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Teacher Incentive Fund

Performance-Based Compensation in Charter Schools

Webinar 1: Resources for Developing Performance-Based Compensation Systems

CECR Center for Educator Compensation Reform

tif Teacher Incentive Fund

Westat

University of Wisconsin

J. Koppich & Associates

AIR

Synergy Enterprises

CECR Overview

- Center for Educator Compensation Reform (CECR)
- Provide information and assistance to the grantees of the Teacher Incentive Fund (TIF)
- Increase public awareness about compensation reform
- Build a nationwide network of informed consumers and provide the next wave of educator compensation reform leaders with a virtual toolkit

Charter Schools Webinar Series

- Designed to highlight innovative and experimental approaches in charter schools
- Charter schools have increased flexibility but also distinct challenges.
- When these approaches are successful, they can be replicated in other charters as well as school districts.

Charter Schools Webinar Series

The three-part webinar series will cover the following topics:

- Resources for developing performance-based compensation systems
- Innovations in sharing promising practices
- Innovations in comprehensive educator performance management systems

Webinar 1: Resources for Developing Performance-Based Compensation Systems

Unlike schools that are part of a larger district, charters often operate independently. As a result, finding appropriate resources and supports for the complex process of compensation reform can be a challenge.

Access to tools and successful examples from similar schools can help charter schools design and implement high-quality performance-based compensation systems.

In addition, charter schools should consider whether there are formal or informal networks that can help them in establishing comprehensive systems of educator support.

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CECR Webinar
March 15, 2012

Sarah Shoff
Senior Policy Associate

Kristan Van Hook
Senior Vice President

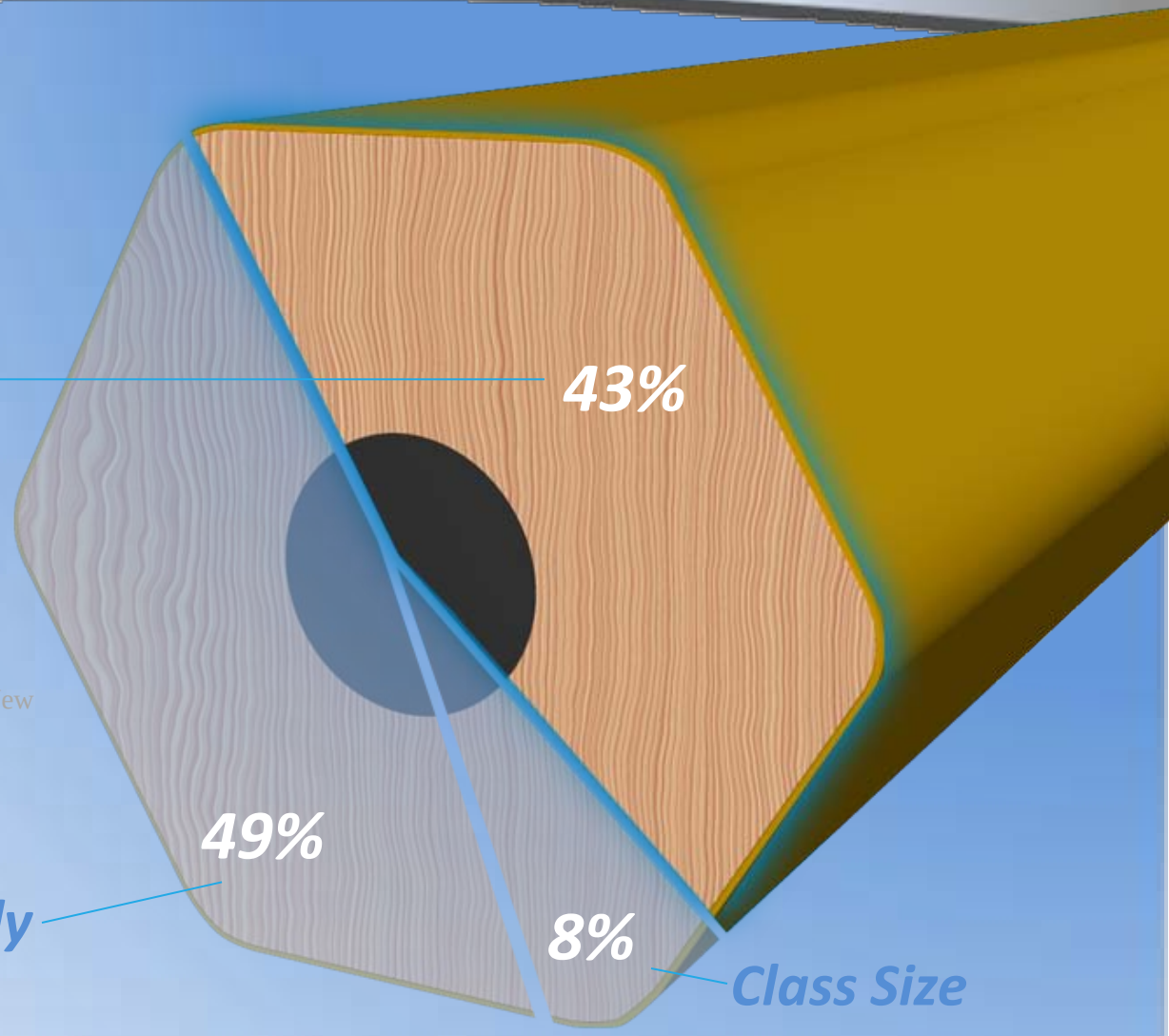
What Drives Student Achievement?

43%

Quality Teacher

The most important school-based factor in a student's success

Ferguson, R. 1991. "Paying for Public Education: New Evidence on How and Why Money Matters". *Harvard Journal on Legislation*. 28: 465-498.



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The National Institute for Excellence in Teaching (www.niet.org)

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tap The System for Teacher and Student Advancement

TAP is a comprehensive school reform model that provides teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system and performance-based compensation.

best practices center

The NIET Best Practices Center (BPC) provides innovative services, support and solutions to schools, districts and states to improve educator effectiveness.

