

Implementing New Educator Evaluation, Compensation, and Professional Development Systems

Lessons Learned from
Oregon Teacher
Incentive Fund Districts

Bev Pratt



Havala Hanson



Frank Caropelo

*Assistant Superintendent
Greater Albany Public Schools*

Jay Mathisen

*Assistant Superintendent
Bend LaPine School District*

Ken Parshall

*Assistant Superintendent
Salem-Keizer Public Schools*

What is TIF?

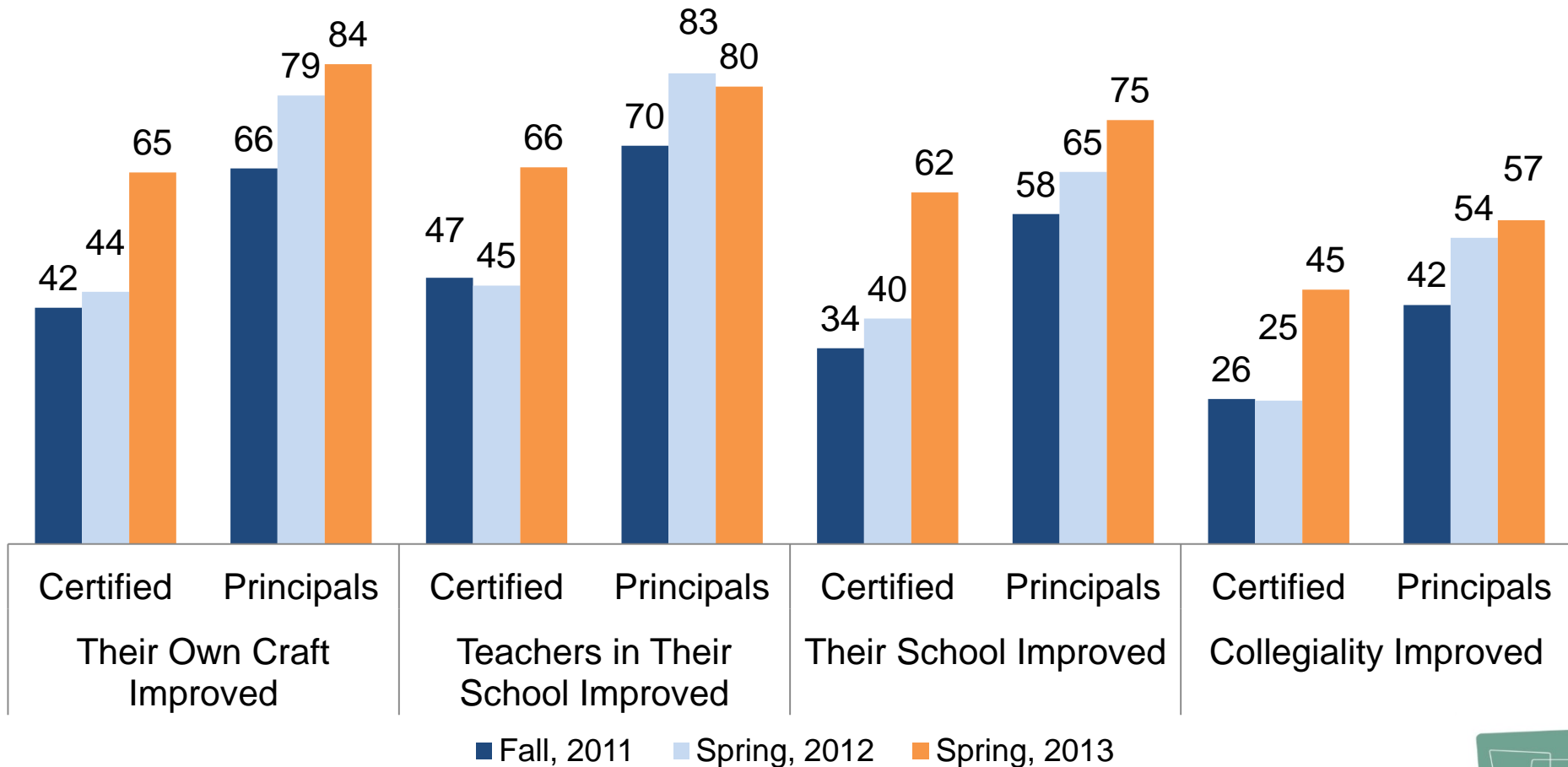
- Teacher Incentive Fund
- USDOE Competitive Grant
- Eligible schools: only those with 50% or more FRPL
- Performance Based Compensation
- New Evaluation Systems
- Leadership Incentives
- Aligned Professional Learning

