

North Carolina public school teachers were surveyed during April 2014. Out of 800 participants, 414 answered the following question:

Do you have any comments about your experience with teacher evaluation in North Carolina? (answers were copied verbatim, then put in alphabetical order)

1. A lot of to do about nothing. Might be different if we didn't rank 3rd lowest in pay in the nation. Without a union it is not like they need just cause to let you go. Just look how they can take a Masters degree pay away. That wouldn't happen in a state with a teachers' union.
2. A more complex process is not necessarily a better process. The use of data to create objectivity only works if the data is relevant, meaningful, and accurate; otherwise it creates a false sense of objectivity, which is worse than no sense of objectivity at all.
3. A teacher evaluation process is necessary to allow for a growth model to show for all teachers. However, the current model is less than adequate in the sense that it is still subjective based on the evaluator. If your principal is only looking at classroom model or only at data results or only at lesson plans, then they are missing something. In addition, in many building principals/evaluators are not able to get into classrooms very often due to over crowding/discipline or other duties. The big picture needs to be seen for all teachers, so there is a good understanding of what he/she is doing in their rooms. We are blessed at our school to have great leaders, who require teachers to be leaders. They also listen to our opinions and allow us to make decisions that relate to our curriculum and students.
4. A test from children should not determine my effectiveness!
5. Administrators and evaluators claim there must be room for growth; therefore, very few 'distinguished' marks are given. This is extremely unfair to the efforts given by the teachers who deserve distinguished marks.
6. Administrators are stretched thin. Therefore evaluations are rarely, if ever, done to a full extent for experienced teachers. My last evaluation was never done, put in after the school year was over, and I never had a conference about it, even after emailing the administrator.
7. Administrators are subjective in their evaluations. If you are a favorite, you are given more leadership roles within the school and you receive an Accomplished rating. If you are not a favorite you are scored Proficient. I actually had a principal that marked me as Developing because I had to show evidence on how I communicate with ALL STUDENTS in the entire school. When I asked how would that even be possible, she answered that she didn't know but the evaluation form stated ALL students. I also was marked as Proficient under the leadership standard because I had not VOLUNTEERED to be a leader but that she chose me to be grade level chair, PAC rep, Advance Ed Chairperson, RtI Co-Chairperson.
8. administrators can never get a true picture by being in class only partial periods
9. Administrators do not sit & watch an entire lesson. My admin was in my room for less than 5 min & talking non stop on her radio or texting on her phone. How fair is that? If I disagree with my evaluation, then she will be pissed at me and won't speak to me for the rest of the year.....YES, that is how this admin is!
10. after 25+ years no comment it is what it is
11. After teaching for 17 years and receiving good evaluations, this year I received developing in

standard 4. My job security has been threatened.

12. All evaluation is a less than exact science. Administrators do not have enough time to use this instrument to help people improve their work.
13. All subjective evaluations have flaws. The teacher is at the mercy of the evaluators mood and competency. There are evaluators who check all the boxes to the right no matter what they see and some who check all the ones down the middle. This will lead to all levels of inequality when it comes to the legislatures 25%.
14. Although I receive excellent ratings, I do not value the instrument used to evaluate the system. I also recently used the system as a career teacher to evaluate a new teacher. This took more than 4 hours of my time to complete between preconference, observation in classroom, post conference, and completing the EVAAS forms. Yes, forms!!
15. Although, it was designed to be objective had been used subjectively by administrators.
16. As a music teacher who is expected to teach all 750 + students in the school each week, AND teach a 35 minute reading group for I/E (interventions, etc) with NO training, plans provided, etc., AND being the webmaster, SIT team rep, choir teacher and yearbook advisor - I think that a 10-20 minute observation does NOT adequately view nor interpret my contributions or performance as a teacher in my school. The admin. who typically observes me and because her mother was once a music teacher, she feels she knows the most current Essential Standards I'm expected to teach and consistently, in an effort to find something I can improve on, looks up the ES for the grade level she dropped in on and tells me what I'm not doing that is age appropriate for students. Most recently, she told me I need to NOT teach my K-2s how to use real numbers in counting rhythmic examples and should instead use nonsense syllables. Duh! Then, I'll need to reteach the concept when they get to 3rd grade and begin playing recorders. I've been teaching for 20+ years and I KNOW what my students can or cannot handle. Also, I'd like some level of the evaluation to be based on how well I interact in our educational environment when it comes to being on time to do my morning duty when regular classroom teachers are habitually late to school, not monitoring their own students, bringing students to my class early or are so late in picking them up that I have a double set to watch in the transition...AND staying outside for recess sometimes for over an hour instead of the scheduled 30 minutes which costs them instructional time and the Enhancement team is expected to be part of the team and teach MORE instructional minutes per day than them by teaching their I/E groups. If they used the time they have instead of excessive recess time and Fun Friday movies and parties every week (and on early release days), maybe they could get more done in THEIR time.
17. As a content area specialist (music) I find it off putting that I am and never have been evaluated by anyone who is trained in my area. Most of the time my evaluator has no idea what my standards are or the methods I've been trained to use to teach them. As for the nature of what I teach, MUSIC, most of my standards are impossible to assess on a standardized test and that's the way it SHOULD be. The arts aren't meant to be assessed this way. Forcing the arts into standardized testing equates to forcing a square peg into a round hole. It's futile, a waste of time, stressful for both teachers and students, will never provide reliable results, and will strip from our curriculums the reason why we teach music to begin with. And the thought that such test results may be a basis for my evaluation disgusts me. After more than 20 years teaching music I am ready to leave the profession over this madness.
18. As a peer evaluator and example of the use of this evaluation instrument, I feel even with

artifacts can a principal reliably evaluate a teacher on the non-observable standards. In addition, standard 6 and the use of EVAAS data is pointless because testing results do not even show what strand of common core standard they failed at. It's pass or fail with little specific feedback per individual student.

19. As a peer evaluator in my county, I am trained on using the evaluation tool. I know that when I am observing someone, it is a snapshot of their teaching. Not enough observations or walk through data is collected by administrators. I fear that this will result in admin. using student testing as an evaluation.
20. As a professional motivated to improve my student performance because I care about my students academic and personal growth, the teacher evaluations have been neither harmful nor helpful to my professional development.
21. As a special education teacher of students with severe/profound needs, I don't feel that the NCEXTEND 1 test is appropriate for my students and should not be an indication of my teaching abilities, therefore, they should not be included on my evaluation.
22. As a teacher of performing arts courses, it becomes difficult when observed by an evaluator that has no experience in that particular subject. Also, many of the questions in the evaluation questionnaire are geared more towards the academic-minded classes, and not the arts or physical education classes. If an evaluator comes in to an ensemble rehearsal, theatre class, dance rehearsal, weight training class, etc. the lines become blurred and information that is meant to be seen by an evaluator can be lost. The common response is good teaching is good teaching, and anyone should be able to see and have a basic understanding of what you are trying to do, but this can't be the case.
23. As a visual arts teacher who has been collecting data on my students growth for the last 7 years I am irritated that I must accept the standard 6 grade for the school until the ASWs (Analysis of student work) are in place. I feel that I am be penalized for the state not being prepared to implement the process of the ASWs as well as the teacher evaluations of standard six.
24. As a visual arts teacher, my Standard 6 comes from the overall school meeting growth. Because we were so highly ranked already, we did not meet growth, therefore, my score for standard 6 is considered weak/not proficient. I have my National Board certification and a Master's degree. My students always receive high honors. My evaluations are high(mostly distinguished) except for standard 6. My standard 6 reflects that I am terrible. This is a disconnect.
25. As an arts teacher I am not evaluated on the curriculum I teach at all. The current evaluation process is one size fits all and much of it does not relate to what I do at all.
26. At the high school level it is ridiculous to evaluate teachers based on their students' performance. Students that are not driven to do their very best learn early on that they will be given multiple opportunities to get credit for classes they do not pass. Why bother studying for an EOC when the score doesn't matter at all (like last year) or when you'll have an opportunity to pass with a failing score. Students know that the EOC is curved greatly and that the graduation coach/principal is not going to let them miss graduation because of an EOC score.
27. Basing teacher evaluation on test scores is like basing physician evaluation on patient health: there are too many outside factors which are beyond a teacher's control. If a student does not have a home environment which is conducive to studies within the home, the student is not going to continue working after final dismissal and will not retain as much information as they

can. If a patient does not have adequate access to a nutritionist and becomes obese because they eat McDonalds everyday, the physician is not held accountable. The same consideration must be given to teachers.

28. Because I teach in an area that is not tested, I find it difficult to have my Standard 6 score be influenced solely on the scores of other teachers. I understand the intent behind having a school help educate a student across departments, but the fact that I am evaluated in an area where I have very minimal direct influence is very troublesome. That is a problem with this evaluation that has not been thought out. Instead of fixing that problem, it seems to me that it is just pushed into the future to be figured out later .
29. Being an ESL teacher and divided between schools and not always being able to have a standard classroom setting, there should be some alternate process by which we are rated.
30. Can be very subjective. A year-round school nearby rates teachers overall at a much higher level than my school, however our test scores are better.
31. Come and watch me teach, don't judge my teaching based on an exam!
32. Comments in the evaluation are more positive than the 4 levels of achievement.
33. Competition is not the way to get teachers to be great teachers. We have to work together to achieve success with students.
34. Continuous bureaucratic changes in the teaching process, common core in particular have led to the implementation of an us against them mentality and it is getting worse. Teachers in NC feel completely under appreciated, left out and ready to move on. Especially considering their treatment by current legislature due to pay, class room size increase and those are just two of the many other areas that have alienated teachers to their profession. And if just half of the teachers I have spoken to do leave or retire NC is in for a hard time finding qualified teachers to teach anywhere in this state.
35. Contrary to popular belief, you cannot always judge teachers on the data scores of their students. What many people fail to realize is that teachers cannot control whether or not students study, work hard to understand content and be successful, spend extra time on material that they are struggling with, have any support beyond that of the school, come to school prepared, eat well for the proper nutrients, get enough sleep, stay focused, or even take education seriously; not to mention students with learning disabilities, emotional disabilities, psychological disabilities, and low socioeconomic status. All of these factors will affect a student's ability to learn, retain information, and retrieve it as it is needed on an exam. You cannot judge a teacher by these standards.
36. Data does not take into account the differences of students and classes from year to year. Also, how do you properly evaluate teachers who switch grades or subjects from year to year.
37. Different administrators seem to evaluate standards 1-5 differently and some of the pieces within the rubric are inconsistent with the overarching theme of the standard. For example standard 3's rubric is inconsistent with actually knowing your content.
38. Do you have any comments about your experience with teacher evaluation in North Carolina?
39. Education, in general, for the state of NC is going in a very bad direction.

40. EVAAS data is not reliable, and it is unfair (and possibly illegal) to use the data in this manner. Although I received meets expectations, the majority of my school (who does not have personal EVAAS data) received doesn't meet expectations because their standard six was calculated on overall school data. Teachers receive standard six data for students whom they've never taught. We don't even have access to students' data from last year, and this data is supposed to be used this year on standard six? How am I supposed to improve if I don't even know where I stand?
41. EVAAS is nonsense that punishes teachers with challenging classes as well as those who already have high success rates. So it punishes almost everyone.
42. EVAAS is the best measurement instrument yet, but it is still lacking.
43. EVAAS rated my teaching at not proficient. I had the highest 8th grade science scores in my county. I find the standard 6 a bad indicator of our teaching ability. They use data from one test to determine teacher effectiveness and I do not find this as fair at all.
44. Evaluating a teacher as done now still leaves room for personal opinion. Time is not spent truly evaluating a teacher. Just more paper work to jump through.
45. Evaluation tool is adequate, but the misuse of the document by administrators is the real problem. Subjective, not objective. rate as developing something this is not observed (rather than stating NOT OBSERVED. rate low so people have something to shoot for. rigging the process to get rid of a teacher.
46. Evaluations are completely dependent on the toughness of the evaluator. I do not think they should be used to compare teachers. And the use of EVAAS is a joke. Students are being placed in courses because they are 70% ready? That's setting teachers and students up for failure.
47. Evaluations depend on administrators who are not qualified to teach in the classrooms where they are judging the teacher. Many teachers are prejudged depending on their relationship with the administrator. Evaluations are another disruption to instruction of which there are too many already.
48. Evaluations have been great for the first 9 years of teaching. However this year things were different it was almost like there had to be some things that were rated below proficient and this was across the board. Even with evidence it didn't matter.
49. Evaluations should be a tool used to help guide improvements but not to determine pay incentives or bonuses.
50. Everyone seems to achieve exactly the same score.
51. Extremely subjective. Even within the same school, how specific items are scored varies between administrators.
52. For the past several years, I have maintained a 90 - 100% proficiency rating in all of my biology classes. Until the last semester, Fall 2013-14, when the state re-normed the Biology EOC test. My proficiency rating dropped to only 3%, this reflected in my EVASS, making my scores go down considerably. And in this county, MAY effect the possibility of keeping me from being in the 25% to receive the raise. I just hate that I fall to such a low status after being

in the top for the past 5 years. Very aggravating!!

