

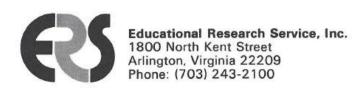
Merit Pay for Teachers

Educational Research Service, Inc.



Merit Pay for Teachers

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FOREWORD

For half a century, merit pay for teachers has been intensely debated in school systems of various sizes and in virtually every state in the nation. A number of years ago, some state legislatures appropriated money for pilot or exploratory programs involving merit pay for teachers. Some school systems have had a merit pay or incentive program in the past, but have since discontinued it. Others currently use some form of merit pay; still others are considering instituting merit pay or incentives for their teachers.

Although the issue of merit pay for teachers has been debated vigorously, current data on the extent to which merit pay and incentives are actually used in education have not been available. To help fill this void, ERS has conducted the most comprehensive survey to date on merit pay and incentive plans for teachers, and for administrators and support personnel as well. The results of this broad study are presented in three companion reports. This Report, Merit Pay for Teachers, is part 1. Part 2 reports data on merit pay for school administrators and part 3 contains information on merit pay for school support staff.

The data in these studies are reported separately by four school system enrollment groups (large, medium, small, and very small) and, in many tables, by eight geographic regions. System-by-system listings identify school systems that reported having a merit pay or incentive plan in operation in 1977-78 and those systems that reported having a merit program in the past, but that had since discontinued it. Two important aspects of the reports are examples of merit pay or incentive plans that were in operation when the study was conducted and an analysis of the reasons for school systems discontinuing merit pay or incentive plans that they had in the past. Since the general review on merit pay and incentives contains information relevant to both teacher and administrative merit plans, portions of the review included in this Report also appear in the companion study, Merit Pay for School Administrators.

We hope that this study will be helpful to school boards, administrators, teachers, and others concerned with the issue of merit pay for teachers.

ERS expresses gratitude and appreciation to the hundreds of school superintendents and their staff members throughout the nation who supplied the data contained in this Report. Their willingness and ability to provide this information has made the Report possible.

Glen Robinson Director of Research Educational Research Service

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HIGHLIGHTS

- The pros and cons of merit pay for teachers have been argued for more than 50 years. The
 issue has been the subject of endless debate and numerous studies, causing stress and controversy within the educational community.
- In school systems where merit pay has been successful, a cooperative climate between teacher
 and administrator, and evaluator and evaluatee has been an important prerequisite. Successful
 plans have been flexible, allowing for continual change and growth; financially sound, allowing for large enough increments to provide a real incentive for outstanding service; and
 guided by strong, dynamic leadership.
- In school systems where merit pay has been unsuccessful, unsatisfactory evaluations and staff dissension have been major reasons why school systems have abandoned such programs.
- Opinion polls have shown that the majority of teachers oppose merit pay, while most of the public favors paying teachers according to the quality of their work.
- Many state and local governments have used employee incentives to spur productivity. Educational incentives, suggestion awards, output-oriented merit increases, and task systems have been tried most frequently. Few federal employees receive merit raises, although government proposals and recent legislation have advocated compensating higher level workers according to merit.
- After the inflation rate declined in 1977 from record highs in 1974-75, many businesses and
 industrial firms implemented programs designed to link salary to job performance. Among
 the kinds of merit programs tried are: pay for completion of performance-related goals and
 objectives, one time bonuses, overtime pay for exempt employees, stock options available for
 all employees, and allowing incentive pay found at the top levels of management to be pushed
 down to lower-level managers.
- Merit pay for teachers reached a peak in the 1920s and keen interest in the issue resurfaced in the 1950s. During the 1960s, approximately 10 percent of the nation's school systems had merit pay plans in effect for teachers. But by 1972, this percentage had dropped to 5.5 percent.
- In 1978 ERS surveyed all school systems in the United States that enrolled 300 or more pupils on their use of merit pay and incentives for teachers. Of the responding school systems, 115 (4.0 percent) reported a merit pay or incentive plan for teachers in 1977-78.
- Of the 53 school systems that indicated when their merit pay or incentive plans for teachers were established, 21 (39.6 percent) reported setting up their plans between 1960 and 1970. Twelve school systems (22.6 percent) said that their teacher merit pay plans were begun in 1977 or 1978.
- 135 of the responding school systems (4.7 percent) were considering instituting a merit pay or incentive plan for teachers in 1977-78.
- 183 of the responding school systems (6.4 percent) formerly had a merit pay or incentive plan for teachers but had since discontinued it.

- Of the 139 responding school systems that formerly had a merit pay or incentive plan for teachers and that provided beginning and ending dates for their programs, 74 (53.3 percent) had plans that lasted less than five years.
- 96 (40.2 percent) of the 239 responding school systems that gave some indication of why their
 merit pay or incentive plans for teachers were no longer operational reported serious administrative problems with their former programs; 92 of these school systems (38.4 percent) indicated that personnel problems were a major determinant for the abandonment of their plans.
- A wide variety of types of merit pay plans for teachers was used in the school systems that provided copies of their plans to ERS for review. Among the types of plans are: general board policies/contract provisions, percent increases for meritorious service, merit longevity pay, horizontal advancement based on merit, ranges on the salary schedule for meritorious service, double increment/honorarium for meritorious service, supplemental contract for meritorious service, multiple track salary plan, merit pay for conducting a curricular project, merit increases determined by a point system, and merit bonus with performance criteria.

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Review of the Literature on Merit Pay for Teachers

The issue of merit pay for teachers has been with the schools for many years. It has been the subject of endless debate and numerous studies. It has caused controversy and stress within the educational community. Yet the basic issues have remained the same. Effective teachers are more valuable to an educational program than ineffective teachers and deserve to be paid more for their services. But by what criteria and by whose standards should such merit be based? Can a merit pay plan be carried out objectively and fairly? If so, how? Who should evaluate a teacher for salary purposes? How many teachers in the school system should receive merit pay and how much should they be paid?

The following review of the literature focuses on a number of areas important to any discussion of merit pay: definitions of merit pay, pros and cons of merit pay, reasons why merit pay programs have succeeded and failed in the past, and opinions of educators and the public on merit pay for teachers. Trends in merit pay programs for teachers also are examined, as is the use of merit pay and incentives in business and government.

DEFINING MERIT PAY

The literature on merit pay contains a number of definitions of such terms as "merit rating," "merit recognition," and "merit salary schedules," the meanings of which differ more in form than substance.

"In simplest terms," Templeton states, "merit pay means paying a teacher according to the quality of his [or her] teaching. In practice, however, programs range from vague statements allowing school boards to exceed regular pay schedules under some conditions to programs in which all teachers and administrators are paid according to an evaluation rating." [134:1] * Hazel Davis, a past director of the Research Division of the National Education Association (NEA), had defined merit pay rating as a "recorded judgment about a teacher which determines at least in part the amount of his [or her] salary and may affect the rate of salary progress or ultimate maximum." [77:3] The NEA Research Division

^{*}References cited in the body of the text are noted by numbers within brackets. The number before the colon indicates the entry number within the bibliography on page 119; the number following the colon indicates the page within the entry. Where no colon appears, the citation refers to the entire entry.

has also applied the phrase <u>quality-of-</u>
<u>service-recognition</u> to merit pay, calling it
"any device that adjusts salaries to recognize different levels of teaching performance."
[30:535] Thus, a <u>merit salary schedule</u> is
"any salary schedule for classroom teachers,
whatever its plan of recognizing position,
experience, and preparation may be, if it
either authorizes or specifies salaries above
the regular schedule to reward teachers who
have been judged to be rendering superior
service." [28:127]

The California Teachers Association

(CTA) has noted that merit rating "does not necessarily have any connection with salary determination . . . As used in business and industry, 'merit rating' refers to processes very similar to the 'evaluation procedures' used by most school districts." [78:1] When merit rating results are used to determine a teacher's pay rate, then the procedure becomes a merit pay plan. For example, a composite definition of merit rating as commonly found in business and industry was prepared by the New Jersey Education Association's Research Division:

Merit rating is a systematic method of evaluating employee performance for the following purposes:

- to help determine promotions, transfers, demotions, dismissals, and salaries;
- (2) to provide an analysis of strong and weak points so that employees' performance may be improved through a guidance program;
- (3) to provide the personnel division with a yardstick to measure the effectiveness of testing, recruiting, and inservice training programs. [82:6]*

Templeton noted in his discussion of merit pay that the provisions of actual merit pay programs for teachers may be quite different from one school system to another. In an analysis of teacher salary schedules, the NEA Research Division identified three major types of merit provisions found in teacher schedules:

- authority given to the board of education to exceed the schedule for superior service, usually a blanket statement without details of implementation
- acceleration of the progress of superior teachers on the regular salary schedule, such as by granting double increments, not usually to exceed the regular maximum as contained in the schedule
- provisions for exceeding the regular salary schedule by definite dollar amounts, either before or after the regularly scheduled maximum has been reached. (NEA termed merit increases that are given above the normal maximum salary as "superior-service maximums.") [80:1; 28:129]

In the mid 1950s, the New York State Teachers Association found four kinds of merit evaluation programs being used in that state:

- a formal evaluation procedure with a weighted point scale
- a formal evaluation procedure with an unweighted point scale
- a formal evaluation procedure without a point scale
- 4. recommendation by the superintendent with no formal evaluation procedure [30:535-536]

^{*}The NJEA Delegate Assembly opposes the merit pay concept and supports the position that all salary arrangements must be negotiated with the certified collective bargaining agent

representing the employees involved. (Statement included at the request of the New Jersey Education Association.)

Stoops, Rafferty, and Johnson (1975) listed seven forms that merit pay plans have assumed:

- 1. super-maximums
- 2. accelerated increments
- bonus plans
- 4. multiple track
- 5. periodic merit evaluation
- 6. annual outstanding teacher awards
- summer merit teacher projects program [127:632]

Using a different approach, Robert Bhaerman (1973), then director of research for the American Federation of Teachers, classified merit pay plans along two lines. In the "old style" method, teachers are rated according to specific input factors. For example, criteria such as personal fitness, classroom organization and management, inservice growth, professional attitude, and school-community service and public relations were rated in a merit pay plan in the Marblehead (Massachusetts) Public Schools. In the "new style" method, teachers are rated according to specific output factors, which focus on their attainment of certain goals and objectives, e.g., helping all children in a particular class to read at grade level or to reach a specific level on a standardized test. [10]

The controversy surrounding performance contracting in the late 1960s and early 1970s illustrates one example of an abortive attempt to pay teachers according to a measurable "output"—the progress of their students. The majority of these performance contracts, beginning in Texarkana (Arkansas) and Liberty—Eylau (Texas) in 1969—70, involved local school systems and an outside educational firm, which provided the school system with classroom instruction and whose fees were dependent on student achievement. The reaction of teacher groups was immediate, with fears that merit pay, differentiated staffing, and loss of

teaching positions would soon follow. But questions arose about the reliability of standardized test scores which were used to measure student achievement, and many performance contractors failed to achieve their stated goals. [132:3-4]

However, a 1974 ERS Research Brief, Teacher Performance Contracts, noted that "the fanfare that surrounded the entry of educational technology companies into the field of instruction and the disappointment surrounding their generally unspectacular achievements have led many educators and laymen to explore another possible form of performance contracting -- the "internal" contract -- a performance contract made between an educational authority and its own teachers." [132:4] ERS found that these "internal" performance contracts were attempted in only a small number of school systems, but were generally more successful than the experimental programs involving outside contractors. [132:24] Feldmesser and Echternacht (1975) of the Educational Testing Service (ETS) found "little evidence that the behavior of teacher-contractors was changed by the prospect of greater income for greater student gains." [41:94] Reports issued by the Office of Economic Opportunity in 1972 and ETS and the Brookings Institution in 1975 declared performance contracting formally "dead." [96; 98]

Given the multitude of definitions of merit pay and the various types of merit pay plans that have been tried in the schools, it is inevitable that differences in opinion have frequently arisen over what actually constitutes a "merit pay plan" for teachers. Merit pay plans are not, Davis says, salary increases for professional growth (i.e., additional academic credits), withholding increments to penalize unsatisfactory service,

and providing extra pay for extra duties. [28:128]

Neither are the terms "merit rating" and "performance rating" synonymous, according to Flippo and Munsinger (1975). They classify merit rating as a system which emphasizes such employee characteristics as intelligence, ingenuity, and personality, while performance appraisal is based on such contributions as an employee's quantity and quality of work and the responsibilities the employee assumes. [43:341]

In the same context, differentiated staffing (DS), which seeks to compensate teachers according to different jobs they perform and the different responsibilities that accompany these jobs, has been called by one merit pay critic "camouflaged merit pay of the highest order." [126:2] For example, in the Temple City (California) DS model of the late 1960s, a professional panel selected teachers on the basis of their experience and qualifications for various positions on a hierarchy ranging from academic assistant to staff teacher, senior teacher, teaching curriculum associate, and teaching research associate. Teachers were retained on these position categories only through their ability to perform satisfactorily in these capacities. [101] Thus, advocates of DS insist that merit pay provides salary differentials based on the quality of performance in situations where every teacher has a similar task and the same degree of responsibility, while DS bases salary on measured differences in responsibility. [126:2]

PROS AND CONS OF MERIT PAY FOR TEACHERS

Proponents and opponents of merit pay for

teachers have been debating their respective positions for over 60 years. During this time, the merit pay literature has been replete with discussions of the pros and cons of merit pay for teachers.

The San Diego (California) City Schools outlined the following arguments in favor and arguments against merit salary programs in 1953:

Advantages

- Teachers should be paid what they are worth and at the same time known to be worth it.
- The principle of merit schemes is not only sound but also logical; it should become the basis for teacher pay.
- There should be added incentive for better work through merit salary increments; such increments produce better teaching.
- Merit ratings will improve the quality of work done, which, in turn, will raise the general level of education in our schools.
- The public is interested in receiving dividends for money spent, so merit programs will make the public more willing to support higher salaries.
- 6. Merit programs will tend to draw and hold superior teachers in the profession, since they will have an opportunity to gain even better salaries if they are able.
- Teachers are already rated daily by pupils, supervisors, parents, and fellow teachers, so there is no reason why there cannot be rating for pay.
- Merit programs develop a demand for high quality work, which will produce higher quality of teaching.
- A worker approaches his capacity as he is made to feel he is adequately rewarded; pay according to his worth will offer this reward.
- Payment, among other things, should be made for quality, ability, service, efficiency, and effort.
- 11. There is no greater inequality than the equal treatment of unequals, and the present basis of pay perpetuates this inequality.

- 12. Our present system gives security to teachers on the lower side of the efficiency scale, whereas we should give security to those at the other end of the scale.
- The merit principle offers an opportunity for democratic working relationships.
- 14. Competent administration can make ratings with few inequalities; this should be a regular part of the administrator's assignment.
- 15. If rating is interpreted as evaluation, it should enhance the supervisory relationships.
- 16. Rating can be done even though it is subjective.
- 17. Industry has used this merit or bonus incentive with good results, so we should be able to adapt this business—like quality to our schools.
 [86:4-6; 83:13-14]

Disadvantages

- 1. Over a period of time, all programs tried have proven unsuccessful.
- Thus far, it has not been possible to measure teacher competence accurately; likewise, it is difficult to judge equal or significant merit.
- 3. Morale, working relationships, and other psychological problems are too complex for simple answers; merit programs develop attitudes that are negative and competitive when they should be positive and co-operative.
- 4. Rating and gathering evidence for rating take a lot more time than the benefits derived warrant; it takes time that administration and supervision staffs would use to help teachers.
- Working conditions need improving before emphasis is placed on performance and will attract better teachers.
- 6. Young teachers are often denied competence ratings because of "full quotas" on merit levels, which discourages candidates from entering the field.
- Merit regulations too frequently stereotype the teacher to standards and discourage creative teaching.
- It is more important to recruit and train desirable people than to penalize those not so desirable.

- Besides interfering with supervisory relationships, merit ratings increase teachers' work loads, and they are heavy enough already.
- 10. It is more important that the general level of teaching be raised than that a few be rewarded; in-service education programs get far better results than merit or bonus programs.
- 11. Industry usually makes "merit" or "bonus" awards on the basis of quantity and not quality.
- 12. Industry, except in sales work, has largely given up bonus and merit incentives and is adopting in-service training and providing better working conditions to get better production.
- Experience has shown that communities soon reject merit plans after they get them.
- 14. Public interest is influenced more by lack of information on what the school is doing or by population and socio-economic conditions than by genuine concern about improving teacher quality.
- Teachers, like other groups of people, represent a normal cross section of ability.
- 16. Merit programs too frequently presuppose that all improvement comes through changing the teachers.
- 17. The development of professional standards, increasingly better opportunities for professional training, more intensive teacher recruiting, and more efficient use of competent research develop better teaching more rapidly and at less cost than any punishment or reward system.

 [86:4-6; 83:13-14]

The Merit Pay Study Committee of the Iowa Education Association (1969) listed a digest of pros and cons relating to merit pay programs, based on a 1968 research bulletin of the Illinois Education Association and issues common in Iowa at that time:

PRO

- The amount of pay a teacher receives should vary in proportion to the excellence of teaching performance.
- The school administrator and the teachers can work out a merit pay program.

- The fact that any merit plan will not be totally correct should not stop the use and improvement of such programs.
- Teachers should at least be willing to study merit or to experiment with it.
- Payment on the basis of amounts of college preparation and teaching experience preserves mediocrity; the mediocre teacher is opposed to merit.
- Merit pay has proven successful in some school districts.
- Salary on the basis of efficiency in production, sales, personnel relations, invention, etc., has worked in business and industry.
- 8. Merit pay creates conditions more like those prevailing in other professions, such as law, medicine, and dentistry, where status and income depend upon ability, industry, and competence.
- The public is more willing to support higher salary schedules and pay when they know the good teachers are paid commensurate with their ability.
- 10. More money will provide a strong incentive for improvement of teaching and getting better qualified people to enter the profession.
- 11. Teachers are employed, retained, or dismissed on the basis of judgment of their effectiveness as teachers; they should be compensated on this basis.
- 12. Teachers are constantly evaluating the achievements of their pupils. Why shouldn't they be evaluated by others?
- 13. The salary schedules presently used in most school districts tend to give security to incompetents and poor teachers.
- 14. Tenure protects the poor teacher; merit pay programs would reward the good teacher.
- 15. Merit pay would keep the better teachers in the classroom. It would not be necessary for them to seek administrative positions in order to obtain greater remuneration. [75:2]

CON

- No consistent, reliable, valid method of evaluating teacher performance has been discovered.
- Merit pay is self-perpetuating. It is not easy to criticize a plan when one's salary is dependent upon it.
- Evidences of excellent teaching often are not immediately apparent nor measurable.
- 4. The correlation between good teaching and college preparation or experience is as great or greater than that between good teaching and the ratings used in most merit systems.
- The majority of teachers do not want merit pay under present conditions.
- Many teachers in districts having a merit pay program state they do not like it because some staff members will exhibit the kinds of behavior which appear to be important to the rater.
- 7. There is greater opportunity for accurate measurement of efficiency in industry or business. Even so, there has been a steady decrease in use of merit rating for salary purposes along with more in-service training.
- The public has demonstrated a willingness to pay more for teachers with greater amounts of college education and experience.
- Excellence of teaching cannot be purchased with extra money increments and may obscure important educational objectives.
- Through proper pre-service elimination and proper supervision of beginning teachers, the incompetents can be weeded out.
- 11. Many systems that have tried merit rating have abandoned it after a few years because greater negative results develop than positive ones.
- Emphasis should be on helping all teachers to become better rather than rewarding or punishing a few.
- 13. Merit pay reduces staff morale and increases worry, nervous tension, and insecurity, especially at rating periods. It may also isolate administrators from teachers.

- 14. Merit rating discourages creative or experimental teaching and thereby tends to standardize teachers rather than promote excellence. Teachers will not feel free to question administrative judgments and decisions under such a program.
- 15. Public relations will be poor and class scheduling made difficult since many parents will not want their children taught by a nonmerit teacher. [75:2]

Even though she stated her opposition to merit pay early in her 1965 Phi Delta Kappan article, Bennett (a collaborative pseudonym of two California teachers) also tried to confront a related problem involved in the merit pay controversy. "Unmerited pay," as she called it, is "a subtle and possibly unconscious system for rewarding the lazy and/or incompetent." Many teachers who do not perform well in tasks such as monitoring playground duty or speaking at a PTA meeting often are not called on to perform the same tasks again. Teachers who perform these jobs well then find themselves assigned to these duties repeatedly. Hence, incompetency is rewarded and industry is penalized, a system which Bennett said "is being practiced in virtually every school in the country and apparently is causing no controversy at all." [8:225]

In contrast, Mahdesian (1970) argued against merit pay because most teachers are content with the traditional salary schedule and simply do not like merit pay. "The truth is," he contended, "that salary schedules don't make sense, but they do work."

Boards of education should stop wishing for salary schedules their teachers don't want. The illogical, lock-step type of traditional schedule makes sense in one important way—teachers are happy with it. Their only concern is with the amounts, not the method of distribution. Isn't that enough of a problem for any school board? [Emphasis in the original] [68]

WHY MERIT PAY PROGRAMS SUCCEED

Researchers, teachers, and administrators who have been involved with planning, implementing, and evaluating teacher merit pay programs at the local level have offered a number of guidelines and suggestions for making merit pay a success. The following composite list is largely based on the guidelines described by McDowell in 1973 [72:16-18], with additional suggestions incorporated from the merit pay literature.

I. Prerequisite Criteria

- 1. The primary objective of any merit plan must be to improve instruction. A merit pay plan cannot be used to penalize poor or unsatisfactory teachers or be based on popularity. It is most important that the administration clearly articulate this philosophy and that everyone affected by the plan understand it. [65:27]
- 2. Input for developing the plan should come from many sources, including teachers, administrators, the school board, and the community. The plan will not work effectively if it is not accepted and supported in advance by those people it directly affects. Past practice has shown that attempts to mandate a merit pay plan upon teachers, by either local or legislative action, have failed completely. [131:45-46]
- An atmosphere of confidence, respect, honesty, and trust must exist among the persons involved in the plan.
- 4. There should be no discrepancies between administrative practices and the principle of merit. Administrators must give the plan high priority.
 [136:147; 109:44]

- 5. Before the plan is actually begun, thorough research is necessary to pinpoint problem areas that have hampered or defeated merit pay plans, in other school systems. [73:71] However, no plan can be fully adopted from another school system; it must reflect the prevailing conditions unique to the local system. [136:146]
- 6. There should be no limit to the number of "meritorious" teachers in the school system. Eligibility for the plan must be based on recognized predetermined standards, not on artificially established quotes or percentages. A teacher should be allowed to receive merit pay at any time during his or her career. [65:27]
- 7. The plan must be evaluated continually, so that problem areas can be identified and corrected and new features can be added to the program. [136:146]
- Problems inherent in establishing a
 merit pay program take time to identify, discuss, and resolve. Those involved in this process should recognize
 this fact and proceed slowly. [136:146]
- Provisions should be made for continuing the plan from year-to-year. When merit pay is awarded one year and not the next, staff morale and confidence in the program will deteriorate.
 [135:23]
- 10. After the plan has been in operation, its rationale and applications should be carefully explained to teachers new to the school system. [135:23]
- 11. After the plan has begun, the role of the board of education as policy maker is finished. Many merit plans have failed because of board interference with the operation of the

plan or second-guessing the decisions of its administrators. [109:46]

II. The Evaluation Process

- 1. Evaluation standards chosen to distinguish superior teachers from average teachers must be applied objectively and reflect what actually takes place in the classroom. Teachers should know the criteria that will be used in their evaluation. [135:22] Teachers should not be rated against the performance of others. [65:27]
- 2. Merit rating should be carried out continuously, by a team of evaluators, rather than irregularly, by a single evaluator. A group approach lessens the chance for bias. Such a team could be composed at the building level of the principal, a supervisor, and three veteran teachers. [127:634] Others prefer to have trained observers code information on teaching performance rather than make qualitative judgments. [7]
- Teachers must have confidence in the impartiality and competence of the evaluators. [65:27]
- 4. One criteria for assessing merit, pupil achievement, should be measured objectively each year by means of standardized achievement tests administered and correlated by the school system's guidance department. [127:634]
- 5. The administrative and supervisory staff should be adequately trained for their duties under the merit program. Skill in applying the rating instrument fairly and similarly can be gained through workshops and actual practice. The results then should be analyzed to determine which adjustments in the methods of

- applying the evaluation instrument need to be made. [109:44]
- 6. The evaluation results obtained through observation should be related in a statistically valid method to the established standards of qualification. [7]
- 7. Follow-up conferences with teachers after the evaluations take place are vital to the success of the program, if the real goal is to improve the quality of instruction. Teachers should be encouraged to review their file with someone who is involved with the merit pay plan but not in making salary decisions. [109:45; 7]
- 8. Enough time and adequate staffing should be provided to allow for complete merit evaluations. Merit rating will increase the workloads of both professional and support staff. [131:48]
- 9. Superior merit evaluations should be valid for one year and extended only through a re-evaluation the next year. [127:634]
- 10. Merit rating should not be a one-way process--administrators who participate in teacher evaluation also should be rated according to established standards. Administrative accountability calls for those doing the rating to realize that how well they evaluate teachers serves as a basis for their own evaluations.

 [109:45]
- In all cases, avenues for teacher appeal on merit ratings should be provided.

III. Financing the Plan

 The basic salary schedule must be sound if a merit pay program is to

- succeed. Salaries must be competitive with those being offered in neighboring school systems. [73:71]
- Most school systems which have implemented merit pay plans have based teacher salary increases on other factors, such as academic preparation and years of experience, in addition to merit.
- Merit increments awarded to superior teachers must be large enough to provide a real incentive for outstanding service.
- 4. School management must realize that a good merit pay plan will not be a money-saving device but will cost more than a regular salary schedule. Besides the merit increments themselves, there will be additional administrative costs, put at an extra 18 percent of payroll by one estimate. [134:5; 71]
- 5. Enough money must be provided for the plan if it is to operate as intended. Because a merit pay program is an extra expense, the cost-benefit aspects must be considered fully. [65:27]

One of the most important factors contributing to the success of a merit pay program is the strong dynamic leadership provided by the school administration. In assessing the causes of success and failure of merit pay programs, the Provincial Salary Committee of the Ontario (Canada) Secondary School Teachers' Federation remarked that:

It would almost seem that their implementation depends on the drive of one or more persons in a system, a senior administrator or board member with the desire either to render justice to good teachers and attract them into his [or her] system or to encourage all teachers in the system

to improve their performance. When the person goes so does the plan. [108:55]

WHY MERIT PAY PROGRAMS FAIL

There is considerable evidence to show that merit pay plans in different school systems and at different times frequently have failed for a number of the same reasons. In a 1957 report of a special committee to study merit pay authorized by the New York House of Delegates, the biggest single problem associated with merit pay programs was found to be the detrimental effect they had on teacher morale. As the Committee noted:

Frequent evaluation, fear of losing salary increments, and the granting of increases to but a few teachers easily can impair the morale of a group, especially if it does not agree with the basis for the judgments or the choice of the recipients. A practice which lowers the morale of the total group is not promoting teacher effectiveness. In commenting on this same difficulty, the New England School Development Council Committee noted [in 1956] that "Children are not taught well by dissatisfied teachers." [131:44]

The June 1957 issue of The Journal of Teacher Education contains explanations of why merit pay plans were unsuccessful in a number of school systems during the 1940s and 1950s. For example, the Detroit Public Schools abandoned its merit pay plan after a single salary schedule was instituted. The District of Columbia Public Schools decided to amend the incentive salary provision of the Teachers Salary Act of 1947 after three years in operation because the superintendent and administrative officers concluded that the plan was unnecessary, it disrupted morale, and it was nearly impossible to administer. The Kansas City (Missouri) Public Schools discontinued

its program because evaluations tended to be too subjective, arbitrary limits had been set for teachers who could be eligible for merit pay, misunderstandings among teachers occurred too often, and the role of the principal was misinterpreted. Lack of impartiality in the merit ratings was the major reason why Lynchburg (Virginia) abandoned its plan after 40 years in operation. [144]

The Somerville (New Jersey) Public Schools had a merit pay program for teachers in existence from 1953 to 1957, but it was discontinued because teacher morale suffered, friction among staff members occurred, and individual performance at the expense of cooperative teamwork became much too common. Moreover, the community soon learned which teachers had been rated "superior"; consequently, many parents wanted their children to be taught by these "superior" teachers. [26:16-17]

Bruno and Nottingham (1974) believe that failure of merit pay programs chiefly lies with poor design of the plans, where reward is given to individual teachers instead of to groups of teachers. They argue instead for the use of a "profit sharing" incentive scheme based on collegial, rather than individual, performance. Incentives would be weighted toward those students most difficult to teach, but teachers would not be penalized for teaching students who are easier to teach. Incentives then would be set according to a nonlinear curve based on a percent of students reaching a specific instructional goal.

[17; 118; 16; 94]

In 1961 the NEA Research Division reported the results of a survey conducted to find out why school systems had abandoned their merit pay programs. NEA contacted 91 systems that had superior-service maximums for teachers in at least two different years from 1938-39 to 1959-60, but had discontinued them later. Of

the 71 responding school systems, 38 percent replied that the plans had not been operational or that they were not truly merit programs; 11 percent agreed that the plans had been dropped but gave no reasons; and nine percent said that they were still using the plans, even though they were not contained in the regular salary schedule. Thirty systems gave some indication of why the plans were abandoned. As indicated in Table A, the two reasons cited most often for the failure of these merit pay plans were unsatisfactory evaluation procedures and staff dissension. [31]

In a 1973 evaluation and merit pay clinic sponsored by the New York State School Boards Association, Rhodes observed that all too often school boards take an overly simplistic approach to implementing a merit pay program:

As an example, in a school district in Oregon, a school board member recently moved in a public meeting that a merit pay plan for teachers be established. The motion carried, and a further motion was made that \$20,000 be included in the budget to implement this system of recognizing "teacher excellence." This amount, averaging \$45 per teacher, was thus appropriated out of thin air, as it were, with no real consideration for whether it was an appropriate or adequate sum, or for how it would be used.

