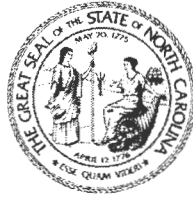


Approved 4/14/14



NORTH CAROLINA EDUCATOR EFFECTIVENESS AND COMPENSATION TASK FORCE

March 17, 2014

Room 544 of the Legislative Office Building

The North Carolina Educator Effectiveness and Compensation Task Force met on Monday, March 17, 2014 at 2:00 PM. The meeting was held in Room 544 of the Legislative Office Building. Members present were: Representative Rob Bryan (Co-Chair), Senator Jerry Tillman (Co-Chair), Representative Craig Horn, Representative Tricia Cotham, Representative George Graham, Senator Ben Clark, Mr. Timothy Barnsback (Public Member), Dr. Rebecca Garland (Public Member), Mr. Richard Nixon (Public Member), Dr. Michael Putney (Public Member), Ms. Leah Carper (Public Member), Mrs. Rebecca Fagge (Public Member), Ms. Judy Kidd (Public Member), Mrs. Kim Robertson (Public Member), Mr. Bryan Shoemaker (Public Member).

Representative Rob Bryan presided.

Chairman Bryan called the meeting to order and reminded members to fill out reimbursement forms for the Sergeant-at-Arms. Chairman Bryan recognized the Sergeant-at-Arms and staff.

Chairman Bryan entertained a motion to approve the minutes from the February 25th meeting. Motion by Representative Craig Horn was made; seconded by Senator Ben Clark. Voice vote was taken and minutes were approved.

Dee Atkinson, Research Division, was recognized to provide an update on the committee website. Ms. Atkinson walked the committee through how to find the Educator Effectiveness and Compensation Task Force website and the committee handouts, presentations, and agendas.

Chairman Bryan announced that the feedback provided by members would be emailed out to all the members for reference and that if anyone had not done so at the time, they should send their personal recommendations in to the Research team. He went on to state the point of the committee was to help North Carolina move forward to a twenty-first century vision for teacher compensation and effectiveness, long term. Chairman Bryan emphasized increasing the standards for education school admission, reforming retirement pay plans, evaluation methods, and how to best boost teacher morale. Chairman Bryan gave a reminder that the process will be multistep and multiyear process once a better idea comes in on budget revenue collections in future months. Chairman Bryan highlighted that everyone has good ideas on how to spend



money but all must keep in mind the allocation piece. He went on to reference previous discussions on raising teacher base pay going hand-in-hand with long term goals of increased satisfaction and effectiveness for teachers and better results for students.

Chairman Bryan provided an overview of the committee presentations including: reforming the educator compensation system, an analysis of NC's differential pay plan, opportunity culture, and CMS compensation plan.

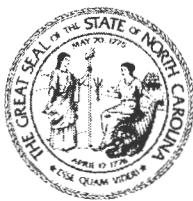
Dr. Jacob Vigdor was introduced and presented. See PowerPoint.

Chairman Bryan opened the floor for questions.

Representative Horn questioned the point made in Dr. Vigdor's presentation that master's degrees for teachers do not improve student performance. Representative Horn asked for more detail as to how Dr. Vigdor came to the conclusion that master supplements do not result in higher student outcomes.

Dr. Vigdor began with the theory that if a teacher went back to school to gain additional knowledge about curriculum the idea is the teacher would learn what they need to know to be more effective in the classroom. Dr. Vigdor noted that because that theory is not shown in the data of student performance, does pose puzzle to researchers. Dr. Vigdor explains that in his conversations with teachers, many times the idea that we have in our minds, isn't necessarily how it always works. Dr. Vigdor went on to say that the curriculum in some of these programs makes it harder for teachers to translate back into the classroom. Dr. Vigdor said that there are a lot of masters programs out there and that the very best programs are very good. He was also sure that there were probably many out there that are nowhere near as good as the best programs. The traditional practice of paying a supplement to those who have a master's degree doesn't allow us to differentiate between who has a degree from a strong program versus a weak program. Dr. Vigdor provided an example of the school that his children attended a few years ago at Forest View Elementary in Durham County where his family attended an event one night at the school. The teachers at that school posted on their doors where their degrees came from. You might think that our teachers are getting their degrees from North Carolina schools like NC State and places with strong education schools. However, most of them were getting their masters via correspondents, and the University of Phoenix is a popular one, so you really have to worry about the quality control at some of these programs.

