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# Region One Incentive Strategies for Educators

## *Project RISE: District Advisory Committee*

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TEACHER INCENTIVE FUND GRANT OVERVIEW

MARCH 23, 2017

[goo.gl/Dd9ZDx](https://goo.gl/Dd9ZDx)

# District Advisory Committee

## *Outcomes*

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- Review key funding sources for performance-based compensation.
- Engage stakeholders in the development of a performance-based compensation system.
- Review the HCMS model.
- Define roles and responsibilities of mentor and master teachers.
- Identify changes needed to current structures and processes (i.e. contracts/payroll)

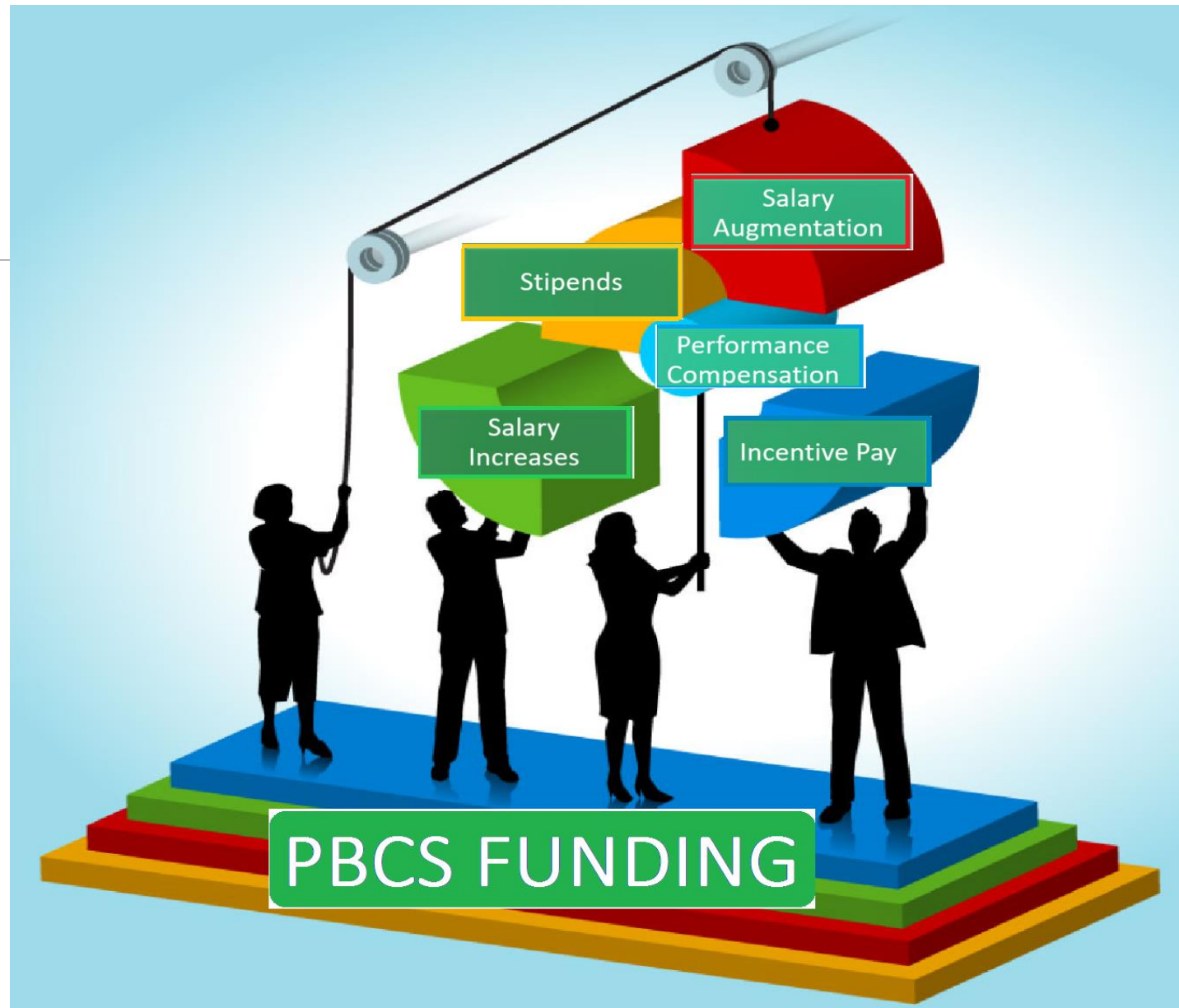


# PBCS Grant Requirements

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1. Includes a combination of classroom observations, classroom performance, and school-wide performance with multiple evaluators to calculate compensation
2. Selection of evaluation appraisal instruments for both teachers and principals
3. Determination of “Others” included in the PBCS
4. Selection and development of growth measures for core teachers in non- tested subjects or grade levels





