



# Merit In Education

**United States. Congress. House.  
Committee on Education and Labor.  
Subcommittee on Elementary,  
Secondary, and Vocational Education**

## **Merit In Education:**

**The Merit Myth** Anthony P. Carnevale, Peter Schmidt, Jeff Strohl, 2020-05-26 An eye opening and timely look at how colleges drive the very inequalities they are meant to remedy complete with a call and a vision for change Colleges fiercely defend America's deeply stratified higher education system arguing that the most exclusive schools reward the brightest kids who have worked hard to get there But it doesn't actually work this way As the recent college admissions bribery scandal demonstrates social inequalities and colleges pursuit of wealth and prestige stack the deck in favor of the children of privilege For education scholar and critic Anthony P Carnevale it's clear that colleges are not the places of aspiration and equal opportunity they claim to be The Merit Myth calls out our elite colleges for what they are institutions that pay lip service to social mobility and meritocracy while offering little of either Through policies that exacerbate inequality including generously funding so called merit based aid for already wealthy students rather than expanding opportunity for those who need it most U S universities the presumed pathway to a better financial future are woefully complicit in reproducing the racial and class privilege across generations that they pretend to abhor This timely and incisive book argues for unrigging the game by dramatically reducing the weight of the SAT ACT measuring colleges by their outcomes not their inputs designing affirmative action plans that take into consideration both race and class and making 14 the new 12 guaranteeing every American a public K 14 education The Merit Myth shows the way for higher education to become the beacon of opportunity it was intended to be

*Merit in Education* Hans A. Andrews, 1987 An overview is provided of the history and current status of merit pay from the perspectives of faculty unions community and junior colleges and elementary and secondary schools Chapter 1 stresses the need to raise the salaries of master teachers and chapter 2 discusses the responses of faculty unions faculty members and the public to the advent of merit pay Chapter 3 suggests that a rationale and philosophical basis be developed by colleges before a merit plan is instituted while chapter 4 offers suggestions for the development of an administrative evaluation system to identify excellence in instructional performance Types of merit pay or merit recognition plans in place or being proposed at elementary and secondary schools are reviewed in chapter 5 while chapter 6 summarizes the findings of a national study of merit recognition in American community colleges Chapter 7 outlines the provisions of specific merit pay and merit recognition plans in two year institutions Chapter 8 the final chapter presents a summary of the issues related to merit pay reviews emerging trends and expresses hopes for the overall improvement of the quality of the American education system in the next decade ALB

*Pros and Cons of Merit Pay* Susan Moore Johnson, 1984 This booklet examines the premises practicalities history and politics of merit pay for teachers A discussion of the current context of the merit pay debate focuses on the claims made for merit pay programs and the assumptions behind the proposals Following an analysis of similarities and contrasts among merit pay plans the author gives special consideration to the issues in selecting outstanding teachers performance criteria quotas per district temporary or

permanent awards and the problems of evaluation With the history of merit pay debate as a background arguments for and against the concept are then summarized Since arguments for merit pay are often drawn from the analogy with business a review of the use of merit pay in business and government concentrates on the government's degree of success in adapting merit pay principles to the public sector The characteristics of a school are then compared to those of businesses where merit pay has been successful Finally the author projects the political prospects of merit pay and assesses its worth in school reform JW

**The Recognition of Merit in Superintendents' Reports to the Public** Zenas Read Clark, 1931

**Merit Pay** Michigan Education Association. Research Division, 1963

**Diversity, Merit, and Higher Education** Phillip Jess Bowman, Edward P. St. John, Phyllis Kreger Stillman, 2011 Contains Merit and Higher Education in a Diversifying Nation Challenges and Opportunities Contested Constructions of Merit in the 21st Century From the Big Test to the Diversity Debate in Higher Education Critical Analysis of Merit Assumptions in Higher Education The Qualified Applicant The Origins of Admissions Tests in Higher Education Merit and Justice Are 20 More Years of Affirmative Action Enough Merit and College Choice in a Dynamic Socio Political Environment Toward a Comprehensive Agenda for the 21st Century Expanding Indicators of Merit for a Diversifying Population A Non Cognitive Approach for a Diversifying Student Population ACT's K 12 Partnerships Expanding Opportunity for Academic Merit Combining Admission Test Scores and Non Cognitive Indicators A Comprehensive Approach to College Readiness Role of Emotional Intelligence and Non Cognitive Constructs A Democratic Merit Agenda An Alternative Approach A Comprehensive Social Psychological Approach Toward a Strength Based Assessment System Section III Bridging Scholarship and Comprehensive Intervention Angela Ebreo Valerie Johnson and Gloryvee Fonseca Bolorin Diversity and Comprehensive Strategies in Higher Education Phillip J Bowman and Edward P St John Toward a Twenty First Century Meritocracy Bridging Scholarship Intervention and Social Change

