

Northland Pines School District Implementation of New Salary Structure Model

Model 1 = All Classroom Instructors

Model 2 = Speech Therapists, Occupational Therapists, Physical Therapists, School Psychologist

Model 3 = School Counselors

2012-13 School Year

1. A new salary structure pay model will be developed for the NPSD during the 2012-13 school year.
2. During the 2012-13 school year, Certified Staff will become more knowledgeable about the new salary structure model and develop a thorough understanding of all criteria.
3. Contracts for the 2013-14 school year will be issued to certified staff by May 15, 2013, and notice of placement on new salary structure will be on contract along with current salary amount.
4. By June 15, 2013, signed contracts due to district office and staff must check box on contract as to what pay scale they will be on during the 2013-14 school year - new or old salary structure. If staff chooses old structure for the 2013-14 school year salary, will be frozen at current 2012-13 contract level.
5. For staff choosing the new pay model, there will be no appeals for original placement on new salary structure during the 2013-14 school year.

2013-14 School Year

1. The new salary structure model will be implemented beginning with the 2013-14 school year as an option for staff.
2. Certified Staff may remain on the current system for the 2013-14 school year with a salary freeze based on their 2012-13 salary.
3. All staff will create a digital documentation log using Google sites or OASYS (regardless of what pay scale staff member is currently on during the 2013-14 school year). Staff members only need to request a salary advancement/placement meeting with principal, prior to April 1, 2014, if staff member believes he/she has sufficient evidence in documentation log to move to the next level on the salary schedule.
4. Documentation Log, individual evaluations and overall job performance will indicate placement.
5. No appeals for original placement on new salary structure during the 2013-14 school year if staff selects new salary structure.
6. Application for salary advancement must be received by the principal before April 1, 2014 for the 2014-15 school year.
7. Advancement meetings and placement with principals will be held between April 1 and May 1, 2014 for the 2014-15 school year.
8. Contracts issued by May 15, 2014.
9. Signed Contracts due to district office by June 15, 2014.
10. Appeal of placement will be held between June 1 and June 30, 2014.
11. If application for advancement is approved by both building Principal and District Administrator, staff member will advance to the next level for the following school year.
12. If application for advancement is denied by building Principal and or District Administrator; staff member may appeal to review panel.
13. The review panel will consist of the following 5 individuals:
 - I. Principal or Pupil Service Director other than immediate supervisor (1).
 - II. Personnel Committee (3).
 - III. One teacher chosen by applicant (1).
14. The review committee will render a decision and provide a written response within 5 working days.
15. Review panels decision is final.
16. If staff member is denied advancement they will continue growth in the present category for the following year
17. The District Administrator, Business Manager and Principal will reaffirm all certified staff salaries prior to the start of each school year.

2014-15 School Year

1. All certified staff will participate in the new salary structure model beginning with the 2014-15 school year.
 2. Documentation Log using OASYS, individual evaluations and overall job performance will indicate placement and next category consideration.
 3. Application for salary advancement must be received by the principal prior to April 1, 2015 for the 2015-16 school year.
 4. Staff members only need to request a salary advancement/placement meeting with principal prior to April 1, 2015, if staff member believes he/she has sufficient evidence in documentation log to move to the next level on the salary schedule.
 5. Advancement/placement meetings with principals will be held between April 1 and May 1, 2015 for the 2015-16 school year.
 6. Contracts issued by May 15, 2015.
 7. Signed Contracts due to district office by June 15, 2015.
 8. Appeal of placement will be held between June 1 and June 30, 2015.
 9. If application for advancement is approved by both building Principal and District Administrator, staff member will advance to the next level for the following school year.
 10. If application for advancement is denied by building Principal and or District Administrator; staff member may appeal to review panel.
 11. The review panel will consist of the following 5 individuals:
 - IV. Principal or Pupil Service Director other than immediate supervisor (1).
 - V. Personnel Committee (3).
 - VI. One teacher chosen by applicant (1).
 12. The review committee will render a decision and provide a written response within 5 working days.
 13. Review panels decision is final.
 14. If staff member is denied advancement they will continue growth in the present category for the following year
 15. The District Administrator, Business Manager and Principal will reaffirm all certified staff salaries prior to the start of each school year
- Repeat process #1 through #15 for following year

Mission Statement - Northland Pines School District is dedicated to empowering all individuals to reach their potential.

We will be accountable and work together to:

- Model what is expected
- Nurture a safe, healthy and trusting environment
- Provide a challenging and engaging curriculum
- Promote life-long learning
- Build school, family and community partnerships
- Celebrate cultural diversity, talents and strengths
- Thrive in a global society
- Foster continuous improvement

Goals of Salary Proposal:

1. Ensure that the Northland Pines School District is able to attract and retain highly qualified professionals.
2. Establish a clear consistent definition of quality teaching.
3. Provide support to professionals as they strive for excellence in teaching.
4. Recognize the contributions of educational professionals who are dedicated to the advancement of the goals and initiatives of the Northland Pines School District.
5. Encourage professionals to experiment with the innovative teaching methods that will enhance performance and productivity.

Quality Teaching Definition:

A quality teacher plays a key role in helping his/her students make significant academic gains. A quality teacher has an advanced understanding of subject matter, demonstrates high quality instructional techniques and uses advanced integration of technology instruction. A quality teacher must effectively assess student progress and use data to tailor instruction to individual student needs. A quality teacher must work in teams – especially small ones – to accelerate student achievement. A quality teacher prides himself/herself on professionalism and collectively supports high standards for teaching quality. A quality teacher must communicate regularly with parents and bridge the gap between home and school. A quality teacher believes that his/her performance should be assessed and are willing to be held accountable.

Teacher Performance Standards (INTASC) (Model 1)

1. **Professional Knowledge** – the teacher demonstrates an understanding of the curriculum, subject content and oversee needs to students by providing meaningful learning experiences.
2. **Instructional Planning** – the teacher effectively plans by using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.
3. **Instructional Delivery** – the teacher effectively engages students in learning by using a variety of instructional strengths in order to meet individual learning needs.
4. **Assessment** – the teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.
5. **Learning Environment** – the teacher uses resources, routines and procedures to provide a respectful, safe, positive student centered environment that is conducive to student engagement and learning.
6. **Professionalism** – the teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.
7. **Communication and Collaboration** – the teacher communicates and collaborates effectively with learners, families, staff and the community to promote student learning and well-being.

