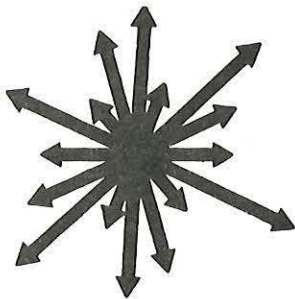


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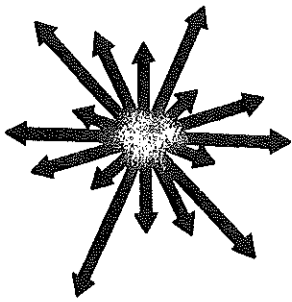
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ED 278 158

Wauaukee Teacher Incentives Proposal.
Wauaukee Community School District, WI.
1986
6lp.

In 1984, Wauaukee Community School District (Wisconsin) developed the Teaching Incentives Pilot Program to study teacher compensation, teacher evaluation, and staff development. The program goals were (1) to provide a system to retain and reward competent teachers, (2) to promote educational excellence through quality instructors, and (3) to link evaluations and staff development to the improvement of classroom instructors. To reach these ends, an alternative salary committee consisting of teachers, administrators, board members, and community members was formed. A subcommittee designed an evaluation instrument and model that was field tested from September through December 1985. During this time, feedback from teachers and administrative participants was encouraged. The evaluation subcommittee studied recommendations and field test data and approved them for inclusion in the proposal. Meanwhile, the salary subcommittee worked on monetary incentives to encourage professionalism, promote educational excellence, and reward teachers for demonstrated competence. In March 1986, the entire committee approved the proposals summarized in this report as final recommendations for meeting the original pilot program's goals. Sections 2 through 9 outline the elements of the proposal, including the general program, career ladder and salary structures, teacher performance evaluation model, evaluation process guidelines, performance criteria, and formal and summative evaluation reports. The proposal will work only if constantly monitored, assessed, and modified. (MLH)

ED 272 485

Policy Guide to Teacher Reward Systems. No. TQ84-1.
Flannelly, Ellen; Palaich, Robert
Education Commission of the States, Denver, Colo.
Jan. 1985
34p.

The purpose of this guide, one of the nine-booklet Teacher Quality Series, is to help educational policymakers develop better policies by explaining how to use a compensation plan to improve education and how to make one work. It also encourages consideration of alternative policies to improve education. Each section introduces common positions on an issue in teacher rewards and offers both propositions advancing these positions and considerations of possible problems and alternative possibilities. The following topics are covered: (1) common arguments for, and against, performance-based rewards; (2) goals commonly proposed for performance pay, and limitations on using performance pay to achieve those goals; (3) actions and accomplishments that teachers could be rewarded for, and the usefulness of rewarding these actions; (4) different kinds of performance measurement techniques; (5) different ways of carrying out teacher evaluation; (6) ways to improve education; (7) what merit pay, career ladders and some other systems can be expected to accomplish; and (8) roles for state and local decision makers. A list of recommended readings is included. Information on the Teacher Quality Series concludes the booklet.
(JD)

ED 251 480

The Use of Student Achievement Test Scores as Criteria for Allocation of Teacher Merit Pay.

Berk, Ronald A.

March 1984

34p.

This paper describes the difficulties encountered in developing a teacher merit pay system based on pretest-posttest class gain scores. The different stages of development are scrutinized, from the initial stage of achievement test selection through the specification of a criterion score for superior teacher productivity. The pretest-posttest gain score model is afflicted with numerous sources of invalidity and measurement error. Between-class, between-grade, and between-subject variability of objectives, instruction, resources, and student characteristics preclude: (1) the trouble-free selection of an appropriate achievement test; (2) the precise estimation of gain; (3) the setting of a meaningful criterion for superior teacher productivity; and (4) the inference that estimated gain is attributable solely to teacher effort. Although there does not seem to be any single source of invalidity or error (systematic or random) that is large enough to invalidate the model, the combination of multiple sources analyzed cumulatively does prove fatal and warrants rejection of the model. Gain score evidence can be so misleading that it should not even be used to corroborate other evidence of teacher effectiveness or performance. (Author/BS)

ED 245 336

Some Points to Consider When You Discuss Merit Pay.

