



# Tomahawk School District

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## Compensation Model Guide

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**2014-2015**

This guide introduces the new Tomahawk School District Compensation Model. A committee of nine (9), contributors mentioned above, developed the process part of the plan. The committee held two focus group sessions by building and two district-wide sessions with staff during the formation of this document. A very special thank you goes out to this committee for their dedicated efforts in constructing this new model for our district. This document will be the committee's recommendation to the Board of Education for approval.



## **Development Process**

The Tomahawk School District Compensation Model was designed during the 2013-2014 school year. The underlying motivations for the model were to incentivize continuous improvement and effective instructional practice for professional staff while providing clear and consistent expectations for every teacher in regards to salary growth, professional development, and the exercise of leadership capacity, couched in a financially sustainable model for the District. Ultimately, the School District of Tomahawk seeks to ensure that quality teachers continue to represent excellence both in the classroom and in their profession.

## **Compensation Model**

The new Compensation Model proposed in July of 2014, to take effect in 2014-2015, includes the following:

- A salary schedule made up of 30 levels with each level of salary growth representing a longevity bonus and an opportunity for promotion after every two evaluation cycles (*Note: Once all current employees are placed on the base salary lane as defined in Appendix I, any yearly bonuses for longevity will not be counted as base wage growth, but will be considered supplemental in nature.*)
- Stipends as defined in Appendix II

## **Salary Schedule**

1. Teachers will automatically progress from one level to the next on the salary schedule each year unless placed on a Teacher Improvement Plan (TIP) by administration or if the Board of Education determines that the district's budget on any given year will not allow for a longevity bonus advancement in addition to negotiated base wage growth per Consumer Price Index or CPI.
2. After two (2) three-year evaluation cycles, an individual teacher has the option to apply for a promotion before a Review Committee. (See Transition and Appendix IV).
3. If a teacher applies for a promotion before a Review Committee and that teacher is promoted, he or she will skip one level of longevity bonus on the salary lane schedule for the following year. See Appendix IV for timelines and process.
4. Over a 30 level salary schedule a new teacher may have up to four (4) opportunities for promotion to skip a level.

## **Stipends Overview**

Beyond the 30 levels of the salary schedule there are additional opportunities for salary growth. They are as follows:

- Non-recurring Annual Stipend (based on earning a total of 8 points; 4 points each from two distinct categories) (See Appendix II)
  - *professional growth (4 points)*
  - *leadership capacity (4 points)*
- Recurring Stipend (See Appendix III)
  - Pre-approved Master's Degree(s)
  - Pre-approved Doctorate(s)
  - National Board Certification (NBPTS) (as designated by length of certificate and dependent upon subsequent renewals)

## Stipend Types

1. **Non-Recurring Annual Stipend:** Professional staff has an opportunity on a yearly basis to accumulate 8 points that will result in an annual stipend. The funds that are available for stipends are determined and allocated by the Board of Education based on each year's budget established at the Annual Meeting. With that said the criteria that have been established to earn a non-recurring annual stipend will continually be re-evaluated by the ACME Co. to ensure an appropriate level of rigor for sustainability purposes.

### Non-Recurring Annual Stipend Explanation -

- a. A monetary stipend in addition to any annual longevity bonus and/or promotion increase during any given year is made up of 4 points from each of the two categories of *Professional Development* and *Leadership Capacity*, comprising a total of 8 points.
  - b. Points cannot be carried forward from one year to the next and all point opportunities must be pre-approved. Pre-approval of points will be made by the Administrative Team.
  - c. The calendar framework for earning stipend points is from May 15 to May 14. (For example: Starting on May 15 of 2014 and ending on May 14, 2015) All documentation related to stipend points for the previous year must be submitted to the employee's immediate supervisor (i.e. principal) on or before the deadline of May 14<sup>th</sup> and will not be extended for any reason.
2. **Recurring Annual Stipend:** Professional staff has an opportunity for a recurring stipend through obtaining pre-approved Masters and/or Doctorate degrees. Additionally, a recurring stipend can be earned through passing NBPTS.

### Recurring Annual Stipend Explanation -

- a. Recurring stipends are awarded for a pre-approved Master's Degree, Doctorate, or NBPTS in addition to any annual longevity bonus and/or promotion increase.
- b. The Board of Education will establish the dollar amount to be awarded to those individuals having achieved the aforementioned degrees and/or certificate.

