

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held on Wednesday, December 17, 2014, at 5:30 pm in the District Board and Training Room.

Attendance

Members in attendance: Feldt, Fritz, Hammond, Katzenmeyer, Kopf, McDonald, Pickering, Redders, Rossmiller, Roth, Schullo, Sperandeo-Wehner, Swanson, Treuden, and Kostroun arrived after approval of minutes. Absent: Busse, Creek-Hessler, Kvalheim, and Wopat.

Approve Minutes

Motion by Mr. Roth, seconded by Ms. Katzenmeyer, moved to approve the November 17, 2014, minutes as presented. Motion carried, voice vote (Rossmiller abstained).

How Does EEA Certification Impact This Committee's Work?

Mr. Redders shared that he did not think there would be any impact and the Committee should continue to work collaboratively. Mr. Roth shared that the membership of this group will stay the same. He talked with other districts at a Rock Valley meeting, and most are conducting compensation committees at the same time that negotiations is happening and feels we should continue.

What Makes a Good Educator?

Ms. Katzenmeyer shared that no matter what the pay schedule looks like in the end, number of lanes, points, no points, etc., teachers who are good at educating students need to be compensated accordingly.

Committee members were asked to take a few minutes and individually write down thoughts on this topic. Thoughts shared:

- Lifelong learner that has licensing and does ongoing professional development in field of expertise
- Positive communication with staff, student, administration, and parents
- Good classroom management
- Goes above and beyond the basic requirements of the position
- High standards and expectations for students, self, and others
- Always raises the bar for all students
- Having the "can do" attitude so that no one is left behind
- Makes positive connections with each and every student each and every day
- Team player
- Embraces change that is based on best practices – open to new ideas
- Person who knows what to teach and how to teach it
- Flexibility
- Collaborative in nature
- Overall experience working with children
- Up with current trends like technology

- Good classroom management
- Motivate
- Consistency
- Treats students with dignity
- See individuals in the classroom
- Willingness to see your teaching through your students eyes
- Self-motivated
- Basing lessons on the common core
- Being a self-evaluator to improve yourself
- Good sense of humor with everyone
- Clear written objectives
- Prepared and organized
- Engages students to see multiple perspectives
- Masters subjects/curriculum/content/standards
- Ability to connect with students on a level to engage them
- Important to have mission goals and pathways to reach the goals to satisfy mission
- Able to adapt and overcome
- Knowledge of how children grow and be cognizant of it
- Knows when a lesson is not working and is able to shift gears
- Is able to differentiate

Group Discussion:

- Difficulty of this work is now what do we do? How do we design a model that moves people through based on what we want?
- We are at a crossroads of what is tangible and what is not. The tangibles versus the intangibles.
- Some of the items on the list don't equate to having a master's degree. Who is the measuring stick? Who gets to decide? What makes a teacher a kid magnet? One of the most difficult to measure will be connecting to the child. Some of the criteria are yes/no and some cannot be defined.
- Reflect back to the educator effectiveness videos. Most of you have reviewed the videos? Yes. Was it easy to see what is not working? The administrative team is rolling out educator effectiveness as a "let's do this together" activity. Not a gotcha. Being observed by other teachers – some are comfortable with this and some are very nervous. Everybody rates people differently. The team approach is a good idea. Of the educator effectiveness videos, how many were difficult to see if there was good teaching going on? Someone getting a 2 in the videos was not a very good teacher. Focus on a growth model to assist the 2's. How do we get past the fear? Administrators are just as nervous as teachers. Feedback from teachers is going to be needed. There has to theoretically determine a good teacher from a bad teacher.
- However, whatever we incentivize, will happen and everything else will not happen. Way back when we started the meetings, it was discussed that those who are doing their job will advance and those that aren't won't and should be on a plan of improvement. What about the cream of the crop? The elite? What is the definition of the elite group?
- Pay for performance – frightening. And it's dangerous because as soon as you define it, you limit it. Annual principal evaluation can be a factor in the process, but not the sole

measure. Other things that are of value need to be included. Be careful about shaming people and disincentivating people.

- If you're tied to the educator effectiveness model, it is problematic because of the three year cycle? Those not up for full evaluation, will have two quick walk-throughs. Red/green light or pass/fail.....
- Can we review the template that Mr. Kostroun created which is really a modified salary schedule that includes the on/off switch? What about the teachers who are 3s and have the potential to be a 4? What about the person who is not willing to go to a 4?
- Incentivizing through Workforce Development/Strategic Plan (CSI)
 - If you want to go above and beyond this is what you can do
 - Items that don't cost the District
 - What are the incentives?
 - Availability to all staff
- Flexibility of administration to distribute merit pay?
 - Stipends versus merit pay
 - Stipends/alternate compensation for extra duties not included in compensation model
- If develop fair/predictable model – staff will tolerate merit pay
- What is the base model? Components of:
 - Experience
 - Band(s)/Lane
 - Movement – Pt. A to Pt. B
 - Evaluation piece, Teacher Effectiveness Component
 - Licensing
- Number of years from beginning to end (0-20 years)
- Requirement for models? 20 years for movement

Set Next Meeting Date and Agenda

Next meeting is Monday, January 19 at 5:30 pm. Agenda items: bring sample base models to discuss and decide and discuss advancement.

Please forward your sample base compensation models to Committee members one week prior to the January 19th meeting.

Adjourn

Meeting adjourned at 7:00 pm.

Submitted by Doreen Treuden, Business Manager and Kathi Swanson, Board President

Approved: 1/19/15