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LEAP ACADEMY UNIVERSITY CHARTER SCHOOL

Performance Based Compensation Program

1/9/2011

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OVERVIEW

The Board of Trustees of the LEAP Academy University Charter School adopted a performance based compensation program in September 1999. Over the years, this program has been refined and improved to meet organizational priorities, as well as to better capture and document both teacher effectiveness and student growth. This plan was adopted as a core element in the teacher's contract, and is highly consistent with the vision for charter schools – public schools that promote innovation and adopt mechanisms that promote teaching excellence and student achievement.

The adoption of a Performance-Based Compensation Program is also consistent with a growing movement within public education to link teacher pay to the school's instructional mission by rewarding teachers for student achievement and growth, as well as for their teaching effectiveness and professional accomplishments.

In developing the program, the Board acknowledges that individual student learning is significantly influenced by more than just individual teachers. The Performance-Based Compensation Program recognizes that teachers cannot help students learn more if they do not have sufficient resources, quality training, access to data and the necessary time to learn from each other. It also takes into account that teachers bring different levels of skills, knowledge and ability to their work. Accordingly, the Performance-Based Compensation Program incorporates a rigorous and targeted professional development program designed to provide resources, training and ongoing feedback to teachers. It also incorporates a system of varied assessments to measure student academic progress in meeting learning objectives.

GUIDING PRINCIPLES

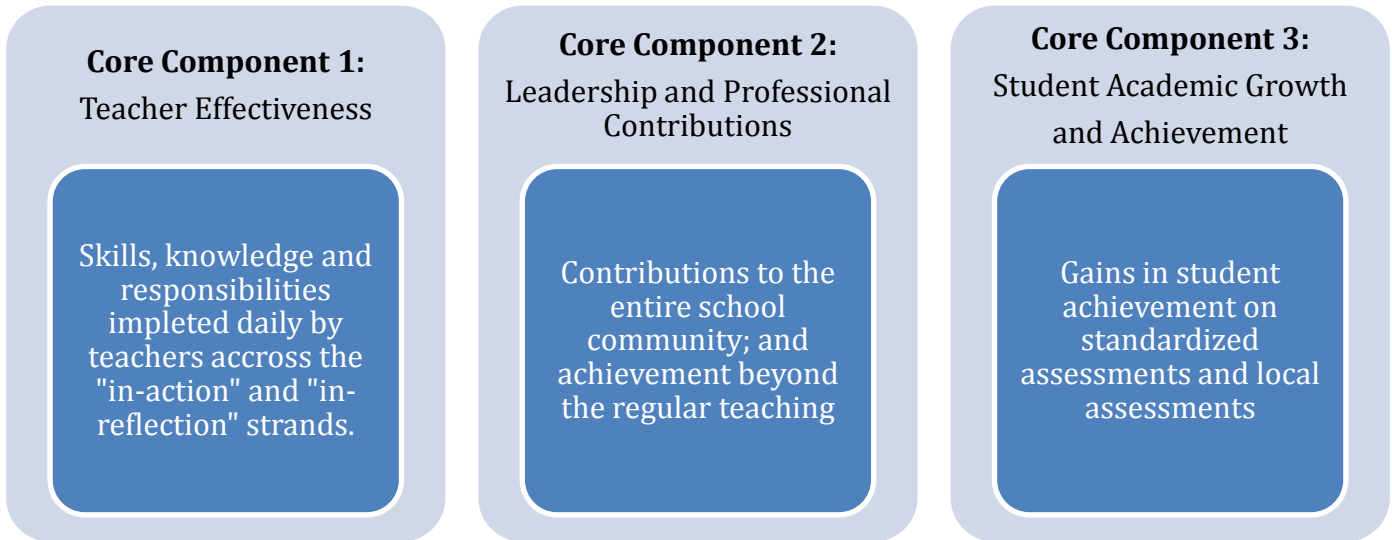
LEAP Academy's Performance Based Compensation Program is based on a number of principles that are at the core of LEAP Academy's' mission and priorities:

- Every student deserves a quality teacher.
- Teachers are rewarded based on their ability to help students make significant academic gains as well as their willingness and contributions to school-wide success.
- Incentives for teachers based on high standards, expectations, willingness to take on added responsibilities and learn new skills.
- A strong and equitable base-pay structure.
- High quality teachers are encouraged to grow professionally and to engage in opportunities to lead.

- Collective agreement about the instructional priorities and objectives for teaching and learning.
- Alignment to LEAP’s Guiding Principles -- High Expectations; Holistic Environment; Integrated Learning; Active Learning; Positive Attitudes; and, Varied Assessments.

CORE COMPONENTS OF THE PERFORMANCE-BASED COMPENSATION PROGRAM

The Performance-Based Compensation Program has been structured to reward teachers by awarding annual salary increments and bonuses that are linked to overall performance in three key components:



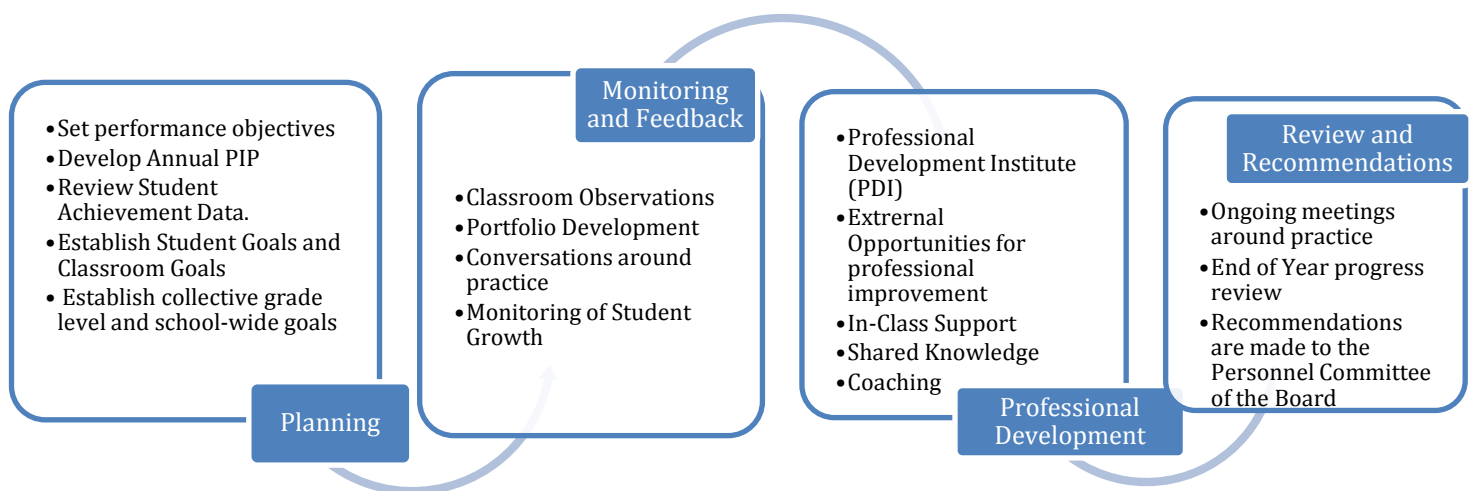
Standards aligned to LEAP Academy’s mission statement and instructional priorities comprise the components under each domain. Each component yields data and a rating across two strands: “in action” and “in reflection.”