Van Loozen, Lu

American Association of School Administrators, Arlington, Va.

1983

42p.

Providing information on the issue of merit pay for teachers, this booklet covers reasons for adopting merit-pay programs, examples of such programs now operating, definitions of types of programs, indications of why some programs have failed, and steps for developing a successful program. Noting the lagging pay of teachers and inadequacies of current promotion systems, the author describes the varieties of merit-pay plans. Examples of merit-pay programs show how teacher outputs are being used to determine awards, how merit-pay schedules have entirely replaced single-salary schedules in some districts, and how incentive pay can help districts meet special needs. Differential staffing and master-teacher plans are also explained and illustrated. Three major reasons are cited for most merit-pay failures--teacher opposition, inadequate financing, and administrative difficulties--and a variety of other reasons mentioned, as well. Finally, a seven-step approach is offered to implementing a program in any school district; the steps are chosen to avoid proven pitfalls, generate public support, and meet district needs. (JW)

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ED 277 687

Analysis of the Initial Arizona Career Ladder Incentive Programs.
Packard, Richard D.; Morrison, LeAnn
Northern Arizona Univ., Flagstaff.
1986
12p.

A description is given of a career ladder incentive program that is currently being implemented in nine school districts in Arizona. Advancement to higher career ladder levels is dependent on meeting various criteria established by the individual school district in this program, and salary compensation is based on performance competency. Competency is judged by "input criteria," which refers to the level of functioning of a teacher while engaged in the instructional process. This includes oral presentation and communication as well as teaching strategies and materials. "Output criteria," involves level of student response. Both teacher input and student output criteria are observed through various evaluation procedures, including the use of performance observation instruments, formal and informal tests, and other measurement procedures and scales. The teacher input evaluation criteria for maintenance and/or advancement requirements at the various levels of each career ladder plan are generalized into the following areas: (1) knowledge of subject matter, instructional techniques; (2) professional growth; (3) curriculum skills; (4) inservice/workshop participation; (5) evaluation abilities; (6) supporting experiences; and (7) community service. A description is provided of the implementation features of the program and of proposed program evaluation procedures. (JD)

ED 275 070

Improving Educational Quality in Maumee Schools: The Project to Design Teacher Incentive Structures. Final Report: Secretary's Discretionary Program.

Gress, James R.; And Others

Toledo Univ., Ohio. Coll. of Education and Allied Professions.

Jan. 1986

74p.

This final report of a collaborative project to design teacher incentive structures describes the procedural development and results of studies conducted by participants composed of public and private school representatives, community members, the University of Toledo, and others. Part 1 includes details of such project planning processes as defining project objectives, establishing role statements for project participants, conducting a public opinion survey, and planning for documentation and dissemination. Part 2 contains descriptions of five incentive designs resulting from the work of task forces. These designs are labeled as follows: "Recruiting Non-Traditional Candidates for Teaching," "Career Ladder Model and Master Teacher," "School Staff Development," "Merit Salary and Other Monetary Incentives," and "Teacher Image." Design descriptions include details and findings of task force activities as well as specific design recommendations. Five figures and six tables are included in the report. Three appendices include project literature resources, task force action briefs, project agendas, and documentation formats. (IW)

ED 273 617

Issues in Perspective. Critical Issues Papers 1-17.

Duttweiler, Patricia Cloud

Southwest Educational Development Lab., Austin, Tex.

1986

The papers in this collection are based on the document "Perspectives on Performance-Based Incentive Plans" and offer brief overviews of the following critical issues in education: (1) performance-based incentive plans; (2) needed organizational changes; (3) successful and unsuccessful teacher incentive plans; (4) compensation strategies and incentives; (5) teachers' salaries and benefits; (6) expecting incentive pay to improve teacher performance; (7) attracting and retaining qualified teachers; (8) lack of professional support systems; (9) the lack of opportunities for professional growth; (10) teachers sharing in decision making; (11) the stress of teaching; (12) the teaching career; (13) conceptions about the work of teaching that guide performance evaluation and staff development; (14) considerations in the development of an incentive system; (15) evaluation policies; (16) steps in planning and implementing a performance-based incentive system; and (17) recommendations for states that are considering performance-based incentive plans. (JD)

ED 272 482

Guidelines: Guidelines for Evaluating Teacher Incentive Systems. No. TQ84-7.

