



Denver Public Schools  
Professional Compensation System for Teachers

# ProComp

## **ProComp At a Glance**

### **A Quick Reference Handbook**

**Last Updated: November 2006**

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# ProComp

## 2006-2007 ProComp Payments

Summary Table – Components and Elements Earning Opportunities

Components Index \$34,200	Knowledge and Skills			Professional Evaluation		Market Incentives		Student Growth		
	Professional Development Units	Grad Degree/ Nat. License & Certificates	Tuition Reimburse	Probationary	Non-Probationary	Hard to Staff Position	Hard to Serve School	Student Growth Objectives	CSAP Expectations	Distinguished Schools
<b>Element</b>	2% of Index Salary Increase	9% of Index Salary Increase	\$1,000 Lifetime Account	1% of Index Salary when rated satisfactory	3% of Index Salary when rated satisfactory	3% of Index Bonus	3 % of Index Bonus	1% Index Salary if both objectives met 1% Index Bonus if 1 objective met	3% of Index sustainable increase for exceeding expectations; 3% Index sustainable decrease for falling below expectations	2% of Index Bonus
<b>Dollar Amount</b>	\$684	\$3,078	\$1,000	\$342	\$1,026	\$1,026	\$1,026	\$342	\$1,026	\$684
<b>Payment Type and Frequency</b>	Monthly installments upon submission of proper documents	Monthly installments upon submission of proper documents	Up to \$1000 upon submission of proper documents	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Monthly installment upon completion of service each month	Monthly installment upon completion of service each month	Paid over 12 months starting in September based on previous year	Paid over 12 months starting in September based on previous year	Paid over 12 months starting in September based on previous year
<b>Builds pension and highest average salary?</b>	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Year Implemented</b>	2006-2007	2005-2006	2005-2006	2005-2006	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2005-2006
<b>Pay-Out Begins</b>	2006-2007	2005-2006	2005-2006	2006-2007	2006-2007	2005-2006	2005-2006	2007-2008	2007-2008	2006-2007

## Introduction

Denver Public Schools and the Denver Classroom Teachers Association have embarked on a bold journey to create an urban school system second to none.

- u One that enables all students to achieve their full potential in a safe, secure environment
- u One that builds the most professional and qualified teaching force
- u One that contributes to our vision for a great city
- u One that mirrors the rich diversity of our community.
- u One that evokes pride and commitment among all of our citizens and stakeholders.

The Professional Compensation System for Teachers, or ProComp, is one of several education reform initiatives undertaken in recent years by the district in collaboration with DCTA. Teachers comprise the single most important factor in student achievement and growth. While curricula, facilities and other parts of a school district are important, we know that investing in our teaching work force will pay dividends for our students.

ProComp enables the district to pay teachers for their contributions to student achievement, their own professional development and their willingness to take on some of the most challenging assignments or schools. The new system gives teachers opportunities to significantly increase their career earnings and have more control over the course of their careers.

ProComp is particularly distinctive because the district and the Denver Classroom Teachers Association worked together to develop the concept, build and test the implementation details, and make modifications for continuous improvement.

Nothing as comprehensive as ProComp exists elsewhere in the nation, although the system was designed after studying the strengths and weaknesses of other efforts to create alternative teacher pay systems. Many districts and states are studying Denver's balanced, results-based approach. Denver has been propelled to the forefront of the educational community, and the new system has been the subject of countless articles and research papers around the globe.

We are proud to bring ProComp to our educators and look forward to seeing the rewards for years to come.

## Overview of ProComp

What makes ProComp unique is a design that identifies and links the central ingredients necessary to serve and teach students:

- u Best practices in teaching and learning
- u Tools and data for measuring student growth
- u Knowledgeable and motivated professional staffs
- u Fair evaluation of educators

ProComp has three primary objectives:

1. To link teacher compensation more closely with the district’s instructional goals
2. To reward and recognize teachers for meeting and exceeding expectations
3. To enable DPS to attract and retain the most qualified and effective teachers by leading Colorado in overall teacher compensation

## Eligibility for ProComp

ProComp is available to all educators whose job classification is included in the Denver Classroom Teachers Association bargaining unit. All educators hired on or after January 1, 2006, will be hired into ProComp. Teachers working for DPS prior to January 1, 2006, may decide whether to join ProComp during any opt-in period from 2005 to 2012. For these educators, the best time to join depends on several factors, the most important of which is where they are placed on the traditional salary schedule. Generally, educators who are in the earliest years of their teaching careers or those who have passed Step 13 on the traditional schedule will benefit most from ProComp. Educators who are on the middle steps may have greater financial gains by waiting to join later.

## ProComp Components and Elements

Under ProComp, teachers and student services professionals (SSPs) have four ways to earn pay increases: by demonstrating the ability to help their students grow academically; by teaching in challenging schools or taking on hard to staff assignments; by advancing their own professional knowledge and skills; and by earning satisfactory performance evaluations. Detailed descriptions of each component and its elements are provided in other sections of this handbook. The following chart identifies the components, elements and their purposes.

Component	Elements	Purpose
Student Growth	Student Growth Objectives Distinguished Schools Exceeds Expectations	Reward teachers whose students meet and exceed expectations for academic growth
Knowledge and Skills	Professional Development Units (PDUs) Tuition Reimbursement Advanced Degrees Licenses & Certificates	Recognize and reward teachers who continue to develop and demonstrate skills and knowledge for their specific discipline
Professional Evaluation	Evaluation every three years for non-probationary teachers Evaluation every year for probationary teachers	Recognize and reward teachers who demonstrate proficient practice through a professional evaluation

Market Incentives	Hard-to-Serve Schools Hard-to-Staff Positions	Attract and retain teachers of demonstrated accomplishment to designated assignments and schools
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This four-part system has three major benefits to teachers.

1. **Balance:** It ensures that no single component, including student growth, has an unreasonable effect on a teacher’s compensation.
2. **Opportunity:** Teachers will be able to increase their salaries faster and rise to a higher level of compensation over time.
3. **Accountability:** Elements in the new system are more closely tied to factors that increase student achievement.

**Student Growth**

One of the most important opportunities in ProComp comes through the annual objective-setting process where each educator sets two objectives in collaboration with their principal, manager or other supervisor. If ProComp teachers meet one objective, they earn 1% of the index as a bonus. If they meet both objectives, they earn 1% of the index as a permanent part of their salary.

The second way they can earn money under the Student Growth Component uses the Colorado Student Assessment Program (CSAP) as a yardstick. Because the CSAP is only administered to selected grade levels, the test is not applicable to all teachers as a means to earn money. ProComp teachers who meet the requirements (see Section 4C of this handbook), earn 3% of the ProComp index.

The third way that teachers can earn an increase under the Student Growth Component is by working in a distinguished school. The definition of a distinguished school and the requirements for this element are explained in detail in Section 4. All teachers and SSPs in a distinguished school who are in ProComp receive a bonus of 2% of the index.

**Knowledge and Skills**

This component has three elements for which ProComp teachers and SSPs can earn additional income: professional development units (PDUs), graduate degrees, national certificates/licenses, and tuition reimbursement. These elements encourage teachers and SSPs to continually improve their craft and apply new capabilities to enhance student learning. The following is a short synopsis of the three elements. For more detailed information, see Section 5 of this handbook.

ProComp educators can earn 2% of the index for one professional development unit, an approved learning plan that requires them to acquire, demonstrate and reflect on a new skill or information. Educators may be paid for one successfully-completed PDU each year. A second PDU can be earned in the same year and banked for payment in the following year.

The traditional salary schedule enables educators to advance on the salary ladder by earning advanced degrees, certifications and licenses. ProComp offers an increase of 9% of the index for these accomplishments.

The third element, tuition reimbursement, gives ProComp members \$1000 to spend over the course of their DPS career for university courses, conferences and other approved external learning opportunities.

### **Comprehensive Professional Evaluation**

Non-probationary teachers (who are evaluated every three years) earn 3% of the index when rated satisfactory. Probationary (new) teachers, who are evaluated annually in their first years of employment, earn 1% of the index for each satisfactory evaluation.

### **Market Incentives**

The Market Incentives component enables DPS to offer a financial incentive to teachers who are willing and eligible to work in the most difficult to serve schools in the district or in the most difficult to staff positions. Both the “hard-to-serve” schools and “hard-to-staff” positions are identified by a clear set of criteria established by the ProComp Transition Team. ProComp teachers may receive one or both incentives if they are eligible. Each pays a bonus of 3% of the index . For more information, see Section 7..

## **Sustained Increases and Bonuses Under ProComp**

Two types of salary increases can be earned under ProComp: a sustained (permanent) increase or a one-time bonus.

Permanent increases are paid for the following:

- Achieving two student growth objectives
- Earning a professional development unit (PDU)
- Receiving a satisfactory professional evaluation
- Earning advanced degrees
- Earning approved advanced licenses or certificates (as long as they are maintained and current)
- Exceeding expectations for student growth on CSAP scores (unless student growth on CSAP falls below expectations after receiving an increase)

Bonuses are paid for:

- Achieving one student growth objective
- Market incentives (working in hard-to-serve schools or hard-to-staff positions)
- Working in a distinguished school

Educators who are interested in joining ProComp are encouraged to experiment with the Salary Estimator that can be found on [www.denverprocomp.org](http://www.denverprocomp.org). They also can make an appointment with a representative from Human Resources to estimate their starting salary under ProComp.

## History

One of the long-discussed reform movements in education is the creation of performance based salary systems for teachers. For many valid reasons, teachers and unions have been opposed to most of the ideas. In 1999, DPS and DCTA were deadlocked about a performance salary system. Both sides compromised by agreeing to create a Pay for Performance Pilot (PfP) that would assess whether student achievement could be improved by paying teachers for meeting objectives.

Under the Pilot, teachers earned \$750 for meeting one objective and \$1,500 for meeting two. Technical assistance and an evaluation were provided by the Community Training and Assessment Center (CTAC) from Boston. After only two years, CTAC noted a relationship between high quality teacher objectives and student growth. It was apparent that student growth could be one component of a new salary system, but should not be the only means of compensating teachers.

Since student learning is affected most by the capabilities and skills of teachers, DPS and DCTA agreed that any new salary system should include significant incentives for teachers to continue to develop their professional skills and knowledge. They further agreed that professional development would be especially valuable if it addressed specific needs of the district or the educator's particular students.

In 2002, the Joint Task Force on Teacher Compensation was formed to include an equal number of teachers and administrators, plus two community leaders. The Task Force first undertook a year of research and study to learn what makes a great salary system. Then they spent another year designing the framework for ProComp. That framework was rolled out in the fall of 2003 and voted into place by members of the Denver Classroom Teachers Association and the Board of Education in March, 2004. Since that time, hundreds of teachers, student services professionals and administrators have collaborated to create the vast details necessary for a smooth implementation.

