The $100,000 Teacher Plan

The Denver Classroom Teachers Association unveiled its vision for teacher compensation last night at the bargaining table in a proposal that adds more dollars to teacher base salary across the district while reducing the size of incentive pay that touches only a fraction of the district’s workforce. Teachers in the packed room were visibly excited by the union proposal and showed strong reactions all evening with signs support or opposing positions taken by the two parties.

The goal, according to DCTA representatives, is to create an environment where teachers can predict and plan for their compensation without relying heavily on incentive “bonuses” that very often are out of a teacher’s control.

“Our plan represents what we on our team see as correcting some of the mistakes that were made in 2008,” said Rob Gould of the DCTA Bargaining Team, referencing when the current ProComp Agreement was signed. “This proposal makes teaching a real profession, one you can plan for and make money throughout a career. There’s simplicity and pre-

Continues on next page
dictability in this system, making it easier to attract and retain teachers to DPS. Plus, it aligns with the ballot language so it's a reflection of the will of the voters."

In the DCTA proposal – presented with a detailed chart outlining specific salary targets – teacher salaries begin with a base salary of approximately $45,000 in year one to as much as $100,000 by year 20, with incremental increases available each year through a "steps and lanes" system of compensation. A variety of factors influence a teacher's ability to increase their salary, including years of service, education level, professional development activities and annual incentives. The overwhelming result of the plan would make base salaries more stable and predictable, according to DCTA.

"What we've heard over and over again is that our teachers want a salary that is predictable," said Lynne Valencia-Hernandez of the DCTA team. "This plan accomplishes that goal."

