

CECR Web Site Webinar - EL Haynes

BOB STONEHILL: So why don't we begin. I'm Bob Stonehill. I'm managing director at American Institutes for Research or AIR. As you can see from the slide, we are one of the partner organizations with the Center for Educator Compensation Reform which is sponsoring along with the National Center for Charter School Resources the series of webinars focusing on compensation reform in the charter school sector. And this is the third of three webinars and we'll introduce it in a moment. First though, let me remind the participants and the presenters as well that it's going to go a lot easier for people if you put your phones on mute during the conversation and during the presentations. You can do that by hitting *6 and if you hit *6 a second time it will unmute your phone and this way we won't hear the fire engines racing through the streets of Chicago.

The webinar will be recorded and as you can see from the screen on the lower right corner there's a chat box and we encourage you to ask any questions using the chat box. Please don't hesitate to type in your question or your inquiry and we will respond to it either during the presentation or at the end because we have left some time for audience participation and we find that these webinars really do go better when people participate in a kind of two-way fashion. So today's webinar topic as I mentioned is developing an aligned human capital

CECR Web Site Webinar - EL Haynes

management system and there are going to be three presenters that we get to hear from.

First, Ellen Sherratt from AIR who's going to share research on developing a comprehensive talent management system. Next, we'll hear from the charter school hear in D.C., EL Haynes Charters and we're going to learn about their aligned talent management system that takes into consideration a school's goal and internal and external expectations for engaging in the process of designing a comprehensive performance management system. But first, a brief word from our sponsor the Center for Educator Compensation Reform or CECR provides information and assistance in three different areas.

First, we provide direct support to the grantees under the Teacher Incentive Fund and we'll have a little word about that at the end of today's webinar. Second, CECR is designed to increase public awareness in general about compensation reform by collecting and hosting all kinds of articles, research reports, news stories, etc. that highlight what's going on in the field of performance based educator compensation reform. And third, a goal of CECR is to build a nationwide network of informed consumers and provide the next wave of educator reform leaders with a virtual tool kit that can guide their design implementation and revisions to their system of performance

CECR Web Site Webinar - EL Haynes

based compensation.

The webinar series of which I mention, this is the third, was designed to highlight innovative and experimental approaches in charter schools. Charter schools have increase flexibility in what they can in terms of compensation reform. So they're very much worth highlighting. At the same time, because so many charter schools are autonomous and independent they also have distinct challenges. When the approaches that we found charter schools are trying out are successful, many of these can be replicated or considered for replication not only in other charters but in regular local school districts as well. So this is the third of three webinars.

The first two are both available at the CECR web site, CECR.ed.gov. The first focused on resources for developing performance based compensation systems. The second which was done with the co-sponsorship of the National Charter School Resource Center focused on innovations and sharing promising practices and today's webinar looks at the challenge and the highlighting success in creating aligned performance management systems or as we're calling them today human capital management systems. So three things to keep in mind about developing aligned human capital management systems. They require the careful coordination of multiple components of performance

CECR Web Site Webinar - EL Haynes

management.

These address issues starting recruitment and induction to professional development, educator rewards to offering career opportunities and to even you know creating a pathway into managing if that's what the educator is looking for. And this can be a daunting task for charters schools. Taking on any of these components is challenging in it of itself. So we are featuring today EL Haynes Charter School here in D.C. as a promising example of a school that is developing and integrated and aligned human capital management system that coordinates evaluation results, professional development opportunities and compensation incentives and rewards. So first, I'm going to turn it over to my colleague here at AIR, Ellen Sherratt and Ellen is going to be talking about the alignment of components that build the comprehensive human capital management system. Ellen is a researcher at AIR and the coauthor of the book *Improving Teacher Quality*, a guide for education leaders. Ellen will be looking at the national policy landscape as well as the key components of comprehensive human capital management systems and we'll be sharing some of the key steps that schools can take as they develop such systems. Ellen, it's all yours.

ELLEN SHERRATT: Okay, thanks Bob. So building a comprehensive human capital management system at the end of the

CECR Web Site Webinar - EL Haynes

day is about improving teacher quality and on this topic the research is clear. Teacher quality is the single most important school level factor affecting school achievement. The research also is clear that principal quality is the second most important school level factor affecting student achievement after teacher quality. With all the other issues, testing, class size, textbooks, greater accountability standards and so on and so forth us really being seen as background.

Fortunately, for all of you as leaders in the field today we currently are in the midst of an unprecedented window of opportunity both through financial resources and political will to make significant improvements to teacher quality.

