

cps teacher starting salary

cps teacher starting salary is a critical factor for many educators considering a career within Chicago Public Schools. Understanding the initial pay scale, as well as the factors influencing salary levels, can help prospective teachers make informed decisions. This article explores the current cps teacher starting salary, including how it compares regionally and nationally, the impact of education and experience, and additional compensation aspects. Further, it discusses benefits and career growth opportunities within the CPS system. Whether you are a newly licensed teacher or considering relocating, this comprehensive guide will provide valuable insights into the financial prospects of starting a teaching career in Chicago Public Schools.

- Overview of CPS Teacher Starting Salary
- Factors Influencing Starting Salary
- Comparison with Other Districts
- Additional Compensation and Benefits
- Career Advancement and Salary Growth

Overview of CPS Teacher Starting Salary

The cps teacher starting salary represents the base pay offered to educators when they begin their teaching career in Chicago Public Schools. This salary is determined by the collective bargaining agreement between the district and the Chicago Teachers Union, ensuring standardized pay scales based on credentials and experience. As of the latest contract, the starting salary for a teacher with a bachelor's degree and no prior experience is approximately \$62,000 annually. This figure may vary slightly depending on the teacher's certification status and educational background.

The district regularly updates its salary schedules, reflecting inflation adjustments and negotiations aimed at attracting and retaining quality educators. The starting salary is a foundational component of the total compensation package, which may include stipends for specialized roles, additional educational qualifications, and summer school teaching.

Factors Influencing Starting Salary

Several key factors influence the cps teacher starting salary, shaping the exact amount a new teacher can expect to earn upon entering the district.

Educational Qualifications

Teachers with advanced degrees such as a master's or doctorate typically receive higher starting

salaries compared to those holding only a bachelor's degree. The CPS salary schedule includes distinct pay tiers for educators with different levels of education, rewarding additional credentials and ongoing professional development.

Certification and Licensure

Eligibility for certain certifications can affect starting wages. Teachers with full state certification or specialized endorsements may qualify for higher initial pay. CPS recognizes various licensure categories, and the level of certification directly impacts the salary placement.

Prior Experience

Although the focus here is on starting salary, it is important to note that any verified prior teaching experience can lead to salary credit. This credit effectively increases the initial salary, allowing some new hires to start above the base pay level depending on their previous work history in education.

School Location and Assignment

While the base starting salary is standardized, certain school assignments or locations may offer additional stipends or bonuses. High-need schools or subjects with teacher shortages, such as special education or STEM fields, often provide extra financial incentives.

- Educational degree level
- Certification and endorsements
- Previous teaching experience
- School location and subject area

Comparison with Other Districts

Evaluating the cps teacher starting salary in the context of other public school districts provides perspective on its competitiveness. Chicago Public Schools typically offers a starting salary that is higher than many urban districts but may be lower than some suburban districts with smaller student populations and higher local funding.

Regional Comparisons

Within Illinois, CPS starting salaries are generally competitive, especially given the size of the district and the cost of living in Chicago. Suburban districts such as Naperville or Evanston may offer comparable or slightly higher starting pay, but CPS counterbalances this with additional

benefits and union protections.

National Comparisons

On a national scale, CPS starting salaries rank in the upper-middle range among large urban districts. While some cities like New York and Los Angeles offer higher starting salaries, Chicago's compensation remains attractive when factoring in comprehensive benefits and opportunities for salary advancement.

Additional Compensation and Benefits

Beyond the cps teacher starting salary, educators receive a variety of benefits and supplemental pay options that enhance overall compensation and job satisfaction.

Health and Retirement Benefits

CPS provides health insurance plans, including medical, dental, and vision coverage, which significantly contribute to the total value of the compensation package. Retirement benefits through the Teachers' Retirement System of the State of Illinois offer long-term financial security.

Stipends and Extra Duties

Teachers can earn additional income through stipends for coaching, club sponsorships, mentoring, and summer school instruction. These opportunities provide financial incentives for educators willing to take on extra responsibilities beyond classroom teaching.

Professional Development Support

The district supports ongoing education and professional growth, sometimes offering tuition reimbursement or salary increases for completed coursework relevant to teaching. This support encourages teachers to continue developing their skills and advance in their careers.

- Health insurance coverage
- Retirement plans
- Stipends for extracurricular roles
- Tuition reimbursement and professional growth

Career Advancement and Salary Growth

Starting with the cps teacher starting salary, educators have multiple pathways for salary increases through experience, education, and leadership roles within the district.

Salary Scale Progression

As teachers accumulate years of service and pursue advanced degrees, their salary increases according to established pay scales. These incremental raises reward longevity and professional development, often resulting in substantial salary growth over a teaching career.

