



Polk Education Association

Affiliated with the Florida Education Association and NEA/AFT/AFL-CIO

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Polk Teacher Workload Spring 2011

Years employed in Polk County Schools.

15%	0 to 3
27%	4 to 7
26%	8 to 15
14%	16 to 23
18%	more than 23

Years of experience in teaching positions.

10%	0 to 3
21%	4 to 7
29%	7 to 15
17%	16 to 23
22%	more than 23

I am highly qualified.

95%	Yes
1%	No
1%	I don't know
2%	Doesn't apply

Level of Assignment.

10%	ESE Classroom Assignment
6%	Pre-K or K
21%	Grades 1 through 3
10%	Grades 4 or 5
18%	Grades 6 through 8
22%	Grades 9 through 12
0%	Adult students
11%	School wide or Non-Classroom Assignment
2%	District Office or other County Wide Assignment

My worksite is a Title 1 site.

67%	Yes
29%	No
2%	I don't know
1%	Doesn't apply

My stress level at work this year, compared to last year, has

4%	Decreased
10%	Stayed about the same
18%	Increased slightly
66%	Increased significantly
3%	Not Applicable or Don't Know

My overall working environment in the Polk County Public Schools is encouraging me to

7%	continue working in Polk County longer.
28%	look at other counties or states for teaching opportunities.
35%	seek employment opportunities outside education.
16%	retire early.
14%	make no change in my employment plans with Polk County Schools.

Choose the best descriptor of your worksite.

15%	My school made AYP or safe harbor.
45%	My school did not make AYP or safe harbor.
36%	My school is in corrective action.
1%	My school is preparing to be reconstituted.
3%	AYP does not apply to my worksite.

To complete my work assignments, I complete my duty day and work a daily average of:

2%	No additional time.
10%	One hour or less per day.
62%	Between one and three hours per day.
25%	More than three hours per day.

To complete my work assignments, I must work:

17%	Only on the days I am assigned by my contract.
38%	My assigned contract days plus one day per weekend.
6%	My assigned contract days plus both days per weekend.
39%	My assigned contract days plus weekends and at least some of scheduled holiday breaks.

LEARNING FOCUSED STRATEGIES

Full implementation of LFS has been a focus at my school for

25%	1 year
31%	2 years
25%	3 years
11%	4 years
5%	5 or more years
2%	Teachers at my school are not required to implement LFS

LFS strategies are effective in increasing the learning of my assigned students.

28%	I agree.
72%	I disagree.

If you believe these strategies are not effective, why? (Select all that apply)

43%	The required strategies are too time consuming.
24%	I am not allowed to modify the strategy sufficiently to make it effective.
22%	The strategy is in conflict with other strategies I have been required to use.
34%	The administration's priority is on checking the size, shape, and color instead of the impact on student learning.
40%	I am required to implement a new strategy before I can incorporate the previous strategy effectively.

LFS requires teachers to constantly change what is posted in their rooms. Unit and lesson essential questions, new vocabulary words on word walls, examples of student work, and information from curriculum maps are all constantly changing.

8%	The various required postings are an essential support and enhance student learning.
35%	The various required postings enhance student learning but are not essential to it.
58%	Student learning is not enhanced by the various required postings.

Some teachers report having to redo work after initially posting material. (Select all that apply)

43%	I have never been required to redo any of my LFS boards.
12%	I have been required to redo at least one Board this school year because of an error I made.
26%	I have been required to redo as least one Board this school year because I was given incorrect information or the instructions/requirements were changed.
9%	I have been required to redo several Boards this school year.
17%	I have been required to take down and the put back up Boards because the Fire Marshal or some other authority was reviewing our school.

Some teachers believe the preparation work could be greatly reduced if the District provided the LEQs, UEQs, and Curriculum map material in a ready to post format.

- | | |
|-----|--|
| 76% | I agree that the District should provide the above material and it would save me time. |
| 24% | I would prefer to provide my own material as it provides me greater freedom to make adjustments for my students. |

Meeting the requirements for writing and posting curriculum map information and LEQs and UEQs weekly takes me approximately

- | | |
|-----|-----------------------------|
| 33% | less than 2 hours per week. |
| 52% | 2 to 4 hours per week. |
| 15% | more than 4 hours per week. |

My administrator has required me to complete homework (i.e. a book to read) this school year.

- | | |
|-----|-----|
| 46% | Yes |
| 54% | No |

Completing the homework enhanced my student instruction.

- | | |
|-----|-----|
| 14% | Yes |
| 86% | No |

LESSON PLANS

Some schools are requiring teachers to plan with other teachers, either by teams or in PLCs. Choose the statement that best reflects your group planning.

- | | |
|-----|--|
| 28% | I do not participate in any group planning. |
| 13% | I plan with other teachers only because I am required. |
| 15% | Instead of planning with other teachers, we divide the requirements and share plans. |
| 16% | I plan with other teachers and find it too time consuming. |
| 28% | I plan with other teachers and find it helpful. |

I am required to participate in a Professional Learning Community (PLC) with other teachers in my school to focus on reading, writing, or other specific subject matter.

- | | |
|-----|-----|
| 88% | Yes |
| 12% | No |

Is the PLC you participate in effective?

- | | |
|-----|--|
| 15% | It is effective and improves the planning process through more efficiency in completing plans and/or more effective plans. |
| 51% | My PLC works well though it does not enhance my planning process. |
| 35% | The time in my PLC is not used effectively. |

I need more training in order to hold an effective PLC meeting.

20%	Yes
80%	No

Lesson plans should facilitate the delivery of instruction to individual students and your classroom as a whole.

35%	I am required to use a specific but effective lesson plan format by my principal.
46%	I am required to use a specific lesson plan format by my principal and then I choose to write a separate desktop plan that I actually use to teach.
19%	I use my own lesson plan format to facilitate instruction.

I am required to spend time creating extensive lesson plans and that time could be used in a more valuable or productive manner.

76%	I agree.
24%	I disagree.

The format for lesson planning that I am required to use is confusing or difficult to complete.

56%	I agree.
44%	I disagree.

The format I am required to use is changed frequently.

46%	I agree.
54%	I disagree.

I am required to add excessive detail that does not benefit me when I am preparing or teaching.

70%	I agree.
30%	I disagree.

I am required to provide codes that could be entered in a more efficient manner or do not benefit my teaching.

51%	I agree.
49%	I disagree.

I am sometimes required to make changes to plans that have already been used.

37%	I agree.
63%	I disagree.

I am required to submit plans

43%	a week at a time.
18%	two weeks at a time.
17%	a month at a time.
22%	other

Please specify. [Show details](#)

21%

For Detail See Appendix A - Detail for Submitting Lesson Plans

If I was allowed to complete my lesson plans in a more efficient manner, I estimate I would save

19%	less than 1 hour per week for additional preparation.
41%	1 to 2 hours per week for additional preparation.
40%	more than 2 hours per week for additional preparation.

MEETINGS

I am regularly required to attend (Select all that apply)

79%	Staff meetings
47%	Department meetings
53%	Team meetings
69%	PLC meetings
68%	Inservice trainings
65%	Parent conferences
57%	IEP meetings

If you feel some required meetings are unproductive, please select the reasons. (Select all that apply)

55%	The information presented is often redundant.
27%	The meetings are not sufficiently organized to use time wisely.
51%	The information could be provided more efficiently through other means.
26%	The information is often contrary to previous information.
57%	The information is overwhelming. I can't get the previous things done and now I am given more.

On average, required meetings regularly run past my duty day

44%	less than once a month
21%	once a month
19%	twice a month
10%	once a week
6%	more than once a week

The average amount of time that required meetings run over is

38%	less than 10 minutes.
32%	10 to 20 minutes.
19%	20 to 30 minutes.
12%	more than 30 minutes.

I estimate the time I spend in required meetings to be

75%	less than 3 hours per week.
23%	3 to 6 hours per week.
2%	more than 6 hours per week.

When required meetings run past the duty day, I receive flex time.

21%	I agree.
79%	I disagree,

INSERVICE

I have been required by my school administrator to take inservice this year

14%	Once
51%	Two to four times
22%	Five to eight times
13%	More than eight times

The required inservice has occurred (Select all that apply)

58%	During my scheduled planning time
55%	During staff meetings
21%	Outside my contracted duty day
41%	During PLC meetings
23%	During team meetings

If you believe the inservice that was required by your school was less effective for you please indicate the reasons why. (Select all that apply)

44%	I have had a similar or the same training in the past.
28%	The information was not applicable to my assignment or students.
19%	The information conflicted with previous information that I had been given.
21%	The presenter was not effective or did not have sufficient knowledge to fully benefit me.
40%	I was too overwhelmed with previous deadlines and commitments to effectively participate.
45%	I have been given too much information previously without the opportunity to fully implement it and don't have the time to fully absorb the new information.

The advent of PD 360 has occurred since our last survey. How effective and helpful are the sessions offered through PD 360.

31%	I have found the PD 360 sessions informative and helpful.
36%	I find that traditional inservice classes are more effective and helpful for me.
33%	I have not taken any PD360 sessions.

STUDENT DISCIPLINE

Student discipline referrals are promptly handled and returned to me.

55%	I agree.
45%	I disagree.

Most student discipline complies with the School Board approved Code of Student Conduct.

71%	I agree.
29%	I disagree.

Discipline is applied evenly to all students, including ESE and minority students.

45%	I agree.
55%	I disagree.

Effective consequences for violations of rules that encourage students to behave are available and used.

43%	I agree.
57%	I disagree.

Poor student discipline at my school has a negative impact on the student learning in my classroom.

60%	I agree.
40%	I disagree.

DIRECTING YOUR WORK

Please mark all the people who have assigned you tasks this school year. (Select all that apply)

17%	Dean.
54%	AIF or a teacher trainer assigned to my school.
40%	Department chair, team leader, or other academic teacher.
16%	Another teacher with a leadership position within the school such as an Athletic Director.
25%	An administrator or teacher from outside my school. (A school board employee.)
22%	A consultant working at my school to improve our student test scores. (A non-school board employee.)

I have been given a specific task to complete by one of the people above based upon their assessment of my classroom or teaching.

30%	Yes.
70%	No.

I believe that if I did not complete a task assigned by one of the people above, that I would be disciplined, evaluated poorly, or otherwise punished.

57%	Yes.
43%	No.

I have been told I may be disciplined by the people checked below because assigned work was not completed. (Select all that apply)

32%	Principal.
25%	Assistant Principal.
2%	Dean.
10%	AIF or a teacher trainer assigned to my school.
5%	Department chair, team leader, or other academic teacher
3%	Another teacher with a leadership position within the school such as an Athletic Director.
6%	An administrator or teacher from outside my school.
4%	A consultant working at my school to improve our student test scores.

Briefly explain the one thing that you are currently required to do at your school that if it was eliminated would provide you the greatest relief regarding your time to teach. [Show details](#)

73%

- SBAR requires and ENORMOUS amount of time and most teachers don't bother. So the ones that try to do it the right way spend hours upon hours per week with it, others just "plug it in" and leave at 3:30.
- Curriculum Maps are ineffective. The ones we have to follow do not make sense and are ridiculous. Deleting Curriculum Maps from our County would benefit us teachers greatly. THEY DO NOT WORK!!!! If you have plans that you want us to follow, type them up and send them to us and we will follow them. It makes no sense for all the 3rd grade teachers in the county create their own plans if consistency is what you are going for. Why do we need them? Max Thompson needs to take a hike. The people who write the lessons need input from an active teacher.
- LFS boards and lesson plans should be eliminated.
- LFS lesson planning and creation of LFS bulletin boards and graphic organizers
- Prepare for LFS - Lesson Plans, Boards, and figuring out if the LEQ matches the standard, and makes sense to the kids, or is relevant.
- unscheduled meetings that pop up last minute
- Word Walls and LEQ walls are a waste of time.
- curriculum maps/LFS
- All of the testing.

- Van duty
- LFS seems like a great tool, however creating the Lesson Acquisitions are too time consuming. We are expected to create, locate, and generate plans and assessment checkpoints on a weekly basis. I feel that as soon as I create the upcoming week's plans, I have to begin creating the next weeks. I don't feel that I am being effective to my students with the pressure of the new lesson plan format we are using. Another issue is using multiple resources and jumping from one mini-lesson to the next. If we are presenting FCIM mini-lessons, Focus Skills, Wylie's Warm Up, etc., I feel that the time is being micromanaged. Again, all of the resources are good tools, but I feel that we have ourselves stretched too thin. As soon as I have my student interested in what we are discussing, we must move on to the next concept. I feel we could be more effective if we use the most important resources.
- If I wasn't required to study/pass the Mathematics 5-9 certification (I am certified MGIC which covers courses at my school and which, according to the district office several years ago, was all I needed to be 'highly qualified'), my stress load would be tremendously relieved, providing me time to focus more on teaching.
- I am a very flexible, effective teacher that has been teaching for the past 8 years with all outstanding evaluations. I am not one who does not like change. I feel that this LFS has created nothing but more work and less effective planning time for classroom teachers. Now I seem to be more worried about whether my boards are correct when I should be worried about how to effectively portray the concept or lesson. Please just let US do OUR job and let us TEACH. I left the business world to get away from the politics and I feel like I've went from the fire to the flame. Please reevaluate the importance of LFS and realize that we are all human beings that have families at home that need us as well. To this point I have not been to a single one of my son's baseball games because I am working unpaid overtime to get the work done that needs to be done. I am begging; please give us some kind of assistance. Thank You!
- Planning lessons that include all of the various requirements is very time consuming. It is hard to create the plans and find the materials that are needed to teach the plans. Some schools have staff that writes the plans and prepares the materials. Those documents should be available to all teachers in the county - not just the teachers at those schools.
- Constantly updating my LFS wall maps with UEQs, LEQ's vocab, work samples, etc....
- let me do my own lesson planning, stop LFS nonsense
- Giving so many one on one assessments (Discovery, SBAR, Fair - at the beginning of the year, ECHOs). In Kindergarten, I spend so much doing assessments, there is NO time to teach anything or much less for the students to master it. This year I really feel like all I do is assessments and nothing else.
- attend collaborative planning - i want to be in the classroom teaching
- We have Special Weeks and I think their purpose is great but it is too hard for students and teachers to navigate. They are long weeks when we have them. Thankfully, we have only had 2 of these weeks this year.
- LFS
- Poor follow through with student discipline often leaves the behavior problem in my room which means i spend class time dealing with adolescent interpersonal relations rather than teaching.
- Not applicable to me because I'm not in the classroom. However, a comment on the last question. The results should be thrown out. Just because a person cannot personally discipline me doesn't mean I would not do what they asked if it would negatively reflect on my performance to my direct boss. Most teachers really do strive to do their best; they are not simply avoiding discipline. So when asked to perform 3 different time consuming tasks by 3 people who can't discipline them, they will try to accommodate all of them.

- I would love to see PD 360 eliminated and with no more "reminders" to complete segments. OR Less frequent PLC's for training or analyzing data.
- meetings during planning times
- LFS trainings which are held during the school day.
- Our lesson plan template is time consuming and redundant.
- Being a Title 1 school this year, the LFS training is absolutely a 100% waste of time and money that could be spent elsewhere in our school system. We have so much pressure put on us in the classroom for EACH child to perform and meet AYP gains in all subject areas but yet we are required to attend LFS training and miss valuable contact days with our children. The business we are in is not about the individual needs of the children and how they learn at different paces, it's all about test scores meaning the individual development of our children take a backseat to test preparation. Can't wait to move on and put my heart into a different passion where everyone and i mean everyone is on the same page. Do not dictate to me the formula that may change the entire educational procedure with our children. I've been in this business for over 30 years and i have seen all the educational "fads" come and go.
- lesson plans are always an issue in getting done in a timely fashion
- Extended Thinking LFS assignments for my students to complete weekly and bring to the following week's PLC
- Revision of lesson plans already written.
- If I choose one thing off the top of my head, it would have to be LFS boards. I do not think it would be my greatest relief but one of many duties I cannot seem to finish beforehand or on time consistently.
- It is not just one thing but a compilation of many unnecessary tasks. I am just graduating with my Masters in Education and will be looking for a job outside of teaching because of this year.
- Get rid of LFS!!!!!!!!!!!!!!!!!!!!!! What a waste of \$\$\$\$\$\$\$\$\$\$
- LFS is too time consuming...every time we turn around something changes. We've had to do things over and over again. Biggest waste of teacher/student direction. Beautiful boards or intelligent students? Just stop buying all these programs to increase FCAT scores. QUALITY NOT QUANTITY!!!
- LFS
- Planning and teaching FCIM lessons.
- Having Plan time, not used by PLC meetings. I only have 45 min. per week to plan in my classroom.
- LFS Planning!!!!
- LFS
- LFS!!! I understand the concept and the reasoning behind learning focus. However, I know the importance of teaching the required SSS and now the 'common core'. I know and understand how to use the curriculum maps. Let me follow the maps provided by the county without making me do more work! I'm not an idiot, and neither are the children. I have always posted important concepts/ vocabulary on display for my students. But, this LFS takes it to a whole new level. Writing lesson plans that must be scripted and are pages long just for one activity and one subject is ridiculous. I know what I need to do and say to teach my students the concepts. Let me do my job! I love my class and I think I have the best students but I HATE my job. I have never felt this way ever about any job! I have taught outside of Polk County and know what is going on here is not right! Thanks for listening-I've been keeping it in for sometime.

- Create Acquisition Lesson Plans, LEQs, etc.
- Coach Logs (Lesson Plans)
- Ineffective meetings, LFS lesson plans, and children with major discipline issues
- planning period meetings covering already-presented material
- putting up the LFS boards
- LFS!!!!!!!!!!!!!!
- Hanging up student work to comply with LFS!
- The PLC meetings are ineffective and excessive.
- LFS!!!!!!
- LFS trainings, boards and LFS plans....
- The paperwork required for plans, PSRTI, Discovery, LFS, UEQ and LEQ.
- We are required to meet during our block time (planning time) every day. It makes it hard to find time to plan & do parent conferences with such limited time. I have to take in my kids at the same time I arrive, meet daily during my planning time, and have lunch duty (as well as assist with the beginning of afternoon duty) leaving me only about 30 minutes of planning time each day. Often our meetings are wasted time and ineffective because we are just meeting to fulfill the requirement.
- LFS
- LFS Lesson Plans!!!!!!!!!!
- PLC meeting days
- One thing I would that would provide me the greatest relief if it was eliminated is having to follow up on student discipline because the code of conduct is not fairly implemented by deans and administration at my school despite the fact that I have personally brought this issue up with our principal. If there was one thing that could be added to reduce my stress it is more planning time; since our high school planning was reduced my stress has increased tenfold.
- LFS - It does not apply well in all subjects, even the LFS trainers have said as much.
- LFS
- Required student assessments take up valuable instructional time i.e. end of year Discovery test given Feb.14-24 (hardly valid since we just gave mid-year in Dec. and it's not even close to the end of the year).
- LFS boards
- LFS- boards and lesson plans. They are too time consuming and do not align with the Curriculum maps which we are suppose to follow as the law and if we don't we get in trouble. Boards do not teach children I do as the teacher. These LFS boards have too much information on them and are too overwhelming for the teachers and students to even look at. I can't even imagine how an ESOL or ESE student feels looking at them, they cause me anxiety! I feel they are a waste of time and I could create better boards related to the content that I am teaching in my classroom.
- extra duty assignments and PLC meetings
- Eliminating the two days each week in which we do not have block and no other personal planning time would bring the greatest relief. In addition, the 30 minute, daily planning with our team required to take place during PE is another stressor. As professionals, we are quite capable of planning during our chosen time and at a place of our choice.

- I would like to have to post only what I think is appropriate for my classroom
- I find the required templates that correlate with the LFS plans to be unreasonably time consuming and at times, an insult to my intelligence. I understand the basic components and logic behind these templates, but it is unreasonable to ask teachers to include questions they intend to ask every ten minutes, etc. I believe that the basic components of the LFS plan work, but I yearn for the days of my "old" plan book where I wrote exactly what I would be doing in class and how I would implement my objectives. I feel like I am becoming a "robot" with all of the scripts I have to read. Surely, after 20 years of teaching, I should have the knowledge regarding how to deliver my lessons. If not, I shouldn't be teaching. I am an extremely conscientious teacher, as most of us would consider ourselves, but I truly feel like we are drowning in a sea of paperwork and documentation to document the documentation. I truly question how effective all of this is! Instead of using endless hours to plan what I am going to say, I would really like to shift my focus to how I can better deliver my message to my children and meet their needs. I guess what I am saying is that my greatest relief would come when I might hear the words that we no longer have to complete those templates...which by the way, seem to change faster than they can be completed. Thanks for providing us with the opportunity to express our opinions and views in this survey.
- implement MYP (Middle Years Program)
- PLCs and other meetings during planning time
- LEQ posting... learning maps ...lesson plans...word walls...excessive testing
- Progress Monitoring Assessments of Writing. Two every time is too much. My students have written 6 essays for progress monitoring, thus far. Why not focus on one type and cut that in half?
- Once a week team planning sessions.
- Following curriculum maps.
- LFS board information constantly changing
- covering classes/substitute
- LFS implementation and documentation in the classroom
- LFS- Required postings (making them), putting them up, implementing the strategies, displaying student work, and making lesson plans that include the EATS lesson plan for reading and math daily.
- Getting my planning time back for actually planning instead of having meeting 2 to 3 times a week.
- afternoon car duty
- Parent Conferences are overdone- They are redundant and often I feel like we are not backed by the district and board when it comes to what the parents wants or what they feel occurred.
- Morning and afternoon bus duty. It takes away a good hour or more every day in which I could actually be planning or meeting with students during the planning time. I have to be there 10 minutes before the other teachers are there to open the gates and then be there until the second bell in order to lock the gate. I am at the farthest portable away from the bus area which requires me to travel further to get there, taking more time away from planning time. I have weekly reports that have to be done on the computer every Friday but can not be done until after having had the class for the day. Due to time requirements of the class and bus duty, I am often working 2 hours every Friday in order to get them written on the computer and submitted to the program. They always end up being done on my own private time. (Spell Read)

- Handling discipline issues beyond my control. We are told that we have to get discipline under control in our classrooms. Our administrators don't want our troubled kids in the office away from learning. The problem with that is the specific child is interrupting the learning process for 17 others. I would rather remove one child than have 17 others miss out on learning opportunities.
- Max Thompson
- Many items (forms, lp, etc.) could be made county wide and put on public folders for us to tweak - Excel, Word, PDF formats to fit the preferences of the various schools/teachers. With CMaps, the basic plans would be the same at any given grade level.
- Write Reflections, FLS and extensive lesson plans
- Keeping track of all the unexcused tardiest to all 6 of my classes, which includes contacting a parent on the 3rd one, assigning a detention on the 4th one and keeping track of the students that are absent that day or can't stay and rescheduling, then the time to write referrals from the 5th tardy on. Not all teachers even do this because it is so time consuming and the parents don't help with the issue. All this record keeping and follow-through keep me after school way past the contract day.
- Weekly "focus" meetings - we are required to meet weekly and given new information every week, and I've never finished LAST week's work!
- LFS plans/boards
- LFS
- Preparing submissions for the Polk County Video Awards
- constant meetings and duties that take up almost all my limited planning time.
- Constant Inservice training
- I believe that not having to do LFS would help me in the classroom. I am a veteran teacher, three times Teacher of the Year and my family have been teachers in this county since the 1900's. I have never seen this county in the shape that it is in. All the intimidation, work load, low pay, and working conditions have driven fabulous educators to retire early or want to leave this county and seek employment somewhere else. Please help to stop what is happening to our wonderful county! Thank you for taking the time to listen.
- The meetings. If I manage to get two planning periods a week, it is a miracle, but then the LFS is so much work, I get nothing done but that.
- Required group planning that is then not followed by all because they were not the stakeholders in preparing the lesson plans. In other words, they detracted from the task at hand and then did what they wanted when they went back to their classroom.
- Lesson Plan Format
- LFS
- teach a 6th period
- Just stop piling on. Can we get good at something!
- creating student learning maps to put on the wall
- RTI requirements that don't work because there is no administrative follow through
- LEQs, posters on the wall, and anything extra except teaching.
- Get rid of half days
- The LFS has taken a lot of my time in planning and teaching.

- Calling parents for discipline has taken up a huge amount of time this year. For me, this year has been the worst year of my career because of student discipline. Making the phone calls are very time consuming because we have wrong numbers on file, or parents don't answer the phones and their message boxes are full. I have actually had one message tell me that the number I am trying to reach is not accepting my calls. I spend an average of three hours a week making phone calls to parents.
- Keeping all the UEQ and LEQ questions on the board daily. i would prefer to place a big curriculum map on my board for the entire unit. the one that is given off the curriculum maps for math.
- Lesson Plans should be eliminated and teachers should be required to put together a curriculum of their own that is conducive to their students learning that they are teaching.
- substituting for other teachers
- The ridiculously detailed LFS lesson plan template. I sometimes spend more time developing the plan than is actually spent teaching the lesson that is in the plan. It is all a dog and pony show. No one is checking to see if I am actually using those plans. All that seems to matter is that the plans fit some canned format.
- LFS Curriculum Map in classroom and the lesson plan format currently used.
- Learning Focus type lesson plans.
- There are too many inservice trainings, even during planning periods. Since our planning times have been cut in half, it is very difficult to have time for my students. We have been given extra duty times this year at LHMS. We are required to keep students in our classroom an extra 15 minutes each afternoon, even though this is our planning time. It is impossible to try to plan with students in your classroom.
- Lesson plans
- LFS/Thinking Maps- i have to change all of my graphic organizers to fit the thinking maps format instead of using a Venn diagram, i now must use a double bubble- which requires me to redo every PowerPoint that I've used in the past to teach the SAME concept the SAME way!
- LFS
- lesson plan template that I can not teach from. Use the curriculum map as your "turn in lesson plans" and allow me to write my own plan that I can understand and work from.
- LFS style lesson planes
- Posting 2-3 grades per week per student and parent meetings with no outcomes defined.
- Meet all of the districts requirements with NO health insurance and lower pay then other states
- ESE curriculum maps and LFS boards have nothing to do with access points and are a total waste of my time.
- LFS lesson plan template-let me write my lesson plans like I used to
- This does not pertain to the question, but I feel it very necessary to share this anyway. I feel that the reason I am able to have a positive outlook about LFS, planning, etc., is because my principal and AP actually understand the LFS process...they train us how to effectively use the strategies, and our PLC's are informative, well-organized and useful because of the administration. However, two years prior to that, I had a completely different administration that was clueless about how to administrate anything. The key is in the effectiveness of the administration. One more thing, the district personnel who create the curriculum maps should provide sample answers to the LEQ's they write...this would help them post more sensible questions that actually could be responded to. I personally think that the district should provide more samples of quality lesson plans for the teachers to have to work from...isn't modeling an

effective strategy? Yet there are so few samples and examples and many of the questions are poorly written, making them difficult for students to answer. You cannot truly evaluate the worth of a question until you have answered it yourself! Just a few thoughts that I hope are helpful.