Jung, Steven M.

Education Commission of the States, Denver, Colo.

Nov. 1984

30p.

This paper offers guidelines for policy makers who are responsible for establishing incentive programs for teachers. It provides a framework for: (1) identifying performance-based incentive systems; (2) examining their underlying assumptions; (3) classifying program operations (types of incentives, methods of reward delivery, timing and types of performance standards and measures); and (4) checking that a program as implemented is ready for evaluation. The prospects for learning from incentive experiments are discussed. (JD)

ED 267 017

Toward Excellence in Teaching. Intern Mentor Program.

District of Columbia Public Schools, Washington, D.C.

Nov. 1985

15p.

The District of Columbia Public Schools has established an Intern-Mentor Program to promote professional growth and development by using exemplary teachers to provide intensive assistance and guidance to new teachers. Experienced teachers, called "mentors," are released from their classroom duties for up to 2 years to provide assistance to new teachers, defined as having less than one full year of satisfactory teaching experience. All new teachers in the District of Columbia public schools will participate in the program. This booklet describes the program, including recruitment, subject matter testing, certification, selection and hiring, and evaluation of new teachers as interns. Topics discussed in relation to the experienced teachers as mentors include qualifications, selection and assignment, roles and responsibilities, professional development, and evaluation. (CB)

ED 259 475

Teacher Compensation and Evaluation in Public Education.
Indiana Univ., Bloomington. Center for Public Sector Labor Relations.
1985
40p.

This issue of "Dialogue," a review of labor-management cooperation in public education, focuses on the theme of teacher compensation and evaluation. After a brief introduction locating these topics within the context of nationwide educational reform, the first section describes the advantages and disadvantages of some of the better-known compensation and incentive approaches. These include the traditional single-salary schedule, along with newer, currently fashionable approaches such as performance-based pay, bonuses, and career ladders or differentiated staffing. The second section examines some of the factors related to the choice and use of an evaluation system. First, basic conceptions of teaching—as labor, craft, profession, or art—are reviewed as a basis for the subsequent discussion of the purposes of teacher evaluation. Thereafter, the timing and tools of evaluation are discussed, including teacher interviews, competency tests, indirect measures, classroom observation, student ratings, peer review, student achievement, faculty self-evaluation, and work samples. Finally, findings from a recent Rand study on the necessary conditions of effective teacher evaluation are discussed. References are included. (TE)

ED 256 031

Analysis of Utah Career Ladder Plans.
Murphy, Michael J.; And Others
1984
19p.

This report analyzes the content and development of the 45 school district career ladder plans submitted in 1984 to the Utah State Office of Education. Descriptive commentary and data tables are used to examine (1) the structure and composition of planning committees; (2) teacher evaluation provisions, including changes in evaluation methods, the person or group responsible for teacher evaluation, information sources for evaluation, and the status of development of evaluation instruments and procedures; (3) the frequency of various features of career ladder plans, including extended contract years, the number and nature of steps in the career ladder, and teacher selection methods and criteria; and (4) funding and accounting methods. Eight provisions found in a few plans are noted as potential improvements to other districts' career ladder systems. Three broader issues are also discussed: (1) whether advancement based on job enlargement violates the spirit of career ladders, (2) the respective merits of competitive selection and performance standards for promotion, and (3) whether districts should be restricted to a few "best" career ladder plans. General conclusions regarding the status and value of Utah's career ladder plans complete the report. (MCG)

ED 244 720

The Ladue Evaluation and Salary Program.
Feb. 1984
39p.

Features of an updated teacher evaluation and salary program used by the Ladue, Missouri, school district are described in this report. Following a brief overview of the program's history and provisions, detailed criteria for teacher evaluation are described. Criteria measure: (1) teacher/student interactions; (2) relationships with colleagues; (3) contacts with parents, patrons, and community; (4) contributions to the total school program; and (5) curriculum development and professional improvement. The next section recommends procedures for evaluation and describes special provisions for the evaluation of high school teachers. In conclusion, related forms and materials, a summary of administrators' and teachers' opinions concerning the operation and effectiveness of the evaluation plan, and a summary of the key provisions of the program are provided. (RH)

ED 244 388

Teacher Incentives: A Tool for Effective Management.
Cresap, McCormick, and Paget, Inc., Washington, D.C.
1984
54p.

