



**Results of CCSD Teachers Survey
October 28, 2021**

Below are some of the notable results from the CTA's teacher temperature survey. It was completed by 853 CCSD teachers between September 30 and October 12, 2021. The full results and raw data can be accessed at CharlestonTeacherAlliance.com. Statistics in this report have been rounded to the nearest percentage point.

I. Critical statistical data

Teachers report the following significant concerns about this year:

- **83% are more exhausted this year than last year.**
- **66% have considered quitting, retiring, or making this their last year of teaching.**
- **76% feel like they are burning out.**

Teachers report a number of possible reasons for the high level of stress:

- **Only 21% feel that CCSD values its teachers.**
- **13% feel supported by the school board, while 68% feel supported by their principals.**
- **79% say their students' needs are greater than last year.**
- **64% have been required by their schools or the district to implement new curricula or initiatives.**
- **42% have been assigned added duties that impede their ability to teach effectively.**
- **Only 34% say the number of meetings they must attend each week is at an appropriate level.**
- **Not enough teachers feel supported by their schools when it comes to student discipline.**

Only 40% of middle school teachers feel supported; at Northwoods, only 13% of teachers feel supported, and at Simmons-Pinckney, the number is 0%.

Only 43% of high school teachers feel supported. At Stall, it is only 22%.

- **Only 45% of middle school teachers say their class sizes are at an appropriately manageable level.**
- **76% say we are spending too much instructional time on testing**
- **62% said the lack of substitutes has had a negative impact on instruction.**
- **62% said the SafeSchools training required by the district took an unreasonable amount of their time.**

According to SafeSchools data, teachers were required to complete approximately 6.75 hours of training.

- **Only 18% say the district has clearly communicated with them on important issues.**
- **51% have not been given an opportunity to provide feedback on issues that impact their teaching.**
- **A return to hybrid instruction has placed increased pressure on teachers.**

37% do not have sufficient technology for hybrid instruction.

66% are expected to help students solve tech problems. Few teachers are trained to offer such assistance.

47% say their technology does not work well without issues.

62% do not think that \$1000 per quarter is fair compensation for re-implementing hybrid instruction.

Hybrid instruction may be an unnecessary pressure: 60% do not believe it is the best way to teach students who are not in class.

- **The mask mandate, while imperfect, does not appear to have applied a significant degree of pressure on teachers. 71% agree the mask mandate will help keep students and staff safe.**

II. Representative teacher comments. (Some comments have been edited for brevity)

Comments on added teacher duties, meetings, and responsibilities:

Some of the meetings we have take the whole planning period every week, and this makes it really hard to have planning time, do my own work, eat, and go to the restroom. It would be nice to have at least 20 minutes of that day's planning period to do the work I need to do.

Please god can I get a planning period. I have one planning period a week not impeded by meetings. One hour of planning a week to plan and grade, and breathe. Teachers that have time to plan are better teachers. You might have to get creative, but I promise you that if you give us time to plan lessons, the instruction will improve and your beloved test scores will go up.

When forty minutes of your time is spent at duty, it takes away time from helping your students. I have turned students away who were asking for extra help, I have turned students away who came to me crying, and I have not had the opportunity to pull a student aside for a brief conference because of duty.

We have students in our classrooms from 7:55-4:00 every day, for breakfast, arrival, lunch, dismissal. Any given week, there are at least 2 planning periods devoted to meetings. At most I get 3 planning periods a week to plan, use the bathroom, and take care of personal business. On top of having a classroom almost at maximum capacity, the additional social emotional needs of the kids, learning and implementing 2 new curriculums (Bridges and Open Court), figuring out new Social Studies standards, and just trying to plan fun and engaging lessons, I feel extremely close to burning out and it's just now October.

We made it almost a year and a half with minimal meetings and now we are back to operating as if everything we do hinges upon meeting (in person as well) every free minute we have. We have PLC meetings, faculty meetings, emergency faculty meetings, full district department meetings that go until 6:30pm, curriculum meetings, team meetings, IEP meetings, 504 meetings, and parent meetings. When do we get time to plan? When do we get time to grade? Meet with students? Run to the bathroom? Eat?

