

North Carolina public school teachers were surveyed during April 2014. Out of 800 participants, 447 answered the following question:

Do you have any comments about merit pay being implemented in North Carolina??

(answers were copied verbatim, then put in alphabetical order)

1. 1. If teachers would get paid a base pay (liveable 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!
2. 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.
3. 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 judgement 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
4. 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 throughout the school systems.
5. Absurd! It will put teachers against each other instead of fostering collaborative working relationships.
6. 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.
7. 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.
8. Again, teaching is a subjective skill. Merit pay is a nice concept, but any two classes, no matter what they are, creates an apples-to-oranges comparison.
9. 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.
10. 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.

11. 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.
12. ALL TEACHERS deserve merit pay.
13. All teachers need a pay raise.
14. 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.
15. An insult!!!
16. As a bonus? Maybe. As the way to determine salary? No. Bring back the steps.
17. As a special educator of students with disabilities in the self contained setting, merit pay would be for teachers who are core teachers
18. 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.
19. 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.
20. As stated previously, its unfair to compare what a teacher can do one year to the next, because they are a different group of students (comparing apples to oranges). In addition, most of the students don't care about the test because they know the school system will not retain them for performing poorly on it. Thus there is no incentive for them to do their best. Thus the a teacher's evaluation lies in the hands of children....what was the legislature thinking?
21. 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.
22. At least 7 teachers (out of 35) are guaranteed to leave my school this year due to the new legislation. 2 resigned mid year and will not remain in the profession. 3 more will also leave the profession. The impact is heavy and negative.
23. 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?
24. 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.
25. bad idea

26. Bad idea, bad for schools, will NOT help students morale, achievement, or enjoyment of learning.
27. 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.
28. Because some teachers have honors classes and some do not, merit pay will never be fair.
29. 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?
30. Can never be fair because administration will give their favorites the best students.
31. Cannot believe the standards they want and how adversely their position on pay inherently destroys morale, retention and achievement.
32. 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
33. 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.
34. 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.
35. Craziest thing I am ever heard
36. 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.
37. Disagree with it.
38. DISAGREE WITH THE ENTIRE CONCEPT.
39. DO NOT IMPLEMENT MERIT PAY
40. 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?
41. Don't do it!!!!

42. Don't expect solid PLTs if there is going to be merit pay. Teachers will stop collaborating.
43. 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. They 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.
44. 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 needed. 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.
45. Education is an industry and it works for them!
46. Education is not a business! !!
47. Education is not a business. It can not be treated as such. Children are not products.
48. 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.
49. 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 wanting to make more money than me. 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.
50. 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.
51. 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?
52. Find another way that is fair to all.
53. 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.
54. focused more on classroom teachers than single subject teachers.

55. Gov Network is ridiculous - keep doing you job, but here do MORE work.
56. 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.
57. 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.
58. Has no place in education
59. Hate it. It will hurt teacher collaboration and morale.
60. 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.
61. 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.
62. I am currently working as hard as I can to provide for my students the best I can offer them!
63. I am not aware of the details of this program to make a fair assessment.
64. I am not fond of the decision.
65. I am taking my expertise to another state because of the lack of government support. If school are to be 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.

66. 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.
67. 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
68. I believe it should not be introduced until teachers have been moved to their appropriate steps. Then we can start the conversation.
69. 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.
70. 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.
71. I believe that this will put teachers against each other and collaboration will decrease.
72. 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.
73. 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.
74. I could not possibly work any harder than I do. I know I am an incredible teacher. I know my students respect me, trust me, and learn a great deal from me. Some of these students, however, have outside factors that GRAVELY impact their ability to learn content and/or test well. How is it fair for any teacher to be paid or judged based on so many factors that are out of our control?!?!?!
75. 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.

76. 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.
77. I disagree with merit pay. There is too much leeway for inequality.
78. 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.
79. I do not agree with this at all
80. 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.
81. 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.
82. 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.
83. I do not think that this is the way to improve education in our country!Reduce class size!!!!!!!!!!!!!!!!!!!!
84. I do not understand how any teacher with a full load of students, who is doing all that is expected/required to do can eek out ANY more time to participate in the governor's program.
85. 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.
86. 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.
87. 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.
88. 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!