School boards have done this time after time, trusting that their administrators could somehow come up with the mechanism to make it work, and since the administrators usually could not, the plans were doomed to failure by being created out of inadequate planning and study. [110:2-3]

Rhodes also described 12 basic flaws common to unsuccessful merit pay programs:

- Insufficient discrimination among teachers.
- Artificial cutoffs on the number who could receive merit recognition,

- thus sometimes arbitrarily denying recognition to deserving teachers.
- 3. Poor evaluators.
- 4. Mistaken concepts by board members and administrators, often causing severe problems. As an example, one administrator had told some teachers, that while they were not doing as well as they should, if they promised to do better he would grant them merit pay.
- 5. Lack of clearly understood goals.
- Lack of a clear definition of the job. Good job descriptions are an important part of a good merit plan.
- 7. Lack of priorities in the job. Teachers, unless they are given help, often become bogged down in less important aspects of their work. A good merit plan should help to direct teachers toward the primary goals.
- 8. Lack of an effective evaluation instrument. Many teacher evaluation instruments are too simple in their structure and invite a subjective approach which naturally breeds concern among teachers.
- Inability to measure results. Most merit systems look at the way a teacher acts, rather than the results the teacher produces.
- 10. Inability to translate evaluation into improved instruction.
- 11. Inadequate financial incentive. A merit stipend which represents only a small increment beyond that which one would normally receive for minimum performance is not geared to stimulate or give real recognition to teachers.
- 12. Too limited a concept of merit. If only a few teachers are to gain recognition or any type of salary advancement from a merit plan, obviously the plan will not be popular with the majority of teachers. There must, therefore, be more elements to bracket in more teachers if the plan is to do the job it is intended to do--encourage teachers to improve themselves and improve the instructional program. [110:3-4]

TABLE A.--Reasons Why 30 School Systems in Cities of 30,000 or More in Population Discontinued Their Merit Pay Programs for Teachers

Between 1938-39 and 1959-60*

		ing School Systems	
Reason	Number	Percent	
Proluctions unactionatory	12	36%	
Evaluations unsatisfactory Difficult to determine who deserved	12	30%	
the extra pay; not enough data to			
support evaluation; no assurance			
that rating was accurate; evaluation			
subjective; inconsistency among prin-			
cipals; no satisfactory instrument for			
evaluation; impartial rating impossible.			
Dissension created	12	36	
Plan was controversial; hubbub was great;			
dissatisfaction, friction, ill will,			
resentment, or misunderstanding among			
teachers tended to create suspicion and			
distrust.			
distinst.			
Ratings not based on merit	5	17	
Majority of teachers received top ratings;	1.5		
awards given on basis of seniority; rating			
was not discriminative, was passed around.			
was not discriminative, was passed around.			
Sense of injustice created	4	13	
Some felt it was unfair; there was sus-			
picion of discrimination; morale was low;			
charges of favoritism were made.			
Opposition of teachers organizations	4	13	
	2	10	
Quota system restrictive	3	10	
Quota system froze out opportunity for			
younger teachers, was arbitrary.			
Burden on raters	3	10	
Not sufficient supervision to give	~		
assurance of accuracy; too heavy a burden			
on limited number of people; much record			
keeping; evaluation process cumbersome.			
Reeping, evaluation process commerciant.			
Partial financing cause of resentment	2	7	
Discontinuance recommended by a survey	2	7	
Page 1. Annual rated	2	7	
Poorly inaugurated	4		
Was imposed without consent of teachers.			

^{*}Totals add to more than 100 percent because some school systems gave more than one response.
This table includes only those reasons given by two or more school systems.

SOURCE: Davis, Hazel. Why Have Merit Plans for Teachers' Salaries Been Abandoned? Public School Salaries Series. Research Report 1961-R3. Washington, D.C.: National Education Association, Research Division, March 1961, p. 17. Copyright 1961 by the National Education Association. Used with permission.

OPINIONS OF EDUCATORS AND THE PUBLIC ON MERIT PAY FOR TEACHERS

The results of state and national opinion polls give striking evidence to the dichotomy of viewpoints that teachers, administrators, and the public hold on the merit pay issue. Following are the results of some of these opinion surveys.

Rometo (1961) surveyed teachers, administrators, and school directors in Pennsylvania to find their attitudes toward merit rating. A questionnaire containing 34 attitude statements and six questions was sent to 790 administrators, 930 teachers, and 988 school directors. Usable replies were returned from 500 administrators (63.3 percent), 468 teachers (50.3 percent), and 402 school directors (40.7 percent). Rometo found that teachers, administrators, and school directors generally agreed that merit evaluators should include the principal, superintendent, and supervisor, and that "quality of instruction" was the most important criterion to be used in merit evaluations. On the other hand, teachers did not perceive merit rating as improving the quality of instruction and did not favor evaluations for merit pay as much as administrators and school directors. Although more than two-thirds of the responding teachers and over three-fourths of the administrators and school directors said that they would be willing to try a merit pay plan in their school system, less than half of the teachers (and approximately two-thirds of the administrators and school directors) believed such a program would succeed. [114]

Reiels (1961) analyzed teachers' opinions regarding selected merit pay principles and practices in Wisconsin. He used two survey instruments to collect the data: (1) for

information about merit pay programs, a questionnaire was sent to administrators in Wisconsin high school districts with some sort of teacher merit pay plan (of which 10 schools were ultimately included); and (2) a second questionnaire provided personal information about teachers and their opinions about certain merit pay principles and practices. The data were studied according to faculty groups. personal factors of teachers, and factors inherent in school situations. Reiels found that certain personal factors, in particular those related to teaching assignments, were related to teacher opinions on merit pay. The opinions teachers expressed regarding feasibility and evaluation problems and implementing merit pay programs differed among the faculty groups. There was no difference among the faculty groups in opinions on the impact of merit pay on teacher morale, professionalism, self-improvement, quality of teaching, and administrator-faculty relationships. Thus, teachers' opinions on merit pay were seen to vary among faculty groups and from one merit pay problem to another. [105]

In a similar analysis of teachers' opinions regarding merit rating, Michael (1964) reported that data from his study clearly supported the hypotheses that: (1) Teachers will agree more strongly with statements hostile to merit rating than they will disagree with statements supporting merit rating; and (2) Teachers' attitudes toward merit rating will be influenced specifically by their own acceptance or rejection of the general merit rating philosophy and by their own conceptions toward the likelihood of implementing the philosophy of merit rating through equitable, professional procedures. The data did not support the hypotheses that teacher-administrator conflict would influence teachers' opinions about merit rating, or that there

would be different attitudes toward merit rating between elementary and secondary school teachers. The hypotheses that "teachers generally oppose merit rating" was not clearly supported or rejected by the data. [88]

In a spring 1969 opinion poll, Instructor magazine randomly sampled 100 of its subscribers to find "What should be the basis for [teacher] salary increments?" Thirty-five percent of the respondents indicated "years of service," 16 percent said "merit," and seven percent noted "differentiated instruction." Another third stated that a combination of these plans would be best, with the most popular combination being "years of service plus merit." [5]

Two Gallup opinion polls have addressed the method of compensating teachers. In the first survey of the public's attitudes toward education (1969), there was virtually no difference of opinion on whether or not teachers should receive automatic raises. (See Table B.) However, in the second annual survey conducted in 1970, over half of the adults surveyed indicated that teachers should be paid according to the quality of work performed, while more than one-third stated that all teachers should be paid on a standard scale. (See Table C.)

In spring 1971 the NEA Research Division asked a sample of public school teachers the same question regarding methods of compensating teachers that appeared in the 1970 Gallup Poll. In contrast to Gallup's results, Table C also shows that two-thirds of the teachers surveyed by NEA said that teachers should be paid on a standard scale basis and over one-fourth, on the quality of work. NEA also reported that a higher percentage of women teachers preferred payment on a standard scale and that a higher percentage of men teachers

preferred to be paid on the quality of their work. As the size of the school system increased, so did teachers' preference for being compensated according to a standard scale. There was no significant difference in the distribution of opinions according to teachers' present salary level. [76]

USE OF MERIT PAY AND INCENTIVES AT THE LOCAL, STATE, AND FEDERAL GOVERNMENT LEVELS

Employees in many state and local government jobs are compensated at least in part by some type of merit pay or incentive plan.

However, few federal employees are granted additional compensation for superior service.

According to a 1975 report published by the National Commission on Productivity and Work Quality, state and local governments have employed a wide variety of incentives to stimulate employee productivity. In addition to reviewing recent publications and interviewing experts on employee incentives, the Commission also sent a questionnaire to all cities in the country with a population greater than 50,000, all counties with more than 100,000 population, all 50 state governments, and a 10 percent sample of cities between 25,000 and 50,000 population. A number of telephone follow-ups and, in a few cases, site visits were made to obtain more detailed information. From the results of the survey, the Commission found that 93 percent of the 41 responding states and 84 percent of the 509 responding local governments reported experience with at least one type of incentive plan. [35:4]

TABLE B.--1969 Gallup Poll Responses to the Question: "Do You Think Teachers Should Be Given Automatic Raises or Should Raises Be Given to Some and Not to Others?"

,		National Totals
Yes, au	itomatic	44%
No, not	automatic	45
No opin	ion	_11_
		100%

SOURCE: Elam, Stanley (ed.). The Gallup Polls of Attitudes Toward Education, 1969-1973.
Bloomington, Indiana: Phi Delta Kappa, 1973, p. 36. Copyright 1973 by Phi Delta Kappa, Inc. Used with permission.

TABLE C.--1970 Gallup Poll and 1971 NEA Teacher Opinion Poll Responses to the Question: "Should Each Teacher Be Paid on the Basis of His Work or Should All Teachers Be Paid on a Standard Scale Basis?"

Style of the Contract of the C	1970 Gallup Poll (National Totals)	1971 NEA Teacher Opinion Poll
Quality of work	58%	28%
Standard scale basis	36	67
No opinion	6	5
	100%	100%

SOURCES: Elam, Stanley (ed.) The Gallup Polls of Attitudes Toward Education, 1969-1973.

Bloomington, Indiana: Phi Delta Kappa, 1973, p. 71. Copyright 1973 by Phi
Delta Kappa, Inc. Used with permission.

"Merit Pay: Teacher Opinion and Public Opinion," NEA Research Bulletin, 49 (December 1971), p. 126. Copyright 1971 by the National Education Association. Used with permission.

The Commission identified and defined 16 different types of employee incentives that were being tried by state and local governments. Since local school systems could apply many of these incentive plans to their own operations, descriptions of these various plans are listed below:

 Attendance Incentives involve monetary or nonmonetary inducements to improve employee attendance. They can be used to encourage a reduction in sick leave use or lateness.

- Career Development involves the provision of well-defined promotional opportunities, such as career ladders, and their integration with training programs designed to qualify employees for the positions available.
- Competition and Contests usually involve monetary or nonmonetary rewards designed to encourage employees,

- individually or as groups, to improve performance in some facet of work (e.g., a prize for the fewest complaints received).
- Educational Incentives are official monetary or nonmonetary considerations given to encourage employees to continue their formal professional or technical education.
- 5. Job Enlargement includes a variety of formal approaches designed to make the jobs of supervisory and nonsupervisory personnel more interesting or more responsible. For example:
 - a. <u>Job rotation</u>: rotating an employee through several different assignments. Excluded here is rotation which is part of standard training programs for new employees.
 - b. Team efforts: the grouping of employees into teams to encourage more cooperation and a broader and more varied view of the work process by the team members.
 - c. Increased participation: the expansion of opportunities for employees to contribute to decision making or problem—solving activities which are usually reserved for management and engineering personnel.
 - d. Job redesign: a redefinition of work assignments to enrich and widen employee work efforts, perhaps incorporating all elements of job enlargement described above.
- 6. Output-Oriented Merit Increases are permanent, nonpromotional increases in wages or salary given through the merit system on the basis of high-quality performance rather than, for example, for education.
- Performance Bonuses are financial rewards paid to individual employees specifically for high job performance. They do not result in permanent salary or wage increases.
- 8. Performance Targets involve the identification of specific work-related targets. The degree of progress in meeting these targets may then be used as an important criterion in providing benefits or penalties. Such targets can be set by the employee (as in management by objectives) or by higher management.

- 9. Piecework is the practice of basing a worker's pay directly on the amount of output he produces. Variations of this practice include: payment of a specified amount of money for each unit of output produced; payment for each unit produced over a standard amount; or payment in terms of "standard hours" earned for each unit produced.
- 10. Productivity Bargaining, although not itself an incentive, is the formal process of using labor-management negotiations to link added employee rewards or benefits explicitly to productivity increases.
- 11. <u>Safety Incentives</u> are monetary or nonmonetary awards designed to encourage employees to improve their safety records.
- 12. Shared Savings is a financial reward distributed among employees of a department or of the entire organization. It is based upon the cost savings which the department or organization generates within a given period.
- 13. Suggestion Award Programs encourage employees to contribute ideas to decrease costs, increase the quality of service, or otherwise improve the operations of their organization. Either monetary or nonmonetary awards may be given for suggestions that are adopted.
- 14. Task Systems involve paying a day's wages to employees who may leave work when they complete their assigned tasks, regardless of the length of time involved. For example, many sanitation workers are paid for eight hours, although they may leave work after completing their pickup route in less than eight hours.
- 15. Variations in Working Hours, such as staggered hours, the four-day work-week, gliding hours, flexible hours, and similar programs, can be viewed as nonmonetary incentives.
- 16. Work Standards precisely specify the work to be accomplished by employees or groups of employees (e.g., maintenance or repair time for a specific activity, minutes to take a welfare application, etc.). [35:3-4]

As shown in Table D, the most frequently reported incentive systems at the state level (as indicated by over 60 percent of the respondents) were educational incentives, suggestion awards, and output-oriented merit increases. Twenty percent or more of the states reported using work standards incentives. variations in working hours, job enlargement incentives, and performance targets. The most frequently evaluated incentive program at the state level was the system of varying working hours, evaluated by five of the nine states using it (56 percent). Of the 25 states using output-oriented merit increases, only one (4 percent) reported a formal evaluation of the program. Both large and small state governments reported using incentive systems, with the following states showing the highest use of different types of incentive programs: California, Oregon, Idaho, Minnesota, Texas, Connecticut, and Pennsylvania. [35:5-6]

At the local government level, educational incentives, output-oriented merit increases, and task systems were the incentive systems used most often, as indicated in Column 4 of Table E. Approximately one-fourth of the respondents indicated usage of suggestion awards, attendance incentives, and variations in working hours. Few of the incentive programs were evaluated by local governments. Breakdowns of the local government data showed that cities of larger than 50,000 population were more likely to use incentives than cities of 25,000 to 50,000 population, and cities were more likely to use incentives than the counties surveyed. [35:6]

Federal employees, on the other hand, have rarely been awarded merit increments in the past. However, the new Civil Serv-

ice Reform Act of 1978 is designed to make possible merit incentives for certain employees. The past experience of the federal government with merit pay illustrates some of the pitfalls that well-intentioned plans may encounter. Most federal civilian employees should be given a performance evaluation under the provisions of chapter 43, title 5 of the United States Code, formerly referred to as the Performance Rating Act of 1950. But from the start, the language of the law stymied federal agencies when they tried to implement the law's provisions. A three-tiered classification scheme was set up to recognize "outstanding," "satisfactory," and "unsatisfactory" performance. In practice, the "satisfactory" category was defined much too broadly and the "outstanding" category too narrowly, requiring that "a performance rating of outstanding may be given only when all aspects of performance not only exceed normal requirements, but are outstanding and deserve special commendation." [Emphasis added.] Raters soon found that few employees are outstanding in all aspects of their performance and thus could not be given an "outstanding" rating under the terms of the law. Moreover, the burdens that the law placed on rating an employee "unsatisfactory" caused one top federal official to comment that it should be no surprise that there have been so few "unsatisfactory" ratings of federal employees, but that there should have been any at all. This situation has caused many managers to give employees a "satisfactory" rating whether their performance was just below outstanding or just above unsatisfactory. As a result, the three tiers effectively have been reduced to a single level, with 99 percent of all employees rated under the law since 1954 receiving a rating of "satisfactory." [39:5-8]

^{*}Although educational incentives are included in this summary for government employees, in the teaching profession educational incentives are not usually considered to be merit pay but a part of the basic salary schedule.

TABLE D.--State Government Usage of Employee Incentives: A Summary of Survey Results from 41 States as of August-September 1973

Incentive	No. of States Reporting Use	Percent of 41 Respondents	Reported Formal Evaluations	Percent of Reported Programs Evaluated	
Educational Incentives	28	68%	4	14%	
Suggestion Awards	261	63	6	23	
Output-Oriented Merit Increases	252	61	1	4	
Work Standards	10	24	1	10	
Variations in Working Hours	9	22	5	56	
Job Enlargement	8	20	2	25	
Performance Targets	8	20	2	25	
Attendance Incentives	7	17	0	0	
Performance Bonuses	4	10	0	0	
Piecework	3	7	1	33	
Safety Incentives	2	5	0	0	
Competition and Contests	1	2	0	0	
Task Systems	0	0	0	0	
Shared Savings	0	0	0	0	
Productivity Bargaining	0	0	0	0	
None	3	7	- Arm The - 96	-thate -toyll	
Items Reported	131		22	- Roadsy - Se	

¹ Includes two suggestion award programs which have been discontinued.

SOURCE: Employee Incentives to Improve State and Local Government Productivity. Washington, D.C.: National Commission on Productivity and Work Quality, March 1975, p. 5.

 $^{^{2}}$ Includes one output-oriented merit increase system which is reported as no longer in use.

TABLE E.--Local Government Usage of Employee Incentives: A Summary of Survey Results from 509 Jurisdictions as of August-December 1973¹

	COLUMN	1	COLU	MN 2	COL	UMN 3	COLU	MN 4	COLID	MN 5
	Citie 25-50,0	es Cities		Larger 50,000	Counties Larger than 100,000		Total of all Cities and Counties (Col. 1 + Col. 2 + Col. 3)		COLUMN 5 Evaluation of t Incentive Programs	
Incentive	No. of Cities Re- porting Use	% of 40 Respond- ents	No. of Cities Re- porting Use	% of 315 Respond- ents	No. of Counties Report- ing Use	% of 154 Respond- ents	No. of Cities/ Counties Report- ing Use	% of 509 Respond- ents	No. of Re- ported Evalua- tions	% of Total No. of Pro- grams Re- ported (Col. 5 : Col. 4)
Educational Incentives Output-Oriented Merit	22	55 %	218	69 %	63	41 %	303	60 %	14	7 %
Increases	17	43	135	43	61	40	213	42	22	10
Task Systems	17	43	131	42	9	6	157	31	17	11
Suggestion Awards	6	15	93	30	29	19	128	25	8	6
Attendance Incentives Variations in Working	7	18	85	27	26	17	118	23	12	10
Hours	6	15	77	24	33	21	116	23	19	16
Safety Incentives	4	10	73	23	14	9	91	18	5	6
Job Enlargement	2	5	54	17	17	11	73	14	4	6
Nork Standards	2	5	37	12	27	18	66	13	0	0
Performance Targets	4	10	41	13	10	7	55	11	0	0
Performance Bonuses	0	0	27	9	5	3	32	6	4	13
roductivity Bargaining		5	20	6	5	3	27	5	2	7
Competition & Contests	1	3	14	4	0	0	15	3	1	7
Shared Savings	0	0	3	1	1	1	4	1	2	67
Piecework	0	0	3	1	0	0	3	1	1	33
Others2	0	0	23	7	7	5	30	6	0	0
None	7	18	30	10	47	31	84	17		
Total Items Reported	90		1,034		307		1,431		111	8

A total of 772 survey questionnaires were mailed: 52 to cities 25-50,000 in population, 408 to cities of more than 50,000, and 312 to counties of more than 100,000 population. 76.9 percent of these jurisdictions responded.

SOURCE: Employee Incentives to Improve State and Local Government Productivity. Washington, D.C.: National Commission on Productivity and Work Quality, March 1975, p. 7.

²This includes career development programs, nonmonetary rewards and recognition (e.g., service pins, banquets), deferred compensation, attendance at seminars, and negative incentives (e.g., denial of step increases).

In his presidential campaign, his 1978
State of the Union Message, and his recommendations for legislation to the Congress,
President Carter called for a reorganization of the Civil Service System and a restoration of the merit principle for federal employees.
Government studies had already proposed changes in the methods of compensating federal employees before Mr. Carter assumed office, but it was not until the passage of the Civil Service
Reform Act (Public Law 95-454) on October 13, 1978, that these proposals were transformed into policy.

In December 1975 the President's Panel on Federal Compensation, chaired by Vice President Nelson Rockefeller, recommended to President Ford that the General Schedule (GS), the basic pay system for federal white-collar workers, be replaced by a Clerical/Technical Service and a Professional/Administrative/Managerial/Executive Service. The Panel also recommended that employees in the Professional/Administrative/Managerial/Executive Service should be paid principally according to merit, rather than length of service:

For employees in occupations which provide significant opportunity for individual initiative and individual impact on the character of the job being performed, a procedure for granting within-grade increases which provides a closer and clearer connection between performance and within-grade pay advancement than is possible under current procedures is needed. Both the size and the frequency of an employee's within-grade advancement should be tied directly to his performance on the job.

The Panel recommends replacement of the current system for granting within-grade increases with a "merit increase" system for employees of the proposed new Professional/Administrative/Managerial/Executive Service. The new system should place greater emphasis on the recognition and reward of meritorious performance than on time in grade.

Advancement within the grade should be on the basis of performance of a demonstrably meritorious nature. A period of testing should precede actual implementation.

The new within-grade system should not apply to employees in the proposed new Clerical/Technical Service, who should continue to receive within-grade increases based on length of service and satisfactory performance.

Annual performance appraisals should provide the basis for an employee's eligibility for within-grade advancement.

Supervisory training should be improved to ensure objectivity and fairness in the evaluation of employee performance.

A "merit increase budget" or other control technique should be established to ensure that costs of merit increases are properly regulated.

The system should take into consideration the experience of the private sector with merit increase plans, and should be thoroughly tested prior to implementation.

A system with these features will provide proper incentives for superior performance, and will better fulfill the legal requirement that "pay distinctions be maintained in keeping with work and performance distinctions." [Emphasis in the original] [107:14-15]

The General Accounting Office (GAO) recommended changes in federal compensation patterns in two reports to Congress. In October, 1975, GAO reported that legislation should be enacted to establish more rational white-collar pay systems.

To support this goal, the Chairman of the Civil Service Commission and the Director of the Office of Management and Budget should

- --develop logical homogenous groupings
 of white-collar occupations,
- --design pay standards and systems appropriate to each group,

- --develop an assessment and adjustment process for each system,
- --develop a method of granting withingrade salary increases reflecting an individual's contribution to the job which is integrated with a performance appraisal system, and
- --propose legislation to establish such pay systems and pay-setting processes.

Since these matters affect employees directly, employee representatives should participate in the development [of these systems] so that employees' views are considered [40:i-ii]

GAO also noted that the need for a more direct link between performance and pay is particularly acute in the higher skill levels. At the "supergrade" levels (GS 16-18), the salary structure narrows considerably, allowing for little financial recognition of performance. [40:34-35]

In a March 1978 report titled Federal
Employee Performance Rating Systems Need
Fundamental Changes, GAO found that "most
of the 10 performance rating systems [it]
reviewed in Federal agencies are not meeting
the objectives of the legislation even though
it has been in existence for more than 25
years." [39:i] Problems associated with the
current federal performance systems include:

- forms focusing on rating instead of performance
- systems leaving supervisors with too much discretion in implementing procedures
- failure in developing performance requirements
- insufficient supervisor-employee discussions
- inadequate agency review of assigned performance ratings
- inadequate supervisory training
 [39:16-23]

As it did in October 1975, GAO recommended that the Civil Service Commission develop a method of granting within-grade and quality step salary increases linked to performance achievement. [39:51-52]

The Civil Service Reform Act of 1978
[139] incorporates many of the recommendations made by these earlier government task forces.
However, the changes relating to merit pay and incentives apply only to management personnel.
Provisions of the law that specifically deal with merit pay include:

- 1. Establishment of performance appraisal systems by executive and other agencies included under the law. The results of these appraisals will be used "as a basis for training, rewarding, reassigning, promoting, reducing in grade, retaining, and removing employees." Employees will be informed what their job's performance standards are and what the critical elements in their positions are by no later than October 1, 1981. An agency may reduce in grade or remove an employee for "unacceptable performance," defined as failure to meet the established performance standards in one or more critical elements of the job. Employees may appeal rulings of unacceptable performance to the Merit Systems Protection Board. [Title II, Sec. 203]
- 2. Merit recognition instituted for employees in the Senior Executive Service. A newly-created Senior Executive Service (SES) will consist of high level government managers, approximately 9,200 persons with classifications of GS-16, 17, or 18 on the General Schedule or Levels IV or V on the Executive Schedule. "The Senior

Executive Service shall be administered so as to--

- provide for a compensation system, including salaries, benefits, and incentives, and for other conditions of employment, designed to attract and retain highly competent senior executives;
- (2) ensure that compensation, retention, and tenure are contingent on executive success which is measured on the basis of individual and organizational performance (including such factors as improvements in efficiency, productivity, quality of work or service, cost efficiency, and timeliness of performance and success in meeting equal employment opportunity goals);
- (3) assure that senior executives are accountable and responsible for the effectiveness and productivity of employees under them;
- (4) recognize expectional accomplishment. . . " [Title IV, Sec. 402] Performance awards for career appointees in the Senior Executive Service may be paid to as many as 50 percent of those in SES positions within each agency during any fiscal year. This provision does not apply to agencies with less than four such positions. Awards will be based on the recommendation of special performance review boards established by each agency. Agency heads determine the amount of these performance awards, which may not exceed 20 percent of the employee's base salary. [Title IV, Sec. 407]

Managers in the SES also will be eligible to receive two special awards:

-- the rank of Meritorious Executive for "sustained accomplishment."

- Winners of this award will receive a lump-sum payment of \$10,000. No more than five percent of the Senior Executive Service may receive this rank during any fiscal year.
- -- the rank of *Distinguished Executive* for "sustained extraordinary accomplishment." Winners of this award will receive a lump-sum payment of \$20,000. No more than one percent of the Senior Executive Service may receive this rank during any fiscal year.

Each agency may recommend to the newly-created Office of Personnel Management those career employees who have rendered outstanding performance over a period of years. Winners of these special awards will receive their bonuses in addition to their base salary and other performance awards available to the Senior Executive Service. [Title IV, Sec. 406]

3. Merit pay and cash awards instituted for middle-management government employees. The Office of Personnel Management will establish a merit pay system to reward the 70,000 government employees classified as GS-13, 14, or 15 on the General Schedule. Automatic salary increases will be eliminated. Agency heads are responsible for providing merit increases (contingent upon available funds) within the range of the employee's base pay. Pay increases will be determined by considering individual performance and organizational accomplishment, and will be based on factors such as: -- any improvement in efficiency, productivity, and quality of work

or service, including any significant reduction in paperwork;

- -- cost efficiency;
 - -- timeliness of performance; and
 - , -- other indicators of the effectiveness, productivity, and quality of performance of the employees for whom the employee is responsible.

Cash awards may be paid by the President or agency heads to any employee covered by the merit pay system who

- -- by the employee's suggestion, invention, superior accomplishment,
 or other personal effort, contributes to the efficiency, economy,
 or other improvement of Government
 operations or achieves a significant reduction in paperwork; or
 - -- performs [for the President's award, "an exceptionally meritorious"] special act or service in the public interest in connection with or related to the employee's Federal employment.

Cash awards normally may not exceed \$10,000. However, if the suggestion, invention, or accomplishment is "highly exceptional and unusually outstanding," the award may exceed \$10,000 but not \$25,000. [Title V, Sec. 501]

4. Personnel research programs and demonstration projects authorized.

Appropriate programs and projects will be authorized "to permit Federal agencies to experiment, subject to congressional oversight, with new and different personnel management concepts in controlled situations to

achieve more efficient management of the Government's human resources and greater productivity in the delivery of service to the public." [Sec. 3] Listed among possible demonstration projects are methods of providing group or individual incentives or bonuses. [Title VI, Sec. 601]

USE OF MERIT PAY AND INCENTIVES IN BUSINESS AND INDUSTRY

Merit pay and incentive plans have long been a major determinant of the salaries of white-collar workers, and to a lesser extent, blue-collar workers in business and industry. Feature articles in *The Wall Street Journal* and *Business Week* have focused on the current status of merit pay in business—the problems associated with merit pay and the steps many companies are taking to make their plans more effective.

In recent years, when inflation rates hit record highs of 11.0 and 9.1 percent in 1974 and 1975, many companies granted their employees regular periodic raises to help fight rising costs. By 1977 companies were again trying to link salary to job performance as inflation began to decline. [56] However, many problems still persist. One problem is continued inflation and higher taxes. Another major problem is the phenomenon of "compression," which as Business Week describes it, works at both the bottom and top ends of the salary structure to squeeze the pay of the workers in the middle. At the bottom end, new employees often are hired at a higher salary than that being paid to employees with 1-2 years of experience and workers paid on an hourly basis sometimes earn more than their supervisors. At the top end, high-level executives, whose big salaries have

come under close public scrutiny, have targeted more of their total compensation into bonuses, options, and fringe benefits, rather than into salaries. These executive salaries, which are not realistic yardsticks of top managements' total compensation packages, act as a ceiling for the salaries below. Especially acute is the persistence of these problems in the face of new salary plans, incentive schemes, fringe benefit programs, and evaluation systems designed to keep good people in the organization. [137:82-83]

A number of firms have adopted new merit pay or incentive plans. Over half of the 493 companies surveyed by David A. Weeks of the Conference Board, a New York economic research group, said that they had recently revised their system of employee evaluation. Many other companies indicated that they were trying new salary approaches. [56:1] Some of these methods include:

- 1. measuring employee performance more realistically—The Continental Group, a large manufacturer of containers, abandoned a system based only on "a write-up from the manager stating why an increase was justified" and replaced it with a system of performance evaluations with set standards for judging the quality and quantity of an employee's work.

