

North Carolina County	Do you have any comments about your experience with teacher evaluation in North Carolina?	Do you have any comments about merit pay being implemented in North Carolina?
Alamance	<p>Forget the evaluations. Anyone can teach a great lesson when they have to. It's the everyday teacher that stays in the trenches that make the difference.</p> <p>It is sad, very sad. If I was earlier in my career, I would be making a change.</p> <p>The move to the online method has created more confusion without any additional benefit. For the most part, it is just one more thing to do.</p>	<p>Once again, it's sad...heartbreaking.</p> <p>We had merit pay. It was based on how an entire school performed and there were two measures--schools meeting goals in passing rates and growth. It was simple, straightforward, and allowed for collaboration.</p>
Alexander	<p>Low-level students are assessed unfairly. Their teachers are assessed unfairly as well.</p> <p>I am in a new position this year at a different school. This year my evaluations have been very positive and productive. In the past, that has not been my experience. Prior to this year I worked with an administrator who was very negative and I did not agree with those evaluations. Evaluations leave too much room for bias due to personal differences.</p>	<p>Merit pay only works in private enterprise because it can generate greater profits. The state's coffers are not that gifted. Merit pay only works where the sole determining factor is the worker- a teacher's work depends on many factors not truly quantifiable. Student test scores are also not a reliable enough metric, and in any case it is illogical to base an adult's compensation on the work of a third-grader.</p>
Alleghany	<p>Overall, the form needs to be much quicker and simpler. The responses don't reflect the depth they should because of the form's length and complexity. In addition, there should be a place for teachers to write response to the evaluation - whether they are contesting, explaining, or supporting a remark.</p> <p>I would like to mention that I get positive evaluations, so my comments are not based on malice. Two individuals evaluate me: my principal, who has never taught in a classroom, and my AP, who has not taught in a classroom since the advent of the internet. Are the (positive, for me) results valid? I doubt it, but I also get good test scores, so why shouldn't the results be positive? If my scores were to dip, I am certain my evaluations would somehow suffer overall.</p>	<p>So long as test scores are the only measurement of teacher merit, this change will have a devastating impact on student learning. My classes are becoming increasingly test-prep oriented because that is my only chance for a raise. I can get good test scores if that's what the state wants, but it's not what my students need. I want to be rewarded for my hard work but the first step is establishing a meaningful system beyond test scores.</p> <p>My largest complaint is that they are NOT using test scores to grade our pay as they threatened to do - instead, scores will just be another stick to bludgeon us with. I get great scores because my boss tells me to, and I like to think of myself as a good employee (and I like having a job). The least the state could do is follow through on their threat and give me more money for turning all of my English classes into test-prep courses with literature mixed in for appearances.</p>
Avery		<p>It is frustrating (being a teacher on the NC/TN line) having students move in and out of the state. I often times get students midyear that have been taught completely different standards, yet I am expected to prepare them for the NC EOG/EOC. Furthermore, how is it fair to pay for performance when there are schools like NCSSM that have students who work really hard and compete to be there? I work really hard to give an outstanding education to ALL of the students in my district; however, these elite schools take only the best.</p>

Beaufort		<p>It seems to me that only ineffective teachers need to be concerned.</p> <p>The State only cares about the NUMBERS (test scores). You have become so desensitized about the children and their real needs, that you turn a blind eye to what is really important. How do you expect to raise scores when a child is battling anger, frustration, loneliness, multiple re-locations, hunger, and generally poor social skills? The systems EXPECTS us as the educators to continue to push this information into over-crowded classrooms, while dealing with multiple issues, as stated above, and EXPECT the students to forget about what is happening outside of school and focus on what you need to learn ! REALLY? My husband is dying of cancer and there are days it is hard for me to pull it together, how do you realistically expect a child to cope and displace their outside interferences in order to learn something that means very little to them at the time? How can a child learn in school, when they have been abused the night before? How do you tell a child to put aside the bruises and concentrate on their subjects? The state's concept of flying the plane while building it, is the stupidest thing ever developed. With no solid foundation, NOTHING will last. If we don't start focusing on HOW to make a child successful, then there is no curriculum, federal program, state/federal test, etc., that will bring us higher test scores. You talk about merit pay for those teachers who demonstrate higher performances from their students, but you only want to look at the rising teachers, and throw everyone else (us, veterans) under the bus. The government starts throwing new curriculum, revised curriculum, and anything else you think may work, and expect teachers to give up their lives to give YOU their all for nothing. There is no overtime appreciation; there is no appreciation what so ever from above, except to give us more impractical standards to justify your position. If you were ever in the classroom for more than three years, most dedicated teachers perform all these standards, every day. We don't need some rating scale to demoralize our dedication. You all do that every day by not supporting us. The fact that you can justify NOT giving us our step-increase each year is demoralizing. You tell us with each paycheck that we are not worth it. We cannot get the appropriate materials needed for our classroom because there is no money, yet we as educators spend thousands of dollars of our own money each year just to have basics. We have to listen and counsel our students because we are dedicated to them and have to hear and at times live their pains so that we can get them to be successful in the classroom. What happened to the ABC rating for each school and the bonuses that used to be awarded? As a group, each school family worked together to raise scores and we all benefited together. What happened, was that the concept worked and schools were beginning to perform and succeed, and the state slapped us down by running out of money? Everyone worked together and was held accountable. You were seeing results and then YOU abandoned US! Your idea of Nationally Board Certified Teachers was a great idea, until a large group of non-educators found a way to beat the system and qualify for the benefits of that. Then what happened? You ran out of money that allowed people to qualify for it. The state pushed for this Positive Learning Community, and we bought into the idea. It didn't cost you a thing, but it was a glimmer of hope for teachers to ban together and draw support and strength to achieve more in the classroom. For the teachers who weren't doing their part, the PLC held them more accountable. The veteran teachers were able to assist the newbies (without paying for the mentoring) and develop a curriculum that was working for a great number of teachers. Again, we were holding each other accountable and we felt unified. NOW, this is no longer being discussed, because it appears that no matter what you throw at us, we find a good and keep going. You all ask for our opinions, but we all realize that in the end, none of what we say matters because YOU will do what YOU think is best. It is very clear that the goal of DPI is to remove your veteran teachers by squeezing them out through insulting them</p>
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<p>Bertie</p>	<p>I believe that the teacher evaluation system used in NC would have a bigger impact of the way their teachers teach if the state were to explain it better.</p> <p>Three administrators in the last three years have misused the teacher evaluation tool to rate me. Two of the administrators spent less than 20 minutes in my classroom total for the year and I don't feel that gives them the time required to evaluate me or the right to rate me however they want. It was a biased and unfair rating on Standard 1.</p>	<p>Merit pay could be a good thing if fair across the board. The lower grades have no state mandated tests in which to gauge student growth, therefore causing it to be harder for them to earn merit pay.</p> <p>Merit pay will clearly disrupt the focus on teaching and learning. Teachers will be tempted to stop working collaboratively.</p>
<p>Brunswick</p>	<p>The tool itself is a very good instrument for teacher evaluation. However, administrators and teachers have not had adequate training on the instrument and therefore, don't use it appropriately. Additionally, standard 6 value added ratings are highly contentious given the quality of the assessments being developed and administered from NCDPI.</p> <p>It is still nebulous in content and application. Still subject to reviewer bias.</p> <p>Many evaluators become too busy with other things to actually observe my teaching long enough to get a clear idea of what is going on.</p> <p>Over the last 20+ years! The evaluation system has become increasingly intrusive to what best practices indicate for students. Too much I reliance on student test scores. Why should my effectiveness be graded by a student who just bubbles in answers on the test or one who is dealing with insurmountable issues at home and cannot concentrate in school? Would we hold a mechanic responsible for the way a car owner adheres to maintenance standards?</p> <p>Subjective and often things noted observable are not really.</p>	<p>It is the craziest idea I've heard. Teachers cannot be evaluated like employees in private business. There is no evaluation system I know of that allows for the difference in students, and that is a big factor in teaching.</p> <p>Teachers will no longer want to collaborate in professional learning communities. Teachers will be reluctant to teach EC students and teach in low performing schools or low SES areas. believe merit pay will destroy the collaborative nature of teaching and divide teachers within the same school.</p> <p>Why do they want us to work against each other? What has happened to working together for the benefit of the student? Now, it will be every man for himself.</p> <p>Find another way that is fair to all.</p> <p>The one thing that has helped me become the teacher I am today are the amazing colleagues I have who have shared and created lessons with me. Without that collaboration everyone suffers. We are already seeing the effects of merit pay. It is negatively impacting teachers and students across the state.</p> <p>I do not understand how any teacher with a full load of students, who is doing all that is expected/required to do can seek out ANY more time to participate in the governor's program.</p>

<p>Buncombe</p>	<p>I've had nothing but good results from the teacher evaluation. I feel like I'm a hardworking teacher who is dedicated to providing the best possible education for my students. That being said I cannot say that the evaluation process has strongly impacted or changed the way I teach. I feel like I'm working just as hard as I did before but now I have the added stress of the evaluation process.</p> <p>I have no problems with the evaluation process, but other educators are very stressed out about it. A more complex process is not necessarily a better process. The use of data to create objectivity only works if the data is relevant, meaningful, and accurate; otherwise it creates a false sense of objectivity, which is worse than no sense of objectivity at all.</p> <p>My most recent evaluation was done fraudulently. My principal missed my observation and just filled out the form arbitrarily. He told me not to worry because he'll rate me higher at the end of the year to show growth. How can I possibly place value on this process? Not to mention, the evaluation tool does not appropriately nor adequately apply to Special Education teachers.</p> <p>I teach in a high poverty school with historically low-test scores. Though growth data is encouraging, test scores still puts my school at a disadvantage.</p> <p>It is cut and dry as if evaluating a product that is produced. The human, individual impact is not factored into the evaluation system. People with little or no knowledge of specific program areas or core subjects are being evaluated by administrators with little or no teaching experience. It is offensive.</p> <p>It is not used effectively, in that it has been communicated that ratings from beginning of year to end should show growth, and this can be attributed to administrative leadership. Highly effective teachers are self-motivated and typically exhibit higher performance behaviors all the time. If administrators effectively use current system, perhaps career status would not be in jeopardy.</p> <p>Come and watch me teach, don't judge my teaching based on an exam!</p> <p>I do not believe that observing one full class and two partial classes gives an accurate representation of how I teach for 180 days.</p> <p>I have had 95-100% of my students pass the EOG for the last five years. I am concerned that the goal of making growth will be impossible.</p> <p>I have a hard time understanding how a AP in our building for two days a week can get a clear read on the type of teacher I am and the quality of learning taking place in my classroom.</p>	<p>Many in the public feel this is a positive thing for teachers as the rest of the work environment is privatized. What is different for educators is the fact that we offer a service to our constituents, not something we sell.</p> <p>I think merit pay is degrading. I have worked in two extremely polar opposite schools. The low income, poor parent participation, poor test score school I worked in had teachers who worked a million times harder and got half the results of the school where parents are involved, students are thriving, and test scores are good. It is inhumane to reward teachers who are getting good results primarily due to the environment in which they work and punish those who are working so hard to make a difference but due to circumstances out of their control they are not getting the results the state expects of them. Therefore they get no merit pay even though they have worked so much harder than anyone else. It destroys morale in a state where educators have already been beaten to the ground.</p> <p>Merit pay will create a Hunger Games atmosphere in schools and will discourage collaboration.</p> <p>The Governor's Teacher Network is a poor use of taxpayer dollars. It does not appear even to attempt to address our curricular needs in a cost-effective manner. The 25% proposal is widely viewed among teachers as a deliberately humiliating law passed by a hostile legislature; among all the laws teachers disagree with, this is the one that has generated the most anger from teachers.</p> <p>Sorry, but there is no way, no formula, no rubric, that can possibly fairly compare two teachers, one teaching biology to a group of high-flying privileged kids and the other a group of kids from public housing who miss 25 + days per semester due to suspensions and absences.</p> <p>I don't mind merit pay if it includes a true measure of my teaching. I don't feel like my pay should be based off of high stakes testing when some students could care less and just bubble and put their heads down. I'm not giving my own exam to admonish them etc.</p> <p>Why have we pushed PLC's if we are just going to tear down the collaboration? All the recent legislation has made teaching a hostile job and work environment where no one benefits, especially the students. Students to not take the NCFE's seriously as they have figured out that all of the tests are the same and it is easy to cheat on them. At least the EOC's were valid and there were enough forms that cheating was difficult.</p> <p>Charter School setting; our school intentionally did not take Race to the Top funding so some of these mandates do not apply to my setting</p> <p>Gov Network is ridiculous - keep doing your job, but here do MORE work.</p>
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<p>Burke</p>	<p>We have been told that teachers can and will be moved based on test scores. So teachers no longer have the power to be invested in their school or community. We are property of our school system to move and use as they see fit. Teaching is no longer considered an art, and teachers are no longer valued.</p>	<p>Has never worked in the past. There is no indication that funds will exist to continue any programs put in place by the general assembly.</p> <p>True teachers do not teach for money. We teach because it is a calling. Most teachers cannot work any harder, and no amount of money will motivate them anymore. Just pay us all what we are worth.</p>
<p>Cabarrus</p>	<p>The arts are in a different category. No data. Scores based on classroom Teacher's scores for now.</p> <p>There is an inconsistency in using the evaluation system from administrator to administrator, school to school, and district to district. Due to this the validity of the instrument, which determines my continued employment, is strongly in question. The fact that part of the evaluation is determinedly a twelve year old who has to sit quietly for three hours, read long boring passages, and answer multiple choice questions with multiple possible correct answers does the opposite of the intent of the standard. Multiple choice tests are opposite from what most ELA teachers teach. There are wrong answers, but there are many correct ones so long as you are able to support your choice with details from the text, common core reading standard 1. Gifted and students who are perfectionists struggle with the 'trick' answers on the EOG for this reason. Most of my students fall into this category. There is also no way any teacher can control external factors that can/do impact concentration on testing day: eating healthy meals prior to the test, a good night's sleep, conflict at home, or instability at home.</p> <p>I was told by one of my administrators that only data from the formal observation can be used in my evaluation, a second administrator in my building told me walk through data and artifacts can also be used. This is clearly a subjective and not objective system.</p> <p>The teacher evaluation is not fair comparing apples to oranges and that the children only had the Common Core Standards for two years now and the way the test is given does not reflect what they can or cannot do in the real world.</p> <p>It actually has very little to do with what is occurring in the classroom during the observation</p>	<p>All teachers work hard and need to be fairly compensated. My salary has been frozen for half of my career by different leadership in. My retirement has been vastly affected.</p> <p>Merit pay and the boost in new teacher pay will drive experienced teachers out of the schools. New teachers will not have experienced mentors to assist them in applying the theory they've learned to real-world teaching situations. The current plan will also lead to an end to collaboration, a 21st century skill, while bringing back 'drill and kill' teaching that is not good for building people who are able to learn, unlearn, and relearn but does create good test takers and higher scores on evaluations.</p> <p>Unless an objective system can be created, it's a terrible idea. Basing pay on test scores doesn't work either because one test score does not give a picture of what I do, particularly when I am asked to teach my students using best practices and higher order thinking and they are then given a multiple choice test.</p> <p>Merit pay has been put out there over 30 years ago and even then was a negative impact on education. Even back then research suggested that merit pay doesn't reflect on students' performance or the performance of the teacher.</p> <p>There is no way to do it fairly, period!</p>

Caldwell	<p>Unfair.</p> <p>I was trained as a trainer in the Instructional Support Rubric and Evaluation process. It was easy to understand and makes sense to me. At my school, however, I do not think our administrators have enough time to conduct classroom observations effectively. We have a large faculty and only 2 administrators.</p>	<p>Terrible idea. Even worse are the procedures for implementing it. Furthering the insult is the attitude with which governmental have fostered this debacle on the profession.</p> <p>It's a waste of money. We've had it before but the legislature reneged.</p> <p>Unfair.</p> <p>Using standardized test results is not a fair way to determine this. There are too many variables that teachers do not have control over- student attendance, ability, parent involvement etc. Teachers of gifted students will be rewarded while teachers with the low ability students with poor attendance who are working just as hard if not harder will not be rewarded. Many subjects still don't have assessments and most subjects cannot truly be assessed with a one day multiple choice assessment.</p> <p>I think the State legislators should defer to the experts in the field such as the Public School Forum of North Carolina, as well as reading the final report from the Measures of Effective Teaching Project, which was a three-year study completed last year. The legislators simply want to take legislation from the ALEC database and dump merit pay on our educators. This is not the correct approach. Studies have proven this time and again. It cannot be a pure merit pay approach, according to what I have read.</p>
Camden		<p>It should be a school wide merit pay similar to ABC's used to be structured.</p>
Carteret	<p>I believe that my administrators do their best in regards to the new standards. Although I do not wholly agree with the new process or with the high emphasis placed on testing, I do believe that my school leaders attempt to be as fair and understanding as possible. My school administrators do a good job of making me feel appreciated and understood, and feel that I am fortunate in that regard.</p> <p>If a rater does not see you doing something during a lesson you are rated low. The tool does not take into account the type of child you teach or grade level...for example- student led groups- when teaching very young or disabled children on every level. I feel that it NEVER takes into account half of my job which is the special education paper work to interpret tests, support findings that might result in a placement, serving diverse students in poor conditions together, parent meetings - communication skills and the list goes on....they miss out on a lot of skills I possess that keeps the system or process moving</p> <p>Data does not take into account the differences of students and classes from year to year. Also, how do you properly evaluate teachers who switch grades or subjects from year to year.</p>	<p>Merit pay does not concern me in theory. I agree that one - anyone-being paid based on results makes sense. My concern is how such a plan would be implemented in regards to public education. Public education is completely different than any career or job in other sectors of the economy. It cannot be compared to a salesman's numbers or a manufacture's product, and I feel that anyone who has ever taught is aware of this vast difference. I am skeptical of any plan that tries to evaluate teaching or learning using methods from the business world. I feel that doing so would, over time, change our schools into something very scary. Constant reflection of practices is vital for schools and teachers to meet students' ever changing needs, but so far no plan proposed has convinced me it would make a positive impact. Instead, I feel these plans will create a competitive environment that would dampen teacher camaraderie and amount to a teaching to the test curriculum. Every class may well become the equivalent of a SAT prep course.</p> <p>Charter schools and private schools may not accept everyone, but public schools take ALL students. We cannot control student's past experiences, home life, or parental support. It is very difficult to have a fair model to determine merit pay for teachers. I support accountability for student growth, but not in pay. I am a believer in a strong collaborative effort to support all educators and students. Divisive tactics rarely work, whereas collaboration benefits all.</p> <p>There is no consideration of the diverse tasks we are asked to be performed. It cannot be objectively measured because you can't measure all we are currently doing in education</p>
Caswell	<p>Not observed enough</p>	<p>Not fair since distribution of course levels isn't even (honors, advanced, inclusion, etc.)</p>