Educational Specialist Performance Standards (INTASC) (Model 2)

1. **Professional Knowledge** – the educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures and learning needs.
2. **Program Planning and Management** – the educational specialist effectively plans, coordinates and manages program and services consistent with established guidelines, policies and procedures.
3. **Program Delivery** – the educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.
4. **Assessment** – the educational specialist gathers, analyzes and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention and provide timely feedback to learners, families and community.
5. **Learning Environment** – the educational specialist uses resources, routines and procedures to provide a respectful, safe, positive student centered environment that is conducive to student engagement and learning.
6. **Professionalism** – the educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.
7. **Communication and Collaboration** – the educational specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning and well-being.

Professional School Counselor Performance Standards (Model 3)

1. **Academic Achievement** – School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.
2. **Student Assistance Services** – School Counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.
3. **Career Development** – School Counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.
4. **Leadership Level of Performance** – School Counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.
5. **Professionalism** – the School Counselors demonstrate behavior consistent with legal, ethical, and professional standards, contribute to the profession, and engage in professional growth that results in improved student learning.
6. **Communication and Collaboration** – the School Counselors communicate and collaborate effectively with learners, families, staff and the community to promote student learning and well-being.

2013-14 Base Salary Structure Levels

I	35,000
II	40,000
III	47,564
IV	55,093
V	64,263

*The maximum gain in base salary will be \$4,000 per year (beginning 2013-14). The maximum reduction in base salary will be \$4,000 from the prior year's base salary (beginning 2014-15); any staff member who advances one full level per year will not be reduced by the \$4,000 but will remain frozen at their current level. Once placed, certified staff may advance a maximum of one level per year; however, the \$4,000 cap still applies. The maximum additional compensation for numbers 1 through 4 below shall not exceed \$6,000, capped at \$4,000 gain per year (eg. Staff would get \$4,000 year one and the other \$2,000 the following year; then from year 2 on staff would continue to receive the \$6,000). Staff may be compensated for a total of 2 of the 4 (Masters' Degree, Doctorate Degree, National Board Certification. In addition, for numbers 5 through 9 below, the additional compensation may exceed the \$6,000 total from above; however, it is included in the \$4,000 per year cap increase.

Additional Compensation that is Not Included in Base Salary or Co-curricular Schedule

1	Completion of Master's Degree by September 1st	\$3,000
2	Second Masters Degree (must be pre-approved)	\$3,000
3	Completion of National Board Certification by January 1st	\$3,000
4	Doctorate Degree (if applies to teaching area and Board approved) by September 1st	\$3,000

5	316 Reading Teacher License by September 1st	\$500
6	Vocational Ed Specialist by September 1 st License #'s 299 Construction; 295 Transportation	\$500
7	Therapist Certification	\$500
8	Wilson Reading Certification by September 1st	\$250
9	ABBE Certification (Climbing Wall) by September 1st	\$250

10	District Designated 317 Reading Specialist	\$1,000
11	Serving as a Mentor Teacher	\$500
12	Common Core Coach	\$500
13	PBIS Coach	\$500
14	Curriculum and Instruction Council	Curriculum rate
15	Curriculum Rate	\$20.00/hour
16	Looping Teacher	\$250
17	Multi-age Teacher	\$500
18	Carl Perkins Coordinator	\$3,000
19	Destination Imagination Coach	\$500
20	Pre-Approved Teacher led extended student travel	\$500
21	Class and/or course overload	Per diem
22	Personal Learning Plan Advisor	\$200 per student
23	Prep to teach ITV courses within or outside of district	\$200
24	Technology Coach	\$3,500
25	After School Homework Center	\$750/semester
26	Train the Trainer CPR/AED/First Aid	\$250

Scoring Range for Models 1, 2 and 3

	<i>Standards</i>	<i>Benchmarks</i>	<i>Score Range</i>	<i>Level Range</i>
<i>Model 1</i>	7	22	22 to 110	Level 1: 22 to 32 Level 2: 33 to 54 Level 3: 55 to 76 Level 4: 77 to 98 Level 5: 99 to 110
<i>Model 2</i>	7	20	40 to 100	Level 2: 40 to 49 Level 3: 50 to 69 Level 4: 70 to 89 Level 5: 90 to 100
<i>Model 3</i>	6	24	48 to 120	Level 2: 48 to 59 Level 3: 60 to 83 Level 4: 84 to 107 Level 5: 108 to 120

Scoring Guide Model 1					
<i>I. Professional Knowledge</i>	1	2	3	4	5
1. Understanding of subject Content					
2. Understanding of student growth and development					
3. Curriculum					
<i>II. Instructional Planning</i>					
4. District Standards					
5. Data and Research					
6. Interdisciplinary Learning Experiences					
<i>III. Instructional Delivery</i>					
7. Technology					
8. Differentiated Instruction					
<i>IV. Assessment</i>					
9. Summative / Formative					
10. Common Assessment					
<i>V. Learning Environment</i>					
11. Physical					
12. Classroom Culture					
13. Classroom Management					
14. Student Engagement					
<i>VI. Professionalism</i>					
15. Professional Development					
16. Building Positive Relationships					
17. Professional Responsibility					
18. Ability to Self Reflect					
<i>VII. Communication and Collaboration</i>					
19. Parent / Guardian Communication					
20. Student Communications					
21. Public Relations / Community					
22. Professional Learning Communities					

Scoring Guide Model 2				
I. Professional Knowledge	2	3	4	5
1. Understanding of subject Content				
2. Understanding of student growth and development				
3. Curriculum				
II. Program Planning and Management				
4. District Standards				
5. Data and Research				
6. Interdisciplinary Learning Experiences				
III. Program Delivery				
7. Technology				
IV. Assessment				
8. Summative / Formative				
V. Service Delivery Environment				
9. Physical				
10. Environment Culture				
11. Environment Management				
12. Student Engagement				
VI. Professionalism				
13. Professional Development				
14. Building Positive Relationships				
15. Professional Responsibility				
16. Ability to Self-Reflect				
VII. Communication and Collaboration				
17. Parent / Guardian Communication				
18. Student Communications				
19. Public Relations / Community				
20. Professional Learning Communities				

