



Report

Methods of Scheduling Salaries for Teachers

Educational Research Service, Inc.

ERS Report

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Methods of Scheduling Salaries for Teachers

As both a national source and an educational research organization, ERS is pleased to provide information concerning the methods of scheduling salaries for teachers. This report is the result of a study conducted by ERS in 1976. The study was designed to provide information on the methods of scheduling salaries for teachers in public schools. The study was conducted in 1976 and the results are presented in this report. The study was conducted in 1976 and the results are presented in this report. The study was conducted in 1976 and the results are presented in this report.

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Director of Research
Educational Research Service

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FOREWORD

Teacher salary schedules, with their matrix structures of dollar amounts arranged in rows and columns, are widely used for determining the monetary compensation of teachers in American education. The purpose of this ERS Report is to examine various methods used to schedule salaries for classroom teachers. An overview of features found in teacher salary schedules is provided, including discussions on the basic structure of the schedule, methods of initial placement and advancement on the schedule, and salary supplements. Methods of changing teacher salary schedules are also examined. No attempt is made to recommend procedures for scheduling salaries; rather, present practices are identified, described, and analyzed.

An important part of this Report is the analysis of the composition and structure of salary schedules for teachers used by public school systems. The salary schedules used were collected as part of the ERS annual *National Survey of Salaries and Wages in Public Schools*. In this sense this Report is a companion to the three-volume National Survey reports. It also contains specific examples of different types of salary schedules for teachers. This study is part of ERS' continuing effort to provide timely and accurate data on important issues in school management.

ERS expresses gratitude to the hundreds of school superintendents and their staff members who supplied the data contained in this Report.

Glen Robinson
Director of Research
Educational Research Service

Overview of Features of Salary Schedules for Teachers

A classification structure that contains specific salary scales along with criteria used by school systems for the placement and movement of teachers at particular steps on the scales for purposes of determining individual monetary compensation is termed a teacher salary schedule. There are two broad categories of teacher salary schedules: (1) differentiated schedules and (2) single salary schedules. A school system that has different salary ranges that apply separately for two or more groups of classroom teachers in the same school system is said to have a differentiated salary schedule. Although prevalent in past years, differentiated schedules are rare if nonexistent today. A couple of decades ago many school systems had different salary schedules for elementary school teachers and secondary school teachers. A decade before that, many school systems had different schedules for men and women teachers, for white and black teachers, and for teachers with and without family responsibilities.

Such differentiated schedules have been replaced by single salary schedules that apply equally to all classroom teachers in a school system regardless of grade level taught or sex, race, or family status of the teacher. Although single salary schedules apply equally to all teachers in a school system, these schedules usually contain two factors for placement and movement that result in different salaries for teachers: (1) professional preparation of the teacher in terms of academic preparation or

college degrees and (2) number of years of teaching experience.

Differentiated salary schedules were the most common approach for administering teachers' salaries in the nation's public schools until the mid 1940s. Two early versions of differentiated salary schedules for teachers in Cleveland, Ohio, and Washington, D.C. are shown in Tables A and B. The first single salary schedules for teachers are believed to have been adopted in 1921 by the Denver and Des Moines school systems. By 1950 more than 97 percent of the school systems surveyed by the National Education Association (NEA) had single salary schedules with regard to elementary and secondary teachers. But a number of school systems took longer to remove differentials for men and women teachers, for family responsibilities, and for white and black teachers. At the present time, single salary schedules of some type are being used by all school systems known by ERS to have a formally adopted schedule by which teachers in the system are compensated.

The majority of salary schedules for teachers are now the result of collective bargaining or some type of negotiated agreement between teacher union representatives and representatives of school management. Although there were a few earlier group negotiated contracts, the first major collective bargaining contract covering teacher salaries and benefits was signed in

TABLE A.--Cleveland, Ohio, Teacher Salary Schedule, 1922-23

Classification of Teachers	Groups	First Year	Second Year	Third Year	Additional		Maximum Salary	Supermaximum Salary
					Annual Number	Increments Amount		
Elementary	Teachers	\$1,200	\$1,320	\$1,440	8	\$120	\$2,400	\$2,880
High Schools	Junior	1,350	1,485	1,620	8	135	2,700	3,240
	Senior	1,500	1,650	1,800	10	150	3,300	3,600

SOURCE: "Teachers' Salaries and Salary Trends in 1923," *Research Bulletin of the National Education Association*, 1 (May 1923), p. 59.

New York City in 1962. Today approximately 70 percent of the school systems in the United States have a negotiated teacher salary schedule. Consequently, many teacher salary schedules are now integral parts of formally negotiated contracts, particularly in large urban and suburban school systems. Many salary schedules, however, are still determined on a less formal basis, often by a teacher committee and management representatives of the school system.

There are four basic components of single salary schedules for teachers:

1. Basic structure of the schedule
2. Methods of initial placement on the schedule
3. Methods of advancement on the schedule
4. Salary supplements

A thorough understanding of these components and the various forms each may take will facilitate analysis and comparison of the variety of salary schedules currently in use for classroom teachers.

BASIC STRUCTURE OF THE SALARY SCHEDULE

With rare exceptions, salary schedules for teachers form a matrix structure of dollar amounts in columns and rows. Most frequently the columns are referred to as "scales," "lanes," or "classes" that generally apply to salary categories that correspond to academic levels of professional preparation, such as bachelor's degree, master's degree, master's degree plus 30 semester hours, or doctor's degree. The rows, commonly referred to as "steps," usually correspond to specific numbers of years of teaching experience. Initial placement of a teacher at a particular point on the schedule is usually determined by a combination of a teacher's professional preparation and years of teaching experience. Table C illustrates the structure of a typical salary schedule for teachers.

Provisions are established for advancement from one salary level on the schedule to another. Schedules are normally structured so that vertical advancement from one step to the

TABLE B.--Salary Schedule for Teachers in Washington, D.C., Effective July 1, 1924

Classification	Minimum Salary	Annual Increase	Period of Years for which Annual Increase is Granted	Maximum Salary
1	2	3	4	5
Class I.--Kindergarten and Elementary Teachers:				
Group A	\$1,400	\$100	8	\$2,200
Group B	2,300	100	3	2,600
Class II.--Junior High School Teachers:				
Elementary School Qualifications--				
Group A	1,600	100	8	2,400
Group B	2,500	100	3	2,800
High School Qualifications--				
Group C	1,800	100	10	2,800
Group D	2,900	100	3	3,200
Class III.--Senior High and Normal School Teachers:				
Group A	1,800	100	10	2,800
Group B	2,900	100	3	3,200
Class IV.--School Librarians:				
Group A	1,400	100	8	2,200
Group B	2,300	100	3	2,600

NOTES: This schedule was provided for in an Act passed by Congress at its last session and approved by President Coolidge on June 4, 1924.

In Washington, teachers serve on tenure after one year of satisfactory probationary service. Teachers may be credited with outside experience and placed on the fifth year of the elementary school schedule and on the sixth year of the high school schedule and normal school schedule.

Teachers on tenure automatically advance one hundred dollars per year until the maximum salary for Group A is reached. Group B salary schedule is provided for those teachers whose superior teaching, advanced study, and higher professional equipment justify for them higher compensation than the teachers in Group A receive. Promotions from the Group A schedule to the Group B schedule will be made on the basis of such evidence as the Board of Education may determine.

SOURCE: "Public School Salaries in 1924-25," *Research Bulletin of the National Education Association*, 3 (January and March 1925), p. 60.

next within a scale or lane is made on a time interval basis (most often annually), while horizontal movement from one scale or lane to the next requires some particular accom-

plishment in the teacher's professional training or preparation, such as a higher academic degree, additional academic credits, inservice training credit, or a special

TABLE C.--The Component Parts of a Salary Schedule for Teachers,
Including Scales, Steps, and Increments

Vertical Incre- ments	Step on Scale	Scales				
		B.A. Degree	B.A. + 15 Hrs.	M.A. Degree	M.A. + 30 Hrs.	Doctor's M.A. + 60 Hrs.
	1	\$ 9285	\$ 9833	\$10381	\$10928	\$11476
\$483	2	9768	10325	10882	11439	11996
483	3	10251	10817	11383	11950	12516
482	4	10733	11309	11885	12460	13036
483	5	11216	11801	12386	12971	13556
	6	11699	12293	12888	13482	14076
	7	12182	12785	13389	13992	14596
	8	12665	←\$613→ 13278	13890	14503	15116
	9	13148	← 622 → 13770	14392	15014	15636
	10	13630	← 632 → 14262	14893	15525	16156
	11	14113	← 641 → 14754	15395	16035	16676
	12	Horizontal Increments		15896	16546	17196
		Supermaximum Steps				
	Level A	14613	15254	16396	17046	17696
	Level B	15113	15754	16896	17546	18196

professional preparation effort. These two types of advancement are generally independent of each other.

There is no standard number of either scales or steps in a salary schedule, although there are usually more steps than scales so that the schedule tends to form a vertical matrix. Beyond this basic characteristic, salary schedules differ greatly in number of scales, number of steps on various scales, definition of scales and steps, relationship

of salary amounts at different points on the schedule, provisions for advancement, and dollar amounts of salaries scheduled.

The horizontal dimension.--The horizontal dimension of a salary schedule usually contains columns that are salary scales or lanes defined in terms of professional preparation relating to academic degrees or academic credit hours completed by the teacher (e.g.,

B.A., M.A., M.A.+30, doctor's). These scales are sometimes referred to as salary classes. Regardless of the term used, there are two standard ways of establishing salary categories that define professional preparation scales: (1) complete or full schedules and (2) additive schedules.

Complete or full schedules.--The scales or lanes in which teachers are placed horizontally in the schedule are defined in terms of full academic degrees held or in terms of conferred degrees plus a specific number of credit hours that require another full academic year of study beyond a specific degree. All academic degrees recognized in the schedule define salary lanes. Nearly all schedules of this type recognize at least the B.A. and M.A. degrees. Many schedules also have two additional scales: the M.A.+30 semester hours (or 45 quarter hours), requiring one year of preparation beyond the master's degree, and the M.A.+60 semester hours or the doctor's degree, requiring two years preparation beyond the master's degree. Intermediate scales, such as the B.A.+15 semester hours, are sometimes established between full-year levels. Some schedules also provide a scale for the educational specialist degree (a six-year degree) and some allow for degree equivalencies in defining scales, such as an M.A. equivalent or a B.A.+30 semester hours scale, while others provide separate scales for each of these categories. Table C is an example of a typical complete or full teachers' salary schedule.

Additive schedules.--Salary scales in this type of schedule are defined not in terms of academic degrees but in terms of the B.A. degree and the number of college credit hours beyond the B.A. for each salary scale recognized. Advanced

degrees earned and conferred may be compensated by adding an amount to each step on the appropriate scale. This added amount may be either a fixed dollar amount or a percentage of a base, usually the B.A. minimum. Such schedules allow for payment above the levels specified in the established scales since the advanced degree additives provide, in effect, scales paralleling the established ones. For example, as shown in Table D, on a schedule with a B.A.+30 scale specifying a \$10,446 minimum, a \$14,782 maximum, and a \$330 M.A. increment, a teacher who earns 30 semester credits beyond the B.A. degree and on whom an M.A. degree is actually conferred is on an implicit salary scale ranging from \$10,776 to \$15,112.

There is a variation of the additive schedule which establishes scales for the M.A. degree and in some cases the educational specialist degree, but which offers additives for the doctor's degree.

The feature which distinguishes these two types of salary structures is the comprehensiveness of the scale: the complete schedule provides the scales for all salaries paid, while the additive schedule, by stipulating additives beyond the specified amounts, provides for salaries above those specified in the established scales.

The vertical dimension.--The vertical steps of a salary schedule usually relate to the amount of teaching experience and provide for salary increments based on the number of years of service rather than on changes in the teacher's professional status. There is an upper limit placed on the number of steps in each salary scale, usually around 10 or 15, but in some school systems they may go as high as 20 or 25 steps. Enough steps are normally provided so that a teacher would have an opportunity to

Table D.--The Component Parts of an Additive Salary Schedule for Teachers

Years of Experience	B.A.	B.A.+ 15 Semester Hours	B.A.+ 30 Semester Hours	B.A.+ 45 Semester Hours	B.A.+ 60 Semester Hours
1	\$ 9,237	\$ 9,842	\$ 10,446	\$ 11,051	\$ 11,656
2	9,671	10,275	10,880	11,485	12,090
3	10,104	10,709	11,313	11,919	12,523
4	10,538	11,142	11,748	12,352	12,956
5	10,971	11,577	12,181	12,785	13,391
6	11,405	12,010	12,614	13,219	13,824
7	11,839	12,443	13,048	13,653	14,258
8	12,272	12,877	13,481	14,087	14,691
9		13,310	13,916	14,520	15,124
10		13,744	14,349	14,953	15,559
11			14,782	15,387	15,992
12				15,821	16,426
13					16,859
Master's Degree (+\$330)			15,112	16,151	17,189
More than 17 years experience: +\$330					
Five years maximum credit for past teaching experience within the preceding ten (10) years will be allowed for placement.					

fulfill the requirement for advancement to the next professional preparation scale before reaching the maximum step on the present scale. Some schedules provide for more steps on the higher academic preparation scales, such as the M.A. and M.A.+30 scales, than on the lower levels, such as the B.A., so that the matrix formed by the scales and steps of the schedule is not rectangular.

THE INCREMENTAL PATTERN OF THE SCHEDULE

The difference between two points on a salary schedule is termed a salary increment. There

are both vertical and horizontal increments. The difference between two steps on a given salary scale, e.g., between Step 2 and Step 3 on the B.A. scale, is the step increment for teaching experience and is often termed the annual increment. The horizontal difference between two corresponding steps on two salary scales, e.g., Step 1 on the B.A. scale and Step 1 on the M.A. scale, is the preparation increment for additional professional preparation and is often called the degree increment or training increment.

There is by definition one less vertical increment than steps on each salary scale and one less horizontal increment than salary scales in the schedule. The dollar amount of

the incremental difference between steps and scales is usually established in one of the following ways:

Fixed dollar amount.--Each step in a scale is the same dollar amount higher than the preceding step, as shown below. Also, there may be fixed dollar amounts between scales.

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	\$ 9,000	\$ 9,500	\$ 9,700	\$10,000
1	9,400	10,000	10,300	10,600
2	9,800	10,500	10,900	11,200
3	10,200	11,000	11,500	11,800
4	10,600	11,500	12,100	12,400
5	11,000	12,000	12,700	13,000

Variable dollar amount.--There is no consistent dollar amount by which steps in a scale or scales in a schedule differ from each other, as indicated by the following example:

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	\$ 9,000	\$ 9,500	\$ 9,700	\$10,000
1	9,300	9,900	10,200	10,500
2	9,700	10,300	10,700	11,000
3	10,200	10,600	11,300	11,600
4	10,700	11,100	12,000	12,200
5	11,200	11,600	12,700	12,900

Fixed ratio schedule.--The amount at each step in all scales in a schedule is determined by applying a ratio to a base amount, usually the B.A. minimum. The ratio at each step varies from the ratio to the previous step by some fixed value.

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	1.00	1.05	1.10	1.15
1	1.03	1.09	1.15	1.20
2	1.06	1.13	1.20	1.25
3	1.09	1.17	1.25	1.30
4	1.12	1.21	1.30	1.35
5	1.15	1.25	1.35	1.40

B.A. at 0 years of experience = \$ 9,000

Variable ratio schedule.--This method is determined in the same way as the fixed ratio method except that the ratio of one step to the next may vary. Such variations themselves usually follow a pattern. For example, the ratios for steps 0-2 may increase by two index points (1.00 to 1.02 to 1.04, etc.) and those for steps 3-5 may increase by three index points (1.07 to 1.10 to 1.13, etc.) in each scale.

Ratio schedules may vary from each other not only in degree (value of the ratio), but also in the base used (B.A. or M.A. minimum or some other base).

