

LEARNING ABOUT NEW FORMS OF TEACHER COMPENSATION

A DAY FOR SUPERINTENDENTS,
SCHOOL BOARD MEMBERS, AND
TEACHER ORGANIZATION LEADERS

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TODAY

- 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

BEHIND ALL THIS STRATEGIES TO IMPROVE EDUCATIONAL OPPORTUNITIES

- 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

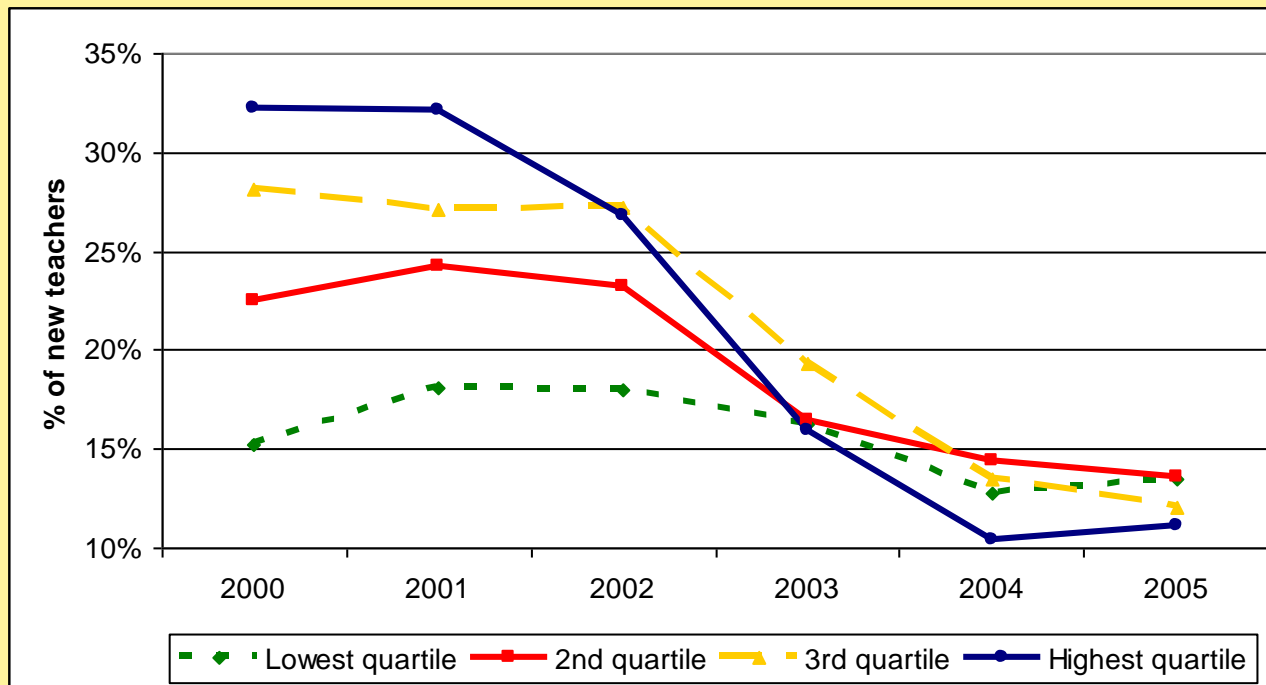
CLEAR THAT TEACHERS MATTER

- 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

ALSO CLEAR THAT HUMAN RESOURCE POLICY MATTERS

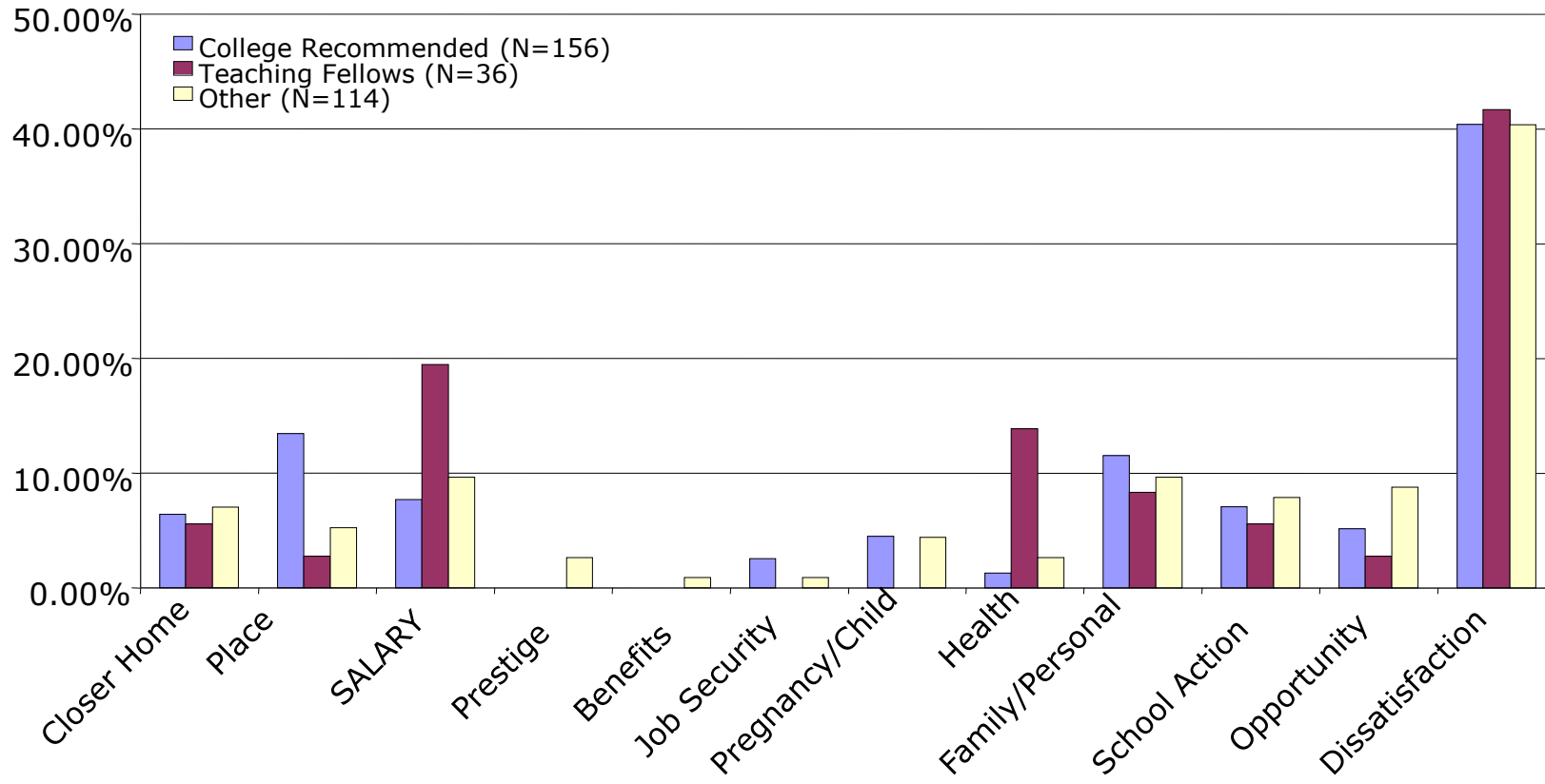
○ Example: NYC 2000-2003

- 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



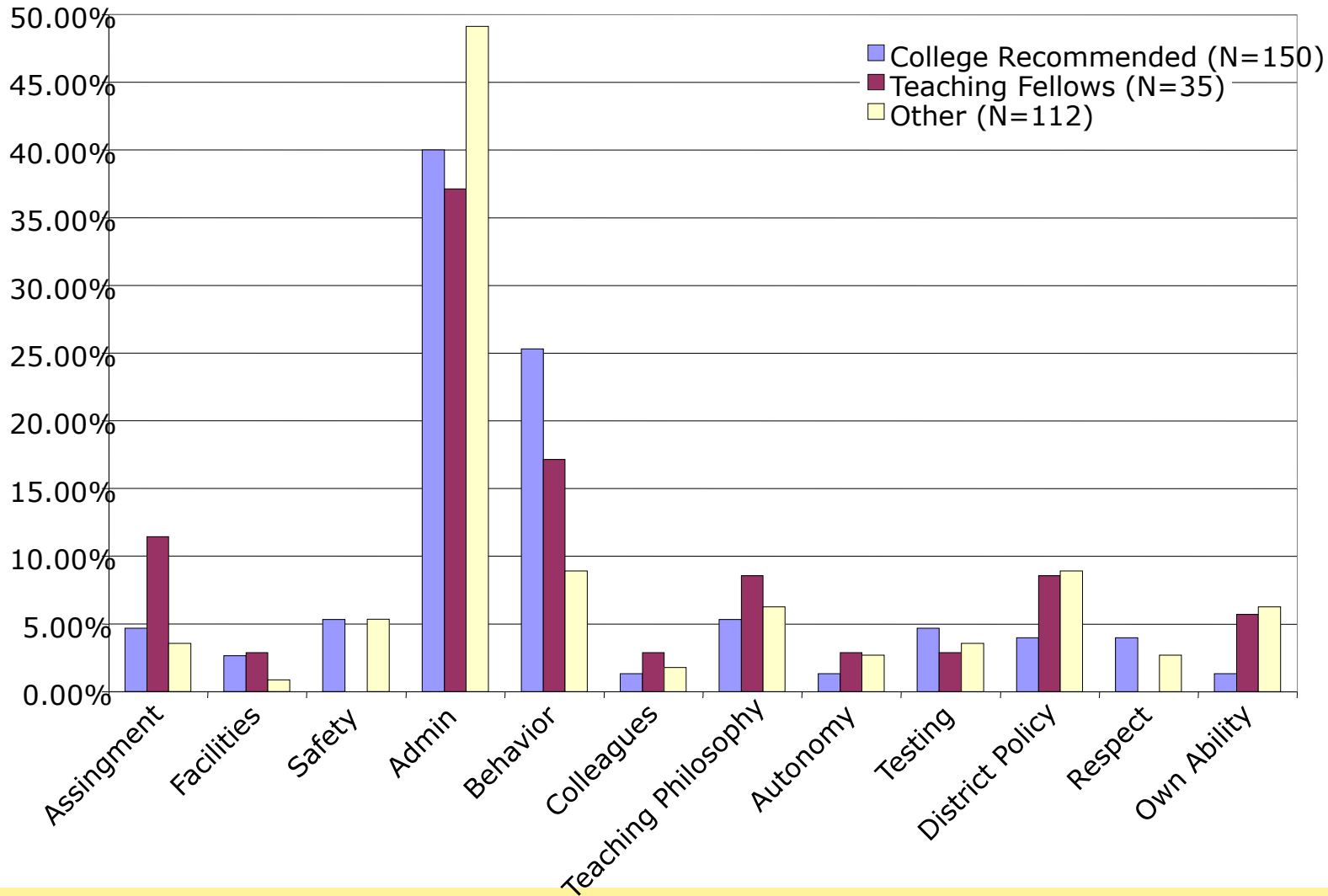
MONEY ISN'T EVERYTHING