53. Forget the evaluations. ANyone can teach a great lesson when they have to. Its the everyday teacher that stays in the trenches that make the differencet.
54. From: <http://teachfromtheheart.wordpress.com/2012/04/24/evaluate-me-please/> I've said it before; I've never taught a perfect lesson. After each one I step back and look to see what I can do to make it better. My lesson plans are full of notes. Things that don't work get tossed. Things get tweaked. Resources get added. Information is growing too quickly to do the same thing over and over. When I was working toward National Board Certification, I was a little hesitant to videotape my class, and even more hesitant to sit and watch myself in action. However, once I started watching, I saw things I did really well and things I needed to work on. It led me to tap the resources all around me; my colleagues. I even shared the videos with the class, using them as teaching tools to point out the group dynamics I wanted to foster and those that undermined learning. I recently reread Drive by Daniel Pink, and the thing that jumped out at me this time was about how mastery is an asymptote (p. 124-125). Basically, mastery is really out of reach, but when you strive for mastery you are constantly getting closer, but never quite reaching it. 'In the end, mastery attracts precisely because mastery eludes.' I am not afraid to say I am a work in progress. 24 years into this profession, and I'm not perfect, but I keep getting better. I evaluate and critique myself all the time, and I seek out those who can help me. I remember my first year when a special ed. teacher saw me struggling with classroom management and reached out to say, 'It looks like you could use some help. Do you want to talk about it?' I have stood in the back of kindergarten classrooms to watch some amazing ladies in action; they taught me patience and to appreciate my fifth graders. I have spent long hours collaborating with some amazing teaching partners, bouncing around ideas to create great lessons. I have popped into a third grade room to watch amazing classroom management that allowed for multiple levels of learning to go on all the time. Who cared that she had taught ten years less than me. There were things there I could learn. How often I have asked, 'May I borrow that?' 'Do you know where I might find?' 'Can you help me find a book, a website, a resource?' 'Can we work together?' I want to know what works and what doesn't. Like my students, I thrive on feedback. So evaluate me, please. But let's lay down a few ground rules. I teach children, not targets or standards, so please don't walk into my classroom expecting to see me teaching a specific skill at an exact moment in time. That's not how it works here. Don't assume you know my kids as well as I do. That little boy with his back to me? Yeah, I know he's off-task, but six months ago he would've thrown a desk when he was angry. Now he just turns his back. If I leave him alone, he'll calm down and eventually apologize. If I say something to him now he'll explode. Ask me about it later, but right now, trust that I know my kids. If you want to know how far I've taken my students, then look at where they were when they came in my room and where they are when they leave. I do good work, but I can't bring a child who is three years behind up to grade level in one year. If I could, believe me I would. Understand that social and emotional growth can't be measured on a test, but they are measured in real life. When we meet, let's talk about how my kids have progressed in these areas as well. Join in. Ask questions. Talk to my kids. You'll learn a lot more by being part of the learning than you will sitting in judgment in the back of the room. Talk to me. You bring a different perspective to my room. Ask questions, offer suggestions, but don't forget to point out my strengths. Remember that every year is different. What was an area of strength last year may be an area of struggle this year. Don't assume it's because I've slacked off or done something wrong. Make me feel safe enough to ask for support. Build a climate of collaboration and trust. My students don't learn in isolation, and neither do I. By all means, hold me accountable for what I do within the classroom. Evaluate me, please. Just remember my worth shouldn't be determined by some arbitrary value added model based on subpar standardized tests. It should come from what I do

with the students I have each year, from my professional growth, and from formative, ongoing conversations.

55. Good teachers teach to help children, not to get a good rating on an evaluation. Good teachers will continue to teach well, Poor teachers will resist having EC kids in their classes. Poor teachers will teach to those who have the best chance of passing EOG's and forget the others.
56. Hard to have an opinion when it is now April 11 th and I have not had a completed observation!!
57. How can we put students first if teachers are last?
58. I am a band director. We are put in to a box that evaluates math, science and english teachers. If you have no knowledge of music (which most people don't) then it is unfair to have an administrator evaluate me based on their knowledge alone. If I am going to be evaluated then have someone who is my peer do it, who understands what I am doing, and could give me constructive criticism. I feel like the current evaluation is too concrete and we need a more organic process to grow music education. Unless the administrator was in my profession, I do not believe they have any reason to evaluate me on how well I do as a music teacher, just to evaluate me as a professional.
59. I am a lifelong learner, with or without the Evaluation I am going to reflect on my teaching and stay current on the latest trends and research and collaborate with my co-workers. I have always had great evaluations under every tool used the past 15 years. However, this Top 25%, loss of tenure, loss of Master's Pay is so insulting. Teachers are professionals and we DESERVE to be paid as such. Standard Six populating on student scores is unfair. Some examples I'm sure you've already heard that point this out: Politicians are not evaluated and terminated at the end of a fiscal year if the economy slumps. Doctors whose patients are overweight and do not follow their Doctor's advice to exercise, and eat better and then DIE are not disbarred. Dentists who practice in poor communities where patients have a lot of cavities or dentures do not lose their dental licenses. I can control what I teach and how I teach it, but I CANNOT GUARANTEE that every student will get it. I cannot guarantee that EVERY student will DO THEIR VERY BEST on the test. On top of that...what is ONE TEST? You are going to evaluate me on ONE DAY'S DATA on one SUMMATIVE exam when I have worked with this child for an entire school year and that data is given more weight and credence than what I know about that child? It is such a flawed idea on so many levels. How about EDUCATORS AND PEOPLE WITH PEDAGOGICAL KNOWLEDGE GET TO DEFINE THE PARAMETERS? I would like to know how many of tens of millions of dollars in campaign finance and costs the State of North Carolina pays to Pearson a year. Pearson controls our state's data through HomeBase, PowerSchool, and the EOG tests. It is scary on a Big Brother level. Why are we data mining America's children??? It needs to stop. I teach 8th grade. I have two children. One is in 4th and one is in 3rd. I am SICK with how much testing my children are subjected to. Why are so many kids school phobic? Why have ADD and ADHD diagnoses skyrocketed? We are told to teach collaboration, creativity and thinking outside the box. Prepare kids for the 21st Century (which how can I prepare them for the 21st C. when I am surrounded by 20th C. technology?) Then I test them with this test that asks them to SIT for 3+ hours and fill in tiny little bubbles in a classroom with FLORESCENT lighting, hard chairs, that may or may not be too hot or too cold and two kids in the room have the sniffles and I have to listen to them suck back their runny nose while trying to concentrate on this test that won't even be scored and usable for my teacher by the time I am in the next grade. IT IS SO DUMB ON SO MANY LEVELS! I say trust the Administrations and Teachers. Do testing, but do it by sampling! With the money that is saved...we can do AMAZING things! Teachers are very

resourceful and creative. This Teacher Evaluation is great except for Standard Six.

60. I am a self contained classroom. My standard six is not based on my personal students achievement it is based on the whole schools scores. I teach 9 students whose gains can be life changing for them and could never be shown on a paper and pencil test.
61. I am a strong teacher and my test scores and evaluations have always reflected that. This year I have a very challenging class who came to me well below grade level. For the first time in my career I am concerned about my test scores. I have always felt that my kids learned and even if they did not pass the test, there was evidence they had learned and I knew they had grown. I am scared now that my job is on the line as a result. The teacher who had my kids last year (an amazing teacher) was called in recently and told he could be put on an action plan on the basis of these kids test scores alone. That is scary!
62. I am absolutely disgusted with the state of teacher evaluation in North Carolina. Currently, I find that teachers are subjected to a completely unfair, meaningless and completely worthless set of standards that do not measure anything more than whether or not an administrator likes a teacher on a personal level. Overall, the standards used to judge my teaching are not an accurate measure of my teaching and do not reflect whether or not I perform my job. Furthermore, administration is often too personally motivated in the scores that they give teachers. Therefore, this program is nothing more than a method used to control and manipulate teachers into keeping their mouths shut through the threat of losing their position.
63. I am always rated as Proficient overall. In 28 years I have done a lot for my students, but because I shy away from any use of technology, I get marked down. I am not tech savvy, never will be, and am annoyed that I can't teach the way I want to teach, without technology. Students have lost the ability to think, and I make them think. If that's wrong, then I need to get out of this business.
64. I am confused on questions #16. My school uses the NC standards. Do you mean that or do you mean the individual observation evaluations from when the Principal is in my classroom. I assume you mean the 2nd.
65. I am convinced that test-driven evaluations along with an increasing emphasis on data and results that can be measured are stifling not only teachers' enthusiasm and creativity, but that of the students.
66. I am evaluated on the same stock forms as every other teacher. Are we not encouraged to differentiate our assessments of individual students? How cannot be evaluated as an educator the same way when I teach a performing art rather than a tested subject? If our salaries end up being tied to test scores and evaluations, how is that fair to me when my evaluator has never played an instrument, nor has been trained on how to teach a child to play an instrument?
67. I am evaluated using the results of EOG scores but I am not given any data from the results of the scores.
68. I am in a new position this year at a different school. This year my evaluations have been very positive and productive. In the past, that has not been my experience. Prior to this year I worked with an administrator who was very negative and I did not agree with those evaluations. Evaluations leave too much room for bias due to personal differences.
69. I am lucky that there are some excellent teachers in my school and that the administration in my school is very fair, because my ratings depend on the performance of the rest of the school. And

yet, since my students are often high achievers, it is difficult to measure their growth. Because I am an enrichment and not a core class, my students are often pulled out of my classes and miss instructional time. Each student grows in their own ways, and just because they are not growing at the same rate, does not mean they are not growing.

70. I am NOT a regular classroom teacher so the NC Teacher Evaluation instrument does not reflect my job duties and responsibilities. Instructional resource teachers need an evaluation instrument that aligns with their position. Every time the current instrument is used, I feel like the square peg trying to fit into a round hole! It's just NOT a good fit!
71. I am on a career abbreviated rotation because I do not renew this year. So that gives me 2 evaluations. The first by the main administrator was positive, the 2nd by the assistant administrator was not marked as highly. My primary concern with this is that the 2nd adm. person has not stepped foot into my room all year long. She did not see an entire lesson, nor does she know whether or not I stated to my students that this will help them in the future. Administrators used to do mini observations called Walk-Throughs. They would check lesson plans, objectives on the board, student work on the walls and periodically ask a student about his/her work. Sometimes they would sit about 2 minutes and observe. Then quietly leave. I felt my evaluations were better then, because they saw little snippets of the day that they may or may not see in one 30 minute observation.
72. I am very lucky in that my principal just sees it as checking boxes. It is pretty much understood that this is something that must be done, but is not a clear reflection of my teaching. She allows teachers to show documentation to receive a higher marking, but most don't. So long as we are marked at a passing level, it doesn't much matter. It's not like we will actually get paid any more for the extra work required to get a higher marking. Though, I understand that if another principal were to come in who did not like me for some reason, this process could be used to fire me without merit. This makes me nervous.
73. I believe accountability is key and it is important to have an environment to challenge teachers to be the best. In my experience, teachers respond to standard 6 in two ways: they continue teaching as they currently do because they are confident in methods and stay current in best practice, or panic/stress sets in and instruction suffers.
74. I believe as an educator, EVAAS should not be the only tool to evaluate the teacher's performance within their teaching career. Reason for this belief, so students do not test well and could score low on state require exams; leaving a negative reflection on the student's performance as well as low the EVAAS score for the teacher.
75. I believe it's much more trouble than it's worth. The teacher evaluation methods are simply not worth the time. I score very highly in some areas because I do a lot of work with DPI working with curriculum, running PLCs, etc. Those things don't necessarily make me a better classroom teacher.
76. I believe teacher evaluations are still too subjective.
77. I believe that ALL stakeholders, parents, students AND teachers should be held accountable for these scores; NOT just the teachers. If a kid knows, which they do, that the test doesn't hurt them one way or the other; but, can hurt their teacher, they will not put forth any effort! NOT all kids will do this, but there are some that will! I feel this is WRONG!
78. I believe that my administrators do their best in regards to the new standards. Although I do not wholly agree with the new process or with the high emphasis placed on testing, I do believe

that my school leaders attempt to be as fair and understanding as possible. My school administrators do a good job of making me feel appreciated and understood, and feel that I am fortunate in that regard.