I think the expectation of what teachers are capable of doing in one day is extremely unreasonable. Everyday, from the moment I arrive at 7:30, I work steadily with almost no break, maybe 1-2 quick trips to the bathroom, until 4:00. Since lunch is with my students in my classroom, that time is also no break time for me.

After school duty has been mostly terrible due to very late buses that are broken down or have to run 2 routes or are stuck at the high school. It wastes a lot of teacher time every afternoon. Our instructional day is only supposed to be 7.5, and we are going way over that.

We do not have a planning period every day due to PLC and other meetings. It is not fair that teachers use their break time in meetings every week. PLC is repetitive and a total waste of my time.

Feeling very overwhelmed and defeated implementing two new curriculums this year. Not enough breaks--too much to do. We have recess cohorts with no breaks, lunch with no breaks, meetings during planning, meetings after school.

I do not have time to adequately plan for my classes, grade papers, and respond to emails. Now at my school, I am supposed to teach a whole new class called CREW for social emotional learning. I am not a counselor. I am not getting paid more for this whole new class. I am not given any extra planning for this class. I am also expected to give up half of my 40 minute lunch twice a week to help students who are failing. Not sure how it is fair that because of a student's choices I only get 20 minutes for lunch twice a week. How am I supposed to use the bathroom, eat lunch and prepare for my next class in 20 minutes?

Children are arriving in the classroom at 7:00 AM and the last car riders are getting dismissed from our classrooms at 2:50. That is an 8 hour day with a 40 minute special area as the only time without children to plan, make copies, use the restroom. We are still eating lunch every single day in the classroom with our students.

Why are all of these meetings happening during a pandemic still? We proved so many meetings were NOT necessary throughout the last year and a half and now we have more than ever. PLCs are a joke and a waste of time. Planning/ refining lessons and grading are by far more meaningful uses of time than PLCs.

Comments on substitute teacher shortage:

Sub pay for teachers who give up (one of) their planning periods to cover an absent teacher's class would go a long way to making us feel more understood. The problem is that our principal is telling us the superintendent's office is saying there is no sub pay, but the Roundtable notes indicate that the superintendent says we are being paid. This kind of discrepancy adds to the stress we are already feeling in our second year of pandemic teaching.

Due to numerous teachers being absent because of quarantine, illnesses, etc., I am averaging having one to two planning periods per week. We are having to cover other teachers during our planning period which sets me behind in my work and preparation.

Teacher morale is lower than I have ever seen it and I've been in Education for 31 years. With subs not being available and teacher absences high teachers are covering other teachers' classes during their planning periods giving them no down time. Often these classes have been left with no lesson plans for the students.

Comments on discipline:

I feel like my main job is just to manage the behaviors of the students instead of helping students learn.

Students know they can act out, cuss out teachers, skip class, not do work, arrive late to class, play on their phones, play on their computers, and vandalize restrooms with no repercussions. The students are smart...they know they can get away with so many write ups before they actually get in any trouble. Allowing our learners to act like this with little-to-no consequence for an extended period of time is setting them up for failure in life. I am a young teacher in my twenties. When I was their age, if I acted the way 40% of my school acts on a daily basis, I would have been in alternative school or expelled by September. Instead, the same kids are doing the exact same things day in and day out with no change. There is absolutely 0 respect for me as a teacher because students know that nothing will be done about it.

Discipline has become a problem that is escalating and causing teacher burnout.

Student behavior is worse than we anticipated and their transition to virtual learning back to the classroom has come with many issues. We are seeing more disrespect, more fights, more refusals to comply with directions, and a general lack of concern for their own education or each other. Parents are frustrated and we get very little support from them when we call home concerning these behavioral issues.

I have many students who throw fits that completely disrupt class. I have not been given support on getting him out or someone coming in to allow me to continue instruction.

There are not consistent consequences for students being physically and verbally disruptive in school.

Disruptive students are too often brought back to class just to disrupt it again in the same way, often multiple times a day. I feel there needs to be more of a "send home" rule once it has been that they have been sent out more than a couple times a week, and especially if it is more than once in a day. When they sent home someone Friday for the first time this year, he finally came back to school today and had a perfect day, as if seeing the seriousness of it may have had more of an effect.

Discipline at my school is a joke. A select few students are continuously allowed to disrupt the learning of many with no consequence.

Comments on new curricula and initiatives:

The district is going full-bore on micromanaging the roll out of the new Bridges math curriculum in ways that needlessly elevate stress and operate to the detriment of students.