<table>
<thead>
<tr>
<th>BA</th>
<th>MA</th>
<th>MA+12</th>
<th>MA+24</th>
<th>MA+36</th>
<th>MA+48</th>
<th>MA+60</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 40,000.00</td>
<td>$ 47,250.00</td>
<td>$ 49,300.00</td>
<td>$ 51,750.00</td>
<td>$ 54,000.00</td>
<td>$ 56,750.00</td>
<td>$ 59,400.00</td>
<td>$ 64,000.00</td>
</tr>
<tr>
<td>$ 46,575.00</td>
<td>$ 51,075.00</td>
<td>$ 53,325.00</td>
<td>$ 55,575.00</td>
<td>$ 57,825.00</td>
<td>$ 60,075.00</td>
<td>$ 62,325.00</td>
<td>$ 64,575.00</td>
</tr>
<tr>
<td>$ 48,150.00</td>
<td>$ 54,000.00</td>
<td>$ 56,500.00</td>
<td>$ 59,000.00</td>
<td>$ 61,500.00</td>
<td>$ 64,000.00</td>
<td>$ 66,500.00</td>
<td>$ 70,000.00</td>
</tr>
<tr>
<td>$ 49,725.00</td>
<td>$ 56,075.00</td>
<td>$ 58,475.00</td>
<td>$ 60,875.00</td>
<td>$ 63,275.00</td>
<td>$ 65,675.00</td>
<td>$ 68,075.00</td>
<td>$ 71,475.00</td>
</tr>
<tr>
<td>$ 51,300.00</td>
<td>$ 58,000.00</td>
<td>$ 60,400.00</td>
<td>$ 62,800.00</td>
<td>$ 65,200.00</td>
<td>$ 67,600.00</td>
<td>$ 70,000.00</td>
<td>$ 73,400.00</td>
</tr>
<tr>
<td>$ 52,875.00</td>
<td>$ 58,125.00</td>
<td>$ 60,625.00</td>
<td>$ 63,125.00</td>
<td>$ 65,625.00</td>
<td>$ 68,125.00</td>
<td>$ 70,625.00</td>
<td>$ 74,125.00</td>
</tr>
<tr>
<td>$ 53,450.00</td>
<td>$ 58,700.00</td>
<td>$ 60,850.00</td>
<td>$ 63,000.00</td>
<td>$ 65,150.00</td>
<td>$ 67,300.00</td>
<td>$ 70,450.00</td>
<td>$ 74,600.00</td>
</tr>
<tr>
<td>$ 50,025.00</td>
<td>$ 58,275.00</td>
<td>$ 60,325.00</td>
<td>$ 62,725.00</td>
<td>$ 65,025.00</td>
<td>$ 67,500.00</td>
<td>$ 70,025.00</td>
<td>$ 74,000.00</td>
</tr>
<tr>
<td>$ 57,600.00</td>
<td>$ 64,600.00</td>
<td>$ 66,000.00</td>
<td>$ 68,400.00</td>
<td>$ 70,800.00</td>
<td>$ 73,200.00</td>
<td>$ 75,600.00</td>
<td>$ 78,000.00</td>
</tr>
<tr>
<td>$ 55,175.00</td>
<td>$ 56,425.00</td>
<td>$ 58,325.00</td>
<td>$ 60,225.00</td>
<td>$ 62,125.00</td>
<td>$ 64,025.00</td>
<td>$ 66,925.00</td>
<td>$ 70,825.00</td>
</tr>
<tr>
<td>$ 50,750.00</td>
<td>$ 53,000.00</td>
<td>$ 54,250.00</td>
<td>$ 56,500.00</td>
<td>$ 58,750.00</td>
<td>$ 61,000.00</td>
<td>$ 63,250.00</td>
<td>$ 65,500.00</td>
</tr>
<tr>
<td>$ 62,325.00</td>
<td>$ 64,575.00</td>
<td>$ 66,825.00</td>
<td>$ 69,075.00</td>
<td>$ 71,325.00</td>
<td>$ 73,575.00</td>
<td>$ 75,825.00</td>
<td>$ 78,075.00</td>
</tr>
<tr>
<td>$ 63,900.00</td>
<td>$ 66,150.00</td>
<td>$ 68,400.00</td>
<td>$ 70,650.00</td>
<td>$ 72,900.00</td>
<td>$ 75,150.00</td>
<td>$ 77,400.00</td>
<td>$ 79,650.00</td>
</tr>
<tr>
<td>$ 65,475.00</td>
<td>$ 67,725.00</td>
<td>$ 69,975.00</td>
<td>$ 72,225.00</td>
<td>$ 74,475.00</td>
<td>$ 76,725.00</td>
<td>$ 78,975.00</td>
<td>$ 81,225.00</td>
</tr>
<tr>
<td>$ 67,050.00</td>
<td>$ 69,300.00</td>
<td>$ 71,550.00</td>
<td>$ 73,800.00</td>
<td>$ 76,050.00</td>
<td>$ 78,300.00</td>
<td>$ 80,550.00</td>
<td>$ 82,800.00</td>
</tr>
<tr>
<td>$ 68,625.00</td>
<td>$ 70,875.00</td>
<td>$ 73,125.00</td>
<td>$ 75,375.00</td>
<td>$ 77,625.00</td>
<td>$ 79,875.00</td>
<td>$ 82,125.00</td>
<td>$ 84,375.00</td>
</tr>
<tr>
<td>$ 70,200.00</td>
<td>$ 72,450.00</td>
<td>$ 74,700.00</td>
<td>$ 76,950.00</td>
<td>$ 79,200.00</td>
<td>$ 81,450.00</td>
<td>$ 83,700.00</td>
<td>$ 86,050.00</td>
</tr>
<tr>
<td>$ 71,775.00</td>
<td>$ 73,625.00</td>
<td>$ 75,875.00</td>
<td>$ 78,125.00</td>
<td>$ 80,375.00</td>
<td>$ 82,625.00</td>
<td>$ 84,875.00</td>
<td>$ 87,125.00</td>
</tr>
<tr>
<td>$ 73,350.00</td>
<td>$ 75,600.00</td>
<td>$ 77,850.00</td>
<td>$ 80,100.00</td>
<td>$ 82,350.00</td>
<td>$ 84,600.00</td>
<td>$ 86,850.00</td>
<td>$ 89,100.00</td>
</tr>
<tr>
<td>$ 74,925.00</td>
<td>$ 77,175.00</td>
<td>$ 79,425.00</td>
<td>$ 81,675.00</td>
<td>$ 83,925.00</td>
<td>$ 86,175.00</td>
<td>$ 88,425.00</td>
<td>$ 90,675.00</td>
</tr>
</tbody>
</table>