79. I believe that the new evaluation tool has put the burden of proof on the teacher. Teachers that have had distinguishing marks prior to this evaluation tool now find themselves at proficient (not myself so these are not complaining comments). I don't feel that a 45 minute observation is an adequate amount of time to rate a teacher especially in some of the areas.
80. I believe that the teacher evaluation system used in NC would have a bigger impact of the way their teachers teach if if the state were to explain it better.
81. I believe the evaluations at my CURRENT school are fair but at my previous school within the same county was very strongly influenced by personal bias of the evaluator. Having been in multiple schools within the county, it is clear that the evaluation process is VERY subjective even when supposedly using the same rubric. How is it fair to tie payment to such a subjective process? Clean up the process before tying pay to it.
82. I believe young, inexperienced teachers lack training and support on how to use the data to change or improve their teaching practices.
83. I can only control what goes on in my classroom. I can not control what goes on at home and the baggage the students bring. It is unfair to tie my performance to the performance of over tested children whose day to day life outside of the classroom I have little influence over.
84. I cannot understand how one visit from my principal and one visit from my assistant principal are a complete and fair assessment of a year's worth of teaching. The ONLY time my administrators come in my room is to do a formal observation. They never visit any other time, they never walk through. So how is two 40 minute observations an accurate statement of what kind of teacher I really am?
85. I can't believe teachers are being rated on students' test results. I am not worried that it will have a negative impact with my current principal, but he may not always be my principal. What happens if he changes schools, or I do? A new principal may put more worth in Standard 6 than my current principal does. Standard 6 in this evaluation system is demoralizing to teachers.
86. I do believe that we have teachers that don't need to be teaching because they need more of a student teaching environment; however, I do not feel that this system is fair in grading the current teachers. In my building and county, administrators will either be too generous or too nit picky. How far is it when you get the person that wants to nit pick but gives no real feedback to help you better your teaching? It is not any better hearing about teachers getting higher marks when they don't deserve them because an administrator gives all high marks. It is not fair in every building or county.
87. I do not agree that I cannot test my own students using mClass for the final assessment, when I have done so accordingly the whole year. The new computerized data input was developed to make teacher scoring less subjective. If I've been trusted to teach and assess my students all year, why can I not be trusted on the last one. Teachers are allowed to give EOGs to their homeroom students. I use lots of documentations to obtain data about student performance. I work with parents to also hold them accountable for student performance. Together we make the final decision on promotion. All children and schools are different. Teacher performance should not be based on solely student performance considering the societal factors today.

88. I do not believe that observing one full class and two partial classes gives an accurate representation of how I teach for 180 days.
89. I do not feel that Social Studies exam is fairly accurate on what it is we are suppose to teach. Standards are to much to explain and do all throughout the year to have students ready for the test so I do not think that standard is fair because of that. Also I don't feel it is fair if you have students who are troubled or who struggle academically and have never passed an exam.
90. I do not have sufficient feedback to respond to your question #15
91. I do not think teachers should be evaluated on student's test scores (standard 6). It's not a fair grading system when teachers are not given adequate materials or resources for their subject area, nor adequate amount of time per subject area. Student motivation also plays an impact on how well the student will perform. Many students do not care how they do in the class nor on the exam no matter how you teach.
92. I do not think the standards by which teachers are evaluated correlate well with the actual duties of teachers in their classrooms with regards to instruction.
93. I don't agree that the evaluator can only score for things they see in the classroom. Many of the standards.. I do! ALOT... but just not at the particular time that the evaluator sees it.
94. I don't agree with my evaluator scoring me in areas that she would not be able to observe in 20 minutes. I also do not think it is fair that I received a lower score this year simply because a different administrator evaluated me. We are being evaluated by administrators who only step in our classroom when we are having an evaluation. They do not see our day to day teaching practices.
95. I don't believe that evaluating teachers using Standard 6 is a fair and just practice. As a teacher of students with special needs, my scores on this standard will not be reflective of my ability to teach. Instead, these scores will reflect the challenges that my students face everyday in the classroom as children with learning disabilities.
96. I don't care for the system, However I can't think of any other way.
97. I don't know what standard 6 is!
98. I don't think EVAAS data is acceptable. Comparing high school students with 8th grade data to me is not statistically significant due to the change in lifestyles, moods, friend groups, etc...
99. I don't think that a 20-30 minute snapshot can be a good evaluation of a years worth of theaching. I believe that pricipals have to show growth to so inherently they will mark their teachers low in the fall and higher in the spring. It is not a good method of evaluating teachers.
100. I don't think the evaluation system is used in a positive way to support the learning and success of our students. It can often be punitive, it is stressful to teachers and I do not believe one or two observed lessons can accurately depict the ongoing teaching and learning that occurs in the classroom daily. True teaching happens in the moment a child needs it. Not always as a planned sequence of instruction.
101. I feel being a special educator that it is difficult to evaluate some of the standards when I am working with one or two students
102. I feel it is more relevant to a business or corporation than education. Most of the

wording is ambiguous. Most teachers don't understand all the indicators. I do not agree that my standard 6 should be dependent on a final test that has not even been scored the same way in the 2 years we have been implementing it.

103. I feel it's not appropriately designed for Special Education Teachers who teach Intensive Academic Support Teachers. These students struggle with the foundations of the subjects, so to make them culturally aware or to critically think is very difficult.
104. I feel that if the administrators are doing their job the entire evaluation process is pointless. It is just another example of people not involved with actual classroom teaching thinking how teaching would be improved. Standard 6 is a good idea in theory, but I have not had one additional minute added to my schedule in order to process the mounds of data available. Besides, there is nothing in that data that I could not have figured out after being with the students everyday.
105. I feel that it's just more paperwork to be done. I have yet to see how the teacher evaluations have actually guided a teacher. I have only been told that I need to make sure that I prove all of the standards.
106. I feel that our state is going to suffer great losses of teachers that we will be unable to replace. Students are not going into this profession in the numbers that we will need. They want jobs that have less stress and more pay. I asked my students if any of them wanted to teach. I had two out of one hundred and ten.
107. I feel that overall, I have been fairly evaluated. However, I also think I have been lucky to have good administrators and, as a teacher who is doing her job, have nothing to worry about. I have seen the result, however, of teachers who pull out their star lessons for observations, but do little else the rest of the time. I'm not sure that an hour or so spent in a classroom over the course of a year is sufficient to evaluate any teacher.
108. I feel that the evaluation process does not adequately provide a representation of my teacher skills. Furthermore, I do not feel that the NC Final exams- previously known as the MSLs is appropriate to determine the effectiveness of my instruction.
109. I feel that the process does not truly look at what is important in the classroom. It focuses on elements that have little to do with quality classroom instruction.
110. I feel that the teacher evaluation system is too broad, and many of the items addressed on the instrument are vague and open to interpretation. I know some teachers who are not very effective classroom teachers, but can look adequate based on this evaluation model. I feel that the current evaluation instrument is not a reliable measure of teacher effectiveness.
111. I feel that the times observed could be different I would like to see different methods of observation should be utilized, perhaps instead of being observed over and over by the same person allow new eyes to come in and make sure it's done during different classes. Not just observing third period every time.
112. I feel that there is a correlation of the types of students you teach & their scores. Seems like whoever is teaching the kids with the most mods has the least growth & scores are in the red. I am very concerned that some ESL students that only knew colors & numbers in English took tests that then showed up on the teachers evaluation. Also, students that are absent a lot are a concern.

113. I feel when education reaches the point to rate teachers based on their EVAAS scores that you will see a negative impact of teacher morale- The quality of teaching will remain but the excitement and willingness of teachers to go the extra mile will disappear.
114. I find it funny that it is so subjective still, but given that I have opportunity to say 'wait a minute, here's my evidence' is a good thing- if ONE is allowed. Last year, one of my administrators told another teacher that 'evidence' and 'artifacts' did not matter- how is that true? Yes, she was being rated down and bullied, so if that is the case, what can happen? Thank goodness, she had career status. She is not a bad teacher, just a bullied one and not well liked! I think the process benefits those who are 'well liked' and 'don't cause trouble'. I had an administrator 'smile' a bit after I asked this question: So if you like me, it's all good?
hmmmmm
115. I firmly believe it is too long and too difficult a task to complete this information, especially online. Standard 6 is completely not fair. Since when is my quality based on what a student performs.
116. 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.
117. I have a hard time understanding how a AP in our building for two days a week can get a clear read on the type of teacher I am and the quality of learning taking place in my classroom.
118. I have a new administrator who is judgmental and aggressive. She is targeting older teachers. Race plays a part in her actions IMO.
119. I have always been satisfied with the teacher evaluation tool - until Standard 6 was added. I am a special education teacher and my EVAAS data is going to be low. My students have a documented reason for not passing their EOGs. They should not be penalized - and neither should I. I should be rated on how much growth my students' make on their IEP goals. So should they.
120. I have always had good ratings. However, I feel many of the people who have observed me have little understanding of what it is like to be in the classroom or to design lessons. Many of my observers just said, great job and never gave any constructive criticism or suggestions. I also know that administrators mark teachers down in their evaluations if they do not like them- it's NOT an objective, professional system.
121. I have always thought that just 3 observations is not nearly enough for a proper evaluation.
122. I have been a couple of different schools. One school in the past never even observed me. She principal came to my room may be 5 times the entire year. I think it is still subjective.
123. I have been satisfied enough with the first 5 standards and feel I have been fairly evaluated. Although my Standard 6 results are positive this year, showing high growth, I worry

about the high emphasis being placed on Standard 6 and feel it rests on 2 assumptions that I question: 1. that the tests are valid. In English, I do not think the tests are the best indicators of learning. 2. that ranking teachers is of benefit (there will always be teachers in the bottom 10% no matter how well everyone works--so there is no incentive in the system for us all to succeed together). The system does not reward collaboration--within or among schools. It's a competitive rather than collaborative model. The winners require losers to win. I have no problem with that in sports. I just don't think it makes sense for teaching children.

124. I have been teaching in NC for 37 years. Every day is an adventure and a pleasure.
125. I have classes right now where NO students are predicted to pass my msl.
126. I have done well on my evaluations, but the results are irrelevant to me. It does not change how things go in my classroom, nor does it seem to change how I am viewed by admin or colleagues.
127. I have felt that it is very fair. I use the comments to make necessary changes to better myself and my students.
128. I have felt that the evaluation is fair thus far. However I am concerned about begin scored on a particular group of students after the 3rd year, because we as teachers can not get control the students we get of the information they have been exposed to in the past.
129. I have had 95-100% of my students pass the EOG for the last five years. I am conceredned that the goal of making growth will be impossible.
130. I have never received a bad evaluation, however I do know many fine teachers who have simply because they made the wrong person angry.
131. I have no control of the outside influences that affect my students. The pressure is on them to perform and if they choose not to perform and simply bubble on the test because they don't care, I can't do anything about that. I've seen kids sabotage a teacher's lesson when she was being observed, just because the students thought it would be fun to do so.
132. I have no issues with the teacher evaluation except for using student data to determine if I'm a good or bad teacher. My students are changing demographics from middle class to poor; single parent to guardian households, many more are being arrested for assaults and thefts,no parental help at home.
133. I have no problem with being evaluated fairly. However the evaluation currently in use is not fair to teachers. As for time to reteach or successfully complete anything is impossible. Planning time is taken up by a variety of meetings--that repeat the same stuff over and over again. I have no control over the types of homes that students are subjected to daily. I have no control over the homework or classwork they choose to complete. I have no control over values, morals, and decisions parents impose on students. Why are we not evaluating the parents too?
134. I have no problems with the evaluation process, but other educators are very stressed out about it.
135. I have not been evaluated this school year.
136. I have taught for over 30 years in NC and the current evaluation system does not in any

way evaluate my effectiveness as a teacher. The earlier evaluation procedures, while flawed, were much better. You can be an awful teacher and meet criteria for a good rating on this. The idea of giving some teachers more money than others based on their student scores is absolutely ridiculous. It leads teachers to compete for only the best students and leads to less cooperation.

