

Burnsville – Eagan – Savage

Teacher Professional Pay System

*Memorandum of Understanding
Between the Burnsville Education Association
and the
School Board of Independent School District #191*

July 1, 2025 2026 - June 30, 2026 2027

**BURNSVILLE – EAGAN – SAVAGE
TEACHER PROFESSIONAL PAY SYSTEM**

This Agreement is entered into pursuant to Minn. Stat. § 122A.414 and the Public Employment Labor Relations Act (PELRA) of 1971, as amended, Minn. Stat. § 179A.01, et seq., by and between Independent School District No. 191, Burnsville – Eagan – Savage (herein after “District”) as the public employer under the PELRA and the Burnsville Education Association (herein after “BEA”) as the exclusive representative of teachers employed by the District under the PELRA, for the purpose of fully implementing the Burnsville – Eagan – Savage Teacher Professional Pay System (known hereafter as Pro-Pay Q-Comp). The terms of this Agreement are as follows:

AUTHORITY

Laws: This Agreement has been negotiated pursuant to and in compliance with the provisions of Minn. Stat. §§ 122A.414, 122A.4144 and 179A.01 et seq. The statutory authority specifically includes an exception to the PELRA in the form of an optional right to re-open negotiations regarding only the Professional Pay System.

BACKGROUND AND LEGAL REQUIREMENTS

1. Effect: This Agreement supersedes and replaces any salary or other provision of the PELRA Master Agreement that may currently be in effect between the District and the BEA that is inconsistent with any provision of this Agreement, subject to the contingencies specified in this Article.

2. Contingency: Effect of Contingencies: In the event that any contingency specified in this Section is not met, then this Agreement will have no force or effect and the terms and conditions of employment of the teachers employed by the District will be governed by the PELRA Master Agreement then in effect. Provided, however, that either party may re-open negotiations for the Pro-Pay Q-Comp agreement as permitted under law in an effort to cure any cause that has nullified this Agreement.

- a. MDE Approval: This Agreement is contingent upon the legal requirements both of timely and of continuing approval by the Minnesota Department of Education for the 2015-2016 school year and thereafter.
- b. Ratification: This Agreement is contingent upon its ratification by the bargaining unit represented by the BEA and by the School Board of the District.
- c. Continuing Revenue: This Agreement is contingent upon the initial and continuing receipt of revenue based upon at least two hundred and sixty dollars (\$260.00) per pupil as specified in M.S. 122A.415, Subd.1 (2005). In the event additional revenue is allocated by the legislature, ISD #191 and the BEA agree to reopen the MOU to negotiate allocation of the revenue only.

Notice of Amendments: The District and BEA agree to discuss issues related to Pro-Pay Q-Comp during negotiations. In the event the District and BEA amend this Agreement, the Minnesota Department of Education must be apprised of the amendment(s). In the event that the MDE asserts that any amendment is illegal and that revenue for the Pro-Pay Q-Comp will be suspended, withheld, terminated or otherwise reduced, then this Agreement may be terminated effective with the date of the MDE’s decisions regarding changes in revenue by either party giving written notice to the other party at its official business address.

Implementation Review: Five administrators and five BEA appointed committee members will comprise an oversight committee that meets a minimum of three times per year.

Budget Review: Pro-Pay Q-Comp is funded by categorical revenue. The BEA President and District Superintendent or his/her designee will periodically meet and review the budget. At least one such review shall occur prior to the adoption of the budget for the upcoming year. The review shall include a review of end-of-year expenditures; staff coded to the account and any carryover monies.

Annual Review: The Pro-Pay Q-Comp Committee will meet annually to review and evaluate the effectiveness of the plan with respect to:

- Teacher Satisfaction
- Impact on student achievement
- Impact on school culture

The results will be used to modify the plan, consistent with the Notice of Amendment section above.

