

# Differentiated Compensation

# Who are we? An organization anchored in a vision, honoring a legacy



# Why education leadership?

Great leadership in critical roles significantly impacts student achievement

Research says supporting leaders throughout our school systems can deliver great results for kids across the state



After teachers, **school leaders** are the most significant influence on student outcomes



Effective **district leadership** influences student achievement & is required to build and maintain successful schools



Students' learning trajectories can only be turned-around by talented leadership



Widely distributed leadership is more effective than leadership "from the top"

Highly effective principals can raise achievement in their schools by as much as 2 to 7 months of learning in a single year

# Core programs designed to achieve Holdsworth's mission

3 core programs delivered in each Holdsworth partner district

## District Leaders

2 year program for sitting superintendents and their teams

- Elevate the vision for excellence
- Build a strategy for change
- Engage a team to lead the change

**Action-based approach to learning**

- All teaching concepts are applied to **transforming the districts' leadership development systems**



## District Support

Leadership pipeline

5 years of implementation support to build a strategic leadership pipeline:

- Build a bench of talent, to meet future vacancies
- Retain your best talent through opportunities to develop

**Customized support for each district:**

- Assess district capacities against benchmarks
- Develop a plan & build infrastructure to address gaps



## School Leaders

2 year program for sitting principals and their teams

- Elevate the vision for excellence
- Build a strategy for change
- Engage a team to lead the change

**Action-based approach to learning**

- All teaching concepts are applied to **reaching a specific student achievement goal**



# Our approach is characterized by long-term partnerships that build districts' capacity to develop leaders at scale



Instead of 'quick fixes', **take a long-view** recognizing that meaningful improvement doesn't happen overnight



Leadership isn't about superheroes; it requires **teams & systems of leaders** throughout the organization