137. I have taught in five states and, undoubtedly, this state's process for teacher evaluation is the poorest example of assessing a teacher's effectiveness in the classroom.
138. I have worked in the business world many years prior to entering the education field and this evaluation is too LONG, takes too much time to complete, and has many teachers worried. It should not take hours and hours to complete and review something like this.
139. I have worked under 7 different principals since I've taught in NC. 2 rated me very poorly, and the others rated me average to good. None of them taught in my content area and do not know the expectations or needs of my students. One of the administrators who rated me very poorly gave me 12 areas of improvement, and during her next observation, could see that I implemented 10 of her suggestions. Unfortunately, this didn't change her rating of me at all. One administrator insisted that because she taught French, she knew what ELLs know, and she suggested that I literally rip a book out of one of my students' hands because she thought it was distracting him. It was a vocabulary book. The evaluations just show how much an administrator likes a teacher, but that's it.
140. I have yet to be evaluated this school year by an administrator, and we are in the last quarter of the year.
141. i just believe that it takes a village to raise a child. as a teacher, i can only do so much to encourage students inside the classroom. it is up to the student and parents to do their part. i am evaluated on not only my short comings, but theirs also. to me, this is not fair.
142. I know from watching students test that they do not take the testing seriously or even care about their test results. How can I be fairly evaluated on student test scores when the student don't care?
143. I like the fact that for the final one you can pull out artifacts or examples for things that they may not have seen during an observation.
144. I lost my assistant this year and received HORRIBLE evaluations with very little support. My observations in years' past had been glowing, so I felt rather targeted. After two terrible observations and after I watched other teachers suffer through the same pattern to eventually be let go, I decided to leave on my own. :(The evaluation process caused stress for everyone I spoke with and there was a common feeling among teachers that our administrators were not on the same page with what they were looking for, and we really didn't know what they were looking for. We just knew when we did it right and when we did it wrong, and from our perspectives as teachers, sometimes those two things looked the same. The teacher evaluation process seems ridiculous...in what other job are you evaluated four times per year based on the learning attitudes and behaviors of people aged 5 - 18? I was never instructed about what I personally did wrong but I was constantly told what my kids were doing wrong, which was a frustration I had already asked for support for multiple times during the year, even before my first bad evaluation. I knew I was a good teacher and doing right by my kids, but I left because I knew I couldn't afford to get fired and I could not shake the feeling that that's what was going to happen to me if I stayed for the rest of the year. That became very apparent after I attended trainings, had great test data, was happy in my classroom and saw my students

making more than adequate growth in all areas, and then received a second heart-wrenching, horrible evaluation.

145. I love using data to drive my instruction! It helps me to see what kids and what area I need to work on, however; I look at growth. If I am growing my students then I am doing my job. That doesn't mean that all my students will be in the green or on grade level. It is unreasonable to expect every child to be at a certain level at a certain time. If that is the case....are we going to start making clone children who all think the same way and are developmentally at the same level? I just hope that I am evaluated on the growth of my students and not a percentage of how many are proficient.
146. I only have one major problem with the current teacher evaluation system: Standard 6 is NOT an accurate reflection of my students' academic success.
147. I only teach Advanced Placement (AP) courses. Therefore, I have no Standard 6 evaluation because I have no measurable test results for my studentsâ€the AP Exam is not a part of the NC Teacher Evaluation process. I've not spoken with any AP-only teacher in North Carolina who has any idea how Standard 6 will apply to them in the future.
148. I still believe as I always have that it is wrong to treat the educational process and evaluation as though we are manufacturing vehicles. We work with young humans who come from diverse backgrounds, varying levels of family support, social and emotional issues, and differences in prior experience. To evaluate an individual educator on the EOG data of one day's testing leads to misinformation. A true educator works as hard as they can to reach each and every student that crosses their path, however that student may choose not to engage on testing day and many of the days throughout the school year, thus having a negative impact on the teacher's evaluation.
149. I strongly disagree with teachers being assessed based on the scores students receive on end-of-year testing. This data component is truly ineffective and do not truly reflect the abilities and the work of the teacher in the classroom. Couple this with poor pay, and N.C. will soon see an outflux of teachers leaving the profession.
150. I teach art, so I am currently rated through my school scores, scores of many students who I do not teach. (how is that fair?) I am currently working on the ASW pilot and see MANY problems with it's implementation. I can already see how it might impact the way I teach in a negative way. This is just Stand 6. There are also problems with the first 5 standards. Many are set up to make it VERY difficult if not impossible for teachers to meet the distinguished category.
151. I teach EC and my observations are a farce.
152. I teach in a high poverty school with historically low test scores. Though growth data is encouraging, test scores still puts my school at a disadvantage.
153. I teach students with autism. Despite demonstrating strong classroom growth in academic, social, and communication skills, my students do not perform well on standardized tests. They do not understand the relevance of the process. Most tend to just pick A or make a repeating pattern. When the same material is presented in classroom context they demonstrate understanding of the concepts but this is not reflected in test scores. Written language is their weakest area so I do not anticipate better performance with the coming generation of tests. Last year, one of my students progressed from a first to a third grade level of reading but just chose

A on his EOG. Now he and I are both labelled failures. I do not agree.

154. I teach students with disabilities that are held to the same standards of their non-disabled peers. They have documented disabilities and are several grade levels behind, yet I am going to be rated on how they perform on grade level test. What is important is that they make growth, not that they meet the same standard as other children. They are not like other children. I am also held accountable for my student's abilities and performance, even though I have no control of their home life. Many of them are in low-income homes that don't value education and need them to assist with child care so parents can work. School is not important. That is not fair to them or educators. One test doesn't even begin to scratch the surface of what my kids do on a daily basis or what they personally go through.
155. I think it is vague and pointless. Someone comes into a class and observes for 90 minutes and determines if I am proficient, accomplished or distinguished based on 90 minutes and NCFE scores. It doesn't take into consideration all the variables of a class room setting. I haven't been graded down in any way but as an experienced teacher, I think it is a way to justify jobs for people at NCDPI. The average salary at NCDPI is \$80,000/year which is much higher than the average teacher. Someone needs to justify their paycheck by making up this stupid evaluation system to see if I am doing my job correctly. It is a waste of time and money.
156. I think it should be differentiated for teachers at an alternative school, considering the daily enrollment, drop out interventions, etc.
157. I think that these evaluations are too subjective and feedback is based on face value. Too many standards and evidences are not evident in a 20 minute setting. Teachers are doing all they can do for every child.
158. I think the process is fair however, merit pay is not.
159. 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
160. I think the teacher Evaluation in NC is worthless and is getting worse. I also think the merit based pay is unfair, inconsiderate, bias, unevenly distributed, to little, an affront and ridiculous insult, and a slanted excuse to not pay us equitable to our level of required education, time, effort, importance, and hard work as teachers in NC... a low state, a hard state to teach in, and losing more every year the federal government doesn't get its act together.
161. I think the window of evaluating is difficult for the admin to get a clear understanding. Long evening hours are not scene, lunch hours with students and after school tutoring sessions go unnoticed.
162. I was recently rated as developing in several standards. My assistant principal said it was because I was doing an activity rather than a lesson . I explained how the activity was a tool I was using to teach a lesson and didn't think the two were mutually exclusive. When I asked what I should have done differently, he stated You should have taught a lesson rather than doing an activity. In my opinion he clearly didn't have a clue. He refused to change my rating. On another observation I was rated poorly because my principal thought I spent 20

minutes passing out homework. I explained I passed out homework in about 2 minutes and then gave a formative assessment which I graded as soon as a student finished and conferenced with each about the results. She had no clue what I was doing. How is fair my performance, my career, is being judged in a total of 40 minutes in a year by individuals who don't even know what they are seeing? It is ridiculous. I have very little autonomy when it comes to programs, materials, schedules, planning time, poverty levels or almost any part of my job; yet I'm held accountable for ONE test given at the end of the year. Again, ridiculous.

163. I was told by one of my administrators that only data from the formal observation can be used in my evaluation, a second administrator in my building told me walk through data and artifacts can also be used. This is clearly a subjective, and not objective system.

164. I was trained as a trainer in the Instructional Support Rubric and Evaluation process. It was easy to understand and makes sense to me. At my school, however, I do not think our administrators have enough time to conduct classroom observations effectively. We have a large faculty and only 2 administrators.

165. I went from being a standout in my district in Florida to feeling like my administrators don't see my value. Everything here is about test scores. I teach everything from AP to low level, many of whom may drop out or will certainly end up repeating classes. Some of these kids are on drugs, or have a baby, or text all night and try to sleep in class. If they are awake, they are trying to text throughout my class. I am a great teacher, and my students generally like me and behave well in my class (except for those flippin' cell phones!!) But to many of these kids, the subject that I teach will have little to no value to them after they graduate, when they join the family business or take a manual labor job to make ends meet. They will not study for the EOC exam at the end of the course, and I should not be evaluated on their scores. Some kids have said that they purposely failed another teacher's test to try and get them fired. These kids do not value the test. If they won't take it seriously, how is it a valid means of evaluation? I often regret moving here because of this state's emphasis on testing and test scores, as well as the current legislature's obvious disdain for teachers. I am actively pursuing a job in other states. I could not wait to move here, for many years. Now that I am here, I cannot wait to leave.

166. I would answer the questions about observation but although I have been observed twice, once by the principal and once by an assistant principal, I have received NO FEEDBACK or ratings whatsoever by these individuals although one observation occurred this autumn and the other several weeks ago

167. I would like to indicate that the eval we currently forces special ed teachers to fit in to a pre-concieved box. There are some items that we do not deal with. In our school we are rated on standard six because the state has not developed tests for our students. Our evals should directly represent what we are teaching.

168. I would like to mention that I get positive evaluations, so my comments are not based on malice ... Two individuals evaluate me: my principal, who has never taught in a classroom, and my AP, who has not taught in a classroom since the advent of the internet. Are the (positive, for me) results valid? I doubt it, but I also get good test scores, so why shouldn't the results be positive? If my scores were to dip, I am certain my evaluations would somehow suffer overall.

169. If a rater does not see you doing something during a lesson you are rated low. The tool does not take into account the type of child you teach or grade level...for example- student

led groups- when teaching very young or disabled children on every level. I feel that it NEVER takes into account half of my job which is the special education paper work to interpret tests, support findings that might result in a placement, serving diverse students in poor conditions together, parent meetings - communication skills and the list goes on....they miss out on a lot of skills I possess that keeps the system or process moving

170. If a standard had not been observed during an observation, and we have discussed what has been done in the classroom in this standard, our administrator does not change the evaluation grade. This is unfair because even if we are observed for 45-50 minutes, everything on the evaluation form cannot be seen in one lesson.
171. If I could find a better paying job, I'd be gone in a heartbeat...all as a result of this new rating scale and Senate Bill. I've never felt so undervalued and demoralized in my teaching career. (2 masters degrees and former district teacher of the year).
172. If I did not have family and ties to North Carolina, I would seek employment in another state which recognizes and fairly compensates teachers rather than penalize teachers for student performance on an end of year assessment that may or may not matter to the individual student.
173. If it were reflective of the whole experience in my classroom, I wouldn't have negative feelings
174. I'm new to the process, so it's all that I know. However, if I had been evaluated by other means for years as a teacher, this new process would stress me even more! It's very detailed, and sometimes the details don't always seem to be applicable.
175. I'm sick and tired of high stakes testing being used to determine my efficacy as an educator. With the elimination of career status, if I can't make my kids get high scores, then I'll be fired. This state does NOT value teachers. We make abysmal salaries. The growth model assumes that everyone must crank up from a zero stance to achieve distinguished. We're told, NOT EVERYONE CAN EARN DISTINGUISHED. This is like telling students that not everyone can earn a level four or five on the tests. I think that tying my job directly to the poor/poverty stricken children of color whom I teach and whom I love is disgusting. You cannot measure that I've gotten my students to write research papers, become better readers (from reluctant/nearly illiterate), and come to my class eager to learn. You cannot measure with a test how they engage in effective discourse on complex literary texts. The Bill and Melinda Gates Foundation has done more to destroy public education with their failed competitive business model that is FOISTED upon our state. I like the idea of a growth model, but I am sick of allowing education reformers to take control and tell me how to do my job. I've been teaching for nearly twenty years and I know a thing or two about educating kids. But no one wants to listen. So I teach the stupid Common Core and administer tests that I didn't create. I'm also a National Board Certified teacher and am working on my Masters degree. And yes, already my grad coursework has improved my teaching. Moreso than these horrible tests.
176. In my area of special education, there are many additional factors that go into my evaluation.
177. In our building the focus is on Standard 6, but nothing is done to help us improve (including providing suggestions for improvement in post-evaluation conferences). As an 18-year veteran, I would love to have some training. And I would love that we could make a difference in outside factors that really affect the success of my students who have to take state

exams.