For example, a teacher and principal effectiveness thread is running through key federal initiatives such as the Elementary and Secondary Education Act Waivers, Race to the Top, Teacher Incentive Fund and School Improvement Grants. So this isn't a fad. It's not something that's going to be going away anytime soon. The focus on this topic nationally began in 2001 with the reauthorization of the elementary and secondary education act which defined highly qualified teachers is those with a college degree, content area under graduate major and state teaching certification. But the emphasis really has shifted from this input based perspective of teacher quality to

CECR Web Site Webinar - EL Haynes

a perspective that emphasizes student outcomes, emphasizing elevating the teaching profession through systemic reforms across the educators career continuum and increasing the number of effective educators where they're most needed so this issue of equitable distribution of effective teachers and leaders.

Meanwhile, outside of the education field, there's developed widespread recognition that human talent is what gives organizations the competitive advantage. And this has resulted in what's known as the war for talent and a joint study by the IBM Institute for Business Values and the Human Capital Institute it was found unfortunately that the education field is the field that's least likely to engage in enlightened talent management practices to compete in this war talent. But there are leaders in the education field who certainly are working to change this, hopefully including yourself and typically this is done through human capital management with any of our large urban districts now employing directors of human capital or talent management.

Both within and outside of education, it's recognized that to recruit, retain and development talent multidimensional responses are now needed. And within the education field charter schools really are seen as leaders in innovation in this area. I'm going to take this 30 seconds or so now to give you

CECR Web Site Webinar - EL Haynes

on the call a chance to brainstorm what you think are the key components that are necessary to really significantly improve teacher and principal quality. I'm going to ask that you type in the chat box one or two policies or practices or processes at the systems level some of those micro level issues like constructional strategies but really what the policy level folks should need to be changing to improve teacher or principal quality and make sure that as you type this into the chat box that you send it to everyone, not to Peggie Garcia.

Providing time for collaborative planning absolutely. The question was what do you see as the most important changes that need to take place to improve teacher quality and principal quality? Creating school district norms like practices public which is to say it's something that everyone can and should discuss. It's not a matter of individual style. Yes, but these certainly are important when it comes to human capital management. The premise of human capital management is that we generally have eight components that all need to be addressed. It's not about finding the one key component to improving teacher and principal quality but rather addressing all of them and addressing them in an aligned and connected coherent way. These eight components are preparation, recruitment, hiring, induction and mentoring, professional development, compensation

CECR Web Site Webinar - EL Haynes

and incentives, working conditions and performance management.

This graphic shows how when each of these components are addressed effectively over time teacher effectiveness improves at various critical juncture points in the teacher's career. So starting at the bottom left of this graphic you have entry into the profession which is followed by preparation and certification or exit. If a teacher chooses to continue in the profession, they'll be recruited, hired, placed in a school and then hopefully early in their career they'll experience induction and mentoring and then they'll experience ongoing professional development, compensation and incentives, working conditions and performance management will decide to stay or leave, maybe they'll be dismissed, maybe they'll get tenure and then continue in a cycle of experiencing professional development, compensation, working conditions and performance management and after a certain number of additional years they might decide to continue to be a classroom teacher.

They might become a teacher leader of some form or they might go into administration. But the idea is that over time which is the horizontal axis if these components are all in place in an effective manner that teacher effectiveness which is the vertical axis will increase. Key tenets of human capital management systems [inaudible] that there's no silver bullet.

CECR Web Site Webinar - EL Haynes

It's not about debating which component is most important. I know as someone coming from an economics background I'm always inclined to see teacher pay as the factor that really is the most important one to improve the teaching profession. But the research is clear that all of these components are critical to teachers and to teacher quality. And each component must be addressed strategically and purposefully.

By strategic we mean that the existing research must serve as the basis for making decisions about the component. The components need to align with one another so that they're not working across purposes and creating inconsistencies or confusion but rather creating coherency and strengthening one another. And this requires systems thinking so that people are not working in silos but rather focusing both on the worms eye perspective of doing the job they're charged with well and also the birds eye perspective of seeing how what they do connects with the larger picture goals of improving teacher and principal quality system wide. And this depends on the ability of key decision makers at the school level, the district or CMO level and the state level all collaborating so that they can truly be on the same page about whether the processes and policies and forms that they're using are all logically creating a coherent system.

I'm not going to go through each of the components of human capital management system in detail but I'll elaborate a little bit on a few of them. So starting with recruitment and hiring. It's important that charter schools promote, increase and market the characteristics of the school or network that are most attractive. An example of this is the New York City IPNYC campaign where they really just plaster the city's buses, subways and bus shelters with advertisements for the teaching profession.