Leadership Positions

Teachers interested in administrative roles or specialized instructional positions can access higher salary tiers. Positions such as department chair, instructional coach, or assistant principal come with additional pay and responsibilities.

Union Negotiations and Future Contracts

The Chicago Teachers Union plays a pivotal role in negotiating salary increases and improved contract terms. Future agreements are likely to impact starting salaries and overall compensation, reflecting economic conditions and educational funding priorities.

1. Annual raises based on experience and education
2. Advancement to leadership or specialist roles
3. Union-driven salary improvements

Frequently Asked Questions

What is the starting salary for a CPS teacher in 2024?

As of 2024, the starting salary for a Chicago Public Schools (CPS) teacher is approximately \$58,000 per year, depending on qualifications and certifications.

Does the CPS starting salary increase with advanced degrees?

Yes, CPS offers higher starting salaries for teachers with advanced degrees such as a master's or doctorate, typically adding several thousand dollars to the base salary.

Are there any bonuses included in the CPS teacher starting salary?

CPS sometimes offers signing bonuses or incentives for teachers in high-need subjects or hard-to-fill positions, which can supplement the starting salary.

How does the CPS starting salary compare to other school districts in Illinois?

CPS teacher starting salaries are generally competitive and often higher than many suburban districts in Illinois, reflecting the district's size and cost of living in Chicago.

Is the CPS teacher starting salary negotiable?

Starting salaries for CPS teachers are typically set according to the union contract and pay scale, so there is limited room for individual negotiation.

What benefits are included with the CPS teacher starting salary?

In addition to salary, CPS teachers receive benefits such as health insurance, retirement plans, paid leave, and professional development opportunities.

How often do CPS teacher salaries increase after starting?

CPS teachers typically receive annual salary increases based on years of experience and additional education, as outlined in the collective bargaining agreement.

Additional Resources

1. Understanding CPS Teacher Starting Salaries: A Comprehensive Guide

This book offers an in-depth analysis of the starting salaries for teachers in Chicago Public Schools (CPS). It breaks down the various factors influencing salaries, including education level, certifications, and experience. Additionally, it provides comparisons with other school districts and discusses potential career growth and salary progression within CPS.

2. Negotiating Your CPS Teaching Salary: Strategies for Success

Focused on helping teachers navigate salary negotiations within CPS, this guide provides practical advice and proven strategies. It covers how to research salary scales, present your qualifications, and leverage additional certifications or experience. The book also includes sample negotiation scripts and tips for overcoming common challenges.

3. The Economics of Teaching: CPS Salary Structures Explained

This title dives into the economic principles behind teacher compensation in CPS. It explains how budget constraints, union agreements, and policy decisions impact starting salaries. Readers will gain a better understanding of how salaries are determined and what can be done to advocate for better pay.

4. Career Planning for CPS Educators: Maximizing Your Starting Salary

Aimed at new teachers entering CPS, this book guides readers through career planning to maximize their initial earnings. It discusses the importance of advanced degrees, certifications, and extracurricular involvement. The book also highlights pathways for salary increases and professional development opportunities.

5. Teacher Salaries and Cost of Living in Chicago: What CPS Educators Need to Know

This book examines the relationship between CPS teacher salaries and the cost of living in Chicago. It provides a detailed look at budgeting, housing, and other expenses for new teachers. Practical advice is offered to help educators manage finances effectively while starting their careers.

6. From Certification to Payday: Understanding CPS Teacher Compensation

Focusing on the journey from obtaining teaching certification to receiving a paycheck, this book outlines the CPS salary schedule. It explains how different certifications and endorsements can affect starting pay. The book also covers benefits, bonuses, and other financial incentives available to CPS teachers.

7. Public School Pay Scales: A Comparison of CPS and Other Districts

This comparative study looks at how CPS teacher starting salaries stack up against those in other major urban school districts. It highlights differences in pay, benefits, and union contracts. The book provides insights for teachers considering relocation or those curious about competitive compensation.

8. Advocating for Fair Salaries: CPS Teachers and Union Efforts

Detailing the role of teacher unions in shaping CPS salary policies, this book explores collective bargaining processes and advocacy campaigns. It offers historical context and recent developments affecting starting salaries. Readers will learn how union actions have influenced teacher compensation over time.

9. Financial Literacy for New CPS Teachers: Managing Your Starting Salary

Designed specifically for newly hired CPS educators, this book focuses on financial literacy and money management skills. It provides budgeting tips, tax advice, and guidance on retirement planning using CPS salary and benefits data. The goal is to empower teachers to make informed financial decisions from the outset of their careers.

