

Please use the space below to share your thoughts on why you do, or do not support pay for performance? (Answers will be shared with district leadership without any connection to your identity)

	Response Count
	474
answered question	474
skipped question	491

Page 2, Q7. Please use the space below to share your thoughts on why you do, or do not support pay for performance? (Answers will be shared with district leadership without any connection to your identity)

1	I teach Special Education. Many of my students will not show growth on Standardized tests	Sep 28, 2012 2:48 PM
2	Very difficult, if not impossible, to do fairly by taking into account all relevant factors, without corruption of the process.	Sep 28, 2012 12:34 PM
3	First of all, I am a sped teacher and regular ed teacher are not going to be as accepting of my students if their salaries are tied to test scores. We all know that students from low performing schools don't necessarily have poor teachers. Will they be penalized since their scores may not improve according to what the expectations are. How about some accountability from parents? I teach in a wonderful school with great students so it's likely that our scores will continue to rise.	Sep 27, 2012 6:55 PM
4	I do not support it. Administrators know who the good and bad teachers are. They should identify who is good and who is not. Surveying groups will mean we will have to make those groups happy to get good scores. Sometimes things we have to do to keep high standards does make make students or parents happy. I see a drop in quality so that we can make everyone happy so we get a good survey score. If we use test scores teachers will start teaching the test and not teaching students. Sometimes even the best teachers have a hard time with certain groups of students.	Sep 27, 2012 6:40 PM
5	As a Third Grade Academy teacher, I think it is completely unfair to pay based on performance. Some teachers willingly take on classes who are lower and they SHOULD NOT be punished for this by being paid less because of their students' scores. When you work with people, the results are ultimately something beyond the control of teachers. You could take the very best teacher from one school and put them in a different school with different students and the results are not going to be the same. When you work with children, you are doing a lot more than teaching them facts and expecting them to spit those facts back out for a test. There are many other factors to consider. Test scores do not take into account home life, background, or the fact that some students just do not give a crap about school. A child who has both parents in jail and does not know if they will have food to eat at home or a place to sleep are obviously not going to be concerned with performing well on a test. Maslow's Hierarchy of Needs makes this concept very clear. It is unfair to judge teachers on performance when student performance is ultimately affected by several factors that are out of the teacher's control. Pay should never be based entirely on performance. I think that is a terrible idea and very much discourages any teachers from ever wanting to work in a low performing school. Why punish teachers who willingly take the jobs in hard schools?	Sep 27, 2012 5:07 PM
6	I worked in a school where "best teachers" were lured in by bonuses; many quit before the first semester was over and many more followed by the end of the year. In my opinion based upon 16 years of experience, much of the failure of students and thus schools has more to do with parenting, parental support and home environments rather than quality of teaching.	Sep 27, 2012 2:49 PM
7	Failing school often have inconsistent administration and a high turnover for teachers. Community and parental involvement/mentoring should be a priority in failing schools. Intervention and literacy programs should also be at the top of	Sep 27, 2012 2:35 PM

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the priority list. Schools are unable to choose the "best of the best" students. You have to provide interventions to at-risk students and find ways to work with the student population to address deficit areas.

8	My only issue with pay for performance is that teachers in high-quality, "good-neighborhood" schools are bound to see greater growth than teachers in struggling schools. The parent support is greater in those schools and students have often been taught there are certain expectations in regards to school. They are taught how to go to school, how to behave in a classroom, how to study, etc. It seems unfair for those of us working in struggling schools with students who haven't been taught how to behave in a classroom, who are already 3 years behind in reading levels, etc., who have little parent support at home, etc.....	Sep 26, 2012 11:27 AM
9	The only test that would judge my students performance is the AP test by College Board. We could use a national French exam for the others, but that would make me teach more to the exam, which I do not do at present!	Sep 26, 2012 9:08 AM
10	I see no equitable way to solve this. I already this it's not fair that you "age" out of getting higher pay after 21 years of service. I don't see how this will work. School report cards certainly don't seem too -- schools that are not particularly good can get a higher score than schools that are excellent but don't have as much room for "growth" of achievement.	Sep 25, 2012 7:09 PM
11	I have taught magnet students (including Acad. mag school), and have taught in the old Courtney Middle and many rural title one schools. It is very easy to have success with the magnet kids. Teachers in the failing schools should get much more pay than those teaching in School of Arts-Academic Mag. etc.	Sep 25, 2012 4:34 PM
12	I do not support pay for performance because I do not feel there is an objective or equitable way to do it. There is so much involved in teacher performance that I feel there is no way to measure it. Basing my pay on how children grow on one standardized test is not enough information. The younger the child the more inappropriate it is to do standardized testing. Basing my pay on overall growth of the school is not fair either. I can not be responsible for the work ethic and performance of other teachers. I put many hours into my planning and professional growth through workshops and reading professional materials. I just do not feel there is a fair way to do it.	Sep 25, 2012 3:10 PM
13	I teach in a significantly at-risk school where our students' "TEST SCORES" do not adequately reflect my hard work or teaching abilities. There are ALREADY AMAZING, HIGHLY QUALIFIED teachers at these so called "failing schools."	Sep 25, 2012 3:09 PM
14	I know that performance pay would increase the rigor and intensity of educating each and every student.	Sep 25, 2012 2:51 PM
15	Performance can not always be judged by how well a student does in the class. You can be the best teacher, but still have students that struggle in class, because they don't put for the effort. This should not always fall under teacher performance.	Sep 25, 2012 2:04 PM
16	Teaching is a business. It is a warm hearted business but still a business when you want results and strong students. Incentives such a money are used in	Sep 25, 2012 9:16 AM

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	businesses all the time when you make your "quota" or you achieve the results you want. This should be the same. It would be interesting to see how much harder everyone works to obtain these results for more money.	
17	A lot of good teachers have left the system because of the pressure placed on them as teachers. Those in the core classes are punished or rewarded for their performances. While the rest of us, the extracurricular teachers are ignored or not rewarded for being supportive.	Sep 25, 2012 8:43 AM
18	Some teachers and instructors are very good at what they do--even better than their so-called principals.	Sep 25, 2012 8:34 AM
19	Evaluations are subjective-based on another person's perspective and opinion, therefore they do not give true merit to a person's performance. Teachers in specialized fields(Sp. Ed and related arts) cannot be evaluated based on student performance due to the number of students served and the fact that they do not deal with standardized tests.	Sep 25, 2012 8:21 AM
20	This has the potential to creat a hostile work environment. What if you are an exceptional teacher but simply don't choose to compete for administrative attention. Some people just are competitive by nature. Afterall, CCSD has made getting a job in CCSD so competitive that they should feel confident with their employees and let them teach.	Sep 25, 2012 8:12 AM
21	There are teachers in every school who put in 50-60 hours a week, and teachers who do the bare minimum. Like every job, employees who work hard and produce results should be rewarded. Schools should be no different.	Sep 25, 2012 8:11 AM
22	I only particaly support pay by performance because I work at a school that has a high population of ESOL and special education students and I do not believe it is fair to teacher like me, who chooses to work at a Title One school, to have a lesser chance of salary advancement. I have no problem being judged on the scores of students whose primary language is English and who do not have a documented disability.	Sep 25, 2012 8:05 AM
23	It is easy for me - my school is good. It is hard for teachers who teach at a school that is in a lower socio-economic class.	Sep 25, 2012 7:54 AM
24	Every class is unique, and some years are far more difficult than others. If you take on a tough group the rewards will not be there, and in fact there will be no incentive to do so. I will want to be in the perfect school with the perfect parents backing me up at home if my pay will be based on performance. North Charleston is not that district. If anything there should be extra pay for teaching in a title one district.	Sep 25, 2012 7:43 AM
25	I am a visual arts teacher, with a masters degree. I am certified to teach Advanced Placement course in both studio art and art history. I attend at least one major conference a year. With the AP exam being the exception, there is not a way to fairly evaluate performance in visual arts to the point where the teacher is given credit or not. I do not currently teach the AP studio courses. However, that particular class has a reputation for winning multiple awards. This is not so much because of the teacher as it is the student in many cases. Our	Sep 25, 2012 7:35 AM

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school has won awards year after year, because of the faculty and the students - not because of the administrative team we had in place in the previous 4 years. That principal could have been recognized as being a good principal because of performance of the students. That would not have been an accurate assessment. Furthermore, not all students in the district receive arts education let alone quality arts education. If I was a teacher at another school, my students who had no art background would not be performing at the level my current students are performing. That again would not be a reflection of my teaching and education and experience as much as my students' education and experience as well as ability and skill. Not all students are gifted in the arts. Additionally there is no standardized test in the arts, nor should there be. Art is a form of expression. It is a release of creativity and it is highly subjective even when there are measurable areas of learning (what colors do you have to mix together to get the color orange? What is the definition of aerial perspective?) I believe that administrative observations in the classroom are the most important tool we have in as teachers for feedback on what we're doing right and what needs to be approved. It would be helpful to have master teachers in our art areas also come in and objectively give feedback and advice - perhaps from outside the district.

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| 26 | The current method of observation and standardized testing is not comprehensive enough to be "turned into" a method of pay for performance. I dont feel the district would make the nessessary changes before instituting "pay for performance" I also wonder if we are at a top school, how would we be mesured? Truly we are already at a high level with no room to grow with the current method. Though we enjoy remaining a top tier school we may need a different way of thinking to figure this out. | Sep 25, 2012 7:31 AM |
| 27 | I do not support pay for performances. There is alot that the teacher can not control with students. There needs to be a way to make parents more accountable. Paying teachers for performance should be a choice. When being forced teachers will be under pressure which could in turn cause them to quit and less people pursuing a educational degree, with a big teacher shortage in years to come. | Sep 25, 2012 6:10 AM |
| 28 | I teach at a high performing school, but I can't imagine supporting this if I taught at an at risk school. There are too many variables that affect student growth, the most important being the home environment over which we have no control. | Sep 24, 2012 10:53 PM |
| 29 | Teachers are not given "fair playing fields" when it comes to the students they must teach from year to year. I believe we need to look at grade levels and schools as a whole rather than single out teachers. When teachers work collaboratively it benefits everyone. | Sep 24, 2012 8:44 PM |
| 30 | I would only support "pay for performance" if the evaluations were accurate, and every teacher had the equal & fair oppportunity to be eligible for such bonuses no mater which school they worked at or what level students they taught. | Sep 24, 2012 4:52 PM |
| 31 | Many teachers spent countless hours trying to many lessons to fit the needs of their students. They do this so they can get the most from their students. They can not get those hours back, but to compensate them for their performance would bring them great satisfaction financially. | Sep 24, 2012 4:14 PM |

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32	I'm against it because some students just do not want to learn. They are interested in learning and will not perform to their/teacher's expectations.	Sep 24, 2012 3:53 PM
33	It is a motivating factor and appropriate indicator on teacher effectiveness and salary increases.	Sep 24, 2012 3:40 PM
34	Gains should be calculated on expected growth...NWEA MAP child scoring low is expected to gain more than child with a high score..Teachers should be judged on gains based on where the child started....Remember.all kids do not test well.....especially on tests that are at a high cognitive level....	Sep 24, 2012 2:26 PM
35	I cannot control data input from birth year to second grade. I cannot control attitude at home. I cannot control environment. I work with whom I've been given.	Sep 24, 2012 1:57 PM
36	Unless the evaluator is looking at student growth from one year to the next, then you can not determine the effectiveness of the teacher. Plus, there is no test for some classes, yet students learn just as much in those classes so why shouldn't those teachers get bonuses. In addition, the current tool is a one day indicator. Some students may not feel well that day or be angry at something and just not perform. Why should teachers be punished in these cases?	Sep 24, 2012 1:31 PM
37	Pay should be based on performance as a teacher and not tenure	Sep 24, 2012 1:18 PM
38	I do not support pay for performance because classes in a primary school setting are not equally divided. For the past 7 years in a row, I have had multiple children with autism, asperger's, cancer, and other disabilities that cause delays in their learning. There are many teachers on my same grade level in my same school who have no children with learning disabilities year after year. To compare our two classes and base pay on performance is not possible unless the classes are equally set up based on children's performance ability.	Sep 24, 2012 12:08 PM
39	Students performance on a standard test should not qualify a teacher as competent. All students test well, some may experience anxiety which can cause lower performance.	Sep 24, 2012 12:06 PM
40	There are teachers with experience that do not put in the time and effort into teaching their students. I feel like if there were some aspect of their salary linked to performance teachers would work harder to ensure their students' performance.	Sep 24, 2012 11:53 AM
41	I only support FAIR pay for performance. When administrators/observers enter the classroom, they only see one aspect and many are not trained to know what to look for. Accountability should also include the lesson plans and structure of student learning. Pay for performance should extend way beyond just core teachers. Elective teachers also make Great contributions to student learning and give students real-world experiences. Many students would not come to school if it was not for classes such as CTE, Art and Music. Also, elective teachers are dedicated and stay longer. Many core teachers receive the high bonuses, paid tuitions, homes, cars and they jump ship the leaving home school. Why are we paying for that? I am at a Failing School and have NEVER been given a bonus.	Sep 24, 2012 10:33 AM

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42	I do not support pay for performance in a case where a standardized test is not available for a subject. I also think some students may have test anxiety and are unable to perform to their potential on a standardized test.	Sep 24, 2012 9:11 AM
43	I do not think it would be objective enough to be fair.	Sep 24, 2012 8:06 AM
44	All students do not come with the same level of experience and parent support. Some area school would be at a big disadvantage.	Sep 24, 2012 8:06 AM
45	There would be no way to fairly pay teachers based on performance. Classes differ from SPED, CTE, Fine arts, and core classes.	Sep 24, 2012 8:03 AM
46	I am a fine arts teacher and am not sure how this would be fair, possible, or effective for many teachers.	Sep 24, 2012 7:53 AM
47	The only concern I have with pay for performance is that how would you scale the scores for a low performing school? How can a teacher at Academic Magnet and a teacher at Burke High School earn the same bonus?	Sep 24, 2012 7:19 AM
48	all teachers would want to teach the higher level students. sp ed students will never progress at the same rate.	Sep 24, 2012 7:12 AM
49	What about students with disabilities? They are not going to perform at the same level as other students. What about school with high levels of poverty, low parental support, high rates on transient students, etc? These students/schools are not going to progress at the same rates as other schools because the students are more concerned about survival than academics.	Sep 24, 2012 7:09 AM
50	Because the value of standardized testing is subjective; because the people who make these decisions are often not teachers themselves, and therefore have no business deciding if a teacher is good or not; too many more to include here.	Sep 24, 2012 7:03 AM
51	Pay for performance is not fair; most times, our best teachers don't even get kids that they can help raise to MET on PASS. Merit pay is not accurate and I currently watch my administrator favor certain teachers and teams by giving them materials that will allow for, statistically, a better opportunity to reach students. There are too many variables that aren't fair. Our administrator kept one team together this year -- a powerhouse team that always scores well and broke apart all others teams, even when teams spoke up and asked not to have this happen. Then she selected at least two favored veteran teachers who already have multiple grants funding special programs they run to get a chance at the iPad grant leaving out others who don't have special grants but want to grow as educators and develop innovative programming. If administrators are allowed to hand pick which teachers get the best kids and best materials, how can performance ever be a fair variable? Challenge us to grow with valid feedback but leave our pocketbooks alone. We can hardly make ends meet as it is.	Sep 23, 2012 10:11 PM
52	Special Education students do not make the same gains as their same aged peers each year. It would be a shame to penalize great teachers when some students' capacity is not measurable via a standardized test.	Sep 23, 2012 9:35 PM