Scoring Guide Model 3				
I. Academic Achievement	2	3	4	5
1. Data and Research				
2. Current Trends				
3. Student Assistance				
4. Student Engagement				
5. Learning Experience				
6. Academic Preparation				
II. Student Assistive Services				
7. Interpersonal Skills				
8. Personal Safety				
9. Responsive Services				
10. Cultural Awareness				
III. Career Development				
11. Career Exploration				
12. Career Awareness				
13. Career Readiness MS/HIS Only				
IV. Leadership Level of Performance				
14. Collaboration				
15. Professional Growth				
16. School Counseling Program				
V. Professionalism				
17. Professional Development				
18. Building Positive Relationships				
19. Professional Responsibility				
20. Ability to Self Reflect				
VI. Communication and Collaboration				
21. Parent /Guardian Communication				
22. Student Communication				
23. Public Relations / Community				
24. Professional Learning Communities				

Northland Pines School District
Salary Schedule Based on Teacher Performance Standards
Model 1 = All Classroom Instructors

Standards And Benchmarks	I	II	III	IV	V <i>Must have either National Board Certification or Master's Degree</i>
	\$35,000	\$40,000	\$47,564	\$55,093	\$64,263
<i>(1) Professional Knowledge</i>					
Understanding of Subject Content	Lessons demonstrate fundamental understanding of content standards	Lessons demonstrate deep understanding of differentiated learning	Lessons demonstrate deep understanding of differentiated learning above and below grade level	Demonstrates advanced understanding of subject matter and shares knowledge through professional development offerings within the school environment	Demonstrates advanced understanding of subject matter and shares knowledge through professional development offerings within the school environment and community
Understanding of Student Growth and Development	Ensures and promotes student academic gains and engages them in the learning process while understanding their unique needs	Ensures student academic gains, growth and development and engages them in the learning process while accommodating their unique needs	Ensures student academic gains, growth and development and engages them in the learning process while successfully accommodating their unique needs supported by data	Promotes consistent academic gains through differentiated instruction while enhancing individual learning experience	Promotes consistent academic gains through differentiated instruction while enhancing individual learning experience as evidenced by student products
Curriculum	Implements the adopted district curriculum and collaborates with others	Improves the adopted district curriculum	Improves the adopted district curriculum and shares knowledge with fellow colleagues	Assumes teacher-leader responsibilities in area of curriculum and shares expertise within the district	Assumes teacher-leader responsibilities in area of curriculum and shares expertise within the district, region, and educational field
<i>(2) Instructional Planning</i>					
District Standards	Provides evidence of implementing standards in daily lesson planning	Implements standards-based instruction using various strategies to enhance student growth	Evaluates the effectiveness of standards-based instruction as measured by student growth	Plans, applies, evaluates and revises instruction as needed based on district standards	Plans, applies, evaluates and revises instruction as needed based on district standards, updating when necessary in relation to common core standards

Standards And Benchmarks	I \$35,000	II \$40,000	III \$47,564	IV \$55,093	V <i>Must have either National Board Certification or Master's Degree</i> \$64,263
Data and Research	Evaluates data with support from colleagues	Uses data to drive instruction	Collaborates with colleagues to review and adjust instruction based on data	Collects data and uses findings to make data driven decisions for instruction in the classroom and school	Collects data and uses findings to make data driven decisions for instruction in the classroom, school and district
Interdisciplinary Learning Experiences	Lessons incorporate more than one content area or standard within the classroom	Collaborates with colleagues to develop lessons containing more than one content area or standard	Collaborates with grade level team or departments within own building community to develop interdisciplinary lessons containing more than one content area or standard	Collaborates with colleagues to expand interdisciplinary learning to participants beyond their classroom	Collaborates with community members in planning lessons and providing an interdisciplinary experience
<i>(3) Instructional Delivery</i>					
Technology	Develops lessons with the infusion of technology	Infuses technology into the instruction	Classroom technology increases student outcomes	Uses a variety of technologies to meet student needs	Teaches colleagues how to infuse technology to increase student outcomes
Differentiated Instruction	Uses multiple delivery techniques and reflects on effectiveness of techniques	Understanding of differentiation and instruction is based on self-reflection	Uses multiple delivery techniques based on classroom makeup	Instruction is differentiated based on multiple intelligences and students' strengths and weaknesses	Instruction is differentiated based on multiple intelligences and students' strengths and weaknesses; Classroom structure models differentiation
<i>(4) Assessment</i>					
Summative / Formative	Understands how to assess students and the assessments match curriculum and instruction	Develops and uses multiple forms of assessments	Instruction is based on assessment results, methods and differentiation to student learning styles	Analyzes data to write, revise and maintain the grade level or department assessments	Analyzes data to write, revise and maintain the grade level or department assessments to help with district-wide curriculum decisions
Common Assessments	Contribute to the design and selection of the common assessment	Collects and utilizes data to impact teaching and learning	Collects and utilizes data to impact teaching and learning	Affect change and research possible alternatives to common assessment	Affect change and research possible alternatives to common assessment

