

# *Bibliography*

## Engagement and Communication



This annotated bibliography includes publications about the role of communication and stakeholder engagement in designing and implementing an alternative compensation program.

This bibliography presents findings from a thorough scan of the literature. CECR does not necessarily promote the ideas shared in the publications but seeks to present the reader with a comprehensive list of recent relevant publications on various subtopics of compensation reform.

Each citation includes the following information:

- The title, author, source, and date of publication
- The publication type—CECR has typed each publication according to one or more of the following eight publication types.
  - **Scientific research:** Peer-reviewed reports on quantitative or qualitative research
  - **Rigorous research:** Peer-reviewed reports on research of a more general nature
  - **Case study:** Systematic reviews of one or more individual compensation reform initiatives
  - **Policy paper:** Reports on public policies affecting educator compensation reform
  - **Issue paper:** Brief overviews of specific educator compensation reform topics of interest that might prove useful to those implementing such programs
  - **Information guide:** Practical suggestions for implementing educator compensation reform programs
  - **Literature review:** Systematic evaluations of educator compensation reform research or reflections on the current state of the art
  - **Perspective piece:** First-person reflections offering perspective or personal experience with educator compensation reform programs
- A link to the publication if it is electronically available
- An abstract of the publication

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## Assessment of Teacher Reactions to a Standards-Based Teacher Evaluation System: A Pilot Study

Author(s): Milanowski, A. T., & Heneman, H. G., III. Date: 2004

Source: *Journal of Personnel Evaluation in Education*, 15(3), 193–212

Type: Scientific research; case study

Full text: <http://www.springerlink.com/content/m3721631k401r6xm/>

Abstract: A new standards-based teacher evaluation system has been developed in a medium-size Midwestern school district based on the Danielson Framework for teaching. This study assesses teachers' reaction to a pilot implementation of this new evaluation system in 1999–2000 school year, using survey and interview methods. Overall, teachers neither fully embraced the new system nor rejected it out of hand. Teachers perceived both positive and negative aspects of the system. While most teachers accepted the evaluation standards and the need for a new evaluation system, many also perceived the system as adding too much workload on teachers. As a result of the pilot test, significant changes in the evaluation system were made before its full implementation in all schools in the 2000–01 school year.

## The Benwood Plan: A Lesson in Comprehensive Teacher Reform

Author(s): Silva, E. Date: 2008

Source: Washington, DC: Education Sector

Type: Case study

Full text: [http://www.educationsector.org/usr\\_doc/TheBenwoodPlan.pdf](http://www.educationsector.org/usr_doc/TheBenwoodPlan.pdf)

Abstract: This report tells the story of the Benwood Initiative in Hamilton County, Tennessee. The Benwood Initiative utilized funds from the Benwood Foundation and other local organizations to address eight low-performing and high-poverty schools in Hamilton County. The initiative included instituting a policy by which all teachers, approximately 300, had to reapply for their placements. In addition, the initiative focused on intensive professional development for all teachers and financial incentives awarded to teachers who increased student achievement. Student achievement has steadily increased during the past six years, and teacher retention also has increased.

## Building Healthy Communities

Author(s): McDermott, R. Date: 2007

Source: *Inside Knowledge*, 10(9)

Type: Information guide

Full text: <http://www.ikmagazine.com/display.asp?articleid=26F53BD0-4ABC-4120-89A8-77BB08D72CF0>

Abstract: This article provides a brief overview about building communities as part of the knowledge management (KM) movement. The author reviews key factors that will cause a community to thrive, specifically those from a three-year study conducted in the private industry. The article concludes with recommended steps for building communities.

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## Building Systems to Recognize Teachers of Excellence: Lessons From the Ohio Teacher Incentive Fund

Author(s): Raue, K., MacAllum, K., & Ristow, L. Date: 2008

Source: Ohio Teacher Incentive Fund, *Issue Paper No. 2*

Type: Literature review

Full text: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=62741>

Abstract: This issue paper discusses lessons learned through the implementation of the Ohio Teacher Incentive Fund (TIF) grant. The TIF grant is currently being implemented in four districts: Cincinnati, Cleveland, Columbus, and Toledo. Each district has a distinct program that is designed to fit its needs. As a result, obstacles in the implementation of the grant have arisen in each site. This issue paper discusses five of the most common issues the Ohio TIF has overcome and shares lessons learned with readers. The issue areas include communication, program adaptation and operation, incentives and motivation, measures and data systems, and sustainability. The issue paper also includes a deeper look at each of the districts and the steps they have taken to address the obstacles they have encountered. All of the areas discussed are important for the successful implementation of a performance-based compensation program.