- For example, money is not the main reason teachers leave



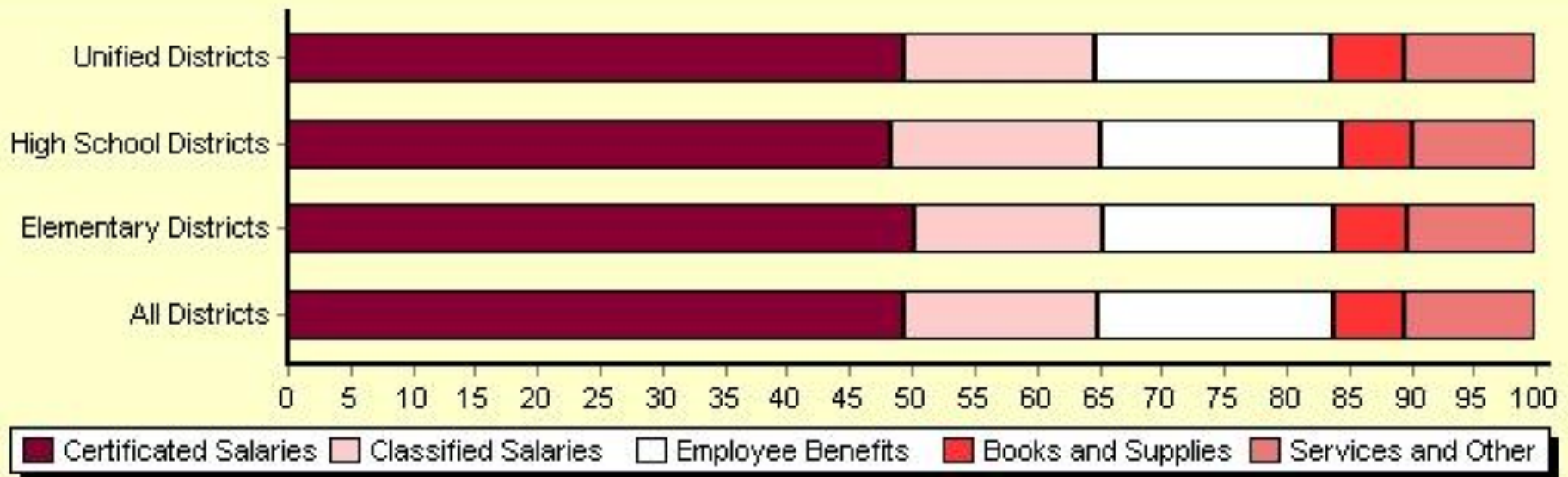
WHEN WE LOOK WITHIN SCHOOLS...

LEADERSHIP



BUT MONEY MATTERS

- 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

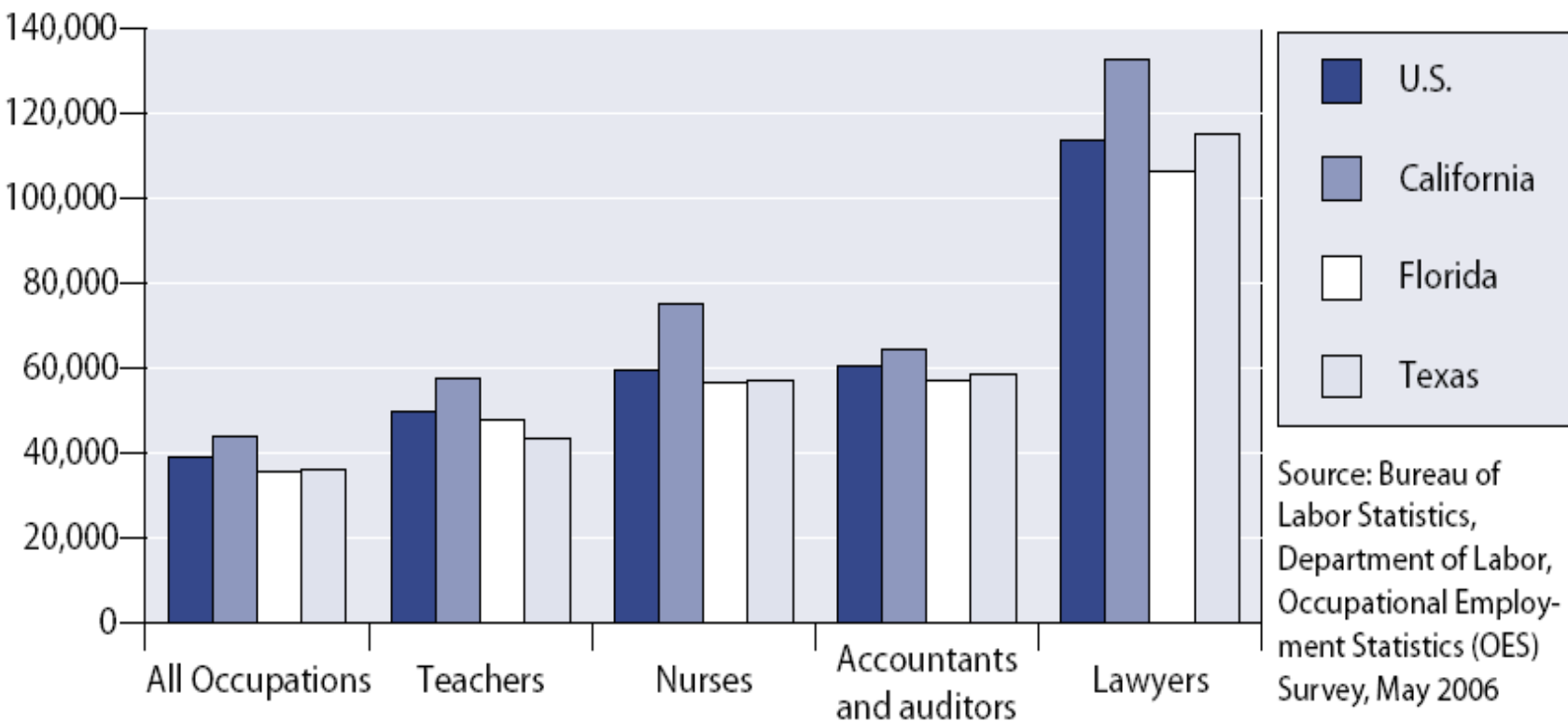
- Recruitment
- Selection
- Effective assignment
 - individuals
 - work groups
 - student teachers
- Monitoring
- Promotion