In November 2005, Denver voters approved an increase in the mill levy, adjusted for inflation, to raise an estimated \$25 million each year to fund ProComp. The money raised is placed in a trust fund (explained in Section 10 in this handbook) where it will be used to pay ProComp elements and related expenses. The system was designed with a financial model that ensures the long-term financial viability of the system



## **2. ProComp Payments**

### **Overview**

Salary increases earned through the ProComp salary system are made either as a sustained or permanent increase or as a one-time bonus. The payments for the various ProComp components and elements are made according to the design of the element and how it functions. Most of the ProComp payments are paid in monthly installments, prorated over 12 months.

Some payments are regularly scheduled through the payroll department, while others are initiated by the employee with proper documentation provided by the employee. Salary increase and employee information change forms are posted in Section 11 of this section.

The payments for all elements, except tuition reimbursement, are based on a percentage of an index that is negotiated by DPS and DCTA. The percentages paid for each element do not change unless negotiated by DPS and DCTA. Tuition reimbursement pays a total of \$1,000 over the course of an educator's career.

The payments for the majority of ProComp elements build toward an educator's pension and highest average salary. Payments made for tuition reimbursement do not build toward pension or highest salary.

### **2.A Student Growth Payments**

#### **Student Growth Objectives**

DPS educators are paid through ProComp for objectives they meet during the contract year. Each teacher and SSP sets two objectives. If both are met, the educator receives a salary increase of 1% of the ProComp index. If only one objective is met, the educator earns a one-time bonus of 1% of the index.

Payments for meeting student growth objectives are regularly scheduled and do not need to be initiated by the employee. Principals or managers report to payroll whether objectives are met. Payroll then computes pay increases for the educators who are in ProComp. The payments are prorated over 12 months, starting in September, based on how many objectives were met the previous year. Complete information and guidelines for student growth objectives are listed in Section 4A.

Payments for objectives are spread over 12 months, starting in September after the school year in which they are met.

#### **Distinguished Schools**

All educators who work in a distinguished school are eligible to receive a payment valued at 2% of the index. Distinguished schools are identified every autumn, based on data gathered about the previous contract year. Payment is made each month over a 12-month period beginning in January and retroactive to September. Educators do not need to

initiate any paperwork to receive their payments for distinguished schools. The payments are generated through payroll for teachers and SSPs who served in the schools from data submitted by the Planning, Assessment and Research (PAR) Department.

Detailed information on the qualifications for distinguished schools is listed in Section 4B.

## **2.B Knowledge and Skills Payments**

### **Professional Development Units**

Employees are paid for one professional development unit (PDU) per year, though the educator may complete a PDU and “bank” or save it for up to two years. Educators receive an increase equal to 2% of the index salary for each PDU they complete, after peer review of the three components: study, reflection and demonstration. They must initiate the procedure and submit the proper documents to get proper approval for each PDU before payment can be made. Detailed information on qualifying for payment for a PDU is found in Section 5A of this handbook.

The payouts for PDUs begin in the 2006-2007 contract year for educators in ProComp, once proper documentation is approved. Payment occurs at the completion of the work. The employee does not need to initiate the payment process. The PDU administrator will report to Payroll the records of completed PDUs. Payment for PDUs build pension and are counted toward final average salary.

### **Tuition Reimbursement**

Tuition reimbursement is a lifetime account of \$1,000 for DPS educators. Payments may be made at any time during an educator’s career and may be used all at once or spread out over multiple years. The payments are used for fees for classes, professional conferences or other developmental opportunities. Educators receive the reimbursement upon submission of proper documents and their approval. Guidelines for using tuition reimbursement and further details on payment procedures are provided in Section 5B of the handbook.

The tuition reimbursement element of ProComp was one of the first elements to be paid, taking effect in the 2005-2006 school year.

### **Procedures to Apply and Receive Payment**

There are several guidelines for payment under the tuition reimbursement plan:

1. Educators first must share their plans with their supervisor or administrator before beginning the study for which they want reimbursement. This communication is documented by the supervisor’s signature on the Tuition Reimbursement Proposal and Request Form (**see Section 11 of this handbook**).
2. The plan of study must improve practice in their current or proposed assignment and it must involve quality training through a higher education facility or a recognized professional association

3. The reimbursement may be applied to work the teacher is already doing for ProComp, such as the study required for a Professional Development Unit
4. Study must be completed before reimbursement can be initiated, and it needs to have been finished with a grade of C or better. If the class is pass/fail, then the only acceptable grade is “pass.”

Once the educator completes the study satisfactorily, he or she follows certain procedures to receive the tuition reimbursement:

1. Documentation is shown to the supervisor that indicates successful completion of the professional development activity, such as an official university or college transcript or certificate of completion. The supervisor signs the Tuition Reimbursement Proposal and Request Form.
2. The educator submits the original documentation to Payroll/Business Services. Documentation must include:
  - a. Official university or college transcript or certificate of completion
  - b. Receipts for what is to be reimbursed (cancelled checks, credit card receipts, etc.). Acceptable expenses include tuition, registration and books. No parking costs or similar fees are covered
  - c. The completed Tuition Reimbursement Proposal and Request Form
3. The educator keeps a copy of the documentation and should also give one to the supervisor.
4. Once the payment is made, the paperwork is filed in the employee’s personnel file in Human Resources

Please note, the supervisor who makes the final sign off needs to be the same person—or that person’s replacement—who first approved the course proposal, although there is no time limit on when the courses are taken and presented for reimbursement.

## **Graduate Degree and National Licenses and Certificates**

Employees in ProComp earn 9% of the ProComp index for an advanced degree. In order to receive compensation, the educator must complete the Request for Salary Advance portion of the Employee Information Change Form that is available on the Payroll and ProComp websites. Also required is the official transcript clearly indicating the degree conferred and the date of the degree. Payment begins on the next scheduled payday that is at least 25 days after the educator has properly submitted all required documentation to the Department of Human Resources.

Teachers and counselors who earn a National Board for Professional Teaching Standards (NBPTS) license receive a salary increase equal to 9% of the index under ProComp. Teachers may complete more than one NBPTS license and receive an additional salary increase of 9% as long as it is relevant to their current or proposed assignment. This license is available in several subject areas.

A number of advanced licenses and advanced certificates held by student services professionals have also been approved for an increase equal to 9% of the index. The distinction “advanced certificate” is important. Extra compensation is not provided for

licenses and certificates required for employment. A list of licenses is provided in Section 5C.

### **Procedure to Receive Payment**

To be compensated for an advanced license or advanced certificate, an educator must complete the Request for Salary Advance portion of the Employee Information Change Form that is available on the ProComp and Payroll websites. (a copy of the form is posted in Section 11 of this handbook). Attached to the form should be a copy of the license or certificate clearly indicating the name of the licensee and the effective dates of the license or certificate.

Educators are compensated for advanced licenses and advanced certificates related to their current assignments. Employees who change to an assignment unrelated to the license or certificate are no longer be entitled to this ProComp incentive.

### **Salary Decreases for Failure to Renew a License**

If an employee received a salary increase for acquiring an advanced license or certificate and fails to renew that license or otherwise causes the license to lapse, the employee loses that salary increase. The amount lost is the same percentage as awarded when the license was obtained, only it is calculated on the index in effect at the time the license lapsed. Salary is reduced on the next scheduled payday following the expiration of the license. The salary increase is restored at the same percentage once the license is renewed; but it will be calculated on the index in effect at the time the proper renewal documentation is submitted to the Department of Human Resources.

## **2.C Professional Evaluation Payments**

Non-probationary teachers and student services professionals are evaluated every three years, and those who are given a satisfactory rating receive a payment equal to 3% of the ProComp index. Probationary employees are given annual evaluations. They receive a payment of 1% of the ProComp index if they receive a satisfactory evaluation.

These payments will be scheduled through payroll, without any initiation by the employee, and are prorated over a 12-month period. The payments build pension and highest average salary.

## **2.D Market Incentives Payments**

The criteria to be paid for Market Incentives are clearly spelled out in detail in the Market Incentives section. (Section 7) These payments are regularly scheduled and generated through payroll, though some itinerant employees who serve several schools will have to document their time and payment amounts in logs. The payments are paid in monthly installments to educators who serve in a hard to staff positions or work in hard to serve schools. Educators who qualify for either Market Incentive will be paid 3% of index salary for each month they serve in the eligible school or position.

The eligible hard-to-staff positions are listed in Section 7A and the hard-to-serve schools for the current year are listed in Section 7B. Both the positions and schools may change on an annual basis, though once schools are placed on the list of hard to serve, they will remain there for three years. If schools are renewed as hard to serve, they will be on the list for another three years.

Market incentives was the first ProComp component to begin issuing payments. Educators who signed up for ProComp in the first opt-in window began receiving MI payments, retroactive to September 2005, in January 2006. These regularly scheduled payments build pension and are counted toward the highest average salary.

## **Contacts Not Eligible for Compensation**

Some services are not continuously provided to the same student but are, rather, intermittent by their nature. The following activities are not eligible for market incentive compensation:

- u Periodic visits
- u Brief or time limited consultations (not continuous )
- u Intake
- u Infrequent care or services (not continuous)
- u Intermittent analysis

## **Teachers in Residence**

Teachers in residence (TiRs) are normally hired into DPS at a salary below that which is paid to a regular teacher. The TiR program is designed to give an employee who is NCLB qualified in a content area a course of study to become a licensed teacher with full credentials. ProComp offers teachers in residence the incentives available to any other teacher, plus a raise to 5% of the index when they complete the TiR program, if they were hired at a salary below that of a regular teacher. Educators who entered the program on the regular salary scale are not eligible for the 5% increase.

TiRs who are hired into DPS after January 1, 2006 are automatically in ProComp and eligible to receive the program benefits, including tuition reimbursement for any classes they might be taking.

## **Application for Salary Increase**

Teachers in resident who complete the TiR program may apply for a salary increase by submitting an Employee Change Form to payroll. They must also include an official transcript from Metropolitan State College indicating completion of the program and a copy of their Professional Teaching License, issued by the Colorado Department of Education. See Section 11- Forms for Employee Change Form.

## **Traditional Salary Schedule**

For educators who chose not to opt into ProComp during the available windows, the traditional salary schedule will remain active. It will not be discontinued until all teachers and SSP's who might have been paid through it originally have either left the district or retired. This applies only to employees who were hired prior to January 2006. All educators hired after ProComp went into effect in January 2006 will be placed into the ProComp system.

### **3. Belonging to ProComp -- Opting Into the System Overview**

All teachers and student services professionals (SSPs) who are covered by the DCTA bargaining agreement are eligible to join ProComp. Membership in DCTA is not a requirement. Teachers and SSPs hired after January 1, 2006, automatically are placed in ProComp when they begin work at DPS. They do not need to go through the opt-in process. Only educators who were employed by the district before January 1, 2006, can choose when to join ProComp. Joining the system is not a requirement of these existing teachers.

The opt-in procedure is intended to give teachers and SSPs ample opportunity to decide if they want to become part of ProComp or if they would rather remain in the traditional salary system until their retirement or until they leave DPS. This enables all teachers who were part of that previous pay system to determine the best time to join ProComp, if at all, over the course of their DPS career.

The last opportunity to join ProComp is during the opt-in window held during 2010-2011 contract year. Educators who join then will be placed in ProComp beginning with the 2011-2012 school year.