Bridges: Time for learning, studying, planning lessons along with preparing and delivering lessons is unreasonable. We knew this would be the case when we reviewed the new Math textbooks/programs. This is why very few schools voted to adopt this program. Yet, we are required to teach this curriculum with fidelity. Because I'm flying by the seat of my pants, I do not feel like I am efficient and effective at teaching much needed skills... Please do not ask us to go through the textbook adoption process if you already know you are going to spend enormous amounts of money on Bridges. Now we are stuck with it. My teaching of mathematics is suffering because of the tremendous amount of preparation and planning. Please allow teachers to select a curriculum that is best suited to their particular teaching styles. Give schools a choice.

Bridges has assessment after assessment but due to the strict pacing guidelines that the district has set, there is no time to reteach areas that students are not growing. Therefore, it renders all of the assessment useless if it is supposed to be used to inform my instruction.

The district has asked math teachers to implement a program that is not supported by most math teachers. We were told after a vote on new textbooks in which the majority of math teachers did not vote on (no matter what the data says) that this new math program needed to be implemented. It doesn't benefit the students and frustrates teachers... Now we need to give benchmark tests on the program that causes us to lose more critical teaching days. An average of 12-15 days of instructional time is spent on testing. That is 3 weeks of instructional time taken from us.

CCSD is trying to roll out a new program called Derivita. The plan is to use this platform to provide math assessments to students in all/most grade levels. This is not developmentally appropriate for the age that I teach. Asking seven and eight-year-olds to demonstrate their new math knowledge using an unfamiliar, complicated, and not child-friendly platform is unethical.

End Derivita in Elementary Schools!

We were NEVER asked if we wanted to use Derivita or Bridges. Last year with the ZEARN program, I had 19 out of 23 students score exemplary in math. 2 of my students met. My issue is with scores like that, why do we have to change a curriculum if it is working?

We have given way too many things this year to implement in the classroom. I understand that they are trying to help with the hybrid method by purchasing Derivita but teachers do not want to use it. It is not meant for the elementary classroom and was not ready for teachers but expected.

Last year we used Zearn, our scores were great! Why doesn't the district look at the data and see what is working?

We are being asked to participate in a PLC cycle for the first time. We are being asked to create common assessments within our grade level and teach the same standard at the same time. While I see the benefit, this may not be the year to start something new like that when we are all just trying to stay afloat from the chaos of this year.

My school has been asked to pilot a new literacy curriculum. ... Our entire instruction, except for science and social studies, will be scripted curricula that removes our creativity and is one more thing to learn.

When we finally master a new curriculum it is taken away without warning and we are expected to learn a new one while we are teaching.

At my school we have started Open Court, Bridges, and Hegerty this year (among other things). There are some good things in all 3 of these programs, but it is taking triple the time to prepare every day. It is so scripted and scheduled that there is not time to do other things with the kindergarteners throughout the day. These kids are 5, and we are expecting them to do things that 6 and 7 year olds do.

This year alone we have been asked to train, implement, and maintain data on the following new programs:

iReady

Dreambox

Social Studies Weekly

Derivita Assessment testing on Canvas

Teach Face to Face and Zoom teach quarantined students at the same time, (which we were told we would not have to do).

Too many forced, scripted curriculum pieces being mandated. I don't feel like I am teaching any more, just reading from a script.

WE ARE DROWNING IN THE PRESSURE!! I have been a teacher for 28 years and this has been one of the worst I have ever had. More and more is being asked of us and we are more micromanaged than ever before. Over the last few years we have been handed one scripted curriculum to teach after another with nothing being taken away. We have heard that we are adding ANOTHER scripted ELA curriculum next year...that will make SIX scripted daily curriculums that we are expected to teach with fidelity. We don't have time in the day to breathe. Our students are listening to teacher directed instruction almost all day long and I feel like we are "burning and churning" a generation of students whose attention spans are getting shorter and shorter. We are limited to only 20 minutes of play time (recess) each day and just don't have time for anything other than meeting the district's expectation of staying on schedule with the pacing guides and collecting data to satisfy a report.