## Promotion

The philosophy behind providing multiple opportunities for promotion is a result of discussion surrounding monetary recognition for staff members who choose to 'show' and 'defend' their professional and leadership development over time and with successful summative administrative evaluations. Inherent in the new Wisconsin Educator Effectiveness model are standards that reflect Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment For and Of Learning, Learning Environment, and Professionalism. In addition to these, Educator Effectiveness asks teachers to develop Student Learning Objectives which will in effect guarantee continual student achievement growth. However, beyond this, the Tomahawk School District realizes and recognizes that its professional staff takes great pride and ownership in developing beyond that which is required. Promotion opportunities every six years for individual teachers allows for a Review Committee to measure and critique that entire body of growth and recommend him/her for promotion. Criteria to measure and critique that growth have not yet been developed, but will be soon via sub-committee work. Suffice it to say that a promotion will require an educator to meet the highest and most rigorous of standards.

## Transition

For transition from the current base wage salary schedule to the new Tomahawk School District Compensation Model, initial placement of teachers onto the base wage salary schedule will be determined by the Board of Education with assistance from administration. For 2014-2015, staff will be placed at or above their current base wage salary designations from 2013-2014 with negotiations surrounding CPI to follow. This new base wage placement will be the standard of base wage growth beyond 2014-2015. Yearly base wage will not include in its calculation the yearly longevity bonus pay which is outside of the base wage calculation.

Starting with the 2014-2015 school year, in conjunction with the inaugural year of Educator Effectiveness, all teachers have been placed on either year one (1), two (2), or three (3) of a three (3) year evaluation cycle. Any teacher initially placed on year three (3) of their evaluation cycle in 2014-2015 will be eligible for application for promotion toward the end of the 2017-2018 school year. (Refer to Appendix IV)

In summary, the following steps will be used to transition from the District's previous steps and lanes to the new Tomahawk District Compensation Model:

1. Teachers will be sorted by their base wage determinations from 2013-2014. *[Individual base wage determinations from 2013-2014 may be obtained from the Business Office or from your Tomahawk Education Association (TEA) negotiations team.]*
2. No employee will be placed at a base wage lower than that of 2013-2014.
3. The Tomahawk Board of Education and the TEA will enter into negotiations around CPI. *[Note: Any dollars used to establish the new salary grid must be taken into account when negotiating a base wage increase on CPI for 2014-2015. – WI State Statute 111.70 (4)(mb)].*
4. For 2014-2015 only, due to the timing of the approval of this new compensation model, administration will consider stipend requests retroactive to May 15, 2014.
5. Administration, as always, reserves the right of placement onto the salary grid for new hires to the District.

**APPENDIX I  
SALARY SCHEDULE**

<b>Level (Step)</b>	<b>Base Salary</b>
1	<b>\$35,000.00</b>
2	\$35,600.00
3	\$36,200.00
4	\$36,800.00
5	\$37,400.00
6	\$38,000.00
7	\$38,600.00
8	\$39,200.00
9	\$39,800.00
10	\$40,400.00
11	\$41,000.00
12	\$41,600.00
13	\$42,200.00
14	\$42,800.00
15	\$43,400.00
16	\$44,000.00
17	\$44,600.00
18	\$45,200.00
19	\$45,800.00
20	\$46,400.00
21	\$47,000.00
22	\$47,600.00
23	\$48,200.00
24	\$48,800.00
25	\$49,400.00
26	\$50,000.00
27	\$50,600.00
28	\$51,200.00
29	\$51,800.00
30	\$52,400.00
<b>Points</b>	<b>TBD Annually</b>

For Discussion Purposes Only

**Salary Grid Placement**

New Employees

For new employees, placement on the salary schedule will be at the discretion of administration at the time of hire.

