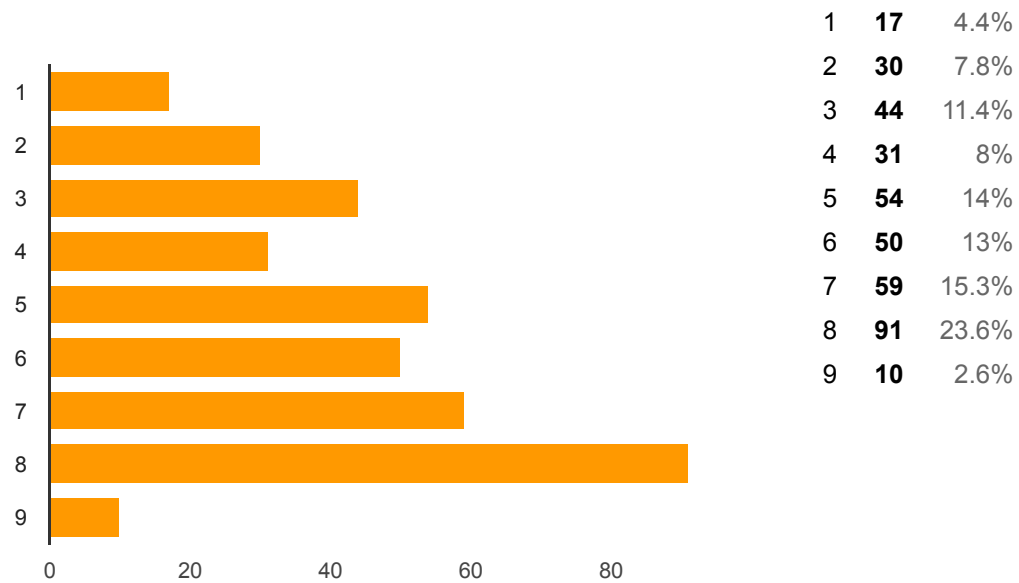
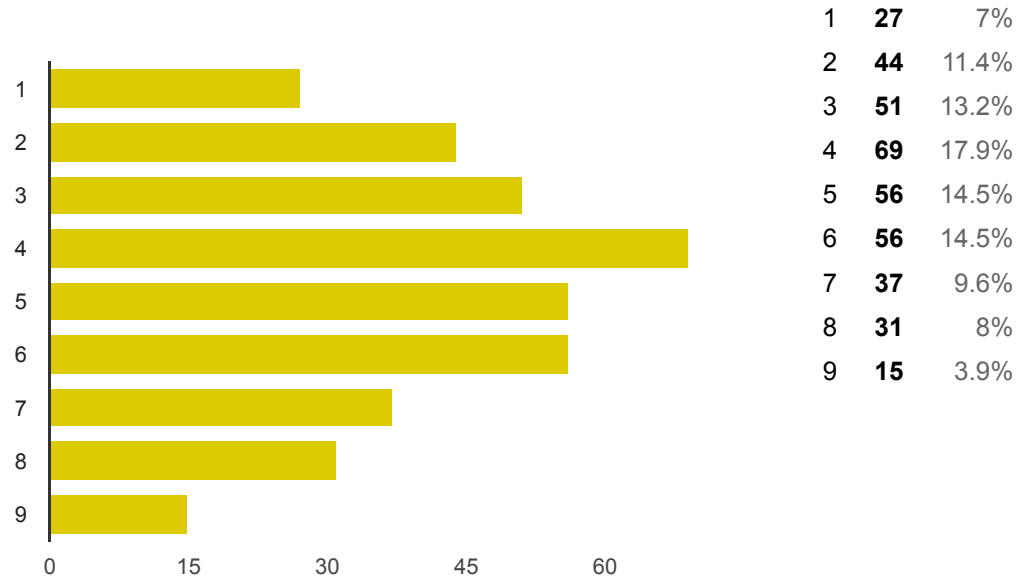
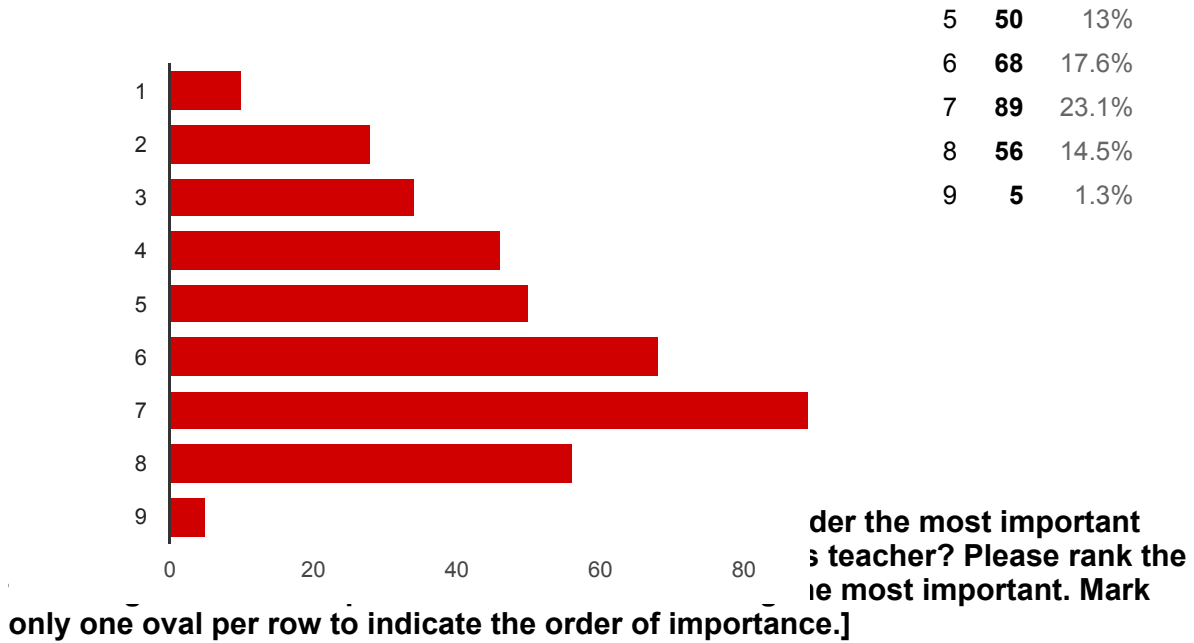


**Field Experiences (pre-service/alternative preparation/in-service) [What do you consider the most important characteristics/qualifications for your child/grandchild’s teacher? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**



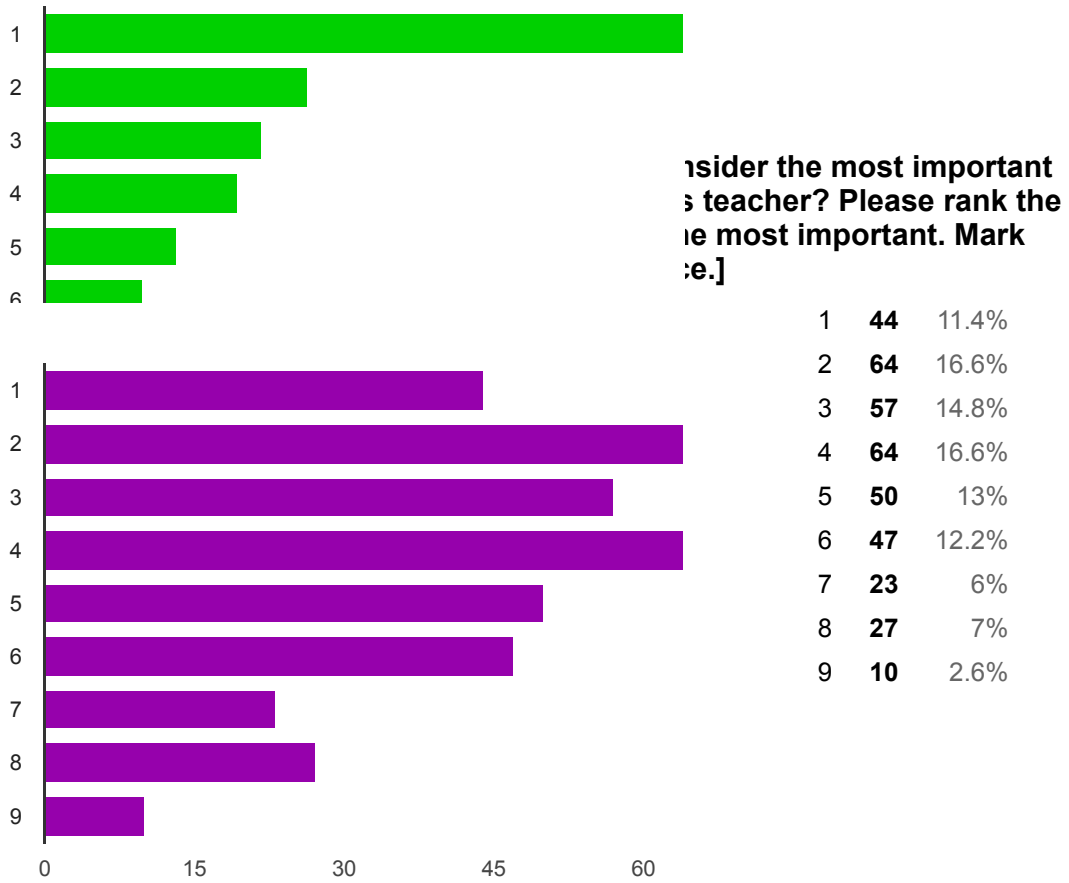
**Job-related Experience [What do you consider the most important characteristics/qualifications for your child/grandchild’s teacher? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

Rank	Count	Percentage
1	10	2.6%
2	28	7.3%
3	34	8.8%
4	46	11.9%

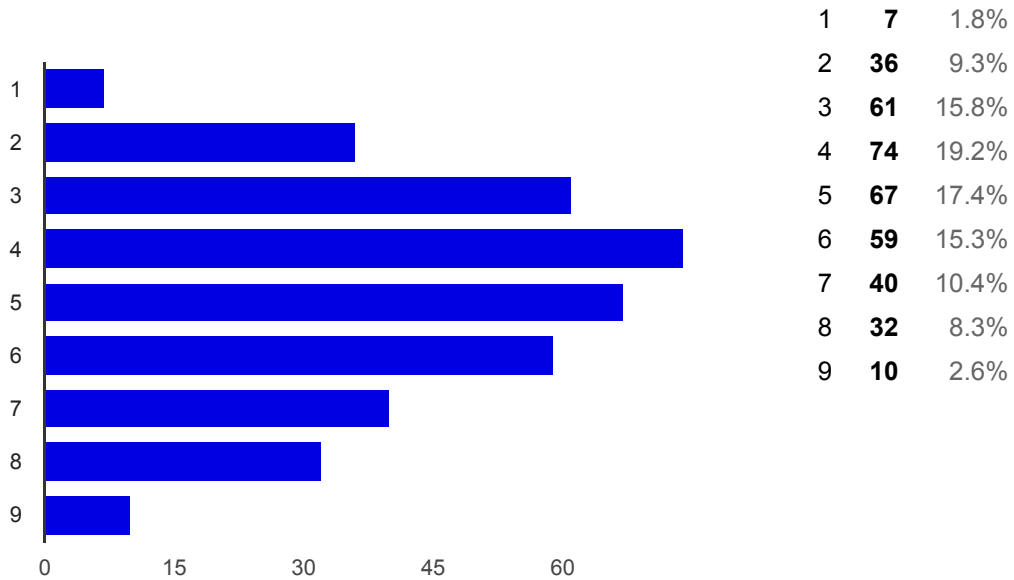


**Passion for Teaching [What do you consider the most important characteristics/qualifications for your child/grandchild’s teacher? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