- We have monthly vertical meetings meeting with teachers from other grade levels and I don't usually find these meetings productive.
- Discipline of the classroom backed up by administration. Administration needs to be very visible by student body to be quick, effective, and consistent.
- LFS
- The LFS lesson planning. My students are ESE self contained. Teaching 3 grade levels and having to do LFS formats for all middle school subjects takes up a lot of my time. I put in 12-13 hours a day just trying to keep up with the lesson plans and my IEPs.
- Calling parents before we can give a referral.
- LFS lesson plan format & boards
- LFS Maps, lesson plans, cooperative planning days, etc. The whole LFS ball, when taken together, uses a lot of my time to both implement and then to make sure I document exactly HOW I implemented it for the 10 different people at my school who need the documentation. If we could rid the redundancy, it would save me a lot of time. The county currently publishes curriculum maps; why can't they be 1) postable, so I don't have to recreate them and 2) in LFS unit plan format so I don't have to recreate LFS unit/lesson plans to turn in?
- 1. LFS training/implementing!!!!!!!!!!!! 2. Multiple essay writing assignments mandated by the county!
- The continual changes and additions in the IEP paperwork. It takes an average of 3 hours to compile the information, formulate a rough draft, hold the meeting, and complete the follow-up. Sometimes Para's cover my class while I do this: but other times, it is done while I am supervising students. If it is going to take that long to complete an IEP, then the county needs to hire individuals other than ESE teachers to compile and complete the rough draft of the IEP. .
- Get rid of Discovery Testing
- LFS
- There are those things that, if eliminated, would afford time, but I believe they are necessary.
- LFS, PBS, SBAR - all a waste of time and money.
- I believe the LFS boards are a waste of my time. We do not have the time in the day to accurately use them effectively. Having vocabulary boards or theme related boards would be a better use of my time and money.
- Duty outside of my contract day----DAILY. This takes away from my work and I am NEVER given Flex time. Normal jobs will pay overtime for this, yet I am NEVER compensated in any way, and administration is fully aware of this.
- LFS, learning maps,
- Daily lesson plans
- LFS Lesson Plan format
- Check planners and dress code every morning, along with passing out memos, etc.
- trying to fit every lesson into a Graphic Organizer or reworking a graphic organizer to fit the material.
- NA

- It is more a matter of the overall environment especially when it comes to communication from the top down.
- LFS
- using our planning time for learning communities
- LFS!!!! There are so many other ways that I could use my time and implement good strategies that I already know how to use.
- acquisition lesson plans
- I would get rid of learning focused today! The best thing I have gotten from LFS is pair sharing- but I don't see why the district has to pay millions of dollars for that piece of advice. Take those millions and hire tutors for the students who are struggling. You will see greater learning gains from the tutors than word walls, L
- having to call parents of students with excessive absences
- We WASTE 20 minutes every morning in advisory class. The lessons that we are given are repeated over and over and are not relevant or rigorous. This time could be better spent with out academic students working in class. Think about it 20 minutes EVERY DAY that is wasted... if our school grade goes down I think that is the first thing that will be to blame. Teachers have voiced their displeasure with this and have had their heads bitten off. Also, next year when our salaries are based on our kids scores teachers should have the right to refuse to teach this sham of a class for 20 minutes EVERY day. I am about FED UP with the Polk County School System. I consider myself a master teacher (Board Certified) and I am micromanaged like I am 5 years old. LET TEACHERS TEACH AND STOP LOADING US DOWN WITH CRAP
- collaborative pairs (they do work in some cases, but I believe it to be overused. They tell you to prompt the students multiple times in a lesson and although that can work in some cases, there are many instances where that type of teaching becomes counterproductive. I think direct instruction should be the main focus I think students respond well to that type of instruction.
- LFS
- LFS format lesson plans are extremely time consuming. The Web site is far too slow to generate lesson plans and I end up typing them in to my own template.
- All the training for the new LFS
- LFS hands down. I love the LEQ's and UEQ's and maps, but the LFS are time-consuming and restrictive and in my eyes do not help the students.
- having to re learn and re make all new, lesson plan guidelines, graphic organizers, UEQ< LEQ bulletin boards, word walls, every month, and year. It is a big learning curve and then we do it all differently the next year. That is the biggest waste.
- lesson plans/my subject area does not: fit" the format/"much ado about nothing."
- LFS planning
- Too much regarding "district" compliance rules,... its quite difficult and overwhelming to balance "new" strategies, build a LFS board, manage the class, and teach all at the same time. Takes a lot
- Teach students who have zero interest in the elective they've chosen and which I teach, They have no creativity and bring nothing to the table so why are they in the class.
- Honestly, I do not know. It seems like everything we do is necessary for either student growth or parent communication.
- Professional Development Follow-up

- LFS
- LFS
- Eliminate the costly, wasteful, and inevitably replaced "programs" that have no practical application are becoming more and more time consuming. Let teachers teach and stop making all teachers comply with shifting sand requirements/goals.
- Dealing with students who are constant disruptions to the educational process
- LFS. I have 23+ years of experience. The state and the county needs to allow teachers to do their job without micromanaging the way we teach our students. More emphasis is being placed on bulletin boards than what is actually taught. Education has become very superficial. agree with some of the strategies, but allow me to decide the most effective strategies for my course and students.
- Lunch duty
- ALLOW FOR SOME CREATIVITY. IT IS AS IF WE ARE HEADING TOWARD VIRTUAL SCHOOLS. NO TEACHER PERSONALITY. NO CREATIVE THINKING. WE ARE NOT TRAINING LEADERS OR ENTREPRENEURS WE ARE TRAINING ROBOTIC WORKER BEES
- LFS
- LFS strategies are behaviors learned in College Education courses; to be required to specifically teach using the LFS model is insulting to the profession. I understand the need for consistency in the county; however, each year the group of students enter with their unique needs. A passionate professional educator recognizes these needs and fine-tunes the curriculum to maximize the learning process. To be required a certain number of minutes per subject area is also demeaning; a good teacher will teach across the curriculum and bring Reading, Writing, Language, spelling, arithmetic, science, social studies together in a way that the students learn more effectively and efficiently. It's difficult to 'teach' when one is worried about how the presentation of the "map" will be perceived.
- Bus Duty and Lunch Duty Everyday.
- Lesson Planning
- I doubt with all the money that has been spent on LFS that's it's going to go away, If they would just fill out all the required stuff that I have to copy/paste from the curriculum maps onto our lesson plan format and THEN I could fill in the things that I REALLY use to teach, it would make me feel as though at least I didn't have to do so much busy work.
- PLC meetings
- LFS boards and posting UEQs and LEQs constantly. This requires so much tedious work and I never catch my students gazing at the LFS boards. They are not useful to elementary students- they aren't old enough to understand the supposed importance of the boards. I could spend more time building effective literacy centers/reading centers or math games or preparing for hands-on science lessons. Instead, I am worried on making sure my board is up to date. If I did not have to worry about these things, I would feel much more prepared as a teacher!
- creating and maintaining the LFS board and lesson plans
- PD 360 - while it is an effective tool for obtaining information, it is time consuming. Also, the new format is very confusing at times and difficult to navigate.
- Bus Duty
- LSF Postings and LSF computer lesson plans
- Too many meetings. Need more time to plan.
- Writing an IEP consumes a lot of my time in the classroom and at home.

- If I did not have to work in an area where neighboring teachers are also roommates, so they chit chat all day, gossiping about others, i would lose so much stress. This area has been tremendously stressful this year. i have gained so much weight and loss some of my hair. I have started calling in to work just because I don't feel like dealing with this immature, hateful environment!
- Alternate assessment of InD students. This test takes away hours of instruction time. Our InD students get a battery of tests at the beginning of the year. These results give all the necessary information.
- Curriculum maps/LFS
- meetings and specially the meetings outside my duty hours
- LFS lesson plans, PLC meetings.
- monitoring students for breakfast, lunch and at dismissal... it takes a great deal of energy and time out of my day, starting and stopping my work and certainly getting less done each day
- The overload of paperwork. It is frustrating to spend more time shuffling paper than planning what I will teach. I feel like I have to finish school work before I can get to do my real job which is preparing fun, effective, relevant lessons for my students.
- LFS--Posting, writing, displaying etc....
- Teach an extra class each day, out of my subject area. I was more effective, more prepared for class, and happier as an educator when I didn't feel so "rushed" by my minimal planning time and constant interruptions (meetings, office administrivia, etc.).
- LFS! It is such a huge waste of time and it does not benefit the students. I have taken all of the required LFS training and it still seems ridiculous to me. It seems the second I put up a LEQ, it's time to take it down and put up another one! It is a big waste of time and money!
- LFS Bulletin Boards are wasting my time and do not help my students at all.
- Acquisition lesson plans are too time consuming and not necessary for me to implement effective teaching. I like LFS strategies but the ALP are a waste of time. I rather use my own lesson plan format!
- LFS takes up a lot of our time and the money could be spent in other areas.
- LFS...there is too much extraneous paper work involved with LFS. Lesson plans are now written without the teacher in mind. I do not use my lesson plans that I turn in. They are purely for showing that I am following the LFS rules. A lot of the things that are required by LFS are things I was already doing, but now I have to name and highlight them. I have to spend time and money hanging paper work on the walls, only to take them down when the Fire Marshall comes and them put them back up, only to take them down for FCAT and then put them back up AGAIN. I spend more time writing about what I should do than I do gathering materials to DO MY JOB. I would love to be able to write lesson plans to guide me through my day instead of creating a "legal document" to cover myself in case I get sued. All I ever wanted to do was teach. Now I don't even want my own kids in our school system. Teachers have become scapegoats for everything and I would love to be able to remove myself and my children from this mess that we call the Polk County School System.
- I am an inclusion teacher who has been stacked with all level 1&2's on top of my ESE students and do not have adequate ESE support to meet the needs and goals of these students. I am held accountable for same goals, and gains to be made and reached. The inclusion is not been done fairly due to class size amendment. In the past inclusion classrooms should have fewer students but now we have just as many so we don't get fined. Other teachers on the grade level have been given a class full of Alpha students. It is definitely not a fair set up especially when you start looking at race for the top and merit pay. I told my administrator last year after dealing with the same type of situation plus two autistic children in my room. that i did not want to teach

inclusion again and basically was told there was no other way to work it out and i needed to give it another year because things would be different They are still the same. So to sum it up the inclusion is not being run effectively.

- Way too many meetings, and paperwork, and student discipline is not handled.
- SRA because no other teacher went to the training-they volunteered me....didn't tell me that I would be teaching it to all the iii children in Kindergarten. It takes away from my teaching of my own students-I have to split my class for 40 minutes while I do the SRA. I think I should have been given a choice!
- Small groups and centers. I seriously feel that so much time is wasted with centers both for the students and myself. What is the purpose of getting up and moving around the room to start a new activity every 20 minutes while a teacher is quietly working with a small group? All that movement is disruptive and time consuming.
- LFS!!!!!!!!!!!!!! The bulletin boards take hours and they do not benefit my students AT ALL!
- Excessive and wasteful meetings. We should meet when necessary and not just for the sake of meeting. Also, those presenting should be prepared ahead of time and not trying to prepare when the meeting is starting, especially when parents are present such as IEP's.
- Nothing really.....our principal and staff are the best
- LFS lesson plans MUST be followed exactly!!! I wish I could get back those "teachable Moments" that have been lost! No straying off the plans equals a lot of lost learning! We are constantly in a hurry to do lesson plans, write and put up LFS maps, implement to the second, and lose out on such important learning! Our students don't learn to think for themselves anymore because they are always in Cooperative Pairs! The lowest kids are fed the answers by their CP partner. It is a sad, sad, time for teaching!
- EATS lesson plans
- Learning Focused Strategy boards and the Acquisition Lesson plans that accompany them
- principal, and especially assistant principal walk-throughs: they do not look for the positive in my (or other teachers' teaching practices; they constantly and consistently find some little thing, no matter how small it is, to criticize. they try to make us feel like we aren't good teachers. they pick on certain "targets." they have favorites (cliques,) who can do NO wrong; even though they may be doing the same things we are being criticized for. they are negative. they never look for the positive in our teaching abilities. they try to make us feel so bad about ourselves. morale is extremely poor at our school!!! they are cruel to us!! people are constantly "walking on eggshells." people get physically ill because of our administrators' meanness. it is almost unbearable!!
- LFS board - posting UEQ LEQ, word walls. Need for fewer meetings i.e. PLC, staff meetings, etc.
- Fortunately I am retiring in June after 38 years of teaching. The implementation of LFS and lesson plan requirements have been very stressful.
- LFS boards
- The constant changing of what is the correct way to do things. One week it is one way and the next week it is a different. There is a continuous need to change the way things are taught and the right way to teach it.
- Work with tutoring groups that does not give me enough time to handle my network manager responsibilities. Even though each group only requires 30 minutes of my time, 4 of these groups takes up at least half of my day. When online testing is being done, I have to work around the tutoring groups. Getting 100+ student computers set up by myself is extremely time consuming and difficult when other demands are put on me, sometimes right before it needs to be done. I

may have to do something that requires more time and research than the allotted time. If I can complete my enormous task pile, I can focus more of my energies and time to assisting students and teachers. I would like to see Network Managers receive a Para or assistant at all schools to help with work loads.

- Posting the LEQ's and UEQ's is a HUGE waste of time. The students do not care what they are supposed to be learning. They questions are written above their grade level
- schedules that are impossible to include everything that Administration states "must" be done in a short time span.
- LFS
- LFS Boards- We spend too much time trying to post things to show them that our students are learning. We are hopping from one question to the next and it is too time consuming.
- Lesson Plans
- LFS posting requirements
- If we could eliminated some of the paper work that I am required to do.
- Numerous Middle Years Program (pre-IB) trainings (we were told that we would have 5 years to complete them instead of 3 years as mandated by the district.
- Required meetings.
- LFS
- Writing lesson plans that are unusable and change formats at least annually
- Getting students to complete written responses to LEQs that require grading to close out LFS units in Reading, Math, Writing, and Science.
- Most of these questions do not apply since I moved from a regular K-5 classroom to a pre-k position this year. I realize that I am not answering they question but I find that the stress is much less due to the fact that in pre-k we do not deal with LSF. I found it very time consuming and not a great benefit last year. I do not have a great deal of contact with K-5 classroom teachers, but when I do I hear the same concerns about LSF as we had last year. Teachers are also concerned with so many people looking over their shoulders, principal, AP, reading coach (or what ever the position is called this year), math resource, and other people who find it their place to report everything that they see. .
- Discovery Testing
- LFS- If I could just take from it the parts that are useful to my particular group of students and could use my professional judgment as to how and when, it would make me feel such relief, as that is what would best serve the needs of my students! It is extremely stressful to know some of the things I'm required to do at a certain time are NOT in the best interest of my children.
- PLC meetings and monthly LFS training. They are not conducted properly at my school AT ALL. The PLC is utilized to cram more information and as a means of an inservice, which is not what they are intended to be. If it was used as a team planning for the administration to be on board with what the grade level is trying to accomplish like the original intent and teacher understanding of what the PLC was intended to be, then maybe I would consider it a more productive use of my time. I get NOTHING from these meetings beside more stress and absolute confusion.
- Currently, there are too many Prof. Development trainings that we are required to attend during our Planning period. This leaves no time for me or forces me to do things on my own time.
- I believe that out of all of the thins that are required by my school, I would have more free time if the lesson plans did not have so many components to them (LFS lesson plans, E,A,T,S for each

day of the week for each subject) as well as detailed descriptions of what I am doing in my small groups). At my school, we need to have everything written down, including the question we plan on asking to check for understanding...where is the trust there?

- All the paperwork for PBS.
- not all of these meetings during our planning time.
- Creating and posting LFS questions and vocabulary for multiple Student Learning Maps.
- The lesson plan template for Reading is difficult to follow -- I don't want to have to redo it just so I can use it, and I'm concerned that any absence requires that the teacher rewrite plans so a sub can read them.
- Weekly grade level meetings that are usually a waste of my time. We could accomplish our goals in 1/4th of the time if we had decent leadership during these meetings.
- LFS plans
- LFS
- LFS and creating units that are not allowing the students to mastery a particular benchmark.
- LFS/creating units that are not allowing the students to have enough time to practice the concept so they can show mastery.
- The elimination of LFS would provide me with the greatest relief. It is to time consuming and has not done much in helping my students. I just want to be able to teach in a normal way without being pressured to do things that don't add to the learning process of the students,
- If the implementation of the LFS model was eliminated I could TEACH!
- Not having to constantly update LFS boards.
- Meaningless paperwork for PLC's, faculty meetings, Data day, teacher work days and other times throughout the year.
- The elimination of LFS strategies would give me the most relief as a classroom teacher. I do not believe LFS is effective. I feel sad that I do not have the freedom to use strategies in my classroom that have been effective for years. If my pay depends on my students' performance on tests, I should be able to use techniques I feel are valuable.
- LFS Boards
- LFS This requires a lot of time and energy that could be better used to assist my students and enhance their learning. I feel LFS does not work for elementary children.
-
- LFS Lesson Plans and Bulletin Boards
- I would save time by going back to a simple desktop format of lesson plans. That I can assess quickly. If I need a detail plan for a substitute I always make one available.
- The opportunity to implement one strategy effectively before I am required to develop, modify and implement another program.
- Constantly changing work that is posted for LFS. The boards change way too often.
- LFS unit planning, curriculum map display boards
- Reading Endurance - we are required to give students a reading endurance once a week with 10 questions. Reading passages are not given to us so we have to come up with them on our own and write 10 higher order multiple choice questions to go along with the reading. Then we have to have students make a thinking map that went along with the reading and write a

summary. Finding the passages, making copies, constructing questions is all very time consuming. If it was provided, it would take me much less time.

- EATS lesson plans. There is no reason why the plans have to be that detailed. It is too time consuming when we naturally teach in that fashion without writing every detail down.
- SBAR testing, grading and documenting. LFS planning is tied with that. I just to be acknowledged for having enough good sense to teach the children without some large task added every meeting with nothing ever being removed. What does this all say about my once so beloved profession?
- We are required to take up to six additional students every time one of our first grade teachers is absent. We have been told that substitutes are not hired in order to save the county money.
- just seems to me that learning communities could be told to us in email fashion and wouldn't take up are only planning period that we have left, or at least give are second planning period back,
- LFS online lesson plans (in LFS template online) LFS can be implemented in the EATS lesson plan format.
- calling families on ALL discipline issues/referrals when the assistant principal should be handling the referrals
- I am currently working 11 hour days. I do this to keep my boards updated, papers grader, and to write the extensive ,highly detailed lesson plans. But before I can write an effective lesson I must research it before hand. I feel like I'm a text book writer. I am feeling very belittled to have 6 different people walking through my room with a clip board taking notes.
- PLC every day with no time for anything else
- Trying to get through the whole Earth-Space Science Curriculum. We are expected to go wide and skim the material instead of going deep so they can really learn and retain the information.
- Submitting lesson plans and doing the LFS boards.
- LFS boards
- Attending training during my planning time that has no impact on my ability to teach in a better way.
- I am very happy at my school. Nothing eliminated.
- LFS lesson plans
- LFS training, but it is worth it.
- Weekly faculty meetings (PLC's) - we need more time to plan in our classrooms not sit in a meeting constantly hearing about test scores, school news, etc. This could be done through E-MAIL!!!
- LFS Lesson Planning
- Discontinue LFS programs (lesson formats, LEQs/UEQs, trainings, etc.) and allow schools the ability to make site-based decisions regarding lesson plans/teaching strategies.
- I was given 4 preps this year without my consent, trying to write and implement LFS plans and strategies, plus stay on top of grading, for all four preps has been a nightmare. It's too late to change that now, but I really believe that a teacher in a core content area shouldn't have more than 2 preps.
- LFS
- I wish the PBS would work for all students, when i have a student it doesn't work for there is nothing done that helps me, the teacher in anyway. My pleas for help are often ignored or

pushed off as "did you do the system" "work the system" but even when i do the right thing it doesn't work. I need to be free to give appropriate consequences.

- every day duty especially on days that I have no planning period and professional development during my planning period. I teach some weeks where I never have a planning period the whole week because of professional development, duties, etc.
- LFS lesson plans are time consuming and wasteful. I have to write plans more elaborate than I did in college. They are not even day specific, they are unit/ lesson specific, so it can span multiple days. I have to do the LFS lesson plans for my administration and then a simpler form to help me keep track of where I left off in each class. It equates to hours lost that I could have used to create more stimulating lessons to engage the kids. There are only so many hours, and if there are so many things that I HAVE to do, I don't have time to do all the things I WANT to do.
- attending PDL sessions that are not applicable to my job requirements and assignment
- ULQ, LEQ, wall hangings,
- LFS-It is not done correctly because every time a LFS rep comes to my school and we comment about they always say "that's not LFS hat county" so get rid of it if we are going to do them correctly. SURE WOULD SAVE US TIME!
- LFS is a ridiculous program. However, I was recently given the lesson plan format as a word document so I don't have to spend an unbelievable amount of time waiting for the program to catch up to me.
- My planning time is during dismissal and after school. However, I have been assigned hall duty every afternoon during dismissal. This causes me to have to work past my contract hours on a regular basis in order to keep from getting behind with my work.
- We all teach an extra class. We miss that time for planning and organizing for classes.
- LFS Teachers are not and should not be exactly the same.
- Summarizing three times a class period
- I am not in a school so most of these questions do not pertain to me. Most of my concerns relate to personnel/administrators that do not listen to my area of expertise because they are not of this profession. I feel that we need to be making more of the decisions that do require our expertise and not by someone who does not have the credentials or knowledge.
- LFS
- Why do lesson plans if we are following the cur. maps?
- The extended reading passages and timed writing monitoring required by the district/AIF, which focuses solely on FCAT prep, and is nowhere on the curriculum maps that we are expected to ALSO follow. There is not enough time to do both of the requirements AND be "on map".
- create a writing samples folder; sift through hundreds of irrelevant emails
- LFS
- LFS, get rid of that and let the teachers get back to doing what we are supposed to do, TEACH!
- LFS Lesson Plans-Not adequate detail to teach with. We create lesson plans that we actually use also.
- Duty every week ALL year long.....
- alternating block schedule is not effective or efficient
- ridiculous lesson plan format with LFS

- Coach's Log for time spent doing daily activities
- So many things to do it is overwhelming and stressful!!!! Let us teach as we were professionally taught and degreed to do!!! We know our students and how to teach them!!! Leave US ALONE!!!!
- Required PLC meetings that could be accomplished via e-mail
- The extensive lesson plan format is not needed. 3 pages for one lesson is not helping.
- Fitting assignments into specific categories of lesson plans.
- Using Marzano's 6-step vocabulary process to teach the LFS vocabulary.
- LFS
- LFS
- The Professional Development trainings that we are required to attend have little impact on my teaching. My "planning" time could be better used by writing a comprehensive IEP or completing the lengthy, required lesson plans.
- spending time planning LFS questions, resources, lessons, finding appropriate to go with LFS lessons. I did not go to college to write the curriculum-- all questions, assessment points, etc. should be provided to us by the county. Why can't some of the big wigs in the county office work on that for us. Another thing is the amount of time we spend at night doing required parent conferences, parent workshops, etc. and are not compensated for it at all. Yet when I need to leave early perhaps 45 minutes to go to a doctor or take children to doctor who don't make appointments after 3 or so I have to take 1/2 day-- Most teachers at my school are here at least 1 hr. earlier than required and stay several hours later in the PM- take stuff home every night and are here most weekends- yet I have to take 1/2 day to go to doctor 30-45 minutes before my contract day is over- we sure give more than they give to us-- Surely the district office and school board members have to be aware that we can not possibly get everything required during contract hours- they should give us a little leeway for things like doctors, etc. especially if next year our pay is cut, insurance going up, etc. Teachers really don't have any good benefits at all--yet we are expected and almost required to be doing this 24/7. my spouse says I will not give all these hours for free next year.
- I would like to see inservice based on evaluations, not whole groups. Strong teachers don't need as much training and should have the chance to "opt out" or choose training they would prefer. We have different instruction for different students, but treat all staff exactly the same. A struggling teacher SHOULD be required to have more help and more evaluations along the way, but not all of us need to lose that time we could use otherwise.
- Remove LFS
- LFS
- PLC meetings. These are time consuming and should be optional, but they are not. I do not wish to put together a notebook and I do not need the in-service points at this time.
- teach all day without a planning period
- LFS Lesson Plans take a lot of time to write. Next year will be easier because I just update. But, this year it's a tremendous amount of extra work.
- reducing the constant assessments on children
- I would like to remove LFS boards
- curriculum maps/boards
- Daily Lunch Duty (So I could available to students during that time)

- This will be brief: As Program Facilitator, I also serve as Parent Involvement Facilitator (no Para), and am additionally used as a resource teacher, SAC liaison, PTO liaison, Volunteer Coordinator, Mentor Coordinator, SES Facilitator, a new in-house tutoring program coordinator, teacher for daily small groups, have 2 hours of ground duty per day, office assistant, occasional substitute teacher, and various other things that surface through the week. Perhaps the one thing that would change the tenor of my workload
- I have 5 classes that I have to prep for. When an outside consultant is telling you that when they implemented the EATS lesson plans it took her 2 hours to do one - makes you feel like your back is against the wall. I don't have 10 hours in one week to plan, I can hardly get grades done. I am normally at my school two or more hours after my day is done and spend that much evenings at home trying to get it all done. I can't and I have to accept that and have prepared to be told that I won't be returning.
- Weekly meetings (both team and staff) during planning time. This takes up two days per week of planning time.
- Attend less PD sessions that are rushed and too general.
- If I didn't have to print UEQs/LEQs and keep changing them in three different subjects, I would have more time to devote to enrichment activities for my class. The curriculum maps require us to stay on such a fast pace, I feel that we are spending 2/3 of the year teaching what will be tested on the FCAT and the other third actually working on mastery skills. We are too focused on one test and how it's used to evaluate our school system. We should instead be focused on the students, and not the test.
- LFS
- I am satisfied with my job and feel that PD, lesson, plans, and duty are part of the job; however my primary concerns are discipline being handled in a more expedient manner and the fact our salaries are being decreased. This is my 10th year teaching and I get paid like a 6th year teacher. If Governor Scott does pass the 5% and Polk County also asks for deductions, I will be forced to leave the county.
- LFS PLANS!!!
- PLC, LFS postings,
- I would have to say posting LEQ's and UEQ that are not relevant to what we are teaching. Often times we are told to post one thing but told at the very last minute, oh we are not teaching that, we are actually teaching this, and the lesson plans are literally handed to us moments before we are suppose to teach a lesson. Meaning that the walls don't match and are irrelevant to what I am teaching. Thus all the time I spent putting up the walls previously was a waste, because the lesson has been changed out at the very last minute.
- Eliminate LFS
- LFS
- LFS
- Lesson plans should be provided by the county and altered at our discretion.
- Team planning has been extremely helpful in my first year of teaching. However, it has required us to stay at school for many hours beyond our contract time. It might be more effective if we planned in teams of 2 for a subject area and then compiled our lessons together. In addition the amount of meetings and trainings is overwhelming. I feel like I can never get all my work done even after working a 9 hour day. Some weeks are better than others. The first half of the year was extremely overwhelming. I do not know if it has gotten any easier or if we have just gotten more used to it. I have a constant feeling of not being able to complete anything.

