Overview of Course

According to a recent article in the Baltimore Sun, District of Columbia’s school chief Michelle Rhee is offering teachers who agree to give up tenure pay raises of as much as $40,000 per year. Under this plan many of the best teachers could earn up to $130,000 per year by the year 2010. Teachers who choose this plan would keep their job and any seniority they had earned to that point but would have to get a principal’s recommendation after the first year in the new plan for continued employment. This is one example of plans being developed across the United States, called pay-for-performance incentive plans, that reward teachers and principals who boost students performance. In Maryland, school systems in Prince George’s, Washington, Hartford, and Anne Arundel counties are also experimenting with incentives. In additional to teacher incentive plans, Baltimore City is developing an incentive plan for school principals and administrators and Washington, DC has a pay-for-performance plan for students.

This course will focus on pay-for-performance incentive plans and their potential for impacting student achievement. Students will research the development and specifics of such plans, review the implementation of such plans, and through testimony of educational experts (principals, teachers, parents, and K-12 students), readings, and class discussions make informed decisions on pay-for–performance models as reform agents. Educational experts, including College of Education faculty, will appear in class through the course’s embedded colloquium series.

This course has been developed to expand the semester colloquium series of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE). Each semester, MIMAUE develops a colloquium focusing on current and critical issues related
to the schooling of minority children in urban schools. This semester, the topic under
discussion is pay-for-performance incentive plans currently being developed, and
implemented in mostly urban schools. Plans that involve administrators and principals,
teachers, and K-12 students will be researched, interpreted and analyzed throughout the
semester. Critical participants and stakeholders of such plans will be invited as speakers in
the colloquium sessions. It is also anticipated that a group of K-12 students and their
parents will be available for one colloquium session. This course is open to students
across the College of Education. **Meeting times are Wednesdays, 4:30 to 6:30PM.**
**Meeting Dates are January 28, February 4, 18, March 4, April 1, 8, 22, 29.**

**BRIEF COURSE DETAILS**

**Discussion Sessions**
The course will consist of both discussion sessions and colloquium sessions. The dates of
the discussion sessions are January 28, February 18, April 8, and April 29, 2009. All
discussion sessions will be held from 4:30 to 6:30 PM in room 3221 Art/Sociology
Building.

**Colloquium sessions**
*In addition to the four-discussion sessions the seminar will meet four times in a* 
*colloquia format.* The MIMAUE Colloquium sessions supplements the basic thrust of the
seminar. *During the spring 2009 semester there are four colloquium sessions and* 
*students are expected to attend and participate in each of them.* The dates are February
4, March 4, April 1, and April 22, 2009. All sessions will be held from 4:30 PM to 6:30
PM in Room 3221 Art/Sociology Building. Each colloquium session will focus on one
topic within the “pay for performance” issue. The speakers for each session will be
identified before the course begins and published throughout the College and Campus.

In the rare case of a student not being able to attend the sessions, the sessions will be
videotaped and available for checkout from the Educational Technology Center in the
basement of Benjamin two days after the campus session. Any student who is not able to
attend should bring this to the attention of Dr. Johnson or Dr. Brown immediately.

**Assignments**
Assignments and other information about the course will be handed out at the first class
meeting, January 28, 2009.

**Meeting Schedule Summary:**
January 28 - First class session
February 4 - Colloquium Session –
February 18 - Second class session
March 4 - Colloquium Session
April 1 - Colloquium Session
April 8 - Third Class session
April 22 - Colloquium Session
April 29 – Final class session
COURSE OUTLINE

January 28, 2009  First discussion session
Room 3221 Art/Soc  4:30 - 6:30 PM

An introduction to the course work of the semester. Overview of the issues related to pay for performance and other incentive plans. Review of operational procedures, course requirements, and grading procedures. Selection of reading materials.

February 4, 2009  First Colloquium Session
Room 3221 Art/Soc 4:30 - 6:30 PM
Speaker(s):
Dr. Clara Floyd, President, Maryland State Teachers Association
Mr. Herman Whitter, ESQ. MSTA
Ms. Patricia Alexander, MSTA
Dr. Jennifer Rice, Professor, UMCP; Dr. Betty Malen, Professor, UMCP

Topic: Pay-for-Performance Teacher incentive Plans: Conceptualization and Practice

February 18, 2009  Second Discussion Session
Room 3221 Art/Soc 4:30 - 6:30 PM
A discussion of the issues raised in the first Colloquium and a review selected readings will be the focus of this session. Class participation is critical.

March 4, 2009  Second Colloquium Session
Room 3221 Art/Soc 4:30 - 6:30 PM
Speaker(s): TBA
Topic: Pay for Performance Plans: National Perspective

April 1, 2009  Third Colloquium Session
Room 3221 Art/Soc 4:30 - 6:30 PM
Speaker(s): Dr. Steve Klees, Professor, UMCP
Second speaker TBA
Topic: Pay-for–performance Plans: Promises and Pitfalls

April 8, 2009  Third Discussion Session
Room 3221 Art/Soc 4:30 - 6:30 PM
A discussion of issues raised in the previous colloquia, issues to be discussed in the final colloquium, and critical analysis of the selected readings