

Toledo

Review *and*

Alternative

Compensation

System

TRACS Alternative Compensation for Instructional Leadership



TOLEDO
FEDERATION OF
TEACHERS
AFT, AFL-CIO



Toledo
Public
Schools

TRACS Alternative Compensation for Instructional Leadership

A joint effort of the
Toledo Federation of Teachers and the Toledo Public Schools

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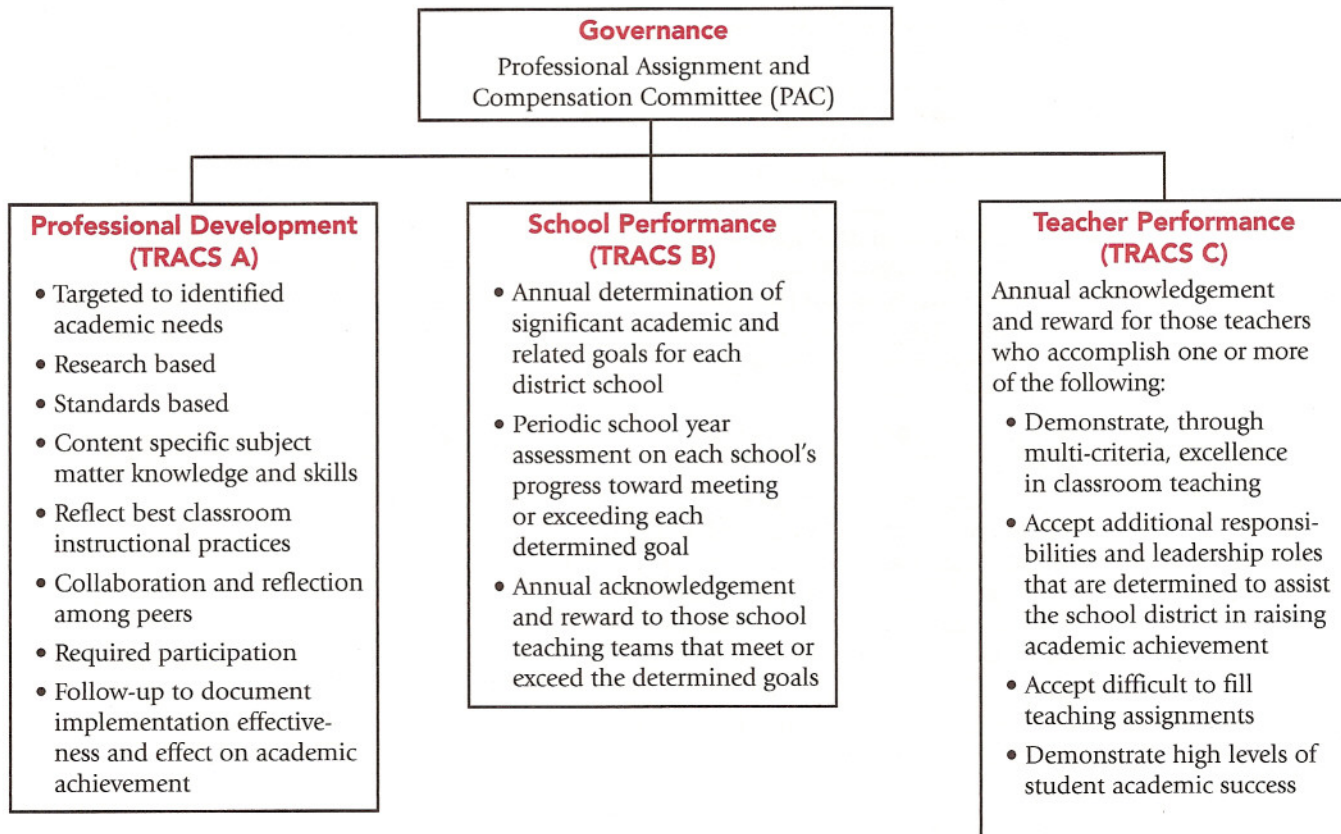
The 2001 contract negotiations between the Toledo Federation of Teachers and the Toledo Board of Education focused on initiatives that have the potential to promote teacher quality and significantly improve the academic performance of urban youth. One of the initiatives that was mutually developed through these comprehensive discussions is the Toledo Review and Alternative Compensation System (TRACS). Both the union and the school district acknowledge that the traditional system of recognizing and compensating teachers might not lead to the type of student academic growth that is desired by the Board of Education, the Toledo Federation of Teachers, and the Toledo community. TRACS offers the opportunity to align enhanced compensation with exceptional teaching performance.