 "Truly outstanding" workers may get a 12 percent increase under the new system, but marginal—to—satisfactory employees will not get any merit increase. [56:1]
- setting performance-related goals
 in advance for many jobs--At General
 Electric Corp., goals for hiring and
 promoting minorities and women have
 been established, and managers are

- evaluated in part on how well they
 meet these goals. Employees and
 managers at International Multifoods
 Corp. in Minneapolis mutually decide
 goals for the year, with the end results helping to determine merit increases. [56:1]
- 3. instituting one-time bonuses for exceptional performance which are not permanently added to the employee's base salary -- At Pitney-Bowes, the business equipment manufacturer, about 2,000 employees are eligible for a lump-sum, once-a-year bonus of up to 15 percent of their base pay. This payment can even be awarded to employees at the top of their salary range. As of early 1977, 140 Pitney-Bowes employees had received a bonus of this kind, ranging from \$2,715 for a technician to \$5,160 for a middle manager. Xerox Corp. also has a special one-time bonus award for outstanding service, usually 10 percent of the employee's salary. [56:1; 137:881
- 4. granting overtime pay to exempt employees—Pitney-Bowes was experimenting with an overtime pay program in 1977 for its exempt employees, including senior executives. The overtime pay is for work beyond 45 hours a week on four consecutive weeks. The plan applies to both managers and professionals, such as engineers. [137:83]
- 5. offering stock options to all employees
 --Citicorp's employees can choose
 "book-value stock" instead of common
 stock, making themselves less open to
 stock market fluctuations. Bookvalue stock allows employees to share
 in the growth of the bank if the book

value of the stock increases, even though price of the common stock does not change. A Citibank vice-president estimates that if book-value stock had been available over the last decade, it would have returned 13.4 percent a year. Wang Laboratories, Inc. has a stock option plan for all its employees, where every six months they are given options equal to 3 percent of their salary for that period. After five years the options are completely vested and can be exercised when the employee reaches age 60. [137:83]

- 6. allowing incentive pay found at the top levels of management to be pushed down to lower-level managers--At International Harvester Co. about 200 senior executives can be awarded incentive pay ranging from 15 to 60 percent of their salary under a plan tying the company's performance to the group's and the individual's performance. Another program applies to 2,400 managers, including plant managers, administrators, marketing personnel, and engineers, where incentives range from 10 to 35 percent of their pay, based on similar criteria found in the top executives' plan. [137:88]
- 7. reviewing salaries more frequently
 and providing bigger distinctions
 among raises—In the fall of 1976,
 a survey of 250 companies by Sibson
 & Co., a New York City management
 consulting firm, found that 21 percent of the companies considered
 giving merit increases more than
 once a year. Only 11 percent said
 in the previous year that they would

give raises that often. [56:1] New hires at Alcoa probably will get a raise within the first four months, and many managers receive increases more than once a year. Depending on an employee's performance, raises at Pullman Kellogg are given anywhere from six to 18 months, replacing an annual raise under the previous system. Distinctions among the size of merit increases vary with the company. Where Xerox's highest raise is 13 percent, Westinghouse Electric Corp.'s is 19 percent, and Digital Equipment Corp.'s is 30 percent. In one large corporation, the difference in "good" and "adequate" performance as reflected in pay raise differentials has increased to 30 percent from 15 percent five years ago. [137:85]

For these plans to work, traditional problems associated with merit pay and incentive programs must be overcome. These problems are much the same in business and industry as in education:

- Supervisors often hesitate to give their workers negative evaluations that will result in no pay increase.
- Job performance is quite difficult to measure accurately.
- Increased use of cost-of-living raises for union workers puts added pressure on managers to give their unorganized white-collar workers similar acrossthe-board raises. This reduces the money that has been set aside for merit increases.
- Traditional merit pay plans frequently do not reward outstanding performance.
 According to one management consultant,
 "you can explain maybe 95 percent of the variation in pay by using factors

such as the level of the employee in the organization, the number of employees supervised, or the length of service. Not one of the factors is the employee's performance."
[56:1]

TRENDS IN MERIT PAY PROGRAMS FOR TEACHERS

The Newton (Massachusetts) Public Schools began one of the country's earliest attempts at compensating teachers according to the merit principle, initiating a merit pay program in 1908. [54:19] Since then, many school systems have experimented with the concept of merit pay, most discarding the idea as unworkable after a relatively short period of time.

Until the turn of the century, salaries of public school teachers were determined individually between the teacher and the school administration. Many early versions of the salary schedule operated on a merit basis; for example, the 1911 state-mandated salary schedule for New York City teachers was quite similar to the state's merit salary law of 1947. During World War I, the number of merit pay plans for teachers declined because the average salaries of teachers in school systems using merit pay dropped below teachers' salaries in nonmerit pay systems. Use of merit pay reached its peak in the 1920s, but diminished with the move toward the single salary schedule in the 1930s and 1940s. Keen interest in merit pay for teachers was revived in the mid 1950s, with many states either considering or adopting legislation on merit pay. Merit pay use stabilized around 10 percent in the 1960s and began to decline in the early 1970s. [120:151; 131:7]

In 1957 the NEA Research Division reported that the percent of school systems in cities of over 30,000 population which had a provision permitting superior teachers to exceed the salary schedule maximum declined from 20.4 percent in 1938-39 to 4.0 percent in 1952-53. As shown in Table F, the percent of merit pay plans in cities of over 30,000 population showed an increase from 4.9 percent in 1954-55 to 8.3 percent in 1960-61. However, NEA reported that in the two years 1955-56 and 1956-57, half of the school systems which had superiorservice maximum provisions for teachers did not use them. In urban systems of all sizes (cities of over 2,500 population), 158 (6.9 percent) of the 2,287 teacher salary schedules for 1956-57 analyzed by the NEA Research Division authorized higher maximum salaries for outstanding teachers. Yet less than four percent of these school systems actually paid any superior-service maximum to their teachers. [30:535] Also, more than 60 percent of the superior-service maximums reported in 1956-57 had been in effect for less than five years and fewer than 10 percent of these provisions had been in effect for 10 years. [129:56-57; 131:39]

A 1959 NEA Research Division study reported that 170 school systems in cities of over 30,000 population listed a superiorservice maximum salary allowance for teachers at one time or another since 1938-39. Twenty years later, only 33 systems had such a provision. Of these 170 systems, the largest number reporting a superior-service maximum in any one year was 49. [99:39-43; 14:11]

Kidwell found that approximately one-third of the 140 school systems that reported a merit

^{*}Although the NEA Research Division has defined three types of merit provisions used to compensate teachers (see page 2), it included only superior-service maximum data in this trend analysis.

TABLE F.--Number and Percent of School Systems in Cities of Over 30,000 Population That Reported a Provision for Teachers Exceeding the Salary Schedule for Meritorious Service, 1938-39 to 1960-61*

	Number of Reporting	Systems with a Sun	erior Service Maximum
Year	Systems	Number	Percent
1938-39	225	46	20.4%
1948-49	301	37	12.3
1950-51	306	26	8.5
1952-53	402	16	4.0
1954-55	427	21	4.9
1955-56	504	32	6.3
1956-57	498	25	5.0
1957-58	414	29	7.0
1958-59	529	33	6.2
1960-61	701	58	8.3

^{*}Includes only school systems with "superior-service maximum" provisions for compensating superior teachers.

SOURCES:

Davis, Hazel. Why Have Merit Plans for Teachers' Salaries Been Abandoned? Public-School Salaries Series. Research Report 1961-R3. Washington, D.C.: National Education Association, Research Division, March 1961, p. 5. Copyright 1961 by NEA. Used with permission.

"Why Few School Systems Use Merit Ratings," NEA Research Bulletin, 39 (May 1961), p. 63. Copyright 1961 by NEA. Used with permission.

pay plan for teachers in McKinley's 1958 study [74] were known to be operating such a plan ten years later. The reasons why these plans were discontinued, he believes, include lack of implementing suggestions contained in the research literature and lack of success in meeting stated objectives. [62]

Data provided by the NEA Research Division, as shown in Table G, indicate that the percent of school systems with enrollments of 6,000 or more pupils having merit salary provisions reached a peak of 11.3 percent in 1968-69 but fell to 5.5 percent by 1972-73. During the period from 1962-73, the type of merit provision used most often by these school systems was advancement by board action and by definite dollar amounts. Few school systems used the acceleration method

in their merit pay programs.

Liechti reported the results of a 1971-72 survey of merit pay plans in public school systems conducted by the Wichita (Kansas)
Unified School District. Eight school systems approximately the size of Wichita (with enrollments between 50,000 and 77,000) and selected systems identified by the NEA Research Division in 1970 and 1971 as having some sort of merit pay plan for teachers were surveyed by telephone for information on their plans.

None of the 14 school systems contacted had a merit pay plan in operation in 1971-72, although some of the systems had salary provisions that would fit isolated definitions of merit pay. [65]

Merit pay surveys conducted at the state level confirm these national trends. The

TABLE G.--Percent of School Systems with an Enrollment of 6,000 or More Pupils with Teacher Salary Schedules
Providing for Additional Compensation Based on Meritorious Service, 1962-63 to 1972-73

		T				
Year	TOTAL	By board action	By definite dollar amounts	By accel- eration	Other	TOTAL REPORTING SYSTEMS
1962-63	9.9%	3.6%	4.1%	NR	2.2%	557
1963-64	8.3	2.8	3.6	NR	1.9	902
1964-65	10.1	6.1	2.5	0.5%	1.0	1,063
1965-66	9.9	6.3	2.8	0.8	NR	1,071
1966-67	10.0	5.5	3.4	1.1	NR	1,104
1967-68	8.4	4.1	3.1	1.2	NR	1,248
1968-69	11.3	6.3	3.0	2.0	NR	1,199
1969-70	9.7	5.6	2.9	1.2	NR	1,142
1970-71	6.8	3.7	2.1	1.0	NR	1,176
1971-72	7.9	4.9	2.0	0.9	NR	1,179
1972-73	5.5	2.9	2.1	0.5	NR	1,235
NR Not Re	ported					

SOURCES: Stieber, Gertrude N. and Glenda N. George. Merit Pay for Teachers--Pros and Cons. Research Memo 1971-2. Washington, D.C.: National Education Association, Research Division, June 1971, p. 2. Used with permission of NEA.

Salary Schedules for Teachers, 1971-72. Public School Salaries Series. Research Report 1971-R12. Washington, D.C.: National Education Association, Research Division, 1971, p. 26. Copyright 1971 by NEA. Used with permission.

Stieber, Gertrude N. Salary Schedules and Fringe Benefits for Teachers, 1972-73. Research Report 1973-R2. Washington, D.C.: National Education Association, Research Division, 1973, p. 26. Copyright 1973 by NEA. Used with permission.

California Teachers Association (CTA) found that in the 1965-66 California salary schedules it analyzed, 81 school systems reported some type of merit pay plan for teachers. In a follow-up request to these systems asking for additional information on their plans, only 48 were found to have current merit pay plans in operation. These 48 plans affected the salaries of 708 teachers. Four systems had plans that were not operational during 1965-66. The report stated that, in a survey conducted by CTA in 1963-64, 57 systems reported merit pay provisions which affected 837 teachers. Of these 57 systems, 29 had an operational merit pay plan that actually affected teachers' salaries, as compared with 45 in 1965-66. [78:2] More than one-third of the school systems with merit pay plans for teachers in 1963-64 had discontinued their plans by 1965-66. [78:8] In 1971-72, the CTA found that 42 (3.7 percent) of all 1,138 California school systems said that they had a merit pay plan for teachers. [47:93]

In 1965-66, Oates surveyed Texas school systems which had an enrollment in average daily attendance of 500 or more in 1963-64. Thirty-three of the respondents (9.4 percent)

were operating a merit pay plan for teachers. The percentage of teachers actually receiving merit pay in these school systems in 1965-66 ranged from 2.4 percent to 35.0 percent. [95]

Farthing, Hughes, and Dorn reported on the status of merit pay for teachers in Oregon. Of the 47 school systems contacted in school year 1972-73, 11 (23.4 percent) had a merit pay plan for teachers, 11 were either planning or studying alternative pay plans, and 25 (53.2 percent) had no alternative pay plans for teachers. [38]

In 1970 Love found that 10 states had either carried out or considered large-scale experiments relating to merit pay for teachers in the past 25 years. [67:25] During the 1950s and 1960s, task forces were set up to study merit pay in North Carolina, Utah, Kentucky, and Tennessee. [87] A 1975 staff report to the Governor's Educational Study Committee recommended that no statewide merit pay plan for teachers be mandated for Louisiana teachers, but that individual systems should be encouraged to operate merit pay plans if they so desire. [120:157] Three states -- Delaware, Florida, and New York -actually legislated merit pay plans for teachers into practice, only to abandon them later when they became unworkable.

ERS Survey of Merit Pay and Incentive Plans in Public Education, 1977-78

In April 1978, Educational Research Service mailed a brief survey instrument on merit pay and incentive plans to the superintendents of all 11,502 public school systems in the United States enrolling 300 or more pupils. This universe includes 99 percent of the 44,540,000 public school pupils enrolled in the nation in fall 1976.

The survey instrument included questions on both current (school year 1977-78) and past practices of school systems' merit pay or incentive plans for compensating administrators, teachers, and support staff. Merit pay plans were defined as any procedure for compensating employees for outstanding service; incentive plans were defined as any compensation procedure designed to encourage better performance of employees. School systems which determined employee salaries primarily by salary schedules based on steps and academic preparation levels or similar measures were instructed to report

as a merit pay or incentive plan any part of the schedule which provided compensation based upon performance evaluation. Longevity or "supermaximum" increments that are granted automatically were not to be considered merit provisions.

SURVEY DESIGN AND INSTRUMENT

Of the 11,502 questionnaires that were mailed to school systems, a total of 2,848 usable replies were received, for an overall response rate of 24.8 percent. Of the 740 school systems in the country with 10,000 or more pupils, 49.7 percent returned usable replies. Half of the total responses returned were from very small systems (300 to 2,499 pupils). The response data for the four categories of school systems grouped according to the size of pupil enrollment were:

	Number of School		nool Responding	Percent of Total Responding
Enrollment Group	Systems Queried	Number	Percent	Systems
Large (25,000 or more pupils)	185	108	58.4%	3.8%
Medium (10,000 to 24,999 pupils)	555	260	46.8	9.1
Small (2,500 to 9,999 pupils)	3,278	1,053	32.1	37.0
Very Small (300 to 2,499 pupils)	7,484	1,427	19.1	50.1
TOTAL	11,502	2,848	24.8	100.0

The listing below presents the number of school systems queried, the number and percent of school systems responding, and the percent of total responding systems, classified according to eight geographic regions:

Number of School Systems Queried	Systems Number	Responding Percent	Responding
Systems Queried	Number	Percent	Creations
			Systems
691	185	26.8%	6.5%
1,719	553	32.2	19.4
1,654	321	19.4	11.3
2,665	724	27.2	25.4
1,890	395	20.9	13.9
	252	18.9	8.8
402	103	25.6	3.6
1,149	315	27.4	11.1
11,502	2,848	24.8	100.0
	1,719 1,654 2,665 1,890 1,332 402 1,149	1,719 553 1,654 321 2,665 724 1,890 395 1,332 252 402 103 1,149 315	1,719 553 32.2 1,654 321 19.4 2,665 724 27.2 1,890 395 20.9 1,332 252 18.9 402 103 25.6 1,149 315 27.4

*States included in geographic regions: New England: CT, ME, MA, NH, RI, VT; Mideast: DE, DC, MD, NJ, NY, PA; Southeast: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV; Great Lakes: IL, IN, MI, OH, WI; Plains: IA, KS, MN, MO, NE, ND, SD; Southwest: AZ, NM, OK, TX; Rocky Mountains: CO, ID, MT, UT, WY; Far West: AK, CA, HI, NV, OR, WA.

Respondents to the survey included school systems from all 50 states and the District of Columbia. Excluding Hawaii and the District of Columbia, each of which have only one school system within its jurisdiction, two states had

response rates of 50 percent or more (Delaware and Maryland) and 11 others had response rates of 30 percent or more, with the largest including: Pennsylvania (39.7 percent) Florida (37.3 percent), Virginia (36.6 percent) and Washington (34.0 percent).

	School Systems	School Sy	stems Responding
State State	Queried	Number	Percent
Alabama	127	25	19.7%
Alaska	33	6	18.2
Arizona	134	28	20.9
Arkansas	308	34	11.0
California	717	189	26.4
Colorado	118	37	31.4
Connecticut	151	43	28.5
Delaware	23	12	52.2
District of Columbia	1	1	100.0
Florida	67	25	37.3
Georgia	187	36	19.3
Hawaii	1	1	100.0
Idaho	88	20	22.7
Illinois	829	237	28.6
Indiana	303	77	25.4
Iowa	408	66	16.2
Kansas	256	65	25.4
Kentucky	178	21	11.8
Louisiana	66	17	25.8
Maine	126	25	19.8
Maryland	24	12	50.0
Massachusetts	272	80	29.4
Michigan	517	158	30.6

(continued)

	School Systems	School Systems	Responding
State	Queried	Number	Percent
Minnesota	389	91	23.4%
Mississippi	152	20	13.2
Missouri	404	62	15.3
Montana	111	24	21.6
Nebraska	208	53	25.5
Nevada	14	3	21.4
New Hampshire	47	15	31.9
New Jersey	488	143	29.3
New Mexico	67	22	32.8
New York	679	185	27.2
North Carolina	145	34	23.4
North Dakota	100	25	25.0
Ohio	611	178	29.1
0klahoma	351	52	14.8
Oregon	169	43	25.4
Pennsylvania	504	200	39.7
Rhode Island	39	12	30.8
South Carolina	92	28	30.4
South Dakota	125	33	26.4
Tennessee	146	21	14.4
Texas	780	150	19.2
Utah	39	8	20.5
Vermont	56	10	17.9
Virginia	131	48	36.6
Washington	215	73	34.0
West Virginia	55	12	21.8
Wisconsin	405	74	18.3
Wyoming	46	14	30.4
TOTAL	11,502	2,848	24.8

FINDINGS OF THE SURVEY

This study presents an analysis of data relating to current and past practice in the use of merit pay and incentive plans for teachers in school year 1977-78. Data in most of the tables in this Report are presented by school system enrollment group and geographic region. Numbers and percentages in all tables are based on the number of respondents to the survey as a whole. For example, the percents in the listing "total responding systems" in each table are based on the total of 2,848 systems that returned usable survey forms.

Current practice.--Tables 1 through 4 show the extent to which merit pay or incentive

plans for teachers were being used or considered across the country in 1977-78. Following Table 4 is a system-by-system listing of the responding school systems that indicated they had some type of merit pay or incentive plan for teachers.

School systems considering instituting a merit pay or incentive plan for compensating teachers.—As shown in Table 1, 135 (4.7 percent) of the respondents indicated that they were considering instituting a merit pay or incentive plan for compensating teachers in 1977-78. The largest percent of school systems considering such a plan were medium systems (6.2 percent) and systems in the Plains (6.1 percent) and Southwest (6.0 percent); the smallest percent was found in the Great Lakes (3.2 percent).

TABLE 1.--School Systems Considering Instituting Merit Pay or Incentive Plans for Compensating Teachers, by Enrollment Group and Geographic Region, 1977-78

,	School	Systems Considering Such a Plan
ecy / mark the Boar	Number	Percent of Total Responding Systems
A. Enrollment Group		
Large (25,000 or more pupils)	5	4.6%
Medium (10,000 to 24,999 pupils)	16	6.2
Small (2,500 to 9,999 pupils)	43	4.1
Very Small (300 to 2,499 pupils)	71	5.0
TOTAL RESPONDING SYSTEMS	135	4.7
3. Geographic Region		
New England	9	4.9%
Mideast	24	4.3
Southeast	17	5.3
Great Lakes	23	3.2
Plains	24	6.1
Southwest	15	6.0
Rocky Mountains	5	4.9
Far West	18	5.7
TOTAL RESPONDING SYSTEMS	135	4.7

School systems reporting a merit pay or incentive plan for teachers, 1977-78 .-- Four percent of the responding school systems said that they had a merit pay or incentive plan for teachers in operation in 1977-78. (Table 2) School systems in the Southwest (8.3 percent), New England (6.5 percent), and the Rocky Mountains (5.8 percent) reported the highest percentage of plans operating in that year. Large systems (1.9 percent) and systems in the Southeast (2.2 percent) and Plains (2.5 percent) reported the lowest percentage of merit pay or incentive plans for teachers. Listed in Table 3 are the number and percent of school systems with merit pay or incentive plan for teachers in 1977-78 according to state. School systems in Texas reported the most plans (13), followed by Illinois (10), New York (8), and New Jersey and Pennsylvania (7 each). Responses from 16 states and the District of Columbia indicated no use of merit pay or incentive plans for teachers in 1977-78. Ten percent or more of the school systems in the following states were found to have a plan for teachers at this time: Wyoming (14.3 percent--2 systems), Connecticut (11.6 percent--5 systems), Arizona (10.7 percent--3 systems), and Vermont (10.0 percent -- 1 system).

Date when merit pay or incentive plans for teachers were established.—Of the 53 school systems that indicated when their merit pay or incentive plans for teachers were established, 21 (39.6 percent) reported setting up their plans between 1960 and 1970. (See Table 4.) Twelve school systems (22.6 percent) said that their teacher merit pay or incentive plans were begun in 1977 or 1978. The median date that these plans were

instituted was 1973, with the earliest plan beginning in 1958 and the latest in 1978.

SYSTEM-BY-SYSTEM LISTING OF SCHOOL SYSTEMS REPORTING A MERIT PAY OR INCENTIVE PLAN FOR TEACHERS, 1977-78

Listed below are the 115 school systems that reported a merit pay or incentive plan for teachers in 1977-78, arranged alphabetically by state. Each listing contains:

- the name of the school system
- a designation of (Elem.) or (H.S.) for non-unified systems
- the location of the superintendent if the city is different from the name of the school system
- the fall 1977 enrollment of the system, in parentheses
- the date that the plan was begun, if provided.

ARIZONA (3)

Santa Cruz Valley, Tumacacori (480) Wellton #24 (400) Yuma Union, H.S. (4,388)--1976

ARKANSAS (1)

Delta Special, Rohwer (680)

CALIFORNIA (6)

Acalanes, H.S., Lafayette (6,838)-1960
Chula Vista City (15,000)
Coronado (2,400)--1971
Glendale (22,000)
Hillsborough City (1,300)--1971
Red Bluff Union (1,560)

COLORADO (2)

Cherry Creek, Englewood (17,800)--1960s Rocky Ford (1,575)

TABLE 2.--School Systems Reporting a Merit Pay or Incentive Plan for Teachers, by Enrollment Group and Geographic Region, 1977-78

THE STREET OF STREET STREET	School Systems with a Current Plan		
2005 10 2009VI	Number	Percent of Total Responding Systems	
A. Enrollment Group			
Large (25,000 or more pupils)	2	1.9%	
Medium (10,000 to 24,999 pupils)	9	3.5	
Small (2,500 to 9,999 pupils)	48	4.6	
Very Small (300 to 2,499 pupils)	56	3.9	
TOTAL RESPONDING SYSTEMS	115	4.0	
. Geographic Region		52029510	
New England	12	6.5%	
Mideast	22	4.0	
Southeast	7	2.2	
Great Lakes	26	3.6	
Plains	10	2.5	
Southwest	21	8.3	
Rocky Mountains	6	5.8	
Far West	11	3.5	
TOTAL RESPONDING SYSTEMS	115	21.53 1 C	

TABLE 3.--School Systems Reporting a Merit Pay or Incentive Plan for Teachers, by State, 1977-78

		Sch	ool Systems with a Current Plan
			Percent of Total
-	State	 Number	Responding System
1.	Texas	13	0.79
2.	Illinois	10	8.7%
3.	New York	8	4.2
4.	New Jersey	7	4.3
	Pennsylvania	7	4.9
6.	California		3.5
7.	Connecticut	6 5 5 5 4	3.2
	Massachusetts	5	11.6
	Ohio	2	6.3
10.		5	2.8
.0.	Missouri		7.7
	Wisconsin	4	6.5
		4	5.4
,	Michigan	4	2.5
.4.		3	10.7
	Oregon	3	7.0
7	Indiana	3	3.9
7.	Wyoming	3 2 2	14.3
	Colorado	2	5.4
	Virginia	2 2 2	4.2
	Nebraska	2	3.8
	Iowa	2	3.0
100	Washington	2 1	2.7
3.	Vermont	1	10.0
	New Hampshire	1	6.7
	Idaho	1	5.0
	Mississippi	1	5.0
	Tennessee	1	4.8
	New Mexico	1	4.5
	North Carolina	1	4.0
	South Carolina	1	3.6
	South Dakota	1	3.0
	Arkansas	1	2.9
	Montana	ī	1.6
	Kansas	1	1.5
	TOTAL RESPONDING SYSTEMS*	115	4.0

^{*} Includes the following states in which no school systems reported a merit pay or incentive plan for teachers:

Alabama	Florida	Maine	North Dakota
Alaska	Georgia	Maryland	Rhode Island
Delaware	Hawaii	Minnesota	Utah
District of	Kentucky	Nevada	West Virginia
Columbia	Louisiana		

TABLE 4.--Date When Merit Pay or Incentive Plans Were Established for Teachers in Responding School Systems

		Responding So	chool Systems
Date Established		Number	Percent
1977-1978		12	22.6%
1975-1976		9	17.0
1973-1974		6	11.3
1971-1972		4	7.6
1960-1970		21	39.6
earlier than 1960		1	1.9
TOTAL RESPONDING S	YSTEMS*	53	100.0
Median	1973		
Range: Earliest	1958		
Latest	1978		

^{*}Totals in this column do not equal totals found in Tables 2 and 3 because some school
systems did not indicate when they established their merit pay or incentive plans for teachers.

CONNECTICUT (5)

Bloomfield (3,570) Bristol (10,692) East Hartford (9,700) Glastonbury (5,700) Lebanon (1,335)--1977

IDAHO (1)

Council (484)

ILLINOIS (10)

Bellwood (2,700)--1970
Bloomingdale (1,235)
Evanston, Elem. (8,019)
Glenview (3,472)
Grayslake, H.S. (1,010)
Homewood (2,067)
Lake Park, H.S., Roselle (2,450)--1978
Signal Hill, Belleville (391)
Vienna, Elem. (428)--1977
Wyanet (330)--1978

INDIANA (3)

Hobart City (4,580) Tippecanoe Valley, Mentone (2,200)--1974 Wabash Co., Wabash (3,300)--1974

IOWA (2)

Gundy Center (875)--1962 Linn-Mar, Marion (3,300)--1978

KANSAS (1)

Norton (990)

MASSACHUSETTS (5)

Amherst-Pelham, Amherst (3,817) Avon (1,157) Manchester (1,180) Pentucket, West Newbury (3,079)--1958 Winthrop (3,500)--1969

MICHIGAN (4)

Gibralter, Rockwood (4,297)--1970 Ravenna (1,385)--1968 Utica (28,200)--1968 Watervliet (1,552)--1973

MISSISSIPPI (1)

Madison Co., Canton (3,700)--1968

MISSOURI (4)

Center, Kansas City (4,100) Ladue, St. Louis (4,452) Parkway, Chesterfield (24,605)--1965 Wellston (1,442)--1977

PENNSYLVANIA (7) MONTANA (1) Choteau (580) Kennett Consol., Kennett Square (2,650) --1960 Lakeview, Stoneboro (1,752) -- 1966 NEBRASKA (2) Oxford (2,850)--1971 Kearney (3,650) Radnor Twp., Wayne (3,905) -- 1962 Westside, Omaha (8,000) Sharon (3,600)--1960 [Bridgeport (650)--will begin 1979] Tredyffrin-Easttown, Berwyn (5,900) Turkeyfoot Valley, Confluence (718) NEW HAMPSHIRE (1) --1969 Farmington S.U. 44 (3,618) -- 1977 SOUTH CAROLINA (1) NEW JERSEY (7) Spartanburg Co. #3, Glendale (3,500) Bergenfield (5,100) East Windsor Reg., Hightstown (5,700) SOUTH DAKOTA (1) Green Twp., Greendell (400)--1972 Clark (651) Hanover Park Reg. H.S., East Hanover (2,411) - -1978TENNESSEE (1) Summit (4,600) Teaneck (6,300)--1975 Fayetteville (1,050) Union City (8,807) TEXAS (13) NEW MEXICO (1) Abernathy (1,250) -- 1960 Los Alamos (4,726) Bishop (1,480)--1977 Boys Ranch (412) Bryan (9,079)--1978 NEW YORK (8) Dumas (3,300)--1970 Amityville (4,100)--1976 Ft. Sam Houston, San Antonio (1,588) Canastota (2,600)--1968 Hawley (575) Cato-Meridian, Cato (1,380)--1968 La Feria (1,800) East Irondequoit, Rochester (4,050) Lewisville (8,550) Harborfields, Greenlawn (4,445)--1975 Magnolia (1,908)--1974 Hudson Falls (3,678) Midland (15,600) Niskayuna (4,564) Perryton (1,900) West Irondequoit, Rochester (4,498) Texarkana (6,300) NORTH CAROLINA (1) VERMONT (1) Nash Co., Nashville (12,500) Addison N.E., Bristol (1,110)--1965 OHIO (5) VIRGINIA (2) Berea (13,500) [department chairmen] --Prince Edward Co., Farmville (2,265) 1973 Virginia Beach (56,000) Granville (1,550) Jackson, Massillon (5,300)--1975 WASHINGTON (2) Mariemont, Cincinnati (1,665)--1974 Waitsburg (305)--1967 Mentor (11,715) Wilbur (399) OKLAHOMA (4) WISCONSIN (4) Carnegie (830) Elroy-Kendall-Wilton, Elroy (1,200) Elk City (1,800)--1976 Neenah (7,146) Hominy (720)--1975 Pulaski (2,783) Ripley (420) Three Lakes (840) OREGON (3) WYOMING (2) LaGrande (2,890) -- 1976 Platte Co. 1, Wheatland (1,686)--1977 McLoughlin, Milton-Freewater (510) Sheridan Co. 1, Ranchester (660)--1977 Pleasant Hill (1,386)--1976

Past practice.—Tables 5 and 6 present data on school systems that formerly had a merit pay or incentive plan for teachers. Reasons given by responding superintendents on why merit pay or incentives failed in their school systems are examined in Tables 7 through 11. Following Table 11 is a system-by-system listing of the responding systems that indicated they had had a previous merit pay or incentive plan for teachers, but have since discontinued it.

School systems that formerly had a merit pay or incentive plan for teachers.—Of the 2,848 school systems responding to the survey, 183 (6.4 percent) reported that they had instituted a merit pay or incentive plan in the past for teachers, but did not have such a plan in operation in 1977-78 (Table 5). Past plans were noted most often by medium systems (9.2 percent), small systems (8.5 percent), and large systems (7.4 percent). Merit pay or incentive plans no longer in operation appeared most often in New England (11.9 percent) and the Mideast (10.3 percent), and least often in the Southwest (2.8 percent) and Far West (3.8 percent).

Number of years that past merit pay or incentive plans were in operation.—Superintendents were asked to provide beginning and ending dates for their past merit pay or incentive plans. Of the 139 responding school systems that formerly had a merit pay or incentive plan for teachers and that provided beginning and ending dates for their programs, approximately one-third (31.7 percent) had plans that lasted one or two years. (See Table 6.) Thirty systems (21.6 percent) had plans that were in operation for three or four years. The mean number of years that these past plans were operational was six;

the median, four. Twenty-one school systems (15.1 percent) had a plan that was more than 10 years old when it was discontinued, as shown below:

number of years that the plan was in operation
11 years
13
14
15
16
17
18
19
20
21

Reasons why merit pay or incentive plans were discontinued.—The fast response survey form asked respondents whose school systems had a merit pay or incentive plan which was discontinued to comment briefly on the reasons why their plans had been abandoned. Two hundred thirty—nine school systems gave some indication of why their merit pay or incentive plans were no longer operational. The majority of responses dealt with merit pay or incentives for teachers, although some systems which indicated the existence of a past plan for teachers and administrators or teachers and support staff gave a response that could apply to one or both plans.

