

OhioTIE

Recognizing Teaching Excellence
to Achieve Student Success

A Guide for School Districts



Recognizing and Rewarding Educator Excellence

One of the core components of Ohio TIF is the development and implementation of **strategic compensation** award models. These models provide districts opportunities to celebrate exceptional teaching and leadership and compensate educators for their performance. Although each participating Ohio TIF district will implement a unique strategic compensation award model aligned to the district's ongoing work, mission and educational improvement goals, the award models share several key elements, including:

A focus on student outcomes

Ultimately, student assessments, achievement measures and various forms of outcome data attempt to answer the basic question of whether students are learning what they should in the classroom and meeting learning goals at each grade level. However, using multiple measures of student outcomes provides educators with a more complete picture of student learning.

Student achievement data measure a students' performance at a single point in time and determine how well those students are performing against a defined standard. Achievement typically is measured by students' performance on state tests and how well they perform in relation to state standards.

Student growth data, such as data provided through value-added models, measure how much "gain" or "growth" students make over time. Value-added models provide a level of statistical confidence where the results produced can be attributed to a school, classroom or teacher.

The inclusion of a value-added metric is a critical component of Ohio TIF as a way to recognize the contributions made by, and to increase the numbers of, highly effective teachers in Ohio school districts.

Robust evaluation systems

Ohio is in the process of implementing new evaluation systems for principals and teachers. These systems, which will be adopted by districts statewide, will be used to determine teacher effectiveness based on multiple measures. Using multiple measures of qualitative and quantitative information—such as student test data, value-added information, student and teacher surveys, ACT scores and graduation rates—provides a fair and more comprehensive picture of educators' impact on student performance. These systems will help districts recognize and leverage effective teachers and administrators for the benefit of all students and staff throughout the district.

Recognition of leadership and differentiated roles

The Ohio TIF grant provides for teacher leadership and differentiated roles to be an award component of the school district strategic compensation models. The types of leadership and differentiated roles may include mentoring of novice teachers, providing after-school enrichment for at-risk students, serving as a peer reviewer for evaluative purposes and similar types of leadership roles and activities.

Under Ohio's approved TIF grant, principals, teachers and certified para-educators who provide direct instruction to students at least 50 percent of the time are eligible to participate in the award models. However, each participating TIF district had the opportunity to include additional staff based on each district's unique award model plan.

What is Strategic Compensation?

Strategic compensation is the strategic alignment between desired organizational goals and compensation with a goal of increasing teacher quality and maximizing student achievement.

Sustaining the Work

Long-term sustainability of this work is a priority. Ohio TIF districts will work together to share ideas and strategies on how to sustain award model programs, infrastructure and leadership. These tasks will be challenging given the current economic and political climate. However, the lasting impact of the Ohio TIF grant—using data to inform practice, establishing robust and fair evaluation systems to inform improvement and training and recognizing and sharing successful practices—are significant goals that should be continued beyond the five years of federal TIF funding.

In addition to federal funding for this work, districts are required to meet matching fund goals in Years 3, 4 and 5 of the grant. This will require districts to increase their contribution of awards paid out to eligible staff starting in Year 3 in 2012–2013. To meet these matching fund requirements and plan for long-term sustainability, each Ohio TIF district is creating a Local Sustainability Workgroup, made up of a broad base of internal and external stakeholders. This workgroup will be responsible for developing sustainability plans and ensuring the work of Ohio TIF continues beyond the duration of the grant, supported by non-federal funds or other in-kind activities.

OhioTIF

Ohio TIF: A Five-Year Journey

The first year of Ohio TIF, the 2010–2011 school year, focused on training and development for participating districts around the grant requirements, data criteria and implications and identification of district goals and objectives. Each participating Ohio TIF district then convened a team of broad internal stakeholders to develop an initial strategic compensation model.

In the remaining years of the grant, districts will be expected to expand and refine their strategic compensation models to recognize and reward individual teachers for their achievements over time.

To do this, districts will need to incorporate several key components in their strategic compensation models, including:

- new principal and teacher evaluation systems;
- staff education on the use of value-added information as a diagnostic tool; and
- targeted professional development plans designed to inform educators' use of data.

ODE and BFK will continue to support the Ohio TIF collaborative as this work progresses over the next four years.

	Model Development	Model Implementation	Award Payouts
Year 1 2010–2011	<ul style="list-style-type: none"> • Planning Year • Development of Simple Award Model • Collection of Baseline Data (achievement and student growth) 		
Year 2 2011–2012	<ul style="list-style-type: none"> • Refinement of Award Model 	Implementation of Simple Award Model, with the following requirements: <ul style="list-style-type: none"> • 50% based on value-added data (building/team) • Differentiated roles/responsibilities • Two 30-minute observations and district work on alignment of district's current evaluation rubric with the OTES framework 	No payouts
Year 3 2012–2013	<ul style="list-style-type: none"> • Refinement of Award Model 	Implementation of updated Award Model, with the following requirements: <ul style="list-style-type: none"> • 50% based on value-added data (building/team/individual) • Teacher/principal evaluation system implementation • Roles/responsibilities for differentiated compensation • Use of multiple measures 	Payouts from Year 2 (2011–2012 school year) Award Model to occur in fall/winter
Year 4 2013–2014	<ul style="list-style-type: none"> • Refinement of Award Model 	Implementation of updated Award Model, with the following requirements: <ul style="list-style-type: none"> • 50% based on value-added data (building/team/individual) • Individual awards if value-added goals met • Differentiated compensation • Use of multiple measures 	Payouts from Year 3 (2012–2013 school year) Award Model to occur in fall/winter
Year 5 2014–2015		Implementation of updated Award Model, with the following requirements: <ul style="list-style-type: none"> • 50% based on value-added data (building/team/individual) • Individual awards if value-added goals met • Differentiated compensation • Use of multiple measures 	Payouts from Year 4 (2013–2014 school year) Award Model to occur in fall/winter
2015–2016		End of federal TIF grant. Goal for districts to implement a locally sustainable model to support leadership, infrastructure and awards.	Payouts from Year 5 (2014–2015 school year) Award Model to occur in fall/winter