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53	I believe all teachers want students to do better. Pay for performance kills collaborative learning communities. Why would you share what you do.	Sep 23, 2012 8:56 PM
54	I only support pay for performance if it is in the form of a bonus but not a decider for regular salary. There are too many factors outside of a teacher's control to fairly rate their performance and I believe teachers in Title I and lower socioeconomic schools would be at a disadvantage. Often times performance is directly related to support at home to reinforce what is done in school but that is one factor that is outside of our control.	Sep 23, 2012 8:49 PM
55	Standardized test scores can NOT be the determining factor. There are too many other things that factor into good education!	Sep 23, 2012 8:46 PM
56	Exceptional needs inclusion has become the norm for classroom teachers. It is impossible to meet the needs of all students when the teacher's time is spent on one student. Also, class sizes need to be smaller. I have 20 first graders including one highly autistic child. I believe SC teachers should receive higher pay overall. There should be reform in how to "let go" of ineffective teachers. Pay all teachers according to the national average that show growth, commit to attending school, and have a good reputation with parents. Every school knows which teachers care and which teachers just want a paycheck.	Sep 23, 2012 8:32 PM
57	We need to look at students as growing individual that mature at different rates. They should not be a statistic.	Sep 23, 2012 8:25 PM
58	I personally have watched a student of mine who is very very bright, choose to make the wrong answers on standardized tests because he "thought it would be fun". He later admitted this to his dad who told me. I also have a middle schooler who, when this topic was discussed stated, "so if I really don't like my teacher, I can do badly on tests and it will affect her pay?"	Sep 23, 2012 8:08 PM
59	I feel that a performance based pay is setting some schools up to have no teachers. It is hard to teach certain subjects when so many students come to the class with little to no reading skills. They have no parent support and take no value in their education. It is a way to punish teachers who work in the hardest areas within the district.	Sep 23, 2012 7:57 PM
60	Pay for performance is an extremely difficult thing to measure. Teachers who teach at struggling schools with historically difficult demographics should not be punished. Teachers never get the time to realistically evaluate each other, nor do I think they would give honest evaluations. Administrators can also have a biased view, as well as parents and students. In theory "pay for performance" is something I support, but I don't think anyone has come up with a realistic fair way of evaluating how to go about it.	Sep 23, 2012 7:43 PM
61	I think it will be easier for teachers who teach in schools where the majority of the students come from stable homes to show progress than teachers who teach in schools where the majority of children deal with drugs abuse, violence, homelessness, lack of /medical treatment, food, etc. This will cause the best teachers to move to the schools with the easiest to teach children.	Sep 23, 2012 7:23 PM
62	We do not have any reliable tests to measure growth.	Sep 23, 2012 7:06 PM

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63	I think that bonuses should kick in once a teacher has 2 years of experience. Performance pay can only work if there is a measure based on different levels of students as well as different classes.	Sep 23, 2012 6:57 PM
64	The product (children) we receive each year to work with are not chosen by us, nor is the product equitable in every school or class. It is absolutely absurd to think administration can give an experienced, good teacher the most challenging students all piled in one overcrowded classroom and then expect performance to render extra pay. How is that fair?	Sep 23, 2012 3:05 PM
65	I believe this can not be fair from teacher to teacher because of the different levels of sections taught.	Sep 22, 2012 7:40 AM
66	Teacher performance should not be based on the performance of others. You can have a national board teacher prepare award winning lessons, however, if a student doesn't take testing seriously, is that the fault of the teacher? If a student gets into a fight on the bus on the way to school and performs poorly on a test, should the teacher's whole year be evaluated by that one test? Is it fair to penalize teachers for factors that they cannot control?	Sep 20, 2012 11:17 PM
67	I have several reservations about pay for performance. The outcome of education is student learning, which is not always accurately measured by a test. It is insulting to students and their families to give a teacher all of the credit for student learning. Likewise, it is unfair to give a teacher all of the blame when a student doesn't learn. The teacher is only one factor affecting student learning. Other factors include the student, parents/family and the student's influential community/peer group. Although it may not be obvious to someone unfamiliar with education, it is an uphill struggle to teach students who come from families and/or communities that do not instill a strong work ethic and a high regard for education. An unintended result of pay for performance will be that teachers' reluctance to teach at schools with low test scores will make it ever more difficult to fill teaching positions at the schools that need good teachers the most.	Sep 20, 2012 1:28 PM
68	It would be difficult to evaluate all teachers.	Sep 19, 2012 6:52 PM
69	I teach at a rural school with little parent involvement. My students are 98% free lunch. I do believe in performance pay based on student growth. However I am unsure how to make it fair for teachers that have more challenges like the ones at my school. I put in more time to make sure my students perform well on testing and have been successful. Some school's populations determine their students success almost automatically.	Sep 19, 2012 3:28 PM
70	There are pros and cons to both sides of increase in pay performance or not. Many factors play a role: do you have special ed students compares to a teacher who has honors? How many IEP's/504/ESOL students compared to others, etc.	Sep 19, 2012 12:40 PM
71	I taught sped for 37 years. We are never rewarded based upon the population we deal with, the students did not meet expected growth of a normal peer. How would this be addressed?	Sep 19, 2012 11:40 AM
72	Teachers do no select their students. Students come from all backgrounds with different priorities for education and discipline in the home - which is the major	Sep 19, 2012 7:36 AM

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influence in student education no mater what the home socio economic level is.

73	Performance has much to do with students academic levels and social environment.	Sep 19, 2012 7:08 AM
74	It is not fair to base my salary on other teacher's performance or the home lives of my students. I have no control over these and should not be held responsible for them.	Sep 18, 2012 9:38 PM
75	If you teach in a lower income area or have many special needs students, your scores are probably going to be lower. I have taught in lower income schools with little parent support for 7 years. I don't think the lack of parent support and lack of character taught in lower income homes is my fault as a teacher.	Sep 18, 2012 9:30 PM
76	As a special education teacher, my students make gains and then see losses yearly. Students with mild to severe disabilities do not make gains like their same aged peers. It is frustrating that they are making gains, but that standardized testing does not account for these gains. This is a student by student situation, and if they are missing a lot of school it is unreasonable to hold me accountable for their lack of progress each year. Parents must be partners in this equation of success. It takes the student, the parent and myself meeting our objectives to see any real change. Their is no I in team. This is a team working for the betterment of a student.	Sep 18, 2012 9:00 PM
77	I do not fully support pay for performance; however, I am not against it. There are many factors which impact student learning that remain outside of a teacher's control: nutrition, home environment, parental support, enrichment beyond the classroom, etc. To evaluate teachers based solely on test scores seems flawed at best, and patently unfair. Is a physician's pay based on the health of patients when patients are free to ignore the advice of a their doctor? I think not. Teachers may be evaluated by their administrators through observation; however, it would be difficult to spend enough time in each classroom to provide a fair judgement. having peers evaluate one another is valuable, but basing one's pay on that evaluation would create a hostile work environment. Parents and students do not have expertise in educational evaluation. School based growth does not reward individual effort. This is a really tough issue with no easy answers.	Sep 18, 2012 11:56 AM
78	We do not have equity in measuring growth with different students and certain populations. A student with a disability may not show the projected growth (VCG) but has made significant personal gains...how will this be factored in. Not every school and not every child has the advantages of the East Cooper schools...not do the teachers have the same support and resources. the inequailities within the school district have to be addressed before you can "measure" a teacher's worth by her student's gains on a test.	Sep 18, 2012 10:59 AM
79	Pay for performance does not consider the fact that many students do not care what they score on standardized tests.	Sep 18, 2012 10:40 AM
80	Different schools have extremely different technology upgrades. Access to computers, probes, Gizmoz, etc greatly aid in differentiation and supplementing the curriculum, as well as in preparing students for the "real world" after	Sep 18, 2012 9:56 AM

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graduation. At Wando it is nearly impossible to have regular computer access. We also have students from all over the county, and our classes have an extremely wide range of reading levels, etc. Competing with schools like Academic Magnet, where students are chosen for their abilities is totally unfair, as is being compared to teachers within our own school who might have a majority of honors classes. Past experience has also proven that performance pay can also be very subjective, administrators favor a particular group of teachers, and they are always the ones who get the better schedules, classes, evaluations, etc.

81	There are too many confounding variables to create valid data based on students' test performance.	Sep 18, 2012 8:27 AM
82	It is impossible to quantify individual teachers' contributions to student growth. Even MAP testing doesn't reflect the contributions that other teachers/aids/volunteers make to an individual student's growth. As a non-classroom teacher who has done individual and group interventions for years, I always find it quite insulting when a homeroom teacher alone is recognized for improvement in student test scores - because homeroom teachers don't improve test scores alone and student test scores alone are not the final measurement of maximizing student potential. "Pay for performance" is a joke, inaccurate, fails to recognize team work, and only contributes to poor moral throughout a school organization which ultimately is a collaborative effort - not individual.	Sep 18, 2012 6:40 AM
83	Student attendance and students with IEPs have a great impact on performance in the classroom.	Sep 17, 2012 9:34 PM
84	no comment	Sep 17, 2012 7:43 PM
85	I support bonuses based on where a student began and where they ended up based a more than one measure.	Sep 17, 2012 3:51 PM
86	I support pay for performance as bonuses in addition to the current salary structure because most teachers whose students growth is evident on standardized tests, put in a lot of unpaid overtime at school; spend excessive amounts of money on extra classroom supplements; and takes the the initiative to get trained or attend professional developments to stay abreast of best practices.	Sep 17, 2012 3:32 PM
87	I do not support pay for performance 100% because there are too many contributing factors, i.e., student levels, parents, and availability of materials and resources.	Sep 17, 2012 2:53 PM
88	Children's performance varies from day to day	Sep 17, 2012 2:50 PM
89	Teachers who do all the extra things outside of their classroom instruction but do things for the school should be considered to be paid for performance.	Sep 17, 2012 2:45 PM
90	teachers who teach the higher level students would have much better results in all areas above. No teachers would want to teach the lower level student.	Sep 17, 2012 2:45 PM
91	Teachers will not want to teach inclusion/special education students in the	Sep 17, 2012 2:35 PM

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regular class as it would have a negative impact on their livelihood.

92	#6. Teachers cannot evaluate another employee, not ethical or legal	Sep 17, 2012 1:59 PM
93	My concern is the subjectivity that may be involved with evaluating teachers. If using MAP/PASS data, I am concerned with the fidelity of implementation - MAP needs to be monitor as strictly as PASS.	Sep 17, 2012 1:26 PM
94	Since coming to CCSD (this is my 9th year) my salary has actually decreased every year but this year. Coming in with 27 yrs. experience cut me out of the step increase and we haven't gotten a cost of living increase either. Then came the furloughs. My students have greatly improved on PACT/PASS every year I have been here. I was also made to take the PRAXIS to teach 6th grade SS (a subject I have taught for 27+ years) What's wrong with this picture?	Sep 17, 2012 12:53 PM
95	There are too many variables that come into play that affect a child's test scores. To have those scores affect my pay is not just. Whether or not a child is paying attention, got a proper night's sleep, was yelled at by a parent or bus driver and upset them that morning. That child may be sick and the parent can not afford to take off work to stay home with the child. The child may not be medicated and is supposed to be. Often times children come to school hungry and/or distracted by something going on outside of school. There are even parents that take their children out of school for a week at a time for vacation during regular school days in which the child misses direct instruction which can not be made up.	Sep 17, 2012 12:51 PM
96	Teacher's pay should not be linked to standardized testing. There are too many variables....how do the parents interact with the child, what is the home life like, did the child have breakfast, etc. Teachers should not be the scapegoat for every ill in society,.	Sep 17, 2012 12:47 PM
97	Teachers should not be penalized because they might have a lower learning student in their class. Also I had two students with downs and autism. Should there score base my salary. How will the division of classes work?	Sep 17, 2012 12:45 PM
98	Pay for performance should not be the entire reason to base salaries due to the fact that some children do not do well on standardized tests. Also, what about the teachers whose students do not take the state standardized tests? How will they be paid? It is not a fair representation of a teacher's ability to teach. Some teachers start with students who are already scoring high on tests so the student growth will not be as large as those whose students begin with lower scores.	Sep 17, 2012 12:39 PM
99	Students with Intellectual Disability do not succeed on grade level standardized testing.	Sep 17, 2012 12:08 PM
100	Standardized testing does not directly reflect the effectiveness or ineffectiveness of a teacher. There are too many variables that effect scores to rely on their results.	Sep 17, 2012 12:05 PM
101	Pay for performance can be completely subjective. What if a student is not performing well that day? What if a student does not have the necessary support at home to be successful? What if a principal wants to target a certain teacher? Statistics also can be manipulated.. For example Lets say I teach a	Sep 17, 2012 12:03 PM

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class of 25 students and 5 students are "failing" that is a 20%. If I teach to 15 students and 5 are failing that is a 33% failure rate. Those statistics could be manipulated to be score a teacher. These numbers do not take into account the teacher as a person and what he/she does in the classroom day in and day out.

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| 102 | There are so many other factors to consider beyond the teacher when determining why a student is or isn't achieving such as family disruptions, medical issues, congenital problems manifested in disabilities, and many other. It simply isn't fair to compare teachers based upon their students growth rather than how effective the lesson each day is. That is the bottom line. Students with disabilities should be taken out of the equation because of the nature of their handicap, they are going to learn at different rates. | Sep 17, 2012 11:48 AM |
| 103 | I have to work within the framework of the leadership at the school. Administrators make decisions that affect my performance and I have no voice about very important matters. There is no recourse for me when I find the leadership in the school seriously lacking. I have no way of informing anyone at CCSD of the problems that I am encountering and no way of improving the situation. I must do the best that I can do within my classroom while many other factors affect the effectiveness of my work. I have found that I have no way of having input. | Sep 17, 2012 11:32 AM |
| 104 | In number 6, I would probably measure performance with a standardized pre-test and post-test given in each high school course and then measure progress made by each student. The problem would be that brighter students would make more progress than others and so would probably have to quantify expectations somehow. | Sep 17, 2012 11:06 AM |
| 105 | I have male friends that teach at the elementary level and I do know that they will have ALL the disciplinary problems in their classes, because they are men and supposedly better equipped to deal with the issues. How can these teachers expect the same results as the other teachers with no discipline problems. If student and parent ratings are to determine pay raises, wouldn't most teachers attempt to not upset anyone, be friends with the students and not be in an authoritative role. But then what happens to learning in the classroom and test scores? I believe this is a catch twenty-two. The test scores would probably go down, unless we just all teach to the test. | Sep 17, 2012 11:00 AM |
| 106 | I absolutely support pay for performance. A teachers years of experience also contribute to a teachers effectiveness but an incentive program should be in place to maintain GREAT teaching. Some considerations should be discussed though including: how are teachers at different levels fairly evaluated. Teachers of inclusion classes need to be evaluated in that setting as well as teachers of higher level courses. there should be both a scale for experience and for performance and maybe an option for either should be implemented first to see how successful the program is. Careful monitoring should also be in place to insure that teachers are actually teaching and not jsut trying to raise scores or falsify any information that is used in the evaluation process. THANKS!!! | Sep 17, 2012 10:38 AM |
| 107 | I currently teach 7th grade students who read on a second grade level. On paper, I look like a low performing teacher. However, I go above and beyond to plan lessons for these students based on their reading level. I do not have | Sep 17, 2012 9:25 AM |

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resource materials and must create everything I do. I spend a lot of time on my lessons. If this goes into place, I will no longer be teaching in North Charleston. You will not find anyone who will be willing to teach in a low performing school.