TEACHER PROFESSIONAL PAY SYSTEM

Section 1. Schedules:

- Subd. 1. The Professional Pay System Schedule is attached and incorporated by reference effective for fiscal year July 1, 2025 2026 to June 30, 2026 2027 as Appendix A. ABE and ECFE teachers shall follow the Professional Pay System Schedule Appendix B. VPK Instructors shall follow the Professional Pay System Schedule Appendix C. RTG/RTL Instructors shall follow the Professional Pay System Schedule Appendix D.
- Subd. 2. Any teacher hired after the inception of the professional pay plan will be placed on the matrix as provided in Article V of the Master Agreement.
- Subd. 3. Any change in location of a teacher on the Pro-Pay Q-Comp matrix for subsequent fiscal years will be determined in accordance with the provisions of this Agreement. Any dispute regarding location on the Pro-Pay Q-Comp matrix will be resolved through the grievance provision of the Master Agreement.

Section 2. Probationary Teachers:

- a. Each probationary teacher who has all or part of a three-year probationary period of employment under the law must complete all of the applicable performance appraisal requirements and engage in the Collaborative Teams, except as noted in Section 9, Subd 4 and Subd 5, in accordance with the District's standards in order to earn a performance increment for the subsequent year.
- b. Probationary Status: The District retains its managerial authority under the PELRA to evaluate and decide on the renewal or non-renewal of probationary teachers as provided by § M.S. 122A.40.

Section 3. Non-probationary Teachers:

- a. Notice of Assignment: Each teacher's contract will specify the teacher's career and level placement as well as compensation information.
- b. Contingencies: In the event of the occurrence of a contingency that voids this Agreement, salary under the Pro-Pay Q-Comp will not be a part of any teacher's rights

under the Continuing Contract statute. Salary rights will be determined pursuant to Article V of the Master Agreement.

- c. Standards: Attainment of performance increments will be in accordance with the standards of the **Pro-Pay Q-Comp**.

Section 4. Calendar:

Subd. 1. Development of District and School-Wide Goals:

- a. On an annual basis, the District will set district improvement goals. The goals will be based on an analysis of student data and will align with the strategic plan and MDE requirements.
- b. On an annual basis, Building Leadership Teams (BLT) will **set, develop, implement, and evaluate** school-wide improvement goals within their School Improvement Plan (SIP). The goals will be based on an analysis of student data and will align with the strategic plan and district goals.

Subd. 2. Teacher Responsibilities Summary:

- a. Building Goal: Implement strategies that support a building goal focused on student achievement and aligned with core instruction.
- b. Collaborative Team Goal: Engage in the development and implementation of a collaborative team goal that addresses one of your school improvement goals.
- c. Personalized Professional Learning Plan: Develop and implement a professional learning plan that is personalized, aligned with your school improvement goals and building PD plan, and aligned with the teaching license renewal expectations.
- d. Observations and Coaching: Demonstrate your professional practice through 2 formative observations and coaching sessions conducted by a **Continuous Improvement Coach and / or another trained observer, Q-Comp Coach or one summative observation conducted by an administrator**.
- e. The goal setting and observation templates, rubrics, and examples explain what teachers must do to be successful in the **Pro-Pay Q-Comp** system.
- f. Licensed staff will move vertically on the salary schedule and earn the performance pay incentive if the majority of their ratings are in proficient or exemplary categories by the end of the year when all **three** observations are compiled.

Subd. 3. Timelines:

- a. **Building Goal (\$300)**
 - i. Deadlines
 1. Building Leadership Teams will submit building goal by October 1.
 2. Sites will document their progress throughout the year.
 3. Sites will share their emerging results with district leadership and BLT.
 - ii. Completion and Processing
 4. Evidence of completion and final progress monitoring will be processed in the fall when all data are available.
 5. Payments shall occur by the last pay date in October of the following school year.
- b. **Collaborative Team Goal (\$300)**
 - i. Deadlines
 1. Collaborative teams will develop their team's goal once the School Improvement

Plans (or SIPs) student achievement goals have been identified.