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# PBCS Funding

## Performance Compensation

- **Core Teachers**
- **Non Core Teachers**
- **Others**



# Eligible Participants



## CORE

*Teachers teaching tested grade(s) or subject(s)*

-State Assessed  
-Self-Contained;  
Sp. Ed.

## NON-CORE

*Teachers teaching non-tested grade(s) or subject(s)*

-Non-tested  
-Resource, Inclusion;  
Sp. Ed.

## OTHERS

*Directly impact students' academic performance and college readiness*

-Principals  
-Asst. Principals  
-Instructional Leaders

Who do we include as "Other"?



# Performance Based Compensation Systems

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Differentiated levels of compensation for effective teachers, principals and school leaders may include the following:

- Bonus pay based on employment responsibilities and success in hard-to-staff schools or high need subject areas
- Recognition of skills and knowledge demonstrated through successful fulfillment of additional responsibilities
- Evidence of professional achievement and mastery of content knowledge and superior teaching and leadership skills



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# Key Components of the PBCS



# Proposed Performance Based Compensation System

## *Components*

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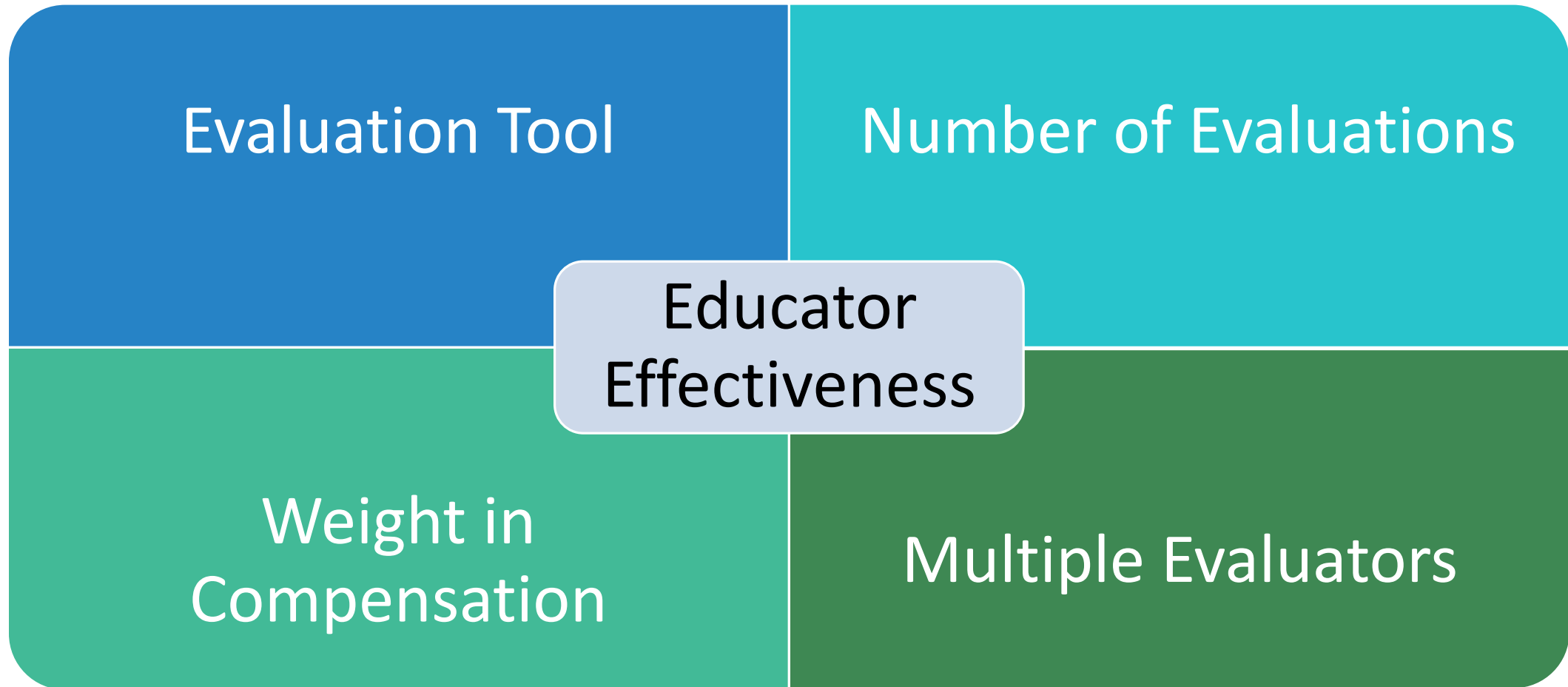
# Proposed Performance Based Compensation System *Components*

