

DCTA's Proposal for Improving Salary and Working Conditions for Denver Teachers

Presented by your DCTA Bargaining Team





By now, you may or may not have had the time to read Mr. Bennet's lengthy letter, but you no doubt have heard about the district's \$9000 (on average) increase for Denver Teachers

What the district hasn't mentioned is the "sacrifice" to long-term salary building that teachers (new and veteran) will make in order have more money in their pockets today.

The bottom line is: if Teachers were to agree to the district's proposal, then teachers', new and veteran, overall lifetime earnings will be negatively impacted!

The DCTA bargaining team has spent over 500 volunteer hours this year (yes, in addition to our regular teaching duties) studying all of the alternatives available to us at this time. We didn't do it alone, we did it with the help of members just like you!



Goals of this presentation

- > The DCTA bargaining team would like to show you how the district's plan will affect the future earnings for you and your family.
- > We would like to show you the bargaining team's plan for increasing salaries for **all** of Denver's Teachers!



Let's begin, with a look at the problem...

Nationwide, 50% of new teachers leave within the first 5 years. This isn't just a DPS issue, they leave for a variety of reasons...

Why Teachers Quit

The top reasons teachers cited for leaving the profession in 2001

- **Lack of time to prepare** **60%**
- **Too heavy a teaching load** **51%**
- **Class sizes too large** **50%**
- **Poor salary or benefits** **48%**
- **Student behavioral problems** **44%**
- **Lack of influence in school** **42%**

Source: National Center for Education Statistics
- Time Magazine February 25, 2008



Addressing the problem...

- Our challenge is to retain veteran teachers while replenishing our ranks with new teachers.
- We share the district's interests in “getting more money” into teachers pockets both new and veteran.
- DCTA believes that we need to take a balanced approach to improving the working conditions for Denver Teachers while upholding the promises made to teachers.
- ProComp is one of these promises...



ProComp Promises

- ProComp was a revolutionary system that takes a balanced approach between earned salary increases and performance bonuses.
- The ProComp system took 7 years and approximately 10 million dollars to create (7 of which went to the Development of Student Growth Objectives)
- ProComp is a Nation-wide example of Education Reform
 - Recently one of the Presidential candidates praised it's vision
 - Unions from all over the United States have come to study ProComp, especially our Student Growth Objectives: AFT just visited last week!
- When ProComp was sold to Denver Teachers it included the promise that the Traditional Salary System would not be left behind.

Let's look at the two proposals...

- These are the actual proposals pasted into this presentation nothing has been altered
- The district did provide a second proposal but it offered even less money for teachers.





The District's Last Offer to the DCTA Bargaining team...

One System Option:

- All teachers will be in one system.
- Increase the salary schedule by 2.8% plus \$1,300 to every step and lane.
- Utilize today's salary schedule of steps and lanes for salary progression for teachers in years 1-13.
- Progression through steps would be based on completing a PDU, a satisfactory performance evaluation and setting SGOs.
- Modify the salary schedule to a three lane schedule of BA, MA and PhD. Employees that are in the other lanes will be grandfathered and allowed to move to the MA or PhD level upon completion of the degree.
- Longevity payments of \$1,275 will be given to employees that are in years 21+.
- Non-base building elements are as follows:
 - Hard to Serve – 50% of schools @ \$3,029
 - Hard to Staff Assignments – 25% of positions @ \$3,029
 - Distinguished Schools – 50% of schools @ average of \$3,029 (Differentiated payments for Distinguished vs. Accredited)
 - Growth Schools – 50% of schools @ \$3,029
 - Exceeds Expectations – 50% of eligible teachers @ \$3,029
 - Master Teacher – 5% of teachers @ \$3,029
 - Tuition - \$1,000 over lifetime
- ProComp would pay for all teachers in all funds and carry full pension weight (currently 21.1%)



The DCTA's Last Offer to the DPS Bargaining team...

Summary of DCTA Proposal (Two System Option)

Both parties agree to have wide ranging discussion about potential changes to ProComp and to discuss what can be done to reduce the administrative complexity and cost of ProComp. These options assume that we would continue to study, via the Transition Team, the Bonus elements of ProComp. Both parties would need to agree to extend the Transition Team past the “sunset” provision within the PC agreement.

