

School District of Marshfield Alternative Compensation Plan

Catalog of Units for 2019-2020



The intention of compensation units is to recognize and reward those staff who choose to participate. It does not replace, remove or reduce the professional responsibilities and expectations for all staff to stay current and relevant in their fields and serve the students of the district in the best way, every day.

Method 1 –Negotiations Through Collective Bargaining (Base Wage)

- Negotiate amount not to exceed Consumer Price Index (CPI).
- Only base wage and manner of distribution can be negotiated.

Method 2 – Successful Annual Credentialing (Supplemental Wage)

- Supplemental wage based on fund availability and determined annually through school board action
- Staff on a Performance Improvement plan are ineligible during the year(s) in which they are on the plan
- Requires all of the following criteria are met:
 - o Must hold valid DPI License in area for the next school year.
 - o Must meet Educator Effectiveness criteria.
 - o Must be employed with School District of Marshfield for the entire previous academic year.
 - o Complete annual District-required professional development and/or trainings during contracted work time in the previous year.
 - o Full participation in activities during district professional development and record keeping days.
 - o Completion of successful annual evaluation.
 - o Administrative recommendation to earn credentialing compensation.

Method 3 – Voluntary Professional Development Program (Supplemental Wage)

- The Voluntary District Professional Development Program will be presented to the Board annually.
- Compensation units available through the Voluntary District Professional Development Program will be determined annually.
- Professional Staff on a Plan for Improvement may participate in the Voluntary Professional Development program but will not receive increased supplemental pay and units for successful completion until they have been removed from the improvement plan.
- This Professional Development model will continue to be based on the key ideas, goals and eligibility for participation requirements developed with the annual district priorities. Program requirements in 2019-2020 will continue accepting a maximum of 5 units at \$50.00 per unit.
- When the total number of units earned has reached the level required for a percentage increase, the percentage increase will be calculated on the following year's base wage.
- The complete annual Voluntary District Professional Development Program will be made available to professional staff for the upcoming year when it is completed.
- This program does not replace or compensate for participation in required district training.

Method 4 – Professional Leadership Opportunities (Supplemental Wage)

- All selections for the positions described in the catalog are final.
- Professional staff may apply for multiple positions described in the catalog; however, staff may be allowed to serve in more than one position if open positions remain. It is strongly suggested that staff apply only for positions for which they believe they are most qualified.
- Professional staff who are on a Plan for Improvement may not apply for any leadership positions described in the catalog.
- The district maintains the full right to increase, decrease, or alter the roles and responsibilities, numbers of positions, prerequisites and compensation units described herein on an annual basis to meet the priorities and resource needs of the district.
- Serving in a role described in this book is not linked to Educator Effectiveness and does not in and of itself influence an annual evaluation.
- This method awards units for movement only. It does not include an additional supplementary pay amount.
- All units are for a complete year. Neither the sharing of roles or proration of compensation units will be allowed.

DISTRICT PROFESSIONAL LEARNING COMMUNITY LEADER (DISTRICT PLC LEADER)

Official District PLC leader roles will be designated every other year. There will be no changes in the off year unless a retirement or resignation necessitates such a staff member is unable to complete his/her obligation in this role. PLC Leaders will be approved by the Director of Teacher and Learning annually. All appointments will be made annually.

Prerequisites: Teachers must have completed three (3) or more successful years of experience as a licensed educator in the School District of Marshfield in the grade level or subject area PLC he or she would be leading and must demonstrate understanding of the use of student data.

Description:

A District Professional Learning Communities (PLC) Team Leader works together with an administrative instructional leader to provide leadership and support to teams and peers in areas related to curriculum, instruction, professional development, assessment, data analysis and team development. The focus for all activities is to advance student learning through the implementation of professional learning community principles and practices as endorsed by the District and Board of Education. The Team Leader will facilitate the routine operations of district level PLC team meetings five times per year, facilitate effective team operations, organize long and short term tasks for teams to meet project deadlines, assist in developing and evaluating rigorous student achievement goals, develop agendas for team meetings based on district priorities, consult with administrative instructional leaders to identify needs and seek appropriate resources and participate in any additional collaborative meetings assigned by the Director of Teacher and Learning.