2. The BLT will approve the Collaborative Teams achievement goals to ensure alignment to the School Improvement Plan (which includes the building goals).
 3. Collaborative teams will document their progress throughout the year and will share/report their progress with the building leadership team.
 4. Collaborative teams will share their emerging results during collaborative team time during the year.
- ii. Completion & Processing
 1. Evidence of completion should be submitted by May 31st.
 2. Teachers may revise their Collaborative Team Goals and resubmit them up until October 31st or within 6 calendar weeks of date of hire, whichever is later.
 3. Payments shall occur by July 15.
- c. Professional Learning Plan (\$300)
 - i. Deadlines
 1. Teachers will identify and develop their professional learning plan by October 15.
 2. Teachers will engage in PD aligned with their building PD and/or participate in other PD opportunities to support their area or interest.
 3. Teachers will document their progress in preparation for their observations.
 4. Teachers will document their learning in a reflective summary after their observations are completed.
 - ii. Completion & Processing
 1. Evidence of completion and the final reflective narrative will be shared with your Continuous Improvement Q Comp Coach or administrator by May 15.
 2. Payments shall occur by July 15.
 - d. Observations (\$600)
 - i. Deadlines
 1. All first observations should be completed by Jan. 31.
 2. All second observations should be completed before May 15.
 3. A minimum of three weeks must occur between consecutive observations.
 - ii. Completion & Processing
 1. Teachers schedule their pre- and post-observation conferences with their Administrator, Continuous Improvement Q Comp Coach, or other trained observer.
 2. Teachers complete their pre-observation form prior to their scheduled pre observation conference.
 3. The pre-observation includes a progress update connected to their professional learning plan in preparation for their observations.
 4. Post-observation reflections need to be completed within five days following each observation.
 5. Payments shall occur by July 15.
- Subd. 4. Coaching and Observations:
- a. The district evaluation system maintains the core structure of having principals / administrators evaluate probationary staff 3 times each year along with 1/3 of the continuing contract teachers.
 - b. Continuing contract staff will participate in two coaching observations or one summative observation based on their professional learning plan and connected to Danielson's

- Frameworks.
- c. The Professional Learning Plan will be integral to the Pre- and Post- Observation discussions.

Section 5 Performance Incentive Pay Dispute Resolution:

- Subd. 1. Limitations:
- a. Scope: The dispute resolution mechanism of this Agreement extends only to disputes regarding a teacher's compliance with the standards of the **Pro-Pay Q-Comp**. Teachers retain all rights to dispute resolution as per the Master Agreement regarding all other provisions of the contract aside from those relating to **Pro-Pay Q-Comp**.
- b. Exclusive Remedy: The dispute resolution mechanism of this Agreement is the exclusive remedy for resolving disputes regarding a teacher's compliance with the standards of **Pro-Pay Q-Comp**.
- Subd 2. Teachers who have a scoring dispute:
- a. If a teacher is not satisfied with an observation by a trained observer, the instructor needs to schedule a meeting with his/her observer to appeal the observation. If the teacher and observer do not reach a satisfactory outcome, which may include another observation, the teacher may schedule an additional observation with a different trained observer by contacting the Superintendent's designee.
- b. If the outcome of the additional observation is not satisfactory to the teacher, the instructor may meet with the Superintendent's designee to request an additional appeal. If the Superintendent's designee determines an additional observation is warranted, he or she will conduct the observation for the teacher. The Superintendent's designee will consult with the BEA president before making a final decision. The **Pro-Pay Q-Comp** committee will be updated annually on the number of disputes that occurred in the plan year.