**Merit Aid and the Politics of Education** Erik C. Ness, 2007-11-13 While a substantial number of studies have evaluated the effects of merit aid programs there is a surprising lack of any systematic consideration of how states determine eligibility criteria for these scholarships The selectivity of merit aid eligibility criteria can be as important as whether or not such programs are adopted If for example merit aid programs have broad easily attained initial eligibility criteria then a large proportion of high school graduates including low income and under represented students will gain eligibility On the other hand if the criteria are more rigorous then a smaller proportion of students likely those already planning to attend and with the means to afford college will be eligible Thus this innovative book the first to deepen the descriptive and conceptual understanding of the process by which states determine merit aid scholarship criteria is crucial to understanding merit aid's success and failures at fulfilling the promise of education

Merit Pay Task Force Report United States. Congress. House. Committee on Education and Labor. Merit Pay Task Force, 1983

**Teacher Merit Pay: What Do We Know?** Education Commission of the States, 2010 Merit pay programs for educators sometimes referred to as pay for performance attempt to tie a teacher's

compensation to his/her performance in the classroom. While the idea of merit pay for classroom teachers has been around for several decades, only now is it starting to be implemented in a growing number of districts around the country. One example of the increased interest for merit pay systems can be seen in the recent increased funding level for the federal Teacher Incentive Fund (TIF). The TIF program, which is run through the United States Department of Education (USDOE), provides funding to school districts to help them implement merit pay systems. The USDOE has increased funding for the TIF program this year by more than four fold from 97.3 million to 437 million. This issue reviews what individuals know and don't know about teacher merit pay systems. A list of ECS resources is included. Contains 7 endnotes. **A Straightforward**

**Guide to Teacher Merit Pay** Gary W. Ritter, Joshua H. Barnett, 2013-05-01. Reward your best teachers for the great work they do. Is your school system considering teacher merit pay? Now is the time to understand the potential benefits and pitfalls of performance-based teacher pay, as well as how today's most successful programs were developed. Drawing on substantial research with school districts, Gary Ritter and Joshua Barnett provide a step-by-step approach to setting up a merit pay system in your school district. Readers will find: An overview of existing merit pay programs and their strengths and weaknesses; A review of the 12 most common myths about merit pay and how school leaders can respond; Six guiding principles for designing a merit pay program along with how-to's and timelines for every phase; Guidance on creating balanced assessments based on multiple measures of teacher effectiveness and developed in collaboration with teachers; Ensure that your district's merit pay program supports teachers' professional growth, schoolwide progress, and student achievement. Ritter and Barnett bring much-needed researched clarity to this complex issue. For school administrators, education policy makers, legislators, and others interested in school reform, this book is a must-read. Rod Paige, Former U.S. Secretary of Education. This guide is a useful resource for undertaking merit pay, preventing pitfalls, and most importantly, offering solid recommendations for creating well-designed implementations. Gary Stark, President and CEO, National Institute for Excellence in Teaching. Classroom Teachers Speak on Merit Rating National Education Association. Department of Classroom Teachers, 1957. **Resources in Education**, 1988. **Hearings on H.R. 2460, America 2000 Excellence in Education Act** United States Congress, House, Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, 1991. *Teacher Merit Pay. The Progress of Education Reform. Volume 11, Number 3* Education Commission of the States, 2010. Merit pay programs for educators sometimes referred to as pay-for-performance, attempt to tie a teacher's compensation to his/her performance in the classroom. While the idea of merit pay for classroom teachers has been around for several decades, only now is it starting to be implemented in a growing number of districts around the country. One example of the increased interest for merit pay systems can be seen in the recent increased funding level for the federal Teacher Incentive Fund (TIF). The TIF program, which is run through the United States Department of Education (USDOE), provides funding to school districts to help them implement merit pay systems. The USDOE

has increased funding for the TIF program this year by more than four fold from 97.3 million to 437 million. But with all of this increased interest and funding for merit pay programs, what if anything is known about the costs versus the benefits of these systems? This issue of *The Progress of Education Reform* reviews what is known and unknown about teacher merit pay systems. Contains 7 endnotes.

**Ability, Merit, and Measurement** Gillian Sutherland, Stephen Sharp, 1984. The early chapters deal with the assessment and treatment of children with mental handicap, an issue drawn into prominence by the advent of compulsory elementary education for a very diverse population. The remaining chapters trace attempts to measure and discriminate between the abilities of normal children.

**Contributions to Education**, 1928. **The ... Yearbook of the National Society for the Study of Education**, 1922. Annual Report of the Minister of State for Education Japan. Monbushō, 1918.

**Proposed Legislation--America 2000 Excellence in Education Act** United States. President (1989-1993 : Bush), 1991.

**The Tyranny of the Meritocracy** Lani Guinier, 2015. Standing on the foundations of America's promise of equal opportunity, our universities purport to serve as engines of social mobility and practitioners of democracy. But as acclaimed scholar and pioneering civil rights advocate Lani Guinier argues, the merit systems that dictate the admissions practices of these institutions are functioning to select and privilege elite individuals rather than create learning communities geared to advance democratic societies. Having studied and taught at schools such as Harvard University, Yale Law School, and the University of Pennsylvania Law School, Guinier has spent years examining the experiences of ethnic minorities at the nation's top institutions of higher education, and here she lays bare the practices that impede the stated missions of these schools. Guinier argues for reformation not only of the very premises of admissions practices but of the shape of higher education itself, and she offers many examples of new collaborative initiatives that prepare students for engaged citizenship in our increasingly multicultural society.

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