

Supplements, Incentives, Strategic Staffing, and Advanced Teaching Roles in North Carolina

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Overview

- I. How has Differentiated Compensation Evolved in NC?
- II. Supplements and Incentive Pay
- III. Pay-for-Performance
- IV. Strategic Staffing
- V. Advanced Teaching Roles
- VI. Summary and Recommendations

I. How has Differentiated Compensation Evolved in NC?

How has Differentiated Compensation Evolved in NC?

A brief, inaccurate history of teacher compensation in North Carolina:

- Phase 0: Local supplements (§ 115C-302.1. Salary: “A board of education may authorize the superintendent to supplement the salaries of *all teachers* from local funds”)
- Phase I: P4P and other incentive pay (1995 [ABCs]-2009ish)
- Phase II: Strategic staffing (2010-2014)
- Phase III: Advanced roles (2015ff)

Typical Motivations for a Compensation Plan

Mission: What do we want this program to do?

A high-quality teacher for every child

1. **Ensure** that every child in NC has access to a great teacher.
2. **Elevate** the teaching profession by giving teachers ways to pursue career growth through leadership opportunities within the context of teaching.
3. **Recognize** teacher leaders for their leadership and for their demonstrated talent.

Vision: Why are we doing this?

North Carolina will provide opportunities for teachers to both stay in teaching and **advance** professionally.

North Carolina will **retain** its best teachers (identified through various means) in classroom settings by expanding opportunities for good teachers to provide leadership in the classroom for all other teachers.

In so doing, North Carolina will increase teaching quality across the board for all students—that is, the state will **diffuse** the best teaching practices across more teachers.

II. Supplements and Incentive Pay

Supplements & Incentive Pay

Four General Areas for Action Related to Pay:

- Base Pay - e.g., Local Supplements
- Incentive Pay - e.g., for Subject-Area Shortages
- Pay-for-Performance (student outcome-based incentive pay)
- Differentiated Pay

III. Pay-for-Performance

Pay-for-Performance

Four General Areas for Action Related to Pay:

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Example: RttT Pay-for-Performance Incentive

- **Eligibility:** Lowest 5% of schools (118 eligible schools)
- **2011 and 2012:** \$1,500 school-wide incentive for making “high growth”
 - *2011:* 23 bonus winners
 - *2012:* 35 bonus winners (but only 8 repeats from 2011)
- **2013 and 2014:** \$1,500 school-wide, plus additional \$500 individual bonus for some teachers (based on individual value-added)

Impact: RttT Pay-for-Performance Incentive

- Little evidence of impact on student performance
- Most teachers—*whether awarded or not*—said incentives would not change their teaching behavior or practices:

“[Incentives] are not going to change anything about the way I teach. . . . I may make better records if that’s what’s required, [but] it’s not going to really change anything. We don’t teach to get extra money. It’s not why we do it.”

- More teachers support school-wide (75%) rather than classroom-level bonuses (25%)
- Most are looking for across-the-board salary increases ahead of performance-based incentives:

“[Current teacher pay] is disrespectful. . . . [V]alue is not given to what we do.”

Recent Studies of Other Initiatives

- Little consistent evidence that traditional P4P-only incentives increase **student outcomes**
- Whether incentives are **individual or team** does not appear to make a difference
- Little consistent evidence that **teacher behavior** changes because of presence of P4P-only incentives
- Incentive **amount** does not appear to matter: Several programs studied offered large incentives