Section 6: Career Ladder Descriptions: Career Ladders are career opportunities for teachers and other licensed professionals that broaden their influence on the teaching profession. Career ladder teacher performance will be reviewed on an annual basis. Teachers who are at the Emerging Professional Level in their careers are eligible to apply for Continuous Improvement Coach positions, with preference given to those who have at least 6 years of teaching experience including 2 or more in ISD191. Career Ladders present teachers with many opportunities for leadership. It is the intent of the District and BEA to encourage as many different qualified teachers as possible to assume leadership positions. Career Ladder positions in ISD #191 include the following:

Continuous Improvement Q Comp Coaches (CIC) (\$3,400-\$4,200 stipend for full assignment, pro-rated for periods of unpaid leave). ~~6~~ Five (5) TOSAs funded through **Pro-Pay Q-Comp** plus 2 TOSA's funded through other district funds, will work with teachers to create Collaborative Team (CT) student achievement goals that align to the School Improvement Plans and assist in helping them teachers write individual Personalized Professional Learning Plans (PLP) aligned to the School Improvement Plan. The role of the **Continuous Improvement Q Comp** Coach is to help each teacher reach his/her goals through conducting observations, and providing feedback. **Continuous Improvement Q Comp** Coaches will be decision makers regarding **Pro-Pay Q-Comp** performance pay tied to each teacher's Professional Growth Plan. ~~The Continuous Improvement Coaches responsibilities will include serving on the BLT of the assigned building(s).~~ One **CIC Q Comp Coach** will serve as a .5 Q Comp Coordinator with an additional

stipend of \$1,600.

Employees seeking career ladder promotions will be able to complete an application for available **Continuous Improvement Q Comp** Coach positions. A selection team consisting of 3 teachers appointed by the BEA and 3 administrators / principals will review, identify and approve a pool of qualified employees for the career promotions based on agreed upon criteria and qualifications including demonstration of cultural proficiency. If the selection team decides there are not enough qualified applicants for promotion, they may either extend the application deadline, recruit other employees or post for external candidates with a preference for teachers of color.

Teachers may serve as Q Comp Coaches for up to 5 years. **Continuous Improvement Q Comp** Coaches may return to their previous position after 3 years, if available. The request to return must be submitted by February 1st. If the previous assignment is not available, the teacher shall return to the previous department at the building from which the teacher transferred. If the previous building and/or department are not available, the District will place the returning teacher in a position for which he or she is appropriately licensed.

The Q Comp Coach serving as the Q Comp Coordinator can serve as the coordinator for up to 5 years, regardless of the number of years they previously served as a Q Comp Coach.

It is the expectation that teachers would return to teaching, either full- or part-time after serving as a Continuous Improvement Coach for a 3-5 year period of time. After completing three or more years in the position, Continuous Improvement Coaches continue to have the right to return to teaching. The District will place the returning teacher in a position for which he or she is appropriately licensed.

Continuous Improvement Q Comp Coaches will work a 184 day schedule that meets the training and evaluation needs of the position. Q Comp Coaches can have up to six (6) flex days and the Q Comp Coordinator can have up to eight (8) flex days. Flex days can be redeemed at any point during our 184-day calendar with two (2) few exceptions:

- Flex days cannot be used during the first and last week of the 184 days.
- A two-day (work days) notice must be given to take a flex day during the 184-days.

Building Leadership Team (BLT) (\$1500 stipend, pro-rated for periods of unpaid leave) members (a proportionate and representative team of teachers & staff in each building – teachers receive a stipend from Pro-Pay) are responsible for writing, implementing, and evaluating the School Improvement Plans and the School Professional Development Plans aligned to the District Strategic Goals and the District 5 Year PD Plan. Each BLT member will facilitate the work of collaborative teams (CT). The BLT will approve the Collaborative Teams achievement goals to ensure alignment to the School Improvement Plan (which includes the ProPay building goals) and will address questions/issues regarding goal attainment. 92 BLT members will be paid through ProPay according to the following allocation. Additional BLT members will be paid through building professional development funds.

