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Terminology for Teacher Compensation and Tiered Licensing Systems

Teacher compensation is a critical element of a human resources management system, and should be designed to work together with other elements of the system (e.g., organizational goals, professional development, principal leadership, teacher recruitment and selection) to enhance school performance.

Source: CPRE. "Emerging Findings in Teacher Compensation." Retrieved 5 October 2004 from <http://www.wcer.wisc.edu/cpre/tcomp/research/general/findings.asp>.

Traditional Single Salary Schedule – “Teachers progress through the salary schedule based on the number of years of service and the additional degrees or college credits they acquire, knowledge and skill-based systems provide pay increases when teachers demonstrate, usually through some form of performance assessment, that they have acquired and can apply classroom-relevant knowledge and skills.”

Source: Milanowski, Anthony. “The varieties of knowledge and skill-based pay design: A comparison of seven new pay systems for K-12 teachers,” *Education Policy Analysis Archives*, 11.4 (January 29, 2003). Retrieved 6 October 2004 from <http://epaa.asu.edu/epaa/v11n4/>.

Knowledge- and Skills-Based Pay (KSBP) programs – “A new form of teacher compensation that may have the potential to support improvements in the capacity of teachers to deliver instruction that would enable all children to achieve to high academic standards, as well as to respond to the growing public concern that there be some link between teacher salaries and teacher performance. This innovation rewards teachers with base pay increases and/or bonuses for acquiring and demonstrating specific knowledge and skills needed to meet educational goals, such as improving student achievement. The application of this pay concept to K-12 education has been suggested by Conley and Odden (1995), Mohrman, Morhman and Odden (1996), and Odden and Kelley (1997).”

Source: Milanowski, Anthony. “The varieties of knowledge and skill-based pay design: A comparison of seven new pay systems for K-12 teachers,” *Education Policy Analysis Archives*, 11.4 (January 29, 2003). Retrieved 6 October 2004 from <http://epaa.asu.edu/epaa/v11n4/>.

Pay for performance – “This concept generally links teacher pay to certain performance benchmarks, notably student test scores....”

Source: Goorian, Brad. “Alternative Teacher Compensation: ERIC Digest Number 142.” Eugene, OR: ERIC Clearinghouse on Educational Management, 2000. ED446368. Retrieved 29 September 2004 from <http://www.ericfacility.net/ericdigests/ed446368.html>.

School-based Performance Awards (SBPA) – “School-based-performance award (SBPA) programs generally tie financial bonuses to specific goals and benchmarks, such as improving test scores in core subjects and reducing absenteeism and dropout rates. Some school districts restrict the funds to school-improvement projects, whereas others give bonuses directly to staff with no restrictions....”

Source: Goorian, Brad. “Alternative Teacher Compensation: ERIC Digest Number 142.” Eugene, OR: ERIC Clearinghouse on Educational Management, 2000. ED446368. Retrieved 29 September 2004 from <http://www.ericfacility.net/ericdigests/ed446368.html>.

Incentives for National Board Certification – “Certification through the [National Board for Professional Teaching Standards] is gaining recognition. About half the states provide financial incentives for achieving board certification.

“The certification process combines rigorous standards developed by the NBPTS with a sophisticated, extensive assessment process to determine whether teachers meet those standards. Many teachers who have been assessed testify to the rigor and fairness of the process and claim that the assessments are the ‘best professional development activities’ in which they have been involved (Odden).

“The assessment procedure is both long and expensive, and currently only about 40 percent of teachers who go through it earn board certification (Odden).”

Source: Goorian, Brad. “Alternative Teacher Compensation: ERIC Digest Number 142.” Eugene, OR: ERIC Clearinghouse on Educational Management, 2000. ED446368. Retrieved 29 September 2004 from <http://www.ericfacility.net/ericdigests/ed446368.html>.

Note: There are also studies that demonstrate that students of NBPTS-certified teachers achieve at a higher level than students with non NBPTS-certified teachers. See NBPTS website for details: www.nbpts.org.

Licensure – “Licensure, or certification, is a vehicle used by states to ensure that an individual is capable of meeting the demands of teaching. Traditionally, teacher licensure has been used to assure the public that individuals who desire to teach in the state’s classrooms have met a minimum standard of competence. It is assumed, however, that new teachers will grow in their knowledge and skills as they gain experience in the classroom.”

Source: Hill, Twanna LaTrice, and Terry Dozier. “Multi-Tiered, Performance-Based Licensure,” *ECS Briefing Paper* (March 2003). Retrieved 15 Oct. 2004 from <http://www.ecs.org/clearinghouse/51/22/5122.htm>.

Performance-Based Licensure – “Performance-based licensure systems ... establish standards of what teachers should know and be able to do at different stages of their careers. Such systems usually demand that teachers do more than put in “seat time” in order to advance; they must actually demonstrate mastery of established competencies. In some cases, advancement to the next stage of licensure is tied to compensation. These systems involve multiple tiers that both motivate teachers to improve their practice and recognize teachers for enhancing their knowledge and skills.”

Source: Hill, Twanna LaTrice, and Terry Dozier. “Multi-Tiered, Performance-Based Licensure,” *ECS Briefing Paper* (March 2003). Retrieved 15 Oct. 2004 from <http://www.ecs.org/clearinghouse/51/22/5122.htm>.

Tiered Licensure – Tiered Licensure describes a system in a state with more than one level of licensure for teachers. At minimum, a tiered licensure system includes “... a second-tier license that requires teachers to move from an entry level stage to one that classifies them as career teachers.”

Source: Hill, Twanna LaTrice, and Terry Dozier. “Multi-Tiered, Performance-Based Licensure,” *ECS Briefing Paper* (March 2003). Retrieved 15 Oct. 2004 from <http://www.ecs.org/clearinghouse/51/22/5122.htm>.

Staff Development – “Staff development is the term that educators use to describe the continuing education of teachers, administrators, and other school employees.

“... The terms inservice education, teacher training, staff development, professional development, and human resource development are often used interchangeably. But some of these terms may have special meaning to particular groups or individuals.

“Attending classes, workshops, or conferences is one way that teachers – and other school employees – learn some of what they need to know. But other types of staff development are just as important and, often, more effective than traditional sit-and-get sessions.

“For example, when teachers plan lessons together or study a subject together, that's a form of staff development. A teacher who observes another teacher teach is also participating in a form of staff development. If a teacher is being coached by another teacher, that's staff development. Visiting model schools, participating in a school improvement committee, writing curriculum, keeping a journal about teaching practices – all of those can be staff development activities.”

Source: National Staff Development Council. “What is Staff Development?” Retrieved from <http://www.nsd.org/library/basics/whatisSD.cfm>.