

New Compensation Model for Certificated Instructional Staff

Proposal Summary

Superintendent Bergeson’s proposal for educator compensation has three parts: (1) a fair and adequate base salary, (2) a state compensation model with incentives to reward excellence, and (3) “additional pay” to address single-purpose system issues. This document proposes a framework for parts 2 and 3—the new compensation model for certificated instructional staff and “additional” pay for staff meeting certain conditions. The proposed system reflects new research and ideas regarding compensation models being implemented around the country. The PESB has been a consistent voice for a compensation system that is aligned to our new systems of educator development and reflective of research on teacher quality, qualifications, and career growth. The proposed compensation model emphasizes staff expertise as well as staff education and experience, while the additional pay is in response to educator shortages and a desire to provide fair recognition school-wide for significant improvement in student outcomes. Part 1 of the Superintendent’s proposal—a fair and adequate base salary—will be incorporated into this proposal in August after the Washington State Institute for Public Policy (WSIPP) completes its research on how teacher salaries compare to similar occupations.

Current System

The current salary system has two parts: a beginning salary amount and a set of “multipliers” that increase this amount based on the number of years of experience and level of college education, including credits toward the next degree. This system applies to certificated instructional staff (CIS). These staff include teachers, teacher-librarians, and educational staff associates: counselors, nurses, physical & occupational therapists, psychologists, reading resource specialists, social workers, and speech pathologists.

The current state certificated salary schedule (known as the “LEAP” schedule) uses the number of years of experience and education degree/credits to determine CIS salary funded by the state (see Table 1). The schedule has 9 increments (columns or “lanes”) for education (from BA only to doctorate) and 17 increments (rows or “steps”) for experience (0 to 16 years).¹ In school year 2007-08, the lowest beginning salary (\$32,746) is for staff with no experience and only a BA and counts as 1.00 on the staff mix table. The highest salary (\$61,720) is for staff with 16 years of experience and a doctorate or MA+90 credits. This counts as 1.88482 on the staff mix table, or 88.482% more than the lowest beginning salary. The schedule had previously reached 1.99959 (double the beginning salary), but the Legislature lowered this multiplier in both 2003 and 2005 because it increased the beginning salary amount but wanted to keep higher salaries the same. With 16 years of experience as a maximum on the schedule, staff who begin their career immediately after completing an undergraduate degree would not receive any increase after about age 40. ***Since the retirement system keeps staff until age 65, there is no increase over the last 25 years.*** The salaries associated with the current LEAP schedule are shown in Appendix A.

¹ The Legislature added the 16th year to the schedule in 1999.

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The salary allocation schedule is not linear in its trajectories. The staff mix factor increases at about the same rate in the first six years, regardless of education level, and begins to increase more rapidly after year 6, continues at about the same rate for staff with 8-16 years of experience, depending on the degree held. The lower the degree held, the sooner a teacher reaches max salary. The schedule slows slightly in the last year and flattens after staff have 16 years of experience (salaries for staff with BA+45 or less flatten sooner). Figure 1 shows these trajectories for each of the nine education levels (BA+135 is no longer used). Staff do not exit the system if they do not reach a higher level of education.

Table 1: Table of Staff Mix Factors for Certificated Instructional Staff

Years of Service	Education Experience								
	BA	BA +15	BA +30	BA +45	BA +90	BA +135	MA	MA +45	MA+90 or Ph.D.
0	1.00000	1.02701	1.05499	1.08304	1.17303	1.23099	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.24704	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.26303	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.27905	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.29551	1.25171	1.34274	1.40286
5	1.06585	1.09513	1.12454	1.16008	1.25077	1.31206	1.26526	1.35599	1.41728
6	1.07961	1.10825	1.13866	1.17597	1.26623	1.32785	1.27915	1.36942	1.43100
7	1.10379	1.13286	1.16367	1.20301	1.29461	1.35793	1.30517	1.39673	1.46008
8	1.13919	1.16984	1.20138	1.24398	1.33681	1.40246	1.34610	1.43896	1.50458
9	“	1.20814	1.24125	1.28538	1.38038	1.44826	1.38747	1.48253	1.55041
10	“	“	1.28158	1.32891	1.42517	1.49532	1.43104	1.52733	1.59744
11	“	“	“	1.37371	1.47207	1.54362	1.47584	1.57423	1.64574
12	“	“	“	1.41708	1.52023	1.59391	1.52240	1.62236	1.69607
13	“	“	“	“	1.56956	1.64544	1.57060	1.67169	1.74756
14	“	“	“	“	1.61913	1.69890	1.62022	1.72451	1.80105
15	“	“	“	“	1.66126	1.74310	1.66233	1.76934	1.84788
16+	“	“	“	“	1.69447	1.77794	1.69557	1.80472	1.88482

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Figure 1: Current State Staff Mix Factors



Many states use the education and experience level of staff to determine salaries based on the assumption that these factors reflect improved teaching skills, resulting in better student outcomes. However, in other states, additional pay is not given for as many increments toward the next educational degree as Washington. In Washington, a district’s actual average salary cannot exceed the district’s average salary on the LEAP schedule, except through a separate contract with their local bargaining units for additional time, additional responsibilities, or incentives (TRI).² In contrast, in most other states that have state-level salary schedules, the amounts are minimums rather than maximums. Differences in reporting by states makes it difficult to compare salary and total compensation levels.

Using a single salary system has some advantages. It is a simple way to ensure uniformity and objectivity in pay across districts based on education and experience levels,³ which help protect staff from bias. It also allowed districts to hire more experienced staff rather than focusing on hiring less experienced staff to save money. Finally, a single salary system is relatively easy to administer and has relatively low operating costs.

² TRI pay was introduced in 1987 and allows districts to supplement teachers’ base contracts with additional pay for duties completed outside regularly contracted basic instruction hours. Supplemental contracts are subject to collective bargaining, cannot exceed one year, and cannot be for services that are part of basic education.

³ Some districts have been grandfathered at a higher base level. In 2007-08, 21 districts had a higher base pay than the amount shown on the LEAP schedule (\$32,746). In 2008-09, 12 districts will have a higher base salary. “Uniformity” does not mean “equal” because the cost to live in a particular geographic area differs across the state.

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Overview of Research and New Systems

Teacher quality is widely regarded as the most important determinant of student learning. Effective teachers know their content, use effective methods to explain that content, and relate well to students. Thus, teacher *quality* is not the same as teacher *qualifications*. However, there is no agreement about how to measure teacher quality.⁴

New research about teacher quality has stimulated thinking about new compensation models. Specifically, research has found that teacher performance evaluations have the strongest link to improved student learning and that having a master's degree only influences student performance when the degree is directly related to the subject being taught, particularly in math and science. Research has also found that the additional impact of teaching experience on student learning slows after the first 4-5 years.⁵ (Washington's current salary schedule provides relatively greater funding as the increase in teaching effectiveness slows.)

Some have argued that a single salary schedule is out of step with the labor market and strips districts of a key management tool. Many organizations in the private sector have created new compensation systems based on knowledge and skills. These systems increase base pay when staff demonstrate they have acquired and can use specific knowledge and skills effectively in the workplace. In addition, staff shortages in key areas are due to market forces and are sometimes addressed through differential compensation. Professionals who want to enter the education workforce in mid-career and those working in other states and private schools may be discouraged if they must "start at the bottom" of a rigid salary scale. Finally, much research has found that less-qualified teachers are usually assigned to the most challenging classrooms and schools. Many believe that it is not sound human resource policy to assign less-qualified staff to high-need areas or to treat all staff the same, regardless of their knowledge, skill, ability to improve student learning, or availability in the marketplace.

This new research about the importance of teacher quality has helped generate new compensation models. Some districts and states have implemented or proposed new models that focus on "knowledge and skills-based pay" and sometimes include bonuses when certain student performance goals are met. These systems are intended to provide incentives to improve teachers' instruction, attract and retain teachers who develop the desired knowledge and skills, and discourage those who do not. The high cost of living in some urban areas and the difficulty recruiting staff to remote rural areas have prompted some states to provide higher pay to staff working in these areas. The new systems are usually accompanied by increasing overall funding amounts so the changes are "worth the effort."⁶

⁴ See King, "From Highly Qualified to High Quality" in *Education Finance and Policy*, Spring 2008.

⁵ For a summary of the research on these topics, see Goldhaber, "Teachers Matter, But Effective Teacher Quality Policies Are Elusive" and Boyd, Lankford, & Wyckoff, "Increasing the Effectiveness of Teachers in Low-Performing Schools," in *Handbook of Research in Education Finance and Policy* (2008), Ladd & Fiske (Eds.).

⁶ For more information on these types of systems, see Odden, "An Early Assessment of Comprehensive Teacher Compensation Change Plans" in *School Finance and Teacher Quality*, (2003), Plecki & Monk (Eds.); Odden & Wallace, *How to Create World Class Teacher Compensation* (2008); and Odden, "Teacher Compensation" in the Picus & Associates analysis for Washington Learns (2006).

