

DRAFT

The Edmonds Compensation Model

Compensating professional teaching and learning

The EEA and the Edmonds School District propose a compensation model that will:

- Recognize the increased complexity of education
- Adapt compensation to changes in public education
 - Encourage instructional excellence
- Motivate and recognize continuous professional growth

Introduction

The Edmonds School District and the Edmonds Education Association recognize that basic teaching responsibilities involve complex knowledge and skills in curriculum, instructional strategies, and student assessment. These challenges require that teachers stay contemporary in various areas throughout their careers. In doing so, teachers often go beyond their basic job expectations pursuing and practicing professional excellence. The Edmonds Compensation Model recognizes and encourages the work teachers do in pursuing and achieving the continuous growth and professional experience that is the basic expectations of their job

This compensation model not only recognizes the demands of basic teaching but is designed to encourage and recognize teachers' acquisition and implementation of additional and progressive skills, knowledge, and practices in the areas of Instruction, Data Based Instructional Growth, Professional Development, New and Challenging Situations, and Leadership. This model is designed to improve student achievement by offering additional compensation to teachers, throughout their career, to engage in professional growth of their own choosing.

Components

Instruction-A standards referenced system requires constant review and modification to respond to specific student needs. Educators who demonstrate continuous growth in effective instructional practices will be additionally compensated.

Data Based Instructional Growth-by using a collaboratively determined set of assessment goals, compensation can be earned by reaching state, district, building and individual professional goals

Professional Development-by being actively involved in professional development educators can be compensated for demonstration of knowledge and implementation of effective instructional practices

New and Challenging Situations – A system that supports educators new to the profession, new to the district or new to challenging assignments.

#Leadership/Active Participation-Educators can engage in leadership opportunities as well as actively participate in state, district, building and program initiatives to earn additional compensation.

<i>Instruction</i>	<i>Data Based Instructional Growth</i>	<i>Professional Development</i>	<i>N & CS</i>	<i>#Leadership</i>
X% of salary index for participation in training and demonstration of new technology skills	<u>A flat rate</u> for using student achievement data to implement individually determined mutually agreed upon instructional work/goals	X% of salary index after completing approved courses, demonstrating skill, and incorporating professional reflection	First year teachers new to the professional will have release time	Teachers who qualify for building technology specialist will either earn an additional X% of the salary index or an equivalent amount of release time
X% of salary index for learning and incorporating mutually agreed upon effective instructional practices	<u>A flat rate</u> for progress toward program/ building SIP goals <u>using the Draft 5 decision making process</u>	X% yearly of salary index for participating in district/building professional development, demonstrating skill, and incorporating professional reflection	Teachers new to the district or recently returned will have a choice of support options: <i>Release time</i> <i>Compensation</i> <i>Peer mentor</i>	X% of salary index for building curriculum or instructional specialist.
	<u>A flat rate</u> for reaching both goals		Consulting teachers will earn an additional stipend	X% of salary index for teachers to participate and provide leadership in district led initiatives
			There will be a mentor coordinating teacher at each building that will earn an additional stipend	X% of salary index for teachers to participate and provide leadership in building led initiatives
		For earning graduate degrees or national certificates, or to maintain a certificate a X% salary increase for the life of the certificate or degree will be available	Teachers in challenging assignments shall have access to a peer assistant and additional compensation	TOSA
		A lifetime account of a specific dollar amount will be available to reimburse teachers for completion of approved courses	Teachers earning a required certificate degree will have release time	

Compensation *could* include the following:

- Class size/workload reduction
- Release time
- Monetary compensation
- Additional support (Educational Assistant)
- Supported Credit/clock hours

These issues and others would be bargained.

#Indicates that not all staff will be eligible for this compensation opportunity

Revised 1/17/07