

The School District of Elmbrook

# Elmbrook's Excellence in Education



Amended  
7/1/2019



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## I. Introduction:

The School District of Elmbrook prides itself on the excellent education provided to all students. We believe the most significant impact on ensuring our success with student achievement is maintaining our ability to attract and retain the highest quality staff in every classroom. One major way we accomplish this is by annually maintaining a practice of top-quartile compensation for teachers.

### a. History of Pay:

Historically the compensation model for the School District of Elmbrook was driven by three variables that informed annual wage increases for all teachers. The first variable was the amount of revenue available to fund salary increases for teaching staff. The second variable was providing an increase to the base salary for years of service in Elmbrook. The third variable was to reward continuing education including a Master's or Doctoral degree and other graduate credit attainment. These projected increases were published in a single salary schedule that was influenced by district practices and state statutes including QEO, Mediation/Arbitration, and Revenue Limits.

In response to the changing landscape for compensation in public education, one of the critical strategic priorities for the School District of Elmbrook was to develop a comprehensive compensation model. This model is intended to help us recruit, develop, retain, and reward high-quality certified staff.

### b. Committee Structure:

In an effort to create this model, a team of administrative staff members and personnel from across the district worked on a process, led by consultants from MRA–The Management Association. The make-up of this committee included:

Teachers	Principals/Associates	District Leaders
Jennifer Schultz	Dan Westfahl	Mark Hansen
Julie Hardie	Amie Farley	Dana Monogue
Gabi Zastrow	Andy Farley	Dan Pavletich
Sherri Michalowski	Mike Sereno	Tammy Gibbons
Jason Kruse	<b>MRA</b>	Tanya Fredrich
Tom Juran	Laura Prokop	Erik Kass
Leanne Wied	Mary Aprahamian	<b>Board of Education</b>
		Meg Wartman

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**c. Process:**

The Strategic Compensation Committee met regularly, and over 1,000 total hours were contributed to this proposal. This work was guided by eight milestones that allowed the committee to understand progress and next steps. The eight milestones were:

- Milestone #1 - Total Rewards, Compensation Philosophy, and Critical Success Factors.
- Milestone #2 - Key Stakeholder Analysis, Teacher Survey, and Environmental Factors.
- Milestone #3 - Review Survey Results, Research Other Plans, and Brainstorming Options.
- Milestone #4 - Principal Feedback Sessions, Teacher Feedback Sessions, and Review Feedback Information.
- Milestone #5 - Review the Proposed Options in Detail to Understand the Pros, Cons, and Cost Impacts.
- Milestone #6 - Make Decisions on Compensation Structure, Identify Risks, and Review Key Stakeholder Analysis.
- Milestone #7 - Complete Financial Modeling and Finalize Plan.
- Milestone #8 - Discuss Communication and Implementation Strategy

**d. Critical Success Factors:**

The critical success factors were developed and approved through a consensus process during milestone #1. These critical success factors created our commitment to certain aspects and our lens for how we expect our work to be judged.



Critical Success Factors

Promotes Professional Growth	Promotes Elmbrook as a Destination District
Creates Career Pathways and Ladders	Financial Sustainability
Has Consistency	Does Not Negatively Impact Pay (Hold Harmless)
Honors Core Values	Within Sphere of Influence
Legally Defensible	Aligns with the District's Strategies
Easily Understood	Limits Subjectivity

**e. Best Practices:**

The committee began a benchmarking process within public education across the country, along with compensation models present in the private sector. Their research found that there are quite a few districts in Wisconsin that were leveraging the changing landscape to design and implement restructured compensation

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systems. The committee was also able to identify some best -practice districts throughout the country, including systems in Wisconsin and across the country.

MRA provided useful information and insight into the private-sector compensation models that guided our work. This research identified best practices within the Health Care and Engineering professions for building a sustainable compensation schedule. The engineering compensation strategies use a banding structure to reward annual growth, balanced with career promotion opportunities through meeting specific requirements.