Rank	Count	Percentage
1	136	35.2%
2	56	14.5%
3	46	11.9%
4	41	10.6%
5	28	7.3%
6	21	5.4%
7	18	4.7%
8	19	4.9%
9	21	5.4%

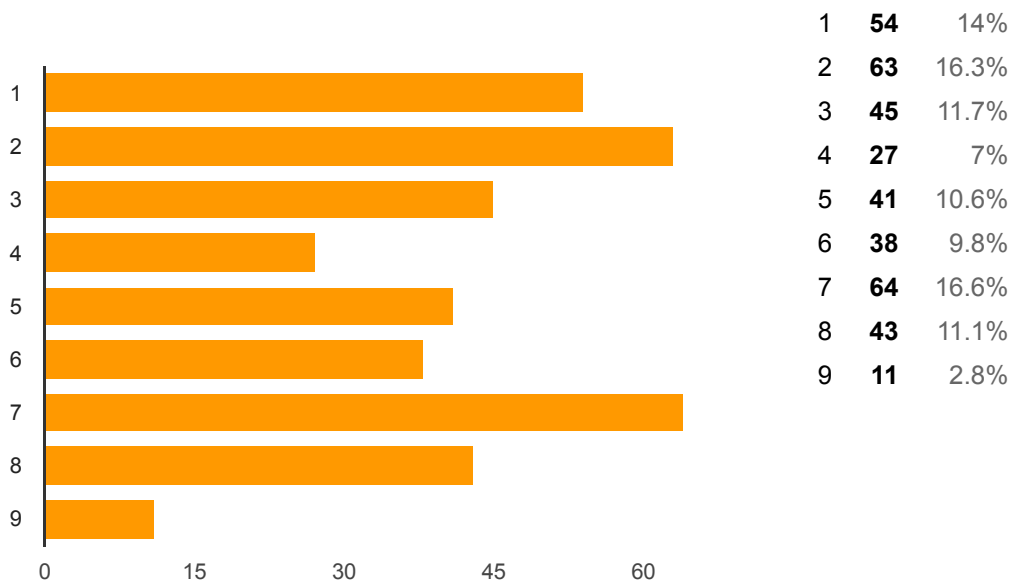


**Professionalism [What do you consider the most important characteristics/qualifications for your child/grandchild's teacher? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

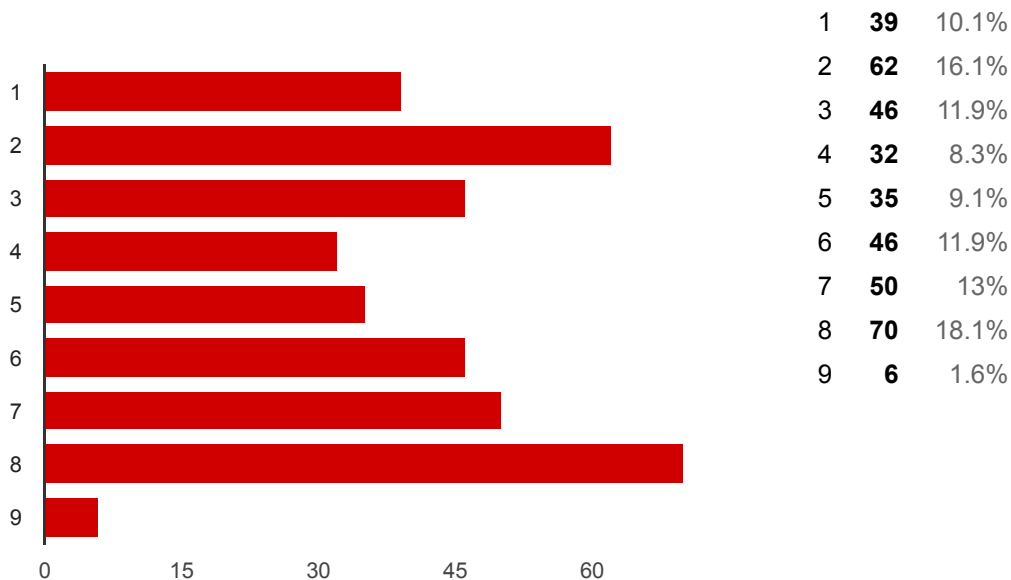


**Certification/Licensure [What do you consider the most important characteristics/qualifications for your child/grandchild's teacher? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]

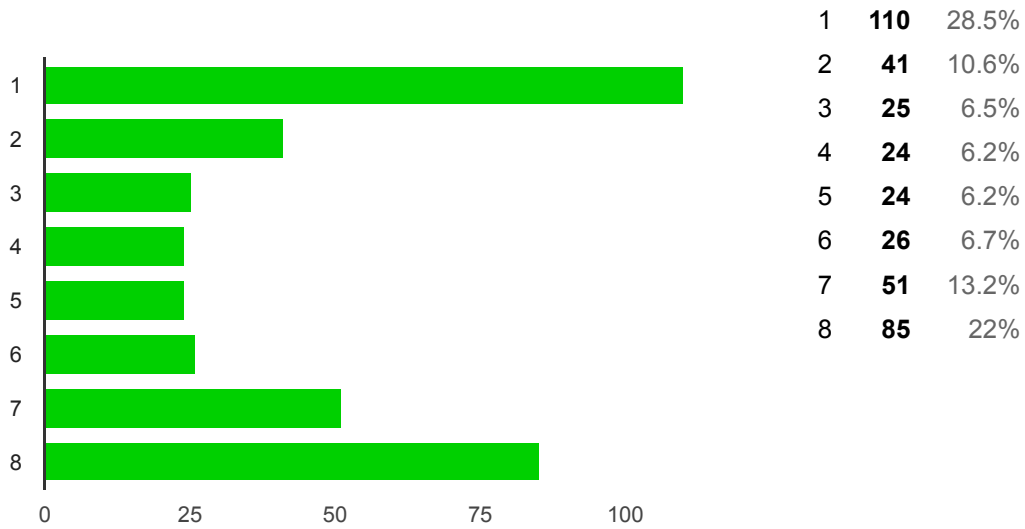
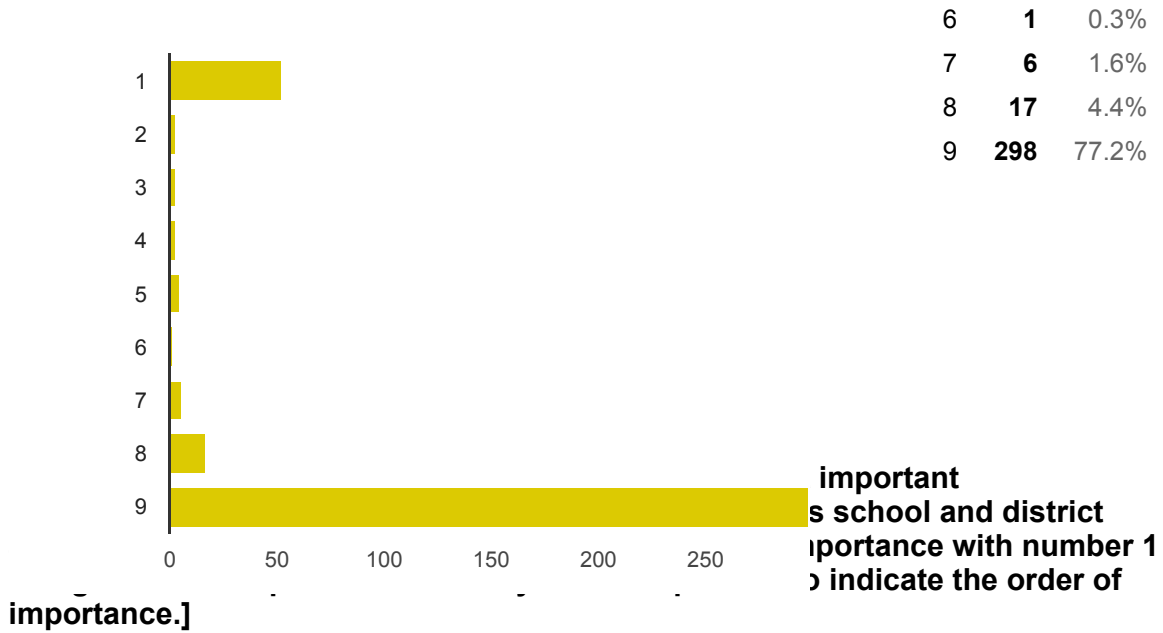


College Degree [What do you consider the most important characteristics/qualifications for your child/grandchild’s teacher? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]



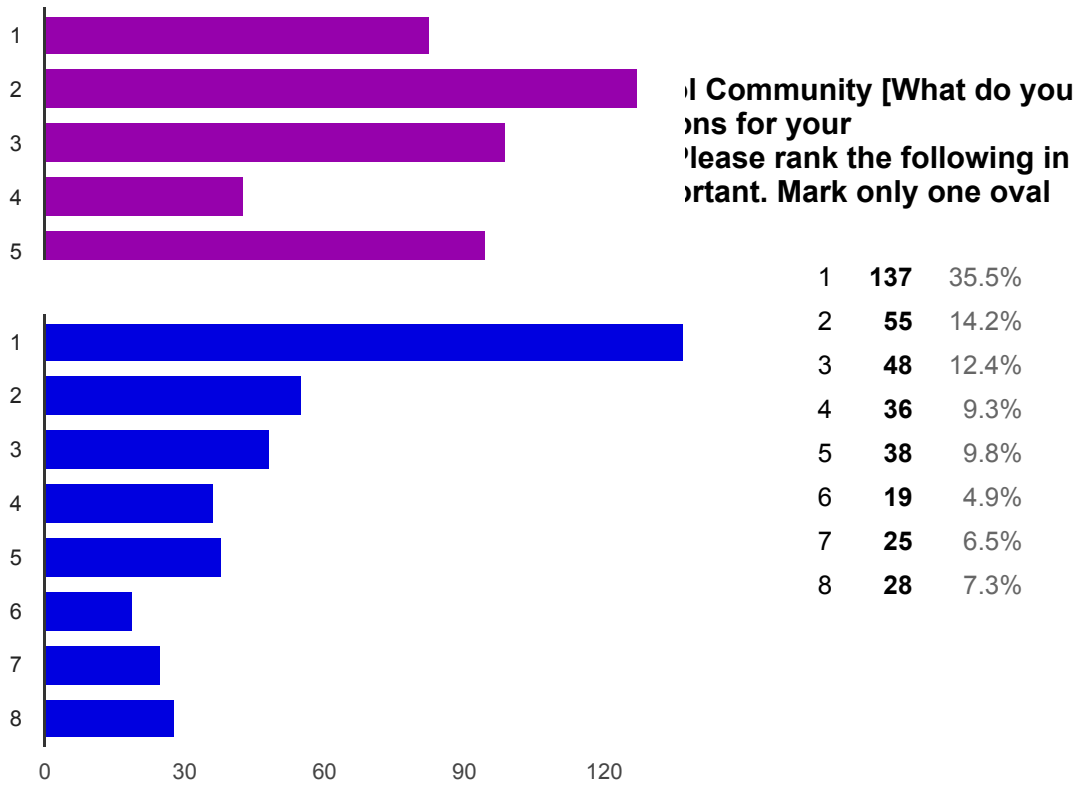
Other [What do you consider the most important characteristics/qualifications for your child/grandchild’s teacher? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]

