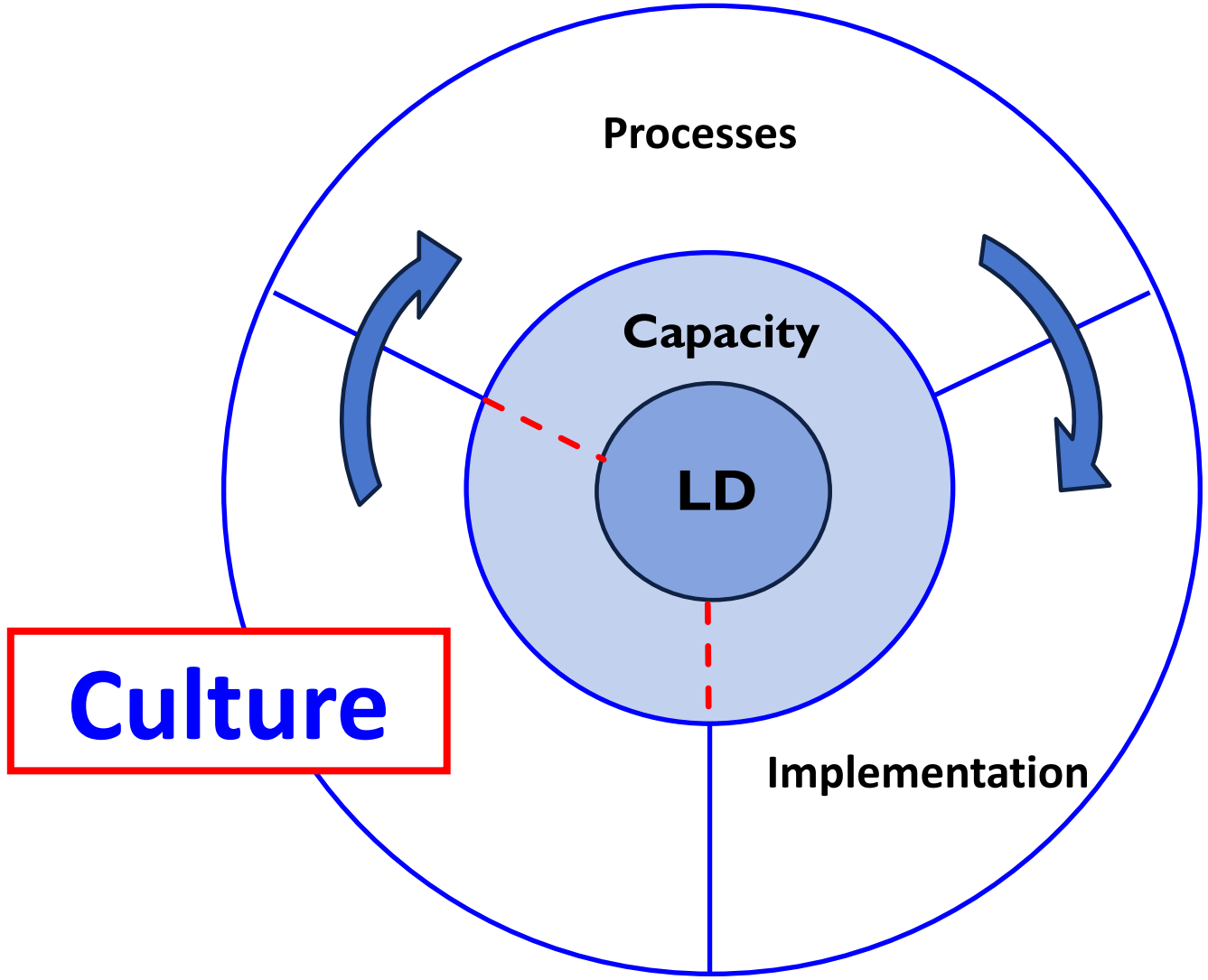
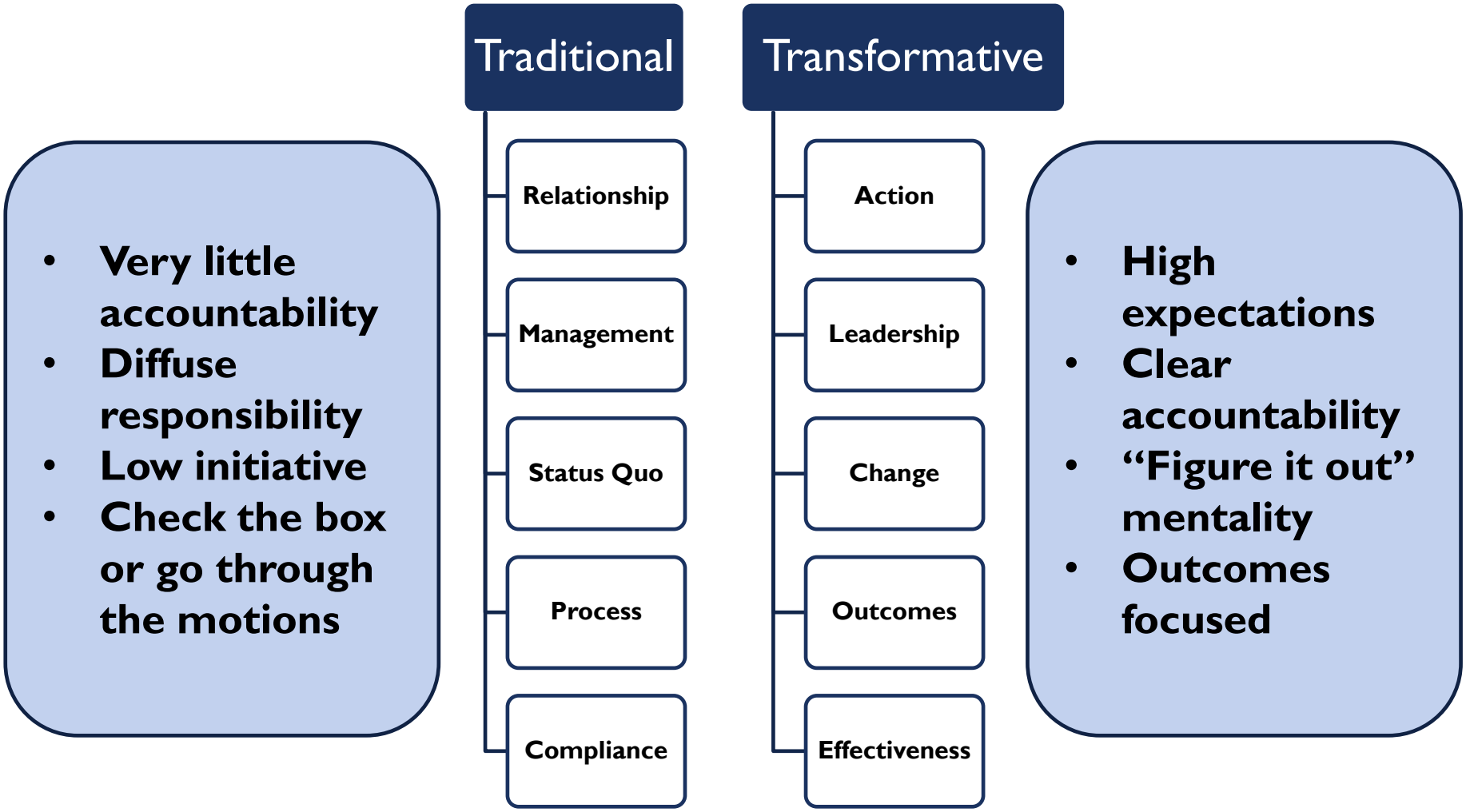
TEACHER EVALUATION, COMPENSATION, AND SUPPORT