## Collective Bargaining in Education and Pay for Performance

Author(s): Hannaway, J., & Rotherham, A. J. Date: 2008

Source: Nashville, TN: National Center on Performance Incentives, *Working Paper 2008–11*.

Type: Literature review; policy paper; scientific research

Full text: [http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Hannaway\\_et\\_al\\_2008.pdf](http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Hannaway_et_al_2008.pdf)

Abstract: This paper examines the relationship between teacher compensation reform and the teacher unions. The authors review the shift in policy, as well as the arguments for and against performance pay. The paper concludes with a discussion of the response of teacher unions to compensation reform and the indications for policy in the future.

## Communication Framework for Measuring Teacher Quality and Effectiveness: Bringing Coherence to the Conversation

Author(s): Coggs, J. Date: 2007

Source: Washington, DC: National Comprehensive Center for Teacher Quality

Type: Policy paper; information guide; literature review

Full text: <http://www.tqsource.org/publications/NCCTQCommFramework.pdf>

Abstract: This guide serves as a framework for stakeholders discussing teacher effectiveness. Although the framework does not define teacher effectiveness, it provides talking points and discussion components that must be addressed when stakeholders discuss teacher effectiveness. Also, the framework provides stakeholders with common definitions for key measurement terms to ensure that common language is used when discussing such a complex topic. The framework provides examples of the various teacher quality dimensions, measurements, or instruments that can be used to evaluate each dimension and the recommended resources for conversation for each dimension. Finally, the framework offers potential policy questions surrounding the evaluation of teacher effectiveness.

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## Continuing Assessment of Teacher Reactions to a Standards-Based Teacher Evaluation System

Author(s): Heneman, H. G., III, & Milanowski, A. T. Date: 2003

Source: *Journal of Personnel Evaluation in Education*, 17(2), 173–195

Type: Scientific research

Full text: <http://www.springerlink.com/content/p5783tj168j14663/>

**Abstract:** This article presents the results from a continuing evaluation of a newly designed and implemented standards-based evaluation system in the Cincinnati school district in 2000-02. This evaluation system was based on a set of teaching standards derived from the framework for teaching that categorizes 16 performance standards into four domains: planning and preparation, creating an environment for learning, teaching for learning, and professionalism. Teachers' performance on each standard was to be rated at one of four levels (unsatisfactory, basic, proficient, and distinguished), as defined by a behaviorally anchored rating scale. The instrument was field-tested in 10 schools during the 1999-2000 school year. Based on the field test, several major changes were made to the evaluation system. This study focused on the full implementation of this evaluation in 2000-02 to address two major issues: to assess interrater agreement between teacher evaluators and administrators, and to assess teachers' reactions to the new evaluation system. The researchers found that carefully selected and trained peer evaluators provided ratings that have moderate to high agreement with administrators' ratings. Most teachers' specific reactions were neutral; however, teachers' overall reactions to the new system were less favorable. The authors make several suggestions on steps that districts should take to increase the likelihood of designing and implementing an effective and sustainable standards-based teacher evaluation system.

## Different Designs, Common Paths: A First Look at the Ohio Teacher Incentive Fund

Author(s): Raue, K., MacAllum, K., Winkler, A., & Ristow, L. Date: 2008

Source: Ohio Teacher Incentive Fund, *Issue Paper*

Type: Policy paper; perspective piece; literature review

Full text: <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=62740>

**Abstract:** This issue paper provides an overview of the Ohio Teacher Incentive Fund (TIF) program. The Ohio TIF is currently implemented in four districts in the state: Cincinnati, Cleveland, Columbus, and Toledo. The paper offers insight into the key features of each of the programs within the four districts. The paper also discusses the importance of stakeholder buy-in and how clear communication can facilitate necessary buy-in. The paper concludes with the essential resources needed for the successful implementation of teacher incentive programs.

