

Eagle County Education Association Staff Survey 2006

The following are the results of a climate survey conducted by the Eagle County Education Association in conjunction with Ski Country UniServ and the Colorado Education Association in the spring of 2006.

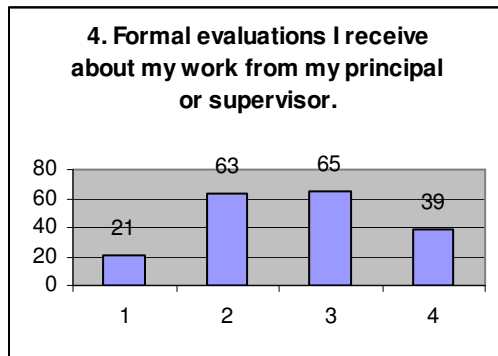
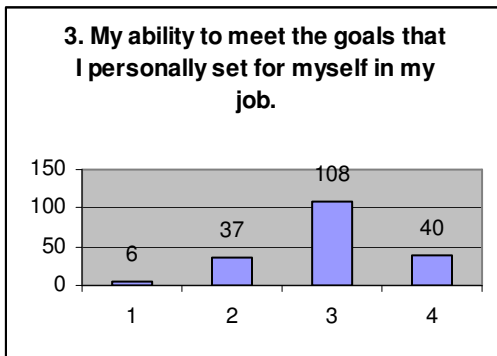
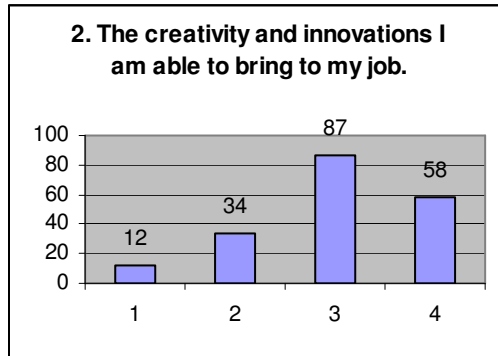
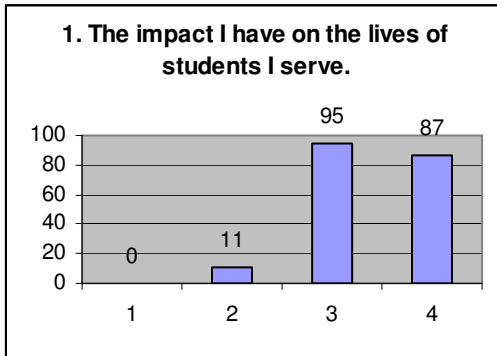
The purpose of the survey was not to cast aspersions on the Eagle County School District, the School Board, or the Administration. The purpose was to hear from members and non-members of ECEA about perceptions of their job situations, and their feelings about the Teacher Advancement Program.

Out of 300 surveys distributed to all teachers in the district approximately 200 were returned. Respondents were told that comments would be anonymous, and that the final results would be available when compiled.

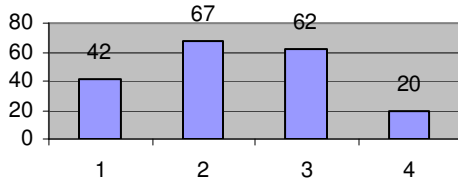
If you have concerns or comments about the following data you can contact Dennis Carlson at Ski Country UniServ. Contact information is available in the Ski Country UniServ website. www.skicountryuniserv.org

Dennis Carlson
Ski Country UniServ Director

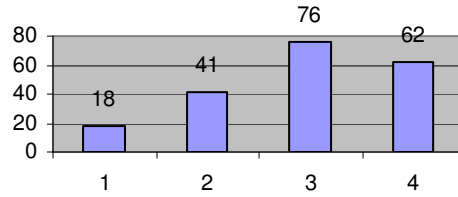
<p>Directions: On a scale of 1-4 indicate how satisfied you are with each of the following.</p>	<p>SCALE: 1 = Very Dissatisfied 2 = Somewhat Dissatisfied 3 = Somewhat Satisfied 4 = Very Satisfied</p>
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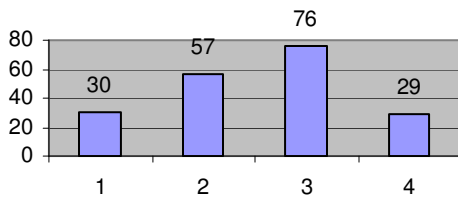
5. Amount of planning or preparation time I have for my job.



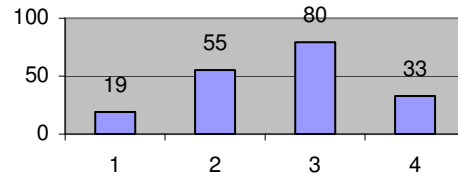
6. The number of students I am responsible for daily.



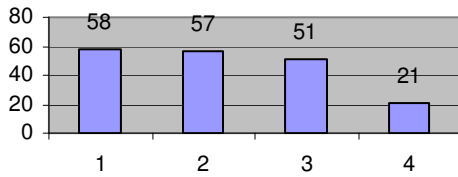
7. Amount of work required of me daily.



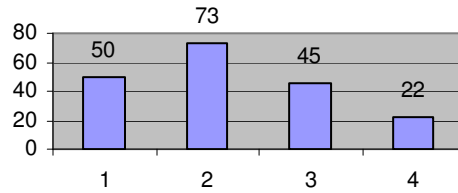
8. Amount of extra-duty work assigned to my job. (ie. Hall duty, lunch duty, etc.)



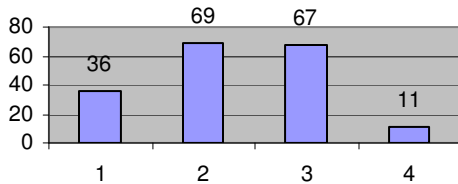
9. Amount of personnel assistance I have to help me do my job. (i.e. aides, volunteers)



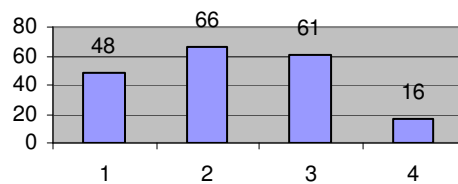
10. The type of process through which my skills and performance are evaluated.

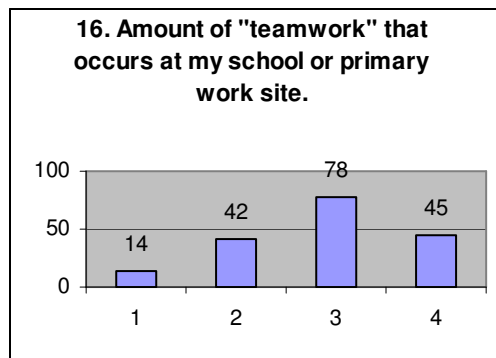
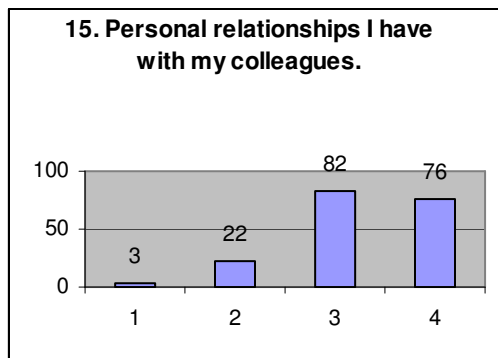
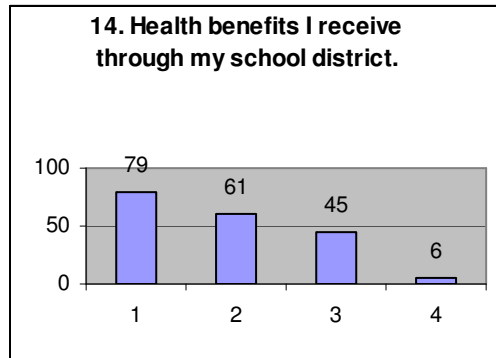
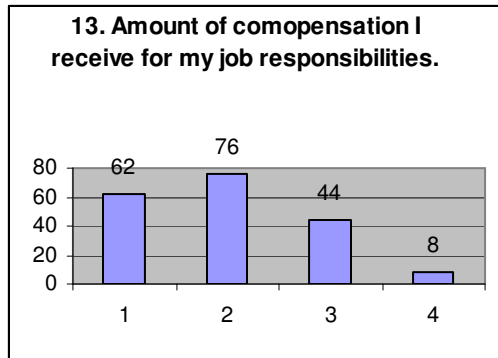


11. Quality of professional development offered by my school district.



12. Staff input on professional development decisions in my school.





ECEA Survey Results #1

How has TAP impacted your job?

- It has impacted my job because it helps me focus on the students. However, it has created a lot more work for me because of all the extra modifying that has to be done in order for my students to be successful in all that we do.
- A lot more expected in a lot less time. During the “unannounced” window it’s made me frustrated, nervous, and tired! Due to evaluation tied to \$, there are some strained colleague relationships. I do a lot more comparing (usually negative) of workloads, types of students taught, etc. Schools with greater challenges are penalized and make less than schools with less challenge.
- Taken time from students and added pedagogic stress.
- TAP has encouraged me to develop solid and focused lessons to meet the needs of the state and district. It has also encouraged me to focus on specific areas of teaching.
- Benefits - The forum for collaboration and analyzing student work is very appropriate to support the demands of helping our students succeed. It also fosters a “teamwork” environment. Downside – The evaluation process and payout process is not equitable among schools. In talking with teachers in different schools, none of the processes sound consistent, not to mention that the populations are not consistent. I fell very stressed out most days, because of the pressure.
- TAP has caused this entire school to be in a constant state of turmoil.