It's also important to establish and maintain high standards for the quality and the quantity of teachers needed to staff all classrooms or the school should actively develop relationships with all potential applicant pools but not just the pool of, not the traditional and alternative preparation program but also the pool of inactive teachers, paraprofessionals and community members who might be able to become teachers particularly through grow your own programs liaising with overseas agencies to recruit teachers in the ever existing shortage areas of foreign languages. And also encouraging high school students possibly through teacher educator programs to consider teaching as a profession and then to consider coming back to the school where they were taught themselves.

It's also important to encourage early hiring timelines and early notification of departure and this is an example of where recruitment and hiring connects to the working conditions component. If you have a collegial collaborative atmosphere where school leaders and teachers are regularly in communication and trust one another, it's possible for the school leaders to ask teachers if and when they are thinking of leaving and that way they're able to get an earlier sense of what vacancies are going to be arising and then they'll be able to advertise and fill them in a more timely manner.

Compensation, it's important for charter schools to take into account when setting teacher pay, teacher effective, professional other components of teacher quality such as workload, leadership and other responsibilities. And it's very important to pay attention not only to the salary structure so which teachers are getting paid more than other teachers but to not consider that at the expense of also considering salary levels and that's something that EL Haynes is going to be speaking more to later. With respect to working conditions, the research suggests first that it's important to ensure professional physical working conditions but it's also important to promote a collegial trusting culture. And this is particularly important when it comes to recruiting and retaining

CECR Web Site Webinar - EL Haynes

school leaders that are supportive and effective.

It's also important to keep workloads and class sizes reasonable so that teachers can differentiate instruction and performance management probably is the human capital management system component you've been hearing the most about lately. Here the research stresses the importance of encouraging detailed constructive feedback based on multiple measures, using multiple rating categories, aligning evaluation standards to the standards that are used in these other talent management components such as professional development, hiring, induction and preparation.

It's important to train both educators and evaluators on the new performance management system and here there's obvious connections to the professional development component. And finally, it's important involve teachers in the system design and ongoing modifications of performance management system. So now that we've had a chance to discuss what human capital management systems entail, I'm going to show you the this graphic again and ask that you reflect on your own system and if you, and imagine if you were sitting down with the team of other leaders in your school or organization and considering the connections between the different components that exist would it look like it looks in this graphic where all of the different

CECR Web Site Webinar - EL Haynes

components are connected with one another or would it look more like this where some components are connected but some components still are operating on their own and even the components that are connected are connected by this dash line suggesting that there's connections between them but there's more connections that could be made.

When it comes to developing a human capital management system, the task is overwhelming. The idea of addressing just one of these components such as performance management is very overwhelming to leaders in the education field let alone the idea of addressing all of them and addressing them in a connected way which seems next to impossible. So what we suggest to do is to choose a door to walk through to start your human capital management reform.

For example, it might be that you're being required to reform one of these components and that can serve as the door that you choose to walk through first or it might be that there's a component where there's currently a lot of support both from teachers and the administration such that the two parties can work together and gain some wins to begin the overwhelming process of addressing all of the other components.

With this graphic, I'd like you to imagine again that you're working with the team in your school or in your

CECR Web Site Webinar - EL Haynes

organization and here we have an example of what it would look like to consider performance management as that door that you walk through to consider how it connects with each of the other components. So this graphic, for example, could be used to first consider what connections already are in place in your school or schools between performance management and each of these other components. But a subsequent activity then could be to brainstorm strategies that you could consider to make further connections across the human capital management system. So with that I'd like to conclude and I know there's time at the end for questions. Thank you.

BOB STONEHILL: So Ellen, a question has been posted asking about what the connections might be between compensation and professional development?

ELLEN SHERRATT: Yeah. Good question. So there are some systems that do compensate teachers for engaging in professional development activities. So that certainly is one connection that there could be but another connection would be through compensation in those providing the professional development. So it might be that you have some sort of career ladder or teacher leadership positions such as coaches or mentors and those individuals who are providing professional development to other teachers within the school are being compensated as an

CECR Web Site Webinar - EL Haynes

incentive to take on roles.

BOB STONEHILL: All right. Thank you, Ellen. We'll perhaps have some other questions towards the end. So let's turn it now to Rich Pullman and Jimmy Henderson from the EL Haynes Charter School in Washington, D.C. Rich is the director of policy and Jimmy is the school's chief operating officer and they're going to speak today about their schools goals for and their methodology in designing an aligned system. They will also be sharing some information on how they use data to drive the design of their work and we'll conclude with a discussion of the compensation component of their program and how it ties into the overall human capital management system. So Rich and Jimmy, why don't you go ahead.