## Difficulties in Marketing the Concept of Merit Pay for Primary and Secondary Teachers

Author(s): Wright, R. E. Date: 2003

Source: *Research for Educational Reform*, 8(3), 38–45

Type: Literature review; information guide

Full text: URL not available

**Abstract:** This article identifies several approaches that could be taken to diffuse negative impressions that may arise as schools implement pay-for-performance initiatives. These approaches include relative advantage, compatibility, complexity, trialability, observability, and perceived risk. The article continues by further exploring how each of the approaches can be implemented to best facilitate the smooth implementation of performance-pay programs.

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## Effects of Teachers' Unions on Qualification-Specific and Incentive-Based Teacher Compensation

Author(s): Lamm West, K., & Mykerezi, E. Date: n.d.

Source: Washington, DC: National Council on Teacher Quality

Type: Rigorous research; policy paper

Full text: [http://www.nctq.org/tr3/conference/docs/tr3\\_conf\\_west\\_and\\_mykerezi.pdf](http://www.nctq.org/tr3/conference/docs/tr3_conf_west_and_mykerezi.pdf)

Abstract: Of the many crucial stakeholders in the American public education system, teachers unions are one of the most important and controversial. Operating under the assumption that unions have a strong influence over educator-compensation policies at the district, state, and federal levels, this study uses the Teachers Rules, Roles, and Rights database to study this interaction in a reliable and rigorous way. Using data from both the TR3 database and the School and Staffing Survey (SASS), the team concluded that unions have a significant impact on both the design and implementation of pay-for-performance models. As a result, recommendations are made regarding ways to harness the power of teachers unions so as to positively influence alternative-compensation and incentives programs.

## Exploring the Theoretical Base for Teacher Performance Pay: A Micropolitical Perspective

Author(s): Ansell Hayes, S. Date: 2006

Source: Nashville, TN: Vanderbilt University

Type: Policy paper

Full text: <http://etd.library.vanderbilt.edu/ETD-db/available/etd-07132006-094139/unrestricted/Hayes.pdf>

Abstract: This paper discusses the theoretical base of teacher performance pay. The author begins with a literature review on performance pay, including examples of current programs. Next, the author examines the programs through three lenses, different theoretical perspectives: the rational perspective, the culturalist perspective, and the structuralist perspective. The paper then examines literature on teacher motivation and concludes that teacher responses to performance pay encompass a rationalist perspective; they will respond if they value the goals the program rewards.

## Financing Schools for High Performance: Strategies for Improving the Use of Educational Resources

Author(s): Odden, A. R., & Busch, C. Date: 1998

Source: San Francisco: Jossey-Bass

Type: Research reviews and books

Full text: URL not available

Abstract: This book is a discussion of the need for money in improving achievement at the school and district level. This book also details the distribution of the 'education dollar' historically, and how the distribution of monies can be done more fairly, and how the education dollar can be used to have a greater impact. The book concludes by presenting alternatives to current funding systems.

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## Fresh Ideas in Collective Bargaining: How New Agreements Help Kids

Author(s): Taylor, W. L., & Rosario, C. Date: 2007

Source: Washington, DC: Citizens' Commission on Civil Rights

Type: Policy paper

Full text: <http://www.cccr.org/downloads/FreshIdeas.pdf>

Abstract: This report examines the role of teachers unions in recent education reform initiatives. Included in this discussion is the role of local teacher unions in the development of teacher-pay-for-performance initiatives implemented in Denver and Minneapolis. The report explores the declining emphasis of seniority among teachers and how that has impacted teacher compensation systems. The report concludes with a discussion of school reform using parental and community involvement and teacher professional development.

## The Future of Teacher Compensation: Déjà Vu or Something New?

Author(s): Baratz-Snowden, J. Date: 2007

Source: Washington, DC: Center for American Progress

Type: Policy paper; literature review; case study

Full text: [http://www.americanprogress.org/issues/2007/11/pdfs/snowden\\_report.pdf](http://www.americanprogress.org/issues/2007/11/pdfs/snowden_report.pdf)

Abstract: This paper reviews current pay-for-performance programs, examining the political context as well as the design of the programs. The author finds that a recent shift in education policy with a focus on outcomes created a situation ripe for new efforts in compensation reform. Specifically, the author suggests that the Denver ProComp program is structured in a way that creates a successful pay-for-performance program. The paper concludes with a summary of components that should be present in a pay-for-performance program in order for such a program to be successful.