1. The traditional salary schedule (MASS) & ProComp Index would each increase by 3.5%.
2. No changes would be made to the PDU, SGO, CPE, or Advance Degrees/Licenses salary building elements.
3. CSAP Exceeds would be changed from a sustainable salary increase element to a non-salary building element of \$2,521.68 per year. This assumes pay-out to 5% of all teachers. Data shows 77 teachers, less than 2% of DCTA bargaining unit members, received this bonus last year.
4. Non-salary elements would increase to 6.85% of the index:
 - a. Hard to staff- assuming at least 25% of bargaining unit members \$2,521.68
 - b. Hard to serve- assuming at least 50% of all schools \$2,521.68
 - c. Distinguished Schools- assuming at least 50% of all schools \$2,521.68
 - d. CSAP Exceeds- assuming at least 5% of bargaining unit members \$2,521.68
5. Teachers on the traditional salary schedule would have the option to enter into a modified ProComp system and be eligible to receive Hard To Serve, Hard to Staff, Distinguished Schools and CSAP Exceeds as non-base building elements of \$2,521 (See Excel spreadsheet)
6. ProComp would pay for all teachers in all funds and carry full pension weight (currently 21.2%).



There are 3 reasons we disagree with the district's proposal...

- The current DPS ProComp bargaining proposal is a radical departure from what DCTA members and the voters approved.
- We need a good settlement that will enable DPS to compete with other Metro area districts in attracting and retaining quality teachers.
- We need a solution to the “time” issue -- time to do our jobs effectively and time for planning, assessment, data analysis, and working together.



Radical Departure Bonuses - Let's Do the Math...

DPS Offer (based on 4500 teachers)

• Hard To Serve	50% of schools	$(4500 \times 50) \times \$3,029 = \$6,815,250$
• Hard to Staff	25% of teachers	$(4500 \times .25) \times \$3,029 = \$3,407,625$
• Distinguished Schools	50% of schools	$(4500 \times .50) \times \$3,029 = \$6,815,250$
• Growth Schools	50% of schools	$(4500 \times .50) \times \$3,029 = \$6,815,250$
• Exceeds Expectations	15% of teachers	$(4500 \times .15) \times \$3,029 = \$2,044,575$
• Master Teacher	5% of teachers	$(4500 \times .05) \times \$3,029 = \$681,525$
		Total \$26,579,475

Incoming cash in Procomp mill levy \$26,645,331

% of incoming Procomp dollars on Bonuses 99.8%

% of incoming Procomp dollars on Salary Building .2%

As you can see, the district's proposal spends a VAST Majority of the Mill Levy on Bonuses.

There is simply no money left to build salaries under the DPS proposal.



The DCTA plan for the ProComp surplus

Although there seems to be an enormous surplus of money in the ProComp trust, in reality, there is not enough money to make significant increases to the salary building components of ProComp without bankrupting the system. We are certainly willing to use up the surplus by enhancing the bonuses as long as the bonuses are not done at the cost of salary building.

DCTA Proposed Bonuses

Hard To Serve	\$2521.68	50% of schools
Hard to Staff	\$2521.68	25% of teachers
Distinguished Schools	\$2521.68	50% of schools
Exceeds Expectations	\$2521.68	5% of teachers

Average bonuses paid \$3,278.18*

*Just like the district's proposal, this bonus is an average and not an exact figure that each teacher will receive.



The DCTA plan for the ProComp surplus

Expanded ProComp

We would like to offer our proposed bonuses to all teachers through Expanded ProComp; where ALL teachers, Traditional and ProComp, could earn the following bonuses.

Hard To Serve	\$2521.68	50% of schools
Hard to Staff	\$2521.68	25% of teachers
Distinguished Schools	\$2521.68	50% of schools
Exceeds Expectations	\$2521.68	5% of teachers

The average amount paid in bonuses is \$3,278.18* in addition to a cost of living adjustment of 3.5% and maintaining the salary building elements of both systems!

*Just like the district's proposal, this bonus is an average and not an exact figure that each teacher will receive.



Radical Departure Salary Building vs. Bonuses

Q: Why is salary building better than bonuses?

A: If our money is worth less in the future, won't you need more of it?