Elementary	5 per site with FTEs less than or equal to 34
Elementary	6 per site with FTEs greater than or equal to 35
Middle School	7 per site
BHS	13
BAHS	4

Best	2
ABE	2
ECFE, RTL/G, VPK	4
ECSE	5
Virtual Academy	4

The BLT ratio for probationary/continuing contract teachers:

Max # of Probationary Teachers	Total teachers on BLTs
1	1- 6
2	7 -12
3	13-17
4	18+

Section 7: Substitute Teacher Availability: Comprehensive implementation of ProPay requires that teachers occasionally leave their classrooms. Teachers will use prep time for Pre- and Post-observation meetings. Up to \$15,000 from Pro-Pay funds will be set aside annually to cover Elementary BLT members if scheduling restrictions require the need for a sub. Once the \$15,000 reserve is exhausted no other subs will be available.

Section 8 7: Professional Pay Plan Schedule:

- a. The Pro-Pay Q-Comp System Schedules are attached and incorporated by reference as described in Section 1, subd 1. effective for fiscal year July 1, 2024 2025 - June 30, 2025 2026.
- b. Any change in location of a teacher on the Pro-Pay Q-Comp matrix for subsequent fiscal years will be determined in accordance with the provisions of this Agreement. Any dispute regarding initial placement on the Pro-Pay Q-Comp matrix will be resolved through the grievance provision of the Master Agreement.

Section 9 8: Special Circumstances:

- Subd. 1. Teachers with documented performance concerns: Teachers with documented performance concerns will be provided with more direction in the area of goal-setting. Teachers will set goals that are linked to the areas(s) of needed improvement with input from the building principal. In addition, the teacher will be observed at least three times in a given year. One of the observations must be conducted by the principal. The teacher will have the option of involving the Continuous Improvement Q Comp Coaches in the improvement process if he or she chooses.
- Subd. 2. Teachers on a formal improvement plan: Teachers who do not meet expectations and have been formally notified of substandard performance as per provisions in the collective bargaining agreement and are at risk of not earning a performance increment, will not be eligible for Pro-Pay Q-Comp payouts. The teacher, teacher’s principal and the Executive Director of Human Resources or Superintendent Designee will meet as a team to determine the best way to provide assistance to the teacher.
- Subd. 3. Performance Increment Pay Dispute Resolution:
 - a. Teachers who demonstrate substandard performance such that they are at risk of not

- b. earning a performance increment must be notified prior to January 1st. Prior to March 1 of that year, the teacher must have the opportunity to have consulted and worked with immediate supervisors in raising the level of job performance, consistent with ARTICLE V, Section 8, Subdivision 3 of the Master Agreement. Additional assistance is available as per Section 9. subd. 1. of this Memorandum of Understanding.
- c. The exclusive dispute resolution process is the grievance procedure described in ARTICLE XV of the Master Agreement.

Subd. 4. Partial Year Teachers:

a. Teachers on Leave

- i. A teacher who returns from an extended leave will fully participate in Pro-Pay Q-Comp if his/her number of work days is greater than or equal to 120 138.
- ii. These teachers shall be eligible for 100% of the Professional Learning Plans amount, Collaborative Team, and Building Goal. The teacher is eligible for performance incentive pay based upon the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3. d.
- iii. A teacher who takes a partial year leave during the school year will participate to the extent that the required elements are completed.
- iv. The PLP should be written within 30 work days of returning, if it was not written before commencing a leave.
- v. The teacher will be eligible for PLP, CT, and Building Goal incentive pay if his/her number of work days is greater than or equal to 120 138.
- vi. Incentive pay based on observations will be pro-rated to the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3.

b. Long Term subs

- i. Long Term Subs are not eligible for Pro-Pay Q-Comp unless the assignment is greater than or equal to 120 138 days. No other Long-Term Subs will participate in Pro-Pay Q-Comp.
- ii. These teachers shall be eligible for 100% of the Professional Learning Plans amount, Collaborative Team, and Building Goal. The teacher is eligible for performance incentive pay based upon the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3. d.
- iii. The PLP shall be written within 30 days of start of employment.

