



Northland Pines School District

**Certified Staff
Salary Structure**

2017-18 School Year

Revised: August 28, 2017

Northland Pines School District Salary Structure Model

Model 1 = All Classroom Instructors

Model 2 = Speech Therapists, Occupational Therapists, Physical Therapists

Model 3 = School Counselors

1. Certified staff in a summary year in Educator Effectiveness (EE) will automatically be scored in the salary model as well as in EE; a rating sheet must be completed by staff member during summary year. If you are in a summary year, **you do not need to fill out the salary advancement placement form** as you will automatically be given a score by your Principal with your EE summary evaluation score. Once you receive that score, if you disagree with your placement based on your new summary score, you may then request an appeal within five days of receiving your score from your Principal. If your summary score automatically moves you up a level, your salary will be adjusted the following school year.
2. Beginning with the 2016-17 school year, No staff member, for the purpose/goal of salary advancement, may request nor will be placed on summary year for two consecutive years, with the exception of newly hired staff or at the request of administration.
3. Application for salary advancement or review form must be completed by staff member and received by the principal prior to September 30th and a rating sheet must be completed by staff member and attached to application form if staff member believes he/she has sufficient evidence in documentation log **to move to the next level** on the salary schedule. A meeting to discuss the form and the advancement process needs to take place prior to October 31st.
4. Overall job performance will indicate placement and next category consideration.
5. Advancement/placement meetings with Principal and another Administrator will be held between March 1st and March 31st.
6. If application for advancement is approved by both building Principal and another Administrator, staff member will advance to the next level for the following school year.
7. If request is denied by the Principal and another Administrator, it will automatically continue on to the Review Panel **unless** the certified staff member requests that the review be stopped.
8. Contracts issued by May 15th.
9. Signed Contracts due to district office by June 15th.
10. Appeal of placement meeting will be held between June 1st and June 20th.
11. The review panel will consist of two board members and the District Administrator.
12. The review panel will render a decision and provide a written response.
13. The Review panel's decision is final.
14. If application for advancement is approved by the Review panel, staff member will advance to the next level for the following school year.
15. If staff member is denied advancement, he or she will continue growth in the present category for the following year.

Goals of Salary Structure Model:

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 dedication 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.

Base Salary Structure Levels

Level Placement	Base Salary	Scoring
1 – Developing	40,000	20-34
2 - Proficient	48,277	35-50
3 - Highly Effective	55,919	51-63
3+ - Highly Effective	60,919	64-69
4 - Distinguished	66,242	70-80

- The maximum gain in base salary due to level advancement and/or degrees will be \$2,500 per year.
- If you are eligible for an increase of more than \$2,500, you will receive raises, not to exceed \$2,500 annually, until you reach your salary structure pay level.
- The maximum reduction in base salary will be \$2,000 from the prior year’s base salary
- If a staff member was reduced by \$2,000 the prior year and then advances one full level in the following year and his/her new level is still lower than his/her base salary, the staff member will not be reduced by the \$2,000 but will remain frozen at his/her current salary.

Additional Compensation that is not included in Base Salary or Co-curricular Schedule

- **Items 1-4 under additional compensation will be paid out over 24 pay periods and are included in the \$2,500 max. (all references to the \$2,500 beginning with the 2017-18 school year)**
- **Items 5-17 are paid out at year end and are not included in the \$2,500 max (beginning 2017-18).**
- **Staff will only be compensated for a total of 2 of the 4 degrees/certifications listed below for numbers 1-4 for a maximum of \$6,000 additional compensation; total dollar amount may not increase more than the \$2,500 per year (all references to the \$2,500 beginning with the 2017-18 school year).**

