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ABSTRACT

A study was done of Atlanta (Georgia) public school teacher morale in May of 1990. About 40 percent of the teaching staff (1,520 teachers) voluntarily completed a 91-item questionnaire that contained subsets of questions from the Maslach Burnout Inventory and three subscales of emotional exhaustion, departmentalization, and personal accomplishment. Results indicate the following findings: (1) 55 teachers were in some stage of burnout; (2) overall school climate affected teachers' attitudes; (3) 61 percent frequently or continuously receive tangible rewards from teaching that make them enthusiastic about their jobs; (4) 21 percent indicated that they never felt that if they had it to do over again that they would be teachers; (5) seven percent never felt they had adequate supplies and materials; (6) teacher indicated that they believe they had higher expectations for student performance than 2 years ago, and they believed students have increased their belief in their ability to learn; (7) 22 percent felt they were encouraged by opportunities for advancement; (8) while on the job, 61 percent of the teachers often help students with non-academic problems; and (9) 61 percent received support and encouragement from their principals. Included are 35 references. Appendix 1 provides three tables of responses to all the questions by total group. Appendix 2 provides 37 bar graphs referring to teachers' outlook, morale, and opportunity. Appendix 3 is a complete listing of all teacher responses to questions soliciting teacher suggestions. (JB)

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TEACHER MORALE IN THE
ATLANTA PUBLIC SCHOOLS
SPRING 1990



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**TEACHER MORALE IN THE
ATLANTA PUBLIC SCHOOLS
SPRING 1990**

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**November 1990
(Rev. 11/91)**

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ABSTRACT

In May 1990, a 91-item questionnaire was voluntarily completed by 1,520 or 40.16 percent of the Atlanta Public School System teaching staff.

Subsets of questions included the Maslach Burnout Inventory (MBI) with three subscales of Emotional Exhaustion, Departmentalization and Personal Accomplishment. Fifty-five teachers indicated they are in a low, moderate, or high stage of burnout, using the three subscales of the MBI; but, other teachers indicate they may be emotionally exhausted, feeling depersonalized, or feeling no personal accomplishment--but not all three together--which is necessary for a person to be classified in a stage of burnout.

The overall school climate has an effect upon teachers' attitudes. While there may be very low numbers of actual "burnout" cases, as measured by the instrument, less than one-third of all teachers agree/strongly agree that they have a voice in decisions affecting their jobs. About two-thirds of the respondents believe there are clear educational goals. Teachers' performance is recognized more often in elementary and high schools than in middle schools, and teachers believe facilities are maintained better there than in middle schools. In middle schools, where teamwork is stressed through the cluster concept, only 59 percent of middle school respondents agreed/strongly agreed that there was a sense of teamwork in middle schools, while 69 percent of elementary and 69 percent of high school respondents agreed/strongly agreed.

Sixty-one percent of the respondents frequently or continuously receive tangible rewards from teaching which make them enthusiastic about their job. Half of the respondents would choose to be a teacher if they had to do it all over.

Twenty-one percent of the teachers responding indicated they never felt that if they had it to do over again that they would be teachers. This is one-fifth or 312 of the teachers responding or 8.29 percent of all teachers in the system.

When asked about supplies, only 7 percent (105) indicated they never felt they had adequate supplies and materials for effective classroom instruction. Ten percent (151) of the teachers on another similar question indicated that supplies were not adequate for them to teach effectively. Divided into elementary (12 percent), middle (8 percent) and high (6 percent), elementary teachers most frequently answer negatively to the question.

Teachers indicated positively that they believe they had higher expectations for student performance than two years ago, and they believed students had increased their belief in their ability to learn. They also agreed that higher expectations lead to higher student performance.

Yet when it comes to being encouraged by opportunities for advancement, only 22 percent agreed, and 38 percent were unsure of the opportunities in the Atlanta Public Schools. Viewed by age, in every category except the 20-35 age group, the disagree/strongly disagree group was much larger than the agree/strongly agree group concerning opportunities; that is, teachers disagreed with the statement that they were encouraged by opportunities for advancement in the Atlanta Public Schools.

While on the job, many teachers (61 percent) frequently or continuously help students with nonacademic problems. Further, 61 percent of the respondents received support and encouragement from their principals.

Viewed through Maslow's hierarchy of needs, many teachers receive security and reassurance, find supervisors helpful and flexible, receive recognition of their efforts and performance, and share in decision making in their school setting. The teachers' lives include opportunities to be involved in the nonacademic problems of their students. A majority of teachers in the Atlanta Public Schools appear to be in a mode of self-actualization and receive adequate rewards which enhance their enthusiasm for the job of teaching.

LF:jep
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EXECUTIVE SUMMARY

In May 1990, a 91-item questionnaire was voluntarily completed by 1520 teachers in Atlanta Public Schools (APS) under anonymous conditions.

The questions were derived from topics suggested by the Superintendent, individuals in the Personnel Department and a review of the literature.

Seven questions relating to teaching climate were scored together, and a picture of the atmosphere perceived in the elementary, middle, and high schools' teaching climates emerged. Graphs comparing the three perceived climates provide a distinct view of the three climates for teaching.

The Maslach Burnout Inventory (MBI) contained 22 items in three subareas of Emotional Exhaustion, Departmentalization, and Personal Accomplishment.

The last portion of the questionnaire requested short answer responses relating some of the non-teaching duties which teachers believed take away from instruction, a list of future topics for Staff Development courses, and three examples of disrespect which teachers describe as a discipline problem. Finally, teachers were requested to inform the Superintendent of the area they would like concentration on the next year.

The Report begins with a review of the literature; followed by a description of the test administration. Discussion of the questions is organized around specific subjects such as Future in Teaching, Discipline, Rewards in teaching and Supplies. Graphs to illustrate these questions may be found in Appendix 2. The Maslach Burnout Inventory (MBI) and responses are discussed in the next section followed by findings of the correlation of the Teaching Climate questions with the Burnout subscales.

A summary of the short answer responses, questions A-Non-Teaching Duties; B-Topics for Staff Development; C-Examples of Student disrespect and D-Areas the Superintendent Should Concentrate On is provided for the reader. A summary of the findings on Morale and Opportunities, Pupil Performance and Teacher Outlook follows.

Appendix 1 provides responses to all the questions by total group. The MBI subscales and teaching climate questions are grouped together and reported by total group.

Appendix 2 provides 37 graphs corresponding to the questions discussed previously, referring to teacher outlook, morale and opportunity.

Appendix 3 is the complete listing of all teacher responses to Questions A, B, C, D.

Administration of the Questionnaire

The teacher morale questionnaire was distributed via the Teacher Ombudsman to the Teacher of the Year in each school with the request that the questionnaire be distributed in a faculty meeting for response in a group setting. The questionnaires

were to be administered and returned the last week of May 1990. Some school faculties returned responses in a group, and others returned responses individually. There were 30 schools from which no responses were received. Some schools sent in a response from all teachers, but others included only a few teachers' responses. In addition to the ones which were returned to the Teacher Ombudsman through the expected channel, there were a number of questionnaires which were returned anonymously to the Department of Research and Evaluation. There were 1,520 questionnaires returned which was 40.16 percent of the teaching staff in the System.

The responses to the questions were to be "bubbled" on a standard scan sheet. Demographic data were requested, including:

- . Sex
- . Year of birth
- . Number of years employed as a teacher
- . Number of years teaching in the present school
- . Grade levels taught
- . Number of students taught each day
- . Which students with special needs are taught
- . Predominant socioeconomic status of students taught
- . Highest certification held
- . Itinerant or school-based location
- . Number of hours per week spent on school work beyond school hours
- . Membership in a teachers' organization

The first 50 questions were a response as to whether a teacher had ever felt like the statement, and, if so, how frequently. The choice of responses was Never, Rarely, Occasionally, Frequently, Continuously. The next 41 questions were a Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree continuum. In order to crosscheck the responses of the teachers, some questions were asked more than once in a different format -- sometimes within the same portion of the questionnaire and sometimes in the first and last set of questions. The final page of questions requested direct answer responses from the teachers. Those responses have been compiled in their entirety in order to understand the teachers' feelings and attitudes.

Embedded into the questionnaire was a set of 22 questions of the Maslach Burnout Inventory (MBI) with three subscales by Maslach and Jackson. In addition, there was a set of questions on teaching climate from the T-BAQ by R. R. Hock. These will be discussed separately.

Questions emanated from topics suggested by the Superintendent, persons in the Personnel Department and a search of the literature. The responses have been gathered by school, area, grade levels taught, systemwide, total elementary schools, total middle schools, total high schools, and by some of the demographic data such as age of respondents. Appendix 1 provides the responses to each of the questions by the total group which is 40.16 percent of the system teaching staff. Systemwide, there are over 1,500 responses to questions, with the number varying for each area and level of teaching in the system. Another way to look at the data is by sub-areas. Five sub areas labeled Emotional Exhaustion, Depersonalization, Personal Accomplishment, Teaching Climate, and Personal View follow the numerical listing.

Discussion of many of the questions were with the continuum collapsed so that it is possible to see the total direction of the responses. For intensity indirection, it will

be necessary to look at the complete table in Appendix 1 to see the exact responses for each question. In the Disagree-Agree continuum the Undecided choice has been left out. Therefore, the numbers will not add to 100 percent.

Summary

Morale and Opportunities

Fifty percent of teachers responding disagreed/strongly disagreed with the statement that teacher morale had risen in the past two years, 28 percent were undecided, and 22 percent agreed. On a personal level, 44 percent disagreed with the statement that their morale was higher than a year ago, and 20 percent were undecided.

Even though their morale was no higher than in previous years, support and encouragement from principals was received frequently/continuously by 61 percent of the teachers responding. For those teachers who indicated they had mentor teachers, 55 percent of the younger teachers indicated they had adequate support frequently or continuously.

Morale was not rising, but many teachers indicated they were receiving support and encouragement from their principals and mentor teachers. The questions about the teachers' view of the future in teaching indicate 33 percent of the females agree/strongly agree that there is a bright future for them, but 45 percent are unsure. Only 5 percent of males agree/strongly agree, and 92 percent are unsure. The younger teachers see a brighter future for themselves than do teachers in the over 40 age bracket.

Yet when it comes to being encouraged by opportunities for advancement, only 22 percent agreed, and 38 percent were unsure of the opportunities in the Atlanta Public Schools. Viewed by age in every category except the 20-35 age group, the disagree/strongly disagree group was much larger than the agree/strongly agree group concerning opportunities; that is, teachers disagreed with the statement that they were encouraged by opportunities for advancement in the Atlanta Public Schools.

Pupil Performance

Teachers indicated positively that they believed they had higher expectations for student performance than two years ago, and they believed students had increased their belief in their ability to learn. They also agreed that higher expectations lead to higher student performance. When asked if CLO's helped students focus on what they should learn, 47 percent agreed/strongly agreed, 30 percent disagreed/strongly disagreed, and 30 percent were undecided about the value of CLO's in relation to students. In every age group more teachers agreed than disagreed with the statement that CLO's help students focus on learning. Teachers were not as strong in believing that CLO's helped them organize their teaching more effectively. In fact, statement, while in the other age groups, 10 percentage points or less separated the agreeing from the disagreeing teachers.

Teachers see expectations as leading to better performance and thought CLO's may help students focus on what they should learn. The group responding were not

overwhelmingly sold on the idea that CLO's helped them organize their teaching more effectively.

Do teachers receive intangible rewards which make them enthusiastic about their jobs? Sixty-one percent say they frequently/continuously receive those rewards, while 37 percent say rarely or occasionally, and only 2 percent say they never receive intangible rewards. With the morale levels low and 61 percent of the teachers responding that they do receive intangible rewards, 50 percent of the respondents indicate they would still become a teacher, and another 28 percent rarely and occasionally feel the same way. Twenty-one percent of the 1,487 respondents or 312 teachers indicated they never would do it all over, that is, choose to be a teacher.

What might make these 312 feel so strongly? When asked about supplies, only 10 percent (105 teachers) indicated they never felt they had adequate supplies and materials for effective classroom instruction. Ten percent (151) of the teachers on another similar question indicated that supplies were not adequate for them to teach effectively. Broken into elementary (12 percent), middle (8 percent) and high (6 percent), elementary teachers most frequently answer negatively to the question.

Student discipline is a problem teachers deal with each day. In order to do their instructional job, there must be order in the school. Only 24 percent of all teachers agreed that discipline had improved in the past year. In trying to identify what teachers were referring to when they talked about discipline, two questions were formulated relating to disrespect toward teachers -- in the classroom and in the halls. One and one-half times more teachers agreed/strongly agreed that there is disrespect towards teachers in the classroom than in the halls. Sixty-one percent or 915 respondents agreed/strongly agreed. When separated into grade levels, 68 percent of middle school teachers said disrespect in the classroom was a problem as compared to 50 percent for elementary teachers and 47 percent for high school teachers.

Maslach Burnout Inventory (MBI) and School Climate

The report for the Maslach Burnout Inventory (MBI) which contained 22 items in three subareas of Emotional Exhaustion, Depersonalization, and Personal Accomplishment indicates that there are a small number of teachers who are burned out, as measured by the MBI in this questionnaire. Fifty-five teachers indicate they are in a low, moderate, or high stage of burnout, using the three subscales of the MBI; but, other teachers indicate they may be emotionally exhausted, feeling depersonalized, or feeling no personal accomplishment -- but not all three together -- which is necessary for a person to be classified in a stage of burnout.

A correlation comparing the teaching climate subscale with the subscales of the MBI was measured. Slight correlations were found to be in effect, with some positive and some negative correlations.

The overall school climate has an effect upon teachers' attitudes. While there may be very low numbers of actual "burn out" cases, as measured by the instrument, less than one-third of all teachers agree/strongly agree that they have a voice in decisions affecting their jobs. About two-thirds of the respondents believe there are clear educational goals. Teachers' performance is recognized more often in elementary and high schools than in middle schools, and teachers believe facilities

are maintained better there than in middle schools. In middle schools, where teamwork is stressed through the cluster concept, only 59 percent of middle school respondents agreed/strongly agreed that there was a sense of teamwork in middle schools, while 69 percent of elementary and 69 percent of high school respondents agreed/strongly agreed.

Teacher Outlooks

This paper has presented data in assorted formats. Each question can be subdivided into age, gender, years teaching, elementary, middle, and high schools, as well as by areas and system total.

The questions on teaching climate are reflective of all teachers in elementary, middle, and high schools. Unexamined are the same data by gender, age, and number of years teaching.

The topics covered are so broad that one or two sentences cannot begin to summarize the findings. We know from responses that morale has not risen in two years, that one-third of females responding see a bright future in teaching, but 40 percent of females disagree as to the opportunities for advancement in APS. More teachers disagreed with the statement about improvement in discipline than agreed. Teachers enumerated discipline problems exactly as they found them following on the strong response that discipline is a problem in the classroom (61 percent). Disrespect toward teachers is seen as a problem in 50 percent of elementary schools, 68 percent of middle schools, and 47 percent of high schools. When asked to be specific as to how disrespect was shown, teachers were quite specific as could be seen in the short answer responses.

Twenty-one percent of the teachers responding indicated they never felt that if they had it to do over again that they would be teachers. This is one-fifth or 312 of the teachers responding or 8.29 percent of all teachers in the system. One can only wonder about their effectiveness in the classroom and the enthusiasm found in their classrooms.

Encouraging responses show that 61 percent of the respondents frequently or continuously receive tangible rewards from teaching which make them enthusiastic about their job. Half of the respondents would choose to be a teacher if they had to do it all over. While on the job, many teachers (61 percent) frequently or continuously help students with nonacademic problems. Further, 61 percent of the respondents receive support and encouragement from their principals. Only a small portion of the respondents appear to be burned out or on the road to burnout.

Viewed through Maslow's hierarchy of needs, many teachers receive security and reassurance, find supervisors helpful and flexible, receive recognition of their efforts and performance, and share in decision making in their school setting. The teachers' lives include opportunities to be involved in the nonacademic problems of their students. A majority of teachers in APS appear to be in a mode of self-actualization and receive adequate rewards which enhance their enthusiasm for the job of teaching.

This report has taken a great deal of data provided by teachers in a very busy time in the school year and attempted to find meaning in the responses. Further work needs to be done to examine the relationships of the data with the various entities in the school system. Thanks go to the teachers who took the time to complete the questionnaire with the belief that they could provide meaningful information to help make teaching more rewarding and more beneficial for their students. This report is not exhaustive, rather a beginning look at what the teachers are telling us about their perceptions of life in the Atlanta Public Schools.

R & E/LF
Revised 8/23/91

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TEACHER MORALE IN THE ATLANTA PUBLIC SCHOOLS

Review of the Literature

The Atlanta Public School System (APS) is experiencing the exodus of a large number of newly hired teachers. In 1989 in a review looking back six years, 781 teachers resigned from the system. Of these, 64 percent left within their first five years, 13 percent left between their sixth and tenth year of employment, and 10 percent left between the eleventh and fifteenth years. Many look to other careers while some transfer to other teaching locations. The teaching staff is primarily female which mirrors the home environment of the inner-city child. There are few male classroom role models, and many of the newly hired teachers are recruited from the midwestern and northwestern states. Inexperience with southern culture, and particularly southern African-American culture, may create culture shock in addition to the stress normal in beginning teachers. Individual teachers who remain in the classroom for their entire educational career have the same job description on the last day before retirement as the initial day of classroom employment. There is no change in expectations for the teacher or rewards. Only the students who come into the classroom change. There are as few rewards to good and experienced teachers as there are to poor and inexperienced teachers.

Teachers, therefore, with little chance of reward or recognition, experience high stress levels and low morale which lead to high burnout rates. Identified causes by researchers (Maeroff, 1988; Duke, 1984; Pines and Aronson, 1988) include the following:

- Teacher isolation, lack of trust and alienation
- Limited validation and praise
- Limited recognition
- Lack of control over their lives in the classroom which affects their total lives
- A belief that professional needs are not taken seriously
- Curriculum users not curriculum creators
- Constant change in school systems and society-at-large
- Professional status not recognized
- Unmotivated students who sense they have little control over their own lives.

According to Sizer (1984), the function of the teacher is to assist the student to learn. As teachers plan, Maeroff (1988) suggests they must "feel sufficiently empowered to be innovative and autonomous in their teaching styles." They, in turn, empower students by teaching to their strengths and not orienting themselves toward deficits (Cummins, 1986). Students must be the beneficiaries of lessons which inspire and motivate them to want to learn.

Job satisfaction, according to Kreis (1983) is at the root of the problem of burnout. According to Maslow's hierarchy of needs, people need security, affiliation, self-esteem, autonomy, and self-actualization, in that order, to be satisfied in jobs. The more needs that teachers perceive are fulfilled through their

jobs, the more job satisfaction they report. Kreis (1983) indicates areas in which the job satisfaction can be increased:

Security	Financial compensation and reassurance.
Affiliation	Helpful supervisors and time and flexibility to work closely with other adults.
Self-esteem	Provide recognition of efforts and performance.
Autonomy	Chances to share in decision making and direct work of other adults.
Self-actualization	Routes to fuller personal and professional development.

Kreis suggests that teachers' individuality must be recognized and encouraged, and teachers should be encouraged to clarify their own needs and to pursue the fulfillment of them through many avenues available in their teaching jobs.

Teachers may not be aware consciously of the unfulfilled nature of their needs and may be experiencing stress related to the job. One stress that all teachers feel is the assumption frequently made that if students do not learn it is because the teacher did not teach, which often may be the basis of unrealistic expectations of the teacher in the classroom. Maintaining discipline is a stress. There is psychological and emotional stress associated with attempting to teach uninterested and unmotivated students. In addition, there is, according to Pines and Aronson (1988), a "constant demand to give emotionally on the job."

Stress itself is not the problem in and of itself. The problem for teachers is that the stress is ongoing and often unmitigated. Teaching is classified as one of the helping professions. Schwab (1986) indicates that "the teaching profession has been subject to increased pressure by society to correct social problems (drug, alcohol, and sexual abuse), educate students in academic and skill areas, provide enrichment activities, meet the individual needs of all students with a wide range of abilities, and encourage moral and ethical development" (Schwab, p. 18) which is no small task. What are the people in the teaching profession like? They are often idealistic, highly motivated people who expect their work to give their lives a sense of meaning. When their work has no meaning and stress is greater than the support and rewards of the job, burnout occurs. Pines and Aronson (p. 11) indicate the "root cause of burnout lies in our existential need to believe that our lives are meaningful, that the things we do are useful, important, and even 'heroic'." When people become painfully aware that their work is not an avenue for finding meaning in life, they feel that their lives have no purpose.

The effects of burnout fall into three categories. The first is physical exhaustion (feeling tired and rundown, having sleep problems, being weak and susceptible to illness). People in the process of burnout "report accident-proneness, increased susceptibility to illness, nagging colds, frequent attacks of virus or flu, frequent headaches, nausea, muscle tension in shoulders and neck, back pains" (Pines and Aronson, p. 12) and problems associated with the digestive system. Secondly, there is emotional exhaustion (feeling depressed, trapped, hopeless). The third effect is mental exhaustion (feeling worthless, disillusioned, resentful, and incompetent)

with negative attitudes about work and life in general. These are the effects felt by people who are in the process of burning out.

How do teachers who are beginning to feel low in morale and moving toward the early stages of burnout react to their students? Farber (1983) indicates that teachers who become burned out may be less sympathetic toward students, may have a lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully, may fantasize or actually plan on leaving the profession, may feel frequently emotionally or physically exhausted, may feel anxious, irritable, depressed, and, in general, may feel less committed and dedicated to their work." (p.1). Teachers who burn out often leave the profession, feeling that no matter how hard one works, the accomplishments, whether recognition or appreciation for the job they do, will never come in the teaching profession.

Many teachers also remain in the profession. They may be motivated by need for security and tenure. They may "turn off" and just go through the motions each day, invisible, just existing. The assumption can be made that teachers who are burning out directly affect the performance of their students. Farber (1984) suggests that teachers are "not burned out, they are worn out." Instead of burning out from overwork, "they turn off to the job and stop attempting to succeed in situations that appear hopeless. Farber continues the theme saying that those who are burned out continue with high self-esteem and those who are worn out have damaged self-esteem. He sees these teachers as no longer investing in the profession. They still get pleasure and satisfaction from their students, but are not committed to the teaching profession. "Teaching itself is not stressful, it's everything that gets in the way of teaching" that is stressful. There is information that "teachers who are worn out or burned out "expect less work from their students and fewer rewards from their jobs, and that they distance themselves emotionally from students." (Farber 1982). As a result, Farber contends that "students will suffer loss of self-esteem, and may be turned off permanently to learning." (Farber 1982).

Whether teachers are wearing out or burning out, they cannot be the healers of the problem within themselves. Action must come from the total profession. Severe, uncontrollable, chronic stress must be met with adequate support. Maeroff (pp. 6, 7, 1988) suggests that there are three guiding principals to the empowerment of teachers which he believes can help solve the problem.

Boosting status is fundamental to the process because, simply put, those who have lost the will are not likely to find the way.

Making teachers more knowledgeable is an obvious step in enhancing their power. Part of the reason why teachers have not exerted more authority is because they are not sufficiently well informed to do so. Teachers, shaky in their academic and pedagogical backgrounds, must repeatedly defer to the judgments of supervisors, who are given the time to be the supposed experts.

Finally, allowing teachers access to the lofty towers of power means building psychological ladders they may climb to escape their isolation and gain the overview that few of them usually attain. (Maeroff, 1988).

In more direct terms Maeroff says that if teachers are undervalued, they will not feel they have power. They feel powerless when they have to attend to so much busy work that is not intrinsic to the main task. Workers need to feel some control over their jobs. "Teachers are infantilized, transformed into adult workers who sometimes have an almost parent-child relationship with their principals." (Maeroff,

p. 22, 1988). Isolation is a problem, and working together as colleagues rarely happens. Teachers need to interact with other teachers. Further, this process does not need to begin with seasoned teachers, rather support needs to come early to the beginning teacher. They need "recognition and status in the community and more power so they have a sense of authority about what they do and are recognized as experts in their field." (Maeroff, p. 3, 1988).

With all these concerns about burnout, wear-out, and high numbers of teachers leaving the profession, there was a need to investigate the morale of the Atlanta Public Schools teachers. Questions were devised which would be directed to each of the areas associated with what the literature is saying is happening.

A questionnaire of 91 questions was devised to be administered to teachers voluntarily. Topics covered included teacher burnout, mentoring, quantity and availability of supplies, morale, the future, rewards in teaching, support and encouragement and a set of classroom climate questions. No questions were asked of individuals concerning their apparent health, needed use of sick leave, support system at home, whether a "significant other" or children were in the home, or the specific school in which they taught. Questions were not asked concerning the type of students they saw themselves teaching and their grade levels. Even with those questions some teachers believed that we could "identify" them and thus sent them in anonymously with no information other than the responses to the questions. In some locations no teachers responded to the questions at all.

TEACHER MORALE QUESTIONNAIRE ANALYSIS

Administration of the Questionnaire

The teacher morale questionnaire was distributed via the Teacher Ombudsman to the Teacher of the Year in each school with the request that the questionnaire be distributed in a faculty meeting for response in a group setting. The questionnaires were to be administered and returned the last week of May 1990. Some school faculties returned responses in a group, and others returned responses individually. There were 30 schools from which no responses were received. Some schools sent in a response from all teachers, but others included only a few teachers' responses. In addition to the ones which were returned to the Teacher Ombudsman through the expected channel, there were a number of questionnaires which were returned anonymously to the Department of Research and Evaluation. There were 1520 questionnaires returned which was 40.16 percent of the teaching staff in the system.

The responses to the questions were to be "bubbled in" on a standard scan sheet. Demographic data were requested, including:

- . Sex
- . Year of birth
- . Number of years employed as a teacher
- . Number of years teaching in the present school
- . Grade levels taught
- . Number of students taught each day
- . Which students with special needs are taught
- . Predominant socioeconomic status of students taught
- . Highest certification held
- . Itinerant or school-based location
- . Number of hours per week spent on school work beyond school hours
- . Membership in a teachers' organization

The first 50 questions were a response as to whether a teacher had ever felt like the statement, and, if so, how frequently. The choice of responses was Never, Rarely, Occasionally, Frequently, Continuously. The next 41 questions were a Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree continuum. In order to crosscheck the responses of the teachers, some questions were asked more than once in a different format -- sometimes within the same portion of the questionnaire and sometimes in the first and last set of questions. The final page of questions requested direct answer responses from the teachers. Those responses have been compiled in their entirety in order to understand the teachers' feelings and attitudes.

Embedded into the questionnaire was a set of 22 questions of the Maslach Burnout Inventory (MBI) with three subscales by Maslach and Jackson. In addition, there was a set of questions on teaching climate from the T-BAQ by R. R. Hock. These will be discussed separately.

Questions emanated from topics suggested by the Superintendent, persons in the Personnel Department and a search of the literature. The responses have been gathered by school, area, grade levels taught, systemwide, total elementary schools, total middle schools, total high schools, and by some of the demographic data such as age of respondents. Appendix 1 provides the responses to each of the questions by the total group. Systemwide, there are over 1,500 responses to questions, with the number varying for each area and level of teaching in the system. Another way to look at the data is by sub-areas. Five sub-areas labeled Emotional Exhaustion, Depersonalization, Personal Accomplishment, Teaching Climate, and Personal View follow the numerical listing.

Discussion of many of the questions will be with the continuum collapsed so that it is possible to see the total direction of the responses. For intensity in direction, it will be necessary to look at the complete table to see the exact responses for each question. In the Disagree-Agree continuum the Undecided choice has been left out. Therefore, the numbers will not add to 100 percent.

Discussion of the Questions

The discussion of graphs will follow by subject matter. Due to the order of questions, the two types of questions and the ability to look at a question in different ways, there may be several graphs for each question. The graphs are located in Appendix 2.

The questions will be discussed in groups of responses, except when there is only one question on a topic.

Teacher Morale:

Question 95. *I believe teacher morale has risen in the past two years*
(Graph 1)

Question 62. *My personal morale is higher than it was a year ago.* (Graph 2)

Fifty percent of the respondents disagreed or strongly disagreed with the statement that teacher morale had risen in the past two years. A majority of teachers at the middle and high school level disagreed with the statement, and 49 percent of the elementary teachers disagreed. The number most agreeing with the statement was the elementary group of teachers at 23 percent.

Thirty-six percent of the system teachers who responded agreed with the statement regarding personal morale; forty-four percent disagreed. At the school level, 45 percent of the elementary, 41 percent of the middle, and 43 percent of the high school respondents disagreed with the statement. Only 32 percent of the high school teachers agreed with the statement that their morale was higher than a year ago.

Future in Teaching:

Question 63. *I see a bright future for me in teaching.* (Graphs 3 and 4)

Question 64. *I have been encouraged by the opportunities for advancement in teaching in this school system.* (Graphs 5 and 6)

Only 5 percent of males see a bright future in teaching, while 33 percent of females do. Twenty-two percent of females do not see a bright future in teaching. Viewed by age, 58 percent of 20-25 year-old teachers see a bright future, with the number declining to 30 percent in the 40-45 age bracket. Except for the 41-45 and 46-50 age brackets, it can be said that a majority of teachers under age 50 in the system who responded see a bright future for themselves in teaching.

When asked about opportunities for advancement in this school system, only at the 20-25 age bracket did more than 40 percent respond positively. In the 30-35 and 36-40 age brackets, 59 percent do not agree with the statement. In the 46-50 age bracket, 58 percent disagree with the statement. Forty percent of the females disagreed with the statement that they are encouraged by the opportunities for advancement in teaching in this school system, while 22 percent of females agreed, and 3 percent of males agreed. Males are undecided about their opportunities.

Discipline:

**Question 68. Discipline has improved in my school during the past year.
(Graph 7)**

This graph on discipline is divided into system, elementary, middle, and high levels. Only 5 percent of the respondents strongly agreed with the statement; an average of 19 percent agreed, with the lowest group that agreed being the elementary teachers. The strongly disagree category is the largest for middle school teachers at 34 percent, and the elementary teachers had 29 percent that disagreed to the statement.

Question 80. Disrespect toward teachers in the halls is a discipline problem in my school. (Graph 8)

Question 81. Disrespect toward teachers in the classroom is a discipline problem in my school. (Graphs 8 and 9)

This question indicated an evenly divided response whether disrespect in the halls is a problem, with 44 percent agreeing and 44 percent disagreeing. In reference to the classroom, 61 percent agree or strongly agree that disrespect towards teachers in the classroom is a discipline problem in the school, with 37 percent disagreeing. When viewed in the elementary, middle, and high schools, in Graph 9, 50 percent of the elementary teachers agreed that disrespect towards teachers in the classroom is a problem; 68 percent of the middle school teachers and 47 percent of the high school teachers either agreed or strongly agreed. Only 39 percent of elementary, 22 percent of middle, and 35 percent of high school teachers disagreed or strongly disagreed with the statement concerning disrespect toward teachers in the classroom.

Rewards in Teaching:

Question 56. The intangible rewards of teaching make me enthusiastic about my job. (Graph 10)

Question 57. If I had to do it all over, I would still choose to be a teacher. (Graph 11)

Two percent of the system's teachers answered never to this statement about intangible rewards of teaching, with 4 percent of the middle school teachers responding never. For the system, 61 percent of the teachers said the intangible rewards were frequent and continuous, with the highest percentage being the high school teachers, with 54 percent indicating that the rewards were frequent and continuous.

Asked if they still would be teachers if they had to do it all over (Graph 11), systemwide 50 percent indicated they frequently or continuously felt that way, and 28 percent indicated that they rarely or occasionally felt that way. However, 21 percent of the respondents indicated they never felt that way, with the high school teachers leading the group with 23 percent.

Student Involvement:

Question 17. I often help students with nonacademic problems. (Graph 12)

Question 18. I have often felt personally involved with students' problems. (Graph 12)

Sixty-one percent indicated they frequently or continuously helped students with nonacademic problems, and 53 percent indicated they frequently or continuously felt personally involved with students' problems. Only a small 1 percent said they never helped students with nonacademic problems, and 2 percent said they never felt personally involved with students' problems.

Supplies:

Question 43. *Supplies in my school are adequate for me to teach effectively. (Graphs 13 and 14)*

High school teachers topped the group, with 59 percent indicating frequently or continuously supplies and materials were available. Elementary school teachers were next with 41 percent, and middle school teachers were last with 38 percent. Thirteen percent of elementary school teachers indicated the supplies were never adequate, with 8 percent of middle school teachers and 6 percent of high school teachers indicating never.

When viewed by system and areas (Graph 14), the responses remain within the same general categories. Systemwide, 10 percent of the teachers said never were supplies adequate to teach effectively, 45 percent said rarely or occasionally, and 44 percent said frequently or continuously that supplies are adequate to teach effectively.

Question 51. *I have found my supplies and materials are adequate for effective classroom instruction. (Graph 15)*

This question verified the response to question 43. Forty-eight percent (as opposed to 44%) responded that supplies and materials were frequently or continuously adequate, and 7 percent as opposed to the 10 percent in the previous question, indicated supplies and materials never were adequate.

Curriculum Learning Objectives (CLO's)

Question 65. *I believe CLO's help students to focus on what they should learn. (Graphs 16 and 17)*

Forty-seven percent of the respondents either agreed or strongly agreed with the CLO statement, and 30 percent disagreed with the statement. Teachers in each area were similar in their responses, with about 30 percent that disagreed and just under 50 percent that agreed that CLO's helped students focus on what they should learn.

When looking at age groups (Graph 17), slightly more teachers agreed with the statement than disagreed in each age group, though the highest percentage agreeing was 49 percent at the 36-40 age group.

Question 66. *I believe CLO's have helped me organize my teaching more effectively. (Graphs 18 and 19)*

Systemwide, 41 percent of the teachers either agreed or strongly agreed with the statement that CLO's help organize teaching more effectively, and 37 percent disagreed/strongly disagreed. When looked at from age groups (Graph 19), the reaction is mixed. A greater percentage of the 20-25 age group and the 31-35 and 36-40 age groups agreed with the statement than disagreed. There is about a 20 percent undecided group in each age group.

Student Expectations:

Question 59. *I have higher expectations for students' performance than I had two years ago. (Graph 20)*

Question 60. *My students have increased their belief in their ability to learn. (Graph 20)*

Question 82. *Higher expectations by students in my class have led to improved classroom performance. (Graph 20)*

To all these questions concerning teacher and student expectations, the majority of the respondents agreed/strongly agreed with the statements. The lowest is 55 percent who answered agreed/strongly agreed to the statement that they have higher expectations for students' performance than they had two years ago. Sixty-two and 64 percent of the respondents agreed with the last two statements concerning increased belief in ability to learn and improved classroom performance.

Communication With Decision Makers:

Question 14. *I have been able to communicate with decision makers in my school. (Graph 21)*

Question 15. *I have been able to communicate with decision makers in the school system. (Graph 21)*

These graphs compare communication within the school and across the school system. Within the school, communication with decision makers is occasional or frequent for a majority of the teachers, with 5 percent indicating they never have that communication. The amount of communication with systemwide decision makers indicated teachers rarely or occasionally have it, and 15 percent indicated frequent or continuous communication with decision makers in the system.

Question 61. *My access to decision makers in the school system has improved. (Graph 22)*

Forty-two percent of teachers who responded to the question disagreed/strongly disagreed with the statement, with 32 percent that agreed/strongly agreed. Twenty-five percent of the teachers were undecided about the improvement of access to decision makers.

Staff Training:

Question 54. *I have found I have been able to utilize the teaching techniques which I was taught in my education courses. (Graph 23)*

Systemwide, 4 percent of the teachers said they never have utilized the teaching techniques taught in education courses, with the other grade levels answering from 3 to 5 percent in the never category. In the rarely/occasionally category, 48 percent of elementary, 55 percent of middle, and 53 percent of high school teachers responded. Forty-eight percent of elementary teachers, 40 percent of middle school teachers, and 44 percent of high school teachers responded frequently or continuously to the same question on utilization of teaching techniques.

Question 55. *I have felt my teacher training institution adequately prepared me for teaching in an urban school system. (Graph 24)*

About 6 percent of the teachers responded they never felt adequately prepared to teach in an urban school system, while 43 percent indicated rarely/occasionally, and 51 percent responded frequently or continuously. The variance between grade levels taught is only a few percentage points.

Mentoring:

Question 58. *I have felt I have received adequate support from my mentor teacher. (The instructions were to respond only if one had a mentor teacher.) (Graphs 25 and 26)*

This question is viewed from years of experience (Graph 25) and from age of teacher responding (Graph 26). In the 1-3 years experience, 55 percent of the teachers respond that they have had adequate support frequently or continuously. Fifty-four percent responded similarly in the 4-6 year range of experience. Of the

teachers who had 1-3 years of experience, 16 percent said they never had adequate support; and, for teachers with 4-6 years of experience, 15 percent said they never had adequate support from their mentor teacher. Twenty-nine percent of teachers in the 1-3 years range of experience indicated they rarely or occasionally had support from a mentor teacher, while 31 percent of teachers with 4-6 years of experience indicated they rarely or occasionally received adequate support from their mentor teacher.

In the 20-25 age category in Graph 26, 15 percent said they never had adequate support, and 56 percent said they had frequent or continuous support. In the 26-30 age category, 10 percent said never, and 60 percent said frequently or continuously. Twenty-nine and 31 percent said they rarely or occasionally experienced adequate support from a mentor teacher.

Question 48. I have received support and encouragement from the principal of the school at which I teach. (Graphs 27 and 28)

Five percent of the systemwide teachers responded that they never received support and encouragement from their principal, while 61 percent received the support frequently or continuously. Systemwide, 33 percent received it rarely or occasionally. In Graph 28, the highest response for frequent and continuous support came from elementary school teachers, followed by high school teachers and middle school teachers.

Student Promotions:

Question 70. The current promotion policy causes increased student dropouts. (Graph 29)

Question 71. Promoting students who do not meet the promotion criteria and remediating them in the next grade is better for students than retaining them. (Graph 29)

Question 72. Students who have been retained and then have met the promotional requirements perform better in a higher grade. (Graph 29)

Teachers were divided on this issue of promotional policies. Thirty-seven percent of high school teachers disagreed that the current promotion policy causes increased student dropouts, while 22 percent agreed.

Elementary and middle school teachers agreed that promoting students and remediating them in the next grade is better for students, but the high school teachers disagreed about as strongly as the elementary and middle school teachers agreed.

In each case, elementary, middle, and high school teachers agreed that retained students who have met the promotional requirements perform better in a higher grade.

Paperwork:

Question 52. I resent the redundancy of paperwork due to requests from staff outside the school. (Graph 30)

Question 53. I resent the redundancy of paperwork generated within the schools. (Graph 30)

Not surprisingly, 67 percent of the teachers responded frequently or continuously resenting paperwork from outside the school, and 56 percent responded likewise to paperwork inside the school. A small 2 percent and 3 percent, respectively, never felt that they resented paperwork from inside or outside the school.

Support From Area/Central Staff:

Question 83. Central staff persons have been available to help me with needs I have identified. (Graph 31)

Question 84. Area staff persons have been available to help me with needs I have identified. (Graph 31)

In response to the role of the area staff persons, 53 percent of the system respondents indicated they had received help from the area staff in areas they identified, and 41 percent indicated they had received help from the central staff. Thirty-five percent of the teachers who responded systemwide indicated they had not had central staff to help with needs the teachers had identified. Twenty-eight percent of the teachers systemwide indicated area staff had not been available to help them with needs they had identified.

Parent Volunteers:

Question 98. I would welcome a parent volunteer in my classroom. (Graph 32)

Question 99. I would welcome a parent observer in my classroom. (Graph 32)

Eighty-four percent of the teachers would welcome parent volunteers in the classroom, and 80 percent would welcome parent observers in the classroom.

Teacher Ombudsman:

Question 79. Parents at this school have become more involved in their children's education in the past year. (Graph 33)

Fifty-four percent of the teachers disagreed/strongly disagreed with the statement, and only 25 percent agreed or strongly agreed with the statement that parents have been more involved in the child's education in the past year.

Question 73. I know how to contact the Teacher Ombudsman for assistance. (Graph 34)

Question 74. The Teacher Ombudsman has been active in my school. (Graph 34)

Question 75. The Teacher Ombudsman has proved to be a benefit to me as a teacher. (Graph 34)

Each of these questions is viewed from the grade level taught -- elementary, middle, and high school. Half of all elementary and high school teachers who responded indicated in question 73 that they knew how to contact the Teacher Ombudsman. Only 24 percent of the middle school teachers responding indicated they knew how to contact the Teacher Ombudsman.

In question 74, when asked if the Teacher Ombudsman had been active in their school, only 22 percent of elementary school teachers, 13 percent of middle school teachers, and 25 percent of high school teachers indicated they knew that the Teacher Ombudsman had been active in their school.

In question 75, when asked if the teacher Ombudsman had proven to be a benefit to them personally as a teacher, 19 percent of elementary school teachers responded with an agree/strongly agree, while 11 percent of middle school teachers did so, and 20 percent of high school teachers indicated the Teacher Ombudsman had been a benefit to them as a teacher.

Teaching Climate:

Question 85. There is a sense of teamwork among teachers at my school.

Question 86. Parents are involved with their children's education in my school.

Question 87. The teachers at my school have an effective voice in important decisions affecting our jobs.

Question 88. My school is unified in striving for clear educational goals.

Question 89. Teachers in my school are encouraged to try new and creative solutions for existing problems.

Question 90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.

Question 91. Teachers at my school are recognized for exceptional performance.

Question 92. My school has effective programs designed to motivate the students. (Graphs 35, 36, 37 for questions 85-92)

Questions 85 through 92 are directed towards the teaching climate perceived in the individual respondent's school.

Following are three graphs of the data in Questions 85-92 (Graphs 35, 36, and 37). The graphs show the percentage of respondents in elementary, middle, and high schools who agree/strongly agree with the statements describing the school in which they teach, which should give a picture of what the teachers perceive the teaching climate is for their school. When all the teachers in a group reporting are combined, there is a picture of the total group perception.

In the elementary school graph (Graph 35) for instance, 70 percent of the teachers believe there are clear educational goals, and teachers are encouraged to try new and creative solutions to existing problems. However, only one-third of teachers reporting indicated they have a voice in the decisions affecting their jobs. Thirty-seven percent believe parents are involved in their child's education. Forty-six percent believe their facilities are maintained adequately.

In the middle school graph (Graph 36), 58 percent believe there are clear educational goals, and 25 percent believe they have a voice in decisions. Only 16 percent see parents involved in their children's education in middle school, which is much lower than elementary or even high school observations. Forty-eight percent believe their facilities are maintained adequately.

In the high school graph (Graph 37), 66 percent believe there are clear educational goals, and 31 percent believe they have a voice in decisions. Thirty-five percent see parents involved in their children's education in the middle schools. Fifty-eight percent agree/strongly agree that the facilities are adequately maintained.

In the question as to whether the school has effective programs to motivate students, 60 percent of the elementary teachers agree, 60 percent of the high school teachers agree, but only 48 percent of middle school teachers agree/strongly agree with the statement.

Further study is warranted concerning the perceptions of the teachers of these programs.

The Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI) is designed to measure three subscales. "Emotional Exhaustion, the first subscale, is the tired and fatigued feeling that develops as emotional energies are drained. When these feelings become chronic, teachers find they can no longer give of themselves to students as they once could." (Maslach 1986) "Teachers who no longer have positive feelings about their students, experience the second component of teacher burnout, **Depersonalization**." Examples of Depersonalization include cynical attitude toward students, negative or derogatory labels; physically distancing themselves from students or psychologically withdrawing from students. **Personal Accomplishment** is the third aspect of the MBI. Teachers' goals are to help students learn and mature. If the personal assessment of one's accomplishment in this area is low, or teachers feel they are not able to accomplish their tasks with students, they receive no personal rewards for their jobs. There is no other area to which they can turn in the teaching profession to receive rewards other than the progress of their students.

The original MBI contained 22 items on a seven-point scale, with 9 items to measure Emotional Exhaustion, 5 items to measure Depersonalization and 8 items to measure Personal Accomplishment.

The MBI items were included within the first 42 items of the questionnaire. The scale was reduced to a five-point scale to accommodate the option provided on the available computer scan sheets.

Each of the three scales is scored separately, but a total -- High Emotional Exhaustion, High Depersonalization and Low Personal Accomplishment -- is needed to classify a teacher as Burned Out. Personal Accomplishment, measured by eight items, is scored opposite from Emotional Exhaustion and Depersonalization.

The respondents answered each of the first 42 MBI questions plus 7 others on a scale of Never, Rarely, Occasionally, Frequently, and Continuously. Scoring for these three subscales was:

Never = 0, Rarely = 1, Occasionally = 2, Frequently = 3, Continuously = 4

The seven-point scale measuring High, Moderate, or Low Burnout was interpolated to the five-point scale for APS scoring pages.

TABLE 1

MASLACH BURNOUT INVENTORY (MBI)
SCORING CUT-OFF POINTS

Subscale	High	Moderate	Low
Emotional Exhaustion (N = 9)	22.5 - 36	14.1 - 22.4	0 - 14.0
Depersonalization (N = 5)	11.66 - 20	7.5 - 11.65	0 - 7.4
Personal Accomplishment* (N = 8)	0 - 25	26 - 30	31 - 32

*Scored opposite direction from Emotional Exhaustion and Depersonalization.

The Personal Accomplishment scale is interpreted in the opposite direction from the Emotional Exhaustion and Depersonalization.

The burnout results are shown in the following table.

TABLE 2
MASLACH BURNOUT INVENTORY (MBI) RESULTS

Subscale	High		Moderate		Low	
	N	%	N	%	N	%
Emotional Exhaustion (N = 1,465)	233	15	591	40	651	44
Depersonalization (N = 1,433)	49	3	244	17	1,140	80
Personal Accomplishment (N = 1,433)	1,093	76	313	22	27	2

On the Emotional Exhaustion scale, 44 percent of the teachers scored in the low range (0 - 14.1) on a scale of 36. Fifteen percent scored in the high range of Emotional Exhaustion when the questionnaire was administered -- the last week in May.

On the Depersonalization scale, 80 percent indicated a low rate of depersonalization. That is, the teachers relate to the students as people and really care about them and their progress. Three percent of the teachers scored high on Depersonalization.

Personal Accomplishment is interpreted opposite from Emotional Exhaustion and Depersonalization. The lower the score, the higher level of feeling low personal accomplishment on the job. Seventy-six percent of the teachers indicated they had high feelings of personal accomplishment. Two percent indicated low feelings of personal accomplishment.

For high burnout to occur, a person must score high on two scores and low on Personal Accomplishment. For moderate or low burnout to occur, a person must score in the moderate or low categories on all three scales.

In looking at the numbers of teachers who scored High on Emotional Exhaustion, High on Depersonalization, and Low on Personal Accomplishment, the three scores to equal high burnout, in APS we find 25 people in the high burnout range. There are 6 people in the moderate range of burnout and 24 in the low range of burnout in a population of 1,433. The following table shows the respondents' age range and number of people identified as being in a stage of Burnout.

TABLE 3
BURNOUT BY AGE -- NUMBER OF TEACHERS

Age	High	Moderate	Low
Age Not Entered	5	1	7
20-25	1	0	0
26-30	2	1	2
31-35	3	0	2
36-40	2	0	1
41-45	4	0	1
46-50	3	0	2
51-55	4	1	1
56-60	0	0	4
61-65	1	1	2
66 and Over	0	2	2
All Ages	25	6	24

Correlation of Teaching Climate With Burnout Subscales

Questions 85-92 deal with Teaching Climate as measured by the eight questions as perceived by teachers in their school.

A Spearman Rho correlation was computed between the Teaching Climate subscale and each of the three subscales of the MBI.

The correlation between Emotional Exhaustion and Teaching Climate is $-.2939$ ($P < .001$) ($N = 1,381$). The better the teaching climate is perceived to be by teachers, the less emotionally exhausted the teachers indicate they are. There is a slight negative ($-.2939$) correlation supporting this perception.

The correlation between Personal Accomplishment and Teaching Climate is $.3167$ ($P < .001$) ($N = 1352$). The correlation is a positive one. The better the teacher perceived the teaching climate, the higher the sense of personal accomplishment for teachers.

The correlation between Teaching Climate and Depersonalization is a slight negative, $-.2142$ ($P < .001$) ($N = 1351$). This means that as the teaching climate is perceived to be positive, there is less a feeling of depersonalization on the part of teachers toward their students. Teachers view their students with positive, personal attitudes.

Each of the correlations is a slight correlation, not terribly strong, considering the correlation can vary -1 to $+1$. Teaching climate is a variable to measure both from the student's learning viewpoint and from the teacher's teaching, accomplishing viewpoint.

SHORT ANSWER RESPONSES

The last four questions of the questionnaire requested short answer responses. The questions and number of responses to each question are as follows:

- A. What are some of the non-teaching duties which take away from instruction?
1,185 responses
- B. Please list topics on which you would like to have Staff Development programs made available to you.
1,065 responses
- C. Please list three examples of disrespect which you would describe as a discipline problem.
1,576 responses
- D. What three areas would you like the Superintendent to concentrate on in the coming year?
1,613 responses

The answers to each of the questions have been compiled. A number of teachers indicated their concern that the information would not be available to administrators, so all responses for each question are recorded. These complete responses will be found in Appendix 3. However, to look at the actual numbers of responses in topic areas, the responses have been categorized, alphabetized, and the number of responses to each category indicated.

Question A. In response to the question, concerning what some of the non-teaching duties which take away from instruction are, the largest category was paperwork, forms/reports (335). Duty outside the classroom such as bus, cafeteria, early morning or late afternoon hall duty was second in size (294). Eighty five people listed disciplining students as taking away from instruction. The writing of detailed lesson plans/no planning time/writing objectives was mentioned by 67 people. Other often mentioned activities include class notes, decorating bulletin boards, school committees/meetings, testing, surveys/graduate follow-up, and announcements. Apparently, instruction is very narrowly defined by many teachers. The compilation of responses to Question A follows.

Question A - What are some of the non-teaching duties which take away from instruction?

<u>Responses</u>	<u>Number of Responses</u>
None	9
All Duties Are School Related	2
Attendance/Tardies/Cut Slips	34
Being Expected To Keep Room Clean	5
Booklets for Central Office Promotion	1
Class Notes	2
Collecting Lunch/Picture Money	64
Computer Time - Need a Lab Instructor	1

<u>Responses</u>	<u>Number of Responses</u>
Conference Time - No Conferences	2
Counseling/Telephoning Parents/Students	31
Decorating Bulletin Boards	23
Detailed Lesson Plans/No Planning Time/Writing Objectives	67
Disciplining Students (No Help from Administration)	85
Duty: Bus	47
Cafeteria	84
Early Morning	92
Full	66
Late Afternoon	5
Evaluations	1
Field Day	2
Field Trips	3
Filling in for Absent Teachers	3
Finding Kids for Special Promotion	1
Fire Drills	1
Fund Raising	11
In-School Chairperson	5
Injuries/Sickness	2
Interruptions During Day for Reports Due at End of Day/Teacher Messages/ Announcements	22
Inventory	5
Lack of Art Room	2
Making Instructional Items/Collecting Supplies	9
Monitoring Students Between Buildings/Bathroom/Media Center	6
Organization for After-School PTA Events	4
Paperwork/Forms/Reports	335
Programs-Extra Curricular/Athletics/Plays/Career Week	19
Repairing Equipment	2
Required Courses/Holding Classes	3
Running Copies of Tests, Worksheets	5
School Committees/Meetings (Useless)	59
Social Skills (Teaching)	2
Student Withdrawals/Registering Students	8
Student/Paraprofessional Staffing	7
Surveys/Graduate Follow-Up/This One	32
Teachers Not Performing on Professional Level	2
Teacher Directed P.E.	1
Testing	37
Traveling Between Schools	2
Unnecessary Assemblies	21
Videotaping Programs	1

Question B. The responses to the question regarding courses they would like to have available through Staff Development are led by the topic of Discipline (140), followed by courses in Whole Language Approach/Reading/Creative Writing (84) -- Computer Inservice classes were mentioned by 61 respondents and 51 were interested in topics dealing with Parents, Public Relations, dealing with the community.

There are a number of "How To" courses suggested by the teachers which range from managing time and classroom management and helping slow and remedial students to avoiding burnout and changing careers. Other suggestions for staff development courses dealt with programs and dealing with drugs and the problems associated with drug usage by students.

The compilation of responses to Question B follows.

Question B - Please list topics on which you would like to have Staff Development programs made available to you.

<u>Responses</u>	<u>Responses</u>
Adult Activities for Faculty and Administration	1
Aids Workshop	7
Behavior Modification	10
Communication/Listening Skills	4
Courses at ISC Are a Joke (Only Useful if Taught by Qualified Individuals)	7
Counseling: Self Esteem, Interpersonal Relations, Co-dependency, Dysfunctional Family	47
Critical Thinking/Decision Making	5
Discipline	140
Fifth Grade Syndrome	2
Financial Aid or Classes for Credit Towards Masters/Teacher Incentives	3
Goals/Objectives of Education	2
Health Problems of Students	3
How To: Avoid Burnout	2
Change Careers/Career Development	5
Deal with Teachers Who Are Inadequate/ Building Self-Esteem	8
Get Involved in High-Paying Summer Workshops	5
Make and Implement Teacher Materials/Procure Materials	7
Needs of African-American Male/Inner City Youth in Classroom	17
Teach Where You Are a Minority	1
Time/Classroom Management	34
Understand and Benefit from APS Political System (Corrupt)	2
How To Help: Crack or Abused Students	21
High-Risk Students	2
Hyperactive Students	5
Slow Learners/Remedial Classes	41
Identifying Students for Staffing	3
Individual Instruction	5
Methods	2
Modality Teaching	4
Motivational Activities/Teacher Morale Building	48
Newer Teaching Methods	3

<u>Responses</u>	<u>Number of Responses</u>
No Preference	5
Paperwork Made Easy	7
Parental Involvement/Irate Parents/Public Relations with Black Parents/ Community	51
Pre-School	4
Principals Choosing Pets	1
Professional Ethics	9
Programs:	
African Studies	15
Alcohol and Drug Abuse Course Required	1
Art Projects	8
CLO Workshop	12
Computer Inservice/Classes	61
Dance Classes	1
Decision Making	1
Drama	2
Drug Awareness	23
Ecological Program	2
Economics	1
Enrichment Activities	2
Employee Benefits	1
ESOL Teacher Evaluations	2
Exceptional Children's Refresher for Regular Teachers	5
Financial Needs of Clubs	1
First Aid and CPR	7
Foreign Language Taught to Non-English-Speaking Students	2
GBST	1
Harlem Renaissance Classroom	1
EIP's	1
In-Service Programs	4
Language Arts or Social Science Fairs	5
Learning Centers	13
Mathematics (Manipulative Materials)	29
Media Specialists and Teachers/Flexible Scheduling/ Use of Videos	11
Minimum Skills Requirements	4
Money Management	1
Music	5
PEC Coordinators/Students (Meeting State Requirements)	4
Peer Coaching/Teacher Observing/Self-Assessment	9
Physical Education	2
Problem-Solving Techniques	3
REP Teacher Expectations	2
Science	35
Sex Education/Pregnant Girls	13
Sign Language	2
Social Studies	16
Spanish in Elementary Schools	2
Strategies for Middle School Child	4
Stress	45
Teachers as Curriculum Planners	6

<u>Responses</u>	<u>Number of Responses</u>
Programs: TPAI	1
(Continued) Understanding and Using Test Scores/Test-Taking Skills	4
Vocational Education/Typing	2
Whole Language Approach/Reading/Creative Writing	84
Word Problems	3
Questioning of Questionnaire	3
Recognition for Being a Teacher/Teacher Rights/Dealing with Ineffective Administration	18
Referrals Needing Immediate Attention	2
School Models	2
Staff Development Already Based on Teacher Recommendations	1
Too Many Meetings Already	4
Tutoring	1
Uniform Lesson Plan Formats/Creative Grade Book	9
Using Learning Styles Effectively	12
Working wih/Training Paraprofessionals	7
Workshop W/Outside Companies/College Professors	2

Question C. This question, requesting examples of disrespect which teachers describe as a discipline problem, stems from a questionnaire a year ago by the Teacher Ombudsman to a group of teachers. When asked problems of discipline, an often-repeated answer was "disrespect." This question was an attempt to clearly define what actions teachers interpreted as "disrespect."

