

Creating an Integrated  
Student  
Achievement/Staff  
Development and  
Performance Pay System

# Where to Start??

- Questions before beginning:
  - Where is your district at not?
  - Q Comp, TAP, other, or not??
  - Phase in components one by one?
  - Begin all components simultaneously?

# Getting Started...

- Understand the components and the task of fitting the pieces together
  - Data-driven focus
  - Professional development
  - Differentiated staffing
  - Alternative compensation
  - Evaluation and observation system

# Focus on Data – Questions to Ask

- What data do we **want** to collect and use?
- What data **can** we collect and use?
- What **infrastructure** is in place to do it?
- **Who will collect**, manage, store, and report the data?
- Who will ensure **consistency** of data?

# Professional Development

- What professional development (P.D.) do we currently do? Is it coordinated or piecemeal?
- How is the P.D. delivered?
- How is the P.D. funded?
- What P.D. should we be doing, based on our data?
- How **can** we deliver the P.D. in an ongoing fashion?

# Professional Development, continued

- Where is our staff in their understanding of P.D. and its purpose and relationship to instruction and student achievement, and what is their familiarity with professional learning communities or teams?
- Do you have staff that have a desire or the capacity to lead others professionally at a high level?

# Differentiated Staffing

- What should the different job duties be for the lead (master/mentor) teachers?
- How will their schedules work if they are to remain part time in the classroom?
- How will you train them?
- How will you supervise them?
- How will you compensate them?
- What will you call them?

# Alternative Compensation

- Are there current contract components that either fit with a new model?
- Are there current contract components that would prevent you from adopting a new model?
- How will your pay variable work?
- How will you “sell” this to your teachers?
- What will you do when inevitable conflict arises?

# Evaluation and observation system

- What evaluation system is currently in place? Is it comprehensive? Is it research-based, focusing on achievement?
- Are your principals skilled in observation and evaluations?
- Do your principals have credibility in this area?
- Are your principals getting all their observations done in a timely fashion?

# Evaluation and Observation, continued

- If you need to select a new system, how will you do that?
- How will you train or re-train your administrators and lead teachers?
- How will you ensure “inter-rater reliability”?
- How will you track evaluations?
- How will you translate them into performance pay?

# Setting the Stage

- Garner as much information as possible and generate as many possibilities prior to beginning the process
- Bring your board into the loop a.s.a.p.
- Examine your current status and use that as a springboard for moving forward
  - Similarities and differences
  - Assets and liabilities
  - Know what you are already doing

# Setting the Stage

- Identify key people – both for and against change – let the resisters participate
- Know your audience – understand the generational differences of your staff
- Partner with your union – ultimately they need to own it
- Prepare yourself for any possibilities (problems?)

# Building your Base

- Ensure your board is with you
- Educate your union leadership – repeatedly if necessary
- Educate your staff – show the need for it
- Start with the concept, but be prepared to flesh out all the details for people
- Build on the trust you have with staff

# Building Your Base

- Emphasize/stress similarities rather than differences
- Do a full assessment of what it would take to fully implement an integrated system
- Identify a leadership group (majority of teachers) and get to work
- Begin by establishing the negotiables versus the non-negotiables

# Building Your Base

- Start with concepts – agree on them first
- Move to frameworks – get agreement
- Flesh out the details – finalize the plan
- Communicate, communicate, communicate
  - Different venues, different audiences, different modes

# Making it Happen

- Have a plan that makes sense
- Take your time – don't rush
- Model what you want to see (leadership is critical – Are they on board? Are they professional? Do they have regular staff development? Do they know how to use data effectively? Are they respected, reliable, trustworthy in teachers' eyes?)

# Making it Happen

- Be prepared to answer “what’s in it for me?”
- Be able to demonstrate that the work is worth it – in other words, results will happen if all this work is done
- Understand this is a culture shift – a paradigm shift for many of our districts
- Know that this will be perceived as a power or control issue by some

# Making it Happen

- Build the infrastructure piece by piece
- Recommendations
  - Work on the culture and climate first by educating and informing.
  - Begin with the data – at each level, what are your strengths and weaknesses, your needs.
  - Develop a strategic articulated staff development plan next – what needs to be done in order to make improvements?