- 1. Causes excessive stress. 2. Causes changes to be made to plans that may or may not be what I want to be teaching on a particular day or during a particular week. 3. Causes too many hours to be devoted to planning, lesson design, etc. All of these hours are done outside of the workday. 4. Causes me to deviate from what I am supposed to be focusing on.
- Increased tension between staff. Increased stress level and paperwork. Collaboration is great and very beneficial. Our mentors are excellent.
- Often TAP feels like a square peg “fitted” in a round hole. I like the collaboration and the evaluation rubric. I just despise how it is used. (Salary)
- Since I started with the implementation of TAP in this building I don’t have a comparison to develop. However, I can compare it to previous teaching jobs that I have had. I do like the support I am receiving from the masters and mentors. I do not like that other colleagues are evaluating me and that those evaluations affect my pay. I also do not think that it is fair that the NWEA and CSAP scores affect my pay. I feel that both evaluations are not good tools to use, so therefore they are not good indicators and should not be used to determine my pay.
- Difficult not knowing how much money I will make each year. TAP has been the biggest impact on class size increase. Has made me wish that all county schools could be “charter” schools. TAP has been responsible for teachers wanting to quit their jobs but can’t afford to because we have already invested too much into our profession and communities and PERA to go elsewhere. TAP has not significantly increased the performance level of teachers, as most are proficient but not exemplary. District misrepresented TAP bonus being added to base salary.
- TAP has made my life very miserable!!
- It has clarified my job responsibilities. I teach a little differently as well, but for the better.
- TAP has impacted my job in many ways. First, there is a lot of pressure for my students to do well on their test scores. Also, I feel it is the focus of every meeting that occurs, along with every observation. Lastly, it impacts my paycheck.
- More work! Not enough \$.
- My teaching skills are continually improving. Opportunities for teacher-to-teacher conversations have greatly increased. Learning has always been a huge part of teaching for me. Now I have the avenue to keep updating and refreshing my knowledge.
- Enjoy sharing ideas at cluster meetings. Do not enjoy having a mentor in my classroom every 4 days! Too much! Do not believe in pay performance system.
- TAP has made me very unhappy about coming to school on a daily basis. I’m more worried about my evaluations and kids’ CSAP scores than I am about my kids social and educational needs. Unfortunately, the school atmosphere is negative due to TAP.
- It has changed my self-image from that of a highly effective, valued professional to that of an incompetent novice who needs two hours a week of remedial training and can’t be trusted to deliver state standards. It has taken precious planning time and turned it into a meeting requiring endless paper work that no one reads. It has

taken teachers out of classrooms making larger classes. Last year I had 26 with no support.

- I can't stand TAP. I don't have a life. I don't sleep, eat, or relax. All I do is work, work, and work. And still nothing is to anyone's satisfaction.
- I don't think it has made me a better teacher! It hinders my work. I don't think mentor master feedback is valuable either.
- The collaboration in cluster has been great. I have come away with many fresh ideas to implement in my classroom. I feel this collaboration has helped me become a better teacher. I find the mentor position to be a waste. I think mentors should be hired to help new teachers and support them as much as possible. It seems as though there is more of a turn over with mentors and we are getting to the point where people who should be mentors won't do it. I am afraid we will start filling the position with people who will do it but aren't particularly people that should. I find I learn and benefit most from the master teachers. I do feel the moral in my school is way down. The stress level and pressure on teachers has increased. There is more on my plate, with little time and help.
- I am a master teacher so I don't believe I would be here with the TAP program. The TAP program has impacted my school in two ways, one positive and one negative. The positive impact has been the teacher collaboration and staff development provided by the TAP program. Teaching is forever evolving and changing. The TAP program provides an opportunity for teachers to stay up with best practices in the field. The negative impact has been the evaluation process. Although I believe the process is fair. There are some teachers who believe the process is not being implemented the same for all teachers, which causes hard feelings and dissention.
- It has made it impossible for me to work in this district. I am expected to give 100% effort, but receive only 45% of what I "earn". I am evaluated on how well I teach language arts, not on how well I teach music, the subject I am trained to teach. I am constantly reminded that the continuation of my job depends upon how well I support the classroom teachers. No word has ever been said about the classroom teachers' supporting my program.
- TAP has forced all teachers to teach to a test. It has taken away all the fun and creativity in teaching. We are told what to teach, how to teach it and when to teach it! It has created so much paper work for teachers (documenting data on outcomes of each standard, using proficiency descriptors, filing students papers in notebooks as evidence). There is not enough time in the day to do all that is expected of us. The climate of the staff is at an all time low. Many negative comments are floating around among the staff.
- More stress, more paperwork, more demands, more, more, more!!!
- It has made for more paper work, demands on my teaching whether I agree with it or not, and a pressure and stress that is not needed in any work place. For teachers who are not feeling stress it is because apathy is now the survival norm. I have begun to look at students as dollars and job security instead of human beings. We are not teaching every student for success – We are teaching so the district will have a positive bottom line.

- In two years, my five evaluators have been pretty inconsistent. The “pay-for-performance’ on a bell-shaped curve, using CSAP scores (which were never intended for performance pay criteria), is absurd.
- As a new teacher TAP has been the most negative aspect of my job. Though the program claims to enhance teacher and student performance, it does nothing but frustrates and degrades teachers. TAP has added much stress to my job, instead of focusing on my students. It has forced me to focus on jumping through the hoops to get a measly raise.
- I don’t have enough time to get through my basic curriculum because I’m doing writing strategies. I resent the TAP program making us into clones of each other. Standardized teaching so kids are clones on standardized testing. It doesn’t allow for much creativity on individual teacher strengths.
- The TAP evaluation rubric does not directly relate to my job or job description (SPED) per the district. The TAP process of cluster (no SPED cluster or mentor/master) and evaluation does not help me grow as a professional like it should. Cluster is mostly a waste of my time.
- TAP has changed my job. I was always someone who attended conferences and stridently applied new stuff into my room. But it was always about me improving my technique. With TAP I’ve had to examine and select my practices and techniques and based upon whether the students got it.
- This year’s requirements for cluster have forced me into assessing students in a way using strategies that don’t always correspond with my curriculum or teaching style. For instance, we are required to use a specific strategy and bring evidence of it (student work) every other week these strategies work for some subjects but not others. Thus, flexibility has been limited through TAP. Additionally, although I am often praised for various aspects of my teaching and received “very good” to excellent evaluations last year (and work hard to do so), my pay raise was the same as an “average” score evaluation. I definitely do not feel that I am being compensated for my performance.
- It has impacted my job to the point where I may leave the district. TAP has taken the “best” teachers out of the classes and placed them in an administrative position where they have minimal student contact. Money is being spent on TAP that needs to be spent on facilities, more teachers, better subs, benefits, etc. CSAP test books say not to be used as a pay standard, but we do?
- More paperwork to show that I’m doing my job. Some interaction with other teachers and sharing of ideas. A lot of stress and anxiety over evaluations. Not enough time for: IGPs, ILPs, Standards based planning, testing on DRA and teaching – something is being short changed.
- I like it. I am a more effective teacher.
- Made it uncreative, unable to be effective teacher in my subject, stressful.
- Don’t like it! Teachers shouldn’t be evaluated on a bell curve. If we earn a high evaluation score we should get that score.
- More stressful, less rewarding.
- It seems too formal, without room for flexibility. Standards based education and accountability has been taken over by TAP. I feel so worked up about standard that learning and creativity for students has been thrown out the window.

- KTAP is not relevant to my position as a special educator. There are not provisions in the rubric to reflect the differences in my job description. It does not seem effective for my position.
- It has improved some academic areas but it has shaped my instruction in a way where creativity is almost non-existent. I like standard and objective driven lessons. I don't like to have my pay attached to my observations and testing.
- It has added stress. Collaboration is good, but having to always focus on cluster goals leaves not time for other needed goals.
- More work with no difference in student achievement.
- TAP has provided good opportunities to better instruction and collaborating with colleagues. TAP has created a much more stressful evaluation and compensation process especially for a school with a high ELL population. Our job is more difficult and there is no room for acknowledgement of that in the system.
- Since TAP started, the school had to find several extra FTE's for master positions and released teachers. When that happened, specialists became part-time with the same amount of responsibilities. Since trainings are done in clusters, specialists felt isolated. Clusters don't make sense for specialist professional development since we can't learn specific strategies about the subjects we teach.
- All has been good – except for how the district implemented performance pay. We should have had it be a bonus, like the original TAP model intended.
- Mostly it is positive in professional development, work with peers, and the time I spend with my mentor teacher. However, there are times when I think the encumbering process completely negates the affect it could have on students.
- TAP has caused me to have massive amounts of work – paperwork (I.e. extensive ridiculous lesson plans). I have no time in the morning to get ready because I'm in cluster. We just talk about things I already know – it's completely useless, and there's no follow through. So in a nutshell, I spend most of my time planning in cluster for things I won't necessarily use, and have not time to grade. (Or energy to give my kids in class).
- The cluster meetings at times are just filling in time. Something to keep the teacher busy. That time can be utilized better. There is not time to get ready for the school day when you have cluster in the morning.
- None. I think it is a waste of time that we could be spending planning with our teaching/subject partners or grading papers. TAP is well intentioned but not an efficient use of my time.
- Positive - The rubric has helped me to focus on my areas of improvement. Support from master/mentors and feedback. Negative – The focus of our meetings does not give a chance to focus on students, and this has impacted students greatly, I feel. It is 4th quarter and I am just learning imperative issues about specific students I have already worked with in earlier quarters.
- It has made my job more stressful, due to the additional time required to attend to all things TAP. More meetings, more paperwork, more of everything but time.
- As a mentor it's impacted positively as it provides me a full time position in one school. It gives me an opportunity to give back and assist teachers and use my years of experience in another way. As a negative, it creates a strain, relationship

wise, with some staff members; I'm in a different category and that makes some uncomfortable. (Evaluator role mainly)

