Teacher Quality and Effectiveness

Why should Minnesota focus on teacher quality and effectiveness?

Because we know that effective teachers will raise student achievement levels and close the achievement gap.

- Dr. Marzano found that effective teachers had a 43 percent positive impact on student achievement, the highest school-based factor. By comparison, class size only had an 8 percent positive impact (Marzano, 2003).
- Data and studies from Tennessee showed that if two average eight-year-old students were given different teachers—one of them a high performer, the other a low performer—the students’ performance diverge more than 50 percentile points within three years (Sanders, 1998).
- Dallas study found that the performance gap between students assigned three effective teachers in a row, and those assigned three ineffective teachers in a row, was 49 percentile points (McKinsey, 2007).

History of Alternative Teacher Compensation in Minnesota

Alternative teacher compensation grant program pilot began in 2002

- $3.6 million per year allocated.
- Locally designed.
- Focused on alternative salary schedule and career ladders for teachers.
- Five school districts participated in the program.
- Results of grant program were used to develop Q Comp legislation.

Q Comp Participation

- 254,592 students are being served in Q Comp schools during 2010-11.
- Approximately 15,000 teachers are working at Q Comp schools during 2010-11.
Ways in which Q Comp funding can be used

• Common uses:
  – Career ladder salary augmentation.
  – Training for career ladder teachers.
  – Professional development resources and training.
  – Evaluation training.
  – Performance pay.

How many additional or new teachers are needed to implement Q Comp?

• The district does not need to hire additional teachers to implement Q Comp.

• The only time a district needs to hire additional teachers is if the district chooses to release career ladder teachers for all or part of the day to complete the duties of the leadership position.

• Many plans allow teachers to take on career ladder positions while still maintaining their full teaching load.

Q Comp Program Components

1. Career Ladders or Career Advancement Options
2. Job-embedded or Integrated Professional Development
3. Teacher Observation / Evaluation
4. Performance Pay
5. Alternative Salary Schedule

Career Advancement / Career Ladders

Career Ladders / Advancement Options

…allows teachers to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills
Job-embedded / Integrated Professional Development

Create opportunities to provide integrated ongoing site-based, job-embedded professional development activities to improve instructional skills and learning that are aligned with student needs.

Job-embedded professional development opportunities are consistent with the staff development plan and led during the school day by trained teacher leaders such as master or mentor teachers.

Teacher Observation / Evaluation (From Statute)

…..individual teacher evaluations aligned with the educational improvement plan

…..individual teacher evaluations aligned with the staff development plan

…..objective evaluations using multiple criteria conducted by a locally selected and periodically trained evaluation team that understands teaching and learning;

Teacher Observation / Evaluation

Teachers are observed by their peers and are provided feedback and coaching focused on professional growth:

• Evaluation process uses professional teaching standards focused on instructional domains.
• Evidenced-based to measure growth.
• Focused on the implementation of instructional strategies aligned with professional development and goals (student, teacher and school).
Performance Pay

How does it work? What is required?

- Schoolwide student achievement gains.
- Measures of student achievement.
- Objective evaluation.
  - Individual teacher evaluations aligned with the staff development plan.
  - Objective evaluations using multiple criteria.

Performance Pay - Example of Implementation

The 60 percent of teacher compensation aligned with performance pay system will be divided equally as follows:

$600/50% based on professional growth or how much change in teacher practice and the effect on student achievement is documented by an Instructional Standards Rubric (i.e., based on classroom observations/lesson evaluations)

$300/25% based on measures of student achievement that can include teacher assessments or locally designed assessments.

$300/25% based on schoolwide gains as measured by a standardized assessment (e.g., MCA-II)

Alternative Salary Schedule

Under the Q Comp program, a school district will need to negotiate a reformed salary schedule that is not based exclusively on, but reforms, the traditional ‘steps and lanes’ salary system.

School district and teachers will need to reform their current salary schedule.

Salary Schedule Historical Background

Phases of the development of teacher pay:

- **Phase I:** Until roughly the 20th century, teacher pay was negotiated between an individual teacher and school board. As districts grew and consolidated, this became a problematic process and unpopular with teachers due to favoritism.

- **Phase II:** Salary schedule included some merit pay components, and the pay differed based on grade levels – with high school teachers being paid more than elementary teachers and generally men being paid more than women. This lasted until the 1920’s/pre-WW II.

- **Phase III:** The “single salary schedule” was accelerated around the WW II time period and pay was based on the level of experience and personal development through advanced education degrees and course credits, not by merit or grade level. The unification of the salary schedule was eventually embraced by NEA and AFT.

- **Phase IV:** States and local school districts move away from the “single salary schedule” to alternative salary schedules based on performance, knowledge and skills.
Alternative Salary Schedule

Types of Salary Schedules not based on “steps and lanes” (or “steps and columns”):

- **Knowledge- and skill-based pay**: Base pay progression that rewards teachers for developing and using skills required for achieving high performance standards.

- **School-based Performance Award**: Goal-oriented incentive program that rewards teachers when goals regarding student performance are met or exceeded.

- **Pay Competitiveness**: Salary levels that are adequate to recruit and retain top talent, including higher salaries for teachers in license shortage areas or hard-to-staff schools.

  Q Comp allows districts to take the “best” in each of the three above types and incorporate them.

Looking to the Future: Opportunities and Challenges in Q Comp

**Opportunities:**
- Focus on teacher quality and effectiveness.
- Teacher collaboration.
- Professional development based on student needs.
- Attract and retain quality teachers.

**Challenges:**
- Sustainability of funding.
- Must be a transparent process for teachers and public.

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Department of Education

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