The highest number of responses was for "back-talking" (306), followed by profanity and cursing (280), specifically not doing what the teacher says (156). Disruptive behavior such as running in the hall, sneering, slamming doors, foot stomping, sleeping, throwing items, chewing gum, and knocking on desk were listed by 183 respondents. Fighting, hitting others, and arguing with each other was listed by 130 people. The compilation of responses to Question C follows.

Question C - Please list three examples of disrespect which you would describe as a discipline problem.

<u>Responses</u>	<u>Number of Responses</u>
Attitude	20
Class Cutting	24
Dress Code	3
Drugs	3
Fighting, Hitting Others, Arguing with Each Other	130
Flirting with Teachers	1
Hyperactive Child	1
Lack of Responsibility to Learning: Not Doing Homework, Not Participating in Class, Cheating, Not Having School Supplies, Absent	52
Lack of Strong Policy by Superintendent: 13 and 14-Year Olds in Fifth Grade, No Organization on Levels, Discipline, Interruptions	16
Lies	11
Low Morals/Low Self-Esteem	5
Name Calling	14
No Goals	1
Non-Involvement of Parents/No Home Training; Disrespect Shown by Parents	14
Running and Playing in Cafeteria, Throwing Food	10
Stealing (Art Supplies Specifically Mentioned)	10
Supplies Never Arriving	1
No Respect: Disruptive: Running in Hall, Talking, Sneering, Slamming Doors, Foot Stomping, Sleeping, Throwing Items, Chewing Gum, Knocking on Desk	183
Facial Expressions	12
For Rights of Others	44
For Authority	67
Backtalking	306
Class/School Rules: Being Late, Weapons to School	95
Hitting a Teacher	18
Specifically Not Doing What a Teacher Says	156
Specifically Not Listening as a Teacher Speaks	35
Talking Out of Turn, Getting Out of Seat Without Permission	35
Threatening Teachers	23
Walking Away	19
For Property of Others	17
Profanity, Cursing	280
Tantrums, No Self-Control	18
Vandalism	8

Question D. The responses to the question regarding what three areas the teachers would like to see the Superintendent concentrate on in 1990-91 were led by discipline - discipline workshops. In-school suspension teams topics about the curriculum were high on teachers' minds, including having more input from teachers on the curriculum. Teachers wanted more respect, salary, increased morale, parent education support groups. Due to the fact that a number of people complained about paperwork such as this questionnaire, it seems doubly important that the results be made available to teachers.

Question D - What three areas would you like the Superintendent to concentrate on in the coming year?

<u>Responses</u>	<u>Number of Responses.</u>
He has done a fine job thus far . Continue coming to schools.	20
Find a new job elsewhere	5
Attendance on Computers	4
Budget Funding	1
Bus Duty	1
Certification	1
Clan Size	1
Collective Bargaining	2
Computer Network Info Bank	2
Creating: A New Job - Instructional Lead Teacher of Student Services	1
A Teacher Center	5
After-School Programs	2
Motivational Talks on Public TV (Civic/Church Leaders and Successful Former Students)	4
Curriculum: Specialists in Elementary Schools - Use as SST Chairpersons	2
Discipline: Discipline Workshop for Teachers/Multi Disciplinary	
Evaluation Teams/In-School Suspension/Detention Rooms	266
Do Not Worry About Unimportant Things (e.g., chewing gum)	3
Dress Code for Students/Teachers	1
Drop-Out Rate (minimum number of days must be in school to pass)	7
Eliminate: "Afro" Studies	3
Areas (all elementary or middle or high schools should know each other)	7
Stress Team Teaching	2
CLO's/Use CLO's in Place of Lesson Plans	4
Combination Classes	1
Corporal Punishment	1
Excessive Testing (IDS, Administering ITBS in Fall and Spring, ITBS and GCRT in Third Grade)	16
Extra Programs for Nonproducing Schools/Students	3
Fliers That Are Products of Brain-Washing Techniques	3
Full Potential Program	1
Fund Raising in Elementary Schools	1
Inflexible Mandatory Systemwide Lesson Planning (Plan Book Awkward)	30
Leadership Team/Central Focus Team	4
"Money and Power" from Department Chairpersons	1
Nonteaching Duties: Excess Meetings	6

<u>Responses</u>	<u>Number of Responses</u>
Eliminate: Observations (Harassment by Principals and Supervisors)	10
Open Classrooms (Replace with Alternative to Self-Contained Classrooms)	3
Poor Teachers (or help them)	9
Students Attending School out of Area	3
Unnecessary Jobs (at the Top, Incompetent Administrators - Get a Supervisor for Testing Center, Coordinators)	16
Writing Objectives on Board	12
Emphasize: Attendance - Chronic Absences, Tardies)	6
Rewards for Perfect Attendance	2
Creative Thinking/De-emphasize Testing as Judgment of Teacher Ability	15
Inspiring Student Performance (Those with Motivational Problems)	21
End School Year on Last Friday in May	1
Evaluation of School Principals by Teachers	4
Foreign Language Representative on Central Focus Team	2
Give Credit Where Credit is Due - Principals Do Not Make a School Succeed	4
Improve: Availability of Typewriters, Fax, and Copier Machines	5
Classroom Ratio	50
Curriculum: Academic Standards and Measurable Objectives (Include Non-College Bound, TAP Given Prior to 9th Grade)	16
Equitable Support of Existing Programs (PEC)	9
Limit 6 Exploratory Subjects/Activities for Constructive Learning	14
Teacher Input	40
Gap Between Kindergarten and First Grade (Grading)	5
Grievance Procedure	2
Grouping of Students (Same Teachers Have Top or Bottom Students Consistently)	2
Homework Policy	3
Josten's Learning System	2
Linguistic Communications Program (Include Relationship Between Teaching English to Non-English Speaking)	3
Media Center: More Up-To-Date Equipment and Availability	9
Minimum Skills Requirements (Inconsistent)	4
Organization and Procedures for Itinerant Teachers	1
Position on Retaining Kindergartners	4
Promotion System: Selection of Summer School Personnel Stop Promoting by Who You Know	18
Quality of Clerical Work Disseminated from Administrator's Office	1
Reading Program: Remedial Reading Specialists in School Daily "Success Reading Program"	5
Scheduling	2
Staff Development (and increase ex. GBST)	17
Test Scores	2
Textbook Selection	4
Transferring Teacher Policy	3
Working Conditions (Air, Lunchrooms for Teachers/ Facilities-P.E./Security)	47

<u>Responses</u>	<u>Number of Responses</u>
Increase: Accountability for Spending	6
African-American Information for Teachers	5
Aids Available in Classroom (CST to Every School for PEC)	18
Class in: Art in Every Room	8
Chapter I Model in Elementary Schools	1
Mathematics	3
Music	4
P.E. Everyday	3
Science (Floating Aid?)	5
Sex Education	7
Communication (Constructive, Corrective Measures, with Other Systems)	22
Computer Use in Classroom	5
Counselors in Elementary School	11
Employment of White Teachers in All Schools	1
Field Trips/Enrichment for Poor Atlanta Public Schools Students	9
Housekeepers in Schools	1
Independent Studies	1
Morale	62
Parent Education/Involvement/Support Groups	76
Planning Time	36
Remediation: Learning/Behavior Disordered, Retained, Drug Babies, Black Male	50
Respect for Teachers	59
Salary (Particularly Veteran Teachers; Pin for 10, 25 Years of Service)	126
Student: Accountability	5
Work Programs/Senior Internships	2
Supply Availability (Textbooks/Desk for Each Child, Updated Manipulatives)	90
Supply Teachers for All Teachers	2
Teacher Incentives (Educational Leave, Leadership Ladder, \$\$\$)	34
Teacher Rights	5
Thirty Minute Lunch Breaks (Duty Free)	12
Less Paperwork (Surveys Like This)	104
Lower Age Requirements for Alternative Schools (Felons Should Not Be in Regular School)	9
Master Teachers Serving as Consultants in Assisting New Teachers	
Perfect Instructional Strategies	2
M.E.P.	1
N/A - New this Year	3
Personality: Cold, Dictatorial, Dishonest, Disloyal, Dogmatic, Impolite, Prejudice Towards Women (White in Particular), Sneaky	48
Positive Image/Leadership with Media/Community/Staff/Board (Emphasize and Promote APS Educational Strategies, Free Services Provided to Students/Parents)	34
Professionally Held Faculty Meetings - Human Dynamics for Principals	15

<u>Responses</u>	<u>Number of Responses</u>
Psychological Testing Feedback - Feedback on All Evaluation, Improve Turnaround Rate	5
Realistic View of "All Children Can Learn"	4
Resource People Should Work in Their Field, Not Pulled To Do Busy Work in Another Area	2
Teacher Talks Program (Monthly Meetings with Superintendent)	12
Undecided	1
Uniform Duties and Responsibility in All Areas (Central Office vs. Schools) (School Leadership)	8
Uniforms in Public School	1
Whole Language	1

Summary

Morale and Opportunities

Fifty percent of teachers responding disagreed/strongly disagreed with the statement that teacher morale had risen in the past two years, 28 percent were undecided, and 22 percent agreed. On a personal level, 44 percent disagreed with the statement that their morale was higher than a year ago, and 20 percent were undecided.

Even though their morale was no higher than in previous years, support and encouragement from principals was received frequently/continuously by 61 percent of the teachers responding. For those teachers who indicated they had mentor teachers, 55 percent of the younger teachers indicated they had adequate support frequently or continuously.

Morale was not rising, but many teachers indicated they were receiving support and encouragement from their principals and mentor teachers. The questions about the teachers' view of the future in teaching indicate 33 percent of females agree/strongly agree that there is a bright future for them, but 45 percent are unsure. Only 5 percent of males agree/strongly agree, and 92 percent are unsure. The younger teachers see a brighter future for themselves than do teachers in the over 40 age bracket.

Yet when it comes to being encouraged by opportunities for advancement, only 22 percent agreed, and 38 percent were unsure of the opportunities in the Atlanta Public Schools. Viewed by age in every category except the 20-35 age group, the disagree/strongly disagree group was much larger than the agree/strongly agree group concerning opportunities; that is, teachers disagreed with the statement that they were encouraged by opportunities for advancement in the Atlanta Public Schools.

Pupil Performance

Teachers indicated positively that they believed they had higher expectations for student performance than two years ago, and they believed students had increased their belief in their ability to learn. They also agreed that higher expectations lead to higher student performance. When asked if CLO's helped students focus on what they should learn, 47 percent agreed/strongly agreed, 30 percent disagreed/strongly disagreed, and 30 percent were undecided about the value of CLO's in relation to students. In every age group more teachers agreed than disagreed with the statement that CLO's help students focus on learning. Teachers were not as strong in believing that CLO's helped them organize their teaching more effectively. In fact, in the 26-30 and 41-45 age groups, 46 percent disagreed/strongly disagreed with the statement, while in the other age groups, 10 percentage points or less separated the agreeing from the disagreeing teachers.

Teachers see expectations as leading to better performance and thought CLO's may help students focus on what they should learn. The group responding were not overwhelmingly sold on the idea that CLO's helped them organize their teaching more effectively.

Do teachers receive intangible rewards which make them enthusiastic about their jobs? Sixty-one percent say they frequently/continuously receive those rewards, while 37 percent say rarely or occasionally, and only 2 percent say they never receive intangible rewards. With the morale levels low and 61 percent of the teachers responding that they do receive intangible rewards, 50 percent of the respondents indicate they would still become a teacher, and another 28 percent rarely and occasionally feel the same way. Twenty-one percent of the 1,487 respondents or 312 teachers indicated they never would do it all over, that is, choose to be a teacher.

What might make these 312 feel so strongly? When asked about supplies, only 7 percent (105 teachers) indicated they never felt they had adequate supplies and materials for effective classroom instruction. Ten percent (151) of the teachers on another similar question indicated that supplies were not adequate for them to teach effectively. Broken into elementary (12 percent), middle (8 percent) and high (6 percent), elementary teachers most frequently answer negatively to the question.

Student discipline is a problem teachers deal with each day. In order to do their instructional job, there must be order in the school. Only 24 percent of all teachers agreed that discipline had improved in the past year. In trying to identify what teachers were referring to when they talked about discipline, two questions were formulated relating to disrespect toward teachers -- in the classroom and in the halls. One and one-half times more teachers agreed/strongly agreed that there is disrespect towards teachers in the classroom than in the halls. Sixty-one percent or 915 respondents agreed/strongly agreed. When separated into grade levels, 68 percent of middle school teachers said disrespect in the classroom was a problem as compared to 50 percent for elementary teachers and 47 percent for high school teachers.

The overall school climate has an effect upon teachers' attitudes. While there may be very low numbers of actual "burn out" cases, as measured by the instrument, less than one-third of all teachers agree/strongly agree that they have a voice in decisions affecting their jobs. About two-thirds of the respondents believe there are clear educational goals. Teachers' performance is recognized more often in elementary and high schools than in middle schools, and teachers believe facilities are maintained better there than in middle schools. In middle schools, where teamwork is stressed through the cluster concept, only 59 percent of middle school respondents agreed/strongly agreed that there was a sense of teamwork in middle schools, while 69 percent of elementary and 69 percent of high school respondents agreed/strongly agreed.

Teacher Outlooks

This paper has presented data in assorted formats. Each question can be subdivided into age, gender, years teaching, elementary, middle, and high schools, as well as by areas and system total.

The questions on teaching climate are reflective of all teachers in elementary, middle, and high schools. Unexamined are the same data by gender, age, and number of years teaching.

The topics covered are so broad that one or two sentences cannot begin to summarize the findings. We know from responses that morale has not risen in two years, that one-third of females responding see a bright future in teaching, but 40

percent of females disagree as to the opportunities for advancement in APS. More teachers disagreed with the statement about improvement in discipline than agreed. Teachers enumerated discipline problems exactly as they found them following on the strong response that discipline is a problem in the classroom (61 percent). Disrespect toward teachers is seen as a problem in 50 percent of elementary schools, 68 percent of middle schools, and 47 percent of high schools. When asked to be specific as to how disrespect was shown, teachers were quite specific as could be seen in the short answer responses.

Twenty one percent of the teachers responding indicated that they never felt that if they had it to do over again that they would be teachers. This is one-fifth or 314 of the teachers. One can only wonder about the effectiveness in the classroom and the enthusiasm found in their classroom.

Encouraging responses show that 61 percent of the respondents frequently or continuously receive tangible rewards from teaching which make them enthusiastic about their job. Half of the respondents would choose to be a teacher if they had to do it all over. While on the job, many teachers (61 percent) frequently or continuously help students with nonacademic problems. Further, 61 percent of the respondents receive support and encouragement from their principals. Only a small portion of the respondents appear to be burned out or on the road to burnout.

Viewed through Maslow's hierarchy of needs, many teachers receive security and reassurance, find supervisors helpful and flexible, receive recognition of their efforts and performance, and share in decision making in their school setting. The teachers' lives include opportunities to be involved in the nonacademic problems of their students. A majority of teachers in APS appear to be in a mode of self-actualization and receive adequate rewards which enhances their enthusiasm for the job of teaching.

A follow-up questionnaire in May 1991 would be an appropriate check on the 1990-91 school year

This report has taken a great deal of data provided by teachers in a very busy time in the school year and attempted to find meaning in the responses. Further work needs to be done to examine the relationships of the data with the various entities in the school system. Thanks go to the teachers who took the time to complete the questionnaire with the belief that they could provide meaningful information to help make teaching more rewarding and more beneficial for their students. This report is not exhaustive, rather a beginning look at what the teachers are telling us about their perceptions of life in the Atlanta Public Schools.

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APPENDIX 1
RESPONSES TO QUESTIONS -- BY TOTAL GROUP

TABLE 1

**RESULTS -- TEACHER OPINIONNAIRE
TOTAL SYSTEM**

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
9. I feel part of a hard-working team as I teach.	37	2	78	5	283	19	489	32	628	41
10. I feel good about my students' performance on learning tasks.	14	1	66	4	401	27	726	48	306	20
11. I feel satisfied with teachers' standing in today's society.	249	16	654	43	426	28	143	9	53	3
12. I feel emotionally drained from my work.	41	3	163	11	589	39	469	31	263	17
13. The more experienced teachers in my school help me to be more effective in my classroom instruction.	192	13	393	26	499	34	259	17	145	10
14. I have been able to communicate with decision makers in my school.	75	5	247	16	454	30	469	31	273	18
15. I have been able to communicate with decision makers in the school system.	351	23	526	35	415	27	151	10	73	5
16. I feel used up at the end of the workday.	58	4	177	12	491	32	442	29	351	23
17. I often help students with non-academic problems.	9	1	83	5	500	33	534	35	396	26
18. I have felt personally involved with my students' problems.	23	2	144	9	560	37	528	35	267	18
19. I feel fatigued when I get up in the morning and have to face another day on the job.	142	9	474	31	548	36	230	15	127	8
20. I can easily understand how my students feel about things.	10	1	46	3	476	31	762	50	224	15
21. I feel emotionally distant from some students.	376	25	621	41	409	27	97	6	17	1
22. I know exactly who to go to for help when I have classroom problems.	52	3	170	11	333	22	490	33	458	30
23. Working with people all day is really a strain for me.	496	33	573	38	336	22	83	5	27	2
24. I deal very effectively with the problems of my students.	11	1	31	2	296	20	741	49	436	29
25. I can easily create a relaxed atmosphere with my students.	10	1	34	2	214	14	678	45	582	38
26. I feel burned out from my work.	147	10	336	22	555	37	289	19	191	13
27. I feel I am positively influencing other people's lives through my work.	18	1	48	3	280	18	543	36	630	41
28. I have become more callous toward students since I took this job.	548	38	411	28	303	21	144	10	49	3
29. I worry that this job is hardening me emotionally.	505	34	423	28	362	24	149	10	68	5

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TABLE 1 (Continued)

RESULTS -- TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
30. I feel very energetic.	32	2	128	9	472	32	629	42	228	15
31. I feel frustrated by my job.	174	11	378	25	624	41	240	16	98	6
32. I feel I am working too hard on my job.	161	11	318	21	596	39	293	19	154	10
33. I have accomplished many worthwhile things in this job.	17	1	46	3	286	19	703	46	467	31
34. I do not really care what happens to some students.	1,113	73	253	17	92	6	37	2	24	2
35. I feel exhilarated after working closely with my students.	55	4	95	6	471	31	582	39	296	20
36. I feel like I am at the end of my rope.	514	34	430	28	394	26	123	8	60	4
37. In my work, I deal with students' emotional problems very calmly.	13	1	48	3	357	24	750	49	350	23
38. I feel students blame me for some of their problems.	635	42	482	32	279	18	92	6	32	2
39. I feel a total commitment to teaching.	35	2	51	3	151	10	423	28	859	57
40. I feel that parents have unjustly blamed me for their children's problems.	507	34	528	35	322	21	105	7	49	3
41. I have rewarding contacts with my colleagues during the work day.	56	4	212	14	508	34	459	30	280	18
42. I sometimes consider changing my career.	371	25	388	26	438	29	207	14	109	7
43. Supplies in my school are adequate for me to teach effectively.	156	10	271	18	410	27	445	29	232	15
44. I have the right kind of supplies to teach my students.	80	5	264	17	437	29	489	32	243	16
45. I have easy access in my school to supplies which I need.	148	10	288	19	385	25	411	27	283	19
46. Teachers help allocate supplies in our school.	278	19	261	18	383	26	344	23	221	15
47. Working with people directly puts too much stress on me.	660	44	596	39	194	13	41	3	19	1
48. I have received support and encouragement from the principal of the school at which I teach.	73	5	166	11	340	22	398	26	537	35
49. I have been upset by the anticipation of being involuntarily transferred to another school.	930	63	303	20	135	9	68	5	50	3
50. I feel more in-service activities would help me adjust to the culture of my students.	420	28	486	32	394	26	118	8	83	6

R&E/LAF:bl
7/2/90
#4453

TABLE 1 (Continued)

RESULTS -- TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
51. I have found my supplies and materials are adequate for effective classroom instruction.	98	7	228	15	461	31	460	31	260	17
52. I resent the redundancy of paperwork due to requests from staff outside the school.	32	2	109	7	350	23	382	25	640	42
53. I resent the redundancy of paperwork generated within the school.	45	3	196	13	420	28	387	26	459	30
54. I have found I have been able to utilize the teaching techniques which I was taught in my education courses.	56	4	224	15	527	35	435	29	260	17
55. I have felt my teacher training institution adequately prepared me for teaching in an urban school system.	86	6	244	16	402	27	436	29	330	22
56. The intangible rewards of teaching make me enthusiastic about my job.	37	2	110	7	444	30	508	34	398	27
57. If I had to do it all over, I would still choose to be a teacher.	314	21	167	11	258	17	298	20	450	30
58. I have felt that I have received adequate support from my mentor teacher. (Respond only if you have a mentor teacher.)	69	14	64	13	102	20	119	24	152	30

R&E/LAF:dl
7/2/90
#4453

TABLE 1 (Continued)
RESULTS -- TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
59. I have higher expectations for students' performance than I had two years ago.	99	7	301	20	267	18	504	34	309	21
60. My students have increased their belief in their ability to learn.	47	3	165	11	361	24	637	43	288	19
61. My access to decision makers in the school system has improved.	222	15	405	27	380	25	381	25	110	7
62. My personal morale is definitely higher than it was a year ago.	238	16	415	28	300	20	367	24	179	12
63. I see a bright future for me in teaching.	154	10	249	17	470	32	402	27	212	14
64. I have been encouraged by the opportunities for advancement in teaching in this school system.	310	21	439	29	319	21	324	22	107	7
65. I believe Curriculum Learning Objectives (CLO's) help students to focus on what they should learn.	196	13	253	17	347	23	542	36	165	11
66. I believe Curriculum Learning Objectives (CLO's) have helped me organize my teaching more effectively.	217	15	324	22	339	23	470	31	145	10
67. Student performance has risen in my school due to the use of Curriculum Learning Objectives (CLO's).	223	15	335	22	598	40	258	17	77	5
68. Discipline has improved in my school during the past year.	373	25	429	29	339	23	283	19	77	5
69. I have been involved in helping establish discipline guidelines in my school.	207	14	382	26	186	12	594	40	127	8
70. The current promotion policy causes increased student dropouts.	117	8	315	21	627	42	280	19	148	10
71. Promoting students who do not meet the promotion criteria and remediating them in the next grade is better for the students than retaining them.	194	13	266	18	480	32	355	24	206	14
72. Students who have been retained and then have met the promotional requirements perform better in a higher grade.	96	6	232	16	673	45	393	26	96	6
73. I know how to contact the Teacher Ombudsman for assistance.	203	14	301	21	228	16	552	38	161	11
74. The Teacher Ombudsman has been active in my school.	335	24	407	29	383	27	234	16	66	5
75. The Teacher Ombudsman position has proved to be a benefit to me as a teacher.	340	24	346	24	473	33	191	13	67	5
76. My horizons have been raised through participation in conferences sponsored by professional organizations.	127	9	252	17	379	26	530	36	189	13
77. I sense that students in my school are learning more than they did previously.	123	8	274	18	472	32	503	34	123	8

TABLE 1 (Continued)

RESULTS - TEACHER OPINIONNAIRE
TOTAL SYSTEM

Questions	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
78. Students in my school respect the right of others to learn and, therefore, classes are rarely disrupted.	349	23	541	36	235	16	325	22	51	3
79. Parents at this school have become more involved in their children's education in the past year.	342	23	454	31	316	21	295	20	75	5
80. Disrespect towards teachers in the halls is a discipline problem in my school.	190	13	450	31	158	11	433	30	203	14
81. Disrespect towards teachers in the classroom is a discipline problem in my school.	159	11	389	26	187	12	537	36	229	15
82. Higher expectations by students in my class have led to improved classroom performance.	51	3	182	12	308	21	737	49	219	15
83. Central staff persons have been available to help me with needs I have identified.	170	12	343	23	360	25	525	36	71	5
84. Area staff persons have been available to help me with needs I have identified.	155	11	244	17	307	21	656	45	112	8
85. There is a sense of teamwork among teachers at my school.	91	6	182	12	229	15	721	48	269	18
86. Parents are involved with their children's education in my school.	206	14	478	32	294	20	406	27	105	7
87. The teachers at my school have an effective voice in important decisions affecting our jobs.	253	17	400	27	353	24	401	27	79	5
88. My school is unified in striving for clear educational goals.	69	5	145	10	268	18	753	50	258	17
89. Teachers in my school are encouraged to try new and creative solutions for existing problems.	84	6	161	11	215	14	772	52	265	18
90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.	237	16	352	24	172	12	599	40	125	8
91. Teachers at my school are recognized for exceptional performance.	89	6	239	16	221	15	741	49	207	14
92. My school has effective programs designed to motivate the students.	76	5	225	15	341	23	698	47	153	10
93. I have increased my expectations for teaching urban students successfully.	59	4	127	9	349	24	758	51	183	12
94. I believe teacher morale in my school is very high.	258	17	463	31	348	23	353	24	77	5
95. I believe teacher morale has risen in the past two years.	290	19	461	31	411	28	264	18	62	4

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7/2/90
#4453

TABLE 2
MASLACH BURNOUT INVENTORY (MBI)

RESULTS -- TEACHER OPINIONNAIRE

Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
Emotional Exhaustion										
12. I feel emotionally drained from my work.	41	3	163	11	589	39	469	31	263	17
16. I feel used up at the end of my workday.	58	4	177	12	491	32	442	29	351	23
19. I feel fatigued when I get up in the morning and have to face another day on the job.	142	9	474	31	548	36	230	15	127	8
23. Working with people all day is really a strain for me.	496	33	573	38	336	22	83	5	27	2
26. I feel emotionally distant from some students.	147	10	336	22	555	37	289	19	191	13
31. I feel frustrated by my job.	174	11	378	25	624	41	240	16	98	6
32. I feel I'm working too hard on my job.	161	11	318	21	596	39	293	19	154	10
36. I feel like I'm at the end of my rope.	514	34	430	28	394	26	123	8	60	4
47. Working with people directly puts too much strain on me.	660	44	596	39	194	13	41	3	19	1
Depersonalization										
21. I feel emotionally distant from some students.	376	25	621	41	409	27	97	6	17	1
28. I've become more callous toward students since I took this job.	548	38	411	28	303	21	144	10	49	3
29. I worry that this job is hardening me emotionally.	505	34	423	28	362	24	149	10	68	5
34. I don't really care what happens to some students.	1,113	73	253	17	92	6	37	2	24	2
38. I feel students blame me for some of their problems.	635	42	482	32	279	18	92	6	32	2
Personal Accomplishment										
20. I can easily understand how my students feel about things.	10	1	46	3	476	31	762	50	224	15
24. I deal very effectively with the problems of my students.	11	1	31	2	296	20	741	49	436	29
25. I can easily create a relaxed atmosphere with my students.	10	1	34	2	214	14	678	45	582	38
27. I feel I'm positively influencing other people's lives through my work.	18	1	48	3	280	18	543	36	630	41
30. I feel very energetic.	32	2	128	9	472	32	629	42	228	15
33. I have accomplished many worthwhile things in this job.	17	1	46	3	286	19	703	46	467	31
35. I feel exhilarated after working closely with my students.	55	4	95	6	471	31	582	39	296	20
37. In my work, I deal with students' emotional problems very calmly.	13	1	48	3	357	24	750	49	350	23

TABLE 3
TEACHING CLIMATE AND PERSONNEL QUESTIONS

RESULTS - TEACHER OPINIONNAIRE

Questions	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Teaching Climate										
85. There is a sense of teamwork among teachers at my school.	91	6	182	12	229	15	721	48	269	18
86. Parents are involved with their children's education at my school.	206	14	478	32	294	20	406	27	105	7
87. The teachers at my school have an effective voice in important decisions affecting our jobs.	253	17	400	27	353	24	401	27	79	5
88. My school is unified in striving for clear educational goals.	69	5	145	10	268	18	753	50	258	17
89. Teachers in my school are encouraged to try new and creative solutions for existing problems.	84	6	161	11	215	14	772	52	265	18
90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.	237	16	352	24	172	12	599	40	125	8
91. Teachers at my school are recognized for exceptional performance.	89	6	239	16	221	15	741	49	207	14
92. My school has effective programs designed to motivate the students.	76	5	225	15	341	23	698	47	153	10

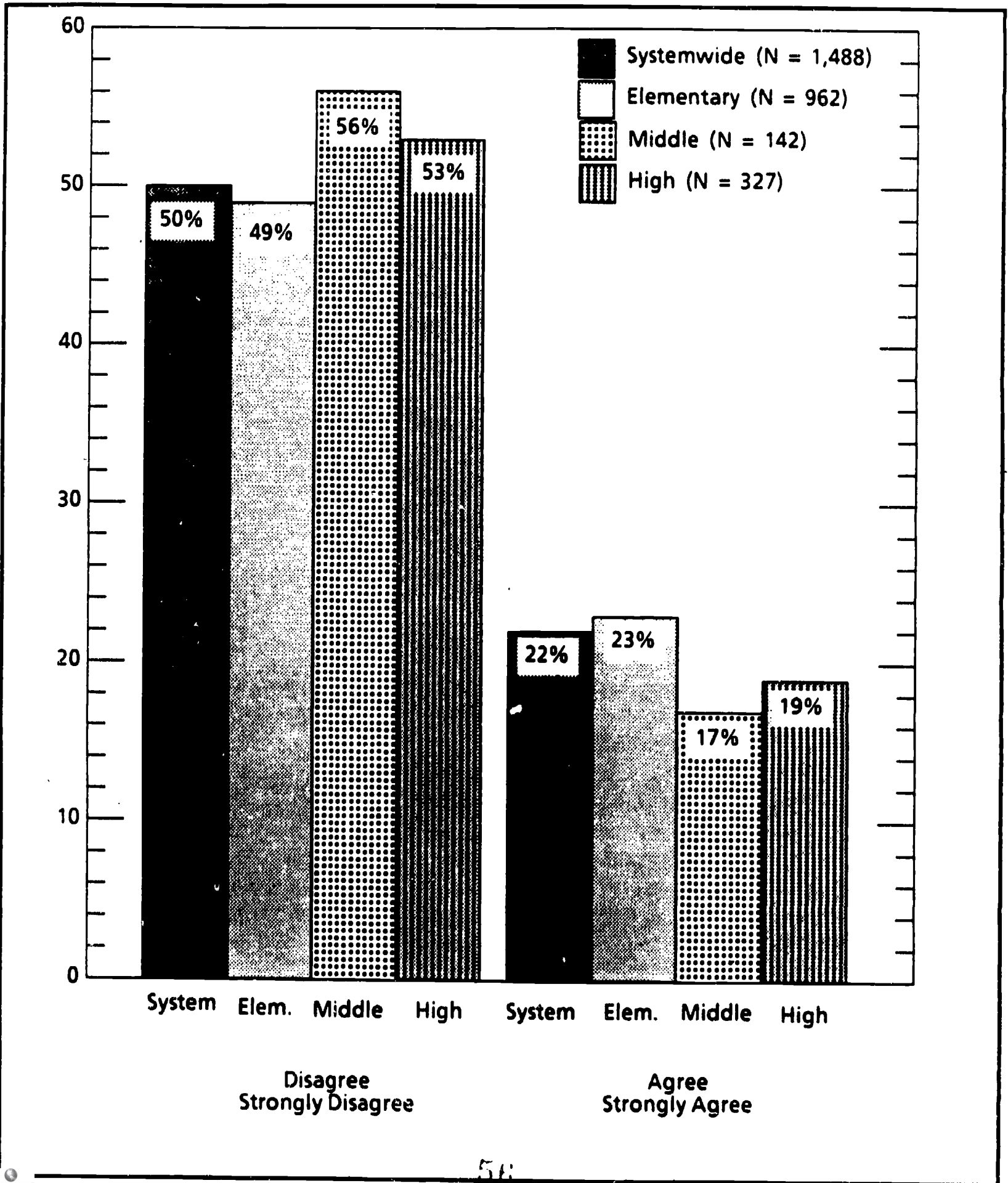
Questions	Never		Rarely		Occasionally		Frequently		Continuously	
	N	%	N	%	N	%	N	%	N	%
48. I have received support and encouragement from the principal of the school at which I teach.	73	5	166	11	340	22	398	26	537	35
49. I have been upset by the anticipation of being involuntarily transferred to another school.	930	63	303	20	135	9	68	5	50	3
50. I feel more in-service activities would help me adjust to the culture of my students.	420	28	486	32	394	26	118	8	83	6

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APPENDIX 2
GRAPHS 1-37

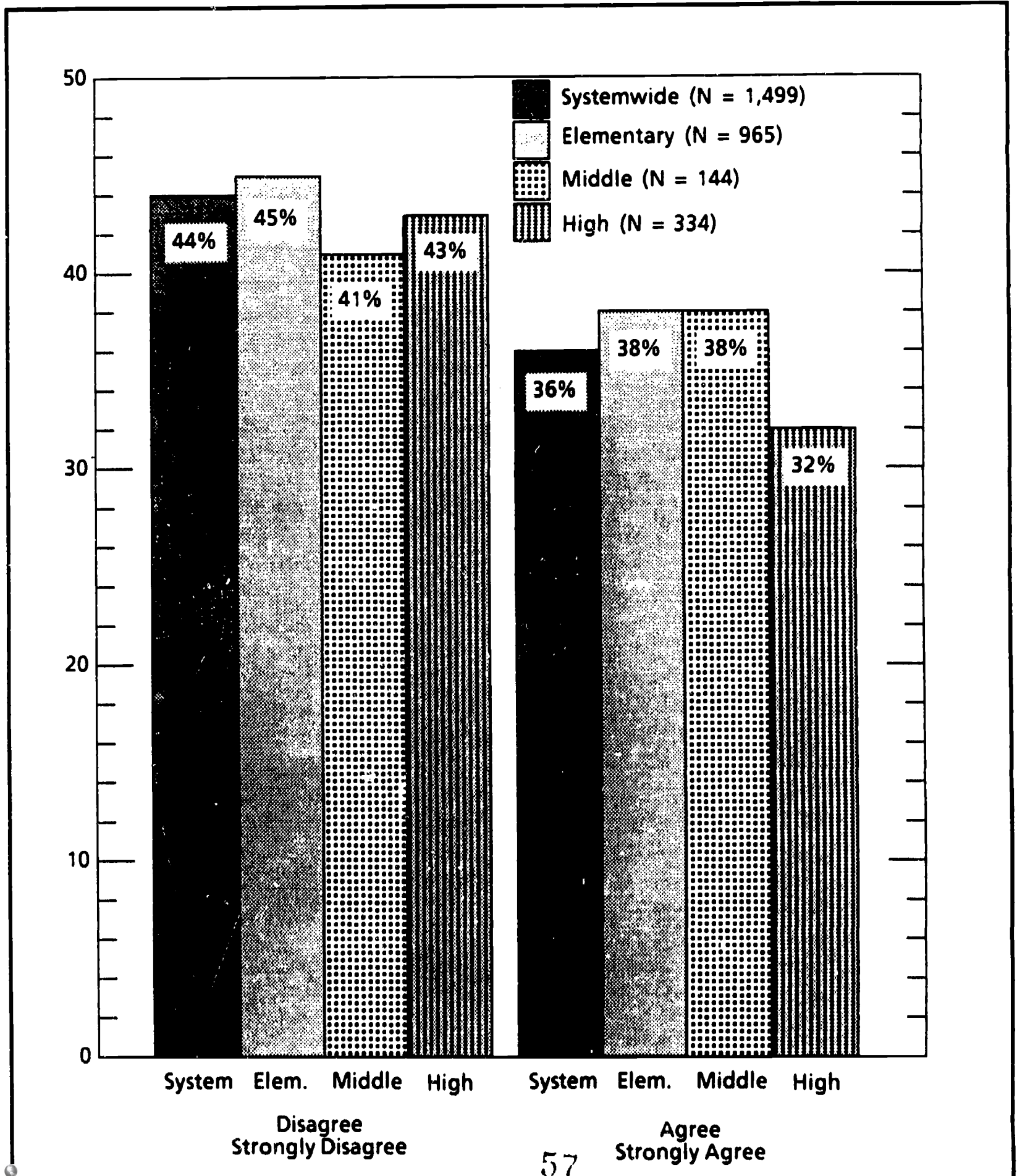
TEACHER MORALE
SYSTEMWIDE AND ALL ELEMENTARY, MIDDLE, AND HIGH SCHOOL RESPONSES

95. I believe teacher morale has risen in the past two years.



GRAPH 2
PERSONAL MORALE
SYSTEMWIDE AND ALL ELEMENTARY, MIDDLE, AND HIGH SCHOOL RESPONSES

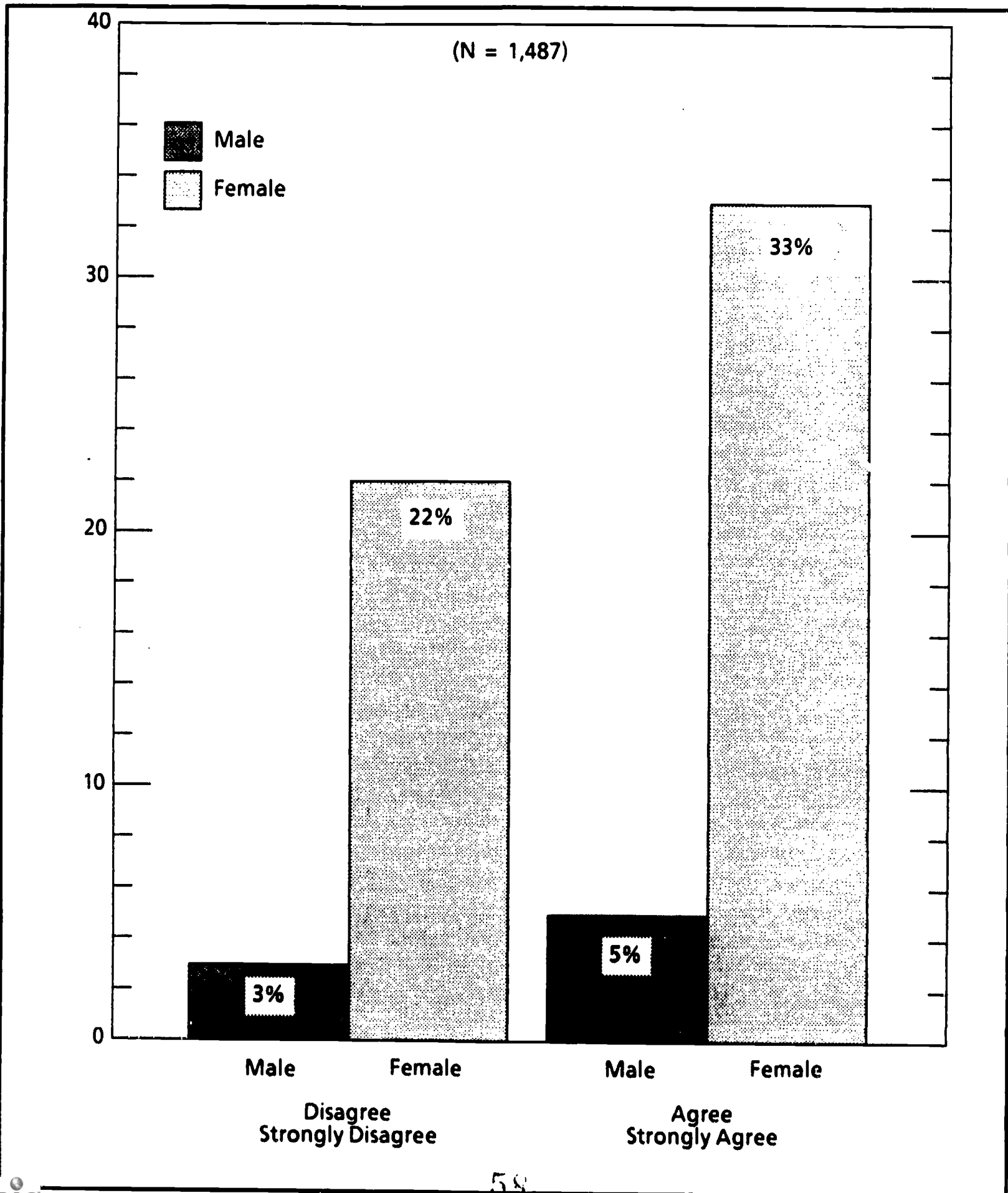
62. My personal morale is definitely higher than it was a year ago.



GRAPH 3

SYSTEMWIDE VIEW OF THE FUTURE PERCENTAGE OF RESPONDENTS BY SEX REPORTED BY THOSE WHO PROVIDED DEMOGRAPHIC DATA

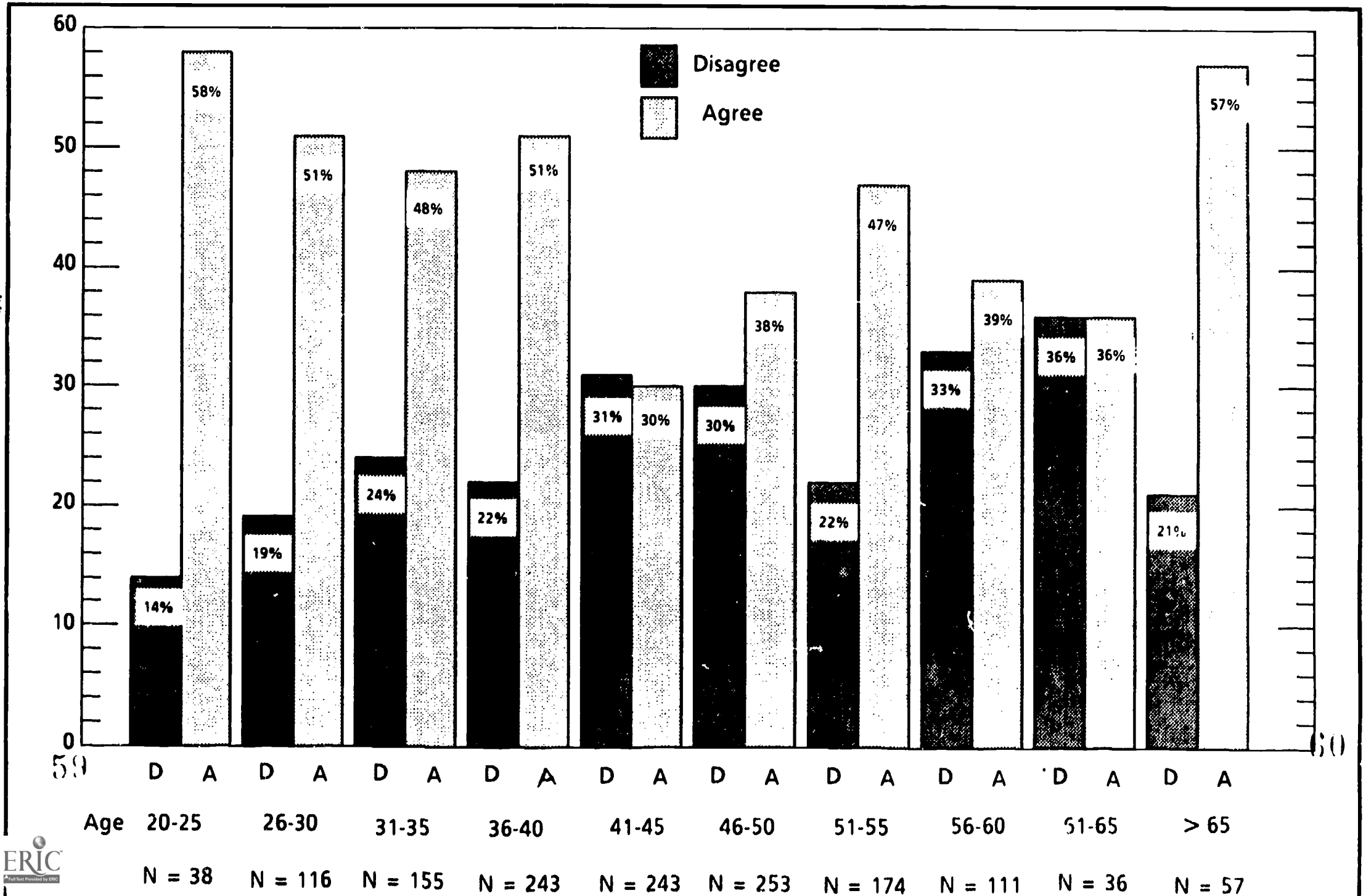
63. I see a bright future for me in teaching.



GRAPH 4

SYSTEMWIDE VIEW OF THE FUTURE
PERCENT RESPONDING BY AGE

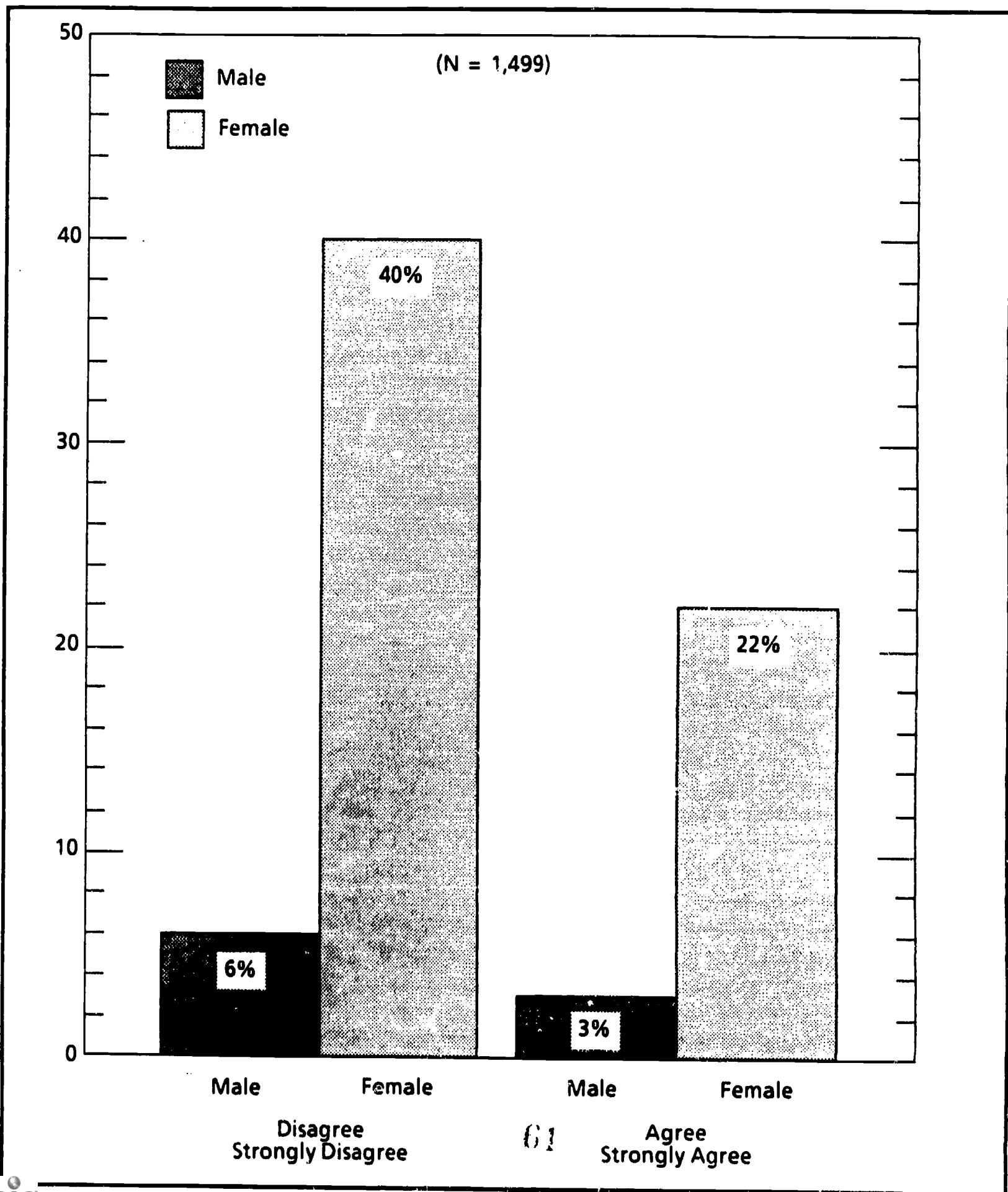
63. I see a bright future for me in teaching.



GRAPH 5

SYSTEMWIDE VIEW OF THE FUTURE PERCENTAGE OF RESPONDENTS BY SEX REPORTED BY THOSE WHO PROVIDED DEMOGRAPHIC DATA

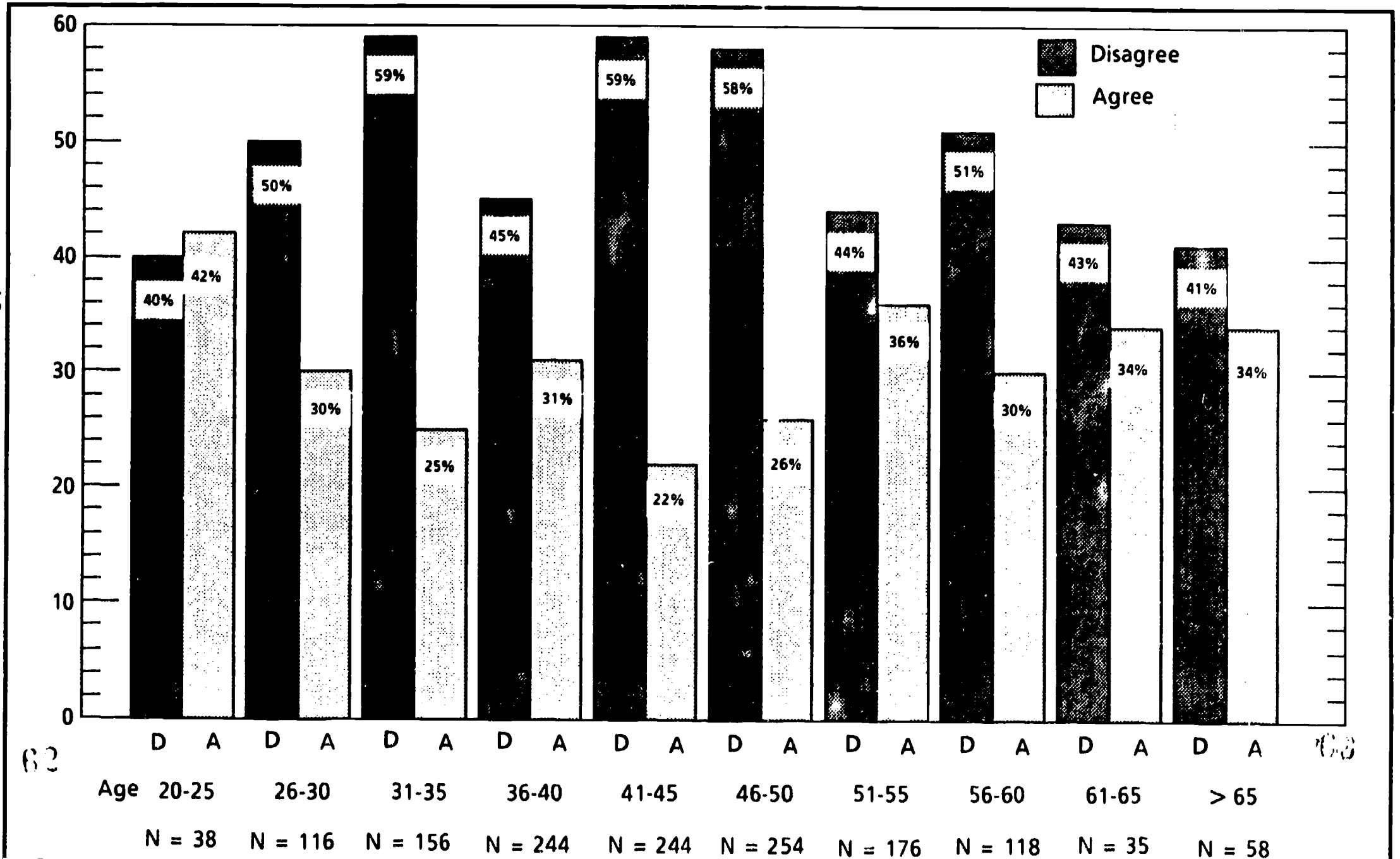
64. I have been encouraged by the opportunities for advancement in teaching in this school system.



