

## EXECUTIVE SUMMARY

A survey on North Carolina teacher evaluation and merit pay was administered online to North Carolina public school teachers during April 2014. There were 800 respondents to this survey.

### Teacher Evaluation:

- Over two-thirds of teachers agreed with their evaluation but only half believed they received helpful feedback for their teaching. Less than one fourth of teachers agreed that the teacher evaluation process would improve their teaching or student achievement
- Only 31% of teachers agreed that the process helped them to improve as a professional and 70% agreed that the process of evaluating their teaching performance takes more effort than the results are worth
- Over 70% of teachers believed that their most recent Standards 1 through 5 ratings accurately reflected their abilities, however, only 49% agreed that their most recent Standard 6 rating (EVAAS scores) accurately reflected their ability to contribute to the academic success of students

### Standard 6 and use of EVAAS (student growth data):

- The majority of teachers reported insufficient training, time, and understanding of Standard 6 (student growth data) data to guide instruction
- Less than one in ten teachers predicted positive impact on teacher morale, teacher retention or improved teaching after 3 years of EVAAS data, while the majority predicted there would be a negative impact on teacher morale, teacher retention, and the quality of instruction

### Student Assessment:

- Three out of four teachers agreed they spent too much instructional time helping students prepare for state-mandated assessments and even more teachers (85%) agreed their students spent too much time taking assessments
- Only 11% of teachers agreed the benefits to their students from required assessments are worth the investment of time and effort

### Merit Pay:

- Less than 10% of teachers agreed that performance-based pay would incentivize teachers to work more effectively, attract more effective teachers into the profession, help retain more effective teachers in the profession, improve the quality of teaching at their school, or improving student learning
- The vast majority of teachers (89%) agreed that performance-based pay will disrupt the collaborative nature of teaching
- Only 1% of the teachers agreed that tying merit pay to career status would have a positive impact on teacher morale, retention, or the quality of teaching while the majority of teachers indicated this reform will have negative impacts

**Race to the Top:** Only 4% of teacher respondents agreed that they had a positive view of Race to the Top teacher evaluation standards

**Teacher Future Plans:** One in five teachers reported they plan to leave education in North Carolina as soon as they can

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