

**SUMMATIVE REPORT II**

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**SUMMATIVE REPORT  
& RECOMMENDATIONS FOR PROGRAM MODIFICATIONS  
OF THE ARIZONA CAREER LADDER RESEARCH  
& EVALUATION PROJECT**

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by

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## SUMMATIVE REPORT II

### Summative Report and Recommendations for Program Modification of the Arizona Career Ladder Research and Evaluation Project

#### Overview

Final summative evaluation reports related to the Arizona Career Ladder Research and Evaluation Project began on July 20, 1989 with a morning presentation to the JLCCL of an "Executive Summary" and "A Chronology of Research and Evaluation Procedures for Assessment of the Pilot-Test Career Ladders Teacher Performance and Incentive Programs." Initial recommendations for study were presented to the Committee's Task Force that afternoon in the form of a report entitled, "A Preliminary Planning Document Based on Long-Range Research and Evaluation." Documents presented prior to this time were quantitative and qualitative research reports and formative summaries depicting the progress and development of career ladder district plans and project evaluation results.

The summative nature of this report does not imply that formative research and evaluation has ended. The 1989 data is still in the process of being analyzed and summarized for reporting to participating districts, so that they may continue to develop and improve their individual programs through the approved and funded cycle.

#### Organization of the Task Force

The primary purpose of the first formal meeting of the Task Force was to determine the processes and procedures to be followed in its operation. Discussion centered around several questions to be addressed and the way in which participants planned to review and study the complex and extensive amounts of information which has accumulated from several sources during the past four years. The committee decided that the next meeting would be scheduled for September 14, 1989, in order to receive reports from the districts represented on the Task Force and from the "outside" or "third-party" evaluators at

Northern Arizona University's Center for Excellence in Education. Each district is required by legislation to conduct its own yearly program evaluation. Third-party "total-program evaluators" at NAU were established by law and directly approved by the JLCCL to provide objective assessment, review and evaluation/interpretation of data. This model has proven effective for informed decision making by policy leaders.

### Task Force Directives

Through the Senate Chair of the JLCCL, the Task Force requested that the districts and NAU separately develop and present evaluative information related to two major concept areas: (1) the type of *organizational environment* (or district *readiness levels*) required for successful integration and implementation of operational career ladder models; and (2) provision of evidence of the impact of the intervention program on identification and improvement in levels of effectiveness of four major areas considered to be key elements to the success of the career ladder concept. The four career ladder goal areas which the Task Force identified as essential for immediate consideration are as follows: 1) *student achievement*; 2) *teacher evaluation*; 3) *job enlargement*; and 4) *finance and funding*.

#### A. Organizational Environment and Readiness Levels

1. Policy Uniformity vs. District Diversity. A major consideration for Task Force analysis relates to the question of whether more than one program model is required in order to attain the desired goals of improved teacher performance and student achievement by means of the career ladders concept. This is part of the more general issue of program effectiveness in influencing recruitment, retention and motivation of high-quality professionals.
  - a) Related Legislative Guidelines. In 1988, S. B. 1195 essentially included the original policy guidelines of S. B. 1336 (developed in 1985) and S. B. 1384 (revised in 1986). It also extended the pilot program stipulations providing funding for the districts through 1990-91.

[S. B. 1195 (Section 9, A.) states, in part,

"If the recommendation of the joint legislative committee on career ladders is to allow continuation or statewide participation in the career ladder program, the recommendation shall include recommended requirements for career ladder plans to replace the requirements prescribed in section 5 of this act."

- b) General Research Findings. *Research and evaluative evidence has indicated extreme diversities among districts with respect to readiness to support change and improvement programs such as career ladders. These diversities, as reflected within organizational profiles and corresponding differences in individual assessed needs, require determination of the types of career ladder model programs which would support such differences in developmental levels or readiness stages. Some districts have made considerable progress toward success with the present legislative guidelines and standard structures and design models, while several others are experiencing difficulties with program implementation within the short time period allowed for change. On the average, change theory indicates that it takes a minimum of six years for the effects of major intervention and change phenomena to be realized. (Please see Figures 1 and 2, pp. 22-23, for an example of some of the interrelated support and focus factors to be assessed for district model placement.)*
- c) Recommended Program Continuations and Modifications. Based on the legislative guidelines and the research and evaluation findings, the following recommendations are in order:
- (1) **Present pilot-test districts should be placed on a continuation basis; that is, they should be provided with the authorized level of funding for a three-year period to enable them to reach an "Effective Schools Level" of operation. This would involve such activities as meeting program requirements of curriculum**

development; validation of all evaluation systems for students, teachers and administrators; making realistic adjustments in salary plans based on financial capabilities of the district and state; and improving other key interrelated organizational support and focus factors. If these pilot-test districts are unable to achieve needed changes within a three-year period of time, then they should be placed on a "transition" or "developing" level, which would constitute a continuing assessment and profiling cycle. After another three years of developmental effort, a determination would again be made regarding the district's appropriate career ladder placement level.