	DCTA Proposal	DPS Proposal
30 year average salary	\$87,500	\$71,400
Retirement benefit*	\$65,625	\$53,550

*Your retirement benefit is calculated from the average of your top three years of earnings.



Radical Departure

What is a master teacher?

- DPS is proposing a new ProComp element called Master Teacher.
- 5% of teachers in the district would be designated: Master Teachers.

During bargaining, the DCTA team asked the district what the criteria would be for a Master Teacher?

The District's suggestion was:

“Let the principal decide who qualifies for the bonus” of \$3,029.

DCTA believes:

- This criteria impacts the collegiality of school teams by promoting a business-like competitive climate.
- Instead, we should keep ProComp dollars in objective salary building earned increases.
- New or additional bonuses should target teacher groups that spend additional time governing or serving on school committees.



Trust is an issue...

- ProComp money goes directly into a trust fund.
- The trust fund is governed by the ProComp Trust Board and the assumptions are agreed upon by the ProComp Transition Team. (consisting of teachers, administrators, and community members)
- These supports were demanded by the membership so that teachers could “**Trust**” that ProComp funds would be there for teachers **today and tomorrow**; for both earned increases and bonuses!
- When you change this balance too drastically, you change the agreement, and you break that “trust”.



Salary Proposal Comparison Graphs

These graphs show several career paths

They illustrate two important factors...

- **The District's power point presented their offer with "bonuses" included.**
- Some teachers will not earn **any** of the proposed bonuses and therefore their salaries would reflect the district's offer without bonuses.
- During bargaining the district admitted that this "worst-case" scenario could affect 5-25% (range) of teachers.
- This is a worst-case scenario but WE (DCTA) think about ALL teachers as individuals, not just an average.
- **One of the promises made to teachers, that we honor, is the individual's choice between pay systems.**
- Within our graphs you will see several lines delineating the Traditional Salary system, ProComp system, and the Traditional Salary system with Expanded ProComp.
- Expanded ProComp is a hybrid system that members would have to choose, but it would allow them to continue building salary on the traditional system while earning bonuses for the work they are already doing.