TRACS is designed to accomplish the following:

- Require participation in professional development activities where there is mutual union/management agreement on the potential for assisting teachers in gaining skills and knowledge that will lead to improved student performance
- Acknowledge the importance of retaining accomplished teachers in Toledo's classrooms and recognize and reward excellence in teaching
- Encourage and reward teachers who work as a focused, collaborative team and succeed in significantly raising student academic achievement
- Attract and reward accomplished teachers who assume additional curriculum, instructional, and school improvement responsibilities and leadership
- Support and reward veteran and exceptional teachers who not only volunteer for placement in the most difficult teaching assignments but also achieve measurable student academic results in these assignments
- Enhance the traditional compensation schedule using approaches that contribute to more effective teaching and learning
- Increase the retention of teachers by opening new career paths focused on instructional leadership

OVERVIEW

Toledo Review and Alternative Compensation System Components and Functions



TRACS – THE PROGRAM: GOVERNANCE

Purpose

The overriding goal of TRACS is to promote teacher quality while improving the academic performance of students. This goal will be achieved through integrated and focused objectives that include ongoing professional development targeted to specific student academic and school improvement needs; more effective teaching and learning; retaining the most accomplished teachers in the classroom by acknowledging and rewarding teaching excellence; maximizing the talents of recognized teachers by assigning additional responsibilities and leadership roles; and/or placing teachers in high needs schools and challenging teaching assignments. In order to insure that TRACS accomplishes these goals and objectives, there will be a governance body called the Professional Assignment and Compensation Committee (PAC).

Structure

TRACS will be governed by the Professional Assignment and Compensation Committee (PAC). Members of this governing body will be appointed by the president of the Toledo Federation of Teachers and the superintendent of the Toledo Public Schools, each of whom may veto an appointment. The PAC will consist of three teachers and two administrators with the chair annually rotated between a teacher and an administrator. There will be one teacher and one administrator assigned to the committee in an advisory capacity subject to designation by the president of the Federation and the superintendent, respectively. The Professional Assignment

and Compensation Committee will determine satisfactory qualification and placement at all TRACS levels.

The PAC will meet a minimum of three times each school year. The objectives for meetings include:

Pre-School Year:

- Review program evaluation documentation from previous school year and make needed program adjustments
- Review, and adjust as necessary, teachers on TRACS 1, 2, and 3
- Establish teacher observation assignments for the upcoming school year
- Establish the timetable for requesting, reviewing, and accepting applications to TRACS or requests to move to a new TRACS level
- Review any appeals regarding placement on TRACS or removal from TRACS
- Establish TRACS professional development priorities for the upcoming school year
- Acknowledge and reward the teaching staff of each school that met, or exceeded, its TRACS-B targeted improvement goals for the preceding school year
- Establish, by school and goal, the growth required to meet the selected TRACS-B targeted improvement area goal(s), and assessment measure, for the upcoming school year

TRACS – THE PROGRAM: GOVERNANCE

Mid-School Year:

- Collect portfolios submitted from teachers in TRACS Qualification Year (Portfolios will be reviewed by a subcommittee with recommendations to PAC for final disposition.)
- Review and respond to requests from current TRACS teachers for movement to a new level
- Review TRACS 1, 2, and 3 assignments and make any necessary adjustments
- Review status of professional development modules
- Provide input into the district's annual budget process regarding TRACS needs for the upcoming school year
- Establish the TRACS-B targeted improvement goals menu for the succeeding school year

Post-School Year:

- Determine which teachers will be observed for the upcoming school year:
- Observation of TRACS teachers every five years
- Observation of teachers who requested placement on TRACS Qualification Year, completed all preliminary information, and passed the initial screening and requirements

PROFESSIONAL DEVELOPMENT MODULES (TRACS-A)

Purpose

The goal of TRACS-A is to provide, on a district-wide, department-wide, or subject-wide basis, quality professional development activities that increase subject matter knowledge and skills, improve instructional practices, and increase student academic achievement.

