

Please provide additional comments regarding student behavior, discipline and your workload in the space provided below.

I now teach elementary physical education and feel like our programs vary from school to school. Most building have a gym, but, the ones without a gym are extremely limited in what they can do during the school year. Our coordinator does an excellent job.

Our school desperately needs two full-time assistant principals. Currently, we have a principal and an administrative intern serving in the place of a vice principal. Our Administrative Intern is doing an excellent job, but having only one person to handle discipline in light of our increased student population is not enough. We have some significant behavioral challenges this year, and I am concerned that if we do not get more administrative assistance with discipline, then, we will have major problems at our school.

With regard to the OKCPS and State Curriculum, it is not in sync with national college-required exam such as the ACT. As far as the English is concerned, grammar is almost nonexistent, yet the ACT English 75-Question Test is primarily a grammar and reading sequence and comprehension test (where, by the way, students gain the most points percentage wise). This also true for the SAT and PSAT "Writing Skills Test" sections. Both our State and District

I feel that older students are getting harder and harder to manage at times. Fourth grade and up for elementary. I feel like they know that there's really nothing that we can do to them to get them to follow general rules. Our hands are tied. We cant use corporal punishment, take recess away or punish students for their bad decisions. Older elementary students are getting more and more disrespectful. Some parents are very supportive but there are

We are the worst state in the USA when it comes to offering a public education, enough said. When is that going to change?

1. The money spent on instructional coaches in a district that is in desperate need of more teaching allotments, teacher raises to attract non-emergency certified instructors, etc. is insanity. Elementary schools would benefit greatly from teaching assistants that are shared between several teachers and/or grade levels. Expecting a teacher with 23 kindergarteners to pull kids for meaningful small groups and maintain order with the rest of the class and have them on task with something beneficial to their education, is unrealistic. Having an teacher assistant in the room 1-2 hours a day would be a simple and meaningful solution. I'm guessing that 2 full time assistants could replace one instructional coach (salary wise). I'm aware of the problem of different funding sources, etc. but our finances in this district are grossly misallocated and there are practical solutions.

2. Why are instructional coaches not allowed to help with class coverage or do duty? No one else in the building is exempted from helping out and being a part of the team except for the instructional coaches.

3. Our superintendent is a well-meaning underqualified, inexperienced, weak leader.

4. Why are students not given back unused snow days? It would save money and give teachers time to pack up their classrooms and perform all end of year requirements.

5. I don't know about other buildings, but in my building about half of the teachers are required to change classrooms every year. At the end of the year we have to pack up 100% of our classrooms, remove everything from all walls, empty all bookshelves and pack everything up and move all of our own furniture. When we return in the fall, we are generally given less than 2 days to unpack, move into our rooms and have everything ready for the first day

The benchmarks were a waste of time; for example, they had students read a lengthy text that many of my ELD students found discouraging. It also asked an incorrect question. It asked students to identify the central idea or theme of the text. These are two different things, all English teachers should know this. How does the chair of our curriculum department, make this type of mistake? OKCPS shame on you!!!

I always feel rushed when preparing lessons. A full day of planning once a month, without student. would provide a solution to this problem.

The F & P Benchmarks are nice but take a lot of time. The Mastery Connect Benchmarks are unnecessary and create more things that are due and grading. Most teachers never use that district Benchmark on Mastery Connect anymore than they have to because we find it way to overwhelming. In the month of August we had F&P (takes awhile), Mastery Connect reading and math, WIDA for ELL, and trying to learn a new curriculum (which is hard

The district is continuing to increase teacher workload which makes our jobs increasingly difficult. The benchmark literacy is not effective in helping our low students get on grade level. More and more students are significantly falling through the cracks due to behavior, lack of textbooks, teacher work load and non effective reading program. The instructional coaches are really a waste of money. They are not assisting teachers with curriculum, instruction nor students. They do not have to do before and after school duty. Last school year, the instructional coach was in her office on the computer playing games all day. If teachers are required to do all this work and training why are they not? Over half of my students are 2 years below grade level. Every year this number increases. Also, over half of my students are below grade level in math. OKCPS needs to get back to basics to help our students. These new programs are not helping our kids but hindering them. The new and emergency certified teachers are struggling without textbooks . More and more parents are pulling their children out of our district because of these same concerns. Now class size is larger and workload

I feel that the teachers are being blamed for EVERYTHING. Our classes are overloaded, we don't get enough support with discipline issues. The district cripples us and then wonders why we have kids that are struggling. There is entirely too much testing going on. We spend the majority of our time testing. I feel that nearly half of the year there is testing going on. When do we teach? Also, teachers are loaded down with too much paperwork.

Planning and lunch agreements are not honored. Fine art teachers are not required to participate in recess or cafeteria duties. We are required to utilize parent "volunteers" even in the classroom whether or not they are effective or helpful. We are not allowed to express any type of concern on any

Special education does not have the needed curriculum.

Pick and Stick!! Curriculum, standards, discipline programs etc change with the wind. Just when we get familiar with something it's gone. I know this has a lot to do with the state department but everyone is tired of reinventing the wheel for lack of curriculum needs.

I WANT TO BE POSITIVE THIS YEAR. IT IS MY LAST ! 41 YEARS IN OKCPS IS ENOUGH. I'M NOT YELLING JUST CAN'T READ THE SMALL TYPE.

Instructional Coach does everything but provide useful and timely instruction. She is doing the jobs and duties that our principal should be doing. Our principal refuses to do her job description. When there is an issue with a student's behavior, the IC is told to take care of the problem by the principal. We need a complete overhaul of administration at our school. Student enrollment has dropped drastically due to parents getting transfers to other schools, scores can't get any lower than what they are now. Administration does not create a fair work environment for all teachers. A bad manager

Spend money on people not programs! Elementary teachers need hands-on human beings in our classrooms to help us manage discipline and low-performing students. I'm trying to teach students in a second grade classroom that are reading from a Pre-K to a 5th grade level. It is impossible to meet any of their needs. Our reading coach sits in his room on his computer all day long. This district continues to buy very expensive programs that get worse with each purchase, Fountas and Pinnell, while losing valuable personnel that is needed in the classroom, If I has assistance only 2 hours a day my class would be more successful. I feel like a hamster running a a wheel all day. And, I'm still at school from 7:30- 7:00 pm daily. Elementary teachers

I have never felt more unappreciated and ineffective as a teacher in OKCPS. I am at school almost every night until 5-6pm, and STILL take work home with me that I cannot get done during the school day. We have meetings upon meetings, ALL THE TIME. Sometimes I think we are meeting just to meet. I have just finished reading the LOWEST eval I have EVER gotten in my 15 years in this district. On that note, I thought the supposed "informal" observation did not count toward our final eval?!? Mine says it DOES count. Seriously starting to think of anything else I could do at this point. Thanks for

As always and for as long as I have been teaching in OKCPS, we do not have alternatives for our problem students. They continue to keep them in our classes and we can not teach the students that are there to learn. Period. I heard we have a south campus, but the asst principal that deals with my

Too many new things to implement at once. It feels overwhelming and too hard of a task. This isn't my first year and I am so frazzled!!

My situation is different in special ed (severe profound) I take care of my student discipline problems for the most part; however any unusual behavior problems I feel free to consult my instructional supervisor and assistant principal who have provided good support. Most of my discipline problems can be

handled with redirection; however two are on behavior management plans. I am teaching two half day classes until we have a teacher for the other

Discipline is out of control school wide, especially with new teachers,. Extremely large class sizes makes it more difficult even for career teachers. Nothing is being done to students who continually display severe discipline problems, making it difficult for the teacher to teach and other students to learn. I'm guessing administrators may have their hands tied somewhat...not sure though.

Once chronic student misbehavior or misconduct has been provided ample opportunity and documentation to develop and improve inside of the classroom, then there should or must be an alternative educational setting to help support and maintain that student's educational welfare; but certainly not in the original classroom where such student(s) are disrupting the educational classroom learning environment and interrupting, distracting and depriving other students from learning. For SPED teachers, particularly at the high school, class size and perspective subject scheduling should be pertinent to the best interest of the student regarding their IEP requirements. In other words, SPED class size should be appropriate or sufficient in order for the SPED teacher to meet the required needs of each individual IEP student. And, student scheduling for SPED core academic classes should be in perspective like the Gen Reg Ed classes.... for example, 9th grade have a TB = Algebra 1, 10th grade have a TB = Geometry, 11th grade have a TB =

It's hard to get up for work when you feel that things are being stacked against you. Educators work the ultimate service job.

everything and they act out with no consequences.

Need more alternative placements for students with chronic discipline issues. There are some students who just can't be in a regular school setting.

Some of my answers only pertain to my school & not the district as a whole.

This classroom instructor writes letters home to parents who do not attend conferences concerning the academic growth and/or misbehavior of their children, and sends notes by the children requesting the parent/legal guardian to call or request an in-home visit at their earliest convenience. Needless

Because of all the new curriculum and TLCs the stress level is much higher. Very little parent support with students, and if the parent's aren't supporting the teacher then it appears the teacher is the on at fault in most situations.

Referrals are hard to navigate to. The current discipline is not working.

OKCPS, needs a teacher dress code. We expect our students to dress accordingly but our staff does not dress professionally. Teachers wearing dresses entirely too short, see through blouses, flip flops, extremely tight clothing, tights as outer wear. The list goes on.

I understand we want the students just to come to school but I do believe dress code is very important. We slacked off dress code last year and it hurt us very badly. Our students were wearing pajamas to school. Sleep caps, house shoes, tank tops and other very inappropriate items to school. This played a significant part in the growing discipline issues the plague our school. Because of this our students are hell bent this year on not wearing school uniform. It is taking extra effort this year to get them in gear.

There has been no comprehensive, formal communication and education to staff to clarify that there should be no paper "incident/accident" reports. That weakness is being exploited in a way that completed paper forms give the *appearance that information is being conveyed to proper authorities WHEN IN FACT IT IS NOT. In my opinion, it is more egregious and misleading than simply acknowledging nothing is being submitted. New employees are especially vulnerable to pressure from administrators not to complete TIPS reports, but longtime employees are also intimidated about completing TIPS reports. Also, there is not enough information being disseminated about TIPS being available to anyone, and that anonymous reports are accepted. The

High School Teachers that teach students with the ED category have little to no special education assistant support and the for only one period.

STUDENTS ARE ENGAGED IN INSTRUCTION IN THE CLASS AND WORKSHEETS. HANDS-ON ON THE BOARD AND TEST.

The year round school is putting a lot of stress on teachers. I feel like I'm on one of those wheels in a hamster cage, go, go, go and then rest for a min. then go, go, go. I cover the lesson but I'm not sure the quality is there. Teaching students who don't speak or understand English is a challenge within itself, And doing it at such a hurried pace is challenging to say the least. Rigor, Rigor is ok if everyone speaks and understands English but they don't. I have taught for 45 years and I pride myself on the quality of my teaching and not on how much information I can cram down their throats, just to say I

The class sizes are too big and students behavior seems worse every year. It is frustrating and depressing having to deal with things like dress code violations and vulgar language every day. Some teachers are lax on enforcing the rules and therefore the students' push the limits more and more

We have been trained on how to educate ONE child with ADHD - we were never trained on how to teach a class with 7-8.

We were not trained on how to emotionally support (while educating) students who's parents have lives are impacted/destroyed/turned upside-down with the current anti-immigration (and anti-Hispanic) language and policy threats from the White House.