178. In participating in the pilot for Assessment of student work for the Arts, this is simply jumping through hoops so this hard to define area can get EVAAS data. In no way does this improve my teaching or reflect on my teaching the majority of my students. It is a waste of time and money. Additionally, why does 8th grade history only focus on pre WW1 information when clearly the things that affect students today is throughout US History?
179. It actually has very little to do with what is occurring in the classroom during the observation
180. It brings about a lot of stress for teachers.
181. It causes a lot of stress, and evaluator does not always see a perfectly crafted lesson each time depending on what is being taught.
182. It does not truly represent what I am capable of.
183. It has been okay for me, but fellow teachers have been observed 10 minutes before scheduled recess or marked down because they had to take 5 minutes to clean up in the cafeteria and walk their class back to the classroom before beginning their math lesson, or being observed during a medical emergency when you are watching 20 additional students (and get marked down on lack of differentiation). Teacher leadership, communication, rapport, content knowledge, and student learning (not a test bubble) cannot be measured in a 45 minute observation.
184. It has been used as a weapon by some principals.
185. It has largely proved ineffective, inefficient, and intolerable. Yet it remains, with no sign of going away since it seems to be necessary, so what's the point in griping?
186. It have had a pleasant experience.
187. it is a flawed tool, the algorithm omits several key inputs and variables. The tool is misused to make teaching assignments. In 2018, if not immediately, it will obviously be used to rank and yank competent and qualified teachers from the profession (I used the term despite legislative acts that rank teaching in between fast food workers and septic tank cleaners)
188. It is a joke. I get excellent ratings, and my Evaas scores have been among the highest. That being said, the value added program is a failure. It has limited evidence that it is fair or effective, and our state jumps in with both feet. I feel it is a ploy to manipulate data so state legislators can begin to micromanage education, which includes the random merit pay system being used right now, the hunger games 25% can get money if they give up their legal protection. I think the goal of teacher evaluation is to get rid of teachers in order to keep wages down.
189. It is a poor tool and is not truly representative of the ability of a teacher. It is more paper to check a box (busy work).
190. It is a very uneven process. The courses with EOC tests are given a lot of attention and the rest of us are dragged along for the ride and reap the consequences of the actions of that group. In addition, the evaluation tool lists are number of items that cannot be observed directly but time is not built in for administrators to conference with teachers on those items.

191. It is at best irritating that people with no experience in 21st century classrooms are telling me how to better address the needs of students in my class. There is a science to teaching, but there is also an art, and the current teacher evaluation instrument does not take into account the artisanship of good teaching.
192. It is BS. I was able to teach more, do more, produce better educated, well rounded students before all of this began. The biggest obstruction in education now is the people making the decisions at the top have NO IDEA what it is like in the classroom. The administrator that did my evaluation taught for 3 years, did not even make career status, became a principal and evaluates me, a 23 year teacher and tells me how do to better. He was one of my students 10 years ago! Get out of our way, unfreeze the pay scale, and let us teach! There are great teachers everywhere, but none of us can be great because of BS that we put up with daily for Standard 6, Common Core, etc. I can get better test scores if I teach the test. I can make better students if I teach the content in a way that will be useful to them in life. One gets me praise and pats on the back but society suffers and the other gets me evaluated and told by a greenhorn how improve my teaching but society gets students who are ready to learn and understand science in an applicable way. I'll take #2.
193. It is completely subjective: I've been put on an action plan and praised, then asked to teach AP based on the same lesson, observed by two different administrators in two consecutive years. The administrator can really paint you however he or she would like. I teach 800 hours a year and am evaluated on one or two hours and little else. Teacher evaluation is not accurate.
194. It is completely unfair that teachers receive ratings based on other's test scores because their isn't a test for them! Admin routinely cheat with evaluations. The write up positive reflections without even observing the class for their pets.
195. It is completely unfair to hold our special ed teachers to the same standards. Kids who read at a first and second grade level MUST take the same 5th grade test. We already know what the results will be. How is this fair? Or for me, as a classroom teacher. I have the EC cluster - all the EC kids in my room. Guess whose passing rate won't be as high as the other teachers?
196. It is confusing to administrators and teachers. The tool is too complex and takes the emphasis off of strong teaching. Instead it becomes a check sheet evaluation that doesn't allow for differences in student abilities and class mix of students.
197. It is cut and dry as if evaluating a product that is produced. The human, individual impact is not factored into the evaluation system. People with little or no knowledge of specific program areas or core subjects are being evaluated by administrators with little or no teaching experience. It is offensive.
198. It is designed to make us look inadequate and now our ratings have been declining ever since money is attached to them.
199. It is especially frustrating as an EC teacher that the standards are specifically geared for a regular ed classroom teacher. It is even more of a farce that a regular ed teacher can do a peer evaluation without any special ed experience.
200. It is excessive. It includes many areas that do not apply to my grade level . A teacher's performance and success should not be based on test scores alone.

201. It is extremely unfair to rate special education teachers with Standard 6 when their student population averages 3 years below grade level but are tested on grade level standards. HOW can they be expected to pass a grade level test? This is an unrealistic expectation, and we should not be held accountable for it. If they were capable, most likely, they would not be in special education.
202. It is irrelevant, and a waste of everyone's time.
203. It is no good
204. It is not accurate.
205. It is not fair for grades k-2 to be evaluated solely on the schools performance. I should be evaluated on my own students growth. I believe that student growth and not just passing or failing an eog test should be a part of my evaluation, along with piece factoring in student engagement.
206. It is not used effectively, in that it has been communicated that ratings from beginning of year to end should show growth, and this can be attributed to administrative leadership. Highly effective teachers are self motivated and typically exhibit higher performance behaviors all the time. If administrators effectively use current system, perhaps career status would not be in jeopardy.
207. It is not valid to rate any teacher on mentally handicapped students achievements.
208. It is obvious that we are coming to an end with public education. No accountability in charter schools like Bridges and Millenium
209. It is pointless and a complete waste of time and money.
210. It is pure lip service and is largely based on nepotism: if the principal hired a teachers/he will have a more positive evaluation than a teacher s/he did not hire.
211. It is rare to have someone that understands the mathematics to observe me. I often am evaluated at a time other than what was discussed in the pre-observation meeting. I was once evaluated after the exam on the last day of school.
212. It is sad, very sad. If I was earlier in my career, I be making a change.
213. It is still nebulous in content and application. Still subject to reviewer bias.
214. It is the beginning of April and I have not seen anyone in my room. I am not in my renewal year. Evaluation in my building varies greatly depending on which Assistant Principal is assigned to the department and its evaluations.
215. It is to long and takes too much time for our administrators to use. Their time could be used more effectively.
216. It is too complicated and lengthy a process, it does not relate to the visual arts students or teachers. It does not serve as a concise, helpful evaluation process that teachers, students and principals deserve.
217. It is too difficult for administrators to observe the full effectiveness of a teacher during a 30-45 minute block of time. Seeing the planning and development of a unit/project/lesson is

much more informative, but time is not available so teachers are given random ratings that are difficult for administrators to validate, and more difficult for teachers to invalidate.

218. It is unfair to include student test scores in my evaluation because I cannot control many of the factors that affect them The evaluation instrument is too long and cumbersome.
219. It is very subjective and I have had experiences being rated by evaluators who have personal issues.
220. It isn't fair to only base some teachers on scores and not others. It is also not fair to base teachers on scores for students who do not attend school, complete assignments on in any way try to learn. It is also not fair to base my ability to teach my content on reading ability. My kids know the material, what they aren't good at is reading on grade level. I don't have a choice in who I teach-- I have to teach everyone. Lower schools shouldn't promote students who don't have the necessary skills at grade level.
221. It needs to be based on passing rate of students and not just test scores. Also, parent input would be helpful.
222. It needs to be discarded and redesigned by classroom teachers
223. It only covers a fraction of what I do on a daily basis. I don't find it to be a useful tool.
224. It seems like on the evaluation that there are always areas that should be known or observable that are not seen as being accomplished even though I have described those areas and they can be seen. I think it's faulty at best.
225. It seems to be a waste of time in that once the observation is complete, it is filed away and never looked at again. In all honesty, I only care insofar as I get the ratings I need to keep my position.
226. It used to be the evaluation process meant a dialogue between the evaluator and the person being observed. Now it's about checking the boxes. The evaluation instrument does not capture what makes someone a good teacher: rapport with students and parents, timely communication, knowledge about content, ability and willingness to teach using a variety of methods, types of assessments used in the classroom, etc. The current tool is almost a joke.
227. It will always exist as all jobs have yearly or quarterly evaluations. An evaluations outcome is always subjective to some extent despite the use of any rubric. The ONLY feedback I value comes from students, fellow teachers, and parents.
228. It would be much more effective if it weren't linked to pay. I used to look at it as a rubric, where you would strive to improve on certain areas. Now, with the 25% law, I see it as negative and punitive.
229. its a clear effort to quantify performance, however no other professionals are judged accordingly. Its truly insulting to everyone in the education community. Admin is given a tool without flexibility in its application. teachers are judged as if everything they do is quantifiable with equal weight to all aspects of the relationships with the students. If students love and respect their teacher and become a greater more self actualized individual because of it is that not of equal or Greater Value than their performance on a standardized exam?I want out of this profession, at least in this state as soon as financially possible. We are looking daily at job

opportunities outside of NC. and we WILL go!

230. Its a JOKE! It is not helpful it improves nothing about teaching!
231. It's designed by people who don't understand how students learn.
232. It's not authentic and relies on one measure to determine my effect on student achievement
233. It's too long to be of any use. Any evaluator that knows his/her job can determine a teacher's effectiveness quickly and without the use of many parts and pages.
234. I've had nothing but good results from the teacher evaluation. I feel like i'm a hardworking teacher who is dedicated to providing the best possible education for my students. That being said I can not say that the evaluation process has strongly impacted or changed the way I teach. I feel like i'm working just as hard as I did before but now I have the added stress of the evaluation process.
235. I've not had a positive experience since this new system was out into place. Non-special ed people shouldn't be evaluating special ed teachers!
236. just like not all children learn the same; all teachers teach different and the current instrument presently is not objective enough to truly evaluate a teachers ability and diversity of student within the classroom.
237. Kindergarten teachers have just been told our EVAAS score will be based on our students' performance on the extremely subjective mClass TRC (comprehension) test AND that we are not permitted to test our own kids. This puts them at a huge disadvantage because many if them will be tested by the principal, assistant principal, other administrators or the first grade teachers, none of whom have built up comfortable relationships with our kids. Also, testing will take place in the media center with lots of other teachers testing other kids. this is a distraction, to say the least. Our personal EVAAS scores will hinge on this extremely inappropriate testing situation. We tried to appeal to the principal to test in a different manner, but our please and alternative plan were rejected.
238. Low level students are assessed unfairly. Their teachers are assessed unfairly as well.
239. Many evaluators become to busy with other things to actually observe my teaching long enough to get a clear idea of what is going on.
240. Many of the observers don't understand the role of the EC Teacher. That is our specialty area, yet they observe us as though we are certified Gen Ed teachers.
241. Most of it is a popularity contest. The principal hardly ever visits the classrooms and is oblivious to what is going on most of the time. The administrators hardly ever give negative evaluations even to the most ineffective teachers.
242. Most of my evaluation have been very representative of me as an educator. The problem arises when there is an evaluator that does not fully understand the process them selves and is trying to rate others. The result is diasterous and not fair to the teacher being evaluated. Then adding such pressure as being rated by student scores which will negatively impact student learning. Great teachers will no longer accept struggling learners such as those with IEP's.