Structure

Based on mutual agreement by the Federation and district management and initiating during the 2002/03 school year, TRACS Professional Development Modules will be offered for identified groups of teachers whose participation will be required. The Federation and Board will mutually agree to content, presentation, and implementation. All TRACS Professional Development Modules must have the following characteristics: first, address mutually agreed instruction and learning needs; second, include content specific knowledge and skills considered optimal for influencing teacher practice to improve student achievement; third, emphasize research based knowledge with evidence of effectiveness in urban settings; fourth, schedule on multiple dates and times with a minimum advance notice of one month; and fifth, conduct evaluation/follow-up component that provides the school district and union valid information that the offerings positively influenced subject knowledge, classroom instructional strategies, and student performance. Evaluation will occur at the conclusion of the professional development and six to twelve months following application of knowledge and skills.

Procedure

Based on each school year's TRACS professional development priorities, developed by PAC, the school district's Staff Development Control Board will review, approve/disapprove, and monitor TRACS Professional Development Modules.

Compensation

Teachers required to attend TRACS Professional Development Modules will be compensated at \$30 per hour.

SCHOOL PERFORMANCE (TRACS-B)

Purpose

The goal of TRACS-B is to support and enhance the district's continuous improvement process by annually recognizing and rewarding the teaching staffs of schools that meet, or exceed, rigorous student performance goals.

Structure

1. Annual development of the TRACS-B targeted improvement goals menu.

Each spring the PAC will develop a menu of TRACS-B targeted improvement goals based on district-wide continuous improvement needs from which individual School Improvement Committees can select for the development of their School Improvement Plan for the upcoming school year.

2. School selection of TRACS targeted improvement goals.

Each school's School Improvement Committee will select three goals, two academic and one related, from the TRACS-B menu to include in its School Improvement Plan for the upcoming school year.

3. Determination of growth goals for each building.

Each August the PAC will establish for each school the level of growth required during the upcoming school year for each of the three TRACS-B targeted improvement goals identified in its School Improvement Plan. The level of growth required for each selected goal will be both rigorous, e.g., one or more standard deviations, and obtainable, e.g., equated to performance levels of other schools with similar student demographics. The PAC will inform each school staff of the determined growth goals by the first day of the school year.

SCHOOL PERFORMANCE (TRACS-B)

4. Eligibility of teaching staff by school.

All full-time teaching staff assigned to a school during the school year that the TRACS-B goals are met are eligible for the annual TRACS-B reward. The TRACS-B reward for teachers who transfer in or out of a school meeting the TRACS-B annual goals will be pro-rated to the nearest quarter. Teachers assigned to a school for 50 percent or more of their work assignment will be attached to that school for the purpose of TRACS school performance. Teachers split evenly between two sites will be assigned to the school with the lower performance on last school year's academic outcomes. Teachers on special assignment and other teachers who are assigned less than 50 percent to any one school will be required to create a service plan to be approved by the principal and building representative at the teacher's selected school. The service plan must be performed on a regular basis (at least one hour weekly), must relate to the School Improvement Plan and TRACS identified goals, should extend beyond regular responsibilities, and must identify the service to be provided and the expected results.

Teachers and long-term substitutes who are assigned to a school for less than one full school year must be assigned to a school for a minimum of one quarter to be eligible for participation in this TRACS component. Service will be pro-rated to the nearest quarter. For example, if a long-term substitute is assigned to a school for one semester and forty days, this individual's pro-rated share will be 3/4. If a long-term substitute is assigned to a school for one semester and seventy days, this individual's pro-rated share will be 100%.

5. Process. A school faculty must commit to participation in the TRACS School Performance component. The school principal and Federation building representative will affirm faculty participation and submit TRACS School Performance goals to the School Improvement Committee for review and approval. Entire faculty participation will be required.

6. Annual recognition and reward.

As defined in number four of this section, the teaching staff assigned to a school that meets, or exceeds, the determined growth level in all three TRACS-B targeted areas identified in the School Improvement Plan are eligible for a reward of \$500 per faculty member.