108	I am unsure how it will be fair if we use tests results to determine teacher pay. For example, those students who are mainstreamed into the classroom, but pulled out for resource and other interventions most of the day, who will get the credit for that child's overall performance? Those students who are out of the classroom most of the day, or late/tardy most days, how will it be fair to hold the classroom teacher accountable for those students' results? Also, how will resource teachers, interventionists, and special area teachers be paid?	Sep 17, 2012 9:10 AM
109	It is not a fair assessment of a teacher's ability to teach.	Sep 17, 2012 8:58 AM
110	I lean toward not in favor because some schools have lower performing students due to home situations that are beyond our control. Low performing schools will lose many experienced teachers that will try to transfer to "better" schools because of their locations.	Sep 17, 2012 8:57 AM
111	We cannot control what the student does on a test; whether they rush through it, are on medicine, studied, parental support, etc.	Sep 17, 2012 8:48 AM
112	I do not support pay for performance. Many teachers teach special ed. students that do not see much growth at all. How will pay be figured for these teachers?	Sep 17, 2012 8:45 AM
113	Throughout the district, we have a wide variety of schools with students from varying backgrounds and home situations. While I believe all children can and should learn, and high expectations are the key to success, many children do not have the support system at home. We need to continue working on our community outreach programs. The pay for performance idea seems to be an expensive system to implement to pay some teachers and punish others. We all work hard and do our best. We don't need additional stress placed upon us concerning our paychecks.	Sep 17, 2012 8:38 AM
114	Performance pay will be very difficult to apply to SPED teachers, special area teachers, and other interventionists unless the majority of the performance pay is decided through administrative observations.	Sep 17, 2012 8:36 AM
115	I do not support pay for performance because it creates an environment where teachers have additional stress. In some cases, teachers have "cheated" on tests to boost their scores. It also does not recognize teachers who are not main classroom teachers (resource, GT, ESOL, etc)	Sep 17, 2012 8:11 AM
116	I support pay for performance as long as it encompasses overall school growth. To reward pay for performance based on individual classes is biased based on the fact that students are entering with a deficit, and based on teacher class assignments, some teachers would have a class make-up that would not be the same as another teacher's and therefore the playing field would not be the same "starting out of the gate."	Sep 17, 2012 8:00 AM
117	N/A	Sep 17, 2012 7:53 AM

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118	Teacher pay should not depend on ANY factor that the TEACHER does not DIRECTLY control! Personal preference, parenting abilities, and other outside influences effect ALL the possible items listed in the above question. A GREAT teacher could have POOR students/parents! Does that mean that teacher should be paid less??? Don't we WANT good teachers in classrooms with poor students?? If SC goes the pay-for-performance route, NO teacher will be willing to teacher lower level classes!	Sep 17, 2012 7:51 AM
119	It does not give teachers of lower grades an opportunity to get rewarded. Also when one teacher is also given the children who are identified as struggling the playing field is not equal.	Sep 17, 2012 7:47 AM
120	As a teacher of students with Intellectual Disabilities, I cannot wrap my head around the pay for performance idea and how it would work with our population. I think it would create a negative atmosphere among teachers competing for test scores. I do not support this idea.	Sep 17, 2012 7:43 AM
121	There are too many variables out of the teachers' control to base their salary on performance. The best teachers teaching in low socio economic environment scores may be lower than other for various reasons.	Sep 17, 2012 7:35 AM
122	I am not in favor of the pay for performance idea. I feel as teachers, you teach the children the material in the best means possible for your student demographic; however, if they do not maintain the information and do not test well I do not feel that I as a teacher should be punished for that in terms of my pay. As a teacher, I cannot take a test for my students, but I can provide them knowledge and information that I know will best suit my students' needs. A teacher does a lot more than just teach to standardized tests. In some of my experiences just listening to my students, and providing a safe environment was more beneficial to my students overall well being. If I am going to be judge on my teaching, then I would rather someone come into my classroom and see how I interact with my students and observe my content delivery and assessment of students. I feel that shows more about a teacher than being ranked on standardized test scores.	Sep 17, 2012 7:28 AM
123	I work very hard at what I do! I can't make a child perform. The child has to be willing to perform.	Sep 17, 2012 6:47 AM
124	NA	Sep 17, 2012 6:42 AM
125	Research shows that pay for performance increases competition between teachers, discourages collaboration, and overall lowers student achievement.	Sep 17, 2012 5:34 AM
126	Class diversity and performance are like playing cards. You can never be sure of the hand you are going to be delt, and the results it will yeild. pay for performance is a cop out. Education stands on three legs. the teacher, parent and the student. To put all the weight on the teacher is certainly unfair at best. If that is the way the pay for performance model is to be administrated it is doomed to failure and will further drive qualified people from the profession.	Sep 16, 2012 10:08 PM
127	I support pay for performance in addition to the current teacher salary. However, I wonder how performance would be calculated for teachers that teach Fine Arts,	Sep 16, 2012 9:27 PM

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ROTC, Physical Education, Technology Courses, etc. How would these teachers be rewarded or penalized if teachers were to be payed on Overall School Growth based on standardized testing?

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| 128 | Students do not always perform the same under pressure on a test as they do when participating in class. They do not have control over their home environment and if there is a lack of support it can carry over in to thier attitude towards tests and or schoolwork. If they have had a bad day before the test some will just bubble in whatever and we do not have control in the attitude they bring in with them. Also some children are just not test takers. They have anixity when they know they are taking a majpr test that reflects on both them and the school. I know I was one of those students in high school. I would try my hardest but the nerves would casue me to second guess and that would or could have a negative affect on test scores. | Sep 16, 2012 9:20 PM |
| 129 | I feel that some teachers are more dedicated to their students and to the profession and should be compensated accordingly through use of bonuses added to their current salary. Teachers with more years' experience and higher level education should continue to be paid more than those with fewer years and lower levels of education. | Sep 16, 2012 9:09 PM |
| 130 | Pay for performance includes too many extraneous variables that are far beyond the teacher's control, thus making that system unfairly defined. | Sep 16, 2012 9:09 PM |
| 131 | Performance pay is subjective and causes cheating. Teachers in lower performing schools face a number of variables that higher performing students do not and those teachers may work just as hard or even harder and not yeild the same results. | Sep 16, 2012 8:58 PM |
| 132 | If students took a pretest and posttest, I would be in favor of performance-based bonuses for teachers whose students showed improvement in that subject. Not if you are going to compare last year's sophomores with this year's sophomores since they are a totally different group of students. | Sep 16, 2012 8:39 PM |
| 133 | I feel it should be based on overall growth, not the scores. It should be based on students with the teacher from Oct to the end of the year. NOT students that move in AFTER Oct. | Sep 16, 2012 8:33 PM |
| 134 | I think great teachers should be rewarded for their efforts, but those qualities can not be measured by test scores. A student with a family who is involved and supportive in their education is always going to grow more than a student who has a family who does not value education and/or has to worry more about putting food on the table. Put the very same teacher at a 10% free and reduced school and then at a 90% free and reduced school - which group will qualify him or her for the bonus??? | Sep 16, 2012 8:28 PM |
| 135 | I do not like pay for performance because of the many factors beyond a teacher's control that affect performance ratings. | Sep 16, 2012 8:14 PM |
| 136 | Students come to us with different ability levels. I have three sons. Today, one is a rocket scientist; another has always wanted to be an educator and he is one; the third is in sales. I can tell you that the rocket scientist would have made any | Sep 16, 2012 7:57 PM |

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teacher look great. The other two would have made the grade because I was there to help with homework every night. We always hear people quoting, "research says..." Well, Marzano said that a teacher could influence about 43% of a student's academics with the other 57% coming from other sources. I've always thought it was 50/50; never the 90+ % that our local administrators seem to think. Does anyone really think that a student's grades don't come from his efforts and his environment? The above is a small portion of why it is wrong to grade a teacher on the performance of his students' grades. Another teacher should not be graded by what I do. I should not be graded by factors beyond my control. This is a political move and luckily, last Thursday, the State Board gave credibility to refusing to grade teachers.

137	As a SPED teacher, I would be worried about how students' growth was measured and do not think one measure would be appropriate across the board as my students' performance would vary based on disability area, among other factors. I am in favor of having their growth be taken into account, very carefully.	Sep 16, 2012 7:49 PM
138	If additional. pay above and beyond the salary scale is to be implemented, it MUST be measurable and not subjective.	Sep 16, 2012 7:44 PM
139	I am not in favor of pay for performance as it will advocate and propagate the advancement of students who should not be advanced to make sure one's pay is not adversely affected.	Sep 16, 2012 7:37 PM
140	There are factors beyond any teacher's control. Evaluating teacher performance based on test scores will foster an atmosphere of desperation among educators, which would be counterproductive.	Sep 16, 2012 7:34 PM
141	I have yet to find a sceanario where bias is avoided.	Sep 16, 2012 7:11 PM
142	I am NOT in favor of Performance Based pay. However, if CCSD does indeed move toward this type pay, it should be based on student GROWTH not whether or not they meet grade level expectations. I may have a student in 4th grade who reads on a 1st grade level when they come to me. If I can get that student to a 3rd grade reading level by the end of the year, that is growth. They will not meet grade level expectations, but they have shown growth. MAP testing is a good indicator, state mandated assessments are not.	Sep 15, 2012 7:33 PM
143	Strong teachers often get the worst behavior issues or those with special needs. If these classes aren't equal then it isn't fair to pay for performance when some teachers start off at a disadvantage based on who is on her roster.	Sep 15, 2012 2:26 PM
144	Teachers working in Title 1 schools are not on the same level playing field as non-Title 1 teachers.	Sep 15, 2012 2:07 PM
145	If you have a low class, there is no way that you would ever be paid for performance. Some teachers always get a tough class because they can "handle it". Other teachers get classes that are low maintenance because they can't handle the problems of a tough class.	Sep 14, 2012 10:33 PM
146	I do not think teachers should be paid according to student growth because there are many other factors that come into play besides how the teacher conducts	Sep 14, 2012 9:27 AM

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lessons. Parent involvement, student attendance, the effort of the student in class, overall home environment... I wouldn't want to teach in a low performing school if my pay was based on student performance. There are noneffective teachers teaching in high performing schools but there students do well in school anyway because of their environment.

147	I agree with pay support.	Sep 14, 2012 7:33 AM
148	It is very difficult to show student growth for the very high students. It is much easier to move lower students. I'm not sure how this could be allowed for in any pay for performance formula. The same number of points for increase in scores from the beginning to the end of the year for every student is unreasonable.	Sep 13, 2012 8:42 PM
149	Performance is very subjective as to what the teacher does in the classroom to be successful with her or his students. Caring, passionate, dedicated, loving, nurturing and all of the other qualities an excellent teacher has is not measured. What a teacher does to bribe (Mc Donalds, limo rides and cruises to name a few), teach to the test, and how well a child can test is in reality what pay for performance is based on.	Sep 13, 2012 5:41 PM
150	Could promote an atmosphere of (unhealthy) competition among teachers or spike a reluctance to share information or help each other out. Also, there are some students who will not try and it's not fair to punish teachers for that	Sep 13, 2012 4:00 PM
151	I don't support pay for performance because students vary in their ability levels, their experiences in the world, and their support at home. My scores might be great because of the ability level of my students while a colleague's scores might be low because of the ability level of the students.	Sep 13, 2012 3:37 PM
152	Pay for performance initiates teachers teaching to the test instead of educating. MAP performance indicators only use the current year and nullify previous grade level scores. So it is possible for a student to make their goal in a year but not advance from their previous year's score. A child who scores 190 at the end of third grade should have his fourth grade score based on his Spring score from third grade. The current system only looks at one year in isolation not as a cumulative over a student's educational years.	Sep 13, 2012 2:44 PM
153	Pay for performance will scare great teachers away from teaching children who come from areas that are low socio-economically	Sep 13, 2012 2:38 PM
154	For teachers who work with children in the "non testing" grades we are not recognized for our children's growth. The lower grade teachers are the ones who have helped build the foundation for these children. I think it is great that the teachers are recognized for when their children make great gains on the tests (PASS, MAP). What about your CD or Kindergarten children who don't take PASS or MAP, they are making wonderful growth as well, these teachers should also be recognized.	Sep 13, 2012 1:51 PM
155	My area of expertise is highly technical and business specific. I doubt any administrator, peer, teacher, parent (unless from the industry) could objectively and fairly evaluate. I do not have an unpacked curriculum as well. It is up to me to unpack the curriculum which should already be created so each technology	Sep 13, 2012 1:32 PM

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teacher is on the "same page" so to speak.

156	I don't believe parents should be aloud to rate us unless we are aloud to rate them. I've had parents get upset with me because their student isn't doing well but the parent brings them to school late 7 days out of 10 and forgets to give them their medication half the time and they are habitually absent. They should not be able to say I am a bad teacher when at least half of the problem is them. I don't believe students should rate us because they will not be objective. I also think that peer teachers would not be objective either. I do not think it is fair for a second grade teacher to get an "A" just because the school got an "A" overall. Some teachers just aren't good teachers but the rest of the school makes up for that. They don't deserve to ride the coat tails of everyone else. On the flip side, if the school makes and overall low score but a certain teacher is a great teacher, he/she doesn't deserve to be penalized for that. I can agree that if my students are not making good growth year after year after year, there is probably something wrong with my teaching, but you cannot measure my teaching by one day of testing from one class. Maybe a child came in late, didn't get their medicine, didn't go to bed early, didn't have breakfast, fought with his parents or siblings before he got to school, and has a bad test day. This isn't an accurate measure of my teaching ability. I think the majority of our evaluations should be based on observation and a small percentage on growth. Lower grade teachers should not get credit for the growth of the overall school. Parents and students should ABSOLUTELY NOT have any effect on my pay or evaluation.	Sep 13, 2012 11:44 AM
157	I think that paying for performance should be used for incentives, bonuses, and teacher evaluation. It should incorporate many different factors to get a real picture and insure that it is not based just on a student's performance on one day. I think if used in the right way it could be used as a great motivational took since there is very little extrinsic motivation in the teaching profession.	Sep 13, 2012 10:16 AM
158	There are too many variables in teaching, students, and classes to be able to make a pay for performance tool equitable.	Sep 13, 2012 8:59 AM
159	it will show who is doing their best	Sep 12, 2012 7:57 PM
160	Il believe that teachers, administrators, parents and students all play a part when a school is successful. Any performance bonus should be based on overall school growth.	Sep 12, 2012 6:54 PM
161	I work 12 hours each weekday and 6 hours each weekend day. I put everything into my teaching and planning. I have been teaching for 13 years. My commitment to my career should be reflected in my salary. There are teacher who are paid more and walk in/leave when the bell rings.	Sep 12, 2012 6:29 PM
162	I do not support this! The first 4 would be totally bias and the last 2 wouldn't be fair. How would special area, resource, special needs, etc... be evaluated? When there is a"problem" with a teacher's performance the principal should take action immediatly! They shouldn't wait until it gets worse. COMMUNICATION!! Set up a plan, get him/her a mentor, give a timeline with check points (FOLLOW UP), give consequences, give SUPPORT!!!	Sep 12, 2012 6:23 PM
163	Pay for performance is tricky in teaching. Unlike other businesses we have no	Sep 12, 2012 5:20 PM

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control over raw materials ie students. A chef, seamstress, artist would only choose the best materials when creating final product. While I enjoy teaching ALL students we cannot use their performance as the only means of rating teachers.

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| 164 | pay by performance does not take into consideration the students environment in which they live. A teacher working in a low socioeconomic area has a much harder time with students because these students lack the social skills, background knowledge, and support at home that most parents provide students in a normal to high socioeconomic area. Teachers are also supposed to show growth for students who have IEP's and are pulled from the classroom for a good bit of the day. Also, there is a question of what the test will be that will measure performance and how is it monitored for all teachers. and, the low socioeconomic schools have a much higher turnover rate. Students come and go. Would we be evaluated on a student that comes in the middle of the year? Principals have a good idea of the teachers that are performing at an acceptable level to help the school grow and prosper. Teachers that are not performing should be held accountable. | Sep 12, 2012 4:55 PM |
| 165 | Pay for performance is valid if the evaluation tools for the teachers are relevant. High stakes testing should not be the only tool used. Observations and teacher input are equally important in the process. | Sep 12, 2012 3:29 PM |
| 166 | test scores used as an evaluation method are not fair because special ed and resource students are forced to take the same test. | Sep 12, 2012 2:48 PM |
| 167 | I like the idea of having better teachers, but the evaluation of peers/admin/parents is so subjective. I support bonuses for teachers of AP classes and IB classes (I am not one of them) because they put in many more hours outside of class. | Sep 12, 2012 2:18 PM |
| 168 | Hard to come up with a fair method and it creates a lot of animosity among teachers/ staff | Sep 12, 2012 1:20 PM |
| 169 | I do not support overall school growth. In teaching CD I have no control over the other teachers and their standards. I think basing it on student growth is most important. | Sep 12, 2012 1:20 PM |
| 170 | All children are gifted...some just open their gift a little later than others. This is very true in kindergarten. | Sep 12, 2012 1:15 PM |
| 171 | Any good student can have a bad/poor test result. Any student can have a bad day and just test poorly. Following the academic growth of the school could be a way to do this but what about the schools where the students do improve, but not significantly...versus a "richer" high performing school....Dunston versus Stiles Point....that wouldn't seem fair. Everyone usually makes gains and does there very best to teach all the students....ALL TEACHERS DESERVE a YEARLY raise, not just some of us!! Some students are luck they get to school considering some of their home environments!!!! We should not get paid based on student performance. I am lucky enough to be in what is labeled a "high performing" school environment, but I don't think I should get a raise over other teachers at other schools! We all deserve a raise, what we do is not easy! I | Sep 12, 2012 12:02 PM |

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actually enjoy my job, luck me!