GRAPH 6

SYSTEMWIDE VIEW OF THE FUTURE
PERCENT RESPONDING BY AGE

64. I have been encouraged by the opportunities for advancement in teaching in this school system.



-46-

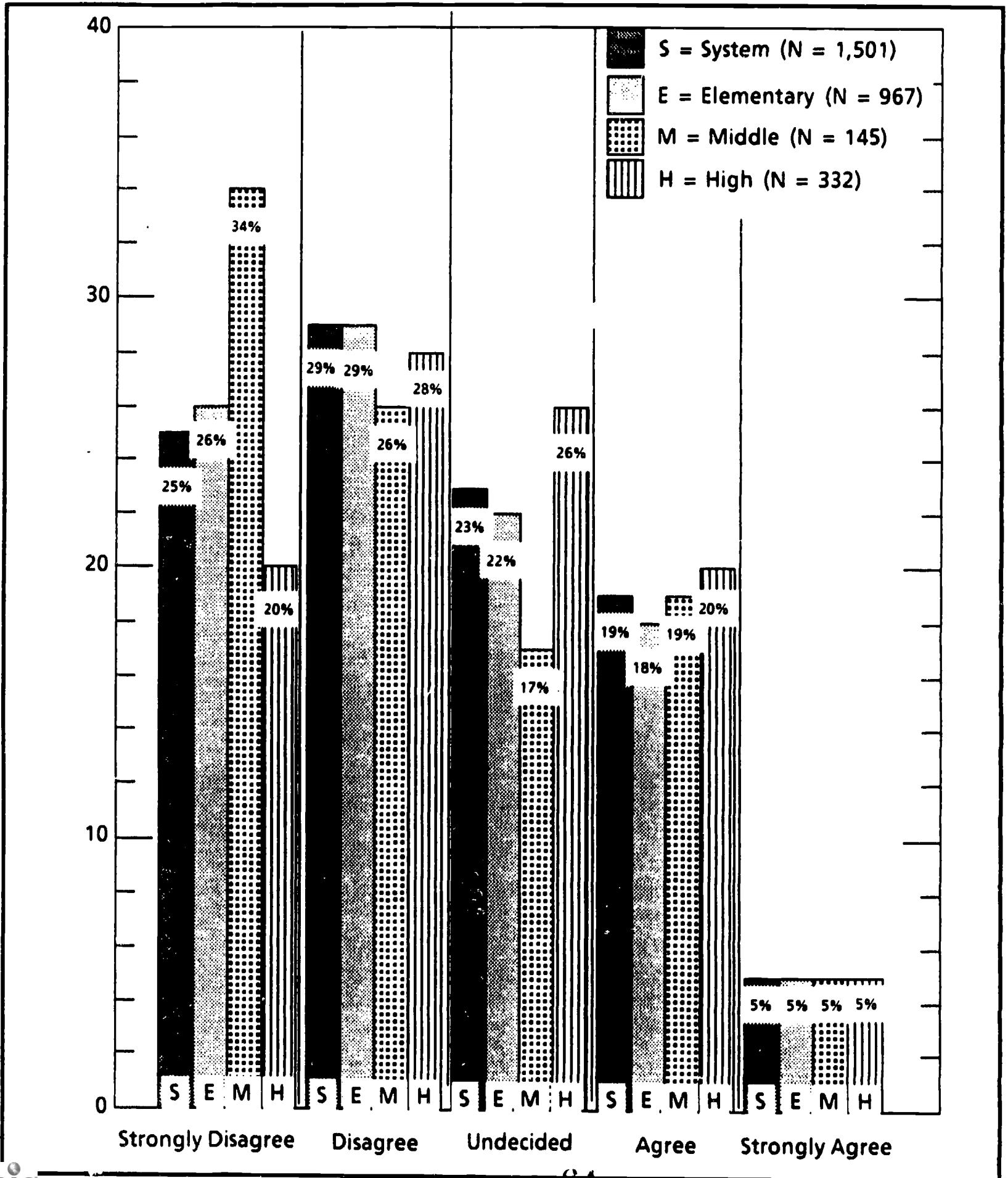
62

63

GRAPH 7

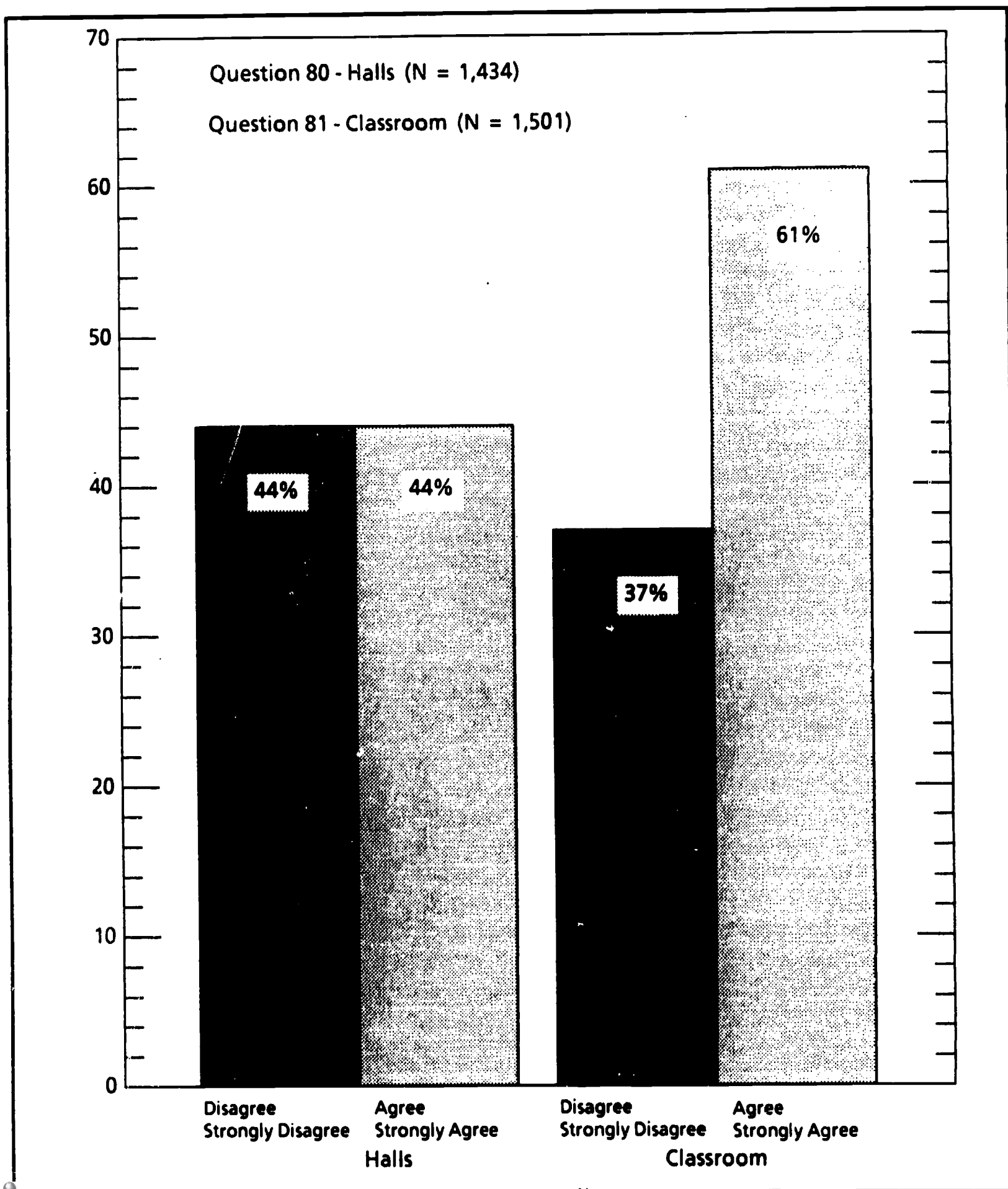
DISCIPLINE SYSTEMWIDE
ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

68. Discipline has improved in my school during the past year.



GRAPH 8
DISRESPECT TOWARDS TEACHERS
IN HALLS AND CLASSROOMS

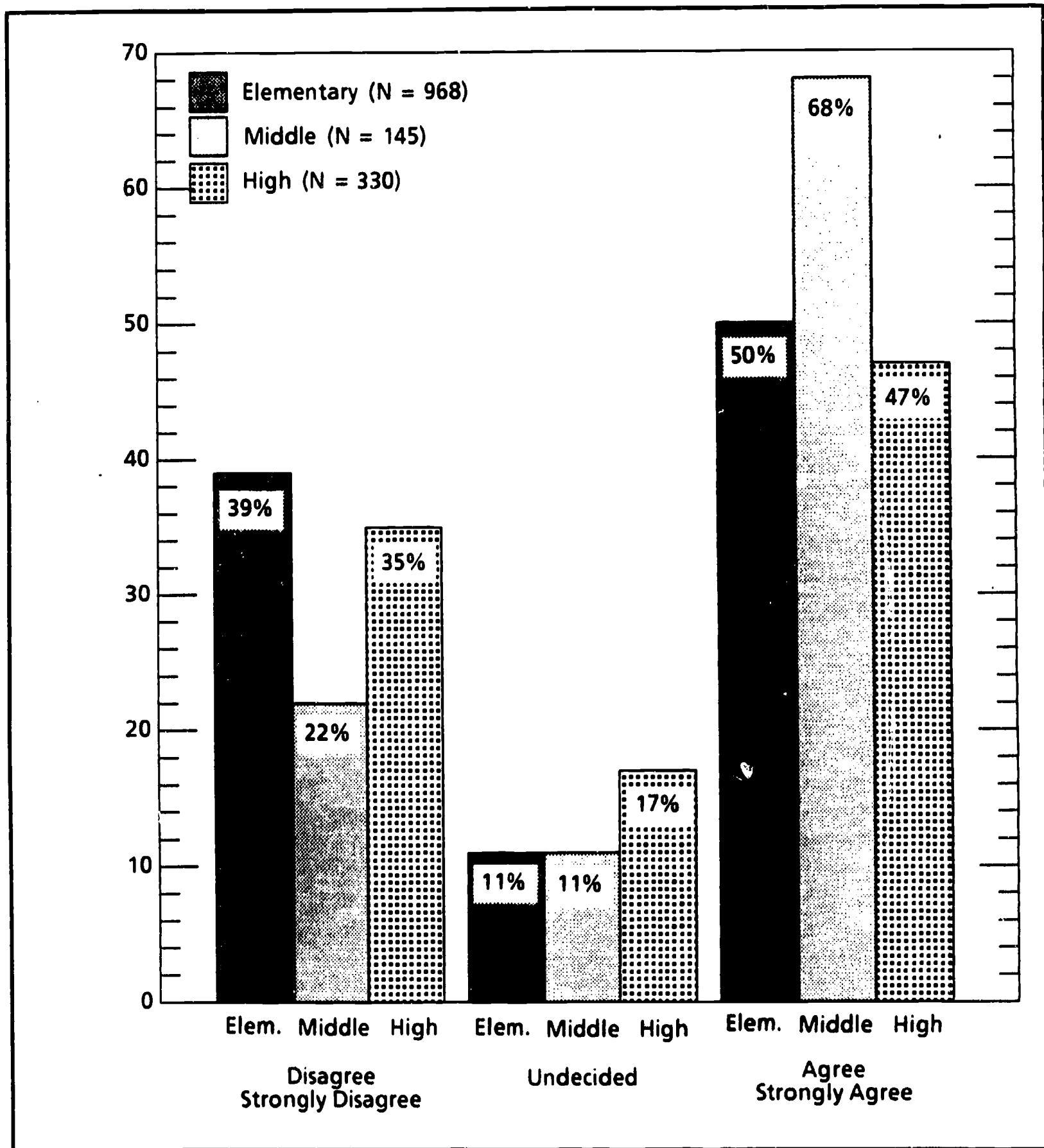
80. Disrespect towards teachers in the halls is a discipline problem in my school.
 81. Disrespect towards teachers in the classroom is a discipline problem in my school.



GRAPH 9

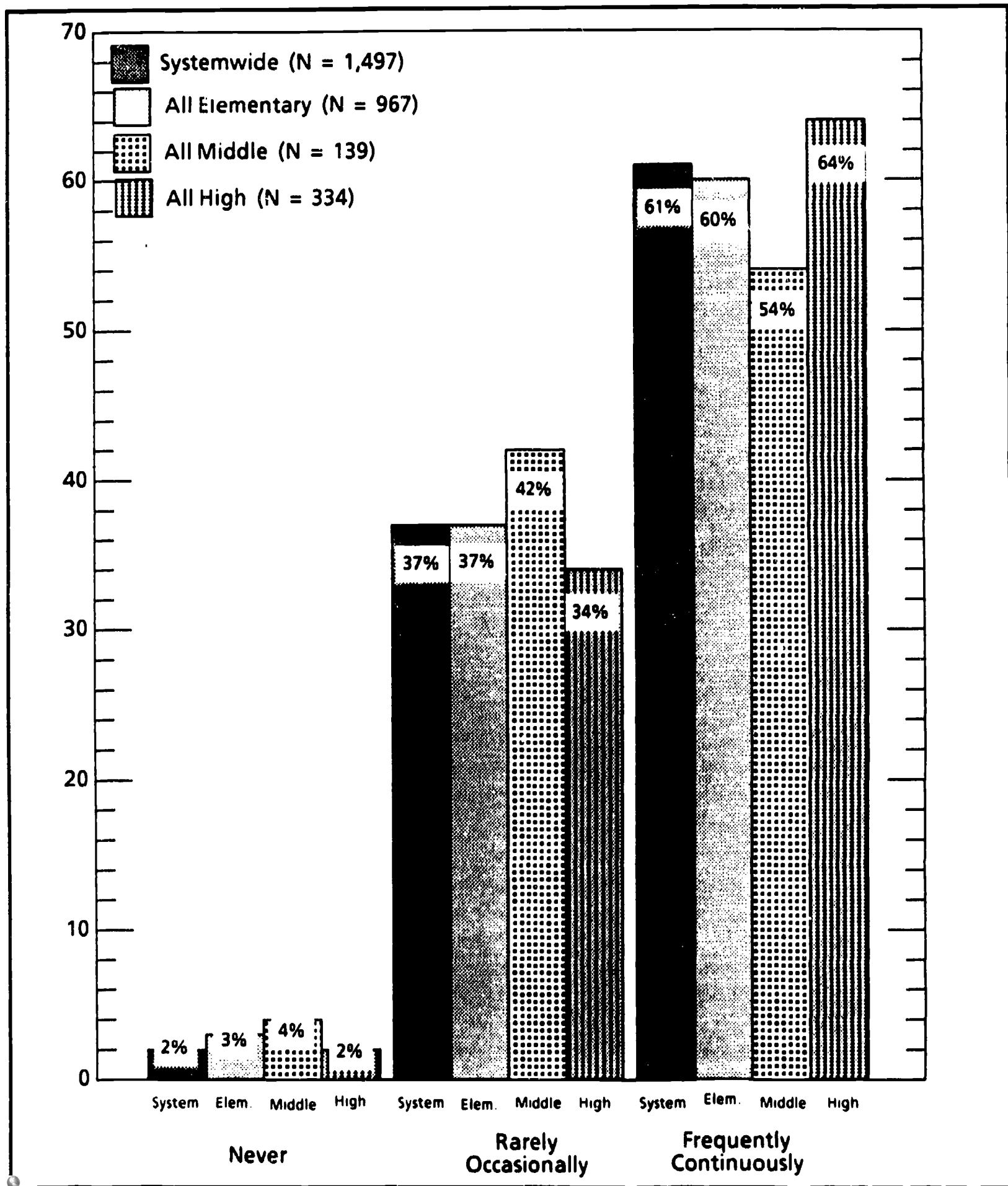
DISRESPECT TOWARD TEACHERS
SYSTEMWIDE

81. Disrespect towards teachers in the classroom is a discipline problem in my school.



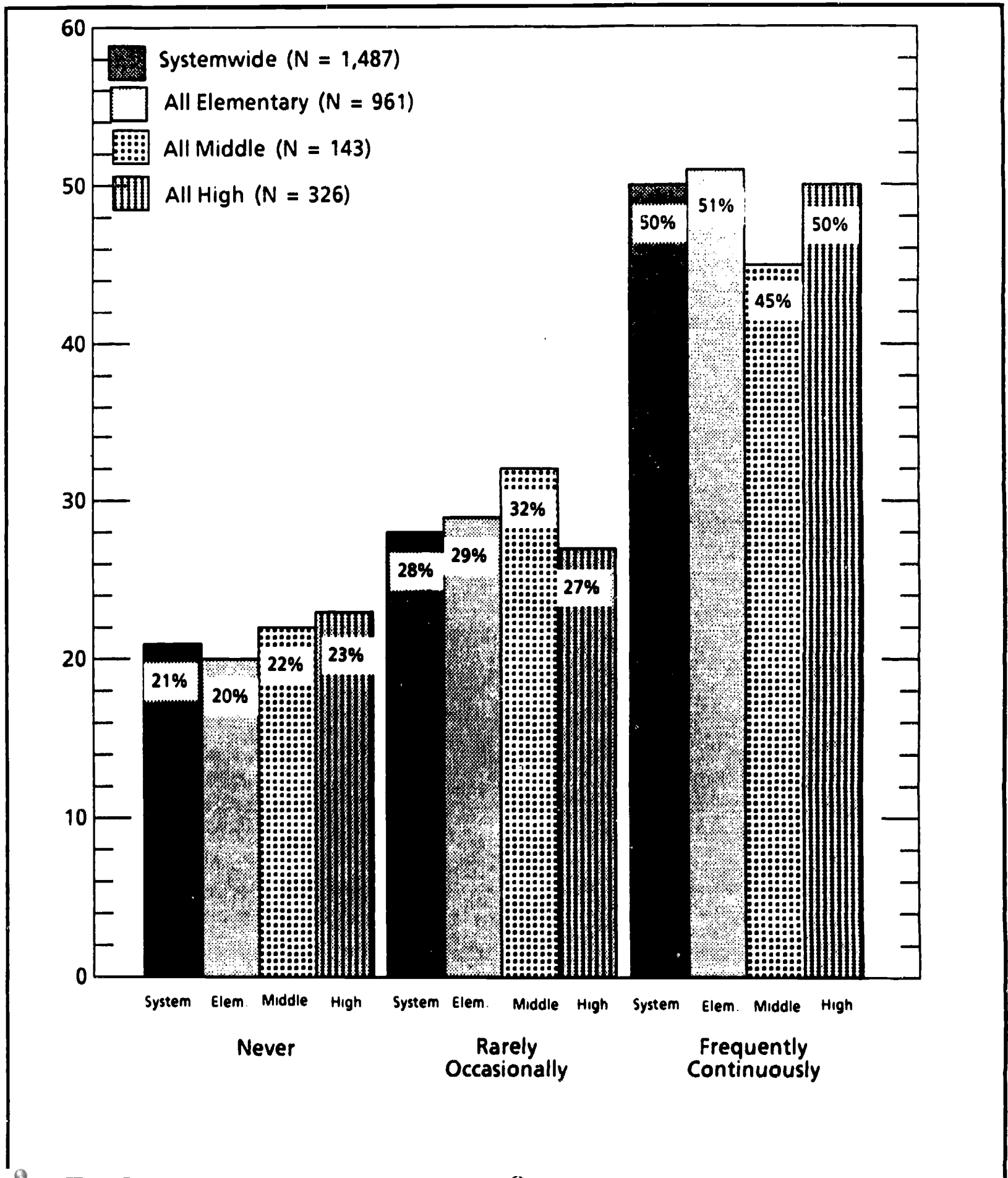
TEACHING REWARDS
SYSTEMWIDE AND ALL ELEMENTARY, MIDDLE, AND HIGH SCHOOL RESPONSES

56. The intangible rewards of teaching make me enthusiastic about my job.



TEACHING CAREER
SYSTEMWIDE AND ALL ELEMENTARY, MIDDLE, AND HIGH SCHOOL RESPONSES

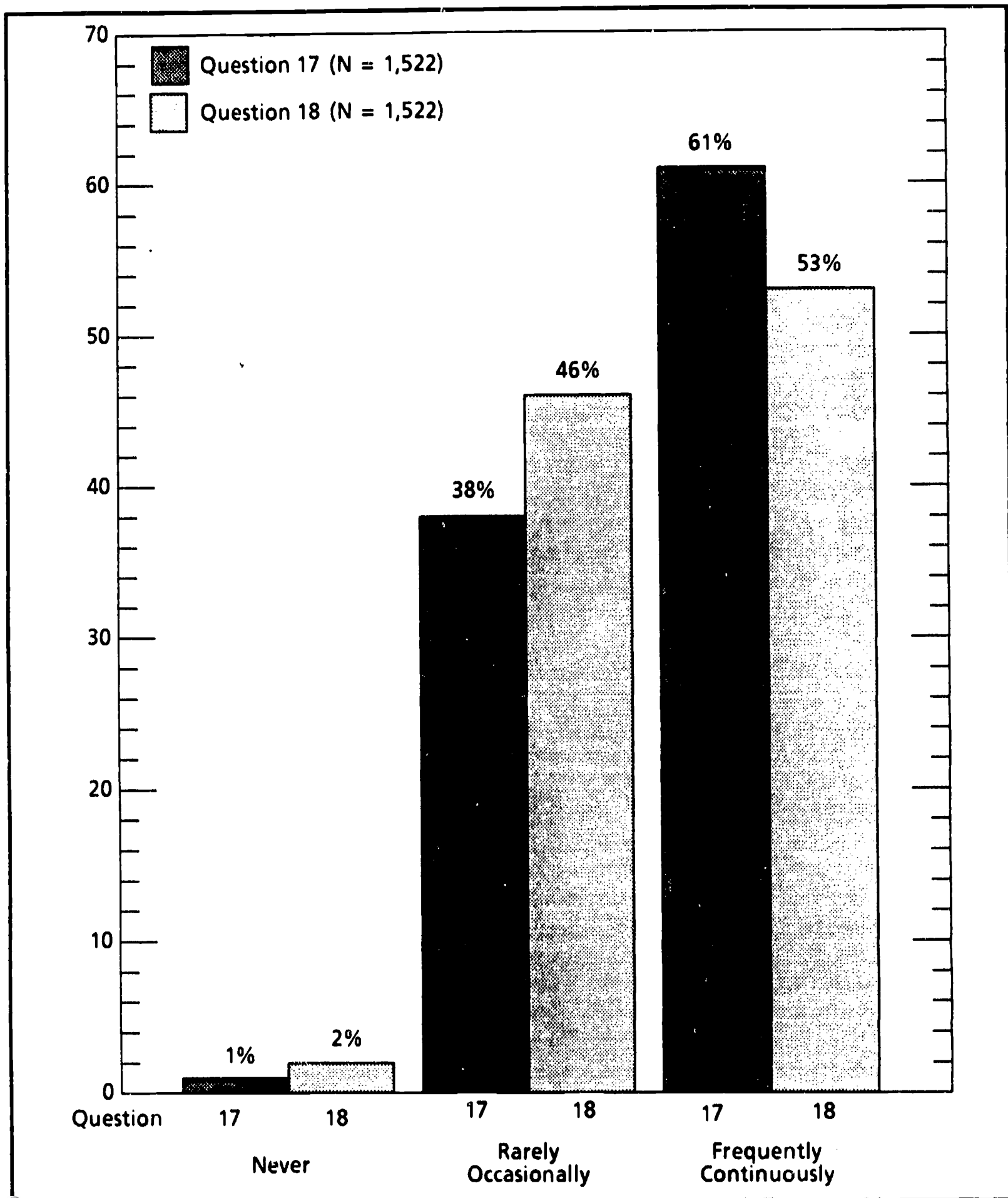
57. If I had to do it all over, I would still choose to be a teacher.



GRAPH 12

TEACHERS' VIEW OF HELPING STUDENTS SYSTEMWIDE

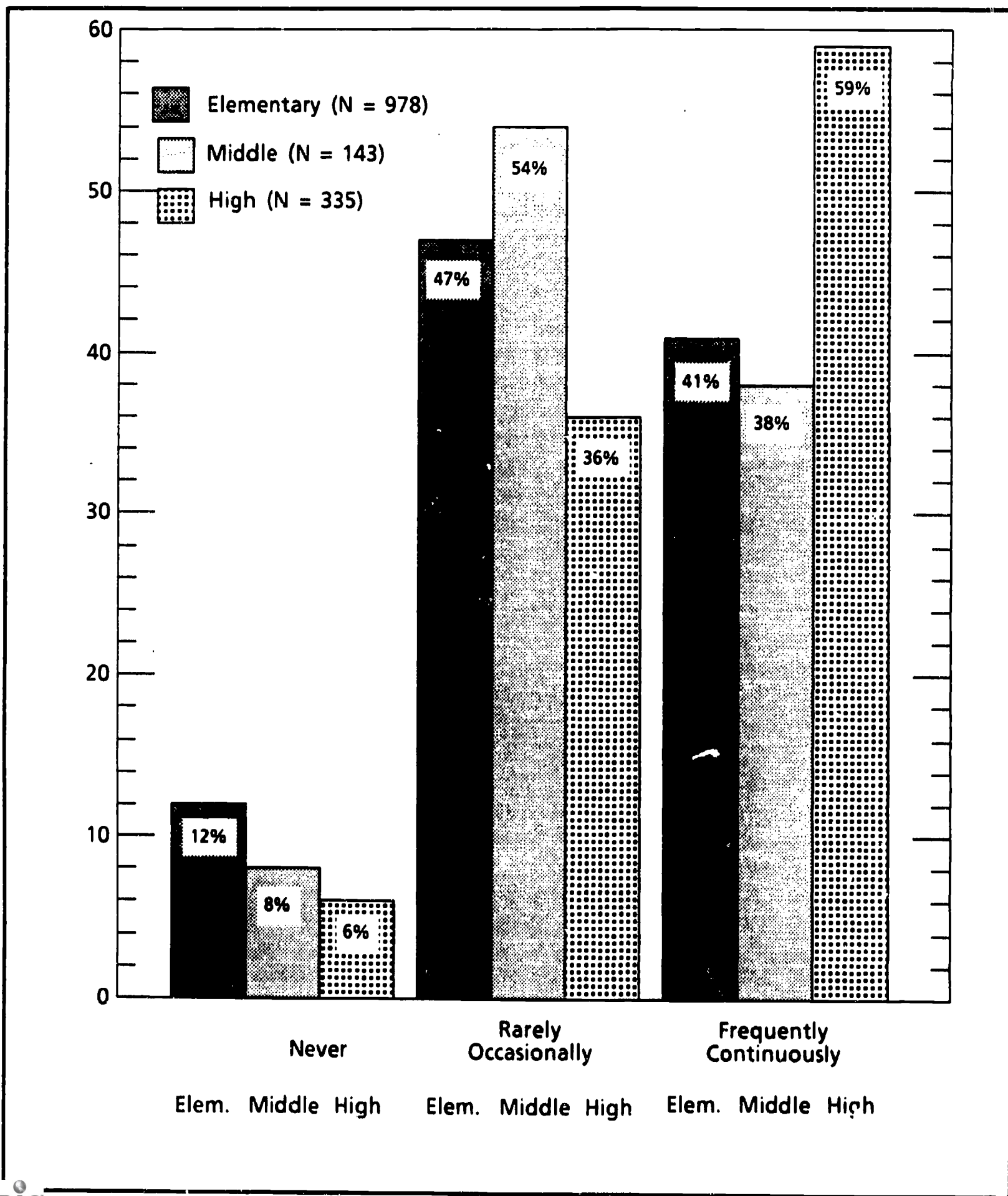
- 17. I often help students with nonacademic problems.
- 18. I have often felt personally involved with students' problems.



GRAPH 13

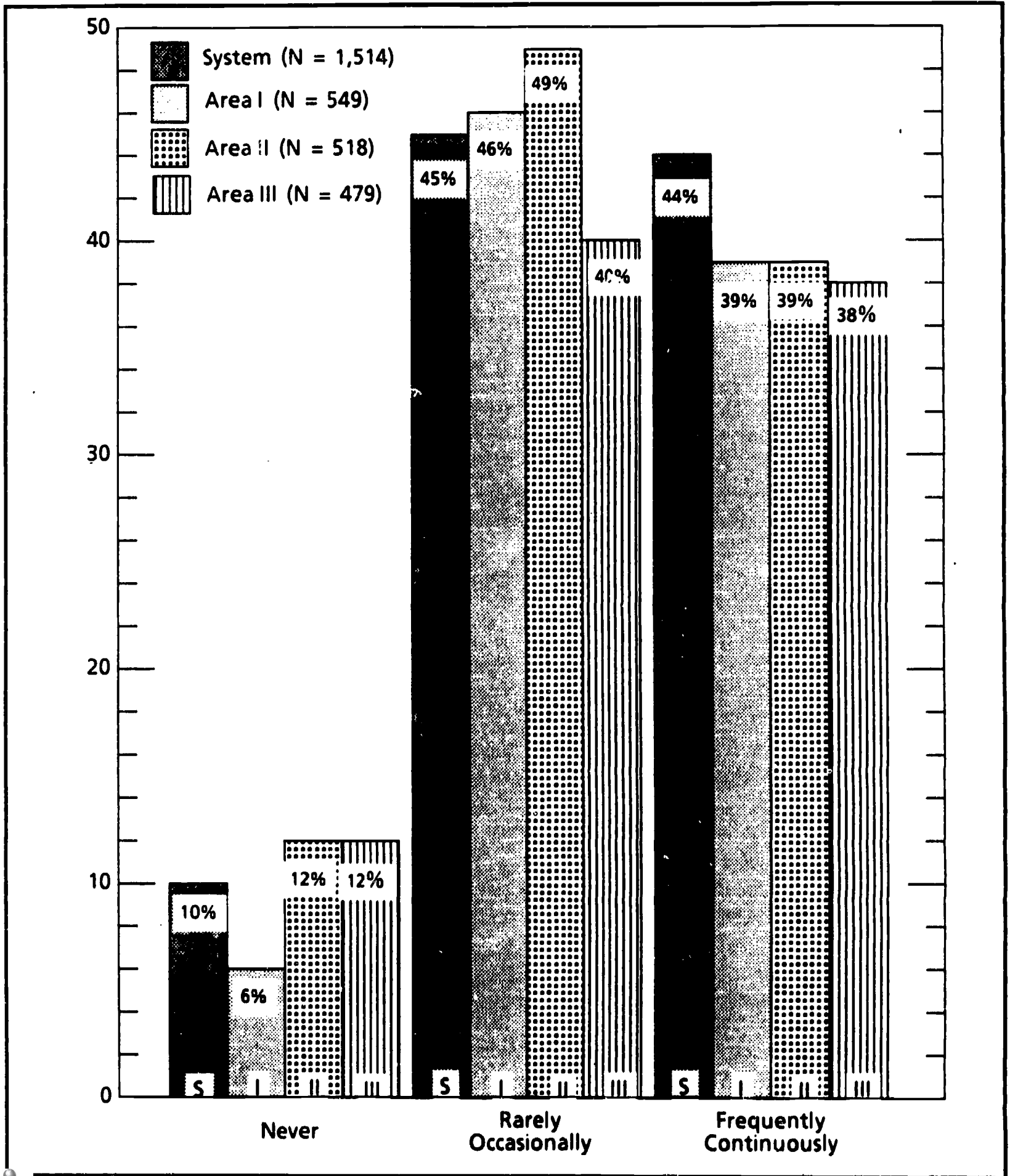
SUPPLIES AND MATERIALS AVAILABLE IN
ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

43. Supplies in my school are adequate for me to teach effectively.



SUPPLIES AND MATERIALS AVAILABLE IN SCHOOLS SYSTEM AND AREA

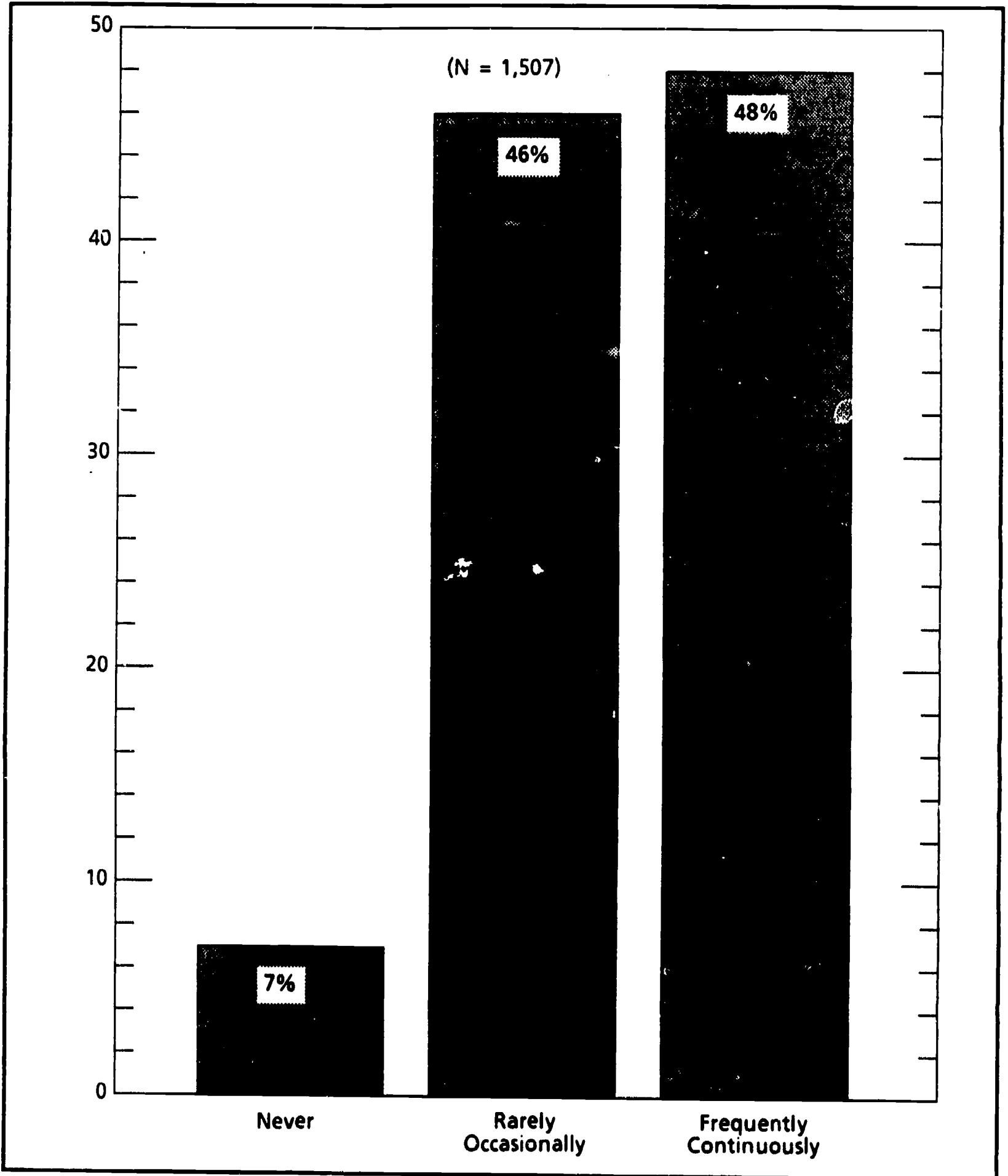
43. Supplies in my school are adequate for me to teach effectively.



GRAPH 15

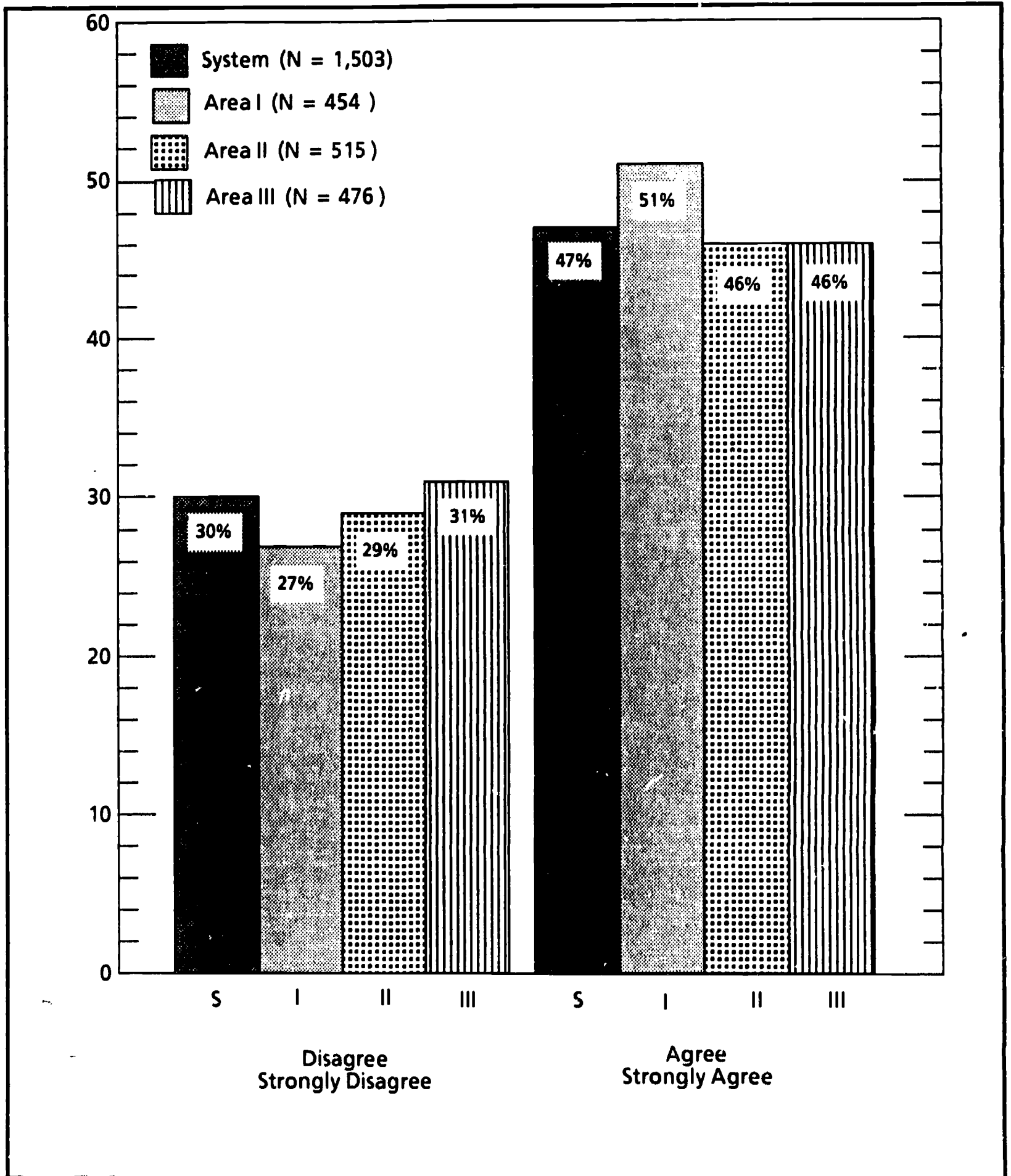
SUPPLIES AND MATERIALS AVAILABILITY
SYSTEMWIDE

51. I have found my supplies and materials are adequate for effective classroom instruction.



CLO'S
CLO'S SYSTEMWIDE AND AREAS
HELPING STUDENTS FOCUS ON LEARNING

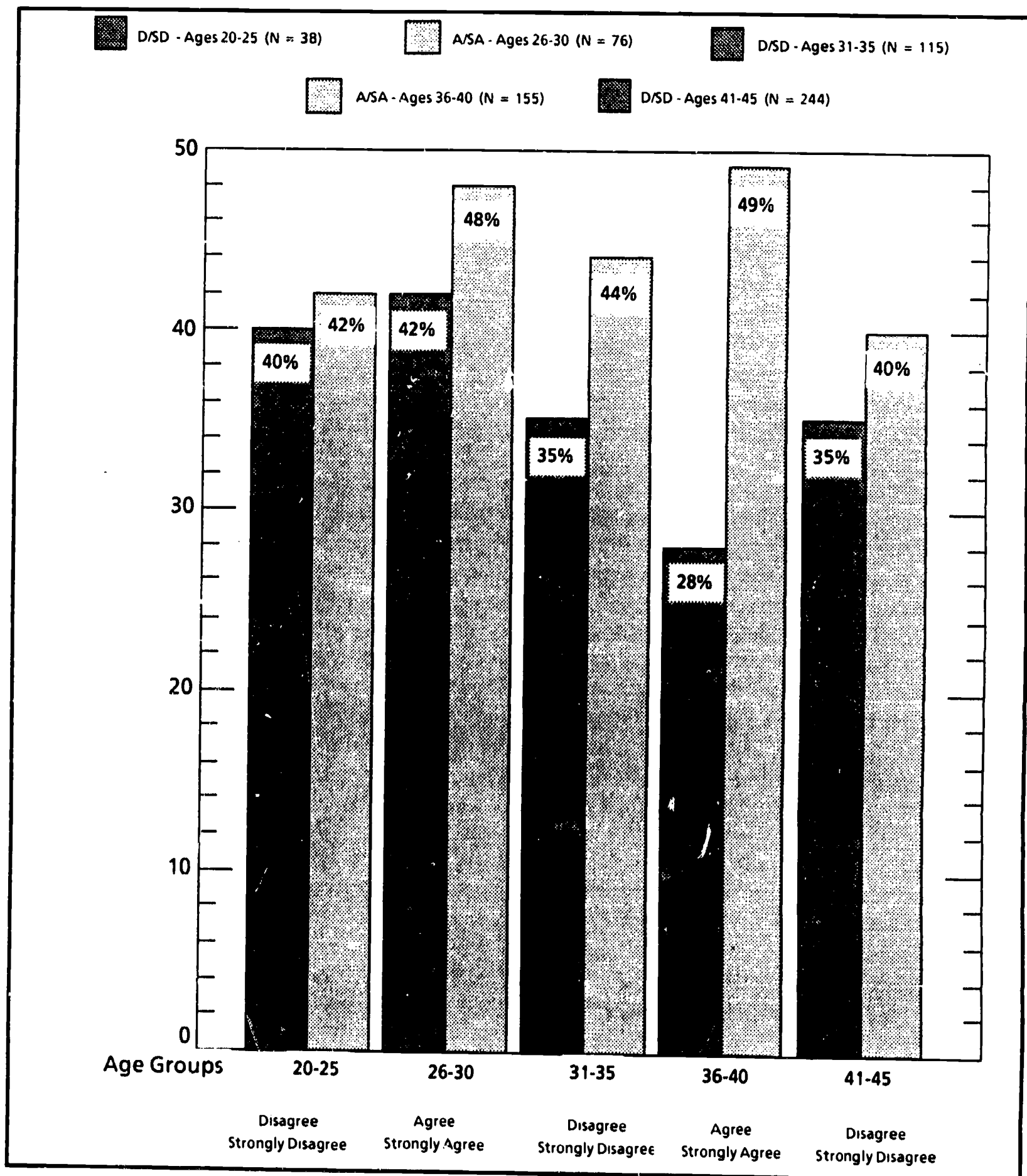
65. I believe CLO's help students to focus on what they should learn.



GRAPH 17

CLO'S
BY AGE OF RESPONDENTS

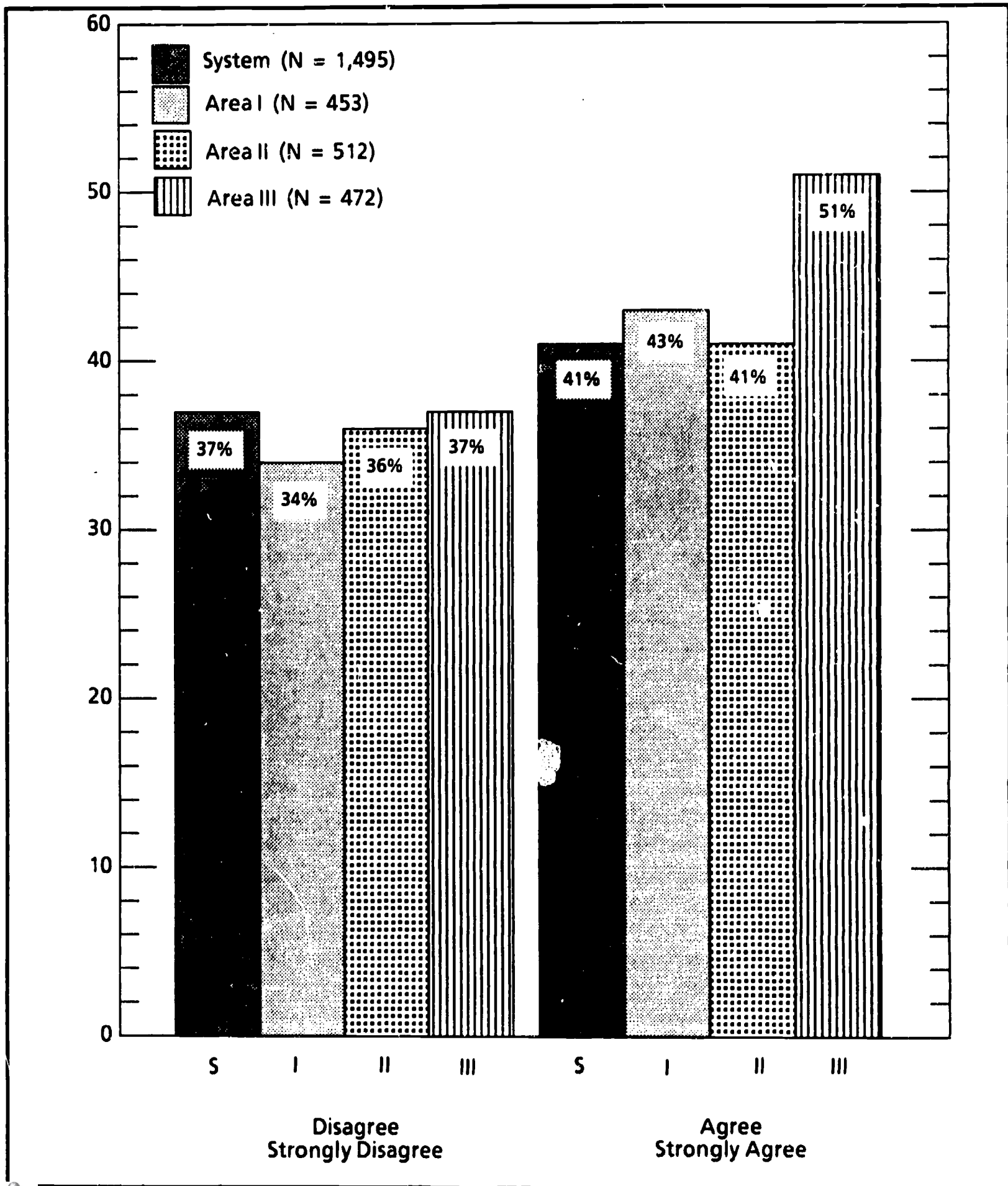
65. I believe CLO's help students to focus on what they should learn.



GRAPH 18

CLO'S
CLO'S - SYSTEMWIDE AND AREAS
HELPING TEACHERS ORGANIZE TEACHING EFFECTIVELY

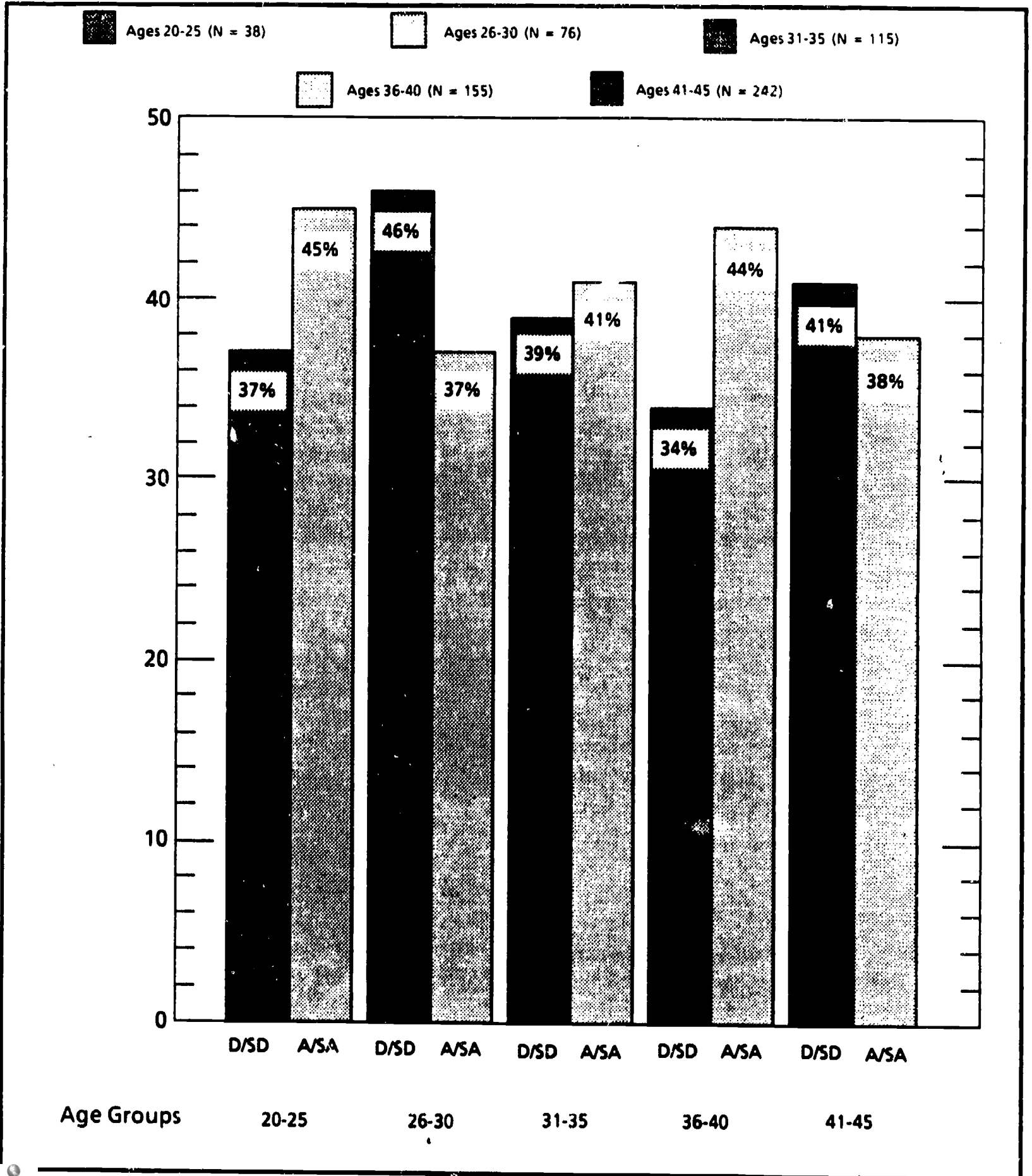
66. I believe CLO's have helped me organize my teaching more effectively.



GRAPH 19

CLO'S
BY AGE OF RESPONDENTS

66. I believe CLO's have helped me organize my teaching more effectively.



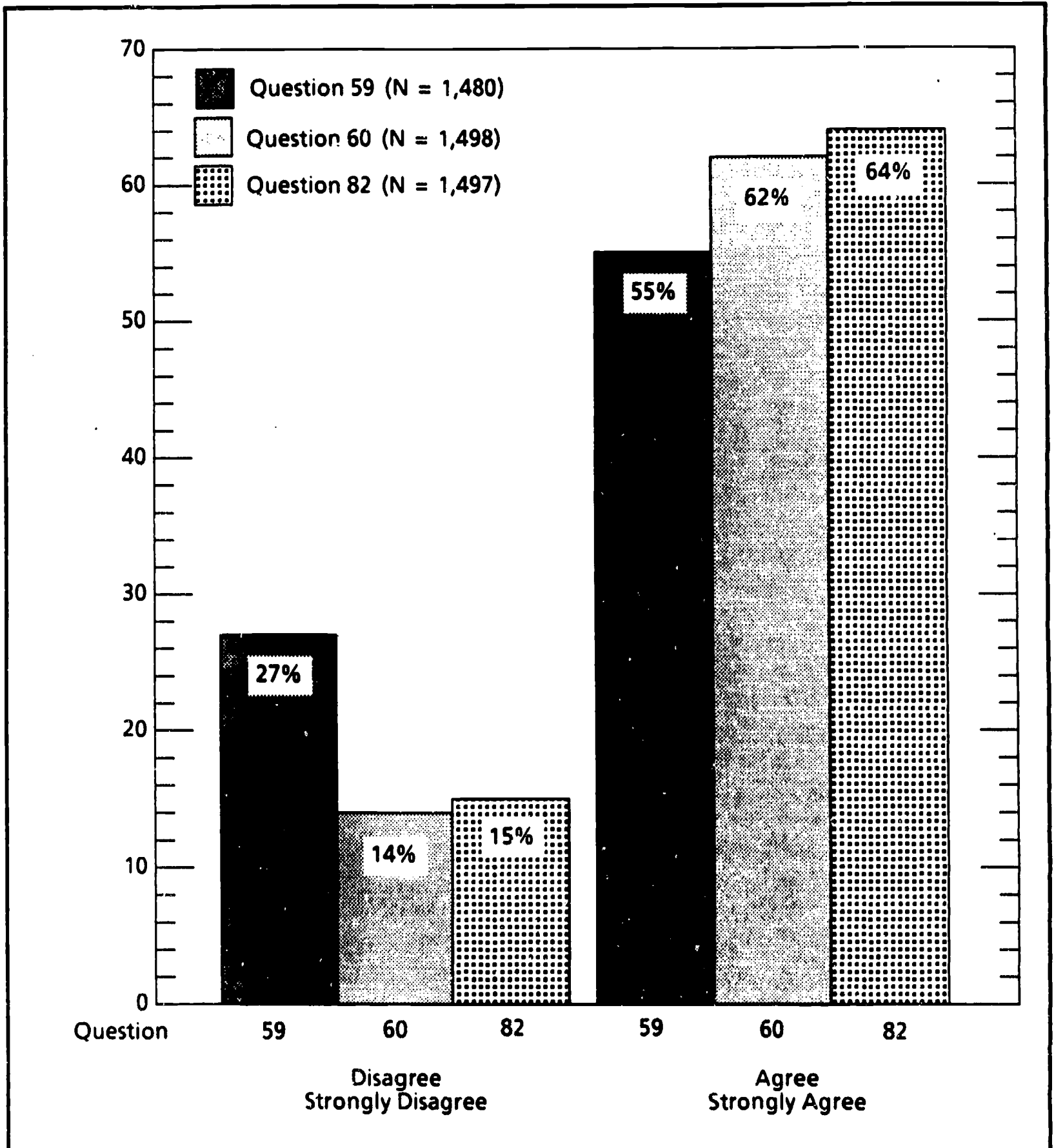
GRAPH 20

TEACHER AND STUDENT EXPECTATIONS AND STUDENT PERFORMANCE SYSTEMWIDE

59. I have higher expectations for students' performance than I had two years ago.

60. My students have increased their belief in their ability to learn.

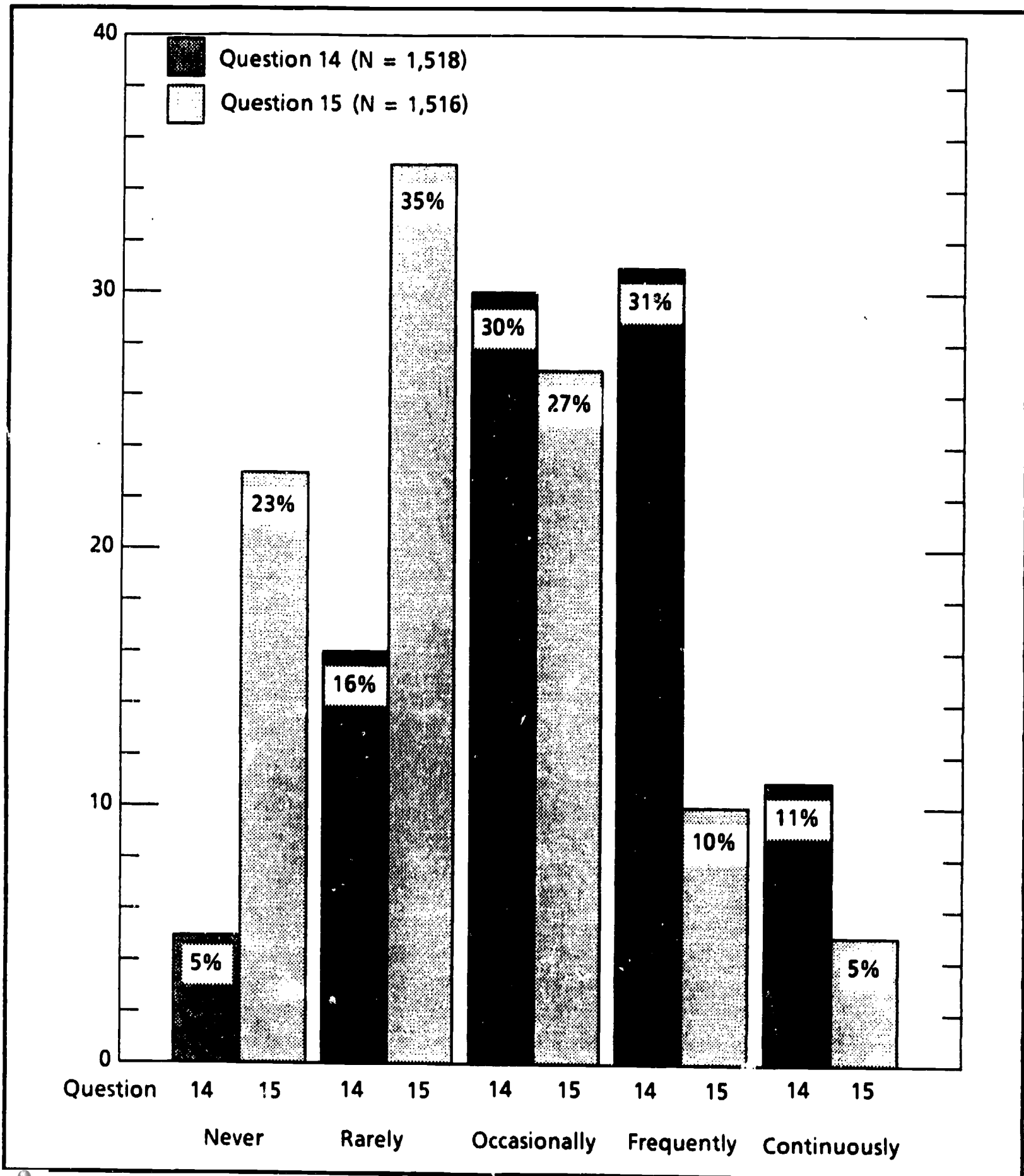
82. Higher expectations by students in my class have led to improved classroom performance.