- **In Action:** This strand yields information gleaned from direct observations by one or more evaluators and informal walkthroughs of classroom instruction and assessment practices. This is information that may be collected by one or more observers over varying lengths of time, which is then compiled into a number from zero to three that carries one-half the weight of the rating for the element.
- **In Reflection:** This strand yields information gleaned from one or more post-observation conferences with the teacher in which the teacher and the evaluator bring their respective pieces of evidence to the meeting, and the evaluator asks the teacher to reflect on each component in light of that evidence. This also results in a number from zero to three and carries the other one-half of the weight of the rating for this element. Regardless of the number of observations taken and conferences held, the last conference follows the last observation. For example, the evaluator and the teacher may agree to meet only after a series of observations and walkthroughs are conducted and the teacher has had multiple opportunities to address his or her practices.

A rubric informs the rating protocol and contributes to the annual performance score that becomes the basis for determining salary increments and one-time bonuses. These elements are reflected in the Teacher Reflection and Evaluation Tool. See Appendix A for the Teacher Reflection and Evaluation Tool.

Evaluators work collectively to ensure that there is uniformity and consistency in their review. At a minimum each non-tenured teacher is reviewed three times a year and each tenured teacher receives two evaluations. A post-observation conference provides the teacher and the evaluator with the opportunity to discuss in detail the feedback, the ratings, review student achievement data, revisit the professional improvement plan and agree on strategies for improvement. Each performance meeting builds on previous discussions to ensure that the process is formative and that a teacher’s professional growth is also monitored and nurtured.

Equally central to the program is the commitment to ensuring that every teacher receives adequate support from colleagues and school leaders in helping him or her promote improved student learning. LEAP Academy’s professional development plan is an intricate element of its performance based compensation program and incorporates varied opportunities for teachers to reflect on their practice, receive feedback and address development needs in terms of skills and competencies. The overall process is summarized in the following diagram:



The Performance-Based Compensation is implemented utilizing a process that incorporates planning, reflection, evaluation, feedback and support. It encourages teachers to reflect about their own practice utilizing their own PIP’s (Professional Improvement Plans), feedback from others (peers, instructional supervisors, parents, and other teachers) and academic growth of the students they teach. At LEAP Academy, instructional leaders work closely with teachers to set their own learning goals, and they anchor the process of review and observation in providing teachers with substantive feedback on their practices and opportunities for collaboration.

Ultimately, the Performance-Based Compensation Program is about improving academic outcomes for students; as such, it requires close review of student baseline academic data; the establishment of rigorous learning goals for individual students; and the setting of consistent instructional goals in every grade and subject.

CORE COMPONENT 1: TEACHER EFFECTIVENESS

The Teacher Effectiveness element is focused on three domains and eight of the twenty-two components of effective teaching identified by Danielson (2007). This element comprises skills, knowledge and behaviors that teachers are expected to demonstrate in the classroom on a daily basis and are worth 48 percent of a teacher's evaluation.

1. Planning and Preparation

- a. **Setting Instructional Outcomes:** Value, sequence, and alignment; Clarity; Balance; Suitability for diverse learners
- b. **Designing Coherent Instruction:** Learning activities; Instructional materials and resources; Instructional groups; Lesson and unit structure
- c. **Designing Student Assessments:** Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use for planning

2. The Classroom Environment

- a. **Establishing a Culture for Learning:** Importance of the content; Expectations for learning and achievement; Student pride in work
- b. **Managing Student Behavior:** Expectations; Monitoring of student behavior; Response to student misbehavior

3. Instruction

- a. **Using Questioning and Discussion Techniques:** Quality of questions; Discussion techniques; Student participation
- b. **Engaging Students in Learning:** Activities and assignments; Grouping of students; Instructional materials and resources; Structure and pacing
- c. **Using Assessment in Instruction:** Assessment criteria; Monitoring of student learning; Feedback to students; Student self-assessment and monitoring of progress

The evaluator utilizes a rating scale from 0-3 and the average ratings for the year are used in calculating annual salary increments. The following table provides a detailed overview of the standards and evaluation rubric:

1. Planning and Preparation

a. **Setting Instructional Outcomes:** Value, sequence, and alignment; Clarity; Balance; Suitability for diverse learners

