

NET? WEST
11-11-99

>What supports in later years are most effective?

>

>The Best Schools Leadership Institute is the "flagship program" of the Best

>Schools Initiative, according to the New Hampshire Department of Education.

>Teams of school leaders, including principals, teachers, students, parents,

>superintendents, school board members and others, apply or are nominated to

>participate. Participation is a three-year commitment, with teams attending

>weeklong leadership academies during the summer. They then work with an

>expert facilitator over the next three years on an ongoing basis.

>

>Team members are charged with designing a school-improvement plan for their

>own school and to address issues related to each of the six action points of

>the Best Schools Initiative.

>

>For more information or an application contact: Best Schools Coordinator;

>new Hampshire Department of Education; 101 Pleasant Street; Concord, New

>Hampshire 03301-3860; (603)271-7846; e-mail at bestschools@ed.state.nh.us;

>web address at www.state.nh.us/doe

>

>

>2.) *****PAR FOR THE COURSE: PEER REVIEW GETS GREEN LIGHT IN CALIFORNIA

>(Goal Four: Teacher Education and Professional Development)

>The New Teacher Center at the University of California-Santa Cruz "brokered

>a deal" that could lead to the nation's first statewide teacher peer review

>initiative (Fox, ED DAILY, 11/2). About half of California's 1,000 school

>districts are gearing up to launch the Peer Assistance and Review (PAR)

>program, which was endorsed by Governor Gray Davis and approved by the state

>legislature in April.

>

>PAR calls for the creation of local councils comprised of top teachers and

>administrators who will offer assistance and mentoring services to teachers

>who earn unsatisfactory evaluations. However, the councils also will have

>the power to recommend dismissal for teachers who fail to improve their

>performance to acceptable levels. The PAR councils also are charged with

>establishing training programs to benefit all instructors.

>

>While PAR is not a state mandate, it does carry with it heavy incentives.

>If a district signs on to establish a PAR council by June 2000, it will get

>an additional \$2,800 for each mentor teacher. Districts that sign on after

>June will receive only an additional \$1,000 per mentor. Already 500

>districts have applied for the increased funding.

>

>The California Teachers Association, the California Federation of Teachers,

>the Association of California School Administrators and the California

>School Boards Association agreed on the initiative late last month.

>

>The New Teacher Center can provide more information on the PAR initiative.

>The Center emerged in 1988 to provide a program of support and assistance

>for New teachers. It is a collaborative effort among the Teacher Education

>Program of the University of California, Santa Cruz; the Santa Cruz County

CLINTON LIBRARY PHOTOCOPY

Office of Education; and over a dozen school districts in the greater Santa Cruz area. For more information, contact the Center at: 725 Front Street; Suite 206; Santa Cruz, California 95060; (831)459-4323; www.newteachercenter.org

>

>

>*****

>Community and Local News

>*****

>

>

>3.) *****FIGURING IT OUT: STORIES FROM SIX SCHOOL DISTRICTS

>(Goal Three: Student Achievement and Citizenship and Goal Four: Teacher Education and Professional Development)

>

>Success stories of six urban middle school districts are featured in the latest report from the Edna McConnell Clark Foundation, Figuring It Out: Standards-Based Reform in Urban Middle Schools. The six districts are: San Diego and Long Beach, California; Louisville, Kentucky; Minneapolis, Minnesota; Chattanooga, Tennessee; and Corpus Christi, Texas.

>

>The Clark Foundation is highly involved in middle school education reform through its Program for Student Achievement. Four urban school systems receive support from the foundation to increase the academic performance of middle school students: Corpus Christi, Long Beach, Louisville and San Diego. The foundation also supports a middle school reform web site (www.middleweb.com) and middle school reform efforts at the Southern Regional Education Board (www.sreb.org).

>

>Hayes Mizell, director of the foundation's program for student achievement, argues for more assistance targeted at middle schools: "There's a mistaken assumption among policymakers that somehow it's possible to fix things at preschool and then you don't do anything else." (Fox, ED DAILY, 10/25).

>

>Copies of Figuring It Out: Standards-Based Reform in Urban Middle Schools is

>available free from the Edna McConnell Clark Foundation by calling (212)551-9118, or by e-mail to mhall@ecmf.org.

>

>

>4.) *****NYC BLUES: 8th GRADERS PERFORM ABYSMALLY ON STATE EXAMS

>(Goal Three: Student Achievement And Citizenship and Goal Five: Mathematics and Science)

>

>Disappointment reigned in New York City when the state released student scores on tests based on tough new state standards in English and math (Hartocollis, N.Y. TIMES, 11/6). Seventy-seven percent of the city's eighth

>graders failed the math tests; 65 percent failed in English.

>

>The paper reports on future plans of the state to use the new tests to determine whether students are promoted to the next grade. "In my view, New

>York has been a little too quick to lay down stakes on tests," cautioned

Jobs | Web Connection
Book Store | Subscribe
Order Special Reports

Click Here for EdWeek's
Special Reports

EDUCATION WEEK on the WEB

◀ HOME EDUCATION WEEK

IN CONTEXT

ARCHIVES

TEACHER MAGAZINE

THE DAILY NEWS

SPECIAL REPORTS

PRODUCTS & SERVICES



November 3, 1999

The Illusion of Paying Teachers For Student Performance

Commentary

By Wellford W. Wilms & Richard R. Chapleau

Frustrated by 25 years of failed school reforms, a growing number of districts are adopting "pay for performance" plans. These plans offer cash payments to teachers and administrators for boosting their students' scores on standardized tests. Yet history shows that any pay-for-performance gains are mostly illusions. Not only do they fail to improve student achievement, they are also

destructive, encouraging administrators and teachers to cheat by manipulating statistics, or by teaching to the test. Inevitably, children wind up the losers because curricula are narrowed to include subjects that can be taught by drill and repetition and that are easily measured.

History shows that any gains from pay-for-performance plans are mostly illusions.

For all of the flaws in the idea, a bigger issue is at stake: our inability to resist these "political fixes" that divert efforts to address the root causes of education's failures at the schoolhouse level.

Pay-for-performance was first tried in England around 1710. Teachers' salaries were based on their children's scores on examinations in reading, writing, and arithmetic. This early payment-for-results system had great appeal because it promised to help keep children from poor families in school, where they might learn the basics. It became fixed in the English system of education in 1862 as part of the Revised Education Code, where it remained for more than 30 years.

As historical accounts show, English teachers and administrators became obsessed with the system's financial rewards and punishments. It was dubbed the "cult of the [cash] register." Schools' curricula were narrowed to include just the easily measured basics. Drawing, science, singing, and even school gardening simply disappeared. Teaching became increasingly mechanical, as teachers found that drill and rote repetition produced the "best" results. One schools inspector wrote an account of children reading flawlessly for him while holding their books upside down.

Payment-for-results in the English system degraded teaching as a calling, because teachers now had to pay close attention to the Education Code. It clearly spelled out standards for their students' success or failure (and their own). Grants were given to the schools, and teachers had to haggle with individual school managers for their

share. One teacher of the time elaborated: "I do not deny that many teachers do overwork the youngsters in a terrible way, but the poor souls really act under the pressure of the law of self-preservation. They must either meet the requirements of their superiors or become professionally extinct."

The effect was to erode teachers' creativity. An inspector wrote that the Education Code "did all the thinking for the teacher; it told him in precise detail what he was to do each year." Another recalled, "Every teacher in the country takes his orders from the Code, studies the Code, and devotes his energies to satisfy or to circumvent it." The results were not always benign. Some teachers falsified records by including names of good students who had died or who had moved from the district. They poured energy into fooling inspectors by flashing signals to students who were being examined, telling them when to add, subtract, multiply, or divide.

When payment-for-results was finally dropped in the 1890s, the overwhelming judgment was that it was unsound policy. Cynics referred to schools as "grant factories" and children as "grant-earning units." The English experiment with payment-for-results had created almost irresistible incentives that in the end demeaned teachers and sacrificed children's education for financial gain.

Payment-by-results appeared briefly in Canada in 1876, causing conservatives to rejoice because it made teachers and students work harder to avoid failure. The Canadian experience showed that test scores could be increased quickly, so long as the subject matter could be narrowed and measured. But, as in England, the system caused teachers to focus their energies on students who were most likely to succeed, helping them cram for examinations while ignoring the others. In 1883, a public outcry ended the experiment abruptly.

Almost a century later, in 1969, the idea emerged in this country as "performance contracting," not long after big-city schools began to desegregate. Making American schools accountable became a top priority for the efficiency-minded Nixon administration. President Richard M. Nixon, like English politicians a century earlier, expressed concern over the lack of educational achievement among the growing population of urban poor. He stated:

"The outcome of schooling--what children learn--is profoundly different for different groups of children. ... School administrators and school teachers alike are responsible for their performance, and it is in their interest as well as in the interests of their pupils that they be held accountable. ... [T]he avoidance of accountability is the single most serious threat to a continued, and even more pluralistic educational system."

Shifting the focus of education from the student to the pocketbook erodes teachers' professional judgment and demeans the process of education.

So began a huge experiment with performance contracting designed to overhaul the public schools. But, unlike the 19th-century English experiment, American educators now had the advantage of using standardized tests to measure outcomes. School funding could be scientifically tied to students' test scores. The original experiment, housed in the U.S. Department of Health, Education, and Welfare's offices of education and housing and urban development, aimed to increase reading and math scores for 300 high school and junior high school students in the public schools of Texarkana, Ark. The district was

under great pressure from how to desegregate, and local officials were desperate to close the performance gap between black and white students.

The Arkansas district offered the federal government a money-back guarantee--funds would be returned for students who failed to pass at a specified level. And students would get free transistor radios, green stamps, and free rock music. The experiment provided incentives for everyone--administrators, teachers, and students. *The New York Times'* education writer, Fred Hechinger, called it as "American as apple pie." Other journalists observed that performance contracting touched the American consciousness with its "you get what you pay for" philosophy, and the belief that "private industry know-how can solve any problem."

A preliminary evaluation indicated astonishing results. Students averaged gains of more than two grade levels in reading and one in math after only 48 hours of instruction. Buoyed by those preliminary results, supporters of the idea hailed the Texarkana experiment as a success, and new performance contracts were announced.

But scandal quickly clouded the growing enthusiasm, with accusations that one of the key contractors was caught teaching to the test. The contractor was fired, but the idea moved forward in 18 cities, where private contractors taught reading and mathematics using a variety of incentive schemes.

The now-expanded initiative ran into trouble. Contractors were disorganized and, despite the public rhetoric, few companies were willing to actually commit themselves to a money-back guarantee. Also, despite hopes that contractors would bring innovative teaching practices to the classroom, most used conventional methods augmented by teaching machines and incentives for students. Finally, education experts warned federal officials against using standardized-test scores as the ultimate benchmark for student achievement because they were unreliable.

Scandal and the lack of results ultimately doomed performance contracting, and it was declared a failure. Like the earlier English and Canadian experiments, performance contracting once again showed how financial incentives failed to produce expected gains, while at the same time generating damaging educational effects.

Today, districts around the country--**DENVER**; the District of Columbia; Fairfax County, Va.; Hartford, Conn.; Minneapolis; and Montgomery County, Md., to name just a few--are rushing to embrace the idea. While none has suggested such harsh financial consequences as the earlier experiments, much can be learned from those past efforts to help focus the education reform debate in more productive directions.

Tying changes in student test scores to teachers' or administrators' pay presents powerful incentives for educators to first consider "what's best for me?" instead of "what's best for the child?" Shifting the focus of education from the student to the pocketbook erodes teachers' professional judgment and demeans the process of education.

The record is rife with examples of how payment-for-results schemes have led to dishonest behavior--falsifying records and teaching to the test. No doubt, safeguards would have to be established to catch cheaters, but this would only further diminish teachers' crucial role.

There is little doubt that one of the villains is standardized testing. While testing is only a means to making payment-for-results work, it has far-reaching effects. Standardized tests, created by people who have nothing to do with local schools, eclipse educational judgments made by teachers and parents. Just as the English Educational Code served to narrow the curriculum and drain creativity from teaching a century ago, standardized tests have much the same effect today.

Few reforms that are forced on the schools (especially destructive ones like payment-for-results) will ever penetrate the classroom and positively change the teaching and learning processes. Teachers are every bit as adept at deflecting or sabotaging reforms of this kind today as they were at deceiving English school inspectors in the 1800s. Politically driven reforms like pay-for-performance are nothing more than reflections of public frustration. And rather than helping to solve the root causes of failure, they paralyze us and deflect public attention from reforming educational systems at their core.

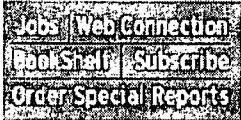
Policy leaders must redefine their roles, from legislating reforms to supporting changes that emanate from the schoolhouse, if changes are to endure. Politicians, board members, superintendents, and union leaders must clear the way of obstacles to make innovation in the schoolhouse possible, and provide necessary resources. But only teachers, parents, and students working together at the schoolhouse level can improve the systems by which teachers teach and students learn.

Wellford W. Wilms is a professor in the departments of education and policy studies and the academic director of the Educational Leadership Program at the University of California, Los Angeles. Richard R. Chapleau, who was the California Milken educator and teacher of the year in 1995, is a doctoral candidate in educational leadership at UCLA.

[about this site](#) | [subscribe](#) | [order special reports](#) | [jobs](#) | [web connection](#) | [bookshelf](#) | [feedback](#) | [advertising](#)

© 1999 Editorial Projects in Education

Vol. 19, number 10, page 48, 34



Click Here for EdWeek's
Special Reports

EDUCATION WEEK on the WEB



HOME | EDUCATION WEEK | IN CONTEXT | ARCHIVES | TEACHER MAGAZINE | THE DAILY NEWS | SPECIAL REPORTS | PRODUCTS & SERVICES

October 13, 1999

Pay-Performance Link in Salaries Gains Momentum

By Lynn Olson

After decades of resistance, the barriers holding back the idea of paying teachers based on how well they do their jobs may finally be weakening.

The third National Education Summit's endorsement this month of salary structures that would recognize differences in skill and performance gave the latest signal that the tide is turning.

Last month, **DENVER** teachers approved a pay-for-performance experiment that will give bonuses to some teachers if they meet goals for their students' achievement. And Republican Gov. Tom Ridge of Pennsylvania has set aside \$1 million for districts to establish programs that reward teachers for superior individual performance.

Such actions reflect a growing willingness on the part of teachers' unions and school officials to rethink salary structures. Some of the impetus comes from new research that underscores the importance of teacher quality to student achievement. It also reflects a desire to change the compensation system so that good people have an incentive to remain in the classroom, and the logic that if students are to be held accountable for results, so should adults.

"Our members are more and more willing to take a look at some of these issues," said Don Cameron, the executive director of the National Education Association.

At the same time, many union leaders remain adamantly opposed to the notion of a direct link between the pay of individual teachers and the test scores of their students.

While sentiment for broader changes in the compensation structure of teachers has been growing for some time, the pace has quickened:

Last week, the St. Paul, Minn., school board approved a union contract that no longer grants automatic step increases to all teachers. Instead, teachers in need of improvement must show evidence that they are making progress to earn the incremental raises.

In September, teachers in Coventry, R.I., ratified a contract that will allow individual teachers to earn \$1,000 on top of their base pay if

Across the Nation

Related stories:

["Denver Teachers To Pilot Pay-for-Performance Plan,"](#)
Sept. 22, 1999.

["Clinton Links K-12 Dollars, Performance,"](#)
Jan. 27, 1999.

["Cincinnati Teachers Rebuff Bonus-Pay Design,"](#) May 27, 1998.

["Business Group Offers Cash Bonuses to N.Y.C. Educators,"](#)
Feb. 4, 1998.

For background, previous stories, and Web links, see our [Issues Page on Teaching as a Profession](#).

they can demonstrate excellent performance by completing portfolios of their work. "I believe that it's very important to recognize the best teaching," said John E. Deasy, the superintendent of the 5,600-student system, "and that recognition becomes substantial when you attach money and salary to it."

In June, the Seattle Education Association approved an agreement with the district to devise an evaluation system that would be based, in part, on student achievement. Classroom evidence, not test scores, will be the primary source for showing student progress. Eventually, said Roger A. Erskine, the NEA affiliate's executive director, those evaluations will be used for compensation decisions.

This fall, the Cincinnati Federation of Teachers, an affiliate of the American Federation of Teachers, is working on a proposal that would tie salary advancement to teachers' ability to show performance against standards of professional practice. The system is being tested in 10 schools. Teachers could also earn extra pay for acquiring specific sets of skills, such as expertise in technology.



Allan Odden

Several states also have broached the idea of paying more to teachers in subject areas with shortages, those willing to teach in hard-to-staff schools, and those who have particular knowledge and skills or who have shown superior performance.

"We're expecting teachers to know more and do more, and in order to be successful at that they need a whole lot of new knowledge and skills," said Allan Odden, a professor of education at the University of Wisconsin-Madison, "and you could reinforce that in your pay structure."

In Kentucky, for example, a state task force is likely to recommend extra compensation for teachers who meet some of those criteria.

And in Florida, Commissioner of Education Tom Gallagher has proposed paying some of the state's best teachers up to \$80,000 a year if they agree to mentor others. In addition, all employees would be eligible for financial incentives tied to student performance.

Small, Steady Steps

Though none of these developments is dramatic, in and of itself, and they affect only a small fraction of the nation's teachers, they indicate that the days of the traditional salary schedule may be numbered.

Much of the recent activity has been spearheaded by members of the Teacher Union Reform Network, or TURN, a group of 21 NEA and AFT locals.

"The question is no longer whether the traditional, lock-step salary schedule will survive," said Adam Urbanski, the president of the Rochester (N.Y.) Teachers Association and the director of TURN. "It will not."



**Adam
Urbanski**

But he and other union leaders caution that the new ideas on compensation are unproven. And most districts are striving for measured, steady progress rather than big headlines.

"We should proceed very carefully in departing from what we have now, because if we rush into something that has not been demonstrated as effective, we could actually make the situation worse," said Mr. Urbanski.

One approach definitely not on the table is the traditional concept of merit pay.

In the past, such programs were often based on supervisors' evaluations, which teachers viewed as subjective.

"They don't work," Mr. Cameron of the NEA said. "But the idea of incentives based on student performance and teacher performance is something that I think we have to take an objective look at."

"We remain opposed to individual pay tied to student results," said Tom Mooney, the president of the Cincinnati Federation of Teachers and a vice president of the AFT. "I think that's unsound, unprofessional, unethical, and no one has shown me a system that's even halfway credible."

He argued that too many factors are beyond the control of teachers, including students' own efforts.

Tying Skills to Pay

Instead, many of the newer plans reward teachers for specific knowledge and skills. The most prominent examples center around the National Board for Professional Teaching Standards, a privately organized group that recognizes outstanding teachers through a rigorous application and review process leading to national certification.

Today, 23 states and about 85 districts offer financial supplements to teachers who are board-certified.

In some cases, the extra heft in a teacher's paycheck can be substantial. North Carolina, for example, gives board-certified teachers a 12 percent raise. Florida's raise amounts to 10 percent of the average teacher salary in the state, with double that amount for those who mentor others.

Many teachers can now earn salary credits for taking almost any education courses. But the discussions at the recent education gathering of governors, business leaders, and educators in Palisades, N.Y., centered around limiting those pay incentives to professional

development that is linked to standards, district priorities, and schoolwide improvement plans.

Mr. Odden noted that, in the past, unions were reluctant to move away from the traditional, single salary schedule because of a lack of reasonable alternatives. "Now," he said, "there are viable, professional alternatives to the old merit pay."

Rewards for Results

Incentives tied to gains in student achievement at the group or school level are also sparking increased enthusiasm. At least 18 states now have laws that include financial rewards for high-performing or improving schools.

Gov. Gray Davis of California, a Democrat, recently approved \$50 million for one-time bonuses of up to \$25,000 each for teachers in underachieving schools where students show substantial gains.

Many districts have similar incentives. In some places, the money can be used only for school improvement. In other sites, teachers can pocket the cash.

The plan that emerged from the education summit for a 10-state experiment to add incentives into salary structures is based on lessons learned from the private sector. ("Teaching Tops Agenda at Summit," Oct. 6, 1999.)

But the language is purposely vague about whether those incentives will be group-based or tied to the performance of individual teachers.

on the Web

An analysis of [teacher salary and reward strategies](#) is available from the [North Central Regional Educational Laboratory](#).

Read a [brief history](#) of TURN.

The [Consortium for Policy Research in Education at the University of Wisconsin-Madison](#) maintains information on teacher salaries as well as current and alternative teacher compensation systems.

[about this site](#) | [subscribe](#) | [order special reports](#) | [jobs](#) | [web connection](#) | [bookshelf](#) | [feedback](#) | [advertising](#)

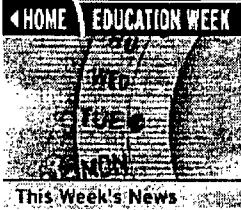
© 1999 Editorial Projects in Education

Vol. 19, number 7, page 1, 18

Jobs | Web Connection
Book Shelf | Subscribe
Order Special Reports

Looking for classroom resources,
software, or testing resources?

EDUCATION WEEK on the WEB



◀ HOME | EDUCATION WEEK | IN CONTEXT | ARCHIVES | TEACHER MAGAZINE | THE DAILY NEWS | SPECIAL REPORTS | PRODUCTS & SERVICES

October 13, 1999

Pay-Performance Link in Salaries Gains Momentum

By Lynn Olson

Related stories:

["Denver Teachers To
Pilot Pay-for-
Performance Plan,"](#)
Sept. 22, 1999.