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# Grant Recommendations

*Stakeholder Input on Classroom Observations*





# TOOLS



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# Classroom Performance

## *Purpose of Evaluation*

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T-TESS is the Texas Teacher Evaluation and Support System. It is a new teacher evaluation system for the state of Texas **designed to support teachers in their professional development and help them grow and improve as educators.**

*Gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices.*



# NUMBER OF



# Texas Teacher Evaluation & Support System

*Creating Options for Observation*

## Teachers Year 1-3 and New

- Five or more required observations a year
- Four – 50 minute (announced)
- One – 20 minute (unannounced)

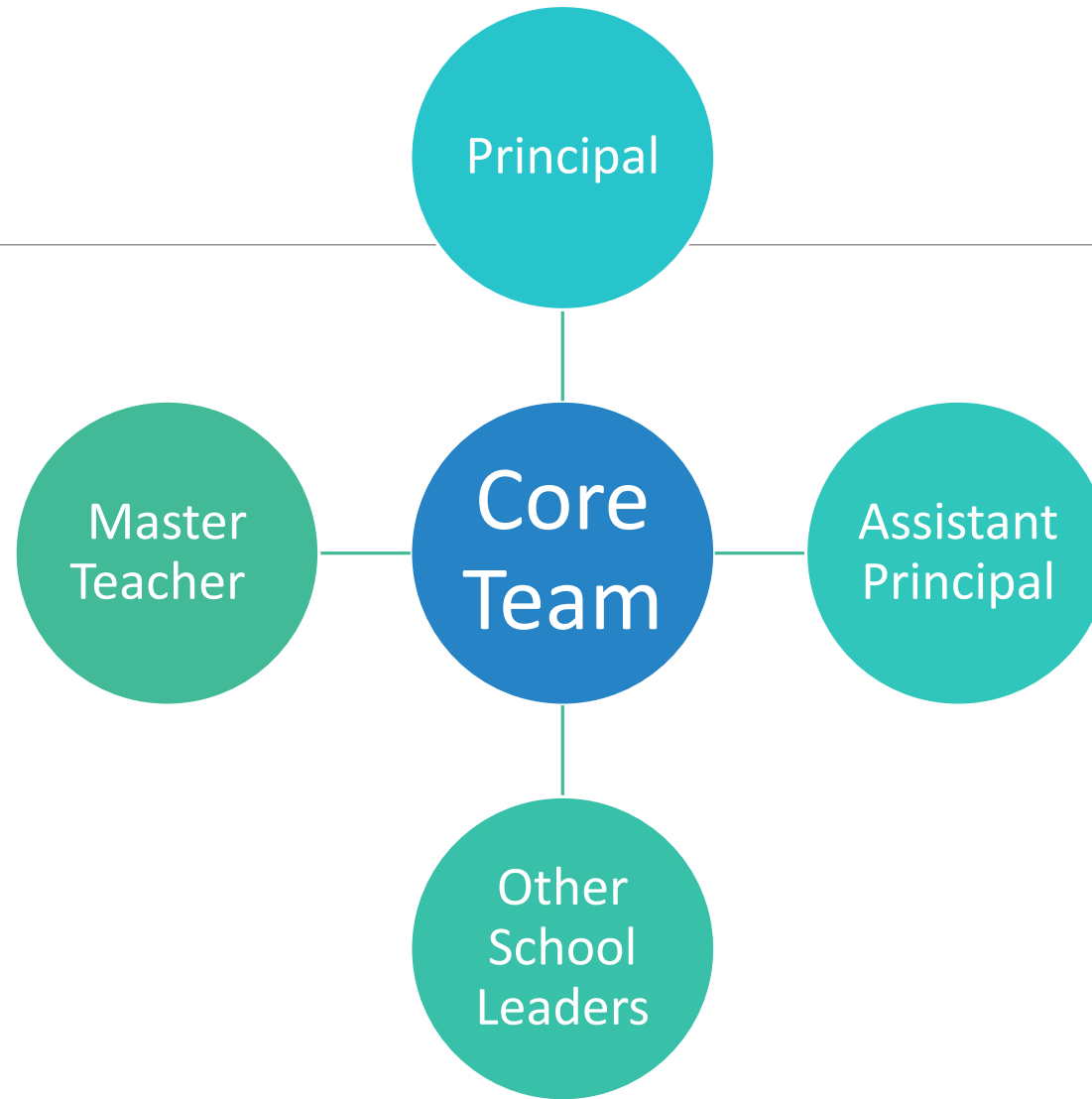
## Teachers Year 4+

- Four or more required observations a year
- Three – 50 minute (announced)
- One – 20 minute (unannounced)



# MULTIPLE







in  
COMPENSATION

# Performance Based Compensation System

## *Examples of Calculations for Teachers*

PCBS	Option 1			Option 2			Option 3		
Component	O	P	SW	O	P	SW	O	P	SW
Weight of Score	50%	30%	20%	40%	40%	20%	40%	20%	40



# Performance Based Compensation System

## *Examples of Calculations for “Others”*

PCBS	Option 1		Option 2		Option 3	
Component	<b>O</b>	<b>SW</b>	<b>O</b>	<b>SW</b>	<b>O</b>	<b>SW</b>
Weight of Score	50%	50%	50%	50%	50%	50%



# Issues to be Considered

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1. Changes to Current Structures
2. Number of Required Walk-throughs
3. Quality vs. Quantity
4. District Initiatives (i.e. Instructional Rounds, academic coaching, etc.)
5. Purpose of the Evaluations
6. Collection of Evaluation data



# Proposed Performance Based Compensation System

## *Components*

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# Student Classroom Performance

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Student Growth

Value-Added Measures (VAM):

Portfolios

Student  
Learning  
Objectives  
