

Support Educator Salary Schedule 2020-2021 – 2022-2023

Year	Salary	% Increase
1	35,600	
2	36,500	2.5
3	37,400	2.5
4	38,300	2.5
5	39,300	2.5
6	40,300	2.5
7	41,300	2.5
8	42,300	2.5
9	43,400	2.5
10	44,460	2.5
11	45,570	2.5
12	46,700	2.5
13	47,900	2.5
14	49,100	2.5
15+	50,300	2.5

Clause 1 - Part-time Teacher's Assistant experience will be factored into the step schedule (i.e. a part-time Teacher's Assistant who moves to full-time after one year would be placed into the second year step). This should extend to Teacher's Assistants with multiple part-time years (i.e. 4 years part time, 5th year move to full time = year 5 salary step).

Precedents

1. Meriden Public Schools

APPENDIX A

PARAPROFESSIONALS' SALARY SCHEDULE

Step 1 to be eliminated

2016-17	Year 1	1.75%								
Step	1	2	3	4	5	6	7	8	9	10
	11.93	12.25	12.76	13.29	13.88	14.41	15.10	15.74	16.44	17.05

2017-18	Year 2	2.00%								
Step	1	2	3	4	5	6	7	8	9	10
	12.17	12.50	13.02	13.56	14.16	14.70	15.40	16.05	16.77	17.39

2018-19	Year 3	2.00%								
Step	1	2	3	4	5	6	7	8	9	10
	12.41	12.75	13.28	13.83	14.44	14.99	15.71	16.37	17.11	17.74

Description: Paraprofessional pay scale from 9/1/2016 to 8/31/2019. Although it is hourly pay, the cost of living raise is yearly at 2% and the step raises range from around 2% to around 4%.

2. Norwich Public Schools

Effective, July 1, 2017, each Paraeducator will receive a 1.5% GWI. Effective July 1, 2018, each Paraeducator will receive a 2.25% GWI. Effective July 1, 2019, each Paraeducator will receive a 2.0% GWI.

Employees eligible for step movement in the 2017-2018, 2018-2019, and 2019-2020 fiscal years shall receive a step increase according to the following wage schedules:

Group 1

Step	Years of service	2017-18 1.50%	2018-19 2.25%	2019-20 2.00%
I	0-1 Year	15.60	15.95	16.27
II	2-9 Years	16.54	16.91	17.25
III	10+ years	17.53	17.92	18.28

Group 2

Step	Years of service	2017-18 1.50%	2018-19 2.25%	2019-20 2.00%
I	0-1 Year	17.41	17.80	18.16
II	2-9 Years	18.86	19.28	19.67
III	10+ years	20.44	20.90	21.32

Group 3

Step	Years of service	2017-18 1.50%	2018-19 2.25%	2019-20 2.00%
I	0-1 Year	19.67	20.11	20.51
II	2-9 Years	21.62	22.11	22.55
III	10+ years	23.76	24.29	24.78

Description: Paraprofessional pay scale from 7/1/2015 to 6/30/2018. General wage increase moves from 1.5%, to 2.25% and will eventually be 2.0%.

Support

The Teacher Leadership Coalition unanimously voted in favor of the proposed Teacher Assistant Salary Schedule and additional clauses.

Current CG Teaching Assistant Role Summaries

Math Teaching Assistant Roles & Responsibilities

- Facilitate strong instructional and classroom management skills.
- Assist with collaterals, supervise common areas, provide coverage during meetings and guidance.
- Motivate students to achieve high academic and behavior standards.
- Utilize data, assessments, track progress and growth for students (in Math B, IM1, IM2, and IM3 classes).
- Attend professional development, team planning, and data analysis meetings.
- Supervise after school math lab.
- Incorporate special education students with an inclusive setting.
- Create small group innovative lessons to bring active participation and STEM focus.

Math Lab Objective

- Coordinate with class instructors to provide a safe, supervised learning environment where students work on class assignments with the assistance of a tutor.
- Provide additional support for Science classes (Biology, Chemistry, Physics).
- Identify students who experience difficulties in a subject area and provide them with the tools to overcome their learning difficulty; to instill self confidence and ensure that assignments are completed properly.

Special Education Teaching Assistant

- Resource Classroom
 - Collaborative:
 - Provide both instructional and classroom management assistance when certified co-teachers are present in the room
 - Understand each certified co-teacher's individual instructional style, specific working relationships with each student, qualifications and obstacles with each student and provide a measured counterweight approach in the room, working to ensure all students during the course of each period are reached, heard and supported academically/emotionally
 - Author with co-teachers and students the Resource Departments' individualized syllabus, RESPECT agreements, course calendars and collective/wholistic classroom instructions/activities
 - Singular:
 - Provide instructional and classroom management when certified co-teachers are not present in the room (due to PPT meetings, prep periods, absences, maternity leave, present-time triages/student emergencies etc.)

