



*2009-2010*  
*BLUE RIBBON COMMISSION*  
*FOR EDUCATIONAL EXCELLENCE*  
*RECOMMENDATIONS*  
*YEAR ELEVEN REPORT*

*Submitted to the*  
*Governor,*  
*Board of Regents, and*  
*Board of Elementary & Secondary Education*

**May 20, 2010**

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**2009-2010**  
**BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE**  
**YEAR ELEVEN REPORT**

**A. STRUCTURE OF THE BLUE RIBBON COMMISSION**

The Blue Ribbon Commission for Teacher Quality was originally created by the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) during April 1999 to develop recommendations to recruit, prepare, and retain quality teachers and principals. The name was changed to the Blue Ribbon Commission for Educational Excellence in 2000-2001, and the Commission has continued to meet on a yearly basis to develop recommendations to improve the effectiveness of teachers and educational leaders. During 2009-10, the Commission was composed of 38 members who represented each of the following areas.

**Nine Designated Members**

- Two members of the Board of Regents
- Two members of the Board of Elementary and Secondary Education
- Chairperson of the Senate Education Committee or designee
- Chairperson of the House Education Committee or designee
- Commissioner of Higher Education or designee
- Governor's Designee
- State Superintendent of Education or designee

**Ten Members Selected by the Board of Regents**

- One University/College President/Chancellor
- One University Provost
- One Dean of a College of Education (public institution)
- One Dean of a College of Education (private institution)
- One Dean of College of Arts and Science
- One College of Education Faculty Member
- One College of Arts/Science Faculty Member
- One Community and Technical College Representative
- One PK-16+ Coordinator
- One Teacher Preparation Candidate

**Ten Members Selected by the Board of Elementary and Secondary Education**

- One District Superintendent (Urban)
- One District Superintendent (Rural)
- One District Director of Personnel
- One Elementary Principal
- One Middle School Principal

### **Ten Members Selected by the Board of Elementary and Secondary Education (Cont'd.)**

- One High School Principal
- One Elementary School Teacher
- One Middle School Teacher
- One High School Teacher
- One School Board Member

### **Nine Members Jointly Selected by the Board of Regents and Board of Elementary and Secondary Education:**

- Two Community Representatives
- One Parent
- One Grant Generator
- One NAACP Member
- Four Content Experts Representing Organizations (University & K-12)

The Blue Ribbon Commission for Educational Excellence was co-chaired during 2009-10 by Glenny Lee Buquet (Board of Elementary and Secondary Education) and Mary Ellen Roy (Board of Regents). See Appendix A for a listing of Blue Ribbon Commission members.

The Commission was co-directed by Dr. Jeanne Burns (Board of Regents) and co-directed by three staff members from the Louisiana Department of Education (Karen Burke, Rodney Watson, and Elizabeth Shaw).

### **B. GRANT FROM THE NATIONAL GOVERNORS ASSOCIATION**

On December 19, 2008, the Blue Ribbon Commission's Advisory Committee (i.e., Governor's Educational Advisor Erin Bendily; State Superintendent Paul Pastorek; Commissioner of Higher Education Sally Clausen; Board of Elementary and Secondary Education Member Glenny Lee Buquet; and Board of Regents Member Mary Ellen Roy) met to receive a report from Glenny Lee Buquet and Dr. Jeanne Burns regarding the NGA Policy Forum on State Strategies for Enhancing Teacher Effectiveness and the RFP for the NGA Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness. It was the consensus of the advisory committee that the Blue Ribbon Commission possessed the infrastructure to create a model for teacher compensation and the State should apply for a grant from the National Governors Association.

On February 12, 2009, the Blue Ribbon Commission explored the topic of teacher compensation and interacted with national teacher compensation experts (Brad Jupp - Senior Academic Policy Officer of Denver Public Schools; Alice Seagren - Commissioner of Education – Minnesota Department of Education) and a state expert (Kevin Gutterrez - Chief Academic Officer – Algiers Charter Schools Association). The Commission indicated a desire to address the topic of developing a comprehensive teacher compensation system during 2009-2010 and used feedback from the national/state experts to provide input into the development of a grant proposal that was submitted to the National Governors Association.

On April 13, 2009, the National Governors Association announced that Louisiana was one of six states selected to receive a grant to participate in the Policy Academy on Creating New Models of Teacher Compensation That Enhances Teacher Effectiveness. The other states were Florida, Indiana, Kansas, Rhode Island, and Tennessee. The action plan within the grant proposal outlined the work to be completed by the Blue Ribbon Commission during 2009-2010.

### **C. CHARGE AND TOPICS FOR THE BLUE RIBBON COMMISSION**

The Blue Ribbon Commission for Educational Excellence met on five occasions during 2009-2010 (September 10, 2009; November 12, 2009; March 4, 2010; April 8, 2010; and May 11, 2010). In addition, Commission members visited schools during October 2010 that were implementing a teacher compensation model called *TAP: A System for Teacher and Student Achievement* in different parts of the state.

The Commission was given the following charge for 2009-10:

*To develop a sustainable and comprehensive teacher compensation system model and action plan that will enhance teacher effectiveness and improve student achievement.*

State and national experts who met with Commission members to discuss specific topics during 2009-2010 were the following:

- Identification of a Communications Plan & a National Perspective About Teacher Compensation Models: *Speakers: Tabitha Grossman (National Governors Association) & Cary Baird (State of Colorado)*
- Identification of Components of Teacher Compensation Model: *Speakers (Tammy Kreuz (State of Texas) & Dennis Dotterer (State of South Carolina)*
- Identification of Procedures and Financial Support for Components of Teacher Compensation Model: *Speakers: Dr. George Noell (Louisiana Department of Education) and Kathy Noel (DeSoto Parish School District)*

The following eight members of the Blue Ribbon Commission and staff also served on a NGA Leadership Team for the grant from the National Governors Association.

- Glenny Lee Buquet (Board of Elementary and Secondary Education)
- Jeanne Burns (Board of Regents)
- Wendy DeMers (Edward Hynes charter School)
- Wayne Free (Louisiana Association of Educators)
- Vickie Gentry (Northwestern State University)
- Jill Portie (LeBleu Settlement Elementary School)
- Patrice Saucier (Louisiana Department of Education)
- Sheila Talamo (Louisiana Department of Education)

The NGA Leadership Team attended a two day policy academy in Nashville, Tennessee on August 10 – 11, 2010 and a two day policy academy in New Orleans, Louisiana on May 13 – 14, 2010 with the other five states that received grant awards. Information was attained at both meetings to assist the six states as they addressed teacher compensation issues.

On May 11, 2010, the Blue Ribbon Commission members completed the development of a Louisiana Comprehensive Teacher Compensation Framework for inclusion in the *2009-10 Blue Ribbon Commission for Educational Excellence Report*.

#### **D. RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE (2009-10)**

The Blue Ribbon Commission for Educational Excellence is making one recommendation for the 2009-10 Blue Ribbon Commission for Educational Excellence Report:

***Blue Ribbon Commission Recommendation: To support the use of the Louisiana Comprehensive Teacher Compensation Framework and corresponding Action Plan to enhance teacher effectiveness and improve student achievement in Louisiana.”***

The purpose of the Louisiana Comprehensive Teacher Compensation Framework is to assist schools and districts in understanding key elements when selecting or developing a comprehensive teacher compensation model. In addition, it identifies important steps that need to be considered by districts and school when developing plans to implement a comprehensive teacher compensation model. An Action Plan has been provided to support schools and districts who are interested in implementing comprehensive teacher compensation models. Also, a Question and Response Guide has been developed to address questions about each of the key elements. The purpose of the guide is to provide answers to commonly asked questions and to provide current examples of best practices to assist schools and districts as they make important decisions about the models they select or develop. The guide will be placed on the Department of Education web site and links to web sites will be provided to assist schools and districts in locating relevant information pertaining to comprehensive teacher compensation models.

A copy of the Louisiana Comprehensive Teacher Compensation Framework can be found in Appendix B.

