

Spring General Meeting

Wednesday, May 7

4 p.m.

Middle School Library

HELP!

The talent is escaping. Well, actually, it's retiring. KSFA will lose both its treasurer and its secretary next year. (Thanks, folks!)

We need people to take their turns on the Rep. Assembly. Please volunteer to serve. It's not much work — honest. If it's your turn, step up to the plate.

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Ka Pi'ina reps. Ewald & Hyde report

Aloha from your Ka Pi'ina representatives. The project has been moving steadily towards gaining the needed information to create a proposal.

The trip to Nashville was informative and the team members continue to read and discuss the various plans that have been piloted across the country. At this point we are still gathering facts. The latest facts we are dealing with come from the Ka Pi'ina survey whose results were emailed to all KS employees on April 1. Our next task will be to study the survey results to see how KS employees feel about the potential changes. The article that follows talks about one type of change we have been studying. There is still a lot of work to be done. We will keep you informed as things progress.

CPT members who attended the NCPI conference in Nashville became aware of TAP. From the website, some introductory information is provided below. Note the 4 elements noted below is very similar to the 4 corner framework previously discussed as our Ka Pi'ina framework: performance evaluation, professional development, career opportunities and compensation.

Mission Statement: The Teacher Advancement Program (TAP)™ is dedicated to attracting, developing, motivating and retaining high-caliber educators in order to raise achievement levels for all students.

Launched in 1999 by the Milken Family Foundation and now operated by the National Institute for Excellence in Teaching, TAP seeks to restructure and revitalize the profession by creating an

environment in which teachers and students alike can thrive. It does so by offering educators sustained opportunities for career advancement, ongoing school-based professional development, instructionally focused accountability and performance pay.

TAP builds broad-based support among educators, union leaders, policymakers, corporations, governments, foundations and individuals to help close achievement gaps and ensure a quality educational opportunity for all students.

What is TAP?

We all want the best possible education for our children, and research has shown that the single most important school-related factor for student success is having a talented teacher in the classroom. But unless we act now, we will come far short of having the talented teachers required to ensure that all children receive the high quality education they need and deserve.

To address this problem, the Milken Family Foundation created the Teacher Advancement Program (TAP)™, a bold new strategy to attract, retain, develop and motivate talented people to the teaching profession. Because of its broad-based support, results, and high demand, TAP is now operated by the National Institute for Excellence in Teaching (NIET), a public charity.

TAP's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.

Most people agree that the best teachers should be paid more than ineffective teachers. But what makes an effective teacher?

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Professional Compensation

Well-prepared, highly qualified teachers are essential if we are to ensure that all students achieve the high standards necessary for them to lead fulfilling lives and become productive citizens. In today's competitive marketplace, it is increasingly difficult to attract and retain the best teachers; to accomplish this, we must guarantee a salary commensurate with their education, experience and the challenging and complex tasks they perform.

Merit pay and pay-for-performance plans often are proposed as systems that would replace the "single salary schedule," the way most teachers—unionized or not—have been paid for the last century. This pay system, based almost exclusively on levels of education and years of experience, was designed in response to discriminatory practices and to ensure fairness—no differential pay for gender or race of the teacher or educational level of the students taught (elementary, middle or secondary). In the absence of more proximate measures of teacher quality, it had a common-sense validity—the more you know about the task and the longer you do it, the better you should be at the task. The pay system has persisted in large part because it is viewed by teachers as equitable and by management as easy to administer.

Nonetheless, it has some severe drawbacks given current goals of requiring teachers to teach all students to high standards. For example, paying for "greater knowledge" in many states and localities has been implemented in ways that do not relate to the "tasks of teaching." Teachers frequently are rewarded for more college credits or continuing education units (CEUs), regardless of the content of the coursework and its relationship to teaching and learning. Equally problematic, the traditional salary system, as commonly implemented, does not reward additional skills and knowledge that benefit children (e.g., licensure in multiple fields), exemplary practice (e.g., attainment of National Board for Professional Teaching Standards certification), extraordinary circumstances (e.g., teaching in hard-to-staff schools), and/or market forces (e.g., shortages in particular teaching fields such as science, math and special education). In short, as the late Albert Shanker, former AFT president, pointed out, the "rigid hierarchy" of the traditional salary schedule does not allow teachers to be compensated like other professionals in our society.

In February 2001, the AFT executive council approved a landmark resolution, based on the work of its Task Force on Professional Compensation for Teachers, that calls for enhancing the traditional teacher compensation schedule. The resolution says that the AFT "believes it is time to explore viable, fair and educationally sound teacher compensation options that will raise salaries while contributing to efforts already under way to assure high-quality, well-prepared

teachers for all students."

