TIF/BRIDGE Survey

Please use the space below to share your input regarding the TIF/BRIDGE program. Comments will be shared with CCSD leadership without being connected to your identity or other answers from this survey.

	Response Count
	324
answered question	**324**
skipped question	**499**

Q1. Please use the space below to share your input regarding the TIF/BRIDGE program. Comments will be shared with CCSD leadership without being connected to your identity or other answers from this survey.		
1	It is difficult to answer the questions above about teacher evaluation. Although I agree that teachers must have accountability, the use of ADEPT, test scores, and other evaluation tools cannot measure success for several reasons. For one, class room student make-up is uneven in many ways from classroom to classroom, and school to school. So many variables create student achievement....classroom size, student placement within classrooms (meaning student make up of demographics and ability levels), and students' home lives (physical and emotional needs being met.) A child who gets adequate nutrition, sleep, emotional support/love, and at home academic support will grow more as a learner than one who is not. A classroom with more 'strategic' students who need more one to one interventions may not make the percentage of gains that a classroom with less 'strategic' placements. And a classroom with less students allows for more one-to-one, small group opportunities, which will create higher achievements. How are teachers going to be assured that these variables will NOT affect performance pay? How are administrators going to be held accountable for classroom makeup/sizes and so on? Furthermore, many teachers do not trust that administrators are unbiased in their dealings with teachers. Too many things interfere a teacher's ability to teach to his or her potential.	Jan 31, 2014 8:26 PM
2	I don't like how we don't know HOW MUCH we can potential earn. I don't trust that CCSD will follow through paying teachers in a timely manor.	Jan 31, 2014 3:03 PM
3	In theory, a pay for performance program would be beneficial, but, practically, it is unlikely that a government program, based on a short-term grant, will be fair or accurately indicative of a teacher's effectiveness.	Jan 31, 2014 2:47 PM
4	Standardized testing has never been an accurate measurement of the overall level of mastery a teacher shows in the classroom!	Jan 31, 2014 2:21 PM
5	The bridge program just needs to be implemented. Teachers who are on board are ready. If you are a good teacher and you care about your students' education, you don't have anything to worry about.. I DO NOT believe special area teachers should be offered the same incentive pay. Charleston County has been extremely unorganized with the beginning of this entire program. They need to lock it up and implement it. Its already February, and I haven't seen anyone in my room evaluating me.	Jan 31, 2014 1:00 PM
6	I simply do not believe there is a fair way to make this program work. Once again, it feels as though the district is putting the cart before the horse. There are too many questions to be answered still. Too many objective ways to be evaluated that don't reflect the "whole" teacher/classroom. Although I understand the point behind the TIF/BRIDGE program, there is no way it can be implemented to be fair to all teachers.	Jan 31, 2014 11:28 AM
7	If a teacher has developed teaching strategies that greatly improve student learning, an incentive pay is warranted. Also, if no students make improvements, that teacher should be closely evaluated. However, no teacher should have pay withheld if students do not make progress.	Jan 31, 2014 11:19 AM
8	Student success and teacher performance are two different issues. I think that good teachers will tend to have better student performance, but their is no	Jan 31, 2014 9:25 AM

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	guarantee of this with every student. A teacher that has only Algebra 1 Part 1 Repeaters for 70% of his/her day will not have the type of results that would be typical for a teacher with grade-level students. It doesn't matter what kind of "adjustments" or "valued added measures" are in place. If you believe that we can't evaluate every student using the same standardized rubric, then why should we have a similar system in place for teachers? Our goal is to reach a kid at where they are and help them learn as much as we can, however little it may be. If you're concerned about student learning, we should address the other issue that seems to be completely glossed over because its hard to deal with: parent involvement. There is a direct correlation between the amount of time a parent spends discussing/interacting/engaging in meaningful conversations about what a child is learning and his/her performance in the classroom. You want to see scores improve? Make sure parents are involved and want to see their son/daughter succeed as much as we do; only then will you have the results you're looking for.	
9	I am afraid that this program, as it is set up now, will eliminate teamwork amongst teachers. For example, I get to school early so that I am available to tutor students. However, I am unable to stay after school due to having my own young children at home. Myself and other math teachers (any grade level) are willing to help each others' students as needed. However, if we are only being 'judged' on our own students' scores will we really spend time to help out students who aren't 'ours'? Will teachers be willing to coach teams or facilitate clubs (for no extra pay) when he/she could be spending more time tutoring their own students or planning their own lessons?	Jan 30, 2014 9:58 PM
10	I support merit based pay, and think that it will improve the education of students, but I have yet to see a viable plan to implement it.	Jan 30, 2014 7:04 PM
11	From what I understand of the program, this will be great for high performing schools, but a disaster for schools who deal with a challenging student population. I do not believe that performance based pay should be linked with standardized testing in any way. I have not been informed at all through my school about this program.	Jan 30, 2014 4:09 PM
12	There are too many variables (special needs, demographics, parent involvement) to ensure equitable classroom environments. Lets get rid of the incompetent teachers and raise teacher pay to national norm or above first.	Jan 30, 2014 3:53 PM
13	This programs goes against all measures of evaluation and fairness. It is another way for CCSD to make fools of themselves once again! CCSD does know what to do with this cash cow and certainly won't when they run the money dry.	Jan 30, 2014 3:47 PM
14	Putting teachers in a situation where they are consistently being asked to "prove" they are being an effective teacher adds pressure and stress and takes time away from planning and preparing for instruction. Teachers are being required to do more work for the administration than they are for their students.	Jan 30, 2014 11:35 AM
15	It's a worn out process that has not worked in other places. Why is CCSD so far behind the research?	Jan 30, 2014 10:39 AM
16	CCSD as an entity has ALREADY made their decision concerning the VAM,	Jan 30, 2014 8:45 AM

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	TIF/BRIDGE, and/or any other tool with which to evaluate teachers. This "survey" is only a formality so CCSD will be able to report to anyone who inquires that everyone's input was asked for. Not knowing all that is entailed in the 'original' Systems of Evaluation (VAM, BRIDGE), CCSD's version has always proven to be disconnected from the original. CCSD's version will be convoluted, complicated, and eventually abandoned after having ruined lives.	
17	There was a time when teachers could volunteer to participate in a program called TIP (in CCSD). The program was similar to pay for performance. It was voluntary. Teachers were given a bonus if they completed all components of the program and passed with a certain score. I think the BRIDGE program should start this way. It should be a volunteer program at first. Teachers can participate in a non-threatening manner. After two or three years, the district may decide to making it mandatory for certain or all schools/teachers. At this point, there is much confusion among the teachers. Many teachers fear that they are going to lose their job or be paid less. Step pay and years of service should never become a factor when dealing with pay for performance. Pay for Performance should be above and beyond the regular salary a person should normally get.	Jan 29, 2014 11:34 PM
18	There is no fair way to asses teachers fairly and equally. All classrooms/teachers/students are situational. It is a joint effort between home and school.	Jan 29, 2014 8:47 PM
19	I believe that the TIP/BRIDGE program comes with great intentional motivation for teachers. However, I am a bit hesitant in when it comes down to the actual evaluation process. I would like it to be as fair as possible for teachers. I feel that it should not be completely implemented until most TEACHERS agree on the evaluation process as it seems that we will be the most greatly effected.	Jan 29, 2014 7:15 PM
20	We are a pilot school and we have all been very well informed on what is going on with this program. I believe it's a great way to reward hard working, dedicated teachers!	Jan 29, 2014 6:51 PM
21	I teach a CTE class, how will this affect me	Jan 29, 2014 5:05 PM
22	I'm not sure that I trust a computer model calculating how my students "should" perform and then comparing that to my students actual performance. How does students SES come into account. Obviously students from a suburban school are more likely to show growth through standardized tests then students in our urban schools that come from significant poverty. How are the challenges that a teacher working with students affected by high poverty considered in this evaluation? Some of the students I work with are two years behind grade level, have serious trauma issues that affect learning, and very poor attendance. Are these factors considered when looking at standardized test scores used in the value added component.	Jan 29, 2014 5:00 PM
23	Please use the money instead to pay teachers a significant bonus who teach at failing schools, as well as out in the rural parts of the county. They are the ones who deserve it !	Jan 29, 2014 4:57 PM
24	The bridge idea makes me look for other occupation. According to the GBE	Jan 29, 2014 4:29 PM

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	guide lines I com	
25	I am adamantly against the TIF/Bridge program. Our administration does NOT evaluate us as teachers fairly or equally. Each administrator makes inconsistent judgment calls on the same lesson a teacher gives. Our future and pay as teachers should NOT be dependent on the 100% subjective evaluations of our administration. Teachers do not trust our administrators in minor matters, let alone to make such drastic calls regarding our careers as the TIF/Bridge program evaluations. I would rather forfeit all possible bonuses to avoid this entire process because I see no benefit to our teachers or students by adding so much additional pressure on teachers who have enough challenges to face in our profession on a daily basis. Please do not put more fruitless challenges on our plates.	Jan 29, 2014 2:07 PM
26	I struggle with this because I feel it will deter incredible teachers away from low-performing areas. Test scores are not the only measure of a student's achievement, and a low-performing area has so many more struggles to overcome. Also, e-mails are not a satisfactory way to convey information about Bridge. People should be coming into the schools and talking about it. And most importantly, I want to hear from teachers what they think about the Bridge program. If those piloted schools seem positive about this, I might feel more encouraged to the idea of BRIDGE.	Jan 29, 2014 1:56 PM
27	As a teacher who has been involved with BRIDGE workgroups, I fully support the work CCSD is doing to bring a fair and equitable evlauation system to the county.	Jan 29, 2014 1:12 PM
28	The problem with observations is that they are not consistent due to a principal's background. My assistant principal likes to see hands-on activities; my principal likes to see students working quietly. Also, I have a principal that was never a classroom teacher and while I feel she is an effective leader, I do not always value her observations.	Jan 29, 2014 12:58 PM
29	Need more info and don't believe that poor principals and vice principals can fairly give out the money to the real deserving teachers...too political!	Jan 29, 2014 12:27 PM
30	Teachers that are in low income schools need to have other factors based on pay. Students come in well behind where their peers should be in low income schools. PASS scores in this case can help motivate teachers, but can't fully determine pay. Incentives such as rewards for high Map scores, etc. helps to keep teacher motivation. Even partnering with business for free lunches, dinner certificates, anything at all will help motivate teachers and help kids succeed.	Jan 28, 2014 11:45 AM
31	The idea of judging a teacher based on a single day's results is too absurd to even consider. I have lost confidence in the leadership of this district. Have they no common sense? As a profession, we already lose up to 30% of our teachers within the first three years. This is about as "weeding out" as it gets. The teachers who become continuing have demonstrated their worth, and 75 Calhoun has determined that ignorance is the best policy in judging teachers. Let's bring in outside observers who don't know the teacher; let's forbid any discussion with those outside observers, and finally, let's judge a teacher by student test scores or a standardized test that may be flawed. It's just time to	Jan 27, 2014 10:50 PM

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	move to another district.	
32	I don't know anything about it. I don't know how it works, but teachers teaching in high poverty, low socio economic schools have a disadvantage over teachers teachings working in low poverty. Also, teachers working at Magnet Schools, Charter Schools, and Title 1 schools get additional funding to lower class size numbers, fund intervention programs, and pay for support staff. That is a clear advantage to teachers and their overall success in the classroom.	Jan 27, 2014 5:34 PM
33	I do not know enough about this program but the concept behind it is inherently unfair and discriminatory. Although there have been exceptions, as a rule students coming from affluent neighborhoods with strong parental involvement in their education, will outperform students from poor areas with little or no parental input. It seems crazy to punish teachers who struggle hard in these schools by comparing them with teachers in more prosperous and academically successful schools.	Jan 27, 2014 3:11 PM
34	Our Teacher of the year reports on the county's process regarding the TIF/BRIDGE. She encourages teachers to get involved in the creation and give feedback.	Jan 27, 2014 3:08 PM
35	*Students' needs & abilities vary from one class to another, even within the same school. *Schools within our district have different expectations. The worst teacher at my school may be an average teacher at another. *Too much of "teaching" is immeasurable.	Jan 27, 2014 1:29 PM
36	research shows VAM is a flawed system. we can do better!	Jan 27, 2014 12:38 PM
37	I am a special education teacher and am deeply concerned regarding pay for performance salary scales. As a special education teacher, I have direct contact with thirty-five students with special education needs daily; although, I co-teach courses were I have direct contact with regular education students as well as my special education students. I currently see about 120 students who do not show up on my schedule or roster because they are not receiving special education services, but I teach and assist them daily. My concern is, where would pay for performance fit into my teaching? Would I be rewarded for the 18 students who are on my caseload (but I might only teach one semester but I hold their paperwork meeting, or a consultative student who I never directly see but 20 minutes a week?) Would I be rewarded for ALL students in ALL of my classes or just off of my caseload students (who are notoriously bad test takers). What happens if a student drops out...am I penalized? Also, many students DO NOT take MAP testing seriously at this age, so I would not feel that that test would NOT represent true growth and progress over the year. I also have a few students with emotional disabilities that would purposely score poorly on an assessment if they knew that a teachers' pay might be based on it. Also, I work directly with students in Resource class (sometimes around 13 students- many who are not on my caseload) that I work to support in ALL academic areas, including: classwork, homework, project completion, in their English, Math, Science, Foreign Language, all electives, and even computer based instruction they are taking through virtual school. I feel that a pay for performance based scale would not benefit Charleston County school district at all. I feel that we have tremendous educators that work hard every day, but basing salary on	Jan 27, 2014 9:44 AM

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	student performance would not benefit the students, the teachers, or the school district as a whole at all.	
38	I know virtually nothing about this program. I truly believe that CCSD needs to host roundtable discussions at faculty meetings in all schools--either virtually through Skype or in physical contact with ALL of the CCSD schools (Charter Schools INCLUDED!). The lack of communication from CCSD to the Charter Schools remains a problem. I work a second job on Monday nights, so can not attend the CCSD Board Meetings--good luck and thank you for being our voice!	Jan 27, 2014 9:42 AM
39	The TIF/ BRIDGE program is very subjective and it promotes a culture of dishonesty. Teachers are not in it for the money and to use money as a motivator is disrespectful. True educators would rather the money be spent on scholars and school supplies. The TIF/ BRIDGE program does nothing but bring down teacher morale and puts evaluators/ adminstrators favorites on a higher pedestal. It also drives teachers to cheat and we all know how that turns out. Remember Mishawana Moore?	Jan 27, 2014 9:33 AM
40	Depending on the makeup of the students in the class can affect the outcome of student performance. If you have a class of students that do not qualify for services other than interventions in the class, I feel it's not fair to evaluate all teachers based on the 3 objectives. I can partially understand if it affects bonuses, but not the entire pay. I'm unclear on the entire process at this time.	Jan 26, 2014 8:53 PM
41	In our data driven world, there is no data that supports this program as having any effect on the district's vision, but will create more paper work for teachers who are already working 10-12 hours/day.	Jan 26, 2014 8:33 PM
42	I believe that the school district needs to come to the schools and explain the policy to each school.	Jan 26, 2014 5:29 PM
43	How does CCSD plan to use this instrument to evaluate teachers who work at separate school programs, such as Liberty Hill or Daniel Jenkins?	Jan 24, 2014 5:15 PM
44	Until students and parents are held accountable for students' work then teachers should not be. Students are rarely even held back for failing a grade any more so why should teachers be punished for students not having a work ethic and for their parents making excuses for them.	Jan 24, 2014 3:37 PM
45	We will have this program, whether we (CCSD) comes up with the criteria or the state. I think I rather have CCSD decided on the criteria, since they are involving the teachers.	Jan 24, 2014 12:42 PM
46	Having worked in a school that used TAP (Teacher Advancement Program), a pay for performance program, with another school district, I am not supportive of this decision. Although I was successful in the program and received the highest payout in my school, the observations are subjective and teachers can be singled out by administration. The program significantly increased the stress level of the teachers and greatly changed the working environment. The program all but eliminated teacher collaboration because teachers were "competing" with each other for better observations, test scores, etc.	Jan 23, 2014 10:05 PM

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47	It seems that this is a very 'teaching to the test' plan. I am concerned about how it relates to the arts and IF a plan can be formed for the arts that is truly representative of what is taught/learned. Is consideration taking place of those who simply do not/cannot test well? Thank you.	Jan 23, 2014 1:30 PM
48	I believe that the teachers that are scared about this program are the teachers that should be scared. It will identify the teachers who do not want anyone to truly find out how effective their teaching is or is not. I am in full support of the "value added." I think it is about time that we be rewarded for when our students do well. I believe that the SLO's will make principal's evaluations of teachers fair across the district.	Jan 23, 2014 11:22 AM
49	It would be very helpful for the CCSD teachers who are not currently working under the program to share their thoughts and feelings about the program thus far. The district should be having Q and A sessions with each school to further educate our teachers and principals.	Jan 23, 2014 10:16 AM
50	I completely disagree with teachers being paid based solely on student scores. I think every situation is subjective. Teachers should be judged based on the positive learning community, the motivation they instill in their students, and the passion for learning that we try to demonstrate as well. Yes, scores matter, but we only have so much control in the classroom. We do not control what goes on at home, or how much support the child sees outside of our eyes. I think this would not only anger teachers, but discourage young people from entering into this profession.	Jan 23, 2014 6:50 AM
51	This program will only lead to increased competition among colleagues. Our jobs already feel isolating enough on their own. Unfortunately, this program seems like it will only add to that isolation. I don't think that there is any "fair" way to go about measuring the effectiveness of a teacher. Teachers aren't given a choice of their students. If our school district started viewing children as PEOPLE first then they may grasp a better understanding of this. As adults, we know that factors beyond our control often influence our day. If I am late to work due to traffic in the morning I'm more likely to have a bad day than if there were no traffic. This is no different for children. How can one person judge another based on the performance of another HUMAN BEING? While the actions of some CCSD employees may be negatively reflected upon the superintendent, her pay is not based on this. She has the option to say that she does not condone that behavior. Do I have the option to say that I don't condone the sometimes random clicking or poor answer choices by 6 year olds taking a standardized test? No! Let's determine my salary based on this, though. That makes total sense.	Jan 22, 2014 11:05 PM
52	SLOs are much more complex and should not be compared a as equivalents.	Jan 22, 2014 7:27 PM
53	Teachers do not get to choose the students in their class. They do not have control over what goes on outside their class, how much parents are involved, whether they emphasize education. I think that using students test scores heavily to evaluate teachers is not fair because there are too many variables in play	Jan 22, 2014 7:25 PM
54	I have a problem with the pay based on performance since those who work at	Jan 22, 2014 6:58 PM

