

## Chalkboard's K-12 Action Plan

### **#1-A: ATTAIN & RETAIN QUALITY EDUCATORS & ADMINISTRATORS**

**Educator/Administrator Quality Workgroup Overall Charge:** *Chalkboard will convene an educator/administrator workgroup (including key stakeholder groups, teachers, administrators, and community members) to prepare recommendations on a set of issues for the attraction and retention of highly qualified teachers, effective principals, and superintendents. Chalkboard will manage this private workgroup (to be known as the "Quality" Workgroup) under the leadership of a respected convener and a professional facilitator. The workgroup will prepare proposals for Chalkboard, but, if the group cannot reach agreement, Chalkboard will present its own recommendations to improve educator and administrator quality by 2007.*

**Goal #1A: Generate recommendations on the creation of new standards to license teachers.**

**Success Measurement:** Public opinion polls should show that people have confidence in educators. Teachers should have the right skills so that all the students they teach meet state standards. Assessments at the beginning and ending of each school year will measure how well teachers have helped students meet the standards. The standard for ideal student growth should be at least one year of academic progress per student per year.

**Concept:** Oregon should continue to revise teacher licensure requirements so only the most effective teachers and principals may become licensed. A revised licensure system would verify the ability of each graduate to teach students from a wide range of socioeconomic backgrounds and to add value to each student's academic experience.

Acceptable new teacher education programs should ensure all students admitted possess adequate knowledge in core academic areas. The preparation program should be organized around evidence-based methods of teaching that help ensure success with a wide range of students. It should also maximize the opportunity for teachers to go into the classroom and to develop the ability to close the achievement gap between groups of students. Student teachers should be required to achieve a set of standards, rather than simply complete an "apprenticeship" over a fixed amount of time. Teacher preparation programs should continue their recent movement toward becoming standards-based by increasing quality control to ensure that all candidates for licensure have convincingly demonstrated high levels of competence in all key elements of the teaching process. The current work sample requirements are a step in the right direction, and this type of quality control should be employed in an increasingly comprehensive and rigorous fashion.

**Public Opinion:** *In Chalkboard's statewide public opinion poll, over half of Oregonians strongly agreed that attracting and retaining highly qualified teachers is the key to accelerated teaching and learning, and two-thirds agreed that not attracting and retaining highly qualified teachers is an obstacle to school success (32 percent said it was very big, 39 percent said big). On Chalkboard's Citizen Feedback Guide survey Oregonians rated, "Establish more rigorous standards in the educator training institutions that provide preparation for initial teacher and principal certification a 4.1 on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), and "Overhaul teacher licensing and preparation to: 1) produce a standards-based license in place of the current time and credit system, and 2) establish alternative routes to teacher and principal certification rated a 3.9 out of 5.*

**Supportive Research:** Licensure (also referred to as certification) is the primary gate-keeping mechanism for the teaching profession. This mechanism was created to guarantee that an individual acquires the necessary teaching skills before beginning work as a teacher. A standards-based licensure process would serve as a quality control mechanism to guarantee a baseline level of performance that can be expected from all novice teachers. Based on the common expectation of a baseline of performance, schools could structure professional development and evaluations for new teachers and monitor their progress in ways that support their success. With such baseline expectations in place, it would also be easier to identify those beginning teachers who should not be granted continuing contracts.

Determining the effect of teacher licensure on student performance is a complex task, especially because licensure certifies a level of subject matter knowledge and instructional skill. A teacher fully licensed in one state may not meet licensure requirements in another state, and statewide teacher preparation programs vary tremendously. Given such variations, it is important to have specific, explicit performance standards for all individuals who receive a teaching license in Oregon.

While the state has taken important first steps in this direction through the adoption of standards for teacher licensure programs, knowledge testing for prospective teachers, and the work sample requirement, considerable variation continues to exist among those who receive licenses in their readiness and ability to teach all students. For example, almost all students in preparation programs take the same amount of time to complete the program and spend the same amount of student teaching, although some clearly would benefit from additional training and preparation, and some are not fully ready to assume the full responsibility of teaching. A standards-based program would not

## **Chalkboard's K-12 Action Plan**

recommend students for licensing until they were fully ready.