FEATURES

NIET to Host National TAP Conference in Los Angeles

Gates Findings Substantiate NIET's Building Blocks for Meaningful Teacher Evaluations

TAP Teaching Standards Selected as Basis for Tennessee's New Statewide Teacher Evaluation Model

NEWS

Rising Above the Floodwaters
Learning Forward's JSD

Nation's Biggest Teacher-Prep School Revamps Training
Education Week

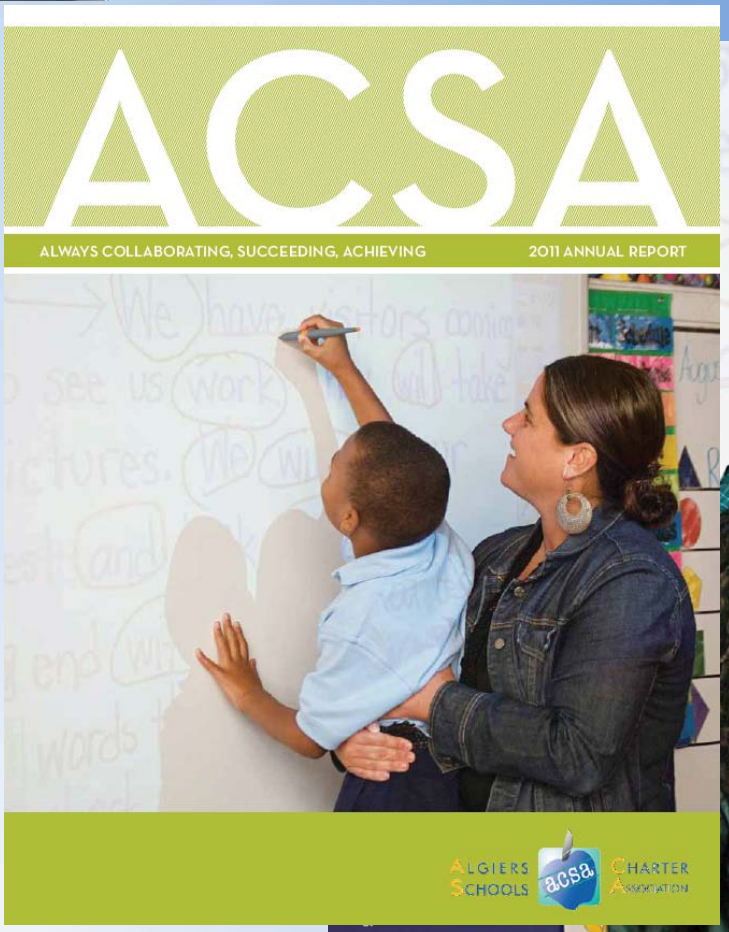
McIntyre defends new teacher evaluation system
Knoxville News Sentinel

TAP: The System for Teacher and Student Advancement – An Example of a Comprehensive System

TAP is dedicated to attracting, developing, motivating and retaining high-quality human capital in order to raise achievement levels for all students.

- Created in 1999
- Reached more than 20,000 teachers and 200,000 students in 2011-12 school year
- Serves charter and traditional public schools

Example of Work with CMO in New Orleans: Creating a Performance-Based Compensation System



CREATING THE FOUNDATION FOR STUDENT ACHIEVEMENT

How do Algiers charter schools differ? As public charter schools, they are free from conventional education structures, are open by choice to all students without admissions tests, are not religiously affiliated and have high accountability standards. While each school has its own focus, all ACSA schools implement TAP, which attracts, develops and retains the most effective teachers. TAP fosters a collaborative learning environment and provides teachers structure and accountability with a focus on student achievement.

By incorporating TAP into its charter, the ACSA showed a commitment to quality and growth for its schools, educators and students. Soon, teachers said that TAP helped reinvigorate their approach to education with its emphasis on weekly collaboration, teacher evaluations and professional development.

To employ the TAP system costs each school about $250,000 a year. The National Institute for Excellence in Teaching (NIET), a nonprofit organization that operates TAP around the country, estimates the cost at $250-400 per student per year, depending on such factors as enrollment and number of faculty members. Those funds have come primarily from state and federal funds and grants. In particular, a multi-year, $17.6 million federal Teacher Incentive Fund (TIF) grant awarded to NIET has been helping enhance TAP's implementation and expansion in Algiers since June 2008.

TAP HELPS TEACHERS REINVIGORATE THEIR APPROACH TO EDUCATION WITH ITS EMPHASIS ON WEEKLY COLLABORATION, TEACHER EVALUATIONS AND PROFESSIONAL DEVELOPMENT.

President Obama, who has made improving public education a prime goal of his administration, says TAP exemplifies the federal government's "unprecedented commitment to ensure that anyone entrusted with educating our children is doing the job as well as it can be done." To underscore that, he worked with Congress to increase TIF grant funding by $200 million in fiscal 2010 to help more schools use TAP and other successful reform programs in their schools.

In addition, the ACSA has been honored for how it has implemented TAP. In March 2010, the association received a $10,000 TAP Award of Distinction for its TAP accomplishments from NIET.

O. Perry Walker Music Teacher Joseph Knox instructs students during their choir elective. The school has won numerous awards for their choir.

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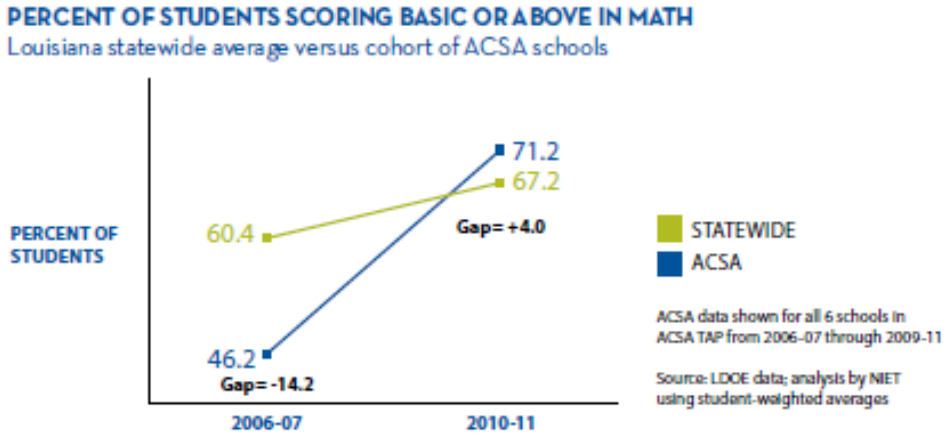
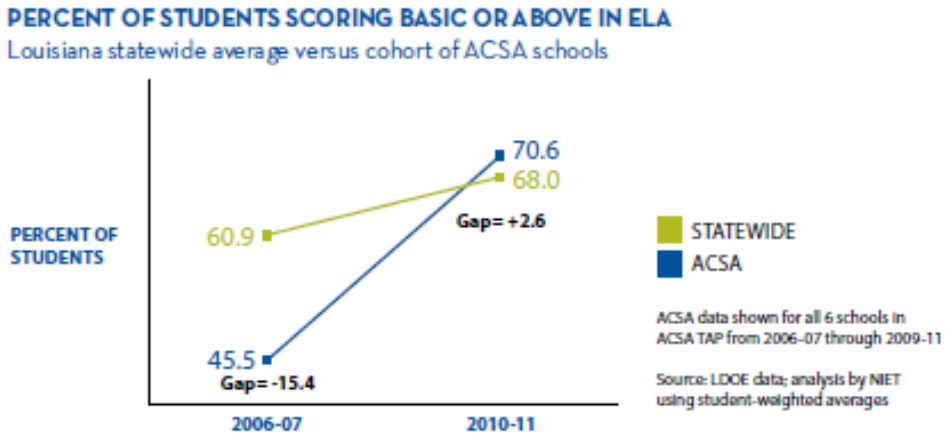
Algiers Charter Schools Association: Results Under TIF Grant Using TAP System