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	DJCLC and LHA have lower performing students due to behavior, yet they work far harder to improve students behavior.	
55	I feel that teachers do need to be held accountable for student growth. However, I am a little concerned that this program looks only at PASS scores to evaluate student growth. I would be more comfortable if it focused on a mixture of assessments such as PASS, MAP data, etc... Students could have a bad day which may not reflect their actual ability level, so more assessments would give a clearer view of where students are. There should also be a system that accounts for the number of absences for students. For example, if the student has more than a specified number of unexcused absences, that student's score should not count against a teacher's rating. We can only support students in meeting all of their goals if they are present. If PASS is the only assessment used to evaluate student growth and teacher effectiveness, the results from more than one school year should be used. For example, say two years ago 70% of my students were met or exemplary in reading, but last year 95% of my students were met or exemplary. These are huge differences which are influenced by many variables. Therefore, it would be more accurate and fair to look at the performance results over more than one year. Finally, I do like the idea of recognizing teachers who show good performance with bonuses and feel it is a high motivator. However, I'm still unsure if, through the BRIDGE program, a teacher's salary would be cut if they do not meet the good performance standard. If this is the case, I don't think this part of the program would be effective. Cutting a teacher's salary and causing more financial worries would not motivate a teacher to improve. Again, I'm not certain if a salary cut is a part of this program.	Jan 22, 2014 5:56 PM
56	I like extra pay for teachers whose students do well on EOC tests because they have extra job related stress that they are not compensated for. However, I do not know how to do this fairly because you cannot control the prior knowledge of those planned in an EOC class.	Jan 22, 2014 2:27 PM
57	WE just need to continue to support new teachers more and teachers that are not doing well and don't try to help children need to be encouraged to leave. Too many new teachers that are eager to teach can't get jobs cause many ineffective teachers are floating around through Teri programs and what not.	Jan 22, 2014 2:06 PM
58	Different administrators have different standards for teachers. Administrators fill out observations differently. I have had a superintendent observe me and give me all "4's" on an observation, yet administrators at my school will not score a teacher above a 3. Teaching at one of the top middle schools in the state, it statistically makes growth harder on tests, therefor, making it tougher for teachers at a school like mine to earn merit pay based on PASS test growth and/or change. There are far too many variables from school to school in this district to make this program fair. Unless one person is going to go from classroom to classroom across the district, get to know each individual teacher, and learn who he/she is as a teacher and make the decisions from there, this is an unjust system.	Jan 22, 2014 1:06 PM
59	COTs must be inter and intra-school transparent. I want to know how I stack-up compared to my in-school peers and I want to know how schools compare in percentages of ME, etc teachers. Also, value-added is invalid. Some schools,	Jan 22, 2014 1:04 PM

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	because of social conditions, simply have more potential value to add, making this measurement unfair for already high achieving populations.	
60	The TIF/BRIDGE program if implemented will cause many great teachers in Charleston County to seek employment in other districts. The county will only be hurting themselves. I also find it interesting how the pilot schools are all title one schools in the district. There are no schools in Mount Pleasant that are piloting this program. I wonder why!?!	Jan 22, 2014 1:03 PM
61	1. As a teacher of students with special needs, I am concerned that with this program, students with even mildest of disabilties will not be welcome into general education. Teachers will be worried, and rightfully so, that overall classroom scores will drop and they will not get the pay increase. 2. Administrators and others are human beings. Try as we might, we cannot always disassociate feelings we have for another to conduct a fair evaluation even if the tool is standardized. I have no issues with being evaluated. I do believe, however, factors such as favoring teachers of others as to be examined. 3. Our students are not products. This is not a business as much as some would like to run the school system as such. We are dealing with human beings who come to us from all backgrounds with different needs. Unlike in business, I cannot send a student back for not performing to standards. Many of our students are worried about where their next meal is coming from or getting hit at home, they aren't worried about common core standards. It's Maslow's heirachy of needs pure and simple. I believe in being held accountable. But I also believe that the ones jumping up and down for the evaluations to be based on test scores need to remember these are children not products.	Jan 22, 2014 12:06 PM
62	Special education is not mentioned and resource and the majority of self-contained students take PASS. How will this effect special ed teachers?	Jan 22, 2014 11:37 AM
63	What about teachers of subjects not evaluated under PASS? Music, Spanish, PE etc	Jan 22, 2014 11:30 AM
64	This is a very complex issue that is not black and white, which makes some of these questions very difficult to answer on a yes/no basis. For example, questions 5-8 are "no" if you're using them individually to evaluate a teacher's effectiveness, but used in conjunction with each other, move toward an answer of "yes." #3- I understand what a value-added measure is, but I don't know what specifically will be used to determine value-added for each content area. #11- If you think about it logically, pay for performance might help keep effective teachers in low performing schools because it is easier to show growth than in schools that regularly perform at high levels. It would be good to establish consistency in these schools that usually experience high turnover rates. #12- I do not trust the county to develop a plan on their own, but they are extending the invitation for any and all teachers who want to participate in the development of the plan. If you think the plan will effect your position, then you should probably be attending the meetings and providing your insight and opinions. #9 and #10 get "no" answers because the pay structure does not determine how I teach. I believe in using best practices and data to drive instruction. This would not change if I was or wasn't paid based on test scores of my students. I don't see anything wrong with effective teachers being rewarded for success. Finally, I have mixed feelings about pay for performance. There are so many variables in	Jan 22, 2014 11:23 AM

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	teaching children that it is very challenging to develop a system that is truly equitable to all teachers in all subjects in all schools. I also believe that it will result in our students being required to take more standardized tests, which I don't see as being a positive thing. Without more tests, how will the district know if learning targets have been met in classes that don't currently use PASS or EOCs, like PE or culinary arts? They won't, which means they will have to develop pre- and post-assessments to determine levels of value-added. However, the positives of a pay for performance structure are that one, hopefully more teachers will use data in a meaningful way to drive the instruction of individual students, and two, perhaps it provides a way for schools to rid themselves of ineffective teachers.	
65	I have been teaching Special Education for 16 years and I have no idea how this can be implemented to teachers who have students with Intellectual Disabilities. We are constantly documenting and monitoring progress on IEP goals and objectives for each individual student. Their improvements and small accomplishments cannot be seen in a PASS or HSAP score. It is so much more than that. It will be interesting to see what transpires with the TIF/BRIDGE program.	Jan 22, 2014 11:13 AM
66	Unfortunately, I fear that teachers will "doctor" grades just to make sure they get paid or on the flip side, with students knowing about the pay for grades, students may choose not to perform to affect teacher pay. Does this take into consideration classroom with large amounts of IEP students or students with learning disabilities.	Jan 22, 2014 10:44 AM
67	My job as a teacher and the reason I went to school for 7 extra years is to teach ALL children no matter where they came from or what they are like as students. I meet students where they are and try my best to bring them "up" in every area of their lives. If you are going to begin to pay me on their grades then that is all I will be forced to focus on. I will have no choice. I wont have time to discuss with a student that their parents got into a huge fight and so they didn't get dinner the night before and therefore didn't sleep well. I wont have time to show that child love and compassion, much less find some breakfast to eat. No, no, I will be too busy hounding them to work harder and pay attention to what I am doing. I will be only focused on their grades instead on the individual child themselves and ultimately that child will become a number. In my mind every child has a name, and every name has a story. You can not put a dollar amount on a child's growth.	Jan 22, 2014 10:30 AM
68	To measure anyone's performance - in any field - based on your esp of what might have been is ridiculous. It's clear CCSD is only using this Bridge program in order to get the millions of dollars attached to its acceptance.	Jan 22, 2014 10:21 AM
69	My teaching job is not attached to particular students. I don't understand how my pay would be structured.	Jan 22, 2014 9:35 AM
70	Can we not offer this to parents instead? I have no control of the things that happen outside of the classroom when a student goes home. I can't make them study, practice, read, etc. at home - which is the missing component to student success. Holding a teacher accountable for student progress much like VCG's is a more applicable process as it takes into account where the student began	Jan 22, 2014 8:56 AM

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	(which helps when a teacher has SPED students, students working more than one year below grade level, etc.).	
71	If a doctor perscribed a medical plan to help a patient have a healthy body and lifestyle but the patient failed to follow the plan or the patients environmental circumstances and limitations prevented them from affording the medication, or other components that aid in their healthy life the doctor would not be penalized or held accountable for factors out of their control. The classroom is not a cookie cutter business model where competition and money drive production. Results come from the heart of the teachers who are already giving their all. I know I cannot work any harder or care any more than I already do nor can I control what happens when my students go home each afternoon or for the entire vacation. I cannot be responsible for how many hours of sleep they get, if they are fed and nourished, healthy or ill, if they have transportation to make it to school on time or at all. Making my paycheck contingent of how my students perform or how I perform under a microscope of scrutiny will only create added pressure to an already highly stressful (not lucrative) career. Teachers clearly do not teach for the money and we never have. I am at the top of my payscale with my NB certification, Masters and 15 years of experience and as a single mother of 2 I am living paycheck to paycheck just to make ends meet. I do not need the added pressure to perform so I can pay the light bill and buy groceries for my children. I stay late and work long hours, work outside of school, attend extra events and so much more; there is absolutely NOTHING I can do or change to "earn my paycheck". I have "earned" my paycheck everyday for the last 15 years ten times over! I resent having people in positions of authority make such important decisions when they have not walked a mile in my shoes doing what I do every single day. Another point to mention is that this profession is so diverse and an early childhood classroom looks very different than a high school classroom or a special education class or in a speech pathologists room etc..... The current payscale is not terrible it is just weak in funds. Teachers should be paid more (something respectable) for such an important task as educating the future leaders of our cities, states and country. Attracting and keeping teachers is not going to improve with changes from such a program; in fact, I would bet my life it will create animosity, resentment, deceit, and a lot of other negative results. Perhaps a great deal of research needs to be done on other districts across the US where this program has been in place for several years and take a survey from those teachers.	Jan 22, 2014 8:49 AM
72	The model used should be the one that has been excepted in other human develop industries such as medicine. We diagnose and treat knowledge skills. Doctors and therapist have an attractive pay structure.	Jan 22, 2014 8:37 AM
73	CCSD has not spent anytime communicating the guidelines of this program to schools that are not under the TIF grant. As usual, it seems as though the district is jumping into a career altering plan, without thinking it through. As a teacher at a school that is a RTT school I am very concerned about how this will affect me. It does not seem fair that a single COT observation will determine my effectiveness as a teacher.	Jan 22, 2014 8:30 AM
74	I am glad that I will be retiring before having to deal with all of this!	Jan 22, 2014 8:24 AM
75	As a low-incidence special education teacher I have a hard time understanding	Jan 22, 2014 7:47 AM

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	how they will apply this to my students', whose growth is measured in micrometers because gains are so small-but so important to me as their teacher because I recognize it for the gain that it is. Would someone who is not a low incidence teacher recognize the gain? Or just look at a test score that can't measure what my kids know?	
76	I feel like students with greater parent support at home will continually grow more than students without. If we are working with a TIF/Bridge program those teachers with involved parents will be rewarded while those working in less supportive communities will lose out due to factors beyond their control.	Jan 21, 2014 8:32 PM
77	How can you effectively evaluate a teacher based on standardized test?!?! What if the doctor lost a patient or the patient didn't make a full recovery, the doctor still gets paid for the job! Children work hard but they have days where they just don't care about tests or grades. If a child is in a bad mood or had something happen before coming to school their entire focus will not be on doing their best on the test! Also, the older students who may hold a grudge towards a teacher may feel this is a way to get even with the teacher they didn't connect with in class. Another reason is exploratory teachers,resource teachers,guidance counselors and other non core curriculum teachers are not giving standardized tests on what they teach therefore it would not be fair to all involved in education. I do agree we need a way to keep teachers accountable but this form of evaluation is not the answer!!!!!!!	Jan 21, 2014 5:32 PM
78	Pay should not be directly linked to subjective measures and you won't be able to generate truly objective analysis across the district. This policy will open a nasty can of worms rather than support teachers that really need a boost. Without objective measures the worst feelings and reactions will surface.	Jan 21, 2014 5:10 PM
79	There are so many factors that standardized tests do not take into consideration. Success for some students is simply getting them to care a little, pay attention, to enjoy reading more than they did last year, or simply not to get into trouble. To say that a teacher is not effective because of test scores is dead wrong. Test scores matter, but they are not the only measure (and certainly not the most important) of success in the classroom. Maybe a student's test scores didn't improve, but he or she decided that they're not going to drop out because of the influence and persistence of a teacher. There is just too much emphasis on scores.	Jan 21, 2014 4:43 PM
80	If you work in a school with high income students you no doubt will be rewarded; if you work in a Title 1 school you might as well kiss the money good-bye. Not fair. This program - once again - re-enforces waste in CCSD. So sad and at the teachers expense. It really is a slap in the face as well... like poor teachers are now going to teach correctly because they want more money! Really?!?	Jan 21, 2014 2:27 PM
81	How will special education teachers be evaluated? Our students often have a modified curriculum and accommodations on their IEP's for statewide testing. How will this be addressed for special education teachers whose students take the PASS test?	Jan 21, 2014 12:38 PM
82	A large part of my success depends upon the unity of the school I work with, including administrators, team members, media specialists, and support for	Jan 21, 2014 12:14 PM

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	parents. I cannot be given all of the credit or all the blame.	
83	This type of pay for performance program has been tried and tested before and has shown no appreciable student results.	Jan 21, 2014 9:25 AM
84	I'm concerned the TIF/BRIDGE evaluation and pay system will lower moral, especially in Title 1 schools where moral may already be low. Teachers don't teach for the money, they teach for the love of teaching. We are paying enormous amounts of money to hire companies to help us survey data and implement new programs almost on a yearly basis. Hire more teachers, lower class sizes, and you'll see improvement.	Jan 21, 2014 7:37 AM
85	There is no possible way for TIF to be accurate when students are pulled out of class for everything ie: Resource, Speech, ESOL	Jan 21, 2014 7:23 AM
86	Leadership in schools does not evaluate effectively....nothing changes despite the money thrown at problems. BUT...change MUST happen at the elementary/ middle grades . Students and parents must be held accountable for learning and advancement. It Should Not Hit the Fan and hurt high school teacher salaries/advancement for the years lost in developmental learning/gaps in knowledge at younger ages. HS pay and advancement can be evaluated on a combination of educational transcripts (every 15 hours of grad exp) and thorough COT evals. A system is currently in place but not used faithfully/effectively by admin!!!!	Jan 20, 2014 11:15 PM
87	The ludicrousness of this will drive people away from lower performing schools. The people who want to be there cannot work any harder or effectively than they presently do. They have done so without requests for more money. The idea that educators in high functioning settings are doing something worthy of additional compensation is not supported by any data regarding their abilities. If teachers who are sincere about changing lives and or demonstrating their high functioning talents would have volunteered to work in difficult settings where they could display their magic. In the best and worst of situations test scores vary year to year and day to day according to many factors out of any teachers control. The additional compensations available cannot or should not alter what what professionals have brought or will bring to the table each and every day!	Jan 20, 2014 11:38 AM
88	I do not agree with paying teachers based on student achievement. Teachers do not choose the students in their classrooms and should not be held 100% responsible for their performance. There are other factors that affect student achievement.	Jan 20, 2014 9:08 AM
89	Our principal last year gave all of the teachers in our school very low scores, regardless of how well we taught, on his observations. He felt that all teachers had room to grow. Needless to say, he is no longer principal. I think principals are also feeling nervous. I noticed that our principal is giving us more and more work to do in the classroom.Also, where is the accountability piece for parents? They need also be held responsible for their child's learning. Do they fully understand this plan?	Jan 20, 2014 9:08 AM
90	Always a work in progress and no one can answer teachers questions.	Jan 19, 2014 10:21 PM

