



Center for
Educator Compensation Reform

N E W S B R E A K

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Despite Winter Weather, First TIF Grantee Meeting a Success!

The Center for Educator Compensation Reform (CECR) hosted the first Teacher Incentive Fund (TIF) grantee meeting on February 26–27, 2007, in Washington, D.C., despite snow, ice, and delayed flights that significantly interfered with both attendee and presenter travel plans. Nevertheless, 14 out of 16 TIF grantees funded in late 2006 were in attendance, as were the majority of the CECR partner organizations.

The meeting officially kicked off a five-year effort by the U.S. Department of Education to design and implement a variety of alternative educator compensation strategies. Participants were introduced to many resources being developed by CECR. These resources will be announced in the TIF grantee electronic mailing list and posted to the CECR website (to be launched in spring 2007) as they become available.

CECR staff shared presentations on history and current practice in compensating teachers and principals based on performance. They also presented introductory sessions on designing a robust data system and overcoming common measurement and testing issues that TIF grantees may encounter.

Finally, each TIF grantee met with CECR staff to begin to develop a technical assistance plan that will support the first year of implementation. TIF grantees unable to attend the meeting will be invited to another meeting (along with the second round of TIF grantees) in late summer or early fall to discuss similar topics. In the interim, CECR team members will be working on technical assistance plans by phone with those who could not attend and continuing the conversations with those who were in attendance.

If you have questions regarding the meeting, please send them to cecr@westat.com.

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What Would You Like to Know?

We would like to hear what you want to know about educator compensation reform. Is there an aspect of the issue that you would like to learn more about? Did we miss a news article or press release about your program? Do you have some news that you would like to share with other TIF grantees about upcoming events, program successes, or lessons learned?

Please send your thoughts and ideas to cecr@westat.com for inclusion in a future newsletter. Also, let us know what kinds of articles might be of interest to you. All feedback is welcome.

Pay-for-Performance Implementation Tips From Research and Practice

In the February 2007 *Newsbreak*, we presented tips and notes of caution for designing and implementing a pay-for-performance compensation system, including the need for the following: (1) collaboration and communication with stakeholders, (2) commitment, (3) time, (4) training, and (5) alignment with other initiatives. Communication is especially critical. There are many decisions that need to be made prior to, during, and after designing the pay-for-performance compensation system. Clear and timely communication helps reduce concerns and misunderstandings while bolstering collaboration and commitment.

Decisions to Make and Communicate

Before designing the compensation system, consider the following questions suggested by the National Comprehensive Center for Teacher Quality (2005). Make decisions that answer these questions. Then communicate these decisions broadly.

- What do you want to achieve through performance-based pay?
- What elements already exist in your (district/school/state) that can support or feed into a performance-based pay program?
- What do you want to reward?
- How will the pay program directly address improving quality and equity of teaching and learning for at-risk schools?
- How much time do you have for the creation and design process—keeping in mind collaboration and negotiations as well as the need to keep momentum?
- Do you want to supplement the traditional pay scale or replace it?

Reference

National Comprehensive Center for Teacher Quality. (2005). Key issue: Performance-based pay. *TQ tips and tools: Emerging strategies to enhance teacher quality in at-risk schools*. Retrieved March 8, 2007, from <http://www.tqsource.org/strategies/atrisk/Performance.pdf>

Additional Resources

The following resources can help provide assistance in making decisions prior to designing the pay-for-performance compensation system.

Delisio, E. (2003). Pay for performance: What went wrong in Cincinnati? *Education World*. Retrieved March 8, 2007, from http://www.educationworld.com/a_issues/issues/issues374b.shtml

Goorian, B. (2000). Alternative teacher compensation. *ERIC Digest*. Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document No. ED446368). Retrieved March 8, 2007, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2a/31/98.pdf

Hartman, D., & McGraw, P. (2004, November). *Douglas County Schools, Colorado: Performance pay plan for teachers*. Presentation given at the 2004 Consortium on Policy Research in Education National Conference on Teacher Compensation and Evaluation, Madison, WI. Retrieved March 8, 2007, from <http://www.wcer.wisc.edu/cpre/conference/nov04/Douglascounty.pdf>

Hartman, D. B., & Weil, R. (1997). *Developing a performance pay plan for teachers: A process, not an event*. Washington, DC: American Federation of Teachers. Retrieved March 8, 2007, from <http://www.aft.org/topics/teacher-quality/downloads/perfplan.pdf>

National Commission on Teaching and America's Future. (2004, November). *Building a professional rewarding career path for teachers*. Materials from the NCTAF Regional Meeting in Seattle, WA. Retrieved March 8, 2007, from <http://www.nctaf.org/resources/events/rewarding-career-paths/index.htm>

Hot Off the Press

- **The Effectiveness of the Teacher Advancement Program: Teacher Excellence, Student Achievement, Opportunities for All**—National Institute for Excellence in Teaching, 2007. http://www.talentedteachers.org/pubs/effective_tap07_summary.pdf (Executive Summary) http://www.talentedteachers.org/pubs/effective_tap07_full.pdf (Full Report)

This report concludes that teachers and schools participating in the Teacher Advancement Program (TAP) produce higher student achievement growth than their control counterparts.