**APPENDIX II**  
**NONRECURRING STIPEND POINTS – CATEGORIES**

<b>Points</b>	<b>Professional Growth</b>	<b>Description</b>
1 - 3	Approved Graduate Credits (1 pt./credit)	College courses must receive prior approval from administration and a completion form sent to the office after the course is over.
1	Approved Professional Development Opportunities (6 hours minimum)	Pre-approved PD opportunities to include any training that a staff member needs or desires to improve instruction in his/her particular academic area or one of institutional value. The knowledge gained would directly impact instruction and would occur outside the established school day.
1	Supervision of a Student Teacher	Student teacher supervision would occur through an accredited university with approval from administration. The teacher may not be compensated by the cooperating university.
1 - 3	Completion of a DPI Approved Professional Development Plan (PDP)	Administrative approval of a 5 year cycle completion of PI-34 requirements.
1 – 3	Special Professional Growth Activity	To be developed by the teacher with subsequent approval from administration.
<b>Points</b>	<b>Leadership Capacity</b>	<b>Description</b>
1 - 2	Community Education Instructor (outreach)	Pre-approved, unsolicited, and unpaid community outreach activity utilizing professional skills associated with your contractual assignment that facilitates enrichment.
1 – 3	Grant Writing for the District or District Programming	Pre-approved by administration and successfully awarded.
1 - 2	Individual Educator Mentor	Mentoring a teacher that is new to our district with experience or a teacher who is new to a building within our district. Staff would apply and be assigned by administration.
1 – 3	Non-paid Committee Participation	Committee participation refers to ‘active’ participation that is not assigned to you. Attendance at meetings and participating in the vision of the group is required. (i.e. Promotion Review Committee, Leadership, PBIS Committee, etc.)
1	Non-Paid Advisory or Group Leader	Pre-approved academic related activity working with students or staff outside of the school day.
1 – 2	Workshop/In-Service Presenter (4 hours minimum)	Pre-approved by administration related to district academic initiatives and/or goals.
1 – 2	Special Leadership Activity	To be developed by the teacher with subsequent approval from administration.
<b>8</b>		<b>8 points needed to earn a stipend comprised of 4 points from Professional Growth and 4 points from Leadership Capacity.</b>

**APPENDIX II (Continued)**  
**NONRECURRING STIPEND POINTS**  
**NARRATIVE EXPLANATION OF CATEGORIES**

**Professional Growth** (4 points minimum)

Options:

1. **Approved College Credits** (The knowledge gained would directly impact instruction or have institutional impact and would occur outside the established school day.):

There are obviously different reasons for why educators take college level courses. Usually these reasons are for license renewal or pursuit of an advanced or alternative degree. Courses that are being used for stipend points must be pre-approved by administration and must be directly related to one's position assignment(s) or institutional value. Although an advanced or alternative degree must also be pre-approved by administration it cannot be assumed that individual courses within that pursuit will also meet the stipend criteria for "Approved College Credits" UNLESS credit(s) is/are directly related to one's position assignment(s). It goes without saying that many courses associated with a Master's or a Doctorate degree do not directly address or impact instructional practice in assigned positions. For this reason, much scrutiny will be placed on the approval of these "college credits."

2. **Approved Professional Development Opportunities** (6 hours) (The knowledge gained would directly impact instruction or institutional value and would occur outside the established school day.):

There will always be opportunities for professional development or PD by way of trainings and/or workshops outside of the school day. If pre-approved by administration these opportunities may count toward stipend point(s). As with college credits, unless such opportunities are not directly related to your position assignment(s) or institutional value, they may not count toward stipend points. For example, if administration asks or requires of staff to attend a training/workshop and pays for it, stipend points are not an option. The key words to be considered here are 'desire' and 'professional need' as determined by the educator. Ultimately, in order for such trainings and/or workshops to be pre-approved, it will fall upon the educator to clearly justify and relate this PD to his/her principal.

3. **Supervision of a Student Teacher:**

The Tomahawk School District has a long history of supervising student teachers in teacher training programs via accredited universities. This service, if not compensated by the university, is eligible for stipend point(s) if pre-approved by an employee's immediate administrative supervisor while also meeting the rigor of stipend point approval.

4. **Completion of a DPI Approved Professional Development Plan (PDP):**

The level of rigor of a completed PDP will be determined by the Administrative Team.



## 5. **Special Professional Growth Activity:**

This type of activity is usually associated with the phrase “Action Research.” However, it was the committee’s intention not to limit this activity to this type of phraseology. Therefore, this category is truly a “wild card” category. An educator has the freedom to think outside the box and come up with a Professional Growth Activity (not related to his/her Student Learning Objective or SLO) which includes rationale, defensible goal or goals, a clearly defined process, and ultimately, outcome data that supports the activity and shows how such an activity directly impacted instruction and will guide instructional practice in the future. The number of stipend points awarded for such an activity is directly related to the time and intensity put into it.