DCTA compensation proposal offers teachers the ability to plan a career, creates opportunity for DPS to recruit and retain top professionals. In its counter proposal, the district outlined a plan scarce on details but doubles down on incentive-driven bonuses that create the compensation instability and unpredictability that drives talented teachers away from DPS. Almost all of the compensation increases outlined in the district's skeleton proposal were bonuses that relied upon evaluations and other circumstances far outside of a teacher's control, maintaining the status quo of compensation unpredictability, none of which met the agreed upon goal of increasing base salaries. Teachers demonstrated their disappointment that the district provided only a conceptual PowerPoint with no numbers attached. One audience member stated that the district only knew for 10 years that the time for renegotiating ProComp was coming, and yet they were unable to make a specific proposal just two weeks before ProComp was set to expire.

"You're just shuffling chairs on the Titanic," said Deputy Executive Director Corey Kern.

As evidence, one teacher in attendance commented that despite his years of service with the district his compensation has decreased by $1,000 in each of the last three years due to fluctuating incentive pay. This makes it impossible for him to consider buying a home in Denver or plan for his financial future, the teacher said to rousing applause from the roomful of teachers.

The incentive-based approach to compensation goes against the original intent of ProComp, DCTA argued during the session. "Incentive bonuses were supposed to be recognition for performing certain work or achieving certain goals," said DCTA team member Jeff Buck. "It was never intended to increase their pay to convince teachers to stick around. All this big incentive stuff was crafted after ProComp was voted on and implemented."

DCTA wants to create a more traditional salary schedule that enables stability and transparency across the district, the Association said. The District continues to believe that incentives are what encourages teachers to work in DPS or to aspire to teach at certain "hard-to-serve" schools or "hard-to-staff" positions.

"The district continues to persist with this idea that you can throw some extra money and teachers are going to continue to go to those schools and positions," Jeff Buck said. "The incentive is not what is attracting teachers. It's how teachers are treated in the buildings."

Acknowledging the urgency, DCTA asked to schedule an all-day bargaining session on March 14 with DPS Superintendent, Tom Boasberg at the table. The district is "looking into it" but a member of their team mused quietly that Tom was unlikely to be interested in attending.
Tips on How to Respond to Student Protests on Guns in Schools

In light of the increasing acts of violence in our nation’s schools, educators are confronted with a crisis of conscience ---how can we empower our students without jeopardizing our careers?

Here are some things to consider:

Legally you may support these protests engaging in off the clock activities such as signing petitions, writing letters to editors, marching, commenting on social media, and lobbying your state, federal and local legislators.

However, at work: do not suggest you’re speaking on behalf of the school or District, nor should you complain about the workplace, administrators, colleagues or students. You can, however, speak about public safety as long as it does not create a disruption. Discussions around these issues must be aligned with the district’s guidelines on discussing these issues.

See Article 24 of your DCTA contract, particularly the following:

24-2-2 Teachers have the obligation to be as objective as possible and to present fairly the several sides of an issue.

24-2-3 Although teachers have the right to express their own viewpoints and opinions, they do not have the right to unduly influence or indoctrinate students to their own views.

24-3 Students have the right and need, under competent guidance and instruction, to study issues appropriate to their interests, experiences and abilities. They must have access to relevant information, and they have the obligation to examine carefully all sides of an issue. Students have the right to form and express their own opinions without jeopardizing their positions in the classroom or in the school.