89. I don't believe that merit pay will provide incentive to teachers to collaborate or to improve their practice.
90. 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%.
91. 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
92. 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!
93. 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.
94. 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!!!
95. 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%
96. 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.
97. 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.
98. 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 our 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.
99. 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.

100. 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.
101. I feel that teachers are already going above and beyond to help students succeed. Parents need to be held accountable and made to do their part to help with their children's education.
102. I feel this is not designed for Special Education students that take an exam that is significantly above their ability level and pay will be based on their results. The Intensive Academic Support students don't value tests, they have been passed on no matter what, so how can I be paid based on their success.
103. 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 respect for NC leaders.
104. I have dedicated 20 years in this profession at three different 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!
105. I have heard that the next year new teachers will make more with the promised raise than teachers who have been teaching for ten years. This doesn't make any sense, not a wise decision.
106. I have not had a pay increase in the seven years I have been teaching in North Carolina. I would like to see step increases put back in place rather than merit pay.
107. I have not heard about merit pay. What does NC think about education if they will not pay teachers with masters more?!
108. 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.
109. 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?

110. 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 !
111. I stopped taking this test a long time ago
112. 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.
113. 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.
114. 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.
115. 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.
116. 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.
117. I think it is a horrible idea. We were moving towards collaboration. Now this will go back to individualism.
118. 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.
119. 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.

120. 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.
121. I think it is full of crap if we want teachers to work together and do cross curriculum lessons. How can we collaborate if we are constantly trying to outdo each other for money? Give me my promised step instead.
122. 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.
123. 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%.
124. 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.
125. I think it will create cheating.
126. 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.
127. 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.
128. 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.
129. 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.

130. 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.
131. I think Merit pay should be based above step-pay and include some of the criteria that are being implemented.
132. I think merit pay should be eliminated.
133. 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 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.
134. I think teacher content will be more useful and usable than what we currently get.
135. 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
136. 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 who. Way to go NC.....take all the hope, happiness, and power we had left!
137. 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

138. 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.
139. 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?
140. 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 leave 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.
141. 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.
142. 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
143. 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.
144. 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?

145. 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.
146. 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.
147. 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.
148. I think this will drive more teachers out of teaching.
149. 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.
150. 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?
151. 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 the educational system good teachers.
152. 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.
153. I will never earn it since I work with students at-risk of faiking, nevermind being proficient . Will merit pay be based on growth?
154. I work with an excellent staff so by singling out 25% of those teachers as better than others, yes it is affecting morale negatively. We all work our butts off and go above and beyond. Constantly hearing how ineffective education is is not helping. The quality of teaching has not gone down because we are dedicated excellent teachers, but I know I am a

whole lot less willing to go above and beyond since it is not appreciated. I'm certainly not inspired by \$500.

155. 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.
156. 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.
157. I would just like regular pay raises to keep up with the cost of living!
158. 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.
159. 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.
160. 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.
161. If merit pay is based on the teacher's work in lesson planning, lesson delivery, and assessment then it should have a positive impact but if it is based on student performance then there are too many variables which will negatively impact teachers.
162. If merit pay is implemented in NC, then NC must ensure that each subject area gets the same amount of teaching time, test supports and school support as any other subject area.
163. 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.
164. 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.
165. 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.
166. 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.

167. 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.
168. 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, hair cuts, 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.
169. 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.
170. 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.
171. I'm afraid that we are all being set up to fail and that no one will qualify for a raise.....ever.
172. Improved working conditions, respect for teachers and staff is more worth while.
173. 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 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. 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.'

174. 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.
175. 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!!!!
176. In the Fine Arts, we can't be evaluated the same as classroom teachers.
177. Instead of lifting up, the state is breaking down. South Carolina is looking better all the time!
178. Is it 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 hold up 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 were 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.