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91	All these ideas continue to be geared toward math and ELA teachers. I don't want my performance judged on how well the ELA teachers do their job. The current tests in Writing are worthless My school's PASS Writing scores are always excellent, yet I have students(even Honors) who can't write a complete, cohesive, properly punctuated sentence.	Jan 19, 2014 7:18 PM
92	These people making decisions for classroom teachers goes right along with them being completely out of touch with the reality of a title one classroom. They need to spend a week in a classroom before they make any decisions about our pay or performance.	Jan 19, 2014 4:09 PM
93	I do not choose curriculum, assessment, or the students I teach. Poverty and parental education along with how special needs students' outcomes will be measured are all categories that teachers don't have any control over. I did not conceive, nourish, or put routines in place for students at home. Parents are not being evaluated so don't make me the sole educator!	Jan 19, 2014 2:48 PM
94	It is sad to say, but a reality, that in a large part , the teacher's effectiveness is determined by the class makeup. Better teachers consistently are dealt a much tougher list which throws off this entire philosophy.	Jan 19, 2014 10:08 AM
95	I honestly could not work harder than I am now for my students. I take work home, work on Sundays and meet with my grade level team several times over the summer to plan for instruction. Teachers at my school welcome children performing below grade level into their classrooms and work diligently to help those children close the gap. Pay for performance might cause some to take a "not in my backyard" attitude toward those students. Mainstreamed students might well become the lepers of CCSD. The COT tool provides one or two snapshots to represent teacher performance. At our arts school schedule changes are the norm, so teachers must be flexible. They cannot, however, be expected to teach model lessons 7 hours a day every day.... yet our school continues to earn an excellent rating. The whole idea of TIF/BRIDGE makes teachers feel more stress and pressure than they already experience. Stress is a killer, and our after school hours and take home work already make personal fitness and family time a HUGE issue; TIF/ BRIDGE may well be the straw that breaks the camel's back for talented teachers whose work/ life balance is just at the breaking point. We signed on for the step increase when started with CCSD, and that is what we deserve. Would you base a Boeing assembly line worker's pay on consistently turning out a quality product if s/he were working with raw materials of widely varying quality? The teacher is just one component in a child's school success. Poverty,a dysfunctional home life, a lack of literacy in the home, homelessness, etc... all affect a child's school performance. Teachers are not factory workers turning out widgets; we are dedicated professionals working hard to ensure each child's success. Please respect us!	Jan 18, 2014 6:59 PM
96	Where do I begin? Numerous states have already tried this "Value Added" model by paying teachers "bonuses" while taking away their yearly "STEP" increases, COLA increases. This is a POLITICAL move to simply accept more Federal money, similar to Race to the Top. If you want to increase school performance, eliminate the state standardized tests, pay teachers a higher salary, and work with parents and community leaders to change the paradigm about our culture in America. The research shows that our socioeconomic	Jan 18, 2014 1:22 PM

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	malaise is the major contributor to low student performance, not teachers "not doing their jobs." So much research has already been done in MANY STATES and these very states that put tens of millions of taxpayer dollars into this "value added" experiment, pulled the plug when they saw their test scores drop, teachers retiring early, and new teachers moving to teach in states that valued their talent and enthusiasm. Please have CCSD's administration, and key decision makers read the following assessment and DO THEIR RESEARCH into other school districts from the many states who have already tried this model. The following is one passage from this article and if this doesn't open up someone's eyes, then it proves that the "powers that be" are only accepting federal funding instead of looking out for the BEST INTEREST of our teachers and students. This article states a very eye-opening fact that states, "When Finland's leaders sought to improve their students' academic performance, they instituted measures that included reducing class size, boosting teachers' salaries, and eliminating standardized testing. Teaching is now a highly sought after profession in Finland, and Finnish students top the world in academic performance." The full article can be found at: http://parentsacrossamerica.org/performancepay/ One final thought. If our CCSD Superintendent, School Board, or Board of Directors want to make a truly positive inquiry on how to change our schools, then they need to get out from behind their desks, put on a substitute teacher's badge, and randomly go BACK INTO THE CLASSROOMS as a SUBSTITUTE teacher (and not tell the teachers or students who they really are) and TEACH for a 3-5 day period in ALL schools (not just at our top-performing schools). Deal with the student behavior issues, deal with the lack of consequences our teachers have at their disposal, deal with the LACK OF PARENT INVOLVEMENT in many of our communities, and then and only then will we be able to DO WHAT IS RIGHT for our students, teachers, and school principals who are on the front line EVERY DAY trying to make a positive change in our communities.	
97	These tools ca be effective if evaluators are fair when evaluating teachers. Charleston County is known for the inequality in hiring, evaluating, zoning and expelling of groups that are not of European descent. A lot of the pay for performance evaluation is based on other people effectiveness and not the teachers. For example, some students must be motivated (extrinsicly) to do well on these test. Evaluators must not have biases, or predjudices when evaluating teachers. These are factors that makes evaluation subjective.	Jan 18, 2014 10:12 AM
98	All of this is confusing. How are SLO s like GBE? GBE is a joke. What about vocational, special education and many other areas. What is value added? What about a portion based on learning opportunities that go above and beyond that are well documented. All of this is very confusing. The district is not explaining in simple language what the criteria will be. Will TERI teachers be able to participate? What about retired teachers that are still working?	Jan 17, 2014 11:07 PM
99	I am in favor, but I am concerned for teachers, administration, faculty, and staff who do not have students. I understand they will use SLOs, but this does not seem motivating and rigorous for these teachers. How will this be different from GBEs? I'm in favor of TIF, but I teach special education. My students make gains, but will it be enough according to this program? I need to know more details about how this will impact non-classroom teachers.	Jan 17, 2014 11:02 PM

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100	As a CCSD teacher I strongly feel the TIF/BRIDGE program needs to be eliminated. This program is not an accurate assessment across the board to show how effective or ineffective a teacher is. Class dynamics change from year to year but with this program there will be NO consideration given to teachers with problem students, mainstreamed students or an increased number of low level students. It will all be blamed on the teacher if all students don't perform to their unrealistic expectations. I am an excellent teacher at an excellent school but even excellent schools have students with issues that interfere with other student's learning. I am a master teacher and I feel. CCSD is doing a great disservice to the teachers they claim to support. It's sad that so many teachers I have talked to feel disposable by the district. I find it an ultimate insult that CCSD is even considering this program. The only thing that will be a result of the TIF/BRIDGE program is causing a hostile working environment. It will ultimately cause a plummet in teacher moral and excellent teachers will seek employment elsewhere. I know with my level of experience I will not stand for being treated in such an unprofessional manner as CCSD is planning to do. If they do not wake and see the error of their ways they will be witnessing their district's demise instead of its continued success.	Jan 17, 2014 9:04 PM
101	I will more than likely leave the district if they move to pay for performance system!	Jan 17, 2014 6:11 PM
102	Let's go ahead and scare our best teachers into other fields by insulting them and questioning their integrity. Let's browbeat them! We are not selling a generic item like Frito Lays.. every child learns differently.. I bet the teachers art SOA are feeling pretty good.. Why would want to teach in our lower performing schools. A good leader gets people to follow.... Should be put our soldiers on Pay for Performance. Under the district's model, those on Shore Duty would earn more than those in the desert with bullets flying at them and land mines under every step. DUCK!:---------- is this a joke? = = = "I trust the Charleston County School District to come up with a pay for performance program that is applied fairly and equitably to all teachers".= = = You've GOT to be kidding me! Principals are biased!	Jan 17, 2014 5:24 PM
103	This is a very uninformed plan. Improving our schools should not begin by strangling the TEACHERS! Our SYSTEM needs updating from the ground up. It's not 1940 anywhere! Read The Smartest Kids in the World by Amanda Ripely and begin by building a new system based on what WORKS!! I tell everyone that Charleston Co. Is NOT the place to be a teacher. Everyone I work with is counting the minutes until they can retire and escape this madness.	Jan 17, 2014 5:07 PM
104	I have been teaching for over a decade. I am nationally board certified and work in a high performing school. This entire process and the lack of communication (and accurate information) is extremely frustrating. I have worked for CCSD for over ten years and I have based many decisions (such as my mortgage) on the pay scale- which has been in existence longer than anyone can remember. I have gotten advanced degrees to move up the pay scale and as a result I am still paying off the student loans. I am in currently working on my doctorate. To change the system for teachers that are vested in the old one seems ridiculous and unfair. It was my understanding (and many of my colleagues as well) that this new system would allow for our normal pay plus a small bonus for teachers who showed excellent growth. It appears that this is not the case... and instead	Jan 17, 2014 4:09 PM

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	the entire system of salary will be changed.? If so, I can't support this new program. Also, we have teachers who teach the entire school (art, music, drama, PE, Computer, etc. They teach over 1000 different students PER WEEK. How are you going to ACCURATELY evaluate them on things so subjective - such as the art of 1,000 eight year-olds? And their income is going to be based on this evaluation? That would not make me want to teach in CCSD. I have many friends who work in the business world in "sales." They have a base salary and then can usually make an unlimited amount more. Typically almost all of them make well more than a teacher. Sometimes 2, 3, or 4+ times more. It appears we are taking that "incentive model" but using only the existing allocated money to implement it. So, to "boost performance" we are going to treat teachers like "sales people," but pay them like... well... teachers. That will equate to more pressure for a similar amount of pay, and a much more frustrated and disgruntled faculty.	
105	The thought of paying teachers based on scores is absolutely ridiculous. Lawyers are not paid based if they win a case. Doctors are not deducted in pay if their patient isn't treated correctly. We are told to use the arts and to creatively teach and then told our students must do well on a test in order for us to be paid what we need in order to live? We are so underpaid as it is. What about classes like mine? The ones that have more than enough delayed students? Just because I like to reach students that struggle (not IEP students..) I would get paid less?!?! The reason to teach is being taken away from us. Where would ANYONE be ...if they had not been taught? Why are teachers ALWAYS having to justify & prove themselves??? We are not teaching because of the high salary!! In fact there are no "perks" that teachers receive...the ONLY reason we teach is to make a difference in the life of a child...truely...thats it! Respect us...like all other professions and let us make a difference in the life of a child so that he/she has a chance to grow up to be a productive human being.	Jan 17, 2014 4:02 PM
106	It is not clear how teachers outside of core areas will fit into the TIF/BRIDGE plan. If the area one teaches is not covered by a standardized test, what measure will be used? In addition, classroom evaluations are only as good as the individual conducting the evaluation. If the administrator is unfamiliar with the content being taught, how is this person qualified to evaluate that area. What will happen when the grant money runs out. One final comment has to do with student motivation. Skills can be taught but are not necessarily learned. The student and parent hold great responsibility in this area. A doctor can provide a set of recommendations to a patient, but the patient does not always follow them. Is the doctors pay affected?	Jan 17, 2014 2:47 PM
107	The TIF/Bridge program is totally unfair and it will make teachers leave the teaching profession. No other profession is treated as unfairly as ours. We do not base a doctor's salary on whether or not an antibiotic worked or the surgery was successful! We do not base a lawyer's salary on how many cases they have won! Teachers are constantly put down and not treated as professionals. The TIF/Bridge program is one more example of this!!	Jan 17, 2014 2:23 PM
108	We don't deduct a doctor's pay if he or she loses a patient. If a dentist places a sealant on a molar to prevent cavities from forming, and a cavity forms, we still have to pay to repair it. What in the world makes it logical to pay teachers based on student performance when we have absolutely no way to control human error	Jan 17, 2014 1:57 PM

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	and any factors that attribute to the students performance that occurs outside of the school.	
109	Teachers in all districts in South Carolina are in different situations, if the program put all teacher on a level playing field, I would be in on the program. Teachers in the district do not teach the same type of students, the students from different backgrounds earn differently as we all know and some parents do not support their childs education like they should. I am firm believer that it takes all facets to help students learn but some parents want to raise their child, not just teach them. Our politicians who came up with pay for performance need to the same with themselves, if they want teachers to get paid for performance. The systems will scare young teachers away and sooner rather than later we will a huge teacher shortage, then what are you going to do. A teachers job is hard enough but adding extra pressure to the job will help. We are already running young teachers away, this system, will run them off quicker.	Jan 17, 2014 1:55 PM
110	I believe if we move to a pay for performance program it will encourage cheating. It is unfair to base ANY amount of a teacher's salary on the work from students. When we have students that do not care to do any work and are completely beyond motivation it should not influence our paychecks and families. This would completely turn me off of teaching. I work hard and give my 100% every day. When a child does not do the same it is foolish to even consider basing my paycheck on their work habits.	Jan 17, 2014 1:53 PM
111	Everything I have read about "value added measure" is not an evidenced based measure and is not a reliable nor a valid tool of measurement. The readings came from national think tank organizations. In addition, this whole idea of pay performance seems to me to be a way for CCSD to do away with step pay increase. I believe they are just looking for a way to control more of the teacher pay allotment. Another question I have is I noticed many of the schools within the pilot program are predominately in lower income higher African American population. If this new evaluation is an unbiased "fair" tool why is a central characteristic being observed??	Jan 17, 2014 1:44 PM
112	This program is not fair. Teachers are very hard working people with little pay!!!	Jan 17, 2014 1:38 PM
113	Classroom observations using COT can be an effective way to evaluate teacher effectiveness only if the evaluation is based on more than one or two "formal" observations; some announced others unannounced and both bell to bell and walk throughs. Highly effective sustained coaching must be provided where administration has identified a need before a teachers lively-hood is cut. Value added measures will only increase the learning gap between the haves and the have-nots by driving highly-effective teachers from the lowest performing schools. Although a teacher has been able to facilitate tremendous growth in a student who came to them performing many grades below grade level, there may not be enough growth before a student is required to perform on THE TEST.	Jan 17, 2014 1:36 PM
114	I would love it I could be evaluated in a fair, reliable, and valid way. While not perfect, I believe that the "value added measure" (which right now seems to get the most publicity and cause the most controversy) is actually the most valid component of the proposed structure (but it can only be used for 4th-8th grade	Jan 17, 2014 1:35 PM

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	core subject teachers). With the COT and ADEPT components, I am concerned about the variability from administrator to administrator and school to school and using those measures to differentiate compensation. And with the Student Learning Objectives, I am very concerned with how they will make valid comparisons between teachers to determine compensation based on the SLO's. Will the assessments used to determine if the SLO is met be teacher created, school created, or District created? If the teacher or school does it, how will validity and reliability be insured? And if the District does it, how will they possibly do it for every grade and every subject in the District by next fall?	
115	I welcome many measures to determine my effectiveness. If I am ineffective, help me become more effective, or help me find another profession. But PAY me for being a teaching professional NOW. I am not a salesman with quotas and a territory to canvas.	Jan 17, 2014 1:35 PM
116	I don't believe it is fair to judge a teacher based on the performance of their students if they don't have the control of what goes on after school hours. It is kind of like if a produce manager is graded on the quality of lettuce that is delivered to him. If the lettuce is no good, then it's his fault even if he wasn't the one who grew it or picked it or packaged it. He just received it as it was. Most of us do everything we can for these students, but if we don't have the support of home or community, then we can't do it all.	Jan 17, 2014 1:22 PM
117	I worked at a charter school in another state w/ a pay for performance program - there was one 10 minute observation in the fall and one 10 minute observation in the spring by one administrator. Somehow teacher bonuses were supposed to be based off of this pathetic attempt to evaluate teacher effectiveness. All it did was create suspicions of favoritism and strife between fellow faculty members as well as administration and plummet overall moral. Furthermore the bonuses themselves were a joke - especially after taxes and deductions were made, so it wasn't really about the "extra" money but more about the slap in the face to quite a few teachers in spite of all the extra hard work that they put in (yes, I know - I ended the sentence with a preposition - don't jump to conclusions about my language abilities). For my part, I decided to leave the school. PBCS really stands for Punitive Based Compensation System. With so many variables that play a part in determining success for students, trying to "pen" the blame (did you get that pun?) on teachers of admittedly varying experience and abilities on a greatly uneven playing field may play well to some people in the general voting public but in the end will do more to destroy faculty cohesiveness and overall educational effectiveness. Public education is a team effort. I am a very strong teacher w/ 15 years experience as well as certification in administration - two masters and half a doctorate thus far - and am also trained in ADEPT evaluation. I have not chosen to pursue the path of administration at this time because I enjoy the classroom environment and, quite frankly, don't need the extra money (unlike most of my fellow educators). As a seasoned faculty member with various classroom strategies in my bag of tricks, I make it clear to my fellow faculty AND administration that I am available to assist them to have greater success. I do my part to help other teachers - especially younger, inexperienced teachers (and even some administrators!) - improve their skill set. Moreover, I seek to continually improve my own skill set - I hope after 15 years of teaching I have not stopped improving. Despite many public perceptions that classroom teachers are incompetent and downright lazy, my own observations at 5 different schools (my	Jan 17, 2014 12:59 PM

Q1. Please use the space below to share your input regarding the TIF/BRIDGE program. Comments will be shared with CCSD leadership without being connected to your identity or other answers from this survey.		
	teaching duties were split between 3 schools at one point) in two different states is that a very significant majority of teachers (perhaps 90% and above - maybe even 95% and above?) are extremely hard working and trying their absolute best often under extremely challenging conditions that are frequently beyond their control - yet they march ever forward in the good fight. Even when teachers lack the skill set necessary for a particular situation they trudge forward trying to find their way - frequently with limited support from administration and/or the district. Instead of developing medieval “tools” to torture teachers on the scaffolds of the town square for the sake of public appeasement, greater emphasis needs to be placed on assisting teachers in the classroom through both mentoring and administrative guidance as well as professional development and not least of all school and district programs and policies that improve the educational environment in which teachers work so diligently – typically way beyond the 8 hour work day (by the way, do the new evaluation “tools” also include formulas for overtime pay? Never mind – we all know the answer to that.). I want to work in an environment in which administration fosters a cooperative, team spirit. I want to know the camaraderie of professional collaboration inspired by wise and supportive leadership. Merit based pay in education works strongly against such collegiality. It is a form of toxic leadership that will most assuredly poison the hallways and classrooms of our schools pitting not only teachers against administrators but also teachers against teachers thereby driving teacher and school morale to an all time new low while yielding ever poorer student outcomes. The current teacher shortage in many academic areas does not favor a punitive and divisive merit based system. Retaining new and struggling teachers is already a serious challenge to public education that will only be greatly exacerbated by such a performance based pay system. Instead of implementing a performance based pay system that penalizes and discourages teachers with non-quantifiable, highly subjective standards more emphasis needs to be placed on developing positive supports that enable and empower all teachers to greater effectiveness both through teacher training and a more favorable teaching environment.	
118	I have no problem with performance assessments of my teaching. In fact, I would welcome more observation and assessment of my teaching, especially from people outside of my school. A good teacher has nothing to hide and would benefit from third party, objective, and regular assessments of her teaching. My problem, however, lies with the instrument used for evaluation. I have little to no faith that the district will develop, select, or implement a fair and objective measure to assess my performance -- quite simply, because to my knowledge, such an instrument does not exist. Is it possible to create an accurate, reliable, and valid tool to measure my classroom performance? Certainly. Am I confident that CCSD has the resources available to create one? Not at all. The problem with tying teacher performance to pay is that evaluations are only good if the instrument used is accurate and reliable. Since I have zero confidence that CCSD will develop an appropriate measurement, I strongly believe that tying pay to performance is a bad idea. I also believe that student performance on PASS tests is an invalid measure of teacher performance. There are many other factors that influence student performance (I shouldn't have to articulate them, but I will: reading levels, home life, socioeconomic status, individual student motivation, and so on). Measuring a teacher's performance by standardized test results only creates an environment rife for corruption, deceit, and, at a minimum, a focus not on learning, but on PASS test performance. Ultimately,	Jan 17, 2014 12:46 PM

