

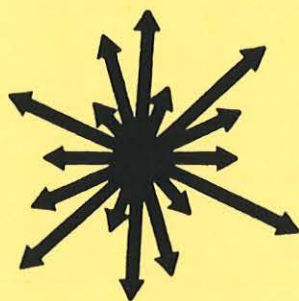
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PACKET TWO

LITERATURE REVIEW OF
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FOR DEVELOPING

PHASE III

PERFORMANCE - BASED PAY PLANS



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LITERATURE REVIEW OF
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PHASE III
PERFORMANCE - BASED PAY PLANS

Report Prepared by:

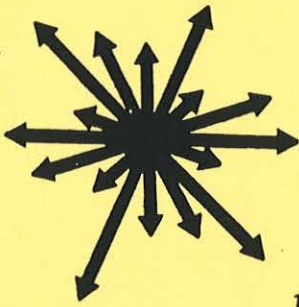
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Dwight R. Carlson, Assistant Chief
Sherie Surbaugh, Consultant
515-281-5069

Bureau of Planning, Research and Development

Leland Tack, Chief
Mary Jo Bruett, Referral Specialist

May 1988



INFORMS

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PERFORMANCE - BASED PAY PLANS

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ED 280 133

New Perspectives on School Improvement: A Summary of Research Findings on Approaches to Educational Reform and the Management of School Systems. Organizational Analysis and Practice, Inc., Ithaca, NY. Educational Systems Div.
July 1986
22p.

Although educational reform approaches have varied from state to state, most efforts have shared some common elements: (1) concentration of educational policymaking in state capitols by state-level officials; (2) a widespread conviction that schools of education, local school officials, and teachers are unwilling or unable to "reform" themselves; and (3) duplication of managerial practices used in the private sector. This paper discusses three traditional kinds of reforms (minimum standards, merit pay, and career ladders) sharing the three common elements, outlines some basic dilemmas confronting school administrators, and presents a new perspective on school system management. Stiffer minimum standards for teachers may be needed, but such an approach reinforces the notion that reform must be imposed from outside. Merit pay and career ladders, meant to encourage self-improvement, merely reinforce hierarchical educational structures most in need of change. Administrators often resort to top-down controls to reform their systems. Teachers are allowed a fair amount of discretion not by design, but by default. Trying to bribe or coerce teachers is self-defeating, since they will further insulate their classrooms from outside interference. Resolving the discretion/coordination dilemma demands a new perspective (adopted by effective schools) that maximizes program coordination and increases teacher discretion simultaneously. Effective school districts are tapping the wealth of expertise, information, and eagerness to improve lying trapped and underutilized in isolated classrooms across the United States. (MLH)

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ED 286 838

Teacher Development and Incentive Program: Research and Evaluation for Effective Policy Change and Reform.

Packard, Richard D.

July 1987

17p.

The Arizona Career Ladder Teacher Incentive Program, a pilot teacher incentive program, features: (1) successful collaboration among government, business, universities, school districts, and the teaching profession; (2) "stakeholder" initiated and monitored teacher development and performance evaluation systems with totally restructured salary schedules; and (3) a 5-year pilot research and evaluation project to develop a workable and relevant model that recognizes individual capacities and enhances appropriate role definitions and differentiation of work assignments for teacher leaders. Analysis of responses from over 4,000 participants revealed positive findings in relationships between level of teacher performance and student academic achievement. For successful change, organizations need to plan for a healthy environment that enhances interpersonal relationships, communication, and personnel development.
(Author/CB)

Performance-Based Compensation Models: Status and Potential for Implementation.

Boyles, Norman L.; Vrchota, Denise

Iowa Association of School Boards, Des Moines.

November 1986

48p.

Sponsoring Agency: Educational Administrators of Iowa.; Iowa Association of School Administrators.; Iowa State Education Association, Des Moines. Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

This study was commissioned by the State of Iowa to identify the current status and applicability of performance-based teacher compensation plans. After a review of the literature to establish the current status of merit pay and to identify districts throughout the United States that are presently using performance-based compensation plans, a documentation instrument was developed to analyze types of plans, methods of financing the plans, evaluation systems, purposes of merit pay, and planning for performance-based compensation plans. As a product of analysis of the plans, a database was developed using the following essential elements as checkpoints: demographics, planning, organizational options, participation, evaluators, evaluation process, financial and nonfinancial incentive plans, financial resources, plan monitoring and revisions, and unique characteristics. Analysis of this database and of the unique characteristics of various plans resulted in identification of 10 exemplary districts that were studied further by telephone interview. Results of these indepth studies are included in the "findings" section of the report. A bibliography is included. (TE)

Attitudes toward Merit Pay for Instructional Personnel: A Survey of Florida Public District Policy Makers and Administrators. The Relationship of Expectancy Work Motivation, Selected Situational Variables and Locus of Control to Teacher Job Satisfaction.

