This is the eleventh in a series of biannual surveys of Texas public school teachers. The study began in 1980 to form a database of demographic information on Texas teacher characteristics. A sample of teachers was selected using a computerized systematic sample from the 80,000 members of the Texas State Teachers Association. The survey was conducted in February 2000. Questionnaires were mailed to 710 teachers, with a return rate of 43 percent. The average Texas teacher was a 40-year-old female making a $35,178 salary, was married with a working spouse, had a bachelor's degree, was the breadwinner, taught elementary school in an urban district, and had 10 years of experience with 43 percent of her fellow teachers seriously considering leaving the profession. About 42 percent of the teachers worked in the summer making $2,527, and 28 percent moonlighted during the regular school year making $4,720 while working 11.6 hours per week. About 88 percent of the teachers paid health insurance in the amount of $120 monthly. Nearly 80 percent of the teachers believed that moonlighting was detrimental and wanted to quit. (Author/SM)

by

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Huntsville, Texas 77340

April 2000

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ABSTRACT

This is the eleventh in a series of biannual surveys of Texas public school teachers. The study began in 1980 to form a database of demographic information related to characteristics of Texas teachers. A sample of Texas teachers was selected using a computerized systematic sample from a population of 80,000 members of the Texas State Teachers Association. The survey was conducted in February of 2000 when questionnaires were mailed to 710 teachers. The study had a return rate of 43% (291 of 680) with 30 bad/wrong addresses.

The average teacher in Texas is a 40 year-old female, making a $35,178 salary, is married with a working spouse, has a bachelor’s degree, is the breadwinner, teaches elementary school in a urban district, has 10.0 years of experience with 43% of her fellow teachers seriously considered leaving the profession. Forty-two percent of the teachers surveyed work in the summer making $2527, and 28% moonlight during the regular school year making $4720 while working 11.6 hours per week. Eighty-eight percent of the teachers pay health insurance in the amount of $120 monthly. The teacher believes that moonlighting is detrimental (78%) and would like to quit.
February 2000

Dear Texas Teacher:

The enclosed survey is a continuation of the 1980-1998 statewide 11th biannual study entitled “Teachers, Moonlighting, and Morale” that in past years has gained state and national attention in the news media.

In cooperation with the Texas State Teachers Association, you were chosen at random to participate in this study from a list of approximately 80,000 teachers. It is very important that you return the survey in the provided self-addressed, stamped envelope so that the results can be shared with the Texas Legislature, TSTA, and the news media in April.

- Circle only one answer per question or fill in every blank (estimate answers)
- If you have a second job during the school year, also answer the extra questions.
- Add comments on the back of the survey if you wish to contribute an opinion.
- Please return the survey today!!!

Thanks for your valuable time.

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*Returning this survey implies informed consent.*
### Table 1
TEACHERS, MOONLIGHTING, AND MORALE--2000

**DIRECTIONS:** Please circle or answer all items that apply to you. Add comments on the back if you wish.

1. **What is your age?**
   
2. **What is your sex?**
   - Male
   - Female

3. **What is your marital status?**
   - Married
   - Single
   - Other

4. If married, does your spouse work?
   - Yes
   - No
   - NA

5. **What is your highest degree?**
   - Bachelor
   - Master
   - Doctor

6. Are you the major bread winner in your household?
   - Yes
   - No
   - Equal

7. What is the **worst** problem in your school? (Other? ________)
   - Drugs
   - Discipline
   - Paperwork
   - Safety

8. In what type of district do you teach?
   - Urban
   - Suburban
   - Rural

9. What grade level do you **primarily** teach?
   - K-5
   - 6-8
   - 9-12

10. How many years have you taught in the public schools?

11. What is your current teaching salary **per year**?

12. **Are you seriously considering leaving the teaching profession?**
   - Yes
   - No

   If yes, why are you considering leaving?

13. How is the quality of teaching at your school compared to **five** years ago?
   - Better
   - Worse
   - Same

14. What type of computer do you have at home?
   - None
   - Macintosh
   - Windows/PC

15. What type of computer do you have in your classroom?
   - None
   - Macintosh
   - Windows/PC

16. Are you in favor of the recertification of teachers?
   - Yes
   - No
   - Equal

17. Do you have health insurance with the school district?
   - Yes
   - No
   - Equal

18. How much do you pay **per month** out-of-pocket for the health insurance?

19. How many **hours per week** spent outside of class on school related work?

20. Do you have adequate time to prepare and teach?
   - Yes
   - No

   If No, what changes could be made? (Please write on the back.)