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	No learning goals or outcomes are visible in the classroom, either explicitly (e.g., in writing) or implicitly (e.g., in the classroom discourse or in the tasks assigned to students).	Demonstrates attempts to set or adopt learning goals or outcomes for the lesson; outcomes may be stated explicitly in writing but are not evidence in practice (e.g., in the classroom discourse or in the tasks assigned to students).	Sets learning goals or outcomes that are clearly stated logically connected to the learning goals of the subject area and grade level of which they are a part, and evident in the classroom discourse and in the tasks assigned to students.	Designs ambitious learning goals or outcomes that require exemplary work from every student. Regardless of the content of the lesson, students are required to demonstrate skills and knowledge requiring a broad range of cognitive demand.
	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Reflection	Is not aware of the existence or relevance of this component or related elements.	Explains basic learning goals or outcomes for the lesson, but the outcomes are not ambitious enough for the subject area and grade level, are expressed in terms of activities rather than student learning goals, and/or do not appear to be based on an assessment of students' needs.	Explains learning goals or outcomes for the lesson in terms of high student achievement for at least half of the students in the classroom and can describe the data upon which those outcomes are based, but is unable to clearly describe or supply compelling evidence for how the outcomes will be achieved for students with diverse learning needs, such as students with disabilities, English language	Explains learning goals or outcomes for the lesson and how they connect to what happened prior to and what will happen after the lesson, how the outcomes will be achieved for students with diverse learning needs, including students with disabilities, English language learners, and students who are one or more years behind grade level, and how the

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
			learners, or students who are one or more years behind grade level	outcomes connect to students' prior knowledge and background.

- b. **Designing Coherent Instruction:** Learning activities; Instructional materials and resources; Instructional groups; Lesson and unit structure

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	No evidence of coherent instruction visible in the classroom, either explicitly (e.g., in the learning activities or materials used, the way students are grouped for instruction, the flow of the lesson, etc.) or implicitly (e.g., in the classroom discourse or in the tasks assigned to students).	Demonstrates an attempt to create a learning environment that is conducive to learning (e.g., classroom artifacts convey guidelines, procedures, rituals, and routines); however, there is little evidence that the activities, materials, resources, or grouping strategies are being used effectively to achieve the learning that is the object of the lesson.	Creates a learning environment in which the activities, materials, resources, and grouping strategies are used purposefully to support the learning goals of the lesson for at least half of the students most of the time; however, not all of the students appear sufficiently engaged or supported in this environment to successfully demonstrate mastery of the lesson objectives.	Creates a learning environment in which the activities, materials, resources, and grouping strategies maximize the interaction between and among the teacher and all students in the classroom; virtually all of the students are engaged and supported in mastering the lesson objectives and this is evident in the classroom discourse and in the academic tasks they perform.
	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Reflection	Is not aware of the existence or relevance of this component or	Can articulate a basic framework for the lesson from beginning to end, but is unclear or unsure as to how the activities,	Explains how the activities, materials, resources, and grouping strategies were selected to achieve the stated learning goals, but is unable to	Explains and provide compelling evidence (e.g., student work, data demonstrating improved student achievement)

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
	related elements.	materials, resources, or grouping strategies are used to effectively support the learning goals of the lesson.	clearly describe or provide compelling evidence supporting how these elements effectively address the learning needs of all students in the classroom.	supporting how the activities, materials, resources, and grouping strategies achieve the stated learning goals of the lesson.

c. **Designing Student Assessments:** Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use for planning

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	The formal or informal academic assignments students are asked to perform (which may include assessments) are unconnected with the learning goals or outcomes of the lesson and/or state and local standards associated with the subject area and/or grade level.	The formal or informal academic assignments students are asked to perform (which may include assessments) is aligned broadly to state, local, subject, and grade level criteria, but are unlikely to provide the teacher or the student with much usable information to make timely adjustments to instruction.	The formal or informal academic assignments students are asked to perform (which may include assessments) require students to perform challenging work that is aligned to state, local, subject, and grade level criteria; assignments appear timely enough to inform instruction.	A clear variety of formal or informal academic assignments students are asked to perform (which may include assessments) meet or exceed state, local, subject, and grade level criteria, are used to provide immediate feedback to the teacher and to students, and demonstrate a solid progression of student understanding from lesson to lesson or from concept to concept.
In	Is not aware of the existence or	Explains the need to design academic tasks for	Explains how he or she uses formal and informal academic	Provides clear and compelling evidence for

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
Reflection	relevance of this component or related elements.	students, but cannot clearly explain how the tasks embedded in those assignments were designed or how they connect to state, local, subject, or grade level criteria; is unsure how the information gleaned from those assignments will be used to inform next steps in instruction.	assignments to gauge the progress students are making toward mastery of state, local, subject, and grade level criteria; can furnish evidence as to how data from these assignments are used to inform next steps in instruction.	how formal and informal academic assignments, including assessments, are used formatively to make adjustments to instruction and give students information they need to inform their work habits and identify their strengths and needs as learners.

2. The Classroom Environment

- a. **Establishing a Culture for Learning:** Importance of the content; Expectations for learning and achievement; Student pride in work

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	The instruction either does not related to academic content; expectations are either low for the grade level and subject area or is centered exclusively on rote or procedural tasks; students follow basic routines and procedures that require little to no attention to cognitively	The instruction is focused on content, knowledge, and skills appropriate to the grade level and subject, but there is little evidence that students are asked to apply knowledge of facts, procedures, and concepts in highly structured settings with few opportunities to apply their knowledge	Creates and supports a learning environment where it is clear that the majority of students understand what they are being asked to do and take pride in examining their thinking by questioning their understanding of the content presented; at least half of the students	Creates and supports a learning environment where virtually all students understand the task at hand and take initiative in developing, applying, and explaining their strategies for solving problems; students take initiative to deepen and further their own learning in the discipline, have

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
	demanding work.	purposefully in problem-solving situations that require them to explore, discuss, or reason with the material.	are observed supporting and defending their reasoning with evidence from the content using language and vocabulary appropriate to the discipline.	varied opportunities to revise their work, and demonstrate thorough understanding of the content through multiple representations (e.g., words, symbols, diagrams, pictures, graphs, etc.)
In Reflection	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
	Is not aware of the existence or relevance of this component or related elements.	Explains the importance of developing and designing complex tasks in which students are supported in becoming self-directed learners and independent thinkers, but cannot furnish evidence as to how to sequence and design cognitively demanding work.	Explains and supplies evidence of learning activities that deepen and expand student's knowledge of the content, assists them in applying problem-solving strategies, and using appropriate language and vocabulary in the discipline.	Explains and supplies evidence supporting the belief that effort, not innate ability, drives the work in the classroom; as a direct consequence, can explain how all students are supported in becoming proficient in the standards addressed in the discipline.