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	1.00	1.05	1.10	1.15
1	1.02	1.07	1.12	1.17
2	1.04	1.09	1.14	1.19
3	1.07	1.12	1.17	1.22
4	1.10	1.15	1.20	1.25
5	1.13	1.18	1.23	1.28

B.A. at 0 years of experience = \$ 9,000

METHODS OF INITIAL PLACEMENT ON THE SCHEDULE

On entering the school system for the first time, a teacher is usually placed on a salary schedule according to the academic and certification credentials he or she has submitted to the school system. After initial placement on a salary scale representing a specific level of academic preparation, a teacher remains on that scale until he or she presents evidence that additional preparation has been accomplished to warrant horizontal movement to a higher scale.

The initial vertical placement of a teacher new to a school system on a specific step of a given salary scale can be determined by several factors, at least in some school systems. These include the following:

1. Credit for verified previous experience as a full-time regularly credentialed teacher.--Usually a teacher must have taught 75 percent of the school year to be credited with a year of prior service. Most school systems will place a limit on the number of years of prior teaching service that will be recognized for initial placement on the salary scale. Credit may be given for previous teaching experience within the school system, within the state, or in another system.
2. Credit for related experience.--Some salary schedules award step placement for experience directly related to the area of teaching assignment, such as public library experience for school librarians, recreational experience for physical education teachers, or teaching in private accredited schools.
3. Credit for military service.--Many salary schedules will grant a teacher credit for military service. Some will grant either full or partial credit for

honorable military service to a maximum of a specified number of years credit.

4. Credit for other experience.--Some salary schedules provide for initial step placement credit in a manner similar to that for military service for experience in the Peace Corps, VISTA, National Teacher Corps, and non-combatant service under the direction of the Selective Service System.

METHODS OF ADVANCEMENT ON THE SCHEDULE

Most salary schedules provide for both horizontal advancement from one scale to the next and vertical advancement from one step to the next within a scale.

Horizontal advancement.--Movement across scales almost universally requires earned academic credits beyond the B.A. degree. Additional restrictions may also apply alone or in combination. These include:

1. The credits must be in the teacher's field.
2. The credits must be in a graduate degree program.
3. The superintendent must approve the course work applied toward horizontal advancement.

Vertical advancement.--Movement from one step to the next within a scale is based at least in part on years of teaching experience. This type of experience is also referred to as incremental advancement. Among the most common methods of incremental advancement are the

following:

- a. *Automatic advancement after a stipulated period of time.*--This period of time may be consistent throughout the schedule (usually one year between each step) or the period may vary between steps (usually longer periods of experience are required for advancement to the higher steps). Collective bargaining efforts generally encourage the adoption of this method of schedule advancement; indeed, automatic advancement is the common practice today. School administration frequently retains the right to dismiss teachers for certain specified reasons (such as gross misconduct or inefficiency) and to withhold increments for specified reasons.
- b. *Advancement at specified points contingent on additional units of academic credit or completion of specific activities.*--Such schedules may require, for example, the attainment of six credits beyond the minimum academic requirement for the relevant salary scale in order for the teacher to advance vertically beyond a specified step. In these schedules, the recency of the academic work is generally a key feature in provisions for advancement. Sometimes these requirements can be met through inservice training programs of various kinds. Such inservice programs formerly were confined to the larger school systems, but this practice is becoming more frequent among smaller systems as well.
- c. *Annual advancement contingent upon satisfactory performance.*--Teachers must receive satisfactory evaluations of their work in order to advance to

the next scheduled step on the salary scale. The usual practice is for teachers to advance to the next step unless their supervisors have justification in terms of teaching performance for withholding the increment.

- d. *Advancement based on merit.*--Merit pay, a system which financially rewards employees for outstanding service, has not been popular with teacher associations and unions because of the subjective nature of the evaluation process. Several states--including New York, Delaware, and Florida among others--have mandated and then withdrawn such merit pay plans for teachers. Although salary schedules providing for advancement solely on the basis of merit are rare, some school systems have provisions for additional advancement on the established scale or for dollar amount increments based on merit evaluations.

While investigating the merit pay pay issue for Iowa teachers in the late 1960s, the Iowa State Education Association developed the list of advantages and disadvantages to merit pay for teachers shown on the following page.

- e. *Supermaximum or long-service steps.*--In addition to these methods of regular vertical advancement, some salary schedules also provide for long-service or supermaximum vertical increments beyond the highest step in one or more of the salary scales comprising the the schedule. Most of these increments are based solely on a specific number of years of experience above the highest number of years recognized on the regular schedule. However, some schedules require a merit evaluation for the attainment of supermaximum increments.

PROS AND CONS OF MERIT PAY PLANS FOR TEACHERS

PRO

1. The amount of pay a teacher receives should vary in proportion to the excellence of teaching performance.
2. The school administrator and the teachers can work out a merit pay program.
3. The fact that any merit plan will not be totally correct should not stop the use and improvement of such programs.
4. Teachers should at least be willing to study merit or to experiment with it.
5. Payment on the basis of amounts of college preparation and teaching experience preserves mediocrity; the mediocre teacher is opposed to merit.
6. Merit pay has proven successful in some school districts.
7. Salary on the basis of efficiency in production, sales, personnel relations, invention, etc., has worked in business and industry.
8. Merit pay creates conditions more like those prevailing in other professions, such as law, medicine, and dentistry, where status and income depend upon ability, industry, and competence.
9. The public is more willing to support higher salary schedules and pay when they know the good teachers are paid commensurate with their ability.
10. More money will provide a strong incentive for improvement of teaching and getting better qualified people to enter the profession.
11. Teachers are employed, retained, or dismissed on the basis of judgment of their effectiveness as teachers; they should be compensated on this basis.
12. Teachers are constantly evaluating the achievements of their pupils. Why shouldn't they be evaluated by others?
13. The salary schedules presently used in most school districts tend to give

CON

1. No consistent, reliable, valid method of evaluating teacher performance has been discovered.
2. Merit pay is self-perpetuating. It is not easy to criticize a plan when one's salary is dependent upon it.
3. Evidences of excellent teaching often are not immediately apparent nor measurable.
4. The correlation between good teaching and college preparation or experience is as great or greater than that between good teaching and the ratings used in most merit systems.
5. The majority of teachers do not want merit pay under present conditions.
6. Many teachers in districts having a merit pay program state they do not like it because some staff members will exhibit the kinds of behavior which appear to be important to the rater.
7. There is greater opportunity for accurate measurement of efficiency in industry or business. Even so, there has been a steady decrease in use of merit rating for salary purposes along with more inservice training.
8. The public has demonstrated a willingness to pay more for teachers with greater amounts of college education and experience.
9. Excellence of teaching cannot be purchased with extra money increments and may obscure important educational objectives.
10. Through proper pre-service elimination and proper supervision of beginning teachers, the incompetents can be weeded out.
11. Many systems that have tried merit rating have abandoned it after a few years because greater negative results develop than positive ones.
12. Emphasis should be on helping all teachers to become better rather than rewarding or punishing a few.

(Continued)

Pros and Cons of Merit Pay Plans for Teachers (Continued)

- security to incompetents and poor teachers.
14. Tenure protects the poor teacher; merit pay programs would reward the good teacher.
 15. Merit pay would keep the better teachers in the classroom. It would not be necessary for them to seek administrative positions in order to obtain greater remuneration.
 13. Merit pay reduces staff morale and increases worry, nervous tension, and insecurity, especially at rating periods. It may also isolate administrators from teachers.
 14. Merit rating discourages creative or experimental teaching and thereby tends to standardize teachers rather than promote excellence. Teachers will not feel free to question administrative judgments and decisions under such a program.
 15. Public relations will be poor and class scheduling made difficult since many parents will not want their children taught by a non-merit teacher.

SOURCE: *Merit Pay: Report of the Merit Pay Study Committee*. Des Moines, Iowa: Merit Pay Study Committee, Iowa State Education Association, [1969], p. 2.

SALARY SUPPLEMENTS

In addition to the usual methods of advancement on their school system's salary schedule, some teachers may receive supplements to their regular salary. These supplements are not usually included in the schedule scales themselves, but are an additive to the scales. Two types of supplements are most common: (1) extra pay for extra duties and (2) cost-of-living (COL) adjustments.

Extra pay for extra duties.--Most school systems compensate teachers with pay beyond their normal salaries for services performed as extra duty assignments. Teachers having extra duty assignments usually serve in a guidance or supervisory capacity for student-oriented extracurricular activities (e.g., athletic events, musical or dramatic performances, publications, debating), as a teacher with a special assignment or class, or as a department chairperson. An example of one such supplemental salary arrangement is shown on the following page.

Cost-of-living adjustments.--The collective bargaining agreements in some school systems contain a clause that provides teachers with a cost-of-living adjustment as a supplement to the regular salary schedule. Based on changes in the Consumer Price Index (CPI) or a similar measure of consumer price changes, COL clauses cover a specific time period to which the index is to be applied, ranging anywhere from three months to a year.

Of 193 salary provisions contained in 1974-1975 negotiated agreements for teachers analyzed by the NEA in an article in *Negotiation Research Digest* titled "Salary Schedule Provisions in Negotiated Teacher Contracts," 12 percent included some form of COL clause. The three most typical types of COL clauses are:

- a. *Escalator clauses* which provide for periodic automatic adjustments during the contract year without additional negotiations whenever changes in the CPI surpass certain limits. In times of rapid price change, most escalator clauses usually contain provisions for specified maximum increases or ceilings.

EXAMPLE OF SALARY SUPPLEMENTS: EXTRA PAY FOR EXTRA DUTIES

<u>CONTRACT</u>		<u>NON-CONTRACT</u>	
<u>Department Chairpersons</u>	<u>P/Yr.</u>	<u>Coaching Assignments</u>	<u>P/Yr.</u>
Physical Education	\$602	Varsity Baseball	\$632
Physical Education Assistant	476	JV Baseball	476
English	602	Frosh Baseball	476
Librarian	602	Swimming	553
Industrial Arts	602	Swimming Assistant	476
Science	602	Water Polo	553
Social Science	602	Water Polo Assistant	476
Special Education	602	Tennis	553
Business Education	527	JV Tennis	476
Foreign Language	527	Wrestling	553
Home Economics	527	JV Wrestling	476
Mathematics	527	Golf	553
Art	453	Gymnastics	553
Music	453	Soccer	553
		Soccer Assistant	476
<u>Other Assignments</u>		<u>Coaching Assignments (Girls)</u>	
Counselor	602	Badminton	553
Counselor (5 extra days + O.T.)	602	JV Badminton	476
Reading Coordinator	453	Basketball	553
Instrumental Music - 7/8	440	Basketball Assistants (2)	476
Special Education (EMR TMR EH OH LDG)	440	Dance	237
Director, Instrumental Music	602	Gymnastics	237
Director, Choral Music	527	Pep	453
Project Specialist	440	Softball	553
		Softball Assistant	476
		Swimming	237
		Tennis	553
		Tennis Assistant	476
		Track	237
		Volleyball	553
		Volleyball Assistants (2)	476
		<u>Other Assignments</u>	
		Director - Drama	527
		Director - Staging	527
		Year Book - High School	527
		California Cadet Corps	453
		Campus Supervision	453
		Drill Team	502
		School Paper - High School	453
<u>NON-CONTRACT</u>			
Director of Athletics	602		
Assistant Director of Athletics	476		
<u>Coaching Assignments (Boys)</u>			
A - Football	632		
Football Assistants (10)	476		
Athletic Trainer - Fall	476		
Athletic Trainer - Spring	476		
A - Basketball	632		
JV Basketball	476		
Soph Basketball	476		
Frosh Basketball	476		
Frosh Reserve Basketball	476		
Track	632		
Track Assistants (2)	476		
Cross Country	553		
Volleyball	553		
Volleyball Assistant	476		

Escalator clauses often contain a provision for lowering the supplemental amounts in the event of a decrease in the CPI.

- b. *Reopener clauses* which call for new salary bargaining to begin immediately or at the end of a contract year in some multi-year contracts as soon as the CPI reaches or exceeds a certain mark. For example,

If the cost of living as indicated by the Department of Labor for Delaware Valley has increased in September 1973, by more than 5.5%, negotiations for the 1974-1975 Salary Schedule will be reopened.

- c. *End-of-year clauses*, found only in multi-year negotiation agreements, which convert changes in the CPI into individual salary adjustments for the

next contract year without further bargaining. For example,

Teacher salary schedules for the years 1975-1976, 1976-1977, and 1977-1978 will be based upon the December CPI plus 1%, with the stipulated minimum increase to be 4% and the maximum increase to be 8%. If the CPI rises above 8%, salary schedules will be based upon CPI alone (December index) up to an absolute maximum of 10%.

During the 1977-1978 school year, the Salary Schedule shall be increased by (1) 9% or (2) the amount of the annual increase on the Consumer Price Index for the Washington, D.C. area as of March 1, 1977, whichever is less, plus increments. The increase shall be effective on July 1, 1977, calculated on the base of that date.

Methods of Changing Salary Schedules

When desirable or necessary, changes in the scheduled amounts or structural pattern of a school system's salary schedule for teachers can be accomplished in a number of ways. Although there are many variations of each form, there are five basic approaches to changing salary schedules:

1. changes in the index or ratio base
2. changes in the index or ratio structure
3. across-the-board changes
4. variable changes
5. changes in the pattern of salary scales

In this section, each approach is discussed and illustrations are given to show the relative effect that the particular change would have on the salary structure and dollar relationships. The salary schedule examples are designed to show only the effects of methods of modifying salary schedules. They ignore scheduling principles, budgetary constraints, and other factors that normally would affect decisions regarding such changes.

Changes in the index or ratio base.--One way of modifying an index or ratio salary schedule is to change the index base. For example, consider a school system with an index salary schedule for teachers (B.A., minimum = 1.00 = \$9,000), such as the one shown in Schedule A:

SCHEDULE A.--Teacher Salary Schedule,
B.A. Minimum = 1.00 = \$9,000

Years of Exper- ience	B.A.	M.A.	M.A.+30	Doctor's
0	1.00 \$ 9,000	1.05 \$ 9,450	1.10 \$ 9,900	1.15 \$10,350
1	1.03 9,270	1.09 9,810	1.15 10,350	1.20 10,800
2	1.06 9,540	1.13 10,170	1.20 10,800	1.25 11,250
3	1.09 9,810	1.17 10,530	1.25 11,250	1.30 11,700
4	1.12 10,080	1.21 10,890	1.30 11,700	1.35 12,150
5	1.15 10,350	1.25 11,250	1.35 12,150	1.40 12,600

Suppose this school system increases the base salary for teachers to \$9,500 (a \$500 or 5.6 percent increase), without altering the existing index structure. The effect of this change in the salary base, as shown in Schedule B, would be an increase in all salaries by 5.6 percent. However, the dollar increase for the B.A. minimum salary would be \$500; for the M.A. maximum salary, \$625; and for the doctor's maximum salary, \$700.

SCHEDULE B.--Increase of Index
Base Salary by \$500 (5.6 Percent),
B.A. Minimum = 1.00 = \$9,500

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	1.00 \$ 9,500	1.05 \$ 9,975	1.10 \$10,450	1.15 \$10,925
1	1.03 9,785	1.09 10,355	1.15 10,925	1.20 11,400
2	1.06 10,070	1.13 10,735	1.20 11,400	1.25 11,875
3	1.09 10,355	1.17 11,115	1.25 11,875	1.30 12,350
4	1.12 10,640	1.21 11,495	1.30 12,350	1.35 12,825
5	1.15 10,925	1.25 11,875	1.35 12,825	1.40 13,300

Effects of Changes Shown in
Schedule B Compared with Schedule A

	B.A. Min.	M.A. Max.	Doctor's Max.
Dollar amount, Schedule B	\$ 9,500	\$11,875	\$13,300
Dollar amount, Schedule A	9,000	11,250	12,600
Dollar increase	500	625	700
Percent increase	5.6%	5.6%	5.6%
Index relationships			
Schedule A	1.00	1.25	1.40
Schedule B	1.00	1.25	1.40

Changes in the index or ratio structure.--On the other hand, the school system may change its salary schedule by keeping the base salary at \$9,000 while modifying the index figures. As shown in Schedule C, all salary levels

except the B.A. minimum were increased by a fixed .03 index points. Under this change, all teachers beyond the B.A. minimum level would receive a \$270 increase. But percent increases would be larger at the M.A. maximum (2.4 percent), for example, than at the doctor's maximum (2.1 percent).

