

Lincoln County

Department of Education

One for All; All for LC

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RISE: Rewarding Instruction for Student Excellence

A Guide for Lincoln County Educators

1. Recruit, reward, and retain in hard to staff positions
2. Grow staff through focused professional development
3. Increase district performance and results
4. Increase teacher leadership opportunities

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Table of Contents

Pg. 3	Desired outcomes
Pg. 4	Compensation Model: Eligibility Rules
Pg. 5	Teacher Model at a Glance
Pg. 6	Teacher Model: Hard to Staff Positions
Pg. 7	Teacher Model: Teacher Leaders
Pg. 8	Teacher Leader Roles
Pg. 9	Teacher Model
Pg. 10	RISE Salary Schedule
Pg. 12	Salary Determinants for New Teachers
Pg. 13	Professional Development Contracts
Pg. 14	Issue Resolution Process
Pg. 15	RISE Committee Members

Desired Outcomes

Recruit, reward, and retain staff in hard-to-staff positions

As there are many employment options in the county/region for individuals in specific fields, Lincoln County Schools (LCS) believes that the ability to award individuals in hard-to-staff positions is necessary in order to recruit, hire, and retain quality staff. We anticipate these awards will lead to measurable improvement in student learning by increasing students' access to effective teachers.

Grow staff through focused professional development

LCS believes that all children deserve access to highly qualified teachers. To achieve this end, all teachers need access to high-quality professional development that is tailored to their individual needs. Therefore, the district has developed a process by which value added and observation data are used to personalize the professional growth opportunities provided to teachers.

Increase district performance and results

Our model incorporates TEAM scores and student growth and achievement data. This effort is to ensure a consistent focus on state-approved, quantifiable measures of effectiveness.

Recruit, reward, and retain highly performing building leaders

Great teachers have great leaders. Just as teachers will be rewarded for achieving great results, so will be principals, assistant principals, and curriculum coordinators. LCS hopes that this model will ensure the district is able to recruit and retain the excellent leaders.

Increase teacher leadership opportunities

LCS believe compensating high-performing teachers for stepping into newly defined roles, both inside and outside of the classroom, will increase collaboration, teacher effectiveness, and overall building performance.

Work completed in these roles will be above and beyond the regular teacher's role for improving student progress, exclusive of already compensated duties. Teachers that assume these new roles will have opportunities to expand their knowledge of working with adults and leading PLCs by participating in training and conducting site visits with other high-performing districts in the state.

LC will establish a learning network that serves to improve educator effectiveness and create a systemic framework to support district and school level instructional leadership. This framework will also improve the pipeline for aspiring leaders by building capacity among existing staff.

Compensation Model: Eligibility Rules

To receive additional compensation under RISE, all principals, assistant principals, curriculum coordinators, and teachers must meet the following minimum requirements:

1. Must have a TEAM LOE score.¹
2. Must be an employee of the district at the time of payout

Additionally, the following rules apply for teachers:

- Non-renewed teachers who are not hired back will not receive a stipend.
- Teachers who retire will not receive a stipend.
- Teachers identified as PYE cannot receive a stipend because they have not completed all requirements to receive a full evaluation score.

Guidelines for Newly Employed Teachers Who Begin Their Contract in the Spring Semester:

1. A teacher hired with 0 years of experience who begins their contract in the month of January will have two evaluations (one announced planning/instruction and one unannounced environment/instruction). If the teacher is rehired, they will move to the next step on the salary scale.
2. A teacher who begins their contract with 0 years of experience on/after February 1st will have two evaluations (one announced planning/instruction and one unannounced environment/instruction) but will remain on step 0 on the salary scale if rehired the following school year.
3. An out-of-state or non-public school teacher with previous experience who begins their contract in the Spring semester will be placed on the salary scale in accordance to procedure already in place in the RISE manual. They will have two evaluations (one announced planning/instruction and one unannounced environment/instruction). If the teacher is rehired, they would earn steps in accordance with the initial placement determination on the payscale.
4. A TN public school teacher hired anytime during the school year will have their LOE generated from their evaluations at their previous school along with observation scores generated by the LC school/district. The LOE will be used to determine the teacher's placement on the salary scale the following school year if rehired.

¹ Staff members without TEAM scores are not eligible for compensation under this model.