Recognizing the limitations of the single salary system, the AFT is encouraging its locals to explore various teacher compensation systems based on local conditions. It is not recommending abandoning the traditional salary schedule. An adequate salary base for all teachers, labor-management collaboration based on mutual trust, and easy-to-understand procedures for awarding teachers additional compensation are among the conditions that must be part of any professional compensation system, the resolution says. In some places, such as Cincinnati, Ohio, enough of these conditions exist so that the local has been able to develop a new teacher evaluation and compensation system. The AFT supports such efforts, but wholeheartedly rejects any pay proposals that resemble the failed merit-pay plans that some have advocated.

AFT Resources

- Teacher buy-in sets the tone for compensation pilot (http://test.aft.org/pubs-reports/american_teacher/dec07jan08/news1.htm#teacher),
- American Teacher (Dec./Jan. 2008)
- Rethinking Teacher Compensation (2004) (http://test.aft.org/pubs-reports/american_teacher/mar04/AT_www.html)
- Survey and Analysis of Teacher Salary Trends 2002 (2003) (<http://test.aft.org/salary/download/Salary-Survey02.pdf>)
- Professional Compensation for Teachers (2002) (<http://test.aft.org/about/resolutions/2002/compensation.htm>)
- Real Incentives for Professionals: AFT Tackles Professional Pay for Teachers (2001) (http://test.aft.org/pubs-reports/american_teacher/apr01/re-alincentives.html)
- Developing a Performance Pay Plan for Teachers: A Process, Not an Event (1997) (<http://test.aft.org/topics/teacher-quality/downloads/perfplan.pdf>)
- Beyond Merit Pay (1995) (<http://test.aft.org/press-center/speeches-columns/wws/1995/011595.htm>)

Additional Resources

- Better Pay for Better Teaching: Making Teacher Compensation Pay Off in the Age of Accountability, (http://www.ppionline.org/documents/Has-sel_May02.pdf)
- Progressive Policy Institute (2002)

**KSFA General Assembly Meeting
Wednesday, December 12, 2007
KMS Media Center**

Minutes

- I. Call to Order – Don Kroessig, KMS 4:05 p.m.
- II. Pule – Melelani Pang, Unit 11/12
- III. Minutes – Moana Leong, KES
Minutes of our last general membership meeting dated May 22, 2007, were reviewed. The minutes were accepted and approved unanimously after correction of venue being Konia 108-109. Motion to approve: Rick Heyd. Seconded: Grace Omura. Approved unanimously.

IV. Treasurer’s Report – Arlis Legler, Unit 11/12 (May 1-Nov. 30, 2007)

Inflows	
Dues	\$25,740.00
T-shirt sales	72.00
Interest Earned	<u>17.00</u>
Total Inflows	\$25,829.00
Outflows	
Faculty Activities	\$235.60
Insurance	233.89
Negotiation Meeting Refreshments	70.00
Office:	
Copies	\$289.28
Office - Other	84.00
Professional fees	7000.00
Other:	
IRS Penalty	<u>2,042.25</u>
Total Outflows	\$9,955.02
Net Inflows/Outflows	\$15,873.98
Assets: (Cash and Bank Accounts)	
Certificates of Deposit	\$276,171.81
First Hawaiian-Checking	3,453.13
First Hawaiian-Savings	<u>5,697.36</u>
Balance as of November 30, 2007	\$285,322.30

\$50,000 CD coming due this month. Staggering CDs. IRS assessed a penalty of \$2042.25, claiming form 990 was submitted late. Penalty needed to be received by November 26. Arlis sent Dean e-mail. Will pay fine now and challenge fine later. Don moved to accept the treasurer’s report. Mark Ewald seconded. Approved unanimously.

V. President’s Report – Don Kroessig, KMS

Negotiations: Acknowledged team: Tom, Mele, Grace, Moana. Compliment to KS, change management process, more cordial, open, sharing. Reviewed results of negotiations earlier this year:
Grievance: Standardize language and go back from calendar days to work days. Provision that if grievance is interrupted by summer vacation, suspend it till the start of the next school year. **Hours of Work and Conditions of Employment:** Agreed for this round of negotiations not to challenge whether or not the calendar was a mandatory subject of bargaining. A KSFA member is on the Calendar Committee.
Discipline and Discharge for Non-renewal: Agreed that once a KSFA member has been on probation, then later removed from probation after a 3-year period, employee will return to his/her regular status. Forgiveness clause was a good one. An extra step in the form of a letter of intent was added to this section.
Letter of Intent: New step of corrective action, meeting with supervisor, conditions of correction. Agreed to set scheduled meetings while on probation where previously there was none.
Salary: Interpretation of the salary schedule career path of anticipated buying power over a career. Trying to let KS see that if your step only matches rate of inflation, buying power is affected. 14% is in line with the results of the KSFA survey of membership. Front-loaded. Good foundation for 2009.
Concerns: Application of discipline and consistency at the high school. Met with principals and came up with a process to put in place to improve consistency, and responsiveness to the faculty. What happens during parent/teacher conference: you should not attend a conference with just yourself as the only teacher.