b. **Managing Student Behavior:** Expectations; Monitoring of student behavior; Response to student misbehavior

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	Little to no evidence exists of procedures and routines for monitoring and handling student behavior issues; incidents	Evidence exists of routines and procedures for handling student behavior issues, and incidents of student	There are established routines and procedures in the classroom for handling incidents of student misbehavior that	The classroom environment is characterized by positive and respectful relationships between

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
	of student misbehavior routinely goes uncorrected or are dealt with inconsistently; neither classroom management nor student behavior is conducive to a productive environment in which the available time is maximized for learning; most of the discourse consists of communications about behavior as opposed to learning.	misbehavior tend to be noticed and addressed consistently by the teacher; however more than 25 percent of the teacher's time is spent attending to behavior issues, leading to a loss of time on learning for some or all students in the classroom; the discourse is focused on learning less than 75 percent of the time.	all students appear to understand; classroom activities are designed to minimize disruptions to the available learning time; incidents of student misbehavior are addressed promptly, decisively and result in minimal loss of learning time for most or all students; most of the discourse is focused on learning.	and among the teacher and all students; classroom management procedures and routines for handling disruptions proactively address potential incidents of student misbehavior and encourage an overall climate and discourse focused on learning and the respectful exchange of ideas related to the content of the lesson.
	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Reflection	Is not aware of the existence or relevance of this component or related elements.	Explains the importance of establishing expectations for student behavior, but is largely unable to articulate the connection between classroom and behavior management or how to proactively address incidents of student misbehavior.	Explains how established routines and procedures in the classroom are used to proactively address incidents of student misbehavior; can supply evidence of effective classroom management and behavior intervention strategies that preserve learning time for most or all students.	Explains how established routines and procedures maximize all of the available learning time in the classroom and support respectful interactions between and among the teacher and students; can give examples of advanced planning and pedagogical techniques that consistently minimize

0 Points		1 Point		2 Points		3 Points	
						distractions and focus all students on learning.	

2. Instruction

- a. **Using Questioning and Discussion Techniques:** Quality of questions; Discussion techniques; Student participation

	0 Points	1 Point	2 Points	3 Points
In Action	Most or all of the discourse in the classroom is focused on procedural routines (e.g., “pick up your pencil, turn to page five, etc.) and/or on soliciting responses to questions to factual or “yes/no” questions; there are no opportunities for discussion observed or more than 75 percent of the class does not participate in discussions when they do occur.	Evidence exists that the teacher is trying to infuse questions that require students to supply evidence or justifications for their responses during discussions, but this occurs less than 50 percent of the time; opportunities for discussion are infrequent and more than half of the students appear unengaged in discussions when they occur.	Questioning strategies are purposefully infused into lessons that require students to explain their thinking and justify or supply evidence for their responses; questioning strategies incorporate the participation of 75 percent or more of the students, and the majority of students who are not engaged in the discourse are attending to the discourse in other ways (e.g., eye contact, taking notes, applying strategies to find the answer to the question that is posed, etc.)	Questioning strategies that require students to explain their thinking and justify or supply evidence for their responses predominate the lesson and involves all students; classroom norms require students to regularly ask questions of their peers, which enhance the learning experience for everyone; the discourse promotes the active participation of all students in the classroom.
In	Is not aware of the	Explains the importance	Explains how varied	Explains how students

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
Reflection	existence or relevance of this component or related elements.	of asking questions that require students to supply evidence or justification for their responses during discussions, but is unable to furnish evidence that these questions are infused in the lesson in a strategic way or that requires the participation of all students.	questioning strategies are routinely infused into lessons and require the participation of the majority of students; can supply evidence of questioning strategies and pedagogical techniques that require meaningful responses and that deepen students' understanding of the content.	take ownership of questioning strategies to advance their learning and challenge and support their thinking and that of their peers; can supply evidence of problem-solving and discussion strategies developed or enhanced by students.

- b. **Engaging Students in Learning:** Activities and assignments; Grouping of students; Instructional materials and resources; Structure and pacing

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	Assignments appear to be focused on performing activities rather than learning or applying meaningful content, foster little to no new learning, minimize student-teacher interactions, and/or are inappropriate to the grade level and subject matter; the available instructional materials and resources are infrequently used to	Assignments require students to learn new content, or practice or apply strategies using prior knowledge; assignments are appropriate to the grade level and subject area, but seldom structured or differentiated in ways that encourage mastery of the content or self-directed learning; the available	The majority of assignments are tailored to the needs of students and are timed to integrate new knowledge with prior knowledge; students are grouped flexibly and intentionally based on the objectives of the lesson and informed by student performance data gathered in the classroom; students who	A variety of assignments are employed and intentionally designed to promote the integration new knowledge with prior knowledge; students are regularly and flexibly re-grouped based on student performance data gathered in the classroom; all of the available time, materials, and resources are used to

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
	enhance students' learning experiences or to support and accelerate the achievement of students who have difficulty learning or are below grade level.	time, instructional materials and resources are not always maximized for students who have difficulty learning or are below grade level.	have difficulty learning or who are below grade level regularly receive support that is commensurate to their strengths and needs with the express intention of accelerating their learning.	challenge and support students who are above, at, or below grade level; the lesson is paced in a way that maximizes student-teacher interaction and mastery of the material.
	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Reflection	Is not aware of the existence or relevance of this component or related elements.	Demonstrates some intentionality with respect to the selection of assignments, grouping strategies, and the use of time and materials, but is unable to supply evidence of their contribution to student's mastery of key knowledge and skills, particularly at-risk students.	Explains and can supply evidence, including student performance data, supporting the selection of particular grouping strategies, materials and resources; can articulate how students with diverse learning needs are supported for success.	Explains how all students in the classroom are supported and challenged at their level of mastery; can supply evidence of the effectiveness of classroom assignments, grouping strategies, and instructional materials and resources as they relate to achievement.