- Be receptive toward and learn the present-time student dynamics coming into the room, identify the areas for potential work and growth, and craft daily/semester-long course plans, utilizing ARC and RJ models, for each classroom-community's development
 - Provide academic support to every student
 - Maintaining updated and working knowledge of each student's digital Buzz account and coursework progress
 - Working one-on-one with individual students on coursework in a manner modified to their specific learning needs: co-reading, re-reading, rephrasing questions, modifying assignments, proofreading, holding critical discussions to engage students in open-ended writing
 - Provide emotional / social / behavioral support to every student
 - Listening to students cognitive-emotional needs when they enter the class
 - Provide a safe and nurturing environment for rest, recharging, expression, authenticity and relationship building
 - Provide, myself or by contacting the appropriate staff, a range of additional/alternative real time support to students when necessary
 - If it's the morning, seeing that each student is fed and hydrated
- Core Classroom
 - Attend weekly Core 9 and 10 horizontal team meetings
 - Provide notes from core team meetings to SPED co-teachers
 - Participate in core team meetings to coordinate and develop new systems and strategies for present-time horizontal communication over Special Education students' academic progress and needs
 - Provide support in Core 9 and 10 classrooms, both to lead teacher and students
 - Adapt classroom instruction and assignments to meet individualized IEP and 504 needs, either in one-to-one or small group settings
 - Be an advocate on behalf of Special Education students if/when communication of their needs becomes difficult or obstructed
- Administrative
 - Study, adapt and personalize the ARC, trauma-informed and restorative justice models of learning adopted by Common Ground's certified SPED faculty
 - Learn all students' IEP and 504 caseload files
 - Maintain updated IEP and 504 hard copy paperwork files
 - Maintain updated digital accommodations databases of IEP and 504 accommodations and make available to CG faculty and staff
 - Coordinate with fellow teachers reciprocally on our experiences and observations with Special Education students in classrooms and on campus
 - Participate in PPT meetings when invited and necessary
 - Tracking and processing of incoming student paperwork during summer in preparation for start of academic year
 - Parent/guardian phone calls
- Lab Periods

- Provide instructional and classroom management in Reading Lab periods for both Special Education and non-SPED students
- Coordinate with lead teacher to implement long-term reading/writing/interpretation strategies for each student
- Craft and implement activities and games for building classroom culture, working vocabulary and critical reading tools
- ELA support
- After-School: Work 4 out of 5 days weekly in the after school homework lab, providing extended and additional academic support for students from any CG course
- Saturday Academy: Provide academic support from 8am-12pm on 20 Saturdays at Common Ground throughout the fall and spring semesters for students from any CG course
- Etc.
 - Attend all faculty meetings
 - Collateral duties 2-3 days a week
 - Provide fluid substitute teaching support last for any CG course if needed, implementing drafted teaching plans, or crafting if none are provided
 - Unpaid evening/weekend CG community and fundraiser events

ELA & History Teaching Assistant Roles & Responsibilities

- Classroom
 - Provide classroom assistance to teachers for 6 classes each semester - including but not limited to providing instruction to students, assisting student work individually and in groups, providing clarification and alternative instruction to students in need, monitoring classroom behavior, managing classroom behavior, breakout with students for work, behavior management and emotional management.
 - Provide instructional planning with lead teachers for 6 classes each semester - including but not limited to researching topics, developing classroom plans, implementation of plans and collaborating to maximize student learning, productivity and well-being.
 - Manage and implement students' IEP and 504 plans.
 - Provide instruction and modifications for Special Education students - often working with a large majority of Special Education and challenging students.
 - Act as substitute teacher in any/all classes in need. Often providing full implementation of teachers' instructional plans, often with little-to-no notice. This pertains not only to classes that TA's are in daily but to any class, guidance or alternative role that may be in need on any given day.
 - Ability to quickly and effectively adapt to sudden changes in daily roles, responsibilities or environment.
- Student Relations

- Develop and maintain long-term, meaningful and authentic relationships with students. This extends well beyond the classroom into students daily lives in and out of school.
- Deep knowledge and expertise of nearly all students' abilities, attributes and personalities, in and out of the classroom, and ability to provide any teacher with this information if it may help increase student success.
- Knowledge of students' relationships, emotions and contributing factors (in and out of the classroom) for student success.
- Act as a liaison between student and teacher - particularly when student and teacher relationships have become strained or fractured.
- Provide mentorship to students in and out of the classroom.
- Act as student advocate to both teachers and administration - often as a liaison for students in difficult situations and often as students first choice of confidant when facing challenging situations in and out of the classroom.
- After-School Labs and Programs
 - Provide assistance and instruction to students in after-school labs 4 days a week.
 - Manage large numbers of students, from all grade levels, working on a wide range of classwork in after-school labs. Often providing instruction and assistance for classes that the TA is not in on a daily basis, or does not have intimate knowledge of.
 - Knowledge of work being done across grade levels and disciplines to provide assistance in after-school labs.
 - Provide outlet for student voice in the form of after-school programs - Podcast, Sound Lab, Music Club, etc.
 - Provide students the opportunity to discover and further explore their outside interests in after-school programs.
 - Provide students extra help on all make-up days and sometimes for Saturday Academy.
- Summer School
 - Act as lead teacher during summer school - this includes planning, management, instruction, grading and recommendations for the upcoming school year.
 - Create, instruct, grade and write recommendations for at least two English classes for incoming freshmen and one sophomore Social Studies course.
 - Act as an initial Common Ground ambassador to incoming freshman and transfer students during summer school and orientation.
- Other
 - Act as reviewer for two or more students' senior year (E-Portfolio, senior project, SSJC class, etc.).
 - Collaboration and planning with entire department(s) in vertical teams.
 - Collaboration and planning with grade level department in horizontal teams.
 - Attend all staff meetings, assemblies, professional developments, summer institute, field trips, class trips, etc.
 - Act as a member/TA representative on committees - currently School Safety, previously Scheduling.