**Student Feedback, continued**

10. The teacher is willing to help students individually.
   *almost never* | *sometimes* | *almost always*
   1               | 2           | 3          | 4          | 5

11. Classes appear to be well-planned and well-organized.
    *almost never* | *sometimes* | *almost always*
    1               | 2           | 3          | 4          | 5

12. Classes contain a variety of activities.
    *almost never* | *sometimes* | *almost always*
    1               | 2           | 3          | 4          | 5

13. The teacher presents lessons in a way so that most students understand.
    *almost never* | *sometimes* | *almost always*
    1               | 2           | 3          | 4          | 5

14. Directions and explanations are clear.
    *almost never* | *sometimes* | *almost always*
    1               | 2           | 3          | 4          | 5

15. Homework assignments are worthwhile and help students learn.
    *almost never* | *sometimes* | *almost always*
    1               | 2           | 3          | 4          | 5

16. A reasonable amount of work is required for this class.
    *almost never* | *sometimes* | *almost always*
    1               | 2           | 3          | 4          | 5

17. Students know and understand how they are graded.
    *almost never* | *sometimes* | *almost always*
    1               | 2           | 3          | 4          | 5

18. The teacher grades fairly.
    *almost never* | *sometimes* | *almost always*
    1               | 2           | 3          | 4          | 5

19. The teacher returns tests, quizzes, and homework promptly.
<table>
<thead>
<tr>
<th>almost never</th>
<th>sometimes</th>
<th>almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

COMMENTS:
STUDENT FEEDBACK

BEFORE ANSWERING THIS QUESTIONNAIRE, THINK about your attitude toward the material. Are you interested in the subject or do you consider it dull? Also, do you grades influence your opinion of the teacher? It is mandatory, if you wish to be considerate and helpful, to write a specific comment for any question which you scale 1 or 2. Rate the teacher and/or course by referring to the key and writing the appropriate number on the line provided for each question.

KEY:

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Does the teacher seem enthusiastic about the subject?
   Comment: __________

2. Is the teacher available for special help?
   Comment: __________

3. Does the teacher explain the material clearly?
   Comment: __________

4. Is the teacher organized and well-prepared for class?
   Comment: __________

5. Does the teacher seem to have an adequate knowledge of the subject?
   Comment: __________

6. Does the teacher treat the student fairly?
   Comment: __________
7. Is the teacher able to maintain a reasonable level of order and an atmosphere conducive to learning? Comment:

8. Does the teacher show an interest in your progress and success with the course? Comment:

9. Does the teacher seem to respect the students? Comment:

10. Do the students respect each other? Comment:

11. Is the teacher respected? Comment:

12. Are deadlines enforced fairly? Comment:

13. Is the workload (tests, homework, etc.) distributed evenly and fairly throughout the marking period. Comment:

14. Are the tests returned to the student within a reasonable amount of time? Comment:
Student Feedback continued

15. Have the students been willing to give the teacher a fair chance?
   Comment:

16. Do the students come to class prepared?
   Comment:

17. Does the homework help you to learn the subject?
   Comment:

Rate or complete the following statements by circling the number which applies.

18. The goals of the course are clearly stated.
   almost never 1  sometimes 2  almost always 5
   Comments:

19. The tests in this course are
   Too hard 1  Challenging but fair 2  Too Easy 3  Adequate 4
   Comments:

20. The teacher's grading practices are
   Unfair 1  Fair 2  Unclear 3  Clear 4
   Comments:
21. The rate of covering material is

   Too slow  Satisfactory  Too fast
   1         2             3

Comments:

22. List strong points about the course and/or the instructor.

23. List weak points about the course and/or the instructor.
   Include suggestions for improvement.

24. Additional comments:
CAREER LADDER

The Career Ladder system was developed by a sub-committee of the Faculty Affairs Committee. The committee's charge, received from the Headmaster, was to develop a faculty salary structure which would provide equity and predictability as well as the ability to financially reward outstanding faculty leaders.

Classification

The Career Ladder evolved through the committee's deliberations and the Headmaster's guidance. It includes three classifications:

A. Instructors (about 20% of the faculty)
   This category includes all teachers new to the school, regardless of experience. Teachers remaining in this category more than five years will not continue to be rehired at the school.

