



OCONOMOWOC
AREA SCHOOL DISTRICT

EMPOWERING A COMMUNITY OF LEARNERS AND LEADERS



2019-2020

STRATEGIC COMPENSATION MODEL

BOARD APPROVED:
MAY 2019

CONTENTS

- Introduction 2
 - District Mission and Strategic Directions..... 2
- Compensation Model – Career Pathways and Career Bands 2
 - Career Pathways 2
 - Career Band Descriptions 3
 - Mentoring / Leading / Collaboration 4
- Educator Pay Components..... 4
 - Contracted Salary – Career Band Ranges 5
 - Vertical Movement (banding-up to the next career band) 5
 - Horizontal Movement (moving within a career band) 6
 - Stipends – Critical Shortage Areas 6
- Factors Influencing Pay 7
- Definitions of Key Terms..... 7
- Appendix A: Vision of Professional Growth and Career Pathway Guidance 10
- Appendix B: Most Accelerated Career Path Progression..... 16
- Appendix C: Promotion to Bands III, IV & V Process Timeline 17

INTRODUCTION

The Oconomowoc Area School District (OASD) believes that to ensure success with student achievement and fulfill its mission of Empowering a Community of Learners and Leaders, we must maintain our ability to attract and retain the highest quality staff. One major way to accomplish this is by maintaining a competitive compensation program for our certified staff. To create a Great Workplace with Highly Engaged Employees, this strategic compensation model provides an opportunity for individual career growth driven by the employee, wrapped with numerous opportunities to invest in learning at a level comfortable for each individual. This compensation model rewards staff for professional growth over time. The inputs that will inform annual contracted salary adjustments are detailed in the “Contracted Salary – Career Band Ranges” section. Most importantly, this model is intended to inject optimism into OASD’s environment, promote collaboration across the District, and raise the bar for the teaching profession at OASD. This strategic compensation model allows the District to ‘think outside the box’, breaking away from the traditional salary matrix, for how to compensate OASD’s most important resources for creating positive outcomes with children and to continually push OASD along the path from Good to GREAT.

District Mission

Empowering a community of learners and leaders.

District Strategic Directions

1. Continuous Improvement in Academic Performance
2. Innovative Instructional Programs
3. Creating a Great Workplace with Highly Engaged Employees
4. High Quality Facilities with 21st Century Learning Environments
5. Respecting the Diversity Among People and Cultures

COMPENSATION MODEL – CAREER PATHWAYS AND CAREER BAND DESCRIPTIONS

Career Pathways

Career pathways are defined as flexible growth opportunities that provide multiple opportunities for staff to grow and earn promotions.

The Career Pathway Guide (Appendix A) provides employees with options and flexibility to manage their professional career at OASD. The pathway guide is a systematic, coordinated approach to

recognizing and developing great employees as they progress through various career stages. Educators are provided autonomy in the way of building professional capacity and numerous paths to achieving professional growth, in-turn moving across career bands to increase pay. There are five bands of career progression, symbolized by defining growth in an individual's sphere of influence.

In order to be considered for movement from one band to the next, the following must be in place: (1) Designated Educator Effectiveness score; (2) Evidence of meeting band expectations; (3) Principal or supervisor recommendation/endorsement for Band II promotion; and (4) Promotions Committee approval for Band III, IV and V promotions.

Career Band Descriptions

Explanations of what each band represents are as follows:

Band I Educator – Educators new to the profession within their first 4-5 years of experience. The primary focus is on classroom instruction, program delivery, and professional development to build knowledge and expertise in teaching so that efficacy is built.

Band II Educator – Educators with at least 4 years of experience, who have solid instructional practices throughout. The focus has grown from self to team and educators are gaining skills in collaboration and shared decision making. Educators display leadership by taking on school-based roles and making contributions outside of the classroom.

Band III Educator – Educators with at least 8 years of experience. Must have evidence of continued professional development such as the pursuit of a District-approved masters and/or highly valued certifications or training. Leader in the school providing input for school goals and actively contributing to building-level continuous improvement processes. Influence extends beyond grade-level peers to many educators in the building. Likely to be grade-level leaders, participate on building leadership team, or serve as a mentor or coach, etc.

