

THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

DEPARTMENT OF CURRICULUM AND INSTRUCTION

In Their Own Words: The Daily Struggles that Educators Face

MCKENZIE REEVES
SPRING 2023

A thesis
submitted in partial fulfillment
of the requirements
for a baccalaureate degree
in Middle Level Education
with honors in Middle Level Education

Reviewed and approved* by the following:

Kathleen Collins, Ph.D.
Curriculum Instruction Department
Thesis Supervisor and Honors Advisor

Andrea McCloskey, Ph.D.
Curriculum Instruction Department
Faculty member

* Electronic approvals are on file.

ABSTRACT

In this thesis, *In Their Own Words: The Daily Struggles that Educators Face*, I draw on data from various publicly available sources of teachers' stories to understand why educators are leaving the field. My methods for this paper were analyzing two different school board meetings and two Tik Tok's. Some of the reasons they expressed include COVID, working conditions, burn-out, and lack of respect. Analyzing a wide variety of data provided insight into what teachers are going through. Implications of these new understandings include letting educators have a voice within the education system, giving them more prep time, and having mental health checks. Educators need something to change in order to make this job a sustainable career choice.

TABLE OF CONTENTS

ABSTRACT.....	i
LIST OF FIGURES	iii
LIST OF TABLES.....	iv
ACKNOWLEDGEMENTS	v
CHAPTER 1 BACKGROUND AND RESEARCH OBJECTIVES.....	1
Introduction.....	1
Purpose.....	2
Rationale.....	2
CHAPTER 2 LITERATURE.....	3
Financial Concerns.....	3
Disrespect.....	5
Lack of support.....	8
Large Workload.....	9
CHAPTER 3 RESEARCH DESIGN AND METHODS OF ANALYSIS.....	10
CHAPTER 4 CASE CONTEXT.....	15
Pickerington School District.....	15
Metropolitan Nashville Public Schools District.....	17
Tik Tok.....	18
CHAPTER 5 EXPERINCES AMONG EDUCATORS.....	20
Data Analysis.....	20.
Emotions.....	21
Unsupported.....	23

Frustration.....	26
Overworked.....	27
Pandemic.....	29
Lack of Freedom.....	30
CHAPTER 6 CROSS CASE ANALYSIS.....	32
Analysis.....	32
CONCLUSION AND IMPLCIATIONS.....	38
BIBLIOGRAPHY.....	40

LIST OF TABLES

Figure 1.1 YouTube.....13

Figure 1.2 Tik Tok.....14

Figure 1.3 Subsections35

ACKNOWLEDGEMENTS

First off, I want to thank Kathleen Collins, my thesis supervisor and honors advisor. It has been a pleasure having her help with my thesis and being my professor since my sophomore year. Enrichment within this content area is impactful to our society and has allowed myself to become more prepared for my future career as an educator. She guided me and reviewed my thesis and we have met on many occasions to go over revisions. Dr. Collins's motivation and curiosity has allowed me to thrive to be just as great of a teacher that she has been. Throughout my time at PSU taking multiple courses with Dr. Collins has allowed me to come an expert in terms of diversity, literacy, inclusion and now the voices that educators hold within our society. It has been a true honor having her guide me through the process of writing my undergraduate thesis. Thank you so much for making an impact!

Next, my thesis reader is Andrea McCloskey, Co-Coordinator, Elementary and Early Childhood Education. Dr. McCloskey also works with graduate students that have a concentration in mathematics. I had the honor of being in Dr. McCloskey's course this past Fall semester. This course truly changed my perspective on how to teach mathematics within the middle school level. Dr. McCloskey has such positive energy that makes every single student enjoy and take so much from her course. Dr. McCloskey has taught me so much about differentiation, scaffolding and how to be an encouraging educator within my future career. It has been a true honor to include Dr. McCloskey within my thesis journey.

Chapter 1

Introduction:

Why are so many educators across the United States leaving the profession of teaching? Over the course of the past 10 years a teaching shortage has developed within the United States. This is true for every single content area such as math, science, English, social studies and many more. This shortage worsened following the past two years after the COVID-19 pandemic that swiped through the population. In addition to teacher shortages, there has been a major shortage of substitutes making it difficult for many educators to take time off for any reason such as mental health, sickness or even family issues (Stedman, 2022).

The pandemic caused many teachers to ultimately quit their jobs for other careers. Due to the COVID-19 pandemic, around 2.6 million teachers from K-12 throughout the country decided to leave the classroom between 2020 and 2022 (Lawrence, 2022). Across the country many of these teachers spoke out about their feelings and thoughts through various public platforms such as blogs, Facebook, Tik Tok, YouTube and Instagram. Many school board meetings are now publicly available, and many educators have expressed their own perceptions of the topic at these meetings. Educators who are leaving the profession cite reasons such as low pay, disrespect, feeling unsupported and overworked. Teachers are clearly feeling burned out. While often unheard by districts and policy makers, the stories of former teachers have much experiential wisdom and insight to offer public schools scrambling to come up with solutions to the current teacher shortage.

Purpose

The purpose of this thesis is to understand how present-day educators describe the struggles they are facing such as low pay, disrespect, adapting to a new way of learning (remote), increased state and national standards, and burnout. My overarching research question is, “How do teachers describe the struggles and challenges in their work?” The data that are publicly available for this analysis are present in a variety of media. These include Facebook, Twitter, Instagram, news articles, TikTok and live-streamed videos presented via forums such as YouTube. In this study I conducted a content analysis of live-streamed videos such as school board meetings, public blogs and Tik Tok’s.

Rationale

Discourse in the public sphere such as this has had limited study. Public discourse in forums such as school board meetings has not been researched or publicized for many individuals to understand. As stated by Kock, “A high level of citizen involvement in civic life is presumed crucial to the well-being of democracy, but the actual discourse of citizen involvement has rarely been analyzed” (Tracy, 2007). My study will give more information in regards to this specific topic and provide key information on teacher burnout.

The aim of this study is to investigate how teachers describe the challenges they face. A recent survey conducted earlier this year by the National Education Association found 55% of educators planned to leave the profession sooner than they’d earlier planned because of the pandemic. But another comparable report by the National Council of Education Statistics found that 61% of school vacancies are due to the pandemic (NEA, 2022). This study is designed to shed some light on why this is occurring.

Chapter 2: Literature

What does the existing literature say regarding why teachers are leaving the profession?

This literature provides information in relation to many subsections in relation to teacher burnout. These sections include financial concerns, disrespect, lack of support, and a large workload. Each of these sub sections provide insight on why teachers are burnt out and are leaving the profession across the country. First off, finances are a major concern for educators causing so much stress for anyone within the profession. Educators must get a four-year degree, pay for certification, and get low starting salaries. Along with this many educators are facing disrespect from students and parents. This disrespect is making educators across the country feel alone and a lack of appreciation within their profession. Along with these educators are feeling a lack of support from their districts along with the communities they are placed within. This literature provides a deeper outlook on why so many teachers are leaving the profession at once causing a shortage.

Financial concerns

Within the United States, many educators are experiencing low pay. Many studies have shown how teachers feel about their pay and the suffrage they must experience. It is important to note how much educators usually pay for teacher preparation programs and certification. The cost of university has been increasing over the years.

According to a recent study, the average cost of attendance for a student living on campus at a public 4-year in-state institution is \$25,707 per year or \$102,828 over 4 years. Whereas out-of-state tuition is around \$43,421 per year or \$173,684 (Hanson, 2022).

The tuition does not include financial aid or any scholarships. This has been beginning to increase over the past decade and beyond. Georgetown University has reported, college prices have increased 169% since 1980 (Hess, 2021).