Rank	Count	Percentage
1	52	13.5%
2	3	0.8%
3	2	0.5%
4	2	0.5%
5	5	1.3%

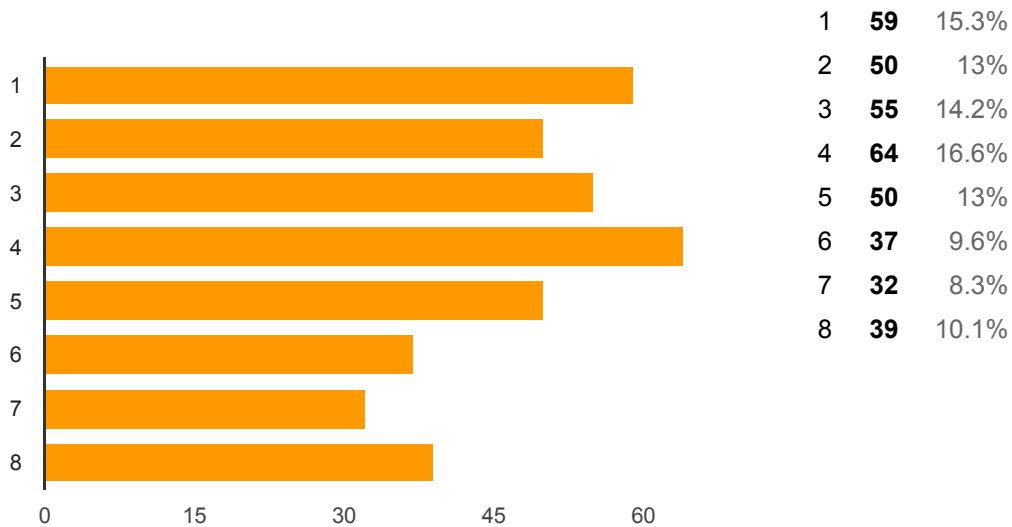


**Experience [What do you consider the most important Characteristics/qualifications for your child/grandchild’s school and district administrators? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

1	41	10.6%
2	63	16.3%
3	49	12.7%
4	21	5.4%
5	47	12.2%
6	56	14.5%
7	68	17.6%
8	41	10.6%

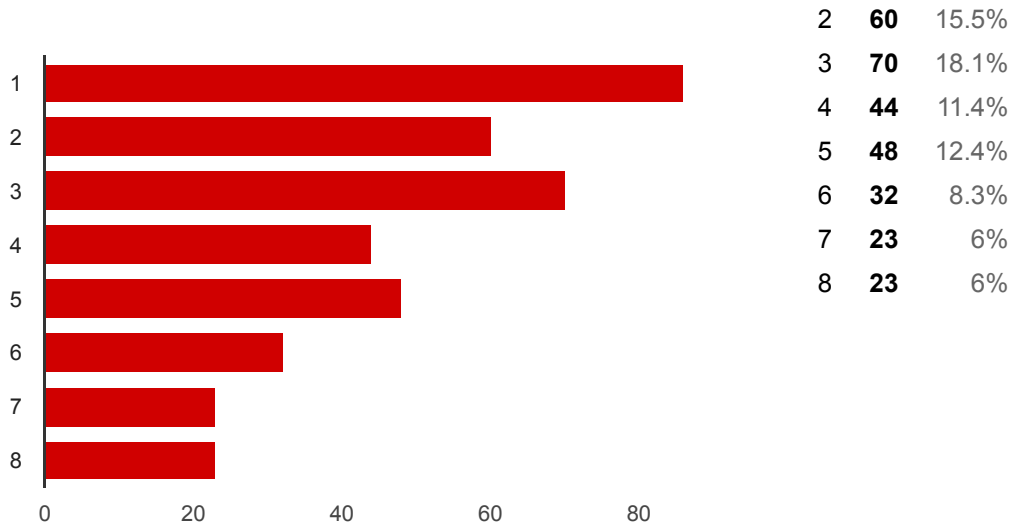


**Professionalism [What do you consider the most important Characteristics/qualifications for your child/grandchild's school and district administrators? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

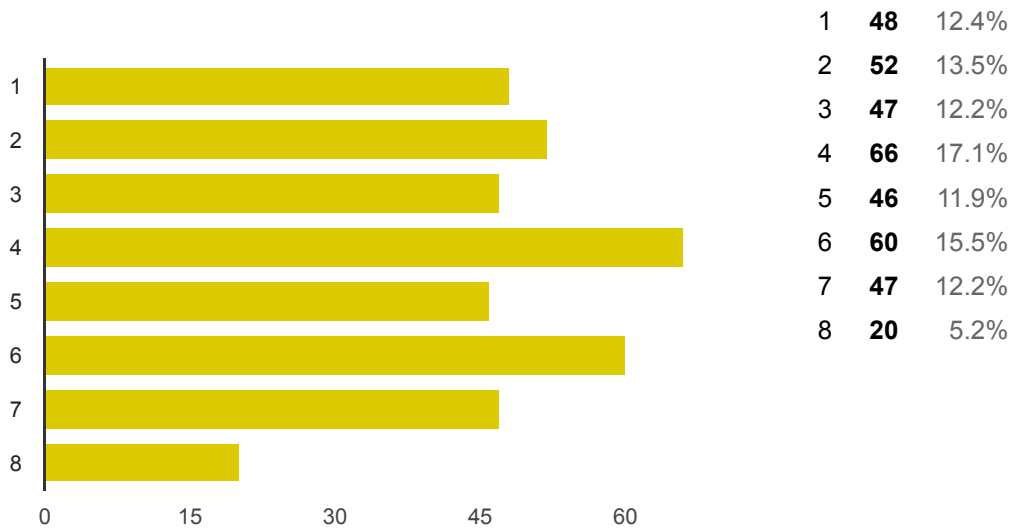


**Demonstrated Instructional Leadership [What do you consider the most important Characteristics/qualifications for your child/grandchild's school and district administrators? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

1 86 22.3%

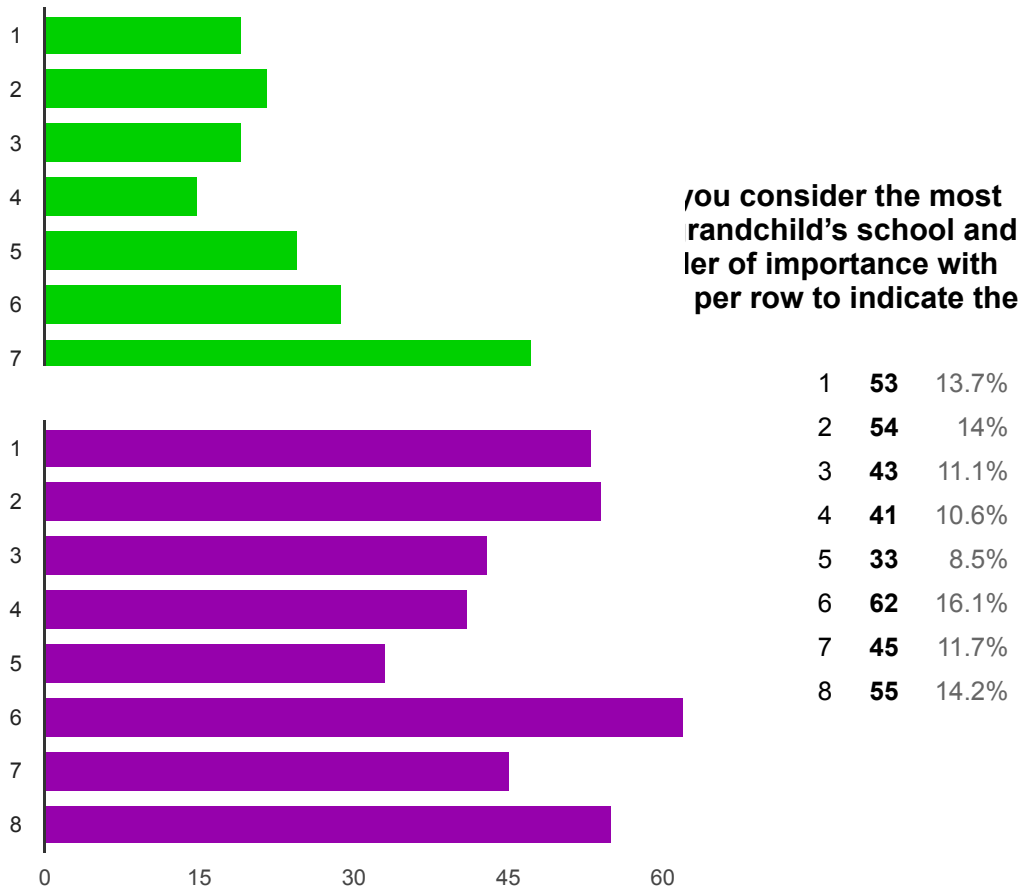


**Demonstrated Organizational Leadership [What do you consider the most important Characteristics/qualifications for your child/grandchild’s school and district administrators? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

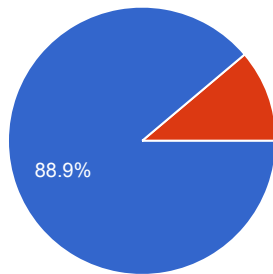


**Community Leadership [What do you consider the most important Characteristics/qualifications for your child/grandchild’s school and district administrators? Please rank the following in order of importance with number 1 being the most important. Mark only one oval per row to indicate the order of importance.]**

1	31	8%
2	35	9.1%
3	31	8%
4	24	6.2%
5	40	10.4%
6	47	12.2%
7	77	19.9%
8	101	26.2%



**Does your child/grandchild have access to a team of educators who have the desired qualifications? (that you ranked in above questions)**



Yes	<b>343</b>	88.9%
No	<b>43</b>	11.1%

**If you answered no to the previous question, please describe the barriers or missing characteristics/qualifications.**

N/A

Too much use of long term subs. and excessive use of waivers from the rules and regs.