Senator Ben Clark asked if Dr. Vigdor's study looks at a context specific surrounding masters in mathematics and how that stacks up to National Board Certifications in terms of improving the performance of a student.



Dr. Vigdor responded that in his presentation, it did show that a content specific master's degree for a teacher, who has a content specific assignment, has shown to make a difference.

Senator Clark followed up asking the difference in the effects of master's degrees and National Board Certifications on student performance. Senator Clark also asked if one was better than the other.

Dr. Vigdor responded that the master's degree is what one might attain to make them better, whereas the National Board Certification is simply recognition that one has been better all along. With that in mind, the data shows that National Board Certified teachers' incremental performance is higher than that of teachers with a master's degree. The certification process does not make you a better performing teacher, but acknowledges that you've been better all along and that you do your job well.

Chairman Bryan asked Dr. Vigdor if there have been any studies on any specific North Carolina masters programs.

Dr. Vigdor responded that he had heard that there are some individuals in the North Carolina System that are looking into their effectiveness in educating masters students that go through their programs across the state. Dr. Vigdor did not know enough to speak on their research but recommended that if those people were brought into the discussion, they more than likely would be helpful.

Bryan Shoemaker referenced a previous article written by Dr. Vigdor, titled *Scrap the Sacrosanct Salary Schedule*. In the article Vigdor wrote, "The jury is still out on the importance of National Board Certification." Mr. Shoemaker asked if Dr. Vigdor still feels that way.

Dr. Vigdor responded with referencing his previous answer to Senator Clark. Dr. Vigdor claimed that you don't walk into a room for the board certification and come right back out a better teacher. The National Board Certification simply confirms that you have been good at your job all along.

Senator Clark asked what percentage of teachers who have masters are teaching content specific subjects versus a masters in any other subject.

Dr. Vigdor responded that he could not provide a number off the top of his head, but that it is a mix overall. At the lower levels you are more likely to not have a content specific master's degree in what you are teaching.

Chairman Bryan recognized that Patsy Pierce will put the North Carolina study up on the committee website.



Representative Horn asked if there are any other states that are somehow rating the source of the master's degrees by its teachers and correlating that to supplements.

Dr. Vigdor responded that he is not aware of any states that do that. Dr. Vigdor notes that North Carolina is a more centralized state on teacher compensation. Rating the quality of degrees would be focused on the local school districts to make that distinction.

Richard Nixon asked Dr. Vigdor if he thought that years of experience should be factored into compensating teachers under the mindset that teachers get better with experience.

Dr. Vigdor replied that there is a return on the number of years of experience. However, the amount of improvement by a teacher is concentrated on the early years of experience. A teacher with five years' experience is better than a brand new teacher. A 10 year teacher is much better than the novice, however as you go down the line, the difference diminishes. For example, a teacher with 20 years' experience is typically only a little bit better of a teacher than one with 10 years' experience. If you were to look at the step up from 0-10 and 10-20, the evidence tells us that there is a dramatic improvement in your first years on the job, but then you sort of hit a plateau.

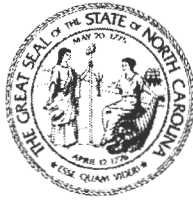
Richard Nixon's follow up question that a salary schedule should take into effect the number of years of experience, does have validity, although a year by year basis may not be the best option.

Dr. Vigdor responded with a reference to slide 13 of 14 in his PowerPoint presentation. Dr. Vigdor proposes North Carolina adopt the suggestion of a more evidence based compensation plan.