TAP: An Example of a Comprehensive System to Support Teacher and Principal Excellence

Implementation and Support Strengthened by Intentional Alignment

Specifically, TAP uses the following methods to ensure an aligned approach to performance-based compensation:

- Teacher evaluation and professional development use the same Instructional Rubric and help teachers develop a clearly defined repertoire of instructional skills that are rewarded by annual bonuses.
- The school's improvement planning process and professional development provide teachers with new instructional strategies that have been proven to produce learning gains for students in the school—another factor rewarded by annual bonuses.
- TAP uses differentiated pay to create a team of teacher-leaders who have the authority, time, and expertise to improve teacher evaluations, professional development, and school improvement planning.

Aligned by Design: How Teacher Compensation Reform Can Support and Reinforce Other Educational Reforms by Craig Jerald
http://www.americanprogress.org/issues/2009/07/aligned_by_design.html

Teacher Leadership Structure

Multiple Career Paths

→ ***Powerful opportunities for more responsibility and commensurate pay***

→

→

Job-Embedded Professional Development

Ongoing Applied Professional Growth

→ *Continuous on-site professional development during the school day*

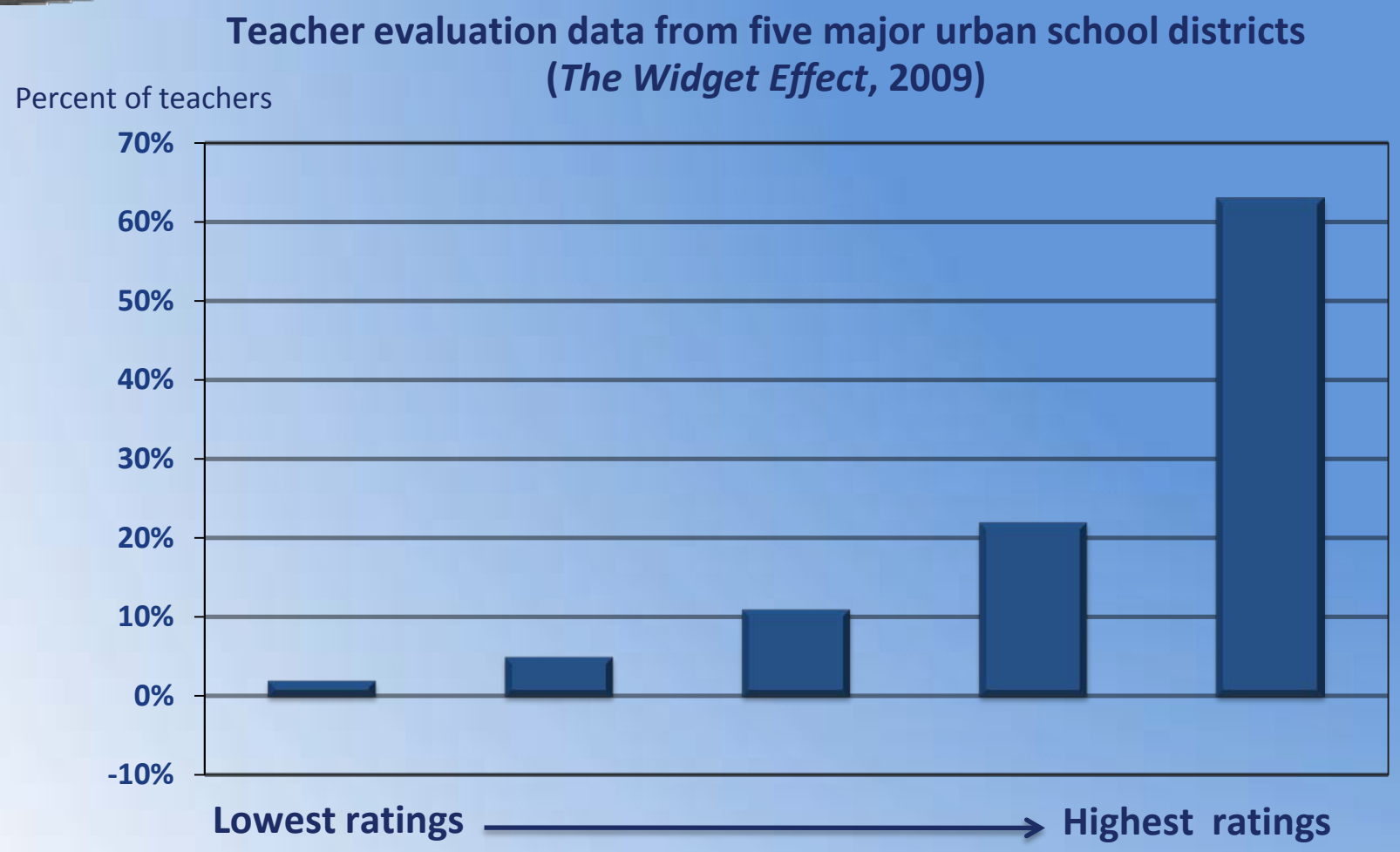
More Accurate and Fair Evaluations Based on Clearly Defined Standards

Instructionally Focused Accountability

→ *Fair evaluations based on clearly defined, research-based standards*

- **Multiple evaluations**
- **Multiple trained and certified evaluators**
- **Cluster training and classroom support**

