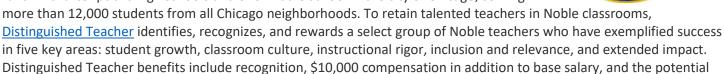
WEBINAR SERIES ON INNOVATIONS IN ILLINOIS CHARTER SCHOOLS

Noble Network: The Distinguished Teacher Pathway: Keeping Great Teachers in the Classroom

March 17, 2021

Noble, founded as Noble Street Charter School in 1999, is a nonprofit organization that runs 17 charter public high schools and one middle school in the city of Chicago, serving



for expanded impact in the Noble Network.



14 Noble Educators Receive Elite
"Distinguished Teacher"
Recognition including Annual
\$10,000 Awards, December 17,
2020

20 Chicago Public School Educators Receive Elite "Distinguished Teacher" Recognition, May 30, 2019 Teacher incentive pay is one component of an effective charter school/district human resource system that attracts and retains an effective teacher force. Characteristics of incentive pay programs vary across school districts (e.g., size, eligibility for, and duration of award; individual versus group incentives, single criterion or multiple criteria for eligibility).

Two research teams Pham et al., 2019 and See et al., 2020 reviewed recent studies about the effectiveness of teacher incentive compensation systems to identify the impact of specific elements of the systems on teacher retention. Both research team report mixed results - several studies reported improvements in retention, several reported inconsistent results, and others reported no effect on retention. These differences were related to study design, as well as to how incentive systems were organized and implemented. However, research results favor the conclusion that providing bonuses to effective teachers already teaching in high-poverty or low-

achieving schools can reduce teacher attrition and costs associated with attracting and recruiting new staff.

	Research findings – impact on retention	Noble Distinguished Teacher
Selection of	More effective if selection based on multiple criteria	Multiple criteria clearly linked
eligible teachers	connected with organization's philosophy and goals (Pham,	to network vision, goals,
	2019)	culture
Number available	Limited number of awards does not harm collegiality or	No set number of awards
	elevate competition between teachers	
Size of financial	Must be "substantial" (See et al., 2020) but further research	Need more time to investigate
award	needed to balance with cost-effectiveness (Pham, 2019)	impact on retention
Duration of	Effective while incentive is available (See et al., 2020); more	Addition to base pay as long
stipend	research needed about long-term impact (Pham, 2019)	as classroom teacher to
		support longer-term retention
Non-financial	School culture as well as financial rewards are important for	Recognition, leadership, and
incentives	retention (See et al., 2020)	professional learning

Incentive or merit pay programs have the potential to support retention if they are of sufficient size during the time that the award is available. An effective compensation/career pathway structure must be clearly connected to network/district priorities (ERS Strategic Design of Teacher Compensation).