Information from these two professions significantly informed Elmbrook's model.

#### f. What is Not Part of this System?

The proposed Elmbrook Excellence in Education framework does not include compensation for things such as coaches, department chairs, and grade-level leaders. As progress continues to move forward in the implementation and evaluation cycle of this framework, items such as these may be included in this compensation model but are not currently recommended.

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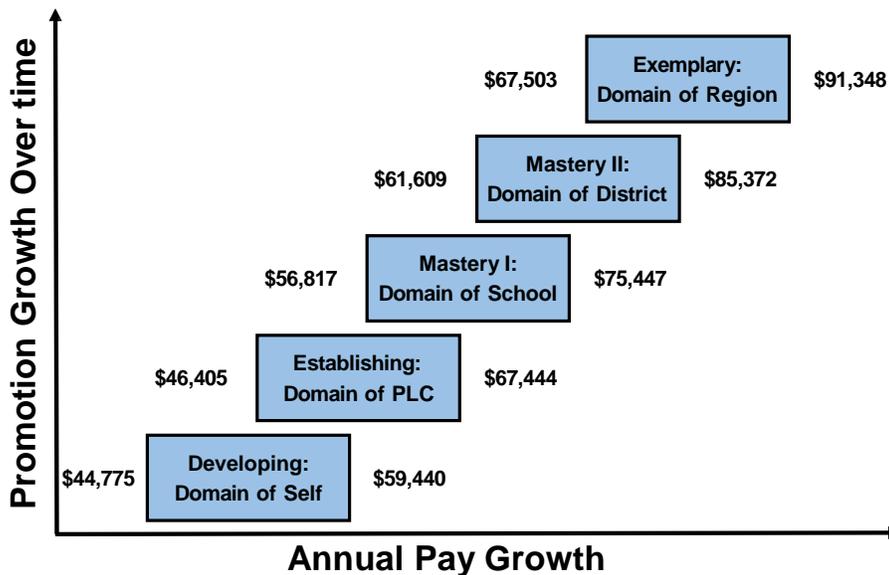


## II. Compensation Schedule

The committee recommended a move away from the historical salary-schedule approach, and into a compensation-banding approach that rewards staff for career growth over time and, most importantly, annual performance. The inputs that will inform annual contract wage adjustments are listed in the "components / plan elements" section below. Additionally, the district recommended that we provide annual stipends for specific strategies as outlined below. Finally, the district is recommending annual bonus opportunities aligned to the School Report Card.

### a. Salary Structure

The compensation structure with salary bands are:



This banding schedule will focus on opportunities for salary increases driven by the career pathway rubric (outlined below).

The career pathway rubric will allow an employee to provide evidence of meeting the requirements to "level up" every three to five years. This recommendation is intended to provide for meeting the vertical requirements within the rubric in order to qualify for the promotion requested. The evidence will be provided by the teacher to an evaluation panel to evaluate and ultimately determine if the requirements have been met. In the situation of a disagreement over the determination, an appeal may be made to the Director of Human Resources for a second evaluation of the requested promotion by an appeals panel.

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The Career Pathway Rubric, outlining the specific requirements to qualify for a promotion, is attached in **Appendix A** of this report. Evidence must be provided to the building-level administrator by April 1, and the building-level administrator must recommend for promotion by May 15 of each year for an employee to be eligible for promotion the following school year.

Leveling up through the promotion process will result in a salary increase. The increases when moving up a level are:

Level 1 to Level 2: \$1,500

Level 2 to Level 3: \$2,000

Level 3 to Level 4: \$2,750

Level 4 to Level 5: \$4,000

In a case where the aforementioned increase falls under the new band range, the new salary will be moved to the base of the new range.

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## b. Stipend Structure

Stipends will be provided for staff in critical shortage areas. These stipends in some cases (critical shortage areas) will be guaranteed for a period of time, and others will be an annual opportunity. A sum-certain budget will provide for these stipends annually.