The district's new salary schedule

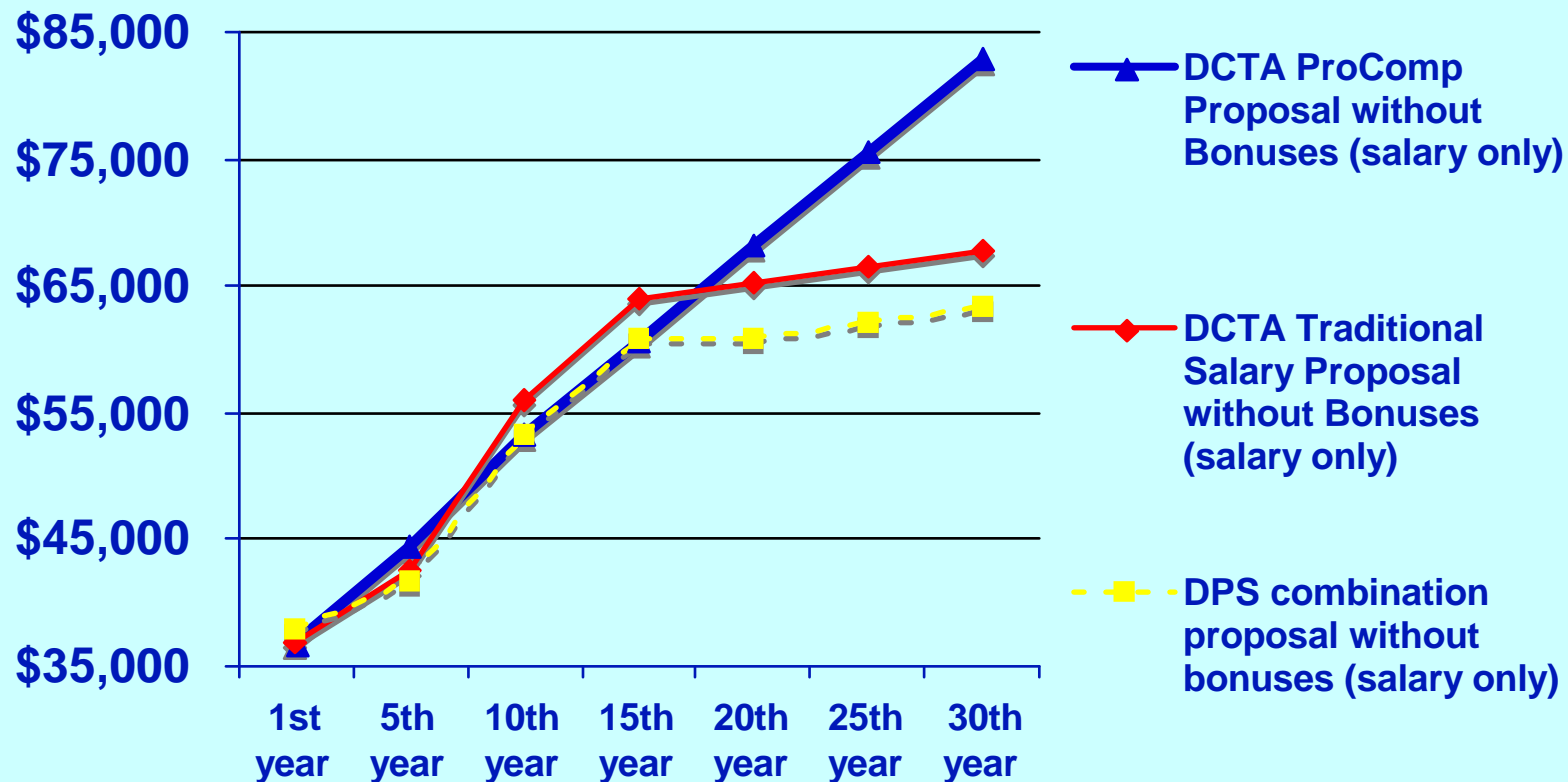
	BA	MA	DOCTORATE
TIR	\$36,033	\$36,542	
Step 1	\$37,864	\$38,400	\$44,737
Step 2	\$38,139	\$38,830	\$46,821
Step 3	\$38,242	\$40,322	\$48,685
Step 4	\$38,428	\$41,781	\$50,513
Step 5	\$38,767	\$43,500	\$52,591
Step 6	\$38,992	\$45,294	\$54,773
Step 7	\$40,580	\$47,141	\$57,070
Step 8	\$42,234	\$49,082	\$59,464
Step 9	\$43,947	\$51,119	\$61,963
Step 10	\$45,761	\$53,267	\$64,575
Step 11	\$47,637	\$55,465	\$67,307
Step 12	\$49,614	\$57,795	\$70,147
Step 13	\$52,083	\$60,794	\$73,567

- The district's proposal doesn't recognize multiple Master's Degrees nor does it allow for blocks of credit like other districts.
- Teachers' salaries above step 13 would be frozen.
- The cells represent salary only (without predictable bonuses).
- New teachers won't get recognized for additional credits!
- Progression through the schedule is dependent upon your completion of a PDU, CPE, and setting SGOs.



DCTA and DPS proposals: How do they stack up?

The following lines represent potential career earnings for **New Hire** teachers without “bonuses” (base salary only)



