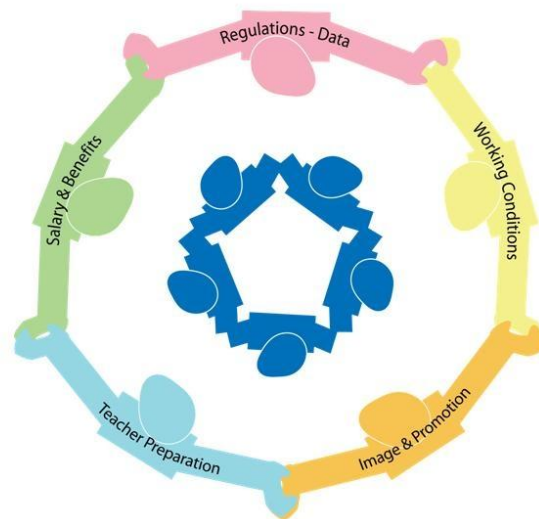


Teaching in Kansas Commission

November 2007-November 2008

Final Report



Acknowledgements

The leadership of the Teaching in Kansas Commission would like to thank all the devoted members of the Kansas professional community who, listed on the preceding pages, endeavored through collaboration, to engage in months of purposeful conversation in an effort to affect changes in the educational promising practices that continue to result in exemplary student achievement when nationally compared to peers.

Members of both the leadership subgroup as well as the subcommittees spent numerous hours investigating national research, conducting surveys and sharing philosophies that resulted in the recommendations that follow.

Pamela Coleman,
Co-chair

Tes Mehring,
Co-chair

Brad King,
Co-chair

Commission Leadership Members

Josh Anderson,
2007 Kansas Teacher of the Year

Alan Cunningham,
Superintendents

Duane Dorshorst,
Building Administrators

Susan Helbert,
Kansas State Department of Education

Tom Petz,
Central Office Staff

Jeri Powers,
2008 Kansas Teacher Of the Year

Margo Quiriconi,
Kauffman Foundation

Susan Scherling,
Superintendents

The Teaching in Kansas Commission

The Teaching in Kansas Commission has worked over the past year to analyze and synthesize the input collected during the carousel portion of the Recruitment and Retention Summit convened in Topeka on November, 2007.

The Commission members consisted of legislators, educational organization officers, teachers, principals, central office staff, superintendents, higher education staff, and Kansas State Department of Education leadership. Throughout the year-long study, approximately two hundred sixty commission participants worked to affect change in the educational community across Kansas. The members worked tirelessly and selflessly to reach the recommendations as reported in the deliverables cited within this report.

The **mission** of the commission is, “Recognizing that teachers are the single most important factor in our students success in classrooms; the Teaching in Kansas Commission seeks to strengthen, support and grow the profession of teaching in Kansas.”

In an effort to define the qualities and characteristics of an **effective teacher** the commission members believe:

- Effective teachers have high expectations for all students in Kansas and assist students as they learn, as quantified by performance measures.
- Effective teachers contribute to creating positive academic, attitudinal and social outcomes for students such as regular attendance, on-time promotion to the subsequent grade, on-time graduation, self-efficacy, and cooperative behavior as related to a responsive culture.
- Effective teachers use robust and relevant resources to plan and structure engaging, collaborative learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with colleagues, administrators, parents and other education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

Leaders are the second most single important factor in our students’ and teachers’ success in schools. Leaders set the tone of the district, establish a respectful, professional learning environment as well as offer instructional support. Leaders are responsible for embedding working condition attributes such as empathy, trust, honesty, and respect that support the retention of our best, most promising teachers.

It is the desire of the commission to propose the following recommendations to the State Board of Education for adoption in an effort to assist the professional school community as together we move toward the demands of the twenty-first century.

The Teaching in Kansas Commission

Subcommittee Participants

Teacher Preparation – Chairpersons: Tes Mehring, Margo Quiriconi

IHE – Allen Jantz, Past President KAPCOTE	S – Clarence Horn, USD 259
IHE – Mary Ann Benner, Ottawa	S – Judy Weltner, USD 368
IHE – Debra Mercer, FHSU	P – Matt Meek, USD 368
Gary Alexander, KBOR	T – Heather Bruce, USD 259
Tom Foster, KSDE	T – Kerry Doll, USD 385
Scott Smith, KSDE	T – Michelle Wells, USD 457

Working Conditions – Chairpersons: Pamela Coleman, Susan Scherling, Brad King

Marti Crow, Kansas House of Representatives	P – Tim Brady, USD 231
Peg Dunlap, KNEA	T – Carolyn Good, Professional Standards Board
S – Jim Lentz, USD 402	T – Cindy Garwick, Professional Standards Board
S – Tom Vernon, USD 428	T – Ingrid Seitz, USD 383
S – Bart Goering, USD 313	T – Michelle Penner, USD 259
S – Marvin Estes, USD 465	T – Jarius Jones, USD 500

Salary and Benefits – Chairpersons: Alan Cunningham, Duane Dorshorst

Blake West, KNEA	HR – A.J. D’Angelo, USD 305
Howard Shuler, KSDE	T – Dave Clark, USD 259
S – Deb Perbeck, USD 503	T – Sandra Ames, USD 233
S – Greg Mann, USD 211	T – Susan Arnold, USD 260
P – Gary Sechrist, USD 405	T – Annette Saucedo, USD 229

Regulations/Requirements/Data – Chairpersons: Susan Helbert, Tom Petz

IHE – Peggy Harris, Baker	P – Terrel Harrison, USD 315
IHE – Andy Tompkins, PSU	T – Samuel Rabiola, Professional Standards Board Chair
Ruth Teichman, Kansas Senate	T – Mark Jarboe, USD 450
Larry Wheelles, KSDE	T – Kathy Wagoner, USD 489
S – Dick Harlan, USD 240	T – Lonnie Thiessen, USD 262
S – John Heim, USD 253	T – Andrew Davis, USD 259

Image and Promotion – Chairpersons: Josh Anderson, Jeri Powers

IHE – Eva Williams, University of St. Mary	P – Jackie Feist, USD 443
Karla Denny, KSDE	T – Jamie Hibbs, USD 470
S – John Morton, USD 373	T – Angela Stockam, USD 260
S – Denise O’Dea, USD 289	T – Garrett Panzer, USD 215
P – Phil Clark, USD 233	T – Denver Cleverley, USD 500
P – Martha Darter, USD 457	T – Sherry Kinderknecht, USD 315

Regulation/Teacher Leader – Chairperson: Jeanne Duncan

IHE – Allen Jantz	Lynn Bechtel, KSDE
IHE – David Hofmeister	Larry Wheelles, KSDE
IHE – Harold Frye	S – Marvin Estes, USD 465
IHE – Shirley Lefever-Davis	T – Carolyn Good, USD 233, Professional Standards Board
IHE – Kathy Dale	T – Kathy Wagoner, USD 489
Greg Vafis – ETS	

Goal Deliverables

Teacher Preparation (p. 11):

Goal 1

- Study the development of tax incentives for business/industry that offer scholarships for teacher preparation.
- Post current scholarship information on the TEAL website.

Goal 2

- Publish suggested forms of payment to assist student teachers.
- Encourage legislature to allocate \$500 for each student teacher trained in Kansas to the training institutions.

Goal 3

- Develop and adopt Professional Development School standards and essential elements that will be reflected in teacher education programs.
- Include the Professional Development School standards as a component of the KSDE program review process.

Goal 4

- Adopt the National Education Technology Standards developed by the International Society for Technology in Education.
- Align the National Education Technology Standards to the Professional Education Standards.

Goal 5

- Review, revise and rewrite teacher preparation program standards to reflect the acquisition of assessment knowledge as it relates to assessment literacy in the federal, state and local context.
- Multiple methodology courses should be integrated throughout teacher preparation and clinical experiences that reflect rigor, relevance and results through the use of MTSS (differentiated instruction), multi-sensory stimulation as applied in an authentic, real-world context.

Goal 6

- Review, revise and rewrite teacher preparation program standards to include federal and state laws/statutes.
- Review, revise and rewrite the Professional Education Standards to reflect federal and state laws/statutes.
- Induction/mentoring programs include federal and state laws/statutes.

Goal 7

- Promote mid-career programs by marketing to the field.
- Promote Troops to Teachers and Spouses to Teachers.

Working Conditions (p. 15):

Goal 1

- Mandate a mentoring review process for USD's not participating in a formalized mentoring program.
- Pilot the Pathwise induction/mentoring program.
- Pilot the EMSS e-mentoring program.
- Pilot The New Teacher Center model.
- Initiate an induction/mentoring review program that recognizes exemplary programs.

Goal 2

- Embed working condition characteristics into teacher preparation indicators and Professional Education Standards.