(SLO's)

District Level  
Pre/Post  
Assessments

Growth  
Measures



# Value-Added Measures (VAM)

## Research & Best Practice



### Measures of Student Growth

#### Overview

Beginning in the 2017-2018 school year, appraisal systems in Texas, whether the state-recommended system or a locally developed system, will need to include a measure of student growth at the individual teacher level.

#### What is Student Growth?

Student growth measures how much a student progresses academically during his or her time with a particular teacher. It takes into consideration a student's entering skill level when measuring how much the student grew over time, and, as opposed to measuring student proficiency on an assessment, student growth isn't concerned with whether or not a student passes a particular test or reaches a predetermined and uniform benchmark. It considers equally students who enter behind grade level, on grade level, and beyond grade level, tailoring growth expectations to each student's context.

By measuring growth, a teacher develops a better understanding about the academic impact of his or her instructional choices. In a formative appraisal process like T-TESS, feedback derived from student growth acts as a complimentary piece to the feedback derived from the appraisal rubric. Whereas the rubric captures how the teacher's practice impacts students holistically, student growth captures how the teacher's practice impacts students academically.

#### How Should Student Growth Data Be Used?

Student growth data should be used just as observation data and goal-setting and professional development data are used in T-TESS – as feedback that will help inform teachers about what worked, what didn't work, and what they can do to improve their practice moving forward.

Student growth is one measure in a multiple-measure evaluation system, and the inclusion of student growth data in a formative evaluation process provides for a more complete understanding of the impact of instructional and professional practices teachers deploy over the course of a school year.