The rules and regulations for licensure have becoming so lax that a person without a degree or license can teach in a school the whole year without anyone checking from the state. This is not in the best interest of the children and it lessens the teaching profession.

My child has substitutes as teachers and they are not prepared for teaching. It seems that the state is not thinking that our children deserve real teachers in the classroom. I also have heard friends that say there are waivers for schools that do not have to have real teachers in the



classroom. I want my child to have the best real teacher that the district can have. Does the state not care about education anymore? I am worrying about the future. Who will be educated to take care of future generations? Are computers going to be in charge? Do humans not matter?

Some of my child's teachers are long term substitutes and short term substitutes. I know of some neighboring schools which receive a waiver for teachers to have a license or to be certified. I would not think that these students are not receiving the proper education in these situations.

Would you want someone providing health care for you that is not licensed? I think not!

Finding highly effective, trained teachers willing to battle low pay and being underappreciated and who are willing to live in the Delta is hard to do.

Some have no passion for teaching

Teachers are over stressed/concentrating on test scores that the passion and positive attitude is drained

I feel like teachers and administrators offer band aids to problems after they arise instead of offering solutions to problems before they happen. I also feel like all teachers are stressed out and do not have the passion they need for this job. The reason for this is increased demands for their time and no support, especially discipline wise from administration.

The teacher does not communicate with me, in regards to my son. The school has court orders saying I can get any and all information,

nepotism, lack of teacher support, Admin and teachers far more worried about tests, rules and censure over actually teaching or student welfare.

There are not enough of teachers/administrators who are professional and dedicated to the job. They do the bare minimum and it makes all teachers look unprofessional.

We have paras that are teaching classes of kids of interventions instead of trained certified staff that know what to do

There needs to be more education for special needs students among all sectors of the population.

My daughters teachers are unable or unwilling to follow modifications specified in her IEP

I no longer have children in school

My grandchildren attend a school that has a high absenteeism for teachers. The school also lacks highly qualified teachers.

Leadership that values classroom teachers

My child graduated last year, however I see these items in other Teacher/Parent/Child situations.

Passion for teaching and building relationships

The ability for the teacher to realize that if something goes wrong in the classroom, the ability to not always blame the student for that but to reflect on how the teacher/coach can improve that environment.

Time to meet.

My school district hires non-traditionally trained teachers.

Certified, Qualified, Ready to teach teachers AND administration that knows how to be an effective, unbiased, and professional leader

administrative staff should come from the classroom to understand personally the problems teachers and students face. Administrators should be sent to community leadership institutes in order to better form partnerships with non-profits, community services and employers.

When teachers work together with parents and students (which mine have) everyone is a part of a winning team...especially the students!

There is a huge discrepancy in organizations having things together in an organized, streamlined, neat, & practical way for both the students & community & limiting internal issues & 'office politics' so that the actual learning can take place easier.

The current trend is placing importance on the teacher evaluation system as a measure of a successful teacher. The TESS system utilizes unnecessary paperwork (via technology) that focuses on things that are truly not important measures of a successful teacher (and take up a teacher's valuable time that could be spent planning/teaching lessons that benefit children). Professional Development is crucial to the effectiveness of teachers; portfolios full of evidence/artifacts are not. Observations by administrators are important; using whatever the current system is called (Bloomboard aka Edreflect) to complete checklists, document PGP's, etc. is not important and does not benefit students.

#### Ethical actions

Teachers with schooling, experience and all the good things required for success, are having to compete with people that have zero experience and zero college prep. This results in bad teacher morale which in turn results in a lack of success. The phrase "it's all about the kids" is only used when it backs up a certain program. When it comes to testing, it's all about the kids because we wanted high standards for teachers. However, putting someone in the classroom that has zero cred, you will never hear this word. In short, make teachers feel worthy and treat them as professionals. That's the first rule for an administrator and should be the first rule from the top down.

I taught at the high school my son now attends. I left education, that scho, after ten years of teaching secondary English (I served my last six years there) because of the lack of support from administors, the stress of being overwhelmed as more and more was expected of teachers without proper training and support, and I was a challenging teacher (students had to actively participate and demonstrate learning and many parents and students felt that the grade level text was too hard and that writing was not a proper way to assess student learning because I did not give study guides with test answers). Ironically, some teachers did/do not like teaching and are there for the paycheck (I've heard them say it), yet many of those teachers were/are rewarded with more technology and equipment because their classroom grades were high, even though the students performed poorly on state exams. There was and is obvious favoritism toward students with more affluent parents. Leadership is serving, not dictating. But, teachers, students, and parents have little to no input on policies, rules, or agendas for school improvement, or inservice. Also, teachers close to retirement are targeted--their lives are made difficult at school to entice them to quit. There are great teachers there, but there is an abominable lack of leadership and support. Only two of my son's teachers have ever tried to contact me. The principals have not at all, though there were at least two occasions that they should have. They both avoid me when they see me and never make eye contact with me. After attending inservices at the local co-op, Little Rock, and Russellville (k12 initiative), I know that there are similar or the same problems in

schools all over this state. The focus of schools has turned to economics and technology. And, when students do poorly, teachers are blamed. The fact that drugs are sold at schools, parents are out of work, multiple families live in the same house holds, etc. all of which cause behavioral problems, is ignored by administrators. My daughter attended this school and hated it. My son only likes it because of band. I believe the educational system fails our children. I could do nothing as a teacher--my actions made me a target. What can I do as a parent? Will my son become a target?

Guidance / Parent relation

I do not have children in school but I feel the schools in my area do provide quality educators for my nieces and nephews to a degree, but could improve.

No accountability for district leadership roll in providing leadership. Where is ADE with holding district leadership accountability?

My children are primarily working with teachers who are consumed with test measures and narrow visions of what education should look like. Most entered the profession for the right reasons but have lost the passion. For the most part, they are kind individuals with a lack of imagination on how to teach differently and enliven my children's desire to learn. Administrators show little to no support for innovative ideas and budget hypocrisies (spending tremendous amounts of money on football but eliminating AmeriCorps) are frustrating at best for parents with priorities on academics.

Our son is out of high school and college.

I marked No because this is the only way to comment on a poor quality survey. The real answer above is some schools have great leaders, and some have poor leaders.

Large class sizes, not building positive relationships, lack of synergy between teachers, principal not holding teachers to higher standards

n/a

In my grandchildren's school it seems that certain students get preferential treatment. In addition, some students are punished for things that others don't get punished for. Also, I see little evidence that the administrative leadership actually leads. They are not consistent in their policies on grades, grading, absences and many other things. It is very disheartening when, I, as an administrator in another district try to be fair and consistent and set standards for my students as faculty.

My granddaughter is in an excellent pre-k where she does have access to high quality team members, however, with current legislation trying to diminish the team (outsourcing janitorial and cafeteria workers), and lowering the qualifications for not only teachers but our state commissioner is insulting and demeaning. It sends a strong message that "college and career readiness" for those who want to go into the profession of teaching doesn't matter.

District leadership has not demonstrated instructional or organizational leadership, nor the ability to build positive relationships in the school community.

Not having a child/grandchild

My child has dedicated teachers who want additional training and are afraid to speak up. The administrators are sitting in offices making decisions about children that have never seen struggle

in a classroom. These same administrators are ignoring their teachers when they also voice that the child is struggling.

Many administrators do not have enough experience and training to be instructional leaders.

Being a coach is not necessarily the best model for providing instructional leadership.

Lack of a qualified dyslexia

Good teachers want to earn more money & work in good schools;

Too many people without a rigorous preparation program.

I do not have a child.

**The Every Student Succeeds Act (ESSA) provides states the opportunity to refocus their educator workforce system. What are some of the strategies our state might investigate or continue to: attract, prepare, support and retain educators?**

Reduced focus on state tests, financial incentives to keep teachers, greater effective support system(s) for novice teachers, mental health support

Parents need to be better educated on how to help their kids at home. More responsibility also needs to be placed on the parents for their child's success. Most parents help their kids on a regular basis. However, many refuse to help even when their child is way behind. Parents need more accountability.

Continued opportunities for alternative certification

Providing quality training, looking for passionate instructors with a love for education, competitive pay grade, & better insurance benefits for state employees. Teachers & school employees that are state employees should be able to have the same insurance premiums & benefits as other state employees.

The state should increase teacher salaries. The workload continues to go up and salaries go down.

Pay them a good wage with benefits and stop pushing TESS, which causes teachers to waste hours of time that could be focused on in-classroom programs instead of jumping through ever increasing Dept of Ed hoops. What you're suggesting, by removing teacher certification, is further denigrating the teaching profession. You're basically saying that anybody with a degree can do this job, and that simply isn't true.

Find ways to take away bureaucracy and/or things that get in the way of time with students, slightly reduce student-to-teacher ratio, look for ways to boost salaries.

incorporate more music & art; student lead parent-teacher conferences

Increase pay and maintain a high level of expectations for teachers. Education and certification is a must.

Work with higher ed to insure certified/qualified candidates for education. Concentrate efforts with Education Coops to insure positive PD is provided to assist educators/administrators to streamline the process of meeting state requirements, freeing up time to concentrate more on educational efforts so all children will succeed.

First, you can use the information already given to the state legislature concerning recruitment, retention, and attrition of teachers and not dismiss the concerns listed in that report. We need to provide more support for beginning teachers and get rid of the notion that teachers are going to

solve all the problems of the world that children bring to school. Parents need to be held to as much accountability as teachers.

Financial incentives are usually a way to go. If we pay veteran teachers to stay they would be less likely to leave the profession. Incentives for students to become teachers. Actually go through a training program for teaching. We should not send out people to teach our children who are not prepared to teach.

Teachers must be licensed and certified in their area of expertise. It does not take a genius to figure out why educators are not staying in their field of work. They tell me they have to many other responsibilities such as the State teacher evaluation system. This takes away precious time from teachers and administrators alike. Allow the local districts to decide how teachers and administrators are evaluated. I think they call this evaluation system TESS, is a major detriment and turn off for educators. They are having to spend too much time with their evaluation system than with teaching. Allow the teachers to teach without all of the other useless and unnecessary extra work which has no bearing on the success of the children's education. Allow the schools to have guidance and assistance from the ADE. They are hearing that some of the divisions of the ADE are forbidden to assist them with information they need to be successful. They are also hearing that some of the leadership within the ADE is adamant about not allowing certain areas of the ADE to go to the educational cooperatives and school districts to provide meaningful assistance. I have also heard that the hoops that some school districts have to go through which I think it is called School Improvement is ridiculous. This is another example of unnecessary extra work for a school. Also, they seem to never know who is going to work with them because it seems that this unit cannot keep anyone for any significant period of time. If this is true, how can schools improve? My understanding there are units in the ADE that have administrative experiences for several years in the public school system. Why not let these people help schools! Some are saying that some of the local schools are not teaching some of the classes they used to teach. They are discouraging students to sign up for some classes so they can say they offered a class but no one signed up to take it. Is this really helping students prepare for the future? In conclusion, I hope that just allowing anyone teach in our schools is not going to become a trend. Let the real licensed teachers teach without all of the extra requirements such as the State evaluation system taking time away from their time. I appears to me that the education system in the State is about to take a nose dive. The negativity can be felt in the air! Educators are saying we do not want to start saying, "thank God for Mississippi" again! Allowing just anyone to teach and allowing schools to decide what they want to teach is scary. I hope someone wakes up and smells the roses.