**Depending on state funding capabilities, planning for statewide participation is presently warranted.** If statewide implementation is forthcoming, a plan for assessing and approving new districts would need to be devised and the total state program should be subject to review and modifications every three to six years. New districts would voluntarily apply and be phased into one of the model levels, based upon the state's ability to generate adequate revenue to support their participation.

- (2) **A minimum of two to three types of program models are required to meet the developmental stages of school districts.** During the initial *planning stage*, each approved district, based on state funding potential (please see the section on salary and funding), would be *assessed and profiled* (Figure 2, p. 23, illustrates examples of assessment and placement levels; Figures 3, p. 24, and 4, p. 25, show sample profiles of strengths and weaknesses related to support and focus factors). Each district would then be placed into one of the three categories described below:

(a) Effective Schools Career Ladder Model - Level III (ESCLM)

The ESCLM would essentially meet the intent of career ladder legislation and district plans, designs and structures presently in operation. Districts would be supported at a maximum approved level based on the funding formula. They would be placed in this category as a result of being assessed and profiled as effective operational systems which clearly provide accountability in meeting program goals. These districts should be assessed and profiled on a cyclical basis every three to six years; in addition, they should continue to work on needed improvements and other modifications identified as being desirable. Teachers would have the opportunity for competitive placement within any one of the maximum number of approved career levels in their district, i. e., Levels I, II or III.

(b) Transition Schools Career Ladder Model - Level II (TSCLM)

The TSCLM would be funded at a transitional level for a period of three to six years, as a means of attaining the following purposes: (1) developing and improving organizational weaknesses with the assistance of teacher leaders qualified for identified job enlargement functions; and (2) refinement of a district system which can validly account for the impact of district, school and teacher performance on student achievement.

Teachers would have the opportunity to compete for placement in the lower number of approved career levels in their district, i.e., Levels I and II. The maximum number of teachers recruited for this program model should not exceed 50% of the total teacher population.

(c) Developing Schools Career Ladder Model - Level I (DSCLM)

The DSCLM would be funded at a minimum level for a period of three to six years, for the purposes of changing and improving organizational weaknesses with the assistance of teacher leaders qualified for job enlargement functions. These functions would be determined through the organizational needs assessment and profiling procedure. Examples of such components include curriculum, student learning and assessment, and job enlargement assignments related to social and demographic requirements of the unique district environment (i.e., cultural/language needs; retention programs and assisting with the correction or improvement of other social/behavioral conditions which affect student progress). A Level I position would be the maximum career opportunity level for teachers in this type of district. The number of district teachers recruited for program development should not exceed 20-25% of the total teacher population.

- (3) **Due to the extreme diversities in school organizations, it is important that the policy allow for flexibility in the required amount of time to plan, implement and improve the program at all levels, based on individual district stages of development and local conditions for change.**
- (4) **In 1985, the Center for Excellence in Education at NAU was designated to evaluate the pilot-test program; however, there was a critical oversight with respect to the usual provisions of funding the research efforts. An objective "third-party" research and evaluation operation is necessary in order to insure district accountability for meeting program specifications and for efficiency and**

effectiveness in expending state funds. Districts require unbiased evaluations and profiling of strengths and weaknesses in order to be placed at the appropriate model level and to meet individual developmental needs.

B. Task Force Program Goal Priorities

1. Student Achievement. The primary goal of the career ladder programs is to enhance *student achievement*. Therefore, program requirements related to progress in demonstrating accountability for improving student achievement were given a high priority by the Task Force.

a) Related Legislative Guidelines. Section 5. "Requirements for career ladder plan," essentially remained the same with respect to student achievement for Senate Bills 1336, 1384 and 1195.

"Sec. 5. Requirements for career ladder plan. To receive approval to budget for a career ladder program as provided in section 4 of this act, a school district's career ladder plan must contain the following:

1. . . .
2. How the plan is designed to improve student academic achievement."

b) General Research Findings. *While all participating districts have met the stated legal requirements of the plan (point #2, above), few of them have actually been able to demonstrate tangibly the effects of the program on improved student achievement. In particular, several districts have been unable to develop adequate scientific and technological support required to do the following: 1) establish a valid curriculum and student assessment program based on that curriculum; 2) relate process evaluation of teacher skill levels to product evaluation of student achievement gains; 3) develop teacher capability to pre- and post-test students' learning and determine the significance of related achievement gains; and 4) reliably associate teacher performance levels with student achievement based on state or national*

*standardized and normed tests. Those districts which have valid and reliable teacher evaluation systems are beginning to demonstrate a connection between teacher performance levels and student achievement. To the researchers' knowledge, this has not been accomplished before in education on such a large scale.*