While the staff of OKCPS was informed in no uncertain terms that our Hispanic Students are welcomed and supported/protected, were the PARENTS of our students given this same statement? The PARENTS of OKCPS students should be informed, more than once, that we treasure/respect/value their presence here, and should be informed of what steps are being taken to protect our students from ICE overreach.

I think that this district, in general, is bad at planning when to implement new programs or curriculums in general. This year I was happy with the amount of training and time with the materials that we had with Benchmark Literacy, but last year we did not have adequate time before being asked to implement the Scholastic Book room. Also, I had just started feeling comfortable with Benchmark in my classroom and now I am being asked to add an additional reading intervention program LLI, with only having about 30 minutes of training or time with the materials. This is what I mean by poor

We need more planning time! The extra planning at the beginning and end of school has disappeared. The block planning with 3 classes a day has disappeared. We are trying to do more with less and every time we turn around there is another mandate to fill out that does not affect what we do in the classroom, but takes time away from our ability to prepare a good lesson and grade papers so we can give timely feedback to our students. The district may not have any more money to give the teachers, but they do have control over our time. Currently with 150 students and two grades per

Being a Pre-kindergarten teacher, I don't deal with many of the behavior that other teachers deal with, but I see it everywhere. Our buildings are filled with children who need professional help, more than teacher's can provide and there are no resources. It's a shame when 1 or 2 students ruin the learning process for the whole class. This most assuredly needs to be addressed. Crowded classrooms, not enough certified teachers and too many disruptive behaviors are hurting our district. I blame the legislatures and teachers and our union for not being more aggressive in seeing these changes are being made I love my students, but hate what is happening in this district and can understand why more and more people are choosing not to be an

This is my 38th year in the district and the most difficult. Everyday I am still working on discipline. These students are the most defiant, disrespectful and disruptive ones I have ever had. When the students who are most disruptive are put in ISS , they go to another teacher's classroom and think it is

I think the district is trying to do better in some areas but overcrowded classrooms defeat all efforts

Teachers are over-worked and under-paid. Students are becoming increasingly out of control, and bold. There are no consequences for negative behavior (the administrators hands are tied), and when parents refuse to do anything to correct this the problem only becomes worse. Morale is low. When subs are not available classes sizes are often entirely too large when they have to be split. The Board and Superintendent are completely clueless to any of this, their main objective is PR and trying to mask the continuing problem. While the media talks of the Superintendent "teaching a class", this means she walks into a class that is NOT representative of the district as a whole. Neither she, nor any of the Board would have the guts to sub in the

I have been teaching 25 years; 18 in OKCPS and 7 in Deer Creek. I have NEVER been so discouraged as I am this year. It's EVERYTHING! Student behavior, still too much testing, (benchmarks, exemplars, F&P, state testing, weekly pre and post tests, etc.) There is no way we can do all that is being required! Teacher decision making in the classroom is dying, as is student interest and motivation. The creativity for students is being replaced with data data data. If any generation needs creativity in the classroom, it's this one! Teachers have less planning than ever before and more district mandates! Now let's talk about the teacher evaluation system....it is also ridiculous! I feel like after 25 years in the classroom, this system does nothing but tear us down and stress us out. I don't even care about that system, honestly. I am waiting for the mark downs, etc. to let me know how inadequate I am. Let me say I have been a building teacher of the year 3 times, in 3 different buildings, I am also National Board Certified...not to toot my own horn, but just to provide a little of my background.

I am so discouraged. When I think it can't get any worse, it does. I know a lot of teachers that are veterans in this district and every single one I know will retire as soon as possible. Not sure where that will leave our struggling district. It makes me sad on so many levels. I have 3 grown children who all graduated from Classes SAS. My husband is also a teacher in this district. I wish someone could help us out of this depressing and discouraging path we

I am a Visual Art educator. We need more art not less. Moved from John Marshall middle school BACK to Sequoyah ES.

Too much PAPERWORK to do. too many meetings. more work and no pay!

At the secondary level elective teachers that have elected to take a 6th period instead of attending plc should be paid to teach an extra class and/or loss of planning. Some PLCs meet less than 60 minutes per week, leaving ample plan time for those teachers. If a PLC teacher covers a class, they get paid for

Student behavior seems to be getting worse because there is no way to discipline them. we need to bring back spanking. you cannot even take their recess away anymore. suspension is highly discouraged. there is no way to discipline, and kids know it. parents do not support teachers and do no

<p>Student behavior has gotten significantly worse and the division between the teachers and administrators has widen. Instead of feeling like a team working for a common goal it feels two teams with different agendas and we are not working toward the same objective.</p>
<p>These children are still being tested to death. Instead of so many tests let the teachers teach the students might learn that way.</p>
<p>Student behavior is seriously declining and intervention strategies are not working. There are many parents who never respond and there are no consequences for student actions. Administrators hands are tied by district and district is making rules that make no sense. Benchmark tests also have</p>
<p>Any information I would provide would then take me from anomyous</p>
<p>Behavior starts at home. Our parents do not necessarily understand or even care how their children are in the school setting, because education may not be important to them, we are more or less babysitters. Many of what we term rude and offensive behavior many times is also seen at home and parents do not enforce discipline, so how can we? I am scared for our future as I see the amount of complete lack of empathy, respect and care for others displayed by our younger generations. So many of our good programs that helped us ensure positive thoughtful students the district has thrown to the wayside (Great Expectations, Character First, DARE, or even just Guidance Counselling).</p>
<p>As a veteran in the district and a leader in my building, I am drowning in curriculum course work this year. Our reading series alone takes between 2.5 and 3 hours a day to plan, teach and collect data on and apply the curriculum bundles. I am also supposed to spend time teaching, planning and collecting data on mathematics, as well as applying the bundles. I could spend over 2 hours a day for math. I am also supposed to teach, plan experiments, gather equipment necessary for those, create journals and grade bundles for FOSS science. This in itself can last hours. In the meantime Social Studies newspapers are all we are given for 5th grade curriculum and even in that our "expert" district curriculum specialists have deemed it unimportant to teach 5th grade history in chronological order. How are we ever to understand our country's history if we do not teach it in the order that it happened? We are dooming our students for failure. All of this time spent doing what the district requires leaves no time to grade papers, be creative in our lessons, stay organized, communicate with parents within our paid day. Many of us work endless hours of our own time just trying to keep up with a few of these tasks, while the others are falling to the wayside.</p>
<p>This year I have more students in my classroom than I have ever had and I teach a split leveled class. So all the planning and grading and organizing is doubled.</p>
<p>Although students displayed some behaviors listed, I am not against some of the behavior like use of electronics.</p>
<p>Class size significantly impacts my workload! Using guided reading groups in a class with 34 plus students is extremely challenging. I do not feel that I</p>
<p>We need to meet the students where they are, move them forward, and review weekly. They need to master the material. Many of our kids do not have time at home. We need to use peak as academic time for more guided practice and actually to do homework.</p>
<p>You are assuming that students are sent to class after breakfast. Students are picking up breakfast and taking it to class at 8:00 where teachers are expected to watch them DURING breakfast instead of preparing for the day</p>
<p>We need more counselors in every building.</p>
<p>Because of harsh and low evaluations we have lost almost 50% of our veteran teachers. Some have left the building and others have left the district. Morale Is low, especially when we have no money but yet the district insists on spending money on such things as name changes to school.</p>

Administrators note misbehaving students on my evaluation, but offer no solutions or help, other than "reread the 1st 30 days of School". That book addresses a framework for teaching Language Arts, not behavior.
We have no confidence in the school board and the superintendent.
I am a pre-k teacher and most of these questions for apply to me but from what I hear from other teachers there is needed more time for planning and less on benchmarks and daily five. The daily five process takes the fun out of teaching in the lower grades.
I am not a special education teacher but over half of my students are speds. I'm at the point of getting out of this business because I am not qualified to deal with some of the extreme behavior they exhibit.
My most aggressive student was removed by the school from his mom. The principal begged them to stay. I'm still in shock.
PBIS is an effective tool. I actively use it in my high school ID classroom and have seen a significant change in behavior. If all teachers were to implement it all the time in every classroom I believe in will make the entire school be a better place.
Teachers are constantly being bombarded with additional work put on them by the District and we never get to have our plan. We spend our plan time taking tests for the district and grading the "benchmarks" that are totally irrelevant to what I am teaching in my classroom.
There is such a load of things that are being required of teachers that are taking away from the actual teaching process. WAY to many assessments that are expected, Benchmark Literacy is a mess to use and basically forces teachers to script teach. It is time consuming and and on top of F&P is way to much to implement correctly along with the fact that not near enough training was provided to teachers prior to implementation. Benchmark testing is needed but on top of everything else it averages out to 3 tests a month in sometime 3 subjects for most classes if you are in a elem or 6th elem class that does not switch classes , that are not only time consuming but repetitive in its data because the amount of time in between tests is barely long enough to cover materials needed to asses. The data trend is convoluted and difficult for a classroom teacher to manage and keep track of. TLE implementation is becoming a burden to teachers and Admin as well. While it is designed to be a growth model it is destroying morale and driving more teachers away because of the negative factors that are coming as a result of the way in which it is structured. While designed to promote growth it tends to make teachers feel inadequate and also put more of a burden on now because of the amount of evidence that WE are REQUIRED to put in. While I understand that there needs to be levels of accountability within the classroom and with in the district, we are losing teaching time with in the classroom to gather all of this data. It should be more streamlined with longer times in between to asses due to the incredible amount of time it takes to asses with in the new reading curriculum and requirements. It takes an average of 15-20 min to give F/P assessments PER STUDENT INDIVIDUALLY and that is does not count the writing. Factor that in for 20-30 kids and then factor in the performance tasks in all subjects and the other testing that is being used to track progress. It is WAY to much .. which is maybe some of the reason we have so many behavior issues. We are spending so much time testing to see progress and missing the bigger picture. The work load that is being put upon teachers is becoming increasingly heavy in our district. Student behavior is being affected I believe as well because of this added pressure to perform ,not necessarily that the students are feeling the pressure, but the teachers are . Which is leading to short tempers and a lack of time to truly communicate with our students in a positive way. Not mention the My mother taught in this system for 38 years. Not much has changed at the district level or with "downtown" administration. She retired 16 years ago and died four years ago. I became a teacher after another career. I love my school, but at the heart, the district keeps failing to make changes for the

I have been in this district for 25 years, this will most likely be my last. The lack of direction for administrators, teachers and even students is very disappointing. Not having textbooks for 1st graders to follow is sad. With the attention span decreasing of young children they need a book in front of them to have something to focus on. They DO need drill and practice, they need to be taught respect, families need to be held accountable. Education Behavior is no better, although the district admins believe it is. Building admins hands are tied. District admins and curriculum have zero idea what goes on in a regular day in our buildings. A curriculum forced down our throat is causing issues, especially with children who are low and cannot adequately participate in this curriculum. District admin is causing morale to be low--- building admins are doing everything they can to help. Marzano is too much right now. Marzano does not make us better teachers. It makes us better hoop jumpers.

New Curriculum is nice, but is very rigorous for young students that are primarily ELL and pre-readers. Assessments provided in curriculum and by district aren't developmentally appropriate for these students. Time devoted to inappropriate assessments could be better served by providing authentic, meaningful instruction to my students. It seems that I must spend several days teaching new skills to match the format of the district provided assessments so that my students will be able to attempt the activity. First grade assessments are assessing listening comprehension rather than the

I feel supported and valued by my school administrators. I do not at all feel supported or valued by district staff.