Wiegman, John R.; Binnie, David G.

64p.

This research bulletin contains parts of two studies dealing with the persistent problem of developing effective teachers and stimulating effective teaching. The study reported in "Attitudes toward Merit Pay for Instructional Personnel" (John Weigman) was conducted to survey, analyze, and compare the attitudes of Florida public school district policy makers and administrators toward merit pay. Of the 364 respondents (out of 510 who received the survey instrument) it was found that 39 percent supported merit pay for teachers, with most support coming from personnel administrators and school board members, and least support from superintendents. The introduction, reviews of literature, conclusions, and bibliography of this study are included in the bulletin. "The Relationship of Expectancy Work Motivation, Selected Situational Variables and Locus of Control to Teacher Job Satisfaction" (David G. Binnie) investigated correlations among teacher job satisfaction, teaching experience, teacher motivation, teaching conditions, and locus of control among Florida teachers. Results indicated that the concept of "job satisfaction" is of somewhat limited practical and theoretical value and that job satisfaction may be better approached through indirect rather than direct methods. The summary and bibliography of the study are included. (CB)

Incentive Pay and Collective Bargaining in Public Education.
Lipsky, David B.; Conley, Sharon C.
April 1986
44p.

Recent proposals to implement teacher incentive pay or merit pay plans have failed to recognize that in most states such plans must be negotiated and administered through collective bargaining at the local district level. The traditional collective bargaining process makes major changes difficult to enact; both sides must bluff, threaten, and make concessions, and neither side is likely to obtain enactment of new policy without complete commitment and a willingness to abandon other demands. To develop a workably designed incentive pay plan with some chance of acceptance, district and union representatives should work together as joint committees; but organizing such committees satisfactorily takes a great deal of effort in its own right. Implementing incentive pay plans may be easier if the plan adopted is identified as experimental and if means are readily available for responding to any grievances arising from the plan's administration. Although collective bargaining practices may make implementation of such measures as incentive pay plans difficult, the process can also help ensure that any plan finally adopted will more likely be equitable, workable, appropriate to local conditions, and acceptable to teachers as a means of making the schools more productive. (PGD)

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ED 284 886

Varying Perspectives on Measurement Issues in the Summative Evaluation of
Teachers: The Scoring Perspective.

Strouss, Sara J.

April 1987

34p.

This paper describes the scoring of the upper levels of the Career Ladder system for teachers in the Tennessee Career Ladder Evaluation Systems. The instruments used to evaluate teachers include classroom observation, dialogue with the teacher, a peer questionnaire, student questionnaires, a professional skills test, professional development and leadership summary, principal questionnaire, and a consensus rating. Information from the evaluation process is combined into a data file at the State Testing Center, and a score report is generated. The score report lists each of the scores and the weight it contributed towards the total score. The report consists of the following: (1) the cover; (2) a summary page; (3) "Results by Domain," comprised of three weighted components from multiple data sources, the principal's rating, and the evaluation team's rating; (4) "Results by Competency," detailing every score used in the calculation of the Career Ladder evaluation results; and (5) "Results by Instrument," displaying the same information as "Results by Competency" but scores are listed in instrument order. The appendix contains a sample Career Ladder Score Report. (BAE)

ED 283 818

The Usefulness and Accuracy of Self Evaluation of Teaching Competencies.
Vollmer, Marian L.; And Others
February 1987
17p.

Historically, it has been generally accepted that the evaluation of teaching competencies should be conducted by an administrator or a master teacher. There is a body of literature, however, that expresses the idea that self-assessment may also be a valuable source of information despite the uncontrollable defense mechanisms that may be inherent in the process. Using the Teacher Performance Assessment Instruments (TPAI) developed by the Georgia Teacher Assessment Project, researchers at the Falk Laboratory School at the University of Pittsburgh have collected, over a 2-year period, both self-evaluation data and expert assessment data from 22 graduate interns in the Master of Arts in Teaching program and the master teachers to whom they were assigned. This study's purposes are to report the relationships between the intern's self-evaluation and the master teacher's expert assessment and to determine whether the self-evaluation process revealed quantifiable growth in competency acquisition. Graphs illustrate comparative scores achieved on novice teacher versus master teacher evaluations. (Author/JD)

ED 283 793

Development of Educational Leaders: Fostering Individual Development of Teachers for Productivity and Leadership Roles in Education.
Packard, Richard D.
July 1987
24p.