Essential but tricky

- *Design choices*
- *Implementation*
- *Quality*

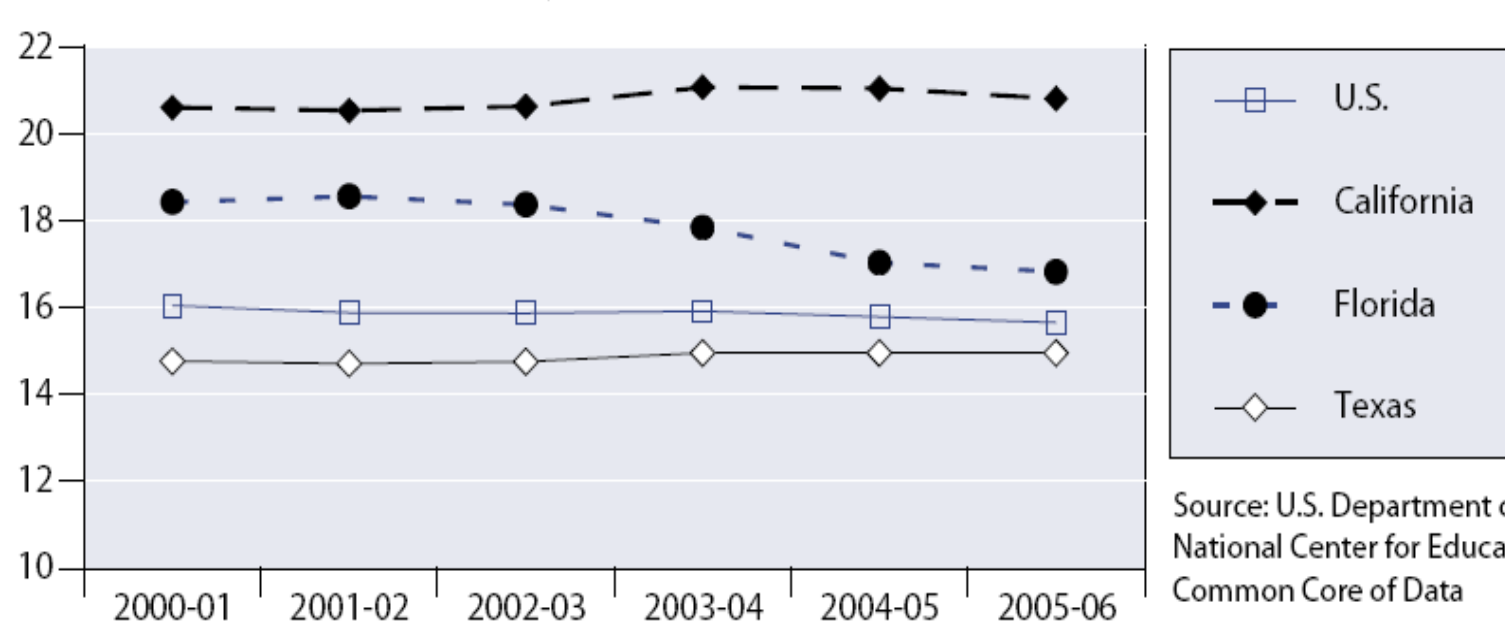
CALIFORNIA – STRATEGIC USE OF DOLLARS PARTICULARLY IMPORTANT DUE TO HIGH COST OF LABOR

