

Joint Task Force on Teacher Compensation

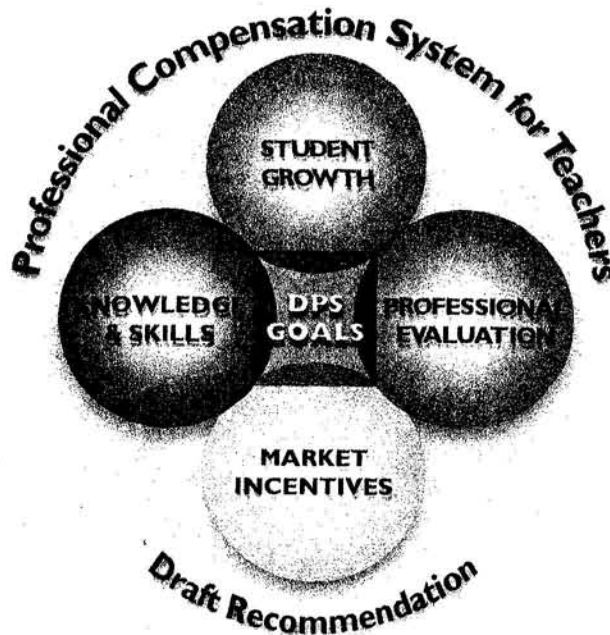


FINANCIAL DETAILS

Comparing Current Teacher Compensation with the Proposed System

The draft recommendation developed by the Denver Public Schools-Denver Classroom Teachers Association Joint Task Force on Teacher Compensation:

- Allows teachers to earn more money earlier in their career and to continue building earnings by recognizing their professional accomplishments
- Replaces a system of guaranteed increases with a system of earned increases
- Allows teachers to build a professional compensation package based on a wider range of earnings opportunities
- Aligns teacher compensation more closely with DPS goals:
 1. Increase student achievement
 2. High expectations for all
 3. Close the gap between low and high achieving students
- Creates market incentives to attain specific short-term objectives



New Features

The Joint Task Force on Teacher Compensation has developed many elements for increasing a teacher's earnings opportunities. Each element falls under one of four components, which were designed to provide balance in the compensation system.

1. Compensating teachers for acquiring and demonstrating their knowledge and skills:
 - Salary increases for professional development credits
 - A \$1,000 tuition reimbursement credit
 - Significant salary increases for national board certification and graduate degrees
2. Professional Evaluation recognizes classroom skill and the art of teaching:
 - 3 percent salary increases for satisfactory performance
 - 6 percent salary increases for distinguished performance
 - No salary increase for unsatisfactory performance

3. Using market incentives to attract the best teachers to areas of critical need:
 - Bonuses to attract and retain individuals to hard to staff positions
 - Bonuses to attract and retain individuals to schools with academic challenges
4. Rewarding teachers for achieving academic growth of their students:
 - Salary increases for meeting annual growth objectives in the classroom
 - Sustainable increases for notable growth on CSAP
 - Bonuses for all staff in schools designated as distinguished

To explain the new system, and how it compares to the current system, the task force is introducing "Ginger," an archetypal teacher with a 25-year career (See page 2). Through a narrative career history, chart and graphs, readers can see how Ginger's earnings opportunities compare in the two systems.

GUIDING PRINCIPLES OF THE DRAFT COMPENSATION PLAN

Collective Bargaining — The new system, including cost of living adjustments, will be subject to collective bargaining by DPS and DCTA.

Phase In — The new compensation system will be phased in as components and elements are completed. Both DPS and DCTA are committed to implementing compensation components only as the system can support them.

Opt In — Current teachers will be permitted to "opt in" to the system. Teachers who do not opt in will remain on the existing salary system. Under the new system, no teacher will be paid less than his or her current annual earnings.

Career Earnings — All teachers will have greater career earnings opportunities under the new system; no teacher will be paid less than his or her current annual earnings.

Honor our Commitment on Graduate Degrees — Teachers currently pursuing graduate degrees will have the option to receive salary increases equal to the increase they expected under the existing system upon completion of the degree in progress.

