

## Professional Certification Bonus, AH

**Agency:** 350 Office of Superintendent of Public Instruction  
**Budget Period:** 2009-11

### **Recommendation Summary Text (Short Description):**

Superintendent Bergeson requests fiscal support for a \$3,500 bonus annually for teachers once they are issued a professional certificate, for the life of the certificate. This bonus will rectify current inequities in the LEAP and promote overall program improvement. The bonus is the fairest and most straight-forward policy to address the problem that teacher candidates invest more time and work for our new certifying system with less compensation (and in many cases, no compensation increase) than under the old second tier certification requirements. ***The state is saving money by not compensating teachers at the level of the old certification system; teachers lose compensation immediately and in their life-time earnings.***

Long-term solutions to the antiquated, inputs-based system of educator compensation have been proposed to by the Superintendent to the Basic Education Finance Task Force and we look forward to their recommendation. However, it is our collective imperative to appropriately compensate teachers in our current system as those changes take place over time. This solution can build a bridge between the present and the future salary schedules to rectify the fact that we require a more rigorous second tier certification process with less compensation than under the old Continuing Certificate process. This change is essential to providing fair teacher compensation and demonstrating support for the rigorous professional development/certification processes that will provide greater impact on student learning.

### **Fiscal Detail**

<b>Operating Expenditures</b>		<b>FY 2010</b>	<b>FY 2011</b>	<b>Total</b>
Professional Certification Bonus	001-01	\$22,638,000	\$33,138,000	\$55,776,000
<b>Total Cost</b>		<b>\$22,638,000</b>	<b>\$33,138,000</b>	<b>\$55,776,000</b>

<b>Staffing</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>Annual Avg.</b>
<b>Total FTEs Requested</b>	<b>0</b>	<b>0</b>	<b>0</b>

### **Package Description**

#### **Background**

The teacher Residency/Professional Certification system of replaced the Initial/Continuing Certification system in 2000. The Residency/Professional system is a performance and evidence-based system that bases certification decisions on evidence of impact on student learning. Professional Certification (ProCert) focuses individual professional development on student learning needs. ProCert is and should be a rigorous process.

## Professional Certification Bonus, AH

### Current Situation

The current salary allocation model (LEAP) does not align with the ProCert certification system and does not adequately recognize the rigorous, job-embedded work of ProCert candidates to demonstrate they have improved student learning. Teacher candidates invest more time and work for a certificate with less compensation (and in many cases, no compensation increase) than their peers grandfathered under the old second tier certification requirements.

Professional Certification is a rigorous, mentally challenging system that represents a significant departure from traditional course-based academic programs. Based on design, the number of credits and inputs should vary. However, the current salary allocation model (LEAP) is still based on, and rewards, the old inputs based paradigm. Therefore, teachers are frustrated:

1. The rigorous classroom based work teachers engage in (analyzing evidence, reflecting, designing instruction, collaboration) is not directly tied to earning college credit.
2. The few credits (typically 15) that *are* attached to ProCert provide little or no LEAP movement on their own.

	<b>Old 2<sup>nd</sup> Tier Certification Requirements</b>	<b>Professional Certification Requirements</b>	<b>Problem</b>
Bachelors-level teachers	Obtain 45 credits; move 3 columns to the BA+45 credit column and obtain about a \$3,416 salary increase OR Complete an MA and move to MA+0	Obtain 15 credits; move one column (BA+15, or BA+30, or BA+45) and obtain about a \$1,140 salary increase	Salary is about \$2,415 less under new requirements (exact amount dependent on each teachers' staff mix)
Masters-level teachers	No additional work. Obtain 2 <sup>nd</sup> tier certificate with 180 days teaching.	Obtain 15 credits and 0% salary increase	Teachers have new requirements but their salary does not change

The system is in a catch-22 in that the credits and tuition have been lowered as much as possible to make ProCert access more affordable, the teacher time invested is at least as rigorous as the old certificate; as a result the ProCert is disconnected from the LEAP. ***The state is saving money by not compensating teachers at the level of the old certification system; teachers lose compensation immediately and in their life-time earnings.***