c. Newly hired teachers

- i. Teachers hired into a new position, or as a replacement teacher, for an assignment that is greater than or equal to 120 138 days shall be eligible for 100% of the Professional Learning Plans amount, Collaborative Team, and Building Goal amounts. The teacher is eligible for performance incentive pay based upon the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3. d.
- ii. The PLP shall be written within 30 days of start of employment.

d. Teachers not completing the school year

- i. Teachers who resign or are terminated before the end of the school year will not be eligible for Q Comp payments.

Subd 5. Part-time and Hourly Paid Teachers: All teachers, regardless of FTE, are required to complete a Professional Learning Plan. Teachers who are on less than 0.4 FTE contracts, or less than 588 hours annually, will not be required to participate in collaborative team meetings outside of their scheduled hours. If participating in collaborative team meetings for **Pro-Pay Q-Comp** compensation, they will not receive hourly compensation for attendance at required Collaborative Team meetings. Pre- and Post-Observation meetings will be scheduled within their compensated time. If a teacher qualified under this section chooses not to participate in regular CT meetings for **Pro-Pay Q-Comp** compensation, then (s)he will be compensated for any required attendance at Collaborative Team meetings or other Professional Development that occurs outside of their scheduled work time, at the hourly rates established in Appendix C-4 of the Master Agreement. Teachers with an FTE less than 0.4 are required to complete 1 observation.

Section 10 9: **Professional Pay:** All individuals who are represented by the BEA except as defined in previous sections are eligible to earn two types of pay as defined below. The performance incentive pay for teachers represented in the Master Agreement is covered under Teacher Professional Pay System Section. 4.

- Subd 1. Performance Incentive Pay and Increment Advancement Process:
- a. \$300 for meeting the school student achievement goal;
 - b. \$300 for meeting the Collaborative Team student achievement goal;
 - c. \$300 for the Personalized Professional Learning Plan (PLP);
 - d. \$600 for demonstrating evidence of professional learning through participation in the observations and the collaborative coaching.
 - e. Licensed staff will move vertically on the salary schedule and earn the performance pay incentive if the majority of their ratings are proficient by the end of the year (see Section 9, Subd. 2).

Section 11 10: **Performance I Levels:**

As an educational institution, ISD #191 recognizes the value of enhanced content knowledge and the attainment of advanced pedagogical skills. Levels specify educational levels. Each level represents the attainment of additional, relevant post-graduate coursework.

- a. Level I = BA or BS degree
- b. Level II = BA + 20 quarter credits
- c. Level III = BA + 40 quarter credits
- d. Level IV = BA + 60 quarter credits OR Master's degree

Teachers cannot progress beyond Level IV until he/she attains a Master's degree.

- e. Level V = MA + 20 quarter credits
- f. Level VI = MA + 40 quarter credits

g. Level VII = MA + 60 quarter credits OR Educational Specialist OR PhD

Section 12: Mentoring Pilot:

For the purpose of establishing a long-term mentoring program for teachers new to ISD 191, ten thousand (\$10,000) dollars will be set aside within the ProPay budget to be used for professional development, materials, or stipends needed for a pilot program in 2025 – 2026.