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A Union of Professionals

AFT News Release

FOR IMMEDIATE RELEASE:
March 29, 2007

Contact:
AFT Public Affairs
202/879-4458

HAWAII RANKS 15TH IN THE NATION FOR TEACHER PAY Teacher Pay Is Insufficient To Meet Rising Debt, Housing Costs in Many Areas

WASHINGTON, D.C.—Hawaii ranked 15th in the nation for its average teacher salary in 2004-05, according to the American Federation of Teachers' (AFT) annual teacher salary survey released today. Nationally, anemic teacher salary growth continues to lag behind inflation and precludes many teachers from finding affordable housing and paying off student loans.

The average teacher salary in Hawaii for the 2004-05 school year was \$47,833, up 5.2 percent from the previous year. Hawaii was ranked eighth in the nation for beginning teacher salary, at \$35,816, an increase of 5.5 percent from 2004.

The average teacher salary nationally in 2004-05 was \$47,602, a 2.2 percent increase from the previous year. This falls short of the rate of inflation for that year, which was 3.4 percent. Between 2003 and 2005, the buying power of the average teacher salary has decreased by almost \$800.

“Given the difficulty many districts have attracting and keeping educators, the financial penalty for deciding to become a teacher is unacceptable,” said AFT President Edward J. McElroy. “If we’re serious about placing the most qualified professionals in the classroom and keeping them there, then we need to make a significant investment in teacher salaries.”

The 2005 salary survey also examines the impact of rising housing costs and student loan debt payments on teachers in America’s 50 largest cities. The study concludes that the incomes of mid-career teachers in these cities will limit them to purchasing lower-priced homes. In cities such as Seattle, Oakland, Los Angeles and San Francisco, many career teachers will never be able to realize the middle-class dream of home ownership.

Other states in the Far West region ranked in the AFT survey as follows: California was ranked second in the nation, at \$57,604; Alaska was 11th, at \$52,467; Oregon was 14th, at \$48,320; Washington was 19th, at \$45,722; and Nevada was 25th, at \$43,212.

Connecticut had the highest average teacher salary, at \$57,760, while South Dakota reported the lowest, at \$34,039.

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The AFT represents 1.3 million pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; nurses and healthcare workers; and federal, state and local government employees.

Ewald and Hyde report, continued from page 2

At the same time, TAP helps teachers become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance

TAPTM is based on four elements:

Multiple Career Paths

Under the current system, the most common way for good teachers to increase their salaries is to become administrators. Unfortunately, this takes them out of the classroom, where they often are needed most.

TAP allows teachers to pursue a variety of positions throughout their careers—career, mentor and master teacher—depending upon their interests, abilities and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase and thus, so does their compensation. This allows good teachers to advance without having to leave the classroom.

Ongoing, Applied Professional Growth

Teachers seldom have time to learn new techniques and strategies that would help them become better teachers. Also, few teachers get the chance to collaborate with each other or to learn from those with more experience.

TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers, so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. This collaborative time allows teachers to learn new instructional strategies and have greater opportunity to become more effective teachers.

Ongoing Applied Professional Growth in TAP schools focuses on identified needs based on instructional issues that specific teachers face with specific students. Teachers use data to target these areas of need, instead of trying to implement the latest fad in professional development.

Instructionally Focused Accountability

Most people agree that the best teachers should be paid more than ineffective teachers. But what makes an effective teacher?

TAP has developed a comprehensive system for evaluating teachers and rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibility Standards, as well as for the academic growth of their students.

Performance-Based Compensation

In most professions, people are rewarded and promoted for how well they perform their jobs. Unfortunately, teaching has too often been the exception to this rule.

TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. The new system also encourages districts to offer competitive salaries to those who teach in “hard-to-staff” subjects and schools.

By combining these elements in an effective strategy for reform, TAP is working to turn teaching from a revolving-door profession into a highly rewarding career choice. The real reward will be the outstanding education available to each and every student in the country. *Ka Pi'ina Blog:* <http://blogs.ksbe.edu/kapiina/>

— Mark Ewald and Rick Hyde, Unit 9-10

Current research on TAP: mixed benefit to students

KSFA encourages its members to educate themselves on the national TAP (Teacher Advancement Program) initiative, which has been adopted by school boards across the nation. One recent study, available at www.performanceincentives.org, concludes that the measurable value of TAP disappears in the upper grades:

When estimation methods control for selection bias, the positive effect remains at the elementary level, but most estimates for grades 6 through 10 turn negative.

Impact of the Teacher Advancement Program on Student Test Score Gains: Findings from an Independent Appraisal Matthew G. Springer, Dale Ballou, and Art (Xiao) Peng. Clearly, much more independent investigation by KSFA members is needed.