Q1. Please use the space below to share your input regarding the TIF/BRIDGE program. Comments will be shared with CCSD leadership without being connected to your identity or other answers from this survey.		
	the TIF/BRIDGE program shifts the emphasis from learning to performance. Is that really the best we can do for our students?	
119	I have been part of a similar pilot in another state in which the program was well-structured and teachers were informed. It did not work and we "lost" many "good" teachers due to this. Additionally, those who teach gifted/higher level learners are at a huge advantage over those that teach at risk and/or lower level learners. The system accounts only for teacher effectiveness not for student academic level, student experiences/home life, being required to teach a "forced" curriculum.	Jan 17, 2014 11:38 AM
120	I don't understand how students test scores would fairly impact all the teachers at a school. If you teach at a high performing school, does that mean you are a better teacher than a teacher at a low performing school? As a teacher, my goal is to take all of my students as far as possible each year...that does not mean all of my students are ready for the next grade. But they have made progress from when I got them at the beginning of the school year. Also, how will special area teachers, special ed. teacher,etc. be evaluated?	Jan 17, 2014 11:28 AM
121	I have attended a number of the BRIDGE planning meetings, especially for the SLOs and TAV, so I do understand what they are thinking about.I am not totally opposed to using student test data as a portion of teacher evaluation, I do not feel that the current SC standardized testing situation is appropriate. The only type of standardized test that I feel would work is one with a pre and post test to measure the students' level on entrance to the class and then a post test to measure where they are after the class. While there are problems with this method, at least you are comparing apples to apples.	Jan 17, 2014 11:23 AM
122	With the struggles in some schools, academic and behavior, this program is not effective. Also performance based pay will lead to a competition within a school and across schools that does not promote a healthy work environment.	Jan 17, 2014 10:55 AM
123	As an educator of emotionally disabled students, I am concerned about the use a "one time per year" assessment of student progress since my students are emotionally unstable and their scores are often affected by their daily emotional levels. I am more supportive of using MAPS scores or comparing the growth of student based on their prior performance on assessments. Additionally, I find that the specific needs of some exceptional students are not meet do to limitations to the implementation of certain accommodations, testing options and placement testing. 2 great examples of this is the lack of SC-Alt being given to intellectually disabled students with IQ scores 2 points above the guidelines when it is apparent that the PASS does not give an accurate account of the student's ability and the lack of testing for dyslexia in our school system. There for, I believe that a "pay based on student performance" system could be beneficial for the majority of our teachers to insure optimal teaching practices, but the implementation to the exceptional educator should be as individualized as the IEPs are for their students. Until a pay system can be created that accounts for the multifaceted duties our exceptional education teachers are required to meet (etc. implementing meetings, exceptional educational differentiation, increased personal hazards w/high incident students and loss of the planning time compared to the general education teachers) BRIDGE is a failure.	Jan 17, 2014 10:46 AM

Q1. Please use the space below to share your input regarding the TIF/BRIDGE program. Comments will be shared with CCSD leadership without being connected to your identity or other answers from this survey.		
124	No one single measurement is a fair way to evaluate a teacher. Also with some administration, there is not an evaluation tool that they cannot abuse. I trust my principal to evaluate me fairly. Can most in the county say this? Probably not.	Jan 17, 2014 10:33 AM
125	research shows this plan is ineffective- we can do better than this!	Jan 17, 2014 10:28 AM
126	I am not opposed to pay being tied to an evaluation process, I just want the process to be equitable and use common sense and be multi faceted with an appeals process if in any way you disagree or have a negative outcome.	Jan 17, 2014 10:25 AM
127	Classroom teachers are the only ones that directly impact student performance on tests. Therefore, they should be the only staff in a school that would receive the money for performance. Music, PE, etc. don't increase a student's score. Classes are never balanced therefore a teacher's salary could go up and down from year to year...which is unfair. The pay system should stay the same or take all teachers out of pay for performance but those teachers that directly work with students on standards. Balancing all the factors that go into a student's performance is difficult to accomplish.	Jan 17, 2014 10:20 AM
128	There are too many variables to be factored in to make this a fair assessment. I don't have the answer on how to best evaluate teachers. I do know that paying me more will not make me work harder to make my students successful. I already do this. I have for 29 years. However, it would be nice to have fair pay for all of my teaching experience.	Jan 17, 2014 10:17 AM
129	Evaluating a teachers performance has been tried and tried. " A new way" has been done in the past several times and failed, not only in this state but in others. We have a performance check for teachers with Adept and standardized testing which should be noted in PALMS. The Administration fails to make observations or cannot act on those that do not constantly meet the par. The system has failed to acknowledge that this failure on the administrators' supervisory duties directly effect the performance for each school. The system is there but does not complete their duties and hold people accountable. It is a "blame game" that always stops at the teacher. Have you thought of making unannounced visits to evaluate schools from principals to teacher? (The admin knows when you are expected and puts a show on, that is rolled down to the teacher to show) The evaluation team that you have previous thought of (a compilation of different part of the school; some admin, some teachers, some community) can work given that everyone is given a written expectation for each position and a visit that is unannounced at a random school. The corruption of power starts locally and slides to the top, all protecting their jobs with out publication or evaluation. HOLD A TEACHER ACCOUNTABLE for the entire system...?	Jan 17, 2014 10:07 AM
130	Based on the their past "accomplishments", does anyone really believe CCSD is competent enough to develop of fair and accurate assessment tool for teachers? This value-added system has failed to work in every state/county/district that has implemented the VAT module. Yet CCSD believes they make it successful here??	Jan 17, 2014 10:02 AM
131	Without clarity on what formula will be used and how it will be applied to salaries, it is dangerous to support such an incentive. Bonuses for teachers who have	Jan 17, 2014 10:02 AM

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	measurable success is fair, but lowering promised pay or firing teachers based on a system that has unclear and biased measurements will scare many teachers away from the profession. It will also keep teachers out of the low-performing schools where they are needed most. In a capitalist society, you get what you pay for. If society continues to underpay teachers, how does it expect to lure or keep quality, intelligent, competent people in the profession and district?	
132	Use the data that is already in place from other districts that have tried this. Stop jumping on the bandwagons and do your own research. Be a leader, not a follower. Use common sense. For once...:-/	Jan 17, 2014 10:00 AM
133	I have read little or nothing about how it will be implemented in regards to special education. That is the area I teach and I fear that it is an afterthought or considered unimportant since this has not been addressed by the district.	Jan 17, 2014 9:56 AM
134	There are too many variables that are not considered in this unbelievable stupid plan. Once again, we are dealing with children that need their teachers to be ready to teach them, NOT an aligned-with-standards lesson-plan that is unattainable if we (teacher's) don't consider the student's home life, their peers, their immediate needs. How can WE be responsible for both our salaries and our student's well being at the same time? Come into our classes, see what is like to TEACH, go to 50 meetings per year, go to a fire alarm practice scheduled in the middle of a reading lesson, have picture day and read-a-thon on the same day, deal with lack of medication for Johnny on a Monday because his Mom is broke! What THE F--- else can you put on our plate?	Jan 17, 2014 9:51 AM
135	If teachers are evaluated this way, then district leaders should be too. It would be interesting to see how they react to being paid according to how well their internal customers (principals and teachers) perform.	Jan 17, 2014 9:50 AM
136	I find it insulting that they don't believe that we are effective, high quality teachers now. We teach b/c we WANT to teach. We WANT to make a difference.	Jan 17, 2014 9:50 AM
137	Look at the research- this has been launched in several other districts throughout the country with little to no effect on student performance. If we were in this for the money, we wouldn't have become teachers in the first place. We are here to make a difference with our students and money is not the motivating factor.	Jan 17, 2014 9:33 AM
138	At the current schools, many of our students are very transient. We have received over 20 new students since the 1st of January. We have lost around 10. Almost every day, there is a new student or someone is leaving. It is not fair to be held accountable for test scores when you don't even get to teach the same children for a whole year. In our related arts classes, many students are pulled out for various reasons and are seen only a couple of times per nine weeks. Being held accountable for their student outcomes is unrealistic. Related Arts time is often utilized for assemblies or other activities. Administrators look at that time as not important. This is wrong and if I am to be held accountable for student outcomes, I need to see my students more often, not less.	Jan 17, 2014 9:23 AM

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139	Thank goodness I can retire in 2 years- I love my job and the children but I do not feel like CCSD is doing the right thing for children by pushing Bridge. Instead of all that money going to Bridge, how about paying for mental health and a visiting doctor at schools so we can educate the whole child?! In our high poverty area, children need additional services to be made readily accessible and nurturing teachers, not teachers who are pushing through the curriculum at a rapid pace so that they can maintain a livable salary! Really , is it about the children?	Jan 17, 2014 8:18 AM
140	There are so many variable that cannot be controlled by the teacher and yet those very variable are the criteria by which teachers are to be paid by? If a performance criteria is used to determine pay, how many teachers would still decide to allow an intern to teach their classes, knowing that whatever happens will affect their salary? I know that arguments for those teachers teaching the lower ability classes vs. higher ability classes have been brought up but there really is no equitable way to compensate for that. And sometimes, just sometimes, there are students, especially those who tend to accumulate their fair share of referrals, will affect a teacher's classroom environment.	Jan 17, 2014 7:41 AM
141	I do not believe that paying teachers based on student performance will motivate or retain teachers. In fact, I believe that the idea of it will scare teachers out of education. Would you only feed your child when he/ she does well and behaves? Well, this is what they are telling us educators. We will starve & become extinct in South Carolina.	Jan 17, 2014 12:34 AM
142	Statistics support the premise that the door is wide open for cheating when financial gain is connected with test scores/results.	Jan 16, 2014 2:11 PM
143	With pay tied to test scores we will soon stop teaching kids and will start teaching tests. Large chunks of time will be spent on test prep rather than content. Stop treating schools like businesses. Our product involves people and there are factors that cannot be quantified.	Jan 15, 2014 4:30 PM
144	Teachers with students with severe behavior problems, and major learning problems (autistic) will not want those children in their rooms. Not because of their disability but because of the time it takes away from instruction to deal with their problems. It is draining and can turn a learning environment into a nightmare for other students and teachers. How will that be factored in?	Jan 15, 2014 4:02 PM
145	We need to be very careful with this type of instrument. I know that I am responsible for getting all my students to make gains. However, we need to realize that students are not inanimate objects that we can ply and conform at will. There are so many variables that go into running a classroom. Students come with many different needs, levels, behaviors that have to be addressed before one can even begin the academics. I like to relay the story I heard at one of my many PD sessions in Charleston County: Teaching is not like a business or factory. When making blueberry ice cream, the plant picks the top quality ingredients, blueberries that are not bruised or overripe, cream that is velvety and smooth, sugar that is sweet, and packaging that is attractive and inviting. Then they go through the process that creates their product and it is ready for sale. Teachers on the other hand are given a new class each year full of unknown students with various backgrounds. Some of these students are	Jan 15, 2014 3:43 PM

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	below grade level, some are on, and very few are above. Some have issues from home they are dealing with, some have severe behavior problems, and some have not been successful in the school setting. Yet no matter what we are given, we are expected to get ALL students on grade level by the end of the year. How is it that the business leaders, legislators, and some of the general public cannot realize that a business model does not make sense when there are so many variables? We make tremendous strides, work extremely hard and it is never enough!!! And now they want to tie my pay to how well my students do on a one minute test called AIMSweb or how my school does on a whole when we may not have students who stick with us from CD to 5th because we are so transient? Seriously?!!! I like the cartoon from the Post and Courier with the teacher sitting at her desk saying, "I believe in merit pay for politicians."	
146	The pay for performance should only be implemented if it is in ADDITION to the current salary steps already being used. It should NOT replace the existing system of a step increase with each year of experience/degree earned.	Jan 15, 2014 3:09 PM
147	All concerned need to look at the student/family make-ups of the students attending all schools.	Jan 15, 2014 2:07 PM
148	As a teacher with 25 years of experience, I would love for ineffective teachers to be removed of their duties. I am sickened that a lazy teacher with 30 years and a master's degree who shows movies all day, gives worksheets, and never assigns any writing assignments can make almost double the salary of a hardworking, dedicated teacher who has to work 3-4 hours beyond the school day plus weekends to get all of the papers graded and to create engaging lessons for the students. I am not sure pay for performance will keep this from happening. I do worry, however, that it will keep the best and brightest from entering the profession. With all of the accountability placed upon teachers, I cannot imagine someone choosing this profession. The pay is terrible, the hours are long, and the discipline is getting worse by the year. The other problem is that I do not trust that the admins have the experience to evaluate teachers properly. In my building, I have more years teaching experience than the 5 admins combined. Most only taught for 3 years and then fast tracked into administrative jobs. I became a teacher because I love to teach. I didn't do it for the money. I stayed in the classroom because I want to be there teaching students. It seems more and more that education is moving to an "us and them" mentality-- admins blaming the problems on the teachers and holding the teachers accountable-- even with their pay-- while I do not feel the teachers have any input about the effectiveness of their admins. Until this changes and the playing field is leveled and inequities are corrected, I do not approve of pay for performance. And, though I teach in a fairly affluent school, I am also troubled by teachers being judged by their students when there are too many variables well beyond their control-- I have two sections of a subject that will be tested this year. In one of my sections, two students have gone to jail, 5 have IEP's, 1 cannot read and his mother refuses to place him appropriately, two are ESOL, and 3 have missed so many days they are in danger of being denied credit. My other section has no such issues. Though scores are not back yet, I can imagine that if I am being judged by those two sections scores, that I will look like an ineffective teacher because I am quite certain that my section of students with all of the issues will not be successful on the assessment. I am lucky. I only have one section like that, but there are schools where teachers are faced	Jan 15, 2014 9:27 AM

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	with these extraneous obstacles every day in every class. How can their scores possibly be the same as a teacher from an affluent school who has nothing but honors students. These are two extremes, but I think admins quickly lose sight of the difficulties posed by environmental issues and are quick to blame the teacher and expect miracles. Enough of my soap box. I have no solutions, but I certainly think there are multiple problems with the district's proposal. (And the state/national ones as well).	
149	Until all classes are populated fairly with ability groups, the pay for performance will not work. Some teachers always get a "great class". Is this fair to the teachers who get the low students, or the poorly behaved students? Some teachers get a good class because they can't handle behavior problems or low children. Some teachers get the "rough" class because they can handle it. Schools like Sullivan's Island, Mt. Pleasant Academy, Buist, and Academic Magnet don't ever have to worry about scores. The worst teacher could thrive there. Those schools don't have children that can't read. They don't have children who come to school hungry, cold, without homework, without parent supervision, etc. How can these children even hope to keep up with other kids? Most people don't realize that these children even exist, and that there are so many of them. How can our pay be based on this? We should get combat pay!	Jan 15, 2014 8:15 AM
150	The program evaluates communities and families. CCSD will have a hard time recruiting creative and innovative, quality teachers for at risk schools.	Jan 14, 2014 9:13 PM
151	1. The pilot schools are low performance schools, so there will be higher growth compared to a high performing school. 2. They keep saying teacher pay will not go down, but do not mention that it will go up. 3. Value added measure is an estimate of what a student SHOULD grow with an average teacher. What about traumatic situations that may affect growth? Like class interruptions, student interns, family emergencies etc... 4. They say they want teacher input, but they have already spent a million or two on Mathematica for VAM, so what good is teach in put at this point in the game? 5. Not equal playing field. So my pay is based on what students do on one test on one day while PE teacher do not have that burden? 6. What about higher performing schools.....they can only grow so much 7. Changing the salary schedule to not include years of service or advanced degrees will hurt Charleston County especially when there are so many districts can pay more. Also, no incentive to further education. 8. What happens when the money runs out? 9. Being giving mixed information. Paper says one thing we are told another. I found out about this in the paper in August. There are time lines already established. 10. Students are more than test scores 11. Trying to treat school like a business will not work. Too many factors outside of the school that I cannot control. 12. more opportuities for teachiing 13. Focus will be more on tests in instead of learning, 14. Wrong, wrong wrong	Jan 14, 2014 8:12 PM
152	Test scores should not be tied to teachers" salaries. I'm not sure I understand how this will be equitable when comparing schools? It will also be difficult to place special ed. students in classes when they typically score low on standardized tests. General Ed. teachers will be less apt to want these students.	Jan 14, 2014 5:22 PM
153	I do not see how the bridge program can be fair to all teachers. I have lots of questions	Jan 14, 2014 5:20 PM