Inflated Scores Using Traditional Teacher Evaluation Systems



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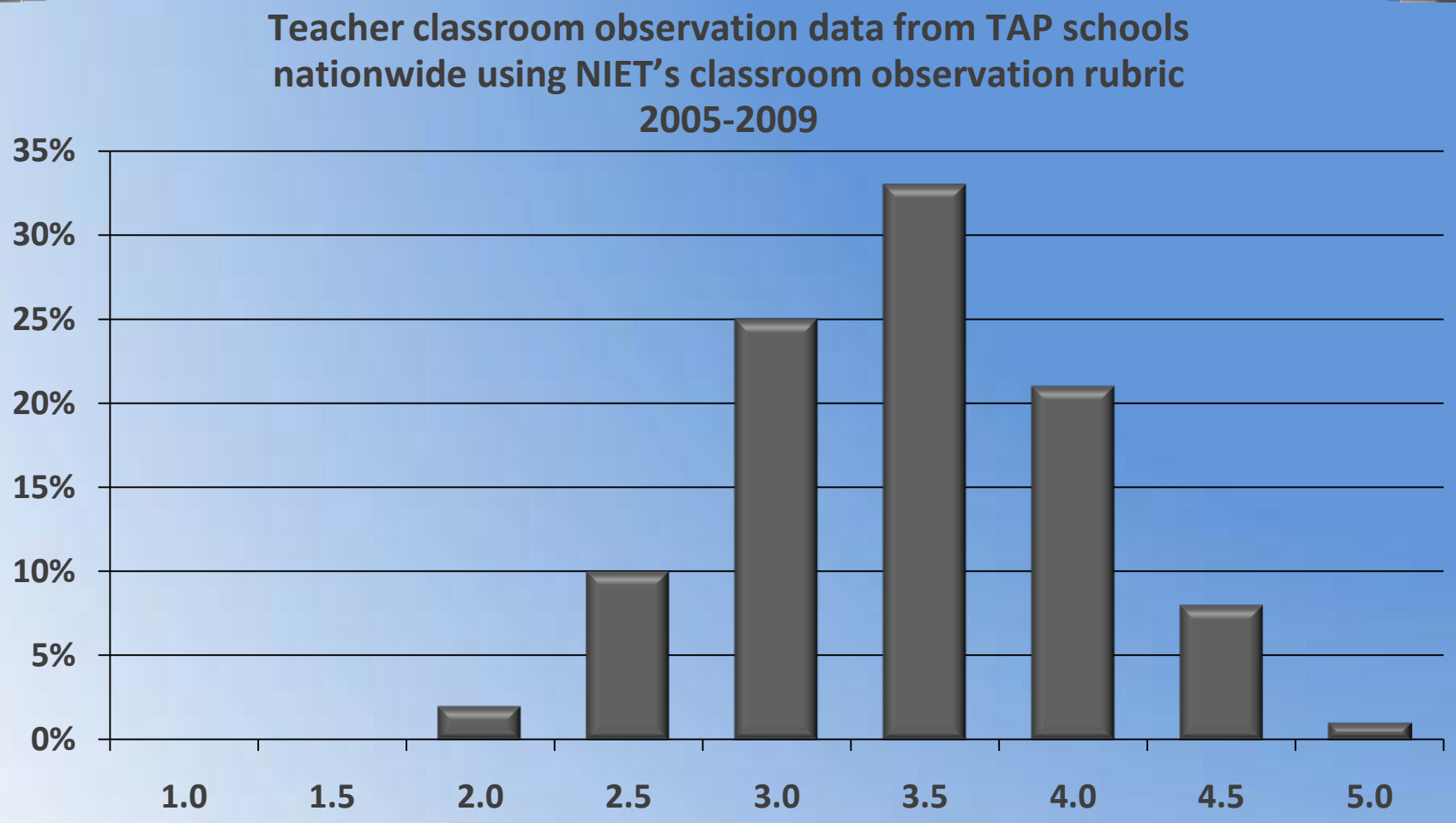
Distribution of Teacher Evaluation Scores Using a More Rigorous Classroom Observation Tool (TAP System)



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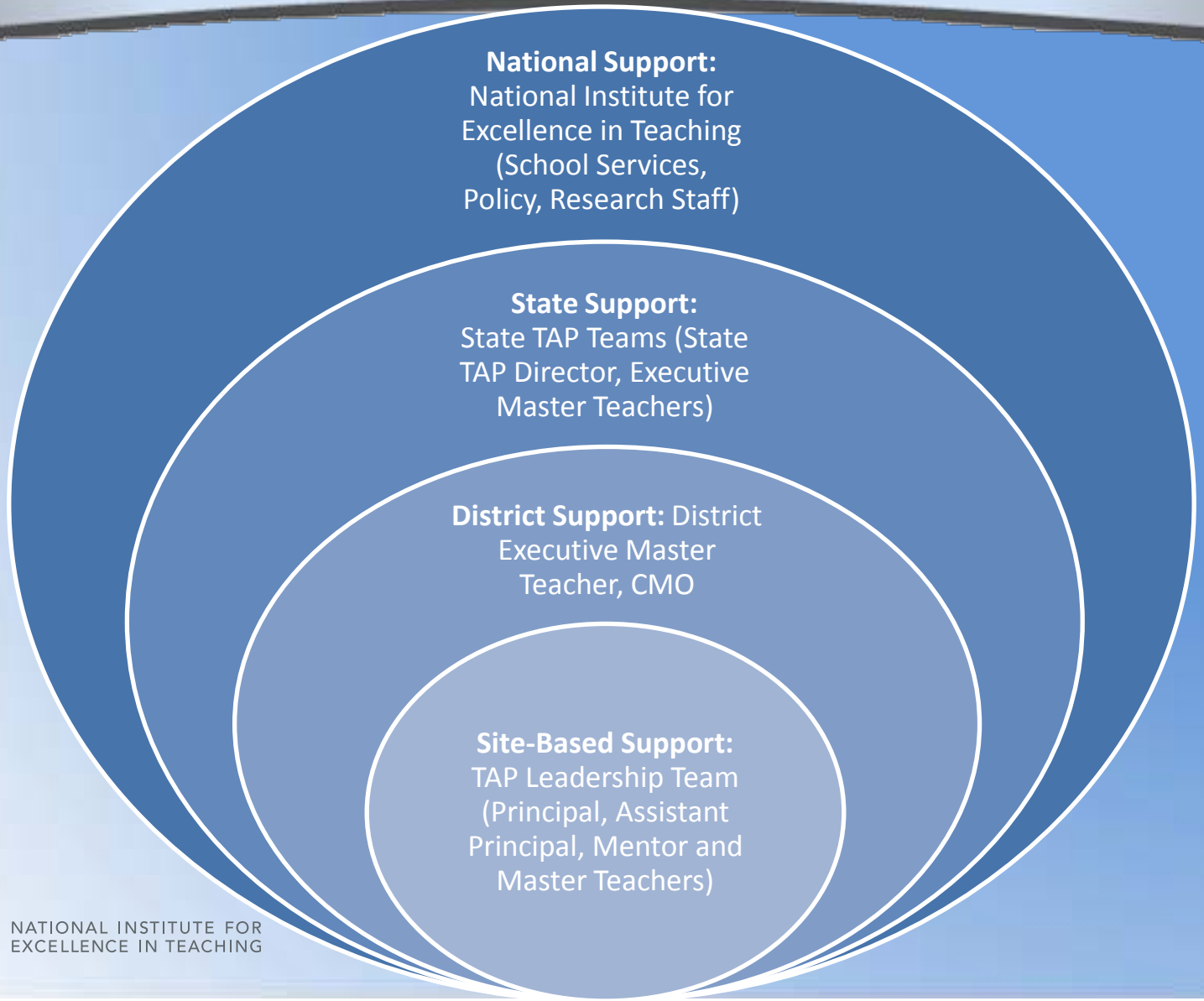
TAP's Performance-Based Compensation