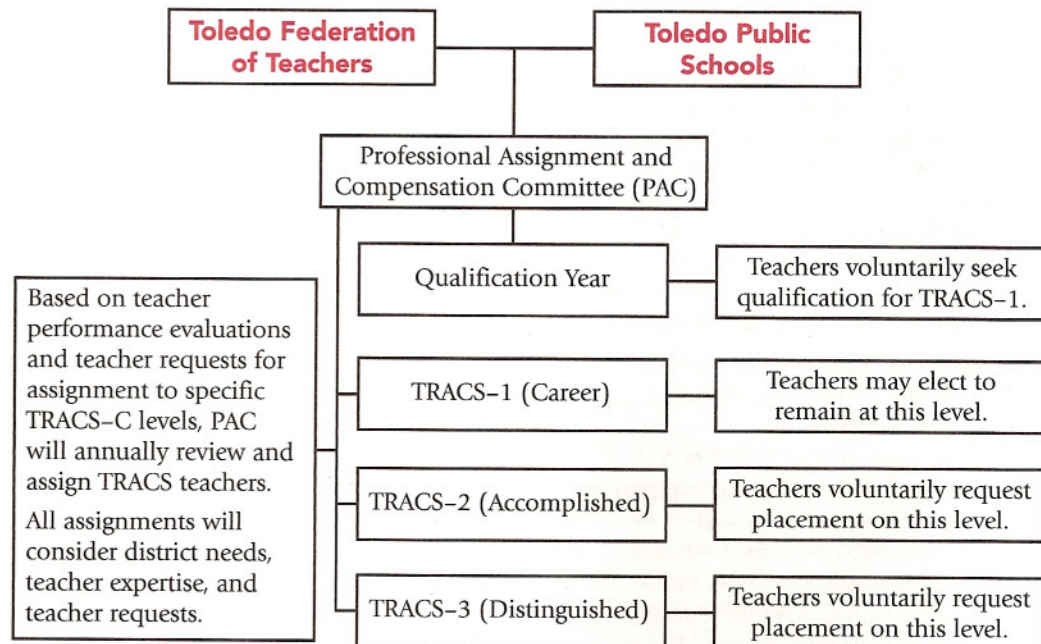
TEACHER PERFORMANCE (TRACS-C)

Purpose

The goal of TRACS-C is to support and enhance the district's continuous improvement process by recognizing, rewarding, and utilizing in special projects and/or assignments teachers who demonstrate exceptional classroom performance, including measurable gains in student academic achievement.

Structure

TRACS-C is composed of three status levels: Career, Accomplished, and Distinguished. Each level represents a position on the TRACS Professional Growth and Responsibilities Status Grid that has specific requirements, duties and functions, and compensation levels. All teachers who enter TRACS or move up the ladder must demonstrate excellence in classroom teaching through a variety of assessment procedures including peer evaluation. To remain in TRACS, all teachers must successfully complete a comprehensive assessment, including peer evaluation, once every five years.



QUALIFICATION YEAR STATUS

Eligible Teachers

With limited, and clearly defined exceptions, all teachers must enter TRACS–C through the Qualification Year process. Application for entry into the TRACS Qualification Year is voluntary, but applicants must have a minimum of five years successful teaching experience, three of which must be in the Toledo Public Schools.

Qualification Process

Entry into the Qualification Year for those teachers who apply and meet the minimum years of successful teaching requirement will be determined by the Professional Assignment and Compensation Committee (PAC) based on the following evidence and assessment of professional development and classroom performance: evidence of continuous professional growth, e.g., college transcripts, PGCs, contact hours, and other inservice; evidence of peer respect through peer ratings; demonstration of classroom excellence through peer evaluation of teaching performance; evidence of writing proficiency; and a portfolio that demonstrates the applicant's ability to apply appropriate and innovative instructional strategies to address identified academic goals.

PAC will prepare and disseminate procedures for applying for and completing TRACS Qualification Year status.

Teachers may apply to PAC for TRACS Qualification Year consideration. An application deadline will be set by PAC with final determination of qualification prior to each school year. Teachers may not apply for TRACS-C more than once every three years.

Length of Service

With limited and clearly defined exceptions, all teachers must enter TRACS–C through the Qualification Year process. Teachers who are placed on TRACS 1, 2, and 3 levels must first complete a TRACS Qualification Year. Teachers may elect to remain on TRACS-1 Career Status level but must successfully complete peer evaluation at a minimum of once every five years. Unsuccessful peer evaluation results, or failure to undergo peer evaluation, will result in PAC removing the teacher from TRACS. The PAC, at any time and for any reason, can require a teacher on TRACS 1, 2, or 3 status to be evaluated and/or appear before the PAC for reasons related to performance review and possible removal from TRACS.

Duties

Teachers earning the TRACS Qualification Year must remain in the classroom.

TRACS Qualification Year teachers are eligible to participate in TRACS-B.

