

Timestamp	How can the UW System work collaboratively with key stakeholders to develop financial incentive programs for students to: improve affordability, reduce student loan debt, address teacher workforce shortages in Wisconsin, and increase access, enrollment, and graduation from teacher education and administrative leadership programs at UW Colleges and Schools of Education?	How can the UW System engage with key stakeholders to understand their concerns, and to consider how to raise public esteem for the teaching profession in the State of Wisconsin?
4/12/2019 9:31:09	What can be done about ACT 10?- Nothing else to discuss	What can be done about ACT 10? Nothing else to discuss
4/12/2019 9:49:55	<p>More college students would go into the education field if they knew that upon graduation, they could seek employment and make a comparable salary to other fields. Teachers are not paid enough for all the work they do. This turns students away from the profession. Often students leave college with thousands of dollars in student loans. If this could somehow be "erased" when students enter the teaching profession, this would draw more people to teaching.</p> <p>At many districts, there is also no reason to continue earning advanced degrees because the pay scale does not exist, or is frozen due to lack of funds. This causes teachers to shop for other districts that pay more and the teacher retention levels drop.</p>	<p>I am unsure how to answer this question, but if the UW system offered some incentives to go into teaching, the profession would grow. Things like free/reduced tuition and immediate student loan forgiveness (not after 10 years) would help.</p>
4/12/2019 9:51:54	<p>Having schools pay student teachers for the 3/6 of teaching time would make a huge difference. I had to wait 9 years! for a district to pay me for student teaching to be able to complete my program. It is unrealistic to ask a person to work unpaid for 3-6 months. Working a second shift job isn't realistic because of the planning and preparation that needs to take place outside of school hours to be successful in student teaching. Mind you I went through the educational program with two small children and 1 on the way. Paying teachers for what they are worth even as first year teachers is huge. To expect a teacher to work 40+ hours a week for less than 40,000 in today's economy is unrealistic and to be honest offensive. Add on top of the fact a special education teacher in certain communities and schools are put into most restrictive environments for little pay and then are suppose to be okay with being emotionally and physically abused for 30,000. Act 10 took a lot of incentives away for educators especially myself who will probably never seen now 60,000 + for my master's degree. The ability to not get a raise or to get raises that are significant again is huge. States outside of WI pay their teachers realistic salaries in comparison to the average living expense for their area.</p>	<p>Allow more programs to help teachers pass the state required tests (Praxis series and Foundations of Reading) and PTP many teachers chose not to complete their licensure and seek emergency licenses because these exams are difficult to take and are costly to be taken multiple times. Where you can receive an emergency license with taking enough educational credits and work history.</p>
4/12/2019 10:22:38	<ol style="list-style-type: none"> 1. Make student teaching a paid stipend internship instead of requiring tuition payment and being told you should not have a part-time job. Seriously, how is a person supposed to support themselves. 2. The cost of college tuition in relation to the salary you may make as a teacher today (after ACT 10) means becoming a teacher is a poor use of your college dollars. Do the cost/benefit analysis. 3. Although Wisconsin has not threatened to reduce or take away pension benefits, other states have and teachers are worried that could happen here if the political winds decide to go in that direction. 4. Encourage districts to pay teachers for ALL professional development days that are REQUIRED. That does not happen in my district. I will work 5 full days without pay this year. 5. Encourage districts to limit online training or provide time for this training instead of adding it on as a requirement to be done on the nights and weekends of teachers. I am talking about several DAYS worth of training, not just hours, when you add them all up. This is on top of unpaid PD days. 6. Pay teachers. Show them a path to a higher salary. There is no salary schedule anymore. Teachers tread water getting a cost of living increase. 	<p>Speak about teaching with respect. Encourage parents to speak to and about teachers with respect. Trust us to make professional decisions. Include teachers in decision making. Ask politicians to stop using teachers as scapegoats for their budget problems.</p>

Timestamp	How can the UW System work collaboratively with key stakeholders to develop financial incentive programs for students to: improve affordability, reduce student loan debt, address teacher workforce shortages in Wisconsin, and increase access, enrollment, and graduation from teacher education and administrative leadership programs at UW Colleges and Schools of Education?	How can the UW System engage with key stakeholders to understand their concerns, and to consider how to raise public esteem for the teaching profession in the State of Wisconsin?