["Clinton Links K-12
Dollars, Performance,"](#)
Jan. 27, 1999.

["Cincinnati Teachers
Rebuff Bonus-Pay
Design,"](#) May 27,
1998.

["Business Group
Offers Cash Bonuses
to N.Y.C. Educators,"](#)
Feb. 4, 1998.

For background,
previous stories, and
Web links, see our
Issues Page on
[Teaching as a
Profession.](#)

After decades of resistance, the barriers holding back the idea of paying teachers based on how well they do their jobs may finally be weakening.

The third National Education Summit's endorsement this month of salary structures that would recognize differences in skill and performance gave the latest signal that the tide is turning.

Last month, **DENVER** teachers approved a pay-for-performance experiment that will give bonuses to some teachers if they meet goals for their students' achievement. And Republican Gov. Tom Ridge of Pennsylvania has set aside \$1 million for districts to establish programs that reward teachers for superior individual performance.

Such actions reflect a growing willingness on the part of teachers' unions and school officials to rethink salary structures. Some of the impetus comes from new research that underscores the importance of teacher quality to student achievement. It also reflects a desire to change the compensation system so that good people have an incentive to remain in the classroom, and the logic that if students are to be held accountable for results, so should adults.

"Our members are more and more willing to take a look at some of these issues," said Don Cameron, the executive director of the National Education Association.

At the same time, many union leaders remain adamantly opposed to the notion of a direct link between the pay of individual teachers and the test scores of their students.

While sentiment for broader changes in the compensation structure of teachers has been growing for some time, the pace has quickened:

Last week, the St. Paul, Minn., school board approved a union contract that no longer grants automatic step increases to all teachers. Instead, teachers in need of improvement must show evidence that they are making progress to earn the incremental raises.

In September, teachers in Coventry, R.I., ratified a contract that will allow individual teachers to earn \$1,000 on top of their base pay if

they can demonstrate excellent performance by completing portfolios of their work. "I believe that it's very important to recognize the best teaching," said John E. Deasy, the superintendent of the 5,600-student system, "and that recognition becomes substantial when you attach money and salary to it."

In June, the Seattle Education Association approved an agreement with the district to devise an evaluation system that would be based, in part, on student achievement. Classroom evidence, not test scores, will be the primary source for showing student progress. Eventually, said Roger A. Erskine, the NEA affiliate's executive director, those evaluations will be used for compensation decisions.

This fall, the Cincinnati Federation of Teachers, an affiliate of the American Federation of Teachers, is working on a proposal that would tie salary advancement to teachers' ability to show performance against standards of professional practice. The system is being tested in 10 schools. Teachers could also earn extra pay for acquiring specific sets of skills, such as expertise in technology.



Allan Odden

Several states also have broached the idea of paying more to teachers in subject areas with shortages, those willing to teach in hard-to-staff schools, and those who have particular knowledge and skills or who have shown superior performance.

"We're expecting teachers to know more and do more, and in order to be successful at that they need a whole lot of new knowledge and skills," said Allan Odden, a professor of education at the University of Wisconsin-Madison, "and you could reinforce that in your pay structure."

In Kentucky, for example, a state task force is likely to recommend extra compensation for teachers who meet some of those criteria.

And in Florida, Commissioner of Education Tom Gallagher has proposed paying some of the state's best teachers up to \$80,000 a year if they agree to mentor others. In addition, all employees would be eligible for financial incentives tied to student performance.

Small, Steady Steps

Though none of these developments is dramatic, in and of itself, and they affect only a small fraction of the nation's teachers, they indicate that the days of the traditional salary schedule may be numbered.

Much of the recent activity has been spearheaded by members of the Teacher Union Reform Network, or TURN, a group of 21 NEA and AFT locals.

"The question is no longer whether the traditional, lock-step salary schedule will survive," said Adam Urbanski, the president of the Rochester (N.Y.) Teachers Association and the director of TURN. "It will not."



**Adam
Urbanski**

But he and other union leaders caution that the new ideas on compensation are unproven. And most districts are striving for measured, steady progress rather than big headlines.

"We should proceed very carefully in departing from what we have now, because if we rush into something that has not been demonstrated as effective, we could actually make the situation worse," said Mr. Urbanski.

One approach definitely not on the table is the traditional concept of merit pay.

In the past, such programs were often based on supervisors' evaluations, which teachers viewed as subjective.

"They don't work," Mr. Cameron of the NEA said. "But the idea of incentives based on student performance and teacher performance is something that I think we have to take an objective look at."

"We remain opposed to individual pay tied to student results," said Tom Mooney, the president of the Cincinnati Federation of Teachers and a vice president of the AFT. "I think that's unsound, unprofessional, unethical, and no one has shown me a system that's even halfway credible."

He argued that too many factors are beyond the control of teachers, including students' own efforts.

Tying Skills to Pay

Instead, many of the newer plans reward teachers for specific knowledge and skills. The most prominent examples center around the National Board for Professional Teaching Standards, a privately organized group that recognizes outstanding teachers through a rigorous application and review process leading to national certification.

Today, 23 states and about 85 districts offer financial supplements to teachers who are board-certified.

In some cases, the extra heft in a teacher's paycheck can be substantial. North Carolina, for example, gives board-certified teachers a 12 percent raise. Florida's raise amounts to 10 percent of the average teacher salary in the state, with double that amount for those who mentor others.

Many teachers can now earn salary credits for taking almost any education courses. But the discussions at the recent education gathering of governors, business leaders, and educators in Palisades, N.Y., centered around limiting those pay incentives to professional

development that is linked to standards, district priorities, and schoolwide improvement plans.

Mr. Odden noted that, in the past, unions were reluctant to move away from the traditional, single salary schedule because of a lack of reasonable alternatives. "Now," he said, "there are viable, professional alternatives to the old merit pay."

Rewards for Results

Incentives tied to gains in student achievement at the group or school level are also sparking increased enthusiasm. At least 18 states now have laws that include financial rewards for high-performing or improving schools.

Gov. Gray Davis of California, a Democrat, recently approved \$50 million for one-time bonuses of up to \$25,000 each for teachers in underachieving schools where students show substantial gains.

Many districts have similar incentives. In some places, the money can be used only for school improvement. In other sites, teachers can pocket the cash.

The plan that emerged from the education summit for a 10-state experiment to add incentives into salary structures is based on lessons learned from the private sector. ("Teaching Tops Agenda at Summit," Oct. 6, 1999.)

But the language is purposely vague about whether those incentives will be group-based or tied to the performance of individual teachers.

on the Web

An analysis of teacher salary and reward strategies is available from the North Central Regional Educational Laboratory.

Read a brief history of TURN.

The Consortium for Policy Research in Education at the University of Wisconsin-Madison maintains information on teacher salaries as well as current and alternative teacher compensation systems.

[about this site](#) | [subscribe](#) | [order special reports](#) | [jobs](#) | [web connection](#) | [bookshelf](#) | [feedback](#) | [advertising](#)

© 1999 Editorial Projects in Education

Vol. 19, number 7, page 1, 18

Job Web Connection
Book Shelf | Subscribe
Order Special Reports

visit **Education Week's Marketplace**
and browse hundreds of job vacancies around the nation

EDUCATION WEEK on the WEB

HOME EDUCATION WEEK IN CONTEXT ARCHIVES TEACHER MAGAZINE THE DAILY NEWS SPECIAL REPORTS PRODUCTS & SERVICES



Across the Nation

Related stories:

["Cincinnati Teachers Rebuff Bonus-Pay Design," May 27, 1998.](#)

["A Better Way To Pay," Feb. 25, 1998.](#)

September 22, 1999

Denver Teachers To Pilot Pay-for-Performance Plan

By Ann Bradley

Teachers in **Denver** have approved a two-year pilot that will give bonuses to some teachers if they meet goals for their students' academic performance.

The plan, approved by the 4,300 members of the **DENVER** Classroom Teachers Association as part of their negotiated three-year contract, calls for members to evaluate the results of the experiment and decide whether to continue it.

That flexibility was a big factor in teachers' willingness to go along with the pay-for-performance plan, said Becky Wissink, the vice president of the union, an affiliate of the National Education Association. The agreement, which was overwhelmingly approved Sept. 10, is to take effect this school year.

"They are controlling their own destiny," Ms. Wissink said.

Previous attempts by states and districts to institute merit-pay plans that distinguished among teachers have largely failed. Teachers balked at being evaluated by principals, often on unclear criteria, and school systems typically ran short of money, capping the number who could receive the extra pay.

Unlike those efforts, the pilot program in **DENVER** will tie teachers' pay to student outcomes using three different approaches, including standardized tests, teacher-created tests and projects, and increases in teachers' knowledge and skills.

Compromise Mix

About 450 teachers in 12 elementary and three middle schools will participate in the pilot. They will receive \$500 bonuses for agreeing

Paths to Performance Pay

DENVER teachers, in cooperation with their principals, will write objectives for their own performance based on one of three different approaches:

Students' scores on the Iowa Tests of Basic Skills

Students' grades on criterion-referenced tests and other teacher-created measures

Students' progress when their teacher acquires new knowledge and skills related to the job, such as taking a course in reading instruction

to test the pay plan the first year, plus another \$1,000 if they meet two goals for raising student achievement.

In the second year, teachers can earn bonuses of \$750 for each goal met. High schools will also be added the second year.

Teachers in roughly one-third of the participating schools will focus on setting and meeting goals to improve students' scores on the Iowa Tests of Basic Skills.

In another set of schools, teachers will be judged on their students' progress on classroom projects and teacher-written tests. And the final group of schools will see whether students' scores improve when their teachers undertake professional development.

The mix of approaches represents a compromise for both the school board, which wanted a merit-pay plan based on test scores, and the union, which favored a link to enhancements in teachers' knowledge and skills.

The bottom line in all three approaches to teacher performance will be gains in student achievement--a major goal for the school board, said Laura Lefkowitz, its vice president.

"Everyone has been asking, 'Can you do this? Can it be done in a fair and reasonable way and will it improve student achievement?' That's a fundamental question, and we hope to answer it," Ms. Lefkowitz said.

Ultimately, she said, the board wants to replace the current salary schedule with a new one that would pay teachers based on performance, rather than giving increases solely for additional years of service and education.

Before the contract's third year, union members will vote on whether to continue the performance-pay plan.

Bob Chase, the president of the NEA, praised the collaborative approach to teacher pay in DENVER and the pilot program's emphasis on gathering data. "People are assuming that pay for performance will enhance student achievement, but nobody really knows whether that's true," he said. The decision to halt or continue the pay plan, he said, "will be based on good data and research. That is a bit revolutionary in education."

Answering Questions

Ms. Wissink, one of two union officials who will work full time to get the program off the ground, said the experiment should provide answers to long-standing questions about teacher compensation. "If money is an incentive for people to do more, then we'll test that theory," she said. "If people are trying as hard as they can anyway, we'll look at that theory as well."

The four-person "design team" that will manage the pilot, including two district representatives, is still drafting its guidelines.

At least 85 percent of the teachers in a school must agree before the faculty can participate. In cooperation with the principal, each teacher would then set two goals or objectives for improving student achievement and would be paid according to whether such targets were met.

Teachers who object to the plan can transfer out of their schools under the new agreement.

Along with principals, the design team will help teachers set suitable goals, Ms. Wissink said. In some schools, all teachers might try to increase scores on the Iowa tests by a certain percentage, while in others, plans might vary or be shared by teachers of the same grade.

Measuring student achievement on teacher-written tests and class projects might involve, for example, an English teacher specifying how many books and reports her students would complete, Ms. Wissink said.

And in schools where professional development is the focus, each teacher would set a personal-learning goal in cooperation with the principal.

Allan Odden, an expert on teacher compensation at the University of Wisconsin-Madison, said the **DENVER** plan was "an interesting pilot" that would contribute to the continuing debate over how to link teachers' pay to student performance.

"Merit pay in the past was usually trying to identify the top 15 or 20 percent of teachers, usually on fuzzy criteria," said Mr. Odden, a proponent of paying teachers to gain specific knowledge and skills. "Here, the criteria are much clearer--it's student performance."

on the Web

Colorado Springs has experimented with tying teachers' pay to performance. Read a [summary of that proposal](#), from the National Education Association.

From Douglas Hartman, president of the Colorado Federation of Teachers, read, "[Developing a Performance Pay Plan for Teachers: A Process, Not an Event](#)," January 1997. This paper outlines the history of the Denver pay proposal.

PHOTOS: Officials in Denver propose a pay-for-performance pilot program that relies on multiple approaches to compensate participating teachers. Teachers' union members overwhelmingly ratified the plan.

--John Prieto/The Denver Post

[about this site](#) | [subscribe](#) | [order special reports](#) | [jobs](#) | [web connection](#) | [bookshelf](#) | [feedback](#) | [advertising](#)

© 1999 Editorial Projects in Education

Vol. 19, number 3, page 5

LINDA SEEBACH

Japanese television has sent a crew to Denver; French television will be here this week. What is luring them? An ambitious experiment in the Denver public schools to test whether rewarding teachers for improved student performance actually improves student performance.

If the answer at the end of the two-year pilot program is an unambiguous "yes," the rigid framework of teachers' contracts across the nation will turn wobbly at the joints. Most teachers' pay is set by their position on a grid of "steps and lanes," with each additional year of teaching putting them one step higher and a newly earned credential shifting them into a higher lane.

Once midcareer teachers have climbed to the top of the grid, their salaries stagnate unless they leave the classroom for an administrator's desk.

Nothing in this scheme acknowledges the fact that individual teachers have tremendous influence on how well children learn. The truly effective and the barely marginal march together in lockstep. And

A test for teachers

since the pay is the same anyway, teachers in a district often prefer to transfer out of problem-plagued, low-achieving schools as soon as they have enough seniority to claim a job in a less troubled neighborhood.

That's not a recipe for success in big-city districts anywhere, and so it's no wonder that interest is high in Denver's effort to cook up something better. But the test will come at the end of the pilot program, when teachers vote either to scrap the program or to extend it to every school in the district.

Certainly there's not much yet for the television cameras to focus on. The core of the pilot program is a four-member design team, two people selected by the teachers' association and two by the administration. The two union representatives, Becky Wissink and Brad Jupp, started work at the beginning of the school year; the two administrators, Shirley Scott and Pat San-

dos, have come on board more recently.

The contract calls for a minimum of 12 elementary schools and three middle schools to participate in the pilot plan. Teachers in those schools are to get a \$500 bonus for participating, and \$500 each for meeting two performance goals agreed on between the teacher and the principal. In the second year, two high schools may be added, and the amount paid for meeting each goal will be \$750.

These are extra costs for the district during the pilot program, but if it is adopted districtwide in two years, the payments for meeting performance goals will replace the increases that now come automatically from years of service.

The threshold for joining the pilot was deliberately set high, requiring approval from at least 85 percent of the teachers in a school. Perhaps that was too high. The district announced Thursday that exactly 12

(of 82) elementary schools, and no middle schools, had qualified to participate.

Still, 12 schools is the number the plan was designed for. They'll be divided into three groups of four, each testing a different approach, with similar nonparticipating schools serving as controls.

The four schools using the first approach will set performance goals based on standardized tests. The contract specifies the Iowa Test of Basic Skills, but the design team has interpreted the language more flexibly to allow Terra Nova, La Prueba (for Spanish-speaking children), or "another externally scored multiple choice test appropriate to the teacher's discipline."

In the grades and subjects where it exists, the Colorado State Assessment Program might be used.

Critics worry that it would not be fair to judge teachers by children's scores on standardized tests because schools serve very different populations.

And it would not be fair, but that's not what will happen. Performance bonuses will be granted, or not,

based on how much progress children make between one test and the next, and the goals that are chosen will be appropriate to the schools' circumstances.

Obviously the setting of goals is the key to success, and there's plenty of room for devilment in those details. The toughest problem may arise at schools that are already successful. One of the four schools in this group is Traylor Academy, a fundamental school that had 77 percent of its fourth-graders scoring proficient or advanced on the state's fourth-grade reading tests last year. How much more should be expected of Traylor so that its goals are no more and no less difficult to achieve than elsewhere?

In this approach, schools may also decide to adopt schoolwide rather than individual goals. A possible problem: subdividing an already small sample. If two schools have good results, it may be no more than chance, just as it is unremarkable when two flipped coins both come up heads.

The second group of four schools will use assessments developed or chosen by teachers, based on class-

room content and tied to standards. The peril along this road is ensuring the assessments are genuine measures of student achievement and, again, of comparable difficulty from one school to another.

The third group of four schools will focus on staff development, testing whether increases in teachers' knowledge and skills will improve students' knowledge and behavior.

Individual teachers will get their bonuses based on how they demonstrate their newly acquired skills in the classroom, rather than any specific impact on student achievement, but the success of the approach as a whole will be judged by student results.

These approaches derive from three very different theories of how to make schools more effective. All of them may work, or some, or none.

Given the stakes, we can only hope that the television crews can come back in two years to show a success story.

Linda Seebach is an editorial writer for the Denver Rocky Mountain News.

After the Berlin Wall

More freedom 10 years later.

The destructive power of communism continues to amaze, 10 years now after the fall of the Berlin Wall on Nov. 9, 1989. A full decade later is a good time to take stock of how far we have come.

There is much encouragement to be found — and much disappointment. How the scales are balanced depends very much on where you look. Overall, though, there is no denying the good news. The popular uprisings of 1989 drove a stake through the heart of the most evil and irrational system of governance the world has ever known. Democracy and the free market system won the battle of ideas. Even in China, where 1989 was the year of Tiananmen Square, today you have to find a flea market to locate copies of Chairman Mao's "Little Red Book." China's communist government is banging on the door of the World Trade Organization.

Progress has come hard, though. A Scandinavian traveler, with erstwhile socialist leanings, just returned from Lithuania and marveled at the utter devastation inflicted by the Soviet system on a country whose people and geography bears a strong resemblance to his own. "Outside Vilnius, you still find those unspeakable gray and black

concrete apartment blocks. It is incomprehensible that anyone can think to smile for as much as a minute in surroundings like that. Everything, the environment, the buildings, the people themselves, everything is blighted. What kind of political system can do that?" he asks. And Lithuania is one of the countries that has made very good strides in the post-Soviet era.

Visitors to other parts of the former East Bloc will recognize the hopelessness that stubbornly reform and improvement. The most depressing postcard I ever received, from a vacationing Polish friend, showed a cinderblock power station in Bulgaria in a field of rubble.

Looking at Russia and Ukraine in particular, it is easy to despair. Rampant corruption, terrorism in Moscow, the horrendous war on the Chechen people, and a downward spiral of the economy and living standards characterize Russia today. A recent report of the United Nations Development Program (UNDP),

"Transition-1999: Human Development Report for Europe and the CIS," puts much of the responsibility on the economic crash reform program under Yegor Gaidar, advised by Harvard economist Jeffrey Sachs. It's hard to know, though, what could have been done. The czarist mindset never really left Russia, but was simply

transferred from one group of despots to the next. Today, Russia is governed by a class of oligarchs barely more democratic than their predecessors.

However, the closer you get to Western Europe, the brighter the picture looks. After a rocky start, democratic and economic institutions have been consolidated. Life expectancy and living standards have gone up. The importance of history, geography and tradition has become overwhelmingly clear. It makes a vast difference whether one generation or two has been oppressed by communism, whether Christianity has been of the Roman or the Byzantine kind, whether Europe or Asia has been the dominant cultural influence. The Baltic countries, Central and to some degree Eastern Europe, have made great advances.

Though too slow to reach out to the former East Bloc countries, institutions of the West are finally embracing them. This spring Poland, Hungary and the Czech Republic became members of the NATO alliance, and at the Wash-

ington Summit, celebrating the organization's 50th anniversary, new candidates for membership in a second round of expansion were listed from Romania and Bulgaria to the Baltics.

Meanwhile, Russian leaders who used to foam at the mouth over Polish NATO membership and raged against the inclusion of the Baltic countries, now appear on the verge of accepting the inevitable again. According to the annual defense analysis published by Sergei Karaganov, head of the Council on Foreign and Defense Policy (the Russian version of RAND), Russia should be plotting its rearguard strategy to delay Baltic NATO membership. That's a huge step forward for the three countries who were engulfed by the Soviet Union in 1939.

What may happen, though, is that membership of the European Union will precede NATO membership. This should not be a problem as long as the larger goal remains in sight, membership of both extending through nations bound together by culture and political philosophy. In 1998, accession negotiations started with five countries, the Czech Republic, Estonia, Hungary, Poland, Slovenia and Cyprus. Last month, the European Commission announced that as of 2000, negotiations should be opened with Bulgaria, Latvia, Lithuania, Malta, Romania and Slovenia as well. That the EU itself will undergo a transformation in the process is inevitable.

Change has come at a slower and more uneven pace than we had all hoped in the euphoria 10 years ago. Still, what is important as we look back is that the direction is the right one.

Email: bering@wash-times.com.



Helle Bering

Helle Bering is editorial page editor of *The Washington Times*.



EDUCATION DAILY

The education community's independent daily news service

Teachers, Districts Endorse Calif. Peer Review Program

The nation's first statewide teacher peer review program is set to launch in at least half of California's 1,000 school districts after teachers, administrators and school board members hammered out a framework for the program last week.

The initiative—which was endorsed by California Gov. Gray Davis and approved by the state's legislature in April as part of a larger reform package—is a response to complaints that public schools are slow to discharge bad teachers and don't provide enough help to instructors who are capable of improvement.

The governor's chief education aide, state Education Secretary Gary Hart, called the agreement between labor and management "a very promising signal" because "the most important players in the California public education system are joining forces in the best interest of our children's future."

