



*Investment Partner in Renaissance 2010*

2009 New Ventures in Education Seminar:  
**Human Capital: Teacher Retention and Incentives**

*Creating a New Market of Public Education*

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# Agenda

- ▶ Introduction (5:00 – 5:10 PM)
  - Session Objectives
  - Do Now
- ▶ Setting Goals for Teacher Performance (5:10 – 5:30 PM)
- ▶ Evaluating Teacher Performance and Teacher Retention (5:30 – 5:45 PM)
- ▶ Identifying Effective Teacher Incentives (5:45 – 5:55 PM)
- ▶ Questions and Wrap-up (5:55 – 6:00 PM)

# Introduction

## Do Now: Teacher Retention and Incentives

- ▶ Describe the factors you would consider when retaining a teacher at the end of the school year. What role do student performance and school culture play in these determining factors?
- ▶ Brainstorm a list of incentive programs of which you are aware that are currently used by schools and districts to retain excellent teachers.

## **Setting Goals for Teacher Performance**

**The teacher evaluation process is a cycle of goals, support, observations and impact**



## The evaluation process should be determined by school level goals . . .

### Areas for Goal Setting

Areas	Category	Sample Goal
Academic	AYP	Schools will meet AYP targets in all areas
	ISAT	75% or more of students who have been at the school for at least three full years will meet or exceed standards on the all areas of the ISAT
	PSAE	100% of students who have been at the school for five full years will meet or exceed standards on the all areas of the PSAE
	ACCESS (For English Language Learners )	75% or more of students who have been at the school for at least three full years will receive a composite score of 4.0 or higher on ACCESS
	IAA (For Special Education Students)	75% or more of students who have been at the school for at least three full years will meet or exceed standards on the IAA
	Charter-specific assessments (Benchmark Assessments, NWEA, DIBELS, Acuity, etc.)	On the NWEA, the number of students at or beyond the national median percentile in reading and math will increase by at least 10 percent of the grade level cohort each year
Cultural	% Attendance	The average daily attendance will be at least 95%
	Behavior (# of referrals, suspensions, expulsions)	By mid-year, there will be a 25% decrease from the beginning of the year in behavior referrals to the office
	% Student retention	95% of K-11 students enrolled on count day will remain enrolled on the following year's count day with this exception; 75% of 8th grade graduates will re-enroll in the College Prep Academy.
	% Staff retention	At least 80% of staff members invited to return will remain at the school
	Charter-specific goals that align with the mission/vision	100% of 12th grade students will apply to a four-year college and will receive at least one acceptance
Instruction and Professional Development	Frequency of Observations	Teachers will be formally observed three times during the school year
	Frequency of Grade Level/Department Meetings	All teachers will attend grade level/department meetings at least one time per week
	Frequency of Professional Development opportunities	All teachers will participate in 17 group professional development days and three individual professional development days.

**. . . and lead to personalized professional development plans for teachers aligned with school priorities and assessed using measurable outcomes**

**Individual Professional Development Plan (IPDP)**

- ▶ Grade level specific assessment goals
- ▶ Certification goals
- ▶ Strengths, interests, and areas for professional growth
- ▶ Professional goals with measurable outcomes and end-of-year evidence
- ▶ Professional development activities and additional resources

**See Appendix for Individual Professional Development Plan**

# Teacher evaluations should cover all critical aspects of their performance including instructional areas.....

## Areas for Goal Setting

Performance Area	Sample Criteria/Goals	How Evaluated
<b>Instructional Planning</b>	Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged	<ul style="list-style-type: none"> <li>▶ Evidence of data (RIT scores, tracking sheets, IEPs, etc.) guides lesson planning</li> <li>▶ Lesson plans contain differentiation (content, processes, and products) driven by individual students' needs</li> <li>▶ Evidence of plans and assessments that allow for flexible forms of structured differentiation (work stations, teacher-guided group, independent work, etc.) throughout the lesson</li> </ul>
<b>Instructional Delivery</b>	Provides many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception	<ul style="list-style-type: none"> <li>▶ During classroom observations, teacher exudes high expectations and tenacity and convinces students they will master the material</li> <li>▶ Students are observed motivating themselves and their classmates to achieve and excel</li> <li>▶ Learning experiences consistently provided based on student needs with measurable goals to determine mastery</li> </ul>
<b>Assessment</b>	Frequently checks for understanding, clears up or revisits areas of confusion, and provides timely feedback to students	<ul style="list-style-type: none"> <li>▶ During classroom observations, teacher is heard crafting questions that reliably discern the extent and root of a student's misunderstanding, asking higher-level thinking questions about the most important ideas at key moments throughout the lesson</li> <li>▶ Teacher offers prompt feedback, opportunity for remediation, and suggestions for students to continue to excel</li> <li>▶ When asked, student can articulate their progress towards big goals and what they need to do to improve for goals they have not met</li> </ul>