10 AUG 2023

Culture

Systems Diagram




Traditional
Transformative
Relationship
Management
Status Quo
Process
Compliance
Action
Leadership
Change
Outcomes
Effectiveness
• Very little accountability
• Diffuse responsibility
• Low initiative
• Check the box or go through the motions
• High expectations
• Clear accountability
• "Figure it out" mentality
• Outcomes focused

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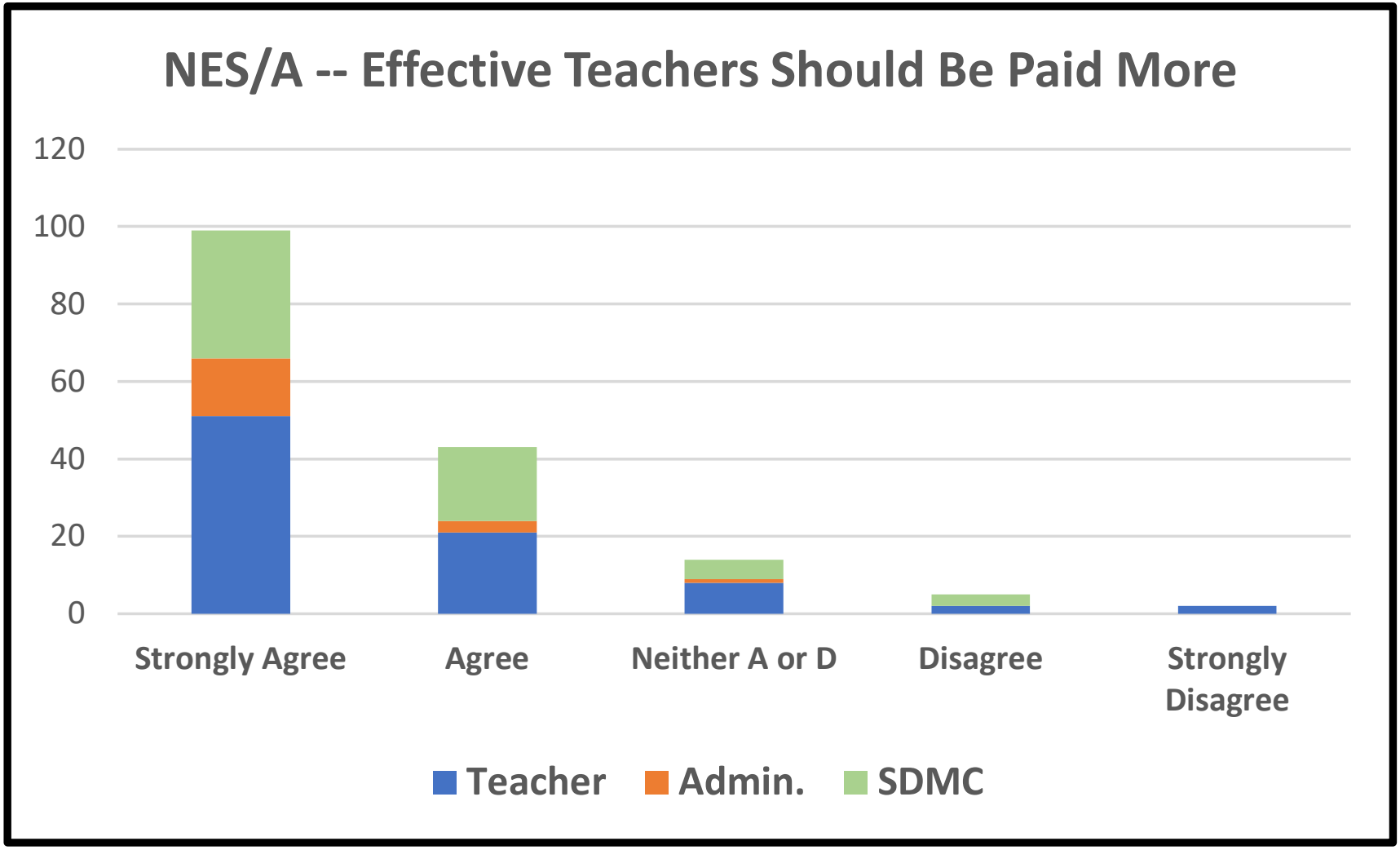
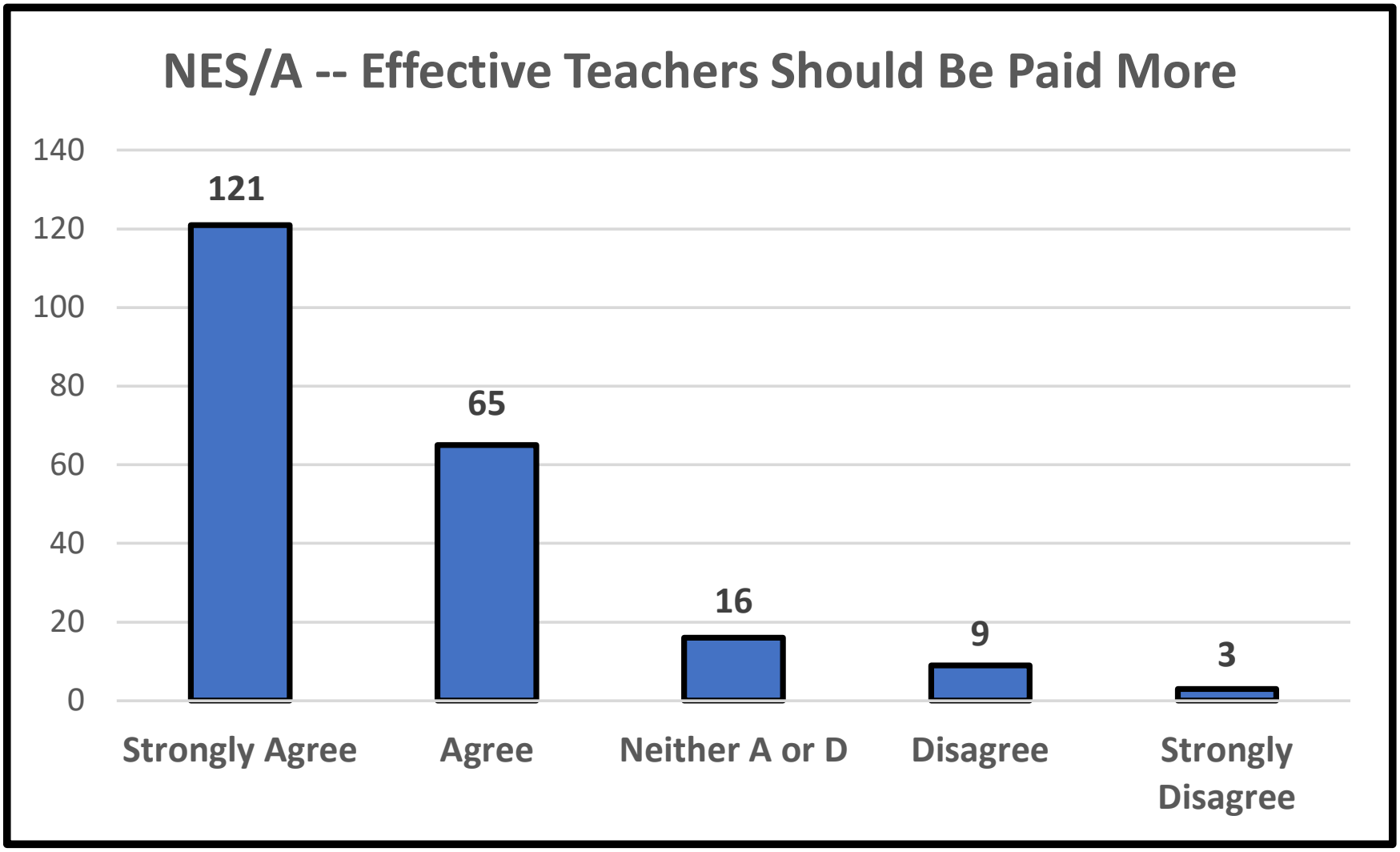