- c) Recommended Program Continuations and Modifications. Based on the legislative guidelines and the research and evaluation findings, the following recommendations are in order:
- (1) Districts should continue to show "how the plan is designed to improve student academic achievement." At the same time, legislative guidelines need to be expanded to include requirements for demonstrating accountability for student achievement. Districts should be placed at their appropriate stages of "developing," "transitional," or "effective schools levels," based upon their current operational capabilities, analogous to teachers' placement on career-ladder levels according to their demonstrated accountability for student achievement.
  - (2) Districts placed on the Developing Schools Career Ladders Model (Level I) should devise a long-range plan of improving accountability for student achievement throughout the total system (district, school and teacher). In particular, this plan should contain a detailed description of procedures for developing valid and reliable measures within each unit of the entire system. Before being eligible for the transitional model, all teachers within the district should have received professional development in pre- and post-assessment and be

able to demonstrate individual student and group gains with respect to curricular objectives being taught in their classrooms.

Those districts using the DSCLM are not yet capable of directly connecting teacher performance with student achievement. Therefore, their career ladder teachers should be assigned to "Placement Level I," applying their extended time and responsibilities in providing leadership to develop and validate curricular objectives, teaching methodologies and school programs which are closely associated with student achievement.

- (3) Districts placed on the Transitional Schools Career Ladders Model (Level II) should continue to develop their teachers by means of extensive job-enlargement assignments. In addition, they need to refine and validate a curriculum to track assessment of student learning on the classroom, school and district levels over a long-range period of time.
- (4) Districts would be eligible for the Effective Schools Career Ladders Model (Level III) when the system is able to implement a program which can validly and reliably account for student achievement based on at least two types of measurement. The two measurement requirements to be monitored on the district, school and teacher levels are identified and described below:
  - (a) In order to account for student improvement throughout the long term, a sound and well-developed curriculum (including content objectives) which is designed for students within the local community would be validated and normed on quantitative and qualitative measures which can be reliably tracked. Districts would then be able to assess and compare improvement in student achievement more equitably within the local environment. **Local districts should not be held**

accountable to an unrealistic standard in comparison to other schools with different curricular needs, or to communities which have environments that may be extremely divergent from their own.

- (b) At least one other standardized state or national measure for district accountability should be required. Appropriate norming should occur on the local level in order to prevent unfair or misleading comparisons across diverse districts, as well as to enhance accountability. Specifically, this means that each district (and the schools contained within it) should norm the state-approved or accepted standardized tests. Each district should also be able to assess teacher, school and district improvement throughout an extended time period, in order to determine the local impact of its particular career ladders program on student achievement.

2. Teacher Evaluation and Placement. *Teacher evaluation and placement* was identified by the Task Force as another key program consideration. The purpose of the career ladder concept is to reward teachers based on levels of performance. Therefore, such components of teacher evaluation as improvement of classroom skills and related extended job responsibilities (requiring greater time commitments and higher levels of expertise) which directly impact student achievement were a logical focus of immediate attention.

- a) Related Legislative Guidelines. Section 5., Paragraph 4 of the career ladder legislation states, in part,

"The criteria for advancement shall be challenging enough that not all teachers are expected to advance to the highest level. Movement, either upward or downward, on the career ladder shall be conditional and based on the evaluation procedures as provided in paragraph 6 of this section."

Paragraph 6 relates to the evaluation procedures contained within the career ladder program for teachers. It states that,

"the evaluation procedures shall be based on the evaluation system as provided in section 15-537, Arizona Revised Statutes, and shall include at least the following:

- (1) More than one measure of teacher performance including performance in relation to student academic progress.
- (2) An explanation of the procedures used to determine that the measures of teacher performance are fair and objective.
- (3) Opportunities for improvement of teacher performance."

- b) General Research Findings. *Research indicates that most districts are doing an excellent job of building on past evaluation procedures of assessing teaching input and process. At the same time however, few of them have attained the primary objective of validly connecting teaching performance levels to the content product (or output) of student academic achievement. Performance-based systems require multiple and specific criteria which are appropriately clear and developmental in nature and scientifically connected to student achievement.*

*The criteria in most evaluation systems are "challenging enough," but they deal to a greater degree with evaluating teachers' adherence to lesson-plan procedures and "cook-book" methodologies, rather than with the level of academic content and accountability demonstrated in student learning. Several districts appear to have "measures of teacher performance" which are "fair and objective," but most have not conducted reliability and validity studies on their evaluation systems in order to demonstrate clearly the connection between classroom performance and achievement.*

*A particularly notable success of the career ladder teacher development and incentive program has been the expanding variety of professional "opportunities for improvement of teacher performance." Teachers have been found to be*

*extremely dedicated to professional development; they have expended extensive amounts of time and effort in support of district and state guidelines and directives for improving education.*

