

Performance-based Educator Compensation – Preliminary Resources

All of the following resources are available at: <http://ride.ri.gov/EducatorQuality/CompReform.aspx>

General Information

Alternative Teacher Compensation: A Primer (Julia E. Koppich and Jessica Rigby). *“This policy primer is designed to provide baseline information about new forms of teacher pay that are emerging around the country, to support the local conversations and negotiations that will lead to the development of innovative compensation systems.*

Performance-Based Compensation Structures: Considerations for Individual, Group, and Hybrid Programs (Amy Potemski, Courtney Rowland, and Peter Witham) from the Center for Educator Compensation Reform. *“These school-, district-, and state-level (compensation reform) programs come in all shapes and sizes – some are small and focus only on a cohort of teachers or schools, whereas others are large and target entire districts or groups of districts. ... The purpose of this paper is to assist the stakeholders in alternative compensation initiatives to better understand the ways in which they can structure performance incentives in the context of their intended outcomes, local culture, and available options for measuring educator and student performance.”*

Compensation Reform as one component of a Strategic Capital Management System

New Teacher Pay Structures: The Compensation Side of the Strategic Management of Human Capital (Allan Odden). *“This paper argues that the compensation system for teachers can and should be changed to reinforce an aligned human capital management system and thus more supportive of the goal of teaching all students in all classrooms to high and rigorous performance standards.In places that have stepped into the lead in implementing pay innovations, rarely have they used the entire arsenal of their overall human capital management system to execute the pay innovation.”* Odden’s paper makes the argument that compensation reform needs to be viewed in the broader spectrum of human capital management (recruitment, selection, assignment, development, compensation, and retention).

Websites

The Center for Educator Compensation Reform (CECR) maintains a comprehensive website at <http://www.cecr.ed.gov/> The charge for this website is “Raising national awareness of effective strategies for performance-based compensation and supporting the Teacher Incentive Fund Grantees.” The site includes sections designed for organizations that are new to performance-based compensation and provides practical advice on the development and implementation of programs.

The Teacher Incentive Fund (TIF) is a federally funded program that supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Goals include: improving student achievement by increasing teacher and principal effectiveness; reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement; increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and creating sustainable performance-based compensation systems. The website provides some background information at <http://www2.ed.gov/programs/teacherincentive/index.html>

Examples of Programs

Teacher Compensation Based on Effectiveness (F. Mike Miles). The Harrison Colorado School District's Pay-For-Performance Plan, as documented by F. Mike Miles, the district's superintendent, is offered to districts as a starting point to develop an understanding of many of the features that can be included in a teacher compensation model.

Career Pathways in Baltimore City Schools. The Baltimore City Schools district has established a system of career pathways with associated salary intervals that differentiate roles and responsibilities among teachers. The pathways include a standard pathway, a professional pathway, a model pathway, and a lead pathway. Each pathway demonstrates a different level of achievement and different expectations for the role of the teacher. Compensation also varies across and within pathways. To learn more about this system visit <http://www.baltimorecityschools.org/Page/14091>.

Principal Compensation and Performance Incentives (Patrick Schuermann, James Guthrie, Cynthia Prince, and Peter Witham). This guide demonstrates that principal compensation must address many of the same issues as teacher compensation, but it also highlights some of the differences and provides a list of models from around the country. *“While this module does recognize some of the inherent difficulties in measuring principal performance and designing incentive systems upon these measures, the purpose of this article is to illustrate and describe means by which decision makers can weave principal pay-for performance into their efforts.”*

Important Issues for Early Development

Partnering for Compensation Reform: Collaborations between Union and District Leadership in Four School Systems (Meg Sommerfield). *“For this paper, I examined four school districts that have successfully partnered with their local teachers' unions to create differential pay programs, in an effort to better understand how these collaborations have evolved and what they are accomplishing.”*

Paying for and Sustaining a Performance-Based Compensation System (Guthrie and Prince). *“One of the most important steps that districts and states must take when developing and implementing an alternative employee compensations system is to rigorously project program costs, year by year. This module illustrates how state and local education agencies can undertake projections that will protect them from financial overexposure and possible fiscal deficits.”*