly enough time. We need to evaluate these RCD units, and DATA teams. Another thing I have a problem with is the pre-tests. They are a waste of a whole day of teaching. For two years now my kids almost all fail the pre-test. The kids seem stressed by taking a test they have no idea how to answer, and I waste a valuable day of teaching. What are we doing to the kids? I have been so tired and overwhelmed I have looked into getting my realtors license or working for my husbands company in the front office so I can quit teaching once I hit year 20 next year. I never thought I would leave teaching, I loved teaching. I don't love it anymore because I feel like I am doing more harm to my kids than good. I am working them at a crazy pace to keep up with the RCD pacing. I also feel that so much of my time is going to creating curriculum that my own family is suffering. Life is so short, I should be able to spend time at home enjoying my family, but I am tired, angry and frustrated because I am creating curriculum. Something has to change.

52. I believe that the workload has increased tremendously since we began Common Core. I agree with most of the new ideas but it seems that we have not been given enough time to implement the program. Now we are beginning to implement the reading program that we need to create. I hope and pray that the district will adopt a reading program. I do not have time to create a reading program. I also feel that data team time should be used for more than just filling out forms.
53. These RCD units are not working!!!!!!!!!! They are causing me stress at home and at school. We get sent the wrong grade to use, there are mistakes, they don't seem to flow, and I feel like I am making my own curriculum. We need an ELA program, a REAL ELA program. Something that we can use to branch off from, but a real program. We are assessing our kids way to much, and we are being held to an unrealistic pacing guide. I am not sure why we went down this rabbit hole, but it is not working. I have small kids at home, and I am not spending time with them. Some of the teachers who worked on the RCD units switched grades or moved or something, but they aren't even around to consult about the Units they created, it is a total nightmare and very disorganized. We need to get back to real teaching and not making up our own stuff. I have never felt this tired and stressed. Please, lets do something else. :(
54. I feel that even custodians have better working conditions than teachers.
55. We need to use RCD enrichment time to collaborate, prep and plan for the following week or current quarter. We need to get rid of RCD during this time. It is not useful and the tests for it

are very irrelevant. It takes up too much time when we could be prepping and actually getting work done.

56. I am so glad we have been asked to do this survey. I often feel like nobody but my fellow site teachers ever hear how we are feeling. This is most overworked I have ever felt, even going all the way back to my first years teaching. The stress load has been awful. Something needs to be done to lessen the load. I am not sure how RCD units came to be, but how can I be asked to develop curriculum? I don't care what anyone says in the DO, but these units are not teacher friendly, and they are not allowing for good teaching. I spend so much time developing lessons I am not spending time with my own friends and family. My kids are not little anymore, but I feel sorry for the teachers with young kids of their own. If I am spending this much time working on making my own curriculum, I can't imagine the stress they must be feeling. I think that the idea for RCD looked good on paper, but in practice it does not work, and maybe leaders at the DO level haven't been in the classroom for so long they don't realize the workload they are loading up on us. Data team meetings are a waste of time too, there is so much pressure to be on track with the pacing guide that I know for a fact members of my team are faking data to just make it look like they are on pace. They feel so much pressure to perform they are willing to lie just to fill out the forms. This is not good, and I don't know who we got to this point. This needs to be seriously looked at. I am taking a serious look at retiring early, wow, how did we get here???????
57. Being a teacher in general is stressful and there's never enough time in the day to get everything done. However I have worked in districts and at schools that had much more "red tape" and unnecessary meetings/paperwork. Overall I feel that my time is generally valued at NSD. I do feel that weekly staff meetings are a little much, when there are bi-weekly data team meetings and collaboration Thursday's.
58. As Language Arts Specialists, we wear different hats during the day/week. Very often we are pulled to sub which we cannot fulfill our daily work. Our biggest challenge is substituting for others due to the lack of substitutes in our district. Please, please, please look into this problem that has been an issue for many years. I love, love, love to work with students in intervention groups, love to work with staff members and provide professional development. I love to work collaboratively with our administrator and support him with administrative duties. However, we do not get a stipend for administrative duties. Language Arts Specialist are pulled in many directions, which is ok...just please be fair with amount of times been pulled to sub or cover for teachers for X amount of time. Thank you for your time and support for our NSD teachers and staff!
59. Let me start by explaining how these new RCD units are negatively impacting my teaching and daily lessons. First of all it takes hours to even begin to understand what it is I need to teach. They are filled with errors, no teaching guide or answer key. What made sense to the teachers who developed these units does not make sense to me. I am being asked to bring data on material I haven't even covered at times. There are certain areas that I need to fill in because of common core gaps so it makes it impossible to keep up with the units. The data is meaningless to me and my team partner. Having to list student behavior and teacher behavior