What Does the Data Show?

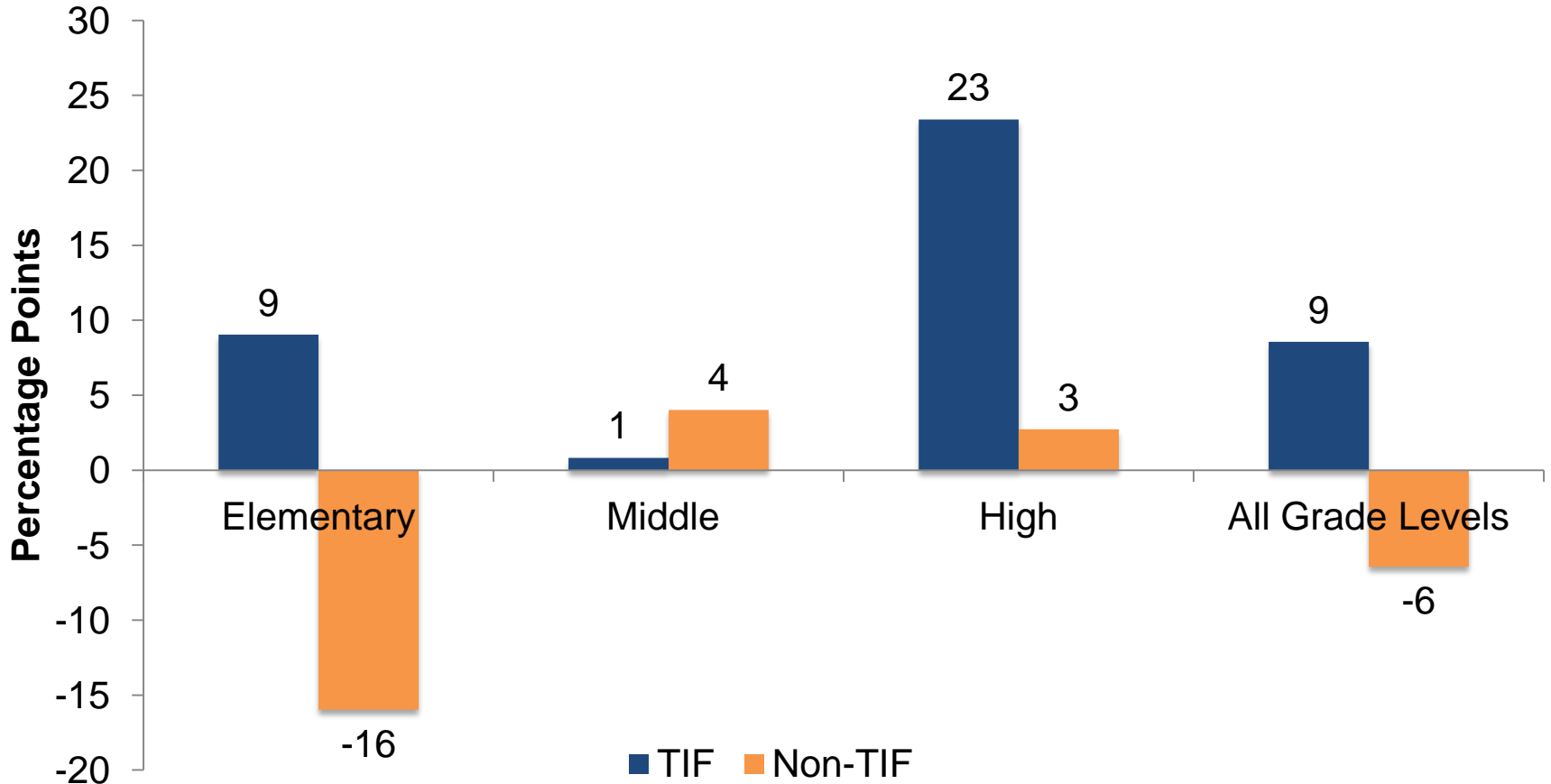
- Educator Perception Data
 - Surveys and interviews