4/12/2019 10:44:10	Increase the visibility of loan dept forgiveness programs for recent graduates. Consider changing the process of edTPA. Higher incentive for pursuing masters degree. Incentive for working in-state after graduating from UW system. Re-configure how the school day is set up and alter the daily schedule to decrease burnout. Ex. Winona high school (MN) goes from 9:00am - 3:30pm every day. State and national systemic changes need to occur. It is difficult to expect teachers to complete 12 months of work/instruction in only 8-9 months of school days with kids. Better to have more breaks spread out throughout an entire year rather than one large summer break. Significantly reduce or eliminate tuition fees or provide more scholarship for students of diversity who are attending educational programs in the UW system.	Keep collecting data on teacher burnout. Compare to other midwest states. Survey high school/early college students about why they go into educational fields or why they do not.
4/12/2019 11:15:08	After receiving a lifetime license, each professional educator should be guaranteed a loan payoff in exchange for signing a contract to remain in education for the next 10 years.	Show them how awful our salaries are and then demand we are given wages we used to receive by giving at least 10% raises each year we complete educator effectiveness so we can top out around 85,000 as we deserve for training the future generation
4/12/2019 11:37:10	<p>The UW System or foundations, etc. could provide more scholarships and grants to encourage and help students (who want to pursue the teaching profession) to be able to afford college without going into so much debt.</p> <p>Also student teachers should be paid a stipend during the time that they do student teaching. A student pursuing a degree in special education is usually involved in 3 or 4 semesters of some sort of "student teaching" (field experience, student teaching in regular ed. classrooms and student teaching in special education classrooms) without any compensation, and still having to attend classes - completing assignments and requirements, and also for preparing lessons during student teaching.</p> <p>When I was a student, that was a real hardship - with all the work involved in student teaching, it was difficult to have any kind of part time job during that part of my education.</p>	<p>Teachers are not appreciated. There are often too many students in a classroom, which makes it hard to manage and to provide individualized, and differentiated instruction to the students who need it. There are a lot of after school meetings to attend, or activities to lead and/or supervise with little to no compensation, very little lesson planning time is provided and teachers are expected to do it before and after school and at home in the evening and weekends.</p> <p>Special education teachers especially are not appreciated, as they have to attend meetings often after school - with no compensation at all. They also are required to write (often lengthy) IEP (individual education plans) which require the gathering of data, compiling of the data in a meaningful form, and writing plans, which need to be compliant with DPI state requirements. Writing IEPs take a many hours - usually on their own time (before or after school, or on the weekends - without any compensation.</p>
4/12/2019 13:10:31	Eliminate so many hoops to jump through and the cost of those things. Paying for a quality education should be the priority in certification, not tests.	Higher pay, respect, a meaningful evaluation system...etc Clear protocol across the board for situations with students/parents/teachers.
4/12/2019 13:31:55	The only thing I can say is to change the perception of teachers in the eyes of the community, local and state government. The amount of money spent on tuition and constant cost of continuing education to stay current with new initiatives is not consistent with salary increase. This makes it a challenge to encourage new teachers to enter the profession or retain quality teachers.	I think that meeting with key stakeholders to make them aware of the above concerns and trying to change laws that would support teachers would be a good start. The overall teacher support and morale in schools needs to improve. Teachers need to feel valued.

Timestamp	How can the UW System work collaboratively with key stakeholders to develop financial incentive programs for students to: improve affordability, reduce student loan debt, address teacher workforce shortages in Wisconsin, and increase access, enrollment, and graduation from teacher education and administrative leadership programs at UW Colleges and Schools of Education?	How can the UW System engage with key stakeholders to understand their concerns, and to consider how to raise public esteem for the teaching profession in the State of Wisconsin?