GRAPH 21

COMMUNICATION WITH DECISION MAKERS
SYSTEMWIDE

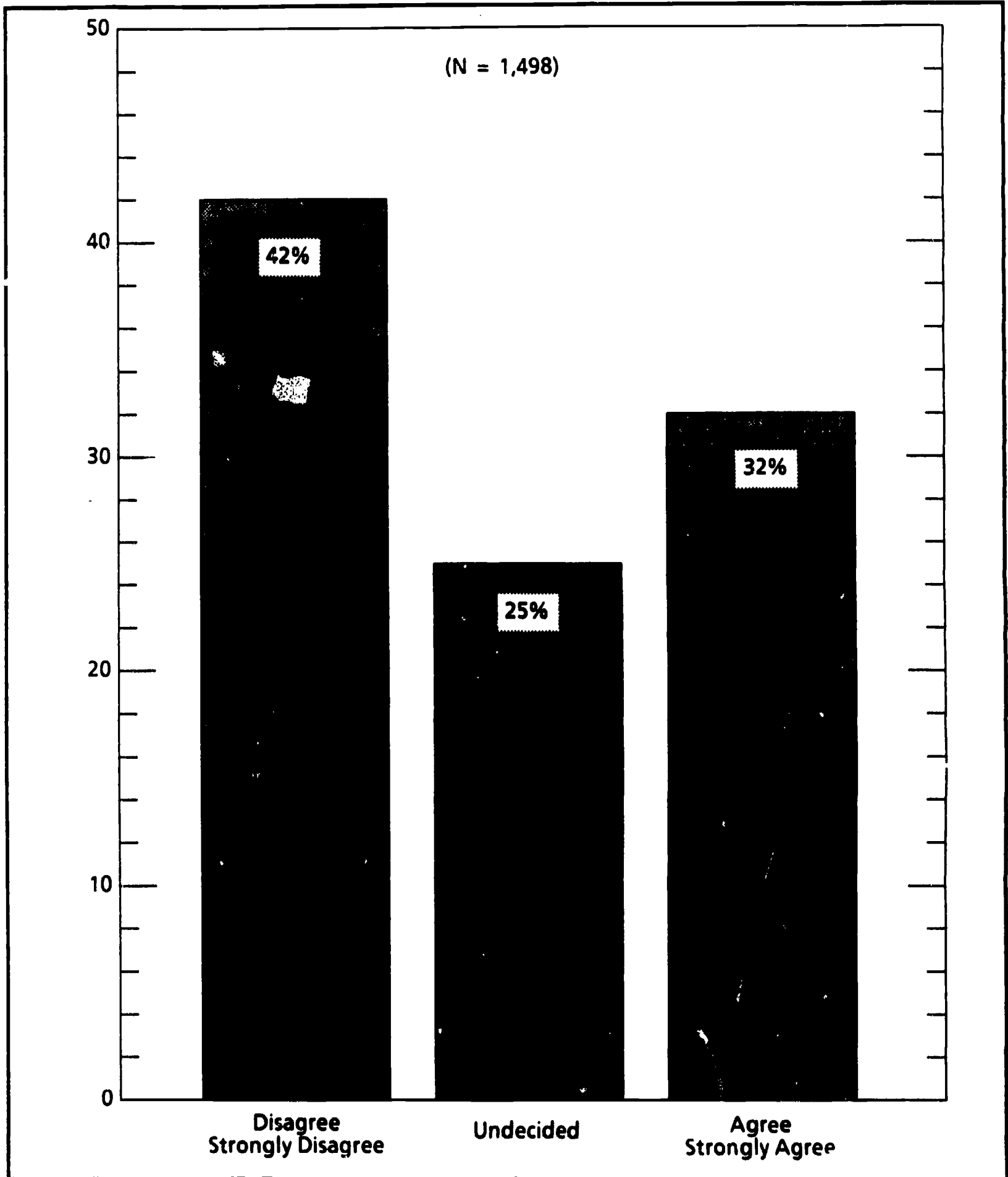
- 14. I have been able to communicate with decision makers in my school.
- 15. I have been able to communicate with decision makers in the school system.



GRAPH 22

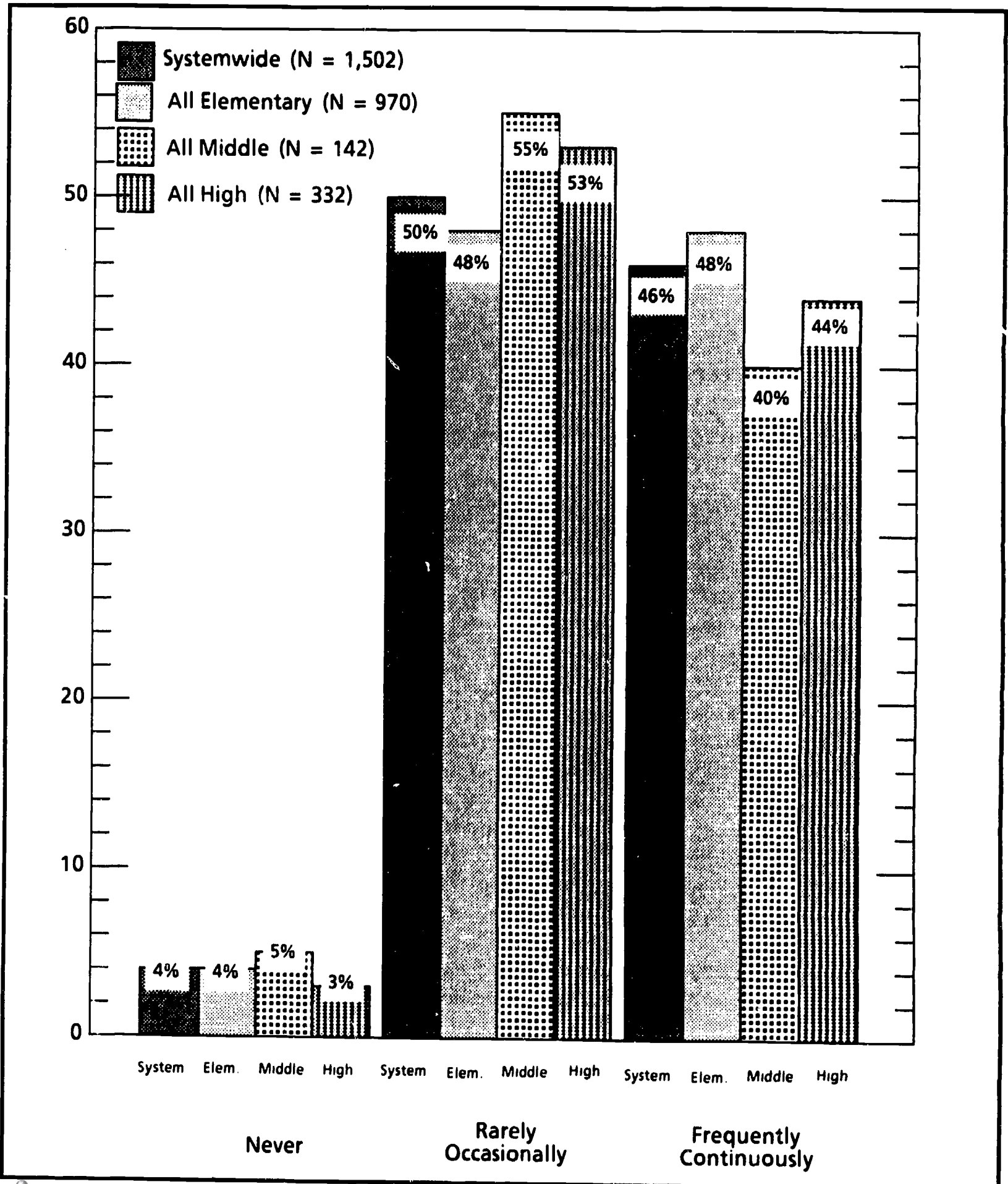
ACCESS TO SYSTEM DECISION MAKERS

61. My access to decision makers in the school system has improved.



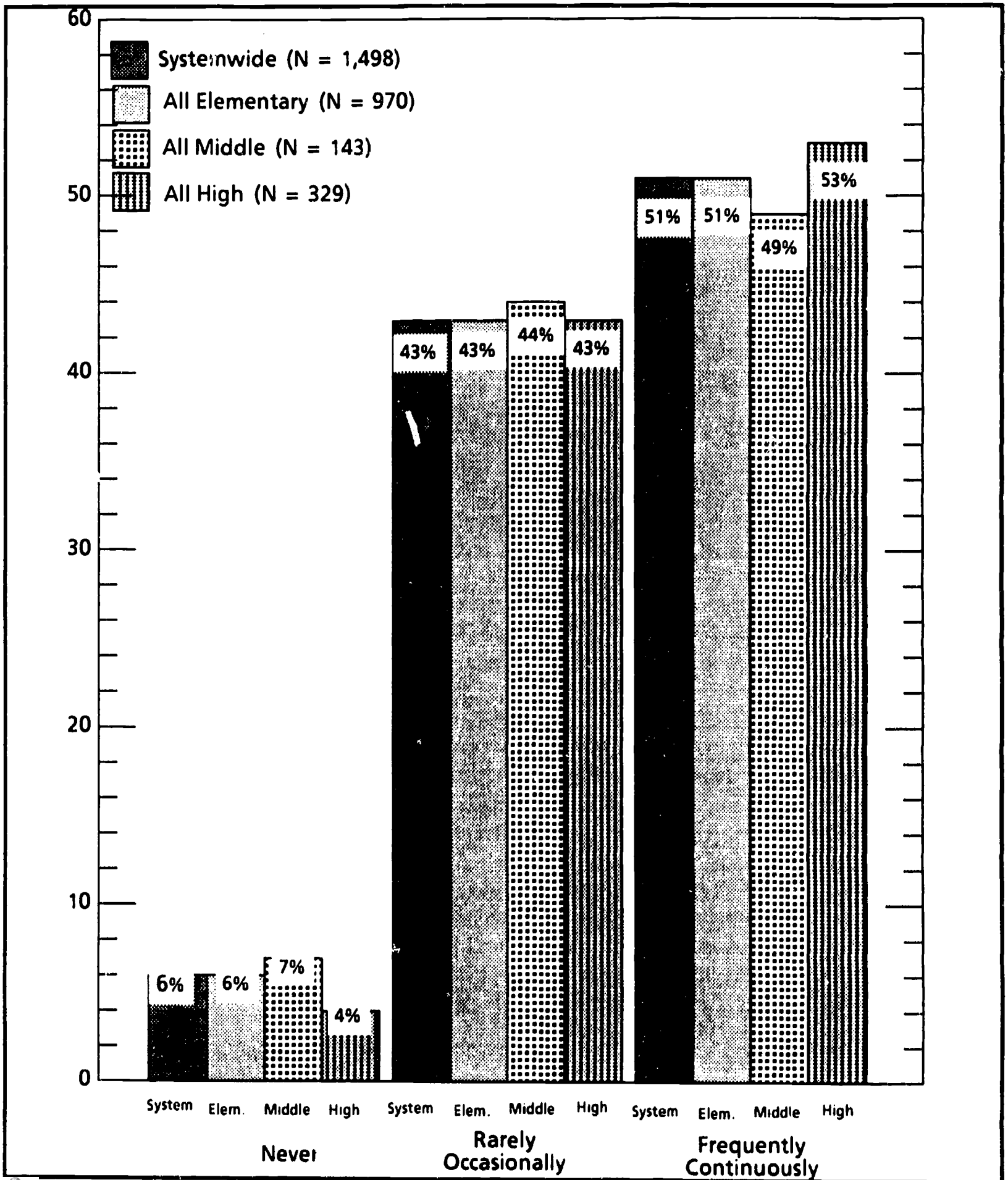
TEACHING TECHNIQUES
TECHNIQUES TAUGHT IN EDUCATION COURSES

54. I have found I have been able to utilize the teaching techniques which I was taught in my education courses.



TEACHING TECHNIQUES
PERSONAL PREPARATION FOR TEACHING IN AN URBAN SCHOOL SYSTEM

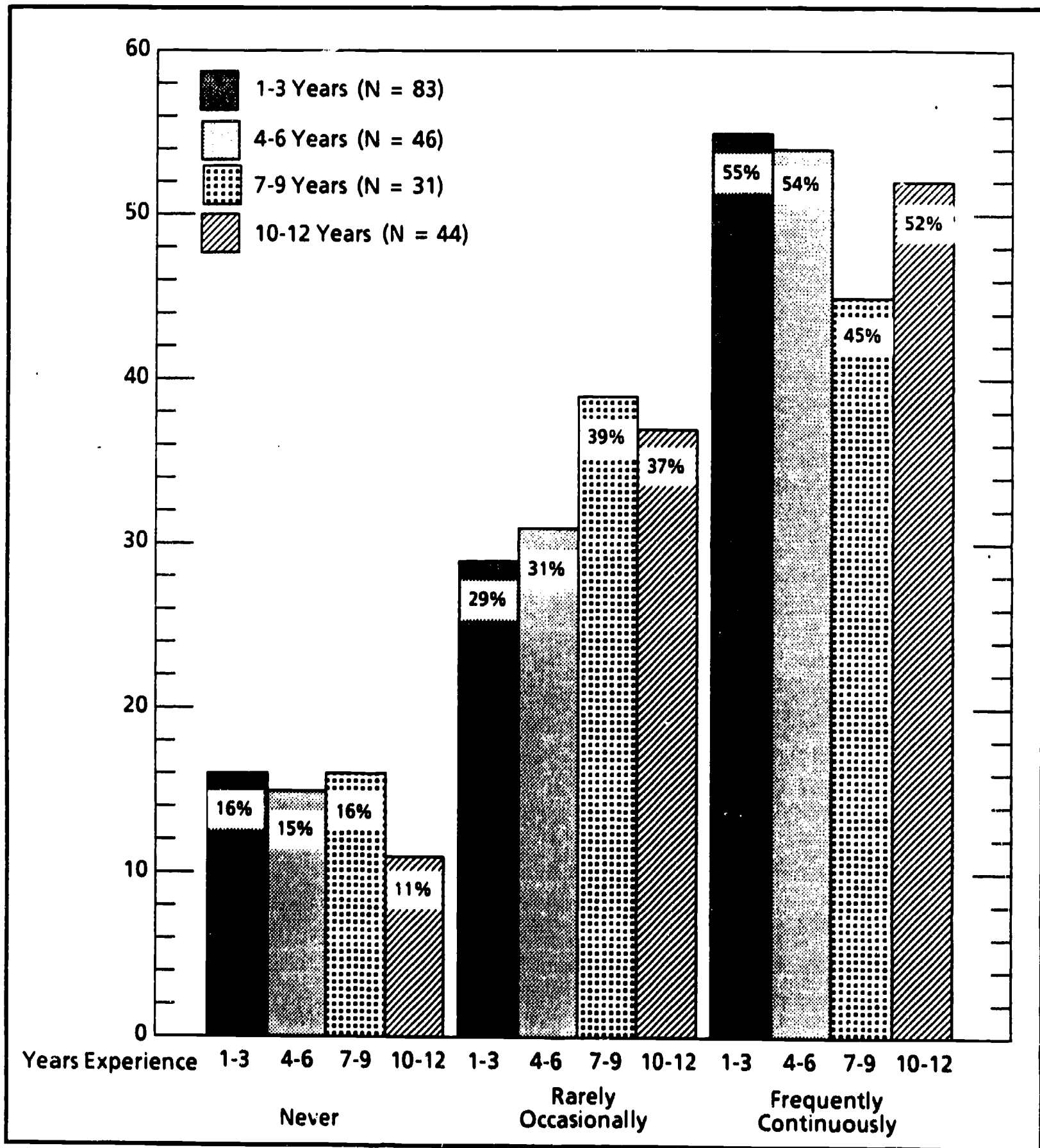
55. I have felt my teacher training institution adequately prepared me for teaching in an urban school system.



GRAPH 25

SUPPORT FROM MENTOR TEACHER
YEARS TEACHING EXPERIENCE

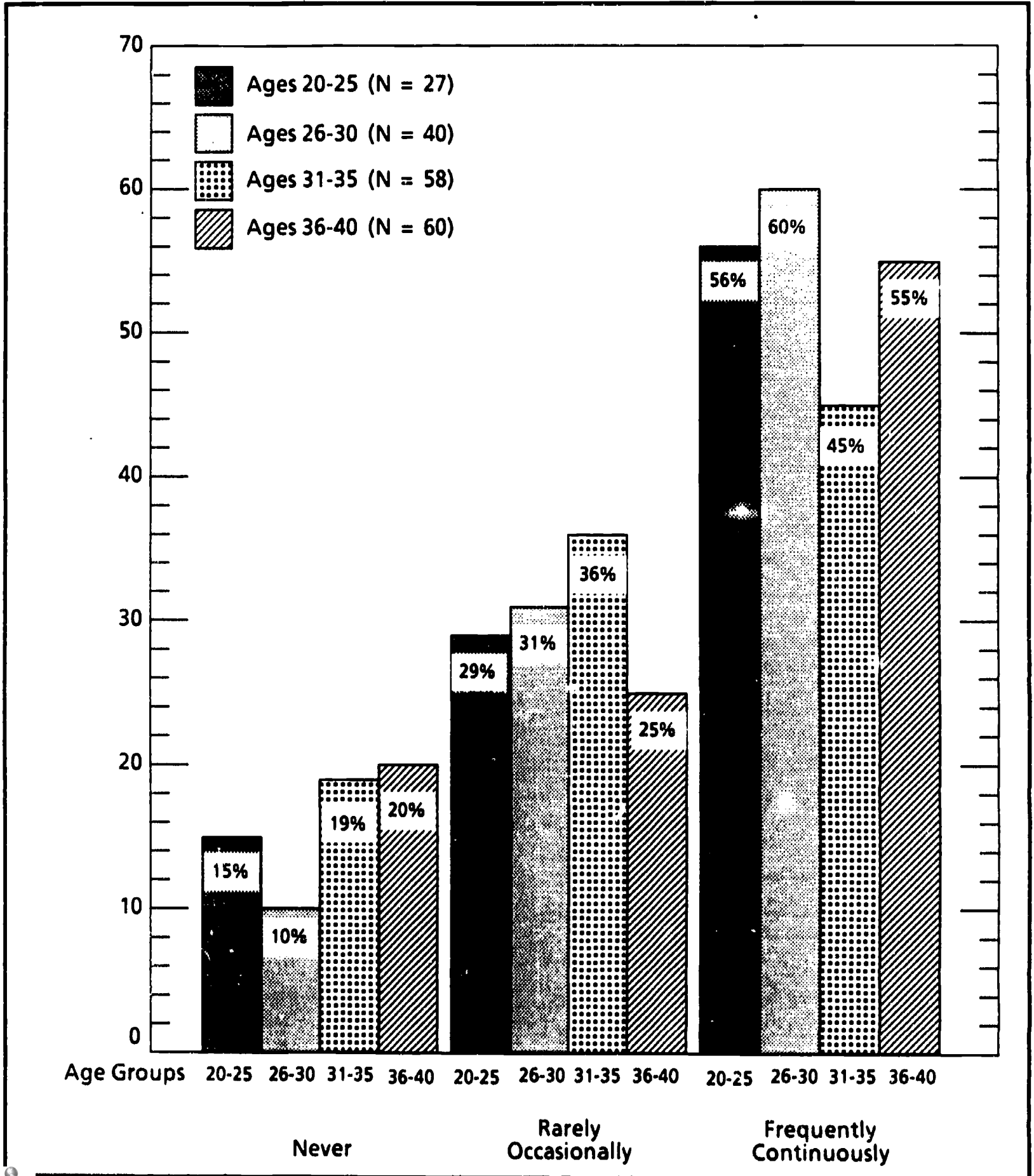
58. I have felt that I have received adequate support from my mentor teacher. (Instructed to respond only if one had a mentor teacher.)



GRAPH 26

SUPPORT FROM MENTOR TEACHER
AGE GROUPS

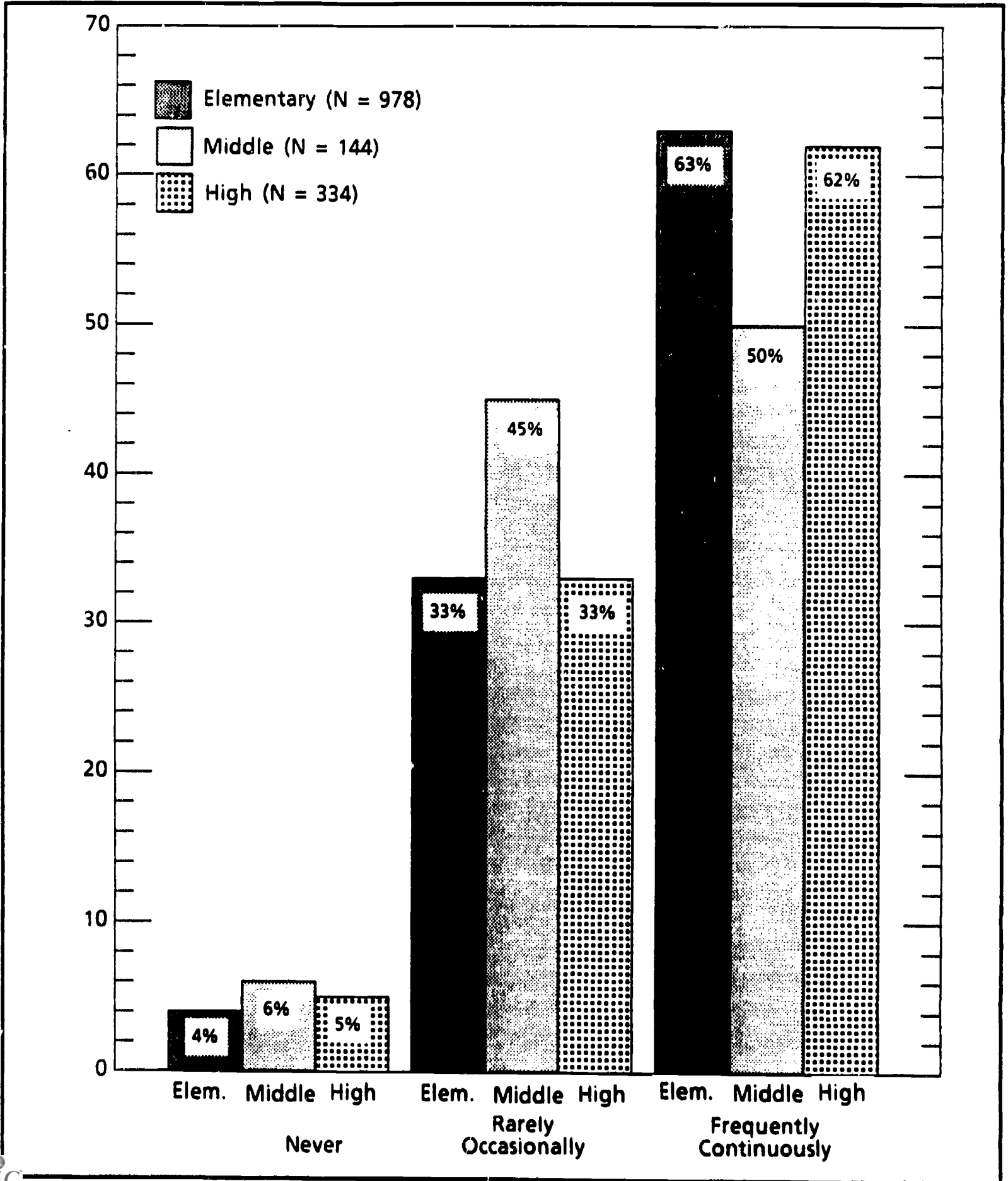
58. I have felt that I have received adequate support from my mentor teacher. (Instructed to respond only if one had a mentor teacher.)



GRAPH 27

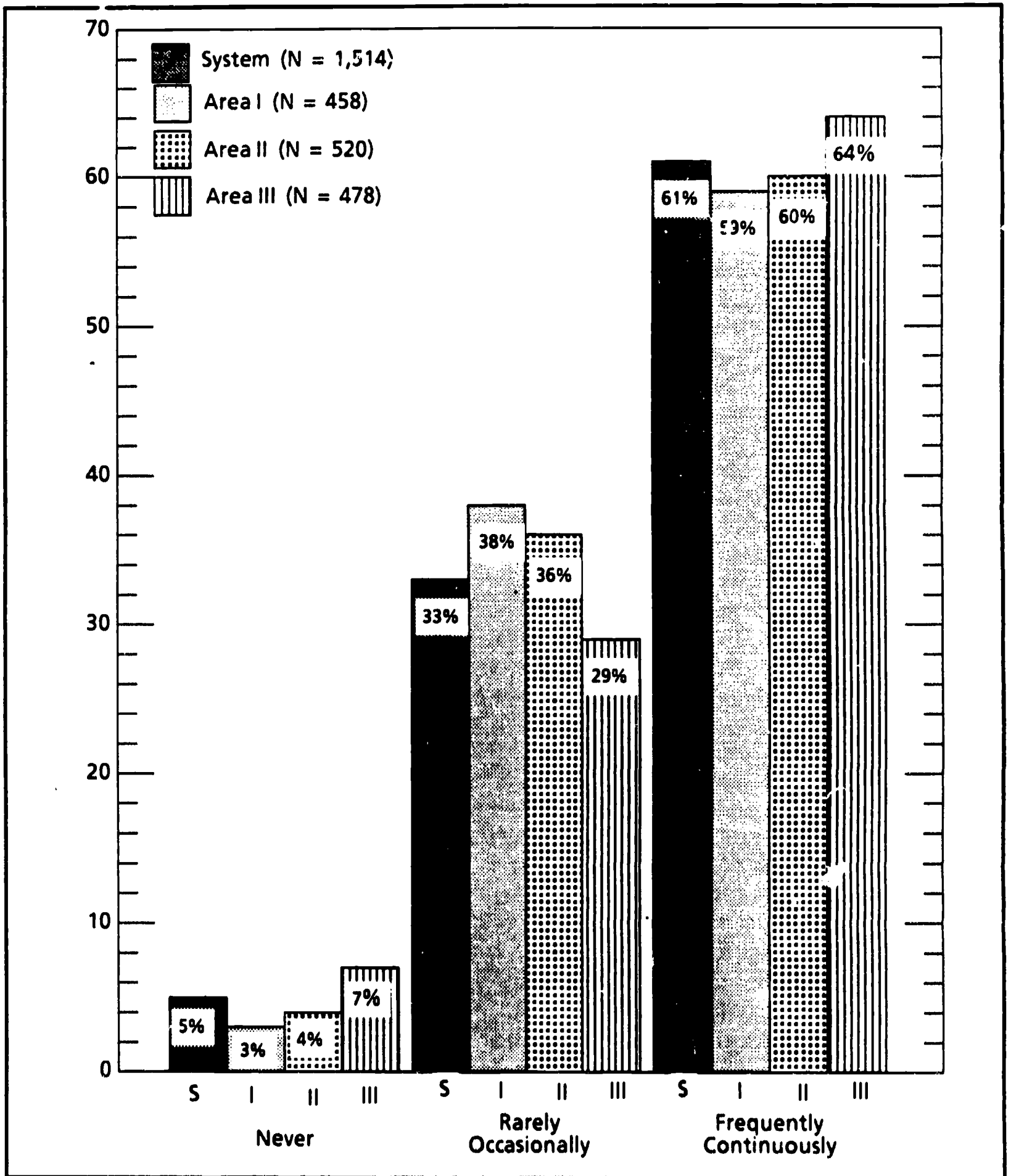
SUPPORT AND ENCOURAGEMENT BY PRINCIPAL IN
ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

48. I have received support and encouragement from the principal of the school at which I teach.



SUPPORT AND ENCOURAGEMENT BY PRINCIPAL, --
SYSTEM AND AREA

48. I have received support and encouragement from the principal of the school at which I teach.

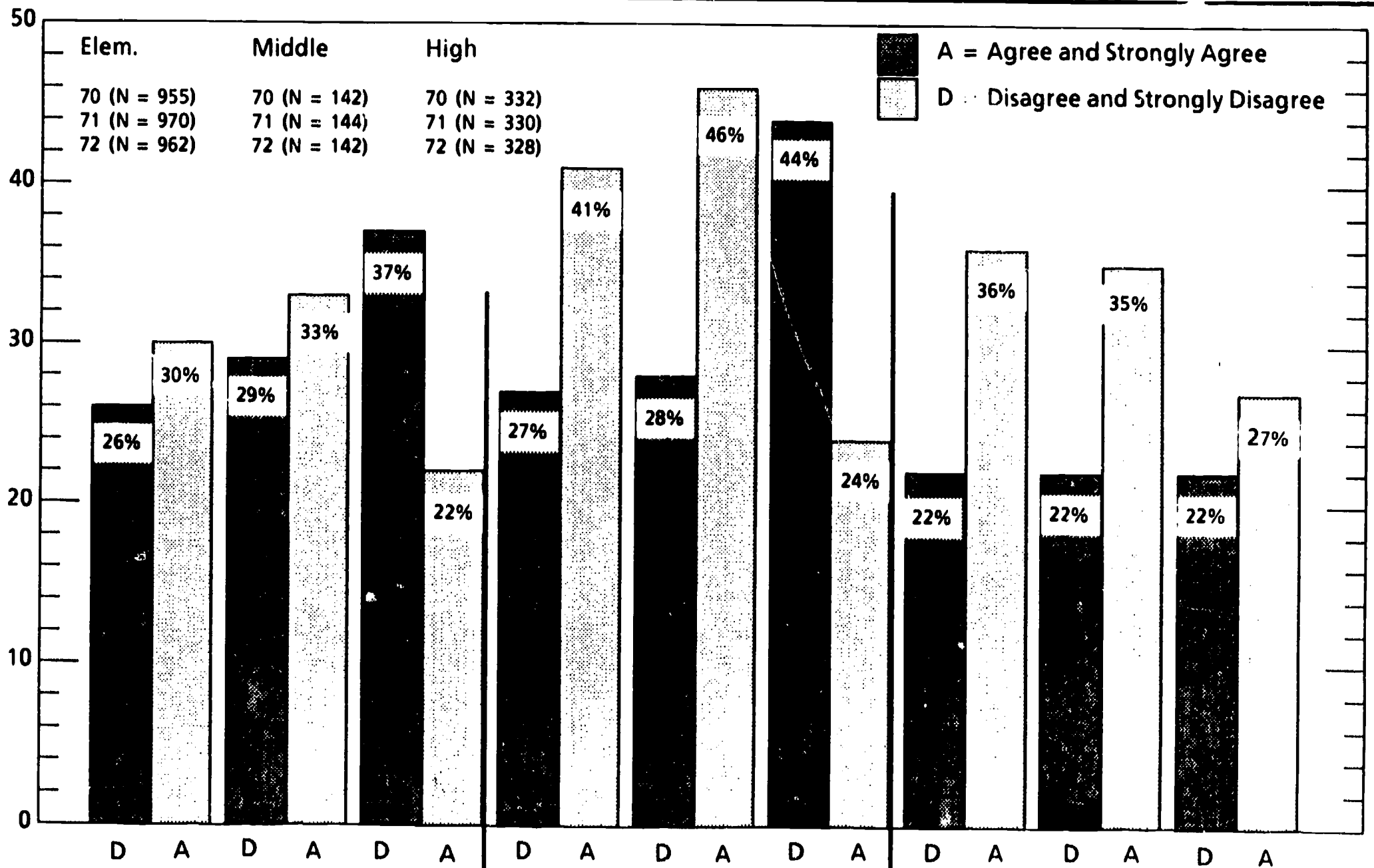


TEACHER OPINION ON PROMOTION POLICIES
 PERCENTAGE OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL TEACHERS RESPONDING

70. The current promotion policy causes increased student dropouts.

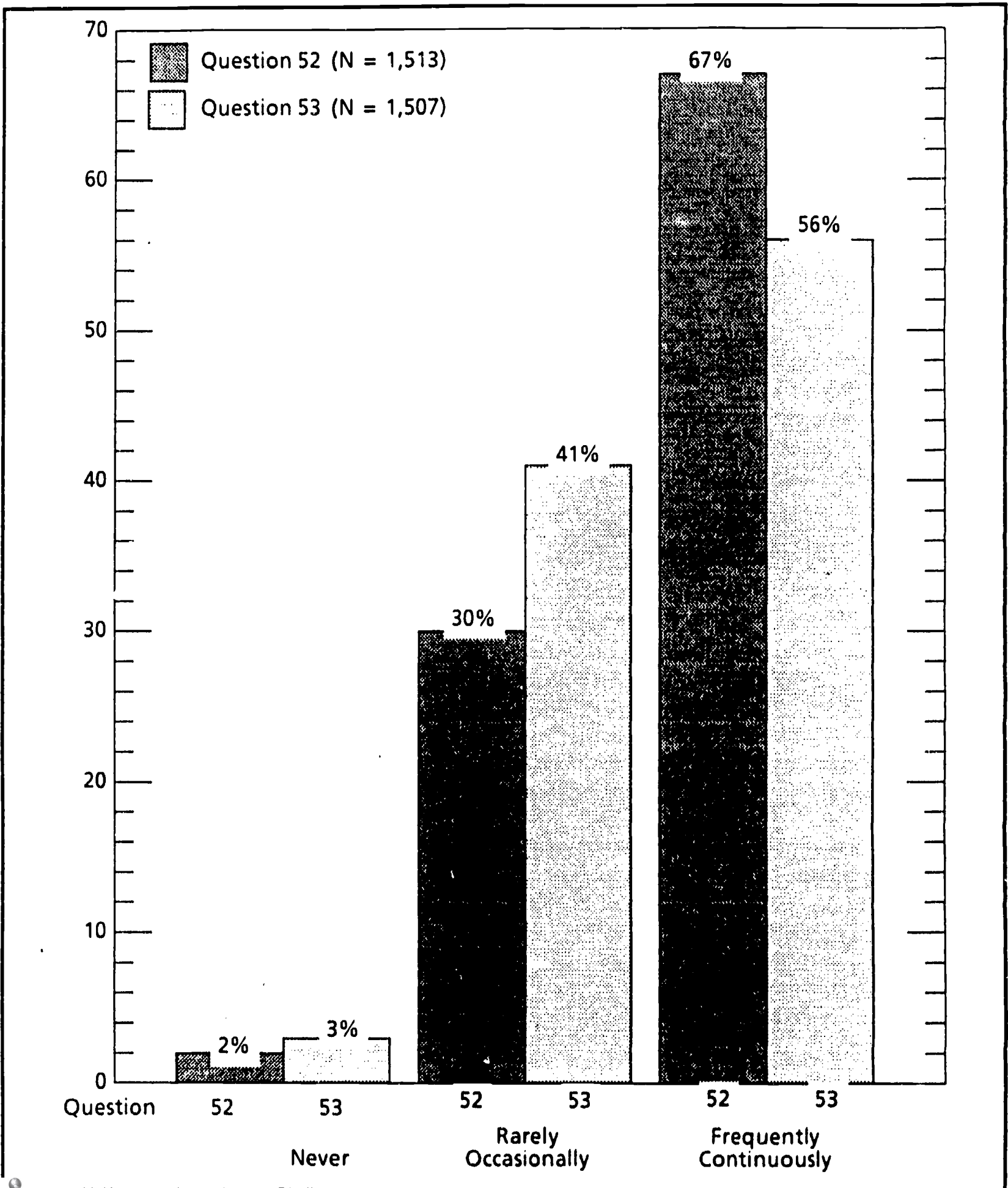
71. Promoting students who do not meet the promotion criteria and remediating them in the next grade is better for the students than retaining them.

72. Students who have been retained and then have met the promotional requirements perform better in a higher grade.



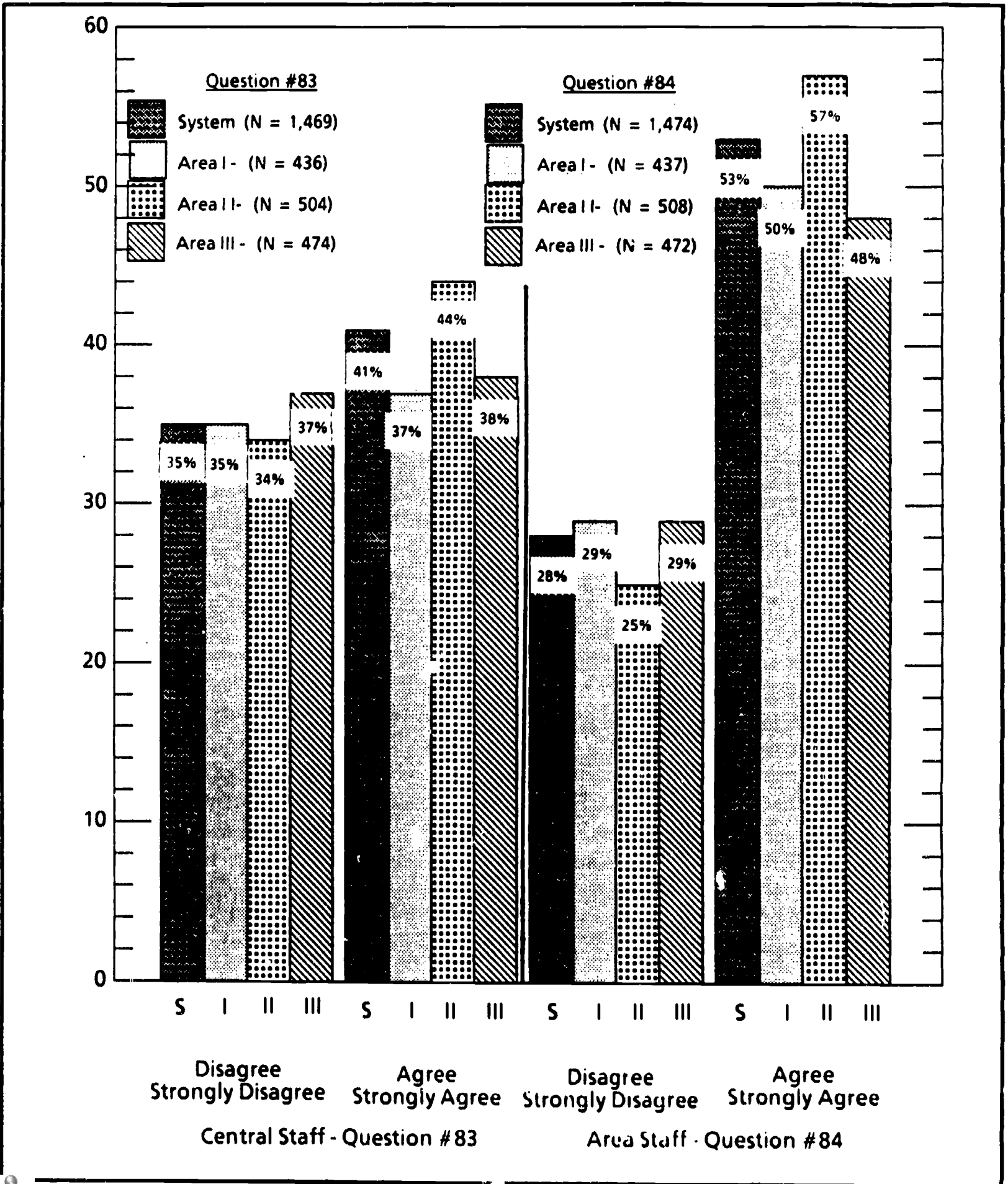
PAPERWORK SYSTEMWIDE

52. I resent the redundance of paperwork due to requests from staff outside the school.
 53. I resent the redundancy of paperwork generated within the school.



CENTRAL AND AREA STAFF

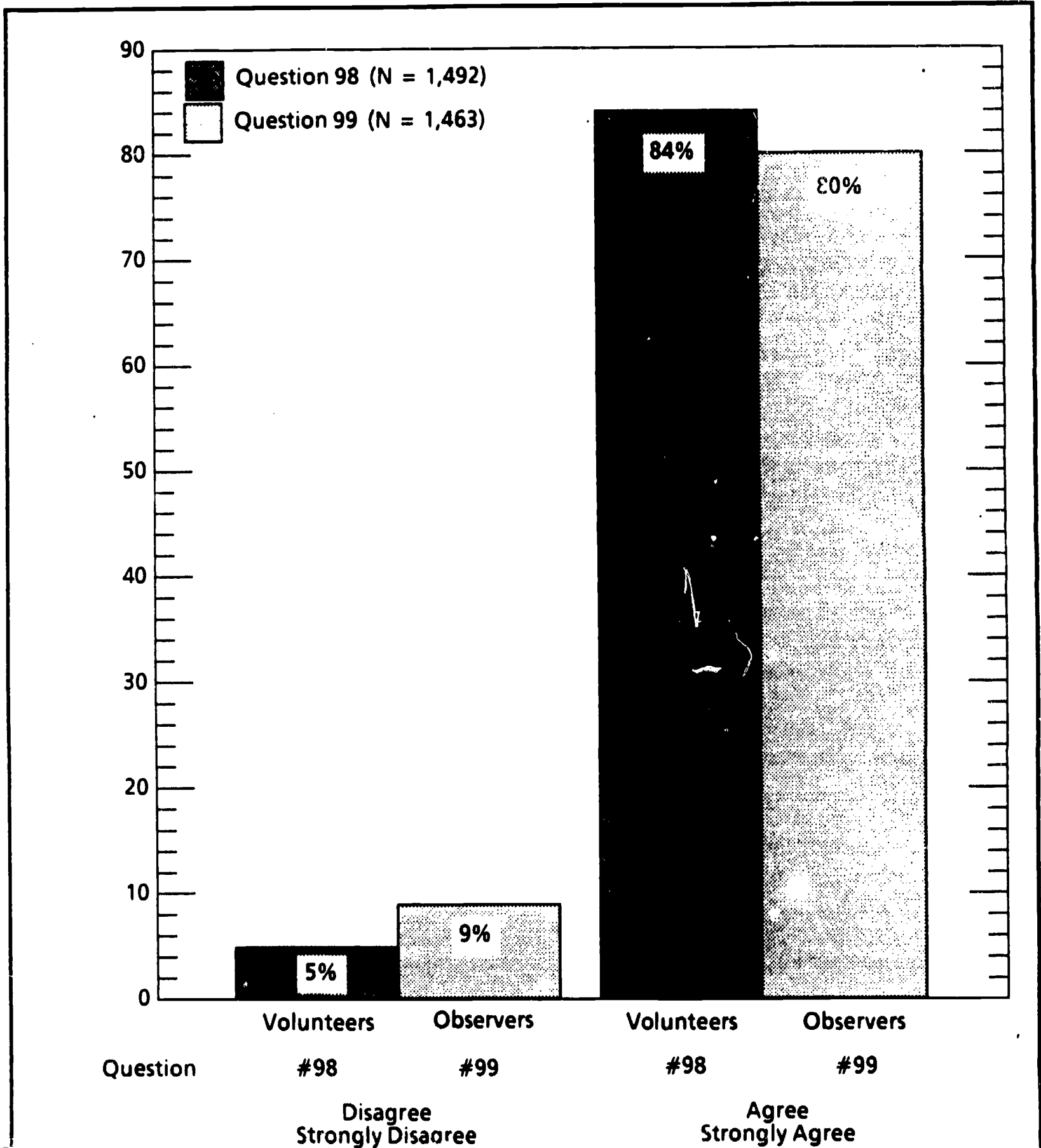
83. Central staff persons have been available to help me with needs I have identified.
 84. Area staff persons have been available to help me with needs I have identified.



GRAPH 32

PARENT INVOLVEMENT
SYSTEMWIDE
PERCENTAGE OF TEACHERS WHO WELCOME PARENT VOLUNTEERS OR OBSERVERS

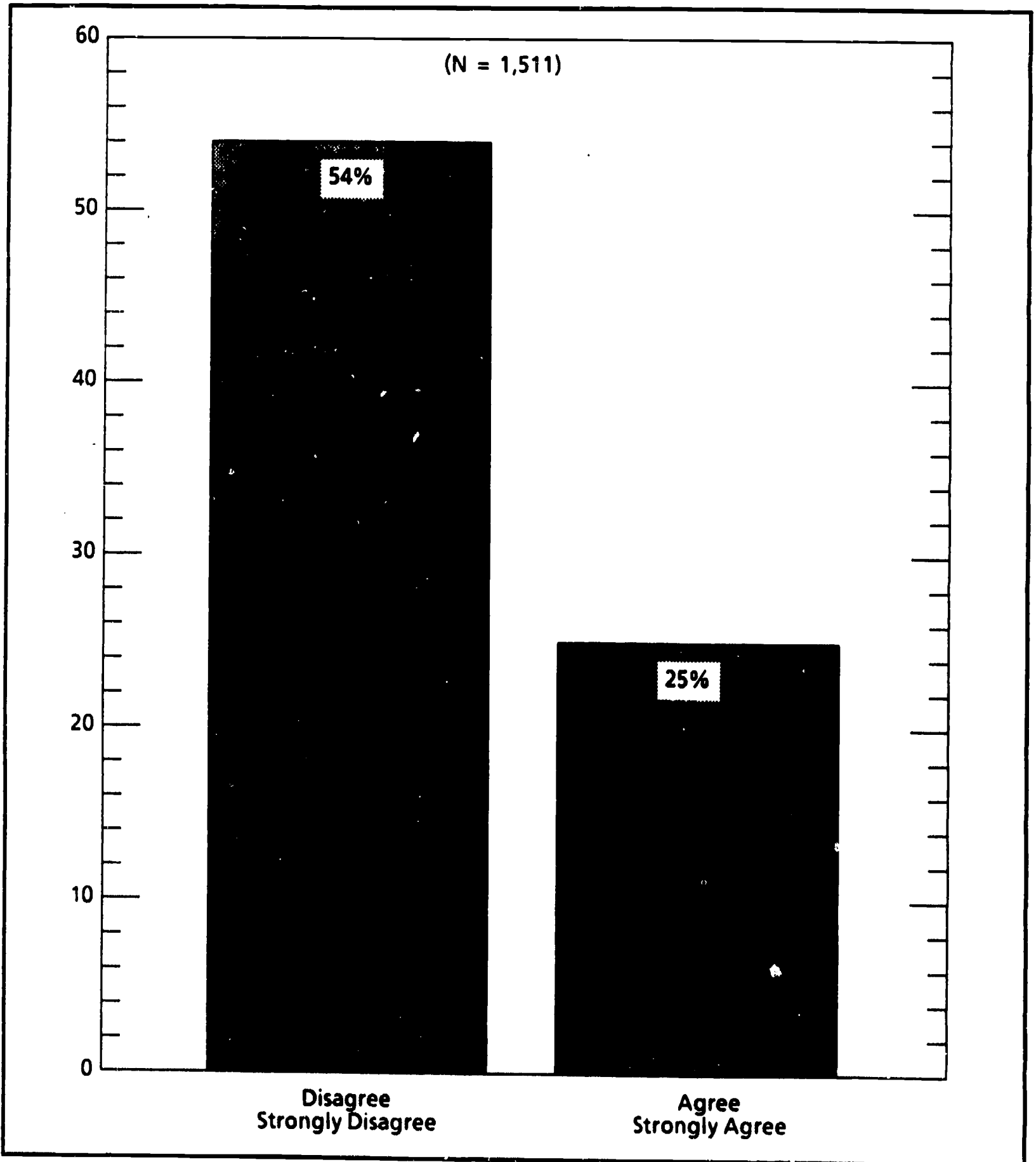
- 98. I would welcome a parent volunteer in my classroom.
- 99. I would welcome a parent observer in my classroom.



GRAPH 33

**PARENT INVOLVEMENT IN THE PAST YEAR
SYSTEMWIDE**

79. Parents at this school have become more involved in their children's education in the past year.



GRAPH 34

TEACHER OMBUDSMAN
 PERCENT OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL TEACHERS
 RESPONDING TO QUESTIONS 73, 74, AND 75

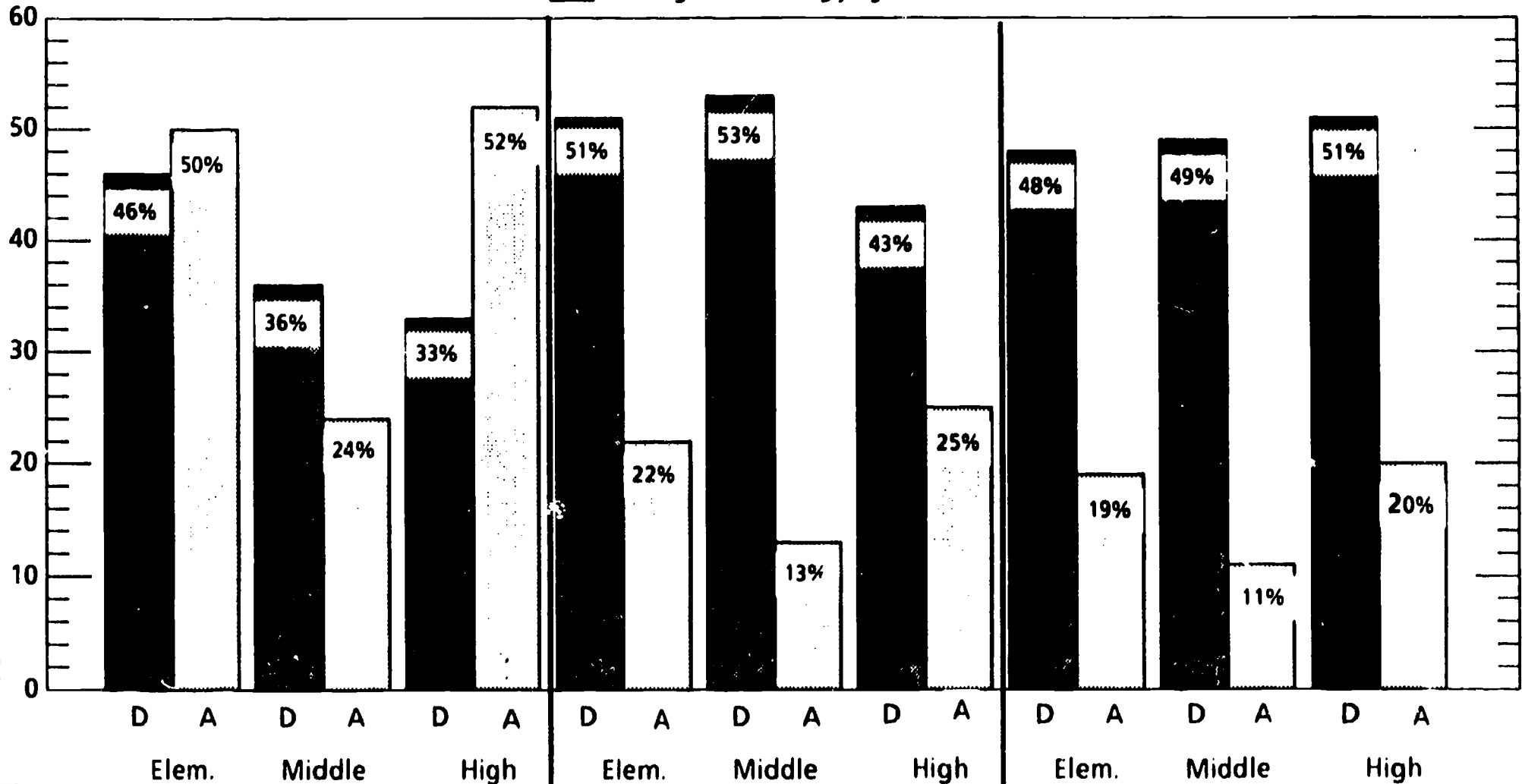
- 73. I know how to contact the Teacher Ombudsman for assistance.
- 74. The Teacher Ombudsman has been active in my school.
- 75. The Teacher Ombudsman has proved to be a benefit to me as a teacher.

Elem - (N = 933)
 Middle - (N = 142)
 High - (N = 317)

Elem - (N = 919)
 Middle - (N = 141)
 High - (N = 313)

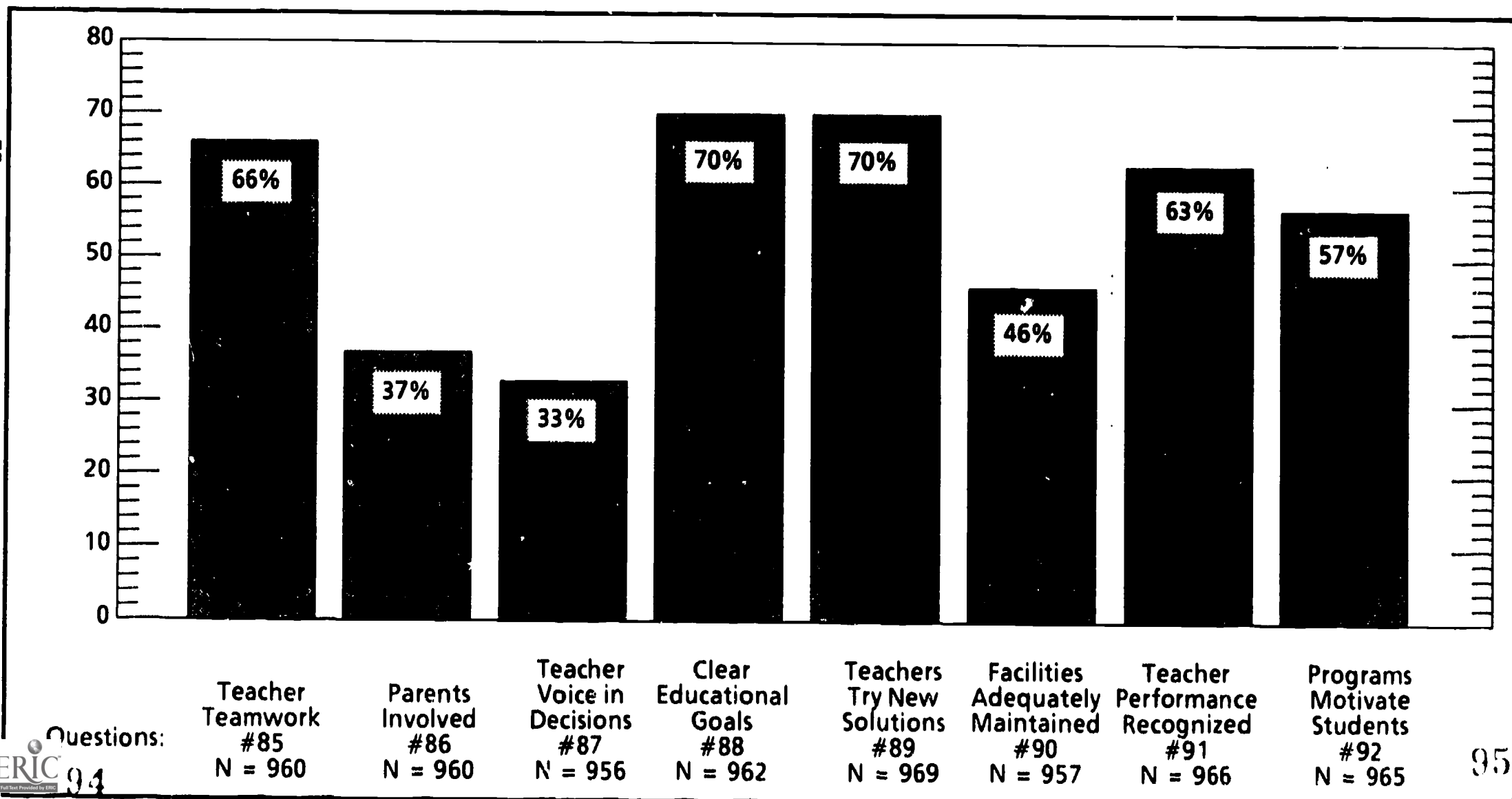
Elem - (N = 918)
 Middle - (N = 136)
 High - (N = 311)

■ D = Disagree and Strongly Disagree
 □ A = Agree and Strongly Agree



TEACHING CLIMATE
AS MEASURED BY EIGHT QUESTIONS
PERCENTAGE OF TEACHERS THAT AGREE/STRONGLY AGREE
ELEMENTARY SCHOOLS

- 85. There is a sense of teamwork among teachers at my school.
- 86. Parents are involved with their children's education in my school.
- 87. The teachers at my school have an effective voice in important decisions affecting our jobs.
- 88. My school is unified in striving for clear educational goals.
- 89. Teachers in my school are encouraged to try new and creative solutions for existing problems.
- 90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.
- 91. Teachers at my school are recognized for exceptional performance.
- 92. My school has effective programs designed to motivate the students.