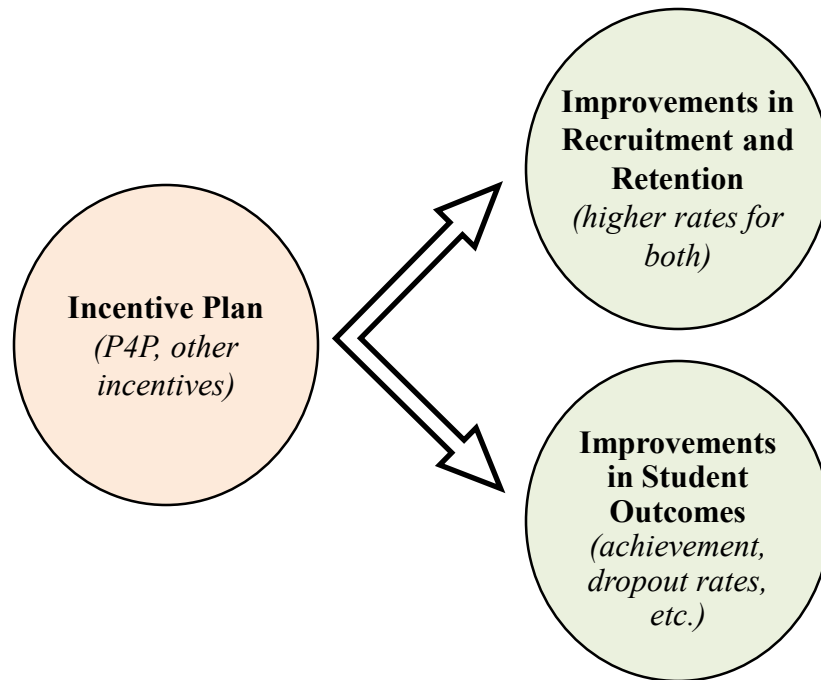
Recent Studies of Other Initiatives

However:

- Some evidence that “**loss-aversion**” bonuses—given at the beginning of the year and then taken away if students do not meet expected criteria—**increase student achievement**
- Preliminary evidence (1 study only) that **consequences connected to effectiveness labels** may lead to **improvement in teacher workforce quality** through voluntary attrition and increased teacher performance

The Big Switch

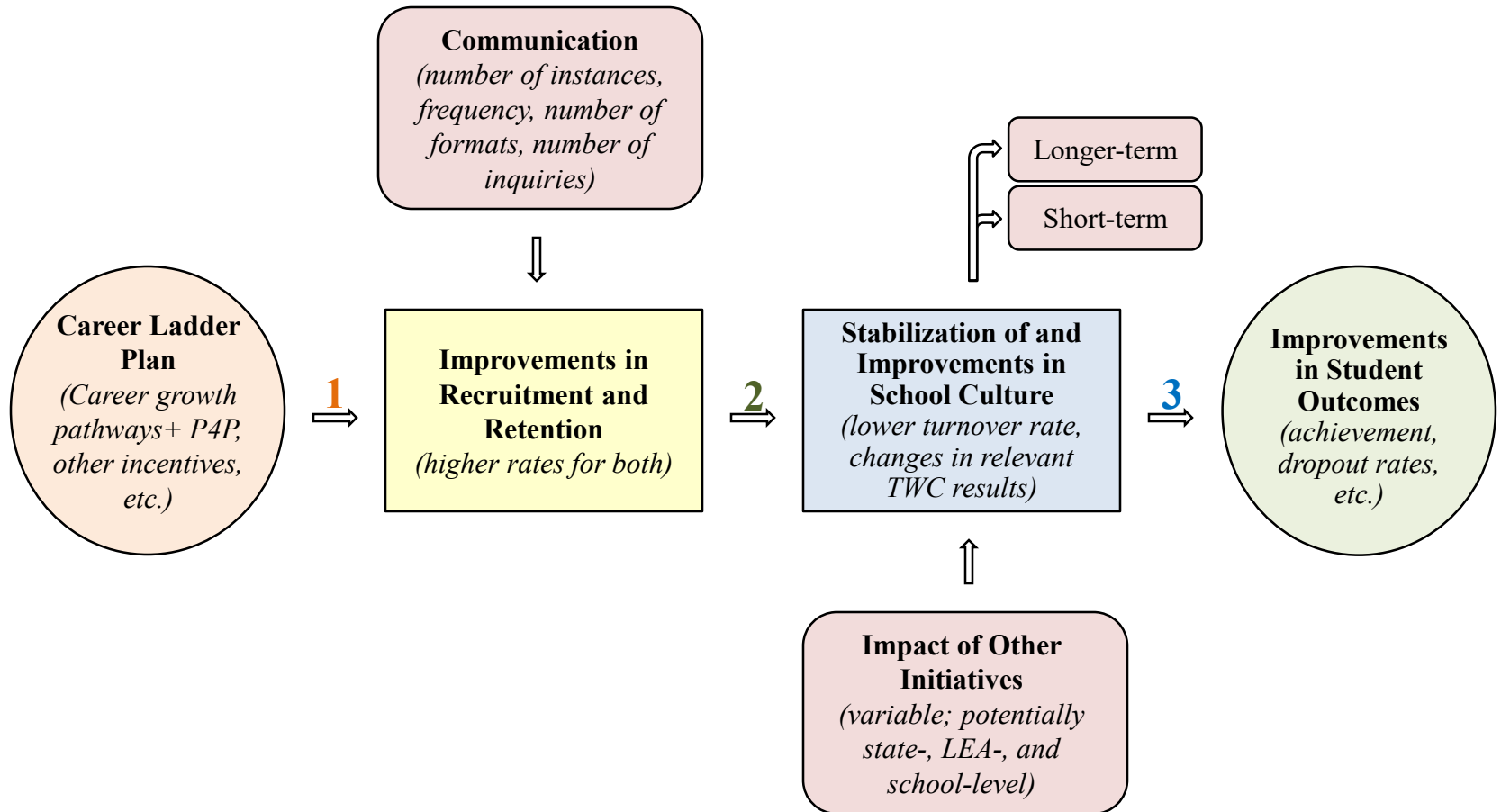
Traditional Incentives-Based Theory of Action



