



PROFESSIONAL COMPENSATION

for

TEACHER GROUP

(Updated 9/5/2019)

PROFESSIONAL COMPENSATION

Pay and Compensation for Current Staff

The Pay and Compensation plan for teachers is established by the School Board subject to collective bargaining in accordance with Wisconsin law.

All increases in salary are subject to satisfactory performance (as defined by the performance evaluation system) in the year preceding any allowable CPI or other increase.

As a condition of employment all professional staff (teachers) shall be actively involved in ongoing professional development. Priority for professional development activities should be given to areas identified as key initiatives, goals and priorities of the school of assignment and school district. Annual professional development plans are to be developed in consultation with the staff member's supervisor. Ongoing professional growth activities and increasing professional competency will be considered in annual performance evaluations.

A) **Compensation for Part-Time Employees**

Part-time employees are paid based on the partial FTE of the salary paid to a full-time employee in using the compensation structure outlined in Appendix D. Part-time staff will be credited with sick leave and accumulate sick leave based on the percentage of their contract.

B) **Salary Scale**

Each year the Board reserves the right to approve the salary scale and salary scale advancement. The teacher salary scale is provided on the website. Administration will make a recommendation to the Board of Education for initial placement for all teachers newly hired in the District. See Appendix D for more information.

- a. Salary Scale Vertical (Step) Movement: Steps are provided annually with Board approval, based on performance.
 - i. In order to advance a step, employees that are placed on Lane 1B, 2B, 1M, and 2M must earn evaluation scores of 2, 3, or 4 on teacher practice components within the 4 domains.
 - ii. In order to advance a step, employees that are placed on Lane 3B, 3M, or 4M must earn evaluation scores of 3 and/or 4 on teacher practice components within the 4 domains.
 - iii. Annual step movement is allowed in non-summary years providing the summary year produced the scores required for step movement.
 - iv. Employees may not advance to step 16 except as identified below or at administrator discretion.
- b. Salary Scale Vertical (Step) Movement for additional paid SDW credits or Valued Certification: Additional step movement made be granted within the assigned lane for earning a valued certification and/or 9 paid SDW professional development credits.

- i. This is a “one-time” only option: 1 time for 9 paid SDW credits and 1 time for earning a pre-approved valued license.
- ii. It is possible that a teacher may move to step 16 in a lane for earning the additional 9 credits or valued certification.
- iii. Teachers that are already working towards an additional 9 credits or certification (prior to August 2015), may be allowed to complete this process and the additional amount will be honored in the form of an additional step if a step is available in their assigned column.

Special consideration for teachers within their first five years on lane 1B: The teacher on lane 1B may audit the SDW courses and receive lane advancement to 2B if courses are completed within their first five years of employment in SDW. Teachers need not pay for these credits but must provide proof of successfully completing the coursework by showing the course name, date taken, and teacher signature of completion.

Special consideration for teachers within their first five years on lane 1M: The teacher on lane 1M and completes their 9 new teacher credits within their first five years of employment may advance to lane 2M. Teachers must pay for these credits and provide a transcript showing completion of the credits.

- iv. Employees must complete a salary change form, available from the website under Employee Resources, Forms & Tools, and attach the transcripts or grade reports indicating satisfactory completion of the courses, and/or the license received.
- c. Salary Scale Horizontal (Lane) Movement: Lane movement is determined based on results and leadership and allowed once every third year in a summary year. Employees earn lane movement in lieu of a step.
- i. Employees must earn evaluation scores of “4” (Distinguished) in 4D and 4E in their Summary Year of Educator Effectiveness.
 - ii. A teacher with fewer than five years in SDW may not advance a lane until the 9 New Teacher Professional Developments are earned.
- d. Salary Scale Horizontal (Lane) Movement – Masters Degree: Teachers that earn a Masters Degree from a previously approved program will be placed at the same step in the first Master’s lane of the salary scale EXCEPT teachers that are on step 16 on the bachelor’s side will advance in accordance with the following schedule:
- 1B/16 to 1M/3
 - 2B/16 to 1M/5
 - 3B/16 to 1M/7

Employees must complete a salary change form, available from the website under Employee Resources, Forms & Tools and attach the official transcripts that includes the notation “Master’s Degree Conferred on (Date).”

- e. Teachers that earn one or more scores of 1-Unsatisfactory on EE will not be eligible for salary schedule advancement but will be eligible for the base wage increase as negotiated.

C) Overload Pay

Secondary teachers that are assigned an “overload” will receive a stipend in the amount of \$5,044 for a yearlong overload, or \$2,522 for a semester-long (or every other day all year) overload.