Under the new Peer Assistance and Review (PAR) program, local councils of top teachers and administrators will offer assistance and mentoring to teachers who are given unsatisfactory evaluations.

But the councils have the power to eventually recommend dismissal for teachers who fail to shape up.

New Consequences

The PAR councils, comprising mostly teachers but initiated by both teachers and administrators, would also help districts craft training programs that benefit all instructors.

"Successful and innovative PAR programs will provide structured focus on the teaching profession and enhance the teaching skills and knowledge of our veteran teachers," said Assembly Speaker Antonio Villaraigosa, who last year sponsored the PAR bill in the legislature.

(more on p. 2)

In This Issue

Vol. 32, No. 207 ■ Tuesday, November 2, 1999

Supreme Court Snubs Dismissed Medical Student	Page 3
Funding Alert	Page 4

Congress Averts Large Cuts In Youth Training Efforts

As Congress nears the final chapter in its 1999 spending battle with the Clinton administration, it seems unlikely that youth training programs will be the source of any last-minute funding disputes.

Budget 2000

Lawmakers' compromise education-spending plan, H.R. 3064, either would freeze or increase spending on Labor Department youth training programs—not eliminate some of them, as House lawmakers initially proposed in September.

For instance, the final plan would not eliminate \$250 million for youth opportunity grants or \$110 million for school-to-work initiatives, nor would it cut \$100 million from the youth training program, which was funded last year at \$1 billion. Instead, the compromise bill would level-fund all three.

"It's basically what the president asked for," said Alan Zuckerman, executive director of the National Youth Employment Coalition, which is based in Washington, D.C. "That's the best we could do ... Until they see what the [Workforce Investment Act] brings, [lawmakers] don't want to see an increase in investment."

In a roundabout fashion, Congress has proposed to match President Clinton's request for at least one key program. Job Corps, funded at \$1.3 billion in fiscal 1999, provides educational,

(more on p. 3)

Teachers, Districts Endorse Calif. Peer Review Program (Cont.)

The concept is still controversial among teachers and labor critics alike because it blurs the line between labor and management.

Yet Bob Chase, president of the National Education Association, has endorsed the idea as part of his "new unionism" initiative, and many California leaders are equally enthusiastic.

"No one knows what makes for good teaching better than the best teachers themselves," said Mary Bergen, president of the California Federation of Teachers (CFT). "PAR allows teachers ... to get help and to be observed over time, instead of the more prevalent evaluation practice of a single observation, usually by a principal or vice principal."

Despite California's embrace of peer review, however, few peer review programs actually exist.

Several Ohio cities, including Toledo, Columbus and Cincinnati, have run peer review programs for more than a decade and praise them as more effective than management in weeding out bad teachers.

Financial Incentives

PAR is not a state mandate, but the state is offering generous incentives for districts that join—and join quickly—and penalties for districts that don't enlist.

By mid-2001, districts that don't establish PAR councils will lose thousands in funding under several training programs that they have relied on for 16 years.

If a district signs up by next June, however, it will get an additional \$2,800 for each mentor teacher in addition to \$5,680 already provided for each one under a less ambitious existing project.

Districts that sign up after June will receive only an additional \$1,000 per mentor teacher.

At least 500 districts have already taken preliminary steps to establish PAR councils by applying for the increased funding, said Michael Myflinski, spokesman for the California Teachers Association (CTA). "It's a strong indication they want to make this work," he said.

Eventually, labor and management must agree on final plans in each district. "We see this as an opportunity to improve the teaching profession and make innovations in labor-management relations," Myflinski said.

CTA, CFT, the Association of California School Administrators and the California School Boards Association agreed on the framework last week. The deal was brokered by the New Teacher Center at the University of California-Santa Cruz, which seeks to improve teacher induction programs.

For more information, contact Morrow Cater, New Teacher Center, 725 Front St., Suite 206, Santa Cruz, CA 95060, (831)459-4323; www.newteachercenter.org. —Jonathan Fox

Resource

■ **Champion Middle School Partnership**, a Web site developed by Interactive Development Corp., has earned a "Best Bet for Educators" award from *USA Today*.

The Champion Middle School Partnership, whose Web site is www.middleschool.com, differs from other business/education partnerships by focusing on staff development.

The site provides resources to help teachers and administrators restructure their schools and provide a healthy learning environment for students.

Contact Lynn Cook, (301)495-7345, ext. 122; e-mail, lcook@idev.com.



Aspen Publishers, Inc.

Published every business day by Capitol Publishing Group, a division of Aspen Publishers, Inc., a **Wolters Kluwer** Company (ISSN: 0013-1261), P.O. Box 1453, Alexandria, Va. 22313-2053; Editorial: (703)683-4100; Subscriber Services: (800)655-5597; Publisher: Jane Garwood; Associate Publisher: Jo Gullede; Executive Editor: Dave Harrison; Deputy Editor: Jane McKee; Senior Reporter: William J. Cahill; Editorial Staff: Esmeralda Barnes, Michael Cardman, Jonathan Fox, Hannah R. Gladfelter, Joe Helm, Eli J. Lake, Pam Moore; Annual subscription rate: \$598. Six-month subscription rate: \$352. Copyright 1999 by Aspen Publishers, Inc. Federal copyright law restricts reproduction of material in this newsletter without written permission. For permission to photocopy or reproduce all or portions of this newsletter, please contact our Permissions Department at (301)417-7638 or e-mail lorae.sichelstiel@aspenspubl.com. For multiple-quantity article reprints, please contact Linda McKenna at (301)417-7591 or e-mail lmckenna@aspenspubl.com. For editorial suggestions, e-mail dharrison@aspenspubl.com.

What's new about technology in the classroom?

JUNE 23, 1999

EDUCATION WEEK on the WEB

EDUCATION WEEK

IN CONTEXT

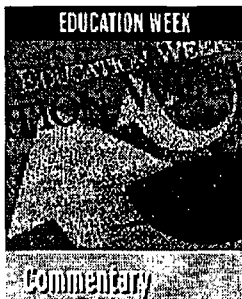
THE ARCHIVES

TEACHER MAGAZINE

THE DAILY NEWS

SPECIAL REPORTS

PRODUCTS & SERVICES



Teacher Quality: The Role of New Forms of Compensation

By Allan Odden

Two Commentaries published recently in these pages discussed several initiatives created to provide quality assurance that all students in all classrooms will be taught by well-prepared and competent teachers. ("On Teacher Quality: The View From Teachers," May 19, 1999.) The authors stressed efforts to strengthen preservice teacher preparation, an evolving shift toward performance-based teacher licensing, and recognition of accomplished teaching through certification by the National Board for Professional Teaching Standards. These initiatives are sound and on the right track, but they are not sufficient. A complete teacher-quality-assurance system also needs a redesigned human-resources system, including new forms of teacher compensation.

Most teachers today, even well-prepared teachers, enter school systems with weak human-resources systems.

Most teachers today, even well-prepared teachers, enter school systems with weak human-resources systems. These systems are not strong at recruiting or selecting well-prepared and competent teachers. Just a small number have explicit standards for performance that are used for either ongoing teacher professional development or evaluation. And only a very few pay teachers for knowledge, skills, and professional expertise.

These anemic human-resources strategies need to be completely transformed if the hope for teacher-quality assurance is to be realized. It is not sufficient just to focus at the front end on teacher preparation and at the back end on recognizing more experienced, accomplished teachers. Well-prepared and competent novice teachers need to enter a system that relentlessly continues to develop their teaching expertise, provides an array of extensive and ongoing professional-development opportunities, periodically assesses their practice to rigorous performance standards, and pays them for developing and deploying this needed professional expertise. Indeed, this strategy provides pathways for teachers to systematically develop their knowledge and skills to a level that at some point would meet the high and rigorous standards of the national board. Such a system would need a teaching framework that spans the time from beginning to accomplished teaching.

One such framework is that developed by Charlotte Danielson, who worked at the Educational Testing Service on both the PRAXIS III and national board standards and assessments. Her framework comprises 22 different teaching components organized into four teaching domains, and thus provides a rich, comprehensive description of good teaching practice.

In addition, the ETS has developed a set of instruments that districts can use to assess an individual teacher's practice to four different levels of performance.

The Danielson framework is rapidly being used across the country as the basis for both ongoing teacher professional development and teacher evaluation. In school districts such as Poway, Calif.; San Juan, Calif.; Newport News, Va.; and Duluth, Minn., teachers have "formative" evaluations to the 22 different components. The results are used to structure a professional-development program to help teachers advance their expertise to the next level of performance in all components and in each domain. Periodically, a "summative" evaluation is used to determine the overall level of an individual teacher's performance. In many cases, both the formative and summative evaluations include some type of peer review, so both teachers and administrators are involved in reviewing the professional practice of teachers. In all cases, reviews of individual teacher practice are made to the performance levels of an explicit framework for quality teaching.

This professional system is different from most human-resources systems. First, it includes an explicit set of standards for teaching practice. Second, it requires expertise of those reviewing teachers to those standards; reviewers must know good instruction and how to determine whether a teacher's practice meets a set of professional standards. Third, it must be accompanied by a systemic process of ongoing teacher professional development, geared to developing teachers to the highest level of practice. Fourth, such a system nicely bridges the external assessments for beginning and accomplished teachers with a set of internal assessments, and helps create a seamless web of ongoing knowledge and skill development and assessment throughout a teacher's career. Such systems radically transform and strengthen any district's human-resources system.

The additional step in this transformation of the human-resources system is to link some portion of pay to teachers' continued enhancement of their knowledge and skills. This could be done by providing large pay increases as a teacher moved up the four levels of practice within the Danielson framework. Such a system of pay for knowledge and skills also could include overall salary increases for earning national board certification, for earning a master's degree in an area for which there is board certification, or for becoming fully certified in a second content area. These approaches to teacher salary would retain the original notion of the single salary structure--to pay all individuals with the same qualifications the same salary--but shift the indicators of quality from years of experience and education units to direct measures of teaching practice.

Quality assurance is needed throughout a teacher's career.

Such revised human-resources systems in schools would make additional contributions to the quality assurances that now operate for just-beginning and experienced teachers. Quality assurance is needed throughout a teacher's career, and the elements needed to implement pay for knowledge and skills would provide this continuous quality assurance--high standards for increasingly sophisticated teaching, continuous professional development to those standards, periodic review of teachers to those standards, and higher pay when professional expertise advances.

Allan Odden is a professor in the school of education at the University of Wisconsin-Madison and the co-director of the Consortium for Policy Research in Education.

SUBSCRIBE	ABOUT THIS SITE	FEEDBACK	SEARCH THE SITE	JOBS	HOME
---------------------------	---------------------------------	--------------------------	---------------------------------	----------------------	----------------------

© 1999 Editorial Projects in Education

Vol. 18, number 41, page 49

Looking for classroom resources, software, or testing resources?

FEBRUARY 17, 1999

EDUCATION WEEK on the WEB



IN CONTEXT	THE ARCHIVES	TEACHER MAGAZINE	THE DAILY NEWS	SPECIAL REPORTS	PRODUCTS & SERVICES
------------	--------------	------------------	----------------	-----------------	---------------------

Calif. Bill Rekindles Debate Over Teacher Peer Review

By Jeff Archer

Los Angeles

California's Poway Unified School District launched a program in 1987 that lets teachers review their colleagues' performance. Since then, teachers and administrators in the 33,000-student district say the gamble has paid off handsomely, giving new teachers much-welcomed help and removing some who belonged in another profession.

Read our story,
"Toledo
Peer-Review
Program Being
Contested," Jan. 28,
1998.

"Part of the reason I wanted to teach in this district is because I knew that the teacher support here was top-notch," said Kendall Gaspar, who started teaching 5th grade in the suburban San Diego system last fall. "They're here to help us and to make the first year of teaching the best that it can be."

Despite such accolades, at 12 years old, the initiative is California's sole example of a full-fledged peer-review program--a situation that could explain why Gov. Gray Davis believes other districts need more than a nudge to try out the new teacher-evaluation approach.

"Fate of Peer
Review Rests With
NEA Locals," Aug.
6, 1997.

In one of his first official acts as governor, Mr. Davis convened a special legislative session last month to consider his wide-ranging plan for school accountability, including a \$100 million peer-review initiative that would be the nation's first such statewide effort.

Legislation to do just that is on a fast track; the education committee in the legislature's lower house voted 12-2 for the plan last week.

Peer review has been held up as an example of the "new unionism" now being promoted by the National Education Association. ("Peer-Review Programs Catch Hold As Unions, Districts Work Together," June 3, 1998.)

For background,
past stories, and
related Web links,
please see our
Issues pages on
Professional
Development and
Teaching as a
Profession.

Allies Take the Lead

But the idea has left many educators torn. The NEA's California affiliate, which first endorsed the approach last fall, has been underwhelmed by Gov. Davis' legislation and is lobbying to change it.

Meanwhile, outside the capital in Sacramento, the proposal is rekindling the debate among educators, revealing a wide spectrum of opinions toward such evaluations.

"Our union clearly wants peer review," said Joshua Pechthalt, an active member of the 34,000-member United Teachers Los Angeles, who himself opposes such programs. "But I think they're worried that [the Davis plan] will engender more opposition to peer review from the

Davis plan] will engender more opposition to peer review from the members."

Adding to the mixed feelings of California's teachers, the plan is being pushed by some of their closest political allies. The California Teachers Association, the NEA affiliate, was the largest single donor to the Davis campaign, helping him become the state's first Democratic governor in 16 years. The legislation was introduced by a former UTLA staff member, Speaker of the Assembly Antonio R. Villaraigosa, another Democrat.

The bill pledges to allow "exemplary teachers to assist veteran educators in need of development." Districts would appoint teachers as mentors, who would play the dual roles of coach and evaluator to any teacher referred to the program following the biennial review state law already requires.

Mentors would observe the participants, direct their professional development, and suggest improvements. Their assessments of the teachers they assist would then go to administrators, to be used in the teachers' official job evaluations. The idea, supporters say, is for struggling teachers to get help from those who know their needs best--before administrators rate their performance.

But UTLA President Day Higuchi says that system wouldn't merit the peer-review label.

Most established programs around the country, including the one in California's Poway district, focus primarily on evaluating new teachers, not classroom veterans, he points out.

In addition, the power to fire new teachers in Poway rests not with administrators, but with a panel made up chiefly of other teachers and union representatives. Of some 700 new teachers that have gone through that district's program, 31 have been let go.

Lastly, Mr. Higuchi objects to how the bill would compel districts to implement programs: Those that didn't would forfeit part of their state aid.

"What this says is that you get a bizarre version with a gun to your head," he argued.

Flexibility Sought

Rather than support or oppose the current bill outright, the CTA's governing body last month adopted a wait-and-see posture, allowing it to push for changes without lobbying to kill the legislation altogether. The union wants more guarantees that teachers would get assistance before their jobs were jeopardized. Most important, union leaders say, peer review should be optional.

"We're not opposed to the concept," said Tommye W. Hutto, a CTA spokeswoman. "But it has to be something that local teachers want to do."

Officials at UTLA, a merged local of the NEA and the American Federation of Teachers, also want more flexibility so that districts that chose to try peer review could pick from a range of options.

"Some people would say, 'Peer assistance, yes, but peer review no,' "

UTLA member Linda Guthrie said. "That's why it has to be a continuum."

Ms. Guthrie sits on a UTLA committee that's designing a pilot peer-review program for the 697,000-student Los Angeles Unified School District. But she worries that a state mandate could spark more distrust toward the approach among teachers. "This is seen as a punitive measure coming down from the state," she said.

Teachers' groups "embrace the notion or the concept of peer review, but would prefer to go more slowly," said Sue Burr, California's undersecretary for education. "From our perspective, we want to approach it in a much more bold manner. What's at the core of this is trying to improve our teaching force, and we really can't wait on that."

The bill calls for implementing the new programs by summer 2000, and some local unions contend that's too fast.

"Our folks would not be open to that at this point," said Marc Knapp, the president of the San Diego Education Association. "These are people who are supposed to be working collegially, and you're talking about them going in and doing a job that administrators already are being paid fairly substantially for."

Competing Views

For Mr. Pechthalt, the reasons to oppose peer review are obvious to him as he looks around his classroom at Manual Arts High School.

The building sits in a South Central Los Angeles neighborhood that nearly burned to the ground during the riots here in 1992. The few instructional materials he's scraped together include a set of textbooks and an on-loan map. He paid for the television set and VCR.

Addressing such austerity, he says, ought to be the unions' main concern, not designing new performance reviews. Peer review "feeds into the notion that the teachers are the problem," he said. "The fact is that teachers are working harder than ever."

But 125 miles south of his district, the Poway Federation of Teachers holds a different view. In an era when public education is under so much pressure to show improvement, teachers need to play an influential role in school accountability, said Don Raczka, the president of the AFT local whose parent organization approved of peer review long before the NEA embraced it.

"I see vouchers and privatization as huge threats," he said. "And if we're not doing something to hold ourselves to a higher standard, we're going to get stopped."

On the Web

Read "[Peer Intervention and Evaluation](#)," contract language from the [American Federation of Teachers](#).

PHOTO: Kendall Gaspar, right, a first-year teacher with the Poway Unified schools, often seeks the guidance of her mentor, Bev Wernli. Gov. Gray Davis wants more districts to start such peer-review programs.

--J.T.MacMillan

SUBSCRIBE	ABOUT THIS SITE	FEEDBACK	SEARCH THE SITE	JOBS	HOME
© 1999 Education Projects in Education			Vol. 18, number 23, page 22-31		



Questions and Answers After Agreement

INTRODUCTION

BOARD POLICIES

STANDARDS

ESPAÑOL

NEWS

DEPARTMENTS

PROGRAMS

SCHOOLS

CALENDARS

FIND A PERSON

EDUCATION LINKS

LUNCH MENU

BOUNDARY LOCATOR

Search the DPS
site.
Search is offline.

EMAIL US!

900 Grant
Street
Denver, CO
80203
(303) 764-3200
Superintendent:
Chip Zullinger

QUESTION:

The Board of Education agreed to a two-year pilot. I understand that the teachers in the pilot will be those who strongly believe this idea deserves a trial run -- schools must have 85 percent faculty support to participate in the pilot.

We were told at a faculty meeting that a school may be placed on the pilot program without the 85 percent faculty support to participate in the pilot. The school faculty may not have a choice in participation but may be placed in the pilot program anyway? Is this true?

C Williams

ANSWER:

Dear C Williams,

No school will be forced to participate in the pilot without 85% of the faculty agreeing. On the other hand, if 85% of the faculty do agree, the school may be included in the pilot and those teachers who did not agree will be required to participate along with the entire faculty. We have had sufficient inquiries from schools so far to believe we will have no trouble finding 15 schools where all or nearly all of the teachers want to participate. Thanks for writing.

Sincerely,
Laura Lefkowitz
Board of Education

QUESTION:

Ms. Lefkowitz,

I am a member of a research team at Texas A&M University that focuses on productivity measurement. I left a phone message for you yesterday (9/21). I'm not sure if you have had an opportunity to reply, or if you tried to reply but were not able to get through to my office phone line. At any rate, I appreciate that you are probably overwhelmed with interested parties regarding your pay-for-performance program. I do have some questions about your program, and thought that sending them in email format may be more convenient for you.

First of all I want to commend the board and the teachers' association for making such a courageous effort to continue to improve public education and the quality of the work life for the educators. I sincerely wish you the utmost success in all your efforts.

Could you please clarify for me what the "two sets" of objectives means. Does

this mean two specific goals (i.e., one related to student achievement like comparing ITBS scores, and one related to a teacher's professional development such as additional education)? Or, rather, does it refer to multiple goals in two areas?

Has the design team been created yet? If so, are there more details available yet on what exactly these goals will be? If not, are there some example goals that you anticipate could be typical of the type of goals that may be used?

Also, is it correct to say that each individual will work out their specific goals with their principal, or will these goals be more global for all faculty members in a particular school?

Has the schedule for feedback been established? Will the teachers get periodic feedback (e.g., monthly), or will they receive an annual assessment of their ability to perform at the end of the academic year?

Thank you so much for taking the time to review these questions. Any information you could provide would be greatly appreciated.

Sincerely,
Kelly Russo

ANSWER:

Dear Kelly Russo,

Thanks for your comments and thoughtful questions. "Two objectives" means multiple goals in the same areas. In each of the three groups of schools in the pilot plan, the idea is that teachers would write objectives with a similar focus - whether that's 1) standardized test scores, 2) criterion-referenced tests, or 3) for improved teacher knowledge and training.

The Design Team is already working, although the two people who will represent Denver Public Schools administration have not yet been determined. Two assistant superintendents are working on the team until final selections are made. The team has not yet fleshed out the details of what these goals will be.

Our vision is that each teacher will develop specific goals with their principal. In addition, we anticipate a few of the 15 schools will be interested in a school-wide approach. In that case, the goals would be shared for all the teachers in that school. This will be a Design Team decision.

No exact schedule for feedback has yet been established. The district does have an optional mid-year test available for schools that wish to see if students are on track. The Design Team will make recommendations on this as well.

As the Design Team begins to answer these questions, it is producing a regular "Bulletin" of information about progress in starting the pilot phase. We will have this posted on the web site. The first issue is being prepared now, so look for it soon.

Thanks again for your interest. Please share any ideas you may have as time goes on.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Administrators and teachers in Denver's public schools are to be applauded for their willingness to seriously consider and test a pay-for-performance program.

As a board member I am very interested in knowing what long term fiscal implications this program, if fully implemented, might have. Taken to an extreme, the cost if all teacher's students made substantial gains would be large. What would actually be expected?

Thank you for any information you can pass along.