1	Completion of Master’s Degree in Education and District Administrator approved by September 1st	\$3,000
2	Completion of National Board Certified Teacher (NBCT) by January 1 st . This certification is for certified classroom teachers only. No recertification necessary after 10 years.	\$3,000
3	Doctorate Degree (if applies to teaching area and District Administrator approved) by September 1st	\$3,000
4	Pre-Approved by Admin: Montessori Certification 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 necessary for billable services	\$500
8	Wilson Reading Certification by September 1st	\$250
9	Serving as a Mentor Teacher – year 1	\$500
10	Serving as a Mentor Teacher – year 2	\$250
11	PBIS Coach	\$500
12	Curriculum Rate	23.00/hour
13	Multi-age Teacher	\$1,000
14	Pre-Approved Teacher led extended student travel	\$500
15	Class and/or course overload	Per diem
16	Prep to teach ITV courses within or outside of district	\$200
17	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>
Model 1	6	20	20 to 80	Level 1: 20 to 34 Level 2: 35 to 50 Level 3: 51 to 63 Level 3+: 64 to 69 Level 4: 70 to 80
Model 2	7	20	20 to 80	Level 1: 20 to 34 Level 2: 35 to 50 Level 3: 51 to 63 Level 3+: 64 to 69 Level 4: 70 to 80
Model 3	5	20	20 to 80	Level 1: 20 to 34 Level 2: 35 to 50 Level 3: 51 to 63 Level 3+: 64 to 69 Level 4: 70 to 80

Scoring Guide Model 1				
<i>I. Professional Knowledge</i>	1	2	3	4
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				
9. Questioning				
<i>IV. Assessment</i>				
10. Summative / Formative / Common				
11. Student Feedback				
<i>V. Learning Environment</i>				
12. Physical				
13. Classroom Culture				
14. Classroom Management				
15. Student Engagement				
<i>VI. Professionalism</i>				
16. Professional Development				
17. Building Positive Relationships				
18. Professional Responsibility				
19. Ability to Self-Reflect				
20. Parent / Guardian Communications				

Scoring Guide Model 2				
I. Professional Knowledge	1	2	3	4
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. Knowledge of District/State/Federal Regulations and Guidelines				

Scoring Guide Model 3				
I. Professional Knowledge	1	2	3	4
1. Understanding of Subject Content				
2. Understanding of Student Growth & Development				
II. Communication/Collaboration				
3. Parent / Guardian Communications				
4. Student Communications				
5. Public Relations / Community				
6. Collaboration				
III. Student Achievement				
7. Data and Research				
8. Student Assistance				
9. Learning Experience				
10. Academic Preparation				
IV. Program Planning and Management				
11. School Counseling Program				
12. Interdisciplinary Learning Experiences				
V. Program Delivery				
13. Student Engagement				
14. Transitions				
15. Interpersonal Skills				
16. Learning Environment				
17. Professional Development				
18. Building Positive Relationships				
19. Professional Responsibility				
20. Ability to Self-Reflect				

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

Standards And Benchmarks	I Developing	II Proficient	III Highly Effective	IV Distinguished
<i>(1) Professional Knowledge</i>				
Understanding of Subject Content	Lessons demonstrate deep understanding of subject content	Lessons demonstrate deep understanding of subject content above and below grade level	Demonstrates extensive understanding of subject matter and guides others within grade level/department and building.	Demonstrates extensive understanding of subject matter and consistently provides leadership within the district.
Understanding of Student Growth and Development	Demonstrates understanding of the social, emotional, intellectual and physical development of students	Successfully accommodates the unique needs and interests of students	Enhances the individual learning experience through differentiation	Consistently promotes academic gains through differentiated instruction while enhancing individual learning experience as evidenced by student products
Curriculum	Implements the adopted district curriculum/standards to fidelity	Improves the adopted district curriculum through collaboration	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	Implements standards-based instruction using various strategies to enhance student growth	Evaluates the effectiveness of standards-based instruction as measured by student growth	Revises instruction as needed based on student growth regarding district standards	Collaboratively revises instruction as needed based on district standards, updating when necessary in relation to district approved standards
Data and Research	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	Collaborates with colleagues to develop lessons containing more than one content area or standard	Collaborates with grade levels team or departments within own building community to develop interdisciplinary lessons containing more than one content area or standard	Collaborates with colleagues to consistently expand interdisciplinary learning to participants beyond the classroom and applied to real world applications	Collaborates with community members in planning lessons and consistently provides interdisciplinary experiences that apply to real world applications