B. Senior Teachers (about 60% of the faculty - more at first)
   Criteria for placement at the Senior Teacher level includes a minimum of one year of teaching at the school; a minimum of three years teaching experience; and recognition as a highly qualified member of the teaching faculty by the teacher's division and department heads and the Headmaster. Teachers are normally placed at this level after three years at the school.

C. Faculty Leaders (a maximum of 20% of the faculty)
   Criteria for placement in the Faculty Leader category includes a minimum of two years as a Senior teacher; an outstanding evaluation using a special Faculty Leader criteria instrument; and selection by a process noted later in this document. (Faculty Leader Criteria and Descriptors are included in the Evaluation System packet.)

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Financial Structure

Note: All numbers included in this section are for illustration purposes only. Only the Headmaster and the Board of Trustees have the prerogative of determining the actual salaries.

The school establishes a base starting salary for an entry-level teacher. Experience from other schools is evaluated individually by the Headmaster. Under normal conditions, it is assumed that there will be an annual "across the board" increase to all teachers to reflect changes due to inflation, market conditions, and the financial health of the school.

In addition to this increase, each teacher is considered for an additional raise based on the teacher's evaluation. This is referred to as performance pay and is added to base salary. (After fifteen years of teaching at the school, or its equivalent, a teacher should no longer routinely expect an individual increase in addition to the "across the board" increase, since the top of the ladder will have been achieved.)

When a teacher moves from the Instructor classification into Senior Teacher status, a $4,000 increase is added to the base salary.

Designation as Faculty Leader brings with it a lump sum payment of $5,000 for each year that the teacher is designated as Faculty Leader. (This amount is not added to the teacher's base.)

Examples (assuming hired the school at the entry level, with raises of $750 to $1,500 per year):

<table>
<thead>
<tr>
<th>Classification</th>
<th>Start Salary</th>
<th>Raise</th>
<th>End Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor, third year at the school</td>
<td>$19,000</td>
<td>to $21,000</td>
<td></td>
</tr>
<tr>
<td>$18,000 plus two raises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Teacher, tenth year at the school</td>
<td>$24,750</td>
<td>to $31,500</td>
<td>$4,000</td>
</tr>
<tr>
<td>$18,000 plus nine raises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Teacher addition</td>
<td>+$4,000</td>
<td></td>
<td>+$4,000</td>
</tr>
<tr>
<td>Total</td>
<td>$28,750</td>
<td></td>
<td>$35,500</td>
</tr>
</tbody>
</table>

Faculty Leader, twentieth year at the school (top of scale):

$18,000 plus fourteen raises

Senior Teacher addition +$4,000

Faculty Leader addition +$5,000

Total: $48,000

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Notes on the above plan:
This plan is designed to allow a person to be rewarded as a teacher without having to become an administrator in order to have a substantial monetary increase. Department and division heads are not eligible for Faculty Leader status. In addition, department and division heads are involved in the selection process for Faculty leaders, and thus are not considered for that category. However, the designation as department head carries with it a major stipend which is added to the department head's Senior Teacher salary. The goal, over time, is to increase the department head stipend to $4,000.

Other administrators who also teach are paid on a separate, twelve-month basis and are not part of this structure.

Part-time teachers participate on a pro-rata basis.

Selection Process for Faculty Leaders

Nominees (maximum 30% of division) are determined by each division head in consultation with department heads.

Designees are determined by an evaluation using the Faculty Leader criteria by department and division heads.

The division heads review the lists of designees, with particular care that the number of teachers recommended as Faculty Leaders be appropriate, given budgetary constraints.

The final designation of Faculty Leaders from the lists supplied by the division heads rests with the Headmaster.

A person is designated as Faculty Leader for a term of two years. The $5,000 Faculty Leader addition is received in each of the years. In the second year, the evaluation process as faculty Leader starts again.

The announcement of those designated as Faculty Leader is made to them privately at the end of the school year.

Transition to the Ladder System

Transition to the ladder system will be over three years starting with the 1997-98 contracts. The Senior Teacher increase of $4,000 will be added in three installments at $1,333 for two years and $1,334 for the third.

Placement on the ladder for existing faculty is by evaluating approximately where they would have been had the system always been in place.

No faculty member's salary will be lowered from its present level.
FACULTY LEADER CRITERIA AND DESCRIPTIONS

Introduction

The Faculty Affairs Committee identified nine criteria to be used when determining "Faculty Leader" status. A subcommittee of the Faculty Affairs Committee then developed a list of descriptors to support each faculty leader criteria.