A personal opt-in salary estimator has been designed to help educators decide if their earnings potential improves under the new system or if they might achieve more favorable salary results by remaining on the old salary schedule. Some veteran teachers and SSPs may find that they benefit more by waiting to opt into ProComp.

ProComp will run concurrently with the traditional salary system that will remain in effect until the last teacher in it retires, leaves DPS or chooses to join ProComp.

#### **Opt In Dates**

Teachers and SSPs have a total of seven opt-in windows over a total of six years to opt into ProComp. The first two opt-in windows were held during the 2005-2006 contract year. Beginning with the third opt-in window, educators will have approximately six months to assess and decide whether to join ProComp for the following contract year. .

<b>Opt In Window</b>	<b>Placed into ProComp</b>
1. Nov. 11 - Dec. 31, 2005	2005-2006 contract year
2. Feb. 1 - March 31, 2006	2006-2007 contract year
3. Dec. 1, 2006 – June 30, 2007	2007-2008 contract year
4. Nov. 1, 2007 – June 30, 2008	2008-2009 contract year
5. Nov. 1, 2008 – June 30, 2009	2009-2010 contract year

6. Nov. 1, 2009 – June 30, 2010	2010-2011 contract year
7. Nov. 1, 2010 - June 30, 2011	2011-2012 contract year

## Salary Placement and Opt-In Procedures for Existing Educators

The ProComp salary plan was designed to ensure that DPS teachers and student services professionals will not lose any income by choosing to move from the traditional salary schedule into the new salary system. Although educators who join ProComp forego step and lane increases, as well as longevity, they gain the opportunity to earn money through ProComp’s four main components.

Under the ProComp agreement, the initial salary for existing DPS teachers will be their current rate of salary under the Master Agreement. Before going into ProComp, educators will attend a salary setting meeting to discuss the comparative advantages of remaining on the salary grid or joining ProComp.

Existing educators are able to join ProComp during one of the seven annual opt-in windows. Sometime during that period, they must have a face-to-face meeting with a Human Resources representative. This personalized approach is designed to accomplish two very important goals: 1.) Address any questions or concerns; and 2.) establish an accurate starting salary under ProComp. To schedule a salary-setting meeting, call 720-423-3900.

Annual salary in ProComp builds from the entry point forward after the initial salary has been set. Cost-of-living increases are given to ProComp members when DPS and DCTA negotiate the Master Agreement.

Educators who are interested in joining ProComp also are encouraged to visit the Personal Opt-In Estimator available at [www.denverprocomp.org](http://www.denverprocomp.org). Using information provided by each individual, the computerized program provides a rough estimate of an educator’s projected earnings for the first year or over time. The calculator is a helpful tool to compare earnings under the traditional salary system to those possible under ProComp. These projections are considered to be broad estimates only, and actual future income amounts will depend on many factors and contingencies.

Once an educator has had a salary-setting meeting, he or she completes the opt-in process on-line at [www.denverprocomp.org](http://www.denverprocomp.org). This final step must be completed before midnight on the last day of the opt-in window. Once an educator has joined ProComp, he or she has a 72-hour window to revoke the decision. When the 72-hour window ends, the educator is officially part of ProComp and cannot go back to the traditional system at any point in the future. An educator who rescinds the original choice to opt-in within 72 hours must wait until the next year’s opt-in window to join again.



## **Salary Placement for Incoming Educators**

Teachers hired into DPS for the first time after January 1, 2006, automatically are placed into the ProComp salary system. The starting salary for first-time teachers is based on their education and experience. Those with a bachelor's degree receive the base salary in the traditional system. The starting salary for teachers with experience is the same as it would be under the traditional salary system and is based on level of education and years of experience.

## **4. Student Growth Component**

### **Overview**

The mission of Denver Public Schools is for all students to have the knowledge and skills to be contributing citizens in our diverse society. One of the primary goals of the Professional Compensation System for Teachers is to link teacher pay to the district's instructional mission. The student growth component contains three elements that reward teachers for raising the achievement or growth of their students:

- u Student Growth Objectives
- u Distinguished Schools
- u Exceeding Expectations on the CSAP

### **Philosophy**

In developing the ProComp system, the DPS-DCTA Joint Task Force on Teacher Compensation was careful to incorporate safeguards to ensure that such pay rewards were fair and equitable.

A key factor in ensuring fairness in measuring achievement is tying rewards to student growth over time, not the achievement of students on a single day. This approach ensures that all teachers are eligible for the incentives without regard to the socio-economic level of their students.

Compensation increases that are based on growth of students over time truly reward the educator for the value he or she has added while a student is in the teacher's classroom or while the student is being served by a student services professional.

## **4.A Student Growth Objectives**

### **Rationale**

Objective setting is a good instructional practice that contributes to higher student achievement. Teachers and student services professionals who carefully assess what their students need, and then design instruction to meet those needs, are much more likely to be successful.

During the Pay for Performance Pilot, research by the Community Training and Assistance Center (CTAC) of Boston found that teachers who set the highest quality objectives had students who made statistically significant gains in student achievement.

The objective-setting process not only provides an instructional focus for the teacher, it also prescribes a role for the principal to collaborate with teachers and to monitor progress throughout the year. This collaboration and monitoring improves decision-making and provides an opportunity to make course corrections if the strategies initially chosen are not producing the desired results.

By using a structured process to set student growth objectives, teachers will use student achievement data to make instructional decisions. During the objective-setting process, teachers assess student capabilities through a pretest at the beginning of the year. They set growth targets for their students and select the learning content and instructional strategies they will use to meet those targets. The results of a post-test at the end of the teaching period (semester, nine weeks, year) will determine whether the objectives have been met.

All DPS teachers and student services professionals are expected to set two student growth objectives each year. Only ProComp members are paid for meeting them. Denver Public Schools has developed online support and a handbook to assist educators with objective-setting through guidelines and sample objectives. The handbook and forms can be found at **MyDPS**, a special work place on the DPS portal that can be found by going to the “Staff” page from the DPS home page and clicking on the **MyDPS** link on the top of the page.

## **Types of Objectives**

Elementary classroom teachers are expected to write one objective addressing student growth in reading and one in math. Art teachers write objectives for their content areas. Library media specialists write objectives designed to affect achievement in two areas: 1) information literacy and technology proficiency and 2) attainment of literacy/literature appreciation skills.

Secondary teachers write objectives according to the subject they teach. For example, career and technology education teachers write one objective focusing on student growth within the course content area and one objective focusing on a specific subgroup (one class, one section of a class) or an objective focused on student growth within a specific unit of the content area.

Student services professionals (SSPs, such as nurses, counselors and audiologists) write objectives addressing a department goal and another addressing a goal in the school improvement plan, a team goal, a district-wide goal or a second department goal.

## **Timeline**

In any school year, there are three major milestones in the objective-setting process:

1. Fall – Educator sets the objective and discusses it with the principal or manager, who must accept it (September-November)
2. Mid-Year – Teacher and principal review progress toward meeting the objective with an eye to making adjustments where necessary (January). Adjustments can be made until the Friday before Spring Break.
3. Spring – Teacher or specialist and supervisor meet to review whether the objectives are met; then the principal or manager submits the decision electronically.

The information is forwarded to payroll. The data is also compiled by school and system-wide to track progress towards district goals.

## Payment for Objectives

Each teacher and SSP sets two objectives. If both objectives are met, the ProComp educator receives a salary increase of 1% of the index. If only one objective is met, the ProComp teacher receives the award as a one-time bonus.

The principal or manager reports whether objectives are met. This decision is communicated to payroll to compute pay increases for teachers and specialists who are in ProComp. The teacher or SSP does not need to initiate the payment.

Payments for objectives are spread over 12 months, starting in September after the school year in which they are met.

## Objective-Setting Checklist

The seven-point checklist now used for setting objectives was developed during the four-year Pay for Performance Pilot by the PFP Design Team with input from pilot schools and with technical support from CTAC. This research effort determined seven factors that are critical to developing high quality objectives that are, in turn, associated with increases in student achievement. These seven factors have been refined into a checklist that includes several indicators for each success factor. The seven factors are:

- u Rationale - Why that particular objective was chosen
- u Population - Which students the objective addresses
- u Interval of Time – Weeks, quarters, semesters, school year
- u Assessment used to measure whether the objective was met (pre- and post-data)
- u Expected gain or growth made by the students; this is the heart of the objective
- u Learning content - The academic skills, behavior or attitudes teachers are trying to support, based on needs identified in the baseline data. Includes realistic personal goal-setting and problem-solving strategies.
- u Strategies - Teaching methods or interventions by service professionals to be used to achieve the objective. Include one-on-one contact, home visits, referral to extra-curricular activities.

The Checklist for Development of Objectives (Figure 1) provides more detail.

## Sample Objectives

The student growth objective handbook contains sample objectives for a wide array of teaching positions and specialist assignments. Examples of objectives are:

- u 80% of fourth grade students attending 85% of the time will show a gain of at least one proficiency level on the *Everyday Mathematics* end-of-year assessment.
- u 80% of sixth grade students attending 85% of the time will gain 80 points of the Scholastic Reading Inventory (SRI).
- u By the end of the eighth grade Life Management course, 80% of students with an 85% attendance rate scoring in the non-proficient category on the pre-assessment will score in the partially proficient or proficient category on the end-of-course assessment rubric.

- u Literacy and math coaches write objectives based on **teacher growth** resulting from professional development and measured by district best practices. Example: 80% of new teachers in the building will move from a rating of “Developing” to “Effective” on at least two of the “Big Ideas” components of the Reading Workshop Best Practices document.

#### **For student services professionals-**

- u 80% of all students who fail and/or are absent for the vision/hearing screening will have completed follow up by the school nurse.
- u Itinerants with a caseload of 55 students – 75% of those students with average daily attendance rates of 30 to 50% will improve their attendance by 10% or more by the end of the school year.

## **Assessments**

Assessments are the tests or other methods used to measure student growth over time. Assessments should measure the learning content of the objective and be closely tied to the curriculum. Teachers and specialists are to select DPS-approved assessments, when available, that reflect what students are expected to learn in the courses they teach.

Some teachers have access to district-developed assessments or commercially available measurement tools. For other grade levels and courses, teachers must develop their own assessments to measure progress in the content area. Examples of assessments include:

- u Developmental Reading Assessment (DRA)
- u Language Assessment Scales (LAS)
- u Interactive Mathematics Program
- u Evaluación del Desarrollo de Lectura (EDL)
- u Connected Mathematics Program Assessments
- u Scholastic Reading Inventory (SRI)
- u Student grades, teacher and student interviews, and data from tracking forms for special education student objectives
- u Infinite Campus and classroom attendance data, report card data (Itinerant team goal of improving attendance)
- u Immunization tracking logs for nurses working towards 100% compliance with state immunization laws

## **4.B Distinguished Schools**

### **Overview**

The distinguished schools element rewards faculty members in a school that has exhibited distinguished performance, with the exception of employees who are released for cause during the school year being evaluated. Similarly, teachers who retire will not be paid the bonus as they will no longer on the DPS payroll.