SCHEDULE C.--Increase of Index
Points by a Fixed .03 at All Levels
Except the Base, B.A. Minimum =
1.00 = \$9,000

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	1.00 \$ 9,000	1.08 \$ 9,720	1.13 \$10,170	1.18 \$10,620
1	1.06 9,540	1.12 10,080	1.18 10,620	1.23 11,070
2	1.09 9,810	1.16 10,440	1.23 11,070	1.28 11,520
3	1.12 10,080	1.20 10,800	1.28 11,520	1.33 11,970
4	1.15 10,350	1.24 11,160	1.33 11,970	1.38 12,420
5	1.18 10,620	1.28 11,520	1.38 12,420	1.43 12,870

Effects of Changes Shown in
Schedule C Compared with Schedule A

	B.A. Min.	M.A. Max.	Doctor's Max.
Dollar amount, Schedule C	\$ 9,000	\$11,520	\$12,870
Dollar amount, Schedule A	9,000	11,250	12,600
Dollar increase	0	270	270
Percent increase	0	2.4%	2.1%
Index relationships			
Schedule A	1.00	1.25	1.40
Schedule C	1.00	1.28	1.43

Schedule D illustrates what would occur if the index points were increased by variable figures at all salary levels except the base so that teachers at the doctor's maximum salary level would realize higher increases, both in terms of dollars and percent, than teachers at the M.A. maximum level. The B.A. minimum step would remain unchanged. In cases where it is intended that teachers with different levels of academic preparation should be awarded the same index point increase, dollar increases would remain constant and percent increases would vary. For example, in Schedule D, if steps 3-5

at the B.A. level and steps 0-1 at the M.A. level were to receive a .03 index point increase (.03 times the index base of \$9,000), teachers in each of the five salary steps would receive a \$270 increase. At step 3 of the B.A. scale, however, this would be a 2.8 percent increase in salary; at step 4 of the B.A. scale, a 2.7 percent increase; at step 5 of the B.A. scale, a 2.6 percent increase; at step 0 of the M.A. scale, a 2.9 percent increase; and at step 1 of the M.A. scale, a 2.8 percent increase in salary for teachers.

SCHEDULE D.--Increase of Index Points by a Variable Figure at all Levels Except the Base, B.A. Minimum = 1.00 = \$9,000

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	1.00 \$ 9,000	1.08 \$ 9,720	1.15 \$10,350	1.21 \$10,890
1	1.05 9,450	1.12 10,080	1.20 10,800	1.26 11,340
2	1.08 9,720	1.17 10,530	1.26 11,340	1.32 11,880
3	1.12 10,080	1.21 10,890	1.31 11,790	1.37 12,330
4	1.15 10,350	1.26 11,340	1.37 12,330	1.43 12,870
5	1.18 10,620	1.30 11,700	1.42 12,780	1.48 13,320

Effects of Changes Shown in
Schedule D Compared with Schedule A

	B.A. Min.	M.A. Max.	Doctor's Max.
Dollar amount, Schedule D	\$ 9,000	\$11,700	\$13,320
Dollar amount, Schedule A	9,000	11,250	12,600
Dollar increase	0	450	720
Percent increase	0	4.0%	5.7%
Index relation- ships			
Schedule A	1.00	1.25	1.40
Schedule D	1.00	1.30	1.48

However, the school system may wish to change both the base dollar amount by \$500 (5.6 percent) and the indexes for each position beyond the base salary by a fixed .03 index points. This would result in Schedule E, where the B.A. minimum would increase \$500 (5.6 percent); the M.A. maximum, \$910 (8.1 percent); and the doctor's maximum, \$985 (7.8 percent). A similar schedule also could be constructed for altering both the base salary and the index structure beyond the B.A. minimum by a variable figure.

Across-the-board changes.--Modifications in the salary schedule structure can also take the form of fixed, across-the-board increases in either the dollar amounts or percent increases in the various salary scales and steps.

Across-the-board dollar raises are one of the most often used methods of changing salary schedule amounts. It should be pointed out that increasing all salaries in the schedule by the same dollar amount is incompatible with the

SCHEDULE E.--Increase of Both Index
Base Salary by \$500 (5.6 Percent)
and Index Points by a Fixed .03 at
All Levels Except the Base,
B.A. Minimum = 1.00 = \$9,500

Years of Exper- ience	B.A.	M.A.	M.A.+30	Doctor's
0	1.00 \$ 9,500	1.08 \$10,260	1.13 \$10,735	1.18 \$11,210
1	1.06 10,070	1.12 10,640	1.18 11,210	1.23 11,685
2	1.09 10,355	1.16 11,020	1.23 11,685	1.28 12,160
3	1.12 10,640	1.20 11,400	1.28 12,160	1.33 12,635
4	1.15 10,925	1.24 11,780	1.33 12,635	1.38 13,110
5	1.18 11,210	1.28 12,160	1.38 13,110	1.43 13,585

Effects of Changes Shown in
Schedule E Compared with Schedule A

	B.A. Min.	M.A. Max.	Doctor's Max.
Dollar amount, Schedule E	\$ 9,500	\$12,160	\$13,585
Dollar amount, Schedule A	9,000	11,250	12,600
Dollar increase	500	910	985
Percent increase	5.6%	8.1%	7.8%
Index relation- ships			
Schedule A	1.00	1.25	1.40
Schedule E	1.00	1.28	1.43

concept of index or ratio schedules, in which the index structure is designed around the base salary and all changes occur in relation to the base. Nevertheless, a school system with or

without an index schedule may desire to raise the salary level of *all* teachers on its schedule by a fixed dollar amount. Schedule F shows a \$500 across-the-board increase compared with Schedule A. With this across-the-board amount, the largest percent increases would occur at the lower end of the salary schedule, e.g., the B.A. minimum salary would increase 5.6 percent, while the M.A. maximum and doctor's maximum salaries would rise 4.4 percent and 4.0 percent, respectively.

SCHEDULE F.--Across-the-Board Increase of \$500 Compared with Schedule A

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	\$ 9,500	\$ 9,950	\$10,400	\$10,850
1	9,770	10,310	10,850	11,300
2	10,040	10,670	11,300	11,750
3	10,310	11,030	11,750	12,200
4	10,580	11,390	12,200	12,650
5	10,850	11,750	12,650	13,100

Effects of Changes Shown in Schedule F Compared with Schedule A

	B.A. Min.	M.A. Max.	Doctor's Max.
Dollar amount, Schedule F	\$ 9,500	\$11,750	\$13,100
Dollar amount, Schedule A	9,000	11,250	12,600
Dollar increase	500	500	500
Percent increase	5.6%	4.4%	4.0%
Index relationships (implicit)			
Schedule A	1.00	1.25	1.40
Schedule F	1.00	1.24	1.38

The effect that this \$500 across-the-board increase (shown in Schedule F) has on the original index relationships shown in Schedule A should be noted. The base index for the B.A. minimum remains the same, 1.00; the index for the M.A. maximum drops from 1.25 to 1.24; and the index for the doctor's maximum drops from 1.40 to 1.38. It becomes apparent that the original index structure no longer exists when across-the-board dollar raises are given at all steps on the schedule. Whether or not this is desirable depends on the judgment of school officials in each school system with an index salary schedule.

Schedule G provides an example of an across-the-board percent raise, which is also frequently used to change salary schedule amounts. If all salaries in Schedule A were increased by 5.0 percent, teachers at the higher salary levels would receive the larger dollar amount increases than those at the lower levels: \$630 at the doctor's maximum, \$563 at the M.A. maximum, and \$450 at the B.A. minimum. However, the original index relationships contained in Schedule A would remain unchanged since an across-the-board percent raise has the same effect as a percent increase in the base of a ratio schedule (see Schedule B).

SCHEDULE G.--Across-the-Board Increase of 5 Percent Compared with Schedule A

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	\$ 9,450	\$ 9,923	\$10,395	\$10,868
1	9,734	10,301	10,868	11,340
2	10,017	10,679	11,340	11,813
3	10,301	11,057	11,813	12,285
4	10,584	11,435	12,285	12,758
5	10,868	11,813	12,758	13,230

Effects of Changes Shown in
Schedule G Compared with Schedule A

	B.A. Min.	M.A. Max.	Doctor's Max.
Dollar amount, Schedule G	\$ 9,450	\$11,813	\$13,230
Dollar amount, Schedule A	9,000	11,250	12,600
Dollar increase	450	563	630
Percent increase	5.0%	5.0%	5.0%
Index relation- ships (implicit)			
Schedule A	1.00	1.25	1.40
Schedule G	1.00	1.25	1.40

Variable changes.--As indicated previously in reference to Schedule D, salary schedules can also be changed to reflect the greater or lesser importance a school system places on

higher academic preparation levels or more years of teaching experience. Again using Schedule A as the base to illustrate salary schedule changes based on variable dollar amount and percent increases, Schedules H and I have been constructed. Under Schedule H, teacher's salaries would increase \$200 (2.2 percent) at the B.A. minimum level, \$350 (3.1 percent) at the M.A. maximum, and \$450 (3.6 percent) at the doctor's maximum. Under Schedule I, a 3.0 percent increase at the B.A. minimum level would correspond to a \$270 raise; a 6.0 percent increase at the M.A. maximum, a \$675 raise; and an 8.0 percent increase at the doctor's maximum, a \$1,008 raise.

Note that in additive schedules the relative importance placed on academic preparation can be reflected in changes in the dollar amounts of increments for advanced degrees independent of any changes in the salary schedule itself.

SCHEDULE H.--Variable Dollar Increase Compared with Schedule A

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	\$ 9,200	\$ 9,700	\$10,200	\$10,700
1	9,470	10,060	10,650	11,150
2	9,790	10,470	11,150	11,650
3	10,060	10,830	11,600	12,100
4	10,330	11,240	12,100	12,600
5	10,600	11,600	12,550	13,050

Incremental increases shown in brackets:

- 0-1: +\$200 (B.A.), +\$250 (M.A.), +\$300 (M.A.+30), +\$350 (Doctor's)
- 1-2: +\$250 (B.A.), +\$300 (M.A.), +\$350 (M.A.+30), +\$400 (Doctor's)
- 2-3: +\$250 (B.A.), +\$300 (M.A.), +\$350 (M.A.+30), +\$400 (Doctor's)
- 3-4: +\$250 (B.A.), +\$300 (M.A.), +\$350 (M.A.+30), +\$400 (Doctor's)
- 4-5: +\$250 (B.A.), +\$300 (M.A.), +\$350 (M.A.+30), +\$400 (Doctor's)

SCHEDULE I.--Variable Percent Increase Compared with Schedule A

Years of Experience	B.A.	M.A.	M.A.+30	Doctor's
0	\$ 9,270	\$ 9,828	\$10,395	\$10,971
1	9,548	10,202	10,868	11,448
2	9,922	10,679	11,448	12,038
3	10,202	11,057	11,925	12,519
4	10,483	11,543	12,519	13,122
5	10,764	11,925	13,001	13,608

Effects of Changes Shown in
Schedule H Compared with Schedule A

	B.A. Min.	M.A. Max.	Doctor's Max.
Dollar amount, Schedule H	\$ 9,200	\$11,600	\$13,050
Dollar amount, Schedule A	9,000	11,250	12,600
Dollar increase	200	350	450
Percent increase	2.2%	3.1%	3.6%
Index relation- ships (implicit)			
Schedule A	1.00	1.25	1.40
Schedule H	1.00	1.26	1.47

Effects of Changes Shown in
Schedule I Compared with Schedule A

	B.A. Min.	M.A. Max.	Doctor's Max.
Dollar amount, Schedule I	\$ 9,270	\$11,925	\$13,608
Dollar amount, Schedule A	9,000	11,250	12,600
Dollar increase	270	675	1,008
Percent increase	3.0%	6.0%	8.0%
Index relation- ships (implicit)			
Schedule A	1.00	1.25	1.40
Schedule I	1.00	1.29	1.47

Changes in the pattern of salary scales.--Two other methods of altering salary schedules are available. First, specific salary scales may be shortened at various steps, so that there are more steps in the scales with the higher academic preparation levels and less in those with lower preparation. This arrangement sometimes is used to encourage teachers to pursue advanced college credits and degrees instead of

remaining in one salary scale for an extended period of time. Structurally it gives the schedule a jagged appearance, as shown in Schedule J. In this example, salaries for teachers with a B.A. degree would have a ceiling at step 3; for teachers with an M.A. degree, at step 4; for teachers with six years of academic preparation (M.A.+30), at step 5; and for teachers with a doctor's degree, at step 6.

SCHEDULE J.--Shortened Scales
in a Salary Schedule as Compared
with Schedule A

Years of Exper- ience	B.A.	M.A.	M.A.+30	Doctor's
0	\$ 9,000	\$ 9,450	\$ 9,900	\$10,350
1	9,270	9,810	10,350	10,800
2	9,540	10,170	10,800	11,250
3	9,810	10,530	11,250	11,700
4		10,890	11,700	12,150
5			12,150	12,600
6				13,050

Second, school systems may choose to restrict entry to certain salary scales. For example, some school systems may require teachers to have taught in that system for a specified number of years before being eligible to move horizontally from the M.A. scale to the M.A.+30 scale. In other cases, school systems may eliminate certain salary scales in order to compress the schedule and to reflect the importance attached to certain academic preparation levels. Usually intermediate scales, such as B.A.+15, are eliminated in such changes and typically vertical advancement of teachers already placed in the scale is allowed until the scale has been phased out of the schedule.

Study of the Composition and Structure of Existing Salary Schedules for Teachers

In order to provide information about the status of teacher salary schedules, Educational Research Service conducted a study of the composition and structure of salary schedules for teachers in a nationwide stratified sample of public school systems. The results are presented in this section of the Report.

Data from the salary schedules used in this study were collected as part of the *National Survey of Salaries and Wages in Public Schools, 1976-77*^{1/}, conducted in fall 1976. The present analysis, concerned only with salary schedules for classroom teachers, is a by-product of the comprehensive National Survey of Salaries and Wages, both scheduled and paid, in 32 professional and support positions in public school systems. Of the 1,060 school systems responding with usable questionnaire data to the National Survey, 723 (68.2 percent) supplied copies of their salary schedule for teachers which could be analyzed and included in this Report. Some systems that supplied complete questionnaire information for the

National Survey did not include the teacher salary schedule documents needed for this study. Table D, from the National Survey, provides full information about the sample design and response pattern of both studies.

Since the data in this Report are based on a sample of 723 of the 1,060 school systems responding to the complete 1976-77 National Survey, variations among comparable sets of data for these two groups may occur. However, the difference between these data is small. For example, the mean of minimum scheduled salaries for teachers in the 1976-77 National Survey was \$9,014 and in this Report, \$9,073, a difference of \$59 or 0.7 percent. Differences in mean maximum scheduled salaries among enrollment groups are: -0.3 percent for 25,000 or more; 0.2 percent for 10,000 to 24,999; 0.8 percent for 2,500 to 9,999; and 1.3 percent for 300 to 2,499.

Persons interested in analyzing trends in scheduled salaries for classroom teachers should consult data contained in the comprehensive *National Survey of Salaries and Wages in Public Schools* for the 1974-75 to 1977-78 school years. Trend data can be calculated for:

- mean of minimum and mean of maximum scheduled salaries for teachers, for all reporting systems and for each enrollment group

^{1/} *National Survey of Salaries and Wages in Public Schools, 1976-77*, published in 1977 by Educational Research Service, Inc., in three parts: Part I, *Scheduled Salaries for Professional Personnel in Public Schools, 1976-77*; Part II, *Salaries Paid Professional Personnel in Public Schools, 1976-77*; and Part III, *Wages and Salaries Paid Support Personnel in Public Schools, 1976-77*. Price: Part I, Part II, Part III, \$10.00 each if purchased separately; if purchased as a three-volume set, \$25.00. Available to ERS subscribers at half-price.