4/12/2019 14:06:11	<p>Since Act 10 was implemented, there is a negative perception surrounding public education, less of a collaborative atmosphere within schools, and lower morale in the profession overall. Administrators, School Board members, and the community are expecting more results with less--less resources, less funding, less time, less support, etc. There is more of a top-down, micromanaging approach to education these days, where teacher experience and input is rarely sought out. Schools are also being run by administrators who have very limited experience as classroom teachers. In addition, teachers are also not being properly compensated for the work they are doing, and there certainly is no reward in it for being a quality, tenured teacher anymore. For all of these reasons, it is no surprise that there is lower enrollment in the colleges of education across campuses state-wide. Who honestly would want to enter a profession that is being constantly devalued? One that has low morale? As for teacher education and administrative programs offered by the local campuses, there is truly no reward in it for an employee to advance their careers--there is no longer any compensation being offered by many Districts to offset the huge financial burden of obtaining that degree post Act 10. Therefore, those degrees and classes will always remain out of reach for many. So in my opinion, things will be hard to change until the perception surrounding education turns more positive, funding gets reestablished to properly support the students we serve, we revisit the experience needed to go after an administrative degree, and we take a good look at how we are compensating educators that not only encourage them to seek out higher-level opportunities and degrees, but also that provide additional compensation to those who have proven themselves as quality educators.</p>	Be sure to ask the teachers and include them in your conversations. Teachers can provide a perspective that administrators, School Board members, and the community cannot.
4/12/2019 14:44:18	<p>Last week my colleague was clean out his room. He found a contract from 2011. That was when they were called contracts. With his education and experience he would be making about \$3,400 dollars more in 2011 than he would today according to the salary schedule. We are now in a district without salary schedules.</p> <p>Plus we now pay \$3050 into our health insurance, about \$140 for dental, \$4200 for our contribution to retirement. Our deductible went from \$500 family to \$5000 family. My friend had a child in the past year and max out his deductible.</p> <p>So his take home really is a little over \$15000 less than a person working in 2011 with the same experience and education. With the prices of our benefits going up ever year more than our salaries. Plus the cost of living has gone up. Who would recommend that to someone?</p>	As mentioned above we need to go back to a salary schedule that benefits teachers for education. If we think education is important and want highly trained staffs then reward people for being educated and experienced. Not for some other system that can never be truly objective.
4/12/2019 15:01:38	Incentive programs such as: student loan forgiveness, higher base salary, support network, and promotion of the value of education.	Value highly qualified educators and promote proper certification to teach specific areas instead of allowing anyone to obtain an emergency license.
4/13/2019 5:19:29	I feel the teacher's salary is very low, especially the base salary. If the teachers salary was higher it would help alleviate many of these problems.	Again, I feel salary is key to helping raise self-esteem for the teaching profession. My sister makes more at her 2nd job than I make teaching my career occupation.

Timestamp	How can the UW System work collaboratively with key stakeholders to develop financial incentive programs for students to: improve affordability, reduce student loan debt, address teacher workforce shortages in Wisconsin, and increase access, enrollment, and graduation from teacher education and administrative leadership programs at UW Colleges and Schools of Education?	How can the UW System engage with key stakeholders to understand their concerns, and to consider how to raise public esteem for the teaching profession in the State of Wisconsin?