I will be leaving the classroom at the end of this year, not due to abysmal pay or shameful state funding, but because I am not supported, valued, or

The OKCPS School Board members pride themselves in working with the community, but they did not do this when they determined that they, as a Board, would pick the names of the new schools. They bowed to public opinion on Lee school thinking it was Robert E. Lee. If the District changes the name because it is 'Lee' then the City of Oklahoma City needs to change the street of Lee.

I am aware of the significant monetary issues faced by the district and that the decisions made may have been the lesser of two evils. However, no traditional discipline, non existent parental accountability, extreme behavioral issues topped off by overcrowded classrooms has created a negative learning environment.

I have taught for 16 years in this District, have a Master's degree and chosen as building Teacher of the Year twice. I am the one who handles discipline for other teachers, I am a mentor teacher. The current climate is driving my decision to leave this District. It will be losing a good educator with lots to

Teachers are not involved in picking what curriculum works for them. Taking away recess time for behavior should be allowed. Real counselors are

I know our district is in great need of teachers, but the Marzano Teacher Evaluations are redundant and scored in a way in which most would prefer to go else where in my opinion. It is also not conducive for Special Education, nor are benchmarks.

We have had a lot more discipline issues at our school this year involving mostly the same problematic students. Dealing with discipline in our school is mostly left to the teachers to handle- we do have some support with our most troublesome students. Personally, this year has been the hardest year for

Poor pay equals poor teaching

example: In football the regular players went on strike and they brought in "scabs" replacement players...the product on the field suffered tremendously.hence our children are the ones paying for this travesty!

Teachers report that all the data collection is of little or no assistance in helping students get to where they need to be in the educational pursuit. Kind of a big waste of time. Actual teaching is more important.

When the District tells principals that there really is no recourse for unruly, defiant students, it is a sad day. This attitude is making teaching/learning so difficult and problematic, and, in turn, ruining good schools. The majority of students are here to learn, but the 2% are taking up too much time and energy, sucking the life out of classes and having a really negative impact upon the building, with these behaviors seen by other students, then these other students feel justified in acting negatively also as they see that there is no discipline that happens with these chronic behavior students. These 2% typically need far more services than our staff is able to provide, and these same students are unwilling to comply with expectations for work product and behavior. The current plan is ineffective and IS NOT WORKING. The folks at the Board level do not appear to have a handle on what is actually

There are instances of principals deleting referrals from the system, and a student threatening the life of a teacher without an adequate response from

With budget cuts, teachers are asked to do more with fewer resources. We have to cover classes during our plan, reducing the amount of time we can prepare for our own classes. As for discipline and dress code, the students know there are no consequences for not complying. Discipline is expected to be taken care of in the classroom, even when the student needs to be removed, it is made to feel the teacher is not adequately managing his/her

Lack of administrative support in areas such as dress code and tardies.

I like the new curriculum, but new writing, reading, phonics and implementing Kagan strategies...NEW! TOO MUCH!! AND the biggest concern..... are admin. on a "witch hunt"? Regarding observations, EVERYONE in the building received LOW scores on the initial eval. VERY frustrating!! I saw tears, cussing, teachers so mad I'm sure their blood pressure was dangerously high. What in the world?? Is this another - "Oh, we're going to help you grow...."

REALLY?! Experienced, as in 20-30 year career teachers receiving lower scores than in previous years....Marzano's sucks!!! I hate it!!! It does NOTHING to help teachers be better. AND the principals need some LEADERSHIP skills!!! Horrible!!! We teach the hardest kids in the metro area to teach and

As far as referrals, we had an in service to tell us how to submit them early in the year. At first, our counselor said he was doing the referrals in his office. Later he said that he had kept them and never sent them to anyone else. When I needed to write a referral, the site had been changed, and now I can't figure out how to submit one. I don't have time to hunt someone down to learn again. I feel that the district is making it very difficult to write a referral,

WHAT'S THE POINT? CLASS SIIS TOO LARGE FOR IMPROVED INSTRUCTION..PBIS IS JUST A JOKE... NEXT YEAR, PRIVATE SCHOOL FOR ME. I HAVE

student behavior is declining - more racial comments from African Americans with no recourse. I was simply told to "not allow" it in my classroom.

Lack of communication throughout district. Teachers are given requirements they have to meet with little to no informational training. Every training I have attended the instructor informs us that this is usually given in...(for example two weeks and we're getting it in one day). As for the workload, the 40 min plan time is taken up with PLC meeting with administrators, team meetings, personal hygiene, anything you may need to do or anyone you need to see in the building while you are free to leave your classroom. One to two days a week this is your lunch time due to your lunch duty schedule. Occasionally there is an event in the building or no special and you lose that time. With what little time I have left it is usually preparing materials rather

Discipline is out of control and responsibility for discipline is handed over to teachers. Student behavior has become almost unbearable for administration, teachers, and other students who are exposed to it. Children come out of uniform at will. Administration is inept at evaluations and observations. Administration never communicated new changes to staff, and then held teachers accountable for not having the information needed during observations. Observing administrators are not well trained, and refuse to all teachers the opportunity to properly adhere to changes. Administrators have recorded errant information on evaluations, and refused to allow the teachers a chance to provide proper evidence of capabilities, even though teachers were not properly informed of the changes until after deadlines occurred. Administrators refuse to allow teachers adequate plan time... for example, there is one day of planning for PLC's then there is another day for teachers to plan together, but Instructional Coach comes in and takes over. On another day of

I believe our reading curriculum is great. We do not have a Math curriculum which is challenging. The Benchmarks don't match what my students are currently working on in math therefore they fail the assessments. I also feel very little communications happens in the upper levels of our district and

During the first month of school while I am supposed to be working on the first 30 days of school and teaching my procedures, I had to test 30 students using the F and P. I realize that we need to gather the data as soon as school starts. However, our students are not ready to work independently and I am requiring them to do lots of sitting so that I can finish. I don't feel like I have effectively taught my procedures because of the pressure to finish

First, classroom size should decrease helping with behavior and discipline. Second, we should get curriculum that requires

no evidence that discipline is worked.

Students realize that the discipline procedures are insignificant. They know they will not be suspended for their excessive behavior.

I teach in a self-contained moderate classroom with 15 students. Because of the population, my students only have a 30 minute PE before lunch. I eat lunch with my students in order to give the assistant her lunch break. That 30-minute class is my only true break from the students. As long as I do not have to cover for the coach.

That is their only elective. I do not get a PLC. I do not like having to leave her alone with them when I have to go take a bathroom break.

I have been teaching in OKC for 28 years and I am to the point where I cannot wait to retire. Student behavior, over all, from pre-k to 5th grade is on downhill slide. The respect for teachers and learning is non-existent for most students and many of their parents. Our workload is ridiculous and the district expects us to work hours past our contract time to complete the things we need for our classrooms and students. Planning time is a joke with all of the PD we have. Planning time is time to get things prepared for our students or getting things done in our classrooms, not PD at least once a week and usually more. It's so sad to see what this district has become and also to see that the people making the decisions about our curriculum, evaluations, and schools don't have a clue what they are doing. I suppose this is evident in the tremendous lack of certified teachers who want to work in OKC. It seems like this would be a red flag to our district. Also, why is there no money for teacher raises, but we continually get "curriculum" or

The students figure out by day 2 of classes that there is no real consequence for misbehavior. From then on, all grades from PK to 6 are largely out of control. In classes, in the lunchroom, in the halls, the students make a point of reminding the teachers who is in control here--and it's the students. The worse they offend, the more they are coddled. As for workload, don't get me started. Marzano plus OKCPS Standards demands interfere with teaching what my students need when they need it, and the constant Big Brother observations, evaluations, walk thru's, peer observations, etc etc make it clear that teachers are considered stupid bordering on bovine. The message is, You know notheeng! We Superiors know All! Either you do it our way or else! In short, OKCPS, long recognized for their contempt for teachers, continues to double down on an erroneous template that drives good people away.

District and State mandates are under funded and require significant time commitments to comply. Administration and teachers are challenged with significant levels of unsupported requirements and additional work, creating tired, overworked, and disheartened campus environments.. The

I spend less time planning for my classes & taking care of their instructional needs than I spend in meetings and completing extra required paperwork/computer work/ etc. that the district has piled on to my work load, especially when I don't get specific training for the required activity and it

Lots of ways to fix the issues in the district but the ones in charge don't listen to the ones below. They feel they know better than the long standing tenure teachers who have time in the classroom than the admins have in education. Just ready to find a district that values its teachers and actually uses

I have 150 language arts students. The performance test required students to write two paragraphs on different prompts over a text that was 3 pages long when printed out. They were supposed to finish the test in 90 minutes. Maybe 60-70 percent finished. The first day one class couldn't get the complete test to open, the questions and rubrics wouldn't load. When I tried to retest that group on the final day of testing, the test ID # was closed down around 3:00. The class goes until 3:40. For half of the class I had to create a new test ID number and they had to log-in again before they could

There is little support from the District for its ISS teachers. We NEVER receive PD, but we are an extremely valuable and needed part of the educational team, especially at our at-risk schools. Even though I feel I do a good job, it would be sooooo lovely to be able to attend PD related to my job opposed to having to sit through PD that has absolutely nothing to do with the job I do, and I'm a highly qualified teacher who applied for this job so that we could

This is year four for me and I continue to see a revolving door of teachers. Evaluations are a "got you" program. While I'm being honest here, we have a teacher shortage so don't make teachers mad when they can easily go do something else! Support your teachers and I'm not even talking financially. We have a great new principal but whatever district policies are being set forth with the insane requirements for lesson plans and an evaluation system that's heavily flawed it makes it hard for him to keep moral up. Teachers, especially new teachers are leaving or I hear them speak of leaving all because of OKCPS inability to support teachers instead of giving them more work to do. While I realize no one will likely read this at least you know what the

This year I have an amazing class and have no behavior problems. The questions at the beginning of the survey would have been answered very differently last year. However, the 5th and 4th graders coming up are awful and I'm not sure if I want to deal with another year like last year It is something I think about everyday. (I currently teach 6th grade and love that age group.) I had several students that took away from the whole class

I would like to see a consequence for bad behavior of some kind such as when a male student pulled his penis out and showed it to another girl student and admitted he did so and nothing was done.

Because of the student code of conduct, administrators spend an unwarranted amount of time waiting for approval to suspend students who warrant suspension. In our school, there are small pockets of students who are there to socialize and instigate on site and classroom bedlam. They are not interested in improving their grades and they will tell you they don't care about anyone or anything. They are belligerent, use profanity constantly yelling at classmates and teachers and their parents are almost impossible to get in touch with. The administrators are afraid of losing their jobs, so they comply with the district guidelines. They sweep infractions under the carpet or give a student a couple days of ISS; such as, a knife being found on a student,, teachers and other students being threatened and fights, These students need to be transferred to an alternative school site and not allowed to return to their home school. As it stands now, the parents are given a choice where the student will attend school. Students who are moved to alternative to suspension sites return in ten days and start the cycle over again. They make it impossible for beginning, emergency certified teachers and teachers who have limited or weak classroom management skills to teach. The gang activity has increased significantly. There are so many new teachers who have had no professional development or training about our sets, cliques and gangs and are clueless when students X out letters on papers, use backwards numbers for letters, colors they wear to represent where they come from. I have seen do-rags on students heads that very few teachers or administrators realize the meaning of and ask them to be taken off. Dress code is not being enforced in many schools and some who have implemented certain colors for certain grade levels have student who refuse to wear the color shirt their grade level is supposed to wear. We have piled more students into classrooms. Seasoned teachers have been forced out in many places and replaced with first year teachers who cost the district less, while more administrative positions are created and filled with astronomical salaries attached. Administration received a three percent raise while teachers were given last years step increase. There has been no mention of receiving our step for this year much less a raise. The Board of Education and Aurora Lora have ultimately endorsed all of this, but have yet to be seen in any of our more troubled schools much less the classrooms of our newest and most

PLCs take an entire plan time. The work assigned to us at PLCs take a significant amount of my time after work to complete the tasks. We are assigned tasks and given no extra time during the week to complete. We have also been told we must create grade level flex groups. This is impossible to do

Student behavior is saddening to teach around.