- SBAR testing. it is redundant and the tests have several errors, yet we have to use the ones posted on Blackboard even though they have not been updated since it was piloted for first grade.
- PBS Discipline program is a complete waste of time. It has only encourage negative behavior in my school because there is now no discipline or punishment for their negative behavior.
- Have required meetings 3 to 4 times a week not giving time to work on LEQs which take hours of time. Sadly, we are not giving comp time for the extra hours we work and are told that if we ask to leave 5 to 10 minutes early on day that a form must be completed and that they will dock 30 minutes of our pay.
- LFS
- I love doing our school website, but with my other responsibilities, there is no time. I end up making changes to our website from home
- LFS
- Weekly one hour department meetings where people just mostly gossip. As it is, I only get a planning period every other day, and this takes one of my days and is a complete waste of time. No matter what is decided upon, it will inevitably be changed by the AIF, principal, Springboard people, District people or one of the many other "cooks in the kitchen."
- My administrator strives to keep our workload as light as possible. however, I have to keep up with all of the filing and paperwork concerned with keeping the ESE CUM folders up to date. This is secretarial work that could be done by others than teachers.
- Extensive Lesson Plan Format- Not Necessary
- Eliminate Discovery Testing.
- Get rid of LFS and PBS. Both are not effective!!
- Get ride of LFS. Polk County is again reinventing the wheel. The name is changed but the basic components remain the same. How much time and has to be wasted before this county lets teachers do their job and TEACH. I am sick to death of other people who don't have any education degree or classes telling teachers what to do.
- I feel extra things are added when rational and necessary. No complaints.
- the fear of LFS at our school when it is fully implemented
- LFS postings on the boards and meetings during planning time.
- attending weekly data meeting with administration. I feel these should take place with the resource people to help guide us in helping these students.
- Nothing
- So many meetings are planned during teacher planning time!
- LFS Boards
- The implementation of LFS has added a great deal of time and stress to all of the teachers at our school. Lesson plans and keeping up with the boards is very frustrating. We are given very little training and then are criticized for non-compliance. I never hear words of encouragement - only criticism. As a result, I am doubting myself as a teacher and am currently looking for other means of employment.
- LFS is a total waste of our time and professionalism.
- LFS lesson plans. LFS does not make me a better teacher nor anyone else. LFS has some good things but really when it all comes down it's what a good teacher does already.

Administration needs to be out and about (i.e. classrooms hallways) 85% of the day and they will see an increase in test scores and morale.

- Addressing the LEQ's daily, posting the LEQ's and UEQ's, and pairing students to discuss info.
- LEQ UEQ
- Acquisition lesson plans take up so much time. I thought lesson plans were for my use and benefit me the most. We keep having to write things in different places that are already used.
- Weekly faculty meetings have tapered off a bit (2X/month). This has solved most time issues.
- There should be no inservice meetings during planning periods since we only have them every other day.
- I am responsible for Fifth grade ESE students. I am used to teach a Third grade iii group for reading that is not made up of ESE students.
- Writing Portfolios
- LFS lesson plans in any of their MANY and constantly changing formats!
- Trying to coordinate curriculum maps with LFS lesson planning and posting standards
- LFS Postings
- The county requires 9th and 10th graders to write six essays: 3 expository essays followed by a persuasive essay the following week. I feel that my scores-- which have always been good in the past-- will suffer this year because I do not have the time to grade the county's essays and then my own. I am no longer able to teach writing in a manner where one thing builds on another. Grading essays is time consuming. It takes 15 to 20 minutes to grade an essay and make comments. If you are not going to comment, how is the student ever going to learn what he/she is doing right or wrong?
- To stop the always changing way of writing lesson plans and what is required for a teacher to do in one day's time. The LFS way of writing lesson plans is too time consuming and redundant. If we are implementing one way of doing something and it works why reinvent the wheel!!! And make it a requirement that all teachers change the way lesson plans are done. LFS is good but a lot of waste time!
- Maintaining and changing the LFS boards - typing up UEQ, LEQ, and vocabulary and then changing it weekly.
- Getting the correct phone numbers to call parents ...Having a copy of all students would be very time efficient
- Since the PCSB has curriculum mapping... and dedicated assignments for LFS... why doesn't the PSCB go ahead and give us specific lesson plans, prepared ahead of time that includes SSS... and just allow the teacher to 'add' individual meetings and/or changes each week.
- Writing and hanging up LEQ questions each week. This is very time consuming.
- N/A
- long IEPs
- While there is benefit to the LFS lesson plan, it is time consuming and does not let me see what I am doing on a day to day basis. I have completely stopped doing these LPs and turning them in because it was a lot of work that did not benefit my teaching but did look very good on paper.
- The district needs to stop investing in new programs and assessments that provide the same information that already available instruments or curriculum based measurement (they we don't have to purchase). If a student is obviously struggling, the teacher could identify that student and the time and money could be invested in those struggling students, rather than retesting

even kids that are above average over and over. Someone up high has to be making a lot of money off of the continually (always new) rotating programs and assessments. The money needs to go into the classroom. LFS is a huge waste of teacher time and money - good teachers have used those principles for years. The teachers feel beaten to death by that program, and that company is always sending email ads out about conventions and trainings (for big dollars). It would be nice if the district would stop busing kids all over creation, and imposing expensive, ineffective "systems" and started putting those dollars into students and salaries at quality neighborhood schools who share an equal funding basis for all.

- LFS
- PBS Coach
- Fill out documentation of how all time is spent
- Stop teaching that 7th class and give me back my planning hour.
- LFS
- All the discipline paperwork and calling parents about grades etc.
- duty at the end of the day - it begins before my last class is finished.
- LFS by far takes up a lot of my personal time! I think if teachers were allowed to teach the things that they know are best for their students, more learning gains would be made. If I am a professional, let me make some professional decisions!
- Meetings during the work day and after school- past contract hours- our faculty meeting doesn't even start until 3:15 that is when our contract day ends. Also we receive our students at 7:30 in the morning and they do not leave until 3:00 this is a very long student contact day!
- LFS lesson plans. Time spent on making the LEQs and UEQs to fit an ESE room with low cognitive and non-verbal students is VERY time consuming and hard to get finished each month. Now we are also required to do the mini focus lessons in LFS format. On top of the other paperwork and responsibilities of my job, I have no time to teach.
- Our principal is the most verbose man I have ever met. We spend too much time listening to him "blather" on. Every topic has to include at least one story about him. Morning announcements go on and on with him talking about himself. This is almost daily.
- PLC, AIF
- LFS...In kindergarten we spend hours writing strips with LEQ's and students can not even read it. This is taking away time we could be using more effectively for helping the struggling students become successful learners.
- Teacher duty
- Eliminating LFS
- Document all the remediation strategies that I apply to address all the problems presented by DEA
- Grade Level Meetings all the time during our planning time with information that is overwhelming and just gives us more work to do and no extra time to do it.
- Learning Focused Strategies
- LFS detailed plans, bulletin boards, PLCs, etc.
- LFS boards, extensive lesson plans, and numerous meetings during our planning time.
- LFS Boards could be typed for us with pictures for vocabulary

- If we had less meetings with our AIF about reading requirements in our classrooms I could get more planning done to actually teach. We also are required to give 20 minute reading assignments with questions to answer two times per month. On paper this is a good idea, but it ends up being more of a discipline issue with student not wanting to do it and also takes away from time teaching the subject area. Too much emphasis is being placed on FCAT scores.
- I am required to dress bulletin boards with LEQs and curriculum map materials that demonstrate student understanding
- PD
- All the extra paperwork
- FCIM - mini lessons
- LFS
- Reading updated emails and having to redo/catch-up when misinformation/wrong materials, etc. Appease/answer to too many chiefs/interests.
- Stop giving us PLC's & then homework assignments to go with them. We get more paperwork & assignments than the children. We also have a due date & if there is a problem or you do not get it completed on time you get written up. However if it is something that administration promises or a deadline they have to meet they expect us to be flexible when they do not meet it. They promise to have a meeting or something done for you or your class or the whole school & then something comes up & you don't even get informed. You have to hunt someone down or send emails asking when it will be done & you get talked down to because you should understand that they are very busy!
- I would like to see the emphasis on Learning Maps and Timelines diminished. I feel I have put a great deal of energy into making and posting pieces of paper that could have been better spent planning and implementing exciting, well researched lessons. I feel that my creative energies are sapped trying to make sure every i is dotted and t crossed and connected to the map. I feel I back into my lessons as they relate to the map, instead of broadening my scope and helping my students have the best experience. I feel cookie-cuttered into a corner!
- LFS AND CURRICULUM MAPS
- To honestly answer this question, I would have to say LFS. As a 1st grade teacher, my students do not completely understand the purpose of the "UEQ and LEQ". The questions are too hard from the curriculum map for the students to answer. Regardless of how much I try to explain it, I still get blank stares. I spend so much time (nights, weekends, and holidays) preparing all the components for LFS for my students for various lessons and they STILL do not understand what I am saying. Plus, LFS components are not aligned with SBAR and curriculum maps. I spend a lot of time just trying to figure out goes where. I believe if LFS was either removed, used for upper grades, or Polk County and SBAR friendly, it would be more effective. Thank you.
- PD360 does not provide helpful information. It is vague and redundant. I wish they would do away with this. It would save a lot of money. Keep LFS; it is crucial for students, but improve training.
- The LFS boards.
- Having duty every day
- test taking prep and long boring passages that the students hate takes away such a huge amount of instructional time
- I'm not a reading teacher, but I am required to comply and teach reading in my classes.
- Printing up and posting LFS boards and student vocabulary with pictures and authentic student work on the boards!!!

- LFS Boards and plans. It's overwhelmingly time consuming. I'm not so sure the majority of primary students really make use of all the information that has to be posted on them. Also, the amount of paper having to be used for the acquisition plans is ridiculous. The county is so concerned about too much Xerox copying, however, it takes at least one sheet of paper per lesson for each subject per day.
- LFS maps posted in the classroom, FCIM calendars, redundant professional development
- Learning Focused Strategies
- LFS Lesson Plans
- It's not one specific thing. The overall stress of my school, and our desire to increase test scores, has created a very stressful atmosphere that does eat at your time. The administration and teachers have been doing an excellent job to work against this stress, but our fear of reprisal if our scores don't increase is having a negative impact on almost everyone.
- I am observed entirely too much. Sometimes for 3 hours at a time. This upsets the student's routine and causes chaos in the classroom.
- 1. LFS Format for Plans. 2. Have the new Dean take us seriously. 3. Have the Dean assign work details, and make the parent contact. Do away with single day or 1/2 day ISS. Make it short term (3 days) and long term (10 days). Have the administrators get off their asses and start suspending (OSS) the continual trouble makers. When I have the fortunate luck to have one or two particular students absent on the same day, I can actually devote 100% of my time to teaching, and get the full attention of ALL of the remaining students. Stop pulling important people such as ESE paras, inclusion teachers, etc. to cover absent teachers. When the teacher write a referral it should be treated as a legal document and acted on accordingly. (Also, we must call, not just email the Principal, if we are to be out. If there are only a couple of people out, she will pull the previous valued staff members to cover the classes. She was heard bragging to some others, by a staff member, about how much she saved the school on sub money last year. She does what makes her look good, at the expense of required teachers who are there as part of a student's accommodations. Also, our current PEA Rep has resigned as Rep, because he retired and returned. Now, with all of the voices of the teachers being heard, he is worried about his position, as he is on permanent "Annual Contract". He no longer wants waves made following a PEA meeting, for fear that it may make him look as he is the "ringleader".
- Useless lesson planning form and seating charts with data on them that requires much time to complete
- Acquisition/Extended lesson plans - this should be incorporated by teachers anyway. These forms take TOO much time which I am beginning to feel makes me less effective in the classroom.
- More planning time/less meetings during planning
- All types of testing!
- LFS training. The ideas are good, but not practical to implement in some disciplines.
- The LFS Posters
- re enforcing dress code---all schools should follow same code
- There are so many things required of me and all teachers. For me, it's not so much what I'm required to do - it's the small amount of time I'm given to complete the work. I am given 15 minutes before school and 15 minutes at the end of my day to plan. In addition to that, I have my planning period which is taken up one day for a grade level meeting, one day for a data meeting, and often times other days are taken for ESE staffings or IEP reviews, parent conferences, or training. It's too much!!
- LFS Walls and LFS Unit plans

- Get rid of LFS. It does not work for teachers or students and is contrary to common sense educational practices. If that is not an option, let me create my own lesson plans in a way that works for me and that I understand.
- LFS planning and bulletin boards
- Constant changing of the things posted in my room. The students do not read ANY of these unless I take class time to point out. This takes away from my lessons.
- LFS Boards
- Lesson plans
- redundant paperwork...
- I feel that having detail in lesson plans can be beneficial, but I'd rather have less detail and more time to find creative and interesting materials to teach with
- I would like to not have to POST all of the LEQ stuff...just use for my reference in planning.
- unrealistic task demanded by parents of students with special needs!
- I would prefer to stop changing things constantly. Every time the principal hears, sees, or thinks of something, we have to do it. Well it takes time for the teachers to learn it, master it and then teach the students. For ESE teachers, like myself, it takes us even longer to fully implement the different processes or strategies because we have to modify or accommodate.
- LFS
- It would be wonderful if lesson plans for Math, Reading, and Science were created over the summer and given to teachers. They could adapt them however they wanted to but at least there would be a resource for all curriculum map questions.
- Two sets of lesson plans with confusing formats, etc. one for springboard and one for big ideas text.
- there is a need for more planning time during the school day.
- I would like to have free time during my children's specials so I would then have at least 20 minutes to prepare and complete some work in my classroom instead of staying after school until at least 5 pm every day. I would enjoy having a duty free lunch instead of my 15 - 20 min lunch having to listen to the noise of the students. One cannot digest our food! We need a break!!!!!! A time to regroup.....
- PLC
- LFS plans
- LFS Training
- Faculty meeting at which we are provided retirement information from private companies. We have had 5 of these meetings in the past 2 school years.
- Having all my planning time taken up with PLC's
- I would love it if I did not have to post UEQ, LEQ, etc. boards only to have them scrutinized by all visitors who come into my room. While I think they are beneficial to a point, I feel that I should have the freedom to post what I feel is relevant not what someone else feels is relevant.
- Tracking forms
- Data meetings every Wednesday during our entire planning period.
- Detailed planning/LFS stuff in the room.

- meeting everyday with team, administration, or resource. this prohibits me from preparing my materials and gathering resources for my class during the time allotted.
- Writing lesson plans that the curriculum maps already explain.
- having to have meeting 4 days a week during my planning time or after school time. I can hardly find time to do lesson plans which take about 4 hours to complete. and never have time for conferences. Every time we have a 1/2 day we are told we have to meet even when it is a non training work day. So time is never made available for us to get our stuff done.
- LFS lesson planning
- LFS strategies are good but not applicable in all lessons. The lesson plan format is THE REAL PROBLEM. I've always used graphic organizers and collaborative groups (just didn't necessarily call them that). This is just different verbage. There is a time and a place for all of the strategies. It is the assumption that a lesson should always be taught the same way, using just these techniques and that they need to be written in the LFS FORMAT is the problem. We've been trained in Kagan, and Criss and there are good teaching techniques that we all use.
- DAILY Morning Duty
- We are required to work with tier 2 and tier 3 kids in math & reading for a total of an hour a day when you combine all the time up. I have a hard time finding this hour in my day to sit down and not teach or monitor the rest of my students.
- Collaborative Pairs. Not allowed to provide direct instruction at all.
- Toss up between LFS lesson requirements and lesson plans.
- LFS boards.
- LFS Boards and lesson plans. Also-----We need training on how to teach the depth of knowledge to our students. Thanks
- Return to ,more beneficial approaches that are research based and found to be successful-i.e. removal of LFS completely, especially in the primary grades
- If the detail that is required in the lesson plans was eliminated and I was able to address the needs of the students instead of all of the guidelines of the county/state/administration then I would save a great deal of time and be able to better meet the needs of the students in my classroom. I feel they would make MORE learning gains if I was able to address their needs rather than the requirements of the state/county/administration.
- Meetings and in-service that in no way help in my teaching area
- Ridiculous lesson plans take too long, LFS wall stuff is just for administration.
- I don't think LFS benefits the students I am teaching.
- There are too many required meetings for LFS changes/lesson plans.
- LFS
- Lesson planning. Standards, Test development, curriculum maps and all other requirements mandated for school implementation are developed and distributed by higher headquarters. If all are supposed to be teaching the same info, on the same or similar schedule, to pass a standardized test that is universally administered, then why aren't lesson plans developed there also and distributed to all teachers with a caveat that minor, essential modifications may be made to accommodate unique class situations...Think of the countless thousands of hours that could be saved and more productively put toward developing unique and highly motivational presentation techniques and enhanced presentation materials. What we do in education today is WASTE countless hundreds of hours of time for our most treasured resource - the classroom teacher. If you want to maximize progress, clear the road where the rubber meets it and you will

achieve a whole new level of progress and success. What we are doing is as stupid as it would be for the Air Force to develop all the requirements and standards to teach new pilots to fly and then tell each unit now develop plans to teach the pilots. Standardized curriculum demands centralized lesson plan development and distribution. Few other enhancements would have a more positive and profound impact on our ability to expand the presentation of lesson absolutes to students and insure time if available for frequent re-teaching of those absolutes. LETS GET SMART - WORK SMARTER, NOT HARDER>

- PLC meetings every week. There is no need to meet every week as we can meet monthly and still accomplish what needs to be accomplished in that time. I want to get back so I can tutor my students and do my work not attend meetings that are not needed.
- We are required by Polk County to complete many different persuasive essays. The time consumption of giving the persuasive essays, grading these, etc., does not benefit my 6th grade Language Arts students, as there is no time allotted in the curriculum maps to teach persuasive techniques. They frustrate and upset my sixth grade students because they are being tested on information they haven't had the chance to learn. This would not provide the greatest relief regarding my time to teach, but I believe it would provide some relief. Mostly, I believe it is important that students have the opportunity to learn the material before being judged/tested on it. Persuasive techniques are important, and if the county is going to judge student performance, then the students and teachers need to be given the time to learn, explain, and review the material. Perhaps the county could allot less time to narrative to expository techniques and add in some information about persuasive writing.
- LFS Lesson Plans -- it is way too much.
- The extra "fluff" that needs to be in Lesson Plans for documenting purposes but is not for the students' benefit or learning gain.
- lesson plans formatted by county
- Too much testing!
- Preparing LFS lesson plans. The format is confusing. For example, I need to prepare another lesson plan for a substitute teacher to use.
- LFS strategies posted on board and in lesson plans... LFS should go away! Also wasted time cutting and pasting from curriculum maps to lesson plans...
- unnecessary meetings and training PLUS paperwork galore (including plans) can't choose only one
- If LFS lesson plans have already been written by other schools, we should be sharing them throughout the county. Stop making each teacher reinvent the wheel if good lesson plans are already written. Then we can add or change details to those plans to make them specific to our students needs.
- unnecessary paperwork and postings
- Curriculum Bulletin Boards
- LFS
- Block time and after school time not used for meetings.
- Following the curriculum maps and making early elementary students write the answers to the LEQ in a learning log.
- constant posting of LFS questions is time consuming, fill the bulletin boards in the room, leaving little or no room for anything else, and is not effective to the student's learning.
- LFS BOARDS: Not the strategies.

- Incredibly lengthy procedure to have disruptive students removed from classroom (many steps, very unclear).
- Streamline lesson plans and everything related to them.
- LFS -- curriculum maps and lesson plans in LFS format -- what a bunch of malarkey
- Posting UEQ and LEQ's in the classroom.
- 1. Three weeks(ahead) of lesson plans being due. 2.Planning/ creating practice and tests for SBAR. 3. If SBAR were better lined up with curriculum maps it would save time.
- I find putting all the State Standards in lesson plans completely futile. The information can be found on a website and as such is a waste of time to put in lesson plans. Curriculum frameworks should be enough.
- Going back to filling in the squares in the old lesson plan books would allow me more time to develop creative lessons and secure resources to execute the lessons.
- This is a difficult question to answer since I am not a classroom teacher. However, if I were not required to complete IEP's, then I would not have to spend so much time after school to complete the extensive paperwork.
- AR Reading
- Curriculum maps, LEQS, UEQS Do not line up. curriculum Maps are totally out of line with the way students learn. Also, acquisition lessons are a waste of time. As much as I would love to have the time to spend teaching my students what I write in my acquisition lessons, it is unrealistic to think we have that sort of time to devote to that depth of learning, when we are rushing through every thing to meet someone's deadline, or agenda.
- The paper work is overwhelming. Grading papers, documenting what I am doing on google.apps for the parents and on lesson plans for my administration and around the room for the children. (By-the-way, the way the questions are written are not understood by 6th grade students!) Just those things could keep me busy along with documenting calls to parents, discipline...it just seems to never end. When all that is done, the county is asking me to assess the children. I JUST WANT TO TEACH!
- Attend IEP meetings when students are being transitioned back to their zoned school.
- I would like time to teach more in reading. Our school has a very precise schedule for reading. lto does not allow me to
- Attending PLC's during my block time, thus filling my planning time 2x-3x weekly.
- Bus duty
- Constantly changing LFS, LEQ's, etc. specific lesson plans and taking planning time for unproductive staff meetings and trainings.
- I believe that the LFS format of lesson plans--which can take up to 3 hours for one LEQ for one subject, done the way my principal requires--is the one largest thing that I wish were eliminated. Taking the time to write out what I already know I am going to do wastes the time I could spend actually gathering and preparing the materials necessary for that lesson. Also, having the lesson written by "Activities" rather than "Days" is something that I feel throws teachers and administrators off, because there is no clear indication of what should be done exactly when.
- LFS constant posting of work samples and bulletin boards
- Having to attend PLCs at least three times a month and having to hire subs. for whole teams so that the entire team can sit and re-write LFS correct lesson plans.
- Writing LFS lesson plans

- LFS
- having curriculum maps finalized and posted before school starts. It is very hard to stay on top of things, when we are waiting on the district to get their part done, so I can teach.
- the portfolio of writing samples, vocab, etc. that must be kept to show that we are following LFS is time consuming and counterproductive. I teach world language on the HS level.
- LFS Boards-ESE students have no clue or are they relevant.
- Redoing the acquisition lessons from past years that were effective teaching tools.
- the LFS Boards and Lesson Plan format with the LFS specifics required
- Meetings and duplicate lesson planning
- Completing a BTF form and sending/receiving disruptive students to/from other teachers until we are "allowed" to send them to the office and have the referral handled properly instead of being closed out. The code of conduct being enforced rigorously would help immensely, but the county wants to cook the books on suspension numbers at its two 'A' middle schools.
- PBS
- LFS lessons and boards
- Participating in training such as but not limited to LFS. LFS strategies that are good teaching that good competent teachers know
- RTI Data on Tier 1 and Tier 2 students
- The LFS acquisition lessons.
- LFS and so many In-service meetings
- PLC meetings and ridiculous set-up of the lesson plans!
- I am a self-contained teacher teaching all 3 grade levels and teaching all subjects except reading. Trying to fit everything I have to fit into the required lesson plans takes up more time outside of school than I spend some weeks in school. There needs to be something more structured, less demanding, and either with a template that works or allow me to write my own lesson plans and let me do it for one grade level or one or two subjects, but all three grade levels and my teaching subjects include: Intensive Math, Language Arts, Science, Social Studies, Life Skills, and Careers, plus I also have to do IEP's for each of my students. My workload may be small but it is extremely time consuming.
- There are too many changes from month to month. We are now required to do a longer, more cumbersome lesson plan template that has little to no impact on student learning. This happened at the semester, and we have been given contradictory instructions on this. I do not blame just the administration at our school, but the District for overly burdensome demands on teachers.
- Typing up lesson plans in a specific format.
- FOCUS meetings and department level meetings that take up planning.
- There is no one thing. We need more time to plan, to grade etc.
- Attend in-service programs on early release days
- more time to get a handle on all the components of LFS. I feel rushed to implement it even though it is our first year and I don't feel I am implementing it well.
- we evaluate so much data from assessments that it's hard to take the data you have and make it work before you have to evaluate more through another assessment!

- Work a second job from the declining pay and more importantly, benefits, our health care is not really health care when the deductible is \$2500, cost close to \$600 a month for a family, no co pays, etc. It is horrible and reports are that it will be getting worse.
- LFS
- Oddly enough, the curriculum that I'm required to teach is about 50% effective with my population. It is labeled "research based" and has been adopted by the county. It has been a struggle to implement with my class for many different reasons. I feel that what was being used prior to implementing this curriculum was effective as a majority of my students were being dismissed to regular ed every year. The implementation of this curriculum is extremely time consuming and costly (out of my own pocket).
- The paper load & last minute deadlines are extremely overwhelming.
- Get rid of LFS
- Our school requires that every teacher present a specific READING exercise (FCIM) during our regularly scheduled class period. Since I am NOT a reading teacher, I must research methods to use to teach the assignment, make sure I understand the concept completely, incorporate it into my Lesson plans, and prepare the students for a follow-up exam. The exam is also administered during my class time that I should be using to teach MY curriculum.
- WE are constantly meeting at least 3 days a week. Each week we are trained on something new. There is no time for implementation or even thinking. How can you expect somebody to learn a new strategy in a different subject each week and it be effective?
- LFS
- LFS Style lesson plans and boards
- following curriculum maps to the tee.
- Personally, Pre-K ESE does not presently have planning time or lunch time that is duty free from students and I was told that a differential could be offered to supplement the lack of planning time. I could do more for my students knowing that I could plan teacher made activities for them to interact with if given the supplement.
- Outside Consultants requirements.
- Nothing at this time!!!
- Lunch duty.
- LFS is so time consuming along with SBAR and insufficient
- Writing comments in students learning map notebooks.
- Having to list acquisition lessons in the unit plans.
- LFS LFS
- Since moving to ESE, I feel a lot less pressure. However, I think classroom teachers are being asked to fit too much into an already tight schedule. For example, during math, a grade level teacher here is expected to a spiral review, BBY "Dots", and an engaging and high level math lesson in 60 minutes with differentiated instruction and no copies/worksheets.
- LFS Plans for all subjects.
- I have been teaching an extra high school class for the past two years. I teach 6 out of 7 classes. We are on a block schedule so I do not have a planning period every other day. I was also given a new prep this year. The work load is overwhelming.
- Teaching to the FCAT test does not allow me time to teach basic principles of education that make for well-rounded students. Why are we having to teach only the concepts presented in this

test? The Assessment Tests should vary from year to year (come from California and other states) so that I am teaching the concepts needed for that grade level instead of just what is being taught on the FCAT. My students do poorly on major concepts and words that is common in their grade level. The teachers before and after me are receiving dumber and dumber students because they only teach the FCAT questions. For example, students are only taught sight words instead of the rules of grammar and phonics that most words follow. They cannot learn about sight words until they know what phonics rule that sight word does NOT follow. This is not brain surgery, it is teaching the students what is commonly taught in their age groups across state lines. We are very behind in Florida and will not catch up unless we go back to the old-fashioned way of teaching. Take a look at private school curriculums if you are having trouble figuring out what is wrong with Polk County's.