The criteria for distinguished schools include student achievement as measured by the Colorado Student Assessment Program (CSAP), student attendance and parent satisfaction.

While other student growth elements recognize individual teachers in their success with their students, the distinguished schools incentive recognizes the power and value of entire schools working collaboratively to improve student achievement.

## **Rationale**

The distinguished schools incentive is needed because:

- u Successful schools are not systematically recognized, rewarded or celebrated in DPS
- u There are no direct rewards for teachers at schools that succeed, through planning and implementation, on their school improvement plans
- u Neither School Accountability Reports nor Colorado's guidelines for Adequate Yearly Progress (AYP) provide an adequate picture of school performance
- u Neither measure takes into account student growth, academic achievement on measures other than CSAP, or performance in areas outside academic achievement in a systematic manner

## **Purpose**

The distinguished school is designed to achieve several objectives:

- u To recognize and reward ProComp teachers in schools that meet or exceed district expectations for student growth, student attendance and school satisfaction
- u To encourage school improvement planning to be better aligned with district, state and federal indicators of success
- u To reward collaborative behavior within schools to meet school and district goals
- u To evaluate school performance in a manner that is both more useful when planning school improvement and more balanced than state or federal systems.

## **Foundational Principles for Determining Distinguished Schools**

The ProComp agreement specifies that the District and DCTA will use a mutually agreed upon and annually reviewed method to measure school performance. This method has been developed by the Transition Team and is based on technical specifications and meets the following standards:

- u The method shall include multiple measures of school performance
- u The method shall include substantially more information on student performance than Colorado School Accountability Ratings or Adequate Yearly Progress, and shall include measures that show student growth based on two consecutive years of data
- u The method shall include student performance data from sources other than the CSAP test
- u The method shall include data other than student test scores, including but not limited to data gathered from school satisfaction surveys and student attendance.

## **Criteria for Distinguished Schools**

DPS and DCTA worked together to create six criteria that are used each year to select

distinguished schools. The academic achievement criteria in this incentive are based on Colorado Student Assessment Program (CSAP) data calculated by the Colorado Department of Education. The School Accountability Report index and the three growth measures derived from it represent student performance data from a third party using assessments based on state standards.

1. School Accountability Report (SAR) index (achievement level)
2. SAR improvement index (growth over two years school-wide)
3. Attendance rate (based on 95% of days students are enrolled)
4. Parent Satisfaction rate (measured by district surveys)
5. Beat the Odds index (achievement growth for disadvantaged schools)
6. Student Growth Index (growth by individual student on two annual scores)

## **Payment for Distinguished Schools**

All ProComp educators in a distinguished school are eligible to receive a payment valued at 2% of the index. Distinguished schools are identified every autumn, based on data gathered about the previous contract year. Payment is made in January retroactive to September and monthly thereafter. For more information on payments for the distinguished schools element, please see Section 2.

## **4.C Exceeds Expectations**

### **Overview**

The Exceeds Expectations element rewards ProComp teachers whose students' growth exceed the expected norms on the Colorado Student Assessment Program (CSAP). Because the element is based on growth from the previous year, it is available only to teachers in 4<sup>th</sup> through 10<sup>th</sup> grades in math and language arts.

### **Rationale**

The exceeds expectations element is needed for a variety of reasons:

- u CSAP is a high priority for federal, state and local accountability
- u CSAP data functions very differently from data in teacher objectives and therefore requires a separate system for recognizing teachers.
- u There are also different expectations for teacher who work in the CSAP environment.
- u Teachers are not rewarded individually for the growth of their students as measured by CSAP anywhere else in the ProComp system.
- u It can provide an incentive to eligible teachers to meet or exceed statistically rigorous expectations for student growth, as measured by CSAP.

### **Payment for Exceeds Expectations**

The exceeds expectations element pays a sustainable salary increase of 3% of the ProComp index. ProComp teachers continue to earn the increase as long as their students' growth in

CSAP meets or exceeds the expected growth pattern. If their students fall below the lower limit of the standard range, the teachers lose the increase. They only lose the amount if they have earned an increase in the past. Payments are regularly scheduled and are paid over 12 months starting in the fall, based on student growth in the previous year. The first payments will begin in the fall of 2007-2008 contract year, based on the two previous years of data.



## **5. Knowledge and Skills Component**

### **Overview**

Research shows that teachers have the greatest impact on student learning because they have the closest contact with pupils on an ongoing basis. To address the complex and shifting needs that students bring with them to the classroom, teachers need to continually hone their skills. Professional development and growth is a hallmark of professionalism in every field. Denver Public Schools and DCTA encourage and provide avenues for teachers and student services professionals to expand their expertise and skills as they progress through their careers.

For these reasons, ProComp's knowledge and skills component represents a significant portion of the total compensation available under the salary system.

### **5.A Professional Development Units**

#### **Purpose of PDUs**

Professional development units (PDUs) are one of the primary salary-building elements of ProComp. They are designed to motivate teachers and student services professionals (SSPs) to increase their knowledge and skills on topics that directly relate to their classroom instruction or their discipline. Some PDUs are offered for pre-approved study that helps the district support new teachers in its teaching force and allows all teachers the opportunity to do a PDU for something the District requires for the implementation of the Denver Plan.

#### **Foundational Principles of PDUs**

1. Knowledge and skills development helps educators learn the instructional strategies and content area expertise that increases student learning.
2. Development of professional expertise is the major factor producing career salary increases.
3. Those closest to the teaching and learning process are the most effective change agents.
4. PDUs:
  - u Develop educators' professional status and motivation to increase instructional expertise
  - u Encourage professional practices that contribute to student learning
  - u Encourage educators to develop content area expertise appropriate to current or proposed assignment
  - u Develop the district as a leader in educator compensation and quality professional development
5. Self-directed professional development, which is grounded in district and individual goals, maximizes the possibility of educators meeting instructional and career needs:

- u Educators have professional discretion around the content of their PDUs (unless they have received an unsatisfactory evaluation), including developing innovative or creative PDU plans
  - u The methodology for conducting PDU activities is determined by the educator and may include working individually or with a team
  - u Educators have the option of completing any part of the three-step process (study, demonstrate, reflect) during or outside of the regular workday as appropriate
- 6. Demonstrating and reflecting knowledge and skills optimizes the time spent on professional development.
- 7. The PDU is for enhanced knowledge and skills, even when the individual is compensated for their time during acquisition.

## **Operational Principles of PDUs**

1. There are minimal limitations around starting times or the duration of PDU activities.
2. PDU payment is “on-demand” for the next scheduled payday that is at least 25 days after submission of the required documentation.
3. PDU payment is limited to one per contract year; additional PDUs can be banked and deferred for up to two years.
4. The district will support educators by providing information and access to available professional development opportunities.
5. Educators are responsible for selecting their opportunities for PDUs and completing PDUs within the established timeframe they identify in their PDU proposals. (Exception: PDUs topics may be required of educators who have received an unsatisfactory evaluation in the previous year).

## **Approval of Employee-initiated PDUs**

Teachers and SSPs who design their own PDUs must submit a proposed application describing the purpose of their PDU and how it will benefit or relate to their current or proposed assignment. (See “Proposed Assignment” form in Section 11) The proposal also should describe how the educator will complete the three steps of study, demonstrate and reflect. The educator must spend a minimum of three months working on the Professional Development Unit. PDU proposals should be turned into the PDU administrators by February 15. Secondary and SSP go to Shirley Scott; elementary and K-8 go to Connie White.

### **Study - Research a topic that addresses an identified need with students or clients (SSPs)**

ProComp members can choose a pre-approved PDU or design a specific study. To be considered eligible for earning a PDU, the study should be:

- u Ongoing and take place over time
- u Collaborative and involve extending learning beyond the individual and his or her classroom to colleagues, parents, and/or community members

- u Job-embedded (i.e., directly relevant to the individual's job responsibilities)
- u Reflect best instructional practice

Types of study may include, but are not limited to, book study, taking university classes, teaching in a lab classroom, working with a coaching lab, establishing or being part of a virtual online community, action research, and/or facilitating professional development experiences for others.

### **Demonstrate – Use the technique or insights in professional practice**

Participants will demonstrate their learning not through a single test or performance, but rather through an ongoing body of work accumulated during the course of the proposed time. Methods of demonstration include, but are not limited to, ongoing classroom visits; self-reporting; one-on-one conferencing; teacher's journals, portfolio, and videotapes; student reports and surveys; focus groups; and artifacts posted on walls.

In addition to selecting how to demonstrate learning, the participant, in collaboration with his or her team, will use the PDU rubric to judge the ultimate success of the professional development study.

### **Reflect – Determine how the learning can inform practice in the future**

Participants and their teams will use the *PDU Reflection* form throughout the course of the study and at the study's culmination to engage in deep reflection. True to the concept of a cycle of inquiry, ending one study naturally leads to new questions and new areas of study, encouraging ongoing learning.

The act of reflecting may be defined simply as *purposefully* planning a desired future based on the past. Research describes reflection as a higher-order skill that encompasses extending and refining thought, clarifying experiences, and defining connections between ideas and concepts. Reflection requires multiple levels of inferring, including supposition, theorizing, conjecture, and speculation. Like the cyclical nature of inquiry, one never truly finishes reflecting. Reflection is the critical process that enables one to weigh challenging feedback and use it to develop new mental models that change our current practice. Reflective educators can consider future possibilities based on the current reality. Thus, reflection is an inextricable part of the deep learning that will improve the quality of teaching and learning that DPS students ultimately will experience.

## **Proposed Assignment Requirement**

A Professional Development Unit should support the teacher's current assignment or a proposed assignment. The Proposed Assignment Declaration Form may be submitted once a year and allows an educator to notify his or her supervisor and Human Resources of a desire to prepare to work in a new assignment. The supervisor's signature is required to show notification, but not approval. If a PDU is to support a proposed assignment, a copy of the declaration form should be turned in with the PDU application.

## **How to Use Pre-Approved PDUs**

Some classes or online courses are offered that already meet the three-step criteria of study-demonstrate-learn. These offerings (Option C) may be completed for a PDU after the educator has personalized the pre-approved plan and submitted the plan for review. The personalized PDU plan is turned in to the course instructor. An example of a pre-approved PDU is the online English Language Acquisition (ELA) courses.

Participants in pre-approved PDU programs will have an instructor who will organize and facilitate discussion among the participants and review work. The instructor will determine whether the educator has completed the PDU successfully.

## **Payment of PDUs**

Teachers and student services professionals can earn and be paid for one professional development unit per year. A PDU can also be banked or saved for up to two years. Upon completion of the final PDU review, the participant receives a certificate of completion to keep in his/her records. The instructor for Option C pre-approved PDUs or the PDU Administrator turns in the list of names of participants who completed the work in a satisfactory manner to Payroll/Business Services for pay.

The PDU is worth 2% of the ProComp index. The increase builds salary, becoming a permanent part of the educator's compensation. The increase is added to an employee's pay every month in 12 increments. Additional information about PDU payments is included in Section 2 of the ProComp Handbook.

The handbook and forms can be found at **MyDPS** on the DPS website.