- c. **Using Assessment in Instruction:** Assessment criteria; Monitoring of student learning; Feedback to students; Student self-assessment and monitoring of progress

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	Does not have a process or strategy for designing classroom assessments or using data gathered from	Consults standardized assessment data and uses classroom assessments; however, the data from	Regularly uses classroom assessments to monitor student learning and uses the results of those	Feedback from multiple types of classroom assessments is regularly incorporated into

	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
	these assessments and other sources to guide instruction on a daily, weekly, or monthly basis; students are provided with few opportunities to receive a grade; little or no feedback to correct misconceptions in their learning, guide their development, or establish or track progress toward learning goals.	these assessments are used primarily to assign students a grade rather than to make adjustments to instruction or to help students with their learning; students have multiple opportunities to receive a grade, but feedback on their work is of a cursory nature and insufficient in guiding their next steps as learners or in helping them establish or track progress toward learning goals.	assessments to make changes to instructional practices that promote student mastery of knowledge and skills they lack as a result of those assessments; students have multiple opportunities to receive a grade; some feedback is provided to students but students are unaware or unsure of how to use this information to establish or track progress toward learning goals.	instruction; most, if not all, students understand where they are with respect to mastery of subject and grade-level learning goals; students have multiple opportunities to receive a grade; student performance on academic assessments and tasks reflects feedback provided by the teacher on prior tasks.
In Reflection	<u>0 Points</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>
	Is not aware of the existence or relevance of this component or related elements.	Explains importance of using assessments to gauge student learning; has difficulty explaining and providing examples as to how results of classroom assessments are used adjust instruction or help students establish or track progress toward	Explains how data from classroom assessments are used to adjust classroom instruction, but has difficulty supplying evidence for how the feedback provided to help students establish or track progress toward learning goals.	Explains and supplies evidence supporting how frequent and substantive feedback on assessments and other learning tasks helps students and the teacher alike establish or track progress toward learning goals.

	0 Points	1 Point	2 Points	3 Points
		learning goals.		

CORE COMPONENT 2: LEADERSHIP AND PROFESSIONAL CONTRIBUTIONS

The Leadership and Professional Contributions element is focused on two domains and four of the twenty-two components of effective teaching identified by Danielson (2007), and is meant to capture the teacher’s contributions to the mission and vision of the school through his or her ability to reflect on teaching and student growth, engage and communicate with families, support the growth of colleagues, and take initiative in the school outside the classroom.

Teachers are rewarded for their professional contributions through the Teaching Reflection and Evaluation Tool. Like the Teacher Effectiveness element, the Professional Contributions element is designed to yield data and a rating across “in action” and “in reflection” strands. This element is worth 24 percent of a teacher’s evaluation.

1. Professional Responsibilities

- a. **Reflecting on Teaching and Student Academic Growth:** Accuracy; Use in future teaching; Student completion of assignments; Student progress in learning; Non-instructional records
- b. **Communicating with Families:** Information about the instructional program; Information about individual students; Engagement of families in the instructional program

2. Contributions to Professional Development and Growth of Colleagues

- a. **Contributing to Professional Development:** Initiates, designs, participates in, and leads professional development and other collaborative activities; Shares knowledge; Modeling best practices; Mentoring.
- b. **Engaging on and Initiating Innovative Learning Projects:** Takes the lead to establish needed systems and structures which support teaching and learning; Contributes to team projects that result in shared practice and improve student achievement.

The following tables give detailed descriptions of each of the standards comprising this element.

1. **Professional Responsibilities**

- a. **Reflecting on Teaching:** Accuracy; Use in future teaching; Student completion of assignments; Student progress in learning; Non-instructional records

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	Observed practices do not indicate that he or she is integrating support or new learning acquired from the school leader, his or her colleagues, or other forms of professional development. He or she fails to take steps to ensure timely student completion of assignments, collect data to inform student learning, or maintain accurate non-instructional records (e.g., records and notes related to attendance, grades, discipline, parent-student conferences, professional	Observed practices demonstrate that he or she displays knowledge, skills, behaviors, and strategies acquired in professional development on a superficial level or with respect to one specific aspect of his or her pedagogy, classroom management, engagement, and/or assessment strategies. He or she has an established process and consequences for ensuring students complete assignments prior to the end of the grading period; collects some data to inform student learning; maintains basic records of non-instructional activities (e.g., attendance, grading, and discipline data, a schedule for parent-student conferences, etc.) which may or may not be current.	Observed practices demonstrate that he or she has begun to internalize the knowledge, skills, behaviors, and strategies acquired in professional development as evidenced by broad application of the competencies in his or her pedagogy, classroom management, engagement, and/or assessment strategies. He or she has an established process and consequences for ensuring students complete assignments on a timely basis; maintains and communicates data on student learning to students and parents at least quarterly; maintains	Observed practices demonstrate that he or she has internalized the knowledge, skills, behaviors, and strategies acquired in professional development to the extent where he or she could serve as a model of effective practice for his or her colleagues. He or she has an established process and consequences for ensuring students complete assignments on a timely basis; maintains and communicates data on student learning to students and parents proactively and at frequent intervals; maintains current non-instructional records (e.g., attendance, grading, and

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
	development, etc.)		current non-instructional records (e.g., attendance, grading, and discipline data, a schedule for parent-student conferences, etc.)	discipline data, a schedule for parent-student conferences, etc.); maintains written records of decisions made and actions taken based on the information.
	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
In Reflection	Unable to articulate strengths and needs with respect to teaching practices or articulate what the next steps will be in seeking or receiving support from the school leader, his or her colleagues, or professional development acquired outside the school.	Explains strengths and needs with respect to his or her teaching practices, but is unable or unsure of the next steps he or she must take in addressing needs and seeking support from the school leader, colleagues, or professional development acquired outside the school; formal and informal observations may or may not correlate with self-identified strengths and needs. He or she is able to explain the importance of having established processes and procedures for maintaining accurate records, but is unable to supply evidence for how the information	Explains strengths and needs with respect to his or her teaching practices and can articulate the supports he or she is receiving from the school leader, colleagues, and other sources of professional development; formal and informal observations correlate with self-identified strengths and needs. He or she is able to explain the importance of having established processes and procedures for maintaining accurate records and can supply evidence supporting that the information	Explains strengths and needs; can articulate the relationship between his or her proficiencies in the classroom and improved learning experiences for all students; able to demonstrate substantial contributions to the knowledge base in the school about what is known about effective teaching and learning. He or she is able to explain and supply evidence validating the use student assignments, student progress records, and non-instructional records to build strong teacher-student and home-school

