Separate Contract Days, Additional Time and Responsibilities

EDMONDS SCHOOL DISTRICT NO. 15
Certificated Employees' Supplemental Pay Schedule
2009-10 Initial (Total)

Yrs Exp	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 or PhD
	I	II	III	IV	V	VI	VII	VIII	IX
00	6,788	6,935	7,087	7,240	7,750	8,096	8,091	8,582	8,897
01	6,797	6,944	7,097	7,254	7,859	8,249	8,081	8,579	8,887
02	6,876	7,024	7,178	7,348	7,934	8,346	8,148	8,645	8,957
03	7,020	7,170	7,325	7,584	8,069	8,525	8,310	8,794	9,139
04	7,114	7,271	7,428	7,696	8,185	8,642	8,409	8,898	9,221
05	7,243	7,401	7,653	7,878	8,422	8,802	8,552	9,042	9,376
06	7,257	7,451	7,670	7,909	8,449	8,824	8,566	9,048	9,405
07	7,499	7,676	7,911	8,189	8,709	9,131	8,846	9,343	9,742
08	7,931	8,242	8,422	8,660	9,268	9,681	9,365	9,888	10,285
09		8,459	8,676	8,954	9,519	9,974	9,633	10,168	10,577
10			9,930	10,235	10,916	11,435	11,028	11,665	12,112
11				10,238	10,906	11,387	10,973	11,577	12,041
12				10,244	10,878	11,356	10,937	11,527	11,964
13					10,905	11,382	10,956	11,533	11,994
14					10,945	11,391	10,994	11,602	12,025
15					10,957	11,444	11,009	11,611	12,036
16 or more					11,618	12,122	11,697	12,303	12,760

Includes employee-scheduled professional development responsibilities, including professional development which supports the attainment of annual PGG/PGAP professional development goals, and a mid-point adjustment.

NOTE: Add Longevity Stipends to the above amounts.

YEARS	**20-24**	**$250**
	25-27	**$750**
	28+	**$1,750**

It is the responsibility of a certificated employee that s/he actively engage in any/all of the following employee-scheduled professional responsibilities (levy-funded), as is necessary to perform his/her current assignment and engage in continuous professional improvement:

- **Planning, preparing, and delivery of professional development workshops.** *(EXAMPLES: FOCUS, content workshops, faculty meeting presentations, CIA presentations)*

- **In-depth study relating to a specific project or content area.** *(EXAMPLES: survey development and distribution, action research or research reviews)*

- **Researching, planning, or creating curriculum.** *(EXAMPLES: framework implementation, new curriculum and adoptions, and adoptions for special needs students)*

- **Participation in local and statewide professional organizations.** *(EXAMPLES: statewide content specific organizations like WA Association of Science Teachers, ASCD)*

- **The acquisition or enhancement of professional skills.** *(EXAMPLES: assessment literacy, data/problem analysis, strategies for designing units of study, multiple intelligences, classroom management strategies, thematic planning, learning styles, differentiated instruction, and content- specific training such as reading, math, social studies)*

- **Student success by providing tutorial opportunities or access to school resources outside the school day.** *(EXAMPLES: Study Tables, extended day opportunities, access to computer lab)*

- **Articulation between P-12 schools.** *(EXAMPLES: curriculum alignment, portfolio development, assessment coordination)*

- **Committee work that links with building goals.** *(EXAMPLES: Safety Committee, Professional Excellence Committee, joint EEA/District work)*

- **Collaboration to address individual, building, quadrant, or district goals.** *(EXAMPLES: articulation meetings, quadrant-reading initiatives, Edmonds Math Project, study groups)*

- **A collaborative ethic among building staff.** *(EXAMPLES: peer coaching, administrator teacher conferencing, team reflection, goal revision)*

- **The acquisition of technology integration skills.** *(EXAMPLES: participation in study groups, coaching, classes to learn how to use technology in the curriculum [hardware and software, online resources, software to support content areas])*

- **A greater understanding of diversity and multicultural issues.**