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| 172 | I do not feel that teachers should be judged and paid on their students test scores from three days throughout the year. There are many other factors that affect how a student takes a test on a computer on a certain day (parent involvement, homelife, attention span, ADD/ADHD medicine taken or not take that day, special needs children who are in the class). Also, classroom teachers have students who take a computerized test that could be used to evaluate performance, but what about special area teachers? There is no fair way to assess them and then compare them to classroom teachers. | Sep 12, 2012 11:11 AM |
| 173 | Pay for performance will pit teacher against teacher. Questions of equity in both classroom size, levels of students, materials, etc., will arise. There is no true equitable situation across CCSD much less within a building. A teacher can bring everything that they know to the table, but the deck is oftentimes stacked against them from the start. I can't imagine that the students at Cario have the same equitable environment as the students from Morningside, for instance. There are too many external factors that influence a teacher's success from within the District and building and including home factors of students as well. Performance-based pay will cost the District many good teachers, and we will see unethical behaviors increase to compensate for the pay scale. | Sep 12, 2012 10:39 AM |
| 174 | There are many teachers with high education levels who do not belong in a classroom. Likewise, there are teachers who have been teaching 20+ years and have lost their passion. Teachers should be paid based on performance and education level. | Sep 12, 2012 9:52 AM |
| 175 | I am unconvinced that performance can be measured equitably. Standardized testing changes and does not even exist for many special areas. Student performance depends on many uncontrolled variables. Bonuses, fine. | Sep 12, 2012 9:13 AM |
| 176 | I am not in favor of pay for performance for many reasons, however the main reason is because teachers working in at-risk schools tirelessly trying to help these children are at a huge disadvantage. They need LOTS of support to help these children make academic gains. If anything, these teacher should be making more many to begin with! | Sep 12, 2012 7:45 AM |
| 177 | I don't support pay for performance because I feel it is very subjective and dependent on circumstances beyond teachers' control. | Sep 12, 2012 7:31 AM |
| 178 | If we move to a pay for performance tool we will be creating a situation in which teachers will not want to work at failing schools, not want students in their classrooms with behavior issues, and not want to include students with special needs. What would be the incentive? If this system is put into place I believe many teachers will transfer to higher performing schools where behavior is not an issue and they are "guaranteed" to receive a bonus. This system has not worked! Look at some of the districts around the country that have already tried this or are in the middle of trying this - teachers felt more pressure, only taught to the test, and over a few years test scores did not improve. Teacher strike in Chicago...need I say more? Let's see Mick Zais get paid based upon teacher approval ratings. He'd never let that happen, but is o.k. putting teacher's salaries in the hands of a group of nine year olds taking a test. If the pay by | Sep 12, 2012 7:10 AM |

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performance tool were a bonus that did not effect our salary then it might work. Classes differ greatly year to year. My class test scores can be the best in the school one year and middle of the road another. It's not about my ability to teach but the types of students and parental support.

179 Pay for performance is subjective due to outside influences in student lives that affect learning. Medical, family, economic, disability, and psychological issues can affect a student's growth level and these issues are out of the teachers' locus of control. Quality teaching can be determined through administrator observations and through the overall achievement of the entire school. It takes all of the teachers in a school working together for student success. Sep 11, 2012 10:39 PM

180 It's not a level playing field. There are Mount Pleasant schools where kids come in to Kindergarten at the performance level of first and second graders, and schools in the north area where kids come in on the level of 3 year olds. How can those teachers be held accountable for the same performance in the end. It's unfair. Sep 11, 2012 8:46 PM

181 I believe that a pay for performance salary structure is a bad idea because it is extremely hard to measure someone's performance. Standardized tests are not an adequate picture of what a student has learned or can do. Many time students rush through tests, are having a bad day, or have special needs but are required to take the same tests as their peers. These things should not play a part in deciding how well the teacher has performed. Administrative and peer observations could be determined by how well the teacher is liked, or is friends with the people observing him/her. Parent and Student surveys could also be a popularity contest. Perhaps performance bonuses would work, but once again, it is very hard to measure these things. I have known plenty of teachers who are not very good at teaching, but are well liked by the administration so they continue to teach. Plus, since it has been a very long and difficult process to get to the pay increase that we saw this year (and we are still not being paid fully for our step increases), how can the district promise pay for performance or performance bonuses? Where will that money come from if they cannot pay teachers based on what their pay scale should be? Sep 11, 2012 8:04 PM

182 I do not support pay for performance especially if based on student test scores. There have been times over my career when I have witnessed students not trying their best because they were tired or in a bad mood, etc. I also have students placed in my classroom that have severe learning disabilities and other teachers do not have any students with disabilities. Will that teacher earn a pay raise because her students scored better than mine? Not fair. If we have to have pay for performance, then there needs to be several things that determine pay such as professional development, volunteer service, student scores over the course of a year, written units, college classes, mentoring, etc. There should not be one component that would make or break the results. It should be a combination of several things to decide the additional pay. Sep 11, 2012 7:41 PM

183 There are too many variables that I can't control when testing is the determining factor, such as: student physical condition, student emotional condition, test-taking anxiety, testing schedule, and so forth. Basing things on administrative observation can be a problem when there is a punitive situation. Sep 11, 2012 7:38 PM

Page 2, Q7. Please use the space below to share your thoughts on why you do, or do not support pay for performance? (Answers will be shared with district leadership without any connection to your identity)

184	Do not support it- not all students the same, not all classes the same classes could be stacked against you	Sep 11, 2012 7:17 PM
185	It is difficult to keep teachers as it is in low income area schools.	Sep 11, 2012 6:34 PM
186	Good performance = Good results Garbage in = garbage out	Sep 11, 2012 6:00 PM
187	Who evaluates the evaluators? What are the "performance" criteria? Teachers who are highly qualified should be working at "failing" schools.	Sep 11, 2012 5:48 PM
188	I believe that the most accurate picture of what goes on in my classroom to support student learning can be seen in regular observations from the administration. I can teach my socks off, but still have a child "with his underwear on backwards" on test day. My pay should not be based on a first grader's willingness to take a standardized test seriously. Often times the lower grades are scheduled for test after 1:00 in the afternoon, they will not perform optimally at this time. There are so many factors that can affect testing (changed color - behavior plan, friend was mean at recess, tired, bad mood, test anxiety, etc.) I have taught in a title one school with 100% free lunch, and I have taught at a top notch school with 100% parent participation. I worked even harder at the title one school - using every trick in the book to meet each individual's needs), and still the test results did not reflect my passion for teaching these children. I believe that a child's education starts at home, and then continues with the teacher and parents as partners. I should not be paid based on student achievement when lack of achievement is, at the very least, half the fault of little to no family involvement.	Sep 11, 2012 5:12 PM
189	It will be difficult to motivate the teachers that are now taking the more challenging students to continue to make that sacrifice. Student population is not a level playing field, so how can the teachers be judged fairly.	Sep 11, 2012 5:10 PM
190	Although good performance should be recognized. I believe that classroom structure, size, make-up, administrative support (true support/not pressure or intimidation) resources, parent involvement or lack of, and more make it impossible to measure performance.	Sep 11, 2012 5:10 PM
191	Unfortunately, there are too many variables that play into the performance of a child from year to year. In addition, how will student's IQ, which indicates potential, become a factor? What happens to a teacher that has taught students to their highest potential?. What pay incentive would Special Ed teachers have? What about students that jump around districts, states, and are habitually absent? Again, far too many variables to control and designate as the barrier or contributor of a students' growth or lack of.	Sep 11, 2012 4:32 PM
192	This year I have several students with IEPs, several students with English as their second language, and many students who come to school on a daily basis without their prescribed medication. These all impact test scores. Other teachers on my same grade level have no English as a second language learners and no students with IEPs. I should not be punished due to the makeup of my class. Student scores should not be used as a way to rate teachers.	Sep 11, 2012 3:45 PM
193	Performance may not be a reflection of teacher effectiveness.	Sep 11, 2012 3:41 PM

Page 2, Q7. Please use the space below to share your thoughts on why you do, or do not support pay for performance? (Answers will be shared with district leadership without any connection to your identity)

194	There is not a level playing ground. Low performing schools often don't have the parental support that other schools have. Parents are often struggling to keep their family afloat. Ex working more than one job. Children need both support from school and home. Also I don't think all people are always honest.	Sep 11, 2012 3:30 PM
195	There are too many variables; students with learning disabilities vary from subtle to severe. Most teachers in the regular classroom do not have special education degrees.	Sep 11, 2012 2:59 PM
196	Teachers deserve to be evaluated on how they complete their job. If teachers do not perform adequately, then their principal or district administrators should do their job as a manager and run the school so that all employees are performing at a high level. Teachers should be paid on the work that THEY do, not the work that STUDENTS do. Many students don't work to their potential by choice.	Sep 11, 2012 2:42 PM
197	I am a special education teacher and each child should not be expected to learn, grow and develop at the same rate. There are too many intangibles involved with teaching children to tie the teacher's performance to their performance.	Sep 11, 2012 2:33 PM
198	It concerns me that if we supported performance pay, all of the educators from Atlanta that changed answers on the standardized test would have GOTTEN RAISES!	Sep 11, 2012 2:23 PM
199	The only problem would be for the schools with very poor parent involvement. It's not fair to grade a teacher on what the children forget once they leave a structured environment.	Sep 11, 2012 1:58 PM
200	A doctor is not paid based on his patients health because the doctor can only perscribe a plan and encourage the plan for the patients health. The doctor cannot control physiological or biological reasons for decline in health at all times nor whether the patient at home continues their plan or those that support and assist the patient. It makes no sense to evaluate a teacher and determine pay this way because there are an excessive number of uncontrollable factors that way heavily on the student success. Parents, motivation, basic needs being met at home, psychological, physiological, emotional, biological, developmental reasons that are beyond control. It would be the most unfair way to pay teachers. Especially when the nature of our job is so different across the grades and classes. Special Ed and Early Childhood for example are two very different levels that do not take standardized tests necessarily nor is it developmentally appr. to do so. I just think it is assanine to even consider this as a feasible plan. I will promise I am finding another profession if something like this is put into effect. It will also create animosity between collegues because it is so unfair. It will do the exact opposite of what the law makers intend to do. This will not motivate those who are slack. They should be delt with on an individual basis.	Sep 11, 2012 1:22 PM
201	Students with disabilities and students who have concentration problems are not always going to perform their best the day and time we are allotted to complete the assessment. If it is computerized, and a child is having an off day, it is possible they will not meet their goal. If they do, they tend to still not meet the expected growth needed.	Sep 11, 2012 1:16 PM
202	Pay for performance would decimate the fat lazy doing teacher population that	Sep 11, 2012 12:59 PM

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currently rules the district. Most teachers that care have their spirit crushed by incompetent administration and join the ranks of those just collecting pay checks. Survival of the mediocre.

203	How do you honestly evaluate a teacher who teaches Honors and Advanced Placements students on the same scale as a teacher who teaches college prep students. How are PE/Health/Arts evaluated? There is so much variety amongst different subjects and levels that it would not be accurate, effective, or fair to evaluate teachers based on standardized tests.	Sep 11, 2012 12:16 PM
204	If you are teaching in a school in a low socioeconomic area, your job is much more difficult and may not show much growth. If you are working with ESOL students or special ed. students, the growth on high stakes tests may not be equal to that of other children. That does not mean you are not a high performing teacher.	Sep 11, 2012 12:06 PM
205	I am not in support of pay for performance evaluation. Unless of course the administration, counselors, county, and state want to take in the following information before a teacher is judged on what students they have. Judge the students on overall GPA, referral history, suspension history, and free or reduced lunch to grade the student. A teacher cannot help what walks in the door with a student. A teacher should not be judged if they have all honors students and their standardized test scores are high compared to the test scores of a teacher who has all lower level students. What do you do when the teacher does not have a standardized test such as myself, a wood shop teacher? Or an art teacher or music teacher? Are they going to receive lower pay if the students' projects aren't good enough? What about a special education teacher? Some of their students may not be able to count to 20. What do you do for them?	Sep 11, 2012 11:30 AM
206	Non-core teachers are judged based on what other teachers do. Sometimes this is based on students they have never seen nor taught. Science and social studies are not tested at every grade level, so performance is based on other teachers expertise. Parents will not want their students in classes where the teachers have lower scores. Teachers will not want a student teacher if it affects their pay for the next year.	Sep 11, 2012 10:53 AM
207	Performance based pay increases are tricky. While increased pay for increased performance is great, I believe that it would be best served as a bonus structure. Comparable to other professional achievement(such as sports or sales), increased performance is an incentive.	Sep 11, 2012 10:33 AM
208	Pay for performance seems too subjective, and there are way too many factors that go into test scores than just the teacher's ability to deliver information. I truly feel the number one factor in student success is the parent. When parents are involved, their child does much better and that is not only an observation but a fact.	Sep 11, 2012 10:10 AM
209	I feel that in order for pay for performance to be fair, it should be based on a student's growth from year to year. Did that teacher improve that student's performance from 1 year to the next.	Sep 11, 2012 9:40 AM

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210	I do not feel there is a way to use standardized testing or student performance that is fair to the teacher and school. Teacher performance can be (if used correctly) based solely on criteria from supervisor evaluations and observations but should not take away from experience and education level increases.	Sep 11, 2012 9:14 AM
211	While I support the idea of performance pay, I think the creation of a protocol is going to be very difficult.	Sep 11, 2012 8:57 AM
212	I don't believe it's fair, because not all students perform well on tests.	Sep 11, 2012 8:16 AM
213	I am not in favor of a pay for performance tool. I don't think most of the administration is knowledgeable about what I teach (special education)	Sep 11, 2012 7:40 AM
214	Do not support. There will never be a reliable measuring tool. Diverse student populations and sociological realities place teachers in many schools at an unfair advantage for standardized test results and the other evaluations are simply subjective. Effective administration leads to more effective teachers. Administration should identify ineffective teachers and put corrective measures in place.	Sep 11, 2012 7:33 AM
215	I think it would get rid of some of the lazy teachers who just do this to have the summer off and who get important jobs such as interventionists or Primary Grades Academy just because they have been teaching longer. They then use these positions to become lazy because they have no accountability but they "earned" it because they taught for so long.	Sep 11, 2012 7:28 AM
216	Parents, students, and teachers may have a biased opinion and cannot accurately judge a teacher. Administration has had specific training to evaluate. Teachers cannot control the students level that they come in as. Too many outside influences. If there is performance pay, nobody would want to teach in Title I schools, they would all want to teach in Mt. P.	Sep 11, 2012 7:03 AM
217	It's not equitable to put High School and Primary teachers, art teachers, special ed on the same evaluation our jobs are very different, I don't think a teacher should be penalized because she took the academically challenged kids or had them placed in her class. I do believe pay in pay for experience and education level if you are competent and that part would require a performance tool, but to tie to test scores, I don't want whether I can pay my mortgage tied to a six year old who on a whim might just get click happy on the MAP test.	Sep 11, 2012 7:01 AM
218	Pay for performance does not work. The people trying to implement this should do their research to find out that it is unfair to teachers, and does not help students. Their ignorance is unreal. The way to fix student performance is to NOT pass them to the next grade level until they are truly at that level. Teachers are coerced into passing as many students as possible. This pressure is a detriment to all schools.	Sep 11, 2012 6:35 AM
219	I like the idea of a monetary reward for my test scores; however, I teach in an inner city school. It worries me that my special education students who are rarely served could impact my performance. I also think that anyone in a Title I school should be given more advantages than the ones in affluent schools. I hope this makes sense. It is hard to compare our school with a Sullivan's Island	Sep 11, 2012 4:49 AM

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school.

220	This is a very difficult topic. I do not see a way to make this fair to teachers across the board. There are too many factors which are nearly impossible to account for. A self contained special ed teacher is not going to be able to get score increases(if that is how the scores will be used) from students which would be on par with regular ed teachers. How would physical education teachers be rated? When it comes down to it the state scores are what matters most when schools are being rated. This being said I certainly believe that there are teachers who choose to, and in general do a better job than others. Better student results may be due to hard work on the teachers' part, better teaching ability, or just simply more talented students. Either way there is currently very little tangible incentive for a teacher to do a better job. I do believe this needs be addressed if we are to make strides in overall student education.	Sep 10, 2012 11:39 PM
221	It is frustrating to work hard and put in extra efforts for the student and receive the same pay as someone who is doing a lousy job, doesn't care, and really doesn't make much gains with student.	Sep 10, 2012 10:20 PM
222	It's a difficult subject with so many variants and so many complicated factors. Standardized testing should be one of many tools used to measure student growth. I understand how proponents of performance pay feel because student success should be rewarded. Also, I understand why opponents have issues with subjective observations/ surveys. Poor teachers will be rewarded either way, just as great teachers will be penalized. It's a tricky topic.	Sep 10, 2012 9:28 PM
223	There are clearly a select number of teachers who are eager to pursue professional development outside of what we are required to attend, work together with their teammates, and spend loads of extra time working before or after school to ensure that their students get the best education possible. Teachers should be held accountable and recognized for student achievement. However, it may not be fair to use one standardized test to measure student achievement. A test that measures student growth based on their ability levels at the beginning of the school year would be a more dependable measure of what teachers are accomplishing with their students.	Sep 10, 2012 9:06 PM
224	Teachers deserve pay for performance.	Sep 10, 2012 8:48 PM
225	Pay for performance would increase moral.	Sep 10, 2012 8:41 PM
226	I should be held accountable for giving my students the best education I possibly can. ie. I should work hard, be in regular attendance, include parents in their child's education, provide every resource possible to make the student successful I should NOT be held accountable for students who do not get parental support at home, have truancy issues, and are extreme behavioral problems & disruptive in the classroom.	Sep 10, 2012 8:38 PM
227	Parents should be held accountable. We are one person and can only do so much. I so sick of teahers being held accountable. So sick of all the stuff make teahers do.	Sep 10, 2012 8:27 PM
228	Teachers should not recieve performance based pay that relies on student	Sep 10, 2012 8:26 PM

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standardize test scores. Students improve at different rates and the level of improvement may not be the same for all students. Students that are already working above grade level cannot be expected to improve their scores the same way students who are average or below grade level are expected to have an increase.