Requirements:

In order to receive the unit awards for this role, the PLC leader must complete the following:

- Attend and facilitate the designated district level PLC team meeting five times per year: August, December, January, April, and May.
- Communicate with the designated administrative instructional leader prior to all district level team meetings.
- Craft and communicate all district level PLC team meeting agendas to all team members prior to the district level PLC meeting.
- Organize long and short-term goals and tasks and submit to the administrative team leader.
- Participate in any additional collaboration assigned by the Director of Teacher and Learning.

2019-2020: Twenty (20) District PLC Leaders will be selected by district administration:

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- 7-12 Math
- 7-12 Science
- 7-12 English
- 7-12 Social Studies
- Career and Technical Education
- Art
- Foreign Languages
- Health
- Music
- Physical Education
- K-6 Special Education and Specialists
- 7-12 Special Education and Specialists
- K-12 Student Services

Upon successful completion, the PLC leader will receive **2 units** for each year he/she serves in this role.

ACADEMIC AND CAREER PLAN (ACP) ADVISORY LEADER

A middle school and high school ACP Advisory Leader provides building staff with direction and support necessary to successfully implement a purposeful Lunch & Learn or high school advisory period directly tied to the Board approved Academic and Career Plan. This leadership role is also directly connected to Academic and Career Planning, however is not limited to other activities that support ACP.

Prerequisites:

In order to apply for this role, a staff person must have served on the district Academic and Career Planning (ACP) team and be familiar with the School District of Marshfield ACP plan.

Description:

The ACP Advisory Leader will lead a team of staff in creating and revising activities focused on academic and career planning. In addition, the Leader will assist advisory staff with the necessary coaching on how to handle student situations when they arise during the advisory time. The Leader will research and present opportunities for staff to develop skills in leading effective student advisories.

Requirements:

In order to receive the unit awards for this role, the Advisory Leader must complete the following:

- Lead a school advisory team in developing activities focused on the District Academic and Career Plan to be implemented during middle school Lunch & Learn or high school advisory sessions.
- Collaborate and plan with the building PBIS teacher leader to embed PBIS activities and other important topics into middle school Lunch & Learn or high school advisory sessions.
- Collaborate and plan with the school counselor to embed bullying and other important topics into middle school Lunch & Learn or high school advisory sessions.
- Develop a document to communicate activities and/or events to occur during Lunch & Learn or high school advisory sessions.
- Become familiar with opportunities in place for students to develop skills needed in planning for college and career readiness.
- Seek additional opportunities for students to develop skills needed in planning for college and career readiness.
- Monitor staff understanding and comfort with activities and events within their advisory time. Coach and/or find training opportunities if staff are in need of support.

2019-2020: Up to two (2) Advisory Leaders will be selected by the district

- Marshfield High School (1)
- Marshfield Middle School (1)

Upon successful completion, the ACP Advisory Leader will receive **3 units**.

POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS) FACILITATOR

The district will select PBIS Facilitators annually. A staff person may serve up four (4) years in this role; however, all appointments will be made annually.

Prerequisite:

In order to apply for this role a staff person must have completed five (5) years of successful teaching experience in Wisconsin and received to a full year of PBIS training including Tier 1/Universal Training. The staff person must commit to attending workshops and/or other training as required. Understanding of and the ability to implement data collection processes are required. Key responsibilities of this position are:

- Assist the principal in ensuring that behavior expectations are taught, reinforced and monitored at the building level
- Design celebrations
- Develop the PBIS Team
- Collect and analyze specific PBIS data
- Communicate with parent groups, networks, administrators and staff
- Participate in the annual report on PBIS before the Board of Education

Description:

Although individuals can refer to themselves as PBIS “coaches” or “facilitators,” most implementation efforts emphasize the **roles, responsibilities and activities of coaching**. Given this emphasis, efficiencies are developed by integrating the coaching functions into job descriptions of existing school personnel (e.g., school psychologists, behavior specialist, social workers, school counselor, cluster/complex administrator). The PBIS Supports Facilitator will demonstrate specific skills including applied behavior analysis and the ability to use a variety of observational and interviewing skills.