- Student Growth Data
 - School-level Value-Added Model (VAM) analysis

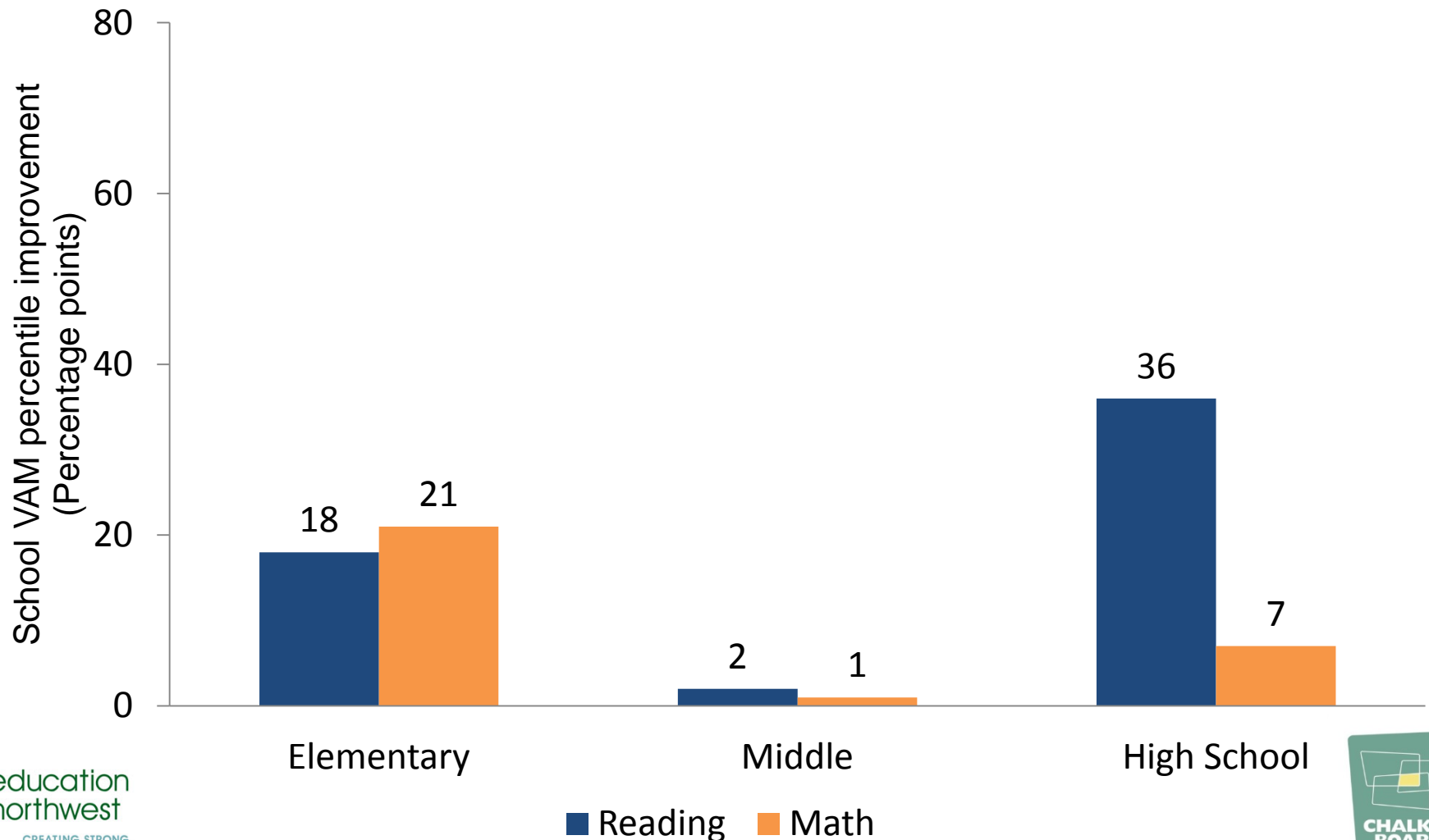
Percentage of teachers and principals who say that as a result of TIF:



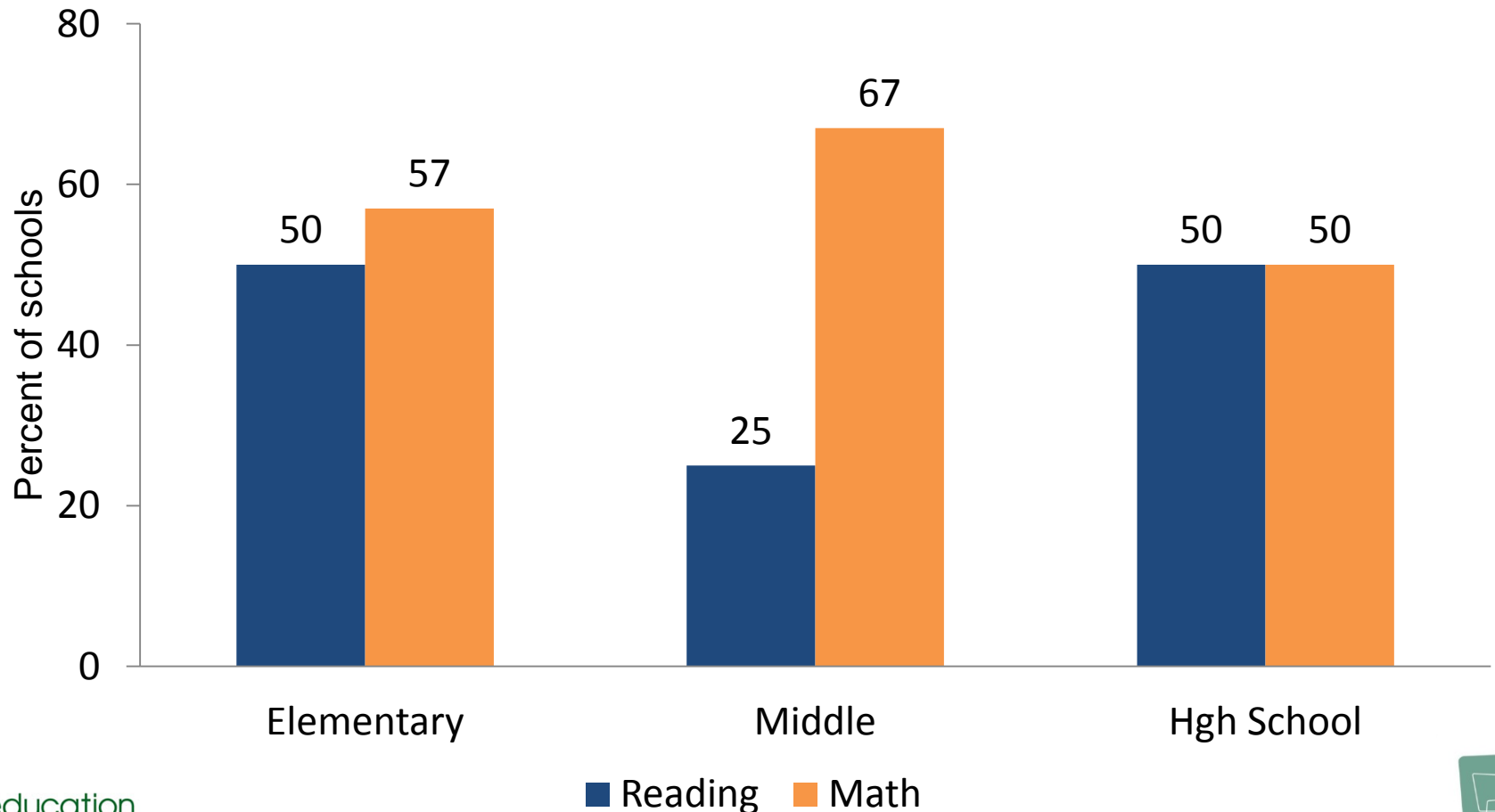
School VAM Changes in TIF vs. non-TIF Schools