A standards-based licensure system that ties licensure to evidence-based standards of what teachers should know and be able to do at different stages of their careers to achieve maximum student achievement is a key element in improving teacher quality. The use of multi-tiered licensure requires teachers to show mastery of key teaching competencies through professional development activities. Although the general outlines of such a system are in place in Oregon, the elements do not necessarily align in ways that result in consistent improvement for all teachers throughout their careers. Some states have tied compensation to teachers' movement from one tier to the next as a way to motivate teacher improvement. North Carolina and Connecticut have been particularly successful in improving student performance on the NAEP, and have employed their rigorous licensing requirements as one key lever.

***(Please visit the "Download Center" section of [www.chalkboardproject.org](http://www.chalkboardproject.org) to see source data: Citizen Public Opinion Statewide Poll: Highlights of Key Findings; Citizen Feedback Guide Survey Results; and ECONW Report: Condition of K-12 Education in Oregon, pp. iii, 2-14 to 2-16; Improving Quality & Strengthening Accountability in Oregon's Schools: Full Report, Ch. 3, pp. 3-3 to 3-18.)***

## Chalkboard's K-12 Action Plan

### **#1-B: EDUCATOR/ADMINISTRATOR QUALITY**

**Goal #1B: Create an alternative way for qualified people to become licensed as principals, superintendents and teachers in high-need areas, such as science and math.**

Success Measurement: Public opinion polls should show that people have confidence in educators. Teachers and administrators licensed through alternative routes should meet the same standards as those licensed through standards-based methods.

Concept: An alternative route to licensure can create an opportunity for promising individuals to become educators. These individuals may be unlikely to go through traditional licensure programs for a variety of reasons. A standards-based teacher training system could provide a rigorous but efficient alternate route to licensure in Oregon. This system would permit potential teachers and administrators in high-need subject areas to prove their competence in an accelerated way. The alternative route would be streamlined but subject to the same quality standards as the traditional licensure program, and patterned after the best alternate licensure programs in the nation. School districts with common needs could develop programs with other districts or with universities.

***Public Opinion: In Chalkboard's statewide public opinion poll, over half of Oregonians strongly agreed that attracting (and retaining) highly qualified teachers is the key to accelerated learning. Two-thirds agreed that not attracting (and retaining) highly qualified teachers is an obstacle to school success (32 percent rated this as very big, 39 percent as big). On Chalkboard's Citizen Feedback Guide survey, Oregonians rated "Make it easier for people to enter teaching from other professions" 3.8 on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).***

Supportive Research: Proponents of fast-track certification programs suggest that greater numbers of highly educated individuals will earn their teaching licenses and teach in high-need areas if they can become certified in a shorter time period. Critics contend that such programs ultimately provide students with a poorer quality education and cost schools more money because teachers without adequate preparation are less likely to be successful and more likely to leave the profession.

While the majority of teachers follow a traditional path to licensure, a small number of individuals will only pursue an alternative route to certification. In some states, alternative route requirements are less stringent than standard state licensure and can be completed more quickly. Alternatively certified teachers from such programs may struggle more in the classroom, as pre-service training is often limited, especially in the area of classroom management. Alternative route teachers have lower retention rates as well. The National Center for Education Statistics (NCES) reports that teachers who begin teaching prior to receiving certification leave the profession at a much higher rate than their fully certified colleagues. In one study, NCES researchers found that 49 percent of non-certified teachers left within five years, compared to only 14 percent of certified teachers.

If Oregon were to implement an alternative licensure structure, it would have to be clearly focused on particular areas of need and expertise, and carefully designed to incorporate lessons from the most successful alternative licensure programs. These programs employ rigorous screening, are based in schools, place teachers in subjects in which they hold a degree, work closely with quality mentors, and meet high performance standards. Such programs result in higher retention of alternatively licensed educators. One research study indicates that secondary school math and science students who were taught by teachers who hold a degree in that subject demonstrate significant achievement, even when those teachers have not been through a traditional teacher education program. Oregon would seek to use its alternate licensure program to license such teachers specifically.

Finally, the Confederation of Oregon School Administrators (COSA) reports that the state is facing a potential crisis in a shortage of superintendents. They believe that districts need to be "growing their own" because even national searches are yielding few candidates. This area might be addressed through alternative routes to licensure as well.

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## Chalkboard's K-12 Action Plan

### **#1-C: EDUCATOR/ADMINISTRATOR QUALITY**

**Goal #1C: Recommend specific procedures to reinstitute Oregon's beginning teacher mentor program, with a special emphasis in areas with high turnover and teacher shortages.**

Success Measurement: Retain the best and brightest new teachers. Drop teacher attrition rates to below 25 percent in high-turnover schools. Public opinion polls should show that people have confidence in educators.