Band IV Educator – Educators with at least 11 years of experience, District-approved master's degree is probable, and additional certifications (such as National Board Certification in area of expertise) are likely. Plays leadership role at the building level and participation likely at the District-level through committee work.

Band V Educator – Educators with at least 14 years of experience holding an advanced degree(s) – District-approved master's degree. Additional professional certification(s) (such as National Board Certification in area of expertise) is likely. Participates on prominent District-level committees and supports/leads a systems approach (PDSA) to decisions relative to innovation aligned with the District's strategic plan. Plays a role in the region or state through associations, conference presentations, grant writing, sought by other districts for professional practices (presentations of work or in-classroom visits, etc.).

Mentoring / Leading / Collaboration

This strategic compensation model is rooted in the belief that educators should focus on mentoring whenever possible, leading when the opportunity arises, and to collaborate at all times. It is not meant to breed competition within professional learning communities, across buildings, or throughout the District.

Mentoring, leading, and collaborating are critical components to success and as such, compensation in this model is driven by experiences and growth in these areas.

Mentoring is the development of an ongoing relationship of learning, dialogue, and challenge. It is the development and cooperative relationship between employees in an effort to improve student learning and achievement.

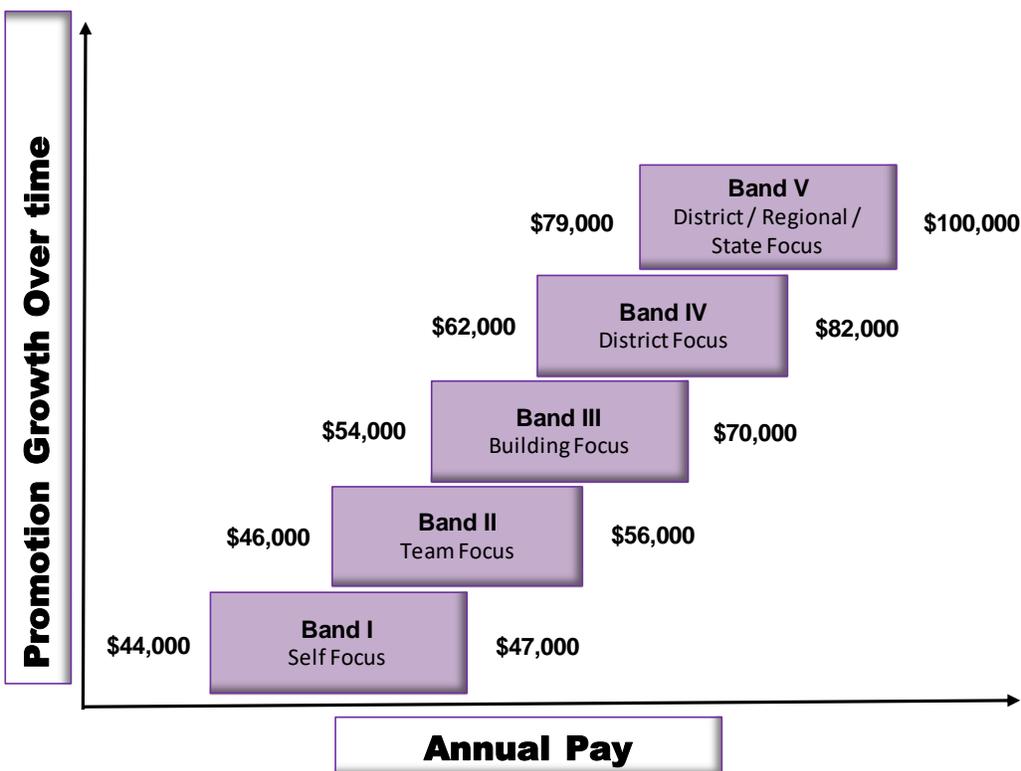
Leadership is the process of influencing others with a vision of achieving a specific transparent goal. It is defined by demonstrating an aptitude to influence others to achieve an outlined goal or objective that aligns with District strategic goals and/or initiatives.

Collaboration is the ability to work with others to achieve positive outcomes for all students. It is sharing ideas, knowledge, and resources to improve the achievement of ALL students.

These key components inform promotion opportunities within the Career Pathway Guide and ultimately provide for permanent contracted salary increases.

