



SALARY AND TEACHING LEVEL CRITERIA

2018–2019

Note: After a teacher is hired, she/he is expected to demonstrate a growth mindset, fundamental teaching competence, an affirming attitude toward the school, a willingness to accept constructive criticism, and the professional demeanor and integrity fitting an academic community whose values are based on respect, honesty, and moral courage.

Beginning Teacher \$48,000-56,000

- B.A. or B.S. degree
- demonstrates classroom management skills
- motivates and stimulates students
- embraces best practices for teaching boys
- communicates effectively with parents
- exhibits respect, honesty, and courage
- serves as an effective advisor to students
- shows a willingness to learn and a spirit of cooperation
- fulfills all curricular and extracurricular responsibilities
- promotes a tone and atmosphere that reflects support, loyalty, and agreement with The Haverford School mission and vision

Experienced Teacher \$56,000-74,000

Typical consideration for promotion to Experienced Teacher comes after a minimum of four years' teaching experience. In addition to all of the qualities listed above:

- B.A. or B.S. degree
- has effective communication skills
- has positive relations with students and colleagues
- displays a commitment to the teaching profession
- is an active participant in the life of the school
- maintains a professional development plan linked to evaluation
- makes efforts to improve his/her teaching through deliberate practice
- varies instructional techniques to accommodate a variety of learning styles
- incorporates School-wide strategic initiatives (Decision Education, Service Learning, Leadership, Globalization, etc.)
- initiates and implements action research on best practices
- demonstrates sensitivity to the needs of wider School constituencies

Master Teacher \$74,000+

Typical consideration for promotion to Master Teacher comes after a minimum of eight years' teaching experience. In addition to all of the qualities listed above:

- M.A. or M.S. or equivalent degree
- demonstrates effective teaching methodology, including an understanding of developmental and learning differences
- understands the needs of every student in his/her class
- possesses a variety of instructional strategies
- models and shares best practices
- uses formative assessments to guide instruction
- exhibits professional maturity in dealings with all members of the School community
- demonstrates a cooperative spirit, a readiness to receive direction, an ability to hear criticism as well as praise, and to handle disagreements when they occur in a professional, thoughtful, and supportive manner
- emerges as a respected role model and leader, working collaboratively with his/her team (department or grade level) in shaping and executing the curriculum
- has responded to and formally implemented multiple school strategic initiatives
- has developed an expertise in curriculum development (e.g. essential questions, skills, content, etc.) and communicates effectively through curriculum maps
- uses educational technology to enhance student learning and to teach skills as outlined in the technology curriculum
- takes initiative to improve the vertical and horizontal alignment of the curriculum beyond the confines of his/her classroom
- committed to curriculum development and the long-term health of the School

Faculty Leader \$90,000+

Upon demonstrated exemplary curricular and teaching expertise, candidates for promotion to Faculty Leader are considered after a minimum of 15 years' teaching experience. In addition to all of the qualities listed above:

- viewed by peers, parents, and students as an exceptional teacher, consistently recognized for effectiveness, actively supports the School's mission and vision
- is a role model, mentor, and guide for new teachers; takes responsibility for community growth
- is acknowledged by peers as a committed leader, subordinates personal interests of the general welfare of the School
- takes leadership in matters of curriculum development and improvement, demonstrating receptiveness to new ideas and dedication to teacher and teaching success
- embraces responsibility for Instructional Rounds and other Distributive Leadership activities to enhance the overall learning program
- demonstrates a willingness to help where needed and to contribute to the wider community
- understands the emotional development of boys and intentionally serves as an advocate among the Faculty for implementing the Strategic Vision and best practices in boys' education