<p>Catawba</p>	<p>Kindergarten teachers have just been told our EVAAS score will be based on our students' performance on the extremely subjective mClass TRC (comprehension) test AND that we are not permitted to test our own kids. This puts them at a huge disadvantage because many if them will be tested by the principal, assistant principal, other administrators or the first grade teachers, none of whom have built up comfortable relationships with our kids. Also, testing will take place in the media center with lots of other teachers testing other kids. This is a distraction, to say the least. Our personal EVAAS scores will hinge on this extremely inappropriate testing situation. We tried to appeal to the principal to test in a different manner, but our please and alternative plan were rejected.</p> <p>I only have one major problem with the current teacher evaluation system: Standard 6 is NOT an accurate reflection of my students' academic success.</p> <p>I went from being a standout in my district in Florida to feeling like my administrators don't see my value. Everything here is about test scores. I teach everything from AP to low level, many of whom may drop out or will certainly end up repeating classes. Some of these kids are on drugs, or have a baby or text all night and try to sleep in class. If they are awake, they are trying to text throughout my class. I am a great teacher, and my students generally like me and behave well in my class (except for those flippin' cell phones!!) But to many of these kids, the subject that I teach will have little to no value to them after they graduate, when they join the family business or take a manual labor job to make ends meet. They will not study for the EOC exam at the end of the course, and I should not be evaluated on their scores. Some kids have said that they purposely failed another teacher's test to try and get them fired. These kids do not value the text. If they won't take it seriously, how is it a valid means of evaluation? I often regret moving here because of this state's emphasis on testing and test scores, as well as the current legislature's obvious disdain for teachers. I am actively pursuing a job in other states. I could not wait to move here, for many years. Now that I am here, I cannot wait to leave.</p> <p>I love using data to drive my instruction! It helps me to see what kids and what area I need to work on, however; I look at growth. If I am growing my students then I am doing my job. That doesn't mean that all my students will be in the green or on grade level. It is unreasonable to expect every child to be at a certain level at a certain time. If that is the case....are we going to start making clone children who all think the same way and are developmentally at the same level? I just hope that I am evaluated on the growth of my students and not a percentage of how many are proficient.</p> <p>Most teachers have no desire to be leaders outside of their classroom. If they want to be leaders they move on to administration or other jobs. You can't force people into roles they are not motivated to do, or comfortable performing. Teachers also need time to plan, not time to discuss plans. In 19 years of teaching I am spending more and more time on my job, but my efforts do not seem as gratifying. I truly believe students learned more before testing became the end all of student and teacher performance. What a waste of time and money by our state.</p> <p>Teaching is both art and science. Every teacher evaluation</p>	<p>Does the governor not know that most, if not all districts, employ building-level curriculum specialists? This bonus is a fee for services rendered. What high-quality teacher has time to apply and/or to perform these services?</p> <p>There is absolutely no way to accurately determine who deserves merit pay and who does not.</p> <p>It is idiotic. There is absolutely no way to fairly implement this program, especially with the arbitrary decision to only award 25% of the teachers. Where did that number come from? Do the legislators really, truly believe that only 25% of our teachers deserve a small bump in pay? The horrible way these legislators treat teachers in this state will affect the quality of education for years to come. It will take years to undo the damage. I personally hope to not be here after this year. I cannot wait to leave this state.</p> <p>I really do not think there is ANY fair way that this can be implemented. The whole idea is ludicrous. Let's give legislators pay based on merit!</p> <p>We are a Title I school where over 60% of our students receive free or reduced lunch. There are some environment issues that some of these students face that effect their ability to learn that we (teachers) cannot control. For example: home life, extreme learning disabilities, etc. Not all students will be able to be proficient on the end of grade test which is used to determine our merit based pay. The school and the students I work with are different from other schools. We should be placed on the same level and expectations. I think that it is taking away the collaboration of teachers in the work place. No one is going to help each other if it's all a race to see who is better than whom. Way to go NC...take all the hope, happiness, and power we had left!</p> <p>Merit pay is good when it is the same school-wide not teacher against teacher.</p> <p>It's unfair and it punishes teachers. We, as teachers, can only do so much for our students. Learning begins at home and we cannot control the home lives of our students.</p> <p>It is demoralizing. I have always done what was best for my students and spent hours working after school. I have never received any benefits for my time. I do not want to be a leader, I just want to teach. I do not want my students to learn what is on a test; I want them to show progress.</p> <p>Again, teaching is a subjective skill. Merit pay is a nice concept, but any two classes, no matter what they are, create an apples-to-oranges comparison.</p> <p>Teachers with low level, at risk learners will certainly suffer. Those of us who love working with struggling students will be harshly impacted and thus resent the educational shift altogether. I foresee a mass exodus of these teachers.</p> <p>It is a measure by the General Assembly to end career teachers in the profession.</p> <p>I think teacher content will be more useful and usable than what we currently get.</p> <p>If merit pay is based on the teacher's work in lesson planning, lesson delivery, and assessment then it should be have a positive impact but if it is based on student performance then there are too many</p>
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	<p>model I've known in my career has neglected the art component. I understand why -- it's too subjective and difficult to measure -- but that's why no model yet produced is adequate and why I have such little regard for the process. The current set of standards is massive and impossible. My guess is they could be used to run off any teacher. We didn't observe this, or this, or this . . . Well no, you didn't, but that's a multiple-page list of standards you were supposed to see in a, what, fifteen-minute observation?</p> <p>Administrators and evaluators claim there must be room for growth; therefore, very few 'distinguished' marks are given. This is extremely unfair to the efforts given by the teachers who deserve distinguished marks.</p> <p>It is irrelevant, and a waste of everyone's time.</p> <p>I have taught in five states and, undoubtedly, this state's process for teacher evaluation is the poorest example of assessing a teacher's effectiveness in the classroom.</p> <p>Nothing other than it is a stressful process.</p> <p>All evaluation is a less than exact science.</p> <p>Administrators do not have enough time to use this instrument to help people improve their work.</p> <p>No comment related to my courses but I can see where teachers of core subjects may not appreciate the process.</p> <p>The teacher evaluation instrument is a way to try to make a qualitative process quantitative, and it will ultimately fail. The art of teaching cannot be measured with metrics.</p> <p>Standardized testing is an absolutely asinine way to try to measure teacher effectiveness given the unreliability and the lack of validity of standardized tests.</p>	<p>variables which will negatively impact teachers.</p> <p>It is absurd. There is not a fair way it can be done, and it will definitely impact the relationship of teachers in a very negative way. Competition is good in business, but not in teaching concerning merit pay.</p> <p>It will absolutely decimate morale in this profession to a point that North Carolina has never seen before. Investing instructional time and effort into teaching to the test is the most monumental disservice we could possibly do to the children in this state. Standard 6 will end up being the benchmark for these promotions, and will kill creativity of our students.</p> <p>Teachers are not respected at all in or out of the classroom by the legislators. They do not want to know what we have to say. I would love for one of them to teach ONE DAY in my shoes.</p>
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<p>Chatham</p>	<p>I'm sick and tired of high stakes testing being used to determine my efficacy as an educator. With the elimination of career status, if I can't make my kids get high scores, then I'll be fired. This state does NOT value teachers. We make abysmal salaries. The growth model assumes that everyone must crank up from a zero stance to achieve distinguished. We're told, NOT EVERYONE CAN EARN DISTINGUISHED. This is like telling students that not everyone can earn a level four or five on the tests. I think that tying my job directly to the poor/poverty stricken children of color whom I teach and whom I love is disgusting. You cannot measure that I've gotten my students to write research papers, become better readers (from reluctant/nearly illiterate), and come to my class eager to learn. You cannot measure with a test how they engage in effective discourse on complex literary texts. The Bill and Melinda Gates Foundation has done more to destroy public education with their failed competitive business model that is FOISTED upon our state. I like the idea of a growth model, but I am sick of allowing education reformers to take control and tell me how to do my job. I've been teaching for nearly twenty years and I know a thing or two about educating kids. But no one wants to listen. So I teach the stupid Common Core and administer tests that I didn't create. I'm also a National Board Certified teacher and am working on my Master's degree. And yes, already my grad coursework has improved my teaching. More so than these horrible tests.</p> <p>I teach students with disabilities that are held to the same standards of their non-disabled peers. They have documented disabilities and are several grade levels behind, yet I am going to be rated on how they perform on grade level test. What is important is that they make growth, not that they meet the same standard as other children. They are not like other children. I am also held accountable for my student's abilities and performance, even though I have no control of their home life. Many of them are in low-income homes that don't value education and need them to assist with child care so parents can work. School is not important. That is not fair to them or educators. One test doesn't even begin to scratch the surface of what my kids do on a daily basis or what they personally go through.</p> <p>I am a band director. We are put in to a box that evaluates math, science and English teachers. If you have no knowledge of music (which most people don't) then it is unfair to have an administrator evaluate me based on their knowledge alone. If I am going to be evaluated then have someone who is my peer do it, who understands what I am doing, and could give me constructive criticism. I feel like the current evaluation is to concrete and we need a more organic process to grow music education. Unless the administrator was in my profession, I do not believe they have any reason to evaluate me on how well I do as a music teacher, just to evaluate me as a professional.</p> <p>Everyone seems to achieve exactly the same score.</p> <p>I feel being a special educator that it is difficult to evaluate some of the standards when I am working with one or two students.</p> <p>It only covers a fraction of what I do on a daily basis. I don't find it to be a useful tool.</p> <p>Evaluations have been great for the first 9 years of teaching. However this year things were different it was almost like there had to be some things that were rated below proficient and this was across the board. Even with evidence it didn't</p>	<p>I think this is the worst thing for education. Already the atmosphere of collaboration has shrunk at my school. Why should I share best practices when in three years I'll be fired for low test scores? Better I try to hold on to my best practices and it's every teacher out for themselves. What a stupid, ineffective idea. This model was ditched by Microsoft years ago.</p> <p>Merit pay is an idea that time and time again has been shown to be ineffective. It leads to less collaboration of ideas as teachers compete for money. Let us go back to the step schedule and then compensate us for our achievements, accomplishments, and extra obligations.</p> <p>DO NOT IMPLEMENT MERIT PAY.</p> <p>This is not fair to those courageous teachers that volunteer to work with special needs students. Most of these students will not pass end of grade tests. You will have great teachers not want to work with inclusion students because it will affect their pay. Those are the kids that need great teachers! I love working with special needs students and it is truly rewarding, but if merit pay is implemented I will be punished for my passion.</p> <p>It is disgusting!</p> <p>I want to know how the Arts are going to be included in merit pay? If I have a program that has flourished and is growing but I don't teach a course with state mandated testing, then how would a band director ever receive higher pay grade?</p> <p>I do not think that this is the way to improve education in our country! Reduce class size!!!!!!!!!!!!!!!!!!!!</p> <p>The evaluation methods are flawed and so should not be tied to pay. Merit pay is divisive. Pay everyone more and have higher standards in the education departments and the quality of teaching will go up. I hope the quality of the parenting is included in the EVAAS calculations.</p> <p>Merit pay has not been proven to increase student achievement or teacher retention.</p> <p>Merit pay will drive good teachers away from low-performing schools. It's not that teachers don't believe they can impact students, but there are too many others variables at play when it comes to student performance. What type of support do students receive at home? Merit pay is like dangling a carrot that lawmakers think is going to make a teacher 'try harder'. That is ridiculous. Good teachers strive their best to reach students every day, REGARDLESS of the low pay. Teachers should not be treated as second-class citizens any longer. ALL stakeholders, including parents and the students themselves, need to be held accountable. Merit pay will only serve to pit teachers against each other and kill collaboration. It is unhealthy for our schools.</p> <p>Education is not a business. It cannot be treated as such. Children are not products.</p> <p>I do see if you are teaching in a high needs subject or high needs school that this should be taken into consideration. Science Math and Special Education would be high needs. Others could be school specific or area specific. Some counties all positions would be high needs simply because no one wants to go there to teach.</p> <p>It's a crappy idea; it's an insult both professionally and monetarily and will have absolutely no positive be fits to teachers or their students.</p>
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Chowan	The teacher evaluation does not show an ongoing progression; rather, it provides a limited number of observances.	I disagree with merit pay. There is too much leeway for inequality.
Cleveland	<p>I find it funny that it is so subjective still, but given that I have opportunity to say 'wait a minute, here's my evidence' is a good thing- if ONE is allowed. Last year, one of my administrators told another teacher that 'evidence' and 'artifacts' did not matter- how is that true? Yes, she was being rated down and bullied, so if that is the case, what can happen? Thank goodness, she had career status. She is not a bad teacher, just a bullied one and not well liked! I think the process benefits those who are 'well liked' and 'don't cause trouble'. I had an administrator 'smile' a bit after I asked this question: So if you like me, it's all good? HmMMMM.</p> <p>I have worked in the business world many years prior to entering the education field and this evaluation is too LONG, takes too much time to complete, and has many teachers worried. It should not take hours and hours to complete and review something like this.</p> <p>My administrators are fair &amp; try to overcome the limited scope of this flawed evaluation tool. However, many teachers are not so lucky. I have also been asked to use this tool in peer evaluations, and I find it cumbersome, inadequate, and overly complicated. There is VERY little data that can be used to actually help a teacher improve instruction in the classroom. Nearly every single standard &amp; substandard revolves around behaviors &amp; practices outside of the classroom. This makes it very hard for teachers to use this tool to actually improve their teaching or impact student learning, which should be a primary focus of any teacher evaluation instrument.</p> <p>The standard related to the standardized testing is ridiculously flawed.</p> <p>After teaching for 17 years and receiving good evaluations, this year I received developing in standard 4. My job security has been threatened.</p>	<p>I don't like merit pay. I think there are ways to help not so great teachers grow, but with threats and a 'It's only about me' pay plan, who will help anyone? We don't get paid to mentor anymore so? I work in a hard to staff school with difficult behaviorally challenged students.</p> <p>This system will not work well in our school. We are a tight group and collaborate and share resources all the time. Why would I want to help someone when I have to compete to be the best?</p> <p>The current guidelines are vague, inequitable, and unfair at best. Models across the county have proven ineffective &amp; even negative to teacher morale, collaboration among teachers, and student learning. There is simply no way to equitably implement this when teachers teach such extremely different subjects, grades, and student populations.</p> <p>Merit pay is a complete and total farce perpetuated to weaken public education and make it possible to force the most expensive teachers out of the profession.</p> <p>Can never be fair because administration will give their favorites the best students.</p> <p>We should pay our politicians using merit pay. Let the people judge them on a rubric like teachers are scored on. Let them be observed 45 minutes twice a year and then have to prove they are doing what they are suppose to do if it is not observed. Let them have to come into my classroom and be held accountable for students who miss 30-40 days in one semester or spends 4 hours a week working on 4 classes of work and them still be responsible for his/her test score. They would change their tune on merit pay. It is the most ridiculous idea!</p>
Columbus	<p>As a peer evaluator and example of the use of this evaluation instrument, I feel even with artifacts can a principal reliably evaluate a teacher on the non-observable standards. In addition, standard 6 and the use of EVAAS data is pointless because testing results do not even show what strand of common core standard they failed at. It's pass or fail with little specific feedback per individual student.</p> <p>SAS needs to reveal their formulas.</p> <p>There is no point in voicing my opinion; because it is obvious the powers that be in Raleigh have little to no respect for educators in NC.</p>	<p>Merit pay is unfair because there is not a evaluation system or data that is common for ALL. For example, how will you evaluate a classroom teacher who has an EOG content area compared to a social worker or counselor, or even a K-2 for that fact. Our measures are not the same across the board.</p> <p>Unless qualified observers are in the classroom weekly, there is no way for it to be accurate.</p>
Craven	<p>As a content area specialist (music) I find it off putting that I am and never have been evaluated by anyone who is trained in my area. Most of the time my evaluator has no idea what my standards are or the methods I've been trained to use to teach them. As for the nature of what I teach, MUSIC, most of my standards are impossible to assess on a standardized test and that's the way it SHOULD be. The arts aren't meant to be assessed this way. Forcing the arts into standardized testing equates to forcing a square peg into a round hole. It's futile, a waste of time, stressful for both teachers and students, will never provide reliable results, and will strip from our curriculums the reason why we teach music to begin with. And the thought that such test results may be a basis for my evaluation disgusts me. After more than 20 years teaching music I am ready to leave the profession over this madness.</p>	<p>Gov. McCrory is destroying education in NC. He apparently hates teachers and has no respect for our profession. I didn't vote for him, but I knew if he were elected we would be exactly where we are now. As a content area specialist (music) I fear for positions like mine. If we're retained at all we'll soon be teaching to a test and/or our pay will be based on students' reading and math scores, which we don't even teach.</p>

<p>Cumberland</p>	<p>Most of it is a popularity contest. The principal hardly ever visits the classrooms and is oblivious to what is going on most of the time. The administrators hardly ever give negative evaluations even to the most ineffective teachers.</p> <p>Although, it was designed to be objective had been used subjectively by administrators.</p> <p>I can only control what goes on in my classroom. I cannot control what goes on at home and the baggage the students bring. It is unfair to tie my performance to the performance of over tested children whose day to day life outside of the classroom I have little influence over.</p> <p>I have no problem with being evaluated fairly. However the evaluation currently in use is not fair to teachers.</p> <p>As for time to reteach or successfully complete anything is impossible. Planning time is taken up by a variety of meetings- that repeat the same stuff over and over again. I have no control over the types of homes that students are subjected to daily. I have no control over the homework or classwork they choose to complete. I have no control over values, morals, and decisions parents impose on students. Why are we not evaluating the parents too?</p> <p>A test from children should not determine my effectiveness!</p>	<p>I do not agree with the implementation of merit pay. I wholeheartedly believe that weak teachers need to be weeded out very early in their career so that we retain the best and the brightest. Those who are excellent teachers should all receive across the board pay increases. This merit pay plan has already caused dissension among teachers. Ours is a job that relies of teamwork and collaboration. Merit pay will destroy that aspect so important to teachers and students.</p> <p>I believe it should not be introduced until teachers have been moved to their appropriate steps. Then we can start the conversation.</p> <p>As stated many times, children are not products. They are all different. I am being graded on products that bring problems with them that I can't fix in a school year.</p> <p>I disagree with it. We did not get into teaching for the money. All teachers know the pay is minimal and the output a teacher strives in the classroom is the maximum. I can only adjust some factors involved in a students' learning. Again, the home, the values, the morals, attendance and participation in homework are factors I can't adjust. I am disappointed that NC feels that they can use and degrade teachers. It is a constant banner stating teachers are not worth their support.</p> <p>Education is not a business!!!</p> <p>It will hurt collaboration among teachers!</p>
<p>Currituck</p>	<p>I do not feel that Social Studies exam is fairly accurate on what it is we are suppose to teach. Standards are to much to explain and do all throughout the year to have students ready for the test so I do not think that standard is fair because of that. Also I don't feel it is fair if you have students who are troubled or who struggle academically and have never passed an exam.</p> <p>The evaluation instrument needs to be changed for teachers in related arts specialties like music, PE, Literacy coaches, or various others along these lines.</p> <p>I am evaluated using the results of EOG scores but I am not given any data from the results of the scores.</p> <p>I am NOT a regular classroom teacher so the NC Teacher Evaluation instrument does not reflect my job duties and responsibilities. Instructional resource teachers need an evaluation instrument that aligns with their position. Every time the current instrument is used, I feel like the square peg trying to fit into a round hole! It's just NOT a good fit!</p> <p>There are no positives with the current evaluation system.</p>	<p>I do not agree with this at all.</p> <p>The majority are against it in our district.</p> <p>I think teachers should be paid what they are worth. High performers getting better pay would cause rifts but knowing I am a high performer and would be getting more money would be great since I cannot pay my mortgage much less groceries on a teacher salary in NC.</p> <p>Cannot believe the standards they want and how adversely their position on pay inherently destroys morale, retention and achievement.</p> <p>Teachers should never have pay based on the results of test.</p> <p>I would just like regular pay raises to keep up with the cost of living!</p>
<p>Dare</p>	<p>This evaluation does not take into account the roles that you are assigned or not assigned by your administration from year to year. Nor does this evaluation take into account the lack of parental involvement and student effort and attendance.</p>	<p>Teachers who work collaboratively within their building already do this on a daily basis. I invest a great deal of time researching new lessons. These lessons and content are already out there all you have to do is look. When someone in a grade level finds a good resource we share it with each other. This content experts are a waste of money. Just give teachers the raise we deserve!!</p>
<p>Davidson</p>	<p>It is a joke. I get excellent ratings, and my EVAAS scores have been among the highest. That being said, the value added program is a failure. It has limited evidence that it is fair or effective, and our state jumps in with both feet. I feel it is a ploy to manipulate data so state legislators can begin to micromanage education, which includes the random merit pay system being used right now, the hunger games 25% can get money if they give up their legal protection. I think the goal of</p>	<p>Merit pay will fail in North Carolina. It has little past success anywhere it has been used. The legislators are trying to use a profit-driven business model in education. Seeing that our state has lost so many jobs to outsourcing, cutting of benefits of workers, and a weakening of buying power, why would our state want to do that? I think McCrory and his pals, particularly Art Pope, want to dismantle public education, and I think they are on their way. I think teaching in North Carolina will continue to have low pay, and as the economy</p>

	<p>teacher evaluation is to get rid of teachers in order to keep wages down.</p> <p>When new principals come in our first rounds of observations may appear low due to their lack of understanding of how we teach and our personal ethics are towards our job.</p> <p>The evaluation does not take into consideration outside forces that can affect scores that teachers may be based on like student participation, student absences, and parent involvement. Administrators do not know enough of my field of expertise to properly evaluate me.</p> <p>In participating in the pilot for Assessment of student work for the Arts, this is simply jumping through hoops so this hard to define area can get EVAAS data. In no way does this improve my teaching or reflect on my teaching the majority of my students. It is a waste of time and money. Additionally, why does 8th grade history only focus on pre WW1 information when clearly the things that affect students today is throughout US History?</p> <p>I was recently rated as developing in several standards. My assistant principal said it was because I was doing an activity rather than a lesson. I explained how the activity was a tool I was using to teach a lesson and didn't think the two were mutually exclusive. When I asked what I should have done differently he stated, "You should have taught a lesson rather than doing an activity." In my opinion he clearly didn't have a clue. He refused to change my rating. On another observation I was rated poorly because my principal thought I spent 20 minutes passing out homework. I explained I passed out homework in about 2 minutes and then gave a formative assessment which I graded as soon as a student finished and conferenced with each about the results. She had not clue what I was doing. How is fair my performance, my career, is being judged in a total of 40 minutes in a year by individuals who don't even know what they are seeing? It is ridiculous. I have very little autonomy when it comes to programs, materials, schedules, planning time, poverty levels or almost any part of my job; yet I'm held accountable for ONE test given at the end of the year. Again, ridiculous.</p> <p>Over the last few years, our school has been led by incompetent and careless administration. The administration in our school always left me feeling more confused on what I'm doing right and what I need to improve on. There are never any suggestions on how to improve. Due to the poor leadership in our school and the teacher evaluation tool, our teachers have struggled with maintaining any consistency in our classrooms and was a factor in poor test scores. Teacher morale is at an all time low.</p>	<p>improves the exodus from teaching will be staggering. Our government officials, however, have no clue, or do not care about this. I think we will become even a bigger target of ridicule from the general public because of this move and other hair brained schemes from Pat and his cronies.</p> <p>I believe that this will put teachers against each other and collaboration will decrease.</p> <p>Yes. How about we spend less money wasting time on these things and do the things that have been proven to work in other states and countries? Pay more. Reward Master's pay. Respect and thank teachers. Pay experienced teachers with National Boards and Master's degrees MORE than McDonald's managers. Show us respect and that we are valued and trusted. I have zero faith in our legislators to fulfill their promises, therefore I will not give up my tenure. I will not be paid off.</p> <p>It is too difficult to judge the merits of a teacher fairly. Education does not turn out a product. Education is about people. Just pay teachers enough where they don't have to worry about feeding and caring for their families. If you pay enough where pay is not an issue, the intrinsic value of teaching will be enough to attract and keep quality teachers.</p> <p>There are too many factors that are not weighed in when considering merit pay. We are dealing with human beings that do NOT have cookie cutter home lives.</p>
Davie	<p>EVAAS is the best measurement instrument yet, but it is still lacking.</p> <p>I don't know what standard 6 is!</p>	<p>I would have no problem with merit pay if you could accurately measure all elements in the teaching process. I do not think this is possible though.</p> <p>I stopped taking this test a long time ago.</p>