EDUCATOR PAY COMPONENTS

Below is the strategic compensation model with career bands and salary pay ranges.



Contracted Salary – Career Band Ranges

The banding model will focus on opportunities for contracted salary increases driven by the Career Pathway Guide and the performance evaluation/review.

The Career Pathway Guide will allow an employee to provide evidence of meeting the requirements to promote (dependent upon an educator’s qualifications and desire for promotion). Over a three year period, a designated Educator Effectiveness (EE) score must be received to be eligible for promotion to the next band level only. An educator cannot promote to the next band until he/she has resided in the current band for a full EE cycle, with the exception of new-to-district staff hired into Band I who will have completed four (4) years of experience. The application for promotion can be made at any point within the supervision/evaluation cycle provided that there has been at least three (3) years since the last application date. *For example, an EE score received in 2017-18 while in Band II can be used for promotion to Band III. That same score may not be used in the following school years for promotion to Band IV.* This time period (3-6 years) is an average or anticipated typical progression from band to band. Progression is solely dependent on an individual’s abilities and choices to drive his/her unique career pathway.

This model is intended to provide for meeting the vertical requirements within the Guide in order to qualify for the promotion requested. A ‘preponderance of evidence’ rather than an ‘all-or-nothing’ approach will be used in promotion evaluation.

Vertical Movement (promoting to the next career band)

The recommendation of the Career Pathway Guide that outlines the requirement guidelines to qualify for a promotion is attached in Appendix A. To be eligible for promotion the following school year, notification must be provided to the site administrator by October 15th.

The Promotions Committee will evaluate promotion requests to Bands III, IV and V between October 16th and November 12th to determine if requirements have been met. Staff who receive an initial denial letter have the opportunity to meet with the Promotions Committee to expand/defend/answer questions. Final notification will be provided with one (1) week of meeting with the Promotions Committee. There is no appeals process for these promotions – the Promotions Committee’s determination is final. *(Flowchart is provided in Appendix C.)*

Banding up through the promotion process will result in an increase to contracted salary (supplanting the annual contracted salary earned within a band). The increases to contracted salary for moving up a band level are:

Band I to Band II:	\$1,500
Band II to Band III:	\$5,000
Band III to Band IV:	\$2,500
Band IV to Band V:	salary increase to starting salary of Band V range

Horizontal Movement (moving within a career band)

Horizontal movement within the cell is achieved through annual increase. The annual increase is dependent on the negotiated or School Board approved pool of dollars. From this total pool, the approved Band increases are subtracted. The remaining amount is then distributed among the remaining educators. Educators who have hit the top of their band and have not banded up will not receive an annual increase. Educators who, with the annual increase, will exceed the top of the current band, will receive the amount needed to provide the salary at the top of the band. School Board approved a three percent pool for 2019-2020 salary increases. After awarding Band increases, the remaining eligible educators will receive a 2.8% increase.

Stipends – Critical Shortage Areas

Stipends up to \$5,000 annually may be paid to individuals serving in critical shortage areas as a means of retention. These stipends will be guaranteed for a 3-year period, provided that a performance rating of proficient or better is maintained, at which time it will be reassessed. These stipends do not increase contracted salary. Administration will create a sum certain budget that will provide for these stipends annually.

FACTORS INFLUENCING PAY

There are 2 components to an educator’s annual compensation increase: contracted salary increase and stipend pay.

Type of Increase	Definition	Influencing Factors
Contracted Salary Increase	<ul style="list-style-type: none"> Attached to employee’s contracted salary Contracted salary increases remain affixed increases to the salary 	<ol style="list-style-type: none"> Educator Effectiveness rating Career Pathway Progression – education, continuous improvement, professional learning & innovation, and employee engagement & leadership
Stipend	<ul style="list-style-type: none"> 3-year period for Critical Shortage Areas Stipends do not increase contracted salary and end when the circumstance no longer exists 	<ol style="list-style-type: none"> Low supply and high demand in the market Number and quality of applicants Identified by using DPI and US Dept of Education resources

DEFINITIONS OF KEY TERMS

Action Research – A systematic study of educational policies, programs, and practices situated within a school setting and conducted by an educator to inform practical decisions about teaching and learning.

Career Pathways – A systematic, coordinated approach to recognizing and developing great educators / educators as they progress through career stages.