Mean Annual Wages



WHICH LEADS TO: FEWER TEACHERS PER STUDENT THAN OTHER STATES

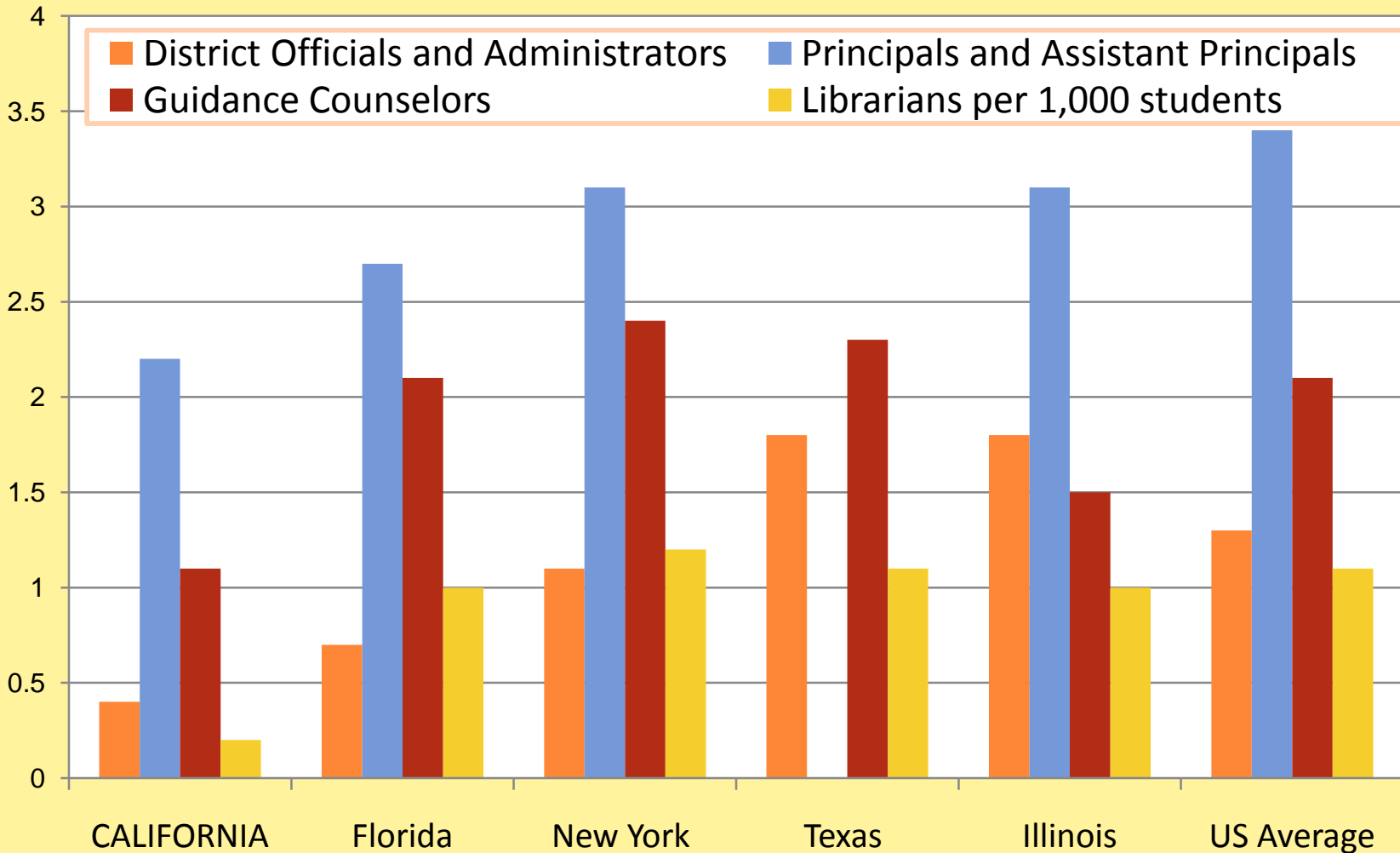
Pupil Teacher Ratio by State



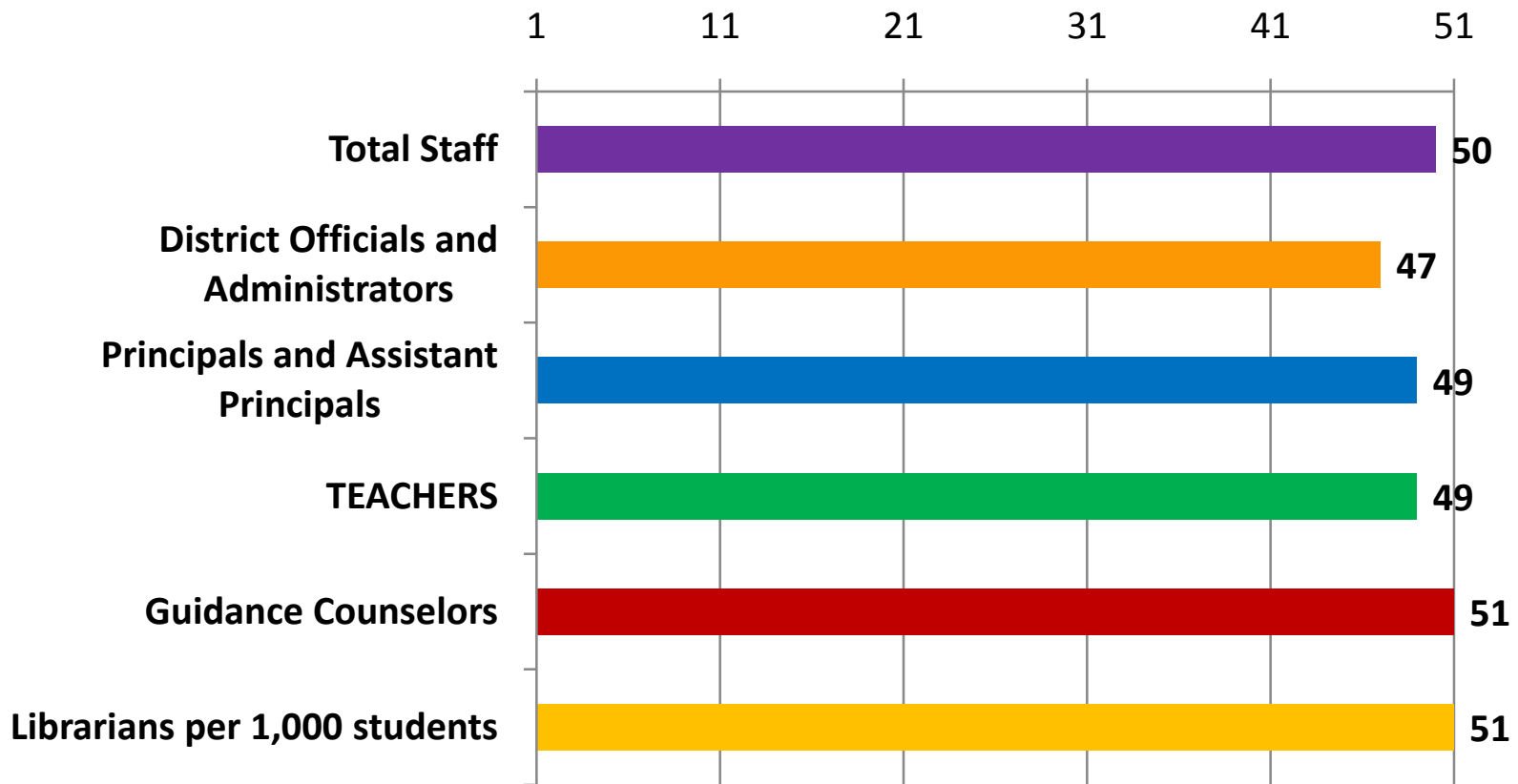
Source: U.S. Department of Education,
National Center for Education Statistics,
Common Core of Data

BUT NOT ONLY TEACHERS

COMMON CORE OF DATA 2005-06



RANK OF ADULTS PER CHILD OUT OF 50 STATES & D.C.