This paper presents results from research and evaluation of the "Pilot Arizona Career Ladder Teacher Development and Incentive Program." The project, initiated by the State legislature, allows each local education agency to design its own plan. By 1989, the project will provide evidence for the legislature to make informed decisions about the success of the 16 district pilot tests of their teacher development models. The business community, three universities, professional organizations, the governor's office, both houses of the legislature, and 16 school districts, with more than 10,000 educators, are involved in this experiment, based upon scientific research on career ladder programs and problems. The legislature mandated a 5-year research time that is implemented by and grounded in the political support of educational and business representatives. The emerging model has some specific directions and accomplishments that have not been apparent in other plans being implemented. This report is organized under four major headings: (1) "The Historical Antecedents"; (2) "Reasons for Program Failures"; (3) "The Possible Program Solutions"; and (4) "The Pervasive Concept of Change." (JD)

THE FOLLOWING ERIC JOURNAL ARTICLES ARE RECOMMENDED READING.
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EJ 360 133

Quality Programs Through Quality Instruction.
Oliver, Bernard; Chandler, Timothy
Journal of Physical Education, Recreation & Dance, v.58 n.6 pp.55-58
August 1987

This article concentrates on instruction as the central aspect of teaching with a view toward influencing the quality of physical education instruction. The use of career ladders to motivate teachers is critiqued. The career lattice, offering lateral movement as well as horizontal, is proposed as a way to motivate teachers. (MT)

EJ 359 328

Performance Assessment Techniques for Teacher Career Ladder Advancement.
Burke, Peter; Lind, Kathryn G.
NASSP Bulletin, v.71 n.500 pp.27-35 September 1987

Describes the career ladder program developed for Wisconsin teachers. Includes a description of the requirements for advancement, the performance assessment component, and the different steps in the career ladder. Includes two figures. (MD)

EJ 358 703

Career Ladders: Messages Gleaned from Experience.
Freiberg, H. Jerome
Journal of Teacher Education, v.38 n.4 pp.49-56 July-August 1987

Career ladder and other incentive programs are resisted when teachers and administrators involved in the programs are removed from the initial decision making process. The ideal scenario is described. Implications for teacher educators are discussed. (Author/MT)

EJ 357 995

Developing a Career Ladder; Getting Down to the Basics.

Deering, Thomas

Thrust for Educational Leadership, v.16 n.7 pp.22-24,46 May-June 1987

Discusses the development of the use of career ladder programs as an incentive for attracting and retaining competent teachers. States and school districts considering the development of career ladder programs should study the issues involved in creating successful plans. (MD)

EJ 357 462

Is There a Sound Rationale Behind the Merit Pay Craze?

Frase, Larry E.; And Others

Teacher Education Quarterly, v.14 n.2 pp.90-100 Spring 1987

Merit pay proponents argue that merit pay will: (1) attract higher caliber individuals to teaching; (2) retain good teachers; and (3) motivate teachers to improve instruction. These claims are investigated. Recommendations regarding effective alternatives to merit pay are discussed. (MT)

EJ 356 744

What a State-Mandated Merit Pay Plan Has Taught Us.

Watson, Robert S.; And Others

Executive Educator, v.9 n.7 pp.22-23 July 1987

South Carolina school districts have been testing three different teacher incentive program models: the campus/individual model, the bonus model, and the career ladder model. All have problems and limited effectiveness. The solution will be a program based on rewarding merit rather than providing teacher incentives. (MD)

EJ 356 743

Why Bud Spillane Is Making Merit Pay a Test of Leadership.

Spillane, Robert R.