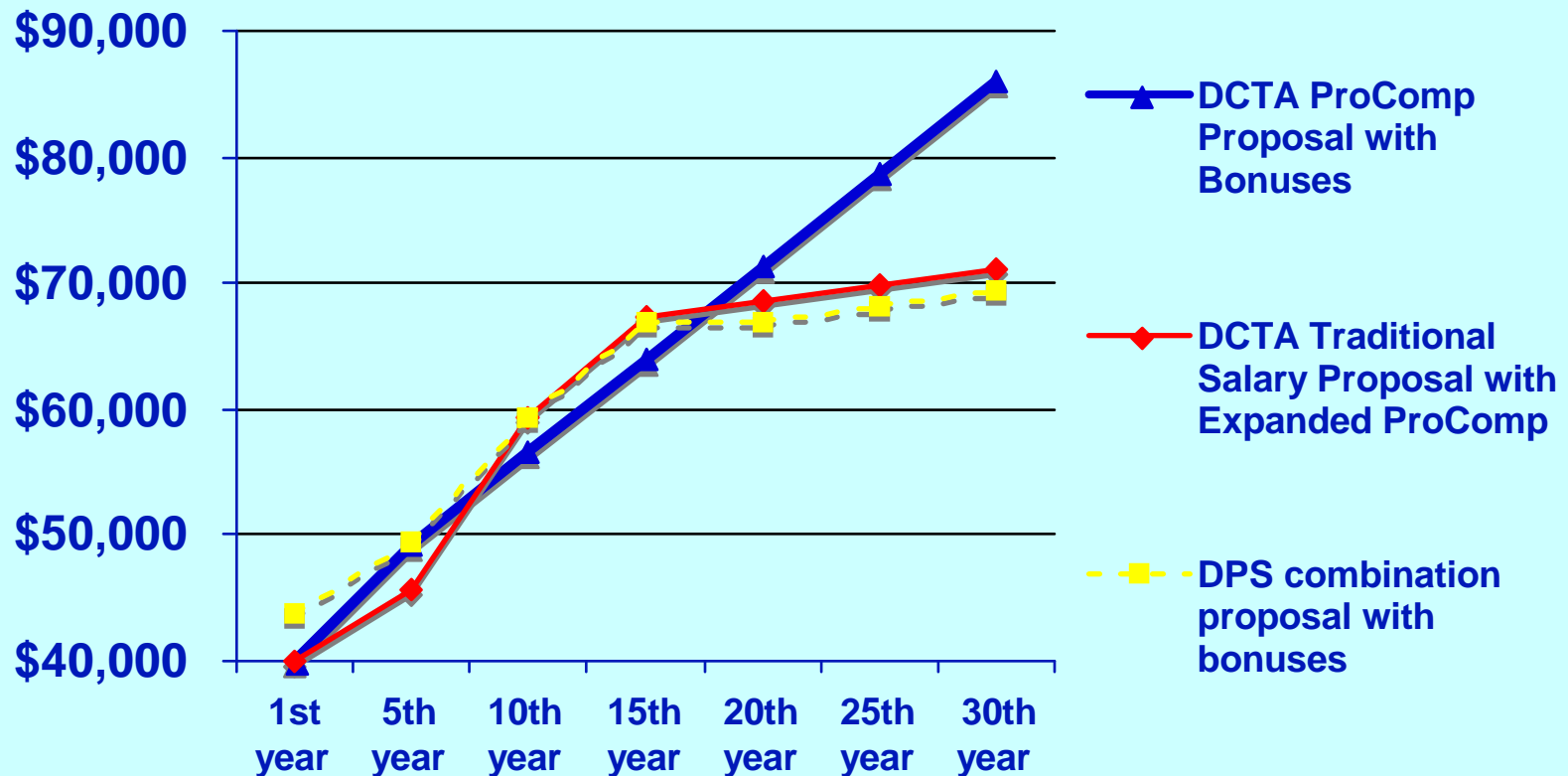
*All new teachers coming into the district must be under ProComp

* This graph assumes the new teacher earns a Master's Degree in their 5th year of service