*While teachers are very enthusiastic and professional about following requirements, a major problem has developed with respect to district self-monitoring of program success. Several districts are not yet able to apply or assess the efficacy of evaluation and improvement programs systematically and objectively in the short implementation time allowed.*

c) Recommended Program Continuations and Modifications. Based on the legislative guidelines and the research and evaluation findings, the following recommendations are suggested:

- (1) **The career ladder program should continue to require districts to meet the specifications of Section 15-537 of the Arizona Revised Statutes, as well as the more specific policy of connecting "teacher performance in relation to student academic progress."**
- (2) **The law needs to require more than "an explanation of the procedures used to determine that the measures of teacher performance are fair and objective." Individual districts' evaluation systems need to be assessed to determine their current levels of readiness for effective placement of teachers on the ladder. More specifically, this should be accomplished by districts progressing through the developing, transitional and the effective schools model levels based upon objective validation of their systems.**

**Extreme diversities with respect to districts' readiness levels require that teacher evaluation and improvement systems be modified within a time frame which would support**

the unique change conditions affecting each district. That is, districts have experienced differences in change conditions which affect their ability to develop with respect to required time and technological sophistication. Such differences in ability to adjust to change should therefore be directly incorporated into recommended programs.

(3) Career ladder policy should provide for the establishment of an objective and effective evaluation system, which would include the following components:

- (a) establishment of a valid curriculum, including educational objectives, which meet local needs;
- (b) validation and norming of tests to be used to determine student progress with respect to content being taught, which in turn is based on local curricular objectives;
- (c) local norming of a state or national standardized test within each district, school, subject and grade level; and
- (d) validation of the teacher evaluation system through determination of the relationship between levels of assessed teacher performance (*process* evaluation) and results of student progress (*product* evaluation).

Those districts capable of progressing through the foregoing developmental phases would warrant placement in the "Effective Schools Career Ladders Model." In order to merit this placement, it is necessary for districts to re-allocate their efforts; that is, to spend proportionately less time on process evaluation and more time on product evaluation. Furthermore, teachers are devoting too much time to the technicalities of classroom performance. They need to concentrate more on the

development of a curriculum, with related testing and evaluation of content which is linked to differences in developmental levels of their students.

As districts move from the developing career ladder model to the effective school model, the evaluation system should progress from process to product evaluation. Developing schools which are not yet capable of reliably assessing student achievement based on valid procedures would rely on process evaluation to a greater degree. Effective schools, in contrast, would balance evaluation systems by using more product evaluation procedures. Advanced teachers in effective schools should have an evaluation system which would allow for creative and imaginative varieties of teaching methodologies, rather than having to follow a more rigid "cook-book" process of instruction. Creative and unique methods of teaching have in fact been found to result in greater student progress and achievement.

(4) Since research has shown that teacher input into change systems is of utmost importance, it is crucial that the evaluation system be assessed and refined on a continual basis, with teacher leaders playing a major role in all stages of its improvement.

3. Job Enlargement. The Task Force was very astute in recognizing the importance of the influence teachers could have in assisting districts through extended time involvement and greater instructional responsibilities. The principle of *job enlargement*, or delegation of expanded duties, has been found to be as workable and intrinsically motivating in education as in private industry.

a) Related Legislative Guidelines. Section 5. Requirements for career ladder plan, paragraph 3, relates to provisions for job enlargement.

"(b) Improved or advanced teaching skills combined with one of the following:

- (i) Other skills.
- (ii) Additional responsibilities.
- (iii) Other skills and additional responsibilities."

b) General Research Findings. *Practical experience has shown that improving those aspects of district organizational structure which relate to teacher skills development and accountability for student progress is a very complex and time-consuming endeavor. As is the case for top-level management in the private sector, administrators are faced with numerous pressing responsibilities, such as those related to personnel, budgets and facilities, all of which place excessive demands on their time. Delegating increased responsibility to teacher leaders would not only help to alleviate this problem, but would also improve the overall instructional program of the school as a result of wider professional participation and input.*

*In order to be maximally efficient and effective, job enlargement responsibilities must be systematically planned to meet local district profiled needs related to both the social and academic concerns of the community and school system. The following is a brief explanation of the parameters of these two major areas:*

- (1) *Individuals' potentials for learning are greatly influenced by the particular environment in which they live. As a result, there is a great deal of difference in the types of expertise and programs which require directed assignments for teacher leaders. More specifically, schools and communities are quite diverse with respect to social conditions such as the following: culture, ethnic majorities, retention rates, drug use, family structures, nutritional habits, values, economic sufficiency and stability, neighborhood housing arrangements and crime rates. School/business partnerships are types of supportive programs which have attempted to*

*recognize these social and academic concerns explicitly; they would lend themselves well to job enlargement assignments.*