Teacher Model at a Glance

	Excellence	Hard to Staff	Lead Teachers
Performance Criteria	Earn overall level of effectiveness (LOE) score	Observation score of 4 or 5 and overall level of effectiveness score of 3 or higher	Facilitate duties required of each position
Award Amount	Overall level of effectiveness (LOE) score: Level 1 = One Step Level 2 = One Step Level 3 = Three Steps Level 4 = Three Steps Level 5 = Three Steps	Up to \$4,000	\$1,250
Number of Awards	N/A	10	35
Award Type	Base Pay Increase	Stipend	Stipend
Award Dispersed	Upon receipt of available data	Upon receipt of available data	Upon successful completion of Teacher Leader responsibilities and at the end of the school year
Max Value	Three Steps	\$4,000	\$1,250 per role

Teacher Model: Hard to Staff Positions

Hard to staff positions are determined based on recruitment needs (5 or fewer applications of certified applicants). A maximum of 10 positions will be budgeted annually for recruitment purposes. The Human Resource Supervisor, the Evaluation Programs Supervisor, and the Instructional Supervisors, working with the Director of Schools, will identify and post hard-to staff positions no later than June 1.

Acceptable Applicants

Acceptable applicants are individuals with appropriate certification and endorsement. Since this portion of the RISE Framework is for **recruitment**, current employees of the system will not be considered “acceptable applicants”.

Current Staff

Only current teachers who teach in the school where the position was advertised and who teach in a comparable position of the job posted will be eligible.

If a question arises regarding what is a “comparable position” – District Supervisors will assist the HR Supervisor in making this determination.)

*Existing teachers are eligible to receive a one-time payment during their tenure in Lincoln County.

Performance Requirements

- Teachers must receive a TEAM observation score of a 4 or higher and an overall TEAM effectiveness score of a 3 or higher.
- The individual must also continue to demonstrate value to the faculty and meet expectations of the administration.

TEAM Observation Score	Overall level of effectiveness score	Stipend
4 or 5	3	\$2,000*
4 or 5	4	\$3,000*
4 or 5	5	\$4,000*

*The first payment will be made pending satisfactory performance (3, 4, or 5) at the end of the year when the hard to staff position was identified. The second payment will be made in the following school year when continuing satisfactory performance is available. The second payout will be based on the same score as the first payout. (Actual payouts will occur at the time of the district’s payouts.)

Hard to Staff Position for Principals

The performance requirements and procedures listed above for hard to staff teachers apply as well to the position of principal which has been declared hard to staff. No principal currently employed can share in this particular payment.

Teacher Model: Teacher Leaders

Lead Teacher Roles & Responsibilities

Number of Positions: 35

Payment form: Stipend (\$1,250)

Position Assignments: All positions will be identified with consideration to grade spans, content area, and existing roles. Each building will receive positions based on these roles: PD Lead, Content Lead, K-2 Literacy Lead, Technology Lead, and Mentor. Designation of number of positions will be based on building needs.

Position Timing: Duties will occur both during and outside the school day.

Purpose: To act as leaders of professional development activities, technology, content, K-2 Literacy, portfolio, and mentoring for other teachers in the district. Annual areas of focus will be determined with input from the principals in this process. All activities will be aligned to the approved professional development, accountability measures, improving teacher effectiveness and strategic plans.

Selection: Lead teachers will be identified by an approved process designed by a district level advisory team.

Qualifications:

- Individuals must have received a 3, 4 or 5 on their TEAM score from the previous year
- At least one year of experience in the building for building roles and one year in the district for district roles
- Flexible, self-motivated, collaborative and able to work with diverse teams
- Life-long learner with knowledge of or willingness to learn about current research-based best practices that improve student learning
- Shows proficiencies in standards crossing all domains of the TEAM evaluation framework
- Ability to interpret disaggregated student data and work to design instructional strategies to support student achievement gains
- Shows proficiency in communicating instructional strategies and skills to other teachers
- Ability to use processes to assess teacher professional development needs and assist with strategies
- Demonstrates skills in organization, leadership, communication and collaboration
- Understanding of Tennessee State Standards
- (Preferred) Experience and training in a wide range of instructional and student management strategies

Length of Contract: Lead Teacher contracts will run from July 1st through June 30th of each school year.