Traditional Incentives-Based Theory of Action

Advanced Roles Theory of Action

Advanced Roles Theory of Action



IV. Strategic Staffing

Strategic Staffing

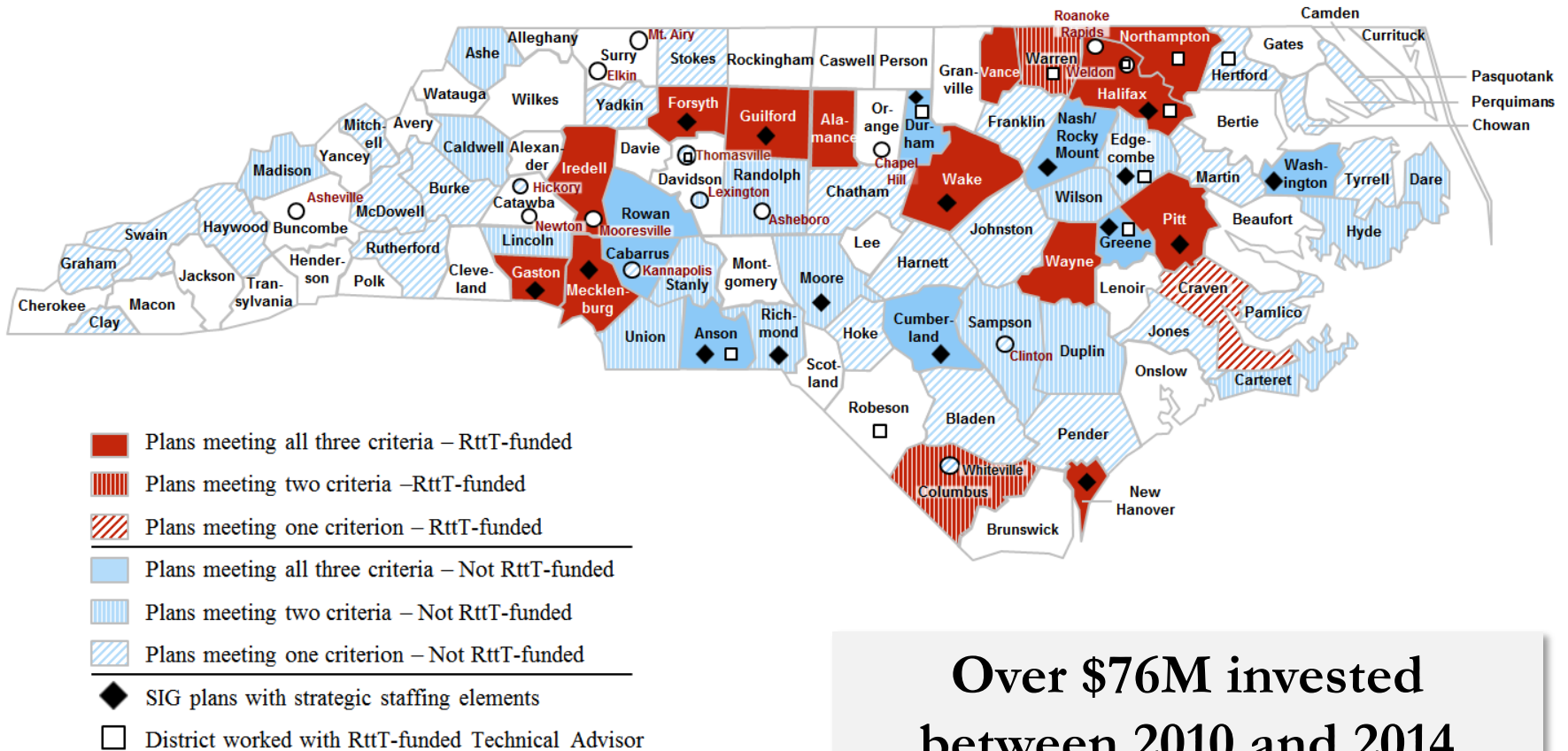
Four General Areas for Action Related to Pay:

- Base Pay
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The Strategic Staffing Landscape

Element	Approaches to Operationalization	
<p>Focus on High-Need Schools</p>	<p><i>School identification based on:</i></p> <ul style="list-style-type: none"> • Measures of student socioeconomic characteristics • Size of special needs population • Teacher turnover rates • NC ABCs Performance Composites and other measures of student achievement and/or growth • Judicial mandate 	
<p>Focus on Differentiation of Educator Effectiveness</p>	<p><i>Differentiation based on:</i></p> <ul style="list-style-type: none"> • Student performance and/or growth (via value-added modeling or some other method) • Formal and informal educator evaluations • Voluntary participation in optional school programs • Other qual. measures (e.g., evidence of leadership, results of mandatory re-application for positions, etc.) 	
<p>Incentives in Support of High-Need School and Teacher Differentiation Foci</p>	<p><i>Individual incentives based on:</i></p> <ul style="list-style-type: none"> • <i>Actions</i> <ul style="list-style-type: none"> ○ Development of exemplary teaching materials ○ Willingness to move to a within-LEA target school ○ Willingness to take on leadership roles ○ Willingness to take on challenging teaching assignments • <i>Performance</i> <ul style="list-style-type: none"> ○ Student performance and/or growth ○ Educator evaluation results 	<p><i>Other incentives:</i></p> <ul style="list-style-type: none"> • Grade- and school-wide incentives based on grade-level or school-wide student performance and/or growth (including incentives for non-certified staff) • Incentives in support of targeted professional development and additional coursework • Recruitment incentives • Retention incentives • Non-financial incentives (e.g., housing, equipment, etc.)

RttT-Era Local Strategic Staffing Plans in NC



Example of a Strategic Staffing Plan (Pitt Co.)

- ***The Plan:***
 - Teacher Leadership Cohort (TLC) – small groups of highly-effective teachers who volunteer to transfer to a lower-performing school.
 - Piloted at one school in 2010-11; expanded in 2011-12 to include more teachers in six schools.
- ***Focus on High-Need Schools/Populations:***
 - Schools with performance composite below 60%, and
 - Schools that made progress toward achieving court-ordered unitary status measures
- ***Differentiation of Teacher Effectiveness:***
 - Only available to teachers who have demonstrated exceptional student growth (via raw growth measures, EVAAS-adjusted estimates, and/or teacher evaluation data)
- ***Incentives:***
 - Two weeks of paid, targeted professional development
 - iPad
 - Opportunity to move their children to the schools to which they transfer
 - Stipend (\$3,000)