179. It does not apply to me. I teach at an independent school.
180. It feels completely subjective and based on evaluations that are unfair by evaluators that cannot accurately evaluate the performing arts.
181. it has failed wherever and whenever it has been applied in the past.
182. It is a measure by the General Assembly to end career teachers in the profession.
183. It is a political football.
184. 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, hard working 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.
185. It is a total crock of shit. Put us back on our proper salary steps and return masters pay.
186. It is a very bad idea.
187. 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.
188. 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.
189. 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.
190. 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.
191. 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.

192. It is disgusting!
193. 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.
194. It is hard to give merit pay when families are doing so poorly.
195. 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.
196. It is insulting. We need to be paid the salary schedule we were originally promised in our contracts.
197. It is my understanding that it has been implemented prior and was not successful. With out 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.
198. It is not fair because every teacher has different students who come from many different backgrounds, which effects each students ability to learn.
199. It is nothing more than an attempt to save money that the NC legislature will waste on unnecessary things.
200. It is the craziest idea I've heard. Teachers can not 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.
201. 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.
202. It is trying to get rid of older teachers and scares new ones away. It is a joke.
203. It needs to be abandoned. Start paying teachers for THEIR performance by honoring the scale promised! If a teacher is bad - fire them!
204. 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.

205. It seems to me that only ineffective teachers need to be concerned.
206. It should be a school wide merit pay similar to ABC's used to be structured.
207. It should not be based on test scores alone.
208. 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.
209. It will destroy the most effective professional growth tool available to classroom teachers--sharing ideas formally and informally.
210. It will disrupt the collaborative nature of teaching. It is an instrument of disruption to our effective teacher network.
211. It will hurt collaboration among teachers!
212. It will make teachers teach even more to tests than actual teach
213. It will not work for the simple reason teachers do not have sufficient authority over their instruction to match responsibility given to them.
214. It will not work.
215. It will not work. Teachers can not be held accountable for factors that they have no control, such as student background and disabilities.
216. 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 Masters degree, maybe it is teaching in a STEM field

(supply/demand), maybe it 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?

217. It's a crappy idea, it's an insult both professionally and monetarily and will have absolutely no positive benefits to teachers or their students.
218. 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....
219. 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.
220. It's a waste of money. We've had it before but the legislature reneged.
221. 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.
222. It's just another excuse to cut teacher pay.
223. 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)
224. It's stupid for anyone to think that kind of pay will positively impact teachers in schools. This creates resentment and works 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.
225. 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.
226. Just give us our steps back!!!!!!!!
227. Lessons developed by these teachers can be adapted to virtual schools thus causing teachers to lose their jobs.
228. 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.

229. 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 .
230. 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.
231. 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?
232. Merit based pay for teachers will prove to be nothing as few teachers will be in a position to earn it.
233. 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.
234. 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.
235. 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.

236. Merit pay based on test scores is counterintuitive to teachers collaborating for the good of all students
237. 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.
238. 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.
239. 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.
240. 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.
241. 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.
242. Merit pay could be helpful if the criteria are fair and transparent. Simply put, I am a good teacher. I feel I should be paid better than a bad teacher with the same years of experience. Now, how to assess that?
243. 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.
244. Merit pay does not work in the real world, so why would it work in education?
245. 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.
246. Merit pay has been considered and rejected in numerous states across the country over

the past decade. North Carolina, as usual, is late to the party and is choosing the least effective method for school reform.

247. 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.
248. 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.
249. Merit pay has NEVER been proven successful in business. Why take a failed model and put in school?
250. 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.
251. 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.
252. Merit pay has not been proven to increase student achievement or teacher retention.
253. 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. 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.
254. 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.
255. 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.
256. 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.
257. Merit pay is a good idea but not when exchanging it for the elimination of career status
258. 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.

259. 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.
260. 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.
261. Merit pay is going to increase the back stabbing...especially if that is the only way to make any money.
262. Merit pay is good when it is the same school-wide not teacher against teacher.
263. 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.
264. 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.
265. 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.
266. 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.
267. 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.
268. 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.
269. 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.

