

TCA Teacher Pay System Synopsis

The following document describes the *TCA Teacher Pay System* as adjusted beginning in the 2014-2015 academic year.

Current teacher (as adjusted at the end of the 2013-2014 academic year) and newly hired staff salaries become staff members **base salary**. Beginning in 2014-2015 academic year salary computations will be based off of the following criteria:

- Base Salary** (established for each teacher in 13-14 or when newly hired)
- + **Base Adjustment** (determined by the TCA President based on guidance from CFO)
- + **Category Adjustment** (at appropriate time as described below)
- + **Continuous Service Adjustment** (1% increase awarded *after* 4, 7, & 11 years of service completed)*
- = **New Base Salary**
- x **Market Factor** (as determined by teaching position – *see attachment 1*)**
- = **Salary w/ Market Factor**
- + **Leadership/Other Stipends** (as maintained by Director of Academic Services – *see attachment 2****)
- + **Returning Bonus and/or Recognition Bonus** (from portion of annual fund; *non-recurring*)
- = **TOTAL SALARY PACKAGE**

* **Continuous Service Adjustment:** After teachers have been at TCA for four years, they will receive an additional continuous service 1% step increase to base salary (in the 5th year pay). Likewise, when teachers have been at TCA for 7 years and 11 years respectively, they will receive another continuous service 1% step increase (in the 8th and 12th year pay). PLEASE NOTE: base salary has already been adjusted for those teachers already established in the system at the end of the 2013-2014 academic year. *For example:* teachers past the 11 years of service mark have already had their pay adjusted accordingly for continuous service; and a teacher within the framework of the continuous service criteria will receive the adjustment at the corresponding year (a teacher currently in the 3rd year of service will receive a continuous service increase after completion of their 4th year). Finally, previous TCA teachers returning to TCA after the 2014-2015 school year will have their continuous service adjustment clock reset to zero upon return – previous experience, however, will be taken into consideration in the base salary placement upon re-entry.

** **Market Factor for high demand, hard to fill positions:** Latin or advanced foreign languages, upper level math, AP courses, advanced science, etc. (see schedule maintained by Human Resources – *attachment 1*).

*** **Leadership and Other Task-Specific Positions:** Positions such as performing arts directors, Grade Level Reps, Department Leads, Mountain Lab Coordinator, etc. (see Director of Academic Services maintained stipend schedule - *attachment 2*).

New teachers' starting salary will be based on one of three initial starting category groups indicated below (adjusted annually). More detailed descriptions of the three categories listed below is included on pages 3-5.

NOVICE (0-3 years) – typically direct out of college or new to the teaching profession.
Range: \$36,511-\$37,585.

INTERMEDIATE (3-6 years) – typically 3-6 years experience in subject or level-specific area, with consideration for other professional preparation, i.e., licensure or advanced degree.
Range: \$37,887-\$39,669.

ADVANCED (6+ years) – typically greater than 6 years teaching in a subject or level-specific area, with consideration for other professional preparation, i.e., licensure or advanced degree, and teaching background in classically orientated school. *Range: \$40,228-\$41,411.*

Category Adjustment, Recognition Bonus, and Returning Bonus:

Category Adjustment: Principals will appropriately place new hires and returning teachers within the category framework descriptions included on pages 3-5. Funding for category adjustments will be maintained by permanent recurring per pupil revenue funding.

Recognition Bonus: Principals will be allocated a pool of funds by Finance for designation of teaching staff that have gone “above and beyond” in their teaching responsibilities, attained a noteworthy achievement for the school, or contributed outside the normal expectations in some area. The recognition bonus pool will be allocated based upon teaching staff FTE at the particular school (i.e., larger number of staff = greater pool). To ensure accountability on this recognition bonus principals must submit the staff members’ name, bonus amount, and their justification for the individual bonuses to the Director of Academic Services by 1 April of each year (form provided by DAS) for approval for the June pay-cycle. Funding for this merit-type recognition bonus will come from recurring sources. Finance/DAS will develop caps on maximum bonuses for the given year. The Distinguished Teacher category, first established for the 2015-2016 academic year, when this document was originally created, was absorbed into the regular recognition bonus pool beginning with the 2017-2018 school year.