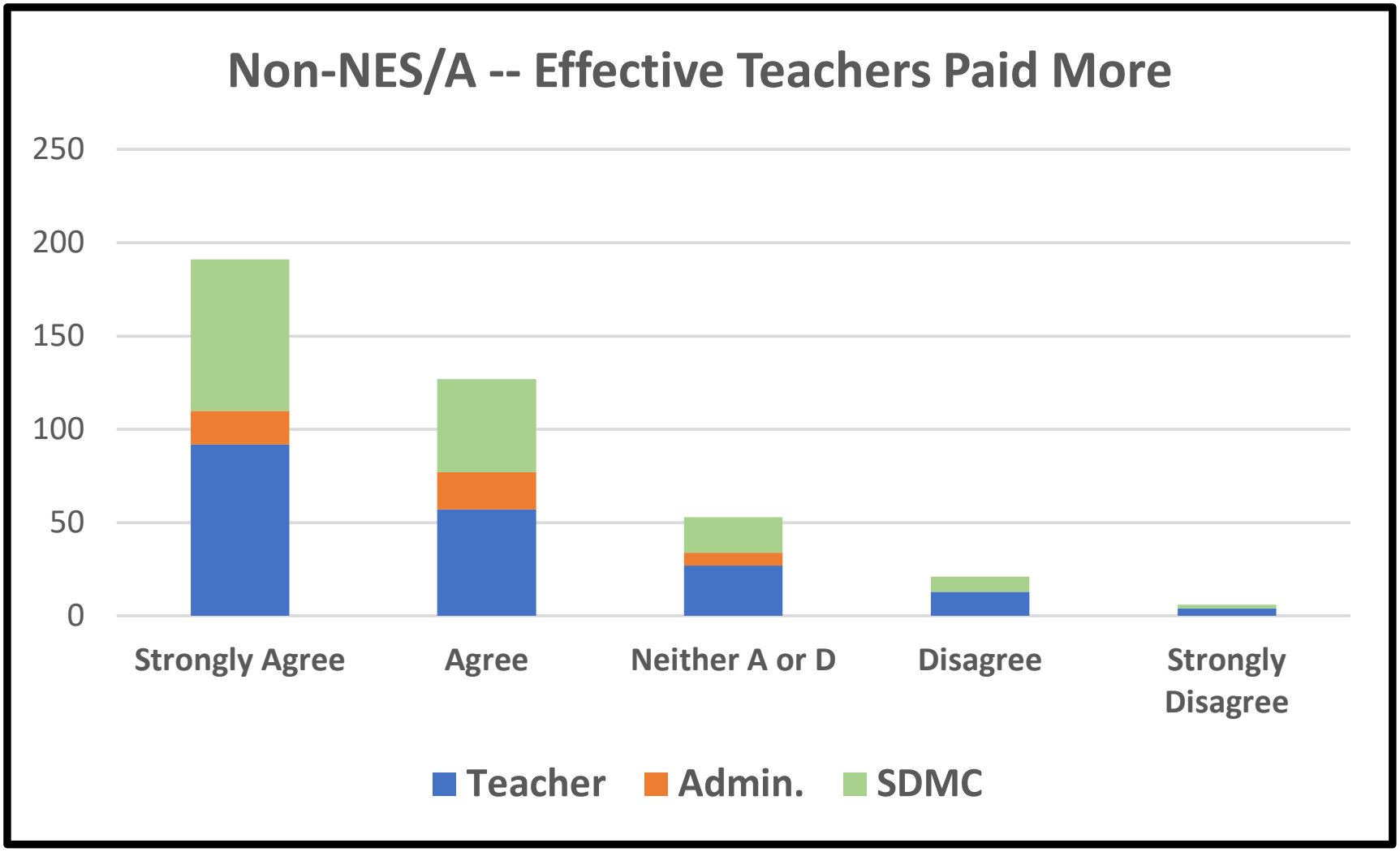
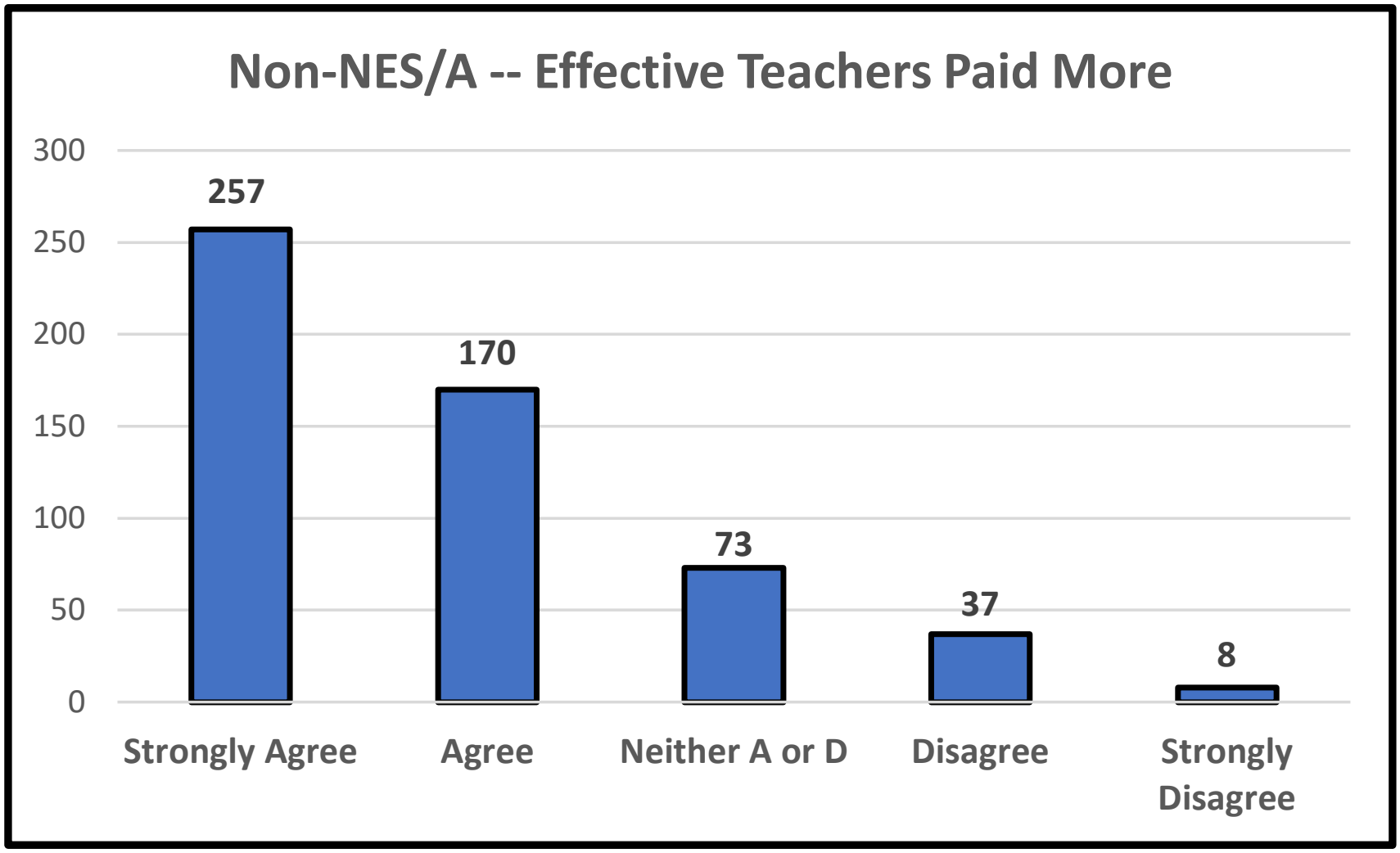
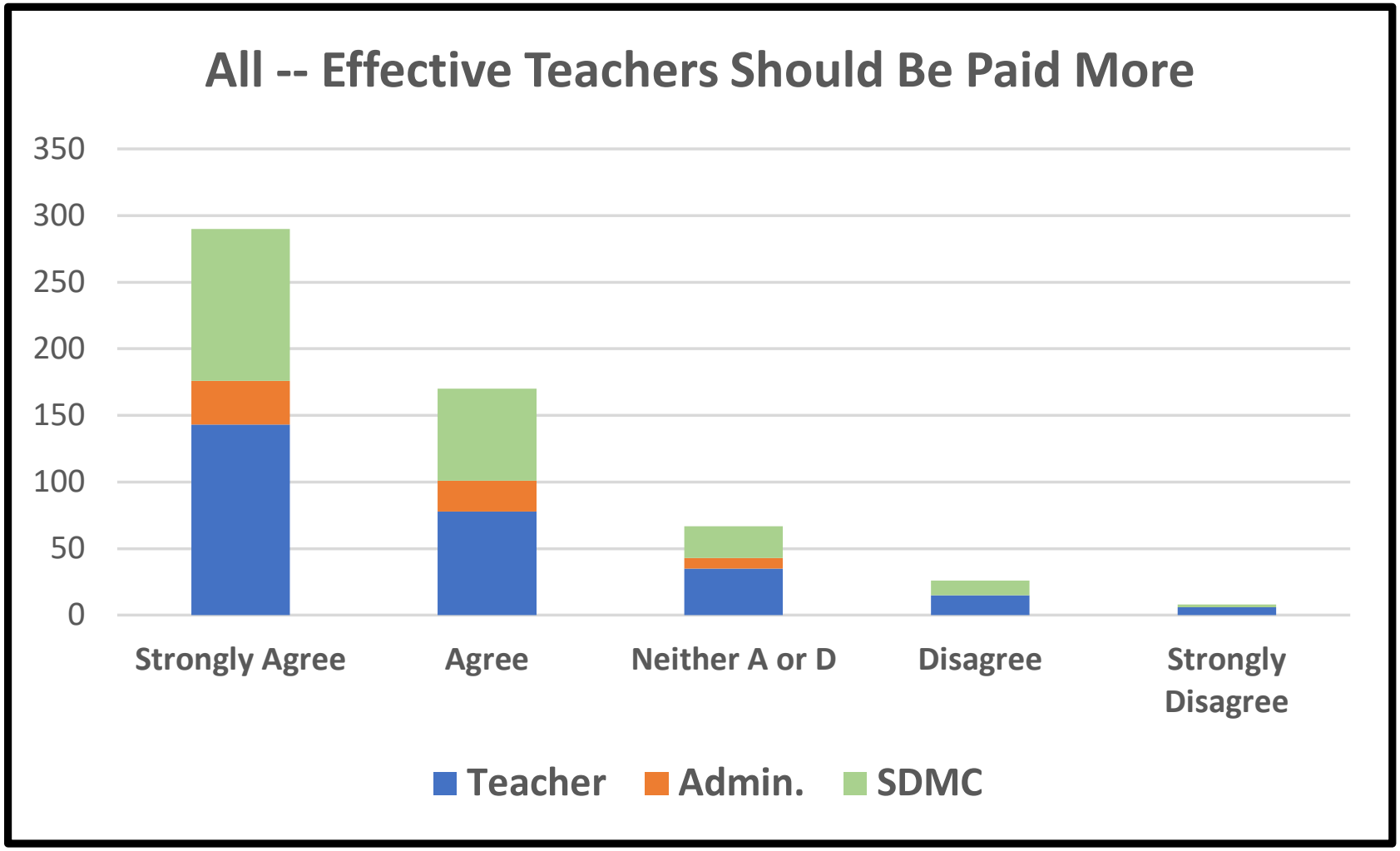
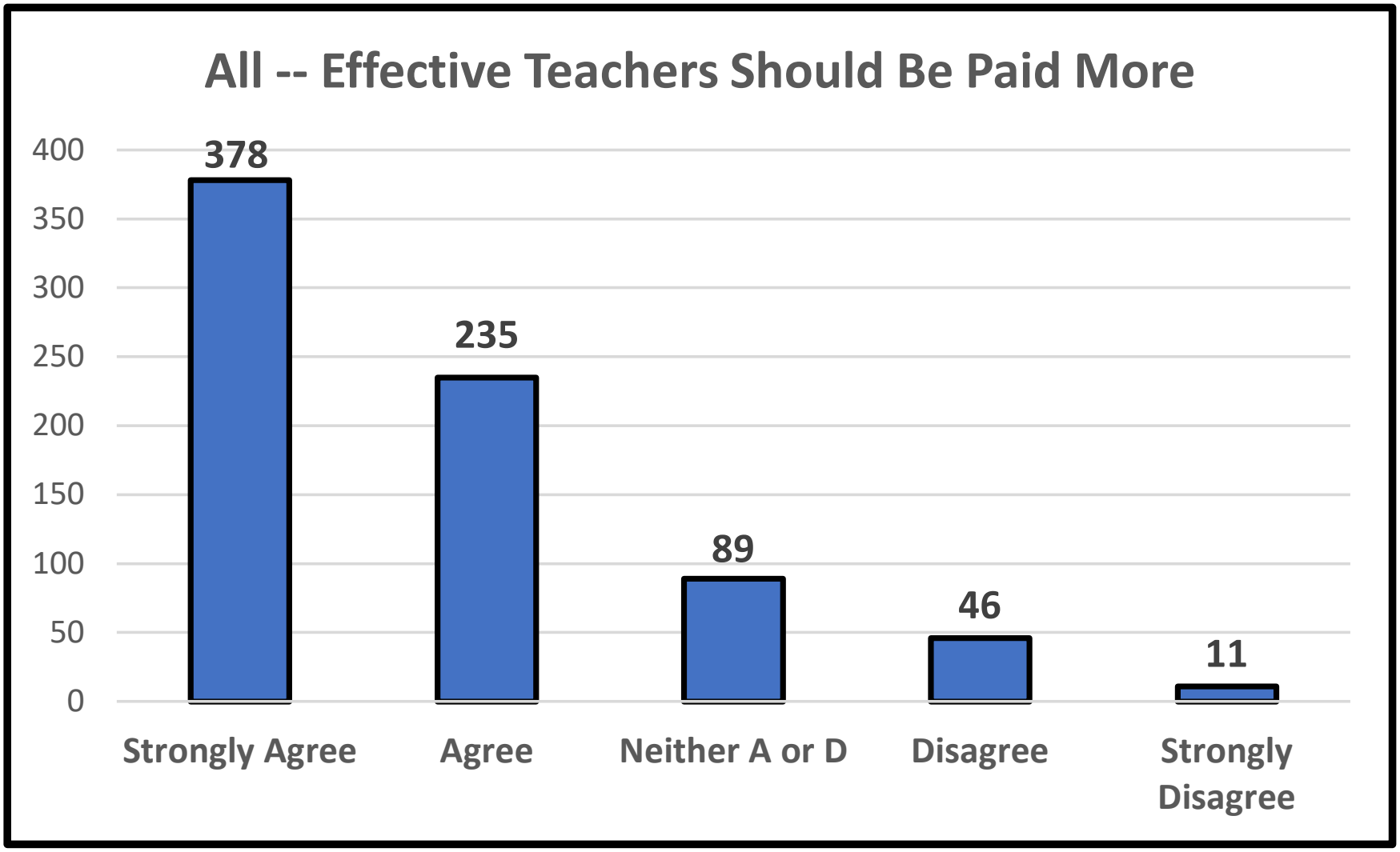