over and over weekly shows no purpose what so ever, nmaes of students who( adq. thor. part. and minimal) you start to see the pattern it never changes same students evey time its basically a cut and paste activity. Instead of being in the classroom working the students we are filling out data graphs and for who? I knew the data before even meeting with the team! Another issue is having to waste so many instructional hours on pre test where it is 100% failure rate for the entire class. Again data that tells me nothing. I end up with frustrated students sitting there with blank faces looking at material they have never even seen. Again we record and analyze that too! Now we are being asked to create Lang Arts units on top of still trying to figure out math so you want to talk about overload well there you go!

60. Things have gotten a little out of control. The workload seems to have doubled and tripled since we started doing RCD units and DATA teams. I am frustrated by RCD units and how complicated they are to navigate. They are not teacher friendly, and the way they are planned out does not make for good teaching practices. I just went over data from my last unit, and the kids did not do well. We are jumping all over the place like jack rabbits, it is confusing and not sequential, and in some cases the skills are not building on themselves. Who are we to think we know better than curriculum designers of GO Math what order sills need to build on themselves. We should we build the math step by step. I am sorry, but to ask a teacher or a group of teachers to design units is a recipe for disaster, it is a huge experiment on our kids, and what to we do if it does not work?? Would you want your own child experimented on in this way? The teacher who planned the units chose what they thought would be best, but in some cases those teachers had very little experience or time in the classroom, but somehow they are now curriculum experts? When you have questions you find out teachers who designed have left that grade, or the district all together, so there is not a resource to look to for clarification. It is like teaching in the dark ages. I know we spent thousands of dollars on this, but maybe it is time for us to ask ourselves if we have done the right thing. It is never too late to right the ship!!! I don't have the time to develop these lessons like I should. When we went to the ELA RCD meeting in October, our presenter kept saying here is the unit, but you will have look for your own resources on the internet to supplement. I don't have time to do that. I have a life outside of work, and I want time with my family. We are working at 200% and that is a burn out rate. DATA teams are a huge stress too, I have felt pressured to give assessments or ELE's just to meet a pacing deadline, and a lot of the time I am doing this before the kids are ready for it. That is a waste of time and it is reliable data then. I strongly believe we need a ELA program as a back bone to work from, not these RCD units, and I strongly believe we need the freedom to work through GO Math at our own pace and in the order that works for our kids. Back in the day of CST, we had a lot more freedom to do that. I knew I had to cover certain topics in each quarter in order to be ready for the CST, we did that, we are professionals, we made that happen with a lot less stress than we have now. We are professionals and we need to be treated like that, I know what my kids need and when they need it. I think we are on this pacing frenzy to satisfy DATA teams, but I feel like that data is for the district, not for me. Please reevaluate what we are doing for the sake of the kids.