#### What Are the Four Options for Measuring Student Growth?

Districts have four options for measuring student growth: 1) student learning objectives (SLOs); 2) portfolios; 3) district-level pre- and post-tests; and 4) value-added measures (VAM) for teachers in state-tested subjects.

Districts are free to choose any measure for their teachers – no single measure must be used for a particular grade or subject (e.g., VAM doesn't have to be used for teachers of tested grades and subjects). Districts can also use different measures for different grades or subjects. For example, a

### What is Value-Added Modeling?

VAM is a quasi-experimental<sup>7</sup> method that uses a statistical model to establish a causal link between a variable and an outcome. In education, VAM has been used to establish a link between teachers and the achievement of students within their classroom. This method of modeling is seen as promising because it has the potential to promote education reform and to create a more equitable accountability system that holds teachers and schools accountable for the aspects of student learning that are attributable to effective teaching while not holding teachers and schools accountable for factors outside of their control (e.g., the potential impact of socioeconomic status on student learning).

VAM is actually a flexible set of statistical approaches that can incorporate many different types of models. Some models use student achievement as an outcome and others use student growth. Some models attempt to link teachers to student achievement while other models attempt to link both teachers and schools to student achievement. Although many types of VAM approaches are possible, this report refers to all of these approaches as VAM. There are common elements across these VAM approaches that have policy implications, and these common elements will be explored in the following sections.

VAM is not necessarily equivalent to other "value-added assessment" systems. Some use the term "value-added assessment" to include any method of analyzing student assessments to ascertain growth in learning by comparing students' current level of learning to their own past level of learning.<sup>8</sup> There are some "value-added assessment" systems that do not use VAM,<sup>9</sup> and there are other "value-added assessment" systems that do use VAM.<sup>10</sup> While there are many "value-added assessment" systems, many of them do not use statistical modeling to compare a student's actual growth to a level of expected growth (e.g., one year of academic achievement, average student growth for a school, or some other measure of expected growth). Without comparing actual growth to some pre-defined level of expected growth, a "value-added assessment" system may not be estimating teacher effectiveness. Because the focus of this report is on the estimation of teacher effectiveness—a prominent provision in the RTTT grant competition—only VAM approaches, and not other "value-added assessment" systems, are considered.

### The "Teacher Effect"

There are numerous factors that influence student achievement, including past educational experiences, home and neighborhood experiences, socioeconomic status, disability status, the

<sup>7</sup> Experimental methods rely on random assignment, such as random assignment of teachers to schools or random assignment of students to teachers. In school settings, random assignment does not occur. Teachers are not hired at random and students are not placed in classrooms at random. For this reason, schools are typically observational settings in which quasi-experimental methods are necessary. A quasi-experimental method uses statistical techniques to approximate experimental conditions; however, this approximation is not perfect, and results will contain a certain amount of uncertainty due to the nonrandom nature of the data.