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
		contributes to his or her professional growth as a teacher or improves his or her relationships with students or parents.	contributes to his or her professional growth as a teacher and improves his or her relationships with students or parents.	relationships that proactively address student learning problems when they arise and support teaching and learning.

b. **Communicating with Families:** Information about the instructional program; Information about individual students; Engagement of families in the instructional program

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	Does not communicate with families.	Communicates basic information with families, such as report card data, and interacts infrequently with parents in ways that are likely to provide meaningful information to either party as to inform student learning at home or in the school.	Communicates regularly with most or all families using varied means (e.g., email, regular mail, telephone, in-person meetings, etc.); information helps parents understand the instructional program enough to support their child's learning at home.	Communicates regularly with all families using varied means; ensures the participation of most or all parents in both home-and school-based activities that seek to empower parents and encourage them to ask questions about the instructional program.

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
In Reflection	Is unable to supply evidence of home-school communications that give information about the instructional program, individual students, or strategies that seek to	Supplies evidence of at least one-way communications in the form of infrequent (e.g., via report cards) distribution of information about the	Supplies evidence of frequent two-way communications regarding the instructional program and the progress individual students are	Supplies evidence of frequent two-way communications regarding the instructional program and the progress individual students are making toward daily or weekly

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
	engage parents in the instructional program.	instructional program and student learning; information distributed to parents is unlikely to meaningfully engage them as partners in their child's learning or help them understand the instructional program; few avenues for the teacher to be accessible to parents.	making toward daily or weekly learning goals; such communications give information as to how parents can support their child's learning at home; varied avenues exist for parents to communicate with the teacher and/or learn about the instructional program.	learning goals; parents regularly communicate with the teacher regardless of whether learning problems exist; parents feel comfortable asking questions about the instructional program and have been given specific strategies for supporting their child's learning at home that are well-integrated with daily instruction.

2. Contributions to Professional Development and Growth of Colleagues

- a. **Contributing to Professional Development:** Initiates, designs, participates in, and leads professional development and other collaborative activities; Shares knowledge; Modeling best practices; Mentoring.

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	Fails to participate meaningfully or professionally in professional development or other collaborative activities; does not attempt to share practices or learn from colleagues; does attempt to mentor	Exhibits professional behavior and participates in professional development and other collaborative activities as a means of compliance, but does not take initiative to contribute or share ideas, give or	Exhibits professional behavior and actively participates in professional development and other collaborative activities. Contributes and shares ideas, gives and receives feedback, and can	Initiates, designs, participates in, and leads professional development and other collaborative activities; takes initiative to share what he or she knows with colleagues; actively models best practices for the benefit and learning of

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
	colleagues.	receive feedback, or make attempts to apply what he or she has learned in these venues in practice; partners with at least one colleague.	demonstrate how he or she is applying what they learned in their practices; mentors at least one colleague in improving their effectiveness.	his or her colleagues; mentors multiple colleagues in improving their effectiveness.
	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
In Reflection	Is unable to demonstrate that he or she has any meaningful participation in or contributions to professional development or other collaborative activities; does not recognize the benefit of learning from or with colleagues.	Can articulate a rationale for professional development and other collaborative activities, but fails to provide evidence for how his or her learning has benefitted from these interactions or articulate the distinction between collegiality and collaboration.	Provides evidence for how professional development and other collaborative activities have enabled him or her to improve their instruction and can articulate and provide evidence for how he or she has taken a leadership role in mentoring at least one colleague.	Provides substantial evidence of professional development and other collaborative activities that he or she has initiated, designed, or led; provides evidence of practices he or she has modeled for colleagues; provides evidence he or she supports multiple colleagues in improving their practices throughout the year.

- b. **Engaging on and Initiating Innovative Learning Projects:** Takes the lead to establish needed systems and structures which support teaching and learning; Contributes to team projects that result in shared practice and improved student achievement.

	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
In Action	Fails to initiate, lead, or contribute to key systems and structures that support the organization's mission; does not contribute to the completion or to the success of key organizational initiatives.	Participates in organizational initiatives but does not contribute any knowledge, skills, or expertise that adds substantial value to the implementation of organizational initiatives or their outcomes in terms of improved adult or student performance.	Participates in organizational initiatives and actively contributes to those initiatives with investments of time and expertise; demonstrates commitment to fidelity of implementation of initiatives and their desired outcomes by making mid-course corrections as needed.	Leads organizational initiatives and has a substantial role in ensuring the success of those initiatives; provides needed expertise and capacity to team projects which in turn leads to substantially beneficial outcomes for students and adults.
	<u>0 Point</u>	<u>1 Points</u>	<u>2 Points</u>	<u>3 Points</u>
In Reflection	Unable to articulate his or her contribution to the successful implementation of key systems and structures in the school or their outcomes in terms of improved adult or student performance.	Can provide evidence of his or her participation in organizational initiatives but cannot provide evidence of substantial contributions to the implementation or outcomes of those initiatives.	Can provide evidence of substantial participation and investment in organizational initiatives, including how and why his or her skills, knowledge, and expertise contributed to student and adult performance outcomes.	Can provide evidence for how he or she exercised leadership in accomplishing key organizational initiatives; can provide evidence in terms of benefits, savings, and improvements with respect to student and adult performance outcomes.

CORE COMPONENT 3: STUDENT ACADEMIC GROWTH AND ACHIEVEMENT

Student Academic Growth and Achievement is the third element of the Performance-Based Compensation Program. Measures of student achievement make up 28 percent of the overall rating for teaching effectiveness and determine annual student performance bonuses. This element incorporates both “performance” and “improvement” criteria: A teacher may receive an affirmative performance-based evaluation if their students as a whole meet or exceed a performance target. A teacher may also receive an affirmative performance-based evaluation if their students improved from one year to the next.