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Finally, while compensation has an impact on who enters the profession, where they work, and why they leave, other factors influence these decisions as well. Staff want strong leaders, a collaborative culture, adequate resources, and working conditions that help them succeed. Many teachers depart the profession because of lack of support for challenging students, a negative environment, or inadequate school leadership.⁷

Assumptions for a New Compensation Model and the “Additional” Pay Component

The following general principles and assumptions guided the development of the proposal for certificated instructional staff compensation. The principles aim to provide incentives to improve teachers’ instruction, attract and retain teachers who develop the desired knowledge and skills. Some of the principles are not addressed below, and the details for each would need to be developed.

Key Assumptions of the New System

New Compensation Model

- Emphasize compensation for more knowledge and skills and more experience.
- Link pay with knowledge and skills by using “tiers” with “steps” within the tiers.
- Advance to the next step based on years of experience and to the next tier based on demonstrated expertise; provide sizeable increases when moving to the next tier with smaller pay increases from step-to-step.
- Staff exit the profession if they do not show sufficient competence to progress beyond the first tier (existing law).
- Provide additional compensation for additional training (e.g., master’s degree in subject area), but de-emphasize education by reducing the number of education-related columns.
- Add more room at the top of the salary schedule for educators performing at the highest levels.
- Ensure the proposed system is consistent with other state requirements (e.g., Professional Certification requirements, clock hours and endorsement criteria, collective bargaining laws).
- Adopt the new system in statute to ensure a permanent commitment.
- Increase the starting salary at 1.000 on the staff mix schedule, informed by the WSIPP study that is underway.

Additional Pay Components

- Continue National Board certification and Challenging Schools bonuses.
- Provide Challenging Schools bonuses to other Tier II and Tier III teachers who are not National Board certified.
- Provide school-wide awards to schools with high levels of growth on student outcomes.
- Attract staff to positions where shortages exist through conditional college loans that are forgiven by working in that shortage area.
- Adopt the additional day in statute to ensure a permanent commitment.

⁷ See Berry, Recruiting and Retaining Quality Teachers for High-Needs Schools (2007); NCES, Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States (2006); and Goldhaber, Teacher Pay Reforms (2006).

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Key Assumptions of the Transition to the New System

Current Salary Allocation Model and New Model

- I-732 is retained and continues to drive cost-of-living adjustments (COLAS).
- Salaries are equalized across school districts.
- The educators compensated under the current model can remain in this system for the life of their career (grandfathered staff); teachers entering the system after the new model was implemented would be compensated under the new model.
- Similar to the current system, districts may distribute their state salary allocation provided by the new compensation system as they choose, as long as their actual average salary is equal to their average salary as determined by the new compensation system.

Implementation

- The new system will be phased in over several years after careful consideration by stakeholders and examination of other stable systems.
- Districts and their staff can opt-in before statewide implementation is required.
- Once implemented, grandfathered staff can opt into the new system; under no circumstances would salaries be reduced when staff are placed on the new schedule, but salaries can increase over time within the new model.

Current Model Corrections—Experience Levels of Education Staff Associates, National Board Certificate Bonuses, and Professional Certification

Many teachers will choose to remain on the current model. This is a critical promise to current teachers, but it is a hollow promise if several corrections are not made. First, Education Staff Associates (ESAs) must be placed on the current schedule (and new schedule) including their prior relevant experience. Currently ESAs can only count up to two years of prior relevant experience. So, nurses who have worked with pediatric patients for 10 years, and then become a school nurse, receive limited recognition of their experience. Consistent with career and technical education teachers, the system needs to accommodate up to six years of prior relevant experience for such cases.

Second, the National Board bonuses should inflate consistently. The foundation bonus will inflate in the 2008-09 school year based on IPD, rather than inflating with the I-732 COLA. This inconsistency, while minor, detracts from a cohesive system of compensation. More importantly, the Challenging Schools bonus will not inflate at all. In the immediate future, the Challenging Schools bonus will still represent a significant incentive to retain excellent teachers, but over time that incentive will erode and undermine the purpose of the bonus. Both bonuses should inflate with the I-732 COLA.

Third, the current compensation model is disconnected from certification requirements and must be corrected to restore the compensation increases teachers would have received under the old certification requirements. Under old certification requirements, teachers with a BA would progress on the salary schedule via the

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accumulation of the 45 credits needed to obtain their continuing certification. Masters-level teachers had no additional work to obtain their continuing certification.⁸

When the State Board of Education adopted the new certification requirements (ProCert), they implemented a performance-based system that is not driven solely by the accumulation of credits. ProCert candidates typically complete coursework that generates 15 credits (though it may be less). The new requirements have an added classroom- and portfolio-based component, unconnected with college coursework, where teachers must submit evidence of a positive impact on student learning.

Submitting evidence of student learning requires analyzing student work, reflecting on their teaching practice and students' learning, collaborating with colleagues, participating in a variety of professional development activities, and intensive writing to document the process and evidence—most of which occurs outside of a course setting. Since “student voice” is the essence of the portfolio, candidates must be very intentional in how they teach in order to positively impact the learning of *each* student and collect/document the appropriate student evidence for all 12 of the required ProCert Standards.

Bachelors-level teachers complete valuable professional development explicitly linked to evidence of student learning, invest just as much or more work than under the old system, but accumulate only 15 credit hours. Bachelors-level teachers can now move only 1 column on the schedule, and make 6.5 to 7 percent less than teachers under the old certification requirements.

A teacher who enters the profession with a MA degree used to have no additional continuing certification requirements; now these teachers must complete the same certification requirements as Bachelors-level teachers. Just as for BA-level teachers, the intensive process equates to only 15 credits. Because the current salary schedule structure increases in increments of 45 credits at the MA level, teachers at this level receive no additional compensation for the additional work associated with continuing certification.

The current system must be corrected to permit teachers to move on the salary schedule once they obtain their ProCert. The correction is simply to grant teachers 300 clock hours when they obtain their ProCert. The change can be implemented with a rule adopted by the Professional Educator Standards Board. With the 300 clock hours combined with the 15 credits that teachers typically earn,

- Teachers with a BA who attain their Professional Certification, and retain their grandfathered status on the current Salary Allocation Model (SAM) would progress to at least the BA+45 column.
- Teachers with a MA who attain their Professional Certification, and retain their grandfathered status on the current SAM would progress to the MA+45 column.
- There are several nuances that must be included in the rule to accommodate different sequences of obtaining the Pro Cert. Generally, the rule must be designed to restore the compensation teachers could expect when the certification requirements and SAM were still aligned.

⁸ Teachers who obtained a MA were awarded their continuing certification after 180 days of teaching.

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Proposed Salary Schedule/Model

The proposed salary schedule retains many of the elements of the current system: additional pay for more education and years of experience, but it adjusts these dimensions by (1) reducing the number of education columns, (2) increasing the number of rows, and (3) creating a third dimension to reward increasing knowledge and skill. This third dimension is in the form of three tiers: *Entry*, *Career*, and *Leader*. The reduction in education columns and the increase in rows through the use of the three tiers reflects the shift in policy to provide higher compensation based on higher staff quality and reduces the incentive to increase salaries by accumulating more education credits or a higher degree. The staff mix and corresponding salaries for this proposal are shown in Table 2 and are explained in greater detail below. The amounts in Table 2 in **bold** are above the current maximum for that education level on the LEAP schedules (noted at the bottom of the table). Figure 2 shows the staff mix amounts graphically. (As an alternative, the lowest salary can begin at the bottom of the schedule rather than at the top—see Appendix C)

Education Levels The proposed system continues to provide extra compensation for more education but provides less incentive than the current system to move horizontally across the schedule by acquiring higher levels of education. This proposal has fewer increments (5 columns rather than 9) and retains the state requirement that the extra pay only applies if the credits/degree relate to the staff assignment. Moreover, the size of the increase at the next higher level of education is smaller than the current system. The incremental increases are 7.5%, so the staff mix for the BA+30 is 1.075, the MA is 1.15, the MA+45 is 1.225, and the MA+90/Dr is 1.30. These increments for additional credits (+30 and +45) represent roughly the half-way point to the next higher degree. Education needs to remain part of the compensation system because the state requires continuing clock hours in order to maintain their Professional Certificate, acquiring more education has a cost, and research has found that more education has a positive impact on student learning.⁹ The BA+30 column is used in the model to encourage teachers to be professionally active and pursue additional education after they have met their Professional Certification (ProCert) requirements. The BA+30 level reflects half the credits necessary to reach a typical Masters degree (usually 60 credits). Using a higher number of credits (e.g., BA+45) could encourage staff to pursue a series of credits that may be disconnected

⁹ Various studies have found a positive relationship between a teacher's education level and student achievement. For example, an analysis of 60 well-designed studies found that increasing the teacher education level had more than five times the impact per dollar spent than lowering the student-teacher ratio (see Greenwald, Hedges, & Laine, "The Effect of School Resources on Student Achievement," Review of Educational Research, 1996). A JLARC study of factors affecting student achievement on norm-referenced tests in Washington found that the level of teacher education at every grade level had a greater positive influence than having a smaller student-teacher ratio (see JLARC, K-12 Finance and Student Performance Study, Report 99-9, September 1999). WSIPP concluded that there is no consistent relationship between teachers with graduate degrees and increased student outcomes as measured by test scores. Specifically, WSIPP found some studies with positive effects, some with negative, and some with no effects. Three of the four studies in their report that examined results in Washington State found that having a graduate degree had a relatively high positive impact on student test scores (see WSIPP, Report to the Joint Task Force on Basic Education Finance: School Employee Compensation And Student Outcomes, December 2007). This may be due, in part, to the state requirement that higher education credits will only count on the SAM if they relate to the staff assignment (WAC 392-121-262). Together, these findings are consistent with the larger body of research that has found teacher quality is the most significant education-related contributor to student achievement. The quality of training and professional development that are provided also have a major impact on staff quality.