Standards And Benchmarks	I	II	III	IV	V <i>Must have either National Board Certification or Master's Degree</i>
	\$35,000	\$40,000	\$47,564	\$55,093	\$64,263
<i>(5) Learning Environment</i>					
Physical	Classroom conducive to learning	Classroom stimulates learning	Classroom stimulates learning on multiple sensory levels	Classroom design is specific to learning goals	Classroom design is specific to learning goals and engages learners
Classroom Culture	Creates an environment where students feel safe, supported and respected	Acknowledges students' interests and abilities in and out of school	Incorporates students' interests and abilities in and out of school	Students are openly engaged and participating in a variety of classroom roles	Students and teachers cooperatively participate in creating and maintaining an inclusive learning environment
Classroom Management	Expectations are posted, taught and modeled	Expectations are posted, taught, modeled and practiced	Expectations are consistently modeled and demonstrated by the students in a variety of settings	Students understand expectations and are self-managed	Students understand expectations and are consistently self-managed
Student Engagement	Designs lessons that engage learners	Classroom demonstrates the use of collaborative learning	Classroom practices the use of collaborative learning	Students lead learning with guidance	Students become classroom leaders
<i>(6) Professionalism</i>					
Professional Development	Participates in local/regional/state trainings/workshops	Applies acquired practices in classroom	Presents acquired practices in district	Trains district personnel in practices	Trains/publishes local/regional/state in practices
Building Positive Relationships	Builds positive relationships with students	Builds positive relationships with families	Builds positive relationships with colleagues within department and building	Builds positive relationships with colleagues within the district	Builds positive relationships with community
Professional Responsibility	Completes duties consistent with job description	Independently initiates and completes duties consistent with job description	Accepts additional responsibilities when asked	Independently pursues additional responsibilities, duties, roles, tasks	Independently pursues additional responsibilities outside of school hours
Ability to Self-Reflect	Applies insights gleaned from self-reflection	Establishes goals gleaned from self-reflection	Revisits goals quarterly and adjusts based on self-reflection	Shares reflections with grade level/ departments	Positive change occurs based on reflections
<i>(7) Communication and Collaboration</i>					
Parent / Guardian Communication	Maintains communications on a timely basis	Creates and contributes to building and/or classroom communication tools	Utilizes multiple formats to enhance personal communication	Facilitates appropriate two way communication based on family needs	Effectively utilizes feedback from all stakeholders to increase student outcomes

Standards And Benchmarks	I	II	III	IV	V <i>Must have either National Board Certification or Master's Degree</i>
	\$35,000	\$40,000	\$47,564	\$55,093	\$64,263
Student Communications	Provides feedback in a timely manner	Provides opportunity for student feedback	Creates and implements diverse methods to acquire student feedback	Individual student feedback impacts teacher practice	Collaborating with students to develop independent learning
Public Relations / Community	Participates in shared activities with grade level/departments	Participates in shared activities within the building	Facilitates community involvement	Works with colleagues to establish partnerships with community, agencies and businesses	Assumes leadership in seeking and establishing partnerships with community agencies and businesses
Professional Learning Communities	Participates in team/department and staff meetings	Contributes in team/department and staff meetings	Attends and contributes in topic specific Professional Learning Communities	Facilitates topic specific Professional Learning Communities	Participates in and/or leads county, statewide, regional Professional Learning Communities

Northland Pines School District
Salary Schedule Based on Performance Standards

Model 2 = Speech Therapists, Occupational Therapist, Physical Therapists, School Psychologist

Standards and Benchmarks	II \$40,000	III \$47,564	IV \$55,093	V \$64,263
<i>(1) Professional Knowledge</i>				
Understanding of Subject Content	Services delivered demonstrate deep understanding of differentiated learning	Services delivered demonstrate deep understanding of differentiated learning at developmental level	Services delivered demonstrate advanced understanding of professional area and share knowledge through professional development offerings within the school environment	Services delivered demonstrate advanced understanding of professional area and share knowledge through professional development offerings within the school environment and community
Understanding of Student Growth and Development	Ensures student growth and development and engages them in the learning process while accommodating their unique needs	Ensures student growth and development and engages them in the learning process while successfully accommodating their unique needs supported by data	Promotes consistent developmental gains through differentiated instruction while enhancing individual learning experience	Promotes consistent developmental gains through differentiated instruction while enhancing individual learning experience as evidenced by student products
Curriculum	Identifies and establishes goals to support the district curriculum	Suggests appropriate accommodations to support the district curriculum	Assumes teacher-leader responsibilities in area of discipline and shares expertise within the district	Assumes teacher-leader responsibilities in area of discipline and shares expertise within the district, region, and educational field
<i>(2) Program Planning & Management</i>				
District Standards	Implements standards-based service delivery using various strategies to enhance student growth/development	Evaluates the effectiveness of standards-based service delivery as measured by student growth/development	Plans, applies, evaluates and revises instruction / service as needed based on district goals	Plans, applies, evaluates and revises instruction/service as needed based on district goals in relation to student outcome
Data and Research	Uses evaluation data to drive service	Collaborates with colleagues to review and adjust service	Collects data and uses findings to make data driven decisions for service in the classroom and school settings	Collects data and uses findings to make data driven decisions for service in the classroom, school settings and community
Interdisciplinary Learning Experiences	Collaborates with colleagues to develop services containing more than one goal area	Collaborates with inter-departmental colleagues to develop interdisciplinary services	Collaborates with colleagues to expand interdisciplinary learning to participants beyond the therapy setting	Collaborates with community members/agencies in planning services
<i>(3) Program Delivery</i>				
Technology	Technology is used to increase student outcomes	Infuses technology into the instruction	Uses a variety of technologies to meet student needs	Teaches colleagues how to infuse technology into their practice to increase student outcomes

Standards and Benchmarks	II \$40,000	III \$47,564	IV \$55,093	V \$64,263
<i>(4) Assessment</i>				
Summative /Formative	Uses multiple methods and types of assessments	Services are based on assessment results and methods are driven by student data	Analyzes data to write, revise and implement goals	Analyzes data to write, revise and implement goals to support district curriculum
<i>(5) Service Delivery Environment</i>				
Physical	Environment conducive to and stimulates learning	Environment stimulates learning on multiple sensory levels	Environment design is specific to learning goals	Environment design is specific to learning goals and engages learners
Environment Culture	Acknowledges students' interests and abilities in and out of school	Incorporates students' interests and abilities in and out of school	Students are openly engaged and participating in a variety of roles	Students, therapists and teachers cooperatively participate in creating and maintaining a continuum of services
Environment Management	Expectations are posted, taught, modeled and practiced in the therapy setting	Expectations are taught and modeled in the classroom setting when services are delivered in the classroom	Expectations are taught to teachers and support staff for generalization across the school environment	Expectations are communicated to parents for generalization into the home and community
Student Engagement	Utilizes developmentally appropriate activities during individualized therapy sessions	Utilizes programed -- based behavioral modification systems to promote engagement in individual sessions	Modifies the environment and provides visual strategies to promote student outcomes	Collaborates with special education team and classroom teacher to implement strategies in the classrooms or other environments to promote engagement with peers
<i>(6) Professionalism</i>				
Professional Development	Participates in local, regional and state trainings or workshops	Applies acquired practices in therapy room	Presents/trains district personnel in practices	Trains/publishes local/regional/state in practices
Building Positive Relationships	Builds positive relationships with students and families	Builds Positive Relationships with colleagues within your department and building	Builds positive relationships with colleagues within the district	Builds positive relationships with community
Professional Responsibility	Independently initiates and completes duties consistent with job description in a timely manner	Accepts additional responsibilities when asked	Independently pursues additional responsibilities, duties, roles, tasks	Independently pursues additional responsibilities outside of school hours
Ability to Self-Reflect	Applies insights establishes goals gleaned from self-reflection	Revisits goals quarterly and adjusts based on self-reflection	Shares reflections with discipline/ departments	Positive change occurs based on reflections