TRACS-1 (CAREER STATUS)

Eligible Teachers

With the exception of former Intern Consulting Teachers, former Career Ladder Teachers, and teachers who have earned National Board for Professional Teaching Standards Certification, all teachers applying to PAC for TRACS-1 Career Status level must have successfully completed the TRACS Qualification Year.

Qualification Process

Former Intern Consulting Teachers, former Career Ladder Teachers, and teachers who earn National Board for Professional Teaching Standards Certification may automatically enter TRACS at the Career Status level as determined by PAC. This will begin during school year 2002/03. Former Intern Consulting Teachers, former Career Ladder Teachers, and teachers who earn National Board for Professional Teaching Standards Certification may decline placement in TRACS by submitting a formal notification to PAC.

Length of Service

Teachers, including former Intern Consultants, former Career Ladder Teachers, and teachers with National Board for Professional Teaching Standards Certification, placed on the TRACS-1 Career Status level may elect to remain at TRACS-1 or apply for placement at TRACS-2 and/or TRACS-3. All teachers on TRACS-1 status level, including former Intern Consultants, former Career Ladder Teachers, and teachers with National Board for Professional Teaching Standards Certification, must successfully complete peer

evaluation at a minimum of once every five years. Unsuccessful peer evaluation results, or failure to undergo peer evaluation, will result in PAC removing the teacher from TRACS.

The PAC, at any time and for any reason, can require a teacher on TRACS-1, 2, or 3 status to be evaluated and/or appear before the PAC for reasons related to performance and possible removal from TRACS.

Duties

Teachers on the TRACS-1 Career Status level must remain in the classroom. Accepting assignments outside the classroom, without authorization from PAC, will result in the automatic and immediate removal from TRACS.

TRACS-1 Career Status level teachers will annually select one area of student accountability, e.g., raising student achievement in writing; identify and implement instructional and/or intervention strategies that will achieve the stated achievement goal; identify and administer an appropriate and valid assessment measure; and annually report results to PAC. PAC will review and determine satisfactory completion of this requirement.

TRACS-1 Career Status level teachers are eligible to participate in TRACS-B.

Compensation

Teachers earning TRACS-1 Career Status level, will earn an annual stipend that is equal to five percent of their basic salary as defined by salary step and degree earned in the Toledo Federation of Teachers and Toledo Public Schools Collective Bargaining Agreement.

TRACS-2 (ACCOMPLISHED STATUS)

Eligible Teachers

Teachers applying to PAC for TRACS-2 Accomplished Status level must have successfully completed the equivalent of one academic year at the TRACS Qualification Year status level and/or have been assigned by PAC to the TRACS-1 Career Status level.

Qualification Process

District teachers who qualify for TRACS-2 Accomplished Status level must apply to PAC for consideration as a TRACS-2 status level teacher. PAC will not make such a placement until the applying teacher has successfully completed the TRACS Qualification Year status level and/or has been assigned to TRACS-1 Career Status level. PAC will make placements in TRACS-2 based on district needs and the expertise of the applying teachers. Application for TRACS-2 status will occur in the spring of each academic year with PAC making placements by the following August. Qualification may require an interview.

Length of Service

Teachers placed on the TRACS-2 Accomplished Status level may elect to remain at TRACS-2 or apply for placement at TRACS-3. All teachers on TRACS-2 Accomplished Status level, including former Intern Consultants, former Career Ladder Teachers, and teachers with National Board for Professional Teaching Standards Certification, must successfully complete peer evaluation at a minimum of once every five years. Unsuccessful peer evaluation results, or failure to undergo peer evaluation, will result in PAC removing the teacher from TRACS.

The PAC, at any time and for any reason, can require that a teacher on TRACS-2 Accomplished Status level be evaluated and/or appear before the PAC for reasons related to performance and possible removal from TRACS.

TRACS-2 (ACCOMPLISHED STATUS)

Duties

Teachers on the TRACS-2 Accomplished Status level must remain in the classroom. Accepting assignments outside the classroom, without authorization from PAC, means automatic and immediate removal from TRACS.

Teachers on TRACS-2 Accomplished Status level may be required to perform peer evaluations of teachers applying for the TRACS Qualification Year, teachers who are in their TRACS renewal year evaluation cycle, and other district teachers subject to a periodic evaluation.