270. 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.
271. 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 my have in his/her life, which ultimately impact a student's learning.
272. Merit pay needs to have more behind it than student scores and not be based on one or two 30-minutes evaluations.
273. Merit pay only pits teacher against teacher. It is wrong to use this system of pay for teachers since that is not what we were promised when we signed a teaching contract. Furthermore, NC still owes school employees bonus pay for EOG scores from several years back. This money was promised to us at the beginning of the school year yet never paid. So, how can one truly believe that NC can give merit-based increases?
274. 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.
275. 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.
276. 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.
277. 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.
278. 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.
279. Merit pay will clearly disrupt the focus on teaching and learning. Teachers will be tempted to stop working collaboratively .
280. Merit pay will create a Hunger Games atmosphere in schools and will discourage collaboration.
281. 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 teachers who assigned seats so that the same

forms were near each 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.

282. 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 other 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.
283. 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 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 hairbrained schemes from Pat and his cronies.
284. 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.
285. Merit pay will not allow for retention of teachers at low income/impooverished schools.
286. 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!!!!
287. Merit pay will result in teachers looking out for their own students only, instead of working together to improve learning for all. The divide between the haves and the have nots will increase. The achievement gap will increase. The gap no one admits exists (economic status) will increase. Students will suffer. Morale will plummet lower than it already has. If the NC economy wasn't so fragile, more teachers would leave the profession. But we can't afford to as there are no other job opportunities.
288. Merit pay works for industry not the teaching profession. All NC teachers devote themselves to better students, not just some.
289. 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.
290. 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.

291. 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.
292. NC does not value teachers. Our salaries have been frozen since 2008, merit pay is not the answer. We need to be payed for the number of years that we have been teaching. Merit pay is not worth what little it gives to teachers.
293. 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.
294. 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.
295. no one in my school is interested
296. 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 a teachers years of experience will last them way beyond retirement; if done correctly.
297. Not a good idea, can not take in to account the differences in students enough. Data does not support the consistency of the data produces using these calculations etc.
298. Not fair since distribution of course levels isn't even (honors, advanced, inclusion, etc.)
299. 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.
300. Not, not, not!
301. 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!
302. Once again, it's sad...heartbreaking.
303. 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.

304. 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.
305. 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.
306. 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 seem 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.
307. 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 & some get less.
308. 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.
309. Payment based on test scores is not valid.
310. Performance based pay is too subjective. In public education, we can't all be our best every class. Looking at one class to observe makes that data to sway. Looking back on my own education, I treasure the variety of teachers I had. If they had all be rated on the same scale, I wouldn't have had the opportunity to experience their unique approach to our classes.
311. Please see comments above. The physician:educator analogy works here as well. Physicians with healthy patients are not paid more based on patient health.
312. public separate schools and some self-contained classes do not do it
313. raise all teachers pay to an average. then pay extra incentives
314. 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.
315. Ridiculous!
316. Schools are based on collaborative learning a teaching. Merit pay will work against this concept forcing teacher to become educational islands.
317. 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!

318. See above comment.
319. 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 ther to back up the plan! Otherwise, quit blowing smoke up our asses!
320. Should not be implemented!Salaries need to be meaningfully increased across the board
321. 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.
322. 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.
323. Standardized tests cannot measure a students 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, lets 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.
324. Stop it immediately. Merit pay is too subjective.
325. Stop the pay freeze. Pay us what we deserve. I am in my seventh year of teaching, with a Masters 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.
326. Students should not be required to take exams that are used to assess teacher effectiveness only.
327. 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.
328. Students with disabilities will be pushed out of inclusion.
329. 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.
330. Stupidest idea ever--it's like evaluating a farmer on the crop he produces in a year. There are TOO MANY VARIABLES in teaching.

331. Talk of merit pay is causing low teacher morale to drop even lower.
332. Teacher pay should not be based on student performance.
333. 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.
334. 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.
335. 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.
336. 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.
337. 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 breath 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.
338. 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?
339. Teachers should never have pay based on the results of test .
340. 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 oftentimes 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!