The descriptors are examples of how a criterion may be met. All descriptors per criterion are not expected to be present in any one individual.

At times, a reference is made to criteria from the general faculty evaluation booklet. These descriptors should be demonstrated in an exemplary fashion by those identified as faculty leaders.

Criteria and Descriptors

The Faculty Leader:

1. Is viewed by peers, parents, and students as an exemplary teacher:
   a. Colleagues seek out the teacher as a personal resource.
   b. Colleagues seek out the teacher as a professional resource.
   c. Colleagues view the teacher as an excellent instructor.
   d. Parents seek out the teacher as a professional resource.
   e. Parents consider or act on the teacher's recommendations.
   f. Current students view the teacher as an excellent instructor.
   g. Former students view the teacher as an excellent instructor.

2. Displays a high level of expertise in his/her subject matter and maintains high standards of academic excellence personally and for students; is committed to personal professional growth.
   a. Attends conferences/workshops/courses beyond those required of all teachers and adapts newly acquired information to classroom instruction or curriculum.
   b. Colleagues seek teacher's knowledge and expertise in subject area.
   c. Knowledge base extends beyond that which can be used on a regular basis.
   d. Pursues challenging professional experiences.
   e. Encourages students to stretch toward their fullest academic potential.
   f. Meets criteria #9, #16 and #19 in the general faculty evaluation in an exemplary fashion:
      ♦ Displays knowledge of curriculum and subject matter.
      ♦ Establishes and maintains cooperative professional relationships.
      ♦ Participates in professional growth activities.
   g. Promotes personal goal setting for students.
3. Demonstrates rapport with students in his/her classes; serves as an effective advisor and counselor to students, helping them to deal with important decisions and crises in their lives.
   a. Students seek out teacher to discuss personal and school concerns
   b. Meets the general faculty evaluation criterion #14, "Demonstrates sensitivity in relating to students," in an exemplary fashion:
      - Is readily available to students.
      - Communicates empathetically, accurately, and with understanding.
      - Respects students as individuals.
      - Listens to students.
      - Uses discretion in handling confidential information and difficult situations.
      - Provides orientation for new students.
      - Acknowledges the right of others to hold differing views or values.
      - Gives constructive criticism.
      - Gives praise and encouragement when appropriate.
      - Makes an effort to know each student as an individual.
      - Helps students develop efficient learning skills and work habits.
      - Creates a climate in which students display initiative and assume personal responsibility for learning.

4. Demonstrates a strong sense of commitment to his/her fellow teachers and administrators; a willingness to help them grow, improve, and develop as professionals.
   a. Shares materials and ideas in a supportive way.
   b. Demonstrates empathy and concern for colleagues.
   c. Provides colleagues with guidance and follow-up with their personal and professional concerns, needs or interests.
   d. Gives colleagues constructive support.

5. Takes leadership in matters of curriculum development and improvement, demonstrating receptiveness to new ideas.
   a. Serves as a catalyst for the design of new courses or brings in new programs which are adopted or implemented in the school.
   b. Encourages others to contribute to curriculum development.
   c. Tries new ideas presented by colleagues.
   d. Models a collaborative approach to curriculum development.
6. Demonstrates a willingness to take on out-of-classroom activities, helping out where needed.
   a. Volunteers to fill a gap.
   b. Participates on and contributes to school committee work.
   c. Chairs school committees.
   d. Assumes non-classroom responsibilities such as coaching or advising major after-school student clubs or activities.
   e. Supports and attends school athletic and non-athletic events.
      ♦ Attends school games and functions as a spectator, assistant, chaperon, etc.
      ♦ Participates in admissions activities, coffees, Parents' Association events, etc., where attendance is not required, but volunteered.
   f. Participates in activities which link the school to the adult community such as service projects, the Faculty Friend and the Adult Education programs, and faculty social events.

7. Demonstrates a cooperative spirit, a readiness to receive direction, an ability to hear criticism as well as praise, and to handle disagreements, when they occur, in a professional, thoughtful, and supportive manner.
   a. Is receptive to suggestions and acts on them as appropriate.
   b. Meets criteria #16c and #16d in the general faculty evaluation in an exemplary fashion:
      ♦ Brings school related concern to the attention of appropriate personnel.
      ♦ Demonstrates an ability to manage professional relationships.
   c. Works cooperatively with members of the faculty and staff to address issues and modulate differences in a harmonious fashion.
   d. Encourages varied opinions and validates contributions of others.