229 I do not support pay for performance, because teachers cannot select the students who are put in their classes. Teachers have to deal with a multitude of concerns beyond their control that impact student performance. I do believe that teachers who teach in title one schools should be compensated for the many additional obstacles they deal with in order to get students at or above grade level. Sep 10, 2012 8:25 PM

230 Nationwide, an equitable, reliable system for pay for performance has not been uncovered. It is too risky to attempt to devise that formula within our own district, let alone try and quantify all of the intricacies involved in teaching in order to assign a number to it and then form rankings. Many national gurus of education continue to caution against this before a system is perfected. In addition, some large city districts in the US have now had to pull back or stop the pay for performance system they put in place based on backlash from teachers and / or unions. Sep 10, 2012 8:10 PM

231 There is far too much gray area and subjective nature. Sep 10, 2012 8:04 PM

232 Speaking as a related arts/fine arts teacher, I can imagine it would be quite difficult to instill a "pay for performance" system. What are the criteria for these subjects? We do not have our subject tested in PASS, and programs throughout the district are varied- many are specialized to meet the particular needs of their school and community. I do not think it is fair to compare these related arts programs and assess the teachers on a pay for performance scale. Sep 10, 2012 8:00 PM

233 I do not agree with it because each school's population is different. Even the make up of classes within the schools are different. It doesn't take into account classes that may be heavy with special needs children and what's the policy for special area teachers...how will they be evaluated in a comparable way? Sep 10, 2012 7:57 PM

234 There is no way to make this equitable for all teachers with the different social-economic areas. Sep 10, 2012 7:44 PM

235 I do think that teachers should be accountable for their students' performance to a degree. The problem with pay for performance is that there are many variables that teachers have no control over: nutrition, sleep or lack of, home environment, parent participation at home, student attitudes. I like to think of it as a sports team in some respect. The coach picks the team -picks the top players and has those players play the position they play best. Teachers don't get to pick their students. Teachers don't get to let students take the test where they would do best or keep them "on the bench" if they aren't performing as expected because of circumstances beyond our control. I would not want my children to have a poor teacher. But the solution should not be what the Legislature is about to propose. Sep 10, 2012 7:40 PM

236 If pay for performance happens, a computer with all important testing Sep 10, 2012 7:11 PM

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information, scales, student problems, parent involvement, etc. should be used to create classes with equal student abilities. Teachers should no longer be used to create classes. At present, in many classes, teachers do not have the same types of students or levels of students. These factors contribute to test scores and could affect a teacher's performance.

237	Teachers with more than 28 years do not receive a step increase. This is ludicrous. My salary has decreased every year since moving to CCSD between no step increase, no cost of living until this year, and the furloughs. It will be impossible to attract and keep highly qualified and excellent teachers if something isn't done about this.	Sep 10, 2012 7:09 PM
238	I'm not in favor of pay for performance if it is solely based on administrative observations. This can be biased or proven not fair just based on schools in general.	Sep 10, 2012 6:59 PM
239	Children in successful schools usually have fewer difficulties - anyone can teach students of successful parents.	Sep 10, 2012 6:23 PM
240	Pay for performance is like working on commission, and some teachers that teach at lower performing schools do not have the same students that other schools have. This could affect their performance.	Sep 10, 2012 6:22 PM
241	I work with SPED students that are giving 100% each day. I feel good about what we accomplish even though it falls short of the regular education scores. They are improving and that is why it is an Individual Education Plan. Also, I have worked with at risk students. How does one compare scores against an honors or gifted student?	Sep 10, 2012 6:21 PM
242	I do not support pay for performance at all. Teachers work as hard as they possibly can so that EVERY student can achieve success. I think that overall student GROWTH would be a much better measure to use; not all students perform well on standardized tests, and some classes may contain a lot of struggling students. Using GROWTH would be much more valid.	Sep 10, 2012 6:02 PM
243	teachers should not be judged based on the performance of how students perform on a test. What other profession does this?????????????	Sep 10, 2012 5:26 PM
244	It will lead to a lot of cheating. It's just human nature. Also, some schools are much harder to work in.	Sep 10, 2012 5:17 PM
245	I do support pay for performance, but it should not be solely based on how well my kids do on MAP and PASS only. The growth of a student in a school year is based on many factors, not just numbers.	Sep 10, 2012 5:16 PM
246	Teachers cannot be responsible for EVERYTHING a child knows/does not know. The influence of parents/family and the child's ability must be considered when looking at what a child performs on a test. Most importantly the bottom line is they are CHILDREN not robots, charts, graphs, or sales numbers. They are little people with feelings and concerns. They do not always place the highest importance on performing well on a test.	Sep 10, 2012 5:15 PM

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247	Pay based on performance would not be fair to teachers who teach at risk kids. It judges communities not teachers.	Sep 10, 2012 5:13 PM
248	I do not support pay for performance because teachers would never want to teach at a school like Hursey because of the dozens of extra challenges we face to educate these students. Lack of parental involvement and support, unstable home lives, and student behavior problems contribute to the challenges of meeting state goals and requirements. Teachers would leave low performing schools in a heartbeat if student/teacher performance was based on performance. Teachers at high performing schools in more affluent areas have a huge advantage if performance determined pay. It is not fair to all teachers. To an extent, a teacher's student population does effect their possible achievement. Is it the luck of the draw when it comes to which students are placed in your classroom. They may have special needs or outstanding circumstances. Some kids do not receive special services from the district when they should. Pay based on performance is a terrible idea. A teacher at a low performing school has a much more demanding job.	Sep 10, 2012 4:55 PM
249	The current pay for performance proposals (Zais) are not appropriate for Related Arts teachers. They strike me as being less fair than current standards. It is a multi-faceted job and requires a complex analysis. It seems they are discouraging anyone from joining or remaining in the profession.	Sep 10, 2012 4:51 PM
250	Not all children have had the same advantages and educational experience when they arrive at your classroom door. Students may exhibit a tremendous amount of growth without being ready for the next grade level.	Sep 10, 2012 4:41 PM
251	There are so many factors involved in a child's growth that teachers are not able to control. No one test can measure a child's growth and then instead of teaching children the enjoyment of learning, we are forced to teach the test.	Sep 10, 2012 4:33 PM
252	I think it is really based on the home life of the kids and that is hard at some schools.	Sep 10, 2012 4:32 PM
253	I believe that there are too many factors that go into a students' performance. I also feel like there are many other support staff that help to increase performance, but who are left out of the recognition (or pay).	Sep 10, 2012 4:12 PM
254	I do not support pay for performance. First, from personal experience in my current school, students are so transient that there is no valid way to evaluate teachers based on their students' performance. I have had students move after two weeks in my classroom. At the end of last year less than half of my students were students who had been with me at the beginning of the year. It is not fair to evaluate teachers on students' performance if that student has not been with them all year. Second, all the research I have read does not support the idea that pay for performance has an impact on student performance. Third, there are so many factors that affect performance. Home situations, medical situations, socioeconomic status, lack of curriculum and necessary technology, etc. Fourth, it encourages teaching to the test.	Sep 10, 2012 4:06 PM
255	The last two years I taught in the sixth grade academy. My students often did not meet standards; however, they may have met aggressive goals and	Sep 10, 2012 4:03 PM

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improved their reading by two or three grade levels. This never seemed to matter to the administrators I worked under as it was often said that I "could" or "should" be put on a plan of action when looking at the state standardized results. On the other hand, I'm now at Moultrie. The high end scores produced by my students from an honors class have little to do with my instruction as I am brand new. Can we argue that maybe next year they have something to do with my year long instruction? Well, maybe, yes. Or are we safe to say they would continue to do well without, me, per say, being their teacher?

256	You might get "lucky" or "unlucky" in the student population that you teach. If the students do well it may Not always have to do with you as a teacher. They may have done well no matter who had them as students. The reverse may also be the case. You might be trying everything you can and the students may not be improving as well. There are so MANY factors that affect a student's performance and grades/scores will not tell it all.	Sep 10, 2012 3:57 PM
257	How will growth be measured for students with moderated/severe disabilities? These students take alternative assessments and have IEP goals, but multiple factors impact a student's progress. Sometimes IEP goals have to be changed.	Sep 10, 2012 3:49 PM
258	Bonus pay for top performing teachers would be acceptable; however, I do not believe that student performance should be the sole reason for pay. We have problems enough getting teachers to work at low performing schools. The teacher does not have enough control or say so as to how he/she teaches in the classroom. Many times teachers that are not favored by the administration will get a higher population of failing (red and yellow zone students).	Sep 10, 2012 3:49 PM
259	Teachers need to have incentives beyond the 'calling' to push the limits of education. Innovation is stifled when there is little incentive to iterate.	Sep 10, 2012 3:43 PM
260	I do NOT support pay for performance. Performance usually means test scores and there are many, many factors that go into if a child performs well on a standardized test. Many children do not come on grade level and PASS test is a grade level test. Many children grow at different rates. Students are individuals...NOT standard!!	Sep 10, 2012 3:43 PM
261	It is extremely unfair to pay teachers based on performance - schools have different population demographics which significantly affect student's abilities in the classroom. While all teachers should work to improve all students, it is not fair to compare teachers at one school with another.	Sep 10, 2012 3:38 PM
262	I do not support it. It will change the way teachers feel about working with struggling learners-- they will not be seen as a challenge but rather as more of a liability. Also, we are currently using a diagnostic tool designed to help teachers plan instruction (MAP) as an achievement test. Much of what is tested isn't even in the child's grade level curriculum. In addition, teaching is not like manufacturing. Teachers cannot be held responsible for producing a "uniform product" when the raw materials we get are widely varied. As educators we are working hard to close the achievement gap, and pay for performance will not help.	Sep 10, 2012 3:37 PM
263	It is not clear how teachers who are interventionists, literacy coaches, lead	Sep 10, 2012 3:36 PM

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teachers, etc. will be supported. They do not have their own classrooms. How will effect resource teachers? I believe education, years of experience, administrative observations, and parent surveys of the teacher would be a better way to evaluate the teacher as a whole.

264	I do not support performance pay if the pay is not based on the same group of students. I also believe considerations need to be made for children with special needs, IEPs, etc. Also, CCSD needs to ensure that all areas of assessment match, examples being assessments for Everyday Math, with the SC standards/Common Core, MAPs results, PASS testing, and the report card. There is a lot of grey area when it comes to translating what we as teachers are actually supposed to be focusing on. The entire county is not on the same page right now as far as whether or not we are focusing on Common Core or SC standards.	Sep 10, 2012 3:33 PM
265	I do not support it because our "playing fields are not equal. We do not have the same resources, support staff, facilities, etc.. If we are to be compared fairly, we need to start at the same "starting line" and then we should be evaluated on student growth, not percentages that hit a certain mark because our children do not all start at the same "starting line" either.	Sep 10, 2012 3:29 PM
266	Students are not all good test takers and they also don't have parental support at home to help in preparing them for school. If they are having a bad day before they come to school when they take the standardized test they will not try thier hardest but just randomly guess. If the score is bad it reflects on the teacher and not the child taking the test.	Sep 10, 2012 3:27 PM
267	Do we pay doctors based on whether or not their patients get better? Those of us who serve rely upon the other party (students or patients) to take on at least SOME of the responsibility for improving. Too often in education we are faced with situations where the "patient" either cannot or will not take on that responsibility.	Sep 10, 2012 3:26 PM
268	When the students discover that teacher pay is based on student performance, they will feel control over the teacher and threaten to use that control to force the teacher to act in particular ways. There is no consequence to students who do not do well on standardized tests. The students would have nothing to lose.	Sep 10, 2012 3:24 PM
269	How will the Special Area teachers get performance pay? It has to be fair for all the teachers.	Sep 10, 2012 3:24 PM
270	I don't want to be evaluated/paid for outputs unless I have control of the inputs. There are too many factors beyond a teacher's control.	Sep 10, 2012 3:20 PM
271	I am not sure that there is a fair and equitable way to rate teachers	Sep 10, 2012 3:19 PM
272	entering ability levels of students are not equal	Sep 10, 2012 3:17 PM
273	This is a GIANT invitation to cheat. I have seen it done in Charleston County in the past and it will happen again. Teachers will jockey to avoid "low" students and principals will play favorites. One or two days of testing should not be an indicator of the quality of my teaching. I only control what goes on in my	Sep 10, 2012 3:16 PM

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	classroom while the children are there. If testing provided TRUE feedback that was useable in the classroom I would support testing. THERE IS NO WAY I WOULD SUPPORT PAY FOR PERFORMANCE. I would quit teaching for Charleston County and I am a very experienced teacher with a Masters +30.	
274	If pay is based administrative evaluations, I do not feel the GT learning specialist is well qualified or competent enough to do this fairly.	Sep 10, 2012 3:15 PM
275	Teachers that commit time, energy, and dedication to help students fully understand a lesson taught need to be acknowledged and rewarded for all that they do.	Sep 10, 2012 3:12 PM
276	I feel that if we do a pay for performance, the socioeconomic statuses of the students needs to carry weight as well.	Sep 10, 2012 3:04 PM
277	Not everyone has a standard classroom and/or responsibilities and it is impossible to view each classroom and teacher the same way. For example; not everyone receives scores.....	Sep 10, 2012 3:04 PM
278	In the corporate world, bonuses are given for performance, but there is still a salary that increases year to year. Maybe everyone involved should get a bonus if the district does well because we are one county and we are teaching all of the children.	Sep 10, 2012 3:03 PM
279	There are too many variables. Classes are not always made fairly.	Sep 10, 2012 3:00 PM
280	The ways in which performance is judged vary drastically and would be interpreted differently from school to school and observer to observer. Basing decisions from standardized test scores will spike pay for gifted teachers and harm special education teachers. Not every class will preform the same.	Sep 10, 2012 2:57 PM
281	I think teachers who are doing a good job should be rewarded, but I also believe that special consideration needs to be given to the student population. (ex. IEPs, ESOL, etc.)	Sep 10, 2012 2:54 PM
282	I feel pay for performance is okay if all criteria are taken into consideration. For example, we have many special needs children (downs syndrome, autistic, LD, gifted and talented) on our rosters who leave the room for a large amount of time daily or weekly. The teachers they see outside of the classroom also need to be held accountable.	Sep 10, 2012 2:51 PM
283	I am not sure how teacher's in "specialty" or "elective" classes will be evaluated as compared to teachers of core classes.	Sep 10, 2012 2:45 PM
284	Teaching (communication) is a two way street. If a student does not choose to participate in the process, learning will not occur. Students that lack basic reading skills cannot succeed at the high school level. Excellent teaching will not create success if the raw material is not present.	Sep 10, 2012 2:45 PM
285	I think that bonuses based on teacher performance sounds great but pay based on teacher performance would be almost impossible to make fair. Classroom make up is always a factor in student/teacher success. How would teachers	Sep 10, 2012 2:45 PM

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who teach academy classes or special needs classes be compensated? Does not seem fair to me to base pay on this alone.

