LEARNING ABOUT NEW FORMS OF TEACHER COMPENSATION
A DAY FOR SUPERINTENDENTS, SCHOOL BOARD MEMBERS, AND TEACHER ORGANIZATION LEADERS

Susanna Loeb
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Many systems
- Denver
- Minneapolis
- New York City
- Texas – Teacher Advancement Program
- Austin
- San Francisco

Many alternatives – both in goals and approaches
- Skill development
- Difficult-to-staff schools
- Difficult-to-staff subjects
- Student test performance
- Teacher-level, School-level
Can’t say for sure what the best approach is
- Little research
- Context determines goals and opportunities (TNTP examples)
- No single element is key

Aim to be strategic so as to improve instruction
- Articulating goals
- Making use of opportunities
- Making use of information
Teachers and peers *are* schooling for students

Teachers differ in the learning of their students as measured by standardized tests

*We can observe good teaching*
Example: NYC 2000-2003

- 2000 NYS Regents created alternative certification routes
- 2000 NYC DOE created its first cohort of Teaching Fellows
- 2001 NCLB Required teachers to be fully State-certified,
- 2003 NYS Regents eliminated temporary licenses
- NYC increased starting salaries from $33,186 to $39,000
For example, money is not the main reason teachers leave.
Teachers respond to monetary incentives
- More individuals seek teaching positions when salaries are higher

Labor is by far the largest expense
- Here general fund expenditures in California
Money is also a relatively simple policy lever to supplement more nuanced approaches

- Recruitment
- Selection
- Effective assignment
  - individuals
  - work groups
  - student teachers
- Monitoring
- Promotion

**Essential but tricky**
- Design choices
- Implementation
- Quality
CALIFORNIA — STRATEGIC USE OF DOLLARS PARTICULARLY IMPORTANT DUE TO HIGH COST OF LABOR

Mean Annual Wages

WHICH LEADS TO:
FEWER TEACHERS PER
STUDENT THAN OTHER STATES

Pupil Teacher Ratio by State

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data
BUT NOT ONLY TEACHERS
COMMON CORE OF DATA 2005-06

- District Officials and Administrators
- Principals and Assistant Principals
- Guidance Counselors
- Librarians per 1,000 students


Graph showing comparisons of different roles per 1,000 students in various states and the US average.
Rank of Adults per Child Out of 50 States & D.C.
## PRINCIPAL PREFERENCES

<table>
<thead>
<tr>
<th>Preference</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>School at same level as current school</td>
<td>40%</td>
</tr>
<tr>
<td>A sense of safety on campus</td>
<td>20%</td>
</tr>
<tr>
<td>Availability of resources</td>
<td>18%</td>
</tr>
<tr>
<td>Good condition of school facilities</td>
<td>15%</td>
</tr>
<tr>
<td>Supportive parent participation</td>
<td>16%</td>
</tr>
<tr>
<td>Collegial school culture</td>
<td>15%</td>
</tr>
<tr>
<td>Proximity to home</td>
<td>14%</td>
</tr>
<tr>
<td>Diverse student population</td>
<td>12%</td>
</tr>
<tr>
<td>A high performing school</td>
<td>9%</td>
</tr>
<tr>
<td>School in the same district in which I taught</td>
<td>8%</td>
</tr>
<tr>
<td>School that recently made academic reforms</td>
<td>7%</td>
</tr>
<tr>
<td>Small school size</td>
<td>8%</td>
</tr>
<tr>
<td>School similar to one I attended as a student</td>
<td>7%</td>
</tr>
<tr>
<td>School similar to where I taught</td>
<td>6%</td>
</tr>
<tr>
<td>Many students of poverty</td>
<td>11%</td>
</tr>
<tr>
<td>Many English learners</td>
<td>12%</td>
</tr>
<tr>
<td>A &quot;failing&quot; school in need of reform</td>
<td>27%</td>
</tr>
</tbody>
</table>
For example: Prior Position of Those Filling Principal Vacancies (M-DCPS)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Low Poverty</th>
<th>High Poverty</th>
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<tbody>
<tr>
<td>Q1</td>
<td>19%</td>
<td>56%</td>
</tr>
<tr>
<td>Q2</td>
<td>42%</td>
<td>45%</td>
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<tr>
<td>Q3</td>
<td>22%</td>
<td>52%</td>
</tr>
<tr>
<td>Q4</td>
<td>24%</td>
<td>62%</td>
</tr>
</tbody>
</table>

These incentives are leading to sub-optimal outcomes.
INEQUITIES IN THE TEACHER WORKFORCE WELL DOCUMENTED

Percent First and Second Year Teachers, by School Performance Level - SFUSD

Percent 1st and 2nd Year Teachers

API Rank

- 0%
- 5%
- 10%
- 15%
- 20%
- 25%
- 30%
- 35%
- 40%

1 2 3 4 5 6 7 8 9 10
Low performing schools have more un-credentialed teachers in hard-to-fill subjects even under NCLB.

Uncredentialed Teachers, by Subject and Performance Level

Realign incentives toward shared goals

Unusual Opportunities
- Examples to draw on
  - Show promises and difficulties
- Federal Incentives
- Economy
- Many new teachers

**FIGURE 2.** Age Distribution Over Time for Teachers in California (three-year rolling averages)
Today’s Goals

- Highlight examples of strategic compensation
  - Aims
  - Processes of reforms
  - Reasons for choices reflected in reforms
  - Areas of difficulty
  - Areas of success
- Provide opportunity for California’s education leaders to think about and discuss
  - Needs
  - Possible approaches
  - Potential for alternative compensation reforms
  - Next steps
- Our hope for the conference
  - facilitates the initiation / progression of strategic human resource policies
  - leads to productive local conversations
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