The discipline is rare or scarce; teacher responsibility.

The work load is heavy, I can see why teachers leave.

District is undesicive or pushy.

Admin are pulled in every direction.

Teachers are stretched, attitudes flare.

Students suffer

Principals who take the word of students before talking to instructors. I did not have any plan time this week because of meetings. The school environment has declined severely this school year. The students use vulgar language and nothing is done about it. They are quickly losing teachers.

We should allow us to teach the way we know reaches the children instead of reinventing every single year. It is frustrating.

We have no support on disciplinary issues in our classroom, nor current phones numbers to contact parents and when they have been contacted there is not a support system in place for assistance.

Benchmark testing is flawed and tests skills taught out of order. (Example , fractions before multiplication) There is no planning time given to comp;let the large amounts of paperwork and online viewing of mandated safety lessons. Principal is very supportive but her hands are tied by the administration making mandates which are unreasonable. The new observation being put in place is an example of 23 pages of duplicated questions using exaggerated language. The science curriculum consists of subjective grading by teachers and no practical use in a classroom with limited room, overcrowding, and limited space in self contained area. Fountas and Pinnel offers no specific grading system, it too is subjective. I would like to see a reappearance of the old IOWA skills based testing per quarter with specific skills and meaningful data. We no longer have any measurable data backed ability with Benchmarks or Fountas and Pinnel to use for reading. Skills data being used for RTI must be created and completed by teacher. Making copies for parents who constantly request books for math and science curriculum are non-existent, which has required teachers to purchase many materials using their own money. Each day teachers are required to add to paperwork to create more data for the district which in legal terms would hold no merit. A perfect example is running copies of math exemplars to be given to students, (because internet makes using computers impossible to stay online long enough to complete online) after test is given, teacher subjectively gives a grade to each test, then manually or using a camera uploads data to Mastery

Discipline is primarily a school issue, and it will vary from school to school. Teachers would benefit from training in PBIS and relationship-building with students who are culturally different from themselves; SO many issues can be resolved with good de-escalation techniques and positive relationships between students and teachers. It won't solve everything, but it's a start. We have to be honest with ourselves - some teachers deserve the discipline problems that they have because they have brought it upon themselves. If teachers do not respect students, treat them fairly, or make at least a

I really do not have any disciplinary problems in my class.

I am extremely disappointed with the Human Resources mishandling of Emergency Certified and Alternatively Certified teacher contracts; identifying pay raises and then deducting them after being issued because step raises were misidentified.

I am not familiar with many items mentioned in this survey such as "curriculum coordinators" or the "instructional coach program."

Referrals are worked but without consequences for the students.

Core and Elective teachers are not treated the same. We are only focused on core teachers. Elective teachers are treated as dumping grounds. They put too many students in the elective classes.

We do not offer many elective classes!!! We cut teachers and cut elective teachers. They replace elective teachers with core remedial classes.

We hurt the students that are making the grade!

Husbands and wives should not work in the same buildings.

Stipends should be open and available for public record.

A third grade teacher should not have 32 or more students without assistance. The RTI, RSA paperwork is to much with that many students and the amount of them that qualify for special services. This is a testing grade and getting them prepared to NOT be retained should be priority and with 32

Student discipline at my building is bad, but I would settle for administrators who support and help the teachers, not beat us down. I feel like I am under a constant siege, I am not alone in this. Members of my department are walking out, leaving or applying for other jobs in anticipation of leaving.

I have worked for this district for over a decade, and I have seen a decline in morale, student discipline, support for teachers, and student learning. Several years ago teachers were part of developing pacing guides which were a valuable resource. Now, we have little to no support. What is worse, we have so many teachers who are emergency certified across the district with no real curriculum to work with (elementary level) . School discipline is a joke. Elementary school students are regularly defiant, and many have physically assaulted teachers. Students are never suspended, and there is nothing we are allowed to take away from them when their behavior is atrocious. Teachers are expected to reward students for doing what they are supposed to do, not for going over and above. Teachers have a very hard time getting substitutes because the district has made it so difficult to become a substitute. Several retired teachers have started the process to be a sub only to become frustrated with all the hoops they must jump through, and

More students & Less Teachers is a recipe for disaster.

I Coaches do not provide any valuable assistance. We need people who work with students. Our I coach is usually sitting in her giant room doing nothing. Sometimes she makes copies and puts worthless wastes of paper in our boxes. PBI is unnecessary. Good teachers and administrators know how to deal with issues if they are given the freedom and time. Our school has only gotten worse with each new implementation of another "program" by the district. We should be spending money on after school tutoring and/or mentoring programs, not paying companies to micromanage teachers. These are many of the reasons regularly certified, trained teachers leave. Also, I do not believe I Coaches and Media Specialists should be paid at a higher rate of pay than classroom teachers. Teachers know this is the way the salary schedules are written and are highly offended. The hardest

I believe this district should start protecting teacher positions and stop protecting director positions. I have yet seen any willingness from the district to act in the best interest of students over the best interest of central office staff.

Students are hitting, kicking, leaving scars on our teachers and nothing happens to them. Now, we have received an email regarding the implementation of the use of discipline in withholding recess in some way i.e. sitting out, laps, etc. CHILDREN ARE NOT BEING HELD ACCOUNTABLE. And they know it. They know the teachers' hands are tied. The district takes away every tool we have and replace it with PBIS. Only, you're only trained in PBIS if you choose to attend the extra PD days. Most teachers don't attend this. This training should be provided to every teacher during our 180 days. This district DOES NOT care about its teachers. Then they take away our curriculum materials without replacing it! What?? That's just crazy. Or it's replaced half-way without adequate training. Why are teachers being forced to spend their own time researching and trying to find materials to meet our standards when great, research-based curriculum and materials are already in place? I don't know one OKCPS teacher that respects this district administration.

I have not turned in a referral because it is a waste of my time. Nothing will be done. The only referral I ever turned in the principal asked me to call the parent. I had back to back classes coming in and am not able to deal with chronic discipline problems after that class is over. Students in Kindergarten roll on the floor, make noises and won't do their work. There doesn't seem to be any way to stop this behavior because they don't understand most discipline methods. There are at least 2-3 students with chronic behavior issues that happen every single day, all day, and discipline methods are not effective. Everyone gives up and just lets these children disrupt the learning of everyone else. The discipline plan is effective with children who are basically doing the right thing most of the time. It does nothing for the chronic behavior problems, especially in the early childhood grades. I watch

Students seem to be more disrespectful in the classroom each year. They have less parent involvement as time goes by and electronic devises are made more available. We do not have the electronic devises in each classroom to support today's curriculum.

Student behavior is no problem.

I feel that the downtown administration has become a circus! They seem to be coming up with more things for building principals and teachers to do that will have ZERO benefit to our students! All of these additional required, mandatory assignments take too much time away from what is critical: working with our students so that they can grow and flourish as learners! I have worked in this district for over 15 years! I am spending part of my fall break looking for another district to work in next year! Our superintendent recently stated that the reason OKCPS is losing teachers is because of ineffective leadership by building principals! She is either in complete denial or a total idiot! She and the administrators downtown are the reason this district is failing! My principal is dedicated and cares tremendously about our school; students, parents, and staff! She is trying very hard to be the

One plan is fine for planning for my classroom but without a second plan for grade level meetings, the issue with discipline has worsened.

Too many chances given to those with repeated bad behavior.

Delayed maintenance request. 26 students is too many in a kindergarten class without an assistant. Assessments and report cards took over 6 nights at home plus working on them at school. I feel like best teaching practices have to be thrown out because of how large the class is. More of babysitter than teacher. I feel district leaders are putting demands on the principals who in return are putting demands on us and we are feeling micromanaged. Principals evaluated on less components this year when us teachers are evaluated on all 23. Requirement of unpaid online trainings. Technology coach sent 30 minute training due by time she comes for our plc meeting in Nov. We don't have time for a plc with her! We only have one 35 minute common planning time and it is already taken by Kim once a month and we plan weekly. After taxes and other deductions from my pay, I bring home \$24,912. My

Teachers expected to monitor kids eating breakfast...loss of prep time

ISS is on BIP but no preparation is made to accommodate

Too many empty threats...Kids dont see any meaningful consequences so behavior continues

Student behavior is appalling. Students have repeatedly stated verbally after school detention is no big deal, ISS and OSS is no big deal because they know they will be right back. Discipline system does not work,

Teachers no longer have creativity in planning or teaching. It would seem that the district is trying to produce cookie cutter teachers. We must all use the same lesson plan and use power (taxonomy) words while developing those plans. It would seem that a dog and pony show is more important than

The benchmark assessments aren't valuable for displaying student growth. Each time, it's an open ended question, which is great to foster upper level thinking, but does not show growth over time. Mastery Connect is a platform that works to reduce teacher grading time and reduce copies, if used correctly. However, these assessments do not work to reduce that time, they increase it. The rubric didn't even match the numbers we needed to input into mastery connect, so teachers ended up doubling and tripling scores to match the rubric to the scores inputted into Mastery Connect. The Benchmarks were sent out a day before the time slot opened to give them. As a teacher who likes to have my copies printed early, this does not work! I was very frustrated with the entire process.

On top of that, I have 30 students in my classroom, with another special education student coming during reading. We have been unable to get a full time sub for another teacher all week, putting my class number to 35 students this week (which is incredibly taxing). I don't know what we need to do to increase our substitute count, but adding additional stress onto already maxed out teachers isn't cutting it. If we strive to keep teachers from moving to other states, we need to start by having enough substitute teachers to help with the overburdening when someone is absent. I should not feel guilty

WE are bursting at the seams, and no help is given. Our Admin have tried many things to improve behavior, And support us more, but the kids and their parents are so resistant to making changes in their responsibility level to make an impact. The parents in our district have a very low capacity to be parents, and therefore, no reinforcement occurs at home. So many teachers are over worked, and the pay is horrible for what they have to do every day. How many six figure salaries downtown will it take to realize that more quality teachers is a solution to the problem. The superintendent and all of her cronies need to come out and spend a few days getting cussed at, pushed, hit, berated by a parent etc. Then they might realize the scope of the

Very big reluctance to give meaningful discipline to serious offenses. Many hurdles put in the way before anything is done.

I can't get a straight answer about the steps to discipline a student beyond calling mothers.

We never have time to do anything. Our day is so chopped up, we can't even find a 90 minute reading block. We are given 25 minutes each day for lunch and that is to take the kids, pick them up and have lunch in 25 minutes. So if you get 20 minutes for lunch it is a miracle. Most time you might

We as a school and district need a set of rules we all follow no matter who we are, what we teach, and how we feel about the student body. Administration needs to back it up if we are following the correct steps.