21. Is social promotion a serious problem at your school?
   - Yes
   - No

   If Yes, circle on a 1-----5 scale: (1 = no problem, 5 = serious problem)

22. Do you have an extra job during the **summer**?
   - Yes
   - No

23. How much **extra** do you earn during the **summer**?

24. **Do you have an extra (moonlighting) job during the regular school year**
   - Yes
   - No

   to supplement your teaching salary?

***If your answer to Question #24 is yes, please answer the following questions.***

25. How much **extra** money do you earn during the regular school year?

26. How many **hours per week** during the regular school year do you
   spend working at the **moonlighting** job?

27. Do you feel that the quality of your teaching would improve if you
   did not have a second job during the regular school year?
   - Yes
   - No

28. Would you **quit** the second job if your teaching salary would enable
   you to give up moonlighting during the school year?
   - Yes
   - No

29. How large a raise in your teaching salary would you require to enable
   you to **quit** moonlighting during the regular school year?

30. What is your **extra** job during the school year? (Please give a job title)
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Note: Responses in percentages are a "YES" answer.
State Survey by: Dr. David L. Henderson (Sam Houston State University) and Travis W. Henderson (Windham School District) Huntsville, Tx. for the TSTA.
Table 3
Reasons for Leaving

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<td>4%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Motivation</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>• Academics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retiring</td>
<td>5%</td>
<td>6%</td>
<td>14%</td>
<td>12%</td>
<td>15%</td>
<td>13%</td>
<td>16%</td>
<td>9%</td>
<td>28%</td>
<td>22%</td>
<td>10%</td>
</tr>
<tr>
<td>Industry</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>0%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Others</td>
<td>5%</td>
<td>3%</td>
<td>6%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>5%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
<td>10%</td>
</tr>
</tbody>
</table>

1980 Number Leaving (106); Reasons (140); 319 of 417 Returns (70%)
1982 Number Leaving (119); Reasons (140); 319 of 495 Returns (65%)
1984 Number Leaving (132); Reasons (138); 332 of 474 Returns (70%)
1986 Number Leaving (137); Reasons (133); 329 of 510 Returns (65%)
1988 Number Leaving (133); Reasons (163); 353 of 529 Returns (67%)
1990 Number Leaving (179); Reasons (248); 402 of 593 Returns (68%)
1992 Number Leaving (126); Reasons (157); 375 of 591 Returns (63%)
1994 Number Leaving (127); Reasons (160); 361 of 582 Returns (62%)
1996 Number Leaving (109); Reasons (117); 289 of 574 Returns (51%)
1998 Number Leaving (125); Reasons (138); 312 of 664 Returns (47%)
2000 Number Leaving (127); Reasons (142); 291 of 680 Returns (43%)
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Related</td>
<td>37%</td>
<td>42%</td>
<td>34%</td>
<td>24%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Services</td>
<td>19%</td>
<td>22%</td>
<td>28%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sales/Bookkeeping</td>
<td>27%</td>
<td>25%</td>
<td>25%</td>
<td>44%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>1%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Music/Artistic</td>
<td>9%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
<td>10%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>No Comment</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Number Jobs</td>
<td>64</td>
<td>78</td>
<td>101</td>
<td>71</td>
<td>76</td>
<td>76</td>
<td>75</td>
<td>76</td>
<td>76</td>
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<td>76</td>
</tr>
</tbody>
</table>
Table 5
Differences in Texas Teachers--2000