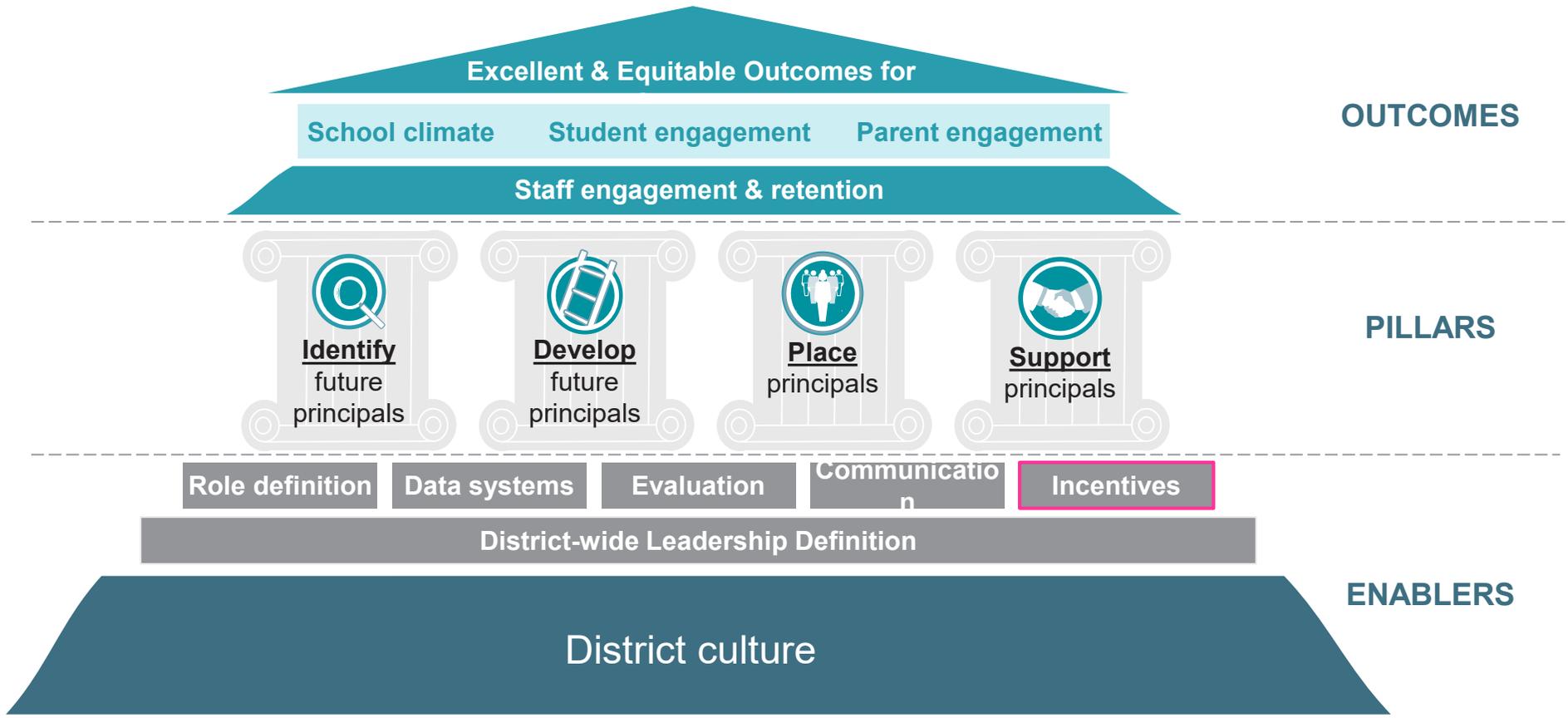


Holdsworth will not replace the district role in developing leaders; it will **build districts' capacity**