Comments on testing:

There is so much testing now being required (iReady diagnostic, Mastery Connect Benchmarks/Unit tests, and MAP testing) that it is impossible to stay on the CCSD pacing guide for Bridges due to loss of instructional days due to testing.

Adding benchmarks this year was not a good idea.

I teach kindergarten and we do more testing than anyone in our building! Kindergarten Readiness Assessment, Fastbridge Reading, Fastbridge Math, and text leveling. Each test has to be administered individually.

25 days of testing is ridiculous.

It was bad enough in the past- Fall, Winter, and Spring MAPs, SCReady. Now we have all the benchmark tests! 8 post unit tests in Bridges??? That is a minimum of 20 instructional days wasted on testing!

We have spent the first 5 weeks of school testing, testing, and doing more testing. In my grade we have to give MAP testing in reading and math, FastBridge testing in reading (four tests administered individually to each child), and reading level testing (also individual for each child). We also have to change how we are giving our unit tests in math because the district wants us to use a new computerized program for giving the same test we could give on paper which requires us to learn yet ANOTHER new platform called Derivita.

The math department has just been told to give quarterly benchmark assessments, which are mandatory. In addition to state testing (4-5 school days) plus MAP testing (3 days per year at least), we are now asked to give up an additional 4 days per year for benchmark testing. This is absurd. Is MAP testing not gathering enough data already? I don't see the value in this.

Comments on SafeSchools training:

I have taken some of those Safe Schools classes 13 times now. It's ridiculous to keep repeating them.

SafeSchools has been almost the same each year. Watching the videos for nine years is unnecessary. Teachers who have been teaching awhile should be allowed to take the test only to prove they know the information.

We should receive PD credit for Safe schools!

Safe Schools training takes a long time. It's great information and I recognize it is required but we need time dedicated to this. A stipend should be paid over the summer to complete this as there are required curricula training at the beginning of the year and a teacher has to use their own time to complete it by the deadline.

The Safe Schools videos take up entirely too much time. Especially since I've taken the same videos for years; does CCSD schools think its teachers incapable of learning?

Comments on hybrid instruction:

My principal told us that this was not supposed to be any extra work on us as teachers and to just have the students quarantined follow along with what we are doing in the classroom. I spent many minutes on many days of my planning period trying to troubleshoot issues with parents for students who were not able to get connected on the Zoom meetings. If the students quarantined were to follow along with what we were doing, then they needed to be able to take quizzes when we took quizzes. I felt the need to make quizzes in Canvas that they could do online so they

weren't just sitting there doing nothing. This created extra work, even though we were told this wouldn't be any extra work. I would have rather the district kept the \$1000 stipend (that's going to be taxed anyway) and not force us to teach both in person and virtually at the same time. I feel like I can't give 100 percent to my students in person and my students quarantined.

Our principal promised to pay us \$25/block to teach virtually via Zoom during class. I did so for weeks and logged it. Once the district offered to pay us \$1k/quarter to teach quarantined kids via Zoom, our principal went back on his word (which he had written in an email AND announced during a faculty meeting). While the \$1k seems fair, and I appreciate the compensation from the district, this is a HUGE cut from what we were promised from our principal.

Comments on teacher support:

Zoom listening sessions are ineffective and impede my ability to teach. Extra work without extra pay impedes my ability to teach. Planning periods taken for PLC, IEP meetings, etc. impede my ability to teach. Planning periods that are taken b/c I need to cover special area, impede my ability to teach. Having students eat breakfast and lunch in my classroom impedes my ability to teach (and eat lunch!). No break ALL day long impedes my ability to use the bathroom like a normal person. This year is by far worse than last year and is not getting better. The demands on teachers' time and well being are unacceptable. We are overworked, underpaid, and under-appreciated. It is demoralizing.

CTA provides the only opportunity for me to voice my concerns and difficulties with the district and I feel as though the voices of teachers are mostly ignored in favor of what the district would like to do.

The district-level leadership and the school board are constantly asking for more, do not understand boundaries and think there are zero boundaries for a teacher's role, constantly deprofessionalize teachers, make constant changes with little regard for the demand on our time.

I have twenty-nine years of teaching experience with excellent MAP scores and SCReady scores - yet, I am being micromanaged by bureaucrats who haven't been in the classroom for years. The awful Bridges curriculum and its requisite testing, Mastery Connect testing, Benchmark testing, MAP testing, and SCReady testing is evidence of this micromanaging. Why are successful schools and teachers being micromanaged?