<sup>8</sup> <http://www.assessment.com/Value-Added-Assessment-Systems.aspx>



# Proposed Performance Based Compensation System

## *Components*

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# Grant Recommendations

## *Stakeholder Input on School-Wide Performance*

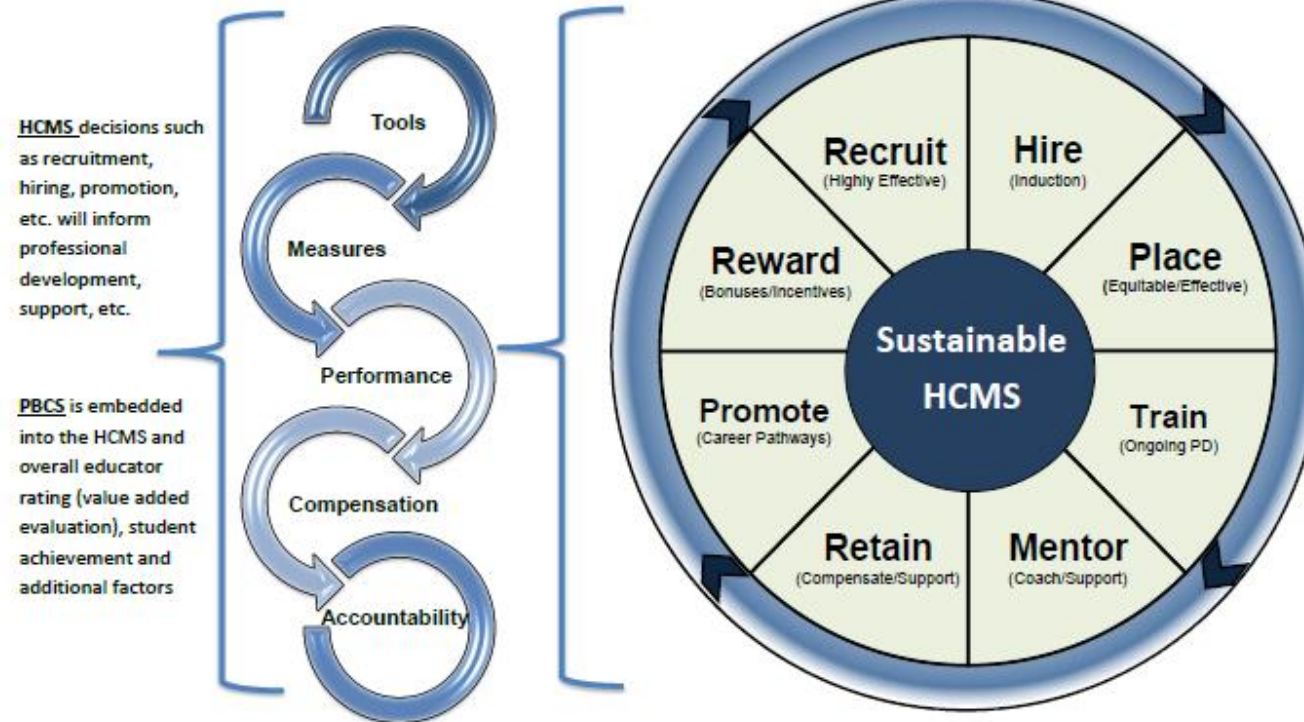
Elementary	Middle School	High School
STAAR Growth	STAAR/STAAR EOC Growth	STAAR EOC Growth
Campus A-F Rating	Campus A-F Rating	Campus A-F Rating
Teacher Retention	Teacher Retention	Teacher Retention
Parental Involvement	Parental Involvement	Parental Involvement
	Dropout	Graduation