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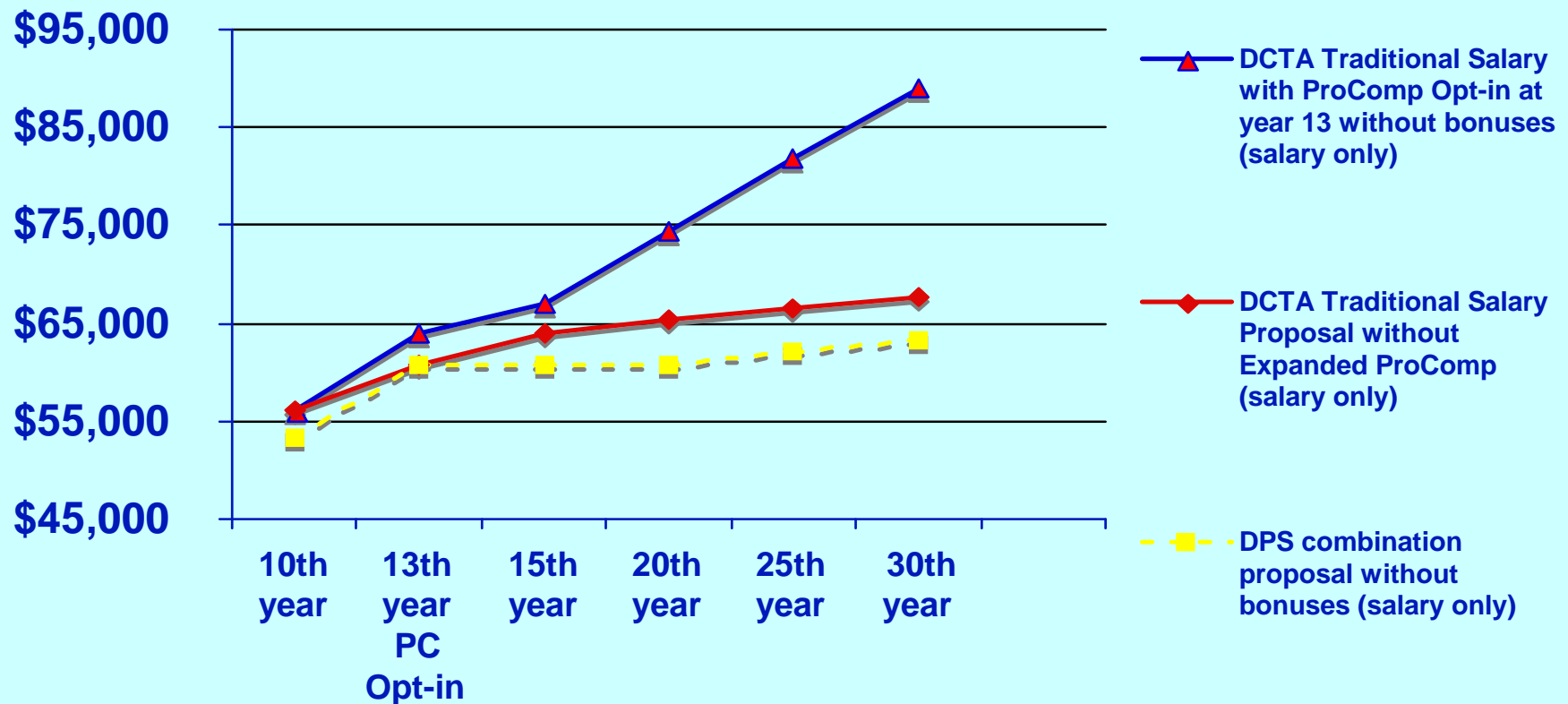
*All new teachers coming into the district must be under ProComp

* This graph assumes the new teacher earns a Master's Degree in their 5th year of service



DCTA and DPS proposals: How do they stack up?

The following lines represent potential career earnings for a **Mid-Career teacher** that joins ProComp at year 13 without bonuses. (base salary only)