<table>
<thead>
<tr>
<th></th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>43.0</td>
<td>39.3</td>
</tr>
<tr>
<td>Years Experience</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Salary</td>
<td>$36,334</td>
<td>$34,892</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$165</td>
<td>$110</td>
</tr>
<tr>
<td>Summer Job Money</td>
<td>$2629</td>
<td>$2497</td>
</tr>
<tr>
<td>Moonlighting Job Money</td>
<td>$6621</td>
<td>$4062</td>
</tr>
<tr>
<td>Extra Hours Outside School</td>
<td>15.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Consider Leaving</td>
<td>60%</td>
<td>38%</td>
</tr>
<tr>
<td>Bread Winner</td>
<td>68%</td>
<td>44%</td>
</tr>
<tr>
<td>Moonlighting Job</td>
<td>37%</td>
<td>25%</td>
</tr>
<tr>
<td>Summer Job</td>
<td>48%</td>
<td>26%</td>
</tr>
<tr>
<td>Spouse Works</td>
<td>49%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Grade Level Teaching for Males: Elementary (30%)
Junior HS (30%)
High School (40%)
<table>
<thead>
<tr>
<th>Table 6</th>
<th>Typical Moonlighting Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>Farmer</td>
</tr>
</tbody>
</table>
Figure 1: Average Salary of Texas Teachers
Figure 2
Average Age of Texas Teachers

Year
Age
22 27 32 37 42 47 52 57 62
Prepared by: dlh
Figure 3

Percent of Texas Teachers

- Leaving Jobs
- Summer Jobs
- Moonlighting Jobs


Prepared by: dth
Figure 4
Dollars Earned by Texas Teachers

Year
1978
1980
1982
1984
1986
1988
1990
1992
1994
1996
1998
2000

Prepared by: dh

$Quit
$Moonlighting
$Summer

Dollars
0
1000
2000
3000
4000
5000
6000
7000
8000
INTRODUCTION

This is the eleventh in a series of biannual surveys of Texas public school teachers. The study began in 1980 to form a database of demographic information related to characteristics of Texas teachers. A sample of Texas teachers was selected using a computerized systematic sample from a population of 80,000 members of the Texas State Teachers Association. The 2000 survey was conducted in February when questionnaires were mailed to 710 teachers. The study had a return rate of 43% (291 of 680) with 30 wrong/bad addresses.

TEACHER SUPPLY AND DEMAND

The increased demand for teachers nationwide that began in the mid-1980's is expected to produce a demand for 220,000 new teachers a year between 1998 and 2008. The size of the teaching force is expected to increase from 3.1 million in 1998 to 3.5 million in 2008 nationwide. One third of the teaching force is 48 years or older so retirement is considerable and some attrition results from career changes. In urban districts up to one half of new teachers leave within the first five years.

The demand for new teachers is expected to increase while the projected supply of new teachers is not expected to be sufficient to meet the demand. Shortages are expected in such fields as special education, foreign languages, bilingual education, mathematics, physical science, physics, and gifted/talented.

A number of strategies designed to increase the number of minorities in teaching go beyond traditional recruitment efforts to strategies aimed at increasing the pool of teacher education students. One strategy is to identify students early through "teacher cadet" programs, magnet schools, and cooperation of local school districts with an area university teacher preparation program. Some state school districts have "raided" neighboring states while other districts look outside the country for foreign teachers to fill the classrooms.
SALARIES AND MOONLIGHTING

A profile of the teaching profession is provided by the U.S. Department of Education in the following table.

Table 7
National Averages for Teachers in 1997

<table>
<thead>
<tr>
<th>Teacher Characteristics</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>--</td>
</tr>
<tr>
<td>Male</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>91</td>
</tr>
<tr>
<td>Black</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Age</td>
<td>44</td>
</tr>
<tr>
<td>Years Experience</td>
<td>15</td>
</tr>
<tr>
<td>Highest Degree</td>
<td>--</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>44</td>
</tr>
<tr>
<td>Master's</td>
<td>55</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Average Number of Students</td>
<td>--</td>
</tr>
<tr>
<td>Elementary</td>
<td>24</td>
</tr>
<tr>
<td>Secondary</td>
<td>31</td>
</tr>
<tr>
<td>Average Hours per Week in All Teaching Duties</td>
<td>--</td>
</tr>
<tr>
<td>Elementary</td>
<td>47</td>
</tr>
<tr>
<td>Secondary</td>
<td>52</td>
</tr>
</tbody>
</table>
This table shows average salaries for positions within school districts in the United States. The data was provided by Educational Research Service.4