The pay for certification is also another expense all educators across the country must pay out of their own pockets. It is also important to note that all states have different requirements, costs, and levels of certification.

Specifically, within Pennsylvania everyone must take the Praxis exams that cost around \$150 per test along with an additional \$50 to take a specific exam within a content area (ETS, 2022).

Comparably, additionally within Pennsylvania there is a \$200 fee or out-of-state fee of \$260 to become officially certified (Pennsylvania Department of Education, 2022).

This information is precisely for Pennsylvania residents however, the cost varies across the country. A majority of states across the country require an undergraduate degree in Education or a specific content area along with certification. As mentioned before the certification tests are extremely expensive and do not access the knowledge of teaching.

Furthermore, how much do teachers make within the United States? It ultimately depends on where you live within the United States. The location is a deciding factor when it comes to the base salary that a teacher can receive.

On average teachers make \$47,989 or \$23.07 per hour. Teachers make the most in Maryland, Hawaii, New York, California, and Alaska (Zippia).

Comparably to other jobs teachers rarely get raises and usually work outside of contract hours that are unpaid. Raises do not exist for teacher during the school year and teachers work on weekends or after school that is not paid.

According to Shannon Mcloud, high school English teacher she often hears phrases such as “it must be nice to have summers off” or “being a teacher is like working part-time” (Mcloud, 2019). This is quite discouraging for teachers due to having others have negative viewpoints about the profession (Mcloud, 2019).

Teachers often always work outside of contract hours for lesson planning, staff meetings, grading and gathering materials yet they are not getting paid for this. This data proves just how sick of the constant lack of support and minimal salary has truly changed the perspectives behind the profession of education.

Disrespect

On a daily basis educators across the country are leaving the profession due to many variables, one being disrespect. There is much literature and statistics that prove this point. Your job in this section to summarize them and share their main points. This can be seen through

mental and emotional abuse that can be caused by parents, students, and the administration. At all age levels educators across the country are struggling with this concept of disrespect. Many types of data show that the issue is getting progressively worse making it difficult for educators to get through daily lessons and provide enthusiastic instruction throughout the whole entire class period.

As mentioned, according to many different statistics, data have ultimately shown that educators are leaving the profession due to some sort of disrespect within the field. Teachers are not only disrespected by students or parents but also just the community in general. Madeline Will dedicated a portion of her article in *Education Week* to the firsthand perspectives of teachers.

As stated, “But only 46 percent of teachers say they feel like the general public respects them as professionals. In 2011, 77 percent of teachers felt respected by the public” (Will, 2022, pg 1).

This statistic shows not even half of the teacher population feels respected. Many teachers express that disrespect can also be called “incivility” within the classroom (Will, 2022). A study was done to show how student behavior patterns contribute to teacher burnout. Teacher took a quantitative survey to show the different results based on behavior patterns VS. teacher burnout.

The results showed, “The typical student behaviors—disrespect, inattentiveness and sociability— accounted for 22% of teacher burnout variance for the whole sample and for 33% of burnout variance in teachers in religious schools” (Friedman, 2010, pg 1-2).

This study identified the specific behaviors that can be triggering in terms of teacher burnout, disrespect being one of them.

Another study shows the disrespect that educators are facing within the community setting. The study analyzes the decrease in respect within two communities in Cape Town, South Africa. The author, Daniel Hammett is the son of two teachers.

Hammett claims his parents always say, “In a British household where both parents were teachers, I was told from a young age “never go into teaching—it's not worth it”

(Hammett, 2007, pg 1).

Teacher and community members across two school districts were given questionnaires and focus groups to answer a set of questions. These questionnaires had a wide variety of different questions that were short responses and multiple choice.

As stated, “During these interactions it became clear that many of the challenges and processes experienced in the formation and expression of identities were related to the notion of ‘respect’” (Hammett, 2007, pg 3).

The main challenges teachers were experiencing within the two school districts were how to gain respect within the classroom setting. Gaining respect is difficult mainly within the classroom they were teaching within.

Lack of Support

Many educators across the country are feeling unsupported within the classroom setting. Educators feel a lack of support from administrators along with parents. Having this lack of support is making a lot of educators feeling a lack of respect and bad about themselves. A recent study is shown to emphasize the lack of support shows the trend among the lack of support educators are facing.

As stated, “Thus, struggling teachers when unsupported leave teaching. Specially, as 82% of special educators across the nation state that there is lack of support when trying to meet the needs of students with disabilities” (Hale, 2015, pg 1).

Special education teachers are leaving within this study due to not having enough support within the schools.

However, it also states “Consequently, 51% of school districts and 90% of actual schools, report having difficulty recruiting highly qualified special education teachers” (Hale, 2015, pg1).

This lack of support is causing special education teachers across the country to leave the profession. This is difficult for educators to cope with and trying to find a voice within my decisions within a school district.

Next, a study is done to show the lack of support educators are facing from administration within a school district. The specific study analyzed violence within schools along with situations in which teachers feel as if they are victims. The American Psychological Association's (APA) Center for Psychology in Schools and Education (CPSE) worked

collaboratively with The National Education Association (NEA), collaborating to send an anonymous survey to different schools within Illinois.

The results showed “Our sample of 237 teachers named lack of support from administrators as the most upsetting victimization experience. Lack of support from an administrator often co-occurred with other forms of violence, including verbal and physical aggression, threats, and intimidation from other perpetrators” (McCahon, 2017, pg 3).

Lacks support can provide violence to teachers in the community. This lack of support can lead to many different factors also being affected within the school system.

Large Workload

Another key factor contributing to burnout within teachers is the large workload that they have on their plate. Many studies have been analyzed to show truly how much work teachers do within the classroom and outside. A study is completed to show a national survey that the department of education sent out in regard to the workload of educators across the country.

One of the key findings of the study claims “Almost a third of part-time teachers reported that 40% of their total hours were worked outside of school hours (i.e. in the evening, early mornings and weekends) in the reference period, compared to almost a quarter of full-time teachers” (Higton, 2017, pg 7).

Chapter 3: Research Design and Methods of Analysis

The design of my study focusses on analyzing 3 different cases. Each “case” is that of a teacher expressing their narrative in a public forum. I identified themes within each narrative, and then I conducted a cross-case analysis of the themes as they appeared across the narratives.

All my data for this thesis were gathered through a variety of publicly available sources. These sources include recorded and published school board meetings, Tik Tok’s, and different forms of literature. The school board meetings include Pickerington Public School and Metropolitan Nashville Public Schools. The Pickerington Public School meeting took place on 1/24/22 and The Metropolitan Nashville Public School meeting took place on 11/9/21. These recordings of the school board meetings are featured on the school’s websites and on YouTube. All these data were reported over the 4 years, and I collected this data during different segments pre pandemic and post pandemic to tell the different effects of COVID-19 on educators. These data were used to help me construct the voices behind teacher burnout. When analyzing using specific narratives allows for more in depth analysis. My approach is similar to Clandinin in many ways. As stated, in the book *Teachers as Curriculum Planners. Narratives of Experience* the purpose is “to strengthen the professional role teachers play in curriculum planning and development, a process central to teacher activity and responsibility” (Clandinin, Connelly, 1989, pg 1). This signifies that narratives are used to share each individual teachers’ experiences.

Initially when trying to decide what information to use I thought that social media must be included too. Analyzing videos from different platforms such as YouTube and Tik Tok allowed for my knowledge to be much more expansive. Examining full school board meetings allowed for so many different topics to be discussed, such as low pay, being overworked and

many different emotions. This is valuable information because it is the teachers' voices and no one else. Choosing different case studies allows for in depth research and analysis. My work is based off of Robert Stake. Stake states "A case study, like research of all kinds, has conceptual structure. It is usually organized around a small number of research questions (Stake, 1995, pg 440).