- I do believe that I am more focused in my lessons because of the objectives. Not only do I know where we are going, but my students do too. However, cluster is not working to my satisfaction. I don't feel we are really looking at student work; it's more of a show and tell, and people just saying what they're doing. It is stressful to everyone to meet and talk about strategies when there is not time to meet to even talk about failing kids. They both go hand in hand. I am not upset over my scores, but no matter what I do to improve, using cluster and mentor meetings. I have not seen growth – according to my scores – but I know growth has happened – it doesn't show in my scores. This is frustrating.
- I don't support TAP 100%. I.e. 1. Teacher salary based on test scores especially students who don't speak English. 2. Teacher evaluation rubric, which doesn't allow for individuality in teaching. Our pay raise is based on these things.
- In a positive way I believe TAP has made me more aware of students needs (especially individual needs). The rubric and collaboration is powerful at my level. Unfortunately, I am putting in an increasing amount of hours due to higher expectations. I.e. Studies based plans, but are getting less time to plan. We have also experienced extra duty jobs.
- The rubric has made me become a better teacher than I ever have been. It has raised my awareness of what is essential when teaching each lesson.
- It hasn't. None of it pertains to me.
- TAP has created a very stressful work place for me. I'm very "stressed" when teaching instead of being relaxed when teaching. I feel like I'm being "watched" instead of being trusted to do my job well. I have always been observed as a teacher, but never felt "stress". With pay attached to the observation does not help me become a better teacher. It just makes me "stressed". I am motivated to be an effective teacher without increase of pay.
- TAP is the single worst educational program I have ever been a part of or seen implemented in any school. Like most programs that are bought and sold, the primary concern is capitalistic, not educational, and the policies and procedures are based on business methodology, not creativity. It serves to destroy morale, confound quality teachers, and exacerbate every problem that already exists in schools. Tying pay to this system is degrading and demoralizing. Basically, if you want a system to work, go to the professionals, not to the bureaucrats. Teachers in district are the ones who should be designing every aspect of a program. Instead, teachers in district are trying desperately to fix the broken pieces of a failing "canned program." They can only work this hard for so long before they, too, will collapse under the weight of the district's albatross.
- It has taken too much prep time; therefore my personal life gets bombarded with work related errands.
- The TAP process has given me more impute into evaluations and curriculum than I have ever had in over 30 years of teaching. It is reassuring that my evaluations are done by at least four different people who have had the same training and give meaningful impute into the evaluation process. Frequent visits to my classroom by masters/mentors give me the satisfaction that someone, besides me, knows

- what I am doing and can give valuable and meaningful impute into my performance as at teacher.
- Because of losing a planning period TAP has caused me to be less organized and prepared for class. TAP has also caused an increase in the size of my classes. With larger classes (approximately 10 students per class) I don't feel like I am able to "connect" with as many students. Some days I fell like I just need to get out of their way.
 - I am always playing "catch up". I am more stressed.
 - TAP encourages increased collaboration among various fields and departments, which is good. I'd like to see this type of sharing without a financial link tied to it. Teachers don't work better for a money carrot.
 - Honestly, it has helped some. I have had to look harder at how I teach (between TAP and the evaluation process.) But a lot of our cluster time is not valuable. We started things and them dropped them. (Year 1) I have been in situations in which valuable collaboration took place. That isn't happening yet but it is better. Still no one at our school is really collaborating – at least in cluster. We share what we have been assigned to do with our classes, but we don't work together on projects, which would benefit the students.
 - There is on other issue that I feel needs to be addressed. Substitutes or rather lack of substitutes! It is very unfair to be asked frequently to cover class on what little prep time we have!
 - I see where TAP can be beneficial to all involved and how including training time for teachers on a weekly basis is great; however, I don't know that it has made me a significantly better teacher. I've done the "assignment" but I wouldn't say there have been any breakthroughs – yet.
 - I have only taught in traditional schools with TAP. I like the ideas behind a lot of it – we just need to figure how to make it work for us as a school. Of course it would be better if my entire pay was not based on it, but maybe as a bonus. No matter what, it is hard to live here on a teaching salary. I have 4 jobs and a master's degree.
 - I have nothing but negative comments about TAP. I don't feel I can advance in my job professionally or financially. I can go to another school district and make up my \$38 per month within one year. TAP, in my opinion, has only required me to attend more meetings in which we are supposed to share (collaborate) info to use with our students, but we spend the time talking about research, testing a target group, then deciding what to do – but the time the trimester is over and nothing gets done with students. I plan on leaving the district after 10 years of service because of TAP.
 - The observations and clusters have helped me. I would like to see our entire bonus become our yearly raise. Otherwise, raises are minimal and do not provide much incentive.
 - Motivation on responsibilities outside the classroom.
 - The TAP program has both helped and hindered my teaching experience. The collaboration during the assigned "cluster" times has helped me, however often times I feel like the "cluster" is more setting guidelines than actual collaboration. The biggest problem I have with TAP is the negativity that surrounds it, and the

simple fact that the “best teachers’ in the school (the masters and mentors) only teach one or two periods a day. If we want student achievement, we need the teachers who are more skilled to be in the classroom. I feel that if there was more position collaboration and if master and mentor teachers were teaching more than the TAP program would be excellent. My classes are way to big! Does that have anything to do with TAP? Note - The TAP program is all that I have known. When I started two years ago this is what I came to. I can’t really compare I to anything except my student teaching experience.

- It has given me an opportunity to work with my colleagues in other subject areas. The insight and discussion with other teachers help me grow and use different strategies in my classroom. However, I feel pressure with the state and local assessment and how well students must do to earn a pay raise since I teach in a tested area.
- I am still in the process of understanding everything about TAP so I feel I am not very knowledgeable about all that it entails. TAP does impact the subjects I teach and how I teach it.
- I am much more aware of what good teaching is. In my opinion, (and experience) TAP works if implemented effectively by your principal. If you have a weak principal, TAP suffers.
- In two years of math cluster I have NOT learned anything! In theory, TAP may sound good and have some benefits for new teachers. However, in practice – the program is a joke! Teachers are expected to write out lengthy lesson plans and create rubrics for all lessons. When are we supposed to teach? Quality teachers do not want the master and mentor jobs; therefore, incompetent people who are thrilled to receive an additional \$7,000 or \$3,000 for their extra planning time are filling them. Rubric scores are predetermined with the “Dream Teams” (m & m) giving each other 4’s and 5’s – saving the 2’s and 3’s for classroom teachers.
- This is my 1st year with TAP, so I really haven’t formed a solid opinion on it! I do however like the constant training through cluster and feedback through observations!
- It gives me weekly professional development and monthly feedback. It does not allow me to gain as much annual salary as I have the chance to make. This salary is based on scores of other teacher’s students and not my own personal students.
- TAP has made me a much better teacher! I have learned strategies to help me be more competent! I feel I have more support and guidance now than before TAP. Watching other teachers has taught me so much!
- A lot, I’ve benefited from the feedback. However, I think there is a serious flaw when your mentor/coach also is your evaluator. Coaches should help. Evaluators should evaluate. The two do not mix well. Additionally, I haven’t seen very much \$ for being scored high on the TAP rubric. We are led to believe that if you were a good teacher, you’d be paid accordingly. NOT TRUE!
- It doesn’t exactly fit with my position. I’m evaluated with the same expectations as other teachers, yet it is not appropriate for my position.
- Does not allow for fun, creativity, money that was promised not available.
- Makes me jump through too many hoops. Testing is becoming more important than teaching in many ways.

- I am not happy with the way the TAP was implemented for the specialists in my school. Rather than helping me become a better art teacher the implementation of TAP has used time and effort only to encourage literacy in the art room. (Not a bad thing, but it is the only thing we do or talk about. I do support literacy but would like more support teaching art. I was assigned to two master teachers rather than one master teacher and one mentor teacher. Unfortunately I have no mentor teacher to refer to and seek guidance from. This is important because mentor teachers are classroom teachers who work in my school whereas master teachers are somewhat disconnected from the life of a day-to-day classroom teacher. My cluster time is used solely for the purpose of literacy in the classroom. I have no meeting time with specialists to talk about the teaching of our specialty. As a first year art teacher TAP has left me without support and guidance. The reverse of its intentions.
- I am a new teacher and do not have much experience outside of TAP. However, I do feel that TAP allows (in theory) for more collaboration and professional development than would otherwise occur. In practice though, I think the collaborative element of TAP is often overshadowed by the evaluation piece of TAP and the fact that teachers essentially compete against one another for payouts.
- TAP has made me a better teacher!
- I think TAP is good because it holds teachers accountable for their performance. However, I think it is wrong for the district to tell our evaluators how to score us. Do they want us to fail? When I hear that no matter how hard I try, I will never get a 4 or 5 on evaluations then why would I put in all the extra time and work? And if it's about money and the district doesn't have the money to pay us, then why are we using TAP to begin with? We don't have the funds to compensate the teachers for their hard work.
- I have benefited from the collaboration process. However the meetings are more about paper work than pedagogy. I would get more out of working with a master teacher in his or her classroom.
- When applying for jobs this district is the only district that does not compensate at all for having a masters degree. TAP is about "paying teachers to get better, not older" yet does not pay those who have advanced their education.
- TAP has no merit as it stands right now. Basing pay on it is strict. We did not receive our full bonus last year. It takes time away from my planning and it is too rigid. It is not flexible or accommodating to a teacher based on experience in teaching. Most of the time TAP is going through the motions rather than anything of substance.
- I feel like performance based pay is a good idea, but our TAP program is very subjective. I think it could be modified to be more objective. I have learned many new strategies to implement in my classroom. Sometimes people feel there is not enough time within cluster to create strategies for implementation during cluster time.
- Good teachers (mentors/masters) are out of the classroom. Time away from job with cluster. Mentors/masters aren't always the best teachers. Cluster not always time well spent. As a special, not evaluated on what I really do. Bonus paid as