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154	I really don't know anything about it.	Jan 14, 2014 5:17 PM
155	We need published data to substiantiate the effectiveness of any performance for pay changes, and we should consider only performance for pay programs that have a proven track record elsewhere.	Jan 14, 2014 3:09 PM
156	Until you can give teachers a class that is fairly balanced, this is not an effective tool. Classrooms are not a business. There is no accounting for a child's home life, how a child is feeling on the day of the test, etc. It is not fair for a teacher's ability to be determined by one test.	Jan 14, 2014 2:20 PM
157	What happens to the TIF money when it runs out? How do you implement salary schedules when it is based on a one-time grant fund? This happened to me with a similar program in NC. I was observed 35 times, formally and informally, my first year teaching. After many years, I achieved the highest status in the program with extra pay. Once the trend and money ran out, I didn't receive the extra stipend any longer. As a result, I promptly left the job and promised myself that I would never buy into any other program that is similar.	Jan 14, 2014 1:26 PM
158	Our principal has stated several times that the Superintendent is not going to implement this until all components have been thoroughly researched and discussed. I honestly do not know enough, and I answered no because I do not understand most of it. My concern are the evaluators because everyone's expectations are different. I would refer to the National Boards as to the regards of some who have it, and others who did not make it in relation to the evaluators. The resources that this is going to involve is very expensive. What are they going to do when the grant is done? How are they are going to fund it along with all the extra personnel needed to administer ADEPT? I would strongly recommend to mandate a teacher from each school to be on this committee to facilitate communication.	Jan 14, 2014 12:33 PM
159	CCSD is doing this for all the wrong reasons and leaving out the most important factor of all: Students' evaluations of teachers. They are the only ones who know how effective a teacher really is, but no one seems to think their opinion is relevant. I could only support a system in which student evaluations are a "significant" portion of any pay-for-performance evaluation, especially in high school and especially in Spec Ed as we get to know our students better and have a greater involvement in there academic career. Only problem is we change case managers every year!	Jan 14, 2014 11:57 AM
160	I think this is a scheme that they are using to get away with yearly STEP increases. Teachers are not fairly compensated enough already, now I feel like a complicated plan is being created and implemented to get rid of any potential raises for all of us.	Jan 14, 2014 9:23 AM
161	Trying to evaluate the effectiveness of teachers at Title 1, under performing schools is unfair to the teacher. There are many great teachers at these schools; however, if a student is hungry, homeless, or living in a dangerous environment, that child's performance on a test is not an indicator of that teacher's effectiveness. I have had good students not perform on test day because there was a fight on the bus on the way to school or because they were kept awake all night when their baby sister was sick. While I realize that these	Jan 14, 2014 9:18 AM

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	scenarios are a small percentage of test takers overall, this problem is much more common in Title 1 schools. Should the teacher be punished for these circumstances that are out of his or her control? Should teachers at excellent schools where the students perform on every test be rewarded more that the teachers at under-performing schools where students live in a culture that does not value education? How much of student performance does a teacher actually impact? Test performance is much more than the simple application of material covered in the class. A teacher can create the most engaging lesson that presents the information in an innovative way; however, if the student in unreceptive to the message and does not practice the skills presented, should the teacher be held responsible for this? I understand the need to evaluate teacher performance; however, student created results are not the way to do so. These results are too easily impacted by factors beyond the teacher's control.	
162	I work at AMHS, so the program would be good for me. But it isn't fair to the teachers who work in schools where the parent's don't care. If you don't have parental support, you don't have achieving students.	Jan 14, 2014 9:17 AM
163	The valued added concept requires a mathematical adjustment to correct for poverty, ethnicity, etc. That is voodoo mathematics imagined by a typical bean counter (I am a CPA and understand the bean counter mentality). The accuracy and effectiveness rely on statistical unproven factors. The company itself has documented that the plan is only 30% valid. I do not want my financial future tied to a 30% accuracy rate.	Jan 14, 2014 8:08 AM
164	The teachers that really deserve a pay increase are the one's who work in the low performing schools. And yet they're the very ones who will not receive a bonus because of poor test scores.	Jan 14, 2014 7:59 AM
165	Whenever we make any changes in the district we are saturated in information but this time we are only hearing a lot of rumors. The district may be putting the information out there...but they are not pushing teachers and staff to learn about it like all of the other new programs that we get bombarded with.	Jan 14, 2014 7:46 AM
166	My main concern with the current pay-for-performance is the "value added" piece. If used, it should be a very small part of a teacher's overall evaluation.	Jan 14, 2014 7:34 AM
167	Finally, teachers are not paid simply because they have been in the profession longer. It is high time for our students and teachers, excellence was rewarded for performance not age/years. Competition makes the human spirit soar!	Jan 14, 2014 7:06 AM
168	Any way u pay teachers for results they will teach to the test. A very bad approach. Scrap the whole tif. Idea. It will not work and will lead to corruption which is worse than now. Find or continue ways to involve and engage parents in schools with their kids. Science nights, also ela, soc. Stdies, math nights. Get more critical thinking assignments. Science needs new texts. To get these we need new stds. There's a lot of new changes and we're spreading existing teachers very thin. Project lead the way--what does it entail? How can u require it with existing staff & funds--not enough of either?	Jan 14, 2014 4:50 AM
169	There are teachers in this county who teach other than academics. I do not believe that SLO will be fair or equitable to the PASS scores.Teachers in the	Jan 13, 2014 8:30 PM

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	classroom will be teaching the test for a better shot at more pay. It is not right to give bonuses or incentives. I have worked hard to earn my master's degree and feel that more education should be rewarded for all the time and effort, but mostly for what it brings our students everyday.	
170	There are many factors teachers have no control over in a student's life when taking a performance test. Let's direct our attention to training our teachers to the best, involve the parents, have high standards that aren't federal based on money but our state and county needs. Let's promote us and our accomplishments as teachers.	Jan 13, 2014 6:33 PM
171	I think it is insulting to teachers to judge their teaching skills on their students' performance. The control over an increase of a teacher's salary should not be in the hands of a student. In a county such as CCSD where there are schools that serve students from such high poverty and high needs - it is extremely unfair to compare student performance/growth to that of a student from a household where there is support educational, emotionally, and physically. The effort and hard work put in by teachers does not always lead to student success, and just like we don't hold our students accountable for factors they can not control, the teachers should not be held accountable for factors they can not control. There are way too many factors influencing student growth and perfomance, with class rosters changing drastically in a month to students missing weeks of school. There are issues in one school that are alien to another school. It is simply unfair to let teacher salary be influenced by student performance. Teacher performance is something in a teachers control, CCSD needs to measure hard work another way just like other school districts are trying to come up with.	Jan 13, 2014 5:47 PM
172	Many factors play a role in student success in the classroom, mostly those that are not able to be measured. If all classrooms were created equally (and we know they are not) with each teacher facing the same level of challenges and receiving the same level of parental and administrative support, then TIF/BRIDGE would have its place. There have been several students through the years who struggled in the grade prior only to excel in my class. Their teachers utilized every intervention known to help those students yet the teachers themselves did not get the chance to see the fruit of their labor. Likewise, I have taught students who struggled, and because of our hard work and perseverance, they succeeded the following school year. What about the resource teachers and volunteers who help our students? Perhaps the classroom teacher isn't reaching the student, but the associate reading teacher is. Which teacher gets the pat on the back? Whose wallet gets fatter? We are all in this together for the children, and the playing field will never be level. Participation in this program is an imperceptive move on the part of our district and performance-based pay will prove to corrupt our our already problematic educational system.	Jan 13, 2014 5:30 PM
173	There are too many variables far beyond the control of a teacher that prevent the 'pay for performance' program from being fair and equitable.	Jan 13, 2014 5:03 PM
174	Whose stupid idea was this? Teachers I know are going to be leaving the profession.....teachers are already paid less than they were 6 years ago with increases in taxes, insurance and Social Security.....why become a teacher today?	Jan 13, 2014 4:42 PM

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175	I did not answer many of the questions sue to my lack of knowledge on the topic.	Jan 13, 2014 4:41 PM
176	It is completely impossible, no matter how many different measures you use, to fairly and equitably use a salary structure that evaluates teachers based on student performance. Since it is not possible to ensure that all students enter school with the same amount of knowledge, home support, physical and emotional health, and completely free of anything that hinders their ability to learn, then it is impossible to judge teachers on how well they teach these children that are not coming to us from fair and equitable backgrounds. If you want to base teacher pay on how well our students perform, then you need to start sending us children that are exactly the same, ensuring that each teacher is given a fair and equitable chance to prove his or her worth to the district. Otherwise, how do you know if the variable in the classroom is the teacher, or the vast differences between every child that enters the school? Teachers work harder than most of the other professions. Yet, we are paid less, respected less, and treated with complete distrust. The district hires us, so it would seem that the responsibility of selecting quality teachers would belong to the district. If you can't trust us to teach the children to the best of our abilities, then you shouldn't have hired us. Perhaps the district's pay should be evaluated based on how well their teachers perform.	Jan 13, 2014 4:23 PM
177	I teach child development and our students do not take standardized testing. How will this program work for us?	Jan 13, 2014 4:04 PM
178	I think using test scores has some problems. If you have a disagreement with an administrator, you could find yourself with a class of unmotivated trouble makers. Some schools have students with active parents and preschool activities, and others are behind before they begin school. I know the district has invited participation in BRIDGE, but I have seen more information in the paper than I have gotten from CCSD. Seems to be backwards. I don't know if a pay for performance will attract teachers, but I don't believe it really does much to encourage, either. Most good teachers seem to be motivated by the students, not the pay. The poorest teachers don't ever seem to learn.	Jan 13, 2014 4:04 PM
179	Not good!!!!!	Jan 13, 2014 3:38 PM
180	I agree that teachers do need to be evaluated on their performance, as with any job. My concern is that I have many students that are at the 99th percentile. Their growth will be much harder to obtain than a child at the 20th percentile. I teach 5th grade. My students are at a 9th grade level in Reading. I challenge them, but I am responsible for teaching them 5th grade CCSS. I have had many still move up in their scoring, but some go down to a 97th percentile. How can I be paid in response to them now only working on a 7th grade level, when I teach 5th grade. I feel that people working in a lower performing school have an advantage to someone working in a higher performing school.	Jan 13, 2014 3:32 PM
181	I believe that a performance based bonuses, or salary, will be a negative decision for teachers and students. PASS scores are not a true reflection of an individual student's growth or a teacher's effectiveness. This could be a way to hinder effective teacher's from choosing CCSD or lead to teachers leaving the district. Another concern: what will happen to the program when the money runs out? Will there be funds to continue BRIDGE? As a teacher in a pilot school for	Jan 13, 2014 3:23 PM

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	BRIDGE, I disagree with the program and do not see a need. There is added work on top of the already long list of professional development and interrupts planning and teaching time.	
182	There is much room for subjectivity in any pay for performance system. Every school has teachers who are liked by administrators and also those can never seem to do anything right in the eyes of those administrators. My theory is that having one or more scapegoats is convenient for administrators so they can project their job anxieties and frustrations onto one or more convenient targets. A pay for performance system will also create more competition among teachers rather than fostering a cooperative atmosphere.	Jan 13, 2014 3:08 PM
183	Some special education students NEVER improve, There goes my bonus!	Jan 13, 2014 2:44 PM
184	Another waste of time & money....whose job needs validating now....I guess the person that "came up" with TIF/BRIDGE.....what is their salary based on?? Not student test scores, I'd bet!!	Jan 13, 2014 2:43 PM
185	I had a hard time deciding if certain things would be accurate and fair because it is not specific enough as to how they will be determined. Classroom observations (in addition to student performance) would probably be the best measure in determining how a teacher is doing, but usually observations are only done for 10 or so minutes on a random day of the year. This is not an accurate depiction of how the teacher teaches, nor what goes on in the classroom daily, nor how effective the teacher is. I'm not sure this would motivate me to be more effective because I feel that I already do an exceptional job, however I know that it would cause increased stress and anxiety because there are many things that are not in my control as a teacher. There is a good chance I would leave the profession. I do not control the knowledge my students come to me with, if they can read or not, what their home lives are like, if they are going to have an illness that will keep them out all year and then take a test over things they never learned in class, or even students who transfer in a month before the test from other states who know nothing about our curriculum and won't be able to learn it in month. There are SO many variables. I cannot control their motivation any more than a doctor can control if a patient will die of a life threatening illness. Lastly, my husband is a non-PASS teaching teacher and I do teach a class with PASS, therefore I have a unique perspective on how the two compare. Knowing how my school has handled their GBE's in the past, it would be ridiculous if they were assessed only off of a GBE type evaluation and I was assessed off of how my students do on a test that I don't create or have access to. The GBE program could be passed by even the worst teachers if they are good at creatively wording and describing what they should be doing, but aren't. I am all for giving worthy teachers a salary bonus, but with a very, very carefully designed evaluation method. How would CCSD district employees feel if their salary was tied to how the county was doing compared to others in the nation?	Jan 13, 2014 2:25 PM
186	How could this possibly relate to special educators who deal with mental illness, medication issues, and a wide variety of cognitive and physical limitations that encumber our student's learning processes? This has got to be the DUMBEST thing I have heard in my 15 years as an educator. It also negates all best practices educators are encouraged to incorporate into their daily practices and	Jan 13, 2014 2:11 PM

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	teach to a paycheck rather than a child.	
187	I am concerned how Pay for Performance is going to affect all the Department of Exceptional Children. Many of the students within the department show growth but not on PASS or other standardized assessment. If our pay is going to be based upon their performance on those assessments, then many within the department are signing up for a pay cut, the first year and that is not fair. Many within the department are afraid that when this goes into effect, many Special Education teachers will either leave the county seeking employment in neighboring counties or seek employment in other roles within the school.	Jan 13, 2014 1:37 PM
188	The TIF/BRIDGE program is another example of trying to run schools like a business. Children are unique individuals and not products to be made in a standardized way and teachers are not sales people or manufacturing workers. The value added measure is a poor way to evaluate teachers, but more importantly, tries to quantify students. Children are human beings with many different talents and strengths and needs and experiences outside of school. I understand that value added tries to take into account factors and turn them into an equation to try to get an accurate measure of a child's growth, but the way it does so is somewhat dehumanizing. The analogy used to explain it to us at the meeting we all attended was that of a gardener growing trees, trying to compare 3 gardeners growing trees and taking into account things like rainfall and soil quality. But children are not trees, they are human beings and it is degrading to try to quantify our expectations of them just so we can do something that does not really need to be done (evaluate teachers in this way). Who was the person who had to put a number value on growing up in a 1-parent home? On being Black? Who decided what number value being a boy vs a girl? What if the children ever found out these formulas that were being used to evaluate them? What would that do to their self-esteem? In trying to take into account the factors that all children face outside of school, we are quantifying our lower expectations for students from certain backgrounds. The other underlying message of TIF/BRIDGE is that teachers are not all working to their full capacity/ability, but maybe if we just offered them more money, they would perform better. Does the district think that teachers are holding back or not doing their best because they are holding out for more money? If the district has all this money, why can't it be used to support the students who need it the most instead of bribing teachers? No one goes into this profession to get rich or have an easy job. If there are teachers who are clearly struggling, let's support them as they need it, but more importantly, let's treat teachers as professionals who know what they are doing and trust that they are doing the best they can and support the students who need help (academically, emotionally, physically-in all ways they need help). That will increase student performance more than any way you could by changing the way teachers are compensated for their work.	Jan 13, 2014 1:24 PM
189	The questions above are not straight forward yes/no questions. Some are fair for some schools but not others. Charleston County is a large county. This is like saying we should teach all children the same. This may make some teachers teach to what they need to to get the money. But most "high quality teachers" teach because they love kids. They stay extra hours, volunteer for everything, on a bunch of committees, and attend extracurricular activities. A little money won't change how we teach or care about children. Personally, I am offended that that could be the drive. We are paid way to little for the work, but this is the	Jan 13, 2014 1:15 PM

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	profession I have chosen. I am in a school that the administration has changed over consistently. How fair is the person that evaluates my colleagues and myself. Way to many variables.	
190	I believe we should use the current salary guide, however, if a teacher excels in student performance, he/she should get a "bonus."	Jan 13, 2014 1:11 PM
191	There still seems to be some controversy regarding the value added measure. Has there been enough evidence to support that this is a fair way to evaluate teacher effectiveness?	Jan 13, 2014 1:05 PM
192	Patrick Hayes sent us an alarming email about this topic a few weeks ago. It seems like accurate ratings will be tough to determine	Jan 13, 2014 12:38 PM
193	The bridge program is in its infancy. While I would consider myself an exceptional teacher, I am not exceptional all the time. This program will reward the few that have the things they program is looking on the given day they come in. While, it gives people something to strive for, there has to be a way in which the teacher is evaluated more often rather than less. That is the only way to see if the teacher is doing their job all the time and being more exceptional than not.	Jan 13, 2014 12:32 PM
194	Using the new system will end all collaborative work between teachers, schools, and area districts. Teachers are not in control of the raw material as businesses are. The parallel is unfounded. It also is based on the assumption that schools lack of success is due to teacher failure. Thanks for believing in us and supporting us....another slap in the face!	Jan 13, 2014 12:30 PM
195	How utterly unfair is it to base a teacher's compensation on how his/her kids score on a test! I am sure teachers at schools like Mt. Pleasant Academy, Academic Magnet, and Buist will love this! Until you completely diversify each school so we are dealing with the same demographics, socioeconomic factors, etc will this even come a little close to being more fair. Even then, the point really is that only people who oversee their employees closely(administration) really know if they are looking at a competent or incompetent teacher. They are, or should be, in the position to make the most qualified judgement of their teachers' effectiveness and intervene if there is a problem. CCSD--too big, too ineffective, too out of touch with its teachers and the vast amount of talent and dedication that its employees have. Kick us down some more. See how many more you can run off.	Jan 13, 2014 12:20 PM
196	don't feel it is fair for the teachers in PASS grades to be evaluated on PASS scores and others on SLO	Jan 13, 2014 11:59 AM
197	There is no way to equally evaluate AP, Honors, CP, SPED, and Elective teachers due to the vast differences in student populations. Also no administration has enough time to get enough lengthy observations to gain an accurate picture of the class. Furthermore how will the salaries be adjusted due to number of years as a teacher and level of education. Are you going to drop a PhD's salary, raise a bachelor's degree, or keep everything as it is so it will be permanently unfair? I am strongly considering not teaching in CCSD next year due to this and other issues.	Jan 13, 2014 11:53 AM