Sincerely,

Gus Hawthorn
Board Member
Fontana Unified School District
Fontana, California

ANSWER:

Gus Hawthorn,

Thanks for your letter. The "fiscal implications" are different for the pilot phase and the full implementation of the program. It is true that, during the two pilot years we must budget additional money to pay bonuses to teachers who meet their goals. But when the plan is implemented for all teachers we will shift to a new salary schedule which substitutes traditional raises based on years of experience and cost of living for raises based solely on achieving established objectives. We will budget in a way that assumes all teachers will reach their performance objectives but the overall pool of salary dollars will not be much larger than what we would have anticipated spending under the old plan. This is a key feature of our plan - it is affordable and sustainable over time. A plan based on additional dollars for bonuses, over and above the traditional salary schedule, is not.

Thanks again for writing and best of luck to you and your school district.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Now that the teachers have agreed upon a performance pay plan what about the principals AND administrators at 900 Grant St.?? what can we expect from them in regards to having their pay tied to performance pay

Thanks for this forum it takes a lot of "chutzpah" to put yourself out on the line like this

Bruce Jones

ANSWER:

Bruce Jones,

The Board of Education hopes to be able to unveil a pay-for-performance plan for administrators soon, perhaps by the end of this month. That plan has been under development for most of the summer and the newspapers have reported that it is coming. It's important that administrators have a pay plan that matches up with the teachers' contract.

Thanks for the compliment on our forum. It may take "chutzpah;" it may not. We have certainly found that DPS teachers are taking this whole idea seriously and giving it lots of thought. Thanks for that, too.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

The obvious concerns over the Merit Pay Plan undoubtedly have been expressed over and over through this format, but I do appreciate this opportunity to express my particular version of this concerns.

I have four questions,

first: How can one ultimate measure such as ITBS scores adequately measure the learning work being by thousands of limited English Speakers and their teachers?

Second, if just the ITBS is used, the prospect of entire buildings cheating on the exam seems to be suddenly appear more realistic, how can that ever be monitored?

Third, in the business world, there is such a thing as longevity raises which reward time given to a company as well as incentive bonuses given to those who meet or exceed certain goals, so how does DPS justify not following the business model completely.

Lastly, it is widely accepted that there are certain areas of the city that have traditionally scored well on exams, without merit pay, and there are areas which have traditionally scored poorly on standardized tests. These areas roughly correspond with high and low poverty areas. My question is this, Who is going to risk their money, i.e. raises, by going to a school in a traditionally poorer area? It seems to me that if I were a top-notch young educator and I had my pick of positions, I would choose an elementary school where I could meet the same goals and have to work less. To put it more bluntly I would go to Bromwell instead of Del Pueblo, simply because the kids at Bromwell generally are more ready and come with more knowledge to be successful in an English, standardized test focused room.

I have four possible answers: first you need to include more possible measures, second the merit pay should be in the form of a bonus to reduce the incentive to cheat and third give teachers willing to work in poorer schools the equivalent of "combat pay" to attract those extremely bright young educators

who always seem to end up in richer areas, i.e. the Cherry Creeks, and the Bromwell type schools. Thank you and please consider these questions and their implications seriously.

Brian Mulryan

ANSWER:

Brian Mulryan,

Thanks for your thoughtful and provocative questions.

Regarding students in the process of learning the English language, the district does use a nationally standardized test (La Prueba) for Spanish-speakers. This could be substituted for the ITBS. The Design Team that is overseeing the development of the two-year pilot program will be addressing the appropriate way to measure progress of non-English speakers. I certainly agree that if a student isn't yet ready to take the ITBS, the ITBS shouldn't be used as a gauge for measurement of growth.

Cheating is always a concern, whether the district uses performance objectives or not. It's up to our principals and oversight people to watch for this and investigate where necessary. As one Board of Education member who has visited hundreds of classrooms and personally visited with hundreds of teachers, I believe the integrity of our staff is strong and that their personal ethics are high.

Whether or not the ultimate pay-for-performance plan follows the business model more closely has not yet been determined. The Design Team may recommend some portion of the raise be provided for simple longevity with "the company," but during the pilot phase teachers will receive those salary increments anyway.



Your last question raises a critical issue. The point with performance objectives is that they encourage academic growth and focus the teacher on academic growth. If one group of seventh-graders is ready for high school level algebra and another group of seventh-graders is working on grade level mathematics, both groups can make progress. It's the amount of progress those students will make that a teacher sets as a performance goal. The value added for each group of students, by the end of the year, is what counts. It's that additional value that should generate the reward - performance pay. We have hundreds and hundreds of teachers who enjoy the challenge of working with the most challenging students. We don't expect that to change.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

It seems a little unfair that high school teachers have been excluded from the extra pay. What was the reasoning behind leaving us out of the pilot program?

Kate Wickham

ANSWER:

Dear Kate,

High schools will have a chance to participate in the second year of the pilot. We believe that implementing pay for performance at the high school level will be much more complex than at the other levels because of the variety of teaching jobs in high schools. We wanted to have a year to develop appropriate sample objectives before working with the high schools. In addition, the pilot program has a pretty heavy price tag which means that the district can afford to include only a limited number of teachers each year. It seemed reasonable to begin with elementary and middle schools for the first year and then add the high schools. Thanks for writing.

Laura Lefkowitz
Board of Education

QUESTION:

What schools will participate in the pilot project? What criteria is used to determine which schools and teachers participate? Where will the money come from to fund the pilot program, and if it is cuts in the current budget, what cuts are currently being considered?

Melanie Backes

ANSWER:

Melanie Backes,

Thanks for your questions. The Design Team, comprised of two administrators and two teachers, will select the 15 schools that will be included in the pilot during the 1999-2000 school year. Of the 15 schools, 12 will be elementary schools; 3 will be middle schools. In the second year of the pilot, it's anticipated that 2 high schools would be added. Schools in which 85 percent of the faculty agree to participate can volunteer for the pilot. If there are more than 15 schools that volunteer, the Design Team will look for a good mix of schools that represent the diversity of the city. I know the Board of Education will expect that the 15 schools represent the city well.

The cost of the teachers' contract for this school year is an estimated \$8.9 million. The current budget planned for \$3.8 million of this (the steps and levels of the traditional salary schedule), but not the cost-of-living adjustment. The proposed cost-of-living adjustment is 2.56 percent. That will cost an additional \$3.8 million. The Board will be holding budget hearings later this month and considering changes that will keep the district's budget balanced. The Board does not expect that any of these budget reductions will come from current classroom expenditures. An initial list of potential reductions will be announced later this month. Those will be posted on this web site and published in Board News. The Board of Education has until October 15 to adopt an amended budget for the new school year.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Are you stupid? That's my question. There is no way that this program can be implemented fairly! It will open the door for all out cheating! And create an all out free-for-all! Not to mention hard feelings among ALL teachers. No one will want any learning disabled students or new students, for it will lower their test scores. Education is the one place where merit pay does NOT work. And if you don't believe me try talking to other districts across the nation that have tried it, I have friends that have lived that nightmare. Please e-mail your response if you even have one. Probably interesting [sic] to have a teacher not afraid to talk to a board member like this? You seem to imply that you are fair. I bet as soon as you read this you'll pick up the phone and call the superintendent, but I don't really care.

ps If this is implemented as planned [sic].....I reserve [sic] the right to tell you "told you so!"

David Hampton

ANSWER:

David Hampton,

Since the Board of Education first brought the pay for performance plan forward, there have been a number of legitimate, thoughtful concerns raised about how the plan will be fairly implemented.

That's one reason the Board of Education agreed to a two-year pilot. Teachers in the pilot will be those who strongly believe this idea deserves a trial run -- schools must have 85 percent faculty support to participate in the pilot. The Board believes many good questions about this concept, including how to write performance objectives for teachers who work with special education students, will be answered over the next 24 months. The result will be a credible plan.

It is complex, but the leadership of the teachers' association deserves credit for being willing to explore this concept.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

What schools will participate in the pilot project? What criteria is used to determine which schools and teachers participate? Where will the money come from to fund the pilot program, and if it is cuts in the current budget, what cuts are currently being considered?

Melanie Backes

ANSWER:

Melanie Backes,

Thanks for your questions. The Design Team, comprised of two administrators and two teachers, will select the 15 schools that will be

included in the pilot during the 1999-2000 school year. Of the 15 schools, 12 will be elementary schools; 3 will be middle schools. In the second year of the pilot, it's anticipated that 2 high schools would be added.

Schools in which 85 percent of the faculty agree to participate can volunteer for the pilot. If there are more than 15 schools that volunteer, the Design Team will look for a good mix of schools that represent the diversity of the city. I know the Board of Education will expect that the 15 schools represent the city well.

The cost of the teachers' contract for this school year is an estimated \$8.9 million. The current budget planned for \$3.8 million of this (the steps and levels of the traditional salary schedule), but not the cost-of-living adjustment. The proposed cost-of-living adjustment is 2.56 percent. That will cost an additional \$3.8 million. The Board will be holding budget hearings later this month and considering changes that will keep the district's budget balanced. The Board does not expect that any of these budget reductions will come from current classroom expenditures. An initial list of potential reductions will be announced later this month. Those will be posted on this web site and published in Board News. The Board of Education has until October 15 to adopt an amended budget for the new school year.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

It seems a little unfair that high school teachers have been excluded from the extra pay. What was the reasoning behind leaving us out of the pilot program?

Kate Wickham

ANSWER:

Dear Kate,

High schools will have a chance to participate in the second year of the pilot. We believe that implementing pay for performance at the high school level will be much more complex than at the other levels because of the variety of teaching jobs in high schools. We wanted to have a year to develop appropriate sample objectives before working with the high schools. In addition, the pilot program has a pretty heavy price tag which means that the district can afford to include only a limited number of teachers each year. It seemed reasonable to begin with elementary and middle schools for the first year and then add the high schools. Thanks for writing.

Laura Lefkowitz
Board of Education

QUESTION:

The obvious concerns over the Merit Pay Plan undoubtedly have been expressed over and over through this format, but I do appreciate this opportunity to express my particular version of these concerns. I have four questions, first: How can one ultimate measure such as ITBS scores adequately measure the

learning work being by thousands of limited English Speakers and their teachers?

Second, if just the ITBS is used, the prospect of entire buildings cheating on the exam seems to be suddenly appear more realistic, how can that ever be monitored? Third, in the business world, there is such a thing as longevity raises which reward time given to a company as well as incentive bonuses given to those who meet or exceed certain goals, so how does DPS justify not following the business model completely.

Lastly, it is widely accepted that there are certain areas of the city that have traditionally scored well on exams, without merit pay, and there are areas which have traditionally scored poorly on standardized tests. These areas roughly correspond with high and low poverty areas. My question is this, Who is going to risk their money, i.e. raises, by going to a school in a traditionally poorer area? It seems to me that if I were a top-notch young educator and I had my pick of positions, I would choose an elementary school where I could meet the same goals and have to work less. To put it more bluntly I would go to Bromwell instead of Del Pueblo, simply because the kids at Bromwell generally are more ready and come with more knowledge to be successful in a English, standardized test focused room.

I have four possible answers: first you need to include more possible measures, second the merit pay should be in the form of a bonus to reduce the incentive to cheat and third give teachers willing to work in poorer schools the equivalent of "combat pay" to attract those extremely bright young educators who always seem to end up in richer areas, i.e. the Cherry Creeks, and the Bromwell type schools. Thank you and please consider these questions and their implications seriously.

Brian Mulryan

ANSWER:

Brian Mulryan,

Thanks for your thoughtful and provocative questions.

Regarding students in the process of learning the English language, the district does use a nationally standardized test (La Prueba) for Spanish-speakers. This could be substituted for the ITBS. The Design Team that is overseeing the development of the two-year pilot program will be addressing the appropriate way to measure progress of non-English speakers. I certainly agree that if a student isn't yet ready to take the ITBS, the ITBS shouldn't be used as a gauge for measurement of growth.

Cheating is always a concern, whether the district uses performance objectives or not. It's up to our principals and oversight people to watch for this and investigate where necessary. As one Board of Education member who has visited hundreds of classrooms and personally visited with hundreds of teachers, I believe the integrity of our staff is strong and that their personal ethics are high.

Whether or not the ultimate pay-for-performance plan follows the business model more closely has not yet been determined. The Design Team may recommend some portion of the raise be provided for simple longevity with "the company," but during the pilot phase teachers will receive those salary

increments anyway.

Your last question raises a critical issue. The point with performance objectives is that they encourage academic growth and focus the teacher on academic growth. If one group of seventh-graders is ready for high school level algebra and another group of seventh-graders is working on grade level mathematics, both groups can make progress. It's the amount of progress those students will make that a teacher sets as a performance goal. The value added for each group of students, by the end of the year, is what counts. It's that additional value that should generate the reward - performance pay. We have hundreds and hundreds of teachers who enjoy the challenge of working with the most challenging students. We don't expect that to change.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Now that the teachers have agreed upon a performance pay plan what about the principals AND administrators at 900 Grant St.?? What can we expect from them in regards to having their pay tied to performance pay thanks for this forum it takes a lot of "chutzpah" to put yourself out on the line like this.

Bruce Jones

ANSWER:

Bruce Jones,

The Board of Education hopes to be able to unveil a pay-for-performance plan for administrators soon, perhaps by the end of this month. That plan has been under development for most of the summer and the newspapers have reported that it is coming. It's important that administrators have a pay plan that matches up with the teachers' contract.

Thanks for the compliment on our forum. It may take "chutzpah;" it may not. We have certainly found that DPS teachers are taking this whole idea seriously and giving it lots of thought. Thanks for that, too.

Sincerely,

Laura Lefkowitz
Board of Education



Questions and Answers Prior to Agreement

INTRODUCTION

BOARD POLICIES

STANDARDS

ESPAÑOL

NEWS

DEPARTMENTS

PROGRAMS

SCHOOLS

CALENDARS

FIND A PERSON

EDUCATION LINKS

LUNCH MENU

BOUNDARY LOCATOR

Search the DPS
site.
Search is offline.

EMAIL US!

**900 Grant
Street
Denver, CO
80203
(303) 764-3200
Superintendent:
Chip Zullinger**

QUESTION:

Does the plan assume a correlation between the number of students on free and reduced lunch and student achievement?

Charlie Davies-Schley

ANSWER:

Charlie Davies-Schley,

Yes, the proposed plan would allow for a great deal of flexibility. Teachers and principals would develop performance goals that fit with their individual school and classroom populations.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Dear Ms. Lefkowitz,

My questions have probably already been asked, but here goes. The way I understand the "Pay for Performance" works is that I, along with my principal, would create 3 agreed upon objectives for student improvement.

I understand this part because that is what I have done every year that I have been on appraisal. What I don't understand is how every teacher can do this. For example how does a P.E. teacher do this? In elementary schools the P.E. teacher sees students approximately 30 minutes or less a day. What would be the criteria for improvement when he/she services the whole school. Also, how would teachers like the Speech teacher set objectives when they're in the schools only 2 to 3 days? I guess my real question is how will I as a full classroom teacher be compared to teachers who teach only 1 subject, have to prepare for only 1 subject, and who only see the students part of the day or only a few days a week? I am assuming that the way I will know that my students have improved is through some sort of standardized results. How do you standardize P.E. results, ELA results, or Speech results?

My next question would be based on factors that I have no control over. I have read that I am in control of approximately 50% of the factors that allow students to learn. In the school where I work we have students who have transferred schools 3 and 4 times within the year, and I'm not talking about a few, but the majority of our students are extremely mobile. This school started serving this specific population 3 years ago. I was informed that of the students who started attending our school at the beginning of our service to

this population only approximately 12 remain. This is problematic to me. How can I be held accountable for results on objectives that I will set at the beginning of the school year, when the same groups of students may or may not be there in the Spring?

Is the district taking all of this into account? We also serve a high ESL population, with students from about 11-15 different countries. The district is trying to make it a goal to exit these students out of ESL after 3 years of service. This means that these students scores are counted in my average class scores. Have you ever tried to learn another language?

Were you able to take a written test in that language after only knowing it for 3 years? Research shows us that students do not become fluent users of a second language until 5 to 7 years. How is the district addressing this issue? Finally, how is the district going to guarantee to me that those teachers who really don't care about their students won't do whatever it takes to guarantee that the scores or results for their objectives are met? I know this is a lot for you to answer. I have many more concerns about a system that is going to tell me that I can or cannot receive my income, when it still has so many kinks to work out. I am tired of being told that teachers have it so easy. If we have it so easy why are less, and less people going into teaching? Is it possible that it is because in order to control those that are not quality teachers and don't care about children, the district is looking for a blanket answer? If so I don't think this is it, yet.

Elena Saenz

ANSWER:

Dear Elean Saenz,

Thanks for your detailed series of questions. Yes, many of the questions you raise have surfaced before - but in a different form. The Board envisions that will be as many varieties of goals as there are varieties of teachers. In short, the goals will be crafted and drafted for your individual role and responsibilities. The link to standardized forms of measurement will be stronger with teachers who have such direct measurements to use. With ESL and with mobile populations, you would only be expected to be held accountable for the value you as a teacher add to the students' academic lives.

As I pointed out elsewhere in this forum, the Board of Education believes that performance goals can be written for all teachers. A sample art objective is referenced in response to another letter. The sample objective read: "All students in my beginning design class demonstrate effective line and color usage to create specific intentions in assigned compositions." The Board wants a strong link between your work and your performance objectives. Clearly, so do you. The Board believes these objectives can be adapted for the individual student population you serve.

Nobody on the Board of Education believes teachers "have it so easy." The proposed salary structure reflects that fact, with a proposed starting salary of \$30,000 for all teachers and a new high end of over \$60,000. In fact, the Board believes that pay for performance brings a solid, professional approach to a difficult, challenging job and will help teachers and students alike.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

I do not support the performance pay proposal. My experience has taught me that principals are inconsistent in applying standards and often have their own agenda. Currently I completely trust the principal I am working with. This has rarely been the case in my years with DPS. This is an untried program with little control over what goals the principal decides to impose.

Jim Kirkendall

ANSWER:

Jim Kirkendall,

Principals will be key to the success of pay for performance. The Board envisions a solid training effort for principals and a staffed oversight team to watch the pilot of the pay for performance concept. You're right -- trust is a major factor. With teachers and principals negotiating clearly established goals, linked to student performance, the Board believes that room for subjectivity that exists today may not be possible under a pay for performance system.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

As a Title 1 teacher, I need to prove that my students are learning and meeting the goals that we establish at the beginning of the school year in order to justify funding for my position and that is a fair request. My concern is that the students who are frequently absent often fail to meet these goals. How are we going to address the issue of high absenteeism among certain students in regard to the teacher's performance pay? Thank you for your time.

Julie Halliwell

ANSWER:

Dear Julie Halliwell,

The proposed plan would allow goals to be set around those students who are with you, in your class, for the majority of the school year. As with schools in highly mobile neighborhoods, your accountability level would extend to those students who are there enough to establish legitimate "value added" for students.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

As a teacher in the district I have seen many very dedicated colleagues in my 13 years of teaching. My question deals with the administration of the "pay by performance," what do the principals do when the board tells them there is only enough money to give 5% of the teachers a raise? What if all the teachers in the building deserve a raise and there is no money to cover that many excellent teachers. In my experience, the teachers that need improvement are few in comparison to the many who are working hard to reach all children.

I feel the current salary schedule works in the best interest of the teachers.

Lori Ross

ANSWER:

Lori Ross,

Thanks for writing. The cost assumptions and the proposed salaries that are built into the Board of Education's proposal call for ALL teachers to accomplish their goals.

The Board would not have rolled out such a proposal if it did not appear that the district could afford it.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

First let me say that I am not a teacher, merely a concerned citizen. My questions and concerns may be relevant or they may not be.

What came to mind for me is if you're going to hold teachers accountable for student's grades (in reference to the article in The Denver Post dated June 27, 1999 and entitled "Pay For Performance"), are you going to give them reasonable authority and autonomy to do what they feel needs to be done to educate their students? Or, are there difficult constraints that they must work within? Will that be taken into account?

The other thing that came to my mind was how about some "good old" leadership and management. Deal directly with the teachers who are not doing the job that needs to be done. Provide clear performance goals and help them. Part of managing people is helping them learn. If additional training is not appropriate or possible where they teach, are they given the time and/or funds to attend educational conferences? If their performance does not improve after they've been told there is a specific problem (or problems) and they are given clear performance goals, then deal with them as any other manager would.

If there is a "lack of accountability" and "in fact under current practice, the only individuals in the public schools who suffer immediate negative consequences from poor teaching are students" as mentioned in the article, then management is not holding teachers accountable. (I assume there is some type of management in the school system.) In my opinion, that would be

where the "problem" starts.

I am personally uncomfortable with comparing teaching children to "selling widgets". I view teaching more in line with the medical profession as both deal with human lives. Not inanimate objects. While both would need to respond to many rules of "business" I do not see that either would be evaluated in the same way. As a nurse, I did not get a raise based on whether or not my patients got well. I was given a performance review on how well I carried out my duties and how I interacted with my patients, their families, and co-workers. Sadly, there are some things out of our control and that go beyond our current knowledge. This does not mean I believe in settling for the status quo.

I hope both teachers and medical professionals keep striving to overcome the obstacles that we face and that we are open to innovative ideas in both the medical field and teaching profession. I merely question the validity of judging a teacher's performance in the same way you would a sales person.

Pay raises based on students' growth may be a good option if it goes hand in hand with good management and if it is put together in collaboration with teachers in establishing "reasonable and fair goals for student growth".

Thank you for listening.