TABLE D.--Number of Schedules for Classroom Teachers
Included in Analysis, by Size of System, 1976-77

Enrollment Group	Total Systems Queried	Total Responses		Total Providing Salary Schedule Data for Teachers		
		Number	Percent of Total Queried	Number	Percent of Total Responses	Percent of Total Number Supplying Data
25,000 or more pupils (large)	186	158	85.0%	132	83.5%	18.3%
10,000 to 24,999 pupils (medium)	578	297	51.4	217	73.1	30.0
2,500 to 9,999 pupils (small)	659	376	57.0	244	64.9	33.7
300 to 2,499 pupils (very small)	497	229	46.1	130	56.8	18.0
TOTAL	1,920	1,060	55.2%	723	68.2%	100.0%

- percent distribution of minimum and maximum scheduled salaries for teachers, for all reporting systems and for each enrollment group.

FINDINGS OF THE STUDY: SUMMARY TABLES

Tables 1 through 19 summarize salary distributions scheduled for teachers and certain relevant administrative provisions found in those school systems providing the 723 salary schedules available for analysis.

In most tables, means and ranges of the *minimums* and *maximums* of the summary data are presented. In tables showing ratios between specific academic degree levels (i.e., Tables 4, 7, 8, and 11), *maximums* refer to the salary level at step 10 on the salary schedule or the

maximum of the scale if there were fewer than 10 steps in the scale. Data in all tables except Table 2 are classified according to four enrollment groupings--25,000 or more pupils (large); 10,000 to 24,999 pupils (medium); 2,500 to 9,999 pupils (small); and 300 to 2,499 pupils (very small).

Table 1 shows the mean *minimum* and *maximum* scheduled salaries for classroom teachers by preparation level (bachelor's degree, master's degree or five years, six years or M.A.+30, and doctor's degree or seven years).

Table 2 presents the mean and range of scheduled salaries for classroom teachers by eight geographic regions (New England, Mideast, Southeast, Great Lakes, Plains, Southwest, Rocky Mountains, and Far West). Data classified on a geographic basis are intended only to give a *general* indication of the regional variations in salary scheduling that exist among various geographic areas. The sampling variation

associated with these data can be expected to be large. Therefore, users are advised that regional data should *not* be used as precise measures of regional differences in salary schedules.

Table 3 gives the percent distribution of the *minimum* and *maximum* salaries scheduled for classroom teachers with a bachelor's degree. Table 4 shows the ratio of the B.A. *maximum* scheduled salary to the B.A. *minimum* salary.

Table 5 provides the same information as appears in Table 3, for teachers with a master's degree. Table 6 compares the ratio of the M.A. *minimum* scheduled salary to the B.A. *minimum* salary. Table 7 gives the ratio of the M.A. *maximum* scheduled salary to the B.A. *minimum* salary. Table 8 provides the ratio of the M.A. *maximum* scheduled salary to the B.A. *maximum* salary.

Table 9 provides the same information as appears in Table 3, for teachers with six years of academic preparation (M.A.+30). Table 10 shows the ratio of the six year (M.A.+30) *minimum* scheduled salary to the B.A. *minimum* salary. Table 11 gives a comparison of the six year (M.A.+30) *maximum* scheduled salary to the B.A. *maximum* salary.

Table 12 shows the mean number and ranges of increments and the mean amount and ranges of

increments in the 1976-77 teacher salary schedules analyzed, by preparation level and enrollment group.

Table 13 gives the number of increments, together with means and ranges, between *minimum* and *maximum* scheduled salaries for teachers, at the master's degree preparation level.

Table 14 shows the percent distribution, and means and ranges, of long-service increments in teacher salary schedules at the M.A. level. The average dollar amount of these long-service increments and the ranges of the amount are also provided.

Table 15 gives the percent distribution of salary schedules for teachers, by highest preparation level recognized and by enrollment group.

Table 16 provides the percent of salary schedules for teachers derived from an index or ratio. Table 17 shows the percent distribution of the highest step placement for new teachers with experience and a B.A. degree.

Table 18 shows the percent distribution, together with the mean and the range, of days on duty for classroom teachers. Table 19 provides the percent distribution of the mean scheduled daily pay rate for teachers at the B.A. *minimum* with means and ranges.

TABLE 1.—MEAN SCHEDULED SALARIES FOR CLASSROOM TEACHERS, BY PREPARATION LEVEL AND BY ENROLLMENT GROUP, 1976-77

PREPARATION LEVEL 1	ENROLLMENT GROUP				TOTAL-- ALL RE- PORTING SYSTEMS 6
	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5	
BACHELOR'S DEGREE					
MEAN MINIMUM	\$ 9,104	\$ 9,136	\$ 9,159	\$ 8,779	\$ 9,073
MEAN MAXIMUM	\$13,724	\$13,559	\$13,688	\$12,423	\$13,430
MASTER'S DEGREE (OR 5 YEARS)					
MEAN MINIMUM	\$10,107	\$10,212	\$10,121	\$ 9,697	\$10,069
MEAN MAXIMUM	\$15,767	\$16,062	\$16,024	\$14,503	\$15,715
SIX YEARS (M.A. + 30)					
MEAN MINIMUM	\$11,043	\$11,253	\$11,065	\$10,778	\$11,089
MEAN MAXIMUM	\$17,048	\$17,648	\$17,379	\$16,237	\$17,267
DOCTOR'S DEGREE (OR 7 YEARS)					
MEAN MINIMUM	\$11,703	\$11,839	\$11,846	\$11,680	\$11,792
MEAN MAXIMUM	\$17,804	\$18,278	\$18,332	\$17,412	\$18,104

TABLE 2.--MEAN AND RANGE OF SCHEDULED SALARIES FOR CLASSROOM TEACHERS, BY GEOGRAPHIC REGION, 1976-77

PREPARATION LEVEL 1	NEW ENGLAND 2	MID- EAST 3	SOUTH- EAST 4	GEOGRAPHIC REGION GREAT LAKES 5	PLAINS 6	SOUTH- WEST 7	ROCKY MTS. 8	FAR WEST 9	TOTAL-- ALL REGIONS 10
BACHELOR'S DEGREE MINIMUM									
NUMBER OF RESPONDENTS	51	95	132	159	85	52	24	125	723
MEAN	\$ 8990	\$ 9509	\$ 8657	\$ 9229	\$ 8751	\$ 8752	\$ 8979	\$ 9387	\$ 9073
RANGE - LOW	\$ 7100	\$ 7550	\$ 7400	\$ 7900	\$ 7000	\$ 7937	\$ 8250	\$ 7557	\$ 7000
HIGH	\$ 10826	\$ 11605	\$ 10547	\$ 11000	\$ 9766	\$ 10000	\$ 10079	\$ 10789	\$ 11605
MASTER'S DEGREE MAXIMUM									
NUMBER OF RESPONDENTS	50	95	132	159	85	52	24	126	723
MEAN	\$ 15815	\$ 17329	\$ 13415	\$ 16572	\$ 15394	\$ 14239	\$ 15664	\$ 16616	\$ 15714
RANGE - LOW	\$ 10600	\$ 13855	\$ 9724	\$ 12500	\$ 8600	\$ 10915	\$ 12580	\$ 12862	\$ 8600
HIGH	\$ 19325	\$ 21662	\$ 21067	\$ 23255	\$ 20860	\$ 18414	\$ 21748	\$ 21048	\$ 23255
SIX YEARS (MA+30) MAXIMUM									
NUMBER OF RESPONDENTS	47	86	112	105	63	25	21	116	575
MEAN	\$ 17075	\$ 18605	\$ 14232	\$ 18252	\$ 17460	\$ 15954	\$ 17353	\$ 18554	\$ 17267
RANGE - LOW	\$ 12635	\$ 14850	\$ 11243	\$ 14786	\$ 12046	\$ 13325	\$ 13700	\$ 13256	\$ 11243
HIGH	\$ 21933	\$ 24322	\$ 22104	\$ 24302	\$ 23070	\$ 19251	\$ 23289	\$ 22806	\$ 24322
DOCTOR'S DEGREE MAXIMUM									
NUMBER OF RESPONDENTS	30	47	88	42	22	21	14	50	314
MEAN	\$ 18803	\$ 19704	\$ 15326	\$ 19835	\$ 18708	\$ 16809	\$ 18965	\$ 19659	\$ 18105
RANGE - LOW	\$ 14930	\$ 15621	\$ 12168	\$ 16750	\$ 10850	\$ 11966	\$ 15350	\$ 15794	\$ 10850
HIGH	\$ 23752	\$ 27054	\$ 23312	\$ 25350	\$ 23685	\$ 21006	\$ 24840	\$ 22783	\$ 27054

STATES INCLUDED IN GEOGRAPHIC REGIONS. NEW ENGLAND: CT, ME, MA, NH, RI, VT; MIDEAST: DE, DC, MD, NJ, NY, PA; SOUTH-EAST: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV; GREAT LAKES: IL, IN, MI, OH, WI, PLAINS: IA, KS, MN, MO, NE, ND, SD; SOUTHWEST: AZ, NM, OK, TX; ROCKY MOUNTAINS: CO, ID, MT, UT, WY; FAR WEST: AK, CA, HI, NV, OR, WA.

TABLE 3.--PERCENT DISTRIBUTION OF SALARIES SCHEDULED FOR CLASSROOM TEACHERS WITH A BACHELOR'S DEGREE, BY ENROLLMENT GROUP, 1976-77

SALARY CLASS	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS
	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	6	
1	2	3	4	5	6	
BACHELOR'S DEGREE MINIMUM						
LESS THAN \$ 7,500 .....	.8	.5	.8	3.1	1.1	
7,500 TO 7,749 .....	...	.5	1.2	6.2	1.7	
7,750 TO 7,999	1.5	.9	1.2	3.8	1.7	
8,000 TO 8,249	3.8	6.5	6.1	10.0	6.5	
8,250 TO 8,499	8.3	6.9	5.7	10.0	7.3	
8,500 TO 8,749	15.2	12.9	11.1	13.1	12.7	
8,750 TO 8,999	17.4	14.7	16.4	15.4	15.9	
9,000 TO 9,249	15.2	15.2	16.8	13.1	15.4	
9,250 TO 9,499	12.9	13.8	10.7	11.5	12.2	
9,500 TO 9,749	10.6	12.9	7.4	5.4	9.3	
9,750 TO 9,999	5.3	5.5	6.1	3.8	5.4	
10,000 TO 10,499	7.6	6.9	12.7	2.3	8.2	
10,500 TO 10,999 .....	...	2.8	2.9	1.5	2.1	
11,000 OR MORE	1.5	...	.8	.8	.7	
T O T A L	100.1	100.0	99.9	100.0	100.2	
NUMBER OF RESPONDENTS	132	217	244	130	723	
MEAN	\$ 9104	\$ 9136	\$ 9159	\$ 8779	\$ 9073	
RANGE - LOW	\$ 7468	\$ 7444	\$ 7400	\$ 7000	\$ 7000	
HIGH	\$ 11000	\$ 10850	\$ 11300	\$ 11605	\$ 11605	

BACHELOR'S DEGREE MAXIMUM						
LESS THAN \$ 9,000 .....	...	.5	...	.8	.3	
9,000 TO 9,999 .....	.8	.9	2.0	10.1	2.9	
10,000 TO 10,499	1.5	2.8	2.9	7.8	3.5	
10,500 TO 10,999	6.1	2.8	2.4	4.7	3.6	
11,000 TO 11,499	3.1	6.0	3.3	7.0	4.7	
11,500 TO 11,999	6.1	7.8	9.0	12.4	8.7	
12,000 TO 12,499	8.4	10.1	11.8	9.3	10.2	
12,500 TO 12,999	8.4	11.1	11.8	10.1	10.7	
13,000 TO 13,499	12.2	7.8	7.8	8.5	8.7	
13,500 TO 13,999	16.0	12.0	8.6	10.9	11.4	
14,000 TO 14,999	16.0	14.3	17.1	10.9	15.0	
15,000 TO 15,999	6.9	14.7	8.6	3.9	9.3	
16,000 TO 16,999	8.4	5.1	8.2	1.6	6.1	
17,000 TO 17,999	5.3	3.2	4.1	1.6	3.6	
18,000 OR MORE .....	.8	.9	2.4	.8	1.4	
T O T A L	100.0	100.0	100.0	100.4	100.1	
NUMBER OF RESPONDENTS	132	217	244	130	723	
MEAN	\$ 13708	\$ 13559	\$ 13679	\$ 12423	\$ 13424	
RANGE - LOW	\$ 9895	\$ 8044	\$ 9215	\$ 7600	\$ 7600	
HIGH	\$ 19800	\$ 19506	\$ 22836	\$ 18200	\$ 22836	

TABLE 4.--RATIO OF BACHELOR'S DEGREE MAXIMUM SCHEDULED SALARY TO BACHELOR'S DEGREE MINIMUM, BY ENROLLMENT GROUP, 1976-77

RATIO OF B.A. MAXIMUM* TO B.A. MINIMUM	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS
	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499		
1	2	3	4	5	6	
LESS THAN 115.0 .....	...	4.1	1.6	6.2	2.9	
115.0 TO 119.9	4.5	6.0	5.7	5.4	5.5	
120.0 TO 124.9	11.4	5.5	7.4	9.2	7.9	
125.0 TO 129.9	9.1	9.2	14.3	10.8	11.2	
130.0 TO 134.9	13.6	15.7	14.8	21.5	16.0	
135.0 TO 139.9	18.2	12.9	18.4	19.2	16.9	
140.0 TO 144.9	12.9	18.9	17.2	13.1	16.2	
145.0 TO 149.9	16.7	13.4	11.5	12.3	13.1	
150.0 TO 159.9	8.3	9.2	7.4	2.3	7.2	
160.0 TO 169.9	4.5	2.8	.4	...	1.8	
170.0 TO 179.9 .....	.8	1.8	1.2	...	1.1	
180.0 OR MORE .....	...	.5	...	...	.1	
T O T A L	100.0	100.0	99.9	100.0	99.9	
NUMBER OF RESPONDENTS	132	217	244	130	723	
MEAN	138.3	137.9	136.1	133.0	136.5	
RANGE - LOW	115.8	105.0	105.6	105.7	105.0	
HIGH	171.7	197.3	176.9	158.6	197.3	

* AT STEP 10 OR MAXIMUM OF SCALE IF FEWER THAN 10 STEPS IN LANE

TABLE 5.--PERCENT DISTRIBUTION OF SALARIES SCHEDULED FOR CLASSROOM TEACHERS WITH A MASTER'S DEGREE, BY ENROLLMENT GROUP, 1976-77