Requirements:

- Complete the Tier1/Universal Training, Tier 2 training programs and attend leadership workshops.
- Collect, analyze, and understand PBIS specific data with the data team.
- Develop building level trainings, agendas and timelines.
- Develop and receive approval for a building level staff development program, communication plan and action plans for implementation.
- Facilitate and attend the monthly team meetings, including creating an agenda and keeping minutes
- Attend and monitor the required PBIS trainings with the building team.
- Assist the Principal is insuring that expectations are taught, reinforced and monitored at the building level
- Insure that PBIS is implemented with integrity in their building.
- Communicate with data teams, parent groups, network with other building level facilitators.
- Collaborate with the building team to design celebrations.
- Participate in the Annual report before the Board of Education.

2019-2020: Up to seven (7) PBIS Facilitators will be selected by the district

- Marshfield High School (1)
- Marshfield Middle School (1)
- Grant Elementary School (1)
- Lincoln Elementary School (1)
- Madison Elementary School (1)
- Nasonville Elementary School (1)
- Washington Elementary School (1)

Upon successful completion, the PBIS Facilitator will receive **3 units**.

PERSONALIZED LEARNING SUPPORT FACILITATOR

The Personalized Learning Support Facilitator provides instructional staff with the essential support needed to complete technology-based instructional functions that assist the district in meeting the vision of a world class personalized learning environment.

Prerequisites:

In order to apply for this role a staff person must have completed three (3) years of successful teaching experience in the district and successfully completed training in Personalized Learning and Technology Integration.

Description:

The Personalized Learning Support Facilitator provides leadership, staff development, and instructional support to all instructional staff. The Personalized Learning Facilitator promotes the use of technologies to support student achievement in the preK-12 classroom.

The Personalized Learning Support Facilitator serves as a liaison between school, home and district technology initiatives and school-based implementation and support for administrators and teachers.

He/she also assists in the implementation of curriculum and technology integration projects.

The Facilitator must work collaboratively with the Director of Teacher and Learning, Director of Technology, and technology support staff and have a deep understanding of the meaning of and vision for a personalized learning environment for all students as well as curriculum, content and effective instructional pedagogy.

Requirements:

2019-2020: Up to seven (14) Personalized Learning Facilitators may be selected by the district

- Marshfield High School (2)
- Marshfield Middle School (2)
- Grant Elementary School (2)
- Lincoln Elementary School (2)
- Madison Elementary School (2)
- Nasonville Elementary School (2)
- Washington Elementary School (2)

Upon successful completion, the Personalized Learning Support Facilitator will receive **4 units** for each complete year he/she serves in this role and meets the expectations of a Personalized Learning Support Facilitator.

CURRICULUM CYCLE LEADER

Curriculum Cycle Leaders will be selected prior to phase one of each curriculum cycle. There will be no change to the program leader during the five-year curriculum review cycle unless a retirement or resignation occurs or such a staff member is unable to complete his/her obligation in the role.

Prerequisites:

In order to apply for this role, professional staff must have completed three (3) or more successful years as a licensed educator in the district, have three (3) or more years of experience in his or her grade level, department or program and must commit to a full curriculum review which consists of five phases in five years. Each phase contains specific annual tasks the team is required to complete to move forward in reviewing and developing the curriculum. Staff chosen for this role will ensure all tasks directed by the curriculum review model and the Director of Teacher and Learning are met annually.

Description:

A Curriculum Cycle Leader will work within a designated content program to oversee the entire monitoring and assessment, research and investigation, revision, development and implementation process of a curriculum review cycle. Each year of the cycle, several activities are to be completed. These activities must be completed throughout the five-year process. It is the leader's responsibility to see that the specific year's activities are completed by year end. The curriculum leader is also responsible to lead the teachers through the curriculum approval process, materials review, and meeting of the time lines and requirements. The Curriculum Cycle Leader will meet quarterly with the Director of Teacher and Learning and other Curriculum Cycle Leaders.