(2) *Academic assignments which are associated with the goals of the career ladder program include areas such as curriculum development, measurement of student progress, mentoring, classroom coaching, modeling, clinical supervision, and evaluation of peers. Job enlargement also requires explicit consideration and task assignments regarding psychological, physical, and emotional variables, since these factors are closely related to individuals' ability to achieve.*

c) Recommended Program Continuations and Modifications. Based on the legislative guidelines and the research and evaluation findings, the following recommendations are in order:

(1) **The requirement for "additional responsibilities" should continue to be a key element in changing and improving school operations which have the greatest positive effect on the development of teaching skills and student progress.**

(2) **As districts progress through the developing, transitional and effective schools models, job enlargement assignments should be refined to meet the ongoing identified and profiled improvement needs. For example, preliminary instructional assignments may consist primarily of curriculum development and validation of student measurement procedures, while corresponding social assignments at this stage may involve working on retention or parent/school programs. Once the district qualifies for an effective schools model, greater attention would be focused on activities such as mentoring novice teachers, as well as refining internal programs designed to connect**

teacher performance with student achievement by applying the latest technological innovations.

(3) **The extended time involvement which is necessary for implementing effective job enlargement should be explicitly incorporated into legislative policy.** Teachers at the top levels of the ladder who are receiving executive salaries should be awarded contract extensions equivalent to those of other professions.

(4) **Legislation should be modified to require administrative and governing board approval of all job enlargement assignments.** Neither the career ladder steering committee nor any other single internal organizational unit should be held totally responsible for developing or implementing job enlargement assignment decisions. The requirement of approval at the district level would insure that the local governance procedures would continue to meet both community and school needs which have been openly and publicly identified and approved.

4. Salary, Finance and Budgetary Considerations. The issue of program funding warranted special attention from the Task Force for a number of key reasons. The total amount of available funds for educational improvement, as well as the motivational aspects of salary as a teacher incentive, are instrumental factors in energizing and mobilizing this educational reform movement.

a) Related Legislative Guidelines. Teacher salary and "restructuring of the salary schedule" was included in Section 5, paragraph 7 of the legislation and states, in part, the following:

"7. A compensation system which is based on a completely restructured salary schedule in which a salary range is set for each level on the career ladder and the salary for a teacher within the range is based on objective performance evaluation or other objective factors. The salary schedule shall not be the traditional schedule based on experience and education

with additional stipends added on for higher levels. If participation in the career ladder program is optional, the traditional salary schedule may be retained for those teachers who choose not to participate in the program."

Through Section 6, paragraph A of the policy, accepted school districts were provided the "approval to budget for career ladder programs," as follows:

- "1. For fiscal year 1986-1987, 2.5 per cent.
2. For fiscal year 1987-1988, 3.7 per cent.
3. For fiscal year 1988-1989 and 1989-90, 5.0 per cent."

- b) General Research Findings. *The Center's ongoing research studies have consistently identified the motivational impact of higher teacher salaries as a significant extrinsic incentive for teachers to assume expanded responsibilities and extended time commitments. The absolute dollar amount of the increase is not the critical factor. Rather, it is the establishment of some basis of monetary recognition of teachers for increased competency and performance. In other words, there needs to be a systematic means of meaningful differentiation in monetary rewards given to teachers. Provided that such a policy is in place, it has been found that there are also several intrinsic factors, such as professional recognition and satisfaction with the work environment, which may be as strong an incentive as pay itself. Large salary increases, in fact, have been extremely negative and de-motivational in those districts which currently lack objective and valid procedures to determine the hierarchical expertise of their teachers with respect to curricular content and student progress.*

*The process of budgeting for the career ladder program has been very beneficial to all of the districts. However, the practice of planning for yearly increases has not proven to be economically or financially effective. Participating districts should instead be funded based on their respective developmental stages or readiness levels. Automatically providing large amounts*

*of funds to those districts which lack readiness can, in effect, serve to perpetuate existing organizational weaknesses, instead of fostering positive change and improvement efforts.*

- c) Recommended Program Continuations and Modifications. As a result of budgeting and funding, most districts and teachers have made tremendous advancements toward meeting Career Ladder program goals. However, certain modifications of existing practices are essential in order to attain even greater economic and financial advantages. Based on the legislative guidelines and the research and evaluation findings, the following recommendations are suggested:
- (1) As established by current legislation, the compensation system should continue to follow a "completely restructured salary schedule;" in addition, teachers should continue to be rewarded for "objective performance evaluation or other objective factors." However, instead of explicitly stating a dollar amount for the "salary range," it is recommended that a differentiated percentage be used in order to reallocate total available program funds more equitably among the participants.
  - (2) The decision as to whether the career ladder program should be required or optional for teachers should be made by each district on a local level. Furthermore, if the program is expanded statewide, it should be voluntary. That is, only those school systems wishing to participate would adopt a procedure of rewarding teachers based on performance, rather than solely on years of experience and accumulated college credit hours.