# Project RISE HCMS/PBCS Model

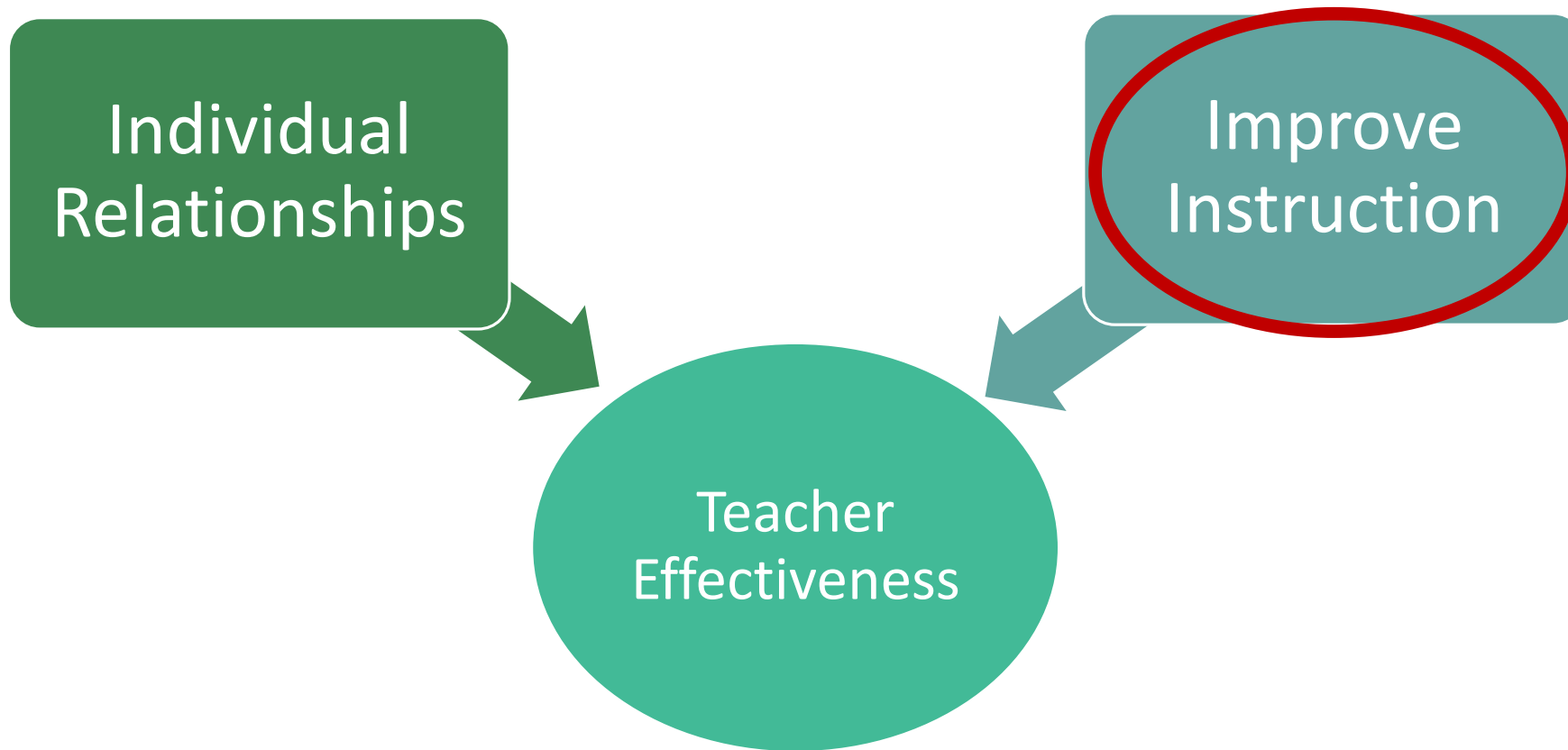


## Project RISE HCMS/PBCS



# Effective Mentoring

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# Campus Master and Mentor Teachers

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- Campus Master and Mentor Teachers will be engaged to guide and provide ongoing guidance to new, first year, and other teachers.
- To the extent possible, the Project Director and the Campus Principal will pair a mentor with teachers that teach the same subject, grade level, or that previously taught the same subject or grade.
- Selection of Master and Mentor Teachers will be made from the pool of committed tenured, experienced, degreed (Masters), and certified teachers at each campus.
- Application, Interview protocols, and Training calenders.

Master & Mentor Teacher	Master Teacher	Mentor Teacher
<ul style="list-style-type: none"> <li>• Possess 3 years of teaching experience in the same subject area</li> <li>• Demonstrate knowledge of skills to address the performance evaluation criteria and outcomes to be met by mentee</li> <li>• <b>Master's Degree in content area</b></li> <li>• Possess positive reference from a current or recent principal or supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Will collaborate with campus principals to ensure all students are learning from effective teachers that demonstrate mastery in their professional content</li> <li>• work with first time, new, tenured, and struggling teachers</li> <li>• Create an atmosphere and attitude conducive to learning</li> <li>• Jointly establishing goals and an academic achievement plan</li> <li>• Improve pedagogical instructional strategies and classroom management practices</li> <li>• Team teach with colleague, demonstrating model lessons and helping implement curriculum</li> <li>• Observe and provide peer assistance and coaching toward meeting teachers Individual Professional Growth Incentive Plan (IPGIP) goals</li> <li>• Observe teacher classroom performance using the evaluation appraisal rubrics and conducting follow-up teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Provide guidance on strong lesson planning, classroom management, assist with professional decisions, guide the utilization of data to improve teaching, and help develop and implement a curriculum</li> <li>• Paired with teachers that provide instruction in the same subject, grade level, or that previously taught the same subject or grade level.</li> </ul>

# PD activities for Master and Mentor teachers

Minimum  
40 hours  
annually

## Topics:

- Classroom instruction
- Effective pedagogy
- Management strategies
- New teacher development
- Effective communication and collaboration strategies
- Leadership and team-building skills
- Test analysis
- Establishing standards-based classrooms
- Supervision

# Questions, Comments, and Concerns

## Parking Lot

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