Performance-Based Compensation

→ ***Salaries and bonuses tied to responsibilities, instructional performance, and student achievement growth.***

- **The teacher's instructional performance**
- **Student achievement growth** a teacher makes **in the classroom**
- **Student achievement growth** the school makes as **a whole**

Levels of Support in TAP



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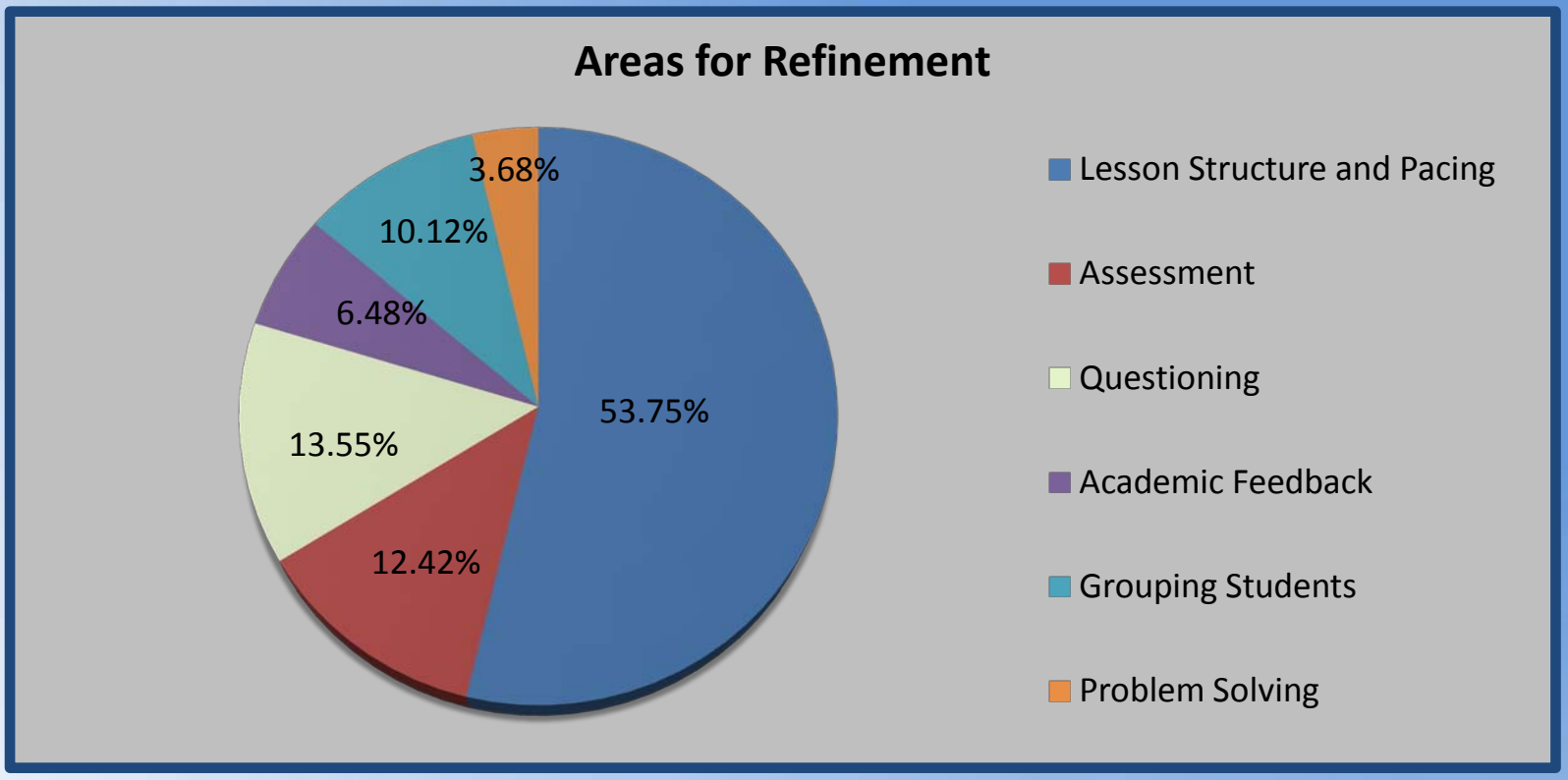
Examples of School-Level Support