RICHARD PULLMAN. Great. So this is Richard Pullman and I will start our presentation off and then Jimmy will pick it up when we start talking a little bit more about the compensation components. I think that as just sort of a bit of background this academic year EL Haynes starting thinking about teacher evaluation and compensation as a yearlong project. Much of that was driven by especially in the teacher evaluation, was driven by the District of Columbia's Race to the Top Grant and the requirements for teacher evaluation under that as a participating LEA program. So we submitted a application and

CECR Web Site Webinar - EL Haynes

told the State Department of Education about how we were going to be doing teacher evaluation this year and while we don't feel like we've figured everything out and that we have it exactly perfect we're pretty proud of what we've come up with this year and especially how it links with our compensation for our teacher's next year. So most important to our vision that stays true to our mission as an organization and that we are helping our students grow and we need to also grow as professionals. So we know that we need not just our kids to be getting smarter but we need our teachers to be getting smarter as well. And we knew that we wanted to make sure that we were incorporating multiple measures that we were including multiple rating categories and that in trying to align all this to our goals we saw that we needed to incorporate our standards based goals that we expect from our teachers and just as a bit of background we are a standards based grading institution. So in those standards based goals lead to actions that we take.

We assess how successful those were and then we regroup back to our standards based goals and we wanted to take the same framework with our teacher evaluation. So our mechanisms for improving our teacher practice for our teachers include a robust teacher evaluation cycle that includes a classroom based observations which are formal observations and informal

CECR Web Site Webinar - EL Haynes

observations and then feedback loops which are both formal and informal feedback loops. Our teachers also engage in self-assessments as a part of our evaluation process. The use of self-assessments and formal and informal observations to develop professional growth plans link to smart goals.

We align our professional development through our workshops both internal and external school visits, places and other grant opportunities and places is a professional development grant that we have that's based on professional learning communities and developing lessons linked to common core math and language arts. So we link all of those to our teachers through evaluation and professional development needs that come out of those evaluations. We also incorporate peer observation and we make sure that for some of our new teachers, especially those that are participating in our teacher pipelines program, our residency program that those individuals are getting new teacher mentors.

We also have a process for evaluating our principals and assistant principals that looks very similar to how we evaluate our teachers in that there's a principal evaluation cycle that includes, that has a similar observational framework and our principal professional develop is linked back to how they are observed in their own performance.

CECR Web Site Webinar - EL Haynes

What our teachers can expect? We put this out there last August for what our teachers could expect this year in getting observations and for evaluations this year. And what we told our teachers was they could expect five observations and filed cycles annually from their direct supervisor so somebody who knows their work well. They can expect three meetings with their supervisors to create a professional growth plan that links to areas of growth that have been identified through that observation or through a self-assessment. That they would complete at least two self-assessments and that one of those would be used to set those personal growth plan goals that they would receive clear written indicators of whether they are on or off track to come back to our school next year by winter break so that's December.

They would receive a one hour long evaluation meeting with their supervisor in the winter and another evaluation meeting in the summer after we got our student growth data [inaudible] and that's teacher value added or individual value added or individual value added that's provided to us from the state. We also committed to have renewal letters to our staff for our next school year in March and early April and for the most part we've kept of these promises to our staff. I think our renewal letters may have been in earlier April, or later in April than

CECR Web Site Webinar - EL Haynes

we had initially hoped but we did meet our April deadline.

How we like to explain this in the evaluation cycle to our teachers is that the small circles on the inside here are these constant feedback loops and those are our informal observation times. So a principal walks into your class for five minutes, ten minutes. They may not create, they may not have space to complete our whole teacher evaluation rubric or the observation rubric but they would perform an observation on part of the rubric and provide immediate feedback to you on that. You'd also receive four points in time where you would get a more, a deeper evaluation based upon a longer observation in your classroom. So we want to make sure that our teachers understand that it's not just those two or three times that the principal's coming into your room and sitting down and doing a 30 minute observation on a lesson but also when they're coming in and doing 5 minutes that also that can be a source of observation and can be a feedback loop for how to develop as a teacher.

Here's just a representation of the annual calendar of how our teachers are evaluated throughout the year. The monkeys serve to indicate a survey monkey that goes out for teachers to do a teacher survey which is, it's based upon like our school culture, etc. but we like to have our teachers know in the beginning of the year when the surveys are going to come out.