Specifically, analyzing the words of the teachers gave me the data needed to answer the primary question at hand. It allowed for many different perspectives and information. Hearing the voices and context allowed different details to be revealed. The variety of different languages along with the tones that were being used. The two different forms of contexts YouTube and Tik Tok allowed for a different way of interpreting voices throughout and deeply comprehending them. While researching to formulate a wide variety of different resources it is important to keep in mind the key purpose. This thematic analysis qualitative data that creates a framework that identifies triggers that educators are facing within the public school system across the country. This creates credibility, dependability, conformality within the research at hand.

Next, many different considerations came into play when specially choosing my resources. Going through over 20 different school board meetings allowed me to see what sub sections I wanted to narrow in on along with the different demographics that would work best for my research. Case #1, Pickerington School Board Meeting provided insight on a suburban school that is well funded and focused in one educator speaking for the whole entire teacher community within the school district. In addition to this it covered emotions, feeling unsupported, and educators felt overworked. This specific school board meeting allowed for raw emotions to be

shared. The speaker also shared some quantitative data that he has found through different surveys given to all educators within the district.

Therefore, the next school board meeting that I chose to analyze is completely different. The Metropolitan Nashville Public Schools shared different perspectives from over 10 different educators. This allowed for diverse perspective and thoughts from different educators within the district. In addition to this, this school board meeting is like case #1 but also different giving more answers to why educators are getting burnout. The sub sections that are being discussed include emotions, feeling unsupported, overworked, and details regarding how the pandemic is affecting their teaching experience. This case gives a new perspective on how educators are handling post pandemic students and a shortage of many different staff members. In contrast, The Metropolitan Nashville Public Schools is an urban school district within the city.

Lastly, there is two specific Tik Tok's that truly made a difference on the perspective of teacher burnout. After watching over 20 Tik Tok's I choose two educators that have left the field but decided to share their experiences. During the first Tik Tok @sydneythekydneyy shares on her page about the career she has chosen after teaching. It allows the audience to see teaching can lead to other career opportunities if burnout takes over. The first Tik Tok has 31.8 thousand likes and 837 comments. The second Tik Tok created by @authormelodypendy shows different emotions and show the mental toll teaching can have on an individual. This Tik Tok has 11.9 thousand likes and 317 comments. This Tik Tok stood out so much due to the meaning and comments from other educators reaching out with support.

Table 1.1 YouTube

This table is inspired by the work of Elizabeth Dutro based upon her recent work on class privilege assumptions (Dutro, 2010, pg 288). Also, the table illustrates the importance of different affordances and constraints based upon the YouTube videos that are being analyzed.

Affordances	Constraints
YouTube allowed for me to pause and rewind the different information being provided.	YouTube videos are lengthy and hard to follow.
YouTube gave specific time stamps.	YouTube provided difficult with volume levels.
YouTube allowed for great quality visuals.	YouTube has ads that play in the middle of videos.

Table 1.2 Tik Tok

This table is inspired by the work of Elizabeth Dutro based upon her recent work on class privilege assumptions (Dutro, 2010, pg 288). Also, the table illustrates the importance of different affordances and constraints based upon the Tik Tok videos that are being analyzed.

Affordances	Constraints
Tik Tok has no ads that play in the middle of clips.	Tik Tok videos can get banned from the social media platform.
Tik Toks have a time stamp of five minutes allowing for important information to be shared.	Tik Tok videos can be short; under 20 seconds.
Tik Tok uses hashtags making videos easy to find.	Tik Tok is a new social media platform and can be difficult to navigate.

Chapter 4 Individual Case Studies

1. Case #1: Pickerington School Board Meeting 1/24/22

On February 24, 2022, the Pickerington School District held a meeting regarding many issues that are being discussed within the district. The main reason for this school board meeting is The Record Commission Meeting. The Record Commission Meeting happens once every school year in which the school boards president, superintendent, and treasurer to discuss issues within the school all together. The meeting addresses different issues that teachers and community members had such as behaviors being at an all-time high, educators want input within district proposals and teachers losing perpetration/lunch time. Also, on the agenda is hybrid instruction, student achievement and treasurers report. The entirety of the meeting lasted 1 hour and 33 minutes. The agenda of the meeting is commissions, educators speak along with members of the community.

The Pickerington School District is in Ohio and has around 700 educators within the district. The district includes preschools, academics, elementary schools, middle schools, and high schools. In total the school district hosts 10,454 students across all different grade levels. Based upon the socioeconomic status of families in the area only 24.6% of students get free or reduced lunches (Niche, 2022). The Pickerington School District varies in terms of their demographics of students. The learning community across the 16 schools is diverse. The student body ranges from 5.2% Asian or Pacific Islander, 28.6% black, 6.2% Hispanic, 7.3% Multiracial,

and 52.7% White. Students range from around 73 different countries and speak over 58 languages (Pickerington Local School District, 2023).

Throughout the meeting educators discuss how the pandemic may have caused many different issues within the school district. Some of these issues include behavior levels are at all time high and staff shortages. The specific areas discussed are lack of support, increased responsibilities, impossible requirements, and the fear of having a voice. The school board meeting illustrates critical moments among many staff members that are specially addressing emotions along with the increased levels of responsibilities educators are facing.

One of the most pivotal speakers is Brad Harris, president of the Pickerington teacher's union, Pickerington Education Union (PEA). Harris' speaking time is limited to 10 minutes. In addition to this, Harris spoke on behalf of many different educators that wanted to stay anonymous. Many educators fear backlash from the school board which resulted in teachers voting to only have Harris the president speak for all of the educators within the district. Harris states this to the audience that he has been chosen to speak due to being the Pickerington Education Union president.

In the beginning of the school board meeting Harris includes some positives of the school district but starts to introduce his focus of attending the meeting. Harris addresses that he is speaking on behalf of both the community and educators that are a part of the Pickerington School District. As Harris states "I want to start off by saying we have a lot of great educators in this district. I think that you would find our teachers love working with kids, I know that I do. I also believe that the Pickerington educators have what is best in mind when they make a professional decision" (Harris, 3:50). It is focuses on the mission that the school attributes to

their educators which is “teaching for tomorrow” and how the educators are represented within the school district. In addition to this he recognizes two different main components that teachers have learned due to the pandemic “We adapt what is the best way we can help our students” (Harris, 34:00). Harris then goes into a deeper acknowledgement on the real reason he is speaking at this meeting. The school board meetings go over different variables that are increasingly important within today’s society. This positive language and providing background information allowed for the audience to understand the attitudes that teachers face towards their students and goals they have.

2. **Case #2: The Metropolitan Nashville Public Schools**

The Metropolitan Nashville Public Schools consist of around 80,000 students from grades K-12th. There are 162 schools that serves the city of Nashville, Tennessee, and Davidson County. The demographics of the school create a diverse learning region. The student body ranges 39.33% Black, 32.18% Hispanic/Latino, 24.27% white, 3.79 Asian, 0.25% American Indian or Alaska Native, and 0.19% Native Hawaiian or another Pacific Islander. Students also range from speaking around 137 languages and have and represent 145 different birth countries. Therefore, 27% of students have limited English Proficiency (The Metropolitan Nashville Public Schools, 2023).

On many accounts the school district (The Metropolitan Nashville Public Schools, 2022). Many teachers along with parents have expressed their own opinions surrounding these issues. However, nothing has been done (The Metropolitan Nashville Public Schools, 2022).

