

# Draft Guidelines for Teacher Pay

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## Principles

Systems of pay dedicated to improving overall educational quality must provide in the minimum annual cost of living increases—there should be no reductions in pay for staff qualified to stay in the profession.

Systems of pay dedicated to improving overall educational quality must provide a professional status that attracts and retains high quality teachers, including clear avenues for salary advancement.

Systems of pay dedicated to improving overall educational quality must be fair (non-discriminatory and available to all staff), predictable, objective, easy to administer, and sustainable.

Systems of pay dedicated to improving overall educational quality promote a collaborative learning culture dedicated to improving the overall system and student success.

Systems of pay dedicated to improving overall educational quality use evaluations to improve achievement and professional development, not to promote annual or periodic fluctuations in pay.

Systems of pay dedicated to improving overall educational quality must be collaboratively developed and provide ample training so administrators and staff have a common and detailed understanding.

## What might this pay system look like?

The sample schedule below ties pay to demonstrated competencies associated with Wisconsin teacher licensure. **Teachers also must have successful evaluations and Student Learning Objective plans as part of employment criteria.** The pay structure also incorporates roles that assist with teacher evaluations, the Common Core, new statewide assessments and professional development.

What are the Goals?

To provide professional pay for a high-stakes demanding profession.

To develop an infrastructure to support the new system of evaluation and professional development.

To develop an infrastructure to support common core standards with subject and assessment expertise.

To develop an infrastructure of age appropriate pedagogical expertise for elementary, middle and secondary levels.

# Education Associations

DRAFT

Initial Educator	Professional Educator	Lead Educator	Master Educator
<b>*Base: \$40K</b>	<b>\$50K-\$55K</b>	<b>\$55K-\$65K</b>	<b>\$65K-\$70K</b>
Annual COLA on base for each year employed	---->>>	---->>>	---->>>
Three-year status	Three year experience as initial educator	Min 5 year experience	Min 5 year experience
Must demonstrate competencies to obtain professional status (PDP)	Must demonstrate competencies to maintain professional license	Masters in subject taught, pedagogy, assessment; or targeted PDP to develop leadership roles around EEP, common core.	National Board Certification required
----	<b>Plus 3%-5% of base for increased responsibilities and competencies</b>		
	Mentoring initial educators Completion of focused PDP	---->>>	---->>>
	<b>Additional 3%-5% of base for Leadership responsibilities</b>		
	----	<u>Building level EEP support</u> EEP reviewers Danielson/Strong consultant PPG Instructional strategies mentor/coach by level  SLO baseline data and evidence coaches SLO goals alignment coaches  <u>Common core</u> curriculum content experts Assessment coach (smarter-balanced, ACT suite)  <u>**Prof Improvement Plans</u> Mentors	---->>>
		----	District resource person for instruction in licensed area  Performs demonstrations  Assists in development of Prof Improvement Plans
<b>Extra Pay</b>			
Student tutoring contract Extended Year			

\* Lane (column) base pay ranges account for variation among districts; they should not vary within a given district. After two years of coach/mentoring, pay increase becomes permanent based on increased skills and knowledge regardless of extra duty.  
 \*\* A second, separate and independent administrative review is required for any PIP that does not meet expectations.