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from each other rather than a cohesive Master's program with core expertise and a self-reflective performance component. If higher credits were used, staff could get close to the Masters-level compensation without enrolling in a Masters program.

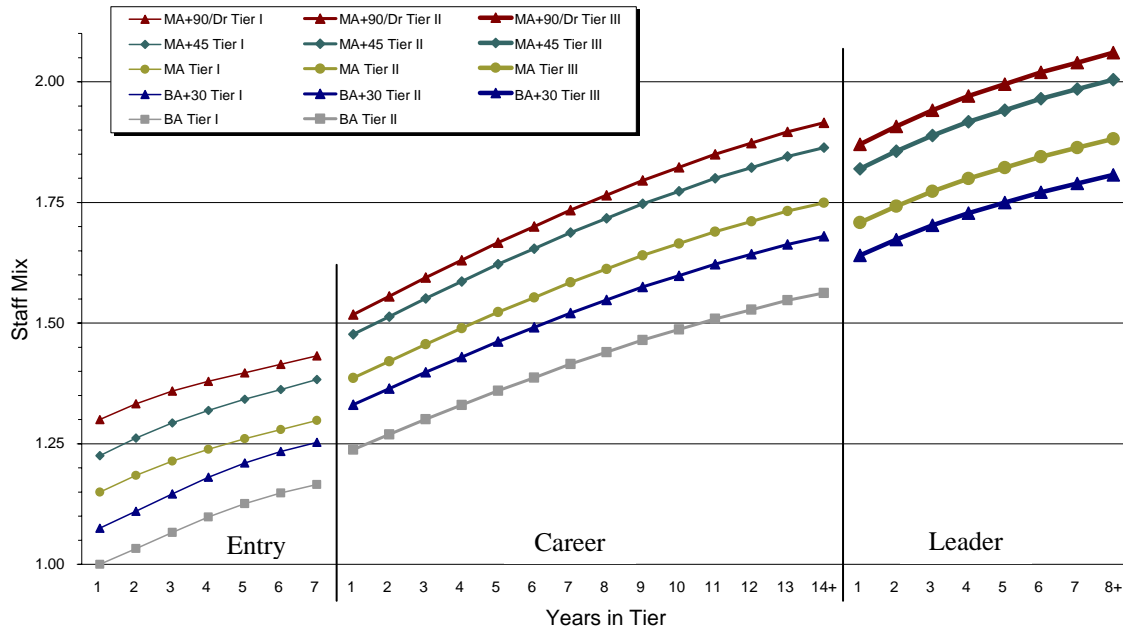
Table 2: Proposed Staff Salary Allocation Model

Tier	Year in Tier	Staff Mix Factor					Minimum Salary Level (2007-08)				
		Education Level					Education Level				
		BA	BA+30	MA	MA+45	MA+90/Dr	BA	BA+30	MA	MA+45	MA+90/Dr
Entry I	1	1.0000	1.0750	1.1500	1.2250	1.3000	\$32,746	\$35,202	\$37,658	\$40,114	\$42,570
	2	1.0325	1.1099	1.1845	1.2618	1.3325	\$33,810	\$36,346	\$38,788	\$41,317	\$43,634
	3	1.0661	1.1460	1.2141	1.2933	1.3592	\$34,909	\$37,527	\$39,757	\$42,350	\$44,507
	4	1.0980	1.1804	1.2384	1.3192	1.3795	\$35,956	\$38,653	\$40,552	\$43,197	\$45,174
	5	1.1255	1.2099	1.2601	1.3422	1.3968	\$36,855	\$39,619	\$41,262	\$43,953	\$45,626
	6	1.1480	1.2341	1.2790	1.3624	1.4142	\$37,592	\$40,412	\$41,881	\$44,393	\$46,082
	7	1.1652	1.2526	1.2982	1.3828	1.4319	\$38,156	\$41,018	\$42,509	\$44,615	\$46,543
Career II	1	1.2380	1.3309	1.3861	1.4765	1.5175	\$40,541	\$43,581	\$45,388	\$48,348	\$49,692
	2	1.2690	1.3642	1.4207	1.5134	1.5554	\$41,554	\$44,671	\$46,523	\$49,557	\$50,934
	3	1.3007	1.3983	1.4562	1.5512	1.5943	\$42,593	\$45,788	\$47,686	\$50,796	\$52,207
	4	1.3300	1.4297	1.4890	1.5861	1.6302	\$43,552	\$46,818	\$48,759	\$51,939	\$53,382
	5	1.3599	1.4619	1.5225	1.6218	1.6669	\$44,531	\$47,871	\$49,856	\$53,108	\$54,583
	6	1.3871	1.4911	1.5530	1.6542	1.7002	\$45,422	\$48,829	\$50,853	\$54,170	\$55,675
	7	1.4148	1.5210	1.5840	1.6873	1.7342	\$46,330	\$49,805	\$51,870	\$55,253	\$56,788
	8	1.4396	1.5476	1.6117	1.7169	1.7646	\$47,141	\$50,677	\$52,778	\$56,220	\$57,782
	9	1.4648	1.5747	1.6399	1.7469	1.7954	\$47,966	\$51,564	\$53,702	\$57,204	\$58,793
	10	1.4868	1.5983	1.6645	1.7731	1.8224	\$48,686	\$52,337	\$54,507	\$58,062	\$59,675
	11	1.5091	1.6223	1.6895	1.7997	1.8497	\$49,416	\$53,122	\$55,325	\$58,933	\$60,570
	12	1.5279	1.6425	1.7106	1.8222	1.8728	\$50,034	\$53,786	\$56,016	\$59,670	\$61,327
	13	1.5470	1.6631	1.7320	1.8450	1.8962	\$50,659	\$54,459	\$56,717	\$60,416	\$62,094
	14+	1.5625	1.6797	1.7493	1.8634	1.9152	\$51,166	\$55,003	\$57,284	\$61,020	\$62,715
Leader III	1	Not applicable	1.6402	1.7083	1.8197	1.8702	Not applicable	\$53,712	\$55,939	\$59,587	\$61,242
	2		1.6731	1.7424	1.8561	1.9076		\$54,786	\$57,057	\$60,779	\$62,467
	3		1.7023	1.7729	1.8885	1.9410		\$55,745	\$58,056	\$61,842	\$63,560
	4		1.7279	1.7995	1.9169	1.9701		\$56,581	\$58,927	\$62,770	\$64,514
	5		1.7495	1.8220	1.9408	1.9948		\$57,288	\$59,663	\$63,554	\$65,320
	6		1.7713	1.8448	1.9651	2.0197		\$58,004	\$60,409	\$64,349	\$66,137
	7		1.7890	1.8632	1.9847	2.0399		\$58,584	\$61,013	\$64,992	\$66,798
	8+		1.8069	1.8819	2.0046	2.0603		\$59,170	\$61,623	\$65,642	\$67,466
Current maximum			1.6945	1.6956	1.8047	1.8848		\$55,487	\$55,523	\$59,097	\$61,720
Amount above current maximum			+6.6%	+11.0%	+11.1%	+9.3%		+\$3,683	+\$6,100	+\$6,545	+\$5,746

Note: No educator will experience a salary reduction when moving to a new tier. When a move to Tier III occurs in the last 3 years of the Career level, the step in Tier III would correspond to the next higher salary amount. Cells in **bold** are above the current maximum on the LEAP schedule for that degree level.

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Figure 2: Proposed Staff Salary Allocation Model



Tiers The proposed system has three tiers which reflect different levels of staff knowledge and skill.

- The *Entry* tier is for beginning staff and typically runs 7 years. As with the current model, and with some exceptions, if a teacher has not earned his or her Professional Certification (ProCert) in this time period, they would be required to exit the system. See Appendix E for further details on how the certification process links to the compensation system.
- The *Career* tier is for established professionals who have attained their ProCert and has no limit in the number of years a teacher remains in this status.
- The *Leader* tier is for staff who have achieved the highest level of proficiency in the classroom and who have demonstrated leadership in impacting student learning through work with colleagues, professionals, and families, and through their own continued learning. Staff below the BA+30 level are not eligible to reach this tier. Staff can move to the *Leader* tier at any time if they meet the requirements to serve at that level.