8. Communicates frequently and effectively with parents; supports the school publicly in the community and acts as an effective and positive spokesperson for the school.
   b. Promotes the school at social and community events.
   c. Encourages families to visit the school and to consider enrolling their children at the school.
   d. Encourages other professionals to visit the school.

9. Demonstrates a clear commitment to the mission and philosophy of the school.
   a. Creates a tone and atmosphere which reflects support, loyalty, and agreement with the mission of the school.

   WHEN THE FIRST EIGHT CRITERIA ARE MET,
   THEN CRITERIA NINE HAS BEEN MET.
TO: ALL FACULTY

FROM: SIM (SCHOOL IMPROVEMENT MODEL) COMMITTEE

RE: ADMINISTRATOR FEEDBACK

Just as teachers in grades 5-12 have been asked to have their students complete feedback forms, the SIM Committee (the school's committee of faculty and administrators which has been developing our school-wide teacher, nurse, counselor, librarian, learning resource teacher, and administrator evaluation criteria and procedures) has developed and approved an "Administrator Feedback" form which you are being asked to complete.

This brief form is being distributed by department and division heads. You are asked to write your comments and return the information directly to the department or division head for whom your feedback is intended. The results will remain the personal property of the person receiving it. It is hoped that your comments will give support and construction guidance where appropriate.

The SIM Committee has recommended that these forms be distributed in mid-April, and you are asked to return them within one week.

Thank you for the time and thought you will be putting into completing the feedback forms.
THE TEACHER PERFORMANCE EVALUATION CYCLE

ORIENTATION CONFERENCE

AGREE ON RULES

PREOBSERVATION CONFERENCE

RESULTS LISTED

OBSERVATION OF CLASSROOM

STAFF DEVELOPMENT

ANALYSIS OF DATA, CONFERENCE PREPARATION

COACHING COMPENSATION

POST-OBSERVATION (SUPERVISORY CONFERENCE)

INTENSIVE ASSISTANCE

ADDITIONAL DATA

WRITTEN AGREEMENT

SUMMATIVE REPORT WRITTEN

CONFERENCE

KEY:
FORMATIVE
SUMMATIVE
RECYCLE
MANATT'S EXERCISE IN SELECTING TEACHER PERFORMANCE EVALUATION CRITERIA
BASED ON "EFFECTIVE TEACHING RESEARCH"¹

Enter O, + or -

1. ______ Advanced degrees: the teacher holds a master's or doctor's degree.

2. ______ Superior knowledge of subject matter: teacher has better subject mastery in subject(s) taught.

3. ______ Teaching experience: teachers who have taught more than five years compared with those who have taught less than five years.

4. ______ Neatness: of teacher's work and classroom.

5. ______ Good Grooming: by contemporary standards the teacher makes a good first impression.

6. ______ High expectations: teacher expects all students to do well, to meet standards for promotions.

7. ______ Use of praise: teacher uses praise more than criticism.

8. ______ Warmth: the teacher projects caring; nice to be around.

9. ______ Classroom management: the teacher spends less time in classroom management.

10. ______ Class vs. individual instruction: the teacher teaches to the class as a whole or to large groups.

11. ______ Seatwork: the teacher uses less seatwork but monitors closely what is given.

12. ______ Teacher directed: the teacher selects activities and directs them, not the students.

13. ______ Modeling: the teacher models what is to be taught.

14. ______ Questioning: the teacher uses easy questions with a high success rate intended; directs questions to specific students, not volunteers.

¹This list of effective teacher behaviors has been abstracted from the research summaries of Don Medley, Kathy Schaub, Barak Rosenshine, Ron Edmonds and Peter Mortimore, et al., presented in the videotape entitled, Teacher and School Effectiveness, ASCD, 225 North Washington Street, Alexandria, VA. 22314, 20 minutes.
Mastery: the teacher does not "move on" until the material in a unit is learned.

Planning: the teacher uses detailed lesson plans with a variety of activities to assure high time-on-task.

Structuring comments: the teacher spends part of each period preparing learners for learning.

Student has ample opportunity to learn criterion material; material covered in class provides a functional curriculum that matches curriculum guides and testing program.

Probing: teacher responses that encourage the student to elaborate upon his or her answers.