Standards and Benchmarks	II \$40,000	III \$47,564	IV \$55,093	V \$64,263
<i>(7) Communication and Collaboration</i>				
Parent/Guardian Communication	Maintains communication on a timely basis	Utilizes multiple formats to enhance personal communication	Facilitates appropriate two way communication based on family needs	Effectively utilizes feedback from all stakeholders to increase student outcomes
Student Communications	Provides opportunity for student to make choices	Provides opportunity for students to self-monitor	Students use self-monitoring tool to make adjustments	Utilizes a variety of tools to document student participation and growth
Public Relations / Community	Participates in shared activities within the building	Facilitates community involvement	Works with colleagues to establish partnerships with community, agencies and businesses	Assumes leadership in seeking and establishing partnerships with community agencies and businesses
Professional Learning Communities	Contributes in team/department and staff meetings	Attends and contributes in topic specific PLCs	Facilitates topic specific PLCs	Participates in and/or leads county, statewide, regional PLCs

Northland Pines School District
Salary Schedule Based on Performance Standards
Model 3 = School Counselors

Standards and Benchmarks	II \$40,000	III \$47,564	IV \$55,093	V \$64,263
<i>(1) Academic Achievement</i>				
Data and Research	The school counselor monitors academic achievement through the use of data	The school counselor monitors student achievement and utilizes the data to enhance student success	The school counselor monitors student achievement and utilizes the data to enhance student success through collaboration	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success
Current Trends	The school counselor engages in professional development	The school counselor regularly engages in professional development	The school counselor engages in professional development and applies learning to school setting	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work
Student Assistance	The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems	The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists students in identifying short-term and long-term goals	The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems; The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems; The counselor assists <i>all</i> students in identifying short-term and long-term goals and in developing appropriate action plans
Student Engagement	The school counselor provides opportunities and support for students to engage in problem solving	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions
Learning Experience	Guidance activities and materials are appropriate for students and engage students in appropriate decision making	Guidance activities and materials are appropriate for students and engage some students in appropriate decision making. Activities are logically sequenced within individual lessons	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making

Standards and Benchmarks	II \$40,000	III \$47,564	IV \$55,093	V \$64,263
Academic Preparation	Support students in academic preparation essential for a wide variety of post-secondary options	Support students in academic preparation essential for a wide variety of post-secondary options. Guides students in establishing academic goals	Support students in academic preparation essential for a wide variety of post-secondary options; Guides students in establishing challenging academic goals and understanding assessment results	Consistently guides <i>all</i> students in establishing challenging academic goals and understanding assessment results. Assists all students in applying knowledge of aptitudes and interests to goal setting
<i>(2) Student Assistive Services</i>				
Interpersonal Skills	Encourages students to acquire the attitudes, knowledge or interpersonal skills appropriate behaviors.	Encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others	Often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others	Consistently encourages All students to acquire the attitudes, knowledge or interpersonal skills needed to understand / respect self and others
Personal Safety	Explain the students' right to a safe and secure school environment.	Explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, or additional assistance	Often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; or provides additional assistance and professional help	Consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders
Responsive Services	Counsels individual students and small groups with identified needs/concerns	Counsels individual students and small groups with identified needs/concerns. Consults with parents, teachers and administration	Counsels individual students and small groups with identified needs/concerns. Consults with parents, teachers and administration. Develops and implements effective referral process	Develops and implements an effective referral process in conjunction with students, parents, staff and administration. Collaborates with outside agencies to provide comprehensive counseling services in a school setting
Cultural Awareness	Takes a multicultural or diverse perspective into consideration when providing services to students	Provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture	Takes a multicultural or diverse perspective into consideration when providing services to students	Consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture
<i>(3) Career Development</i>				
Career Exploration	Facilitates age-appropriate career development	Facilitates age-appropriate career development using school resources	Facilitates age-appropriate career development, using school resources. Outside resources are occasionally used	Facilitates age-appropriate career development, by utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences

Standards and Benchmarks	II \$40,000	III \$47,564	IV \$55,093	V \$64,263
Career Awareness	Helps students understand the relationship between educational achievement and career success.	Helps students understand the relevance between educational achievement and career success and explains how work can help students achieve personal success and satisfaction	Helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills.	Facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work Uses that knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills
Career Readiness MS/HS only	Assists students to apply decision-making skills to career awareness, career planning	Assists students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are encouraged to use research and informational resources to obtain career information	Assists students using age-appropriate career assessment information to apply decision making skills and assist in individual learning plans and post-secondary transition planning	Assists consistently all students apply decision-making skills to career awareness, career planning, course selection and career transitions, by the use multiple resources Collaborates with student to analyze data, personal research and develop programming to assist in lifelong learning and career readiness
<i>(4) Leadership Level Of Performance</i>				
Collaboration	Serves on committees as requested by administration	Provides leadership in the school setting by advocating for students with staff	Demonstrates effective communication skills with students, teachers, parents and community agencies	Advocate for all students providing ethically appropriate information and resources
Professional Growth	Sets goals and pursues opportunities to increase skills and knowledge	Seeks professional organizations to increase program awareness and resources based on professional goals	Participates and attends professional conferences, workshops and classes based on professional goals	Utilizes information from professional development to increase knowledge, skills and practices
School Counseling Program	Manages a counseling system of support to create educational or student services programming (PST, PBIS, RtI) in the school setting	Provides program management to the school counseling programs (504, GT, PLP) with families and staff	Provides management activities that support the program's guidance, counseling, and advocacy initiatives assists teachers with the delivery of guidance activities; and shares ethically appropriate information about students with school personnel, parents, and community agencies	Serves as a collegial leader and positive role model to provide activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies
<i>(5) Professionalism</i>				
Professional Development	Participates in local / regional / state trainings / workshops and applies acquired practices in classroom / building	Presents acquired practices in district	Trains district personnel in practices	Trains/publishes local/regional/state in practices

