

**ELK MOUND AREA
SCHOOL DISTRICT**

**2012-13
TEACHER
Salary & Stipend
Guide**

I. Background:

The Elk Mound Area School District (EMASD) *Teacher Salary and Stipend Guide* was designed in the 2012-2013 school. The driving vision was to reinforce quality instruction. We recognize that quality instruction requires continuous improvement to adapt to ever-changing situations and expectations. The intent of this compensation system is to incentivize continuous improvement, make improved quality an expectation for every teacher, and to reward actual improvement and/or sustained excellence in the classroom and the profession.

II. Salary Schedule:

- A. A single-lane salary schedule will be used that is based on four six-year promotion periods.
- B. Each promotion period consists of two three-year evaluation cycles.
- C. Teachers receive an increase in salary after the intermediate evaluation cycle and a larger increase after being promoted to the next level.
- D. Salary advancement to the next level at the conclusion of an evaluation cycle is dependent on a positive summative evaluation from the principal. Teachers who are placed on a Teacher Assistance Plan will be frozen at their salary level and will not advance until they begin a year without being on a Teacher Assistance Plan.
- E. Available beyond the fourth promotion point (typically 25+ years) is an annual stipend for improvement based on points earned for improvement activities.
- F. Annual adjustments to the salary schedule provide annual salary increases in addition to cycle increases and promotion increases.

III. Stipends:

- A. Annual stipends are awarded in addition to any annual increase, intermediate cycle increase, promotion increase, or points stipend.
- B. Annual stipends are awarded for a Master's Degree and National Boards Certification (NBPTS).

IV. Evaluation:

- A. Evaluation of teachers will be in compliance with state statutes; the EMASD may raise evaluation standards above the state's minimum requirements.
- B. The specifics of the EMASD teacher evaluation plan are contained in the *Teacher Evaluation Guidelines*.
- C. The EMASD Salary Advancement Plan is intended to be synchronized with the District's evaluation system and the DPI licensing system to minimize duplication and scattered efforts.

V. Promotion:

- A. The Board makes all promotion decisions based on the recommendation of the Superintendent who is presented with a recommendation from the Promotion Review Committee (PRC) responsible for the teacher's home building.
- B. There are no automatic promotions; promotions must be earned based on the criteria contained in this Salary & Stipend Guide.
- C. Promotion to the next stage is possible every six years.
- D. There is no quota or restriction for the number of promotions granted annually or in total.
- E. The PRC consists of 4 teachers and 2 principals (one of which will be the promotion candidate's principal).
- F. Each building will elect TWO teachers from for staggered 2-year terms who will serve on that building's PRC. If a teacher is unable to complete his/her 2-year term on the school's PRC, then a special election will be held to elect a replacement for the remainder of the term.
- G. The superintendent will select 4 teachers from the pool of 6 and 2 principals from the pool of 4 (includes special education director) to serve as the PRC for each candidate for promotion.

- H. Teachers are eligible to serve on a PRC if they are at Level C or above (i.e., past 1 promotion point on salary ladder, although they may not have been through promotion yet during transition phase).
- I. Teachers who are NEW TO THE SYSTEM, up for promotion, or have a family member up for promotion may not serve on any PRC that year.
- J. Teachers will hold at a promotion point until they are approved by the Board for promotion.
- K. Ongoing communication and feedback processes must be in place so there are no surprises to teachers regarding their promotion eligibility and likelihood of meeting the criteria.