Equitable pay, less paperwork, better training on expectations of instruction, leadership, classroom management, etc., for teachers/administrators, and less federal/state red tape so the Districts can spend more time in instructional leadership instead of filling out forms and having meetings all the time.

Higher education programs should be held to much higher standards. We should pay teachers more and become more effective at keeping good ones and dismissing ineffective teachers. School administrators should focus first on instructional leadership. We MUST maintain rigorous standards for licensure. I've heard rumors that some superintendents don't believe a college degree is necessary for their teachers. Not only are they wrong, but those superintendents should

look for new jobs outside of education. In the 21st century, we need highly-trained professionals working with our children. Our current expectations are not high enough.

Find a way to pay them more and provide more affordable, relevant, and accessible health care/insurance. Also, treat educators as degreed, licensed professionals they are--incentivize with initiatives for involvement in national conferences and networking with professional organizations. Let them gain ideas from other educators and have a voice in enacting or developing programs or curriculum ideas in the schools.

Innovative teaching opportunities

Curriculum support; community outreach programs

Support with opportunities to try new things without fear of losing a few points on the "test" in the process. Encourage teachers to let go of the status quo and provide the support to learn and try new things. Recognize in a positive way those they are stepping out of the box.

All schools need to have a new teacher mentor program approved and monitored for accountability. We also need to weed through and reduce the amount of administrative work that teachers are doing off the clock.

Support them, offer more money to help retain the qualified and quality teachers.

Back off on all the legal requirements that schools must meet and trust admin to hire the best people. I can't be in classrooms with students and teachers to be an instructional leader like I'm trained to be because I spend so much time doing things for compliance. This is my second year as a principal, but I won't last long. This job is too much for one person the way it is now. This is a big reason why we can't keep good educators in jobs. Please trust us to do what's best for kids.

Let teachers teach students, not test prep; end primary evaluation on test results, alternative certification could be more focused on skill in classroom as criteria for certification

Provide incentives for highly qualified teachers to teach high poverty areas - Hard to maintain a qualified work force when the district cannot compete wage wise with other districts in the state

Solicit teacher feedback and use it in decision making.

Reward good teachers--don't make them sit through things that don't apply to them. Bring back stronger discipline--kids need to be accountable for their actions; don't always conference with them and send them back to class. Support and encourage teachers--they have a difficult job. Pay teacher more.

Pay the better teachers better. Support new teachers with personalized professional development. Teachers learn best from other teachers. Develop teacher leaders to create curriculum and learning experiences for new and novice teachers in their first three years of practice.

Communicating with both parents

pay increase, real world experiences for our students because our teachers know that basing all or most decisions of test scores is not what is best for our students, implement and expose all students to prek not just low socioeconomic families--students are coming to school behind due to lack of exposure and teachers know that it takes a lot to "catch up", focus on what is important and not all of the mandates that drive teachers away from the public schools

Alternate routes to licensure, student loan repayment for all teaching areas, stronger support for beginning teachers, additional benefits to increase retention

Better support educators in the classroom. We don't always have what we need to be successful. Need to look a pay, insurance benefits, and evaluation systems. These three areas are the biggest reasons people do not enter the profession and why they leave the profession if they did enter it.

Good teachers are leaving the field because they feel attacked at every juncture. Public education should not be the favorite whipping boy of politicians. Educators are professionals and should be treated as such. We are fortunate in many parts of Arkansas to have excellent public education, but are often hampered by unrealistic expectations. Teachers work hard to help students reach their goals and be the best they can be, all students will not succeed at the same level just like anyone else will not succeed in anything at the same level.

work with special needs children for 1 semester

There is too much assessing going on and not enough teaching. Right now the teachers are not able to teach what needs to be taught, because they are asked to assess all the time. When you can not teach the students the assessments are going to be low, because the students are not being taught.

Teachers are professionals with high levels of education and experience. In order to attract and retain educators, those individuals must be treated with the some level of respect as those in business or medicine who have the same level of education and experience. Why stay in the education field when one may leave to make \$20,000 more per year with fewer hours and more benefits? Administrators are paid a comparable salary, yet teachers are not. In the same regard, administrators need to have the time in their day to truly observe teachers in their classrooms. The evaluation process looks great on paper, but when put into application with the given demands of an adminstrator of a small school who has no support personel such as assistant principals, this is quite unattainable. \*The first survey question does not work properly. The instructions say each row, but the error message says each column.

Provide trained Teacher Leaders for Districts to guide new teachers in the field.

bonus incentives for those who do their job well, better salaries

Rely on those educators who have been working in the field to have a voice. There are a few legislators who have experience in education, and they are doing an outstanding job communicating what they know, and what they are hearing from educators. Unfortunately, too many legislators seem to think their non-experience as an educator is more helpful than those who are experts. I wish this would change.

Quality professional development

Higher salaries and money for more support staff for teachers to cut down on the amount of secretarial work they do, so they can focus on planning and instruction

increased wages

Proper preparation at the college level for educators. More strict requirements at the college level to weed out individuals who are not capable of having a functioning classroom.

Higher pay - better insurance with a lower deductible!!!

Reduction of bureaucratic nonsense. Getting rid of 3/4 of the ADE and letting school districts focus on educating kids and not on paperwork and mountains of rules.

Teacher salaries must be increased to ever hope to increase the teacher population. There also has to be some flexibility in testing, not every child can achieve "proficient" test scores. Teaching to a test and expecting results is not going to meet the testing goals. Students have lost the ability to think on their own due to technology. They are not creative. They need to have unique thoughts and create things, not just regurgitate information on a computerized test. Teachers need to be supported by the government and their own administrations so they may teach students and not be so occupied with national standards and a national test that is not created equally for all students' success.

It's important to build further collaboration between institutions of higher education and local districts to support those teaching on waivers. I believe that everyone teaching on a waiver should be required to participate in an alternative licensure program.

In higher education more student teaching should be a must also more classes on how to teach the subjects teachers will be teaching. Give them real understanding on what takes place in school. Too many new teachers say the same thing "I learned more in my first year of teaching than the entire time I was in college"

Make sure teachers have appropriate training.

To attract/maintain quality staff there must be pay to entice and keep these personnel. Without adequate pay, these individuals will keep going into more lucrative fields. Reduction of paperwork and tech input time. Often data entry and production is more costly time wise then the old paper and pencil methods. Preparation is only as good as the individuals doing the preparing. Support is providing enough personnel to do a good job within today's society. We are educating a generation of kids who need as much one on one as possible. Social issues are off the chart and quite frankly we are missing a moral code that existed decades ago. What makes the most difference in a child's life is knowing someone cares enough to care about them and make their needs a priority.

1. better pay 2. better insurance 3. less regulation and more emphasis on teaching. - red tape/legal issues/paperwork does nothing but increase the workload which means less time for actually teaching students. Teachers want to teach, endless paperwork drives more teachers away from teaching than any other reason.

Salary increase, respect for the position, direct teacher support from content IF's, regular recognition of outstanding teachers, more prep time

Encourage and celebrate teachers publicly. Find ways to have smaller student to teacher ratio.

Get rid of as much red tape paperwork as possible, so teachers can focus on students.

Don't know. I will be retiring in the next decade and I do worry about some of the people that are still in the profession. Administrators don't require them to do what they should be doing.

Pay. Balanced pay - teachers are the most important - yet admin & ADE get paid much more

Loan forgiveness/scholarships for students entering the profession; pay incentives; more teacher input into state-mandated assessments/programming

pay and less paperwork... higher more secretaries to do the paperwork so we can spend time planning for instruction

Better health insurance, alternative school calendars, more authentic support for classroom management/teaching strategies



Support by our State government with salary and health care increases. Many of the states surrounding ours have higher salaries and much better health care benefits and draw our young educators away from our state.

One idea is to quit adding to the already voluminous load of paperwork (including TESS). Honestly, it has not made me a better teacher. In fact, it's caused me to be a little bitter and to not be as effective as a teacher. That may be hard for someone with less experience in an actual classroom to understand, but teacher morale and the belief that teachers are treated as professionals worthy of a decent wage and worthy of being free from the ridiculous time requirements of TESS are important. Another consideration is that administrators should not be licensed to be administrators unless they have actual class experience in a course or courses that are "high-stakes" or similar. Coaching basketball and teaching PE for a few years before becoming a principal breeds a lack of understanding as to what teachers actually go through in classroom settings.

college degree support, better pay for years experience

more financial and physical resources available to rural schools; mentorships involving 2-3 mentors for first 3-5 years in a district

I believe that the state should NOT use non-degree programs like Teach for America, Arkansas Teacher Corps, Alternative Licensure, etc. As a teacher, the best experiences I had to prepare me for teaching were college classes focused on education and field experiences (internships) all received through my degree program. I don't think a teacher can be prepared adequately through only a few weeks of training in the summer, then being thrown into a classroom to sink or swim. Teaching is a lot more challenging than that, and such little training does a huge disservice to both the teacher and the students. One strategy instead might be to offer prospective teachers more incentives and support throughout their college and degree programs, such as scholarships, grants, loan forgiveness, etc. (Even more than already exist.) Also, if teachers were paid more, prospective teachers might be more willing to put in the time and money into a degree program that they need to become an excellent teacher.

Lesson the paperwork load of teachers. Take away the micro-management and give teachers the freedom to actually teach their children. Stop judging the capacity of a teacher based on a standardized test score. And maybe most importantly, provide the necessary support to teachers with students who are difficult to manage or control because of extreme behavior issues that go beyond regular classroom management strategies. These students are taking so much away from the learning environment in our state and it is a real issue that is a result of parental drug abuse, physical abuse, and extreme poverty. If a student is not allowing a teacher to teach, we must have an alternate environment for them. This is a subject that is politically incorrect to discuss in education circles, but it is an incredibly huge issue that has many teachers choosing another profession.

Higher pay, job security, on site training, mentorships, incentives for teacher leaders

Increase teacher pay. Promote positive things teachers are doing to make teaching an honored profession. Listen to teachers regarding reform and decision making in education policy. Require all education entities to be run by non-profit entities. Have high but diverse entry and exit requirements for teacher preparation programs.

Honestly, I think people that are born to be teachers will do what it takes to become an experienced teacher by preparing through a teacher education program that is accredited through a university. I think people get the misconception that anyone can become a teacher. That is not always the case. People get a degree in an area and don't like it and say "I want to be a teacher". People that initially go into education do it because they truly have a passion for it. As an educator, I got both a BSE and MSE and worked very hard for that. At times, it offends me that people who decide that they don't like their current job want to become a teacher and don't have to complete the rigorous coursework that I did.