Goal 3

- Encourage incentivized business partnerships by establishing a state foundation.
- Establish an advisory board to award foundation grants to districts.

Goal 4

- Provide KSDE supported regional professional development addressing:
 - Assessment literacy
 - Differentiated Instruction
 - Professional Learning Communities

Goal 5

- Allocate funding to assist schools in building a cyber infrastructure to ensure student access to 21st Century technology.

Goal 6

- Institutions of Higher Education will develop, with KSDE, leadership licensure programs that strengthen and support teachers.
- Review, revise and rewrite program standards for building and district leadership programs.
- Convene a representative group of Kansas professional administration organizations to study and develop four model induction programs.
- Support the Kansas Educational Leadership Commission recommendation to require a two-year induction program for all new school leaders in Kansas.

Goal 7

- Create a new award to celebrate the successes of schools that exemplify 21st Century unifying themes.

Salary and Benefits (p. 23):

Goal 1

- Mandate all districts participation in a health insurance programs.
- Direct districts to allocate funding toward loan forgiveness for entry level teachers.
- Provide funding for tuition reimbursement.
- Create a 403(b) that will transfer between Kansas school districts.

Goal 2

- Fund teacher's salary to move from 38th in the nation.
- Encourage Legislature to provide adequate and stable funding for both salaries and benefits.
- Require school districts to create scaffold salary structures to award teachers for accomplishments.

Goal 3

- The Kansas Legislature fully fund the Kansas Public Employees Retirement System.
- Convene a joint actuarial study committee with representatives from KPERS, USA, KASB and KNEA to consolidate recommendations from the various constituent groups across the state and develop a plan of implementation.
- Increase current contributions to KPERS by 0.25% per year from 4.0% until a 6.0% level is reached to provide increased benefits and cost of living increases for current participants.
- Eliminate the earnings limitation of \$20,000 and replace with a benefit formula for those who work past 85 points.
- Eliminate the current KPERS surcharge and require every KPERS eligible position to contribute to KPERS, regardless of retirement status.
- Increase the KPERS formula multiplier from 1.75% to 2.00%, to more closely match the mean % of other states.

Regulations/Requirements/Data (p. 27):

Goal 1

- Encourage the promotion of online programs and the development of additional online programs that result in licensure.
- Support the collaboration of TEAL and KBOR to convene three meetings that include all Kansas post-secondary institutions.
- KBOR collects articulation/integration agreements and become a central repository for the information.

Goal 2

- Legislature set funding levels one year in advance.
- Local school districts work side-by-side with legislators to set district budgets.
- Fund the early retirement incentives to districts.

Goal 3

- Support semi-annual data reports produced by TEAL.

Goal 4

- Review teacher preparation program standards to reflect 21st century skills.
- Engage in conversations with stakeholders concerning additional changes to the licensure regulations.
- Adopt the regulations for a teacher leader license.

Image/Promotion (p. 31):

Goal 1

- Create a state-wide marketing campaign to promote teaching as a profession.
- www.changeliveteach.com becomes operational.

Goal 2

- Celebrate success of Kansas Public Education.
- Adopt the use of video short commercials and short ten-minute feature video for internet and public broadcast.

Goal 3

- Create a state-wide marketing campaign to promote “Grow Your Own” teacher programs.
- Market the ten-minute feature portion highlighting “Grow Your Own” teacher programs.

Teacher Preparation

Goal 1: Create additional scholarships

Action Steps

- Create a committee to study how tax incentives can be developed for business and industry to enhance scholarship support for individuals who want to pursue teaching as a career.
- Create a website summarizing scholarship information for individuals who want to pursue a teaching career. This should be a “hot topics” site. The site would allow for postings from business/industry, IHEs, the Kansas Board of Regents, and other stakeholders. A person should be assigned to monitor the site for accuracy and currency. The site must be user friendly for high school students, mid-career changers, and traditional route students.

Goal 2: Develop guidelines and create equitable funding for compensation to student teachers, university supervisors, and school based cooperating teachers/mentor teachers.

Action Steps

- Paying student teachers can reduce a financial barrier as a valuable recruitment strategy for entering the teaching profession and serve as retention tool. Payment will acknowledge the value the student teacher adds to the classroom, building, and district.
- Local needs may differ and flexibility is needed to address those needs. Payment may take many forms including:
 - Scholarships
 - Housing
 - Supplemental Contracts
 - Loan Forgiveness
 - Benefits
 - Salary

The important support and education provided by university supervisors and cooperating/mentor teachers also needs to be remunerated.

- Legislatively appropriate state dollars in the amount of one million dollars (This would allow for \$500 for every Kansas trained student teacher.)

Teacher Preparation

Goal 3: Develop national standards based Professional Development Schools (PDS) P–12

Action Steps

- Form a committee to develop Professional Development School standards and essential elements that will be reflected in all Kansas IHE teacher preparation programs.
- Include a review of adherence to the Professional Development School standards as a component of the state program review process.

Goal 4: Develop standards for application of 21st century technology to enhance instruction/student achievement

Action Steps

- Every teacher must possess the technology tools and skills necessary to use technology in the classroom and to integrate technology and digital resources seamlessly into classroom learning.
 - Technology literacy and facility must be incorporated into the state standards for teacher preparation and professional development through the adoption and affirmation of the National Education Technology Standards (*See page 45*) developed by the International Society for Technology in Education.
 - These standards need to be aligned to the Kansas Professional Education Standards.
- Every teacher teaching and every student learning must do so in an environment that reflects the technology-rich world in which we live, including ready access to sophisticated computing devices, instructionally sound digital content that facilitates self-paced learning, and broadband-level bandwidth necessary to support cutting-edge digital applications and services; therefore the district must ensure this environment.
 - The cyber infrastructure for education technology and Internet accessibility for schools must be provided and sustained (buildings, districts, and IHEs).

Teacher Preparation

Goal 5: Ensure that every teacher is prepared to gather, interpret and respond to data in order to improve student achievement

Action Steps

- Every teacher education program must include coursework related to gathering, interpreting and responding to data.
- Every institution will ensure that every teacher education candidate can demonstrate assessment literacy in the following areas: formative and summative assessments; use of assessment in the classroom, data analysis and how it drives differentiated instruction.
- Scaffolding of assessment literacy knowledge and skill must be integrated throughout teacher preparation as well as through methodology courses and clinical experiences. Multiple courses should require candidates to demonstrate assessment literacy.

Goal 6: Include awareness of Federal and State laws/regulations (NCLB/QPA/IDEA)

Action Steps

- Appropriate federal and state regulations must be included in teacher preparation programs.
- Appropriate federal and state regulations should be included in the Kansas Professional Education Standards.
- The mentoring program will specifically address district level initiatives in relation to state and federal regulations. This should be an assurance by the districts to the state through the mentoring report.

Goal 7: Promote Mid Career Access to the Teaching Profession

Action Steps

- Many pathways are in place for alternative tracks to a Kansas teaching license. Information about these programs needs to be centrally located and easily accessible. Delivery mode and approved programs should be highlighted.
- The KSDE should create a website for mid-career preparation.
- Market these pathways to individuals in business and industry (advertise in their literature/websites).
- Connect to the Imaging and Promotion website.
- Promote Troops to Teachers in the state.

Working Conditions

Goal 1: Create and systematically implement state-wide standards based Induction Programs

Action Steps

KSDE will strongly encourage districts to establish and provide effective mentoring programs for the recruitment and retention of highly qualified and dedicated professional educators.

- KSDE will establish and support a review/approval process for the Pathwise Framework Induction Program
- Pathwise is a comprehensive professional development program that provides mentors with research-based training and materials to support beginning teachers as they transition from the university or other environments to classroom practice. Mentors participate in interactive training and use a developmentally designed package of materials to guide beginning teachers in their first years of teaching.
 - Implementation of the program will roll-out in January of 2009
 - Selected districts in southwest Kansas will participate in the piloting of the Pathwise Framework Induction Program
 - KSDE will select 30 mentors and 60 mentees to participate in the Pathwise program
 - Stipends will be allocated to both mentors and mentees upon the completion of program components
 - College credit will be available to all participants
 - Duration of the program will be two years

KSDE will strongly encourage districts to establish and provide effective mentoring programs for the recruitment and retention of highly qualified and dedicated professional educators.