Coaching & Club Advisory Roles – These roles/responsibilities for work performed outside of the school day with students are highly valued and will be considered by the Promotions Committee and/or Principal as a component of total performance. This work enhances an educator’s ‘sphere of influence’ with students. Examples of artifacts to demonstrate leadership in these areas could include:

- Performance evaluation from the Athletic Director or AP
- Awards/Recognitions received for coaching/advisory role
- Unsolicited feedback from students, parents, or the community
- Certifications of completion for conference attendance and/or presentation
- Leadership in conducting clinics
- Various other artifacts that support efforts going above and beyond
- Promotions criteria will not consider team record

Collaboration – The sharing of ideas, knowledge, and resources to improve the achievement of ALL students.

Contracted Salary Increases – Increases attached to the employee’s contracted salary. Remains as affixed increases to salary. **HOLD HARMLESS** – no decrease to contracted salary.

Critical Shortage – Positions that are difficult to fill and/or retain due to low supply and high demand in the market. Shortage areas will be identified by using DPI and the US Department of Education resources assuming it aligns with the District’s strategic initiatives. The number and quality of applicants will also be factors in assessing the critical shortage areas.

Cultural Competence – Cultural competence is the ability to successfully teach students who come from cultures and human conditions other than one’s own.

Educator Effectiveness Score – The four domain scores averaged together.

Impact – Action an educator takes in the classroom or program area to impact student achievement.

Influence – Actions an educator takes to provide support, motivation, and guidance to colleagues.

Innovation – A new idea, method, or practice that is implemented based on the need for change.

Leadership – The process of influencing others with a vision of achieving a specific transparent goal or objective that aligns with District strategic goals and/or initiatives.

Mentoring – The development of an ongoing relationship between employees for learning, dialogue, and challenges in an effort to improve student learning and achievement.

Portfolio of Evidence

- Verbal sharing of what the educator is most proud of or most significant area of growth. This could connect to something within the portfolio, or might be something related to work with a specific student or situation. Because of the level of subjectivity, this would not be a factor in advancement, but rather an opportunity to elevate the work that educators do that may not be tangible.
- Portfolio exhibits
- Completed SLO’s, PD reflections, transcripts, EE scores and artifacts, survey data, copies of grants written, action research, syllabus of PD creation or presentation, video/lesson plans reflective of UDL, PDP training certificates of completion, intervention training certificates of completion, etc.

Professional Capacity – Educators’ knowledge of subject matter and effective pedagogies which determine the quality of instruction students receive.

Professional Learning – Learning that results in demonstrable, observable impact in practice that is not required by the District. This may include summer offerings by the District, such as Homegrown Institutes and Camp Cooney II or college credits from District-approved institutions.

Professional Learning Network – A Professional Learning Network allows educators to seek advice, trade best practices or network with other professionals through social media, face-to-face meetings, and/or participation in a professional organization.

Promotions Committee – A committee whose purpose is to review an educator’s evidence provided in conjunction with promotion requests to Bands III, IV, and V. Promotions will be granted with a 4– 3 member vote or greater. Initial notifications of promotion or denial are made by November 19th. Members include the following:

- Evaluating Principal (non-voting for Band V) or principal designee (for Band V only)
- Director of Curriculum & Instruction
- Director of Human Resources
- Director of Student Services
- Educator Effectiveness Coordinator / Coach
- Band III, IV, or V Educator from educator's same grade level (training to be provided)
- Band III, IV, or V Educator a level different than educator's grade level (training to be provided)

Steering Committee – Annually, this Committee will review the model, analyze EE scores (trends, progression and alignment to Model), seek feedback from staff (surveys, listening sessions, focus groups, etc.), and communicate changes to the Model & Pathway Guide.

Student Focus (maintenance throughout career band progression) – The heart of the Model, regardless of which band an educator 'resides' for compensation, is student learning. As an educator grows and develops in a career progression, the number of students he/she impacts expands beyond the classroom. Through team or committee leadership opportunities, collaboration with and mentoring of peers, and sharing innovative practices and experiences with other educators, an educator's sphere of impact grows. There is influence on the instructional practice of others; thereby increasing the number of students impacted. The main focus is always within the four walls of the classroom, but by growing professional capacity, an educator's influence has impact on student learning/achievement well-beyond those walls.