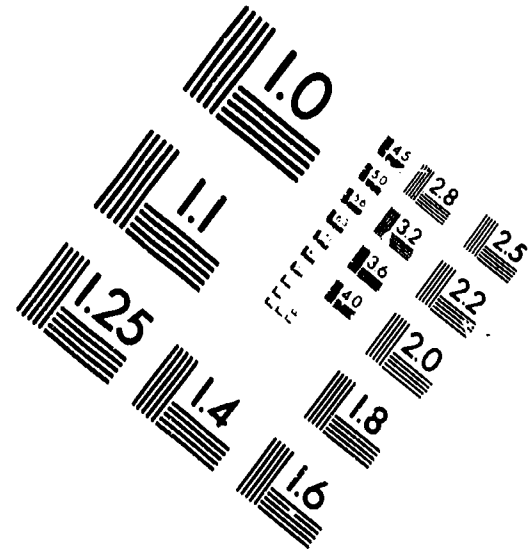
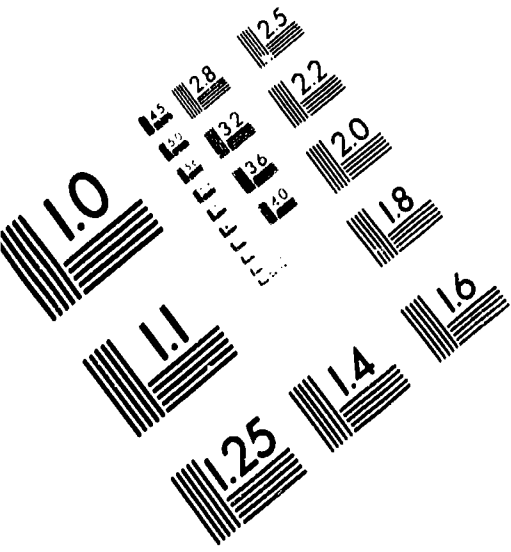


AIM

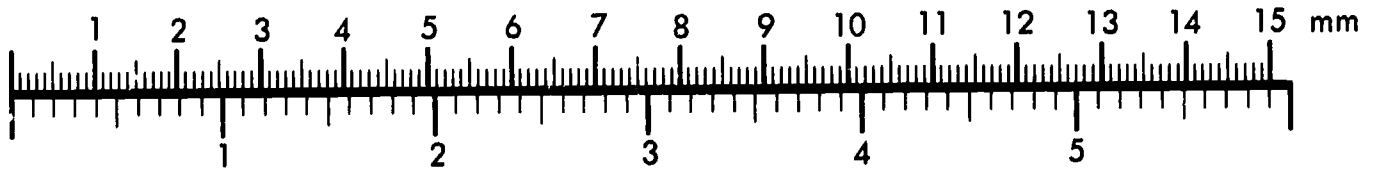
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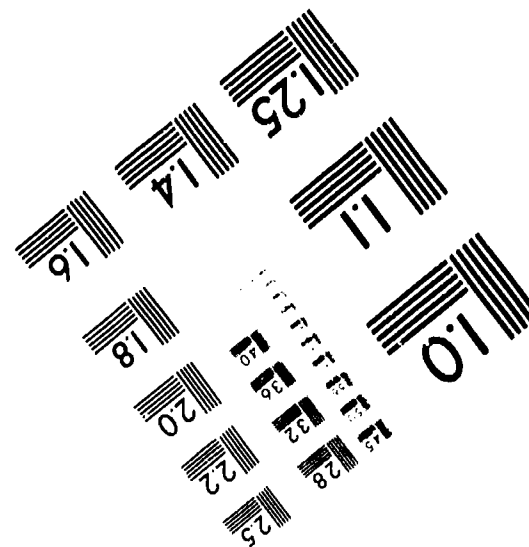
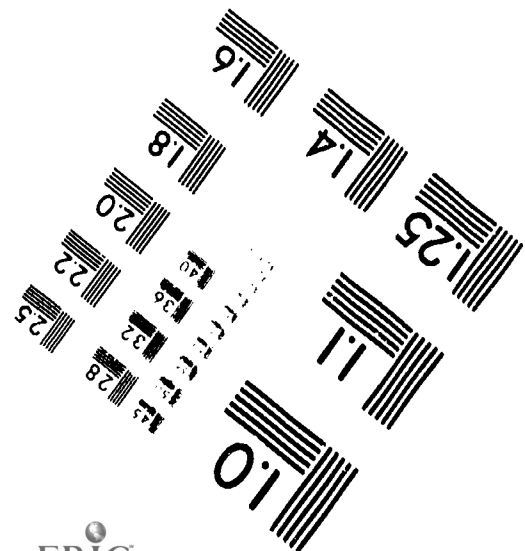
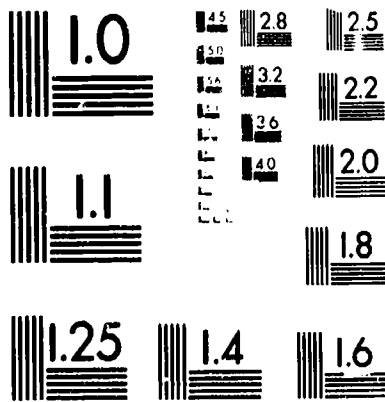
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Centimeter



Inches

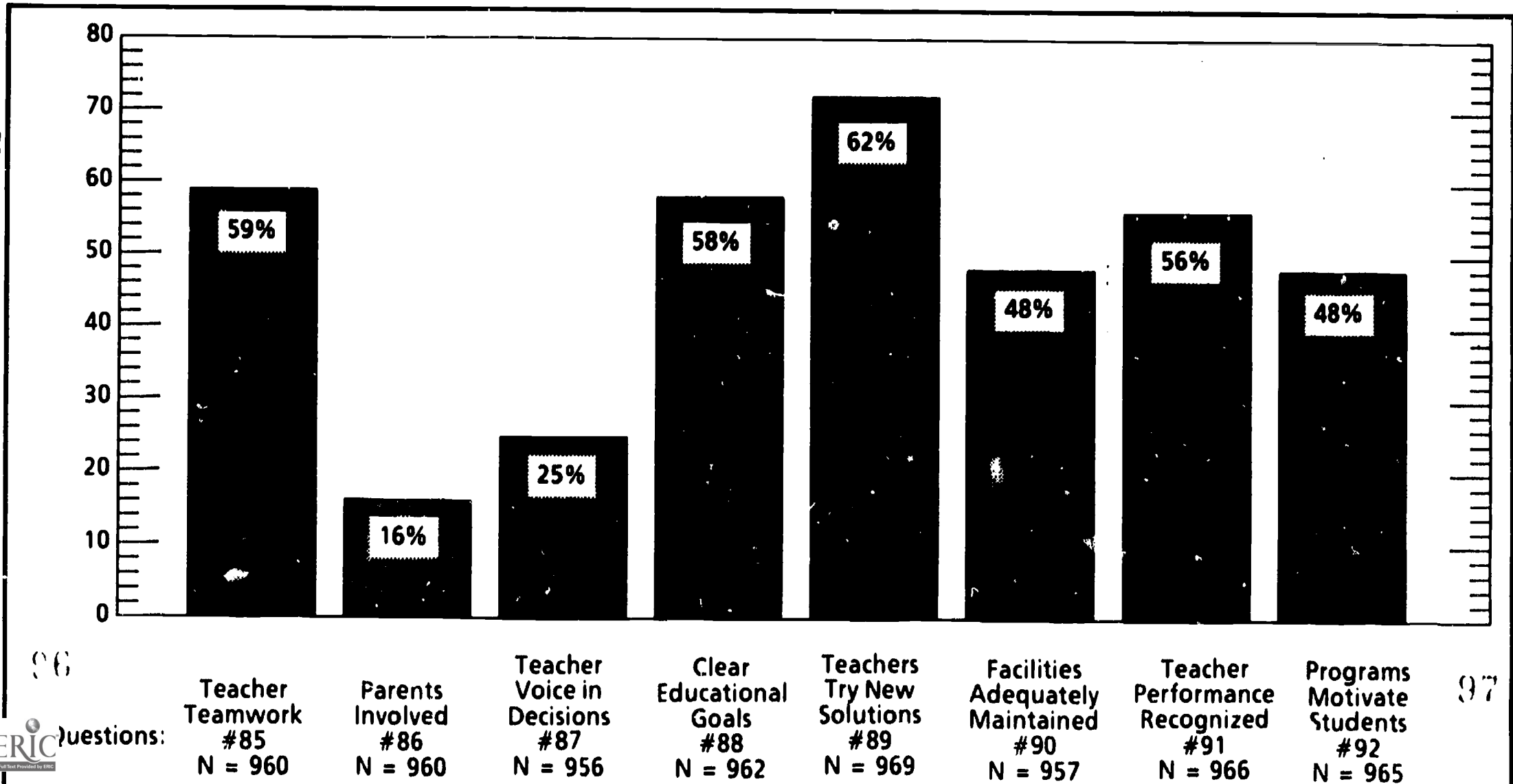


MANUFACTURED TO AIM STANDARDS
BY APPLIED IMAGE, INC.

GRAPH 36

TEACHING CLIMATE
AS MEASURED BY EIGHT QUESTIONS
PERCENTAGE OF TEACHERS THAT AGREE/STRONGLY AGREE
MIDDLE SCHOOLS

- 85. There is a sense of teamwork among teachers at my school.
- 86. Parents are involved with their children's education in my school.
- 87. The teachers at my school have an effective voice in important decisions affecting our jobs.
- 88. My school is unified in striving for clear educational goals.
- 89. Teachers in my school are encouraged to try new and creative solutions for existing problems.
- 90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.
- 91. Teachers at my school are recognized for exceptional performance.
- 92. My school has effective programs designed to motivate the students.

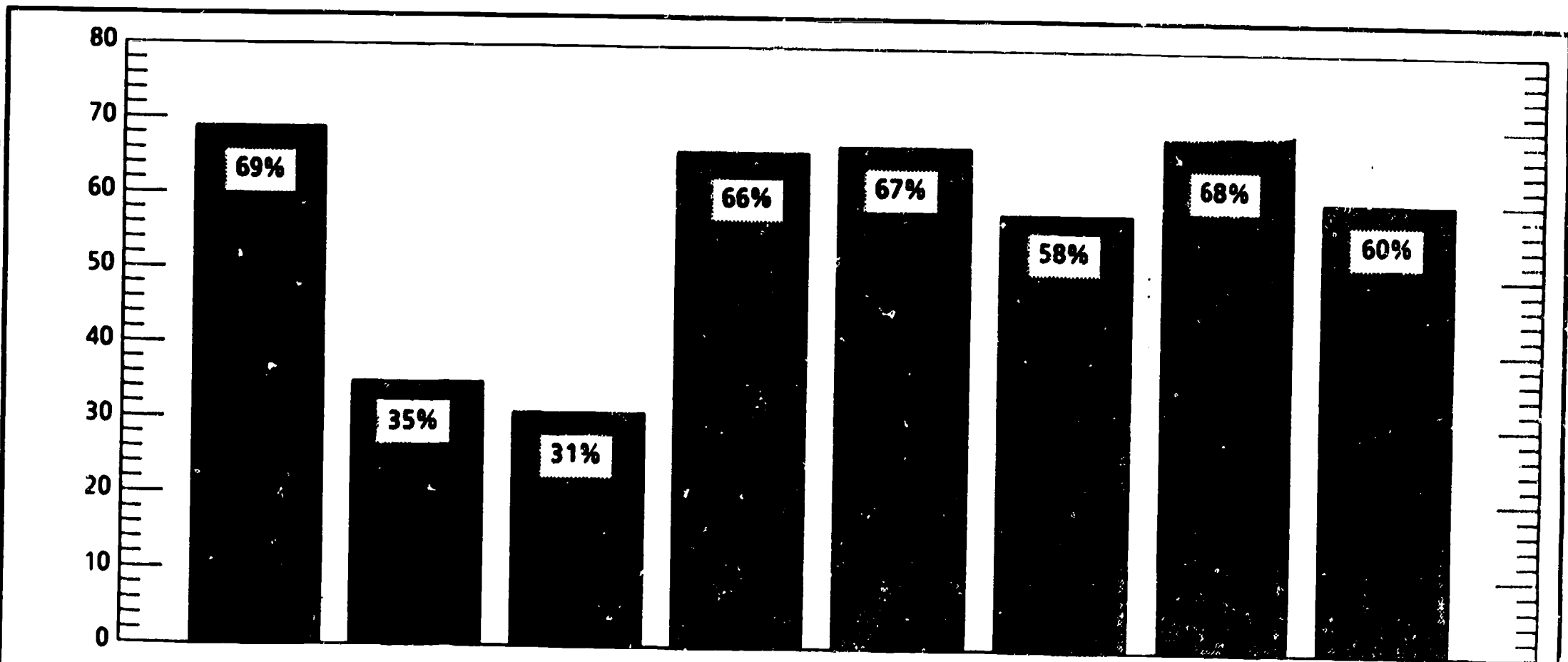


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GRAPH 37

**TEACHING CLIMATE
AS MEASURED BY EIGHT QUESTIONS
PERCENTAGE OF TEACHERS THAT AGREE/STRONGLY AGREE
HIGH SCHOOLS**

- 85. There is a sense of teamwork among teachers at my school.
- 86. Parents are involved with their children's education in my school.
- 87. The teachers at my school have an effective voice in important decisions affecting our jobs.
- 88. My school is unified in striving for clear educational goals.
- 89. Teachers in my school are encouraged to try new and creative solutions for existing problems.
- 90. The facilities at my school (buildings, classrooms, furniture, etc.) are adequately maintained.
- 91. Teachers at my school are recognized for exceptional performance.
- 92. My school has effective programs designed to motivate the students.



Teacher Teamwork
#85
N = 960

Parents Involved
#86
N = 960

Teacher Voice in Decisions
#87
N = 956

Clear Educational Goals
#88
N = 962

Teachers Try New Solutions
#89
N = 969

Facilities Adequately Maintained
#90
N = 957

Teacher Performance Recognized
#91
N = 966

Programs Motivate Students
#92
N = 965

APPENDIX 3
TEACHER SUGGESTIONS
RESPONSES TO QUESTIONS A THROUGH D

**PART III - TEACHER SUGGESTIONS
RESPONSES TO QUESTION A**

A. What are some of the non-teaching duties which take away from instruction?

1. Early duty
2. Doordecorating/Paperwork
3. Continually having to control disruptive behavior since office assistance is very unhelpful
4. Enormous amounts of behavior disciplining
5. Walking room to room - lack of art room
6. Loaded down with art supplies - lack of art room
7. Early duty
8. Decorating doors
9. Discipline of students
10. Paperwork
11. Early duty
12. Decorating doors
13. Detailed lesson plans
14. Stupid forms
15. Copying down objectives and procedures on to lesson plan forms which are clearly outlined in the guide being followed -- this is an unnecessary waste of time for an experienced teacher - only changes or additions to procedures should be noted.
16. Early morning duty
17. Breakfast duty
18. Disciplinary
19. Bus duty
20. Cafeteria and auditorium duties
21. Breakfast duty running into morning class time
22. Regularly scheduled lesson plan turn-in
23. Class rolls, reports, etc., being asked for in the middle of a school day that are due by the end of the day
24. Planning time taken away by Hall and Cafeteria duties
25. Excessive paperwork
26. Cafeteria Duties in the morning
27. Auditorium Duties in the morning
28. Involvement in school committees
29. Disciplinary students and keeping order
30. Writing reports, filling out forms and bubble sheets, making and filling folders with various needless materials, IEPs
31. Mandates
32. Surveys
33. Completing research papers like this one
34. Reports requesting assistance for pupils with special needs
35. The many papers and forms requesting information that is already in place/and should be on computers
36. School plays
37. Field trips
38. Field day
39. Paperwork
40. Inventory
41. Breakfast duty
42. Staffings

43. Breakfast duty
44. Staffings
45. Paperwork, such as this paper, (due in the office by 10:00)
46. Morning duty
47. Paperwork
48. Testing
49. Paperwork
50. Constant monitoring of students' movement between main building and portable classroom
51. Lunch money - borrowing forgetting home lunch, wanting to telephone home about it, etc., tickets'
52. Collecting: permission slips, picture money, free lunch forms, insurance forms, attendance and tardy notes
53. School inventory
54. Getting equipment repaired
55. Classroom teacher has endless paperwork
56. Collecting monies
57. Filling out forms for special education
58. Paperwork -- lesson plans
59. Injuries or sickness
60. Passing out various notes and information to go home
61. Collecting money and permission slips
62. Paperwork involved with reports, tests, etc.
63. Before- and after-school supervision of students arriving early and leaving late.
64. Collecting money for various things
65. Filling out referral forms and questionnaires
66. Taking attendance, lunch count, forms on unexcused absences
67. Non-teaching duties are another way to be around students in a non-instructional atmosphere
68. Paperwork! Counting, collecting money, bubbling attendance sheets, filling out forms for Special Ed., attendance, lunch count
69. Programs
70. Paperwork
71. All duties are school related
72. Testing
73. Room Clean-Up
74. Lunch duty
75. Paperwork
76. Meetings
77. Lunch and recess duties
78. Testing!!!
79. Cleaning chores in classrooms
80. Filing papers
81. Bubbling test answers
82. Grading papers
83. Intercom announcements
84. Pupil interruptions -- coming with message from another teacher
85. Unnecessary assemblies for practicing for assembly programs
86. It is unnecessary to have every grade do a monthly assembly - Christmas and Spring is enough
87. Paperwork
88. Discipline problems
89. Paperwork

90. Probably none
91. Bubbling
92. Recess duty
93. CLO based lesson plans
94. Picture money collection/lunch
95. Organization for after school/PTA events
96. Writing lesson plans to a specific form regardless of what is effective for that teacher
97. Bus duty
98. Lunch and Attendance
99. Bus duty
100. Bus duty
101. Lunch and attendance
102. Paperwork
103. Morning duty
104. Running copies of tests, worksheets, etc.
105. Paperwork for office and downtown
106. Making so many instructional items that could be bought
107. Counseling parents
108. Counseling children
109. Discipline of children with special problems
110. Lesson plan with too many details
111. Bus, lunch duties
112. Reports, minimum skills
113. Paperwork
114. PEC paperwork
115. Committee assignments
116. Meetings (PEC)
117. Attendance cards/records
118. Collection of money for class pictures, etc.
119. Extensive record keeping (minimum skills, etc.)
120. Secretarial work such as mimeographical
121. Committees
122. Bus duty
123. Any additional paperwork that takes me away from my students during activity time
124. *N/A. There was no questionnaire last year
125. School committees
126. Behavior problems
127. Paperwork - filing, bubbling tests, parent contact, system memo/forms, running dittoo
128. Lunch money collections
129. Bus duty
130. Bulletin Boards
131. Bulletin Boards
132. Discipline
133. No comments
134. Student support team
135. Paperwork that must be completed on demand
136. Assembly program
137. Paperwork
138. Meeting
139. Discipline-counseling other teachers' students
140. Passing out of lunch cards

141. Record keeping "PR folder"
142. Contracting parents by phone
143. Early and late duties
144. IDS Reports
145. Practicing for assembly program
146. Constant discipline (bus) - classroom
147. Bus duty
148. Too many meetings
149. IDS Reporting
150. Daily interruptions (office requests)
151. Behavior Problems
152. Lunch tickets maintenance
153. Lunch applications, health information
154. Picture money, T-shirts, etc.
155. Federal forms, etc.
156. Objectives on plans
157. Surveys for graduate college people
158. Filling out withdrawal forms
159. Collecting picture money
160. Collecting monies for various organizations, projects, etc.
161. Filling out reports that should be handled in the office, i.e., forms pertaining to students absent without legal excuses
162. None
163. Teacher Directed P.E.
164. Bus duty after school
165. Leadership team
166. Questionable programs (in terms of growth for children)
167. Student withdrawals
168. Student staffing
169. Student behavior
170. Paperwork in my school
171. Cafeteria Morning Duty
172. Early morning cafeteria duty
173. Bubbling in pacing sheets
174. Bubbling in repetitive information in students which can be retrieved from the central computer center
175. Early morning duty in cafeteria
176. Secretarial duties
177. Discipline
178. Social Skills (Values, Manners, Table Manners, Common Courtesies)
179. Paperwork
180. Excessive paperwork
181. Cafeteria duty
182. Early morning duty
183. Early morning duty
184. Morning duty
185. Cafeteria duty
186. Paperwork
187. Writing unnecessary lesson plans
188. Cafeteria and early morning duty
189. Filling out forms and reports
190. Morning duty (less time to prepare for instruction)
191. Filling out a multitude of forms and bubbling work for computer
192. Morning duty

193. Cafeteria duty
194. Auditorium (Morning duty)
195. (Cafeteria) lunch duty
196. Committees of all sorts
197. Early morning duties and cafeteria duty
198. Having activities that require making costumes and posters. Having to ship for items needed for that activity.
199. Paper work takes away from classroom duties
200. Filling out permanent record folders
201. Questionnaires constantly
202. Early morning duties
203. General staff meetings
204. Lunchroom duty
205. Too many programs during the year
206. Filling out permanent record folders on new students
207. Distributing lunch cards
208. Detailed lesson plans
209. IDS
210. Forms to fill out
211. Having so much paperwork to cope with
212. More paperwork
213. More paperwork
214. Clearing the halls of class cutters
215. Writing newsletter inserts
216. Arranging special events
217. Does not apply. I am a new teacher and have no idea concerning A-D in reference to last year's questionnaire
218. Record keeping (especially homeroom teachers)
219. Dealing with attendance records, lunch applications, immunization records, etc.
220. Having to spend lunch period with students
221. The administration has an obsession with "show and tell" lesson plans
222. Supervising before and after-school functions and monitoring halls
223. Textbook inventories
224. Filling out miscellaneous forms and surveys that we receive regularly
225. Abundance of paperwork
226. Hall duty
227. Sending PEC notices to parents
228. In-school team chairperson
229. Keeping and issuing lunch cards to students
230. Bulletin boards
231. Paperwork
232. Clerical responsibilities
233. Paperwork
234. Selling Supplies, Taking up money for anything
235. Attendance Reports
236. Lesson Plans which require copying same information in T.E.
237. Grading papers, recording grades
238. Hall duty, handling discipline problems
239. Completion of all kinds of forms
240. Constantly keep a tab and/or unsuccessfully teaching paraprofessional
241. Too much time writing lesson plans
242. Collecting of money
243. Reading and signing data passed around

244. Data collecting for problem students
245. Bus duty
246. Teachers who do not perform on a professional levels
247. Testing
248. Trying to figure out what requirements are needed to keep up with all the paperwork. Need information on what paperwork should be completed at different time
249. Paperwork such as a designated lesson plan format, filling out forms
250. Doing secretarial duties
251. Bus duty
252. Primary teachers must complete bubble sheets in reading and math after each chapter or magazine, until pupils are mature enough to complete
253. Forms -- Paperwork
254. Completing this form
255. Paperwork
256. Filling out a form such as this other unnecessary paperwork
257. Cafeteria and bus duty
258. Paperwork (detailed lesson plans, attendance bubble sheets Special Ed. paperwork)
259. Having too much paperwork
260. Having to keep grade book updated for all subjects
261. Having to constantly monitor diagnostic folder
262. Constant testing
263. Bus duty
264. Non-duty free lunch
265. Paper corrections
266. Forms, surveys like this
267. Student records, data
268. Paperwork - administrative
269. Cafeteria duty interferes/planning time
270. Diagnostic Testing
271. Staffings
272. Homeroom duties
273. Early morning duty
274. Lunch room supervision
275. Interruptions by parents for conferences during the school day
276. Stopping to talk with a student or students about home problems and concerns
277. Stopping to call parents about sick and misbehaved students
278. Hauling and loading equipment and supplies
279. Setting up classroom for classes
280. Early morning duty
281. Early morning duty
282. No duty free lunch period
283. Lunchroom monitor
284. Monitoring lunchroom/playgrounds
285. Monitoring In-school discipline problems
286. Early morning duty
287. Filling out these questionnaires
288. Taking children to and from classes, etc.
289. Redundant paperwork
290. Test contact teacher responsibilities
291. Test contact teacher responsibilities
292. FTE responsibilities

293. Writing behavioral objectives in your lesson plans
294. Writing behavioral objectives on the board before each lesson
295. Paperwork
296. Trying to discipline students
297. Early morning supervision of early arrivals (before 7:30 A.M.) this interrupts planning before students are due at school: (5:45-8:00)
298. Inadequate lunch help makes it take too long
299. Being expected to keep the room clean-picked up
300. Lesson Plans
301. Daily cafeteria duty - principal insists
302. Conference time although there are no conferences
303. Field trips
304. Social events
305. Paperwork
306. Lunch
307. Breakfast duty
308. Worrying about scheduling computers -- there needs to be a computer lab with the class rotating under a lab instructor
309. Morning duties
310. Carry children home who miss the bus
311. Intercom messages so often
312. Instructional time is used to do tasks - that planning time is not allocated for -
- laborious lesson plan format - needs to be shortened
313. Meetings and workshops on planning days
314. No supplies for music teacher causing classroom teacher to lose previous planning time
315. Participating in staffings
316. Maintenance of Special Education folders and data
317. Administering Assessments to referrals and re-evaluations
318. Student withdrawals (during classtime)
319. Filling out a multitude of forms
320. Intercom interruptions
321. Absences of music, P.E., library
322. Cafeteria, hall duty, etc.
323. Lesson plans
324. Paperwork
325. A lot of paperwork
326. Collecting money for field trips
327. Lunch tickets
328. Outside surveys
329. Heavy discipline
330. Filling out withdrawals for students
331. Attendance,
332. Filling out surveys,
333. Bubbling computer sheets,
334. Completing surveys and unnecessary for the students with special needs
335. Disruptive children who are members of itinerate classes who constantly disrupt my class
336. Rewriting lesson plans which are already given in CLO's according to month and semester
327. Correcting/grading papers
328. Keeping records/permanent record
329. Testing and follow-up
330. Filling out records for testing

- 331. Constant paperwork
- 332. Early morning duty
- 333. Lunch tickets
- 334. Paperwork
- 335. Career Week (too long)
- 336. Cafeteria Duty
- 337. Long Assembly Programs
- 338. Early morning duty
- 339. Paperwork
- 340. Early morning duty
- 341. Waiting on buses
- 342. None
- 343. Ordering supplies, etc.
- 344. Extra-curricula assignments
- 345. Community outreach
- 346. Hall duty
- 357. Recording tardy entries for homeroom students
- 358. Typing students' writings
- 359. Hall duty
- 360. Fundraising
- 361. Random or sporadically assigned duties revolving around non-academic events; proms, graduation or coronation
- 362. Paperwork - reports to complete
- 363. Telephone calls to parents
- 364. Disciplinary follow-ups
- 365. Lunch duty - elementary
- 366. Buses - Elementary schools
- 367. Record Keeping
- 368. Fund raising projects
- 369. None
- 370. Morning supervision
- 371. Chairperson of Assembly Programs
- 372. Bulletin Board Assignments Outside of Classroom
- 373. Paperwork
- 374. Auditorium, cafeteria, bus duty
- 375. Duties - cafeteria and hall
- 376. Staffings
- 377. Paperwork for the office
- 378. Dealing with attendance problems
- 379. Keeping duplicate records on students
- 380. Filling out lesson plan forms (I like the old legal pad, myself)
- 381. Taking up money for year books, photos, etc. I hate this!
- 382. Paperwork
- 383. Paperwork
- 384. Morning and afternoon duty
- 385. Too much paperwork
- 386. Collecting money
- 387. Excessive paperwork
- 388. Paperwork
- 389. Discipline problems
- 390. Lesson plans
- 391. Completing IDS forms (bubble sheets)
- 392. Preparing teacher-made or commercial practice activities (preparing monthly bulletin boards)

- 393. Teacher duties -- early morning cafeteria after school duties
- 394. Paperwork
- 395. Discipline
- 396. Early morning duty
- 397. Bulletin board in halls and cafeteria
- 398. All duties seem to be teaching duties -- omit some of the duties, give us time to teach and give feedback to the children
- 399. Duties
- 400. Collecting monies for, heart fund, UNICF, etc.
- 401. Leadership team meetings
- 402. Bus duty
- 403. Bus duty
- 404. Lesson planning
- 405. Discipline unruly students
- 406. Bus duty
- 407. Excess paperwork
- 408. Bus duty -- early morning and afternoon
- 409. Bubbling forms for IDS
- 410. Filing - for folders for learners
- 411. Preparing programs. Checking lunch reports
- 412. Discipline Problems - From problem students disrupting class
- 413. Lunch cards - help students keep up with their lunch cards
- 414. Surveys like this one
- 415. Lesson plans
- 416. Hall monitor
- 417. Preparing reports
- 418. Responding to surveys
- 419. Advisement
- 420. Paperwork
- 421. Walking students to lunch (high-school)
- 422. Mandatory calls to parents
- 423. Hall duty
- 424. Completing reports
- 425. Responding to various requests of supervisors
- 426. Extra curricular activities
- 427. Hall monitoring
- 428. Hall duty
- 429. Collecting money
- 430. Decorating for non-art programs
- 431. Drawing designs for program covers
- 432. Making posters and bulletin boards
- 433. Cafeteria Duty
- 434. Hall Duty
- 435. Filling out forms -- paperwork
- 436. Meetings during planning days
- 437. Signing withdrawals, progress sheets, etc.
- 438. Fund raising!
- 439. Fund raising!
- 440. Fund raising!
- 441. Filling out forms and questionnaires
- 442. Meetings
- 443. PEC Forms
- 444. In-school chairperson duties
- 445. Holding an absent teacher's class for lack of supply cuts planning time

- 446. Attendance reports and other reports that are requested throughout the year
- 447. Unscheduled activities
- 448. Clerical tasks which always seem more important than teaching
- 449. Survey-like this that are an exercise in facility
- 450. Lunchroom duties, bus duties, early morning duties
- 451. Teaching/enforcing manners, pupil to pupil respect
- 452. Teaching/enforcing health habits
- 453. I can't identify any
- 454. Bubbling information for student test
- 455. Referring children for staffing which does not materialize
- 456. Paperwork
- 457. Keeping up State records (PR Folders)
- 458. Using ditto machines -- even though XEROX is or should be available
- 459. Teacher meetings where personal problems are discussed until after the 4:00 hour
- 460. Hall duties
- 461. Too much paperwork
- 462. Too many cluster meetings
- 463. At the present, there are no non-teaching duties that take away from instruction
- 464. There are too many cluster meetings
- 465. Too much paperwork
- 466. Paperwork
- 467. Paperwork
- 468. Paperwork
- 469. Redundant paperwork
- 470. Hall duty
- 471. Hall duty
- 472. Redundant paperwork
- 473. I find I have to spend time getting students in order.
- 474. I have to find time to listen to parents when they just drop in.
- 475. PTA programs
- 476. Dealing with attendance small sheets and actual cards - alphabetical)
- 477. Meetings
- 478. Filling out forms that arrive late at school with a deadline
- 479. Filing
- 480. Clerical duties
- 481. Attendance cards and forms
- 482. Filling out reports
- 483. IDS forms
- 484. Disciplining disruptive children; calling parents
- 485. Taking children to restroom
- 486. Completing reports, checking papers, making bulletin boards, running off materials, preparing materials for teaching
- 487. Preparing reports
- 488. IDS
- 489. Lesson plans
- 490. IDS
- 491. Lunch reports
- 492. Questionnaires
- 493. Paperwork
- 494. Completing forms
- 495. Paperwork
- 496. Paperwork

- 497. Paperwork
- 498. Paperwork
- 499. Discipline
- 500. Cafeteria (duty)
- 501. Early morning and afternoon duties
- 502. Attendance
- 503. Surveys
- 504. Discipline
- 505. Bubbling IDS answer sheets
- 506. Writing detailed lesson plans (during the 30 minutes of planning time - not enough time to prepare materials for instruction)
- 507. I feel teachers of elementary students do not get adequate planning time. Most time is 30 minutes on the average of two to three times each week if one is lucky, depending on another teacher being present. I believe my instruction would improve if I were given larger amount of time.
- 508. Reports -- IDS
- 509. Paperwork
- 510. Children's social problems
- 511. Parents not doing job -- such as cleanliness, etc.
- 512. Having to discipline the students
- 513. Taking care of children's social needs
- 514. Cafeteria duties
- 515. Preparing reports, both local and state
- 516. Interruptions, filling out forms, getting supplies, etc.
- 517. Meeting requests and demands promptly from other staff members and administrators.
- 518. Hall duties sometimes
- 519. Having to leave my class to discipline a student in the halls or in another classroom
- 520. Excessive paperwork
- 521. Registering students
- 522. Attending meetings
- 523. Hall duty
- 524. Paperwork
- 525. Advisement/scheduling
- 526. Hall duty
- 527. Weekly faculty meetings
- 528. Hall duty
- 529. Field trips
- 530. Discipline
- 531. Hall duties
- 532. Bus duties
- 533. Cafeteria duties
- 534. Hall duty
- 535. Short period of planning time
- 536. Proper improper workshops in related areas
- 537. Bus and afternoon duties
- 538. Lunchroom duty
- 539. Paperwork
- 540. Discipline problems
- 541. Preparing bulletin boards
- 542. Writing school plans
- 543. Long lesson plans -- too much detail required

- 544. Discipline problems
- 545. Lunchroom duty
- 546. Paperwork
- 547. Deal with discipline problem (phone parent to pick up student when office should handle - takes 20 minutes sometimes)
- 548. Phone parent to pick up ill students (office can do)
- 549. Deal with discipline problem
- 550. Time consumed in writing detailed lesson plans, correlating with test objectives, CLO, etc.
- 551. Maintenance of folders, etc., for review by others
- 552. Discipline of students, especially those who are disruptive or refuse to do work
- 553. Writing objectives on the board
- 554. Mandatory paperwork for local, state, and federal purposes
- 555. Amount of time doing lesson plans when a plan book is all a teacher needs
- 556. Serving on too many committees
- 557. Paperwork
- 558. Early morning duties
- 559. After-school duties
- 550. Textbook ordering and keeping account of for whole school
- 551. Staff development contact person
- 552. School publications
- 553. Filling out forms to meet a deadline
- 554. Collecting required materials from students such as forms and questionnaires
- 555. Paperwork which is always marked "due now."
- 556. Duties before and after school
- 557. Paperwork, i.e., Questionnaires
- 558. Homeroom responsibilities
- 559. School (administrative) paperwork
- 560. Discipline
- 561. Constant phone calls to parents for serious things
- 562. Documentation of student negativeness
- 563. Collecting money (yearbook, prom, pictures, etc.)
- 564. Completing and follow up on tardies
- 565. Telephone calls and follow up on class cuts
- 566. Paperwork
- 567. Hall duty
- 568. Hall duty
- 569. Completing paperwork for administration
- 570. Collection of monies (homeroom), i.e., class fees; locker; PTSA; special drives
- 571. Hall duty assignments
- 572. Reprimands, punishment, discipline problems
- 573. Committees
- 574. Homerooms
- 575. Completing tardy forms
- 576. Homeroom schedules
- 577. Paperwork to send to area or central office personnel
- 578. Ordering supplies
- 579. Special programs and assignments
- 580. Discipline
- 581. Ordering supplies
- 582. Paperwork

- 583. Duty assignments
- 584. Ordering supplies
- 585. Paperwork
- 586. Duty assignments
- 587. Paperwork
- 588. Duty assignments
- 589. Ordering supplies
- 590. Paperwork
- 591. Duty assignments
- 592. Paperwork
- 593. Grading papers
- 594. Duty assignments
- 595. Paperwork for school
- 596. Grading papers
- 597. Duty assignments
- 598. Early morning duty
- 599. Committee meetings
- 600. Too many assembly programs
- 601. Collecting fees for photographs, tee shirts, etc.
- 602. Collecting money for field trips
- 603. Paperwork and other clerical duties
- 604. The documentation of school plans
- 605. Filling out forms
- 606. IDS sheet tally's and recordings
- 607. Too much paperwork
- 608. Too many meetings
- 609. Discipline
- 610. Extra paperwork
- 611. Paperwork
- 612. Early morning duties
- 613. Programs scheduled during the reading or math periods
- 614. Lunchroom duties
- 615. Committee meetings
- 616. Collecting money for various charities (or having someone else disturb you by collecting)
- 617. Special programs (needed, but would consume less time if sponsor was given more autonomy)
- 618. Keeping other teachers' children who have had discipline problems
- 619. Having too many committee responsibilities and meetings (time could be spent teaching and/or planning)
- 620. Early morning duty
- 621. Excessive paperwork
- 622. Paperwork
- 623. Meetings
- 624. Discipline
- 625. Excessive paperwork
- 626. Too much paperwork
- 627. Paperwork
- 628. Discipline problems
- 629. Filling out reports
- 630. Filling out surveys
- 631. Too much paperwork
- 632. Hall duties, etc.
- 633. Interruptions from office

- 634. Hall duty
- 635. SST
- 636. Taking inventory for books and furniture
- 637. Filling out surveys
- 638. Paperwork unrelated to teaching children
- 639. Behavior problems in classroom
- 640. Bulletin boards in hallways
- 641. Paperwork
- 642. Lesson plans
- 643. Duplicated work
- 644. Preparing bulletin boards in halls
- 645. Paperwork
- 646. Cafeteria and hall duty, etc.
- 647. Recordkeeping
- 648. Managing discipline problems
- 649. Constant disruption in the hall and having to leave my classroom to send students on their way
- 650. Remove me from the classroom
- 651. Extra paperwork in the class
- 652. Counseling with students who continuously cause disturbances during class period
- 653. Continuous completion of discipline referrals which are for repeat offenders daily
- 654. Attendance cards -- updating
- 655. Advisement -- should be done by counselor
- 656. Answering questionnaires and completing surveys
- 657. Handling disruptive students
- 658. Collecting monies, collecting and distributing textbooks, etc.
- 659. An excessive number of assembly programs
- 660. Paperwork which is often duplicated and requested at the whim of anyone
- 661. Unimportant meetings
- 662. Bubbling in IDS forms
- 663. Surveys like this one
- 664. Meetings
- 665. Unscheduled programs, etc.
- 666. The many on-duty jobs -- morning duty, afternoon duty, etc.
- 667. The loads and loads of secretarial paperwork duties
- 668. Filling out questionnaires like this one!
- 669. Writing teaching plans to suit others
- 670. Bubbling in computer sheets for IDS reports for reading and math
- 671. Writing lesson plans weekly
- 672. Having a lot of extra programs of the end of the year; some of them should be earlier in the year
- 673. Passing out, taking up materials, and keeping records of individual student's fund-raising for PTA
- 674. Taking up monies for magic shows, snacks, movies, sock hops, etc.
- 675. Coming back to the school for late afternoon and evening programs or activities
- 676. Distribution of lunch cards
- 677. Collecting monies for field trips, etc.
- 678. Lunch duties
- 679. Bus duties
- 680. Hall duties
- 681. Early morning cafeteria duty

- 682. Too many faculty meetings; faculty meetings held too long; two-hour meetings are too long
- 683. Excessive paperwork
- 684. Completing forms
- 685. Lunchroom duty (breakfast)
- 686. Early morning duty
- 687. Forms for excessive paperwork
- 688. Excessive ineffective workshops
- 689. Lesson plans (weekly)
- 690. Excessive paperwork
- 691. Paperwork
- 692. Before- and after-school duties
- 693. Breakfast duty
- 694. Committees
- 695. Early morning duties
- 696. Too much paperwork
- 697. Completing forms
- 698. Hall duties
- 699. Homeroom duties
- 700. Attendance
- 701. Lunch card paperwork
- 702. Scheduling students
- 703. Completing reports (school, area, state)
- 704. Calling parents
- 705. Getting students off the halls
- 706. Paperwork: in-school (phone logs) and outside (unexcused absences) -- especially that which duplicates information already reported (see examples)
- 707. Police work: time before/during/after teaching duties taken for monitoring hallways, etc. instead of readying to teach
- 708. Meetings -- especially those held just to have a meeting, in which information is read to me and sermons are delivered
- 709. Lunchroom duty
- 710. Hall duty
- 711. Morning and lunch duties
- 712. Paperwork for central and local office
- 713. Discipline, discipline, discipline
- 714. Discipline
- 715. Paperwork that is unnecessary
- 716. Paperwork
- 717. Having students write objective all the time before each subject change
- 718. Handling discipline problems
- 719. Fill out forms and surveys
- 720. Early morning duty
- 721. Leaving classroom to contact parents about attendance and discipline
- 722. Paperwork
- 723. Discipline
- 724. Committee assignments, etc.
- 725. Paperwork
- 726. Paperwork
- 727. Hall duty
- 728. Cafeteria duty
- 729. Bus duty
- 730. Hall duty

- 731. Filling out excessive paperwork
- 732. Filling out unnecessary questionnaires; reports
- 733. Distributing duplicate copies of lesson plans; in-school assignments which are seldom returned
- 734. Traveling between schools
- 735. Trying to get students to class on time
- 736. Paperwork
- 737. Homeroom: (lunch cards, collecting money for charities, conducting elections for officers, etc.)
- 738. Being responsible for upkeep of staff copier machine (calling repair service, keeping track of copies per teacher, etc.)
- 739. Coordinating assembly programs
- 740. Writing EIP's
- 741. Staffings
- 742. Paperwork
- 743. Record keeping
- 744. Attendance - roll book - collections
- 745. Supplies - collecting
- 746. Lunch duty
- 747. Bus duty
- 748. Homeroom
- 749. Keeping track of class cutters
- 750. Survey forms such as this!
- 751. Travel to and from four schools per day, six per week
- 752. Attendance
- 753. Attendance
- 754. Lunch cards
- 755. Lockers
- 756. Paperwork
- 757. Unnecessary paperwork
- 758. Particular student discipline problems
- 759. Excessive paperwork
- 760. Hall monitoring
- 761. Fire drills
- 762. Excessive paperwork
- 763. Hall monitor
- 764. Bus duty
- 765. Lunch room monitor
- 766. Lunch room monitor
- 767. Finding kids for special opportunities
- 768. Videotaping programs
- 769. Booklets for Central Office promotion
- 770. Complicated lesson plans -- too detailed (supply teachers cannot follow)
- 771. Repetition of CLO's (syllabus, plans, daily on board)
- 772. Attendance cards (monitoring)
- 773. Calling each parent if student has a deficiency notice.
- 774. Disciplining of students
- 775. Monitoring halls
- 776. Paperwork
- 777. Paperwork, documentation
- 778. Shorter homeroom -- check roll -- go to first period class -- then announcements -- homeroom is the first chance they have to disrespect the rules
- 779. Disciplining students

- 780. Monitoring hall
- 781. Having to hold classes on planning period
- 782. Having to erase and write the same lesson objective on the board beginning of each class. I teach the same subject four consecutive periods.
- 783. Having to hold someone else's class on my planning period
- 784. Writing schedules and schedule changes. Updating the same class roll over and over again
- 785. Schedule and schedule changes
- 786. Trying to keep up with all the paperwork from outside the classroom
- 787. Some homeroom obligations (attendance, recordkeeping)
- 788. Paperwork, paperwork, paperwork
- 789. Paperwork -- state and local
- 790. Discipline problems
- 791. Lesson plans
- 792. Paperwork
- 793. Paperwork, paperwork, paperwork
- 794. Monitors
- 795. Lesson plans
- 796. Students being disruptive
- 797. Some non-teaching duties which take away from instruction are filing papers, ordering school supplies, and passing out meal cards
- 798. Paperwork
- 799. Early morning duty -- no preparation time
- 800. Paperwork, reports, reports, reports
- 801. Attendance
- 803. Detailed lesson plans
- 804. Filling out forms
- 805. Morning and afternoon duties
- 806. Interruptions on the intercom
- 807. Detailed lesson plans
- 808. Other paperwork
- 809. Paperwork, paperwork, paperwork
- 810. Hall duty
- 811. Holding classes
- 812. Extra-curricular activities
- 813. Hall duty
- 814. Meetings during class time
- 815. Covering classes during planning
- 816. Meetings
- 817. Paperwork
- 818. Using planning period to cover a class or for assembly using planning days for meetings - not being able to plan for course - pre and post days
- 819. Intercom interruptions
- 820. Hall duty
- 821. Paperwork
- 822. Testing
- 823. Hall duty
- 824. Morning hall duty when I need to be preparing for instruction
- 825. Disrespective/disruptive students
- 826. Completing paperwork from central office and outside organizations
- 827. Handling discipline problems (counselor needed)
- 828. Lesson plans for checking
- 829. Picking up and taking students to classes
- 830. Media Center monitoring by teachers

- 831. IDS bubble sheets
- 832. Lesson plans
- 833. Monitoring of Media Center
- 834. Disruptive students
- 835. Lesson planning
- 836. End-of-level test administration
- 837. Bus duty
- 838. Handing out lunch cards -- in the morning
- 839. Writing CLO's on the board before each lesson
- 840. Lesson plans
- 841. Paperwork
- 842. Survey forms, questionnaires
- 843. "Elaborate" lesson plans
- 844. All extra paperwork
- 845. Early morning duty causes you to be tired before the school day begins and also takes away from the time needed to prepare for the activities of the regular school day.
- 846. Cafeteria duty
- 847. Bulletin boards outside classroom
- 848. Lunch cards
- 849. Teacher responsibility for school activities (S.G.A., Honors Day, Awards Day, Field Day, etc.)
- 850. Meetings take away time when learning activities could be made
- 851. Excessive writing of lesson plans
- 852. Assigned duties in the a.m.
- 853. Assigned special school projects
- 854. Morning and afternoon duty in hall, auditorium
- 855. Loads of paperwork (redundant)
- 856. Bulletin boards
- 857. Duties (school store, intercom, etc.)
- 858. Paperwork
- 859. Teaching for test-taking
- 860. Writing objectives on board
- 861. Monitoring the halls (no one does it; if you try, the student abuse is awful)
- 862. Paperwork: surveys, forms, etc.
- 863. Early morning duty
- 864. Hall decorations; bulletin boards
- 865. Bubbling scan sheets
- 866. Attendance cards and cut slips
- 867. Lesson plans
- 868. Required courses
- 869. Evaluations
- 870. Fund raising
- 871. Athletics competition
- 872. Fund raising
- 873. Homeroom
- 874. Too many ancillary activities from outside school -- contests and other activities
- 875. Various festivals, music, social science, language arts, etc.
- 876. Paperwork
- 877. Hall monitoring
- 878. Hallway duty
- 879. Lunchroom monitoring

- 880. Bus duties
- 881. Paperwork
- 882. Recordkeeping
- 883. Cafeteria duties
- 884. Detailed lesson plans
- 885. In-school performances
- 886. Out-of-school performances
- 887. Surveys
- 888. Paperwork from outside of the school
- 889. Dealing with students;' personal problems
- 890. Hall monitoring
- 891. Staffing/meeting/assembly programs
- 892. Interruptions from main office
- 893. Numerous performances away from school during school time
- 894. Surveys
- 895. Field trips
- 896. Assemblies
- 897. Cafeteria duty
- 898. Collecting money
- 899. Filling out numerous forms
- 900. Filling out numerous reports (questionnaires!)
- 901. Cafeteria duty
- 902. Collecting money
- 903. Receiving trip monies, etc.
- 904. Paperwork
- 905. Meetings
- 906. Collecting money (for trips, supplies, etc.)
- 907. Cleaning (sweeping, dusting, mopping in some cases)
- 908. Making reports (i.e., unexcused absence reports)
- 909. Monthly hall bulletin boards
- 910. Attendance reports, book, etc.
- 911. Paperwork (excessive)
- 912. Paperwork
- 913. Recordkeeping for PTA activities
- 914. Collecting and counting money, reports, bubbling
- 915. Filling out forms
- 916. Receiving and recording money for trips, fundraisers, etc.
- 917. Discipline problems
- 918. In-school team chairperson responsibilities
- 919. Paperwork
- 920. More paperwork
- 921. Paperwork
- 922. Unscheduled assemblies
- 923. Repeated requests for same information that was previously furnished
- 924. Filling out forms -- IDS, attendance, etc.
- 925. Lunch cards (passing out)
- 926. Serving on committees and groups within the school
- 927. Passing out lunch cards
- 928. Discipline
- 929. Paperwork
- 930. Paperwork -- lunch cards, seat tickets, folders, QBE
- 931. Teacher surveys like this one (busiest time of year)
- 932. Meetings about no discernible topic

- 933. Filling out surveys
- 934. Bubbling test sheets
- 935. Filing
- 936. Paperwork: lunch cards, attendance, questionnaires
- 937. Survey is too long; consumes too much of my instructional time
- 938. Filling out forms 0 lunch applications, etc.
- 939. Filing paperwork, checklist forms, etc.
- 940. Dealing with tardy and cut lists
- 941. Paperwork
- 942. Working the hall between classes
- 943. Hall duties
- 944. Lunch duty
- 945. Any paperwork/clerical work that does not come under job description
- 946. Completing reports/paperwork
- 947. Time and place of doing reports are not feasible
- 948. Immediate paperwork due yesterday but received today
- 949. Lunch duty
- 950. Paperwork
- 951. Last-minute paperwork (due in now)
- 952. Many -- like SST, Schoolwide Plan, Lesson Plans (8-9 pp./wk.) -- do not always take place on instructional time, but take away from preparation/planning time, and are occasionally done, out of necessity, on instructional time
- 953. Lesson plans
- 954. Handling discipline
- 955. Paperwork
- 956. School withdrawal; paperwork
- 957. Lunch forms
- 958. Diagnostic folders for area office/state
- 959. Paperwork
- 960. Paperwork
- 961. Paperwork -- excessive
- 962. Frequency of discipline problems
- 963. Administrative paperwork
- 964. Reports
- 965. Discipline!!!
- 966. Paperwork!!!
- 967. Lunch cards
- 968. Homeroom clerical work
- 969. Useless in-service and faculty meetings
- 970. Homeroom duty
- 971. Written lesson plans that have been structured by LCO
- 972. Class notes - phone messages
- 973. Grading papers, meetings
- 974. Duty in hall between classes
- 975. Maintaining permanent records
- 976. Homeroom duty
- 977. Hall duty
- 978. Filling out forms about nonsense
- 979. Hall discipline
- 980. Arguing with hard-headed students
- 981. Nowhere to turn for help with disruptions
- 982. Hall and cafeteria duty
- 983. Hall and cafeteria duty

- 984. Early morning duty
- 985. Paperwork
- 986. Disciplining
- 987. Early duty/hall monitoring
- 988. No help from aides. Only Chapter I people get them
- 989. Attendance/student files update
- 990. Personal time with students/problems
- 991. Team meetings; curriculum meetings during planning
- 992. Discipline of students
- 993. Having to eat lunch with your students
- 994. Early morning duty
- 995. Unnecessary meetings
- 996. Filling out forms, doing IDS bubble sheets
- 997. Filling out questionnaires, correcting/grading papers
- 998. Keeping folders, sending information to parents who never return it
- 999. Discipline
- 1000. Too much paperwork
- 1001. Cafeteria duty
- 1002. Bus duty
- 1003. Hall duty
- 1004. Excessive paperwork (forms, etc.)
- 1005. Too much paperwork
- 1006. Filling out various forms (paperwork)
- 1007. Monitoring bus
- 1008. Monitoring cafeteria (breakfast, lunch)
- 1009. Collecting monies for trip, etc.
- 1010. IDS bubble forms
- 1011. Detailed lesson plans
- 1012. Making a class list for anyone who request it
- 1013. Keep track of lunch cards and method of payment by students
- 1014. Maintaining five diagnostic folders per child in a classroom with objectives
- 1015. Frequent testing
- 1016. Bubbling in sheets
- 1017. Auditorium and cafeteria duties
- 1018. Hall duties
- 1019. Working with special programs
- 1020. Paperwork (too much)
- 1021. Hall duties
- 1022. Setting up for programs (decorating)
- 1023. Hall duty
- 1024. Preparing morning announcements
- 1025. Useless meetings
- 1026. Hall duties
- 1027. Useless paperwork
- 1028. Monitoring the hallways
- 1029. Several hours needed to "WRITE" lesson plans!
- 1030. IDS reports
- 1031. Settling arguments and fights, or tracing the origins of fights, etc. among students who repeat and repeat!
- 1032. Constantly dealing with major discipline problems
- 1033. Excessive requests for information from office of data that is already on file in the office
- 1034. Too much time expended to get, find, prepare or borrow basic teaching materials
- 1035. Morning and afternoon duty
- 1036. Morning and afternoon duties

- 1037. Lunchroom duty
- 1038. Paperwork
- 1039. Discipline
- 1040. Completing numerous forms
- 1041. Gathering and maintaining some of the materials for State plans
- 1042. Completing forms like this and no changes ever made
- 1043. Fund raising efforts
- 1044. Paperwork
- 1045. Paperwork
- 1046. Early morning duties
- 1047. Walking to
- 1048. Early morning duty
- 1049. Assigning teachers to school organizations without consenting with us first. It should be done on a voluntary basis.
- 1050. Cafeteria duty
- 1051. Holding classes
- 1052. Excessive paper work; lesson plan books
- 1053. Cafeteria duty
- 1054. Bus duty
- 1055. Morning duty
- 1056. Assisting students who are ill in the classroom
- 1057. Cafeteria duty
- 1058. Early morning duty
- 1059. Paperwork
- 1060. Updating permanent record cards
- 1061. Cafeteria duty
- 1062. Early morning duty
- 1063. Paperwork
- 1064. Paperwork
- 1065. Paperwork
- 1066. Lesson plans
- 1067. Cafeteria duty
- 1068. Making lesson plans
- 1069. Inventory
- 1070. Big Group activity
- 1071. Early morning duty, cafeteria duty on teacher's lunchtime
- 1072. Excessive paperwork
- 1073. Early morning Duty
- 1074. Bus duty
- 1075. Lunch duty
- 1076. Walking students back and forth to other classes
- 1077. Bus duty
- 1078. Cafeteria duty
- 1079. Paperwork
- 1080. Paperwork
- 1081. Lunch duty
- 1082. Cafeteria Duty
- 1083. Early morning duty
- 1084. Paperwork
- 1085. Making lesson plans

- 1086. Taking up funds
- 1087. Bus duty
- 1088. Attendance
- 1089. Taking up funds
- 1090. Staff asking for monies for different occasions
- 1091. Morning duty
- 1092. Paperwork
- 1093. Discipline problems
- 1094. Paperwork
- 1095. Morning duty
- 1096. Lunch duty
- 1097. Discipline students
- 1098. Early morning duty
- 1099. Currently no duty free lunch
- 1100. Paperwork
- 1101. Bulletin Boards
- 1102. Running off materials
- 1103. Bus duty
- 1104. Cafeteria duty
- 1105. Too much paperwork (pubbling, etc.)
- 1106. Lunch tickets
- 1107. Paperwork
- 1108. Lunch ticket monitoring
- 1109. Dusting room and washing chalkboard (This is done after school)
- 1110. Calling parents when child gets sick, etc. at school.
- 1111. Controlling movement of students on the hall
- 1112. Bus duty
- 1113. Excess paperwork
- 1114. Running off dittos
- 1115. Collecting money for different groups/organizations takes away from planning time.
- 1116. Writing daily teaching plans
- 1117. IDS unit reports
- 1118. Collecting monies for pictures, filling out forms, etc.
- 1119. Collections made by staff and students.
- 1120. Maintaining discipline
- 1121. Paperwork
- 1122. Unscheduled interruptions
- 1123. Excessive paperwork
- 1124. Being a bystander when principal speaks to us..
- 1125. Weekly staff meetings
- 1126. Too much paperwork
- 1127. Confiscating candy
- 1128. Memos circulated throughout the day
- 1129. Administrative responsibilities
- 1130. Constant updating of seat tickets
- 1131. Too much emphasis placed on "neat" "wordy" lesson plans
- 1132. Too much time is spent copying objectives and methods from teaching guides

1133. Cafeteria duty
1134. Hall duty
1135. Paperwork
1136. Discipline!!
1137. Intercom interruption (unnecessary stuff)
1138. Hall duty
1139. Paperwork
1140. Hall duty
1141. Cafeteria monitor
1142. Paperwork
1143. Filling out class cut slips
1144. Excess paperwork
1145. Hall duties
1146. Paperwork
1147. Extra duty-time
1148. Completing survey forms
1149. Being a member of the school-plan committee
1150. Being a member of the schedule committee
1151. Talking to students with bad behavior
1152. Making lesson plans
1153. Excessive paperwork
1154. Discipline problems
1155. Early morning duty
1156. Attendance and lunch reports
1157. Morning/afternoon duties
1158. Surveys
1159. Morning and afternoon duty
1160. Surveys
1161. Creating instructional materials
1162. Bubbling students answer sheets or chekcing behind the students after they have bubbled
1163. Withdrawing a student in the middle of the day
1164. Homeroom activities/grade level activities
1165. Record keeping
1166. Committee meetings
1167. Planning -- carrying out plays -- programs
1168. Excessvie paperwork
1169. Early morning duty
1170. Too many committee assignments
1171. Bulletin board displays
1172. Discipline
1173. Paperwork
1174. Bus duty
1175. Breakfast duty
1176. Cafeteria duty
1177. Bus duty
1178. Auditorium duty
1179. Solving problems that should be solved in the home
1180. Parents sending sick children to school
1181. Paperwork
1182. Teachers are continuously asked to write this - fill out that - participate in this survey. This very thing I am doing now is excess work
1183. Filling out questionnaires
1184. Preparing and filling out PRC
1185. Testing

**PART III - TEACHER SUGGESTIONS
RESPONSES TO QUESTION B**

B. Please list topics on which you would like to have Staff Development programs made available to you.

1. Discipline
2. Identifying students for staffing
3. Classroom discipline
4. How to help hyper-active students in classes
5. How to make paper-work easy
6. Involving parents in the classroom
7. Working with para-professionals
8. Science Programs
9. Social Studies Programs
10. Computer In-Service
11. Science
12. Creative writing
13. Incorporating Science/Math in reading
14. Workshop between media specialist and teachers
15. I would like Foreign Language Classes - how to teach students who cannot speak any English
16. Learning computer language
17. How to procure for my room some of the good materials that are available to the richer-area schools
18. How to get accepted for some of the high-paying workshops and summer jobs that the same people seem to get over and over
19. How to understand and benefit from the APS political system
20. Discipline - peer pressure
21. Discipline - peer pressure - how to resolve conflict effectively
22. Creative curriculum ideas. Students need time to enjoy school and to learn how to be humane and productive
23. Understanding and using test scores effectively
24. Drug awareness
25. Mandatory Pre-school
26. Pre-First Grade
27. Whole language approach
28. Use of literature in reading program
29. The slow learner
30. Classes that one could get credit towards a masters or any other higher degree
31. Computer workshop
32. Science workshop
33. Science - "hands on" activities requiring simple supplies
34. Math - manipulative materials
35. Planning a day to include reading groups and all other subjects
36. Stress
37. Discipline - Assertive
38. PR with black parents
39. First Aid and CPR
40. Behavior modification
41. Counseling
42. Assertive discipline
43. Learning Centers

44. Time saving ideas
45. Communication skills/Interpersonal skills
46. Teacher sharing session on time - saving hints
47. Teacher observation times - observing other teachers to get ideas
48. First Aid and CPR
49. Stress Management
50. Behavior Modification/Counseling options
51. The courses at the ISC are a joke! They are a waste of time and an insult to my intelligence.
52. Promoting self worth among students . . . tone of voice, body language
53. Stress management techniques for entire faculties
54. Whole Language Approach or Math Their Way! Workshops
55. Only if they are taught by qualified individuals!
56. Demonstrate manipulatives for grade four and up
57. A new effective way to teach word problems
58. Science - list of supplies needed and ways to have them on hand and available at all times.
59. Math Labs
60. Questioning
61. Behavior Modification
62. Computers in classroom
63. Hands on alternatives to textbook teaching Science and Social Studies
64. Science Programs
65. Better, more relevant classes at ISC
66. Stress management
67. Classroom management (paperwork)
68. Stress management
69. Computer Technology
70. Building High Esteem and Morale for Teachers
71. Whole Language Approach to Reading
72. Math Strategies -- games, activities
73. Whole Language Experience
74. School-Based Management
75. Computer Technology (Literacy)
76. Building Morale Among Co-Workers
77. Principals vs. teachers (All teachers are capable of teaching) (Not a few) Principal's Pets
78. Recognition for being a teacher
79. Inservice Programs
80. Drugs
81. Creative discipline
82. Art Projects
83. Hands-on science
84. Detecting and recognizing learning disabilities
85. Detecting and recognizing and using learning
86. Detecting styles
87. Meeting the needs of the Urban African-American Male in the Classroom
88. How to deal with slow learning (learning disability) children
89. How to add some pizzazz to boring content lessons
90. How to effectively deal with discipline problems in the classroom
91. Time Management
92. Discipline
93. L.D.B.D. Expectations
94. Interpersonal relations

95. Teaching writing
96. Integrating subjects
97. Using literature in the classroom (for other subjects, too)
98. Modality teaching
99. Stress Management
100. Creative Teaching Strategies
110. Creative dramatics
111. Computer programming
112. Positive discipline
113. Creative ideas for teaching various content areas specific to grade level and textbook objectives
114. How to avoid burn-out
115. Remedial students
116. How do teachers get the authority, power, respect, decision making that we deserve
117. How to realistically teach all subjects everyday
118. How to change careers
119. Peer Coaching
120. The Mom and Child
121. Discipline Strategies
122. Discipline
123. How to deal with teachers that do not teach their students adequately
124. How to teach in a school were you are the minority
125. How to deal with parents that do not care about education
126. Discipline
127. Using basal reading programs as one tool for teaching reading
128. Teaching reading comprehension
129. Process writing workshops
130. Discipline
131. Teacher/Parent Relationship
132. Reading Workshop
133. Building self-esteem
134. Directed Reading Lesson
135. Affective Problem Solving Techniques
136. Integrating reading using the whole language approach
137. Uniform lesson plans format
138. Show how teacher's can fit all subjects into one day
139. Teacher performance with identified drug addicted babies
140. Behavioral disorders of students from parents and others in drug infested community
141. Development of self-esteem for students living in drug infested community
142. Reading
143. Effective discipline
144. Stress management
145. Making reading/math materials
146. Obtaining supplies not furnished (donation -- go to companies to get paper.)
147. Methods to be used with hyperactive children and children with short attention span
148. Children that have been exposed to drugs during birth
149. Effective teaching strategies in content areas
150. Implementing effective discipline plans
151. Stress Management
152. Using centers more effectively continuously during the day
153. Tutoring programs

154. Attention deficit disorders
155. All teachers should be able to attend conferences that effect their areas of teaching with the System compensating them for at least one
156. Media Use (Audio-Visual Equipment)
157. Discipline workshops
158. Computer Technology
159. Uniform Discipline Program
160. Uniform discipline policy
161. Professional ethics
162. Flexible scheduling
163. Discipline in the Classroom
164. Program dealing with
165. Financial assistance (grants, scholarship) available to teachers wishing to acquire a higher degree beyond their bachelors
166. Assertive Discipline
167. Science for Early Childhood
168. Stress-Management
169. How to work with and teach children with special needs (i.e., homeless, "crack babies, abused children, etc.)
170. Parental involvement
171. Discipline
172. Helping students cope with emotional and stressful situations
173. Discipline
174. Classroom management with focus on disruptive children
175. Discipline
176. Motivation Techniques
177. Teaching the Disadvantaged
178. Discipline
179. Whole language
180. Art
181. Discipline in the school
182. The sexual abused child
183. The child abuse child
184. Organization and Management
185. Discipline
186. Special Education
197. Language arts
198. Science
199. Social Studies
200. Motivational activities
201. Current trends in Young Adult Literature
202. AIDS workshop
203. Instructing the academically slower learner
204. Motivating inner city youths
205. Tactile/kinesthetic class modifications for academically deficient students
206. Effective coordination of Chapter I program with regular school program
207. Computers in clases for learners with special needs
208. Whole language programs
209. Discipline - effective methods
210. Using learning styles effectively
211. Assertive Discipline Techniques (Show and Tell)
212. Classroom Management Techniques that work
213. How to make and implement teacher made materials for different levels of learning styles. (Guy D'amelio is an expert in that field.)