The school board meeting that I focused on took place on November 9th, 2021. The agenda of this school board meeting includes public participation, the textbook transparency act, and the teacher retention committee. Many different educators spoke about issues within the school system. The first speaker is Councilman Aaron Evan's a former educator who spoke on behalf of the lack of resources within the district and represents Hermitage in district 12. Another speaker is supposed to be Karen Son, but she is unable to make the school board meeting. Kellyanne Graph spoke for both. Graph is a 7th grade English teacher at Thurgood Marshal Middle School that is speaking about substitute and bus driver shortages within the district. The next speaker Honey Harris has been teaching within the district for 20 years at Tulip Grove Elementary in the 3rd grade. Harris discusses neglect from the community and her thoughts on salary. Another educator that speaks on behalf of feeling overworked within the school district is Jennifer Geiger. Geiger has been working within the district for around 7 years and explains why so many educators are leaving the district this year. Yet another teacher speaks on behalf of the different experiences that she has been facing within the district. Claudia Cornelison teaches at East National Magnet High School and speaks upon how unsupported she feels within her profession as an educator.

3. Case #3: Tik Tok's

Within our society social media has been on the increase through Tik Tok. Tik Tok can be described as a video sharing app that allows users to create and share short-form videos on any topic. At the end of 2022 the app recorded that it has been installed 3 billion times and boasts 1 billion active users on a monthly basis (Geyser, 2022). Many educators across the country have been expressing their opinions regarding teacher burnout within short clips. These clips capture

the true raw emotions educators are feeling on a daily basis. Teacher burnout has been trending on Tik Tok during the past few months due to many different variables. The teacher burnout hashtag has gotten around 92.2M views so far (Tik Tok, 2023). Along with many other popular hashtags such as #teacherburnoutisreal, #teachersquitting and #overwhelmedteacher. Many educators across the country have been using this outlet to share their emotions with the public. A hashtag can be explained as identifies digital content on specific topic using the hashtag sign (Oxford, 2023).

As mentioned previously many different educators have been sharing their own experiences through Tik Tok. For example, Melody Pendy is a former teacher that has a page called @authormelodypendy. On Pendy's page explains her journey throughout life she is a former educator who felt burnout but later become an author of children and middle-grade books. In many of her Tik Tok videos she emphasizes the burnout she felt as an educator specially the lack of freedom she felt within the workplace. Next, another educator that speaks out about her experiences within the workplace on Tik Tok is Sydney, her last name is not identifiable, but the username is @sydneythekydneyy. Sydney is a former educator that has recently left the profession due to feeling not even emotionally stable due what the teaching profession is doing to her mental health. She explains all of these built-up emotions led her to leave the teaching profession completely.

Chapter 5 Experiences Among Educators

Data Analysis

This section provides the results of my analysis. It has been broken down into six different subcategories that report on teachers' experiences in their own words. The individual sections begin with an explanation of the reason they matter. I describe historical and current relevance. Finally, an analysis of the result will be examined and explained. I think it is important to note the findings will also be shown through various charts and diagrams. The six different subcategories are important and resonate with at least one case study that is being analyzed. Each subsection explains teacher's raw feelings and experiences within the field pre pandemic but also post. I recognized the importance the period plays within the educational community.

Each different subsection plays a critical role within my analysis of each of the different cases. First off, knowing educator's emotions show what they are going through on a daily basis and empathize the experiences they are going through. Whereas the next few sub sections feeling unsupported and frustration dive deeper into the emotions that educators are facing. Educators are feeling unsupported within the workplace leaving them feeling extremely alone. In addition to this many educators are feeling frustration because no one will listen to them on what they need. In addition to this many educators are feeling overworked due to the increase in responsibilities that are making this a difficult job. The pandemic has caused countless issues that need to be discussed in term of education. Lastly, educators feel a lack of freedom and do

not have a voice. All of these subsections bring in different perspectives and draw on specific experiences that educators are facing.

First off, emotions are highly important within all case students that are being analyzed. The raw emotions that educators are feeling tells a story about their life within the workplace. The first subsection dives into various emotions teachers are experiencing. This allows for a broad analyzation. Many educators are coming forward to write narratives about their experiences within the classroom. A publication is written to show the experiences teachers were having in their classrooms. As stated, “This study takes a narrative perspective to examine teachers as writers and autobiographical creative writing as a way for promoting teachers’ professional development” (Martin, 2017). This narrative approach shows the emotions of educators.

A. Emotions

Case #1 Pickerington School District:

In this recording, the first struggle that Harris puts emphasis on is the specific feelings educators have. Harris speaks for himself along with the other 700 members of the school district that are educators similarly to himself. There are many different emotions that he describes the educators are facing within the community. These include frustration, anger, nervousness, confusion among many more. Harris explains that teachers feel “alone” within the school district and lack the level of support that they need to be successful. They are suffering to meet expectations and are unable to meet the level of success they want to achieve in terms of goals they have for their own students. As Harris voices, “We do the best we can and try new things”

(5:10). Harris discusses that educators are trying their very best even regarding the different teaching through both virtual and in person. Teachers have had to make various changes to try to make each of the different modes a positive learning environment.

Case #2 The Metropolitan Nashville Public Schools

Within The Metropolitan Nashville Public School system many different emotions have been arising among educators. Some express frustration, tired, anger and sorrow. All of these emotions can be felt at the forefront when listening to each individual educator speaking within this intense school board meeting. Teachers that have been in the district for 20 plus years are facing similar feelings to their colleagues that have even been teaching for less than 5. Many educators are disclosing many emotions that have been boiling up. One teacher explains so many emotions when discussing her neglect and issue with salary during the school board. Meeting Honey Harris as mentioned previously is a 3rd grade teacher that has been in the district for 20 years. Harris explains every single year I am told the same thing, “We got you Honey, we will take care of you” (Honey, 32:02). She then explains that she has been giving the district a 100 plus and one times the amount of effort during her career. Honey illustrates how passionate she is about her career but enough is an enough. Honey states “PAY ME, so I do not have to choose between feeding my son and keeping a roof over his head” (Honey, 32:30). In order survive with the salary she is receiving she must work an additional job to be able to fully provide for the family. With anger and frustration Honey says, “Pay me what I deserve” (Honey, 32:44). In addition to this Honey shows anger due to the inconsistent bussing system. Honey claims that school starts at 7:45 but busses are arriving. Many students are missing instruction and are falling further behind. However, teachers are getting blamed for the low standardized test scores, but a lot of students are missing most of the morning many days throughout the week (Honey, 33:00).

Case #3 Tik Tok

As mentioned previously, many educators are using Tik Tok to express their emotions and experiences about teaching on social media. Sydney explains in her 55 second Tik Tok why she quit teaching to pursue a different career choice. Sydney states with tears in her eyes “When when when is it enough. Like when I decide to throw in the towel and leave my kids and my team (Sydney, :10). Sydney explains that the night before school has given her a panic attack due to feeling picked apart every single day. However, she claims that keeping a positive attitude is key, but she feels so anxious before teaching causing so much anxiety due to the lack of support within the classroom. Sydney explains in her Tik Tok the day she has been having in great detail. Around 7 different individuals from the district came in to observe. Throughout her lesson everything is going well the students are engaged and the lesson is going to plan. However, she received such negative backlash and comments from the district.

B. Feeling unsupported

Case #1 Pickerington School District:

This goes into another crucial point that Harris makes educators are feeling unsupported due to the circumstances covid is making. As expressed, “Teachers are feeling overworked and underappreciated. Current times have been tumultuous” (Harris, 6:13). Educators are explaining how difficult their jobs are and “tumultuous.” Tumultuousness can be related to wartime and being violent (Merriam-Webster, 2023). No educator should ever have to describe their work as being this way. At the Pickerington School District teachers have the longest work and calendar day within the state of Ohio. At first, Harris states “When it was first implemented it was to help teachers get done some of the work that would happen after the school day. To focus on

collaboration, training, and professional development. But what has ended up happening is more required instruction and more responsibilities placed on them” (Harris, 10:30).