NES/A -- Effective Teachers Should Be Paid More
120
100
80
60
40
20
0
Strongly Agree
Agree
Neither A or D
Disagree
Strongly Disagree
Teacher
Admin.
SDMC


NES/A -- Effective Teachers Should Be Paid More
140
120
100
80
60
40
20
0
121
65
16
9
3
Strongly Agree
Agree
Neither A or D
Disagree
Strongly Disagree


Non-NES/A -- Effective Teachers Paid More
250
200
150
100
50
0
Strongly Agree
Agree
Neither A or D
Disagree
Strongly Disagree
Teacher
Admin.
SDMC


Non-NES/A -- Effective Teachers Paid More
300
250
200
150
100
50
0
257
170
73
37
8
Strongly Agree
Agree
Neither A or D
Disagree
Strongly Disagree


All -- Effective Teachers Should Be Paid More
350
300
250
200
150
100
50
0
Strongly Agree
Agree
Neither A or D
Disagree
Strongly Disagree
Teacher
Admin.
SDMC

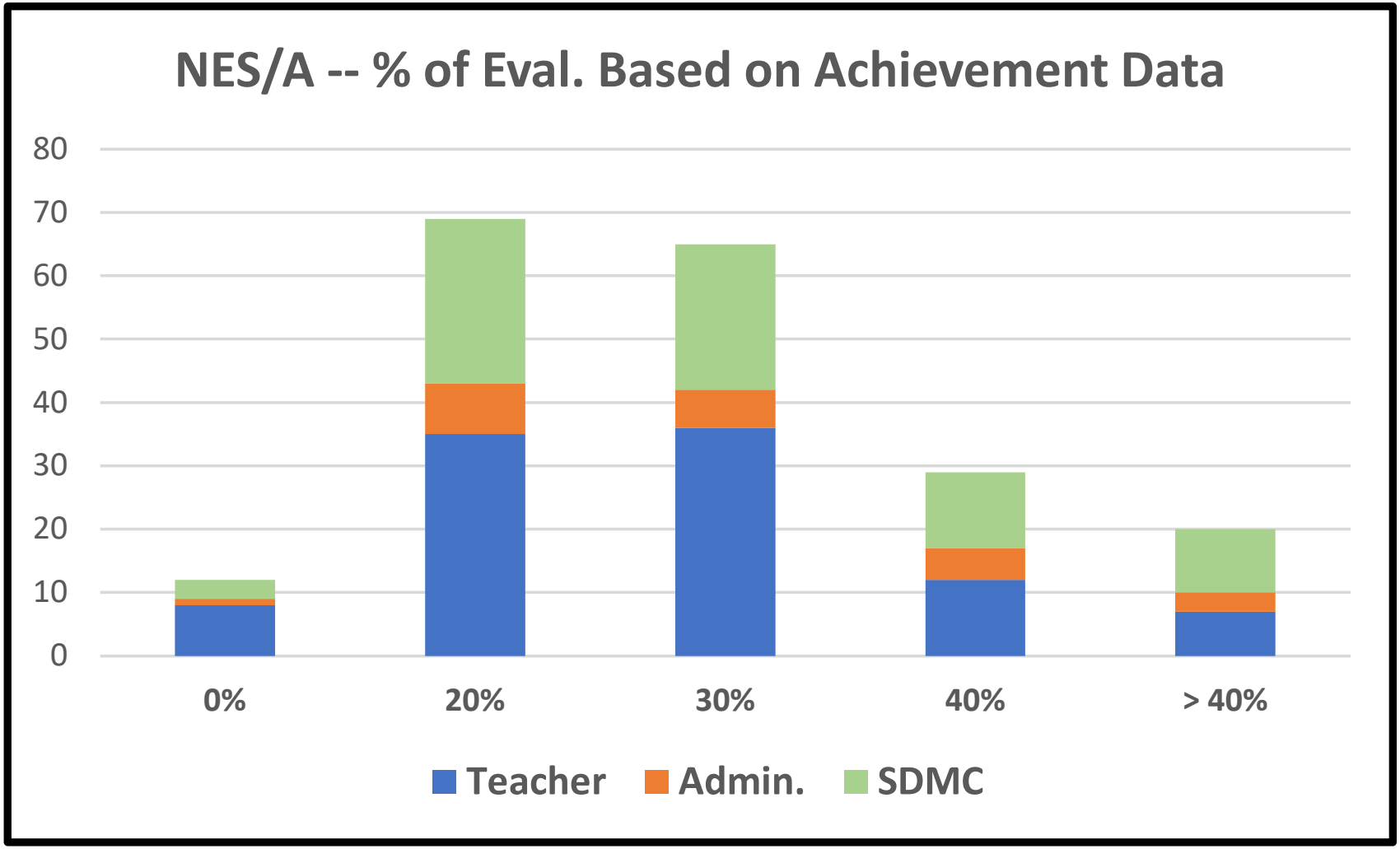

All -- Effective Teachers Should Be Paid More
400
350
300
250
200
150
100
50
0
378
235
89
46
11
Strongly Agree
Agree
Neither A or D
Disagree
Strongly Disagree

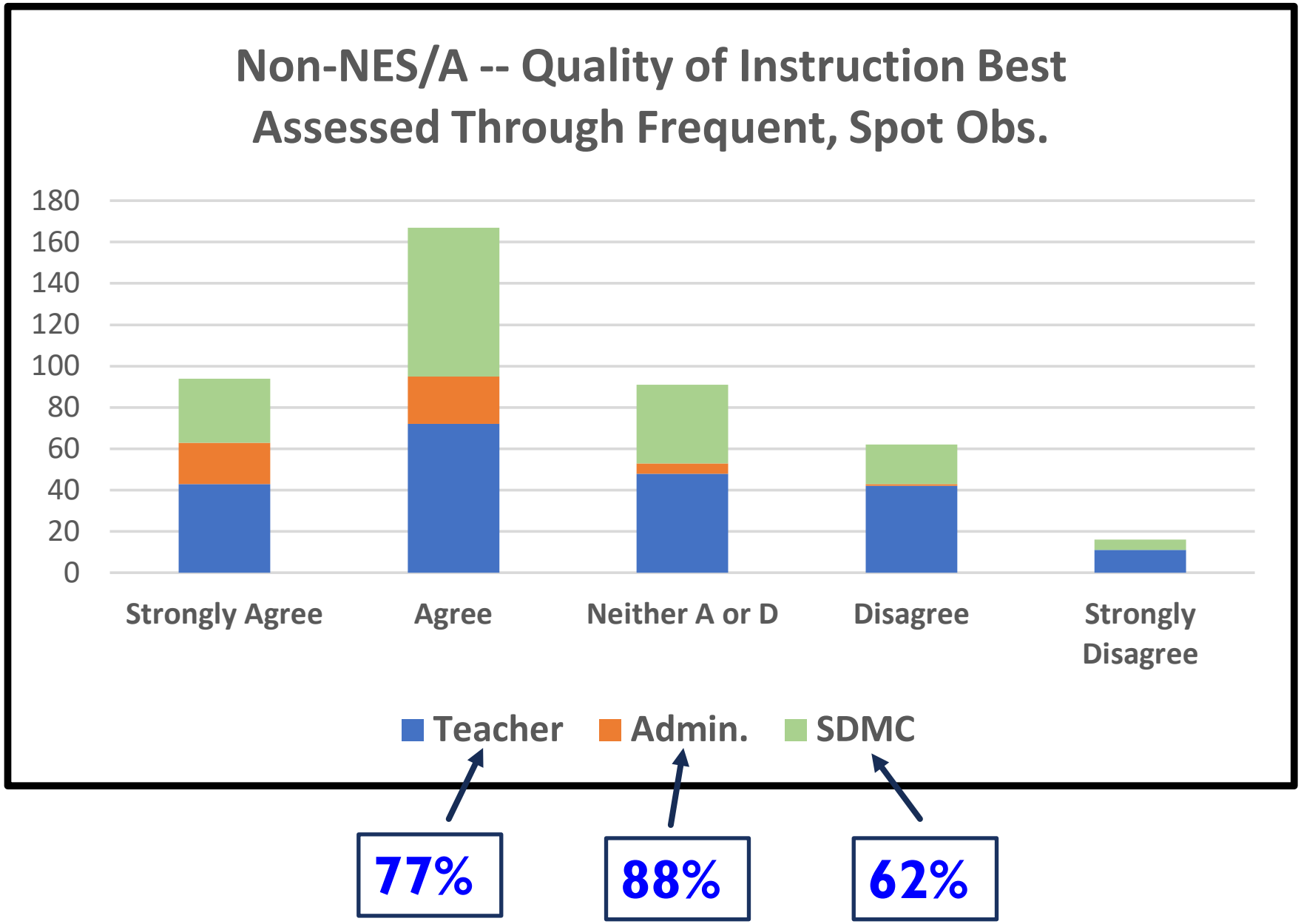
Those responding to the survey who agree or strongly agree that effective teachers should be paid more than less effective teachers:

Teachers: 80%

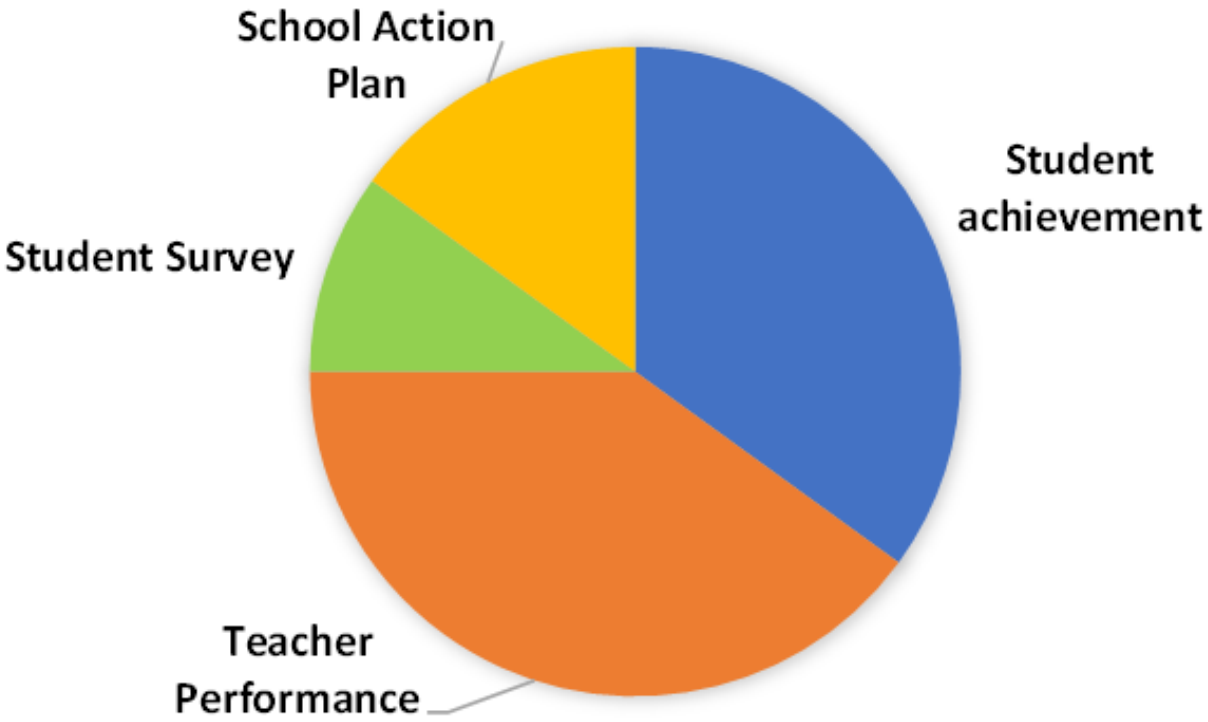
Administrators: 88%

All respondents: 81%


NES/A -- % of Eval. Based on Achievement Data
80
70
60
50
40
30
20
10
0
0%
20%
30%
40%
> 40%
Teacher
Admin.
SDMC


Non-NES/A -- Quality of Instruction Best Assessed Through Frequent, Spot Obs.
180
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Neither A or D
Disagree
Strongly Disagree
Teacher
Admin.
SDMC
77%
88%
62%

EFFECTIVENESS AREAS



Category
Category A: teacher has district, state, or national achievement data
Category B: teacher has achievement data, but students do not participate in the survey
Category C: student achievement data is not available, but students take the survey
Category D: student achievement data is not available nor are student survey data

Percentage of the evaluation devoted to each effectiveness area				
Category	**Student achievement data**	**Teacher Performance**	**Student Survey data**	**School Action Plan**
Category A: teacher has district, state, or national achievement data	**35%**	**40%**	**10%**	**15%**
Category B: teacher has achievement data, but students do not participate in the survey	**35%**	**50%**	**0%**	**15%**
Category C: student achievement data is not available, but students take the survey	**35%**	**40%**	**10%**	**15%**
Category D: student achievement data is not available nor are student survey data	**35%**	**50%**	**0%**	**15%**

A teacher may earn up to 100 points. The scores from each effectiveness component are added to get the *teacher evaluation rating* (a score out of 100 points). The scores equate to the following seven *effectiveness levels.*

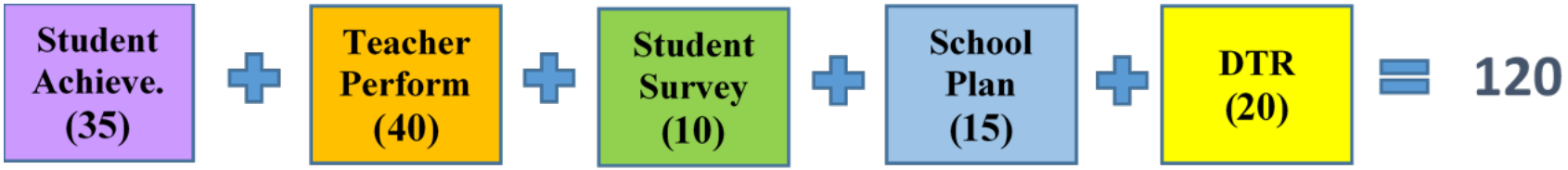
Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