## **5.B Tuition Reimbursement**

### **Purpose and Description**

DPS educators may pursue a range of professional development opportunities and get paid for learning and growing by tapping into the tuition reimbursement element of the Knowledge and Skills component of ProComp. This element provides a lifetime account that will pay for teachers and student services professionals to take classes.

### **Payment Amount**

The tuition reimbursement element offers educators a \$1,000.00 lifetime account to cover fees for classes, professional conferences or other developmental opportunities. ProComp employees may use the reimbursement at any point in their career. It may be used all at once or spread out over multiple years. Payment guidelines are included in Section 2 of this handbook. Forms to receive payments are provided in Section 11.

## **5.C Advanced Degrees**

### **Overview**

The largest one-time increase offered under ProComp is the salary advancement offered for advanced degrees and advanced licenses and certificates that are relevant to the employee's current or proposed assignment. The amount of the increase is indicative of the value placed on acquiring and maintaining credentials in the employee's chosen professional field. This section provides guidance on how an employee may qualify for these increases and how they are paid.

### **Rationale**

ProComp provides significant salary increases for advanced degrees for the following reasons:

- u Knowledge and skills development helps teachers learn the instructional strategies and content knowledge that boost student learning
- u Development of professional expertise and content knowledge are the major factors contributing to career salary increases
- u Those closest to the teaching and learning process are the most effective change agents
- u Self-directed professional development that is grounded in district and individual goals maximizes meeting instructional and career needs
- u Setting professional goals is essential to reaching them

### **Purpose**

These incentives for advanced knowledge and skills share several purposes:

- u To develop educators' professional status and motivation to increase instructional expertise.
- u To encourage professional practices that contribute to student learning.
- u To encourage educators to develop content area knowledge appropriate to their current or proposed assignment.
- u To provide a path to increase career earnings through professional development.
- u To commit district structures and funding to the compensation of advanced credentials.

## **Qualifying Advanced Degrees**

Teachers and SSPs must complete an advanced degree that is relevant to their current or proposed assignment to qualify for this incentive. In the case of a degree that is only relevant to a proposed assignment, the employee must complete a Proposed Assignment Declaration Form, which can be downloaded from the ProComp website, [www.denverprocomp.org](http://www.denverprocomp.org), under "Teacher Toolkit."

A relevant degree must require courses that develop content area expertise appropriate to a current or proposed assignment, enhance professional practices that contribute to the delivery of knowledge or services or assist the employee in the development of strategies for delivery of subject content or service. The degree must be conferred by an accredited graduate institution and supported by a transcript. Graduate degrees in law or theology are not eligible. Graduate degrees in school administration are eligible as they develop expertise valuable in all DCTA bargaining unit assignments. Accordingly, a Proposed Assignment Declaration Form is never required with a graduate degree in school administration.

Eligible advanced degrees are those earned past a bachelor's degree, including a master's degree and a PhD. Educators may complete more than one advanced degree at the same level, but credit will not be granted for more than one degree in any three-year period. Dual graduate programs that award two separate degrees will each receive credit three years apart. Educators receiving multiple advanced degrees are encouraged to submit the required paperwork to Payroll/Business Services as soon as it becomes available, even though an increase in pay for one degree may be deferred due to the three-year waiting period.

## **Obtaining Payment for Advanced Degrees**

Employees in ProComp may earn 9% of the ProComp index for an advanced degree. To be compensated, the individual must complete the Request for Salary Advance portion of the Employee Information Change Form that is available on the Payroll and ProComp websites. Also required is the official transcript clearly indicating the degree conferred and the date the degree was conferred. Payment will be made on the next scheduled payday that is at least 25 days after the educator has properly submitted all required documentation to the Department of Payroll/Business Services.

## 5.D Advanced Licenses and Advanced Certificates

Teachers and counselors who earn a National Board for Professional Teaching Standards (NBPTS) license shall be awarded a salary increase equal to 9% of the index. Teachers may complete more than one NBPTS license and receive an additional salary increase of 9% as long as it is relevant to their current or proposed assignment. This license is available in several subject areas.

A number of advanced licenses and advanced certificates held by Student Services Professionals have also been approved for an increase equal to 9% of the index. The distinction “advanced certificate” is important. Extra compensation is not provided for licenses and certificates required for employment. Compensation is limited to one such license or certificate per discipline.

### Approved Licenses and Certificates

Below is the complete list of advanced licenses and advanced certificates that currently qualify for the ProComp salary increase.

<u>Bargaining Unit Assignment</u>	<u>Recognized Licenses</u>
	<p><i>* Licenses were added at the Transition Team meeting December 14, 2005 for first opt-in window</i>  <i>** Licenses added January 18, 2006 for second opt-in window</i>  <i>*** Licenses added March 14, 2006 for second opt-in window</i>  <i>**** License Added May 14, 2006 for third opt-in window</i></p>
Teacher	National Board for Professional Teaching Standards (NBPTS)
School Counselors	National Certified School Counselor (NCSC)** Licensed Professional Counselor (LPC) (DORA)*** National Certified Counselor (NCC)*** National Board for Professional Teaching Standards (NBPTS)
Speech Language Pathologist	Certificate of Clinical Competence (CCC)
Educational Audiologist	Certificate of Clinical Competence(CCC) American Board of Audiology Certified Auditory Verbal Specialist (CAVS)****
School Psychologist	National Certificate in School Psychology (NCSP) Licensed Psychologist (LP) (DORA)**
School Social Worker	Licensed Clinical Social Worker (DORA)
Teacher of the Vision Impaired	ACVREP Certification Certified Orientation and Mobility Specialist (COMS) Certified Low Vision Therapist (CLVT)

School Nurse	School Nurse Practitioner Certification (SNP) Community and/or Public Health Specialty Practice* Family Nurse Practitioner (FNP)* Pediatric Nurse Practitioner (PNP)*
School Nurse	National School Nurse Certification (NSNC)* Clinical Nurse Specialist (CNS) (DORA)

*In addition to the above licenses, the National Board for Professional Teaching Standards (NBPTS) for Teachers, Counselors, etc. has been recognized for salary advancement and will continue to be recognized by ProComp.*

### **Approval of New Advanced Licenses and Advanced Certificates**

A procedure has also been established for approving additional licenses for this incentive as warranted. To qualify as an advanced license or certificate for the ProComp salary increase, the following standards must be met:

- u The license or certificate must be recognized by the Department of Human Resources and appropriate professional council.
- u The license or certificate must exceed the entry level requirements called for by the District and the Colorado Department of Education.
- u The licensing or certification process must require documented or supervised practical experience or reflective practice verified by the licensing agency.
- u The licensing or certification process must require passing an examination that requires rigorous content knowledge.
- u The license or certificate must be renewable through a process that may require further demonstration of expertise.
- u The licensing or certification process may also require demonstration of results by exceeding national benchmarks for performance set by the licensing institution.

The HR Advanced License and Certificate Review Committee meets on the second Thursday of each month to consider new licenses and certificates.

As new licenses are added, the salary increase will be calculated and paid forward from the date the required documentation is received. Documentation cannot be submitted for licenses or certificates that have not been approved and added to the list. The complete list of approved advanced licenses and certificates is available on the ProComp website.

### **Procedure to Receive Payment**

To be compensated for an advanced license or advanced certificate, an educator must complete the Request for Salary Advance portion of the Employee Information Change Form that is available on the ProComp and Payroll websites. Attached to the form should be a copy of the license or certificate clearly indicating the name of the licensee and the effective dates of the license or certificate.



Educators will be compensated for advanced licenses and advanced certificates related to their current assignments. Employees who change to an assignment unrelated to the license or certificate will no longer be entitled to this ProComp incentive.

### **Salary Decreases for Failure to Renew a License**

If an employee received a salary increase for acquiring an advanced license or certificate and fails to renew that license or otherwise causes the license to lapse, the employee will lose that salary increase. The amount lost will be the same percentage as awarded when the license was obtained, only it will be calculated on the index in effect at the time the license lapsed. Salary will be reduced on the next scheduled payday following the expiration of the license. The salary increase will be restored at the same percentage once the license is renewed; but it will be calculated on the index in effect at the time the proper renewal documentation is submitted to the Department of Human Resources.

## **6. Comprehensive Professional Evaluation**

### **Overview**

A robust professional evaluation system supports teachers, student services professionals and administrators in achieving professional growth through a process that is fair and consistent across the district. In ProComp, professional evaluation is intended to recognize and reward teachers and SSPs who demonstrate proficient practice. The new Comprehensive Professional Evaluation (CPE) system was designed collaboratively by teachers, administrators, specialists and parent representatives.

### **Goal**

“Our intention was to design an evaluation tool and process that was based on working collaboratively and highlighting personal and professional growth through shared responsibilities and meaningful dialogues,” the Professional Evaluation Work group explained in the evaluation handbook. “Our goal was to create an evaluation process that clearly articulated standards and expectations so administrators, teachers and SSPs could focus on improving student achievement within a system that would fully support their dreams and objectives.”

### **Purpose**

Professional performance evaluations serve these purposes:

- u Improve student instruction and services
- u Communicate the District’s objectives and direct its work force
- u Inspire professional growth and development of licensed personnel
- u Determine and document satisfactory and unsatisfactory performance and
- u Measure the level of performance of all personnel covered by the DPS-DCTA Master Agreement.

The ultimate goal in this evaluation process is to improve student achievement by defining quality instruction and increasing the use of effective, research-based practices in a collaborative process with all who want to make Denver Public Schools the best place to educate all children.

### **Types of Evaluation**

There are three types of evaluation:

1. Probationary – Evaluations conducted annually during the educator’s probationary employment
2. Non-probationary – Evaluations conducted every three years for teachers and SSPs who have successfully completed their probationary period.
3. Special evaluations conducted when a supervisor determines that a teacher or SSP requires assistance in a non-evaluation year.



## Special Services and Related Service Provider Appraiser Designation

Area	Appraisal Conducted By	Definitions and Other
Nurses	*Home School Principal	<p>*The Home School for Nurses, OT/PT, Psychologists, Social Workers and Speech Language Specialists is where the provider spends the majority of their time per week. The Home School is determined by the Manager. Managers will notify Human Resources and Principals of home school designations.</p>
Social Workers	*Home School Principal	
Psychologists	*Home School Principal	
Occupational/Physical Therapists	*Home School Principal	
Speech Language Specialists	*Home School Principal	
Hearing Itinerants Audiologists	Student Services Administrator that oversees the Hearing Department	<p>Note: Building Administrators may call on Managers and/or Team Leaders for support (e.g., a principal may ask the appropriate Manager/Team Leader for technical assistance).</p>
Specialist/Special Education Teachers on teams (BEST, ATRT, MAST, AUTISM, VISION, Child Find, TRANSITION)	Student Services Administrator in conjunction with input from Managers and Team Leader	
Specialist/Special Education Teachers assigned to special projects, independent of other school assignments	Appraised by the Administrator who is the immediate supervisor	<p>MANDATORY: Principal should consult with Manager/Team Leader and other assigned Principals for input if the Specialist is on probation or a remediation plan.</p>
Team Leaders	Appraised by the Administrator who is the immediate supervisor	
<p><b>Objective Setting:</b></p> <p>If the specialist is assigned a home school, objectives are jointly approved by home school principal and/or relevant manager for specialists. Principal will determine if objectives were met.</p> <p>If the specialist is not assigned to a home school designation, relevant manager approves objectives and determines if objectives were met.</p>		

## Performance Standards

Teachers are evaluated on five standards:

- Standard 1: Instruction
- Standard 2: Assessment
- Standard 3: Curriculum and Planning
- Standard 4: Learning Environment
- Standard 5: Professional Responsibilities

Student Services Professionals are evaluated on five similar standards, which can vary according to their discipline:

- Standard 1: Direct Service/Instructional Support
- Standard 2: Assessment
- Standard 3: Program and Planning
- Standard 4: Consultation and Contribution to the Learning Environment
- Standard 5: Professional Responsibilities

Each standard has multiple criteria with a number of indicators that can be used to evaluate whether the educator is meeting the standards. A criterion for assessment, for example, is that the educator uses and interprets a variety of assessments to monitor and evaluate students. Criterion for professional responsibilities include collaborating with identified team on expectations, strategies and use of data; engaging families in the learning process; and demonstrating integrity, professional and ethical standards.