Concept: Mentoring programs can be a cost-effective way to retain many of the best and brightest new teachers. Oregon had a statewide mentor teacher program that was eliminated in the early 1990s. Ironically, this was not long after educational standards were implemented and expectations increased. This was also just before the rate of teacher retirements began to rise. The legal framework for mentoring still exists; high-quality mentor programs simply need funding and implementation by school districts.

***Public Opinion: In Chalkboard's statewide public opinion poll, over half of Oregonians strongly agreed that attracting and retaining highly qualified teachers is the key to accelerated teaching and learning. Two-thirds agree that not attracting and retaining highly qualified teachers is an obstacle to school success (32 percent rated this as very big, 39 percent as big). On Chalkboard's Citizen Feedback Guide survey, Oregonians rated "Require school districts hiring new teachers and principals to continuously provide peer mentoring during the first three years of service" 4.1 on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).***

Supportive Research: Schools and school districts often implement induction programs to bolster retention. (Induction refers to the professional guidance and support teachers receive as they transition into their first teaching positions.) A district or school may operate a unique induction program, but the goal is to increase new teachers' effectiveness and to improve retention across the state (especially in high-turnover schools) with a consistently high-quality induction and mentoring program.

Substantial research concludes that teacher support programs yield positive retention results. Researchers analyzed a national sample of 3,235 first-year teachers through the School and Staffing Surveys (SASS) to determine the effects of mentoring and induction programs on retention rates. Results showed that new teachers with a mentor in the same field had a 30 percent lower chance of attrition. A second analysis of the data from SASS showed that first-year teachers who did not participate in any induction program were 20 percent more likely to leave the profession. Programs that relied on multiple support components experienced the greatest retention benefits.

The Education Commission of the State's analysis of ten empirical studies of induction and mentoring programs confirms that new teachers are well served through ongoing clinical practice. A sound induction program can reduce attrition, improve teacher quality and student achievement, eliminate poor teachers through standards-based assessments, facilitate smoother first years for teachers, and foster a greater sense of community among staff in schools.

High-quality mentoring requires a structured relationship with a veteran teacher who works in the same field or subject. Mentors work with new teachers by observing them in their teaching environment, giving feedback, demonstrating effective teaching methods, and assisting with planning. The best mentoring programs include training for mentors on how to coach new teachers.

Teacher mentoring in Oregon has faded dramatically in the past 10 years, despite the recent surge of teacher retirements. Beginning teacher support programs are once again being examined as a way to improve teacher quality and increase retention. A July 1, 2001 amendment to the Oregon Educational Act for the 21st Century attempted to support beginning teachers and administrators with provisions for a mentoring program that would provide mentor teachers with \$3,000 to assist new teachers. However, its provisions were never funded. Therefore, while Oregon has a statute and policy for beginning teacher support, the state lacks funding to implement such support systems. (OUS studies suggest approximately 1,500-1,600 new teachers have historically been licensed each year in Oregon; using a figure of 1,550 new teachers at \$3000 per individual, the cost could be \$4.6 m. annually or \$9.3 m. per biennium).

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## Chalkboard's K-12 Action Plan

### **#1-D: EDUCATOR/ADMINISTRATOR QUALITY**

**Goal #1D: Recommend procedures to make sure that high-quality professional development opportunities for teachers, principals, and superintendents align with the needs of their schools, as well as with the requirements for continuing licensure and career-long professional development.<sup>1</sup>**

Success Measurement: As teachers and administrators receive their continuing licenses, their schools should show improvements in student learning. Public opinion polls should reflect increasing confidence in educators. Educator polls should reflect satisfaction with professional support.