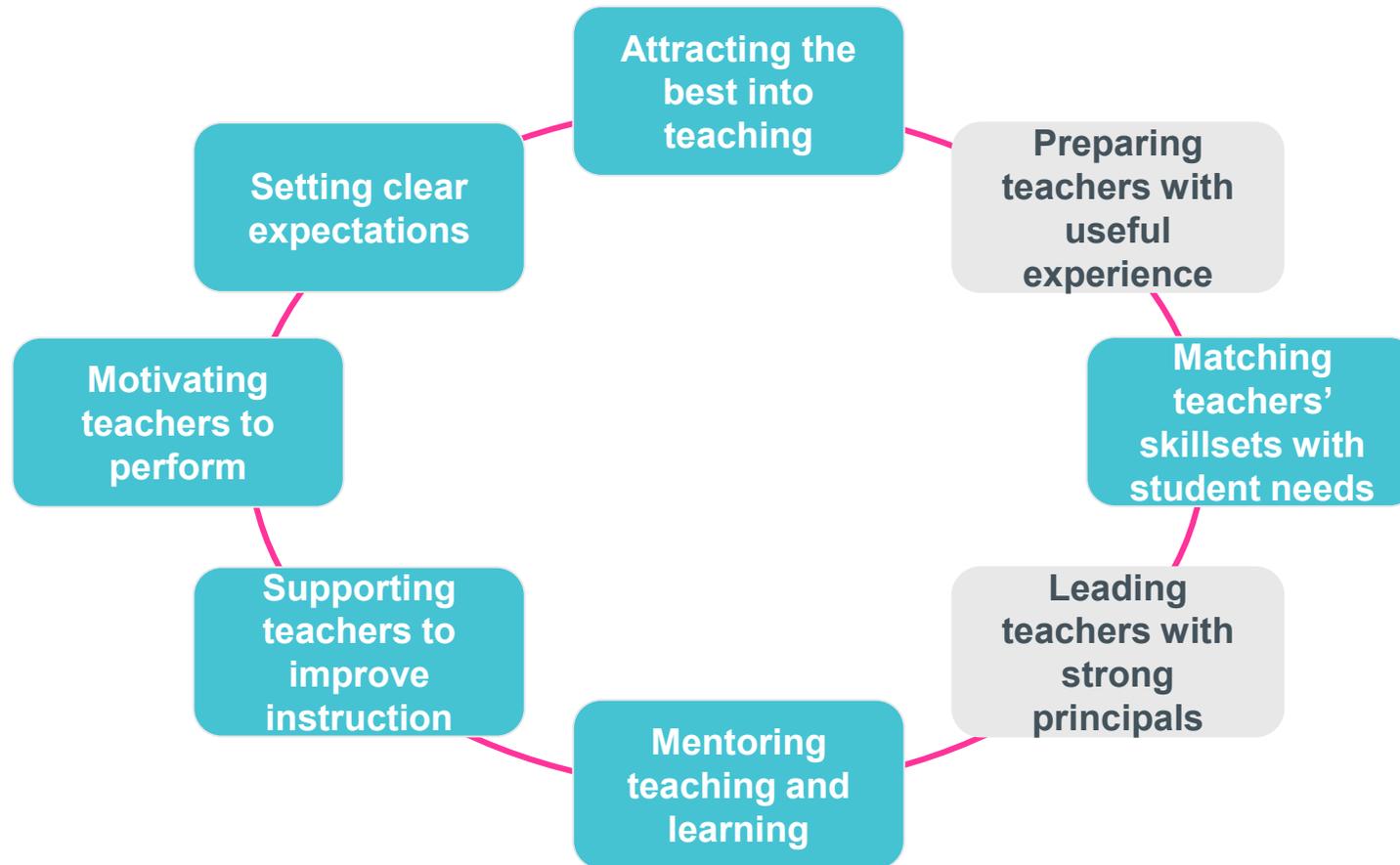


Holdsworth won't peddle prescriptions, it will develop **deep partnerships** with school districts

# We believe that effective compensation & incentives can contribute to a robust leadership and talent pipeline



# Eight key priorities related to teacher quality—several of which can be supported by differentiated teacher compensation



 = can be supported through effective differentiation

Source: World Bank 2013 (SABER-Teachers)

# We endorse thoughtfully designed differentiated compensation

*This is different than traditional approaches to ‘merit pay’ or ‘performance pay’*

## Key elements of differentiated pay

vs

## “Merit pay” approaches to avoid...

### A system of compensation that attempts to strengthen intrinsic motivation\*

- Provides opportunities for individual growth and advancement
- Strengthens the system through retaining top performers and building capacity
- Recognizes and rewards high-performers

### Pay increases connected with changes in how high-performers spend their time

### Consideration of multiple indicators of performance and potential

### Incremental addition to base pay that attempts to enhance extrinsic motivation:

- Tries to differentiate between top and bottom performers
- Assumes that the difference in performance is rooted in lack of motivation and, as a result, financial incentives will 1) motivate and 2) drive stronger performance