Senator Ben Clark asked if there were any school districts that are planning to implement using the plan that Dr. Vigdor recommended.

Dr. Vigdor replied that there has been a movement to shake up the compensation plans across the country. In the DC school district for example, they tried to move to a system where salaries were based less on the strict criteria like years of experience and degrees. They moved to a little more onto classroom observation and an assessment on performance. Dr. Vigdor said that he feels that yes, districts are moving that way but in the years since the recession hit, districts have been hesitant to be more innovative. A concern has been that the plan would cost you some money in the short run even though saving you more in the long run because you are giving people more, but you aren't taking any away from the more experienced teachers.

Senator Tillman commented on Governor McCrory's pay increases for teachers with 0-10 years of experience to boost pay to around the upper 30s. Senator Tillman emphasized the allocation



piece that by raising the starting pay, the state is working towards a plan very similar to Dr. Vigdor's proposal.

Chairman Bryan referred to Dr. Vigdor's article, where he referenced \$2 million that the State of North Carolina currently pays out to teachers, while under Dr. Vigdor's revised pay schedule is very similar in amount.

Dr. Vigdor replied that Chairman Bryan was correct. The empirical evidence in Dr. Vigdor's paper show that the state would be paying out the same amount over the course of a career. However, since the state would be paying the teacher more, earlier on in their careers it makes the career a more appealing option for college students to pursue. Again, even though the state would be paying the teacher the same amount over the course of the teacher's career, Dr. Vigdor predicts that it correlates to about 10% more money, in the eyes of a starting teacher.

Dr. Tripp Stallings presented PowerPoint presentation.

Senator Tillman stated of all the various pay plans, incentives, and differentiated pay plans written they have very little impact on student achievement.

Dr. Stallings responded that from what his research has shown, plans that compensate based on student performance do not tend to make teachers better. However, Dr. Stallings emphasized that the incentives do help with recruitment and retention of higher qualified teachers. This, in the long run, he theorizes, does improve student achievement.

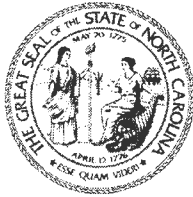
Senator Tillman followed up asking why not pay teachers more whose students show documental growth over a certain time period, 7 months for instance. He asked further if Dr. Stallings believed that the money would not make a difference.

Dr. Stallings responded that the right approach to take is differentiated pay based on the outcomes of the different teachers in different classrooms. Dr. Stallings suggested to not expect a teacher to perform better in the classroom than they would otherwise. He believes that it does help differentiate pay where we would otherwise have the same pay for everyone at the same experience level.

Dr. Bryan Hassel presented from Public Impact.

Bryan Shoemaker referenced one of Dr. Hassel's primary methods of shifting some classroom teaching specialists back to the classroom. Mr. Shoemaker addressed concerns that he had always been told, those teachers are essential in the classroom.

Dr. Hassel responded that those roles are important to helping teachers to improve their performance. However, many of those positions are detached from the goal of educating children



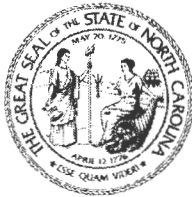
because they are often spread out among many different faculty. Dr. Hassel explained that you want to shift those people back into roles where they are still helping teachers but also making them responsible for the students who are being educated by that team. You also would pay them substantially more for the additional roles taken on.

Mr. Timothy Barnsback asked what a paraprofessional is and what that does to the highly qualified teachers in the classrooms that would not be deemed paraprofessionals.

Dr. Hassel responded providing an example to how it might work. An elementary school might have the students spend an hour a day in a digital lab where they have a computer and software that they log into and they begin the next online lesson that the teacher has queued up for them to learn. In that lab, a paraprofessional would be supervising. The paraprofessional would not be a teacher but could answer some questions, keep students on task, help with technical difficulties, and they could keep a sense of how the students were doing and report that back to the teacher. During this hour, the teacher's time would be freed up to help individual students or even to be with other teachers to plan and collaborate. This idea is actually used in many different professions like with doctors and lawyers who do not do all of the work themselves. They have teams with various professional skills who all work together for the end goal.