Barbara Guest

ANSWER:

Barbara,

Teachers in Denver Public Schools are provided with ample opportunity to help shape instruction and the educational atmosphere of each school in the way that best suits the needs of their individual communities. Teacher select representatives to each school's Collaborative Decision-Making team. This team manages the school and teachers have a strong voice in this process. If any teacher feels constrained, I certainly hope those issues would be raised with the school principal, CDM team, or the Board of Education.

To your point about management, I think the pay for performance concept enhances the ability of principals to work with teachers - and improve the quality of teaching where that is necessary. It requires clear, measurable performance goals and these goals should help principals in the management process.

Teaching is one of the most challenging and rewarding professions. There are many variables that come into play around student performance. But the Board of Education believes that teachers do impact student performance. In addition, the Board believes that setting clear goals around that performance will enhance student achievement. You said it best - the goals must be reasonable and fair. That's exactly what the Board of Education has in mind.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Dear Ms Lefkowitz,

I realize that more money is a necessary but not sufficient prerequisite for school reform and that you especially have worked hard to try to change tax laws so that more funds go to inner city schools. But it still remains that not enough money is being spent to reduce class size and if you want to improve student achievement I think you'll have better luck with it than with performance pay. A groundbreaking study in Tennessee found smaller classes especially effective with inner-city, minority children and we know from the Summer Scholars program described in today's Denver Post that children do well when they are taught in small groups.

Teacher expertise is only responsible for up to 40% of the gains in student achievement. The other 60% has to do with factors like student ability, socio-economic environment, class size, family life etc.. This doesn't mean that we should stop trying to help students do better only that we can't do everything (especially in overcrowded classrooms) and to make our salary contingent upon achieving 100% of our goals is like the farmer telling an already overburdened horse that he won't get any hay or water if he doesn't carry the huge load that the farmer is putting in his wagon. Not only is it hard on the horse. It's putting what he needs to be a strong horse (hay and water) on the bargaining table with no concessions from the farmer's side. Maybe it will work on the farm, if the Humane Society doesn't find out. But I don't think it will work with schools because the horses are (hopefully) too smart and know a bad deal when they see one.

Dr. Laurel Thompson, Valverde Elementary School

ANSWER:

Dear Laurel,

Thanks for your letter.

No members of the Board of Education believe that pay for performance, by itself, is enough to improve the quality of public education. It's one piece of the puzzle - and one which the Board believes will show true accountability to the community. If teacher expertise is responsible for 40 percent of student achievement, as you suggest, it would be a good idea to shore up this part of the picture too, don't you think?

In fact, there is other research from Tennessee that indicates the quality of teaching is more important than any other factor. Whichever is true, surely you agree that teachers make a difference and that good teachers will have no difficulty demonstrating the difference they have made with the children they have taught during the school year.

The Board values small class sizes, too, and has worked hard for years to protect schools and classrooms when budget cuts are made. We also work diligently through each legislative session to increase Denver's share of the School Finance pie.

Your horse analogy, however, does not work. That's because the teacher, working with his or her principal, would agree upon the goals for student achievement. The teacher and principal will be able to calculate the level of "burden" (to use your term) that exists and build realistic, measurable goals

from that point. The Board fully believes and expects that the vast majority of teachers will achieve their pay for performance goals.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Dear Mrs. Lefkowitz,

1. Why does the media report that DCTA has rejected the Pay For Performance Plan (PFPP), when in fact Denver Classroom Teachers Association Negotiations Team made a comprehensive counter- proposal in May, which remains on the table? Did the Board make it clear to the media that DCTA simply had differences (some significant) with the initial Board proposal, but was willing to continue to negotiate the topic?
2. Many teachers infer from PFPP that the Board of Education believes they are not working hard for Denver's students to learn and that money is going to make them change their ways. Or, in the alternative, they will resign from DPS if they don't receive performance raises that equate to their current experience raises. My question is simple: Do any Board members truly believe that this describes Denver teachers? If so, who? I would like to see some direct quotes from Board members on this topic, including an explanation of the Board's phrase "seat time," where a teacher receives annual experience increments.
3. Is the Board aware that the current salary schedule's experience steps average out to 4.19%, the same per cent that the Board is offering in its PFPP?
4. Is the Board aware that numerous teachers in the middle of the salary schedule would earn less over three years of the PFPP, compared to three years of the current salary schedule with experience steps and a 0% increase in cost-of-living adjustments (COLA)? Meanwhile, other teachers new to the district would be receiving 3 year raises approaching \$10,000. How do they justify this to teachers in the middle of the schedule?

Thank you for answering these important questions completely.
Gary Justus

ANSWER:

Dear Gary,

Thanks for writing. In response:

- 1) As a member of the DCTA's negotiating team, you know that we reached impasse when the District's and the DCTA's positions on pay for performance were so far apart that settlement seemed unlikely. Although the District told the media that we had made good progress in negotiations and we were hopeful we could reach a settlement through mediation, it was also clear that the inability of the teams to reach an agreement around pay for performance made contract settlement impossible for the District.

2) The concept of pay for performance will help teachers, principals, students, and parents. It will require clear goal-setting and a sense of focus and purpose about all classroom work. Denver Public Schools is fortunate to have a teaching staff that is dedicated and hard-working. As you know, the District has set aside sufficient funds to pay every teacher the full increment each year, demonstrating the Board's belief that every teacher can be successful in meeting goals. None of us believes that teachers are only motivated by money. The pay for performance idea will add accountability to the role of the teacher but is just one of many improvements and reforms that the Board of Education has explored and will continue to explore.

Regarding "seat time," you know as well as I do what that concept means, both for teachers, whose pay is increased yearly regardless of their performance, and for students, who may graduate from high school simply for putting in the time regardless of their academic proficiency.

3 and 4) The key in the new system is that there would be no "average" -- every step would be worth 4.19 percent. In making this conversion to the new system, some teachers will not fare as well for a year or two on the new schedule. But this is only true compared to assuming that the existing salary schedule could be prolonged forever. Teachers in the middle of the salary schedule may not fare as well immediately as those at the entry levels, but that should be significantly offset by the fact that the Board's proposed salary schedule dramatically improves salaries at the top end of the scale, too.

The DCTA has consistently asked the District to focus on "recruitment and retention" of good teachers. The proposed salary schedule, which significantly increases earning potential for the profession, is a response to that concern.

A shift to pay for performance will show better public accountability and, in the long run, increase public support for the district. The traditional salary structure bears no connection to student achievement; the new one is linked inextricably with it.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Why consider a pay for performance plan when many of the variables that influence teacher performance and educational outcomes for students are beyond the control of a teacher?

George Postillion

ANSWER:

Dear George,

It is true that many factors affect student learning but, we believe, that the quality of teaching is one of most powerful of all. In fact, research done at the University of Tennessee has demonstrated that the quality of teaching is the most important factor, far more important than socio-economic status, ethnicity, or level of education of the parents. Our pay for performance plan will focus on academic growth of students and reward teachers for the value they add to students' learning over the course of a school year.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

I would like to know how teachers and parents were involved in developing this "Pay for Performance" plan? Research shows that all successful programs implemented are a cooperative effort between all involved and each should have a "buy-in" or at least a consensus. I am not against a merit pay system entirely, I am concerned that it IS implemented fairly and the support and mentoring promised doesn't suddenly disappear when it is time for the teacher to be evaluated.

Madeline Wood

ANSWER:

Madeline Wood

A committee representing the Board of Education and the DCTA worked together for almost two years in an effort to develop a pay for performance plan. Other teachers, administrators, and parents and community members also participated. The plan that resulted from this effort was a "bonus" plan which would guarantee continuation of the current teacher salary schedule and would provide additional compensation for teachers who achieved certain specified goals. The Board of Education determined that this plan was not affordable over time and it did not address the Board's goal of eliminating automatic raises and linking compensation directly to performance.

The current pay for performance proposal was developed by the Board and central administration as a starting point for collaboration with the DCTA. We propose a pilot program to be implemented by a full-time team of two administrators and two DCTA representatives. This is when the specific details of the program will be worked out. We agree wholeheartedly with you that the program must be fair and that all participants must be adequately trained and supported throughout the process.

Thanks for writing.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

My question is this:

With performance pay isn't the District trying to remedy a complex socio-economic problem by turning teachers and children into machines? D.P.S. children are perceived as low achievers because their test scores are low as compared with other districts. But instead of lobbying the Colorado state legislature to spend more money on education so that class sizes are reduced, teachers have sufficient planning time and building facilities create the feeling that our children are important, the Board has chosen to put the

whole burden of underfunded public schools on the backs of teachers. Let them figure out what to do and if they produce quantifiable results give them more money. Input-Output. This might be alright if teachers had more of a free hand. If they were allowed to develop the curriculum that is most appropriate for their children. If building decisions reflected the needs of teachers not the commands of the administration. If the Principal were seen as just another teacher not a higher authority. But that this is not the case was seen in those schools where Principal-staff relations were so bad it was affecting morale and when teachers appealed for help, the administration stepped in and ordered a complete reorganization.

Ordering change from above is not how to save our schools. Learning can't be mandated. It's not an industrial process. The critical relationship in any school is the one between teacher and student and if the Board wishes to help D.P.S. improve it needs to find ways to enhance that relationship not make it turn on a financial mechanism.

Dr. Laurel Thompson

ANSWER:

Dear Dr. Thompson,

The Board of Education certainly does not intend to "put the whole burden of underfunded public schools on the backs of teachers." In fact, the Board spends considerable energy and resources lobbying the state legislature for additional funds, reorganizing the district budget to maximize dollars for the classroom, and we have consistently supported the collaborative decision making process that allows joint decision making about instructional programs by all members of the school community. Pay for performance is only one of many methods we are trying to improve student achievement and increase accountability. Of course learning is not an industrial process, but teachers do affect student learning and the goal of every teacher is to improve achievement for his or her students.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

How will Special Educators be evaluated in regards to performance pay?

Linda Roemish

ANSWER:

Linda Roemish

Special education teachers will create goals for their students in collaboration with their principals just as all teachers do. For special education students the goals will be unique to each child and will most likely relate to the student's IEP.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

I am an art teacher and believe very strongly in the electives as they relate to student intellectual development. How does the pay for performance address the the arts? Thanks.

John Ludwig

ANSWER:

John Ludwig

The Board of Education believes that performance goals can be written for all teachers. In working on the pay-for-performance idea prior to bringing it public, one sample performance objective was developed for art teachers.

The sample objective read: "All students in my beginning design classes will demonstrate effective line and color usage to create specific intentions in assigned compositions." This was only a draft of a possible objective, but it shows that goals can be written that are not tied to standardized tests. During the 1999-2000 school year, these performance goals could be tested with teachers in a pilot and improved, to make sure they are valid, credible performance goals, prior to final implementation.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

My question is not as much of a question as a statement. Can anyone see why our children are illiterate? We have teachers who are give raises for no performance. Can you imagine that in real life. Don't perform and we will pay you for it. This is maddness. I have a 9 yr old who had to point out where Alaska was to his teacher. She did not know. But because she has been a teacher for twenty yrs she will get her raise!!!! Why shouldn't teachers be paid for better performance??? Why do we even have to ask this question. Why are teachers treated any different then the rest of society? Our children would be better for it. Society would be better for it. Unions are outdated and this one should be dissolved. This union will only hurt society.

Janice Koller

ANSWER:

Janice Koller

The Board of Education firmly agrees with you about the issue of linking increased salary to performance. This is a key to demonstrating to the community that all levels of the school district are accountable for its product -- student achievement. As you may know, a pay-for-performance plan is being developed for administrators, too.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Dear Laura Lefkowitz:

I read with a great deal of interest your 6/27/99 article in the Denver Post. It was very well written and very persuasive. I hope you can continue to develop the trust needed between the Board and the union to achieve your objectives. I think it lacked an explanation of how DPS proposes to pay for this plan should it be implemented across your district. With Colorado 49th out of the 50 states in funding, the critical part of the answer, to me, is very obvious. The legislature and our new governor need to think about racing to be last (what an enviable position to be in), or striving to move closer to the norm, or even being in the top ten. I hope as a state we can soon start valuing our teachers and adequately funding public education in Colorado. One has to ask themselves if the ultimate goal of the politicians consistent under-funding isn't vouchers. I hope not. Good luck with your fine work.

John B. Richards

ANSWER:

John B. Richards

Thanks for your support. The Board of Education will have to make some changes to the existing budget in order to fund the proposed pay-for-performance plan, which would bring teachers' salaries to the front of the pack among metro Denver (and all Colorado) districts. The Board is willing to make these budget adjustments (none of which will change school funding) in order to accomplish this reform. The details of these proposed changes will be made - and subject to public review - after an agreement is reached with the Denver Classroom Teachers Association.

Your comments about public school funding are correct. The current formula that is used to fund the state's 176 school districts, combined with constitutional amendments like TABOR, has left the state in a woeful situation. As a board we work collaboratively with the educational community to rectify this situation through the legislative process. I hope you will let your legislators know your feelings about this subject as well. Thanks for writing.
Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

Your proposal puts all the "power" in the Principal's position. This means that any teacher who does not agree with all that their school's Principal does would not get a raise. Also, the process is not well-defined nor is the funding for the merit pay assured. What are you really trying to get to here? Do you want all the DPS teachers to become a bunch of toadies, going along with

whatever the Principals want while competing with one another for the best students to teach? What about the teacher who has a few classes who do very well and one or two that don't? Think some more about what could go wrong with this.

Also, where is there any accountability in this process?
Vivian McCullough

ANSWER:

To: Vivian McCullough

I respectfully disagree. A few points:

1. Under the Board of Education's proposal, performance goals would be negotiated between teachers and principals. The "power" would be in the strength of those goals.
 2. Pay-for-performance goals can be written and agreed-upon for all students - those on grade level, those who are ahead, or those behind. We are not expecting all children to reach the same goals. We are interested in academic progress and expect all children to show growth each year.
 3. The funding for the plan is assured. Changes will have to be made in the adopted 1999-2000 school year budget, but those changes will not affect schools.
 4. A pilot year for the proposal - a pilot including only teachers who volunteer - would help iron-out some of the procedural details.
 5. Accountability will be increased as teachers are rewarded for their ability to meet specific performance objectives. Currently, teachers receive annual pay increases automatically, regardless of how their students perform.
- Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

1. Please explain to me if/how a teacher with more experience than the \$30,000 rookie, but less experience than the top of the salary schedule is effected.
 2. Do standardized test scores HAVE to be a part of performance pay and are we going to be measured by our own personal goals or compared to other schools?
 3. I've heard rumors about Saturday work days? Is there any truth to these? If there is, what are the proposed changes?
 4. I've also heard rumors that the class size restriction is under attack by the board. Any truth to this?
 5. It appears to be a big political battle instead of doing what's best for kids. I hope that the board and the union can come to some compromise that is beneficial to learning and success for students.
- Thank you for your time.
Janette Stoddard

ANSWER:

To: Janette Stoddard

In answer to your questions and comments:

1. The Board of Education has proposed to establish a base salary of \$30,000. This would immediately increase the salary of all teachers who currently earn less than \$30,000. Teachers in the middle of the existing salary schedule would be transferred to the position on the new salary schedule that is closest to their current salary and that results in no loss of pay. In addition, we would guarantee each teacher at least a \$500 raise in the first year. Teachers at the maximum step on the current salary schedule would have several more years of salary growth available because the new maximum steps, up to more than \$60,000, are higher than the current maximum steps. No teacher will see his or her salary decrease.
 2. Two of the three goals would be linked to student performance. Test scores may be one of many measurements used to track student progress. Your performance would not be compared to other schools or even other classrooms. You would be working to meet goals for your classroom and your students. The goals would be established collaboratively with your principal.
 3. The Saturday issue is a rumor. It doesn't come from the Board of Education.
 4. The Board of Education is aware of the teachers' union concerns about number of student contacts in a day and is sensitive to this issue. "Class size restrictions" are not "under attack."
- We have consistently looked for ways to reduce class size and we will continue to do so.
5. We believe a contract can be reached that addresses all concerns and that is, above all, good for kids..

Thanks for taking the time to write.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

The Pay for Performance plan offered by the board does have some very good aspects to it, however, I have some serious concerns.

1) The biggest problem I see is that you are asking the teachers to trust their paychecks to the decisions of administrators in the building. You no doubt are aware that you are making a huge leap of faith here. The trust issue is not something to smooth over. While not every teacher would have a problem with this, a huge number of teachers would have serious concerns with this trust issue. The relationship between administration (including the school board) and educators is not a very healthy one. Your request to "trust us " would fall to unresponsive ears.

2) What I haven't seen in any of the material sent to teachers, or in the press, is what you will be asking of educators if the pay plan is adopted. I am referring specifically to the changes in working conditions that are part of your offer to teachers.

-Removing the cap on Elementary class size

-Doing away with the Para assistance when Elementary class size exceeds that cap

-Not giving Elementary teachers adequate uninterrupted planning time

-Not giving Special Education teachers the time to comply with IDEA requirements

-Removing class size cap on non-core classes in secondary like Spanish, art,

woodshop, etc

-Doing away with the secondary class load limit for teachers

If you stop to consider these changes in working conditions, how can you expect any educator to make gains in student achievement when the conditions your employees will be subjected to take a back seat to common sense? Less time, larger class sizes and larger class loads do not make an environment suited for raising student achievement. With the requirement of teacher goals being set to student achievement you've stacked the deck against them right off the bat. If your goal were truly raising student achievement, why would the school board's offer degrade working conditions and expect a favorable response to your Pay for Performance Plan?

As I mentioned earlier there are some very interesting ideas in this plan.

Before implementing a pilot the plan should be studied, working conditions improved and then offer it to the professionals in the classroom that can, and are, raising student achievement.

Doug Bushnell

ANSWER:

To: Doug Bushnell

Thanks for your willingness to consider the pay-for-performance proposal. We share the same goal - raising student achievement.

Regarding trust, please remember that the goals upon which your pay depends will be established between you and your principal. The goals will be clear and measurable. No principal will be able to dictate the goals. Disputes about the goal-setting and goal-measuring processes will have an established appeal procedure.

The "working conditions" issues in your list are the subject for negotiations with the Denver Classroom Teachers Association. The Board of Education has worked hard over the past several years to keep class sizes steady and provide as much classroom assistance as possible, in the form of paraprofessionals and reading assistants. There is no reason to think that this cannot be maintained.

The Board believes that a thoughtfully managed pilot, conducted during the 1999-2000 school year, will answer many of your concerns.

Sincerely,

Laura Lefkowitz
Board of Education

QUESTION:

To The Committee Looking At Pay For Performance,

We were asked to let you know our feelings about Pay for Performance. The whole idea could work but currently there are too many unknowns. The current salary scale with the horizontal and vertical advancements is very clear. (Black and White.) Looking at the information that has been given the teachers to look at leaves many questions unanswered. (Lots of Grey Area.) The most important message we would like to stress is that this concept needs

more time and research before it is implemented. The District would look bad if we start a Pay for Performance and it fails because all aspects and man power are not in place. Some main points that are unclear:

1. The increments of the pay steps. (Esp. Horizontal). The last category has too many of them lumped together.
2. The timing of the retirement/leaving of Irv Moskowitz is a major factor. What will the new superintendent want and s/he might have specific plans and ideas that do not match.
3. Specific criteria has not been given and all the tricky details worked out. (The Grey Area.) It needs to be very clear. (Black and White.)
4. To have test scores as a sole or as a factor introduces many questions:
 - A. What if they do not meet the goal but improvement happened?
 - B. What about the special needs students - how can they be considered fairly?
 - C. What about the community support? Ex. Having students to school on time and fed and fully rested.
5. Leaving all of this criteria and decision to one person - the principal is too subjective and too much to ask.
6. MOST IMPORTANT - NOT ENOUGH TIME HAS BEEN GIVEN TO THIS TOPIC! PLEASE DO NOT RUSH INTO THIS! IT IS EVEN TOO EARLY TO TRY A PILOT GROUP!

Thank you for giving us an opportunity to voice some of our concerns.

Sincerely,

Katie Field and Jonie Jordan (Newlon Elementary School)

ANSWER

To: Katie Field and Jonie Jordan

The Board of Education recognizes that this concept is a distinct departure from the traditional salary approach. The proposal to pilot pay for performance during the 1999-2000 school year would provide answers to your questions.

Most importantly, the pilot would be at no risk to anyone because all teachers would receive raises they have earned under the current salary structure.

During the pilot year, a team of educators would jointly manage issues and questions that surface. The team would include both district and teachers' union representatives.

In response to your specific questions:

1. The Board of Education doesn't believe you need to acquire a doctorate in order to be eligible to earn the highest salary the district provides. The entire salary structure under pay for performance would be significantly upgraded so Denver teachers would be the highest paid teachers in the state, with starting pay at \$30,000 and maximum above \$60,000.
2. The Board of Education will seek to hire a new superintendent who shares the pay-for-performance philosophy.
3. The pilot year would generate all necessary specifics. Again, those involved in the pilot would be guaranteed traditional salary raises for 1999-2000. Additional money would be awarded as a bonus for meeting

pay-for-performance goals.

4. Simply put, test scores will not be the sole criteria for performance objectives.
 - A. A principal and teacher, working together, would agree on whether performance objectives were met.
 - B. All goals would be written to deal specifically with all kinds of individual students. The goals would be fair, attainable, and, to the extent possible, objectively measured.
 - C. The goals will be written to acknowledge the variety of educational environments that exist within the city.
 - D. The principals will be trained in writing performance objectives and supervised in their management of pay for performance.
5. Finally, a pilot year of study and evaluation - with some 1,800 teachers eligible to participate in a pilot - is not a "rush" to implementation. The Board will only approve implementation of pay-for-performance that is well designed and carefully thought through.