<p>Duplin</p>	<p>Contrary to popular belief, you cannot always judge teachers on the data scores of their students. What many people fail to realize is that teachers cannot control whether or not students study, work hard to understand content and be successful, spend extra time on material that they are struggling with, have any support beyond that of the school, come to school prepared, eat well for the proper nutrients, get enough sleep, stay focused, or even take education seriously; not to mention students with learning disabilities, emotional disabilities, psychological disabilities, and low socioeconomic status. All of these factors will affect a student's ability to learn, retain information, and retrieve it as it is needed on an exam. You cannot judge a teacher by these standards.</p> <p>I know from watching students test that they do not take the testing seriously or even care about their test results. How can I be fairly evaluated on student test scores when the student doesn't care?</p> <p>We need to be evaluated on student growth. There needs to be a pre-test and post-test for students to take to determine growth throughout the semester, because not all students are on the same learning curve.</p> <p>It is too long and takes too much time for our administrators to use. Their time could be used more effectively.</p> <p>Until we find a testing/scoring system that takes into account a student's attendance, attitude and parental involvement, these scores are a joke. Also, the current EOC's and final exams for English are inappropriately leveled; my highest achievers (in honors) are perplexed and find themselves guessing on many test items. Smart kids should feel confident in their answer choices. Tricking kids by making 2 answer choices almost identical does not accurately measure comprehension or ability. It leads your high achievers to overthink questions and get some wrong and it merely adds to the frustration for low achieving students.</p> <p>Good teachers teach to help children, not to get a good rating on an evaluation. Good teachers will continue to teach well, Poor teachers will resist having EC kids in their classes. Poor teachers will teach to those who have the best chance of passing EOG's and forget the others.</p> <p>Yes! I teach social studies and we have an end of grade tests that determine my Standard Six score. This is very unfair because my scores are compared with the scores of others even though conditions of my testing are very different. For instance, Language Arts and Math get a full year to teach their classes when I get only one semester. They have benchmarking and special classroom materials to help them know exactly where their students are in the process. Their results are published and parents/community expect students to perform well. Our social studies tests are not considered real tests and the time and effort is taken from my subject and put into Language Arts and math. Also, we are a combined middle school and high school. Our high school exams count for the students' grades so they are taken more seriously than mine. So, I receive half the teaching time, far fewer materials/practices to help my students achieve and the students/parents/community do not take my tests seriously and will spend their energy on the tests that count. My textbook covers less than 20% of my new standard so I spend hours preparing my own materials, researching the net, etc. but my subject is so new that I do not have a good idea of what will be covered on the test. Some middle schools in our</p>	<p>It seems as if every proposal is solely meant to discourage and demoralize teachers even more than before. The legislation that only 25% of employees are worthy of a meager (\$500 pretax for the first year) raise is insulting and, despite all of the posturing, would never fly in a successful private industry business looking to retain quality professionals. The further slap in the face of raising teachers in the early years to the same as a 10-year-vet makes is even worse, as it is a definite message that veterans are not wanted, even if they are the ones training the new teachers. Were legislators making these laws to actually have their own children in schools, they would see that parents by and large always select the experienced teachers for their children when given the option. Lastly, the idea that the Governor and Atkinson are somehow giving teachers \$10,000 bonuses for the second job they are requiring them to take is abominable as well. Why waste that money in more fluff theoretical positions rather than actual practitioners -- yes, I realize these teachers will also have to keep teaching, but the standard will no doubt be that their duties to complete the requirements for the bonus will cause them to actually do less in the classroom. Why? Because to adequately teach right now, a good teacher does have to devote hours and hours to practice, preparation, innovation, and training each year. Making the only way to get a raise through this method is once again denigrating the hard work teachers are already doing. Further, that money in and of itself will be money that could be applied to raises for all, who at this point, are in desperate situations. I know many teachers who are now having to qualify for Medicaid, which ironically, is what the GA claims is causing the biggest budget deficit. Why take more out for just a few teachers? It seems as if the Governor and Atkinson are determined to promote the idea that a low percentage of teachers are worthwhile. As long as this continues, morale will keep deteriorating, which hurts the students irreparably, and good people who can find another job, will do so. I am most concerned about this as a parent whose children are young. My husband and I are seriously considering me switching careers so I can move them to a private school, something we do not want, because we realize how demoralized the teachers are and how much ridiculousness is laid upon them in lieu of solid, basic foundational curriculum.</p> <p>It is not fair because every teacher has different students who come from many different backgrounds, which affects each student's ability to learn.</p> <p>North Carolina has more effective and amazing teachers than anyone (even scores data) can possible realize. The bottom line is that these teachers deserve their tenure and they deserve to be paid accordingly. They should honestly be paid more than the national average for beginning teachers and the veteran teachers should be receiving triple that pay by now. Merit pay will only last so long and only go so far. Whereas being paid according to teachers' years of experience will last them way beyond retirement; if done correctly.</p> <p>Merit pay will cause teachers to stop talking/collaborating with one another. The great ideas/methods will not get passed along to the less experienced/weak teachers.....we will all just look out for #1.</p> <p>A merit based pay system is impractical in the education system. Announcing that only 25% of teachers at each school breeds animosity and distrust. Offering a salary increase to 25% of teachers is the same as telling the remaining 75% that either we are ineligible because of lack of experience or that all that we do in our classrooms is not good enough. It would make more sense to give the cost of living increases that teachers have not seen and offer an open application process for teachers to apply for a bonus based on merit. This way NC can be competitive in the job market across the board, improve retention, and not spread animosity and distrust</p>
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<p>Durham</p>	<p>It is completely unfair that teachers receive ratings based on other's test scores because there isn't a test for them! Admin routinely cheat with evaluations. The write up positive reflections without even observing the class for their pets.</p> <p>There are so many tasks that teachers are assigned to do that one to four evaluations wouldn't be able to accurately assess what we do on a daily basis. Every year we have more responsibility placed on us but the evaluation system stays the same and that is unfair because we are dealing with more things every year from our district and state level that is expected from them on the state and national level and it just trickles down onto teachers yet we are not evaluated on how well we manage these extra stressors and time consumers.</p> <p>Most of the comments over the years made by administrators had to be corrected or added after it became obvious that they were not paying attention to my lessons, my students or my room design and function.</p> <p>I am evaluated on the same stock forms as every other teacher. Are we not encouraged to differentiate our assessments of individual students? How cannot be evaluated as an educator the same way when I teach a performing art rather than a tested subject? If our salaries end up being tied to test scores and evaluations, how is that fair to me when my evaluator has never played an instrument, nor has been trained on how to teach a child to play an instrument?</p> <p>The EVAAS system is not user friendly. Many of the teachers lost information stored in EVASS due to technical difficulties. The evaluation seems like busy work. We spend so much time filling in information that doesn't even help us. It is also time consuming because you have to sign off and send so many things.</p> <p>It is rare to have someone that understands the mathematics to observe me. I often am evaluated at a time other than what was discussed in the pre-observation meeting. I was once evaluated after the exam on the last day of school.</p> <p>Standards 1-5 make sense. Standard 6 makes no sense. Even the company that developed the EVAAS system admits that it was never designed to be used in the way it is currently being used.</p> <p>It is a poor tool and is not truly representative of the ability of a teacher. It is more paper to check a box (busy work).</p> <p>Administrators are stretched thin. Therefore evaluations are rarely, if ever, done to a full extent for experienced teachers. My last evaluation was never done, put in after the school year was over, and I never had a conference about it, even after emailing the administrator.</p> <p>The current system places too much emphasis on factors outside of the classroom and out of the teacher's control.</p> <p>There are many factors beyond teacher's control in educating students. In business (which I own one), managers are given responsibility along with corresponding authority to control their area of responsibility. This is not true with teachers. We have virtually no authority over our instruction. That is the simple reason why this method does not work. 1/2 of our science department left last year to go to other states where the teachers are given more authority and respect. They are not treated like idiots like they are here in NC.</p>	<p>Where is our ABC bonus? That was merit pay that worked. How is competing for a second job in the GTN merit pay? How is not paying for higher degrees merit pay? I don't think our lawmakers even know what merit pay means and they have no way to fairly evaluate teacher merit.</p> <p>Educators are not competitive people and putting them in a system where they have to compete will always have a negative impact. I appreciate my co-workers not want to make more money than them. I just want to be paid at the step that I was told I was going to be paid when I started teaching. Governor McCrory does not have to make fancy incentives teachers just want what they were promised. Just move up our steps. It's really as simple as that.</p> <p>How do you keep or hire teachers when they will be asked to instruct the students who repeatedly demonstrate that they have no intention or desire to learn? What will happen to those students? Why would teachers stay in the profession or in the state if this is how they are evaluated. We are losing teachers too quickly to find replacements now, so future prospects are terrifying. Long-term subs are already being used. Parents and students complain that they cannot receive a proper education in these conditions.</p> <p>It feels completely subjective and based on evaluations that are unfair by evaluators that cannot accurately evaluate the performing arts.</p> <p>When I had the honors level, my students had the highest scores in the district. When I had the inclusion class, my students had the lowest. However, they had grown more in their understanding than the honors. If I am paid based on scores, I am less likely to teach students that need me the most. My performance is influenced by class level, student mixture, and class size. A principal can give me challenging situations by design.</p> <p>Merit pay has never been successful. Teachers are already doing the best they can. They will not try even harder if you dangle a little money in front of them. The idea that teachers are not already working as hard as they possibly can is insulting. The whole idea of merit pay is insulting because it is predicated on the idea that teacher quality can be measured with student test scores. Teachers do the best with what they have, which is less than ever.</p> <p>It is insulting. We need to be paid the salary schedule we were originally promised in our contracts.</p> <p>It has failed wherever and whenever it has been applied in the past.</p> <p>The concept of merit pay is not a bad one, but until the flaws in the evaluation system are fixed, I cannot support it.</p> <p>Merit pay in general is a poor concept in a profession where so much of what affects student achievement is beyond teacher control. The current cockamamie 25% structure will only serve to try and divide and conquer, pitting teachers against each other instead of encouraging collaboration.</p> <p>Teachers who do not teach a tested subject feel that they are unimportant.</p> <p>It will make teachers teach even more to tests than actual teach.</p> <p>It will not work for the simple reason teachers do not have sufficient authority over their instruction to match responsibility given to them.</p> <p>Why don't we just start with a decent pay with</p>
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		<p>COLA??????????????</p> <p>As the plan stands, it has been poorly thought out and the legislature has not budgeted for the implementation of the program beyond the first year. Since the announcement of this plan, I have seen greater movement of teachers out of the teaching field from the building in which I work than ever before.</p> <p>Please see comments above. The physician: educator analogy works here as well. Physicians with healthy patients are not paid more based on patient health.</p> <p>If it were an easy thing to implement we would have created a merit based pay system years ago. It is too subjective with too many variables beyond the teacher's control.</p> <p>I think this is a bad program to start. It will effect how teachers interact with each other. I can already see some of the effects in my building some teachers are already building teams to help each other and they are based on friendship not departments.</p> <p>There is no way to equitably institute a merit pay system for teachers in North Carolina. It is a waste of taxpayer money and will do nothing to retain teachers or to improve the quality of the teaching force. Money would be better spent raising the salaries of ALL teachers so that the profession is more attractive and competitive.</p> <p>No one can trust anything the legislature says anyway; my first year of teaching at my current school, I had a 98% pass rate on the EOC, but because of the budget crunch, I received no bonus. We teachers know that the first thing the legislature will cut will be teachers' salaries so I doubt merit pay will last for more than a year or two anyway.</p> <p>Evaluation is too subjective and it will be detrimental to teaching and learning. NC is gaining a reputation as a very unfriendly place to teach.</p> <p>Merit pay needs to have more behind it than student scores and not be based on one or two 30-minutes evaluations.</p>
Edgecombe		<p>How will anyone be able to adequately and fairly judge who deserves merit pay when in many grade levels, different teachers may be writing the lesson plans for different subjects, so some may be judged to be worthy of the merit pay when someone else may have actually developed the plans that teacher used - that will build animosity and angst in a grade level or school. Enhancement teachers are not assessed based on THEIR subjects AND there is no realistic way to assess the Arts/PE folks because we all have VERY different amounts of contact time with students, lack of technology, materials, and prof. dev. opportunities. etc?? Our school pays for subs every 9 weeks so ALL 3-5 teachers can sit in the PLC room and crunch numbers on data days and NONE of the Arts/PE folks were able to get a single day's sub pay to allow them to go to their state or local conferences in their subject area. We are required by NC to get the PD and rack up the renewal hours needed but our system NEVER pays anything toward it so ALL of our training comes at our own expense - unlike the 8 folks we're sending to a Daily 5 conference in DC next week as a way to spend the additional \$15k our school got in Title I money. Pay me what I'd initially signed on to and expected as my salary scale and give me the basic tools and respect I deserve as a certified teacher who does what is mandated by NC law. I'd be happy with that if we could just be paid what we were told we'd get for our work. To randomly select people to get additional merit pay will cause REAL BAD feelings in schools.</p>

<p>Forsyth</p>	<p>A lot of to do about nothing. Might be different if we didn't rank 3rd lowest in pay in the nation. Without a union it is not like they need just cause to let you go.</p> <p>Just look how they can take a Masters degree pay away. That wouldn't happen in a state with a teachers' union. It is a very uneven process. The courses with EOC tests are given a lot of attention and the rest of us are dragged along for the ride and reap the consequences of the actions of that group. In addition, the evaluation tool lists are number of items that cannot be observed directly but time is not built in for administrators to conference with teachers on those items.</p> <p>Basing teacher evaluation on test scores is like basing physician evaluation on patient health: there are too many outside factors which are beyond a teacher's control. If a student does not have a home environment which is conducive to studies within the home, the student is not going to continue working after final dismissal and will not retain as much information as they can. If a patient does not have adequate access to nutrition and becomes obese because they eat McDonalds every day, the physician is not held accountable. The same consideration must be given to teachers.</p> <p>We are going the wrong way!</p> <p>I don't care for the system, However I can't think of any other way.</p> <p>Standard 6 and value-added evaluations have no value. I teach ESL, and several sheltered classes that I teach have NC Final Exams. Many of my students are in their first or second year of schooling in the U.S. The language demands of the tests are very inappropriate for ELLs at their level, and it infuriates me that they have to take such an inappropriate assessment so that I can be evaluated. I also question the sharing of students' personal data with a private corporation like SAS. I don't understand the EVAAS formula. I don't know if it's supposed to be secret so that no one can question its legitimacy. I do know that I did not get a teacher-level score because most of my students did not have enough testing history to be entered into the formula. I now have a generic score based on school-wide scores across subject areas, most of which I do not teach. I'm not sure if that is an advantage or disadvantage in the evaluation process, but I do know that is isn't fair.</p> <p>I would answer the questions about observation but although I have been observed twice, once by the principal and once by an assistant principal, I have received NO FEEDBACK or ratings whatsoever by these individuals although one observation occurred this autumn and the other several weeks ago</p> <p>Too subjective but headed in the right direction. The biggest issue I have is administrators do not take enough time to observe and then meet in a timely manner to go over the evaluations. It is imperative that the final product take into account student growth. If it does not do that, then the process is doomed.</p> <p>I do not have sufficient feedback to respond to your question #15.</p> <p>I teach EC and my observations are a farce.</p> <p>Too much time passes before we see test data for our</p>	<p>Teaching is mostly science, but also significantly art. Who, how, why, do(es) one merit art objectively????</p> <p>Again, as an AP-only teacher, how will my students' results be measured? I have seen no information about AP-only teacher evaluations when it comes to test score evaluations.</p> <p>I think it is wrong to base pay on the outcome of testing. Is there anything to factor in that there are some kids who just don't care or that they come from families that just don't care? That should not impact my pay.</p> <p>I disagree with merit pay simply because we have no control over what baggage students bring to school, especially in Title 1 schools. Those teachers will be penalized because children have no parental support at home, have substandard living conditions (ex: living in a car or changing schools frequently because of evictions), or are coming to school hungry and sleep-deprived. Doctors aren't penalized because their patients neglect to follow their post-op instructions. Dentists aren't penalized because their patients don't brush their teeth or floss at home. We are professional service providers, too, and yet we are being held accountable for what happens when our students aren't with us.</p> <p>Research has shown that merit pay does not motivate teachers in the long run. Pay should not be used for motivation. We should be paid enough and then extra duties, projects and promotions based on leadership should be used as motivators. I hate feeling like I'm stuck in a job with no promotion opportunities.</p> <p>If teachers get merit pay, so should politicians. There is no fair way to determine the top teachers as each one is so uniquely different. How would media specialists, and counselors, and reading specialists, and so on, ever be included? Personally, I wouldn't care about helping other teachers, but I am the only teacher of my subject in my school, but it would only have a negative impact on most teachers overall.</p> <p>I frequently feel disrespected as an educator and a professional, not by my school leadership or my colleagues, but by the government and NC legislators. I have considered/am considering leaving the profession because teachers are not valued. I have a master's degree, 9 years of experience, and stellar test scores (100% proficiency and high growth in most courses) and I make \$32,000 a year. I am constantly treated with distrust, disloyalty and disrespect by the people who are supposed to have the best interest of citizens in mind and at heart (the government). Sabotaging public education is not good for NC, its citizens or future. I have lost respected for NC leaders.</p> <p>I don't think it makes sense until there is more widespread agreement on what being a good teacher is--and I think that would best come from a network of teachers and administrators working at different levels to come up with this. And to be honest, I'm unclear about what merit pay will involve--is it going to be based on all 6 standards? will it be available only to top 20%</p> <p>I think it's a terrible idea. They should simply increase the base pay of all teachers, which would then attract better applicants on its own. Paying teachers to teach to the test is not the answer. It will lead to worse teaching, worse students, and awful classroom settings.</p> <p>There USED to be a salary schedule that worked. It's been stagnant for years, and NC is on a race to the bottom. I got into teaching adults in my early forties, and do not see myself remaining in this underpaid and underappreciated profession much longer.</p>
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	<p>students. If we ever see it, three is a new group of students in my class. I never get to see test data by goal to inform my instruction.</p> <p>I am lucky that there are some excellent teachers in my school and that the administration in my school is very fair, because my ratings depend on the performance of the rest of the school. And yet, since my students are often high achievers, it is difficult to measure their growth. Because I am encore and not a core class, my students are often pulled out of my classes and miss instructional time. Each student grows in their own ways, and just because they are not growing at the same rate, does not mean they are not growing.</p> <p>I frequently feel disrespected as an educator and a professional, not by my school leadership or my colleagues, but by the government and NC legislators. I have considered/am considering leaving the profession because teachers are not valued. I have a master's degree, 9 years of experience, and stellar test scores (100% proficiency and high growth in most courses) and I make \$32,000 a year. I am constantly treated with distrust, disloyalty and disrespect by the people who are supposed to have the best interest of citizens in mind and at heart (the government). Sabotaging public education is not good for NC, its citizens or future. I have lost respected for NC leaders.</p> <p>Students aren't widgets. One score on one day is not a true reflection of their abilities or of their learning.</p> <p>I have been satisfied enough with the first 5 standards and feel I have been fairly evaluated. Although my Standard 6 results are positive this year, showing high growth, I worry about the high emphasis being placed on Standard 6 and feel it rests on 2 assumptions that I question: 1. that the tests are valid. In English, I do not think the tests are the best indicators of learning. 2. that ranking teachers is of benefit (there will always be teachers in the bottom 10% no matter how well everyone works--so there is no incentive in the system for us all to succeed together). The system does not reward collaboration--within or among schools. It's a competitive rather than collaborative model. The winners require losers to win. I have no problem with that in sports. I just don't think it makes sense for teaching children.</p> <p>It has largely proved ineffective, inefficient, and intolerable. Yet it remains, with no sign of going away since it seems to be necessary, so what's the point in griping?</p> <p>Teacher evaluation instrument is a long paperwork process for administrators. Although I feel my evals have been fair, there is no way that test scores are an indicator of the quality of my instruction. I work at an alternative school where my students may arrive, LITERALLY, on the day of a test. I know that the numbers aren't supposed to count unless the student has been with a teacher for a certain number of days, but I have EVAAS data for students I did not teach for more than 45 days. For the students who I DO teach for significantly more than one quarter, that means they have been retained here for not meeting academic, behavioral, or attendance goals, and therefore the students for whom I DO qualify to receive EVAAS scores for have rarely been to schools and are generally low-performing students. Basically, choosing to remain in alternative ed will slay me when the scores begin to count against me. I will be seeking alternate employment outside of the public school system as soon as my son graduates from high school.</p>	
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	<p>Using data from one test to evaluate teachers is counterproductive and similar to using one meal prepared under extreme stress to evaluate someone's cooking. Too many factors can affect a student's ability to score well on one day. A fight with a parent or friend, excessive absences, and a frequent desire by a handful of students to simply finish the test and have it over. Assessing a teacher's success from this one instrument is short-sighted and lazy.</p> <p>The evaluation process is a complete waste of time. It is long, onerous, and pointless. The lowest ranking is an insult, and the highest ranking is impossible. Also, it is very Subjective. There has to be a better way.</p> <p>I think it should be differentiated for teachers at an alternative school, considering the daily enrollment, drop out, etc.</p>	<p>The NC Legislature seems to be attempting to create rifts among faculty with their misguided plans. I have seen very few decisions by the current legislature and governor that will impact teaching and learning in a positive manner. It appears the legislature is attempting to undermine the very institution it is their duty to support--public education. I have watched my base salary dwindle in national rankings to below that of states with more poverty than NC has experienced. I have watched the politicians use educational spending as a hammer to get back at the voting block of educators, most of whom do not support the party currently implementing a stranglehold on the political landscape. I see too much pettiness in politics, and it sickens me. Merit pay is only the latest attempt to get teachers arguing with each other too much to worry about arguing with those in office. My school is a great place to work, but the state of North Carolina is not.</p> <p>Merit pay is a ridiculous idea. All teachers work hard, and we are all a community. The merit pay will only divide us. Just give all teachers a pay raise, even if it is small.</p>
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<p>Franklin</p>	<p>Administrators do not sit &amp; watch an entire lesson. My admin was in my room for less than 5 min &amp; talking nonstop on her radio or texting on her phone. How fair is that? If I disagree with my evaluation, then she will be pissed at me and won't speak to me for the rest of the year.....YES, that is how this admin is!</p> <p>NO PRE-OBSERVATION IS/WAS REQUIRED FOR CERTAIN/EVEN MY 2013-14 EVALUATIONS. HOW are we to know what brand new Assistant Principals are expecting to find/see when they 'pop in'?</p> <p>Very unfair as we can't control the students' home life. The parents need to hold some responsibility.</p> <p>Competition is not the way to get teachers to be great teachers. We have to work together to achieve success with students.</p> <p>Our assistant principal has no classroom experience. He was a high school coach and does not know elementary curriculum. He admits this. He is not qualified to assess my teaching. I have always received excellent evaluations and suddenly I am not. He is the only change, but it permanently goes on my record. Everyone got graded low by him. He told a teacher who had just received her Masters in her specialty area that she didn't know her curriculum. How is that fair? My principal saw me for all of ten minutes and gave me an excellent rating and no feedback. How is this helpful?</p> <p>To me, the teacher evaluation, is not a true evaluation of our skills, talents and the way we teach. I tend to rate myself higher and have to argue my case if the evaluator and I disagree.</p> <p>Evaluations depend on administrators who are not qualified to teach in the classrooms where they are judging the teacher. Many teachers are prejudged depending on their relationship with the administrator. Evaluations are another disruption to instruction of which there are too many already.</p> <p>The teacher evaluation tool is not set up for specialty teachers when we teach every student in the school (K-5 music, art, drama, pe, library) and is unfair in it's expectations of us. My latest observation was VERY LOW and in 11 years of teaching I have NEVER gotten that low of a rating. I assumed it has something to do with what AP's were told about doing observations, as I had answers to each low rating. I put in a very long response to the evaluation, but the ratings did NOT change. I merely got a note back (from the system) letting me know that it had been seen. VERY disappointing to not get feedback or response. ALSO, it was my understanding that evaluations were to covered IN MY CLASSROOM. That does NOT happen. I logged into the system from my classroom, the observation was not filled out, I went to the office to review the evaluation and my AP filled it out while I was in the room. I had nothing with me to show what I had done or what I was doing that would be used to change any ratings given at that time. I had to go back to my room and find things and then write a rebuttal for my evaluation. If this is supposed to be happening in our classrooms, it is NOT at my school.</p>	<p>THIS IS RIDICULOUS! They are thinking about paying us for how our children score....how about they take a look at ALL of the issues the kids are dealing with! Being home alone b/c mom is working 3 jobs to put food on the table; therefore, no one can help with homework, etc.</p> <p>ALL TEACHERS deserve merit pay.</p> <p>Just give us our steps back!!!!!!!</p> <p>We had PLC shoved down our throats to make us collaborate; now we have to compete?</p> <p>They have already given the newbies experience 0-6 years a raise. I have been teaching for 14 years and haven't had a raise in over 6 years. Is this fair, absolutely not! If people are not paid what they are worth and deserve, what's the point of having a job? I mean yes, as an educator we do it for the children, because we love children and teaching, however, if we don't get some kind of raise for the teachers with experience, schools will lose several good strong teachers.</p> <p>The biggest problem about merit pay is that it is not fair to anyone. Teachers that teach specialty subjects are evaluated on subjects they don't teach. MY Standard 6 will be based on school performance. While I teach all students, I do not teach Math or Reading or Science. How is that going to tell anyone what kind of teacher I am or how effective I am in MY teaching?</p>
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<p>Gaston</p>	<p>It is unfair to include student test scores in my evaluation because I cannot control many of the factors that affect them. The evaluation instrument is too long and cumbersome.</p> <p>While I myself have been rated as Accomplished on 1-5 and Exceeds Growth on 6, I am not given any data about WHAT my students did not understand. The data returned to us is not useful to guide instruction. Also, a student is so much more than a test score. A student may be grappling with depression, abuse, a requirement to work every day after school, but yet I am judged based on this. My dentist is not punished or censured based on my own laziness to brush my own teeth but that is what we are seemingly doing to teachers.</p> <p>It's too long to be of any use. Any evaluator that knows his/her job can determine a teacher's effectiveness quickly and without the use of many parts and pages.</p> <p>It needs to be based on passing rate of students and not just test scores. Also, parent input would be helpful.</p>	<p>It is a total crock of shit. Put us back on our proper salary steps and return masters pay.</p> <p>It needs to be abandoned. Start paying teachers for THEIR performance by honoring the scale promised! If a teacher is bad - fire them!</p> <p>Talk of merit pay is causing low teacher morale to drop even lower.</p> <p>I think it is ridiculous to judge teachers based on how well their students do given the fact that students can decide for themselves whether or not they choose to do good on a test or final exam. There are too many factors that should be considered to make a merit-pay system fair and it would never be 100%.</p> <p>It should not be based on test scores alone.</p>
<p>Granville</p>	<p>It is completely unfair to hold our special ed teachers to the same standards. Kids who read at a first and second grade level MUST take the same 5th grade test. We already know what the results will be. How is this fair? Or for me, as a classroom teacher. I have the EC cluster - all the EC kids in my room. Guess whose passing rate won't be as high as the other teachers?</p> <p>I believe the evaluations at my CURRENT school are fair but at my previous school within the same county was very strongly influenced by personal bias of the evaluator. Having been in multiple schools within the county, it is clear that the evaluation process is VERY subjective even when supposedly using the same rubric. How is it fair to tie payment to such a subjective process? Clean up the process before tying pay to it.</p> <p>The evaluation process is meaningless in actually determining good teaching. It is just more time taken from really teaching students. More aspects of public education is now a national embarrassment.</p>	<p>Oh, if only it were that easy: offer a teeny bit higher pay and students will suddenly be off the charts in their learning. Yes, we slugs (teachers) have just been doing the absolute minimum because we don't have merit pay!</p> <p>This and other ideas of the Raleigh people are purely political measures to ease the backlash of their obvious and blatant attack on education. The point is to remove funding while pretending to help education. Clearly the goal is to cut taxes and segregate schools based on income and race. Public school educators are being set up to fail. We will be blamed for failure and it will be used to justify further defunding of public education. Anyone who pays even nominal attention knows this.</p>