## .....and key professional and behavioral areas

### Areas for Goal Setting

Performance Area	Sample Criteria/Goals	How Evaluated
<b>Learning Environment</b>	Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space	<ul style="list-style-type: none"> <li>▶ Classroom is neat, organized, well labeled and child-friendly</li> <li>▶ Table tops are uncluttered and easily used for instruction</li> <li>▶ Furniture is used creatively and creates spaces for centers, small group instruction, and multiple types of whole group instruction</li> <li>▶ Wall displays in hallways and classroom are updated bi-monthly, and are authentic pieces of work labeled with standards and a clear expectation of performance; students can explain their purpose and how to use them</li> <li>▶ Students immediately clean up their own messes without prompting</li> </ul>
<b>Family and Community Relations</b>	Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/ guardians	<ul style="list-style-type: none"> <li>▶ Sends home weekly newsletter</li> <li>▶ Returns phone calls/emails from parents within 24 hours</li> <li>▶ Evidence of attempts to communicate with hard-to-reach parents/guardians through multiple avenues</li> <li>▶ Completes 80% or more of home visits prior to the first day of instruction</li> <li>▶ 81% or more of parents/guardians attend quarterly report card conferences</li> </ul>
<b>Professionalism</b>	Reflects critically upon teaching experience and effectiveness of lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback	<ul style="list-style-type: none"> <li>▶ Seeks out opportunities to reflect critically on teaching experience (meeting with DOI, principal, colleagues)</li> <li>▶ Identifies areas of strength and weakness and prepares an action plan to address these areas</li> <li>▶ Responds constructively to feedback and pursues contingencies if initial plan for implementation is unsuccessful</li> </ul>

# A rubric will ensure consistent expectations and define performance levels

## Sample Performance Levels

Performance Level <sup>(1)</sup>	Definition
<b>Novice</b>	<ul style="list-style-type: none"> <li>▶ Inconsistently attempts to implement/perform the sub-standard</li> <li>▶ Unable to demonstrate mastery due to one of the following – mindset, skills, or knowledge.</li> <li>▶ May or may not be able to reflect upon reason(s) for not achieving expectations for performance</li> <li>▶ Students are disengaged and unable to state reasons for teacher actions</li> </ul>
<b>Beginning Proficiency</b>	<ul style="list-style-type: none"> <li>▶ Inconsistent in implementation/performance of sub-standards</li> <li>▶ Messages and strategies used in the classroom are in isolation and only used occasionally</li> <li>▶ Student investment and/or understanding of teacher actions is minimal/superficial</li> </ul>
<b>Advanced Proficiency</b>	<ul style="list-style-type: none"> <li>▶ Regularly implements/performs sub-standards using purposeful, meaningful, and integrated strategies and messages</li> <li>▶ Consistently reflects on performance and drives improvement through self-motivation and feedback from others</li> <li>▶ High levels of student engagement and understanding of teacher actions</li> </ul>
<b>Exemplary</b>	<ul style="list-style-type: none"> <li>▶ Regularly implements/performs sub-standards using individualized strategies and messages based on student needs</li> <li>▶ Consistently reflects on performance and shares success with others through leadership opportunities</li> <li>▶ High levels of student engagement and understanding to the extent that students are regularly self-motivated and self-directed</li> </ul>

Note(1): It is possible for teachers to be at different performance levels in each of the sub-standards.