Returning Bonus: It is a goal to try and provide an annual returning bonus to all staff from non-recurring Advancement funds each year. Determination of viability of such a bonus will be determined by the TCA President in coordination with Finance each year.

STAFF PLACEMENT CATEGORY DESCRIPTIONS ARE INCLUDED ON PAGES 3-5, FOLLOWED BY TWO ATTACHMENTS: (*MARKET FACTOR CHART, AND DAS STIPEND LIST FOR TEACHING STAFF*)

Category Descriptions (use descriptors below to identify original placement of new hires in one of three categories - and for possible adjustment of returning staff)

NOVICE CATEGORY EXPECTATIONS

Newly hired teachers may be placed in the Novice Category if the hiring process indicates that the teacher will perform at this level. A returning teacher should move out of the novice category no later than their third full year at TCA. In the Novice Category, the teacher meets or exceeds all of the expectations listed below:

Professional Preparation

- The teacher:
 - Is a new hire who has little or no teaching experience (*typically between 0-3 years*) in the content area where he/she will be teaching.
 - Has at least a four-year degree (BA, BS).
 - Has little or no relevant continuing education past her/his four-year degree.
- The hiring process (application, interview, reference checks, and demonstration teaching, as applicable) predicts excellent performance in the hired subject area.

Instructional Performance

- The teacher:
 - Is consistently responsive to constructive coaching from sponsor/mentor/department lead teachers, Educational Philosophy staff, and supervisors.
 - Demonstrates a passion for learning in instruction and inspires the same in students.
 - Has established positive, healthy relationships with parents and students through regular, effective communication.
 - Effectively implements the expected scope and sequence of the approved curriculum.
 - Translates content expertise into effective instruction confirmed through various means of student assessment.

TCA Educational Philosophy

- The hiring process indicates that the teacher possesses a basic knowledge of TCA's educational philosophy.
- The hiring process indicates that the teacher demonstrates passion for teaching and learning.
- The teacher:
 - Includes formal and informal character lessons in the classroom with regularity.
 - Understands and respects the TCA mission statement and actively supports the TCA community.
 - Adheres to the TCA educational philosophy in lesson planning, creating student experiences in the classroom, and in interactions with parents.

Extra Contributions to TCA

- Newly hired teachers are not expected to make extra contributions to TCA in their first year. The teacher's focus should be on development as an effective TCA teacher.
- The returning teacher volunteers for and performs some short-term extra contributions i.e., spelling bee coordinator, staff social events, parent information sessions, standardized testing organization.

Teamwork

- The hiring process predicts positive leadership, teamwork, and personal integrity.
- The teacher:
 - Consistently participates as a cooperative and contributing member of applicable teams.
 - The teacher's personal and professional behaviors exemplify integrity

INTERMEDIATE CATEGORY EXPECTATIONS

Newly hired teachers may be placed in the Intermediate Category if the hiring process indicates that the teacher will/has performed at this level. A teacher may stay in the Intermediate Category indefinitely. In the Intermediate Category, the teacher meets or exceeds all of the expectations in the Novice Category in addition to consistently demonstrating the following:

Professional Preparation

- The teacher:
 - Is a new hire or returning teacher who has some teaching experience (*typically between 3-6 years*) in the content area where he/she will be teaching.
 - Seeks out professional growth opportunities that enhance his/her implementation of the TCA philosophy.
 - Independently meets TCA expectations without needing significant direction or support.