The Board is committed to working together with the Association to develop a salary structure that rewards teachers for their success and raises the district's level of accountability around student achievement.

Laura Lefkowitz
Board of Education

Denver Public Schools Pay for Performance Plan

The Board of Education and the Association agree to collaboratively design a performance pay plan for teachers.

1. Design Team. Upon ratification of the Agreement, the Board of Education and the Association will commission a Design Team responsible for planning, piloting, revising, implementing, and evaluating a performance pay plan. In addition, the Design Team will develop a dispute resolution process to address disputes that occur in setting objectives or determining whether objectives are being met.

1-1 The Design Team will make periodic reports to the Educational Initiatives Panel.

2. Composition of Design Team. The Design Team will be composed of two teachers selected by the Association President and two administrators selected by the Superintendent. Members of the Design Team will be released from other duties and work full time to lead the design effort. Design Team members will be compensated at their per diem rate for any days worked outside of their work year.

2-1 The Design Team may seek additional assistance from the District or Association within available resources.

3. Design Team.

3-1 The Design Team will design, oversee, implement, evaluate, and gather regular feedback on a pilot pay for performance plan. It will also oversee implementation and evaluation of dispute resolution processes to address disputes that occur in setting objectives or determining whether objectives are being met. It will direct training of all participating teachers, principals, administrators, and dispute resolution specialists. Finally, it will make reports and recommendations to the Board of Education and the Association.

4. Year One.

4-1 During the 1999-2000 school year the Design Team will develop an effective process for implementation, including:

- A process for setting objectives
- Identification and development of valid and reliable measures that may be used to set individual teacher pay rates under this pilot performance pay plan
- A process for evaluating the setting of objectives.

This process will include adequate preparation of all teachers, principals, related administrators, and dispute resolution specialists. The evaluation should be completed by June 30, 2000.

4-2 The Design Team will seek outside experts to ensure valid and reliable measures for setting pay rates and for determining the effectiveness of the three approaches to pay for performance objectives. The experts will assist the Design Team in evaluating the pilot plan.

4-3 In order to provide a body of data, a minimum of 12 elementary schools and 3 middle schools may volunteer by October 15, 1999, to participate in trial

implementation of the pay for performance plan. Should more schools volunteer than can be accommodated, the Design Team shall select participants consistent with the purpose of the year one pay for performance plan.

4-3-1 Additional schools may be included if sufficient resources are available.

4-3-2 Participant schools must have a minimum of 85% support of the faculty, measured by a secret ballot vote, to enter into the trial implementation of the pay for performance plan. All faculty members in participant schools will participate in the trial implementation of the pay for performance plan, except faculty members on remediation plans upon implementation of the performance pay plan.

4-3-3 Each participant will collaborate with his or her principal/supervisor to establish two objectives based on school or district goals.

4-3-4 At the completion of the school year, each participant will be provided with a stipend of \$500 for participation in the trial implementation of the pay for performance plan. Should participants attain one of their objectives established as part of this trial implementation, they will be granted an additional \$500. Further, \$500 will be granted upon attainment of the second objective.

4-3-4-1 Disputes about granting participants performance pay increments will be subject to expedited binding arbitration.

4-3-5 The Design Team will be responsible for identifying participating schools and assigning them to one of three approaches. A participating school may indicate a preference among the three approaches.

- Teachers in one third of the schools will collaborate with their principal and the Design Team to develop and test objectives which measure academic achievement based on the Iowa Tests of Basic Skills.
- Teachers in one third of the schools will collaborate with their principal and the Design Team to develop and test objectives based on teacher developed criterion referenced tests, or other teacher developed measures of academic achievement.
- Teachers in one third of the schools will collaborate with their principal and the Design Team to develop and test objectives based on increases in teacher knowledge and skill to improve student achievement and behavior.

Group, team, or school projects and objectives may be considered for all three approaches.

4-3-5-1 The Association and the District agree to jointly promote participation.

4-3-5-2 The Design Team will direct training of all participants, principals, related administrators, and dispute resolution specialists.

4-3-5-3 The Design Team will design and oversee implementation of a dispute resolution process for teachers who are unable to reach agreement with their principal/supervisor about the objectives.

4-3-5-4 The Design Team will gather feedback from participants on a regular basis.

4-4 The Design team will complete an initial draft of the objective setting process by October 1, 1999. This draft will be used by participants in the trial implementation of possible measures.

4-5 No later than June 30, 2000, the Design Team will prepare a report to the Board of Education and the Association that describes the implementation of the pilot pay for performance plan, to include results of regular feedback of the participants and outside experts and revisions to the objective setting process for the next school year based on their experience. This process is to be used in the implementation of the objective setting process in the 2000-2001 school year.

5. Year Two.

5-1 In the 2000-2001 school year, the Design Team will remain responsible for the implementation of the pay for performance plan.

5-2 The Board of Education and the Association will continue to seek outside funding for the project. Depending on available resources, additional schools and individual teachers may be permitted to participate in the pay for performance plan.

5-3 The Design Team will continue to use assistance from outside experts.

5-4 The same elementary and middle schools will be involved in the pilot pay for performance plan as were involved in the 1999-2000 school year. Participants will be compensated by receiving \$750 per achieved goal.

The purpose of continuing the pilot process in elementary schools and middle schools for a second year is to further refine the pay for performance plan. To this end the Design Team may modify the implementation procedures.

5-5 A pilot process will be initiated at a minimum of two high schools. The pilot process for high schools will be established and directed by the Design Team in a manner consistent with Section 4.

5-6 The Design Team will continue to gather feedback from participants, dispute resolution specialists and outside experts on the objective setting process, training, and the dispute resolution processes.

6. Approval of Pay for Performance

6-1 The Design Team will issue a report by June 1, 2001 regarding the pilot pay for performance plan to include recommended procedures for implementation in the next year, the effects of the three approaches as they relate to student achievement as measured by the Iowa Tests of Basic Skills and improvements in the process from year one to year two.

6-2 The Board of Education will review and approve a plan for implementation of pay for performance in the 2001-2002 school year based on the report of the Design Team.

6-3 Prior to June 15, 2001, the Association will have the opportunity to accept or reject the proposed pay for performance plan through a vote of its members. If approved, the plan will be implemented for all teachers in the 2001-2002 school year.

[Back to DPS](#) | [Back to News](#)

BOARD NEWS

Denver Public Schools

May 21, 1999 Special Edition

Volume 4 ♦ Number 24

Teacher Pay For Performance Proposal Unveiled

Salaries Linked To Student Performance, Starting At \$30,000

The Denver Board of Education announced today the details of a proposal to link teacher pay to student achievement beginning with the 2000-2001 school year.

Negotiations with the Denver Classroom Teachers Association continue on this issue, but unfortunately the union leadership so far has rejected it.

The proposed contract increases the minimum salary for teachers from \$24,949 to \$30,000, raises the maximum salary from \$55,863 to \$60,362 and links raises directly to student progress.

The pay increases granted for increased years of service would be replaced with pay increases based on a teacher's ability to meet three agreed-upon objectives for students.

Successful completion of those objectives would yield a 4.19 percent raise each year. Teachers would also be eligible for raises worth 7.12 percent for obtaining additional education credits.

The proposed pact is the first of its kind for any major urban school district in the nation. It represents genuine reward for performance because all teacher raises would be linked to student achievement. None would be automatic.

Under the latest offer from the district, more than 40 percent of the teachers who have achieved the maximum step on the current salary schedule could volunteer to pilot the idea during the 1999-2000 school year. They would be eligible for pay-for-performance increases worth 4.19 percent next year, including any negotiated cost of living increase.

The pilot year concept was one of several ideas the district has proposed during negotiations in an attempt to reach a deal, but talks on the salary issue have stalled.

"We think it's time now to bring the details forward to the community so they can study the details of the proposal," said Board member Laura Lefkowitz, who represents the Board of Education in contract negotiations. The Board is solidly behind the pay-for-performance plan.

As part of a pilot proposal, the Board has offered to allow all teachers currently at the maximum step on the salary schedule to earn a one-time bonus of up to 4.19 percent in exchange for achieving student academic goals during the 1999-2000 school year.

"This is a new idea that represents a catalyst for improving student achievement and rewarding teachers for their successes," said Lefkowitz. "It shows respect for the hard work teachers already contribute to our district and it rewards them for taking the next step

forward. The proposal is completely invested in what counts the most and that's excellent teaching and its natural result, strong student achievement."

For classroom teachers, the proposal calls for the school principal and individual teacher, working together, to craft specific performance objectives.

Two objectives would relate to student academic performance and one would relate to "extension of effort" in the school.

Such activities as peer coaching, tutoring, making home visits, sponsoring extra-curricular activities, writing grants, or serving on school committees could qualify as extension of effort. A teacher would need to meet all three objectives to be eligible for a 4.19 percent raise.

Social workers, psychologists, and nurses who are members of the bargaining group would also create goals related to student outcomes.

Also under the new proposal, teachers would be eligible for raises based on additional educational increments, but the number of categories would be reduced from six to four. The salary increase from one category to the next would be 7.12 percent.

"This concept represents an investment in our teachers. It provides for teachers and principals to work together to agree upon reasonable goals for students. It provides for flexibility, but in all cases progress with student achievement is what would yield rewards," said Superintendent Irv Moskowitz. "We are hoping that the association and its members come to realize the value of the way this is structured. The Board has said clearly that this is an idea whose time has come."

In an effort to bring the idea to fruition, the Board has made several concessions during negotiations.

The first shift in the Board's position was a willingness to delay full implementation of pay-for-performance until the 2000-2001 school year.

During the 1999-2000 school year, the details of the pay-for-performance plan would be cooperatively ironed out. A negotiated cost-of-living raise and the traditional salary schedule would be provided to all teachers.

But also next year, the Board has agreed to allow all teachers currently at the maximum step on the salary schedule (step 13) to earn a one-time bonus in exchange for achieving student academic goals. The bonus would be worth up to 4.19 percent of salary, including any negotiated cost-of-living increase.

Nearly half of the 4,300 teachers in the district are at the maximum salary step, which represents the 13th year of service. (Longevity increases are offered every fifth year beginning with the 15th year of service and every five-year interval thereafter.)

The one-time bonus plan would serve as a pilot for the proposal. Feedback from teachers would help improve the implementation of pay-for-performance for all teachers, said Lefkowitz.

Because all teachers would still be eligible at minimum for the cost-of-living adjustment and the traditional increments, all teachers would be guaranteed raises for the 1999-2000 school year.

In a second shift to accommodate union concerns, the Board offered to make sure that all teachers would receive at least a \$500 raise in the first year of implementation.

While the average raise for teachers during the first year of implementation of the new salary schedule would be 7.6 percent (some worth thousands of dollars), some conversions would yield raises of less than \$500 during the first year. This is due to the fact that the current salary schedule does not offer the same percentage raises between steps (years of experience) or levels (additional educational credits).

The new plan would provide an equal increment of 4.19 percent between all "steps" if the three objectives were reached.

The \$30,000 starting base salary would vault Denver Public Schools far ahead of adjacent metro area districts, where the starting salary is currently about \$25,000. And the \$60,000-plus maximum would set a new benchmark at the high end of the salary structure.

"By the time this proposal is fully implemented, it would establish Denver teachers' salaries as leading the metro area," said Board of Education President Sue Edwards. "It would give the district an advantage in recruitment and it has significant appeal, we believe, to the majority of teachers. It seeks to create a performance expectation that gives teachers clear goals and even more incentive to be invested in their students' success."

Traditionally, teacher salaries have been awarded three ways:

Annual cost-of-living adjustments negotiated with the Board of Education.

Increases based on additional years of service (annual raises for the first 13 years and then increases every five years beginning with the 15th year).

Increases for educational credits in six categories ranging from "Bachelor of Arts" at the low end to "Doctorate" at the high end.

Currently, a teacher can earn as much as 13 percent by moving one step for years of service and one educational lane change. Raises for years of service alone range from 2.3 percent to 4.4 percent.

"The proposal sets a new standard for the way we value teachers," said Lefkowitz. "This reflects the worth we place in teachers and raises the bar for the whole profession. We hope the membership is willing to seize this opportunity with us."

Proposal Highlights

- Performance-based salary increases
- New minimum salary: \$30,000
- New maximum salary: \$60,362
- 1999-2000 pilot and no-risk raises for 1,865 teachers who are "maxed out" at step 13.

Questions And Answers About Pay For Performance

What's an example of an academic objective for an elementary school teacher?

"Increase the percent of students in my classroom reading at or above proficiency levels from _ percent to _ percent between fall, 1999, and spring, 2000."

What's an example of an academic objective for a secondary teacher?

English: "Students in my 10th grade English class read six novels and develop a literate, coherent paper containing critical elements of the works."

Student Advisor: "Reduce the number of suspensions of ethnic minority students from _ percent in school year 1998-1999 to _ percent in 1999-2000."

What are some examples of "extended efforts?"

Peer coaching, tutoring, home visits, sponsoring extra curricular activities, writing grants, serving on school committees.

Who decides on the goals and when?

The teacher and principal, working together, establish goals. The district anticipates that these would be determined by October 1 each year.

How is a decision reached about whether goals have been achieved?

Again, teachers and principals are expected to work together to make this determination. The district is examining the possibility of a team of administrators and teachers who would be expected to resolve disputes.

How many teachers are earning below \$30,000 this year?

848.

How many teachers have achieved the maximum step on the salary scale?

There are 1,865 teachers at step 13. The district has 4,300 teachers.

When will the salary structure be adjusted to reflect increases in the cost of living?

The district anticipates negotiating a cost-of-living increase every three years.

Are principals prepared to negotiate goals with teachers and others?

Principals currently have an appraisal process for all teachers. The emphasis with the appraisal process would shift to student-based objectives. The district is committed to providing additional principal training prior to implementation of the plan.

What about a full-time teacher who changes schools for one reason or another at mid-year?

There are many unique situations that might arise over the course of a year in a large urban school district. The district recognizes some flexibility will be required. However, currently, the vast majority of teachers start and finish the year with the same classroom or class schedule.

What's the average raise anticipated for teachers after the conversion is complete?

About 7.6 percent. Some teachers will be eligible for raises over 20 percent; others about 2 percent.

Proposed Salary Schedule					
Applicable Graduate Work, Seminars, Certificates, etc.					
Achievement of Individual Objectives	Step	Column A	Column B	Column C	Column D
	1	30,000	32,139	34,431	36,885
	2	31,257	33,486	35,873	38,431
	3	32,567	34,889	37,376	40,041
	4	33,931	36,351	38,942	41,719
	5	35,353	37,874	40,574	43,467
	6	36,834	39,460	42,274	45,288
	7	38,378	41,114	44,045	47,186
	8	39,986	42,837	45,891	49,163
	9	41,661	44,631	47,814	51,223
	10	43,407	46,501	49,817	53,369
	11	45,225	48,450	51,904	55,605
	12	47,120	50,480	54,079	57,935
	13	49,095	52,595	56,345	60,362

DENVER PUBLIC SCHOOLS BOARD OF EDUCATION

Sue Edwards President ♦ **Laura Lefkowitz** Vice President

Bennie Milliner Secretary ♦ **Rita Montero** Treasurer

Elaine Berman Board Member ♦ **Sharon Macdonald** Board Member ♦ **Les Woodward**
Board Member

Board News is published after each board meeting
by the DPS Public Information Office,

900 Grant St., Room 402, Denver, CO 80203

Phone: 303-764-3414 ♦ TTY/TTD: 303-764-3741 ♦ Fax: 303-764-3413



[return to dps home](#) | [go back to the top](#) | [go back to the news page](#) |

THE WHITE HOUSE

Office of the Vice President

For Immediate Release

May 16, 1999

REMARKS AS PREPARED FOR DELIVERY BY VICE PRESIDENT AL GORE
GRACELAND COLLEGE, LAMONI, IOWA
Sunday, May 16, 1999

President Clinefelter; faculty and staff; family and friends -- it is an honor to be with you to mark this special day. And congratulations to you, the distinguished Class of 1999.

In his invocation this morning, Dr. French shared these powerful words: "Train up a child in the way they should go, and when they are old, they shall not depart from it."

With a proud tradition of career-based education, I know your years at Graceland will strengthen your livelihoods. And I know quite a few of the parents here are happy about that.

Here at Graceland, you also understand that the education we provide is a profound expression of who we are as a people. This is more than a college; it is a community -- of faith, of family, and of shared purpose. As it is written, "to be learned is good if you harken unto the councils of God." And you do.

Today, I want to talk about how we can give millions more American families the extraordinary opportunity you have had: to obtain a world-class education, and the chance to reach for your dreams.

We've seen some positive changes in our schools in recent years: higher standards; tougher curricula; signs of improved academic performance; greater accountability; and local officials taking tough action to turn around their schools. We're fighting right now to raise standards higher still, and hold our schools accountable for real results, ending social promotion the right way.

I'm proud that President Clinton, Secretary Riley and I are helping to lead these changes. But our country's future depends on going farther -- much farther -- in the new century ahead.

In order to stay first in the world economically, we must become first in the world educationally. Aren't the reasons obvious?

How long can we continue generating one-third of the world's economic output if one-third of our students continue to fail in meeting the most basic world reading level?

How long can we expect to continue to be number one in high technology jobs if we continue to be last in the percentage of bachelor's degrees and graduate degrees awarded in science?

How long can we stay first in making new discoveries if we stay dead last out of all countries surveyed in physics?

How long can we continue to lead the world in the number of cars and trucks produced if we continue to follow behind 18 other nations in 12th grade math?

The solution is obvious: to keep the best GDP, we need the best

SAT's. And to strengthen our national character, our schools must insist on high standards that demand not just excellence in skills but also excellence in citizenship, morality, and character.

In order to meet our needs for a dynamic future, we need to shake up the status quo.

I make you this promise today: together, we will bring truly revolutionary change to America's schools. Let's make the next decade America's education decade.

I want to work with parents and teachers to change the whole way we approach learning in this country. Education should start earlier, last longer, and extend through college and throughout our lifetimes. Education should be more individualized, using new technology to match learning to the pace of each child. Education should connect parents to their children's schools and teachers. Education should teach basic skills, and also the good character and values we need for our families to be strong. Education should no longer be just a period in our lives, but a way of life in the 21st Century.

There are three reasons why this challenge is more important than ever before.

First, family life in America is changing. In seven out of ten households, both parents are at work all day. The average two-parent family works almost 500 more hours a year than they did a generation ago.

A generation ago, only seven percent of America's families were single-parent families; the number has almost quadrupled today, to 27 percent. Only about half of all families eat together every day - far less than two decades ago.

What these parents often lack is that most precious of all commodities: time with their children; time to teach them right from wrong; time to pass on their best values.

And even when there is time, challenges to the strength of the family remain. Too often, even when they are under the same roof, a televising set or a video game comes between parent and child.

Lacking guidance from parents, some children fall prey to a culture of chaotic values - a culture with too much meanness, and not enough meaning.

It's not enough just to be in the same house. You have to talk -- a lot. A virtual dead-beat dad isn't much better than a real live dead-beat dad.

Of course, family and faith must be the primary answer. But our schools can be an important part of the solution. Our schools must make parents feel that they have a place and a role, and must make it easier, not harder, to raise safe and strong families.

* * *

There is a second reason we must revolutionize education: our economy is changing. We are in the early stages of an accelerating information revolution that is completely transforming the nature of work and the way we live our lives. Already, nearly 60 percent of companies say they are facing a shortage of the well-educated, skilled workers they need. Two in five manufacturing companies say they can't expand precisely because their workers don't have the right education

and skills.

Last month, I met a businessman in Waterloo who was trying to hire new employees. He told me he needed people with technical degrees who could run computers and highly sophisticated machinery - and who could complete training courses in microbiology. I asked him: what do you make? And his answer was: pudding.

Pudding.

In the 21st Century, you need more education to make pudding competitively.

Need any more proof? It's in the pudding.

* * *

There is a third urgent reason for change in education. Because of all the new students, the needs of our schools are growing dramatically.

I'm a part of the Baby Boom generation -- known as the largest generation in American history. When we flooded into America's schools a half-century ago, there were portable classrooms -- Quonset huts left over from World War Two. And there was a shortage of well-trained teachers.

But for the returning veterans, sacrifice did not end on the sands of battle. After winning the war, they came back home and won the peace. After saving Private Ryan, they saved public education. They built new schools and hired new teachers in record numbers. They passed the G.I. Bill. They made the Baby Boomers not just the biggest, but the best-educated generation ever, and we've been reaping the benefits ever since.

But guess what? Last summer, we learned from the Census Bureau that the generation of young people moving through our schools has just passed the Baby Boom; they are now the largest generation in history. The record they set last fall will be shattered every fall for the next ten years. And once again, American students are crammed into overcrowded classrooms, like sardines in a can. Teachers are overburdened. Textbooks are out of date and in short supply. Facilities are falling down.

So now it's our turn to accept responsibility. Will we do it?

We must. Together, as a nation, let us again make the necessary sacrifices to make the largest generation in history the best-prepared and best-educated in our history.

Today, I want to present seven ideas to meet this challenge -- to revolutionize American education for the 21st Century.

First, we must begin at the beginning -- by making high-quality pre-school fully available to every family, for every child, in every community in America.

We now know that the early years of life are critical to a child's development, and have a lifelong impact on a child's well-being. Research also shows us that the right kind of start - through quality pre-school -- can lead to higher IQ's, higher reading and achievement levels, higher graduation rates and greater success in the workplace. I am proposing to enable every state in America to develop and expand the voluntary pre-school programs working families need.