## c. Bonus Structure

The model provides for a bonus structure aligned to the School Report Card and Professional Learning opportunities. The School Report Card results are determined by the Department of Public Instruction annually in October and are based on prior year data. For a teacher to qualify for this bonus, the following criteria must be met:

1. The School receives a "Significantly Exceeds Expectations" on the School Report Card
2. Certified Staff must be employed by the School District of Elmbrook at the time the bonus will be paid out (the fall following the previous school year)
3. Certified Staff must have worked in the qualifying building for the majority of their contract time the prior year
4. Staff that did not work 100 percent in the qualifying building the prior year will have their bonus prorated based upon their contract percentage in the building

Qualifying teachers will be paid up to a one-time \$500 bonus if they meet the requirements set forth above.

Annually teachers can qualify for a bonus based upon their investment of time in district-approved professional learning activities. The bonus a teacher will qualify for is dependent upon the points accumulated annually.

District teaching staff who provide evidence of 15 to 24.9 hours to professional learning between September 1 and August 31 are eligible to receive a professional learning bonus of \$500, and those who provide evidence of 25 hours or more are eligible to receive a professional learning bonus of \$800.

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### III. Components / Plan Elements

The development of the compensation plan is broken into four specific plan elements that all play an integral role in defining teacher compensation annually.

#### a. Critical Shortage Areas

Critical Shortage Areas are defined as positions that are difficult to fill and/or retain due to low supply and high demand in the market. Shortage areas will be identified by using DPI and the US Department of Education resources, assuming they also align with the District's strategic initiatives. The number of applicants will also be a determining factor in assessing the critical shortage areas.

A **stipend** will be used to bring an employee to within 90 to 110 percent of the market for the critical shortage area. The "market" rate for the job will be determined by calculating the average pay for that job, compared to the same jobs at our benchmark districts, using statewide data from the DPI database. The employee will receive this stipend for three years, as long as he/she maintains a performance rating of proficient or better, at which time it will be reassessed.

#### b. Professional Learning

Rewarding staff for continually investing their time into professional growth opportunities is an important component to improved student achievement. Professional Learning is defined as taking part in district-approved learning that aligns to district strategic and school goals and initiatives.

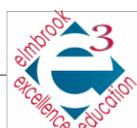
Separate learning opportunities will be identified for various levels, job responsibilities, and focus areas for improvement. Completion of all learning opportunities for a particular level will result in a number of points which equate to a specific **bonus** payout commensurate with the learning opportunities fulfilled. The assigned points will correlate to the investment in time as well as the overall value of that particular learning opportunity in support of the district's strategic goals and objectives. Employees will identify their desired learning path each fall and submit final documentation prior to the start of the next year in order to receive stipends.

Professional learning that is part of the bonus structure of the e<sup>3</sup> system is defined as learning that an Elmbrook educator seeks out independently for professional growth. These experiences are not required by the district. These experiences often occur outside of the school day (evenings, weekends), though some may be in the form of conferences or workshops that occur during the school day. **All of these experiences are voluntary.** All professional learning eligible for bonus pay must be aligned to the major goals and initiatives of the district, rigorous and relevant, and verified by a facilitator. Required district activities, PLC meetings, and learning disconnected from district goals and initiatives do not qualify.

The 2019-20 Professional Development Bonus log is completed electronically in Skyward. Please see the Human Resources department webpage for instructions.

A Macro-Credential pilot program is being introduced in the 2019-20 school year. Up to 40 educators who served on the design team will participate in one of the four (4) initial macro-credentials: PK-5 Literacy, 6-12 Literacy, PK-5 Learning Design, and 6-12 Learning Design. The participant group will work with a team of administrators through quarterly meetings to reflect on and hone the system. Successful completion of a macro-credential requires verification of the knowledge, application, and literacy tenants. Successful completers will receive an annual stipend of \$1,250 for three (3) years. Every three (3) years a re-verification process must be completed in order to continue receiving the stipend.