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198	Pay for performance is a joke. How can teachers be evaluated on students test scores? Unfair advantage to special area, guidance and early childhood teachers since those students do take pass. How can a principals evaluation come into play? What if a principal is having a bad day and takes it out on the teacher being observed? This entire thought of pay for performance is ridiculous.	Jan 13, 2014 11:40 AM
199	First of all, I am motivated to do my best when I teach because it is my chosen career. Many years ago, I graduated form a Charleston County School and now I am so disappointed by how little the district values/respects its teachers. I think that if teachers pay is impacted by test scores, then district administrators should also have their pay linked to test scores. Teachers have no control over the raw product with which we work (students and families); yet we are expected to make a significant impact by producing a new and improved version of that product. It is unrealistic to think that can be accomplished when working with students' whose families and communities do not value education. Furthermore, the district does have control over the hiring of district personnel and I cannot tell you how many times I have sent items to the district office only to have them lost. Also, I have received incorrect information concerning Human Resource subject matter and payroll information numerous times. I can not help but wonder why teachers are being held accountable, but the district staff is not. It is very frustrating to work with incompetency.	Jan 13, 2014 11:40 AM
200	I consider myself a regular CCSD teacher (taught 11 years) and I learned more from the Post and Courier about this program than I have from my own school. With the COT, I am concerned about qualifications of the person evaluating me.	Jan 13, 2014 11:33 AM
201	I agree with the Pay for Performance system. As a fourth year teacher, I make the least salary by far in my current grade department, however I am the one who has converted much of our curriculum to SMART lessons and modernized our teaching tools. I have converted all our tests and quizzes to meet new expectations of incorporating Common Core and literacy standards. While I agree that teachers should be rewarded somewhat on the amount of years of experience they have, I admire other states that pay young teachers on the Pay for Performance scale to meet the amount of work they are putting in - more than often, much more time and effort than long-term teachers. While I do not know if student performance and knowledge will increase with this system, I do know that it will encourage a population of highly qualified, capable, and energized teachers. CCSD needs to look at how other states evaluate their teachers - observing PASS scores is NOT a fair way of evaluating due to the fact that most teachers have mainstream Special Education students in their classrooms. We accept these students scores as part of our PASS data - however, I have 12 year-old students who are not even expected to be able to tie their shoes or write a complete sentence - their performances, while important to me in my classroom, should NOT impact my pay. Many states utilize impartial third party evaluators to observe teachers and evaluate them using a very explicit and publicly known rubric. Teachers are aware of what expectations they are required to meet during an observation and if they do not meet them, they may be subject to a failing evaluation. As a teacher, I can say that the large majority of my administrators do NOT always give proper evaluations. Most only stay 10 minutes when required to stay the whole class period. Most do not fully understand the requirements on which they're evaluating. And lastly, in their defense, they are not paid evaluators - they are administrators. Evaluating is not	Jan 13, 2014 11:20 AM

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	their main priority at work - CCSD would need to put in place a more effective system of evaluators in order to create a successful district-wide Pay for Performance system.	
202	Programs such as TIF/BRIDGE program have not worked well in other states. Amazing teachers are considered ineffective and are lost due to trying to Streamline or make everyone fit in one box. Our students dont..infact, we are charged with differenciating our instruction so that different learning styles may benefit. The way we are observed should be differenciated. There should be active communication between observer and teacher. Perhaps have a team of teachers also be on the assessment team. In a private school in WI I was required to two evaluations of a like teacher. These evaluations were considered when moving positions or for our contract. I think that implelementing this for arts teachers will be complicated and muddy. I also think that already high performing schools and classrooms will be penalized in the structure offered.	Jan 13, 2014 11:14 AM
203	I have been following the TIF/Bridge program through a few different sources. Overall, it seems as if teachers would receive base pay plus commission based on test scores. A concern I have is lack of salary increases for teachers when they receive master's or doctorate degrees. The district emphasizes the power of higher education, but it looks like CCSD doesn't believe it is all that important when it comes to teachers. I do believe student growth/achievement is important, but I just don't understand how teacher pay can be based on it when there are so many factors outside the classroom that impact students' learning, especially in high poverty schools. Children aren't just test scores. Each child is unique. Have TIF/Bridge type programs proven to be effective in other districts/states? Do we see good teachers with consistently strong test scores year after year? Or do those scores fluctuate, impacting teacher pay year to year? Will this reward good teachers and weed out bad ones? Or will it create a culture where bad teachers just cheat to show good test scores? Most of all, how will this impact the children...those who move a lot, have learning or emotional disabilities, struggle with issues at home, have a history of test scores below 10th%. It worries me to think how some teachers trying to increase their pay (especially the young and inexperienced) may view these children.	Jan 13, 2014 11:09 AM
204	You tell us "not to teach to the test" yet you implement a program wherein our salary will be partially dependent upon students' tests outcomes. If I were just starting out in teaching, this would not attract me to the profession. The other part seems to be fair and accurate, but to put my salary in the hands of apathetic, over-tested children who are trying their best, is a bit much. These pilot schools have majority African-American populations, and it's a known fact that these children don't test well. (Yes, I'm Black, too!) Our children can make gains, but to base my salary on their test scores is scary. I just don't see how this can be fairly implemented.	Jan 13, 2014 11:06 AM
205	None that I would like to share at this time. Thank you.	Jan 13, 2014 10:47 AM
206	Pay/performance has historically not worked in the education system.	Jan 13, 2014 10:41 AM
207	I will eliminate everything that is fun and hands on in my curriculum and give my students practice tests every day if I am to be judged on test scores. That is all I	Jan 13, 2014 10:41 AM

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	will do with them if it is necessary to maintain my livelihood.	
208	As a teacher working with low incidence exceptional needs children I have little confidence that the measures used to determine performance pay will be appropriate for the population I teach. Additionally, very few administrators have the experience or knowledge in my area of expertise and would have difficulty making accurate judgments about my ability or performance.	Jan 13, 2014 10:33 AM
209	This plan will be a disaster for everyone involved. I believe it will make recruiting and keeping quality teachers more difficult. Furthermore, the county will be facing numerous law suits in the names of teachers who are affected negatively by this plan.	Jan 13, 2014 10:22 AM
210	Pay for Performance does not work. Research supports this time and time again. This just creates an atmosphere of doing what I need to do for me, not what I need to do for the children.	Jan 13, 2014 10:21 AM
211	This is one of these already been tried and failed concept from the past. I wish you could measure a teachers worth by the performance of their students. Unfortunately they change every year and so does the learning curve. Coaches are fired and rewarded by their records because they get to pick and choose their teams and who plays. The classroom teacher does not have that luxury or even the chance to build the team concept . Teachers have to play the hand that is dealt to them. Until discipline changes in the district their will be no growth. The administration is the problem and they will be the ones handing out pay raises. RIGHT god luck with that.	Jan 13, 2014 10:14 AM
212	How will this affect special education teachers?	Jan 13, 2014 10:12 AM
213	Too many factors go in to student performance on tests and I think that we are testing k-2 students too much and not taking into account the fact that parents don't value education and do nothing or as little as possible to support what is being taught at school at home. We can not be effectively evaluated by different people who view teaching different ways. There must be a better way to keep effective teachers and evaluate and hold accountable those who do not follow standards and instructions given by school leaders.	Jan 13, 2014 10:12 AM
214	What happens to teachers that work at the detention center and the alternative school. Most of the teachers choose to work with some of our most difficult students in the district. These teachers are not recognized at all for the daily work that it takes to work with these students. Where would they fit in with this TIF/BRIDGE program. one of the pilot programs should have been set up in the alternative program. Most of CCSD employees do not have a clue as to what goes on in these programs. These teachers are expected to maintain the same standards as every teacher w/o any recognition.	Jan 13, 2014 10:06 AM
215	I am slightly confused. I teach in a TIF school and from what we've been told, the compensation component is outside of our salary structure. It will be something that can be earned in addition to our current structure which would still include STEP increases and compensation for Masters degrees and PhDs. This survey makes it sound as though the TIF program will REPLACE our current salary structure. It sounds as though we wouldn't continue to get STEP	Jan 13, 2014 10:02 AM

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	increases or compensation for advanced degrees. I had a difficult time answering the compensation questions since I wasn't sure which information was accurate. If it's the latter (no STEP increases,) then yes I disagree. Would we all be "frozen" at our current salary and then any TIF compensation would be in addition to that? That would mean a first year teacher and a 15th year teacher could be equally great teachers with an equal TIF compensation, but the first year teacher will never be able to earn as much as the 15 year veteran. I think we need some further clarification. Thank you!	
216	I think it's unfair to pay a teacher more money if students score better on tests. Anyone in education knows that Exceptional Education students are forced to take tests which means some teachers will never earn the extra money. We also know that students have bad days and to determine extra pay for a teacher based on a child in middle school who might not "feel like" taking a test is ludicrous. And then you have students who are already at a high level and we are expected to raise their test score when we are forced to use basic uncreative teaching tools like Springboard to get them to increase. Springboard will not help a child who is already at a 1200 level lexile, nor their test scores. We also are dealing with students who are "given" grades instead of earning them. If we have to pass a certain percentage of students who don't earn their grade then what makes you think they will "earn" good test scores. Our students are learning they don't have to put forth any effort.	Jan 13, 2014 10:00 AM
217	I don't even know where to begin!!! I teach 3rd grade- the first year students are tested with PASS. 1st- using ONE test to measure anyone's growth is insane. What if they had a bad day? bad night? I think attaching money to scores is a HUGE mistake!! We can all hope that teachers won't subcumb to the pressure and "help" students out but don't we have corrupt buisiness due to the exact same thing?? If you want to measure GROWTH; which is the measure of instruction then test the students at the beginning and then at the end of the year. As far as classroom observations go- who will conduct them? Our administrators who already have the "power" to move us anywhere they want in a building?? What if they don't like you?? In my situation our principal who came in 4 years ago has managed to "push" teachers out simply due to moving veteran teachers into undesirable positions (think 5th grade teacher of 14 years being moved to 1st grade). We have to be honest- there are administrators out there who are NOT trustworthy. Bottom line; I KNOW we have an important job and we need to be held accountable. But we don't get to "hire and fire" our students- we don't get to pick and it's not fair for my own children to not be able to go to soccer camp because I was unable to get my third grade student who does not know their ABC's to get the score needed on PASS. This is a huge mistake and we are going to lose a lot of great teachers in the process!	Jan 13, 2014 9:49 AM
218	I don't think this is fair to teachers of CD and K classes. We do not take state standardized tests and are not given COT observations on a regular basis. I want my years of service to count as well! It would not be fair for a new teacher to make more than a teacher who has taught for many years based on student scores.	Jan 13, 2014 9:45 AM
219	I predict that CCSD will evolve this program into a repeat of the Atlanta Public School System fiasco of a couple of years ago. Being evaluated by administrators that cannot even get paperwork in on time, being held	Jan 13, 2014 9:43 AM

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	accountable to a benchmark of student progress that does not assess each student at the beginning of the year and again at the end of the school year with a rational measure is a march to failure across the board.	
220	I do not support a value added that can result in a negative assessment of my impact on my students. There are so many more roles I fulfill as a teacher other than just an educator that simply cannot be taken for granted. As a teacher, I am a mediator of disagreements and doing that effectively enhances my classroom. As a teacher, I am a student's cheerleader and encourager and doing that enhances my classroom. As a teacher, I am a counselor through tough times in student's life and doing that effectively enhances my classroom. These roles that are completely separate from my teaching and instruction are a large part of my job and what adds to my long hours and my success as a teacher. This is valuable to my students. How will this be quantified and measured as a part of my "value added?"	Jan 13, 2014 9:43 AM
221	It seems that there are considerations not majored into the evaluation such as students' home environment and how it affects motivation and outcome. I also firmly believe that a positive working experience would have a major impact on teachers at this uncertain time. We are talking of teachers' salary when teachers have hardly had any raises for the past 5 years!	Jan 13, 2014 9:37 AM
222	I'm not really sure how you can evaluate a teacher on student performance unless you are going to use the student's cumulative MAP/PASS/AIMSweb...or any other data to properly assess student growth. I'm also curious as to how this will impact a teacher whose children are already performing ABOVE grade level yet may not show much growth during the school year.	Jan 13, 2014 9:24 AM
223	This evaluation leaves it up to the principal's opinion or discretion as to whether a teacher has met certain criteria. I do not agree with a system where a principal has control over a teacher's salary. I could see favoritism coming into play here. I also work in a field where my principal doesn't have the background to accurately understand or evaluate our work. Evaluations are done for a few minutes out of the entire time we are working on a project. Therefore, how could one get an accurate evaluation.	Jan 13, 2014 9:18 AM
224	I believe that a pay for performance structure in the form of bonuses for "effective" teachers is fair but if that means base salaries with years of experience and education level going out the window then I don't support that. Teachers who work in middle class/upper middle class schools should not be assumed "effective" based on their Excellent rating. Most of their students are coming from loving and caring homes in which the parents support education. Students are for the most part on or above grade levels. There are many teachers who work longer school hours and put in more after school hours to assist students who are coming to school 2, 3, 4 reading levels behind and from parents who simply don't care about their education. Teachers who work in these high poverty, at-risk schools should be commended and awarded for their passion not told to be "ineffective" with students who live in deplorable conditions, have lead or alcohol birth defects, live with parents who are physically and mentally abusive, etc...We cannot compare these two situations because we are not comparing the same thing.	Jan 13, 2014 9:17 AM

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225	Teachers cannot "pick" their students, therefore, a valid and fair system based on student performance is nonexistent.	Jan 13, 2014 9:17 AM
226	Excessive meetings & trainings for teachers that are in TIF schools this year that will not even qualify for the salary structure based on grade and/or subject matter we teach. They should train & have their PD on those teachers that are currently coming up for the implementation in their salaries. I don't have time to waste PD times, dates & faculty meetings on something that doesn't apply to me just because I'm in a "TIF" school. There are other trainings & PD that would be very helpful to me in my current position.	Jan 13, 2014 9:10 AM
227	I still don't understand how students with disabilities are figured in this plan. In NCLB they were just told to buck up and achieve but the nature of the disability does not always allow this to happen. I support high expectations for all students but high expectations can be different for different students. I also do not understand how related arts teachers who support the curriculum through their content are compensated. This needs to be an equitable system.	Jan 13, 2014 9:02 AM
228	More research should be done. This type of evaluation has failed over and over. Read this article about Bill Gates. He pushed for this type of evaluations in schools. It ends up that it didn't even work at Microsoft who has now changed to a different system. https://www.commondreams.org/view/2013/11/30-0	Jan 13, 2014 9:01 AM
229	I teach special area at both a high achieving school, and a Title One school. Same lessons, same teaching style, same amount of care towards students, yet two completely different sets of results. So, how would the TIF/BRIDGE program evaluate my performance.	Jan 13, 2014 8:56 AM
230	Good teachers will leave the field of teaching if this program is used for evaluation. Charleston County will find itself in a bind for good teachers, as we were some years ago, because teachers don't agree with this evaluation process and will choose not to come to Charleston Co. to teach. All students do not test well. Special education students do not progress at a rate comparable to other students. So, teachers of these students will not be fairly compensated for their work. Research has shown that this type of evaluation does not work and it is not fair to the teachers of this county to implement such an evaluation structure. Many will leave.	Jan 13, 2014 8:55 AM
231	Students at the high school level have too much control over their performance. They may not care or deliberately make poor grades to hurt the teacher.	Jan 13, 2014 8:51 AM
232	Simply pay teachers more, that's it! Most of the teachers I work with have part-time jobs (I actually have two). Those that are married to doctors or lawyers, etc., just teach ..... must be nice. So the saying goes, you get what you pay for so I'll be slinging drinks behind a bar in the evening and not working on lesson plans and/or grading assignments. :)	Jan 13, 2014 8:47 AM
233	It is my understanding that under the BRIDGE program teacher salaries would be frozen, and no cost of living or experience increases would be given. This, in effect, has teachers working for commission only. I am extremely concerned about my financial security under this program. I cannot imagine anyone being willing to base their income on an achievement formula that may or may not	Jan 13, 2014 8:45 AM

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	measure true gains by students. Is MAP being considered at all as part of the formula? I am not sure I could remain in the county under this plan.	
234	This program is a good way to lose many teachers!	Jan 13, 2014 8:44 AM
235	This will turn teachers away from the education field. It will also motivate teachers who are already in the field to leave the field.Principals cannot be trusted to implement this program fairly as they can barely handle making regular observations now, so how will they handle completing all of the observations needed to fufill these obligations?	Jan 13, 2014 8:43 AM
236	The TIF/BRIDGE program does not account for student preparation and other influential factors such as home life, motivation, student aptitude, or much anything else except a manufactured increase in scores. As an employee of Academic Magnet High School, I am not sure how my students can "improve" statistically when they are already at the "top" of the performance tier. Further, expecting one person to be able to "raise the floor" in lower-achieving schools is unrealistic, unfair, and demoralizing. As a former teacher at West Ashley Middle School, I am all too familiar with how the lack of SPED support, overfilled classrooms, poor family life, and many other factors contribute to low student achievement despite best efforts and high-quality preparation. The TIF/BRIDGE program seems like another attempt to "look good" on the part of the district without supporting the teachers' ability to meet such one-sided expectations.	Jan 13, 2014 8:37 AM
237	CCSD would not need to implement the TIF/BRIDGE program if schools would do a better job at getting rid of teachers not doing their job. Teachers that are not effective should be on an corrective action plan. If you look at a typical bell curve of performance, CCSD should have at least 5-10% of all it's teachers on a corrective action plan. Do we? Why don't we try to use the system that is already in place before creating something else? At my school I could name the 3 teachers that need to be on a corrective plan, yet for some reason they are not. These teachers have ineffective classroom management, year after year do not perform well, and are not following the guidelines for what CCSD has outline for teaching reading and writing (Reader's/Writer's workshop). Some of these low performing teachers even have senority over highly effective new teachers!! They only way to get an accurate picture of teacher performance is to watch the teacher perform. If you want to know if I am doing my job, please, come to my classroom and watch. Do not judge me based on how any of my students perform on a test. We know that not all students' learning starts at the same place or even grows at the same rate. Please do not force our students into a cookie-cutter mold to see test scores go up. Rather, please observe for good teaching to create THINKERS. Personally, I'd rather see a child that has been taught to think through a problem, yet get it wrong, than a child that has learned to memorize. In summary, require principals to use the system in place to get rid of teachers not doing their job using the Classroom Observation Tool and the district office needs to support the principals when they bring these teachers before the board.	Jan 13, 2014 8:36 AM
238	Teachers pay shouldn't be based on the performance of his/her students. Our students in the district have so much "baggage" that they have to deal with. If you want to judge me, come into my class and judge me. Look at my lessons. Look at how I interact with my students. Look at that. Don't look at scores.	Jan 13, 2014 8:32 AM