Standards and Benchmarks	II \$40,000	III \$47,564	IV \$55,093	V \$64,263
Building Positive Relationships	Builds positive relationships with students and families	Builds Positive Relationships with colleagues within your department and building	Builds positive relationships with colleagues within the district	Builds positive relationships with community
Professional Responsibility	Independently Initiates and completes duties consistent with job description	Accepts additional responsibilities when asked	Independently pursues additional responsibilities, duties, roles, tasks	Independently pursues additional responsibilities outside of school hours
Ability to Self-Reflect	Establishes goals gleaned from self-reflection	Revisits goals quarterly and adjusts based on self-reflection	Shares reflections with grade level/ departments	Positive change occurs based on reflections
<i>(6) Communication / Collaboration</i>				
Parent / Guardian Communication	Maintains communications on a timely basis and creates and contributes to building and/or classroom communication tools	Utilizes multiple formats to enhance personal communication	Facilitates appropriate two way communication based on family needs	Effectively utilizes feedback from all stakeholders to increase student outcomes
Student Communications	Provides feedback in a timely manner and gives opportunity for student feedback	Creates and implements diverse methods to acquire student feedback	Individual student feedback impacts teacher practice	Collaborating with students to develop independent learning
Public Relations / Community	Participates in shared activities within the building	Facilitates community involvement	Works with colleagues to establish partnerships with community, agencies and businesses	Assumes leadership in seeking and establishing partnerships with community agencies and businesses
Professional Learning Communities	Participates and contributes in team/department and staff meetings	Attends and contributes in topic specific Professional Learning Communities	Facilitates topic specific Professional Learning Communities	Participates in and/or leads county, statewide, regional Professional Learning Communities

CO-CURRICULAR - High School

<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>
Football		Volleyball	
Head Coach	\$4,500	Head Coach	\$3,500
Assistant	\$3,000	Assistant	\$1,750
Assistant	\$3,000	Assistant	\$1,750
Assistant	\$3,000		
Assistant	\$3,000		
Cross Country		Fall Cheer	\$1,500
Head Coach	\$2,500	Winter Dance	\$1,500
Assistant	\$1,000	Winter Cheer	\$1,500
Girls' Soccer		Boys' Soccer	
Head Coach	\$3,500	Head Coach	\$3,500
Assistant	\$1,750	Assistant	\$1,750
Girls' Basketball		Boys' Basketball	
Head Coach	\$4,500	Head Coach	\$4,500
Assistant	\$3,000	Assistant	\$3,000
Assistant	\$3,000	Assistant	\$3,000
Girls' Hockey		Boys' Hockey	
Head Coach	\$4,500	Head Coach	\$4,500
Assistant	\$3,000	Assistant	\$3,000
Girls' Track & Field		Boys' Track & Field	
Head Coach	\$3,500	Head Coach	\$3,500
Assistant	\$2,200	Assistant	\$2,200
Baseball			
Head Coach	\$3,500		
Assistant	\$1,750		
Golf			
Head Coach	\$1,500		
Assistant	\$ 500		
Softball			
Head Coach	\$3,500		
Assistant	\$1,750		
Timekeepers & Scorers per game payment		\$20	

CO-CURRICULAR - High School (continued)

<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>
Weight Room		One Act Play / Musical	\$1,200
Fall	\$ 700	Three Act Play / Musical	\$2,000
Winter	\$ 700	Music Director – Vocal	\$2,200
Spring	\$ 700	Music Director-Instrumental	\$2,200
Summer	\$ 400	Special Needs Advisor	\$1,000
Student Council	\$1,600	German Advisor	\$ 500
Forensics Advisor	\$1,400	Spanish Advisor	\$ 500
Assistant	\$ 900		
Prom Coordinator	\$ 600		
Honor Society	\$ 600		
Academic Decathlon	\$1,200		

CO-CURRICULAR - Middle School

<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>
Track & Field		Basketball – Girls'	
Director	\$1,000	Director	\$1,000
Assistant	\$ 700	Assistant	\$ 700
Assistant	\$ 700	Basketball – Boys'	
Volleyball		Director	\$1,000
Director	\$1,000	Assistant	\$ 700
Assistant	\$ 700	Annual Advisor	\$ 800
Assistant	\$ 700	Spelling Bee	\$ 600
Forensics	\$1,400	8 th Grade Play	\$1,700
Student Council	\$1,000		

February 28, 2014

Administrative Guidelines for Salary Structure for the 2014-15 School Year

1. Documentation log, individual evaluations and overall job performance will indicate placement.
2. All staff will create a digital documentation log using OASYS (may use Google Sites this year only).
3. Prior to April 1, any application for salary advancement must be received by the Principal. Staff must fill out and include self-reflection rating sheet and include their comments.
4. **By March 7th new contracts issued with lower dollar amount only to staff going backwards.**
5. **Signed Contracts need to be returned to District office by March 13th.**
6. Preliminary notice of nonrenewal at March 17th Board meeting for those staff going backwards in salary and did not turn in a signed contract.
7. Between March 31st and April 18th conference with Board for Non renewed staff that request conference.
8. April 28th Board meeting issue final notice of nonrenewal.
9. Between April 1 and May 1 – Salary advancement meeting scheduled with Principal. Staff should only request a salary advancement/placement meeting with Principal if staff member believes he/she has sufficient evidence in documentation log and has made improvements to move to the next level on the salary schedule.
10. If application for advancement is approved by both building Principal and District Administrator, staff member will advance to the next level for the following school year.
11. If application for advancement is denied by building Principal and/or District Administrator, staff member may appeal to review panel (see #14 through #18 below)
12. **Official appeal must be submitted to District Administrator by May 15th.**
13. May 15th, all teacher contracts issued.
14. June 15th, deadline to return signed contracts to district office.
15. Between June 1 and June 30 appeal meetings of placement will be held for those who do not agree after meeting with Principal/Supervisor.
16. The review panel will consist of the following 5 individuals:
 - I. Principal or Pupil Service Director other than immediate supervisor (1).
 - II. Personnel Committee (3).
 - III. One teacher chosen by applicant (1).
17. The review panel will render a decision and provide a written response within 5 working days.
18. The review panel's decision is final.
19. If staff member is denied advancement, they will continue in present category for the next year.
20. If staff member is awarded level advancement a new contract with higher salary will be issued.
21. The District Administrator, Business Manager and Principal will reaffirm all certified staff salaries prior to the start of each school year.

