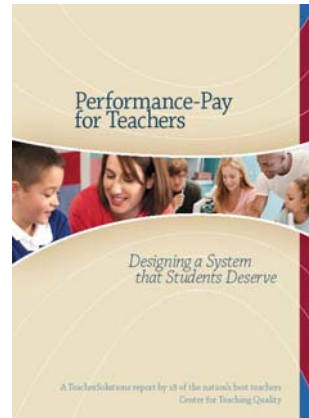


Performance Pay for Nevada's Teachers

EXHIBIT B Education
× Entire document provided.
☐ Due to size limitations, pages _____ provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@cb.state.nv.us.

Document consists of 15 pages.

Meeting Date 011008_



Barnett Berry and Valdine McLean, NBCT
January 9, 2008



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History of "Merit Pay"

For nearly 100 years, American schools have made attempts to alter the way teachers are paid – beyond the “lanes and steps” approach still widely in existence. Until most recently, the vast majority of these efforts have failed, not least because teachers themselves have remained on the sidelines of these reform efforts.



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A National Scan

- As reported by the Center for American Progress, eight states – AK, FL, MN, NC, OH, SC, and TX – currently have some pay-for-performance program in place.
- However, some of the most innovative efforts are taking place at the district level, such as programs in Denver, Minneapolis, and Austin.



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Denver's ProComp

- Approximately 60% of Denver's veteran teachers have opted in to participation.
- Program offers multiple pathways to compensation bonuses, including knowledge and skills, market incentives, professional evaluations, and *multiple measures* of student achievement.



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Denver's ProComp

- One of ProComp's most significant contributions to other models is in its recognition of performance measures beyond standardized test scores, including
 - Student learning objectives and the assessments that will measure their accomplishment jointly designed by teacher and administrator; and
 - Standards-based performance evaluations that incorporate student work.



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Minneapolis' Professional Pay Plan/ATPPS

- The plan is based on a vision that every student in every classroom has a teacher that is highly qualified not only in license but also in content knowledge, pedagogy and best practices.
- Professional development is the main tool for teachers to permanently advance their salary.



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Minneapolis' Professional Pay Plan/ATPPS

- ProPay 1-2-3 provides instruction to Minneapolis teachers based on the specific needs of the district's students.
- For teachers to receive salary advancement, they not only need to learn the new material, but also must implement the learning in their classroom and complete an action research report reflecting on the impact this new skill had on student learning.



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Austin's 2007 Performance Pay Model

- Based in part on Denver's plan, it shares joint teacher/administrator goal setting and evaluation as one measure of teaching effectiveness.
- Austin does also use test scores, but bonuses are based on an entire school's test results in order to encourage collaboration instead of competition.



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State-Supported Flexibility

- Two of these districts, Austin and Minneapolis, function within a larger state-level teacher compensation effort.
- Both the Texas and Minnesota state programs allow enough flexibility for districts to design significant aspects of their efforts to meet their specific *local* needs.



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TAP's Mixed Bag

- Teacher Advancement Program, currently used in Ohio and Chicago city schools, does offer a model example for teacher evaluations, using a *team* of certified evaluators – including but not limited to principals – to provide teacher assessments multiple times a year.
- However, TAP's limitations on the number of teachers who can progress into mentor or master roles is problematic and represents one of the top things performance pay programs should NOT do.



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Sound Advice



- ✓ Don't place an artificial cap on teacher rewards.
- ✓ Don't limit rewards only to teachers who teach tested subjects.
- ✓ Don't tie rewards *only* to gains in student test scores.



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Sound Advice



- ✓ Don't provide additional pay for just any kind of professional development.
- ✓ Don't make a blanket offer of extra pay only to teachers of math, science, and special education.
- ✓ Don't use test scores in ways that produce unintended consequences.



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Sound Advice



- ✓ Don't focus on performance incentives and bonuses at the expense of improving your base-pay system.
- ✓ Don't offer incentives to just any teacher who wants to teach in a high-needs school.



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Sound Advice



- ✓ Don't create a "one-size-fits-all" performance-pay system.
- ✓ Don't try to overhaul your teacher compensation plan without having teachers at the table!



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What is TeacherSolutions?

- An attempt to rectify the absence of teacher voice around compensation discussions
- 18 of the nation's best teachers studied performance pay research and efforts for more than a year to own and advance the performance pay agenda.
- Similar to the goals of the Nevada Teaching and Learning Conditions Survey – another venue where CTQ supported teachers in elevating their voices



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TeacherSolutions Team

- ✓ National Board Certified Teachers
- ✓ Milken Winners
- ✓ One of the Highest “Value-Added” Teachers in Tennessee
- ✓ National Teacher of the Year
- ✓ State Teachers of the Year
- ✓ ASCD Young Educator of the Year Winner
- ✓ Presidential Math and Science Award Winners
- ✓ Carnegie Scholar
- ✓ Horace Mann Teaching Excellence Award Winner
- ✓ NEA Foundation for Improving Education Teaching Excellence Award Winner



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TeacherSolutions I Team



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Report Development

- Virtual “webinars” and captured listserv conversations
- Review of divergent research studies
- Analysis of local performance-pay practices
- Debate on the issues with researchers, policy analysts, community activists, teacher union leaders, and practitioners