<p>Guilford</p>	<p>I have always been satisfied with the teacher evaluation tool - until Standard 6 was added. I am a special education teacher and my EVAAS data is going to be low. My students have a documented reason for not passing their EOGs. They should not be penalized - and neither should I. I should be rated on how much growth my students' make on their IEP goals. So should they.</p> <p>I have classes right now where NO students are predicted to pass my msl.</p> <p>NO data is available to teachers on student growth by state standard or will be issued by NCDPI. I data indicating passing grades/score for a student 8 correct out of 35 is passing. I'm scored as a negative growth teacher by Standard 6. HOW IS THAT POSSIBLE IF 100% of all 63 students passed!!!!!!</p> <p>I have worked under 7 different principals since I've taught in NC. 2 rated me very poorly, and the others rated me average to good. None of them taught in my content area and do not know the expectations or needs of my students. One of the administrators who rated me very poorly gave me 12 areas of improvement, and during her next observation, could see that I implemented 10 of her suggestions.</p> <p>Unfortunately, this didn't change her rating of me at all. One administrator insisted that because she taught French, she knew what ELLs know, and she suggested that I literally rip a book out of one of my students' hands because she thought it was distracting him. It was a vocabulary book. The evaluations just show how much an administrator likes a teacher, but that's it.</p> <p>It is completely subjective: I've been put on an action plan and praised, then asked to teach AP based on the same lesson, observed by two different administrators in two consecutive years. The administrator can really paint you however he or she would like. I teach 800 hours a year and am evaluated on one or two hours and little else. Teacher evaluation is not accurate.</p> <p>Over 30 years I've seen it all. Conclusion: what really matters is the quality of the evaluator!</p> <p>Although I receive excellent ratings, I do not value the instrument used to evaluate the system. I also recently used the system as a career teacher to evaluate a new teacher. This took more than 4 hours of my time to complete between preconference, observation in classroom, post conference, and completing the EVAAS forms. Yes, forms!!</p> <p>To have an unattainable column is ridiculous. As teachers, it is hard to not look at the four levels as letter grades and to be told that they aren't allowed to give As is frustrating.</p> <p>I do not think the standards by which teachers are evaluated correlate well with the actual duties of teachers in their classrooms with regards to instruction.</p> <p>I don't agree with my evaluator scoring me in areas that she would not be able to observe in 20 minutes. I also do not think it is fair that I received a lower score this year simply because a different administrator evaluated me. We are being evaluated by administrators who only step in our classroom when we are having an evaluation. They do not see our day to day teaching practices.</p>	<p>We have had merit pay in North Carolina - the ABCs of Public Education. This worked because all of us were given the bonus if our students made growth. Everyone worked together to make our students grow. This should be implemented again.</p> <p>Merit pay itself is a challenge because determining the metric upon which you base this pay is impossibly subjective. Merit pay where only a set number of teacher can get it is wholly different. In this you admit that there is no standard metric. Teachers cannot work together in a system that will reward only a certain percentage of teachers. When I help someone else become a better teacher I am lessening my chance of getting paid more.</p> <p>I teach at a very low performing school and some of us receive mission possible money. Although we have had great teachers come because of the pay, most have left within 2 years.</p> <p>All 70% our recent science, social studies, and math hires at our Title 1 school have 0 years of experience. New teachers are encouraged to lie about their experience level. Obviously....experience teachers are leaving.</p> <p>Studies have shown that merit pay has never improved test scores. I don't know why decision-makers think that one more try will make a difference.</p> <p>Other states and cities that have played with this have abandoned it. There is a lot a teacher does that is not quantifiable and no one has come up with a fair or accurate way of assessing teacher performance across the breadth of all they do yet. If anyone ever figures out how to do so, I'd be fine with merit pay because I'm confident in what I do in the classroom, but establishing accurate evaluation needs to come FIRST.</p> <p>Merit pay will negatively impact teachers because it will pit teacher against teacher, decrease collaboration, and increase the lack of respect for teachers in general.</p> <p>We are helping children learn. We are not manufacturing products. Children need quality instruction. Teachers need time to collaborate. They do not need to compete with each other for money.</p> <p>Our highly successful school has already been impacted by low morale and competitiveness. There is no more collaboration at our math content meetings-and undoubtedly, our scores will suffer. This is a recent phenomenon, beginning in the 13-14 school year. Our parents seems to have less respect towards us for some reason this year and I believe it is in direct correlation from the government's example by condescending legislation. Parents do not trust us anymore. McCrory has NO idea of the negative impact his actions have created.</p> <p>Bad idea.</p> <p>The amount of merit pay being offered has nowhere near the value of due process that is given with career status. The only thing that will cause my students to be more successful is more resources. The majority of teachers are doing the best they can at their jobs and offering merit pay is not going to change that.</p> <p>We are required to collaborate on our evaluation tool though the premise of merit base pay will not improve collaboration. If the state cannot afford to honor the pay grade promised over 6years ago then it cannot afford to pay teachers if we ALL improve. Again, smelting collaboration. Therefore decreasing teacher evaluation rankings.</p>
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Halifax	You need someone to go over each objective and give examples of how all these things can be achieved.	
Harnett	I do believe that we have teachers that don't need to be teaching because they need more of a student teaching environment; however, I do not feel that this system is fair in grading the current teachers. In my building and county, administrators will either be too generous or too nit picky. How far is it when you get the person that wants to nit pick but gives no real feedback to help you better your teaching? It is not any better hearing about teachers getting higher marks when they don't deserve them because an administrator gives all high marks. It is not fair in every building or county.	Merit pay can only work if all teachers are given the same types of students. No one teacher should be allowed to have all the smart students while another teacher struggles with those that don't want to come to school and try, or a class full of IEP and 504s. Merit pay will also not work when certain areas around NC have a high unemployment rate versus areas that have a higher socioeconomic status.
Henderson	We are being critiqued every which way we turn. We are given too many professional developments...there is no way we could ever implement or use any of what we are trained in...North Carolina needs to find their vision...they do not have a focus. Every district is bouncing all over the place...this one teacher evaluation piece is not going to bring the state together. This state needs to value its teachers instead of finding ways to knock them down and treat them like dirt in a field. There is plenty of evidence that respect for teachers is lacking and that is also the picture that our parents and public is getting our teachers and the educational system in NC. It is a joke that needs to be fixed.	Merit pay is going to increase the back stabbing...especially if that is the only way to make any money.
Hoke	It isn't fair to only base some teachers on scores and not others. It is also not fair to base teachers on scores for students who do not attend school, complete assignments on in any way try to learn. It is also not fair to base my ability to teach my content on reading ability. My kids know the material, what they aren't good at is reading on grade level. I don't have a choice in who I teach-- I have to teach everyone. Lower schools shouldn't promote students who don't have the necessary skills at grade level.	It is a shame that the people who have had their pay frozen since 2008 can't get a living wage from their government. It is a shame that the Governor and the General Assembly do not understand that since 2008 the inflation rate has increased and that we now make less than we did in 2008. All of us deserve a living wage and the only decent thing to do is to unfreeze wages and treat all of us with dignity and respect. There is probably 1% to 2% of educators who should not be in the profession that need to be moved out the door. The rest of us are dedicated, hardworking professionals with unique talents that we bring to the classroom and the school building. The proposed merit pay would only help a small number of people and would not take into account those of us who work in some of these toughest of situations.
Hyde	Its a JOKE! It is not helpful it improves nothing about teaching!	IT IS AWFUL! They need to focus on helping get class sizes down and the materials that we need. Understand that once a child leaves us that we have NO power over what happens. We love our kids and our jobs lawmakers need to help us not continue to hurt us! Merit will benefit teachers in schools where there are affluent kids.

<p>Iredell</p>	<p>Waste of time for both administrators and teachers                  I am always rated as Proficient overall. In 28 years I have done a lot for my students, but because I shy away from any use of technology, I get marked down. I am not tech savvy, never will be, and am annoyed that I can't teach the way I want to teach, without technology. Students have lost the ability to think, and I make them think. If that's wrong, then I need to get out of this business.</p> <p>Most of my evaluation have been very representative of me as an educator. The problem arises when there is an evaluator that does not fully understand the process themselves and is trying to rate others. The result is disastrous and not fair to the teacher being evaluated. Then adding such pressure as being rated by student scores which will negatively impact student learning. Great teachers will no longer accept struggling learners such as those with IEP's.</p> <p>For the past several years, I have maintained a 90 - 100% proficiency rating in all of my biology classes. Until the last semester, Fall 2013-14, when the state re-normed the Biology EOC test. My proficiency rating dropped to only 3%, this reflected in my EVASS, making my scores go down considerably. And in this county, MAY effect the possibility of keeping me from being in the 25% to receive the raise. I just hate that I fall to such a low status after being in the top for the past 5 years. Very aggravating!!</p>	<p>the state is trying to run education as a business. Public Education can be never be run as a business because businesses between in quality control. if a defective product comes down the assembly line it is removed. Public education does allow for defective products to be removed and they are figured into our overall productivity.</p> <p>Not, not, not!</p> <p>Should not be implemented! Salaries need to be meaningfully increased across the board.</p> <p>As I stated before, it will be disastrous. It is pitting teacher against teacher! Collaboration will not happen. Who does that help? Not the students and they are the ones we should be focusing on.</p> <p>In my science department, our teachers thrive on collaboration! If the merit-based pay is implemented, then we will be forced to compete for the money! That will cause a great loss to our students' learning success. Also, in addition to my teaching job, I have to work two other jobs just to make ends meet. I'm taking job opportunities from those who may need it more than me, but because of my education and position, I'm given those jobs. If this progresses, I feel that I can no longer afford to teach in North Carolina. I will have to seek employment elsewhere. I really would hate to do that!!!!</p>
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<p>Jackson</p>	<p>I am absolutely disgusted with the state of teacher evaluation in North Carolina. Currently, I find that teachers are subjected to a completely unfair, meaningless and completely worthless set of standards that do not measure anything more than whether or not an administrator likes a teacher on a personal level. Overall, the standards used to judge my teaching are not an accurate measure of my teaching and do not reflect whether or not I perform my job. Furthermore, administration is often too personally motivated in the scores that they give teachers. Therefore, this program is nothing more than a method used to control and manipulate teachers into keeping their mouths shut through the threat of losing their position.</p> <p>I believe accountability is key and it is important to have an environment to challenge teachers to be the best. In my experience, teachers respond to standard 6 in two ways: they continue teaching as they currently do because they are confident in methods and stay current in best practice, or panic/stress sets in and instruction suffers.</p> <p>I have been teaching in NC for 37 years. Every day is an adventure and a pleasure.</p> <p>I lost my assistant this year and received HORRIBLE evaluations with very little support. My observations in years' past had been glowing, so I felt rather targeted. After two terrible observations and after I watched other teachers suffer through the same pattern to eventually be let go, I decided to leave on my own. :(</p> <p>The evaluation process caused stress for everyone I spoke with and there was a common feeling among teachers that our administrators were not on the same page with what they were looking for, and we really didn't know what they were looking for. We just knew when we did it right and when we did it wrong, and from our perspectives as teachers, sometimes those two things looked the same. The teacher evaluation process seems ridiculous...in what other job are you evaluated four times per year based on the learning attitudes and behaviors of people aged 5 - 18? I was never instructed about what I personally did wrong but I was constantly told what my kids were doing wrong, which was a frustration I had already asked for support for multiple times during the year, even before my first bad evaluation. I knew I was a good teacher and doing right by my kids, but I left because I knew I couldn't afford to get fired and I could not shake the feeling that that's what was going to happen to me if I stayed for the rest of the year. That became very apparent after I attended trainings, had great test data, was happy in my classroom and saw my students making more than adequate growth in all areas, and then received a second heart-wrenching, horrible evaluation.</p>	<p>It is my understanding that it has been implemented prior and was not successful. Without the added pressure my job is already stressful. I am responsible for the education of my students and I take that very seriously. I enjoy teaching my students and watching their growth. The external pressures add additional stress and impact my overall satisfaction with my job.</p> <p>Education should not be run like a business; there are just too many variables concerning student performance. Merit pay is demoralizing and not the way to go. Better pay all around for teachers in NC would attract the best and brightest to this profession That is what we need for public education to succeed.</p> <p>Administrators in our county are aware when a teacher is not performing and take the appropriate steps to help them grow or dismiss them. Merit pay is bogus.</p> <p>The Governor's Teacher Network is perceived as a TON of extra work for teachers. It is like adding a \$60,000 per year position to a teacher's already 100% full day and telling him or her that the work is only worth \$10,000 when we know that in other states people are paid to do the same kind of work, are only responsible for being content experts and instructional coaches, and make upwards of \$60,000 - \$100,000 annually. The whole merit program is a slap in the face of North Carolina teachers.</p>
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Johnston	<p>Teachers are being evaluated on conditions that affect student performance that cannot be controlled by the teacher.</p> <p>Standard 6 needs more thought.</p> <p>It has been okay for me, but fellow teachers have been observed 10 minutes before scheduled recess or marked down because they had to take 5 minutes to clean up in the cafeteria and walk their class back to the classroom before beginning their math lesson, or being observed during a medical emergency when you are watching 20 additional students (and get marked down on lack of differentiation). Teacher leadership, communication, rapport, content knowledge, and student learning (not a test bubble) cannot be measured in a 45 minute observation.</p> <p>Too much weight is given to standardized testing scores. Many students simply do not take the EOC seriously and fall asleep during testing--some take it far too seriously and stress over it to the point that they overthink the questions and perform poorly. This one test absolutely does NOT reflect students' abilities. I had two classes of freshmen who had higher than expected growth on MSLS--and yet I had a class of sophomores (a troubled class with many repeaters, at risk students, and behavioral issues) who did not achieve expected growth. I worked so much harder with my sophomores than with my freshmen, but certainly their scores did not reflect this--very unfair to teachers who end up with such challenging students!</p>	<p>If you want quality instructional practices happening in every classroom, then performance-based pay is counter-intuitive. It discourages collaboration and creates a competitive atmosphere in the educational environment. Why would I want to share my best practices so you can improve? If your growth for students is higher than mine, then I may no longer get a salary boost.</p> <p>This has been proven time and time again to be detrimental (the opposite of effective) in education in many states. So, NC has data that shows it doesn't work in schools when you are teaching real students, but is going to try it anyway...why not learn from the mistakes of others. We are not assembling parts and measuring productivity, we are teaching kids.</p> <p>I think there is no real fair way to evaluate teachers to the point that any administrator could be certain that they were being equitable to all. I can only do the best I can do with the students that are assigned to me. I do all I can to motivate them, but some--especially high school students--simply CANNOT be forced to care about their education and it is not fair to base MY pay on THEIR educational motivation or their ability to understand how important an education is to their future. At sixteen, many students who lack parental involvement simply go through the motions and see school as a daily social event rather than the means to secure a necessary education. How can merit pay be fairly implemented? What about teachers who are not required to give state tests?</p>
Lenoir	<p>I don't think EVAAS data is acceptable. Comparing high school students with 8th grade data to me is not statistically significant due to the change in lifestyles, moods, friend groups, etc...</p>	<p>I feel that taking away career status is a slap in the face of good teachers. Government officials say it is a way to ensure the top teachers stay while the rubbish is cleared, but I think some good teachers will also be swept away with the trash.</p>
Lincoln	<p>The evaluation instrument was fine until the legislature and state board added Standard 6. However, I haven't worked with a principal who taught long enough to actually help me improved instruction. All extra learning has been on my own time, with costs coming from my own pocket.</p>	
Macon	<p>It is designed to make us look inadequate and now our ratings have been declining ever since money is attached to them.</p>	<p>Ridiculous!</p>
McDowell	<p>It is especially frustrating as an EC teacher that the standards are specifically geared for a regular ed classroom teacher. It is even more of a farce that a regular ed teacher can do a peer evaluation without any special ed experience.</p> <p>I feel that the teacher evaluation system is too broad, and many of the items addressed on the instrument are vague and open to interpretation. I know some teachers who are not very effective classroom teachers, but can look adequate based on this evaluation model. I feel that the current evaluation instrument is not a reliable measure of teacher effectiveness.</p>	<p>I just do not see how there can be an accurate measure of merit. IF a student has an IQ in the 60s, he/she may be giving all he/she has to give regardless of teacher effectiveness.</p> <p>I think that merit pay should be based on things that teachers have control over. There are so many things impacting a student's performance in school that are not within the control of the teacher. For instance, I only have my students in class approximately 5 hours a week. That leaves a lot of time for my students to be impacted by other individuals and things that I have no control over. So, if North Carolina chooses to incorporate a merit based pay system, choose to include things that teachers actually have control over when setting up the new system.</p>

