

A young boy with short dark hair, wearing a grey and blue striped shirt, is sitting and smiling while holding a red folder. In the background, a teacher with blonde hair is visible, and there are bookshelves filled with books. The overall scene is a classroom.

**Committee to  
Advance Educator  
Compensation  
& Careers (CAECC)**

**Kickoff Meeting**

July 30, 2014

# Goals Today

**Develop a shared understanding regarding:**

- **The process that led to this Committee**
- **What this Committee will accomplish**
- **How this Committee will work together**

# Overview

- **Process to-date**
- What we must accomplish
- How we will work together
- Where we are today
- Next steps

# We will build on foundational work...



- Education Salary Improvement Committee (1998)

- Race to the Top initiatives (since 2010)

- DOE exploratory research (2012)

- Stakeholder visioning (2013)

- DSEA & DOE collaboration (Since 2013)

- Senate Bill 254 (July 2014)

- CAECC process (through Nov 2014)

- Legislation in Winter 2015

# ...and clarify the process ahead

August 2014 – March 2015

2015 - 2016

2016 - 2017



**Develop next level of detail of SB 254 parameters**

**Stakeholder engagement to inform design**

**Legislation introduced to General Assembly**

**Regulatory process to clarify details unresolved by CAECC**

**Districts develop implementation plans**

**State and district systems aligned to new scale**

**New system goes into effect**

**Process to identify and implement improvements**

# Overview

- Process to-date
- **What we must accomplish**
- How we will work together
- Where we are today
- Next steps

# “The Plan must establish...”

1. A career pathway with few and meaningful steps
2. Leadership roles for educators to receive additional pay for leadership responsibilities
3. Senior leadership roles for a small sub-set of educators who have demonstrated the highest levels of effectiveness and served in leadership roles
4. Levels of base pay at all steps in the career pathway
5. Levels of supplemental pay for leadership roles
6. Applicability of the new system and opt-in mechanisms

## **Deliverables Due Nov 15**

- An alternative compensation plan for Delaware’s public K-12 educators
- Implementing legislation and fiscal note