- part of pay on test scores not valid at high school level – students don't advance as much at high school; not all kids do their best on test. Resent no pay for advancement in education to not receiving coaching from mentors. Base pay – years of experience matter – need in base pay bonus for evaluation and test scores should be on the side – aside from base pay.
- TAP has made my job harder than it was before the school district adopted this ill-fitting program. Instead of encouraging collaboration, it has reduced it as a result of a compensation package where we are all fighting for the same “pieces of the pie.” Furthermore, it has taken good teachers out of the classroom, and increased my overall class sizes by 20 – 30%. Additionally, the TAP has my peers (some of whom I don't respect as educators) assessing my ability to teach, and empowers them with monetary decisions which affect my family. This program has eliminated any incentive for “lifelong learning,” as credits you receive on your own time have no bearing on your paycheck. It has made me sit through incredibly useless “cluster groups” for hours on end – what a sad, sad state of affairs those are – while frustrated and well-meaning mentor and master teachers struggle to give me any meaningful and useful tidbits to incorporate in my classroom. It has failed to increase efficiency amongst educators and failed to increase student achievement – the two things it was designed to do. I propose that we switch to a more responsible and less evaluative method of performance pay. Let's get rid of the peer evaluations and stale, worthless “cluster time.” Please, retain an accountability piece for my pay, but adopt a different program, there seem to be many out there.
 - TAP has impacted my job because it has been the “demise” of library, Art, and Music programs. We have gone from a district where high standards and highly qualified (certified) individuals have been replaced with TA's. For example; Berry Creek had a media specialist who worked collaboratively with teachers, staff, community, and district people. Now the library is staffed with a TA. What skills are being taught? What library programs are in place to help students and teachers to be effective users of info? This district used to value its media team. Now it has been reduced to a circulation desk instead of an instructional center where teachers, students, integrated many resources into the learning process.
 - When I was hired into this district, I was excited to participate in the TAP program, which was described at length during my interview. The philosophy and theory of the TAP program is very appealing (if not a tad idealistic) and I can see how the Board and community would buy into it, just as I did when I took this teaching position. But unfortunately, like most great ideas, the application of the program is flawed (as all levels) because human beings of course run it. This would not be such an exaggerated problem if the District did not attach the program to our pay. To be blunt, I have already profited from the TAP program (meaning I made more money last year through TAP than I would have on my step); however, the unethical and malpractice of this program at BMHS makes me so unsatisfied that I would rather revert back to a system in which I make less money and feel less resentful. If the purpose for using TAP at our school is to actually help teachers advance in their fields, it is failing miserably. On the other hand, if the objective is to generate animosity among co-workers and create

meaningless work for the staff, then Bravo! I think to best illuminate the situation, it would be most effective for me to simply list why this program is a joke among teachers and a very genuine reason to not commit to this district: - Where is the student data that we were promised last year? Just recently we were given access to students CSAP scores. – How is an evaluator going to help me improve as a teacher when they spend on class period of one day with me? (Which, correct me if I'm wrong, I thought was the whole premise of this program). How seriously am I going to take their evaluation when they've witnessed a brief moment of my teaching? – Even if I would like to take a master teacher's comments seriously, it would be hard to do considering I've never post-conference with one. – Our cluster goal changes weekly and the strategies are simple and already commonly used (i.e. graphic organizers). Now, we aren't even given a strategy, we're just told to use one we like and bring in student work to discuss. Please explain to me, again, what exactly the master teachers are doing. I haven't seen data. I have not been given new strategies and now I am not given any at all. And I see on Master teacher in my room for one period a year (and don't receive a post-conference). Why is my pay dependant on their evaluations? – Evaluation scores are not confidential. The people running the show do not follow professional protocol regarding this particular aspect. – After witnessing a master teacher teach (on several occasions) I can say that I will never be able to respect their scores or comments on my evaluation. I was abhorred by their complete lack of classroom discipline, posted objectives (not posted ONCE), structure and organization... if they were being evaluated (honestly) they certainly would be scored "unprofessional." Overall I was amazed by the very low quality of teaching. I just cannot value a system that places poor teachers in the position of evaluator. – Why are CSAP and NWEA scores attached to our pay? If you have any understanding of these tests and how our high school students approach them and/or you have a shred of intelligence you will understand my frustration with this attachment. – I know that this district is more concerned about their image than what their teachers have to say. So, if nobody reads or listens to our staff's complaints and concerns about the TAP program I will not be surprised in the least. Regardless of the actions, or inaction, of our Board and other head of our district, it will only be a matter of time before the program collapses. Nothing this ineffective and destructive can last forever.

- I have not enjoyed the TAP program. I do not feel it is valuable to me or a good use of time coming from a specialist point of view.
- There is no room for creativity. My energy is spent performing tasks from cluster (in my classroom) instead of enriching my students learning. We spend hours sitting in the same meeting we have been in for three years "schema, class sizes are larger because of master and mentor positions.
- It has made me more aware of how I deliver a lesson each day. For example, always referring to the standard and out came each day.
- Increased my abilities as a teacher; allowed me to collaborate with colleagues; improved quality of teaching in my classroom.

- Evaluations are stressful; scores for the parts “overtime” are not appropriate!
- Endless meetings (cluster, team, vertical, staff, etc.) that are scheduled each week. Too much time away from kids and true planning. Agendas for meeting are determined by mentors/masters and do not address the needs of teachers or students. The TAP process is more important than the actual needs of teachers and students. The result is sitting in meetings that are a waster of time. Cluster meetings result in meaningless “assignments” to satisfy a master teacher and are a burden, not a support. Low pay, no raises, long hours. I intend to leave teaching earlier than I planned, all because of TAP.
- I feel it has made me a better instructor- meaning I am better at teaching the standards and objectives to my students. I think the evaluation rubric has been a useful tool to improve my teaching. I finally feel that this year (3rd year) cluster is effective. I have learned new strategies and have enjoyed trying them out. The only negative impact is that I feel I have lost some of the “art” of teaching. I get so caught up in the results that I forget to have fun with my students. It seems that there is so much to get done; there isn’t enough time to just be with my students. I have to find that balance.
- Focus on small group instruction (target group for IGIP) and data analysis to help drive instruction were both helpful. Professional development/cluster with colleagues is beneficial.
- I love my weekly cluster and collaborating time with my colleagues, however, it is a lot of extra work and I feel like I’m taking master level courses and wish I was getting credit toward re-licensing! It’s a lot of work outside of school!
- I do not like the TAP pay schedule at all. As a primary teacher whose students do not take the NWEA or CSAP, my bonus is not a result of my performance, but that of others – how is that a motivator to improve my teaching? High teacher turnover and a moving student population also ensure that my student’s progress and growth won’t ever show up on my bonus. Plus base salaries are too low to attract and keep experienced teachers.
- I feel I am much busier during the day at school, but have less time to get to know the kids.
- It has caused me to feel bad about my teaching. The evaluations focus on negative rather than positive. Newer teachers should have more time to observe rather than constantly being critiqued. I feel like the evaluations are hit or miss and they are designed to “catch” a teacher doing something wrong.
- All we do is focus on CSAP and I don’t think kids enjoy learning. It is so sad! Where has all the value gone in being creative and loving to learn!?! The money incentives are a joke, yet we are more stressed than ever to what benefit? Our scores just keep going down. It makes no sense. Shouldn’t we all be improving? The mentors and masters are not highly

qualified. Too much turnover in leadership roles (ILT) due to lack of compensation and the stress these positions cause.

- Class sizes are larger. Too many evaluations annually. Too much “middle management” (i.e. mentors/masters). Much more stress. Much less planning time (unstructured). Less money for staffing specials areas.
- TAP has provided some collaboration among teachers which has resulted in some extraordinary teaching. TAP has required that all ECSD teachers conform to certain ways of performing their job, limiting creativity. TAP has taken away one or more FTE’s in each school to be Master/Mentor teachers. Master/Mentor teachers are hired to guide teachers professionally – our Master/Mentor teachers are not in the classrooms guiding as much as they need to be. TAP has improved my organizational skills by requiring more time after school/weekends to prepare lessons. Not enough planning time is given during the day to prepare required lessons and all that goes with a higher level lesson. TAP has made me distrustful of Master/Mentor teachers. The evaluation associated with the TAP program is thorough, however subjective. It is a wonderful tool for Master/Mentors to help, to guide teachers, but it should not be used to judge a teacher only four times a year and then paid from the results. Teaching, touching lives happens all day – not four times a year.
- TAP has created a top heavy district – too many people in administration (and some D.O. personnel now have secretaries – where did that money come from?) Our school added quite a few more students – D.O. did not compensate our school for those students. What they did was freeze out budgets - I’m sure this is TAP related. School and students suffer from this freeze. Accountability – where is it? Teachers should be able to evaluate Master/Mentor teachers – this would build trust, equality. Accountability is also needed for principals from teachers. Superintendent has only been in our school several times.
- This year my TAP experience is a disappointment. The level of expertise on the level of mentor and master teacher has not given me any areas for growth. I go and put my time in.
- TAP has required the mentor/master and whoever else to not give me the freedom to improvise and have teachable moments. It seems that the quality time has gone away.
- TAP has stolen most quality time from my day and my students. It has cut my contact time in half and forced me to teach at the mentor teachers pace, not my students. It is sucking every last minute from my day and leaves me too drained to be inspired.
- I spend more time on non-essential tasks than ever before (i.e. – pre-assessments, post-assessments, plans, rubrics, etc.) that contribute little or nothing to student learning because they don’t correspond to a daily curriculum that builds on the day before, but only to the whim of the district as the “focus for the year”. I put in more time on meaningless tasks, like writing standards and objectives when I already know what needs to be taught.

