

Local Reward Advisory Council
June 27 & 28, 2012
MacKay Building-Pierre, SD

In attendance: Mary Williams, Mary Schneider, David Pappone, Joann Stephens, Jarod Larson, David Haagenon, Tim Pflanz, Brett Distel, Tim Mitchell, Neil Putnam, Amber Stout, Becky Lockwood, Tami Hummel,

Not in attendance: Tim Gottlob, Tanya Czepull

- Introductions
- HB 1234 Overview (Dr. Melody Schopp)
- Welcome (Jarod Larson)
- Brainstorm session - Essentials of a local plan could include:

--**Growth components**

- Local control
- Positively impact student achievement
- Improve upon district weaknesses
- Build on successes
- Promote/increase teacher collaboration
- Clearly defined expectations
- Based on research/best practices
- Achievable goals
- Flexibility
- Give teachers the money
- Fair

--**Leadership**

- Quality teachers
- Community involvement to some degree
- Autonomy/personal control
- Purpose
- Learning a new skill

--**Accountability/Achievement**

- Motivate increased effort
- Concentrate work on most productive tasks
- Objective as possible
- Account for variables outside of school and teacher
- Focus on growth
- Reward targeted professional development
- Teachers encouraged to stay in profession
- Attract high quality applicants to profession

--**Curriculum Integration**

- Teacher growth

Effective, best practice instruction
Participation in curricular decisions and committees
Collaboration and collegiality
Best practices in teaching and assessment

--Market based needs

High needs areas
Highly qualified

****The end result of a local plan is to positively impact student achievement.**

- Small Group work – Develop a list of essential items an incentive pay plan should include (Example: Increase Collaboration, Reward Extraordinary Effort)

Growth

--based on growth-student, teacher and administrative
--key component of growth is assessment and needs to increase quality of instruction
--within plan, language needs to be flexible so each district can determine assessment

Leadership

--there needs to be a definition of teacher leadership-building level, district level, possibly state and national level. Do all these leadership things lead to improved classroom performance?
--should there be a student growth component included?
--should teachers be required to be proficient or distinguished?

Accountability/Achievement

--according to waiver application, every building will get a score
--if your building makes its goal, everybody in the building gets paid
--less margin for error in score for smaller school than larger school
--in buildings, some folks aren't contributing as much as others
--one possibility is that teachers need to be at least proficient to participate in building reward

Curriculum/Integration

--create best practices for standards, instruction and assessment because this incorporates all educators in building for accountability
--differentiated instruction-is it meeting needs of all students?
--college & career readiness?
--assess who's integrating curriculum and who would get bonus?

Market Based Needs

--recruiting teachers for Title I/high poverty schools
--teachers not wanting to teach Pre-Algebra or Physical Science
--high needs areas for that district
--top teacher retention; smaller districts can't compete with larger districts

- Shared with the group the sample School Wide Incentive Pay Plan based on growth and evaluation (Timber Lake Plan)

- Small Group Work
 - Develop strengths and weaknesses list for your plan
 - Document and define how best practice and research support your plan
 - Develop a timeline for the plan
 - Develop an implementation strategy
- Create formal presentation of plan

Market Based Needs

- High needs areas and high needs schools-2 menu options
- high needs areas for a district may vary, depends on area
 - retention of teachers-are they just signing bonuses or ongoing pay? Geography will have a lot to do with it.
 - what would the bonus be? Is it a \$1,000 signing bonus? Do you give it upfront or give it later based on evaluation at end of year? Might need some flexibility if there's a bidding war.
 - retaining a teacher is easier based on evaluations and needs area.
 - internal committee made up of possibly parents, administrators, teachers, board members decides on amount of bonus?
 - funds need to be separate from rest of incentive money in order to also give performance pay
 - what about number of applicants? What about paying back money?
 - in-district use of market pay? It's up to individual district.
 - this is an area where districts want flexibility in order to retain individuals they really want
 - suggest dollar amount or percentage so there's greatest amount of flexibility