The Blue Ribbon Commission determined that no new laws or policies would be needed to implement the Louisiana Comprehensive Teacher Compensation Framework. Due to current budget cuts in the State, the Blue Ribbon Commission is not recommending that new State funds be appropriated by the legislature to implement comprehensive teacher compensation models. Instead, the Commission compiled a master list of state and federal funds that are currently available within school districts that can be redirected to support the cost of implementing comprehensive teacher compensation models. Efforts are also being made to attain external funds from the Race to the Top and the Teacher Incentive Fund to support schools and districts that decide to develop plans to implement a comprehensive teacher compensation model.

During 2009-2010, the Blue Ribbon Commission addressed all required actions identified in the NGA grant proposal and presented the Louisiana Comprehensive Teacher Compensation Framework to the other five states who attended the policy academy that was sponsored by the National Governors Association Center for Best Practices on May 13, 2010. A communications plan will now be developed to provide schools and districts with information pertaining to the Louisiana Comprehensive Teacher Compensation Framework.

***APPENDIX A***

***BLUE RIBBON COMMISSION FOR  
EDUCATIONAL EXCELLENCE  
MEMBERS***



**STATE OF LOUISIANA  
BLUE RIBBON COMMISSION FOR EDUCATIONAL  
EXCELLENCE MEMBERS 2009/2010**

<b>CHAIRPERSONS</b>		
Co-Chairperson	Glenny Lee Buquet Board of Elementary and Secondary Education	1309 Bayou Black Drive; Houma, LA 70360; (TEL) 985-876-5216; (FAX) 985-868-7919; E-mail: <a href="mailto:glennyleeb@comcast.net">glennyleeb@comcast.net</a>
Co-Chairperson	Mary Ellen Roy Board of Regents	365 Canal Place #2000, New Orleans, LA 70130; (TEL) 504-566-1311; (FAX) 504-568-9130; E-mail: <a href="mailto:roym@phelps.com">roym@phelps.com</a>
<b>DESIGNATED MEMBERS</b>		
Board of Regents	Robert W. Levy Board of Regents	P. O. Box 777, Ruston, LA 71273; (TEL) 318-513-6356; (FAX) 318-251-5103; E-mail: <a href="mailto:blevy@lincolnparrish.org">blevy@lincolnparrish.org</a>
Board of Elementary and Secondary Education	Penny Dastugue Member-at-Large	10 Serenity Drive, Mandeville, LA 70471 (TEL) 225-342-5840; (FAX) 225-342-5843; E-mail: <a href="mailto:sbese@la.gov">sbese@la.gov</a>
Governor's Designee	Erin Bendily Education Policy Advisor	Governor's Office; P. O. Box 94004, Baton Rouge, LA 70804; (TEL) 225-342-7015 or 225-219-4825; (FAX) 225-376-4885 or 225-342-7099; E-mail: <a href="mailto:erin.bendily@la.gov">erin.bendily@la.gov</a>
President of the Senate Designee	Senator Ben W. Nevers State Senate	724 Avenue F, Bogalusa, LA 70427; (TEL) 985-732-6863 or 225-342-6090 (Capitol) or 985-516-2965; (FAX) 985-732-6860; E-mail: <a href="mailto:neversb@legis.state.la.us">neversb@legis.state.la.us</a>
Chairperson, House Education Committee	Representative Austin J. Badon, Jr. State Representative	555 Bullard Avenue, Suite 101, New Orleans, LA 70128; (TEL) 504-243-7783; (FAX) 504-243-7785; E-mail: <a href="mailto:larep100@legis.state.la.us">larep100@legis.state.la.us</a>
Commissioner of Higher Education	Sally Clausen Board of Regents	P. O. Box 3677, Baton Rouge, LA 70821-3677; (TEL) 225-342-4253; (FAX) 225-342-9318; E-mail: <a href="mailto:Sally.Clausen@Regents.la.gov">Sally.Clausen@Regents.la.gov</a>
State Superintendent of Education	Paul Pastorek Louisiana Department of Education	P. O. Box 96064, Baton Rouge, LA 70804-9064; (TEL) 225-342-3607; (FAX) 225-342-7316; E-mail: <a href="mailto:paul.pastorek@la.gov">paul.pastorek@la.gov</a>





**STATE OF LOUISIANA  
BLUE RIBBON COMMISSION FOR EDUCATIONAL  
EXCELLENCE MEMBERS 2009/2010 (CONT'D)**

<b>MEMBERS SELECTED BY BOARD OF REGENTS</b>		
University President Representative	Randy Moffett President University of Louisiana System	1201 North Third Street, Suite 7-300 Baton Rouge, LA 70802; (TEL) 225-219-0283 or 225-342-6950; (FAX) 225-342-6473; E-mail: <a href="mailto:RMoffett@uls.state.la.us">RMoffett@uls.state.la.us</a>
University Provost	To Be Determined	
University Deans	David Gullatt Public University College of Education Dean  Robert Prickett Department Chairperson/Assistant Professor  Jeffrey Cass Dean, College of Arts and Sciences University of Louisiana at Monroe	Louisiana Tech University; P.O. Box 3161 Ruston, LA 71272; (TEL) 318-257-3712; (FAX) 318-257-2960 E-mail: <a href="mailto:gullattd@latech.edu">gullattd@latech.edu</a>  Centenary College of Louisiana 2911 Centenary Boulevard, Shreveport, LA 71104; (TEL) 318-869-5225; (FAX) 318-869-5795; E-mail: <a href="mailto:rprickett@centenary.edu">rprickett@centenary.edu</a>  700 University Avenue, Admin. 1-49, Monroe, LA 71209; (TEL) 318-342-1754 or 318-737-0507; (FAX) 318-342-1755; E-mail: <a href="mailto:jcass@ulm.edu">jcass@ulm.edu</a>
University Faculty Members	Victor Schneider Professor of Mathematics University of Louisiana at Lafayette  Connie Melder Director of Field Experiences & Clinical Practice Northwestern State University	Department of Mathematics; P. O. Box 41010; Lafayette, LA 70504; (TEL) 337-482-6702; (FAX) 337-482-5346; E-mail: <a href="mailto:vps3252@louisiana.edu">vps3252@louisiana.edu</a>  College of Education, Teacher Education Center, Office B-115 TEC building, Natchitoches, LA 71497; (TEL) 318-357-6278 or 318-729-1717; (FAX) 318-357-4170; E-mail: <a href="mailto:melderc@nsula.edu">melderc@nsula.edu</a> .
PK-16+ Coordinator	Debbie Williams	Department of Education; LSU-Shreveport; One University Place; Shreveport, LA 71115; (TEL) 318-797-5040; E-mail: <a href="mailto:Debbie.williams@lsus.edu">Debbie.williams@lsus.edu</a>
Pre-service Teacher	Sally Gilfour	106 Water Plant Road, Schriever, LA 70395; (TEL) 985-227-9263 or 985-991-5460; E-mail: <a href="mailto:sallygilfour@yahoo.com">sallygilfour@yahoo.com</a>
Topic Specialist – Higher Education	Vickie Gentry Dean, College of Education Northwestern State University	Natchitoches, LA 71497; (TEL) 318-357-6288; (FAX) 318-357-6275; E-mail: <a href="mailto:gentryv@nsula.edu">gentryv@nsula.edu</a> .
Louisiana Community & Technical College System	Jerry Pinsel Interim Senior Vice President of Academic and Student Affairs	265 South Foster Drive, Baton Rouge, LA 70806; (TEL) 225-922-0844; (FAX) 225-922-1485; E-mail: <a href="mailto:jpinsel@lctcs.state.la.us">jpinsel@lctcs.state.la.us</a>



