

Collaborative Approach to a Predictable Sustainable Alternative Teacher Compensation

Panel: Pewaukee: John Gahan, Assistant Superintendent/CFO
 Oconomowoc: Pamela Casey, Director of Human Resources; Beth Sheridan, Director of Business Services
 Wausau: Mike Schwei, Interim Superintendent; Bob Tess, Chief Finance and Business Services Officer

Oconomowoc Area School District – Background ACT 10 – February 11, 2011

Collective Bargaining 2009-11 Agreement

- Had an expired bargaining agreement
- At impasse with union leadership
- Did not have an up-to-date salary schedule
- Needed an Employee Handbook by **July 1**

Used 2008-09 Salary Schedule with a Band-Aid Approach

- Eliminated entry-level steps in an attempt to increase the starting salary to attract staff.
- Provided cell lifts to varying degrees over those years;
- Eliminated the payment for additional credits;
- Provide step movement in some years, but not in all years;
- Granted limited lane movement

Consequences of Band-Aid Approach

- Caused OASD wages to lag: District was not as competitive in the market as would have liked.
- Caused Uncertainty and Angst of staff because there was no longer a clear vision of what salaries would/could be. **What will my salary be next year, and in future years?**



Oconomowoc Area School District – Background

New Superintendent & Board Support – Create a NEW Compensation Model

HR & Business

- Started to create a model
- Realized: Not adequate voice AND lacked breadth of knowledge to produce a successful model

Assembled a Team

- Educators, principals, and administrators
- Full year to study, create, and roll-out a new model
- New model 'tanked' with staff acceptance and actuarial predictions for sustainability
- Back to the drawing board - modified based upon staff feedback and actuarial recommendations

2015-16 Successful Implementation

- Board approval
- Learning sessions at all sites
- Various means to communicate to staff
- Continuous improvement: Modified for **2016-17** and **2017-18** based upon steering committee recommendations and staff feedback

Pewaukee School District - Background

Board of Education

- Strategic Response to Act 10
- Goal was set to differentiate compensation for high performers
- April 2010 set goal to implement by June 2013

Administrative Team – Consultant Engagement

- Develop basic framework of model
- Engage Staff in the fundamental elements of design
- Share proposed project with staff through World Café Format

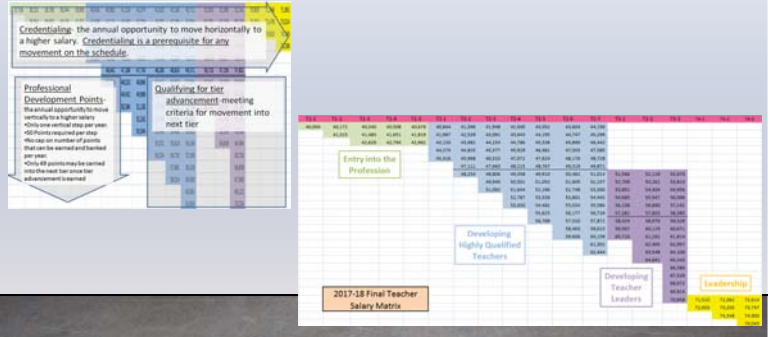
Deployment and Implementation

- Launch new structure for 2013-14 school year to inform compensation for 2014-15 school year
- Calibrate model for consistent implementation

Wausau School District - Background

- June 2011 Union proposes compensation model emphasizing leadership, professional development, and impact on student achievement as the means by which available compensation is distributed.
- 2013-14 Considering the possibilities.
- 2014-15 Migrate all existing teachers onto the new model. (phase 1)
Create professional development catalog, 6 Academies, and PDMS (Eduphoria).
- 2015-16 Allow limited movement on the new model.
Fully implement professional learning (phase 2) and create 4 more Academies.
- 2016-17 Create 6 more Academies (16 in all).
This was the first year teacher salary reflected credentialing, professional learning, and tier advancement. Accessibility corrections/improvements.
- 2017-18 Accessibility and affordability corrections/improvements.
- 2018-19 Continuously review the need for other changes.
- 2019-?? Fund student outcome component. (phase 3)