## How Cincinnati Developed a Knowledge- and Skills-Based Salary Schedule

Author(s): Odden, A. R., & Kellor, E. Date: 2000

Source: Madison, WI: Consortium for Policy Research in Education

Type: State or regional report; issue paper

Full text: <http://cpre.wceruw.org/papers/Cincinnati%20KSBP%203-00.pdf>

Abstract: This report details the development of knowledge- and skill-based pay system in Cincinnati Public Schools. The new pay system resulted from collaborative effort between the school districts and local teacher union that occurred in step with changes to the districts teacher evaluation and professional development systems. The report examines process of the design of all three systems, as well as the new teaching standards that resulted, and the linkages of the new evaluation system to teacher pay.

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## Invisible Ink in Collective Bargaining: Why Key Issues Are Not Addressed

Author(s): Cohen, E., Walsh, K., & Biddle, R. Date: 2008

Source: Washington, DC: National Council on Teacher Quality

Type: Policy paper; issue paper

Full text: [http://www.nctq.org/p/publications/docs/nctq\\_invisible\\_ink.pdf](http://www.nctq.org/p/publications/docs/nctq_invisible_ink.pdf)

Abstract: In this issue paper, the authors outline the work of the National Council on Teaching Quality (NCTQ) and the organizations' collection of information on teacher contracts from across the country. NCTQ began by collecting information from the country's 50 largest school districts and discovered that the language protecting teachers was not found in the contracts but in state laws. The paper further explores the various state entities that influence teacher regulations, including the courts, the Attorney General, and the labor relations board. The paper explained that these government agencies were detrimental in maintaining local district decision-making power, something that local unions should have more participation in. The paper also provides a series of bargaining questions regarding all topics of the educator career continuum.

## The Leadership Limbo: Teacher Labor Agreements in America's Fifty Largest School Districts

Author(s): Hess, F. M., & Loup, C. Date: 2008

Source: Washington, DC: Thomas B. Fordham Institute

Type: Policy paper

Full text: [http://www.edexcellence.net/doc/leadershiplimbo/the\\_leadership\\_limbo.pdf](http://www.edexcellence.net/doc/leadershiplimbo/the_leadership_limbo.pdf)

Abstract: This report examines collective bargaining agreements for teachers and their impact on effective teaching. Using indicators from the National Council on Teacher Quality, the authors reviewed agreements and found that many agreements were restrictive when it came to aspects of bonus pay for teachers in hard-to-staff schools and subject areas. The authors conclude with five policy recommendations to promote more effective collective bargaining and agreements.

## A Leap of Faith? Performance Pay for Teachers

Author(s): Storey, A. Date: 2000

Source: *Journal of Education Policy*, 15(5), 509–523

Type: Perspective piece

Full text: URL not available

Abstract: This report evaluates the plans and preparations of the English government for a new performance-management and performance pay scheme for teachers. The rationale for England's new merit-pay model was first provided in the Green Paper "Teachers: Meeting the Challenge of Change," published in 1998. Storey's paper explains the implementation stages of the strategy set out in the Green Paper and sheds light on the feelings of teachers nationwide with regard to the new scheme.

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## A Legal Perspective on Performance-Based Pay for Teachers

Author(s): Ryan, J. Date: 2008

Source: Nashville, TN: National Center on Performance Incentives

Type: Policy paper; information guide

Full text: [http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Ryan\\_2008.pdf](http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Ryan_2008.pdf)

Abstract: This article explores the legal implications of performance-based compensation implementation. The author covers both governmental authority and individual rights to deduce that there are few legal obstacles that prevent the implementation of performance-based compensation. The author does, however, acknowledge the strong impact teachers unions have on the success of the programs, and without the support and buy-in from the unions, successful implementation of alternative compensation is unlikely.

## Lessons Learned: About Implementing Performance-Based Pay

Author(s): U.S. Department of Education Date: n.d.

Source: Washington, DC: U.S. Department of Education

Type: Literature review; information guide

Full text: <http://www.ed.gov/admins/tchrqual/performance/pay-performance.pdf>

Abstract: This information guide disseminated by the U.S. Department of Education gives a brief rationale for the use of alternative compensation systems in public school classrooms, then highlights some key components of effective performance-pay models. These tenets include linking data systems with human resources, payroll, student performance, and teacher evaluations; implementing multiple valid assessments of teachers; offering incentives large enough to change behavior; and continually refining the system based on stakeholder input. Finally, the guide lays out specific differences between alternative compensation systems and traditional pay models. According to this piece, “by continuing to evaluate the effect of these innovative programs and harnessing emerging insights . . . we can ensure that these promising developments will benefit greater numbers of schools, teachers, and students across the nation” (p. 4).