214. Whole Language Approach
215. Whole Language Approach
216. Teaching unidentified LD children
217. Computer activities
218. Stress reduction
219. Assertive Discipline
220. Motivating reluctant learners
221. Assertive disciplines
222. Flexible scheduling in Media Center
223. Cooperative planning with teachers/media specialist
224. Paraprofessional Training in elementary reading, math, and typing skills
225. Language Approach in reading
226. The use and value of Manipulatives in early graders
227. Too many meetings already
228. Ways black children learn
229. Effective ways to collect data on B.D. students
230. How to make centers function effectively
231. Additional African studies
232. Additional computer classes
233. Creative Grade Book programs that can "help" New teachers
234. Black Cultural Experiences
235. Teacher's Resource Center (with available materials and resources)
236. Co-dependency - what is it?
237. What is a dysfunctional family?
238. How can we better teach those from a dysfunctional family?
239. Classroom Discipline
240. Cooperative learning
241. CLO Workshop
242. Minimum Skill Requirements
243. Discipline Workshop
244. Programs available "Morale Building" (teachers and parents)
245. Motivation In Classrooms for difficult pupils, slow learners
246. Relaxation in classroom
247. Innovative ways of teaching reading
248. Whole language
249. Effectively managing time/work duties
250. Black History in American
251. African History
252. Student discipline
253. Reading comprehension
254. Math manipulatives
255. Success of Black English speakers
256. Linguistics and Reading Disability
257. Regular Teachers' Exceptional Children's Refresher
258. Science, Health, hands-on products
259. Discipline that is effective
260. Teacher-made games, learning aids
261. Ways in which teachers can help parents provide effective growth for their children
262. Ways in which teachers can identify students that have possible drug problems on the elementary level. (K-2)
263. Effective use of computers in classroom
264. Comprehension skills
265. Schoolwide discipline strategies that work

266. Stress inservice
267. Discipline
268. Motivation Inservice/low achievers due to family environment
269. Stress inservice for teachers
270. Discipline inservice
271. Apple Computer workshop
272. Strategies for dealing with the unmotivated gifted student
273. Teaching reading to the slow learner
374. Measurement
375. Fractions
376. Language Arts/The Whole Approach
377. African-American Infusion Workshop
378. Special techniques to use with the "crack babies" who are due to start school very soon
379. Anything by the PEC coordinators
380. Courses that will enhance school discipline
301. Finding ways to involve parents
302. Children who use profanity
303. Average children in lower grade for the grade
304. Science
305. Word problems in math
306. Increasing student and parent self-esteem
307. Improved communication skills among staff (administration included)
308. Time management skills
309. "Hands-on" science
310. Whole language ideas
311. Increased self-esteem
312. Drug awareness
313. More emphasis on creativity in learning, i.e., cooperative learning, etc.
314. Dealing with the inner-city student
315. Behavior and discipline
316. Handling students personal problems tactfully
317. Referrals receiving immediate attention
318. Using media in the classroom
319. Building teacher self-esteem
320. Understanding the Urban Child
321. Discipline
322. Motivational techniques in the classroom
323. Handling stress
324. Teacher's Rights VS. student's rights
325. Whole language approach
326. Operating A-V equipment
327. Dealing with irate parents
328. Motivating parents from apathy
329. Creating community involvement in school activities
330. Math in the Classroom (hands on)
331. Science in the classroom
332. Lesson plans made easy
333. Meeting the educational needs of homeless children
334. Test taking skills
335. Directed Reading Lessons
336. African-American History
337. How to improve communication within your school community
338. How to develop a comprehensive parental involvement program

- 339. Community outreach as a tool in improving instruction
- 340. Classroom management as a part of curricula
- 341. Professional development within the discipline areas
- 342. Building self respect and self worth in young adolescents ages (9 to 13)
- 343. Individualizing instruction
- 344. Developing effective remediation programs and materials for such programs in courses
- 345. Motivation of students
- 346. Writing/reading
- 347. Curriculum objectives
- 348. Teaching the "urban student"
- 349. Alcohol and drug abuse course required for all teachers and personnel. There is a course offered, but not required
- 350. Classroom management
- 351. Foreign language concerns
- 352. Sex education and personal growth and development
- 353. Teaching about aids and drugs
- 354. Maintaining and controlling discipline problems
- 355. Discipline
- 356. Urban families and their needs
- 357. Drugs and the Middle School Children
- 358. Teen pregnancy in the middle school
- 359. How to motivate the poor students (. . . poor financially but more than that, poor in skills. . .) The self-esteem groups were a good idea but they were limited in scope and effectiveness
- 360. Too many students learn how to talk back, act out, act grown, and avoid learning academic and life skills. This is frustrating to me but may be tragic for them. Please find ways to help. The slogans and posters are nice, but a weak substitute for values that should come from home. African-infusion is great. BUT . . . even if your great-great-great-great-great-grandmother was a queen, it doesn't mean your father lives in your home or makes an honest living. These students need a real life now, not just dressed up history. They need pride in today. So they can believe in tomorrow. Do some research in what really helps these kids. Then teach us what you have learned. I'll be there on the front row. Thanks!
- 361. Discipline
- 362. Motivating underachievers
- 363. How to build self-esteem in students
- 364. Focus on Spanish because of upcoming Spanish CLO's
- 365. More workshops to become more familiar with using ALL equipment for computers
- 366. Writing across the curriculum
- 367. Using cooperative small groups as an instructional strategy
- 368. Planning and presenting projects for language arts or social science fairs
- 369. Whole language approach to teaching reading
- 370. Discipline
- 371. Classroom Management
- 372. Discipline
- 373. Stress management for teachers and students
- 374. Classroom subject motivators
- 375. Discipline
- 376. Workshops on how to work with today's child
- 377. Staff professionalism
- 378. Parent involvement

- 379. Classroom management
- 380. Discipline
- 381. Parent Involvement
- 382. More Science Programs -- to get more insight on Science Projects
- 383. Listening skills. (How to develop good listening skills)
- 384. Preparing reports
- 385. Computer
- 386. Behavior Modification
- 387. Specific activities and suggestions for different learning styles
- 388. Communicating with the home
- 389. Teacher morale
- 390. Teacher-staff relations
- 391. Leadership training
- 392. Computer programming
- 393. Critical thinking
- 394. Classroom Management
- 395. Ways to increase student morale and expectations
- 396. Classroom management and discipline
- 397. Effective motivational techniques for teachers
- 398. Goals, objectives of educators (review for all)
- 399. Evaluating students
- 400. Motivating students
- 401. Teaching reading and writing
- 402. More classroom management
- 403. Computer training
- 404. Student motivation
- 405. Time management
- 406. Classroom discipline and management
- 407. How to attain school cooperation in developing a homework requirement and a policy against cheating
- 408. Organizing individualized instruction
- 409. Teaching strategies
- 410. Best use of A.V. materials
- 411. Curriculum Learning Objectives: What Are They, Anyway?
- 412. Peer Evaluation as a tool to improve student writing
- 413. Educating children who live in poverty and hopelessness
- 414. Early childhood interventions and strategies
- 415. Effective teaching strategies for poor children
- 416. Computer management in media centers
- 417. Supervision and management of media centers for new media specialists
- 418. Economics
- 419. Social Studies
- 420. Motivating disadvantaged students so they will value education
- 421. How to recognize and teach children damaged by drugs
- 422. Making reading a part of child's life rather than an isolated subject
- 423. AIDS
- 424. Inservice on referring students to Sp Ed.
- 425. Promotion/Retention inservice early (new teachers)
- 426. The District needs to change its mind about a lot of things before it would be able to benefit me in any way
- 427. Stress Management
- 428. Teaching students who are high on drugs
- 429. Dealing with gangs in the schools
- 430. More on stress management

431. Workshop on self-esteem for the children
432. How to motivate the middle school child
433. Geometry
434. Base ten, two, and three
435. Trigonometry
436. Ways of motivating the middle school child
437. Work shop on self-esteem
438. How to help students cope with problems in the home
439. TPAI (workshops)
440. How to help students cope with problems in the home
441. How to help students cope with developing sexuality
442. One topic in which I am very interested is an Elementary Course in Spanish.
443. Lesson Planning
444. Drug Awareness
445. Teacher/Home Programs
446. Computer Literacy
447. Social Studies
448. Using computers more effectively -- integrating into instructional program
449. Teaching students who do not grasp concepts being taught
450. A staff development program for central and area staff personnel on ways they can provide "uniform" teaching materials for the system in such areas as packages of test-taking for school and home; CLO materials in each subject, African-American worksheets for each grade. *That are already prepared for each child.
451. Methods to motivating retainees
452. Whole Language
453. Test-Taking Skills
454. Classroom Management for "New" Generation (Crack Babies)
455. Language Arts
456. Social Studies
457. Elementary Mathematics
458. Creating teaching techniques
459. Discipline
460. There should be more classes in the Arts so that classroom teachers would not feel these classes, music and art, are not "baby sitting" the other subject matters. There would be a more closely working unit among all teachers.
461. Science
462. Social Studies
463. Art and Music
464. Ways to cut down on paperwork
465. Demonstrate the various learning styles in an actual instructional setting
466. Strategies for instructing continuous discipline problems
467. Whole Language Workshops
468. Teachers as Curriculum Planners
469. Cooperative Learning "What Works for You"
470. Teamwork
471. Co-Workers -- working together
472. Being honest about progress of students -- not just to make themselves look good
473. Involving parents in children's education
474. Student motivation
475. Teaching urban students
476. Teaching strategies for middle school child
477. Review of middle school curriculum/Program/Requirements

478. Update on materials available for middle school programs
479. Teaching math to a non-reader
480. Teaching science to a non-reader
481. Up-to-date teaching materials/skills in Social Studies
482. Effective Instructional Management
483. Motivating the learner
484. Effective methods for productive student behavior
485. How to deal with "weapons" in the schools
486. How to decrease the "Dropout" rate of teenagers
487. How to reinforce "In-School Suspension" in the Schools
488. Aides workshops systemwide
489. Systemwide CPR courses
490. More adult activities for faculty and administrators
491. In content areas over a four- to six-weeks period of time
492. Interdepartmental workshops during the summer
493. More time for departmental planning
494. Discipline
495. Methods
496. School models
497. Learning Centers
498. Integrating Subject Areas (Interdisciplinary Approach)
499. Math Projects for Kindergarten
500. Computer use
501. Alternative teaching methods for slow learners
502. Discipline
503. School models
504. Methods
505. Assertive discipline
506. African-American studies
507. Parent participation
508. Practical classroom activities -- especially hands-on for Science, Social Studies, and Health
509. Social Science project done step by step for lower grades
510. Student Support Team needs more clarification for Regular Education teachers
511. New teachers need to be more aware of APS procedures as they relate to minimum skills, minimum skills and Special Education students, operation of Student Support Teams, clarify on promotion, retention, and administrative placements, referral of students to social worker, etc.
512. Health problems
513. New methods of teaching problem children
514. Counseling
515. Teaching the basic writing-skill components
516. Development of Thinking Skills -- through the use of creating questions that would prompt the development of a spectrum of thinking skills
517. Techniques and strategies to promote verbal expression
518. More effective discipline
519. Educating black youth
520. School discipline
521. Black literature
522. Creative techniques for teaching literature on each grade level
523. Stress elimination, human relations, communication with colleagues, students, administrators

- 524. Curriculum design with textbook selection
- 525. More effective discipline
- 526. Educating black youth
- 527. School discipline
- 528. Black literature
- 529. Creative techniques for teaching literature on each grade level
- 530. Stress elimination, human relations, communication with colleagues, students, administrators
- 531. Curriculum design with textbook selection
- 532. Working with students who are abused or living in undesirable environments
- 533. Working with pregnant students and unwed parents and drug-related cases
- 534. Classroom management
- 535. School/community relationships
- 536. Ways in which teachers can affect decision-making in school system
- 537. Motivating students to learn
- 538. Handling the paperwork
- 539. Inspired teaching
- 540. Stress management
- 541. Computer literacy
- 542. Identification and remediation
- 543. Drug/alcohol problems
- 544. Resources for student/family problems within and outside APS
- 545. Update on computer hardware, fax, etc.
- 546. Planning by similar teachers in the content area
- 547. Teacher-administration relationships
- 548. Computers
- 549. Classroom management
- 550. Classroom management
- 551. Teacher - administration relationships
- 552. Computers
- 553. Computer mastery
- 554. Classroom management
- 555. More computer mastery
- 556. Teacher-administration relationships
- 557. Computer programming
- 558. More consistency in developing CLO's
- 559. New and innovative teaching techniques and ideas
- 560. Any skilled or highly trained individual(s) to help teachers deal with stress and tension
- 561. Critical and creative comprehension skills
- 562. High-risk students
- 563. Parental involvement in the school system
- 564. Stress management workshop
- 565. Time-on-task workshop
- 566. Discipline
- 567. Exploring various learning/teaching strategies
- 568. Use of "whole group instruction."

- 569. More appropriate means of evaluating special education staff with the Teacher Evaluation Instrument
- 570. Sex education
- 571. Strategies to involve more parent involvement
- 572. State education laws
- 573. A list of tried and proven enrichment activities
- 574. Access to enrichment activity or worksheets
- 575. Computer programming
- 576. Discipline
- 577. Art
- 578. Computer-based material for classroom teacher
- 579. Classroom management
- 580. Teaching the emotionally disturbed, behavioral disordered, and reluctant learner
- 581. Low achievers
- 582. Large class size with low achievers
- 583. Teaching children of drug addicted parents
- 584. Raising teacher morale
- 585. Use of computers in writing lesson plans
- 586. Discipline
- 587. Stress management
- 588. Discipline
- 589. Stress management
- 590. Discipline
- 591. Stress management
- 592. Discipline strategies
- 593. Stress management
- 594. Beyond Assertive Discipline
- 595. Whole Language Approach to the teaching of reading
- 596. How to help feel positive about themselves and have respect and friendship and fellowships with others
- 597. Subject oriented workshops might be more useful than those with general teaching in mind. I usually feel that staff development does not seem to apply.
- 598. Effective discipline
- 599. Control in the classroom for urban students
- 600. Strategies to teach reluctant learners
- 601. Motivational techniques for encouraging reading
- 602. Improve self-concept courses for students
- 603. Behavior of middle school students
- 604. Learning Styles of Special Ed./Regular Ed. Students
- 605. Supplies in science (demonstration workshops, etc.)
- 606. Future ecosystem
- 607. Workshops
- 608. How to protect yourself as a teacher against violence - both physical and emotional
- 609. More teacher preparation and learning centers centrally located or spread out in easy access to all teachers within a system
- 610. Computers, office printing machines available to teachers to enhance creativity for instructional needs
- 611. Classroom management
- 612. Motivating a reluctant learner

613. Eliminating student and parent apathy
614. Successfully dealing with ineffective administrators
615. Whole language approach
616. Whole language approach
617. Instead of putting new mandates on paper, give us demonstrations on how we are to conduct the many changes each year. (Show me.)
618. Teaching the African-American Male - Developing Self-Esteem
619. Use of logic to solve problems.
620. Library classes for new and perhaps old Media Specialist
621. The Fourth Grade Syndrome
622. We have staff development at our school based on what teachers recommend
623. Whole Word Approach for Teaching Reading
624. Developing Activities for Remedial Students
625. Training for Teachers of Students with Addicted Parents
626. Social Studies workshop
627. African Infusion Program
628. Assessing learning styles and how to address them in the classroom
629. Pooling, collecting, and storing materials for use in a media center
630. Social Studies workshop providing hands-on ways to make it interesting to the students
631. Implementing learning styles in the curriculum
632. Students' physical illnesses - particularly those related to parental drug addiction
633. Activities for different learning styles
634. How to effectively deal with the hyperactive child
635. How to effectively deal with the hypoactive child
636. Make and take workshop with outside companies
637. Stress management
638. Reading and interpreting test data
639. Activities to enhance learning styles
640. Working non-academically with student needs
641. Varied teaching strategies
642. Computer use for teaching and recordkeeping
643. Application problems in mathematics
644. There are no SDP's which I would like to have imposed on me. For choice -
- CPR
645. Symptoms of drug use/abuse (newer drugs)
646. Techniques/methods of involving parents in school activities
647. Discipline for Inner-City School Children (Affective/Assertive Discipline)
648. Teaching Inner-City Parents How to ITeach Their Children
649. Student motivation
650. Teacher morale
651. Teaching lower income students and how to deal with some of their problems
652. Science
653. Math
654. Discipline problems
655. Assertive Discipline Techniques
656. Motivating the Slow Learner
657. Developing Positive Self-Images for Students
658. Leadership Advancement
659. Discipline
660. Time Management (paperwork)

661. Motivation of students
662. Parent involvement
663. Inspired parenting
664. Music, music
665. Students with severe behavior problems
666. Activities for the profound mentally handicapped
667. Sign language
668. Medical history on students
669. Equipment repair (wheelchairs, etc.)
670. A worthwhile course on teaching African-American history/culture in content areas
671. Improve attendance; promote positive attitude
672. Parent/teacher cooperative for improved motivation
673. No preference
674. Emotional problems of students and strategies for dealing with them
675. I find staff development programs ineffective and not helpful
676. Improving school attendance
677. Behavior modification
678. Learning Styles - Urban Child
679. Behavior Improvement
680. Discipline Approaches
681. Writing clear IEP's
682. How to cope with student apathy
683. Computer skills
684. Money management skills
685. Computer Science course (BASIC language)
686. How itinerant ESOL teachers are evaluated
687. Why the attached questionnaire does not include K-12 as an option in Item # 1
688. Why there are items #3 and #6 and no items asking how many schools are served each day and how many are served in total
689. Special techniques teachers have used and are using that work for them
690. Classroom discipline
691. Stress management
692. Mental and emotional health for teachers
693. Motivating the reluctant learner
694. The use of computers and software in the classroom in each subject area
695. How to apply problem-solving in mathematics for physical science
696. Lesson plans
697. Decision-making
698. Self-assessment instrument
699. Guiding learning for lower-level learners
700. Innovative in-class discipline
701. Teaching Algebra effectively to urban students
702. Material workshop - to make usable materials for specific topics
703. Innovations in the various disciplines by college professors
704. Remediation of students in the classroom
705. Critical thinking development
706. Writing - in subject area
707. Stress reduction
708. How to chill in the face of blatant disrespect
709. Motivating teachers/parents/students
710. Identifying and implementation of student support from strategies

- 711. Effective remediation in the classroom
- 712. Math skills, Algebra for non-Math majors that teach math on the elementary and middle school levels
- 713. Writing of lesson plans
- 714. Some methodology classes of the most recent learning modules
- 715. More computer classes
- 716. Instructions and applications of the use of a video camera
- 717. Full-time computer person in school
- 718. Discipline plan (a good one)
- 719. Small classes to understand how to use CLO's better in classroom
- 720. Classroom demonstrations on video
- 721. Classroom management
- 722. Inservice to deal with stress and frustration
- 723. Black History
- 724. Early development courses
- 725. Inter-city children
- 726. Drug awareness
- 727. Effective Classroom Management
- 728. Parental Involvement
- 729. Remediation for the slow learner
- 730. Dealing with Stress
- 731. Computers and Music
- 732. Orff-Schwerkz Music Program (Level 1)
- 733. Development of Curriculum using Computers
- 734. Relating to students in a kind and helpful way
- 735. Setting up and implementing centers
- 736. Tactful ways to compile paperwork
- 737. Ways to write lesson plans that will not take so much time
- 738. How to shorten the time of lesson plan writing
- 739. How to use a computer to store the lesson plans for the future
- 740. Parent-Teacher relationship
- 741. Meaningful ways to control classroom behavior
- 742. Tardiness to school
- 743. Assertive Discipline - (Cantor's Approach)
- 744. Modeling - Adult Community Involvement
- 745. Computer Skills
- 746. Computer Workshops
- 747. Current Information on AIDS
- 748. Computer workshop
- 749. Teaching the underachievers
- 750. Teaching the non-reader
- 751. Teacher motivation
- 752. Stress reduction
- 753. Social problems that confront our students and ways to help them
- 754. Deal with the problems
- 755. Integrating art into the school curriculum - special activities I can suggest to classroom teachers to enhance their subjects
- 756. Discipline
- 757. Learning styles (students and teachers)
- 758. Classroom management (time on task, instruction, discipline)
- 759. Technology in the classroom (effective use of)
- 760. Dealing with problem students
- 761. Career development
- 762. Classroom management

763. Parental/Student Home Involvement
764. Problem students
765. Parent involvement program/activities
766. Discipline
767. Developing schoolwide discipline plan
768. Computer
769. Language
770. English
771. Developing self-discipline in children
772. A base curriculum - why it is important
773. How to educate and help poverty parents in helping children
774. Excessive talking
775. Leaving campus without permission
776. Inappropriate language to classmates and teachers
777. Grouping
778. Whole-Language Approach
779. Discipline
780. Career advancement within the system
781. Individualizing in the classroom
782. Cooperative Learning
783. Discipline in the Classroom
784. Incorporating Music into the Classroom
785. Motivating Children Musically
786. Teacher-made activities
787. Gifted Talented
788. Magnet Programs
789. Other Special Educational Programs
790. Effective methods for dealing with problems and/or slow students
791. Working with ESOL students
792. Workshops on hands-on science activities
793. Improving teacher's self-concept
794. Dressing for success
795. Dare to be great
796. Uses of math in practical situation (career use)
797. Classroom management
798. Developing special classes for Challenge (Gifted)
799. How to develop more exciting and dynamic class activities
800. How to obtain resources or materials for your classes
801. Computers in classroom for all teachers
802. Any education courses
803. Expectations/duties/methods of REP and other such teachers
804. Classroom management
805. CLO's
806. Discipline
807. Discipline
808. Writing CLO's
809. CLO's
810. Student discipline

- 811. Student violence
- 812. Steps to take when confronted with students under the influence of an illegal substance
- 813. Music performance workshops (coaches of singing, show, choir)
- 814. Creative learning methods
- 815. Course offerings/curriculum in Vocational Education
- 816. Meeting the financial needs of the clubs
- 817. Teaching strategies for the open classroom
- 818. How to help students improve concentration and remain on task in an open classroom
- 819. Classroom management
- 820. Reading in the content areas
- 821. Place more emphasis of GBST workshop for students
- 822. Student support team - primary purpose
- 823. Mainstreaming student in PEC - how req. teachers should remediate
- 824. Effective integration of media skills/classroom teaching
- 825. How to operate audiovisual equipment
- 826. Computer class
- 827. Computer literacy
- 828. Motivation
- 829. Parental motivation
- 830. Paraprofessional duties and responsibilities
- 831. Creative and performing arts
- 832. Sciences in the lower grades
- 833. Science in the classroom
- 834. Reading for pleasure (for the students)
- 835. Motivating teachers, parents, principals, and community
- 836. Effective verbal teacher-student feedback classroom lessons
- 837. Recognizing your teacher personality/teaching style, and how to mesh this with effective teaching
- 838. Social-emotional problems of today's children
- 839. I'm retiring as of July
- 840. Discipline
- 840. Reading methods and curriculum (improving)
- 841. Computer technology (reports, grading, etc.)
- 842. Teaching reading using alternate methods (other than basal)
- 843. Social studies and science projects that are meaningful but simple enough for intermediate/primary students
- 844. The Retention Dilemma
- 845. Whole Language Approach (Primary)
- 846. Meeting the Needs of Students with Special Needs
- 847. None all staff development
- 848. I've taken through this system has been a waste of my time
- 849. Drug awareness and identification
- 850. Dealing with sexual behavior of primary children
- 851. Making and using learning centers/games
- 852. Discipline
- 853. Parent involvement
- 854. Morale (school)
- 855. New innovative ways to teach difficult skills
- 856. Drug awareness
- 857. Emergency medical care: CPR, choking, general first aid
- 858. Drug Abused Children - How do they learn?

- 859. Teenage Pregnancy
- 860. Values Workshop
- 861. Human relations; interpersonal relationships
- 862. Management Employee Relations
- 863. Assertive discipline
- 864. Stress management
- 865. Teacher incentives
- 866. Classroom control
- 867. Computers
- 868. Assertive discipline
- 869. Creative writing
- 870. African culture/art/humanities
- 871. Strategies for ecological projects in schools
- 872. Harlem renaissance in classroom
- 873. Drama
- 874. Increasing professionalism among teachers
- 875. Classroom management strategies
- 876. Discipline techniques
- 877. Positive student motivation
- 878. Better ways to communicate/self-esteem
- 879. Teaching students that appear to be on drugs
- 880. Teacher abuse of students
- 881. Teaching students born addicted to drugs
- 882. Discipline
- 883. Detecting/reporting child abuse or neglect
- 884. Stress management
- 885. Stress management
- 886. Science
- 887. Social studies
- 888. Paperwork
- 889. Discipline
- 890. Teacher aids
- 891. Math methods course
- 892. Reading methods course
- 893. Science methods course
- 894. Career advancement
- 895. Whole language
- 896. Management -- classroom
- 897. Involve students in grades K-5 -- program (incentive) to motivate students in career education-management to promote academic excellence
- 898. Discipline
- 899. Discipline
- 900. Science Fairs (examples of good science projects at primary levels
- 901. I would like to be excused from some staff development when I am enrolled in graduate classes at the University.
- 902. Writing Across Curriculum
- 903. More time to develop programs at local school that work for students
- 904. Stress - management
Dealing with discrimination, racism, bias, prejudices
- 905. Criminal justice
- 906. Adolescent problems
- 907. Male sexuality for middle schoolers
- 908. Too many now
- 909. Stress management

- 910. Classroom management
- 911. Student/teacher rapport
- 912. Techniques for counseling students
- 913. Stress techniques
- 914. Employee benefits
- 915. Discipline
- 916. Hands-on workshop with computer utilization across the curriculum
- 917. Use of math manipulatives
- 918. Use of materials other than the basal in teaching reading
- 919. Problem solving - across the curriculum
- 920. Math, Social Studies Science Center
- 921. Project teaching
- 922. Sex education in the elementary schools
- 923. Drug abuse programs
- 924. Reading in Content Area
- 925. Effectively planning Unit in Social Studies and Science
- 926. Interpersonal skills
- 927. Helping parents to help their children who are dropouts themselves and cannot read
- 928. Implementing stricter discipline rules
- 929. How to keep students motivated and interest high
- 930. Teaching high-risk students
- 931. Motivating activities in the classroom
- 932. Effective discipline practices
- 933. Whole language integration into the classroom
- 934. Meaningful science/social studies lessons
- 935. AIDS education
- 936. Sex education
- 937. Afro-American studies for all staff
- 938. Effective school discipline
- 939. Science/Health
- 940. Social Studies
- 941. Physical Education
- 942. Science
- 943. Social Studies
- 944. Art
- 945. Sign Language for the Deaf
- 946. Typing Classes
- 947. Assertive Discipline in the Classroom
- 948. Meeting the needs of all students
- 949. How To Motivate Inner-City High School Students
- 950. How To Get the Above Parents to Participate in Some School Activities
- 951. What happens to PEC students after age 22
- 952. Desktop Publishing Software & Equipment
- 953. Parental Involvement
- 954. Shaping Students' Attitudes
- 955. Strategies for Motivating Inner-City Youth
- 956. Classroom Organization Tips
- 957. Assertive Discipline. Composition and Advanced Composition
- 958. Science -- Content development for middle school and elementary school teachers
- 959. Area/school related problems
- 960. Use of computers in Language Arts instruction
- 961. How to get parents more involved in their child's education

- 962. How to discipline students who have discipline problems
- 963. How to help parents become more involved in the school
- 964. Schoolwide discipline plan
- 965. How to meet state compliance of hours per subject taught and remediate the basics in an REP class
- 966. How to get more parent involvement
- 967. African-American infusion workshops
- 968. Stress management
- 969. Math using manipulatives
- 970. More information on computers
- 971. Discipline
- 972. Teaching methods and materials
- 973. Various school models
- 974. The last list of courses were quite an improvement
- 975. Observation programs for new teachers briefing them on all aspects of the job.
- 976. More reading staff development programs
- 977. Computer Tech
- 978. Computer Technology
- 979. Career changes from Education to the private sector or any other profession
(Note) It is in the best interest of the school and students to provide an avenue to exit to those burnout or experiencing low morale about teaching.
- 980. How to teach students who have special home problems.
- 981. Discipline
- 982. Creative ways to teach math
- 983. Stress management
- 984. Discipline
- 985. Parental Involvement
- 986. Student say anything to adults without fear of consequence from home.
- 987. All areas
- 988. Teaching disruptive/slow learning students
- 989. Science
- 990. Discipline in classroom
- 991. Behavior Management techniques
- 992. Assertive discipline
- 993. Child abuse
- 994. Child abuse
- 995. Data base programs
- 996. More teacher input
- 997. Discipline is a big problem and continues to grow
- 998. How to improve teacher morale
- 999. whole language
- 1000. Classroom discipline
- 1001. Classroom management
- 1002. Early childhood physical education.
- 1003. Early childhood art activities
- 1004. Teacher morale
- 1005. Paperwork
- 1006. Ways of motivating boys in language arts
- 1007. Too many already (none)
- 1008. Drugs

- 1009. Aids
- 1010. More available teaching materials
- 1011. Demonstration of newer teaching techniques
- 1012. Strategies for teaching the slow learner
- 1013. More positive discipline modules
- 1014. Strategies in teaching the slow learner
- 1015. Developing manipulatives to help the slow learner
- 1016. Helping first year teachers cope with teaching
- 1017. Helping students deal with stress. (Test taking)
- 1018. Ways to increase parent involvement
- 1019. Identification of drug-addicted children/users
- 1020. Problems characteristic of inner-city children
- 1021. Computer programming
- 1022. Classroom discipline
- 1023. Classroom motivation
- 1024. I would like to see the quality of staff development programs improve. They have been of very poor quality and do not realistically address the problems of teaching the children in our population
- 1025. Counseling (school and emotional problems)
- 1026. Discipline - effective techniques
- 1027. How to make your superiors listen to you
- 1028. How to survive in a corrupt system/school
- 1029. Communication skills
- 1030. Computer usage
- 1031. Safety systems
- 1032. Leadership ladder
- 1033. Dance classes
- 1034. First aid/safety
- 1035. (None at the present time)
- 1036. (Undecided)
- 1037. Teaching Drug Addicted Babies When They Become School Age
- 1038. Drug
- 1039. Sex
- 1040. Ethics/moral education
- 1041. Drug education
- 1042. Sex education
- 1043. Ethics and moral education
- 1044. Staff Development for our Parents at the school
- 1045. Science for primary students
- 1046. New art activities
- 1047. The nature/development/teaching of drug affected children
- 1048. Teaching children who were exposed to drugs and/or alcohol during mothers' pregnancies
- 1049. Sex education to avoid teen pregnancies
- 1050. Art
- 1051. Science
- 1052. Stress management workshops on site
- 1053. Discipline
- 1054. Whole language approach for teaching reading
- 1055. Building Teacher Morale
- 1056. Interpersonal relations
- 1057. Effective communication system from administration and teacher
- 1058. Reading
- 1059. Science

- 1060. Cultural
- 1061. Discipline
- 1062. Whole language skills
- 1063. Exciting math
- 1064. Children's Literature
- 1065. A unique approach to classroom discipline

**PART III - TEACHER SUGGESTIONS
RESPONSES TO QUESTION C**

C. Please list three examples of disrespect which you would describe as a discipline problem.

1. Blatant Back talk
2. Cursing
3. Fighting among students
4. Fighting among students
5. Students talking back to teacher
6. Students taking art supplies
7. Students have no respect for rights of others
8. Self-control
9. Disrespect for authority figures
10. Backtalking
11. Cursing
12. Backtalking
13. Cursing
14. Mouthing off
15. Walking away
16. Not doing what a teacher says
17. Hitting a teacher or others
18. Students talking back to teachers
19. Students disregard, when told to behave
20. Students talking back to teachers - "smart mouth"
21. Students who openly disregard teacher instructions
22. Talking back
23. Mumbling under breath
24. Talking back to teachers
25. Refusing to listen as a teacher speaks
26. Not following directions
27. Physically striking an adult in charge
28. Cursing
29. Non-obedience if asked to take time out to regain self-composure
30. Talking back to adult figure
31. Fighting and not responding to restraint
32. Rudeness
33. Talking back
34. Fighting
35. Students telling teacher, "I'm not going to do (task asked for by teacher)."
36. Blurting out profanities to other students during class time
37. Fighting
38. Fighting
39. Using profanities to classmates and teachers during class
40. Temper tantrums
41. Back talk from students
42. Students total attitude to the school environment
43. Students lack of responsibility to learning
44. Calling teachers names and general back-talking and passing
45. Threatening teachers and other students
46. Leaving the area or turning one's back to the teacher who is talking, or running away when a teacher appears
47. Obscene language

48. Obscene gestures
49. Physical abuse
50. Pupils "sounding off" and feeling the need to respond to any verbal request that is made
51. The use of profanity with peers and sometimes with adults
52. Peer pressure - following and looking to the "BAD" guys for leadership
53. Attitudes
54. Stealing
55. Vandalism
56. Student's use of profanity
57. Fighting in classroom halls, cafeteria
58. Running and playing in cafeteria
59. Using profanity when talking to a teacher
60. Body language such as rolling eyes, stumping away, and fighting
61. Fighting
62. Using profanities to classmates and teachers during class
63. Students choose to not follow directions/requests
64. Students let you know what they feel in no "uncertain" terms
65. Fighting
66. Respecting the rights and properties of others
67. Frequent displays of irritation or anger in response to teacher instructions or directions
68. Lunchroom behavior such as "messing up" good, throwing food, leaving spilled food
69. Hitting, punching, pinching, etc., and fowl language to other students
70. Hypo-active child
71. Disruptive
72. Irresponsible
73. Self control (talking)
74. Abuse to school property
75. Lack of consideration for others
76. Continuous back talk
77. Children taking other children's belongings
78. Walking away from class group without permission
79. Continuous talking and bothering others - when asked to stop
80. Asking aide for permission to do something teacher has said not to do
81. Talking out of turn
82. Getting out of seat without permission
83. Questioning a teacher's request
84. Talking back to others (argumentative)
85. Abuse to school property
86. Consideration to others
87. Talking back to a teacher with the "wrong" tone of voice
88. Showing disrespect with body-slammng self down in a chair, etc.
89. Using profanity
90. Talking back (having last word)
91. Talking when other children are making oral reports
92. Lack of respect of personal property
93. Questioning an adults authority to discipline
94. Talking while I'm talking or others in the room
95. Leaving the room (for water or bathroom) during a lesson
96. Playing with objectis or not listening during a lesson
97. Destroying others' property
98. Noise which disturbs others' concentration

99. Interrupting teacher so that others can't hear
100. Back talk or rude comments
101. Throwing things at teacher
102. Refusal to do what is requested
103. Disregarding classroom and school rules
104. Student's with smart mouths
105. Hitting others
106. Name-calling
107. Talking back
108. Disobeying rules given (verbal or otherwise)
109. Back talk
110. Talking during instruction
111. Profanity
112. Calling Names
113. Finger Gestures
114. Laughing, Booing
115. Talking back (mumble and grumble)
116. Using profane language
117. Disobeying with following rules
118. Talking back
119. Student talking back
120. Lie, lie, lie
121. Disrespectful
122. Talking back to adult
123. Ignoring adult
124. Sneering/ignoring teacher requests for quiet/orderliness in halls and bus loading areas
125. Back talk
126. Hall misdemeanor
127. Students talking back to teachers
128. Viewing the principal as in-effective
129. Ignoring or refusing to do as told
130. Talking back or
131. Repeatedly doing an offense when he/she has been informed more than several times not to do it
132. Refusal to do assigned academic task
133. Refusal to stay seated during class
134. Refusal to remain silent so as to not disrupt others
135. Cursing
136. Talking back to adults
137. Lack of attention/n respect for teacher
138. Talking back
139. Ignoring directions
140. Cursing
141. Cursing in presence of teacher/adults
142. Ignoring talk from teachers
143. A student directly and purposefully disobeying
144. A student laughing when she/she is being chastized for wrong doing
145. A student "talking back" or under his/her breath after being punished
146. Talking back
147. Talking back to teachers
148. Refusing to do any work (class, home, etc.)
149. Hitting, fighting with other children
150. Flirting with teachers

151. Foul language
152. Talking back
153. Deliberately breaking rules such as gum chewing
154. Talking back to the teacher
155. Talking back
156. Ignoring
157. Slamming doors and foot stomping
158. Talking back to teachers
159. Not following directions
160. Refuse to co-operate with class activities
161. Language that is abusive
162. Not obeying risks of conduct noted on by the class
163. Loud talking in the lunchroom during lunch period
164. Mimicking the teacher
165. Making gestures/playing around behind the teacher's back
166. After the child has been corrected, he/she talks back, makes faces, mumbles under his breath
167. Continues the same behavior after being reprimanded
168. Talking back to any adult who is part of the total school faculty and staff
169. Talking back
170. No back up from parents
171. Cursing/talking back
172. Fighting
173. Any noncompliant behavior
174. Students talking back
175. Students not following rules they know
176. Talking back to teachers
177. Swearing
178. Fighting
179. Refusing to work or disturbing the class by making noises
180. Fighting
181. Talking back to the teacher
182. Tone of voice
183. Students fighting each other
184. Students using profane language
185. Students running down the hall and screaming and refusing to stop when adult tells them
186. Fighting on bus, in classroom
187. Students talking back
188. Students telling untrue stories
189. Students talking over the teacher
190. Cursing at teacher
191. Will not do what they (students are told)
192. Constant talking and playing
193. Fighting
194. Cursing
195. Excessive talking about non-academic topics
196. Talking back to the teacher
197. Calling children out of their name
198. Fighting
199. Talking back
200. Not obeying rules
201. Lack of respect for others
202. Cursing

203. Talking back to teacher
204. Refusing to do what teacher asks
205. Defiance
206. Back talking
207. Disrespect for, personal property
208. Disrespect for each other
209. Children respond with inappropriate speech (cursing)
210. Threaten teachers with physical abuse
211. Children have no respect for authority who just threaten and don't follow through
212. Fighting
213. Disrespectful to teachers and other students
214. Talking back to teachers
215. Talking back to the teacher
216. Abusive language to the teacher and students
217. Fighting the teacher and students
218. Profane or vulgar language
219. Disobedient
220. Not Showing Courtesy to Classmates
221. Disobedience
222. Profanity
223. Disrespectful to peers
224. Students cursing teachers and other adults in the school setting
225. Being cursed by students
226. Refusal of students to stop talking in class
227. Students fighting among themselves
228. Back-talk
229. Intentionally inflicting pain
230. Continuing behavior when told to stop
231. Profanity
232. Abusive language
233. Fighting
234. Non-respect for teachers
235. Children are not respecting teachers
236. Superintendent needs a strong discipline
237. Policy which has backs and supports
238. Students that talk back to adults
239. Students that use profanity and walk out of class because they can not have their way
240. Students that constantly disturb their peers with the purpose of preventing them from doing their work
241. Back talking
242. Body gestures and obnoxious facial expressions
243. A student who defies the wishes of the instructor openly
244. Talking back to the adult
245. Cursing any individual
246. Talking back
247. Defiance
248. Disobeying school rules
249. Outburst during class instruction
250. Talking back to adults
251. Interrupting adults while they are having a conversation
252. Students arguing with one another during class time
253. Teaching having to give a command 2 or 3 times before students will obey

254. The talking about of student
255. Fighting
256. Profanity
257. Self control
258. Home training
259. Students who fight
260. Students leave class and don't return
261. Students' who are in trouble are called by a teacher but the student keeps walking
262. Talking back
263. Bad Language
264. Insubordination
265. Disturbing others when learning should be taking place
266. Fighting
267. Talking when told to be quiet
268. Abusive language
269. Comments on teachers' clothes, age, in their hearing
270. Continuous talking during assemblies
271. Lack of attention during explanations
272. Mocking adults, teachers, others in their presence
273. Continuous verbalization from students when told to stop talking
274. Excessive profanity
275. Fighting and class cutting
276. Students refusing to comply by school rules
277. Refusal of students to follow simple directions
278. Class cutting
279. Respect for opposite sex peers (vulgarity, touching, etc.)
280. Use of profanity toward students/adults
281. Combative verbal exchange when students are reprimanded
282. Lying
283. Attempts to physically engage an instructor
284. Disrespect for peers and adults - cursing and fighting
285. Disruption of classes - talking, playing, gum chewing, etc.
286. Disrespect of authority - follow no rules and regulations
287. Students using profanity in class and halls
288. Students talking back to teachers and interfering with instruction
289. Students entering classes late, radio playing
290. Students using inappropriate language to adults as well as to each other
291. Complete disrespect for adult authority
292. Fighting
293. Trying to fight the instructor
294. Talking back to the instructor
295. Refusing to obey the instructor
296. Profanity
297. Defiance
298. Talking back disrespectfully to adults
299. Lack of cooperation from parent(s)/students
300. Students, openly defying teacher (hitting at a teacher)
301. Walking out of the classroom; talking back
302. Fighting
303. Disrespect for authority
304. Fighting
305. I say, "Who can tell me how many are in a pair? Raise your hand if you know the answer." Someone says aloud, "two."