Application for Salary Review

***Must be submitted to Principal/Supervisor prior to April 1st**

To: _____ (name of Principal/Supervisor)

From: _____ (name of certified staff requesting review)

Date of request: _____

Current Salary Placement Level: _____

Requested Salary Placement Level: _____

By submitting this application form to the Principal/Supervisor, the certified staff member named above is formally requesting a review of his/her current placement.

Note: A Rating Sheet completed by the certified staff member requesting review of salary placement must be included with application for review of salary placement.

Application for Appeal

***Must be submitted to District Office prior to May 15th**

To: Mike Richie, District Administrator

From: _____ (name of certified staff requesting appeal)

Date of request: _____

Current Salary Placement Level: _____

Requested Salary Placement Level: _____

By submitting this application form to the District Administrator, the certified staff member named above is formally requesting an appeal of his/her current placement.

Note: A copy of the Rating Sheet (with the completed three columns done during the salary review) must be attached to this appeal form.

Professional Documentation Log

All certified staff will create a documentation log using OASYS or Google Sites (<https://sites.google.com/site>). The documentation log will take the place of the self-evaluation document used in past years. Under each of the six or seven Wisconsin Teacher Standards are several benchmarks. Each of these standards can have a maximum of two highly quality artifacts linked to your documentation log. Each artifact must be accompanied with a concise reflective summary. The standards/benchmarks in the documentation log will reflect the salary structure and evaluation tool used by NPSD, so it is advantageous to focus on areas of improvement for professional and personal reasons. Artifacts can date back five years.

What makes a reflective summary? (NOT limited to this list only)

- Explanation of most effective lesson section which impacted student learning
- A description of the evidence that the teacher is highly able to engage children
- Evidence that the teacher has successfully engaged in ongoing professional development directly related to topics taught
- Description of how teacher has worked collaboratively with colleagues within district or in wider professional community
- A self-examination of own strengths and weaknesses to aid in alternative approaches
- Explanation of social skills development used in activity
- Description of classroom/community climate of mutual respect
- Inclusion of sensitivity to diversity for all students
- Description of teacher as a partner with families and/or community
- An assessment of children's literacy development through multiple screening methods and varied instructional strategies that are responsive to individual learning needs

Artifact Ideas for National Teacher Standard Benchmarks:

1. Professional Knowledge
 - a.) Subject Content
 - Content related course completion with application to classroom
 - Published article in content area of expertise
 - b.) Student Growth & Development
 - Link to Google Drive showing student growth progression through student products
 - Cleverly integrates key content elements and higher-level thinking skills in instructional lessons
 - c.) Curriculum
 - A plan of collaboration for department and/or grade level improvement
 - Creation of new course and follow through of course
2. Instructional Planning
 - a.) District Standards
 - Pictures of students with projects and rubrics evidencing implementation of standards in lesson planning
 - Allowance of student choice in product and process

- b.) Data & Research
 - Student-created project rubrics for a department assessment
 - Assessment results reflected in next unit - many students scored average and are not ready to advance to next level
 - Pre-tests showing student readiness to move beyond
- c.) Interdisciplinary Learning Experiences
 - Creation and implementation of quality interdisciplinary units of instruction; Physics in PE, Music in Math, Science in Literature
 - Create art using welding of recycled products which will be sold and funds donated to charity; Art, TE, BE, Community
- 3. Instructional Delivery
 - a.) Technology
 - Lesson plans which include a variety of technology infusion
 - Development &/or use of app for classroom project
 - b.) Differentiated Instruction
 - Unit of instruction covering one topic yet includes multiple academic levels for various student developmental needs.
 - Prezi of student products detailing individualizing of instruction
- 4. Assessment
 - a.) Formative/Summative
 - Based on assessment data, creation of new assessment to re-teach or re-assess a certain unit
 - Results of student survey to indicate student-readiness for assessment or forward movement of content
 - b.) Common Assessments
 - Research leads to development of grade level/department common assessment
 - Graphs and/or tables of student results accompanied with assessment rubric
- 5. Learning Environment
 - a.) Physical
 - Photostory of classroom environment highlighting learning spaces
 - Schedule of classroom routines
 - b.) Classroom Culture
 - Design of student interest survey and lessons developed based on survey results
 - Observation notes from colleague/coach/mentor/principal with reflective statement for change or celebration regarding targeted feedback
 - c.) Classroom Management
 - Record of classroom rules with explanation of the procedures and how to reinforce rules and procedures
 - iMovie targeting successful cooperative activities occurring without teacher interaction (ground rules were taught and implemented and all students are expected to follow)
 - d.) Student Engagement
 - Video of student collaborative learning activity
 - Development of attainable SLO (Student Learning Objective) with data documenting student growth

6. Professionalism

a.) Professional Development

- Documentation of participation in local/regional/state training and/or workshops
- Mentors, trains, and/or supports colleagues in professional growth opportunities, evidence documented

b.) Building Positive Relationships

- Documentation of leadership role in school-community activity
- Newspaper article or television news video link showing involvement in community sponsored activity

c.) Professional Responsibility

- Active and positive participation on an after-school hours school related committee
- Focused SLO which aims at a performance task that ask students to analyze, create, and/or apply their knowledge and skills to a realistic problem

d.) Ability to Self-Reflect

- Data showing positive change due to reflective practices
- Self-evaluation of performance during an IEP/PST meeting

