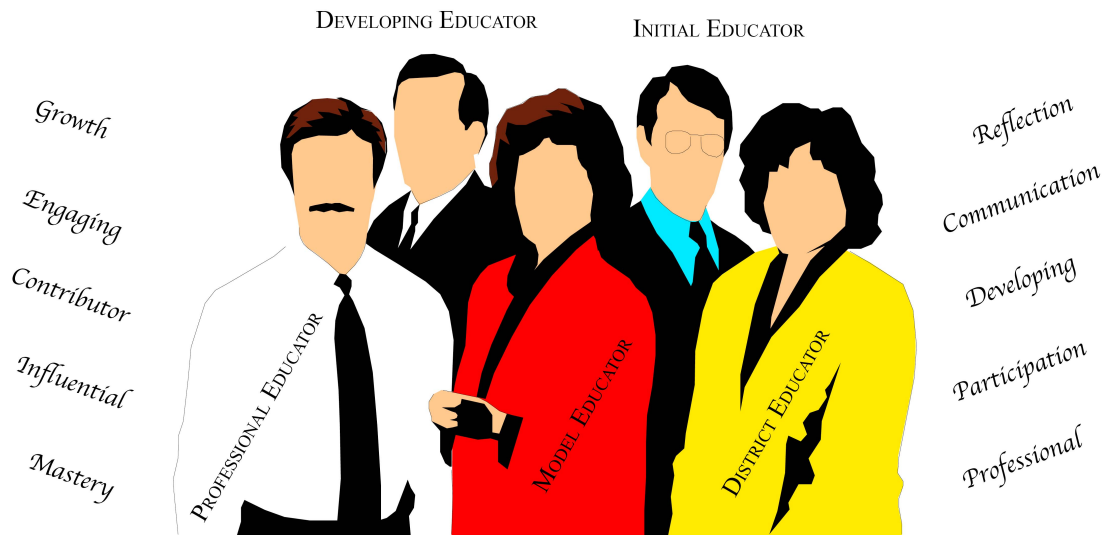


School District of West Salem



Teacher Compensation Model



SERVE WITH PASSION TO IGNITE CREATIVITY, INNOVATION, AND EXCELLENCE

Compensation Model Basics

The School District of West Salem Teacher Compensation Model was designed with the goal of creating a fair, consistent, and predictable pathway towards increased compensation.

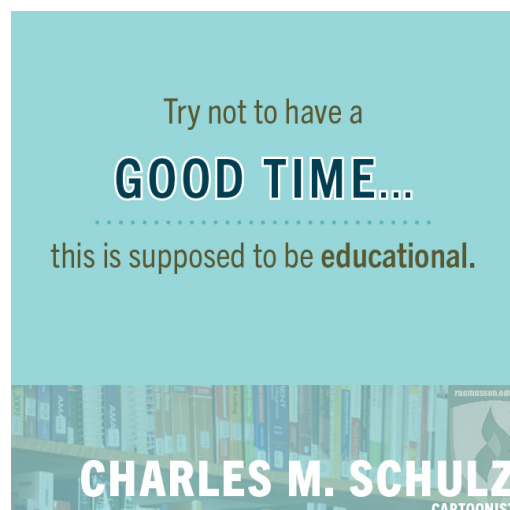
The compensation model is founded on the following principles:

- Rewarding teachers for continuous learning
- Focusing career advancement on the key tenants of achievement, instruction, leadership, and growth
- Supporting district mission, goals, and initiatives
- Expanding upon opportunities, responsibilities and expectations connected to advancement

The compensation model uses five categories to support advancement. The first two categories, Initial Educator and Developing Educator, are designed to meet the needs of new teachers in their first five years of learning. The third category, Professional Educator, supports teachers as they master the skill and art of teaching. These three categories are strategic in compensation with various annual increases designed to reward progress along the path of acquiring the skills and experiences of a professional educator.