- KSDE will establish and support a review/approval process for the e-Mentoring for Student Success (EMSS) program
- EMSS supports and extends mentoring for beginning math and science teachers anytime, anywhere, through flexible and accessible technology. The EMSS network is designed to promote professional development through dialogue. This includes on-line mentoring by trained mentors who teach the same discipline, facilitated on-line curriculum that focuses on content and pedagogy, access to scientists and mathematicians to deepen content understanding, and leadership training for mentors and facilitators.
 - Implementation of the program began in September 2008
 - The pilot includes teachers across the state of Kansas in both urban and rural districts
 - The 08-09 pilot school year began with 5 mentees and 5 mentors with plans to expand based on program success
 - Stipends will be allocated to both mentors and mentees upon the completion of program components

Working Conditions

- College credit will be available to all participants
 - Duration of the program will be one year
- KSDE will establish and support a review/approval process for the New Teacher Center Induction Model
- The New Teacher Center is a one on one mentoring program with carefully selected and highly trained mentors as the central element. Additionally, components are designed to create a network of support for both the new teacher and mentor, and to align the induction model with key initiatives in Kansas. The model is intentionally designed to serve as a catalyst and support for educational reform and the professionalization of teaching.
 - Research of the program will begin in December of 2008
 - The pilot would look for teachers across the state of Kansas in both urban and rural districts
 - Duration of the program will be two years
- KSDE will establish and support a review/approval process for district mentoring programs.
 - The review will be based on the guidelines established by KSDE.
 - Mentors of these programs will receive an anticipated stipend of \$1000 for mentors of first year teachers and \$500 for mentors of second year teachers.
 - The review of the program will include public recognition and a reward for an exemplary mentoring program.
 - The Effective Schools Conference will include a strand that focuses on mentoring programs.
 - 2009 will use those programs which have applied for mentoring funds.
 - 2010 and beyond will feature exemplary programs identified in the review/approval process.
- KSDE, with the assistance of established committees [e.g. Professional Standards Board] and educational organizations, will review the mentoring guidelines and revise them as needed.
- KSDE will establish and support an on-line clearinghouse of information on mentoring programs.
 - These programs will meet the guidelines established by KSDE.

Working Conditions

Goal 2: Enhancing Working Conditions

Action Steps

- During the 2009-2010 year the State of Kansas will:
 - Enhance quality school leadership
 - Respect
 - Trust
 - Appreciation
 - Clear Communication/tactful discipline
 - Enhance teacher empowerment
 - Respect
 - Trust
 - Appreciation
 - Clear sense of purpose
 - Enhance resources
 - Facilities
 - Colleagues, co-workers, peers
 - Wages
 - Cost of living
 - Health benefits
 - Child care
 - Enhance professional development
 - Individual growth
 - Promotion
 - Job Security

Goal 3: Incentivize Business Partnership(s) for educational benefit

Action Steps

- During the 2009-2010 year the State of Kansas will:
 - Develop state foundation
 - Develop working relationship with the state chamber of commerce
 - Create awards
 - Building level
 - District level
 - State level
 - Create “Adopt a school” opportunities

Working Conditions

Goal 4: Offer intentional, strategic, purposeful professional development for teacher

Action Steps

- Legislature fund the professional development statutes/regulations by designating 1% of the state budget toward professional development
- KSDE offer 3-4 regional “academies” annually, potentially a trainer of trainers model, open to any educator
- Planning conversations for the academies will include representatives from KSDE, KSDC, higher education, KNEA, service centers, districts
- Based on KSDE Professional Development survey (attached) and feedback from other sources, KSDE will facilitate high quality professional development in the following areas during 2008-2010: MTSS (differentiated instruction), data-driven decision-making, and professional learning communities. Potential speakers include Carol Ann Tomlinson, Steven Kukic, Lynn Sawyer, Doug Reeves
- Funding for the academies would be from Professional Development funds indicated above, and district contributions
- KSDE offer professional development to support those with teacher leader endorsements beginning in 2010
- Planning conversations for these offerings will include representatives from KSDE, KSDC, higher education, KNEA, service centers, districts and will occur in 2009
- Frequency of trainings and locations to be determined by the planning committee, but could include a cohort model or separate content trainings. Some level of networking for teacher leaders is suggested.
- Establish a teacher leader advisory board
- Funding for these trainings would come from the professional development funding previously indicated and from districts
- Potential speakers may include Jim Knight (Instructional Coaching), Joellen Killion (national Staff Development Council), Doug Reeves (Teacher Leadership and data), DeFours (Professional Learning Communities), depending on needs.

Working Conditions

Goal 5: Provide equitable access to 21st century instructional technology resources

Action Steps

- During the 2009-2010 year the State of Kansas will:
 - Enhance curriculum delivery
 - Audio Support System (so every student can hear as if they are sitting on the front row)
 - Laptop for every educator
 - LCD projectors for every classroom
 - Document viewer (Elmo)
 - Airliners
 - Smart Boards
 - Quizmo (Clickers – student response system)
 - Student recording system
 - Enhance student learning
 - Graphing Calculators
 - Laptops for every student
 - Polycam (podcast learning)
 - BAIP (Blended Assessment Instruction Protocol)
 - Robotics (class offering)
 - Cell phone/iPod delivery system
 - Student recording system
 - Enable teachers to make data driven decisions
 - Laptops (building, district, state, and student timely data access)
 - Curriculum with the technology enhancements
 - Student recording system

Goal 6: Require additional support and development for administrative leadership

Action Steps

- IHE's will develop administration licensure programs that strengthen and support teachers (aligned with standards).
 - People skills
 - Listening
 - Team building
 - Positive feedback

Working Conditions

- Visibility through learning walks
- Instructional decisions
- Curriculum alignment (district wide)
- Identifying quality professional development for teacher growth
- Empathy
- Involvement in decision making
- Identifying quality instruction
- Collaboration with KNEA and USA in the review of standards (2009).
- Finished document provided in 2010.

Support the Kansas Educational Leadership Commission (KELC) recommendation to require a two-year induction program for all new school leaders in Kansas.

- Convene the Kansas professional education administration organizations to review related activity from around the US and capture benchmark models and delineate the essential elements of high quality programs (2009).
- Develop four model induction programs. The models should be designed so as to capture the diversity of administrative arrangements in operation throughout Kansas (2010).
- It is recommended that resources sufficient to undertake the development, piloting, and distribution of work be provided (2010).
- Recommend the development of various centers throughout the state where building administrators can acquire the knowledge and skills necessary to strengthen and support teaching (2009).
 - Regional
 - Districts
 - Professional development provided that supports and strengthens teaching via;
 - Service centers
 - National, state and local professional education administration organizations
 - Institutes of Higher Education
 - Collaboration between district level administration, building level administration and teacher leaders to identify goals for professional improvement to support and strengthen teaching.
 - Goal planning
 - Use of teacher feedback
 - Use of administration feedback
 - Required for re-licensure.
- Encourage membership, active participation, and collaboration in professional organizations at the state and national level.
 - District supported and funded (2009)
 - Release time
 - Payment of memberships

Working Conditions

- KSDE supported (2009)
- Training of local boards of education on the steps that districts need to take to provide improvement at the building and district level to strengthen and support teaching.
 - KASB will develop and provide training for local BOEs on how to facilitate improvement of learning across the district (2009).
 - Support of administration through memberships and professional development
 - What it takes for administration to provide support to strengthen teaching district wide.
 - Support of administrative induction program
 - KASB will develop and provide training for local BOEs on how to set goals for school improvement and student achievement (2009).

Goal 7: Value of Public Education in a Civic Society

Action Steps

- Have a new award for schools reflecting innovative programs ready to implement during the 09-10 school year
- Planning group made up of KSDE, KNEA and districts to be convened during the 08-09 school year
- Award will reflect the school's use of the five 21st Century Learning Environment themes: Relationships, Relevance, Rigor, Results, Responsive Culture
- Award specifically addresses the school's belief in: 1) Creativity and Innovation; 2) Information, Communication, Technology, and Media Literacy; 3) Flexibility and Adaptability; 4) Productivity and Accountability; and 5) Leadership and Responsibility
- Schools will apply for this award, based on the criteria created by the planning group
- A selection committee will be set at KSDE, made up of various stakeholders
- A winning school will receive appropriate recognition, including a banner, presented by the State Commissioner at the school. KSDE communications department will ensure a media presence.

Salary and Benefits Sub-Committee

Goal 1: All teachers and other professionally licensed educators in Kansas public schools shall have access to affordable, quality health insurance coverage.

Action Steps

- Every public school district will participate in a state health insurance program or provide comparable quality health care coverage to its teachers and other educational professionals, with a minimum of 95% for individual coverage and 70% for family coverage funded by the State.
 - Access to high quality and reasonable-priced health insurance continues to be the most requested and desired benefit among Kansas' educational professionals. Increased costs for health coverage annually consume a greater portion of any compensation package, often outpacing the annual increases in salaries.
- Communicate and expand loan forgiveness programs and other opportunities at the entry level as benefits to new teachers.
 - When comparing initial salaries for Kansas teachers and the debt many encumber to attain professional licensure, it is easy to see that the cost/benefit ratio is too disproportionate. Opportunities for teachers and other professional educators to attain "loan forgiveness" through service to Kansas students would provide a significant incentive for many teachers to remain in the state and the profession.
- Provide funding for public school district payment or reimbursement of tuition expenses for required recertification and/or added endorsements in locally identified areas of need(s).
 - Funding should be provided to the local districts to compensate for the costs to educators of the continuing education that is required to maintain a professional license in Kansas, as well as prepare teachers in areas of identified need.
- Encourage the development of 403(b)'s or similar retirement programs that are transferable between local school districts for professionally licensed employees.
 - Opportunities for personal retirement programs that are transferable between school districts, whether funded jointly or by individuals or school districts, should be developed and clearly communicated.