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	Scores can't tell you whether or not my student had breakfast or if they slept the night before in a bed without worrying about a family member, etc. You need to look beyond the scores and look deeper into why your teachers went into the teaching field.	
239	It's not a fair assessment because all teachers are not using the same info to be evaluated. For example, PAS for some, GBE like goals for others, and what about special area teachers?	Jan 13, 2014 8:29 AM
240	Paying teachers based on student performance on tests is wrong on many levels. Mainly the fact that children are little people who get sad, scared, frustrated, and stressed out on tests. A person cannot be measured like sales percentages, business deals, productivity, etc. They are each individuals - all who need love, attention, and positive reinforcements. Another main issue is the fact that not all teachers teach areas that are tested. Is it fair that they are judged differently than a regular classroom teacher? Their pay would be based on goals - that they can control, while the regular classroom teacher would have no control on how a child performs on a test on one given day. I feel that test scores could be looked at over a period of years. If a teacher's class always seems to score low, that teacher may need extra help with teaching. There is no fair way to use test scores to pay teachers. Do we pay doctors based on how healthy their patients are or how many people die under their care? Do we pay lawyers based on how many not guilty cases they have? Teaching is the only profession in which the public feels they should control things and decide on how they should be paid. It is very sad that MANY of us are so overwhelmed, overworked, underpaid, and not respected that we feel as if we can't do the job anymore. TIF/BRIDGE would only add to this. Good teachers can only continue to motivate and encourage each other for so long until they reach the point that they cannot do it any longer.	Jan 13, 2014 8:16 AM
241	All research in this area indicates that the effects including student test scores as a part of a pay for performance salary scale are quite negative. It creates an atmosphere of fear and distrust. It eliminates collaboration between teachers. Students will spend all of their time preparing for a test. Teachers will not try new things. This turns us into factory technicians and the students into a product.	Jan 13, 2014 8:15 AM
242	I do not have the confidence in our leadership at any level to assess classroom educators fairly, accurately, or objectively. I have taught for 20 years under many different principals and I no longer trust our leadership.	Jan 13, 2014 8:13 AM
243	I would probably be more in favor of TIF/BRIDGE if I did not teach Special Education. I have not heard anything about how it will specifically take into account General and Special Education teachers' students test scores and fear that it will inadvertently be punitive to those teachers who choose (and some who are just assigned) to work with special needs students. I also want to see more incentives given to teachers who choose to work in high needs, low income schools where the school wide test scores may be lower than other schools without those needs.	Jan 13, 2014 8:11 AM
244	I understand that in the professional world, where most of the board members come from, if an employee is not performing his/her role up to expectations, the employer can fire/redistribute the employee so that he/she does not hold back	Jan 13, 2014 8:11 AM

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	the company. This means that any given employee has direct influence on his/her job performance. Teacher DO NOT have a direct influence on how students will test. We cannot "fire" them for not meeting goals. Teachers make the best of it with the students they teach. Bottom line: EVERY teacher I know does all they can to ensure student success, but education is a team sport which includes student and parent. Unfortunately, teachers cannot control student and parent.	
245	Their idea of communicating with us it to send out emails that always say about the same thing with no real answers. This program NEVER should have been implemented without having some of the major components figured out (ie: evaluations). They district has only been to my school once, at the beginning of the year, and was unable to give an real answers. All answers were mostly "This is a pilot program so things will change" or "We're working on it". Their teacher involvement is all smoke and mirrors. Their idea of teacher involvement is having meeting downtown at 3:00 or 4:00 until 5:00. First of all, by the time my kids get on the bus and leave I'm looking at leaving at 3:40 and that's if I don't need to do anything in my room at the end of the day or to get materials ready for the next day's lessons. So I would be driving all the way downtown and would end up being late for the meeting, I would have to pay for my own parking in their garage, and then would have to fight the Charleston traffic at 5:00 - all after I worked all day and mostly likely would need to go home and get ready for the following day. Most of the pilot schools are in North Charleston and out in District 23. Why are they not having this meeting closer to the schools the program is immediately affecting? Or at the very least they could be rotating locations to make it more accommodating. Also, only the people who sign up forever ago to be on a list are emailed about these meeting. If they really wanted teacher involvement they would 1. send reminders to ALL teachers and staff and 2. Would make emails concise and not send out 50 emails regarding the same thing. The emails have slowed down since we returned from break, but before then I would get almost 20 emails a week and different meetings. It was very confusing, unorganized, and too much. Furthermore, the District needs to be coming to each pilot school a minimum of once a month to update all teachers and staff. Having us keep a binder in which we have to print all emails and file them into this binder is NOT effective communication!	Jan 13, 2014 8:07 AM
246	This is the first I have heard of this program. However, I do not believe that student performance is a direct result of a teacher's effectiveness and therefore do not believe this will make for better teachers, students, or schools. Some students have an advantage of early education both in a formal setting as well as at home. Students' home life, socioeconomic status, and abilities vary as well as the administration of a school. All of these are direct influences on a students' achievement. Until education can completely control a child's home life and early years of learning that a child is able to receive outside of a school setting, teachers should never be compensated due to students' performances on a standardized test, especially one like the PASS test. This is unfair and does not accurately measure a teacher's effectiveness.	Jan 13, 2014 8:02 AM
247	I have asked in the past but the information was unknown at the time as to how BRIDGE will affect current CPN schools who are already utilizing COT to "pay for performance." Will CPN by eliminated, grandfathered in, or be exempt from BRIDGE?	Jan 13, 2014 8:02 AM

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248	How will none core teacher's be affected?	Jan 13, 2014 7:55 AM
249	Teachers and the school district can not force a child to do well on a test!	Jan 13, 2014 7:55 AM
250	There is already a tremendous amount of stress on teachers. This is going to chase teachers out of the classroom and/or will create tremendous infighting and unhealthy competition. If teachers are not effective, they should be removed from the classroom. The rest of us need to be left alone to teach. A teacher's level of anxiety and stress already surpasses that of most professions. Adding another layer of unpredictability is unfair and cruel. This is an idealistic concept that will surely fail. Politicians need to stay out of education.	Jan 13, 2014 7:53 AM
251	I am very concerned that I am in graduate school at the Citadel presently and the district is considering not paying for higher education. I would not be taking time away from my family and life if I did not think that I would be compensated for my trouble. I love the program I am in and feel that I am already a better teacher. I am also concerned that our district got this grant and then tried to make it fit our needs. The research says that merit pay does not work so why are we considering this?	Jan 13, 2014 7:52 AM
252	Basing teacher's performance on student achievement is absurd. Teachers have no control over how students will perform on the test. These tests do not show the performance of all students, especially bad test takers and special needs children.	Jan 13, 2014 7:49 AM
253	One of my major concerns is my salary being based on the opinion of others that are not an active part of my classroom on a daily basis. I do support an incentive program that adds bonuses to the current pay structure.	Jan 13, 2014 7:48 AM
254	Teachers need to be working collaboratively in the best interest of our students. A TIF/BRIDGE program will only create problems as teachers become isolated from one another. I wouldn't share what's working for my students with other teachers in such a competitive environment. Others may also try to manipulate the system to benefit their pockets. Teachers are motivated to educate their students because it is what they love...they do not a monetary 'incentive' to be amazing.	Jan 13, 2014 7:43 AM
255	I teach lower level students and over 50% of the class is inclusion.	Jan 13, 2014 7:41 AM
256	As a teacher of students with moderate to profound intellectual disabilities and/or autism, where does this leave me? I have given the district 21 years and even been TOY for my school. I am a strong teacher, but my students do not take standardized test. I am terrified that my earning capacity will stagnate.	Jan 13, 2014 7:40 AM
257	While I do agree that an incentive for highly effective teachers sounds great, I have serious concerns regarding how "Highly effective" will be measured. I know that in other school districts teachers have felt a lot of pressure and some have even been caught cheating so that their students performed well. The idea of SLO or observations sounds great but can be very subjective based on the observer (and unfortunately, if your observer is biased towards you.....scores can be effected). I do not think that paying teachers more for test scores will suddenly make better teachers. Teacher do not get into this profession for the	Jan 13, 2014 7:38 AM

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	money or the accolades so this is not necessarily a way to improve teaching ability. I also have concerns that teachers will become overly competitive and negative once results start coming in. I am a former teacher of the year and TOP teacher so my opinions are not based on the fact that I do not think I would qualify. I just have a lot of concerns about the effect on our environment/professionalism as teachers. It is supposed to be about the kids, not the test scores!!	
258	Pay for performance is not a fair tool. There are certain attributes that the teacher has no control over. For instance, a student's home life and support has a major effect on student performance. Also, what happens if someone already works in a very highly performing school? Is the bar going to be continually raised to the point where it is extremely unreasonable? I have worked in a district that has implemented pay for performance and put so much pressure on teachers and administrators to do well and it had a negative effect. Everyone felt so pressured, that even over years, when the results were not good enough, teachers and administrators began adjusting test answers. Not every student, in fact many students, do not perform to the best of their ability on these standardized tests. It is important to realize that when it comes to determining peoples salaries that the evaluations are completely fair.	Jan 13, 2014 7:37 AM
259	The $ CCSD has gotten via the federal government has become the tail that wags the dog for 75 Calhoun.	Jan 13, 2014 7:35 AM
260	The current method of pay tied to education and experience, while not perfect, is at least fair and tied to objective achievements. There are ways to offer opportunities for improvement to teachers who need them. When all else fails, principals who are capable of objective observations and filling out paperwork can get poor teachers removed.	Jan 13, 2014 7:27 AM
261	I work 50-55 hours per week now, mostly because of district required paperwork. The new program will result in even more paperwork. Teachers just want time to plan engaging lessons!	Jan 13, 2014 7:21 AM
262	I do not agree with Pay for Performance. I teach in Special Ed and have yet to have someone explain to me how Pay for Performance is going to help me and my students. Teachers, no matter the subject area, work hard and put in long hours that they are not compensated for already. I think Pay for Performance will lead to some teachers changing scores and teaching to tests, in order to gain results necessary for salary. It is unfortunate that the community does not value their teachers enough to pay them what is deserved, and yet they are willing to send them to school for 8 hours a day.	Jan 13, 2014 7:16 AM
263	I don't see how anyone could implement the pay for performance structure when money continues to be cut from education. If teachers are not getting raises, how could they find the money to pay for performance?	Jan 13, 2014 6:47 AM
264	As a special education teacher, I just don't see how the TIF/BRIDGE program is going to work for my area of concentration. My students are tested with SC-ALT once during their high school career and that it is on standardized testing. I honestly can't see this program working for every subject area.	Jan 13, 2014 6:46 AM

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265	Teacher accountability is only one third of the 'success equation.' It's rather difficult when some students nor some parents care to do their part.	Jan 13, 2014 6:43 AM
266	I have not gotten any info about the SLO component of the Bridge pgm.	Jan 13, 2014 6:31 AM
267	outsiders that don't know my students or their needs coming in one time and being able to tell me I am effective or ineffective. it's always just the teachers intested grades that are in the spotlight. Primary grade teachers and interventionists etc always seem to be off the radar. Thhis seems like a "gotcha" program to me and I think the money can be better spent on students directly not trying micromanage and catch teachers	Jan 13, 2014 6:05 AM
268	Concerned about pay for performance and how it will be measured for exceptional Ed and elective classroom teachers	Jan 13, 2014 5:41 AM
269	CCSD makes decisions that basically ensure very few if any of us will ever see incentive pay. They push children through the system and overturn retentions recommended by teachers. Resulting in students working two to three grade levels below the grade they were placed in by the district. They don't support self-contained classrooms which have resulted in students being place in general education classroom that really shouldn't be there. This has resulted in huge problems in the learning environment of students and loss of instructional time almost daily. They are basically telling us to do our jobs with both hands tied behind our backs and threatening our pay if we can't do it. Our schools are in trouble but it's not because of the teachers in the classroom! It is a direct result of poor decisions and policy made by our leaders. This is a prime example! They know it won't make a difference. They just want to be able to say they are doing something to change our schools without having to really "do" anything!	Jan 13, 2014 5:39 AM
270	This seems like a way to award effective teachers without doing what effective businesses do- fire the teachers who are not a match for the business of educating children.	Jan 12, 2014 11:34 PM
271	Dentists are not paid based on the state of their patient's teeth. Old people's home employees are not paid based on their ability to retain their patients/clients. A teacher has no control whatsoever of the students who enter their classrooms. All students come from different backgrounds and different environments. Also, there are times when a teacher has no control over the make-up of the class and there are times when the chemistry is simply not there. This is through no fault of the teacher. Not to mention the fact that teachers have different teaching assignments and different class sizes. Teaching a cp class will produce different outcomes from teaching an honors level class. As a teacher I am so tired of being treated with such a lack of respect for the amount of work that I and my peers perform. We are shaping and modelling our future generations. We are professionals. If we are not performing to appropriate standards, then we should not be in the profession. That is when the administration should step in. I am disillusioned and disgusted by this proposed policy. It makes me question my desire to stay in the profession. Many highly qualified teachers are telling me that they are feeling the same way. I think that this will lead to an even greater shortage of educators. As it is, there are already so many of us who are holding down second jobs just to make ends meet. We do not get paid as professionals as it is. This will lead to inequity in the	Jan 12, 2014 11:18 PM

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	workplace. We create the doctors, the bysinessmen, the educators, the actors, the sports figures, the President!!!!! And yet, we get no credit and are now being burdened again with yet another unfair obstacle thrown in our way. Enough!	
272	I find it insulting to my profession to assume that I would do a better job of teaching my students if I thought that I would receive more money! What a terrible concept. Teachers are NOT in this job for the money, and to assume that we will not do our job well unless there is a financial bonus will destroy what little morale there is left. BETTER IDEA: Teachers should be paid more to travel to outlying and/or failing schools. THAT is where teachers need a pat on the back, and a financial thank you! It would go a LONG way to attracting and retaining teachers in these schools. Ex. If the pay is exactly the same, why would a teacher drive all the way out to St. John's or Baptist Hill? Or go to a school like N Chas or Stall, with consistent and serious discipline problems? What would be the incentive? Those are the teachers that should receive more pay.	Jan 12, 2014 10:51 PM
273	This will incentivize teachers to teach to the test and focus instruction on "bubble" kids. I see fewer teachers wanting to teach at a Title I school under this structure.	Jan 12, 2014 10:38 PM
274	I think an incentive program that would reward teachers in the form of bonuses would be great but there are too many variables in the classroom to base a teacher's salary on student performance. I think this program will discourage people from wanting to teach and will cause teachers to teach to the test which is not the way a good classroom should function.	Jan 12, 2014 10:20 PM
275	Children do not always show their best work on tests. I know my first graders do not always show how much they know on the MAP test. The attention span is short for some children. That is expected for young children.	Jan 12, 2014 10:12 PM
276	This hasn't worked anywhere else, so why do we think it will here. Get back to the basics and quit wasting money on programs that have failed everywhere else.	Jan 12, 2014 10:10 PM
277	There are too many variables in this program. Unless I need more information, it is not fair and equitable to have a performance based salary when students come from a variety of backgrounds. I am employed at a diverse school. We have all types of students from poverty to high socioeconomic with special needs (autistic & downs syndrome) with no assistance in the classroom. My students are making gains, but the grade level performance remains to be varied. I am a first and second grade looping teacher. All students are making gains, but the students with expectations at home are excelling far above the students without expectations. My students close to poverty tend to not be able to support their child from home because they are not able to master the concepts. Most of these families are sweet and caring, but they are not able to help their child with the common core based homework and skills. Their children are sweet and well-behaved but tend to be below grade level. I love them dearly, but it is always a challenge that upsets me because I can help them at school, they can make gains, but when third grade hits they either sink or continue to make gains slowly. Maybe not excelling, but doing better and showing achievement due to effort which I am happy about. My students that are not in poverty do very well	Jan 12, 2014 10:07 PM

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	because their parents are able to give them experiences and help them at home to move beyond grade level expectations. The TIF/BRIDGE program is well intended. I do believe teachers will rise to the bar if the expectations are there, but I also do believe there will be issues with class rosters. No teacher is going to want those children with exceptional needs or no parent support because those children tend to perform low. You are pitting teacher against teacher and school and against school. I continue to be an advocate for teachers that care. Whether a first year teacher or a teacher tarrying with more than 28 years, CCSD knows the teachers that are trying to make a difference. Celebrate these teachers. Celebrate their success. Do not enable a teacher to continue to be detrimental to a child's educational experience. You know who they are. They are often absent. They have poor formal assessment scores year after year, they have parents/families that complain to the administration. They are few, but they are in every school. They consistently show low student achievement. Raise the teacher pay for everyone. Please get rid of the teachers we know are not performing their best.	
278	The leader of the TIF/BRIDGE program doesn't know what he's doing. A major mistake was admitted earlier this year, for years the trial schools were told all grade levels would be included in the trial program only to be told a few months ago...oops we were wrong, we made a mistake the trial excludes the high school grade levels. I no longer trust that Mr. Ard or anyone with this team knows what they are doing and I think for such a major mistake he should have been fired. I'm sure by the time the grant funds trickle down to teachers most of the funds will be gone. I am sure Mr. Ard, his cohorts, the specialists hired to provide input, etc. are receiving a very nice salary as they goof around with the components of the program and the teachers, who should receive bonuses for their hard work will see very little of the grant money. NO FAITH IN MR. ARD'S KNOWLEDGE WHATSOEVER!	Jan 12, 2014 9:59 PM
279	CCSD says they want a business type evaluation. In business, if you can make more money elsewhere, you go. It will be extremely difficult to get teachers to go to high risk schools or to stay in CCSD?	Jan 12, 2014 9:58 PM
280	Teachers should have the option to participate or not in the TIF. Montessori teachers/classrooms should not be included in the pilot or program. Evaluation is not the same as traditional education classrooms and there has been no consideration for these differences. Major oversight.	Jan 12, 2014 9:47 PM
281	I don't believe teachers should be rewarded with higher pay for doing what they are suppose to do. Nobody gets into teaching for the money so I don't like that money is being dangled in our faces. Classes are not always evenly distributed. Some teachers get more resource and challenging students because of their experience. If you start bringing money into it, the struggling, high-needs students will not be wanted on any roster. I disagree with this whole idea!	Jan 12, 2014 9:41 PM
282	ADEPT is the weakest component of this model.	Jan 12, 2014 9:32 PM
283	Special education teachers and their inclusion co-teachers will never be able to fairly evaluated in this program. There are so many things wrong with this program I couldn't even begin to write it all down on a short survey.	Jan 12, 2014 9:21 PM

