

# **Redesigning Teacher Pay: A System for the Next Generation of Educators**

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# **Teacher Pay-for-Performance: A Framework for Program Design**

# Overview

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- Background of teacher pay reforms
- Framework of pay-for-performance
- District-based examples
  - Hillsborough County, FL
  - Charlotte-Mecklenburg, NC
  - Houston, TX
  - Minneapolis, MN

# Categories of teacher pay reform

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- Knowledge and skills
- Roles
- Market factors
- Performance

# A framework of teacher pay-for-performance

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- How to measure performance?
  - Standardized tests
  - Professional evaluation
  - Multiple measures
- How to identify top performers?
  - Relative rankings
  - Standards-based comparisons
- At what level to provide awards?
  - Individual
  - Group

# A framework of teacher pay-for-performance

## How to measure performance

	<i>Student achievement</i>	<i>Professional evaluation</i>	<i>Mixed measures</i>	
<b>How to identify top performers?</b>	<i>Relative rankings</i>	H	HC	Individual
	<i>Standards-based</i>	H, M	M	Group
<b>At what level to provide awards?</b>	<i>Relative rankings</i>	HC, CM	HC, M	Individual
	<i>Standards-based</i>	H, CM		Group

CM = Charlotte-Mecklenburg  
 HC = Hillsborough County

H = Houston  
 M = Minneapolis

# How to measure performance?

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## Standardized test scores (value-added)

- Fit with current accountability efforts
- Combat favoritism and abuse in evaluation

## Professional evaluations

- Serious methodological challenges with value-added
- “Multi-tasking problem” in teaching
- Enables more holistic assessment

## Multiple measures

- Use more information, but dilute effect of each one
- Can lead to resentment

# How to identify top performers?

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## Relative rankings

- Insulate teachers against common challenges in district
- Serve as a commitment mechanism
- Limit district's financial risk

## Standards-based comparisons

- Promote collaboration, not competition
- Need clear, rigorous, and attainable standards



# At what level to provide awards?

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## Individual

- Create focused and powerful incentives
- Avoid “free rider” problem

## Group

- Avoid challenge of attributing student learning to one teacher
- Promote collaboration
- Develop internal accountability mechanisms

# Pay-for-performance in Hillsborough County, FL

## How to measure performance

	<i>Student achievement</i>	<i>Professional evaluation</i>	<i>Mixed measures</i>	
<b>How to identify top performers?</b>	<i>Relative rankings</i>		MAP	Individual
				Group
	<i>Standards-based</i>	AP/IB Award	Local Plan	Individual
				Group

**At what level to provide awards?**

# Pay-for-performance in Hillsborough County, FL

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- Local effort since 2000, with labor-management collaboration
- State efforts: 2001 - E-COMP; 2006 - STAR; 2007 - MAP
- District adopted STAR/MAP because it already had PFP and saw little opportunity to increase teacher salaries
- Seen as a “lottery” with pay not related to performance

# Program implementation

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- Best design depends on local context
- Think carefully about design process
- Concern about face validity
- Multiple elements often combined into a program
  - Satisfy multiple stakeholders
  - Eliminate perverse responses to incentives
  - Capitalize on political or financial opportunities
- Integration of incentives aligned with district priorities is a challenge

**Pay and Career Development:  
A Proposal for a New Generation of  
Teachers**

# A career-based plan that:

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- Is central to the district's strategy for human capital management
- Is designed to encourage and reward:
  - Effective instruction,
  - Ongoing learning,
  - Successful leading, and
  - Continuous commitment
- Increases the instructional capacity of schools
- Advances the district's efforts to improve student learning

# Single-salary scale

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## ■ Limitations

- Lock-step progress
- Ties up professional development resources

## ■ Advantages

- Predictable costs
- Easily administered
- Stabilizes teaching force

# Why embed compensation in a career structure?

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- Financial rewards are not enough
- The school is the key unit of instructional improvement
- Flat career structure discourages initiative and influence