- It has helped me improve my teaching incredibly! Being a first year teacher and from out of state, it has been very helpful, showing me how things are taught, curriculum, etc. in Colorado. My only problem with TAP is the lack of continuity, district wide, on the evaluation scoring and the bell curve payout. Why would the district tell us the bell curve is not the way to score; that it should be “standards based”, yet pay us that way?
- TAP has not been motivating for me. I’m often stressed or frustrated with my evaluations and the balance of mentoring. (I don’t feel that I have been coached) TAP has made me question staying with this district. This is my first year with TAP and I am not a fan. I have watched staff members cry, stress, and vent over how horrible the evaluations make them feel. It is stressful and it takes away from the joy of teaching. I love my job when I’m with my class, but the evaluation conferences make me feel under appreciated and deflated. We don’t get paid enough to balance the stress. My biggest turn off is that advanced degrees are not rewarded. It’s a money game and it’s a slap in the face.
- Sorry, this question will take too long to answer. I don’t have the time. Overall, TAP is “too much”.
- TAP has had a negative impact on my students, my job, and on me. TAP has put a weird stress on me to always have the students’ right on topic.
- More accountable. Lots of frustration/stress with the process.
- TAP has sucked all of the enjoyment and fun out of teaching. I used to look forward to my work week, and now I dread it. I am so busy trying to hit all of the points of the rubric that I end up spending 20 – 30 extra hours a week for extra planning, only to get the same scores or worse on evaluations. It has caused dissension among staff members and caused more competition instead of unity.
- It has mad me a better teacher. However, I wish it was not as English and Math based.
- I appreciate time for teamwork/quality feedback. I do not appreciate having these pros diluted by the pay for performance component.
- People are not as happy or committed to the district. People feel betrayed with new responsibilities, less time to prepare, constant criticism, total inequity and raises of substance for a few.
- Positive relationships with other teachers through collaborative efforts during cluster. It’s easier to find time to work with teammates and other grade levels because the time is built in through cluster. Every teacher has a mentor to work with, which has been positive – get feedback, generate new ideas, etc. Too many evaluations each year. Too little pay attached to the performance pay aspect. Bell curve does nothing to reward teacher’s overtime, because the curve changes each year based on evaluation scores. \$2,600.00 performance pay offered is completely unattainable, with value added component and other factors – bell curve, etc. TAP does not work at the secondary level!
- As a young teacher living in the valley, TAP has impacted my job in a negative manner. The cost of living in this area is incredibly high, and I

need to know that I will be making more money every year. Also, I do not feel that four one hour observations and my students CSAP scores should determine my pay. Many of my students live in poverty and speak English as a second language, so their CSAP scores are low. In addition, the fact that there is only a one time bonus for acquiring a masters degree tells me that highly educated teachers are not valued in this district. Because of TAP and other things, I am looking for employment in other school districts.

- I have enormous social studies (30 students) which makes it difficult to accomplish meaningful instruction. Between lack of room/space and management issues, I don't teach as well in that class. I do like our cluster meetings – that's been helpful. Our master and mentors try their best. But I think we could still hold cluster meetings without TAP. I see teachers in my school leaving because the pay is so uncertain. Plus our high cost of living – their departure saddens me because I see no end to this teacher departure. So, if this continues, who shall teach my children when they go to middle school? I see morale all across our building down. People are afraid of the D.O. because we all know if we openly criticize the D.O. we will be fired, like Nelson Gould was.
- Collaboration is good but I believe we did that quite frequently and more meaningfully as teachers before TAP was in place. I have gained some good information from our meetings that's helped me as a teacher, but I did from my peers before TAP as well. I think TAP has so many more formalities that take our energies sometimes in ways that are not that helpful.
- I spent quite a bit of time developing a curriculum map that correlated reading and writing workshop lessons, along with unit study work. For example, I developed a non-fiction reading unit which was integrated with non-fiction writing and study of animals in science. Our cluster lessons/strategies that we are to implement have been out of context or out of sequence and it has resulted in less effective teaching. I have felt that some strategies presented in cluster are not appropriate to my grade level. My planning time is much more absorbed with more detailed lesson plans, etc. I spend much more of my time preparing for adults than I do for children now.
- Larger class sizes – less time to spend teaching each student. Less FTE time for specialists. Shortened planning of lesson, due to “paperwork” and meetings created by TAP. Morale down – feeling of no matter how hard you work, it will not be rewarded or appreciated. Teaching is not as enjoyable. Feeling of not being able to take advantage of “teachable” moment due to evaluation and not following exact lesson plan. Mental fatigue of trying to follow all TAP's rubric in lessons. Increased workload without planning time support.
- I feel rather lucky to have an excellent crew group and therefore support that element of TAP, although I understand that elsewhere such meetings are less successful and I might feel reluctant to enter a new building in this

district for that reason. I have complete confidence in my master teacher and great respect for the advice of my mentor, though I'm a bit worried that she is less available (though it is not her fault) because she has become part time. Because I consider my mentor to be a friend as well as a colleague, I feel least comfortable when she is the one to evaluate. I think it is wise that the master teacher, as our media specialist, is not attached to any one discipline but rather seems universal in terms of her responsibilities. I am disappointed that my pursuits in higher education go unrecognized by the district – which demands that we be held accountable for our professionalism, but fails to treat us as professionals. This is my biggest concern. I feel that the district is condescending and not always forthright with its teachers. I am currently working on my second Master's degree, but receive no acknowledgment – let alone support – from my administration. I am proud of my graduate accomplishments and feel I deserve to be treated as a professional. I understand that I have a lot to learn as a teacher – and that I always will – but I am a highly educated individual and would like to be recognized as such. Lastly, I am uncomfortable with the concept of pay being tied to test scores – not with accountability; just with this approach to measuring it. Ultimately, I resent the patronizing lack of communication and honesty demonstrated by the administration towards its body of teachers. The district needs to be accountable, too, in terms of being honest.

- It has put WAY, WAY too much pressure on me and I cannot get everything done that needs to be because I am way too preoccupied by ALL of the areas I am being “graded” on, using the TAP rubric.
- TAP, itself, has not impacted my job. I still do this job because I enjoy helping students learn. I do find the TAP program to be frustrating because most “great” teachers are no longer mentors so I get no help to become a better teacher. The cluster meetings are often jumping from one topic to another without perfecting quality skills. While the program does have good ideas I feel that it has not made our school or district a better place. Poor teachers are still in the classrooms and till that changes – a true change in teaching will not occur.
- It completely eliminated my job when I was an elementary school counselor (last year) due to cutbacks in FTE's. It necessitates that part of my job as a counselor be cut up into other positions (again due to FTE allocations). I assist with PE classes and I provide “mentor relief time” so that another teacher can be out of her classroom. This is not necessarily bad, as I am providing counseling services to students during the Mentor Relief time.
- The instructional rubric is an exceptional tool to help me (and my colleagues) reflect on teaching and improve. Enforced interaction with colleagues has been useful. *Implementation and supervision of TAP by district and national officials has been HORRIBLE, INEPT, AND INCOMPETANT.

- Increased animosity among staff members and schools with regards to evaluations and payout. Teachers feel more crunched for time because planning, and before and after school time is designated for cluster meetings. Morale in ECSD is at an all time low – teachers are not passionate about teaching anymore, they just do their job. Provides me with leadership opportunities (mentor, master, etc.)
- Yes, my position is being cut next year due to FTE's and paying of non-instructional positions of mentor and master teachers. Specials courses and enrichment classes have been cut and are continuing to diminish leaving a very shallow program and a school that has little to offer students. I would not choose to send my children to a school without Art or Foreign Language.
- I am not a classroom teacher so the PRESSURE is not the same for me – I can say that teachers at our building are trying to “comply” with TAP, but the way it is implemented is very stressful for ALL involved.
- Not a regular classroom teacher. TAP has minimal direct impact. I do like having a scheduled time to collaborate with colleagues.
- In a very negative manner. Examples: Less planning; Less input into curriculum, training, plan for the year, etc.; Much, much, much more stress; Evaluation without mentoring; People paid to mentor don't mentor – they just evaluate, they are never in my room.
- Since I have always used the state standards as teaching guidelines, my teaching has not changed much. I believe the TAP evaluation rubric has focused my attention on my weak spots and has helped me grow as a teacher. That growth however, has been largely self directed. In three years I have met with a mentor regarding my teaching about five times (not including evaluations). I spend quite a bit more time outside the school day planning and preparing than I did before TAP. I must say that the biggest impact TAP has had on my job is the level of distrust I have developed with the administration. They were unwilling to share the payout information until well into the second year of our participation in the program. Only then did I learn that a 1.5 year growth would not earn 100% of a bonus. In fact it's almost impossible to earn a 100% bonus for your test scores. I know that the test scores will not ever pay the maximum. I also know that my evaluation scores are placed on a bell curve which adds to the distrust of the “system”. As I grow as a teacher, my bonus should as well --- but that will never happen because other teachers should be growing too and changing the curve. We didn't have a choice at the beginning and then were misrepresented regarding money. I believe that I would have grown as a teacher with the TAP rubric. The program itself has only marginally benefited me. I used the evaluation rubric, state standards and CSAP results to plan my lessons, without much help from a mentor teacher.
- It put me in more meetings giving me less time with my students. We spend time going over strategies but then a new tri starts and we start all over again. Doesn't seem to be any follow through.