Criticism: the teacher gives the student "straight-from-the-shoulder" feedback on accomplishments; uses praise sparingly.

More time devoted to recitation: oral activities for the students are stressed.

Teacher absences: the teacher's attendance record is good.

Difficulty level: the teacher "stretches" the learners by making the work really difficult toward the end of each unit.

Individualized instruction: the teacher personalizes his/her instruction for each learner.

Flexibility: teacher not upset by classroom interruptions; schedule changes.

More teacher-pupil interactions: teacher provides more one-on-one incidents.

Nonverbal approval: teacher uses body language and touching to reinforce.

Teaching style: teacher finds his/her favorite teaching style and sticks to it.

Testing: teacher gives few tests.
THE STRUCTURE OF SCHOOL SALARY SYSTEMS

Following are some of the patterns that have been developing in the salary structures of independent schools over the past several years. The diagram shows five of the six themes of Faculty Salary Systems in Independent Schools.

Structure
Low ................................................................. High

Performance Pay
Low ................................................................. High

Extracurricular Pay
Low ................................................................. High

Faculty involvement in decision making
Low ................................................................. High

Faculty satisfaction
Low ................................................................. High
# THE SALARY LADDER

<table>
<thead>
<tr>
<th>Title</th>
<th>Years</th>
<th>Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Apprentice&quot;</td>
<td>0-5</td>
<td>$23,000 - $35,000</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Senior Teachers&quot;</td>
<td>4-?</td>
<td>$32,000 - $42,000</td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Faculty Leaders&quot;</td>
<td>8-?</td>
<td>$38,000 - $55,000</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15 Years to Top of "Scale" is Possible

**Faculty Leaders are those who:**

- Teach a full load (and do it very well)
- Mentor young teachers
- Build curriculum
- Provide extra curriculum support
CAREER LADDER

"Teacher"  
0-5 Years (max)  
20%  
$24,000 - $35,000

"Senior Teachers"  
3-? Years  
60%  
$34,000 - $45,000

"Faculty Leaders"  
8-? Years  
20%  
$44,000 - ? or Bonus

15 Years to Top of Scale?

"Faculty Leaders"

✦ Teach full load and do it well
✦ Mentor others
✦ Go the extra mile - extra
✦ Innovate curriculum
Components

Completed components include:

a. faculty evaluation criteria and descriptors;
b. procedures for the faculty evaluation cycle and the formative and summative conferences;
c. classroom observation form;
d. student feedback forms to be completed by students in fifth through twelfth grades and returned directly to their teachers;
e. faculty feedback form to be completed by faculty members and returned directly to the division or department heads for whom the form was completed;
f. librarian criteria, descriptors, and evaluation procedures;
g. nurses criteria and evaluation procedures;
h. psychologist/counselor criteria and evaluation procedures;
i. learning resource teachers criteria, descriptors, and evaluation procedures;
j. career ladder system linked to faculty evaluation; and
k. faculty leader criteria and descriptors.

Components which are currently being developed include:

a. department and division head evaluation criteria, descriptors, and procedures; and
b. the on-going training of evaluators in observation and conferencing strategies.

Acceptance

The acceptance of the school-wide evaluation system may be attributed to several factors. First is the involvement of the faculty from the early stages of development. At each division teacher membership on the evaluation committee was determined by a faculty vote. In addition, all division heads were assigned to the committee. The committee remains balanced with classroom teachers and department head representation. Second, the evaluators are highly competent and have been given training in a variety of ways. They fulfill their responsibilities thoroughly and with a sincere desire to validate effective teaching practices and to give guidance for improvement. Third, the system has been linked to professional growth goals so that each teacher sees a direct relationship between the evaluation and their professional development. It is also being linked to performance pay and placement on the career ladder. When everyone is evaluated on the same system, division heads are able to identify variations in performance among the teachers. Fourth, the entire school is "speaking the same language."
PERFORMANCE EVALUATION OF:

TEACHER'S NAME

COMMENTS BY EVALUATOR: (Summary Statement concerning strengths, evidence of growth, professionalism, areas where improvement is desirable, and general effectiveness of teachers.)