Requirements:

- Attend a Curriculum Review and Development System training with the Director of Teacher and Learning.
- Familiarize and be able to explain the Curriculum Review and Development System regularly and consistently.
- Ensure all curriculum teams are completing tasks assigned by the Director of Teacher and Learning.
- Assist the Director of Teacher and Learning with organizing curriculum review teams and PLC meetings focusing on data, teaching, learning and research.
- Meet with the Director of Teacher and Learning and the Vertical Team Leader when directed. The amount of meeting times will vary from once per month to quarterly depending on the Curriculum Review and Development System phase.

Up to twelve (12) Curriculum Review Leaders may be selected by the district administration

- English Language Art (1)
- Mathematics (1)
- Science/Agriculture (1)
- Social Studies (1)
- Student Services (1)
- Technology Education (1)
- Business Information & Technology (1)
- Art Education (1)
- Music Education (1)
- Physical Education and Health (1)
- Family and Consumer Sciences (1)
- World Languages (1)

Upon successful completion, the Curriculum Cycle Leader will receive 2-4 units for each complete year he/she serves in this role.

Phase I: Research, Investigation, Goal Setting, Data Analytics *(3 Units)*

Phase II: Data Analytics, Learning Standards Development, Pacing Guide Development *(4 Units)*

Phase III: Resource and Materials Review, Learning Standards Finalization, Board Approval Process, Professional Development *(4 Units)*

Phase IV: Full Implementation Year I, Ongoing Unit Development, Data Collection *(2 Units)*

Phase V: Full Implementation Year II, Ongoing Unit Development, Data Collection *(2 Units)*

For more information and to review the School District of Marshfield Curriculum Review Guide, please visit the district website: <https://www.marshfieldschools.org/Page/306>.

Method 5 – Graduate Degrees and Certifications (Supplemental Wage)

This method awards units for movement only. It does not include an additional supplementary pay amount.

PRE-APPROVED MASTER’S DEGREE PROGRAM

Upon successful completion, the staff person who holds a bachelor degree will receive the pre-approved number of compensation units based on their plan of study and the Master Degree being sought.

- The graduate program must be pre-approved and completed after July 1 in the year of which they submitted the prior approval request.
- Graduate programs will be pre-approved as a level 1 or level 2 program. Designations may be changed from year to year as needs/requirements of the district change. Once approved, a staff member will complete Level 1 approval under that program, regardless of future district adjustments. If a staff member is approved at Level 2 and the designation of that level is adjusted up before completion, the staff member may request a consideration for a change up. Consideration will be based on the initial approval.
- Transcripts must be on file at Central Office by August 30th, or the units will not apply until the conclusion of the following year.

2019-2020	
Level 1 – 40 units	Level 2 – 20 units
Master’s Degree in STEAM or STEM (specifically listed on transcript)	Master’s Degree in Education
Master’s Degree in a specific content area as reflected on the official degree of the Granting University Transcript: <ul style="list-style-type: none"> • English • Math • Science • Social Studies • Music (A specific music Master’s Degree that allows post-secondary affiliation) • Art (A specific art Master’s Degree that allows post-secondary affiliation) • Career and Technical Education 	Master’s Degree in Technology Integration
	Master’s Degree in Educational Leadership
	Master’s Degree in the staff member’s content area but not listed as a level 2.

NATIONAL BOARD CERTIFICATION

National Board Certification is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. It was designed to develop, retain and recognize accomplished teachers and to generate ongoing improvement in schools nationwide.

While teacher licensure systems set the basic requirements to teach in each state, completion of National Board Certification signifies that teachers have voluntarily gone much further. NBCTs have developed and demonstrated the advanced knowledge, skills and practices required of an outstanding educator.

Standards for each content area represent a consensus among educators about what accomplished, effective teachers should know and be able to do to improve student learning and achievement. Board certification is available in 25 certificate areas, from Pre-K through 12th grade.

Certification consists of four components: written assessment of content knowledge, reflection on student work samples, video and analysis of teaching practice, and documented impact and accomplishments as a teaching professional. Throughout its more than 25-year history, the National Board has sought to review and revise its standards and certification process to reflect best practices in teaching. Throughout the process, educators will be able to apply learning to the classroom practice and connect with other teachers pursuing certification.