- I am happy this year. Things are going well.
- LFS planning using the district LEQ's
- Lengthy and inefficient lesson plans. Lesson plans should be created to help the teacher and/or sub teach the class. They DO NOT!!!
- PLC meetings, by far, hands down. Even if it was just cut back a little, maybe I could breathe.
- n/a
- Hall monitor duty every other day, during planning, reduces my planning time from 60 min (provided I actually take a 30 min. lunch) to 30 min. Due to block scheduling 90 min. minus 30 for lunch and 30 for duty, leaves only 30 for planning, every other day. The 1 hour after students leave plus 30 min every other day is not sufficient time to address the volume of emails, paperwork, grading, and actual planning that is required. Acquisition of effective teaching strategies and mastery of new material is affected by this. Planning time is insufficient.
- I teach profound yet I am required to fully participate in LFS and the lesson plans that go along with Sunshine State Access Points -- students cannot speak, read, or write -- cognitively, they are between 6 months to 1 year of age. Lesson plans are irrelevant to student progress or expectations.
- Having to submit electronic lesson plans. I plan in a paper grade book and then have to waste 45 extra minutes to type up the lengthy LFS formatted requirements. It's a pain in the rear. For teachers with multiple preps (fortunately not me but my fellow teachers here) who are teaching 6 periods- it is a disgrace and an assault on their professionalism. Overall, they need to do away with the cookie cutter LFS approach to education and allow free-thought to come back to Polk County Education. Lesson plans should not be required to be electronically submitted. An administrator should make rounds to look at plan books as in days gone by.
- I would have more time to plan effective lessons if I didn't have to put so much time into creating and changing LFA boards.
- LFS and Lesson plans
- Excessive amount of paperwork which has to be submitted to the state.
- writing out plans for iii time, I do something different each day depending on what that student may be struggling with. Also keeping up with the outside bulletin board. they want good examples of student work, but when I teach a extra low class their is not much work completed or that is done well enough to meet standards. I feel over whelmed by all the requirements and changing of administration mind.
- Specials Week!... One week EVERY month our school has each grade level take turns having specials classes for an entire day. Meanwhile, the teachers are in a staff meeting all day. We get no planning time during that entire week because we don't get a break from our students. When it is our day for our class to be in specials, we are attending pointless meetings for the entire day. We receive information and "training" that has been repeated to us over and over. It

is a waste of instructional and planning time. And is very stressful when there are no breaks on those long days.

- extra tutoring in lieu of planning.
- Only having half hour classes in media....need more time for book circulation and teaching library skills
- Post UEQ's, LEQ's, etc. on walls and in lesson plans.
- LFS strategies including the posting of UEQs, LEQs, etc.
- LFS
- The biggest help would be to eliminate pulling students out of class/cancelling classes/moving classes for excessive testing.
- I would like my school to show evidence to teachers that the administration is taking away credit from students who violate the attendance policy; what takes away so much time is grading make up work. We would not have so much to grade if our students knew we were serious about having them come to school.
- Summarizing LEQ's that aren't kid friendly... Need to spend more time on basics before worrying about extensions...
- Learning Focused lesson plans and postings. Let me have time to teach. I've been doing it for almost 25 years and get good results. Every year it has to change. I think it is based on money and buying into new programs. .
- I need my own time back during the day to complete the things necessary for quality instruction. PLC'S 4-5 day is toooooo much.
- Vmath. I am the only math teacher in my grade level. I am responsible for implementing this intervention program. I don't even see where my students are benefiting from it. It is not based around the Florida standards. I have talked to my principal and math AIF and they too have talked to others. They are still requiring us to do it. I give up my planning time 3 days a week because I can't lose 30 minutes during class to implement this. Most days I have an IEP during my other break, so I go all day without a break. I go home most days exhausted and frustrated.
- LFS,PLC,LFS,PLC,LFS,PLC!!
- Attend professional development meetings and creating LFS displays & materials.
- So much paper work and forms/requirements for us to do, daily or weekly that we could use this time for teaching.
- All of the time spent on LFS boards etc.
- There are so many items that we are required to do, LFS, maps, RTI etc. If these items could be streamlined it would be to everyone's advantage.
- I wish the County would implement their own lesson plans based on the LEQ's so that teachers had a base line to follow with curriculum strategies, and materials.
- Post curriculum maps
- Duplication of reports in various forms when one would serve the purpose Dose everyone need it on their personally designed form? or does everyone really need the information for themselves. me
- Not having to come up with and have students complete extended thinking assignments that we have to have samples for at every PLC meeting. I feel like we have to focus more on that instead of what we need to teach for the standards and curriculum maps. The extended thinking activities take up too much time.

- LFS. The strategies I believe would work in other environments but not at a school where the student behavior is so bad and the discipline is not followed through.
- Changing UEQ's and LEQ's very regularly
- SBAR and LFS
- LFS
- Splitting classes when there is a teacher out on my grade level!!!!!!!!!!!!
- extended day with students and PLC's that I attend during my planning and should be presented at faculty meetings within our work day, or if they go over, we would be allowed to receive flex time.
- eliminating LFS
- The in-depth LFS format of lesson plans and having to research ideas or activities to go along with plans.
- LFS style lesson plans and teaching
- End of LFS!!!
- Culyer, homework from resource teachers
- Lesson planning for new teachers or for courses taught for the first time
- SBAR!!! (in second grade) and all of the MANY MANY!! assessments that are required
- LFS planning is horrendous. I spend more time on it than I do cooking meals for my family (I am LFS planning when I should be cooking). I'm told that the planning is simply and shouldn't take much time, but filling out the entire EATS lesson template in detail is exhausting especially if there are many acquisition questions for the concept.
- LFS training sessions that lead into the LFS lesson plans/boards.
- Learning Focused Solutions does not support a comprehensive educational program for our students. It does not promote critical thinking or problem-solving as a basis for learning. LFS should be implemented at the elementary level only.
- Learning Communities held during our planning periods to supposedly make us better teachers. In fact we would be better prepared teachers if we could use our planning time for what it was intended.
- eliminate LFS boards, students have said that they do not believe they have any value
- The elimination of LFS Lesson plans and bulletin boards would greatly provide more time to plan and actually teach students. Daily lesson plans by subject are much more helpful than the LFS format. LFS is NOT teacher or substitute friendly.
- LFS-It is time consuming and ineffective. It has taken the fun out of teaching. You don't have time for teachable moments anymore or you're afraid that administration will come in when you're doing something that's not on your LFS board. It does not correlate to the curriculum maps nor to SBAR. .
- Any task that takes away from my planning time is stressful.
- Consistency with school rules and consequences.
- LFS altogether! Plans, boards, strategies, etc.
- One thing that I am required to do at my school are Individual Education Plans. This is not a problem, however working on the IEPs without any regard to other responsibilities such as lesson plans, grading papers, etc. Often, I either remain after hours until the custodians leave,

take work home and work until late hours (the latest 2:00AM) and on weekends. I would say that if a choice was offered or given the lack of respect Administration and district has for Exceptional Student Education teachers and their time. It would just be nice if the department head would take on completing IEPs as well and free some of the time well deserved and needed by teachers.

- I would like to attend professional development that is relevant to my subject area.
- LFS - worthless for a lower level teacher. Students do not read them even if we covered them when we were explaining what we will be learning. I also do not like the fact that if we do not attend the meetings we will be harassed right out of our job!! Do not make plans for certain days after school because you need to be here to attend mandatory meetings, then they change the day so any plans you made have to be cancelled. I had to change a doctors appointment 5 times in 2 months due to changes in mandatory meetings.
- Such detail lesson plans. we basically have to give a script of what we are doing and saying and been told not to get off course.
- Although we are not an LFS school, we are being asked to make lesson plans like an LFS school. We have had no training in doing this. It has added hours to my lesson plans and I don't even know if I am doing it right. I have had to give up my weekly letter to my classroom parents in order to try to facilitate what is asked for lesson plans. There are only so many hours in the week. I do all of my lesson plans at home. I stay late almost every afternoon to pick up and prepare for the next day. I have no life during the week after school and spend time over the weekend trying to find exciting, new ideas to make my classroom a fun place to learn.
- Sorry, I can't pick just one: LFS, PLC's and all the other junk the district makes us do. JUST LET US TEACH!
- Teaching is rigorous, it is part of our job. We come in early and stay late. We do this for our students each and everyday. The only thing that would relieve worry is knowing that PCSB values their teachers, and would never consider pay cuts...in an already underpaid environment. I am a highly qualified teachers with a MA degree in reading. The potential pay cut will force me into another district. This saddens me because I love my school. Many of us have "2 teacher" homes. We would be taking a decrease on both ends.
- Using technology that works inconsistently adds to my classroom management issues. The lack of authority and respect at our school is our greatest issue.
- Car duty at the end of the day.- goes until 3:15.
- LFS Boards
- LFS Lesson plans, boards with U/LEQ's/vocab, etc.
- Less expectations that all teachers use the LFS boards as the gospel to teach. Teacher time spent pouring over data to document children's progress and achievements, especially to get ESE funding for our schools, is astronomical. Students are graded and assessed to death! Teachers are grading and recording all this while trying to create teaching materials expounded at PLC meetings weekly. Furthermore, our students are supposed to write a summary of each day's lessons. When are we ever going to fit all this into the day before the buses come?
- LFS
- Too many projects piled up. Not enough time to get everything completed even working nights and weekends.
- N/A
- LFS, and PBS
- LFS

- i ran out of time to finish this survey.. sorry :(
- Lengthy lesson plans
- We have specials week where we have no planning except for the days that is our "special" day. Our students rotate through specials or electives and instead of time in our room or team collaboration we are in meetings with our school's resource staff. We miss out on planning 6 days out of the month. I have to stay late to meet with parents as I have no planning period those days to meet.
- LFS Training. These consultants are killing our work week. We get planning every other day and when we have a training it is during our planning time. Every 2 weeks we are losing a 90 minute planning. Do these meetings during early release or teacher week days.
- LFS
- attending grade level meetings during planning time, the content of which could be handled via email.
- SBAR has been the biggest challenge for me this year. Trying to figure out what assessments we are allowed to use, keeping up with what tests need to be given, which students need to be assessed (or re-assessed), has been extremely challenging. I have also found that the curriculum maps and SBAR benchmarks are not aligned, making planning and assessing extremely difficult. For example, there is no benchmark for compare/contrast, yet we are required to teach it on the curriculum map, Specifically, we assess author's purpose, summarizing, story elements. But the curriculum maps require us to plan, teach and assess for compare contrast, cause/effect, author's theme, etc.
- Creating LFS plans and boards. In primary schools, we have to create boards for: Reading, Math, Science, Social Studies, and Writing. For some of these subjects the boards change daily. I was hired as an educator to teach kids, but I find MOST of time is spent switching out boards and writing the lesson plans. These lesson plans are very time consuming. I feel I am writing the curriculum for each subject.
- Some of the LFS Strategies and their constant changes; cleaning my classroom
- It seems like many things could be streamlined, but specifically the LFS tasks, like the learning maps that have to be posted. I can do all of those things, OR I can grade papers and contact parents, with the planning time I have... but not both.
- It's a waste of my time to go to weekly meetings where I hear the same things discussed every week. I hate meeting just for the sake of meeting when I have lesson plans to create and essays to grade.
- lengthy lesson plans.
- Meetings on work days. Let us plan/work on these days.
- Starting staff meetings after our contract time for the day has ended.
- We were told we had to teach on Saturday even though no one wanted to work. We are all exhausted but now we have to work 4 hours for 6 Saturdays.
- Our grade team has to meet twice a week on top of other trainings during our planning time if we could meet once a week that would be better. Where it stands now I am lucky if I get one of my planning periods in an average school week.
- I am the ESE Facilitator that is assigned all duties as a dean without a stipend, without a thank you. All I every hear is complaints. As a black teacher in Polk County School Board it seems as if the black teachers, support staff and students are treated with such a lack of respect for who we are as humans, It is really a sad situation within such a large district. I do the job of ten people within a days work.

- LFS is a waste of time
- Inservice with Dr. Barbara Block.
- I need more time to grade papers. I need more time to interact with students one-on-one. I need less busy work. Most of the lesson plans we do to format are nonsensical. I could teach classes from my AP syllabus. I could teach non-AP classes from memory. I know the material. Most of what they make us do is inane regurgitation.
- LFS and Time Consuming Lesson Plans that are too detailed for anyone to complete. Some stress has to be taken off teachers plates. Too much paperwork and little time to teach. These are comments I have received from many teachers within the District.
- If Extended Thinking Strategies were eliminated, there would be a great relief regarding my time to teach the state standards. Students are required to work on Extended Thinking Strategies during the week. Teachers are required to provide examples of student work during PLC meetings. Too much time is spent on getting the students to complete the tasks. As a result, time needed to teach the state standards is limited. It is a constant struggle to have time for guided reading groups (Rtl groups), Extended Thinking Strategies with student evidence (summaries), Florida Continuous Improvement Model mini-lessons, stamina reading, standards from the Curriculum Map, and assessing the benchmarks for each standard daily during a 90 minute block.
- LFS boards
- Printing and changing LFS questions and vocabulary nearly DAILY. While the strategies may be effective overall, at the level I teach, they are best integrated fluently and fluidly within the instruction. Posting some of the developmentally inappropriate questions on a daily basis does not contribute to the learning environment or impact my students simply because they are there for some supervisor to see when they come in the room.
- Reading meetings, these are not helpful and usually very redundant and the presenter is not prepared.
- please remind teachers-- 5% contribution into our pensions is a 5% pay cut
- the LFS lesson plan format-I can't TEACH from it and must do a separate lesson from which I can effectively teach.
- Wow, it is hard to name just one thing. I guess I would start with our advisory class. That class is a total waste of time. The discipline plan for our school, PBS, is an injustice to students and our future society. We have enabled our students to be disruptive....they have more power than they have ever had before. We have to do all type of interventions that waste time in an effort to build up to a referral. Then when they are sent to the office, they get yet another chance (warning). We are frustrated with all the requirements for our walls now.....jumping through all those hoops eats up valuable teaching time. We have already had a big turn over at this school and I hear rumors of more.
- SBAR report cards--not enough testing Materials/do not match county curriculum timelines
- RTI and Fast Forward
- LFS!!!!!!!!!!!!!!!
- LFS lesson plans and LFS bulletin boards are equal non productive time wasters.
- PLC meetings
- LFS lesson plans
- EATS lesson plans. They are not in-depth enough for anyone to follow.
- LFS boards, PD 360

- I truly dislike the schedule we are following -- every other day has only a 20 minute break. I teach from bell to bell 4 classes with only a break for lunch. I am exhausted and then there are often meetings after school. I also feel that the constant being out for LFS has been intrusive to the learning process. It has been hard to find ADEQUATE subs, or even subs that can do what is left for the students. This has truly frustrated me as the LFS training always falls on the day when I have 3 preps to prepare. I also feel that there is not time to do the follow-up work except on my own time. I am working more and more and more at home to the exclusion of actually having down time from my regular day. I will quote my husband - " I hate your job now." After teaching for many years and having many different forms of this or that, I feel that I am a positive person and try to please my principal and AP's, but I do feel that all the data entry, all the analysis of the data, all the follow-up work and all the "collaboration" is sometimes a drain. I don't mind working hard and I love the teaching process, but much has been made of PROCESS rather than real intelligent use of quality instructional techniques. I do NOT believe that it is always necessary to turn to your students every 8 minutes and have them discuss and pair/share with another student. This is just overkill.
- LFS Boards. They take too much time to reconstruct since the LEQ change frequently..
- LFS - Learning Focused Strategies
- anything related to LFS and curriculum maps
- The ridiculous posting of UEQs, LEQs and LFS stuff!
- LFS
- LFS Format lessons plans and bulletin boards- I feel that we are doing them mostly for show. I do use them with my students, but inspectors from the county are too worried about every little detail on the board, instead of letting us be a little flexible and actually use them to enhance our teaching.
- There is more emphasis put on having students answer LEQ's than learning the content!!
- The detailed lesson plans that are supposed to be exactly like other classes even though each class is different. If I was allowed to teach to what my students' needs are it would be less stressful than having to do the exact same thing that another teacher is doing.
- LFS Boards
- LFS
- Back up and help with continual discipline problems
- Extensive lesson plans on the computer; I taught many years using lesson plans written in little blocks. Worked for me!!!!!!
- LFS is ridiculous with the required boards and constant curriculum changes. The county is constantly changing the way the boards must be presented and information required on the boards. The LEQ's are frequently ridiculous and not student friendly. Some of the LEQ's would require far more classroom time to implement than is ever available. Someone with some common sense and a lot of classroom experience needs to be in charge so that the requirements can be fulfilled by any normal, hardworking person instead of forcing teachers to daily work many hours beyond the regular workday. It is just flat unfair of the county to have so many requirements that hours beyond the duty day are necessary each and every day. I am sick of being told to "Work Smarter" "Not Harder" when it is the number of hours required to finish the given tasks that are the problem. The county's expectations are very unreasonable. How would the county people and school board members like to work three or four hours beyond the duty day every day and then work the weekends as well?
- Right now I am so overwhelmed by everything I cannot pinpoint the one thing that would provide the greatest relief. I just want to be able to teach my students in a way that best benefits them. I

am tired of cookie cutter approaches that do not take individual student needs or learning styles into consideration.

- bathroom passes, telling students to put cell phones away, asking students to sit up, stop pounding the desk and poor behavior in general.
- write lesson plans that make sense to me and guide my teaching. I am so busy reworking things to fit into a format that doesn't work for me, I use up all my week-ends.
- We are required to have grades for 2 week progress reports in addition to interims and 9 week grades. LFS lesson plans are excessive, all the additional planning required has only added stress to my days and weekends. They have not been beneficial to my teaching in the classroom. I see this program as one that makes all teachers teach alike. The new program in schools does not allow for teachers to teach, every person has to become a robot. The students become very bored with the same thing happening in every class, there is no individuality and personality in teaching. You must be presenting lessons in the LFS format so that when an administrator or county personnel walk in they can observe and make recommendations. The pressure is causing undo stress and health issues for many teachers. Teaching is no longer the profession that I loved for years, it is now a burden.
- Teaching the extra period.
- parent conferences when I prepare and then parents are no shows which happens regularly 2-3 times per week. This involves not only me, but 6 other teachers.
- LFS is way too time consuming. I spend more time writing up what I am going to do and posting LEQ's, concepts and key vocabulary, rather than developing innovative strategies to present the material to students. My classroom lessons are less involved because I do not have the time to plan for them.
- I have never felt more confused and frustrated than I do this year. We are constantly being told not to change anything, but then in the next breath being told how we aren't doing anything right. If LFS really worked, our county wouldn't be in corrective action. It has to go!!!
- Eliminating the constant changes in programs we simply do not allow programs to succeed.
- Discovery Education testing and Mock FCAT testing are a waste of time and I could use that time to be teaching other things to my classes. Students do not take that testing seriously and it is a waste of money.
- I would like to receive a planning period everyday so I can have more time to plan.
- The excessive need to do and redo the Learning Focus Strategy lesson plans.
- appropriate procedures and needed requirements in a timely manner, less clerical duties
- Posting these LEQs and maps .
- Repeating paperwork and reports for different district personnel that come in to evaluate our school. Each one wants a report a different way and sometimes it is not even available as a report so we have to create a report for the data. I have actually done 1 report 4 different times for 4 different district people 4 different ways
- If my students are meeting or exceeding the standards, then do not worry about what MY plans or MY walls look like. Train me or check my plans if student achievement drops. Until then, don't fix what isn't broken.
- Redoing IEP's to fit in programs I was not aware my students went to when I did the IEP initially. Between RTI/PBS, PLC team meetings, IEP meetings, staff meetings, parent conferences, etc. almost every afternoon has something scheduled.
- LFS bulletin boards for each subject taught

- LFS - it is going to drive teachers out of the classroom and children away from wanting to be active learners.
- trainings and meetings during the school day
- LFS TRAINING AND LESSON PLANS
- Simplify lesson plan formats
- There is not just on thing. I think lesson plans should be provided. I think that Administration should handle all disruptive behavior by picking up the students, making the phone calls to the parents to come and pick up their child because they were being disruptive. Then the parents should be held accountable for their child's behavior in a court of law. Also, being required to take a class, and complete those assignments in a timely manner, there is not enough time for my family or myself. I work, then I eat, then I sleep 6 hours a night, and get up, and do it all over again. I love my students, but the joy of teaching is gone.
- Easy to follow lesson plans completed to follow for the year rather than all the confusion with the learning maps, etc.
- LFS
- LFS
- LFS
- LFS!!!!!!!!!!!!!!
- Morning and After School Duty-every day. Not every teacher has this on our campus. If this was spread around so we only had it on certain days, or for a 9 weeks, it would add an hour to my day!
- LEQ and UEQ cards with examples
- LFS for 3 grades and additional Differential Instruction for ESE students and IEP requirements
- A class. We need more planning. Teaching has suffered greatly since planning was decreased.
- LFS
- LFS in my training we were told by the facilitator that LFS is for middle class students. Most of Polk county is NOT middle class.
- Lesson plans could be written much easier and user friendly without all of the "documentation" required of them. Trying to please the boss in regards to lesson plans is my biggest headache this year.
- I have masters, was teacher of the year, and I am actively looking to change professions.
- The lesson plans done in the LFS unit format are overwhelming as well as making and changing the boards and word walls. We also have students reporting to the room in the morning five minutes after our duty day begins and have them in the room until the end of the duty day. It is very difficult to have parent conferences in that situation.
- Preparing effective lesson plans takes an excessive amount of time because I am required to integrate Social Studies and Science into the Language Arts plans. The biggest problem is trying to locate sufficient materials for my class. I find that I have to create many of the materials because I simply can not locate materials that apply to the multitude of LEQ's that have to be addressed within one lesson.
- LFS boards/ postings
- The Acquisition Lesson Plans for every subject

- Too many to list. There are too many requirements and even though they are beneficial it is difficult to master one because we are constantly being given another assignment to complete.
- Less PLC meetings with AIF staff.
- I teach primary students and the posting of questions that they often cannot read or in the case of language arts that change daily are far more time consuming than beneficial. The actual strategies used in LFS are sound, It is the posting and having certain work samples up that creates the problem. Lesson planning using the LFS format for every subject and every concept is too time consuming. In primary grades you teach too many different skills in reading simultaneously to make such detailed plans. The Trophies reading series does a good job of teaching the phonemic awareness and phonics skills and plans are already there. As well our PLC are directed by our administrators and not really used for planning. The biggest problem is teachers are asked to teach more than there is time to teach and much of it is not developmentally appropriate. The curriculum maps still need work to be effective.
- Lesson plans take too long to write.
- If I were not required to do anything with LFS. I spend a lot of time making bulletin boards with all the required components that are just for show. My ESE students cannot read them and would not understand if they were read to them. It does not improve their learning in the tiniest way. Also I have to spend a lot time trying to adapt what I do to fit in with LFS as we cannot move as fast as the curriculum maps require or go into as deeply into detail.
- LFS- copying and posting UES's and LEQ's and writing LFS lesson plans
- Following curriculum maps using LFS strategies. Please, help! I want to teach my kids what I know they need to be learning!
- After school bus duty. All teachers stay in their rooms after school from 2:40 until the last bus comes at 3:05, 3:10. There is no time after school to meet together, to have private parent conferences, or just to visit neighboring teachers. There is also NO COMP TIME available at the end of the day because of bus duty.
- FOCUS training: during planning 1 day per week for 45 minutes
- LFS strategies that rely on students working collectively together to analyze and identify relevant information seems like a misguided philosophy in the secondary setting. The students will often turn their attentions to the social aspects of their lives and often the information that is collected by the students is simply not up to the par of the work that might be done by the "individual" student. After all, we must bow down to the almighty FCAT testing results. During FCAT the students work individually, without any assistance to perform to their distinctive levels. So can someone please explain why we are expected to allow the students to work together throughout the school year and then, when it comes down to the important testing they are expected to function in a different setting and atmosphere?
- I have an overloaded classroom. 22 children in second grade. This is a lot more extra work. Having only 18 was difficult but better than 22..
- Kindergarten students should not be required to summarize in 4-8 sentences. Often times I spend almost an hour trying to get students to answer UEQs or LEQs. Especially since we are told copying is our of the question. These expectations are not developmentally appropriate and I could better use this time actually teaching them how to put sentences together with words they are actually likely to use. Not only would this give them the foundation for writing, but would also teach them a love for writing and reading.
- Various surveys to be given to the students
- Compass Odyssey
- putting on the Benchmarks for SBAR every nine weeks If the county know what they want us to assess it should already be on the computer. every nine weeks 3-4 hours.

- stick with one lesson plan, one assessment for the year, and one plan for the year, maybe even for a couple of years in a row....consistency will make success. Constantly changing of all of the above is a big down fall. There has been a lot of inconsistency here for many years. Just when we think we might be off to a great start, someone changes the plans, discipline, etc.! That is not just at my school, but county wide.
- The constant training that we are required to attend is not effective if it is a constant was of time. If I was actually learning something new then I would not feel I am wasting time.
- LFS Bulletin Boards!! And also PLC meetings.
- LFS detailed lesson plans
- Learning Focused Strategies
- Wylie's take up too much teaching time by presenting too many aspects at one time to adequately instruct students in , thus keeping teaching time on a specific skill to the minimum.
- If SBAR were eliminated I would have a LOT more time to teach because the assessments required for SBAR take more time than I have for effective instruction.
- The time that it takes to fill out an SBAR Progress Report could be better spent in planning instruction. As I have a multi-grade classroom, I do SBAR Progress Reports for Kindergarten, First, and Second Grade. In conferences with parents, I have repeatedly explained what 1,2, and 3 mean, but my parents continue to ask, "Is getting a 2 the same as a C?" Therefore I tend to believe that some parents still do not understand the SBAR Reports.
- Stop bombarding my students and me with instructional activities to complete in a limited amount of time.
- less meetings
- LFS- it is too time consuming and I do not use the lesson plans that I create.
- The EXTENSIVE LESSON PLAN, AQUISITION PLAN, and DISPLAYING ALL OF THE REQUIRED COMPONENTS FOR LFS LEARNING THAT MY FIVE YEAR OLDS CANNOT EVEN READ OR UNDERSTAND. I WOULD MUCH RATHER USE MY SMALL AMOUNT OF DISPLAY AREAS FOR STUDENT WORK.
- LFS and the constant assessment of students which pulls them from my classroom
- LFS
- LFS Lesson Plans require a great deal of time. My team has split the work load up but with two to three lessons due every week it takes about 45 minutes to plan each lesson.
- LFS wall "decorations"
- LFS
- Submit lesson plans formatted by the county
- Trying to apply LFS to self contained students who cannot read or write and cannot possibly conform to LFS procedures.
- Nothing
- Performing classroom walkthroughs takes a large portion of my day and week.
- Using every workday, for trainings and meetings
- Administration not allowing students to be openly disrespectful to me, use vulgarity, and walk out of class with no consequence to the student. Not being pulled to sub for missing teachers during my planning period on a regular basis.

