



Leadership Premium Awards Among 46 Idaho School Districts January 2015

Idaho districts' uses of leadership premiums can be summarized in nine broad categories:

- **Credential:** Leadership premiums provided to teachers with master's degrees, PhDs, National Board Certifications or who have endorsements to teach multiple subjects/grade-levels.
- **Innovation:** Leadership premiums provided to teachers who pursue innovative ideas for instruction or cutting costs (includes blended learning).
- **Support for other teachers:** Leadership premiums provided to teachers who support their colleagues by providing mentoring, professional development, student management support, curriculum and assessment mapping, testing support, etc.
- **Academic support for students:** Leadership premiums provided to teachers who support academic growth of students through extra activities such as before- and after-school tutoring, extended learning time, advising on senior projects, providing dual-credit classes, advanced placement classes, SAT prep, arts education, academic advising etc.
- **Activities support for students:** Leadership premiums provided to teachers who support student activities such as student council or evening activities.
- **Specialized/hard-to-hire instructional roles:** Leadership premiums provided to teachers who fill specialized or hard-to-hire roles, such as technology leaders, special education, ELL instruction, counselors, safety coordinators, Title I coordinators, and those who fill multiple roles in a school.
- **School and district committee work:** Leadership premiums provided to teachers who pitch in on administrative tasks such as scheduling, grant-writing, district committees, etc.
- **Parent and community outreach:** Leadership premiums provided to teachers who assist with efforts to engage and communicate with parents, such as parent advisory councils, translating for families that do not speak English,
- **Self-improvement:** Leadership premiums provided to teachers for participating in professional development.

There are several observable trends in how leadership premiums are disbursed:

- Most of the districts spread leadership premiums broadly, awarding the minimum leadership premium (\$850) for a wide range of activities in the categories above.
- The vast majority of districts had numerous ways that teachers could receive one or more leadership premiums.
- Some leadership premium uses were more common than others:
 - Leadership premiums were most frequently used to compensate teachers for providing instructional support to other teachers (42 out of 46 districts). About half of those districts specifically targeted leadership premiums to teachers who mentored new teachers.
 - Specialized/hard-to-fill roles (35 out of 46 districts)
 - Academic support for students (33 out of 46 districts)
 - School and district committees (24 out of 46 districts)
 - Activities support for students (16 out of 46 districts)

- Credential (9 out of 46 districts)
- Self-improvement (8 out of 46 districts)
- Parent and community outreach (7 out of 46 districts)
- Leadership premiums were least frequently used to compensate teachers for coming up with innovative and/or cost saving initiatives, such as blended learning (5 out of 46 districts).

There are a few districts whose plans for leadership premiums are notably different from others:

- Two districts (Cambridge and Fremont) appear to distribute the leadership premiums equally among all teachers.
- While every other district spread funds across multiple categories, one district (Shoshone) appears to have targeted its leadership premiums solely to encourage teacher participation in extended learning time.
- While most leadership premiums were awarded in chunks of \$850, a small number of districts (e.g. Snake River) awarded leadership premiums in larger amounts (e.g. \$5,500). In contrast, several other districts (Vallivue, New Plymouth, Homedale, and Council) found ways to spread the \$850 minimum awards even more thinly, by making the leadership premium contingent on teachers fulfilling multiple requirements (e.g. advising senior projects *and* attending professional development *and* participating in after-school academic events).