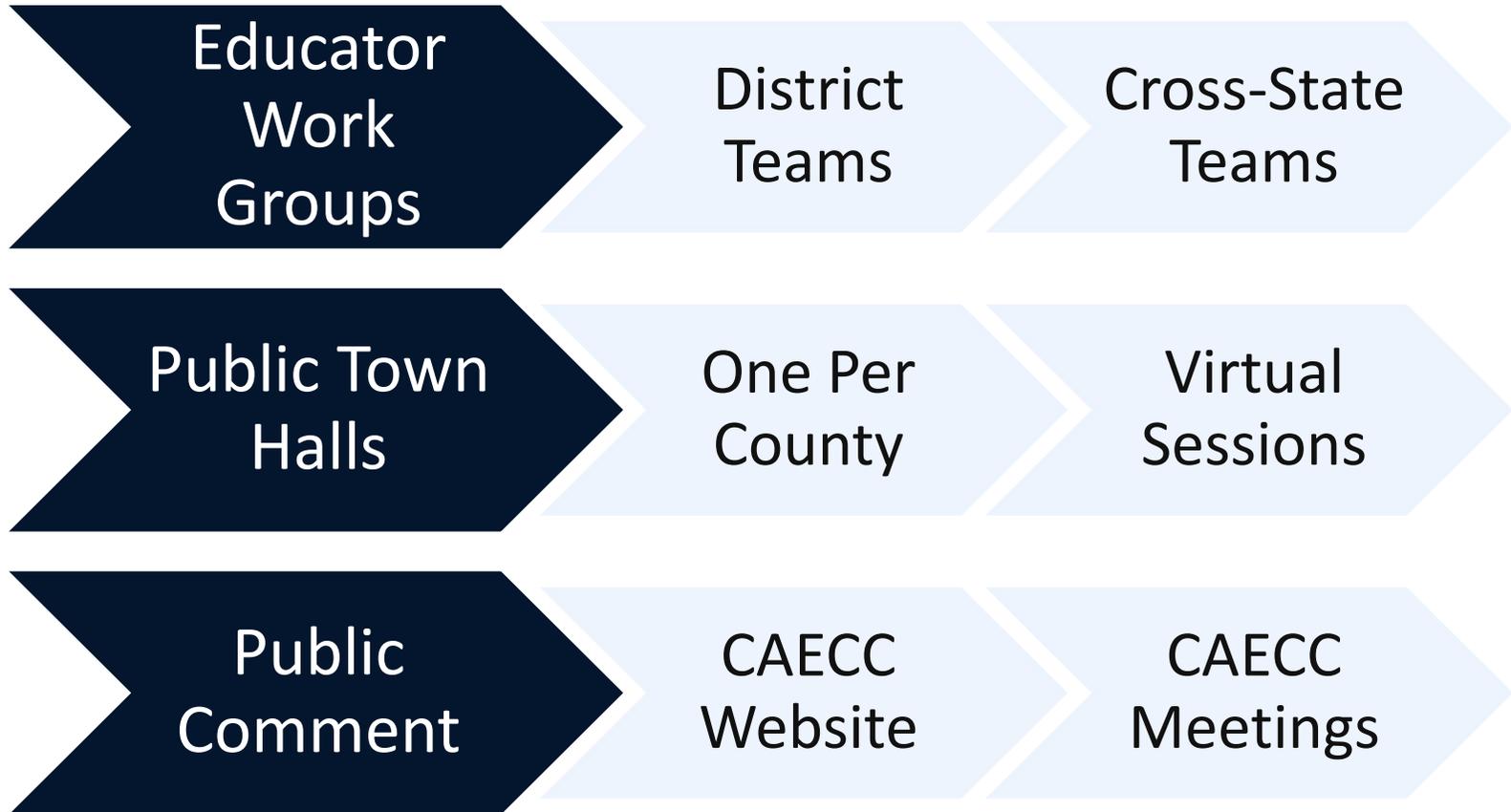
# Overview

- Process to-date
- What we must accomplish
- **How we will work together**
- Where we are today
- Next steps

## Each CAECC session we will...

- **Direct** the work. We will define what needs to be addressed and what questions to to prioritize.
- **Review** proposals based on what we have identified as priorities and raise questions for further consideration.
- **Decide** what the CAECC will resolve, and what should be deferred to a planning phase led by stakeholders.
- **Engage** stakeholders throughout the process for input as part of our decision-making process.

# Stakeholder Engagement: Overview



# Overview

- Why we are here
- What we must accomplish
- How we will work together
- **Where we are today**
- Next steps

# Broad Approaches to Compensation

We can pay for...

Performance

- Measurable contributions to student growth

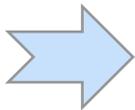
Responsibility

- Teacher leadership, service in high need roles and schools, etc.

Inputs

- Higher degrees, certifications, years of experience, professional development, etc.

Our  
current  
focus



# Current State Salary Schedule \*

Years Exp.	No Degree	Bach Degree	Bach Plus 15	Bach Plus 30	Mast Degree	Mast Plus 15	Mast Plus 30	Mast Plus 45	Doctoral Degree
0.0	26,698	27,781	28,864	29,948	31,573	32,657	33,740	34,826	35,910
1.0	26,967	28,053	29,137	30,220	31,845	32,929	34,012	35,096	36,179
2.0	27,211	28,323	29,406	30,490	32,115	33,198	34,282	35,368	36,451
3.0	28,187	29,270	30,354	31,440	33,065	34,148	35,232	36,315	37,399
4.0	29,001	30,003	30,979	31,981	33,443	34,418	35,637	36,721	37,804
5.0	30,003	30,979	31,981	32,957	34,418	35,421	36,396	37,399	38,374
6.0	30,979	31,981	32,957	33,932	35,421	36,396	37,399	38,374	39,349
7.0	31,981	32,957	33,932	34,935	36,396	37,399	38,374	39,349	40,352
8.0	32,957	33,932	34,935	35,910	38,863	39,838	40,838	41,816	42,816
9.0	33,932	34,935	35,910	36,885	39,838	40,838	41,816	42,816	43,791
10.0	34,935	35,968	36,885	37,888	40,838	41,816	42,816	43,791	44,769
11.0	34,935	35,968	37,888	38,863	41,816	42,816	43,791	44,769	45,769
12.0	34,935	35,968	38,918	39,838	42,816	43,791	44,769	45,769	46,744
13.0	34,935	35,968	38,918	40,838	43,791	44,769	45,769	46,744	47,719
14.0	34,935	35,968	38,918	41,863	44,769	45,769	46,744	47,719	48,722
15.0	34,935	35,968	38,918	41,863	45,769	46,792	47,719	48,722	49,697
16.0	34,935	35,968	38,918	41,863	45,769	46,792	48,714	49,747	50,692

\* Excludes local district share which generally represents ~30% of total base salary

# Broad Approaches to Compensation

We can pay for...

Performance

- Measurable contributions to student growth

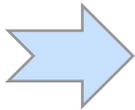
Responsibility

- Teacher leadership, service in high need roles and schools, etc.

Inputs

- Higher degrees, certifications, years of experience, professional development, etc.