- stop people from being abused by workers comp
- Parent Conferences: Having to continuously explain to parents why their children are not doing well in my class. Explaining to parents how to check their child's planner and make sure they have their homework.
- lunchroom duty
- Too many people training and giving more to teach than the time that students are in the classroom.
- Streamlining the lesson plan/curriculum process would greatly reduce the amount of time and effort taken away from being able to actively perform my best in front of my students.
- LFS Lesson Plans, Information gathered for RTI
- LFS; Lesson plan should be easier to complete; Curriculum map should be easier to use for LFS format
- Write lesson plans in the REQUIRED LFS format.
- Provide more planning time and streamline programs or efforts of the county/school/state.
- I understand the use and the need for the SLMs, but they are very time consuming. It is a good resource for the kids, but just because my SLMs look pretty doesn't mean that I am a good teacher. That is the feeling I've been getting from LFS and administration. That once your SLMs are up-to-date, all of a sudden bad teachers become good teachers just because their SLMs are up-to-date.
- posting things and doing lesson plans this way
- attend meetings that do not relate to my students. Change methods every year so tat I have learn a new way to do what I am already doing in my classroom.
- I do well to balance everything.
- Being pulled out of planning to help set up for presentations, or other work that could be handled by our schools IT person.
- LFS
- Dundee student assessment data sheets for all students
- Putting up the LFS boards. There is more focus on what is on the boards than what the students are learning. The district office has forgotten that there are 2 types of people who work with in the school system...Those who work with students and those who support those who work with students. We have had the power to decide what is best for the students in our classrooms taken away from us. Timelines that will work for Brigham, with their student base, will not necessarily work at Garner, Snively, Inwood, or a multitude of other schools in this county.
- dealing with mouthy and unruly students
- Wheel groups and LFS. Wheel groups are a waste of time because of not enough staff support. I do not know my students well enough to help them and would rather have my own class. LFS, the students can't understand the wording of it. They are too young. It is a huge waste.
- Testing and data collecting takes away MOST of my teaching time. How can children learn when they're constantly tested, without giving them time to be taught? Who is this really helping? I feel like I'm constantly being watched, and I no longer have the teaching talent God gave me. When I went back to teaching the way I was gifted, and included ALL of these new things, my students began learning again. However, I don't leave school until dark and I spend weekends and holidays here to do the "important" data organization.

- LFS - The timing and types of questions are not allowing enough hands on experiences for the younger grades(EX: Science and SS being taught in reading. its good but if the students cannot read it is pointless) Science and SS should have an independent time for the lower students to do experiments and apply the knowledge taught to them. Its all read this and write about it without even experiencing the effects of the concept. We need the students to have those memories to help build background knowledge for future grades. Reading concepts in lower grades limit the time actually allowed to teach the students to read. Reading is a big struggle in the lower grades because of the timing and pacing of curriculum maps. There should be more focus in the lower grades on teaching the students to read so they can be successful in the upper grades and on FCAT.
- The unnecessary documentation of discipline of disruptive students and tardy students: warn students, call home, send an intervention form to office, they will return it after consulting with student/parent, then we can send a referral. During all this, the disruptive student is still in class disrupting. (Same steps for tardy students) Referrals are handled days after incident occurred.
- Post LEQ, maps
- The elimination of the Voyager materials would allow up to an hour of instruction that could be tailored for my student's needs rather reading a script that often does not provide the information that a particular student needs. It is a one-size-fits all approach. Our schedule is so tight that that hour could be spent in such a way as to impact the students targeted more effectively.
- Formally test children in kindergarten four times a year. This involves bubbling their score sheets, getting them ready to test, teaching them to bubble and then actually taking the test.
- everything!
- LFS Lesson Plans
- LFS along with the coordinating lesson plans
- Using LFS in a lower grade takes too much time away from the actual teaching. It appears that these things on boards are only for the leadership team so they can see if everyone is teaching the same thing at the same time. Research has proven that we all learn at different rates and ways. Each class of students learns differently.
- Portfolios
- ESE facilitator duties fall to me as the referral coordinator because my school has not "earned a facilitator". Therefore I have to manage the ESE caseload, which is outside of my certification area and takes an immense amount of time away from my guidance counselor tasks.
- Team meetings
- I am on a block schedule. I have planning periods on Monday, Wednesday, and Friday. However, I am only able to use my planning on Fridays. On Monday the principal has staff meetings during planning period. On Wednesday's, I am in department meetings or lesson plans. Leaving only Friday for grading papers and posting grades. If they decide to have PBS activities my planning time is taken to help manage the students.
- Writing across the curriculum, reading components to my classroom.....
- We are doing a program that is intended to help with student/ teacher relationships, like mentoring. It takes 20 minutes or more once a week out of my teaching time and is doing nothing to help with the relationship.
- They have added an additional 30 minutes to our teaching day. We have not been compensated in money or planning time. We are also required to do unit planning. No one else in the county that we know of are requiring this. Between testing, unit planning, and LFS it is a miracle that anyone is teaching.

- Hall Duty
- Facilitate learning opportunities and community involvement opportunities that should have been completed or provided by my supervisor (which is not a school administrator). I have a difficult time completing my own responsibilities without having to do hers as well. I am not the only one put in this position, several of my co-workers have been put in the same position. If supervisors cannot do the job, they need to be trained to do so or placed in another position.
- Duty during my planning period.
- Lesson Plans using the LFS format. Its just a lot of copying and pasting and should be done for us to save time.
- I am doing the work of attendance manager and parent involvement. If attendance was taken away, which requires 90% of my time, I would be able to work with parents. My assistant doesn't assist me either doing only what SHE wants to do despite me telling my Principal.
- Weekly Reading fluency checks and posting results on spreadsheet.
- The greatest relief would come if LFS based lesson planning and classroom instruction was eliminated.
- extra testing for example discovery/epat
- LFS because then I would be given back the freedom to teach my students as they require based on their needs that I as the teacher have been trained to assess through my years in the classroom working with students at various learning levels. I would have the liberty to institute various strategies that fit my students in my class for optimal learning.
- LFS
- required reading and writing assignments
- PLC meetings
- The constant meetings for PLC could easily be eliminated and provide us with more time to prepare for teaching. Especially when teaching math is not usually addressed at these reading meetings.
- constant rescheduling and search for work space
- LFS training and mandatory implementation
- Lesson plans...redundant since we already have curriculum maps.
- The guarantee that I would have a job for the next year.
- I believe that lesson plans need to be streamlined. Asking for every critical thinking question and every strategy used is very time consuming! In the old days (70s and 80s) , we used a unit outline (4-6 weeks and very similar to our curriculum maps) with goals, objectives and specific skills being taught, etc. and put it in the back of the plan book. The lesson plan squares were used for specific lessons, specific activities and what pages of what text, etc. Our plan books in MA were only collected at the end of the year. I know people in MA, ME, NH and CT whose plan books are not monitored. They are treated as professional and must do lesson plans, but they serve as a personal guide for lessons, not an administrative tool to assess teachers.
- removal of UEQ & LEQ boards
- the middle school where I teach could be a model school for solving these sorts of problems. Our principal is truly awesome. Kathleen Middle School
- LFS - It has already been used/ and in use, in my curriculum for years, creating the need to re-invent the wheel and it is a waste of time. CRISS was just as useful if not more effective for implementation and student learning.

- SBAR and LFS
- I have time to be successful in the classroom this year. I am the reading resource teacher. Last year it was paperwork, LFS boards, and meetings.
- EATS Lesson plans. It takes me hours to complete them, and I use the lesson plan format from last year as I teach.
- Spending two planning periods a week either on PLCs or in IEP meetings. This is planning time that is taken away from me on a weekly basis and that I am forced to make up for at home, on my own time.
- LFS plans are not as efficient, organized, or effective as the plans that I write myself. I often have two sets (One LFS and one for myself) of average plans when I would prefer to have my own plans.
- LFS!!!
- Other people's job's that are not in my job description and have been passed along because they will not do it, and are never punished for not doing it.
- Required to stay beyond my contracted hours. Never compensated for the overtime.
- I feel overwhelmed by the "flavor of the month" assignments. New writing programs that are more watered down (Write Reflections) than what we were using previously (Write From the Beginning); the new Vocabulary program (can't recall it's name and the book is at home) that is specifically for vocabulary in context;
- official lesson plans, Quantity is not the issue, time is the issue, need my planning time back
- on teacher work days, instead of having meetings all day it would be nice to use that time to plan or get a head.
- Remember two years ago when the school board forced me to work another period/prep without pay??? I want to either be PAID for the additional class I must teach, OR I want that planning time back! I am NOT a non profit organization that works for free. However, this District seems to think I am and continually places more and more demands on my time, like this PD360, PLC's, LFS all day trainings, and on and on.
- two lesson plan formats - able to be viewed in 3 locations
- Lesson Plans that are too overpowering that no one understands them; display of curriculum maps; I just want to be an effective teacher and due to stress with all of the additional details in addition to the work that I like to perfect myself, I cannot even find my inner core. Teaching should not be for impressing the administration or for the school board/district. My room is beautiful and I do spend time till 6:00 p.m. on many evenings organizing and preparing and trying to keep ahead. That is in addition to the lesson plans that are not effective and the displays on the board that little five and six year olds have no clue about reading or understanding.....because they cannot or should not have to. Their work should be the ultimate gift hanging in the room to be proud of. I do not even feel like a teacher anymore. This is my 38th year of teaching and I feel like a robot, going around in circles. Please, just allow us to be who we were meant to be and who we were called to be. Those called to be teachers have the connection and should put their time/effort into getting materials for hands on for the children; not for show for when the principal comes in to check off on her sheet if we have the current curriculum map up. Does that make me any less of a teacher? No. I do it because I am made to and I am scared NOT to because I know that my principal will mark that against me. I do it to keep the peace. I feel like I am in a military setting where I get no choices. Do as I am told!!! When I do retire earlier than planned due to stress at my worksite, I will miss the children. I will not miss the administration. I will not miss being scared at my worksite from always doing something wrong. My principal plays favorites; there is unfairness all around. It is a shame not

to be able to talk to an administrator without feeling there will be reprimands. Teaching is my life.....but I don't like the politics of it.

- LFS - I don't believe it's helping anyone.
- LFS-total waste of time! I spend more time trying to implement the strategies than teaching the material students need to know.
- Take away LFS lesson plans or have the county plug in the basics based on the curriculum maps already in place so we have less work to do on them.
- The ever growing lesson plan of the month.
- Posting and having students answer LEQs would take much less time if the questions stayed the same year to year. Also, make the LEQs 'elementary' appropriate...in some cases, the teachers don't understand the questions. Just another 'money making' operation.
- PLCs
- The LFS requirements for extensive lesson plans! Help!
- Outside testing such as Discovery that takes days of class time
- Grade input and testing. If we are using SBAR and grades are based on observation and SBAR testing why are we required to spend hours on Elegrade input and testing.
- LFS lesson plans. They are not useful as a tool to teach from. Other plans must be written in order to have a productive class.
- writing extensive details lesson plans (avg. amount 20 pages/week)
- make copies
- All LFS activities
- LFS Lesson Plans and KSBAR
- Learning Focused Strategies
- Science Fair Coordination/Instruction mandatory by PCSB for all middle school
- Differentiated instruction; it is like teaching another class; it takes me about three hours to complete the plans for it every week.
- LFS Boards and Acquisition Lesson Plans
- The amount of time it takes to post LFS questions is excessive. The PD 360 inservice lessons are not helpful to me, just another waste of time.
- LFS and RTI...TESTING AND ASSESSING CONTINUALLY AND INCESSANTLY TO MAKE A SPECIFIC SCORE ON TESTS AND FOR PRIMARY LEVEL STUDENTS ARE DEVELOPMENTALLY INAPPROPRIATELY
- making endless copies for students because I teach English to the bottom 25% readers with ESE inclusion. most low students need copies to review for homework, review with tutors, or complete at home. I spend hours making copies, collating, and stapling.
- I teach 4 different subjects during the day and keeping up with 4 LEQ boards plus vocabulary and Word Walls is extremely difficult, but fortunately I have a principal who is sympathetic and understanding with my workload. I really don't feel all of this is necessary or helpful to my ESE students.
- Too many new ideas to prep for the FCAT
- get rid of LFS

- Excessive Testing that takes students out of the classroom.
- Unnecessary parent conferences. Little Johnny doesn't do his work (clearly noted on PIV), consequently scores poorly on test and the parents want to have a conference to ask the teachers what the issues is????!!! They need to ask Little Johnny why he is not completing his work. I had more than 20 conferences in one month during both Oct and Nov!!! Jan-Feb have yielded about 12-15 so far. Guidance needs to intercede more and parents need a reality check. I spend way too much time guiding parents instead of students, and in answering ridiculous emails to explain every grade their child receives, etc...the parents have been enabling their child's poor study habits far too long. Teachers seem to have defend themselves and every decision they make to the parent in today's society. Instead, the Administrator should educate the parents as to how to properly oversee their child's progress instead of immediately asking the teacher. I realize we want to build a rapport with the parents, but it can become quite intrusive and overbearing. Half of my planning time is spent responding to emails!!!!
- UEQs and LEQs The SBAR report card for 2nd grade is very time consuming and confusing for parents. Yes, their child had it for K and 1st, but they still do not understand it. I had a parent conference to let a parent know their child needs extra work. The parent said I do not understand the SBAR report card. I printed out a normal grade sheet and showed the parent that their child had a 63% D and then she understood. / 's and X 's are not the answer. Our team is also having a hard time with SBAR because of the assessments are not ready for us. SBAR does not match the curriculum maps. We are teaching one thing for SBAR and then turning around and teaching something real fast for the curriculum maps. Someone needs to eliminate SBAR.
- I have been required to give up my planning time (we previously had 2 planning periods). One per day is NOT sufficient.
- LFS training and implementation is a HUGE waste of time.
- The elimination of the LSF Lesson plans and LSF Boards that don't correlate with excessive SBAR Assessment would provide the greatest relief.
- LEQ/EUQ/Vocab Curriculum Maps on walls with samples of student work.
- all things LFS related
- none according to these guidelines
- I like LFS, however I would like to implement the parts that fit my subject and my style of teaching. I spend more time trying to implement all these new strategies every day. It takes most of my class time with the students. Therefore, I cannot keep up with the curriculum maps.
- LFS and Freshman Academy extra work (sorry, those two are tied)- I don't mind doing the extra FA work, I just wish we were compensated in some way- money, extra planning
- Writing up and posting the LFS strategies is not helpful. Teaching them is important, but writing them and posting them is not.
- Teach a sixth period.
- Too much paper work is required taking away teaching time. Also there is a need to get everybody on the same page in how to do the paper work/IEP's so that we do not have to do the work over again to someone else's specifications.
- Posting unit plans around the room.
- call parents when student is absent.
- Lesson plans, why not issue them per L/M and I make it mine by adding what I will us to accelerate and summarize the learning, all the lesson planes should be the same with some small deviance and specific accommodations.

- too many 360 courses
- The LFS lesson plan template is not effective. It is too time consuming to produce one lesson plan for a 15 minute lesson. During an Inservice one day, two teachers and myself worked on creating an LFS lesson plan together. In the three hours we worked together, we only got two 15 minute lessons do. There isn't enough time in the day to do this type of lesson plan if you have more than 3 preps at the high school level. I would spend all my waking hours doing nothing but LFS lesson plans. That means I would have no time to spend with my own family after the work day is over. I am not willing to sacrifice the little time I do have with my own family to complete these type of lesson plans for 4 preps.
- extra activities that take time away from planning, etc.
- I just need more planning time. The planning time that we are currently allowed simply does not give me enough time to complete everything that I need to do....with county required progress monitoring of writing (and now reading with extended reading passages) I am constantly so far behind on my grading that I just cannot see a light at the end of the tunnel. I keep trying to catch up, but it just seems like an impossible task. My students are really the ones that suffer because I cannot provide them with timely feedback. If the district expects us to both plan effectively, grade effectively, and train effectively we need to be paid for our time. Unfortunately I cannot even think of one specific thing to eliminate, there are just so many things that are currently being required that I cannot identify any one thing to eliminate...they are all clumped in my mind as things that I don't have the time to do right now.
- LFS
- LFS Lesson Program would give me back an incredible amount of time
- Paperwork related to interventions/re-teaching that is taking place. Constant documentation takes up so much teaching time.
- The PLC weekly are used for related information, training and filling the time slot to take away a planning time. It was my understanding that a PLC was to have team planning weekly- not inservice , presenters, and giving out more of district demands. Taking teachers out of classrooms for LFS training of 2 hours also definitely affects student progress on a monthly basis. We are all on overload and no time to absorb what we are given.
- LFS training
- morning and afternoon duty- I have no planning time when I can effectively meet with my teachers and if I had either the morning OR the afternoon free, I could do this more effectively.
- How do I pick just one? LFS, Writing Portfolios, the current format of lesson plans
- LFS
- LFS!
- one entire marking period of morning cafeteria duty
- Extra duty. As a school counselor, I do 3 duties a day, breakfast, lunch and dismissal. This cuts into time for meetings with parents, students, and teachers. It also is related to time spend doing work after my contract hours.
- LFS lesson plans
- EATS lesson plans and Planning period meeting. Can't answer this question truthfully both of these are a waste of my time.
- too many meetings- not enough plan time
- I am required to rewrite lessons because my subject's curriculum map is repetitive and occasionally less than user-friendly. I must rewrite the LEQs and UEQs to be questions that my

students can actually understand and possibly answer. I spend a lot of time figuring out how to fit my curriculum map into the textbook I've been given. If they could be rewritten and coordinated with the texts we are currently using, it would save at least 3 hours per week.

- nothing....my school and position are AWESOME!!!!
- attend LFS training
- I feel that if LFS was eliminated we would be able to save time and money.
- Give me back my contracted planning time!
- LFS - the program is completely redundant to other 'best practices' and traditional research based learning models. The classroom teacher is the PROFESSIONAL best equipped to know which pedagogical model best fits students. Most teachers use an amalgamation of CRISS, Kagan, Marzano, Culyer, Webb/Bloom, Glasser, Wong, and Payne already. LFS simply reuses the aforementioned strategies. Moreover, LFS does not allow for the individuality and uniqueness of the teacher or of the student. In a district as wildly diverse as ours, LFS is ineffective and wasteful in tight economic times. Not to mention, as LFS has been present in the district for a few years now, we already have the template to follow. We should "take the money and run" so to speak. We can continue to use the general philosophy while not paying for the program any longer.
- LFS
- I believe that if I could write one set of lesson plans that could include all the requirements for the LFS/ FCIM components in which I could use instead of writing two sets of lesson plans it would save me a lot of time and frustration. I am overwhelmed with all the paperwork, grading, and the way they have the reading students scheduled is a nightmare. I have some students in 4th period and 6th period; when a student doesn't put their period number on their paper there is time spent searching for the class that the grade should be placed. It may not sound like a big problem but it is very time consuming.
- LFS!!!! I am diligent and hard-working teacher and have always strived to teach to the best of my ability. Some ideas of LFS are useful, but being forced to do things a certain way and on others' time tables, GREATLY decreases my students level of learning because I am not able to focus on what truly needs my attention.
- The ever-changing LFS displays/maps, etc.!! There is not enough room in my classroom to accommodate everything they want me to put on my walls. AND - by the time I get it all up there, it's time to take it down and change it. My room is in a constant mess due to the perpetual putting up and taking down of THINGS that do not, in ANY manner, enhance my lessons or student progress.
- Positive Behavior Support
- The greatest relief would come from LESS CHANGE! I realize that in order to improve we must continue to grow and change at times BUT when we are required to CHANGE almost everything we're doing in the classroom it only hurts the students and stresses the teachers to their maximum stress level. I am frustrated and feeling that my 13 years of teaching and success with students means nothing to administration unless I've followed the exact instructions to their liking. I miss the flexibility that teaching used to allow us and I believe the students are suffering because of it.
- LFS lesson plans - including posting UEQs/LEQs - students do not need to know "how the car works in order to drive it."
- To research a students history, write and IEP, and hold an IEP meeting take me 3 to 4 hours to do. I very often have more than one to do in a week. I have 4 Hours of planning a week with after school duties to finish the day. When can I plan or write more additional assigned IEP's?
- County UEQs and LEQs are poorly developed.

- LFS plans take so much time to write. Effective teachers already use those strategies. I could easily write quickly what I was doing and teach using effective strategies. I should not have to write a book about every lesson.. I should be able to determine my lessons and prepare for them instead of spending the time writing it all down step by step!!!!
- LFS, we are certified teachers that should be allowed to do what is best for our students, not be forced to spend time doing LFS which is not working for every student.
- Learning Focused and Helios grant training during planning period. Ineffective and poorly led by highly paid LFS trainers.
- PBS has taken away all ability for teachers to control discipline.
- Please eliminate the LFS plans & boards. They are too time consuming & do not enhance my students learning.
- Projects via emails from the masses of people hidden in the county office who are SUDDENLY appearing and creating projects for classroom teachers in an attempt to justify their unnecessary jobs..
- Attending meetings-many are not pertinent to me and we are required to attend. These take away from my time spent grading papers and planning powerful lessons for my students.
- The extended LFS Lesson plan
- LFS lesson plans-too many to do-we need a scope and sequence for our subject area
- LFS is too time consuming and does not give me the flexibility to meet the needs of my students. In addition, the SSS are constantly changing. How can you gauge effectiveness of a standard if it does not stay in place at least 5 years? Example: The SSS maintains now that a child is to be able to master a particular skill and will not enhance this skill in depth again for years. While these skills are mandated by the state, surely the district has input!
- Word walls and the Training at the county office without inservice points.
- Enforcing policies such as dress code that the deans and administrators do not enforce while out in the halls and then being told through e-mail that too many teachers are being lax in dress code and tardy violations.
- FCAT preparation
- Honestly I am really tired of the 'newest thing down the pipeline' interrupting teaching as we are required to implement it (like LFS). I feel like in my 16 years we have gone through so many of those it's frustrating.
- Hall duty
- The LFS classroom Management. Postings, and such.
- LFS! I spend more time changing and redoing my bulletin boards (which I do NOT use to teach because they are required to be at an academic level above my students) than I do grading papers, preparing materials, or working with small groups of children. Often I am forced to skip my "small group" instruction because I need the time to make sure my walls are LFS ready!
- Attend meetings during my planning period.
- Class Walk Throughs
- I teach the smart students in the county so I don't find LFS beneficial. Cut the number of department meetings. There is no need to meet if information can be disseminated via email. Why do we have to meet every other week?
- The LFS lesson plans can be effective, but the format is extremely time consuming. I find that I already have many of these strategies in place, and putting everything into the LFS format is

confusing and ineffective for my teaching style. To plan a lesson that takes 15-20 minutes can take 30 minutes or more. Ugh!!!

- Long, monotonous lesson plans
- Eliminate excessive training that don't pertain, at all, to my subject matter and let me teach the way I need to teach. My classes need hands on work and not what we are told to teach to prepare them for testing or getting ready for FCAT.
- Every time I turn around, an area manager is telling me to do a different thing - constantly changing. Her e-mails have spelling errors and she cannot pronounce the word "curriculum" correctly - am I supposed to respect this type of leadership?????
- I often have to reduce small group instruction to make sure that my room is LFS compliant.
- Student learning maps
- elimination of further PD. I have been out of the classroom far too many times and when I am not in the classroom adequate learning does not go on regardless of the q
- Lesson plans are long and ineffective. No substitute could possibly be able to follow them. The office knows this and has required us to provide "emergency" lesson plans for substitutes.
- detailed lesson plans that are already listed in the curriculum maps
- Changing the format of Lesson Plans and LFS boards weekly
- LFS! LFS! LFS! (waste of valuable time)
- Deal with student behavior issues: electronic devices, tardiest, in class behavior; consequences not deterring student behavior
- The mandatory mentorship to a minimum of 5 students....monthly documentation on those meetings on top of everything else I am required to do! Our school titles this mentorship program "Take the Lead" ...1 student...onk...but 5 becomes overwhelming on top of everything else!
- LFS
- LFS common board configurations are unnecessary and the greatest time wasters I have ever seen.
- LFS
- new format lesson plans
- LFS
- training that I do not need!
- There is so much "stuff" we have to do to teach to the "FCAT" and all the other tests the students have to take, that there isn't time to really teach what the students need to learn. The time lines are not realistic as far as the time to teach something and the order in which it is taught. Teachers know what their students need, not someone sitting in an office somewhere. Leave us alone and just let us teach what we know the student's need to know.
- Attend so many meetings!!!
- LFS training in Bartow and at school
- I feel overwhelmed by professional development this year. I have more than enough inservice hours to renew my certificate, yet I am constantly being pulled from my class or planning for continued professional development. Why can't it be optional for those who need it or after school for those who want to attend?