**See Appendix for Example Teacher Performance Rubric**

# Evaluating Teacher Performance

## Observations and feedback are key components to the evaluation process

### Observation Structure

- ▶ Performed by the Principal, Director of Instruction, and/or Instructional Coach
- ▶ Informal observations/walkthroughs are performed daily/weekly
- ▶ Formal individual observations performed three times per year
- ▶ Observations include individual performance goals, school-wide areas of focus, and grade-level areas of focus


### Observation Feedback

- ▶ Pre- and Post-observation conferences
- ▶ Written feedback
- ▶ Video feedback

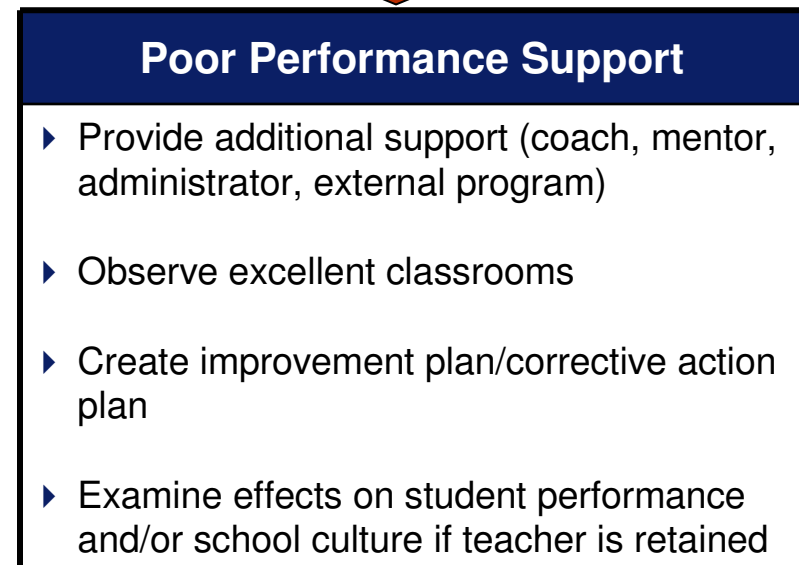
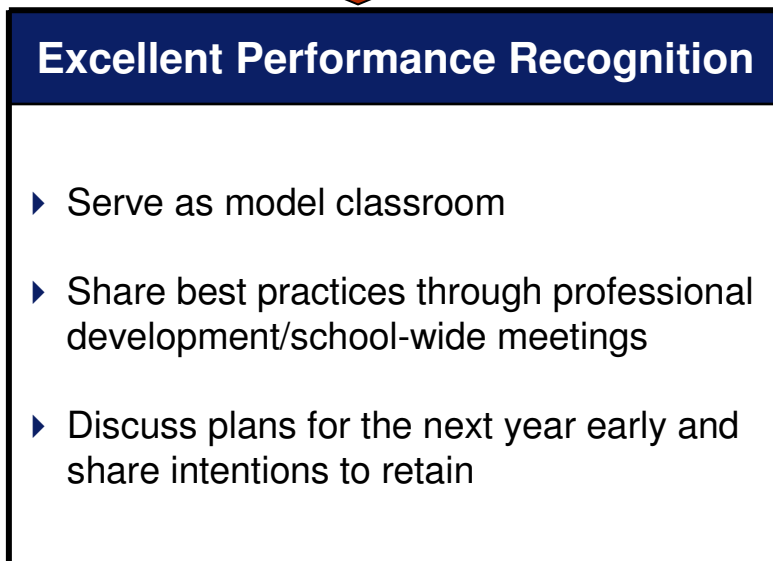
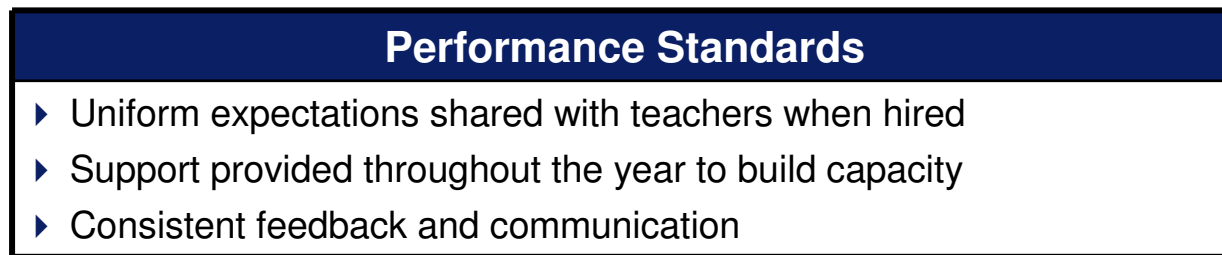
See Appendix for Sample Observation and Feedback Forms