Table 8
Mean Salaries Paid in Public School 1997-98

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>$101,519</td>
</tr>
<tr>
<td>Deputy Superintendent</td>
<td>$90,226</td>
</tr>
<tr>
<td>Area Supervisors</td>
<td>$60,357</td>
</tr>
<tr>
<td>Principals</td>
<td>$64,653</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>$53,206</td>
</tr>
<tr>
<td>Teachers</td>
<td>$40,133</td>
</tr>
<tr>
<td>Counselors</td>
<td>$46,162</td>
</tr>
<tr>
<td>Librarians</td>
<td>$44,310</td>
</tr>
<tr>
<td>Nurses</td>
<td>$34,619</td>
</tr>
</tbody>
</table>

Carroll5 studied moonlighting practices of 416 elementary and secondary school teachers comparing those who moonlight with those who did not. Results showed that moonlighters tended to be younger, better educated, and less satisfied with current employment.

Ladestro6 found that for many teachers, moonlighting was an economic necessity. Dedication to their students and a love of teaching inspired many teachers to remain in the field, but they had difficulty making ends meet.
Statistics showed that moonlighting was more prevalent within teaching than in any other profession.

Alley and Ballenger\(^7\) concluded about 5 percent of all U.S. workers hold second jobs; 300,000 teachers, or 17 percent of America's 2 million teachers, were employed outside the school system during the school year. Moonlighting adversely affected teacher recruitment, job stress, and teacher efficacy.

MORALE

The nation's teachers were disenchanted with reform, were dissatisfied with their working conditions and feel left out of decision making, according to a nationwide poll of 21,389 elementary and secondary school teachers conducted by the Carnegie Foundation for Advancement of Teaching.\(^8\) An exodus of young, talented but dissatisfied teachers from the nation's classrooms are becoming a catastrophe for education in the United States, a survey of former teachers said.

Autry\(^9\) writing in a *Houston Chronicle* editorial said, "As the presidential campaign heats up this year, you will hear more about revamping the educational system. If we really want to reform education, let's begin the new millennium with a new idea, not an idea born out of a desire to pummel or punish, but from a desire to rethink, refashion and rebuild the educational system to provide the best education for this new century."

I propose that we redirect the finances of many programs in the U.S. Department of Education to the creation of greater status for teachers by enhancing the profession....

Let the charade end. Let's put our money where our mouths have been. Let's pay for the utopia we demand. Let's pay for the brightest minds to become teachers. Let's pay for the education of these young people. If we fail, America will become the land of two social classes: the rich and the poor"."
ANALYSIS OF SURVEY

Table 1 is the questionnaire mailed to the sample of Texas teachers. Table 2 shows the results of the questionnaires for the past 20 years. The teachers' salaries were up $606 the past two years (1.8%). Both the 28% of teachers moonlighting and the 11.6 hours worked per week are indicative of the time that teachers spend outside the classroom. Moonlighting earnings were up $1380 (41%) for the past two years to an average of $4720. Discipline was listed as the number one problem in schools (57%) and paperwork was the second biggest problem (39%).

Table 3 shows that 26% of the teachers gave money as a reason for seriously considering leaving the profession. Working conditions were given by 44% of teachers. Retirement dropped from 22% to 10% as a reason. Table 4 indicates that 42% of moonlighting jobs were school related with tutoring being the most common. Service jobs were down from 21% to 17% and sales/bookkeeping jobs were up from 23% to 29%. The teacher spends 13.8 hours outside the classroom on school work, 91% believe that social promotion is a problem, and the majority of computers at home (73%) and at school (47%) are PCs with Windows.

In a more detailed analysis (see Table 5), 48% of the males had summer jobs while only 26% of the females worked in the summer; 37% of the males moonlighted versus 25% of the females. Both the male teachers and female teachers had 10.0 years of experience. The male teacher made $36,334 compared to the $34,892 for the female teacher. There was a 22% difference in the males considering leaving (60%) and the females leaving (38%). Table 6 is a list of the typical moonlighting jobs done by teachers.
The average teacher in Texas is a 40 year-old female, making a $35,178 salary, married with a working spouse, has a bachelor's degree, is the family breadwinner, teaches elementary school in a urban district, has 10.0 years of experience, with 43% of her fellow teachers seriously considering leaving the profession. Forty-two percent work in the summer making $2527 and 28% moonlighting during the regular school year making $4720 while working 11.6 hours per week. The average teacher (88%) pays health insurance in the amount of $120 per month. The teacher believes that moonlighting is detrimental (78%) and would like to quit while 39% believe the quality of teaching is better than five years ago. Figures 1, 2, 3, 4 graphically show two decades of trends.