341. Teachers who do not teach a tested subject feel that they are unimportant.
342. 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 is a waste of money. Just give teachers the raise we deserve!!
343. Teachers will be competing against each other instead of working collaboratively to teach our kids.
344. 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. I believe merit pay will destroy the collaborative nature of teaching and divide teachers within the same school.
345. 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.
346. 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.
347. 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.
348. Teaching is mostly science, but also significantly art. Who, how, why, do(es) one merit art objectively????
349. 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.
350. 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.
351. Teaching shouldn't be about merit pay. All teachers need to make a living wage and operate out of intrinsic motivations.
352. Terrible idea!
353. 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.
354. 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.

355. 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!
356. The amount of merit pay being offered has no where near the value of due process that is given with career status.
357. 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.
358. The best teachers do not need to be out of the classroom doing a second job in order to get a pay raise. This is a second job not a merit pay raise. This might be ok if we were not one of the lowest paid states for teachers. The evaluation and the pay raise reward work-shop givers.....not teacher's who value teaching the kids.
359. 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?
360. 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 6, and the particular system will probably be flawed, just as is teacher pay in general. I'm a teacher who was hired by the state with four years of experience from another state. Because of pay freezes, I'm 9 steps lower on the pay scale than I would have been had I continued to truly move up with each year I'd taught. Since the promise of regular payment on a simple step pay system has been broken, why would a more complex merit pay system be a promise the state could keep to the employees it hires?
361. The concept of merit pay is not a bad one, but until the flaws in the evaluation system are fixed, I cannot support it.
362. The current guidelines are vague, inequitable, and unfair at best. Models across the county have proven ineffective & 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.
363. 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.
364. 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.

365. 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.
366. The idea of merit pay in North Carolina has caused me to look into teaching in other states or leaving teaching altogether.
367. The main question has always been What is a great teacher? The answer can be many different things. Is this teacher one who can reach a student that know one else has been able to? To turn this student onto learning? That is a great teacher! Maybe that same teacher is not a 'leader' in his/her school however. Another teacher might be a strong leader in the school but has never been able to successfully relate to parents or students who have difficulty learning, or facilitate help for a behavioral issue. So who gets the merit pay? The one who works in a school full of students from affluent neighborhoods with very supportive parents and an active PTA? Or the teacher who works in a school of low socioeconomic students with little family support whose families struggle even to feed and clothe their children? Or is it the teacher who has dynamic lesson plans and has 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.
368. The majority are against it in our district.
369. 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 2014-2015. 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!
370. 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.
371. 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.
372. 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.

373. 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.

374. 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.

375. 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.

376. 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?

377. 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.

378. 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, everyday. We don't need some rating scale to demoralize our dedication. You all do that everyday 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 pay check that we are not worth it. We can not 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 with merit pay or what ever you want to call it. Entice the younger people to come to our state to teach, but you forget, if you take away the old and replace with the new, who is there to guide and support the new teachers? If you lose the trust of the soldiers in the trenches, you put everyone on the firing line to be shot. The state sold their soul to the devil with all this federal money, and now you are scampering to justify our worth by smacking down the one group of people who justify YOUR positions. In the end, you will do what YOU feel is right in order to keep your job/position, and this isn't about quality teaching, it is about how do you correct a really bad decision (the federal money) One last note, the state talks about running education like a business, how many major businesses disrespect their employees by abusing their pay, benefits, etc.? If the state had not, years ago, lowered their standards in order to get a more diverse group of teachers, then we would not be in this place to begin with.

379. The state will need a more objective evaluation tool (not the current evaluation tool or student test scores) to evaluate teachers.
380. 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.
381. 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.

382. 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.
383. 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.
384. 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.
385. There is absolutely no way to accurately determine who deserves merit pay and who does not.
386. There is no consideration of the diverse tasks we are asked to be performed. It cannot be objectively measured because you cant measure all we are currently doing in education
387. There is no fair way to rate ALL teachers (reg ed, sped, elem, middle, high).
388. There is no real way to define who the top teachers are. If there were I still would no 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.
389. 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.
390. There is no way to do it fairly, period!
391. 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.
392. 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.
393. They have already given the newbies experienc 0-6 years a raise. I have been teaching for 14 years and havent had a raise in over 6 years. Is this fair, absolutely not! If people are not paid what they are worth and deserve, whats 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 dont get some kind of raise for the teachers with experience, schools will lose several good strong

teachers.