The reasons why merit pay or incentive plans were discontinued are discussed below and in Tables 7 through 11. All percents in these tables are based on the total of 239 respondents who supplied information to this question. The total number of responses is greater than 239 because some school systems gave more than one reason why their plans were discontinued. The listing on page 41 shows the five major categories of responses and the number and percent of total responses for each category:

TABLE 5.--School Systems That Formerly Had a Merit Pay or Incentive Plan for Teachers, by Enrollment Group and Geographic Region

	The second secon	School Systems with a Former Plan		
	2	Number	Percent of Total Responding Systems	
A. En	rollment Group			
L	arge (25,000 or more pupils)	8	7.4%	
М	edium (10,000 to 24,999 pupils)	24	9.2	
S	mall (2,500 to 9,999 pupils)	90	8.5	
V	ery Small (300 to 2,499 pupils)	61	4.3	
	TOTAL RESPONDING SYSTEMS	183	6.4	
3. Ge	eographic Region New England	22	11.9%	
	Mideast	57	10.3	
	Southeast	14	4.4	
	Great Lakes	43	5.9	
	Plains	23	5.8	
	Southwest	7	2.8	
	Rocky Mountains	5	4.9	
	Far West	12	3.8	
	TOTAL RESPONDING SYSTEMS	183	6.4	

TABLE 6.--Number of Years That Merit Pay or Incentive Plans Were in Operation in Responding School Systems That Formerly Had Plans for Teachers

	Responding S	chool Systems
Number of Years	Number	Percent
1-2	44	31.7%
3–4	30	21.6
5-6	17	12.2
7–8	10	7.2
9-10	17	12.2
more than 10	21	15.1
TOTAL RESPONDING SYSTEMS*	139	100.0
Mean	6	
Median	4	
Range: Low High	1 21	

^{*}Totals in this column do not equal totals found in Table 5 because some school systems did not provide beginning or ending dates for their former merit pay or incentive plans for teachers.

	Category	Total R	esponses
		Number	Percent
1.	administrative problems	96	40.2%
2.	personnel problems	92	38.4
3.	collective bargain- ing	43	18.0
4.	financial problems	40	16.7
5.	other problems	14	5.9

Administrative problems. -- Ninety-six school systems (40.2 percent) reported serious administrative problems with their former merit pay or incentive plans, as shown in Table 7. Approximately one-fourth (23.1 percent) of the respondents indicated that difficulties in administering their school systems' merit pay or incentive plans, in general, and in evaluating personnel and applying the criteria fairly, in particular, were major causes for their abandonment. Nine respondents (3.8 percent) said that either changes in the

school system's leadership or philosophy or the subjectiveness of the plan had a substantial negative impact. In five systems (2.1 percent), major administrative reasons for failure were that merit pay was dropped at the request of the supervisor or evaluator and that the plan made no difference in teaching performance, thus failing to accomplish its main objective.

Personnel problems.—Ninety-two systems (38.4 percent) reported that personnel problems largely led to the abandonment of their merit pay or incentive plans. (Table 8) Forty respondents (16.7 percent) indicated that merit pay or incentives had been unsuccessful in their school systems because of dislike by teachers and teacher unions. Another 14.2 percent (34 respondents) said that merit pay had destroyed morale and caused staff dissension and jealousy. Nine systems (3.8 percent)

TABLE 7.--Reasons Why Responding School Systems Discontinued Their Merit
Pay or Incentive Plans: Administrative Problems

present of 1922 perfections	School Systems That Merit Pay or I	Discontinued Their ncentive Plans
Reason	Number	Percent
Difficulties in administering the plan, especially in evaluating personnel and applying the criteria fairly	55	23.1%
Changes in school system leadership/ philosophy	9	3.8
Plan too subjective	9	3.8
Dropped at the request of the supervisor/	5	2.1
Plan made no difference in teaching per- formance/did not accomplish its objectives	5	2.1
Plan too complicated/poorly established	5	2.1
Benefits not sufficient to offset the problems caused by the plan	3	1.2
Plan lacked sufficient structure	3	1.2
Standards varied from school to school and from level to level	2	0.8
TOTAL RESPONDING SYSTEMS	96	40.2

when virtually all personnel under the program began to receive merit increases. Difficulties in distinguishing between merit and favoritism was a major problem in seven systems (2.9 percent). As the superintendent of a medium Texas school system explained, "The people who received merit pay were not always the most competent." The superintendent of a very small South Dakota system which currently has a merit pay plan for teachers stated that some "teachers have refused the merit increase because they fear the wrath of the remaining teachers."

collective bargaining.—Data on the 43 school systems that experienced trouble with collective bargaining and merit pay are presented in Table 9. Collective bargaining in general was given as a major factor in the abandonment of 22 school systems' merit pay or incentive plans (9.2 percent). Nineteen systems (8.0 percent) reported that teachers had negotiated the plan out of their contracts. A number of respondents in New York State indicated that their merit pay or incentive plans were dropped due to the Taylor Law, and in Pennsylvania to Act 195, both state collective bargaining statutes. Another superintendent

TABLE 8.--Reasons Why Responding School Systems Discontinued Their Merit
Pay or Incentive Plans: Personnel Problems

	School Systems That Discontinued Their Merit Pay or Incentive Plans			
Reason	Number		Percent	
Disliked by teachers/teacher unions	40		16.7%	
Destroyed morale; caused staff dissension/jealousy	34		14.2	
Concept of "merit" lost when virtually all personnel under the plan received merit increases	9			
Difficulties in distinguishing between "merit" and favoritism	7		2.9	
Feeling that recognition should be passed around so that all would benefit	2		0.8	
TOTAL RESPONDING SYSTEMS	92		38.4	

TABLE 9.—Reasons Why Responding School Systems Discontinued Their Merit Pay or Incentive Plans: Collective Bargaining

	School Systems That Discontinued Their Merit Pay or Incentive Plans		
Reason	Number	Percent	
Collective bargaining in general	22	9.2%	
Teachers negotiated the plan out of their contract	19	8.0	
Attorneys advised the school system that merit pay and collective bar-gaining are incompatible	2	0.8	
TOTAL RESPONDING SYSTEMS	43	18.0	

in a very small South Dakota school system described his experiences with collective bargaining and merit pay:

Negotiators convinced the Board and administrators that the simple indexratio salary schedule would be so "fair" and would be less work for the Board and administrators. However, once the schedule was adopted the teachers have refused to consider any kind of merit pay schedule and seek only to get agreement on increased increments and added steps.

Financial problems .-- Financial difficulties caused 40 responding school systems (16.7 percent) to discontinue their merit pay plans. (See Table 10.) Thirty respondents (12.6 percent) indicated that their merit pay plans had suffered from a lack of funds, were too expensive to operate, or did not provide incentives high enough to make the plan work. Single salary schedules replaced merit pay or incentive plans in five of the responding systems (2.1 percent). Comments received from two school systems with former merit pay plans for administrators could also apply to teacher merit pay plans. The superintendent of a medium size school system in Wisconsin said that "significant salary adjustments due to inflation made merit considerations insignificant and became irritants rather than incentives." The superintendent of a medium system in New Jersey commented that:

When it was found that certain administrators qualified for merit pay, the Board did not want to pay it. It wanted to subscribe to the idea but did not want to pay the price. Merit pay systems are not ways of holding down salaries.

[Emphasis in the original.]

Other problems. -- As shown in Table 11, 14 respondents (5.9 percent) provided other types of reasons why merit pay or incentives were discontinued in their school systems. Six

superintendents (2.5 percent) said that merit pay is considered illegal in their states, according to state law and opinions of the state auditor's office. An administrator in a large Wisconsin school system responded that "newspaper publicity, including listing names of merit pay recipients, destroyed the plan's confidentiality." The superintendent of a very small Iowa system bluntly summed up his experiences with merit pay—"horrible—no way would we reconsider starting it."

SYSTEM-BY-SYSTEM LISTING OF SCHOOL SYSTEMS THAT FORMERLY HAD A MERIT PAY OR INCENTIVE PLAN FOR TEACHERS

Tabulated below are the 183 school systems that reported a past merit pay or incentive plan for teachers. Arranged alphabetically by state, each listing contains the same information as detailed on page 34 for school systems with a current plan, except that:

- the beginning and ending dates of the plans are given beside each listing
- "NR" indicates that no response was given on the survey form for the beginning or ending dates, or both dates.

	began	ended
ALABAMA (1)		
Marion City (1,054)	1968	1973
ARIZONA (1)		
Alhambra #68, Phoenix (7,750)	1955	1960
CALIFORNIA (7)		
Anaheim City (12,000)	1972	1975
Arcadia (9,595)	1965	1973
Azusa (10,500)	1974	1975
Claremont (5,956)	1967	1973
Menlo Park City (1,403)	1963	1973
Pomona (20,000)	1971	1977
River Delta, Rio Vista (2,200)	1965	1967

TABLE 10.--Reasons Why Responding School Systems Discontinued Their Merit Pay or Incentive Plans: Financial Problems

	School Systems That Discontinued Their Merit Pay or Incentive Plans			
Reasons	Number	Percent		
Lack of funds/too expensive/incentives too low to make the plan work	30	12.6%		
Single salary schedules replaced the merit pay plan	5	2.1		
Plan dropped after a negotiated increase in the salary schedule	3	1.2		
Funds for the plan were negotiated out of the budget by the teachers' union and added to the base salary	2	0.8		
TOTAL RESPONDING SYSTEMS	40	16.7		

TABLE 11.--Reasons Why Responding School Systems Discontinued Their Merit Pay or Incentive Plans: Other Problems

	School Systems That Discontinued Their Merit Pay or Incentive Plans		
Reasons	Number	Percent	
Merit pay illegal, according to state law and state auditor's office	6	2.5%	
State program that was discontinued (Florida)	3	1.2	
Pilot plan, state-funded, that was discontinued (Texas)	3	1.2	
Public pressure against the plans	2	0.8	
TOTAL RESPONDING SYSTEMS	14	5.9	

	began	ended		began	ended
COLORADO (2)			INDIANA (1)		
Durango (3,879)	1973 NR	1975 NR	Crawfordsville (2,900)	1963	1964
Ft. Lupton (1,900)	NX	MX	IOWA (9)		
CONNECTICUT (5)			Adel-DeSoto, Adel (1,142)	1957	1960
Darien (4,981)	1973	1976	Cedar Rapids (22,123)	1972	1976
Portland (1,770)	1976	1977	Cedar Valley, Somers (365)	1956	1962
South Windsor (4,500)	1968	1977	College, Cedar Rapids		
West Hartford (10,524)	1950	1956	(2,897)	1967	1975
Windsor (4,982)	NR	1965	Dexfield, Redfield (647)	1967	1970
			Johnston (1,265)	1960	1969
DELAWARE (1)			Keokuk (3,000)	1965	1975
Seaford (3,812)	1966	1969	St. Ansgar (950)	1965 1966	1968 1976
Seaford (5,012)		1200 0000000	Vinton (1,723)	1900	1970
FLORIDA (7)			KANSAS (3)		
Bradford Co., Starke		1065	Cimarron (642)	NR	1960
(3,875)	1961	1965	Elkhart (581)	NR	1965
Dade Co., Miami (235,000)	1952	1953	Topeka (17,831)	1964	1974
Highlands Co., Sebring (7,800)	1950	1970	TOUTGTANA (1)		
Hillsborough Co., Tampa	-7.07.0		LOUISIANA (1)		
(116,000)	1955	1959	Iberville Parish,		
St. Lucie Co.,			Plaquemine (7,300)	1944	1948
Ft. Pierce (13,292)	NR	1962			
Santa Rosa Co., Milton			MARYLAND (1)		
(12,300)	1959	1961	Montgomery Co.,		
Taylor Co., Perry (4,000)	1965	1967	Rockville (112,000)	1959	1964
GEORGIA (1)			MASSACHUSETTS (14)		
Atlanta (79,534)	1965	1976	Greenfield (3,210)	1970	1972
			Hopedale (900)	1965	1968
IDAHO (1)			Lincoln (1,302)	NR	1970
	1970	1977	Lincoln-Sudbury,		
Idaho Falls (10,500)	1770	1777	Sudbury (1,730)	1958	1974
ILLINOIS (19)			Marblehead (3,972)	1965	1975
			Needham (6,710)	1958	1976
Carol Stream (1,149)	1964	1967	Newton (14,555)	1966	1977
Cass, Darien (770)	1973	1975	Reading (5,617)	1963	1969
Downers Grove (5,045)	1962	1976	Sharon (3,285)	1965	1967
Flossmoor (2,930)	1960		Sudbury (2,877)	1966	1972
Geneva (2,466)	1961		Tantasqua, Sturbridge		
Golf, Morton Grove (950)	1968		(3,500)	1963	1966
Lanark (601)	1975		Wachusett, Holden (6,500)	NR	1965
LaMoille (490)	1963 NR	1962	Westford (3,607)	1965	1970
Mattoon (4,800)	1967		Westwood (3,350)	1960	1965
Marengo, Elem. (581)	1966		ill		
Northbrook 27 (1,857) Palisades, Hinsdale	1700	1370	MICHIGAN (9)		
(600)	1965	1976	Grosse Pointe (10,214)	NR	1965
Pekin, H. S. (3,200)	1958		Lakewood, Lake Odessa		
Park Forest (3,150)	1960		(3,100)	NR	1970
Rich Twp., H.S., Park			Livonia (29,000)	1960	1971
Forest (4,212)	1953	1970	Mayville (1,655)	1972	1975
Riverside-Brookfield,			Northville (4,219)	1960	1966
Riverside (1,795)	1965	1970	Oxford (3,504)	1963	1965
Township, H.S., Palatine		***************************************	Saline (3,347)	1960	1965
(11,700)	NR	1967	Vicksburg (2,946)	1950s	
Villa Grove (948)	NR	1966	Wayland (2,604)	NR	1966
Woodstock (4,316)	1974	1977			

re reduct	began	ended		began	ended
MINNESOTA (1)			NEW YORK (continued)		
Roseau (1,403)	NR	1971	Rockville Centre (4,001)	NR	NR.
MISSISSIPPI (2)			Schenectady (10,624) Williamson (1,750)	1947 1950	1948 1964
Columbus (7,323)	1966	1973	NORMIL GAROTTHA (1)		
Gulfport (7,000)	1958	1974	NORTH CAROLINA (1)		
MICCOURT (//)			Jackson Co., Sylva (3,900)	1976	1977
MISSOURI (4)			NORTH DAKOTA (1)		
Clayton (1,900) Jennings (2,715)	1968 1960	1970 1962	Montefiore, Wilton (315)	NR	1965
Special School District of St. Louis, St. Louis			OHIO (5)		
(8,496)	1960	1963		1065	1070
Springfield (24,000)	NR	1940s	Aurora (1,956) Bedford (6,300)	1965 1971	1978 1977
NEDDACKA (2)			Mad River-Green,	ATTENDED	
NEBRASKA (2)			Springfield (3,249)	1959	1969
Columbus (3,125)	NR	NR	Middletown (11,687)	1963	1973
Gothenburg (892)	1966	1968	Princeton, Cincinnati (8,002)	1961	1977
NEW HAMPSHIRE (3)			(0,002)	1901	1311
	1065	1060	OKLAHOMA (2)		
Brookline S.U. 41 (2,980) Mascoma Valley Reg.,	1965	1969	Bartlesville (6,905)	1965	1967
West Canaan (1,261)	1970	1978	Weatherford (1,500)	NR	1974
Sanborn Regional,					
Kingston (1,525)	1972	1973	OREGON (4)		
MELL TEDGEN (6)			Medford (10,300)	1961	1972
NEW JERSEY (6)	SELENDIES		Redmond (3,550)	1971	1976
Leonia (1,475)	1965	1972	Salem (22,452)	1959	1960 1977
Moorestown Twp. (3,250) New Providence (2,916)	NR 1960	1974 1969	The Dalles (2,380)	1960	19//
Princeton Reg. (3,000)	1965	1966	PENNSYLVANIA (28)	17.2	
Warren Twp. (1,520)	1958	1959		mid	mid
Wachung Hills Reg. H.S.,			Abington (9,100) Abington Heights, Clarks	1950s	1960s
Warren (1,865)	1956	1959	Summit (4,100)	1960	1970
NEW YORK (21)			Bradford (4,756)	1957	1972
NEW YORK (21)		02120200	Chartius Valley,	(20202020	12120242
Brockport (3,900)	1963	1970	Carnegie (5,200)	1950	1969
Byram Hills, Armonk	1966	1969	Colonial, Plymouth Meeting (6,338)	1960	1970
(2,101) Byron-Bergen, Bergen	1900	1707	Cornwall-Lebanon,	1700	1770
(1,700)	1972	1975	Lebanon (4,800)	1960	1964
Camden (3,360)	1960	1961	Downingstown (7,044)	NR	1976
Campbell (840)	1972	1975	Edgewood, Pittsburgh (850)	NR	1969
East Greenbush (5,500) Greece, North Greece	1958	1971	Ft. Cherry, McDonald (2,040)	1962	1963
(13,000)	1974	1976	Fox Chapel, Pittsburgh	1702	1,03
Guilderland (5,096)	1958	1968	(5,600)	NR	1969
Hamilton (830)	NR	1958	Gateway, Monroeville		
Hastings (1,714)	NR	1950s	(7,630)	1966	1967
Lake Shore, Angola (4,600)	1957 NR	1960 NR	Governor Mifflin,	1965	1970
Mahopac (5,789) Monroe-Woodbury, Central	MIK	MK	Shillington (4,350) Great Valley, Malvern	1,703	1710
Valley (5,695)	NR	1967	(3,900)	1950	1971
North Colonie (5,897)	1ate	early	Halifax (1,380)	1971	1974
	1950s		Ligonier Valley, Ligonier	1060	1000
Pelham (2,650)	NR NR	1968 1974	(3,650) Manheim Twp., Lancaster	1962	1966
Penfield (5,300) Pittsford (6,278)	1950	1976	(4,900)	1966	1967
Rochester (39,000)	1941	1943	Millville (1,185)	1972	1976
81000 (1970) 1986 (A. 1900) 1990 (1970) 1970 (1970) 1970 (1970) 1970 (1970) 1970 (1970) 1970 (1970) 1970 (1970)			Moon, Coraopolis (5,000)	NR	1973

	began	ended		began	ended
PENNSYLVANIA (continued)			UTAH (1)		
North Penn, Lansdale (10,500)	NR	NR 1969	Garfield Co., Panguitch (800)	1975	1976
Pottstown (4,012)	1968	1909	VIRGINIA (1)		
Quaker Valley, Sewickley (2,340)	1965	1966	Arlington Co.,		early
Springfield, Oreland (2,850)	1971	1973	Arlington (18,077)	NR	1960s
Upper Darby (10,435)	NR	NR	WASHINGTON (1)		
Upper Moreland Twp., Willow Grove (4,545)	NR	1966	Selah (2,960)	1963	1965
Upper St. Clair, Pittsburgh (5,000)	1960	NR	WISCONSIN (9)		
Wallingford-Swarthmore, Wallingford (4,000)	1961	1971	Edgarton (2,217) Fox Point-Bayside,	NR	NR
West Chester (11,285)	NR.	1970	Milwaukee (974)	1960	1967
West Jefferson Hills, Pittsburgh (4,200)	1962	1966	Howards Grove (1,067) Kiel (1,650)	NR 1970	1972 1973
SOUTH DAKOTA (3)			Lake Geneva, H.S. (1,020) Pittsville (994)	1963 1976	1977
Canton (1,126) Douglas, Ellsworth AFB	1973	1975	Racine (26,303) Stoughton (3,300)	1975 1955	1965
(2,934)	1966	1968	West Bend (7,009)	1958	1965
Webster (979)	NR	1961	WYOMING (1)		
TEXAS (4)			Teton Co. 1, Jackson	1075	1076
Alice (6,248)	1968	1974	(1,600)	1975	1976
Ft. Worth (69,977)	NR	NR			
Mission (7,000)	1966	1968			
Wichita Falls (15,500)	NR	1973			

Examples of 1977-78 Merit Pay or Incentive Plans for Teachers

In June 1978, ERS sent a follow-up letter to respondents which had indicated on their survey form that their school system currently or formerly had a merit pay or incentive plan for administrators, teachers, or support staff. Only those systems that had a merit pay or incentive plan that was discontinued after 1970 were included in the follow-up of systems with a past plan. The follow-up letter requested copies of these school systems' current or past merit pay or incentive plans, along with any other pertinent materials that might be related to the plans, such as feasibility studies, evaluations of the plans, and collective bargaining provisions mentioning the plans.

Included in this section are 26 examples of merit pay or incentive plans that were obtained from school systems responding to this follow-up request, except for Examples 10 and 14. The merit salary plans from these two systems responding to the survey were collected in conjunction with the 1977-78 ERS National Survey of Salaries and Wages in Public Schools. The examples below were selected to indicate the wide variety of the types of merit pay plans for teachers that were being used in public school systems in 1977-78.*

Some school systems sent copies of salary plans which provided for withholding increments for unsatisfactory performance. Since the examples chosen for this Report represent only plans that reward meritorious service, these types of plans are not included here. Merit pay or incentive plans sent to ERS that have been discontinued also have not been incorporated into this Report.

Minimal editing of the examples was done for style, space considerations, and format consistency. Inclusion of materials in this Report does not imply endorsement by ERS or its sponsoring organizations.

The examples which follow have been grouped into 11 categories:

- general board policies/contract provisions
- 2. percent increases for meritorious service
- 3. merit longevity pay
- 4. horizontal advancement based on merit
- 5. ranges on the salary schedule for meritorious service
- 6. double increment/honorarium for meritorious service
- 7. supplemental contract for meritorious service
- 8. multiple track salary plan
- 9. merit pay for conducting a curricular project

^{*}Additional examples of current merit rating programs may be found in the ERS Report, Evaluating Teacher Performance (1978, 234 pp.), published by Educational Research Service, Arlington, Virginia.

- 10. merit increases determined by a point system
- 11. merit bonus with performance criteria

GENERAL BOARD POLICIES/CONTRACT PROVISIONS

E 1

CHOTEAU PUBLIC SCHOOLS (Choteau, Montana) Fall 1977 Enrollment: 580

The Choteau Public Schools has a provision for merit pay in its teacher negotiation agreement. The provision does not specify the criteria which would be used in determining when a teacher would receive an increment for exceptional performance, but simply states that:

The Board of Trustees reserves the right to grant additional increments or bonus payments to teachers in instances of unusual performance or responsibility.

E 2

GRUNDY CENTER COMMUNITY SCHOOL (Grundy Center, Iowa) Fall 1977 Enrollment: 875

The following provision is contained in the current teacher negotiated agreement in Grundy Center:

Additional increments for exceptional or meritorious performance may be granted upon recommendation of the administration and at the sole discretion of the Board of Education.

3 x 3

NORTON UNIFIED SCHOOL DISTRICT 211 (Norton, Kansas) Fall 1977 Enrollment: 990

"Teacher Salary Guidelines" in the Norton Unified School District include a statement on merit pay, without offering specific guidelines for implementation:

The Board of Education may allow merit increases at its discretion above the percentage negotiated each year. Merit pay of this type will be for that particular year only and will not become a part of the certificated personnel's permanent basic contract salary. In case of such action, the board will make its reasons known to the interested certificated staff.

E 4

WATERVLIET PUBLIC SCHOOLS (Watervliet, Michigan) Fall 1977 Enrollment: 1,552

In the negotiated agreement between the Watervliet Public Schools and the Watervliet Education Association, a paragraph relating to merit pay appears under the heading "Professional Compensation." The language was incorporated into the contract about five years ago. Since then, increments have been withheld from five or six teachers and additional increments based on superior performance have been granted to two or three others. There are presently 83 teachers in the district; action

WATERVLIET PUBLIC SCHOOLS (Continued)

resulting from the negotiated provision below is based on the building principal's observations, evaluations, and recommendations.

Year for year credit to the scheduled maximum shall be given for satisfactory contracted teaching experience in Watervliet. Salary advancements, either through step increments or scheduled improvement, are dependent upon satisfactory evaluation of previous assignment and are not to be considered automatic. The Board further recognizes that not only may any increment be denied on a merit basis but step allowances beyond may also be awarded on a merit basis.

PERCENT INCREASES FOR MERIT

× 5

ADDISON NORTHEAST SUPERVISORY UNION (Bristol, Vermont) Fall 1977 Enrollment: 1,110

According to the following provision, the Board has the right to grant increases for merit or withhold increments in a specified range for poor performance:

An adjustment of up to 10% in basic salary may be made either up or down at the discretion of the Board in order to compensate for particular merit or circumstances or to provide for a "Probationary Period." This probationary period might represent an arrangement with a new teacher or an arrangement with an older teacher who has been placed on warning.

6 × 6

CHERRY CREEK SCHOOL DISTRICT (Englewood, Colorado) Fall 1977 Enrollment: 17,800

The following section of Board Policy No. 4141 ("salary principles") deals with merit pay in the Cherry Creek Schools:

A payment of 2% for exemplary performance during the preceding school year [will be] based on the evaluation of criteria cooperatively developed by building principal and teacher pending guidelines cooperatively developed by teaching staff and administration for districtwide application.

E 7

LINN-MAR COMMUNITY SCHOOLS (Marion, Iowa) Fall 1977 Enrollment: 3,300

The Linn-Mar Community School District is in its first year of implementing a program of "Commendation Increments," which was negotiated with the local teachers' association. To date, the program has found acceptance by the local association and board of education, and appreciation among those receiving the increment. Support also is reportedly growing among the district's principals.

Seven teachers from a faculty of about 200 have been identified for the initial implementation of the program. Commendations are effective for a one year period.

LINN-MAR COMMUNITY SCHOOLS (Continued)

Merit Provision in the Linn-Mar Teacher-Board Master Agreement

The building principal, or appropriate supervisor, may recommend individuals for commendation increment based on outstanding performance. The Board of Directors may approve additional compensation for those individuals recommended. The amount of compensation shall be seven and one-half percent (7½%) of the B.A. Base as specified in Schedule D of the Master Agreement. The amount shall be added to the schedule salary for that year only, and paid in equal installments during the affected contract year. It shall not carry forward to any succeeding years unless reinstituted by the principal and board.

	Teacher	1014								
	Years of Teaching Experience									
	Years at Linn-Mar									
	Current Assignment									
	Recommending Administrator									
à.										
	 Describe the environment of this teacher's classroom. 									
	2. How does this teacher make students accountable for their learning?									
	 Describe this teacher's relationship with students. 									
	4. Describe this teacher's relationship with staff and administration.									
	5. In what areas of performance, other than those described above, does									
	this teacher excel?									
	the reason appropriation where									
	6. Of all the teachers who have ever been under your supervision, where would you place this teacher?									
	top 5%									
	top 10%									
	top 25%									

MERIT LONGEVITY PAY

E 8

GRANVILLE EXEMPTED VILLAGE SCHOOL DISTRICT (Granville, Ohio) Fall 1977 Enrollment: 1,550

The Granville Schools has the following Board policy on merit pay and longevity:

Employees with twenty-five or more years of experience, at least ten of which are in the Granville Schools, may be granted a merit increase of \$150 per year upon the recommendation of the Principal and Superintendent.

E 9

OXFORD AREA SCHOOL DISTRICT (Oxford, Pennsylvania) Fall 1977 Enrollment: 2,850

The Oxford Area School District's merit pay plan has been part of its teachers' negotiation agreement since 1971-72, except for school year 1973-74. The provision applies only to those staff members at or over maximum scheduled salary, approximately 23 percent of the staff. The district has not developed any formal procedure to implement the provision. Each year the Administrative Council reviews eligible teachers to make a recommendation to the Board of Education for an award. To date, no awards have been made under this provision of the contract.

1977-80 Teacher Negotiation Agreement

14.06 MERITORIOUS PROVISIONS

- A. The Board may increase, in recognition of meritorious teaching, the salary of any bargaining unit member who is at or over the maximum salary stated in Appendix A, B, or C.
- B. Upon the award of any meritorious salary increase, the Association shall be informed as to the dollar amount and to whom the award was made.

PARKWAY SCHOOL DISTRICT (Chesterfield, Missouri) Fall 1977 Enrollment: 24,000

A merit clause and the salary schedule adopted by the Parkway Board of Education on March 21, 1977 are reproduced below:

Two step salary increases may be recommended for teachers with more than one year of Parkway experience. Teachers are limited to three two step increases while moving through the regular salary schedule and shall receive no more than one two step increase during any two consecutive years. Initial placement on Level I and movement to Level II of the extended schedule may be recommended for teachers rendering outstanding service. A teacher shall not advance or regress more than one level on the extended schedule during any two consecutive years.

PARKWAY SCHOOL DISTRICT (Continued)

	tep on chedule	Channel I	Channel II	Channel III	Channel IV	Channel V		
,		(50.00)	The second second	1 / 100 910 1433	12 2 2			
	1	9375	9775	10075	10075	10075		
	2	9775	10175	10575	10575	10575		
	3	10175	10575	11075	11075	11075		
	4	10575	10975	11575	11875	12175		
	5	10975	11375	12075	12375	12675		
	6	11275	11675	12575	12875	13175		
	7	11575	11975	13175	13475	13775		
	8	11875	12275	13775	14075	14375		
	9	12175	12575	14375	14675	14975		
	10	12475	12875	14975	15275	15575		
	11	12775	13175	15575	15875	16175		
	12	13175	13575	16175	16475	16775		
	13			16775	17075	17375		
LEVEL	I	13425	13825	17625	17925	18325		
LEVEL	II	14025	14425	18225	18525	19125		

- I Bachelor's Degree
- II Bachelor's Degree + 15 Graduate Hours
- III Master's Degree
- IV 45 Graduate Hours Including Master's Degree
- V 60 Graduate Hours Including Master's Degree

Teachers remaining on Step 12 and Levels I & II of Channels I and II, Step 13 and Levels I & II of Channels III, IV and V in 1977-78 will receive a one time additional \$400 payable on September 25, 1977.

E 11

BRISTOL SCHOOL DISTRICT (Bristol, Connecticut)
Fall 1977 Enrollment: 10,692

Longevity pay based on professional growth is available to teachers in the Bristol School District. The criteria, eligibility, and procedures of the program, as discussed in a January 1978 memorandum, are described below:

LONGEVITY

- A. The current Board of Education-teacher contract provides: After twenty (20) years of employment as a teacher, fifteen (15) of which must be <u>cumulative service</u> in the Bristol School System, and subject to the provisions of B below, a teacher shall receive an increment of one hundred fifty (\$150.00) dollars above the maximum for which he or she is eligible.
- B. Longevity shall be granted only in recognition of continued professional growth. The criteria for professional growth shall include but not be limited to, the following considerations:

AWARD CRITERIA

The criteria for professional growth shall include, but not be limited to the following list of major criteria and sub-division examples.

