



**CONCLUSION:** Although the TEAMS program had a short window to be implemented and lacks defined measures of success, **there is still time to take corrective action to ensure the intended outcomes are being accomplished.** ALSDE reports correcting inefficiencies, progressing toward an automated system that will be integrated within three years. While the process is described as unclear and burdensome, the program has been quickly adopted by LEAs and teachers. Action should be taken now to ensure performance is properly tracked and reported.

### Implementation Evaluation

#### Background

This report is one in a series dealing with Alabama’s Teacher Workforce. For previous reports visit [evidence.alabama.gov](http://evidence.alabama.gov).

The TEAMS program was created by [Act 2021-340](#). The program became effective in May of 2021, providing ALSDE roughly three months to plan and design the launch of the program for the 2021-2022 academic year. The law requires ALSDE to administer the program and the State Board of Education to develop administrative rules necessary to implement the act. **The law itself does not specifically state the intended purpose of the program nor does it require ALSDE to align performance metrics with outcomes.**

TEAMS gives the opportunity for math, science, and computer science teachers to earn up to \$20,000 more per year on a TEAMS contract. To qualify for the TEAMS program a teacher must:

- Be properly certified.
- Teach ALSDE approved courses full time.
- Hold or work to obtain the National Board Certified Teacher or National Certification for STEM Teaching.
- Complete 4 days of high quality professional development.
- Sign a 189-day contract.



### Key Findings



The TEAMS program is characterized by a labor-intensive process which can be significantly streamlined through widely available technology.



The leading motivation to sign a TEAMS contract is higher pay, but the incentive negatively affected the morale among other teachers within the system.



The TEAMS program deviates from implementation best practices, lacks defined goals, and maintains vague performance metrics.



Any failure of communication is not for a lack of effort by ALSDE. However, the second largest recommendation from administrators was to adopt a clear and streamlined process.

### RECOMMENDATIONS



Streamline and automate the application process for funding to increase efficiency across the program.



Develop quantitative metrics that accurately measure student growth associated with the TEAMS program.



Determine the number of highly qualified teachers during the 2020-2021 school year to benchmark the number of highly qualified teachers prior to the implementation of TEAMS.



Establish the ratio of unfilled positions to desired number and actual number of positions.



Clearly define the information being collected to reduce errors and limit the amount of resources needed for quality control.



ALSDE should better engage LEAs as they continue to provide updates and improve communication.



Implement a timeline for when and where program information may be available.



Establish benchmarks and milestones to actively monitor the success of TEAMS and make necessary program adjustments to ensure long-term success.



Reevaluate TEAMS in 3-5 years to determine levels of success.

**\$98.5M**

**Expenditures to Date**

**2,608**

**Teachers (Year 1)**