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first-person accounts, participant observation, union documents, and media reports, Steven K. Ashby and Robert Bruno tell the story of the 2012 strike that shut down the Chicago school system for seven days. *A Fight for the Soul of Public Education* takes into account two overlapping, parallel, and equally important stories. One is a grassroots story of worker activism told from the perspective of rank-and-file union members and their community supporters. Ashby and Bruno provide a detailed account of how the strike became an international cause when other teachers unions had largely surrendered to corporate-driven education reform. The second story describes the role of state and national politics in imposing educational governance changes on public schools and draconian limitations on union bargaining rights. It includes a detailed account of the actual bargaining process revealing the mundane and the transcendental strategies of both school board and union representatives.

cps teacher starting salary: *Teachers in Anglophone Africa* Aidan G Mulkeen, 2009-12-02 Teachers are at the heart of good education, and good teacher policies are essential to ensure adequate supply, deployment and management of teachers. Enrollment in primary education has grown rapidly in Sub-Saharan Africa. Yet teacher policy in the region has often evolved without clear planning; in the absence of an overall strategy, countries have experienced serious problems with teacher supply and deployment, as well as with the quality of teaching. Based on case studies of education systems and practices in eight English-speaking African countries, 'Teachers in Anglophone Africa: Issues in Teacher Supply, Training, and Management' closely examines issues of teacher supply, deployment, management and finance. The book suggests that these issues are closely interrelated. Low numbers of qualified teaching graduates may result in teacher shortages; these shortages may make it difficult to deploy teachers effectively. Problems with teacher deployment may result in inefficient utilization of the teachers available, and those teachers' effectiveness may be further reduced by weak teacher management and support systems. The book identifies policies and practices that are working on the ground, noting their potential pitfalls and pointing out that policies designed to address one problem may make another problem worse. 'Teachers in Anglophone Africa: Issues in Teacher Supply, Training, and Management' offers a useful synthesis of the issues and draws together a series of promising practices, which can serve as positive suggestions for countries seeking to improve their teacher policies. The book should be of great assistance to education ministries and their development partners throughout the region as they address the challenges of the next phases of expansion in education.

cps teacher starting salary: *The Insider's Guide for New Teachers* Sara Bubb, 2003-12-16 Writing in an accessible, engaging style, Sara Bubb tackles all the essential 'need to know' topics for trainee or newly qualified teachers from the perspective of someone actually involved in training or teaching. This book features illuminating anecdotes and answers questions posed by individuals already in the process of studying or teaching. It covers the whole spectrum of experience - from meeting the standards to gaining qualified teacher status (QTS), to managing relationships at college and school. Maintaining a practical focus throughout, the book is peppered with handy checklists, case studies and useful tips. This will be an indispensable handbook for any trainee teacher needing advice and information.

cps teacher starting salary: *Profit of Education* Richard Startz, 2010-10-21 This important book translates evidence and examines policy, proposing a plan to save America's schools by rewarding teachers with professional-level salaries distributed wisely. *Profit of Education* makes it clear that rethinking the teaching profession is the key to repairing America's broken-down education system and securing our nation's future. Accomplishing that, author Dick Startz says, requires lifting teacher pay to professional levels and rewarding teachers for student success, with the goal of improving student learning by the equivalent of one extra year of schooling. *Profit of Education* takes the reader on a chapter-by-chapter walk through the evidence on pay-oriented, teacher-centric reform of the public school system, showing that such an approach can work. Startz translates the extensive scientific evidence on school reform into easily understood terms, demonstrating the enormous difference teachers make in student outcomes. Proposed levels of

teacher salaries are established, and the difficult issue of differential pay is examined in depth, as are many of the practical and political issues involved in measuring teacher success. Last, but hardly least, Startz shows how teacher-centric school reform will pay off for the taxpayer and the economy.

cps teacher starting salary: Black Female Teachers Abiola Farinde-Wu, Ayana Allen-Handy, 2017-07-26 This important, timely, and provocative book explores the recruitment and retention of Black female teachers in the United States. There are over 3 million public school teachers in the US, African American teachers only comprise approximately 8 percent of the workforce. Contributions consider the implicit nuances that these teachers experience.

cps teacher starting salary: Public Education and Social Reform Thomas J. Suhrbur, 2025-04-08 Founded in 1853, the Illinois Education Association (IEA) and its predecessors have played a vital role in shaping the Illinois public school system. Thomas J. Suhrbur's history covers the lifespan of the IEA within the larger story of state public education as a battleground for contentious social and economic issues. Suhrbur pays particular attention to the impact of race, gender, religion, and tax policy on the IEA and public schools. He also examines the IEA's evolution from a professional organization controlled by administrations and officials through its radical transformation into a teacher-led independent labor union. As a workers' organization, the IEA successfully fought for collective bargaining and organized K-12 and higher education while continually standing against right-wing efforts to privatize education and undermine public schools with vouchers, for-profit institutions, and tax credits. Multifaceted and up to date, *Public Education and Social Reform* tells the story of the organization and figures dedicated to sustaining and advancing Illinois public education.