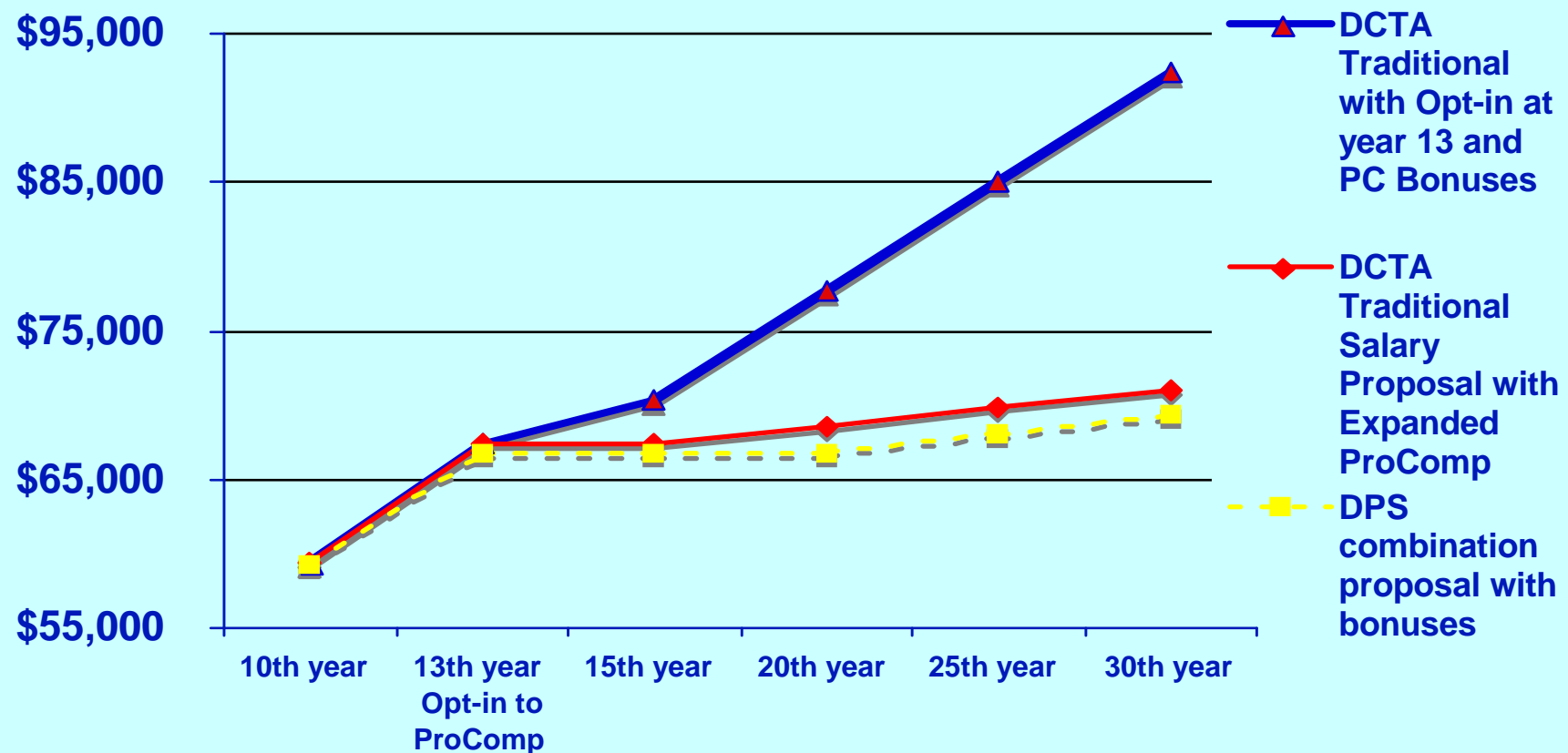
*Employees hired prior to January 2006 have the option to join ProComp until 2013

* This graph assumes the Mid-Career teacher earned a Master's Degree in their 5th year of service



DCTA and DPS proposals: How do they stack up?

The following graph represents potential career earnings for a **Mid-Career teacher** that opts into ProComp at year 13 with ProComp Bonuses per DCTA offer.