CECR Web Site Webinar - EL Haynes

You see the self-assessments that we talked about. The supervisor observation and feedback that's ongoing to observation meetings or evaluation meetings and then a status letter. So one important piece for us in developing this was the Race to the Top expectation, so for our teachers in 4th through 8th grade 50 percent of their evaluation score will be based on the value added student growth on DCCAS and that is the formula that's given to us from the state for our teachers in tested grades and subjects.

The other 50 percent of those teacher evaluations will come from a competency rubric that is, really it's a modified Danielson framework for observations. We have done some modifications where we felt we needed more specific scored inclusion teachers and school culture. Other teachers not in tested grades and subjects 25 percent of their evaluation score is based on student growth on assessments that were yet to be identified. So they worked with their principals to identify assessments given throughout the year for 25 percent of their student, of their score and the rest was based on the observation rubric.

The important piece in how this links to our compensation really well is that all of our teachers receive a 1 through 4 rating. So 1 being a person that we would likely not be

CECR Web Site Webinar - EL Haynes

inviting back next year, a 3 or a 4 being somebody who's demonstrated competency or excellent teaching schools is a 3 or a 4. And this is just a graphical representation of how our tested grades and subjects teachers, how it's divided out for the observations and for the teacher value added. And this is what our non-tested grades and subjects was like. So I had applied earlier about our actual observational rubric. Like I said it is based on the Danielson methodology.

We borrowed a lot from DCPS or District of Columbia Public Schools but we did shape it for ours so the vision and goals as a school. One thing that we have found particularly useful this year is how our quarter one and quarter two observational data, how we were able to use that to drive our professional development as an institution. So after our quarter one observations were completed, we were able to really look at where our teachers were scoring low and how we might address those low schools in the professional development offering. And so we were able to do that both with our quarter one and quarter two data to set our professional development cycles for the rest of the year and then we will in August look at our total year scores and set our professional development counter for quarters one and two in our next school year. I'm going to turn it over to Jimmy now who's going to talk a little bit about how we use a

CECR Web Site Webinar - EL Haynes

couple of data sources to set our compensation structure that link to how our teachers score in evaluations on our 1 to 4 scale.

JIMMY HENDERSON: Good afternoon everyone. This is Jimmy Henderson. It's really a pleasure to be with you this afternoon. A couple of the things that I hope came out really strongly in Rich's presentation are the fact that we're very research based and data driven as we develop everything from our evaluations to the way that we're compensating teachers and also very transparent. So as much as humanly possibly upfront we want teachers to know what we're thinking, the things we're considering and really have to be very clear for them how they're being measured. And I would say those two tenets also played a large part in how we develop the compensation plan for them for next school year.

What we did is we started looking at potential options for teacher compensation for next year. We looked at a variety of data that were available but one that, of the list you see on the page here, this new teacher project study for us was actually pretty seminal. It focused on D.C. charter schools. It was a very in depth survey of 32 charters in the D.C. area that asked specific information about teacher salaries based on years of service, level of education attainment, etc. and then

CECR Web Site Webinar - EL Haynes

delved into some of the deeper questions around besides just what compensation levels were, how happy were teachers at different charters in D.C. and what really drove their level of happiness or satisfaction with the current school and with their role. And the results have just had a tremendous impact on how we designed our system.

We also, of course, looked at some of the benchmarks that District of Columbia Public Schools is the market maker in lots of ways in D.C. And then in this effort to be transparent we created an open budget committee that any staff member at EL Haynes was welcome to attend but representative members from all of our different grade levels from the instructional leadership team and then members of the administration met four times so far. We have a fifth meeting on the book and the purpose was to share all of the analysis that we had collected and then to really engage particularly the teaching staff around some of the choices that we were considering as an administration and involving the board as well in how we were thinking to that. So the idea here is covering the waterfront and trying to be as transparent as possible in how we developed our plan for next school year.

I'll hit the elements of the plan as quickly as I can. So a little bit of context in all years including this year and

CECR Web Site Webinar - EL Haynes

previously we effectively have matched the stepping column scale that DCPS puts out for its teaching staff in form and some years we've actually offered higher salaries in each, in the [inaudible] columns at DCPS and since a new contract has been passed with the Washington Teacher's Union, we've been below what DCPS offers. One of the things that we, that came through very clear in the research was that and what we've seen in our experience at Haynes as well.