6/12/99
5/12/99

Of course, parents are the first and best teachers. And we should say to families across America -- including every middle class family: we will help you insure that your child gets the right start toward a bright future.

* * *

Second, in the 21st Century, we must improve teacher quality and elevate the teaching profession, by setting high standards for teachers and giving them the intensive support they need to succeed. And then we need to reward them for excellence.

This whole process must begin with more respect, honor, and appreciation for America's teachers. Teachers have one of the hardest jobs in America. When I see politicians bash our teachers, I have to wonder: how long would they last in a classroom with twenty-five 14-year-olds?

We need to attract a new generation of teachers to the profession. Let's put America's brightest and most dedicated young people to work changing the lives of the children who need it most. Today, I propose the creation of a new 21st Century Teachers Corps -- open to talented young people across the country. Under this plan, if you agree to spend four years teaching in a school that needs your help -- and if you pass a rigorous exam before you set foot in the classroom -- we'll give you up to \$10,000 to pay for college. And for those willing to switch careers for teaching, we'll give you a \$10,000 bonus and pay for the training you need to get into the classroom.

We should give all teachers the smaller classes, modern school buildings, good working conditions, and the real role in decision-making they need. But the best teachers will tell you: we must also raise standards for teachers. We should treat teachers like professionals -- we should pay them like professionals -- and we should hold them to high professional standards.

You had to pass tests to be here today; every new teacher should also have to pass a rigorous test before they set foot in the classroom -- a test that also measures their knowledge of the subject they will teach.

12-57

Every new teacher should have the mentors and professional support he or she needs to make the transition into teaching. And all teachers should have access to regular training and professional development and visits to the classrooms of master teachers.

Every new teacher should be required to meet tough standards before becoming licensed or tenured -- with evaluations by teams of accomplished teachers and administrators to make sure they know their subject well, and can teach it well. The granting of a teaching license should be followed by rigorous but fair performance evaluations. And every five years, those evaluations should be used to determine whether a license is renewed.

5-12
12-57

No teaching license should be a lifetime job guarantee -- but we should give all our teachers the support and training they need to succeed.

I urge faster but fair ways to identify, improve -- and when necessary -- remove low-performing teachers. While we know the vast majority of teachers are doing a good job, we know there are some teachers who aren't. And they need to be removed -- fairly, but quickly.

And if teaching is to be a true profession, we must reward good teaching. We should provide bonuses to master teachers, and those who become certified by the National Board for Professional Teaching Standards. We should provide bonuses to all teachers in schools where students have made significant gains consistently measured over time. And we should help teachers, administrators, and others test new ways of rewarding individual teachers, and groups of teachers, whose students make significant gains, based on valid measures and objective criteria.

Consider this: the new student boom means that we will hire 2.2 million new teachers in the next decade. If we set a national goal that every one of those teachers will be tested, trained, skilled in the newest technology, and willing to make teaching a career, we could dramatically improve our schools right away.

* * *

Third, we need a renewed focus on discipline, character, the right values, and safety -- and we need more parental involvement in our schools.

My heart, and that of America, aches for the families of Columbine High School. We've all searched our souls in the aftermath of this tragedy. And unfortunately, as we know, it was not an isolated incident. In an average year, up to 6,000 American students are expelled for bringing a gun to school.

Obviously, we need to do more to make our schools safe. So today, I propose the creation of second-chance schools -- where kids headed for trouble, and those caught with guns, can receive the strict discipline and intensive services they need. For all schools, there should be a simple policy toward guns: zero tolerance, period. All schools should be gun-free, drug-free, and safe and secure.

We should increase our commitment to after-school care this year, so children have a place to learn in those afternoon hours when most juvenile crime, teen pregnancy, alcohol and drug use occur.

In many schools, teachers feel that discipline has eroded in part because of a lack of support and understanding from parents, and poor communication between parents and teachers about what standards are appropriate and how they should be enforced.

So today I want to propose that we try something new: parents, teachers, and students should all meet together at the beginning of the year, on the first day of school, to agree upon and sign a strict, fair discipline code. Employers should be required to give time-off for these meetings. All parents, teachers, and students should know all the rules -- and the punishment for breaking those rules. That first meeting can also be a chance to encourage regular trips to the school all year long -- and I believe attendance at that first meeting should be a requirement.

If we want parents to be more involved, we must help them have the time to do it. We should extend the Family Leave law, so parents can take time off work to attend not only the beginning-of-the-year meeting, but all parent-teacher conferences -- without fear of losing their jobs. Either we're serious about this or we're not.

Then let's get a commitment from schools to add civic and character education courses -- to teach students that the same values they learn in good homes apply in our schools and in our society.

* * *

Fourth, we should commit ourselves to fundamentally changing the American high school. I envision a new American high school -- with smaller classes, smaller schools, and principals with the power to lead.

We've done some things wrong in education, and here's one of them: herding all students in a 25-square-mile area into overcrowded, factory-style high schools. When teachers and principals must practice crowd control, it becomes impossible to spot the early warning signs of violence, depression, or academic failure - and it becomes even harder to do something about it.

We should provide incentives to create smaller high schools. And for those that have already gotten too big, let's break them down by creating smaller "schools within schools."

Classes are also way too big. Teachers need fewer students in each classroom so they can pay close attention to each one. We should begin with a national commitment to reduce class size to an average of 18 students in the early grades -- and then aim at average class sizes of twenty students or less across all grades. This will be a major commitment, but it will be worth it, because it will give all our students the individual attention they need to succeed.

And we should empower principals, advised by teams of teachers, to hire their own staffs, regardless of seniority, and manage their own budgets. This would enable schools to choose teachers that fit the mission and approach of the school, including teachers who have entered the profession through high-quality alternative certification pathways. It is time to focus on results, not just process -- on measured competency, not check marks from gatekeepers.

* * *

Fifth, we need an aggressive plan to turn around every failing school in America. Most schools are doing pretty well, and we know how they can improve. But there are too many school districts in America where less than half the students graduate, and where those who do graduate aren't ready for college or good jobs. And that should be recognized for what it is: a national emergency.

Every state and every school district should be required to identify failing schools, and work to turn them around - with strict accountability for results, and strong incentives for success. And if these failing schools don't improve quickly, they should be shut down fairly and fast, and when needed, reopened under a new principal with a full peer evaluation of every teacher, intensive training for those who need it, and fair ways to improve or remove low-performing teachers.

We need to make summer school much more widely available, to give extra help to kids who need it -- and I urge serious consideration of the model set by Mayor Rich Daley, the President of Chicago's Board of Education, Gery Chico, and Chicago schools chief Paul Vallas. We need to follow the leadership of the late John Stanford of Seattle and affirm that every child can learn -- and will learn.

Parents should have more choice in their children's public schools -- especially those whose children are stuck in low-performing schools. We need more public school choice, and more competition -- to apply the pressure that will improve all schools. And of course we must reject the false promise of siphoning public school funding away

to private schools. That would only make things much worse.

Let us realize that education is the greatest anti-poverty program, the most powerful anti-discrimination strategy we could ever have. Every child in America must have full opportunity -- regardless of race, creed, or national origin.

We should be proud that the gap in high school completion between blacks and whites has now been virtually eliminated. But the drop-out rate among Hispanic Americans is far higher -- with barely half finishing high school, and far fewer going on to college. We need to continue our aggressive plan to reduce the Hispanic drop-out rate. And we should challenge every state and school district to cut in half the achievement gap between rich and poor, and between racial and ethnic groups in the next decade.

* * *

Sixth, we should realize that the technological revolution makes possible an instructional revolution -- where we can replace standardized textbook learning with individualized learning matched to every child's pace and potential, and learning style.

For the first time, 21st Century technology will soon free us from the search for one curriculum that fits all. In the high technology school of the future, the ultimate class size will be one -- because even if there are eighteen or twenty others in that room, there will be an unprecedented, until now impossible, degree of individual attention. If we use it right, higher technology can mean the same basic knowledge for all, but higher individual achievement for every child.

The power of computer technology is now doubling every 18 months. The cost reductions -- 30 percent a year -- are startling, and they will continue. Let's put that power to work for our children's education. For example, costs for special education have been rising dramatically; we can use technology to manage those costs, while providing a better education for every child with special needs, and doing a better job of helping states bear the burden.

But when we talk about technology in education, let's remember: teachers can't take advantage of it unless they have training in how to use the technology. And when we talk about individualizing education, let's remember that teachers need less paperwork, not more. We should focus on results, not process and documentation. We have to expand teacher training in how to use the power of the Internet and the newest and best educational software -- and make sure it is available to every school, rich or poor.

So we must quickly finish the job of wiring every classroom and library in America to the Information Superhighway, and teach kids how to use it safely and well. America was the pioneer of universal education; now America must become the pioneer of universal computer literacy. Let us set a goal that every child will be computer literate by the eighth grade. But let us also always remember that technology is worse than worthless unless it is coupled with the right values.

I also propose today that we establish a program of home e-tutors, by creating a nationwide army of volunteer on-line tutors and mentors, carefully screened for safety and qualifications.

* * *

Seventh, we must give every family the ability to save and pay for their children's college education, and to continue their own education throughout their lifetimes. We have made progress, but much more is needed.

We help people save for retirement tax-free, and help them pay their mortgages tax-free. Now we must help them save tax-free for one of the biggest expenses most families will ever face in life -- sending a child to college.

We must start by helping families meet the costs of tomorrow by saving today. I propose a National Tuition Savings program, bringing together programs in more than thirty states, and helping the other twenty states to create them for the very first time. Many of these programs let families invest their money in special accounts, which grow tax-free. We should increase access to these programs, allow each parent's savings to be used in any participating state, and use incentives to encourage states that do not have the programs to create them. Under this plan, if you make small, regular contributions to the program after your child's birth, you'll be able to afford college tuition -- with protection from taxes, inflation, and rising college costs. This program will also be available to grandparents who make contributions after the birth of a grandchild. Tipper and I are expecting our first grandchild at the end of next month -- and we would love to participate in this program.

Next, we should encourage employers to help employees save tax-free for college and job training. In the coming months, I will lay out my plan to create new 401 (j) accounts that let you save for job training, education, and lifelong learning, and let those savings grow tax-free. You could use this account for yourself, your spouse, even your child's college tuition. This will be a powerful new tool to help people save for learning.

* * *

These are my ideas for revolutionary change in our schools. It is an agenda that is ambitious, but responsible. Every one of these proposals will be fully paid for, within a balanced budget. They will bring about revolutionary progress. Some say that there is no national role in helping communities improve their schools. I say that education is our number-one national priority for investing in the future. And we must take dramatic steps to help states and communities provide a quality education for their children.

I want our nation to act on the wisdom you understand so well here at Graceland: that the quality of American education is a powerful, if unspoken, expression of our values. As such, our schools must be orderly and disciplined, modern and in good repair, and committed to excellence.

In the education decade to come, let us strengthen our schools, to strengthen our families. Let us renew education, to renew opportunity. It will not be easy; the steps I have outlined are just the beginning. But this much I know: if it is a decade shaped by your experience, sustained by your faith, built on the hard lessons you have learned at Graceland, it will be the best decade this nation has ever known, and a great beginning for the 21st Century.

Congratulations, and Godspeed as you begin your wonderful journey.

STAN A - CINC

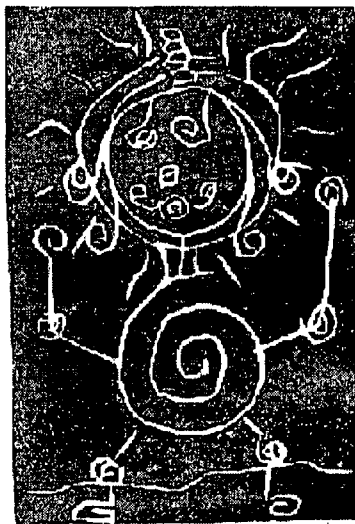
0 18-12 CONSULTANT REITERED OUT OF THE
COURSE

- INDUCTION (GSSC, COXING, etc)
- 1st that meet A STANDARD OF PERFORMANCE
- EVALUATE REITERED IN
"INTERVIEWING"

\$2 1/2 MIN
A - 1st
→

STAND IN REINTERVIEW - INTERVIEWING
PERFORMANCE - GUES

MAT THOMAS - CARRIES 1/5 MIN



PEER INTERVENTION AND EVALUATION

Boston Teachers Union
Cincinnati Federation of Teachers
Hammond Federation of Teachers
Minneapolis Federation of Teachers

- Professional Support Process
- Career Options/Outplacement Service
- Intensive Assistance Process
- Enabling Minnesota Statutes
- Achievement of Tenure: Tenured Teachers

Rochester Teachers Association
Toledo Federation of Teachers

● BOSTON -- Article VI -- Professional Development [\[top\]](#)

3. Peer Assistance Program

The Professional Development Committee shall help to maintain a voluntary Peer Assistance Program. Teachers who request assistance would be eligible for help from a peer or peers in improving their performance as a teacher. Release time and other professional development resources would be provided to support the peer(s)' efforts within a system-wide budget of at least \$40,000 per year or other amount approved by the School Committee. The Professional Development Committee shall engage in ongoing review of this program and provide a report on and additional recommendations for modifying and improving this program at least annually.

The peer assistance activity shall proceed parallel to and independent of the normal supervisory and evaluation process. Peers will not be permitted to testify (in person or through hearsay) in any disciplinary process, although the fact of an employee's participation or decision not to participate would not be excludable.

F. Center for Leadership Development

The Boston Public Schools and the Boston Teachers Union are committed to establishing the Boston Public School Center for Leadership Development (CLD) which will provide educational leadership development opportunities to BPS parents, teachers, paraprofessionals, substitutes, and administrators. The Boston Public Schools Center for Leadership Development will be a service-based operation designed to integrate and facilitate the coordination of training programs for parents, teachers, and staff in the BPS. It will be the institution primarily responsible for facilitating and coordinating the support and training necessary for implementation of school reform in Boston.

(d) *Peer Assistance*

The BPS Center for Leadership Development will facilitate or provide assistance for teachers. Lead Teachers may be available to work with individual teachers who agree to this form of assistance.

● CINCINNATI -- PROVISIONS RELATED TO PEER ASSISTANCE AND EVALUATION PROGRAM [\[top\]](#)

§210 TEACHER EVALUATION

For teachers in their 17th, 22nd, or 27th year, satisfactory performance for 1996-97 shall be determined as follows. The principal shall conduct two observations of at least 30 minutes. At least one such observation shall be announced in advance. At least one post-observation conference will be held with the teacher following the observations. Following the two observations, the principal shall: 1) confirm the observations using the prescribed form and indicate that the lessons or other work observed was satisfactory or 2) meet with the teacher to develop an Action Plan to correct any problems identified during the observations or 3) refer the teacher to the intervention process if the principal believes the teacher exhibits serious deficiencies.

If the principal chooses to meet with the teacher to develop an Action Plan, the problem observed and the corrective plan shall be recorded on the prescribed form and the teacher shall be afforded a reasonable and appropriate time period in which to implement the plan. However, no later than April 15, the principal shall either complete the form confirming that two observations were conducted and the teacher's performance was satisfactory or refer the teacher to the intervention process.

(9) when the teacher's principal has concerns about the teacher's performance. The principal shall inform the teacher in writing of his/her concerns for the evaluation. The principal shall refer the teacher to the Peer Review Panel to be considered for the Intervention Component of the Peer Assistance and Evaluation Program.

Twenty working days after the PRP receipt of a request for investigation, the principal and teacher shall receive written notification of the intervention decision, unless the PRP extends due to extenuating circumstances. Consulting teacher caseloads shall not be considered extenuating circumstances. If the PRP is late, the principal can choose administrative appraisal.

(10) when a teacher receives an overall less than satisfactory

rating on his/her performance evaluation summary, the teacher may be continued on evaluation for the following school year under the same evaluation process, peer or administrative. In the case of interns or teachers in intervention under PAEP, such continuation is subject to PAEP guidelines.

(11) Effective as soon as a new teacher evaluation process is developed and approved by the parties, a teacher not otherwise evaluated during the previous four (4) years shall undergo a formal evaluation during the fifth year since his/her last formal evaluation. For this purpose, successful assessment or reassessment for lead teacher status shall be defined as a formal evaluation.

This fifth year evaluation shall be conducted using the abbreviated evaluation process to be developed by the Federation and the Board (See ¶210.1.o), except where the teacher has been referred for intervention or on administrative appraisal during the previous four years.

A teacher who is rated less than satisfactory at the conclusion of the abbreviated evaluation process shall be referred to the Peer Review Panel to be considered for intervention. No teacher shall be dismissed solely because of a less than satisfactory rating in the abbreviated process.

(12) If a teacher is not subject to a formal evaluation during a school year, the principal shall conduct an annual observation of the teacher. In advance, the principal must identify for the teacher the week in which the observation will occur. This observation shall be at least 30 minutes and a post observation conference will be held. Following the observation, the principal shall 1) confirm the observation using the prescribed form indicating that the lessons or other work observed was satisfactory or 2) meet with the teacher to develop an Action Plan to correct any problems identified during the observations or 3) follow the steps required by the Peer Assistance and Evaluation Program to refer the teacher

to intervention if the principal believes the teacher exhibits serious deficiencies.

i. Teacher Request for Evaluation

Principals shall conduct an evaluation upon receipt of a written request from a teacher.

j. Use of Evaluation

The observation and evaluation process shall be carried out with the full knowledge of the teacher and shall not be used in a manner inconsistent with the purpose of evaluation.

k. Special Assistance for Newly Assigned Teachers

Special assistance shall be given to newly assigned teachers using such resources as can be provided by the principal, the consulting teacher, and other personnel.

n. Appeal with Respect to Non-Renewal

Teachers who receive notice of a recommendation for non-renewal as a result of an evaluation shall have the following appeal rights:

1. Teachers evaluated through the PAEP shall have the appeal rights specified in the Peer Review Guidelines; and
2. Teachers not evaluated as part of the PAEP shall have those appeal rights from an administrative recommendation for non-renewal specified in the Teacher Evaluation Manual.

A limited contract teacher with less than five consecutive years of satisfactory or better service shall be entitled to a written notice of the Superintendent's recommendations not to re-employ the teacher and such notice shall be given to the teacher no later than the first Monday in April and shall include a statement of the reasons for the Superintendent's decision.

In addition, any teacher who receives a written notice of the intention to terminate or not re-employ the teacher shall have the rights specified in § 300.3.e, f, or g.

p. Peer Assistance and Evaluation Program

The Board and the Federation established a Peer Assistance and Evaluation Program to improve the quality of teaching in the Cincinnati Public Schools. PAEP has two components:

- (a) Internships designed to assist and evaluate teachers during their first year of service in the district; and
- (b) Intervention, intended to assist experienced teachers who exhibit serious teaching deficiencies. Intervention shall be reserved for teachers who have completed three or more years of service in the district.

(1) Life of Program

The Peer Assistance and Evaluation Program (PAEP) shall continue from year to year unless either the Board or Federation gives notice to the other party by June 1 of its intention to terminate the program effective the following school year.

(2) Peer Review Panel

The Peer Review Panel (PRP) shall serve as the governing body of the program, shall select consulting teachers and shall determine program guidelines consistent with terms of the Collective Bargaining Contract and Board policy. The panel shall be responsible for administering the budget of the Peer Assistance and Evaluation Program. It shall consist of an equal number of teachers appointed by the Federation and administrators appointed by the Superintendent.

The PRP shall review the program guidelines every two years.

(3) Scope of Program

The Peer Assistance and Evaluation Program shall be available in all teaching fields and ESP categories. Up to 20 consulting teachers (FTE's) shall be assigned by the Peer Review Panel depending on caseloads arising each school year. Additional consulting teachers, if needed, may be funded through the Career in Teaching Program budget. Part time consulting teachers shall be utilized to serve certain

teaching fields where there is not a sufficient caseload for a full-time position.

(4) Caseload for Consulting Teachers

Caseload of full-time consulting teachers shall be limited to 14. Each second year intern and intervention teacher will count as 1.5 in their caseload.

(5) Term for Consulting Teachers

Consulting teachers shall serve in the position for a maximum of 2 years.

(6) Applicants for Consulting Teachers

Applicants for consulting teacher positions may not be on the administrative leadership eligibility list. However, a teacher may remove his/her name from the leadership eligibility list in order to apply. A consulting teacher may not be appointed to an administrative position while serving as a consulting teacher and for one full school year after serving as a consulting teacher.

(7) Stipend

Consulting teachers are lead teachers. The PRP shall consider any lead teacher applicant(s) who is properly certificated for an available consulting teacher position. However, if no lead teacher applies, the PRP may select an otherwise qualified applicant who is not a lead teacher.

Consulting teachers shall receive lead teacher stipends consistent with the CTP agreement. However, a consulting teacher who is not a lead teacher shall receive an annual stipend of \$3000. This stipend is intended to compensate consulting teachers for conferences, inservice activities, practicum, and other professional duties related to the position, including 5 additional days before or after the school year.

(8) Mid-Year Dismissal

If an intern teacher is rated less than satisfactory and is continued as an intern for the following school year, s/he may be dismissed, if, based on the December interim report, the evaluator rates the teacher unsatisfactory and recommends dismissal. In the PAEP, such recommendations for dismissal prior to the end of the school year must be approved by the PRP. In such cases, the teacher shall have the rights afforded to a limited contract teacher facing non-renewal for performance reasons under the Collective Bargaining Contract. Dismissal under this provision shall not afford the teacher the due process rights under O.R.C. §3319.16.

