



Educator Effectiveness

For nearly two decades, APA has worked with school districts around the country to develop strategies to support effective teaching and to align teacher compensation with district priorities and performance goals. APA's work includes assisting states in designing policies to support accomplished teaching, facilitating educator meetings, providing technical assistance to states and districts developing alternative pay programs, and assisting states creating new educator evaluation systems.

Enhancing Teacher Quality

For the past 14 years, APA staff has provided advice and support to the National Board for Professional Teaching Standards (NBPTS). NBPTS seeks to enhance the teaching profession by maintaining rigorous standards for what accomplished teachers should be able to do, and by providing a national voluntary system to certify teachers who meet these standards. APA assistance includes work with state and local policy-makers on developing policies supporting attainment of NBPTS certification and incorporating certification in alternative teacher pay programs.

Austin Independent School District, Texas

APA led the process of creating the Austin REACH Professional Development Unit (PDU) rubric. PDUs are job-embedded professional development opportunities that teachers, along with professional peers, engage in to improve their practices. In Austin, 55 percent of a teacher's rubric score is based on evidence of student growth, while the remaining rubric measures are based on evidence of teacher growth.

Creating Educator Evaluation Systems

States and local school districts working to change educator evaluation systems have received support from APA staff and consultants in designing standards-based evaluation systems that incorporate high-quality observations of practice along with measures of student performance. APA's work to create educator evaluation systems has included initiating robust processes for ensuring stakeholder engagement, designing standards-based observation protocols, and supporting the creation of teacher-initiated student learning objectives.

Exploring Alternative Teacher Pay

APA has helped numerous school districts explore new ways to pay and reward effective teachers. For instance, Denver Public Schools relied on APA to help successfully plan and implement one of the nation's leading performance-based teacher compensation programs, ProComp. As part of this project, APA facilitated the work of a joint teacher and administrator task force. APA also developed a mechanism to answer questions about certain aspects of ProComp, such as how many teachers opt into the program over time, and which parts of the program are supported by research and practice. Other clients, including school districts and the states of Ohio and New Mexico, have used APA to help develop and estimate the costs of revised teacher compensation plans.

APA has also worked with a number of school districts, states, and national organizations to write, prepare, edit, and budget successful proposals to the Teacher Incentive Fund during the 2010 and 2012 rounds of funding. These successful grant proposals have accounted for over \$210 million awarded to these education organizations over a five-year period, with an estimated 80 percent of that funding going to support and reward more than 3,000 teachers, responsible for educating more than 60,000 students.

Supporting Teacher Preparation, Recruitment, and Retention

APA has supported a number of projects related to teacher preparation, teacher recruitment, and teacher retention. APA conducted a study to identify high-performing, high-need schools across the country. These schools are often considered "hard to staff" because they frequently experience high levels of teacher turnover. Using interviews with school and district leaders, teacher surveys, and other data collection devices, APA identified the types of school- and district-level policies most effective in bringing the best teachers to the schools with the highest levels of student need.

As part of REL Central, APA worked with five states to create a survey for school districts to gather information on mentoring programs for first year teachers. This survey data and analysis helped states understand the supports available to beginning teachers. The data also helped states identify areas for improvement, which could, when improved upon, help teacher retention efforts.

APA is currently working on a project in Kentucky that explores the costs and policy requirements of implementing a world-class human capital management system—from teacher preparation programs (including formal schooling and teacher residencies) to teacher recruitment, retention, and career progression.

Providing Facilitation

At APA, we believe all stakeholders should be involved in decisions affecting their field. As such, we work to incorporate multiple voices, including teacher voices, into much of our work. To this end, APA has facilitated hundreds of conversations among district leaders, teachers, principals, and community members about how to:

- Implement alternative compensation programs
- Identify effective market incentives
- Create effective evaluation systems for teachers and principals
- Run a performance-based compensation program effectively and efficiently
- Make mid-course corrections to a compensation program
- Scale compensation programs from pilots to district-wide efforts

Jefferson County Teacher Incentive Fund Consortium

Since 2012, APA has facilitated the Jefferson County Public Schools, CO, TIF Consortium, which brings together school districts from across Colorado with an interest in alternative teacher compensation. APA also staffs the southwest chapter of the Teacher Union Reform Network, which provides an opportunity twice a year for educators and administrators from eight southwest states to come together to discuss reform initiatives that focus on results for students.

About APA

Denver-based Augenblick, Palaich and Associates (APA) has more than 30 years of experience analyzing education systems and policies. APA has worked with hundreds of clients—including legislatures, education agencies, boards of education, state and county leaders, business leaders, and foundations—to provide in-depth, policy-oriented analyses to help improve our country's education systems.

For more information, please contact Mark Fermanich at 720-227-0101 or mlf@apaconsulting.net

Augenblick, Palaich and Associates • www.apaconsulting.net • 303-293-2175