394. 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.
395. 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.
396. 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.
397. This is a divisive practice and does not foster the collaboration that is necessary in a successful school environment.
398. 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 effect 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.
399. 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.
400. This is the biggest joke I have seen in 18 years of teaching! The process isn't fair. How can you compare a Physical Education teacher to a Math teacher or even to a school nurse? This turns into one big popularity contest or which teacher has the best social skills. My classroom is interrupted an average of 2-3 times per week for school Events going on in the gym where I teach. How is it fair to be pitted against teachers whose subjects are more valued who don't get interrupted?
401. This puts teacher against teacher and undermines the team concept.
402. 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 ghave no way to control.
403. 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 beind 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. Govonor Mccrory is a lapdog of Art Pope, the true power and a dangerous reactionary. Thomas Summey

404. 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?
405. 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.
406. This will cause teachers to become unfair and divide the collaboration process we now use. How can you pay one teacher when every one works together. This will cause teachers to leave the profession or the state altogether.
407. This will create a strong cutthroat environment of one upsmanship
408. This will harm the profession for decades to come.
409. 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.
410. Too much competition. Teachers are okay with step increases as long as they are actually paid.
411. True teachers do not teach for money. We teach because it is a calling. Most teachers can not work any harder, and no amount of money will motivate them any more. Just pay us all what we are worth.
412. 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!!!
413. Unfair
414. unfair to be paid according to the motivation level of students who I cannot control the home life that shaped them
415. Unforseen externalities will be misread in the short AND long term. Trying to draw a conclusion from such a survey will be of superficial consequence, selectively picked to bolster an agenda, inconclusive.
416. 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.

417. Unless qualified observers are in the classroom weekly, there is no way for it to be accurate.
418. 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.
419. 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.
420. 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 is different from other schools. We should be placed on the same level and expectations.
421. 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.
422. 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.
423. 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.
424. 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.
425. We had PLC shoved down our throats to make us collaborate, now we have to compete?
426. We have done this before in this state in some form or other. It stayed two years after others found loop holes to pay some who did not deserve the pay and leave others out just because they do not toot their own horn. We have good teachers who focus on the classroom teachings and not all the glits and glamor that others seek. Not all stars have to shine high in the sky to be noticed. A good teachers is there to teach and work with kids and does not have to be the greatest leader, the brown noser, the person in the principals pocket to make an impact where it counts!
427. 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.

428. We need to be bumped up in the pay scale for years of service just like any other employee would get a raise every so often at their job. Then, teachers could also get incentive pay based on test scores, growth, proficiency, etc. Also, we need to bring back tenure. We need to also find a way to get lazy teachers out of the profession.
429. 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.
430. We obviously have leaders in charge that have no idea what teachers do, nor do they have respect for the teaching profession.
431. 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 supposed 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 they still be responsible for his/her test score. They would change their tune on merit pay. It is the most ridiculous idea!
432. When I control which students I allow in my classes, I will be more open to merit pay. No differently than a factory that controls its inputs to create its products, I would be better able to produce a good product if I could control those who walk in the door.
433. 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.
434. 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.
435. Where will the money come from? We couldn't have raises for 5 years, but now we have a magic fountain of money?!
436. 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 it is, certainly, unfair to base a teacher's effectiveness off of a standardized test.
437. 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.
438. 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.

Teacehr's pay must be increased to make a decent wage and be regarded as professionals. Merit pay will not do that. Most student at my school are high preforming. I would recieve 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. Merite 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 how NC students will grow academically.

439. Why do they wants us to work against each other? What has happened to working together for the benifit of the student? Now, it will be every man for himself.
440. Why don't we just start with a decent pay with COLA????????????????
441. 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.
442. Why would you eliminate career status for a teacher of merit. That a pat on the back and and then a slap in the face.
443. 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.
444. Worst idea ever
445. Worthless endeavor.
446. Would never recommend this as an option! Merit pay would most likely be based on student test scores which are only partly based on the quality of teaching and largely based on many other factors beyond an educator's control.
447. 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.