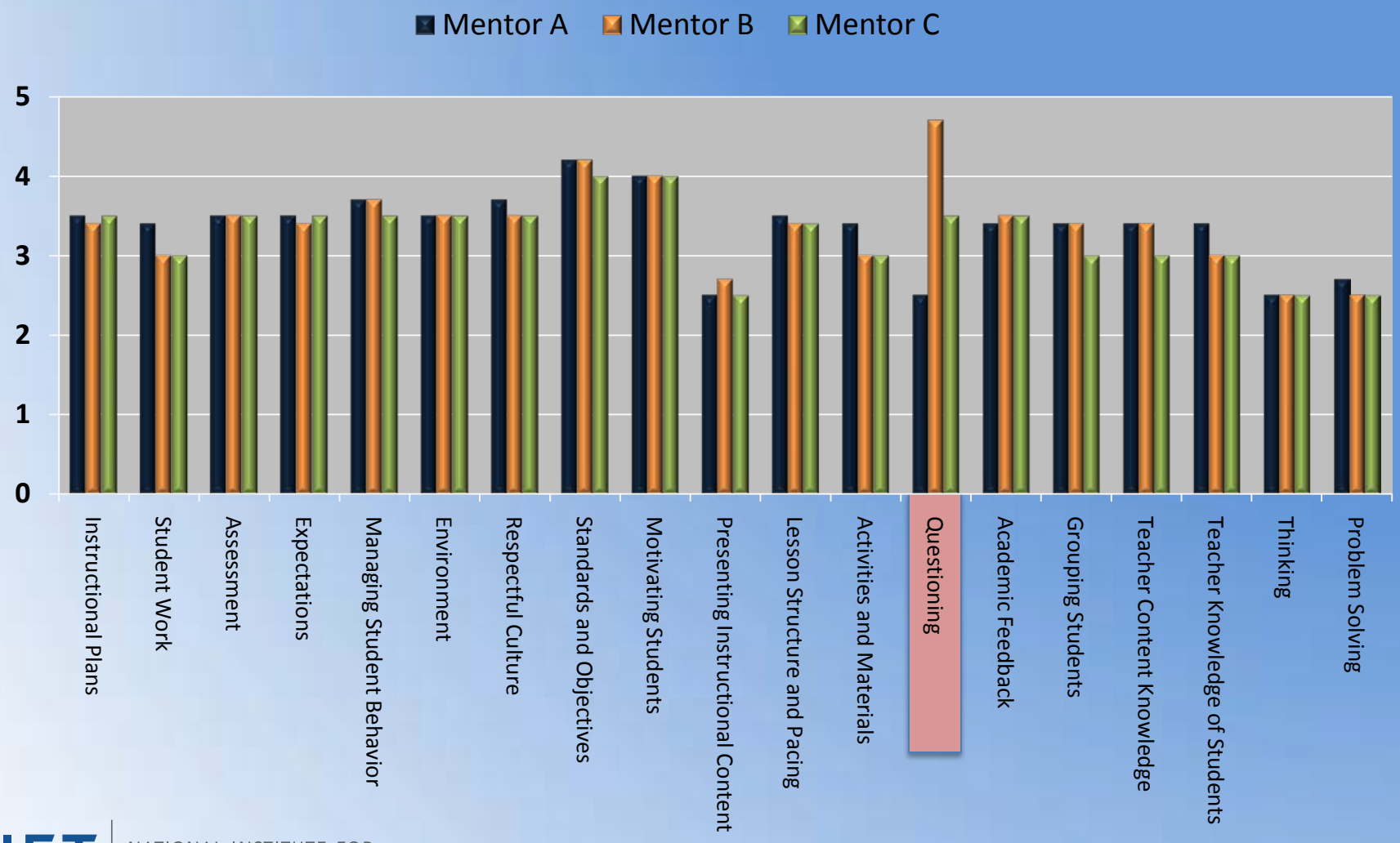
- Weekly “cluster group” meetings
- Classroom co-teaching
- Support in developing and using assessments
- Development and implementation of strategies aligned to school goals
- Data monitoring and analysis

Using Evaluation Data To Support Professional Development Planning

The following chart shows how often particular indicators on the teacher evaluation rubric have been chosen as an area of refinement in one example school:



Monitoring Inter-Rater Reliability: Example of a Case of Inconsistent Scoring Across Evaluators



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Building Capacity at the Local and State Levels

- On-site training and support from district or state TAP team
- State TAP Summer Institutes
- District or state-delivered PD for people in key TAP positions
  - Monthly master teacher meetings
  - Regional principal meetings

National Level Conferences and Trainings: Examples of Trainings

tap SATURDAY | Schedule of Conference Progr

1:30 p.m. – 2:30 p.m. continued

» **How to Create and Maintain Inter-Rater Reliability**
Palisades Room (California Level)

TAP's data management system, CODE, provides valuable teacher evaluation data to TAP Leadership Tear CODE data analysis helps schools target specific instructional needs across their campuses. Given the importance of teacher evaluation data, this session will focus on the use of CODE data in leadership team meetings to help build inter-rater reliability and monitor for score inflation.

Note: This session is repeated in Block E.

Facilitator
Faydra Alexander, TAP Director, Algiers Charter Schools Association, Louisiana

Panelists
Lynn Kuykendall, Master Teacher, Clinton Elementary School, South Carolina
Henderson Lewis, Principal, Algiers Technology Academy, Louisiana
Helena Mosely, Principal, Rosa Parks/Millbrook Elementary School, Texas

» **Effective Use of the Mentor Teacher: Balancing Classroom and Leadership Responsibilities**
Brentwood Room (California Level)

A TAP mentor teacher is a classroom teacher and a member of the leadership team who participates in condu evaluations and providing professional development. Effectively executing all of these duties can be challeng TAP leaders will address how mentors successfully managed their time and responsibilities to be a quality classroom teacher and instructional leader. In addition to mentors, this panel is relevant to principals and master teachers who wish to better understand the role of the mentor teacher and how it can be best utilize

Facilitator
Ann Shaw, Regional Master Teacher, South Carolina TAP

Panelists
Shaneka Burnett, Mentor Teacher, Lowery Intermediate School, Louisiana
Angela Dulaney, Assistant Principal, Delhi Charter School, Louisiana
Jennifer O'Shesky, Mentor Teacher, Brunson-Dargan Elementary School, South Carolina

» **Leading a TAP Pre-Conference**
Bel-Air Room (California Level)

The pre-conference is a unique opportunity for coaching and support before announced observations. It also al evaluators to set clear expectations and help teachers think purposefully about lessons. This training offers guidance in providing a high-quality pre-conference through videos of example pre-conferences.

Facilitators
Tami Jenkins, Regional Coordinator, Texas TAP
Laura Roussel, Executive Master Teacher, Louisiana TAP

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Training Modules on Particular Indicators From the Instructional Rubric

Training modules allow in-depth, individually paced exploration of rubric indicators.