Prerequisites:

As required the by the National Board Certification process and a district required form of action.

Requirements:

Documentation of successful completion of the National Board Certification process.

Upon successful completion, the staff person will receive *20 units*.

READING TEACHER LICENSE – 316

Individuals who hold a Bachelors Degree and submit pre-approval for a graduate program seeking a Master's Degree with a 316 reading teacher and 317 reading specialists license, will receive **40 units** upon completion as indicated by transcript and DPI licensing.

Individuals who hold a Master's Degree and submit pre-approval for graduate coursework leading to a 316 reading teacher license will receive **15 units** upon completion as indicated by transcript and DPI licensing.

Individuals who hold a Bachelors Degree and submit pre-approval for coursework leading to a 316 reading teacher license will receive **15 units** upon completion as indicated by transcript and DPI licensing.

ACCREDITED CERTIFICATION PROGRAM/ ADDITIONAL DPI LICENSURE

Individuals who submit pre-approval for a certification program or are requested by the district to obtain additional DPI licensure, will receive up to 15 units upon completion as indicated by transcripts. The certification or DPI Licensure must be relative to current or future assignments. (Examples: Board Certified Behavior Analyst (BCBA), Alternative Education, Driver's Education)

- 3-6 college credits required (**5 units**)
- 7-12 college credits required (**10 units**)
- 13 or more college credits required (**15 units**)

GRADUATE CREDITS

Individuals who hold a Master's Degree may submit pre-approval for three credits of graduate coursework. The staff person will receive **5 units** upon successful completion (B or better) as indicated by a university transcript.

The following restrictions apply:

- Individual must currently hold a Master's Degree.
- The graduate coursework may not be print based.
- The 3 graduate credits must have a direct correlation to the teaching assignment and a District priority or action step and must be pre-approved by the Superintendent or his/her designee.
- This method is only available to an eligible staff member once in a five-year period.
- All 3 graduate credits must be completed within one 11- month period between July 1 – May 30.
- Transcripts must be on file at Central Office by August 30th, or the units will not apply until the conclusion of the following year.

Schedule For Supplemental Wage Increases
Based On Number Of District Units Earned

Base Salary	Step	Minimum Number of Units per Threshold				
		15	30	45	60	75
\$42,000	B1	6.00%	6.00%	6.00%	6.00%	6.00%
\$43,336	B2	5.55%	5.55%	5.55%	5.55%	5.55%
\$44,877	B3	5.10%	5.10%	5.10%	5.10%	5.10%
\$46,465	B4	4.65%	4.65%	4.65%	4.65%	4.65%
\$48,072	B5	4.20%	4.20%	4.20%	4.20%	4.20%
\$49,759	B6	3.75%	3.75%	3.75%	3.75%	3.75%
\$51,386	B7	3.30%	3.30%	3.30%	3.30%	3.30%
\$53,032	B8	2.85%	2.85%	2.85%	2.85%	2.85%
\$54,791	B9	2.40%	2.40%	2.40%	2.40%	2.40%
\$56,567	B10	1.95%	1.95%	1.95%	1.95%	1.95%
\$56,567	B11	1.95%	1.95%	1.95%	1.95%	1.95%
\$56,567	B12	1.95%	1.95%	1.95%	1.95%	1.95%
\$48,307	M1	6.00%	6.00%	6.00%	6.00%	6.00%
\$49,607	M2	5.55%	5.55%	5.55%	5.55%	5.55%
\$51,114	M3	5.10%	5.10%	5.10%	5.10%	5.10%
\$56,136	M6	3.75%	3.75%	3.75%	3.75%	3.75%
\$57,833	M7	3.30%	3.30%	3.30%	3.30%	3.30%
\$59,550	M8	2.85%	2.85%	2.85%	2.85%	2.85%
\$61,309	M9	2.40%	2.40%	2.40%	2.40%	2.40%
\$63,085	M10	1.95%	1.95%	1.95%	1.95%	1.95%
\$66,729	M12	1.95%	1.95%	1.95%	1.95%	1.95%