Concept: To improve practices among all educators, professional development should be tied to a second-tier license and subsequent career-long professional development. This development should be expected of principals and superintendents as well as teachers. Continuing license requirements should be fulfilled only through carefully selected professional development opportunities that link directly to a plan for improvement in the school where the educator currently works. In other words, educators would only be able to earn continuing licenses by developing skills needed in their current work environments. This would encourage educators to make better decisions about working in a school that matches their skills. It would also help put educators in schools they want to be in and where they can contribute the most over their careers. Beyond this requirement, educators should be required to continue professional development throughout their career to accommodate changes in their student population and state education goals. Current policy has minimal quality control and allows each school district to establish its own practices for teacher professional development. Districts and schools should be required to demonstrate that their teachers participate in professional development activities that are of high quality, that are clearly focused on improving student achievement, and that are tied to a school-based improvement plan. The Teacher Standards and Practices Commission could be charged with developing a framework of effective professional development practices for districts to follow. These practices would have to be explicitly developed to link to school site needs. In addition, local schools and school districts should be encouraged to provide locally determined professional development opportunities that link to local school or school district priorities.

***Public Opinion: In Chalkboard's statewide public opinion poll, over half of Oregonians strongly agreed that attracting and retaining highly qualified teachers is the key to accelerated teaching and learning. Two-thirds agreed that not attracting and retaining highly qualified teachers is an obstacle to school success (32 percent rated this as very big, 39 percent as big). On Chalkboard's Citizen Feedback Guide survey, Oregonians rated "Require teachers and principals to participate in systematic professional development to enhance their skills" 4.3 on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).***

Supportive Research: Teacher training will prepare new teachers only; many veteran teachers were trained under a "traditional," non-standards-based philosophy, with little emphasis on differentiation. These established teachers make up the majority of Oregon's teacher workforce. Professional development is critical to a state's efforts to improve its schools: it is a primary means to initiate formal improvement in established teachers, and Oregon already ties licensure requirements to continuing professional development. Yet Oregon does not have a statewide structured professional development system and gathers little data on effective teacher development, or on development for principals and superintendents. Neither do the professional development activities in which educators participate necessarily connect to the needs of the students in their schools. Instead, professional development is a local district matter, and even an individual teacher and administrator matter.

Teachers need sustained professional development in order to acquire and hone the skills necessary to successfully educate a wide range of students. Over the last half-century, trends in professional development have shifted from helping teachers adopt a specified behavior to helping teachers grow more reflective and critical of their own practices. The new professional development goal is more individual and developmental, and seeks to help teachers determine how they can most effectively improve student achievement. Research indicates that high quality professional development programs focus on deeper content mastery and active learning, link content to standards, give opportunities for leadership, and stimulate collaboration across grades and departments. Aligned professional development activities (linked to state content standards and accountability systems) are more likely to succeed when teachers are provided with extended professional development on how best to teach the standards.

Recent studies also suggest that the success of teacher professional development is related to its intensity, duration, and focus. Professional development that uses collective participation, active learning, and coherence has an

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<sup>1</sup> Chalkboard defines alignment as the process of making content standards, performance standards, assessment, and instruction consistent, and thus directly relevant for preparing students to reach state standards. Aligning professional development with teacher/principal certification means that professional development should support and enhance the same categories of skills and teaching, as tied to student learning standards, that are requisite for teacher licensure. Alignment definition from Edmonds School District (WA) 2003 WASL glossary.

## **Chalkboard's K-12 Action Plan**

increased impact on teaching practices. Teachers are more likely to use active, project-centered instruction in their classrooms if it is first coherently presented and actively modeled for them. A longitudinal study also showed that if professional development is to have a measurable impact, it should continue for longer durations, which would allow teachers time to modify their practices. Programs that help teachers better understand how their students learn result in longer, sustained periods of change. Finally, when teachers are asked to explain and defend their current practices, they are more likely to reflect and change.

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## Chalkboard's K-12 Action Plan

### **#1-E: EDUCATOR/ADMINISTRATOR QUALITY**

**Goal #1E:** Refine and focus administrator licensing standards. Make licensure dependent on a candidate's ability to demonstrate in greater depth that they possess the skills to successfully lead plans to improve instruction throughout their schools.

Success Measurement: Administrators will be able to successfully design and administer improvement plans that increase achievement for all groups of students.

Concept: The licensing standards for principals currently identify many of the skills principals need to improve their schools. Examples of such skills include the ability to identify effective classroom techniques, to evaluate teachers' ability to help students achieve measurable academic progress, to interpret and act on student achievement data, and to motivate and encourage teachers and staff to reach measurable goals. Additional skills include the ability to manage change, to interpret data, to design organizational structures that maximize student learning, and to get parents involved in supporting the school's mission and their children's learning. However, there are few quality controls in administrative licensure programs to ensure that all who receive licenses have mastered these key skills. The administrative licensure process should incorporate more thorough demonstration and confirmation of skills key to improving student learning and lead organizational change and improvement. Local school districts should then evaluate administrators on precisely these skills.