Modules include:

- Overview of the indicator
- Research, text, and tangible examples
- Applicable lesson videos

Sharing Lessons Learned: Design and Implementation Issues

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Additional Information

www.niet.org

www.tapsystem.org

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Santa Monica, CA 90401

(310)570-4860

Organization of the CECR Website

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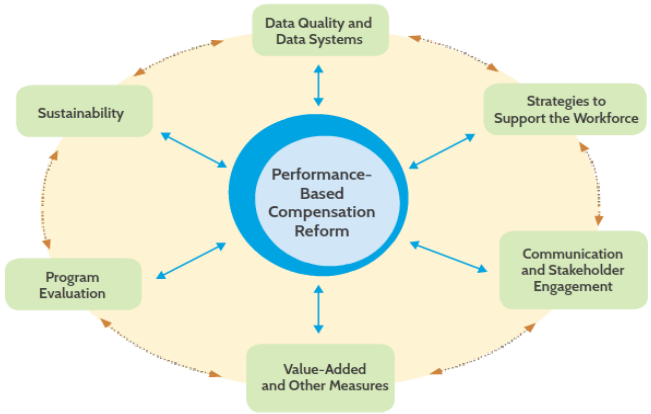
How Performance-Based Compensation Reform Works

Performance-based compensation requires the coordination of several components. For successful implementation of performance-based compensation, data quality and data systems, strategies to support the workforce, communication and stakeholder engagement, value-added and other measures, program evaluation and program sustainability must all work together in a systematic and strategic way. Click on any of the six components to learn about the resources CECR can provide.



Background Information

Below are a series of resources designed to provide background information on performance-based compensation.

- Implementation Checklist
- Guide to Implementation
- Emerging Issues
- Case Summaries
- Research Syntheses
- Annotated Bibliographies
- Presentations
- Harvesting Papers

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Development and Implementation

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Development and Implementation

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Resources in this section provide general information on performance-based compensation.

Data Quality and Data Systems

Resources in this section provide support for those planning and implementing high-quality data systems, and for those interested in how to use data to support performance-based compensation.

Strategies to Support Workforce

Information is available on educator evaluation systems, professional development, and human capital development strategies to increase student learning.

Communication and Stakeholder Engagement

CECR provides resources for those working to communicate effectively and develop support for performance-based compensation programs among teachers, administrators, unions, parents, the community, and the media.

Value-Added and Other Measures

Measuring student growth is an important component of performance-based compensation. Resources focus on the definition, design and review of value-added models as well other student growth measures.

Program Evaluation

Information is provided on using formative and summative assessment to evaluate and improve performance-based compensation programs.

Sustainability

Resources are provided sustain performance-based compensation systems long-term by aligning them with state and district initiatives and fiscal goals.

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Strategies To Support Workforce

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- Strategies to Support Workforce
  - Overview
  - Presentations
  - Tools and Products
  - Papers
- Communication and Stakeholder Engagement
- Value-Added and Other Measures
- Program Evaluation
- Sustainability

Strategies to Support Workforce

Information is available on educator evaluation systems, professional development, and human capital development strategies to increase student learning.

Overview

Access materials that provide a general overview of the issues and challenges associated with Strategies to Support Workforce.

Tools and Products

Utilize tools and products from CECR, the U.S. Department of Education, TIF Grantees and other experts on Strategies to Support Workforce.

Presentations

View Webcasts, Podcasts, Videos and Slide Presentations from experts on Strategies to Support Workforce.

- Videos
- Podcasts
- Slide Presentations

Papers

Review various publications related to Strategies to Support Workforce.

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Tools and Products

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  - Papers
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- Value-Added and Other Measures
- Program Evaluation
- Sustainability

Tools and Products

Information is available on professional development, human capital development strategies, and educator evaluation systems, including measures such as student learning objectives.

Assessing the Performance of Special Educators

AISD REACH Program Overview 2008-2009
This handout is an overview of Austin's REACH program as part of the panel discussion on assessing special education teachers.

2008-2009 ProComp Payment Opportunities
This handout is part of the panel on assessing the performance on special education teachers on ProComp.

My Classroom Performance Assessment Form Project EXCELL! Phase III
This is a handout as part of the panel on assessing the performance of special education teachers from Project Excell!

Project EXCELL! Amphitheater Public Schools
This is a handout as part of the panel on assessing the performance of special education teachers from Project Excell!

Assessing the Performance of Administrators

Chart of Indicators TIF Grantees Are Using to Measure Principal Performance and Determine Administrator Reward
This chart shows what indicators TIF Grantees are using to measure principal performance.

Principal Scorecard
The following is an example of a principal scorecard.