As a teacher, I need a paycheck that matches my workload. Without it this job is not sustainable and I wont be able to continue it.

Even though we have a teacher shortage in many schools, teachers are taken out of the classroom and given Instructional Coach positions or Principal Intern positions. These positions do very little to help teachers. They are paid more than the classroom teachers, and yet do much less work.

Aurora Lora seems more interested in putting money into changing names of schools and creating upper management jobs than into the classroom.

With upcoming allocations being lost at my school...My team of kids is at risk of being broken up. I may have to give up my group of kids that I have spent time getting to know, they know what I expect, we have built relationships, met parents....and my kids and I are working really well together. The prospect of losing ALL my kids that I have worked hard for, I love, and having to start over with a completely new group of kids.....especially some of them that havent had a teacher in this subject for 8 weeks, and they will have no discipline and be 8 weeks behind.....to lose what I have worked hard on for 10 weeks, and take on another group, is very stressful and depressing for me. Also, I have been told that my Science dept may have to give up our PLC hour and take on a 6th class to teach and have zero dept planning time at all at school, yet will still be expected to meet all of our PLC requirements....this is another thing that is highly stressful, depressing, and makes me have a very negative outlook on this school year. All of these changes will not only affect my job, but also my personal life as I will be asked to take even more of my own time away from my marriage, and the

I am retiring as soon as possible.

Instructional coaches are a waste of the districts money. If positions need to be cut, it should be the first to go.

I have been teaching in OKCPS my whole career, since graduating college 4 years ago. I have seen a drastic decline in support at well as basic curriculum resources over these years. I am an OKC public school product and would love to stay here, but as many of my colleagues have already, I will be leaving soon. Poor pay, overloaded with work, assessments that count for nothing eating my instructional as well as personal time up. I mean it's nuts. Oh, and let's talk about F&P assessments. I know it's important to find our students individual lrwading levels, but there has to be a better way. Do people realize it takes 30 minutes per test, per student, with each student needing to be tested a minimum of three tests? I did the math, and I waste 3 weeks of my reading block administering this test. And we have to do this 3 times a year! That is more than two months of my instructional reading block one used to test a year! There has to be a better solution, such as what getting voluteers to train and give them so we can teach. I know of other districts that have went this route. Sorry for the rant, but this is just the tip of the iceberg as far as instructional time wasted on testing. We also have "performance tasks,"

Granted I teach a self contained pre k special ed program so not all of the questions were relevant or able to for me to answer. I will say PBIS is a wonderful program when teachers are taught and given professional development which I saw at another school I worked at. At this building it appears teachers are just supposed to "know" exactly how to implement it so it has been a complete failure. While my classroom has not had behavior issues

I am not a regular classroom teacher and don't use Benchmark assessments

We are being micromanaged to death. Stop giving us menial, tedious "reinvent the wheel" tasks and let us teach!!!!

if the district doesn't provide a better math and reading program I will be moving districts.

We do not have a specific math curriculum. We were told we can use everyday math but they are not purchasing more workbooks for the kids. We have to make copies of everything if we choose to use everyday math. Then we are limited on copies we get each month and paper! If we choose to just pull stuff off the internet to go with our math lessons we still have to make our own copies, that are limited.

We are being forced to create accommodations for the one student who has chronic problems and ignoring all the other students. When there is a physical situation we are having to make amends as opposed to discipline.

We have no time to plan for our classes!!! We are required to do so many things and we don't have time to teach with all of the extra testing we are required to do. We finally finish one test and then it's time to start another test. We don't have time to teach. Our paperwork load is outrageous!! Many teachers are working till 9:00 at school every night. Everyone is stressed out and talking about leaving this district. We can not adequately prepare for our class because there is not enough time to carry out all the things the district wants from us. We really need to teach. I have been in this district a long time. I am not planning on staying if this continues. School committees are very dysfunctional. Three or 4 people make decisions that effect everyone. No one else has the right to say anything about the decisions they make. FAC Committees are no longer making decisions. Principals Besides behavioral issues, attendance issues are through the roof. Not only are students missing class, but many just show up tardy every day. It is up to the teachers to assign lunch detention and if students don't serve, to complete a referral. I would be writing five to ten referrals a day. We do not have time for that, so I just don't anymore. This is not going to make the situation go away, but I am done.

I would love to see us get rid of what I refer to as the "High Five and a Snickers" approach where we try so hard to reinforce positivity that no matter how horrible a student behaves on an almost constant basis, we just give them a high five, a snickers bar, and tell them to have a good day. Stop letting

The class sizes are too big for anyone to get anything done.. they are forcing us to not be able to teach the things that we need to because all we do is

OKCPS continues to decline due to budget problems. Lack of true support and help with discipline in the Elementary schools. There is a lot of support in

Discipline is a major factor I believe in teacher's looking for other jobs in different districts/states. I honestly think the teacher shortage will be significantly increase. As a teacher I feel disrespected by students and administration alike. I believe the Marzano evaluations makes teachers feel insignificant and incapable of fulfilling their duty no matter how hard they try. The district/administration have failed to supply teachers with the right tools, technology, supplies to do our job properly but we are evaluated to the extreme with all those proponents as if we had all the tool available to us-

I do all prep on my own time....yet I have to make up snow days even though I instruct the kids for 8 additional days but the district continues to make teachers make up snow days. With having kids in my room 10 min after I officially have to report and having after school duty until AFTER 4:20 on a consistent basis I am forced to come in early and do my prep and cleaning for the day. With being placed on the late start for elementary we are missing PRIME learning time in the morning. These kids are done learning by the afternoon but we want them to learn until 4:00. Since my Principal insists on having a staff mtg EVERY week I don't get to leave work until 5:20 or 4:50 three times a month. Yet I am at work btwn 7:35-8:00 every day. PBIS is a joke and the kids are out of control with no consequences. The head of PBIS in my school can not even control his/her own kids but tries to tell me how to handle my kids. I have been teaching WAY longer and handle my discipline problems myself and don't need a third year TFA teacher telling me what to do. I also feel that as long as this school is on a late start we will continue to have a high staff turn over and will never be able to move up from an F

As always all answers are from OUR perspective and all vary. A positive person does their job and tries to make a difference in a child's life. A mean negative person will be hateful about everything and gripe and complain, instead of doing something about it. We need more positive, clean, happy, and team players. I love my job and my kids add to my character daily. It's all how you view life.

Required PLC once a week take my planning time, but our PLC's are administration driven not teacher driven. Three staff meetings a month take my after school preparation time also. Plus we have extra training provided too, that we can choose to attend, Some days are 10 hour days to get through a staff meeting or training and then to prepare for the next teaching day. With new ELA curriculum, I need time to prepare for the next day's lessons. Some of those staff meetings are very time consuming and not applicable to classroom curriculum nor management.

Student behavior is maintained by the classroom teacher, with extreme situations going to administration.

Frustration on PBIS, is due to the turn over in staffing and non teacher degreed staff that do not have experience, book knowledge, or training with implementing PBIS, or how to control classroom behavior or the significance of using procedures consistently. Frustration with PBIS, is the staff not being

Teacher time is spent on tedious objectives that have nothing to do with instruction. Instead of me focusing on what I should be teaching I am filling out 8-9 page lesson plans that change from day to day. If I don't complete the lesson plans I am penalized with a bad evaluation or written up by administrators. I spend almost every plan focusing on something that they want to say our school is doing and not on the education of our students.

My answers reflect my experience as a instructional support person. I was a classroom teacher for a decade or more before making the switch. The principals I have worked for are not hard enough on student discipline. The district as a whole continues to be scared of parents, litigation, and worst of all - they are scared of kids who refuse to behave and learn something for once. STOP IT! School is not an amusement park! It never has been and never will be! It's difficult to be treated like a professional when there is no back up from admin and there are not enough textbooks. Rumor has it that libraries

Teachers do not write referrals because it is considered a sign a weakness and unable to manage your class. The admins frown on writing referrals.

OKCPS has extremely low expectations for their students and this is based on my experience in working for two other districts. The 10 day unexcused absence policy is a joke, especially when the school offers Intersession to make up attendance. What message is that sending? We have these beautiful textbooks and the vice principal for math said not to use them. We are told not to use the workbooks, Dropbox, handouts. We are told to spend endless hours on the internet looking for assignments and other materials. Benchmarks are a waste of time. The whole Marzano teacher observation thing is an insult to all teachers. Instead, a simple thank you would be nice to here now and then. Who cares about scoring innovating, developing, etc. I just want to be told thanks. Teachers are leaving because of the results they get on their observations. Teaching in Oklahoma is an embarrassment. I believe the roll of the instructional coach is a waste of district money.

Marzano is inadequate and unnecessary as a whole, although some evaluation seems appropriate. However, it is a morale killer in not only myself, but in colleagues I have seen as well. I Never thought I'd be calling students' parents in high school. The district needs to put it's foot down with cell phones, and challenge the case for them in class legally. Until they do so, principals should not be able to criticize a teacher for not making students put them away after the teacher gives the instruction. Principals should be required to give pertinent information when asked, when a few truthful sentences from them would save weeks of guessing on the part of the teacher. Failure to inform should have a consequence for principals, especially when asked compromised. Between the student disrespect, the heavy work load and more expectations for my day...something has to give. Retirement is in my future, I'm not ready to retire, but things can not continue on this way.

I believe the Instructional Coach program is the best thing we have going for us. They are truly trying to turn the ship. Without the Instructional Coach in our building so many teachers would be lost in knowing what to do, when to do it, and how to do it. She is constantly busy helping someone and

I have a student on an IEP that basically doesn't want to do assignments, even modified assignments. I have talked with the parent and the case manager and yet the student still will not do assignments. Tutoring has been offered, but the student never comes in for extra time or help. The parent knows the situation. This student is so distracted by anything another student is doing that I have to move students to another seat so may be get
The District curriculum coordinators provide standards on line that are valuable when planning lessons. The District administration is clueless. If they had any sense they wouldn't spend valuable resources on suing the state, they would instead use that money to either give teachers a bonus or purchase more and better computers for each classroom.
I don't believe the district is concerned about providing current textbooks if they were so concerned, why have they waited multiple years to say or do
At my school teachers are not allowed to write referrals. The teacher is solely responsible for all discipline measure and the principal has told teachers if they can not handle their own discipline then they do not need to be there!!!
We have zero math curriculum. I have 2 students who have repeatedly cussed and yelled then stormed out of my classroom slamming the door. One of the students has hit other students more than once and all that's done is calling the Mother. The other student has been suspended 1 day only because I've sent him to the office repeatedly. I still have a referral that has yet to be worked and the student was returned to my classroom
I have been hurt two years in a row by students. The last kept me out of work for nearly 6 months with a concussion and related issues I have taught for over 30 years in several other districts and have NEVER experienced or witnessed the behavior issues that I see in OKCPS.
PLC's are not effective because we are covering classes and do not have time to work cooperatively.
One referral I wrote for a student ditching my class was worked. The very next referral on that same student two days later for ditching was listed as, "talking to counselor," when the student came to class with 10 minutes left and said he was in Ms. P's class and returned with a note from Ms. W. He lied and ditched and it was not taken seriously. This IEP student is failing my class and isn't punished for lying or ditching.
As for student behavior in general, students are not taught to respect anyone or anything. Students then do not respect classroom procedures. There is no urgency and proper timeline. When I call home, the parents/grandparents/guardians say they will have the student get their work finished. It rarely happens.
I have 5 high-school preps for my workload. With us losing a social studies allocation, I will be losing one of my classes that I've taught for a quarter and
Excessive tardiness and absences are a detriment to the educational process of those in class on time. Students that routinely exhibit extreme behavior patterns should not be allowed to return to class.
This is absolutely the last year I will ever work within OKCPS; I am seriously considering leaving education as a whole. Discipline is a joke, there is little to no support from the administration, and I am often blamed for my students behavior when said students should never have been in my classroom in the first place. My classroom is constantly used as an extra OSS by the administration even though I have complained frequently. PBIS is beyond worthless
I say "declining significantly" because the district is distracted with lawsuits and school name changes while class sizes increase and teacher positions
ITS A WASTE OF TIME TO WRITE REFERRALS. NOTHING IS DONE.
Class sizes are to large and administration ignores class size rules.
My biggest issue is the amount of planning time lost to covering classes for absent teachers because not enough subs are available.