***Public Opinion:*** On Chalkboard's Citizen Feedback Guide survey, Oregonians rated "Establish more rigorous standards in the educator training institutions that provide preparation for initial teacher and principal certification," a 4.1 on a 1 (Strongly Disagree) to 5 (Strongly Agree) scale.

Supportive Research: The United States has an administrator shortage. Approximately half of U.S. school districts report difficulty finding qualified applicants for administrative positions, and the challenge is even more pronounced for rural districts. In addition, the average length of time that administrators remain in their jobs continues to decline.

Principal leadership has an indirect yet significant impact on student achievement. Student achievement scores improve when teachers believe that principals support, respect, and encourage staff, clearly communicate expectations, successfully find resources for the school, enforce rules for student conduct, and take a personal interest in teachers' professional development.

Highly effective principals believe that students can meet high learning standards and that instructional leaders can continuously improve. Such principals are instructional leaders and respect the expertise of teachers. They visit classrooms regularly, include parents and community members in school goals, and meet with faculty to discuss teaching and student progress. They plan and implement improvement plans collaboratively with staff. They identify needed data, make provisions for data to be collected, help interpret data once it is collected, and then lead efforts to make changes identified through the analysis of the data.

As with teacher preparation programs, administrator preparation programs are increasingly considering a shift toward a standards-based model. Oregon has four different licenses for principals and superintendents: the Initial Administrator, Continuing Administrator, Transitional Administrator, and Exceptional Administrator licenses. All require candidates to satisfy standards in areas of professional knowledge, basic skills, civil rights, Oregon school law and finance, and recent experience. These can be focused to achieve greater expertise in key areas identified as critical for improved schools and enhanced student learning.

Top teachers may be the most suitable for moving into principal positions, but many report that the demands of the job leave too little time for instructional leadership. Alternative routes to licensure can attract competent leaders from other fields who must then acquire the necessary skills for leading educational organizations. Some recommend that districts relegate non-academic duties to "operations managers" so that the principal's primary duty is to lead teachers in instructional growth. Many districts are altering their recruiting practices. Oregon takes part in the Wallace Foundation LEAD project, through which districts encourage teachers to consider becoming administrators; the districts finance coursework, establish administrative internships, and reduce workloads to help teachers complete coursework.

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## Chalkboard's K-12 Action Plan

### **#1-F: EDUCATOR/ADMINISTRATOR QUALITY**

**Goal #1F: Determine how effective current methods are for evaluating, improving and removing teachers and principals. Strengthen those methods and promote their use.**

Success Measurement: Parent complaints about ineffective teachers and principals should approach zero on public opinion polls. Schools that take a high-quality, systematic and sustained approach to evaluating and improving teacher performance should see small but measurable increases in student achievement.

Concept: When a teacher (or administrator) is either unable or unwilling to improve, school districts should be able to remove that educator in a timely, cost-effective manner. The legislature should review the dismissal procedures, and all applicable federal and state laws, to help districts remove teachers and administrators when truly necessary. Principals should receive training on how to use removal processes effectively. Dismissal policies should never be seen as a primary means of improving the teaching staff. Removal should be used as a last resort after teachers have had ample opportunities to improve their teaching through professional development and improvement plans that include assistance from the school district.

The teacher evaluation process should be refocused to ensure that teachers can convey up-to-date and accurate knowledge of the subject matter they teach. Students' test scores in the subject matter should reflect the quality of classroom instruction and state standards. The evaluation process should also gauge the ability of each teacher to foster learning in a wide range of students. The revised evaluation process should delegate responsibilities appropriately among principals and improvement teams – principals should determine if a teacher meets standards, and improvement teams should help the teacher do so. The principal of each school should be explicitly responsible for annually certifying to the state that each teacher in the school is fully competent. Submitting a false certification would be grounds for immediate dismissal. Teachers deemed as less than fully competent should be required to work with an improvement team, but would also have access to career counseling and retraining opportunities.

The principal evaluation process should be refocused to ensure that principals can identify effective classroom techniques, evaluate teachers' ability to help students achieve measurable academic progress, interpret and act on student achievement data, motivate and encourage teachers and staff to reach measurable goals, manage change successfully, interpret data to design organizational structures that maximize student learning, and get parents involved supporting the school's mission and their children's learning.