The school board does not seem to have a clear understanding of the work and effort that goes into the planning for absent children, disgruntled parent emails, new required curriculum which takes hours of planning and copies, etc.. all with days without planning because there are no subs.

While I feel the district values its teachers, I don't think they truly understand the workload put on us and I don't think they try to understand. I do not feel supported.

There is just too much to do and too many non-teaching demands being put on teachers. Most parents are great, but the ones who aren't behave so poorly it's hard to continue as a teacher. The attacks are vicious and my principal says nothing to defend us or to quell the storm.

The workload is very high. The paperwork is too much. Parents are allowed to bully teachers. The students' behaviors are impacting the classroom, but no one is allowed to discipline. The 504s and referrals for special education are too high.

Comments on technology:

While I have been provided with a litany of electronics, I have not been provided TIME to prepare to use them well. I have not been provided a stable internet connection.

The wifi is constantly slow or iBoss randomly blocks basic sites like Google for the students. This makes effective instruction difficult.

The Internet is entirely too slow and the Wi-Fi cannot manage all the stuff they were expected to do online now.

I have turned into a tech support person instead of a teacher. If a student is missing a charger, chromebook, etc we have very few to no loaners so I have to figure out how this student will work in my class. I am on the phone countless hours with tech support for my students, never mind myself. Last year our admin TOOK our desktops and wouldn't let us keep them. I cannot effectively lead a dual mode class with only a laptop.

The new computers that we were given in June don't have any features we need and don't have software we want and don't work.

All schools should have an ON SITE FULL TIME tech person. The amount of tech issues that happen daily at my school and the amount of wasted time teachers are losing by trying to fix things is crazy. We can't be a district this dependent on tech and not have a full time tech per school.

Comments on the mask mandate:

If masks are required in the classroom, then who enforces them being worn appropriately? No one because we don't have time, energy, or authority (or desire) to do so. Therefore, if masks are being worn haphazardly, then they are likely not effective.

Many students are still not wearing masks properly or at all. Because there are so many students at the school, it is not apparent who the mask-exempted students are.

A majority of our students are not wearing masks at all or appropriately. We teachers are not allowed to say anything to those students.

Comments on teacher burnout:

I think about quitting on a regular basis. Never used to.

I have always loved being a teacher. This year has exhausted me. I feel overwhelmed. I have cried at work which I never do. New curriculum, technology, new and MORE testing, and extra expectations. Copiers dont work, work orders are not completed, our technology NEVER works correctly, the AC isn't always working, the ABSURD expectation that we should live zoom, prepare canvas and teach in the classroom are too much to deal with. We do not have the tools or energy to do the MULTIPLE jobs that we are being required to do. .

After this year I plan on switching careers. This is not sustainable as a job in this environment right now if I want to have good mental health.

I don't have time to plan, grade work, and communicate during my planning because I'm covering classes or in meetings. My classes are behind the ccscd pacing because I will not work beyond contracted hours anymore.

I will be leaving the profession this year after more than 20 years. The amount of work unapologetically being put on teachers is unacceptable. Being told on a Friday afternoon that we will be teaching dual modes on Monday is unacceptable. Having a contract that the CCSD board can change anytime is unacceptable. I am a patient, hardworking, VERY tired teacher who has finally be pushed OVER my breaking point. I may not even make it to the end of the school year. The people making decisions for our classrooms are too far removed from the trenches. I would love to see them pull off what they are requiring of us.

Last year, we were all dealing with the unknown, and the district/schools allowed us the freedom to work through it and teach our students to the best of our ability under the circumstances of working during a pandemic. I was given the freedom to make decisions based on the needs of my students. We all felt so supported and uplifted, and it was wonderful, especially when many were dealing with health concerns or grief. This year, expectations are beyond what any of us can possibly do. We have a dictated curriculum, and I feel every day that am falling behind. I get to school an hour early every day, leave at 5-5:30, then take home an hour or 2 every night, but it is not enough. I am still overwhelmed. Not to mention, the creative aspect of teaching has been lost, at least for me, and I hate that. My planning period is dedicated to answering my emails, many are important ones from my student parents, but much of which is more senseless requirements. Spreadsheets, surveys, inventories, data documents, read this, sign here, you haven't turned this in, your attendance was turned in after 9:00...BLAH BLAH BLAH BLAH BLAH! Then there's our weekly newsletter, assessments, spelling lists, and reading vocabulary lists to create, lesson plans (what are these anyway???...can't get to it anymore). 10 hours a day and I still have to wing so much to get by. I am so tired, and it's only October.