VI. Procedures for Promotion Review Committees:

- A. All PRC proceedings are strictly confidential. At no time should any information be released or made known to any person, other than the Superintendent, not on the PRC.
- B. No later than October 1, each teacher who is eligible for promotion must inform the Superintendent in writing whether he/she will apply for promotion. Teachers who do not submit their intentions will waive their promotion application for that year.
- C. Upon receipt from teachers of letters of intent to apply for promotion, the Superintendent will announce the list of promotion candidates to the community and open a 30-day comment period. During this time community members may submit written comments regarding the teacher's job performance to the teacher's principal. The principal will collect community feedback and balance it with other factors when writing the promotion recommendation. Although community member letters may be quoted, the actual letters remain with the principal's other notes and are not to be included in either the PRC file or the District's official personnel file.
- D. In the first semester each building's PRC is formed, meets for orientation, and reviews procedures.
- E. The PRC does not meet face-to-face with the promotion candidates. The PRC conducts a file review only, which is based on what the candidate submits. In the promotion year the candidate must submit his/her promotion file to the PRC during February.
- F. At an early-March meeting, the PRC will meet to develop a reading and meeting schedule. Each candidate's file will be assigned to a PRC member who will serve as the case manager. The case manager is responsible for studying the file in depth and presenting it to the PRC at promotion meetings which will begin no earlier than mid-March. The principal of a candidate may not be a case manager.
- G. One candidate is reviewed for promotion at each PRC meeting beginning in mid-March. No more than one PRC meeting may be scheduled in a week unless approved by the Superintendent.
- H. Prior to each PRC meeting, each PRC member will be responsible for independently reviewing the file of the teacher being considered for promotion. PRC members may not discuss candidate files with each other or anyone else except during PRC meetings. No information from the PRC meetings, including the PRC's promotion decisions, may be released to anyone other than the Superintendent.
- I. Files are strictly confidential and must be kept in a secure location such as the principal's office. A checkout procedure may be used to maintain security. Under no circumstances may a file be removed from the building. Substitutes may be used to provide PRC file review time to staff members who serve on a PRC.
- J. The PRC uses the rubrics contained in this *Salary & Stipend Guide* to reach its conclusion. Levels 1 & 2 are below promotion standards. Promotion candidates must score in Level 3 or Level 4 in all rubric categories to be eligible for promotion.
- K. After the PRC reaches a conclusion on the promotion of a candidate, a brief written statement explaining the recommendation will be sent to the Superintendent. The PRC's case manager is responsible for writing the promotion recommendation which is reviewed by the entire PRC prior to being sent to the Superintendent.
- L. No later than May 10, the PRC must submit all promotion recommendations to the Superintendent.
- M. At the May meeting of the School Board, the Superintendent will present the PRC promotion recommendations to the Board in closed session. The Board will discuss and make decisions regarding the promotions.
- N. Following the Board's decision at the May meeting, the Superintendent will notify each candidate's principal of the Board's decision. The principal will deliver the Board's decision and the PRC's recommendation statement to the candidate in a private conference.

VII. Promotion Evidence:

- A. Typical evidence for a teacher's promotion file could include such things as, but is not limited to, the following:

Teacher Evidence for File
Annual Goals Sheets
Collegial feedback report from peer reviewer
Reflections
College course transcripts
Workshop Verifications
Student surveys
Professional activities (presentations, articles, etc.)
Photos/recordings of student activities (music, art)
Documented achievements
Administrator Evidence for File
Summative Evaluations
Annual paragraph (feedback) on goals
Overall promotion recommendation of principal

- B. The principal will meet with teachers in Years 1 & 2 of the evaluation cycle to discuss goals and improvement. The teacher will provide reflection information and collegial feedback as part of that conference. The principal will write a brief annual feedback statement as an annual summary. The teacher must sign the annual summary to acknowledge receipt and has the opportunity to rebut or add information.
- C. Promotion feedback from community members will be included in the overall recommendation of the principal which will take into account a variety of job performance indicators.
- D. If the Board includes annual parental feedback surveys in the teacher evaluation process and the *Teacher Evaluation Guidelines*, the results of such feedback would be used as part of the teacher's performance conferences with the principal, as well as in the principal's summative evaluations and annual paragraphs.

VIII. Points for Level P:

- A. After a teacher is promoted past the fourth promotion point, that teacher is placed at Level P on the salary schedule.
- B. Teachers at Level P are still in the evaluation cycle but not in the promotion cycle.
- C. Level P teachers are eligible to earn annual Improvement Points according to the chart contained in this *Salary & Stipend Guide* of activities known to support improvement.
- D. Earned points are placed in the teacher's bank and don't expire for 3 years.
- E. Points must be submitted to the Superintendent for the following school year's annual Improvement Points stipend no later than June 15.

IX. Transition:

- A. For transition from the current experience/credits-based salary schedule to the improvement-based compensation plan, teachers will be placed on the single-lane salary schedule as described on page 9 of this guide under *Grid Placement*.
- B. As part of the transition, each building will elect one PRC member for a 1-year term and one PRC member for a 2-year term to create staggered terms.