The key to an effective teaching force, however, is not the evaluation process; it is the hiring process. District hiring processes should be streamlined, and all personnel involved in the hiring process must be trained in effective screening and hiring practices. Districts should be expected to adhere to hiring timetables that allow enough time for thoughtful decisions to be made, thereby avoiding the last-minute hire, which often proves to be the most problematic. More extensive use of short-term employees over the hiring of less-than-fully-competent contract employees should be favored as a strategy of last resort. The Fair Dismissal Appeals Board's procedures and functions should be streamlined.

***Public Opinion: In Chalkboard's statewide public opinion poll, 55 percent of Oregonians said that principals not having the authority to hire and fire teachers and staff was a very major obstacle to school success. On Chalkboard's Citizen Feedback Guide survey, Oregonians rated "Improve processes to review the job performance of teachers and principals and set clear expectations and consequences for those who are in need of improvement" 4.3, and "Make the removal process more efficient" 4.2 on a 1 (Strongly Disagree) to 5 (Strongly Agree) scale.***

Supportive Research: Well-developed models for effective teacher evaluation exist, among them the one proposed by Danielson and McGreal (*Teacher Evaluation to Enhance Professional Practice*). In this model, teacher performance is judged against specific performance criteria in four domains: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. When principals are trained to observe teacher behaviors in these areas as well as to facilitate teacher reflection and improvement in groups and independently, student learning is enhanced. The National Board for Professional Teaching Standards has demonstrated the power of performance review for high-performing teachers. Those who meet the board's standards receive recognition as master teachers. However, even those who do not receive this recognition report that the process of preparing materials for review helped them reflect upon their own teaching and improve it.

Models for school administrator evaluation are less plentiful. However, the Interstate Leadership Licensure Consortium (ISLC) has developed a set of six standards, with accompanying behaviors for each, that outline in detail what school administrators are expected to know and be able to do to be effective educational leaders. More than 25 states have adopted these standards as the basis for school administrator licensure. Oregon has adopted a variation on ISLC known as the Educational Leadership Constituency Council (ELCC) standards. A comprehensive evaluation

## **Chalkboard's K-12 Action Plan**

process can also be designed around these standards.

Principals' authority to dismiss ineffective teachers under current state policy is quite complete and detailed, yet few Oregon teachers are terminated each year. While the goal is not to dismiss teachers arbitrarily or to use the evaluation process in a punitive fashion, annual appraisals of teachers should result in better identification of teachers who need to improve. Those teachers should then receive support and guidance. Principals, too, should be held accountable through regular evaluations and improvement mechanisms.

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## Chalkboard's K-12 Action Plan

### **#1-G: EDUCATOR/ADMINISTRATOR QUALITY**

**Goal #1G:** Propose an alternative model for compensating teachers and principals based on rewarding performance that improves student learning. Apply what has been learned during the past decade regarding alternative models for labor-management relations in education, including school-based management and budgeting. Use this information to also make recommendations on which responsibilities for decision-making should be made at the state, district, and school levels.

Success Measurement: Contracts should reflect a balance between market-appropriate compensation for educators and the flexibility to allow schools to adopt practices that continuously improve learning for all students. Contracts should also ensure adequate compensation to attract and retain the highest quality educators. Public opinion polls should reflect that people have confidence in their school educators.

Concept: Oregon districts and the education employee organizations should revisit the goals of their collective bargaining and decision-making processes to determine their effects on student learning. For instance, the practice of the step-and-increment salary schedule in which salary increases are tied to experience and attainment of graduate degrees should be reviewed. The state could pilot at least two alternative pay and reward systems that decrease the existing emphasis on degrees and experience: School-Based Performance Awards (SBPA) and Knowledge- and Skills-Based Pay (KSBP). Through ORS 329.830, Oregon's State Board of Education already has the authority to implement an SBPA approach, but a system has not been funded. While evaluating alternative models for labor-management in education, the workgroup should also consider the appropriateness of statewide or regional collective bargaining, as well as linking salary increases and benefits to agreed-upon annual growth indicators.