## Process

Formal evaluation includes several distinct steps:

- u Orientation and notification of evaluation
- u Pre-observation conference with the evaluator
- u Formal observation
- u Post-observation conference
- u Mid-evaluation structured conference – Educator provides the evaluator with Records of Teaching/Service that address all five standards
- u Additional observation (probationary teachers and SSP's)
- u Comprehensive Evaluation – Educator completes an action plan to be shared with the evaluator at the final meeting to sign documents

If the educator receives an overall rating of unsatisfactory, the educator will be placed on a plan for remediation.

**Note:** All forms and the complete Professional Evaluation Handbook can be found at **MyDPS**, a special work place on the DPS portal that can be found by going to the “Staff” page from the DPS home page and clicking on the **MyDPS** link on the top of the page.

## Satisfactory Comprehensive Performance Ratings

For those enrolled in ProComp, a pay raise is based on a performance rating of satisfactory. Evaluators will use the performance evaluation process to identify how well educators are meeting the five performance standards and corresponding criteria. The ratings include:

- Exceeding (E)
- Meeting, (M)
- Developing (D)
- Not Meeting (NM) expectations

A rating is given for each performance standard and each criterion on the comprehensive performance form. Educators who meet and/or exceed expected levels of performance positively influence the performance of students and other staff members. Educators who meet expectations reflect a high standard of performance. Educators who are developing toward or not meeting a performance standard will be offered assistance and professional development opportunities to improve.

When an evaluator and educator complete the comprehensive professional evaluation, the result is a contractual recommendation of either satisfactory or unsatisfactory performance for the purpose of determining a pay raise. Only educators rated as satisfactory will receive a pay raise. In order to receive this comprehensive rating, an evaluator must rate an educator “Developing,” “Meeting” or “Exceeding” on all five performance standards.

An evaluator will rate an educator’s comprehensive performance as unsatisfactory, if he or she determines a “Not Meeting” expectation:

- For one or more performance standards or
- For a total of five or more criteria (across all performance standards)

To determine whether an educator is not meeting expectations on a standard, the evaluator must ascertain that the educator is performing at the “Not Meeting” expectation on 50% or more of the criteria for that standard.

If the evaluator perceives that an educator is headed toward an unsatisfactory comprehensive rating, he or she should schedule a meeting with the educator as soon as possible to discuss this concern.

Prior to giving an “unsatisfactory” rating, it is important that the evaluator meets with the educator a minimum of two times to discuss his or her performance, provide documentation, offer suggestions or assistance for improvement, and monitor performance aimed at improvement. In addition, the evaluator must provide an explanation of the “Not Meeting” expectation in the comments section of the Comprehensive Performance form.

## 7. Market Incentives

### Overview

Market Incentives was one of the first components to be implemented, going into effect in the 2005-2006 contract year for the first ProComp members. The component enables DPS to offer a financial incentive to teachers and student services professionals (SSPs) who are willing and eligible to work in the most challenging schools in the district or in the staff positions that are most difficult to fill.

The Market Incentives component offers pay for two elements, hard-to-serve schools and hard-to-staff positions. Both elements are identified by a clear set of criteria established by the Transition Team. These criteria will be examined on an annual basis and may be revised and updated as needed. The exact positions and schools will be identified each year based on the established criteria.

### 7.A Hard-to-Staff Positions

#### Purpose

The goal of this incentive is to attract and retain teachers and SSPs to fill the positions for which it is historically difficult to find highly qualified educators. This element gives teachers and student services professionals the opportunity to earn more money each year by choosing to work in these positions.

#### Criteria

Five criteria are used to identify the list of hard-to-staff positions each year. The positions are based on:

- u National data on the supply of licensed professionals produced by degree granting institutions
- u Regional data on the supply of licensed professionals produced by the degree granting institutions
- u DPS data on the ratio of qualified teachers to total teachers in specific assignment areas and to the number of qualified teachers in the overall DPS work force
- u Ratio of teachers with less than one year of experience to teachers in the total assignment area
- u DPS data on special education and student services professionals

#### Positions

Hard-to-staff positions are named every year for a period of only one year, although positions may remain on the list if they continue to meet the prescribed criteria. Positions identified for the 2006-2007 school year are:

- School Nurses
- ELA-S teachers who are qualified and designated
- Middle School Math (in a middle school assignment)
- Special Ed Center Assignments
- Speech Pathologists
- Psychologists
- MAST employees

#### Qualifying and Receiving Payment for Hard-to-Staff Positions

Hard-to-staff positions pay a 3% bonus of the ProComp index, and payments are made monthly in 12 equal amounts during the contract year. Educators may receive the incentive if they meet the following eligibility requirement:

- u They must be qualified for their position as defined by Denver Public Schools and the Colorado Department of Education.

- u They must be assigned in a position that is designated as hard-to-staff.
- u Those who work part time in a hard-to-staff position will be paid for that time assigned in that hard-to-staff position.

## Records To Document Work Eligible for Hard-to-Staff Pay

Payment of a hard-to-staff incentive must be based on a record of some type. Most DPS employees who are eligible can have their status verified through department records, payroll or other district databases, listed below. Those employees do not need to document their time to be compensated. Some employees who provide itinerant services must track their time in logs to establish their level of payment for hard-to-staff bonuses. Employees who must maintain a log are notified by their supervisor at the beginning of the school year. The following employees are documented by DPS systems:

- u Qualified and designated ELA-S teachers are tracked by the ELA Department and reported electronically to payroll.
- u Middle school math teachers are identified through Infinite Campus.
- u Nurses, psychologists and speech language pathologists are identified through their job code and reported by the Special Education Department.
- u Center program assignments for teachers are identified through Infinite Campus and reported to payroll by the Special Education Department.
- u Center program assignments for student service professionals are identified through staff assignment lists (FTE) maintained by the Special Education Department and reported to payroll.

**Note:** This bonus is designed to address staff shortages in Special Education Center programs themselves. Teachers and SSPs who are assigned to a school or facility housing a Center program, but do not work in the Center program itself, do not qualify for the market incentive

## Eligible Employees Not Documented by DPS Systems

Employees who are not documented through one of the above lists must complete an official log to record hours for which they are eligible to be paid. Employees who are not specifically assigned to the center, but actually do provide ongoing services to individual students in the center, can also track their service through logs to obtain the incentive.

Logs should be completed from written records maintained by the employee or those kept on the student. Only “continuous service” to a student over a period of time (not short term or random contacts) is eligible for market incentives payments. Examples of records that can be used to fill in the formal log include the following:

- u Teaching-itinerant teacher records; employee calendars
- u Long-term intervention-IEP records; caseload lists; employee calendars
- u Routine periodic assessments-IEP records; caseload lists; employee calendars

Because these data sources are not centrally accessible, the employee must transcribe the time spent to the log for submission.

## 7.B Hard-to-Serve Schools

### Purpose

The purpose of this element in ProComp is to attract and retain highly skilled professionals in the most challenging schools. Hard-to-serve schools are considered those whose student populations have special challenges.

The list of schools is identified each year based on criteria that is examined and updated. Schools that are designated hard to serve stay on the list at least three years, and the list is considered to be revolving. Each year, some schools may be renewed or extended, and others retain their original three-year designation. Those that are not renewed, however, finish their original three-year designation before dropping off the list.

## Criteria

Five criteria are used to identify the hard-to-serve schools each year. They include:

- u The percent of students enrolled in the school who are receiving free or reduced lunch
- u The percent of students who are enrolled in special education center programs
- u The percent of students who are identified as second language learners
- u The percent of students who are eligible for Medicaid
- u Crime data from the city and county of Denver associating students with their home neighborhood demographics

## List of Hard-to-Serve Schools

The following list shows the year that the school was originally listed as hard to serve and the year that the term expires. The expiration date may change if a school is renewed for an additional three-year term.

### Hard to Serve Schools

Elementary			Middle Schools			High Schools		
Beginning			Beginning			Beginning		
School	Date	Expires	School	Date	Expires	School	Date	Expires
Ashley	06-07	08-09	Merrill	05-06	08-09	Lincoln	05-06	07-08
Bryant			Hill	05-06	08-09	North	05-06	07-08
Webster	06-07	08-09	Horace Mann	06-07	08-09	West	06-07	08-09
Castro	05-06	07-08	Lake	05-06	07-08			
Cheltenham	05-06	08-09	Randolph	05-06	07-08			
Columbian	06-07	08-09	Rishel	06-07	08-09			
Del Pueblo	05-06	08-09						
Fairmont	05-06	08-09						
Fairview	05-06	08-09						
Garden								
Place	05-06	07-08						
Gilpin	05-06	07-08						
Greenlee	05-06	08-09						
Harrington	05-06	07-08						



Mitchell	05-06	08-09		
Montclair	06-07	08-09		
Remington	05-06	08-09		
Valdez	05-06	08-09		
Whiteman	05-06	08-09		
Wyman	05-06	08-09		

The following six alternative schools are considered hard-to-serve schools by policy and have no expiration date.

Prep Assessment Center
Contemporary Learning Academy
Emily Griffith Opportunity High School
Emerson Street
Florence Crittenton
Gilliam Center

### **Qualifying and Receiving Payment for Hard-to-Serve Schools**

ProComp employees who work in a hard-to-serve school will receive a 3% bonus of the ProComp index, and payments are made monthly in 12 equal amounts during the contract year. Educators may receive the hard-to-serve incentive if they meet the following eligibility requirements:

- u They must hold a current Colorado Department of Education license or TIR authorization.
- u Qualifying employees must be assigned to work in the hard-to-serve school.
- u Hard-to-serve payments are made as long as the school is recognized as hard to serve and as long as the employee remains in the designated school.
- u Those who work only part time in a hard-to-serve school will be paid for that time actually spent working in that building.