Stipend – Remains in place for the duration of time an employee continues serving in the related capacity or 3-year period for Critical Shortage Areas. Does NOT increase contracted salary and ends when the circumstance no longer exists.

Appendix A: Vision of Professional Growth and Career Pathway Guidance

This document is intended to provide an overview of educators at various stages of their career and serves as a useful tool in planning career progression. It is not intended to be a checklist of activities to complete to move among bands or within a band. It will be used by the Promotions Committee to benchmark progression through bands in consideration of band advancement.

BAND I EDUCATOR

General Focus

The General Focus of a Band I Educator is on classroom instruction, program delivery, and professional development. Initial Educator is defined as an individual who holds a DPI Initial Educator license and is in the first 4-5 years of teaching.

Continuous Improvement

A Band I Educator understands and supports school goals and the District mission, sets classroom and individual goals, and develops action plans to meet those goals.

A Band I Educator acquires an understanding of the Response to Intervention (RtI) process and Universal Design for Learning (UDL) framework.

A Band I Educator will strive to attain Educator Effectiveness scores as follows:

- Achieve goals related to SLOs with an average score of at least 2.5 over 3-year period
- Meet expectations for professional practice with an Educator Effectiveness score of at least 2.8 using the Danielson Framework for Teaching rubric

Professional Learning & Innovation

A Band I Educator must have earned a BA/BS degree.

A Band I Educator demonstrates evidence of professional development and growth by successfully completing the new teacher induction program. A Band I Educator may seek additional professional learning.

Employee Engagement & Leadership

A Band I Educator works cooperatively with colleagues, seeks and accepts guidance and mentoring from others, and begins to develop an understanding of effective leadership practices.

Promotions Consideration

A Band I Educator will automatically move to Band II upon principal recommendation. Band I educators are first eligible to be promoted to Band II after the 4th year of experience.

BAND II EDUCATOR

General Focus

The General Focus of a Band II Educator is on classroom or program success. Focus has grown from self to team, and Band II Educator is beginning to take on school-based roles, gaining skills in collaboration, and making contributions outside of the classroom. Band II Educator is defined as an individual with at least 4 years of experience.

Continuous Improvement

A Band II Educator understands and supports District mission and provides input for school goals, contributing to team level continuous improvement processes.

A Band II Educator actively engages in the instructional data team process with the professional learning community.

A Band II Educator is beginning to develop practices designed to accelerate student achievement, meeting individual student needs through the Universal Design for Learning (UDL) framework, and implementing planned Response to Intervention (RtI) strategies at the classroom level.

A Band II Educator will strive to attain Educator Effectiveness scores as follows:

- Achieve goals related to SLOs with a holistic score of at least 3.0
- Meet expectations for professional practice with an Educator Effectiveness score of at least 3.0 over a 3-year period

Professional Learning & Innovation

A Band II Educator must have earned a BA/BS, and evidence of additional professional learning is likely. Additional certifications may be obtained.

A Band II Educator demonstrates evidence of professional development and growth as measured by the Danielson component 4e rubric at the Proficient level.

A Band II Educator builds personal capacity that supports the development of innovative practices in the classroom, learning a systems approach (PDSA) to decisions relative to innovation.

Employee Engagement and Leadership

A Band II Educator supports colleagues new to the District, develops an understanding and awareness of the value of expanded collaborative professional and/or community partnerships, and contributes informal leadership and influence at the school level.

Promotions Consideration

A Band II Educator who is ready for promotion to Band III Educator band can demonstrate consistent classroom or program effectiveness as outlined in the Danielson [Framework for Teaching](#) rubric as well as active participation in a collaborative team. The educator can also provide examples of participation in school-wide events or projects. Activities/efforts within the current band will be given the greatest

consideration when promotion decisions are being made. The most recent holistic SLO core and Educator Effectiveness score will be considered for promotion. Band II Educators are first eligible to apply for promotion to Band III at the start of the 8th year of experience (may include years prior to OASD) provided that a full Educator Effectiveness cycle has occurred in this band.

BAND III EDUCATOR

General Focus

The General Focus of a Band III Educator has grown from team to school-wide leadership roles. The Band III Educator actively participates in continuous improvement of instructional practice with consistent classroom or program success. Band III Educator is defined as an individual with at least 8 years of experience.