# Making it Happen

- Once the needs and professional development are fleshed out, determine how you will measure (student) success.
- Lay out a process plan – improvement strategies (before you start).

# Making it Happen

- Have a “goals” conversation.
  - Purpose of goals.
  - How to write goals.
  - How to be successful in attaining goals.

# Putting the Pieces Together

- Step One – Identify Desired Results
  - State Your Goal or Goals
    - Give supporting data which indicates the need for this goal. (Why is this goal important?)
    - Describe how this goal fits into broader building and district goals.
    - Describe how this goal will improve student achievement.

# Putting the Pieces Together

- Step Two Determine Acceptable Evidence
  - Give evidence related to student performance or achievement that will indicate goal success.
    - Be specific, and measurement must be tangible – utilizing any or all of the following: formative and summative exams, end of course assessments, MCA's, BST's, Gates MacGinitie, MAP/NWEA; or other hard data such as attendance, completion rate, graduation rate, A.C.T. scores, etc.

# Putting the Pieces Together

- Planning Improvement Strategies
  - Describe teacher training or preparation or analysis activities that demonstrate a focus on this goal.
  - Describe or list teacher actions or applications or strategies that demonstrate follow-up on this goal.

# Putting the Pieces Together

- Evidence of Performance
  - List the ***process activities*** that were chosen, and indicated the degree to which they were done by the staff working on this goal. (0-5, with 5 = fully completed by all staff successfully)
  - List the ***products*** that were chosen, the data collected on the product goal, and the degree to which they were completed or accomplished. (0-5, with 5 = fully successful with all staff)

# Putting the Pieces Together

- Analysis and Interpretation – Reflection
  - Describe which activities appear to be the most effective in reaching the stated goal.
  - Describe the next steps (continue the practice, change, improve upon, or abort) that should be taken for further or continued success with this goal.

# Putting the Pieces Together

- Supporting Materials and Documents
  - Attach any additional materials.

**Making the Link Between  
Student Achievement Data, an  
Articulated Professional  
Development Plan and an  
Alternative Compensation Plan**

# Making the Link

- Lay out multiple scenarios
- Continually refer back to the legislation – the “Golden Rule” – “Those who have the gold make the rules”.
- Work until you get to a point where both administration and teacher leaders believe the system is fair. (Fair isn’t always necessarily equal – it is a matter of perspective)

# Fridley's Staff Development Initiatives

- Three major initiatives  
(all goals must fit under these areas)
  - Data-driven instruction – (NWEA/MAP, etc.)
  - International Baccalaureate Middle Years Programme
  - Understanding by Design

# Fridley's Additional Compensation Payment Plan

- 25% awarded for fully participating in the weekly professional development groups. Fully participating means reading assigned readings, engaging in the discussions, and implementing the best practices in the classroom.

# Fridley Plan, continued

- 25% awarded for development and follow through with the Individual Professional Growth Plan. This means submitting the plan prior to October 1, meeting with the administrator and/or lead teacher, being observed acting on the plan, and following through with a post-conference and reflective activity. The IGP must relate to student achievement needs.

# Fridley Plan, continued

- 25% is awarded, based upon classroom observations by administrators using the Charlotte Danielson model. Pre and post conferences are required, and each staff member (tenured or not) are observed both formally and informally during the year.

# Fridley Plan, continued

- 25% is awarded based upon the goal-setting. Teachers must apply best practices to the classroom, and determine (ahead of time) data which will be used to measure success. Scoring is not an all or none – but if the goal is fully reached, 100% is awarded. Goals must be mutually agreed upon by both teachers and administrators

# Final Thoughts

- This is complex change in most schools
  - Goal-setting is often difficult
  - High school staff will normally resist more
  - Much staff teaching and training is required
  - Much administrative training is required
  - Many of the issues are related to culture
  - Much of this is building infrastructure and systems

# Final Thoughts

- The fear of (you name it) is incredible
- Belief systems are challenged throughout
- Nothing should surprise you
- Be patient, persistent, and consistent!
- Good luck if you choose to move in this direction!