The details for how staff would move to the *Leader* tier must still be developed but should focus on evidence that a teacher’s work outside the classroom has been driven by a conscious and deliberate focus on improving teaching and learning as opposed to merely fulfilling job requirements. Examples of this kind of work include but are not limited to, facilitators of professional learning communities, leaders in school improvement planning, mentors, department or curriculum leaders whose work focuses on teaching and learning, coaches or teachers on special assignments (TOSA).

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Input from stakeholders, including a focus-group of teachers and National Board Certified teachers, revealed strong support for the concept of recognizing an advanced level of expertise based on teacher leadership and believed it would be a valuable addition to the profession. Often teachers become recognized experts of teaching and learning within their district, but they have to establish this reputation again if they move

elsewhere. Having “leader” status would establish a teachers’ expertise system-wide and would indicate that the staff have demonstrated their capacity to serve in leadership roles that produce a positive effect on teaching and learning. Moreover, having a Tier III with higher salaries would encourage teachers to stay in the classroom and in the profession rather than move into other positions (usually administrative) that offer more pay.

The focus group also expressed the view that initial National Board Certification should not be the required method to enter Tier III. One of the benefits of National Board certification is that it is a voluntary process that teachers can access at almost any time in their career. Teachers already have the choice of pursuing ProCert or National Board certification to move from Tier I to Tier II. Making it the entry point to Tier III diminishes the Board’s voluntary nature and the value of pursuing it anytime during a teacher’s career.

Stakeholders also said staff evaluations, as they are conducted now in a typical school, should *not* be the method to enter Tier III. These evaluations are too uneven and often too superficial to provide the rigor and objectivity to document true expertise in the classroom and leadership potential.

Instead, stakeholders believe that moving to Tier III should be based on a certification and demonstration process. This should take multiple forms, including the renewal of National Board Certification (the *renewal* process for National Board emphasizes teacher leadership). Other entry points into Tier III could include renewing the Professional Certification or through a newly created “Leader” certificate that certifies a teacher has demonstrated the necessary knowledge and skills to lead or mentor other adults or demonstrate curriculum or program leadership. Certification-based systems require teachers to demonstrate their positive impact on students and their ability to reflect on their own expertise in the process. Including an external review would add objectivity to the certification process.

Further work with stakeholders is required to define the exact details of the criteria and processes by which a teacher could enter the Tier III portal. The following core principles must be maintained throughout the development and implementation process:

- That the Tier III portal is accessible to all teachers whatever their work conditions or job assignment.
- That the entry criteria into Tier II focus on accomplished teaching of children and that the entry criteria into Tier III focus on extending the professional focus of a teacher’s practice to include accomplished leadership of/with other adults with a primary focus on improving teaching and learning.
- That although the criteria for entry into Tier III will encourage a teacher to focus on school improvement leadership in their own school or district, the evaluation of whether or not a teacher meets the threshold criteria for entry into Tier III is designed so it is *external* to the school or district.

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- While teachers may choose to take on a coaching or mentoring role and leave the classroom for a period of time, teacher leadership should never be defined in such a way that teachers must leave their classroom in order to meet the criteria.
- That the renewal of the National Board Certification is retained as an alternative to whatever route the state defines as the entry criteria into Tier III

Steps The current system provides increases based on years of experience. The increases are small at the beginning of the pay schedule (usually 1.3% but sometimes less than 1%) and much larger increases after year 7 (as high as 3.4%), as shown in Appendix A (Table 2). The proposed system does the opposite: the largest increases occur early and become smaller over time. This creates an incentive to move to the next higher tier by demonstrating greater knowledge and skill. It will also help attract and retain staff who show higher levels of proficiency. The size of the increases are shown in Table 3.

- The largest increases occur in the *Entry* tier. The initial increase is 3.25% at the BA level and smaller at the higher education levels (3% for MA and 2.5% for MA+90/Dr).
- All the step increases within the *Career* and *Leader* tiers are equal. The increases are largest at the beginning of the tier and slowly get smaller over time. The final increase would be 1% in the last year of the tier, after which there would be no more increases (i.e., the salary flattens out as in the current schedule). This provides an incentive for staff in the *Career* tier to move to the next tier in order to continue achieving salary increases into the future.
- A 10% increase occurs when moving from tier to tier to provide an incentive to perform at a higher proficiency level as soon as possible. Moving from the *Entry* to the *Career* tier, the increase is from the 5th year amount at the BA and MA levels (even if the jump to the *Career* tier occurs before the 5th year). At the MA+90/PhD levels, the increase to the *Career* tier is from the 4th year. All the increases from the *Career* to *Leader* tier are based on the amount from the 6th year (even if the move to the next tier occurs before then).
- In the *Career* tier, the salary levels in the last three years are below the first step of the *Leader* tier. To prevent a pay cut, if staff move to the *Leader* tier while in the last three steps of the *Career* tier, they would move to the *Leader* step that is the closest amount above their current salary. For example, staff with an MA in their 12th and 13th step have a multipliers of 1.7106 and 1.7320, so they would move to the 2nd year of Tier III (1.7424) because year 1 (1.7083) is below their current pay level.

Maximum Salary

The highest amounts on the proposed schedule ends above current levels. Staff at the highest *Leader* level with a BA+30 would reach a salary 6.6% above the current maximum possible (achieved by staff with a BA+90 credits). Staff at the highest *Leader* levels with a MA and MA+45 would reach a salary 11% above the current maximum possible. Staff at the *Leader* level with an MA+90/doctorate would reach a salary 9.3% above the current maximum. The number of pay steps is also more since the steps are the number of years *within the tier*, not the total number of years of experience. (Note: Beginning staff are in year 1, which is different from the current schedule which shows a 1st year staff with 0 years of experience.) So staff receiving their Professional Certification after their 5th year and who move to the *Career* tier could have increases for a total of 19 consecutive years, with another 8 years if moving into the *Leader* tier after year 14 (a total of 27 years of

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increased base salary). The highest salary is more than double the beginning salary (2.06), or nearly \$67,500 as of school year 2007-08. Appendix D shows how three hypothetical staff might move up the system and how their base salaries compare to the current LEAP schedule.

Increasing the maximum salary is justified in order to help attract and retain high-quality staff in a competitive labor market. An analysis of salaries nationwide in 16 comparable occupations found that the distribution of teacher salaries was more tightly constrained. Unlike teachers, many workers in comparable occupations had incomes that ranged well above the average for their occupation. So compared to other professions in general, teachers have less opportunity to earn a very competitive salary.¹⁰ Salaries in Washington are even more compressed, so staff must become administrators if they want to increase their salary beyond the maximum amount on the current salary schedule. In 2004-05, 37% of the certificated instructional staff (more than 22,000 staff) in Washington had more than 16 years of experience and did not get any increase (except for a COLA) unless they gained more education or took an administrative position. More than 10,000 of these staff were in the highest education level (MA+90/doctorate) and had no way to improve their base salary.

Table 3: Proposed Percent Increase in Staff Salary Allocation Model

Tier	Years in Tier	Education Level				
		BA	BA+30	MA	MA+45	MA+90/Dr
Entry	1	Start	BA+7.5%	BA+15%	BA+22.5%	BA+30%
	2		3.25%		3.00%	2.50%
	3		3.25%		2.50%	2.00%
	4		3.00%		2.00%	1.50%
	5		2.50%		1.75%	1.25%
	6		2.00%		1.50%	1.25%
	7		1.50%		1.50%	1.25%
Career	1			10% of year 5		10% of yr 4
	2			2.50%		
	3			2.50%		
	4			2.25%		
	5			2.25%		
	6			2.00%		
	7			2.00%		
	8			1.75%		
	9			1.75%		
	10			1.50%		
	11			1.50%		
	12			1.25%		
	13			1.25%		
	14			1.00%		
	15+			0%		
Leader	1			10% of year 6		
	2			2.00%		
	3			1.75%		
	4			1.50%		
	5		Not applicable	1.25%		
	6			1.25%		
	7			1.00%		
	8			1.00%		
	9+			0%		

¹⁰ See Swanson, "Teacher Salaries, Looking at Comparable Jobs," in Quality Counts 2008.

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Proposed System for “Additional” Pay

The new third element of the proposed compensation system is optional “additional” pay that would be given annually under certain conditions. This compensation is in addition to base pay described in the above schedule. With additional pay, staff could receive more compensation for:

- Obtaining National Board certification (which lasts 10 years, worth \$5,000), with an extra \$5,000 for serving in Challenging Schools (current WA policy);
- Serving in Challenging Schools without having National Board certification;
- A one-time schoolwide award for meeting certain student achievement growth targets (e.g., attaining certain levels of improvement in graduation rates); and
- Paying for higher education courses through loan forgiveness when teachers attain credentials and endorsements in hard-to-staff subjects (e.g., math and science).