- **Teacher Compensation in Charter and Private Schools: Snapshots and Lessons for District Public Schools**—Center for American Progress, 2007. http://www.americanprogress.org/issues/2007/02/pdf/teacher_compensation.pdf

This report examines teacher compensation policies in charter and private schools to help inform public schools on recruiting and retaining quality teachers using innovative compensation strategies. According to the authors, charter and private schools make much greater use of pay innovations than traditional public schools. Recent evidence indicates that charter and private schools have been more successful at recruiting teachers with higher academic credentials.

Teacher and Principal Compensation: The Latest News

Note: Some of the following websites require registration.

National

- **Bush Seeks Teacher Merit-Pay Funds**—*The Washington Times*, February 11, 2007. <http://www.washingtontimes.com/national/20070210-115412-8424r.htm>

International

- **Politics Muddies the Waters of Performance Pay for Teachers** (Opinion)—*The Age* (Australia), March 9, 2007. <http://www.theage.com.au/news/opinion/politics-muddies-waters-for-teachers-pay/2007/03/08/1173166889905.html>
- **Bishop Pushes for Performance Pay for Teachers**—*Australian Broadcasting Corporation Local Radio*, February 21, 2007. <http://www.abc.net.au/am/content/2007/s1852773.htm>
- **Families Get Say in Teachers' Pay Rises**—*The Sydney (Australia) Morning Herald*, February 21, 2007. <http://www.smh.com.au/news/national/families-get-say-in-teachers-pay-rises/2007/02/20/1171733763696.html>

California

- **Better Pay for Teachers**—*Gilroy Dispatch*, March 7, 2007.
<http://www.gilroydispatch.com/opinion/contentview.asp?c=208294>
- **Teachers Protest at 3 Schools Over Pay**—*San Diego Union-Tribune*, February 8, 2007.
<http://www.signonsandiego.com/news/education/20070208-9999-1mc8teacher.html>

Colorado

- **Senate Education Committee Kills Teacher Performance Pay Bill**—*The Coloradoan*, February 14, 2007.
<http://www.coloradoan.com/apps/pbcs.dll/article?AID=/20070214/UPDATES01/70214017>

Florida

- **Florida House Committee Approves Teacher Performance Pay Bill**—*WFTV9*, March 7, 2007.
<http://www.wftv.com/news/11192478/detail.html>
- **Seminole County Adopts Teacher Merit Pay Plan**—*Orlando Sentinel*, February 20, 2007.
http://www.orlandosentinel.com/news/local/seminole/orl-star2107feb21_0,6690787,print.story?coll=orl-home-headlines

Idaho

- **Bill Would Pay Teachers More If They Give Up Tenure**—*Fox 12 KTRV*, March 8, 2007.
<http://www.fox12news.com/Global/story.asp?S=6195722>
- **Plan Would Let Idaho Teachers Trade Job Security for More Pay**—*Spokesman Review*, March 7, 2007.
<http://www.spokesmanreview.com/local/story.asp?ID=177807>

Illinois

- **Governor to Push School Spending: Speaks Today in Combined Budget, State of the State Address**—*The State Journal-Register*, March 7, 2007.
<http://www.sj-r.com/sections/news/stories/109376.asp>

Iowa

- **Iowa Senate Passes Teacher Pay Bill**—*Sioux City Journal*, March 6, 2007.
<http://www.siouxcityjournal.com/articles/2007/03/06/news/legislature/c46e8a8376b53a6a86257296001a3d9d.txt>

Kansas

- **Kansas Database Helping Districts Better Assess Students**—*The Wichita Eagle/Associated Press*, February 19, 2007.
<http://www.kansas.com/mld/kansas/news/state/16734373.htm>

Massachusetts

- **Super-Sized Salaries: Hot Market Means Top Pay for School Superintendents; Still, Job Demands Continue to Grow**—*The Boston Globe*, February 7, 2007.
http://www.boston.com/news/education/k_12/articles/2007/02/11/super_sized_salaries/

New York

- **Will Klein Seek Private Help on Merit Pay?**—*The New York Sun*, March 5, 2007.
<http://www.nysun.com/article/49747>

South Carolina

- **Value of Teacher Certification Bonuses Is Questioned Again**—*School Reform News*, March 1, 2007.
<http://www.heartland.org/Article.cfm?artId=20700>

Texas

- **\$335, 000 in Bonuses Going to 3 Campuses**—*The Baytown Sun*, March 6, 2007.
<http://stories.baytownsun.com/story.lasso?ewcd=6359871e58607787>
- **Austin Delving Deeper Into Performance Pay for Teachers**—*The Statesman*, March 3, 2007.
<http://www.statesman.com/news/content/news/stories/local/03/03/3performancepay.html>
- **Better Pay for Prized Teachers Is Step Forward for Education Reform** (Opinion)—*The Statesman*, March 3, 2007.
http://www.statesman.com/opinion/content/editorial/stories/03/03/3pay_edit.html

West Virginia

- **Embarrassment—or Full Disclosure? West Virginia Teachers Mull Prospect of Seeing Salary Data Posted Online**—*Education Week*, March 7, 2007.
<http://www.edweek.org/ew/articles/2007/03/07/26stjour.h26.html>

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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