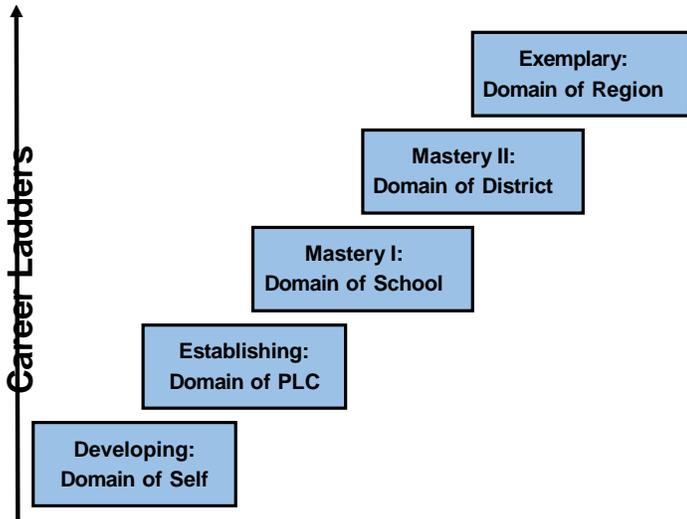
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### c. Career Pathways

The committee identified career pathways as a critical success factor early on and invested a lot of time into developing a robust pathway for all teachers. Career pathways are defined as flexible growth opportunities that provide multiple opportunities for staff to grow and earn promotions.

The career pathways rubric provides employees with options and flexibility to manage their professional career at Elmbrook. The pathways rubric is a systematic, coordinated approach to recognizing and developing great employees as they progress through various career stages. There are five levels of career progression, symbolized by defining growth in an individual's sphere of influence.



To be considered for movement from one level to the next (leveling up), the following must be in place: three years of “proficient” rating on performance appraisal, principal/supervisor endorsement, budget availability, three-year waiting period from implementation date.

Explanations of what each band represents are as follows:

*Developing* - Initial educators, likely within their first 1-5 years of teaching. The primary focus is on classroom instruction and building knowledge and expertise in teaching so that efficacy is built.

*Establishing* - Likely teachers with 4-10 years of experience. Solid instructional practices throughout, focus has grown from self to team and are gaining skills in collaboration, shared decision-making and leadership.

*Mastery I* - Must have evidence of ongoing formal education such as district-approved Master’s, National Board Certification (NBC), and/or high valued certifications. Likely teachers with 8-15 years of experience. Leader in the school. Influence beyond grade-level peers to many educators in the building. Coach or mentor. Department chairs, grade-level leaders, etc.

*Mastery II* - Approximately 10+ years of experience, district-approved Master’s, National Board Certification, or additional certifications likely. Plays role at the district level through prominent committee work. Teaching and Learning Specialists.

*Exemplary* - Approximately 15+ years of experience. Multiple advance degrees and/or certifications. Plays a role in the region or state through associations, conference presentations, grant writing, etc.

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#### d. Mentoring / Leading / Collaboration

The plan is deeply rooted in the belief that teachers should focus on mentoring whenever possible, leading when the opportunity arises, and collaborating at all times. This compensation model is not meant to breed competition within professional learning communities, across buildings, or throughout the district.

Mentoring, Leading, and Collaboration were combined into one strategy and/or plan element. Each area brings value and insight into what the School District of Elmbrook believes is important in teacher growth. Due to this importance, compensation is ultimately driven by experiences and growth in these areas.

Mentoring is the development of an ongoing relationship of learning, dialogue and challenge. For the School District of Elmbrook, mentoring is defined as the development of an ongoing and symbiotic relationship between employees in an effort to improve student learning and achievement.

Leadership is the process of influencing others with a vision of achieving a specific transparent goal. Leadership at Elmbrook is defined by demonstrating an aptitude for influencing others to achieve an outlined goal or objective that aligns with district strategic goals and/or initiatives.