Our  
current  
vision

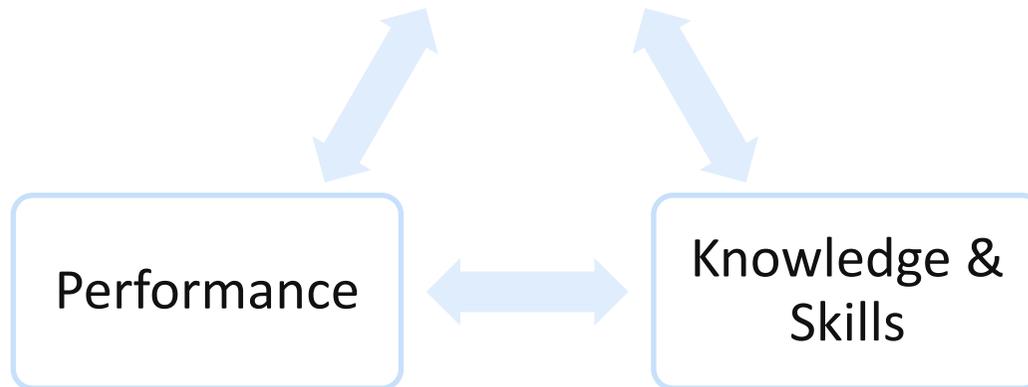


# Current Vision: Teacher Leadership

**Senior Teacher Leader &  
Teacher Leader Roles**

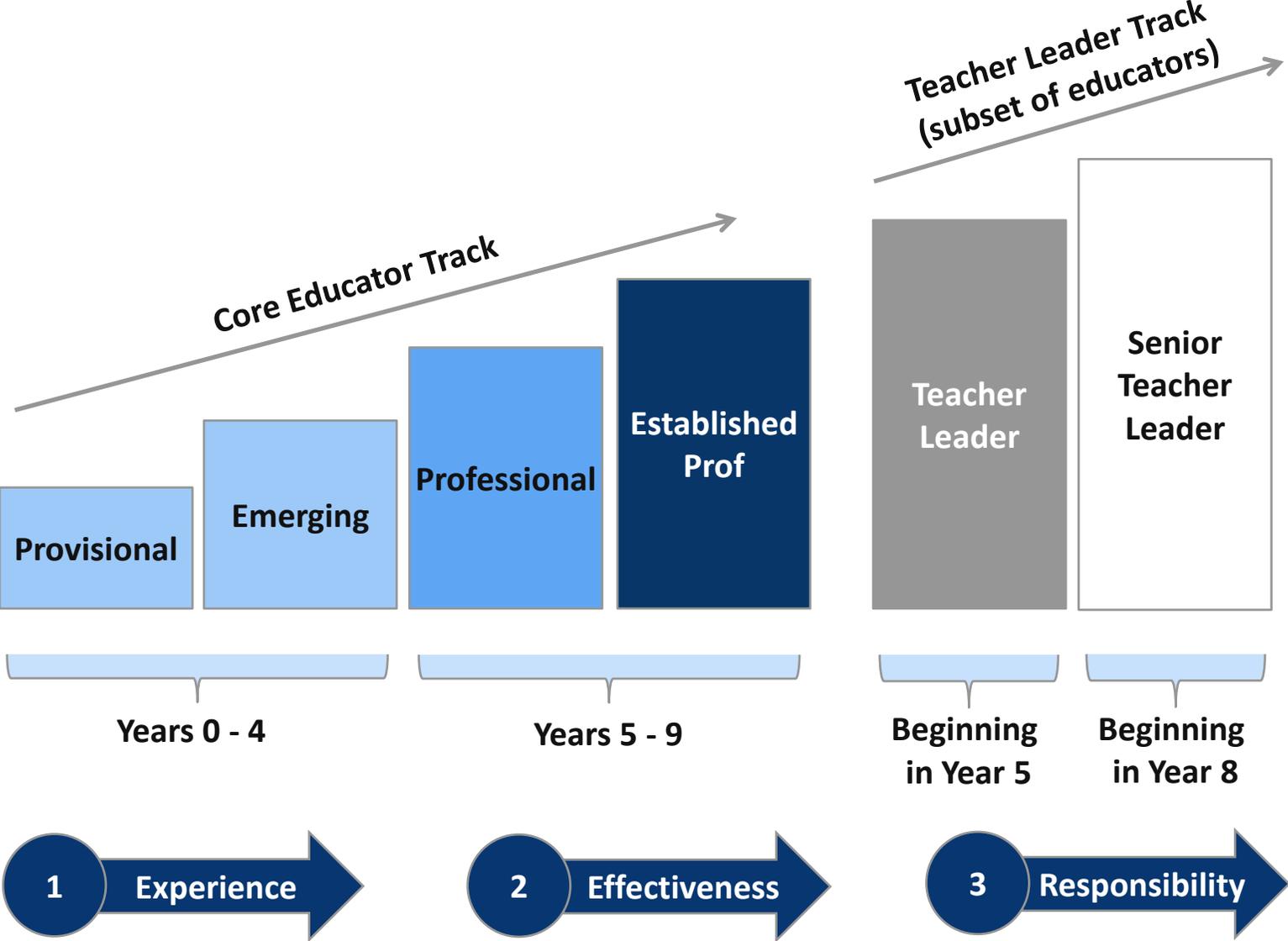
**Responsibility**

**Valued as critical “gate keepers” to  
heightened responsibilities**



**Mutually reinforcing with leadership roles  
playing central role in driving professional  
growth for all educators**

# Illustrative Example: Future Career Pathway



## Next steps

- Clarify who from your team will be CAECC point of contact on scheduling, materials, and communications
- Next CAECC meeting is August 6 from 5:00 – 7:00pm (Dover)