The amount of funding for each condition would need to be determined (suggested amounts are shown in Appendix B). Once provided, these components should be a stable and predictable form of compensation and not subject to annual change by policy-makers. The prospect of additional compensation would provide an incentive to meet any or all of the above conditions. Theoretically, some staff could meet all (or nearly all for ESAs) of the conditions listed above annually. To be an acceptable incentive, the additional pay must promote improved student learning, must be clearly defined and perceived to be fair, attainable, and promoting teamwork and collaboration.

Implementation Issues

Given the complexity of changing the existing system, a new system will need to be well-planned and phased in over time. We recommend implementation over several years, with some parts beginning sooner and the more sensitive and complex parts implemented after significant planning work and discussion have occurred.

- Some parts of the proposed system could be put into place by the 2009-10 school year. These include adopting the new salary schedule for Tiers I and II and the some components associated with “additional” pay. The 2009 Legislature could approve these parts of the system.
- The more sensitive parts of the proposed system—creating appropriate methods to establish expertise of staff to advance to Tier III and rewarding staff in schools based on growth in student outcomes—will require significant stakeholder input and design time prior to implementation. The criteria must be external to the school building, objective, sound, credible, uniform, and rigorous to determine if staff attained the desired knowledge and skills. A number of other issues would need to be resolved as well (e.g., leadership capacity and training required, alternative routes to Tier III, roles staff are expected to take, how much time can still be devoted to classroom work). Rewards for improved student outcomes should be available to all staff in the form of compensation or extra school resources (e.g., technology investments) when certain targets are met. But which outcomes are used, how much improvement is enough, and whether rewards are available to any school that meets the target would need to be determined. After a year of study, the 2010 Legislature could approve these aspects of the system, with 2010-11 as the initial year for implementation.

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As part of the design and implementation process, stakeholders and policymakers will need to determine the new system relates to other parts of the K-12 educational system. For example, stakeholders and policymakers would need to determine:

- How to fund and implement additional professional development activities that would help improve staff quality and provide the opportunity for staff to move to the next tier;
- How the system would align with existing tenure practices and state requirements (e.g., collective bargaining requirements, professional growth plans and clock hours required by the Professional Educators Standards Board—see Appendix E for more information on issues related to the alignment of current certification requirements and the proposed compensation system);
- When additional education/credits would merit a salary increase;
- How much additional data and infrastructure are needed and how they would be financed.

In the end, the new system would ensure staff are compensated based on their knowledge and skills.

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Appendix A Current LEAP Salary Schedule, School Year 2007-08

Table 1 displays the grid for salaries associated with years of service vertically and education experience horizontally for certificated instructional staff. The table is sometimes called the *salary allocation model* (SAM). Table 2 shows the level of increase from the previous year. (BA+135 no longer is applicable.)

Table 1: Table of Total Base Salaries for Certificated Instructional Staff

Years of Service	Education Experience								
	BA	BA +15	BA +30	BA +45	BA +90	BA +135	MA	MA +45	MA+90 or Ph.D.
0	32,746	33,630	34,547	35,465	38,412	40,310	39,260	42,207	44,107
1	33,187	34,083	35,011	35,970	38,948	40,836	39,696	42,674	44,560
2	33,607	34,512	35,450	36,483	39,452	41,359	40,135	43,104	45,012
3	34,039	34,953	35,901	36,967	39,930	41,884	40,552	43,513	45,468
4	34,464	35,418	36,372	37,474	40,455	42,423	40,988	43,969	45,938
5	34,902	35,861	36,824	37,988	40,958	42,965	41,432	44,403	46,410
6	35,353	36,291	37,287	38,508	41,464	43,482	41,887	44,843	46,860
7	36,145	37,097	38,106	39,394	42,393	44,467	42,739	45,737	47,812
8	37,304	38,308	39,340	40,735	43,775	45,925	44,079	47,120	49,269
9	“	39,562	40,646	42,091	45,202	47,425	45,434	48,547	50,770
10	“	“	41,967	43,516	46,669	48,966	46,861	50,014	52,310
11	“	“	“	44,984	48,204	50,547	48,328	51,550	53,891
12	“	“	“	46,404	49,781	52,194	49,853	53,126	55,540
13	“	“	“	“	51,397	53,882	51,431	54,741	57,226
14	“	“	“	“	53,020	55,632	53,056	56,471	58,977
15	“	“	“	“	54,400	57,080	54,435	57,939	60,511
16+	“	“	“	“	55,487	58,220	55,523	59,097	61,720

Note: 21 districts had a beginning salary above \$32,746. In 2008-09, 13 districts will have a beginning salary above the base level (\$34,426).

Table 2: Percent Increases from Previous Year

Years of Service	Education Experience								
	BA	BA +15	BA +30	BA +45	BA +90	BA +135	MA	MA +45	MA+90 or Ph.D.
0	Start	Start	Start	Start	Start	Start	Start	Start	Start
1	1.346%	1.347%	1.345%	1.424%	1.395%	1.304%	1.112%	1.106%	1.029%
2	1.265%	1.258%	1.252%	1.425%	1.294%	1.282%	1.107%	1.009%	1.013%
3	1.288%	1.279%	1.274%	1.328%	1.213%	1.268%	1.038%	0.949%	1.013%
4	1.247%	1.329%	1.310%	1.372%	1.314%	1.287%	1.076%	1.048%	1.034%
5	1.272%	1.251%	1.244%	1.371%	1.242%	1.277%	1.083%	0.987%	1.028%
6	1.291%	1.198%	1.256%	1.370%	1.236%	1.203%	1.098%	0.990%	0.968%
7	2.240%	2.221%	2.196%	2.299%	2.241%	2.265%	2.034%	1.994%	2.032%
8	3.207%	3.264%	3.241%	3.406%	3.260%	3.279%	3.136%	3.023%	3.048%
9	0.000%	3.274%	3.319%	3.328%	3.259%	3.266%	3.073%	3.028%	3.046%
10	0.000%	0.000%	3.249%	3.387%	3.245%	3.249%	3.140%	3.022%	3.033%
11	0.000%	0.000%	0.000%	3.371%	3.291%	3.230%	3.131%	3.071%	3.024%
12	0.000%	0.000%	0.000%	3.157%	3.272%	3.258%	3.155%	3.057%	3.058%
13	0.000%	0.000%	0.000%	0.000%	3.245%	3.233%	3.166%	3.041%	3.036%
14	0.000%	0.000%	0.000%	0.000%	3.158%	3.249%	3.159%	3.160%	3.061%
15	0.000%	0.000%	0.000%	0.000%	2.602%	2.602%	2.599%	2.600%	2.600%
16	0.000%	0.000%	0.000%	0.000%	1.999%	1.999%	2.000%	2.000%	1.999%
17+	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%

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Appendix B Components of the Proposed Compensation System

BASE PAY

					<i>Leader</i> Tier III (8 years)
					<i>Career</i> Tier II (14 years)
					<i>Entry</i> Tier I (7 years, up or out)
BA	BA+30	MA	MA+45	MA+90/Dr	

ADDITIONAL PAY (GIVEN ANNUALLY)

- National Board certification (lasts 10 years):
Current levels: \$5,000 (with an additional \$5,000 when serving in a Challenging School)
- Serving in “challenging schools”
- Meeting student outcome growth targets (all school staff receive extra pay)
Example: \$20 to \$50 per student FTE
- Credits for teaching hard-to-staff subjects
Example: 1 year of loan forgiveness for every 2 years of teaching in the shortage area

Appendix C

New Compensation Model for Certificated Instructional Staff

Revised Structure for Proposed Salary Schedule

The current LEAP schedule begins with the lowest staff mix and salary at the top of the schedule, with the highest staff mix and salary at the bottom. We propose reversing the order so the schedule reflects the same order as the staff mix and salary, i.e., the lowest salary is as the lowest point of the table and the top salary appears at the top of the schedule. The proposed salary schedule is shown below using this revised structure.