Your first year has been an eventful one. We all wish that it had been an easier year. But amongst the difficulties, there have also been a number of accomplishments and strengths. First and foremost, I compliment you again on your perseverance, hard work, and cheerfulness. You have always shown a willingness to listen and accept, in an admirably non-defensive way, the concerns and suggestions of parents, Jane, and me. You have accomplished growth in many areas, such as understanding the First Grade curriculum, structuring class routines, and setting expectations. You have tried hard to coordinate your activities with those of your two co-teachers and keep your practices current with theirs.

There has been significant improvement over the course of the year in a number of areas. Most importantly, your class is much more settled now than in the fall. Although there is still a significant immaturity in many of the children in self-discipline, the class at least functions reasonably smoothly. You have more of a handle on the reading groups now, and the pacing has improved. You have shown much sensitivity in handling your many special little charges, including several with special needs. Your newsletter to parents have been very well done. And your support of and of your children has been constant throughout the year. There are indeed a number of children who have had quite a good and growthful year in your class.

Areas for improvement next year are two. Most important is class management, the area of greatest concern this year. I think you have already stockpiled an arsenal of ideas and things you will do differently. This arsenal must be called into play as of the start of the first day of school. "Expectations and rules first, exceptions later." Establishing routines right off the bat is critical. Setting clear limits, rewarding good behavior, and dealing immediately with misbehavior are also critical. You have seemed at times "removed" from the action in the classroom, almost a spectator, when things are not well under control. (This may well be from the strain of the constant supervision these children require.) I'd like you to be more proactive with your students, actively fostering good relationships and compliance with your and School expectations. Focus also on the clarity of your directions and expectations.

Effective class management of course precedes effective teaching, and with your class well under control next year we would like to ask you for some leadership in the area of reading. On one level, we would like to see the pace in your own classroom picked up, with high academic expectations set for the students. On another level, since reading was your graduate-school focus, we would like to use your expertise within the department in helping to make the reading program more effective and challenging.

I am attaching an outline of some class management goals for next year. In addition, I would strongly encourage you to attend the one-week course in class management offered at in June, or another similar course which you may know about. Class management is the critical issue.
In sum, I have very much enjoyed working with you this year. It's not been an easy year, for you or for me. But I feel that you and I, with Jane too, have tackled the situation as a team. Next year will bring a very different group of children; you'll have a year's experience under your belt; and you will have the benefit of turning a fresh page. We all recognize that next year will have to bring significant improvement in class management; Jane and I stand ready to give you all the support we can, so that the many talents you have to offer students can be brought into full play.

DATE OF CONFERENCE

HEAD'S RECOMMENDATION

Teacher's Signature ____________________________ I recommend probationary continued employment.

Evaluator's Signature __________________________ I recommend non-probationary continued employment.

Signing this form indicates that the evaluation has been discussed by both parties and that each retained a copy.

I do not recommend continued employment.

Teacher should be informed that recommendation for employment after the next school year is contingent upon improvement in performance.

*Comments by teacher on reverse side.
THE TEACHER PERFORMANCE EVALUATION CYCLE

ORIENTATION CONFERENCE

AGREE ON RULES

PREOBSERVATION CONFERENCE

RESULTS LISTED

STAFF DEVELOPMENT

OBSERVATION OF CLASSROOM

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ANALYSIS OF DATA, CONFERENCE PREPARATION

INTENSIVE ASSISTANCE

POST-OBSERVATION (SUPERVISORY CONFERENCE)

WRITTEN AGREEMENT

ADDITIONAL DATA

CONFERENCE

SUMMATIVE REPORT WRITTEN

KEY:
FORMATIVE
SUMMATIVE
RECYCLE
THE STRUCTURE OF SCHOOL SALARY SYSTEMS

Following are some of the patterns that have been developing in the salary structures of independent schools over the past several years. The diagram shows five of the six themes of Faculty Salary Systems in Independent Schools.

Structure
Low ------------------------------- High

Performance Pay
Low ------------------------------- High

Extracurricular Pay
Low ------------------------------- High

Faculty involvement in decision making
Low ------------------------------- High

Faculty satisfaction
Low ------------------------------- High
Division Heads and faculty representatives have been working with the Director to refine a Board endorsed proposal to create salary levels which replaces our old salary scale. Much of our discussion has been based upon the report of the Faculty Salary Committee in January, 1989. (A copy of this report is available in the Director's Office.) Using guidelines for salary levels suggested by that report, salaries of full-time faculty fall into the following ranges:

**Level A:** $21,500 - $26,700
Teachers in Level A are beginning teachers with little or no experience. They have generally less than five years teaching experience and have not completed an evaluation cycle at the school. (At present, there are 17 teachers in this group.) The 1995/96 raise for this level is $2,000.