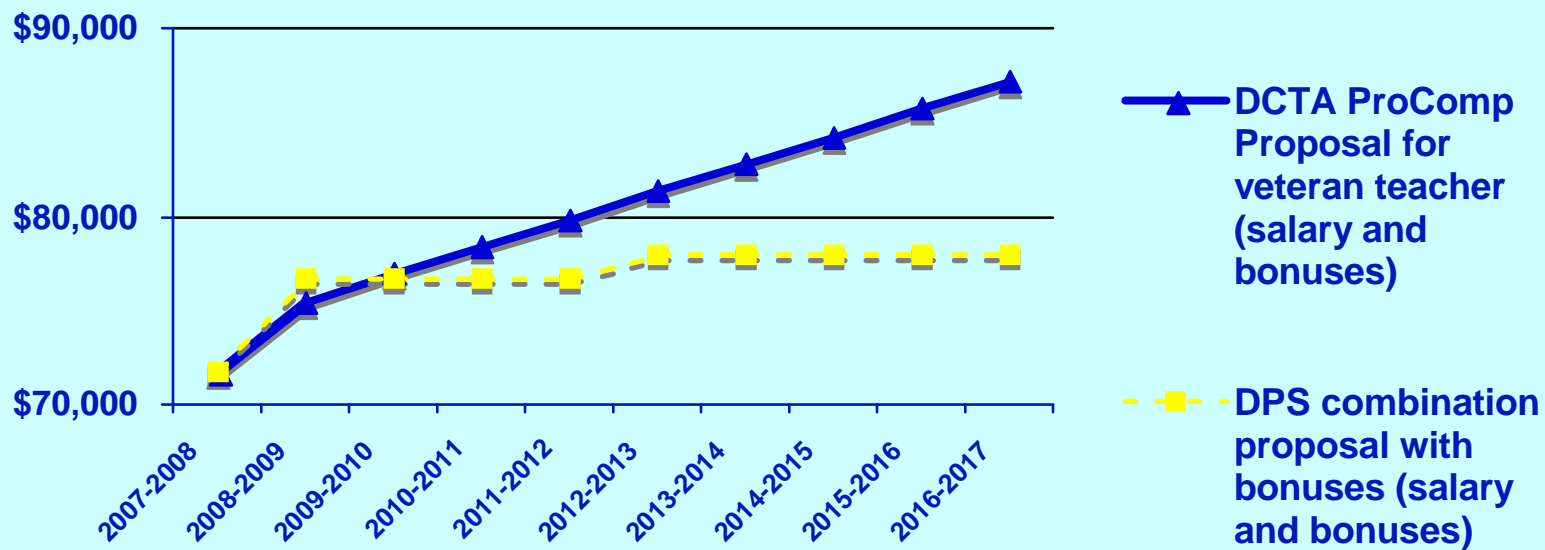
*Employees hired prior to January 2006 have the option to join ProComp until 2013

* This graph assumes the Mid-Career teacher earned a Master's Degree in their 5th year of service



DCTA and DPS proposals: How do they stack up?

- * The following graph represents a **Veteran teacher's** potential earnings over the next 10 years.
- * This teacher opted into ProComp during her 21st year of teaching at the MA+60 level and had accumulated two tiers of longevity.
- * She had earned a second advanced degree previous to entering ProComp and was compensated for her knowledge.



* Employees that opted into ProComp do not have the choice to move back to the traditional system



- In 1999-2000, we broke the glass ceiling for new teachers by moving starting salaries from \$23,000 to \$30,000.
- In 2006, we broke the glass ceiling for veteran teachers in career earnings and pension-able salaries with ProComp.
- Its time to improve entry level salaries while maintaining what we have accomplished for career teachers.
- **DCTA has ideas** to make this happen.
- **Do not** let the districts tactics divide teachers.
- We have to attract, retain, and reward **all teachers**.
- **“Help us to get DPS back to the Table”**



And Remember!

While Teacher Pay is one of the most important factors...
...it is NOT the ONLY factor!

- **TEACHER TIME**
 - Time to teach students while juggling mandates
- **DISCIPLINE AND BEHAVIORAL ISSUES**
 - Takes time away from teaching
 - When class size teaching load too large, individual attention is sacrificed
- **CLASS SIZE**
 - Teachers can't give individual attention when there are too many individuals
- **TEACHING LOAD**
 - Juggling too many responsibilities leads to some being left behind
- **SCHOOL INFLUENCE**
 - Teachers need to have an equal voice to promote collegiality



Effective Use of Teacher Time

The district wants flexibility for schools from the provisions of the Master Agreement while continuing to mandate the Denver Plan, pacing guides, assessment protocols, data entry, standards based report cards, professional development and the other activities that take away from your discretion and take time away from instruction.

DCTA Position	DPS Position
Making the SLT a true decision-making body. Note: This is the overarching issue that links time and decision-making.	The administration (principal or instructional superintendent) must be able to make the final decision if a consensus is not reached within the SLT.
Monthly release days or district-wide late start/early release days to provide meaningful blocks of time	More flexibility to the principals (through the SLT) to deal with time concerns if they choose to do so
No new initiatives/mandates until we find a way to perfect and manage existing ones	The administration must be able to make the decisions on professional development, curriculum and technology
Pay for teaching a sixth class	Economic issue – no money available
Lowering the number of minutes of weekly operational and professional time from 120 to 60	Willing to take out the number of minutes and let the principals (through the SLT) decide the use of time
Adding an additional 100 minutes of self-directed planning per week to ensure our before and after school time is not consumed by meetings	Principals (through the SLT) should decide the use of this time