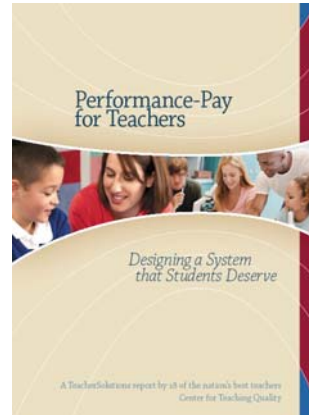


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The Result:

*Performance-Pay
for Teachers:
Designing a
System that
Students Deserve*



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The Four Pillars

1. Help students learn more
2. Develop and use *relevant* new knowledge and skills
3. Meet special needs in the local labor market
4. Provide school and community leadership for student success



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- ✓ Help their students make significant academic gains and spread know-how to others
- ✓ Effectively assess student progress and use data to adapt teaching for instruction of individual students
- ✓ Work in small teams to accelerate student achievement

A photograph showing a wetland landscape. In the foreground, there is a body of water with some reeds and marsh grasses. In the background, there are rolling hills or mountains under a cloudy sky. The overall scene is a natural, somewhat desolate environment.

The diagram illustrates the Nitrogen Cycle with the following components and processes:

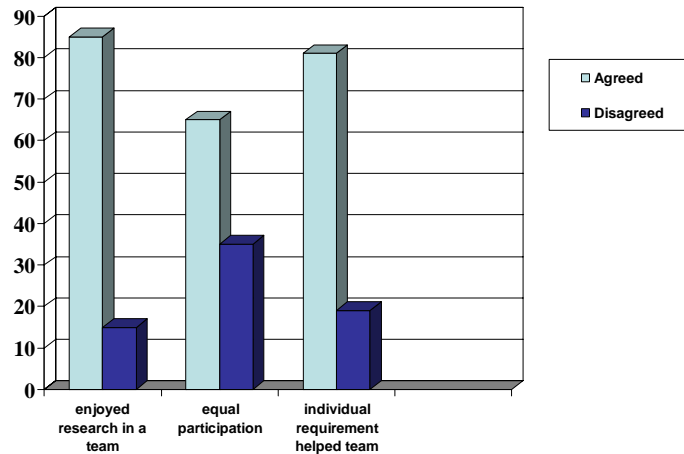
- Atmosphere:** Nitrogen in the Atmosphere (top center).
- Soil:** Nitrate in Soil (bottom center), Ammonia in Soil (bottom left), and Nitrite in Soil (bottom right).
- Living Organisms:**
 - Animals:** Animal Protein (top left), Animal Carcasses (center), and Animal Waste (top right).
 - Plants:** Plant Protein (top right), Plant Carcasses (center), and Plant Waste (top left).
- Processes:**
 - Nitrogen Fixation:** Indicated by a blue arrow from the atmosphere to ammonia in the soil.
 - Nitrification:** Indicated by a green arrow from ammonia in the soil to nitrite and then to nitrate in the soil.
 - Denitrification:** Indicated by a red arrow from nitrate in the soil back to the atmosphere.
 - Decomposition:** Indicated by arrows from animal and plant carcasses to ammonia and nitrite in the soil.
 - Assimilation:** Indicated by arrows from nitrate in the soil to animal and plant protein.

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A large wooden trebuchet is shown in a grassy field. The trebuchet is made of light-colored wood and has a long, angled arm. A person is standing next to the base of the trebuchet, and another person is visible in the background. The trebuchet is mounted on a wooden frame.

Help Students Learn More

Effectively assess student progress in order to design instruction for specific needs.



2. Rewarding teachers who develop and use new knowledge and skills

- ✓ Increase knowledge and skills to meet the specific, identified student needs
- ✓ Document and share the impact that knowledge and skills have on student learning
- ✓ Acquire knowledge and skills that meet the needs and strategic goals of local schools

Develop & Use Relevant Knowledge and Skills

Teachers working in teams toward common problem solving through professional learning teams or action research projects.



Develop & Use Relevant Knowledge and Skills

Recognize relevant individual pursuits

- National Board Certification
- Master Programs in teachers' content area
- Professional development in how to teach second language learners literacy in the content area

3. Rewarding teachers who fulfill special needs in the local labor market

- ✓ Agree to teach in high-needs schools, when they have demonstrated the necessary qualities and skills to be successful
- ✓ Teach in a wide variety of high-demand assignments—not limited to just math and science



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Fulfill Special Needs in the Local Labor Market

Where are qualified people going?

Starting Averages In Nevada

(from www.Indeed.com)

Teachers \$30,000

Chemist \$36,000

Physicist \$43,000

Biologist \$61,000



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4. Rewarding teachers who provide school & community leadership for student success

- ✓ Serve as mentors, coaches, teacher educators, and policy advisors
- ✓ Develop and spread innovative teaching and learning strategies
- ✓ Create much needed school-community programs that serve parents and families as well as students



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Teacher Leadership

The critical job
outside the classroom doors.

Teacher Mentor
Teacher Educator
School-Community Partnership Leader



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Questions & Answers



“Making substantive connections between policymakers and teachers is the holy grail of teacher leadership.”

- Nancy Flanagan, NBCT and Teacher Leaders Network member



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**For more information
and responses from the
press and the education
community regarding the
TeacherSolutions report:**

TSTEACHER
SOLUTIONS



www.teacherleaders.org/teachersolutions

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