Mr. Barnsback followed up asking what qualifies a paraprofessional and what does that do to public school teachers in the state. He also asked what the results were on student achievement in that sort of program.

Dr. Hassel responded that paraprofessionals could be teacher assistants or Reach Associates, as they are called in Charlotte. These paraprofessionals will not be responsible for teaching the curriculum to the students. They are simply responsible for looking over the students who are in self-paced software or group projects. The teachers remain fully responsible for teaching the curriculum to the students. The models described, do involve reducing the number of teachers on a team but based on the pay increases that are coming in, the school would be replacing some teachers with paraprofessionals. In Charlotte, so far it's been completely taken care of by normal attrition. Charlotte hires many new teachers each year, so it is just a matter of not hiring quite as many or replacing as many each year. As far as results, Dr. Hassel admitted there is not much of it. Last year they began the pilot, this year was the first year of implementation and more piloting to come next year. The evidence base for this is the enormous amount of evidence that shows that who your teacher is, really does make a difference in your learning. If we can expand the number of kids that have access to that learning, then they would have better success. The little data we do have shows strong, high growth. We do have twenty years of data that shows that who your teacher is does matter so we want to put those teachers in front of as many students as possible.



Chairman Bryan referenced a Project LIFT teacher in Charlotte Mecklenburg Schools who may be making \$15,000 to \$20,000 more than where she would normally be on the North Carolina pay scale.

Dr. Hassel confirmed that is accurate, that Project LIFT teachers can earn \$16,000 to \$20,000 more by taking on the leadership role. In some cases dramatically increasing the number of students the teacher is responsible for and four other teachers in helping them develop their skills.

Representative Graham asked Dr. Hassel if there were any other smaller school districts that have implemented a similar program.

Dr. Hassel responded that there were. Nashville, Tennessee has about 75,000 students, around half of Charlotte. Also, Syracuse, New York has about 30,000 students.

Ms. Judy Kidd asked for Dr. Hassel to share with the committee the age group that the program focuses on and if the program has expanded to middle and high school aged students.

Dr. Hassel responded that of the four schools in Project LIFT, two are elementary schools, one is a middle school, and one is a K-8 school. Of the schools in the cohort, three are high schools, several are middle, and the rest are elementary schools.

Judy Kidd asked for data on the program.

Dr. Hassel responded that the data is not available yet because there has only been one year of the pilot. However, Ranson Middle school did a pilot before in the math department and they saw their scores go from the bottom of the rankings in the district up to 4th. Dr. Hassel reiterated the importance of getting the best teachers we have in front of the most students.

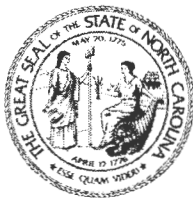
Ms. Kidd commented she believes the program is funded by private money and asked for detail into the program's funding.

Dr. Hassel explained that LIFT is funded by many collaborators in Charlotte who support the work in schools which supports the program. Philanthropic dollars have helped to fund the program while the scale up to more schools in the district thus far has been funded by CMS while the Belk Foundation has approved a grant to support the transition costs.

Chairman Bryan introduced Mr. Tony Bagshaw.

Mr. Bagshaw presented from PowerPoint.

Representative George Graham asked where the money comes from.



Mr. Bagshaw responded that the funding comes in three phases. If you were to go back to years such as 2006, people were incentivized to make it work. Either through funding from teacher incentive funds, competitive federal grant funds, Michael Susan Dell money and Bill and Melinda Gates money. So that is how those were funded. The second wave, he calls the "shall" people. They were the legislators that said "You shall do this." This phase had some models to follow, but some did not. The third phase, and the phase that we are currently in for approximately the last year, is where people are making the calls to make changes to the system and to really make the program revenue neutral. There is a way to get to that point eventually.

