

Missouri NEA Position Paper
Professional Compensation in Missouri
April 2010

Glossary

Alternative Compensation	Pay systems that are not based solely on a single salary schedule. May be the primary means of compensation or may supplement a single salary schedule.
Base Pay	Monetary compensation (based on a salary schedule) paid to a teacher excluding stipends or differentials.
Bonus	Pay that an educator earns in addition to base pay, but is not carried over year to year
Career Earnings	Total sum of all salaries received by an educator during his/her career.
Career Ladder	Pay system where teachers achieve more highly-compensated positions as they progress from “novice” to “advanced” practitioner. Under this system, teachers “climb” the “rungs” of the career ladder as they grow in expertise and take on additional duties and responsibilities.
Group Incentives / Performance Award	A type of pay for performance system that links the pay of a group of educators who achieve a specifically identified objective or goal. The group may be as small as a department-level or a grade-level group of educators, but such rewards are often applied on a building-wide or school-wide basis.
Individual Incentives	A type of pay for performance system that links the pay of individuals to some type of evaluation of their job performance. The evaluation can be based on the subjective evaluations of administrators or specifically identified objectives or goals.
Knowledge-and-Skill-based Pay	Pay system that financially rewards educators who have acquired and use identifiable skills, competencies and knowledge that are relevant to a school district’s/education institution’s program (such as fluency in a particular language, licensure or certification, professional development components, etc). This concept is also called “competency-based pay.”
Knowledge or Skill Blocks	Content or subject matter components that are used as standards for knowledge- and skilled-based pay systems (These blocks are often categorized as one of three types: depth skills, breadth skills, or vertical skills.)
Breadth skills	Augmented expertise in subject areas beyond the educator’s primary focus
Depth skills	Enhanced expertise in a given functional area or academic subject

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Vertical skills	Leadership and management skills
Licensure	Process by which a teacher fulfills state mandated professional competency requirements to become teachers (Some state licensing systems include multiple levels or “tiers,” which require additional learning or demonstrations of skill/knowledge. Licensure is also called “credentialing.”)
Market-Based Compensation	Additional pay or benefits used as an economic incentive to attract or retain educators in shortage or “hard-to-staff” areas.
Pay for Hard-to-Staff Schools	Additional pay to attract and retain educators to work in low-performing, high poverty, or other schools where recruiting staff may be difficult. This pay may be part of an annual salary or a bonus.
Pay for Hard-to-Staff Subjects	Additional pay that may help attract and retain teachers to teach hard-to-recruit subject areas such as math, science, or bilingual education. This, too, may be part of an annual salary or a bonus.
Recruitment Pay	Pay aimed at attracting an employee to work with the employer.
Retention Pay	Pay that is meant to encourage continued employment.
Merit Pay	See “Pay for Performance.”
National Board Certification	Through the National Board for Professional Teaching Standards, teachers may earn National Board Certification, a voluntary and advanced teaching credential that goes beyond state licensure. The certification is based on standards for what accomplished teachers should know and be able to do. Many states and school districts provide financial rewards for those who earn National Board Certification.
Pay for Evaluation	Pay that is based on appraisal of an educator’s performance. Generally, such appraisals are related to the educator’s role and responsibilities as well as to the school and/or district /educational institution mission.
Observation	A common component of a teacher evaluation program in which an administrator or a peer watches the teacher engage in classroom teaching and records notes, based on established standards for teaching performance. It may also cover student behavior, the teaching context, and the learning environment. Observations typically occur in the teacher's own classroom, but they may also occur in other school-based settings or may be based on audio or videotapes.
Portfolio	A common component of a teacher evaluation or credentialing program in

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which a teacher compiles a collection of his/her documents and products according to specified requirements. It may include samples of students' work, lesson plans and testimonials.

Pay for Performance	Pay that is conditioned on student outcomes (such as test scores) or employee evaluations subject to the employer's discretion. Amounts are not predictable from year to year. This pay is also called "at risk pay," "variable pay" or "merit pay."
Pay for Test Scores	Pay that is based on some criteria associated with a rise in student scores on specific standardized tests in specific academic subjects. This pay is often associated with the terms "student achievement" and "school accountability."
Gain Scores	Gain in student test scores is the difference between student performance on a test in one year minus performance on the test by the same student in the previous year.
Growth Models	Growth models are statistical models that use test score data to determine whether students show progress between two points in time. Value-added assessment models are often classified as a type of growth model.
Value-Added Models (VAM)	Value-added models are statistical models that use students' prior test achievement to account for student input and use one or more years of the same students' test scores to try to isolate the inputs or effects of a teacher, school, or program on student learning. VAM estimates are used to interpret the difference between actual growth and expected growth in student achievement and attempts to attribute change to a causal agent (typically, the classroom teacher's effectiveness). VAMs are often classified as growth models.
Status Models	Status models measure how students perform at a single point in time. Status models often use a threshold or goal against which to measure student progress. For example, status models may measure the percent of students passing a statewide test or scoring at or above a "proficient" level of achievement in a specific year.
Professional Development	Process by which a teacher participates in classes or training to improve or enhance his/her professional skills, expertise or competencies. Teachers sometimes earn additional pay from the state, school district or educational institution by completing professional development units.
Quotas	A limit placed on the number of staff members who can participate in an

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alternative plan, resulting in the fact that not all educators would have access to an alternative compensation plan.

Responsibility Pay	Pay (usually supplemental) that rewards educators who perform additional responsibilities such as mentoring or coaching other employees, serving as department chairs, or sponsoring or coaching student activities. This pay is also called “extra pay for extra duty.”
Salary Schedule	A salary grid showing the dollar value of each step and lane. This pay is also called “single salary schedule” or “salary guide.”
Lane	Vertical columns on a salary schedule that represent levels of education such as a bachelor’s, master’s, or doctorate degrees.
Step	Horizontal rows on a salary schedule that reward years of experience.
Starting Pay	The beginning step of a salary schedule that is considered to be the hiring step with no experience (also known as “hiring salary” or “base salary minimum”).