APPENDIX A C-2

Replace with new salary schedule

Salary Schedule for 2025-2026* 2026-2027

	Level I	Level II	Level III	Level IV	Level V	Level VI	Level VII
Probationary 1	\$46,060	\$47,960	\$49,630	\$52,030	\$54,430	\$56,670	\$59,460
Probationary 2	\$46,080	\$47,990	\$49,660	\$52,070	\$54,480	\$56,710	\$59,490
Probationary 3	\$46,120	\$48,020	\$49,700	\$52,120	\$54,520	\$56,760	\$59,540
Emerging Professional 1	\$46,750	\$48,380	\$50,510	\$54,520	\$58,720	\$59,680	\$62,610
Emerging Professional 2	\$47,920	\$49,950	\$52,300	\$56,540	\$61,450	\$62,590	\$65,310
Emerging Professional 3	\$50,770	\$52,850	\$55,440	\$59,740	\$62,640	\$65,580	\$69,040
Professional 1	\$55,050	\$55,210	\$57,520	\$62,180	\$65,110	\$67,760	\$71,740
Professional 2	\$55,050	\$59,620	\$60,190	\$64,920	\$67,560	\$71,020	\$74,480
Professional 3	\$55,050	\$59,620	\$65,570	\$68,100	\$71,550	\$75,270	\$78,980
Master Professional 1	\$55,050	\$59,620	\$65,570	\$72,040	\$75,500	\$79,200	\$83,190
Master Professional 2	\$55,050	\$59,620	\$65,570	\$77,090	\$80,970	\$84,860	\$89,230
Master Professional 3	\$55,050	\$59,620	\$65,570	\$83,740	\$87,760	\$91,960	\$96,430
Career Professional A	\$58,180	\$63,800	\$70,420	\$88,530	\$93,120	\$97,930	\$103,670
Career Professional B	\$62,570	\$67,500	\$74,870	\$92,320	\$97,460	\$102,900	\$110,360

Appendix B (ABE-ECFE)

Salary Schedule for 2025-2026* 2026-2027

	Level I	Level II	Level III	Level IV	Level V	Level VI	Level VII
Probationary 1	\$46,060	\$47,960	\$49,630	\$52,030	\$52,177	\$52,324	\$52,472
Probationary 2	\$46,080	\$47,990	\$49,660	\$52,070	\$52,217	\$52,364	\$52,512
Probationary 3	\$46,120	\$48,020	\$49,700	\$52,120	\$52,267	\$52,414	\$52,562
Emerging Professional 1	\$46,750	\$48,380	\$50,510	\$54,520	\$54,667	\$54,814	\$54,962
Emerging Professional 2	\$47,920	\$49,950	\$52,300	\$56,540	\$56,687	\$56,834	\$56,982
Emerging Professional 3	\$50,770	\$52,850	\$55,440	\$59,740	\$59,887	\$60,034	\$60,182
Professional 1	\$55,050	\$55,210	\$57,520	\$62,180	\$62,327	\$62,474	\$62,622
Professional 2	\$55,050	\$59,620	\$60,190	\$64,920	\$65,067	\$65,214	\$65,362
Professional 3	\$55,050	\$59,620	\$65,570	\$68,100	\$68,247	\$68,394	\$68,542
Master Professional 1	\$55,050	\$59,620	\$65,570	\$72,040	\$72,187	\$72,334	\$72,482
Master Professional 2	\$55,050	\$59,620	\$65,570	\$77,090	\$77,237	\$77,384	\$77,532
Master Professional 3	\$55,050	\$59,620	\$65,570	\$83,740	\$83,887	\$84,034	\$84,182
Career Professional A	\$58,180	\$63,800	\$70,420	\$88,530	\$88,677	\$88,824	\$88,972
Career Professional B	\$62,570	\$67,500	\$74,870	\$92,320	\$92,467	\$92,614	\$92,762