Teacher incentive systems enable school districts to address the current concerns of their constituencies: teachers' concern with salaries, administrators' concern for attracting good people into the teaching profession, and community concern that increased expenditures for teacher salaries have not improved education. Accordingly, this handbook is designed to assist local school district planners in improving teacher quality and motivation. First, an analysis is provided of the causes of difficulty in attracting highly qualified teachers, motivating all teachers, and retaining superior teachers. Next, major alternative teacher incentive systems are identified, based on analogous systems in the private sector. These include compensation plans, career options, enhanced professional responsibilities, nonmonetary recognition, and improved working conditions. Findings from research and experience about the effectiveness of these alternative incentives are then summarized. Finally, guidelines are provided for selecting, adapting, and implementing teacher incentive programs. An appendix suggests complementary responsibilities for national and state agencies to help strengthen teaching through the improved use of incentives. A 68-item bibliography is included. (TE)

ED 238 162

Pros and Cons and Current Status of Merit Pay in the Public Schools.

Adkins, Gary A.

Nov. 1983

10p.

During the 1920's merit pay became the most preferred system of teacher compensation; however, today fewer than 4 percent of the school systems in the United States use merit pay plans. The National Education Association suggests that merit pay is a "bogus issue" obscuring more significant areas of education needing reform, and the American Federation of Teachers has listed a series of preconditions that would have to be met prior to any consideration of merit pay. Declaring merit ratings educationally unsound, the Virginia Board of Education proposed the identification of meritorious schools and the reward of all the teachers in those schools. On the other hand, a national poll of teachers found that two-thirds favor the basic tenets of merit pay, and 61 percent of all respondents in the 15th annual Gallop Poll voted for teacher pay on the basis of quality of work. The factor common to groups opposed to teacher merit pay is the fear of unfair evaluation criteria. In 1963, long before becoming U.S. Secretary of Education, Terrel H. Bell proposed 20 measures for assuring teacher acceptance of merit pay. Among these are establishing an objective system of coded observations of teaching performance and allowing teachers to review their evaluation files. (MLF)

ED 236 143

Rewarding Teachers: Issues and Incentives.
Newcombe, Ellen
Research for Better Schools, Inc., Philadelphia, Pa.
July 1983
51p.

This paper discusses some of the issues behind the current debate on merit pay for teachers. A brief history is presented of performance-based compensation systems. The difficulties in arriving at a consensus on a valid definition of merit pay are pointed out, and examples are presented of various merit plans, such as master teaching plans, career ladder programs, or systems for teacher ranking. Arguments for and against merit pay plans are considered, focusing on the two major issues of the validity of using money as a motivator, and complaints against evaluation processes. Counterproposals offered by critics of merit pay are outlined and include such suggestions as across-the-board pay increases for all teachers, improvement of the work environment, and public recognition for doing good work. Reasons for success and failure of merit pay plans are analyzed and a brief overview of the status of current performance-based programs is presented. A description and comparison is given of three merit pay plans at the state level (Tennessee, Florida, and California) and three at the local level (Los Angeles, Houston, and Charlotte-Mecklenburg). Appendixes provide information on the effects of single salary and merit pay in achievement of educational goals, and the current status of merit pay programs in selected school systems. (JD)

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EJ 349 172

How Career Ladders Can Improve Instruction.

Bennion, John W.

School Administrator, v.44 n.2 pp.18-20 Feb. 1987

Describes Salt Lake City (Utah) schools' five instructional improvement goals, including clearly developed learning objectives, effective teaching and evaluation models, appropriate assessment tools, an energized classroom environment, and career leaders to attract and retain superior teachers. Discusses career ladder systems, focusing on teacher leaders, teacher-principal training teams, and principals as instructional leaders. (MLH)

EJ 341 151

Incentives for Teachers: What Motivates, What Matters.

Johnson, Susan Moore

Educational Administration Quarterly, v.22 n.3 pp.54-79 Summer 1986

Discusses the concept of motivation and two central, theoretical disputes: how intrinsic and extrinsic rewards function and whether incentives must be focused to be effective. Reviews studies on merit pay and career ladder plans and considers the potential role of group-based collegial incentives in teacher motivation. Appended are 123 footnotes. (IW)

EJ 337 996

Career Ladders and Merit Pay: Capricious Fads or Fundamental Reforms?