Executive Educator, v.9 n.7 pp.20-21,29 July 1987

Outlines five myths used as arguments against teacher merit pay. While teacher preparation, salaries, and evaluation are essential elements of performance pay plans, they should not be isolated from related issues. Includes a sidebar on problems the Fairfax County (Virginia) merit pay plan is encountering with the teacher union. (MD)

EJ 353 828

Lessons from Tennessee's Career Ladder Program.
Furtwengler, Carol B.
Educational Leadership, v.44 n.7 pp.66-69 April 1987

Discusses evaluation issues that developed during implementation of the nation's first statewide career ladder program in Tennessee. After three years of development major issues have centered around communication, confidentiality, paperwork, career development, multidata source systems, and the evaluation cycle. (CJH)

EJ 353 717

Incentive Pay and the Promotion of Teaching Proficiencies.
Sharpes, Donald K.
Clearing House, v.60 n.9 pp.406-08 May 1987

Discusses the current single-step salary schedule used to compensate teachers in most public school systems. Presents a model for basing an incentive system for promotion and salary on a more equitable and realistic multiple-step system. (NKA)

EJ 351 642

Merit, Motivation, and Mythology.
Durwell, Robert R.
Teacher Education and Practice, v.3 n.1 pp.17-21 Spring-Summer 1986

Myths about merit pay for teachers (teachers are in favor of merit pay, money is a motivator, merit pay will persuade qualified people to enter and remain in teaching, merit pay promotes competition which produces excellence, and motivating teachers is a simple matter of offering extrinsic rewards) are negated in a review of relevant literature. (CB)

EJ 311 709

Political Myths about Education Reform: Lessons from Research on Teaching.
Rosenholtz, Susan J.
Phi Delta Kappan, v.66 n.5 pp.349-55 January 1985

Analyzes six myths about education and explores their justifications. The underlying assumptions are unsupported by educational research. A bibliography containing 71 citations is appended. (MD)

EJ 311 587

We Need the Ghostbusters A Response to Jerome Freiberg.
English, Fenwick W.
Educational Leadership, v.42 n.4 pp.22-25 Dec. 1984-Jan. 1985

The author responds to H. J. Freiberg's article on past master teacher programs in the December 1984-January 1985 "Educational Leadership" (EJ 311 586), citing numerous disagreements, yet concluding that his observations are more true than false, and agreeing that current merit pay and master teacher plans won't bring needed restructuring to the profession. (DCS)

EJ 311 586

Master Teacher Programs: Lessons from the Past.
Freiberg, H. Jerome
Educational Leadership, v.42 n.4 pp.16-21 Dec. 1984-Jan. 1985

To improve the chances of success of current master teacher plans, this article examines the strengths and weaknesses of earlier attempts. It focuses on the Temple City, California, master teacher plan, cites reasons for its demise, and suggests alternatives. Charts are included. (DCS)

1987-88 PHASE III SCHOOL DISTRICT PLANS
INCORPORATING PERFORMANCE-BASED PAY

PERFORMANCE-BASED PAY PLANS (ONLY)

	Career Ladder	Performance Evaluation	Individual Goals	Peer Review	Building Level Goals	Activities	Student Achievement	Point System	(Other)
Denver CSD		X						X	
East Union CSD		X					X	X	
Maple Valley CSD		X							

COMBINATION PAY PLANS

Anita CSD					X				
Atlantic CSD	X								
Ballard CSD			X			X			
Calamus CSD			X						
Cedar Falls CSD			X		X				
Cedar Rapids CSD	X								
Central City CSD	X								
Clay Central CSD			X						
Clear Creek CSD	X								
Clinton CSD			X		X				
College CSD			X		X				
Collins-Maxwell CSD		X		X		X	X		
Council Bluffs CSD	X		X	X					
Davenport CSD		X				X			
Des Moines CSD	X					X			
Dumont CSD		X	X	X					
Emmetsburg CSD			X			X			
Everly CSD		X							
Fort Madison CSD		X	X		X				
Fremont-Mills CSD		X							
H-L-V CSD									X
Harlan CSD	X								X
Ida Grove CSD									X
Iowa City CSD						X			
Irwin CSD			X						
Jesup CSD			X	X					
L-D-F CSD		X							
Linn-Mar CSD		X							
Lynnville-Sully CSD		X	X	X					
Manning CSD		X							
Monroe CSD		X					X		
Mount Ayr CSD		X	X	X			X		
Murray CSD								X	
Muscatine CSD			X						

	Career Ladder	Performance Evaluation	Individual Goals	Peer Review	Building Level Goals	Activities	Student Achievement	Point System	(Other)
Nishna Valley CSD	X								
Norwalk CSD	X								
Odebolt-Arthur CSD		X	X	X					
Palmer CSD		X							
Pella CSD			X			X			
Prairie CSD			X						
Prairie City CSD		X							
Red Oak CSD		X	X	X					
Shenandoah CSD			X		X				
Sioux Center CSD		X							
Solon CSD			X						
South Tama CSD		X							
Spencer CSD			X		X		X		
Stuart Menlo CSD					X				
Twin Cedars CSD			X						
Urbana CSD		X		X					
Washington CSD		X	X						

April 29, 1988

Selected pages from these Phase III Plans are available on microfiche.