**STATE OF LOUISIANA  
BLUE RIBBON COMMISSION FOR EDUCATIONAL  
EXCELLENCE MEMBERS 2009/2010 (CONT'D)**

<b>MEMBERS SELECTED BY BOARD OF ELEMENTARY &amp; SECONDARY EDUCATION</b>		
District Superintendent – Urban	Burnell Lemoine Superintendent Lafayette Parish	P. O. Drawer 2158, Lafayette, LA 70502-2158; (TEL) 337-521-7014 or 337-521-7015; (FAX) 337-233-0977; E-mail: <a href="mailto:superintendent@lpssonline.com">superintendent@lpssonline.com</a>
District Superintendent – Rural	Walter Lee DeSoto Parish Board of Elementary and Secondary Education	201 Crosby Street, Mansfield, LA 71052; (TEL) 318-872-3993 or 318-510-1111; (FAX) 318-872-1324; E-mail: <a href="mailto:wlee@desotopsb.com">wlee@desotopsb.com</a>
Elementary Principal of the Year	Stephanie “Jill” Portie LeBleu Settlement Elementary School	25404 Highway 383, Kinder, LA 70648; (TEL) 337 582-1370 or 337-523-1370; (FAX) 337-582-6789 E-mail: <a href="mailto:jill.portie@cpsb.org">jill.portie@cpsb.org</a>
Middle School Principal of the Year	Anthony (Tony) J. Guirlando Rayville Junior High School	225 Highway 3048, Rayville, LA 71269 (TEL) 318-728-3618 or 318-245-3134; (FAX) 318-728-9374; E-mail: <a href="mailto:tguirlando@richland.k12.la.us">tguirlando@richland.k12.la.us</a>
High School Principal of the Year	Bobby Jack Thompson LaGrange High School	3420 Louisiana Ave. Lake Charles, La 70607; (TEL) 337-477-4576 or 337-842-9826; (FAX) 337-477-1565; E-mail: <a href="mailto:bj.thompson@cpsb.org">bj.thompson@cpsb.org</a>
Elementary School Teacher of the Year	Kim Marie Hebert Nobile Coteau-Bayou Blue Elementary School	520 Pine Street, Thibodaux, LA 70363; (TEL) 985-791-8934; E-mail: <a href="mailto:kimmobile@tpsd.org">kimmobile@tpsd.org</a> or <a href="mailto:kim.marie@live.com">kim.marie@live.com</a>
Middle School Teacher of the Year	Edwina “Wendy” DeMers Edward Hynes Charter School	6072 Louisville Street, New Orleans, LA 70124; or 3774 Gentilly Blvd.; New Orleans, LA 70122; (TEL) 504-218-4787 or 504-615-0868; (FAX) 504-324-7160 E-mail: <a href="mailto:ydnew2@earthlink.net">ydnew2@earthlink.net</a>
High School Teacher of the Year	Mitzi W. Quinn Bastrop High School	1806 Pinehurst Road; Bastrop, LA 71220; or 402 Highland Avenue, Bastrop, LA 71220; (TEL) 318-282-7032 or 318-283-0593; (FAX) 318-281-0457; E-mail: <a href="mailto:mquinn@mpsb.us">mquinn@mpsb.us</a> or <a href="mailto:mitziquinn@bellsouth.net">mitziquinn@bellsouth.net</a>
Personnel Director	Lottie P. Beebe St. Martin Parish Human Resources Director & President-Elect Louisiana State Association of School Personnel Administrators	P. O. Box 859, St. Martinville, LA 70582; (TEL) 337-394-6261, Ext. 3134; or 337-332- 2105, Ext. 3012; or 337-316-8579; (FAX) 337-394-6387; or 337-332-3050; E-mail: <a href="mailto:lottie_beebe@smartin.k12.la.us">lottie_beebe@smartin.k12.la.us</a>
School Board Member	Atley Walker West Baton Rouge Parish School Board Member	3751 Lukeville Lane, Brusly, LA 70719; (TEL) 225-771-4678 or 225-749-3036 or 225- 771-3870; (FAX) 225-771-3338; E-mail: <a href="mailto:atley_walker@cxs.subr.edu">atley_walker@cxs.subr.edu</a>



**STATE OF LOUISIANA  
BLUE RIBBON COMMISSION FOR EDUCATIONAL  
EXCELLENCE MEMBERS 2009/2010 (CONT'D)**

<b>COMMUNITY REPRESENTATIVES SELECTED BY THE BOARD OF REGENTS &amp; BOARD OF ELEMENTARY AND SECONDARY EDUCATION</b>		
Community Representatives	<p>Brigitte Nieland Vice President, Communications &amp; Director Education and Workforce Development Council Louisiana Association of Business and Industry</p> <p>Becky Allemand Member Service Representative LA Parent Teacher Association</p> <p>Kerry Davidson Grant Generator Deputy Director and LaSIP/LA GEAR UP Project Director</p> <p>Kwame Asante National Association for the Advancement of Colored People (NAACP) Louisiana State Conference Education Committee</p> <p>Wayne Free Louisiana Association of Educators</p> <p>Steve Monaghan Louisiana Federation of Teachers</p> <p>Kathy Campbell Associated Professional Educators of Louisiana</p>	<p>P. O. Box 80258, Baton Rouge, LA 70898- 0258; (TEL) 225-928-5388 or 225-603- 5668; (FAX) 225-929-6054; E-mail: <a href="mailto:briggitten@labi.org">briggitten@labi.org</a></p> <p>302 Marcello Boulevard, Thibodaux, LA 70301; (TEL) 985-859-1435; (FAX) 985- 449-0159; E-mail: <a href="mailto:Beckyallemand.pta@gmail.com">Beckyallemand.pta@gmail.com</a></p> <p>1201 North Third Street, Suite 6-200; Baton Rouge, LA 70802; (TEL) 225-342-4253; (FAX) 225-342-3371; E-mail: <a href="mailto:Davidson@laregents.org">Davidson@laregents.org</a></p> <p>1150 Florida Boulevard, Baton Rouge, LA 70802; (TEL) 225-214-7800 or 225-205- 0572; (FAX) 225-214-7801; E-mail: <a href="mailto:kasante@theachievementacademy.net">kasante@theachievementacademy.net</a></p> <p>Director of Instructional Advocacy 8322 One Calais Avenue; Baton Rouge, LA 70809; (TEL) 225-343-9243 E-mail: <a href="mailto:wayne.free@lae.org">wayne.free@lae.org</a></p> <p>President; 9623 Brookline Avenue; Baton Rouge, LA 70809; (TEL) 225-923-1037 or 225-270-9184; (FAX) 225-923-1461; E-mail: <a href="mailto:stevemonaghanlft@aol.com">stevemonaghanlft@aol.com</a> or <a href="mailto:smonaghan@lft-aft.org">smonaghan@lft-aft.org</a></p> <p>Executive Director; 7907 Wrenwood Drive, Suite B; Baton Rouge, LA 70809; (TEL) 225-769-4005; (FAX) 225-766-5053; E-mail: <a href="mailto:kathy.campbell@apel.org">kathy.campbell@apel.org</a></p>



**STATE OF LOUISIANA  
BLUE RIBBON COMMISSION FOR EDUCATIONAL  
EXCELLENCE MEMBERS 2008/2009 (CONT'D)**

<i>AGENCIES</i>	<i>NAMES</i>	<i>ADDRESSES &amp; TELEPHONE NUMBERS</i>
Board of Regents	Jeanne M. Burns Associate Commissioner for Teacher Education Initiatives	Board of Regents; P. O. Box 3677; Baton Rouge, LA 70821; (TEL) 225-342-4253; (FAX) 225-342- 5326; E-mail: <a href="mailto:jeanne.burns@la.gov">jeanne.burns@la.gov</a>
Louisiana Department of Education	Ollie Tyler Deputy Superintendent of Education	Louisiana Department of Education, P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225- 342-3625; (FAX) 225-342-3283; E-mail: <a href="mailto:ollie.tyler@la.gov">ollie.tyler@la.gov</a>
Louisiana Department of Education	Karen Burk Assistant Superintendent for Office of Quality Educators	Louisiana Department of Education and Recovery School District; 1641 Poland Avenue, New Orleans, LA 70130;(TEL) 504-373-6200, Ext. 20151; (FAX) 504-308-3612; E-mail: <a href="mailto:elizabeth.shaw@la.gov">elizabeth.shaw@la.gov</a>
Board of Elementary and Secondary Education	Jeanette Vosburg Acting Executive Director	1201 North Third Street, Suite 5-190 Baton Rouge, LA 70802; P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225-342-5840; (FAX) 225-342-5843; E-mail: <a href="mailto:Jeanette.vosburg@la.gov">Jeanette.vosburg@la.gov</a>
Board of Regents	Linda Marino Administrative Assistant	Louisiana Board of Regents; P. O. Box 3677, Baton Rouge, LA 70821; (TEL) 225-342-4253; (FAX) 225-342-5326; E-mail: <a href="mailto:Linda.marino@la.gov">Linda.marino@la.gov</a>

***APPENDIX B***

***LOUISIANA COMPREHENSIVE TEACHER  
COMPENSATION FRAMEWORK***



# **LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK**

**Recommended by the  
Louisiana Blue Ribbon Commission for  
Educational Excellence**

**May 18, 2010**

**LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK**

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## **LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK**

### **OVERVIEW**

Louisiana was one of six states in the nation selected in April 2009 to receive a grant from the National Governors Association to develop a teacher compensation model. The Blue Ribbon Commission for Educational Excellence was given the following charge during 2009-2010:

To develop a sustainable and comprehensive teacher compensation system model and action plan that will enhance teacher effectiveness and improve student achievement.