Collaboration is the ability to work with others to achieve positive outcomes for all students. For the School District of Elmbrook, collaboration means sharing of knowledge, resources, and ideas to improve the achievement of ALL students.

These identified areas will inform promotion opportunities as part of the career ladder rubric and, ultimately, provide for a permanent pay increase.

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## IV. Funding and Sustainability

The School District of Elmbrook has a stated focus of creating a sustainable business model. At the core of any sustainable business model, there needs to be flexibility for the district to adapt while maintaining necessary resources within the classroom. For the purposes of designing this compensation framework in a sustainable way, the district breaks down the opportunities for compensation into annual contract wage(s), stipends, and bonus opportunities.

Administration recognizes as part of this compensation framework that historical increases aligned to a sustainable business model will not be sufficient for our district to continue to attract and retain the highest-quality staff.

### a. Salary

The salary increase will be the only recurring increase out of the three outlined. This, by definition, will provide the least agility for the district to react to the changing financial landscape we experience. That does not mean that we are unable to fit this strategy into our sustainable business model.

The Board of Education has historically approved a preliminary budget in late May or early June that includes a recommendation for base wage increases. That base wage increase will be broken down into a pool of available resources. Using the promotions granted, administration will define the total liability for paying required promotion increases as a first step.

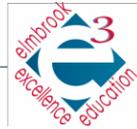
### b. Stipend

The stipend pool of funds is recommended to be a sum-certain amount that aligns to the dollar(s) approved through the annual budget process. With the exception of the three-year guarantee for critical shortage areas, stipends are only guaranteed for a period of one year.

### c. Bonus

The bonus pool of funds is recommended to be a sum-certain amount that aligns to the dollar(s) approved through the annual budget process. All bonus opportunities are only provided on a year-to-year basis and do not become permanent.

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## V. Factors Influencing Pay

There will be **three** inputs into a teacher's total annual compensation increase: salary increase, stipend, and bonus. Each input has **two** influencing factors.

Type of Increase	Definition	Influencing Factors
Salary Increase	<ul style="list-style-type: none"> <li>Attached to the employee's salary.</li> <li>Wage increases remain as affixed increases.</li> </ul>	<ol style="list-style-type: none"> <li>Career Ladder Progression - Education, Professional Learning, Continuous Improvement, Collaboration and Leadership</li> </ol>
Stipend	<ul style="list-style-type: none"> <li>Remain in place for the duration of time the employee continues serving in the related capacity.</li> <li>Stipends do not increase salary and can end when the circumstance no longer exists.</li> </ul>	<ol style="list-style-type: none"> <li>Critical Shortage Area</li> <li>Extra Duty Contracts - Compensation for extra-duty contracts (e.g. coaching, department chair, grade-level leader) are not within the scope of the e<sup>3</sup>-</li> </ol>
Bonus	<ul style="list-style-type: none"> <li>One-time payments that may be distributed as compensation for, or acknowledgement of, a significant performance or contribution.</li> <li>Bonuses do not increase salary and do not carry over from one year to the next.</li> </ul>	<ol style="list-style-type: none"> <li>Professional Learning</li> <li>School Report Card</li> </ol>

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## VI. Program Evaluation Details

The district will establish the Elmbrook Excellence in Education (e<sup>3</sup>) Steering Committee. The committee will be composed of a principal from each level, the Director of Human Resources (chair), the Assistant Superintendent of Teaching and Learning, teachers (a blend of unit and non-unit staff) from all three levels, and the Elmbrook Education Association's President.

The e<sup>3</sup> Steering Committee will also meet at the end of each school year to evaluate the qualitative and quantitative data related to this strategic compensation program. The program evaluation will focus on the following evaluation design questions:

1. Did the Elmbrook Excellence in Education program assist the district in hiring and retaining high-quality staff?
2. What impact did the e<sup>3</sup> program have on the attitudes and beliefs of principals and teachers?
3. Is the program financially sustainable?
4. What impact did the e<sup>3</sup> program have on the acquisition of new skills and dispositions for principals and teachers?
5. What percent of educators report that the incentives in the program motivate them to seek higher levels of performance?
6. What impact, if any, has the program had on inter-teacher collaboration and collegiality?