***Public Opinion:*** In Chalkboard's Citizen Feedback Guide survey, Oregonians rated alternative compensation systems (SBPA/KSBP) that reward demonstrated effectiveness in improving student learning 4.0 on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Oregonians rated alternative labor-management models 3.8 on the same scale. In a statewide public opinion poll, over half of Oregonians strongly agreed that attracting and retaining highly qualified teachers is the key to accelerated teaching and learning, and two-thirds agree that not attracting and retaining highly qualified teachers is an obstacle to school success (32 percent rated this as very big, 39 percent as big).

Supportive Research: Collaborative bargaining models have been in existence for more than a decade. They have a mixed track record, achieving impressive goals in some districts while failing in others. These are models of what has been called the "New Unionism." Under a variety of names, such as "win-win," "interest-based," or "mutual gains" bargaining, these techniques have been put into place in numerous districts across the nation. While results have been mixed, some districts continue to utilize such approaches with success. Their application to the state level is unexplored terrain.

Alternative systems of compensation have been experimented with since the 1930s with varying results. The current attempts have sought to connect pay more directly with student learning. School-Based Performance Award (SBPA) systems in particular became very popular in the mid-late 1990s in a number of states that offered rewards to schools that met specified improvement targets on state tests. Such approaches need to be carefully targeted in ways that inspire real improvements that school staff can reasonably be expected to achieve. Across-the-board awards are rarely effective unless they can be linked to value-added accomplishments by school staff. This is not easy to do. In the SBPA approach, the state creates student performance measures that target achievement and participation. The entire school receives a bonus award when it meets its target measures. Successful SBPA systems are clear about the performance that is most valued (e.g., student achievement, student and teacher attendance, parent satisfaction) and base the performance standard for each school on improvement over an initial measure.

School-Based Performance Awards have been implemented more often than have Knowledge and Skills-Based Plans (KSBP) systems, but the two can and do coexist. KSBP systems typically base bonuses and salary increases on demonstrated skills in one or more of the following four areas: a) Expertise in content, curriculum, and instruction; b) Curriculum development, guidance counseling, student advising, and parental outreach; c) Site-based management (teachers demonstrate ability to run meetings, plan strategically, and evaluate programs); d) Involvement in professional communities and activities.

KSBP systems reward individual teachers for increasing their knowledge and skills in areas associated with improvements in student learning. In an ideal KSBP system, teachers are assessed on actual performance, which is documented through classroom observations and portfolios. Student progress should be evaluated with a specific focus on closing the achievement gap between groups of students. Skills expected from teachers should be measurable and described clearly in written standards.

Perhaps the most publicized and closely watched KSBP is the Denver Public Schools' plan, called the Professional

## **Chalkboard's K-12 Action Plan**

Compensation System for Teachers, or *ProComp*. Implementation is contingent on Denver voters adopting a property tax increase. If the plan is put into place, teachers there will be eligible to earn as much as \$90,000, for improving student achievement and aligning their work with district instructional goals and priorities. Teachers can increase their salaries by improving student achievement, receiving successful evaluations, working in academically challenged schools and improving their skills and knowledge in designated areas.

Other potential models for study can be found in the standards of the International New Teacher Assessment and Support Consortium (INTASC), PRAXIS III, and the National Board for Professional Teaching Standards (NBPTS). Still, KSBP programs are difficult to devise and implement, and are therefore more difficult to put into place than SBPA programs. Achieving teacher buy-in and coming up with the funding necessary to increase teacher salaries to the degree necessary to motivate teachers to participate are two key stumbling blocks.

If Oregon is going to revise the current teacher compensation system, the state should collaborate with teachers and administrators to develop data information systems and should establish initial benchmarks for teacher-level assessments. Once developed, districts could track the measures for a number of years before linking the measures to compensation. Districts would need to control their compensation systems so that salary increases are equitable and based on a comprehensive range of factors. As they explore alternatives, local districts and the state should keep an eye on the emerging *ProComp* system in Denver and on the established systems in Minneapolis and North Carolina. While most newly implemented systems have net additional costs, these programs can theoretically be budget-neutral.

***(Please visit the "Download Center" section of [www.chalkboardproject.org](http://www.chalkboardproject.org) to see source data: Citizen Public Opinion Statewide Poll: Highlights of Key Findings; Citizen Feedback Guide Survey Results; and ECONW Report: Condition of K-12 Education in Oregon, pp. iii, viii to x, 2-12 to 2-18, 4-6 to 4-9; Improving Quality & Strengthening Accountability in Oregon's Schools: Full Report, Ch. 11, pp. 11-1 to 11-10.)***