1. EDUCATIONAL ADVANCEMENT

- a. Any completed course
- b. Any specialized series of training sessions
- In-service workshops (after normal school day), i.e., newspaper project, outdoor education

BRISTOL SCHOOL DISTRICT (Continued)

2. EXPERIENCE BENEFICIAL TO THE TEACHER AS A PROFESSIONAL

- Travel a.
- Work in the community, i.e., service clubs, cultural experiences, civic theater, tutoring, scouting, girls' clubs, exchange students, art festivals
- c. Attendance at professional conferences and conventions

3. RESEARCH AND WRITING OF A PROFESSIONAL NATURE

- a. Newspapers
- b. Magazines, professional magazines, journals
- c. Curriculum work
- d. Teacher developed materials used in classrooms

4. PARTICIPATION IN SPECIAL SCHOOL PROGRAMS AND COMMITTEE WORK

- Curriculum work
- b. In-service program presentations
- c. Music, athletic, craft clubs, cheerleaders, field trips (non-paying)
- d. Liaison in the Parent-Teacher Organization
- e. Report Committee Evaluation Committee Master's and Sixth Year Committee

5. CREATIVITY IN TEACHING

- a. Development of special teaching unit
- b. Involvement in application or procurement of educational grants
- Winning of grants
- d. Public recognition of work
- e. Working in specialized programs, i.e., visiting artists
- f. Involvement in special school programs

6. LEADERSHIP IN PROFESSIONAL ORGANIZATIONS

- Participation in or planning convention days and education programs
- b. Consultants
- c. Building representatives or officers in professional organizations

7. INVOLVEMENT IN NON-PAYING SCHOOL RELATED ACTIVITIES

- Curriculum mathematics, social studies, etc.
- Projectionists, audio-visual equipment
- c. Coaching, cheerleaders
- d. Chaperone dances, clubs
- e. Class sponsors

8. COMMUNITY SERVICE

- Service on appointive boards
- b. Library Board
- c. Hospital
- d. United Fund

9. TEACHING EFFECTIVENESS

- a. Refer to evaluation
- b. Department head and principal
- c. Support from fellow teachers
- d. Dedication

BRISTOL SCHOOL DISTRICT (Continued)

ELIGIBILITY

Eligible personnel must submit an application to the review committee for consideration of a longevity and professional growth award. The applicants will be expected to provide supporting information in behalf of their application specifically relating to the criteria agreed upon for such an award if requested by the award committee.

An individual who has been granted a longevity and professional growth award in any previous school year will $\underline{\text{not}}$ be required to make written application in subsequent years. The Longevity and Professional Growth Committee will automatically give $\underline{\text{consideration}}$ to each such person for continuation of the award.

No one who in any year receives a longevity and professional growth award will automatically receive such an award in any subsequent year.

In reviewing the eligibility of teachers for such longevity and professional growth award involving any year beginning with 1973-1974, teachers are urged to request prior approval, or at least a reaction, from the review committee prior to undertaking travel or other activities under criteria 2, Schedule B.

Only those personnel legally represented by the teachers' bargaining unit shall be eligible for consideration for longevity and professional growth awards.

No one shall receive a longevity and professional growth award simply because he/she has made the prerequisite number of years of teaching experience but rather on the basis of the degree to which he/she satisfies the criteria involved.

No mathematical formula shall be developed which would reduce the decision-making process to a computer approach.

All those personnel legally represented by the teachers' bargaining unit shall be eligible for consideration for longevity and professional growth awards upon completion of twenty (20) years of service, prior to September of the year of application, with fifteen (15) in Bristol.

A candidate may become eligible for a longevity and professional growth award by meeting any one of the agreed upon criteria. In exceptional cases a staff member may be considered for a longevity and professional growth award without meeting any of the specifically listed criteria.

It is mutually agreed that every consideration shall be given to a person's entire educational service in determining eligibility for a longevity and professional growth award in any one year.

LONGEVITY AND PROFESSIONAL GROWTH COMMITTEE

A committee consisting of equal representation from the teaching staff to be designated by the teacher bargaining unit and administrative representatives to be designated by the Board of Education shall be responsible for reviewing all requests for longevity and professional growth awards.

This committee shall consist of six members with at least four members needed for a quorum with at least two representatives from the administrative and teacher groups. Recommendations of this committee shall be by majority vote of those members present.

Application for the award shall be made by the deadline date, as designated on the notice, to allow the committee ample time to study applications and present recommendations. Board of Education action should be taken by May 15th to insure processing to payroll to be reflected in the first June check for retirement purposes.

BRISTOL SCHOOL DISTRICT (Continued)

APPEAL PROCEDURE

The appeal procedure will consist of two levels. A decision at level number two shall be final.

LEVEL ONE

An individual denied a longevity and professional growth award shall be informed in writing by the Assistant Superintendent in Charge of Instruction. Upon being officially informed of the denial of the longevity and professional growth award said person shall have fifteen (15) days from receipt of denial letter in which to request a personal appearance before the longevity and professional growth committee for a review of his/her case.

LEVEL TWO

An individual after the longevity and professional growth committee's review may then appeal directly to a three member committee of the Board of Education in hopes of reversing the committee's decision. The decision rendered by the Board of Education shall be binding on all parties involved.

PAYMENT

The longevity and professional growth award payment shall be established so that it will be incorporated into one's yearly salary for retirement benefits.

E 12 RAVENNA PUBLIC SCHOOLS (Ravenna, Michigan) Fall 1977 Enrollment: 1,385

As described in the teacher negotiation agreement, longevity increments in the Ravenna Public Schools were based on 10 criteria that related to certain teacher characteristics. However, by school year 1978-79, the merit provisions had been taken out of the plan.

SCHEDULE B

Longevity Payment

- A. In order to qualify for Longevity allowance, an employee must meet the qualifications which appear below. (The qualifications, guidelines and criteria are to be reviewed by a Professional Study Committee in 1970. (Article XVII))
- B. Payment for the first installment of Longevity will be made to qualifying applicants as follows:
 - The applicant must hold a Masters Degree or its equivalent beyond the Bachelor's Degree (30 semester hours).
 - 2. Service year 16, the teacher will receive the sum of \$200.00 above his contractual salary which shall be the maximum salary of the teacher's appropriate scale.
 - Service year 17, the teacher will receive the sum of \$400.00 above his contractual salary.
 - Service year 18, the teacher will receive the sum of \$600.00 above his contractual salary.
 - Service year 19, the teacher will receive the sum of \$800.00 above his contractual salary.

RAVENNA PUBLIC SCHOOLS (Continued)

- 6. Service year 20, the teacher will receive the sum of \$1,000.00 above his contractual salary.
- C. For second and third installment qualifiers, payment will be made on the bais as the first installment.
- D. Part-time teachers who qualify will be granted equal service credit. Payment will be made in proportion with time worked during their qualifying period.

Qualifications:

- 1. Length of service in the system.
- 2. Permanent certification, or continued attempt to improve certification.
- 3. Continued education (through courses taken, travel, participation in conferences, etc.)
- 4. Health and attendance record.
- 5. Personal worthiness (morality) and helpfulness.
- Service to and interest in the community.
- 7. Show of pride in their school system and promotion of a good public image of it.
- 8. Ability to accept responsibilities, carry out assigned duties faithfully, and work cooperatively with others.
- 9. Active participation in some phase of school and faculty organizations.
- 10. The decision should depend upon the sum total of the above ratings, and the recipient should pass on eighty percent (80%) of them.

Procedure for Application and Criteria for Qualification:

- Applications should be made to the superintendent by the teacher during his fifth year of service beyond the salary scale maximum in a letter of request for evaluation.
- 2. The request for evaluation shall be forwarded to an Ad Hoc Evaluation Board consisting of:
 - a. An administrator appointed by the superintendent.
 - b. A board member appointed by the president of the board.
 - c. An experienced teacher appointed by the executive board of the association.
 - d. A member of the Tenure Committee appointed by the system tenure chairman.
- Administrative files may be referred to by the administration member, and association files
 by the teacher member to clarify, substantiate, or illuminate the criteria for a particular
 applicant.
- 4. Each member of the evaluation board shall rate the applicant from 1-10 points on each criterion. A total score of 80% must be obtained to qualify the applicant for longevity payment.
- 5. If the applicant has made a satisfactory score, the administration member shall notify the applicant in writing of the results of the cumulative score in each criterion and arrange the necessary payroll adjustment.

If the applicant has not made a satisfactory score, the board member and the association member shall notify the applicant in writing of the results of the cumulative score in each criterion. The applicant may then file a request for review of the application before the board of education.

Notification of applicants shall be made within ten days following evaluative actions. If the applicant is denied, the applicant may reapply each succeeding year. The five-year installment will then commence with the year of applicant's acceptance. The evaluative judgment and assessment will be based on the five-year period immediately prior to acceptance.

 Applicants may apply for each succeeding five-year period that they qualify for longevity pay.

HORIZONTAL ADVANCEMENT BASED ON MERIT

E 13 SIGNAL HILL SCHOOL DISTRICT NO. 181 (Belleville, Illinois) Fall 1977 Enrollment: 391

Provisions in the Signal Hill salary schedule guidelines provide for horizontal advancement based on outstanding performance. There are five tracks in the district's salary schedule (B.S., B.S.+24, M.A., M.A.+16, and Specialist).

III. Horizontal Advancement on the Salary Schedule (Track)

Credits earned prior to September 1 will be used to determine salary for the ensuing year. Any credits to be considered under the salary schedule must be submitted by September 15 of each year.

A. To advance from Track I to Track II:

- A teacher shall have earned 16 semester hours of graduate work beyond his B.S. Degree and have secured a statement from his faculty advisor that he has been admitted to a Master's Degree program. If not working toward an M.A., a teacher must have the approval of the Board of Education and the Superintendent.
- 2. If a teacher's service to children is considered by the Board of Education to be at a high level of performance; and his contribution to this system in addition is beyond what is expected of teachers; and he has earned 10 semester hours of undergraduate work beyond his B.A. Degree that have been approved by the Superintendent.

C. To advance from Track III to Track IV:

- A teacher shall have earned 16 semester hours of graduate work beyond his M.S. Degree and have secured a statement from his faculty advisor that he has been admitted to the Specialist program. If not working toward a Specialist Degree, a teacher must secure the approval of the Board of Education and the Superintendent.
- 2. After a teacher has secured his Master's Degree, he can again be considered by the Board of Education to be moved to the next Track if his service to children is considered to be at a high level of performance; and his contribution to this system in addition is beyond what is expected of teachers.

RANGES ON SALARY SCHEDULE FOR MERITORIOUS SERVICE

CENTER SCHOOL DISTRICT NO. 58 (Kansas City, Missouri) Fall 1977 Enrollment: 4,120

The Center School District has established ranges of specific steps on its teachers' salary scale. The numbers in parentheses represents the actual amount within the ranges to be determined on the basis of merit. This concept became effective at Step I for 1976-77, to be expanded to Step II for 1977-78, Step III for 1978-79, Step IV for 1979-80, and Step V for 1980-81.

CODE &	YEARS OF EXPERIENCE																	
TRAINING	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	/X	J X	VI	
A-Doctor's Degree	(12556- 13067)	-(13072- 13583	-13588	14104	14620	15136	15652	16168	16684	17200	17716	18232	18748	1926	4 1978	30 20	296**	20320 20930
B-Specialist Degree or *32 grad.hrs		-(12040- 12551)		13072	13588	14104	14620	15136	15652	16168	16684	17200	17716	1823	2 1874	***	18770 19333)
C-Master's Degree + 20 grad.hrs.	(11008-	(11524- 12035)		12556	13072	13588	14104	14620	15136	15652	16168	16684	17200	1771	5**	1773 1826		
D-Master's Degree + 10 grad.hrs.	(10492- 11003)	(11008- 11519)		12040	12556	13072	13588	14104	14620	15136	15652	16168	16684		L6703 L7204			
E-Master's Degree	(9976- 10487)	(10492- 11003)	-11008	11524	12040	12556	13072	13588	14104	14620	15136	15652		5670 6141				
F-Bachelor's Degree + 20 grad.hrs.	(9460- 9885)	(9890- 10315)		10750	11180	11610	12040	12470	12900	13330	13760		3776 4190			7,6		
G-Bachelor's Degree + 10 grad.hrs.	(9030- 9455)	(9460 - 9885)	9890	10320	10750	11180	11610	12040	12470	12900:	1150	2915 3302						
H-Bachelor's Degree	(8600- 9025)	(9030- 9455)	9460	9890	10320	10750	11180	11610	12040		2054 2415					16		1

1. Full credit up to and including six years of previous teaching experience may be allowed.

2. Salaries of teachers regularly employed by the Board of Education for the ensuing year shall be based upon official evidence on file in the Office of the Superintendent by September 15.

* Graduate hours under salary code "B" must be approved and accepted toward a Doctor's Degree by an accredited college or university.

** Employees who do not advance on the schedule will receive an additional 5% of their 1976-77 salary exclusive of extra duty.

DOUBLE INCREMENT/HONORARIUM FOR MERITORIOUS SERVICE

E 15 GLASTONBURY PUBLIC SCHOOLS (Glastonbury, Connecticut) Fall 1977 Enrollment: 5,700

Two clauses in the district's teacher negotiation agreement relate to merit pay, and a 1977 memorandum from the superintendent to the teaching staff describes the procedures for the selection of teachers for a double increment or honorarium.

ARTICLE 5 TEACHERS SALARY SCHEDULE

- 5.5 Nothing in the provisions of this section prohibits the Board of Education from granting more than one normal salary schedule increment to an employee for outstanding performance.
- 5.6 An award for outstanding performance made to a teacher who is at maximum shall be considered a non-continuous honorarium and not a salary increase.

MEMORANDUM TO: Instructional Staff

FROM:

Hugh Watson

SUBJECT:

Selection of Teachers for a Double Increment or Honorarium

- The criteria for selection of teachers for a double increment or honorarium will be as follows:
 - a. The teacher is outstanding in carrying out the responsibilities as described in Board of Education policy #2120 and administrative regulations detailing the teacher's job description. (Copies of these materials are being re-distributed to you today.)
 - b. The teacher has selected objectives and has diligently followed the plan of action designed to meet objectives which clearly demonstrate professional effectiveness and growth.
 - c. The teacher has made a significant contribution to the school, department, school system or educational field.
- In considering a teacher for a double increment or honorarium the teacher must have done an outstanding job in criterion (a) above as this criterion should carry the greatest weight in terms of importance.
- 3. When considering a person for a double increment or honorarium, criterion (a) must have been outstanding for the present year, while the past two years and the present year can be considered under criteria (b) and (c).
- A teacher may be eligible to receive a double increment or an honorarium for two or more consecutive years.
- The objectives should be listed in their entirety under that portion of the Recommendation Form dealing with objectives and a statement indicating an evaluation of the progress of the teacher in meeting them.
- The review process by the Administrative/Supervisory Staff for 1977-78 will be conducted as follows:
 - a. All teachers being recommended for a double increment or honorarium must have the endorsement of two supervisors, one of whom is a school administrator. Both of these persons

GLASTONBURY PUBLIC SCHOOLS (Continued)

must have observed or worked with the teacher. There should be a minimum of four observations noted, at least two of which should be in the classroom. Both should also consult on the written evaluation. The person initiating the recommendation should contact the second person as early as possible in the school year.

- b. The recommendation for a double increment will be submitted to the Superintendent of Schools on a "Recommendation for Double Increment or Honorarium" form. [included below]
- c. The Superintendent of Schools will make copies of the completed Recommendation for Double Increment or Honorarium forms and distribute to the entire Administrative-Supervisory group one week prior to a meeting of the group. The Administrative-Supervisory group will review the recommendations.
- d. A meeting of the Administrative-Supervisory group will take place in April during which the recommending persons will review their recommendations with the group. A secret ballot will be held to determine if the Administrative-Supervisory group will recommend the person's name to the Superintendent of Schools for consideration for a double salary increment. A 75% positive vote of those present is necessary for a favorable recommendation to the Superintendent of Schools.
- e. Only teachers who will have completed two full years in Glastonbury by the end of the current year are eligible for a double increment or honorarium.

RECOMMENDATION FOR I	DOUBLE INCREMENT OR HONORARIUM
Name of Person Recommended	
Present Assignment	
School Year Years of Teaching Ex	xperience
Please complete your assessment of the teach	cher under each of the following categories:
1. Performance in classroom and school	
2. Teacher's objectives:	
3. Professional contributions to sch	ool, department, school system or educational field:
Observation Dates:	(Use reverse side if necessary)
(minimum of 4)	Specific Class or Activity (be specific)
1	
2.	
3	
4	
7.5	
Supervisor's Signature	
Position	The state of the s
Endorsement by	
Position	

SUPPLEMENTAL CONTRACT FOR MERITORIOUS SERVICE

E 16 HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT (East Hanover, New Jersey)
Fall 1977 Enrollment: 2,411

Hanover Park's Merit Compensation Plan is described in the following general policy statement, adopted on January 25, 1978.

GENERAL POLICY STATEMENT

- A. Merit consideration shall be based on performance evaluation of the teacher's primary assignment, activities beyond the primary assignment, and professional relationships and growth. Merit compensation will be awarded for a twofold purpose: (1) to reward a teacher for outstanding service to the District for the three years prior to the award and (2) to encourage continued meritorious service. The budgetary amount available to implement this merit compensation plan will be established by the Board of Education.
- B. For purposes of this plan, teachers are defined as professional full time employees, including teachers, counselors, nurses, librarians and special services personnel (psychologists, social workers, learning disabilities teacher-consultants). References to male teachers shall include female teachers.
- C. Each member of the group mentioned in Paragraph B above shall be considered for separate merit compensation at the end of the third year following the attainment of tenure, and every year thereafter if he does not qualify for merit compensation. Once an individual qualifies for a supplemental contract under this Policy, he will revert to the three (3) year cycle. If he does not qualify for merit compensation again, he remains in the eligible group until a supplemental merit contract is again received.
 - Only those in the third year of the cycle after attainment of tenure will be considered for supplemental merit compensation.
- D. Upon qualifying for merit compensation, the teacher will be offered supplemental annual contracts for each of three (3) successive years providing for compensation of \$1,000.00 per year for such contract in said period. Once awarded, the full merit compensation will also be provided for less than a full-time teaching assignment or a sabbatical leave. Less than full-time employment situations, of an unusual nature, will be referred to the District Merit Committee for a recommendation to the Board of Education which will make the decision concerning the amount of merit compensation. Termination/resignation of a teacher's regular employment contract shall also terminate any supplemental merit contract and compensation in effect at the time. At the conclusion of the third year's contract, the teacher must again qualify for merit compensation in order to be offered further supplemental contracts for merit compensation. Supplemental merit compensation is payment over and above the teacher's regular salary and it is not a part thereof, and failure to retain merit compensation qualification will not be considered a reduction in the teacher's compensation.

If the teacher again qualifies for merit compensation, the teacher will be offered supplemental annual contracts for each three (3) successive years providing for compensation of \$1,000.00 per year for each contract in said additional three (3) year period.

By way of illustration of the foregoing:

Teacher A awarded merit in 1975-76. Supplemental contract in the amount of \$1,000.00 issued annually to Teacher A for 1976-77, 1977-78, 1978-79. Merit Committee determines that Teacher A's performance during three (3) year period (1976-79) does not warrant a merit award for an additional three (3) year period. Teacher A will not receive a supplemental merit contract for the 1979-80 period. Teacher A will be eligible to regain merit in any succeeding year if Merit Committee determines A's performance for the previous three year period is again meritorious.

HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT (Continued)

- E. Supplemental merit compensation contracts will be awarded under the above program only for such time as the program remains in effect.
- F. Adoption of this Merit Compensation Plan shall not terminate the payment to teachers who at the time of such adoption are already receiving merit compensation. Those teachers already receiving merit compensation at the time this Merit Compensation Plan is adopted, and who subsequently receive less than a full-time teaching assignment or a sabbatical leave, will in those instances receive a pro rata share of their merit compensation in their regular salary.

OPERATION OF THE PLAN

- A. There shall be Merit and Screening Committees constituted as follows:
 - 1. A Merit Committee consisting of three (3) members of the administrative staff; and three (3) faculty members + alternate elected by all professional full-time employees not functioning in an administrative capacity. Alternate faculty member to participate in Merit Committee deliberations, as a voting member, only when a regular member is unable to attend or is disqualified due to his name being under consideration for merit award.
 - Screening Committees shall consist of one administrator and two teachers who are members
 of the Merit Committee.
 - A District Merit Committee shall consist of the Merit Committee from each school. The District Merit Committee shall review the folders of any district-wide personnel eligible for merit.
- B. The Screening Committee shall meet each year to arrive at a preliminary evaluation of all teachers in a given area and shall submit to the Merit Committee the names of those teachers most deserving of merit consideration.

The Screening Committee, in its review procedures, shall eliminate the folders of those teachers where there appears to be obvious and certain non-meritorious performance. The benefit of the doubt, however, should work in favor of the teacher. The Committee shall file a report with the principal listing the names of all teachers to be considered for merit.

C. The Merit Committee shall consider all eligible teachers and the names forwarded by the Screening Committee.

EVALUATION METHOD

A. Classroom Observation

- The Administrative Staff shall observe each teacher in the District a minimum of six times, at the rate of at least twice a year.
 - a. Evaluation Year For the purpose of determining merit, each teacher's performance will be evaluated during the period September 1 to June 30.
 - (1) Number and Timing of Evaluations Each teacher will receive two classroom evaluations and one annual evaluation by his Principal or Assistant Principal.
 - (a) One classroom evaluation is to take place from September through December and one in the period from January to May ${\bf 1.}$
 - (b) The annual evaluation is to be written by the Principal or Assistant Principal after the evaluations listed in (a) above, and prior to May 1.
 - (2) To facilitate operation of the merit plan, the following dates will be observed:
 - (a) All folders will be available for checking on May 1.

- (b) Any missing information will be placed in the folders by May 15.
- (c) Screening Committees will complete their work by May 25.
- (d) Full Merit Committee will complete its work by the first week of June.
- (3) Classroom evaluations will be based on full period observations. "Composite" reports of several short visits are not acceptable in lieu of full period observations.
- b. The criteria for examination during classroom observations shall be the following broad subjects:
 - (1) Organization of Material
 - (2) Presentation
 - (3) Student's Response
 - (4) Rapport
- c. Before entering a classroom, the evaluator shall familiarize himself with the classroom situation (e.g., level of students).

2. Follow-up Report and Conference

- a. Following each evaluation, the evaluator shall prepare a written report and present the teacher observed with a copy of the report not later than one week following the day of the observation.
- b. Within one week from the day of the observation, the evaluator or teacher may schedule a follow-up conference for the purpose of discussing the evaluation form.
- c. Following the conference, a written conference follow-up report may be prepared by the evaluator, if necessary, and a copy presented to the teacher involved.
- d. The original copy of each form shall be placed in the teacher's file.

B. Other Criteria For Merit Consideration

An evaluator or supervisor may place in the teacher's file any memoranda, letters, reports, or other written communications which he feels are clarifying or supportive of the faculty member's performance in his primary assignment or other assignments, or which will give the Merit Committee a broader view of the overall performance. Copies of communications of this type must be given to the faculty member.

A teacher may include in his merit file, all statements or data he believes to be pertinent to his being favorably considered for merit. (The Merit Committee suggests the following areas as guidelines in submitting data for the merit folder.)

- School activities outside the regular assignment non-classroom assignment during normal day; extra curricular non-pay activities; extra curricular activities involving additional compensation; school related committees.
- Professional relationships and growth intra- and inter-departmental cooperation; research; experimental work; participation in professional activities; programs and meetings; individual professional recognition; community related activities.

MULTIPLE TRACK SALARY PLAN

E 17

RADNOR TOWNSHIP SCHOOL DISTRICT (Wayne, Pennsylvania)
Fall 1977 Enrollment: 3,905

THE RADNOR CAREER PLAN

Policy of the Board of Education. It is the policy of the Board of School Directors of Radnor Township to compensate teaching personnel in a manner which will attract and retain outstanding teachers as professional employees in the school system. Fundamental to this policy is a recognition of the important contribution of the teacher to the instruction of each child who is to be educated in the public schools of Radnor Township.

Triple Tracked. The plan consists of three sets of tracks, each with a Bachelor's and Advanced Degree level.

The first set of tracks, Track A, is the basic structure. The movement from Track A to Track B is like the tenure decision. It is a second screening of the teacher's performance.

The second set of tracks, Track B, is the main line of the career tracks for all who meet the standards of Radnor teachers. It is the ultimate position for many.

The third set of tracks, Track C, provides recognition for outstanding performance.

Decision of movement from one track to another should be determined by performance and not as a budgetary consideration.

<u>Salary Structure</u>. The Radnor Career Plan together with the applicable provisions of the Collective Bargaining Agreement shall constitute the basis for compensation of the members of the bargaining unit.

Career Plan Evaluation Committee

A. Role of the Committee

A committee known as the Career Plan Evaluation Committee shall be established. The role of the Committee shall be:

- To advise the Administration as to the interpretation of the provisions of the Career Plan. The interpretations of the Committee are advisory only; the responsibility for administration and supervision of the Career Plan remains with the Superintendent and the principals.
- To make recommendations for revisions of the Career Plan and to be consulted on recommendations for revisions.
- 3. To advise individual staff members as to problems concerning the Career Plan.

B. Membership

- The Career Plan Evaluation Committee shall consist of one representative for every 25 faculty members or major portion thereof, from each building, with a minimum reprepentation of two per building.
- Each selected member of the Committee must be a member of the R.T.E.A., and have at least one year of service in Radnor Township Schools.
- 3. The President of the R.T.E.A., the Chairman of the R.T.E.A. Negotiation Committee, all principals, the Superintendent and/or his designees shall be ex officio members. The number of administrative members shall not be greater than the number of teacher members.

- C. Procedure in the Selection of Members
 - 1. In each building, the implementation of election procedure for new members of the Committee shall be under the jurisdiction of the present members of the Committee.
 - In the event that neither member of the Committee is any longer in the building, the R.T.E.A. building representative will be in charge of the election.
 - With the exception of representatives filling an unexpired term, membership on the Committee shall be for a two-year term. This means that normally at least one person in each building will be elected each year, not later than November first.
 - 3. In each building, nominations for representatives from said building may be made by any faculty member eligible for membership in the R.T.E.A. at the first meeting of the faculty in October.
 - Names of nominees will be placed on a ballot, using one ballot for a two-year term and a separate ballot for an unexpired term.
 - 4. The election by R.T.E.A. members will be by secret ballot. This ballot will be given to each R.T.E.A. member, and the vote will be taken as soon as possible after nominations or when appropriate. A simple majority of building R.T.E.A. members voting constitutes an election.
 - In the event that a simple majority is not gained on the first ballot, then a run-off election should be held for determination of the two top nominees. A second ballot will then be prepared for a final vote.
 - 5. Within two weeks of receiving the election results, the President of the R.T.E.A. shall call a meeting of the Career Plan Evaluation Committee for the purpose of organizing the committee and having it elect its chairman.

Administrative Meetings

Administrators should meet frequently to share experiences in administering the plan and may make suggestions for modification to representatives of the Career Plan Committee.

Placement on Tracks

- A. Any teacher, upon notification of appointment, shall be placed on Track A. Such teacher's salary shall be determined by the Board of School Directors upon recommendation of the Superintendent and may take into account credit for unusual ability or experience.
- B. Eligibility for Track B is limited to those teachers who hold a bachelor's or advanced degree, and have received credit for a minimum of six years of teaching experience, one of which must be in Radnor. Service rendered as a long-term substitute shall be credited for eligibility for Track B except that the years included in the period of formal evaluation shall be served as a temporary professional or professional employee (see Period of Evaluation).
- C. Eligibility for Track C is limited to teachers with ten years experience with five years in Radnor and at least four years on Track B.

Leaves of Absence as Related to the Radnor Career Plan

A. A sabbatical leave of absence which has been granted by the Board of School Directors should be counted as teaching experience when calculating the number of years of teaching experience necessary for consideration for movement to an advanced track.

- B. A leave of absence which is necessitated by military service or alternate service shall be counted when calculating the number of years of teaching experience necessary for consideration for movement to an advanced track.
- C. Career Plan status will remain unchanged for a teacher who has been absent for the following reasons:
 - 1. Leave of absence without pay
 - 2. Maternity leave
 - 3. Furlough
 - 4. Sick leave or disability leave

Increments

- A. An individual's salary at the time of his employment is his base salary.
- B. Any increment shall be applied to the total of the individual's base salary and any increments or adjustments accumulated to the date of increment under consideration.
- C. Increments shall be in the amount agreed to in the Collective Bargaining Agreement, except as limited by the applicable provisions therein and by the provision next following.
- D. An increment may be withheld whenever the teaching services rendered in any year are not satisfactory in the judgment of the superintendent and the principals concerned. In the case of Track C teachers, the "satisfactory" standard shall mean outstanding performance. In the event the Track C increment is withheld, the Track B increment shall be paid instead.
- E. See Appendix A "Guidelines for the Awarding of a Bonus or an Additional Increment."

Application for Evaluation

- A. All teachers who meet the minimum number of years of teaching experience necessary for consideration shall be evaluated for advancement as eligibility occurs. A teacher need not apply for consideration for advancement except as specified under Paragraph F of the section entitled "Evaluation of teachers assigned to one building."
- B. In the event a Track A or a Track B teacher does not wish to be evaluated for advancement purposes, he or she shall submit in writing a request for waiver of evaluation to the Superintendent and the principal involved. They shall use reasonable discretion in granting the waiver except that a Track B teacher shall not be required to undergo evaluation for Track C. This provision shall not in any way preclude the Administrator from supervising and/or evaluating said teacher in any manner available under other district procedures.

Notification of Eligibility for Movement to a Higher Track

In January of each school year the Superintendent or his designee will notify each teacher of his/her status with regard to the Career Plan.

Notification of Evaluation for Continuation on Track C

In January of each school year the Superintendent or his designee will notify any Track C teacher whom he deems to be rendering deficient service that his/her performance is less than the Track C standard.

Period of Evaluation

The formal evaluation period will run from the date in January when teachers are notified of their status under the Career Plan through February of the following year.

- A. The formal evaluation of any teacher eligible for Track B shall take place during the second semester of the fifth year and during the first semester of the sixth year of service as credited upon employment. However, any eligible teacher with five or more years of credited experience who is serving his/her first year of appointment in Radnor shall be evaluated from September through May of his/her first year provided the teacher's appointment commences on or before September 30. In the event service commences on or after October 1, the provisions of the section entitled "Partial Years of Service as Related to the Radnor Career Plan" shall apply, in which case the formal period of evaluation for any eligible teacher shall take place during the second semester of the first year of employment in Radnor Township and during the first semester of the second year.
- B. The formal evaluation of any teacher initially eligible for Track C will take place during the second semester of the third year on Track B and during the first semester of the fourth year on Track B.
- C. The formal evaluation of any teacher previously placed on Track C shall commence in January twelve months following notice from the Superintendent that performance is deemed less than Track C standard and shall continue through February of the succeeding school year.