## Linking Teacher Pay to Student Scores

Author(s): LaFee, S. Date: 2000

Source: *The School Administrator*, (57)9, 14–20,

Type: State or regional reports; issue paper

Full text: URL not available

Abstract: This article addresses the Colonial School District (Plymouth Meeting, Philadelphia) vote to create a merit-pay system, and the opposition faced in implementing that system. LaFee looks at the struggles between the local teacher union and school district to create a system pleasing both groups. Ultimately the merit-pay program would be individual- and group-based. LaFee goes on to previous attempts at pay-for-performance throughout the United States.

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## Making Connections in School Reform: An Examination of Communication Strategies

Author(s): Meyers, J., Meyers, B., Gelzheiser, L., & Borelli, C. Date: 1997

Source: Presented at the annual meeting of the American Educational Research Association, Chicago, March 24–28

Type: Scientific research

Full text: [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/16/aa/53.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/aa/53.pdf)

Abstract: This study examines communication strategies in the context of education reform by analyzing reform teams in a small, suburban district in New York State. Open-ended interviews are used to gather information on how team members perceive communication across teams and between teams and their constituents. The authors also identify strategies that team members view as effective in facilitating communication.

## Merit Pay for Teachers: Can Common Sense Come to Public Education?

Author(s): Holland, R. Date: 2005

Source: Arlington, VA: Lexington Institute

Type: Policy paper

Full text: <http://www.lexingtoninstitute.org/merit-pay-for-teachers-can-common-sense-come-to-public-education>

Abstract: This policy-focused paper examines the differences between some of the major pay-for-performance programs. The author also examines the views of politicians, both nationally and statewide, on teacher pay reforms. The paper is geared to building awareness and support for compensation reform.

## The Motivational Effects of School-Based Performance Awards

Author(s): Kelley, C., Odden, A., Milanowski, A., & Heneman, H., III Date: 2000

Source: *CPRE Policy Briefs (RB-29)*

Type: Scientific research; policy paper

Full text: <http://cpre.wceruw.org/publications/rb29.pdf>

Abstract: From 1995–98, the Consortium for Policy Research in Education teacher-compensation researchers conducted interviews and survey questionnaires of teachers and principals in three sites to measure the motivational effects of school-based performance award (SBPA) programs. The Charlotte-Mecklenburg's benchmark goals program and Kentucky's accountability program provided salary bonuses to all teachers in the school who met the educational objectives. Maryland's school performance program provided monetary awards to schools that showed progress toward state standards. Goal clarity was related positively to school performance. Providing rewards for too many goals could diffuse effort and responsibility so teachers would lose focus on how to achieve the goals. The most important motivation to determine whether schools succeeded in meeting the SBPA performance goals was whether teachers thought they could produce the desired improvements. On average, teachers neither agreed nor disagreed that the SBPA programs were fair; teachers who perceived the programs as fair are likely to believe that their efforts could improve student performance. SBPA programs work to focus teacher and system attention on key educational goals. The authors suggest that the motivational effects of SBPA programs could be strengthened by a better communication of goals, enhanced teacher expectancy, enhanced teacher perceptions that earned awards will be funded, and experimentation with larger award amounts.

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## Negotiating a Local Pay for Performance Program Encouraged by State Mandate

Author(s): Conley, S. C., Gould, J., Muncey, D. E., & White, N. Date: 2001

Source: *Journal of Personnel Evaluation in Education*, 15(2), 137–148

Type: Scientific research; state or regional reports

Full text: URL not available

**Abstract:** The article describes Brevard County's (Florida) pay-for-performance program, a teacher compensation strategy that incorporated individual and group performance-based pay and knowledge- and skills-based pay. Teachers voluntarily participated in the program by proposing a plan for how they would satisfy the particular requirements in either the student achievement or the professional development categories. Among 1,500 teachers who participated in the program during the first year, the majority chose the option of improving their students' test scores, with many teachers participating in both options and choosing to work in groups. The authors conducted interviews with union negotiators in Brevard County in 1999 as part of a larger study of alternative pay systems in American Federation of Teachers sites. The authors summarized many important features of successful alternative compensation efforts, including no loss in pay. The alternative compensation systems should give teachers options for earning additional pay as opposed to providing only one pay choice. Recognition of members' different needs and interests in the plan also is important. Negotiators should consider balancing compensation awards that are determined externally with locally determined awards. Finally, there must be cooperation and trust between union and management for compensation change to happen.