Instructional Performance

- The teacher:
 - Demonstrates a thorough working knowledge of the curriculum and its implementation.
 - Makes connections to other disciplines and to other levels within the discipline, consistent with TCA's K-12 program.
 - Incorporates Colorado State Standards in lesson planning and implementation.
 - Anticipates problem areas for groups and individuals and is proactive in adjusting instruction to help students navigate through them.
 - Differentiates according to student needs.
 - Wisely prioritizes curriculum demands.
 - Seeks and accepts feedback from students, parents, peers, and supervisors.
 - Makes ongoing refinements to instruction and assessment based on a practice of reflective self-assessment.
 - Connects with student on an appropriate interpersonal level to enhance learning and performance.
 - Develops student character through positive role modeling.

TCA Educational Philosophy

- The teacher:
 - Fully implements the TCA instructional core values (page 2 of the core values document).
 - Builds the Grammar/Logic/Rhetoric questioning sequence.

Extra Contributions to TCA

- The teacher graciously assumes and initiates ongoing responsibilities/contributions while maintaining excellent performance in her/his primary role as teacher.

Teamwork

- The teacher:
 - Supports school leadership in preserving a positive, professional community amongst staff.
 - Builds positive, constructive relationships with parents to assist them in fulfilling their mission.
 - Contributes to the effectiveness of team productivity.

ADVANCED CATEGORY EXPECTATIONS

Newly hired teachers may be placed in the Advanced Category if the hiring process indicates that the teacher will/has performed at this level. Placing a new hire at this level must be given careful/thoughtful consideration in examining all of the expectations for the Novice, Intermediate, and Advanced categories. Prior involvement in a classically oriented program should be considered essential for placement in the Advanced Category. A teacher may stay in the Advanced Category indefinitely. In the Advanced Category, the teacher meets or exceeds all of the expectations in the Novice and Intermediate Categories, and continues to maintain those standards, in addition to consistently demonstrating the following:

Professional Preparation

- The teacher:
 - Is a new hire or returning teacher who has demonstrated teaching experience (*typically greater than 6 years*) in the content area where he/she will be teaching (including involvement in a classically oriented program).
 - Models the pursuit of ongoing professional development – her/his professional growth makes an evident impact on the performance and educational programs at TCA.

Instructional Performance

- The teacher:
 - Makes significant school-wide contributions.
 - Is recognized as a person of significant, positive influence in several areas.
 - As a leader/pillar of the TCA community, consistently inspires students and colleagues to embody the traits/characteristics/qualities that are reflected in the mission statement.
 - Directly inspires a very high percentage of her/his students to develop a passion for learning, analytical thinking skills, and virtuous character. This criterion is assessed through inputs from observations as well as parent and student feedback.
 - Is very effective in helping most of her/his students achieve high academic success according to their ability

TCA Educational Philosophy ♦ Contributions to TCA ♦ Teamwork and Leadership

- The teacher placed in the Advanced Category should epitomize the standards we are seeking in the Educational Philosophy arena, Contributions to the TCA community, and Teamwork/Leadership expectations

Market Demand Factors

Teachers in each subject area may receive increased compensation based on their teaching assignment. The increase will be based on the following percentages and assignments. A teacher with multiple assignments will receive the percentage increase associated with the assignment in highest demand.

<p>Market Demand Factor Premium 0% Elementary Elementary Keyboard/Math Enrichment English 7th-9th JH Social Sciences PE K-12 Personal Finance Health and Wellness</p> <p>Market Demand Factor Premium 2% Earth Science/Astronomy Elem. Music/Art HS Social Sciences English 10th-12th JH Science Latin Elementary (novice) Reading at College Level Secondary Computer/Business</p> <p>Market Demand Factor Premium 5% Biology/Anatomy/Physiology/Sports Medicine CP On Course Elem. Spanish HS Visual Art JH Art/Music/Theater Rhetoric Secondary Latin (novice) JH Math thru Pre-Algebra Secondary Math Alg. I/Geometry Critical Thinking</p>	<p>Market Demand Factor Premium 9% AP English English Foundations (CP) AP Social Sciences AP Biology/Envir. Sci. Secondary Reading Specialist/Elem. Literacy Engineering HS Chemistry HS French HS Math Algebra II, Advanced Math, Pre-Calculus HS Performing Arts HS Physics HS Publications/Yearbook HS Speech and Debate Secondary Spanish</p> <p>Market Demand Factor Premium 14 % AP Calculus/Statistics AP French/Spanish Latin Elem. /Classical Foundations/Latin I (veteran) AP Physics/Chemistry</p> <p>Market Demand Factor Premium 18 % Special Education Resource Teacher</p> <p>Market Demand Factor Premium 20 % Latin II and higher</p>
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5/19/17