- To much paperwork that has very little to do with my actual teaching.
- Required meetings during planning time.
- The loss of a planning period.
- LFS plans
- Implementation of LFS- I feel that if we were just able to teach, focus on our standards and create meaningful, enriched, and engaging lessons for our students that not only will our students make more gains, but also enjoy coming to school.
- Weekly PLC meetings to make us all teach the same thing the same way - students don't all learn the same thing the same way.
- I spend way too many hours writing lesson plans and changing LFS boards each week. I would be a more effective teacher if I was allowed to actually spend time studying my lesson and preparing the materials, rather than creating fancy lesson plans and LFS boards for an administrator to review/critique.
- Eliminate LFS
- LFS and curriculum maps
- DUTY FREE LUNCH!!!!
- So much documentation to prove I am doing something with these children. It does not leave me time to actually work with them to see what else they are able to do . There is also no time to teach basic daily living skills because my time is taken up with reading, math and science lesson development and presentation.
- PLC meetings
- LFS questions etc. for the board. High School kids could care less about those.
- Less meetings - we meet 3-4 times per week and we have no time to plan let alone gather materials to prepare or differentiate my instruction.
- Eliminate required reading time in every class every day; eliminate school wide reading assignment which takes 7 days to complete.
- The excessive amount of time required by the stupidity of LFS - Max Thompson walks to the bank laughing every month because of the scam he has pulled over on Polk county schools. HE has NOTHING new - it can all be found in others research! You want to save money for this county - get rid of Max Thompson.
- LFS, it is a waste of time.
- being able to run my classroom the best way to benefit my students with criticism principal
- submitting lesson plans on a certain format
- allow me to plan and review my own PD during the times and methodologies that apply to me, stop trying to cookie cutter me!
- LFS redundant paperwork--filling out paper lesson plans, completing LFS charts in our rooms that the students don't pay attention to and could care less about!
- Acquisition lesson plans
- LFS with the UEQs and LEQs-it's a waste of time...just because posted work is on the wall, does not mean that what is being taught was effective.
- Required Lesson Planning Formats
- lesson plans

- LFS. I do believe that parts of it are very good. I don't like the fact that our teachable moments no longer exist. The time schedule we must stick to. There is no room for lessons to last a few minutes longer due to the fact that the students are interested or need extra assistance. Sometimes, I wonder if we are trying to cram too much in and do it too quickly. Are our students really learning this material or are they just memorizing it for a test?
- Eliminate unnecessary data keeping due to leadership team worries.
- I think that instead of having LFS boards that the smart board could work just as well. As you are presenting your lesson you can incorporate the UEQ and the LEQ instead of having to change them daily on the board. This can be done ahead of time as you plan for the week instead of each day.
- No comment
- Bulletin Boards
- I am not buying the LFS concept of posting LEQs on a board helps improve learning
- handle discipline, not being handled by administration. it is left up to us and we have no tools, authority, or support to be effective with discipline.
- LFS
- Redundant PLCs
- Meetings and Parent conferences held past contract time
- None, I'm good
- DUTY- the amount of time spent on duty every single day would eliminate a lot of stress
- LFS
- The LFS boards, new lesson plans and all the parts that go in it, missing class because of trainings, STEM plans, SBAR not matching the curriculum maps and keeping up with those groups, Rtl data & groups, istations, stations,
- Learning Focused Lesson Plans
- I teach at an ESE school and I am required to teach focus lesson at their grade level that are way beyond their comprehension which takes away from the time I should be teaching lessons to meet their specific needs.
- Something I would like to see eliminated are the student learning maps. We are required to keep them up to date with the unit title, UEQ, concept, LEQ, vocabulary words, and student work for reading, math, science and writing. For some subjects, that means changing the concept a couple of times in one week and the LEQ daily.
- Keeping writing folders and submitting scores online.
- Eliminate LFS and the daily focus charts.
- Attending numerous meetings
- LFS
- Having so many different meetings to discuss school wide education plans.
- having to do the Thinking Maps on the same schedule for everyone. I work at a different pace and do them on an as needs basis, not necessarily on the school's calendar. n
- Making Lesson Plans- If the people who are making the Curriculum Maps would just make the plans, we would know exactly what to teach and we would all be on the same page. It takes me

3-4 hours on each lesson plan and I have to do 2 a week. I have to work every weekend Saturday and Sunday to keep up with my lesson plans.

- this is a good survey
- mentee contact of parents
- The many hours of LFS training (most during school hours) and the expectation that eventually if that training isn't implemented in the classroom, we will be taken to task.
- Teaching methods are added to and change often.. This needs to stop.
- PLC's - The way they are currently set up, our time is entirely wasted.
- UEQ's, LEQ's, and their boards
- Meetings during block!
- teacher generated lesson plan documents
- elaborate lesson plans that are graded by several other teachers, administration
- Eliminate the LFS requirements. They are a waste of time.
- Inservice days need to be better run/more effective.
- All of the LFS requirements.
- SBAR teachers hate it parents hate it!!! Nothing was wrong with A,B,C,D,F
- Learning
- Walk 7th Grade students to lunch and back.
- SBAR, LFS
- Grade writing assignments.
- secretarial work (filing, mailing, calling)
- Duty
- I have four lesson plan preps. If I could escape doing extremely detailed and didactic lesson plans that take me hours at a time to do, I would be extremely relieved.
- have a planning period
- Learning Focused - If every teacher was forced to implement any random set of strategies, it would work because EVERYONE is implementing it in the same manner. LFS doesn't work because it's special or backed up by research. It does NOT address student discipline issues. It falsely assumes that EVERY student is a WILLING participant. And therefore, it falsely assumes that every student will give 100% of his/her effort. In other words, it does not address students' unwillingness to learn!
- LFS implementation
- duty--- i want my planning to actually PLAN!
- Eliminate LFS and PLC meetings
- LFS trainings, follow-up and implementation.
- The way I am required to develop lesson plans is taking away time to select differentiated instructional materials that would serve my students needs. The LFS planning does not improve my teaching! I am spending too much time making plans that I do not use! I have to make an additional set of plans to follow each week that keep better track of individual student progress in my class.

- LFS lesson plans. They take up time and are not effective. We are trying to teach our students higher order thinking and thinking outside the box, yet we give them thinking maps that are always the same in every class.
- LFS!! It is too time consuming and doesn't allow me to focus on what's important, TEACHING!
- Lengthy LFS Team Meetings with an administrator present.
- Team Planning
- If weekly PLC's that allot ZERO actual planning time and little to no interaction with my team were eliminated that time would be much more beneficial! Going to a training room sitting down for an entire planning block each week to hear someone talk for nearly an hour and pass out meaningless handouts in no way assists me in planning or implementing instruction in my classroom!!
- LFS
- Taking and pass Middle Grade Integrated Test by April 1 2011 if I do not pass it I will be put on the displaced list or layed off. I received this information on January 31, 2011.
- The meticulousness of the lesson plans. I think they serve their purpose, but I am putting more effort into them sometimes than I spend implementing them. I have yet to hear feedback on any of them so far this year.
- PLC's
- I need time to work on early release days and "teacher workdays" without interruption. Inservice is good, but my day is so short now (48 minutes per class) that I can't leave at the end of my duty day. I have so many preps to prepare, LFS boards to post and supply preparation/setup for class that I can't do it all in the time allotted to me in the regular day. Something must give! A human being can only do so much!
- The county/state/administrators telling me how to teach the children. I have always followed the state standards but I greatly resent those who have not taught or not taught in the past 5 years, telling me how to teach the children. My test scores have always been not only good, but higher than my peers at the same level. I know what I am doing. I teach the standards when and how the children learn best. Every group is different each year. I have taught ESE and regular ed and I know, without question, that ALL children learn differently and at different rates. Eliminate all the micromanaging of curriculum maps, questions teachers are to ask and answers the children are to speak. Let teachers use planning time to "plan".
- LFS training
- Too many meeting during the week.
- We now have to punch in and out, feels like we are being watched and we received an email stating that we would be audited if we punch out or in a minute late and have that time taken away from us. Not sure why if I'm salary that I'm being forced to punch in or out, if that is the case then if I have to stay late my time should also be adjusted not just for being late.
- Chats with the Mrs. Angie Price and Mary Magarra during my planning period. I believe that as a certified, highly qualified teacher, I can interpret student data and make informed decisions about strategies, which will be more beneficial to my students rather spoken down to by an AIF or another assigned person with a title unknown to me.
- reduce, eliminate or streamline the LFS. Remove the stress of being terminated/written up for LFS misunderstandings.
- UEQ, LEQ already pre-created
- LFS- I feel it is a COMPLETE waste of my time. LFS requires all teachers to teach the same way in my opinion. It groups us all under one umbrella and we are not all the same and can not

all teach the same way. And all of the training we attend says the same stuff just presented differently. Very repetitive. Waste of time.

- I believe that LFS and the curriculum maps are the biggest wasters of time and energy in the district.
- less meetings
- lesson plans are insane. We were told last Oct that "they" would have a committee to "change" the plan but that never happened. Discipline at Horizons is nonexistent. Kids can mouth off, refuse to work, steal, yes steal,. we know nothing will happen so we often do not bother. If by some miracle the office deals with an issue, we do not know the results of it. the atmosphere here is very us vs. them as they will put things down on a GREEN REPORT CARD , yes, I am serious if we "disobey". we were not told about it until we sat down to discuss the target and then they pulled out this REPORT CARD their words, not mine. Sometimes I feel that this union s hands are forever tied since in my 3 years here nothing for me has changed. Several of us still come in sick to our stomachs daily. I take 8 pills a day just to cope with this job. I hate it quite simply here in Polk and esp. this school. the kids are not allowed to be kids, NO VALENTINE PARTY? are you kidding me??? they are babies. All the joy of teaching is gone-sucked out of me. I don't feel creative, just drained. I long for 3:00 to leave. I am not alone, our whole team is FED UP. please change SOMETHING, I beg of you.
- Learning maps and word walls
- So many meetings that are not well planned with essential information.
- Attend meetings - EVERY week, sometimes twice a week
- duty time during planning
- Give teachers teaching tasks not everything under the sun. i.e.: enforcing dress code violations, when students have just walked past a dean
- learning-focused
- Not having to grade district essay prompts would save me a lot of time. These are not tied into classroom curriculum. I feel embarrassed that the district feels the need to monitor and enforce particular writing assignments. It is as if they do not trust us to assign enough writing, otherwise. It is disruptive to curricular flow.
- Return of the planning time for high school that was taken away with no increase of pay because people other than high school teachers voted it away. More planning time means we have more time to evaluate the learning of the students and can better help them succeed.
- LFS lesson plans and LEQ's: writing and printing. Writing LFS lesson plans and printing the LEQ's takes a lot of time from my day. Not to mention the cost of paper and ink required, then we get in trouble for using too much paper and too much ink.
- I have a question: Where is the survey that focuses on the District? We are tired of taking surveys talking about our schools. When do we get to talk about the support or the lack there of by district and district services?
- Acquisition Lesson Plans
- The biggest thing is only having planning every other day. After school time is consumed with meetings as are early release and work days.
- PLC meetings within our required Professional Development
- Daily bus duty from dismissal until the end of my contract day.
- LFS and the days of training.... I have taught for 19 years and I am actively seeking another position because of all the bureaucratic negativity from Bartow and Tallahassee

- Creating LFS student learning maps that have to be changed at least twice a week. They must be posted in a certain way, color-coded, with only one LEQ at a time. In the past we have been allowed to post the entire map and use an arrow to show students where we were, in terms of the unit.
- LFS
- EATS lesson plans
- LFS
- We have weekly meetings- many weeks, multiple meetings- less meetings would give me more time to do classroom requirements.
- There is often a meeting scheduled during planning time. We have our grade level meetings, data meetings, IEP meetings, and at times Principal meetings during this time.
- LFS Planning
- duplication of paperwork required for submission - i.e.: withdrawals, student records.
- No LFS....whether admitted or not, the majority agree it is ineffective for high school students and too costly for a county claiming to have financial difficulties.
- eliminate the daily LFS posting
- LFS-very time consuming
- If we were not required to do so much posting if UEQs LEQs
- The lesson plan format! I also think having to put our paper lesson plans on the L drive is excessive.
- PLC form of lesson plans
- Posting LEQ's, UEQ's, and all the LFS stuff. It is a huge waste of time.
- LFS
- I can tell you in three letters...LFS!!!
- Lesson plans
- The lesson plan format has changed at our school 3 times so far. I could hand-write my lesson plans faster than using the excel template. My time spent on lesson plans this year has tripled and we have to include unnecessary things, in my opinion.
- the PLC meetings about LFS waste my planning time which I have to make up by staying later or working at home. I'm hopeful that the county will abandon the detailed LFS plans that we are being asked to develop on our own time.
- :FS Strategies, and the workshops accompanying them
- Morning and afternoon work duty- That would allow me 40 minutes every other day in my classroom.
- "Wacky" Wednesday LFS PLC monthly meetings and its planning
- PLC and AIF
- LFS Lesson Plans!
- I think lesson planning is extremely important, however, it seems that that is the one thing that the administration wants us to do to improve our students knowledge and the format we use, or I have to use, is extremely time consuming to complete acceptable plans. I am an older teacher and really sometimes feel like old methods are looked upon as unacceptable and outdated,

when I feel that I can get knowledge to these kids without stressing over the format and details that they want to see in the planning. I believe in the LFS strategies. It just seems like the lesson planning that comes along with them is stressful and time consuming to the point of hating to try to deal with all the change.

- acquisition lessons
- Attending meetings and trainings that are "cookie-cutter" and not relevant to my particular situation.
- Scoring timed writings for English takes incredible time.
- meetings and in service trainings during my planning time several times a week - including PLCs
- LFS boards. They are far too time consuming and the students do not use them
- PLC meetings
- Stop the "one size fits all" type of meetings. I teach an elective class, what I do and how I do it is different from a core class. A large percentage of meetings that I am required to attend do not address issues related to what I teach. LFS strategies are directed to English, Math, Science, and Social Studies. One other thing, I would really like to have my classroom available to me during my planning time. Another teacher uses my room during my planning time and I end up spending staying late most days because I don't have a place to plan.
- LFS
- Professional Development that doesn't really apply to my students
- LFS
- Making and putting up LFS boards
- Duty during planning period once per week.
- I would like to do my own lesson plan format, providing I document what I am required to document. The LFS lesson plan DOES NOT fit and is NOT effective in elective classes.
- LFS Requirements & PLC meetings
- Multiple Plannings - I teach 3 subjects! Last year I taught 1 subject w 1 advance class. This year, it's 2 grade levels and 3 different subjects! Too much planning!!
- As an ESE K-5 V.E. teacher, I have been given Inconsistent information gathered from grade levels or lack of information from grade levels. I teach students in every grade level in elementary and it is difficult for me to get out of the classroom let alone attend each grade level meeting.
- RTI
- The county requires teachers to keep and maintain writing folders for all students. These are time consuming and teachers are held accountable for non-existent criteria. It frequently seems that the county gives requirements without stipulations so that they have reasons to "correct" problems. Middle School Language Arts teachers have been working all year without a complete curriculum map, yet we have been told that if we are observed by county officials and we are not on curriculum maps which have either not been created or have been created based upon text materials that only a small percentage of schools utilize (Springboard) that we could face disciplinary action. By not having complete curriculum maps or the materials that the maps are based on TOO MUCH time is spent searching for relevant information. Give me complete maps based upon the materials the school/county has provided NOT has the "intention" to provide or "we ran out of money..." etc.!

- If I could have my block time and the time after dismissal free to me to work as I need to, I would be able to get so much more done within the school day. Three days a week are required during my block time for meetings, everyday at dismissal we are expected to keep our students until 2:50. It's hard to get work done. (let alone go to the bathroom, make phone calls, prepare for your next lesson, write notes home, help absent students make up work, etc.)
- One thing that would provide the greatest relief regarding my time to teach is collaboratively planning. Currently my grade level stays after school one night to plan and often stays until 6pm. We chose this so that we would be able to have planning time in the classroom for grading, preparing LFS work, hanging up student work, making parent phone calls, copies, and other daily tasks, in lieu of meeting every planning time throughout the week and still have all of the daily tasks to still be completed.
- LFS!!!!!!!!!!!!
- We have Professional Development meetings during our planning period once a week. I find most of those meetings to be unnecessary. We could get the information in other formats like e-mails or PD 360 Videos.
- Positive reinforcement is great, but the ones that constantly are disruptive have no consequences.
- Do away with LFS. I went to college to become a teacher, and I have a Master's Degree. I do not need to waste valuable time dumbing down my lessons into cutesy little mini-lessons for my students. Also make the cell phone policies stricter like it was before this year. This year's cell phone policy is a big joke, and the kids know that and cell phone disruption in the classroom is rampant this year. The cell phone policy this year is way too lenient and ties teachers' hands too much.
- All of the LFS requirements need to be eliminated.
- If we had simpler lesson plans--or if the plans were provided as the "powers that be" deem to be acceptable--this would save us lots of time. Also I would love for all the LEQs, UEQs, and other required items to post in the room were provided ready to use.
- I would be a more effective teacher if I could stop attending the PLC meetings on my planning every other week. I have no time to plan.
- LFS! LFS was implemented in our county several years ago, with the hope of improving student learning. I do not see this happening. I post on my LFS boards as I have been instructed to do, and I read and answer the questions with my students daily. One of my students asked me last week, "Why do we have to answer the questions, I thought the boards were for teachers to use."
- LFS-
- A greater impact on student discipline.
- Less ESE Paperwork
- post LEQ or UEQs when I utilized them on a Smart board lesson
- The required inservice meetings
- -too many meetings and conferences.
- Paperwork!!!!
- I think the biggest time reliever would be to enforce discipline more so that students are more respectful and better behaved. Classes would run smoother and students would learn more. Also, less time would be spent assigning detentions, writing referrals, contacting parents with concerns, etc. It would take a lot of stress from teachers as well and create more enjoyment and positivity within the class.

- Detailed lesson plans with access points and benchmarks, and all of the comments and other factors we are required to add for significantly cognitively impaired students functioning between 1-2 years old is a waste of time.
- collaborative planning and professional learning communities
- Meetings and inservices that take place during and take up the entire planning periods.
- Continual professional development that is redundant and does not improve student learning.
- Pointing to that stupid LFS Question every 15 minutes. My students really don't care.
- the work load is tremendous!! i am an inclusion teacher, and I'm instructed do a lot more than what an Inclusion teacher is required to do. I feel if I complain, I will be disciplined in some type of manner.
- LFS
- Unnecessary meetings
- LFS and Kagan strategies
- S-Bar testing takes so much time to complete that I cannot be as effective as I would like to insure mastery and go back when needed to reteach. My grade level tries to give as many of the required tests during lessons as possible but the tests that require one on one evaluation is taking away from precious teaching time.
- LFS interferes with my right to academic freedom in the preparation and delivery of my lessons.
- Required meetings during your planning period.
- Posting UEQs, LEQs, Concepts and Vocabulary
- Continuously posting student samples to please the walk through crew!! I do not like the idea of other teachers on the "Leadership team" evaluating me. How can they tell what my students learn based on a 5 minute look around the room.
- FCIM, LFS
- LFS
- Teach a 4th block. need planning everyday for level1
- Morning duty
- Creating LFS boards from scratch, finding picture clues for the vocabulary words, then taking the time to post them. Especially with them changing them! I spent a huge portion of summer creating the math boards and had time to find picture clues. The remainder of the curriculum maps were not completed until recently. Now in the midst of all other expectations have to take the time to create LFS Boards from the recently added curriculum maps. Also, trying to keep track of exactly when they need to be changed out!
- Typing IEP's
- Lesson plans. If we follow the required map, isn't what we're doing on a given day already public info?
- LFS Boards
- Get rid of LFS.
- LFS and all the pieces that go along with it.
- The LFS lesson plans

- Having to use the Curriculum Maps, LFS strategies & boards, along with the outline for our lesson plans are extremely frustrating and time consuming. So much time is spent on trying to adequately complete these, there is little/NO time to get materials together.
- LFS boards
- time to sit in class and prepare lesson plans, not having to worry about being at a PLC/Focus meeting during our block planning. Also if the LEQ's UEQ's were already prepared and post ready that would relieve a lot of extra time as well. LEQ's and UEQ's also need to be written in a format for ESE kids to understand. That TAKES a lot of EXTRA time to prepare LEQ's and UEQ's for the lower functioning kids with different types of delays to grasp and understand.
- I believe that the lengthy lesson plan process would cut down on a lot of unnecessary tasks. I currently have three different preps and am expected to complete lesson plans the same as a teacher that only has one prep. I feel at my school that this is because admin does not trust us to be professionals and teach effective lessons so they need every little thing we plan on doing written out.
- LFS
- LEARNING FOCUS STRATEGIES.
- Pushing kindergarten children to do more & more than is not developmentally appropriate.
- Disciplining students who misbehave.
- lesson plans
- Redoing all my lesson plans to LFS lesson plans.
- unnecessary trainings that do not pertain to my specific grade level, or have already been addressed
- Contact parents for students that do not come to class or participate in their learning. No phone is offered & I should spend time with the students here to learn vs. the students that know they can get away with not pulling their obligations.
- There are so many to limit it to just one is hard. My planning time is almost always taken away for some kind of training or an administrator calls a meeting during my planning time so I lose all my planning time.
- Stop implementing ALL the LFS strategies, questions, and student learning maps. We did a fine using Criss and Kagen strategies with Thinking Maps and vocabulary. We pay outside firms to add to our work load and charge us for it. Then it changes every year requiring you to remake everything.
- Our lesson plan requirements takes 3 to 4 hours to complete. I have to work over the week and weekends to complete my plans because of ALL of the LFS skills/strategies, 504s, IEPs, etc...
- LFS lesson plans
- Lesson planning. My lesson plans take weeks to complete, and minutes to teach IF I get to teach them at all.
- I would like my lesson plan to stay the same so that I do not have to rewrite them next year, as I have for the last 3 years.
- Adopting a new "miracle cure" strategy every few weeks and having to drop the lessons I'm currently planning and teaching in order to do the new strategies.
- LFS Boards!

- The thing I am currently required to do at my school that if eliminated would provide the greatest relief is the time schedule to teach each part of a lesson. It is better to take cues from the students as to what they need at the time than to follow a rigid schedule.
- EATS lesson plans for all 3 preps, every week, when I already have effective plans from past years (LFS)
- Skill streaming lessons and Bathroom breaks
- Weekly Data meetings during scheduled planning time.
- LFS
- LFS garbage; Positive Behavior Intervention
- Change schedule for county-required writing assessments
- Curriculum Maps lined up with SBAR
- Once the student has been removed from the classroom do not let them return to the class that day. They act like they have won, strut back in and disrupt the class again! Once they are out, LEAVE THEM OUT FOR THE PERIOD!!!
- The discipline process.
- LFS-does not run congruently with curriculum maps or the standards, We need some system that puts all three together in a time line. Going back and forth to the wall is not only time consuming, but jumps the students around . I feel I am throwing things from each area down their throats and not hitting the needed information.
- LFS Lesson Plans and LFS boards and keeping Portfolios for students,
- stop with all the extra STUFF and just let us teach!
- Grade level meetings, faculty meetings, and school improvement plan meetings
- LFS lesson plan formats have been changed every year. It's very time consuming to re-do. Takes away time from preparing to teach
- Concept maps / Word walls - I am in a computer lab room with no access to wall space without climbing. My boards are currently maintained by a parent volunteer which saves me an hour or more per week, but my boards are always 3-4 days behind as she only comes once a week.
- Teaching History in the Reading classes to copy a model from the state.
- The county is giving us the LEQ's and for Science (which I am writing the plans for my team) they are giving us great material to work with - if they would just put the LEQ'S in LFS lesson form then it would save me 10 hours or more on each unit - I am killing myself to write quality lesson plans for my team and trying to find quality things to enhance the lessons such as videos and worksheets when the book does not cover the material they want us to cover. It takes me approximately 20 hours or more to write a unit of lesson plans for my team that are quality and create power points for vocabulary as well.
- unit planning with PLC's that only two members get a say as to what is taught.
- Not teach the test. Teach for the joy of learning. Teach to open student's minds.
- LFS strategies with all the UEQ's and LEQ's posted on the walls.
- LFS Boards and SBAR
- Daily Hallway duty AND Daily bus Duty
- No more LFS, PLC's, Marzano's Six Step Vocab, and student summaries that need to be endless in length (especially in kindergarten). There is no 1 thing, the list is endless.

- Inservice training during my planning time and morning or afternoon duty.
- Learning Focused Strategies or LFS
- If LFS was eliminated, it would provide me with great relief because my time would not be filled with posting the Essential Questions, and trying to figure out what needs to be included in each lesson plan.
- not being evaluated by Discovery Testing according to gains in my reading class as I also teach Science to all three classes in our group. Discovery test dates before break in December and currently this week does NOT demonstrate proficiency of reading and comprehension of my students for the full year-we haven't recovered from our regular routine of report cards, etc. yet....
- We are under constant scrutiny and given no feedback by the principal of if something needs to be changed so I spend a lot of time planning or conducting activities in the same way and yet do not know if this is a negative or not.
- Teaching 6 classes instead of 5 (only getting paid for 5) - results in only 1 planning period every other day. Early release does not provide ANY valuable planning time.
- LFS Boards take too much time.
- The LFS board material(1)Stop so many meetings(2)Daily Team Planning(3)
- LFS is a waste of time!
- It's not one thing. It is a thousand small things that pile up, and become overwhelming. It's almost like falling in an ant mound. No one bite will likely kill, but combined it is miserable.
- LFS
- Maintenance of LFS Boards
- PLC meetings are often redundant and people are not actively participating, so it is just wasted time.
- collaborative pairs
- One thing? We have duty every other morning. Lesson plans that take hours to complete. Parent conferences, trainings, meetings, duties, and student discipline eat up what planning time we have during the school day. The actual planning and preparation for the lesson/teaching has to be completed on our own time at home.
- Lack of consistent/equitable/organized leadership from administration-Principal does not make knowledgeable/timely decisions and I am faced with having to meet deadlines with little knowledge and at last minute.
- The unnecessary PD that is being presented because a few are not doing what they should be doing. So instead of talking to those people outright, the entire staff has to sit through a PD that we are already doing.
- a class....need more planning time!
- I am using LFS to plan 8 lessons per week on three grade levels combined.
- Responsibilities regarding ESE: IEP meetings, accommodations, documentation. Progress monitoring for FCAT writing: Time intensive!
- There are so many things that are getting in my way this year. The micromanagement from the county level for schools in corrective action is very stressful. It constantly feels as if we are being punished. The amount of documentation required for every little thing is overwhelming. I don't need to document how every student does on every single skill every day and post it on my already overcrowded walls. Getting rid of LFS would also help!

- creating LFS plans
- LFS trainings take teachers out of classrooms and gives them less time to intervene with their students. This affects fidelity of interventions that are necessary in making student learning gains.
- LFS lesson plans; they are stressful and do not benefit my students. I am always in arrears because it is a low priority on my to do list and that causes administrative attention.
- It's not what is required that is the problem. It's that there is no time to do it!
- All the excess paperwork that has to be submitted weekly.
- I do not have students....I am an AIF and I am overwhelmed with work and not compensated for travel time, extra work hours, etc. but am required to attend meetings for P2C2 and Max Thompson.
- Learning focused plans
- LFS. The strategies are already implemented. It's like we're reinventing the wheel.
- Duties that are outside of my job description and the numerous redundant meetings that take place throughout the week and month.
- More time to plan ... without interruptions or unexpected "events".
- weekly focus meetings
- Creation of discipline referrals that are not read by administration with inconsistent discipline of students by administration that negatively impacts the learning of other students.
- Rigorously record scores for benchmarks on all iii students and students showing less than 10% gains on the Discovery testing for both Reading and Math. Every Friday the spreadsheet (itemizing date, assignment name, and score under the appropriate benchmarks) for each child must be turned in with the student work. Even though we have made AYP and an A 3 years in a row, we have more paperwork now than when we were a SINI school. We are also berated constantly in grade level meetings by the Administration as well as Math coach as to why the scores are not at 80%.
- it is a culmination of the 10,000 little things that you have to do on a daily basis.
- Bus and Lunch Duty
- LFS
- writing and rewriting lesson plans
- Go to RTI meetings and weekly LFS meetings
- Following the LFS lesson plans and the strict schedule of the day.
- Reduce my total number of students - Even with the class size amendment, this is the greatest number of students I have had to teach, grade, conference, etc. in one school year.
- Using lesson plans that fit my classes and allow me to do one set that can be used by myself or anyone that might teach my class.
- Eliminate LSF and meeting involving my planning time
- Unfortunately there is no "one thing" There are many little things. Tracking for SRA, tracking for extended reading, tracking for Voyager, tracking for Fastforward, tracking for Discovery, grading with "pretty" comments solely for the purpose of posting on the wall and so on. Each piece of information has it's value in determining the progress of each student and takes on average 30 minutes per venue. Taken in isolation ("one piece") this does not seem extensive. Taken as a whole it turns into hours of student data tracking. Some of this data is redundant. I have been

employed in other highly professional careers. This type of data collection or busy work is usually performed by secretaries freeing up the time of the professional to do what they were trained to do.