Tier	Year in Tier	<u>Staff Mix Factor</u>					<u>Minimum Salary Level (2007-08)</u>				
		<u>Education Level</u>					<u>Education Level</u>				
		BA	BA+30	MA	MA+45	MA+90/Dr	BA	BA+30	MA	MA+45	MA+90/Dr
Leader	8+	1.8069	1.8819	2.0046	2.0603	\$59,170	\$61,623	\$65,642	\$67,466		
	7	1.7890	1.8632	1.9847	2.0399	\$58,584	\$61,013	\$64,992	\$66,798		
	6	1.7713	1.8448	1.9651	2.0197	\$58,004	\$60,409	\$64,349	\$66,137		
	5	1.7495	1.8220	1.9408	1.9948	\$57,288	\$59,663	\$63,554	\$65,320		
	4	1.7279	1.7995	1.9169	1.9701	\$56,581	\$58,927	\$62,770	\$64,514		
	3	1.7023	1.7729	1.8885	1.9410	\$55,745	\$58,056	\$61,842	\$63,560		
	2	1.6731	1.7424	1.8561	1.9076	\$54,786	\$57,057	\$60,779	\$62,467		
	1	1.6402	1.7083	1.8197	1.8702	\$53,712	\$55,939	\$59,587	\$61,242		
Career	14+	1.5625	1.6797	1.7493	1.8634	1.9152	\$51,166	\$55,003	\$57,284	\$61,020	\$62,715
	13	1.5470	1.6631	1.7320	1.8450	1.8962	\$50,659	\$54,459	\$56,717	\$60,416	\$62,094
	12	1.5279	1.6425	1.7106	1.8222	1.8728	\$50,034	\$53,786	\$56,016	\$59,670	\$61,327
	11	1.5091	1.6223	1.6895	1.7997	1.8497	\$49,416	\$53,122	\$55,325	\$58,933	\$60,570
	10	1.4868	1.5983	1.6645	1.7731	1.8224	\$48,686	\$52,337	\$54,507	\$58,062	\$59,675
	9	1.4648	1.5747	1.6399	1.7469	1.7954	\$47,966	\$51,564	\$53,702	\$57,204	\$58,793
	8	1.4396	1.5476	1.6117	1.7169	1.7646	\$47,141	\$50,677	\$52,778	\$56,220	\$57,782
	7	1.4148	1.5210	1.5840	1.6873	1.7342	\$46,330	\$49,805	\$51,870	\$55,253	\$56,788
	6	1.3871	1.4911	1.5530	1.6542	1.7002	\$45,422	\$48,829	\$50,853	\$54,170	\$55,675
	5	1.3599	1.4619	1.5225	1.6218	1.6669	\$44,531	\$47,871	\$49,856	\$53,108	\$54,583
	4	1.3300	1.4297	1.4890	1.5861	1.6302	\$43,552	\$46,818	\$48,759	\$51,939	\$53,382
3	1.3007	1.3983	1.4562	1.5512	1.5943	\$42,593	\$45,788	\$47,686	\$50,796	\$52,207	
2	1.2690	1.3642	1.4207	1.5134	1.5554	\$41,554	\$44,671	\$46,523	\$49,557	\$50,934	
1	1.2380	1.3309	1.3861	1.4765	1.5175	\$40,541	\$43,581	\$45,388	\$48,348	\$49,692	
Entry	7	1.1652	1.2526	1.2982	1.3828	1.4319	\$38,156	\$41,018	\$42,509	\$44,615	\$46,543
	6	1.1480	1.2341	1.2790	1.3624	1.4142	\$37,592	\$40,412	\$41,881	\$44,393	\$46,082
	5	1.1255	1.2099	1.2601	1.3422	1.3968	\$36,855	\$39,619	\$41,262	\$43,953	\$45,626
	4	1.0980	1.1804	1.2384	1.3192	1.3795	\$35,956	\$38,653	\$40,552	\$43,197	\$45,174
	3	1.0661	1.1460	1.2141	1.2933	1.3592	\$34,909	\$37,527	\$39,757	\$42,350	\$44,507
	2	1.0325	1.1099	1.1845	1.2618	1.3325	\$33,810	\$36,346	\$38,788	\$41,317	\$43,634
	1	1.0000	1.0750	1.1500	1.2250	1.3000	\$32,746	\$35,202	\$37,658	\$40,114	\$42,570

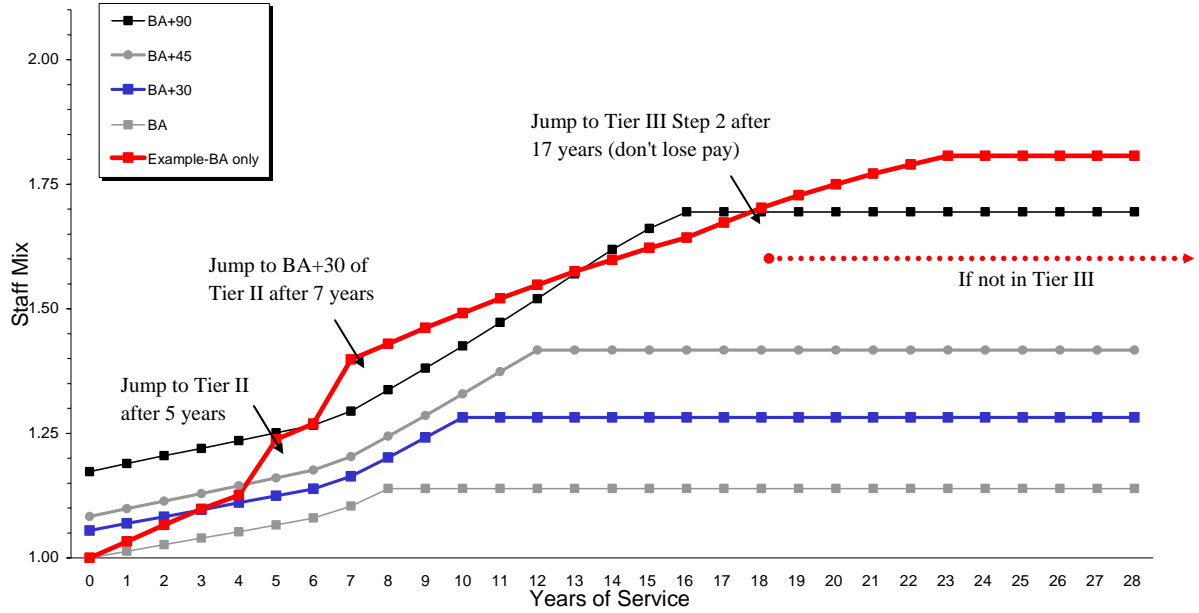
Note: No educator will experience a salary reduction when moving to a new tier. When a move to Tier III occurs in the last 3 years of the *Career* level, the step in Tier III would correspond to the next higher salary amount. Cells in **bold** are above the current maximum on the LEAP schedule for that degree level.

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Appendix D

Examples of How Staff Could Progress Using the Proposed Salary Schedule

- Example 1** 1st year staff enters with BA and remains in BA Level
 Moves into first row of Tier II in 6th year after ProCert
 Moves into BA+30 column of Tier II in 8th year (3rd year of Tier II)
 Moves into first row of Tier III in 18th year of service



						Leader
						Tier III
						(8 years)
						Career
						Tier II
						(14 years)
						Entry
						Tier I
						(7 years, up or out)
BA	BA+45	MA	MA+45	MA+90/Dr		

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Example 2 1st year staff enters with BA and eventually receives MA

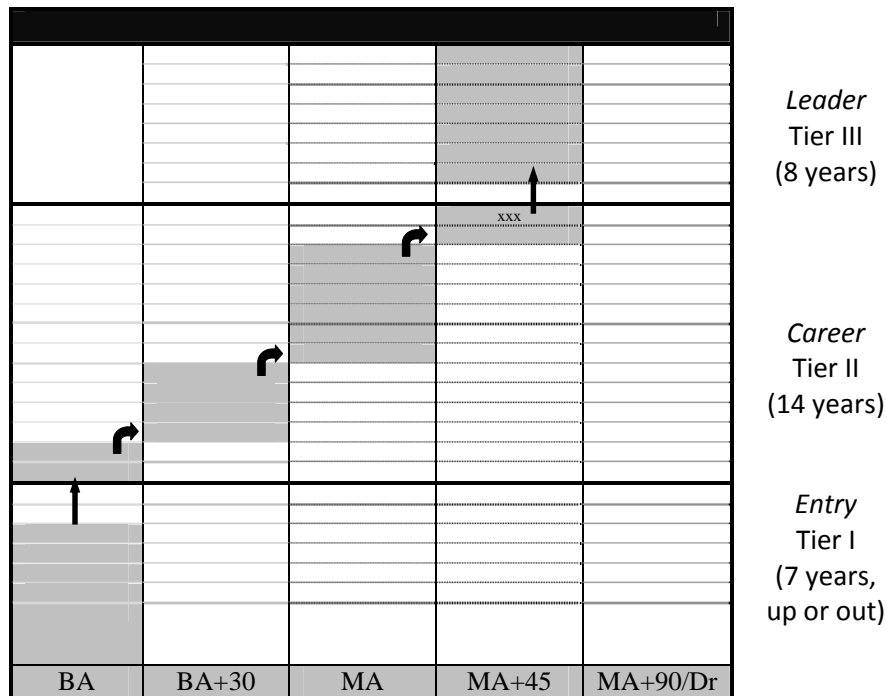
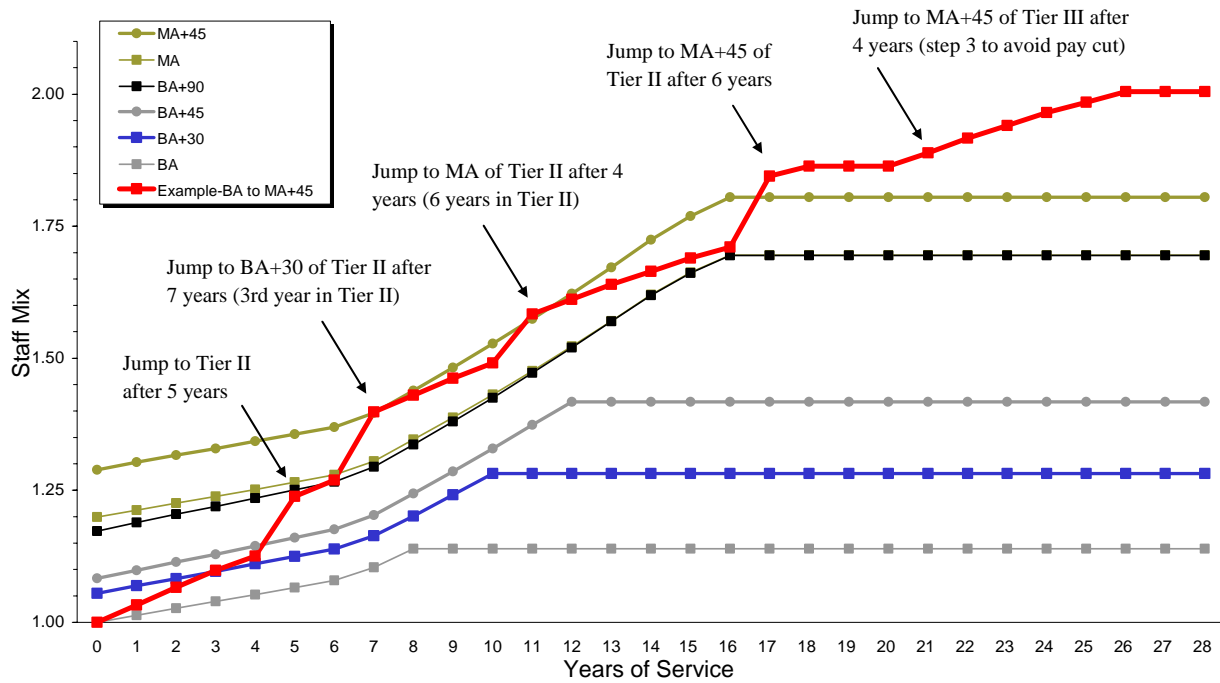
Moves into first row of Tier II in 6th year after ProCert