Student Learning Objectives

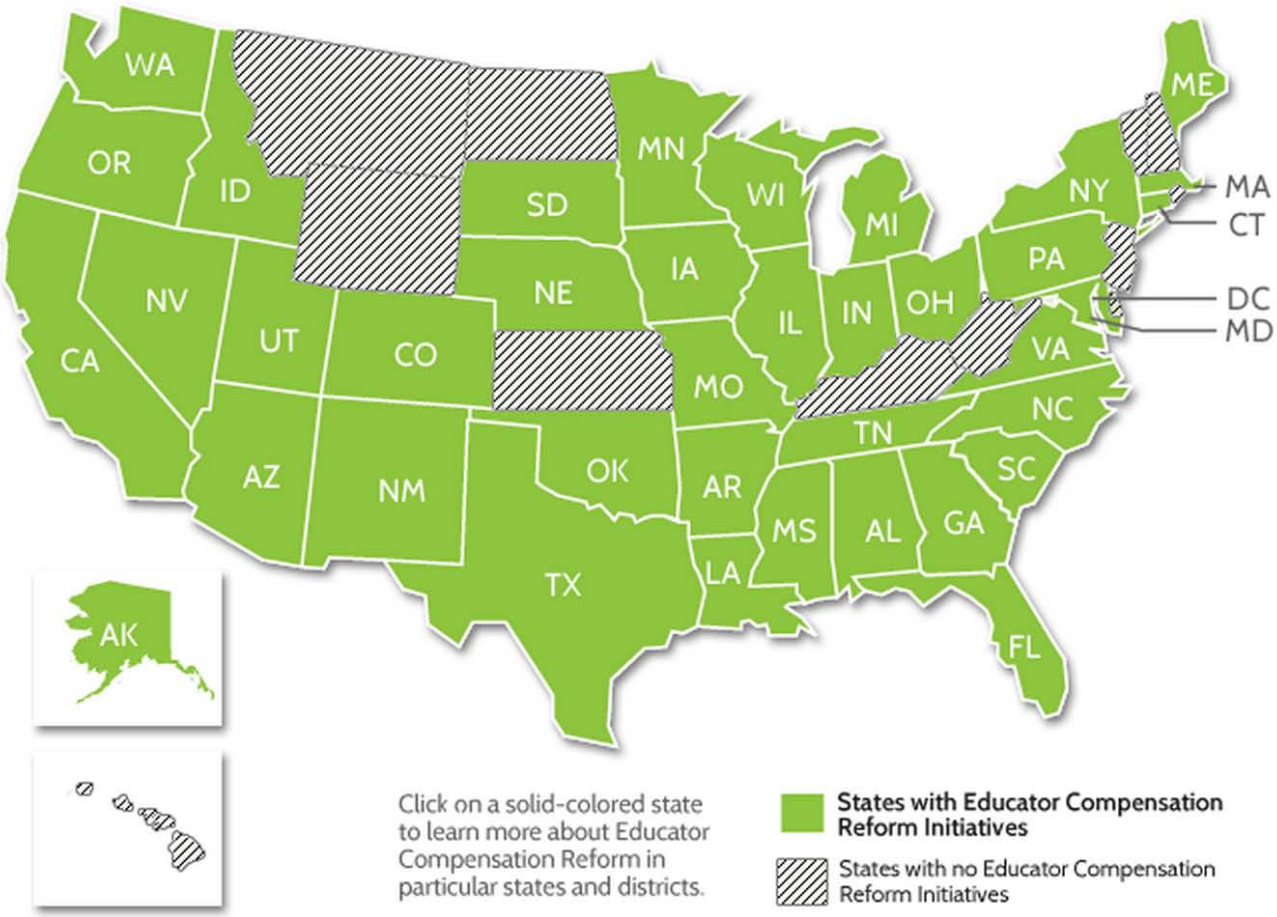
Guide for the Development of Student Learning Objectives
This Guide for Development of Student Learning Objectives comes from Austin Independent School district as part of the panel discussion on assessing special education teachers.

2008-2009 Student Learning Objectives Examples
This student learning objectives example was provided by Austin Independent School District as a handout on a panel discussion on assessing special education teachers.

Rubric For Student Learning Objectives
This rubric for student learning objectives from Austin was a handout as part of the panel discussion on assessing special education teachers.

Student Learning Objective Form, Charlotte Mecklenburg Schools

National Map



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Sample State Page

National Map

Return to Map | (T) TIF Cohort 1 & 2 | (T3) TIF Cohort 3 | Non-TIF

Texas Compensation Reform Initiatives

State Initiatives

- Governor's Educator Excellence Award (GEEG), Texas Educator Excellence Award (TEEG) and District Award for Teacher Excellence (D.A.T.E.)

District Initiatives

- Aldine Independent School District
- (T3) Austin–REACH
- Austin–REACH
- (T) Dallas–Principal and Teacher Incentive Pay
- (T) Fort Worth–PEAK Rewards
- (T) Galveston Independent School District
- (T3) Houston–ASPIRE
- (T) Houston–Project SMART
- (T3) Irving–Uplift Education
- Pasadena Independent School District
- (T3) Round Rock–Round Rock Incentives for Superior Education (RRISE)
- (T) San Antonio–Teachers and Principals Awarded for Student Achievement (TAPASA)

Other Initiatives

- (T3) Austin–Texas Education Agency–Teacher Advancement Program (TAP)
- (T3) San Antonio–Teacher Effectiveness Process (TEP)
- (T) The University of Texas System–Teacher Advancement Program (TAP)

Return to Map | The CECR team updates all map profiles once a year

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Sample Map Profile

Return to Texas Map

MapProfile

Texas

Houston

Aldine Independent School District
14910 Aldine Westfield Rd.
Houston, TX 77032
281-449-1011 Website: http://www.aldine.k12.tx.us/index.cfm

Program Overview

The Aldine Independent School District (AISD) has offered performance incentives for teachers, school administrators, and paraprofessionals since the 1996-97 school year. The awards are based on several aspects of school performance including the district accountability rating, student performance on the Texas Assessment of Knowledge and Skills (TAKS), school attendance rate, and school climate. Schools earn bonus awards on a per-teacher basis for each of these aspects of school performance. For example, schools earn $175 per certified teacher and $50 per paraprofessional for making adequate yearly progress. AISD distributes the awards to each school, and a school steering committee decides how to distribute the awards to school staff. The district also offers recruitment incentives for teachers in high-need subject areas. Teachers who are certified to teach in the following areas earn a pay supplement: Montessori ($1,500); English as a second language ($2,000); secondary mathematics, science, and reading ($3,000); special education ($3,000); and bilingual education ($4,000). The district distributes the supplements in October and March.

Program Information

- ECS State Notes: Aldine Independent School District
- Top 25 Reasons to Work in Aldine: Compensation
- AISD Critical Needs Supplement
- AISD Accountability Award System for the 2005-2006 School Year

Select Articles and Reports

- Governor Visits Oleson Elementary School to Present Grants for Teaching Excellence. (September 12, 2006). *AISD.*
- Examining Teacher Performance Incentives. (April 21, 2004). *House Research Organization, Texas House of Representatives.*

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Library

Library: Online Search

CECR assembled the online library as a searchable databas lucator compensation reform.

All publications are evaluated *using standardized criteria*, an e past 20 years.

Need to quickly find evidence-base for a specific topic? See

All Publications
Data Collection
Data Systems
Incentives for Teaching Hard-To-Fill Subjects
Incentives for Teaching in High-Poverty, Low-Performing, or Hard-To-Staff Schools
Measurement
Measurement: Teacher Performance
Measurement: Principal Performance
Measurement: Value-Added Assessment
Measurement: Student Achievement
Differentiated Pay
Knowledge and Skill-Based Pay
Performance Pay
Communication and Building Support for Alternative Compensation Systems
Sustainability
Educator Pay
Pensions

Search for:		
AND		
AND		
Limit to:	**Educator compensation issue areas:**	All Publications **Locality:** All / Urban / Rural
Limit to:	**Publication type:**	All Publications
Limit to:	**Publication date:**	All years
Limit to:	**Geographical Focus:**	All

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Search instructions are available to assist in using the library search tool.

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Information about upcoming events, reporting guidance and deadlines relevant for TIF grantees.

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- Calendar
- Meeting Presentations

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Questions?

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