61. LAS are doing AP responsibilities, which for me is fine, but we really must redefine the LAS job description. Are we 1. APs or Coaches, or are we 2. intervention teachers? If we're intervention teachers, put 2 at a site, so we are successful at seeing struggling students. Otherwise, take us out of intervention groups and let us support teachers and the principal.
62. I feel that we have spending too much time on things that are not making a difference in my classroom. Students have expressed to me, how stressed they feel because of all the assessments and goals (Successmaker, AR, Writing Assessments) that they have to meet. When we are asked to do RCD Units, and have Planning Days, they look good on paper; but we are asked to complete tasks during these times and by the time we are done, there is no time for the planning. Unfortunately, my students are constantly asking when we are going to be going back to different projects that we don't finish...but there is no time!!!
63. A focus not centered on completing reports, numerous assessments, and hours goals. They take their toll on the students, teachers, administration, and parents. Some of my students have commented they don't feel like they are not learning. They feel like they are constantly testing and the pressure to make AR and Successmaker goals is constantly on their mind. I feel like I don't have the time to do some of projects that I used to do in the past that kids enjoyed doing. Real fun learning experiences that I feel we have no time for anymore. Older students often come to visit and ask if we have done this or that yet and I tell them that I haven't had time to. They tell my students that they still remember some of the projects that we did with great fondness and that they feel sorry for them because they are being jipped. The look on my current student's faces makes me feel guilty and I try as hard as I can to find time to include anything to help them remember their 6th grade experience. Can we please get back a little professional freedom?
64. I used to enjoy teaching a lot more but all these new things we are required to do plus all the assessments we need to do is sucking the joy out of teaching.
65. Two breaks a day is not enough when you have a large class.
66. Let's get back to doing what is best for children.
67. There aren't even enough words or time to describe how unhappy, overworked, stressed and tired I am. This is awful, I never thought I would dislike teaching, and I do. I love the kids, but the joy has been sucked out of the job. So sad..... :(
68. I just feel so overwhelmed and drained, the worse so far in my teaching career. Too many expectations is such a short amount of time.
69. RCD and Data teams are so overwhelming. I know of no other district which dictates grade level collaboration time in such a strict and paperwork heavy fashion. The paperwork which needs to be filled out during data teams consumes any valuable collaboration time which instead becomes a struggle to get the forms filled out. We also have so many students with underlying and often undiagnosed conditions which creates an even more challenging teaching environment. The district is sadly neglectful of these students and the special

education needs they have. Without support of an instructional aide for severe cases, these students create a very challenging learning environment for all.

70. These RCD units are poorly constructed. They are not teacher manuals. They have ELE's that the kids need do, but there is never an example for the teacher to look at. A lot of us were not taught math like this, so an example would be nice. At least in a teacher manual there are examples for me to look at, this doesn't have it. And for ELA we need a CORE program, I don't have the time to develop all this. I don't even know where to start, and really, if I am being honest, I don't want to do it. I don't want to make up my own stuff and search all over for materials. I don't have the time. I am tired of being this tired, I am tired!!!!
71. There is NO POSSIBLE way to accomplish everything that is being asked of classroom teachers in a reasonable amount of time, so we are tasked DAILY with either sacrificing our personal lives or cutting corners on prepping, creating or delivering lesson plans.
72. Administration could care less how hard it is for us I feel like we are just pawns on a chess board and that they don't see us as individuals and if we don't like what they are doing or how they treat us then we should leave sometimes I feel like they do stuff on purpose hoping I will quit!
73. There are mistakes on many of the 3rd grade RCD tests that are affecting the data. Several teachers brought up and the errors last year via email and the corrections have regrettably not been made.
74. According to the NAEYC the ratio for students age 4 to 5 yrs. old is 10 to 1 or 8 to 1. It is really stressful for only one teacher to have 19 to 20 four years old children in a self-contained classroom for a full day.
75. "Constantly" means this is true four or more days a week for me and that it is a reoccurring thought weekly. I feel that if the DO would purchase curriculum, in all academic areas, that I can teach from, I would be able to spend more quality time with my family. Because I have to find my own material to teach, I am spending more time, on work, off the clock and away from family. Not only is my time being taken away, but I am spending personal funds to support an engaging and interesting education for my students. The added stress is the thought that the DO expects this of its employees. If they didn't there would be more provided. There has been time to share ideas among grade level teachers but it is mostly TPT materials. Again, employees having to pay for curriculum.  
On another note, when the DO allots money for grade level spending per school how is that fair to the largest schools. Same amount of money but more classes/students to divide by. It needs to be more equitable for all.
76. Almost zero teacher directed planning time.
77. The level of stress, especially in the last 6 years has been so high that it has affected my health and as a result , also my family. I have anxiety, colitis, headaches, all due to the high level of stress, including all of the above answers. Sometimes I have so much work and not enough time that I feel like I am going to have a heart attack or a nervous breakdown in the middle of the class. The lack of support and appreciation from our administrator has made

**things a lot worse. I hope that our new superintendent has more respect and consideration for teachers than our former superintendents and current administrator.**

**78. Planning and preparing materials is very tedious. Have we looked at adopting an existing and effective program?**

**79. Bilingual program is not supported. Always have to translate, look for materials.**