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

- 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

- Knowledge and skills
- Roles
- Market factors
- Performance
A framework of teacher pay-for-performance

- 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

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<tr>
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<th>Student achievement</th>
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CM = Charlotte-Mecklenburg
HC = Hillsborough County
H = Houston
M = Minneapolis
How to measure performance?

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?

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?

**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

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Pay-for-performance in Hillsborough County, FL

- 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

- 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:

- 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

- Limitations
  - Lock-step progress
  - Ties up professional development resources

- Advantages
  - Predictable costs
  - Easily administered
  - Stabilizes teaching force
Why embed compensation in a career structure?

- 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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Why a career ladder now?

- 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

- **Tier Four**
  - School and District Leaders

- **Tier Three**
  - Master Teachers and School-based Leaders

- **Tier Two**
  - Professional Teachers with Tenure

- **Tier One**
  - Probationary Teachers
Local incentives and rewards

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Learning and Development Fund

Performance Awards

Incentives for High-Needs Positions
Implementing the plan

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