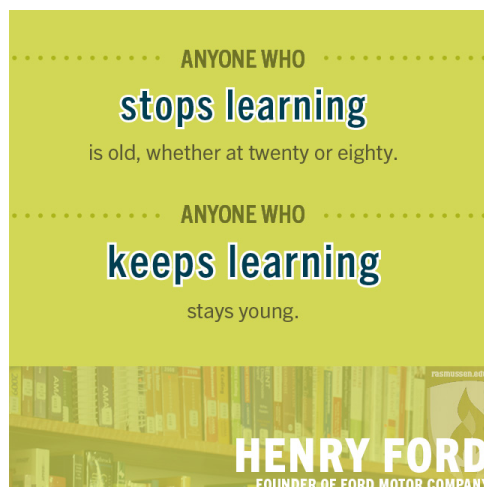
The fourth category, Model, represents the critical component of the compensation model. Entry into the Model category requires demonstrated mastery in the areas of achievement, instruction, leadership and growth. Entry also requires a successful presentation to a promotion committee. The committee will use the attached rubric for the presentation. Accepting entry into the category of Model Educator also requires acceptance of increased expectations in leadership, investments in the success of others, and school wide success. The Model Educator Expectation Guide is included. Entry into the Model Educator category is matched with above-average compensation amounts and larger annual step increases.

The final category, District Educator, is an additional stipend offered for leadership in a specialized area.



Compensation Categories

1. **Initial Educator:** A two-year introduction/apprenticeship into the education profession. Promotion to the Developing Educator pathway will rely on observations and feedback offered by the building administrator.
2. **Developing Educator:** A three year developmental pathway. Promotion to the Professional Educator pathway will rely on completed PDP, evaluations and completion of developmental programming as presented to promotion committee.
3. **Professional Educator:** A ten year pathway connected to two evaluation cycles. Progression through the eight steps is based upon successful evaluations. After ten years in the Professional pathway, the only salary increase will be based upon the negotiated increase in the base wage. Eligibility for consideration of promotion to the Model Educator pathway requires a minimum of twelve total years of teaching experience, at least two years of which occurred in West Salem, and completion of step seven on the Professional Pathway. Final promotion relies upon successful evaluations, and a portfolio of accomplishments as presented to promotion committee and evaluated against a rubric.
4. **Model Educator:** A seven year pathway defined by the ability to serve as a model of excellence and to contribute to the building and district level leadership. Progression through this pathway requires successful evaluations and demonstrated successful performance related the enhanced expectations for model teachers. After seven years, the only salary increase will be based upon the negotiated increase in the base wage.
5. **District Educator:** An open-ended additional stipend available in the form of a promotion to the position of District Educator. Those eligible include all Model Educators. The District Educator pathway involves service as a lead academic teacher and providing building and district level leadership. The District Educator pathway will include a series of additional expectations and qualifications. Promotion to this pathway requires demonstrated excellence, a portfolio of accomplishments and a willingness to accept the additional duties and responsibilities as presented to the administrative team and/or promotion committee. The District Educator pathway will require a bi-annual performance review and “re-application.”



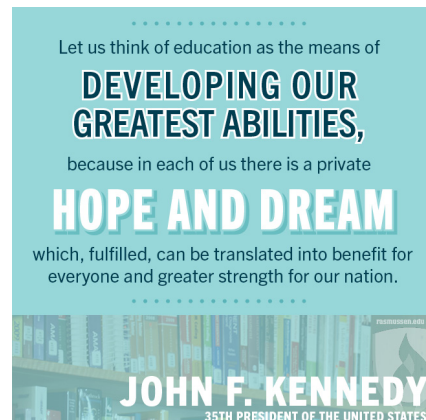
Base Teacher Scale for 16-17

Years	Initial	Developing	Professional	Model
1	\$35,709	\$37,219	\$40,236	\$47,780
2	\$35,709	\$37,721	\$40,739	\$49,290
3		\$38,225	\$41,242	\$50,798
4			\$41,745	\$52,307
5			\$42,248	\$53,816
6			\$42,751	\$55,325
7			\$43,254	\$56,833
8			\$43,757	
9			\$44,260	
10			\$44,762	

- Completion of an approved Master's Degree results in a \$3,500 addition.
- Selection as a District Educator results in a \$3,500 stipend.