SALARY CLASS	ENROLLMENT GROUP				TOTAL-- ALL RE- PORTING SYSTEMS
	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	
1	2	3	4	5	6
MASTER'S DEGREE MINIMUM					
LESS THAN \$ 8,000 .....	...	.5	.4	2.3	.7
\$ 8,000 TO 8,999	6.1	5.5	9.0	16.9	8.9
9,000 TO 9,249	8.3	6.5	8.6	13.8	8.9
9,250 TO 9,449	9.8	8.8	8.2	13.8	9.7
9,500 TO 9,749	15.2	13.4	11.9	7.7	12.2
9,750 TO 9,999	11.4	8.8	12.7	9.2	10.7
10,000 TO 10,249	8.3	10.1	6.6	9.2	8.4
10,250 TO 10,499	14.4	7.8	7.4	10.8	9.4
10,500 TO 10,749	6.1	12.9	10.7	3.8	9.3
10,750 TO 10,999	4.5	9.7	7.0	1.5	6.4
11,000 TO 11,499	8.3	8.8	8.6	7.7	8.4
11,500 TO 11,999	6.1	4.1	5.3	2.3	4.6
12,000 TO 12,499 .....	.8	1.4	2.0	...	1.2
12,500 OR MORE .....	.8	1.8	1.6	.8	1.4
T O T A L	100.1	100.1	100.0	99.8	100.2
NUMBER OF RESPONDENTS	132	217	244	130	723
MEAN	\$ 10107	\$ 10212	\$ 10121	\$ 9697	\$ 10069
RANGE - LOW	\$ 8439	\$ 7850	\$ 7861	\$ 7600	\$ 7600
HIGH	\$ 12780	\$ 13570	\$ 12954	\$ 14321	\$ 14321
MASTER'S DEGREE MAXIMUM					
LESS THAN \$10,000 .....	...	.5	...	.8	.3
\$10,000 TO 10,499 .....	...	...	...	.8	.1
10,500 TO 10,999 .....	...	...	.8	4.6	1.1
11,000 TO 11,499	1.5	1.8	2.4	3.1	2.2
11,500 TO 11,999 .....	.8	.9	1.6	1.5	1.2
12,000 TO 12,499	3.8	1.8	1.2	3.1	2.2
12,500 TO 12,999	2.3	5.5	2.9	11.5	5.1
13,000 TO 13,999	12.2	11.1	11.0	10.8	11.2
14,000 TO 14,999	19.8	9.2	9.8	24.6	14.1
15,000 TO 15,999	19.1	12.9	21.6	20.8	18.4
16,000 TO 16,999	11.5	20.7	14.7	8.5	14.8
17,000 TO 17,999	13.0	18.4	13.9	6.2	13.7
18,000 TO 18,999	6.1	6.5	9.4	...	6.2
19,000 TO 19,999	5.3	6.5	6.5	.8	5.3
20,000 OR MORE	4.6	4.1	4.1	3.1	4.0
T O T A L	100.0	99.9	99.9	100.2	99.9
NUMBER OF RESPONDENTS	132	217	244	130	723
MEAN	\$ 15760	\$ 16062	\$ 16024	\$ 14503	\$ 15714
RANGE - LOW	\$ 11300	\$ 9724	\$ 10680	\$ 8600	\$ 8600
HIGH	\$ 21748	\$ 22221	\$ 23255	\$ 21432	\$ 23255

TABLE 6.--RATIO OF MASTER'S DEGREE MINIMUM SCHEDULED SALARY TO BACHELOR'S DEGREE MINIMUM, BY ENROLLMENT GROUP, 1976-77

RATIO OF MASTER'S DEGREE MINIMUM TO BACHELOR'S DEGREE MINIMUM	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS
	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499		
1	2	3	4	5	6	
LESS THAN 102.0 .....	.8	.9	.4	...	.6	
102.0 TO 103.9	6.1	4.1	4.5	2.3	4.3	
104.0 TO 105.9	6.8	3.2	4.1	8.5	5.1	
106.0 TO 107.9	12.1	14.3	18.0	14.6	15.2	
108.0 TO 109.9	17.4	16.6	23.0	25.4	20.5	
110.0 TO 111.9	19.7	16.1	20.9	21.5	19.4	
112.0 TO 113.9	12.9	16.1	10.7	12.3	13.0	
114.0 TO 115.9	9.1	12.0	7.4	3.1	8.3	
116.0 TO 117.9	5.3	4.1	3.3	5.4	4.3	
118.0 TO 119.9	3.0	4.1	2.5	1.5	2.9	
120.0 OR MORE	6.8	8.3	5.3	5.4	6.5	
T O T A L	100.0	99.8	100.1	100.0	100.1	
NUMBER OF RESPONDENTS	132	217	244	130	723	
MEAN	111.0	112.0	110.5	110.4	111.0	
RANGE - LOW	101.6	100.0	101.5	103.4	100.0	
HIGH	126.8	160.3	130.0	127.8	160.3	

TABLE 7.--RATIO OF MASTER'S DEGREE MAXIMUM SCHEDULED SALARY TO BACHELOR'S DEGREE MINIMUM, BY ENROLLMENT GROUP, 1976-77

RATIO OF MASTER'S DEGREE MAXIMUM* TO BACHELOR'S DEGREE MINIMUM	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS
	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499		
1	2	3	4	5	6	
LESS THAN 120.0 .....	...	.9	1.6	2.3	1.2	
120.0 TO 124.9	1.5	2.3	1.2	1.5	1.7	
125.0 TO 129.9 .....	.8	1.8	3.3	6.2	2.9	
130.0 TO 134.9	3.8	3.2	5.3	6.9	4.7	
135.0 TO 139.9	15.2	7.4	8.6	6.9	9.1	
140.0 TO 144.9	6.1	7.8	9.0	10.8	8.4	
145.0 TO 149.9	15.9	7.4	13.5	22.3	13.7	
150.0 TO 154.9	10.6	11.1	14.3	16.9	13.1	
155.0 TO 159.9	8.3	13.8	13.5	9.2	11.9	
160.0 TO 164.9	11.4	18.0	13.5	6.2	13.1	
165.0 TO 169.9	11.4	8.8	7.0	6.2	8.2	
170.0 TO 179.9	9.8	11.1	5.7	3.8	7.7	
180.0 TO 189.9	3.8	4.6	2.0	...	2.8	
190.0 OR MORE	1.5	1.8	1.2	.8	1.4	
T O T A L	100.1	100.0	99.7	100.0	99.9	
NUMBER OF RESPONDENTS	132	217	244	130	723	
MEAN	154.5	156.4	152.1	148.0	153.1	
RANGE - LOW	121.7	119.2	114.1	114.4	114.1	
HIGH	193.0	212.1	195.4	196.3	212.1	

* AT STEP 10 OR MAXIMUM OF SCALE IF FEWER THAN 10 STEPS IN LANE

TABLE 8.--RATIO OF MASTER'S DEGREE MAXIMUM SCHEDULED SALARY TO BACHELOR'S DEGREE MAXIMUM, BY ENROLLMENT GROUP, 1976-77

RATIO OF MASTER'S DEGREE MAXIMUM TO BACHELOR'S DEGREE MAXIMUM*	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS
	25,000 OR MORE 1	10,000 TO 24,999 2	2,500 TO 9,999 3	300 TO 2,499 4	5	
LESS THAN 102.0 .....	...	.5	.4	...	.3
102.0 TO 102.9 .....	.8	...	1.6	.8	.8
103.0 TO 103.9	1.5	1.4	1.2	2.3	1.5	
104.0 TO 104.9	5.3	2.3	1.6	5.4	3.2	
105.0 TO 105.9	3.0	6.0	5.7	6.2	5.4	
106.0 TO 106.9	9.8	8.8	9.0	8.5	9.0	
107.0 TO 107.9	12.1	9.7	11.1	10.0	10.7	
108.0 TO 108.9	12.1	5.1	9.0	13.8	9.3	
109.0 TO 109.9	6.1	6.5	7.4	3.8	6.2	
110.0 TO 110.9	6.8	7.8	6.6	8.5	7.3	
111.0 TO 111.9	7.6	5.1	5.3	6.2	5.8	
112.0 TO 113.9	7.6	10.1	12.7	12.3	10.9	
114.0 TO 115.9	9.1	7.8	9.0	5.4	8.0	
116.0 TO 117.9	3.8	7.4	3.3	2.3	4.4	
118.0 TO 119.9	5.3	2.8	2.9	3.1	3.3	
120.0 TO 121.9	1.5	4.1	2.5	3.8	3.0	
122.0 TO 123.9 .....	.8	3.2	2.5	2.3	2.4
124.0 OR MORE	6.8	11.5	8.2	5.4	8.4	
T O T A L	100.0	100.1	100.0	100.1	99.9	
NUMBER OF RESPONDENTS	132	217	244	130	723	
MEAN	111.9	113.9	112.6	111.6	112.7	
RANGE - LOW	102.9	100.0	101.7	102.7	100.0	
HIGH	147.3	149.6	167.3	147.4	167.3	

* AT STEP 10 OR MAXIMUM OF SCALE IF FEWER THAN 10 STEPS IN LANE

TABLE 9.--PERCENT DISTRIBUTION OF SALARIES SCHEDULED FOR CLASSROOM TEACHERS WITH 6 YEARS OF ACADEMIC PREPARATION (M.A.+30), BY ENROLLMENT GROUP, 1976-77

SALARY CLASS 1	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS 6
	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5		
6 YEAR (M.A. + 30) MINIMUM						
LESS THAN \$ 9,000 .....	.9	2.1	1.5	2.9	1.7
\$ 9,000 TO 9,499	5.1	1.6	8.1	8.8	5.4	
9,500 TO 9,999	15.4	13.0	13.1	16.2	13.9	
10,000 TO 10,499	17.1	13.5	16.7	16.2	15.7	
10,500 TO 10,999	12.0	13.0	12.6	19.1	13.4	
11,000 TO 11,499	19.7	19.8	14.6	17.6	17.7	
11,500 TO 11,999	9.4	12.5	13.1	7.4	11.5	
12,000 TO 12,499	9.4	10.9	6.6	2.9	8.2	
12,500 TO 12,999	5.1	3.6	5.6	5.9	4.9	
13,000 TO 13,499	2.6	4.7	4.0	...	3.5	
13,500 TO 13,999	1.7	.5	1.0	...	.9
14,000 TO 14,999	1.7	4.2	1.0	1.5	2.3	
15,000 OR MORE .....	...	.5	2.0	1.5	1.0
T O T A L	100.1	99.9	99.9	100.0	100.1	
NUMBER OF RESPONDENTS	117	192	198	68	575	
MEAN	\$ 11043	\$ 11253	\$ 11065	\$ 10778	\$ 11089	
RANGE - LOW	\$ 8958	\$ 8450	\$ 7861	\$ 8400	\$ 7861	
HIGH	\$ 14233	\$ 16349	\$ 16435	\$ 17067	\$ 17067	
6 YEAR (M.A. + 30) MAXIMUM						
LESS THAN \$12,000 .....	...	1.0	1.5	2.9	1.2
12,000 TO 12,999	3.4	2.1	3.5	1.5	2.8	
13,000 TO 13,999	11.2	9.4	7.5	10.3	9.2	
14,000 TO 14,999	9.5	6.8	6.5	4.4	7.0	
15,000 TO 15,499	4.3	2.1	2.5	17.6	4.5	
15,500 TO 15,999	7.8	4.7	5.0	11.8	6.3	
16,000 TO 16,499	5.2	2.1	9.5	19.1	7.3	
16,500 TO 16,999	6.9	5.7	5.5	10.3	6.4	
17,000 TO 17,999	16.4	16.1	18.1	5.9	15.7	
18,000 TO 18,999	13.8	18.8	12.6	5.9	14.1	
19,000 TO 19,999	8.6	14.6	11.1	2.9	10.8	
20,000 TO 20,999	7.8	8.3	8.0	...	7.1	
21,000 TO 21,999	2.6	6.8	5.0	4.4	5.0	
22,000 OR MORE	2.6	1.6	3.5	2.9	2.6	
T O T A L	100.1	100.1	99.8	99.9	100.0	
NUMBER OF RESPONDENTS	117	192	198	68	575	
MEAN	\$ 17046	\$ 17648	\$ 17380	\$ 16237	\$ 17267	
RANGE - LOW	\$ 12600	\$ 11243	\$ 11613	\$ 11568	\$ 11243	
HIGH	\$ 23289	\$ 23360	\$ 24302	\$ 24322	\$ 24322	

TABLE 10.--RATIO OF 6 YEAR (M.A.+30) MINIMUM SCHEDULED SALARY TO BACHELOR'S DEGREE MINIMUM, BY ENROLLMENT GROUP, 1976-77

RATIO OF 6 YEAR (M.A. + 30) MINIMUM TO BACHELOR'S DEGREE MINIMUM	ENROLLMENT GROUP					TOTAL-- ALL REPORTING SYSTEMS
	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499		
1	2	3	4	5	6	
LESS THAN 106.0 .....	.9	1.0	1.5	1.5	1.2	
106.0 TO 107.9	5.2	3.1	3.0	...	3.1	
108.0 TO 109.9	5.2	1.6	3.5	4.5	3.3	
110.0 TO 111.9	2.6	4.7	4.5	1.5	3.8	
112.0 TO 113.9	12.2	8.9	12.6	10.4	11.0	
114.0 TO 115.9	6.1	7.3	11.1	9.0	8.6	
116.0 TO 117.9	8.7	6.3	11.1	10.4	8.9	
118.0 TO 119.9	8.7	11.5	8.6	13.4	10.1	
120.0 TO 121.9	10.4	9.9	14.1	19.4	12.6	
122.0 TO 123.9	5.2	9.9	5.6	6.0	7.0	
124.0 TO 125.9	6.1	7.3	7.1	6.0	6.8	
126.0 TO 127.9	3.5	7.3	.5	3.0	3.7	
128.0 TO 129.9	3.5	4.2	1.5	...	2.6	
130.0 TO 131.9	4.3	1.6	6.6	1.5	3.8	
132.0 TO 133.9	5.2	3.1	...	3.0	2.4	
134.0 TO 135.9	2.6	2.6	2.5	1.5	2.4	
136.0 OR MORE	9.6	9.9	6.1	9.0	8.4	
T O T A L	100.0	100.2	99.9	100.1	99.7	
NUMBER OF RESPONDENTS	115	192	198	67	572	
MEAN	121.5	122.4	119.9	121.2	121.2	
RANGE - LOW	102.7	101.3	102.8	105.8	101.3	
HIGH	176.4	178.0	167.1	160.9	178.0	

TABLE 11.--RATIO OF 6 YEAR (M.A.+30) MAXIMUM SCHEDULED SALARY TO BACHELOR'S DEGREE MAXIMUM, BY ENROLLMENT GROUP, 1976-77

RATIO OF 6 YEAR (M.A. + 30) MAXIMUM TO BACHELOR'S DEGREE MAXIMUM*	ENROLLMENT GROUP					TOTAL-- ALL REPORTING SYSTEMS
	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499		
1	2	3	4	5	6	
LESS THAN 106.0 .....	.9	1.0	1.5	1.5	1.2	
106.0 TO 107.9	5.2	3.1	3.0	...	3.1	
108.0 TO 109.9	5.2	1.6	3.5	4.5	3.3	
110.0 TO 111.9	2.6	4.7	4.5	1.5	3.8	
112.0 TO 113.9	12.2	8.9	12.6	10.4	11.0	
114.0 TO 115.9	6.1	7.3	11.1	9.0	8.6	
116.0 TO 117.9	8.7	6.3	11.1	10.4	8.9	
118.0 TO 119.9	8.7	11.5	8.6	13.4	10.1	
120.0 TO 121.9	10.4	9.9	14.1	19.4	12.6	
122.0 TO 123.9	5.2	9.9	5.6	6.0	7.0	
124.0 TO 125.9	6.1	7.3	7.1	6.0	6.8	
126.0 TO 127.9	3.5	7.3	.5	3.0	3.7	
128.0 TO 129.9	3.5	4.2	1.5	...	2.6	
130.0 TO 131.9	4.3	1.6	6.6	1.5	3.8	
132.0 TO 133.9	5.2	3.1	...	3.0	2.4	
134.0 TO 135.9	2.6	2.6	2.5	1.5	2.4	
136.0 OR MORE	9.6	9.9	6.1	9.0	8.4	
T O T A L	100.0	100.2	99.9	100.1	99.7	
NUMBER OF RESPONDENTS	115	192	198	67	572	
MEAN	120.8	123.1	120.4	121.3	121.5	
RANGE - LOW	105.9	102.5	104.8	106.3	102.5	
HIGH	157.0	172.8	177.6	157.9	177.6	

* AT STEP 10 OR MAXIMUM OF SCALE IF FEWER THAN 10 STEPS IN LANE

TABLE 12.--MEAN NUMBER AND MEAN AMOUNT OF INCREMENTS IN 1976-77 SALARY SCHEDULES FOR TEACHERS, BY PREPARATION LEVEL AND ENROLLMENT GROUP