# The Tiered Salary Structure

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<p><b><i>Tier Four</i></b> School and District Leaders</p>
<p><b><i>Tier Three</i></b> Master Teachers and School based Leaders</p>
<p><b><i>Tier Two</i></b> Professional Teachers with Tenure</p>
<p><b><i>Tier One</i></b> Probationary Teachers</p>

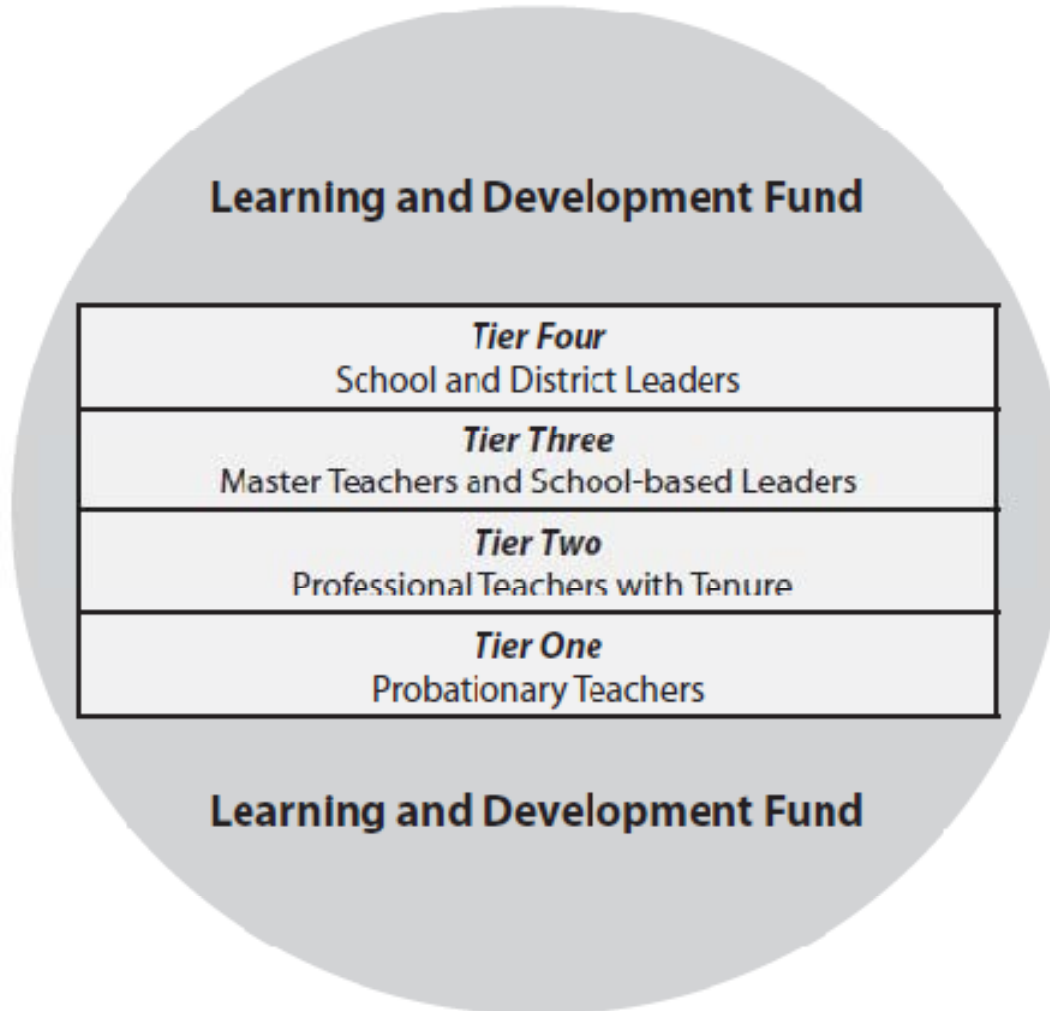
# Why a career ladder now?