306. I say, "the sky is always blue," A student, "No, it's not when it rains." I repeat. He repeats. Then I say, "Sometimes clouds keep us from seeing the sky." He says, "Oh; I see."
307. Don't look at anyone's monitor and don't talk to someone who is working.
308. Talking back
309. Refusing to follow rules and regulations
310. Refusing to correct one's own behavior even though he/she recognizes they're doing wrong
311. Talking back
312. Refusal to follow instruction
313. Excessive talking at the wrong time
314. Sleeping in class continuously/disobeying class rules over and over
315. Poking and picking at others/relating to teacher what you aren't about to do
316. Refusal to try/ask for help, accept help
317. Students who carry their "outside attitudes" into the classroom. Teachers should not have to deal with grown children who feel like they have the right to read adults their rights
318. Students deliberately breaking established rules
319. Students refusing to rotate centers at appropriate time
320. Talking back
321. Fighting
322. Running in halls and cafeteria
323. Cursing
324. Fighting
325. No organization on grade levels
326. When a student is addressed he/she will talk back, yell and contradict your words
327. When a student is asked to stop running, talking, etc., in the halls - they ignore you and continue on
328. The continued lack of concern and respect for one another
329. Using profanity in presence of adults
330. Pupils talk back to teacher, sometimes using profane language
331. Pupils will not follow rules suggested for the school
332. Behavior in lunchroom out of control
333. Fighting
334. Talking back to adults - resenting authority
335. Fussing with others during class
336. Cursing
337. Fighting
338. Off-task
339. No respect for self, teachers and students
340. Fighting, profanity
341. Don't follow school rules
342. Lack of self-respect, boisterousness
343. Fighting, using profanity
344. Failure to adhere to school rules
345. Use of obscene language
346. Talking back to adults in a rude manner
347. Students being rude and disrespectful to any adult authority figure (talking back and cursing).
348. Writing ugly notes
349. Bringing any type of weapon to school
350. Running down hallways
351. Pupils arguing with teachers and behaving rudely when spoken to

- 352. Swearing at teachers
- 353. Hitting teachers
- 354. Fighting
- 355. Spoiled behavior (things must be their way)
- 356. Continuously taling back to teacher
- 357. Arguing with adults
- 358. Talking back/cursing
- 359. Talking back
- 360. Refuse to complete work and homework
- 361. Students talking back
- 362. Students threatening adults
- 363. Students throwing items
- 364. Children cursing and fighting
- 365. Child talking back to teacher when corrected
- 366. Belching out loud in another student's face and laughing
- 367. Talking back to the teacher in a disrespectful manner
- 368. Fighting and arguing among students
- 369. Students refusing to complete assignments that disturb others while trying to learn
- 370. Creating distubances in the halls (slamming doors, yelling, fighting, etc.)
- 371. Refusing to obey classroom rules
- 372. Arriving late and/or without equipment
- 373. Talking out and not listening
- 374. Talking back to teacher
- 375. Fighting and argueing
- 376. Talking back to teacher and other adults
- 377. Talking in class
- 378. Abusive language and behavior
- 379. Ignoring teacher's requests
- 380. Using abusive language toward teacher
- 381. Ignoring teacher's requests
- 382. Threats toward teacher from student or parent in front of class or student body
- 383. Student insubordination
- 384. Willful disruption of class
- 385. Failure to cooperate
- 386. Answering back, needing to have last word, which is more disruptive than just obeying the signal to be quiet
- 387. Constant talking
- 388. Stealing
- 389. Backtalk
- 390. Poor cafeteria behavior
- 391. Boisterousness in halls
- 392. Verbal abuse of students by other students
- 393. School building vandalims
- 394. Consistent failure to complete assignments
- 395. Talking back
- 396. A student disrupting class with raises or bothering other students
- 397. Fighting
- 398. Walking out of class
- 399. Disrupting class
- 320. Children refusing to obey teachers' orders when they misbehave - talking back and
- 321. Students telling a teacher to "get out of my face"

- 322. Stealing
- 323. Supplies never arriving
- 324. Taking back to teachers
- 325. Breaking class rules
- 326. Student calling teacher "white honky dog"
- 327. Student calling teacher "four eyes bitch"
- 328. Student hitting teacher on playground
- 329. Talking back
- 330. Chewing-eating
- 331. Refusal to obey rules and regulations
- 332. Continuous under tone noises
- 333. Frown a means of displeasure
- 334. Students in the hall without "passes" who are disrespectful when spoken to
- 335. Students not dismissed on time and disrespectful when spoken to in the hall
- 336. Students speaking back when disciplined in the classroom
- 337. Non-support of teacher by parent when support is justified and would lead to a healthy resolution
- 338. Refusal to obey
- 339. Talking back
- 340. Foul language
- 341. Students answering back to adults
- 342. Great deal of vandalism in school (large-scale)
- 343. Disrespect to school materials (books, etc.)
- 344. Students not listening and following behavioral directions from a teacher other than their own
- 345. Talking back to teachers
- 346. Not turning back when a teacher calls a student in the halls
- 347. Talking back
- 348. Ignoring/refusing to do what they are told
- 349. Constant talking
- 350. Disrespect others property
- 351. Fighting among each other
- 352. 13-14 year old students in the fifth grade
- 353. Parents being able to raise hell in the presence of pupils
- 354. Disturb the class by talk without permission
- 355. Talking while another is talk at the same time
- 356. Talking back to the teacher
- 357. Constant noise chattering and talking back
- 358. Negative attitudes
- 359. Repeated neglect daily work unless demanded to get it
- 360. Pupils disrespect for self and peers
- 361. Disrespect and toward adults
- 362. Disruptive behavior in class
- 363. Pupils continuously fussing
- 364. Pupils ignoring homework
- 365. Pupils not paying attention
- 366. Talking back to the teacher
- 367. Using foul language
- 368. Taking things that do not belong to them
- 369. Talking back to adults in disrespectful manner
- 370. Fighting
- 371. Cursing
- 372. Talking back to teachers
- 373. Not doing what is asked

- 374. Being cussed at
- 375. Being hit by students
- 376. Hall walking
- 377. Profane language
- 378. Eating food in classrooms and media center
- 379. Cursory disrespect by students to adults
- 380. Use of profanity by students
- 381. Cutting class
- 382. Name calling
- 383. Tardy to class
- 384. Entering by student a classroom without permission
- 385. Interrupted teacher presentations and demonstrations
- 386. Blatant insolence and impudence
- 387. Sleeping or assuming "postures as if sleeping" during class
- 388. Refusing to follow directions unless they are repeated several times or reinforced
- 389. Ignoring "class work" to read, write other things or simply do nothing
- 390. Excessive talking in classroom
- 391. Students from other classrooms coming to mine to talk with others even when they are not allowed
- 392. Student indifference to work
- 393. Cursing in general, either as a part of a conversation or individually stated but loud enough to be heard
- 394. Classroom disruption (i.e., P.A. Systems)
- 395. Student teacher conflicts
- 396. Wearing hst in the school building
- 397. Using profanity
- 398. Students who are tardy enter class without excuses often have negative attitudes and are disruptive.
- 399. Talking, disruption
- 400. Moving direct without permission
- 401. Entering, gum chewing
- 402. Refusal to participate in classroom activity
- 403. "Smart Answers"
- 404. Continuous interruption when others are attempting to recite -- answering for others
- 405. Students talking back to elders
- 406. Students that revell and refuse to do assignments
- 407. Students that have a disregard for school and classroom rules
- 408. Respecting adult authority
- 409. Talking back to an adult
- 410. Not doing what an adult tells you to do at that very moment
- 411. Rudeness
- 412. Profanity
- 413. Lack of interest in school
- 414. Constantly talking to another child and not paying attention when teacher is teaching
- 415. Running and hitting other students constantly
- 416. Being called a "bitch" by a student
- 417. Having students with negative attitudes contradict my requests and participate in snotting, ugly, insolent language, body language and behavior
- 418. Profanity
- 419. Back talk. The need to have the last word
- 420. Talking in class

421. Tardiness/coming without necessary materials
422. Talking back to the teacher
423. Hitting other children
424. Not obeying monitors
425. Talking back
426. Profanity
427. Out and out rebellious/defiant
428. Talking back rudely to the teacher
429. Fighting in the classroom
430. Refusing to follow directions
431. Use of profanity at any time and verbal abuse
432. Threatening another student or adult (physical abuse)
433. Talking back
434. Disobeying
435. Refusing to do assigned task
436. Causing disturbances during teaching time
437. Talking back to teachers using foul language
438. Throwing objects around the room in anger
439. Lying, cheating, and stealing
440. Disobedience
441. Talking back
442. Fighting
443. Majority to minority among the races
444. Fighting, lack of home training
445. Profanity
446. Don't obey classroom rules, not on task, lack of equipment
447. Talking back to teachers
448. Running in the halls
449. Talking back to teachers-disputing
450. What the teacher says.
451. When students continue to yell out in class during instruction
452. Profanity used in class/hall which disrupts class
453. Not responding to verbal commands
454. Blunting out in class without permission, constantly
455. Murmuring, knocking on the desk or wall constantly
456. Teachers letting their class walk close to a mural that had installed in the hall, allowing students to mark on the mural
457. Refusal or being stubborn to obey simple rules
458. Use of profanity to a teacher
459. Refusal to do as a teacher requests
460. Persistent disruptive behavior in classroom and on the halls, i.e., talking out across the class, roaming up and down the halls, talking back to teacher
461. Students running to fights
462. Insistance of many students to chew gums, cut class, roam the halls at lunchtime and enter class late
463. Use of profanity
464. Students lack of self-discipline
465. Classroom disruption
466. Students' use of profanity
467. Verbal abuse of teachers
468. Physical abuse of teachers
469. Defiance of authority
470. Use of profane and abusive language
471. Students response when requested to do what is asked and due of them

- 472. Talking back
- 473. Refusing to do as told
- 474. Profanity
- 475. Deliberate defiance of rules, chewing, without personal tools, etc.
- 476. Cursing
- 477. Continuous loud talking
- 478. Unruly behavior
- 479. Continuous talking in class
- 480. Talking back negatively to the teacher
- 481. Gum chewing
- 482. Cursing
- 483. Talking back, refusing to participate in classwork
- 484. Eating and chewing gum
- 485. Use of profanity in my presence
- 486. Disobeying rules of the school and classroom
- 487. Obscene language
- 488. Talking back
- 489. Refusal to abide by classroom management plans
- 490. Using profanity
- 491. Fighting
- 492. Tardiness to school and classes
- 493. Talking during class presentations and activities
- 494. Passive-aggressive behavior: refuse to participate, bring materials, to do assigned tasks
- 495. Leaving trash on the floor and in desks
- 496. Using profanity
- 497. Disobedience of any rule
- 498. Displays of bad temper
- 499. Refusal to work
- 500. Cutting class
- 501. Talking while teacher or student is talking or reciting
- 502. Cutting class
- 503. Refusing to do homework or classwork assignments
- 504. Students "verbally" defying classroom rules of conduct
- 505. Students "physically" defying classroom rules of conduct
- 506. Students who do not respect the person and property of other students
- 507. Cursing teachers and generally talking back
- 508. Fighting (continuously)
- 509. Pupils without necessary school supplies, i.e., paper
- 510. Pupils that refuse to be taught
- 511. Students "talking-back" to teachers
- 512. Students showing blatant disregard to teachers instructions
- 513. Students who talk back to teacher "word for word."
- 514. Students who refuse to admit they're incorrect at times
- 515. Students who try to manipulate teachers in agreeing with their point of view
- 516. Continuously disobeying any established class rules
- 517. Talking back to teachers
- 518. Ignoring teachers
- 519. Violent behavior/abusive language
- 520. Students who are not in my classroom disrupt my class from the hall and when reprimanded they ignore it. I don't feel a seventh grade class has business being in an elementary school so close to third grade children
- 521. Students usage of profanity when addressing each other and teachers
- 522. Students refusing to obey reasonable requests of teachers

- 523. Students hitting teachers and returning from office to classroom within minutes of incident
- 524. Students using profanity
- 525. Students rudeness
- 526. Failure to respond when spoken to. Keep doing whatever it is.
- 527. Profanity usage
- 528. Talking out loud in class
- 529. Cursing at the instructor
- 530. Walking out of class when told not to
- 531. Students using profanity
- 532. Negative attitudes and rudness
- 533. Talking back
- 534. Threatening
- 535. Cursing
- 536. Excessive vulgar language in school halls
- 537. Violence among students toward faculty (example -- slashing tires, etc.)
- 538. Talking out in class while there is class going on., e.g., instruction
- 539. Fighting while standing in line to go to lunch
- 540. Verbal abuse when they know better
- 541. Profanity
- 542. Talking back/mumbling; not responding when spoken to
- 543. Slamming books/doors
- 544. "Jonin" other students
- 545. Talking back
- 546. Refusing to respond upon request
- 547. Talking back
- 548. Refusing to respond upon request
- 549. Students who disrupt class and prevent learning; talking out; fighting; making noises; etc.
- 550. Cannot be trusted out of class without getting in trouble
- 551. Refusing to obey authority continuously
- 552. Talking back in loud tone
- 553. Not doing task when asked to perform
- 554. Walking out without permission
- 555. Disobeying school and class rules
- 556. Talking back to the teacher
- 557. Not obeying the teacher
- 558. Talking back/arguing with the teacher
- 559. Students talking back when I make a comment
- 560. Imprudence
- 561. Profanity
- 562. Calling out; shouting
- 563. Talking out loud
- 564. Talking back
- 565. Talking back
- 566. Walking out
- 567. Ignoring authority figures
- 568. Hitting others
- 569. Throwing spit balls
- 570. Talking back
- 571. Disobeying teacher instructions
- 572. Talking back to an adult
- 573. Stubbornness -- refuse to do what an adult asks of a student

- 574. When profanity is allowed in school with no suspension
- 575. When teachers walk in the classroom and carry on conversations with students as the instructor is trying to teach
- 576. When teachers disrespect one another in the presence of children, children will rally around the one who in their eyes is the "winner" and tend to disrespect the other teacher because of what they have seen and heard.
- 577. Throwing materials
- 578. Bothering other students
- 579. Fighting, hitting, and pushing
- 580. Talking back
- 581. Refusing to do what one is told (stubbornness)
- 582. Cursing staff
- 583. Refusing to refrain from disrupting class instruction
- 584. Cutting of eyes
- 585. Shrugging of shoulders (I don't care attitude)
- 586. Students disrespect for other students' space
- 587. Hitting
- 588. Talking back
- 589. Refusing to obey
- 590. Cursing
- 591. Fighting
- 592. Bad manners in all respects toward each other
- 593. Students talk continuously when the teacher is talking
- 594. Tapping on the table or desk
- 595. Talking loud in class
- 596. Constant use of profanity in classroom
- 597. Fighting in classrooms and halls
- 598. Disrespect for school property
- 599. Cursing - very loudly
- 600. Profanity
- 601. Constant exchanging of words between two students
- 602. Refusing to obey orders
- 603. Cursing
- 604. Not following orders
- 605. Talking back
- 606. Students' use of profanity
- 607. Students' inability to follow one-step commands
- 608. Students' use of gestures
- 609. Disobeying school rules
- 610. Using profanity
- 611. Wrestling in the hallways
- 612. Speaking out in class without permission
- 613. Fighting
- 614. Misconduct
- 615. Referring to a teacher as a "Sped" - slang term
- 816. Using profanity toward an authority figure
- 817. Yelling in the classroom while instructional time is being held
- 818. Profanity
- 819. Disrespect toward adults
- 820. Attendance policies to be reinforced
- 821. More parent involvement in discipline problems

- 822. Parent involvement in curriculum planning
- 823. Talking back to the teacher
- 824. Refusing to obey authority
- 825. Being disobedient
- 826. Talking back to teachers
- 827. Refusal to follow class rules
- 828. Physical abuse to other children in classroom
- 829. Talking back to the teachers
- 830. Reporting falsehoods to parents
- 831. Being disobedient
- 832. Refusing to abide by rules and regulations
- 833. Talking back when asked to do assigned tasks
- 834. Ignoring teacher's requests.
- 835. Disrespect of adults - no support from home
- 836. As a result of lack of support of teacher's rules from parent
- 837. Students talking during lecture
- 838. Students fighting /playing in classroom
- 839. Students speaking disrespectfully to teacher
- 840. Disrespectful behavior on the halls
- 841. Tardiness to class (to other teachers' classes)
- 842. Deportment in assemblies
- 843. Student refusing to stop taling when requested to, over and over
- 844. Disruptive behavior during class, i.e., walking in and out; refusal to remain seated
- 845. Calling teacher disrespectful names; arguing with teacher; using obscene language
- 846. Talking back to teachers
- 847. Walking out of classrooms without permission
- 848. Unresponsive to teacher directions
- 849. Cursins in class
- 850. Cursing
- 851. Body language (negative); disrespectful voice tones
- 852. Aggressive movements toward adults
- 853. Students moving around halls during classtime and refusing to go to their classes
- 854. Loudness and use of profane language in class
- 855. Refusal to follow instructions in class
- 856. Talking back
- 857. Talking in class
- 858. Refusing to move when instructed
- 859. Students cursing teachers on hall duty
- 860. Students who talk continuously during classroom activities
- 861. Students talking back to teachers
- 862. Students reading or writing material for another course
- 863. Students talking and laughing among each other while lesson is being taught
- 864. Refusal to follow school policies
- 865. Use of profane language
- 866. Failure to respond to teacher's requests

867. Use of profanity
868. Disregard for school rules
869. Fighting
870. Students talking back to teachers
871. Profanity
872. Disobedient
873. Disruptive behavior
874. Talking back; talking out; profanity
875. Use of profane and abusive words
876. Yelling and running through hallways
877. Talking back and directing attributes toward teachers
878. Being told obscenities when you ask students to get off the hall
879. Student refusal to follow directives by personnel on duty
880. Cursing or profane language
881. Not paying attention in class (continuously talking)
882. Disruptive class behavior
883. Frequent cursing
884. Profane language
885. Low morals
886. Failure to adhere to class rules
887. Use of profanity
888. Talking back
889. Failure to abide by class rules
890. Cursing and talking back
891. Students on the halls
892. Disrespect of peers -- self-centered
893. Talking back to teacher
894. Hitting at a teacher
895. Use of profanity directed towards teacher
896. Refusal of students to do as teacher directs
897. Talking excessively when a visitor enters the room
898. Using undesirable language in the classroom
899. Talking excessively when the teacher is working with another group
900. Students using profanity aimed directly at the teacher
901. Students who get up and walk out of the classroom without permission
902. Not being able to discipline students whose irate parent(s) condone everything their child does whether the child is right or wrong
903. Talking back to the teacher
904. Walking out of classroom in anger
905. Inappropriate language toward others
906. Respect for others
907. Self-esteem
908. Goals
909. Use of profanity in referring to the teacher
910. Continuous talk out -
911. Refusal to honor general limits -- expected to be honored by all students
912. Use profanity
913. Fighting
914. Negative comments when addressing adults
915. Pupils who display physical violence

- 916. Pupils who display physical violence
- 917. Pupils who continue to ignore rules they are to follow
- 918. Use of profanity
- 919. Talking out of turn
- 920. Use of profanity
- 921. Talking back to adults
- 922. Being stubborn
- 923. Cursing - profanity
- 924. Back-talk
- 925. Talking while teacher is teaching
- 926. Children who disrespect themselves and teachers
- 927. Fights in the classroom and on school grounds
- 928. Children who refuse to obey their teachers and any other adults
- 929. Fighting and cursing
- 930. Too many "Special Ed. Students" in one room
- 931. Not doing as told
- 932. Not bringing in homework
- 933. A child who frequently uses physical force against another child
- 934. A child who swears/answers back
- 935. A child that refuses to cooperate with any adult/teacher request
- 936. Fighting behavior (peer vs. peer)
- 937. Disruptive behavior while walking in the halls (upper grades - 4th and 5th)
- 938. Not following directions
- 939. Talking back to teacher
- 940. Talking back
- 941. Disobeying rules
- 942. Parents supporting students' negative behavior
- 943. Negative or foul responses to teacher from pupils
- 944. Poor responses to teacher directions or directives
- 945. Poor conduct or poor behavior in class
- 946. Students cursing on campus
- 947. Students cutting classes
- 948. Students talking back to teacher during instruction
- 949. Cursing
- 950. Not following directions
- 951. Disrespectful
- 952. Tardiness
- 953. The use of profanity
- 954. Membling
- 955. Talking back
- 956. Continuously breaking rules
- 957. Smart/sassy attitudes
- 958. Talking back to teacher
- 959. Continuously breaking rules
- 960. Sassy attitude
- 961. Students ignoring teachers
- 962. Students saying (I'm not going to do - - -)
- 963. Fighting
- 964. Refusing to follow rules
- 965. Talking during instruction
- 966. Unruly student
- 967. Fighting
- 968. Disrespecting adults

- 969. Talking while being instructed
- 970. Fighting
- 971. Talking at wrong time
- 972. Fighting
- 973. Refusing to perform tasks and no administrative action taken
- 974. Cursing one another and cursing staff. No administrative action taken
- 975. Talking back - making negative comments after given verbal reprimand
- 976. Not following verbal commands
- 977. Hitting, kicking, and fighting when adult is standing there beside the individuals
- 978. Disrespect of teachers
- 979. Disrespect of each other
- 980. When given a verbal directive, the student talks back, says what he/she will or won't do, uses profane language or threatens the teacher
- 981. Hitting teachers
- 982. Cursing teachers
- 983. Refusing to do what teacher says
- 984. Students talking back
- 985. Students disregarding teacher's instructions
- 986. Vulgar language
- 987. Not responding to verbal instructions
- 988. Running in halls and classroom
- 989. Food on campus eaten in class and hallways
- 990. Late for class
- 991. Walk out of class without permission
- 992. Profanity used by students directed to teachers
- 993. Students constantly walking halls and disrupting other students who are trying to learn
- 994. Constantly cutting classes without penalty
- 995. Disruptive behavior
- 996. Student not being able to control behavior (fighting)
- 997. Disrespect of their peers
- 998. Being physically attached by outsiders in my own classroom, and no one -- students or administrators -- helping me.
- 999. Having classroom students start vicious rumors and lies about me as a teacher, and having no one help me in the situation
- 1000. Not being able to teach certain classes at all because of chronic misbehavior problems and offenders in those classes.
- 1001. Talking back to teachers
- 1002. Profane language in the presence of teachers
- 1003. Excessive talking during instruction
- 1004. Disorderly conduct of students showing lack of respect to most adults
- 1005. Students cursing or making obscene gestures towards a teacher
- 1006. Students' overall disrespect for authority and disobedience to administration
- 1007. Talking back to teachers in a negative way
- 1008. Not listening to teachers
- 1009. Students being disrespectful to teachers
- 1010. Cursing teacher and other students
- 1011. Fighting

- 1012. Making offensive remarks and sounds when given instructions (directions) by teacher
- 1013. Ignoring the teacher
- 1014. Disobeying class or school rules in the presence of teachers
- 1015. Profanity
- 1016. Gangs
- 1017. Children being willfully disobedient, even after having been corrected by the teacher several times
- 1018. Continuous talking back
- 1019. Unable to work with others without fussing
- 1020. Constantly annoying others
- 1021. A child who continuously breaks the same rule shows disrespect for self, rule, and system
- 1022. Insolence
- 1023. Loud, beligerent language in the wrong setting
- 1024. Fighting in the classroom
- 1025. Excessive talking when students are to be working
- 1026. Distracting other students when they are working
- 1027. Talking back to the tacher
- 1028. Calling the teacher names and threatening the teacher
- 1029. Interrupting the class by talking loudly, singing, calling students across the room, and dropping things on the desk
- 1030. Students talking back
- 1031. Disrupting the classroom
- 1032. Continuously disobeying school rules
- 1033. Refusal to lower voice in teacher's presence
- 1034. Continuing to be disruptive even after the teacher has spoken to him/her
- 1035. Walking the halls/cutting class
- 1036. Students' lack of respect for others (peers)
- 1037. Talking back, arguing when being corrected
- 1038. Defiantly refusing to follow rules for the common good
- 1039. Disruptions which prevent others from being able to listen and learn
- 1040. Students cutting classes and walking the hall all day
- 1041. Students coming to class without proper tools to work with such as pencils, papers, and textbook
- 1042. The lack of a sound disciplinary policy in place
- 1043. Students who cannot stand to be touched by others without hitting and fussing
- 1044. Students ignoring commands from adults
- 1045. Violating school rules -- fighting
- 1046. Destroying school property
- 1047. Refusing to respo nd to teacher's verbal request
- 1048. Continuous outburst or descriptive talking
- 1049. Lack of respect for teachers by "talking back," sticking fingers in ears, turning head when being questioned about negative behavior
- 1050. Excessive talking
- 1051. Playing, pushing, and talking in line
- 1052. Continuing to talk after being asked not to
- 1053. Children's disrespect for each other
- 1054. Power struggle between teacher and student
- 1055. Students talking back to teachers
- 1056. Students being defiant
- 1057. Noise-making during direct instruction (humming, tapping pencils, talking, etc.)

- 1058. Talking back in a negative way to the teacher
- 1059. Fighting/hitting adults
- 1060. Students talk back
- 1061. Students do not listen
- 1062. Rebellious (being very uncooperative)
- 1063. Abusive language
- 1064. Never conforming to school or class rules
- 1065. Talking back
- 1066. Not following directions after being told several times
- 1067. Abusive language
- 1068. Sleeping in class
- 1069. Disrupting other students in class
- 1070. Talking back to the teacher
- 1071. Cursing
- 1072. Students cursing, refusing to do what they are asked (staying in seats, gum chewing, calling names, etc.)
- 1073. Students making unnecessary noise
- 1074. Students playing in class
- 1075. Student disrespect: any continued interruption, backtalk, argument, refusal to follow instructions, threat, harassment, etc. which prevents the continuation of the lesson
 Staff disrespect: repeated pulling of students from core classes (which, again, disrupts the flow of the lesson)
 Administrative disrespect: impositions on my time and interference with my ability to prioritize work
- 1076. Students threaten teachers
- 1077. Students using profanity
- 1078. Poor conduct by students riding school buses
- 1079. Too many to write, all are equal in the problem line
- 1080. Lack of self-respect
- 1081. Rude and disrespectful students
- 1082. Attitudes
- 1083. Students who continue to talk or misbehave after being told to stop
- 1084. Fighting
- 1085. Unacceptable behavior
- 1086. Profanity by students towards teachers
- 1087. Lack of self-respect by students
- 1088. Loud talking and talking back
- 1089. Talking back to a teacher
- 1099. A child not doing what a teacher asks of him
- 1100. Talking back
- 1101. Not looking at the teacher when she is talking to one particular student
- 1102. Not paying attention
- 1103. Profanity
- 1104. Fighting"
- 1105. Talking back and refusing to follow instructions
- 1106. No involvement in decision making
- 1107. Lack of respect by students
- 1108. Lack of respect of teachers by others
- 1109. Students who talk back rudely/use profanity
- 1110. Violent temper tantrums
- 1111. Insubordination
- 1112. Talking back to teacher
- 1113. Not studying

- 1114. Too "grown" to be in middle school
- 1115. Students have no respect for authority
- 1116. Students talk ugly
- 1117. Students run the halls
- 1118. Students cut class
- 1119. Flagrant disrespect for rules
- 1120. Failure to participate
- 1121. Cursing, obsessive talking during instruction
- 1122. Talk back in a rude manner
- 1123. Students do not bring paper and pencil in class,
- 1124. And when you demand it, they become disrespectful
- 1125. Talking in a very disrespectful manner
- 1126. Cursing a student or teacher in class
- 1127. Repeated interruption of class by any means
- 1128. Threats of any kind
- 1129. Atudents talking loudly in halls during class hours and refusing to hush or
move on when requested to do so
- 1130. Students arguing back when reprimanded
- 1131. Talking back
- 1132. Cussing
- 1133. Abusive language
- 1134. Fights (failure to obey orders which would prevent them)
- 1135. Student in hall disrupting classes
- 1136. Language (profanity -- name-calling)
- 1137. Fighting
- 1138. Name calling
- 1139. Curse the students or teachers
- 1140. Fighting
- 1141. Being late for class
- 1142. Talking while teacher is instructing
- 1143. Talking back to the teacher
- 1144. The use of profane language
- 1145. Sleeping/talking during class lectures
- 1146. Students talking back to a teacher
- 1147. Dress code of students
- 1148. The general media negativism about teacher competency and low pay
breed a general disrespect that is passed on to the students
- 1149. Inappropriate addressing of teachers
- 1150. Calling teachers names
- 1151. Cursing at teachers
- 1152. Cursing the teacher
- 1153. Ignoring the teacher's instructions
- 1154. Arguments among themselves
- 1155. The use of profanity
- 1156. Talking during the lectures
- 1157. Cursing classmates or teacher
- 1158. Fighting or extreme hostility toward others
- 1159. Hall walkers
- 1160. Students leaving foods and trays on cafeteria table
- 1161. Class cutters
- 1162. Continuously talking aloud
- 1163. Any form of distractive behavior
- 1164. Profanity directed toward teachers
- 1165. Students refusal to follow teacher's directions

- 1166. Students disrespecting other students
- 1167. Continuous use of bad language in the hall
- 1168. Talking back to teachers
- 1169. Talking back
- 1170. Failure to follow teacher's directives
- 1171. Swearing
- 1172. Refusing to move to class in the hallways
- 1173. Using profanities
- 1174. Verbal confrontations
- 1175. Profane language
- 1176. Refusal to obey teachers
- 1177. Classroom disruptions (talking out in class)
- 1178. Students being hostile toward teachers
- 1179. Students talking during classes
- 1180. Students not following directions
- 1181. Talking out during lectures, then denial of problem
- 1182. Attention-seeking behavior to the detriment of the learning process
- 1183. Ignoring teacher requests to comply with rules
- 1184. Students talking during lessons
- 1185. Speaking to teacher in hostile tone
- 1186. Failure to follow directions
- 1187. Using profane language in classroom and halls
- 1188. Not bringing appropriate materials to class
- 1189. Use of profane language in the classroom and halls
- 1190. Student walking away when he/she is being reprimanded
- 1191. Use of profanity
- 1192. Insubordination/knowledge that teacher is in charge of classroom
- 1193. Profanity directed towards teacher(s)
- 1194. Blatant refusal to follow classroom instructions
- 1195. Physical attack on the teacher or student(s)
- 1196. Students move along the halls when they decide to do so rather than when asked
- 1197. Students disrupting other classes
- 1198. Students talking back to staff
- 1199. Students running out of classroom without permission
- 1200. Cursing
- 1201. Uncontrolable attitude
- 1202. Students carrying weapons
- 1203. Talking back to teachers
- 1204. Being rude
- 1205. Disrespectful attitude toward each other
- 1206. Students carrying weapons
- 1207. Students playing "hooky" from class
- 1208. Students using abusive language to adults as well as students
- 1209. Obscene body gestures
- 1210. Obscene language in teacher's presence
- 1211. Using profanity in classroom, halls, etc.
- 1212. Students talking back to teachers
- 1213. Students disobeying teachers
- 1214. Students fighting
- 1215. Continuous talking
- 1216. Talking back to adults
- 1217. Talk back to the teacher
- 1218. Call names

- 1219. Smirk on face
- 1220. Cursing in the presence of teacher
- 1221. Disobedience
- 1222. Language abuse by students in classroom
- 1223. Disruptive behavior (talking loud, lack of attention)
- 1224. Students fail to bring paper and pencils to school. Most students have the idea that teacher should supply these.
- 1225. Profanity on school ground
- 1226. Not raising hand in class; yelling out
- 1227. Fighting at school
- 1228. Cutting class
- 1229. Use of drugs at school
- 1300. Drugs
- 1301. Cutting class
- 1302. Failure to respond to instructions (change chairs, etc.)
- 1303. Class disturbances (from the hallway and windows)
- 1304. Use of coarse language
- 1305. Profanith
- 1306. Insubordination
- 1307. Cursing in hall, classroom
- 1308. Not going to class when asked to get out of hall or not having hall pass -- talking back
- 1309. Yelling in your door when passing on hall
- 1310. In and out of lockers all times of the day
- 1311. Unnecessary comments (talking back)
- 1312. Profanity
- 1313. Not following directions
- 1314. Not following teacher's instructions about behavior the first time they are given
- 1315. Totally ignoring a teacher's request
- 1316. Refuse to obey teacher
- 1317. Continue to annoy other students
- 1318. Yell out -- use ugly language
- 1319. Students using profane language to teachers
- 1320. Students refusing to obey a direct order by teacher
- 1321. Students fighting among themselves
- 1322. Insubordination
- 1323. Noncompliance with classroom rules
- 1324. Deviant behavior
- 1325. Cursing teachers/using ugly language
- 1326. Talking back to adults
- 1327. Non-acceptance of correction/criticism
- 1328. Talking back
- 1329. Disregard for class/school rules
- 1330. Continuing to hit and fight each other
- 1331. Talking back to teachers
- 1132. Not listening
- 1133. Cursing
- 1134. Fighting
- 1135. Misbehavior in language
- 1136. Not obeying a teacher's simple request
- 1137. Talking back
- 1138. Losing control and fighting in class
- 1139. Excessive talking

- 1140. Leaving campus without permission
- 1141. Inappropriate language to classmates and teachers
- 1142. Being ignored by students when you request that they clear the halls and go to class
- 1143. Use of profane and vulgar language in the halls
- 1144. Opening classroom doors and yelling and/or throwing objects into the classroom
- 1145. Talking back
- 1146. Cursing
- 1147. Disobedience
- 1148. Talking back
- 1149. Refusal to do as asked
- 1150. Talking back
- 1151. Fighting
- 1152. Talking out
- 1153. "Smart alecks," talking back when caught; refusing to perform learning activities
- 1154. Threatening the teacher and/or other students
- 1155. Talking back
- 1156. Disrespect for authority
- 1157. Playing or eating in classroom during class time
- 1158. Talking back
- 1159. Body language (jerking, snatching, etc.)
- 1160. Ignoring
- 1161. Swearing/Cursing at teacher/staff
- 1162. Lateness
- 1163. Students making fun of each other in the classroom
- 1164. Talking back to teachers, particularly in halls and outside immediate classroom
- 1165. Cutting classes and tardiness with no excuse
- 1166. Refusing to follow directions
- 1167. Talking in class
- 1168. Off-task behavior
- 1169. Loud talking in halls
- 1170. Forgetting books, paper, pencil
- 1171. Loud talking in halls
- 1172. Forgetting books, paper, pencil
- 1173. Rude behavior
- 1174. Talking when you are talking to them
- 1175. Talking back in a disrespectful manner
- 1176. Calling the teacher a name
- 1177. Students unable to accept teacher's suggestions
- 1178. Failure to pay attention during class lectures or discussions
- 1179. Leaving trash in room (room messed up by students)
- 1180. Failure to complete assignments for a class (esp. when a sub is present)
- 1181. Class-cutting
- 1182. Profanity
- 1183. Use of profanity
- 1184. Slow response of students
- 1185. Some students say whatever comes to mind
- 1186. Cutting class
- 1186. Cutting class

- 1187. Student use of vulgar or profane words in class
- 1188. Weapons in school and classroom
- 1189. Profanity toward classmate and teacher
- 1190. Physical force displayed by student toward teacher
- 1191. Insubordination
- 1192. Use of profanity
- 1193. Respect of others (fellow students)
- 1194. Profanity
- 1195. Lewd and disruptive behavior (fighting, guns, drugs, gambling, etc.)
- 1196. Disobedience
- 1197. The use of profanity by students
- 1198. Students walk out of class
- 1199. Students leaving school during the day
- 1200. Talking and inattention in class
- 1201. Failure to follow direct orders
- 1202. Class cutting
- 1203. Excessive cursing to point of disrupting class
- 1204. Profanity
- 1205. Breaking known school rules
- 1206. Class cutting
- 1207. Students refusing to obey
- 1208. Fighting
- 1209. Verbal abuse - profanity
- 1210. Weapon and drugs in school
- 1211. Constant "talking back" from students
- 1212. Occasional outbursts of profanity
- 1213. Profanity
- 1214. Belligerent students who refuse to do what you ask them to do
- 1215. Insubordination/cursing
- 1216. Running and fighting/other students
- 1217. Use of profanity in the halls
- 1218. Student talking back to the teacher
- 1219. Profanity in the classroom
- 1220. Disrespect for authority
- 1221. Disobedience
- 1222. Profane language
- 1223. Students using profanity in the classroom or in the hallways
- 1224. When you speak to a child about his behavior, and he continues doing the same thing
- 1225. Talking back and refusing to follow classroom rules
- 1226. Using profanity
- 1227. Gawking back
- 1228. Refusal to follow non-teaching directions
- 1229. Talking back
- 1230. Pouting
- 1231. Cursing at any time
- 1232. Reckless movements (i.e., bumping others when walking)
- 1233. Loud talking
- 1234. Student inattention during teacher explaining of lesson
- 1235. Frequent asking to toilet, get water -- unless health problem
- 1236. Talking back
- 1237. Facial expressions
- 1238. Attitude

- 1239. Students cursing teachers
- 1240. Students cut across teacher while the teacher is talking
- 1241. Students that refuse to obey rules and give smart remarks
- 1242. Students talking back
- 1243. (Nonexistent in my room) -- talking back, cursing and hitting an adult, disobedient
- 1244. Refusal to obey class rules
- 1245. Inappropriate facial and body gestures
- 1246. Arguing with teacher or other adult
- 1247. Talking back
- 1248. Students verbally aggravating peers and adults
- 1249. Students threatening peers and adults physically
- 1250. Angry parents disrupting instruction
- 1251. Classes passing to different rooms running and yelling in hallway and even when entering rooms
- 1252. Swearing and talking back to teachers, principal
- 1253. Refusal to follow directions
- 1254. Rudeness
- 1255. Talking back
- 1256. Cursing
- 1257. Blurting out remarks
- 1258. Talking back - weapons
- 1259. Continuous talking and/or "clowning"
- 1260. Talking back
- 1261. Fighting
- 1262. Weapon on school campus
- 1263. I feel most disrespect comes from administrators -- not from students
- 1264. Students that shout at the teacher
- 1265. Students that beat on desk and make rude noises when asked to stop
- 1266. Not paying attention
- 1267. Not following directions
- 1268. Talking back
- 1269. Talking back
- 1270. Disobeying teachers orders
- 1271. Carrying tales home
- 1272. Any child who misbehaves that the other students can not learn
- 1273. Anytime the teacher has to admonish a child or the class more than once
- 1274. Talking back, saying what you will not do
- 1275. Meddling, harassing and cursing teachers.
- 1276. Talking back to teacher
- 1277. Stealing
- 1278. Using profanity
- 1279. Cursing around students
- 1280. Cursing around teachers/adults
- 1281. Stealing
- 1282. Students talking back to adults
- 1283. Students "attitudes" toward school (negative)
- 1284. Talking back to teachers
- 1285. Failure to listen to adults
- 1286. Disobedience
- 1287. Refuse to follow instructions
- 1288. Using profanity
- 1289. Walking out of a classroom
- 1290. Arguing with the teacher

- 1291. Disobedient
- 1292. Cursing/Profanity
- 1293. Refuse to remain on task
- 1294. Talking/acting to and about peers, parents, etc.
- 1295. Students using profanity
- 1296. Students too loud in cafeteria
- 1297. Talking back to teachers
- 1298. Profanity
- 1299. Threats for teacher and other pupils
- 1300. Tearing up books
- 1301. Students talking back
- 1302. Students not following directions
- 1303. Talking back to the teacher in a negative manner
- 1304. Using profanity
- 1305. Using profanity
- 1306. Talking back
- 1307. Use of profanity
- 1308. Being aggressive toward adults and peers
- 1309. Refusing to do a given direction
- 1310. Cursing
- 1311. Respecting personal properties of others
- 1312. Dress codes (designer)
- 1313. Profanity
- 1314. Profanity
- 1315. Leaving classroom
- 1316. Talking back to teachers
- 1317. Disobeying teachers
- 1318. Not returning homework
- 1319. Students not showing respect to teacher.
- 1320. Students disrespecting each others rights
- 1321. Not completing classroom assignments
- 1322. Not being respectful in class
- 1323. Lunchroom behavior
- 1324. Talking repeatedly day after day
- 1325. Student hit teacher
- 1326. Students brought guns to school
- 1327. Student use of profanity
- 1328. Cursing teacher
- 1329. Hitting teacher
- 1330. Refusing request
- 1331. Fighting in the halls
- 1332. Profanity
- 1333. Lying on the teachers
- 1334. Talking back
- 1335. Disobedience
- 1336. Fighting
- 1337. Profanity
- 1338. Talking back
- 1339. Fighting
- 1340. Talking back
- 1341. Students ignoring teacher's instructions in halls who are not their homeroom teachers.
- 1342. Students making signs at teachers.
- 1343. Profanity

- 1344. Fighting
- 1345. Name calling, playing the dozen with classmates
- 1346. Yelling out in the classroom while classwork is being done
- 1347. Calling names and throwing paper
- 1348. Fighting
- 1349. Fighting
- 1350. Talking back
- 1351. Vulgar language
- 1352. Talking back
- 1353. Cursing
- 1354. Very stubborn won't move upon command
- 1355. Talking back
- 1356. Temper Tantrum
- 1357. Children who display disobedient behavior toward teacher
- 1358. Talking back
- 1359. Profanity
- 1360. Fighting and insensitivity toward peers
- 1361. Interruption of a lesson by principal, teacher, etc.
- 1362. Making unpleasant remarks when reprimanded
- 1363. Inability to interact with peers without physical or verbal abuse
- 1364. Removing or damaging property not owned by student.
- 1365. Boisterousness when talking to adults
- 1366. Verbal threats to the teacher
- 1367. Talking without permission
- 1368. Refusing to do as told
- 1369. Wanting to walk around the room
- 1370. Students walking out of the classroom
- 1371. Talking back to teachers
- 1372. Students not wanting to do assignments
- 1373. Talking back, bad attitudes
- 1374. Aggressive behavior toward adults
- 1375. When a child is roaming the hall and you tell him to go to class, the child ignores you or talks back.
- 1376. Intentionally disobeying classroom rules
- 1377. Use of profanity in presence of adults and other students
- 1378. Constantly talking back to adults.
- 1379. Constant talking and playing which disrupts the learning in the classroom
- 1380. Students do not care about learning and constantly are inattentive and noisy, disregard for rules.
- 1381. Constant arguing/fighting.
- 1382. Talking back, but I don't think we have disrespect in this school
- 1383. Telling teacher to shut up and sit down
- 1384. Screaming abusive racial slurs
- 1385. Sleeping, eating, radio playing during class
- 1386. Use of profanity in classroom
- 1387. Throwing food and other items in hallway
- 1388. Refusing to cooperate with teachers (i.e., talking, making noises, walking out of room, etc.)
- 1389. Students' ages. Males are retained too many times
- 1390. Disrespect to instructors, profanity, fights, and weapons, etc.

- 1391. Students' cursing
- 1392. Students' disrespect for teachers
- 1393. Students' lack of self-control
- 1394. Students' threats to adults
- 1395. Students' cursing adults
- 1396. Students not knowing correct way to address adults
- 1397. Using profanity openly without regards to authority
- 1398. Using profanity
- 1399. Using profanity within the classrooms, halls, etc.
- 1400. Refusing to obey school rules (classroom)
- 1401. Refusal to participate in class activities or to do assignments
- 1402. Refusal to follow classroom rules and procedures
- 1403. Fighting in hallways
- 1404. Loud talking
- 1405. Disobey school rules
- 1406. Fighting
- 1407. Disrespect for personal and school property
- 1408. Fighting
- 1409. Disrespect for others
- 1410. Disrespect for rules
- 1411. Continually talking
- 1412. Fighting
- 1413. Interruptions
- 1414. Cursing
- 1415. Fighting
- 1416. Talking back
- 1417. Cussing
- 1418. Telling stories (lying)
- 1419. Stealing
- 1420. Talking back
- 1421. Not doing what is asked
- 1422. Administration ignoring the discipline problems, leaving the teacher responsible for handling the problem, while course of action is limited
- 1423. Threading by the child to hit and/or hurt physically
- 1424. Parents directly blaming the teacher in the presence of the child
- 1425. Continuing inappropriate behavior
- 1426. Verbal comments, such as "so! so!"
- 1427. Facial getures, such as "rolling eyes"
- 1428. Cursing a teacher
- 1429. Refusing to follow a teacher's verbal directions
- 1430. To go to class, etc.
- 1431. Four-letter name calling by students when they are angry
- 1432. Talking out in classes
- 1433. Eating food, chewing gum -- disrespect for school rules, organized society, organization
- 1434. Ignoring teachers' directions in the hhalls, etc.
- 1435. "Talking back"
- 1436. Cursing out at adults
- 1437. Fighting with peers during lessons
- 1438. Ignore adult who is speaking -- by keep alking, etc.
- 1439. Curse someone out
- 1440. Student fights
- 1441. Students not bringing supplies to class

- 1442. A student that refuses to obey my instruction
- 1443. Talking during class instruction
- 1444. Talking out
- 1445. Profanity
- 1446. Disruptive behavior
- 1447. Children getting worse -- parents are not consistent
- 1448. Not following rules when established -- gum, hats, etc.
- 1449. Continuous talking
- 1450. Nasty attitudes
- 1451. Refusal to cooperate and participate
- 1452. Verbal abuse of those in authority, arguing with teacher
- 1453. Deliverate disregard for rights of others
- 1454. Answering back of teachers
- 1455. Talking -- not staying on task
- 1456. Children verbally abusing teachers
- 1457. Children's refusal to complete assignments
- 1458. Children physically and verbally abusing other children
- 1459. Children who threaten teachers
- 1460. Parents who listen to children and believe them when they lie on teachers because teachers discipline them
- 1461. Parents who only come to cause trouble, not help
- 1462. Child who misbehaves and _____? teacher to discipline him because parent will come and beat them up
- 1463. Fighting
- 1464. Cursing
- 1465. Doing as he or she wants; no respect for rules
- 1466. Disobedience
- 1467. Not following clear directions
- 1468. Cursing or profanity
- 1469. Foul language
- 1470. Talking back to adults
- 1471. Students use of profanity in the halls
- 1472. Students talking back to adults.
- 1473. Students using profanity
- 1474. Interruptions from students during class (noise, fighting, disturbing other students)
- 1475. Poor conduct on the school bus
- 1476. Talking back
- 1477. Refusing to cooperate: time on task and follow directions
- 1478. Disrespect to adult authority
- 1479. Disrespect toward classmates
- 1480. Drugs -- truancy
- 1481. Foul language in classroom
- 1482. Refusing to obey a reasonable request
- 1483. Disruptive classroom behavior
- 1484. Students refusing to sit quietly and read or study before school starts
- 1485. Students refusal to obey school rules
- 1486. Students that lie to parents
- 1487. Students that kick and bite
- 1488. Students that talk back to teachers
- 1489. Talking back
- 1490. Not responding to teacher request
- 1491. Too much noise
- 1492. Talking back to teacher

- 1493. Refusing to obey
- 1494. Profane language in the classroom
- 1495. Students who do not obey class rules
- 1496. Use of profanity at will by students
- 1497. Respect for authority
- 1498. Respect for other people's property
- 1499. Not following school or classroom rules
- 1500. Profanity
- 1501. Self-disrespect among students
- 1502. Barging into any class by students
- 1503. Cursing
- 1504. Profanity use in class and in hallways
- 1505. Disobedience when told to move on
- 1506. Fighting
- 1507. Abusive language (cussing)
- 1508. Attendance (After "X" days absent/fail course)
- 1509. Student usage of profane language
- 1510. Violation of school dress policies
- 1511. Disrespect for rights of other individuals
- 1512. Students who run screaming down hallways between 8:00 a.m. and 2:30 daily
- 1513. Students who tear down hallway pictures, spill food on floors, leave trays on tables daily
- 1514. Students who talk back while yelling and screaming
- 1515. A direct statement by a student -- "No, I won't sit down and do my work and you can't make me."
- 1516. Making faces, fingers in ears, and humming when I attempt to give specific instructions one-on-one
- 1517. Walking out of classroom after turning over desk and scattering books and papers
- 1518. Use of profanity
- 1519. Use of weapons
- 1520. Use of obscene gestures
- 1521. Use of weapons
- 1522. Talking while I'm talking
- 1523. Moving around the room (fidgity bodies)
- 1524. Fighting
- 1525. Profanity in the classroom, halls by students!
- 1526. Failure to do assigned work
- 1527. Excessive class cutting
- 1528. Inattention
- 1529. Talking
- 1530. Failure to complete assignments
- 1531. Students clearing out of the hallways
- 1532. Abusive verbal language
- 1533. Use of profanity
- 1534. Cursing the teachers and administration
- 1535. Ignoring directions
- 1536. Defiance to school and classroom rules
- 1537. Profanity
- 1538. Student verbal-rebellion of school and classroom rules and regulations
- 1539. Fighting inside classroom and surrounding area
- 1540. Use of profane language toward teacher and classmates
- 1541. Talking back to the teacher

- 1542. Hitting other students without a cause
- 1543. Disruptive classroom behavior
- 1544. Disrespect in hallways and school grounds
- 1545. Cursing, stealing, violating rights of others, consistent/disobdience
- 1546. Students who talk back to adults
- 1547. Students who do not obey
- 1548. Telling me to do instead of asking
- 1549. "You ask me to do it - don't tell me, Honky!"
- 1550. Refusing to do assignment
- 1551. Using fowl language and gestures
- 1552. Students not respecting all adults
- 1553. Students talking back
- 1554. Student disrespect to teachers
- 1555. Disregard of teachers directives - commands - rules
- 1556. Desruption of learning environment
- 1557. Taling back!!!
- 1558. Making facial expressions every time one is asked or told to do something
- 1559. Arguing continuously with peers
- 1560. Gum-chewing
- 1561. Talking out of turn
- 1562. Tardiness/absenteeism
- 1563. Disrepect for teachers (students attitudes need improvement toward self, peers and teachers)
- 1564. Given a verbal command, students talk back
- 1565. Excessive fighting in school with limited number of days for suspension or no solution
- 1565. Fighting
- 1566. Profanity
- 1567. Not following school or classroom rules
- 1568. Hitting other students
- 1569. Disrupting classroom activities
- 1570. Attitude
- 1571. Not paying attention
- 1572. Hallway noise (screams, etc.)
- 1573. Refusal to follow directions
- 1574. "Joneing"
- 1575. Profanity
- 1576. Threatening teachers

**PART III - TEACHER SUGGESTIONS
RESPONSES TO QUESTION D**

D. What three areas would you like the Superintendent to concentrate on in the coming year?

1. Teacher respect
2. Personality
3. Do away with the Full Potential Program in small schools - they lead to race problems
4. Unify all areas
5. Classroom discipline workshop for teachers
6. Art classroom at every school
7. Personality
8. Respect for teachers
9. Personality (warm up some)
10. Create a positive image with the media
11. Personality
12. Teacher respect
13. Personality
14. Respect for teachers
15. Budget-funding
16. Teacher-Talks Program (a meeting held monthly for teachers to discuss concern they have with the Superintendent regarding Pupil Progress)
17. Standing up for teachers
18. Let resource staff work in their field, rather than pulling them out to do busywork in another area!
19. Making teachers aware of advancement opportunities in the system
20. Making all areas in the system perform same duties and responsibilities
21. Putting persons, or a person in the Elementary school directly responsible for helping teachers with instructional practices as the Curriculum Specialists at middle schools
22. Avoid presenting new plans that sound threatening to teachers - the "catch them being wrong approach."
23. Recognize that most teachers already have high expectations for their own performance and for their class and are giving 110 percent - try to show good manners
24. More respect and positive encouragement toward teachers
25. An increase in pay for teachers
26. Less paperwork
27. Increasing teacher morale
28. Not worry about unimportant things such as gum chewing, etc.
29. Emphasize creative thinking and critical thinking rather than test scores
30. Make areas more unified in duties and responsibilities for teachers
31. Duties and responsibilities
32. Writing objectives on board for every subject
33. City wide lesson plans
34. Discipline
35. Assurance each teacher is treated with respect
36. Professionally held faculty meetings
37. Discipline of students
38. Eliminating inflexible, mandatory systemwide lesson planning
39. Eliminating writing "objective" on chalkboard before each subject
40. Discipline of student

41. Eliminate writing objectives on chalkboard
42. Teacher Pay Salary
43. More Staff Development Programs
44. Unity among all members of Atlanta Public School (non-separation central office vs. schools.)
45. Supplies to the classroom
46. Media Center
47. Music, salary!
48. Money for classrooms
49. Discipline/same guidelines for (all) schools
50. Becoming more humble
51. Salaries for teachers
52. Staying out of the newspapers with negative publicity. Actions could and should promote more positive publicity
53. Be held more accountable for frivolous spending/money deficits
54. Superintendent's "dictatorial" attitude - lack of respect for others
55. Salary - teachers
56. Less paperwork (CLO's; objectives)
57. Increase salary
58. Proper supplies
59. Staff development
60. Autonomous lesson plans
61. Counseling in all elementary schools as well as all other schools
62. Parent education and support groups for parents in all schools
63. Positive (non-threatening!) communication with staff and community
64. Tighten security in high schools
65. Improved relations with your school board
66. More finances for better and new equipment
67. Higher pay for teachers
68. Seeing teachers assets with sharp brains, not dim-wits
69. Teacher morale
70. Higher pay salaries
71. Salary raises
72. Streamlining paperwork
73. Salary!
74. Enhance communication
75. Salary
76. Funding each classroom with more supplies
77. Eliminate writing objectives on chalkboard for every subject, if needed write objectives before class begins
78. This allows time for pupils to get off tasks in the primary grades
79. Emphasize to parents and students what schools do for them free and otherwise
80. Formulate and enforce a realistic (tough) student discipline program and require all teachers and principals to follow it
81. Don't require or allow schools with obvious academic shortcoming to get involved in a lot of extra programs for "show."
82. Work on a new promotion retention program because the minimum skills program is a force to some and a trial to others. At any rate, it suffers from serious inconsistency
83. Discipline problems
84. Boosting teacher morale
85. Teacher incentives

86. A discipline policy for the school system. A policy with consequences to change behavior
87. Dress code or some policy to set a minimum standard for teachers and students
88. Free teachers to teach. CLO's were not adequately written. The effective teacher can chart her own path through a course based on the capabilities and interests, etc. of pupils
89. Look at the retention policy - consider all factors. Revise policy and practices so that pupils can do more than repeat grade
90. Open classrooms (clusters)
91. Pre-first grade - (Kindergarten retention)
92. Discipline
93. Teacher Morale
94. Parent Involvement
95. Parent Involvement
96. Cutting down on paperwork
97. Morale of teachers
98. Discipline of students
99. Eliminate writing objectives on chalkboard for every subject
100. Language experience
101. Discipline systemwide - creating a truly effective plan
102. Discipline
103. Supply teacher for all teachers
104. Housekeeper for all schools
105. Science
106. Math
107. Local school decision making about lesson plans, curriculum (within limits of curriculum guides) long range school objectives, etc.
108. Personality
109. Pay raise
110. Less paperwork and more teacher in put
111. Aids in lower grades
112. Teacher self esteem
113. Staff support systems
114. Teachers need more input in everything!
115. Computer net work to information bank - such as test questions
116. Having the Jostens Learning system work more effectively
117. Spending less money on printed materials and trips for his friends
118. Relieving teacher from unnecessary paperwork
119. Either correcting problems with Jostens Learning System or replacing the program
120. Correcting clerical errors that come out of administrative offices
121. Staff support programs
122. More innovative staff development programs
123. More access to counselors in elementary schools
124. Communication - more communication with school board members. More consistency in the schools - get rid of the Areas. Allow all elementary people to get together
125. Incentives - more rewards for excellent, educated teachers
126. Build a reputation - find a way to help or get rid of poor teachers
127. Give classroom teachers more voice in the curriculum
128. Stop using so much paper (sending messages unnecessary)
129. Being honest and trustworthy

130. Doing away with jobs that are unnecessary, so that the money can go towards supplies and teachers salaries
131. Teacher Morale
132. Teach Pay
133. Treating teachers like individuals. Don't lump everyone into one pot. "If it ain't broke, don't fix it."
134. Salary
135. Discipline - crack down
136. Reducing paperwork
137. Less paperwork
138. Allow all teachers to have more input - not just a chosen few
139. More help with children with severe learning and emotional problems
140. Teacher morale
141. More get-acquainted sessions with teachers from other areas other than ours
142. Better staff development
143. Better allotment of materials to schools
144. Better staff development
145. Less stress for standardized tests. Use them as a teaching tool - not judgement of teacher ability!
146. If he doesn't know --? Then we're in "big" trouble
147. Salary
148. Conditions (Working)
149. Supplies
150. Leave butterfly schools alone
151. Paperwork
152. Incentives for poor performers to stay in school
153. Improvement of facilities (buildings)
154. Psychological testing feedback
155. Remediation program within school
156. Less paperwork!!!
157. Raising teacher morale (PR in community, opportunities for recognition and advancement, higher pay)
158. Providing more aides in classrooms
159. His excessive budget
160. Prejudice towards white women
161. Objectives on the board
162. Negative exposure in paper
163. Improvement in discipline policy
164. Salary increase for all employees
165. Air conditioners for all Atlanta City Schools
166. Adequate materials, funds, machines and appropriate surroundings for the school grounds
167. Teacher's salaries, respect and listening and following our suggestions
168. Give the teachers choices and the authority to make decisions
161. Discipline - give the teachers authority and power to do as they see fit
162. Salary increase
163. Supply increases
164. Reduction in administrative positions
165. Each child with a book (for homework)
166. Not to be so dogmatic
167. Discipline
168. Teacher Morale
169. More respect for teachers
170. Proper indoor P.E. facilities for elementary schools

171. Proper equipment made easily available
172. More supplies i.e., paper, construction paper, glue, etc.
173. Discipline
174. Paperwork
175. Making sure that teachers are teaching their students so that the students can reach their highest potential
176. Disciplines
177. Cutting down paperwork and meetings
178. Thirty minutes lunch breaks
179. Improving elementary school teachers' ability to teach reading rather than relying on basal guides for scripts
180. Stopping corporal punishment
181. Salary
182. Physical environment (the school)
183. Raising test scores
184. Discipline
185. Parent involvement
186. Discipline problems
187. Lesson plans
188. Cost of living increase
189. Use teacher guides and CLO's in place of lesson plans
190. Salary increase that are cost of living effective
191. Bus duty
192. Too many meetings
193. More community and parent involvement and participation
194. Counseling for young and low income parents
195. Teacher salaries
196. Closing open cluster classrooms
197. Giving more funds to teachers for supplies
198. Give ten percent raise to teachers
199. Reduce paperwork
200. Planning time for teachers (classroom) - the heats on and no help
201. Helping classroom teachers with respect
202. Remedial/special education for slow learners
203. Libraries, art, p.e., classes held always
204. Discipline
205. Environment of the work place
206. Salary
207. Decrease paperwork
208. Planning period for elementary school teachers
209. Decreasing paperwork
210. Counseling more frequently among students in elementary schools
211. Parent workshops on being a more effective parent
212. Cut down on paperwork
213. Disrespect for teachers by students
214. Teacher morale
215. Discipline
216. Reduction in paperwork
217. Salary increase
218. Discipline in the school
219. Aware and recognize good effective teaching practices
220. Compensate teachers with monetary tokens based on a set of criteria
221. Display more trust in the Atlanta School teachers
222. Provide educational leave for professional growth

- 223. Discipline
- 224. Lower classroom ratio
- 225. Planning period during the day
- 226. Discipline
- 227. Lower class ratio
- 228. Specified planning period during day
- 229. He has done a final job this far
- 230. Discipline
- 231. Finding a way to bring salaries of veteran teachers in live with national norm
- 232. Discipline
- 233. Parental support
- 234. Financial support in all areas
- 235. Creating a positive atmosphere systemwide, schoolwide, and in the classroom
- 236. Less emphasis on test scores
- 237. Increase veteran teachers' salaries to make them comparable with national norms
- 238. Strong discipline policy with administrative banking
- 239. Incentive Programs for excellence in teaching
- 240. Elevate veteran teachers salaries
- 241. Comparable with the national average
- 242. Reducing paperwork
- 243. More planning time
- 244. Discipline
- 245. Creating a teacher center
- 246. Student discipline
- 247. More planning time
- 248. Discipline
- 249. Reduction in paperwork
- 250. Discipline
- 251. Shorten lesson plans
- 252. Discipline
- 253. Improving Audio-Visual material
- 254. More emphasis on Science and Computer
- 255. Less paperwork
- 256. Discipline
- 257. Pay raise
- 258. Teacher Responsibility
- 259. Better pay for teachers
- 260. Upgrading of schools that are a health hazard
- 261. Putting attendance on computers
- 262. Discipline
- 263. Physical plant improvement (renovating school)
- 264. More materials for classrooms in math and science
- 265. More classroom teacher support
- 266. Putting attendance on computers
- 267. Reducing paperwork from Area Office
- 268. Discipline
- 269. Teacher morale
- 270. Discipline
- 271. Security of workplace
- 272. Community lies between teachers and Superintendent
- 273. Literacy and the cultural deprived student
- 274. Establishing a good working relationship with our city government
- 275. He's doing a good job, however, reduce some of his media coverage

276. Discipline
277. Teacher input in decisions involving teachers
278. Reduction of paperwork
279. Parental involvement
280. Discipline policy
281. Teacher appreciation
282. Providing materials directly related to standardized tests
283. More classroom computers for all interested teachers
284. Parent involvement in the schools
285. Discipline!! A no-nonsense approach!
286. Salary
287. A positive and supporting role for teachers
288. Working with preschools in the transition of their students to kindergarten
289. Providing each school with a central staffing team (PEC)
290. Consider using curriculum specialist as SST chairpersons. They could monitor the modified curriculum (objectives) discussed during SST conference(s)
291. Planning periods provided for elementary teachers
292. In-school suspension for elementary students
293. Let elementary teachers work at a pace comfortable in maintaining accuracy of skills for low achievers without worry of job being jeopardized. Let teachers get back to the basics
294. Cutting down on paperwork
295. Student discipline
296. Salary
297. Discipline
298. Salary
299. Teacher morale
300. Excessive testing
301. Teacher pay
302. Class sizes
303. Clerical help
304. Supply teachers always
305. Student accountability
306. Parent accountability
307. Allowing teachers to teach without interruptions
308. Discipline
309. Salaries
310. Increased instructional budget
311. School Administration (School Leadership)
312. Fair promotion policies (not by who you know) for teachers and children
313. Workable discipline policy (not suspension - for this only defeats our educational purpose)
314. Elementary teacher should have a planning period every day
315. To continue to come into the schools with his team and do it more often
316. Have a planning day each month
317. Too much paper work including lesson plans
318. Inspiring students to want to learn
319. Find a way to get parents involved in their child's learning process
320. Drop-out rate
321. Middle school program
322. Discipline at the High School level
323. Creating a Professional
324. Teacher's Resource Center
325. Creating new job (Instructional Lead Teacher of Student Service)

326. Giving teacher's more freedom in their classroom
327. Educating teacher's on what is dysfunctionality and how it relates and affects our students
328. Better benefits, incentives, and rewards for teachers
329. Discipline
330. Less paperwork, more teaching time
331. Discipline
332. Discipline
333. Reduction of paperwork
334. Improve communication between central focus team members and the teachers they observe
335. Improvement in the relationship between principals and staff members. Some principals need more human relations training
336. Reduction in paperwork
337. Salary Increase
338. Test scores
339. Central and Local Focus Schools
340. More time for teachers to take a "breather"
341. Small classrooms
342. Flexible scheduling
343. Teacher in-service
344. African-American information for teachers
345. Discipline
346. Salaries
347. Supplies
348. Parent Involvement
349. A democratic system rather than autocratic administration
350. Immediate feedback on all evaluations
351. Constructive and positive corrective measures for areas of criticism
352. Special education needs
353. Summer Special Education Programs
354. Improved Linguistic Communication Programs
355. More creative means of writing lesson plans
356. More hands on classroom aids
357. More in-schools workshops for discipline and teaching aids
358. Decrease the amount of redundant paperwork required of teachers
359. Increase the teacher salary to a respectable cost of living amount
360. Provide teacher assistance to teachers wanting additional classroom help with student groups. (Paraprofessionals.) Some teachers do not wish to have additional help provided by the school board.
361. Developing better organization and procedures for itinerant teachers
362. Insuring that every class has an adequate space, equipment, materials, lighting, etc.
363. Security of storage areas and classrooms during off-duty hours
364. More planning time (e.g.; early dismissal of students periodically - allowing teachers time to catch up with paperwork)
365. Discipline
366. Individual schools having more input in their school program and curriculum
367. Raising the morale of teachers
368. Stronger/enforceable discipline policy
369. More remedial programs for slower learners
370. Raising morale of teachers
371. Stronger/enforceable discipline policy
372. Remedies Programs for slower learners

- 373. Giving us the same respect that he wants us to give to him and the students
- 374. Have a more positive and compassionate attitude towards teachers and staff. (Treat us the way you want us to treat the students.) We too are human!
- 375. Designing elementary curriculum based on the way children grow and develop and learn
- 376. More activities (for example, Early American Arts and Crafts for fifth grade to include cooking, candle- and soap-making, spinning, weaving, sewing, carpentry.) Happy, constructive children grow into happy, constructive adults
- 377. Teacher input in the education process: planbooks, tests
- 378. Unbiased promotional appointments to qualified personnel
- 379. Increased pay for experienced teachers
- 380. More building level support staff in elementary schools. Counselors, assistant principal/curriculum assistant; paraprofessionals
- 381. Better maintenance of buildings
- 382. I think if a teacher is not doing their job they should be fired instead of written up
- 383. Discipline
- 384. Attendance
- 385. Parent involvement
- 386. Elimination of most observations
- 387. Allocate more for teachers to go out and buy what they need for supplies
- 388. Get rid of written lesson plans for those with adequate GTOI scores
- 389. Enrichment for students in Housing Projects
- 390. Trips for students in Housing Projects
- 391. Take-home books for students in Housing Projects
- 392. Discipline
- 393. Parent/Teacher relations
- 394. Salary increases
- 395. Smaller class load in primary grades
- 396. More supplies for primary grades, more lab/classroom for science
- 397. Reducation of junk paper coming from his office
- 398. Cancel black "Afro" studies -- \$1,000,000
- 399. Stay out of media in negative light -- censorship, etc.
- 400. New ideas for effectively reaching students
- 401. Making supplies and aids available for science classes - a floating aid could be available for up to date videos and TVs in each class to bring science and social studies to life in the class
- 402. Retained students
- 403. Rewardness in the schools
- 404. Financial rewards for teachers, parents, secretaries above regular duties
- 405. Changing the plan book - it's too awkward and absurd
- 406. Change his position on retaining kindergarten students
- 407. Visiting the classrooms with a smile and a positive attitude
- 408. Improved faculty and staffs through a more humane level of communicating
- 409. Ending teacher "bashing" during public speaking
- 410. Cease forwarding fliers that seem to be products of brainwashing techniques to faculty and staff
- 411. Uniform discipline code
- 412. Uniform discipline code
- 413. Uniform discipline code
- 414. Keeping out of the media maelstrom
- 415. Using local business people, civic leaders, church leaders, etc. to give motivational talks on public TV station

416. Eliminate racism during African-History Month and thereafter increasing disrespect
417. Make school less test oriented
418. Eliminate bubble sheets
419. More recognition of teacher achievements
420. Less intimidation of teachers
421. Drop the damn objectives listed on the board, assaine!
422. No detailed lesson plans
423. Making teachers first
424. Understanding that each community is different
425. Concentrate on unity, unity, and unity for the system (Divided we will fall!)
426. I would like to see improvement in classroom space
427. Please get air conditioner for all classrooms or school
428. We need to see a way to cut out IDS and save money
429. Building outsider respect toward the field of education (Public Relations)
430. Updating styles of teaching, i.e., learning centers, more audio-visual equipment
431. Developing a better relationships with the teachers. Hearing their needs as educators for their classroom and professionals
432. Eliminating those bulky non-functional lesson plan books
433. Airconditioning classrooms
434. Safety of employees (school buildings, parking lots)
435. Upgrading, adding to supplies available from school warehouse
436. Reducing paperwork
437. Increasing salaries
438. A simple discipline plan
439. Class size - should be smaller
440. Adequate facilities for all disciplines
441. Promotion
442. Salaries
443. Classroom environment conducive to learning
444. Discipline and airconditioning for all schools
445. Recreational facilities for inner city pupils
446. Methods to get parents involved
447. Salary
448. Paperwork
449. Rewards for good teaching
450. Success of developmentally appropriate kindergarten classes
451. Bridging the gap between kindergarten and first grade; preparing students for GCRT, ITBS, etc.
452. Success of developmentally appropriate kindergarten classes
453. Bridging the gap between kindergarten and first grade; preparing students for GCRT, ITBS, etc.
454. More programs for encouraging students to excel in school
455. Jealousy among teachers
456. Teachers on "Ego Trips" (Teachers who are more interested in their cars and the people they know than they are in students learning)
457. Teachers who LIE to the principal about other teachers they do not like
458. Professional development funds for conferences available to teachers on an equitable basis
459. Better communication for teachers up the administrative hierarchy
460. More equitable support of existing APS programs - e.g., music art
461. Respect for teachers (from super)
462. Finding a new job - elsewhere!