The Blue Ribbon Commission met on six occasions from September 2009 to May 2010 to attain information from state and national experts pertaining to the development and implementation of teacher compensation models. The Commission determined that 41 schools within Louisiana were implementing *TAP: A System for Teacher and Student Advancement* (TAP) during 2009-2010. It was found that additional schools were interested in implementing TAP. It was also determined that some schools/districts were interested in implementing independent models that would better address specific needs of their districts.

As a result, a decision was made to develop a Louisiana Comprehensive Teacher Compensation Framework to assist schools and districts in understanding key elements of a comprehensive teacher compensation model (See Document 1). Important steps to consider when developing plans to implement a comprehensive teacher compensation model (See Document 2) were also identified. In addition, an Action Plan to assist schools and districts in implementing comprehensive teacher compensation models were generated (See Document 3). Last, a Question and Response Guide (See Document 4) was developed to address each of the key elements. The purpose of the guide is to provide answers to commonly asked questions and to provide current examples of best practices to assist schools and districts as they make important decisions about the models they select or develop. The guide will be placed on the Department of Education web site and links to web sites will be provided to assist schools and districts in locating relevant information pertaining to comprehensive teacher compensation models.



## DOCUMENT 1

### LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK KEY ELEMENTS OF A COMPREHENSIVE TEACHER COMPENSATION MODEL



## DOCUMENT 2

### LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK PLANNING FOR IMPLEMENTATION

I. Best Practices for Comprehensive Teacher Compensation Models	•Where can information be attained pertaining to best practices for comprehensive teacher compensation models?
II. School and District Commitment	•Upon district commitment, what schools will implement a comprehensive teacher compensation model?
III. District Short & Long Term Planning	•How will districts develop and implement short and long term plans to support schools that want to implement a comprehensive teacher compensation model?
IV. School Short and Long Term Planning	•How will schools use data to develop and implement short and long term plans to implement a comprehensive teacher compensation model?
V. Training of Teachers & Teacher Leaders for Pathways	•Who will train teachers and teacher leaders to successfully address new career pathways (e.g., master teacher, mentor teacher, etc.)?
VI. Delivery of Professional Development	•How will professional learning opportunities be delivered to school personnel?
VII. Collection of Data for Performance Awards	•Who will collect the data for the comprehensive teacher compensation model and how will they be collected?
VIII. Calculation of Performance Awards	•How will the formula be used to calculate the scores to identify the school personnel who will receive the Performance Awards annually?
IX. Funding to Implement Model	•How will funds be directed to schools that want to implement a comprehensive teacher compensation model?
X. Awarding of Performance Awards	•Who will present the Performance Awards to school personnel, how will they be presented, and what will be the timelines?

**DOCUMENT 3**

**LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK  
ACTION PLAN**

ITEM	ACTIONS	AGENCY RESPONSIBLE	TIMELINES
1	Communicate information to the public about the Louisiana Comprehensive Teacher Compensation Framework.	Louisiana Department of Education	August 2010 – Ongoing
2	Notify the Louisiana Department of Education if there is interest in learning more about comprehensive teacher compensation models.	Districts/Schools	August 2010 - Ongoing
3	Meet with district superintendents to provide information and answer questions about comprehensive teacher compensation models.	Louisiana Department of Education	August 2010 - Ongoing
4	Meet with principals and teachers from schools that are interested in implementing a comprehensive teacher compensation model.	Louisiana Department of Education	August 2010 - Ongoing
5	Form advisory committees to develop long range plans to support schools that choose to implement a comprehensive teacher compensation model within the district.	Districts	September 2010 - Ongoing
6	Spend one year developing long range plans to implement the comprehensive teacher compensation model. The plans need to identify how funds will be identified to support and sustain the implementation of the teacher compensation models. The superintendents need to identify leaders to oversee the development/implementation of the plans.	Districts/Schools	2010-2011 and Annually for New Schools/Districts
7	Provide support to the district advisory committees and school teams as they develop their plans. Assist the districts and schools in identifying funds that can support the implementation of their plans.	Louisiana Department of Education	September 2010 - Ongoing
8	Once districts/schools plans are finalized, provide structured professional development to the districts that choose to implement TAP. Direct districts/schools that implement independent comprehensive teacher compensation models to sites that have best practices.	Louisiana Department of Education	September 2010 - Ongoing
9	Have districts that implement independent comprehensive teacher compensation models develop scales for Performance Awards that are consistent with the scale for TAP.	Louisiana Department of Education	September 2010 - Ongoing
10	Collect and report annual data on student achievement and practices in schools and districts that are implementing comprehensive teacher compensation models.	Louisiana Department of Education	September 2010 - Ongoing

**DOCUMENT 4**

**LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK  
QUESTION AND RESPONSE GUIDE**

<b>BACKGROUND INFORMATION</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
1. <i>What is the primary purpose of a comprehensive teacher compensation system?</i>	The primary purpose of a comprehensive teacher compensation system is to enhance teacher effectiveness and improve student achievement.
2. <i>What are the basic elements of comprehensive teacher compensation models?</i>	There are 7 key elements that schools and districts need to consider when selecting or considering the development of an independent comprehensive teacher compensation model. These elements are identified in Document 1. In addition, there are 10 important steps that schools and districts must consider when planning to implement a comprehensive teacher compensation model. Those steps are identified in Document 2.
3. <i>Why is it important to address all 7 key elements of the comprehensive teacher compensation model and address all 10 steps when planning to implement a model?</i>	It is very important for instructionally focused accountability and performance based compensation to exist to ensure that teachers and school personnel who are impacting student learning are being rewarded. It is equally important for teachers and other school personnel to be supported through mentor teachers, master teachers, etc. and receive quality professional development that is focused on specific needs of individual teachers or specific needs of groups of teachers. When all key elements are combined successfully, appropriate assessment and quality mentoring/development can impact teacher effectiveness and student achievement. A comprehensive system provides a balance of accountability and support.

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>
<p>4. <i>Is Louisiana currently implementing comprehensive teacher compensation models?</i></p>	<p>Louisiana is implementing <i>TAP: A System For Teacher and Student Advancement</i> (TAP) in 41 schools in Louisiana (2009- 2010) that address the 7 key elements of the Louisiana Comprehensive Teacher Compensation Framework. TAP is considered to be one example of a best practice. Examples from TAP have been used in the guide to demonstrate how the different elements can be implemented.</p>
<p>5. <i>Why is Louisiana discussing the use of more than one comprehensive teacher compensation model?</i></p>	<p>Louisiana has successfully implemented TAP in schools across the state. However, there are districts that would like to have the autonomy to develop and implement an independent teacher compensation model that better addresses the needs of their individual districts.</p> <p>Districts that decide to implement TAP will have access to a well developed research based system that utilizes predetermined instruments, measures, and procedures to address the 7 key elements of the Louisiana Comprehensive Teacher Compensation Framework. Districts will be provided direct training by the Louisiana Department of Education to implement TAP.</p> <p>Districts that choose to create and implement an independent comprehensive teacher compensation model will identify their own instruments, measures, and procedures to address the 7 key elements. Districts will be provided guidance in identifying best practices from the Louisiana Department of Education, but will not be provided direct training.</p>
<p>6. <i>Are there other examples of best practices and where can they be found?</i></p>	<p>Schools and districts in other states are implementing other comprehensive teacher compensation models. The State will identify other models that (1) address the 7 key elements identified in the Louisiana Comprehensive Teacher Compensation Framework and (2) possess evidence that the models have had a positive impact upon the achievement of students. Examples of how the 7 key elements are addressed in the models will be placed in the <i>Question and Answer Guide for the Louisiana Comprehensive Teacher Compensation Framework</i>. In addition, links will be provided to web sites where more in-depth information can be attained about the models.</p>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>
7. <i>Will a comprehensive teacher compensation model be mandatory or voluntary in Louisiana?</i>	Participation in a comprehensive teacher compensation system will be determined at the school level. Districts and participating schools will be expected to engage in short and long term planning to support the use of the comprehensive teacher compensation models.
8. <i>Who will be responsible for the improved achievement of students in schools if a comprehensive teacher compensation model is used?</i>	The following personnel should participate and be held accountable for the improved achievement of students in the participating schools. <ul style="list-style-type: none"> <li>• Career Teachers</li> <li>• Mentor Teacher(s)</li> <li>• Master Teacher(s)</li> <li>• Assistant Principal</li> <li>• Principal</li> <li>• Support Personnel</li> </ul>