Based on district needs and the expertise of individual teachers, PAC will assign to each TRACS-2 teacher one or more duties. These duties may include participation in curriculum and instructional development activities; production and evaluation of curricular and assessment materials; serving as a lead/head teacher; serving as a cluster leader; serving as a cooperating teacher for student teachers; accepting a teaching assignment that utilizes an unused but held certification; providing professional assistance and mentoring to teachers identified by the Intern Board of Review, non-certified teachers, and teachers with conditional licenses; and performing peer evaluations of teachers applying for the TRACS Qualification Year, teachers who are in the TRACS renewal year evaluation cycle, or teachers who qualify for district evaluation.

TRACS-2 teachers who are assigned one or more of these duties, or other PAC identified duties, will receive TRACS-2 compensation as described in the following paragraph. TRACS-2 teachers are eligible to participate in TRACS-B.

Compensation

Teachers earning TRACS-2 Accomplished Status level, will earn an annual stipend that is equal to ten percent of their basic salary as defined by salary step and degree earned in the Toledo Federation of Teachers and Toledo Public Schools Collective Bargaining Agreement.

TRACS-3 (DISTINGUISHED STATUS)

Eligible Teachers

Teachers applying to PAC for TRACS-3 Distinguished Status level must have successfully completed the equivalent of one academic year at the TRACS Qualification Year status level and/or been assigned by PAC to the TRACS-1 Career Status level.

Qualification Process

District teachers who qualify for TRACS-3 Distinguished Status level must apply to PAC for consideration as a TRACS-3 status level teacher. PAC will not make such a placement until the applying teacher has successfully completed the equivalent of one academic year at the TRACS Qualification Year status level and/or been assigned to TRACS-1 Career Status level. PAC will make placements in TRACS-3 Distinguished Status level based on district needs and the expertise of the applying teachers. Application for TRACS-3 Distinguished Status will occur in the spring of each academic year with PAC making placements prior to the following school year.

Length of Service

All teachers on TRACS-3 Distinguished Status level, including former Intern Consultants, former Career Ladder Teachers, and teachers with National Board for Professional Teaching Standards Certification, must successfully complete peer evaluation at a minimum of once every five years. Unsuccessful peer evaluation results, or failure to undergo peer evaluation, will result in PAC removing the teacher from TRACS.

The PAC, at any time and for any reason, can require a teacher on TRACS-3 Distinguished Status level to be evaluated and/or appear before the PAC for reasons related to performance and possible removal from TRACS.

Duties

Teachers on the TRACS-3 Distinguished Status level must remain in the classroom. Accepting assignments outside the classroom, without authorization from PAC, will result in automatic and immediate removal from TRACS.

Teachers on TRACS-3 Distinguished Status level may be required to perform peer evaluations of teachers applying for the TRACS Qualification Year, teachers who are in their TRACS renewal year evaluation cycle, or teachers who qualify for district evaluation.

TRACS-3 (DISTINGUISHED STATUS)

Teachers on TRACS-3 Distinguished Status level must accept teaching assignments in schools identified as high needs or other difficult to fill teaching assignments as mutually agreed to by the Toledo Federation of Teachers and school district management. These assignments will be for not less than three years. The TRACS-3 Distinguished Status level teachers will accrue system seniority while in their TRACS-3 assignment but forfeit the right to return to their original building and/or position. Reduced enrollment transfers will not apply to TRACS-3 teachers. While in a TRACS-3 teaching assignment, the distinguished teacher must annually demonstrate to the PAC that his or her students are growing academically at, or above, district identified expectations and actively participate in the school improvement process. Finally, in conjunction with accepting an assignment in a high needs school or other difficult to fill teaching assignment, the PAC may assign a TRACS-3 teacher other duties that meet district needs.

TRACS-3 Distinguished Status level teachers who are assigned PAC identified duties will receive TRACS-3 compensation as described in the following paragraph. TRACS-3 teachers are eligible to participate in TRACS-B.

Compensation

Teachers earning TRACS-3 Distinguished Status level, will earn an annual stipend that is equal to fifteen percent of their basic salary as defined by salary step and degree earned in the Toledo Federation of Teachers and Toledo Public Schools Collective Bargaining Agreement.

Nondiscrimination Policy

The Toledo Board of Education is committed to equal educational and employment opportunities in all of its decisions, programs, and activities. The Toledo school district will not discriminate against any student of the district on the basis of race, color, religion, sex, national origin or handicap. The Board of Education is pledged to provide equal employment opportunities to all persons without regard to race, color, religion, sex, age, handicapping condition, or national origin.