PREPARATION LEVEL	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS
	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5	6	
BACHELOR'S DEGREE						
MEAN NUMBER OF INCREMENTS	12	11	12	11	11	11
RANGE - LOW	4	2	4	4	4	2
HIGH	20	24	42	18	18	42
MEAN AMOUNT OF INCREMENTS	\$ 413	\$ 417	\$ 401	\$ 348	\$ 398	\$ 398
RANGE - LOW	\$ 18	\$ 85	\$ 84	\$ 60	\$ 18	\$ 18
HIGH	\$ 993	\$ 1122	\$ 2100	\$ 619	\$ 2100	\$ 2100
MASTER'S DEGREE						
MEAN NUMBER OF INCREMENTS	13	13	14	13	13	13
RANGE - LOW	7	6	6	6	6	6
HIGH	20	24	35	22	22	35
MEAN AMOUNT OF INCREMENTS	\$ 458	\$ 468	\$ 437	\$ 373	\$ 439	\$ 439
RANGE - LOW	\$ 160	\$ 76	\$ 11	\$ 60	\$ 11	\$ 11
HIGH	\$ 993	\$ 1094	\$ 913	\$ 736	\$ 1094	\$ 1094
6 YEARS (M.A. + 30)						
MEAN NUMBER OF INCREMENTS	13	13	14	14	14	14
RANGE - LOW	7	4	5	1	1	1
HIGH	20	21	35	21	21	35
MEAN AMOUNT OF INCREMENTS	\$ 480	\$ 500	\$ 462	\$ 407	\$ 472	\$ 472
RANGE - LOW	\$ 160	\$ 76	\$ 84	\$ 60	\$ 60	\$ 60
HIGH	\$ 993	\$ 1094	\$ 993	\$ 702	\$ 1094	\$ 1094
DOCTOR'S DEGREE (OR 7 YEARS)						
MEAN NUMBER OF INCREMENTS	13	14	15	14	14	14
RANGE - LOW	8	8	8	9	8	8
HIGH	20	21	35	19	19	35
MEAN AMOUNT OF INCREMENTS	\$ 474	\$ 485	\$ 476	\$ 427	\$ 476	\$ 476
RANGE - LOW	\$ 160	\$ 146	\$ 146	\$ 150	\$ 146	\$ 146
HIGH	\$ 1018	\$ 1065	\$ 1011	\$ 700	\$ 1065	\$ 1065

TABLE 13.--NUMBER OF INCREMENTS BETWEEN MINIMUM AND MAXIMUM SCHEDULED SALARIES FOR TEACHERS, MASTER'S DEGREE PREPARATION LEVEL, BY ENROLLMENT GROUP, 1976-77

NUMBER OF M.A. INCREMENTS 1	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS 6
	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5		
LESS THAN 7 INCREMENTS .....	...	.5	.4	.8	.4
7 INCREMENTS .....	.8	...	...	.8	.3
8 INCREMENTS	1.5	2.3	...	...	1.0
9 INCREMENTS	1.5	4.6	3.3	2.3	3.2	
10 INCREMENTS	15.3	11.1	8.2	8.5	10.4	
11 INCREMENTS	10.7	15.2	11.0	13.1	12.6	
12 INCREMENTS	18.3	13.8	11.0	20.0	14.8	
13 INCREMENTS	10.7	10.6	14.3	18.5	13.3	
14 INCREMENTS	19.8	16.6	13.9	10.0	15.1	
15 INCREMENTS	9.9	10.1	12.7	10.0	10.9	
16 INCREMENTS	5.3	6.0	8.6	3.1	6.2	
17 INCREMENTS OR MORE	6.1	9.2	16.7	13.1	11.9	
T O T A L	59.9	100.0	100.1	100.2	100.1	
NUMBER OF RESPONDENTS	132	217	244	130	723	
MEAN	13	13	14	13	13	
RANGE - LOW	7	6	6	6	6	
HIGH	20	24	35	22	35	

TABLE 14.--PERCENT DISTRIBUTION OF LONG-SERVICE INCREMENTS IN TEACHERS' SALARY SCHEDULES, M.A. DEGREE LEVEL, BY ENROLLMENT GROUP, 1976-77

NUMBER OF LONG-SERVICE INCREMENTS 1	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS 6
	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5		
1 INCREMENT	31.9	26.1	29.3	32.0	29.2	
2 INCREMENTS	31.9	27.5	41.3	32.0	33.8	
3 INCREMENTS	21.3	26.1	20.0	16.0	21.8	
4 INCREMENTS	6.4	18.8	4.0	12.0	10.2	
5 INCREMENTS	2.1	...	2.7	8.0	2.3	
6 INCREMENTS OR MORE	6.4	1.4	2.7	...	2.8	
T O T A L	100.0	99.9	100.0	100.0	100.1	
NUMBER OF RESPONDENTS	47	69	75	25	216	
MEAN	2	3	2	2	2	
RANGE - LOW	1	1	1	1	1	
HIGH	7	4	14	5	14	
AVERAGE DOLLAR AMOUNT OF LONG-SERVICE INCREMENTS	\$ 409	\$ 393	\$ 488	\$ 363	\$ 426	
RANGE - LOW	\$ 100	\$ 100	\$ 50	\$ 167	\$ 50	
HIGH	\$ 1050	\$ 853	\$ 1970	\$ 757	\$ 1970	

TABLE 15.--PERCENT DISTRIBUTION OF SALARY SCHEDULES FOR TEACHERS BY HIGHEST PREPARATION LEVEL RECOGNIZED AND BY ENROLLMENT GROUP, 1976-77

HIGHEST ACADEMIC PREPARATION LEVEL RECOGNIZED FOR SALARY CREDIT 1	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5	TOTAL-- ALL REPORTING SYSTEMS 6
LESS THAN MASTER'S DEGREE ..	...	...	...	...	...
MASTER'S DEGREE	6.1	8.8	11.1	30.8	13.0
MORE THAN 5 YEARS BUT LESS THAN 6 YEARS .....	.8	1.8	7.4	15.4	5.9
SIX YEARS	18.9	25.3	37.3	34.6	29.9
EDUCATION SPECIALIST DEGREE MORE THAN 6 YEARS BUT LESS THAN 7 YEARS	1.5	2.8	3.3	2.3	2.6
SEVEN YEARS	1.5	6.9	6.1	3.1	5.0
EARNED DOCTOR'S DEGREE .....	.8	2.8	3.7	2.3	2.6
OTHER	70.5	51.6	31.1	10.8	40.8
	...	...	...	.8	.1
T O T A L	100.1	100.0	100.0	100.1	99.9
NUMBER OF RESPONDENTS	132	217	244	130	723

TABLE 16.--PERCENT OF SALARY SCHEDULES FOR TEACHERS DERIVED FROM AN INDEX OR RATIO, BY ENROLLMENT GROUP, 1976-77

SCHEDULE DERIVED FROM AN INDEX OR RATIO 1	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5	TOTAL-- ALL REPORTING SYSTEMS 6
NO	81.8	79.6	81.0	73.4	79.4
YES:					
B.A. MINIMUM = 100.0	17.4	19.0	18.6	26.6	19.9
MINIMUM EACH CLASS = 100.0 .....	...	.5	.4	...	.3
M.A. MINIMUM = 100.0 .....	.8	.5	...	...	.3
OTHER .....	...	.5	...	...	.1
T O T A L	100.0	100.1	100.0	100.0	100.0

TABLE 17.--PERCENT DISTRIBUTION OF HIGHEST STEP PLACEMENT FOR NEW TEACHERS WITH EXPERIENCE AND BACHELOR'S DEGREE PREPARATION LEVEL, BY ENROLLMENT GROUP, 1976-77

MAXIMUM STEP PLACEMENT FOR PRIOR EXPERIENCE (B.A. SALARY CLASS) 1	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS 6
	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5		
BELOW STEP 5	7.5	3.1	3.9	...	3.5	
STEP 5	3.0	13.8	2.4	10.7	7.8	
STEP 6	53.7	30.8	21.3	14.7	28.6	
STEP 7	6.0	9.2	10.2	5.3	8.3	
STEP 8	4.5	11.5	10.2	4.0	8.5	
STEP 9	1.5	6.9	1.6	2.7	3.5	
STEP 10 OR HIGHER	23.9	20.0	15.0	1.3	15.5	
NO DATA .....	...	4.7	35.4	61.3	24.3
T O T A L	100.1	100.0	100.0	100.0	100.0	

TABLE 18.--PERCENT DISTRIBUTION OF DAYS ON DUTY FOR CLASSROOM TEACHERS, BY ENROLLMENT GROUP, 1976-77

NUMBER OF DAYS ON DUTY 1	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS 6
	25,000 OR MORE 2	10,000 TO 24,999 3	2,500 TO 9,999 4	300 TO 2,499 5		
FEWER THAN 180 DAYS	12.2	14.3	8.2	14.6	11.9	
180 TO 184 DAYS	37.4	41.5	50.4	51.5	45.6	
185 TO 189 DAYS	10.7	20.3	23.4	23.1	20.1	
190 TO 194 DAYS	26.7	16.1	14.3	9.2	16.2	
195 TO 199 DAYS	11.5	6.5	2.9	...	5.0	
200 OR MORE DAYS	1.5	1.4	.8	1.5	1.2	
T O T A L	100.0	100.1	100.0	99.9	100.0	
NUMBER OF RESPONDENTS	131	217	244	130	722	
MEAN	186	185	184	183	184	
RANGE - LOW	175	175	174	169	169	
HIGH	200	200	200	200	200	

TABLE 19.--PERCENT DISTRIBUTION OF MEAN SCHEDULED DAILY RATE FOR TEACHERS AT B.A. MINIMUM, BY ENROLLMENT GROUP, 1976-77

MEAN SCHEDULED DAILY RATE AT B.A. MINIMUM	ENROLLMENT GROUP					TOTAL-- ALL RE- PORTING SYSTEMS
	25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499		
1	2	3	4	5	6	
LESS THAN \$40.00 .....	.8	...	.4	2.3	.7	
\$40.00 TO 41.99	3.0	2.8	.8	5.4	2.6	
42.00 TO 43.99	6.1	6.5	4.5	11.5	6.6	
44.00 TO 45.99	13.6	12.4	13.5	13.1	13.1	
46.00 TO 47.99	18.2	11.5	13.1	14.6	13.8	
48.00 TO 49.99	21.2	17.1	21.3	20.0	19.8	
50.00 TO 51.99	15.2	21.2	17.6	14.6	17.7	
52.00 TO 53.99	10.6	15.7	10.2	11.5	12.2	
54.00 TO 55.99	6.1	7.8	9.8	3.8	7.5	
56.00 TO 57.99	2.3	2.8	5.7	1.5	3.5	
58.00 TO 59.99	1.5	2.3	1.6	.8	1.7	
60.00 OR MORE	1.5	...	1.2	.8	.8	
NO DATA .....	...	...	...	...	...
TOTAL	100.1	100.1	99.7	99.9	100.0	
NUMBER OF RESPONDENTS	132	217	244	130	723	
MEAN	\$ 49.04	\$ 49.57	\$ 49.85	\$ 48.10	\$ 49.31	
RANGE - LOW	\$ 39.31	\$ 40.25	\$ 39.31	\$ 39.08	\$ 39.08	
HIGH	\$ 61.11	\$ 59.94	\$ 61.41	\$ 64.47	\$ 64.47	

Examples of Features Commonly Found in Teacher Salary Schedule Structures

SCHOOL SYSTEM	COMPLETE OR FULL SCHEDULE	ADDITIVE SCHEDULE	FIXED DOLLAR INCREMENTS	VARIABLE DOLLAR INCREMENTS	FIXED RATIO SCHEDULE	VARIABLE RATIO SCHEDULE	ADDITIONAL UNITS OF ACADEMIC CREDIT	ADVANCEMENT CONTINGENT ON SATISFACTORY PERFORMANCE	ADVANCEMENT CONTINGENT ON MERIT PROVIDED	ADDITIONAL ADVANCEMENT BASED ON MERIT PROVIDED	SUPERMAXIMUM INCREMENTS PROVIDED
EX 1: CHANDLER PUBLIC SCHOOLS (AZ)	X					X					
EX 2: CHATHAM TOWNSHIP SCHOOL DISTRICT (NJ)	X		X						X		
EX 3: EAST NOBLE SCHOOL CORPORATION (IN)	X		X								X
EX 4: INDEPENDENT SCHOOL DISTRICT NO. 279 (MN)	X				X				X		
EX 5: BRUNSWICK SCHOOL DISTRICT (ME)	X		X							X	
EX 6: NORTH ST. PAUL-MAPLEWOOD SCHOOLS (MN)	X		X				X	X			
EX 7: TOLLAND SCHOOL DISTRICT (CT)			X		X				X		X
EX 8: PARKWAY SCHOOL DISTRICT (MO)	X				X		X	X	X		
EX 9: PRINCETON REGIONAL SCHOOL DISTRICT (NJ)			X				X			X	
EX 10: GREEN BAY PUBLIC SCHOOLS (WI)			X			X	X				

E 1
X

CHANDLER PUBLIC SCHOOLS (Chandler, Arizona)

Example of:

- a) Complete or full schedule
- b) Fixed ratio schedule

1976-77 Salary Schedule

ADOPTED: 6/1/76

Base: 1.00 \$9000

STEP	BA		BA+12		BA+24		MA BA+36	
	Rate	Salary	Rate	Salary	Rate	Salary	Rate	Salary
1	1.00	9000	1.05	9450	1.10	9900	1.15	10350
2	1.05	9450	1.10	9900	1.15	10350	1.20	10800
3	1.10	9900	1.15	10350	1.20	10800	1.25	11250
4	1.15	10350	1.20	10800	1.25	11250	1.30	11700
5	1.20	10800	1.25	11250	1.30	11700	1.35	12150
6	1.25	11250	1.30	11700	1.35	12150	1.40	12600
7			1.35	12150	1.40	12600	1.45	13050
8					1.45	13050	1.50	13500
9							1.55	13950
10							1.60	14400
11							1.65	14850
11½							1.675	15075
12							1.70	15300
12½							1.725	15525
13			1.65	14850	1.70	15300	1.75	15750
13½							1.775	15975
14							1.80	16200
14½								
15								

STEP	MA+15 BA+54		MA+30		EDS MA+45		EdD PhD	
	Rate	Salary	Rate	Salary	Rate	Salary	Rate	Salary
1	1.20	10800	1.25	11250	1.30	11700	1.35	12150
2	1.25	11250	1.30	11700	1.35	12150	1.40	12600
3	1.30	11700	1.35	12150	1.40	12600	1.45	13050
4	1.35	12150	1.40	12600	1.45	13050	1.50	13500
5	1.40	12600	1.45	13050	1.50	13500	1.55	13950
6	1.45	13050	1.50	13500	1.55	13950	1.60	14400
7	1.50	13500	1.55	13950	1.60	14400	1.65	14850
8	1.55	13950	1.60	14400	1.65	14850	1.70	15300
9	1.60	14400	1.65	14850	1.70	15300	1.75	15750
10	1.65	14850	1.70	15300	1.75	15750	1.80	16200
11	1.70	15300	1.75	15750	1.80	16200	1.85	16650
11½	1.725	15525	1.775	15975	1.825	16425	1.875	16875
12	1.75	15750	1.80	16200	1.85	16650	1.90	17100
12½	1.775	15975	1.825	16425	1.875	16875	1.925	17325
13	1.80	16200	1.85	16650	1.90	17100	1.95	17550
13½	1.825	16425	1.875	16875	1.925	17325	1.975	17775
14	1.85	16650	1.90	18100	1.95	17550	2.00	18000
14½					1.975	17775	2.025	18225
15					2.00	18000	2.05	18450

- A. CREDIT FOR EXPERIENCE OUTSIDE CHANDLER SCHOOLS: Four or more years experience start on Step 5, three years experience on Step 4, two years experience on Step 3, and one year experience on Step 2.
- B. Applications for horizontal advancement for the 1977-78 school year must be in the Superintendent's office by March 15, 1977. Verification by official transcript must be filed before October 1, 1977.