Walkouts

Educators do not have the legal right to engage in walkouts or other work stoppages to support their students unless the school administration or other legal agreement has authorized the walkout. Educators should not lead or assist in organizing walkouts. Unauthorized protests are not protected activities under either the First Amendment or state and local collective bargaining laws and agreements. Such actions may violate state and local laws and policies and could subject educators to discipline and even termination. Educators can, however, work with their districts in making preparations to respond to student walkouts so as to ensure student safety and allow for student voices to be heard. Neither students nor teachers should be penalized for participating in such cases.

If students do walkout, you are not protected if you have not been authorized to participate. It is important that the district establish a clear protocol to handle this situation before it arises. If your students walkout and there are no protocols in place, immediately contact your administrator and request instructions on how to respond, even if you do not feel comfortable allowing students to be unsupervised. Let the district take the lead.

Another event you can take part in is March for Our Lives. Student survivors of the Parkland shooting have taken the lead and are planning a nationwide march on March 24th. There will be a march in DC and we will have a local event here in Denver that is being led by our very own Tay Anderson. Meet on the 24th at the Capitol from 2-5 pm. Please support students all over the country in fighting for gun reform!
Feb 15, 2018 Board of Ed Meeting

The Board Meeting opened with a nod to Black History Month and a tour of the DPS schools named in honor of African Americans and their legacies and contributions! Following that, Board member, Lisa Flores, presented on DPS’ Resolution to protect DACA recipients and promote Dream Act action and protections for students and DPS educators alike (Later Board member, Angela Cobian, read names of 5-6 DPS teachers who have DACA “status” now). The resolution passed unanimously and renewed our district’s commitment on this very important issue and includes a statement encouraging classroom discussion and support services around affected individuals/policy implications.

In the public comment section of the meeting impassioned young speakers spoke on behalf of Colorado Youth Congress seeking more student voice in DPS matters, a few speakers admonished (one praised) DPS’ SPF Ratings process and a speaker requested DPS become a Trauma Informed School District—in part in response to FLA school shooting. In closing, a large group of speakers from the far Northeast expressed their frustration with lack of quality schools in their neighborhood + fragmented DPS policies that are not equitable for all. (11 different high schools divide their community presently.) They contrasted low test scores with graduation rates in several NE schools and questioned how kids can graduate if they’re not actually proficient.

~ Kate Tynan-Ridgeway, Board Accountability Team (BAT) Member

The Illusion of School Choice

Please join DCTA, The Caucus of Today’s Teachers, the Alliance to Reclaim Our Schools, and more community organizations to learn about, discuss, and make a plan to address the ongoing issue of school closures and restructuring in Denver Public Schools.

Thursday, March 8 from 5:30-7pm
Abraham Lincoln High School - 2285 S. Federal Blvd.
Childcare and Spanish translation available.

The evening will include an overview of the history of school closures in DPS, testimonies from parents, teachers, and students, and a discussion.

Please click here for more information.

A Teacher’s Experience on Compensation
By: Leah-Michael Dillard

One of the struggles that I have been facing since returning to DPS from Aurora is that I took a $10,000 pay cut. As the system has been explained to me, I should be making more in DPS than I did in APS based on ProComp. Unfortunately this is not the case, as I am not in a position that is hard to staff, and I am not in a hard to serve school. Had I stayed in APS for this school year I would be making just over $67,000. Had I entered APS as a Step 11 (which is what I came into DPS as) I would be making $63,300. In either situation I have absorbed a substantial pay cut in coming to DPS.

If you are a non-probationary teacher and you were unable to attend last week’s Hiring Fair, contact your HR Partner to arrange your two priority interviews!
Have your voice heard—Take the TLCC Survey Today!

Your AR and/or building administration has your building “ticket code” needed to fill out this survey. Once you have the code, you can take the survey online. If your AR or building admin does not have your building code, click here to request your school’s individual survey code or call toll-free 1-866-329-1530 (Mon-Fri, 8 am-4 pm).