## A Participatory Process for Policy Development: Performance Pay

Author(s): Carter, K. R., & Roberto, K. R. Date: 1992

Source: Greeley, CO: Center for Research on Teaching and Learning, University of Northern Colorado

Type: Scientific research

Full text: URL not available

**Abstract:** This paper looks at the process of developing a pay for performance system in a school district in Colorado. The model discussed relies on stakeholders in a shared decision making process. The researchers conducted focus groups and surveyed stakeholders to collect their data. The findings were organized by themes that the researchers point to as key parts of the process of developing performance pay programs.

## Pay for Performance: It Can Work—Here's How

Author(s): Delisio, E. R. Date: 2003

Source: Education World

Type: Literature review; case study

Full text: [http://www.educationworld.com/a\\_issues/issues/issues374c.shtml](http://www.educationworld.com/a_issues/issues/issues374c.shtml)

**Abstract:** This article is a snapshot look at the performance pay systems in place in Colorado. The Douglas and Denver County programs have been maintained and are working on a basic level. The article indicates that the program is working in Douglas County because teachers helped develop the system. It also indicates that Denver is not far behind in making the program sustainable.

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## Pay for Performance: What Went Wrong in Cincinnati?

Author(s): Delisio, E. R. Date: 2003

Source: *Education World*

Type: Issue paper

Full text: [http://www.educationworld.com/a\\_issues/issues/issues374b.shtml](http://www.educationworld.com/a_issues/issues/issues374b.shtml)

Abstract: In this issue paper, the Cincinnati compensation reform is discussed. The district was poised to implement the reform; however the teachers union did not approve the program. The plan was to focus on education levels of teachers, classroom observations, and evaluations as determinants for performance compensation. There were still doubts, however, about the fairness of the evaluation and the difficulties in transitioning the pay system. Ultimately, this led to the failure of the program to be launched.

## Pay for Performance in Public and Private Schools

Author(s): Ballou, D. Date: 2001

Source: *Economics of Education Review*, 20(1), 51–61

Type: Scientific research

Full text: URL not available

Abstract: This article compares merit pay systems used in public and private schools. Using national data sets, the characteristics of merit awards were analyzed to see how awards differed, how the merit pay systems were implemented, and the opinions of them. Ballou argues that the conditions that exist in private schools make it easier for administrators to implement merit pay systems. Major deterrents of implementing a successful merit pay system are teacher unions and their resistance to merit pay.

## Performance Pay System Preferences of Students Preparing to Be Teachers

Author(s): Milanowski, A. Date: 2006

Source: *WCER Working Paper No. 2006–8*. Madison, WI: Wisconsin Center for Education Research

Type: Scientific research

Full text: [http://www.wcer.wisc.edu/publications/workingPapers/Working\\_Paper\\_No\\_2006\\_08.pdf](http://www.wcer.wisc.edu/publications/workingPapers/Working_Paper_No_2006_08.pdf)

Abstract: This paper presents the results of a study designed to answer three questions: Do college students preparing to be K-12 teachers view pay for performance as a desirable or undesirable attribute of a teaching job? Do the students prefer some forms of pay for performance (e.g., knowledge- and skills-based pay, group-based performance pay, or individual performance pay based on objective indicators, such as student achievement) over others? and Do students' work values and personality characteristics influence their preferences for performance pay or for different performance pay systems? The author conducted focus groups and a survey about pay for performance with college students (e.g., education majors, preeducation majors, equivalents in other fields). During the focus groups, the students expressed interest in pay for performance, but recognized the issues with measuring performance. The results of the survey showed that students preferred pay for individual performance and pay for increases in knowledge and skills about equally, and these ratings were higher than those for increases in pay based on group performance or pay increases not based on performance at all. Finally, personality and work values had a weak association with respondents' pay system preferences.

