

CECR Guided Walkthrough

ELLEN CUSHING: Center for Educator Compensation Reform webinar, a guided walk-through of the redesigned CECR website. My name is Ellen Cushing and I am with the Center for Educator Compensation Reform and I'm joined by Carolyn Lanthala from the U.S. Department of Education. Carolyn is our program officer at the department and is deeply involved in the work of CECR.

Both Carolyn and I are very pleased that you could all join us today. We understand that many states, districts, and schools are implementing evaluation systems that are tying performance to resource decisions, including compensation. As these decisions are made, it's important that those systems are grounded in research and best practice, and the webinar today will provide a guided walkthrough of the redesigned CECR website to show you how to maximize the available CECR resources. These tools and products can be used to support the development and implementation of performance-based compensation programs in your state, school, or district.

Before we get started there are just a couple of housekeeping announcements that I'd like to make. First, if you could make sure that your phone is on mute while the presentation is going on. That will help prevent any noise distractions. Second, we will be doing a question and answer section at the end of the PowerPoint, so if you have any

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questions during the presentation please hold them until the end. You can ask these questions at the end of the presentation either through the phone or in the chat feature that's available on this presentation. Finally, this presentation will not take the entire hour. It'll probably be only about 15 minutes and then when I'm done with the presentation we'll open it up for questions. And with that we're going to get started.

We're going to begin with an overview of the Center for Educator Compensation Reform or, as we refer to it as CECR. CECR is comprised of five organizations; Westat, AIR, J. Koppich and Associates, the University of Wisconsin, Madison, and Synergy Enterprises. The contract was awarded in 2006 and there are two main goals of our work. The first is to support Cohort 1 and 2 TIF grantees and the second is to raise national awareness on alternative compensation. In terms of support for TIF grantees this includes providing technical assistance on the issues the grantee is facing, monitoring the implementation of their grant, and developing additional resources and materials based on the needs expressed from grantees. These resources are then posted on our website for grantees and non-grantees to use.

2006 CECR has created many products and materials and have posted them on our website for larger public consumption. While a lot of information has been made available we recognize that

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our site has not always been easy to navigate. The redesign is intended to make the site more accessible for both TIF grantees and non-TIF grantees thereby building a nationwide network of informed consumers. This website acts as a virtual toolkit for those interested in compensation reform.

CECR website is located at www.cecr.ed.gov. As previously mentioned, the website is an online repository of information, tools, and resources that support the design and implementation of performance-based compensation reform. CECR does not promote a one-size fits all model because we understand that compensation reform, it's not a one-size fits all policy initiative. By allowing visitors to discriminate search results based on their local context the website provides a more efficient method of information gathering.

This is the home page of the CECR website. This site is organized into four main topic areas; new to performance-based compensation, development and implementation, national perspective, and TIF grantees. These four tabs represent the progression of a performance-based compensation initiative from planning through implementation of a TIF grant. Each tab will be discussed in further detail later in this webcast; however, there are a couple of things that I would like to mention about this home page before going into those sections.

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In the middle of the page to the right of the picture is a section called What's New. This section is continually updated and contains a link to any new papers, presentations, newsletters, or tools that CECR has produced. We also highlight any research articles that are relevant to the field. Under the What's New section are a series of boxes that correspond to the four sections of the website. The information in those boxes provides a quick overview of the information or resources in each of the sections. Finally, each of the sections at the top has a drop-down menu for easy access to the content within those sections.

New to performance-based page provides a general overview of the information, a district, or school would need to know in order to implement a performance-based compensation program. The resources on the right give general background information that should be reviewed and considered before moving ahead. This includes an implementation checklist that serves as a guide for planning new educator compensation reforms and guide to implementation that has different chapters on the main topics associated with performance-based compensation.

This is a screen shot of the implementation checklist. The checklist is the first step in determining a site's readiness for reform. The list asks a series of yes or no questions on

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each of the topics that are essential for compensation reform. The checklist is intended to provide an overview of the many areas and questions, states, and districts who should be ready to answer as they begin compensation reform.

This slide shows the guide to implementation. As you can see, the guide provides information on many topics including program evaluation, observation of CECR practice, communication and stakeholder engagement, data of equality essentials, information technology consideration, principle compensation and incentives, considering the other 69% are CECRs in non-tested grades and subjects, and paying for and sustaining a performance-based compensation system.

Going back to the new to performance-based compensation page the right-hand also includes links to the emerging issues papers which are briefs written by CECR Staff that present discussions of key topics and educator compensation reform. Also in this list are case summaries that tell the story of various compensation programs from conception through implementation. We currently have 13 case summaries available on the website and plan to include five more in the coming months.

Also available on this page are access to research indices which include a concise response to key programs designed and

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implementation questions. They cover a variety of topics and provide short summaries of research findings. These syntheses can be useful when designing programs or attempting to garner stakeholder support for performance-based compensation. Some of the sample questions include what effect does teacher compensation have on retention, how much would salaries have to increase to attract and retain sufficient math and science teachers, and what does the research suggest about ways to measure teacher effectiveness so that determinations of performance-pay is accurate, reliable, and defensible?

Finally, users also have access to annotated bibliographies that compile information from the online library based on specific topics. Also, presentation from past conferences and seminars and harvesting papers, which are papers that look at lessons learned from TIF grantees. The papers in the harvesting paper section discuss data quality concerns and issues, fiscal and programmatic sustainability, and stakeholder engagement. The graphic in the middle of this page illustrates how six areas of focus, data quality and data systems, strategies to support the workforce, communication and stakeholder engagement, value-added and other measures, program evaluation, and sustainability must all work together for performance-based compensation to be successful. If you click on one of these areas of focus you

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will jump to the next section which is the development and implementation page.