Standards And Benchmarks	I Developing	II Proficient	III Highly Effective	IV Distinguished
<i>(3) Instructional Delivery</i>				
Technology	Infuses technology into instruction	Strategically uses a variety of technologies to meet student needs	Classroom technology redefines the learning experience to increase student outcomes	Impacts students and colleagues beyond own classroom in the use of technology to increase student outcomes
Differentiated Instruction	Understands and implements differentiated instruction	Implements differentiated instruction based on formal and informal data	Differentiates instruction based on multiple intelligences to meet the diverse needs and interests of students	Classroom structure models differentiation by continually adjusting instruction based on ongoing assessment
Questioning	Uses questioning to improve student outcomes	Uses a wide variety of questioning techniques to engage learners	Questions at various cognitive levels and provides opportunities for feedback from and between students	Students regularly demonstrate higher level questioning and thinking
<i>(4) Assessment</i>				
Summative / Formative / Common	Develops and uses multiple forms of assessments	Instruction is based on pre/post assessment results and methods	Analyzes data to write, revise and maintain the grade level or department assessments	Analyzes data to write, revise and implement the grade-level or department assessments to help with district-wide curriculum decisions
Student Feedback	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
<i>(5) Learning Environment</i>				
Physical	Classroom provides a safe environment	Classroom stimulates learning and establishes routines	Physical environment of classroom is thoughtfully arranged reflecting teaching and learning characteristics of class	Classroom physical environment is dynamic and changes to suit purposes of instruction
Classroom Culture	Acknowledges students' interests and abilities in and out of school	Incorporates students' interests and abilities in and out of school and inclusive learning environment	Students are openly engaged and participating in a variety of classroom roles and activities within a trusting and respectful environment	Students and teachers cooperatively participate in creating a safe environment for risk-taking opportunities
Classroom Management	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

Standards And Benchmarks	I Developing	II Proficient	III Highly Effective	IV Distinguished
Student Engagement	Teacher directs learning for students engagement	Teachers uses a variety of instructional strategies to increase student engagement	Teacher facilitation promotes self-directed learning	Teacher consistently facilitates student learning and provides authentic learning experiences
<i>(6) Professionalism</i>				
Professional Development	Participates in professional development opportunities	Applies acquired practices in classroom	Consistently collaborates with colleagues on acquired knowledge	Impacts students and colleagues beyond own classroom in the use of best practice to increase student outcomes
Building Positive Relationships	Builds positive relationships with students, families and colleagues	Builds positive relationships across the district	Builds positive relations within the community	Builds positive partnerships with community that result in authentic learning opportunities
Professional Responsibility	Adheres to school district, legal, ethical and procedural requirements	Accepts additional responsibilities when asked	Independently pursues additional responsibilities, duties, roles, tasks	Independently pursues additional responsibilities outside of school hours
Ability to Self-Reflect	Completes EE as a self-reflective tool to improve practice	Positive change occurs based on reflections	Shares reflections and seeks feedback from colleagues	Ongoing self-reflection enhances student outcomes
Parent / Guardian Communication	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

To advance across the rubrics, you must meet all prior benchmarks. (Example: To be a 3, you must meet 1 and 2.)

Northland Pines School District
Salary Schedule Based on Performance Standards
Model 2 = Speech Therapists, Occupational Therapist, Physical Therapists