Fully Funded — The new system will be fully funded and sustainable. DPS and DCTA recognize the need to raise additional revenue by passing a mill levy override to pay for the

system. They will not implement any unfunded components of the system. For those teachers who elect to stay in the current system, funding comparable to the new system (less any additional funds specifically raised to implement the new system) will be provided.

Pledge to Specialists — Under the new system, specialists—such as nurses, counselors, psychologists, student advisors and special education teachers—will have the same annual and career earnings opportunities as all teachers. Certifications will count equally and evaluations and student growth goals will be based on specialist criteria.

Overview of various Compensation Models

<i>Location</i>	<i>Overview</i>	<i>Funding source</i>	<i>Attractions</i>	<i>Concerns</i>
Denver, Colorado	Teachers collaborate with their principals to write two objectives based on the academic achievement of their students. If the teachers meet those objectives, they are awarded a bonus. The objectives	Special Mill Level election to raise 25 million dollars.	Have four components, each with funded goals. Allows for a variety of staffing options such as hard to find categories and staffing challenging positions	Some of the funding for this is generated by reducing the number of experienced staff at the upper end of the salary schedule.
Washoe County School District Reno, NV	System is based on four domains of teaching with 23 components and 68 elements (Charlotte Danielson model). It is intended to support teacher self direction, use teacher performance standards rather than presence/absences of behavior. Requires a portfolio and artifacts to demonstrate skill level as well as conversation on learning goals with administrators	No additional funding suggested	Provides a very concrete researched driven model. Pay-for-performance tied to career levels or as bonuses.	There was no mention of additional funding and the portfolio concepts seemed to create problems with teachers. Tendency towards a "legalistic" interpretation of documents.

<p>Minneapolis School District Minneapolis, WI</p>	<p>To provide teachers with multiple means of receiving pay, and to align that pay with professional activities. Teachers who receive high quality training focused on the educational needs of students. Compensation is awarded based on reaching a certain performance level based on a standard.</p>	<p>A special levy needs to be approved.</p>	<p>A well researched collaborative model. Key points are made clear. Does not rely on external testing.</p>	<p>Communication of the new system is proving to be a challenge.</p>
<p>Douglas County Schools Douglas County, CO</p>	<p>This system is based on opportunities available beyond the base pay. Options upon successful evaluation. You are available to access additional pay from a variety of options: 1) Outstanding Teacher option, 2) Skill Blocks option, 3) Site Responsibility Pay, and 4) Group Incentive plans</p>	<p>District passed a special funding levy in the community</p>	<p>There were a wide variety of options for staff to access. Many staff felt that this was a very positive way to compensate teachers.</p>	<p>Some of the teacher assessment pieces were not reflective of quality teacher performance and were inconsistent in application...</p>

<p>Vaughn Next Century Learning Center Los Angeles, CA</p>	<p>A charter school based on four dimension of teacher elvauation-1) Lesson planning, knowledge 2) Learning Environment 3) Instruction Delivery 4) Professional Responsibilities. Each dimension has three levels for compensation Novice, Proficient, Distinguished</p>	<p>No additional funding</p>	<p>School was very successful in improving test scores across the curriculum. Schools leaders seemed very positive about the system. Building goals were very clearly defined</p>	<p>Success of system based on the energy of one person. Staff was deeply divided. More experienced staff would not sit with younger staff.</p>
<p>Plymouth Education Association/Plymouth School District Sheboygan, WI</p>	<p>A three tiered salary schedule based on six components: 1) New Teacher Development, 2) Mentor Program, 3) Professional Development Council, 4) Professional Development Academy, 5) Leadership Cadre, and 6) Professional Growth Plan</p>	<p>Additional funding required implementing. A special levy election was held and was turned down.</p>	<p>The model seemed to incorporate many professional goals. Its design was collaborative</p>	<p>The model is fairly convoluted and the tiered pay scale was a challenge to clarify to a large number of people.</p>