School-level VAM Percentile Improvement from 2010–11 to 2012–13



Percentage of schools who improved their VAM score by more than 10 percentile points



“ “ *We have become united, where everyone is looking at their practice from administrators to classified staff. We have had a complete districtwide look at how we are reaching kids, what is good about what we’re doing, and what needs to be changed.*

- Union Representative

Lesson #1: Win educator support for new evaluation systems

share decision-making

ensure a representative group
of educators have a voice at the
table

clearly communicate how all educators can give input

collect feedback about how the rollout of new evaluation
systems are going

share results

demonstrate how feedback
has been incorporated

Lesson #2:

Bring credibility and reliability to classroom observations

earlier and more often

time to incorporate feedback

**watch out for
increased demands
on administrators**

common language

update rubrics

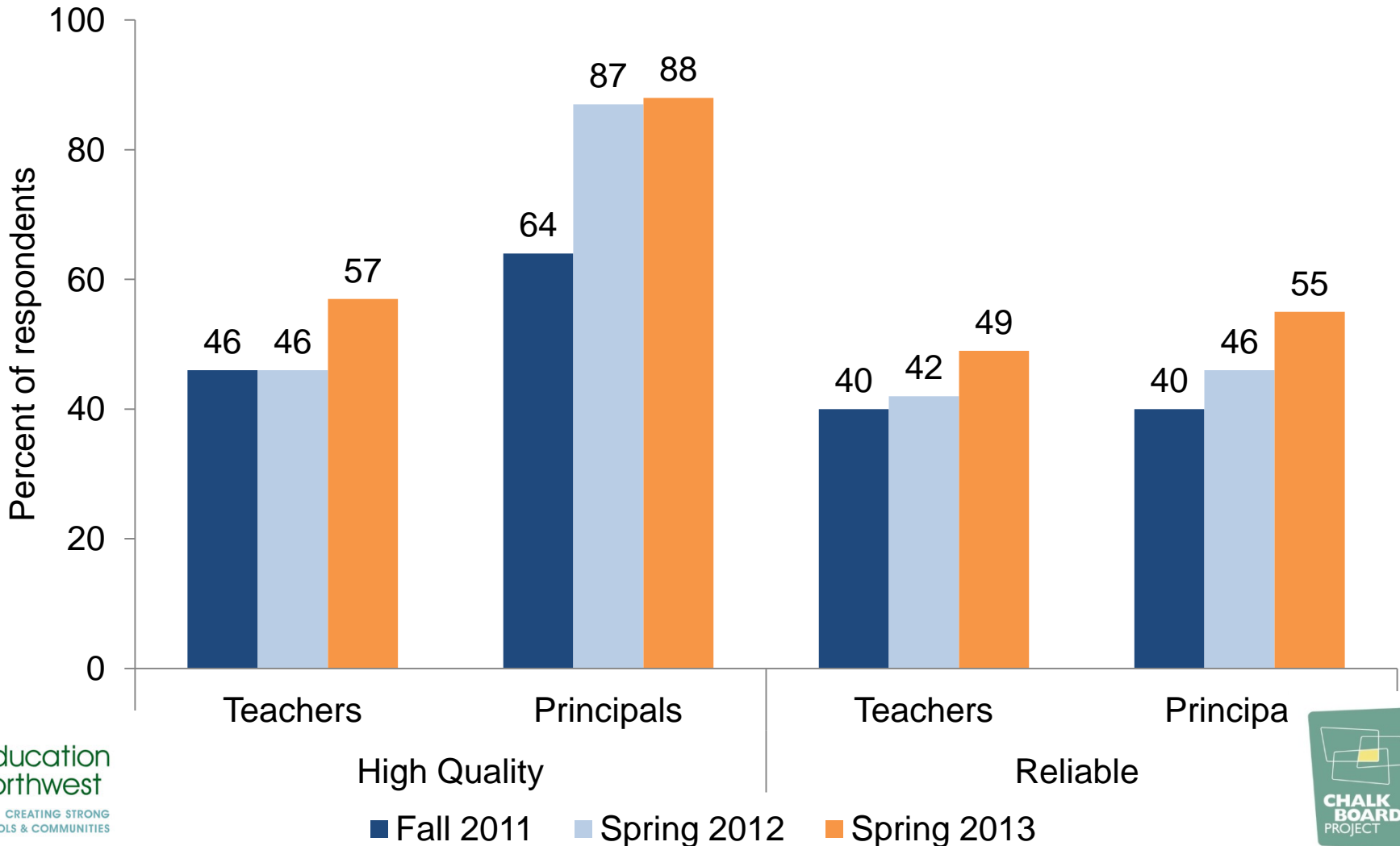
shadowing by an expert, Teachscape[®]