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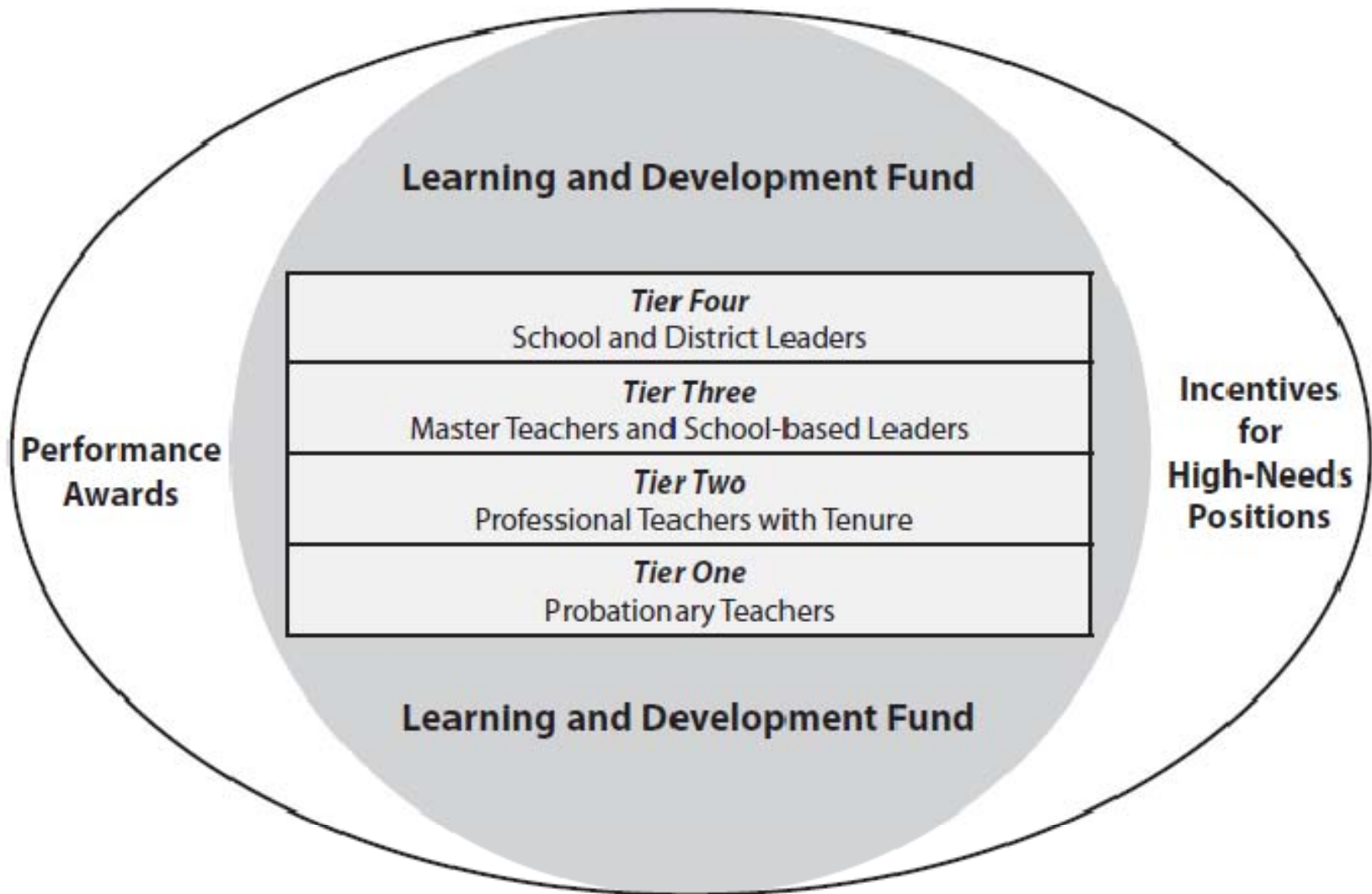
- Progress in assessing performance
  - NBPTS
  - Standards-based evaluations
  - Value-added assessments
- Progress in developing new roles for teachers
  - Instructional coaches
  - Consulting teachers (PAR)
  - Teacher Advancement Program

# Learning and Development Fund

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# Local incentives and rewards



# Implementing the plan

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- Joint labor-management committees
- Move money to Learning and Development Fund
- Phased implementation