The Student Academic Growth and Achievement element is based on student performance in two categories of data with a total of 28 points:

- 1. Standardized Assessment Performance and Improvement (14 Possible Points)**
 - a. State Assessments: New Jersey Assessment of Knowledge and Skills (NJASK) (Grades 4-8); High School Proficiency Assessment (HSPA) (Grade 11)
 - b. TerraNova (Grades K-12)
- 2. Local Assessment Performance or Improvement (14 Possible Points)**
 - a. For example: end-of-course assessments, DIBELS, AP, etc.

A teacher is assigned 14 points for the performance criterion if the teacher’s students, taken as a whole, meet or exceed the state or national average for percent proficient or above. Any teacher who does not meet the performance criterion is eligible to receive points for improvement. A teacher is assigned 7 points for increases in the percent of students scoring proficient or higher of between 40-50 percentage points; a teacher is assigned 14 points for any increase in the percent of student scoring proficient or higher of 50 percentage points or more.

PART 1 OF 2: STANDARDIZED ASSESSMENT PERFORMANCE OR IMPROVEMENT

All teachers of language arts literacy and mathematics in grades four through eight and eleven are evaluated based on a comparison of the NJASK/HSPA scores of the students in their classroom before they entered the class with their scores after they have spent the year learning with the teacher. All other teachers are evaluated based on TerraNova performance and improvement.

- **NJASK/HSPA/TerraNova Performance:** The teacher’s students, taken as a whole, meet or exceed the state or national average for percent proficient or above.

- **NJASK/HSPA/TerraNova Improvement:** The percentage point change in the teacher's students scoring proficient or above from last year to this year exceed the change in percentage points of all students statewide or nationally scoring proficient or above from last year to this year. For teachers of language arts literacy or mathematics in grade 11, improvement is measured by comparing the percentage of students in his or her current class who were proficient or above in grade 8 with their performance in grade 11. Improvement for grade 10 teachers will be measured by comparing the prior Grade 8 results of that teacher's students with their current Grade 10 results.

PART 2 OF 2: LOCAL ASSESSMENT PERFORMANCE OR IMPROVEMENT

All teachers are also evaluated based on a comparison of the scores on local assessments of the students in their classroom before they entered the class with their scores after they have spent the year learning with the teacher.

- **Local Assessment Performance:** The teacher's students, on average, meet or exceed the standard for mastery on a school-based assessment for that subject and grade by the end of the year. For example, if the standard for mastery on a 2010 seventh grade social studies final exam is 80 percent, then 80 percent of the teacher's students must score 80 or higher on the exam.
- **Local Assessment Improvement:** The teacher's students, on average, improve at a rate that doubles the standard for mastery on a school-based assessment for that subject and grade from the beginning of the year to the end of the year. For example, if the standard for mastery on a 2010 seventh grade social studies final exam is 80 percent and only 20 percent of the teacher's students scored 80 percent or higher on a pre-test at the beginning of the year, then at least 40 percent of the teacher's students must score 80 percent or higher on the final exam.

STANDARDS FOR THE ACHIEVEMENT ELEMENT

Part 1 of 2: Standardized Assessment Performance or Improvement (State assessments for LAL/Math teachers of Grades 4-8, 11; TerraNova for all other teachers)

Statewide Results					Teacher's Results			Performance OR Improvement	
Subject(s)	Grade	Percent Proficient or Above Last Year	Percent Proficient or Above This Year	Change In Percent Proficient or Above from Last Year to This Year	Percent Proficient or Above Last Year	Percent Proficient or Above This Year	Change In Percent Proficient or Above from Last Year to This Year	Did the teacher's students, taken as a whole, meet or exceed the state or national average for percent proficient or above?	If this teacher did not make the Performance goal, was there an increase in the percent proficient or above from last year?
								<i>If yes, assign 14 points</i>	<i>For a 40-50% increase, assign 7 points For a 50+% increase, assign 14 points</i>

NOTES:

- To receive 14 points, teachers must meet either the performance or improvement criterion in each subject they teach.
- Teachers who teach classes in the same subject will have performance and improvement determinations made based on the combined results of all students.

Standardized Assessment Achievement Points Assigned:	
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Part 2 of 2: Local Assessment Performance or Improvement

School wide Expectations			Teacher's Results			Performance OR Improvement	
Subject(s)	Grade	Percentage Students Must Attain on an End-of-Course Local Assessment in this Subject and Grade to Demonstrate Mastery	Percent Meeting Mastery Standard on Pre-Course Local Assessment	Percent Meeting Mastery Standard on End-of-Course Local Assessment	Change In Percent Proficient or Above from Last Year to This Year	Did the teacher's students, taken as a whole, meet or exceed the school's expectations for mastery in this subject? If yes, assign 14 points	Did the percentage of this teacher's students demonstrating mastery double from the beginning of the year to the end of the year? For a 40-50% increase, assign 7 points For a 50+% increase, assign 14 points

NOTES:

- To receive 14 points, teachers must meet either the performance or improvement criterion in each subject they teach.
- Teachers who teach classes in the same subject will have performance and improvement determinations made based on the combined results of all students.

Local Assessment Achievement Points Assigned:	
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REFLECTION, SUPPORT AND PROFESSIONAL DEVELOPMENT

The LEAP Academy Performance-Based Compensation Program focuses on providing an accountability tool for school leaders as well for teachers. Accountability is reciprocal: for every unit of performance asked of teachers, they deserve and should expect a commensurate measure of support in helping students perform at high levels. The support consists not only of ensuring a safe, orderly environment conducive to teaching and learning—the historical responsibility of school leaders—but also ensuring that specific structures are in place that provide teachers with varied opportunities to acquire the skills, knowledge, and behaviors they need to improve and be successful.