<p>Mecklenburg</p>	<p>Evaluation tool is adequate, but the misuse of the document by administrators is the real problem. Subjective, not objective. rate as developing something this is not observed (rather than stating NOT OBSERVED. rate low so people have something to shoot for . rigging the process to get rid of a teacher.</p> <p>Poorly thought out and fraught with ambiguity!                  The evaluation system does not fit the role of the special area teacher. I have been told repeatedly by administrators that they are not sure how to use the instrument in my classroom. Educators believe that all students do not learn the same so why should we all be evaluated the same?</p> <p>As an arts teacher I am not evaluated on the curriculum I teach at all. The current evaluation process is one size fits all and much of it does not relate to what I do at all.                  It is no good</p> <p>Those administering the evaluations that dictate our pay should also receive corresponding pay cuts if an extensive effort is not made to help teachers improve from their ratings.</p> <p>Being an ESL teacher and divided between schools and not always being able to have a standard classroom setting, there should be some alternate process by which we are rated.                  Way to long and cumbersome. Either one can teach or not.</p> <p>Many of the observers don't understand the role of the EC Teacher. That is our specialty area, yet they observe us as though we are certified Gen Ed teachers.                  Teacher pay should never be associated with student performance!</p> <p>My wife and I (both educators in Charlotte) have accepted positions in Maryland due to the ridiculous political involvement and ludicrous legislation. We have been here for 9 years and are excited to be leaving. We enjoyed the first few years but the last few have been painful.</p> <p>Should be based over a period of time rather than what happens on one particular day</p> <p>Observations are way too subjective. Some principals tell you when they are coming others are a surprise and it's all done on if they like you or not.</p> <p>It seems to be a waste of time in that once the observation is complete, it is filed away and never looked at again. In all honesty, I only care insofar as I get the ratings I need to keep my position.</p> <p>Principals are encouraged to not give or give very few distinguished ratings. Also, the indicators for distinguished ratings require the educator to be out of the classroom - presenting at a state level, in the community, presenting and conducting professional development, etc. The evaluation does not address my attendance(absenteeism) and overall professionalism. I feel the teacher evaluation is useless to me and not a fair representation of my work.</p> <p>The evaluator comes in the classroom 2-3 times a year and uses an instrument that has absolutely nothing to do with the lesson you just taught. And our job is based on that? Only in education...</p> <p>The evaluation system is supposed to be a dialog about</p>	<p>If they can do it right, reward those who should be then fine. But a top down attempt to rid the workplace of those with experience (and higher pay) is just wrong.</p> <p>This will harm the profession for decades to come.</p> <p>Set the standard. Pay those who reach it. Do not talk about Merit Pay/Pay for Performance until (1) Nc teacher pay is at or above national levels, and (2) monies are there to back up the plan!                  Otherwise, quit blowing smoke up our asses!</p> <p>Worthless endeavor.</p> <p>Before North Carolina thinks about implementing merit pay, they need to make good on the promises they made to NC teachers years ago. Reinstate the steps and pay teachers retroactively for all of the years our salaries have been frozen. Where is the research that supports merit pay? How will this be sustainable?</p> <p>If the state would just pay teachers a fair wage then they would not have to worry so much about this because there would be enough good teachers that would stay in the profession that they wouldn't have to try to weed out the bad teachers.</p> <p>It is nothing more than an attempt to save money that the NC legislature will waste on unnecessary things.                  I think Merit pay should be based above step-pay and include some of the criteria that are being implemented.                  I think it will create cheating.</p> <p>Improved working conditions, respect for teachers and staff is more worthwhile.</p> <p>Teacher pay should not be based on student performance.                  My wife and I (both educators in Charlotte) have accepted positions in Maryland due to the ridiculous political involvement and ludicrous legislation. We have been here for 9 years and are excited to be leaving. We enjoyed the first few years but the last few have been painful.</p> <p>Don't do it!!!!</p> <p>It will not work. Teachers cannot be held accountable for factors that they have no control, such as student background and disabilities.</p> <p>Teaching is not a business so we shouldn't be ran like one. Teachers need to collaborate and trust their coworkers and this is going to make everyone keep to themselves and hurt the culture of schools.</p> <p>Where will the money come from? We couldn't have raises for 5 years, but now we have a magic fountain of money?!                  I do not know how it can be implemented fairly. Principals should know who in their schools are weak and not performing up to standards. Those teachers should be let go after they have received help in an attempt to improve. I like the current pay scale of steps based on years of experience.</p> <p>Instead of lifting up, the state is breaking down. South Carolina is looking better all the time!</p> <p>First give teachers a living wage. Add merit pay as a supplement. What we are currently paid and the way we are treated is very unprofessional. What if we apply the same standards to those who make the laws. Would any of them be left? Would they work for teachers pay? I don't think so.</p>
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<p>teaching. It is not at my school. It's unclear what evaluators are looking for or each evaluator fills the report out in a different manner. The document is signed before we have a post observation conference, so no dialog can go on because no changes can be made. We did not receive adequate training on the instrument when we were supposed to. It is frowned upon if a teacher brings additional evidence to the meetings. There is a let's get this done attitude about all parts of the evaluation. In defense of the evaluators, the instrument is unclear, long and subjective. What is one person's idea of accomplished could be another person's idea of proficient. The instrument is very unclear and open to interpretation. It brings about a lot of stress for teachers.</p> <p>When you base everything for career status on two observations, an evaluator does not see what you do daily during a school year. Career status teachers are teaching new teachers what to do and are held responsible by the admin team. I am good enough to take on this responsibility but our observations do not represent what we actually do and are responsible for.</p> <p>My teaching is in the Fine Arts. I think the evaluators need a workshop or different evaluation to understand what I do.</p> <p>No observations were completed. I wrote my own observation and submitted to my administrator</p> <p>I am on a career abbreviated rotation because I do not renew this year. So that gives me 2 evaluations. The first by the main administrator was positive, the 2nd by the assistant administrator was not marked as highly. My primary concern with this is that the 2nd adm. person has not stepped foot into my room all year long. She did not see an entire lesson, nor does she know whether or not i stated to my students that this will help them in the future. Administrators used to do mini observations called Walk-Throughs. They would check lesson plans, objectives on the board, student work on the walls and periodically ask a student about his/her work. Sometimes they would sit about 2 minutes and observe. Then quietly leave. i felt my evaluations were better then, because they saw little snippets of the day that they may or may not see in one 30 minute observation.</p> <p>I don't think that a 20-30 minute snapshot can be a good evaluation of a years worth of teaching. I believe that principals have to show growth to so inherently they will mark their teachers low in the fall and higher in the spring. It is not a good method of evaluating teachers.</p> <p>I believe that the new evaluation tool has put the burden of proof on the teacher. Teachers that have had distinguishing marks prior to this evaluation tool now find themselves at proficient (not myself so these are not complaining comments). I don't feel that a 45 minute observation is an adequate amount of time to rate a teacher especially in some of the areas.</p> <p>I feel that there is a correlation of the types of students you teach &amp; their scores. Seems like whoever is teaching the kids with the most mods has the least growth &amp; scores are in the red. I am very concerned that some ESL students that only knew colors &amp; numbers in English took tests that then showed up on the teacher's evaluation. Also, students that are absent a lot are a concern.</p>	<p>NC does not value teachers. Our salaries have been frozen since 2008, merit pay is not the answer. We need to be paid for the number of years that we have been teaching. Merit pay is not worth what little it gives to teachers.</p> <p>I don't believe in the 25% process. It is not well thought out, works against collaboration and makes no sense. Thankfully I am not limited in giving stellar grades to 25% of my students!</p> <p>I believe in merit pay based on performance but new teachers are being hired and don't know how to teach and we must take our time that could be used to benefit my students has to be used to help and guide them</p> <p>There are many more factors than my teaching that affect how my students perform on standardized tests, especially at the 2nd grade level. Many of them are not developmentally ready for standardized tests.</p> <p>In the Fine Arts, we can't be evaluated the same as classroom teachers.</p> <p>The nea has put out information that makes teacher think twice about signing. The state has not funded the program for all the years yet. It is very hard to trust nc legislation.</p> <p>Only allowing a very select few to obtain an extra 10,000 does not increase the number of quality teachers to remain in the profession. We have gone far too long without even a cost of living increase in pay and the majority of educators aren't even making ends meet month to month. So as nice as 10,000 dollars sounds in the grand picture of life it makes a very little impact.</p> <p>If you pay your teachers what they are worth they will stay and be effective. Stop avoiding the issue of a general salary raise and pay teachers what they are worth.</p> <p>NOT FAIR! One kid could affect an entire class and cause learning to be stopped, thus less time is spent teaching and valuable information for the test will not be covered. Plus, you would only have teachers teaching to the tests which will continue to create a culture of kids who are not able to think outside the box.</p> <p>I believe that the majority of teachers in education already teach their hearts out. Our profession like any other profession has individuals who are not as motivated to do the job. Merit pay will affect the level of collaboration within our building as well as in the district.</p> <p>Over all teachers need a pay raise especially looking at teacher pay across the US. Merit pay seems like it is just the same amount of \$ that we are shifting around where some people get more &amp; some get less.</p>
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Montgomery	My evaluations are always good, so I personally do not expend a lot of energy on the evaluation process. However, the many of the goals are very vague when evaluating and open to HUGE amount of personal interpretation. In addition, for peer evaluations some of the items to be looked for are only know by administration, for example, display leadership in the school. How can I observe that when I am in a peer's classroom for 45 minutes? Peer evaluations need to be adjusted.	I don't like the idea even though I get excellent reviews and I am considered to be a leader in my school. How would I know that I would get paid for my efforts? I am not getting paid for them NOW!
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<p>Moore</p>	<p>I feel it is more relevant to a business or corporation than education. Most of the wording is ambiguous. Most teachers don't understand all the indicators. I do not agree that my standard 6 should be dependent on a final test that has not even been scored the same way in the 2 years we have been implementing it.</p> <p>There are too many points evaluated that are not 'seen' during a typical lesson. Too many APs come with minimal teaching experience and are it master teachers themselves.</p> <p>Its a clear effort to quantify performance, however no other professionals are judged accordingly. Its truly insulting to everyone in the education community. Admin is given a tool without flexibility in its application. Teachers are judged as if everything they do is quantifiable with equal weight to all aspects of the relationships with the students. If students love and respect their teacher and become a greater more self-actualized individual because of it is that not of equal or Greater Value than their performance on a standardized exam? I want out of this profession, at least in this state as soon as financially possible. We are looking daily at job opportunities outside of NC. and we WILL go!</p> <p>I firmly believe it is too long and too difficult a task to complete this information, especially online. Standard 6 is completely not fair. Since when is my quality based on what a student performs.</p> <p>The knowledge of the evaluator in my subject area is greatly lacking. The Assistant Principals do not understand what we are teaching.</p> <p>The current teacher evaluation has little to do with actual classroom teaching.</p> <p>I am very lucky in that my principal just sees it as checking boxes. It is pretty much understood that this is something that must be done, but is not a clear reflection of my teaching. She allows teachers to show documentation to receive a higher marking, but most don't. So long as we are marked at a passing level, it doesn't much matter. It's not like we will actually get paid any more for the extra work required to get a higher marking. Though, I understand that if another principal were to come in who did not like me for some reason, this process could be used to fire me without merit. This makes me nervous.</p> <p>Just like not all children learn the same; all teachers teach different and the current instrument presently is not objective enough to truly evaluate a teachers ability and diversity of student within the classroom.</p> <p>It is not valid to rate any teacher on mentally handicapped students achievements.</p> <p>The teacher evaluation is not professional, it is used as a tool by administration to degrade good teachers that administration has personality issues with. It is still largely an opinion tool and not an actual reflection of what a teacher does in the classroom but a reflection of how well a teacher deceives the administration, by kissing up to the admin to give the appearance of good work, but actually does little.</p> <p>As a special education teacher of students with severe/profound needs, I don't feel that the NCEXTEND 1 test is appropriate for my students and should not be an indication</p>	<p>I do not feel it is fair. For example, I teach 3 different preps in a semester. Many teachers in my school have only one prep all year. This merit pay will cause resentment and competition between teachers. I don't agree with it at all.</p> <p>The amount is still laughed at by teachers. Leaders need to look at nearby states and realize those pay scales are the competition. Another thought: I grossed a larger income working 20hrs a week waitressing than I do as a multi-license holding 5th year teacher. As a single mother I actually qualify for government assistance!</p> <p>It's a crock of shit. I have 24 years teaching experience outside of NC. Having been in this county only 2 years I am NOT eligible for ANY raise merit or otherwise. Terrible! Show some respect. The politicians devising this need to be judged as well....</p> <p>This puts teacher against teacher and undermines the team concept.</p> <p>It is a political football.</p> <p>I think that merit pay sets schools up for failure. Why would a teacher who is great at teaching to the test share his or her secrets. Then, there is the fact that all teachers will do (even more so then now) is teach to the test. Why not pay teachers a living wage? That way teachers wouldn't need second and third jobs to get by, freeing us up to teach well?</p> <p>Due to the implementation of merit pay in NC I have chosen to relocate to another state that does not have merit pay and that evaluates in an objective manner. I came to NC after teaching in both Florida and Georgia and NC, by far, is the worst state to teach in. The do not treat their teachers in a professional manner, they underpay their teachers and overwork them, and do not have adequate discipline for their students or the choice of an effective alternative school for disruptive students thereby impeding the growth and learning of the good students.</p> <p>I don't feel this system is fair to all teachers, you can't compare a self-contained EC to a middle school regular ed teacher, our curriculum, students, and teaching methods are different, yet we are both evaluated and are competing for the top 25%.</p> <p>Merit pay is only going to drive away teachers. As hard as we try, we can not always get students to apply their best self to the tests. There are too many factors that go into a good test result to only impact teacher's pay. Also, it will hurt new teachers (even though they aren't judged until after year 3) because they still will be working to strongly establish themselves. A teacher can be great and do a wonderful job, but if a student is already years behind or doesn't care about the test, then a teacher may not be able to make enough improvement to show growth.</p> <p>Currently I work with several other teachers to collaborate and plan lessons together. If I am in direct competition with my co-workers I am not going to share plans that could help me further my career and enable me to earn more money. This might sound petty but I have to do what's best for my family.</p> <p>Basing salary on student performance is ridiculous. When are we going to hold parents and students accountable? It forces teachers to compete against one another rather than work together. It risks students becoming more test oriented rather than learning for the sake of learning.</p> <p>The money should be spread among all teachers because all the teachers I know are working extremely hard and without any cost of living pay increases and none coming since our state has obviously not collected enough revenue to support a pay increase for 2014-</p>
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<p>of my teaching abilities, therefore, they should not be included on my evaluation.</p> <p>I feel that the evaluation process does not adequately provide a representation of my teacher skills. Furthermore, I do not feel that the NC Final exams-previously known as the MSLs is appropriate to determine the effectiveness of my instruction. If I did not have family and ties to North Carolina, I would seek employment in another state which recognizes and fairly compensates teachers rather than penalize teachers for student performance on an end of year assessment that may or may not matter to the individual student.</p> <p>One issue I have is that we block our students by ability so the teachers with high achieving/bright students will have a better opportunity to show growth and improvement. The teachers with the lowest performing students, sometimes working harder because of the inherent struggles that come with that-lack of home structure, no parent support have a much more difficult time showing good results. All teachers are working very hard and the stress to keep doing more with less support, time and money is causing teachers to leave. We have had 3 walk out the door before December and we have several more not returning next year and they are great teachers who know they can go and do something else and be appreciated! Also, I don't believe one subject is any more important than another!</p> <p>I think the teacher Evaluation in NC is worthless and is getting worse. I also think the merit based pay is unfair, inconsiderate, bias, unevenly distributed, too little, an affront and ridiculous insult, and a slanted excuse to not pay us equitable to our level of required education, time, effort, importance, and hard work as teachers in NC... a low state, a hard state to teach in, and losing more every year the federal government doesn't get its act together.</p> <p>Hard to have an opinion when it is now April 11th and I have not had a completed observation!!</p> <p>It is at best irritating that people with no experience in 21st century classrooms are telling me how to better address the needs of students in my class. There is a science to teaching, but there is also an art, and the current teacher evaluation instrument does not take into account the artisanship of good teaching.</p> <p>Very irregular scoring from admin to admin, school to school and county to county</p> <p>North Carolina continues to be a blight on public education in this country. I'm embarrassed to work here, although goodness knows you all know that we need the job. I think the fact that 600 teachers left Wake County ought to tell you something. Other than keeping my job, please tell me one reason why I should try and improve my teaching? The state gives no raises, has decimated morale, and continues to do nothing other than pile work and stress on us and refuse to pay us accordingly. It's terrible. This mysterious Standard 6 is insulting.</p>	<p>2015.Yes, we love working with students but it doesn't mean I don't expect to make a living. Over half of our teachers here work a second job!</p> <p>I think that merit pay makes sense at large, but is not able to be implemented effectively the way it has been proposed. The way that teachers are chosen rules out my merit pay for 7 years and I'm ready to ditch this career as an over-qualified and underpaid individual. I had 100% proficiency and the highest growth in the county the first year I served here and my second year teaching. I can't afford to pay my mortgage or a single student loan, but I'm not being rewarded for my effectiveness nor encouraged to stay in the field. It is insulting that I have a Master's Degree that supports my effectiveness, that I work tirelessly to accomplish these standards and am stressed out by the observations and PDP evaluations, yet my evaluations don't apply because I'm not in 3 years and they next round of merit pay goes out in 4. Loyalty should not be a reward when the teachers you're rewarding don't have financial problems, don't adapt to 21st century learning, and are rated by the system based on their years in and subjective meetings that are riddled with bias. I cannot remain a teacher at this rate as I haven't paid a single student loan in three years and additionally have credit debt that won't budge.</p> <p>Unless students and parents are held accountable for student performance, teachers should not be held accountable. We cannot continue to point the finger at teachers every time students do not perform.</p> <p>I don't agree with merit pay. It causes teachers to pit themselves against each other instead of working together to get all students to learn.</p> <p>Stop the pay freeze. Pay us what we deserve. I am in my seventh year of teaching, with a Master's degree and National Boards certification, and I barely earn more than a first year teacher. If I quit and went to a different district, I'd get a slight pay raise. If I quit and went to a different state, I'd make a minimum of \$10,000 more a year. Does that not tell you something, Governor McCrory? I voted for that idiot last time, but believe me, that is not a mistake I will make again. I hope someday that you and your administration, as well as the General Assembly, are treated the same way you treat teachers.</p>
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Nash	I'm new to the process, so it's all that I know. However, if I had been evaluated by other means for years as a teacher, this new process would stress me even more! It's very detailed, and sometimes the details don't always seem to be applicable.	Merit pay as it is currently structured is does not reward teaching excellence. It is a deeply flawed system. Also, rewarding certain subject areas with higher pay sets up a cast system in the schools that is highly negative and discriminatory. It also sends a message that only certain parts of a child's education should be valued or supported and that only certain subjects are worthwhile.
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<p>New Hanover</p>	<p>At the high school level it is ridiculous to evaluate teachers based on their students' performance. Students that are not driven to do their very best learn early on that they will be given multiple opportunities to get credit for classes they do not pass. Why bother studying for an EOC when the score doesn't matter at all (like last year) or when you'll have an opportunity to pass with a failing score. Students know that the EOC is curved greatly and that the graduation coach/principal is not going to let them miss graduation because of an EOC score.</p> <p>I've not had a positive experience since this new system was out into place. Non-special ed people shouldn't be evaluating special ed teachers!</p> <p>The overemphasis on high stakes testing narrows the curriculum, stifles innovation, and destroys true academic excellence.</p> <p>Too much emphasis is placed on leadership outside the classroom. I want to improve my performance IN the classroom! I struggle being evaluated by people with less experience than I that do not have a clue what they are observing! During a recent walk through that lasted 30 minutes, my students were described as dysfunctional. That is offensive language to me!! Should not be used to describe students!</p> <p>I feel that it's just more paperwork to be done. I have yet to see how the teacher evaluations have actually guided a teacher. I have only been told that I need to make sure that I prove all of the standards.</p> <p>There needs to be separate evaluation for EC teachers. Also, most administrators have not taught EC and therefore do not know what to look for.</p> <p>I am a lifelong learner, with or without the Evaluation I am going to reflect on my teaching and stay current on the latest trends and research and collaborate with my co-workers. I have always had great evaluations under every tool used the past 15 years. However, this Top 25%, loss of tenure, loss of Master's Pay is so insulting. Teacher's are professionals and we DESERVE to paid as such. Standard Six populating on student scores is unfair. Some examples I'm sure you've already heard that point this out: Politicians are not evaluated and terminated at the end of a fiscal year if the economy slumps. Doctors whose patients are overweight and do not follow their Doctor's advice to exercise, and eat better and then DIE are not disbarred. Dentists who practice in poor communities where patients have a lot of cavities or dentures do not lose their dental licenses. I can control what I teach and how I teach it, but I CANNOT GUARANTEE that every student will get it, but I cannot guarantee that EVERY student will DO THEIR VERY BEST on the test. On top of that...what is ONE TEST? You are going to evaluate me on ONE DAY's DATA on one SUMMATIVE exam when I have worked with this child for an entire school year and that data is given more weight and credence than what I know about that child? It is such a flawed idea on so many levels. How about EDUCATORS AND PEOPLE WITH PEDAGOGICAL KNOWLEDGE GET TO DEFINE THE PARAMETERS? I would like to know how many of tens of millions of dollars in campaign finance and costs the State of North Carolina pays to Pearson a year. Pearson controls our state's data through HomeBase, PowerSchool, and the EOG tests. It is scary on a Big Brother level. Why are we data mining America's children??? It needs to stop. I teach 8th grade. I</p>	<p>Teaching should be collaborative. If teachers are going to be pitted against one another for top spots they will quickly stop helping out their neighbors.</p> <p>Not at this time.</p> <p>Merit pay has NEVER been proven successful in business. Why take a failed model and put in school?</p> <p>I think it will take the voluntary inclusion of special ed. kids away. Who will want their scores lowered if it affect their pay? Also, experienced teachers will leave my inner city high risk school and it will have a constant wave of beginning teachers who are happy to get a job anywhere, instead of caring staff who hang in there for the good of the students.</p> <p>Teachers will be competing against each other instead of working collaboratively to teach our kids.</p> <p>Teachers have no control over how well students actually perform and the effort they choose to put into the assessments. Our students are over- tested and don't care. They are not motivated to do well because they know a standardized test does not truly show what they have learned. It is an unfair method of evaluation and not effective! So, basing a teacher's pay on the achievement of his/her students is an unfair method of rewarding teachers. I have parents who tell their students they don't need to do their homework and who hold no accountability for their children, but teachers are the ones that suffer because of this on a merit pay based system. No other professional career is paid this way. Legislators need to hear the voices of educators- the PROFESSIONALS- who are actually in the schools doing the work, not being busy making decisions with their inexperienced minds.</p> <p>Students with disabilities will be pushed out of inclusion.</p> <p>Trying to evaluate teachers based on student scores on assessments is ridiculous. We all understand Nature vs. Nurture. We can help students grow when the student is able to be an active partner in their learning. If they are homeless, hungry, abused, delayed, emotionally or mentally handicapped...it isn't taken in to effect. In what other job are people evaluated like this? Children are not DATA POINTS! They are people. I am absolutely focused on teaching the required standards to my students, but there are a lot of obstacles facing each individual child. So much of what teachers GIVE to their students cannot be measured on a standardized test. Why to we talk about individualizing education and meeting the child where they are and then ask them to take STANDARDIZED tests? Why can't we do sampling...like NAEP etc.? If all the money that was spent on test preparation materials and testing materials was spent on resources and per pupil expenditure (and dare I suggest it, PAY RAISES!)we could do so much more! I care about my students first and foremost as CHILDREN to be raised and educated. That is NOT measured on ANY test. Merit pay, HA! We ALREADY DESERVE IT FOR WHAT WE DO EVERY SINGLE DAY!!!</p> <p>Teachers go into the field because they want to make a difference, but it is a stressful career. I think that merit pay will be the breaking point for many good teachers because the stress will not be worth it.</p> <p>The removal of tenure DIRECTLY EMPOWERS THE GOOD OLD BOY NETWORK. Anyone who has worked in New Hanover County knows they are expendable as there exists a large pool of applicants waiting to teach at the beach. The good old boy network in this county is alive and well and vindictive. This allows the powers that be to simply refuse to renew a contract. Can you spell A-B-U-S-E?</p>
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<p>have two children. One is in 4th and one is in 3rd. I am SICK with how much testing my children are subjected to. Why are so many kids school phobic? Why have ADD and ADHD diagnoses skyrocketed? We are told to teach collaboration, creativity and thinking outside the box. Prepare kids for the 21st Century (which how can I prepare them for the 21st C. when I am surrounded by 20th C. technology?) Then I test them with this test that asks them to SIT for 3+ hours and fill in tiny little bubbles in a classroom with FLORESCENT lighting, hard chairs, that may or may not be too hot or too cold and two kids in the room have the sniffles and I have to listen to them suck back their runny nose while trying to concentrate on this test that won't even be scored and usable for my teacher by the time I am in the next grade. IT IS SO DUMB ON SO MANY LEVELS! I say trust the Administrations and Teachers. Do testing, but do it by sampling! With the money that is saved...we can do AMAZING things! Teachers are very resourceful and creative. This Teacher Evaluation is great except for Standard Six.</p> <p>It is extremely unfair to rate special education teachers with Standard 6 when their student population averages 3 years below grade level but are tested on grade level standards. HOW can they be expected to pass a grade level test? This is an unrealistic expectation, and we should not be held accountable for it. If they were capable, most likely, they would not be in special education.</p> <p>If I could find a better paying job, I'd be gone in a heartbeat...all as a result of this new rating scale and Senate Bill. I've never felt so undervalued and demoralized in my teaching career. (2 masters degrees and former district teacher of the year).</p> <p>Standard 6 cannot and will never be an accurate indicator of a teacher's effectiveness. It should be withdrawn entirely.</p> <p>Standard 6 needs to be broken down into the specific questions (and standards) that the students missed so that I can see where to improve my teaching next year.</p> <p>Too many portions and parts make it confusing! Categories are very wordy!</p> <p>As a peer evaluator in my county, I am trained on using the evaluation tool. I know that when I am observing someone, it is a snapshot of their teaching. Not enough observations or walk through data is collected by administrators. I fear that this will result in admin. using student testing as an evaluation.</p> <p>Education, in general, for the state of NC is going in a very bad direction.</p> <p>I cannot understand how one visit from my principal and one visit from my assistant principal are a complete and fair assessment of a year's worth of teaching. The ONLY time my administrators come in my room is to do a formal observation. They never visit any other time, they never walk through. So how is two 40 minute observations an accurate statement of what kind of teacher I really am?</p> <p>Theory is great, implementation is horrible.</p> <p>Evaluating a teacher as done now still leaves room for personal opinion. Time is not spent truly evaluating a teacher. Just more paper work to jump through.</p>	<p>The products of quality teaching is not always demonstrated in test scores. All teachers in NC deserve pay that is competitive with pay around the country or quality teachers will continue to leave and go to states where their expertise is valued.</p> <p>Teachers have no control over the fact that they receive students who underachieve because of poor upbringing and other disadvantages. We should not be held responsible for students' learning when we only know them for 1 school year. They come to us emotionally unstable, under or malnourished, homeless, illiterate, not knowing how to add or subtract when we're supposed to teach them geometry and beyond, with anxiety disorders, bi-polar disorder, divorced families, abusive homes, and the list goes on. How can we possibly make up for all of that never mid be FAIRLY judged and paid for such shortcomings and obstacles to learning. Ask any school counselor-they'll tell you the breadth and depth of the dysfunction that prohibits learning. Inadequate teachers/teaching skills are the least of the obstacles to racing our children to the top. Finally, I'd like to point out that not ever evaluating principal fairly judges staff despite the safeguards put in place to avoid such bias.</p> <p>Plenty of dollars to use his/her personal funds to purchase hands on supplies for the classroom. We are not manufacturing cars...we are working with real live little humans. They are not clones; nor would we want them to be. Merit pay is as wrong in education as it has always been. We are professional educators who need to be treated as professionals. Merit pay will divide staffs, discourage collaboration which is extremely crucial within a school (it takes the whole village), and even pit teachers against administrators.</p> <p>I think this will drive more teachers out of teaching. Merit pay cannot and will not work given the evaluation process we are currently slaves to. It would be like an engineer evaluating a doctor. My administrator knows very little about the content I teach.</p> <p>I feel teachers should be compensated not rewarded. The number of teachers and amount of pay raise offered is arbitrary and makes teaching seem like a sales job. With no quantifiable, defensible measure of selection, the selection process will become a political popularity contest. The top 25% of out county's teachers are not the only ones who deserve a raise. This system also greatly impacts the collaborative nature of this job in a very negative way.</p> <p>I am not fond of the decision.</p> <p>It's stupid for anyone to think that kind of pay will positively impact teachers in schools. This creates resentment and work against what we are trying to establish for students in the classroom. This is not a business, this is public school and our elected officials need to realize this or the quality of student education will continue on a downward spiral like it has been for the past 10 years. Teachers in this state are upset and are feeling extremely unappreciated, especially teachers who have been teaching 20+ years. They aren't getting the recognition they deserve and I can't believe the governor wants to raise beginning teacher pay while experienced teachers are being paid less and being left out as far as pay raises. This state has gone downhill and I am extremely disappointed in what the legislation has done to our profession, it is degrading and North Carolina is going to lose many more teachers in the next few years if nothing changes.</p>
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	<p>people. Everyone thinks it is a bunch of stuff to give people in Raleigh more jobs. It's not being used to bring teachers together. It's pushing us a part. Too many strands to be evaluated on, and not clear at all!</p> <p>I have felt that it is very fair. I use the comments to make necessary changes to better myself and my students.</p>	
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Northampton	Schools will have to retain administrative leadership long enough to develop consistent evaluations. In the past ten years I have had eight principals.	
Onslow	<p>Standards are unclear and vague. Certain standards seem hard to measure.</p> <p>I have no control of the outside influences that affect my students. The pressure is on them to perform and if they choose not to perform and simply bubble on the test because they don't care, I can't do anything about that. I've seen kids sabotage a teacher's lesson when she was being observed, just because the students thought it would be fun to do so.</p> <p>The evaluations by my two building administrators were fair in my opinion but my peer evaluator observed me during home room which is not a reliable sample of my teaching.</p>	<p>Merit pay hasn't worked in other states so why is it expected to work now. Tried it in some systems in NC years ago. It didn't catch on. It does promote unity.</p>
Orange	<p>It would be much more effective if it weren't linked to pay. I used to look at it as a rubric, where you would strive to improve on certain areas. Now, with the 25% law, I see it as negative and punitive.</p> <p>Teacher evaluation is fine. It's not perfect but it's fine. Unless you are able to hire more bodies to do more observations of teachers to create a more complete view of their teaching, it's as good as it gets for now. Evaluation is not the problem.</p> <p>A teacher evaluation process is necessary to allow for a growth model to show for all teachers. However, the current model is less than adequate in the sense that it is still subjective based on the evaluator. If your principal is only looking at classroom model or only at data results or only at lesson plans, then they are missing something. In addition, in many building principals/evaluators are not able to get into classrooms very often due to over crowding/discipline or other duties. The big picture needs to be seen for all teachers, so there is a good understanding of what he/she is doing in their rooms. We are blessed at our school to have great leaders, who require teachers to be leaders. They also listen to our opinions and allow us to make decisions that relate to our curriculum and students.</p> <p>While the teacher evaluation instrument is intended to be less subjective than the previous narrative evaluations, it is still a very subjective system. It all comes down to if the evaluator (ie - principal or AP) *thinks* you meet that standard - not what you actually do in the classroom.</p>	<p>I worry about collaboration among teachers if we are being forced into competition. I also worry about teachers not wanting to teach kids who have shown low growth in the past. We need our best teachers working with those kids.</p> <p>I don't want to work for an organization that doesn't understand the complexities of the job they are trying to assess. By the merit based pay that is being implemented, it's clear that not all things are being taken into account. It's not a fair assessment.</p> <p>Standardized tests cannot measure a student's success or understanding, any better than merit pay will advance education in NC. I realize that a student/teacher will get out of any program, what they put into that program. I know there are red flags for teachers, who are less than adequate, let's take time to address those teachers. If they do not improve within the normal limits, then they should be released. However, most teachers are working with students who lack skills, home consistency, and support to continue their studies. We are not able to overcome all adversities for our students and no amount of money will change that. I think if the evaluator system was used to grade teachers, than those who should be fired, will be.</p> <p>Schools are based on collaborative learning a teaching. Merit pay will work against this concept forcing teacher to become educational islands.</p> <p>Merit pay should not be tied to forfeiting tenure. Additionally, it is extremely detrimental to the teaching profession to perpetuate the idea that only 25% of teachers are worthy of accolades. Quite frankly, the merit pay is a bone being thrown at teachers who are desperate to pay their bills.</p> <p>Terrible idea!</p>
Pamlico		<p>At this point, only 3 teachers in my school will be offered merit pay this year. Also, in order to receive the merit pay, the chosen teachers will have to forfeit tenure. This is highly unfair, and is having a negative impact on teacher morale.</p>