X. Points for Level P

- A. The number of Improvement Points needed for the annual stipend is 30 points.
- B. If a monetary stipend is available for an activity, the teacher has the option of selecting either the monetary stipend or the Improvement Points for that activity.
- C. It is the responsibility of the teacher to obtain a verification signature on the Improvement Points Activity Form for each activity within 15 days following the completion of the activity. Late forms will not be accepted.
- D. Teachers will retain their completed forms until such time as the teacher accumulates 30 points and submits the completed forms for those points to the Superintendent. The deadline for submission is June 15 before the following school year when the stipend will be applied to the teacher's salary.
- E. The following activities qualify for Improvement Points as delineated below.

3 graduate credit course (30 contact hours) w/prior approval	30 pts.
1 graduate credit course (10 contact hours) w/prior approval	10 pts.
1-day workshop (6 hours) w/prior approval	6 pts.
1 non-paid professional development hour	1 pt.
Promotion Review Committee Member	30 pts.
Peer Reviewer (3 observations minimum + feedback + report)	10 pts.
PDP Team Reviewer	5 pts.
Workshop/In-service presenter (non-contracted time)	2 pts./wkshp hr
Workshop/In-service presenter (contracted time)	1 pt./wkshp hr
Supervising student teacher (9 weeks) w/prior approval	10 pts. Max/yr
Article published in professional journal	10 pts.
AP Course Teacher	30 pts.
Coaching clinic (3 hours) max of 15 hours/year (non-contracted time)	1 pt.
Special Professional Growth Activity* (non-contracted time)	Variable

- F. *Special Professional Growth Activity provides an opportunity for professional educators to apply to the Superintendent for points for an activity that is not outlined above. The Superintendent has discretionary authority to grant points for such requests.

PRC Promotion Rubrics

PROFESSIONAL GROWTH			
Level 1	Level 2	Level 3	Level 4
Incomplete annual goal sheet(s). No evidence of professional growth activities.	Annual goal sheet(s) adequately completed. Little evidence of professional growth activities in a meaningful and purposeful way with insufficient narrative.	Completed annual goal plan related to principal endorsed improvement plan with some useful results related to increased teacher skill and/or student learning. Some evidence of professional growth activities in a meaningful and purposeful way with convincing narrative.	Completed annual goal plan related to principal endorsed improvement plan with measurable results of increased teacher skill and/or student learning. Ample evidence of professional growth activities in a meaningful and purposeful way with convincing narrative.

Annual Goal Sheets: All teachers are expected to develop personalized annual goal(s) in consultation with their principal. Results should inform the teacher, principal, and Promotion Review Committee of the growth in the teacher's skill and/or student learning based on the goal plan. Measurable results (qualitative or quantitative) will vary considerably based on the teacher's goal and student level, so teachers should determine what fits best for their situations by discussing options in advance with their colleagues and principal.

Professional Growth: All teachers are expected to continue their professional growth throughout their career, using such opportunities as workshops, conferences, graduate courses, webinars, and self-designed professional growth activities. In addition to certification of completion of the courses/workshops, evidence of professional growth might also include such things as videos, articles, recordings, presentations, portfolios, and photos.

FEEDBACK ACTIVITIES			
Level 1	Level 2	Level 3	Level 4
Teacher provides minimal evidence of using student feedback and peer feedback for improvement of teacher practice. Annual principal feedback, summative evaluations, and promotion recommendations indicate minimal improvement in teaching practice. If teacher self-designed feedback is included, it demonstrates minimal improvement.	Teacher provides insufficient evidence of using student feedback and peer feedback for improvement of teacher practice. Annual principal feedback, summative evaluations, and promotion recommendations indicate insufficient improvement in teaching practice. If teacher self-designed feedback is included, it demonstrates insufficient improvement.	Teacher provides evidence of using student feedback and peer feedback for improvement of teacher practice. Annual principal feedback, summative evaluations, and promotion recommendations indicate significant improvement or sustained excellence in teaching practice. If teacher self-designed feedback is included, it demonstrates significant improvement or sustained excellence.	Teacher provides strong evidence of using student feedback and peer feedback for improvement of teacher practice. Annual principal feedback, summative evaluations, and promotion recommendations indicate outstanding improvement in teaching practice or sustained excellence. If teacher self-designed feedback is included, it demonstrates outstanding improvement or sustained excellence.

Student Surveys: All teachers are expected to administer student surveys in accordance with District procedures. Evidence of ways in which the teacher used the student feedback for teacher improvement is of primary interest to the Promotion Review Committee. The Promotion Review Committee will not ask for raw student survey data to be provided, but will accept it if included by the teacher as evidence.