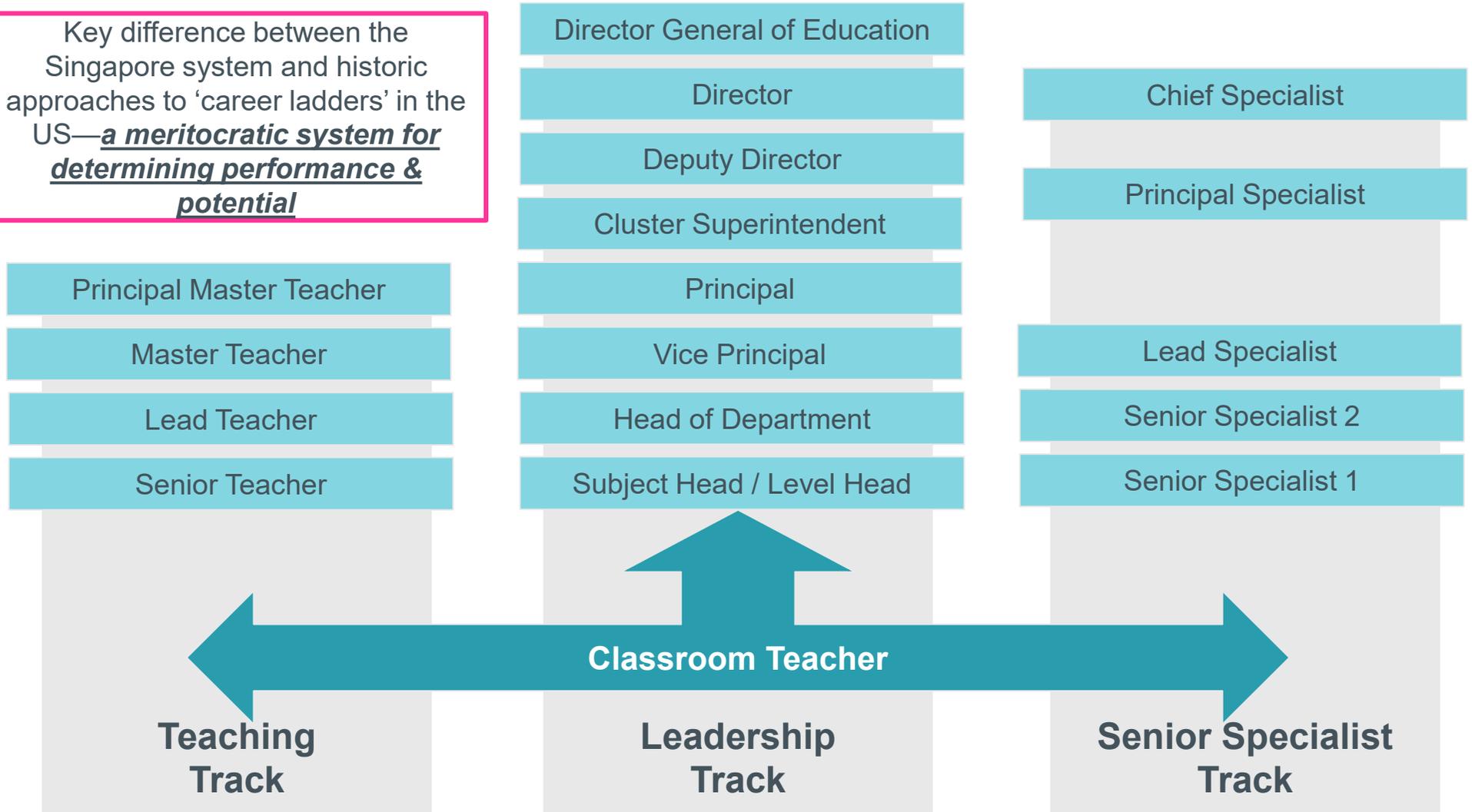
### Incentives with no impact on how high-performers spend their time

### Relying exclusively on narrow quantitative measures—such as standardized tests

*\*We use Daniel Pink’s framework for intrinsic motivation—autonomy, mastery, and purpose*