Representative George Graham followed up regarding parental support.

Mr. Bagshaw responded that it often varies. When his organization does the design, they tell the schools and district that if they want to put parents on the board, they are more than welcome to do so. In Mr. Bagshaw's experiences, he has seen parents be the driver neither for nor against the model across time.

Senator Tillman inquired about Mr. Bagshaw claiming to not accuse teachers of withholding services to students. One would say that if students are performing well and are growing, that you ought to pay that teacher more.

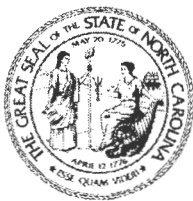
Mr. Bagshaw responded that he has in fact encountered teachers that may not have come right out and said that the money would certainly help them perform higher, then it was certainly implied. There is no debate that some people are a whole lot better at teaching than others. As a son of two teachers, Mr. Bagshaw claimed that he is absolutely fine with paying the best teachers more. He also believes that a huge percentage of teachers and administrators in the country are doing the absolute best they can with the tools that they have.

Chairman Bryan asked where the CMS model is currently at.

Mr. Bagshaw responded he is not 100% where the program is, but he does know that the process was started with a draft plan but beyond that, he is unsure.

Chairman Bryan was told by staff that the CMS plan is up on the committee website.

Ms. Judy Kidd stated that the plan is sitting on a shelf somewhere. The plan was created to create pathways for teachers to remain in the classroom and achieve a higher level of pay by becoming a teacher leader. Ms. Kidd understood the Public Impact plan to have been taken from teachers and ran with.



Mr. Richard Nixon asked Mr. Bagshaw if his daughter's high school drama teacher was the most influential teacher in his daughter's life. He also asked if there would be any way to measure the impact of that teacher on his daughter's life.

Mr. Bagshaw agreed that there is some difficulty in measuring teachers' influence in noncore classes but there are some innovative efforts in the industry to get to that point. He agrees, however, that there is a problem measuring those teachers.

Mr. Richard Nixon followed up questioning if there would be any way to measure a teacher's effectiveness in areas where no test exists such as inspiring your students.

Mr. Bagshaw stated that when he was in charge of a program in Ohio, he had access to all first round teacher evaluated data in the state. While at the program, they did an experiment where they called the principals of those teachers. By and large, those calls supported the data. Growth on a value added analysis is a byproduct of all the other things that make a teacher great.

Senator Tillman agreed with Mr. Nixon's comments. He mentioned that we ought to be able to say that in subjects like band, art, and theatre you ought to make it subjective to the principals. There may not be test scores, but principals have plenty of evidence that some teachers are excellent teachers. Such evidence includes: how well can you control your classroom, how good are your students at singing or their artwork, how well do you collaborate with your coworkers, how well you work with the parents. The main idea here is to teach and motivate students to succeed. You have got to trust the leadership in the schools.

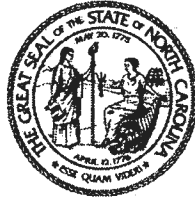
Mr. Bagshaw responded that the general public does accept the principal's authority and judgment in saying good teacher or bad teacher. So he is okay with using principal assessments.

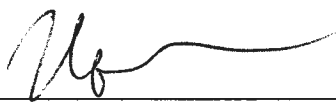
Chairman Bryan thanked Mr. Bagshaw for coming to present.

Ms. Kim Robertson commented that as a principal for the last eight years in an elementary school, she agreed with much that was said today. Many things like she can tell there is no significant difference in teachers with a master's degree and a bachelor's degree. She can tell a big difference in National Board Certified teachers on the significant student impact they have on their students. Ms. Robertson welcomed the freedom and untying of her hands to have the authority to reward her excellent teachers.

Chairman Bryan provided a reminder of the next meeting on March 31st, 2014.


There being no further business, the meeting adjourned at 4:15 PM.





Representative Rob Bryan

Presiding



Michael Ludwig, Committee Clerk