To retain teachers, the base salary should be increased. Teachers in the southern part of the state have to leave the classroom to get substantial pay raises.

Scholarships to college for those planning to teach..we need the best and brightest in classrooms

More pay

With the increase in accountability for teachers (which is a good thing) there needs to be an increase in salaries for these teachers who work ALL the time!! They work on Saturday's & Sunday's. They work at night and sacrifice family time to provide a good education for students, but they are NOT compensated for it. The research has evidence that great/good teachers get out b/c of burnout and move onto jobs that they can make more money with less stress. Anyone in education knows that teachers summers are spent in professional development and trainings so that is no longer a bonus to have the summers off.

Educators of our youth need to be equipped with the appropriate skills and knowledge that it takes to successfully educate children. It takes more than passion and a love for children to make a great, or even good, educator. Sending a teacher, or perspective teacher, into a classroom unprepared is unfair to the students and that teacher. We need to continue to hold high standards and licensure requirements for individuals who wish to take on the critical job of educating our future.

Make the districts PD policy in line with state requirements. If the state requires 32 hours then a district should not require more for employment. Do away with TESS it has too much paperwork with it. Go back to the 10 year licensure

We have one of the best retirements in the state. It needs to be left alone. Teachers need to feel valued, and not made to feel blamed for society's problems.

Higher pay. Our teachers are not paid enough to work the hours they do. I would say that over 75% of our teachers work over 8 hours per day on lessons and at least 10 hours on the weekend. It's hard to accept the long hours and at times, the daunting task when they are not paid as they should. This is a work of heart and art, but it should be compensated accordingly. Our student teachers need to be in the classroom starting the FIRST day of school to see how the classroom is created. Sometimes when new teachers conduct their student teaching, they walk into a classroom that already has the procedures and expectations set up. The student teacher leaves with almost a false understanding of how important the first days are. While I understand nothing can fully prepare a teacher for the first day, this would help them set the tone in their upcoming new job.

Lower insurance costs, higher teacher pay

beneficial professional development--PD that is practical and not just the ideal; administrators and leaders need to communicate better with their teachers in order to know their frustrations and

actually help to improve problems; admin and leaders need to be supportive and work with their teachers

Lessen the amount of paperwork that takes our teachers time away from planning and teaching our children. Lower the number of hours required for professional development in areas that are not crucial, and provide teachers good, research-based training in the areas that matter.

Supporting teachers with more opportunities for professional development within their elective content area would be worth and is actually in need of investigating. Being a teacher and feeling that 'renewal' and support of educating ourselves with the newest strategies is worth the time and funding. I, myself, desire more opportunities for this in my own art content area. The lack of support for the elective content areas is alarming and I fear that teaching/learning process will become stagnant. Elective content teachers should be given the support and opportunity for professional development on the district and state level as well as national conferences. As studies show, creating is very important in the learning process and the art teachers need professional development to keep up with new/fresh ways to encourage the creative process within our students. We need these opportunities and we need them supported by the districts and ESSA at no penalty or cost to the educator. Help us, help them ALL learn, create and grow. Thank you for your consideration and time.

Strong support of classroom teachers by administrators. Training classroom teachers to infuse the arts into the curriculum.

Retain: Continue offering wonderful PD, good pay. Start working with administrators more on backing teachers with discipline

The state is going to have to improve its teacher health insurance if it plans on attracting and retaining teachers. For many people, teaching is logistically impossible regardless of passion or experience because of the terrible pay and health insurance. Reducing teacher workforce means larger classrooms, teachers having to plan more, and therefore a lower quality of education. The number of educators needs to be bolstered, not reduced.

give teachers a true voice in deciding the literature that they are required to teach. stop putting so much emphasis on assessment test scores as a measuring system to determine how qualified teachers are & how well a school is.

Better salary. Better healthcare. For ADE & State Legislatures to quit messing around with licensure & frameworks. Drop Common Core and focus on the state frameworks. Invest in education in this state as you would in wooing a corporation looking to build in the state. Put someone in charge of ADE that actually has been an educator with a teaching/admin license & not someone who's a professional politician. Quit investing in the ponzi scheme of charter schools. What is happening in LR is ridiculous. And the ones that are hurt are not the adults in the communities; it is the students and the businesses that will be hiring these students in the future. Look, my son is in 7th grade, I am a third generation educator, and a teacher educator. I do not have the answers, but I have watched these many years the changes, some good, a lot terrible, in this state. I have watched my son struggle because of poor implementation of math, he does not know how to write in cursive because the common core/state frameworks implementation did not allow time in the curriculum to teach it, and I could go on. Did you ever think that maybe we just need to concentrate on just teaching the state frameworks? On skills such as note-taking? I am sick of seeing my son bring home worksheets that are the "notes," of being told he has to

read something that is X number of pages long, that he can only have 2 recesses, and on and on. How can they dream of being scientists or explorers if they are dumbed down to follow directions and fill out worksheets? My son has no ability to take initiative, but he sure as hell knows how to fill out a bubble sheet. That is learning? That is sucking the life and curiosity out of a child. And please quit with the Pre-AP and AP crap in elementary, MS, etc. Hours do not count until 9th grade towards graduation. All this does is create an Us vs. Them caste in the lower grades and among parents. Plus, not everyone is college material. Until a vocational careers track is re-vitalized, you just create a debtors class of college dropouts when these students could perfectly well be capable members of the middle class from apprenticed trades, i.e., electrician, plumbing, welding, food arts, farming business, and so on. I would rather see re-emphasis in this and service learning than see one more mandated framework/standard. I would rather see educators invested in, than run out because the state government thinks there is a shortage. You cannot throw a rock in this state without hitting a licensed educator who IS NOT teaching. Why should they stay? They essentially become working class poor. They lose money with the healthcare plans they have to choose from and higher than reasonable deductables. They lose money paying for PD; and often PD offered by districts is, please, less than quality. They have to deal with a state that changes its policies regarding licensure, evaluations, PD hours, etc. with every whim of the state (i.e., elections & political party control). I am frustrated. I am a VERY frustrated parent. I am a frustrated educator. I am a frustrated, educated, productive member of this state. Some issues should not be aligned by party, but by importance. Education and healthcare are two of those things. Do what is best for our future as a state and start investing more in education and teachers and less on quantitative test results. Children are not stats and the learning process is not something that is quantifiable.

Educators who are good with student motivation, classroom managements, and subject matter are leaving education due to the unnecessary pressure of paperwork. For example, principals know who the good teachers are, yet we are all jumping through hoops to look good on paper for the new teacher evaluations. The pressure of detailed lesson plans, knowing that extracurricular activities will undoubtedly foil the best laid plans. Moral decay has weakened the family. A lack of integrity has caused the need for accountability at all levels, which means more paperwork.

Psychological problems abound due to the decay of the moral fiber of our communities. Teachers are asked to identify and meet the needs of all students. All the while documenting, documenting for fear of a law suit. Lets bring back fundamental principles that create a functioning society. So much to say and so little room or time. This is my lunch break. The only time I have to address such a pressing need. Thank you for asking. Michael Hammonds JD Leftwich High School Magazine AR 72943

more time to build relationships with the students, to understand their needs, more time to do the "required paperwork" tracking, data gathering and analysis. More pay for experienced teachers. It is sad when a teacher who has been teaching for thirty years, has a masters degree plus 36 additional graduate hours can qualify for free lunch for her two children.

Supporting the existing teachers and teachers in higher education teaching scientifically proven curriculum.

How to reach all students by teaching the exact same material in a variety of ways for various styles of learners.

Support system within the field from other schools in the same level of profession. Time to collaborate with these other schools to plan, organize, and challenge each other. Opportunities for teachers to see what other successful teachers/leaders are doing to ensure retention.

higher salaries--more benefits

higher salary and benefits state wide

Having faith in colleges that produce teachers and administrators that assess teachers so that educators might have more freedom and time to teach and less administrative paperwork.

Requiring less Praxis testing, or at the very least, lower the cost of such testing. Reduce the summer inservice hours. Looking at more incentives that are fair for ALL going into the teaching profession as opposed to shortage areas or whose students score highest on a test because ALL teachers make lesson plans, teach classes, grade papers, etc. Allowing more classroom instruction and less testing. Reduce the summer inservice hours. Advocate for teaching as a profession rather than treating them as children who must be constantly monitored to make sure they are doing what they are "supposed" to be doing. In short, treat them like the professionals they are.

I truly believe that higher salaries and better, low-cost, and quality insurance can attract and maintain good educators in our system.

I believe that training our students and teachers to be leaders in the classroom is vital to everyone's success. It is my opinion that if we create more teachers who are stronger leaders it will trickle down to our students.

Improve teacher pay and insurance

proper training for teachers who have mainstreamed students, proper support for those teachers, students, and parents

Less micromanagement from ADE

I don't know.

Great insurance and less TESS

I do not know the answer to this question, but I do know that teachers are tired. It is difficult to meet the demands of the job, and also the needs of children. Children who are tired, hungry, in need of clean clothes and a bath, don't have school supplies, don't have someone at home to remind them to read or study for a test, are sick and don't have medication or get taken to the doctor, are dealing with family problems, don't have the social skills needed to be able to participate appropriately with others in a classroom, don't have the skills and resources it takes to be successful in school. We must fix our broken families before we can fix our schools.

Increase Pay and get the cost of insurance under control. Lower class size by 5 students at each level for easier management and student relationship[ building. Require all future educators to intern at least one semester before applying for a license (do away with the current non traditional method). Abandon TESS because the extra workload of administrators is hurting other parts of the building and it is not equitable from building to building because some administrators go overboard and some just fill in numbers. Stop non funded mandates that over stress districts and classroom forcing teachers to have to go into their pocket to fill the gap. Stop decreasing the amount of funding per student by lowering the percentage even though costs keep rising.

Competitive salaries; getting rid of ineffective or lazy teachers/administrators

Raise salaries. Expectations are rising, salaries are not.

Quit focusing so much attention on one test to evaluate the students, the school, and the teachers. This causes too much emphasis on testing, test preparation, and too little focus on students.

Prepare: I think our higher education system needs to be addressed. Over the years I have had several internship students placed in my class that overall were not prepared for what they were to encounter in the workforce (internship placement and further jobs). The college system spends too much time teaching theory and not enough time teaching real world practice and what students will actually need to be able to do in the classroom. Time could be well spent training students in programs that will be used in the schools they will be trying to teach in (ELLA, CGI, Phonics First instruction, etc...)

Various pathways to licensure.

Treat us with respect instead of threats and pressure.

Train the qualified educators that can teach the young generation be prepared for a bright future of their lives and Arkansas.

Work on increasing teacher salaries and training building administrators on building respectful, positive relationships. Too many teachers are leaving the field (or considering it) due to feeling unsupported and under-appreciated, including myself.

