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What's New?

ED Begins to Announce Remaining TIF Grantees

The U.S. Department of Education (ED) has begun to unveil the recipients of the second round of Teacher Incentive Fund (TIF) grantees.

Grantees include the following:

- Amphitheater Unified School District (Tucson, Arizona)
- Lynwood Unified School District (Lynwood, California)
- National Institute for Excellence in Teaching (Santa Monica, California)
- Harrison School District 2 (Colorado Springs, Colorado)
- Hillsborough County Public Schools (Tampa, Florida)
- Miami-Dade County Schools (Miami, Florida)
- Orange County Schools (Orlando, Florida)
- Prince George's County Public Schools (Upper Marlboro, Maryland)
- Community Training and Assistance Center (Charlotte-Mecklenburg Schools, Charlotte, North Carolina)
- Edward E. Brooke Charter School (Roslindale,

Massachusetts)

- Cumberland County Schools (Fayetteville, North Carolina)
- Center for Educational Innovation (New York, New York)
- Beggs School District (Beggs, Oklahoma)
- School District of Pittsburgh (Pittsburgh, Pennsylvania)
- Florence County School District 3 (Lake City, South Carolina)
- South Dakota Department of Education
- School of Excellence in Education (San Antonio, Texas)
- University of Texas System (Austin, Texas)

A press release issued by the U.S. Department of Education, “Secretary Spellings Announces \$38.2 Million for 18 Grants to Reward Effective Teaching and Leadership,” can be found at <http://www.ed.gov/news/pressreleases/2007/06/06132007.html>.

Hot Off the Press

City Schools to Tie Principals' Pay to Performance—*Pittsburgh Post-Gazette*, May 22, 2007

<http://www.post-gazette.com/pg/07142/787985-298.stm>

Pittsburgh Public Schools will offer principals base pay increases of up to \$2,000 and performance bonuses of up to \$10,000 per year.

10 Schools Will Offer Teachers Merit Pay—*Chicago Tribune*, May 22, 2007

<http://www.chicagotribune.com/business/content/education/chi-0705210919may22,0,3935644.story?coll=chi-education-hed>

Chicago Public Schools will offer bonuses of up to \$8,000 per year to teachers working in 10 at-risk schools.

Cargill Wants Teacher Raises Tied to Results—*NewsOK.com*, May 13, 2007

<http://newsok.com/article/3053177>

Oklahoma House Speaker Lance Cargill will consider proposals for teacher pay increases only if they are merit based.

UA Professor Talks Teacher Merit Pay to Congress—*Arkansas News Bureau*, May 12, 2007

<http://www.arkansasnews.com/archive/2007/05/12/WashingtonDCBureau/342024.html>

University of Arkansas professor Gary Ritter advocates for development of merit pay programs during a congressional meeting.

Missouri Evolving Education Bill Includes Pay Incentives for Teachers—*Stltoday.com*, May 10, 2007

<http://www.stltoday.com/stltoday/news/stories.nsf/stlouiscitycounty/story/045F4B64D7596309862572D700122D4C?OpenDocument>

A new Missouri bill endorses bonuses of up to \$5,000 per year for teachers of hard-to-staff subjects in districts that have lost state accreditation.

Grantee Spotlight: Alaska Teacher and Principal Incentive Project

The Alaska Teacher and Principal Incentive Project involves educators in three Alaska school districts: Lake and Peninsula, Kuspuk, and Chugach. The project is a partnership between the three rural school districts, the Alaska Department of Education and Early Development, and the nonprofit Alaska Staff Development Network. The project is an extension of the 2006 state performance-pay initiative.

What need is the project seeking to address?

The Alaska Teacher and Principal Incentive Project builds on the state's existing performance-pay plan and specifically targets instructors of mathematics—a subject that suffers from both below-average student performance and shortages of highly qualified teachers.

What are the goals of the project?

The Alaska Teacher and Principal Incentive Project strives to attract highly qualified teachers into mathematics. It also seeks to improve student achievement by offering financial incentives to teachers and principals who do the following: contribute to growth in student achievement, take on additional school responsibilities, teach mathematics, and participate in professional development related to mathematics instruction. An overarching goal for this project is to develop a school performance measurement system based upon a balanced scorecard approach rather than using the traditional method of measuring school performance with student test scores alone.

How much are the financial incentives?

Incentives for improved student achievement, measured by schoolwide growth, range from \$2,500 to \$5,500. The annual incentives for mathematics teachers range from \$750 to \$3,000. Rewards for developing individual learning plans in mathematics range from \$125 to \$500. Teacher performance incentives, including teacher performance and evaluation Professional Growth Plans for teacher leadership and mathematics instruction, range from \$125 to \$500. Incentives for individual responsibilities such as mathematics tutoring, mentoring, and principal contract work range from \$500 to \$2,000. Mathematics teachers who become highly qualified and teach in one of the three participating districts are eligible to receive a bonus of \$2,000 to \$4,000.

What are the strengths of the project?

One of the greatest strengths of the Alaska Teacher and Principal Incentive Project is the support at local, state, and federal levels. Ongoing funding comes from the Alaska Department of Education and the three local school districts, along with federal grant funding. An additional strength is that

the evaluation and data system capabilities already are in place to handle the three districts involved in the project.

Project stakeholders are encouraged that the Alaska Teacher and Principal Incentive project should lead to a working model that more accurately measures school performance than traditional measurement models. Rather than simply relying upon lagging results—such as student test scores to measure school performance—this project will provide a model that compiles a profile of leading and lagging information to measure school performance. The Chugach School District, one of the first recipients of the Baldrige National Quality Award for Education (a 2001 recipient), is now able to leverage what it has learned from the Baldrige program to more accurately and authentically measure school performance and pay teachers and principals according to those levels of performance.

Contact Us

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The Center for Educator Compensation Reform (CECR) was awarded to Westat—in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin—by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support the Teacher Incentive Fund (TIF) grantees with their implementation efforts through the provision of ongoing technical assistance and the development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through this newsletter, a Web-based clearinghouse, and other outreach activities. We look forward to an exciting partnership with the TIF grantees as we embark together on blazing a new path for education reform.

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