Differentiated Compensation

The Basic Requirements

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Questions to Be Answered

1. Is this part of a systematic approach to improve teaching and learning or just an exercise in politics?
   - Recruitment and Licensure Standards
   - Induction and Mentoring
   - Retention and Career Advancement
   - Collective Growth of Organizational Capacity
   - Evaluation and Professional Standards

Two Types of Systems

Reward Systems:
- Most common
- Reward outcomes
- Easy to understand
- Easy to implement
- Easy to administer
- Politically expedient
- Will not improve outcomes
- Short "shelf life"

Organizational Growth Systems:
- Rare
- Rewards growth and application
- More difficult to explain externally
- Sophisticated implementation
- Advanced administration
- Politically difficult
- System capacity building focus
- Long-term program
Strategic and Systematic

**Developing a Strategic Process**

Where you are today: Teachers must be leaders of change process. Where you want to be: Will improve your outcomes.

Creates the Basis for a Systematic Approach

Differentiated pay is a process, not an event.

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The Importance of "Causal" Effect

Any plan must ensure teachers’ work influences the metrics in an understandable and observable way. Teachers in differentiated pay plans must recognize how their effort directly influences the outcomes.

"Face Validity"

"What I did"  "This is the result"

The importance of this "effect" goes beyond individual need: it is the key to organizational growth.

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Basic...

**Requirements**

- Labor/Management Collaboration ("Ownership")
- An Adequate Base Salary
- Sufficient and Stable Funding
- Credible, Agreed-upon Standards of Practice
- Support to Improve Professional Practice
- Incentives Available to All Teachers
- Easily Understood Standards for Teachers
- Necessary Structural Support for Program

Not in any particular order