## Professional Certification Bonus, AH

**Cumulative State Savings for Misaligned ProCert and LEAP:** Reduction in state costs for LEAP base salary and staff mix once new certification requirements were adopted and teachers began obtaining ProCert but not progressing on salary schedule

	Bachelors-level Teachers	Masters-level Teachers
FY 2003-2009	\$9.7 million	Under the old requirements, MA teachers did not have 2 <sup>nd</sup> -tier certification requirements; the state did not incur any costs for LEAP staff mix change; while the state does not save dollars as a result of the change, teachers are working more than their grandfathered peers with no compensation increase
2009-11 Biennium	\$15.1 million	
Cumulative Savings FY 2003-2011	\$24.8 million	

Teachers evaluate the heavy teaching loads they have, the investment of time ProCert takes, the compensation they will receive for ProCert, and the significant bonuses for NBPTS certification. These factors undermine the power and positive impact of the ProCert process.

### **Proposed Solution**

Superintendent Bergeson seeks legislative support and funding for a \$3,500 bonus for teachers that obtain their Professional Certification.

1. This provides more equitable compensation between the teachers that are grandfathered under the old certification requirements and teachers subject to Professional Certification requirements.
2. This new compensation demonstrates a commitment to an evidence-based learning paradigm.
3. While demonstrating that support, this proposal will help create space and time to focus on continuous program and process improvement including implementation of the legislatively mandated “uniform and external assessment.” Successfully shifting an entire system takes significant time and will encounter challenges. This rule will increase tolerance for such a system shift.
4. This bonus will lay positive groundwork for the implementation of the revised pre-service standards and the future use of Professional Growth Plans as a part of the certification system.

### **Contact person**

Jennifer Priddy, Assistant Superintendent, Financial Resources, 360-725-6292, [jennifer.priddy@k12.wa.us](mailto:jennifer.priddy@k12.wa.us)

Mary Jo Larsen, Program Specialist, Professional Certification, 360-725-4969, [maryjo.larsen@k12.wa.us](mailto:maryjo.larsen@k12.wa.us)

## **Professional Certification Bonus, AH**

### **Narrative Justification and Impact Statement**

#### **What specific performance outcomes does the agency expect?**

The Office of Superintendent of Public Instruction (OSPI) expects more teachers will earn their professional certification within the five year limit instead of requesting residency certification extensions. This movement through professional development and teacher assessment processes will result in expedited improvements in teacher quality and impact on student learning. Program quality will improve because support for accomplishing the goal will increase. Finally, teacher retention in the first five to nine years will improve as teachers are supported and recognized with appropriate compensation.

#### **Performance Measure Detail**

OSPI will track when teachers earn their professional certification to determine if teachers are earning it earlier than current averages.

#### **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

This decision package assists the agency in meeting Goal 2, highly skilled, diverse educators and other certified staff. More specifically, fairly compensating professional certification completers supports the recruitment, development, and retention of highly skilled and diverse corps of certificated educators (Objective 2.1).

#### **Reason for change:**

The current certification system is out-of-sync with the salary allocation model; teachers report that they are delaying their ProCert hoping that the state will begin fairly compensating them and they report that they will leave teaching in order to avoid investing the time and energy without compensation.

#### **Does this decision package provide essential support to one of the Governor's priorities?**

This request supports the Governor's priority of improving student achievement by fairly compensating student-ready teachers. The professional certification process is strategic and individualized preparation designed to improve student achievement.

#### **Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process?**

Encouraging teachers to earn their professional certification earlier in their career will bring student achievement to higher levels.

#### **What are the other important connections or impacts related to this proposal?**

The Professional Educators Standards Board (PESB) is supportive of monetary recognition for attainment of the professional certificate. The PESB is proceeding with the external and uniform assessment to strengthen program outcomes (increased teacher quality and improved student learning) and increase program accountability.

## **Professional Certification Bonus, AH**

### **Impact on Clients and Services**

Students will benefit from having more teachers prepared through the rigorous professional certification process.

### **Impact on Other State Programs**

Providing compensation to professional certification completers will encourage more teachers to pursue the certification earlier in their career. This will impact colleges' of education graduate programs workload, but it is workload that has always been anticipated based on the number of teachers required to pursue their ProCert.