<p>Pender</p>	<p>After 25+ years no comment it is what it is.</p> <p>While administrators are qualified to give a fair evaluation, peers are not always and their evaluations count equally. 10 minutes for a teacher not familiar with my classes or curriculum does not give an accurate picture of what I do every day. The administration makes frequent rounds and sees a wider variety of my teaching practices.</p> <p>Observing a teacher for 45-60 minutes once or twice a year is NOT a good indicator of the type of teacher they are. Only so much can be seen in that time period. Furthermore, some non proficient teachers can fake it for that amount if time and look proficient. It's an unfair system that does nothing to increase teacher accountability or performance.</p> <p>Our school did not provide adequate training on the new teacher evaluation tool.</p>	<p>No one in my school is interested.</p> <p>I don't agree with the restriction of merit pay to only the top 25%. If more than 25% of teachers are very strong teachers, then more than 25% should receive the merit pay.</p> <p>Absurd! It will put teachers against each other instead of fostering collaborative working relationships.</p> <p>All areas of education are important. I have not seen how merit based pay will be equitably distributed to the primary grades teachers when our state mandated testing program - Reading3D - is a subjective assessment.</p>
<p>Person</p>	<p>As a visual arts teacher who has been collecting data on my students growth for the last 7 years I am irritated that I must accept the standard 6 grade for the school until the ASWs (Analysis of student work) are in place. I feel that I am be penalized for the state not being prepared to implement the process of the ASWs as well as the teacher evaluations of standard six.</p> <p>I have always thought that just 3 observations is not nearly enough for a proper evaluation</p> <p>My subject (choral music) does not have data, so in some ways I feel the system is stacked against the ARTS teachers as far as receiving merit pay. HOWEVER, this is not the administrators fault. I feel that our administrators are as positive and fair as possible.</p> <p>Different administrators seem to evaluate standards 1-5 differently and some of the pieces within the rubric are inconsistent with the overarching theme of the standard. For example standard 3's rubric is inconsistent with actually knowing your content.</p> <p>If a standard had not been observed during an observation, and we have discussed what has been done in the classroom in this standard, our administrator does not change the evaluation grade. This is unfair because even if we are observed for 45-50 minutes, everything on the evaluation form cannot be seen in one lesson.</p>	<p>This was a stupid idea who ever came up with should have been laughed at and who ever took it seriously should have been smacked.</p> <p>I completely disagree with it. It will create an atmosphere of competition amongst the teachers, which isn't fair to do when we're expected to collaborate.</p> <p>Merit pay will not allow for retention of teachers at low income/impoverished schools.</p> <p>I think if we are going to use merit pay then ALL employees should get a raise if they meet the proficient level each year and the percentage of the raise could be adjusted for those employees who get accomplished or distinguished. This is really the most fair way to conduct pay based on evaluation scenarios. No raise is given to those who are below proficient. Most companies when conducting performance evaluations give a standard raise of some sort if the evaluation is good, not just to 25% of the good evaluations in the company, but to all good evaluations in the company so that they may retain and yet reward their good employees. The manner in which the state is going about the merit pay breeds unfairness and resentment and affects teacher morale.</p> <p>I think it is a horrible idea. We were moving towards collaboration. Now this will go back to individualism.</p> <p>I think it would be nice to show appreciation to those that work very hard to teach students and spend the time to give extra help as necessary. It is unfortunate that all of that work will not result in merit pay for most teachers because the nature of the student's opinion of the test and the fact that there is no penalty for failing it causes them to not worry about their scores.</p> <p>We obviously have leaders in charge that have no idea what teachers do, nor do they have respect for the teaching profession. The 25% getting an extra bonus is not merit pay. Merit pay has not been implemented. Merit pay can not be accomplished properly from a state level. It can only be done properly if districts/principals are given funds to use to pay teachers and then they give raises as they see fit. Similar to any business.</p>
<p>Pitt</p>	<p>It is very subjective and I have had experiences being rated by evaluators who have personal issues.</p>	<p>Worst idea ever.</p>

<p>Polk</p>	<p>There are so many external aspects that influence student learning of which I have no control. These influences are NOT noted on our evaluations or the testing data given that it is one test on one day. For example, I have students battling life-threatening illnesses and homelessness, but there is no consideration for them or me when a grade on a standardized test is published.</p> <p>It have had a pleasant experience.</p> <p>The origins of the EVAAS score are very sketchy. Also, the effects of a few students with various issues - be it missing school for health or other reasons, family issues etc... - can cause the scores to be skewed in a way that does not reflect the teacher's ability or commitment to the students in the classroom. Also, classes come through with different personalities, a good group can make you look like an awesome teacher, then a bad groups makes you look ineffective, but you are the same teacher to both groups.</p>	<p>1. If teachers would get paid a base pay (livable wage)that is parallel to other professions, it will go far. Many teachers I know, me included, have to work a second job or summer jobs to make ends meet and support a family.2. I am also fearful of plans that pay teachers more simply based on the subject they teach. Ex.) paying Science and Math teachers more simply because of the STEM demands and career demands. I feel my subject area is just as valid as theirs!</p> <p>The state will need a more objective evaluation tool (not the current evaluation tool or student test scores) to evaluate teachers.</p> <p>It is hard to give merit pay when families are doing so poorly. One of the most common things I hear great teachers say is that they are always borrowing ideas from other great teachers. However, if our pay is based on doing better than our peers there will be many teachers who will not want to share. Also, for better or worse, pay represents our value as a professional. However, teaching to the test (meaning ways to manipulate the test by working backwards from multiple choice answers, etc...) may create good scores but is that really good teaching? Finally, I believe the incidents of cheating by individual teachers and system wide with increase exponentially. When so much rides on the results of one test I think cheating is inevitable.</p> <p>I was on a the committee that wrote the South Carolina merit pay program back in the 1980's. It caused a lot of hard feelings among teachers. It was dropped. Now we are trying to reinvent the wheel again. If you want to improve teacher moral, pay them a reasonable salary for the job they are currently doing. Young teachers want out since they haven't received a pay raise in many years. They feel unappreciated by the leaders of our state. Rhetoric doesn't pay the bills! Also to drop pay for a master's degree sends the message to the public that being better educated doesn't pay so don't bother. If someone is implementing merit based pay they have not informed or collaborated with teachers or administrators in my district. I think merit based pay is good in theory, but very difficult or impossible to implement fairly.</p>
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<p>Randolph</p>	<p>I teach art, so I am currently rated through my school scores, scores of many students who I do not teach. (how is that fair?) I am currently working on the ASW pilot and see MANY problems with it's implementation. I can already see how it might impact the way I teach in a negative way. This is just Stand 6. There are also problems with the first 5 standards. Many are set up to make it VERY difficult if not impossible for teachers to meet the distinguished category.</p> <p>The evaluation form is problematic in terms of having compound items throughout where all criteria must be observed to be met. There are criteria included are not, nor should be observed in the classroom - eg. consulting with special education services. The criteria tend to force middle ground ratings for the majority of teachers. If there are limited leadership roles within the school, then, an otherwise distinguished teacher would be rated lower. Many activities that teachers are involved in that make them good, highly effective teachers are not included on the evaluation. There is no room to acknowledge the skills of a teacher who is able to get an otherwise, unmotivated, disengaged student re-engaged in the learning experience. Scores for this type of student will be low and sporadic. The essential baby steps of just getting to school are not part of this assessment - on any standard. Based on the criteria and what my observers are asked to observe in the evaluation, I believe that my evaluation is fair, but does it accurately reflect my skills and abilities as a teacher? NO. I'm much stronger than what my evaluation reflects. The fact that the EC facilitator and guidance continually place (aka overcrowd my class with) students with diverse and special needs in my visual arts class, speaks to a unique skill set that I have.</p> <p>The administrators at our school tells us that it is impossible for me to get rated distinguished in any category, it is difficult to receive Accomplished and we should be happy if we receive Proficient. We would never grade our students on a scale where they could not receive 100% and we should be happy with 25-50%. Also the observer can only grade us on what they physically see in the 30-45 min that they are in my class. I teach art and this is my 11th year teaching...I have been observed many times and I have never been observed standing in front of a class teaching a lesson. My lessons last a week and I only have been observed while students are working. There is no way that an observer would be able to see everything that I do in my classroom and the quality of teacher that I am based on a maxim of 1 and a half hours a year. I have not gotten any feedback that I have been able to use since we changed to this observation method. I am very unhappy with this evaluation method.</p> <p>It is pure lip service and is largely based on nepotism: if the principal hired a teachers/he will have a more positive evaluation than a teacher s/he did not hire. It is not accurate.</p> <p>Observing for 30+ minutes will never give an evaluation of a teacher's ability. I do realize that teachers need to be evaluated but it should be done in a more comprehensive manner.</p>	<p>Even if I thought it would work, which I don't, the Legislature will not allocate funds to pay us. At least 2 bonus plans have been implemented since I started teaching and funding was discontinued within 2-3 years in both cases even though expectations for performance were kept. What about teachers who don't get merit pay? Will their salaries stagnate? How will they ever get a raise?</p> <p>Merit based pay for teachers is fraught with all sorts of difficulties, the most notable being the thought process that underlies this concept. Teaching is a human service function. The skills, goals and focus of work is on understanding the developmental, social, academic needs of our students and using each other as primary resources to best meet those needs. This is not a linear growth process. Learning is organic and if we want to meet the goal of developing good critical thinkers who can assess situations, problem solve issues, and come up with innovative solutions, then there needs to be some latitude to explore, experiment, test and make mistakes. Teachers are skilled at moving through such a process. Merit based pay totally devalues and demeans this process and skill set. Merit based pay in the end is arbitrary. It will be based on student outcomes that are affected by a myriad of issues that exist outside of the classroom. The standard scores are not even standard - they keep changing. It is only available to the top 25% - how is this determined? Even if all of these other issues didn't exist...show me the money... In the end, I am paid much below my level of education, experience and skill; the only opportunity for me to increase my income to a level that is still inadequate is to jump through some hoops designed by politicians to ultimately drive me out of a system. Really?</p> <p>This ridiculous on its face. Test scores are largely determined by the quality of students that happen to be placed in one's classes, which means teachers have no control over this. More and more, teachers are punished for factors they have no way to control.</p> <p>I was in industry for over 25 years and have taught for 11. I have not seen a good tool used yet to measure the worth of an employee and the decisions that have been made have cost the educational system good teachers.</p> <p>Teachers are already being treated like they are babysitters and deserve no recognition. Merit pay just emphasizes how teachers are thought about. I have given my life to teaching and yet do not feel appreciated at all.</p> <p>This is a bad idea all around. All it takes is for a student or two to have bad day or have a negative situation at home. The government needs to realize that test scores are impacted in a negative way by a child's attitude, home life, physical condition on testing day and prior knowledge. It is not fair to judge a teachers ability to teach when all these factors also affect student performance.</p> <p>Students wanting to learn and being present in school factor into how well they do during the year. So, the best teachers are going to go to schools with students that want to be there and learn to improve their ability to get the merit pay.</p> <p>I will never earn it since I work with students at-risk of failing, never mind being proficient. Will merit pay be based on growth?</p>
<p>Richmond</p>	<p>The entire evaluation instrument is designed to look pithy and full of educational jargon. It absolutely cannot be used to compare the effectiveness of one teacher over another because they are too subjective!! (This negates the whole premise of merit pay!) One principal at our school is notorious for being too generous and just marking things to get it over with, while others are ridiculously over-zealous. A couple</p>	<p>I think our legislators' salaries AND whether they may complete their term or run for additional terms should be based on compliance with NC laws by their constituents in their districts. We should randomly pick a number....no science behind it. Just pick a number of, say, speeding tickets. If we pick 5 as our random number, that district must have no more than 5 speeding tickets. If any legislator has more than 5 tickets in his district, he will be</p>

	<p>years ago, I had a principal mark me as developing in Standard 3. I have taught US history very year since I started teaching in 1988! If NOTHING else, I know my content!!! When I questioned him about it, he said they had been instructed to mark us low on some items so we would feel like we needed to work harder, and it would give us room to show improvement. It is an idiotic instrument, 90% of which is not observable. IDIOTIC!!!</p>	<p>removed from office and not allowed to run again. He is not allowed to challenge the decision. There will be no appeal. It matters not that he has no control over what people in his district do, or how they behave, or whether they were brought up to obey the laws. They have as much control over their constituents back home as I do over my students once they leave my class. In fact, let's put every profession on merit pay....since teachers are supposed to be professionals. If a doctor gives instructions to a patient, and that patient is non-compliant, too bad. If the patient dies, the dr. is out of business. Let's go ahead and throw the pharmacist in there, too. If the patient refuses to take his medication as prescribed, even though the pharmacist explained the meds to the patient in excruciating detail, and the patient does not recover, the pharmacist is fired. In fact, let's throw some foreign students....I mean, substances, in that medication. Could be extra good or could be dangerous. Doesn't matter that the pharmacist did not create the pills, or oversee their production. If the patient doesn't recover, he has failed and should be fired. When the state of NC decided that students who speak little to no English, or have an IQ that qualifies them for Medicare had to take the SAME test every other kid takes, AND that I was personally accountable for their scores, I knew all logic or common sense was out the window. This testing benefits ONLY the testing companies who stand to make millions, and the buddies of the GA who invest in charter schools....because merit pay and VAM is blatantly and systematically dismantling public Ed in NC. Mission accomplished for the same jackals who voted secretly in the middle of the night to strip teachers of their rights. Now they are doing it openly. Make every profession based on merit, INCLUDING our GA!!! Is there ANY other professional who is held 100% accountable for the performance of someone else over whom there is no quality control ??? Absolutely incredible that it is even being considered.</p>
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<p>Robeson</p>	<p>The new system is more informative than TPAI-R, but the principals and A.P.s do not put the time into doing it right because they are too busy putting out fires to help teachers. Also, at the high school level, they often don't have credibility in rating teachers in certain subjects.                  I have not been evaluated this school year.</p> <p>It is too complicated and lengthy a process, it does not relate to the visual arts students or teachers. It does not serve as a concise, helpful evaluation process that teachers, students and principals deserve.</p> <p>I believe as an educator, EVAAS should not be the only tool to evaluate the teacher's performance within their teaching career. Reason for this belief, so students do not test well and could score low on state require exams; leaving a negative reflection on the student's performance as well as low the EVAAS score for the teacher.</p> <p>No matter what, there will always be teachers who do not have a passion for teaching and will continue to do the bare minimum of what is expected. Teachers are often warned when they will be observed and many will try to jump through hoops because of it and then return to the same old ways of teaching. Administrators are supposed to stay in a class for 45 min. but that is NEVER the case</p> <p>Sometimes, evaluations are biased due to administrators having favorites within their school system. I had a principal at one school, he did not want me at his school. I don't know why because we didn't know each other or never had harsh words towards each other. Later, that changed of course. He treated me like I was nothing and my evaluations were terrible. i just believe that it takes a village to raise a child. as a teacher, i can only do so much to encourage students inside the classroom. it is up to the student and parents to do their part. i am evaluated on not only my short comings, but theirs also. to me, this is not fair.</p>	<p>I think there should and better be some lawsuits regarding the attempt to take away our right to due process under the 14th amendment of the constitution. I don't know anyone who has a continuing contract who plans to take it unless they are within three years of retiring. The idea of paying \$10000 to certain teachers to develop an online repository sounds good, but like most things, it will come down to who you know and will not be fair.                  Pay based on education and experience should come before merit pay. No teacher should have to decide whether they get a bonus or lose their due process rights.</p> <p>I have heard that the next year new teachers will make more with the promised raise then teachers who have been teaching for ten years. This doesn't make any sense, not a wise decision.                  I believe this is an inherently faulty process that leaves too much room for subjective evaluations of teacher effectiveness; teacher's pay could be based simply on the likeability of their personality or the political status of their position in the school. I believe that a coherent and quality evaluation process would simply grade each teacher based on objective evaluations performed by a team of evaluators who have no connection to the school. These evaluations would have to be quarterly, with observations and equitable, not administrative relationships with the teachers. This is what I envision as a somewhat fair process, but even this process is problematic. I do believe that teacher's who fail to teach- should not be allowed to continue teaching in the schools. An established pay scale would be much better than a merit system as the merit system is more appropriate for a business model and does not serve an educational system whose inherent goal is to educate all children and therefore all educated and prepared teachers should receive fair pay for their services.</p> <p>I strongly disagree with merit pay. When merit is base on teacher's performance and evaluation; the evaluation might be bias. Which would have a negative impact on the teachers who may not be receiving merit pay.</p> <p>I try to do my best in the classroom but sometimes, it is really hard to motivate students to learn. I work with NCVPS and I really enjoy this program because it provides different learning activities for the students as well as the teachers. My students are special education students and at times their performance is very low. I would not want to be paid according to how they perform. If that were the case, I could not afford to teach because I would not be paid anything and my college education would be wasted.</p>
<p>Rowan</p>	<p>As a teacher of performing arts courses, it becomes difficult when observed by an evaluator that has no experience in that particular subject. Also, many of the questions in the evaluation questionnaire are geared more towards the academic-minded classes, and not the arts or physical education classes. If an evaluator comes in to an ensemble rehearsal, theatre class, dance rehearsal, weight training class, etc. the lines become blurred and information that is meant to be seen by an evaluator can be lost. The common response is good teaching is good teaching, and anyone should be able to see and have a basic understanding of what you are trying to do, but this can't be the case.</p> <p>I have taught for over 30 years in NC and the current evaluation system does not in any way evaluate my effectiveness as a teacher. The earlier evaluation procedures, while flawed, were much better. You can be an awful teacher and meet criteria for a good rating on this. The idea of giving some teachers more money than others based on their student scores is absolutely ridiculous. It leads teachers to compete for only the best students and less cooperation.</p>	<p>Merit-based pay will lead to teachers competing with each other, and students (or teachers) cheating on testing just to gain the upper hand. Issues like this have sprung up across the US when districts or schools were given bonuses for high achievement. If we move to this style of program, it is inevitable for something like that to happen in North Carolina.</p> <p>Hate it. It will hurt teacher collaboration and morale.</p>

<p>Rutherford</p>	<p>The tests used to rate teachers in EVAAS (Final Exams, EOCs, etc) do not always give a clear indication of what our students have learned. The weight of these tests makes it very difficult to not teach to the test, and in my experience, this does not improve student readiness for college. I don't remember taking many multiple choice tests in college.</p> <p>I feel that the process does not truly look at what is important in the classroom. It focuses on elements that have little to do with quality classroom instruction.</p> <p>The worst thing ever to happen to education.</p> <p>Obviously some oversight is necessary but the evaluation process is cumbersome, takes too much time and does not improve anything.</p> <p>Administrators can never get a true picture by being in class only partial periods.</p>	<p>Teachers teach because of the love of teaching. We are not a business and should not be treated as such. We have NO control over the home life of our students which oft times has a greater impact on their learning than any teacher. Do not penalize use for what we cannot control. We teachers are doing our job, so get out of the schools and let us do what we know how to do and that is TEACH. Treat us as professionals--pay us as professionals!</p> <p>While I understand the basis for the system, I feel that student learning increases when teachers collaborate and work together. Merit pay forces teachers to do otherwise.</p> <p>This will kill collaborative work amongst teachers and flies in the face of the concepts of Professional Learning Communities, lesson tuning and a number of other effective practices that require teachers to share and critique each other in a respectful way.</p> <p>It is absurd. It is based on the assumption that all schools, students and conditions are equal. Being rewarded for experience is much more equitable than merit pay. Every group of kids is different. Every school and district is different. I am looking for other work options.</p> <p>I think merit pay should be eliminated.</p> <p>Because some teachers have honors classes and some do not, merit pay will never be fair.</p>
<p>Sampson</p>	<p>I have never received a bad evaluation, however I do know many fine teachers who have simply because they made the wrong person angry.</p> <p>EVAAS is nonsense that punishes teachers with challenging classes as well as those who already have high success rates. So it punishes almost everyone.</p> <p>Using test scores to evaluate teachers is like evaluating the people who change car oil based on the number of accidents the clients are involved in. While the oil changer may indeed be necessary to a car's functionality, the fact remains that there are too many other factors involved in the car accidents in this world.</p> <p>This process is not efficient or effective for NC teachers. Will this state ever start treating me as a professional?! EVAAS rated my teaching at not proficient. I had the highest 8th grade science scores in my county. I find the standard 6 a bad indicator of our teaching ability. They use data from one test to determine teacher effectiveness and I do not find this as fair at all.</p> <p>I don't agree that the evaluator can only score for things they see in the classroom. Many of the standards.. I do! ALOT... but just not at the particular time that the evaluator sees it. The evaluation asks teachers to do things that no other profession expects (for example lead in the community). As a teacher that should already be something we meet, but now we are expected to hold fundraisers, start clubs, etc (all with no extra compensation). I am worried also that the evaluations are going to be used against us in the media which will create an even more hostile environment for professionals that truly just want to make a difference with their students. You cannot show the change you make in a student's life on a chart. The state needs to make up their mind, are we trying to prepare students to be successful out of school (which includes more than academics) or do we just need to turn out robots that are able to answer biased, inconsistent, unaligned multiple choice tests.</p>	<p>I feel tenure is a property right of all fully licensed teachers. I feel it is a slap in the face of educators to take this away from those who have earned it already or those who will now never have that opportunity. It shows a lack of support for educators across our state. I think politicians need to leave teaching to those who are trained to do it and stick to paving roads and other matters they are capable of handling.</p> <p>As a bonus? Maybe. As the way to determine salary? No. Bring back the steps.</p> <p>Due to the inability to fairly assess teachers, merit pay is a mistake. However, I do believe that trusting leadership with decisions about hiring and firing is a worthy concept to be explored. There are 'bad' teachers, and administration should be trusted to deal with this as need be. You ask questions about RTTT further down; the fact is that the Federal government needs to lower taxes (allowing states to increase taxes) and stop trying to control education. Individual states should determine their own educational goals. After all, most students tend to continue to live in these states upon graduation, and therefore, they should be able to meet the needs of the state itself.</p> <p>We need to realize we are not comparing apples to apples. My students are very low and come from low income homes with parents who show no support. Therefore, expecting them to perform on the same level as other kids across the state who come from middle to high class homes with parents who provide support. Therefore, it is not fair to me or any other professionals with the same issues.</p> <p>As a special educator of students with disabilities in the self-contained setting, merit pay would be for teachers who are core teachers</p> <p>While I think the concept makes sense logically, it does not make sense educationally. Anyone who has spent any time as an educator will quickly realize that there are entirely too many factors that go into student performance to base much of anything off of it. It is unfair to base a student's knowledge off of a standardized test and</p>

	<p>Evaluations should be a tool used to help guide improvements but not to determine pay incentives or bonuses.</p>	<p>it is, certainly, unfair to base a teacher's effectiveness off of a standardized test.                  Craziest thing I am ever heard</p> <p>I do not think it will have a positive impact. I have been teaching 6 years.. little to no raise. I LOVE MY JOB and my KIDS but the pressure that is coming from the state is seemingly ruining my passion for my job.</p> <p>I would rather be paid a fair wage to do my job then to have my lessons sold to make the Governor look better. Additionally, I have no plans to give him my lessons so that he can replace me with an under-qualified, overpaid TFA that will only be here 2 years to pad his/her resume.</p> <p>I feel if it is ran the right way it would be a good thing, but we are all human and people do have favorites in the school system. Who is to say that some will get merit pay that do not deserve it just because the person in charge of picking who gets merit pay likes them. That is my only fear with having merit pay, people abusing the system. Merit pay is unfair and destructive. Teacher morale and collaboration will plummet and student achievement will be adversely affected with the induction of merit pay.</p> <p>In listening to teachers in my building the money is their reason not the ability to offer a better education. I thought about this until I overheard this conversation and since I am near retirement I opt not to do this. I was disappointed in attitudes and afraid others saw dollars not betterment of teaching.</p>
<p>Scotland</p>	<p>I believe that ALL stake holders, parents, students AND teachers should be held accountable for these scores; NOT just the teachers. If a kid knows, which they do, that the test doesn't hurt them one way or the other; but, can hurt their teacher, they will not put forth any effort! NOT all kids will do this, but there are some that will! I feel this is WRONG!                  I have a new administrator who is judgmental and aggressive. She is targeting older teachers. Race plays a part in her actions IMO.</p> <p>This evaluation system is far better than other states, however the addition of Standard 6 is by far a waste of time, paper, and money.</p>	<p>Merit pay has no merit in Education. Poverty, homelessness, and other factors play HUGE parts in education. Until those problems are addressed, there is no room for merit pay.</p> <p>I think Merit pay is stupid and uncalled for. Merit pay has nothing to do with how a teacher teaches. This is just a way to get public education to cave to the private sector who wants the funds from public education.</p>