## An observation and evaluation timeline should be planned out prior to school opening and leave adequate time for staff to incorporate feedback

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Teacher Observation & Evaluation Overview for Staff		First Day of School										
Returning Teachers complete Self Assessment & IPDP												
New teachers complete Self-Assessment & IPDP												
Fall Classroom Observations, Post-Observation Conferences, Post-Observation Reports & IPDP Review					November 15							
Winter Classroom Observations, Post-Observations Conferences, Post-Observation Reports & IPDP Review									March 15			
Teacher complete Self-Evaluation												June 6
Spring Classroom Observations, Final Conferences, Final Narrative Reports & End of Year Review Rubric												

 - Key dates of the observation cycles

**Recognition should be provided to teachers who meet standards and support should be provided to teachers who do not meet standards**



## Use evaluations to identify excellent teachers and develop leaders from within

### Creating a Plan with the Leadership Team

- ▶ Factors to consider in retaining teachers
  - Student achievement data
  - Feedback from observations
  - Mindset, knowledge, and skills
- ▶ Leadership opportunities at the school
  - Grade level team leader
  - Committee head
  - School leadership team member
- ▶ Building capacity as teachers gain additional experience
  - Peer observations
  - Model classroom
  - Lead professional development



### Creating a Leadership Pipeline

- ▶ Teacher Leader Fellow, Director of Instruction, Principal, Network Director
- ▶ Mentor/Master Teacher, Instructional Coach, Assistant Principal, Principal

## There must also be an explicit decision making process for dismissing teachers when appropriate

Progression of Dismissal	Support Provided	Potential Next Step
Teacher struggles with classroom management and instructional planning/delivery	<ul style="list-style-type: none"> <li>▶ Model lesson by school leader</li> <li>▶ Teacher observes in model classroom</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher is observed more frequently (two or more times per week) with an emphasis on improvement in areas of weakness</li> </ul>
Teacher is required to turn in lesson plans and adhere to lesson plans during instructional delivery	<ul style="list-style-type: none"> <li>▶ Grade level partner assists with lesson plan creation</li> <li>▶ School leader monitors lesson planning, giving feedback as needed</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher is put on improvement plan that includes required actions and desired outcomes</li> <li>▶ A specific timeline is established for improvement to be observed</li> </ul>
Teacher attempts to follow the improvement plan, but is unable to meet the desired outcomes in a timely fashion	<ul style="list-style-type: none"> <li>▶ Continued classroom observations and feedback</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher is dismissed due to inability to meet job expectations</li> </ul>

## **Identifying Effective Teacher Incentives**

## Incentives can play a key role in hiring and retaining high performing staff members

### Sample Incentives

- ▶ Financial
  - Retention bonus (individual)
  - Performance-based compensation (individual)
  - Assessment-based compensation (group/individuals)
  - Stipends
- ▶ Non-financial
  - Ongoing professional development
  - Leadership opportunities
  - Recognition for success

### Keys to Successful Program

- ▶ Consistency
- ▶ Measurable Criteria
- ▶ Link to evaluation rubric and school goals
- ▶ Meaningful rewards

## There are benefits and challenges to implementing incentive based systems

### Benefits

- ▶ Aides leadership in retaining excellent staff
- ▶ Attracts high performers to the school
- ▶ Emphasizes focus on priorities
- ▶ Inspires performance

### Challenges

- ▶ Some think the system is unfair
- ▶ Some think it is too subjective
- ▶ Requires some paperwork and leadership time to manage
- ▶ Funding

**See Appendix for Example Compensation Policy**

# A successful incentive plan will require staff involvement, early planning, and alignment with organizational goals



## Questions and Wrap-up