Extra Pay for Curriculum Planning Projects and Other Projects within the Scope of Employment

When the District assigns an employee to work on a curriculum project that is outside of the terms of the individual employee’s contract, the employee shall be paid at the hourly stipend rate. The length of time and maximum number of hours for completion of the project shall be determined by the employee’s immediate supervisor, in his/her sole discretion. The compensation above will be paid when the project has been completed and approved by the applicable administrator.

Other projects within the employee’s scope of employment that are approved by the Superintendent (or designee) shall be paid at the established rate.

Board Approved: 8/14/2019

**School District of Waukesha
2019-2020 TEACHER SALARY SCHEDULE**

	1B	2B	3B	1M	2M	3M	4M
Steps							
16	\$49,643	\$52,512	\$58,029	\$63,810	\$67,261	\$76,865	\$85,645
15							\$83,220
14							\$81,246
13							\$79,532
12							\$77,910
11						\$73,937	\$76,288
10					\$65,134	\$73,315	\$74,667
9				\$61,022	\$64,585	\$71,326	\$73,046
8				\$60,507	\$63,138	\$69,704	\$71,423
7			\$56,205	\$58,964	\$62,054	\$68,084	\$70,020
6			\$54,689	\$58,022	\$60,971	\$66,459	\$68,180
5		\$50,825	\$53,776	\$57,080	\$59,889	\$64,839	\$66,558
4		\$49,379	\$52,863	\$56,140	\$58,805	\$63,219	\$64,936
3	\$47,599	\$48,537	\$51,950	\$55,198	\$57,723	\$61,595	\$63,316
2	\$45,623	\$47,693	\$51,035	\$54,257	\$56,641	\$59,974	\$61,694
1	\$44,483	\$46,849	\$50,122	\$53,314	\$55,558	\$58,354	\$60,072
0	\$43,344	\$46,006	\$49,208	\$52,372	\$54,475	\$56,731	\$58,450

* Annual steps: If approved by the BOE, cannot move to step 16 except in 4M

* No step provided when qualified for a column advancement

* Step earned for completion of 9 paid SDW credits (adv to Step 16 is allowed)

* Step earned for completion of an additional valued certification (adv to Step 16 is allowed)

* Five or fewer years in SDW in lane 1B or 1M and completes 9 SDW credits will advance a column instead of a step

Column Advancement From:

To:

Earned Masters Advancement

1B/16

2B/5

From:

To:

2B/16

3B/5

1B/16

1M/3

1M/16

2M/9

2B/16

1M/5

2M/16

3M/7

3B/16

1M/7

3M/16

4M/12

**STRATEGIC COMPENSATION FOR PROFESSIONAL STAFF
SCHOOL DISTRICT OF WAUKESHA**

**4D 4E LEADERSHIP CRITICAL ATTRIBUTES
PROFESSIONAL EDUCATOR DESCRIPTIONS**

Updated 9/5/2019

Danielson's Elements	Critical Attributes	Possible Examples/Artifacts related to the work in SDW
(4d) The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.	The teacher regularly contributes to and leads events that positively impact school life.	Lead math teacher Support/mentor to new teachers Leader of collegial studies Model classroom and shares resources with peers Team Leader Teacher Leader at Building Level Conducts professional development opportunities at the building and district level
(4d) The teacher takes a leadership role in promoting a culture of professional inquiry.	The teacher takes a leadership role in promoting activities related to professional inquiry.	Leader of collegial studies TDP instructor PLC facilitator / leader of inquiry Presents at district PD
(4d) The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	The teacher regularly contributes to and leads significant district and community projects	Teacher leads the annual school events involving the entire student body, faculty & community. Involved in district committees. Leads/facilitates PD on district focus areas.
(4e) The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.	The teacher seeks regular opportunities for continued professional development, including initiating action research.	Action research, which can be a part of the teacher's SLO
(4e) The teacher solicits feedback on practice from both supervisors and colleagues.	The teacher actively seeks feedback from supervisors and colleagues.	<ul style="list-style-type: none"> • Teacher initiates peer observations • Teacher initiates coaching cycle to get feedback • CLM clinicals - video self instructing and self reflect as part of the feedback <p><i>For all above, the artifact is the feedback and instructional changes made based on that feedback.</i></p>
(4e) The teacher initiates important activities to contribute to the profession.	The teacher takes an active leadership role in professional organizations in order to contribute to the profession.	Leadership role in educational organizations Presenting at conferences outside of SDW Contribute to professional blogs / publications

- Preponderance of the evidence in each element should be a four (4).
- Preponderance of evidence is based on the evidence and artifacts that teacher provides and the evidence the evaluator observes.
- Examples are examples only! Teachers may already have other artifacts they have gathered.