See Retrieval Request - Packet Two.

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 General Number (515) 281-4728/ or (515) 281-3170

TYPICAL COMPONENTS OF PERFORMANCE-BASED PAY PLANS

CAREER LADDER - A performance-based pay plan may be based upon a career ladder which is a classification system generally containing 3-5 levels. Advancement typically is dependent upon a combination of the following characteristics: experience, education, evaluation, service and professional growth/staff development.

PERFORMANCE EVALUATION - When performance evaluation is a component of a performance-based pay plan, evaluators conduct one or more in-class observations and assess the degree to which a teacher teaches to instructional objectives, provides instruction at an appropriate level, monitors student progress, adjusts instruction as needed, provides opportunities for student success, etc.

INDIVIDUAL GOALS - In a performance-based pay plan including individual goals, teachers establish performance targets with a building administrator. Examples of individual goals are using effective teaching behaviors, modifying student behavior or attitudes or completing staff development activities.

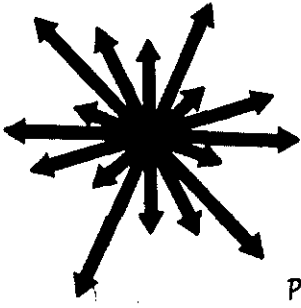
PEER REVIEW - A performance-based pay plan may use observations of peers as a basis for determining successful implementation of identified goals. Examples would be a teacher's peers observing teaching techniques used in the classroom or evaluating samples of students' written work.

BUILDING-LEVEL GOALS - In a performance-based pay plan based on building goals, teaching staffs identify school-wide improvement targets such as decreasing the dropout rate, increasing the attendance rate, or accelerating achievement growth in students.

ACTIVITIES - Examples of additional activities which might be a part of a performance-based pay plan are completing a self-evaluation, setting professional development targets, participating in school events, sponsoring student groups, conducting curriculum revision, conducting research and developing student achievement measures.

STUDENT ACHIEVEMENT - When measures of student performance are part of a performance-based pay plan, teachers may be evaluated on the basis of student projects, experiments, art work, written work or test scores.

POINT SYSTEM - Points are earned in specific ways such as implementing a new program, leading a workshop, chairing a curriculum committee, documenting improved student performance, earning an approved Master's Degree or documenting other professional growth activities. The per-point value of an activity may or may not be predetermined.



INFORMS

PACKET ONE
DEVELOPMENT OF
PHASE III PROPOSALS

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In August 1987, Department of Education personnel reviewed several hundred ERIC documents and journal articles pertaining to merit pay, career ladders, performance-based pay, incentive pay, and supplemental pay plans. The following items were found to be of high quality and representative of related literature.

If you did not receive PACKET ONE, return this form indicating the items you would like to order.

ERIC Documents:

CIRCLE DESIRED ED NUMBERS (PHOTOCOPIES OF SELECTED PAGES WILL BE PROVIDED.)

ED 277 687 - Analysis of the Initial Arizona Career Ladder Incentive Programs.

ED 275 070 - Improving Educational Quality in Maumee Schools: The Project to Design Teacher Incentive Structures. Final Report: Secretary's Discretionary Program.

ED 273 617 - Issues in Perspective. Critical Issues Papers 1-17.

ED 272 482 - Guidelines: Guidelines for Evaluating Teacher Incentive Systems.

ED 267 017 - Toward Excellence in Teaching. Intern Mentor Program.

ED 259 475 - Teacher Compensation and Evaluation in Public Education.

ED 256 031 - Analysis of Utah Career Ladder Plans.

ED 244 720 - The Ladue Evaluation and Salary Program.

ED 244 388 - Teacher Incentives: A Tool for Effective Management.

ED 238 162 - Pros and Cons and Current Status of Merit Pay in the Public Schools.

ED 236 143 - Rewarding Teachers: Issues and Incentives.

(OVER)