I believe that the district adds or takes away programs without asking the teachers who teach them. I believe that the district can find money to change names so as not to offend the Nation's new trend, but cannot find monies to give to teachers. (Downtown received a higher amount than teachers and I don't think they even know what some teachers do.) We as a district cannot have large class sizes-this fuels disruption and hardly a teacher can come out on top with large numbers. I totally believe that the District does not support the Career Technical System within its walls as it should. If I was

What instructional coach program? Teachers don't enter referrals at my school. I don't think this survey applies to all schools.

I feel like my school is looked down on as if we do not do the work set before us. I do not feel secure in my job even though I know I am doing my job and more. I feel like there are people in higher positions who are making decisions for us, AFT included, that have never been a teacher and are not AFT needs to negotiate to CONTRACTUALLY limit the number of preps assigned to any teacher. Almost all of the issues that I have listed or checked above would be resolved if I had fewer preps. I HAVE 7.

Get rid of the "fluff" courses, ie. Link and AVID. Totally worthless classes that add absolutely nothing to the acumen and academic needs of the student.

I had a very violent child in my class for about 5 weeks. It was very hard on me being hit and cussed at daily. The student is now getting help in an alternative setting and I hope he returns without the violence. This is from a Pre-K child, it seems as if behaviors are getting more difficult each year and younger and younger children are affected. Most of this is a direct result of Trauma. I wish we had more training on how to work with young children

I feel like every year these surveys are designed to elicit a certain response from a certain group of teachers. The truth is that if teachers provided engaging instruction in a culturally responsive way, we would not have discipline problems. Every year the union perpetuates this ideology and allows teachers to get away with taking no responsibility for their own role in bad behavior. We want our students, who are predominately students of color, to behave in the same way that white suburban children behave, though they have completely different norms and backgrounds. We spend so much time lamenting students behavior that we don't bother to teach children anything at all. I wish AFT would realize that teachers need more, not less observation, that teachers need real training in culturally responsive pedagogy, that student behavior is a direct reflection of teacher actions and that the current "advocacy" done by AFT does little more than stall any vision of the superintendent, make it impossible for our district to keep a superintendent and prevent students from getting any real learning done. The time of the professional educator in Oklahoma has passed. It should be

This is the first year that I have a planning period in the past 3 years, so I love it. The benchmarks are a joke and a waste of 2 days of class and over a week of grading, for nothing. The district's new purchasing policies make fund raising a huge hassle and burden on coaches and sponsors and will hurt

There is no curriculum. Teachers are spending hundreds of dollars of their own money trying to find materials to use and implement in the place of a curriculum. The amount of time spent for planning is ridiculous. I am at work at 6:45 in the morning until 6 pm in the evening and I am still taking things home to work on. All day Sunday is spent planning. There is barely enough time to use the bathroom during our regular planning times. We talk about how our schools are full of trauma and yet we have over 30 students in a classroom. OKCPS school should have no more than 20 students per class because of the needs and issues they have. This year has been very disheartening. I have taught for over 22 years and am seriously thinking about finding work in a completely different area. It's like we are being punished for trying to stay and stick it out. There are no perks and it is causing health

I came to OKCPS for my first teaching job and have been here for several years. I have gained experience, and yet the job is getting more difficult. I work late hours, and yet always taking work home too. I have 5 discipline problems in my room this year that disrupt me every lesson every day. They leave to the office for 30 minutes and then get sent right back in to start over. One has already physically assaulted another student, and got 1 day suspension. They came back and were right back to it. Due to the ever changing curriculum, expectations, and demands I will not be staying in OKCPS

The benchmarks and Snapshots and Performance Assessments are basically so curriculum can justify their job. They are poorly aligned to standards and poorly written (cut and pasted) It is time consuming and worsens student morale. Curriculum should be here to help teachers or please please step out of the way. There are so many top down mandates that only create ambiguous and meaningless data for the sake of data. The state made a concerted effort for less testing and OKCPS added more???? The high school exam for the state in language arts is the SAT but the snapshot/benchmarks/performance assessments have no relation to the SAT.?? English teachers have the added burden of grading the poorly written assessments. (sorry ranty) when we could be marking things that our students care about and need feedback on. --all this relates to workload. Every

Poor scheduling of school day by administrators. Poor class balancing by counselors. Inadequate passing of relevant information, such as students

Students laugh at consequences. 3-day in school suspension for fighting? parent contact for cussing out students/teachers? phones: still can't collect them from disruptive students without risk of being sued for "damages" that might happen (or have already happened)? PBIS could be great, but only if the students are invested in their education and value the points. Many of the worst most disruptive students I have have the highest number of "hero points" because they find the teachers who are liberal with the points and then put on a show to earn the points while their actual behavior hasn't

PBIS only works when there is discipline for misbehavior as well. They must work together. When the district took away all our discipline options, the students figured it out quickly and behavior got even worse.

assignments, more time is needed to work with those students who are on academic and behavior IEPs. When many different learning modalities are in a class room of 25 to 40 plus students, teachers just don't have enough time to give adequate attention to students. Sending IEP students to their case managers is not always the solution for some will help where others will not. We encouraged to implement Project Based learning in class. How?, when class periods are not long enough to get started, demonstrate, get students started on the project, and give assistance to students who need that needed assistance. Plan period. What plan period? On a regular class period, there is just not enough time to complete what needs to be done. Block schedules will allow that extra time to complete during planning periods what is necessary for the next day, etc.

On another note: electronic devices in the classroom. What a battle! We need clear and defined methods given to us as teachers on how we are to deal with this problem. Giving detention, calling parents, and subsequently giving ISS/suspension just does not solve the problem. I know students need their cell phones but something must be done or implemented to help us not fight the "cell phone battles" everyday in our classrooms.

We do not need to have our own standard. That just makes things more complicated when using textbooks and online material. The benchmark performance tasks so far are high-level questions and don't give students any chance to demonstrate basic understanding.

Decisions about student placement in HS math is not based on research and is severely flawed...setting students up for continued failure (weaker students) and high risk of dropping out. Too many people are dept chairs who have no background, education in secondary math education. Too many HS math teachers do not have the knowledge to adequately lead students successfully. Driving away those of us who are highly qualified with graduate

More is expected in every area, but less support and materials are provided.

Fire Curriculum coordinators and do away with the flawed benchmark assessment or whatever the name is this year

There is no teacher support. The district will believe students before the teachers every time. The district does not listen to teachers. They do whatever they feel or what the public wants. Our voice is not heard!

I feel that each elementary school needs a counselor in the building full time. There are too many students who need to utilize the counselor and where some behavior issues could be better addressed through counseling than they are through sending the students home or spending time in ISS. Let the counselors actually have time to work with the students versus put out fires each time they go from school to school. It's essential to my job when I have a counselor I can rely on to help when we have a student that is in a meltdown and I can pull the counselor to help that child versus sending that child to the office. Please consider letting the counselors be in the buildings full time.

Also smaller class sizes would decrease behaviors in the classroom and make for efficient teaching and learning environments. Stop cramming so many kids in a class. Lets go back to smaller classes and see what happens to test scores and discipline issues. Kids these days just feel like another number or body in the room instead of a person because there are so many kids to one teacher. Remember that in order to teach our kids what they need to know

At a new school and the change is extremely noticeable.

Kids are allowed to get away with everything short of murder, mainly because they have IEPs. I truly feel that IEPs are a crutch for kids and parents to use to allow kids to break rules with no consequences. IEPs and the threat of being called a racist are the two main issues I see daily here at school. Until that improves the district and entire state education system will continue to fail. If a child can go to the mall or store and not grab a girl by the breast or butt, or can refrain from calling random people the N word or B word, then there is no reason why they cannot do that in school setting.

Same leadership equals the same results. Low staff morale. Tired teachers who are overwhelmed and feel unappreciated. I have taught for five years now and I have been at the same school since I was hired. Nothing about this school or teaching in general feels the same any more. I am doing my best to get back to enjoying what I do. The students are not as much of a problem as the lack of support and leadership from administration.

I am a pre k teacher so on the bench mark questions i answered them using the ELQA testing for early childhood testing

I'm not sure my comments are useful, for I teach in a self-contained ID/MD classroom. One student has forcefully slugged me three times. I did have 2 assistants. One found employment elsewhere and resigned. The one that is left is chronically late or absent. Consequently, I am getting almost no plan time. I arrive at the school one hour before the start of the day to work on an paperwork; sometimes I spend most of Saturday working on lesson plans. I wish to remain anonymous and do not wish to file any formal complaints. I am thinking about probably retiring at the end of this year as a result of all

I don't even know what the Instructional Coach is supposed to be doing (and I'm not sure she does either). PLCs have become a waste of my planning time, where I could be getting things done that I end up taking home to complete.

Behavior in elementary schools has become horrendous!! Students are NOT held to the Code of Conduct because there is no REAL consequence! Teachers are discouraged from writing referrals because the district lost its court case. Teachers are forced to find ways to deal with disruptive, violent students THEMSELVES. The administration is too busy to handle it...you can't suspend them...the counselors are overloaded and there is no money to pay for an ISS teacher. The money used to pay for a curriculum coach would be better spent on an ISS teacher.

The district is constantly trying to find ways to FORCE teachers to use the curriculum materials that they wasted money purchasing (I say wasted because no one ever asked the TEACHERS what THEY needed). I'm sure that what they purchased works great in a class with less than 25 students in Nichols Hills

computer. AS for the Inst. Coaches . . .many times they seem to only be there to harass and frighten the new teachers. When you ask for help, you get a file or stack of papers from Pinterest. The coaches are so poorly trained that in a presentation they hunt and search for their information, and end up telling teachers what they already know and have been implementing already. The coaches are no more knowledgeable about new programs than the teachers are. These people are over paid for what little they provide. A better use of funding would be to train a lead teacher from each grade level . . . provide a slight stipend and let them be the "go to" people in the building for info on Infinite campus, Benchmark Literacy, Performance tasks etc.