	I	II	III	IV
Standards and Benchmarks	Developing	Proficient	Highly Effective	Distinguished
<i>(1) Professional Knowledge</i>				
Understanding of Subject Content	Services delivered demonstrate deep understanding of subject content	Services delivered demonstrate deep understanding of subject content at developmental level	Services delivered demonstrate extensive understanding of professional area and guides others within department and/or building	Demonstrates extensive understanding of professional area and consistently provides leadership within the district
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/services based on district standards	Collaboratively plans, applies, evaluates and revises instruction/services as needed based on district standards in relation to student outcomes
Data and Research	Uses evaluation data to drive service and demonstrates ongoing data collection	Reviews on going data collection and 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/school setting and applied to real-world application	Collaborates with community members/agencies in planning services and consistently provides interdisciplinary experiences that apply to real-world applications
<i>(3) Program Delivery</i>				
Technology	Technology is used to increase student outcomes	Strategically infuses a variety of technologies into the instruction to meet student needs	Technology redefines the learning experience to increase student outcomes	Consistently impacts students and colleagues beyond own classroom in the use of technology to increase student outcomes

Standards and Benchmarks	I Developing	II Proficient	III Highly Effective	IV Distinguished
<i>(4) Assessment</i>				
Summative /Formative	Develops and uses multiple methods and types of assessment	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	Provides a safe environment for learning	Environment stimulates learning and supports the establishment of routines	Physical environment is thoughtfully arranged reflecting specific learning goals and student needs	Physical environment is dynamic and changes to suit the purpose of instruction and/or student needs
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, specialist 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 behavioral modification systems and developmentally appropriate activities to promote engagement	Modifies the environment and provides visual strategies to promote student outcomes	Collaborates with appropriate staff members to implement strategies in the classrooms or other environment in an effort to promote engagement	Students demonstrate independent use of strategies for engagement across environments
<i>(6) Professionalism</i>				
Professional Development	Participates in professional development opportunities	Applies acquired practices in therapy/practice	Consistently collaborates with colleagues on acquired knowledge	Impacts students and colleagues beyond own therapy room/practice to increase student outcomes
Building Positive Relationships	Builds positive relationships with students, families and colleagues	Builds positive relationships across the district	Builds positive relationships within the community	Builds positive partnerships with community that result in authentic learning opportunities
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	Completes EE as a self-reflective tool to improve practice	Positive change occurs based on reflections	Shares reflections and seeks feedback from colleagues, ongoing self-reflection enhances student outcomes	Ongoing self-reflection enhances student outcomes
<i>(7) Communication & 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

	I	II	III	IV
Standards and Benchmarks	Developing	Proficient	Highly Effective	Distinguished
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, establishing and maintaining partnerships with community agencies and businesses
Knowledge of District, State, and Federal Regulations and Guidelines	Demonstrates minimal knowledge of special education laws and procedures	Demonstrates basic knowledge of special education laws and procedures. Independently seeks clarification when necessary	Demonstrates/Applies thorough knowledge of special education laws and procedures	Demonstrates extensive knowledge of special education laws and procedures and takes a leadership role in reviewing and revising district policies and/or procedures

To advance across the rubrics, you must meet all prior benchmarks. (Example: To be a 3, you must meet 1 and 2.)

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

Standards and Benchmarks	I Developing	II Proficient	III Highly Effective	IV Distinguished
<i>(1) Professional Knowledge</i>				
Understanding of Subject Content	Services delivered demonstrate knowledge and understanding of programming and student development	Effectively designs and implements a comprehensive plan for student services and programming	Services delivered demonstrate extensive understanding of professional area and community resources to guide others within department and/or building	Demonstrates extensive understanding of professional area and resources to consistently provide leadership within the district
Understanding of Student Growth and Development	Demonstrates understanding of student academic, health and social-behavioral development	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
<i>(2) Communication / Collaboration</i>				
Parent / Guardian Communications	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 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
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
<i>(3) Student Achievement</i>				
Data and Research	The professional monitors and analyzes student data	The professional monitors student achievement and utilizes the data to enhance programming and student success	The professional continually monitors student achievement and utilizes the data to enhance student success through collaboration	Collects data and uses findings to make data driven decisions for service in the classroom, school settings and community