<p>Stanly</p>	<p>I believe young, inexperienced teachers lack training and support on how to use the data to change or improve their teaching practices.</p> <p>The teacher evaluation in my school is a total JOKE. The administrator wanders into my classroom, stays for a few minutes and then wanders out. She doesn't have a clue about what goes on in the school, she is too busy sitting in her office. She gives everybody the same results on the evaluation.</p> <p>Quite simply we need to spend more time teaching and less time with paperwork and busy work, etc. Teaching is the easiest part about my job, it's the rest of the hoopla that takes time away from proper preparation.</p> <p>I have been a couple of different schools. One school in the past never even observed me. She principal came to my room may be 5 times the entire year. I think it is still subjective. I do not think teachers should be evaluated on student's test scores (standard 6). It's not a fair grading system when teachers are not given adequate materials or resources for their subject area, nor adequate amount of time per subject area. Student motivation also plays an impact on how well the student will perform. Many students do not care how they do in the class nor on the exam no matter how you teach.</p> <p>It is BS. I was able to teach more, do more, produce better educated, well rounded students before all of this began. The biggest obstruction in education now is the people making the decisions at the top have NO IDEA what it is like in the classroom. The administrator that did my evaluation taught for 3 years, did not even make career status, became a principal and evaluates me, a 23 year teacher and tells me how do to better. He was one of my students 10 years ago! Get out of our way, unfreeze the pay scale, and let us teach! There are great teachers everywhere, but none of us can be great because of BS that we put up with daily for Standard 6, Common Core, etc. I can get better test scores if I teach the test. I can make better students if I teach the content in a way that will be useful to them in life. One gets me praise and pats on the back but society suffers and the other gets me evaluated and told by a greenhorn how improve my teaching but society gets students who are ready to learn and understand science in an applicable way. I'll take #2.</p> <p>Because I teach in an area that is not tested, I find it difficult to have my Standard 6 score be influenced solely on the scores of other teachers. I understand the intent behind having a school help educate a student across departments, but the fact that I am evaluated in an area where I have very minimal direct influence is very troublesome. That is a problem with this evaluation that has not been thought out. Instead of fixing that problem, it seems to me that it is just pushed into the future to be figured out later.</p> <p>I think it is vague and pointless. Someone comes into a class and observes for 90 minutes and determines if I am proficient, accomplished or distinguished based on 90 minutes and NCFE scores. It doesn't take into consideration all the variables of a class room setting. I haven't been graded down in any way but as an experienced teacher, I think it is a way to justify jobs for people at NCDPI. The average salary at NCDPI is \$80,000/year which is much higher than the average teacher. Someone needs to justify their paycheck by making up this stupid evaluation system to see if I am doing my job correctly. It is a waste of time and money.</p>	<p>Schools with a disadvantaged population - where there are many behavior issues, little parent support, many ESL students and parents, etc - will see a mass exodus!</p> <p>I think it is a joke. I will be close to retirement. The cut of step increases, the increase in my part of insurance co-pays and out of pocket costs, and lack of raises cannot be bridged by this incentive to forfeit career status. I have made less the past six years than I did in 2007. This bonus can't make up for that lost income.</p> <p>Merit Pay SHOULD NOT be implemented. There is not a fair way to implement it. You will lose many great teachers, and you will not have many people going into the profession as well. It is unfortunate the state does not have confidence in the education profession. This lack of confidence does not just begin with teachers. If the powers that be believed that administrators were doing their jobs properly by getting place holder teachers out of the systems and getting professionals who want to teach in then there would be no need for this implementation. Results would be seen with students' attitude towards school and achievement levels. Presently, I do not feel there is any professional respect for teachers. We are viewed if we do our job based on outside variables. (economics, parent contact to students,) We cannot control what goes on with students outside of the school. A complete education requires the work of students, parents and teachers. I am glad that the DOT of NC does not have a job rated system on the holdup of the roads. Wondering if their job performance is based on how well the roads hold up. (Outside variables!!) I do believe there are teachers who are only being place holders in the system. That is where administration needs to weed them out. Yes, it cannot be based on one year but on many variables. But for the teachers who are doing a great job it is unfair.</p> <p>A complete and total disaster. As my previous statement said, those making the decisions are clueless. My own Rep. Justin Burr graduated from high school, took a few college courses, and now makes decisions on my pay. A complete total disaster. I think the intent behind the legislation is a good one as a form to reward good teachers, but I think it puts too much power in the students' hands. As hard as it may be to believe, I fully believe students would intentionally do poorly on an exam to get back at teachers they don't like to try to lower any bonus pay they would otherwise receive.</p> <p>I think it is ridiculous to allow merit based pay when every class room is different and every student is different. Some classes work hard and are great test takers. Other classes may have behavior issues and learning disabilities. Every student and teacher are different and to try to categorize them into being paid from merits is like trying to make apple juice from lemons. You cannot account for all the work from every teacher put into every class every day and say you receive better pay than someone else who worked just as hard or harder but it didn't reflect in the test scores or some other area of comparison. It isn't equal or fair.</p> <p>I think anything that does NOT encourage collaboration between teachers is a huge mistake. If someone can show me a system where merit pay has been successful in improving student achievement or in attracting and keeping better teachers, I'd LOVE to see it.</p> <p>Merit pay could be a great change to the teacher's pay in NC since we have not had a raise in 6 years, but the pay needs to be written by teachers for teachers. It should not be solely based on students' scores.</p> <p>I have dedicated 20 years in this profession at three different</p>
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<p>I believe it's much more trouble than it's worth. The teacher evaluation methods are simply not worth the time. I score very highly in some areas because I do a lot of work with DPI working with curriculum, running PLCs, etc. Those things don't necessarily make me a better classroom teacher.</p> <p>I am a self-contained classroom. My standard six is not based on my personal students' achievement it is based on the whole schools scores. I teach 9 students whose gains can be life changing for them and could never be shown on a paper and pencil test.</p> <p>I do not agree that I cannot test my own students using mClass for the final assessment, when I have done so accordingly the whole year. The new computerized data input was developed to make teacher scoring less subjective. If I've been trusted to teach and assess my students all year, why can I not be trusted on the last one. Teachers are allowed to give EOGs to their homeroom students. I use lots of documentations to obtain data about student performance. I work with parents to also hold them accountable for student performance. Together we make the final decision on promotion. All children and schools are different. Teacher performance should not be based on solely student performance considering the societal factors today.</p> <p>The department of Education should be abolished at the state and federal level. Local control = Freedom There is no way to fairly evaluate teachers unless the population is taken into consideration. School has turned into teaching for the test instead of teaching to learn.</p> <p>Using a broad numerical analysis of data to determine a teacher's effectiveness is not accurate. Students are given a composite score based on a formula from God knows where to evaluate student growth between 8th grade and the time that they take biology which could be as late as their senior year.</p>	<p>schools ranging in socioeconomics. I make the same thing, really less since my supplement and testing initiatives were taken away, as I have for the last 7-8 years. In 2013, I made \$37k and my husband, a police officer, made \$36. He supplements his income to bring up our total household to \$77. I chose to remain home and not continue for an advanced degree so that I could raise my young children. Never has my morale been this low, and I work in a great school with wonderful children. It highly discourages me from continuing in this career field when I am not valued as an educator. It is so disheartening that I'm not trusted to test my own children when I've taught them all year. Those entering the career field will make only \$2k less than me at the end of their 3 years, and I've been dedicated for 20 and have received no raises for that dedication. Continuing education is paid for by personal means and no longer rewarded, so therefore, I will not pursue now that my children are older. Merit Pay?? What more can I say about another slap in the face for educational professionals!</p> <p>It's not fair for teachers with specific groups of kids who are identified in programs because they are not able to be successful in regular education. (exceptional children's teachers, ELL teachers) unfair to be paid according to the motivation level of students who I cannot control the home life that shaped them It is trying to get rid of older teachers and scares new ones away. It is a joke.</p> <p>I think that it will destroy what teachers and counties have struggled to achieve and the collaboration and vertical alignment because teachers will start to play the blame game</p>
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Stokes	<p>Too much data collection and too many state exams. Students need to be taught how to live beyond high school instead of bubble in forms.</p> <p>I feel when education reaches the point to rate teachers based on their EVAAS scores that you will see a negative impact of teacher morale- The quality of teaching will remain but the excitement and willingness of teachers to go the extra mile will disappear.</p> <p>I think that these evaluations are too subjective and feedback is based on face value. Too many standards and evidences are not evident in a 20 minute setting. Teachers are doing all they can do for every child.</p>	<p>Merit pay is a good idea but not when exchanging it for the elimination of career status</p> <p>I am currently working as hard as I can to provide for my students the best I can offer them!</p> <p>I think it is a slap in the face...there are too many variables outside of my control regarding students and parental support at home. There are entirely too many factors involved in deciding why a child did not do well or did well on one state test. Teachers can go above and beyond, but if society, home and children don't value the education process it is not fair to devalue the teacher's skills or effectiveness. One test on one day is ridiculous to sum up a child's learning.</p> <p>Bad idea, bad for schools, will NOT help student's morale, achievement, or enjoyment of learning.</p>
Surry	<p>It is obvious that we are coming to an end with public education. No accountability in charter schools like Bridges and Millennium.</p>	

<p>Transylvania</p>	<p>The evaluation instrument itself is good for self-reflection and for discussion with evaluators. The process is very cumbersome for administrators, and the feedback I receive as a consequence is not especially helpful, as administrators are pressed for time and their comments are not thorough. I receive high marks in my evaluations--rightfully so I believe--but I don't receive suggestions for improvement, and though I feel like I am successful, I do believe there is always room for improvement. However, I don't think my administrators have the time to consider improvement for high performing teachers as they have so many other demands with their jobs and the evaluation process itself.</p> <p>I think the process is fair however, merit pay is not.</p> <p>It has been used as a weapon by some principals. It does not truly represent what I am capable of. It will always exist as all jobs have yearly or quarterly evaluations. An evaluations outcome is always subjective to some extent despite the use of any rubric. The ONLY feedback I value comes from students, fellow teachers, and parents. too much to do, leave it in the principals hands to evaluate their teachers</p> <p>As a visual arts teacher, my Standard 6 comes from the overall school meeting growth. Because we were so highly ranked already, we did not meet growth, therefore, my score for standard 6 is considered weak/not proficient. I have my National Board certification and a Master's degree. My students always receive high honors. My evaluations are high(mostly distinguished) except for standard 6. My standard 6 reflects that I am terrible. This is a disconnect. YEARS worth of comments. Regardless of all attempts, this is still a subjective process.</p> <p>Until section 6 was added, I really liked the instrument. The evaluation criteria and the descriptors provide excellent guidance for finding appropriate avenues for professional growth and improvement. The section 6 data does not. Useless. Here's an example - rate me on my ethical conduct by watching me 20 min in one class? I would hope all professionals I work with meet the maximum for this. My recent administrator didn't believe in giving accomplished so everyone here is just proficient.</p> <p>I don't believe that evaluating teachers using Standard 6 is a fair and just practice. As a teacher of students with special needs, my scores on this standard will not be reflective of my ability to teach. Instead, these scores will reflect the challenges that my students face every day in the classroom as children with learning disabilities.</p> <p>Much of what teachers do, and students learn, is not measurable. I know that educational specialists (who rarely seem to actually be teachers within the classroom), do not want to hear this, but that's how education works. You cannot measure the impact I have on my students to fulfill their own personal goals, develop self-worth, develop study skills, becoming lifelong learners, etc. It is truly a tragedy that we are being measured using tools that do not accurately display our success in a classroom, simply because success is merely defined by how our students perform on their tests.</p>	<p>Merit pay has not been successfully implemented in any other educational environment. It leads to divisive feelings and puts the focus of teaching on student performance on high-stakes testing.</p> <p>Merit pay is a terrible idea. While classroom teachers have a large impact on students, merit pay fails to recognize the many factors outside of the control of classroom teachers such as the economic and food security of the students, parental support, and other factors that significantly impact learning. Many of our students aren't having their basic needs met at home, which significantly impacts their ability to be ready to learn.</p> <p>It is a very bad idea.</p> <p>Not a good idea, cannot take in to account the differences in students enough. Data does not support the consistency of the data produces using these calculations etc. Merit based pay for teachers will prove to be nothing as few teachers will be in a position to earn it.</p> <p>Many, many factors affect student growth and learning that are outside my control. Hunger, abuse, neglect, general lack of parent involvement, truancy, tardies, early dismissals, and more are totally out of my hands and negatively impact test scores and student growth. Tying teacher spay to student growth would create a divisive environment in which teachers are not encouraged to teach struggling students or collaborate with one another because they are in competition. Teachers don't want to compete with each other. Merit-based pay is counterproductive to our goal of educating young minds and preparing them for life.</p> <p>Merit pay is insane. Students aren't commodities or widgets to be processed. The business model can NEVER work in schools. In fact, the business model is a strongly negative and inappropriate model when applied to everything in society as neo-liberals and free market people want to do. Each child is unique and changes day to day and a single test will not adequately determine to any degree what my students have taken from my class.</p> <p>Raise all teachers pay to an average. then pay extra incentives Merit pay forms a divide among teachers who should be collaborating and supporting each other. The business of educating our children is NOT the same as the business of sales and the production of goods. Children have personalities and economic factors that present differently day to day and hour to hour. When you add all the curricular components to the ever-changing child and multiply it by 20 up to 150 students per day, teachers constantly have to adapt, but still teach the lesson. Their product is not monetary and cannot be measured by numbers and scores.</p> <p>Merit pay is the most ridiculous implementation I have ever seen as an educator. The criteria for choosing the teachers on the list was vague. As an art educator or special education teacher or media specialist, one would never expect to see pay if it were based on test scores alone. I was chosen as part of the 25% of teachers this time based on the rating system my LEA came up with but I declined to give up my tenure.</p> <p>Considering the current monetary situation and climate surrounding education in this state, I think there will be greater difficulty recruiting people into the profession, period. There needs to be a strong, well-paid base of employees so that there appears to be a future in it for future teachers.</p> <p>The concept of merit pay and the IMPLEMENTATION of a PARTICULAR merit pay system are entirely different entities. NC's implementation may be flawed, based on the flaws I see in section</p>
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Tyrrell	<p>The NC teacher evaluation system is too lengthy, redundant, overly time consuming for teacher and especially administrators. It needs to be more clear and concise. There are areas that are still subjective.</p>	<p>Merit pay works for industry not the teaching profession. All NC teachers devote themselves to better students, not just some.</p>
Union	<p>NC does not value their teachers. They continually disrespect them and treat them as if they do have the knowledge and professionalism to make the best decisions for their children. Constant testing is not the key to student growth. In fact, it makes the kids strongly dislike school and makes them more difficult to teach because they are so burned out.</p> <p>Administrators are subjective in their evaluations. If you are a favorite, you are given more leadership roles within the school and you receive an Accomplished rating. If you are not a favorite you are scored Proficient. I actually had a principal that marked me as Developing because I had to show evidence on how I communicate with ALL STUDENTS in the entire school. When I asked how would that even be possible, she answered that she didn't know but the evaluation form stated ALL students. I also was marked as Proficient under the leadership standard because I had not VOLUNTEERED to be a leader but that she chose me to be grade level chair, PAC rep, Advance Ed Chairperson, RtI Co-Chairperson.</p> <p>On paper it looks good, although to effectively administer the assessment would require a full time staff member dedicated to observations.</p> <p>There are certain aspects that need to be revamped with teacher's input.</p> <p>Extremely subjective. Even within the same school, how specific items are scored varies between administrators. The old teacher evaluation instrument was much more clear as far as expectations. For example, starting your lesson on time and student time on task are fairly easy to observe compared to the standards that are now evaluated. Also, I really disagree with using test data as part of any teacher evaluation instrument.</p> <p>If it were reflective of the whole experience in my classroom, I wouldn't have negative feelings.</p>	<p>I only have do much control over my student's learning. When a parent doesn't reinforce what I teach at school at home, puts their child to bed late every night, and does not value education, you can imagine the lack of effort put forth by the student. And that's what I'm evaluated on. Sounds fair, right?                  All teachers need a pay raise.</p> <p>This will cause teachers to become unfair and divide the collaboration process we now use. How can you pay one teacher when everyone works together. This will cause teachers to leave the profession or the state altogether.</p> <p>There is no real way to define who the top teachers are. If there were I still would not be in support of it because it discourages collaboration among teaching peers and supports a reach the top by climbing on the banks f others mentality.</p> <p>Stupidest idea ever--it's like evaluating a farmer on the crop he produces in a year. There are TOO MANY VARIABLES in teaching.</p>
Vance	<p>No one is accountable but the teachers. Parents and students have no responsibility. The gap will widen between low performing school districts with high unemployment to more urban areas because along with me many teachers are leaving. Why doesn't the state make a positive initiate by rewarding students who perform well with reduced tuition rates instead of punishing teachers. I would like all those legislators to attempt to teach a high school class in my county for one week.</p>	<p>I am taking my expertise to another state because of the lack of government support. If schools are to run on a business model, we can choose our employees, I must each who comes through the door. The state of NC is doing nothing to maintain my safety. This is the only profession in which people are verbally battered each day and we must still be nice and supportive. Merit pay needs to be given to teachers who choose to teach in low socioeconomic areas. Maybe \$10,000 per year.</p>