- C. ALL REGULAR EMPLOYEES WILL RECEIVE HOSPITALIZATION INSURANCE IN ADDITION TO THE ABOVE SALARY SCHEDULE. Social Security and Retirement employee-employer financed plans are in effect.
- D. Teachers on BA, Step 1 through 6, do not progress beyond Step 6 salary. Teachers on BA+12, Step 1 through 7, do not progress beyond Step 7 salary. Teachers on BA+24, Step 1 through 8, do not progress beyond Step 8 salary.

**E
X 2**

CHATHAM TOWNSHIP SCHOOL DISTRICT (Chatham, New Jersey)
Example of:

- a) Complete or full schedule
- b) Fixed dollar increments
- c) Advancement contingent on satisfactory performance

SALARY GUIDE 1976 - 1977

<u>Step</u>	<u>B.A.</u>	<u>B.A.+15</u>	<u>B.A.+30</u>	<u>M.A.</u>	<u>M.A.+30</u>	<u>M.A.+60/Ed.D.</u>
1	\$10,037	\$10,288	\$10,546	\$11,046	\$11,571	\$12,121
2	10,514	10,777	11,047	11,571	12,121	12,697
3	10,991	11,266	11,548	12,096	12,671	13,273
4	11,468	11,755	12,049	12,621	13,221	13,849
5	11,945	12,244	12,550	13,146	13,771	14,425
6	12,422	12,733	13,051	13,671	14,321	15,001
7	12,899	13,222	13,552	14,196	14,871	15,577
8	13,376	13,711	14,053	14,721	15,421	16,153
9	13,853	14,200	14,554	15,246	15,971	16,729
10	14,330	14,689	15,055	15,771	16,521	17,305
11	14,807	15,178	15,556	16,296	17,071	17,881
12	15,284	15,667	16,057	16,821	17,621	18,457
13	15,761	16,156	16,558	17,346	18,171	19,033
14	16,238	16,645	17,059	17,871	18,721	19,609
15	16,715	17,134	17,560	18,396	19,271	20,185
16			18,061	18,921	19,821	20,761
17				19,446	20,371	21,337
18				19,971	20,921	21,913
19					21,471	22,489

Under these provisions, teachers shall advance on the Salary Guide only upon positive recommendation of their administration, based upon the quality of the teachers' service.

Fixed increments:		
B.A. = \$477	B.A.+30 = \$501	M.A.+30 = \$550
B.A.+15 = \$489	M.A. = \$525	M.A.+60/Ed/D = \$576

E
X 3

EAST NOBLE SCHOOL CORPORATION (Kendallville, Indiana)

Example of:

- a) Complete or full schedule
- b) Fixed dollar increments between Steps 1-16 on B.S. Scale and between Steps 1-11 and 12-17 on M.S. Scale
- c) Supermaximum increments provided

1976 - 1977

<u>Years Experience</u>	<u>Bachelor's Degree</u>	<u>Master's Degree</u>
0	\$ 8750	\$ 9115
1	9100	9665
2	9275	9940
3	9450	10215
4	9625	10490
5	9800	10765
6	9975	11040
7	10150	11315
8	10325	11590
9	10500	11865
10	10675	12140
11	10850	12415
12	11025	12790
13	11200	13065
14	11375	13340
15	11550	13615
16	11725	13890
17	12200	14165
18		14590
19		14865
20		15440

Note: Over 17 years experience with B.S. Degree: A professional increment of \$513.00 will be granted.

Over 20 years experience with M.S. Degree: A professional increment of \$621.00 will be granted.

E
X 4

INDEPENDENT SCHOOL DISTRICT NO. 279 (Osseo, Minnesota)

Example of:

- a) Complete or full schedule
- b) Variable dollar increments
- c) Advancement contingent on satisfactory performance

1976-77 SALARY SCHEDULE

Step	I BA	II BA+15	III BA+30	IV BA+45*	V MA	VI MA+15	VII MA+30	VIII MA+45
1	\$ 9300	\$ 9579	\$ 9960	\$10351	\$10742	\$11123	\$11513	\$11904
2	9746	10044	10435	10825	11402	11792	12183	12564
3	10184	10518	10909	11290	12071	12453	12843	13234
4	10686	11021	11402	11792	12732	13122	13504	13894
5	11179	11513	11904	12285	13392	13783	14173	14555
6	11681	12016	12397	12788	14062	14452	14834	15224
7	12183	12536	12927	13373	14778	15168	15559	15940
8	12676	13067	13532	14034	15503	15884	16275	16666
9	13178	13587	14145	14694	16219	16610	16991	17382
10	13671	14145	14750	15364	16935	17326	17717	18098
11	14173	14694	15364	16024	17661	18042	18433	18823
12	14666	15252	15968	16694	18377	18767	19158	19539
13	15168	15801	16582	17354	19102	19484	19874	20265

*MA Out of Field

Any faculty member with less than a BA degree shall be paid \$9050.

BASIC SCHEDULES AND RATES OF PAY

Status of Salary Schedules: The salary schedules shall not be construed as a part of a teacher's continuing contract. A teacher's advancement is subject to the right of the school district to withhold increments, lane changes, or other salary increases for good and sufficient grounds. A teacher's advancement shall not be withheld unless the teacher shall have failed to correct the deficiency after being given written notice of the specific items of complaint and reasonable time within which to remedy them.

Placement on Salary Schedule: The following rules shall be applicable in determining placement of teachers on the appropriate salary schedules.

INDEPENDENT SCHOOL DISTRICT NO. 279 (Continued)

Horizontal Lane Movement: These training requirements pertain to the classification listed in Subd. 2.

- a) Horizontal movement on the teacher salary schedule due to change in approved professional training will be recognized as effective on the beginning of the work year and February 1 of each school year. Such approved training completed prior to the above dates shall qualify. Teachers will submit "Change of Status" request upon completion of approved training and shall provide transcript verification at the earliest practical date but not later than October 1 and/or March 1. Verification of approved training completed prior to the above dates will qualify the teacher for horizontal lane movement as of the beginning of the work year or February 1.
- b) Credits earned for horizontal movement on the teacher salary schedule may consist of "graduate school credits" and/or in-service and non-college courses. Graduate school credits and/or graduate programs used for horizontal lane movement shall be related to the field(s) in which the teacher is currently teaching and must have written prior approval of the Superintendent or his designee.
- c) Prior approval must be obtained for the Master's Degree in the Teaching Field classification. This written approval of the graduate program should be obtained as soon as possible. However, not more than 15 graduate credits may be applied toward this classification without prior program approval of the Superintendent or his designee.
- d) In-service and non-college courses shall be recommended to the Superintendent by the Professional Growth Committee. Such in-service and non-college courses shall be approved by the Superintendent or his designee prior to their being offered. In-service and non-college courses offered and used for horizontal lane movement shall be related to the field(s) in which the teacher is currently teaching and have the written prior approval of the Superintendent or his designee.
- e) A minimum of 10 graduate credits is required for a lane change. In-service and non-college credits so approved may be granted to a maximum of 5 credits of the total needed to change lanes. Classifications attained prior to June 30, 1975 shall not be affected by this provision. However, all classification changes from July 1, 1975 shall be so governed.

Classification of Salary Schedule

- a) Classification I--Bachelor's Degree
Completion of a four-year course with the granting of a degree, such as B.A., B.S., B.E., or a degree of equal value.
- b) Classification II--Bachelor's Degree plus 15 Graduate Credits
Completion of a four-year course with the granting of a degree, plus 15 graduate credits in the individual's teaching field or in an immediately related subject.
- c) Classification III--Bachelor's Degree plus 30 Graduate Credits
Completion of a four-year course with the granting of a degree, plus 30 graduate credits in the individual's teaching field or in an immediately related subject.
- d) Classification IV--Master's Degree With Major Not in Teaching Field
B.A. plus 45 graduate credits in teaching field, or in an immediately related subject or fifth year programs. Fifth year programs completed in special areas of instruction, such as programs for educable and trainable children. These programs must receive approval of the Superintendent of Schools before placement on schedule.

INDEPENDENT SCHOOL DISTRICT NO. 279 (Continued)

e) Classification V--Master's Degree In the Teaching Field

Completion of graduate work with the granting of a degree, such as M.S., M.A., M.E., or a degree of equal value. The Master's Degree major must be in the field in which the teacher is now doing his or her teaching.

f) Classification VI--Master's Degree In the Teaching Field plus 15 Graduate Credits In the Teaching Field

Completion of graduate work with the granting of a degree, such as M.S., M.A., M.E., or a degree of equal value, plus 15 graduate credits in the teaching field.

g) Classification VII--Master's Degree In the Teaching Field plus 30 Graduate Credits In the Teaching Field

Completion of graduate work with the granting of a degree, such as M.S., M.A., M.E., or a degree of equal value, plus 30 graduate credits in the teaching field.

h) Classification VIII--Master's Degree In the Teaching Field plus 45 Graduate Credits in the Teaching Field

Completion of graduate work with the granting of a degree, such as M.S., M.A., M.E., or a degree of equal value, plus 45 graduate credits in the teaching field, or Specialist's Degree in the teaching field.

i) Credits referred to in this section are quarter hour credits. One semester hour credit is equivalent to 1½ quarter hour credits.

Increment Advancement

- a) Any faculty member changing from non-degree status to the B.A. degree lane shall be placed on step 8 of that lane.
- b) The School Board shall grant advancement on the salary schedule for teaching experience effective at the beginning of the work year. A minimum of one full semester's teaching in this district in any year of teaching shall be required to qualify for a year's experience. Exceptions to increment increases shall comply with Minnesota Statutes.

**E
X 5**

BRUNSWICK SCHOOL DISTRICT (Brunswick, Maine)

Example of:

- a) Complete or full schedule
- b) Fixed dollar increments
- c) Additional advancement based on merit provided

<u>Step</u>	<u>BA</u>	<u>BA+15</u>	<u>MA</u>	<u>MA+15</u>	<u>CAS</u>	<u>Step</u>
0	\$ 8,500	\$ 8,910	\$ 9,360	\$ 9,830	\$10,310	0
1	8,915	9,337	9,795	10,275	10,765	1
2	9,330	9,764	10,230	10,720	11,220	2
3	9,745	10,191	10,665	11,165	11,675	3
4	10,160	10,618	11,100	11,610	12,130	4
5	10,575	11,045	11,535	12,055	12,585	5
6	10,990	11,472	11,970	12,500	13,040	6
7	11,405	11,899	12,405	12,945	13,495	7
8	11,820	12,326	12,840	13,390	13,950	8
9	12,235	12,753	13,275	13,835	14,405	9
10	12,650	13,180	13,710	14,280	14,860	10
11	13,065	13,607	14,145	14,725	15,315	11
12	13,480	14,037	14,580	15,170	15,770	12

<u>Step</u>	<u>BA+24</u>	<u>MA+30</u>	<u>Step</u>
8	\$12,550		8
9	12,991		9
10	13,412		10
11	13,843	\$14,970	11
12	14,274	15,420	12

Note: These scales are not open to entry.

1. A course for eligibility on the BA+15 column shall be a course counting directly toward an MA degree or a CAS (or its equivalent), or it shall be a course at the graduate level approved by the Superintendent because it: (a) is related to the courses taught by the teacher, and (b) is acceptable for a Master's Degree or higher although such a degree is not necessarily being sought by the teacher.
2. A course for eligibility on the MA+15 column shall be a course counting directly toward a CAS (or its equivalent), or it shall be a course at the graduate level approved by the Superintendent because it: (a) is related to the courses taught by the teacher, and (b) is acceptable for a Master's Degree or higher although such a degree is not necessarily being sought by the teacher.

BRUNSWICK SCHOOL DISTRICT (Continued)

3. A CAS degree (or its equivalent) shall mean thirty (30) credit hours of study over and above a Master's Degree in an organized CAS program established by an accredited college or university. Equivalent programs for those subject areas or fields of endeavor where CAS programs are non-existent shall consist of the attainment of a level of organized research or study commensurate with a CAS level program. In any case, all CAS programs shall be approved by the Superintendent.
4. All teachers shall be placed on their proper degree schedule.
5. No teacher presently employed shall suffer any monetary loss under this schedule.
6. For exceptional performance of his or her duties, based upon an evaluation of a teacher in accordance with the evaluation procedure provided in this contract, the Board in its discretion may grant to a teacher additional compensation above that provided in the salary schedule.

E
X 6

NORTH ST. PAUL-MAPLEWOOD SCHOOLS (North St. Paul, Minnesota)

Example of:

- a) Complete or full schedule
- b) Fixed dollar increments
- c) Advancement contingent on additional units of academic credit
- d) Advancement contingent on satisfactory performance

SALARY SCHEDULE 1976-77

	BA	BA/15	BA/30	BA/45	MA	MA/15	MA/30	MA/45	M/60/SD
0	\$ 9350	\$ 9649	\$ 9948	\$10248	\$10556	\$10874	\$11192	\$11510	\$11828
1	9848	10187	10526	10866	11213	11553	11891	12230	12570
2	10346	10725	11104	11484	11870	12232	12590	12950	13312
3	10844	11263	11682	12102	12527	12911	13289	13670	14054
4	11342	11801	12260	12720	13184	13590	13988	14390	14796
5	11840	12339	12838	13338	13841	14269	14687	15110	15538
6	12338	12877	13416	13956	14498	14948	15386	15830	16280
7	12836	13415	13994	14574	15155	15627	16085	16550	17022
8	13334	13953	14572	15192	15812	16306	16784	17270	17764
9	13832	14491	15150	15810	16469	16985	17483	17990	18506
10	14330	15029	15728	16428	17126	17664	18182	18710	19248
11	14828	15567	16306	17046	17783	18343	18881	19430	19990
12	15326	16105	16884	17664	18440	19022	19580	20150	20732
13	15824	16643	17462	18282	19097	19701	20279	20870	21474
Fixed Increments	498	538	578	618	657	679	699	720	742

NORTH ST. PAUL-MAPLEWOOD SCHOOLS (Continued)

Lane Placement

- A. Individual contracts will be modified to reflect qualified lane changes at the beginning of the school year and at the beginning of the second semester. Transcripts must be submitted to the Personnel Office no later than September 15 for a beginning of year change or February 1 for a semester change. A form furnished by the Personnel Office must be completed by any teacher desiring a change in salary. If a transcript cannot be secured by September 15 or February 1, special arrangements must be made with the Personnel Office.
- B. Credits to be considered applicable on any lane of the salary schedule must be graduate credits and relevant to the teaching assignment. Certain undergraduate credits may be approved in special cases. All applicable credits must be approved by the superintendent or his or her designee in writing prior to the taking of the course.
- C. Master or higher degrees shall be recognized only if relevant to the teaching assignment and teachers working toward such degrees shall receive prior written approval on their degree program, rather than each course individually.
- D. For application of credits beyond a degree column, credits must have been taken after receiving the degree.

Differentials

1. Counselors and Psychologists: All counselors and psychologists shall receive a differential equal to ten percent (10%) of the base (BA-0) in addition to the regular salary per year.
2. Special Education (EMR): The salaries of special education teachers (EMR) shall be set at 2.5 percent above the salary schedule.
3. Doctor's Degree: The salaries of those teachers with approved Doctor's Degrees will be determined by a one-column extrapolation.
4. Elementary Lead Teacher: Each elementary lead teacher is to be paid \$200.00 per year.
5. Longevity: The salary of those teachers with seventeen through nineteen years of experience, ten of which are cumulative in District 622, shall be increased over the salary schedule amount by \$250.
6. Longevity: The salary of those teachers with twenty or more years of experience, ten of which are cumulative in District 622, shall be increased over the salary schedule amount by \$500.

Placement on Schedules

Each teacher shall be placed on the proper step and lane of the salary schedule as set forth in the appendix in accordance with the following subdivisions of this article:

Credit for Previous Teaching Experience: Each year of experience in other schools or in this school district shall be granted as a year of experience on the salary schedule not to exceed seven years. One complete semester of experience, but less than one full year, shall be counted as one-half year of experience and one-half of an increment shall be allowed for such experience.