### **Leadership Capacity** (4 points minimum)

Options:

#### 1. **Community Education Instructor** (outreach):

Extending educator skill sets into the community has always been encouraged by the Tomahawk School District. Now, with pre-approval from administration, an unsolicited and unfunded community outreach activity utilizing professional skills associated with your contractual assignment may now be awarded stipend point(s). The offering of such a community outreach activity must be well thought out, well-planned, well-advertised, and have participants beyond colleagues of the Tomahawk School District staff. This is not to say that staff cannot participate, but the focus must be on the community. Additionally, any activity offered must fall outside the scope of the school day.

#### 2. **Grant Writing for the District or District Programming:**

Grant writing is a skill set in and of its own. The Tomahawk School District has benefited from well-written and awarded grants over the years. As previously mentioned for other categories, in order to receive stipend point(s) for such a pre-approved activity the grant writer must be able to clearly link the grant being applied for to his/her position assignment or institutional value as well as directly relate it to instruction or the District. Additionally, the effort put into the writing of the grant must result in the award of the grant. As with all grants, maintenance of effort falls on the grant writer and the program having received the grant.

#### 3. **Mentoring Staff:**

The Tomahawk School District realizes the importance of mentoring new staff to the District, particularly new staff to the profession. Subsequently, staff that applies to be mentors may earn a stipend point or points for this service. If a staff member is selected to mentor a new teacher to the profession, it goes without saying that more is expected than a staff member who is selected to mentor a new, but experienced teacher to the District. Consequently, mentors of new teachers to the profession will earn two (2) stipend points (if assigned tasks are completed and documented) and mentors of new but experienced teachers to the District will earn one (1) stipend point (if assigned tasks are completed and documented).

**4. Non-Paid Committee Participation:**

Committee work for the Tomahawk School District has been and always will be a crucial ingredient to success. Committee participation refers to 'active' participation in a group that has not been assigned or appointed to you. In order for an educator to secure stipend point(s) for such participation, the participation must be voluntary and approved by the District. Work on such a committee is done outside the school day and is not compensated by the District in any other way (i.e. above contract pay, release time, etc.). Certain criteria such as attendance, the establishing of goals, the expectation of outcomes, and documentation of meetings and how the work of the committee will impact and improve the District must be provided. The scope and intensity of the committee's work will determine the number of stipend points awarded.

**5. Non-Paid Advisory or Group Leader:**

An administratively pre-approved student activity directly related to academics conducted outside of regular school hours may qualify for a stipend point. Criteria for pre-approval of such a leadership role involves clearly defined rationale and goals for the group, duration of the group activity, expected outcomes from the activity, and documented participation and outcome data.

**6. Workshop/In-Service Presenter (4 hours):**

A reasonable result of attending workshops, trainings, or pre-approved college coursework is sharing that knowledge and expertise with colleagues. With administrative pre-approval, an educator may formally present that knowledge using his/her expertise as a teacher with his/her colleagues in a formal and intentional way after school hours. Criteria for pre-approval of such a leadership role involves clearly defined rationale and goals for the workshop/in-service, duration of the workshop/in-service, expected outcomes for participants, and documented participation and outcome data.

**7. Special Leadership Activity:**

An educator has the freedom to think outside the box and come up with a 'Special Leadership Activity' that would count toward leadership capacity stipend point(s). Therefore, this category is truly a "wild card" category. A Special Leadership Activity must include the following criteria: rationale, defensible goal or goals, a clearly defined process, and ultimately, outcome data that supports the activity and shows how 'your' leadership in this activity directly impacted instruction, institutional value, and/or a District initiative. The number of stipend points awarded for such an activity is directly related to the time and intensity put into it.

**APPENDIX III  
RECURRING STIPENDS**

<b><u>STIPEND DESIGNATION</u></b>	<b><u>RECURRING STIPEND AWARD</u></b>
National Boards Certification (NBPTS)	TBD by the BOE
Master's Degree (Pre-Approved)	TBD by the BOE
Doctorate Degree (Pre-Approved)	TBD by the BOE

A recurring stipend award will follow all other timelines. Degrees and/or certifications completed by May 14<sup>th</sup> of any given year will be awarded its recurring stipend to start that same year. If a degree or certification is completed after May 14<sup>th</sup>, the recurring stipend award will be applied starting the following year.

BOE Proposal Draft #2

**APPENDIX IV  
PROMOTION BY A REVIEW COMMITTEE**

(Under Construction)



BOE Proposal Draft #2