286	I teach special education	Sep 10, 2012 2:44 PM
287	Teachers in failing schools in low socio-economic areas cannot compete with schools in more affluent areas. In essence you would be rewarding teachers for working at good schools and punishing teachers who work at failing schools.	Sep 10, 2012 2:43 PM
288	Special education teachers should not be held to the same standard of achievement as general educators. The nature of the student prevents them for achieving at a quick rate.	Sep 10, 2012 2:42 PM
289	I do not support pay for performance because in the majority of the cases, teachers do not get to pick their team of students. Schools that do not have parent support or student enthusiasm for education will continue to lose good teachers because the likelihood of individual student growth based on standard testing will be low, as always. What if a child is sick during a standardized test, or is angry at a teacher. Do you really think they would care about a test that would determine someone's pay? I suppose if they disliked the teacher, they might purposefully bomb it. It is also not a fair form of pay for those who directly teach students like specialists, teacher librarians, and other support positions, but do not have rosters of students. It is likely that your teachers would fight to get to the schools that continually improve and the students in the schools that are always rated poor performing will continue to perform poorly because of teacher apathy mixed with the already evident student/parent apathy. If we do move to performance pay, will Zais also get paid on his performance?	Sep 10, 2012 2:41 PM
290	I think the assessment for performance pay would likely be too ambiguous and have too many unaccounted factors. Also, not all subject areas are formally tested, so it wouldn't be fair to those teachers.	Sep 10, 2012 2:37 PM
291	I do feel that there should be some reward for teachers doing well but I hesitate to make that across the board in whether or not contracts are issued because we DO NOT want teachers teaching to tests. There is also numerous research that shows that pay incentives do not increase teacher/student performance.	Sep 10, 2012 2:26 PM
292	Performance is helped by parents who care about their child's grades. Without the help of someone outside of school it is difficult to maintain a high GPA for a student unless highly motivated which is not always the case.	Sep 10, 2012 2:21 PM
293	In this competitive era we are in right now, I can't imagine what it would be like for teachers to work with each other when/if pay for performance becomes a reality. It will further separate any creative ideas, create more friction and will create a negative nomenclature with special education/ IEP children. Teachers will be less motivated to work with students who truly need our attention, just to meet testing quotas.	Sep 10, 2012 2:20 PM
294	Do not want teaching to the test.	Sep 10, 2012 2:17 PM
295	Teachers do not control outside factors such as no parental support, student apathy. We do our jobs but we're being assessed on student and parent	Sep 10, 2012 2:15 PM

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actions. Can I provide my feedback on how well parents parent or students are students and have their lives affected by my evaluation?

296	In other professions years experience is worth something. I have put in my few years so that I will earn a livable income. I do not think it appropriate to base my value on the actions of others. Do doctors only get paid per patient that survives? Do lawyers only get paid for their wins inside a court room? We are a profession and as such we deserve some rights. Bonuses would be fine, but not my salary. I would leave CCSD if we switched to such type of system.	Sep 10, 2012 1:30 PM
297	I think we have to be careful that observations are not biased. Also, there needs to be a way to reward teachers that do not have classrooms of their own.	Sep 10, 2012 1:14 PM
298	I do not support it because of the possibility of favoritism, either because some issues are measured subjectively, and not all classes are balanced in terms of ability levels.	Sep 10, 2012 1:13 PM
299	Do not support because: Schools and school populations are very different. You will NEVER be able to compare apples to apples Observations are subjective rather than objective. If you do not have a good relationship with your admin or the teachers chosen to observe you, results will be skewed. Students will soon learn who they can get "rid" of and who they can't - same with parents. When a truly objective instrument can be created that compares apples to apples then I may change my mind.	Sep 10, 2012 1:12 PM
300	I have zero faith in the people who will ultimately evaluate the data. If I find that professional teachers instead of administrators or professional hand-wringers have a hand in designing and implementing the plan for merit pay, then I might be on board.	Sep 10, 2012 1:02 PM
301	I do not agree with pay for performance because it is not always in the teachers control how well or bad a student performs	Sep 10, 2012 12:46 PM
302	I do not support pay for performance. While I am confident in my own performance, I feel there are too many variables for this to be done objectively.	Sep 10, 2012 12:45 PM
303	I think the evaluation of performance tool must be accurate and consistent throughout the district. It is not fair to look at standardized test scores as teachers inherit students from the year before and are not responsible for the information the student does not know. We need to give students an opportunity to learn to read and write well early on and not punish them and their teachers when they still don't in 5th grade.	Sep 10, 2012 12:41 PM
304	If you only base performance of students on standardized testing, the students may be performing at the level of his IQ. A performance tool needs to include multiple factors.	Sep 10, 2012 12:40 PM
305	I do not agree with pay for performance, especially in an area of high poverty, low parental support. No teacher, under good supervision/leadership of principal, should "leave a child behind". With that said, despite honest efforts, hard works, multiple approaches to teaching and encouragement, some kids will not be motivated to learn and excel.	Sep 10, 2012 12:34 PM

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306	I have been in several schools (not my current school) where I feel teachers have been evaluated unfairly. There would have to be a very structured system in place to evaluate teachers based on performance. Each year, a student learns (or doesn't learn) things based on the curriculum and state standards we teach. The district can't possibly evaluate one teacher based on the students in the current year. Besides, having people in the building observing teachers to determine pay, would severely lower moral. Teachers are teachers because they love what they do. I have known very few teachers who don't try their best and take home their work, both physically and emotionally, every day of the year.	Sep 10, 2012 12:25 PM
307	I support pay for performance ONLY IF it is in addition to the salary schedule - which needs serious renovating.	Sep 10, 2012 12:15 PM
308	Those teachers in early childhood do not have quarterly MAP or PASS for growth.	Sep 10, 2012 12:11 PM
309	I have taught at schools across the county - title one to upper socioeconomic populations. There is no doubt that the students with more home advantages score better. I am no better or worse a teacher... it just is what it is. Kids with more advantages do better. Teachers shouldn't be rewarded or penalized based on that fact.	Sep 10, 2012 12:04 PM
310	I support pay for performance. I am in favor of pay for performance bonuses, in addition to the current salary structure.	Sep 10, 2012 12:01 PM
311	I worked hard to earn my Master's degree. In doing so, I strengthened my knowledge about teaching and learning and my salary should reflect this. What I notice is, new teachers are paid well to enter the profession but not paid well to stay in it. I have 20 years experience but only make 10 thousand less than a 1st year teacher with a Bachelor's degree. Seems unbalanced.	Sep 10, 2012 11:55 AM
312	I don't feel we should connect pay with performance. Different schools have different types of students. Paying more based on growth is not a good option either. OUR STATE MEASURED GROWTH BY COMPARING ONE YEAR'S SCORE FOR A GROUP OF STUDENTS TO ANOTHER YEAR'S SCORE FOR A DIFFERENT GROUP OF STUDENTS. In other words, 4th graders 11-12 were compared to 4th graders 10-11 to measure growth. Two totally different sets of students. This is measuring growth from different groups of students and is TOTALLY misleading. This is a comparison of apples to oranges. We need to look at individual student scores to measure growth. In education, we may not see our results in a year's time. A student I have an positive impact on academically may not be measurable for a few years. My students are more than test scores. They are humans with different needs, so I measure my success differently with each student.	Sep 10, 2012 11:40 AM
313	I teach in a unique setting where I have students for 45 days or less. How can you base my pay on long term progress when that doesn't happen?	Sep 10, 2012 11:36 AM
314	I would support pay for performance if it was fair and measurable. Unfortunately it is not. Administrators' observations are often short do not give the teacher a chance to accurately demonstrate their teaching. They are also extremely subjective and can be tainted by administrators' attitudes toward the teacher or	Sep 10, 2012 11:34 AM

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even student behavior if you happen to have a "rough" class they are observing. Student evaluations can also be tainted by personality differences and parents aren't in the classroom to see any of the teaching. Just basing pay on performance using these types of indicators is extremely subjective, biased and not really measurable. The same teacher using the same techniques may have students perform great one year on standardized testing and poorly the next depending on the makeup of the class.

315	I am against this policy because the idea of my pay based on someone else s performance is simply unfair. If students decide they do not want to take the test seriously why should I be penalized. If all students do not have the same parental support as others, how is that the teacher's responsibility? Students who do well on standardized test are the students who have stable family support. Let's fix that issue.	Sep 10, 2012 11:30 AM
316	There is not a way to rate all teacher the same. CD doesn't use standardized testing and a primary school does not have testing.	Sep 10, 2012 11:27 AM
317	I am a special educator. Therefore, I do not support pay for performance. I do not see how there would be justification in pay for performance when a special needs child's progress may or may not exceed expectation. What happens when a child's performance level peaks and shows no more growth due to developmental delays? You are going to penalize the teacher???	Sep 10, 2012 11:24 AM
318	Some teachers work with the lowest children and will not see the gains that regular children make.	Sep 10, 2012 11:22 AM
319	I am a special education teacher and because of this it is hard to use the students achievements as a guide for raises. I also find that if you happen to have a lower level group of students your student achievement will not be the same as an advanced group of students.	Sep 10, 2012 11:18 AM
320	If it is based on observations and surveys, it is an opinion. Since I teach Special Education, my students do not participate in standardized testing.	Sep 10, 2012 11:16 AM
321	I teach students with learning problems. At the high school level, some parents don't truly support schools and don't enforce their child's consistent attendance or academic effort. Due to negative media, public schools are to blame for poor student motivation and performance. How can what I'm paid or not paid be based on students who do not attend school or who never or almost never complete any assignments at home? I also teach students who have very supportive parents, but the students truly struggle academically and make small gains even with excellent effort. Am I to be penalized monetarily for choosing to work with struggling students?	Sep 10, 2012 11:16 AM
322	Standardized tests have so many variables and may not always be the teacher.	Sep 10, 2012 11:11 AM
323	I believe that a pay-for-performance program, in addition to the salary scale that takes into account experience and education, will give teachers extra motivation. However, I do not feel that this should be an end-all-be-all program. If used as an incentive, it will be viewed as such. If used as a threat, it will be met with anger and resistance. And, I feel it should be noted that just because a	Sep 10, 2012 11:08 AM

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teacher's class does not perform well enough one year (or even a few years) to receive the bonus, this does not make that person a poor teacher. All of the factors like class make up, IEPs, etc. need to be taken into account.

324 Absolutely NOT!! There are too many variables when measuring student performance. Pay for performance is unfair to teachers who have students from homes where there is no support, students with disabilities, students who don't put any effort forth, etc., etc. Sep 10, 2012 11:02 AM

325 we have no control over what a student brings to us and some of us are not trained to teach other subjects like reading, math, etc Sep 10, 2012 11:00 AM

326 As an educator and a parent I have both professional and parental views. Yes, students should show an overall growth rate from the beginning to the end of the year. However, standardized testing is not the only way to access this growth. Nor, does this reflect the quality of instruction that takes place inside of the classroom. As a parent of a child who has test anxiety, especially standardized testing, this does not reveal that she is a straight A student when it comes to her overall academic performance. With this being stated, her standardized test should not reflect her teachers salary. Her overall yearly growth through other means of scoring is a true reflection of how well she is being instructed by CCSD employees. Sep 10, 2012 10:44 AM

327 I don't think it is fare to pay a teacher more money if all they teach are honors courses. Honors students will always perform better than applied or cp students no matter who teaches them. Sep 10, 2012 10:35 AM

328 Standardized testing Sep 10, 2012 10:35 AM

329 I find the pay for performance idea unsettling primarily because no one has been willing to explain it in any detail. I do not oppose pay for performance in the abstract, rather I would need to see how such a program would be implemented. If standardized testing became a major watermark for the performance based increase - how will the district differentiate between Regular Ed teachers and SPED teachers (whose caseloads are mentally unable in most cases to excel at standardized tests)? Will the district follow the scores of groups of students or will they expect test score gains to increase year-to-year despite incoming students having (at times) drastic differences in abilities? I could go on... Sep 10, 2012 10:23 AM

330 Students ability levels vary from year to year, therefore a teacher should not be judged on the performance from one year to the next. It is not fair to the teacher or students. Sep 10, 2012 10:07 AM

331 I do not believe in tenure, but I do believe that experience and continuing education make one a better teacher. There are many teachers who go above and beyond in order to make a real difference in childrens' lives that don't make very much because they haven't been teaching for twenty years. I also have seen some of the most ineffective teachers still hanging around doing very little, but making money at the top of the pay scale. Because raises are calculated via percent, the more you make, the higher your increase. There is nothing meritorious about the current pay scale. Sep 10, 2012 9:57 AM

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332	My only concern with performance pay is when special ed student's scores are figured in. If a self contained child that reads on the 1st or 2nd grade level takes the grade appropriate test, they will not pass. A teacher's pay should not be effected by their scores.	Sep 10, 2012 9:55 AM
333	I do not support pay for performance. A majority of the studies conducted, that I have read and agree with conclude it is anti-teacher and confirms that districts that implement pay for performance are no better in quality of teaching than districts that do not institute pay for performance structures.	Sep 10, 2012 9:55 AM
334	I believe it will be extremely difficult to keep this objective..and that it will be virtually impossible to include teachers of related arts, resource, special needs, etc..	Sep 10, 2012 9:52 AM
335	When a student does not do well in your class, the parents and students blame the teacher instead of taking responsibility for their grade. Therefore, parents and students will give the teacher a bad performance grade.	Sep 10, 2012 9:51 AM
336	Student performance is affected by so many variables that teachers have NO control over. As an example, an Algebra teacher might be rated on her students End-of-Course Exam performance, when the student were not ready to do algebra from the start. The teacher would be responsible to make up that ground AND teach them what they need to know to pass the exam, all in the allotted time and by following the Coherent Curriculum, when students lack the necessary prerequisite skills...Is it right to rate a hardworking, conscientious teacher, who is trying her best to help underprepared students, on a single test that the students have been set up to fail?	Sep 10, 2012 9:33 AM
337	Teacher's should be paid on experience and a good standing in the c lassroom.	Sep 10, 2012 9:31 AM
338	I believe that pay performance would leave some very talented teachers in great jeopardy, both with their pay and job stability. As teachers, we do not get to choose the students in our classrooms; we do not have the ability to extend our influence into the homes of children, where education has a very low priority. Many very hard working, innovative teachers would find themselves with student scores below the pay performance standards. This would drive these teachers out of poor performing schools, or out the profession entirely.	Sep 10, 2012 9:20 AM
339	I am a related service provider for moderate to profound special needs students. Their growth is little to none over time. I do not see the equity in performance pay in most exceptional education settings.	Sep 10, 2012 9:18 AM
340	Some years I have a class of all low performers or half the class is inclusion.	Sep 10, 2012 9:03 AM
341	I have no problem with paying higher performers more. My problem is that current tools (MAP, PASS) do not allow us to reliably identify teacher effectiveness, even in "value-added" formulations. Any such plan must be a bonus. The current salary schedule really does just about cover showing up and putting up with the working conditions we have. The problem with a bonus plan is that it will compete with the salary schedule for funding as years go by. If the schedule stagnates against cost-of-living, you've cut pay.	Sep 10, 2012 9:00 AM

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342	There is no standard measuring ground. No class will ever be/perform the same way - level to level, subject to subject, etc. I also don't think there's a fair way to evaluate a PE teacher vs. an English teacher.	Sep 10, 2012 8:52 AM
343	There are too many different variables and besides, we're dealing with real people here, not manufactured products!	Sep 10, 2012 8:52 AM
344	Special education students and students with special needs will not make typical growth as measured on standardized tests, grades etc. An exceptional special needs teacher as well as outstanding co-teachers in inclusion classes students will never show the "growth" that would be viewed as significant. Parents and/or students may also not be "satisfied" with the reality of this; however, it is the nature of each child's significant disability that is the largest contributing factor. Administrators may not be as knowledgeable as they should or could be in regards to special education programs, laws, IEPs and guidelines which often guide teacher programs and instruction.	Sep 10, 2012 8:50 AM
345	Pay for performance implies that the ONLY influence on a student's performance is the teacher for the year of current testing. It does not account for the student's previous educational experience, personal background, parental influence, or any other litany of influences that we KNOW is demonstrated by standardized testing. Further, a standardized test of any kind only measures the student by a "snapshot" of who they are vs. a "portfolio." Finally, a standardized test only assess ONE modality when we are asked (and happy to) teach to multiple modalities. Pay for performance is counter intuitive and will result in an even greater GAP in performance as well as the inclination to CHEAT. Where is the program for parent accountability? Where is the program for real intervention? Where is the program to end social promotion? Where is the program to deal with the realities of what leads to 9th graders reading on a 4th grade level? And, why would teachers become "Highly Qualified" if a more highly educated teacher wasn't effective "enough?" ALL teachers should work hard, diligently, responsibly, and where they are most effective. A failing school is not solely the responsibility of the teachers. We know this; let's stop looking for quick fixes, trick fixes, and politically mollifying fixes. EVERYONE (teachers, parents, students, etc.) needs to DO THE WORK.	Sep 10, 2012 8:47 AM
346	It's not a fair if all teachers cannot participate. I absolutely think that classroom teachers should receive a bonus based on individual student growth and all other teachers could receive a bonus for overall school growth. I strongly disagree with observations especially administration because you can have an administrator who doesn't care for you and then there goes any chance you had of getting a bonus. Also, I like the fact that everything is based on data. No arguments.	Sep 10, 2012 8:42 AM
347	I believe that performance based pay will encourage unethical practices.	Sep 10, 2012 8:27 AM
348	I am afraid that comparisons will be made between schools. Higher performing schools will earn more pay and so teachers will hesitate to teach in lower performing schools because of the lower salary	Sep 10, 2012 8:25 AM
349	I do not believe that teachers salaries should rely heavily on standardized testing.	Sep 10, 2012 8:24 AM