Moves into BA+30 column of Tier II in 8th year (3rd year of Tier II)

Moves into MA column of Tier II in 12th year of service (7th year of Tier II)

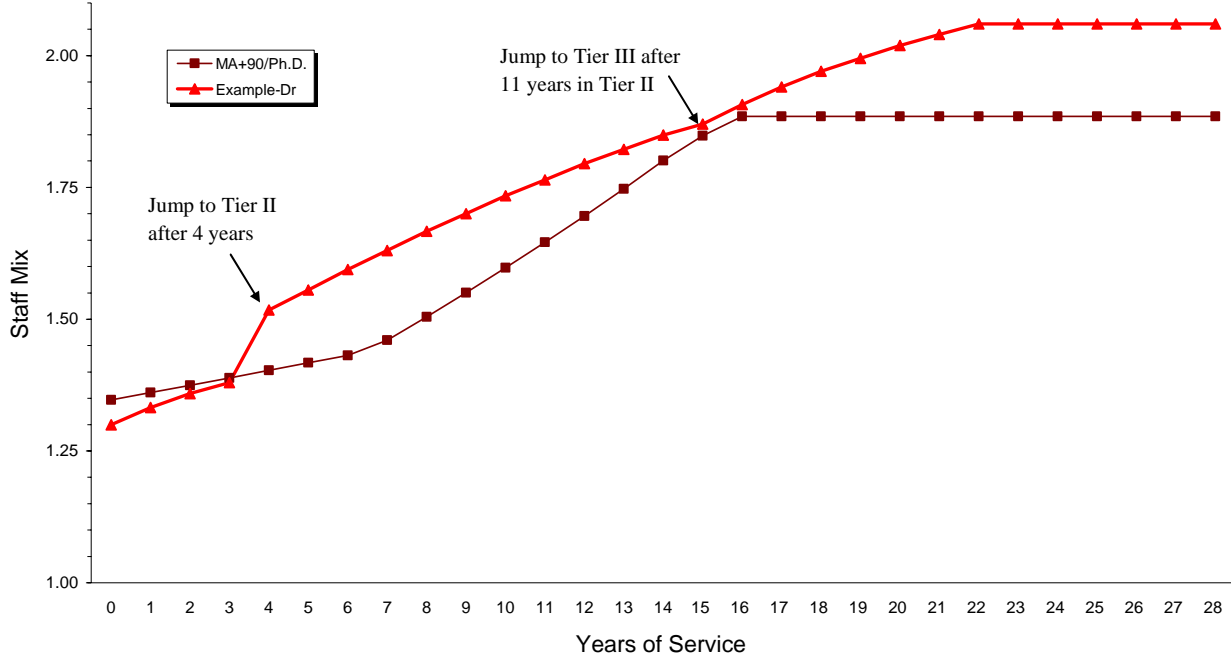
Moves into MA+45 column of Tier II in 18th year of service (13th year of Tier II), two years of no increase

Moves into Tier III (Step 3) in 22nd year of service



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Example 3 1st year staff enters with PhD (mid-career professional)
 Moves into first row of Tier II in 4th year after ProCert
 Moves into Tier III in 16th year of service
 Serves 8 years in Tier III, then another 6 years without an increase



				xxxxxx	
				↑	<i>Leader</i>
					Tier III (8 years)
				↑	<i>Career</i>
					Tier II (14 years)
				↑	<i>Entry</i>
					Tier I (7 years, up or out)
BA	BA+30	MA	MA+45	MA+90/Dr	

Appendix E

New Compensation Model for Certificated Instructional Staff

Linking Professional Certification and Professional Development Systems to the Proposed Compensation System

A good knowledge and skills-based compensation system rewards teachers for using instructional strategies that are known to improve student learning. In such a system, teachers are encouraged to continually learn and improve and are rewarded appropriately. Over a life-long career, it is assumed that teachers working in this system will be motivated to take on more responsibilities that require greater professional expertise.

In the past 10 years, Washington has revised its teacher certification and professional development systems to make them more focused on teacher performance and its impact on student learning. The state's teacher compensation system is currently not aligned with the state's performance-based systems for professional development or certification. Without this alignment, teachers lack the financial incentives that would encourage them to grow professionally and continually focus on the knowledge and skills that are directly related to improvements in student learning.

To capture these missed opportunities, the proposed salary model ties compensation to required levels of certification and uses performance standards currently in place. The proposed system also introduces a new level of certification, the Leader level that would reward teachers who demonstrate excellent teaching skills in the classrooms and leadership in improving student achievement in the larger learning community.

To better understand how this linkage might work, Tables 1-3 show how the different levels of certification correspond to the three tiers and 23 rows in the proposed compensation system. Following the tables is a discussion of the advantages of linking the current performance-based certification system to a compensation system and some areas that would need further attention. The discussion surrounding these considerations is not meant to be exhaustive, but rather a first look at the feasibility of the linkage.

Linking Certification Levels and Compensation Tiers

The current certification requirements provide a logical means for advancing from one tier to the next. However, there are still some gaps in the requirements that would need to be addressed. This includes creating a professional development system that ensures teachers have the ability to meet the certification requirements and a new certification process for staff who want to reach the Leader tier and acquire a newly-created "Leader Teacher Certificate." This section discusses the current certification system and how it could be aligned with the proposed compensation system.

The **Entry Level (Tier I)** is for teachers new to the profession and encompasses the first issuance of the residency certificate as well as the re-issuance of the residency certificate once the teacher achieves non-provisional status (see Table 1). Teachers typically earn their Professional Certificate (ProCert) by their seventh year and would then advance to the *Career Level (Tier II)*.

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During the *first two years* in Tier I, teachers are expected to begin focusing on the three main standards and their 12 specific criteria that lead to professional certification. The three main standards require teachers to demonstrate:

- (1) the knowledge and skills for effective teaching which ensures student learning,
- (2) the knowledge and skills for professional development, and
- (3) professional contributions to the improvement of the school, community, and profession.

No statewide professional development system currently exists to ensure that teachers participate in a thorough induction program and gain familiarity and experience with the 12 specific performance-based criteria. Some districts have received state grants to adopt the Teacher Assistance Program (TAP), an induction program that provides mentors for new teachers.

In years 3-7 of Tier I, teachers are expected to complete a program, either through the state's Professional Certification program (ProCert) or the National Board Certification program (NBC), to become professionally certified.

- The ProCert option requires teachers to enroll in one of several colleges that offer ProCert programs as a stand alone option or as part of a Master's program. The first step in a ProCert program is for teachers to evaluate their teaching performance using the 3 standards and 12 criteria to determine which ones have not been fully met. For these standards, teachers develop a *professional growth plan* that would allow them to meet these standards through a variety of professional development experiences. Teachers must provide evidence that the knowledge and skills they gained had a positive impact on their students. Representatives of the approved program assess the evidence of student impact to determine if the teacher has demonstrated competency in all 12 criteria.
- The National Board Certification process requires teachers to complete two major components. The first is a portfolio documenting how the teacher's classroom practice achieved NBC's performance-based standards. The second is an assessment of content knowledge administered at a computer-based testing center. NBC's performance standards are based on five core propositions: (1) teachers are committed to students and their learning; (2) teachers know the subjects they teach and how to teach those subjects to students; (3) teachers are responsible for managing and monitoring student learning; (4) teachers think systematically about their practice and learn from experience; and (5) teachers are member of learning communities. Trained NBC assessors review the evidence submitted in the portfolios against these standards. These results, together with the computer assessment score, determine whether the teacher achieved certification.