**KEY ELEMENTS OF A COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK**

**I. MULTIPLE CAREER PATHS FOR TEACHERS**

<b>QUESTIONS</b>	<b>RESPONSES</b>
Ia. <i>Who will identify the multiple career paths?</i>	Districts and schools will identify the multiple career paths (e.g., career teachers, mentor teachers, master teachers, regional lead teacher, National Board Certification, etc.) that will available to teachers participating in the comprehensive teacher compensation models.
Ib. <i>Will the salary of teachers who pursue multiple career paths be augmented?</i>	Salary augmentation will be provided for teachers who assume additional roles and responsibilities: mentor teacher(s), master teacher(s), regional lead teacher(s), etc..

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>II. ON-GOING PROFESSIONAL LEARNING FOR SCHOOL PERSONNEL</b>		
<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>EXAMPLES</b>
<p><i>Ila. Who will provide the ongoing, professional development (e.g., job embedded professional development)?</i></p>	<p>Ongoing, applied professional development can be provided through a variety of means. The mentor teacher(s), master teacher(s), regional lead teacher(s), and other experts may be responsible for planning and implementing the job embedded professional development in the schools to address needs identified by the school to improve the achievement of the students within the school. Teachers within the schools will also be provided access to other types of professional development outside of the school that specifically address their needs.</p>	<p><b><i>TAP System</i></b></p> <p>The master and mentor teachers, with the support of the school’s TAP Leadership Team, are responsible for planning and implementing job-embedded professional development (cluster meetings). Every teacher in a TAP school participates in 60-90 minutes of cluster per week. The professional development provided in cluster follows a strict protocol and addresses needs identified by the school to improve the practices</p>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>EXAMPLES</b>
<p><i>Iib. What types of professional development and support will be needed to successfully implement a comprehensive teacher compensation model?</i></p>	<p>Professional development will be needed to train the master teachers and the mentor teachers. In addition, professional development will be needed for teachers in a school to assist them in using their classroom and school data and help them to implement new practices that will improve the achievement of their students.</p>	<p><b><i>TAP System</i></b></p> <p>The Louisiana TAP State Team provides ongoing support to TAP school sites and TAP districts. The services include:</p> <p><b><i>School Site Visits by State Executive Master Teachers</i></b></p> <ul style="list-style-type: none"> <li>● Conducts regularly scheduled meetings with master teachers, the principal, and mentor teachers to debrief cluster observation.</li> <li>● Provides evaluation and support services for clusters including: observing cluster meetings, modeling cluster process, evaluating strategies being implemented in cluster meetings, and coaching teachers toward improvement.</li> <li>● Attends Leadership Team meetings as needed and provides feedback on operations.</li> <li>● Participates in observations with master and mentor teachers for the purpose of ensuring inter-rater reliability.</li> <li>● Reviews a school’s TAP documentation and provides feedback.</li> <li>● Participates in IGP development with master, mentor, and career teachers.</li> </ul>



**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>EXAMPLES</b>
<p><i>Iib. Types of Professional Development (Cont'd.)</i></p>		<p><b><i>TAP System (Cont'd.)</i></b></p> <ul style="list-style-type: none"> <li>● Provides follow-up (demonstration lessons, team-teaching, coaching, etc.) to support master and mentor teachers' understanding and implementation of instructional strategies and TAP processes.</li> </ul> <p><b><i>Specialized Trainings and Workshops</i></b></p> <ul style="list-style-type: none"> <li>● Orientation for Pre-TAP Schools</li> <li>● Overview presentations for faculties of Pre-TAP Schools</li> <li>● Grant Planning and Development Workshops</li> <li>● TAP Core Training (Preparing for Success in a TAP School and Preparing to Become a Certified TAP Evaluator)</li> <li>● TAP Evaluator Training (Becoming a Certified TAP Evaluator)</li> <li>● Master Teacher Networking and Support Meetings</li> <li>● TAP Principal Networking and Support Meetings &amp; TAP Summer Institute</li> <li>● Use of the Comprehensive Online Data Entry (CODE) System Workshop</li> <li>● TAP Teacher Evaluation and Performance Award Training</li> </ul>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

QUESTIONS	RESPONSES	EXAMPLES
<p><i>IIb. Types of Professional Development (Cont'd.)</i></p>		<p><i>TAP System (Cont'd.)</i></p> <p><i>Comprehensive Online Data Entry system (CODE)</i></p> <p>CODE enables principals and leadership teams to input and archive teacher evaluation data and generate individual summative evaluation scores for teachers. Monitoring and oversight of the CODE system, along with ongoing assistance, is provided by the State.</p> <p><i>Annual Program Review</i></p> <p>Conducted by TAP state staff, in collaboration with TAP school staff, the program review is designed to evaluate how fully and effectively each school is implementing the TAP elements. Program review is not an “event” – but rather an ongoing process. It is based on a TAP Implementation Rubric developed by the National Institute for Excellence in Teaching, and It occurs throughout the school year with some intensified efforts during the spring semester. At the completion of the program review, each school receives a <i>Program Review School Report</i> that is an effective planning tool for further TAP implementation.</p>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>III. VALID AND RELIABLE PERFORMANCE INSTRUMENTS</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p><i>IIIa. What valid and reliable measures can be used to determine which school personnel should receive Performance Awards?</i></p>	<p>The following are examples of measures that can be used when using a formula to determine who has earned Performance Awards in a school setting.</p> <ul style="list-style-type: none"> <li>• <i>(All School Personnel)</i> Valid and reliable performance evaluation scores (e.g., TAP Rubric Scores, scores on other valid and reliable instruments, etc.).</li> <li>• <i>(Teachers in the Tested Subjects and Grades)</i> Classroom learning gains of students in teachers' classrooms and school wide learning gains based on the value-added model for practicing teachers currently being developed by the Louisiana Department of Education.</li> <li>• <i>(Teachers in Non-Tested Grades and Subjects and Other School Personnel)</i> School wide learning gains based on the value-added model for schools currently being developed by the Louisiana Department of Education.</li> </ul>
<b>IV. VALUE ADDED DATA</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p><i>IVa. How will schools in Louisiana attain access to value-added results?</i></p>	<p>The Louisiana Department of Education is currently piloting the use of a value-added model that will generate scores for classrooms and schools in the tested content areas and tested grade levels. The value-added model is being piloted in selected schools during 2009-2010. It will be piloted in selected districts during 2010-2011 and implemented across all districts during 2011-2012.</p> <p>Value-added results in TAP schools are currently being provided by a private contractor.</p>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