V. Advanced Teaching Roles

Pilot Program Features

- At least one aspect in common (professional development)
- Four LEAs have six common features
- Implementation is different in each LEA/schools within LEAs

LEAs	CHCCS	CMS	Edge-combe	Pitt	Vance	Washington
<i>Components</i>						
Professional devel.	✓	✓	✓	✓	✓	✓
Variable class sizes		✓	✓	✓	✓	
Teacher teams		✓	✓	✓	✓	
<i>Teacher-Leader Roles</i>						
PD facilitator	✓			✓		✓
Coach		✓	✓	✓	✓	✓
Co-teacher		✓	✓	✓	✓	
Mentor	✓					
Team leader		✓	✓	✓	✓	

Focus of the Evaluation

1. Academic and Instructional Impact
2. Impact on the Teaching Profession
3. Comparative Analysis of Pilot Programs
4. Financial and Policy Considerations

Qualitative: Quality of Classroom Instruction

Perceptions of program impact on instruction:

- Enhances the value of **Professional Learning Communities**/Communities of Practice
- Increases school-wide **diffusion** of best practices
- Provides opportunities for more direct **coaching**
- Increases the number of students who receive **direct instruction** from advanced teachers

Qualitative: Attractiveness of the Teaching Profession

Perceptions of contribution to attractiveness of the profession

- Provides classroom teachers with the **opportunity** to be in an official leadership role
- Provides an advancement **pathway** that does not require leaving the classroom
- **Financial** recognition of the leadership work many of the advanced roles teachers already are doing*

*With recognition and support from teacher colleagues

Qualitative: Recognition to High-Quality Classroom Teachers

- Across the pilots, lead teachers, their colleagues, and administrators all indicated that the selection process was **rigorous**
 - Some teachers wondered if selection were *too* rigorous
- Rigorous selection possibly **excludes** some teachers with strong leadership potential

Qualitative: Retention of High-Quality Classroom Teachers

- Lead teachers reported a longstanding commitment to careers in education; however
- Pilots may have increased willingness to stay in the classroom
- Teacher colleagues less certain of the pilots' ability to single-handedly improve retention
- *Note:* Final report will explore measurable impact of the pilots on longer-term retention

Qualitative: Retention of Beginning Classroom Teachers

- Most pilots **not set up** explicitly to provide support for beginning teachers (BT support often is part of regular school-level cycle of support); however
- Lead teachers note that positions allow them to provide more **structured and direct support** than is possible in other BT support programs.

Other Impacts on H-Q Experienced Classroom Teachers

- PD, resources, and support provided to lead teachers all were well-received
- Lead teachers: New roles increase **sense of empowerment** and **confidence** in their ability to lead
- Some pilot schools had difficulty fully staffing new positions
- Some lead teachers' increased exposure to their colleagues' practices increased **awareness of variability** in instructional quality across their schools

Quantitative Limitations & Solutions

1. Small Size of Impacted Teacher Population
2. Differences in Structure and Implementation across LEAs
3. Short Lifespan of the Pilots
4. Lack of Randomization

VI. Summary and Recommendations

Summary

- **The Past Should Guide the Future:** The state has experimented with many plans over the years
 - **P4P Alone Is Not Enough:**
 - There is no consistent evidence that performance incentives alone have a meaningful, sustained impact on recruitment, retention, or student performance
 - Teachers report that they are not motivated by performance incentives in isolation
 - **Districts Can Lead the Way on Strategic Staffing and Advanced Roles:** Many districts have designed and administered local-context strategic staffing plans—but few have been rigorously evaluated
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Recommendations

- Continue to fund across-the-board salary increases to approach regional parity & stem salary-based attrition
 - Fund multiple, better-controlled (evaluable) differentiated pay pilots **that build on past state and local efforts**
 - *Optimal scope:* At least 3 years in 6 to 8 representative districts (urban/rural; low-wealth/higher-wealth; Mountain/Piedmont/Coastal)
 - Prioritize within-district staffing outcomes (redistribution, retention, school climate) over recruitment or student achievement outcomes
 - Require at least some degree of randomization within districts and within schools
 - Allow district choice among of resulting best options
 - Plan for sustainability
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