### **Eligible Employees Documented by DPS Systems**

Teachers are identified as working at a hard-to-serve school through Infinite Campus. Student services professionals assigned to hard-to-serve schools are recorded on staff lists that are tracked by the Special Education Department. These lists are submitted electronically to payroll.

Itinerant providers who serve students in multiple hard to serve schools must provide logs to be compensated because these contacts are not tracked by any department. These employees should contact their supervisor about the log.

## **8. Professional Review Panel**

### **Overview**

The Professional Review Panel is one of the most important safeguards in ProComp. The panel is comprised of equal numbers of teachers and administrators who hear disputes about pay for any element of ProComp.

The Review Panel will hear disputes about pay decisions such as those on student growth objectives, professional development units, professional evaluation, market incentives, advanced degrees, licenses and certificates, tuition reimbursement, initial salary placement and declaration of a proposed assignment.

### **Structure of Panel**

The ProComp Agreement calls for trained panel of five teachers/ student services professionals (SSPs) and five administrators. From March through August 2006, the Professional Review Panel Work Group will hear any disputes. The permanent panel is being appointed and trained by the ProComp Transition Team.

Permanent panel members will serve two-year terms. Initially, their terms will overlap to maintain consistency in practice and build capacity. For 2006, the terms will follow this schedule:

- u One year terms for two teachers and two administrators (2006-07)
- u Two year terms for three teachers and three administrators (2006-08)

### **Qualifications and Training**

The Transition Team is seeking volunteers to serve on the professional review panel with the following qualifications:

- u Training and recent experience in mediation, problem-solving and research
- u Working knowledge of the DCTA Master Agreement
- u Working knowledge of the ProComp Agreement

Panel members also will receive training, jointly developed by DPS and DCTA and approved by the Transition Team, on mediation and problem-solving skills, as well as details on the ProComp system.

### **Responsibilities of Panel**

Professional Review Panel members are available for hearings to review requests and supporting documentation from teachers/SSPs appealing a pay decision.

Each Professional Review Panel member works with a fellow panel member to reach consensus on a decision to uphold or overturn a ProComp element pay decision. They use the payment rules defined in the ProComp agreement articles and the approved documentation of policies, processes and procedures adopted by the Transition Team.

### **Procedures and Timelines to Resolve a Dispute**

The educator has 20 days after receiving a pay form to initiate the review process.

Key steps in the 20-day process are:

1. Educators should attempt to resolve the dispute at the lowest level with the principal or supervisor or appropriate human resources director.

2. If that is not successful, the appeal is reviewed by one teacher and one administrator chosen randomly from the 10-member panel.
3. Following a hearing where both the teacher and the decision-making administrator present the facts of their dispute, the two panelists shall consider the merits of the disagreement.
4. If the two panelists can reach consensus on action to be taken, they will issue a decision, which shall be implemented.
5. If no consensus is reached, the original pay decision stands.

Forms to request a hearing are included in Section 11 of this handbook and are available on the ProComp website, [www.denverprocomp.org](http://www.denverprocomp.org).

## **Professional Review Panel Work Group**

The review panel work group will function as an interim panel to hear and resolve disputes that may occur from February through August 2006.

The work group is co-chaired by Transition Team members Connie White and Shirley Scott and Human Resources Director Bart Muller. Members appointed by DCTA, in addition to Connie White, include: Rich Nass, Marcia Cornejo and Essie Lyle.

Five principals serve as work group members, as well as student services managers and five teachers/SSPs. There are also two resource persons in the work group, one from the Payroll Business Service Center and one from DoTS. In 2006-2007, new work group members will be sought. Interested people should contact either Shirley Scott (33626) or Connie White (33539).

## **9. Evaluation of Implementation and Effectiveness**

### **Overview**

Inherent in the ProComp design is the need to ensure that the compensation system is working properly and is meeting the needs it was created to fulfill. Among the tests given to the system for evaluation were whether it would be fair to all teachers and SSPs, whether the system was manageable, if it was sustainable and whether it fulfilled its goal of being good for student outcomes.

Part of the ProComp agreement calls for annual reviews of the system, beginning with internal reviews and eventually providing for an external, third-party review to make certain that ProComp continues to fulfill its mission.

### **The Evaluation Process**

The initial evaluation of ProComp was conducted through the Program Evaluation Work Group at the end of the 2004-2005 contract year. The work group included teachers, SSPs, administrators and DPS staff. During the 2005-2006 contract year, a contract was generated with the University of Colorado, Boulder, to provide research assistance for the work group.

The evaluation consisted of qualitative research conducted through focus groups of the various work groups assigned to build the structure of ProComp and the Transition Team. Focus groups also were held with the Teaching and Learning Department and Department of Technology Services and the Human Resources Department, and Payroll/Business Services.

The first report was completed in the fall of 2005; findings were presented to the Transition Team and approved.

In the 2005-2006 contract year, the Program Evaluation Work Group again conducted research with the various work groups to determine how they were progressing and how the groups were integrating. Some of the work groups were no longer meeting on a regular basis so full scale focus groups were not conducted. In addition to the information from the work groups, an online survey was generated and conducted in the Spring of 2006 to get feedback on how teachers, SSPs and administrators viewed ProComp.

### **Future Evaluations**

The ProComp agreement calls for the continuation of internal evaluations and for an external evaluation in the future. The results of these evaluations and recommendations will be presented to DPS and DCTA leadership in November 2006 and made available online at [www.denverprocomp.org](http://www.denverprocomp.org).

## 10. ProComp Trust and Transition Team

Transparent governance and collaboration are hallmarks of ProComp. The ProComp Agreement between the Board of Education and the Denver Classroom Teachers Association established two major collaborative bodies to oversee critical aspects of the salary system.

### Transition Team

The Transition Team is an entity that was established in 2004 to manage the policy and implementation of ProComp through the last opt-in window in the 2010-2011 contract year.

The 12-member body consists of six educators appointed by the DCTA president and six administrators appointed by the Superintendent of Schools. The team is assisted as needed by representatives from various departments in the district such as Human Resources, Payroll, Program Assessment and Research, DoTs, Teaching and Learning and Leadership Development and Student Service.

The Transition Team is responsible for ensuring that all components and elements of ProComp are thoroughly designed and integrated into the district's operations. The members review recommendations from ProComp work groups and make rules and guidelines as needed to carry out the policy. The team meets monthly, and minutes of each meeting are posted on [www.denverprocomp.org](http://www.denverprocomp.org).

The Transition Team reports to the Board of Education and the DCTA Board in November of each year.

### Teacher Compensation Trust

Another important body in the management of ProComp is the Teacher Compensation Trust. The Trust also was created by the ProComp Agreement, and its primary purpose is to receive, manage and distribute the monies that are raised each year from the ProComp mill levy.

The funds are placed into the Trust to ensure that they will be available in perpetuity to pay ProComp educators. To guarantee financial stability of the system, the Trust uses a financial model that tracks income and expenditures. The model then can monitor and project growth or depletion of the fund as teachers enter the system over time. The Trust also is responsible for monitoring how Denver Public Schools spends the monies derived from the Trust, making certain that they are spent only for ProComp related expenses and spent in a manner consistent with the ProComp Agreement. Some of these expenses include:

- u Teacher salaries and bonuses
- u Reasonable and necessary expenses of administering the Trust such as legal and other professional fees, Trustee expenses, the rental or leasing of equipment and supplies as needed by the Trust

A full description of the responsibilities and requirements of the Trust can be found in the Teacher Compensation Trust Agreement that was ratified by the Board of Education and the DCTA Executive Board. It is also posted on [www.denverprocomp.org](http://www.denverprocomp.org).

### Trustees

The Trust has eight members, appointed according to the rules of the ProComp Agreement. Three Trustees are representatives of the District; three are representatives of the Denver Classroom Teachers Association; and two are representatives of the community. The community representatives are appointed by the agreement of the other six Trustees.

**District Trustees (as of July 2006)\***

Kevin Patterson, Treasurer of the Board of Education

Velma Rose, Chief Financial Officer

\*Serve as long as they hold the designated positions within DPS

**Denver Classroom Teachers Association Trustees (as of July 2006)\***

Jerry Graves, Abraham Lincoln High School

Andree Hall, Godsman Elementary School

Mark Harmon, Johnson Elementary School

\*Serve three-year terms

**Community Trustees (as of July 2006)\***

Tom Buescher

Lee White

\*Serve three-year terms

**Meetings of the Trust**

The Trust meets at least six times per year or as needed to carry out the work of the Trust. All meeting dates, agendas and minutes are posted on [www.denverprocomp.org](http://www.denverprocomp.org) under the button for the Trust.

**Reports of the Trust**

By December 31 each year, the Trust is required to issue a report on the financial stability of the fund over time. Another report, issued by July 1 of each year, will describe the impact of the most recent collective bargaining on the Trust's financial model.

## 12. ProComp Glossary

### A

**Advanced Degrees** – Degrees earned past a Bachelors Degree, including a Masters degree and a PhD. Under ProComp, educators receive a salary increase of 9% of the index for each advanced degree they earn.

**Annual Earnings** – The sum of all of a teacher’s salary in a twelve month period, including salary, bonuses and any other extra pay.

**Annual Student Growth Objectives** – Objectives set in collaboration by a teacher and principal or by student service professionals (SSPs) and their supervisor/program manager. Objectives must be job-based and establish expectations for student growth using baseline data. Objectives may not be based on CSAP results. District policy states that teachers and SSPs set two objectives each year. ProComp educators who meet both objectives receive a salary increase of 1% of index. Those who meet one objective receive a bonus of 1% of index and if they meet neither objective, they receive no increase.

### B

**Bargaining Unit Members** – DPS employees represented by the Denver Classroom Teachers Association (DCTA). They include teachers, nurses, social workers, psychologists, counselors, speech language instructors, educational audiologists and JROTC instructors.

**Bonus** – One time or multiple time payment that does not become part of a teacher’s salary. Under ProComp, teachers and student service professionals (SSPs) will be eligible for bonuses if they fill hard-to-staff assignments, work in a hard-to-serve school, work in a distinguished school, or for meeting one of two student growth objectives.

### C

**Career Earnings** – The sum of all earnings, salary plus bonuses, for all of the years educators remain in DPS. Under the ProComp System, no teacher or SSP will be paid less than his or her annual earnings under the old system.

**COLA** – Cost of Living Adjustment that is negotiated by the district and teachers every year. DPS and DCTA will continue to negotiate the cost of living adjustments as a part of annual collective bargaining. Adjustments will then be made equally on the Master Agreement’s salary schedule and to the ProComp Agreement.

**Collective Bargaining** – The process by which DPS and DCTA negotiate changes to the Master Labor Agreement, including annual cost of living adjustments. Both the Master Agreement and the ProComp Agreement are subject to collective bargaining.



**Compensation Trust Fund** – Proceeds from the \$25 million annual mill levy approved by Denver voters in November 2005 will be placed in a trust fund governed by a board of directors that includes representatives from DCTA, DPS and the community. The Teacher Compensation Trust Fund Work Group is responsible for monitoring how Denver Public Schools spends the monies derived from the Trust and ensuring that they are spent only for ProComp related expenses and spent in a manner consistent with the ProComp Agreement.