Goal 2: The beginning and average Kansas teacher salaries will be at or above the national median.

Action Steps

- The Kansas Legislature will provide adequate and equitable funding to achieve the average teacher salary in Kansas, as well as the average beginning teacher salary, at or above the national median.
 - Kansas students traditionally and consistently achieve in the top ten among states in the nation. Yet, teacher compensation in Kansas typically falls in the bottom fourth of the nation, with annual increases consistently falling below the Consumer Price Index (CPI). For 2006, Kansas ranked 38th in the nation in average teacher salaries.
- The Kansas Legislature will provide adequate and stable funding for salaries and benefits to support a quality 21st century education.
 - In addition to adequacy, the stability of funding for Kansas education is a priority. The recent multi-year funding of Kansas education, while insufficient in quantity, has afforded school districts the opportunity to plan and prepare for each coming school year. Continued multi-year funding would provide for more efficient and effective planning, as well as allocation of available resources. The State is encouraged to identify additional and alternative sources of funding for Kansas public schools.
- Local School Districts will be encouraged to implement salary structures that align with the Salary and Benefit Subcommittee's *Supplemental Report (See page 33)*, including career scaffolds, as well as the more traditional longevity/years of service, and educational attainment/professional development.
 - Additional opportunities to improve and enhance the salaries of teachers and other education professionals should include identified contributions beyond the classroom, at the building, district and professional levels. The *Supplemental Report* from the Salary and Benefits Subcommittee introduces some of these opportunities, as well as their potential for enhancing and supporting professional contributions and compensation.

Salary and Benefits Sub-Committee

Goal 3: Develop and fully fund a retirement system that encourages and rewards public school educators who remain in the profession in Kansas.

Action Steps

- The Kansas Legislature will continue to fully fund the Kansas Public Employees Retirement System.
 - Recent initiatives by the Kansas Legislature to resume and maintain full funding of the Kansas Public Employees Retirement System (KPERS) are to be commended, and are encouraged to be continued.
- Convene a joint actuarial study committee with representatives from KPERS, USA, KASB, and KNEA to consolidate recommendations from the various constituent groups across the state, and develop a plan of implementation.
 - With the advent of reports and recommendations from a number of professional organizations across the state, representatives from among these groups, and the experts in the actuarial impact of such recommendations, should meet to mutually understand the intent and impact of such recommendations.
- Increase current contributions to KPERS by 0.25% per year from 4.0% until a 6.0% level is reached to provide increased benefits and cost of living increases for current participants.
 - Attain increased benefits for current KPERS participants, as well as guaranteed annual cost-of-living adjustments (COLA), through a graduated increase in the rate on the contributions up to the level of those entering the profession in July 2009.
- Eliminate the earnings limitation of \$20,000 and replace with a benefit formula for those who work past 85 points.
 - The current earnings limitation is arbitrary and inequitable. A graduated benefit formula could permit teachers to remain in their current school districts and receive either reduced benefits until retirement or the potential for significant increases in benefits upon retirement sometime in the future.
- Eliminate the current KPERS surcharge and require every KPERS eligible position to contribute to KPERS, regardless of retirement status.
 - In tandem with a graduated benefit formula, the option could provide for future annual COLA's for KPERS participants, as well as increased benefits.
- Increase the KPERS formula multiplier from 1.75% to 2.00%, to more closely match the mean % of other states.
 - This would result in increased benefits to retirees, including a COLA, and has the potential to encourage educators to remain in the profession past their initial eligibility for retirement. In addition, this would make KPERS retirement benefits as, or more, attractive than many other states. (Data: 2004 Comparative Study of Major Public Employee Retirement Systems from the Wisconsin Legislative council <http://www.legis.state.wi.us/lc>)

Goal 1: Encourage the KBOR to review, revise and/or create regulations: transfer rule (9 hour limit); community college partnerships with the IHE's; geographic jurisdiction

Action Steps

Any rule change will impact all university content programs, not just education programs.

Need to be cognizant of duplication of effort and the best return on dollars.

- Transfer rule: accessibility to programs is the real issue, not the number of credits that can transfer. Online programs are addressing the accessibility issue.
- Geographic jurisdiction: there is already a petition process in place that is working, so this is not an issue. Incorrect perception of the real issues, which again is more about accessibility.
 - For both of the above, encourage promotion of current online programs and the development of new online programs
- Community college partnerships
 - Recommend that KBOR and TEAL convene a summit of four year institutions, community colleges, KSDE and TKC to address the issues of partnerships (beyond articulation agreements) for teacher preparation in order to increase the number of teachers while maintaining/improving standards.
 - This places these discussions in the arena where it belongs
 - All parties will have an understanding of current parameters
 - Leadership for all parties involved should meet prior to January 1, 2009 to begin planning for the summit
 - Recommend that KBOR collect data and become the central repository on existing agreements

Goal 2: Encourage legislative action to continue to set funding levels at least one year in advance for school districts. Seek an earlier date (April 1) for continuing contract notification. Incentivize early notification by teachers.

Action Steps

- Recommend that the legislature continue to set funding levels at least one year in advance.

Legislative matters revolve around funding. It is imperative that legislators have an understanding of the basic district budget process in order to make informed and educated decisions during legislative proceedings.

- Recommend to local school districts that they work one-on-one with their legislators on the budget process and how it works so that legislators are better informed of district budget issues during the legislative budget process,
 - Should be the superintendent of a district level person
 - Utilize informal settings like breakfasts or a one-on-one meeting on the basics of district budgeting
 - Invitations to budget setting meetings should be extended to legislators
- Earlier notification dates will not solve any retention/recruitment issues. However, school districts will benefit by knowing vacancies earlier in the budget process. Incentives for early notification are subject to individual district negotiations.

Goal 3: Require KSDE to publish an annual summary of Kansas educational statistics related to recruitment and retention of teachers

Action Steps

- Recommendation on Categories of data that should be represented:
 - **Licensure:** number issued, types of license and endorsement areas; Kansas versus out-of-state; traditional versus alternative pathways; IHE where initial program completed;
 - **Demographics:** age; gender; employed versus just maintaining a license; degree information; did they begin at a community college (recruitment tool); number of years taught and retirement eligibility
 - **Salary:** what figures should be used; report multiple ways (base vs. all benefits-average salary-KNEA published salary); Kansas vs. other states; what a beginning teacher can expect to make
 - **Vacancy:** # of assignments vacant; who is filling assignments (off-level licensed teachers, subs, not-licensed) for positions that would otherwise be left vacant; date and time of year vacancy collected is critical—**propose one collection and reports at start of year and one at the end.**

Regulations/Requirements/Data

- **Special Education** data: numbers of waivers/provisional's and endorsements tied to these; retention data on waivers/provisional's; data on #s not utilizing SPED endorsements; types of SPED services provided in Kansas; ESOL services provided in Kansas
- **Retention**: why educators leave; new teacher retention; working conditions survey (KanTELL—how can we use this data—find the right context for the survey data); state should develop vehicle for collecting exit data from districts.
- **IHE/Preparation programs**: pipeline data; where to access teacher preparation programs; which programs are online; time and cost of completing teacher preparation; comparison of content programs (# of credits required); better access to Title II data; program completers by IHE (including all endorsements, not just initial)
- Audiences identified that would be users of the different categories of data:
 - General public, educators, State Board/Commissioner, IHEs, potential teachers: career changers, high school students, middle/elementary students
 - Important data for potential teacher groups would include links to scholarship/loan forgiveness – cost/time of teacher preparation – beginning salary – working conditions
- Timeline:
 - January 1, 2009 first iteration of data using data currently available
 - By 2009–10 school year enhance data presented when adaptations in technology at KSDE allow for collection of additional data on such things as vacancy and common course codes
 - TEAL staff will work with the KSDE IT team to design and implement
- Presentation of data
 - Over KSDE website
 - KSDE website needs to be made user friendly—in terms of current information on licensure in general as well as the data piece by January 1, 2009
 - Consider audiences—present data using different angles
 - Relate data to recruitment and retention
 - On a yearly basis, update data on the website to show start of the school year data and then again at the end of each school year annual statistical data
 - Continue to prepare and present an official, published licensed personnel report in the spring that provides an annual picture of Kansas licensed personnel statistics
 - Think of an “iceberg” approach—1st level is general data, same angle for all, address all categories. 2nd and 3rd deeper levels drill deeper using links

KSDE WEBSITE (www.ksde.org)

Link to a page called

Teaching Profession Data

Page includes narrative on the purpose, then tabs for the 7 categories of data

Licensure	Salary	IHE/Prep	Vacancy	Retention	Demographics	SPED
Each tab has general data related to the topic with links to other sources of data to allow for more comprehensive analysis.						