- be in a co-teaching situation - 34 third graders in one room with a co-teacher is frustrating. too much noise and paperwork/planning/conferencing/entering grades for the regular teacher.
- supervising students in the computer lab and lack of daily planning time
- The addition of expected teaching strategies (IE; bell work not of my choosing-can last 15 minutes: 30 minute required readings not aligned to my current curriculum expectations) in a knee jerk reaction to try to raise FCAT scores. Last year I was asked to teach math concepts! (I'm not certified to teach math.)
- Meetings and mentoring assignments on non-staff development early release days.
- The amount of paperwork is overwhelming. I know that documentation is needed but to keep piling the work own is too much. also bringing in new strategies at the last minute and expecting us to fulfill the requirements.
- I think S-BAR reporting has been a real challenge this year. The reason is that it does not correlate with the curriculum maps and required testing at the end of the year (SAT-10) completely. Also parents have expressed that they don't understand the reporting and it has formed more of a barrier in reporting to them the progress of their child. S-BAR has been very overwhelming to say the least.
- We have so many meetings...if they were eliminated, that would help tremendously. I have a masters degree in education and used to set my sights for a doctorate. I have always been told that I am a very good teacher and disciplinarian. I feel like God made me to teach. However, I am completely turned off to education over the last few years and I am about ready to work for Publix. Sad, but true. Thanks for the survey, though!!!
- Meetings during planning time.
- FCIM Mini-lessons can be incorporated with LFS Curriculum maps and should be taught within those units instead of by itself.
- the time and format use for plan book
- The format for the lesson plans is too time-consuming. They are not effective way to teach class, and you still have to rewrite the plans for in class use.
- Duty- it is a waste of time and should be handled by administration.
- I am assigned a morning duty once every 3 weeks, just like all of the other teachers. However, if it is cold, rainy, wet, etc., I must have duty in the courtyard because all of the classroom teachers are in their rooms with their students. This takes away about 1/2 hour from time that I need to prepare supplies for my classes. This extra duty has been required quite a few times these past 2 years.
- Lesson plans, if these are prewritten, or we could use ones we have had before, we would save HOURS of time!
- Recreate the wheel through writing LEQs and UEQs. I saved them last year to make this year easier, then they changed. Secondly, it would be wonderful to have a 2 day weekend (not including holidays that fall on a Monday).
- more time to work on IEP's, gathering info for the IEP, etc.
- LFS
- I believe the implementation of many programs and none being mastered would be helpful, if we found one good program and stick with it would be very helpful.

- Discipline!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- Dealing with reoccurring behaviors from the same students (disciplinary issues)
- Freakin' LFS!!!
- Providing Lab support materials
- Morning Duty....I do not feel I should have to "babysit" children before school because parents drop them off far too early. Also...I do not feel I should be asked to supervise during class change, cover classes of teachers that are out and subs can not be obtained....Administration should be out and about....if they expect teachers to go above and beyond then they should model said behavior....this includes district personnel.
- This new lesson plan format and the LFS boards are not useful. The curriculum. map should be used as a guide only and the teacher should be left to use their own methods of teaching it and the adjust the time line to fit their students' needs based on the students' level..
- Common Lesson/Assessment Planning with no additional planning time for our individual classroom responsibilities. Core Academic Area Dept. Heads lose 45 minutes of planning time per week to meet in a Curriculum Leadership team.
- IF THE DISTRICT WANTS US TO PLAND AND IMPLEMENT LFS PLANS THEN THEY KNOW HOW THEY WANT THEM TO E AND SHOULD PROVIDE THE PLANS AND MATERIALS. LFS PLANS ACROSS THIS DISTICT ARE NOT THE SAME AND ARE NOT EQUAL. DON'T OVERWHELM US WITH MANY STRATEGIES TO IMPLEMENT. THE TEACHERS TIME WOULD BETTER BE SPENT ENGAGING THE STUDENTS TO LEARN.
- Doing the disciplining for the Deans/Administrators and paperwork that is the job of the Counselor
- Planning and implementing in the LFS format.
- Keeping all LFS boards up to date according to the curriculum maps (which change so frequently) and making sure that they include all of the necessary elements.
- I am to put up with negative discipline students who ought to be in another class or perhaps out of traditional school altogether. Discipline in this school, I believe, is inconsistently maintained and enforced because it is so rampant.
- LFS LFS LFS LFS LFS LFS
- Making lesson plans and incorporating LFS Maps. It is very time consuming. We, teachers, know what needs to be taught and how. Why can't they just leave us alone!
- LFS boards and lesson plans. Way too time consuming to implement fully for multiple subjects.
- We need more time to plan. Many PLCs can be done via an e-PLC or by email. There are way too much meetings.
- Dashing through the curriculum maps, staying current even if the students are not ready to go on to a new concept. Putting up taking down the maps, finding pictures for every posted vocabulary word, writing reports, not being allowed to work in our classrooms when we have a planning day, being disrespected by everyone not assigned students or a classroom - we (classroom teachers) are treated like the gum on the bottom of a boot that goes through the barnyard everyday. I am very disappointed at how unprofessionally we are treated and how every learning problem is the classroom teacher's fault!
- LFS! It takes up so much time to complete the boards and it is a waste of paper. We are also required to overuse graphic organizers. These requirements would save time and I could use that time to more affectively teach my students.

- Less detailed lesson plans, the school board to stop changing the curriculum map every single year we have to remake everything when they do this to comply with the LFS Standards
- Meeting for PLC's everyday of the week
- All LFS Strategies and the work that goes with them!
- My biggest stressor is the rewriting of my reading lesson plans for the 3rd time in 3 years. The addition of tasks to the reading lessons after I have already prepared for the week is adding stress. There is not enough time in the day to include all the required aspects of reading/writing/English requirements. Just when I think I have a handle on my plans, I'm told I must include something else to my day. I am a veteran teacher of 37 years and I should not have this much stress over lesson plans.
- Having to write lesson plans using the rigorous LFS format is a task that would give me an abundance of relief. If lesson plans could be for the week or two weeks instead of two days, it would be very helpful. Most of the students are low performing and ESE; therefore, their reading and comprehension abilities are limited. I feel I am just going over information but the students are not digesting it.
- Creating curriculum materials to meet the whims of the County and our administrators
- SBAR- After teaching for this my 24th year, I'm so disappointed that we are using SBAR to report student progress. Yes, I'll agree that on paper it sounds like the best way to inform parents of how their child is progressing but in reality, it's a logistical nightmare to do it the right way. As much as the training modules tried to convince me that it wasn't subjective, it's overwhelmingly subjective. All I ever feel like I get done is assessing my students. Exactly when do I have time to effectively TEACH my students? Oh, I guess in between all the assessments that are apparently required to complete. Is this really what education has come down to? REALLY? Is SBAR really what Polk County thinks will "FIX" the problems? REALLY? Hey, I have a novel idea, why don't 'they', whoever that is, just let me do my job and TEACH my students and get paid for what I was hired to do and that is TEACH?
- LFS...LFS...LFS
- Writing IEP because parents do not show up or even read their child's IEP. ESE teachers have to push to many papers and wear too many hats.
- attend excessive meeting during specials and early release days and principal assignments irrelevant to curriculum
- ALL THE MEETINGS!
- LFS
- I believe that the implementation of LFS has greatly
- LFS
- title one meetings
- We have a 2:00 - 2:30 meeting every Monday... this meeting doesn't add any value to my teaching process or my students' achievement.
- less paperwork, less training, let me teach
- all of the LFS classroom required decorations
- We have weekly inservice meetings for 45 minutes per week during planning time. The information could be emailed out for teachers to complete of read on their own time.
- PLC meetings and redundant reminders to use the concepts and strategies. Most teachers are teaching with passion and do not need to be constantly reminded to increase reading scores, etc.

- If I could plan using my college education knowledge to teach instead of trying to use the county curriculum maps and LFS. I used to know all of the state standards and I taught them. Now I don't even know the standards, don't know if I am meeting them, just see their number on the curriculum maps and hope for the best.
- The one thing that would help to focus on my teaching is the continue posting of student work on the Student Learning Maps. Not only we need to maintain a student work up but also correct any mistake done by the student.
- The elimination of the excessive LFS lesson planning and gathering of resources necessary to teach what's on the curriculum maps would provide the greatest relief regarding my time to teach. I am completely overwhelmed with what I am asked to do daily and I feel as if the kids have all been forgotten in this process. I am trying to meet all of their varied needs, but it never seems to be enough as more and more requirements are handed down in a "do it all, or else!" fashion. The negativity among teachers and staff morale is at an all-time low this year. It's such a shame. It is not fair for teachers to be judged solely on their students' test scores when there are so many variables involved when working with children.
- Duty everyday from 3:45 to 4:00
- There are too many things that are required of the Leadership Team.
- individual student units copied and color coordinated based on assignment in student folders
- If I could do my traditional lesson plans with the information I need and not focus on LFS I would save countless hours and a lot of stress!
- the 2x a month PL meeting during planning that make us do lesson that I cant use with teachers that do not teach what I teach.
- SBAR report card
- Stop the excessive paper crap for writing referrals. Too much time is required of us when having to write interventions and too many steps. Even when we do this and then the referral, it is not processed promptly or returned. We should not have to go through all these steps when a student is disruptive and disrespectful. There is prejudice towards certain teachers and the Dean Damien Jones chooses whose referrals he wants to process. He is a bully and DOES NOT DO HIS JOB. Get someone who will support the teachers in discipline at DRMS. This man gets satisfaction if he thinks he can get a teacher in trouble. Help US!! Many teachers are experiencing this same problem. Also he should not write observations on teachers when he doesn't even know what a higher order thinking question is! Get him out!!
- LFS lesson plans and boards. I am highly qualified as are many other teachers and we don't need someone who has not been in the classroom for 20 years to tell us what works with our students.
- Keeping up with all of the LFS.
- There is no "one thing" - it's the totality of expectations, public opinion, student attitudes....
- Simplify IEP's
- It is not about eliminating one thing but about the continual changes that take place. Stop changing what works and only fix what is broken.
- LFS
- The LFS boards. Even though you teach from them, they are overwhelming. The students even have a hard time with so much on them. We spend hours doing them and sometimes a LEQ could only be up for a day or two then we have to change them again. We should be able to have them consistently look at the student learning maps with the same information on them. This would save everyone a lot of time. Two hours a week is a lot of time that you could use

more wisely for planning, grading papers, or finding materials to use with the children to benefit them better.

- During our daily planning time, we often have meetings that use up our time to complete things in our classroom before the students return.
- EATS plans
- PLC during planning periods
- The majority of my time at school during non-teaching hours is devoted to LFS strategies (lesson plans and boards). If this could be minimized, I would have more time to get my other responsibilities taken care of without working so many extra hours, including weekends.
- Be responsible for bus students after school until the last bus comes which is usually close to 3:30. If they all left by 2:55, at latest, that would give me at least 20 minutes in which I could actually plan and prepare and not have students around, plus bus duty every 3rd week
- Constantly changing the Student Learning Map to post every single LEQ rather than the most important ones.
- Title 1 requirements
- Revamping all my lessons plans for 6 different preps!
- triple i during our planning period
- duty twice a day every day
- Our focus should be on the education of our children, other jobs in the real world have consequences if the job description is not being met. If someone is not doing their job they shouldn't be there. The greatest relief would be people stop complaining and remember you are there for the students, teaching is a calling and sometimes a mission trip!
- Assessing for S-BAR and keeping up with Curriculum maps and LFS and FCAT mini-lessons all simultaneously and trying to infuse them all
- The greatest relief would be to NOT jump through aaaalll the hoops because we received a low grade & did not pass AYP!
- SBAR
- Remove the ridiculous standards of AYP - 100% on grade level - really???
- Post LEQ's on boards.
- It is practically impossible to get lesson plans, grading, paperwork, school errands, and student discipline issues completed in one 45 minute period. I have no idea how some teachers get this done throughout the day and actually leave at their contracted duty day. If we are required to use LFS format, then we honestly MUST be teaching throughout every period (of course) and can't do these things during the day. I can't believe that the school board still expects us to do all of this work in one planning period, for the same amount of pay. Ridiculous.
- LFS!! Seriously, our financial strapped district paid someone millions of dollars for a program that in the 6 years it has been here, our district is now in need of restructuring. This is our first year fully implementing it at our school. We are not, and never were a failing school. Now, the entire school is in complete chaos. We are CONSTANTLY being told conflicting information. There was a time when I went to work with a positive attitude, knowing that I was making a difference. Now, I feel completely lost without a clue as to what is going on. Even when we meet with our teams or PLCs, we are all so confused. We have changed EVERYTHING that we have built our successful around. I am quite afraid of what our school will turn into. Honestly, making AYP is secondary to high level of turn over our school will be facing at the end of the year.

- Planning for Learning Focused Strategies requires too much time. I could better use this time to gather necessary resources within my school duty day and not spend my weekend time off the clock preparing for my classroom lessons.
- SBAR is time consuming and confusing and in conflict with LFS.
- LFS Wall
- Curriculum Maps & writing UEQ's & LEQ's in plans.
- Four out of my five planning periods each week are taken away because of "Professional Development" opportunities. As a result of this, I am forced to handle many of the tasks/situations that would have been completed during these planning periods on my own time. As a result of this, I am adding another hour to my already extended work day due to the demands of my job. What I use to be able to accomplish within the normal working hours is now being done in the evening, and on both weekend days. This is unfair given the fact that my work load has increased dramatically, and teachers have not been granted a raise in four years. Not a very fair situation!
- sit down to transfer numbers from one sheet to another, mostly to facilitate someone else job, instead of meeting to share strategies to overcome student learning gaps
- There must be a more efficient way of creating lesson plans that are just as, if not more effective than, the LFS plans that we are asked to use now. I also feel that the AIFs should be working to help implement some of the strategies and tasks that are being required by the county. For example, if administrators want students answering STEM/HOT questions in order to prepare our students for the FCAT, why can't the AIFs help to create these since they are not made available by the Reading series or the by the county. It is my understanding that the persons in these roles are intended to be a support for the teachers. The load that the teachers are being required to bear is simply too much. The LFS lesson plans are incredibly time consuming and they must be redone every year because the district continues to change the curriculum maps or the school changes its template. (I understand that the Next Generation SSS required the Math and Science maps to change, but Reading has changed every year since LFS began, as well.) When the teachers were trained on LFS, the trainers indicated that a school should use LFS for one subject at first, and then add another subject each year due to the time that is required to complete the planning model. The constantly changing curriculum maps and LFS planning templates have made this impossible. There simply has to be a simpler, more effective way of planning and teaching!
- PBS
- We are required a "school-designed" PLC AND a team planning almost every week (2 days) during our planning period. During a recent Target meeting, in which the principal set our teacher goals for our students, our teachers were admonished for parking in wrong parking spaces, being late (I'm not late, but colleagues less than 5 minutes on average, absences, and stating opinions administration or AIF's deemed "negative". I experienced an immediate family death out of state and was admonished for my absences. I come 45 minutes early and stay late, but not once was I commended for that. Respect me as a professional teacher would help me more than anything. I was given a good evaluation, so my teaching is evidently not a problem.
- If I did not have to post and waste all of these papers to let kids see an LEQ I would be less stressed. I can teach these Big Ideas without posting questions that I can assess and monitor student work and progress without decorating a bulletin board in my room or elsewhere that nobody reads other than those coming by to check and see if my students grasps a concept. Administration and District employees do not need to see student work on a bulletin board. That is so much more work for all employees! I want to spend time planning and preparing rather than decorating an unread bulletin board. It looks good but I feel this is not effective! I do not need to post it to prove my students know it!
- worrying about posting LFS questions on board--daily--is just OVERWELMING

- being required to teach the extra class period, especially for self-contained ESE teachers, who are required to write separate lesson plan for each of the core subjects
- Documentation of ESE and ESOL strategies and student progress is excessive. I also teach to the level of those students (which takes more time), which comprise half my students. Usually those strategies benefit all, but at times it results in perceived lower expectations for the more capable students, causing them to be more lax in their work.
- Just one? Impossible. I provide more discipline than I should, I try to teach ESE when I am actually a gen ed teacher, I make sure each child is safe and cared for. But the single most important thing that is lacking in our school is real accountability for behavior, and holding parents responsible for what their children do.
- LFS strategies posted in the classroom. Journals for younger students that don't understand what a journal is.
- Eliminate the detailed LFS lesson plans which I don't use, but have to produce for administration.
- LFS boards
- Attend FOCUS meetings which take up planning time every week.
- In my opinion, LFS is the worst thing that has been implemented in Polk County Schools in the 30 and 1/2 years that I was a middle school teacher. I recently had to retire after only one semester in the DROP because of all the time required to do LFS and other required tasks. Not only was I robbed of the joy of teaching, but I was robbed of having a more secure financial future. My doctor told me that I was "on the edge" of having a nervous breakdown. Since I no longer had the time to work a second job and don't use men to pay my bills, I was trying to continue working. My doctor put me on anti-anxiety medication so that I could cope with going to work every day. She had to double my dosage as more and more work assignments were thrown at us. We would continuously be in one meeting after the other and we would always be given more work to do. We already had an insurmountable INSANE amount of work to get done at all times (or else). Every day I would go to work with an upset stomach. It got to the point that going in early and staying until 8 p.m. or later would not even scratch the surface. There was a teacher keeping track of all tasks we were being required to do. Before I retired on 1/31/11, the list had gotten up to 120+ things to be done and kept up at all times. I was unable to sleep at night...maybe about 45 minutes at a time. I finally had to see my doctor to get something to help me sleep so I could go to work each day. When I was sleeping at night I was having nightmares about the job. I had NO LIFE. There are many other teachers who have talked to me privately and shared that they, too, were overwhelmed and on medication to "cope" with the workload. I also was trying to look after my parents who are in their mid to late 70's. I also have a 91-year-old grandmother who would BEG me to come and see her. It BROKE MY HEART to have to tell her I couldn't just visit her whenever I wanted to because I ALWAYS had TOO MUCH SCHOOL WORK to do!!! She would always tell me it was O.K. and she understood and maybe someday...I could NOT SHUT OFF the JOB. It was constantly preying on my mind because of all that was DEMANDED of us at all times. NO CHILD LEFT BEHIND has BACKFIRED!!! Teachers aren't being LEFT ALONE to just teach!!! LFS was implemented at an elementary school in Dundee. The \$24 million man himself was there every week to MICROMANAGE those teachers and guess what?!?! The school still did NOT make AYP!!! When teachers were told to do what they were doing "before" (LFS), guess what?!?! Yes!!! Students made gains!!! Where are all these people who are sitting around and DREAMING UP the INSANE and IMPOSSIBLE amounts of work being DEMANDED of teachers? They need to be drug down here to Polk County and MADE to ENDURE (SUFFER) the plight of teachers to include the PAY CUTS, FURLOUGHES, PAY FOR 1/2 DAY OF WORK WHEN A WHOLE DAY IS REQUIRED, ETC.!!!!!! I am now a member of the PEA Retired Teachers. I have proven myself as a worthy, "Highly Qualified" educator in the following ways: Teacher of the Year (1998-1999), had a visit by then-Gov. Jeb Bush in 2003 to my classroom to promote the Spell Read program that was new to Polk County that school year. We were one of six high schools involved in the program and my

class is the only one he chose to visit. I am also in Who's Who Among America's Teachers (10th Edition Volume IV, 2005-2006). Making the decision to "retire" was the best thing I have ever done for myself. I no longer have a need for the anti-anxiety medication or the medication to help me sleep at night. I may be "broke", but I still have my sanity. I consider myself to be an advocate for all teachers and administrators for that matter. The administrators are "just the messengers" and are as overwhelmed as the teachers. You may contact me at the following number: (863) 295-9540. I am Ms. Cheryl Harvard Brown, Retired Teacher.

- Observations by county officials consisting of checklists and five minute observations that determine my effectiveness as an educator.
- I am an elementary school teacher. We are departmentalized at my school, with each teacher teaching his/her subject after reading for hour long blocks. We are expected to take the students on bathroom breaks. THAT takes a minimum of 15 min., since the bathrooms are often locked. We also have to check the restrooms before and after the groups of boys and girls use the restrooms. A minimum of those 15 minutes a day WASTES over a full day of learning time each week!
- LFS
- LFS Lesson Plans and LFS Boards. LFS does not increase student learning. I could make better bulletin boards to help my students learn.
- I am currently teaching a sixth period class and I have three preps, with not enough time to plan and prepare for each class. As a science teacher I have to prep for the classroom and lab portions of the class, in essence this is 2 separate preps for each discipline. I have no extra time for ordering, setting up labs or breaking down labs.
- LFS boards. I could use my lesson plan and the doc camera.
- intra-curriculum programs, such as advisor/advisee (G.R.A.N.D.)
- getting teachers who's room I'm in to sign a weekly minutes report ESE Inclusion Teacher
- implementation of certain FCAT prep strategies at the LAST minute.
- SBAR Report Card grading
- Eliminating the redundant charts, data forms and different books we make with all the same info.
- LFS boards are a complete waste of time!!!!!!
- LFS lessons plans and bulletin boards
- LFS individualized lesson plans for each and every ESE student
- Eliminate the 'dog and pony' show so that my focus can be directed on my children and not in how my room is set up or if I have 'things' on my walls. A huge amount of time is wasted on perfecting my room instead of on my children. It certainly makes one wonder whose job we are protecting. Individuals used to actually teach and loved doing so. Today we put on 'shows' for those not in the classroom. While quality training is necessary and certainly functional, I question the necessity of scripted dialogues that imply that, as teachers, we are ineffective at actually teaching. We have been trained and are professionals. It would be greatly appreciated to be treated as such.
- Get rid of meetings taking up my block time. I have about one open block time a week. All of our Early release days are taken up by meetings as well. Even when they are teacher work days. It is getting ridiculous.
- LFS with Read 180

- Revising LFS requirements... Its to time consuming and is not effective with student achievement. We as teachers are required to spend so much time preparing paperwork and less time with the children teaching on their level. I spend extra time completing two lesson plans, i.e. one I really use while teaching and another that is required by my administration.
- LFS boards!!!
- Reformatting the lesson plans. We had a very good updated format, provided by a fellow teacher that covered all the standards/strategies and LEQ's& UEQ's. Now, we must use LFS form and waste time rewriting the same plans. Every lesson takes and extra hour to format and with multiple preps....the wasted time is endless. It is typing time, NOT planning time.
- daily afternoon duty
- LFS/Curriculum Maps
- Planning format is confusing and does not influences my ability to teach. IT is just an inefficient format. I do it because I have to but I do not like the format because it is useless. Learning communities should be more helpful and meaningful. We have a good principal who does not ask us to do many extra work. We have learning communities and occasional meetings. My main complain is discipline. We have one administrator who is very able and always supports teachers. Our students are allowed to use their cell phones in between classes so daily there are issues with students trying to use their phones inside the classrooms. Some teachers allow them to text during class times. This makes teaching difficult. There should be an unified consensus in which students do not use phones while at school. Also IPODS are a problem. Administrators create many policies that do not foster learning. The dressing code is very lax and students come to school with jeans with holes everywhere. The teachers have to do it all sometimes. My biggest complain is that we only have 90 minutes of planning every other day. This time is not enough. I have 150 students and I do not have time to grade papers (one a day will be 300 to grade-normally more - the work of two days in my planning. In addition we have to do FCAT practices, grade workbooks and other class material, prepare exams, lessons among other things. We are underpaid. I do not think that PEA addresses all of our needs. Our health insurance is very expensive. My point is that we need to do a better job at letting everybody in our communities know what we do. Our scope of work is much larger than people think. We are not paid enough but people only see that we work 10 months. If we add the many extra hours of work that we do, plus the extra hours sponsoring clubs, honor societies, mentoring, preparing cultural activities, and sport activities among others, people could change their minds. We need to project a positive image. We are the bad people in the press. We are portrayed very negatively, like all we want is more money when we (according to politicians) make enough. We made less than most government employees!
- LFS
- LFS lesson plans. I do not feel that LFS (or LFS training) is effective in areas outside of the core academic classes. It would be more effective if all training and requirements were tailored to the area that we teach.
- If I could use LFS strategies as tools for learning not use them as a daily regiment
- LFS!!!! Having to write them and change them so often. Just let me teach!!!!!!!!!!!!!!!!!!!!!! I think I turned out okay. All this NEW and improved stuff. When was the last time they were teaching in a classroom???????
- If behavioral issues were immediately taken care of and looked at seriously, I feel our entire school dynamic would change. It is very difficult to teach in my class due to behavior of specific students. This is ongoing and a serious problem school wide.
- PLC's
- LFS

- LFS and SBAR
- LFS boards- students pay them no attention.
- Waiting for late buses.
- All of the constant changes to our daily class / teaching schedule
- lesson plans as currently required.
- LFS should be eliminated so that the teachers can focus on the other very competent and successful resources already provided. These resources include our text books (Trophies, Harcourt) Discovery Education, Odyssey etc. All of these resources provide lesson plan templates/guides, very thorough assessment programs and strong data reports. We could then effectively implement these resources which again are already paid for but not encouraged to utilize.
- LFS in a vocational setting
- PD360
- It would be a relief if we didn't have to post so many things, which the students don't pay attention to anyway. We can make the connect and essential questions matter to the students if we simple use strategies as we teach any concept. We spend to much time with paperwork for outside Psychologist and outside doctors who are treating students for learning disabilities, but have no clue how a classroom is run. We use to get checklist from the Doctors and Psychologist, however, now I am getting 5 page essay type questions with the checklist attached. I had to use my home time to prepare. Someone has to stop these outside Doctors from piling on as well. I was told by the parent I had to fill out every question whether it applied to me or not. Where are parents getting all there demands from? I don't mind helping student to be there best selves, but some things are not manageable.
- attending family involvement nights and PTO
- LFS
- nothing, they are very respectful of teacher time at my school.
- LFS
- LFS planning, boards
- LFS format lesson plans and constant updating of UEQ, LEQ, etc. that students do not care about
- Teaching the seventh period. If this was eliminated and we went back to teaching six periods we would feel relieve and have more planning time for meeting with parents and training.
- EATS Lesson Plans
- LFS and trainings dealing with this. ESE teaching has a hard time falling into this category.
- S-BAR conflicts with LFS. Also, parents do not understand or like the S-BAR assessments.
- lunch without my students. We have been strongly encouraged to have them eat in our rooms! When we didn't want them eating in our rooms we were told by an A.P. that we were being selfish!!!!
- Posting LFS -UEQ's and LEQ's
- All the extra discipline paperwork and data entry at our school level is ridiculous. I have been reprimanded because I did not put a student into the local school discipline database on the computer for throwing a piece of paper!