The number of years of -- the degree of education attainment, whether a teacher has a master's or a BA plus 30 credits on top of that that has not in our experience really driven the quality of their instruction. But we do believe that number of years of teaching experience is a significant determinant of how effective teachers are in the classroom. So what we did for our scale going forward is actually to eliminate the distinction of pay between different levels of education attainment and instead have a single scale that all teachers come in and are placed on that scale where the big differentiator in terms of pay is how many years of service they have as lead teachers in classrooms. And then in terms of how we started to create numbers for different years on that scale, part of what we saw in the new teacher project research was that teachers who were in their first several years of teaching is

CECR Web Site Webinar - EL Haynes

really years one through three place tremendous value on being at a place where they're getting lots of feedback on their instructions.

They have mentors they can look to, to help them perfect the craft of teaching and really learn how to be excellent teachers and they also place a little less value on their monetary compensation. Starting in year four, however, excellent teachers like the ones that we've been pursuing compensation starts to matter quite a bit more to them and again, what we saw from the new teacher project study was that they don't, teachers don't feel like they need to be compensated at the highest level. They don't need to be the richest people in the school system but it's pretty clear to them if they're above the median. And so we built our scale so that starting in the fourth year we are guaranteeing our teachers that they'll be in the third quartile compensation range and then we tie basically movement along the scale for teachers who are with us for several, you know for multiple years to being contingent on whether they receive a three or a four in the evaluation system that Rich described just a few minutes ago.

Some things that are conspicuously missing from our compensation scale, we do not have performance based pay. We do not have retention bonuses and that was something that really

CECR Web Site Webinar - EL Haynes

resonated with our staff that they sort of realize the level of complexity and sophistication that's required to compile all of the data and in order to make those, that kind of a system truly, truly accurate and in some ways even with a perfect system there could be enough discrepancies year to year where there was a concern that the teachers that truly deserve performance based pay in that way would not be identified.

This is a quick list of who on the teacher side is included in the, who falls under this plan. It's our lead teachers' inclusion ELL. We also include our student focused instructional staff so that they're social workers, occupational therapists, the folks who are primarily working with students on a daily basis. This is a quick graph that shows our proposed scale and compares it to the numbers that we received from the new teacher project study. And you can see here the illustration of in the first three years of teaching service we match salary basically with the second quartile of compensation for D.C. charters and then the jump from year three to year four up to the third quartile which, and then sort of basically tracking the third quartile for the rest of the years of tenure.

As you can imagine making this kind of a jump is a pretty significant financial burden for the school and one that we feel like is absolutely the right thing to do so that we're able to

CECR Web Site Webinar - EL Haynes

retain our excellent teaching staff. But in order to make this work we really needed to make the transition over a two-year timeframe. And interestingly, depending on where teaching staff members were in their current years of service and where they fell on our old scale the rise in their annual salary could be really dramatic. So there are several staff members who would qualify for a 25 percent salary increase from one year to the next and as we talked with our staff about how to make this affordable and how to make this equitable for everyone at the school we realized that setting a cap for any individual person at a 15 percent salary increase from this year to next was something where that's still rewarding the excellent work that teachers are doing but it makes it a little bit more affordable to the school. So next year as our transition year, any staff member that's with us today if the raise they would get under just the plain scale is more than 15 percent we actually cap that salary increase next year at 15 and the following year they move up to the appropriate place on the scale. And then we also worked out a plan with the staff so that new teachers coming in would be treated in a similarly equitable manner and I believe that's our last slide. So I will either open it up for questions or turn it over to the next presenter.

JIMMY HENDERSON: A couple of questions in the chat box

CECR Web Site Webinar - EL Haynes

that I can answer pretty quickly. The compensation discussion really only related to teachers this year that was where we put all of our focus and that was where we had, where we knew with our limited amount of funding to include salaries. That's where we wanted to concentrate. Our teacher expectations for how long our teachers are working their school day if you will is almost identical, maybe a little bit longer than D.C. Public Charter, Public Schools. So we don't have, you know I know some schools do have a longer day so that does affect that our, that did not come into play for us.

BOB STONEHILL: Thank you. If we have other questions, towards the end we have reserved some time for further discussion but in the meantime, let's turn it over to Ellen Cushing who is a policy associate at AIR and is a manager for CECR in charge of the development of new information resources and in charge of providing access to these resources through the CECR web site. Ellen would like an opportunity to walk our participants through the resources and the organization of the CECR web site. So Ellen, it's all yours.