Partial Years of Service as Related to the Radnor Career Plan

In the event that a teacher's appointment commences on or after October first of any given school year, his/her time shall be counted as one half year's service for the purpose of determining years of teaching experience for crossover, except that service commencing after March 1 shall not be counted for any purpose. With regard to crossover to Track B, but not thereafter, any teacher whose anniversary date for crossover purposes falls between October first and the following March first shall, upon crossing over, receive one-half of the Track B increment in addition to such other increments as may be due him/her. He/she shall receive this sum when the September crossover becomes effective.

Evaluation Conferences

The initial evaluation conference between the teacher and the principal primarily responsible for evaluation shall be held within two months after notification of eligibility. The final evaluation conference shall be held prior to the March first date which concludes the formal evaluation period. It is the responsibility of the principal to schedule both conferences.

The teacher or the evaluating principal may request other conferences at any time with any evaluation team member or members.

Evaluation of Teachers Assigned to One Building

A. An evaluation team shall be made up of the principal or principals involved assisted by the Superintendent and/or his designee, the teacher being evaluated, and, at the option of the teacher, a Radnor staff member selected by the teacher to assist during the period of evaluation prior to crossover. Acceptance on the part of the staff member selected would be optional, and no staff member should be expected to assist more than one teacher a year. All administrative members of the evaluation team shall participate in the observation and evaluation of the teacher.

The teacher being evaluated shall submit to the principal a self-evaluation report during the formal evaluation period.

While most observation is spontaneous, the administrators should accept a teacher's invitation to observe special students or special work.

B. The appraisal by the administrators will be guided by the criteria outlined herein and should be based on cumulative performance in the District.

- C. Each teacher being considered from crossover shall be observed at least five times during the formal evaluation period. Of these at least two must be done by the person responsible for writing the formal evaluation. The Superintendent or his designee is responsible for at least two of the five observations. It is desirable that in a classroom situation the observation encompass a complete lesson or class period. Copies of all written observation and evaluation reports shall be sent to the teacher. A teacher may respond in writing to the report in which case the response shall become a part of the report.
- D. Recommendations are based on the principal's and other participating administrator's evaluation of a teacher in the areas of the evaluative criteria.

The principal will write the evaluation report and submit a recommendation with regard to crossover, continuation, or resumption to the Superintendent. The teacher being evaluated will receive a copy of the evaluation report at the final conference. The concluding statement of the report shall specify clearly whether or not he/she has been recommended by the principal for crossover, or, in the case of a teacher previously placed on Track C, whether he/she has been recommended for continuation or resumption of Track C increments.

- E. The Superintendent shall nominate teachers for advancement. All nominations of the Superintendent must receive the approval of the Board of School Directors.
- F. In the event that a teacher is not recommended for crossover, or, in the case of a teacher previously placed on Track C, not recommended for payment of Track C increments, that teacher is still under evaluation and will automatically be considered again the following year, except that no teacher previously placed on Track C who is not recommended for payment of Track C increments shall be required to be considered the following year. This provision shall not in any way preclude the administrator from supervising and/or evaluating said teacher in any manner available under District procedures. At the end of the second year of evaluation, if the teacher is still not recommended, then it will be up to the teacher to work on the points necessary for a positive evaluation until at least the following January. The teacher shall indicate to the principal of the building when the next evaluation should take place, subject to the evaluation procedures set forth herein.

Evaluation of Teachers Who Are Assigned to More Than One Building and Teachers Who are Transferred from One Building to Another.

Evaluations of teachers who are assigned to more than one building and of teachers who are transferred from one building to another shall be conducted according to the rules for the evaluation of teachers assigned to one building as set forth above with the following exceptions:

- A. The Superintendent will meet with the principals involved to reach an agreement on the evaluation, and will designate one principal to put this evaluation into written form and to circulate the statement for approval by the other principals.
- B. Any teacher who is transferred from one building to another shall be evaluated by the principal to whom he is transferred. That principal shall, however, consult with the former principal prior to arriving at a recommendation.

Notification of Advancement

- A. Notification of decisions for crossover from one track to the next track will be made by the Superintendent in writing no later than one week after the April meeting of the Board of School Directors. However, those teachers new to Radnor with five or more years of credited experience will be notified prior to the close of school in June.
- B. All principals shall be notified by the Superintendent's office of the acceptance or rejection of their recommendations for (1) crossover, (2) larger increments, and

(3) increments which have been withheld. This information will not be reported to the general public.

Time of Advancements on the Salary Structure

All advancements on steps and tracks are made at the beginning of the school term and at no other time during the year.

Administrative Review of Evaluation

- A. Upon written request of the teacher, to be made not more than fourteen calendar days following his/her final evaluation conference, procedural review will be conducted by the Assistant Superintendent for Personnel. At this time, all procedures used in the evaluation will be examined to make certain all proper steps, as defined in the Career Plan, were taken. Any conferences felt necessary at this time will be held, and all parties will receive written notice of the results. The Assistant Superintendent for Personnel shall take whatever steps are necessary to correct any procedural flaws he may find.
- B. After the procedural review, the teacher may request in writing within seven calendar days after notice of the results of the procedural review, a conference with the building administrator and Superintendent for the purpose of examining the merits of the decision. The teacher, if a member of the R.T.E.A., may also request that an R.T.E.A. officer or a building representative of his choice be in attendance as a neutral party. At this conference any complaints by the teacher in regard to the evaluation, may be discussed and settled.
- C. If satisfaction has not been reached through step A, the person may use the grievance procedure as outlined in the contract. If advice is needed, the staff member should consult the R.T.E.A. through the building representative or one of the officers.

EVALUATION CRITERIA

The basic intent of the Radnor Career Plan is to improve the quality of instruction and at the same time provide a realistic system of evaluating teachers as part of the supervision process.

As the procedures in the Plan are implemented it should be recognized that:

- 1. the procedures are designed to help each teacher increase his/her effectiveness.
- improvement of instruction is the cooperative responsibility of both supervisor and teacher.
- 3. the criteria and evaluation procedures should not limit or standardize the teaching process or the ability of any teacher to use his/her unique talents.

In working with the plan, everyone should understand that teachers and supervisors bring to the teaching/evaluation process their own sets of skills, abilities and experiences, which in some degree influence the process. Both teachers and supervisors must, therefore, strive for mutual understanding of the criteria and procedures so that they may be applied as fairly and as uniformly as possible throughout the District. It is critical, however, that there be a balance between the need for fairness and uniformity in the evaluation process and the need to allow each teacher to develop and use his/her individual abilities.

It should also be recognized that it is impossible to predict in the Career Plan all possible relevant criteria for evaluation. The list which follows applies in a majority of situations to a majority of staff members. Supervisors, then, shall base their evaluations on the listed criteria and they shall include in each evaluation as many as seem relevant. If necessary, they may adapt any stated criterion to fit special staff members or unusual circumstances, but in so doing shall maintain the stated intent of the criterion.

Supervisors shall apply the criteria in the following context:

- In evaluations for crossover from Track A to Track B, the decision should be viewed as a "second tenure" decision, a second screening of the teacher's performance.
- In evaluation for crossover from Track B to Track C the term "recognition of outstanding performance" clearly applies. This implies an outstanding overall evaluation in each category of evaluation.

It is to be expected that a treacher recommended for Track C will receive a more positive evaluation on applicable criteria and on more criteria than a potential Track B teacher.

3. In general the test of a crossover recommendation shall be a positive overall evaluation in each category of the criteria.

It should also be emphasized that the period of evaluation is cumulative and the supervisor's written evaluation and recommendation should clearly include the appropriate time periods. The Career Plan implies that appropriate supervision occurs throughout these time periods. As part of that supervision process there should be a mutual attempt to clarify and correct weaknesses in teaching performance prior to the time of formal evaluation for crossover. A recommendation to withhold crossover should document these attempts clearly and specifically. It shall also recognize positive achievements and attributes, if any.

The criteria listed below are written in question format. The list is not intended to be a "check-list" or "rating sheet." Although some questions seem to have "yes" or "no" answers, it is the intent of the plan that the items be used as points of reference so that evaluators can provide constructive criticism and support for teachers.

The Criteria follow.

A. PROFESSIONAL COMPETENCE

- 1. Does the teacher recognize and provide for individual differences in students?
- 2. In what ways does the teacher show a knowledge of and sensitivity to differences in the learning styles of children?
- 3. To what extent does the teacher use a variety of teaching methods and materials?
- 4. In what ways does the teacher create an environment which encourages children to care for others?
- 5. Does the teacher provide students with opportunities for creative expression?
- 6. How effective is the teacher in
 - a. establishing realistic objectives with and for students?
 - b. sequentially developing lesson(s) to meet the objectives?
 - c. using realistic and effective methods of evaluating students' progress?
 - evaluating the progress of his/her planned instruction and making modifications if necessary.
- 7. How well does the teacher use techniques to maintain acceptable student behavior? Are the techniques appropriate to the activity and the students?
- 8. Does the teacher demonstrate scholarship in the subject matter taught?

- 9. Does the teacher teach and/or reinforce mathematics skills and reading, writing and other communication skills in all subject areas?
- 10. Does the teacher use instructional time effectively?
- 11. To what extent and in what ways does the teacher initiate and encourage effective and understandable communication with parents? In the process is the teacher sensitive to the needs of students and parents? Is the communication phrased in good written or spoken English?
- 12. Does the teacher work well with other teachers and administrators?
- 13. Is the teacher enthusiastic? Does that enthusiasm carry over to the students?
- 14. Does the teacher encourage students to feel good about themselves?
- 15. To what extent does the teacher support and/or participate in student activities in the school?

B. PROFESSIONAL GROWTH AND COMMITMENT

- To what extent has the teacher pursued additional systematic study related to his/her primary or related field of responsibility or to a new field of competence? Has this study augmented his/her ability as a teacher or his/her usefulness to the District?
 (Note: The study need not be part of a college degree program, but the teacher should be able to demonstrate a clear relationship between the advanced study and professional growth.)
- 2. Has the teacher participated in professional meetings, workshops, seminars, conferences, school visitations and other in-service activities?
- 3. Has the teacher served productively on school and district committees? (Note: Recognition should be given for time spent on R.T.E.A. committees.)
- 4. In what ways has the teacher made significant contributions to the classroom, school and district curriculum development?
- 5. Has the teacher engaged in travel of the kind that clearly adds to his/her effectiveness or enhances his/her knowledge?
- 6. Does the teacher regularly read current literature professional and otherwise?
- 7. Has the teacher cooperated with teacher intern programs, if applicable?
- 8. Has the teacher given lectures, written papers, articles or books, or engaged in related activities which add to the profession?

C. PERSONAL CHARACTERISTICS

- Is the teacher open-minded? To what extent is he/she able to consider the ideas of students, colleagues, administrators, parents and others?
- 2. Is the teacher able to solve problems creatively?
- 3. Does the teacher show good judgment?
- 4. Is the teacher fair in dealing with students?
- 5. Is the teacher flexible? Able to adjust to change?
- 6. Is the teacher resourceful?

- 7. Does the teacher show a willingness to accept constructive criticism?
- 8. Does the teacher have initiative? Does he/she do more than asked?
- 9. Is the teacher well organized?
- 10. Does the teacher display integrity? Does he/she behave ethically?
- 11. Is the teacher dependable?
- 12. To what extent is the teacher able to cope with problems? Is he/she resilient?
- 13. Does the teacher display a sense of humor?
- 14. Is the teacher patient in dealing with others?
- 15. Does the teacher have poise? Does he/she give the impression of being in control of himself/herself?

No Revisions During Term of Collective Bargaining Agreement

No revisions shall be made in this plan during the term of the collective bargaining agreement of which this is a part, except as provided by Section XX of the Collective Bargaining Agreement.

APPENDIX A

Guidelines for the Awarding of a Bonus or an Additional Increment

- 1. By special action of the Board of School Directors, and upon written recommendation of the principal and the Superintendent, exceptional professional merit or service may be recognized by granting a bonus, or an additional increment, and, in the event payment of a bonus goes beyond the maximum, by extending the normal maxima beyond those provided in the basic schedule. A special increment is not to be granted for the purpose of retaining a teacher in the District (i.e., it is not to be used for individual bargaining).
- Consideration of a faculty member for a bonus or an additional increment is to be based upon performance of the candidate in any one or more of the areas in the evaluation criteria.
- 3. A bonus is to be considered in the case of extraordinary service or performance of a faculty member over a one year period. A bonus does not become a part of the teacher's base salary.
- 4. An additional increment is to be considered in the case of extraordinary service or performance of a faculty member over an extended period of time.
- 5. In the case of the awarding of a bonus, it is recommended that it be in the amount currently given as the annual increment for Track A.
- Bonuses and/or additional increments shall not be awarded on a regular basis but from time to time at the discretion of the Superintendent.

EXCERPTS FROM TEACHERS' NEGOTIATION AGREEMENT ON WAGE AND SALARY PROVISIONS

A. Career Plan

 The Radnor Career Plan, as amended and revised to the date hereof, and as may hereafter be revised, a copy of which is on file in the office of District, and which is hereby made a part of this Agreement, as though set forth in full herein, shall, together with

the applicable provisions of this Agreement, constitute the basis for the compensation of the members of the bargaining unit throughout the term of this Agreement. [September 1, 1977 to August 31, 1980]

2. The maximum annual salaries for the various tracks shall be:

Track	A	 BA	_	\$16,700	Adv.	Degree	_	\$17,200
Track	В	 BA	-	19,100	Adv.	Degree	-	19,600
Track	C	 BA	-	24,100	Adv.	Degree	-	24,600

B. Incrementation

1. Across-the-Board Increment

Except in instances when District shall in its discretion determine to withhold the across-the-board increments under the applicable provisions of the School Code and the Career Plan, each full-time member of the bargaining unit shall receive a \$600 per annum increment in addition to his or her regular Track increment effective as follows: September 1, 1977 provided he or she has been employed continuously by District from September 1, 1976 through June 30, 1977; September 1, 1978 provided he or she has been employed continuously by District from September 1, 1977 through June 30, 1978; and September 1, 1979, provided he or she has been employed continuously by District from September 1, 1978 through June 30, 1979.

2. Track and Cross-over Increments

The annual track increments under the Radnor Career Plan, as amended, for the various tracks in the various years of the Agreement shall be as follows:

	TRACKS		
Contract Years	Track A	Track B	Track C
1977-1978	\$ 550	\$ 700	\$ 900
1978-1979	600	750	950
1979-1980	650	800	1,000

The cross-over increments, applicable on cross-over and in lieu of the annual track increment otherwise payable, for the various advancement from Track to Track and in the various years of the Agreement shall be as follows:

CROSS-OV	ER
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Contract Years	tract Years Cross-over to	
1977-1978	\$ 1,250	\$ 1,600
1978-1979	1,350	1,700
1979-1980	1,450	1,800

3. Pro-rata Salary Increases

Full-time members of the bargaining unit who shall have been employed by District less than the full preceding school year shall receive a pro-rata salary increase of the Across-the-Board and Track Increments set forth above, based upon the number of days of actual employment, such increase to be determined by multiplying the applicable increment or increments by a fraction, the numerator of which shall be the actual number of teacher days employed, and the denominator being 187.

4. Advanced Degree

The salary for an Advanced Degree shall be \$500.00 per annum more than the salary for a Bachelor's Degree, unless such differential shall be limited by the maximum salary provisions set forth in subparagraphs under paragraph A of this Section.

E 18 CATO-MERIDIAN CENTRAL SCHOOL DISTRICT (Cato, New York) Fall 1977 Enrollment: 1,380

For approximately 10 years, the Cato-Meridian Board of Education has used a special salary schedule called a Master Teachers Schedule, which exceeds the basic salary schedule when it is deemed desirable. There are currently 11 master teachers on a teaching staff of 77.

Article XX of the district's teacher negotiation agreement sets forth the basic requirements for selection as a master teacher. A number of personal and professional characteristics are considered for selecting master teachers, as shown below. Teachers are rated in each of these sub-categories, the majority of which follow a rating continuum of "always-usually-seldom-never." In addition, master teacher candidates must score well on the *Teacher Perceiver Interview*, a taped interview process developed by Selection Research, Inc. of Lincoln, Nebraska.

ARTICLE XX

MASTER TEACHER

BASIC REQUIREMENTS FOR SELECTION

- Section 1: In order to be designated a Master Teacher a teacher
 - a. Must have successfully completed a minimum of five years of teaching.
 - b. Must be permanently certified in the subject area in which he has been trained to teach.
 - c. Must make application by January 31 in order to be considered by the committee for Master Teacher selection for the following school year, provided he has fulfilled the preliminary requirements.
 - d. May submit a letter of application after the completion of the fourth year of the applicant's teaching career, to the Master Teacher Selection Committee.
 - e. Must be selected by majority vote of a special committee whose task it is to consider each applicant. The committee will be composed of two (2) Building Principals, the District Principal, three (3) Master Teachers. This committee will perform an annual review of the Master Teacher Selection criteria and procedures and revise them, if necessary, obtaining the written approval of the Board of Education and the Association.
 - f. Must be approved by Board of Education.
 - g. The appointment to the status of Master Teacher is subject to review and reconsideration by the Master Teacher Selection Committee at any time. However, such review and reconsideration will not take place until two (2) years have elapsed after the original appointment date. If in the opinion of the Master Teacher Selection Committee, a Master Teacher is not meeting the established standards of performance for this status, it shall recommend to the Board of Education that the appointment be terminated. In the case of a tie vote each member of the Master Teacher Selection Committee shall submit his or her recommendation to the Board of Education in writing. The Board shall then make the final decision. A Master Teacher under review and reconsideration shall not sit as a member of the Master Teacher Selection Committee.
- Section 2: The Master Teacher Salary Schedule shall be consistent with the schedule (1.1 of the teachers' salary schedule) up to a maximum of \$1300. Those teachers who during the 1973-74 school year received monies for Master Teacher in excess of \$1300 shall be saved harmless from the maximum figure and shall receive the actual dollar figure received during the 1973-74 school year for Master Teacher.

CATO-MERIDIAN CENTRAL SCHOOL DISTRICT (Continued)

- Section 3: Upon selection and Board approval the teacher will be promoted to the Master Teacher level and paid on the Master Teacher Salary Schedule.
- Section 4: Additional information pertaining to the characteristics of a Master Teacher is available in the District Office.

MASTER TEACHER

Personal Characteristics

A Master Teacher -

1. displays a high degree of stability, tolerance and judgment.

Examples

- uses intelligence and knowledge as opposed to physical means to control and guide children.
- handles emergencies or trying problems calmly and logically without undue emotionalism.
- c. examines all sides of a question or situation before forming an opinion or taking an action.
- d. is able to take constructive criticism and apply it rather than becoming defensive or trying to rationalize.
- 2. shows a personal concern for each student.

Examples |

- a. takes the time to listen.
- b. gives students an opportunity to voice their own opinions and tell their side of a story instead of shutting off debate with an authoritative opinion.
- c. takes the time to provide individual remedial or enrichment work when it is needed.
- d. counsels with students who are in difficulty.
- e. is warm, understanding, and friendly toward students instead of cold, aloof, and suspicious.
- f. displays a positive attitude towards students and encourages them rather than constantly disapproving, admonishing, blaming, or discouraging them.
- g. is the type of person students seek instead of avoid.
- 3. sets high personal standards.

Examples

- a. is responsible, businesslike, and systematic versus evading, unplanned, and slipshod.
- b. uses correct English and articulates clearly and enthusiastically.
- c. arrives at school, completes assigned duties, and turns in reports on time.
- d. is well-groomed and dressed properly.

CATO-MERIDIAN CENTRAL SCHOOL DISTRICT (Continued)

4. has a sense of humor - the ability to appreciate and express what is funny, amusing, or ludicrous.

Examples

- a. makes or takes opportunities to lighten the day's tasks with an amusing word or story when the occasion arises.
- b. laughs "with" the students and not "at" them.
- c. can laugh at himself when the joke is on the teacher.

Professional Characteristics

A Master Teacher -

understands and accepts individual differences in children.

Examples

- a. adjusts his teaching to the academic needs of pupils instead of blaming pupils for not meeting his pre-set standards.
- b. differentiates assignments and instruction within the class.
- c. provides learning activities and materials that are commensurate with the academic capacities of the students.
- encourages serious study and captures student interest by using a wide variety of teaching techniques.

Examples

- effectively uses such learning devices as lecture, class discussion, student reports, small study groups, projects, role playing, exhibits, etc.
- b. relates classroom work to experiences that are common to students.
- c. judiciously uses a variety of audio-visual aids such as filmstrips, slides, motion pictures, I.T.V., tapes, maps, globes, diagrams, charts, field trips, etc. to aid learning and improve understanding.
- d. skillfully phrases and uses questions.
- 3. demonstrates a broad and deep knowledge of his particular subject areas through
 - a. number and quality of undergraduate and graduate courses taken.
 - b. conscientiously updating, reinforcing and expanding present knowledge.
- understands that his professional responsibilities are not limited to the confines of the classroom and
 - a. willingly accepts extra supervisory assignments.
 - b. works with students in various extra-curricular activities.
 - c. willingly shares his talents, hobbies, or special interests with students.
 - d. exercises leadership on committees organized for the purpose of improving the school's educational program.

CATO-MERIDIAN CENTRAL SCHOOL DISTRICT (Continued)

 is continually seeking to improve and does not hesitate to change when new curricula, new methods, or new educational technology offers the possibility for improvement.

Examples |

- a. seeks opportunities to experiment and use I.T.V. or single concept film loops.
- b. finds ways of involving students in planning and conducting class work.
- c. works with other teachers in other disciplines in team teaching arrangements.
- 6. maintains the confidence and wins the respect of pupils.

Examples

- a. shows no favoritism or partiality.
- b. is consistent and fair in handling behavior problems.
- c. does not pretend to know everything and readily admits a mistake.
- d. sets high standards and encourages youngsters to meet the challenge of these standards.
- e. shows consideration for pupils' feelings in the presence of classmates.

MERIT PAY FOR CONDUCTING A CURRICULAR PROJECT

E 19 AMITYVILLE UNION FREE SCHOOL DISTRICT (Amityville, New York) Fall 1977 Enrollment: 4,100

Amityville's Performance Evaluation Plan was established by an agreement between the board of education and the teachers' association and is effective from March 1976 to August 1979. The two-phase plan assures that teachers who are given an unsatisfactory performance rating will have been given adequate warning, have been informed as to which aspects of performance are unsatisfactory, have been advised of the necessity to improve, and have been given an opportunity to improve, before any salary is deducted. The criteria by which teachers are evaluated are set forth in six major categories:

- 1. planning and preparation
- 2. instructional strategies
- 3. evaluation, monitoring, and reinforcement
- overall atmosphere of the classroom or learning environment
- fulfillment of the school role
- 6. relations with parents and community

Procedures for determining superior performance, as outlined in the plan, are described below.

DETERMINATION OF SUPERIOR PERFORMANCE

Superior performance as it is used in Amityville Performance Evaluation Plan is defined as a significant contribution on the part of the teacher to the improvement of instruction which is

AMITYVILLE UNION FREE SCHOOL DISTRICT (Continued)

above and beyond what is normally expected from that teacher in the performance of his assigned duties and responsibilities.

The contribution will be evaluated on the basis of the completion of an approved curricular project designed specifically for the improvement of instruction.

STANDARDS AND CRITERIA

Curricular projects should meet the following criteria and standards:

- (a) Related to the curriculum.
- (b) Involve the teacher in an activity which is above and beyond that normally expected of that teacher in carrying out assigned duties and responsibilities.
- (c) Relevant to the goals of the school and of the school district.
- (d) Transferable to other classrooms and other classroom situations.
- (e) Appropriate to the needs of the pupils and to their maturity.
- (f) Implemented by the teacher or teachers submitting the project.

Projects must include:

- 1. A project description
- 2. A set of clearly defined objectives
- 3. A timetable for implementation
- 4. A design for evaluation
- A listing of all additional resources necessary to complete the project.
 Incidental costs for implementation of the project, indicating where these funds are to come from.

Teachers are encouraged to submit joint projects involving coordination and cooperation between two or more teachers.

B. ELIGIBILITY

Any teacher who is in Phase I evaluation [i.e., whose performance is satisfactory] is eligible to apply for evaluation for superior performance and may submit a project. If during the conduct of a project the teacher is moved to a Phase II evaluation [indicating unsatisfactory performance], the project must be discontinued until such a time as the teacher is returned to Phase I evaluation.

C. PROCEDURES FOR APPLICATION

Applications will be submitted to the building principal. After reviewing the application, the principal may forward the application to the review committee with specific comments and recommendations, or return it to the applicant with suggestions for revision. If the teacher believes that the project is not in need of change or revision, the teacher may forward the application directly to the review committee. In such cases, the teacher must inform the principal of the fact that he is submitting the application directly to the review committee, and the principal will be given an opportunity to make a written report to the review committee as to the appropriateness of the project. A copy of such a report will be represented to the teacher.

With the teacher's concurrence, supervisors may nominate candidates for superior performance review. In such cases, nominators will be responsible for the preparation and submission of project proposals.

The review committee will review each project as to how well it meets the criteria. The review committee will recommend approval or return the project to the originator for revisions. The recommendations of the review committee will be made to the Superintendent of Schools.

AMITYVILLE UNION FREE SCHOOL DISTRICT (Continued)

The review committee will be: 3 classroom teachers (1 elementary, 1 secondary, and 1 teacher who will serve as chairman), 1 administrator who has districtwide responsibility, and 1 building administrator. This committee will be appointed by the Superintendent.

Applications must be submitted on forms provided (see pages 81-82). All applications must be submitted to the review committee no later than April 1 of any given school year.

The review committee will meet and forward its recommendation to the Superintendent of Schools no later than May 1 of that year. The Superintendent will inform teachers of the final decision of their applications on or about May 15. The review committee may ask the teacher, the principal, or the nominator, to appear before the review committee to speak on behalf of the project.

D. EVALUATION AND MONITORING

During the implementation of the project, the building principal will be responsible for the monitoring and evaluation of the project.

During the implementation phase, the teacher will submit two progress reports prior to the completion of the project. The deadlines for submission of these progress reports will be designated by the applicant on the application form.

The size of the salary adjustment to be granted on completion of a successful project will be established by the Superintendent of Schools at the time of the original approval of the project.

At the completion of the project, the principal will indicate the extent to which the teacher has met the objectives as they were established in the project.

The final determination as to the successful completion of the project will be made by the Superintendent. For successfully completed projects, the salary adjustment in the amount determined at original approval will be awarded.

			ACTION	
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			Principal	
			Review	
			Committee	
			Supt.	-
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	John Loomin			
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School _				
Title of Project				
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I. Need Statement	(Statement of	Problem)		387
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AMITYVILLE UNION FREE SCHOOL DISTRICT (Continued)

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III.	Project Description and Proposed Activities (Proposed Problem Solution)
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IV.	Evaluation Design
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	Starting Date
	1st Progress Report
	2nd Progress Report
	Ending Date
VI.	
VI.	Ending Date Incidental Costs, Special Requirements Additional Comments
VI.	Incidental Costs, Special Requirements
VI.	Incidental Costs, Special Requirements

MERIT INCREASES DETERMINED BY A POINT SYSTEM

E20 WELLSTON SCHOOL DISTRICT (St. Louis, Missouri) Fall 1977 Enrollment: 1,442

Salary increases for teachers at Wellston depend on two factors: performance, which counts for 80 percent of the pay raise, and education, which counts 20 percent.

WELLSTON SCHOOL DISTRICT (Continued)

COMPENSATION GUIDES AND CONTRACTS

Following are the regulations which apply to all teachers (except teachers employed under H.B. 474 or P.L. 94-142 programs).

- I. All future salary increases will be awarded on the basis of the following schematic.
 - A. Performance 80% (points)
 - 0 Less than Satisfactory
 - 10 Poor
 - 25 Fair
 - 40 Average
 - 50 Good
 - 60 Very Good
 - 70 Excellent
 - 80 Exceptional
 - B. Education 20% (points)
 - 0 BA
 - 4 BA + 15*
 - 8 MA
 - 12 MA + 15*
 - 16 EDS or AGC 20 - PHD or EDD
 - semester hours
- II. All teachers will be evaluated according to the criteria presented in the Wellston School District Teacher Yearly Objective Form, Teacher Job Description, and Teacher Evaluation Guide; and in accordance with the rationale expressed in the Wellston School District Teacher Evaluation Philosophy. The Evaluation Committee, composed of the evaluators and members of the management team, will jointly determine each teacher's specific level of performance based upon the data presented.

Examination of college transcripts will determine each teacher's appropriate level under Section B. Updated transcripts should be submitted to the Office of the Superintendent no later than the first day of March. Transcripts received after that date will not be considered in the Section B determination for the next school year.

Effective January 1, 1978, additional graduate credits must be approved in advance by the Superintendent of Schools. Graduate credits not approved in writing by the Superintendent of Schools will not be considered in the computation of Section B.

III. Based upon this information, each teacher will accumulate a point score and be placed in the appropriate category, as below:

> Category III Category IV Category I Category II Category V 50-59 points 60-69 points 70 + points 0-39 points 40-49 points

Each category is weighted as per the following. (X = the minimum merit raise)

Category I = OX

Category III = 1X Category III = 2X

Category IV = 3X

Category V

X will normally be computed by dividing the overall projected teacher raises as determined by the Wellston School District Board of Education by the sum of the weighted x's. The Board of Education will also determine the maximum attainable salary annually.

WELLSTON SCHOOL DISTRICT (Continued)

- IV. A teacher who wishes to appeal his categorical placement may file a written petition to the Superintendent of Schools which details his area(s) of disagreement. This petition shall be filed within 30 days of contract issuance. The Superintendent of Schools will review the petition and submit his recommendation to the Board of Education for final action.
- V. Teachers new to the Wellston School District will be compensated on the basis of a salary schedule. Future compensation levels for these teachers will be determined as in Parts I - IV.
- VI. The Board of Education reserves the right to revise or suspend these compensation plans as the need arises.

E 21 TREDYFFRIN/EASTTOWN SCHOOL DISTRICT (Berwyn, Pennsylvania) Fall 1977 Enrollment: 5,900

Tredyffrin/Easttown School District has an ongoing performance adjustment program which has been negotiated with the teachers' association. Each teacher is observed and evaluated at least twice during the school year and is given an annual performance rating. This numerical rating is then used to determine the monetary value of the performance increment. The merit program will be re-negotiated in 1981 when the present contract expires.