V. TEACHER COMPENSATION FORMULA		
QUESTIONS	RESPONSES	EXAMPLES
<p><i>Va. How is it determined who should receive Performance Awards?</i></p>	<p>A formula will be identified by a school district that will utilize multiple measures to determine the performance level of personnel at the school. The formula will be weighted and calculated based upon performance evaluation scores and classroom learning gains/school learning gains. The scale for the Performance Awards for independent comprehensive teacher compensation models will be consistent with the scale for TAP.</p>	
<p><i>Vb. What weights will be used for the measures?</i></p>	<p>The weights will be determined by the school districts based upon districts’ needs, grant requirements, state program requirements (e.g., Race to the Top), and other program requirements.</p>	<p>Four examples of weights are the following:</p> <p><b>Example #1: Initial Race to the Top</b>                      50% (All School Personnel) Valid and reliable performance evaluation scores (e.g., TAP Rubric Scores, scores on other valid and reliable instruments, etc.).                      50% (Teachers in the Tested Grades) Classroom learning gains of students in teachers’ classrooms based on the value-added model for practicing teachers currently being developed by the Louisiana Department of Education.</p> <p><b>Example #2: TAP System</b>                      50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score)                      50% Learning gains of students (classroom and school-wide) based on the value-added model (currently using the Williams Sanders value-added model). When it is developed and implemented, the value-added model for practicing teachers currently being developed by the Louisiana Department of Education will be used.</p>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>EXAMPLES</b>
<p>Vb. <i>What weights will be used for the measures? (Cont'd.)</i></p>		<p><b><i>TAP System - Teachers in State-Tested Grades/Subjects</i></b></p> <p>50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score)</p> <p>30% Classroom learning gains of students in teachers' classrooms based on the value-added model (currently using the Williams Sanders value-added model; when developed and implemented, will use the value-added model for practicing teachers currently being developed by the Louisiana Department of Education.</p> <p>20% School wide learning gains based on the value-added model (currently using the Williams Sanders value-added mode; when developed and implemented, will use the value-added model for practicing teachers currently being developed by the Louisiana Department of Education.</p> <p><b><i>TAP System - Teachers in Non-Tested Grades/Subjects</i></b></p> <p>50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score)</p> <p>50% School wide learning gains based on the value-added model (currently using the Williams Sanders value-added model)</p>
<p>Vc. <i>What level of performance will be required for school personnel to secure performance pay compensations?</i></p>	<p>Teachers and school personnel will be required to attain a predetermined level for their (1) performance evaluation score and (2) classroom/school-wide learning gains to receive performance pay compensation.</p>	<p><b><i>TAP System</i></b></p> <p>To be eligible for performance pay compensations:</p> <p>Performance evaluation scores must be at Levels 3, 4, or 5 for career teachers; 3.5 or higher for mentor teachers; and 4 or higher for master teachers.</p> <p>Classroom learning gains must be at Levels 3, 4, or 5.</p> <p>School-wide learning gains must be at Levels 3, 4, or 5.</p>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

VI. FUNDING FOR COMPREHENIVE TEACHER COMPENSATION MODEL		
QUESTIONS	RESPONSES	EXAMPLES
<p><i>Via. Where will districts attain the funds to implement comprehensive teacher compensation models?</i></p>	<p>Sustainable funds are already available within local school districts to implement the comprehensive teacher compensation models.</p> <p>Districts will need to examine the effectiveness of their existing programs and procedures and redirect funds where there are programs and procedures that are not effective. This needs to occur as they conduct their long range planning.</p> <p><i>Note: Please see Appendices A and B that provides a listing of available funds and how they can be used.</i></p>	<p><b><i>Example #1: Available Funds in Louisiana</i></b></p> <p>Examples of funds that are currently available with districts to implement a Teacher Compensation Model are the following:</p> <p>Title I, Part A            Title I, Part A School Improvement            School Improvement Fund 1003(g)            Title II, Part A            Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement Act            Title VI, Rural Education Achievement Program            IDEA, Part B 611            IDEA, Part B Coordinated Early Intervening Services (CEIS)            8(g) Statewide Grant Program – TAP            Minimum Foundation Program</p> <p><b><i>Example #2: Potential Funds With Competitive Grants</i></b></p> <p>Districts can hire grant writers to attain competitive grant funds to support the program. Examples of competitive grant funds that are available include the following:</p> <p>Teacher Incentive Fund            Effective Teachers and Leaders Program            Teacher and Leader Innovation Fund            Teacher and Leader Pathways</p>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>EXAMPLES</b>
<p><i>VIb. How will a comprehensive teacher compensation model impact a teacher's base salary.</i></p>	<p>Districts should begin with an equitable salary-base. Each yearly Performance Award will be a one-time, individual pay supplement to reward high performing school personnel.</p>	
<p><i>VIc. What is the recommended process to determine the size of the performance pay compensation?</i></p>	<p>The size of the performance pay compensation will differ in each school district based upon the formula used by the district to determine the awards. Teachers and school personnel will know in advance the amount of funding for the performance pay compensation.</p>	<p><b><i>TAP System – Teachers in Louisiana</i></b></p> <p>Each district establishes a per teacher amount to go into an "incentive pay pool." The total amount available in the incentive pool is the Number of Teachers x the Per Teacher Amount. A minimum of \$2,000 per teacher is recommended. The award fund is divided into six award pools using a ratio of the career ladder level (e.g. career teachers in tested grades/subjects, career teachers in non-tested grades/subjects, mentor teachers in tested grades/subjects, mentor teachers in non-tested grades/subjects, master teachers in tested grades/subjects, and master teachers in non-tested grades/subjects. The per teacher amounts in Louisiana range from \$2,000 -\$4,000 per teacher with an average of \$2,500 per teacher.</p>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>EXAMPLES</b>
<p><i>VId. How often should the performance pay compensation be distributed?</i></p>	<p>The performance pay compensation will be paid annually once growth in student achievement can be determined.</p>	<p><b><i>TAP System – Teachers in Louisiana</i></b></p> <p>Performance incentive awards are compensated annually. Currently in Louisiana TAP schools, the first calculation of a performance award is made at the conclusion of Year Two of TAP. [Note: In many TAP schools in other states the performance award is first calculated at the end of Year One of TAP.] Since student learning gains and school learning gains are based on statewide assessment results, the award for one school year usually is distributed at the start of the following school year. (For example, the performance awards for the 2008-2009 school year were awarded in October 2009.)</p>
<p><i>VIe. What is the recommended size of the augmentation stipends for career paths (e.g., mentor teachers, master teachers, regional lead teachers, etc.)?</i></p>	<p>The size of the augmentation stipends for career paths should be determined by the local school districts.</p>	<p><b><i>Example #1: TAP System - Master Teachers in Louisiana</i></b></p> <p>The additional amount paid to Master Teachers by districts in Louisiana for additional responsibilities ranges from \$1,500 to \$6,000, with an average of about \$5,000 across participants and districts. Master teachers in Louisiana may also be compensated for working additional days beyond the regular school years. It is recommended that they work an additional 10-20 days at a rate determined by the districts.</p> <p><b><i>Example #2: TAP System - Mentor Teachers in Louisiana</i></b></p> <p>The additional amount paid to Mentor Teachers by districts in Louisiana for additional responsibilities ranges from \$1,500 to \$5,000, with an average of about \$2,500 across participants and districts. Mentor teachers in Louisiana may also be compensated for working additional days beyond the regular school years. It is recommended that they work an additional 5-10 days at a rate determined by the districts.</p>