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350	Too many outside factors also influence student performance. Teachers are a main factor, but not the only one.	Sep 10, 2012 8:23 AM
351	I am a teaching assistant. I haven't graduated college, but I have years of experience in many fields such as special ed and early childhood. I've been with my school 22 years	Sep 10, 2012 8:22 AM
352	Terrible survey. Doesn't really address the issues of performance based pay.	Sep 10, 2012 8:19 AM
353	We are in one of the only professions that does not reward or promote based on performance. We can not negotiate our salaries. We just take whatever the district decides, even when they take pay from us as in the last few years.	Sep 10, 2012 8:18 AM
354	I think there should be some type of incentive for teachers that go above and beyond. However, observations should be without bias and should be conducted on an equal playing field. Teachers should be scored the same across the board.	Sep 10, 2012 8:18 AM
355	I absolutely support incentive pay based on performance! Please look at the tool Charleston Promise Neighborhood used last year. Very fair and well written.	Sep 10, 2012 8:17 AM
356	Not a good idea. Incentivizes teachers to teach to a test or cheat. No data to suggest that this works. Teachers do not work for the money and a bonus would not drive performance. This would incentivize teachers to provide extra attention to "bubble kids" and disincentivize teachers from volunteering to take on "difficult" students.	Sep 10, 2012 8:16 AM
357	I'm not sure how this would work. There are times when you see an entire group of students who perform poorly year after year. How can you hold a teacher responsible without following the individual child's growth?	Sep 10, 2012 8:15 AM
358	I support pay for performance because I believe teachers should be rewarded above and beyond their salary for a job well done.	Sep 10, 2012 8:07 AM
359	How can it possibly be fair. How do you compare a Title 1 school's growth with a Mt. Pleasant school?	Sep 10, 2012 8:06 AM
360	I am a cross-categorical self-contained teacher. My classroom is made up of such a wide range of levels, and without any support/assistance with meeting each child's individual needs, it would not be fair to support the idea of pay for performance. I currently am teaching in a one hour period-8th SS, 6th Sci. and 1 student for math without any assistant. General ed. classes get a full one hour for each academic. My students are already so far behind, and they are not getting what the other students are.	Sep 10, 2012 8:02 AM
361	Pay for performance does not consider ALL CCSD teachers. There are many teachers that do not have classrooms of children but provide support services for students in other teacher's classes due to their disability. Has any of this been considered?	Sep 10, 2012 8:00 AM
362	If we had a HIGHLY structured evaluation/mentor/learning system such as TAP (Teacher Advancement Program), I would be behind this 100%. I am a little	Sep 10, 2012 8:00 AM

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leery though as our evaluation system is highly dependent on individual interpretation and evaluation using COT.

363	There are too many variables that are beyond the control of the teachers, e.g., some teachers get high performing students in their classes, while others are assigned to lower performing students.	Sep 10, 2012 7:58 AM
364	Children with disabilities often do not have the same growth rate as typical peers. How will this affect teachers' pay? Children with more support from home have higher growth rates. When are we going to hold parents more responsible?	Sep 10, 2012 7:51 AM
365	I don't think the pay increase should be solely based on testing. You can not make a child test well, and some children do not take tests well. If they do base it on a test, it should be one that actually covers the standards we teach (not MAP),	Sep 10, 2012 7:50 AM
366	It becomes more favoritism; teachers become envious/suspicious of each other.	Sep 10, 2012 7:47 AM
367	It is not fair to tie teacher pay to student performance and standardized testing. I may have high test scores due to that fact that I teach all honors level courses, but what about teachers who teach all low-level courses? What about self-contained teachers? What about a teacher whose student passage rate on EOC is 97%? There is only so much room for improvement? Should a teacher be penalized for having near-perfect student scores? What about a teacher who has 4 "preps" as opposed to the teacher with 1 or 2?	Sep 10, 2012 7:47 AM
368	As a 6th grade science teacher, I did some data analysis on my student's 2012 PASS scores. Of the 105 students that I taught last year, 27 took the science PASS. Of those 27, only 11 had data from 5th grade. How in the world can I be fairly evaluated on such a small percentage of my student's data? Statistically, it is not reliable. Teachers whose students are not tested by MAP or PASS do not have a fair chance of showing quantitative growth. I am a finalist for the PAEMST, have been a National Board Certified Teacher since 2001, and have my Master's + 30. Yet that will count for nothing in my pay scale if the pay for performance passes. If the principals aren't capable of evaluating their staff, then they should be replaced by others who can do the job.	Sep 10, 2012 7:47 AM
369	I teach students with moderate to profound intellectual disabilities and/or Autism. How in the world will I be evaluated under the proposed evaluation tool? My students are all on IEPs, do not take any type of standardized tests and could not fill out a student survey. I am in my 20th year teaching SPED and I am terrified by this new evaluation tool. I have my M.Ed. +42 hours beyond and I only make \$58,000 as it is. I don't see where I would stand a chance of earning any type of performance bonus. Disheartening.	Sep 10, 2012 7:47 AM
370	I am not really in favor of pay for performance, but I would love for the district to find a way to get rid of dead weight-- those teachers who show movies all day, have kids do worksheet after worksheet, assign no writing, give only multiple choice tests-- If pay for performance is the only way to get rid of these teachers, then I guess I'm for it. If not, then, I say keep the system as it is-- I have tried to wrap my mind around this idea since it was first introduced, and in any given year of teaching, I could have had several parents and/or students give me a low	Sep 10, 2012 7:45 AM

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rating because of personal reasons not related to my teaching. I've even had students contact me after they left my classroom to tell me the impact I had on their learning, but, when they were in my classroom, they were some of my biggest critics because I am tough and expect a lot out of kids.

371	you will never get quality teachers in low performing schools with pay for performance there are too many variables that are out of our control i.e. students who have no food at home or are not clothed correctly, or the result of drugs, divorce etc. not to mention poor parenting or parents who do not do homework or care about education	Sep 10, 2012 7:43 AM
372	Progress depends on your student body; with some students small gains are significant, from other students you can expect and gain more significant progress.	Sep 10, 2012 7:41 AM
373	none	Sep 10, 2012 7:40 AM
374	How can you really compare students scores at a middle class, highly involved parent school to one that is considered low income with little to no parental involvement and pay teachers based on that?	Sep 10, 2012 7:39 AM
375	This is a stupid Idea. Stop wasting the tax payers \$ investigating it. Student success is predicted on their family's background.	Sep 10, 2012 7:37 AM
376	I believe parent and student surveys would be incredibly biased and I would not want my pay tied into their comments. Test scores should never be the most important determining factor when evaluating a teacher and especially when considering what they should be paid.	Sep 10, 2012 7:29 AM
377	There is no way that this evaluation method could hold the same standards for EVERY teacher. What about students that know the content, but they just don't test well? You can't take testing results and pay teachers with those results. Exceptional Education teachers only give one "standardized test" (SC-ALT) one time to 15 year olds. How would you evaluate that teacher giving a non-verbal student that functions on an infantile level a standardized test? This method can't cover the spectrum of subjects taught and student functioning levels.	Sep 10, 2012 7:23 AM
378	Lack of motivation by students.	Sep 10, 2012 7:22 AM
379	I do not support pay for performance. It is a very unfair tool.	Sep 10, 2012 7:20 AM
380	I only support pay for performance as a supplement to our current salary base. There is currently no "fair" evaluation tool in place, particularly for early childhood levels.	Sep 10, 2012 7:18 AM
381	there is already too much pressure and too little time for educators and students. pay should solely be based upon educational level and experience because like all people, students and educators are entitled to having poor performance days and it should not be counted against us.	Sep 10, 2012 7:17 AM
382	I would support pay for performance if there were a fair, objective way to determine how a teacher is performing. Using student test scores is not an	Sep 10, 2012 7:14 AM

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appropriate measure of how a teacher is performing. Secondly, there are going to be students who perform well and perform poorly no matter what the teacher does.

383	Teachers' results are so highly dependent on variables out of their control, with the exception of education and experience. If anything, the evaluation should be based on a several-year rolling average.	Sep 10, 2012 7:13 AM
384	I do not support pay for performance. It is not logical. The variable being ignored in all of this is the student himself - his motivation - his work ethic - his innate ability.	Sep 10, 2012 7:07 AM
385	We still have not heard how teachers of Low Incidence students would be evaluated and how support teachers such as Itinerants, will be included in the PFP evaluations.	Sep 10, 2012 6:57 AM
386	We have an awesome administrative team whom I trust. Our new principal is our former AP and he is great. With that being said, I don't now that if I was at another school I would have that same level of trust.	Sep 10, 2012 6:52 AM
387	I do support pay for performance, IF, and only IF, I am evaluated on MY students' performance, not the overall performance of the school. We do have the technology to track and evaluate each and every student individually. Inherent in this evaluation would be the starting point of the student when he or she arrived in my class and the endpoint where that student left. A random "this is where every student must be by the end of Grade X, Y, or Z" system is doomed to failure, unless every student starts every grade at the same point.	Sep 10, 2012 6:42 AM
388	I do not support pay for performance, because students control how they perform on standardized tests. If they don't feel like doing well, then they don't. This is not a secure way to grade a teachers overall performance. We work very hard to teach our students everything they need to know and don't need to worry that they have our jobs in their hands. How we perform is what should be looked at, not the students	Sep 10, 2012 5:53 AM
389	As a special education teacher, I am strongly ageist performance pay. Students with a disability are able to make growth like all other students, however the way they show grow is different than the rest of the student population and most time is not assessed my state or district norm reference assessments	Sep 10, 2012 5:51 AM
390	I teach a lot of ESL and IEP students. If my performance was based on them making progress, I think that is fair. However, many of these students will not perform at the same level as other students. I have had students who read almost no English or have disabilities that were expected to take the PASS test and were not successful. I also wonder how PE, drama, art, health, and other special area teachers will be evaluated.	Sep 10, 2012 5:45 AM
391	I am not a classroom teacher. I am a support service provider. All my students have got IEPs, some of them are bilingual. Are they able to reach their goals? Sure they are but not at the same pace or rate that their classroom peers are. Am I going to be "punished" from the start if their growth is based on standardized testing?	Sep 10, 2012 5:44 AM

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392	It's going to end up being run by outside consultants that will cost us even more money than our present system. When we allow morons in the state legislature to run our schools, that's generally what happens.	Sep 9, 2012 11:28 PM
393	I am in favor of pay for performance. However, I take exception to the fact that the contributions that non-classroom teachers make to students and their academic performance is minimized.	Sep 9, 2012 11:09 PM
394	Not all schools and students are the same. How can my low-poverty students that do not have parental support be compared to those affluent and middle class students that have parental support? In today's society, I feel that the parents play an important role in the success of their child's education. My best friend works at a Mt. Pleasant middle school and my husband works at a charter school. Each of their schools is deemed an "excellent" or "A" school, while I work in a "D" rated school. They rave about their MAP scores, while I rave about how I moved my 6th grader, who came to me on a 3rd grade level in math, up to a 5th grade level (which still isn't on grade level). I feel that I am just as an effective teacher as my husband and best friend; however, because of where I teach and the level of my students when they enter my classroom, I might not receive a pay raise because all of my students are not performing on grade level on some standardized test? If the test is standardized, then I am assuming that all students in the district take the same test and results from this test will be the determining factor for performance pay. How can this be fair to those of us that receive students whose performance is not on grade level when they enter my classroom? (MANY of my students fall into this category).	Sep 9, 2012 10:48 PM
395	One reason I'm worried about merit pay is that teachers with students below grade level are penalized - teachers with all honors kids or magnet kids are almost assured that all kids will pass the PASS - when we get kids who are several grade levels below on MAP scores and such - how is it fair???? For instance - i've had 100% pass rate with magnet kids - but 70% with last years' traditional 8th graders who were very low ??????????	Sep 9, 2012 10:36 PM
396	It will likely be available to only core subject teachers.	Sep 9, 2012 10:33 PM
397	Make up classes no matter how much thought goes into them are not always all and some years teachers have more challenges with students not on grade level, IEPs, etc.	Sep 9, 2012 10:23 PM
398	Factors vary so greatly that I can not answer this question. I think that teachers should document why they think they are above and beyond and then supporting evidence from the list above would confirm or deny.	Sep 9, 2012 10:14 PM
399	Some classes and courses are not subject to standardized or state tests	Sep 9, 2012 10:09 PM
400	I work in a successful school, so most of our students will test well. However, I feel that scaring teachers with the idea that they will be evaluated/paid/possibly fired based on their test scores is going to cause individuals to be dishonest. Not to mention, many will try to manipulate their class rosters. My test scores were very good last year, but I had no special need students. This year, I have 4 in speech, 2 with IEP's, 2 who have qualified for remedial reading intervention daily, 2 in OT, and 1 student with down syndrome. I don't want to worry about	Sep 9, 2012 9:53 PM

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test scores. I want to teach my students to be the best learners they can be and to help them to be successful students and citizens.

401	It is not fair nor effective. It is like the National Board stipend- I have found that national board teachers at my school are substandard.	Sep 9, 2012 9:40 PM
402	I do not support pay for performance as 100% of my pay for several reasons. 1. Too many emotions are involved. (For example, if an administrator, student, or parent have a bad relationship with a teacher than the teacher's pay will suffer.) 2. Student's standardized test scores are just a snapshot of ability. What if they mess up on purpose? What if they have a bad day?	Sep 9, 2012 9:34 PM
403	For pay for performance to work well, classes need to be structured so that each teacher has approximately the same number of students at the various levels (perhaps using test scores). Behavior issues would also need to be considered. Now, classes are structured to equalize race, male/female, SAIL/nonSAIL.	Sep 9, 2012 9:14 PM
404	I support pay for performance only in addition to increases in pay based on years of experience. I'm in my 7th year of teaching and being paid as a 4th year teacher, according to the original CCSD pay scale that was in effect when I was hired. I also believe teachers should be rewarded for student growth, not meeting some pre-set goal. I don't believe teachers should be punished for lack of growth, at least not pay wise. Teachers should be assessed on an individual basis, by administrative observation and test scores, and that information should be used to help that person as an individual.	Sep 9, 2012 9:10 PM
405	I believe that teachers should be paid based off years of experience. They have obviously put in their due and hard work. However, a pay performance would help push those teachers harder. As we know, educators in general are not paid enough and the way the economy is now, it would help retain teachers who have put their heart and soul into teaching. However, to raise test scores takes more than teachers. Students need to be held accountable more than what they are. Their parents need to be held accountable for their students education (homework, behavior, attending conferences, etc.).	Sep 9, 2012 9:06 PM
406	Not all students are on reading level, maybe in special ed, ESOL, etc.	Sep 9, 2012 9:00 PM
407	Alot of a teacher's success depends on the number of students they have in their classroom, the number of behavior problems they have in the classroom, the amount of parental support they receive, and the amount of students they have with learning disabilities. One year can be very successful and the next year can be very challenging. In the Early Childhood program our goals for our students are the same as the other grades but, the amount of pressure a teacher can or should place upon a 4 or 5 year old is different than the upper grades. These babies are just starting out.	Sep 9, 2012 8:54 PM
408	Why should I be punished for having a class with students who do not do well on standardized test. Who would teach in the low performing schools?	Sep 9, 2012 8:52 PM
409	Is relevant only for homeroom/classroom teachers. Related arts and/or support certified positions would not be compensated.	Sep 9, 2012 8:44 PM

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410	There are too many variables in student achievement for their academic growth to weigh heavily in teacher pay for performance. Besides the items listed above, other things should be taken into consideration, such as, communication with parents, timely feedback on student assessments, etc.	Sep 9, 2012 8:29 PM
411	I feel that schools should be rewarded as a team for growth on the state report card and meeting AYP, not just the administration.	Sep 9, 2012 8:29 PM
412	it might not be fair because teachers have no control over who their students are and they do not all start out on the same level, parent involvement is not equal either. There are many factors outside of the classroom that we have no control over that determine how well a student performs.	Sep 9, 2012 8:26 PM
413	While I am lucky to teach at a good school and teach good classes of students, many teachers are not so lucky. It is difficult to measure our success on test scores, as they are a snapshot and many things can affect scores. I feel that our peers know who the 'good teachers' are more so than our administration.	Sep 9, 2012 8:26 PM
414	I really don't support pay for performance.	Sep 9, 2012 8:11 PM
415	How can any 1 teacher be paid a bonus for students that receive a wide range of services and are impacted by many teachers? Unless a classroom is completely self-contained, many teachers are responsible for a child's success or failure.	Sep 9, 2012 8:05 PM
416	Pay for performance will end up rewarding teachers who work at schools that are performing satisfactorily. Those teachers avoid working in challenging situations in the inner city or schools that under perform. Until a district can prove a level of teacher effectiveness that transcends the reality that confronts the distinct differences between under performing and performing schools; why reward teachers who would never cross socio-economic circumstances to prove their effectiveness.	Sep 9, 2012 8:03 PM
417	Do not support unless on an entire school basis takes a school (all staff over time) to make a successful school	Sep 9, 2012 8:01 PM
418	I do not support pay for performance based on the fact that I currently have many exceptional needs students who must take standardized tests on grade level even though they are performing way below grade level. IEP's! Additionally, I alone should not be held accountable for an individual's performance on a test. Where is the equity in this? What about parent's accountability?	Sep 9, 2012 8:01 PM
419	The students you receive as a class varies from year to year greatly. Comparing class to class is not fair, as each class is different. Also, I feel that teachers might be tempted to cheat on tests and that teachers may turn against each other if they were competing for pay raises, which would be horrible for the school environment and student success.	Sep 9, 2012 7:54 PM
420	I really think if a teacher goes that extra mile for her students, then some kind of appreciation should be shown to the individual.	Sep 9, 2012 7:52 PM
421	It has been proven in other districts around the country that it doesn't work. It's not like we are going to all of the sudden going to make it work. Don't waste the	Sep 9, 2012 7:45 PM

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money on this, and focus on improving professional development.