**Level B:** $27,000 - $34,150
Teachers in Level B generally have at least five years of teaching experience with little extra responsibility. A teacher must have at least three years of experience to begin at the school in this level. Teachers in this category who have more than 10 years experience do not have Masters degrees. (At present, there are 17 teachers in this group.) The 1995/96 raise for this level is $3,000.

**Level C:** $33,170 - $42,650
Teachers in Level C generally have at least ten years of teaching experience and have earned a Masters degree. A teacher must have at least five years of experience to begin at the school in this level. (At present, there are 26 teachers in this category.) The 1995/96 raise for this level is $4,000.

**Level D:** $35,200 - $45,050
Teachers in Level D would have at least ten years of teaching experience. They would represent faculty who demonstrate unusually superior professional excellence. This level would be reserved for the master teachers and would probably represent not more than 10 percent of the faculty. They are all being compensated for additional responsibilities involving leadership in some academic area. (At present, there are 13 teachers in this category.) The 1995/96 raise for this level is $4,000.
This plan will be reviewed this fall by the faculty committee which helped to design it, and they will suggest appropriate adjustments and modifications. They will be guided by the following planning assumptions:

1. This faculty compensation plan will be integrated with an Improvement of Instruction Plan which will be implemented during the fall of 1995. Advancement from one level to another will involve successful completion of an evaluation cycle.

2. All raises are based upon projected revenues. There are no guaranteed steps.

3. We will continue to compare our salaries to metro salaries because salaries of public school teachers help to define our "market."

4. Since our old scale compressed salaries so drastically, some salary adjustment (mainly in Levels B and C) based upon equity will be required over the next ______ years.

5. Market factors may play a role in hiring and advancement.

6. We will continue to award pay increases for advanced degrees and can consider increases for significant non-academic experiences.
SALARY PLAN FOR TEACHERS
1995 - 1996

We cannot have a strong school without strong teachers, and we must make every possible effort to see that they are paid adequately and fairly for their performance. This plan is established to provide guidelines to determine equitable salaries.

The plan contemplates cost of living adjustments being made when necessary by adjusting the salaries in each category range (see below). It assumes that all teachers expect to undertake school responsibilities beyond their classroom teaching without extra pay, while recognizing that it is desirable to adjust classroom obligations to permit this. The salary plan is to be reviewed each year.

The plan is to be administered by the Head of School, who makes the final determination on all salaries, including those of newly hired teachers, in consideration with others as determined by the School Committee.

The total amount required to fund the salaries granted must be within the approved budget.

CATEGORY I

This category is for teachers who have just graduated from college and have no teaching experience. The salary in Category I is $28,075; a teacher remains in this category for only one year.

CATEGORY II

This category has a salary range of $28,635 - $31,102 and a time span of three years. Automatic increases of $690 and $1,777 are granted in the second and third years respectively.

At the end of three years in Category II, a teacher will be invited to return and be placed in Category III or will not be retained in the School. The placing of a teacher in Category III means that under ordinary circumstances he or she can expect to be a permanent member of the staff, but it does not establish legal tenure. No new teacher can expect to be a permanent member of the staff until he or she has been in the School for three years.
<table>
<thead>
<tr>
<th>Category II</th>
<th>Year</th>
<th>Basic Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>$ 28,635</td>
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<tr>
<td></td>
<td>2</td>
<td>29,325</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>31,102</td>
</tr>
</tbody>
</table>

**CATEGORY III**

This category has a salary range of $32,881 - $48,618. Automatic increases of $1,777 will be granted for the next four years. After a teacher has been in this category for five years, he or she will be informed that there is a possibility of going into Category IV, or that he or she will probably remain in Category III.

After eight years, increments are no longer automatic and performance increases are not to exceed $1,069 per year.

<table>
<thead>
<tr>
<th>Category III</th>
<th>Year</th>
<th>Basic Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>8</td>
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</tbody>
</table>

**CATEGORY IV**

This category has a salary range of $48,618 - $54,054. Under ordinary circumstances this category will not include more than 25% of the teachers in the School.

**Master Teachships**

All income from the Master Teachships endowment will be applied to finance salaries in Category IV. The teacher will be specifically named a Master Teacher.