

To Whom it May Concern:

I just wanted to take a chance to outline my concerns regarding my teaching this year and the impact the Teacher Evaluation plan has had on it. I will be very brief as I don't have much time.

I'm in my 9th year of teaching. Due to the time I have spent analyzing data, mostly so that I could justify adjusting my IAGDS at the midyear meeting, my teaching has suffered this year. I simply have less time to dedicate to planning dynamic lesson plans. I have less time to grade papers and less time to spend with students who need extra help. My time is now devoted to my evaluation plan, and NOT student achievement. The two should be correlated; they are not.

I am not growing as a teacher this year. I am regressing. I can't imagine what this process would be like for a teacher whose skills have not had 9 + years of refinement. Teacher evaluation should help us try to improve as teachers, so that our students receive better instruction. What it is doing is teaching teachers different ways to manipulate data, stressing them out, and making them question their profession. The result of these unfortunate realities is felt by the students, who, if they haven't already figured it out, will soon catch on that they are being treated as pawns in this plan. Don't take my word for it. Ask them.

C. Sparks
HS English Teacher