Goal 4: Review, clarify and communicate KSDE licensing regulations

Action Steps

- Review teacher preparation program standards
 - Fall of 2008 – Establish a timeline for review over a three year time-frame under the direction of the Professional Standards Board
 - Specify order to review
 - TEAL coordinates with KELC on review of leadership standards and programs
- Gather input from the field on additional regulation changes needed (Regulations Committee, Professional Standards Board, Superintendents, IHE groups, Special Education field)
- Gather input on how to improve communication of regulations and changes from same groups
- Create a teacher leader license:
 - School specialist license, mirroring the regulation requirements of all school specialists including a graduate degree
 - Not a path to a leadership license – for teachers to move across the professional continuum
 - Achieve license by completing either an approved graduate degree program OR a process to grandfather in teachers already performing as a teacher leader using a performance evidence collection system based on the standards/indicators developed for teacher leader
 - Must have achieved the professional level teaching license plus must have five years of accredited experience
 - Sunset date for grandfathering current teacher leaders: eight years from implementation date of regulation
 - Timeline: Regulations Committee and Professional Standards Board will continue to draft details of the regulations and program standards with goal to have draft ready for the State Board by January 1, 2009

Image and Promotion

Goal 1: Celebrate successes of Kansas public education

Action Steps

- Through the broadcasting of commercials produced by Gizmo Pictures, and starring Kansas teachers and administrators, the general public will become educated on the amazing successes happening in classrooms around our state. The goal is to inform and persuade potential teachers to join the field, and assure them that they will be strongly supported.
- Through the establishment of www.changeliveteach.com, those interested in entering the teaching profession will be exposed to the many opportunities available to them in this profession. Emphasis will be placed on a user-friendly site in which potential teachers will be informed and persuaded to join the field, in an environment of support and encouragement.

Goal 2: Create a state-wide marketing campaign to promote:

- Value of public education in a civic society
- Teaching as a profession
- Options that exist for teacher preparation
- Mid-career access to teaching

Action Steps

Create a state-wide campaign: Change Lives. Teach!

- Ad Campaign
 - \$100 campaign – districts from around the state were given the opportunity to contribute \$100 toward the enhancement of the state-wide marketing plan. Approximately \$22,400 was raised through this effort.
 - Contracted Gizmo Pictures to produce two different commercials for public or internet broadcast, along with the 10-minute short feature. The following school districts were selected due to their exemplary efforts in the target areas:
 - Grow Your Own: Dodge City
 - Mentoring: Augusta
 - Alternative Certification/Mid-Career Access: Wichita
 - Teachers and administrators were interviewed to emphasize our profession's desire to embrace new teachers and provide the support necessary for them to flourish.
- Website
 - www.changeliveteach.com is being established as a means for those interested in entering the teaching profession to find out more information. This user-friendly website will assist interested individuals in navigating through the process of learning what options are available to them. Additionally, information will be included on exemplary programs from across Kansas demonstrating professional support for new teachers. Targeted groups are:
 - Traditional students – middle or high school students, college students
 - Transition to Teaching – alternative certification, someone not presently in teaching
 - Grow Your Own – can include paraprofessionals and other district personnel

Image and Promotion

Goal 3:

Encourage districts to create “Grow Your Own” teacher programs: USD/HE scholarship partnerships
Funding resources/business partnerships
Future Teacher Organizations

Action Steps

- Contracted Gizmo Pictures to produce two different commercials for public or internet broadcast, along with a 10-minute short feature.
- The distribution of campaign media (specifically the ‘long form video’) will allow IHEs, local districts, and other stakeholders to see exemplary programs. This should spur a growing network of schools that can create their own pilot programs modeled after the exemplars.

Supplemental Report to the Teaching in Kansas Commission

From the Salary and Benefits Sub Committee

Introduction

The initial work of the Teaching in Kansas Commission (TKC) highlighted five key areas as crucial to ensuring that teaching is raised in status and so that teacher shortages can be mitigated. Work groups were formed to study more fully each of the five areas identified by the TKC. One of those five work groups, the subcommittee on Salary and Benefits, met on several occasions between July and November 2008. Their work focused on elements of salary and benefits that are likely to raise the desirability of teaching as a profession and encourage retention of accomplished teachers over the length of a career. This report addresses three major elements: Salary, employment benefits, and retirement benefits.

Salary

On a national level some have attempted to justify low salaries afforded to teachers by arguing that they do not work “full time.” A more careful analysis, though, shows this premise to be false. In 2005, researchers at the Education Policy Institute discovered the following:

- “A comparison of teachers' weekly wages to those of other workers with similar education and experience shows that, since 1993, female teacher wages have fallen behind 13% and male teacher wages 12.5% (11.5% among all teachers). Since 1979 teacher wages relative to those of other similar workers have dropped 18.5% among women, 9.3% among men, and 13.1% among both combined.
- A comparison of teachers' wages to those of workers with comparable skill requirements, including accountants, reporters, registered nurses, computer programmers, clergy, personnel officers, and vocational counselors and inspectors, shows that teachers earned \$116 less per week in 2002, a wage disadvantage of 12.2%. Because teachers worked more hours per week, the hourly wage disadvantage was an even larger 14.1%.
- Teachers' weekly wages have grown far more slowly than those for these comparable occupations; teacher wages have deteriorated about 14.8% since 1993 and by 12.0% since 1983 relative to comparable occupations.”¹

The New York Times reported that beginning teacher salaries lagged behind other comparable fields by \$5,000 to \$10,000 while annual earnings after 20 years in the job were likely to be at least \$40,000 behind. Kansas lags significantly behind other states in teacher compensation. Kansas teacher salaries also lag behind when comparing to comparable professions that potential teacher education candidates might consider when weighing their future career options.

Recent teacher shortages have prompted many to look to alternative routes to licensure in order to try and fill vacancies. Notable successful alternate route programs have actually served the profession well IF the alternate routes maintained quality and appropriate field experiences. These programs performed far better than alternate route programs which lack rigor and field experiences. Unfortunately, a recent study by the Woodrow Wilson National Fellowship Foundation revealed that

¹ From Alegretto, Corcoran, and Michel. (2005). “How Does Teacher Pay Compare? Methodological Challenges and Answers.” http://www.epi.org/content.cfm/books_teacher_pay

only a small portion of qualified individuals who have an interest in an alternate route to a teaching career say they would consider a career switch unless the starting salary was at least \$50,000.²

While nationally the teaching profession lags behind in salaries, Kansas salaries lag behind the nation. For 2006, Kansas average teacher salaries ranked 38th in the nation. The Economic Policy Institute found that, when comparing Kansas teachers with other college graduates, a significant gap exists. Teachers with a BA earn about 64.7% as much per week as others with a BA. MA level teachers earn 75.3% as much as other Kansans with an MA degree.³

Despite glaring shortfalls in teacher salaries, some make the argument that teacher salaries should not be significantly increased unless there are changes in the structures that determine an individual teacher's compensation. The "single salary schedule" was originally instituted to remove gender discrimination and various forms of favoritism – to create a pay structure that demonstrated fairness. In the 1980's, compensation systems known as "merit pay" largely failed as they reintroduced the inequities with salary differentiation based on an individual's evaluation.

But experimentation did not stop with these questionable merit-based strategies. A growing body of evidence provides insights into ways to create alternative compensation structures for the teaching profession. Plans with names ranging from "performance pay" to "career ladder" have been implemented in school districts and statewide programs.

The TKC salary and benefit work group has identified a finite list of key elements that are "best practice" in these school districts and state programs from other parts of the country. Our recommendations call for pilot programs in Kansas to also embody these elements. The ultimate goals of our work include:

- Provide beginning, average, and career salaries for teachers that are more competitive with other states and comparable professions
- Ensure a system that educators within the system perceive as fair and justifiable
- Expand criteria for determining an individual's compensation beyond years of experience and training/degrees to include additional desirable elements (objectively and fairly measured) for compensation

With these goals in mind, we make the following recommendations.

Recommendation: Raise beginning and average teacher salaries across Kansas to the national average.