- In the evaluation process, we are evaluated by people not trained in my subject area (who say, “Math was never my strong suit” or, “I never liked Math when I was in school!”)
- We are forced to use strategies not adapted to or developed for my subject area (are these just “pulled off” the internet?)
- Do we know who TAP was developed by? Are we the first high school to try TAP? Did Michael Milken or the Milken Foundation come up with TAP as part of his community service for his sentence for his crime? How long was his prison sentence?
- I feel we have not been told “the truth” about TAP: i.e. funding of TAP: Teachers are told they are receiving more pay than we did on the salary schedule, but in reality we are not. No one has been able to convey this info to staff or administrators in a way we or they can understand. - Mike Gass tried to explain it to our faculty and no one understood it. - Also, Mark Strakbein tried to explain it in cluster meetings and said he didn’t really understand it either. – How many more administrators were required under TAP and how much money did it cost the district?

I.e. 2 Master Teachers that only teach one class of dual enrollment each and also receive a \$ how-much-thousand-dollar stipend each. 9 Mentor Teachers that teach 1 less class and are given an additional plan period a day and also receive a \$ how-much-thousand-dollar stipend each. This alone costs and additional 4 teachers’ salaries.

Teacher no longer receive compensation for having a master’s degree or hours of study beyond the bachelor degree.

- TAP took away the camaraderie between staff members. Now it’s “us” and “them” and we are told, “TAP is here to stay, so deal with it!” We have no venue for our suggestions.
- We were told that our evaluation scores were too high and needed to be lowered to a 2.7 or so....

Mathematics reform (based around the State Standards) and the development of new technology (such as graphing calculators applications, smart boards, navigator system, etc.) continue to have a major impact on teaching mathematics. I feel we could use TAP cluster time immensely better if we were given this time to develop lessons using strategies we have learned at conferences and through math – specific research articles – or even in collaborating with other teachers in our discipline. Rather than trying to adapt a given strategy that does not fit our course/subject.

ECEA Survey Results #2

How has TAP impacted your students?

- My students see more work and less time to get things done. They need extra time. However I do see some of the work from cluster paying off. They do see less of me if I have to go to cluster meetings during the school day. As I don’t get planning and now have to go to more meetings, my kids suffer.

- I am more organized which helps my students. (I.e. planning) I'm out of my classes too much as a mentor, which takes away from continuity and instructional time. They see a lot more adults in the room and no longer alter their behavior.
- More varied instruction. Less individualized time.
- I believe TAP helps students who speak English as their primary language, because they can fairly be measured by CSAP and NWEA. However, based on the population at Berry Creek; a large population of our students are being measured by tests that are not appropriate for their language ability. How is this fair to teachers or students?
- Student's individual needs are not considered, only the bottom line.
- 1. They may sit through a lesson that is not necessarily appropriate for meeting their needs. 2. They behave better. 3. I think they would be getting a better education if their teachers could just concentrate on teaching and not to have to worry about all of these observations/evaluations. (There are far too many)
- Too many other variables to take into consideration.
- The cohesiveness of our cluster allows students to be working on the same skill in different content areas – definitely beneficial.
- I do believe that the strategies we are developing and working on in cluster meetings will have an impact on the student's progress. I think that is positive. But again there are so many variables that cannot be overlooked, that determine a child's progress that we can't possibly single out on think and say that is the reason they made a proficient score on CSAP. Some of the factors such as overall intelligence, language spoken in the home, motivation, socioeconomic levels, diet and nutrition, and parenting styles all affect a child's progress as well, so we as teachers should not be held accountable for their individual progress based on one or two tests, especially since we have no control over all of the other factors.
- Large class sizes. Reason for parents pulling kids out and going to charter schools. Has not significantly increased student achievement. Less time for individualized instruction, differentiation of instruction. No time for "project" learning or relevant, real-life learning experiences. Teachers feel pressure/stress since pay is based on performance of students; so kids feel that stress, too.
- They know standards now!
- Too much emphasis is put on taking CSAP! There is way too much teaching focused on bringing up scores so the school does well.
- Yes!
- Students I work with have become more reflective learners. They know how to evaluate their own learning and they know how to provide feedback to each other. Their interest in learning has greatly increased. I see the cluster focus reaching the student level with their ownership of the introduced strategies.
- They benefit from being taught new strategies, skills, etc. that the teacher has implemented in the classroom.
- My kids see less of the "true me" because it's all about scores – theirs and mine.
- I make them have less access to their teacher due to larger class size. It takes away special service teachers, (Reading, ELA), as that FTE must go to master/mentor positions. It has raised their anxiety around annual testing to an

inappropriate level. Some goals of TAP are honorable, higher student achievement, better-trained teachers, more accountable teachers, but the means doesn't justify the ends. I would have to see major student growth district wide to even consider this program "worth" the trouble it has caused.

- My young kids work towards testing, testing, and testing. Nothing is DAP.
- We are forgetting who are little ones are develop – mentally!
- I think TAP has increased expectations put on students. This is not necessarily a bad thing. What I think is a bit of a shame is it seems like class sizes have increased. Less time for unit study.
- Some students have been impacted more than others depending on whose class they happen to be in. Some teachers take what has been taught in cluster and apply it immediately to their classroom. Others who do not support the TAP program or do not support master and mentor teachers are very reluctant to try what is being presented in their classrooms. The potential for improving student achievement in the TAP program is great, but we need to get everyone on board. When we are all on the same page and working toward a common goal – student achievement, we will see great gains in achievement.
- It has created a high turnover situation in the district. It has taken the creativity out of teaching. It is creating "cookie cutter" teachers. It is diverting valuable financial resources from educational purposes to the self-sustaining master/mentor program.
- It has taken all the fun away. Kindergarten and first graders are competing against each other on a rubric (for everything we do). They are already worrying about whether they get a "4". Some students are already "stressed out". It has taken away the TA's who used to work with students. When teachers aren't happy they are not as effective and this hurts students.
- Through cluster this year, I've been able to take worthwhile ideas back to the classroom, which has benefited my students.
- They feel the pressure and the interruptions of teachers coming and going. They also are impacted by the big turn over of teachers and principals every year because of TAP. And if we are such a data based district then read the data. CSAP scores are still low. So obviously TAP has not been a positive impact for learning for them.
- When TAP becomes SAP (student advancement program), I'll let you know.
- TAP has no impact on my students. I believe that TAP is a program that is full of loose ends and misunderstandings in the administrative ends that are of no value to teachers or students.
- They want to learn about the subject not write all the time. They're sick to death of graphic organizers, framed paragraphs, etc.
- I think TAP has been helpful to some teachers (with strategies) and that in turn helps students. What I really think has negatively impacted student achievement in classes has been class size and class offerings. We have about 40(.5) class offerings per year that are not offered due to master/mentor positions with no additional FTE's given to schools for TAP. That is a crime!
- My students have improved and learned to communicate their learning more effectively.

- Some have become even more lethargic about standardized testing. I feel that through writing strategies we are only teaching to certain learning styles. For instance, our school has focused on the use of graphic organizers to help writing content. Not all students learn in this way, so why should we force them to try or expect them to improve through these methods?
- The focus of the district is the teachers not the students. Students losing the “best teachers”. Shortage of teachers and new teachers to fill in gaps that tap is creating. Creating an atmosphere for students that is not good. (Evaluations taking split second photo to judge your teaching and student learning.)
- Students are not able to be creative and are being pushed to meet higher and higher standards. I’m not sure TAP is really helping them. Also, being tested so often, is it really necessary? (And at so young an age)
- My students are achieving at very high levels.
- Cluster development is helpful to enhance student learning and activities. Teamwork has created more shared materials.
- I teach my students to do well in tests because that’s one goal (to measure test scores). Therefore, my students are learning but I’m not sure how that testing pressure impacts them. (With DRI, QRA, NWEA, CSAP)
- Minimal – Probably negative – morale is low
- I think kids are more focused on what they are learning.
- Stress full environment more often.
- I think the work we are doing in cluster is focusing instruction in the classroom and positively impacting student achievement. I think emphasis on achievement brought on the TAP has limited the scope of the experience we bring to the children. (I.e. specials)
- We have to spend too much time on paper/pencil assessments that aren’t that effective. There’s not enough time for practice/rehearsal.
- They now have more concrete measures of their achievement – which we are seeing.
- Students are much clearer about what is expected of them. Assessments have become more useful and direct instruction is student driven because of accountability. I believe this has transferred to student empowerment for their own learning. The teaching is more focused or specific because awareness and emphasis on standards.
- TAP takes more time away from student needs, than it is designed to give. Less (if any) time is spent on students’ emotional needs, social needs, and only focuses on academic. I don’t feel TAP has lived up to the promises it made to teachers financially. Therefore, I am not exactly motivated to keep my promises to TAP all the time.
- The major thing is that when cluster wants us to implement an idea in the classroom, then the students do the same thing in every class. There are some positive effects – for new teachers – they get a lot of help planning to make sure the kids have differentiated instruction and challenging instruction. Kids also have a clear sense of what they need to learn each day.