Continuous Improvement

A Band III Educator understands and supports District mission and provides input for school goals, actively contributing to building level continuous improvement processes.

A Band III Educator actively engages in the instructional data team process with the school professional learning community.

A Band III Educator accelerates student achievement through multiple strategies, meeting individual student needs through the Universal Design for Learning (UDL) framework and implementing planned Response to Intervention (RtI) strategies at the classroom and team level.

A Band III Educator will strive to attain Educator Effectiveness scores as follows:

- Achieve goals related to SLOs with a holistic score of at least 3.0
- Meet expectations for professional practice with an Educator Effectiveness score of at least 3.0 over a 3-year period

Professional Learning & Innovation

A Band III Educator must have earned a BA/BS degree, and evidence of continued professional learning is demonstrated. A District approved Master's degree or other certifications are likely.

A Band III Educator demonstrates evidence of professional development and growth as measured by the Danielson component 4e rubric at the Proficient level.

A Band III Educator supports and contributes to the development and implementation of innovative practices beyond the classroom to the school level, supporting and contributing to a school-level systems approach (PDSA) to decisions relative to innovation.

Employee Engagement and Leadership

A Band III Educator demonstrates collaboration and makes team contributions by regularly serving in school-based roles to provide instrumental building leadership and may seek out additional special school-level projects or committee opportunities.

A Band III Educator supports and formally or informally mentors colleagues newer to the District and participates in collaborative partnerships with professional colleagues and/or community partnerships.

Promotions Consideration

A Band III Educator who is ready for promotion to Band IV can demonstrate a high level of classroom or program effectiveness as outlined in the Danielson Framework for Teaching rubric, achieved through a continuous improvement model. Additionally, the educator has assumed team or building-level leadership. The educator is also beginning to make contributions to district-level projects. Activities/efforts within the current band will be given the greatest consideration when promotion decisions are being made. The most recent holistic SLO core and Educator Effectiveness score will be considered for promotion. Band III Educators are first eligible to apply for promotion to Band IV at the start of the 11th year of experience (may include years prior to OASD) provided that a full Educator Effectiveness cycle has occurred in this band.

BAND IV EDUCATOR

General Focus

The General Focus of a Band IV Educator has grown from school-wide leadership to district leadership roles, influencing the practice of colleagues and supporting stakeholders. The Band IV Educator actively participates in continuous improvement of instructional practice, demonstrating a high level of classroom or program success. Band IV Educator is defined as an individual with at least 11 years of experience.

Continuous Improvement

A Band IV Educator understands and supports District mission and provides input for school goals by influencing action planning for building level continuous improvement processes.

A Band IV Educator actively engages with and contributes to district level continuous improvement processes.

A Band IV Educator actively engages in the instructional data team process with the school professional learning community.

A Band IV Educator accelerates student achievement through multiple strategies, meeting individual student needs through the Universal Design for Learning (UDL) framework while demonstrating cultural competence. Students apply continuous improvement practices at the classroom level to support their own learning and achievement. Response to Intervention (RtI) strategies are implemented at the classroom, team and school level.

A Band IV Educator will strive to attain Educator Effectiveness scores as follows:

- Achieve goals related to SLOs with a holistic score of at least 3.0
- Meet expectations for professional practice with an Educator Effectiveness score of at least 3.2 over a 3-year period

Professional Learning & Innovation

A Band IV Educator must have earned a BA/BS degree and a District approved Master's degree. Evidence of other continued professional learning and/or additional professional certifications can be considered in absence of Master's degree.

A Band IV Educator demonstrates evidence of professional development and growth as measured by the Danielson component 4e rubric at the Distinguished level.

A Band IV Educator supports and leads the development and implementation of innovative practices beyond the school to the District level, supporting and leading a systems approach (PDSA) to decisions relative to innovation. This may include the performance of action/applied research.

Employee Engagement and Leadership

A Band IV Educator has increasing responsibility on teams, including formal leader designation(s) with a school, and leads school and District initiatives.

A Band IV Educator consistently serves as a resource or mentor for colleagues and seeks and contributes to partnerships with professional colleagues and/or community partnerships.

A Band IV Educator serves on committees when asked.