4/13/2019 12:19:43	<p>I just watched "NCIS-New Orleans" the episode that aired this week (April 9th, I believe). The end of the episode, one if the agents tells a story about his uncle who is a fisherman/owner of a charter boat on Lake Michigan. The uncle is offered \$1M to expand his company. The uncle declines because he has everything he has ever dreamed: a boat, the chance to fish, and enough income to live on. The teaching profession has lost its appeal. Teachers are over worked, underappreciated, not respected from any angle - not valued by students, not administration, and certainly not parents. Teachers are not given the freedom to "teach" any longer. They have to follow a common core curriculum that does not allow for creativity. It is timed to the minute on what should be taught, in what order, and may as well be taught online. If a teacher tries to reward a child with a show of affection, a shoulder squeeze, a hug, then the teacher is reviewed for "inappropriate" conduct. I understand the need for consistency in teaching curriculum, but it is now at the cost of human interaction! Kids need human, emotional, supportive, uplifting adults to interact and react to them, not robots that follow a predetermined lesson that has impossible time constraints for "real" children. Middle schoolers are a jumble of hormones and even the smartest student sometimes needs an extra 30 minutes to learn something new!</p> <p>In summary, bring back the creativity to the profession! More money is a good start, but in order to "become the dream job", respect, recognition, and appreciation needs to be seen, heard, and felt!</p>	<p>School Boards and Administrators are "supposed to be" the link between teachers and the state secretary of education. Unfortunately, I am not seeing the School Board Members talking to teachers, parents, or students. The School Boards, in general, take advice from the School District Administrators, who, in turn, are to get their data from the Principal's, who, in turn, meet with the teachers. Unfortunately, I'm seeing a break in the links of these delicate chains. This is the first time I've seen such a survey. I know a majority of my colleagues will not take the time to complete it because they are tired of not being heard! The more we feel disrespected, discredited (see answer #1), the less effort we make and the more we put down our own profession. The more we put down our own profession, the less kids feel excited to pursue being teachers. Seriously, would you want to become the "crabby old person that taught me _____ (subject)?!". You want to raise enthusiasm for teaching, give respect, appreciation, OPEN communication, fair wages, and recognition when deserved. It's not always about the money!</p>
4/14/2019 19:01:05	The pay increases especially for teachers Post Act 10 has been minimal. They have no way to move up to increase their pay. That is a huge problem. The other is to educate people that teachers do work and some respect for them is key.	People need to be educated to know what is going on in the classroom. Teachers should be treated with respect and professionalism. Parents just pulling their students out of school at any time for vacations, trips up north, etc... do not show that an education is important.
4/15/2019 7:46:33	Set classroom teaching experience requirements for instructional coaches, deans and principals. Too many young, inexperienced people are being hired into leadership roles in the school and it sends a message to other teachers that your time, experience, and commitment to students and learning does not matter; we're hiring this younger, moldable, person who is still learning how to be a teacher to evaluate you and run your building. That is a huge moral buster, makes teachers feel insignificant and devalued. Not only that, principals with little classroom experience no little about classroom teaching and pedagogy.	Society not only expects schools to educate children, they also demand that they make up for parenting deficiencies, society's problems and diplomatic blunders.
4/15/2019 12:04:23	Student teaching should cover the cost of the credits earned provided they pass the course. There could be a percent off yearly debt for every year taught with outstanding loans, after graduation ie: credit for hours worked after graduation.	They could recognize teachers in front of students/parents as role models and positive career choices. They could promote education/teachers as people who make immediate impact in everyone's lives much like their science departments that work with hospitals.

Timestamp	How can the UW System work collaboratively with key stakeholders to develop financial incentive programs for students to: improve affordability, reduce student loan debt, address teacher workforce shortages in Wisconsin, and increase access, enrollment, and graduation from teacher education and administrative leadership programs at UW Colleges and Schools of Education?	How can the UW System engage with key stakeholders to understand their concerns, and to consider how to raise public esteem for the teaching profession in the State of Wisconsin?
4/16/2019 23:24:47	I don't know what the UW system needs to do, and honestly don't care. Even if they make changes, how will that affect students who attended other schools? This is a problem that our state government, and more importantly, local governments, school administrators, and school boards need to deal with. The teaching profession has been disrespected for a few years now, and its just getting worse. Law enforcement is potentially the only other profession that are getting a worse deal than us. People seem to have forgotten about all the teacher strikes that took place around the country just last year. Maybe its time that Wisconsin teachers consider taking action instead of just continuing to be treated so poorly. It saddens me when current and former students, or my niece, or my daughter tell me they want to be a teacher, and I secretly hope they don't because I know they can have a better life in a different profession.	I wish that I knew if many districts have the same feeling/atmosphere as mine, or if I just work in a sad environment. Our staff members literally feel mistreated, and disrespected on a regular basis. A quick comparison of salaries from now, to six or even 16 years ago shows that the teachers' salaries have decreased so much, healthcare costs and the cost of living have gone up so much, and teachers are taking home drastically less money than they did over a decade ago. Its to the point, where I'm having a hard time providing for my family, and I have a Masters degree, and 16 years in the same district. In my district, there are many of us that are absolutely amazed that you need to conduct this survey. To us, the problem is so obvious, we can't believe you don't know what it is. Its amazing that in the world of education, there are few people seeking continuous education. Its ironically sick. You know that the number of teachers getting further degrees has gone way down, and the reason is due to the fact that it costs so much for us to do it, and our districts have no intention of rewarding us for our increased effort, qualifications and positive impact on the district. So, the only way that the teaching profession isn't a dead end job, and the only way to earn significantly more income, is to become an administrator. This causes two more problems; 1) you just took more teachers out of the classroom, 2) there is an increase in the ratio of administrators to staff in districts. This makes a school district very top heavy, and causes problems that large companies have to deal with as well. This kind of problem should not be happening in schools. I hope the words collected in this survey do not fall on deaf ears. I hope the opinions, thoughts, and feelings of our WI teachers are actually used to gain more information, recognize actual problems, and to make a drastic change before our public schools are beyond repair.