● 7.3 Hammond Teacher Mentoring Program [|top|](#)

The Hammond Teachers' Federation and the Employer shall continue to support the Hammond Teacher Mentoring Program. The program is developed to create a climate of trust and cooperation in peer coaching among the teachers in Hammond. **The parties will continue to explore the feasibility of involving experienced teachers in the process of teacher assessment and shall continue to study additional Intern-Intervention Programs.** New information regarding the assessment of teaching and the assessment of learning will be disseminated to professional staff.

● MINNEAPOLIS -- ARTICLE VII. PROFESSIONAL DEVELOPMENT [|top|](#)

Professional Support Process
Career Options/Outplacement Service
Intensive Assistance Process
Enabling Minnesota Statutes
Achievement of Tenure: Tenured Teachers

Section J. Professional Support Process. [|top|](#) The Professional Support Process (PSP) is confidential expanded support. The process may be developmental or performance based. A developmental PSP provides support for employees who enter a professional growth experience and wish expanded collegial assistance. (See Article VII, Section G. for a description of this process for teachers new to the District.)

Performance PSP provides support for employees who are experiencing challenges that require expanded collegial assistance. It is initiated when a PDP team member recognizes the need to assure additional support for teachers to achieve PDP goals and objectives.

An employee may enter the Professional Support Process for a variety of reasons. This process may be appropriate and beneficial to an employee who:

- is performing effectively in most areas of job responsibility, but may need some targeted assistance in one or more specific areas.
- has a history of effective job performance, but is currently experiencing circumstances that, for a variety of possible reasons, challenge job performance.
- needs more comprehensive collegial involvement.
- is working in a new or different position and is experiencing a challenging and difficult transition.
- is on sabbatical leave/working on National Board for Professional Teaching Standard certification/or working as Distinguished Fellow.
- is experiencing difficulty meeting the professional responsibilities of the Job Description, the Standards of Effective Instruction, and overall performance requirements.

The Professional Support Process will commonly extend for three to nine months. During this time, extensive support is provided to the employee through a variety of strategies. This support may include coaching, mentoring, observations, study groups, videotaping, modeling, and/or any other strategies that prove to be helpful.

At least four team meetings should occur during the PSP timeline: (a) an initial planning meeting and (b) a minimum of three progress report team meetings. It is recommended that additional support meetings occur as needed. Sufficient time should elapse between meetings in order to provide adequate support for growth and change.

After the cycle of progress report meetings is complete, a determination is made regarding employee job improvement. Depending on the situation and results, the employee will progress as follows:

- return to the Professional Development Process, or
- continue in the Professional Support Process, or
- move to the Intensive Assistance Process, and
- consult Career Options at anytime.

When an employee successfully accomplishes the goal(s) outlined in the PSP and no other concerns exist, the employee returns to the PDP. It may also be that the employee has successfully reached the PSP goal, but another area of concern may exist. A second PSP can be initiated with a new goal, strategies, and timeline.

When an employee does not meet the PSP goal(s), the PSP team determines the next steps. If an extension of the timeline with additional support and adjusted strategies will be of benefit, this should be planned. If, however, the employee has been unable or unwilling to improve and is not meeting the job description responsibilities or the Standards of Effective Instruction, the next course of action must be determined. A voluntary job change, either internally or externally, may be needed. Career Options services can assist with this transition. An employee may need to receive assistance outside of the Professional Development and Support Processes. The Intensive Assistance Process has been designed for this purpose.

The Support Process will include the following steps:

Step 1: The PSP team meets with the teacher to agree upon the implementation of a support plan for the teacher. The team consists of the following participants: the principal, the teacher, any member of the PDP team, a Career-In-Teaching mentor (if requested by a team member), and any other resource people deemed necessary.

Step 2: The PSP team writes a support plan that includes Professional Support Goals (PSG) for the teacher that focuses on the area(s) in need of improvement. Reasonable goals, strategies, resources, and timelines are established within the plan.

Step 3: The teacher implements the PSP plan. A variety of options are utilized during the PSP implementation to assist the teacher. Some of these options can be: coaching, videotaping, discussion group, demonstration lessons, study groups/classes.

Step 4: The Career-In-Teaching mentor or the principal/site administrator schedules a preobservation, classroom observation, and postobservation with the teacher. The number of cycles for this sequence will be determined on the basis of principal/site administrator or mentor judgment. During this step, the following may occur:

- a. discussion of Career Options/Outplacement services;
- b. development of new or additional Professional Support Goals;
- c. recognition for the need to move to the Intensive Assistance level of support.

Step 5: The PSP team meets regularly to assess and discuss possible growth and change occurring or to determine lack of improvement. At the end of the predetermined timeline, the PSP team determines whether a teacher may continue the Professional Development Process, recommends to Career Options/Outplacement and/or Intensive Assistance, or the principal(s)/site administrator(s) may not recommend reappointment if the teacher is probationary.

When a teacher in the Professional Support Process transfers to another site, the PSP plan is forwarded to the principal of the new site. The receiving principal/site administrator and the teacher will have a discussion regarding the status of the improvement plan for the subsequent school year. A PSP team is identified by the administrator and the teacher.

PSP District team. To assist sites with implementing and facilitating the Professional Support Process, a District team made up of the PDP District facilitators, PSP mentors, and others as appropriate, will be available to sites. team members are selected by the PDP District Committee and the Career-In-Teaching Panel.

● MINNEAPOLIS [\[top\]](#)

Section K. Career Options/Outplacement Service: Career Options/Outplacement is a service provided by the District to assist individuals in making other career choices. (M.S. 124.912 Subd. 8). Career Options is a career counseling service available to teachers who are seeking options to their current employment status either within or outside of the District. Services include: career counseling and assessment, interest inventories, resume writing, interview preparation, transition or separation counseling, and access to a wide employment database.

In addition to these services, Career Options will sponsor workshops throughout the year that will focus on strategies for building collegial support in the workplace, maintaining life outside the classroom, and combating burnout.

● MINNEAPOLIS [\[top\]](#)

Section L. Intensive Assistance Process: Intensive Assistance is confidential, short-term support for the tenured teacher in crisis. A request to the Human Resources Department for this level of support is initiated by the building principal after Professional Support Goals (PSG) have been specified and attempts to support the teacher in crisis have been made and documented.

A team approach will be utilized for delivery of Intensive Assistance. The Intensive Assistance Plan (IAP) support team members may vary, depending upon the human resources available at a given site. The primary support team consists of (1) the principal/site administrator, (2) a Human Resources representative, (3) a District PSP mentor, (4) a District PSP psychologist and may include continuing members of the PSP team. In addition to the primary support team members, the principal/site administrator may request support from curriculum resource personnel, behavior specialists, and/or Teacher and Instructional Services support personnel. Each team member must respect the confidential nature of the professional support being provided through the Intensive Assistance model.

Intensive Assistance may include the following steps:

Step 1: The principal/site administrator informs the teacher and initiates a request to Human Resources for Intensive Assistance. A Human Resources representative contacts School/Site Services and Career-In-Teaching. It is the teacher's prerogative to request Union representation at pertinent meetings.

Step 2: The IAP team (meets with the teacher and Union representative (optional) to discuss the nature of the crisis.

Step 3: If the mentor and a District psychologist are involved, they observe over a timeline prescribed by the team for a minimum of three hours consisting of simultaneous and separate observations. The mentor's primary focus is classroom management (materials, time, and assignments), delivery of instruction, and family/teacher communication. The psychologist's primary focus is behavior management, student-teacher/student-student interactions.

Step 4: The IAP team meets to write an Intensive Assistance Plan that addresses the specific needs of the teacher as determined through observation and discussion. Currently existing Professional Support Goals will be incorporated into the IAP. The plan will specify the responsibilities of each team member and the timeline for the delivery of assistance.

Step 5: The team meets with the teacher to describe (1) the IAP plan, and (2) the Career Options/Outplacement service provided by the District. If the teacher's goal is to continue his/her career in teaching, a timeline is established and the IAP is implemented.

Step 6: Implementation of the IAP singularly or in combination with the use of Career Options/Outplacement service.

Step 7: The team meets with the principal/site administrator to evaluate the effectiveness of the Intensive Assistance Plan in meeting the goals established in Step 4. The principal/site administrator determines the status of employment and the next steps to be taken in accordance with M.S. 125.17.

Step 8: A Human Resources representative, the principal/site administrator, and a Minneapolis Federation of Teachers representative meet with the teacher to share the recommendation to continue or to terminate the teacher's contract.

Pursuant to Transfer and Reassignment Procedure, Article XXI, teachers on Intensive Assistance may not voluntarily transfer.

APPLICABLE MINNESOTA STATUTES [\[top\]](#)

125.17. TEACHER TENURE ACT; CITIES OF THE FIRST CLASS; DEFINITIONS

Text of subd. 2 as amended by Laws 1991, c. 265, art. 9, 52, effective July 1, 1994.

Subd. 2. Probationary period; discharge or demotion. All teachers in the public schools in cities of the first class during the first three years of consecutive employment shall be deemed to be in a probationary period of employment during which period any annual contract with any teacher may, or may not, be renewed as the school board, after consulting with the peer review committee charged with evaluating the probationary teachers under subdivision 2a or 2b, shall see fit. The school site management team or the school board if there is no school site management team, shall adopt a plan for a written evaluation of teachers during the probationary period according to subdivision 2a. **Evaluation by the peer review committee** charged with evaluating probationary teachers under subdivision 2a shall occur at least three times a year for a teacher performing services on 120 or more school days, at least two times each year for a teacher performing services on 60 to 119 school days, and at least one time each year for a teacher performing services on fewer than 60 days. Days devoted to parent-teacher conferences, teachers' workshops and other staff development opportunities and days on which a teacher is absent from school shall not be included in determining the number of school days on which a teacher performs services. The school board may, during such probationary period, discharge or demote a teacher for any of the causes as specified in this code. A written statement of the cause of such discharge or demotion shall be given to the teacher by the school board at least 30 days before such removal or demotion shall be effective, and the teacher so notified shall have no right of appeal therefrom.

Subd. 3b. Peer review for continuing contract teachers. A school board and an exclusive representative of the teachers in the district shall develop a **peer review board for nonprobationary teachers** through joint agreement.

● MINNEAPOLIS [\[top\]](#)

Section H. Achievement of Tenure: Tenured Teachers - (M.S. 125.17 Subd. 3A) Achievement of tenure is based on a meaningful and accountable tenure process that includes professional sharing and support from peers, a strong component of self-assessment and standards-based assessment as part of the Professional Support Process for teachers new to the District, and multiple sources of feedback that include students, families, administrators, and community.

Attaining tenure involves a rigorous, meaningful and accountable process which signifies that a teacher has demonstrated achievement of standards of teaching and instruction.

Effective for teachers hired for the 1997/98 school year and thereafter, the achievement of tenure in the Minneapolis Public Schools consists of the following:

Year One:

1. Non-tenured teachers work with tenured teachers on a **Professional Support Process Team (PSP)** and submit at least one PSP plan and two progress reports.
2. Attend the new teacher orientation scheduled by the District.
3. Attend the required New Teacher Professional Development sessions scheduled by the District, some of which will be facilitated by the Career-In-Teaching Program.
4. Work with a District Mentor who will assess the first year teachers' skills for entry level proficiency against the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Minneapolis Public Schools Standards of Effective Instruction.
5. Begin construction of a professional portfolio that documents progress toward goals.
6. Complete at least one observation cycle that includes a pre-conference and a post-conference with a site administrator.
7. Observe demonstration teaching in other classrooms for a total of two days. Become Knowledgeable of Minneapolis Public Schools Grade Level Expectations, Minneapolis Public Schools Content Standards, and Minnesota Graduation Standards

Year Two:

1. Transition into the Professional Development Process upon successful completion of the PSP plan from year one.
2. Work with a PDP Team throughout the year and submit at least one PDP plan and three progress reports.
3. Complete at least one observation cycle that includes a pre-conference and a post-conference with a site administrator.
4. Continue the development and expansion of a professional portfolio. Begin using it as a tool for reflection and for documenting progress toward goals.
5. Participate in coaching training in Year Two or Year Three. This may be done with colleagues at site or, if site has been previously trained, any available coaching training offered by the District.
6. Begin work on a Standards Performance Packages.

Year Three:

1. Work with PDP Team and submit at least one PDP plan and three progress reports.
2. Complete one observation cycle that includes a pre-conference and a post-conference with site administrator.
3. Complete an action research project.
4. Continue expansion and enrichment of Professional Portfolio.

5. Continue work on Standards Performance Packages.
6. Attend coaching training if not completed in Year Two.
7. Not later than February 1, or end of first semester of the third consecutive year of teaching in Minneapolis Public Schools, the non-tenured teacher will make a presentation before the site Tenure Team of peers.

The non-tenured teacher presentation to the Tenure Team will include a demonstration of the teacher's professional portfolio which will include the following:

- mentor assessment instrument;
- PSP/PDP goals and progress reports;
- documentation of learning from one set of student feedback forms per year;
- administrator observation reports;
- one self-assessment per year (PDP);
- one or more videotape(s) of teaching;
- documentation of attendance at required staff development sessions for new teachers.

TENURE TEAM. The Tenure Team will consist of the PDP coordinator at the site and a site or District mentor, a member of the CIT panel, a teacher from the same discipline or grade-level band, a teacher from the non-tenured teacher's PDP/PSP team, an administrator from the site administration team, and a Human Resources representative.

The Tenure Team will make a recommendation to the District and to the Board of Teaching to grant tenure status to the probationary teacher prior to June 1 of the third consecutive year of teaching pursuant to the Teacher Tenure Act (M.S. 125.17).

At any time during this three year process, the non-tenured teacher may request assistance from Career-In-Teaching, Career Options, Professional Development, Teacher Instructional Services, Human Resources, Minneapolis Federation of Teachers, and/or the teacher's site.

● ROCHESTER -- SECTION 56 [\[top\]](#) INTERVENTION, REMEDIATION AND PROFESSIONAL SUPPORT

1. The Intervention and Remediation component of the CIT Plan is designed to offer all available resources to help improve the performance of experienced teachers who are having serious difficulties in the performance of their professional duties.
2. A teacher can be recommended in writing for Intervention and Remediation by a building principal, other appropriate supervisor or teacher constituency of the School-based Planning team meeting as a separate group. Such written recommendation is appropriate when a teacher's performance is less than satisfactory. It is expected that such recommendation shall be initiated after reasonable efforts have been made to assist the teacher. The referral for Intervention and Remediation may contain a recommendation as to a plan for remediation and indicate whether a withhold of all or part of the total next salary increase or any other action is warranted.
3. In acting upon the written referral, the Panel may avail to the referred teacher, and to the building principal and/or other appropriate supervisors, an opportunity to appear before the panel or its representatives to provide information germane to the recommendation.
4. The CIT Panel shall vote to accept or reject the referral for Intervention within thirty days of receipt of the referral and state its reasons therefore. If the Panel votes to accept the referral, the Panel shall prescribe a plan of remediation which may include, but is not limited to, assistance by a lead teacher, mandatory inservice, or other professional studies, participation in the EAP, etc. Independent of the authority of the Superintendent of Schools in Section 47, the Panel shall have the authority to impose full or partial salary withhold during the period of intervention and remediation. When a referral of a teacher rated "unsatisfactory" is supported by the CIT Panel review, full salary withhold shall be

automatic. The Panel's determination relating to full or partial salary withhold and/or any sanction shall be subject to the grievance procedure contained in Section 14.

5. The determination, reasons therefore, the remedial plan, and the decision concerning salary withhold shall be provided in writing to the Superintendent of Schools, the teacher, and to the building principal, or appropriate supervisor.

6. The plan for remediation will be implemented under the direction of the CIT Panel. The plan will provide for the development of specific performance and professional goals.

7. Teachers participating in Intervention and Remediation will continue to receive assistance until the CIT Panel determines that no further assistance is needed or would be productive, or until the teacher in Intervention and Remediation no longer wishes to participate. The duration of the Intervention and Remediation program for any one teacher shall not extend beyond the start of one third full semester from the date of the initiation of the assistance program.

8. Teachers in Intervention and Remediation shall receive copies of all status reports and will have the right to attach and submit a written reply to the status report forms submitted to the CIT Panel by the lead teachers.

9. The CIT Panel will review all status reports and other information that may be submitted to the Panel. If the determination of the CIT Panel is that Intervention and Remediation was successful, the CIT Panel will issue a report, in writing, to the Superintendent, the RTA President, and the teacher in Intervention.

10. Participation in Intervention and Remediation is voluntary on the part of the referred teacher. If a teacher refuses Intervention and Remediation, nothing herein shall prohibit the District from proceeding with further disciplinary action after that refusal.

11. If the determination of the CIT Panel is that Intervention is not successful, the CIT Panel will issue a report, in writing, to the Superintendent, the RTA President, and the teacher in Intervention. Evaluation and/or discipline procedures, as outlined in sections of the current Contractual Agreement, may then be instituted.

12. Any determination or report of the CIT Panel with respect to a referral for, or the outcome of, Intervention and Remediation, and any reasons therefore, as well as those documents referenced in the CIT "Handbook for Intervention and Professional Support," shall be evidence admissible through exhibits and testimony in any arbitration or a proceeding pursuant to Section 3020-a of the Education Law; provided, however, that any communications, oral or written, between Lead Teachers and teachers in Intervention on matters relevant to Intervention, shall be privileged.

13. The Panel shall develop written procedures for this referral, intervention, and remediation program.

14. If a unit member has been recommended by the CIT Panel for Intervention, and the Board of Education determines probable cause exists to discharge the unit member after the unit member either has refused to participate in Intervention and Remediation or the Panel's Final Report finds that the Intervention has not been successful, and the teacher then elects to contest the charges by submitting the matter to arbitration (Section 39.3), arbitration shall be before a panel consisting of the Superintendent of Schools, the RTA President, and a neutral third person familiar with the arbitral process selected by the Superintendent and the President. Arbitration shall be conducted in accordance with the provisions of CPLR Article 75, except that the cost, if any, for the services of the third person shall be borne equally by the parties.

Professional Support

The District and the Association recognize the need for more accessible and more immediate peer assistance and support. To that end, the parties agree to establish a formal Professional Support program with the following features:

- a. Professional Support may be recommended by a colleague, a building representative, or a building administrator but access to Professional Support is by self referral only. Participation would be voluntary.
- b. Participation in Professional Support activities will not be reflected in any personnel materials unless the teacher includes such references.
- c. Support shall be provided by other Professional and Lead Teachers as indicated by the CIT Panel.
- d. Support may include, but shall not be limited to, counseling, observations of others' classes, demonstration lessons by lead teachers, in-service courses, workshops and conferences.
- e. Participation in Professional Support activities shall not prevent referral for Intervention Service.
- f. Formal participation in Professional Support activities shall be limited to two full semesters.

● TOLEDO -- ARTICLE XVIII -- CONTRACT PROVISIONS RELATING TO THE TOLEDO INTERN INTERVENTION PROGRAM [\[top\]](#)

A.

- 1. All first and second year teachers are considered to be members of the bargaining unit.
- 2. Revised standards and criteria shall be published by the Board free of charge in booklet form to each member of the bargaining unit.

Notwithstanding the provisions of Ohio Revised Code Sections 3319.11 and 3319.111, as revised by 1988 Ohio House Bill 330 (see Appendix O), the procedures, time lines, and all other matters regarding evaluation will be governed by the document, *The Toledo Plan- Intern, Intervention, Evaluation*. Subsequent changes must be mutually agreed by the Federation and the Board.

E. Teachers who are on a four-year contract shall be evaluated once during the last year of the contract for recommendation for contract renewal. One (1) classroom observation, prearranged between the teacher and the administrator for the purpose of making this evaluation, shall consist of at least twenty (20) minutes but not more than fifty-five (55) minutes. Other classroom visits shall not be used for this evaluation. If visitation is excessive, a limit on visitation may be imposed by mutual agreement of the Federation and the Board. Discussion of professional or teaching performance shall be private. The evaluation form agreed to by the Board and Federation shall be used. (See Appendix G.) This section is not intended to prohibit interviews for the record when rules and policies are violated as per Article XXXIV.

When the four-year contract evaluation is rated "unsatisfactory", the Intern Board of Review may assign a consulting teacher, or another peer, to observe and evaluate the teacher. This second evaluation shall be given equal weight with the first. If both evaluations are "unsatisfactory", the teacher could be assigned to the intervention program on a one-year contract should the Intern Board of Review so determine in lieu of dismissal proceedings.

F. The intern-intervention program shall be continued subject to cancellation in its entirety by either the Board or the Federation.

G. Consulting teachers in the intern program will be paid as per Article XXXVIII in addition to regular salary and supplemental contracts held. In the event a department chairperson is selected for active participation in the program, an interim chairperson will be elected to serve. The consultant, after completing his or her assignment, will return to the chairperson's position for one year after which a new election will be held to complete the two-year term or to fill a full two-year term, whichever is applicable.

Informal Conference

C. An informal conference may be held at a school or work site by an administrator when there are reasonable grounds to suspect that a teacher's conduct has violated a properly established school rule or district policy. The teacher shall have the right to request Federation representation. The issue of such representation shall not result in changing the proposed conference to a formal meeting as described in this section, below. This conference shall be an oral conference and the only record maintained shall be the date and the subject of the conference.

Classroom instructional performance problems shall be addressed through the provisions of the Intern-Intervention Program, the Toledo Plan evaluation procedures, or through A, above.

P. Interns will not be represented by the Federation in cases where the Intern Board of Review acts to recommend termination or non-renewal of an intern's employment and/or contract. The Board of Review will meet to hear an intern's appeal of its recommendation if requested to do so. In the event an intern is reemployed, the Federation may elect to represent the teacher.

T₂₁

—
— Parameters or Signs

— Inclusion

— Significance

—