243. Most of the comments over the years made by administrators had to be corrected or added after it became obvious that they were not paying attention to my lessons, my students or my room design and function.
244. Most teachers have no desire to be leaders outside of their classroom. If they want to be leaders they move on to administration or other jobs. You can't force people into roles they are not motivated to do, or comfortable performing. Teachers also need time to plan, not time to discuss plans. In 19 years of teaching I am spending more and more time on my job, but my efforts do not seem as gratifying. I truly believe students learned more before testing became the end all of student and teacher performance. What a waste of time and money by our state.
245. Much of what teachers do, and students learn, is not measurable. I know that educational specialists (who rarely seem to actually be teachers within the classroom), do not want to hear this, but that's how education works. You cannot measure the impact I have on my students to fulfill their own personal goals, develop self worth, develop study skills, becoming lifelong learners, etc. It is truly a tragedy that we are being measured using tools that do not accurately display our success in a classroom, simply because success is merely defined by how our students perform on their tests.
246. My administrators are fair & try to overcome the limited scope of this flawed evaluation tool. However, many many teachers are not so lucky. I have also been asked to use this tool in peer evaluations, and I find it cumbersome, inadequate, and overly complicated. There is VERY little data that can be used to actually help a teacher improve instruction in the classroom. Nearly every single standard & substandard revolves around behaviors & practices outside of the classroom. This makes it very hard for teachers to use this tool to actually improve their teaching or impact student learning, which should be a primary focus of any teacher evaluation instrument.
247. My evaluations are always good, so I personally do not expend a lot of energy on the evaluation process. However, the many of the goals are very vague when evaluating and open to HUGE amount of personal interpretation. In addition, for peer evaluations some of the items to be looked for are only know by administration, for example, display leadership in the school. How can I observe that when I am in a peer's classroom for 45 minutes? Peer evaluations need to be adjusted.
248. my evaluations have been a consistent learning experience. i have never felt attacked or like i was being judged for my performance. standard 6 does seem like it is going to change this. i am already upset at the negative impact that standard 6 discussions have had in my school. while there may be some merit to standard 6, the data that is collected and the rankings are not meaningful. they will do much more harm to education if they are continued to be given weight.
249. My evaluations tend to be positive - that is because I am motivated to teach my students using best practices, not a tool.
250. My most recent evaluation was done fraudulently. My principal missed my observation and just filled out the form arbitrarily. He told me not to worry because he'll rate me higher at the end of the year to show growth. How can I possibly place value on this process? Not to mention, the evaluation tool does not appropriately nor adequately apply to Special Education teachers.
251. My position as an AIG teacher naturally enables me to achieve high levels in some

areas, but the same is not true for my colleagues in the regular classroom. Likewise, not bring in the regular classroom inhibits my ability to attain certain ratings. The tool isn't a fair way to measure all the people who are responsible for a student's education.

252. My subject (choral music) does not have data, so in some ways I feel the system is stacked against the ARTS teachers as far as receiving merit pay. HOWEVER, this is not the administrators fault. I feel that our administrators are as positive and fair as possible.
253. My teaching is in the Fine Arts. I think the evaluators need a workshop or different evaluation to understand what I do.
254. 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.
255. N/A
256. N/A
257. n/a
258. n/a
259. NC does not value their teachers. They continually disrespect them and treat them as if they do have the knowledge and professionalism to make the best decisions for their children. Constant testing is not the key to student growth. In fact, it makes the kids strongly dislike school and makes them more difficult to teach because they are so burned out.
260. Needless paperwork 95% of the time.
261. NO PRE-OBSERVATION IS/WAS REQUIRED FOR CERTAIN/EVEN MY 2013-14 EVALUATIONS. HOW are we to know what brand new Assistant Principals are expecting to find/see when they 'pop in'?
262. No comment related to my courses but I can see where teachers of core subjectes may not appreciate the process.
263. No comments.
264. NO data is available to teachers on student growth by state standard or will be issued by NCDPI. I data indicating passing grades/score for a student 8 correct out of 35 is passing. I'm scored as a negative growth teacher by Standard 6. HOW IS THAT POSSIBLE IF 100% of all 63 students passed!!!!!!
265. No matter what, there will always be teachers who do not have a passion for teaching and will continue to do the bare minimum of what is expected. Teachers are often warned when they will be observed and many will try to jump through hoops because of it and then return to the same old ways of teaching. Administrators are supposed to stay in a class for 45 min. but that is NEVER the case
266. No observations were completed. I wrote my own observation and submitted to my administrator
267. No one is accountable but the teachers. Parents and students have no repsonsibility.

The gap will widen between low performing school districts with high unemployment to more urban areas because along with me many teachers are leaving. Why doesn't the state make a positive initiative by rewarding students who perform well with reduced tuition rates instead of punishing teachers. I would like all those legislators to attempt to teach a high school class in my county for one week.

268. North Carolina continues to be a blight on public education in this country. I'm embarrassed to work here, although goodness knows you all know that we need the job. I think the fact that 600 teachers left Wake County ought to tell you something. Other than keeping my job, please tell me one reason why I should try and improve my teaching? The state gives no raises, has decimated morale, and continues to do nothing other than pile work and stress on us and refuse to pay us accordingly. It's terrible. This mysterious Standard 6 is insulting.
269. Not a single teacher nor administrator likes it or completely understands it. Of course no one will admit this to outside people. Everyone thinks it is a bunch of stuff to give people in Raleigh more jobs. It's not being used to bring teachers together. It's pushing us apart. Too many strands to be evaluated on, and not clear at all!
270. Not observed enough
271. Nothing other than it is a stressful process.
272. Observations are way too subjective. Some principals tell you when they are coming others are a surprise and it's all done on if they like you or not.
273. Observing a teacher for 45-60 minutes once or twice a year is NOT a good indicator of the type of teacher they are. Only so much can be seen in that time period. Furthermore, some non-proficient teachers can fake it for that amount of time and look proficient. It's an unfair system that does nothing to increase teacher accountability or performance.
274. Observing for 30+ minutes will never give an evaluation of a teacher's ability. I do realize that teachers need to be evaluated but it should be done in a more comprehensive manner.
275. Obviously some oversight is necessary but the evaluation process is cumbersome, takes too much time and does not improve anything.
276. On a traditional calendar there is little time in a work day to process all the data points required to fulfill proficiency on the evaluation tool.
277. On paper it looks good, although to effectively administer the assessment would require a full-time staff member dedicated to observations.
278. One issue I have is that we block our students by ability so the teachers with high achieving/bright students will have a better opportunity to show growth and improvement. The teachers with the lowest performing students, sometimes working harder because of the inherent struggles that come with that-lack of home structure, no parent support have a much more difficult time showing good results. All teachers are working very hard and the stress to keep doing more with less support, time and money is causing teachers to leave. We have had 3 walk out the door before December and we have several more not returning next year and they are great teachers who know they can go and do something else and be appreciated! Also, I don't believe one subject is any more important than another!

279. Our assistant principal has no classroom experience. He was a high school coach and does not know elementary curriculum. He admits this. He is not qualified to assess my teaching. I have always gotten excellent evaluations, suddenly I am not. He is the only change, but it permanently goes on my record. Everyone got graded low by him. He told a teacher who had just received her Masters in her specialty area that she didn't know her curriculum. How is that fair? My principal saw me for all of ten minutes and gave me an excellent rating and no feedback. How is this helpful?
280. Our overall morale in our school is low with the implementation with the collection of Data. There is no administrative leadership that adequately can define and help us improve our teaching. Our students are suffering because the teachers are under enormous pressure but there is no guidance or structure from administration to help them improve their teaching.
281. Our school did not provide adequate training on the new teacher evaluation tool.
282. Over 30 years I've seen it all. Conclusion: what really matters is the quality of the evaluator!
283. Over the last 20+ years! the evaluation system has become increasingly intrusive to what best practices indicate for students. Too much I reliance on student test scores. Why should my effectiveness be graded by a student who just bubbles in answers on the test or one who is dealing with insurmountable issues at home and cannot concentrate in school? Would we hold a mechanic responsible for the way a car owner adheres to maintenance standards?
284. Over the last few years, our school has been led by incompetent and careless administration. The administration in our school always left me feeling more confused on what I'm doing right and what I need to improve on. There are never any suggestions on how to improve. Due to the poor leadership in our school and the teacher evaluation tool, our teachers have struggled with maintaining any consistency in our classrooms and was a factor in poor test scores. Teacher morale is at an all time low.
285. Overall, the form needs to be much quicker and simpler. The responses don't reflect the depth they should because of the form's length and complexity. In addition, there should be a place for teachers to write response to the evaluation - whether they are contesting, explaining, or supporting a remark.
286. Poorly thought out and fraught with ambiguity!
287. Principals are encouraged to not give or give very few distinguished ratings. Also, the indicators for distinguished ratings require the educator to be out of the classroom - presenting at a state level, in the community, presenting and conducting professional development, etc. The evaluation does not address my attendance(absenteeism) and overall professionalism. I feel the teacher evaluation is useless to me and not a fair representation of my work.
288. Questions are rather vague and ambiguity prevents clear evaluation.
289. Quite simply we need to spend more time teaching and less time with paperwork and busy work, etc. Teaching is the easiest part about my job, it's the rest of the hoopla that takes time away from proper preparation.
290. SAS needs to reveal their formulas.
291. Schools will have to retain administrative leadership long enough to develop consistent

evaluations. In the past ten years I have had eight principals.

292. Should be based over a period of time rather than what happens on one particular day
293. Some of the standards are hard to achieve - for instance in standard 1, Teachers Demonstrate leadership - ethical - the only way to achieve the highest level is to tell on your fellow teachers if you even know about some kind of ethics that were violated. Achieving the highest level is often a pipe dream and I have a PhD in my field, as well as National Boards. There is so much beyond our control in terms of testing. I've already had students tell me they have given up because a 2 week summer school course is so much easier - they will wait until then to try to pass my class.
294. Sometimes, evaluations are biased due to administrators having favorites within their school system. I had a principal at one school, he did not want me at his school. I don't know why because we didn't know each other or never had harsh words towards each other. Later, that changed of course. He treated me like I was nothing and my evaluations were terrible.
295. Standard 6 and value-added evaluations have no value. I teach ESL, and several sheltered classes that I teach have NC Final Exams. Many of my students are in their first or second year of schooling in the U.S. The language demands of the tests are very inappropriate for ELLs at their level, and it infuriates me that they have to take such an inappropriate assessment so that I can be evaluated. I also question the sharing of students' personal data with a private corporation like SAS. I don't understand the EVAAS formula. I don't know if it's supposed to be secret so that no one can question its legitimacy. I do know that I did not get a teacher-level score because most of my students did not have enough testing history to be entered into the formula. I now have a generic score based on school-wide scores across subject areas, most of which I do not teach. I'm not sure if that is an advantage or disadvantage in the evaluation process, but I do know that is isn't fair.
296. Standard 6 cannot and will never be an accurate indicator of a teacher's effectiveness. It should be withdrawn entirely.
297. Standard 6 is not fair to use to evaluate teachers. Though it should only count as 1/6 of the evaluation some decisions are made solely based on this standard.
298. Standard 6 needs more thought.
299. Standard 6 needs to be broken down into the specific questions (and standards) that the students missed so that I can see where to improve my teaching next year.
300. Standards 1-5 make sense. Standard 6 makes no sense. Even the company that developed the EVAAS system admits that it was never designed to be used in the way it is currently being used.
301. Standards are unclear and vague. Certain standards seem hard to measure.
302. Studentn aren't widgets. One score on one day is not a true reflection of their abilities or of their learning.
303. Subjective and often things noted observable are not really
304. Teacher evaluation instrument is a long paperwork process for administrators. ALthough I feel my evals have been fair, there is no way that test scores are an indicator of the

quality of my instruction. I work at an alternative school where my students may arrive, LITERALLY, on the day of a test. I know that the numbers aren't supposed to count unless the student has been with a teacher for a certain number of days, but I have EVAAS data for students I did not teach for more than 45 days. For the students who I DO teach for significantly more than one quarter, that means they have been retained here for not meeting academic, behavioral, or attendance goals, and therefore the students for whom I DO qualify to receive EVAAS scores for have rarely been to schools and are generally low-performing students. Basically, choosing to remain in alternative ed will slay me when the scores begin to count against me. I will be seeking alternate employment outside of the public school system as soon as my son graduates from high school.