Step Advancement: Teachers can expect to progress annually from step to step within the proper lane as shown in the salary schedules. Such increment shall not be withheld unless the teacher is notified in writing of the reasons for possible withholding of increment prior to February 1. Unless his or her performance is corrected thereafter, final action may be taken by the School Board to withhold such increment. The action of withholding an increment shall be for good and sufficient reason subject to the grievance procedure.

NORTH ST. PAUL-MAPLEWOOD SCHOOLS (Continued)

Maintenance of Standing: In order to remain eligible for advancement on the salary schedule, every teacher shall earn credits at an approved institution of higher learning according to the following schedule and rules:

- A. A teacher with less than a Bachelor's Degree must earn six quarter credits within each three year period of service.
- B. A teacher with a Bachelor's Degree must earn six quarter credits within each four year period of service.
- C. A teacher with a Master's Degree must earn six quarter credits within each five year period of service.
- D. When a teacher has completed 25 years of service in this school system, no additional credits will be required.
- E. Courses leading to the fulfillment of the requirements above must have prior written approval by the superintendent or his or her designee. Relevance to the level and major area of instruction will be the main criteria for acceptance or rejection.

E
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TOLLAND SCHOOL DISTRICT (Tolland, Connecticut)

Example of:

- a) Additive schedule for teachers with a doctor's degree
- b) Variable dollar increments
- c) Additional advancement contingent on satisfactory performance
- d) Supermaximum increments provided

1976 - 77 SALARY SCHEDULE

STEP	B.A.	B.A. +15	B.A. +30 & M.A.	6th YEAR
1	\$ 8,075	\$ 8,440	\$ 8,760	\$ 9,415
2	8,440	8,795	9,130	9,810
3	8,810	9,165	9,515	10,220
4	9,280	9,655	10,025	10,765
5	9,675	10,065	10,455	11,255
6	10,035	10,430	10,820	11,600
7	10,530	10,945	11,350	12,170
8	10,945	11,350	11,770	12,585
9	11,350	11,770	12,170	12,985
10	11,770	12,170	12,585	13,405
11	12,170	12,585	12,985	13,805
12	12,585	12,985	13,405	14,220
13	13,130	13,520	13,950	14,765
14	13,675	14,080	14,495	15,305
15	14,220	14,620	15,045	15,860

Teachers on the 15th step will receive $3\frac{1}{2}$ of the base salary for the 15th step for each year of longevity beyond the 1st year on the step. NOTE: \$600 above step will be paid for an earned doctorate.

TOLLAND SCHOOL DISTRICT (Continued)

Staff Salaries

1. Salary increments will be based on satisfactory performance with the provision that a warning letter of substandard performance be sent to the teacher by the Superintendent of Schools not less than 60 days prior to the date established for final submission of evaluation reports to the Superintendent. If improvement is not noted, the teacher will be so informed before the following March 1.
2. No teacher will be paid above the step on the salary schedule to which he or she is entitled by years of teaching experience and degree status.
3. Any teacher coaching or supervising an approved extra-curricular activity shall receive his or her stipend in full in the next pay period upon completion of the activity.
4. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

Salary Schedule Definitions

The salary schedule shall be interpreted and applied in accordance with the following definitions:

Bachelor - a baccalaureate degree earned at an accredited college or university.

B.A. plus 15 - 15 credits earned at an accredited college or university in a planned program in addition to the B.A. degree.

B.A. plus 30/M.A. - 30 credits earned at an accredited college or university in a planned program in addition to the B.A. degree; or Master's degree earned at an accredited college or university.

Sixth year - the sixth year shall constitute a planned program at an accredited institution resulting in the award of CAGS or CAS, or a second master's degree.

E 8
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PARKWAY SCHOOL DISTRICT (Chesterfield, Missouri)

Example of:

- a) Complete or full schedule
- b) Variable dollar increments
- c) Advancement contingent on additional units of academic credit
- d) Advancement contingent on satisfactory performance
- e) Additional advancement based on merit provided

SALARY SCHEDULE

(Adopted by the Board of Education, April 5, 1976)

Step on Schedule	Channel I	Channel II	Channel III	Channel IV	Channel V
1	\$ 9150	\$ 9550	\$ 9750	\$ 9750	\$ 9750
2	9550	9950	10250	10250	10250
3	9950	10350	10750	10750	10750
4	10250	10650	11250	11550	11850
5	10550	10950	11750	12050	12350

(Continued on next page)

PARKWAY SCHOOL DISTRICT (Continued)

SALARY SCHEDULE (Continued)

Step on Schedule	Channel I	Channel II	Channel III	Channel IV	Channel V
6	\$10850	\$11250	\$12250	\$12550	\$12850
7	11150	11550	12750	13050	13350
8	11450	11850	13350	13650	13950
9	11750	12150	13950	14250	14550
10	12050	12450	14550	14850	15150
11	12350	12750	15150	15450	15750
12	12650	13050	15750	16050	16350
13			16350	16650	16950
Level I	12900	13300	17100	17400	17800
Level II	13500	13900	17700	18000	18500

- I Bachelor's Degree
- II Bachelor's Degree + 15 Graduate Hours
- III Master's Degree
- IV 45 Graduate Hours Including Master's Degree
- V 60 Graduate Hours Including Master's Degree

Operational Plan

1. Teachers are appointed by the Board of Education on the recommendation of the Superintendent of Schools.
2. This schedule applies to all full-time teachers employed, under contract, by the Parkway School District, except as affected by paragraph 15.
3. Teachers accepting employment agree to accept the assignment of the Superintendent of Schools. Assignments may be changed during the school year as required to serve the best interests of the school system, taking into consideration the professional qualifications and the interests of the teacher.
4. An employment period of 190 days is covered by this schedule including legal school holidays and approved professional meetings.
5. Salary increments for assignments beyond normal curricular and co-curricular duties will be given as approved each year by the Board of Education. Teachers shall receive additional compensation if their contracted period of employment extends over a period longer than the regular period of employment as defined in paragraph 4.
6. Deductions for absences from teaching duties or approved professional meetings will be determined by dividing the teacher's annual salary by the number of days covered by the teacher's contract and multiplying the quotient by the number of days absent. Exceptions are absences covered by the sick leave policy and excused absence policies or as approved on an individual basis by the Board of Education.
7. If it is necessary for a teacher to discontinue services before completing his or her contract, his or her total salary for that school year will be determined on the basis of the ratio of the number of days service rendered in that school year to the total number of days covered by his or her contract.
8. Part-time teachers or teachers serving on appointments for less than one school year may be employed on an agreement basis without regard to the salary schedule.
9. Full-time teachers, under contract, serving on appointments for less than one school year shall be employed under the same terms and conditions as all full-time teachers serving a full year except that their salary as provided by the regular salary schedule shall be prorated to the time of actual service, and except as affected by paragraph 20.

PARKWAY SCHOOL DISTRICT (Continued)

10. Salaries of administrators will be set by the Board of Education.
11. Salaries determined by this schedule will be paid in twelve monthly installments on the 25th day of the calendar month. When the 25th day of the calendar month falls on a weekend or a holiday, salaries will be paid on the last working day preceding the 25th day of the month. Salaries for June, July and August will be paid on the 25th day of the calendar month unless application for payment of the balance of salary one week after the close of school is filed with the Superintendent prior to June 1.
12. Teachers must notify the Superintendent of Schools by September 1 if they have met qualifications for an advanced channel during the previous year so that contracts may be adjusted by the Board of Education. Prior approval for credit on the salary schedule must be given by the Superintendent of Schools for graduate credit not acceptable towards an advanced degree in the subject matter area to which the teacher is assigned.

Teachers who dually enroll in their senior year and receive some graduate credit prior to receiving their baccalaureate degrees, and teachers who complete work in excess of the requirements for their master's degrees shall have these graduate hours counted toward requirements for the next channels if the courses can be counted toward an advanced degree in the subject matter area to which they are assigned.

The requirements for placement on Channel III of the salary schedule will be met only when the master's degree has been conferred. The requirements for placement on Channel IV of the salary schedule shall be met when a teacher holding a master's degree will have acquired a minimum of 45 graduate hours including graduate hours required for his or her master's degree. The requirements for placement on Channel V of the salary schedule shall be met when a teacher holding a master's degree will have acquired a minimum of 60 graduate hours including graduate hours required for his or her master's degree.

Approved in-service credit courses offered by Parkway School District will be accepted as partial fulfillment of requirements for placement on Channels II, IV and V of the salary schedule.

13. Placement on the salary schedule will be recognized by previous comparable experience and will be computed as follows:
 - (a) A maximum of five years teaching experience will be granted for placement on the salary schedule.
 - (b) In determining placement up to the five year limit, experience will be approved by the following policy:
 - (1) 1971-76 - full credit
 - (2) 1961-71 - one-half credit
 - (3) No salary credit will be granted for experience prior to 1961
 - (c) No credit will be allowed for any of the following: fraction of years; practice teaching; substitute teaching; part-time, night or adult school; or teaching in industrial, military, or religious programs.
14. Teachers employed under this salary schedule must complete three units of in-service credit within a three year period ending on September 1 of the third year following initial employment and each three years thereafter. Teachers who fail to meet this requirement will not receive the annual salary increment provided by this schedule. Teachers who are on the last step of the respective channels will be placed back one step if they fail to meet in-service education requirements.

Continued failure to meet in-service education requirements will result in annual salary reductions equal to the yearly increment as provided in this schedule or termination of employment.

PARKWAY SCHOOL DISTRICT (Continued)

In-service education credits may be earned in one or a combination of the following ways subject to the approval of the Superintendent of Schools:

- (a) One in-service credit may be given for each college semester hour earned by the teacher during the three year period. Courses to be accepted for in-service credit shall have been given prior approval by the Superintendent of Schools.
- (b) Participation in an in-service education program financed by the Parkway Board of Education.
- (c) A maximum of one in-service credit during each three year period will be allowed for approved foreign and domestic travel.
- (d) Individual research applicable to the Parkway School District as approved by the Superintendent of Schools.

15. Movement from year to year on the salary schedule is a recognition of improvement in teaching.

Satisfactory - An average or above average teacher. May receive improvement needed ratings. This teacher will be recommended for re-employment, and will receive recommended salary increases as provided by the salary schedule approved by the Board of Education.

Conditionally Satisfactory - Improvement in a number of areas is expected. It is believed that with supervision the teacher can and will perform satisfactorily. This teacher will be recommended for re-employment and will receive recommended salary increases as provided by the salary schedule approved by the Board of Education.

Unsatisfactory - Teachers whose teaching performance has been rated unsatisfactory usually will not be recommended for re-employment because of weaknesses indicated. If recommended for re-employment, no salary increase shall be granted and immediate, specific, continuous and significant improvement is required.

16. Retirement for all employees shall commence on the first day of July following attainment of age 65 unless, at the discretion of the employee, retirement is elected prior to age 65.
17. It is recognized that this schedule represents the salary policy of the Board of Education and does not include the philosophy of an index salary schedule. The Board has the legal right to suspend, modify or terminate it at any time. It is further recognized and understood that the teacher's contract is equally binding on the Board of Education and the employee.
18. Two step salary increases may be recommended for teachers with more than one year of Parkway experience. Teachers are limited to three two step increases while moving through the regular salary schedule and shall receive no more than one two step increase during any two consecutive years. Initial placement on Level I and movement to Level II of the extended schedule may be recommended for teachers rendering outstanding service. A teacher shall not advance or regress more than one level on the extended schedule during any two consecutive years.
19. Teachers who are employed part-time, under contract, and teach less than the full school day are not eligible for advancement on the salary schedule.
20. Teachers who are employed full time, under contract, and who are employed the total number of employment days in the current teacher's contract shall receive advancement on the salary schedule commensurate with their evaluation. Teachers employed on or before November 30 shall receive advancement on the salary schedule commensurate with their evaluation.

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PRINCETON REGIONAL SCHOOL DISTRICT (Princeton, New Jersey)

Example of:

- a) Additive schedule for teachers beyond a master's degree
- b) Variable ratio schedule
- c) Additional advancement based on merit provided

BASIC SALARY SCHEDULE

Effective School Year 1976-77

Years Exper.	Bachelor's Degree		Bachelor's w/150 Sem. Hrs.		Master's Degree		M+*	D**
	Index	Salary	Index	Salary	Index	Salary		
0	1.00	\$ 9,200	1.04	\$ 9,568	1.10	\$10,120		
1	1.03	9,476	1.07	9,844	1.14	10,488		
2	1.06	9,752	1.10	10,120	1.18	10,856		
3	1.12	10,304	1.16	10,672	1.24	11,408		
4	1.18	10,856	1.22	11,224	1.30	11,960		
5	1.24	11,408	1.28	11,776	1.36	12,512		
6	1.30	11,960	1.34	12,328	1.42	13,064		
7	1.36	12,512	1.40	12,880	1.48	13,616		
8	1.42	13,064	1.46	13,432	1.54	14,168		
9	1.48	13,616	1.52	13,984	1.60	14,720		
10	1.54	14,168	1.58	14,536	1.66	15,272		
11	1.57	14,444	1.64	15,088	1.72	15,824		
	Asso. Class.	14,644						
12			1.67	15,364	1.78	16,376		
			Asso. Class.	15,564				
13					1.84	16,928		
					Prof. Class.	17,478		
					Exec. Class.	17,728		

*Master's Degree with Additional Graduate Credits Through the Initiative Unit provision of the Princeton salary plan, a teacher with a Master's degree may earn credits which will increase the salary by \$150 to \$450 above the Master's degree scale.

PRINCETON REGIONAL SCHOOL DISTRICT (Continued)

****Doctor's Degree** In line with the Princeton policy of flexibility in the salary program, the salary of a teacher with a Doctor's degree is largely at the discretion of the superintendent. Guidelines for determining the salary include: (1) A teacher with a Doctor's degree and at least six years of teaching experience will be paid within the range of from \$600 - \$1200 above the corresponding step on the Master's degree scale; (2) This salary range applies to a person employed for the regular school term of 185 days; (3) The salary range figure is applied in addition to the basic salary and classification differential, but includes Initiative Unit increments; (4) Merit pay, additional load, additional responsibility, and extended service differentials may be paid on top of the basic salary, classification, and differential for the doctorate.

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GREEN BAY PUBLIC SCHOOLS (Green Bay, Wisconsin)

Example of:

- a) Additive schedule
- b) Fixed ratio increments for teachers with a B.A. to M.A. degree
- c) Variable ratio increments for teachers with an M.A. degree to M.A.+45

TEACHERS' SALARY SCHEDULE

BASE SALARY \$9200 effective January 1, 1976
9450 effective July 1, 1976

Placement Level	Bachelor's Degree	Bachelor's Plus 15	Bachelor's +15 Toward Master's
1	1.00	ADD	All teachers who have earned fifteen (15) graduate credits toward the master's degree will be paid one-half (1/2) of the salary differential between the bachelor's and master's degree schedule. Teachers so qualifying must complete the master's degree requirements within the limits of the school attended, or placement on the salary schedule will revert to the bachelor's plus 15 step.
2	1.05		
3	1.15	.03	
4	1.20		
5	1.25	OF BASE	
6	1.30		
7	1.35	TO	
8	1.40		
9	1.45	BACHELOR'S	
10	1.50		
11	1.55	SCHEDULE	
12	1.60		

Placement Level	Master's Degree	Master's Plus 15	Master's Plus 30	Master's Plus 45
1	1.08	ADD	ADD	ADD
2	1.14			
3	1.26	.03	.06	.09
4	1.32			
5	1.38	OF BASE	OF BASE	OF BASE
6	1.44			
7	1.50	TO	TO	TO
8	1.56			
9	1.62	MASTER'S	MASTER'S	MASTER'S
10	1.68			
11	1.74	SCHEDULE	SCHEDULE	SCHEDULE
12	1.80			