This second section, development and implementation, divides the resources based on their area of focus. Data quality and data systems provides guidance and support on planning and implementing high-quality data systems, strategies to support the workforce, offers information on educator evaluation systems, professional development, and human development strategies that can be used to increase student learning. Communication and stakeholder engagement identifies resources to support effective communication and development of support for performance-based compensation systems, among teachers, administrators, unions, parents, the community, and the media.

Value-added and other measures shares resources on the definition, design, and review of value-added models and other gross measures. Program evaluation highlights information on how to use formative and summative assessments to evaluate and improve performance-based compensation systems. Sustainability shares information on the alignment and financial issues associated with sustaining and sustaining performance-based compensation systems.

This next slide shows you what it looks like when you click

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on one of these areas of focus. For this example we chose communication and stakeholder engagement. As you can see, the resources are divided into four subcategories: overview; papers, which includes links to annotated bibliographies and harvesting papers; tools and products which includes any handouts, RUBRICS plans, etcetera from other grantees and non-grantees; and presentations specific to communication and stakeholder engagement. These presentations include webinars, videos, podcasts and slide presentations. Another thing to note about this page, you can access the other areas of focus by using the left-hand navigation bar instead of going back to the development and implementation home page.

The third tab, National Perspective, allows users to get a high-level overview of performance-based compensation. This section includes the newsroom which links to CECR newsletters, as well as the National News. The National News is the page that links to news articles on performance-based compensation from around the country and this section is updated weekly. We also have access to the online library that acts as a searchable database providing easy access to publications related to educator compensation reform.

The national map is an interactive map that links to profiles of educator compensation reforms for around the country

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and the link section connects users to websites of other organizations that contribute to research and development of educator compensation reform. The national map is the main resource that shows all of the performance-based compensation initiatives that are underway in the United States. The information provided in this map is not limited to just TIF grantees, but instead includes all programs. The states that are highlighted in green indicate that there is a profile either of the state or a district within the state on performance-based compensation.

If we click on the state which is Texas, you'll get a list of all of the profiles that have been developed for Texas or districts within Texas. The profiles are marked with a green circle, a T, or a T3. The green circle indicates that this is not a TIF grantee, the T indicates that the profile is a TIF grantee for cohort 1 or 2, and the T3 is for Cohort 3 grantees. If we click on one of the profiles, you will see the kind of information that is collected for each of these profiles.

Sample for Aldin Independent School District gives you an idea of the information collected. Each profile is divided into three main sections: program overview, program information, and select articles and reports. The program overview synthesizes the program highlighted and gives basic information as how the

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program operates. The program information links directly to any information that is specific to the program, including any communication material, links to RUBRICS or overview material that would be useful for a reader to know about the program. The final section links to news, articles, evaluation reports or papers that are related to the program. For TIF grantees we include one more section called Related CECR Resources. This section links profiles with any case summaries, TIF profiles, or guidebook chapters that are related to the profile.

As previously mentioned, this tab also includes a link to the CECR online library. The online library is a collection of papers, reports, and research articles on a variety of alternative compensation topics. The library includes both research and non-research publications and CECR researchers read and vet articles on a monthly basis to add to the online library. This helps ensure that the most recent articles are always included in the library. Users can search for articles based on the title, author's name, organization name, educator compensation issue area, publication type, publication date, or geographical focus. The educator issue areas are displayed on this slide and cover a variety of topics including incentives for hard to staff schools and subjects, knowledge and skill-based pay, and educator pay to name a few.

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The File tab is specific to TIF grantees; however, the information can be a useful resource for both current grantees and non-grantees. These four TIF grantees section contains information relevant to the implementation of TIF programs. The about TIF grantees links section includes list and profiles of TIF grantees.

Finally, located at the bottom of every page is a link called Contact Us. If you have a question about a performance-based compensation, you can complete this form and an email will automatically be generated for the CECR Team. This tool is available to both TIF and non-TIF grantees. Also, on every page is a link to sign-up for the CECR newsletter. The newsletter is sent out every month and includes a What's New section that highlights a new product or tool from CECR, a Hot Off the Press section that links to news articles from across the country, and concludes that the grantee spotlight that highlights a TIF program.

We update the CECR regularly so we encourage you to check out the website as you see fit. So at this time we will open it up to questions, so if you have any you can either enter into the chat box or just ask them over the phone.

KAREN TUCKER: Question. This is Karen Tucker from Winstat. You talked about the library section, documents by

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geographical focus. Can you [audio blank 00:16:36]?

ELLEN: Sure. So as our staff read articles they categorize them based on different indicators and one of the indicators is geographical focus. And so if the article is about a national initiative or something that's based on that would be applicable to everyone, its categorized national. We also have state, district, and charter school, as well as international that you can search by.

Well, if there are no other questions, this actually concludes the -- oh.

CARRIE: That's really more of a -- this is Carrie.

ELLEN: Yeah, we're going to read the question and then respond. So we had a question asking if we offered TIF grantees guidance on how to maintain the scope of their TIF proposals? And Carrie is actually going to answer that question.

CARRIE: Thank you for reading the question. Yep, that's more of a technical [audio blank 00:18:12].

ELLEN: Yeah, I would agree with that, yes. That's parts of either the TA providers, the Center for Educator Compensation Reform, or if they're a Cohort 3 the TIF TA Center. I hope that answers your question.

Okay, I don't see any questions in the Chat Box and I don't hear any on the phone. So if you do have any questions that

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come up later, please feel free to email me. My information is on the screen right now and it also in the copy of the PowerPoint that you received this afternoon. With that I am going to conclude the call.

[END OF PRESENTATION]

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