- (3) A certain percentage of program funds should be earmarked for recognition of participation in inservice programs (i.e. leave of absence for personal study), as well as for differential performance levels. The primary purpose of such a policy would be to attempt to alleviate the problem of teacher burn-out. That is, teachers have tended to over-extend themselves in their drive to earn recognition for their work efforts. The proposed corrective policy is designed to address this problem by capitalizing on the positive nature of intrinsic rewards.
- (4) Career ladder districts should be funded based on their model level of organizational performance; i.e., placed in developing, transitional or effective levels determined through a three-year cycle of evaluation and improvement.

It is recommended that the Task Force review modifications to the current budget formula. The following are offered for committee consideration:

- (a) Funding Base x Special Factors x ADM x CL Base
- (b) Funding Base x Special Factors x ADM x (CL Model Base x CL Teacher Proportion)
- (c) Funding Base x Special Factors x ADM x (CL Model Base x CL Teacher Proportion x Experience Factor)
- (d) Funding Base x Special Factors x ADM x (CL Model Base x CL Teacher Proportion x Experience Factor x Resource Factor)

Letter (a) above depicts the present budgetary formula for career ladder districts, while (b) through (d) add factors which should be studied and considered for modifications. A brief definition of new terminology is provided below:

CL Model Base represents the maximum limits of funding available within the three levels of developing, transitional and effective model assignment (i.e., ranges of 2 to 3%, 4 to 5%, and 6 to 7%).

CL Teacher Proportion is the percentage or participation rate of teachers within each district. This should only be applied to the Effective Schools Model if limitations are placed on the percentage of teachers allowed into developing and transitional models.

Experience Factor is a weighted adjustment factor for districts which have a large number of teachers with relatively few years of experience but who are performing at high levels.

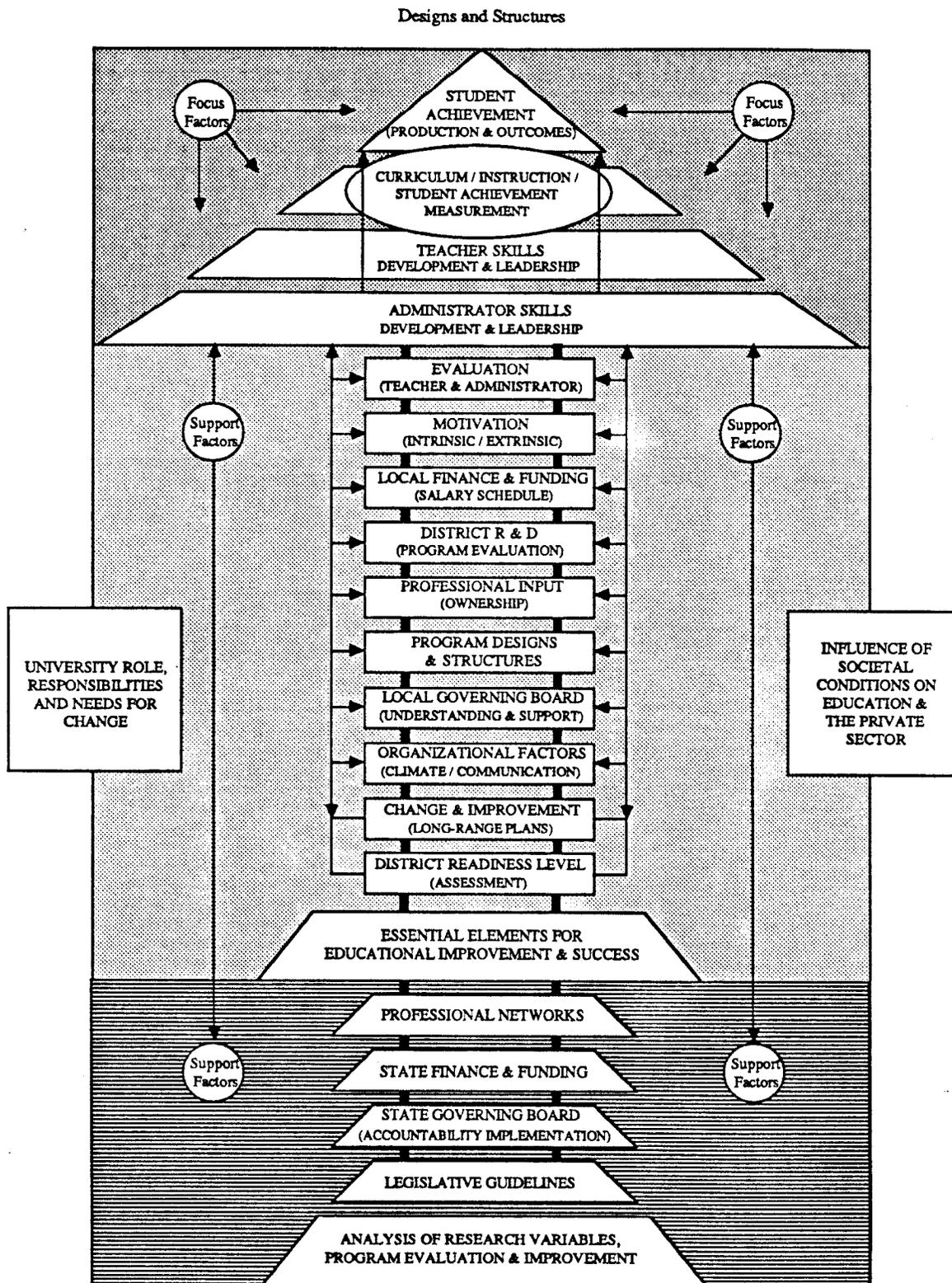
Resource Factor is an adjustment for districts which suffer from an unequal financial base and lack the resources of other, more affluent communities.