improve feedback conversations

multiple evaluators

administrators, peers, coaches

After training, a greater share of teachers and principals agreed that their evaluator conducted high quality and reliable observations



“*With observations and feedback throughout the year, it’s a growth and learning model, not a “gotcha” system.*

- Teacher

focused

mindful

energized

clear expectations

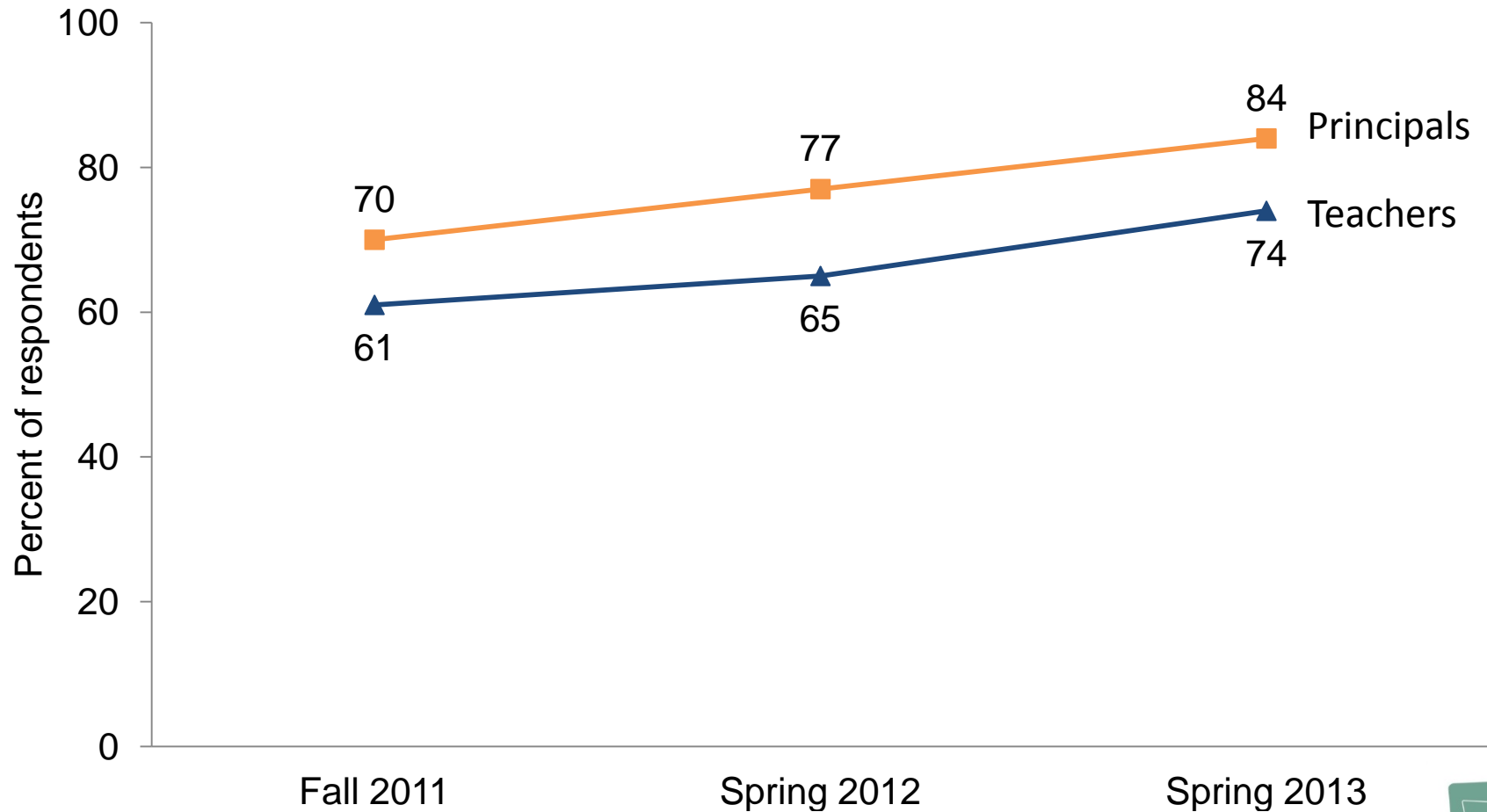
authentic

empowerment

workload

learning curve

Percentage of teachers and principals who agree the professional development they receive is aligned to their goals



Lesson #3:

Customize professional development

Redefine PD

Peer learning, action research, group and individual projects observation feedback sessions