2.033 - Performance Adjustment

Determination of the amount of performance adjustment shall be made on the basis of each employee's performance in the preceding contract year as evaluated in accordance with the employer's established procedure.

The employer shall pay an aggregate performance adjustment to the employees which shall be 2% of the salaries of the employees covered by this contract on April 1 of the prior contract year. Each employee's share of the aggregate performance adjustment shall be determined as follows:

The total of all points attained by all employees currently employed on July 1 of the new contract year shall be determined and divided into the aggregate performance adjustment to obtain the monetary value per point. The monetary value per point shall be multiplied by the number of points attained by each such employee on his or her performance level evaluation to obtain the employee's performance adjustment.

TREDYFFRIN/EASTT PERFORMANCE							
				m			
Name of Teacher							
School Prin	сіраі				_ Date	e	
I. PLANNING	12	10	8	6	4	2	0
Establishes short- and long-range goals. States objectives clearly and communicates them to the students				COMMENTS	3		
Regards plans as a means of attaining objectives rather than ends in them-selves.							
Plans for the uses of a wide variety of teaching strategies.							
Is flexible in use of plans. Shows ability to meet challenges presented by interaction with students.							
Centers plans on individual needs.							
Plans meaningful activities and involves students in planning.							
Studies, selects, assembles and catalogues curriculum information.							
I. CLIMATE FOR LEARNING							
Collects and studies the available information about each student.	12	10	8	6 COMMENTS	4	2	0
Develops self-discipline in the students while encouraging a free expression of ideas.							
Establishes a general atmosphere of mutual respect between the teacher and students.	•						
Exhibits consistency in contacts with students.							
Shows respect for students as individuals.							
Uses supportive techniques with students.							
Is able to calmly cope with the challenges and changes of daily activities.							
II. DIRECTING LEARNING ACTIVITIES							I HILL
Selects an appropriate strategy to develop a particular concept.	12	10	8	6 COMMENTS	4	2	0
Recognizes differences in ca- pacities and interests of students and selects relevant content and materials to meet the needs of							

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT (Continued)

II.	DIRECTING LEARNING ACTIVITIES (continue	ea)		Y 20				
	Is effective in directing student interaction.	12	10	8	6	4	2	0
	Uses learning aids and audio- visual materials in a creative manner.				COMMENTS			
	Motivates students to reach levels of performance consistent with their abilities.							
IV.	EVALUATION OF INSTRUCTION		111100	eg mil Folkon	born - True		onglice to	and Some
	Uses diagnostic techniques frequently as a guide for instruction, and as a motivator for learning.	12	10	8	6 COMMENTS	4	2	0
	Uses a variety of techniques appropriate for evaluation of student progress.							
	Evaluates student progress frequently in order to direct learning.							
	Teaches the students to view evaluation as a guide to their learning.							
	Develops student self-evaluation skills.							
V .	PROFESSIONAL ATTITUDES AND CONDUCT	12	10	8	6	4	2	0
	Seeks professional growth through involvement in organizations, self-instruction, and graduate programs.	12			COMMENT	S		
	Initiates objective evaluation of work.							
	Faces limitations realistically and takes positive action to overcome them.							
	Is self-motivated.							
	Initiates innovations.							
	Has an enthusiastic attitude.							
	Has a sense of responsibility toward the total program.							
	Actively participates in in- service programs and makes con- structive suggestions for the improvement of the instructional							
	program. Consistently makes constructive							

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT (Continued)

Outstanding		Satisfactory	Recommended Increment
COMMENTS: (By Adm			
COMMENTS: (By Tea	cher)		
TARGETS FOR NEXT Y			
TARGETS FOR NEXT Y	(Short		

Tredyffrin/Easttown also maintains a program of Superior Service which extends to the outstanding professional the distinction of being evaluated as superior, as well as a monetary stipend of \$500 per year for three consecutive years over and above their regularly attained salary. Less than 10 percent of the faculty is included in this program.

Superior Service Program

Guidelines for Members of the Evaluation Team -

- A. Meeting with the candidate (to be held prior to observation time)
 Purposes:
 - 1. With the candidate
 - a. to permit candidate and members of evaluation team to become acquainted.
 - b. to permit members of the evaluation team to become familiar with the background of the candidate.
 - 2. Without the candidate
 - a. to agree on a tentative schedule for observations. (This will be necessary in order to prevent an excessive number of observations on any one day or during any one week.)
- B. In General
 - 1. Each evaluator will be expected to observe for a total of 4 hours.
 - 2. An observation period should be a minimum of 40 minutes.
 - 3. Each evaluator should visit the classroom on at least 3 different occasions.

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT (Continued)

- 4. A record of each observation should be maintained on form provided.
- The Teacher Evaluation Record is to be completed by each evaluator prior to the final meeting of the evaluation team.
- The team will meet following the observation period for the purpose of developing a combined rating.
- 7. The candidate's principal will be expected to supply members of the evaluation team the following information
 - Teacher's schedule secondary schools (elementary, where applicable)
- 8. Evaluators may, on occasion, request a conference with the teacher following an observation in order to clarify teaching procedures and objectives.
- 9. Evaluators are reminded that the observations are for the purpose of rating as compared to observations conducted to improve instruction. This should be considered during any conference conducted with the teacher.

E22 NISKAYUNA CENTRAL SCHOOLS (Schenectady, New York) Fall 1977 Enrollment: 4,564

The merit pay plan in the Niskayuma Central Schools is described extensively in Article XVI ("Compensation") of the teachers' negotiation agreement:

N. MERIT

I. Merit Instrument

Merit pay is a reward for outstanding teaching. This does not imply that improvement of classroom teaching is unimportant. The improvement of classroom teaching is a major and continuous concern of the teaching profession and it should be carried out employing techniques not associated with merit evaluation.

MERIT TEACHING PERFORMANCE SCALE

This scale is based on the concept that a teacher performs six roles:

- 1. Director of Learning
- 2. Counselor and Guidance Worker
- 3. Mediator of the Culture
- 4. Link with the Community
- 5. Member of the Staff
- 6. Member of the Profession

The administrator and each of his teachers whose performance is to be appraised shall jointly identify the teacher functions to be assessed. If difficulty is encountered, functions may be selected by alternating individual choices of the administrator and the teacher, starting with the teacher. For the following evaluation the administrator will have first choice. Not all functions under each of the Six Teaching Roles are applicable to all teachers, but selections as follows will be made for each appraisal:

Four functions from the teacher's role as Director of Learning.

Two functions from the teacher's role as Counselor and Guidance Worker.

One function from the teacher's role as Mediator of the Culture.

One function from the teacher's role as Link with the Community.

One function from the teacher's role as Member of the Staff

One function from the teacher's role as Member of the Profession.

Adapted from Dayton Scale.

NISKAYUNA CENTRAL SCHOOLS (Continued)

Other teacher functions appropriate to any of the Six Teaching Roles may be phrased and assessed if agreed upon by both the administrator and the teacher. The evidences provided are illustrative only.

The ten functions selected are to be rated on a scale of 0 - 5.

- 5 Exceptional
- 4 Outstanding
- 3 Proficient
- 2 Satisfactory
- 1 Needs improvement
- 0 Unsatisfactory

The teacher whose performance is to be assessed shall arrange to meet with his/her administrator within the first 30 days of each of the two semesters during which merit evaluation is conducted, in order to jointly identify teacher functions to be evaluated.

Both the teacher and the appraisers individually shall complete evaluation forms prior to the concluding session, during which the formal evaluation is to be made. After discussion, a final evaluation form shall be completed and sent to the District Office by the building principal. A copy shall be retained in the school; the teacher shall also have a copy.

The scoring range is defined as follows: 45 - 50 Exceptional

40 - 44

35 - 39

30 - 34 Meritorious

25 - 29 Professional Competent

The success of the instrument relies on the cooperation of staff and administration.

II. General Policies

- 1. All teachers are governed by the merit system.
- 2. A teacher becomes eligible to participate in the merit program when salary placement is on step 6 or when a teacher has completed at least two and one-half years of service in the district, and is on step 6 or above. The merit evaluation begins on January 1 of the year after the teacher is eligible by years of service and step placement.
- 3. Teachers may waive their right to participate or continue in the merit program.
- 4. A teacher is to be evaluated every third year once he enters the merit program. He may sign off the merit program at any time, but in doing so will not be entitled to any additional merit pay. He will continue to receive the money that he originally earned. When the teacher has received the maximum amount of money equated to his merit score, the teacher with the approval of the principal, can request that the evaluation be waived. When the evaluation is waived, the next regularly scheduled evaluation shall be three years hence.

A teacher or the principal can request an evaluation in an off-year when either has a reason to believe that a change in the evaluation score might result. Whenever an off-year evaluation is made, the next regularly scheduled evaluation shall be made in the third year following the off-year evaluation.

- 5. Teachers on leave are not credited with merit increments during this period.
- 6. Teachers must be in active service during the entire calendar year when the evaluation is planned.
- Teachers who are scheduled for an evaluation will be notified by the Assistant Superintendent by January 1 of each calendar year.

NISKAYUNA CENTRAL SCHOOLS (Continued)

 Teachers who have not elected to participate in the merit program will be given an option each year to reconsider.

III. Procedures

1. Evaluators/Contributors

- a. Directors, Heads of Departments, Department Chairmen, and Coordinators shall participate with the administrator in the rating of a teacher including making up to two of the three observations. The teacher may request the participation of a second contributor from among personnel who are identified as contributors in the policy dealing with tenure evaluation. Those who have participated in the evaluation of a teacher may be present at the formal conference with the teacher.
- b. To insure consistent application, frequent training sessions should be held for evaluators/contributors.

2. Observations and Conferences

- a. A record shall be kept of formal conferences and classroom and other observations. The period of observation must include a minimum of three observations which shall be spaced as evenly as possible. Teachers are encouraged to make suggestions as to time and length of visit. Additional observations may be arranged by the teacher or administrator. Other sources of evidence such as teacher-administrator conferences, out-growths of classroom activities, and incidental school contacts may be utilized in evaluation and appraisal. The principal may draw upon experiences since the last evaluation to supplement the current evidences in appraising the effectiveness of a teacher.
- b. The merit evaluation period is to be from January 1 to December 31. The first of two formal conferences shall be held by June 15 after the completion of at least two observations. The second conference shall be completed by December 31.
- c. The teacher's self-evaluation is to be used at his personal discretion during his participation in any conference with the administrator. The teacher shall keep his own copy of the numerical rating done at each formal conference and any recommendations and/or suggestions offered by the administrator.
- d. During the formal conference, the administrator shall give the teacher his numerical rating on each criterion and shall review and discuss the evidences on which his evaluations were based. These shall be initialed by the teacher and retained in the principal's file. Further, he shall offer constructive and positive suggestions, where possible. In addition to the two formal conferences, a conference may be held at the teacher's or administrator's request after an observation.
 - e. If there is marked disagreement regarding the evaluation, the teacher may, of course, take the points in question to the Superintendent for discussion.
 - f. No ratings shall be considered final until approved by the Board of Education. When final approval is made, the chief school administrator shall provide the teacher with a completed and approved copy of the Evaluation Score Sheet for utilization in instructional improvement. It is essential that all evaluation and salary adjustments resulting therefrom be kept confidential.

IV. Salary

1. The additions to salary are:

EVALUATION SCORE RANGE	ANNUAL MERIT ADDER	MAXIMUM TOTAL ADDER			
45-50	\$400	\$2000			
40-44	300	1500			
35-39	200	1000			
30-34	100	500			

Half the annual merit adder will be given to the teacher in a lump sum about February 1 following the one year evaluation period, and the other half about September 1.

Example: (teacher in 40-44 category)

Regular Salary Step	Lump Sum	Payment Feb.	Annual Adjusted
	bept.	reu.	Salary
7		\$150	Step 7
8	\$150	150	Step 8 + \$150
9	150	150	Step 9 + 450
10	150	150	Step 10 + 750
etc. until annual a	diusted salary	equals merit	

- 2. When a teacher has received the maximum total adder equivalent to the merit rating, this amount is added to the teacher's regular schedule salary, and the sum becomes a total salary. If the teacher has not reached step 15, he or she will then advance automatically to that point from his or her regular placement on the salary schedule.
- A teacher whose reevaluation is a lower score will be held safe-harmless until a new evaluation entitles the teacher to additional merit money.
- 4. The results of the evaluation conducted during the first half of the school year will be reported to the Superintendent of Schools by the principals for the purpose of attaining equity throughout the district.

V. Transition

- 1. A teacher who has been reevaluated and changed
 - a. to a higher merit category will continue to receive the merit adders at the new rate until the maximum merit is obtained.
 - b. to a lower merit category, will receive merit adders at the lower merit category until the lower merit category maximum is reached.
- A person at merit maximum who is reevaluated at a lower category is frozen at that salary until the new merit maximum is greater.

VI. Merit Committee

A permanent Merit Committee will be appointed, consisting of three teachers and three administrators

- 1. to review questions of application and make recommendations to the Superintendent
- 2. to periodically review the merit system.

	ASSESSMENT OF TEACHING PERFORMANCE				
	EVALUATION CHECK LIST				
Di	rector of Learning (Select four)				
1.	Adapts the principles of child growth and development with emphasis on social behavior.				
2.	Plans learning activities in accordance with individual differences.		-		
3.	·				
5.	그 것이 그는 그리는 그를 하는 것이 되었다. 그런 것은 그런 것을 하는 것이 되었다는 것이 없는 그런 그런 그런 그런 그런 그런 것이 없었다. 그렇게 되었다는 것이 없다는 것이 없다면 없다면 없다.				
6.	Other(s)				
Co	Counselor and Guidance Worker (Select two)				
1.					
2. 3.			3		
4. 5.					
Мє	Mediator of the Culture (Select one)				
1.	Draws on his scholarly background to enrich cultural growth of pupils.				
2.	Designs classroom activities to develop pupil ability and motivation.				
3.					
	continue to learn after leaving school.				
4.	Develops pupil attitudes and skills necessary for effective participation				
5	in a changing democratic society. Helps students acquire the values realized as ideals of democracy.				
5.	Other(s)				
	ink with the Community (Select one)				
	Utilizes available educational resources of the community in classroom procedures.				
2.	Secures cooperation of parents in school activities.		9		
3.	Assists lay groups in understanding modern education.				
4.					
5.	to education. Other(s)		100		
Ме	ember of the Staff (Select one)				
1.	. Contributes to the definition of the overall aims of the school.				
	Contributes to the development of a school program to achieve its objective	s.			
237	Contributes to the effectiveness of overall school activities.				
4.					
5.	0ther(s)				
1.	mber of the Profession (Select one)				
2.					
3.					
5.	그 그들은 사람이 가는 것이 없는 것이 아무리에 있었다. 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은	d.			
6.					

NISKAYUNA CENTRAL SCHOOLS (Continued)

Evaluation Check List (co	ontinued)	
	ure does not necessarily ne opportunity to review i	indicate agreement, but simply that he has read t with the administrator.
Cooperative appraisal com	Date	Teacher's Signature

210000	list the activities in which you are or have been engaged recently, noting any
	function you may have.
I.	Work on committees
II.	Service rendered to the school this year (List)
TTT	In-service and/or graduate growth studies
TII.	IN-Service and/or graduate growth studies
IV.	Informal growth activities (readings, meetings, etc.)
v.	In what activities have you been engaged, other than the foregoing, which you
	feel have contributed to your effectiveness in teaching? (Include any you wish:
	home, community, travel, etc.)
VI.	In what ways do you feel you have contributed as a member of the staff?
VII.	List community-linked activities.
TTT	Any additional information that would affect this evaluation.
	and and a second
	The second secon

E 23 LEBANON PUBLIC SCHOOLS (Lebanon, Connecticut) Fall 1977 Enrollment: 1,335

INTRODUCTION

In spring 1977 upon conclusion of negotiations between the Lebanon Board of Education and the Lebanon Teachers' Association, the school administration was charged with the responsibility of developing the criteria and format for a merit incentive evaluation and monetary distribution plan.

The 1978-80 agreement between the parties established a salary grid and an incentive package for distribution at the end of each school year.

Information relating to the project was collected from the American Association of School Administrators, several near and distant school systems that have or have had merit pay plans, and several sources located in Connecticut--Project Learn in Old Saybrook, the Area Cooperative Educational Services of Hamden, and ERIC data banks at the University of Connecticut at Storrs.

Pertinent facts and situations peculiar to the district required a unique design. Primarily, a concern for the very nature of the administrative structure of the school system and the time needed by administrators to evaluate effectively all staff were paramount problems. Second was the need to include realistic self-evaluation by the staff and to provide department leaders and unit leaders the necessary program control to meet the district's goals and objectives.

The Lebanon merit program is based on the premise that the district has good teachers, and that these teachers should be rewarded for their effectiveness. The district believes that in this premise lies the strength of its program. Many merit plans have failed because they have either not provided the funds to fulfill the intent of the program or they have become a method of reducing the upward trend in salaries.

Lebanon administrators note that they developed a relatively less complicated evaluation process than the research shows to be common for merit plans. Basically, the evaluation structure for the 1977-78 school year was composed of two parts, each having equal value. The first part comprises a modification of the existing staff objectives. In the 1976-77 school year each staff member was required to develop two objectives, one a performance objective and the other a process objective. A performance objective is an objective written in performance terms for groups of students. The teacher described a "target" group to be involved, what was to be learned, the content area affected, the method of measurement, the time span, and the proficiency level that was expected to be achieved. A process objective describes the strategies or procedures to be used by the teacher in carrying out instruction. The intent is to center on the person controlling the strategy or deciding the strategy or procedure, i.e., the teacher. Each teacher or specialist should describe the activity, the time span in which the activity would occur (usually of sufficient duration, such as a semester or longer), and a tangible, recognizable outcome.

The modifications in the present plan will call for:

- a. A timetable updating the process to include completion and evaluation by June 1, 1978.
- b. A copy of each objective be filed with the Superintendent by October 3, 1977.
- c. The objectives be drawn from the Board of Education's goals and objectives in effect relating the activities to servicing the purposes and needs of the district and, directly, its children.
- d. That the objectives be developed in cooperation with the school principal.

Part two of the evaluation process is the utilization of the teacher job description policy. The four major job goals and 20 general duties and responsibilities descriptors will comprise half of the overall evaluation. A rating continuum scale for each item is described below.

LEBANON PUBLIC SCHOOLS (Continued)

As Steve Keeney explained in the June 1978 issue of The American School Board Journal, most of the money usually allocated for 6-7 percent across-the-board raises has been placed in a fund to which every teacher has access. But only those teachers who have achieved stated goals and objectives established at the beginning of the school year receive merit pay. He estimated that about half of the teachers in Lebanon would receive merit increases at the end of 1978, with the remaining half receiving a standard step increase which was held to two percent in the negotiated agreement. During 1977-78, the first year of merit pay, the maximum bonus that a teacher can earn is \$500. By the third year of the teacher's contract, the amount will go to \$900. The merit provision does not increase teacher salaries permanently, nor does it change a teacher's step on the salary scale. [61]

CALENDAR 1977 - 78

August 31, 1977:	Criteria distributed to staff
September 6, 1977:	Official opening of school
September 13, 1977:	Job descriptions for school psychologist, guidance counselors, speech therapist, library/media specialist, social workers will be submitted for Board of Education processing
October 3, 1977:	All staff are to submit two completed objective forms. Principal must sign signifying his concurrence.
November 1, 1977:	First interim objectives report due from each staff member. Interim reports may be used to make adjustments or revisions in the objectives plan. Any adjustments must have a principal's concurrence. Copies of interim reports are to be sent to the Superintendent's office.
December 9, 1977:	Second interim progress report due (for both objectives) from each staff member.
January 27, 1978:	Third interim progress report due from all staff members.
January 27, 1978:	First job description report due from principals for each staff member in non-tenure status and for one half of all tenure status teachers.
March 31, 1978:	Fourth interim progress report due.
May 15, 1978:	Final job description report due for all staff members. Final objectives report due for all staff members.
May 23, 1978:	Merit ranking given to Board of Education.
June 9, 1978:	Merit pay distributed with first paycheck in June as per contractual agreement.

All of the above dates (except the June 9, 1978 distribution) are subject to revision for cause.

Part I: Professional Objectives

<u>History</u>: The state Board of Education has directed local school districts to ensure that their teacher evaluation programs are consistent with certain stated principles and guidelines. Foremost of these principles is the state's commitment to teacher evaluation as a primary tool for the improvement of the student learning experience. Furthermore, the state Board has prescribed

LEBANON PUBLIC SCHOOLS (Continued)

that teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced. Performance, according to the state, should be evaluated in terms of the degree to which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role in the context of the specific educational environment.

Incorporation into the Merit Program: The professional objectives utilize teacher centered instructional activities as well as a significant element of self evaluation. The merit program concentrates on the instructional activities and the operational instructional program performance. Thus, it appears that the professional objectives format with which our staff is already familiar can be successfully adopted into the merit program.

Philosophy of the Evaluation Program

The teacher evaluation program is a continuous, constructive, and cooperative process between teacher and supervisor. The Supervisor places major emphasis on assisting staff members in achieving professional growth consistent with the demands of the profession and the school system.

The evaluation program is based on individual professional objectives which have been mutually established by teacher and supervisor.

The evaluation procedures shall:

- Establish a constructive climate for teacher and supervisor to solve any problems that may arise.
- Identify at an early date the need for the planning of the kinds of assistance which the teacher most needs.
- Provide flexibility in meeting each teacher's needs as seen by both the teacher and the supervisor.
- Provide for a formal evaluation of teachers to determine the degree of success in achieving established professional objectives.
- Provide for follow-up consultation between the teacher and supervisor and to consider, where appropriate, revisions of professional objectives.

Evaluation Forms

The statement of professional objectives for teachers shall be recorded on Professional Objectives Forms. Sample forms follow. Also included is a Data Form. This form will be used by both teachers and supervisors in recording any data gathered in regard to the evaluation of a particular objective. This form will also be used to record the minutes of evaluation conferences.

Definition of Terms

- Professional Objectives In setting their objectives, teachers will work with two types.
 The two are performance objectives and process objectives. Each is defined below with examples.
 - A. Performance objectives are those objectives written in performance terms for groups of students. They are not written for teachers. Performance objectives include the following components and examples:
 - What group of students:
 Students in Cluster X
 Students with low aptitude for math
 Fourth grade girls with low body image scores
 Seventh grade math students scoring below 6.1 in Math Computation
 Eighth grade counselees scoring about 60%tile on Potential Drug Abuse Scale
 - 2. What is to be learned: Computation Improve self-concept 8 word attack skills Spelling

LEBANON PUBLIC SCHOOLS (Continued)

3. What is the content area?

Reading Math Guidance Science

4. What is the method of measurement?

The California Achievement Test
The Ohio Occupational Inventory
The Thomas Self-Concept Scale
Behavioral Objectives for the XYZ Biology Program
Criterion-Referenced Assessment

5. What is the time allotment?

8 weeks 36 weeks one semester

6. What is the proficiency level?

10 %ile points average increase

10 points average increase 90% will pass eight objectives

- B. Process objectives describe procedures or strategies to be employed by the teacher in planning or carrying out instruction. Process objectives tell:
 - l. Who is responsible for an activity?

 Teacher

 Student

 Supervisor
 - What the activity is?
 Developing Learning Centers
 Creating an internship program
 Facilitating student participation
 Implementing a new course elective
 - 3. When the activity will be accomplished (time)?

A semester A school year Sixteen weeks More than a year

4. A tangible outcome:

Physical reorganization of the learning environment Student responses on an attitudinal survey Upward growth in attendance A completed implementation based upon previously established criteria

- C. In writing performance and process objectives, the teacher will:
 - Analyze his/her students. What are their strengths? Their needs?
 Use test results
 Use teacher reports
 Use the cumulative records
 Talk to the principal, last year's teachers, counselors, learning disabilities teachers, etc.
 - 2. Be creative. What kind of program or instructional emphasis will improve performance?
 - Measure outcomes utilizing a variety of instruments.
 Teacher made scales and tests

Teacher made scales and tes Standardized tests Questionnaires Other objective assessments LEBANON PUBLIC SCHOOLS (Continued)

Procedures

The Teacher Evaluation Program attempts to focus upon an evaluation of professional objectives to which a commitment has been made. All teachers will be expected to select at least two (2) professional objectives each year, one that is process in nature and one that is performance in nature. The objectives will be mutually agreed upon by teacher and principal and must be consistent with the goals and objectives set by the Board of Education. The emphasis of the objectives must ultimately relate to the learning experience. The objectives may address instructional matter of an ongoing, innovative, or problem-solving nature.

Each teacher shall elect to be supervised by either the principal, department head or unit leader. Data input will be submitted on the Data Forms. Periodic reports (interim reports) must be submitted by the teacher according to the calendar.

While the focus of the Teacher Evaluation Program will be guided by the professional objectives selected, teachers will also continue to be responsible for fulfilling the role functions in their job descriptions. Any matters related to role function deficiencies as defined in the job description will be processed in a manner prescribed by law.

OBJECTIVES EVALUATION

The principal and each teacher shall meet to review the objective conrating of the overall outcomes. A mutually

Interim		
Name	Position	
Evaluator		
Date	The same of the sa	
Performance Objective	Scheduled completion date	
Process Objective	Progress conference date	
A. Activities performed:		
B. Goal reference (specifically	related to objective):	
C. Nature of success data, colle	ectors, procedures:	
D. Special conditions/nature of	help to be provided:	
E. Teacher's analysis of results	: attended to the street of the street of	
F. Supervisor's analysis of resu	ilts:	
H. Follow-up plans:	The second secon	
I. Rating (final report only):		
(chec	ck one block only)	
0 1 2 3 4	5 6 7 8 9	10
Unsatisfactory	Satisfactory Outst	anding
	Teacher	

Staff Member	Date Objective Is Set
Staff Member's Grade/Subject	School
Supervisor	Process Objective
	Performance Objective
Title of Professional Objective	plane like the mules in the beginning
this agreement. This should inc A. Intent of what is to be done B. Procedures to be used C. Outcomes to be expected D. Resources to be required 2. A precise description of how the include: A. Who will monitor and evaluation be	e objective will be organized. This should
or poor progress.	al/Financial) Real or imagined blocks to ndicate any such constraints as precisely
or poor progress.	al/Financial) Real or imagined blocks to
or poor progress. 3. Constraints: (Situation/Personathe success of the activity. In as you can.	al/Financial) Real or imagined blocks to ndicate any such constraints as precisely
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JOB DESCRIPTION: Merit Incentive Plan

The Job Description given here is a condensed version of Policy GBAA. For additional purposes it shall serve as the Job Status Evaluation which is to be rendered by our principals according to Board Policy GBI.

The Job Description has two major segments as related to the merit evaluation. The <u>first</u> part, Job Goals, consists of four major goals expected of each teacher in his or her service to the district. The number at the end of each statement is the assigned weight value and will be used as the multiplier of the rating given each goal for each teacher. These will be extended and totalled for an overall ranking of Job Goals for each teacher on the Merit Status Summary.

The <u>second</u> part of the job description evaluation are the <u>General Duties and</u>
<u>Responsibilities</u>. These twenty items are also given an assigned weighting
factor. Here the emphasis is placed on instructional duties and responsibilities
for each teacher in service to the district.

Again each item will receive a rating which will be multiplied by the weight factor. The ranking will be extended and totalled for an overall ranking of General Duties and Responsibilities on the Merit Status Summary.

NAME	Ξ	DATE			
SCHO	OOL _	GRADE/SUBJECT			
EVAI	LUAT	DR			
Α.	Job	Goals			
	1.	To help students learn subject matter and skills that will contribute to their development as mature, able and responsible men and women	Weight >	Rate =	Rank
	2.	To lead students toward the fulfillment of their potential for intellectual, emotional and social growth and maturation.	5		
	3.	To provide an educational foundation so as to maximize the potential for successful decision making processes in each student.	5		
	4.	To lead and provide an example of human compassion, kindness and self discipline so as to elevate the awareness of young people toward the benefits of these qualities.	5		
В.	Gen	eral Duties and Responsibilities			
	1.	Meets and instructs assigned classes in the locations and at the times designated.	5		
	2.	Develops and maintains a classroom environ- ment conducive to effective learning within the limits of the resources provided by the school district.	5		
	3.	Prepares for classes assigned and has written evidence of preparation.	5		
	4.	Establishes and cooperates in maintaining standards of classroom behavior.	5		

	5.	Employs a variety of appropriate instruc-	Weight x Rate = Rank
	878-08-01	tional techniques and instructional media consistent with the physical limitations	
	7	of the location provided and the needs	
		and capabilities of the individuals or student groups involved.	5
	6.	Creates a classroom environment that is conducive to learning and appropriate to	
	7	the maturity and interests of the students. Strives to implement by instruction and	_5
	,.	action the district's philosophy of education and instructional goals and objectives.	
	8.	Takes all necessary and reasonable pre- cautions to protect the safety and well being of the students.	4
	9.	Takes all necessary and reasonable pre- cautions to protect equipment, materials and facilities.	4
	10.	Evaluates and reports student progress on a regular basis.	4
	11.	Maintains accurate, complete and correct records as required by law, Board policy and administrative regulation.	4
	12.	all policies and/or rules governing	
		student life and conduct and for the class- room, develops reasonable rules of class- room behavior and procedure, and maintains order in the classroom in a fair and just	
		manner.	
	13.	Identifies learning difficulties of students on a regular basis and seeks the assistance or refers to the school system's	
	*	specialists as needed or specified.	3
	*14.	Makes provision for being available to students and parents for educationally related purposes outside the instructional day when required or requested to do so	
e:	*	under reasonable circumstances.	_3
	15.	Attends and participates in faculty meetings and serves on staff committees as needed.	_4
	16.	Cooperates with other staff members in planning instructional goals, objectives and methods.	4
	*17.	Assists in the selection of books, equipment and other instructional materials.	_3
	*18.	Strives to maintain and improve professional competence, provides for personal growth through an ongoing program of reading, workshops, seminars, conferences and/or advance	
		course work at institutes of higher learning.	_3

LEBANON PUBLIC SCHOOLS (Continued)

			Weight x Rate = Rank	
	19. Works to establish and mai lines of communication wit their parents concerning b academic and behavioral pr assigned students.	h students and oth the broad	3	
*	20. Plans and supervises purpo ments for teacher aide(s), student teacher(s), and, c may be prescribed, evaluat	volunteer(s),		
	performance.			
		TOTAL	LE STEEL COLUMN	
SIG	GNEDTeacher	DATE		
		DATE		
SIG	Principal	DATE		- T
* As	s it applies to instructional ac	tivities		
Rat	ing Scale			
î	O Unsatisfactory 1 Poor, needs significa 3 Less than expected ef 4 Consistent with quali	fort ty professional standar	rds	
	5 Outstanding, signific	ant high quality perfor	mance	

MERIT STATUS SUMMARY

Prior to distribution of merit incentive pay a summary of all evaluation activities is to be submitted.