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## Performance-Related Pay: The Views and Experiences of 1,000 Primary and Secondary Head Teachers

Author(s): Wragg, T., Haynes, G., Chamberlin, R., & Wragg, C. Date: 2003

Source: *Research Papers in Education*, 18(1), 3–23

Type: Rigorous research

Full text: URL not available

Abstract: This article examines the views of teachers who participated in a performance-pay program in England, Threshold Assessment. The authors interviewed teachers who were unsuccessful in meeting the threshold requirements of the program, as well as those who implemented the program. The research indicates that implementation of the program was smooth and the success rate was high; however, the candidates who did not meet the threshold assessment seemed to miss on more than one aspect of their teaching. In both cases, there was strong opposition to the program.

## The Politics of Teacher Pay Reforms

Author(s): Goldhaber, D. Date: 2008

Source: Nashville, TN: National Center on Performance Incentives

Type: Literature review; policy paper

Full text: <http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Goldhaber.pdf>

Abstract: This paper studies the political field of pay-for-performance programs. The author presents information on the various positions on alternative compensation taken by key stakeholders: how teacher and teacher union views affect the decisionmakers. The paper also presents an analysis of the barriers and facilitators to implementing teacher compensation reform.

## The Politics of Teacher Professionalization: How Union Interests and the Structure of Education Governance Impact Teacher Pay and Evaluation Policies

Author(s): Hartney, M. Date: 2009

Source: Notre Dame, IN: University of Notre Dame (doctoral dissertation)

Type: Scientific research

Full text: [http://www.nctq.org/tr3/conference/docs/tr3\\_conf\\_hartney.pdf](http://www.nctq.org/tr3/conference/docs/tr3_conf_hartney.pdf)

Abstract: This study examines the impact of politics on teacher compensation efforts and evaluation policies. The study begins by presenting an overview of the existing state and district policy-politics research. The paper then presents the hypothesis it tests throughout the paper that suggests, “states and school districts vesting education governance in the hands of mayors and governors will be more likely to have adopted teacher pay and evaluation reform policies” (p. 8-9). In addition, the study sought to determine the influence of teacher unions on state politics. The paper uses data collected from the National Council on Teacher Quality’s Teacher Rules, Roles and Rights database and data from followthemoney.com, which tracks campaign contributions in state politics. The study found that teacher unions are highly influential in state politics and that local control of schools (mayor or governor) does not influence education reform policies differently than schools not locally controlled.

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## Power of Incentives in Private Versus Public Organizations

Author(s): Dixit, A. Date: 1997

Source: *The American Economic Review*, 87(2), 378–382

Type: Issue paper; literature review

Full text: URL not available

Abstract: Dixit contends that public organizations, more so than private organizations have multiple stakeholders they must satisfy and work in within a framework that takes into consideration the political situation. The article suggests that incentives in public organizations can be less financially based and more multidimensional within the framework.

## Quantity Over Quality

Author(s): Lakdawalla, D. Date: 2002

Source: *Education Next*, 3

Type: Issue paper

Full text: <http://educationnext.org/quantity-over-quality/>

Abstract: This brief article looks at declining quality of teachers, reduction in class size, and the increase in the per pupil spending, and traces that decline to the increase in demand for high quality employee outside of education. Lakdawalla argues that while the quality of teachers is declining, the impact on students cannot be directly linked to that decline. Changing market conditions lead to the redistribution of educational inputs within a system to possibly offset the decline.

## School Reform, TURN, and Teacher Compensation

Author(s): Urbanski, A., & Erskine, R. Date: 2000

Source: *Phi Delta Kappan*, 81(5), 367–370

Type: State or regional reports

Full text: <http://www.turnexchange.net/resources/recommendedreadings/schoolreformturnand.html>

Abstract: This article discusses the critical roles of the Teacher Union Reform Network (TURN) in school reform and teacher compensation. The authors clarify the goals of TURN, including improving professional development by creating new roles for unions, sharing successful strategies, influencing teacher preparation, and setting standards for unions and for labor and management relations. The authors describe the three TURN subcommittees: professional development, preservice education, and compensation redesign. The authors present an overview of innovations in teacher compensation structure. Two compensation plans are explored: school-based performance award programs and knowledge- and skills-based pay systems. Although innovative compensation systems have been implemented successfully in many districts, some changes continue to face resistance. The authors suggest that labor and management relations and the culture of schools must change in response to current educational conditions. The innovations in teacher compensation that have been brought about in TURN districts serve as examples of how changes can happen with collaborative partnerships.