DISTINGUISHED TEACHERS

Distinguished

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

DISTINGUISHED TEACHERS

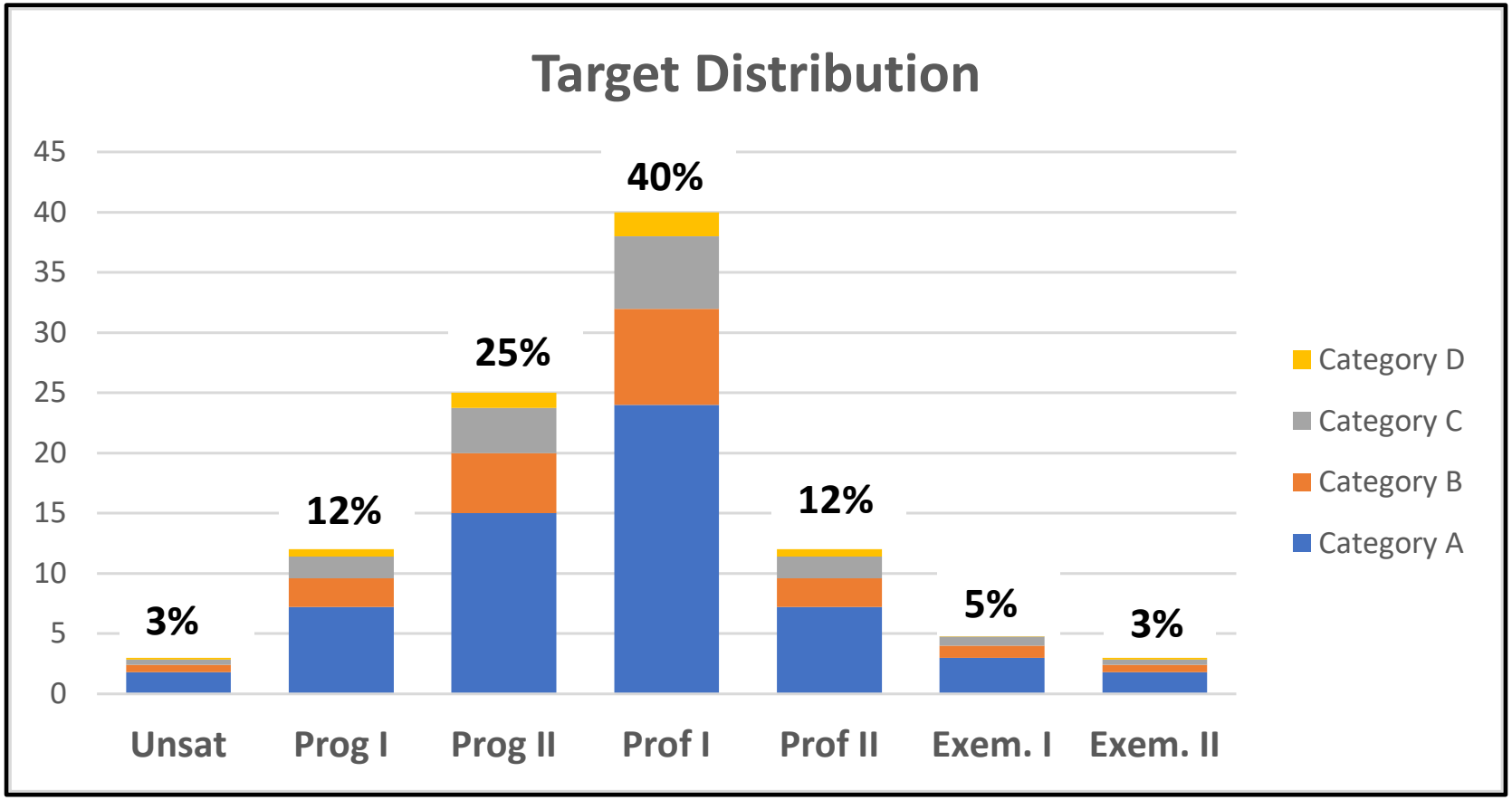


DTR Attribute	Max. Points
Quality of instruction	5
Leadership	5
Lifelong learning	5
Contributions to the profession	5
TOTAL	**20**

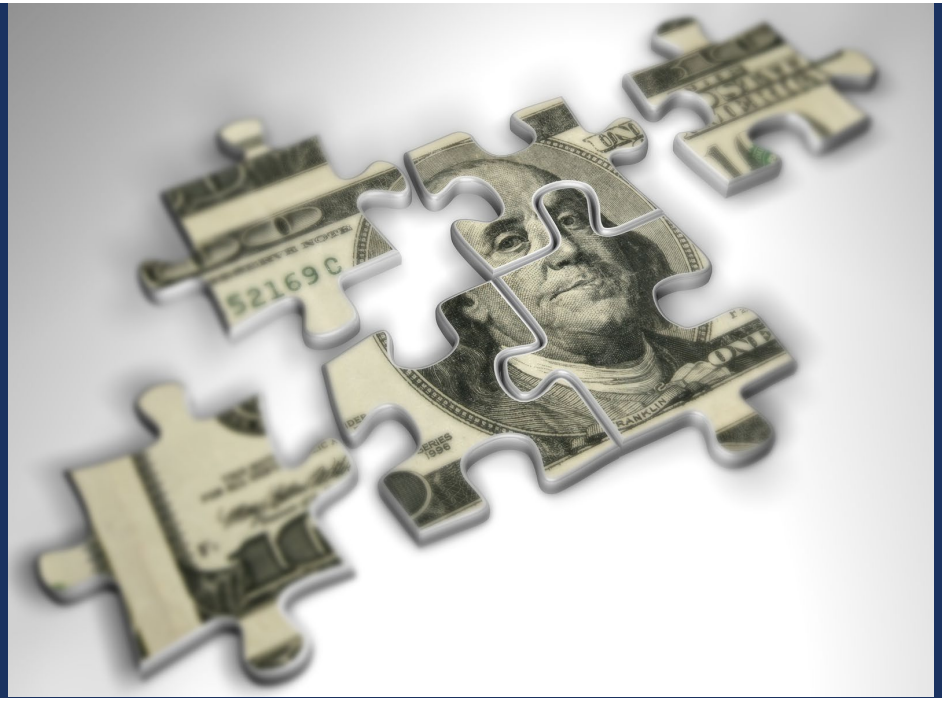
THE TARGET DISTRIBUTION

The method of linking cut-points to a "target distribution" is an elegant solution to the problem of ensuring equal rigor across the system.

TARGET DISTRIBUTION

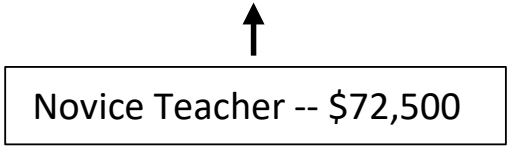


COMPENSATION



COMPENSATION

- **No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees.**

TES Base Salaries

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
$65,000	$70,000	$75,000	$80,000	$88,000	$96,000	$104,000