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Table 1: Entry Level Compensation (Tier I) and Teaching Certificates		
Entry	1	First Issue Residency Certificate (good until completion of two years with the same employer) Teacher is typically in Provisional Status for two years. <ul style="list-style-type: none"> • Teacher is subject to non-renewal of contract by superintendent & school board (may be denied following year's contract without showing cause). • Districts may apply for TAP, an induction program that provides mentors and coaching to 1st year teachers. • Based primarily on principal's evaluation, superintendent converts teachers to continuing status and they become eligible to enroll in a ProCert program.
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	3	Reissuance of Residency Certificate (good for 5 years) Prior to the expiration of the Residency Certificate: <ul style="list-style-type: none"> • Teacher must complete professional certification via state's ProCert program or the National Board of Professional Teaching Standards (NBPTS) program • Teachers may renew residency certificate for another 2 or 5 years. <ul style="list-style-type: none"> ➢ 2-year renewal is for teachers who are enrolled but have not finished a ProCert or NBPTS program. ➢ 5-year renewal is for teachers who are ineligible for ProCert Program but have completed 15 quarter credits NOT clock hours. (Ineligibility is due to not having a current teaching position, i.e., started teaching overseas or out-of-state or took time off for family.) <p><i>Current and Proposed:</i> Teachers who do not receive professional certification after 5 years or are in-eligible for a renewal will exit the system.</p>
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The **Career Level (Tier II)** is for teachers who have met the requirements for professional certification in Tier I (see Table 2). At this level, teachers are expected to continue their professional development. To renew their professional certificate, the current law requires teachers to achieve 150 clock hours every five years.¹¹ (NBC teachers are exempt from this requirement while their 10-year certificate is still valid.) Some clock hours must relate to the same three standards and 12 criteria used in professional certification, and some must meet the criteria for earning educational credit on the state single salary schedule. For example, some credits should be consistent with a school-based plan for mastery of student learning goals or with the requirements necessary to obtain an endorsement.

In an option that allows any certificated teacher to be more purposeful in their professional development, the state allows teachers to develop a *professional growth plan* that would help improve the learning of the teacher's students and help the school or district achieve various goals in their improvement plans. The professional growth plan may identify a mixture of professional development experiences to meet 60 of the 150 clock hours required for renewal.

In a similar way, NBC teachers seeking renewal of their certificate are required to develop a professional growth profile that targets specific areas of interest to the teacher and may serve to improve student learning not just in the teacher's classroom but in the larger learning community as well.

¹¹ Each 60 minutes of approved in-service, including reasonable time for breaks, equals one clock hour of continuing education credit. Any regionally accredited two- or four-year college credit at the 100 (freshman) level or above may be used toward maintenance. One quarter hour of college credit is the equivalent of 10 clock hours, and one semester hour of college credit is the equivalent of 15 clock hours.

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Table 2: Career Compensation (Tier II) and Certification Requirements		
Career	1	<p>Professional Certificate (Good for 5 years if successfully completed state’s ProCert Program)</p> <ul style="list-style-type: none"> • Teacher must complete 150 clock hours every 5 years to maintain professional certificate. • Clock hours must count towards renewal of the professional certificate. • Clock hours must include course work that <ul style="list-style-type: none"> ➢ Relates to the same three standards used in professional certification, and ➢ Meets the criteria for giving educational credit on the state salary schedule. • In districts that have met OSPI’s criteria for a professional development system, teachers may develop a <i>Professional Growth Plan</i> that enables teachers to earn up to 60 clock hours every 2 years through completion of the approved plan. <ul style="list-style-type: none"> ➢ Educator submit the plan with supervisor input to a professional development committee, whose members include a school educator, a school administrator, and a district representative. ➢ Review criteria include whether the plan is based on current student learning needs, whether it is aligned with the district’s or school’s improvement plan, and additional criteria as called for in the district/school professional development. <p style="text-align: center;">OR</p> <p>Professional Certificate (Good for 10 years if successfully completed the National Board Certification program)</p> <ul style="list-style-type: none"> • No clock hour requirement for teachers holding valid NB certificates. • NBC teachers may renew their NB certificate, but renewal process must occur by 8th or 9th year of certificate. The renewal process includes developing a Profile of Professional Growth that describes four Professional Growth Experiences (two in detail) that demonstrate the teacher’s continued commitment and contributions to the kinds of professional activities that improve student learning.
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Teachers who seek to renew their professional certificates with a more deliberative plan in mind are more likely to acquire the kind of experience that would make them eligible for the Leader Level of certification. Ideally, renewal candidates would be looking to take on leadership opportunities that directly or indirectly affect student learning beyond their classrooms.

The PESB will ultimately determine the process for renewal of the ProCert. Depending on that process, evaluation by the districts’ professional development committees in the case of the ProCert-renewal candidates or by the National Board for Professional Teaching Standards in the case of the NBCT-renewal candidates could provide the basis for deciding whether the candidates are ready to be promoted to the Leader level.

Reaching the **Leader Level (Tier III)** would involve achieving a newly-created “Leader Teacher Certificate” that recognizes those accomplished teachers who have had a positive impact on student learning beyond their own classrooms. This is a standard that becomes more important as teachers progress through their career and strive to contribute to their larger learning communities in creative and meaningful ways (see Table 3). The details about how staff would achieve this certificate and the length of time it would be valid would need to be determined.

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The goal is to recognize teachers who demonstrate highly effective classroom skills and have demonstrated the ability to take on leadership roles when working with their colleagues in their school or district to improve student learning, particularly if their leadership helps achieve school and/or district improvement goals. Teachers might show leadership in curriculum development, assessing student performance, professional development, mentoring other teachers, student transition, extended learning opportunities, or community outreach among other areas.

Table 3: Leader Compensation (Tier III) and Proposed Certification		
Leader	1	Proposed: Leader Teacher Certificate (Good for X years)
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<p>This certificate recognizes accomplished teachers who have both highly-effective classroom skills and the ability to have a positive impact on student learning beyond their own classrooms.</p> <p>The method for promoting staff to the Leader level could include current and new requirements. Evaluation by the districts' professional development committees in the case of the ProCert-renewal candidates or by the National Board for Professional Teaching Standards in the case of the NBCT-renewal candidates could provide the basis for deciding whether the candidates are ready to be promoted to the Leader level. Other criteria for promotion to the Leader level may need to be included as well.</p> <p>In order to prepare for promotion to the Leader level, teachers developing professional growth plans for both the ProCert-renewal program and the NBC-renewal program may deliberately choose to take on leadership opportunities that would contribute to their learning communities in ways that improve student learning beyond their immediate classroom. This would demonstrate their ability to have a positive impact on student learning and school/district improvement goals, which would help them qualify for the Leader Teacher Certificate.</p>		

Advantages and Concerns in Linking Certification System to Compensation System

One of the advantages of using existing performance-based standards used by both the state's ProCert program and the National Board Certification program is that the standards already meet criteria considered essential to a good knowledge and skills-based compensation system. That is, the standards are based on skills that are directly linked to improvements in student learning; are clear, specific and measurable; are external to the school district evaluation; and are achievable. Another advantage is that many teachers in this state are already familiar with the ProCert or NCB performance-based standards.

The evaluation system for determining whether teachers have met the performance-based standards needs to be objective and credible. Teachers may prefer to have evaluators who are external to their building so as to avoid damaging workplace relationships and negatively impacting collegiality. Most current certification evaluation is completed by individuals external to the teacher-candidate's building. For example:

- The evaluators for the Professional Certificate and the initial and renewed NBC are all external; ProCert evaluators are university representatives and NBC evaluators are NBC-trained teachers located across the nation.
- To protect new teachers and encourage honesty in their relationship with mentors, the state was careful in keeping mentors for the Teacher Assistance Program separate from the evaluation process that principals use to determine whether a teacher is ready to begin the second phase of residency.

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To address the need for consistency, objectivity, and credibility, the PESB has let an RFP per legislation seeking a vendor to develop, pilot and implement a uniform and external assessment process for completion of Professional Certification. The anticipated implementation date is January 2010.

In times of tight funding, districts and the state have had limited capacity to provide the mentors, the professional development, the technical materials, the model examples of evidence, and other resources that support teachers in their pursuit of certification. Such system-wide support would be essential to ensure a teacher compensation system is of high quality and accessible to all candidates. Connected to the system-wide support is the need for an organizational structure where the roles and responsibilities of teachers, principals, district administrators, ProCert evaluators, and state administrators are clearly defined. This is in part to ensure that communication among the responsible parties is timely and accurate.