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## School Systems and Teachers Unions Mull Over Performance Pay

Author(s): Delisio, E. R. Date: 2000

Source: *Education World*

Type: Issue paper

Full text: [http://www.educationworld.com/a\\_issues/issues135.shtml](http://www.educationworld.com/a_issues/issues135.shtml)

Abstract: This article focuses on a new salary structure adopted by the Cincinnati Federation of Teachers. Performance based pay for teachers is still being debated among many education stakeholders. The new Cincinnati program will focus on teacher evaluations for the performance measurement, similar to the program in Douglas County, Colorado. The goal is to take note of the lessons learned for the program to be a success.

## State Intervention and Contract Choice in the Public Teacher Labor Market

Author(s): Hansen, M. Date:

Source: Seattle, WA: University of Washington and Center on Reinventing Public Education

Type: Rigorous research; policy paper

Full text: [http://www.nctq.org/tr3/conference/docs/tr3\\_conf\\_hansen.pdf](http://www.nctq.org/tr3/conference/docs/tr3_conf_hansen.pdf)

Abstract: This rigorous policy study uses the Teacher Rules, Roles and Rights database created by the National Council on Teacher Quality to explore the impact of state policies on teacher labor contracts. The study finds that the greatest differences do not exist between states but within states. Local discretion, the study finds, holds a great influence on teacher evaluations, seniority decisions, and collective bargaining.

## Teacher Attitudes Toward Pay for Performance: Evidence From Hillsborough County, Florida

Author(s): Jacob, B., & Springer, M. G. Date: 2008

Source: Nashville, TN: National Center on Performance Incentives

Type: Scientific research

Full text: [http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Jacob\\_and\\_Springer\\_2008.pdf](http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Jacob_and_Springer_2008.pdf)

Abstract: The authors administered a survey to all full-time instruction personnel in a large urban school district in Florida. Data was collected during a two-week period from 199 schools, and the survey was intended to gauge teacher attitudes toward pay-for-performance as well as to ask specific questions on the statewide pay-for-performance initiatives, MAP and STAR. The survey had a response rate of 20 percent. Overall, the survey indicated that there was a modest amount of support for pay-for-performance as a compensation system. The survey also found that teachers were more supportive of pay-for-performance compensation when they had strong principal leadership in their school. Finally, the survey indicated that among those teachers who responded to the survey, there was very little understanding of the Florida STAR and MAP performance-based compensation initiatives.

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## Teachers' Attitudes Toward Merit Pay: Examining Conventional Wisdom

Author(s): Ballou, D., & Podgursky, M. Date: 1993

Source: *Industrial and Labor Relations Review*, 47(1), 50–61

Type: Scientific research; national reports

Full text: URL not available

**Abstract:** The authors examined data from the 1987–88 Schools and Staffing Survey to investigate teachers' attitudes toward a merit-pay system. The conventional belief is that teachers oppose a merit-pay system because they doubt the fairness of performance evaluations, they expect dissension and demoralization as a result of competition, and they see base payment as too low. However, based on data from 56,000 public and 11,500 private school teachers, a majority of teachers in the survey favor a merit-pay system. Teachers in districts that use merit pay do not seem demoralized. The level of pay in the district appears to have no effect on teachers' attitudes toward merit pay. In addition, teachers in the private sector are far more favorably inclined toward merit pay than are public school teachers.

## Teachers Unions and Student Performance: Help or Hindrance?

Author(s): Eberts, R. W. Date: 2007

Source: *The Future of Children*, 17(1), 175–200

Type: Policy paper; issue paper

Full text: [http://www.futureofchildren.org/futureofchildren/publications/docs/17\\_01\\_09.pdf](http://www.futureofchildren.org/futureofchildren/publications/docs/17_01_09.pdf)

**Abstract:** This article examines the role of teacher unions in crafting education policy. Specifically, the author focuses on the role of collective bargaining and how union efforts affect student achievement. In order to examine this topic, the author reviewed empirical research and discovered mixed results with respect to relationship between unions and student achievement. The article concludes with suggestions for further education reform.

## Waiting to Be Won Over: Teachers Speak on the Profession, Unions, and Reform

Author(s): Duffett, A., Farkas, S., Rotherham, A. J., & Silva, E. Date: 2008

Source: Washington, DC: Education Sector

Type: Scientific research; policy paper

Full text: URL not available

**Abstract:** This article uses data collected from a survey distributed to teachers and several focus groups to present teacher's views on a variety of education issues. These issues include their perceptions of teacher unions, performance-based pay and a variety of other teacher quality topics.