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TO: Board Members
FROM: Dr. Dan Novey 
DATE: December 17, 2014
RE: Pay for Performance

Pay for Performance

The model for Pay for Performance for Carteret County Public Schools seeks to reward teachers who perform well in the classroom and provide meaningful professional development for colleagues.

The way teachers' performance is measured is as follows:

Reward teachers will

- Demonstrate student growth as measured by North Carolina's Education Value-Added Assessment System (EVAAS) or North Carolina's Analysis of Student Work (ASW);
- Demonstrate classroom characteristics associated with student achievement as perceived by students and parents;
- Demonstrate teaching proficiency as evaluated by principals;
- Generate and provide effective professional development as measured by colleagues.

Teachers who meet the qualifications outlined in the rubric attached will split equally the money provided by the State for this initiative.

Pay for Performance Model for Carteret County Traditional Public Schools

Criteria	Measure	Concept	Instrument
1. Teachers Meet or Exceed Growth.	Based on best available measures of student growth	Teachers Grow Students at least one year during the school year.	North Carolina's Education Value-Added Assessment System (EVAAS) or North Carolina's Analysis of Student Work (ASW)
2. Student Affirmation	Survey The Seven C's What Teachers Do (What Students Experience)	<i>Student Survey that Measures Student Perception of the following:</i> 1. Caring about students (Teachers provide encouragement and support); 2. Controlling behavior (Teachers help students demonstrate cooperation and peer support); 3. Clarifying lessons (Teachers help students believe that success seems feasible); 4. Challenging students (Teachers press for effort, perseverance, and rigor); 5. Captivating students (Teachers help students believe that learning seems interesting and relevant); 6. Conferring with students (Students sense their ideas are respected); 7. Consolidating knowledge (Teachers help students connect and integrate ideas).	Student Survey using the statements listed below. The statements are from the work of Ronald F. Ferguson, PhD, <i>Tripod Classroom-Level Student Perceptions as Measures of Teaching Effectiveness.</i>

3. Parent Affirmation	Survey The Seven C's What Teachers Do (What Parents Experience)	<i>Parent Survey that Measures Parent Perception of the following:</i> 1. Caring about students and parents (Teachers provide encouragement and support); 2. Controlling behavior (Teachers help students demonstrate cooperation and peer support); 3. Clarifying lessons (Teachers help students believe that success seems feasible); 4. Challenging students (Teachers press for effort, perseverance, and rigor); 5. Captivating students (Teachers help students believe that learning seems interesting and relevant); 6. Conferring with parents (Parents sense their concerns and ideas are respected); 7. Consolidating knowledge (Teachers help students connect and integrate ideas).	Parent Survey using the statements listed below. The statements are from the work of Ronald F. Ferguson, PhD, <i>Tripod Classroom-Level Student Perceptions as Measures of Teaching Effectiveness.</i>
4. Supervisor Affirmation	Performance on the Teacher Evaluation Instrument	Teachers demonstrate and are rated at least Proficient by their supervisor.	Teacher Evaluation Instrument from True North Logic
5. Colleague Affirmation	Performance in Carteret Teacher Academy or Similar Venue	Teachers Generate and Provide Relevant Professional Development	Colleagues surveyed verify a high degree of value added from the professional development. Curriculum & Instruction will provide the survey following each training session.

Student Survey

Determine student response to the following statements on a Likert Scale (1 – 5) as follows: Totally Untrue (1pt.), Mostly Untrue (2pts.), Somewhat True (3pts.), Mostly True (4pts.), or Totally True (5 pts.). Teachers qualify with responses of Mostly True or Totally True or at least 28 of 35pts.

1. CARE: *My teacher in this class makes me feel that s/he really cares about me.*

2. CONTROL: *Our class stays busy and doesn't waste time.*

3. CLARIFY: *My teacher explains difficult things clearly.*

4. CHALLENGE: *My teacher wants me to explain my answers – why I think what I think.*

5. CAPTIVATE: *My teacher makes learning enjoyable.*

6. CONFER: *My teacher wants us to share our thoughts.*

7. CONSOLIDATE: *My teacher takes the time to summarize what we learn each day.*

Parent Survey

Determine parent response to the following statements on a Likert Scale (1 – 5) as follows: Totally Untrue (1pt.), Mostly Untrue (2pts.), Somewhat True (3pts.), Mostly True (4pts.), or Totally True (5 pts.). Teachers qualify with responses of Mostly True or Totally True or at least 25 of 35pts.

1. **CARE:** *My child's teacher makes her/him feel that s/he really cares about her/him.*
2. **CONTROL:** *My child indicates that the class stays busy and doesn't waste time.*
3. **CLARIFY:** *My child's teacher explains difficult things clearly.*
4. **CHALLENGE:** *My child's teacher wants her/him to explain her/his answers.*
5. **CAPTIVATE:** *My child's teacher makes learning enjoyable.*
6. **CONFER:** *My child's teacher wants me to share my thoughts and concerns.*
7. **CONSOLIDATE:** *My child's teacher makes me aware of what her/his students are learning.*