- The strategies used in cluster that carries over to the classroom can be overwhelming for the student. They receive the strategies in all classes and they get burned out on them.
- In my class not much. I have so much material to cover during the year that I am unwilling to sacrifice instructional time to try ideas presented in TAP. TAP ideas should be replaced by putting an emphasis on teaching kids basic study/organizational skills and skills for dealing with adolescence. Curriculums focusing on student need not academic needs should be the focus of before/after school meeting.
- Positive – Know daily lesson objective. Negative – TAP meetings do not allow us to focus on individual student/grade level needs, and this is sad.
- Our test scores have inched up, but I can't say it if is a direct result of TAP.
- It has made me more mindful of how and what I teach everyday, that is essential and relevant, and that activities support and align. I think having a school wide focus and regularly addressing that through cluster cycles is contributing to all teachers reinforcing learning strategies and student achievement improving.
- I think we are failing kids when we don't have time to discuss students who are "red flags", since cluster is not supposed to be dedicated to those topics.
- The strongest part of TAP is the focus on students and their learning. I believe TAP has not impacted my students in a negative way but has put more emphasis on their learning.
- Positively - Students have more of an awareness of what is expected of them.
- The expectations for the students have increased tremendously. Example; The everyday Math curriculum. Example; Differentiation is mandatory which increases student learning.
- It hasn't.
- TAP has impacted my students by their teacher always being stressed and not relaxing and enjoying teaching.
- TAP can not, will not, and has not impacted my students, nor is it designed to do so. TAP is a euphemism for "teacher control," and its sole purpose is to get everyone to teach one thing one way, under the guise of "best practices" (which is an elixir to which only non-educators cling).
- I don't think kids perceive any impact. Although graphic organizers, i.e. Cornell notes, 2 column notes, paragraph structure, etc. are being improved. Directly impacting "how" students learn.
- I believe I have become a better teacher. The TAP process has encouraged me to reflect on my teaching and challenge some of the, sometimes incorrect, assumptions I had about my students and my teaching. It might be interesting to ask our graduating seniors if they think teaching has improved in the schools over the last two years.
- I have tried new strategies in what I teach and hopefully that has enhanced student learning. Hopefully our test scores will show the positive results of TAP I still feel like we are taking good teachers out of the classroom, which as our school has grown, effects student learning. I believe the best place for teachers I to be in front of students and smaller class sizes will enhance student learning. Teachers

- also need time to prepare and plan on a daily basis. Do our test scores show that TAP has increased student learning!
- I believe I'm less creative. I do less planning for lessons and more screwing around trying to make things "fit" into what cluster says we are supposed to be doing.
 - I think that the students view TAP as a measure for teachers to make more money at the student's expense; if they work hard, teachers benefit. This idea has created hostility in some cases from students who don't wish for "help". It trivializes the student's own efforts to improve for their own benefit.
 - I have gained information about my students, which benefits them by letting me know what they need more specifically. I am not a numbers person and I have seen actual data on my students and have developed data, which I didn't see before. Other than this I just don't see and impact. I have always tried to be a really "good" teacher and TAP hasn't changed that. It just takes time away from planning, especially developing and writing up the IEP.
 - I'm not sure they know the difference. Many may have noticed when all the teachers were implementing the same strategies at once – but other than that I don't know the impact it has had on them.
 - It has given me some ideas for new lessons and helped me focus my teaching units.
 - TAP hasn't impacted my students much...whenever they have questions about homework or assignments; the teachers are not available because they're in meetings. I try to call in sick as often as I can on TAP days, so my students have a sub (who doesn't follow lesson plans). And the good teachers are pulled from their classes to be master/mentor teachers so the kids are left with inexperienced teachers.
 - I feel more responsible to do a better job every day and the student's benefit.
 - Not to sure, to tell you the truth.
 - When I try new techniques in the classroom the students tend to excel. However, when every teacher in the school is forced to try the same technique the students begin to close the door on us. I have had students ask me, "Are you being forced to do this strategy? Because Mrs. _____ just did this yesterday." When students say this, they realize that your (the teacher) effort is not as great as it could be because the lesson you are doing isn't truly yours. When that happens, I fell students take less pride in their schooling. On a positive note, many of the new strategies I try, I learned in "cluster." When I try new things I figure out what works and what doesn't.
 - I feel the biggest impact on students is seeing the same learning strategies being used in most of their classes.
 - It has helped them to focus on a goal.
 - They are much more aware of the expectations placed upon them.
 - The excessive layers of high paid administrators have had a direct negative impact on our students, specifically in the loss of specials and increased class size. Creativity has been stifled and students are being tested too much. My children will be enrolled in an alternative education program. TAP too will pass – hopefully sooner than later.

- The training in cluster gives them new methods and current teaching styles!
- The criticism I receive helps them receive better training.
- Helped – mad me better – more aware of student’s ability – where they are and where they need to go- along with how to get them there!
- The benefit from the feedback that I get, making it a better learning environment. Also, students benefit from the direct instruction we are getting in cluster. An example of this is our focus this year on summary writing, which I’m sure, will have a positive influence on CSAP scores.
- It really hasn’t. I’m not even included in a cluster group where we can learn new ideas and concepts about teaching. I just get evaluated. So it really only impacts me.
- Pressure on teachers, puts pressure on kids.
- They get tested and prep for tests way too much.
- I am not sure if the impact has been positive or negative or great enough to measure. I do enjoy the creative freedom I have to create lessons, units and curriculum. Perhaps the students are able to experience art in my class in a different light then they have been previously exposed to.
- The TAP program seems to result in more focused instruction that is tied to the standards, and in teachers being “on the same page’ with what and how they are teaching. Tying the TAP program to teachers’ pay, however, seems to result in more stressed out teachers, which directly impacts students.
- Better teacher = educated students.
- If the teachers get compensated according to their actual teaching ability – performance, I think they would try harder and in turn our students would do better.
- So far I don’t think the students have benefited at all. I haven’t been able to polish the strategies imposed well enough o notice a benefit.
- Honestly, I’m not sure yet.
- I am not sure. They know when we try a new strategy because they end up doing the strategy five times in a week because all teachers are doing it. They also sense my loathing of going to cluster. The know TAP is not fun for teachers – do not see the benefits. They know teachers are not buying into it. So they do not buy into it. Again everyone is dong it because we have to, but it is not helpful in its’ current state.
- My students have benefited from activities and strategies learned in TAP. Students will not benefit if teachers do not implement.
- Best teachers aren’t working with as many students. Advancement on test scores not being seen. Teachers who are weak are not always making improvements.
- The TAP has not done anything to make me a better teacher. It has impacted my students by increasing class size, removing good teachers from the classroom (like both master and most mentor teachers), and by diminishing their ability to learn because there are always new (because someone left) or disgruntled teachers in front of them.
- Students at different schools are not receiving the same amount of instructional programs and services as a school that has hired and believes in the presumption

that having a certified media specialist with a strong library program will increase student achievement. The State of Colorado is requesting that each district come up with an “ETIL” plan for CDE certification. ETIL is “Education Technology and Information Literacy.” The district to submit to CDE must draft a plan. AS we hire less qualified individuals to fill these positions who is going to meet this requirement? Principals view libraries as a place to check in and check out materials. Gone is the collaborative element where working with teacher’s programs was implemented, a material purchased, and students learned.

- Before I stopped valuing my evaluations, I would spend a great deal of time preparing and agonizing over them. The impending observation would consume me and distract me from doing my real job...teaching. I’m done jumping through hoops for this program, especially when it doesn’t hold up its end of the bargain (like giving me teaching strategies or providing useful feedback) and prevents me from putting my students first. Another interesting facet of this program is that students believe they hold some sort of power over teachers now. They understand that when another adult is in the room, that their teacher is being evaluated. Some students think it’s fun to try and be difficult. I have heard, over a dozen times, student’s say they are going to get a teacher fired this way. These students actually believe they can manipulate this system to hurt teachers they don’t like. This upsetting turn of events extends to testing as well. (Students claiming that they purposely won’t do well on CSAP if we assign homework).

What does this say about the implementation of this program?

- This program changed how we work with kids – it is only a program that takes us away from their needs and only emphasizes academic performance and I don’t believe it is working.
- I believe I have focused more on fundamentals to ensure high CSAP performance. This isn’t necessarily bad, but I wish I had more time to teach speech, etc. I have less student contact, but coach teachers who are in contact with the students.
- I think they have gotten much better and are learning more in class.
- I don’t know whether or not my students have made any growth due to TAP or not. I haven’t seen any statistics to prove it is or is not helping.
- Students are introduced to new strategies. Too much testing! = Stress
- Because of being stressed about TAP, I feel I am a little grumpy at times with my students. I worry that because they are being kids and the person coming in to do an observation forgets that they are kids, and not little adults, my evaluation scores will be affected.
- On the plus side, I am becoming a better teacher. This is my second year teaching. I can’t credit it all to TAP, just more experience. On the minus side, at times, I’m stressed. Frequently, my class routine is disrupted (weekly) to fit mentor or master teachers schedules. It’s not always a good fit and/or in the best interest of the kids. My mentor is the SLA teacher and frequently she shorts the SLA kids out of class time to evaluate/observe teachers. Too much time is dedicated to evaluating staff and not the kids.