**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>EXAMPLES</b>																		
<p><i>Vif. What will be the anticipated additional costs for schools to implement a comprehensive teacher compensation model?</i></p>	<p>The major potential costs to implement the model will be the following:</p> <p><b>Multiple Career Paths:</b>  <i>Base Teacher Salary</i>  <i>Augmented Salary – Multiple Paths</i>  <i>Additional Working Days</i></p> <p><b>Performance-Based Evaluation</b>  <i>Teacher Observation Tool Scoring</i></p> <p><b>Performance-Based Compensation:</b>  <i>Performance Awards</i></p> <p><b>Ongoing Professional Development</b>  <i>Substitutes</i>  <i>Travel</i></p>	<p><b><i>TAP System in Louisiana for an Elementary School with 500-600 students and 32 teachers (career and mentor) – Third Year of Program Once Growth is Calculated</i></b></p> <p><b><i>Multiple Career Paths</i></b></p> <p><b><i>Master Teachers</i></b></p> <table border="0"> <tr> <td>Base Salary for 2 master teachers @ \$55,000 per teacher</td> <td align="right">\$110,000</td> </tr> <tr> <td>Augmented Salary - \$5,000 per teacher</td> <td align="right">10,000</td> </tr> <tr> <td>Additional Working Days – 2 teachers for 15 additional days @ \$200 per day</td> <td align="right">6,000</td> </tr> </table> <p><b><i>Mentor Teachers</i></b></p> <table border="0"> <tr> <td>Augmented Salary – 4 mentor teachers @\$2,500 per teacher</td> <td align="right">10,000</td> </tr> <tr> <td>Additional Working Days – 4 teachers for 4 additional days @ \$200 per day</td> <td align="right">3,200</td> </tr> </table> <p><b><i>Performance-Based Evaluation</i></b></p> <table border="0"> <tr> <td>Scoring of Performance-Based Evaluation Tool</td> <td align="right">2,000</td> </tr> </table> <p><b><i>Performance-Based Compensation</i></b></p> <table border="0"> <tr> <td>32 career and master teachers @ \$2,000 per teacher for Performance Awards</td> <td align="right">64,000</td> </tr> </table> <p><b><i>Ongoing Professional Development</i></b></p> <table border="0"> <tr> <td>Travel for training of 8 member leadership team.</td> <td align="right">20,000</td> </tr> <tr> <td>Substitutes for mentors (2 hr. x 36 weeks x 4 mentors x\$20)</td> <td align="right">5,800</td> </tr> </table> <p><b>TOTAL</b> <span style="float:right"><b>\$231,000</b></span></p>	Base Salary for 2 master teachers @ \$55,000 per teacher	\$110,000	Augmented Salary - \$5,000 per teacher	10,000	Additional Working Days – 2 teachers for 15 additional days @ \$200 per day	6,000	Augmented Salary – 4 mentor teachers @\$2,500 per teacher	10,000	Additional Working Days – 4 teachers for 4 additional days @ \$200 per day	3,200	Scoring of Performance-Based Evaluation Tool	2,000	32 career and master teachers @ \$2,000 per teacher for Performance Awards	64,000	Travel for training of 8 member leadership team.	20,000	Substitutes for mentors (2 hr. x 36 weeks x 4 mentors x\$20)	5,800
Base Salary for 2 master teachers @ \$55,000 per teacher	\$110,000																			
Augmented Salary - \$5,000 per teacher	10,000																			
Additional Working Days – 2 teachers for 15 additional days @ \$200 per day	6,000																			
Augmented Salary – 4 mentor teachers @\$2,500 per teacher	10,000																			
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**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

VII. TEACHER PERFORMANCE AWARDS		
QUESTIONS	RESPONSES	EXAMPLES
<p><i>VIIa. Will all teachers in Louisiana receive the same size Performance Awards?</i></p>	<p>Districts will create their own process to award Performance Awards to school personnel.</p>	
<p><i>VIIb. Will all school personnel receive the same size performance pay compensation or will the performance pay compensations vary in size depending upon the roles and responsibilities of personnel in the school (e.g., teachers, librarians, janitors, etc.)?</i></p>	<p>The sizes of the performance pay compensations will vary depending on the roles and responsibilities of the individuals.</p>	<p><b><i>TAP System in Louisiana</i></b></p> <p>Performance pay compensation falls under two broad categories in TAP:</p> <ul style="list-style-type: none"> <li>• Additional compensation (salary augmentation) for additional roles and responsibilities – The salary augmentation for master teachers and mentor teachers is an example of that type of compensation. (see answer to #15 above).</li> <li>• Additional compensation for teacher performance (as scored against the TAP rubrics on multiple evaluations) and student performance (as measured in learning gains/value added growth of students). The size of the performance award varies from teacher to teacher – with more effective teachers receiving larger amounts of compensation.</li> </ul>

**QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)**

<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>EXAMPLES</b>
<p><i>VIIc. What will happen to a teacher's performance pay compensation if he/she moves from one district to another district?</i></p>	<p>Districts will set their own policies pertaining to Performance Awards as teachers move from one district to another district.</p>	<p><b><i>Example #1: TAP in Louisiana</i></b></p> <p>In the Louisiana TAP system, the district in which the teacher is employed when he/she earns the Performance Award is responsible for determining how this will be handled and for assuring that these arrangements are communicated to all participants</p>
<p><i>VIIId. What policies or laws will need to be changed?</i></p>	<p>No laws will need to be changed if school personnel are being paid a one-time, individual pay supplement to reward high performing school personnel. If actions will be taken that result in a decrease to a teacher's salary, current state law would need to be changed.</p> <p><i>Existing Laws/Policies:</i></p> <p>R.S. 17:421.3 sets forth the minimum pay scale for teachers and R.S. 17:422.5 and 17:421.5 set forth the minimum salaries for superintendents, principals, assistant principals, and other certified or licensed school personnel.</p> <p>R.S. 17:422.5; 17:422.6; and 17:432 address reduction limitations of teacher/administrator salaries. A teacher/administrator cannot be paid an hourly wage or annual salary less than the amount that was paid in the immediately preceding year.</p> <p>Funds used for any supplemental salary payments shall continue to be paid and shall not be redirected for any other purpose.</p> <p>If additional compensation is not a fixed or regular payment and would not meet the definition of a stipend, it does not form part of the base pay and would not have to be paid the next year. AG Opinion 00-211.</p> <p>A local board may redirect an individual's local supplemental pay, if the amount is redirected to other members of the class. AG Opinion 99-312.</p> <p>As discussed in <i>Kuehn v. Calcasieu Parish School Board</i> (647 So. 2d 544), an individual's supplemental pay may be reduced provided the funds are not redirected to other non-salary purposes. AG Opinion 00-37.</p>	

**APPENDIX A**  
**STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL**  
**AVAILABLE REVENUE**

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
<b>Title I, Part A (Federal)</b> <a href="http://www.louisianaschools.net/lde/uploads/14316.pdf">http://www.louisianaschools.net/lde/uploads/14316.pdf</a>	To ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments. Title I, Part A funds are utilized to supplement the instructional programs in high poverty districts and schools.		X		<b>\$284,316,333</b>
<b>Title I, Part A School Improvement (Federal)</b> <a href="http://www.louisianaschools.net/lde/uploads/14317.pdf">http://www.louisianaschools.net/lde/uploads/14317.pdf</a>	To provide supplemental funds to LEAs to assist Title I, Part A schools identified as in need of improvement; to provide a high-quality education, which will enable all children to meet the state student performance standards. Funds must be utilized to specifically address the area(s) in which the school does not meet adequate yearly progress (AYP).	X	X		<b>\$11,790,332</b>
<b>School Improvement Fund 1003(g) (Federal)</b> <a href="http://www.louisianaschools.net/lde/uploads/14315.pdf">http://www.louisianaschools.net/lde/uploads/14315.pdf</a>	To improve student achievement in Title I schools identified for improvement, corrective action, or restructuring, so as to enable those schools to make AYP and exit improvement status.	X	X		<b>\$9,953,200</b>
<b>Title II, Part A (Federal)</b> <a href="http://www.louisianaschools.net/lde/uploads/14318.pdf">http://www.louisianaschools.net/lde/uploads/14318.pdf</a>	To prepare, train, and recruit highly qualified teachers and principals, assistant principals, paraprofessionals, and personnel in order to have a positive impact on student achievement. Funds may be used to increase teacher quality through job-embedded PD, such as the Teacher Advancement Program.	X	X	X	<b>\$59,445,512</b>
<b>Title III, Part A — English Language Acquisition, Language Enhancement, and Academic Achievement Act (Federal)</b> <a href="http://www.louisianaschools.net/lde/uploads/14319.pdf">http://www.louisianaschools.net/lde/uploads/14319.pdf</a>	Title II Funds are to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings.		X		<b>\$2,466,510</b>