Many teachers across the country are facing many obstacles such as working overtime at home due to not having enough time to plan and collaborate with other educators. Teachers have been forfeiting their planning time, which is typically used for grading and lesson preparation, to cover other classes (Harris, 6:41). Many educators are finding that they often are covering other classes because there is a shortage of substitute teachers within their school district, which is essentially doubling their own workload, Harris says “this leads to hours upon hours of work at home” (6:49, Harris). The educators are facing many more responsibilities even having as many as “50 students within a given classroom which is a violation of the contract “(Harris, 7:09). Many of the students do nothing during a school day due to the lack of substitute teachers which also sets back the regular teachers classroom instruction. This is a cycle that continues to happen within the school district. Educators are feeling overworked and have much less time to provide support to their own students and provide equitable instruction. As Harris mentions “educators are giving up part of their 30-minute lunch just to keep students safe” (Harris, 7:39). This is cutting into educators’ time in their contract that they are supposed to have for themselves.

Case #2 The Metropolitan Nashville Public Schools

Within The Metropolitan Nashville Public Schools many educators are feeling unsupported mainly by administration and the school board because nothing has changed no matter how often they speak upon their opinions. Especially Claudia Cornelison, who teaches at East National Magnet High School. Cornelison specially speaks upon how unsupported she feels within the workplace along with different variables that make this a continuous cycle making her feel as if she is on a sinking ship begging for help (Cornelison, 1:04:1)

Cornelison starts off by explaining how truly difficult it has been for her to stand in front of this audience this evening and explains such sorrow as she speaks. As Cornelison states “I was hard for me to come in here today, because as soon as I left my building, I was breaking down in my car (Cornelison, 1:03:50). In addition to this, Cornelison explains that she was breaking down within her car due to not having enough time to even prepare for this school board meeting. Instead, she was greeted with a pop-up observation during the day that was on teaching a text she did not want to teach within her classroom. Cornelison explains that she has spent so much planning time trying to make the text culturally relevant because she cares about her students so much (Cornelison, 1:03:57). As she voices there has been no support by the district since she even started. There have been so many evaluations that she has to plan for, submitting two weeks of lesson plans and pop in administrators on most days during the week. Cornelison voices that administrators do not care about their employees as much as they should. Instead of losing planning time due to these interruptions Cornelison, explains that she would rather be grading the 300 papers that are sitting behind her desk because progress reports are due soon. In addition to this she states “I would rather be taking care of myself by being able to use the restroom during the day or following up with family members of my students because they are suffering right now (Cornelison, 1:04:26). Cornelison says that she really can’t do any of this because her time isn’t hers right now making this career unsustainable. No one can be within this field without getting burnt out. As she explains if this cycle keeps happening within the district, we are going to see a mass exit of talented teaches and support workers (Cornelison, 1:04:45). Many educators are sick of feeling unsupported within the field and considering leaving within the next few years. Cornelison explicates “There is only so long you can stand on a sinking ship begging for help before you jump off” (Cornelison, 1:04:50). Then Cornelison exits the podium

while the whole entire audience shakes their heads in agreements and clap for the courage, she has shared for the past few minutes. Being unsupported within the classroom setting is making teaching a unsustainable career.

C. Frustration

Case #1 Pickerington School district:

Also, educators within the Pickerington School District are facing frustration and feel as if they do not even have a voice within the district. Harris expressed that educator do not come up with the educational plans instead they just go with what the administration comes up with. However, they come together as educators to alter it to make it work for them. The administration wanted to put in place Flexible Learning 3.0. It is a learning program with a different curriculum and different modes of learning. However, this is how the teachers responded, Harris said. “Teachers, however, are frustrated with the fact that no teachers or principals were consulted in the development of the plan. There is a lot of knowledge and unique perspective that was left out by not including educators.” Educators feel as if they didn’t have a voice when the plan involved both themselves and students. They describe this as being helpless within their own careers.

Case #2 The Metropolitan Nashville Public Schools

Within The Metropolitan Nashville Public School System many educators feel unsupported within their work placement. Councilman Aaron Evan’s a former educator who speaks on the lack of resources within the school buildings. Evan’s specifically discusses that lack of WIFI that both educators and students have access to during the school day. There is an instance where she is meeting with the principal over zoom and the meeting was canceled.

Evan's states "all over social media many educators were experiencing a lot of frustration with their internet. I know when I was an educator if I didn't feel supported with the tools that I needed it made for a frustrating teaching experience" (Evan, 14:32). Educators are fearful due to the lack of resources that are available to themselves along with students.

D. Overworked

Case #1: Pickerington School District:

The substitute teacher shortage within the Pickerington School District provides another issue that creates stress and overworked educators. The Ohio State standards say by law, special education instructors must meet with each of their students a minimum number of hours as dictated by Individual Education Plans (IEPs) (Ohio Laws & Administrative Rules, 2014). However, many special educators can't even meet their hours because they are trying to cover different classrooms due to others being absent. This is putting more pressure and responsibilities on many teachers within the district. Harris voices "I agree that we need to get classrooms covered, but we are losing essential services in order to make this happen" (Harris, 15:16). Harris expresses concerns that there is not enough time for teachers to get all their responsibilities done within contract hours. Making many educators working off time at home on school nights or on the weekends. Harris speaks on behalf of all educators within the district that are all expressing similar emotions towards being over worked within the field.

Case #2 The Metropolitan Nashville Public Schools:

Next, within The Metropolitan Nashville Public Schools educators are expressing how over worked they are feeling within the workplace. As mentioned before, Jennifer Geiger has been teaching within the district for around 7 years. Geiger explains many concerns regarding

being overworked ever since she has been employed at The Metropolitan Nashville Public School. Across the whole entire country educators are having negative perceptions towards the occupation of education. Geiger states “There are nationwide issues with the workload” (Geiger, 1:02:16). This is not just an issue within the school district Geiger teaches at but across the country most educators are expressing that they are being overworked and have too many responsibilities on their plate taking away from their main priority which is teaching their students. Geiger explains “However, I truly believe the deciding factor for whether teachers leave or stay will come down to the individual districts and schools. Teachers at schools and districts where they are supported, feel heard, and valued will stay (Geiger, 1:02:25). Educators have expressed they want to stay within a district where they feel supported by their administration and their colleagues.

In addition to this, they have a voice when it comes to major decisions that impacts them within the workplace. However, if teachers are leaving districts being they are not getting what they need this leads to many other issues that can arise. Geiger interprets “Teachers have been moving to the surrounding counties. This leads to other teachers having more responsibilities (Geiger, 1:02:32). This is making educators must cover classes during planning time, attending meetings and professional development. Geiger explains that teachers need time to do their jobs. She states, “We don’t have time to do our jobs” (Geiger 1:02:54). This is a concern that is really having herself question if she should leave or stay within the district for another year. Geiger’s last statement is filled with raw emotion and anger. As her voice is trembling, she declares “Please listen to our teachers before there are none left (Geiger, 1:03:1). The ending of this discussion leaves the many individuals wondering what the next step for The Metropolitan Nashville Public Schools is.

E. Pandemic

Case #2 The Metropolitan Nashville Public Schools:

The Metropolitan Nashville Public Schools are facing many issues amid the recent pandemic. As mentioned, Kellyanne Graph speaks upon a substitute teacher and bus driver shortage is due to the pandemic that does not have hope of getting better within the near future if nothing is done. As Graph explains Thurgood Marshal Middle School only has one permanent substitute working within the whole building. Graph explains the substitute shortage as “like a small drop in a pale when you have three other consistent vacancies” (Graph,17:08).