The summary consists of three parts:

Part A is a rating of the performance objective by the principal and each teacher.

Part B is a rating of the process objective by the principal and each teacher.

Part C is the job description rating submitted by the principal after review with each teacher. This part is divided into two sections: Goals and General Duties and Responsibilities.

Part A has a value of 200 points.

Part B has a value of 200 points.

Part C has a value of 500 points.

These will be added up to a total for each staff member.

Each school's staff will be ranked separately. Therefore, all of the high school staff will be ranked according to overall rating. The same process will be used at the elementary school. This procedure has been recommended by each principal for two basic reasons:

- a. To bring consistency within each school's evaluation process and not create a concern for inter-school consistencies or comparisons.
- b. To delineate the varied nature of the teacher's role and responsibilities between elementary and secondary levels.

MOD	EL MERIT STATUS	SUMMARY	
Nam		endent by May 15, 1978)	
Sch	001	The har market of subsection	
	e	the same in managed a rate off , who	
Eva	luator	term intermed the special few to fire	
Α.	Performance Objective Rating:		
	Principal's rating x 10 =		
	Teacher's rating x 10 =	and a signal results of the	(a)
В.	Process Objective Rating:		
	Principal's rating x 10 =	_	
	Teacher's rating x 10 =		(b)
C.	Job Description Rating:		
	1. Goals	THE THEOLOGICAL PROPERTY OF THE PARTY OF THE	(c)
	2. General duties and responsibi $a + b + (c + d)$	lities	(d)
	= possible 200 points		
a b	= possible 200 points		
c+d	= possible 500 points		
Eva	luator	Teacher	
	r Handa on Peting the Com-	restante e la companya de	a argu
Dat	e	Date	

MERIT BONUS WITH PERFORMANCE CRITERIA

BRYAN INDEPENDENT SCHOOL DISTRICT (Bryan, Texas) Fall 1977 Enrollment: 9,079

MERIT PAY PLAN

The idea of a merit pay plan was conceived to offer an added incentive to teaching and to correct some of the inadequacies of the across-the-board salary raises as administered by the state salary scale.

In Bryan, \$200,000 is budgeted for the local experience increment and is applicable to every professional. The Blue Cross and Blue Shield insurance includes every employee and amounts to approximately \$124,633 per year in the budget.

With these three <u>scheduled</u> benefits--state scale, local increment, and insurance available to <u>all</u> professionals--the Trustees felt another added incentive should be available for meritorious services. The Bryan I.S.D. Board of Trustees budgeted \$60,000 for 1977-78 for this purpose.

Since November 1977, fourteen meetings have been held with building faculties, Curriculum Council, Bryan Education Association, and the Advisory Committee. The Advisory Committee was composed of a businessman (P.T.A. City Council), a student (B.H.S. Student Council), six teachers, and one principal. The main purpose of the Advisory Committee was to suggest specific criteria that could be used, along with the present evaluation program, to help select recipients of merit pay.

The entire evaluation program, which has been in use three years, will retain past evaluation techniques and materials, such as goal sheets, self-evaluation, classroom observations, and the evaluation forms completed by principals. Added to the present evaluation program will be a list of criteria selected from suggestions of many teachers throughout the district and from the Advisory Committee.

Principals may nominate up to 25 percent of their faculties to be considered for merit pay. The final approval will be made by a committee composed of the Principal, Superintendent of Schools, Director of Instruction, and Director of Personnel. If the principal submits more names than can be funded from budgeted monies, the above mentioned committee will select recipients of the stipend this year.

In compiling the list of nominations, the principal may use any and all resources available to him including recommendations from teachers, parents, and students.

The additional criteria below will be used in making final selections:

- Does the teacher exhibit good rapport, cooperation, and communication with students, colleagues, administration, and the school district community?
- 2. Is the teacher successful in exciting the students to want to learn and relating the need for learning to later life?
- 3. Does the teacher practice good classroom management skills?
- 4. Does the teacher's instructional program reflect planning and organization with definite objectives in mind?
- 5. Is the teacher exceptionally competent in teaching field--continually striving for professional growth?
- 6. Is the teacher involved in this community's activities including living in our school district?
- 7. Does the teacher work before or after school in school-sponsored activities for which no remuneration is offered?
- 8. Is the teacher active in improving the profession in some of the following areas:
 - a. Sharing ideas with new teachers
 - b. Contributing to in-service programs (in district or out of district)
 - c. Working on textbook committees (district or state)
 - d. Active in professional affiliations within the <u>teacher's particular subject</u> area (International Reading Association, Association for the Education of Young Children, Texas Council of Teachers of Mathematics)
 - e. Supervising student teachers.

- 9. Has the teacher had experiences outside the classroom to help relate classroom activities to students' needs later in life?
- 10. Does the teacher loyally support the policies of the school board?
- 11. Does the teacher use good judgment in absences from duty?

All recipients will receive the same amount to be divided equally in the June and July paychecks, along with a letter from the principal. In 1978, 20 percent of the faculty was identified as eligible for merit pay. Ninety-nine teachers were paid \$600 each in an effort to reward the best of the Bryan faculty.

	PROFESSIONAL EVALUATION			-58-50-500	150	pl.
	CHECK MARK IN THE APPROPRIATE SPACE. USE AN ASCENDING CE, WHILE FIVE WOULD CONSTITUTE A SUPERIOR RATING.	SCALE	FROM	1 TO .	5, ONE	DENOTING
	Personality Factors					
		1	2	3	4	5
1.	Enthusiasm				-	-
2.	Self-control				<u> </u>	
3.	Sense of fair play					
4.	Discretion in conversation					
5.	Accepts and gives constructive criticism			_	_	
6.	Avoids imposing personal opinions on others					
7.	Avoids personality clashes				-	
8.	Other				- 240	
	Social and Professional Factors					_
,		1	2	3	4	5
1.	Attitude toward teaching					
2.	Interest in students			_	_	
3.	Understanding of students					
4.	Ability to talk with parents	_		_		
5,.	Cooperation with other teachers			_		(c)
6.	Loyalty to the school	-77			-	
7.	Knowledge of subject matter				-	
8.	Attends professional meetings	-				N ame and
9.	Participates in community activities		_	_	—	-
10.	Avoids bringing outside problems to school			-	_	3
11.	Use of good English					
12.	Does professional reading and study					
13.	Seeks improved ways of teaching					_
14.	Often does more than is required					
15.	Consults with supervisors when needed		_			

		1	2	3	4	5	
16.	Exercises professional good judgment in						
	absences from work					_	
17.	Other .	- 21				-	
	Classroom Organization and Rou	tine					
		1	2	3	4	5	
1.	Encourages independent work by students		1	mil e i			
2.	Uses audio-visual aids in proper relation						
	to subject matter	_	—	2 - 11 - 2			
3.	Summarizes units of work with students	-				-	
4.	Gives frequent short tests and few long tests on material covered in class	EA13		II 30		1 67 A	
5.	Uses test results as a basis for further planning and instruction						
6.	Impartial treatment of students						
7.	Wholesome classroom atmosphere						
. 8.	Disciplinary control					_	
9.	Keeps room neat and attractive				9/10=11	(e))	
10.	Meets time schedules promptly						
11.	Does most of clerical work on nonteaching						
	time			-	_		
12.	Keeps accurate records				HELO	_	
13.	Files reports on time			_	_		
14.	Keeps adequate lesson plans					_	
15.	Provides for purposeful use of students' time throughout the school day					_	
16.	Cooperates with helping personnel						
17.	Communicates regularly with parents	34.16			_	_	
18.	Other			M. E.		-	
	Teaching Techniques						
		1	2	3	4	5	
		1	2	3			
1.	Skill in stimulating thought and discussion	_	-	-		_	
2.	Skill in helping to form good behavior habits			_	_	-	
3.	Skill in getting pupils to work without wasting time		1000				
4.	Skill in teaching how to study						
5.	Skill in teaching pupils to use reference materials		ded			1	
6.	Skill in questioning						
7.	Skill in motivating interest	- 10 = 11				_	
8.	1.1 1		_		_	_	

		1 2 3 4 5
9.	Skill in providing meaningful experie	ences
10.	Skill in helping students to overcome spelling difficulties	
11.	Skill in developing oral expression	a supplied to a supplied to a supplied to a supplied to
12.	Skill in developing written expression	on — — — —
13.	Skill in developing listening ability	y all a second bursely.
14.	The experience of the control of the factor of the control of the	
15.	Other	All of work to the
		Signature
		Date
1.0385	Personal:	e superstant Commission - Timor Especial
2)	Curriculum - Instruction:	men e ^{r is} alti
3)	School-Community Relationships:	Commence of the Commence of th
4)	Improved Professionalism and Competenc (School, workshops, special projects,	
	no re i nais namenti altra come	
		Approved:
	Teacher	Principal
	2545152	Timoipai

Fall 1977 Enrollment: 15,600 Midland, Texas)

The Midland Independent School District believes that performance-based salary supplements are a means of recognizing and rewarding excellence in teaching and job performance. The District has established four levels of achievement, with performance criteria which must be met in order to receive salary supplements. The achievement levels include:

Level I Bachelor's and/or Master's Degree

Level II Master's Degree

Level III Master's Degree Plus 15 Graduate Hours Level IV Master's Degree Plus 30 Graduate Hours

The performance areas are as follows:

Teaching Skills - Teaching skills are techniques which involve carefully planned goals and are based upon knowledge of child growth and development, understanding of learning and how it takes place, and command of the subject matter involved.

<u>Classroom and School Environment</u> - Pertains to the atmosphere or setting, both physical and emotional, of the learning area in which the child and teacher function together and foster positive teacher-student, student-teacher, and student-student relationships.

<u>Communications</u> - A process of receiving as well as sending intended messages, thoughts, ideas, feelings, or concerns expressed verbally and non-verbally in order that they may be transmitted, decoded and adequately understood.

<u>Interpersonal Relationships</u> - The total personality, the interaction of persons in a variety of groups, and the diverse cultural context within which people should grow and learn.

<u>Professional Contributions</u> - Those specific responsibilities which contribute to the effectiveness of the teaching profession and to the improvement of education in general.

POLICY STATEMENT

14.07 Performance-Based Salary Supplements

Underlying Philosophy

- 1. To provide the MISD staff an avenue for instructional improvement and for professional development through continuing education.
- To provide an incentive for professional growth to the greatest possible number of specialists and generalists on the MISD staff.
- To provide a tangible method of recognizing and rewarding performance levels which contribute to excellence in education.

System Description

- 1. Performance-based salary supplements are awarded through the system described in the booklet, MISD Performance-Based Salary Supplement: Practices, Procedures and Criteria.
- Performance-based salary supplements are available in four levels of sequential difficulty. Each level has specific criteria, indicated by Arabic numerals. Indicators are listed under each criterion. Criteria must be met. Indicators are to serve as models of the kinds of data that may be submitted.

Staff Eligibility

- Professional staff members of MISD are eligible to participate in the performance-based salary supplement with the exception of:
 - a. building principals, coordinators, directors, assistant superintendents, and the superintendent.
 - b. those who have not completed three years of MISD teaching experience.
 - c. a staff member who resigns or is granted a leave of absence prior to the completion of a level application process.
- Teachers returning from leave will be allowed to retain the same supplemental level they were receiving when granted leave. The length of the leave will be included in the total years allowed for that supplement payment.
- 3. Teachers returning from educational leave will be allowed to retain the same supplemental level they were receiving when granted leave. The length of the educational leave will not be included in the total years allowed for that supplement payment.

Length of Term

- 1. Performance-based salary supplements will be granted for a period of four consecutive school years from date of issue.
- 2. A staff member must remain on a level placement for a minimum of two years before making application for advancement.
- 3. If the performance of a teacher should deteriorate below the level designated during the four-year period, the building principal may recommend to the superintendent that performance-based salary supplement payments be suspended. Such recommendation must be accompanied by supporting data.
- 4. At the end of the third year of the performance-based salary supplement payments, a mandatory conference will be scheduled by the principal with the staff member regarding level retention or advancement.
- 5. During the fourth year of level placement, the staff member must either re-apply for the same level or apply for advancement to the next level.
- 6. Failure of the staff member to make application for level retention or for advancement or the failure of the staff member of receive level retention or advancement will result in loss of all performance-based salary supplement payments.
- 7. If an application is rejected by the Advisory Board, another application may be submitted the following school year.
- 8. All personnel are responsible for adhering to the published PBSS timeline.

Amount of Salary Supplements by Levels

1.	A salary supplement in the amount of \$on Level I.	will be issued for those employees placed
2.	The salary supplement for Level II will be \$_	above Level I.
3.	The salary supplement for Level III will be \$	above Level II.

4. The salary supplement for Level IV will be \$____ above Level III.

MISD PERFORMANCE-BASED SALARY SUPPLEMENT: PRACTICES, PROCEDURES, AND CRITERIA

I. Initiation of Application

A. A level movement or retention application may be initiated by the individual staff member, his/her principal, or by joint action in accordance with established procedure as outlined in this document.

- B. The principal and the staff member should function as a team in the preparation of the application and the accumulation of the supporting data.
- C. In matters of disagreement between a staff member and the principal relating to performance-based salary supplement application, staff members may utilize the established grievance procedure as outlined in board policy.

II. Personnel Responsibilities

A. The Superintendent

- Is responsible for the planning and execution of an annual district-wide administrator and teacher orientation program.
- 2. Will appoint the PBSS Advisory Board.
- Will instruct the PBSS Advisory Board concerning its obligations, limitations, and general procedure, and will ensure that it execute those responsibilities.
- Will make recommendations concerning PBSS placement to the MISD School Board on the advice of the Advisory Board.
- Will be responsible for reporting to the principals on the application approvals and rejections.

B. The Principal

- Will disseminate information to the building staff concerning PBSS and will make application forms available to interested personnel.
- 2. Will schedule and hold conferences with applicants.
- Will make observations and may utilize any additional support personnel for assistance.
- 4. Will receive and assess all applications from staff members.
- 5. Will review the support data for the application and will prepare a recommendation.
- Will meet with the staff member for final review of application and principal's recommendation.
- Will submit the application, recommendation, and all accompanying data to the personnel office.

C. Staff Member

- Will attend the scheduled PBSS orientation program and is responsible for becoming fully informed concerning the policies, procedures, and criteria of PBSS.
- Will indicate initial interest in PBSS to the principal and will acquire an application form from the principal.
- Will request and participate in the initial conference with the principal before any application is prepared.
- 4. Will be responsible for cooperating with the principal and other support personnel in gathering data, making observations, and supplying information about performance level.
- Is responsible for ensuring that all details, dates, and other necessary supporting data for the application is specific and that it will clearly justify level placement to the Advisory Board.
- Will make certain that the necessary material has been included in the application and that it is submitted to the principal by the appropriate time.
- Will participate with the principal in a final review of the application, supporting data, and the principal's recommendation.

8. May at any time prior to submission of application to the Advisory Board decide to withdraw from completion of the level application process.

D. The Personnel Office

- 1. Will receive the application, principal's recommendation, and supporting data.
- Will verify the applicant's personnel record in relation to college hours, years of experience, and other pertinent information as requested on the application form by the principal.
- 3. Will submit the application and verifying data to the Advisory Board.

E. The Advisory Board

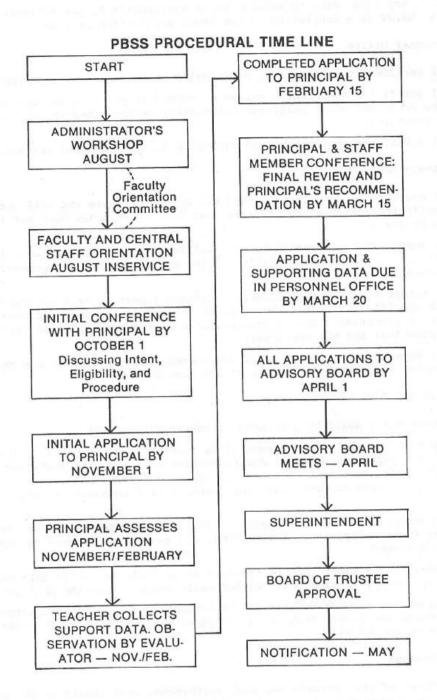
- Will evaluate each application and all supporting data and will determine if there
 is sufficient evidence to indicate that the criteria has been met for level retention or advancement.
- Will submit to the Superintendent a written report which includes the names of those applicants who have successfully met the criteria and are recommended for level placement.
- 3. Will submit to the Superintendent a written report on each unsuccessful applicant which specifically states the criteria not met or the specific area(s) of inadequacy in the application. The Superintendent will forward copies of this report to both the principal and the applicant.
- May recommend rejection of level advancement but may also recommend a one-year extension for that staff member at the same level.

III. Composition of the PBSS Advisory Board

- A. The Advisory Board shall be appointed by the Superintendent.
- B. The Advisory Board shall be composed of no fewer than seven people. These will include the Assistant Superintendent for Administrative Services, the Assistant Superintendent for Instructional Services, at least one elementary principal, at least one secondary principal, and three current classroom teachers (1 elementary, 1 junior high, and 1 high school).
- C. All Board members, as a group, shall be briefed by the Superintendent or his designee concerning their obligations, limitations, and general procedures before level applications are reviewed.
- D. In the event that a member of the Advisory Board feels unable to make an objective judgment of the application, that member shall abstain from the decision-making process.
- E. The principal and teacher members of the Advisory Board shall be appointed by the Superintendent for 2-year terms with staggered expiration dates in order to assure continuity on the board.

IV. Level of Achievement

- A. Eighty percent of the criteria for each performance area should be documented as achieved for advancement or retention of Level I status.
- B. For advancement or retention at Level II, III, and IV, 100% of the new criteria for that level in each performance area should be documented as achieved.
- C. Indicators as listed should generally be used as models rather than as absolutes.
- D. Special personnel such as counselors, diagnosticians, librarians, etc., must customize indicators to their special positions, but performance criteria must be met.



MERIT PAY PERFORMANCE AREAS AND CRITERIA (only the main categories in each area are reproduced here)

LEVEL I -- Bachelor's and/or Master's Degree

A. TEACHING SKILLS

- 1. Provides opportunities and encourages each class member to participate
- 2. Shows evidence of effective organization
- 3. Shows evidence of effective lesson planning
- Uses effectively a variety of curriculum materials
 Exhibits and imparts knowledge of subject matter
- 6. Uses effectively a variety of teaching techniques and materials
- 7. Makes effective use of district and regional support services
- 8. Utilizes teaching situations to encourage critical thinking
- Implements teaching strategies which motivate and challenge students
 Effectively utilizes evaluation techniques

B. CLASSROOM AND SCHOOL ENVIRONMENT

- 1. Establishes a positive climate in the classroom that facilitates a good learning environment
- 2. Uses time constructively in the classroom
- Establishes procedures for acceptable standards of classroom behavior
- 4. Uses positive reinforcement in classroom instruction
- 5. Provides a classroom which is attractive and inviting
- 6. Utilizes support personnel to extend the teacher's capabilities of helping each individual student
- 7. Supports campus programs and activities beyond the regular instructional program

C. COMMUNICATION

- 1. Relates identified goals to students early each year
- 2. Relates identified goals to parents early each year
- 3. Reports regularly to students about achievement in relationship to goals
- 4. Reports regularly to parents about student's achievement in relationship to goals
- 5. Seeks regular communication with colleagues concerning school goals and instructional
- 6. Seeks self-improvement in oral and written communication

D. INTERPERSONAL RELATIONSHIPS

- 1. Accepts and understands all students as human beings with dignity and worth, and helps them improve their self-image.
- 2. Maintains a professional relationship with students, parents, and staff
- 3. Is accessible to students and to parents
- 4. Works and shares cooperatively with colleagues
- 5. Demonstrates knowledge and interest in student activities

E. PROFESSIONAL CONTRIBUTIONS

- 1. Participates in curriculum development through classroom research and investigation
- 2. Participates in in-service programs at department and district level
- 3. Is active in school and community organizations, projects, and endeavors

LEVEL II -- Master's Degree

A. TEACHING SKILLS

Same as Level I, 1-10, plus:

- 11. Develops and shares teaching strategies that encourage critical thinking
- 12. Designs and shares teaching strategies which motivate and challenge students
- 13. Provides leadership in utilizing teacher talents and strengths for individualized instruction

B. CLASSROOM AND SCHOOL ENVIRONMENT

Same as Level I, 1-7, plus:

- Leads students in solving problems that affect acceptable classroom behavior and academic performance
- 9. Provides leadership in the implementation of campus goals and objectives
- Adapts the classroom environment to meet learner's needs and/or instructional objectives

C. COMMUNICATION

Same as Level I, 1-6, plus:

- Confers with students in design of personal objectives by interpreting the results of objective testing instruments in relationship to class achievement
- 8. Engages in two-way communication with parents which accurately assesses parental aspirations for the students in relationship to objective testing results and class achievement
- 9. Encourages regular communication with less experienced colleagues with regard to shared goals and program implementation

D. INTERPERSONAL RELATIONSHIPS

Same as Level I, 1-5, plus:

 Provides leadership in workshops and meetings aimed at improving interpersonal relationship skills and techniques at the campus level

E. PROFESSIONAL CONTRIBUTIONS

Same as Level I, 1-3, plus:

- 4. Contributes to curriculum development through classroom research and investigation
- Provides instructional leadership for inservice programs at grade, department, or cluster level
- 6. Is active in school and community organizations, projects, and endeavors

LEVEL III -- Master's Degree Plus 15 Graduate Hours

A. TEACHING SKILLS

Same as Level II, 1-13, plus:

- 14. Assists in developing district curriculum
- 15. Directs grade level or teaching field in-service programs and workshops
- 16. Is involved with program innovations at campus level

B. CLASSROOM AND SCHOOL ENVIRONMENT

Same as Level II, 1-10, plus:

- 11. Helps new teachers adjust to teaching assignment
- 12. Accepts and fulfills school staff assignments beyond the classroom responsibility
- Encourages a high quality of performance consistent with the individual student's ability
- 14. Provides positive leadership in department and/or grade level

C. COMMUNICATION

Same as Level II, 1-9, plus:

- 10. Works within other student-oriented community agencies in such a way as to establish a cooperative bond with the school district
- 11. Speaks to and works with small groups of students, parents, and/or organizations to build understanding of school policies and programs
- 12. Serves as a resource person in assisting other teachers in building communication skills. These may serve as examples: (1) Gives assistance to an individual or a

group of colleagues on how to conduct a parent conference, and (2) leads in inservice training geared at building communication skills

D. INTERPERSONAL RELATIONSHIPS

Same as Level II, 1-6, plus:

 Effectively engages in team planning and exercises positive leadership in teaching situations

E. PROFESSIONAL CONTRIBUTIONS

Same as Level II, 1-6, plus:

- Effectively engages in pilot studies and the implementation of new programs that improve the curriculum in specific fields of study
- 8. Participates in the training and supervision of student teachers and in the orientation of teachers new to the school or to the district
- 9. Provides leadership in accomplishment of goals in professional organizations
- Serves as consultant and makes constructive contribution in adoption of textbooks, accreditation studies, professional improvement programs, etc.

LEVEL IV -- Master's Degree Plus 30 Graduate Hours

A. TEACHING SKILLS

Same as Level III, 1-16, plus:

- 17. Serves as an effective resource person for improvement of teaching skills within the school district or community environment
- 18. Effectively represents the district in the ongoing evaluation of instructional programs
- 19. Demonstrates ability as a master teacher by representing the district at state or national level as a resource person, chairperson, or committee member

B. CLASSROOM AND SCHOOL ENVIRONMENT

Same as Level III, 1-14, plus:

- 15. Is active in the revision of programs and teaching techniques to fit local school needs
- Develops and utilizes new teaching aids for instructional goals of the course of study
- Exerts positive leadership within the total faculty for diagnosing and solving problems affecting the learning area. Problems under consideration are those conditions in the environment which can adversely affect learning and include:

 (1) facility adequacy and/or maintenance,
 (2) student behavior and/or attitudes,
 (3) faculty morale, and
 (4) personal conflicts
- Effectively plans and supervises school programs and activities which go beyond and complement the regular instructional program

C. COMMUNICATION

Same as Level III, 1-12, plus:

- 13. Speaks to community groups in order to articulate and build understanding of district school policies and programs
- Represents the school district at local, state, or national levels as a writer, speaker, or consultant
- 15. Is resourceful in exploring and developing all avenues for communication between the school and its patrons

D. INTERPERSONAL RELATIONSHIPS

Same as Level III, 1-7, plus:

- 8. Assists in planning and implementing activities beyond the campus level aimed at improving interpersonal relationship skills and techniques
 - Demonstrates the ability for positive interaction in a variety of groups and in diverse cultural context

E. PROFESSIONAL CONTRIBUTIONS

Same as Level III, 1-10, plus:

- 11. Designs and updates curriculum within particular grade level or subject areas
- 12. Serves in an official capacity in the management of the professional associations or organizations related to a specific field of study
- 13. Produces innovative materials and equipment that improve instruction

SOURCE: Performance-Based Salary Supplements: Practices, Procedures, Criteria. Midland, Texas: Midland Independent School District, 1977. 30 pp.

E 26 AMHERST-PELHAM REGIONAL SCHOOL DISTRICT (Amherst, Massachusetts) Fall 1977 Enrollment: 3,817

The current policies in Amherst-Pelham relating to merit pay (4180 to 4180.3) have been in effect for three years and were negotiated with the local teachers' association. Staff response to the program is reported to be excellent and the merit awards are held in high regard. Each year around February 1, the superintendent circulates a memo reminding the staff of the merit policy and procedures for nominating outstanding teachers. At the opening meeting of each school year, a summary of the activities of those teachers chosen to receive merit awards and the awards themselves are presented before the entire staff. Information on the merit awards also is disseminated in memos and to the press. A total of 275 staff members are eligible for these merit awards, and the district budget provides funds for the maximum number of merit awards each year (12 awards @ \$800 each).

TEACHING PERSONNEL - MERIT AWARDS

4180

The local school committees shall have the right to make merit awards for the purpose of recognizing outstanding and exceptional performance by members of the professional staff.

TEACHING PERSONNEL - MERIT AWARDS/CRITERIA

4180.1

Merit awards may be granted to teachers who consistently demonstrate excellence in providing instructional services to school district children and who make significant professional contributions, beyond those outlined in the teacher position description, which benefit school district children.

TEACHING PERSONNEL - MERIT AWARDS/PROCEDURES

4180.2

- a. Merit awards will be made on a one-year basis, except as provided in policy 4180.4.
- b. Nominations for merit placement may be made by any member of the professional staff.
- c. All nominations will be made in writing directly to the building principal by March 1. Principals will forward to the Superintendent all nominations with their recommendations,

together with other recommendations from appropriate administrators, department heads and supervisors. In addition, recommendations may be submitted by other instructional staff, parents and students.

- d. A screening committee shall be established to review all merit nominations each year and to make final recommendations to the local school committees for merit awards. The screening committee shall consist of the Superintendent (or designee), a member of the appropriate school committee, and a representative of the APTA.
- e. The School Committee will act on all nominations before June 1. All nominees will be informed in writing of the action taken on their nomination.
- f. Names of merit award recipients and the reasons for the awards will be made public via a formal announcement and a press release.

TEACHING PERSONNEL - MERIT AWARDS/COMPENSATION

4180 3

Effective July 1, 1978, up to 12 annual awards at \$800 each, with a minimum of 6 such awards, will be granted. Policy 4120.4 expires and all recipients under that policy will have been phased out.

AMHERST and PELHAM SCHOOLS AMHERST-PELHAM REGIONAL SCHOOLS AMHERST, MASS.

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TO:		
Buil	ding Principal of Nominee	
DATE:		- 1 Mg 4M, 2 M 1 M 1 M 1 M 1 M 1 M 1 M 1 M 1 M 1 M
mittees a	and the Amherst-Pelham Teacher	through #4180.4 between the School Com- s Association, I nominate the following award for the 1978-79 school year:
	Nominee's Name	A THE SECOND TO SECOND
	Position	School

Merit awards may be granted to professional staff who consistently demonstrate excellence in providing instructional services to school district children and who make significant professional contributions, beyond those outlined in their position descriptions, which benefit school district children. Any member of the professional staff may make such a nomination, using this form, to the building Principal of the nominee by March 1, 1978. Principals will forward, with their recommendations, all nominations received to the Superintendent through the Elementary or Secondary Education Director, as appropriate.

In support of this nomination I submit the following information and comments:

A. Describe and detail how this nominee has demonstrated consistently excellent *instructional services to school district children:

Instructional services include the services to school district children of any professional staff member whose position is covered by the contract with APTA: teachers, counselors, librarians, therapists, psychologists, etc.

AMHERST-PELHAM REGIONAL SCHOOL DISTRICT (Continued)

- B. Describe and detail how this nominee has made significant professional contributions, beyond those in her/his job description, which benefit school district children:
 - C. List here any attached supporting documentation that you believe confirms or verifies your above statements.

Signature of staff member making this nomination

May 19, 1978

To: Amherst-Pelham Regional School Committee

From: Merit Screening Committee (Ted Slate, Bruce Penniman (APTA), Don Frizzle)

The Merit Screening Committee has reviewed the eight nominations made for merit awards and recommends to the School Committee that the following be awarded merit for 1978-79. The statement about each recommendation is a summary of the data submitted to support each nomination.

Robert Kelly, Jr., Social Studies teacher at the High School since 1967, is regarded by many as one of the most challenging and dedicated classroom teachers. His peers consistently turn to him for leadership in curriculum matters and organizational tasks. His students respect his reputation for requiring a high level of hard work and effort by crowding his classes. He has developed many significant courses including "Liberty and Law," "International Relations" and the model "Death and Dying." He has been a staff leader in the study of phasing and the subsequent evolvement of a new grouping procedure for instruction. He serves as Department Head with great skill and effectiveness. Concerned with developmental reading opportunities for high school students not offered in the curriculum he has taught his own extra course in speed reading and comprehension several times each year. . . .

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Where possible, addresses and prices are given to expedite the ordering of desired materials. Documents for which ERIC Document (ED) numbers are given can be ordered from the ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. 22210. The price schedule for documents is as follows: Hard Copy: 1-25 pages, \$1.67; 26-50 pages, \$2.06; 51-75 pages, \$3.50; 76-100 pages, \$4.67. (Add \$1.34 for each 25-page increment or fraction thereof.) Microfiche: 1-5 fiche, 83¢; 6 fiche, \$1.00; 7 fiche, \$1.16; 8 fiche, \$1.33. (Add 17¢ for each additional fiche.)

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