



## Professional Growth Salary Schedule

December 2011

### Principles

**Base Salary:** Professional level pay that will attract and retain high quality educators. The entry level salary should be equivalent to other professional starting salaries and the schedule must provide a career path for educators to keep them in the classroom.

**Shorter Single Salary Schedules:** Educators should be able to reach their “career” salary on the schedule within ten years.

**Association Involvement:** The schedule must be co-created or designed with educators through collective bargaining.

**Flexibility:** There is **no single model** for professional growth salary schedules. Schedules must be locally bargained.

**Transparency:** The schedule must be transparent, fair, and understandable to all employees and the public.

**Funding:** A professional growth salary schedule must have adequate and sustainable funding. Grants are only temporary resources and cannot sustain a career salary program.

**Accessibility:** Any professional growth salary schedule must be accessible to everyone who is eligible, without quotas.

**Salary Levels:** A professional growth salary schedule must contain several levels through which educators progress that are based on prescribed skills, knowledge, licenses, certifications, degrees, responsibilities, and/or accomplishments.

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**Linked to Quality Professional Development:** A professional growth salary schedule must be linked to a professional development system that is devised locally.

**Program Assessment:** There should be periodic assessments of the schedule to determine its effectiveness in improving educator salaries, teaching quality, and the recruitment/retention of quality educators.

**Definition of Those in the System:** When implementing a professional growth salary schedule, all parties must agree on and clarify who is eligible to participate.

### **Barriers to Developing a Professional Growth Salary Schedule which Attracts and Retains High Quality Educators**

Lack of growth in total resources available to school systems:

- Federal stimulus and jobs act funds expiring.
- State dismantles cost of living increases in original Thornton formula.
- Eight counties refuse to maintain local effort without filing for waivers.

Erosion of take-home pay for school employees:

- Seventeen school systems did not increase pay scales in 2009-10, 2010-11, or 2011-12; at least 15 did not provide step increments in all years.
- Situation exacerbated by rising employee health insurance and pension contributions.



- Future local funding becoming less predictable.
- Friction between county governments and school systems on the rise.

Lack of healthy, collaborative labor-management environment in many school systems.

Relations most adversarial in counties using third-party negotiators (often outside law firms) hired by local school boards, which is a poor use of education funds.

**MSEA Dec. 2011/MSDE Compensation Workgroup**