educator autonomy

flexibility and incentive to pursue PD relevant to professional goals and needs

technology

identify common needs
requires differentiated ratings

competing demands

time

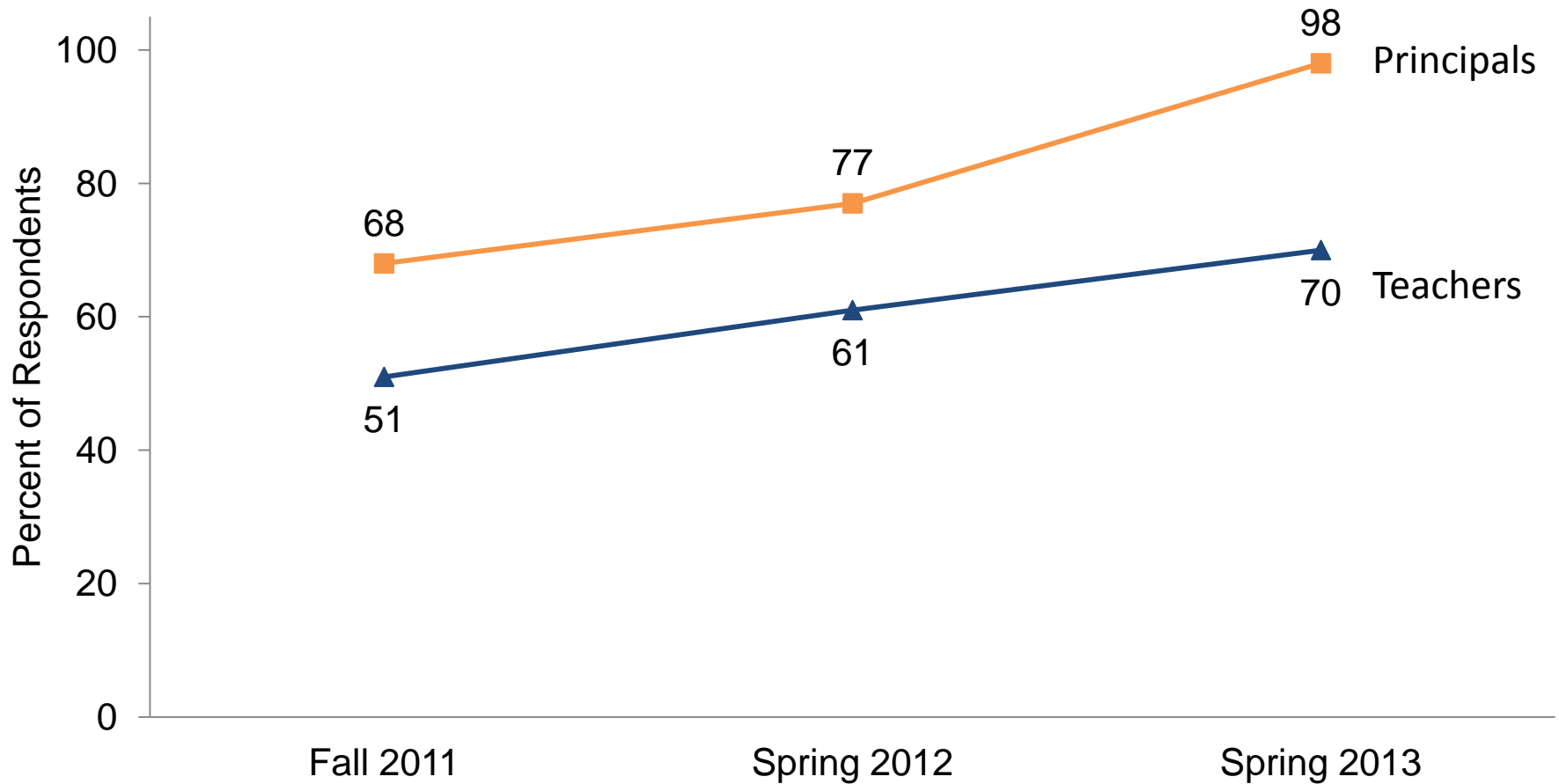
technology

relevant

“ “ *They actually allowed us to get out of the whole school PD every Tuesday morning to do our own PD that was very specific to this course we teach; it's been amazing.*

- Teacher

Percentage of teachers and principals who agree messages about TIF are clearly communicated



Lesson #4:

Develop strong communication systems

face-to-face

District and union leaders present uniform message

appointed roles

Trained communicators present in each building

multiple methods

videos, web pages, hotlines, FAQ sheets
clear process for submitting feedback

“ “ *The coordinators are very good about getting messages out to us over and over.*

- Teacher

“ “ ***Communicate, communicate, communicate*** in every which way you can possibly think of until they're so sick of hearing the message that they beg you to stop.

- Union Representative

“ “ *Everyone got the same message from the same messengers and that was labor intensive, but it really helped.*

- Design Team Member

Lesson 5:

Create compensation models that align with district culture and goals recognize outstanding educators

determine who is eligible

review district philosophy

seek feedback from educators

clarify criteria

teaching in high-need schools and subjects

individual and/or school performance

school/district retention

linking compensation to observation ratings?

make them as objective as possible

incentivize activities that improve teaching and learning

teacher team projects, action research, teacher leadership positions, etc.

I like the idea of the VAM [value-added model] in that it's a team effort. It's not isolated in one person. I also like the idea of incentives for teachers to improve so there is more money available for individual people.

- Teacher

People are pleased to get a little extra money, but do I think it makes anybody work harder? No.

- Design Team Member



This is the right thing because this is where things are going to make us stronger, make teachers better, and make us collaborate. It all fits together.

- Design Team Member