Students behavior is out of control! I hate to take my class out into the hall. Where they witness bad behavior all the time and watching it gives my class a bad attitude. So I must work harder to maintain order, to have a good learning environment. It feels like I am losing the battle. There is no hope of keeping up with the workload! I do what I can, with the things that seem important. Elementary school are no longer appropriate for early childhood

Additional alternative settings are needed for Elementary students with severe behavior issues. The new Elementary Language Arts curriculum is fine, Workload is overwhelming, too many extra (and sometimes unnecessary) requirements to comply with aside from regular planning and grading. I think it would be best to have a four school day week with students and the fifth day be a teacher only (no student) planning day at school. I believe Benchmarks could potentially be very useful, but at this point they are a waste of time. We don't get a prescribed curriculum alignment from the district, we get the benchmark the day before it needs to be given, so the students have not even reviewed nor have we even covered the curriculum. So the data is pointless, inaccurate, and a waste. It does not reflect students growth in any shape or form.

I think our district leadership is more concerned about appearances rather than actually improving things. We have empty buildings which are staffed because we might "offend" someone, we want to spend \$75 K per school for a name change when we can't get one to one technology in schools--seriously??, discipline is non-existent in some schools and it's certainly worse at mine than it has been in years past.

You want real answers to these questions, come and visit and speak with teachers and get out of the ivory tower for a few visits.

I am an elementary substitute teacher with both considerable full time teaching experience and substituting experience. At \$80 per day a substitute can't be expected to bear responsibility for long term lesson planning including instructional objectives to meet district objectives. Substitutes operate at the day-to-day existence level and not with a 50 thousand foot perspective. This is where the instructional coach (hopefully) steps in and says, Here's where these children are - and here's where we hope to take them. And let's work together to figure out how we can make this happen.

If you would like to talk more about some simple ways to empower substitute teachers please contact me.

I live in fear of not pleasing my principal. Administrators act like the number of referrals one writes counts against the teacher. Some teachers are too afraid to write referrals because of this. There is not enough time to properly plan for teaching. Special education teachers only have the same amount of plan time to do their duties. During that time we must give assessments, contact parents (often numerous times), write IEPs and do Functional Behavior Assessments, develop Behavior Intervention Plans, hold meetings, and upload the completed forms. Oh, but we get an additional 5% pay.

Any planning time I have is taken by PLC meetings this year by the principal, contacting parents about discipline issues, responding to way too many emails from the district, etc. I don't ring data, scheduling conferences, working on report cards. This is my 25th year in the district and the worst one yet. Last year was bad, this is worse. My principal's boss is constantly in the building going in and out of rooms. Everyone is on edge all the time. I am looking I am working harder than I have in the past 5 years. We don't keep teachers and then those of us who have stayed in the district are the ones who have to start from square one at training them. PLC's feel like they are starting over when there is a faculty turnover. There is too much to know and remember when you are new and trying to start your year off. It is too overwhelming for the career teacher to have to retrain and do their own job as

This year we have had so much change. I feel like everything is thrown at us at once. Although I am happy for having a curriculum to follow, there are more expectations that we need to meet on top of our regular hours. More testing, copying papers from literacy benchmark that have to download and take forever before printing. I feel like we have a lot of resources but there are just in too many different places that requires time that we don't have. I already stay 3-4 hours after work on a daily basis trying to catch up and prepare for the following day. As far as the resources online, I like them but it

I have 29 2nd graders in a small room. As does my teammates and the whole 1st grade team. Too many students.

Huge class sizes, referrals worked, but not tough enough. Fights, no suspension, it is so stressful. This is my 36th year to teach, and I have anxiety going to work each day. Students, can do anything, and nothing happens.

Student behavior is a reflection of society's moral decay, lack of respect, and self-centeredness, which is has led to the demise and total lack of parenting, and social mores, period.

My workload, of course not my salary, has significantly increased. With every "new" adoption of curriculum, I have to re-invent the wheel so I can prove that I'm using the "new" version of whatever, whomever has decided is "better" than what her/his predecessor convinced the district to buy. New curriculum is rolled out within of a week of school starting - lots of time then to familiarize oneself? Nope! Lots of useful, innovative, sure fire methods to teach with the "new" that ain't? Right. Different packaging? Yep! Different terms for same 'ole stuff? Of course! You can't SELL if it isn't gussied-up to look like something untried.

A teacher isn't worth their salt, if they aren't willing to learn something new to supplement their bag of tricks whenever possible. However, in the last 5 years, we have been expected to jump through an inordinate number of hoops. Something has got to stay constant. Dedicated die-hards like me believe in education, and love our schools, and our students. And unless a member of the general public is married to one of us,(we devoted educators), I don't write referrals as I feel it is a waste if time...nothing happens anyway.

We need a learning facility for the behavior children that also have learning disabilities. There are just some students who can't handle a regular classroom. They act out because they are frustrated because they don't understand what is being taught. The district wants us to teach things that are not developmentally appropriate for the grade level. There are a lot more students this year who are very low in all skills. We are having to teach a grade level below because they are not ready for the grade level they are in. Also, the district wants to put too many kids in a classroom making it even

I love PBIS, but I'm concerned that there are still many students who fall into the Tier III level of PBIS who are not getting PBIS support. As counselor, I marked this survey as I see it in my schools since I don't have a classroom. I would like the counselor to be viewed much more as a social/emotional coach. Some schools use the counselor in that manner but others don't. We also need a district curriculum for counselors. I know Dr. Bell wants a

I am an elementary special education teacher and have not had an assistant for weeks. I have another student who had an IEP from another city with a para listed as necessary and it still hasn't been provided nor do I believe it will.

<p>The new process for getting POs and paperwork is ridiculous! The HR department is a nightmare. Horrible customer service. There is such a disconnect from people in positions of power. I feel like anyone working in a district office their goal is to make more work for teachers and principals to justify IC are beneficial to support new teachers but I do not see the need for 2 in a school.</p>
<p>OKCPS has cut student access to the Arts which has negatively impacted student development.</p>
<p>Lack of support from administration.</p>
<p>PBIS has helped some of the emotional immature S's with their behavior, however IMO it also seems to keep the chronic/habitual, poorest behaved S on campus in the Educational environment, usually with no change in behavior pattern. This alone equals less time spent by the T on instruction and more time on classroom management/discipline. PBIS has also appeared to lessen the amount of discipline referrals written because it's lack of effectiveness on the worst behaved S's and being able to change the classroom environment. (alternative setting for the most disruptive S's). Lastly the emersion of SPED students in Gen. Ed. classes even with a Co-T or aid seems ineffective with the overwhelming percentage of SPED S's on our campus. It Class size has a huge impact on all of the above! With 38 students in a classroom, my team feels more like we are babysitting than teaching. When admin is called upon, they usually intervene, however, because of district restrictions, other than a "conference" with the student, there are no consequences for the behavior and the students know this. The behavior continues or worsens because of lack of a severe enough consequence. I don't even bother to write referrals for this reason unless it is something severe enough to warrant removal from my classroom for the safety of other students.</p>
<p>The district continues to add new requirements in addition to past requirements. I am not sure they ever follow through with the data, it seems like "busy work". It is very overwhelming and I have been teaching for over 25 years, I am sure it is very daunting to less experienced teachers.</p>
<p>My school is a chaotic, unsafe environment. Many of the students, particularly the 5th and 6th graders, are rude, disrespectful, and defiant towards teachers and assistants. We can't get substitutes to come to our school. Several teaching positions in my school haven't even been filled yet, and two teachers have quit since the start of the school year. The admin tries to help, but their hands are tied by PBIS, Office of Civil Rights, Student Code of Student behavior worsens when class size are over 30.</p>
<p>Staff meetings are every week, and last an hour. Staff had no say in their classroom schedule or duty schedule. I get no support from administration. Parents abuse the hotline number, and use it to threaten teachers. Not enough parking for staff. My classroom is used for in house suspensions unfairly, so I have my students and other teacher's students :(Lesson plans have become more confusing because of demands made by the principal. Class sizes are still a problem. I do not always get my 30 minute duty free lunch. I have had a principal tell me they do not have to follow the contract.</p>
<p>Even though my class student behavior has improved so much from last year, the upper grades are off the chain. It disrupts the whole building and it is getting out of control. Fights, students leaving classrooms, throwing stuff at subs, tearing up the bulletin boards. It is now a safety issue.</p>
<p>Benchmark literacy program that we are using for reading skills is a pretty bad choice. Kids are struggling big time. Skills are too high for grade levels, daily lesson guides are not well planned or explained in teaching guides.</p>
<p>Students are coming in with bad behavior not listening to the teachers thinking that they don't have to and will tell the teachers that they don;t have to listen to them. They have no respect for adults. Teachers get accused of things all of the time and are afraid to say or do anything fearing the worst being falsely accused and punished for something they didn't do just because a child say's they did. As if A child never lies. Teachers are yelled at called names, pushed and threatened and nothing is done about it. A teachers work load is growing by leaps and bounds, it seems as though something new or changes and extending things happen daily. Most teachers have to work late or if the opportunity rises go in to work on weekends just to try to keep up</p>

<p>I have been at my middle school for three years...on September 14th I was grabbed by the shoulders by a student. My principal sent the intern assistant principal to get my side of the story. She didn't even speak to me regarding the incident until the next day. I filed charges against the student. My SRO wrote up the report as assault and battery. The district had a student hearing which I found out about the morning of and the district said the incident did not meet their definition of assault and the student got 10 days suspension. Needless to say, I will not be returning to teach in this district next year.</p>
<p>Our principals want us to make sure students are in dress code, but there is no follow through. The only two days they cared were the days before yearbook pictures and the day of yearbook pictures.</p>
<p>There is a disconnect between the teacher on the frontline and administration. Most teachers will tell of a lack of trust for their administrators leaving them to feel like they are in a rowboat in the middle of a hurricane with their arms tied to their side.</p>
<p>I am having to cover 2-3 times a week. I am very understanding but I am getting upset when some teachers go to the head principal and make excuses and get out of covering.</p>
<p>I am a library media specialist, so I am answering according to what I see and hear that is happening in the classrooms. Some of the information is what I</p>
<p>Superintendent Lora is a waste of our district's money. We need someone who knows what it takes to save money in the district, and get the teachers the tools they need to teach students. I think a thorough audit is needed to find out where all of OKCPS money is being spent. It certainly is not on</p>
<p>I am a special education teacher that have 6 different preps for different grade levels. The principal seems to be wanting extremely specific lesson plans. I've heard that some teachers at our school are spending 3 hours on lesson plans that are suppose to be turned in by Friday or you are notified in a negative way. Why can't teacher work on lesson plans over the weekend and turn them in on Monday?</p>
<p>We need more alternative schools to send students , who continue to act out and hurt the progress of the rest of the class. We should have a</p>
<p>I'm able to handle discipline issues in my classroom As an experienced teacher, I feel my workload has increased tremendously because of the changes in the curriculum and teacher evaluations. I put in probably about 15-20 hours overtime each week and still feel like I'm behind because of so much extra</p>
<p>It is physically impossible to complete all the requirements within the time we are paid to work. I am very tired of donating my time for free to work at home every weekend and several evenings each week. I don't feel like the students are respectful of teachers. Nothing seems to happen that actually changes behavior. We need more alternative placements so that kids who want to learn are able to without constant interruptions. A "bad apple" can</p>
<p>The referral process is only for severe actions like fighting.</p>
<p>2 days a week of our planning time our principal takes from us for "PD"</p>
<p>He keeps adding to our workload with irrelevant things to do and tells us if we do not like it to go to another school.</p>
<p>Everyday I go home, after staying late at school for meetings or working in my room, to spend at least another 2 to 3 more hours working on data, paperwork, planning and/or grading papers. On the weekends, I spend a minimum of six hours working on lesson plans and other school work. This past weekend I spend a total of 15 hours!!! I am a mother with two young children that are suffering, because I am too busy working on school work and not</p>
<p>I found incredibly ridiculous that having 16 or 18 kindergartners is not enough for a classroom and now we are losing a K teacher and the classroom size</p>

The conditions in OKCPS rapidly beginning to resemble the conditions when I left the district in 2003. When I returned four years ago, working conditions had dramatically improved. I loved Amy Walls! She provided such fabulous direction in regards to reading. I fear that many schools in our district are not in compliance with federal law in regards to literacy, since her resignation, and that our district is at risk of losing our federal funding.