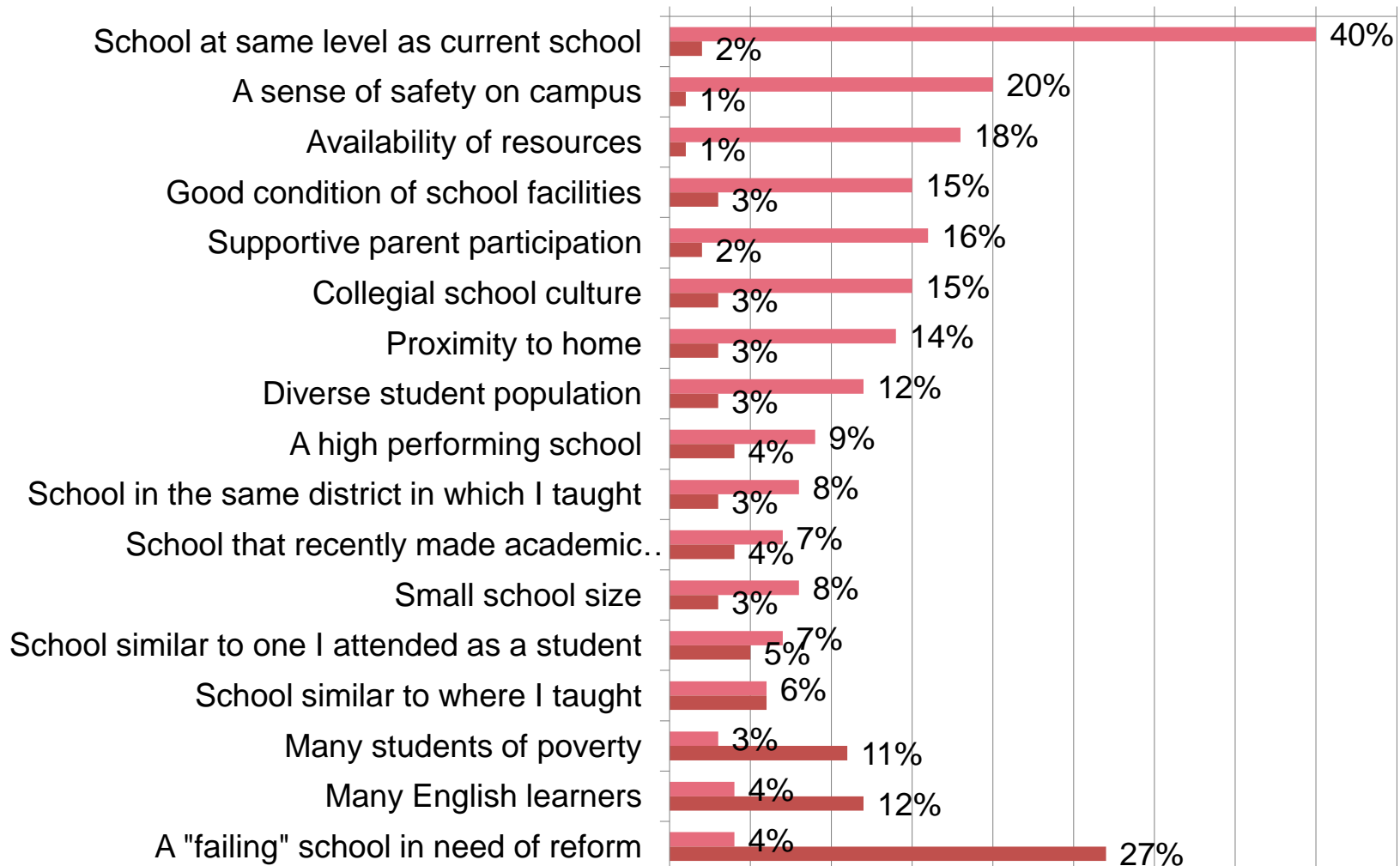


TEACHERS & ADMIN ARE ALREADY RESPONDING TO INCENTIVES

PRINCIPAL PREFERENCES

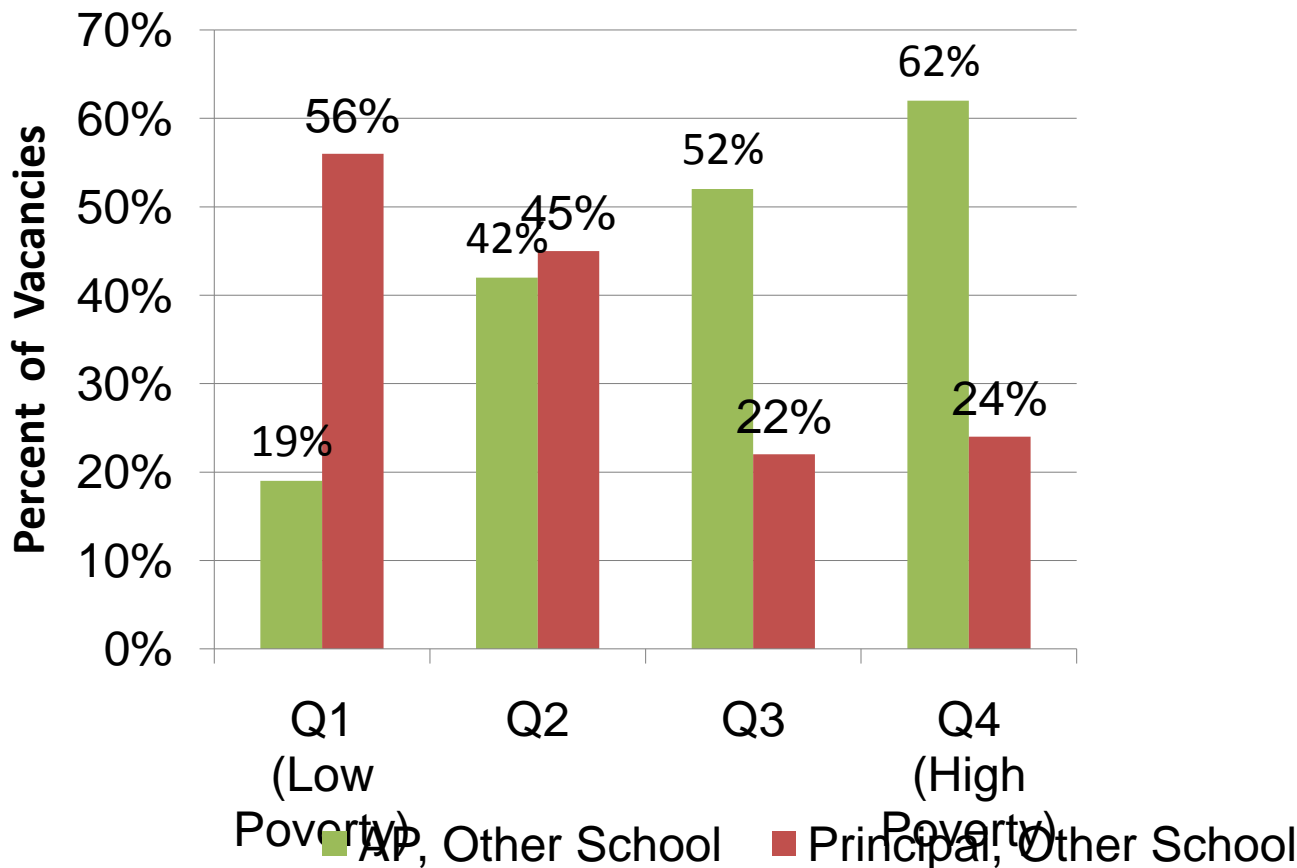
Percent of Respondents