To conduct the program evaluation, the district will deploy data-collection techniques that include, but may not be limited to, focus groups (qualitative), teacher/principal surveys (quantitative), case studies (qualitative), a review of program documents and financial information (quantitative and qualitative), and interviews with program implementers (qualitative). The principal and teacher surveys will include critical questions and prompts that help assess perceptions on teacher evaluations, quality of supervisor feedback, impact on collaboration, overall attitude toward e<sup>3</sup>, rigor of the evaluation system, and related matters. Finally, quantitative analysis will be completed on retention rate, recruitment data, percent of staff accessing additional compensation opportunities, percent of staff requesting/receiving promotion, and teacher transfer requests.

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**Appendix A: Evidence of your work to support the district mission, vision, values and goals.**

FACTOR	DOMAIN OF SELF: The educator is focusing on learning their classroom environment and gaining confidence in classroom management and the basics of their position.	DOMAIN OF PLC: The educator is learning about and beginning to implement new practices.	MASTER I: The educator is confident in the application of new learning at the classroom level.	MASTER II: The educator is teaching others within the district about new pedagogical practices and approaches.	EXEMPLARY: The educator is teaching others outside of the district about new pedagogical practices and approaches.
EDUCATION	BA/BS	Evidence of ongoing professional learning to include district-approved coursework or conferences/workshops.	BA/BS and evidence of continued formal learning (enrolled in district-approved Master's or Certificate or Licensure or National Board Certification (NBC) program)	Evidence of ongoing, formal professional learning (e.g., District-approved Master's Degree completion, certificate or licensure program completion, or National Board Certification program completion)	Evidence of ongoing, formal professional learning (e.g., District-approved additional Master's Degrees or PhD completion, certificate or licensure program completion); AND National Board Certification or other professional certification likely

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<p style="text-align: center;"><b>PROFESSIONAL LEARNING</b></p>	<p><b><i>Classroom-based evidence of professional learning to show that you have</i></b></p> <ol style="list-style-type: none"> <li>1. Participation in new teacher orientation</li> <li>2. Professional development with new curricula</li> <li>3. Other learning aligned to district initiatives evident</li> </ol>	<p><b><i>Classroom-based evidence of professional learning to show that you...</i></b></p> <ol style="list-style-type: none"> <li>1. Built personal capability and understanding that supports the development and implementation of innovative practices</li> <li>2. Learned and supported a purposeful approach to decisions relative to innovation</li> <li>3. Engaged in other learning aligned to district initiatives evident</li> </ol>	<p><b><i>Classroom-based evidence of professional learning to show that you have</i></b></p> <ol style="list-style-type: none"> <li>1. Supported and contributed to the development and implementation of innovative practices</li> <li>2. Supported and contributed to a purposeful approach to decisions relative to innovation</li> <li>3. Engaged in consistent learning aligned to district initiatives evident</li> </ol>	<p><b><i>Classroom-based evidence of professional learning to show that you have ...</i></b></p> <ol style="list-style-type: none"> <li>1. Supported and led the development and implementation of innovative practice beyond their classroom (team / department).</li> <li>2. Supported and led the purposeful approach to decisions relative to innovation. <i>Innovation is clearly and strongly aligned to building goals as outlined in the District's Strategic Plan</i></li> <li>3. Considerable learning aligned to district initiatives evident</li> </ol>	<p><b><i>Classroom-based evidence of professional learning to show that you have...</i></b></p> <ol style="list-style-type: none"> <li>1. Engaged significantly in leadership, mentoring, research, innovation, district innovation</li> <li>2. Supported and led the development and implementation of innovative practices beyond their team / department <b>(district, region, state)</b></li> <li>3. Supported and led the purposeful approach to decisions relative to innovation and their impact is data supported. Innovation is clearly and strongly aligned to district goals <b>and regional/state trends</b> as outlined in the District's Strategic Plan</li> <li>4. Engaged in extensive learning aligned to district initiatives evident.</li> </ol>
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Eimbrook's Excellence in Education