Model Educator Rubric

1. Student Achievement
 - Ensures Student Growth
2. Professional Growth and Development
 - a. Engages in Professional Development
 - b. Demonstrates Appropriate Risk Taking
 - c. Demonstrates Reflective Practice
3. Leadership
 - a. Contributes to School Community
 - b. Positively Influences the Work of Peers
4. Instruction
 - a. Prepares Short and Long Term Plans
 - b. Delivers High Quality Instruction
 - c. Requires Students Demonstrate Higher Order Thinking
 - d. Demonstrates Mastery of Content and Pedagogy
 - e. Creates a Positive Academic Environment
 - f. Maximizes Learning Time
 - g. Constantly Moves Students Towards Success



Model Educator Expectation Guide

The category of Model Educator serves as the critical component of the School District of West Salem's compensation model. Model Educators form the core of our approach to school wide improvement and are pledged to invest themselves in the success of others for the success of our children.

Through a series of successful evaluations and completion of a successful Model Educator Presentation, Model Educators have demonstrated mastery in the skill and art of classroom teaching. By choosing to become a Model Educator, the teacher now agrees to apply their skills and talents toward advancing school district and building achievement goals, clearly becoming invested in the success of others, and consistently representing the school building, school district, and teaching profession in a positive light.

Selection into the category of Model Educator reflects accomplished excellence in the areas of student achievement, professional growth, instruction, and student support. In addition to continued excellence in these areas, Model Educators are also expected to excel in key areas of Professional Responsibilities as outlined in Domain #4 of the Charlotte Danielson Framework for Teaching.

- 4A. Reflection on Teaching:** Model Educators are masters at reflecting on professional practice. The ability to be more critically discerning allows them to better evaluate their successes and failures as well as to offer support for others hoping to do the same.
- 4C. Communicating with Families:** Model Educators excel at building relationships with families through proper communication. These skills can be applied to improve building-wide, or district-wide communication in addition to helping other teachers to improve communication with families.
- 4D. Participating in a Professional Community:** Model Educators are critical leaders in this area. The creation of a collaborative and positive learning culture through genuine investment in the success of others is the hallmark of a Model Educator. Model Educators take the initiative to build relationships with colleagues, to promote a positive culture of inquiry, and to serve the building and the district through projects and committees.
- 4E. Growing and Developing Professionally:** Model Educators are dedicated to a determined approach to continually learning and growing. Model Educators provide leadership in the creation, maintenance, and support of a professional learning community. They initiate inquiry, seek feedback from others, and seek additional opportunities for growth.
- 4F. Professional Responsibilities:** Model Educators provide leadership in their buildings with a determined focus on student achievement. They maintain positive interactions with others and represent their school building, school district, and teaching profession in a positive manner. They are highly proactive in serving students. They make a concerted effort to challenge negative attitudes and practices.

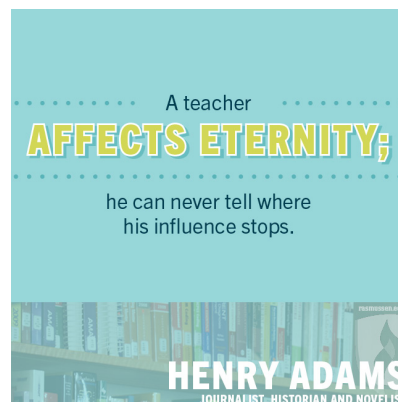
Advancement Through the Model Category

Advancement through the Model Educator category requires success in the areas outlined in the expectation guide. Model Educators will meet annually with their building principal to discuss progress made during the past year and goals for the following school year.

After meeting with each of the Model Educators assigned to his/her building, the building principal will confirm with the superintendent those who have completed the necessary requirements for advancement on the salary schedule.

In the event the building principal believes an individual Model Educator has not met the expectations for advancement on the salary schedule, he/she will report this to the superintendent. The superintendent will convene an Advancement Committee consisting of the Director of Instruction, the Director of Finance, a building principal who does not supervise the teacher, and a district-level supervisor to review the evidence and offer a recommendation regarding advancement on the salary schedule. If the Model Educator is not in agreement with the recommendation, he/she may appeal to the superintendent, who will make the final determination.

If it is determined the Model Educator will not advance on the salary schedule for the upcoming school year, the Model Educator will work with his/her principal to develop an updated set of goals for the upcoming school year.



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