Standards and Benchmarks	I Developing	II Proficient	III Highly Effective	IV Distinguished
Student Assistance	The professional encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems	The professional 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 professional 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 professional 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
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
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>(4) Program Planning and Management</i>				
School Counseling Program	Manages resources and programming to support all students	Develops comprehensive programming and services for students, school personnel, and families	Serves as a leader and provides ongoing assessment of services to make positive changes in programming to support all students	Assumes leadership and responsibilities within the district, community, and region to improve student and family services
Interdisciplinary Learning Experiences	Collaborates with colleagues to develop lessons containing more than one content area or standard	Collaborates with grade levels team or departments within own building community to develop interdisciplinary lessons containing more than one content area or standard	Collaborates with colleagues to consistently expand interdisciplinary learning to participants beyond the classroom and applied to real world applications	Collaborates with community members in planning lessons and consistently provides interdisciplinary experiences that apply to real world applications

Standards and Benchmarks	I Developing	II Proficient	III Highly Effective	IV Distinguished
<i>(5) Program Delivery</i>				
Student Engagement	The school counselor provides opportunities and support for students to engage in problem solving and other activities within structured environments	The school counselor engages students through self-monitoring within structured environments	The school counselor engages students through individualized programming across environments	The school counselor monitors student use of individualized strategies and provides feedback across environments
Transitions	Demonstrates understanding of academic, career and life transitions and impact on student outcomes	Uses data, research and collaboration to effectively prepare students for transitions	Provides individualized and comprehensive transition planning based on ongoing assessment	Seeks feedback from all stakeholders to systematically improve transition programming across the district
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
Learning Environment	Provides an orderly and safe environment for learning	Environment and culture stimulates learning	Environment is individualized and child centered	Collaborates with staff and students to implement strategies to increase student engagement
Professional Development	Participates in professional development opportunities	Applies acquired practices in classroom	Consistently collaborates with colleagues on acquired knowledge	Impacts students and colleagues beyond own classroom in the use of best practice to increase student outcomes
Building Positive Relationships	Builds positive relationships with students, families and colleagues	Builds positive relationships across the district	Builds positive relations within the community	Builds positive partnerships with community that result in authentic learning opportunities
Professional Responsibility	Adheres to school district, legal, ethical and procedural requirements	Accepts additional responsibilities when asked	Independently pursues additional responsibilities, duties, roles, tasks	Independently pursues additional responsibilities outside of school hours
Ability to Self-Reflect	Uses EE as a self-reflective tool to improve practice	Positive change occurs based on reflections	Shares reflections and seeks feedback from colleagues	Ongoing self-reflection enhances student outcomes

To advance across the rubrics, you must meet all prior benchmarks. (Example: To be a 3, you must meet 1 and 2.)

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	
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
		Assistant	\$3,000
Girls' Track & Field		Boys' Track & Field	
Head Coach	\$3,500	Head Coach	\$3,500
Assistant	\$2,200	Assistant	\$2,200
Baseball		Problem Solving Team	
Head Coach	\$3,500	(PST) Director	\$ 750
Assistant	\$1,750		
Golf			
Head Coach	\$2,500		
Assistant	\$1,000		
Softball			
Head Coach	\$3,500		
Assistant	\$1,750		
Timekeepers & Scorers per game payment		\$20 - \$50 (pending size of event)	
Event staff or Game Managers		\$20 - \$50 (pending size of event)	

CO-CURRICULAR - High School (continued)

<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>
Plyometrics		One Act Play / Musical	\$1,200
Fall/Plyometrics	\$ 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
Prom Coordinator	\$ 600		
Honor Society	\$1,200		
Academic Decathlon	\$1,200		

CO-CURRICULAR - Middle School

<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>
Track & Field		Annual Advisor	\$ 800
Coach	\$1,000	Forensics	\$1,400
Assistant	\$ 700	Student Council	\$1,000
Assistant	\$ 700	Spelling Bee	\$ 600
Volleyball		8th Grade Play	\$1,700
Coach	\$1,000		
Assistant	\$ 700		
Assistant	\$ 700		
Cross Country			
Coach	\$ 500		
Basketball – Girls'			
Coach	\$1,000		
Assistant	\$ 500		
Basketball – Boys'			
Coach	\$1,000		
Assistant	\$ 500		