0% 5% 10% 15% 20% 25% 30% 35% 40% 45%



THESE INCENTIVES ARE LEADING TO SUB-OPTIMAL OUTCOMES

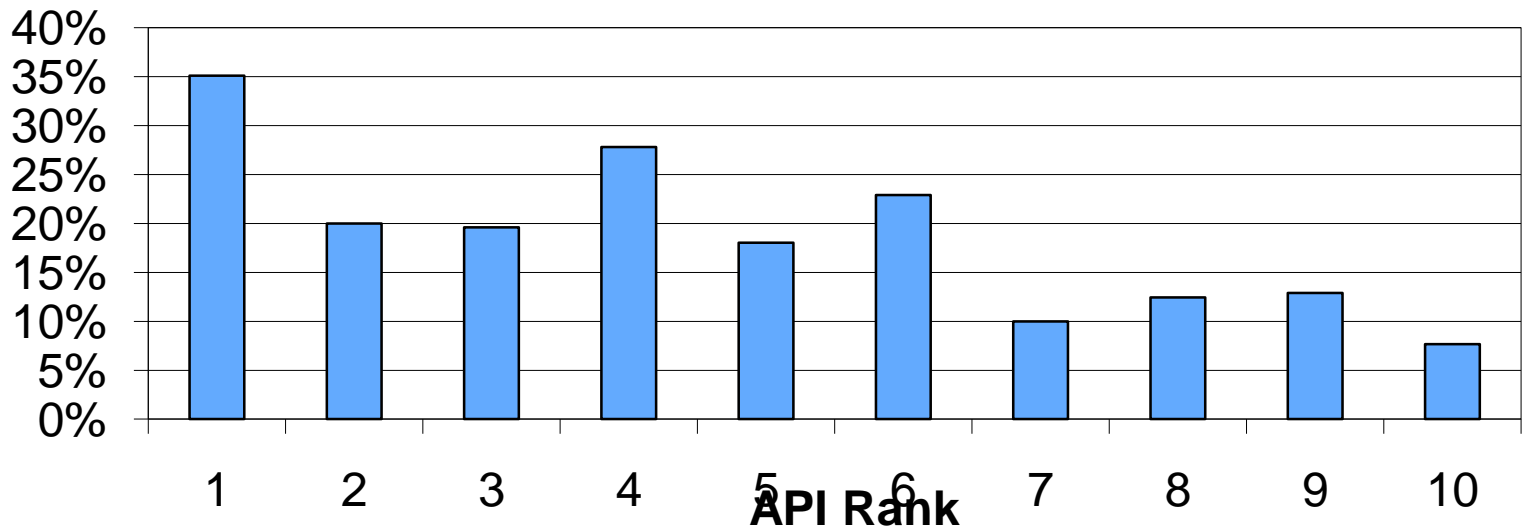
- For example: Prior Position of Those Filling Principal Vacancies (M-DCPS)