<p>Wake</p>	<p>The teacher evaluation process has been positive for me because for the last 6 years, I have had administrators who are in my room several times a month and not just for formal observations, so they are able to give me constructive feedback. Because they frequently are in and out of the room, I know I can also trust them to give me useful and purposeful feedback and suggestions from which I can grow as an educator. They also take time to work with my students when they come in my classroom so they understand where my students are performing when we talk about data.</p> <p>It's not authentic and relies on one measure to determine my effect on student achievement.</p> <p>It used to be the evaluation process meant a dialogue between the evaluator and the person being observed. Now it's about checking the boxes. The evaluation instrument does not capture what makes someone a good teacher: rapport with students and parents, timely communication, knowledge about content, ability and willingness to teach using a variety of methods, types of assessments used in the classroom, etc.</p> <p>The current tool is almost a joke.</p> <p>It is confusing to administrators and teachers. The tool is too complex and takes the emphasis off of strong teaching. Instead it becomes a check sheet evaluation that doesn't allow for differences in student abilities and class mix of students. I have always had good ratings. However, I feel many of the people who have observed me have little understanding of what it is like to be in the classroom or to design lessons. Many of my observers just said, great job and never gave any constructive criticism or suggestions. I also know that administrators mark teachers down in their evaluations if they do not like them-it's NOT an objective, professional system. I think the window of evaluating is difficult for the admin to get a clear understanding. Long evening hours are not scene, lunch hours with students and after school tutoring sessions go unnoticed.</p> <p>Needless paperwork 95% of the time.</p> <p>I have yet to be evaluated this school year by an administrator, and we are in the last quarter of the year.</p> <p>From:  <a href="http://teachfromtheheart.wordpress.com/2012/04/24/evaluate-me-please/">http://teachfromtheheart.wordpress.com/2012/04/24/evaluate-me-please/</a> I've said it before; I've never taught a perfect lesson. After each one I step back and look to see what I can do to make it better. My lesson plans are full of notes. Things that don't work get tossed. Things get tweaked. Resources get added. Information is growing too quickly to do the same thing over and over. When I was working toward National Board Certification, I was a little hesitant to videotape my class, and even more hesitant to sit and watch myself in action. However, once I started watching, I saw things I did really well and things I needed to work on. It led me to tap the resources all around me; my colleagues. I even shared the videos with the class, using them as teaching tools to point out the group dynamics I wanted to foster and those that undermined learning. I recently reread Drive by Daniel Pink, and the thing that jumped out at me this time was about how mastery is an asymptote (p. 124-125). Basically, mastery is really out of reach, but when you strive for mastery you are constantly getting closer, but never quite reaching it. In the end, mastery attracts precisely because mastery eludes. I am not afraid to say I am a work in progress. 24 years into this profession, and</p>	<p>If we were already making enough money to survive off of, merit pay MIGHT be a viable option. Currently, there are too many of us working 2-3 jobs just to make ends meet. Educators are ready to quit right now, but if merit pay is the ONLY way to get an increase that may lead to a livable wage, then many will give up the fight. There simply is no way that this will lead to a more effective teaching staff. I have to work 3 jobs AND eat ramen noodles 5/7 days for at least one of my meals just to barely scrape by. I'm not saving any money at all and have even worn through my savings over the past couple of years. This is all with cutting out cable, getting a different car for a lower car payment, cutting out all meals out, gym membership, haircuts, any and all things extra, and I STILL can't seem to make ends meet. Merit pay won't work for people like me because I'm working too hard to stay in this profession as it is. I need to make more money simply so that I don't have to expel all my energy through working 3 jobs and can put that energy into being the fabulous educator that I used to be, but no longer feel like I am.</p> <p>Many students I teach are several years below grade level. The end of grade tests are not an appropriate measure of their growth. Also, there are too many other factors that affect student achievement-unfortunately, it's not nearly as simple as I teach, you learn, and then good test results .</p> <p>Has no place in education.</p> <p>Merit pay is like communism, sounds good on paper but not in reality. If merit pay were used it would have to be given to a whole school at least. It takes a whole school to educate a child, not one teacher. My biggest concern with merit pay is on what is it based? Standardized test scores? Teachers influence students in so many other ways than how well a student bubbled. You can't measure the growth of character, love of learning, engagement, etc via a bubble sheet.</p> <p>Merit pay could be effective if all evaluations were accurate, thorough and fair, and if a reasonable evaluation tool was in place, and if all teachers were being paid a reasonable salary to start, but none of those are true in NC currently.</p> <p>It is an insult to the profession. In what other public service profession are people paid based on merit? (Police, fire and EMS are not paid on merit, POLITICIANS are not paid based on achievement).The assessments and methods of teaching are ARCHAIC.</p> <p>I think if we were just allowed to do our jobs and not have to teach to the test teachers would be more content and love their jobs in a different light. It would be nice to face reality and teach kids, like we used to and not expect them to learn like little robots. I love my job. But, I often feel like we are required to accomplish so much with so little (technology) and who's funding is cut first - ours. Yet, I'm not trained 100% to teach using tech branches and the equipment I'm given isn't near up to date, not does my building have enough machines to cover all the students in it. My students are given a test quarterly that I don't have any part in creating and don't even see until the day the kids take it. If they don't pass, I'm told it's my fault. I'm getting evaluated on scores given by children that enter my room. I have NO control who enters. But, despite that I do everything in my power to see they get the best education I can give them.</p> <p>Don't expect solid PLTs if there is going to be merit pay. Teachers will stop collaborating.</p> <p>Teachers who assigned seats so that the same forms were near each</p>
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<p>I'm not perfect, but I keep getting better. I evaluate and critique myself all the time, and I seek out those who can help me. I remember my first year when a special ed. teacher saw me struggling with classroom management and reached out to say, 'It looks like you could use some help. Do you want to talk about it?' I have stood in the back of kindergarten classrooms to watch some amazing ladies in action; they taught me patience and to appreciate my fifth graders. I have spent long hours collaborating with some amazing teaching partners, bouncing around ideas to create great lessons. I have popped into a third grade room to watch amazing classroom management that allowed for multiple levels of learning to go on all the time. Who cared that she had taught ten years less than me. There were things there I could learn. How often I have asked, 'May I borrow that?' 'Do you know where I might find?' 'Can you help me find a book, a website, a resource?' 'Can we work together? I want to know what works and what doesn't. Like my students, I thrive on feedback. So evaluate me, please. But let's lay down a few ground rules. I teach children, not targets or standards, so please don't walk into my classroom expecting to see me teaching a specific skill at an exact moment in time. That's not how it works here. Don't assume you know my kids as well as I do. That little boy with his back to me? Yeah, I know he's off-task, but six months ago he would've thrown a desk when he was angry. Now he just turns his back. If I leave him alone, he'll calm down and eventually apologize. If I say something to him now he'll explode. Ask me about it later, but right now, trust that I know my kids. If you want to know how far I've taken my students, then look at where they were when they came in my room and where they are when they leave. I do good work, but I can't bring a child who is three years behind up to grade level in one year. If I could, believe me I would. Understand that social and emotional growth can't be measured on a test, but they are measured in real life. When we meet, let's talk about how my kids have progressed in these areas as well .Join in. Ask questions. Talk to my kids. You'll learn a lot more by being part of the learning than you will sitting in judgment in the back of the room. Talk to me. You bring a different perspective to my room. Ask questions, offer suggestions, but don't forget to point out my strengths. Remember that every year is different. What was an area of strength last year may be an area of struggle this year. Don't assume it's because I've slacked off or done something wrong. Make me feel safe enough to ask for support. Build a climate of collaboration and trust. My students don't learn in isolation, and neither do I. By all means, hold me accountable for what I do within the classroom. Evaluate me, please. Just remember my worth shouldn't be determined by some arbitrary value added model based on subpar standardized tests. It should come from what I do with the students I have each year, from my professional growth, and from formative, ongoing conversations.</p> <p>Evaluations are completely dependent on the toughness of the evaluator. I do not think they should be used to compare teachers. And the use of EVAAS is a joke. Students are being placed in courses because they are 70% ready? That's setting teachers and students up for failure.</p> <p>There is a strong disconnect with what the observer is able to check in a box and the quality of teaching occurring in the classroom. I received a distinguished rating on all of my standards last year, but I had individual observations that had parts rated as barely proficient. If I was a new teacher that my administrators did not have experience with, I would have had to rely on mountains of artifacts to merit a distinguished rating. Even with that mountain of paperwork, it would still be</p>	<p>other. It's sad that folks feel the need to do things like that. Merit pay will be the downfall of public education if this continues.</p> <p>Too much competition. Teachers are okay with step increases as long as they are actually paid.</p> <p>Merit pay does not work in the real world, so why would it work in education?</p> <p>Again, the notion of merit pay is based on the creation of measurable test results. Based on conversations with former students, the kind of testing that would prop up merit pay and the kinds of teaching required to maximize scores would NOT match the kind of learning previous available to students from teachers not on the edge over a test's effects on their employment status or income. merit pay is a terrible idea that has been continually demonstrated as an ineffective way to improve our education system. it is just another gimmick on the path to the privatization of our public schools.</p> <p>It's a terrible idea first because student learning cannot be quantified in a single number on a single spreadsheet, secondly, the workload for administrators in evaluating teachers is going to become overwhelming, and lastly, because it's predicated on an adversarial relationship and a paradigm of distrust. The legislature treats us as if we are not working as hard as we can already and as if we will work harder if they beat us over the head with merit pay. With cluster grouping and title one/special education services, a child can be taught by 4 or more teachers in a day. It's impossible to pinpoint one teacher as the one who should receive the merit pay for one child's success. My school, like others, had the it takes a village mentality so many people contribute to the growth of a student.</p> <p>Merit pay has been shown not to work in other states, so I'm not sure why NC thinks it is a good idea to try. NC's own track record in committing to merit pay is poor (remember those ABC bonuses some of us are still owed?) so it's difficult to trust that even if teachers got behind a program, that there would be any follow through. Any program that pits individual teachers against each other (as opposed to the ABC bonuses where the entire school was rewarded if goals were met) will more likely lead to low morale and resentment than it will higher student achievement.</p> <p>The people behind this need to understand that we are not a business but a public service. We cannot write off or disregard raw materials that come to us in less than ideal condition. Our raw materials are human beings and we are expected to make them all learn the same things regardless of how they come to us. We cannot keep our raw materials in the exact condition we want because they leave us at the end of the day and return to their homes which greatly impact how well they learn or don't learn. Some teachers receive classes stacked with the best and brightest students while others consistently receive the students that are most challenging....How can their effectiveness ever be fairly evaluated when the students are so very different. Merit pay will only compound the resentment that already exists.</p> <p>At my school, all teachers work hard, and we consistently see growth among students. At my school, with the current teaching staff, the quality of our teaching will never decrease as a result of any laws the governor, the State Superintendent, or the General Assembly come up with to undermine teachers. Despite all the demoralizing efforts of our current government, the teachers at my school always put our students' needs first; as a result, our teaching quality will never decrease. However, who's to say that our current teaching staff will be able to afford to keep teaching?</p>
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<p>a judgment call by administrators as to whether or not I got the rating I deserved. That is a tremendous amount of human error for an instrument that is supposed to be data based. In our building the focus is on Standard 6, but nothing is done to help us improve (including providing suggestions for improvement in post-evaluation conferences). As an 18-year veteran, I would love to have some training. And I would love that we could make a difference in outside factors that really affect the success of my students who have to take state exams.</p> <p>I am convinced that test-driven evaluations along with an increasing emphasis on data and results that can be measured are stifling not only teachers' enthusiasm and creativity, but that of the students.</p> <p>My evaluations have been a consistent learning experience. i have never felt attacked or like i was being judged for my performance. Standard 6 does seem like it is going to change this. i am already upset at the negative impact that standard 6 discussions have had in my school. While there may be some merit to standard 6, the data that is collected and the rankings are not meaningful. They will do much more harm to education if they are continued to be given weight.</p> <p>Vastly different based on principal</p> <p>There is a great deal of confusion amongst my administrative team about what meeting each standard is (for example, what is proficient vs. accomplished. The administrators have no true consensus about measuring the standards, so teacher evaluations can vary wildly depending on who you have. Also, there is a explicit bias in our administration (they've said it themselves) to not use distinguished unless you're presenting at state or national-level conferences, an attitude that is much stricter than at other schools in my district. It puts us an at unfair disadvantage.</p> <p>My position as an AIG teacher naturally enables me to achieve high levels in some areas, but the same is not true for my colleagues in the regular classroom. Likewise, not bring in the regular classroom inhibits my ability to attain certain ratings. The tool isn't a fair way to measure all the people who are responsible for a student's education.</p> <p>I feel that overall, I have been fairly evaluated. However, I also think I have been lucky to have good administrators and, as a teacher who is doing her job, have nothing to worry about. I have seen the result, however, of teachers who pull out their star lessons for observations, but do little else the rest of the time. I'm not sure that an hour or so spent in a classroom over the course of a year is sufficient to evaluate any teacher.</p> <p>Teachers are not as quick to share and work collaboratively because we now feel we are competition.</p> <p>I can't believe teachers are being rated on students' test results. I am not worried that it will have a negative impact with my current principal, but he may not always be my principal. What happens if he changes schools, or I do? A new principal may put more worth in Standard 6 than my current principal does. Standard 6 in this evaluation system is demoralizing to teachers.</p> <p>The teacher eval system is not applicable to all teachers especially preschool and self-contained teachers. Most principals and APs have not had the training in which to learn</p>	<p>There is no fair way to rate ALL teachers (reg ed, sped, elem, middle, high).</p> <p>The basis for determining a teacher's merit is nonexistent. Great teaching can't be measured in a school year, in a standardized test or even a teacher created assessment all the time. Great teaching happens over time within the hearts and minds of the students we teach. Merit pay will, in my opinion, undermine best practice for the students of North Carolina and support a generation of test takers, not innovators.</p> <p>Teaching children is not like working in a private, for profit, industry. I agree with all that has been said about possibly creating resentment among teachers, it can disrupt collaboration, etc. However, what I find most disgraceful is the amount of merit pay offered to the best of the best teachers. \$500 before taxes for a year's worth of work. My spouse in the private sector has gotten \$500+ bonuses for handling a difficult client on the phone. Merit pay assumes that education uses a business model, but education does not work like a business. Teachers need to be able to work together to improve education. Several years ago the emphasis was on PLTs or PLCs. Additionally, I cannot be held accountable for students who come to me in high school without having raised them or taught them since birth.</p> <p>Stop it immediately. Merit pay is too subjective.</p> <p>The idea of merit pay in North Carolina has caused me to look into teaching in other states or leaving teaching altogether.</p> <p>Merit pay based on test scores is counterintuitive to teachers collaborating for the good of all students</p> <p>It's difficult when my husband and I both teach with two kids. We are nearly making it and need a strong base salary before we look at merit pay.</p> <p>Teaching is a creative and dynamic field it is not sales. Incentives in creative fields leads to less creativity not more. Additionally, while the right values incentives, they only breed cheaters. Please look at what will actually benefits students. Furthermore, what would be the incentive for teachers in the same plt to share with each other? Please use the money for useful resources like textbooks.</p> <p>I think the process should be trusted more; if the evaluator really does what they are supposed to do in a fair, objective manner...and really looks at evidence presented by the teacher...it should work. The problem is that they are often rushed to judgment and are too kind or too harsh....teachers may not have time to prepare artifacts....but it is a better system than the past..don't agree with merit pay though...even though I got good scores....it will negatively impact collaborative relationships if we become each other's competition...the evaluation process is a better indicator of effectiveness</p> <p>While it is stated that NC teachers average pay is 46K, I would be hard pressed to find a teacher paid that much. I began teaching 8 years ago and my pay has been lowered. Teacher's pay must be increased to make a decent wage and be regarded as professionals. Merit pay will not do that. Most students at my school are high performing. I would receive the merit pay, but I am not motivated by money. NC teachers should receive overall pay raises to make a decent wage because they are professionals. Teachers have been specifically targeted. Merit pay does not motivate teachers - they should not have to compete with each other - classroom against classroom. We need a system to benefit ALL NC students. That is</p>
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	<p>how to adapt the standards to fit prek and sped.</p> <p>I don't think the evaluation system is used in a positive way to support the learning and success of our students. It can often be punitive, it is stressful to teachers and I do not believe one or two observed lessons can accurately depict the ongoing teaching and learning that occurs in the classroom daily. True teaching happens in the moment a child needs it. Not always as a planned sequence of instruction.</p> <p>I feel that if the administrators are doing their job the entire evaluation process is pointless. It is just another example of people not involved with actual classroom teaching thinking how teaching would be improved. Standard 6 is a good idea in theory, but I have not had one additional minute added to my schedule in order to process the mounds of data available. Besides, there is nothing in that data that I could not have figured out after being with the students everyday.</p> <p>It is the beginning of April and I have not seen anyone in my room. I am not in my renewal year. Evaluation in my building varies greatly depending on which Assistant Principal is assigned to the department and its evaluations.</p> <p>The evaluations are based on the evaluators' opinions. Due to a change in administration, my evaluations have significantly decreased. How does that show my growth? No data can be relevant without repeatable factors.</p> <p>The previous evaluation system made sense, but the current one is a complete waste of time. It is referred to as The Horse and Pony Show .</p> <p>The evaluation tool is just another form of paperwork that is necessary to comply with but does not serve to improve teaching or learning in my school. As a teacher mentor using the evaluation tool takes time away from assisting teachers with real suggestions, coaching, professional development and guidance to improve teaching –</p> <p>It causes a lot of stress, and evaluator does not always see a perfectly crafted lesson each time depending on what is being taught.</p> <p>The person in charge of my evaluation has a background in counseling, not teaching. I have not been given any suggestions on improvement whatsoever. We were asked to copy and paste goals for our pdp. Our goals as a school are not my individual goals. I wanted to work on other goals that were based on my self assessment. At Previous schools I was given accomplished ratings often. This new school seems to give proficient to everyone out of perhaps ignorance? I have a huge problem with the idea of being paid on performance. Specials teachers get paid the same as core teachers but have much less pressure. I taught both language arts and social studies last year to the same group of students. These students did extremely well on social studies but just slightly above average on language arts. The standards are high achieving in language arts but are not compar</p> <p>I think the process should be trusted more; if the evaluator really does what they are supposed to do in a fair, objective manner...and really looks at evidence presented by the teacher...it should work. The problem is that they are often rushed to judgment and are too kind or too harsh....teachers may not have time to prepare artifacts....but it is a better system than the past..don't agree with merit pay</p>	<p>how NC students will grow academically.</p> <p>There are so many different variables to student performance that merit pay is completely ridiculous. If things don't change, I will be joining many of my co-workers in looking for a different occupation. My passion is teaching but this is the last straw.</p> <p>Students should not be required to take exams that are used to assess teacher effectiveness only.</p> <p>We do not want to be singled out for anything. All pay should be increased. We are against these little sub-groups that will get the pay increases that we all deserve. We want to continue to work collaboratively. We are content experts when we all put our heads together and work. No one, by themselves, is a content expert, nor should they be.</p> <p>It will disrupt the collaborative nature of teaching. It is an instrument of disruption to our effective teacher network. If the governor has \$10K to give out to groups of teachers to do MORE work, why does he keep saying that there is no \$\$ for teacher salaries? This is a republican/tea party movement to dismantle public education so that people like Bob Luddy can build their own for profit school systems that put up walls between the different groups of our society.</p> <p>NC leaders can't have it both ways. Either we use best practices and PLT's to encourage and improve our instruction or we support isolation in teaching. The only way to be in the top 25% is to keep what works to yourself and not share.</p> <p>It wouldn't bother me so much if there were a level playing field. For instance, teachers had relatively equal access to complete X, Y, and Z and could justify a tiered salary. Maybe that looks like completing a Master's degree, maybe it is teaching in a STEM field (supply/demand), maybe is having a 95% attendance rate, maybe it is demonstrating leadership in the field....but basing it on how another person performs is a terrible way to pay someone. What if we based the governor's pay on how many people showed up to vote? How would he feel?</p> <p>Teachers should be paid as professionals. We are educated and must continue our own education to maintain certification. Teachers can positively affect student learning when they have the opportunity to work and plan together - the old saying two heads are better than one. If I have an idea that works, why would I want to share that idea with anyone else if it means more money for me?</p> <p>Merit pay may work in big businesses, but it has no place in the teaching profession. Teachers cannot predict or have any say in the type of environmental challenges a student may have in his/her life, which ultimately impact a student's learning.</p> <p>I'm afraid that we are all being set up to fail and that no one will qualify for a raise.....ever.</p> <p>A further study of all trends nationwide should be considered. Such as the opt out system that parents are using in New York. Students that generally score well are being opted out, yet teachers are judged by proficiency of students taking tests. Therefore, the test scores are skewed and an unfair judgment of teachers. With all of the talk of common core and testing in NC, the same can easily become an issue here in our state</p> <p>I am not aware of the details of this program to make a fair assessment.</p>
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	<p>though...even though I got good scores...it will negatively impact collaborative relationships if we become each other's competition...the evaluation process is a better indicator of effectiveness</p> <p>My evaluations tend to be positive - that is because I am motivated to teach my students using best practices, not a tool.</p> <p>As a professional motivated to improve my student performance because I care about my students' academic and personal growth, the teacher evaluations have been neither harmful nor helpful to my professional development. The evaluation tool itself is fine. Standard 6 is extremely unfair.</p>	<p>I think it is fair to say that the quality of a teacher is the biggest factor in student success. However there are many other factors that are difficult/impossible to quantify/measure that absolutely have an impact on an individual student's success, such as level of parental education, socioeconomic status, access to books at an early age, nutrition at home, family issues within the home, a student's personal motivation, etc. Since there are so many factors that do affect learning and achievement and are not controlled by the teacher/school community, merit pay based solely on test scores is a severely flawed idea.</p> <p>There are so many outside forces that impact how well students learn and perform. I believe that merit pay is misguided. When it comes to student learning, so often we want them to collaborate with one another. We know that this is a helpful learning strategy. We need to include that learning model on a broader scale to evaluate the effectiveness of our education system and include the greater community in that evaluation. It takes a village and all the villagers need to be evaluated. What are parents doing? What are businesses doing? What are after school programs doing? How are we feeding children's bodies so their minds grow healthy? How much media are we feeding our children that nurtures or hinders their development? How much time is given to free play and exploration and time working with their hands and real stuff? We have some major societal issues we are sweeping under the rug! And teachers are the scapegoat for all of it.</p> <p>There is no system that can accurately determine/ calculate a real hierarchy of teacher ability or performance. There are too many variables, and many are beyond the control of the classroom teacher, that affect student learning. The overall thinking of most teachers is that merit pay is a way for politicians to claim they are rewarding the best teachers when their real goal is to keep overall teacher pay at low levels.</p> <p>In April, our school's benchmark results were emailed to the entire staff. When analyzing the language arts department's results, my students' projected growth "the percentage projected to meet their targets "was abysmal. I mean it. I was dead last. Six weeks later, the students took the 'real' test, and the resulting scores were completely different. I was at the top of the department, and my students more than surpassed 'high growth' as measured by the state. It was also noteworthy that while math teachers' scores</p>
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<p>It is excessive. It includes many areas that do not apply to my grade level . A teacher's performance and success should not be based on test scores alone.</p> <p>All subjective evaluations have flaws. The teacher is at the mercy of the evaluators mood and competency. There are evaluators who check all the boxes to the right no matter what they see and some who check all the ones down the middle. This will lead to all levels of inequality when it comes to the legislatures 25%. Can be very subjective. A year-round school nearby rates teachers overall at a much higher level than my school, however our test scores are better.</p> <p>Some of the standards are hard to achieve - for instance in standard 1, Teachers Demonstrate leadership - ethical - the only way to achieve the highest level is to tell on your fellow teachers if you even know about some kind of ethics that were violated. Achieving the highest level is often a pipe dream and I have a PhD in my field, as well as National Boards. There is so much beyond our control in terms of testing. I've already had students tell me they have given up because a 2 week summer school course is so much easier - they will wait until then to try to pass my class.</p> <p>The evaluation is cumbersome and requires a lot of evaluator and evaluatee time - time which would be better spent on instruction and planning instruction. One data point in Standard 6 hardly provides enough information about the quality of the teacher. Similarly, an evaluator spending 30 minutes in a classroom doesn't provide a clear picture of all the relationships the teacher has established with students and their families or the extra work being done before and after school such as attending professional development, grading papers, etc. In short, there are just simply too many variables in students' lives (hunger, poverty, lack of sleep, lack of parenting, etc) to hold teachers solely responsible for student achievement.</p> <p>I strongly disagree with teachers being assessed based on the scores students receive on end-of-year testing. This data component is truly ineffective and do not truly reflect the abilities and the work of the teacher in the classroom. Couple this with poor pay, and N.C. will soon see an outflux of teachers leaving the profession.</p> <p>The system is flawed with respect to student test scoes and the EVASS rating because it is based on the assumption that each and every student is putting forth as much or more effort than the teacher. This is not the case. Some students admit to not reading any passages on an EOG before answering the questions. That method of test taking negatively affects scores for both the student and the teacher.</p> <p>I have done well on my evaluations, but the results are irrelevant to me. It does not change how things go in my classroom, nor does it seem to change how I am viewed by admin or colleagues.</p> <p>I believe teacher evaluations as still too subjective. The ability of the evaluators to do their job thoroughly is hindered by their many other duties. Administration suffers from an unreasonable workload just like their teachers. The cuts in education spending are mostly responsible for this.</p>	<p>seemed to echo the Benchmark test results, my department seemed to have no correlation at all. While some have argued passionately that standardized tests cannot measure the effectiveness of a teacher or a school, these results even begged the question: Can reading be assessed by standardized testing at all? I'm not clear if the Benchmark test was intended to be a predictor of the staff's performance or test preparation for the students. To me, that's not the same goal, but it seems to have been considered capable of both by many. Either way, my PLT colleagues asked the same question I would have: 'What did you do in those six weeks that made the difference?!' And here's the big secret: I honestly don't know. New York published teacher 'rankings' with a 35-53% margin of error on data which is several years old and filled with errors. By some, this is being touted as a way to 'reward good teachers and put bad teachers on notice'. In other words, it's a way to shame and humiliate teachers into doing more. I've considered this carefully: Did I 'do more' because of that email sent out in April? I'd felt I went about teaching as best I know how, as always. Did I unknowingly communicate something differently? Or perhaps the low scores scared my students into a more serious focus? Was the first test unlike the first? Was it just wrong? A fluke? A combination of these factors? Something else entirely? The problem is if I don't know, I can't avoid disastrous or replicate desired results. Yet, teachers are being judged with derision or praise as if they can. This is why teachers are opposed to 'Merit Based Pay' because it has no merit. Even at their best, standardized tests measure a shamefully narrow and shallow pool of knowledge. What I hope to accomplish with my 135 diverse learners in 47 minutes per day over 180 school days each year, they cannot hope to capture in three painful hours and 62 bubbles. Further, I would like to assure everyone in favor of MBP that no teacher is holding out on a really brilliant way to teach fractions or adverbs until published standardized test scores shame her (or bonuses bribe her) into using them. Multifaceted, valid assessments it will motivate us for our students' sake; we don't need to be degraded. Other educators have eloquently argued that while their intentions may not be malicious, we cannot look over the reality of unintended and insidious consequences to students and teachers alike. When I saw this image last week, I really liked the proposed answer to someone who asks why teachers oppose merit based pay. I hope 'We Are Teachers' doesn't mind that I've paraphrased it here: The problem with merit based pay is that it reduces teacher and student worth to a test score. Unless, of course, you think your SAT score was the ultimate predictor of your worth? It's not that teachers are opposed to being fairly evaluated.</p> <p>As one educator brilliantly explains, 'Evaluate Me, Please'. She goes on, however, to lay 'a few ground rules.' I encourage you to read it in its entirety, as it's a powerful read, however here's an excerpt: 'I want to know what works and what doesn't. Like my students, I thrive on feedback. Just remember my worth shouldn't be determined by some arbitrary value added model based on subpar standardized tests. It should come from what I do with the students I have each year, from my professional growth, and from formative, ongoing conversations.'</p> <p>Merit pay will divide departments. Why would I share my best practices with someone when I know we're being compared? I would still share but many teachers would hold the good stuff to make themselves stand out. Also, I know teachers who are less than ethical when it comes to testing. While I don't do it, I've seen</p>
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Washington	<p>Teachers need to be evaluated, but remember we are dealing with students and children. We are not being evaluated based as an assembly line for cars. The full results of our success or lack of success will be illustrated in the future. Will my students be accepted to the college of their choice? Will they perform at college level when they arrive? Or will my students be unsuccessful in completing a job application?</p>	<p>Education is an industry and it works for them!</p> <p>Merit pay will not work in education. NC needs to pay teachers for the work we do and stop making up reasons to pay educators for what we are worth!!!!</p>
Wayne	<p>Our overall morale in our school is low with the implementation with the collection of Data. There is no administrative leadership that adequately can define and help us improve our teaching. Our students are suffering because the teachers are under enormous pressure but there is no guidance or structure from administration to help them improve their teaching.</p> <p>I have no issues with the teacher evaluation except for using student data to determine if I'm a good or bad teacher. My students are changing demographics from middle class to poor; single parent to guardian households, many more are being arrested for assaults and thefts. No parental help at home.</p> <p>Teachers work their hardest to unlock the minds of their students. Being a teacher means that one is present, not for the pay, but to see that magical moment when a student learns something he or she did not know before. The system implies that teachers can be bribed, threatened, or placed in competition with other teachers, and the students' testing scores will improve. The process is even more unfair for teachers of students with special needs in separate classroom settings.</p>	<p>I don't see the morale in our building getting any better because of McCrory. We are already a Title 1 school and our Teacher Assistants as well as teachers are being ignored by Administration that has no support. Many of our teachers are planning to leave because we are under enormous pressure and no help from the parents, community, administration or county office. McCrory just sealed the deal for our teachers and teacher assistants. Our children are the ones who will suffer the most because we do have quality teachers the majority with Masters Degrees or higher!!!</p> <p>It will not work.</p> <p>Merit pay is unfair. The best teachers I have observed are those willing to take the most difficult students and work with them. However, many of the students have learning disabilities and/or behavior problems. The class sizes are too large, the expectations too high, and the paperwork too much, and now teachers are subjected to the humiliation of only a top 25% getting money. Most teachers I know say keep it.</p>
Wilkes	<p>Standard 6 is not fair to use to evaluate teachers. Though it should only count as 1/6 of the evaluation some decisions are made solely based on this standard.</p>	<p>Merit pay will cause negative feelings as teachers are put against others to receive increased pay. Teachers and administrators may do things that are not ethical.</p>
Wilson	<p>I teach students with autism. Despite demonstrating strong classroom growth in academic, social, and communication skills, my students do not perform well on standardized tests. They do not understand the relevance of the process. Most tend to just pick A or make a repeating pattern. When the same material is presented in classroom context they demonstrate understanding of the concepts but this is not reflected in test scores. Written language is their weakest area so I do not anticipate better performance with the coming generation of tests. Last year, one of my students progressed from a first to a third grade level of reading but just chose A on his EOG. Now he and I are both labelled failures. I do not agree.</p>	<p>I believe teachers should be rewarded for professional growth and leadership activities including advanced training, advanced degrees, mentorship, and district initiatives. Basing merit pay solely on one test result is demoralizing. While the \$10,000 opportunity is more on the right track, most teachers at my school feel they have no chance of qualifying for this position so why should they try.</p>

Yadkin	Questions are rather vague and ambiguity prevents clear evaluation.	<p>I and many colleagues resent the idea of merit pay because it is based on the assumption teachers are not already working to the best of their ability. Additionally it discourages collaboration as teachers are competing against each other. Moreover, teachers will be discouraged from teaching children who are exceptional children, English as a second language or with little parental support.</p> <p>If merit pay is based on students' test scores it is completely detrimental to teachers. Teachers can use everything in their teaching resources and completely cover the Standards but if a student doesn't care about what his score is on the state assessment he isn't going to do well. There is no student accountability on these state assessments so teachers have students who sleep through the assessments only waking long enough to bubble in an answer (without reading passages or working problems) or students who just bubble answers without trying. As the adage says, You can lead a horse to water, but you can't make him drink. Linking teacher effectiveness and merit pay to test scores is outrageous.</p> <p>This shows the depth of ignorance that our leaders have about the profession of teaching. Most teachers feel a strong calling to the classroom and we do not behind treated like prostitutes. Please attach my name to these comments and tell everyone in the state government that I am opposed to their effort to eliminate public schools. Governor Mccrory is a lapdog of Art Pope, the true power and a dangerous reactionary.</p> <p>I don't believe that merit pay will provide incentive to teachers to collaborate or to improve their practice.</p>
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