As class sizes have increased, so has discipline issues. It is that simple. With 30 kids in a classroom, you will have discipline problems, and without subs, every time a teacher is absent, the remaining teachers will have 30 kids plus the students of the absent teacher.

Teachers are resourceful. We can teach without books, materials, chrome books and even paper. We can't however teach, when there are too many bodies in the room. When teachers must provide class coverage for an absent teacher, it becomes a condition of mere survival until the day ends. This results in the students losing a day of instruction, and falling further and further behind.

Please lower class sizes! If we can't separate the students who shouldn't be together and cram 28 bodies (or more when a teacher is absent) into the same room, when those students are already two years below grade level and frustrated, OF COURSE there will be behavior problems.

If the district really wants to help make students' and teachers' lives better, lower class sizes!

Due to the large class sizes and multiple number of students with Chronic behavior I spend all my time on dicipline and very little on instruction. This inturn does not allow me to use plan time effectively because I am getting my bearings in for when they return to start putting fire after fire out. Therefore grades do not get done at school or proper planning meaning it has to be taken home to get completed which takes away my time and family

We need more qualified teachers and fewer students in classrooms. If our ratio was significantly smaller we would see less behavior problems and

Kids are rude and disrespectful. Parents need to be held more accountable for their children's behavior. Corporal punishment needs to make its

Student behavior is getting worse because consequences are rare and non-effective. Workload is increasing involving requirements that have no proven impact on student learning or teacher effectiveness. Teacher morale is at an all-time low because of lack of respect and little to no support from the

Thank you, AFT, for finally asking questions and supporting teachers. Student discipline is being handled at the district level instead of at the building level which is creating dangerous situations for all. The pressure to decrease documented discipline incidents is leaving principals in a poor position to increase student engagement and safety. The curriculum department has created math and reading policies that don't support student learning. It would be extremely helpful if AFT had a working understanding of the current curriculum policies, implementation, and purchases. I'm disappointed that

Too much of our time wasted by admin- taking over PLC's for PD; requiring work on too many committees without sufficient time to do it in the contracted day & no comp time or extra pay for committees who must meet after hours regularly. Twice we've had Thursday faculty meetings (one last spring, one recently), both of them on AFT meeting days. Too many "programs" and additional paperwork. Now we are required to enter lots of info on all students in Google Excel sheets when all that info is available in Infinite Campus! As to referrals, we were told that we should allow 3 days for referrals to be worked (meanwhile disruptive students are sent back to class). The new sixth grade language arts curriculum was not purchased for my school although 3-4 extra sets were ordered for 5th grade that were not needed. I was told that only some 6th grade teachers in the district got them, but not all. LA coordinator said that they might get them with the next budget, or my school could buy them. My principal declined to use money for the needed curriculum materials. Excessive testing is required for Fountas and Pinnell reading testing which involves at least 20-30 minutes per student in the upper grades, 3 times a year . Multiply that times 75+ students and think of the number of days (months) wasted testing with F& P when Fourth year in the district. Same survey with the same answers. Miracles happen when disruptive kids are out of my room. If they don't want to be here, let's find an alternative. It only takes a few to take away from the many. I spend a majority of my time dealing with kids who cannot act like human beings more than I do provide instruction to students who actually want to do well. OKCPS has set lots of great goals, but basic needs are not The students that we receive from other schools are our burdens.

My school would be great, but teachers are quitting left and right. They are so tired of the pressures and ridiculous requirements that are placed on us. I believe I am not trusted at the district level to teach and assess my students' learning of the concepts needed to master my courses. I continuously assess students and use the data to inform my instruction, responding to students' needs for more or less time depending on the results of formatively assessing them. I use self-created trackers and course materials as well as teacher-selected online programs on which fellow colleagues and I collaborated to ensure their usefulness in helping students learn. I feel like even doing all of this, being told to implement district mandates (e.g., benchmarks) does more to get in the way of the effective, research-based, and data-driven instructional practices I'm implementing rather than helping. I believe we would be better off without district-level benchmarks, or at the very least, should make them optional if a school, department, or teacher can provide evidence that they are continuously tracking student learning and would be hindered by the giving of benchmarks. I have been vocal every Expecting teachers to do too much for such little pay!!

When teachers are no longer regarded as professionals by OKCPS and they have taken ALL power and decision making away from those who actually know what teachers and students need, it's time for a change. No pay raises, steps have been passed up, consolidated and when we finally get a step Too many hours testing which interferes with teaching the standards! Teacher created assessments and observations are much more beneficial in The ELA curriculum at elementary is great, but needs much more time to plan. The math is a joke. The last benchmark that was due this week was created incorrectly, making it hard on teachers to put in accurate scores. There seems to be a lot of "teacher blame" for misbehaving students. At our school, there are different rules for different teachers. Some are allowed to come in late, not use curriculum, etc. They have glowing evaluations. Those of us who do the right thing get chewed on constantly. I feel like the TLE was just based on principal bias and not what I do in my classroom.

There are good and bad things about the co-teaching model. I am not convinced that Marzano is the right tool for evaluation. I think core courses should be taught earlier in the day, while planning and electives should be later.

Mastery Connect is a definite waste of money, time and effort. Students do as they please and are supported by their parents/guardians. Administrators seem to be afraid to discipline consistently. I am lucky to have two preps with a PLC and a personal plan. I am concerned for those who have 4 and 5

Benchmark Literacy is the most awful curriculum I have taught in 20 years. The lessons are boring and small group instructional books are long and difficult. I spend a great deal of time dealing with discipline because it is difficult to keep the students attention. Teaching memoirs in writing is not what

Basically, we spend too much time testing and we do not receive enough planning time. The exemplars are unnecessary, especially when I am teaching a split class. I can't get anything accomplished. I work late at night on the weekends, but I have no choice. If I don't do my job, my students suffer. Also, without getting rest, it's hard to be an effective teacher. I feel that I am treading water a majority of the time. I love what I do, but I am unable to teach daily. Tests, tests, tests get in way. Too much going on. Principals are micro-managers and play favoritism. We have people that are serving on the CLC committee that train and fail to share with teachers what they have learned. The same people serve on the committees and have taught the same position while others get pushed around. We have no voice. We are exhausted. We are overworked. WE LOVE CHILDREN. WE WANT TO DO OUR JOB. WE WANT OUR PASSION BACK! WE WANT TO SERVE OUR STUDENTS! WE NEED SUPPORT AND UNDERSTANDING. WE NEED TIME TO PLAN, TIME TO

The curriculum coordinator for secondary mathematics is not beneficial. She does not understand the content or have enough experience in an oklahoma city classroom. There is a lot of improvement that needs to happen. We are missing unit outlines/plans and curriculum for high school. I wish we had the performance tasks for all units and objectives. These are great ways to formatively assess the content.

Also- This whole uniform policy is becoming a waste of time. As a teacher we are to call home when the student is out of uniform. I do not have time for this. I refuse to write a referral for defiance due to being out of uniform. This is not because the students are poor, it is because the uniform policy does not have administrative backing. Plus, what about when these students go to college (high school) They finally get to wear what they want, but have not been taught how to dress appropriately. In this case, it causes anxiety for the students that are now being harassed. Do you think the high school

Due to enrollment being down, our school supposedly gave core teachers an additional class- teaching 6 instead of 5 classes per day. Some teachers received a bogus class with ZERO students. Basically they have an additional plan period. On top of that, in many cases, this bogus class period that was created, are extra duty positions that they are getting stipends for. I am personally livid and will probably file a grievance . Why am I teaching an

I am in the best school in OKC.

Many students completely disregard the adult voice - whether it is giving directions, asking a question, giving discipline or giving praise. This makes it difficult to redirect students when they jump on the defensive for even the most minor of classroom expectations - such as getting out a pencil and paper. On workload: we are understaffed (and some needed positions not even filled) but some ratio thought up by non-educators has put us at not receiving any more teacher allotments, and/or causing us to lose allotments. Therefore, we are always having to cover during plan, and when we aren't covering we are in a meeting to discuss student misbehavior or other related issues. This gives us little time to plan. Recently, teachers are even being pulled out of their contracted time to cover for a non-filled position, leaving a co-teacher in the room to teach their class. This is highly unprofessional

Every year teacher's are loaded down with work that is overwhelming because not given enough time in the day to complete the pile of work we are expected to do. With only a 30 minute PD on the new Marazani model left our staff completely stressed out and did not fully understand or given examples of how the new rigorous scale with the standards embedded was poorly explained. The only thing most of us got out of the PD is it was emphasized that in the past if we were scored effectively or highly effective then we should expect to see our scores dropped significantly due to it being a growth model. We all were already aware it was a growth model. So after leaving that PD morale went down significantly in our building. It's hard not to let it affect us feeling like all the sudden after 26 years teaching multiple grades and always having highly effective scores that I am to expect all the sudden I'm going to score possibly Begging or developing. That's a blow to one's ego especially when I've worked my a\$@! to ensure my lessons are meaningful to each individual child. And have spent many hours after work trying to figure out what I need to have posted throughout my room so someone who has no clue about the appropriate ways in which early childhood development learning takes place through play. Then I have to have a rigorous scale for each ELA and Math standard and have the main ELA Math standard we are working on. I do not understand why I need to post all the standards in each one of the centers so anyone in the district would be able to understand all the different standards that are embedded into the various activities the students are actively engaged. I went to college and got a BS in Elementary education with a minor in early childhood. It is very demeaning to have to prove I am applying the knowledge that my parents spent thousands of dollars to send me to college in order for me to become a profession

All of what I've explained so far is just a chip off the ice block of tedious and time consuming requirements the district piles us with. And just when you finally fully understand what is required the district decides to get rid of the many different programs we are required to implement and change to something completely new and we are required to implement the program often when we haven't been trained or have had very little training. It is

We have quite a few students who are repeatedly violent & have thrown chairs, destroyed the room, often bullies other children and have also punched, kicked, bit their teacher. I hear chatter around the building that nothing is being effective.

implemented by administrators & if something has been implemented it has not been consistent.

I am a pre k teacher and we do not get art music or PE. So our administrators say rest time is our plan. So I do not get any time in my classroom to plan

Child free. Rest time is suppose to last 45 minutes each day. By the time I get all nap mats out and match their blankets & pillows on their mats and each child settled and sooth them to sleep it takes an average of 20 minutes for them to sleep. So the district expects us to wake sleeping children who have been asleep anywhere from 15 to 30 minutes. It takes both my assistant and getting out mats, blankets, pillows and helping some who just needs to be

I know some schools gets art music and PE. So I feel it is so unfair that some Pre k do not.

Teachers have specials and the AFT bargaining agreement states that EVERY teacher get at least 200 minutes while some do not get any.. I FEEL STRONGLY THAT this be looked at and made sure that it is EQUAL across the district...