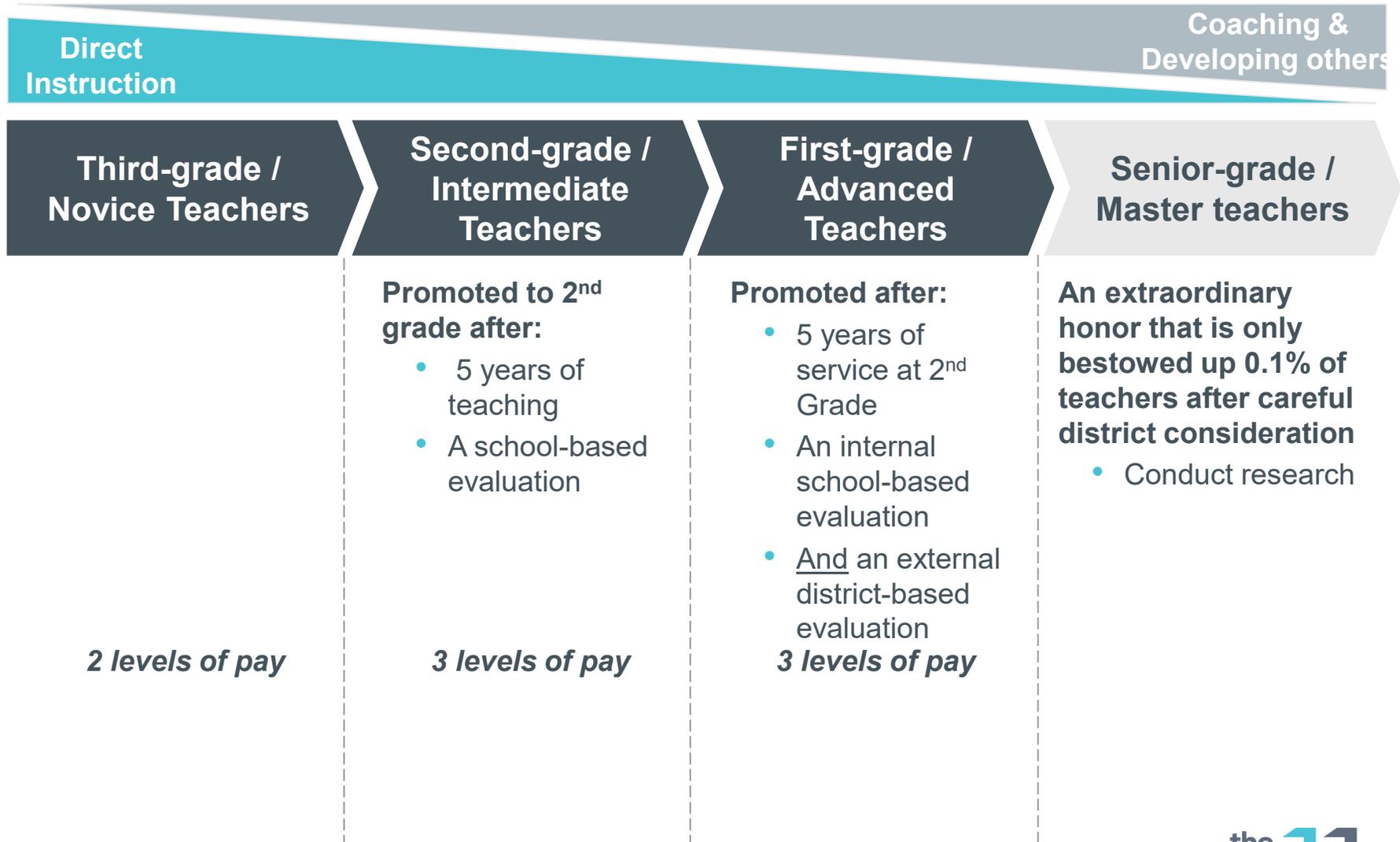
# Here's one example of differentiated compensation, from Singapore

Key difference between the Singapore system and historic approaches to 'career ladders' in the US—**a meritocratic system for determining performance & potential**



# And another, from Shanghai

**TIME  
USE**



# Several conditions required for differentiated compensation to succeed

Districts need to have established the expectations for high-quality teaching and defined the qualities of great leaders (for teachers who want to progress to teacher leadership and other roles)

Districts need to have established a culture of strong coaching and feedback:

- Leaders have the skills to effectively coach others and have candid conversations about performance
- Leaders dedicate time to coach and develop others
- There is an organizational culture in which feedback is given and received as an opportunity to grow and improve, not as an exercise in compliance or a “gotcha” system

Finally, ‘the how’ matters as much as ‘the what’

- Context matters: the compensation system must respond to the unique history and needs of each district
- “Our system” vs. “Their system”: Needs to be developed in a way that builds local ownership—with leaders, teachers, and the community
- Go slow to go fast: Needs to be developed over time in a way that builds capacity for the work to succeed

# Example from Tennessee: Go slow to go fast