Evidence cited earlier noted the shortfall between teacher salaries in Kansas and in other states. Over the past three years, the average gap between Kansas salaries and the national average has been \$8,400 to \$8,800. Teachers are the greatest factor in schools impacting student achievement and learning. Kansas achievement data always ranks in the top ten nationally on every measure. The availability of excellent educators at these low salaries is at a risk, though, as a generation of outstanding teachers nears retirement. Increased professional career options available to potential teachers in every content area and grade level demand that we be proactive to make this profession attractive to strong academic candidates so that every child, every subject, every grade level continues to have an excellent teacher.

² Sawchuk, S. (Sept. 17, 2008). "Study details barriers to career-changers going into teaching." Education Week, pp. 10-11.

³ National Education Association (Sept. 2008) "Show me the money!". Reprinted from The New York Times in NEA Today, pp. 18-19.

Recommendation: Compact Salary Schedules for “Initial” and “Professional” Educators

One strategy that matches both the best interest of career earnings for teachers and the professional growth of beginning teachers is to “compact” traditional salary schedules. While standardized tests have significant limitations in their usefulness in measuring teacher effectiveness, strong evidence exists to show that students perform significantly better for each year of experience of their teacher for the first three to seven years in the profession. (It is also noteworthy that it takes at least two years of experience by beginning teachers who enter their career through a shortcut preparation program such as “Teach For America” before their students perform as well as a first year teacher from a traditional full preparation program.) Certainly, by the completion of the first ten years, the individual is an independent, skilled educator. Further professional growth measured by the blunt instrument of standardized tests is harder to differentiate. For this reason, a top-level professional salary should be attained by the tenth year in the profession. This strategy of “compacting” a salary schedule will serve the goals of raising average teacher salaries, increasing the lifetime earnings for individual educators, and better reflecting the professional continuum of knowledge and skills.

Recommendation: Add dimensions to the Salary Schedule reflecting “Accomplished Educator” criteria

Traditional salary schedules recognize experience and training for teachers. Both of these dimensions are logical and appropriate measures for inclusion in a compensation system. But several additional factors warrant consideration as criteria for compensation. Some have proposed the concept of career scaffolds – systems that provide compensation for experience (with compressed years of experience), training/education (degrees and targeted professional development), AND for a range of other items that are either professional options for the teacher or reflect the special roles and responsibilities a teacher may fulfill in her/his school and district.

For Kansas, the first 10 years in the profession would be a time during which a teacher moves from “Initial Educator” through those experiences to become a “Professional Educator”. Early steps in this process will include the completion of the KPA, a mentoring/induction program, and the move to full licensure. Just as significant and measurable growth in the skill and independence of the early career educator continue beyond the attainment of a professional license, the salary increases as the teacher moves through the compacted salary schedule to the top of the “Professional Educator” rows. As a teacher reaches “Professional Educator” status, she/he becomes eligible to further enhance salary and also to achieve “Accomplished Educator” status.

Items that might warrant additional compensation could include, but not be limited to:

- Serving in various teacher leadership roles (e.g. grade level or department chairperson)
- Providing professional development for colleagues
- Working on projects beyond standard expectations for the teachers (e.g. curriculum revision, instructional materials selection)
- Serving in specialized teacher roles (e.g. peer coach, mentor, peer assistant, peer reviewer)
- Coordinating specialized programs or projects (e.g. leading school improvement teams, accreditation preparation work, conducting department/grade/school/district-wide action research)
- National Board Certification
- Demonstrating specialized skills (e.g. technology integration, English as a Second Language instruction)
- Engage in community outreach
- *Successful progress in achieving a school/department/grade level goal for school improvement*

In the salary scaffold structure, each of these types of items could serve as a layer (with its own variations) as in the sample below:

National Board Certification							
School Improvement Goals							
Leadership Roles							
Professional development, mentoring with colleagues							
Specialized skills - e.g. technology, ESL							
Education/ Years	BS	BS+	MA	MA+	MA+	MA+	PHD
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

In the above example, years 1-3 would represent the “Initial” phase of the career, years 3-10 (and beyond) could encompass the “Professional” phase. At some point during the career, additional expertise, certifications, leadership, etc. can move an individual from the front level to include one or more of the “Accomplished” layers.

Recommendation: Use best practice in developing compensation systems

First and foremost, a compensation system should begin with a solid beginning salary and a competitive career salary (by the end of the compacted schedule) with advanced degrees. Additional compensation that honors factors that demonstrate that an individual has moved from “professional” to “accomplished” status should supplement this solid foundation. Such additional compensation should be implemented with the following basic elements in place:

Guarantee stable, adequate state funding – Numerous studies have noted deficiencies in overall state funding. Beginning in 2000, Kansas National Education Association established a task force to determine the funding level needed to provide a “quality public school education” in every school in Kansas. They estimated that current funding at that time fell about \$800 million short of the amount needed.

Later in 2000 the Kansas State Board of Education (KSBE) laid out its goals for education in the 21st century for Kansas AND identified funding needs to meet those programs. They called for full day kindergarten, improved teacher salaries, full funding for special education excess costs, etc. They stated that at least \$790 million more was needed for schools. They also recommended a three-year phase-in of this plan.

The Kansas Legislature chose not to accept the findings of a Task Force from the 1990’s appointed by Governor Bill Graves, the KNEA study, nor the recommendations of the Kansas State Board of Education. The Legislature contracted with the consulting firm of Augenblick and Myers to conduct a cost study for a suitable education in Kansas. They found a shortfall of between \$800 million to \$1 billion using two different models of analysis.

Courts mandated that the Legislature act to remedy this problem. The recent plan to increase the investment in public education fell significantly short of the amount recommended by Augenblick & Myers.⁴ Increases were also spread over three years with no adjustment for the impact of inflation, thus further exacerbating the shortfall. Other districts and states that have implemented plans to raise teacher salaries have seen those plans succeed or fail over time based on their commitment to fully funding and maintenance of funding over time.

In order to appropriately fund Kansas public schools, a minimum of \$800 million adjusted for inflation (minus one year of funds infusion that exceeded inflation) is needed. This is the amount needed to achieve both increases in salaries and ensure access to a 21st century education for every public school student.⁵

A stable commitment of local funding – School districts also have a responsibility to provide an appropriate level of compensation to all employees. New compensation structures require teachers to begin to think differently about how they are paid. It is also appropriate that districts think differently about what portion of their available funds should be allocated to attract and retain a highly qualified teaching staff. The most notable recent case in point is the contingency of the Denver Public Schools plan on voters' willingness to increase taxes to pay for their compensation plan.

Infrastructure to support all aspects of a new compensation system must be in place – Resources to provide rewards are critical but not sufficient to guarantee successful implementation of a new compensation system. Additional resources such as personnel time and expertise will be needed to administer a plan. For example, if a system relies on teacher development of portfolios and observations to determine placement on a career ladder using Charlotte Danielson's rubrics, the system must have 1) persons with time and training as evaluators, 2) a system to ensure inter-rater reliability, 3) record-keeping systems, 4) training for all staff to familiarize them with the criteria and 5) expectations of the career ladder, etc. While it is understood that expertise will be developed and enhanced over time, some degree of readiness must be achieved at the beginning of implementation or a dismal failure will result. Teacher evaluation systems typically are designed with sufficient refinement to assist in making employment decisions but not with the precision to distinguish between levels of acceptable teacher performance. For this reason, the committee addresses teacher evaluation more extensively in a later portion of this report.

District-Union Relations – New compensation structures can only result from monies (possibly new monies) being directed to criteria other than the experience and degrees of the single salary schedule. There must be a spirit of trust in the district that alternative compensation is not a shell game to decrease employee costs to the district. There must be trust that the system for determining eligibility for additional compensation is reliable, fair, and congruent with the values of the persons who work in the district. Some have recommended that implementation of a strong interest-based problem solving mechanism between district and union should be a prerequisite for such plans. United School Administrators and Kansas National Education Association jointly provide training and facilitation for such culture-building systems.

⁴ Augenblick, J., Myers, J., Silverstein, J., Barkis, A. (2002). Calculation of the Cost of a Suitable Education in Kansas in 2000-2001 Using Two Different Analytical Approaches.

⁵ For additional information on tax structures necessary to fund both public education and other public services, see Sims, R. (2004). School Funding, Taxes, and Economic Growth: An Analysis of the 50 States. <http://www.nea.org/edstats/images/schoolfunding.pdf>.

A supermajority of teachers must express acceptance for a change in compensation structures –

Teacher approval or acceptance is lynchpins of success or failure of new compensation systems across the country. Administrators must also have confidence that the new plan can be implemented fairly and that they will have necessary resources to oversee the plan. The system must, therefore, be both collaboratively developed and collaboratively implemented. Also, approval as part of the negotiated agreement is a given. Numerous studies have noted that a mere majority approval for significant changes in compensation structures is not enough. For a plan to be successful, it needs approval by some super-majority of the bargaining unit. Some locals have required two-thirds, 75%, or even up to an 80% approval vote.