Salary increases & support for new teachers

We need to work on building/demanding respect for educators in general. There is too much focus on things (paperwork, PD, parent contact, etc.) other than actually teaching in a classroom. I think each of the above listed things are important, but need to be administered in moderation.

Force the parents be responsible!!!

Better pay and cheaper benefits

pay increases

Pay raises

A benefits package that is comparable to other professions. A cost of living increase for all teachers across the state.

Continue to lead the nation in requiring licensed library media specialists in every school in Arkansas; increase funding and support for Arkansas school libraries; increase teacher pay in Arkansas; put more funding into public school as they exist and less into charter schools; stop granting waivers to both public and charter schools enabling them to bypass the standards.

Of course we need to have appropriate pay for the teachers and possibly "signing bonus" for lower economic areas. It is difficult to get teachers to come to lower Arkansas. Unless both spouses are in education, there are no jobs available for the spouse. Some teachers we do get, move on to larger areas for more pay once they get experience...and who can blame them. We need incentives to keep our teachers in the lower economic areas of Arkansas. I see people being discouraged from going into teaching because of many of the hoops that they are having to go through...especially those who decide to pursue education later in life. Some are having to retake the Praxis I...although they have already taken and passed it...can the Praxis I be that different from Middle School to lower Ed? Hours earned while working on say, Middle Level certification is not accepted for Lower...they realize they have a better chance to get a job at

another level but then it costs them because they have to turn around and take different courses because the ones they were taking do not work!!

One strategy we can do to attract/retain educators is cut down on paperwork. Sometimes I am more concerned with meeting deadlines on paperwork/documentation than I am with educating students. I am more overwhelmed with that than I am problems in the classroom. Teachers have a lot of responsibility that you aren't necessarily prepared for in your teacher preparation program.

We are losing good teachers/administrators due to the amount of money being paid, testing required for teachers, ratings placed on schools, and state required/federal requirements.

Better pay; Better support; Financial assistance for teaching degrees; Improved professional development; More mentoring/coaching opportunities

Raise pay across the board, lower PSE insurance costs for employees, student loan forgiveness for educators, waive tuition in teacher prep programs at state colleges, strengthen education laws to support teachers in the classroom, treat teachers as professionals and listen to their ideas when changing laws and directives from ADE, find ways to boost community involvement in schools and support LOCALLY controlled schools. ADE should be more willing to work with local and state education associations. We are always better when we work together!

Focus more on the actual education of the children instead of all the criteria that the teachers have to spend so much time documenting. Allow the teachers to regain that love of teaching so that they will be able to instill the love of learning in the students without having to worry about whether the test score was good enough.

School librarians are a critical need area: encourage higher education to expand and improve their certification/degree programs for school librarians, increase staffing requirements (add paraprofessionals to support school librarians as they work to transform school libraries into effective 21st century school library programs), update Arkansas Code Title 6 Chapter 25 to reflect the changing role of the school library program, set realistic minimum budget funding for school libraries and eliminate the phrase "sufficient funds", encourage school districts to provide professional development opportunities that are specific to the needs of school librarians and train administrators to working with their school librarians to develop highly effective 21 century school libraries. Research shows that these strategies will have a significant impact on student learning.

Raise salaries, offer incentives, advancements.

Extended field work/internship experience earlier in college career to determine if education is really where their passion lies (this will help decrease teacher dissatisfaction, burnout, and teacher turn over) More teacher recognition so that educators feel valued and appreciated; smaller class size regulations so that teachers have more time to provide quality education to students and have the potential to feel effective in their role as an educator Increased teacher supply budget to adequately stock classrooms so that teachers are not having to spend their own money to buy supplies for their students to use More grant opportunities for furthering education past a Masters degree to encourage further education for teachers Decreased cost of insurance; increased salaries so that teachers receive adequate compensation for the hours they work and are representative of the importance/value/appreciation for the career they have chosen Fairer pay scale. It is very demeaning, frustrating, and disheartening to a teacher to receive much less salary than a coach due to the stipends they receive. I realize coaches receive stipends for the "after hours" work they put in for practices and games; however, most coaches do not teach near

the number of classes that a classroom teacher does, which means SIGNIFICANTLY less lesson planning, teaching, paper grading, and meetings. When all of that is taken into consideration, do coaches really work that much more than a classroom teacher???? We work evenings and weekends too....off the field. Stop making your classroom teachers feel less valued and important than your coaches.

higher teacher pay with larger increases year by year, offer stipends for teachers who attend specific training, offer incentive pay for successful teachers, (Why are teachers paid more in wealthier areas?), smaller class sizes, college tuition reimbursement for teachers, cut the high cost of insurance for teachers and allow more than two personal days (high stress and classroom germs causes more illness and doctor visits), four year mentor programs for teachers, provide a mentor teacher in the teacher's subject and grade area or a mentor for the teacher's weakest area (classroom management, lesson planning, etc.) - the mentor teacher could be someone who is an online mentor for multiple teachers, protect a teacher's prep time, don't allow schools to force teachers to teach more than three preps (ex. one teacher teaches one unit of 8th English, one unit of 11th English, one unit of 9th English, and one unit of ALE English), make sure that the test teachers are teaching for during the entire year is aligned to their standards (this causes immense stress for teachers), let teachers have ownership of their classroom and be involved in the decision making process, promote an atmosphere of respect for teachers - (Many college students don't see teaching as an option, because the low salary after paying for classroom supplies, the monthly student loan payment, insurance cost, and other bills, plus the lack of respect doesn't make any sense - it becomes a poor investment after going to college. Lots of teachers have to get a second job in the evenings and on the weekends, and this doesn't help them become a better teacher. They are more stressed, have less time to grade and plan, and are unhappy with their job. A lot of schools invest in more technology, more books, more training, but they don't invest in their teachers' salary. If we could pay teachers a decent wage, so that they don't have to find a second job and can afford their insurance, we would attract and retain more teachers. The amount of stress and college cost that it takes to become a teacher, does not equal the salary. Many teachers leave, because they have more respect in another field, make more money, have less stress, and a work-life balance where they can come home to their children without mounds of paperwork and papers to grade. )

When a research based approach is chosen to be the driving force behind improved learning for students, it must be given the proper support through ongoing professional development, the analysis of results and the commitment to stay with it long enough to truly see if learning does improves in an ongoing manner. This often times requires systemic change in order to create the culture necessary for it to succeed. If we don't start with the system first, we will continue to use band aid approaches destined to continue to fail. Arkansas students deserve the best.

monetary support for teachers; effective professional development opportunities; strong collaborations with universities and experts in the field; renewed emphasis on mentoring, especially in schools with high need, poverty, diversity, etc.

To provide the training and reeducation opportunities to the pre-service and in-service educators; For those certificate offering programs, provide hands-on practicum opportunities as part of the certificate requirements.



Plan for continuous curriculum. Changing frameworks and curriculum too often creates a disparity in student success, educator's confidence and job like ability.

Increase teacher pay; provide flexibility within IHE-based teacher preparation programs

Recruit qualified teachers and pay raise

Provide a good education environment, such as group of good students, excellent after school clubs.

safer schools in terms of security, pay incentives for teachers who continue to broaden their certifications or degrees.

In recent years the mandatory workload that has been placed on teachers prevents us from doing our jobs and doing them well. There aren't enough hours in the day to do everything that the state and our district mandates us to do. Teachers aren't robots and we should be able to have the freedom to teach the state standards any way that we see fit according to our expertise. If a teacher is successful (data proven) teaching a certain way why should he/she change the way they teach because of state or district mandate that will make them a worse teacher? Because of the ridiculous workload that I have as an elementary teacher I would not recommend teaching to anyone. We don't get paid enough to work full work days, hours in the evenings and all weekend long preparing for class and grading papers. I also think that the people making these workload decisions should confer with teachers across all grade levels who are actually teaching school right now. I work an average of 56 hours a week on school related things. It's just wrong to overload the teachers like this. If you can fix this then the teaching profession would be much more attractive to others. \*Note, I kept getting this warning and I think it is a problem with this survey: Please don't select more than one response per column. I went back and made them one answer in each column like it suggested but the answers should all be 1.

Continue with CGI and ECM inservice for elementary school teachers. Stop the focus on teacher paperwork and put the focus on student learning.

Higher pay, relocation reimbursement, discipline support, innovative leaders

Professional Development that prepares a teacher for classroom strategies.

Special Education teachers need to be paid more for the work they do, schools need to hire additional special education teachers to keep numbers down with lower student to teacher ratios, need to hire additional paraprofessionals as well.

Salary and incentives

Training in how to teach challenging students, students with disabilities, and students that are frequently absent. Leveling the salary to attract qualified teachers.

Offer half bonuses for NBCTs teaching halftime.

Tax credits, loan forgiveness, housing assistance, scholarships for advanced studies, bonus after meeting x years of service and/or serving in high need location and/or subject area, streamlined path for certification

Our state can better prepare, support, and retain educators by making sure they are truly prepared for the classroom before beginning their careers. Many alternative licensure options lack valuable content regarding pedagogy. Often, teachers who leave the field early are strong in terms of content knowledge but lack training in instructional practices and classroom management. Teachers are asked to do so many tasks within a day; they need to have the skills

to manage people and tasks, not just content knowledge about a particular topic. I hope the state will consider the importance of valuing the profession of teaching and place a greater importance on the art of pedagogy and the growing importance of not just imparting information to students but of teaching them to sift through the vast amount of information at their fingertips, thanks to technology. The role of teachers will continue to change with technology, and I hope that the state will consider the importance of supporting colleges of education and traditional teacher education programs while also promoting continued growth and development in teachers that are already in the classroom.

Learning theories would tell you to build on background knowledge, provide experiences, and do so in a social environment.

Proactive measures to entice high school graduates to choose education as a major/career. Also, deficit areas (i.e. Math, Special Education) should offer special incentives for college students to enter and complete these programs in order to satisfy the state's need for these positions in education. Rewards for timely progression toward graduation/ adequate G.P.A, etc. should be considered for college students.

Increase teacher pay and get better insurance at an affordable rate. Teachers often work 12 hour days and weekends but make less than anyone else who works those hours. I also think we should go to school all year and take a 2 week break between nine weeks and extra time off for major holidays. It sure would be nice to take a vacation when the temperature isn't in the 100s. In the case of special education, college students should have to experience the reality of how much paperwork there is to the job. Working with students is the fun part of the job, the paperwork will make you want to quit.

higher pay

Treat teachers as professionals- offer adequate pay for a college degree (more money for a certified educator); continue to keep work conditions "good"- limit class sizes, provide a well funded school library with a certified school librarian, give teachers adequate preparation time each day, limit outside duties to allow the teachers time to teach and focus on assessing what is working and what isn't with his or her specific students, limit standardized testing, allow for a duty free lunch- there need to be more paraprofessionals to pick up these duties. Give students time to be kids (recess and lunch) so they are ready to focus and work harder. For teacher preparation programs- perhaps have a paid internship so the new teachers can learn from a master teacher. Our state needs to revise the collegiate programs of study for teachers.