Peer Feedback: All teachers are expected to give and to receive peer feedback. Peer feedback would include assistance from colleagues and non-supervisory staff. Evidence of participation in peer feedback would include how feedback provided to the teacher is used for teacher improvement as well as how the teacher has contributed to the improvement process of the instructional practice of colleagues.

Principal Annual Feedback: All teachers will receive an annual summary paragraph from their principals based on their annual goals results, student survey results, and their professional practice.

Principal Summative Evaluation: All teachers will receive a summative evaluation, usually on a 3-year basis, that encompasses their professional practice during the evaluation period. Usually, teachers submitting their files to the Promotion Review Committee will include two summative evaluations.

Principal Promotion Recommendation: All teachers who are submitting their files to the Promotion Review Committee will receive a recommendation to the committee from the teacher's principal.

Self-Designed Feedback: Teachers have the option of designing their own feedback processes in addition to the required feedback processes.

REFLECTION			
Level 1	Level 2	Level 3	Level 4
The narrative lacks sufficient coherence and evidence is lacking or not used.	The personal narrative does not provide a clear and persuasive case for promotion. The use of evidence is not convincing.	The personal narrative provides a clear and persuasive case for promotion that convincingly uses the evidence submitted.	The personal narrative provides a clear, persuasive, outstanding case for promotion that convincingly uses the evidence submitted. Extensive evidence is used to support improvement or sustained excellence in areas of teacher practice

Personal Narrative: All teachers must submit a personal narrative to the Promotion Review Committee. The narrative is a reflective summary of the teacher's growth since his/her previous promotion and is an opportunity for the teacher to make his/her case for promotion based on meeting the District's expectations for continuous improvement as a teaching professional. The narrative weaves together the data and evidence from the entire file into a comprehensive, but concise (5 page maximum), explanation of what the teacher did and how it made the teacher a better professional educator in a purposeful way and where that path leads.

APPENDIX I SALARY SCHEDULE

The following salary schedule shall be used for the 2012-13 school year, subject to adjustment by the Elk Mound School Board:

Level (step)	Base Salary
A1	\$38,000
A2	\$38,000
A3	\$38,000
B1	\$40,000
B2	\$40,000
B3	\$40,000
C1	\$44,000
C2	\$44,000
C3	\$44,000
D1	\$46,000
D2	\$46,000
D3	\$46,000
E1	\$50,000
E2	\$50,000
E3	\$50,000
F1	\$52,000
F2	\$52,000
F3	\$52,000
G1	\$56,000
G2	\$56,000
G3	\$56,000
H1	\$58,000
H2	\$58,000
H3	\$58,000
P	\$62,000

<u>Grid Placement</u>
<p><u>Current Employees</u></p> <p>This pertains to teachers who were employed with the school District during the complete 2011-2012 school year and continue without severing employment status as defined in the Teacher Handbook.</p> <p>Initial placement will be in the zone (A, B, C, etc.) that is at or below the 11-12 school year salary (less \$2000 if it included masters degree which gets added back outside the grid). Specific cell placement within the zone (1,2,3, etc.) will be determined by administration. While in the zone of initial placement, the teacher will receive the 11-12 salary plus any increases to the cells within the zone but only for a maximum of three years. When moving to the next zone (B,C,D, etc.), or after the third year in the same zone, the salary will be the salary as listed for that cell within the zone and no longer based upon the 11-12 salary.</p>
<p><u>New Employees</u></p> <p>This pertains to teachers new to the District or rehired as teachers after having severed employment with the District. Initial placement will be in the zone and cell as determined by administration at the time of hire.</p>

The following annual stipends shall be used for the 2012-13 school year, subject to adjustment by the Elk Mound School Board:

Master's Degree	\$2,000	ongoing
Level P Points	\$1,000	onetime payment
NBPTS Certification	\$1,000	Each year of continued certification

APPENDIX II
RATES FOR INSTRUCTION BEYOND THE REGULAR CONTRACT

	Type	2012-2013
New Teacher Mentor	Annual	\$250
2013 Summer School – Remedial/Recovery/Credit/Enrichment	Hourly	\$23/hour

Summer School: The summer workday load shall be clarified by individual contract.

Mentor: New teacher mentors shall be paid one payment at the end of the year after submission of the mentor task completion checklist. Sometimes the best situation is for a single mentor to be assigned to work with multiple new teachers. When a teacher serves as a mentor to two new teachers, the rate of pay shall be two (2) times the mentor pay rate.