Rosenholtz, Susan J.

Elementary School Journal, v.86 n.4 pp.513-29 March 1986

Suggests that the latest calls for educational reform have come from politicians, not educators, and warns that merit pay is an ineffective means of improving the quality of teaching. Points out that career ladders may work well as incentives, but only under carefully regulated conditions. (DR)

EJ 329 577

Ambiguities and Possibilities in California's Mentor Teacher Program.

Wagner, Laura A.

Educational Leadership, v.43 n.3 pp.23-29 Nov. 1985

Describes California's Mentor Teacher Program, which provides stipends for experienced teachers who are appointed to work in a staff development capacity with new teachers, other career teachers, and "teacher trainees" without formal teacher training. Covers mentor qualifications and program implementation, documentation, and evaluation. Reviews program operations in two districts. (PGD)

EJ 314 684

Reforming Teacher Compensation.

Monk, David H.; Jacobson, Stephen L.

Education and Urban Society, v.17 n.2 pp.223-36 Feb. 1985

A typology is developed of the dimensions along which a teacher's contribution can be assessed and a pay plan projected that emphasizes each of these dimensions. Several issues cutting across various pay-reform proposals are discussed, notably the balance between rewarding veteran and novice teachers, and its effect on teacher recruitment. (RDN)

EJ 311 697

Critical Issues in the Development of a Merit Pay System.
Natriello, Gary; Cohn, Marilyn
Administrator's Notebook, v.31 n.3 pp.1-4 1983

Analysis of a school district where merit pay has existed for 30 years and a more general review of other merit pay proposals led to the disclosure of eight critical issues to be considered before the actual implementation of merit pay programs. (MLF)

EJ 311 588

Teacher Evaluation and Teacher Professionalism.
Wise, Arthur E.; Darling-Hammond, Linda
Educational Leadership, v.42 n.4 pp.28-33 Dec. 1984/Jan. 1985

The rewards and sanctions accompanying performance-based pay and promotion programs will not be valued or given credibility as long as teacher evaluations are not approached professionally. The effect of treating teachers as bureaucrats or professionals, the limits of bureaucratic evaluation, and the demands of professional evaluation are detailed. (DCS)

EJ 311 585

Dispelling the Myths about Tennessee's Career Ladder Program.
French, Russell L.
Educational Leadership, v.42 n.4 pp.9-13 Dec. 1984/Jan. 1985

The Career Ladder Program, one aspect of Tennessee's Better Schools Program, includes a career ladder for all school personnel, substantial incentive pay for performance and responsibility, competency-based performance evaluation for all school personnel, professional development programs addressing needs identified in evaluation, and new requirements for teacher education programs. (DCS)

EJ 299 043

Merit Pay for Teachers: A Poor Prescription for Reform.

Johnson, Susan Moore

Harvard Educational Review, v.54 n.2 pp.175-85 May 1984

Asserts that merit pay does not take into account the motivational needs of teachers or the interdependent nature of schools. Concludes that school leaders should consider the practices of successful corporations that emphasize group goals over individual incentives. (JOW)

EJ 293 165

Our Career Program Combines Merit Pay and Master Teacher Plans.

Brickell, E. E.

American School Board Journal, v.171 n.2 pp.31, 40 Feb. 1984

Approved by the teachers' union, this salary plan features probationary, continuing contract, and career levels. The career level rewards excellence, and eligible teachers must demonstrate involvement in professional activities and receive outstanding evaluation. Instrumental to the program's success is the possibility of appealing evaluations. Proposed program modifications are described. (MJL)

EJ 287 513

Merit Pay: The Great Debate.

Scherer, Marge

Instructor, v.93 n.3 pp.22-25,159 Oct. 1983

Arguments for and against merit pay are weighed, and merit pay's probable effects on teacher morale and motivation are discussed. Different types of programs are reviewed, including: (1) bonuses based on student or teacher performance; (2) individualized productivity plans; (3) differentiated staffing; and (4) the career ladder approach. (PP)