- 463. Developing respect for teachers
- 464. Realistic promotional policies for all staff members
- 465. Discipline
- 466. Curriculum diversification
- 467. Increased support of media/information development
- 468. Making public service announcements to get parents involved in the high school education of their children
- 469. Salaries (Teacher)
- 470. Supplies
- 471. Equipment
- 472. Discipline, manners, morals
- 473. Upgrading the performance of non-achievers who have problems with motivation -- no physical or psychological (serious) problems
- 474. Insure a fair or equitable access to major equipment like telephones, typewriters, thermofax machines, and copiers for all staff
- 475. Discipline
- 476. Attendance of students (class) -- set a minimum no. of days students must be in class (out of 90) to pass
- 477. Reducing paperwork for staff
- 478. Dropout prevention
- 479. Proper scheduling
- 480. Parent (Student relationship with school)
- 481. A discipline lesson in course for parents
- 482. Reduce the amount of paperwork
- 483. Reduce the amount of paperwrok
- 484. Invite former and successful students as role models to come in and talk with students in all grades
- 485. Discipline
- 486. Foreign language representative on central focus team
- 487. Freedom to use teacher ingenuity
- 488. Less over-head Administration and more direct contributions to students from central focus team and area office personnel
- 489. Discipline Problems (Behavior and Attitudes)
- 490. Teaching Sex Education in the Classroom
- 491. More Realistic Teaching Experiences (Hands-on Experiences) Teaching Life Experiences vs. Books
- 492. Discipline
- 493. Teacher input concerning all areas of students education
- 494. Relationships between administration, teachers, and parents
- 495. Inspired teaching
- 496. Building a higher level of morales (teachers) for principals
- 497. Working with other school systems more to see how problem areas are solved
- 498. P.E. teachers in schools everyday
- 499. Decreasing class size for all teachers. Set seom "administrators" back in the classroom?
- 500. Letting teachers buy supplie. and supplemnetal books for class use. Or make decisions about what they need
- 501. Getting (and maintaining) good copiers and more TV's and VCR's than are now available.
- 502. No African Infusion -- waste of time
- 503. Discipline -- fund in-house suspension, alternative school
- 504. Raising teacher's salaries
- 505. Free period each day for elementary teachers
- 506. Air condition all classrooms

- 507. Smaller class sizes
- 508. Reduction in paperwork
- 509. Better working conditions (e.g., air conditions/protection against bees by installing netting for windows)
- 510. Less paperwork
- 511. Revised plans for lesson plans, too much time is spent doing lesson plans weekly
- 512. More money allotted for supplies
- 513. Salary
- 514. Class size
- 515. Hourly-Teachers Planning Time/Elementary Level
- 516. Reduction of System Testing
- 517. Substantial Raises for Teachers - 10 percent to 12 percent
- 518. Improving teacher morale
- 519. Minimizing paperwork
- 520. Helping children deal with anger and stress
- 521. Helping children cope with their drug environment
- 522. Making parents become more involved with their children and the school
- 523. Realistic discipline guidelines
- 524. Giving teachers more control in classrooms
- 525. Career ladder
- 526. Employment of white teachers in all schools
- 527. Discontinue use of ID reports in math and reading
- 528. Revised method of Lesson plans. Revised physical education program or a full time teacher in every school, also art and a counselor
- 529. Lesson plan format
- 530. Letting teachers feel free to teach
- 531. Boosting morale, more positive reinforcement
- 532. Higher pay
- 533. English textbooks for all student's
- 534. Air conditions in the classroom
- 535. Better personnel relations between staffs and central office
- 536. More security in some schools
- 537. Better maintenance of buildings - broken equipment repaired - buildings revovates
- 538. Teacher pay raises
- 539. Air conditioned classrooms
- 540. Discipline in school settings
- 541. Higher pay
- 542. N/A
- 543. Salary
- 544. Promotions
- 545. Employee -- employer relations
- 546. A text book in every subject for every child. We did not have enough science books. Pupils were expected to share books that they had to write answers.
- 547. Student discipline
- 548. More support for teachers
- 549. Reducing the amount of paperwork demand
- 550. Examining the city-wide differences on advisement teacher plan requirement and computer offering/facilities
- 551. Motivational techniques and consequences for students who refuse to try to learn
- 552. More immediate removal of students who insist on disrupting regular school programs and who refuse to do class and homework

- 553. Systemwide consequences for offenders of rules such as 'no gum chewing,' class cutting, etc.
- 554. Discipline
- 555. Human Dynamics for Principals
- 556. Teacher morale
- 557. More buzz sessions with teachers
- 558. Master teachers serving as consultants to in assisting new teachers perfect instructional strategies
- 559. Superintendent should be able to identify teachers who possess leadership skills and allow them opportunities for development
- 560. Discipline
- 561. Parental Involvement
- 562. Strengthening the curriculum
- 563. Standardization of subject areas
- 564. Teenage pregnancy
- 565. Teacher increased work-load
- 566. Advisement
- 567. Less mandates and more empowerment from teachers who are actually doing the work everyday
- 568. Community/parent involvement
- 569. Student needs other than instruction in the class
- 570. Discipline
- 571. Improving teacher salaries
- 572. In-service training courses for teachers
- 573. Communication between planning and expanded service and vocational staff-establishing clear cut line of administration between supportive staff and teachers
- 574. Cutting down on the amount of paperwork
- 575. Financial assistance to attend conferences
- 576. More participation by teachers in decision-making before they are made law
- 577. Higher salaries for teachers
- 578. Less paperwork (system-wide computers for attendance and home contact)
- 579. Separate eating facility and separate lunch menu for teachers within the school (uniformly; some schools have these and some do not)
- 580. Reduce preparations and extra curricular activities so teachers can focus on teaching
- 581. Greater teacher participation in decision making
- 582. Better pay and recognition for teachers
- 583. Homework policy
- 584. The prevention of cheating
- 585. Raising academic standards
- 586. A system to assure adequate teaching materials for all
- 587. M.E.P.
- 588. More concentration on discipline
- 589. Positive leadership
- 590. Avoid any but CONSTRUCTIVE criticism
- 591. Better
- 592. Focus on meeting the needs of the "poor" children in Atlanta: poor because of economics, drugs, abuse, and family instability Stop beating up the teachers because the children aren't learning, and work with the teachers to find new and creative teaching methods
- 593. I was not teaching last year
- 594. Continuity of the curriculum systemwide
- 595. Teacher in-put in decision making

- 596. Parental accountability
- 597. Controlization of the school system to enhance effectiveness
- 598. Salaries
- 599. Reduction of non-teaching duties
- 600. Public Relations
- 601. Establish measurable objectives for this urban school system
- 602. Make sure this is one school system and not THREE
- 603. Curriculum of primary grades should be revised
- 604. Correlation of kindergarten report cards with curriculum
- 605. Recording kindergarten grades on report card; there is no grade equivalent to a B/Very Good; there is S/Satisfactory and E/Excellent
- 606. Building a better rapport with teachers
- 607. Respecting teachers rights
- 608. Provide special incentives for inspired
- 609. Provide special incentives for inspired teachers who have excelled in the teaching profession
- 610. Stocking school with current up-to-date Basal series and other materials, i.e., screens, T.V.'s, audio equipment
- 611. Give his overall-plan and means to expedite school plan
- 612. Schools media center stocked with some current literature, film strips, videos, etc.
- 613. Lower student/teacher ratios
- 614. Higher allowances for school supplies
- 615. Better teacher -- administrative relations
- 616. Something other than his ego
- 617. A realistic view of what "All Children Can Learn"
- 618. Getting rid of minimum skills so teachers can let the students READ!
- 619. Educating parents on involvement in students overall school program
- 620. Placing at least six different exploratory subjects in each middle school
- 621. Discipline
- 622. Teacher morale
- 623. Students attending schools in their area
- 624. Less paperwork
- 625. Stronger discipline policy
- 626. Contact with parents about their children's behavior as school
- 627. Math
- 628. Reading
- 629. Computer
- 630. Discipline and stronger policy
- 631. Less paperwork
- 632. Stronger suspension/expulsion policies
- 633. Lower the age for alternative school students
- 634. Eliminate pacing sheets/CLOs and allow teachers more flexibility in classes
- 635. Market-sensitive salaries for all school employees
- 636. Less paperwork
- 637. Right-To-Eat Lunch hour
- 638. Excessive "monitoring" of teachers with no feedback
- 639. Collective bargaining
- 640. Increased salary instead of Superintendent's so-called "educational excursions"
- 641. Less paperwork
- 642. Duty-free lunches
- 643. The Superintendent should concentrate on eliminating combination classes.
- 644. Decrease the number of students in classes

645. The Superintendent should allow us to formulate our own plans, with no so much emphasis on a planned book.
646. Parent involvement in class at middle school level
647. Teacher supplies
648. Inspired teaching
649. Expediting the PEC referral process
650. More awareness of actual classroom situations
651. Preparation time for elementary classroom teachers
652. Art classes/counseling of students
653. Planning times -- Tutorials and faculty meetings take three days.
654. Tutorial for students who need one-to-one instruction until able to function more effectively with average classmates.
655. How principals are selected for principalship
656. Class size
657. More teacher input in making decisions and disbanding Leadership Team
658. Writing voluminous lesson plans. You are supposed to use the Teacher's Guide for instruction. Why re-write these steps?
659. Planning 30-minute daily break for first grade teachers
660. Full-time Teacher Assistants for first grade teachers
661. Reduction of paperwork
662. Writing shorter lesson plan
663. Older students in classrooms
664. Discipline plan and drug plan
665. Discipline
666. Curriculum
667. Streamline paperwork
668. Lifting the morale of teachers
669. Praising teachers instead of putting them down
670. Lowering teacher-student ratio
671. More recognition for creative teaching
672. Recognition for 10- and 25-year teachers (a pin for 10 years and/or \$100.00; 25-year pin and/or \$250.00)
673. Curriculum
674. Discipline problems
675. Class size
676. Teacher salaries
677. Duty-free lunch
678. Discipline
679. Working relationships in the schools among teachers
680. Salaries
681. Promotions
682. Motivation
683. Have a positive attitude toward teachers
684. Use more tact when addressing issues
685. Planning time for elementary teachers
686. Discipline problems
687. A variety of appropriate instructional materials
688. Parental cooperation
689. Whole Language -- Time, Ownership and response writing and reading workshops
690. More computer programs for science and social studies
691. Discipline
692. Planning time for teachers

- 693. Improving teacher morale by being more positive
- 694. Parent involvement
- 695. Adequate materials and supplies
- 696. Veteran teachers need to work as a team with newer teachers. *Central staff are here, but do not get to the root of the problem. They may see teachers not teaching and who need help, but they won't do anything.
- 697. To provide an hour a day for planning time
- 698. Team-teaching in order to give more time for planning
- 699. Teacher salaries
- 700. Providing support for teachers through teacher aides for all teachers
- 701. Continued improvement of student performance/test scores
- 702. Continue to improve teachers' salaries
- 703. School-wide discipline policy with some teeth in it -- concrete, clear and understandable, and definite.
- 704. Coordinating all disciplines in their importance and not making any discipline seem insignificant
- 705. Realize the value and importance of extra curricular activities and participation in the total educational program
- 706. Professional courtesy by principals toward teachers
- 707. Compensatory time for school duties after school hours
- 708. Teachers' salaries
- 709. Supplies
- 710. Administrators - (They need to know how to talk to people.)
- 711. Discipline
- 712. Teacher morale
- 713. Competency of administrators
- 714. Vocational Education
- 715. Alternative Education to lower dropout rate
- 716. Tough discipline policies or tough disciplinarians
- 717. Teacher's Plan Book
- 718. Duty-free lunch period for all teachers
- 719. Higher salaries
- 720. Working more closely with the Special Education students in the various programs
- 721. Vocational Education for Special Education students
- 722. More "hands-on" activity for Special Education students
- 723. Communicating with teachers
- 724. Letting teachers be involved in decision-making on state level
- 725. Attendance
- 726. Teacher training
- 727. Curriculum planning (contents) - A more activity-centered curriculum
- 728. Discipline
- 729. Lesson plans - paperwork
- 730. Parent involvement
- 731. Boosting teacher morale
- 732. More teachers in rut in classroom matters/subjects
- 733. Increased pay for teachers
- 734. Salary increase
- 735. Lower pupil-teacher ratio
- 736. Alternative learning route for "slow learner"
- 737. Lesson plans - paperwork
- 738. Parent involvement
- 739. Teacher morale

- 740. Stronger discipline policy (in-school detentions and establishing after-school detention halls on elementary level)
- 741. Remedial programs for students who do not qualify for Special Ed. Program nor Chapter I services.
- 742. Developing "developmentally appropriate" first grades
- 743. Engaging students in activities which promote independent learning
- 744. More strict discipline policy
- 745. Greater utilization of classroom computers
- 746. Reduce amount of time teachers must spend on paperwork, freeing their time and energy for more creative activities
- 747. Eliminate the Central Focus Team which offers plentiful criticism of trivial impact, but little constructive help on substantial concerns
- 748. Do away with writing objectives on the board
- 749. Salaries
- 750. Multi-Disciplinary Evaluation Teams
- 751. Counselors in the elementary schools to counsel troubled youths who are experiencing social and/or emotional problems as well as environmental problems which interfere with learning and discipline in the classroom
- 752. Salaries
- 753. Attitudes
- 754. Discipline
- 755. Community services for elementary schools
- 756. Establish a list of books available to each elementary school library related to Black Infusion. It might be necessary to purchase and place a certain basic quota of books in the individual school library.
- 757. Make available to teachers an interpersonal relationship forum for the discussion of strategies, techniques, and rights to work in safe non-threatening environment.
- 758. Teaching teachers how to motivate students
- 759. Discipline guidelines
- 760. Staff relationships within the System and within the school
- 761. Curriculum development for all segments of the System on all grade levels
- 762. Textbook selection
- 763. More money for teachers
- 764. Student discipline
- 765. Staff morale
- 766. Environmental Services - Care of lawns and athletic fields
- 767. Empowerment of teachers in school for better discipline
- 768. Stress team teaching, inter-departmental work, collaboration between schools
- 769. Foster community interest for school
- 770. Student discipline
- 771. Parent involvement
- 772. Student incentives for learning activities
- 773. Helping parents to understand their responsibilities
- 774. Inspired Learning activities
- 775. Increased salaries for all teachers
- 776. More money for PEC programs
- 777. Higher teacher's salary
- 778. Accessibility to teaching supplies when needed
- 779. Facility for incorrigible students
- 780. Discipline in the schools
- 781. Strengthening of business partnerships with vocational education
- 782. Promotion of the APS education strategies

- 783. Community schools/alternative schools for problem students and/or potential dropouts
- 784. Discipline guidelines for students
- 785. Effective means of reporting and getting response for grievances
- 786. Responsibilities of students as learners
- 787. Student discipline. More backup of teachers is needed if we continue to increase the load on classroom teachers. They must have more support in the area of discipline.
- 788. Discipline
- 789. Discipline
- 790. Paperwork
- 791. Teaching supplies
- 792. Discipline
- 793. Discipline -- new policy
- 794. Paperwork -- excessive
- 795. Teaching supplies
- 796. Discipline
- 797. Paperwork
- 798. Teaching supplies
- 799. Better communication between principals and teachers
- 800. Selection of local teachers for conducting workshops
- 801. Discipline
- 802. To see that classroom observations are fair
- 803. Emphasize strongly the importance of administrators being impartial
- 804. To discourage dictatorial attitudes on the part of administrators
- 805. Parent involvement
- 806. Discipline
- 807. Incentives for teachers
- 808. School/community relationship
- 809. Discipline
- 810. Incentive program for teachers
- 811. Positive publicity for the community so that people will become aware of teaching as a profession -- and a difficult one
- 812. Eliminate unnecessary paperwork
- 813. A committee to help with the discipline in the schools
- 814. Discipline problems and how to solve them
- 815. Workshops for parents so that they can be able to understand their children's homework
- 816. Parents more involved
- 817. Selecting principals whose concerns are the child (1st, 2nd, 3rd)
- 818. Seeing test scores as a means to an end (I feel forced to engage in some irregularities to "look good on paper")
- 819. Open-door policy (providing a structure where I can engage in honest-to-goodness dialogue about "the state of education in APS")
- 820. Address various exceptionalities of special educations and their associations with the evaluation of the special education teacher
- 821. Parent involvement
- 822. Less paperwork for teachers; more planning time
- 823. More severe punishment to first-time student offenders
- 824. Teacher morale
- 825. Disband IDS
- 826. Accountability of parents

- 827. Discipline
- 828. Parent involvement
- 829. Teacher access to more materials
- 830. Reduction in class sizes
- 831. Ending school year on last Friday in May
- 832. Less paperwork
- 833. More supplies for teachers
- 834. Improved school buildings
- 835. Longer duty-free lunches for teachers
- 836. Reduction in paperwork
- 837. Improving teacher morale
- 838. Discipline
- 839. Fair distribution of teaching loads, etc.
- 840. Incompetent principals and administrators
- 841. Salary
- 842. Computers in language arts classes
- 843. Strong discipline policy
- 844. Eliminate minimum skills
- 845. Administering ITBS in Fall and Spring
- 846. Planning time for elementary teachers
- 847. Discipline policy strengthened
- 848. Elimination of IDS system" 51. Administering ITBS in Fall and Spring
- 849. Planning time available for elementary teachers
- 850. Teacher-pupil ratio (15 to 1)
- 851. Aids for third grade
- 852. Eliminate so much testing in third grade. Have one test -- ITBS or GCRT
- 853. Teacher attitudes
- 854. Teacher recommendations in school policy
- 855. A discipline procedure that works
- 856. Salary
- 857. Pupil-teacher ratio
- 858. Reduction in paperwork
- 859. Salaries
- 860. Pupil-teacher ratio
- 861. Reduction in paperwork
- 862. Salary
- 863. Pupil-teacher ratio
- 864. Reduction in paperwork
- 865. Discipline
- 866. Working alternative programs for students not making the grade
- 867. Administrative support for teachers
- 868. Discipline
- 869. Discipline
- 870. Reduction of forms to be completed and placed (both for teachers and students)
- 871. Salaries
- 872. Pupil-teacher ratio
- 873. Reduction in paperwork
- 874. Identifying and placing students with severe emotional problems quickly, or provide an alternative for the regular education teacher in dealing with these students
- 875. Safety of buildings
- 876. In-school suspension programs

877. Short-term positive reinforcement for desirable student behavior
878. Discipline!!!
879. Discipline
880. Parents' responsibility in educating their children (parental report card)
881. Supplies!!! (of various types)
882. Find better principals or transfer them
883. Better affective education program
884. More use of consistent implementation of discipline rules for each school
885. Honor Roll policy for Special Education Program
886. Consistency in school policy for students who are suspended
887. Consistent discipline program throughout the school district
888. Discipline
889. Materials
890. Science workshops
891. Violence in the school
892. Disrespect of teachers in the classroom
893. Involve teachers more in decision making
894. Discipline in schools
895. Concentrate more on spending money in the classroom where it is needed most!!
896. Decreasing class sizes with more teacher assistance
897. Providing immediate remedial assistance to students who are failing courses
898. Providing for more readily available resources for instructional use in the form of materials as well as resource persons
899. Discipline
900. Support and ideas from Area staff -- not criticism
901. Discipline in our schools (especially middle schools)
902. Teachers' input and/or suggestions
903. Our Superintendent should respect and treat teachers more like professional human beings!
904. Raising teacher morale
905. Acknowledging and effectively dealing with discipline problems
906. Efforts to make parents more accountable for their children's work habits and behavior
907. Require each school to select no more than six major schoolwide activities which will be quality programs. Programs should not be developed at the last minute
908. Eliminate some of the many fund-raisers in elementary schools
909. Administrators should have a role as a partner in the classroom as well as an observer
910. Providing paraprofessionals for first grade
911. Method for teachers to evaluate principal
912. Having a "real" planning time in elementary school
913. Lesson plan format
914. Be human, and care as much for the teacher as he does for the children
915. Reduced class size
916. Teacher morale
917. Alternative programs for black males
918. Assigning a paraprofessional to all first grade teachers
919. More money for teachers/salary
920. A method of teachers evaluating principal
921. Grouping of children for instruction -- some teachers have the same top or bottom group year after year

- 922. Take the selection of teachers for summer school out of the hands of the principals. (They are getting their friends and who they like to work)
- 923. Personnel should return to handling transfers from school to school. Now the principals interview and select, maybe persuaded by former principal's opinions
- 924. Planning time for elementary school teachers
- 925. Alternative learning situations for students who have been continually unsuccessful in traditional settings
- 926. Establishment of at least a part-time position for middle school scheduling purposes
- 927. Recognition of fact that teachers are more effective when treated as partners rather than mindless or negligent serfs; stop blaming teachers for all of society's problems
- 928. Discipline
- 929. Parents' involvement
- 930. Teachers' involvement
- 931. Less paperwork
- 932. Reducing pupil-teacher ratio
- 933. Providing adequate funds for materials
- 934. Promoting positive attitudes
- 935. Continue effort to reduce amount of old, hot, and inadequate schools
- 936. Reduce significance of test (ITBS) as a competitive tool for schools
- 937. Chapter I model in elementary schools
- 938. School discipline policy
- 939. Planning periods
- 940. Art teachers
- 941. Implementation of in-school detention for elementary school students
- 942. Scheduled daily planning period for elementary school teachers
- 943. Art teacher for all
- 944. Violence
- 945. Gangs
- 946. Anarchy
- 947. Providing adequate supplies and materials for teachers
- 948. Providing enough textbooks for all subjects
- 949. Lowering pupil-teacher ratio
- 950. Selecting either CLO's or IDS for testing students
- 951. Revising ITBS test expectations
- 952. Reducing the number of new programs infused within the curriculum during one school year (Project STAY/Afro-American Infusion, etc.)
- 953. More adequate instructional materials in classes
- 954. More focus on achieving other than standardized test scores
- 955. More input from the classroom teachers
- 956. Monies for teachers to return to school
- 957. Better facilities (i.e., air conditioning, exterminating, etc.)
- 958. Concentrate more on teacher-made tests rather than standardized test scores
- 959. Reducing the paper flow from Central Office
- 960. Being a more respectful person
- 961. Being loyal to the people over whom he is working
- 962. A uniform policy for allowing students to attend school out of the area
- 963. Discipline policies (standard)
- 964. Discipline, discipline, discipline
- 965. Being more positive and much less negative in communications with teachers

966. Being less self-aggrandizing
967. Ceasing to insist that teachers interrupt their own lessons to make major cases out of minor problems which were not disruptive (i.e., gum-chewing)
968. Retiring or resigning
969. An alternative school for junior to senior high school students
970. Enforce discipline procedures
971. Teacher salary increase -- to get more qualified teachers
972. Leave!!!
973. Students' lack of interest in school
974. Discipline
975. Discipline
976. Teacher morale
977. Student motivation for learning
978. Salaries
979. Lower teacher-pupil ratio
980. Duty-free lunch
981. Discipline
982. Student morale
983. Teacher morale
984. Discipline
985. Developing achievement in the slow learner
986. Rotation of top and bottom classes
987. Disrespect to teachers by students, parents, and administrators
988. Salaries
989. Promotions
990. Eliminating some of the paperwork
991. More workshops to assist employees
992. More respect for all school personnel
993. Student motivation
994. Parent involvement
995. Positive school climate
996. Vocational education
997. Discipline, discipline, discipline
998. Discipline
999. Parental involvement
1000. Dropouts
1001. Raise for teachers
1002. Updated equipment
1003. Attendance; set limits on number of days absent
1004. Discipline -- improving self-image; rewards for excellence and improvement
1005. Improved pension benefits and better salary, especially for veteran teachers
1006. . . . before action is taken against parents; limit number of days in in-school and other absences - consequence: failure, night school alternative school
1007. Discipline in classroom and high rate of absenteeism
1008. Conduct of students in school and respect for teachers
1009. Get parents involved in school programs and activities
1010. Healing the divisiveness in the staff, community, and with the Board -- improving morale
1011. Including white children and other minorities within our system by less public reference to black children by specific title
1012. Encouraging the "successful" to be more so, including female students

- 1013. Lowering teacher loads; four classes a day and two planning periods would make this job bearable
- 1014. Maintaining an atmosphere in the school system of mutual respect and professionalism among teachers and administrators
- 1015. Not treating teachers as if they were incompetent idiots, but using and appreciating their expertise and good sense
- 1016. Discipline guidelines
- 1017. Teacher support; more pay
- 1018. Community-parent support
- 1019. Grievance procedures
- 1020. Being more accessible to staff
- 1021. Assuring that principals create a good working relationship with staff and faculty
- 1022. Higher pay for teachers
- 1023. More responsibility placed on parents
- 1024. I like the idea of having a new Superintendent who treats teachers like professionals and adults (one who is not rude and crude)
- 1025. Rapport with teachers (showing a little respect)
- 1026. Administrative duties
- 1027. Relationships between school English, especially test English, the English used at home, and academic success in school
- 1028. Relationships between theories, methods, and materials appropriate to teaching English to speakers of other languages and theories, methods and materials appropriate to teaching "standard English" to speakers of other varieties of English
- 1029. Solid, fair, disciplinary procedures
- 1030. Developing a better professional image
- 1031. Developing a more harmonious working relationship with teachers and teacher organizations
- 1032. Becoming more accountable in fiscal matters
- 1033. Inspired learning
- 1034. Involving the parents of students in remedial classes
- 1035. Reduce the size of English classes to allow greater opportunities to work on writing
- 1036. More adequate school supplies and materials, especially in math and science
- 1037. The use of computer in the classroom for entire system (at least some in each department)
- 1038. Decreasing paperwork
- 1039. Uniform discipline policy
- 1040. Motivation
- 1041. Discipline
- 1042. Parent involvement
- 1043. Changes in the curriculum to meet the needs of non-college-bound students
- 1044. Classroom discipline
- 1045. Parent participation with teachers
- 1046. Parent observer in my classroom
- 1047. Try to find ways to keep the children in school
- 1048. Cutting numbers in central and area office staff -- our system is too top heavy
- 1049. Being supportive to teachers -- address low morale problem
- 1050. Stop putting down teachers in front of students
- 1051. Fair distribution of monies

- 1052. Simplify lesson plans
- 1053. Build morale of teachers
- 1054. Expanded use of parents within the school
- 1055. Take away "money and power" from department chairpersons
- 1056. Allow teachers to make decisions in faculty meetings
- 1057. Set up a task committee to involve low income parents
- 1058. Giving teachers a "duty free" lunch
- 1059. Fewer classroom visitations and observations
- 1060. Increased pay for teachers
- 1061. Less harassment by principals and supervisors
- 1062. Salaries (department chairpersons)
- 1063. Teacher salaries
- 1064. Alternative schools for problem children
- 1065. I'm tired of fighting the gum chewing -- can they chew, but lose privilege if they blow bubbles or pop it?
- 1066. Implement "Success Reading Program." It works!!!
- 1067. Teachers -- salary increases
- 1068. Alternative learning sites for problem students
- 1069. Increase in teacher salary
- 1070. Stricter rules toward discipline of students with less paperwork
- 1071. Less dictation as to how teachers are to teach
- 1072. Giving the classroom back to the teacher (less interference from outside forces)
- 1073. Teacher morale
- 1074. Lesson plan book:
 1. Simplify (only the teacher uses them anyway)
 2. Carbon the pages
 3. Less bulky
- 1075. Algebra is taught by a certified math teacher in the middle schools
- 1076. Discipline guidelines
- 1077. Teacher morale
- 1078. Discipline of students
- 1079. Removal of obsolete equipment from schools
- 1080. Teacher input in decision making related to teachers
- 1081. A place where teachers can meet, interact, exchange, and share ideas and concerns with resource facilities
- 1082. Consistency in teacher-student ratio (25 students per class)
- 1083. Getting lost
- 1084. Listening more to teachers problems
- 1085. Less paperwork
- 1086. Have more stress classes for teachers
- 1087. Less paperwork
- 1088. More incentives to enhance morale
- 1089. Academics
- 1090. Discipline in schools
- 1091. More parental involvement
- 1092. A more positive teaching atmosphere for the teacher to teach in!
- 1093. Discipline problems need a consequence, not a "pat" on the head for inexcusable conduct
- 1094. Make certain there is an effective "duty-free" lunch period for all teachers
- 1095. Eliminate minimum skills; improve the language arts CLO's
- 1096. Fair career advancement procedures
- 1097. Some support of music program. We are a part of the total educational process
- 1098. More parental involvement

- 1099. Follow through on disciplinary action
- 1100. Abusive treatment some teachers use on children
- 1101. Discipline
- 1102. Reduction of paperwork
- 1103. Stop punishing the teachers by assigning the long form of detail lesson plans every week; we should teach instead of writing 8 to 10 pages repetitiously during teaching hours. Suggestion: Preprint the column of method/activities, so we don't have to write repetitiously
- 1104. Continue with the policies of no gum chewing, beepers, radios, cassette players, etc.
- 1105. Discipline, discipline, discipline. If this is accomplished, teachers will be able to teach effectively
- 1106. Selling of drugs by students -- after and before
- 1107. Beepers at school -- use of public phones
- 1108. Loud noise in classroom, auditorium, and hallways
- 1109. Teen pregnancy; education in early grades
- 1110. AIDS and drugs -- begin education in the early grades
- 1111. AIDS
- 1112. Less combative personality
- 1113. Encourage students and staff
- 1114. Even stricter discipline
- 1115. Discipline
- 1116. Teacher morale
- 1117. Reduction in paperwork
- 1118. Teaching supplies
- 1119. Discipline
- 1120. Increasing supplies (books, workbooks, etc.)
- 1121. Addressing teen pregnancy (from both male and female perspective)
- 1122. Reducing paperwork
- 1123. Principal's role in the school
- 1124. Adequate funding for art programs so that funds do not need to be "squeezed" out of school budgets
- 1125. Lower pupil-teacher ratio
- 1126. Discipline
- 1127. School
- 1128. Systemwide discipline
- 1129. Out-of-town inservice for teachers (paid by system)
- 1130. Returning classrooms back to teachers
- 1131. Reduction of teacher's paperwork
- 1132. Decrease emphasis on tests and test scores
- 1133. Reduce class load
- 1134. Personal relationship with employees
- 1135. More social workers to serve the schools
- 1136. Discipline
- 1137. Lower class size per teacher (elementary - first)
- 1138. Pay raise
- 1139. Facilities, especially adequate air
- 1140. Discipline
- 1141. Copy machine available for teachers' use in every school
- 1142. Counselors
- 1143. Supplies -- particularly science/math supplies and extra books
- 1144. Salary
- 1145. A systemwide guide for discipline in all schools, with procedures outlined depending on what rule was broken; how to deal with students

- 1146. Homework
- 1147. Lesson plans
- 1148. In-service team
- 1149. Assign a CST to every school for PEC
- 1150. Giving schools more power and control, allowing some real teacher-run schools
- 1151. Checking out schools where teachers are very limited in supplies
- 1152. Parental involvement
- 1153. Discipline problems in the schools
- 1154. A counselor with strong background in psychology to help students who have problems which affect conduct and classwork
- 1155. Make sure that standardized tests fit the school system's course offerings and requirements. Student cannot be expected to excel in areas where they have not yet had the courses on which they are being tested
- 1156. Teacher Center (effective)
- 1157. Planning period daily for elementary teachers
- 1158. Paraprofessionals in grades K-3
- 1159. Realistic test scores -- admit that not all schools can have a majority of students above the 50th percentile!
- 1160. Building maintenance
- 1161. Adequate materials at all schools!
- 1162. Providing adequate materials
- 1163. Bring physical plants up to acceptable standards
- 1164. Providing adequate equipment
- 1165. Promote teachers as human beings that know how to teach
- 1166. Teachers are not the problem of education. Speak out about the social-economic problems that impact education
- 1167. Develop a trust for all teachers
- 1168. Small class sizes
- 1169. Better discipline rule (enforced)
- 1170. More credit and respect given to teachers
- 1171. Discipline
- 1172. Parent-teacher-student involvement
- 1173. Teacher-Superintendent relationships
- 1174. Remediation
- 1175. Change process for referring students with problems to speed up the process
- 1176. Materials for teachers centralized in one area - duplicating machines - modern equipment - enrichment programs - raising district level of teaching in order to enrollment
- 1177. Improving teacher morale/public image
- 1178. Reducing class sizes, quotas
- 1179. Integrating parents into the teaching experience of their child
- 1180. Lower student-teacher ratio
- 1181. More on hands, in the class of resource persons
- 1182. Printed lesson plans
- 1183. Teacher moral
- 1184. Paperwork - lesson plans
- 1185. Parent involvement
- 1186. Stop making the headlines giving the system a tarnished image
- 1187. Listen to staff! Teachers are with the children more than he or anyone else.
- 1188. Stop making us feel threatened. Stop being disrespectful to us! Stop sending the colored papers for us to hang up. Getting all work sites pleasant for students and staff

- 1189. Corporal punishment in some specified form should be reinstated in the schools.
- 1190. Writing objectives on board for every subject
- 1191. Discipline
- 1192. Less paper work
- 1193. Higher salaries
- 1194. Salaries
- 1195. Discipline
- 1196. Higher pay
- 1197. Discipline
- 1198. Discipline
- 1199. Higher pay
- 1200. Discipline
- 1201. Recognizing teachers as competent and therefore use their professional judgment in their classroom
- 1202. Discipline
- 1203. Class sizes
- 1204. Parental involvement
- 1205. Discipline
- 1206. Class sizes
- 1207. Parental involvement
- 1208. Allocating more fund to schools (for materials).
- 1209. Alert parents to their responsibilities for student's performance
- 1210. Certification
- 1211. Less paper work
- 1212. Duty free lunch 190 days
- 1213. Discipline
- 1214. Classroom morale
- 1215. Advancement programs for teachers
- 1216. Planning time
- 1217. Promotional procedures
- 1218. System Communication
- 1219. Student and teacher expectation
- 1220. Having his staff design a lesson plan book for PEC
- 1221. Raise additional dollars to increase supplies
- 1222. Discipline
- 1223. Supplies
- 1224. Follow through on guidelines set for discipline
- 1225. Salary increase
- 1226. Discipline
- 1227. Supplies
- 1228. Supplies for schools
- 1229. Listening to teacher needs (Teacher Support Teams)
- 1230. Across the board punishments for certain behavioral offenses
- 1231. Better relationship with teachers
- 1232. Higher salaries
- 1233. Higher salaries
- 1234. A more professional attitude toward teachers
- 1235. Salary
- 1236. Discipline
- 1237. Pay Raises
- 1238. Support from administration

- 1239. Supplies and time for teachers to plan
- 1240. More teacher aides to relieve paper work
- 1241. Student discipline
- 1242. Lessening the amount of paper work
- 1243. More planning time
- 1244. Discipline
- 1245. Curriculum
- 1246. Materials
- 1247. Discipline
- 1248. Paper work
- 1249. Pay
- 1250. The drop-out rate
- 1251. Discipline
- 1252. Teacher morale
- 1253. Student's discipline
- 1254. Teacher's morale
- 1255. Planning time for elementary teachers
- 1256. Ways of dealing with in school problems
- 1257. Providing someone to keep discipline problem students
- 1258. Concentrate on in-school help for potential dropouts
- 1259. Provide behavior mod. classes for elementary students
- 1260. Discipline
- 1261. Supply paraprofessionals for each teacher
- 1262. Supplies in addition to the basic
- 1263. Daily planning time for elementary teachers
- 1264. Smaller classes for Chapter I
- 1265. Less paper work
- 1266. Eliminate writing objectives on the board
- 1267. Displaying a better professional relationship toward teachers
- 1268. Eliminate writing behavior objectives on board each time you begin teaching a new subject
- 1269. Remedial reading specialist (in-school) daily
- 1270. On-site counselor daily - parenting program
- 1271. Up-to-date materials in Social Studies (especially Black History)
- 1272. Pay raise
- 1273. More instructional supplies for the classroom
- 1274. More planning time for staff
- 1275. Pay raises
- 1276. Smaller teacher-pupil ratio
- 1277. Less paper work for teachers
- 1278. Physical Education - daily from certified teacher
- 1279. Art
- 1280. Discipline
- 1281. Simplifying administrative duties to reduce paper work
- 1282. Eliminate using test scores to rate the performance of a teacher or school
- 1283. Discipline - supplying money for in-school suspension
- 1284. Salary
- 1285. Discipline
- 1286. Salary
- 1287. Removing problem behavior from the classroom

- 1288. Different and varied strategies for teaching children with language and experience deficits
- 1289. Consistent discipline
- 1290. Increased internships for seniors
- 1291. Better music and recreation classes
- 1292. Encouraging more time in class
- 1293. Fewer disruptions of classes
- 1294. Giving teachers more freedom to teach
- 1295. Better salaries
- 1296. More material for classrooms
- 1297. Better looking classrooms
- 1298. Reduction of paperwork
- 1299. Elimination of lesson plans
- 1300. Promotion of staff-superintendent rapport
- 1301. More academic and instructional supplies for teachers
- 1302. Improving the environment of our school facility
- 1303. Improve teacher moral with encouragement, recognition, and insentives
- 1304. Reducing paperwork
- 1305. Reducing influx of outside agencies requesting student involvement
- 1306. Reducing numbers of APS programs implemented, without sufficient staff to ensure success
- 1307. Pay raise for teachers
- 1308. Improving student tet scores
- 1309. Discipline
- 1310. Teachers' salaries
- 1311. Increase salaries
- 1312. Instructional materials
- 1313. GBST workshops
- 1314. CLO's development
- 1315. Discipline
- 1316. Instructional materials
- 1317. Decrease in class size
- 1318. Reduce the items on the lesson plan sheet
- 1319. Salary increase
- 1320. Communicating with parents on individual student behavior
- 1321. Organizing a guidance group to assist parents in steps to deal with their own children during the stages of early development
- 1322. Extra paperwork (surveys)
- 1323. Discipline in the school (pupils!)
- 1324. Creative learning methods
- 1325. Find a way to reward teachers that are doing an outstanding job
- 1326. Deal decisively with discipline problems
- 1327. Operation and standards for Vocational Education
- 1328. Decrease amount of paperwork
- 1329. Real teaching rather than "inspired," contrived Hollywood-based performances
- 1330. More individual teacher supplies (particularly a copier for teacher use)
- 1331. Refining the curriculum for grades 5-8 so that 80 to 90 percent of ninth grade TAP objectives are introduced prior to ninth grade
- 1332. Helping principals to become instructional leaders as well as managers
- 1333. Placing Vocational Education under Curriculum and Instruction
- 1334. Discipline, Discipline, Discipline

- 1335. Teacher morale
- 1336. Curtail the redundancy of paperwork
- 1337. Curtail the numerous activities that keep students out of class
- 1338. Staff ratio to match the many programs in the local school setting
- 1339. Advancement opportunities for teachers
- 1340. Programs for "at risk" students
- 1341. Weapons and drugs
- 1342. Security
- 1343. Metal Detectors
- 1344. The elimination of coordinators' positions
- 1345. Minimizing paperwork for teachers
- 1346. Students' attitude towards learning
- 1347. Student discipline (needs to be tougher)
- 1348. Raise
- 1349. Salary advancement
- 1350. Morale
- 1351. Reduce paperwork
- 1352. Paperwork
- 1353. Improve public relations
- 1354. Discontinue his ego trip
- 1355. Improve teacher morale
- 1356. The Superintendent needs to come off his ego trip
- 1357. Improve public relations
- 1358. Improve employee relations
- 1359. Physical features in schools (air conditioning, enlarging auditorium and parking area)
- 1360. Eliminating the writing of daily lesson plans (weekly and monthly plans should be appropriate)
- 1361. Computers in all classrooms
- 1362. Teacher morale
- 1363. Parental involvement
- 1364. Promoting change (encouraging all personnel to try things new ways when the old ways have proven unsuccessful)
- 1365. Broadening core curriculum
- 1366. Less paperwork
- 1367. Social-emotional problem; more effective services to children
- 1368. Teacher support
- 1369. Undecided
- 1370. Uniforms in public schools
- 1371. Improving school building maintenance (engineering, construction, removing asbestos)
- 1372. Increase teacher workshops
- 1373. Allow teachers to be creative
- 1374. Parental involvement
- 1375. Adequate planning time in lower grades
- 1376. "Latchkey" kids, kids who have drug/alcohol problems in the classroom
- 1377. Earlier intervention for students with learning delays
- 1378. Workshops for parents (parenting tips, skills, etc.)
- 1379. Incorporating a four-year-old program in schools where children have not had the opportunity to interact with others in a learning situation
- 1380. Being honest and polite
- 1381. Encouraging cooperation through setting an example
- 1382. Building a positive relationship with the Board and Press
- 1383. Attendance -- chronic absences/tardiness

- 1384. Supplies
- 1385. Security within school
- 1386. Politeness
- 1387. Exposure to all schools
- 1388. Programs for children who need remediation
- 1389. Discipline
- 1390. Reduction of paperwork
- 1391. Increase of salary for teachers at the top of the scale
- 1392. Salary increase
- 1393. A paraprofessional in every primary classroom
- 1394. Competent principals (administrators)
- 1395. Salary
- 1396. Parent involvement
- 1397. Pupil-teacher ratio
- 1398. Evaluation of administrative and support staff
- 1399. Adequate funding for supplies, salaries, insurance
- 1400. Reduction of redundant paperwork and top-heavy administration
- 1401. Lower student ratio (15 to 1 in primary grades)
- 1402. Teacher concerns and complaints at worksite
- 1403. Class size
- 1404. Supporting teachers
- 1405. Adequate funding for supplies and salaries
- 1406. Turning his staff into a supporting staff rather than always an antagonistic one
- 1407. The role of the Alternative School
- 1408. The number of students returning to school after being in jail for even murder!
- 1409. Making students more accountable for their performance in school
- 1410. Being human
- 1411. Thinking before speaking
- 1412. Others being able to think -- God gave more than one black person some intelligence
- 1413. Increasing in pay
- 1414. Understanding by administrators that we as teachers work with them - not for them
- 1415. Student discipline and motivation
- 1416. Teacher motivation -- not threats
- 1417.. Practical techniques and ideas for teachers
- 1418. Systemwide discipline -- A discipline policy that deals realistically with the discipline problems in this system
- 1419. All problems do not stem from poor teachers
- 1420. Teachers/area office personnel dialogue
- 1421. Strong discipline problem and enforcement of same
- 1422. Teacher abuse by students
- 1423. Provide computers/programs for PEC to supplement instruction with the classroom
- 1424. Incorporate a Black Studies into the curriculum beginning at the elementary school level!
- 1425. Provide more cultural/educational field trips for our students (children see - children do)
- 1426. Discipline policy with strong reinforcement
- 1427. Reducing paperwork
- 1428. Teacher/pupil ratios by grade level (not "Primary")

- 1429. Planning time for elementary teachers (more PE teachers, especially in the schools, would help greatly!)
 - 1430. Teacher recognition for merit
 - 1431. Instructional materials
 - 1432. Field trips (provide bus transportation)
 - 1433. School climate (i.e., air conditioning)
 - 1434. Instructional materials
 - 1435. Air conditioning
 - 1436. Provide transportation for field trips
 - 1437. Paperwork
 - 1438. Enrollment
 - 1439. Discipline
 - 1440. Teacher training center
 - 1441. Administrator
 - 1442. Administrator (Supervisor - Testing Center)
 - 1443. Bonuses for teachers
 - 1444. Teacher morale
 - 1445. Respect for teachers
 - 1446. Decrease pressure on principals so they will be more civil to teachers
 - 1447. Pilot a program to help students
 - 1448. Improve test-taking skills
 - 1449. Salary
 - 1450. Resource materials
 - 1451. Teacher input
 - 1452. Discipline
 - 1453. School attendance
 - 1454. Parental involvement
 - 1455. Teacher' salaries
 - 1456. Teacher morale
 - 1457. Discipline
- What purpose will this questionnaire serve. How will teachers benefit? This was very time consuming. I hope this has not just been another exercise in giving administrators paper to push.
- 1458. "A school within a school" for disruptive, nonconforming students -- assigned to specific place for lessons until student follows expected goals of behavior, not in-house suspension
 - 1459. Increasing staff in middle schools so classroom size is smaller -- no more than 1-20 in any academic
 - 1460. More one-to-one counseling for emotional problems of this age student - hired more psychologists if necessary
 - 1461. Discipline policies which back up and support teachers' in-school suspension
 - 1462. Discipline, discipline, discipline (because we are dammed if we don't understand their home life -- so let's figure out how to deal with these kids -- not all teachers can be involved in "their" home lives, so let's start from when they come into the building. We cannot help where they are from, only where they are going
 - 1463. Quiet in the halls
 - 1464. Quiet in the cafeteria
 - 1465. In-school suspension and expulsion instead of threats
 - 1466. Hire some new principals
 - 1467. Hire two new area superintendents and resource people
 - 1468. Reward teachers who are doing advance studies
 - 1469. Raising test scores

- 1470. Smaller classes
- 1471. Plans for students who misbehave -- detention rooms
- 1472. Xerox machines for teachers to use
- 1473. Discipline; reduction of paperwork
- 1474. Renovating older buildings: air conditioning, extermination of insects, adequate closet space
- 1475. Rewriting CLO's so that they are aligned with objectives on GCRT and ITBS. Also deletion of CLO testing
- 1476. Furnishing schools with filing cabinets and desks, tables, and chairs
- 1477. Air conditioning for older schools
- 1478. Less paperwork for lesson plans
- 1479. Key in on administrative roles
- 1480. Updated manipulatives for the classrooms
- 1481. More educational programs on television during school hours
- 1482. Update movies on file
- 1483. Better discipline policies; less paper work
- 1484. More teacher rights/less children's
- 1485. Discipline
- 1486. Teacher - absent with excuse from doctor for one day; rules for all. No favors for some and the line for others
- 1487. Build teacher morale
- 1488. Have him practice humanistic skills with teachers
- 1489. Stop bullying teachers
- 1490. Teacher morale
- 1491. Excessive paperwork - lesson plans
- 1492. Equipment and supplies
- 1493. Programs designed for gifted students
- 1494. Programs and recognition of perfect attendance for students
- 1495. Highlight positive accomplishments of staff and students
- 1496. Cleanliness -- school facilities, bathrooms
- 1497. Continue to focus on inspired teaching and finding new methods of motivating teachers to strive for excellence (self-esteem)
- 1498. Parent involvement
- 1499. Boosting teacher morale in the system
- 1500. Making Central Support Teams more helpful
- 1501. Visit more; less monitoring schools; talking to the students less about the teachers
- 1502. Making magnet schools relevant to student needs -- banking, auto mechanics, home-making
- 1503. Salary increases and respect for teachers
- 1504. Afternoon school programs
- 1505. Smaller class sizes (1-20 maximum)
- 1506. Strong discipline policy and enforcement of same
- 1507. Discipline
- 1508. Unnecessary paperwork
- 1509. Discipline
- 1510. Unnecessary paperwork
- 1511. Discipline
- 1512. Recognition of excellent teaching
- 1513. Parental involvement
- 1514. Lesson plans
- 1515. Less paperwork
- 1516. Alternatives to self-contained classrooms as settings for direct instruction
- 1517. High expectations

- 1518. Parental involvement
- 1519. Stressed-out teachers
- 1520. Discipline in the schools
- 1521. Get parents interested in the education of their children; meet with them on a regular time slots
- 1522. Teachers should be paid for extra work performed during and after school hours
- 1523. Making sure teachers have materials to work with
- 1524. Higher raise
- 1525. State-of-the-art equipment
- 1526. Parental involvement
- 1527. Incentives for faculty for continuing education programs
- 1528. Discipline
- 1529. Proper materials for classroom work
- 1530. Competent principals and content area supervisors, department chairpersons (content qualified)
- 1531. Some areas require more money, materials than others
- 1532. Don't shuffle student problems from one school to another
- 1533. Do not allow transfers at any times in the terms a person so desires
- 1534. Devise a better way of collecting for text books
- 1535. Discipline
- 1536. Teacher rights
- 1537. Textbook purchasing procedures
- 1538. Discipline, discipline, discipline, discipline
- 1539. Supplemental materials which accompany textbooks such as practice masters, review masters, etc., instead of enrichment supplemental materials
- 1540. Discipline (Teachers need a firm hand on the students)
- 1541. Parent workshops
- 1542. In-school suspension
- 1543. Raising the teachers' salaries
- 1544. Discipline
- 1545. Planning time for teachers
- 1546. Placement for all types of exceptional students
- 1557. Discipline
- 1548. Teacher Morale
- 1549. Utilization of Veteran teachers, as consultants, resources, trainers for beginning teachers
- 1550. Being more pleasant to his employees
- 1551. We would all be willing to work harder if we were, indeed, a "family!"
- 1552. Not being such a sneaky, egotistical man
- 1553. Student discipline
- 1554. Staff development
- 1555. Teacher morale
- 1556. Student defiance policy
- 1557. Discipline
- 1558. Attendance
- 1559. Class-homework standards for promotion
- 1560. Parent -- school -- community relationship
- 1561. Student work programs
- 1562. Less paperwork other than classroom instruction
- 1563. Leadership ladder for teachers
- 1564. Systemwide discipline policy
- 1565. Collective bargaining

- 1566. Unnecessary and excessive classroom monitoring
- 1567. Less paperwork
- 1568. Restoring the freedom to teach back into the hands of the teacher
- 1569. Decent salaries for teachers
- 1570. Daily planning time
- 1571. Teacher aides or clerical assistance/aide
- 1572. Teacher's Salaries
- 1573. Discipline
- 1574. Building improvements
- 1575. Discipline
- 1576. Building improvements -- unusable bathrooms
- 1577. Having resource teachers come out and maybe teach for a day in a class that is having serious discipline problems, and give suggestions and feedback
- 1578. Discipline
- 1579. Parent Involvement
- 1580. Changing principals around to new schools
- 1581. Parents being accountable for seeing that students are prepared for school - tools -- homework, etc.
- 1582. Positive/professional treatment of teachers
- 1583. Teaching children who were exposed to drugs and/or alcohol during mothers' pregnancies
- 1584. Sex education to avoid teen pregnancies
- 1585. Selection of principals
- 1586. Discipline
- 1587. Black male project
- 1588. Students at risk
- 1589. Attendance
- 1590. Tardiness
- 1591. Discipline
- 1592. Adequate supplies (teachers, students, school)
- 1593. Adequate resources (free buses, trips, decent furniture)
- 1594. Discipline
- 1595. Looking at teachers who have made positive differences in the school (test scores improve, etc.) for promotional positives
- 1596. Being more available to teachers
- 1597. Recognize that the school does not necessarily succeed because of the administrator but because of teachers and that it does not take the Ph.D. degree to effectively operate a school
- 1598. African/American Infusion
- 1599. Varied reading program
- 1600. Comprehensive planning of activities
- 1601. Less paperwork
- 1602. Discipline
- 1603. Salaries
- 1604. His attitude -- some of us are good teachers -- and we are tired of being lumped with the bad ones
- 1605. School maintenance
- 1606. Supplies
- 1607. Teacher morale
- 1608. Teacher respect
- 1609. Respect for all human beings
- 1610. Strong discipline policy
- 1611. Consistently enforce discipline policy
- 1612. Discipline
- 1613. A foreign language teacher on the central focus team is essential