**APPENDIX A**  
**STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL**

**AVAILABLE REVENUE (CONT'D.)**

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
<b>Title VI, Rural Education Achievement Program (Federal)</b> <a href="http://www.louisianaschools.net/lde/uploads/14314.pdf">http://www.louisianaschools.net/lde/uploads/14314.pdf</a>	Designed to address the needs of rural, low-income schools. Apply these funds to allowable activities under Title I-A Improving Basic Programs, Title II-A Teacher and Principal Training Fund, Title III English Language Acquisition.		<b>X</b>		<b>\$3,438,309</b>
<b>IDEA , Part B 611 (Federal )</b> <a href="http://www.louisianaschools.net/lde/uploads/14306.pdf">http://www.louisianaschools.net/lde/uploads/14306.pdf</a>	An LEA may use funds received under Part B school-wide program under Section 1114 of the ESEA, except that the amount so used in any such program may not exceed: <ul style="list-style-type: none"> <li>• The amount received by the LEA under Part B of the Act for that fiscal year; divided by</li> <li>• The number of children with disabilities in the jurisdiction of the LEA; and multiplied by</li> <li>• The number of children with disabilities participating in the school-wide program.</li> </ul>		<b>X</b>		<b>\$166,310,059</b>
<b>IDEA, Part B Coordinated Early Intervening Services (CEIS) (Federal )</b> <a href="http://www2.ed.gov/policy/speced/guid/idea/c eis-guidance.doc">http://www2.ed.gov/policy/speced/guid/idea/c eis-guidance.doc</a>	Any district identified under Section 618(d)(1) must reserve the maximum amount of funds (15 percent) to provide comprehensive coordinated early intervening services to children in the LEA, particularly children in those groups that were significantly over identified under paragraph 618(d)(1)(A). The IDEA Part B regulations define early intervening services (EIS) as services to students who have not been identified as needing special education or related services, but who need increased academic and behavioral support to succeed in a general education environment (e.g., professional development for general education teachers and implementation of academic instruction).		<b>X</b>		<b>TBD</b>

**APPENDIX A**  
**STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL**  
**AVAILABLE REVENUE (CONT'D.)**

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
<b>8(g) Statewide Grant Program-TAP (State)</b> <a href="http://www.louisianaschools.net/lde/tap/tap.html">http://www.louisianaschools.net/lde/tap/tap.html</a>	The Statewide Grant 8(g) Programs are administered by state agencies, such as the Department of Education, to provide goods, services, or flow-through dollars to schools or school systems. The programs target specific participants and/or focus on common goals determined by the administering agency and approved by BESE. Students, teachers, and administrators can all benefit from funded programs, which can be implemented to provide support services, including the incorporation of up-to-date classroom methodology, curriculum and assessment materials, technical support for school and district leaders, and professional development.	<b>X</b>	<b>X</b>	<b>X</b>	<b>\$2,200,000</b>
<b>Minimum Foundation Program (MFP) (State)</b> Weighted Student Membership <a href="http://www.louisianaschools.net/lde/finance/673.html">http://www.louisianaschools.net/lde/finance/673.html</a>  Level I State Share of At-Risk Dollars is \$228,477,619. Growth Dollars Attributable to the 1% Incremental Change in At-Risk Weight is \$10,385,346. \$8,827,544 is 85% of the 1% Incremental Change in At-Risk Weight LEAs must report what At-Risk Funds were utilized for in each school with 50% or more of F/R students.	The MFP formula determines the cost of a minimum foundation program of education in all public schools and helps to equitably allocate the funds to LEAs. The MFP calculation begins with the base per pupil amount (\$3,855) which is multiplied by the number of "weighted" students. Add-on weights are based on student characteristics recognizing the extra costs of instruction for certain categories of students -At-Risk Students (22%). Beginning with FY 08-09, LEAs are required to report on the activities for which the At-Risk Funds were utilized for each school identified as having 50% or more free or reduced priced lunch students. In addition, the LEAs must ensure that 85% of the funding generated by the incremental increase in the At-Risk weight will continue to be allocated to benefit At-Risk students.		<b>X</b>		<b>\$8,827,544</b>
<b>Education Excellence Fund (EEF) (State)</b> <a href="http://www.louisianaschools.net/lde/eia/1590.html">http://www.louisianaschools.net/lde/eia/1590.html</a>	Monies appropriated...shall be restricted to expenditures for pre-kindergarten through twelfth grade that support excellence in educational practice.	<b>X</b>	<b>X</b>	<b>X</b>	<b>16,386,789.96</b>

**APPENDIX B**  
**STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL**

**POTENTIAL REVENUE**

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
<b>Race to the Top</b> ( <i>Federal</i> ) <a href="http://www.louisianaschools.net/lde/r2t/index.html">http://www.louisianaschools.net/lde/r2t/index.html</a>	Race to the Top was authorized through the 2009 American Recovery and Reinvestment Act (ARRA) and is designed to support public education reform. The \$4.35 billion allocation is the single largest pool of discretionary funding dedicated to education reform in the history of the U.S. Twenty-eight local school districts and fifty-six independent charter schools have voluntarily signed on to take direct part in the state’s Race to the Top program as a Participating LEA. Districts that chose not to sign on as Participating LEAs may choose to become Involved LEAs. Involved LEAs will have the opportunity to compete for reform dollars via the Louisiana Educational Best Practices Fund (LEBP).	X	X	X	\$3,400,000
<b>Teacher Incentive Fund</b> ( <i>Federal</i> ) <a href="http://www2.ed.gov/programs/teacherincentive/application.html">http://www2.ed.gov/programs/teacherincentive/application.html</a> <b>2010 US DOE Appropriation:</b> \$400,000,000 <b>Number of New Awards Anticipated:</b> TBD <b>Range of Award:</b> TBD	This program supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Goals include: *Improving student achievement by increasing teacher and principal effectiveness; *Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement; *Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and *Creating sustainable performance-based compensation systems.		X		TBD

**APPENDIX B**  
**STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL**

**POTENTIAL REVENUE (CONT'D.)**

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
<p><b>Effective Teachers and Leaders Program</b>  <i>(Federal)</i></p> <p><a href="http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section1.html">http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section1.html</a></p> <p>Effective Teachers and Leaders Program replaces Title II Improving Teacher Quality State Grants in 2011. (There will be a reduction of \$447 million in 2011.)</p> <p><b>2011 US DOE Appropriation:</b> \$2,500,000,000</p> <p><b>Number of New Awards Anticipated:</b> TBD</p> <p><b>Range of Award:</b> TBD</p>	<p>Formula grants to States and LEAs to promote and enhance the teaching profession; recruit, prepare, support, reward, and retain effective teachers, principals, and other school leaders, especially in high-need LEAs, schools, fields, and subjects; design and implement strong teacher evaluation systems; ensure the equitable distribution of effective teachers and principals; increase the effectiveness of teachers and principals; improve the preparation of teachers and principals by developing, supporting, and expanding effective pathways to the education profession; improve instruction and help ensure that teachers have the knowledge, skills, data, and support needed to be effective in the classroom; promote collaboration and the development of instructional teams that use data to improve practice; and improve the management of human capital in States and LEAs.</p>	<b>X</b>	<b>X</b>	<b>X</b>	<b>TBD</b>
<p><b>Teacher and Leader Innovation Fund</b> <i>(Federal)</i></p> <p><a href="http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section3a.html#eit">http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section3a.html#eit</a></p> <p><b>2011 US DOE Appropriation:</b> \$950,000,000</p> <p><b>Number of New Awards Anticipated:</b> TBD</p> <p><b>Range of Award:</b> TBD</p>	<p><b>Teacher and Leader Innovation Fund</b> is a new program that would make competitive awards to States and LEAs willing to implement bold approaches to improving the effectiveness of the education workforce in high-need schools. It builds on the strengths of the Teacher Incentive Fund, which would more than double support for State and local efforts to create incentives for effective teachers and school leaders to work in the most challenging schools.</p>		<b>X</b>		<b>TBD</b>



**APPENDIX B**  
**STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL**

**POTENTIAL REVENUE (CONT'D.)**

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
<p><b>Teacher and Leader Pathways</b> (<i>Federal</i>)</p> <p><a href="http://www2.ed.gov/about/overview/budget/budget11/summmary/edlite-section3a.html#eit">http://www2.ed.gov/about/overview/budget/budget11/summmary/edlite-section3a.html#eit</a></p> <p><b>2011 US DOE Appropriation:</b> \$405,000,000</p> <p><b>Number of New Awards Anticipated:</b> TBD</p> <p><b>Range of Award:</b> TBD</p>	<p>The <b>Teacher and Leader Pathways</b> is a new program with a focus on student outcomes that would support the creation or expansion of high-quality pathways, including university- and LEA-based routes, as well as alternative routes, into the teaching profession, and the recruitment, preparation, and retention of effective principals and school leadership teams who are able to turn around low-performing schools. The request would almost triple funding for the antecedent programs in order to increase the number of effective teachers serving in high-need and low-performing schools and high-need fields and subjects.</p>	<b>X</b>	<b>X</b>		<b>TBD</b>