A transition from current systems to new systems must be available to ensure veteran and new staff are all treated fairly –

A change from one pay system to another requires a plan for transition. One cannot expect buy-in if some employees have his/her salary reduced as a result of a change to a new system or addition of new elements to an existing system. Current employees achieved their current status by complying with the demands of the current system and should not be penalized for working within the structures and values of the old system. Whether a “grandfather” option is utilized, a phase-in period is incorporated in the plan, or the new compensation system results from new monies or an increased portion of district funds being applied to salaries, some provision must be made to protect the financial well-being of all.

Student data should not be used to determine individual compensation, but may be ONE appropriate criterion among multiple measures for determining a “group reward” – Recent findings from statewide performance pay systems at the state level demonstrate the difficult nature of basing individual teacher pay on measures of student achievement. The RAND (2007) Corporation noted that teachers widely believed that the individual bonus system implemented statewide in Florida had serious negative effects on collaboration as individuals were put in competition for compensation rewards. RAND also utilized multiple models to measure teacher impact and found that varied statistical models generated significantly different results in identifying who the “better” teachers were. In addition, just as it is academically indefensible to measure student learning based on a single test, high-stakes decisions about compensation should also not be based on oversimplified achievement measures.

Individual performance pay is most problematic since the statistical calculations to determine “teacher influence” is subject to error and to the impact of the statistical formula. Combined with the negative impact of competition between teachers, we recommend that any system that links compensation or bonuses to achievement should only be implemented when linked to group (grade level, department, school, for example) goals. Performance incentives should allow for choice in setting goals that either rely on attaining a performance standard or attaining an agreed-upon level of progress towards a level of student performance. These goals should be perceived as attainable (In Douglas County, CO, for example, approximately 90% of the groups pursuing a performance incentive were successful). Other cautions regarding the appropriate use of data (e.g. student privacy) should also apply.

Additional compensation elements must be sufficiently large to justify the time, effort, and risks involved in pursuing them –

A system that provides increased compensation for new and different criteria will likely not work unless the amount of the additional compensation is sufficiently large to demonstrate that the district and union place value on the new and different work or measurements of performance that are part of the plan.

New systems should provide employees with choices about which aspects of compensation they wish to pursue – Employees should have the opportunity to decide if they wish to participate in “individual” elements of an alternative compensation plan. If the appropriate super-majority of a group determines to participate in a group reward, all members of that group are bound by that agreement (just as all members of the bargaining unit are subject to the terms of the negotiated agreement even if they did not support its ratification. There should be no professional stigma if any person chooses not to pursue individual elements of alternative compensation. A desirable feature of many pay systems is multiple forms of alternative compensation or multiple criteria for achieving an incentive. Creation of options within a plan should be considered as the compensation system is designed.

Professional development must be provided so those that administer a new system have the knowledge and skills to do so – An adequate system of support to help each employee must be an integral part of any alternative compensation system. The plan must address both the desired teacher skills and the skills necessary to administer the compensation system. The professional development system should empower individual employees and develop the capacity of schools and the district as a whole. Principles of effective staff development are well established (e.g. ongoing, job-embedded) and must be inherent components of the district’s professional development plan.

Characteristics of reward criteria must be understood by employees compensated in the new system – Employees must be able to understand the system. Complicated statistical formulas that require advanced mathematics to justify are probably not appropriate since the complexity will call into question the validity and/or reliability. Criteria for determining additional compensation must be quantifiable, reliably measurable, and validly related to the intended values of the system.

An appeal process must provide assurances of an objective, fair determination of compensation – Systems in which potentially subjective evaluation are used as criteria for determining levels of compensation need a mechanism to allow employees to experience the system as fair. An appeals process for evaluations/assessments, for approval of goals, etc., is essential to maintain this fairness.

Next Steps

Just as transition is a necessary step in the implementation of a new compensation system for a district, transition is a necessary part of an effort to diffuse these new structures across Kansas. For this reason, we recommend that the legislature allocate funding for a cross section of pilot programs in districts representative of the demographics, size, and geography of the state. Proposals should be considered based on the degree to which they reflect the principles embodied in these recommendations. Funding should be sufficient to increase the average teacher compensation for the district in question by the amount necessary to raise the Kansas statewide average teacher salary to the national median.

Appendix

The following terms are commonly used when discussing compensation systems for educators:

Merit Pay – The typical design of a merit pay plan calls for an individual evaluator to determine which individuals are worthy of additional compensation. In many cases, the evaluator has great latitude in defining what constitutes meritorious conduct. Also, in order to provide budgetary stability, the plans typically include “maximums” limiting the number of teachers who could potentially receive additional compensation. These maximums and procedures suggest two underlying assumptions of merit pay plans: 1) that only a limited number of individuals within the system are worthy of being deemed “meritorious” and 2) that the individual evaluator is the best person to determine criteria and to judge who is worthy.

These plans as described above contain several inherent flaws. They rely on arbitrary standards for merit and the subjective judgment of an evaluator to determine if the employee has met the standards. Merit pay also tends to encourage counter-productive levels of competition among staff. Still another problem typically associated with these plans involves quotas or caps on the number of individuals or percentage of the staff that can receive rewards, even if a greater number of staff members are worthy of the merit incentive. Historically, these plans frequently did not include funding for long-term success or for rewarding all staff worthy of merit pay.

This committee recommends that we avoid Merit Pay plans as they lack the objectivity to satisfy the critical attributes of a compensation system.

Single Salary Schedule – Based on rows representing years of experience and columns representing college hours and/or advanced degrees, the traditional single salary schedule provides an objective and consistent measure to determine salary. In Kansas, many districts also recognize Professional Development Credit points or equivalency credit as a part of the column definitions (in addition to college hours). The system allows any individual to have access (over time) to the highest level of compensation if they choose to plan a career path in that manner.

These structures provide a school district with a great degree of predictability of salary costs. However, the single salary schedule lacks the opportunity for more rapid advancement to the highest level of compensation regardless of the skill or work level of the individual. While the single salary schedule reflects an inherent value for advanced academic study and for professional experience as well as for objectivity and fairness, it lacks recognition for other factors that the system may value. There are also concerns that, for individuals who reach the maximum salary, both the monetary motivation for continued growth and satisfaction with their career diminish.

This committee recommends that the Single Salary Schedule be retained as a portion of an overall compensation structure AND that such schedule be “compacted.”

Career Ladders – The committee considered any plan that established a hierarchy of skill or responsibility to be a career ladder. One example of a career ladder is a system that uses Charlotte Danielson’s teacher performance rubrics to establish a multi-tiered structure of expertise. Some career ladders provide differentiated responsibilities for persons with greater expertise or experience. Such

responsibilities may have involved curriculum writing, departmental or school leadership, peer assistance or mentoring, etc. in lieu of some teaching responsibilities.

Some career ladders require teachers to maintain portfolios to document their professional expertise; some utilize observation by trained peers as a factor in determining skill levels. Successful plans tend to offer a variety of opportunities to achieve higher career ladder status through measurable, well-defined criteria. When plans rely on leadership roles or committee participation to determine placement on a career ladder, it is important to answer questions such as these:

- Who chooses the leaders or committee membership?
- Who designs, implements, monitors, and revises the career ladder plan?
- Are there terms of office in leadership roles or committee ranks?
- Can a teacher serve multiple terms?
- What are the job expectations of the leader/member?
- If different committees receive differing compensation, which gets more and why?

Extra pay for extra work – Most implementations of the single salary schedule also include some degree of extra pay for extra work. The committee found that districts provide compensation for a wide array of extra responsibilities beyond the school day. Some of these are the same activities that can be found in another district’s career ladder. Other responsibilities focus less on the professional aspects of teaching and provide compensation for such things as hall duty, lunchroom duty, working at school events, etc.

Extra duty pay systems typically do not attempt to approximate an hourly rate conversion of the employee’s contractual rate. There is an inherent assumption that all persons performing extra duty will be equally adept regardless of educational background. Some such plans allow for “years of experience” to translate into higher pay in a similar manner to the single salary schedule.

While there is a basic sense of fairness in providing extra pay for extra work, there are some typical critiques. The fact that the pay rate is not equivalent to the employee’s hourly rate tends to demean the work even if it does require expertise (such as writing curriculum). On the other hand, some argue that “true professionals” would do the ancillary tasks to make a school/district operate without expecting to get paid by the minute. A response to this critique is that few professions expect (and get) the amount of work from their employees outside contractual time. Statistics reveal that teachers put in far more hours at work in their contract year than most other professions in a 12-month period and teachers have responsibilities during summer months (such as for their own professional growth) that generate little or no additional compensation.