I love teaching and have never thought about leaving the classroom. Teaching children is the highlight of my job. I have always been able to work through the district, state, and federal requirements because of my time with kids. Not this year. It has been too much. With all they have asked us to do, we all have had to work beyond my salary hours, and the district people know we are having to do that. It is very unfair, and the kids are suffering.

October 27, 2021

Gerrita Postlewait, Ed.D.
Superintendent of Schools

Board of Trustees

Rev. Dr. Eric Mack, Chair
P. O. Box 33
Wadmalaw Island, SC 29487

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Vice Chair**
75 Calhoun Street
Charleston, SC 29401

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4458 South Rhett Avenue
North Charleston, SC 29405

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75 Calhoun Street
Charleston, SC 29401

Mrs. Kate Darby
75 Calhoun Street
Charleston, SC 29401

Dr. Helen Frazier
Post Office Box 103
Meggett, SC 29449

Kristen L. French, Ph.D.
75 Calhoun Street
Charleston, SC 29401

Ms. Joyce Green
75 Calhoun Street
Charleston, SC 29401

Mrs. Lauren Herterich
75 Calhoun Street
Charleston, SC 29401

Ms. Michelle Nichols and Mr. Jody Stallings
Charleston Teacher Alliance
(*sending via email*)

Dear Ms. Nichols and Mr. Stallings:

Thank you for taking time to share a summary of concerns gathered from 853 CCSD teachers between September 30 and October 12, 2021. Normally CTA surveys teachers later in the year but, due to the high volume of concerns teachers and others were expressing, CTA sought to identify root causes by providing an opportunity for teachers to identify strengths and concerns now. In your view the top three concerns are:

1. Teachers are not given adequate time to complete planning, grading papers, diagnosing individual student needs and supports, and completing other tasks required of teachers. The root cause of this problem is that daily planning time, which is sometimes meager to start with, is commandeered for various meetings, professional development, covering classes of absent teachers, etc.
2. Particularly with the shortened summer and the unanticipated sharp rise in Covid-19 infections due to the Delta variant, the start of the school year was extremely stressful. In retrospect, this may not have been the best time to implement new curriculum and instructional programs. The timing and pace of change is unrealistic given the confounding stressors and complications of implementing mask mandates, as well as the very short time frame in which teachers were notified that they were required to offer virtual access to all classes, effective immediately. Additionally, Safe Schools training requirements need to be revisited. The district requires 7+ hours of professional staff time viewing videos and taking assessments a majority of teachers have completed multiple times in past years.
3. Many teachers do not feel supported in addressing serious, disruptive discipline issues, particularly at the middle and high school levels. While teachers appreciate leadership's desire to keep as many students in school, in person as possible, there need to be options better than placing disruptive students back in classrooms, where they continue to interfere with teaching and other students' learning.
4. The increase in assessment requirements is ill-timed, at least. The district should reduce testing to the bare minimum, ensure that teachers are well prepared to

administer the assessments and well informed and convinced about the benefit such tests add. Teachers would much prefer to re-dedicate days used for assessment to quality instructional time.

While CTA most often offers possible solutions for consideration, the combination of the factors listed above along with the general “pandemic fatigue,” lack of time allocated to complete heavy workloads is one of the key root causes that might be addressed by either lightening the workloads, providing additional work time, or some combination of both.

Please let me know if the above summary inadequately or inaccurately captures concerns that were relayed to Dr. Postlewait, Ms. Taylor and me yesterday afternoon.

You have our assurance that we take these concerns quite seriously and that we will work over the coming weeks to implement measures to alleviate stressors to the extent feasible.

We appreciate your taking time to conduct the survey and discuss your observations and insights in such a productive, proactive manner.

Sincerely,

A handwritten signature in black ink that reads "Rev. Dr. Eric Mack". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Rev. Dr. Eric Mack
CCSD Board Chair

C: Gerrita Postlewait
Erica Taylor