Demonstrating it is a ripple effect that hurts the whole school and puts added stress on many professionals to try to cover different classes during preps or lunches. Graph illustrates that many educators are going through a lot of trauma and personal issues due to the continuation of the pandemic leading to absences. Educators are unable to take mental health days, sick days personal days. Why may you ask? Graph states “we know there is no one to cover their classes” (Graph, 17:35). She explains this is an ongoing cycle that is affecting many different variables within the school. Within her own classroom there is a co-teacher that helps with IEP’s and other students that have accommodations. However, her co-teacher gets pulled out of the classroom to act as a substitute teacher multiple days of the week. Students are not receiving their services due to the co-teacher being out of the classroom (Graph18:05). This has resulted in poor test scores for students that do need those services that are not being provided. Graph claims “we are hurt professionally, and students are hurt academically (Graph, 19:00).

Going off from the substitute teacher shortage Graph also expressing her feelings about the bus system and lack of attention around COVID-19. Within The Metropolitan Nashville

Public Schools, the lack of bus drivers is causing fewer buses to be running within the school district. Students are expressing their opinions about the lack of space and behavioral complications. Whereas Graph is explaining there is a lack of contact tracing causing COVID-19 to spread throughout the entirety of the district. This goes into her next point that there has also been no contact tracing among split classes. Graph identifies there has been an ignorance of the transparency of COVID-19 within the middle school. As stated, "I've had students tell me that they have tested positive for COVID-19, and they were sitting next to my desk. And the school did not tell me I was in close contact," (Graph, 19:25). This concludes Kellyanne Graph's session during the school board meeting.

D. Lack of freedom

Case Study #3 Tik Tok

Many educators are expressing their emotions through a social media outlet known as Tik Tok. As previously mentioned, a "Tik Tok" is a short video clip that ranges between 30 seconds to even 4 minutes. Melody Pendency a former educator speaks on regards about the lack of freedom she felt within the classroom setting. First off, Pendency explains within the first few second of her Tik Tok that she was a teacher for 5 years and just left last May of 2022.

Pendency explains that teaching is unlike any other occupation within the world. It feels as if you are never leaving the classroom environment. One you graduate high school you go onto college and graduate but then you are in the classroom setting once again. Pendency voices that there are a lot of different variables that she is now recognizing now that she has left the field of teaching. There are many day-to-day things that when she was a teacher viewed as a luxury. Pendency states "I realized like how much freedom you have in different jobs besides teaching (Pendency, :41). For instance, if she wants to go get food or coffee, she can without asking.

However, a major concept is now she doesn't have to ask for permission for day-to-day necessities. As Pandy states "If have, I have doctor's appointment and tell my boss they will be like ok. I don't have to ask for permission for anything." (Pandy, 1:10). However, she explains that there is no way around this, but they better make it worth it to be a teacher. As an adult within any field, you should have more freedom and support within the workplace. Pandy explains that everyone says you get summers off as a teacher. Nevertheless, Pandy states "I don't need summers off anymore, I feel refreshed (Pandy, 1:42). Instead, she voices that teachers need to get paid for due to them not having freedom within the workplace. Pandy ends her Tik Tok by saying "Being a teacher is not worth it" (Pandy, 2:03). In conclusion, it is not worth the lack of freedom and pay within the society we live in today.

Chapter 6: Cross-Case Analysis and Implications

Analysis

Method of cross analysis

There are a wide range of commonalities and differences among all three cases that have been analyzed above. Each comes with a new different perspective that allows for our society to see how teachers are feeling in the workplace along with their experiences. The three cases vary upon location, socioeconomic status, ethnicities of students along with the overall content that is being discussed throughout the clips. Each clip brings upon a new perspective and experience however, they all overlap within some way.

The cases have both similarities and variations when it comes to background information. To start both case #1 and #2 are both school board meeting. Both cases have at least one teacher sharing their own adventures that they face within the classroom setting. Within case #1 we see a Northern school within rural Ohio whereas case #2 is placed within the Metropolitan area of Nashville, Tennessee. However, we do not know the exact whereabouts of case #3. All schools having different settings throughout the United States. However, both case #1 and #2 have a diverse population of students. Case study #1 has a student body that ranges from 5.2% Asian or Pacific Islander, 28.6% black, 6.2% Hispanic, 7.3% Multiracial, and 52.7% White. Students range from around 73 different countries and speak over 58 languages (Pickerington Local School District, 2023). Whereas at the in case #2 the student body ranges 39.33% Black, 32.18% Hispanic/Latino, 24.27% white, 3.79 Asian, 0.25% American Indian or Alaska Native, and 0.19% Native Hawaiian or another Pacific Islander (The Metropolitan Nashville School District,

2023). The contrast between the two schools is the majority in case #1 is white students but in case #2 it is black students. However, it is important to note both schools have a wide range of ethnicities and language that are apparent within the schools. In contrast the socioeconomic status varies upon the school districts. Within case #1 there is a low level of poverty within the district whereas in case #2 most students have to get their lunch paid for and live within some sort of poverty. However, it is important to note within case #3 we do not know the specifics around the teacher's school district due to the social media platform it presented within.

Next, all of the different cases incorporate many different emotions that the educators are experiencing within the classroom setting. A common emotion throughout every single case study being analyzed is a sense of feeling along and neglect. Within case #1 Harris explains there are such high levels of expectations yet there is not supported to help. Similarly in case #2 Honey Harris discusses how unsupported and mad she is. Honey Harris feels due to the level of expectations and integrity of demands that she is not getting paid enough. As stated with anger and frustration Honey says, "Pay me what I deserve" (Honey, 32:44). Honey Harris explains not one supports her not the school board let alone the administrators. In contrast within case #3 Sydney explains the lack of support lead to multiple anxiety attacks. Going into work is now a fear of hers because she felt so alone within the school. All three of the cases discussed lack of support however, they were discussed in different ways but ended in the same conclusion.

Therefore, another emotion that is present within two of the cases is frustration. Both cases #1 and #2 discuss the experiences teachers are having that are creating such frustration within the classroom setting. Within case #1 frustration stems from the responsibilities that continue to keep piling up. For instance, as mentioned before a new curriculum is put into place called Flexible Learning 3.0. This gave staff members much more to learn and focus on top of

the countless extra responsibilities at hand. Staff members were not including within this plan of content change. Whereas within case study #2 frustration is explained a little differently.

Educators explain that they are frustrated with the lack of resources that the district is providing its staff.

However, there are many key factors throughout this thesis that are extremely different. Within the case #2 the pandemic is such a prevalent point even within the year 2021. The everlasting affects are still present within the school district. This is a main topic of discussion where it's not with case study #1 or #3. The pandemic is a prevalent point within case #2 due to the lack of resources that were not being obtained by the district. Due to the pandemic, there have been many other challenges such as bus driver shortages. However, the other educators within the case studies do not mention how the pandemic has affected their experiences or emotions within the classroom. But in the lack of freedom category on it is mainly prevalent within case #3. Pandy explains that being a teacher is distinctly different from any other job in the world. You can basically never go to the bathroom whenever you and must worry about sub plans if you are sick. This job follows you and is completely engrossed within your life (Pandy 1:05).

Lastly, it is important to note within each of the different sub sections that are being discussed there are many similarities and differences. As mentioned before emotions were present in every single case but has different connotations connected towards them. Whereas in other categories such as a specific emotion such as frustration or the pandemic that are looked at much differently.