Promotions Consideration

A Band IV Educator who is ready for promotion to Band V band can demonstrate continued high-level classroom or program effectiveness as outlined in the Danielson Framework for Teaching rubric. The educator has assumed leadership in significant district-level projects or committees. The educator is also beginning to influence the practice of other educators in the region, state or nation. Activities/efforts within the current band will be given the greatest consideration when promotion decisions are being made. Band IV Educators are first eligible to apply for promotion to Band V at the start of the 14th year of experience (may include years prior to OASD) provided that a full Educator Effectiveness cycle has occurred in this band.

BAND V EDUCATOR

General Focus

The General Focus of a Band V Educator has grown from district leadership roles to state or regional leadership within area of expertise. The Band V Educator influences the practice of colleagues and stakeholders in regional or state-wide groups. The Band V Educator continues to improve instructional practice, demonstrating exemplary classroom or program success. Band V Educator is defined as an individual with at least 14 years of experience.

Continuous Improvement

A Band V Educator displays substantial professional influence beyond the school or District level to the region or state level.

A Band V Educator demonstrates initiative and innovation by leading continuous improvement processes to improve quality of performance in new or unique situations.

A Band V Educator accelerates student achievement through multiple strategies, meeting individual student needs through the Universal Design for Learning (UDL) framework while demonstrating cultural competence. Students apply continuous improvement practices at the classroom level to support their own learning and achievement. Response to Intervention (RtI) strategies are implemented at the classroom, team and school level and those strategies influence strategies at the District level.

A Band V Educator will strive to attain Educator Effectiveness scores as follows:

- Achieve goals related to SLOs with a holistic score of at least 3.0 over 3-year period
- Meet expectations for professional practice with an Educator Effectiveness score of at least 3.4 over a 3-year period

Professional Learning & Innovation

A Band V Educator must have earned a BA/BS degree and a District approved Master's degree. Evidence of other continued professional learning and/or additional professional certifications, including National Board Certification in area of expertise, will be likely.

A Band V Educator demonstrates evidence of professional development and growth as measured by the Danielson component 4e rubric at the Distinguished level.

A Band V Educator supports and leads the development and implementation of innovative practices beyond the District level to the region or state level, supporting and leading a systems approach (PDSA) to decisions relative to innovation aligned to the District's Strategic Plan. This may include the performance of action/applied research.

Employee Engagement and Leadership

A Band V Educator is highly engaged, providing leadership at the team, school, District and regional or state level. A Band V Educator is viewed as a key resource by peers and administrators, leading collaborative efforts at the school and District level, mentoring colleagues, contributing to partnerships with professional colleagues and/or community partnerships, and leading the curriculum renewal and design processes.