ELLEN CUSHING: Thank you, Bob and thank you, Ellen, Jimmy and Richard. These presentations have been really informative and helpful. As Bob just mentioned, my name is Ellen Cushing and I just wanted to spend a couple of minutes providing an

CECR Web Site Webinar - EL Haynes

overview of the different resources that CECR has on its web site. The web site is located at CECR.ed.gov and this first slide is a picture of our home page. As you can see the site is divided into four main topic areas new to performance based compensation development and implementation, national perspective and then TIF grantees. And these four tabs represent the progression of a performance based compensation initiative from planning through the implementation of a TIF grant. And each of these tabs will be discussed in further detail a little bit later. But there are a couple of things I just wanted to mention about the home page.

As you'll see on the bottom half of the home page, there are four corresponding boxes to those four sections and they give you an overview of what kinds of information are available within each of these sections and then also we have a what's new section in the middle of the page and this highlights any of the new products or papers or presentations that CECR staff has developed recently. So this next slide is a picture of the first section, the need for performance based compensation section and it provides a general overview of the information that a district or school would need to know in order to implement a performance based compensation program. And the resources on the right provide general background information

and should be reviewed and considered before moving ahead. So some of these resources include an implementation checklist, a guide to implementation, emerging issues papers, pay summaries, research synthesis, and annotative bibliography, past presentations and the harvesting papers. And the graphic in the middle is designed to illustrate how the six areas of focus which include data quality and data systems, strategies to support the workforce, communication and stakeholder engagement, value added and other measures, program evaluation and sustainability all work together to make a performance based compensation system successful. And if you click on these areas of focus, you'll actually get to the next section which is the development and implementation page and as I mentioned there are these six areas of focus. So the first one data quality and data systems provides guidance and support on planning and implementing high quality data systems.

The strategies to support the workforce section includes information on educator evaluation systems, professional development and human development strategies that can be used to help increase student learning, communication and stakeholder engagement identifies the resources to support effective communication and the development of support for performance based compensation systems among teachers, administrators,

CECR Web Site Webinar - EL Haynes

unions, parents, the community and media.

The value added and other measures section shares resources on the definition design and review of value added models and other growth measures. And program evaluation highlights information on how to use formatives and summative assessments to evaluate and improve performance based compensation systems. And finally, the last one, sustainability shares information on how the alignment, on how alignment and financial issues associated with sustaining a performance based compensation system. If you just click on one of these sections, in this case strategies support the workforce, you'll see the kinds of information and resources available within each of these sections.

For overview, we have links to any of the guide to implementation chapters, the tools and products or anything that another state or district has developed around this particularly topic. Presentations include videos, podcasts and slide presentations or PowerPoints based on this topic. And finally, papers relate back to some of the sections that I talked about in need for performance based compensation, so the emerging issues papers, the case summaries, notes and resources. And this next slide is really just to show you what's included in the tools and products page.

CECR Web Site Webinar - EL Haynes

As I mentioned we have links to our district and state resources that are specific to that area of focus. The third section on the web site is the national perspectives and it allows you to just get a high level overview of performance based compensation. One particularly useful resource is the national map and the national map is an interactive tool that shows all of the performance compensation initiatives that are underway across the United States. And the information provided in this map are not just limited to TIF grantees but instead includes all programs that are related to performance based compensation.

The states that are highlighted in green indicate that there is a profile for either the state or a district within the state on performance based compensation. But again, just to give you an idea of what kind of information is available from this resource, if you click on the Texas state icon you will see the list of all of the profiles that have been developed for Texas or districts within Texas and the profiles are marked either a green circle, a T or a T3. And the green circle indicates that this is a non-TIF grantee.

The T indicates that the profile is for a TIF grantee that is part of cohort one or two and the T3 indicates that it's a cohort three grantee. And again, if you click on one of these

CECR Web Site Webinar - EL Haynes

profiles you'll see the information that we've included for every single profile within the map and this example for LD and independent school district you'll see that it's divided into three main sections, program overview, program information and select articles and reports. And the program overview synthesizes the program highlighted and gives you basic information on how the program operates.

Program information links directly to any information that is specific to the program. For example, any communication materials, links to any rubrics or overview material and anything else that would be useful for the reader to know about that particular program. The final section links to any news articles, evaluation reports or papers that are specific to that program and for any of the TIF grantees that we've developed profiles for we added one more section called related CECR resources. And this section will link to any of the profiles or case summaries or guidebook chapters that are related to that program. Another resource that's useful in the national perspective section is the online library and the online library is a collection of papers, reports and research articles in a variety of alternative compensation topics and includes both research and non-research publications.