What follows is a menu of supports, a set of implementation options for delivering those supports to teachers, and some considerations for ensuring the efficacy and impact of those supports:

MENU OF SUPPORTS

- **Professional Development Institute:** Teachers participate in monthly in-house professional development sessions.
- **PIP:** Every teacher will have their own Professional Improvement Plan. (See Appendix D for PIP Template)
- **Feedback:** Teachers receive feedback from varied sources, including 360 feedbacks from the PROFILOR.
 - **Modeling with Feedback:** Teachers have the opportunity to have pedagogical techniques modeled for them in a live classroom of their students and at least one other classroom in the same grade and subject. The techniques and methods are consistent with district and school's practices and have been identified through objective means as contributing to or fostering positive skills, knowledge, or behaviors among students.
 - **Co-Teaching with Feedback:** Teachers have the opportunity to jointly teach one or more lessons in the same grade and subject with an expert. The lessons have a predetermined focus and predetermined learning outcomes for teachers and students, with the teacher outcomes measured observationally and the student outcomes measured through both short and long-term performance assessments, such as on-demand demonstrations of the skill in other settings, with other teachers.
 - **Lesson Planning Support with Feedback:** Teachers have the opportunity to plan and conduct a standards-based lesson from start to finish, which includes clear benchmarks for implementation and outcomes that are jointly constructed by the teacher and an expert.

- **Direct Observation with Feedback:** Teachers have multiple opportunities to be observed, in both long and short increments, using a recognized framework (e.g., Danielson (1996); CLASS; Pianta, et al. 2006, etc.)
- **Evaluation of Classroom Artifacts with Feedback:** Teachers have the opportunity to have their assignments and related student work examined by one or more experts in content and pedagogy and receives feedback on those artifacts using a recognized framework (e.g., Newmann, et al., 1998).
- **Videotape Analysis:** Teachers have the opportunity to have a lesson videotaped, analyzed, and annotated by an expert.

Considerations for the Delivery of Supports

- The support is strategic, aligned with the instructional goals of LEAP Academy, and rolled out according to an established timeframe.
- The support places each teacher on a longitudinal trajectory from novice to expert.
- The support distinguishes between “technical” and “adaptive” competencies (e.g., technical competencies include classroom rituals and routines, procedures, basic classroom organization and management, handling requests for help, etc.; while adaptive skills emphasize designing and implementing tasks that require complex tasks and high levels of cognitive demand)
- The support requires a dedicated and respected cadre of experts in pedagogy, curricula, and/or assessment.

Highly effective practices are codified, catalogued and distributed in the forms they are collected and used to inform future recruitment, induction, mentoring, and both the short- and long-term professional growth of teachers.

APPENDIX A: CALCULATING MERIT PAY AND BONUSES

- i. [Teacher Evaluation and Reflection Tool](#) – Overall scores determine annual salary increments.

	In Action Points	In Reflection Points	Total Possible Points
Core Element 1: Teacher Effectiveness			
1. Planning and Preparation			
a. Setting Instructional Outcomes	3	3	6
b. Designing Coherent Instruction	3	3	6
c. Designing Student Assessments	3	3	6
2. The Classroom Environment			
a. Establishing a Culture for Learning	3	3	6
b. Managing Student Behavior	3	3	6
3. Instruction			
a. Using Questioning and Discussion Techniques	3	3	6
b. Engaging Students in Learning	3	3	6
c. Using Assessment in Instruction	3	3	6
Subtotal for Core Element 1:			48
Core Element 2: Leadership and Professional Contributions			
1. Professional Responsibilities			
a. Reflecting on Teaching and Student Academic Growth	3	3	6
b. Communicating with Families	3	3	6
2. Contributions to Professional Development and Growth of Colleagues			
a. Contributing to Professional Development	3	3	6
b. Engaging on and Initiating Innovative Learning Projects	3	3	6
Subtotal for Core Element 2:			24
Core Element 3: Student Academic Growth and Achievement			
Met NJASK, HSPA Performance or Improvement Criteria in Each Subject <i>OR</i> Met Local Assessment Performance or Improvement Criteria in Each Subject			28
Subtotal for Core Element 3:			28
Total Points Used to Determine Salary Increments:			100

Salary Upgrade Calculation

Average Cumulative Scores	% Increment
100 - 86	2.25-2.34%
85 - 80	2.00-2.24%
79 - 66	1.75-1.99%
65 - 60	1.25-1.74%
59 -48	.75-1.24%
47 - 39	.5-0.76%
38 - 29	.4%
28 - 0	0.0%

LEADERSHIP AND STUDENT ACHIEVEMENT BONUSES

The LEAP Performance Based Compensation Plan also provides opportunities for teachers to earn leadership and student achievement bonuses.

EXEMPLARY LEADERSHIP:

One-time bonuses for Exemplary Leadership will be determined based on extraordinary contributions that fall outside of the regular duties of a teacher and focus on two elements:

- a. **Contributing to the school’s mission:** Ability to initiate programs or projects; Leadership in leveraging resources for the school.
- b. **Engaging on and initiating innovative projects:** Takes the lead to establish needed systems and structures which support the organization’s mission; Contributes to team projects to facilitate completion of challenging initiatives.

These contributions may have an impact in a particular grade level, the entire building or school. A teacher must document via a portfolio work (See Appendix C for guidelines) that demonstrates their leadership contributions in various areas, including: organizing a school-wide conference; publishing an academic paper and presenting at conferences; leveraging resources for the school; organizing a successful fundraiser, among others.

The maximum bonus is 1.5% of the annualized base salary. The scoring range is from 0-15.

Rating	0	1	2	3	4	5
Contributions to Grade Level						
Contributions to School Building (Elementary or High School)						
Contributions to entire school/district						
						TOTAL

Calculating the Amount for the Bonus:

<u>Average Score</u>	<u>Percent Bonus</u>
15 -10	1.0-1.5%
9-5	.75-1.0%
4-1	.5-.75%
0	0.0%

GRADE LEVEL STUDENT ACHIEVEMENT BONUS:

Teachers are eligible to receive one-time bonuses in the amount of \$5,000 based on the collective performance of a grade level in meeting performance criteria for state assessments.

State Proficiency Benchmark	Teacher's Results	Grade Level Results
Grade Level Assessment	Percent Proficient or Above This Year	Proficiency Average for Grade Level

APPENDIX A: EVALUATION TOOL

APPENDIX B: GUIDELINES FOR DEVELOPING PERFORMANCE PORTFOLIO

APPENDIX C: TEMPLATE FOR PROFESSIONAL IMPROVEMENT PLAN