- I have just changed schools this week, so I took this survey based on my previous school. The EATS lesson plan (LFS) is useless as a teaching tool as it has been taught to us. I have to keep two separate sets of plans: one to turn in, one to teach from. It is very time consuming.
- nothing
- We are constantly splitting classes instead of being provided a substitute. It is not my fault nor my business if another teacher is sick or cannot come to work. I have to adjust my day to accommodate for more students in the class. For example, center sizes are increased, there may not be enough workbooks, and the other children don't know the routines of the classroom. I would also like to stop re-writing lessons plans into new formats every year!
- Lesson plans/LFS
- all the LFS requirements
- Learning focused strategies
- LFS
- too much thrown at us this year...
- Two things that stand out for me are (1) "planning" by administration - planning should be completed so that there is minimal impact on students and staff. If changes are continuous and nonstop neither the students or the faculty are able to settle. The second area is (2) "support" for teachers from site personnel. If you are going to evaluate teachers on the use of technology - make sure teachers have what they need and know how to use it. If you are going to evaluate teachers based on students performance - then you better make sure that the students are where they need to be with the fewest possible interruptions and distractions from learning.
- I do not believe that I am required to do anything that is not productive at this time
- Redundant paperwork-we are frequently asked to submit the exact same information in multiple formats-once should be plenty. Also, sometimes this information is requested by someone who has access to the same computerized databases we have and they do not have classroom responsibilities and can access it themselves.
- The elimination of LFS, including the lesson plans would greatly eliminate the stress I am feeling. LFS is too structured and does not allow for individual/professional teacher knowledge to be used when teaching a lesson. All the postings, writings, and other documentation takes too much time. Group work as described in LFS is fine but should NOT be the only method we used and are judged on. District employees are "observing" classes for less than 5 minutes and marked us down if they didn't see "everything" noted in an LFS lesson. As lesson takes more than 5 minutes!!!
- electronic lesson plans on a template and institution of new programs such as LFS when old programs have not been given a chance to work
- n/a
- Trying to write all the behavior issues on a child and no one looks at them or believes the child does this when they don't see it. I ask for help from county office staff and they only criticize me and what I do in the lesson.
- LFS Training
- Lesson plan templates and LFS
- Using the specific lesson plan format on the computer is time consuming and not as effective as other lesson plan formats.
- LFS is a waste of time, too time consuming and does not effective student learning.

- I feel that all days when students are not in attendance should be work days for teachers. Any meetings should be limited to one hour. Teaching English requires too much out of duty time already.
- Too much focus on the LFS boards being just right
- The greatest relief would be student behavior-not being cussed out on a daily basis.
- Abide by the suggested amount of days to teach a concept according to the curriculum maps, even when I know that my students may not be ready to move on to a new concept.
- we are required to complete lengthy, non-user-friendly lesson plans that require hours to complete during my free time! Lesson plans are meant to help teachers, but we are required to write elaborate plans that do the opposite. We spend so much time on them that we don't have time to create centers or look for additional resources that would benefit student learning and increase gains!!
- If outside consultants were eliminated, I could get back to teaching rather than doing busy work to justify someone else's job.
- Lesson plans take longer to write than they do to teach.
- All LFS lesson planning requirements-none improve your teaching abilities-they should be provided by the county and then evaluated as to their implementation-no one uses them anyway and will all work together to fulfill the PCSB LFS accepted policies. They are the most time consuming and hated part of our expected duties in this county. Only Title one schools must comply and that is determined by socio-economic conditions, not academic realities.
- Working with another unpleasant employee. If she was not at my school, I would have more confidence. She never says anything positive - it's always what we are doing wrong and never what we are doing right.
- LFS
- I think the EXTRA classes like Fast ForWord and Odyssey are taking away from the time students have in the classroom. I am a resource teacher and find the amount of duty I'm required to do takes away from students and planning.
- Either eliminating or having someone else create units (not lesson plans but the actual unit packets). If we didn't have to color coordinate students packets and have them for all students within every subject for every unit. That would bring the greatest relief!
- We have an overload of information and techniques and no time to implement.
- SBAR has been a huge waste of time. Not only is it very subjective, but takes a lot of time assessing each individual student - while the others are not getting taught. Parents don't understand the report card and I still question its validity. LFS is another waste of time. I spent several hours at an LFS planning day while the AIF was busy talking about her family. I was trying to write lesson plans and found it very distracting! The plans take a tremendous amount of time to create in the correct format and are not teacher friendly. AND PD360 has 17modules I should complete. Would someone tell me when I have the time to take this class???
- Using the format for LFS that is too cumbersome and time consuming. Another issue I have is being selected to attend inservices at school or in Bartow for LFS training during my school day taking away valuable teaching time to receives information I have already received.
- Inservice that requires reading additional materials with follow-up paperwork places demands on my time that could be more effectively used to prepare SmartBoard activities and materials that would be useful in my classroom.

- The questions for LFS is time consuming and always changing. I am also finding it a financial hardship to rewrite and reprint them. I have bought 4 ink cartridges for this year alone and I'm about to buy a case of paper. LFS is over managed and does not benefit the learner.
- iii
- Don't give me a 6% cut in pay. I'm so STRESSED now worrying about how I'm going to pay my bills!!!!
- Take your pick.....I am trying to find a way out of teaching all together :(.
- Writing sentence strips for LFS boards
- continually update student learning maps and vocabulary logs
- We are implementing so many things at once that it seems difficult and time-consuming to actually attempt to do it well.
- LFS - written summaries for every question.
- Planning lessons and gathering materials for curriculum maps.
- I am assigned students from any or all grade levels and the work load of providing the extensive lesson plans for all subjects at all grade levels produces an impossible amount of unnecessary work. i.e. I currently teach 8 Hospital/Homebound students in 6 grade levels and 2 profound ESE students which translates into 36 different lesson plans per week, not to mention creating the worksheets, lessons, grading work and maintaining ESE paperwork and staffings for these students none of whom are living in the same town. The class time of 23 hours per week and approximately 15 hours drive time eliminate the planning period and lunch break unless I work overtime every day or there is a cancellation of one of the students' classes.
- Planning period meetings
- ll w
- Eliminate LFS. I'm told its purpose is to increase student learning and test scores, but I am quite certain my students' test scores will decrease, rather than increase, because I no longer have time to implement activities and strategies that have historically benefitted my students.
- Picking one thing is difficult because everything is overwhelming. Lesson plan format is a great time waster for me personally. My brain does not think the way that we are required to write the plans. Therefore I double the amount of time I spend on writing them. I write one for the administration and one for me to go by. Inservice time is also a great time waster. So much of it is either redundant, confusing or just too much to do. It's like they take the shotgun approach and just throw everything at you hoping that something will hit. I am completely overwhelmed sometimes by TOO MUCH INFORMATION of which only about half do I understand because my brain cannot process one thing before they move onto a new program or change their minds. Please stop the insanity!!!!!!
- Having to do the extensive lesson plans required now and also keeping up with the LFS boards.
- poor training ,it is time consuming and insulting .
- Information overload. The key response in all these answers is "I have been given is I have been given too much information previously without the opportunity to fully implement it and don't have the time to fully absorb the new information.". The low kids that need the most help do not need 200 strategies to help them. People would disagree about what they need, but my opinion is firm unwavering discipline (not punishment) and Associate Degree or higher people who just have good common sense. We rather arrogantly apply our standards as adults to kids who are being ground up by their environment. leave us alone to practice and re-practice the basic strategies and add others gradually if they have relevance and don't "reinvent the wheel." it is positively ridiculous to think that previous generations were academic idiots who had no

clue how to teach their children, but somehow we have arrived on the stage of history to solve it all. Rubbish.

- If stupidity was eliminated, life would be good. There are far too many persons in supervisory positions who have relatively little to no experience doing the things that they are requiring of teachers.
- Morning and afternoon hallway duty
- LFS!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- PBS- Positive Behavior Support- over-rewards; previous infraction based system much more effective; more mis-behavior is occurring
- Paperwork due to fact that the administration / office staff is run poorly and isn't well organized.
- Let students (sometimes whole classes) out of my classroom to attend various meetings with administration for various reasons regarding our school grade and this interrupts the amount of time I have to teach required subject matter.
- We are required to submit LFS lessons plans every 6 weeks. These are not the plans that I use to teach with daily. They must be made once weekly. If the LFS plans could be eliminated and I could work with just the others it would be much easier since I have over 6 preps anyway.
(foreign language teacher)
- Eliminate LFS plans and boards
- LFS or PBS
- LFS bulletin boards! Since I teach in an elementary school, I am required to keep up with 3 (plus writing) bulletin boards that change daily. This is an impossible task!!! Plus, the LFS Language Arts questions are not age appropriate nor relevant.
- attend meetings/trainings
- LFS
- Morning and afternoon duty - EVERYDAY - but I'm not sure that meets the criteria of the statement.
- Posting of the LEQ< UEQ< Curriculum maps- I give out syllabus, unit information sheets and calendars of activities.
- FCAT style writing assessments take way too long to grade when I have approximately 130 students. Too much stress!
- Discovery Testing- Kindergarten
- Much of this survey does not apply to my work situation.
- If I could bring my children to my room like I use to my students would show gains the way they did before ESE had to go inclusion. I am a dynamite ESE Resource teacher. I love resource and when you are allowed to teach in
- The posting of LFS...it's way too time consuming and the curriculum maps do not correspond with LFS so it's very confusing as to focus on LFS or Curriculum maps.
- I cannot limit this to ONE thing. At the top of the list is having to teach 6 out of 7 classes and still maintain high expectations. Too many meetings, too many obligations that I am not being compensated for. For instance, being department chair and no longer being paid for it. Lesson plans for them and the actual lesson plans for myself. Too many meetings during our one and only planning period.....I could go on. Thank you!
- District level assessments which don't "count" toward grades as students don't see them as valuable

- morning duty
- To teach something that I am not prepared for.
- I would like to have longer classes, maybe the block schedule.

Appendix A

Detail for Submitting Lesson Plans (pg. 5)

- The AP comes by at random to check them.
- All plans are due on Friday afternoon knowing full well that my administrator will never look at them before Tuesday of the next week.
- Depending on length of concept time
- Lesson plans are due once a month
- Exception: Countdown to 2.0 Math for FCAT
- Have available if requested.
- plans must be available at all times on desktops
- by units
- so far once this year
- 2 times per 9-weeks
- When the unit is complete
- keep up to date and post to L drive
- We are also forced to spend one planning period a week discussing our plans. The principal has us sit and explain each and every aspect of our plans with the leadership team. It is time consuming and they always suggest adding additional information that is not required.
- I submit unit plans for reading.
- Our unit plans must be posted on the school server.
- By unit
- Have available at all times what we are working on.
- Upon observation
- Assistant Principal or Principal walks around and checks plans.
- ahead of time
- Notice is given when she chooses, a few days in advance.
- Our AP will check our plans about every 9 weeks.
- a unit at a time
- Unit plans
- whenever requested by administration
- by unit, not time specific
- By curriculum map time tables
- Specific to my units of study.
- on request
- Plans are checked 4 -5 times per year, however no feedback has ever been given
- I have to complete time and effort logs and submit other documentation
- I haven't been asked to submit plans this year. We have a lesson plan template to fill out- but it too cumbersome and a waste of my time to fill it out.
- they are electronic. Don't know when or if they are checked other than to see that they are there
- Plans must be available for inspection at anytime someone wants to check them.
- Whenever I start a new Acquisition Lesson
- I have units of study for each first year class I teach.
- once every 9 weeks
- by unit on the curriculum map

- This is within a PLC.
- following the curriculum map
- approximately once per nine weeks
- upon request by the principal
- Before each unit.
- I am required to keep lesson plans in a box in my office that are at least 2 weeks ahead
- two weeks ahead, even though they never go as "planned"
- irregular
- as a new unit is beginning
- by content unit
- by unit
- lesson plans are by units
- 2 weeks in advance
- Plans have been checked once or twice this year.
- quarterly
- AP comes around and checks
- we are expected to do weekly plans, but they are only checked periodically
- 1 LEQ at a time every week
- plans are submitted when the topic changes
- must show when asked
- units that are submitted two to three months in advance
- Per Unit
- admin. comes to room to check plans once a month
- Every Friday- printed and submitted to the AP.
- both weekly and unit plans
- The units are required to be completed and turned into the principal within three weeks of teaching the unit.
- 3 weeks
- in accordance with the curriculum maps
- Our plans are checked at various times.
- They are to be up to date and available online at all times.
- once a week
- I submit my plans by unit
- at the beginning of the next unit per the curriculum map timeline
- Updated weekly on the server to be viewed at admin. discretion
- two weeks in advance
- My plans are a month at a time due to ESE
- when requested
- just "stay ahead"
- submit as requested
- By unit
- I submit unit plans
- Required to have on hand, but only submitted once a month.
- Week before
- Unit to Unit

- Either one week at a time, or one LEQ at a time.
- according to portfolio requirements (at different intervals)
- they are checked daily/weekly then e-mails sent when we have not complied/wrong/or used wrong form etc.
- a unit at a time
- in a training folder, but we don't always get the plans in time to teach lesson, and often find myself winging it.
- when admin calls for them
- 2 weeks prior to the pacing schedule
- not required to submit plans, but keep log of duties/repairs/activities
- every 3 weeks
- Each Friday
- I DO NOT DO LESSON PLANS
- Per Unit
- for each unit
- Once a semester
- I submit LFS plans to a shared folder.
- As requested (generally quarterly)
- plans are checked whenever the administrator walks through
- Annually
- By units
- never
- once every few months.
- in my lesson plan book and online
- When ever asked for which can vary. No specific time or date.
- on demand
- by unit
- Required to be posted in the teacher work room with two weeks in advance.
- at the beginning of a new unit
- by curriculum maps, the entire unit must be completed when plans are due
- by unit
- Every 2 months
- I love LFS. Yes, it requires more time, but it is extremely beneficial for our students. The problem lies in the district's implementation and confusion and not with the LFS strategies themselves.
- AP comes by and checks plans
- plans are 2 weeks in advance
- Sometimes they want three weeks in advance
- We write plans on a weekly basis as a group. Some weeks, more gets covered than others, but we are always ahead of the game.
- Each week, two weeks in advance.
- before the lesson is taught
- when a new concept is introduced
- LFS Unit Plans
- During meeting with administration.
- when asked for

- We submit our plans by unit - based on curriculum maps.
- 1 Unit at a time
- a week before I implement the plans
- Once every nine weeks.
- varies/inconsistent
- they ask for them about every 2wks
- should be up to date but checked randomly
- We must turn our plans in on Friday before we leave for the following week in order for them to be checked
- Random checks
- They have never asked for them.
- We were submitting monthly but now because we are a C2 school plans are required weekly.
- Inconsistent due dates.
- 3 weeks ahead
- Depends on the lesson/could be monthly or weekly as well
- three weeks at a time
- three weeks at a time
- I am an inclusion teacher and am not required to submit lesson plans.
- I teach at the WHH/BHD PACE Program with kids getting outpatient therapy.
- by project
- plans are checked at least once a month
- Only when admin checks
- random checks are performed - we never know when they are checked
- by unit
- no department head so submit at the end of each 9 weeks to AP
- monthly check for that week
- Checked monthly, for that week.
- two weeks in ADVANCE
- comes to my classroom to check periodically
- We plan in units. So depending on the length of the unit.
- We are required to submit weekly lesson plans but our plans are evaluated by administrators about every two weeks.
- units
- a week before use
- They are checked randomly
- the Principal and AP come around to the classrooms about once a month to check plans and observe teaching at the same time.
- Pre-K ESE is required to have them in the room for reference.
- specific due dates based on subject and grade level
- online in a shared folder
- each unit
- online and no more than one week behind
- unit
- I am not in a classroom setting.
- Since my classes are school-wide, I submit my plans for about a month at a time, but this is my decision.

- every 3 weeks
- How ever many weeks I choose to plan in advance.
- year in advance if able to meet with team.
- We write units and they are due two weeks before the original start date. We were given the due dates of all units at the beginning of the year.
- I am required to submit weekly plans, but they are only checked once per month.
- every few months
- Administration comes around about once a month to check the plans.
- Either a Unit Lesson Plan or a Monthly/Weekly Lesson Plan
- I must post plans, but am not aware of how frequently
- Ahead of curriculum map.
- on request
- Unit at a time
- Every 3 weeks.
- one unit at a time
- Our AP will tell us that plans are due to the 18th (Friday) so we think that if the plans are done for the 14-18 we are done, but then we are told our plans need to be done by the 25th. We have yet to figure out what she means.
- LFS Unit
- three weeks in advance
- When asked.
- As a Unit
- Admin. checks plans but I do not know the exact time frame.
- Vague conflicting instructions. Instructions that do not apply to self contained.
- As Called for
- Based on curriculum and needs of students
- I am not required to submit plans at this time.
- Lesson Plans are a legal document and should always be current.
- Quarterly
- on the honor system
- He asks for at least a week ahead, mine are done by units
- 3 weeks
- Prior to the unit being taught
- two weeks ahead
- We are require to complete lesson plans by department as a group. They must be submitted in every week because we have to have a unit posted in advance.
- by units taught
- We are required to write additional unit plans. That are very time consuming. We have not had time to do this.
- Quarterly
- I am required to submit a hard copy of my lesson plans to administration periodically. However, I am also requested to submit an electronic copy of lesson plans weekly.
- units
- as unit is begun
- 9 weeks unit
- Not required to submit

- 1 Unit at a time
- viewed monthly but must always be one week ahead
- online at least a week ahead
- 2 weeks in advance (but still weekly), although we completed lesson plans for an entire unit recently.
- Every Monday plans are to be in lesson plan folder on the computer.
- At the end of the year.
- whenever i can, just keep them up to date
- By lesson
- Based on a schedule made by the principal - we have yet to turn in plans on time.
- A unit at a time
- By unit
- Per instructional unit taught
- whenever the unit begins
- whenever.....sometimes I don't write plans I just teach
- they are due by Friday, for the following week.
- Twice per month
- lessons checked during periodic walkthroughs
- by unit
- FOR EVERY UNIT COVERED
- Units
- I use unit planning so the plans last as long as the unit.
- each nine weeks
- 4 times per year
- My plans have to include IEP goals and do not follow all aspects of LFS. The plans are not easy to follow as they are so differentiated, so I am checked only to see if I have plans.
- One week in advance
- one week in advance.
- a Month at a time but I have to have daily lesson plans on my desk at all times.
- plan on individual basis according to IEP- monitored monthly for therapy
- They check when they check, and had better be there...
- With LFS, plans are for a skill delivered over a specific time, not a day.
- randomly
- 2-3 days at a time
- Whenever
- It varies depending on how long the unit is.
- every 4-6 weeks
- unspecified; they are electronically saved on a shared network
- We do our plans on the computer. They are always done. Not sure when she checks them. We always get positive feedback.
- plans can encompass more than one week based on section
- One unit at a time per prep.
- In advance
- to my knowledge my principal has not looked at my plans in 2 years.
- There is no set time other than to have current plans posted.
- Checked on L Drive of my computer

- Before the lesson is taught.
- plans are turned in halfway through each quin
- per every unit taught
- Units
- Updated by unit, checked by AP monthly
- Every several weeks, but sometimes @ at the end of each 9 weeks
- A Unit at a time. 2 weeks before we start teaching the unit.
- For each LEQ
- every three weeks , we teach unit's .
- Quarterly
- a school year's worth at a time
- Topic plan, with varying time constraints
- Unit plans
- our plans are randomly checked and handed in at the end of the year.
- Plans are to be up to date in a shared drive and are checked sporadically
- Before each unit of the curriculum map.
- no one looks at them
- APC has access at all times. My plans are usually done one week at a time.
- My lesson plan are submitted electronically.
- not really sure how often they need to be submitted...
- not asked to supply - but I have them if needed
- when the admin feels like it
- There is no specific timeframe at my school. I have had my plans checked once this year.
- AP checks them every month.
- no less than a week
- yearly
- by unit
- by the unit covered
- Every unit taught.
- Plans are checked daily.
- once every 9 weeks
- they have to be clearly posted in my room but not submitted
- never
- quarterly
- Per LEQ
- on demand
- For each unit
- by units
- a unit at a time (one SpringBoard Unit at a time)
- on request
- only when asked to do so by the principal
- end of quarter
- They are checked in-class, not turned in.
- When the admin ask for them

- I must keep a log of lesson plans in my classroom for review; turn-in times vary based on PLC requirements.
- We have been required to submit them monthly, but now we have to submit them before a holiday and always a week in advance. this does not allow one to see what needs to be retaught or reviewed.
- I am unable to keep up with the pace since my planning time is broken up into small pieces. I have been assigned a class to cover during my planning period, stating that substitute were not assigned and the teachers are rotating on their planning periods at Gause.
- I look over the teams plans weekly
- upon review and quarterly
- A unit at a time
- Whenever we get them done, but they are checked about every two months
- unit by unit as they are completed
- I must submit plans as new units begin; time varies per prep
- by unit
- Dates are set and have to be in by that date. No set period.
- Per unit
- My lesson plans are checked periodically but not on a scheduled basis.
- Before long holiday breaks
- competency based vocation education using learning guides
- administration comes around to check plans, but not on a specific timeline
- We also have to put our lesson plans on the L drive, so we r doing 3 sets of lesson plans
- Instructions for submission are vague and uncertain
- at unit end
- bi-monthly
- Administration comes to my room to look at my plans.
- As the unit changes
- Daily Lesson Plans
- According to LFS maps
- In advance of the lesson.
- As they are finished. We are planned until FCAT.
- Before i teach a unit
- I submit my lesson plans by the Unit according to the curriculum maps.
- by units
- when asked for by the administration
- quarterly
- Not required in my position
- No time line provided
- no specific time period
- As requested
- a week ahead
- 4 times per year
- 2 days at a time
- no requirement has been specified
- each unit
- two weeks in advance, and they are checked regularly.

- We are required to submit lesson plans 2 weeks in advance when I sometime have to reteach skills students did not understand.
- By unit, a month in advance
- A unit at a time is how I do it; I think they check them (on the network) every month.
- Reading, Writing, and Science plans are due weekly Math plans as units.
- Two weeks prior to teaching them
- 1 per month per subject
- via lesson usually 2-3 days at a time
- Our plans should be put in a folder two weeks prior to the lessons being taught.
- I teach a scripted program. My plans are reviewed quarterly.
- We submit them by curriculum map timelines.
- We submit them as a team
- When they are called for.
- grade level plans were submitted before winter break
- Plans are now following the new HS Reading Model
- by unit and unit is split between team members
- I am required to submit lesson plans per LEQ.
- one week ahead of schedule regularly-we do our own plans and do not share which wastes time each week not collaborating
- by lesson or UEQ
- Whole Unit
- 2 Weeks before the lesson begins
- Usually meet to plan 2-3 months ahead
- as soon as I can get them done, ahead of time
- I do not have students
- Whenever asked for
- Principal checks during walk throughs once or twice a month.
- They are to be posted in the classroom daily
- Units
- Plans posted must be current. In past I've been told a month out or for a units length: from 7-12 days worth.
- per curriculum unit
- My plans must be available at all times to whomever comes into my classroom.
- Administration comes to classroom to check plans
- Our plans I reviewed every other week. However we plan and upload our plans weekly.
- have them by the end of the year
- to lesson plan folder
- administration send a schedule
- One week in advance of when I will teach that lesson. Lessons can be extended.
- They also must be done 2 weeks in advance.
- every Thursday with a meeting with administration too!
- When called for. I keep them up unit by unit. It may be two or three weeks or
- by unit
- by the unit
- not sure when exactly
- not at all

- One week in advance
- entire units at one time
- WHEN ASKED
- When they ask for them.
- whenever the unit ends
- By whole units that are due several weeks before teaching the unit
- Units
- AP checks them randomly.
- when our assistant principal tells us she is checking them, usually by subject area less than once a month.
- There is no consistency among schools as to how they should be written, and what resources are to be used. Our administration allows zero flexibility. If they walk in our room and we are not doing exactly what is on those plans, we get reprimanded. Even if I, as the teacher of these children, know that I needed to go a different route because the lesson wasn't as effective for the students as I had intended it to be. I thought we are supposed to be teaching for mastery. However, we have been told to "skill and drill". I spend an average of 5 hours a week now writing lesson plans. Sadly, after having 3 full pages of plans that detail my every move, every word, every thought for that class, I have only planned a mere hour out of my day...not a productive use of my time.
- They are to be saved to the school's server, however we are constantly required to change them and thus, must resave them. If we are told to implement something new, it is expected to be implemented within less than 24 hours and thus the plans must change.
- Due Friday at 4:00 pm - Only accepted when saved on a network drive. I emailed within 2 hours after school because I forgot to save it in the folder that for several weeks was not working anyway. It was deemed late and I was admonished for it. The plan format has changed every year for 3 years, so you can't really use the previous year's work efficiently.
- I submit my plans at the end of the year. My administration always has access to them. I keep them open on my desk everyday.
- we plan by units/themes, not in time frames
- Plans are to be "at the ready" at all times for random checks (or else).
- Quarterly
- It is posted on our board that plans are due on Fri. for the follow week. I was told I must have at least two weeks of plans in at that time, since the handbook states TWO WEEKS!
- 4 times a year
- they aren't turned in but have to be on my desk
- They check lessons plans at random times.
- must be current.....
- as old projects are completed and new ones begin
- The new lesson plan implemented this year at my school is totally inefficient. I do it as a requisite but I never use it in my lessons. We get a new format every school year. The A.P. is the person who decides which one we are going to use. I know that most of the teachers do not like this planning format and do not follow. In reference to learning communities, same thing. Some material is useful but most is not. We are in meetings that do not increase teacher performance at all.
- For that week and the week ahead.
- I have not been asked to submit lesson plans this year. I believe they do this once a year.
- Unit planning
- This is not being monitored because one weeks plans are posted on Friday or Saturday for the following week.

- Never
- by unit ahead of time
- Plans must be placed in a folder in a container secured to the wall in my classroom. Plans must be up to date at all times, and completely agree with word wall and LFC board for both grade levels I teach, or a letter of concern will be placed in my personnel file.
- Have them available for whenever they choose to check them
- I have not submitted any plans yet
- They are to be a week ahead, but our curriculum dean usually tells us when she is checking them.
- plans are on computer and administration can access them at any time.
- Weekly to the team but only occasionally to Admin
- yearly
- Acquisition Lesson Plans for each unit
- Never
- at least two weeks before they are taught
- when requested
- when she comes to check them
- Plans are not submitted but must be available and accessible in the classroom weekly.
- one week ahead of time
- Lesson Plans are checked, but not on a schedule - but we are required to have them completed weekly
- As early as possible in advance. Then I sometimes have to change those plans to meet my principals expectations.
- By curriculum map topic
- need to keep checked during classroom visits and Evaluation
- Per unit
- Always available to be checked by administrators
- Lesson Plans are to be available at all times, but are not turned in.
- The Lesson Plans are too difficult and too time consuming and take away from time spent preparing for my students. It robs my students of my time. I feel that they are busy work and disagree with the format I'm required to utilize now.
- a unit at a time
- twice per 9-weeks
- approx. every 6 weeks
- for each unit covered
- periodically
- unit
- have available at all times