7. Communication and Collaboration

a.) Parent/Guardian Communication

- Evidence of communication and purposeful implementation of recommendations
- Log indicating variety of communication forms with families; e-mails, postcards, e-cards, phone calls, in-person, house visits, Remind 101, newsletters, etc.

b.) Student Communication

- Student-developed formative assessment of unit
- Implementation of activities based on student interest survey

c.) Public Relations/Community

- Leadership role in community or civic group
- Design of community partnership opportunity

d.) Professional Learning Communities

- Documented development or participation within a PLC at the county/state/regional level
- Leadership role within local PLC; creation of agendas, development of activity
- Lead role of professional book study

Model 1 - Rating Sheet for Appeals

Please include/attach your comments as to why you should advance to next level

		Current Rating	Self Score	New Rating
Standard 1				
<u>Professional Knowledge</u>				
A.	Subject Content	0	0	0
B.	Student Growth and Development	0	0	0
C.	Curriculum	0	0	0
		0	0	0
Standard 2				
<u>Instructional Planning</u>				
A.	District Standards	0	0	0
B.	Data and Research	0	0	0
C.	Interdisciplinary Learning Experiences	0	0	0
		0	0	0
Standard 3				
<u>Instructional Delivery</u>				
A.	Technology	0	0	0
B.	Differentiated Instruction	0	0	0
		0	0	0
Standard 4				
<u>Assessment</u>				
A.	Summative / Formative	0	0	0
B.	Common Assessments	0	0	0
		0	0	0
Standard 5				
<u>Learning Environment</u>				
A.	Physical	0	0	0
B.	Classroom Culture	0	0	0
C.	Classroom Management	0	0	0
D.	Student Engagement	0	0	0
		0	0	0
Standard 6				
<u>Professionalism</u>				
A.	Professional Development	0	0	0
B.	Building Positive Relationships	0	0	0
C.	Professional Responsibility	0	0	0
D.	Ability to Self-Reflect	0	0	0
		0	0	0
Standard 7				
<u>Communication and Collaboration</u>				
A.	Parent/Guardian Communication	0	0	0
B.	Student Communications	0	0	0
C.	Public Relations/Community	0	0	0
D.	Professional Learning Communities	0	0	0
		0	0	0
Base Pay		Score Range		
Level I	36,281	22 - 32	0	0
Level II	40,000	33 - 54	0	0
Level III	47,564	55 - 76		
Level IV	55,093	77 - 98		
Level V	64,263	99 - 110		

Staff Member
 Position / Building(s)

Date Admin.

Model 2 - Rating Sheet for Appeals

Please include/attach your comments as to why you should advance to next level

		Current Rating	Self Score	New Rating
Standard 1	<u>Professional Knowledge</u>			
A.	Subject Content	0	0	0
B.	Student Growth and Development	0	0	0
C.	Curriculum	0	0	0
		0	0	0
Standard 2	<u>Program Planning & Management</u>			
A.	District Standards	0	0	0
B.	Data and Research	0	0	0
C.	Interdisciplinary Learning Experiences	0	0	0
		0	0	0
Standard 3	<u>Program Delivery</u>			
A.	Technology	0	0	0
		0	0	0
Standard 4	<u>Assessment</u>			
A.	Summative / Formative	0	0	0
		0	0	0
Standard 5	<u>Service Delivery Environment</u>			
A.	Physical	0	0	0
B.	Environment Culture	0	0	0
C.	Environment Management	0	0	0
D.	Student Engagement	0	0	0
		0	0	0
Standard 6	<u>Professionalism</u>			
A.	Professional Development	0	0	0
B.	Building Positive Relationships	0	0	0
C.	Professional Responsibility	0	0	0
D.	Ability to Self-Reflect	0	0	0
		0	0	0
Standard 7	<u>Communication and Collaboration</u>			
A.	Parent/Guardian Communication	0	0	0
B.	Student Communications	0	0	0
C.	Public Relations/Community	0	0	0
D.	Professional Learning Communities	0	0	0
		0	0	0
	Base Pay		Score Range	
No Level 1	N/A		N/A	
Level II	40,000		40 - 49	
Level III	47,564		50 - 69	
Level IV	55,093		70 - 89	
Level V	64,263		90 - 100	

Staff Member
 Position / Building(s)

Date Admin.

Model 3 - Rating Sheet for Appeals

Please include/attach your comments as to why you should advance to next level

		Current Rating	Self Score	New Rating
Standard 1		<u>Academic Achievement</u>		
A.	Data and Research	0	0	0
B.	Current Trends	0	0	0
C.	Student Assistance	0	0	0
D.	Student Engagement	0	0	0
E.	Learning Experience	0	0	0
F.	Academic Preparation	0	0	0
		0	0	0
Standard 2		<u>Student Assistive Services</u>		
A.	Interpersonal Skills	0	0	0
B.	Personal Safety	0	0	0
C.	Responsive Services	0	0	0
C.	Cultural Awareness	0	0	0
		0	0	0
Standard 3		<u>Career Development</u>		
A.	Career Exploration	0	0	0
B.	Career Awareness	0	0	0
C.	Career Readiness (MS/HS only)	0	0	0
		0	0	0
Standard 4		<u>Leadership Level of Performance</u>		
A.	Collaboration	0	0	0
B.	Professional Growth	0	0	0
C.	School Counseling Program	0	0	0
		0	0	0
Standard 5		<u>Professionalism</u>		
A.	Professional Development	0	0	0
B.	Building Positive Relationships	0	0	0
C.	Professional Responsibility	0	0	0
D.	Ability to Self-Reflect	0	0	0
		0	0	0
Standard 6		<u>Communication and Collaboration</u>		
A.	Parent/Guardian Communication	0	0	0
B.	Student Communications	0	0	0
C.	Public Relations/Community	0	0	0
D.	Professional Learning Communities	0	0	0
		0	0	0
Base Pay		Score Range		
No Level I	N/A	N/A		
Level II	40,000	48 - 59		
Level III	47,564	60 - 83		
Level IV	55,093	84 - 107		
Level V	64,263	108 - 120		

Staff Member
 Position / Building(s)

Date Admin.