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cps teacher starting salary: Assessing Teacher Supply and Demand Gus W. Haggstrom, 1988 This report describes and justifies a data-collection system for assessing teacher supply and demand in United States elementary and secondary schools. The resulting data-collection effort consists of linked surveys of school districts, schools, principals, and teachers designed to support analyses of teacher supply and demand using dimensions such as qualifications, assignments, and working conditions; and school conditions, policies, and staffing practices. The main objectives of the study are to lay the groundwork for prescribing data requirements and data-collection procedures for the Schools and Staffing Surveys database administered by the Center for Education Statistics. The purpose is to gather information that will enable educators and researchers to assess the current status of teachers on numerous dimensions, and to provide data that will support analyses of flows into, out of, and within the teacher workforce. (JD)

cps teacher starting salary: Contemporary Challenges in Teaching Young Children Gayle Mindes, 2019-09-02 *Contemporary Challenges in Teaching Young Children* provides both veteran and aspiring early childhood educators with the information and tools they need to build on their understanding of developmentally appropriate practice. Teachers face many challenges, including family configuration, social and political stressors related to accountability requirements, funding shortages, and the resulting need to teach with fewer resources. This innovative book focuses exclusively on problem-solving at the classroom level and fosters creative methods of ensuring best practices are in place for all children, including those with limited experience in formal social settings and a lack of self-regulatory behaviors. Drawing on current research and their own wealth of experience, expert contributors cover topics from the critical importance of social-emotional learning to culturally responsive teaching to using technology to empower teachers and learners. Written in accessible, non-technical language, this book addresses complex factors affecting child development, guiding readers through the best strategies for tackling real problems in their practice.

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cps teacher starting salary: Helping Teachers Develop Sara Bubb, 2005-09-20 'Helping Teachers Develop is a positive, uplifting, encouraging publication... very good value for money. It is the sort of publication we need in the profession and it is well worth being part of every head teacher or staff development tutor's collection of really useful books. I have to confess, even before I had finished reading it for review I was using Helping Teachers Develop with my trainee teachers' - Peter Stammers, in the Journal of In-service Education `The book explores ways teachers at all levels can mentor others and improve their careers. [It] also contains guidance on ways to cope with having your lessons observed and how to make constructive comments as an observer' - Michael Shaw, Times Educational Supplement `This is another excellent and accessible practice guide from someone who, unusually, understands both the classroom teacher from long years of practice and the theory. The chapter on observation of teachers should be read by every headteacher, deputy and teacher who engages in monitoring classroom practice. Note, a few inspectors would benefit too! It's

one to read and then refer to on a regular basis if you work in schools or PGCE departments' - Tim Brighouse, Chief Adviser for London Schools Helping teachers develop - whether they're trainees, newly or recently qualified, in their first three, ten or twenty years, and whether they're superb or struggling - is vital for the profession, for the millions of children who'll learn more as a result. Schools have to take greater responsibility for staff's continuing professional development (CPD) but there is little real help for the people who develop teachers. The best teachers will be expected to mentor trainee and newly qualified teachers (NQTs) and share good practice with all colleagues. Drawing directly on real-life experience and the latest research, this book will help people in a mentoring, coaching, advisory or management role to:

- o develop teachers, through understanding adult learning and the CPD cycle
- o meet needs from the range of professional development activities
- o carry out observations and give oral and written feedback in a range of situations
- o help and monitor planning and other parts of the job
- o help teachers develop their careers.

Using examples from current practice, Sara will take you through every stage of CPD, from what professional development is to how you can support and monitor staff in your own school. There are photocopiable materials for you to use. The guidance in this book will be essential for mentors, induction tutors, CPD/staff development coordinators, people with advanced skills or excellent teacher status, and all those with a leadership and management role in schools or local authorities. Sara Bubb is the UK's leading induction expert and has vast expertise in the CPD field. She runs many courses for different levels of school staff, assesses trainee and advanced skills teachers and is the new teacher expert for the Times Educational Supplement. Sara has been seconded from the Institute of Education to the DfES as the consultant for the Chartered London Teacher initiative. She is the co-author, with Peter Earley, of *Leading and Managing Continuing Professional Development and Managing Teacher Workload*.

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Reviews recent analyses of relative teacher compensation and provides a detailed analysis of trends in the relative weekly pay of elementary and secondary school teachers. Shows that teacher compensation lags that of workers with similar education and experience, as well as that of workers with comparable skill requirements, like accountants, reporters, registered nurses, computer programmers, clergy, personnel officers, and vocational counselors and inspectors. Finds that teachers' weekly wages have grown far more slowly than those for these comparable occupations; teacher wages have deteriorated about 14.8 percent since 1993 and by 12.0 percent since 1983 relative to comparable occupations.

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