Knowledge and/or Skill – These plans provide additional compensation to individuals who demonstrate a specific knowledge base or set of skills that they can apply in the classroom. One of the most prevalent systems recognizing knowledge and skill is bonus payment for persons holding National Board Certification. This certification represents a careful, reliable evaluation of a discrete skill set specifically related to the responsibilities of teaching. Other systems include bonuses for demonstrated knowledge or skill with particular classroom technology or for a particular teaching technique.

Inherent in such plans is a desire both to recognize persons who are able to enhance their teaching through application of the desired knowledge/skill and to encourage other staff members to develop the knowledge/skill. In the ideal implementation, these plans allow for school districts and locals to

agree upon desired knowledge/skills that they wish to encourage among staff. Reliable, valid measures of the knowledge/skill must also be identified. The plans may come in the form of a one-time bonus when the knowledge/ skill is demonstrated or may be available for a number of years (such as each year for the life of the National Board Certification). These plans may also identify knowledge/skills that add to the capacity of a school to achieve its goals. For example, group facilitation skills may be a valuable resource to a building as it sets goals, and additional compensation to individuals possessing that skill may be included in these plans in addition to skills related to teaching.

Some identify the lack of recognition for broader educational and professional knowledge in favor of targeted skills as a limitation/weakness of these plans. Unless new monies become available to supplement the single salary schedule, there is also the criticism that teachers who invested in the kinds of learning valued by the system (degrees and hours) lose income to others given a different set of rules by which to play unless a dual system is operated as a transition or “grandfathering” provision.

Pay for Performance – Pay for performance, as used by the committee, refers to any system that provides compensation based on measures of student performance. The committee classified systems that measured teacher performance without consideration for student performance as either the pay for knowledge and skills categories (e.g. teacher performance being demonstrated by some teacher assessment process) or merit pay (teacher performance being determined by the judgment of an evaluator).

There are two types of performance rewards – *individual rewards* and *group rewards*.

Individual Rewards – Individual rewards provide additional compensation or recognition to an individual based on the performance of that individual’s students on one or more measures. If student performance reaches some benchmark, or if student growth/improvement reaches some predetermined level, the teacher is eligible for the reward. Some systems allow for individual teachers to propose improvement or performance goals to some overseeing committee for approval prior to the beginning of a term or school year. Other systems have preset goals. The most complicated of these plans utilizes statistical analysis to determine the degree to which the teacher was responsible for student growth and the degree to which student growth might be attributed to other factors (such as socio-economic status, previous academic performance, etc.) These plans are based on the assumption that an individual teacher’s contribution to the performance of his/her students can be quantified. They are also based on a desire to recognize teachers whose students perform the best on some academic measures. The plans do not recognize the influence of the entire school on the growth of a student. For example, mathematics achievement is deemed to be the result of good math teaching with little regard for how science teachers may use applied mathematics or other types of integrated projects across curricular areas.

Serious concerns have been raised about individual reward systems. For example, there is a concern that collaboration and teamwork essential for achieving school-wide goals may be diminished unless the individual rewards plan incorporates some collaboration factor. This decreased spirit of teamwork is most likely if there are limited rewards and teachers are in competition to receive those rewards. A second concern is that measuring the effect of one teacher on the performance of students aside from all other factors is extremely difficult (if it is truly possible). Plans that attempt to statistically account for teacher effect tend to become highly complex and lack understandability.

Group Rewards – Group rewards are based on the assumption that a larger group of staff members contribute to the performance of individual students other than their specific teacher for a particular subject in a particular year. Teams may consist of a whole school, a particular grade level, a particular department within a school, or even a department across several schools. As with individual rewards, goals for either achievement or for improvement are set and approved in advance and all members of the contributing group receive some portion of the reward if the goal is met. Group rewards are based on the assumption that a whole school staff can work collaboratively to improve student performance regardless of whose class the student is in. Some group reward systems provide rewards to non-teaching staff (custodians, secretaries, etc.) for their contribution to school climate and accommodating student needs.

One concern expressed about group rewards is that some individuals will not work hard, believing that the group's effort will carry them. Experience from the private sector would indicate that this concern is unfounded. Measuring student performance is still a challenge in group rewards systems, but the larger size of the student population being measured and the inclusion of additional system-wide influences is likely to increase the reliability of the measures.

In both individual and group rewards, there is an assumption that quality teaching can make a difference to overcome student characteristics and external environmental influences. As stated above, one of the greatest difficulties in performance reward systems is to determine:

- a) What student outcomes (if achieved) are worthy of a bonus being paid to the staff?
- b) How can student performance reliably and validly be measured on the desired outcomes?
- c) How can the teacher's or school's influence on student outcomes be reliably calculated?

Market Based Pay – Teacher shortages may be viewed simply as an issue of supply and demand or may be expanded to consider a "quality" issue as well. There are two approaches to dealing with teacher shortages. One approach is for individual districts to raise salaries or offer bonuses to attract desirable candidates away from other districts. A second approach is for state governments to take action to increase the resources for all districts, in some cases targeted specifically to teacher salaries. There are also two different problems that may be addressed by market based pay plans. These plans are frequently used to attract teachers of subjects (e.g. science) or with special skills (e.g. bilingual) where limited supply exists. A second purpose of market based plans may be to attempt to increase compensation for all subject areas to address teacher shortages as a broader concern than simply for certain subject areas.

Some make the assumption about the district-by-district approach that all districts already have adequate resources and competition will ensue to cause all to raise salaries. This idea also assumes that current salaries and competition are able to attract sufficient numbers of new teachers to the profession in limited supply fields. Thus far, we continue to see an inadequate supply of teachers in certain fields, competition among districts, and the inability of districts to raise salaries or provide bonuses to change the enrollment patterns in schools of education. Districts that have experimented with increased compensation for teachers in short supply have used bonuses, forgiveness of loans, assistance with housing, and credit for all years of experience on a single salary schedule (while placing limits on other experienced new hires). In some cases, the district provides the bonus on a one-time basis to all current employees (as well as new employees, when hired) when a shortage area is identified.

States have also attempted to address the shortage issue in a variety of systems. Some states have increased statewide compensation for teachers. Other states have lessened requirements for entry into the teaching profession. It appears that the former assumes a need for greater compensation is necessary to attract and retain qualified teachers while the latter assumes that less qualified persons can succeed and that persons with less preparation or skill can make up the gaps without appreciably raising salaries.

Several major concerns have been expressed regarding certain market based compensation strategies. First, a market approach that provides additional compensation to certain teachers based on the subject matter they teach is contrary to the spirit of equality and opportunity often held by people who pursue education as a career. Paying teachers different amounts based on the subject matter they teach may imply an inherently lower worth on certain subjects we expect students to learn. It would also be naïve to assume that resentment would not occur if colleagues were compensated differently for essentially the same work, academic training, and responsibility. An unintended side effect may also be a decrease in the spirit of collaboration necessary for a culture of “learning community” within schools. In some instances, there is fear that the market approach may have already led to exorbitant bonuses for coaches with winning extracurricular records while neglecting the academic purpose of schools.

The effect of the district-level incentive approach is that districts with more abundant resources are more likely to have qualified teachers in every classroom while districts with fewer resources or less desirable environmental factors may have to hire teachers with less experience or inadequate preparation or skill.

The committee believes that scholarships, loan forgiveness, and other such strategies are appropriate ways to attract new teachers to hard-to-fill content areas. Support for current teachers wishing to become licensed in an area of shortage is also appropriate. Once teachers have entered the profession, though, the salary system should reward all members of the profession equitably and market approaches should raise the salaries for the profession as a whole to compete with other professions with comparable preparation and responsibilities.

Low Performing School Incentives – Regardless of the salary and benefits available, some schools have a hard time attracting and retaining teachers due to the difficult working conditions. Schools face a variety of problems that cause them to be perceived as “low performing.” In some settings parental involvement is minimal; some have high percentages of special needs students; some have students who have had fewer learning resources in their lives; some are in neighborhoods perceived as unsafe; and some schools suffer from economic neglect and physical deterioration. New teachers who succeed in such difficult settings will often move to schools or districts with better facilities or students who come more motivated and ready to learn. Many new teachers do not survive these settings.

The result is that low performing schools tend to see an ongoing procession of beginning teachers and little stability from an ongoing core of experienced master teachers. Some districts have initiated rewards systems for experienced teachers who will choose to work in low performing schools to help them improve student performance. It is recommended that these schools be labeled “high priority” rather than “low performing” and that resources be provided both to attract and retain a quality teaching staff as well as to reduce class size, fix buildings, and provide computers and other instructional materials.

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
 - b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
 - c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
 - d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools
5. Engage in Professional Growth and Leadership
- Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
 - b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
 - c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
 - d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community