4/17/2019 12:09:26	Provide information about a scholarship for high school seniors to apply for to get into teaching in Wisconsin in general that provides x amount for teaching and possibly 2x amount for teaching in specific shortage areas of need. Have the scholarship be well communicated and have them required to get a 3.0 or higher while in college to keep the scholarship and with an agreement to teach in WI for a minimum of x number of years after graduation. Provide some loan assistance after graduation for the amount the scholarship doesn't cover for each year they can prove they are still working and teaching in WI. If they leave the state, the benefits end.	To be frank, after Act 10 and the message that was inadvertently sent to teachers that their benefits were "too rich" when they had to start paying half of their WRS retirement and were inadvertently sent the message that returning to work in schools after retirement and while receiving a pension benefit was "double dipping", we faced a lot of flight of our near retirement teachers who had planned on teaching longer since they felt unappreciated. They didn't feel unappreciated by us but by the state and by the legislators. ... not by us. Part of correcting that would be to make those rules put in place less strict and to begin rebuilding the respect for teachers in WI by doing commercials and social media marketing of how important teachers are, how respected they are and that indeed it is a good profession and highlight the benefits without making the teachers sound like they have "cadillac benefits" but have "well deserved benefits". This needs to be done on tv with commercials and on social media platforms because lets face it, watching tv and being on social media is where our youth get most of their messages these days. More social media than even tv because their attention span is often not geared to watch commercials even and they fast forward on their DVR's or aren't even watching tv channels but are on commercial free Netflix. Sorry for the length of this response but as a school business administrator and parent of two children (one in college and one just out) I saw the budgetary benefits after Act 10 of having less WRS benefits to pay from the school budget which yes was helpful but I also did see how it made the teachers "feel" and likewise the young adults who started to reconsider the profession as a result.

Timestamp	How can the UW System work collaboratively with key stakeholders to develop financial incentive programs for students to: improve affordability, reduce student loan debt, address teacher workforce shortages in Wisconsin, and increase access, enrollment, and graduation from teacher education and administrative leadership programs at UW Colleges and Schools of Education?	How can the UW System engage with key stakeholders to understand their concerns, and to consider how to raise public esteem for the teaching profession in the State of Wisconsin?
4/18/2019 15:26:26	I feel financial incentive programs will not make an impact on the WI teacher shortage. In the United States millions of kids are attending 4 year universities while choosing careers other than education. They can afford a degree they just don't want to teach.	<p>The benefits of teaching need to be broadcasted. It's not about getting the "summer off". As we know, there is lesson planning, professional development, meetings, etc over the summer so that really shouldn't be seen as the biggest benefit.</p> <p>It's all about the kids. It's about spreading your passion to the next generation like wildfire.</p> <p>Raising public esteem for education starts with the current teachers. If current teachers feel supported with materials, professional colleagues, working facilities, etc then their workplace happiness will expand to other circles.</p> <p>Many people will probably say teachers do not get paid enough. People of the same education level, years of experience, and daily work hours make double a teachers salary. Why would someone become a teacher when they can support their family's finances better through alternate careers? This needs to be addressed.</p> <p>Thank you for asking us these questions.</p>