### **What alternatives were explored by the agency, and why was this alternative chosen?**

The SPI originally intended to propose that the PESB to adopt a rule granting 300 clock hours to ProCert completers. The clock hours, combined with the credits that teachers typically earn, would move teachers on the LEAP schedule commensurate with the old certification system and the investment that they make to earn ProCert. In the beginning, this proposal ignited excitement for several reasons:

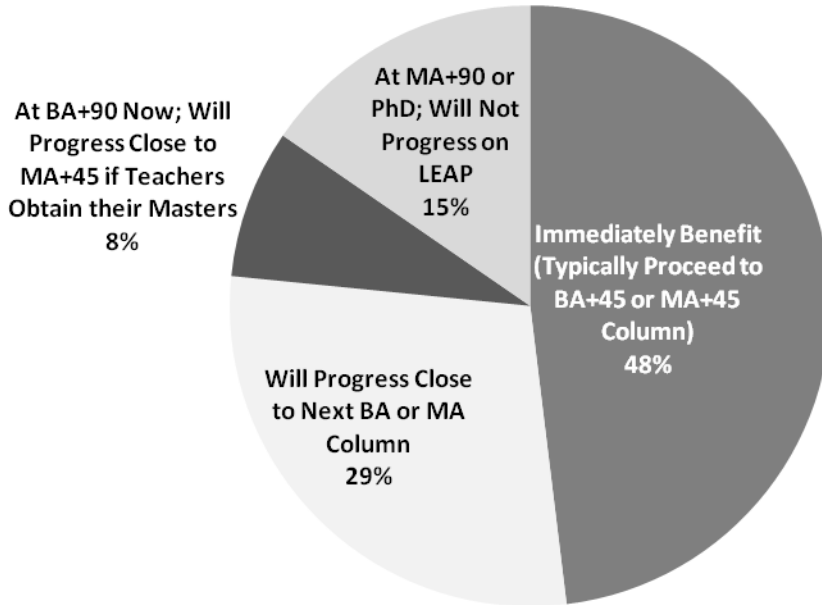
- It would compensate teachers with the constraints of the current LEAP
- It recognized the performance-based nature of the ProCert process
- It was rather simple to implement

However, as the proposal was investigated further it became clear that not all teachers would move on the salary schedule as a result of receiving 300 clock hours. So while this route would address compensation issues for many ProCert completers, it would not solve, in fact could exacerbate, the overall inequities in the current LEAP. Therefore, the SPI is proposing a bonus to equally compensate all teachers.

Teachers with an MA+90 credits or a PhD have the same ProCert requirements as all other teachers, but obtaining 300 clock hours will not move them farther on the salary schedule. The chart below displays that of the 3,468 teachers who have obtained the ProCert thus far, the clock hours will only help 77% by immediately increasing their compensation or moving them very close to the next column. However, for future cohorts of completers this figure is estimated to be 89%.

## Professional Certification Bonus, AH

**Impact on Individual Teacher Progression on the State Salary Schedule from the Addition of 300 Clock Hours; Includes Teachers who have been Issued Professional Certificates through August 21, 2008**



### Comparison of Options

	ProCert Bonus (SPI request)	300 Clock Hours	No Action
Bachelors-Level <45 Credits	Receive \$3,500 when obtain ProCert	Receive about \$3,400 when obtain ProCert via progression on LEAP schedule due to 15 credits plus 300 clock hours	Receive about \$1,140 due to progression from 15 credits; \$2,300 less than grandfathered peers
Bachelors-Level > 45 but <90 Credits	Same as above	Receive about \$3,070 when obtain ProCert via progression on LEAP schedule due to 15 credits plus 300 clock hours	Receive no increased compensation from 15 credits
Bachelors-Level >90 Credits	Same as above	No progression on LEAP due to 300 clock hours/15	Receive no increased compensation from 15 credits; similar to

