

Overview of Leadership and Master Teacher Premiums

Report out by: Marc Beitia, K-12 Budget Subcommittee

Information provided courtesy of Tracie Bent
Chief Planning and Policy Officer
Idaho State Board of Education

Leadership Premiums:

Section 33-1004J, Idaho Code states that "...no such employee shall receive cumulative leadership premiums in excess of twenty-five percent (25%) of the minimum salary as designated on the career ladder pursuant to section 33-1004B, Idaho Code, nor less than nine hundred dollars (\$900), regardless of such employees full- or part-time status." (emphasis added)

- (a) Teaching a course in which students earn both high school and college credit;
- (b) Teaching a course to middle school students in which the students earn both middle school and high school credit;
- (c) Holding and providing service in multiple nonadministrative certificate or subject endorsement areas;
- (d) Serving or being hired to serve in an instructional or pupil service position designated as hard to fill by the board of trustees;
- (e) Serving or being hired to serve in a hard to fill instructional position in a career technical education program;
- (f) Providing mentoring, peer assistance or professional development pursuant to section 33-512(17), Idaho Code;
- (g) Having received professional development in career and academic counseling, and then providing career or academic counseling for students, with such services incorporated within or provided in addition to the teacher's regular classroom instructional or pupil service duties;
- (h) Other leadership duties designated by the board of trustees, exclusive of duties related to student activities or athletics. Such duties shall require that the employee work additional time as a condition of the receipt of a leadership premium.

For FY 2019, the maximum cumulative Leadership Premium awards for an employee shall not exceed \$8,950 ($\$35,800 \times 25\%$).

The funding for the Leadership Premium is:

\$850 per FTE instructional and pupil service staff position employed by each school district. The amount appropriated each year automatically increases as school districts and charter schools hire more staff to meet the increase in student population. The FY20 appropriation is \$18,400,700.

Refer to supplemental information sheets A, B and C for historical context.

Master Educator Premiums:

The Master Educator Premium appropriation for FY20 (the first year the premium is available) is \$7,175,400. There is no cap on the number of premiums that are awarded. If individuals meet the bar for showing mastery of instructional practice and are awarded the premium they are eligible to receive the premium for three years (subject to continued employment with a public school district). The premium is \$12,000 spread out over three years. If more educators receive the premium than funds appropriated in a given year, the funds for awarding the premium would be taken from the Public Education Stabilization Fund. We received a little over \$1,300 portfolio submissions. We are in the process of evaluating which ones meet the minimum statutory requirements:

Section 33-1004I, Idaho Code,

(2) The minimum qualifications for an instructional staff or a pupil service staff employee to earn a master educator designation shall be as follows:

- (a) An instructional staff or pupil service staff employee must have eight (8) or more years of teaching experience provided that the three (3) years immediately preceding the award must be continuous and in Idaho. The remainder of the teaching experience making up the eight (8) years must have been earned in Idaho or in a compact-member state pursuant to section 33-4101, Idaho Code;
- (b) An instructional staff or pupil service staff employee must demonstrate mastery of instructional techniques for no fewer than three (3) of the previous five (5) years of instruction through:
 - (c) Artifacts demonstrating evidence of effective teaching; and
 - (d) Successful completion of an annual individualized professional learning plan; and
- (e) A majority of an instructional staff employee's students must meet measurable student achievement as defined in section 33-1001, Idaho Code, for no fewer than three (3) of the previous five (5) years.
- (f) A majority of a pupil service staff employee's students must meet measurable student achievement or measurable student success indicators, as defined in section 33-1001, Idaho Code, for no fewer than three (3) of the previous five (5) years.

The portfolios are used for demonstrating mastery of instructional techniques.

One teacher's perspective on the Master Teacher Premiums and the process:

Will the Master Teacher Premium help with teacher retention?

Well, only three teachers in district did it, but I know many in Pocatello that did it. I do not think it helps teacher retention, but I think it's good for veteran teachers, assuming

we get the money. Everyone I knew in Pocatello that was doing it has taught more than 10 years and they're good. They deserve a bonus, which is what this feels like. Also, I really gained a lot from the experience. It was A LOT of reflection. It made me think about my teaching and what I could do better. Other teachers I talked to said the same, but again, I think it's really targeting the best of the best. Only the best will recognize the reflection that takes place in the process. The teachers I know that did it aren't about to leave profession; they're committed. So, I think the whole thing does help veteran teachers improve their teaching, but I don't think it truly impacts retention. It is nice for those veteran teachers, assuming they get the bonus.

Would it be better if Danielson was somehow used instead of he portfolio?

I don't think so. Honestly, even though it's annoying, I think I agree with the portfolio. The fact that we had to provide evidence set people apart. There are lots of people that would not have been able to provide evidence of how they meet those standards. I don't think Danielson is sufficient, especially if it's just based upon the judgment of the administrators. I see the portfolio as a way to reward veteran teacher. If they're looking for something to specifically increase retention, this isn't it. They need something separate for mid-level teachers.

Plan of work for July and early August:

1. Survey District superintendents with questions similar to these for both the Leadership and Master Teacher Premiums:
 - How effectively has Master Teacher Premium initiative been implemented?
 - How will the success of the Master Teacher Premium initiative be measured in your District?
 - Based on what you know today is it worthwhile to continue the Master Teacher Premium initiative?
 - What, if any, recommendations would you make to improve the success of the Master Teacher Premium initiative?
 - Does the current portfolio process create too much drain on a teacher's time and administrative, bureaucratic "Red Tape"? Is there an opportunity to simplify?
 - Within your District what is your expectation of the level of investment that will be required over the next 5 years to successfully implement this initiative and realize the full potential?
 - Does this initiative align with the two key priorities that the Governor established for the 2019 task force (Literacy and College and Career Readiness)?
 - How will we know when this investment has been successful? Provide evidence as to what impact has the Master Teacher Premium had on **school climate**, teacher recruitment and retention, general student outcomes, literacy scores and college and career readiness?
 - How can accountability be built into the Master Teacher Premium initiative?