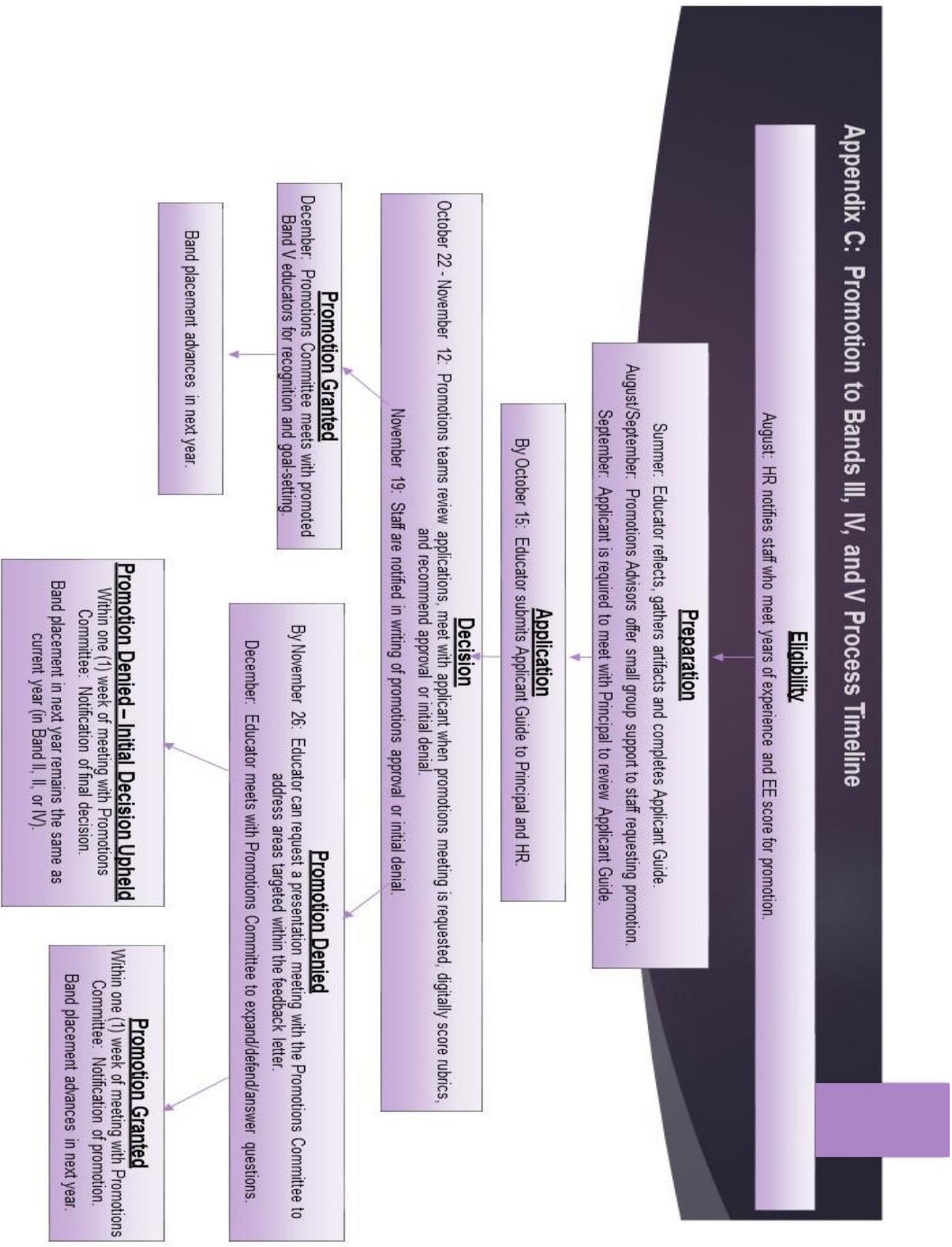
A Band V Educator serves on committees when asked.

Appendix B: Most Accelerated Career Path Progression

Educators, with the exception of those in Band I who must promote after the 4th year of experience, may reside in a band for as long as desired within a chosen career path. The illustration below represents the fastest career path progression and is not an expectation of all educators.

Yrs' Exp	EE Cycle	4 Yr Initial Educator License
0	EE	Band I
1	EE	Band I
2		Band I
3		Band I
4	EE	Band II
5		Band II
6		Band II
7	EE	Band II
8		Band III
9		Band III
10	EE	Band III
11		Band IV
12		Band IV
13	EE	Band IV
14		Band V

Appendix C: Promotion to Bands III, IV, and V Process Timeline



Eligibility

August: HR notifies staff who meet years of experience and EE score for promotion.

Preparation

Summer: Educator reflects, gathers artifacts and completes Applicant Guide.
 August/September: Promotions Advisors offer small group support to staff requesting promotion.
 September: Applicant is required to meet with Principal to review Applicant Guide.

Application

By October 15: Educator submits Applicant Guide to Principal and HR.

Decision

October 22 - November 12: Promotions teams review applications, meet with applicant when promotions meeting is requested, digitally score rubrics, and recommend approval or initial denial.
 November 19: Staff are notified in writing of promotions approval or initial denial.

Promotion Granted

December: Promotions Committee meets with promoted Band V educators for recognition and goal-setting.

Band placement advances in next year.

Promotion Denied

By November 26: Educator can request a presentation meeting with the Promotions Committee to address areas targeted within the feedback letter.
 December: Educator meets with Promotions Committee to expand/defend/answer questions.

Promotion Denied - Initial Decision Upheld

Within one (1) week of meeting with Promotions Committee: Notification of final decision.
 Band placement in next year remains the same as current year (in Band II, III, or IV).

Promotion Granted

Within one (1) week of meeting with Promotions Committee: Notification of promotion.
 Band placement advances in next year.