<p style="text-align: center;"><b>CONTINUOUS IMPROVEMENT</b></p>	<p>1. Understands and supports classroom mission statement aligned with school mission and goals.</p> <p>2. Acquires an understanding of the instructional data team process.</p> <p>3. Understands and administers SLOs.</p>	<p>1. Develops and supports classroom mission aligned to school mission and goals, and connects the mission with the work of the students.</p> <p>2. Engages with and actively contributes to team-level continuous-improvement process. Works with students to set classroom and individual goals based on class and student needs. Students provide input in action planning to meet their goals.</p> <p>3. Actively engages in the instructional data team process with professional learning community. Implements planned strategies at the classroom level that are predominantly teacher directed.</p>	<p>1. Engages in the achievement of the school mission and goals by influencing action planning and implementing determined strategies at the PLC and building level.</p> <p>2. Engages with and actively contributes to team-level continuous-improvement process. Works with students to set classroom and individual goals based on class and student needs. Students provide input in action planning to meet their goals. Leads team data literacy efforts.</p> <p>3. Actively engages in the instructional data team process with professional learning community. Shares and supports continuous improvement practices including goals and planning of strategies at the classroom level with students.</p>	<p>1. Helps lead the school's continuous-improvement efforts at the PLC level, both within the school and across the district.</p> <p>2. Effectively applies and leads school, team, and classroom level student-led continuous-improvement processes. Students set learning goals based on individual needs, establish their action plans, and chart and monitor their own progress.</p> <p>3. Actively engages in the instructional-data team process with professional learning community. Students apply continuous-improvement practices, including goals and planning of strategies at the classroom level to support their learning.</p>	<p>1. Leads in the achievement of the school and district mission and goals by influencing action planning and implementing determined strategies. Substantial professional influence may extend beyond the building or district <b>to the region or state level.</b></p> <p>2. Demonstrates initiative and innovation in the use of continuous-improvement processes to improve quality of performance in new or unique situations. <b>Leads and implements processes beyond the building or district to the region or state level.</b></p> <p>3. Actively engages in the instructional data team process and student-improvement practices with professional learning community. Leads and implements the processes at the school, district and/or regional level. Students apply continuous improvement practices, including goals and planning of strategies at the classroom level to support their learning.</p>
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<p style="text-align: center;"><b>LEADERSHIP / COLLABORATION</b></p>	<ol style="list-style-type: none"> <li>1. Works cooperatively and collegially with colleagues</li> <li>2. Seeks and accepts guidance and mentoring from others</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates and contributes to team goals</li> <li>2. Supports colleagues newer to the district</li> <li>3. Evidence of collaboration at grade level or department</li> </ol>	<ol style="list-style-type: none"> <li>1. Contributes informal leadership and influence at a team level</li> <li>2. Supports and informally mentors colleagues newer to the district</li> <li>3. May seek out or explore additional special school-level projects or task force opportunities</li> <li>4. Participates in collaborative partnerships with professional colleagues and/or community entities</li> </ol>	<ol style="list-style-type: none"> <li>1. Has increasing responsibility in teams, including formal leader designation(s)</li> <li>2. Consistently serves as a resource or mentor for colleagues</li> <li>3. May lead school, grade level and/or department teams or additional special school-level projects or task force opportunities</li> <li>4. Seeks and contributes to collaborative partnerships with professional colleagues and/or in the community</li> <li>5. Actively seeks to grow as a leader through improved professional practice (via professional development, professional reading, training, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Leads team and district initiatives</li> <li>2. Provides leadership to the curriculum renewal and design process</li> <li>3. Viewed as a key resource by peers and supervisors</li> <li>4. Leads collaborative efforts at the school and district and regional level</li> </ol>

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