

Consortium for Educational Change (CEC)
REWARDS ASSOCIATED WITH IMPROVING STUDENT ACHIEVEMENT OR
GRADUATION RATE

CEC works with districts to create a shared leadership governance model, including structures, processes, and staffing to support and sustain a culture of learning focused on improving teacher practice and student achievement. In this shared leadership model, opportunities are created for effective teachers to become leaders in their buildings.

These teacher leaders become qualified for these roles based on a Teacher Evaluation System that includes measures of student growth, and may also be nominated for these roles by administrators or peers. These new roles come with financial incentives, and CEC helps districts identify the best way to structure these (i.e. one-time rewards vs salary adjustments). One example of using the Teacher Evaluation System to reward improved student achievement is to create enhanced roles for teachers receiving high evaluation ratings. These qualified teachers can become certified and trained to provide feedback on instructional practice by completing the Growth Through Learning training. In this way, excellent teachers are rewarded for their performance while simultaneously taking on leadership roles to benefit other teachers.

CEC is a state leader in teacher and principal evaluation. CEC has worked with over 100 Illinois districts to develop and refine teacher evaluation systems since the passage of the 2010 Performance Evaluation Reform Act (PERA). CEC supports this work with a cadre of trainers and facilitators across Illinois, including CEC consultants, school and teacher leaders, and union staff members.

CEC has worked with SIG districts to refine their evaluation systems to include student growth as a significant factor, multiple observation-based assessments of performance, ongoing collection and analysis of student achievement results, teacher ratings with high standards and expectations, and collaboration with teachers, staff, and principals.