Accountability

- use state's accountability system or part of, as basis for performance pay
- Handout -document #5, page 9, Balanced Score Card-options for implementation, pros and cons, etc.
- using building score, reward all teachers who were proficient or distinguished. A teacher could opt out or teacher could write own plan but wouldn't share in building rewards.
- if accountability gives us 5 factors, district might choose to focus on only 1 or 3 of them. If building meets goal(s), then receive award.
- various levels for reward. Build in various levels for incentivizing or exceeding goals and might incentivize work we're looking for.
- local plan might have locally identified, independent goals.
- unintended consequences are teacher evaluation.
- group recommendation that teachers need to be proficient or distinguished
- drawback to any group plan is it only can be successful if most colleagues pull their own weight and freeloaders still get rewarded. Solution is only proficient and distinguished teachers get reward?
- ask people ahead of time what they would do to help reach goals
- address innovative solutions in plan, especially pros and cons
- helpful to have a document with suggestions, resources, pros and cons of particular plan
- document #4 on page 2- some great resources
- might want to include group and individual components

--appeal process for deserving teachers that don't get a bonus? Local Board of Education has final decision because it's a local plan

Leadership

- U of Wisconsin has a lot of research on teacher compensation-Alan Odden?
- Kathy Lassiter talks about high performing cultures. Chart about types of instructional teacher leadership roles. Microteaching is take best teacher, observe and dissect, and replicate in classrooms.
- Vertical or horizontal alignment of curriculum
- Department heads-leaders of professional learning community
- Any task force, any level; leading change.
- Educational leadership-looking at NBCT, advanced degrees (should it be in content area?), etc. Teachers sign contracts with districts, but how do you make them pay it back?
- Action research may lead to an innovative practice.
- Mentoring-how important it is and how we lose most teachers in first few years.
- Developing and implementing intervention programs for students.
- Domain 4 of Danielson Framework

Teacher volunteers, make substantial contributions to event and assume leadership responsibilities

- tie it to student growth or not? Do you compensate based on teacher's leadership on curriculum team which leads to increased student achievement versus just paying teacher to be on curriculum team?
- weakness – there is not a lot of opportunity for teachers to be leaders and sometimes assigned to them. Some teachers don't want to be leaders and not an incentive for them. How do you make distinction for smaller schools where there's only one teacher and always the department head?
- If more volunteer than openings, then principal has to pick, then other teachers aren't eligible for reward.
- collaboration and distribute leadership. Huge strength is incentivizing something that will lead to increased student achievement.
- it's in the teachers' hands; we're choosing to do.
- individual teacher qualifies for more than one thing? overall teacher stipend or for singular events?
- compensation vs. reward. Could it be both? Or are we creating disincentives?
- what about new teachers coming on with Master's degrees?
- cultural change about the best things about being a teacher. Teaching is an honorable profession with many rewards.

Growth

- assessment options
 - Renaissance
 - SMARTER Balance
 - Map
 - SDAP.emetric
 - Other

--does student growth have to be academic? If academic, can get a number. Social/behavioral growth is hard to assess.

--Need to direct resources. What resources do teachers need from local Boards of Education?
--whatever assessment a local district chooses it has to drive instruction and give reasons for what the district is doing.

--instruction should be ever changing. Data and assessment should lead to changing instruction.

--local control for reward of growth. Individual classroom, growth, grade level, building, district, or combination of any.

--strength is student achievement, data driven instruction and is measurable. Data is usable.

--weaknesses are unrealistic target, multiple measures of growth, more paperwork, additional time, growth is hard to define and multiple definitions. Is growth necessarily academic?

--how will specialists show student growth?

*Schools could choose from a menu of choices (Growth, Leadership, Market Based Needs, Curriculum Integration, and Accountability) with strengths and weaknesses based on research.

*Workgroup should create a model plan based how a local district plan could look.

- Next meeting- August 7th in Chamberlain at the South Dakota Hall of Fame?, 9:30-4 CDT