Note: The numbers indicate that for the first time, teachers on the average are 10% younger. This same 10% reduction is shown in experience and projected salary.
REFERENCES


Texas Teacher Comments for 2000 Survey

1. Too much paperwork and assessment.
2. More teacher workdays—not inservice days.
3. I would like to see staff development used more effectively. For the most part, they are a waste of time! I would like to have time in my school building to meet with my fellow teachers. We could look through materials, come up with new ideas, plan for the following six weeks, etc. I have a lot of great materials but no time to develop and adapt them to my students, so I tend to fall back on the same materials year after year.
4. Somehow my planning time is taken up with meetings or extra time for students to come in and work. Teaching time gets cut because of programs, district required tests, and fire drills.
5. We have two conferences, but many times, an administrator or parent takes them both and sometimes when the school is short on subs, we will be asked to take the class.
6. Our conference/prep period is being consumed by a growing paper trail of trivial, non-academic expectations. I need a prep period to "prep."
7. I wish they could just remove some paperwork that are not really needed.
8. Teaching is the best and hardest job I have had. My salary for teaching is but a bonus.
9. We teach 6 out of 7 periods per day—reducing to 4 or 5 would allow much more preparation time.
10. We are required to spend 1/2 of our first period conference each week in a level meeting. This meeting almost always runs for the entire period.
11. Less departmental meetings.
12. I arrive at my school one hour early each day in order to prepare for the day. Every six weeks I spend my week-end preparing report cards. Extra help could be given to teachers to complete tasks or compensate teachers for their extra time.
13. Need more planning time.
14. Less pressure to get required paperwork in by deadline; less interruptions during class time; less pressure to join committees and sponsor school clubs.
15. Although we have a planning period each day, the administration makes us have training for 1/2 the planning period. As a special education teacher I have 45 ARD's (meetings to discuss IEP's) during the school year.
16. Less students.
17. I wish we had more prep time.
18. Students have better choices of scheduling, but the discipline has gotten worse. If I were in a regular class setting, it would be hard in preparation. P.E. doesn't take that much preparation. I work too many hours to have an extra job, but I would like to.
19. I am a better teacher this year, but the environment I teach in has deteriorated.
20. Less students, additional prep time, additional planning time, more teachers who train teachers on the use of current and new material. Mandatory parent teacher conference days for parent and teachers.
21. I am a homebound teacher; if I had three fewer students, I would be able to plan lessons in advance.
24. More teachers to provide a longer planning period. I want no more lunch duty! Lunch duty is ridiculous! Recess attendants.

25. I want no duties during lunch and before and after school.

26. Many students that are "repeat offenders" continuously get called down to the office, feel it is a joke. They are not held accountable for their behavior to a degree that I believe is appropriate.

27. Elementary teachers need more than 2 paid days to prepare for the beginning of the school year.

28. Teachers need to be compensated for planning and curriculum development.

29. The increase of paperwork (forms, etc.) that do not have a direct impact on my students.

30. We are a profession but treated like second class employees of the state. State employees have far better retirement plans, insurance, and salaries.

31. When are we going to acknowledge that it's not the money, it's the working conditions? I want to teach, but I do not want to be a public school teacher any more under the conditions, sigh...

32. Fewer meetings. Fewer district initiatives (by the time we are trained and become proficient, the district changes directions again). Less paperwork.

33. My problem with school teaching is mounds of paperwork. It is a waste of time; takes away from teaching time. I feel paperwork is just a way to maintain more administrative employees for local, state level jobs; curriculum writing, district surveys, committee meetings, etc. etc. etc.

34. Incompetent administrators allow small problems to escalate.

35. Have a full conference period rather than spending it doing some duty or covering for a teacher because they could not get a substitute.

36. The classroom teacher, especially elementary teachers find themselves going to meetings constantly. I average about 4 meetings per week during my planning period plus after school meetings that last a minimum of an hour. When does one plan?
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