### Conclusion

If the career ladder program continues as recommended by the evaluators, and if it is expanded to allow an application and approval process for other Arizona school districts, the present Career Ladder districts should continue to be funded at current levels for a three-year period. At the end of that period of time, those districts not meeting the requirements of the Effective Career Ladder Schools Model would be placed at a developing or transitional level and receive appropriate funding for that particular stage of development. Additional schools would be admitted to the program at an approved rate based on the state's funding capabilities and according to their respective assessed model levels.

Figure 1

MAPPING THE DEVELOPMENTAL PROCESS FOR EFFECTIVE SCHOOL REFORM:



A Model of Interrelated Components of Program Support and Focus for Effecting Change and Reform in Education

Figure 2  
 Assessment Model for Projected  
 District Readiness Levels

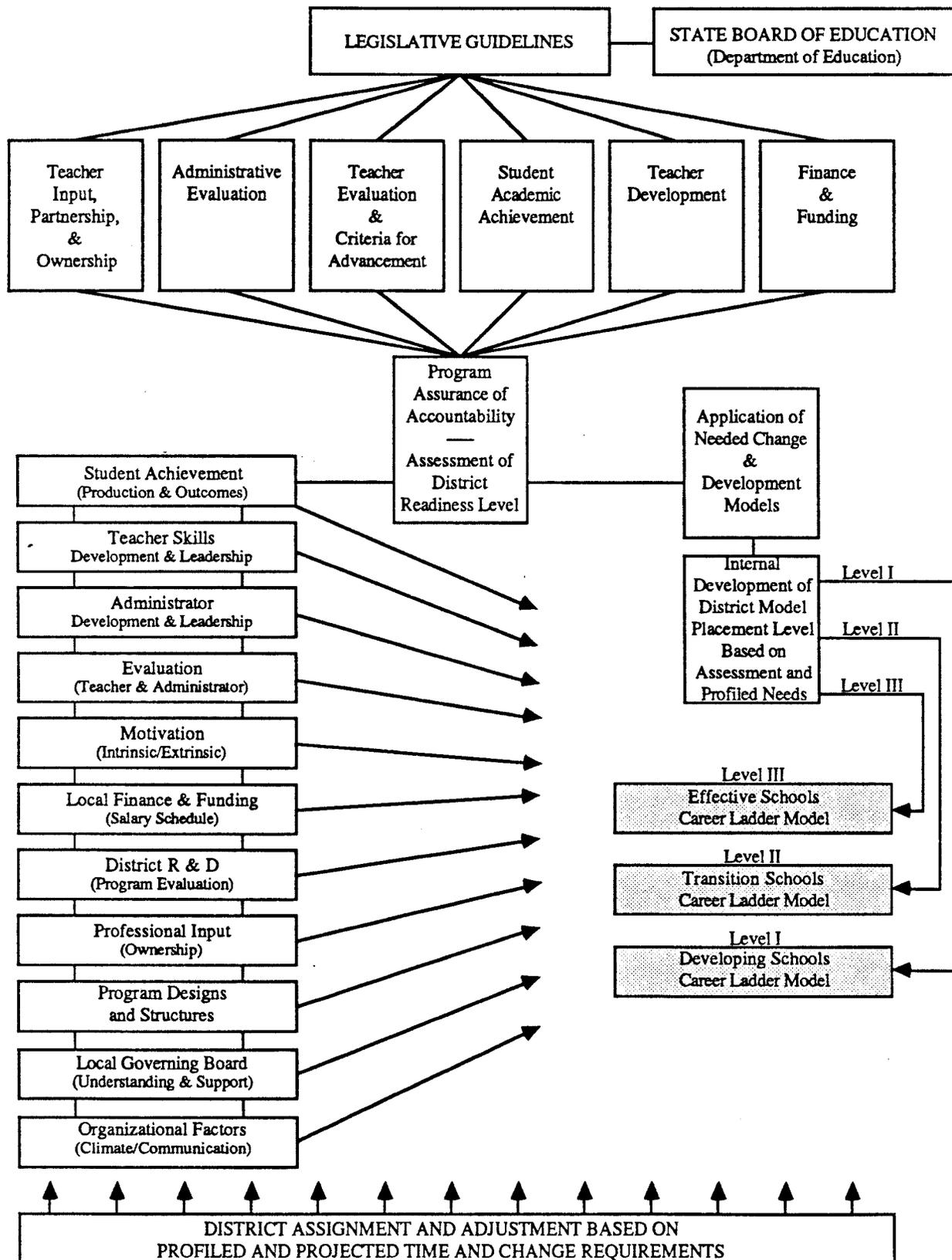


Figure 3

DISTRICT READINESS PROFILE OF STRENGTHS AND WEAKNESSES

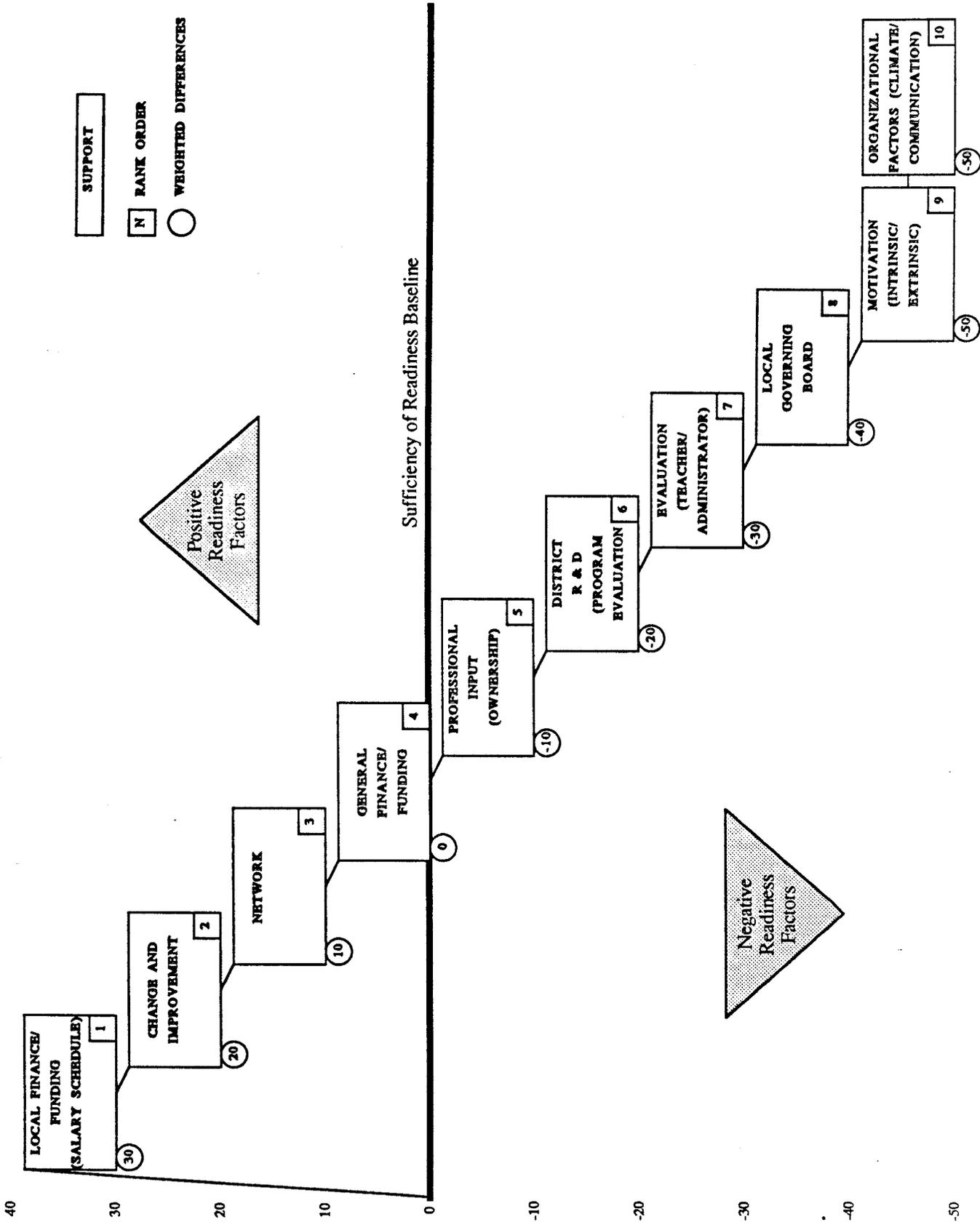


Figure 4

DISTRICT READINESS PROFILE OF STRENGTHS AND WEAKNESSES