305. Teacher evaluation is fine. It's not perfect but it's fine. Unless you are able to hire more bodies to do more observations of teachers to create a more complete view of their teaching, it's as good as it gets for now. Evaluation is not the problem.
306. Teacher pay should never be associated with student performance!
307. Teachers are being evaluated on conditions that affect student performance that cannot be controlled by the teacher.
308. Teachers are not as quick to share and work collaboratively because we now feel we are competition.
309. Teachers need to be evaluated, but remember we are dealing with students and children. We are not being evaluated based as an assembly line for cars. The full results of our success or lack of success will be illustrated in the future. Will my students be accepted to the college of their choice? Will they perform at college level when they arrive? Or will my students be unsuccessful in completing a job application?
310. Teachers work their hardest to unlock the minds of their students. Being a teacher means that one is present, not for the pay, but to see that magical moment when a student learns something he or she did not know before. The system implies that teachers can be bribed, threatened, or placed in competition with other teachers, and the students' testing scores will improve. The process is even more unfair for teachers of students with special needs in separate classroom settings.
311. Teaching is both art and science. Every teacher evaluation model I've known in my career has neglected the art component. I understand why -- it's too subjective and difficult to measure -- but that's why no model yet produced is adequate and why I have such little regard for the process. The current set of standards are massive and impossible. My guess is they could be used to run off any teacher. We didn't observe this, or this, or this Well no, you didn't, but that's a multiple-page list of standards you were supposed to see in a, what, fifteen-minute observation?
312. The evaluations are based on the evaluators' opinions. Due to a change in administration, my evaluations have significantly decreased. How does that show my growth? No data can be relevant without repeatable factors.
313. The ability of the evaluators to do their job thoroughly is hindered by their many other duties. Administration suffers from an unreasonable workload just like their teachers. The cuts in education spending are mostly responsible for this.
314. The administrators at our school tells us that it is impossible for me to get rated

distinguished in any category, it is difficult to receive Accomplished and we should be happy if we receive Proficient. We would never grade our students on a scale where they could not receive 100% and we should be happy with 25-50%. Also the observer can only grade us on what they physically see in the 30-45 min that they are in my class. I teach art and this is my 11th year teaching...I have been observed many times and I have never been observed standing in front of a class teaching a lesson. My lessons last a week and I only have been observed while students are working. There is no way that an observer would be able to see everything that I do in my classroom and the quality of teacher that I am based on a maxim of 1 and a half hours a year. I have not gotten any feedback that I have been able to use since we changed to this observation method. I am very unhappy with this evaluation method.

315. The arts are in a different category. No data. Scores based on classroom Teacher's scores for now.
316. The current system places too much emphasis on factors outside of the classroom and out of the teacher's control.
317. The current teacher evaluation has little to do with actual classroom teaching.
318. The department of Education should be abolished at the state and federal level. Local control = Freedom
319. The entire evaluation instrument is designed to look pithy and full of educational jargon. It absolutely cannot be used to compare the effectiveness of one teacher over another because they are too subjective!! (This negates the whole premise of merit pay!) One principal at our school is notorious for being too generous and just marking things to get it over with, while others are ridiculously over-zealous. A couple years ago, I had a principal mark me as developing in Standard 3. I have taught US history very year since I started teaching in 1988! If NOTHING else, I know my content!!! When I questioned him about it, he said they had been instructed to mark us low on some items so we would feel like we needed to work harder, and it would give us room to show improvement. It is an idiotic instrument, 90% of which is not observable. IDIOTIC!!!!
320. The EVAAS system is not user friendly. Many of the teachers lost information stored in EVASS due to technical difficulties. The evaluation seems like busy work. We spend so much time filling in information that doesn't even help us. It is also time consuming because you have to sign off and send so many things.
321. The evaluation asks teachers to do things that no other profession expects (for example lead in the community). As a teacher that should already be something we meet, but now we are expected to hold fundraisers, start clubs, etc (all with no extra compensation). I am worried also that the evaluations are going to be used against us in the media which will create an even more hostile environment for professionals that truly just want to make a difference with their students. You cannot show the change you make in a student's life on a chart. The state needs to make up their mind, are we trying to prepare students to be successful out of school (which includes more than academics) or do we just need to turn out robots that are able to answer biased, inconsistent, unaligned multiple choice tests.
322. The evaluation does not take into consideration outside forces that can affect scores that teachers may be based on like student participation, student absences, and parent involvement. Administrators do not know enough of my field of expertise to properly evaluate me.

323. The evaluation form is problematic in terms of having compound items throughout where all criteria must be observed to be met. There are criteria included are not, nor should be observed in the classroom - eg. consulting with special education services. The criteria tend to force middle ground ratings for the majority of teachers. If there are limited leadership roles within the school, then, an otherwise distinguished teacher would be rated lower. Many activities that teachers are involved in that make them good, highly effective teachers are not included on the evaluation. There is no room to acknowledge the skills of a teacher who is able to get an otherwise, unmotivated, disengaged student re-engaged in the learning experience. Scores for this type of student will be low and sporadic. The essential baby steps of just getting to school are not part of this assessment - on any standard. Based on the criteria and what my observers are asked to observe in the evaluation, I believe that my evaluation is fair, but does it accurately reflect my skills and abilities as a teacher? NO. I'm much stronger than what my evaluation reflects. The fact that the EC facilitator and guidance continually place (aka overcrowd my class with) students with diverse and special needs in my visual arts class, speaks to a unique skill set that I have.
324. The evaluation instrument itself is good for self-reflection and for discussion with evaluators. The process is very cumbersome for administrators, and the feedback I receive as a consequence is not especially helpful, as administrators are pressed for time and their comments are not thorough. I receive high marks in my evaluations--rightfully so I believe--but I don't receive suggestions for improvement, and though I feel like I am successful, I do believe there is always room for improvement. However, I don't think my administrators have the time to consider improvement for high performing teachers as they have so many other demands with their jobs and the evaluation process itself.
325. the evaluation instrument needs to be changed for teachers in related arts specialties like music, PE, Literacy coaches, or various others along these lines
326. The evaluation instrument was fine until the legislature and state board added Standard 6. However, I haven't worked with a principal who taught long enough to actually help me improved instruction. All extra learning has been on my own time, with costs coming from my own pocket.
327. The evaluation is cumbersome and requires a lot of evaluator and evaluatee time - time which would be better spent on instruction and planning instruction. One data point in Standard 6 hardly provides enough information about the quality of the teacher. Similarly, an evaluator spending 30 minutes in a classroom doesn't provide a clear picture of all the relationships the teacher has established with students and their families or the extra work being done before and after school such as attending professional development, grading papers, etc. In short, there are just simply too many variables in students' lives (hunger, poverty, lack of sleep, lack of parenting, etc) to hold teachers solely responsible for student achievement.
328. The evaluation is not a good measuring tool for the Teachers involved in the arts. There are so many Not Observed on my evaluations because there are things that just don't apply.
329. The evaluation process is a complete waste of time. It is long, onerous, and pointless. The lowest ranking is an insult, and the highest ranking is impossible. Also, it is very Subjective. There has to be a better way.
330. The evaluation process is meaningless in actually determining good teaching. It is just more time taken from really teaching students. More aspects of public education is now a

national embarrassment.

331. The evaluation system does not fit the role of the special area teacher. I have been told repeatedly by administrators that they are not sure how to use the instrument in my classroom. Educators believe that all students do not learn the same so why should we all be evaluated the same?
332. The evaluation system gives all power to your principal. If she doesn't like you as a person, you have no chance.
333. The evaluation system is supposed to be a dialog about teaching. It is not at my school. It's unclear what evaluators are looking for or each evaluator fills the report out in a different manner. The document is signed before we have a post observation conference, so no dialog can go on because no changes can be made. We did not receive adequate training on the instrument when we were supposed to. It is frowned upon if a teacher brings additional evidence to the meetings. There is a let's get this done attitude about all parts of the evaluation. In defense of the evaluators, the instrument is unclear, long and subjective. What is one person's idea of accomplished could be another person's idea of proficient. The instrument is very unclear and open to interpretation.
334. The evaluation tool is just another form of paperwork that is necessary to comply with but does not serve to improve teaching or learning in my school. As a teacher mentor using the evaluation tool takes time away from assisting teachers with real suggestions, coaching, professional development and guidance to improve teaching -
335. The evaluation tool itself is fine. Standard 6 is extremely unfair.
336. The evaluations by my two building administrators were fair in my opinion but my peer evaluator observed me during home room which is not a reliable sample of my teaching.
337. The evaluator comes in the classroom 2-3 times a year and uses an instrument that has absolutely nothing to do with the lesson you just taught. And our job is based on that? Only in education...
338. The knowledge of the evaluator in my subject area is greatly lacking. The Assistant Principals do not understand what we are teaching.
339. The move to the online method has created more confusion without any additional benefit. For the most part, it is just one more thing to do.
340. The NC teacher evaluation system is too lengthy, redundant, overly time consuming for teacher and especially administrators. It needs to be more clear and concise. There are areas that are still subjective.
341. The new system is more informative than TPAI-R, but the principals and A.P.s do not put the time into doing it right because they are too busy putting out fires to help teachers. Also, at the high school level, they often don't have credibility in rating teachers in certain subjects.
342. The old teacher evaluation instrument was much more clear as far as expectations. For example, starting your lesson on time and student time on task are fairly easy to observe compared to the standards that are now evaluated. Also, I really disagree with using test data as

part of any teacher evaluation instrument.

343. The origins of the EVAAS score are very sketchy. Also, the effects of a few students with various issues - be it missing school for health or other reasons, family issues etc... - can cause the scores to be skewed in a way that does not reflect the teacher's ability or commitment to the students in the classroom. Also, classes come through with different personalities, a good group can make you look like an awesome teacher, then a bad group makes you look ineffective, but you are the same teacher to both groups.
344. The overemphasis on high stakes testing narrows the curriculum, stifles innovation, and destroys true academic excellence.
345. The person in charge of my evaluation has a background in counseling, not teaching. I have not been given any suggestions on improvement whatsoever. We were asked to copy and paste goals for our pdp. Our goals as a school are not my individual goals. I wanted to work on other goals that were based on my self assessment. At Previous schools I was given accomplished ratings often. This new school seems to give proficient to everyone out of perhaps ignorance? I have a huge problem with the idea of being paid on performance. Specials teachers get paid the same as core teachers but have much less pressure. I taught both language arts and social studies last year to the same group of students. These students did extremely well on social studies but just slightly above average on language arts. The standards are high achieving in language arts but are not compar
346. The previous evaluation system made sense, but the current one is a complete waste of time. It is referred to as The Horse and Pony Show .
347. The standard related to the standardized testing is ridiculously flawed
348. The system is flawed with respect to student test scores and the EVAAS rating because it is based on the assumption that each and every student is putting forth as much or more effort than the teacher. This is not the case. Some students admit to not reading any passages on an EOG before answering the questions. That method of test taking negatively affects scores for both the student and the teacher.
349. The teacher eval system is not applicable to all teachers especially preschool and self contained teachers. Most principals and APs have not had the training in which to learn how to adapt the standards to fit prek and sped.
350. The teacher evaluation does not show an ongoing progression; rather, it provides a limited number of observations.
351. The teacher evaluation in my school is a total JOKE. The administrator wanders into my classroom, stays for a few minutes and then wanders out. She doesn't have a clue about what goes on in the school, she is too busy sitting in her office. She gives everybody the same results on the evaluation.
352. The teacher evaluation instrument is a way to try to make a qualitative process quantitative, and it will ultimately fail. The art of teaching cannot be measured with metrics. Standardized testing is an absolutelyinine way to try to measure teacher effectiveness given the unreliability and the lack of validity of standardized tests.
353. The teacher evaluation is not fair comparing apples to oranges and that the children only had the Common Core Standards for two years now and the way the test is given does not

reflect what they can or cannot do in the real world.

354. The teacher evaluation is not professional, it is used as a tool by administration to degrade good teachers that administration has personality issues with. It is still largely an opinion tool and not an actual reflection of what a teacher does in the classroom but a reflection of how well a teacher deceives the administration, by kissing up to the admin to give the appearance of good work, but actually does little.
355. The teacher evaluation process has been positive for me because for the last 6 years, I have had administrators who are in my room several times a month and not just for formal observations, so they are able to give me constructive feedback. Because they frequently are in and out of the room, I know I can also trust them to give me useful and purposeful feedback and suggestions from which I can grow as an educator. They also take time to work with my students when they come in my classroom so they understand where my students are performing when we talk about data.
356. The teacher evaluation tool is not set up for specialty teachers when we teach every student in the school (K-5 music, art, drama, pe, library) and is unfair in it's expectations of us. My latest observation was VERY LOW and in 11 years of teaching I have NEVER gotten that low of a rating. I assumed it has something to do with what AP's were told about doing observations, as I had answers to each low rating. I put in a very long response to the evaluation, but the ratings did NOT change. I merely got a note back (from the system) letting me know that it had been seen. VERY disappointing to not get feedback or response. ALSO, it was my understanding that evaluations were to covered IN MY CLASSROOM. That does NOT happen. I logged into the system from my classroom, the observation was not filled out, I went to the office to review the evaluation and my AP filled it out while I was in the room. I had nothing with me to show what I had done or what I was doing that would be used to change any ratings given at that time. I had to go back to my room and find things and then write a rebuttal for my evaluation. If this is supposed to be happening in our classrooms, it is NOT at my school.
357. The tests used to rate teachers in EVAAS (Final Exams, EOCs, etc) do not always give a clear indication of what our students have learned. The weight of these tests makes it very difficult to not teach to the test, and in my experience, this does not improve student readiness for college. I don't remember taking many multiple choice tests in college.
358. The tool itself is a very good instrument for teacher evaluation. However, administrators and teachers have not had adequate training on the instrument and therefore, don't use it appropriately. Additionally, standard 6 value added ratings are highly contentious given the quality of the assessments being developed and administered from NCDPI.
359. The worst thing ever to happen to education.
360. Theory is great, implementation is horrible
361. There are certain aspects that need to be revamped with teacher's input.
362. There are many factors beyond teacher's control in educating students. In business (which I own one), managers are given responsibility along with corresponding authority to control their area of responsibility. This is not true with teachers. We have virtually no authority over our instruction. That is the simple reason why this method does not work. 1/2 of our science department left last year to go to other states where the teachers are given more

authority and respect. They are not treated like idiots like they are here in NC.

