

Center for

**Educator Compensation Reform**



# Assessing the Performance of Teachers of Special Education

2009 TIF Grantee Meeting

June 8 & 9, 2009

# Purpose

1. To learn how different districts are including teachers of special education students in their alternative compensation systems
2. To provide an opportunity for TIF grantees to share experiences, resources and lessons learned

# Background

- This is one of the hardest problems for grantees – no ideal solutions
- Recent module in the CECR Guide to Implementation examined a few possible strategies
- Participants in March CECR Café wanted to know more in particular about strategies that do not require the development of new assessments

## Some guiding questions

1. How does your district include teachers of students with disabilities in its compensation system?
2. How does your school system assess their performance?
3. Do you also include specialists who work with students with disabilities (e.g., speech and language therapists)? If so, how?
4. What might an appropriate student learning objective look like for a special education teacher?

# Panelists

- **Roseanne Lopez**  
Amphitheater Public Schools, Tucson
- **Deb Cunningham and Brad Grippin**  
Denver Public Schools
- **Joann Taylor**  
Austin Independent School District

Moderator: Cynthia Prince, Vanderbilt University

**Roseanne Lopez**  
**Amphitheater Public Schools, Tucson**

# Brad Grippin and Deb Cunningham

## Denver Public Schools

# Professional Compensation for Teachers

- ▶ Began in 2005 – 2006
- ▶ Ten incentive components
  - Individual and school based
- ▶ Special education eligible for all
- ▶ Payments based on index
- ▶ Sustainable funding
- ▶ <http://denverprocomp.dpsk12.org>



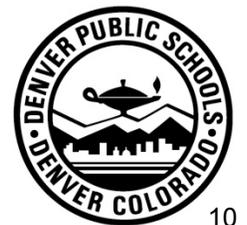
# Incentive Components

1. Advanced Degree and License
2. Professional Development Unit (PDU)
3. Tuition and Student Loan Reimbursement
4. Comprehensive Professional Evaluation
5. Hard to Serve School
6. Hard to Staff Assignment
7. Exceeds CSAP Expectations
8. Top Performing Schools
9. High Growth Schools
10. Student Growth Objectives (SGO)



# Advanced Degree and License

- ▶ 9% of index / \$3297 (builds base salary)
- ▶ Advanced Degree
  - Masters, specialist degree, doctorate from accredited college or university
  - Subject area related to position
- ▶ Advanced Licenses / Certificates
  - Speech Language Pathologist
  - Audiologist/Teacher of the Deaf
  - School Psychologist
  - School Social Worker



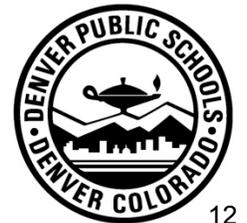
# Professional Development Unit (PDU)

- ▶ 2% of index / \$733 (builds salary yrs 1 – 14)
- ▶ Voluntary
- ▶ Must last a minimum of three months
- ▶ Relevant to job responsibilities
- ▶ Reflect best instructional practices
- ▶ Be collaborative
- ▶ Study, demonstrate, reflect
- ▶ Can be banked, don't expire



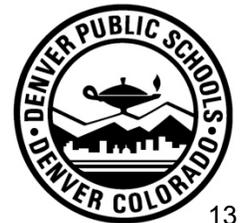
# Tuition and Student Loan Reimbursements

- ▶ \$4,000 lifetime/\$1,000 per year
- ▶ Tuition
  - Courses at accredited university, college or nationally accredited institution
  - Graduate level, continuing education, seminars, workshops, conferences, books
  - Must be attended while in ProComp
- ▶ Student Loan
  - From before and after in ProComp



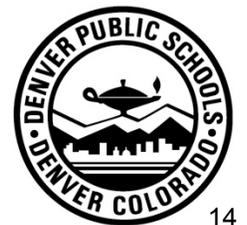
# Comprehensive Performance Evaluation

- ▶ Paid for satisfactory performance evaluation
- ▶ 1% of index / \$366 for probationary (evaluated annually)
- ▶ 3% of index / \$1099 for non-probationary (evaluated every three years)



# Hard to Serve Schools

- ▶ 6.4% of index / \$2345 (paid monthly in year earned)
- ▶ Designed to attract to highest poverty schools
- ▶ School list based on Free and Reduced Lunch percentages.
- ▶ Teacher pay based on time at school



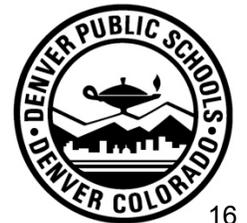
# Hard to Staff Assignment

- ▶ 6.4% of index / \$2345 (paid monthly in year earned)
- ▶ Designed to attract to roles with high vacancy rates/turnover
  - SPED – Required Endorsements/Licenses
    - Speech Language Pathologists, Nurses, Psychologists, Occupational Therapists, Physical Therapists, SPED Center Program Assignments, Mild/Moderate SPED teachers
  - ELA–S teachers
  - Secondary math teachers