INEQUITIES IN THE TEACHER WORKFORCE WELL DOCUMENTED

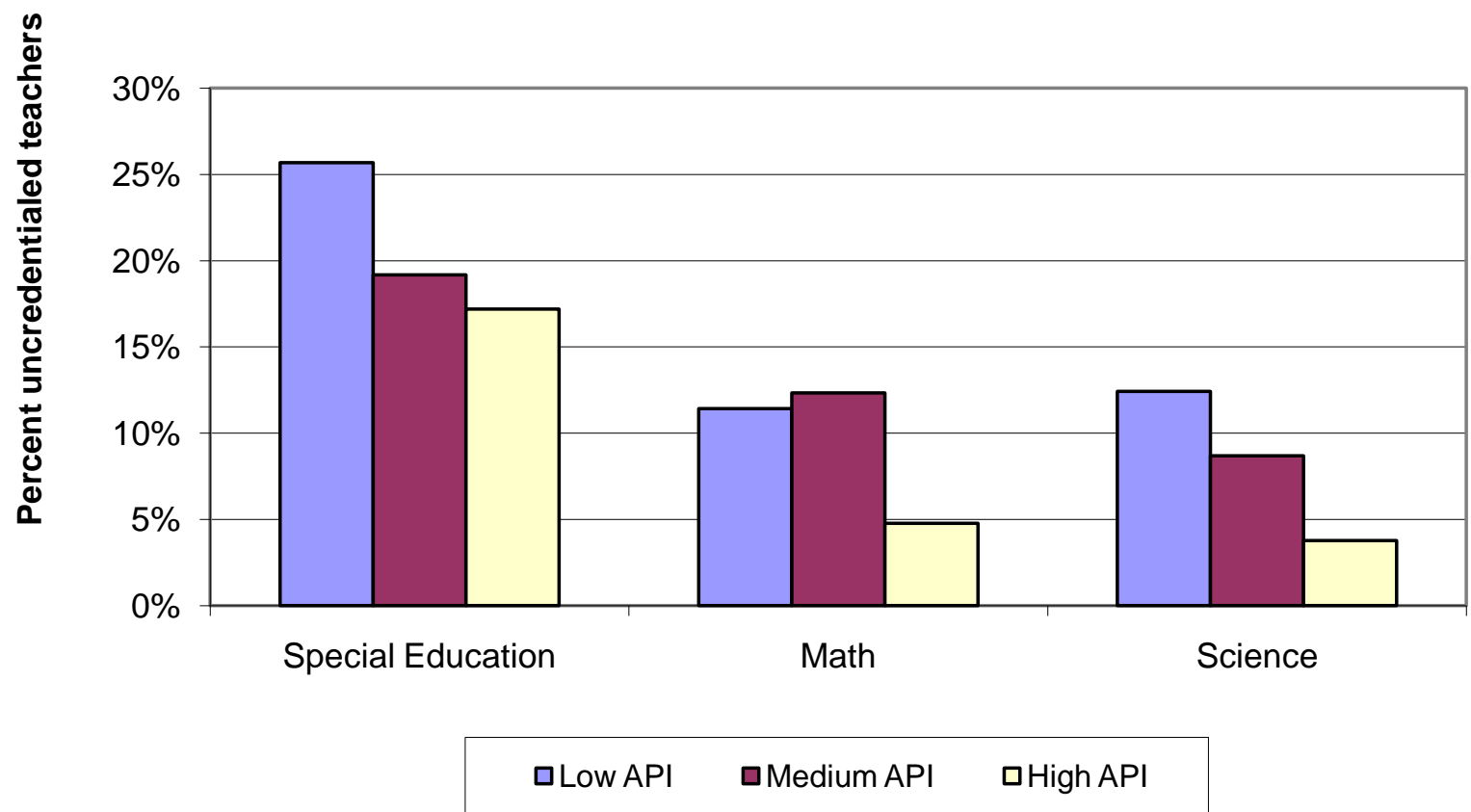
**Percent First and Second Year Teachers, by School
Performance Level - SFUSD**

Percent 1st and 2nd Year Teachers



LOW PERFORMING SCHOOLS HAVE MORE UN-CREDENTIALLED TEACHERS IN HARD-TO-FILL SUBJECTS EVEN UNDER NCLB

**Uncredentialed Teachers,
by Subject and Performance Level**



Source: Analysis of administrative data, pooled from 2003-2007.

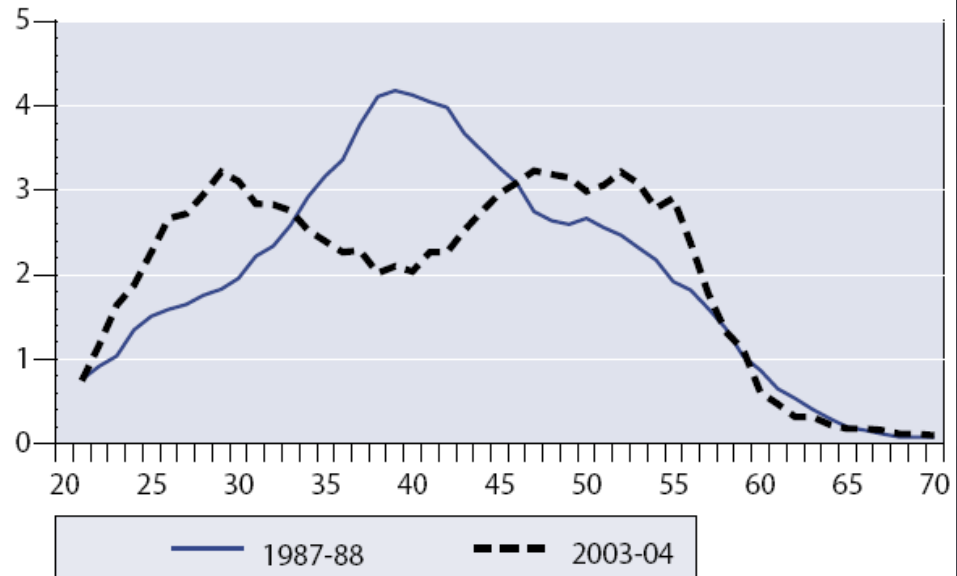
ALTERNATIVE COMPENSATION

- 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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