363. there are no positives with the current evaluation system
364. There are so many external aspects that influence student learning of which I have no control. These influences are NOT noted on our evaluations or the testing data given that it is one test on one day. For example, I have students battling life-threatening illnesses and homelessness, but there is no consideration for them or me when a grade on a standardized test is published.
365. There are so many tasks that teachers are assigned to do that one to four evaluations wouldn't be able to accurately assess what we do on a daily basis. Every year we have more responsibility placed on us but the evaluation system stays the same and that is unfair because we are dealing with more things every year from our district and state level that is expected from them on the state and national level and it just trickles down onto teachers yet we are not evaluated on how well we manage these extra stressors and time consumers.
366. There are too many factors that influence student performance that teachers cannot control. This will discourage many highly qualified professionals from entering the field.
367. There are too many points evaluated that are not 'seen' during a typical lesson. Too many APs come with minimal teaching experience and are it master teachers themselves.
368. There is a great deal of confusion amongst my administrative team about what meeting each standard is (for example, what is proficient vs. accomplished. The administrators have no true consensus about measuring the standards, so teacher evaluations can vary wildly depending on who you have. Also, there is an explicit bias in our administration (they've said it themselves) to not use distinguished unless you're presenting at state or national-level conferences, an attitude that is much stricter than at other schools in my district. It puts us at an unfair disadvantage.
369. There is a strong disconnect with what the observer is able to check in a box and the quality of teaching occurring in the classroom. I received a distinguished rating on all of my standards last year, but I had individual observations that had parts rated as barely proficient. If I was a new teacher that my administrators did not have experience with, I would have had to rely on mountains of artifacts to merit a distinguished rating. Even with that mountain of paperwork, it would still be a judgement call by administrators as to whether or not I got the rating I deserved. That is a tremendous amount of human error for an instrument that is supposed to be data based.
370. There is an inconsistency in using the evaluation system from administrator to administrator, school to school, and district to district. Due to this the validity of the instrument, which determines my continued employment, is strongly in question. The fact that part of the evaluation is determined by a twelve year old who has to sit quietly for three hours, read long boring passages, and answer multiple choice questions with multiple possible correct answers does the opposite of the intent of the standard. Multiple choice tests are opposite from what most ELA teachers teach. There are wrong answers, but there are many correct ones so long as you are able to support your choice with details from the text, common core reading standard 1. Gifted and students who are perfectionists struggle with the 'trick' answers on the EOG for this reason. Most of my students fall into this category. There is also no way any teacher can control external factors that can/do impact concentration on testing day: eating healthy meals prior to the test, a good night's sleep, conflict at home, or instability at home.

371. There is no point in voicing my opinion, because it is obvious the powers that be in Raleigh have little to no respect for educators in NC.
372. There is no way to fairly evaluate teachers unless the population is taken into consideration. School has turned into teaching for the test instead of teaching to learn.
373. There needs to be separate evaluation for EC teachers. Also, most administrators have not taught EC and therefore do not know what to look for.
374. This evaluation does not take into account the roles that you are assigned or not assigned by your administration from year to year. Nor does this evaluation take into account the lack of parental involvement and student effort and attendance.
375. This evaluation system is far better than other states, however the addition of Standard 6 is by far a waste of time, paper, and money.
376. This process is not efficient or effective for NC teachers. Will this state ever start treating me as a professional?!
377. This process is nothing more than meaningless paperwork. Can you really get a true evaluation coming into someone's classroom 1-4 times a year? Any teacher can put on a show 1-4 times a year. How about dropping the paperwork and make the administrators visit classrooms at least once a week!
378. Those administering the evaluations that dictate our pay should also receive corresponding pay cuts if an extensive effort is not made to help teachers improve from their ratings.
379. Three administrators in the last three years have misused the teacher evaluation tool to rate me. Two of the administrators spent less than 20 minutes in my classroom total for the year and I don't feel that gives them the time required to evaluate me or the right to rate me however they want. It was a biased and unfair rating on Standard 1.
380. To have an unattainable column is ridiculous. As teachers, it is hard to not look at the four levels as letter grades and to be told that they aren't allowed to give As is frustrating.
381. To me, the teacher evaluation, is not a true evaluation of our skills, talents and the way we teach. I tend to rate myself higher and have to argue my case if the evaluator and I disagree.
382. Too many portions and parts make it confusing! Categories are very wordy!
383. Too much data collection and too many state exams. Students need to be taught how to live beyond high school instead of bubble in forms.
384. Too much emphasis is placed on leadership outside the classroom. I want to improve my performance IN the classroom! I struggle being evaluated by people with less experience than I that do not have a clue what they are observing! During a recent walk through that lasted 30 minutes, my students were described as dysfunctional. That is offensive language to me!! Should not be used to describe students!
385. Too much time passes before we see test data for our students. If we ever see it, there is a new group of students in my class. I never get to see test data by goal to inform my instruction.

386. too much to do, leave it in the principals hands to evaluate their teachers
387. Too much weight is given to standardized testing scores. Many students simply do not take the EOC seriously and fall asleep during testing--some take it far too seriously and stress over it to the point that they overthink the questions and perform poorly. This one test absolutely does NOT reflect students' abilities. I had two classes of freshmen who had higher than expected growth on MSLs--and yet I had a class of sophomores (a troubled class with many repeaters, at risk students, and behavioral issues) who did not achieve expected growth . I worked so much harder with my sophomores than with my freshmen, but certainly their scores did not reflect this--very unfair to teachers who end up with such challenging students!
388. Too subjectivwe but headed in the right direction. The biggest issue I have is administrators do not take enough time to observe and then meet in a timely manner to go over the evaluations. It is imperative that the final product take into account student growth. If it does not do that, then the process is doomed.
389. Unfair
390. Until section 6 was added, I really liked the instrument. The evaluation criteria and the descriptors provide excellent guidance for finding appropriate avenues for professional growth and improvement. The section 6 data does not.
391. Until we find a testing/scoring system that takes into account a student's attendance, attitude and parental involvement, these scores are a joke. Also, the current eoc's and final exams for English are inappropriately leveled; my highest achievers (in honors) are perplexed and find themselves guessing on many test items. Smart kids should feel confident in their answer choices. Tricking kids by making 2 answer choices almost identical does not accurately measure comprehension or ability. It leads your high achievers to overthink questions and get some wrong and it merely adds to the frustration for low achieving students.
392. Useless. Here's an example - rate me on my ethical conduct by watching me 20 min in one class? I would hope all professionals I work with meet the maximum for this. My recent administrator didn't believe in giving accomplished so everyone here is just proficient .
393. Using a broad numerical analysis of data to determine a teacher's effectiveness is not accurate. Students are given a composite score based on a formula from God knows where to evaluate student growth between 8th grade and the time that they take biology which could be as late as their senior year.
394. Using data from one test to evaluate teachers is counterproductive and similar to using one meal prepared under extreme stress to evaluate someone's cooking. Too many factors can affect a student's ability to score well on one day. A fight with a parent or friend, excessive absences, and a frequent desire by a handful of students to simply finish the test and have it over. Assessing a teacher's success from this one instrument is short-sighted and lazy.
395. Using test scores to evaluate teachers is like evaluating the people who change car oil based on the number of accidents the clients are involved in. While the oil changer may indeed be necessary to a car's functionality, the fact remains that there are too many other factors involved in the car accidents in this world.
396. Vastly different based on principal

397. Very irregular scoring from admin to admin, school to school and county to county
398. Very unfair as we can't control the students' homelife. The parents need to hold some responsibility.
399. Waste of time for both administrators and teachers
400. Way to long and cumbersome. Either one can teach or not.
401. We are being critiqued every which way we turn. We are given too many professional developments...there is no way we could ever implement or use any of what we are trained in...North Carolina needs to find their vision...they do not have a focus. Every district is bouncing all over the place...this one teacher evaluation piece is not going to bring the state together. This state needs to value its teachers instead of finding ways to knock them down and treat them like dirt in a field. There is plenty of evidence that respect for teachers is lacking and that is also the picture that our parents and public is getting our teachers and the educational system in NC. It is a joke that needs to be fixed.
402. We are going the wrong way!
403. We have been told that teachers can and will be moved based on test scores. So teachers no longer have the power to be invested in their school or community. We are property of our school system to move and use as they see fit. Teaching is no longer considered an art, and teachers are no longer valued.
404. We need to be evaluated on student growth. There needs to be a pre-test and post-test for students to take to determine growth throughout the semester, because not all students are on the same learning curve.
405. When new principals come in our first rounds of observations may appear low due to their lack of understanding of how we teach and our personal ethics are towards our job.
406. When you base everything for career status on two observations, an evaluator does not see what you do daily during a school year. Career status teachers are teaching new teachers what to do and are held responsible by the admin team. I am good enough to take on this responsibility but our observations do not represent what we actually do and are responsible for.
407. While administrators are qualified to give a fair evaluation, peers are not always and their evaluations count equally. 10 minutes for a teacher not familiar with my classes or curriculum does not give an accurate picture of what I do everyday. The administration makes frequent rounds and sees a wider variety of my teaching practices.
408. While I appreciate the need for teacher evaluation, my school and county administration have offered little to no explanation on the process, how to improve my instruction, or what evidence they are using for evaluations. I have, as of now, received positive evaluations that I agree with, but I think the teacher evaluation process as implemented by my school and county could be greatly improved upon.
409. While I myself have been rated as Accomplished on 1-5 and Exceeds Growth on 6, I am not given any data about WHAT my students did not understand. The data returned to us is not useful to guide instruction. Also, a student is so much more than a test score. A student may be grappling with depression, abuse, a requirement to work every day after school, but yet

I am judged based on this. My dentist is not punished or censured based on my own laziness to brush my own teeth but that is what we are seemingly doing to teachers.

410. While the teacher evaluation instrument is intended to be less subjective than the previous narrative evaluations, it is still a very subjective system. It all comes down to if the evaluator (ie - principal or AP) *thinks* you meet that standard - not what you actually do in the classroom.
411. With the mere thought of being rated against my peers, it will be very hard for me to want to share ideas with them. Sharing ideas and methods that work are two of the most important things you can share with lower performing/new teachers. With the mess that Governor McCrory is proposing, there will be little, if any, collaboration amongst teachers....it will be every man/woman for themselves. I also feel like we keep revamping things every 2-5 years and never give what we are trying to implement a chance to fail/succeed.
412. YEARS worth of comments. Regardless of all attempts, this is still a subjective process.
413. Yes! i teach social studies and we have an end of grade tests that determine my Standard Six score. This is very unfair because my scores are compared with the scores of others even though conditions of my testing are very different. For instance, Language Arts and Math get a full year to teach their classes when I get only one semester. They have benchmarking and special classroom materials to help them know exactly where their students are in the process. Their results are published and parents/community expect students to perform we. Our social studies tests are not considered real tests and the time and effort is taken from my subject and put into Language Arts and math. Also, we are a combined middle school and high school. Our high school exams count for the students' grades so they are taken more seriously than mine. So, i receive half the teaching time, far fewer materials/practices to help my students achieve and the students/parents/community do not take my tests seriously and will spend their energy on the tests that count . My textbook covers less than 20% of my new standard so I spend hours preparing my own materials, researching the net, etc. but my subject is so new that I do not have a good idea of what will be covered on the test. Some middle schools in our country have combined Language Arts and Social Studies so that students can use content material for Social Studies to read in Language ARts but my school does not. The Language Arts teachers in my school do not agree with the idea that they should change what they teach to include social studies content.I don't really agree with Standard Six criteria anyway, but at the very least, the LEA's must ensure that all subjects are treated equally or comparisons between test scores are extremely unfair. If I'd known about this 10 years ago, I would never be teaching social studies.
414. You need someone to go over each objective and give examples of how all these things can be achieved.