

Differentiated Compensation

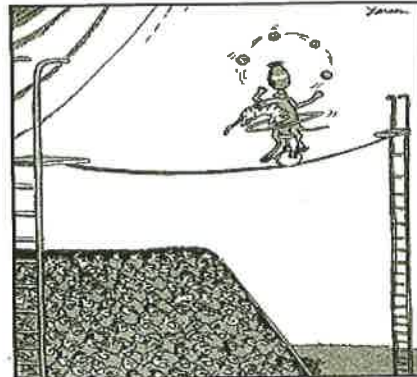
The Basic Requirements

Rob Weil
Director of Field Programs, Educational Issues
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A Union of Professionals
AFT Teachers

November, 2014



High above the hushed crowd, Rex tried to remain focused. Still, he couldn't shake one nagging thought: He was an old dog and this was a new trick.

One of the biggest hurdles in developing a differentiated compensation system is the amount of change required throughout the entire system.

The dog on the wire is not only the teachers—it's the entire system.



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:

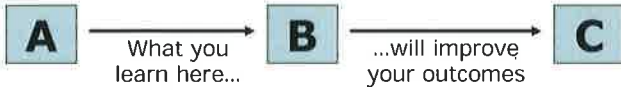
- Rare
- Rewards growth and application
- More difficult to explain externally
- Sophisticated implementation
- Advanced administration
- Politically difficult
- System capacity building focus
- Long-term program



Strategic and Systematic

Developing a Strategic Process

Where you are today Teachers must be leaders of entire process Where you want to be



Creates the Basis for a Systematic Approach

Differentiated pay is a process, not an event.



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.



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



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