Appendix C (VPK)
Salary Schedule for 2025-2026* 2026-2027

	Level I	Level II	Level III	Level IV	Level V	Level VI	Level VII
Probationary 1	\$52,068	\$54,216	\$56,103	\$58,817	\$58,983	\$59,149	\$59,316
Probationary 2	\$52,090	\$54,250	\$56,137	\$58,862	\$59,028	\$59,195	\$59,361
Probationary 3	\$52,136	\$54,283	\$56,183	\$58,918	\$59,085	\$59,251	\$59,417
Emerging Professional 1	\$52,848	\$54,690	\$57,098	\$61,631	\$61,798	\$61,964	\$62,131
Emerging Professional 2	\$54,170	\$56,465	\$59,122	\$63,915	\$64,081	\$64,248	\$64,414
Emerging Professional 3	\$57,392	\$59,743	\$62,671	\$67,532	\$67,699	\$67,865	\$68,031
Professional 1	\$62,230	\$62,411	\$65,023	\$70,290	\$70,457	\$70,623	\$70,790
Professional 2	\$62,230	\$67,397	\$68,041	\$73,388	\$73,554	\$73,721	\$73,887
Professional 3	\$62,230	\$67,397	\$74,123	\$76,983	\$77,149	\$77,315	\$77,482
Master Professional 1	\$62,230	\$67,397	\$74,123	\$81,437	\$81,603	\$81,769	\$81,936
Master Professional 2	\$62,230	\$67,397	\$74,123	\$87,145	\$87,312	\$87,478	\$87,644
Master Professional 3	\$62,230	\$67,397	\$74,123	\$94,663	\$94,829	\$94,995	\$95,162
Career Professional A	\$65,769	\$72,122	\$79,605	\$100,077	\$100,244	\$100,410	\$100,577
Career Professional B	\$70,731	\$76,304	\$84,636	\$104,362	\$104,528	\$104,695	\$104,861

Appendix D (RTG/RTL)
Salary Schedule for 2025-2026* 2026-2027

	Level I
Probationary 1	\$44,197.20
Probationary 2	\$46,097.58
Probationary 3	\$47,997.95
Emerging Professional 1	\$49,409.65
Emerging Professional 2	\$50,821.36
Emerging Professional 3	\$52,178.76
Professional 1	\$53,536.17
Professional 2	\$55,677.62
Professional 3	\$57,904.72
Master Professional 1	\$60,220.91
Master Professional 2	\$62,629.75
Master Professional 3	\$65,134.94
Master Professional 4	\$67,740.34
Master Professional 5	\$70,449.95
Career Professional A	\$73,582.43
Career Professional B	\$74,626.59

DESCRIPTION OF PERFORMANCE INCREMENT PERFORMANCE TARGETS:

Probationary Teachers are beginning to translate their content knowledge into plans for instruction. During the probationary years teachers are acquiring the materials and developing effective learning activities. Probationary teachers are exploring methods of effective classroom management and physical room arrangement to enhance learning. They are beginning to acquire confidence in their ability to establish rapport with students. They are exploring and comparing strategies for dealing with problem behaviors. They recognize the importance of clear directions and asking a variety of questions but are developing their skills in this area. Probationary teachers work hard to establish grading and record-keeping methods that comport with district requirements.

Emerging Professionals are gaining skills in the areas of planning, instruction and classroom management. They have established routines for organizational tasks and classroom management that are more automatic and support instruction. They are able to devote more time to instruction and providing effective feedback to students.

Professional Teachers demonstrate deep content and curricular knowledge. They demonstrate the ability to develop learning activities that both engage students and teach the desired content. They have a deep understanding of the scope and sequence of the curriculum. Classrooms run smoothly and professional responsibilities are understood and carried out.

Master Professionals understand the needs of individual students in each class and design instruction to meet those needs. Learning objectives are clearly articulated and instruction directly targets those objectives. Student learning is assessed and the results analyzed to determine re-teaching needs. Teachers utilize strategies to engage students in deep level discussion and answer higher level questions. The Master Professional contributes to the school by sharing expertise on district-wide and school-wide committees. The teacher shows professionalism in all assigned duties; whether presenting to peers, facilitating site-council, or performing hall duty.

Memorandum of Understanding

**Burnsville Education Association
and the
School Board of Independent School District #191**

Signature of Chairperson Board of Education: _____ Date

Signature of BEA President: _____ Date

Signature of Director of Human Resources: _____ Date