Respect teachers knowledge and skills and experience. The teach to the test expectations imply lack of trust

Less beaurocracy and more focus on working with students. Stop overloading teachers with useless policies and meetings that don't help students. The statistics show that teachers in AR are leaving their positions after a few years of teaching.

Limit on classroom size taken into consideration, more training on building parent/educator/community relationships, fairness in salary schedules compared to other careers  
Less focus on standardized tests

Give more freedom to make learning fun and relevant. Shorten instruction hours. Eliminate homework. Bring back recesses, arts, music. Increase salaries based on merit.

### Increase the pay for teachers

Consistently sustaining professional development at all levels, having schools observe and highlight the class, observations, shared experiences, trainings, etc of all the schools. Use the resources we have available with the state department and within the state to put better policies into place, even if they are working for other schools. Work as teams within the whole team to support and sustain each other. Use this type of system and set up to train and support each other--even from our colleges and education departments who are VERY KNOWLEDGABLE and can support all of these things as well as train those preparing to go into the field and this will directly vconnect with the high schools who have programs where students are already beginning their teaching experience as aids in classrooms and gaining useful experience directly related to college programs and teaching careers....daily, NOW--CURRENTLY . We need to all use our positive resources wisely to help support each other consistently so that the learning is progressive, productive and sustained. Then on the other end, experienced teachers can continue their learning, teach and support this system and continue to share information and learn from others. Win-win.

Teachers are overworked and underpaid. The responsibilities require teachers to sacrifice family time. The hours it takes to accomplish all of the tasks is impossible. Lack of resources, funding and curriculum cause teachers to spend hours researching and buying their own materials.

Common Core is too broad. Teachers are asked to create everything from scratch. It is expected for teachers to work past contracted hours. Our time is abused because we want our students to excel. This is taken advantage of and not acknowledged by administrators. The public doesn't hear the good that teachers do but merely numbers. My children are more than test scores.

This situation is not an easy fix. I've witnessed veteran teachers leave the teaching profession due mostly to all of the additional mandates placed on them over the last decade - with no real increase in income. I came into teaching to make a difference. It is a passion of mine, and I'm highly degreed/experienced in multiple facets of our industry, but I've also seen my typical work week increase to 60+ hours (Monday-Friday, and Saturday/Sunday) half days. Honestly, I put in more hours now than in my Fortune 500 position I left to become a professional educator.

Schools have no monies for raises, teachers have a lot more to do (other than actually teaching), staff has been cut to the minimum to maintain financial solvency, a huge emphasis has been placed on shifting to computerized learning, and on, and on... New teachers are full of energy and want to teach. They get with a school for a few years and find out that the demands are far more than their schooling prepared them for, realize that most likely any increase in income will come from step-increases on the pay scale (which amount to maybe \$40-\$50 per month) and figure out pretty quickly that teaching is NOT a 7:30-3:30 Monday-Friday, 9-months out of the year profession....it's a LOT more than that!!! I could just go on, and on. Being an educator starting my 11th year in the classroom teaching upper division AP mathematics and concurrent college classes, and a departmental manager...I've seen my share of missteps within the educational system, but in the essence of time, I'll just leave it here. I do hope to last long enough as an educator to see the major changes needed to address your statement above. Respectfully Submitted,

Teacher pay and administrator support; Teamwork...there is no "I" in "team"

Better pay and benefits will attract highly qualified people; scholarships for students who want to pursue teaching as a career; support for colleges of education to effectively train teachers.

Pay raises, less dependence on standardized testing, opportunities for professional development, and access to the latest technology and needed supplies in all classrooms

To attract teachers, the pay should be increased to be competitive with doctors, lawyers, bankers, etc; to prepare teachers, university programs must focus on the strategies that will help the teachers in the actual classrooms; to support teachers, professional development opportunities need to be presented to all teachers and access to supplies and the latest technology in every class is a must; to retain teachers, more support is needed for dealing with behavior/discipline issues in the schools and teachers need to have a voice in the curriculum and assessment decisions instead of the legislators

Create a more balanced state-wide teacher salary schedule to attract more teachers to higher poverty schools.

\* ensure strong teacher preparation programs across the state - to include an entire year of "on the job training" \* ensure equality in funding, teacher salaries, working conditions, student needs, and access to quality teaching tools and materials - essentially, equalize all conditions across districts and schools \* ensure teachers are given reasonable assignments/work loads, sufficient help with the curriculum, open and positive communication, like-minded and supportive colleagues and administration \* ensure all buildings are equipped with strong, effective, supportive principals \* implement programs that provide financial aid and support to prospective teachers who already work in schools, such as teacher's aides or paraprofessionals \* state certification reciprocity \* opportunities for professional collaboration and shared decision-making \* decision makers (who are often not in classrooms) and those of us standing on the front lines in classrooms every day need to work together as a TEAM with a shared purpose

Less required pd hours and more funding for QUALITY pd programs.

Incentives for better college level education and degrees and then higher paying jobs available.

Better pay so that more qualified teachers will want to enter the profession

Better health insurance, compensation for all the many hours worked to be a successful teacher(or at least recognition), competitive pay scale related to other professionals who have 4-6 years of college education and 30 plus years dedicated to the profession.

Pay increase, mentoring programs for new teachers, more time for teachers to do daily requirements (planning, grading, meetings, etc) without supervising students, providing teachers more voice in decision making process

Treat individuals as a team. If a teacher is reaching out for help because of change listen to the teacher. Do not disregard the teacher or her individual comments as unimportant. All teachers have different learning styles, abilities , creativity and are diverse in unique ways. This is a Golden Opportunity to close achievement gaps!! If a teacher tells administrators she /he has ADHD . That is a personal insight for a district knowing how to help students. The one thing the district has to remember is the ADHD teacher still has struggles with her own system. It is a trade off in order to help struggling students in this area the teacher (ADHD) has to have help in other areas (reduced work load ) Her focus can then become target toward success of students and not so overwhelmed . Passionate teachers care but overwhelmed teachers make other choices especially when the job consumes health, family and weekends.

Higher wages, smaller class sizes, behavior support, paraprofessionals in the classroom, co-teaching, higher budgets, useful PD, more planning time, less focus on grades and tests, more focus on relevant skills building and communication

strong positive environment for teachers with good feedback from administration

Provide opportunities for teachers to work with mentors for the first year of teaching, and to continue that support for additional years.

For each of these the state needs to place less emphasis on testing and the bureaucracy of education and devote more attention to properly preparing educators, so they can be entrusted to do their job. More and more educators choose other careers because they cannot endure the unrealistic demands now added to the already large responsibility of teaching.

4 day work week but hour longer days; higher pay

To retain veteran (25+ year) teachers, stop evaluating them at the same level of useless paperwork that is used on novice teachers that assists them in gaining growth and experience. Most modern administrators have no real classroom experience and are not adequately prepared to mentor veteran high school teachers.

Teachers should have a passion for teaching and kids. Matters not to me if a teacher is not certified, but if they are proficient in the field that they are teaching obtained through experience, such as AG classes or architecture would make more sense to me than someone who obtained their knowledge through just books.

Student teachers need more real experiences in the classroom. They need to be exposed to the first day of school and the procedures that need to be built and formed in the classroom so that learning can take place. We are having to many new teachers that get into the classroom that do not have classroom management skills.

Those who would become educators defer to other careers when they look at our health insurance system for teachers. The state needs to step up and make teachers equitable with city, county, private insurance carriers.

Equitable and Fair Hiring Practices

1. More Teaching/Less Paperwork 2. Less teaching to a test 5. Less competition between schools 4. Higher salary

Treat all teachers with respect and professionalism. Also when new teachers come into the workforce, try to help them get a suitable job for the teaching specialty.

Our teachers are drowning under a barrage of paperwork to verify their individual modifications for non-succeeding students. This needs to be minimized or done by a paraprofessional so that teachers can focus on teaching students. Teachers also need to be paid at a level that compensates for their work, education, and additional time and money spent diversifying the curriculum to meet individual students needs. Students who are not meeting proficient standards should be held back and given opportunity to learn those concepts to ensure success in future endeavors. Parents and School Board members need to support and require students to seek acceptable levels of knowledge both inside and outside of the school day. Athletics should be an extracurricular activity, and the core curriculum should be the main emphasis and concern for administrators and school board members.

consistent testing and student achievement monitoring. less federal gov mandates

Consider reconfiguring high school course credit especially for English. Instead of just one course, break it up into domain like critical reading, technical reading, technical writing, language study, etc. Require 4 units for graduation, but give students some choice!

make parents feel welcome at the schools, support for teachers

Better benefits, better healthcare

The system has been focused on a single letter grade to establish a reporting to the public. The reality is that education systems are complex and the students within a school are often reflective of the community they serve. The lack of positive reporting drives educators from our field. We lose incredible educators with proven results because there are very few rewards or positive reporting.

Increase the time that a recruit/new teacher practices and is mentored. Initiate some positives for teachers at district and building level: PLC planning time, programs for stress relief, money....

Better pay and less paperwork

Smaller class sizes, higher pay, stricter GPA guidelines for teacher candidates, requiring licensure, eliminating non-traditional licensure.

Certification waivers for leadership jobs, more money for rural districts to pay for teachers, more innovative ideas in our state education body, less restrictions on what can be done in the school setting, more possibility for experienced people to be school administrators even though they don't have the certifications.

Offer incentives to pay loans back, incentives for growth of a student.

Professional development and college tracks for teachers needs to be totally revamped. Teachers need to be taught HOW to teach, HOW to facilitate, and HOW to manage a classroom. If a teacher can do those things, then CONTENT will follow.

I don't think the teacher mentorship program works. You have thousands of teachers who come out of the colleges with teaching licenses but that can't get jobs and because of the three year licensure rule they quit trying to become teachers. I think Arkansas should follow the rest of the nation and grant teachers full licensure when they graduate college. That gives them more time to find a teaching job.

Have all of the people creating educational policy spend a good amount of time in a public classroom at both the elementary and secondary level so they can truly experience what is dealt with before enacting laws that educators in the classroom have to uphold. This survey seems very leading towards revamping licensure. Before you put a teacher in a classroom without qualifications, be sure to go see a dentist that hasn't been traditionally certified.

pay more money

Allow more time to plan for teaching. With all of the requirements for documentation to complete evaluations and all of the paperwork for district requirements, teachers have very little time to plan their for teaching. Therefore they go with what's easy, not what meets the needs of the students. More planning time would also allow for cross curricular planning as well. Teaching to the test, which all schools do, whether we admit it or not, does not meet the needs of students. Meeting the needs of students should be our #1 priority and unfortunately that's not happening in Arkansas for the most part.

Include classroom educators to the committees that decide what programs or procedure that schools are to use, give incentive bonuses for years worked, investigate thoroughly any lack of professionalism and work with new hires to achieve retention.

Support for new teachers entering the school system and continued incentives for furthering teacher's education.

### Number of daily responses