- As TAP has made me a more accomplished teacher, my students receive a better, more well-rounded, and researched based education.
- The biggest impact on my students is that I put so much pressure on them to be academically successful that they don't enjoy learning. I find myself getting angry with them when they don't perform up to my expectations due to the fact that my reputation as a teacher will suffer if they don't perform well. Unhappy students are not learners. When the pressure is off, (i.e. observations and tests are over), I notice a much more relaxed atmosphere in my classroom and we are all able to enjoy learning for learning's sake; not to get high marks on a test or observation.
- It requires me to teach to what my mentor thinks they need and does not allow the flexibility or the time to follow student creativity or interests. It is sucking the life out of lesson's that should inspire curiosity.
- The students have said that the classes are all taught the same way and there is not much originality to most of the classes, because the teachers are some how teaching the same way. The students said that the classes are not as fun anymore.
- I now post and refer to my objective several times. I also refer more to the standards and have grown in my ability to teach the curriculum to students on various levels.
- More students in each class. Specials cut in half – the arts are essential for all students to become well rounded, contributing members of our community. TESTING – CSAP, NWEA 2 or 3 times/year, CELA testing, not to mention individual testing of students, weekly tests – the list goes on. Students start complaining about too much testing and they give up on trying their best.
- There have been some improvements in teachers' teaching strategies. For example, when we agree school wide to specific terms used (i.e. editing in LA). But I feel strongly, that those small areas can be accomplished without TAP! Fewer TA's, less money due to TAP, money is used for master/mentor teachers.
- It has taken away time for teachers to support each other, which takes them away from students. Mentors and masters are too busy dealing with evaluations that they don't have enough time to give support.
- Truthfully, I don't know!
- Long days without a specials break with our current schedule. Too much time for masters and mentors out of classroom. Less experienced teachers should be doing more observing, not being observed.
- Sharing data with students has been helpful and motivating. Students tracking their own growth!
- I think they have improved their skills. The data shows this. However, they don't get to experience the "whole" teacher that I am.
- Endless meetings take me away from students and prevent me from planning for my students. "Assignments" from cluster meetings interrupt the teaching sequence I have in place. (i.e. we're suddenly asked to teach/emphasize a certain concept or asked to test a certain area that we

are not currently working on.) Testing, testing, testing, testing. When do we get to teach? The students are bored with testing – they want to learn everyday. There is too much testing – it’s redundant!

- Cluster strategies focused strictly for CSAP to improve scores – kids got sick of them.
- Increased overall achievement of my students.
- Kids get the chance to have lessons in a variety of ways. Examples – use more visuals and manipulatives.
- They no longer receive the specials that they used to, at any school. Kids used to get one 40 minute (or more) special per day (art/music/PE). Library and technology were team taught and not considered a special. Now the kids feel like they a “day off” and have specials one right after another one day a week. It is terrible and there is no way those curriculums are making it in to the minds of those students. PE, 40 minutes a week and America is in an obesity alert already.
- I haven’t seen any direct impact on students.
- Since TAP was implemented, students have had more students in some of their classes. A teacher from every grade is a mentor and uses Social Studies class time for mentoring. My class size for social studies is 30 students. If we had another teacher for social studies, our class size would be 22 students. Also, because we hold our cluster meetings in the morning before school, students are unsupervised or under supervised in the morning. Teachers are not available to answer questions before school.
- Less programs – example: no electives at middle school – Spanish, art, GT program, etc. all cut to pay for mentors/masters who only evaluate don’t spend time in classrooms helping people get better. Elementary school – less art, music, PE, and counseling. Not educating the whole child. Huge cuts in technology! As a whole the education for my children has gotten much worse because of TAP.
- I think their school lives are more hectic/less predictable than they used to be. This seems to manifest in increased stress, especially when their teacher is a mentor. Too many kids see multiple teachers each day and they feel disconnected.
- I would have to say that students’ lives are far more hectic than they used to be and know they feel the same pressure that teachers do – you can’t put that much stress on teachers and not expect it to carry over.
- I can’t say that students know it has impacted them, but I know it has. The future of these kids is impacted. We have to cut any extras or make special classes part time or one day a week in order to afford TAP. Where will our future artists, musicians, actors, architects, etc. come from? Students need diversity, opportunity and variety in their education – not just core basics. Teachers should grow and advance, but not with TAP.
- Instruction and activities are more clearly focused to an objective and aligned to curriculum. Students feel more pressure, positive and negative, to do well on standardized testing – OR – students feel empowered to “get

back” at the teachers by not performing well on tests because they are tied to teacher pay.

- My instruction has improved in spite of horrible, inept and incompetent implementation and supervision of TAP. Students understand accountability at all levels. As my colleagues are mostly reasonable people, we are able to conceal the DESTRUCTIVE IMPACT of horrible, inept, and incompetent implementation and supervision of the TAP program, and we professionally rise to the occasion and improve student learning through improving our own instruction.
- For my students there is no impact. The skills I have learned from cluster meetings have been few so the students are not benefiting.
- It has taken away from my creativity in teaching and letting my students be who they are and learn in various ways because of the criteria/standards that are then put on me to be evaluated by!!
- To be quite honest, I don't know. I feel that standards and their articulation at the start of class are important, and that crew meetings and post-evaluation discussions have helped me to fine tune my lesson plans. By being held accountable for communicating the objective, I feel the kids are given a sense of focus (diffusing the age-old question: why do we have to do this?) Holding us accountable for closure – time for reflection – helps students internalize new information. The guidance I receive through the mentor/master program . . . I take this to heart. As a “career teacher” I don't have experience leaving my class regularly – so I can't comment on how teacher absence affects students. I do not condemn TAP – it works, at least in my crew group. It does not hurt students. Ultimately, I only condemn the district's tie of performance pay to standardized tests. Visit my classroom – actually visit – regularly. Get a feel for me as a teacher. Know who I am, how I run my class. One or two visits a year from an administrator doesn't show much at all. And if you want to make teachers accountable, do it – you should. But I am an intelligent woman. Don't patronize me.
- Larger class sizes – more distractions, less time with teacher. TAP takes teachers out of classroom where they are needed to help students learn. Less time for specialists – kids are over active in classroom; kids are not as well rounded in education or socialization; there is no chance to build on strengths of certain students who may fail in regular classroom, but have successes in other areas; there is less love of learning – more stress; too structured at times or worried about tests (CSAP). If you take away the love of learning – test scores will drop, not rise in response. Need to build on natural curiosities and interests. Students are not prepared for the real world (especially developmentally in social and physical skills needed)
- Since TAP has been implemented I lost the TA time allocated to my classroom for literacy support. I have a bilingual class and I used to have a highly qualified TA to help with Guided Reading. Now, I meet less

often with my small GR groups. Class sizes are much larger in some grades as FTE is expended to Mentor/Master teacher positions.

- I suppose looking more collaboratively at student populations in each classroom has been most helpful and getting a little support from Master or Mentors regarding particular curriculum has a positive impact on my students. I do believe TAP has affected us in ways that disappoint me in regard to not being able to provide the best quality computer tech programs and staff due to the hiring of Master/Mentor staff and I think it's disruptive for some classrooms having Mentor teachers out. D.O. says it isn't affecting your FTE, but I find that hard to really agree with. I'd like more secure, presented factual documentation of that statement.
- 30 to 32 students in social studies class (rather than 22 to 23); meetings (cluster) in the morning, when students could be receiving extra help from a teacher before school; better instruction of curriculum based on collaborative efforts of teachers during cluster; elimination of many specials classes.
- The students at my middle school no longer have the opportunity to study a foreign language, such as Spanish, and next year, art is all but eliminated. It will be offered to a small number of 8th graders, as well as after school. If it's after school, the teacher will not have to be "highly qualified" and the arts education will not have to be standards based. Who knows if we'll even be able to find someone to teach art. I'm saddened that our students don't have the opportunity to study Spanish, French, or art. These classes have been eliminated because we don't have the FTE's to pay for the art/foreign language because those FTE's were needed to fill up the one Master teacher and four(?) Mentor teachers we have at our school. I don't think whatever good the Mentor/Master teachers do offer can ever justify cutting the arts and foreign language from our curriculum. I have children who will attend this school and I am now actively seeking alternative schools for my children because it is disgraceful that we can't offer basics such as art and one foreign language. What does it say when a teacher won't send their children to their school? This is the first time in all the years I've taught here that I've ever felt this bad.
- My teaching has improved with my collaborations at clusters, therefore I feel it is positively impacting my students. But, my evaluations have not helped – I get the same score every time no matter how well I think it goes! Evaluations won't make me a better teacher, but collaborating with other professionals will!
- Our decisions are TAP/test score centered – not child centered. ☹
- TAP has impacted my students in a negative manner. In my school, we do not have foreign language classes and next year, we will not have art. Money that would fund specials and enrichment classes is used to pay administrators. If I had children, I would not enroll them in a school that does not value the arts, foreign language, and higher education.
- It has taken the "best" teachers out of the classroom. These teachers should be in the classrooms helping students. Supporting teachers most of

the time they're in meetings or just sitting in their classrooms doing nothing. (I've been in some rooms where they do nothing) They come late to staff meetings.

I have had to give up time used in helping individual students before school when I am in Department Meetings every Wednesday. Also, I have used time to try to develop a worksheet to fit the given strategy rather than one the textbook suggests – or one that I could use that I saw at a conference presentation. Very frustrating!