Director of Academic Services Guidance: 2021-1 (replaces DASG 2019-6)

Leadership + Other Stipends (2022-2023)

(215 total stipends are provided for the 52 following additional responsibilities – spreadsheet with amounts per stipend and more detailed descriptions maintained by DAS; in addition, stipends are provided for new teacher training days, ~35 new teachers per year beginning in 2022-23 school year)

STIPEND AREA	SCHOOL	# STIPENDS
New Teachers (+ Designated Curricular Needs)	All Campuses	~35 staff
MERT (Head Nurse)	All Campuses	21
Benefits Committee Members (HR Led Group)	All Campuses	7
Wellness Coordinators (Wellness Committee)	All Campuses	8
Character Program Leads	HS/JH/Elementary	5
Student Council Advisor	College Pathways	1
Student Council Advisor Assistant	College Pathways	1
Testing Proctor	College Pathways	4
Chemical Inventory	College Pathways	1
Performing Arts Showcase Lead	Cottage School Program	1
Performing Arts Showcase Assistant	Cottage School Program	1
Elementary Musical Concerts	Cottage School Program	2
Elementary Musical Event Assistant	Cottage School Program	6
Testing Proctors	Cottage School Program	5
Art Show Coordinator	Elementary / Cottage School Program	4
Tutor-Parent Spalding Trainers	Elementary	1
Grade Level Representatives	Elementary	24
Specials Teacher Sponsor	Elementary	2
Training Specialist	Elementary	8
Performing Arts Showcase	Elementary	3
Mentor and Personnel Support (Mentor Pgm)	Elementary	3
After School Spalding Tutors	Elementary	9
Yearbook Advisor	Elementary (East Only)	2
DIBELS Trainer	Elementary	1
Elementary Fine Arts Consultant	Elementary (HS Staff Members)	2
RtI Consultants	Elementary	21
Lead Mental Health Provider, Lead Resource Teacher, and Lead Speech Pathologist	Student Support Services	3
Student Support Staff New Staff Sponsor	Student Support Services	2
Yearbook Advisor	High School	1
Chemical Inventory	High School	2
Testing Proctor	High School	5
Student Council Advisor	High School	1
Senior Supervision (Senior Lounge Monitor)	High School	7
8 th Hour After School Coordinator	High School	1
Summer School Offset Stipend	High School	4
Jazz Band Director	High School	1
Mountain Lab Coordinator	Junior High	1
Boot Camp Coordinator	Junior High	2
Sources of Strength Teacher Lead	Junior High	1
Math Interventionist	Junior High	4
ELA Interventionist	Junior High	4
Afternoon Workshop Leader	Junior High	3
Grade Level Coordinator	Secondary	6
Vocal Arrangement Specialist	Secondary	1
Vocal Music Director	Secondary	1
Vocal Music Director Assistant	Secondary	1
Theater Director	Secondary	1
Instrumental Music Director	Secondary	1
Instrumental Music Director Assistants	Secondary	2
PE Teacher Semester Overload	Secondary	3
Afternoon Secondary Carpool	Secondary	3
Department Leads	Secondary	8
NHS and Sources of Strengths Advisors	HS and College Pathways	4