Table 1.3 Subsections

Emotions	Feeling Unsupported	Frustration	Overworked	Pandemic	Lack of Freedom
<p>Case #1</p> <p>Harris explains anger, nervousness and feeling alone.</p>	<p>Case #1</p> <p>Administration doesn't listen. They are using their prep time to cover classes.</p>	<p>Case #1</p> <p>Harris says administration come up with educational plans and doesn't take the teachers opinions into consideration.</p>	<p>Case #1</p> <p>Harris explains teachers have to over other classes due to the substitute shortage causing more work outside of contract hours.</p>		
<p>Case #2</p> <p>Honey explains neglect and anger. Due to low salaries.</p>	<p>Case #2</p> <p>Cornelison complains about pop up observations and lack of positive feedback.</p>		<p>Case #2</p> <p>Geiger says there are countless responsibilities.</p>	<p>Case #2</p> <p>Graph explains educators have trauma from the pandemic and sometimes need mental health days. However, they can't even take their sick day due to the substitute teacher shortage.</p>	
<p>Case #3</p> <p>Feeling so nervous she can barely teach and has suffered anxiety attacks.</p>		<p>Case #3</p> <p>Evan's explains the school district has a lack of resources, but no one is listening.</p>			<p>Case #3</p> <p>Pendy explains in the education profession you always have to ask for permission for everything.</p>

This table is inspired by Elizabeth Dutro based on her recent work about class privileged assumptions. (Dutro, 2010, pg 288). The table highlights the similarities among the different cases that are being analyzed based upon the subsections.

Implications

From my research there are many different changes that could come into place to make educators want to stay within the field of education. From seeing the different levels of emotions educators are facing daily makes me question what needs to change to stop educators from leaving the profession. Educators are ultimately feeling burnout in their daily lives. This takes away from the students as well as the educator. Educators need to be the best version of themselves but how can they achieve this if their mental health is suffering due to the stress levels of the profession. Watching and analyzing all of this information truly has changed my perspective in so many different ways. I know what teachers need to ultimately have a sustainable career. Teachers need help.

First off, I have learned throughout this thesis how important mental health is for educators. Educators need to set boundaries for themselves. If their contract hours end, they need to leave school and instead go home to take care of themselves. They need to turn off their email for the night after school hours because they are not getting paid for working outside of the school day. Instead, they need to mentally take care of themselves by going on walks or just hanging out with family. From what I have learned there should be mental health days that teachers and students take part in. Teachers need to not think about school and prioritize their life. Having mental health days throughout the year will allow educators to recharge and be refreshed. Mental health periods at the end of the day would also be a great strategy for both students and teachers. This could be done through leading the class through meditation or

coloring. In addition to this to address teachers' mental health along with many other emotions just allowing everyone to talk and vent. Having weekly meetings to address issues would also take a strain off educators. We must prevent this burnout within educators by making sure we are taking care of ourselves first. As stated "To bring our best to work every day, we need to manage our own self-care (Jennings, 2018, pg 40).

Next, educators need help. Many educators do not have enough time to plan and prep for the next day of school. Due to the substitute shortage educators are having to take over many different responsibilities within the classroom setting. Many educators are ultimately losing planning time. I think teachers need extended planning time to do their jobs. Having extended planning time will allow for educators to deeply think about lesson planning through different resources along with differentiation. In addition to this teacher will feel less overwhelmed with grading and have time to be more prepared. This will allow educators to do less work outside of contract hours. If a school district cannot give extended planning time the school district should move to a four-day week to give their teachers what they need.

In addition to this, many educators feel a lack of support within the classroom. This can be changed through administration. Giving teachers less evaluation and instead more constructive feedback. Administrations need to aim to be a shoulder to lean on instead of being the villain figure many educators see them as. Having a different outlook on what is going on within the classroom setting is key. Everyone that works in the school needs to understand nothing is going to be perfect however we are all trying. Educators need support from colleagues' parents and administrators to be the best teacher. Everyone in the school needs to work as a team.

Lastly, educators need resources to be successful. To help many educators out across the country their needs to be a bill passed that helps with funding for resources. All states should give educators at least \$2500 for supplies for the classroom such a pencil, tissues, snacks, or anything the students will need to be successful. Educators do not make a lot of money in this country causing many of them to get second jobs let alone try to have enough money to be able to pay for resources for their classroom settings. Teachers should only have to work one single job. Teachers need a raise. Teachers are heroes they mold into any role that is needed within the classroom. Whether this is a nurse, janitor or even just a friend for the student. Teachers need to get paid what they deserve.

Conclusion

In this paper I have introduced a new perspective surrounding the world of education. Instead of this paper identifying specifics statistics or facts it analyzes voices. Throughout literacy we see different instances in which teachers face various obstacles making it difficult to get through their day-to-day tasks. Literacy shows that teachers are struggling financially, have large workloads along with disrespect. My paper analyzes three different cases across contexts such as YouTube and Tik Tok. Using these two different platforms has allowed for the true voices of teachers to come out. Their voices emphasis such a great level of emotion and detail about their experiences within the classroom setting. I now know what educators' true feelings are regarding the United States education system along with their feeling towards the profession. It is extremely heart breaking to see the different educators tell their story as tears stream down their faces.

However, it is important to note not every single educator feels this way. Many educators love being a teacher and still find it to be extremely rewarding profession. Within the data collected during the school board meeting educators explained their love for the field. There is contrasting data that is not drawn upon.

To wrap up my thesis I want to address some important information. This past week on March 27, 2023 a mass shooting occurred at a The Covenant school located in Nashville, Tennessee. Three nine-year-old students were shot and killed during this shooting. Along with three teachers making the death toll six (Casas, 2023). This absolutely heart breaking. During my student teaching experience on March 29, 2023 there was a shooter threat a neighboring school district. While I was teaching, I received an email regarding the events that are going on. The whole entire Mount Nittany Middle School couldn't go outside or leave the building. Many thoughts went through my mind. First off, I was terrified and thought about how I could protect my students if anything was to happen. After this whole school day and events that have been happening in the education community, I have decided to change my career choice. It breaks my heart that due to schools in the United States being extremely unsafe has led me to change my plans after graduation. Something must change in order for teachers and students to be protected.

BIBLIOGRAPHY

- Barber, B. R., Bourdieu, P., Castells, M., Finnegan, W., Hall, E., Hammett, D., & Hill, T. E. (2007, October 24). *Disrespecting teacher: The decline in social standing of teachers in Cape Town, South Africa*. International Journal of Educational Development. Retrieved March 28, 2023, from <https://www.sciencedirect.com/science/article/pii/S0738059307000508>
- Connelly, F. M., & Clandinin, D. J. (1989). *Teachers as curriculum planners: Narratives of experience*. Teachers College Press.
- Dias-Lacy, S. L., & Guirguis, R. V. (2016, November 30). *Challenges for new teachers and ways of coping with them*. Journal of Education and Learning. Retrieved March 28, 2023, from <https://eric.ed.gov/?id=EJ1141671>
- Dutro, E. (2010). *What Hard Times' means: Mandated curricula class-privileged*. Retrieved April 3, 2023, from <https://www.jstor.org/stable/pdfplus/27784362.pdf>
- Friedman . (2010). *Student Behavior Patterns Contributing to Teacher Burnout*. The Journal of Educational Research. Retrieved March 28, 2023, from <https://www.tandfonline.com/doi/epdf/10.1080/00220671.1995.9941312?needAccess=true>
- Geyser, W. (2022, December 30). *What is TikTok? – everything you need to know in 2023*. Influencer Marketing Hub. Retrieved March 28, 2023, from <https://influencermarketinghub.com/what-is-tiktok/>
- Hale, L. (2015, November 9). *Behind the shortage of Special Ed Teachers: Long hours, crushing paperwork*. NPR. Retrieved March 28, 2023, from <https://www.npr.org/sections/ed/2015/11/09/436588372/behind-the-shortage-of-special-ed-teachers-long-hours-crushing-paperwork>
- Hess, A. (2021, November 2). *College costs have increased by 169% since 1980-but pay for young workers is up by just 19%: Georgetown Report*. CNBC. Retrieved March 28, 2023, from <https://www.cnbc.com/2021/11/02/the-gap-in-college-costs-and-earnings-for-young-workers-since-1980.html>
- Higton, J., Leonardi, S., Richards, N., Choudhury, A., Sofroniou, N., & Owen , D. (2017). *Teacher Workload Survey 2016* . Teacher Workload Survey 2016. Retrieved 2023, from https://warwick.ac.uk/fac/soc/ier/people/dowen/publications/tws_2016_final_research_report_feb_2017.pdf
- Jennings, P. (2018). *The trauma-sensitive classroom: Building resilience with compassionate teaching*. Google Books. Retrieved April 2, 2023, from https://www.google.com/books/edition/The_Trauma_Sensitive_Classroom_Building/LEXNDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover

- Martin , A. (2017). *Exploring teachers' stories of writing: A narrative perspective*. Taylor & Francis. Retrieved March 29, 2023, from <https://www.tandfonline.com/doi/full/10.1080/13540602.2018.1462790>
- McCahon , S. (2017). *The ecology of teachers' experiences with ...* - *Wiley Online Library*. The Ecology of Teachers' Experiences with Violence and Lack of Administrative Support. Retrieved April 2, 2023, from <https://onlinelibrary.wiley.com/doi/full/10.1002/ajcp.12202>
- McLoud, S. (2022, December 16). *I get paid for 180 days of work each year, but I actually work more than 250*. We Are Teachers. Retrieved March 28, 2023, from <https://www.weareteachers.com/teacher-overtime/>
- Merriam-Webster. (2023). *Tumultuous definition & meaning*. Merriam-Webster. Retrieved March 29, 2023, from <https://www.merriam-webster.com/dictionary/tumultuous>
- National Education Association. NEA. (2022). Retrieved March 27, 2023, from <https://www.nea.org/>
- NEWS OF PICKERINGTON & VIOLET TOWNSHIP. (2022, February 11). *"burned out" PLSD teachers seek inclusion in district decision making*. Pickerington Online. Retrieved March 28, 2023, from <https://pickeringtononline.com/burned-out-plsd-teachers-seek-inclusion-in-district-decision-making/>
- Ohio Laws & Administrative Rules. (2014). *Rule 3301-51-07: Individualized Education Program (IEP)*. Rule 3301-51-07 - Ohio Administrative Code | Ohio Laws. Retrieved March 28, 2023, from <https://codes.ohio.gov/ohio-administrative-code/rule-3301-51-07>
- Pendy , M. (2022). *Log in*. TikTok. Retrieved March 28, 2023, from <https://www.tiktok.com/login/>
- Stake, R. E. (1995, April 5). *The Art of Case Study Research*. Google Books. Retrieved April 2, 2023, from https://books.google.com/books/about/The_Art_of_Case_Study_Research.html?id=ApGdBx76b9kC
- Stedman. (2022). *Substitute teacher shortage*. Oswayo Valley School District. Retrieved March 27, 2023, from <https://oswayovalley.com/substitute-teacher-shortage/>
- Sydney . (2022). *Make your day*. TikTok. Retrieved March 28, 2023, from <https://www.tiktok.com/>
- Tracy , K., & Durfy , M. (2007). Speaking out in public: citizen participation in contentious school board meetings. Retrieved March 29, 2023, from <https://journals.sagepub.com/doi/10.1177/1750481307076008>

Will, M. (2022, April 29). *'disrespected' and 'dissatisfied': 8 takeaways from a new survey of Teachers*. Education Week. Retrieved March 28, 2023, from <https://www.edweek.org/teaching-learning/disrespected-and-dissatisfied-7-takeaways-from-a-new-survey-of-teachers/2022/04>

YouTube. (2021, November 10). *11/09/21 MNPS board meeting*. YouTube. Retrieved March 27, 2023, from <https://www.youtube.com/watch?v=WL9kJ796X8>

YouTube. (2022, January 24). *1/24/2022 - PLSD Board of Education meeting*. YouTube. Retrieved March 28, 2023, from <https://www.youtube.com/watch?v=h7PvtrpmOrg&t=460s>

ACADEMIC VITA
McKenzie Reeves

EDUCATION

The Pennsylvania State University **University Park, PA**

The College of Education *May 2023*

Middle Level Education

Minors: Special Education, Hearing & Deafness Studies

Honors and Scholarships

Dean's List 6/7 semesters

Schreyer Honors College

Rosancance Scholarship

The Marano-Merkel Family Trustee Scholarship in the College of Education

The Wess Family Award

The John M. Shemick Scholarship in Education

The Mary Ellen Burkholder Bowden Scholarship

PROFESSIONAL EXPERIENCE

Pre-Student Teaching

State College, PA

Educator

August 2022-December 2022

- Worked in a 5th Grade Classroom
- Provided optimal care and academic support
- Created and implemented lesson plans based upon growth and student interest
- Used behavior modeling and techniques to enforce a positive learning environment

- Partnered with mentor teacher to co-teach and independently teach lessons that had goals, objectives and philosophies

Micro:bits Virtual Internship

Hazelton, PA

Teacher/tutor

December 2020–May 2020

- Tutored emergent bilingual students in math and science material lesson planning with extensive research
- Worked with various educational leaders and attended multiple seminars, collaborated with students to complete homework assignments, identify lagging skills and correct weaknesses
- Integrated technology into sessions to further enhance student learning. Stressed importance of good study habits and developed homework schedules, encouraging students to create personalized study plans

Originals Italian Restaurant

Montrose, PA

Waitress

May 2020-

Present

- Meeting customer demands and working with team members
- Helping maintain high standards
- Register operation and attention to food safety

Reeves Flagstone Corporation

Montrose, PA

Clerical Worker

June 2018-Present

- Answering phone calls and handling customer inquiries
- Scheduling appointments
- Filling invoices and documents
- Attention to payroll

Montrose Country Club

Montrose, PA

Tennis Instructor

June 2018-

June 2019

- Taught proper physical conditioning for maximum endurance, health and safety
- Taught ages 4-18 years old and lead private lessons, group lessons and clinics
- Encouraged diligence, patience and respect for others

Kool Cow

Montrose, PA

Cashier

June 2018-

August 2019

- Processed transactions, including checks, cash and credit purchases
- Restocked, arranged and organized merchandise to drive production
- Managed social media and helped promote business through various technology platforms

CAMPUS INVOLVEMENT

CHAARG

University Park, PA

Small Group Leader

August 2019–August 2022

- Set up various small group activities such as workouts and getting food downtown
- Helped raise money for THON
- Involved in the mentor program

THON Merchandise Committee

University Park, PA

Family Relations Chair

October 2021-February 2022

- Helped raise money for the largest run philanthropy organization run by students
- Set up THON family meet and greets
- Made various donor drives and bingo boards to raise money

Trilogy

University Park, PA

Member

October 2021-February 2022

- Special interest THON organization
- Participation in fundraising efforts

Atlas

University Park, PA

Member

October 2021-February 2022

- Special interest THON organization
- Participation in fundraising efforts

Peer Mentorship Program

University Park, PA

Mentor

September 2021-December 2021

- Planned weekly meetings with my mentee
- Discussed study strategies and organizational skills
- Listening
- Problem solving

THON R&R Committee

University Park, PA

Family Relations Chair

October 2020-February 2021

- Helped raise money for the largest run philanthropy organization run by students
- Set up THON family meet and greets
- Made various donor drives and bingo boards to raise money

ADDITIONAL SKILLS/INTERESTS

Skills: strong work ethic, excellent communication, time management, great with collaboration and patience