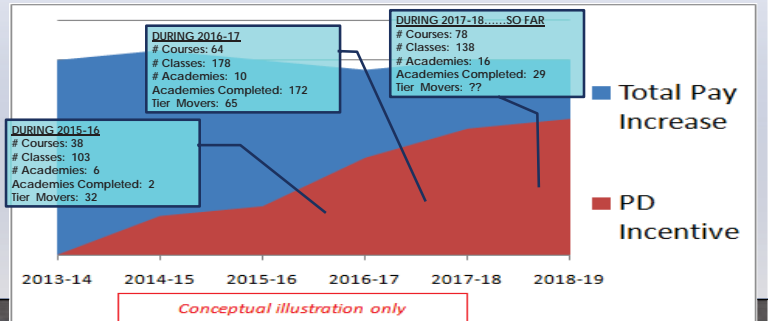
Wausau School District - Background



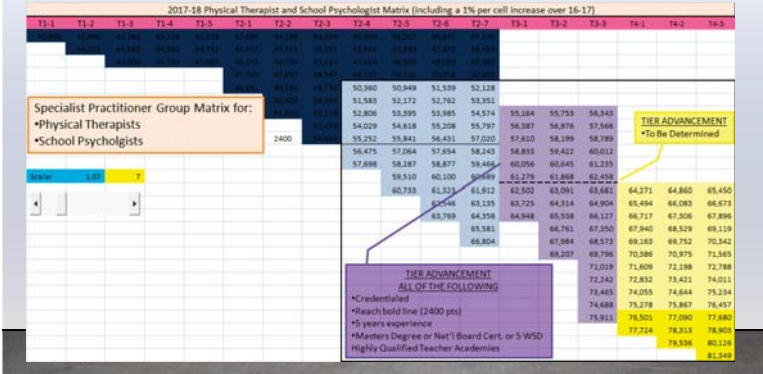
Why Consider a New Model?

Compensate Professional Learning, Teacher Leadership, and Impact on Student Achievement

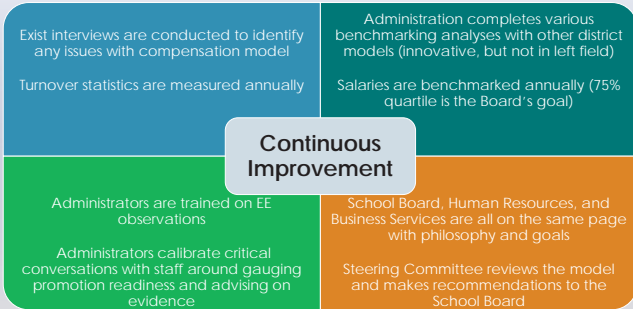
Wausau School District - Early Evolution of the Model



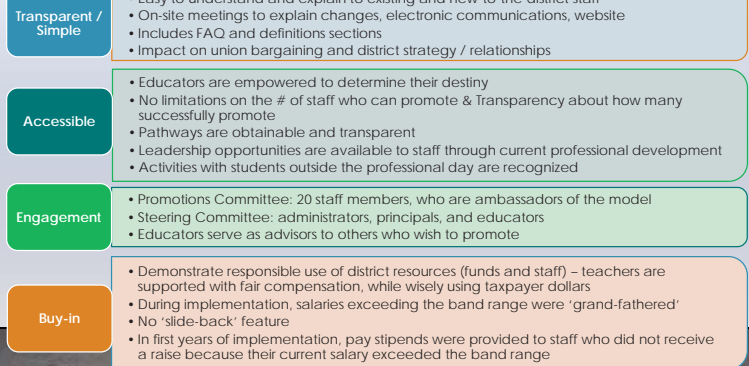
Wausau School District – Necessary Modifications



Adaptable for Continuous Improvement



Employee: Accessibility, Acceptance, Transparency



Stakeholder Analysis

Where are you at and Where do you want to end up?

Stakeholder Identification

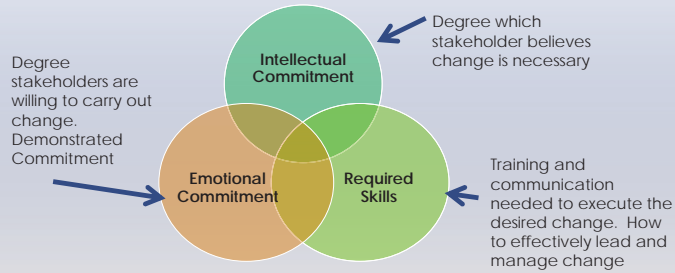
Internal Stakeholders:

- Board of Education
- Administration (evaluators)
- Teachers (staff)
- Human Resources
- Accounting Staff
- Other Employment Groups

External Stakeholders:

- Community
- Competitors
- Auditors
- Legal Responsibilities- considerations of ADEA, FLSA etc.

Gauge Stakeholder Commitment and Skills



Motivate Stakeholders through Engagement



Core Planning Team

- Educate Team on essential elements identified for success
- Model potential outcomes of the plan to determine continuity with plan



Focus Groups and World Café Meetings

- Solicit input from Stakeholders about what is valued in a Compensation System
- Provide Feedback through multiple media for all impacted staff



Implementation Planning

- Listen thoughtfully to feedback and modify implementation accordingly to improve understanding
- Provide venue for staff to provide feedback on the implementation