**Component** – The broad categories of compensation under the ProComp Agreement. ProComp has four components which can help build earnings for teachers: Knowledge and Skills, Professional Evaluation, Market Incentives and Student Growth.

**CSAP** – The Colorado Student Assessment Program. It is a state-mandated test based on standards. CSAP reading and math tests are given in grades 3-10.

**CSAP Incentives** – The element of ProComp that rewards teachers who exceed a range of expected performance based on CSAP scores. Teachers who exceed that range shall earn a sustainable increase of 3% of the index. Teachers who fall within that range of expected performance will earn no increase. Teachers who fall below that range of expected performance will lose a sustainable increase of 3% of index if they have earned one in the past.

**CTAC** – Community Team Assistance Center of Boston. CTAC was commissioned to conduct a study of the Pay for Performance Pilot program. Part of the findings in its initial report were the basis for expanding the teacher compensation plan to include more than student achievement. Its final report on the Pilot, Catalyst for Change, issued in January 2004, showed a link between student growth and teachers who set the highest level of Objectives.

## D

**Distinguished Schools** – The element of ProComp that rewards educators with a bonus of 2% of index when they work in schools recognized for outstanding performance. DPS and DCTA will agree annually on the list of distinguished schools. Schools will be recognized as distinguished based on school performance indicators. These include outstanding results based on student growth data and factors such as school climate, attendance and graduation rates. All ProComp teachers and student services professionals (SSPs) at a distinguished school will receive bonuses. The bonuses for ProComp teachers and SSPs will be prorated if they work for multiple schools.

## E

**Element** – Specific building blocks with the ProComp system which allow educators to build their earnings. ProComp is composed of nine elements.

**Entry Salary** – The annual salary paid to newly hired teachers who have no outside experience credit or advanced degrees.

## F

**Fully Funded** – The ProComp system will be fully funded and sustainable. In November 2005 Denver voters approved a \$25 million mill levy to pay for the system. DPS and DCTA will not implement any unfunded components of the system. For those teachers who elect to stay in the previous system, funding comparable to the new system (less any additional funds specifically raised to implement the new system) will be provided.

## G

**Graduate Degree** – ProComp educators currently pursuing graduate degrees receive salary increases equal to 9% of the current index.

**Graduate Degree Increase** – Educators who get graduate degrees receive a salary increase of 9%. Teachers and SSPs may earn more than one graduate degree and receive additional compensation for each.

## H

**Hard-to-Serve Schools** – Qualified educators who work in a hard-to-serve school will receive a Market Incentive bonus of 3% of the index every year the school is eligible. Teachers and SSPs who work in multiple schools receive prorated bonuses if they work in a hard-to-serve school. DPS and DCTA will annually review the list of hard-to-serve schools. Currently there are five criteria used to determine the list. Once a school is placed on the list it will remain there for at least 3 years.

**Hard-to-Staff Assignments** – Positions where the supply of licensed professionals is low and the rate of turnover among licensed professionals is high. Examples of hard-to-staff assignments are ELA-S and special education center assignments. Teachers and SSPs who work in hard-to-staff assignments will receive a bonus of 3% of index. Educators who work in hard-to-staff assignments will receive prorated bonuses if they work in multiple assignments (such as middle school math/ELAS).

## I

**Index** – A dollar amount negotiated by DPS and DCTA that is the basis for determining percentage increases in salary and bonuses under ProComp. It will be subject to negotiated increases and routine cost of living adjustments through collective bargaining.

## K

**Knowledge and Skills** – The component of ProComp that rewards teachers for acquiring and demonstrating knowledge and skills. There are three elements under Knowledge and Skills: Professional Development Units, Tuition Reimbursement and payments for Advanced Licenses and Degrees.

## **M**

**Market Incentives** – The component of ProComp that rewards educators by using incentives to recruit and retain them in schools that are challenging (Hard-to-Serve Schools) and assignments that are difficult to fill (Hard-to-Staff Assignments). Educators who are eligible may earn multiple Market Incentives if they work in a hard-to-serve school in a hard-to-staff assignment.

**Master Agreement** – The contract between DPS and DCTA that establishes all terms and conditions of employment for all members of the DCTA Bargaining Unit. The ProComp Agreement establishes a compensation system, but does not waive any of the other terms and conditions of employment established in the Master Agreement.

**Mill Levy** – A property tax assessment approved by voters.

**Mill Levy Override Election** – An election by voters to give approval to increase taxes to pay for school district operating budgets above limits imposed by state law.

## **N**

**National Certification** – Teachers who get National Board for Professional Teaching Standards certificates and student service professionals who earn approved licenses and certificates from their professional licensing agency will receive a salary increase of 9% of the index for the life of the certificate. Educators may earn more than one certificate and be compensated for each if they are related to a current assignment, but they will be paid for only one in specific areas.

**Non-Probationary Evaluation** – Evaluations for educators who have completed the probationary period, are on continuing contracts and are formally evaluated every three years.

## **O**

**OASIS** – Online Assessment Scores Information System. OASIS was created to provide teachers and principals with prompt access to scores for their students on a variety of assessments.

**Objectives** – Student growth objectives are set by teachers and student service professionals in collaboration with their principals and supervisors. Compensation for meeting student growth objectives is one way for educators to build career earnings. All teachers will set two annual objectives. ProComp educators who meet their two objectives will receive a 1% Index Salary Increase. Those who meet one objective will receive a 1% Index bonus. If they do not meet either objective they will not receive an increase.

**Operations Team** - The Operations Team coordinates the work groups and directs the development of the technology and systems needed to support ProComp. It reports to the Transition Team.

**Opt In** – Teachers and student service professionals hired before January 1, 2006 will have a choice to enter the ProComp system. A total of seven windows over six years will be offered during which educators may choose to opt into ProComp for the following contract year. Those who do not opt in will remain on the Master Agreement’s salary schedule. Once an educator has opted into ProComp, they may not “opt out,” except during a 72-hour window immediately following the opt-in decision.

**Opt In Windows** – A period of time during which educators hired before January 1, 2006 are allowed to enter ProComp. Beginning in 2007, the windows will be January 1- March 31 until 2011. Once educators have made the selection to opt in during the open window, they will be placed into ProComp in the following contract year.

## **P**

**Pay For Performance Pilot** – The Denver Pay for Performance Pilot Program. It was a four year collaborative and groundbreaking effort between DPS and DCTA which investigated the interrelated issues of student achievement, teaching processes and teacher compensation.

**Phase In** – The process of gradually implementing ProComp based on the district’s capacity to support it. Under the ProComp Agreement, the system was partially implemented in the 2005-2006 school year and fully implemented in the 2006-2007 school year. Payments began in January 2006 for the first elements: market incentives, advanced degrees and licenses and tuition reimbursement for educators who opted in during the first open window.

**PDU – Professional Development Unit** – Educators will receive a 2% Index salary increase after 1) completing approved courses, research, or development activities, 2) demonstrating their skills and 3) reflecting on the value of the knowledge for use with their students. Courses must fall within current or proposed assignments.

**Probationary Evaluation** – Formal evaluation for educators during each year of their probationary status of employment with the District. During their probationary period, those ProComp employees who achieve satisfactory evaluations will receive a salary increase of 1% of index.

**ProComp** – The Professional Compensation System for Teachers. ProComp is made up of four components and nine elements designed to allow educators to take more control of their careers and increase earnings over the course of their teaching careers.

**ProComp Agreement** – The labor agreement that established ProComp. It was a collaboration of DPS and DCTA. The ProComp Agreement is separate from the Master Agreement, but changes must be negotiated and agreed upon by both partners.

**Professional Review Panel** – A panel to which teachers may appeal if they disagree with a payment decision related to any of the elements of ProComp. The Review Panel will hear disputes about pay decisions on ProComp elements, including student growth objectives, professional development units, professional evaluation, market incentives, advanced degrees,

licenses and certificates, tuition reimbursement, initial salary placement or declaration of a proposed assignment.

**Professional Evaluation** – The component of ProComp that rewards ProComp educators who receive performance ratings of satisfactory. A special committee has developed a new evaluation system for all DPS educators. Those who are ProComp employees will receive a salary increase of 3% of the Index for satisfactory evaluations.

**Professional Teacher Evaluation System** – The fair, manageable process for teachers and principals to evaluate teacher performance. The Teacher Evaluation Committee, which is composed of teachers, administrators and specialists, has designed a new professional evaluation system that will be used for all DPS educators.

## S

**Salary** – An educator’s continuing annual compensation. Salary does not include bonuses or any other extra pay.

**Salary Estimator** – An online tool that allows teachers and SSPs to enter their career information and find out approximately how much they might be able to earn each year and total career earnings. It can be used more than once to map out career strategies and to compare earnings under the old system and ProComp to show the best year for a teacher to opt in to ProComp.

**Satisfactory Performance** – ProComp educators who receive an evaluation indicating that their performance is satisfactory or better will receive a salary increase. Probationary ProComp teachers and SSPs who receive satisfactory evaluations will receive a salary increase of 1% of the index each year of their probationary period. Non-probationary ProComp educators who receive satisfactory evaluations will receive a salary increase of 3% every three years.

**Student Services Professionals (SSPs)** – Under ProComp, SSPs include social workers, psychologists, nurses, speech therapists, occupational and physical therapists, educational audiologists, hearing impaired teachers and vision impaired teachers. All will have the same annual and career earnings opportunities as teachers. Advanced certifications will count equally and evaluations and student growth goals will be based on criteria designed according to their specialty.

**Student Growth** – A component of the ProComp system that rewards ProComp teachers for academic growth by their students.

## T

**Teacher Compensation Trust** – The Trust is responsible for receiving, managing and distributing funds raised by the ProComp mill levy. One of the most important functions of the trust is to ensure that ProComp is financially stable over time. It is also responsible for

monitoring how DPS spends the monies derived from the Trust and ensuring that they are spent only for ProComp related expenses and spent in a manner consistent with the ProComp Agreement. The Trust includes 3 representatives from DPS, 3 from DCTA and 2 from the community.

**T.I.R. (Teacher In Residence)** – An alternate way for teachers to become certified. Under this program, teachers will continue taking classes while teaching and working toward their certification.

**Transition Team** – A team of teachers and administrators who developed and implemented systems needed to support the ProComp policy established by DPS and DCTA. They worked with the district to put the necessary pieces in place. The team is made up of five administrators, five teachers and one team leader.

**Tuition Reimbursement** – A lifetime account of \$1,000 is available to reimburse teachers for completion of approved courses. The courses must involve quality training through a recognized university or professional association and must improve practice in an educator's current or proposed assignment.

## U

**Unsatisfactory Performance** – All teachers and SSPs who receive an evaluation indicating their performance is unsatisfactory under the Professional Teacher Evaluation System will have their salary increase for satisfactory performance delayed for at least one year and until they complete a remediation plan.

## W

**Work Groups** – The groups composed of teachers, administrators and DPS staff that have worked on the details for the implementation of ProComp. Originally a total of 14 work groups were identified and some completed their work and disbanded, while others continue to fine tune the elements of ProComp. Their work is approved by the Transition Team.