You can search the articles based on the titles, the

CECR Web Site Webinar - EL Haynes

authors name, the organization name or the educator compensation issue area which actually those issue areas are shown in the slides. You can see that there's a variety of topics that we cover and include in this library. You can also search by the publication, the publication date or the geographical focus which includes national, state, district or charter school. And finally, this fourth tab is specific to TIF grantees, however, I think the information that's available in this section is really useful for non-TIF grantees as well. So the four TIF grantees section gives you information that is specific to the implementation of a TIF grant so any Department of Education guidance or regulations, past meeting presentations and the about TIF grantees has a list of the TIF grantee winners from cohorts one, two and three and then the grantee profiles which gives you an overview of the program, year one activities, year two activities, their compensation awards, who's eligible, the districts that are participating, that kind of information that's really important and useful if you're thinking about implementing a performance based compensation system. And with that --

BOB STONEHILL: Thank you, Ellen. If anyone has any further questions for either of our Ellen's or for Jimmy and Rich at EL Haynes, please type them in and in the meanwhile I do

CECR Web Site Webinar - EL Haynes

have a quick question for Jimmy and Rich. Given the overall challenge of creating a comprehensive human capital management system, where does one begin? Is there a particular key component that can be the center of all related activity going forward?

RICHARD PULLMAN. I don't think there's one component. I think that if we had to point to the couple of, one of the biggest impetus for our being our, for us feeling comfortable moving forward in our compensation reform was probably the TNTP study. It just came along at the perfect time for us and so I think that having to give information to our board of directors and our head of school and others having that data to support the fact that we didn't need to perfectly match our highest competitor but rather there were some other components that our teachers were going to be willing to stay around for that was pretty key as we moved for the compensation side.

I think for the teacher evaluation piece you know the Race to the Top Grant definitely moved us forward quicker than probably would have without it. But I'm not sure that that, you know not everybody has that driving force. But I do think starting with data or collecting data about how you want to move or what are going to be the other driving factors besides just dollars and cents is an important element.

CECR Web Site Webinar - EL Haynes

JIMMY HENDERSON: Yeah. And one of the other big inclusions from the TNTP study that we saw was [inaudible] 35 to 40 percent of a teacher's happiness at their current school has to do with instructional culture. And I think the biggest or the two biggest parts of instructional culture that can be addressed at the system's level and should be addressed at the very beginning are one, having the expectations of teachers being incredibly clear. And so we have spent countless hours and staff time on our teacher competency rubric.

There are lots of examples out there that you could use as a starting point and having that be transparent to all teachers about what the expectations and then having a system in place and balancing the principal's job description and assistant principals in a way that allows them to be in classrooms very frequently, not just doing previously announced formal observations but five to ten minute observations on specific topics, giving feedback quickly to the teachers that are on the ground, areas that they can improve their practice I think is just that's kind of ground zero and then you build off of that.

BOB STONEHILL: From the time it took for you to transition from whatever schedule you had in place earlier to the new benchmark and performance based salary schedule, how long did that transition process take you?

CECR Web Site Webinar - EL Haynes

JIMMY HENDERSON: Well we're planning for it to take two years. Are you talking about the planning of that or are you talking about the actual implementation of the new scale?

BOB STONEHILL: I think from the time that you started thinking about it to the time it's going to be in place. What -

JIMMY HENDERSON: Really it was probably a 9 to 12-month process. I think we got serious about it and doing some of the meetings with staff and doing some more of the research about six months ago. But we first started having conversations trying to wrap our mind around what was important a good 9 to 12 months ago.

BOB STONEHILL: Thank you very much. So in wrapping up because we're just about out of time, again, I want to thank Rich Pohlman and Jimmy Henderson from the EL Haynes Charter School, Ellen Sherratt from AIR and Ellen Cushing from AIR. And I also want to thank Dana Balick who worked with us on putting together all of the webinars on charter school innovation and promising practice around performance based compensation and around integrated and aligned human capital management systems.

I also want to remind our participants if they're interested that the U.S. Department of Education petitioned a recently published priorities for public comment and public

CECR Web Site Webinar - EL Haynes

review and if you look at those you will have seen that the establishment of comprehensive human capital management systems in which all of the schools participating in a TIF grant use the same kinds of procedures is now a critical component of the next competition. And we expect in the next month or so for the new competition to be launched. If any of you have any questions about today's webinar, please send an email to Ellen Cushing, ecushing@AIR.org and with that I want to thank you all for your participation today.

EAW/CECR_Website_Webinar_-_EL_Haynes/04-01-2012