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284	The premise of using PASS scores of students is unfair to begin with since classes will be not be evenly distributed with students of ability levels. Being a special education teacher, I am concerned about the distribution of the special education students who take PASS and the slow learners. Teachers will be less inclined to want to include these students in their classes. There are more issues but this is the most upsetting that I see.	Jan 12, 2014 9:02 PM
285	Some teachers, especially new teachers, may feel intimidated by the pay for performance program and be stifled by the pressure to do well. More experienced teachers, 26+ years, may not be concerned because their pay is frozen. I see nothing but frustration and let downs if this pay for performance is allowed.	Jan 12, 2014 9:01 PM
286	How could CCSDSCHOOLS see it as fair for judging my pay on students progress. I work as hard as I possibly can but some students just refuse to work/learn. To judge on Common Core is even more crazy has it has been adopted and then rejected by about the same number. The TIF/BRIDGE program is a business model and you cannot run education like a business because like the old saying, you can lead a horse to water but cannot force it to drink. Many of my students refuse to drink so to speak.	Jan 12, 2014 8:49 PM
287	No one can clearly explain any of these components. Teacher who do not have PASS as part of the evaluation/salary increase component get an advantage and that is not FAIR!! Everyone needs the scores to be included or no one does!!!! Unfair!!! Leave the pay structure alone- take all this money spent on all of theses studies, data collecting and give us a DECENT raise!!! I have yet to ever see one and I have been teaching 30plus years!	Jan 12, 2014 8:27 PM
288	I am very against the pay for performance structure. I feel there are too many other variables affecting a student's performance on tests for it to be fair. Is there parent support at home? Does the child care how well they do? Does the student feel well that day? Those are just a few of the factors. If I am doing what I am supposed to do in the classroom, than I should be credited for that. If I am acing my classroom observations, then give me a bonus. I can control my performance. I cannot control a student's performance.	Jan 12, 2014 8:24 PM
289	Why did the district apply for this grant without teacher support?	Jan 12, 2014 8:19 PM
290	I think this program will cause a shift in focus from the students' needs to a focus on the equitability of class and student assignments. There are many of us who are given the more difficult students because of our extra effort and concern. This program will make me resent that assignment. I also have much larger class sizes to make it easier for new and struggling teachers to have small classes. That fact will directly impact my scores. There is not a way to make students in classes equal, so how can you reward equally for those accomplishments that are sometimes out of a teacher's control.	Jan 12, 2014 8:19 PM
291	A teacher can't control a student's attendance; a teacher can't control a student's negative home surroundings; a teacher can't control a student's illness or emotional state. TIF disregards these elements. Further, a weak test gives the appearance of a strong teacher, and a test that is too difficult gives the appearance of a weak teacher. This value added business was just tried in	Jan 12, 2014 8:19 PM

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	Pennsylvania and the weak test/strong teacher relation was apparent by the same company that we are using in Charleston for our value added system. The company said that the system was flawed. Charleston is not using per student growth but is comparing one year's crop of students with the next year's group. Give me a pre and post test on the same students and then we can attempt to measure growth. It's the same argument that we've been making for years and it's the truthful argument that Dr. McGinley continues to ignore. The only thing I know to do is to leave Title 1 schools.	
292	Parent, student and teacher. A three legged stool. Not just the teacher. The whole idea has potential but needs a lot of work.	Jan 12, 2014 8:15 PM
293	When our representative at the Teacher Round Table reports back to our faculty, my impression is that it is very difficult for teachers to actually participate in this forum and that unscripted questions from the teachers are not accepted. Information about the TIF program has not been well communicated to teachers. Most teachers are very wary of the vague "value added measure" and would like a more defined explanation of what that is.	Jan 12, 2014 8:14 PM
294	It is an outrage that no survey like this was done by the district BEFORE applying for a $23 million grant. It is even more outrageous that the district now wants to pretend that they have no plan to use test scores to fire teachers and withhold step increases when that is EXACTLY what they promised the Federal government they would do in their grant application. The Feds have indicated that they are taking the promises in that document very seriously and do not expect any major deviations. I sincerely hope that the district did not defraud the Federal government in a competitive grant process that brought in $23 million. Having heard Administration and Board speak with great enthusiasm about withholding step increases and using value-added measures to fire teachers, I'm inclined to believe that they meant every word of what they said in that application.	Jan 12, 2014 8:10 PM
295	Are parents and students going to be paid based on teacher performance? Of course not. So why are teachers' salaries based on elements we can't control? Is CCSD going to go to students' homes to make sure parents are reinforcing school content? Is CCSD going to ensure that students who sleeps in class, who don't care, or are way below grade level are going to do their part? Teachers will leave CCSD because of the pressures and stress attached to this. Can assistant principals, principals, and district level personnel also be tied to a pay performance? Why should the teachers be the only ones affected by this?	Jan 12, 2014 8:03 PM
296	First of all, trying to equate education with a business model is absurd. This is all about test scores. I agree that test scores must come up. However, educating children and raising scores sometimes don't line up. It's true that teachers shouldn't blame parents and outside factors for lack of progress...but realistically the convoluted formula the district has for making a level playing field for different areas of the county (ex. Mount Pleasant schools vs North Charleston schools) is so complicated and sounds like a lot of double talk to me. The standardized classroom observation tool may work for classroom teachers...but what about intervention , special area, and special Ed teachers. To get a great score the tool should be able to be applied and in some of the above classrooms the areas to be observed is not applicable so you cannot get points for what	Jan 12, 2014 8:02 PM

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	doesn't happen simply because of the format of your class (ex small groups or totally one-to-one situations). The process for being able to the the so called professional development funds is cumbersome and not efficient. Thank you CTA for getting our thoughts a voice.	
297	I want the current salary procedure to stay in place. Even though all teachers should be effective, too many factors affecting student performance are out of teacher's control. Also, I have found that principals have not been trained to evaluate teachers using COT. COT observations have been unfair for many teachers. The principal can manipulate it to get rid of effective teachers that they don't like. There is age, gender, medical, and other types of discrimination against teachers.	Jan 12, 2014 8:01 PM
298	It seems difficult to imagine one system that successfully and fairly evaluates PE teachers alongside AP teachers, alongside Resource teachers. That is the biggest problem I have with the idea and until I see a system that will meet those needs, I remain against the TIF/BRIDGE program.	Jan 12, 2014 7:59 PM
299	I'm concerned about who will develop the student learning objectives for the arts. How will they be measured when so many outside variables influence the success of students in chorus, band, strings and drama? Competitive performing ensembles will cease to exist because teachers will be too worries about the district "evaluation" to allow for rehearsals and creativity. Students will drop these classes if teachers are trying to urge them to meet goals that are unattainable due to lack of talent, lack of funding and the inability to practice at home because they aren't allowed to take instruments home it their home life prevents them from practicing. If standards for evaluations must be created, will professionals from each discipline be consulted? How will success be measured? Is it possible to form an opinion of what students have learned based on a performance when so many variables are at hand? Will socioeconomic status from one community to another be take in account? How will administrators with little to no background in the performing arts be able to fairly and accurately measure a teacher's success or lack thereof? Lots of questions to be answered.	Jan 12, 2014 7:56 PM
300	Teachers are already working very hard and putting screws in their thumbs is not going to bring about a better outcome in terms of student achievement. Putting pressure on teachers is going to have unintended outcomes. I expect it will definitely negatively impact the classroom/school environment. Administrators easily forget what it is like to be actually teaching. Solutions always seem simple until one is actually in the classroom with all of the responsibilities and demands.	Jan 12, 2014 7:55 PM
301	I do not really understand the implications.	Jan 12, 2014 7:55 PM
302	I am an active participate in BRIDGE workgroups, including those regarding Value Added Measures (VAM). In its current state, I am comfortable with the use of VAM as a part (ONLY 35%) of my evaluation process. I welcome the opportunity to have the district judge me on my students' growth rather than their proficiency. I also support the use of factors that affect my students' performance (such as attendance, special education status, etc.) when calculating my students' growth. I also encourage more of my colleagues to become actively involved with the creation & decision making process so they are informed by	Jan 12, 2014 7:53 PM

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	district decision makers, rather than the misleading information being published & distributed throughout the county.	
303	BRIDGE is simply another program using tax-payers money, hurting middle-class incomes which includes more than the majority of teachers. Should SC use this program, it may as well use New Mexico's new high school diploma laws. Lower the standards, is that really what SC is trying to do??? Sounds like it!	Jan 12, 2014 7:48 PM
304	I am in favor of this program as long as we are never "docked" pay based on student outcomes. Hopefully, the program will use more than standardized testing to measure teacher effectiveness. standardized tests should be one of many measurements being used to assess teacher effectiveness.	Jan 12, 2014 7:44 PM
305	The problem I have with this program is determining my salary through a standardized test score. First of all I have many students from resource or special education mainstreamed into my classroom who are tested on PASS. Generally these students do not fair well on the PASS test. Because I have good classroom management skills, I often have the more habitual, "troubled" children who don't always score well on PASS. Once it is publicly made known that teachers' salaries are based on a test score, I can easily see students deliberately doing poorly as way to sabotage a teacher. Even some good students score lower than what they are actually capable of due to test anxiety. How it fair that special area teachers have their salary based on a different measurement? Other states have tried this type of program and it has failed miserably and they have returned to the old salary program. I do not have a problem using the test scores as a way to reward bonuses.	Jan 12, 2014 7:44 PM
306	Education is not a science nor an industrial process. By nature it defies measurement. At the high school level this would be difficult to apply. Many courses have no state/county measurement tools and the "average expected improvement" is an arbitrary number without statistical basis in most courses. Only the core classes would come anywhere close to having this kind of data. How could the none core teachers be evaluated on student performance fairly and objectively. The core teachers would be held to a different standard. If everyone can't be measured the same, where is the fairness? Doesn't sound like a science to me...more like art.	Jan 12, 2014 7:43 PM
307	It makes no sense in adopting something that has failed on other states. This is going to put teachers against each other. There will be those that end up teaching to the test and many will pitch fits about teaching IEP children. It's just sad that the district thinks these things won't happen.	Jan 12, 2014 7:39 PM
308	Teachers should be held accountable for outputs only if they are selecting inputs...	Jan 12, 2014 7:38 PM
309	I work at a TIF school and the evaluation methods are biased. The principal and team members give unfair evaluations with no explanations. The process is confusing and frustrating. None of the teachers in my building are receiving acceptable scores.	Jan 12, 2014 7:38 PM
310	I do not believe that teachers are motivated by pay. I believe they are motivated	Jan 12, 2014 7:35 PM

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	by acknowledgement that they are doing a good job and satisfaction on the job. I believe they are motivated when their students progress and when they see that administration has faith in them and support them.	
311	CCSD is in the process of implementing a system that [1] they themselves have trouble explaining, [2] uses programs that are called "objective", but are subjective to how each administrator understands the program, and [3] from what I have seen, few administrators have a solid or unified understanding of what this program means to evaluations or paying teachers. Because administrators have been hurriedly pushed to agree to this new system (if they were given any choice at all), they have little if any room to criticize it. Distrust from teachers does not come from a distrust of the districts motives, but its methods are highly suspect. Similar programs in other states have been found to be flawed, unfair, and detrimental to teaching and learning. District officials have become so detached from the classroom, and have become so entrenched in the business-model focus, that they want to embrace and rush into this system that impacts teachers pay and security in their jobs. If there are certain teaching positions that are in need of quality teachers, then implement bonuses for those jobs. If some teachers are doing a bad job, fire them. If improvements to teacher recruitment need to be made, then make those changes. But messing with teacher pay for an idealistic system that cannot be explained because much of it is still being created is unacceptable. Paying teachers to care more than they do, or work harder than they do might not be possible, since many of the teachers I know and work with are maxxed out as it is. To offer teachers incentives to work hard might be a good idea. To recreate the entire pay system and create a "new" system of what working hard is, when teachers throughout the district are ALREADY doing so is insulting, demeaning, and disrespecting of what we already do. But I fear the status of teacher as brainless soldier that must be told what to do from above is already becoming fact. Teachers spend so much time adapting to new district ideas & models that we spend less time actually teaching. On international testing, Finland seems to do really well across the board, beating the US in many categories. They have high recruiting standards for teachers, and colleges there place education as a top focus. Teachers are paid more, standardized testing is kept to a minimum, teachers are provided with assistants for managing classrooms and work, administrators are given time to manage and take part in their schools, and teachers take part in a democratic process focused on the local school and community for curricular and administrative decision-making. I fear many of the administrative decisions today here in SC are made by the Pearson corporate reps that sell CCSD its books and software and testing services... if Pearson started selling hats, we'd all be required to wear baseball caps to school "to improve test scores". I love my school district, my school, and my students. But I fear that many of the policy mistakes being made in the US are starting to trickle down to Charleston. I hope CCSD continues to reconsider the choices it is making, and discusses these choices with more than the handful of select teachers it relies on as spokesmen for the rest of us.	Jan 12, 2014 7:31 PM
312	I do think teachers need to be rewarded for their continuance of education and their years of expertise. This should be reflected in their yearly pay.	Jan 12, 2014 7:28 PM
313	I teach Kindergarten and the Student Learning Objectives concerns me as a way to assess my performance in the classroom. Parents still can "opt out" of	Jan 12, 2014 7:26 PM

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	Kindergarten so many parents do not take it seriously. CCSD's absentee and tardy policy does not include Kindergarten as a grade that has consequences if a student does not come to school. Because of this I DO NOT feel that my salary should be decided on goals that I may or may not be able to meet because students are not in school and the parents are not held accountable. CCSD needs to change the attendance policy to include Kindergarten!	
314	This will do nothing but stress teachers out more than what they are now. How will this affect non-core teachers such as PE or Fine Arts? Stop pouring money into Mt. Pleasant and put it in our North Charleston and West Ashley schools. Teachers need SUPPORTS, not scare tactics.	Jan 12, 2014 7:26 PM
315	My main concern is that PASS scores are being used now, but next year we will be using Common Core tests. How can you evaluate progress on a "new test" when there are not "common" scores to compare growth? We are constantly changing our evaluation of student growth, and standards are constantly changing. Teachers barely get used to teaching to one set of standards and feel comfortable with it, and then it is changed again. I just re-entered the education field 5 years ago, after a 10 year break, and I was just feeling comfortable with all of the technology changes and the standards, and now I feel that I must re-learn something new. It's driving the best teachers away...everyone is just waiting until they can retire. We love children and impacting their lives, but all of this is driving us away.	Jan 12, 2014 7:23 PM
316	I feel that including test scores is unfair to teachers that have inclusion students in their class. I love working with special needs children but I don't think their scores should be counted against the classroom teacher.	Jan 12, 2014 7:21 PM
317	What happens when the grant money runs out and they can no longer pay teachers the added bonus based on their performance. I don't think they should use PASS scores to determine our performance because it's different content each year and some kids just can't test well.	Jan 12, 2014 7:18 PM
318	To me, implementing this program will be a huge blow to Title I schools. In order to recruit effective teachers to these schools, teachers need to not feel like they will be punished if their students do not perform well on PASS. Teachers are already under enough stress, and already feel the need to "teach to the test." If I worked in one of these pilot schools, that is all I feel I would do. Our students are SO much more than a test score. Our teachers should be trusted to do their job and principals should be able to offer assistance to any teachers who are not doing their job effectively. This program honestly feels like it would be a slap in the face to our highly educated educators.	Jan 12, 2014 7:18 PM
319	I indicated I didn't think the individual components asked about to evaluate teacher effectiveness were not adequate and fair. However I feel this way about them used alone. I think evaluations should encompass several evaluation components.	Jan 12, 2014 7:11 PM
320	There needs to be a change to the current system but using student scores is not realistic. I have witnessed first hand teacher assigning meaningless seat work so the teacher could complete her masters degree requirements. Having a degree does not make a teacher better. But how is the district going to compare	Jan 12, 2014 7:11 PM

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	my students to those at Buist or Academic Magnet? I have seen parents send students to school for PASS testing even though the family experienced a death the day before testing. here is no fair solution!	
321	Some of these questions were difficult to answer because I don't have enough information in this subject. Someone who is knowledgeable should meet with teachers to explain. What have you heard from the pilot schools?	Jan 12, 2014 7:08 PM
322	I think this is a major step in the wrong direction. I think that it will create very negative, cutthroat environments that are not beneficial for students and I do not want my own children experiencing this.	Jan 12, 2014 7:06 PM
323	There are way too many variables at play to make value-added a fair means of evaluating teachers.	Jan 12, 2014 7:06 PM
324	I am tired of teachers being held accountable for everything. Start holding parents accountable. So if we have a low class due to the home life of these children we will get punished. This is not right. How will CD teachers be evaluated?	Jan 12, 2014 7:06 PM