The Teaching & Learning Conditions Colorado (TLCC) survey has been extended to close on Monday, March 5 and so far, less than 10% of DPS employees have completed it. Learn more about TLCC online.

Schools with 50% participation can win money!—CEA will hold two weekly drawings of $150 for all schools with members that have reached 50% participation in the TLCC survey. The drawings will be held Jan. 31, Feb. 7, Feb. 14, Feb. 21, and Feb. 28. Additionally, a $500 final grand prize drawing will be held after the survey closes for one school that has reached 95% participation in the TLCC survey.

Schools in the Drawing with over 50% participation!

Colfax Elementary (56.7%)
Eagleton Elementary (60.6%)
Johnson Elementary (69.4%)
Kepner Beacon (63.6%)
MSLA (52.2%)

Schools close to 50% participation:
Bradley International (47.6%)
Bruce Randolph (48%)
Bryant Webster (38.9%)
Creative Challenge (37.5%)
Denison Montessori (33%)
Denver Discovery (37.1%)
Denver Online High School (33.3%)
Denver School of the Arts (47%)
East (37.7%)
Edison (31%)
Ellis Elementary (35.6%)

Farrell B. Howell (27.7%)
Force Elementary (45.7%)
Garden Place (26.3%)
Grant Beacon (35.9%)
Holm Elementary (26.2%)
Polaris Elementary (37.5%)
Stedman Elementary (31.8%)
Thomas Jefferson (41.9%)
University Park (33.3%)
Vista Academy (44.8%)

SCHOOL PERFORMANCE FRAMEWORK (SPF) PRESENTATION

The CSC at George Washington will be hosting A School Performance Framework (SPF) presentation will be held on Monday, March 5, beginning at 4:30pm. Parents and students who would like to learn more about GW’s rating are encouraged to attend and ask questions.

Institute on LGBTQ-Inclusive Educational Practices

A Queer Endeavor (AQE) will be hosting a two-day statewide educator institute that will bring educators, administrators, and other youth-serving adults together to engage in professional development around LGBTQ-inclusive educational practices. If you are interested in attending, click here for more information!

February Rep Council

Rep Council is on Tuesday, February 27 at DCIS Baker from 4:30 pm—6 pm. Training will be on the new contract requirements around student discipline. All members are welcome to attend!
Seventeenth Annual César E. Chávez Day
March

Join us on Saturday, March 31, as we march to honor Chávez’s legacy as an educator, environmentalist, and a civil rights leader.

Mass starts at 9:00 am in the Saint John Francis Chapel at Regis University (3333 Regis Boulevard), followed by the march to the César E. Chávez Park (4121 Tennyson St) and festivities with music, food, and awards. Click here to RSVP.

DCTA Elections—Call for Nominations

We look forward to active participation in our election process to promote growth and build the strength of our union. If you are interested in running for a position or nominating a fellow member, fill out and submit the Nomination Form below. Nominations will be accepted February 27 through March 16.

2018 DCTA Election Nomination Form  2018 DCTA Election Calendar

School Visits

Last week: We spent time at Cheltenham, Emily Griffith High School, Place Bridge, and Summit.

This week: We will be visiting Centennial, Doull, Summit, Florida Pitt Waller, and Valverde.

REGIONAL MEETINGS SUSPENDED
Starting in March, Regional Meetings will be suspended due to lack of attendance. Please reach out to your Uniserv Director to schedule a building meeting or area meeting for information around NEA benefits, Compensation System Bargaining, LEAP and self-advocacy, or any other topics specific to your building.

DPS Parent Leah Rounds and her DCTA “twins” for Twins Day at Colfax Elementary

DCTA members are coming together on March 8th from 4-5pm at Denver School of the Arts to discuss fighting for changes to the districts admin leave policy. Reach out to Brock at bgrosso@coloradoea.org to RSVP.

Our Students.  Our Profession.  Our Careers.