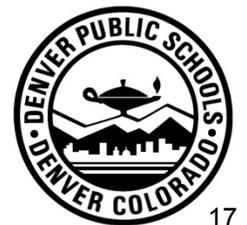
# Exceeds CSAP Expectations

- ▶ 6.4% of index / \$2345 (paid in lump sum following fall)
- ▶ 4<sup>th</sup> – 10<sup>th</sup> grade math and language arts
- ▶ Student growth compared to state growth per Colorado Student Assessment Program (CSAP)
  - At least 50% of eligible class attains 55<sup>th</sup> percentile or higher
  - Like groups compared
- ▶ SPED eligible if students take CSAP, spend 89 days with students



# Top Performing / High Growth Schools

- ▶ 6.4% of index / \$2345 (paid in lump sum following fall)
- ▶ Paid to teachers in schools designated as “Top Performing School” or “High Growth School”
- ▶ Based on DPS School Performance Framework



# Student Growth Objectives (SGO)

- ▶ 1% of index / \$366
- ▶ All teachers set two objectives collaboratively with supervisor
- ▶ Iterative process (SGOs can change based upon student data)



# SGO

1. Choose two focus areas for your class.
  - **ECE–Grade 5 & Special Educators—Mild/Moderate**
    - Reading growth
    - Mathematics growth.
  - **All Special Educators—Center Programs ONLY**
    - Two academic objectives academics; Or
    - One academic objective and one affective objective (behavioral, life skills, or transitional).
2. Choose an objective from child’s IEP aligned with focus areas.
3. Identify assessment tool to measure progress
4. Track student progress throughout the school year by using a progress–monitoring form.
5. Research–based instructional strategies and interventions to support each student’s growth



**Roseanne Lopez**  
**Amphitheater Public Schools, Tucson**

Center for  
**Educator Compensation Reform**

# AISSD **REACH**



**Supporting & Rewarding Success in the Classroom**





# AISD REACH Overview

- ✧ Student Growth
  - ✧ Student Learning Objectives
  - ✧ TAKS Schoolwide Growth
- ✧ Professional Growth
  - ✧ *Take One!*™
  - ✧ Mentoring
- ✧ Highest Needs Schools
  - ✧ Recruitment Stipend
  - ✧ Retention Stipend



# Student Learning Objectives

## ✧ Rationale

- ✧ Empower Teachers
- ✧ Assess Student Needs
- ✧ Align Expectations

## ✧ Content

- ✧ Based on Data and Campus Improvement Plan
- ✧ Targets of Student Growth
- ✧ Collaborative



# Student Learning Objectives

- ✧ Process
  - ✧ Needs Assessment
  - ✧ Learning Content
  - ✧ Learning Objective
  - ✧ Assessment
  - ✧ Growth Target
  - ✧ Professional Development
  - ✧ Resources
  - ✧ Approval and Rating
  - ✧ End-of-Year Audit



# Student Learning Objectives

Course/ Grade	Identified Student Needs	Student Group	Student Learning Objective	Assessment	TEKS	Baseline Data	Student Growth Target	Professional Development/ Resources
<b>Bilingual Special Ed, Grades 1-3</b>	Being able to increase reading level and fluency	5 students	My students will improve their compre- hension and fluency	EDL (DRA Spanish Assess- ment)	110.3b (9a-c), (12a-g)	2 below level A, 1 level 1, 1 level 3, and 1 level 6	60% of my group of students will improve by 3 levels if they scored below a level 3 and by 4 levels if they scored at a level 3 or above	DIBELS, Balanced Literacy, Effective Instruction for Struggling Readers, Estrellita materials
<b>Grade 8 Science - Inclusion</b>	Students are lacking Objectives 1 and 5	21 students	Students will increase their understanding of Earth and space systems	Standard- ized Formative Assessment - D2 Obj 5	Science TAKS Obj 5	Scores ranged from 23-40	75% of students will improve their score by 20 points	None



# Student Learning Objectives

## ✧ Support

- ✧ SLO Team
- ✧ Principals

## ✧ Compensation

- ✧ Highest Need - \$10,400
- ✧ Non-Highest Need - \$6,400



# Successes and Challenges

- ✧ Training for Teachers and Principals – campus based
- ✧ Inclusion of All Teachers
- ✧ Rating/Auditing/Monitoring
  
- ✧ Limited Assessment Tools
- ✧ Data and Collection Systems
- ✧ Embedding Practice into Campus Culture
- ✧ Common Assessment Versus Teacher-Developed Assessment