422	Until we can "control" what happens to a child in his/her home environment we have no business paying teachers solely on performance.	Sep 9, 2012 7:43 PM
423	There is no standardized testing for 4 year-olds. What about experienced, dedicated teachers who have been working diligently in failing schools?	Sep 9, 2012 7:41 PM
424	It doesn't take into account the individual child or outside factors that influence their testing.	Sep 9, 2012 7:40 PM
425	I teach an arts class. I do not see how my teaching can affect the test grades, and therefor would never qualify for bonuses or increases. I am a better teacher each year and am adamant that the salary schedule at least stay the way it is.	Sep 9, 2012 7:36 PM
426	There are too many poor teachers floating along year o year just below the radar, completely unsupervised in our large district. I am in favor of a teacher evaluation system, but not one that is solely based upon student test scores. I am a special education teacher and it is not fair to base my instruction and quality upon my students' testing performance. I also say this for other quality teachers, who all too often get a large amount of students who are at risk for learning difficulties, have behavioral issues, or already are identified for special education services. Quality teachers receive an unfair amount of these students because they often show success with them in the past. Therefore, poor teachers face less challenging students, but continue to perform less.	Sep 9, 2012 7:33 PM
427	I do not believe an administrator can effectively evaluate my teaching performance by a 'snap shot' of my teaching on a particular day. Furthermore, unless said administrator is spending considerable and consecutive days in the class, and also evaluating the class 'make-up', there is little value to such. Parent and student surveys are way too subjective to hold much value. Even peer and teacher observations hold many subjective issues on both sides. These should not be used to assess teacher performance. Student growth, based on a VARIETY of assessment methods should be used and student demographics should be highly considered.	Sep 9, 2012 7:26 PM
428	Some teach AP classes others teach very low classes. Some have one lesson plan all year others have 3 or 4. (high school) Teachers cannot control what goes on at home. We have to take each student where they are and try to get them where they need to be. If the student is frequently absent or there is little or no parent involvement, the degree of success is limited.	Sep 9, 2012 7:25 PM
429	Performance pay is not fair for the simple fact that too many CCSD schools have a transient population. Also, with the fact that too many students are promoted without help and special services this does not deem fair to the teacher.	Sep 9, 2012 7:22 PM
430	What about teachers in nontested grades and interventionists? How about special area? How would there performance be measured?	Sep 9, 2012 7:00 PM
431	Student growth should be measured by a multitude of criteria. Many students are being passed on to the next grade without mastering standards or reading on grade level. Growth needs to be based on the individual students growth from	Sep 9, 2012 6:55 PM

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year to year.

432	There is no way this can be fairly done as too many variables are involved. You can only look at each individual class to see if each individual student is making growth. Otherwise, you would pit teachers against each other where some classes have more troubled students, some have a higher percentage of students in poverty, and some have higher numbers.	Sep 9, 2012 6:53 PM
433	How do exploratory teachers fit in a pay raise based on test scores?	Sep 9, 2012 6:40 PM
434	The only way tests can be used if students are pre and post tested and growth is measured for that given year or semester. Otherwise you are comparing apples to oranges. I had a great group of CP students one semester who achieved an 88% passage rate on an end of course test. The next semester I had a very different group of students, worked twice as hard as the first semester, yet had a 55% passage rate. Does that mean I wasn't as good a teacher 2nd semester as first? If you had measured each group at the beginning of each semester and then again at the end, the growth of the second group would have been amazing, yet they were starting at a much lower place than the first group, so even with their huge amount of growth, they still did not score as well as the first group. Standardized tests, especially as we use them, are not designed to be used to evaluate teachers!	Sep 9, 2012 6:33 PM
435	I think pay for performance is ludicrous. I teach in "failing" school, so I can pretty much guarantee to be labeled as a "poor" teacher. CCSD wants to put/keep good teachers in these schools, and this will not happen with pay for performance. Furthermore, pay for performance would not apply to most teachers. For example, would a PE teacher be viewed as a poor teacher if his/her students are overweight? What if a student in an art class is not naturally artistic and cannot draw? How would you "judge" early childhood educators?	Sep 9, 2012 6:32 PM
436	All of the above are too subjective. I have seen this principal bully teachers and teachers bully other teachers at this school. Too many factors effect pay for performance that are out of the teacher's control.	Sep 9, 2012 6:32 PM
437	All schools are not equal. You cannot pay a teacher at a Mount Pleasant school a bonus because all of her students come into Kindergarten reading chapter books, and not pay a teacher from a North area school who has kids who come into Kindergarten and cannot even identify one letter. The only consideration would be if the performance was solely on GROWTH, not final results.	Sep 9, 2012 6:29 PM
438	Certain conditions of classroom make-up may prevent a great teacher from being rewarded. For instance, a teacher may consistently get classes with a high level of students with IEPs because that teacher is good at teaching those students. However, the scores of these students on standardized tests may not reflect improvement of meet the standards of improvement. Also, parent surveys should not have any or very little impact on determining if a teacher shows high performance as they are not trained in this field and it will be more likely based on a personal basis.	Sep 9, 2012 6:23 PM
439	Its not a level playing field. Its VERY unfair. What about special education teachers? Kids come without meds, no sleep, some don't test well. This is a	Sep 9, 2012 6:21 PM

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HORRIBLE idea. Teachers will feel pressured to teach only the test and it will cause bad karma.

- | | | |
|-----|---|---------------------|
| 440 | A student should be graded on his performance; not the teacher. Too many variables such as initiative, background, illness, motivation, and attendance. Further, standardized tests are poor indicators. Some test are easy so poor teacher might score well; some tests are faulty, so an excellent teacher might receive a poor grade. I would use department heads and principals for scoring a teacher. The STEP increases should. Under no circumstances should I be judged by my students if I am do my job. Marzano, someone who administrators like to quote, says that a teacher can affect up to 43% of a student's education with outside forces contributing to 57%. Administrators here are forced to buy the 100% teacher rule which is absolute nonsense. Standardized test scores were never designed to evaluate teachers. | Sep 9, 2012 6:15 PM |
| 441 | I think it's essential to remember to consider student growth. Even though a student may/may not have met his goal, it's important to look at where that student started in the beginning of the year. | Sep 9, 2012 6:12 PM |
| 442 | What happens to those who have devoted years and years but work in low performing schools, how does performance work then??.? Shouldn't dedication to the profession count????? | Sep 9, 2012 6:01 PM |
| 443 | Already, this has been implemented within Charleston Promise Neighborhood schools and it has caused competition between teachers, and isn't reflective of our ability. Some teachers have excellent test scores one year and poor scores another. The only variable than changed... the students. Some students who walk through our classroom door have major IEP minutes and are in resource setting for most of the day, but their growth on MAP determines my extra incentive pay... it doesn't seem fair. | Sep 9, 2012 5:57 PM |
| 444 | I believe it is a great way to give bonuses but performance is not a valid option for pay increases and salary on a yearly basis. | Sep 9, 2012 5:56 PM |
| 445 | I do not support pay for performance because too many factors can affect a student's performance on testing days. Also, is any one test really capable of showing what has been taught? | Sep 9, 2012 5:51 PM |
| 446 | Pay for performance breaks ties and forces teachers to compete with one another instead of sharing and working as a team. It does not take into account the population of the school or the make up/division of honors verses non honors classes. It gives the principal the ability to have favorites and give those teachers hard working students and others behavior problems. You can have high performing students that disrupt a class and effect the growth of all That data doesn't show up on reports. Yet it effects a teacher's ability to have success. If you think there are poor teachers, give them support. Our professional development opportunities from the district are terrible. Other districts in the state value and help teachers. Charleston County is always blaming teachers when things fo wrong. Those that are successful, achieve success not because of the district , but inspite of it. | Sep 9, 2012 5:48 PM |
| 447 | We should only be observed ever by people with education and direct teaching | Sep 9, 2012 5:48 PM |

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experience in our fields, for example only people with experience in early childhood and headstart should be observing headstart collaboration classrooms. No one else would know what such a classroom is supposed to look like. I would take offence to being "graded" or judged by someone who didn't know what they were looking at.

448 While education and experience CAN increase teacher efficacy, the idea that these factors INEVITABLY lead to increased effectiveness is bogus. Moreover, the current system rewards teachers for simply hanging with the profession, and does not take into account whether or not they are doing it well. Finally, the proliferation of online master's degree programs of dubious quality makes the value of an advanced degree in education questionable at best. Don't judge me by the way I look on paper. Judge me on how well I actually do my job. Isn't that what most other professions do? Sep 9, 2012 5:47 PM

449 I do not support a salary structure based strictly on teacher performance. This is my 8th year working for CCSD. I spent 6 years in a "low-performing" school and this is my 2nd year in a "high-performing" school. Both schools contain wonderful teachers who give their all to this profession. However, there is a huge difference in parent involvement, which everyone knows (but no one will admit) affects student performance. It is not fair to the wonderful teachers in "low-performing" schools to be shortchanged because their students do not receive the home support needed for student success. Sep 9, 2012 5:44 PM

450 I teach a low incidence class, so while I support performance based bonuses, I do not want it to be the only tool for pay advancement, as my students do not generally take the standardized tests, thereby eliminating me from the performance based requirement. Sep 9, 2012 5:42 PM

451 How does this apply to fine arts, ROTC, etc? You can't just pay bonuses to math, english and science teachers and not the others. Sep 9, 2012 5:39 PM

452 Any good teacher is teaching to help students achieve. To offer incentive pay is to almost say that teachers aren't working their hardest when we most definitely are. Additionally, those teachers who work in Title 1 or in areas of extreme poverty with 90 percent or higher on free and reduced lunches face have a classroom where 75 percent or more of students are not on reading level; thus, can barely read the standardized test at the end of the year. to judge ones performance based off of one test is worthless. Many students come in tired, go to sleep during the test, are in a bad mood, or simply don't work well under the stress of testing. Furthermore, the growth of a student is not measured by a "met/ or not met". Map scores could be used more so for incentive pay sense they do show the growth over the year, but not the end of the year PASS test. Sep 9, 2012 5:37 PM

453 I am not in support of only performance based pay. Some students face several hurdles prior to coming to school and they need a few years of strong teaching to show growth. The school, as a whole, should be rewarded for academic achievement. The students achievement is correlated to teaming, leadership, and parent involvement. Teachers that take on roles outside of the classroom should be compensated as well. Sep 9, 2012 5:29 PM

454 Pay based on 1 40 minute test (MAP) is ridiculous. It does not show the Sep 9, 2012 5:25 PM

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students performing activities in a true environment. We have been told that we must provide hands-on and beneficial activities for instruction, yet we test students on the computer. This is not an accurate way of assessing students!

455 Maybe performance pay will hold the teachers accountable for their actions in the classroom. Teachers should teach with fidelity at all times and students should want to learn with enthusiasm. Sep 9, 2012 5:25 PM

456 Teachers should be paid based on their students growth from beginning to end of the school year, but other things must be looked at as well... Student attendance, did the student begin and end with the same teacher, ses factors and demographics... Test scores show that in mt. P where there is parent support and parent involvment do better than schools that lack the same luxury... Isn't that why that have divided our district and given the other side a tidied up, clean IZLC title. We are definetly seperate but not treated equally. Teachers who teach in these at risk areas do so for one of three reasons... The district has yet to smolder their passion for making a difference, they couldn't get a job in a more desirable location, or simply plain survival. We need he money! Sep 9, 2012 5:25 PM

457 There are so many variables that teachers cannot control in terms of our students, their background, and their family situations. Sep 9, 2012 5:18 PM

458 I am a special education teacher and it is had to base how much pay I deserve based on student progress. Often the district tests or statewide testing are too hard for my students and do not give an accurate reading of how much I have taught them over the year. I think teachers should be accountable for showing their students have made progress, but the district needs to consider how to evaluate special education teachers. It would not be fair to evaluate their performance in the same way as a regular education teacher. Sep 9, 2012 5:17 PM

459 I believe it is very difficult to quantify performance. The make-up of your classroom varies from year-to-year as the level of your teaching remains constant or improves. Sep 9, 2012 5:12 PM

460 How will the special area teachers be paid, it will not be fair across the board, and every school is different, we have lots of special needs children in our school and growth is hard to show! Sep 9, 2012 5:12 PM

461 No clear system has been devised for taking into account students with special needs, in an attempt to include them "all means all" we over look their uniqueness and teachers will be penalized for working with these students in their classroom because their chance for "classwide improvement" is compromised. Sep 9, 2012 5:06 PM

462 How will teachers not responsible for academic classes receive a salary increase? Sep 9, 2012 5:04 PM

463 All other professionals are rewarded based on performance, educators should be as well. Sep 9, 2012 5:04 PM

464 I do not agree with pay for performance because teachers of special needs students may work hard and teach well but the students may still score not met Sep 9, 2012 5:02 PM

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	due to limitations that no teacher can change.	
465	na	Sep 9, 2012 5:00 PM
466	I have had experience teaching in both low and high performing middle schools. My methods of instruction and parent outreach have been similar in both schools. However, in the low performing school, my students saw little growth. In the high performing school, my students saw moderate growth. Variables outside of teacher effectiveness have far more impact on a student's achievement (ie: parental involvement and support, availability of resources)	Sep 9, 2012 4:56 PM
467	CCSD is not the type of district at this time that could implement a pay for performance tool. Too many schools are sub-standard. There is too much discrepancy between schools based on family income and value of education. There are not enough quality administrators who can base observations without bias.	Sep 9, 2012 4:53 PM
468	It is easier to perform with higher level classes. Students in the low level usually come from non-supportive home situations. Without the home supporting the education process the child has more chances of not growing as we would like. So, you would reward the teachers of the honor's classes and those teaching regular and inclusion would not appear to have done as well.	Sep 9, 2012 4:52 PM
469	This method is too subjective. Peers may favor a teacher they're observing for whatever reason. Teachers may receive a particularly challenging group of students. Even principals may show bias in their performance evaluations. Too Subjective.	Sep 9, 2012 4:48 PM
470	I fear that good teachers will avoid teaching a Title I schools. They will want to be somewhere that's more secure and in turn, low-achieving schools will continue to have high teacher turnover and inexperienced teachers. These schools need the best, most experienced teachers.	Sep 9, 2012 4:48 PM
471	Lower income communities are always at a disadvantage.	Sep 9, 2012 4:38 PM
472	All classroom are not created equally. We have some classes with special needs children or a lot of low children while some classes have a lot of high students. I also think that a parent has a lot to do with the success of a child. I do not want my salary to be based on a child that doesn't do their homework and never reads at home.	Sep 9, 2012 4:33 PM
473	At the current time I do not support it because I have not seen any consideration that applies to none tested grades.	Sep 9, 2012 4:18 PM
474	Not all children come to school on an equal playing field. Those who teach children who do not have all the advantages face a bigger challenge and work harder. These factors can be overcome but not in one year.	Sep 9, 2012 4:06 PM