## Professional Certification Bonus, AH

	ProCert Bonus (SPI request)	300 Clock Hours	No Action
		credits—no additional salary; progress to MA+45 if obtain Masters	grandfathered peers
Masters-Level <90 Credits	Same as above	If at MA+0, then progress to MA+45; if at MA+45; the progress to MA+90. Receive about \$3,400 when progress to one of these two columns.	Receive no increased compensation from 15 credits; inconsistent with grandfathered peers as under old certification system, no requirement for Masters-level teachers to obtain ProCert
Masters-Level >90 Credits or PhD	Same as above	No progression on LEAP due to 300 clock hours/15 credits—no additional salary	Same as Masters-Level <90 credits

The matrix above displays that the bonus option is the only option that consistently and fairly compensates teachers for the certification requirements. Other options provide unequal compensation or no compensation compared to old certification requirements and their grandfathered peers.

### **What are the consequences of not funding this package?**

1. The state will continue to send teachers mixed messages about what type of teacher professional development and student learning are important.
2. Failure to rectify the compensation and incentive structure for Professional Certification will make further system shifts (such as Professional Growth Plans for certificate renewal under consideration by the PESB) much more difficult to accomplish successfully.
3. The state will continue to put the financial and psychological burdens of education reform on individuals rather than on the system.

### **What is the relationship, if any, to the state's capital budget?**

None.

### **What changes would be required to existing statutes, rules, or contracts, in order to implement the change?**

The bonus should be codified, and the Superintendent will submit legislation.

### **Expenditure Calculations and Assumptions:**

This proposal does not change the structure of the current LEAP; the \$3,500 bonus will be layered on top of the LEAP schedule in the manner of the National Board bonus.

## Professional Certification Bonus, AH

To date, 5,031 Professional Certificates have been issued. Of those 3,468 were employed in Washington public schools in 2007-2008. Another 3,000 are expected to complete in the 2008-2009 school year. Therefore, the fiscal increase will be greatest for the first school year (2009-2010) in which this bonus is effective. After that, the fiscal impact will increase based on the number of new teachers who obtain their ProCert per year and who are employed in public schools, about 2,500 to 3,200 teachers depending on the year.

Implementing the bonus for the 2009-2010 school year would result in a \$22.6 million increase. ***About a third of this increase (or \$7.5 million) represents the amount that the state currently saves by not aligning the ProCert to the salary schedule. Had no certification changes been implemented in 2000, the state would have been paying this amount to teachers. \$15.1 million represents the new salary to MA-level teachers who have new certification requirements and should be compensated accordingly.***

When the system achieves full capacity, it is estimated that at least 2,500 teachers a year will complete the process. Depending on the particular year and number of public school completers per year the increase at full capacity is estimated at \$8.75 Million to \$11.2 million. \$8.75 million was calculating by multiplying the bonus by 2,500.

### Object Detail

		FY 2010	FY 2011	Total
A	Salary and Wages	\$0	\$0	\$0
B	Employee Benefits	\$0	\$0	\$0
C	Contracts	\$0	\$0	\$0
E	Goods/Services	\$0	\$0	\$0
G	Travel	\$0	\$0	\$0
J	Equipment	\$0	\$0	\$0
N	Grants	\$22,638,000	\$33,138,000	\$55,776,000
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
<b>Total Objects</b>		<b>\$22,638,000</b>	<b>\$33,138,000</b>	<b>\$55,776,000</b>

### Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2010	FY 2011	Avg	FY 2010	FY 2011	Total
A012 General Apportionment	021	0	0	0	\$22,638,000	\$33,138,000	\$55,776,000
<b>Total Activities</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>\$22,638,000</b>	<b>\$33,138,000</b>	<b>\$55,776,000</b>



## Professional Certification Bonus, AH

### Six-Year Expenditure Estimates

<b>Fund</b>	<b>09-11 Total</b>	<b>11-13 Total</b>	<b>13-15 Total</b>
General Fund-State	\$55,776,000	\$92,526,000	\$127,256,000
<b>Expenditure Total</b>	<b>\$55,776,000</b>	<b>\$92,526,000</b>	<b>\$127,256,000</b>
<b>FTEs</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### **Distinction between one-time and ongoing costs:**

All costs are on-going.

#### **Budget impacts in future biennia:**

The amounts will increase with inflation.