- o Lead teachers will negotiate their contract with their building principal/supervisor/director.
- o Each contract will be based on the **NEEDS** of the school as determined by the principal/supervisor/director.

LCS will establish a learning network that serves to improve educator effectiveness and create a systemic framework to support district and school level instructional leadership. This framework will also improve the pipeline for aspiring leaders by building capacity in existing staff.



Technology Lead

- Facilitate district one-to-one initiative
- well versed in technology integrated lesson planning
- Effectively model the implementation of integrated technology
- Willing to research appropriate apps, programs, and online curriculum needs



ELA Content and PD Lead

- Analyze academic/non-academic data
- Align instruction and assessments to meeting the learning intention of the standards
- Work collaboratively with school administrators and district instructional supervisors to deliver effective professional development



Math Content and PD Lead

- Analyze academic/non-academic data
- Align instruction and assessments to meeting the learning intention of the standards
- Work collaboratively with school administrators and district instructional supervisors to deliver effective professional development

Mentor



- 5 year program
- Support new teachers and teachers new to the school
- Model pedagogy and best practice for new teachers
- Observe classroom practices and offer feedback
- Serve as a model classroom



Early Literacy Lead

- Facilitate the needs of the K-2 Curriculum
- Incorporate the use of technology in the K-2 curriculum



SPED Lead

- Facilitate Implementation SPED district Initiatives
- Works well with supporting new initiatives for instruction

Teacher Model

Existing teachers

- All teachers who were not previously TIF participants will be placed on the salary schedule (see appendix) at the step closest to their current salary².
- All teachers who were TIF participants will continue using the Post TIF salary schedule as they have in the past.
- It is important to remember that steps are not equivalent to years as they are in a traditional salary schedule. In LCS's system, steps are earned through the individual's performance, not years of service.

Additional Degrees

- Teachers who obtain advanced degrees will be compensated based on the appropriate category on the current pay scale.

Educator Awards

- Teachers who receives a state recognized regional award will receive a step increase on the current pay scale.

New teachers

- New teachers hired to the district are placed on the salary schedule based on their years of experience.
- Teachers with In-state experience will be placed on the scale according to favorable references and TEAM LOE scores for the past four years, and years of experience.
- Teachers with out-of-state experience will be placed on the scale according to favorable references and years of experience.

Teacher Model: Base Pay Increase

In the RISE salary schedule, the number of steps a teacher moves each year is dependent on that teacher's overall level of effectiveness. The following is applicable to all teachers:

Overall level of effectiveness	Performance	Number of Steps on RISE salary schedule
5	Significantly Above Expectations	3
4	Above Expectations	3
3	At Expectations	3
2	Below Expectations	1
1	Significantly Below Expectations	1

² Tennessee state law asserts that a teacher's compensation cannot be decreased; thus, individuals will be placed on the step at or above their current pay.

RISE Salary Schedule (2019-20)

STEPS	Category 1	Category 2	Category 3	Category 4	Category 5
Year 0 Teachers	\$ 36,641	\$ 39,885	\$ 42,535	\$ 43,514	\$ 47,274
Year 1 Teachers	\$ 38,016	\$ 41,325	\$ 44,003	\$ 44,931	\$ 47,500
STEP	Category 1	Category 2	Category 3	Category 4	Category 5
1	\$ 38,334	\$ 41,643	\$ 44,321	\$ 45,249	\$ 47,818
2	\$ 38,652	\$ 41,961	\$ 44,639	\$ 45,567	\$ 48,136
3	\$ 38,970	\$ 42,279	\$ 44,957	\$ 45,885	\$ 48,454
4	\$ 39,288	\$ 42,597	\$ 45,275	\$ 46,203	\$ 48,772
5	\$ 39,606	\$ 42,915	\$ 45,593	\$ 46,521	\$ 49,090
6	\$ 39,924	\$ 43,233	\$ 45,911	\$ 46,839	\$ 49,408
7	\$ 40,242	\$ 43,551	\$ 46,229	\$ 47,157	\$ 49,726
8	\$ 40,560	\$ 43,869	\$ 46,547	\$ 47,475	\$ 50,044
9	\$ 40,878	\$ 44,187	\$ 46,865	\$ 47,793	\$ 50,362
10	\$ 41,196	\$ 44,505	\$ 47,183	\$ 48,111	\$ 50,680
11	\$ 41,514	\$ 44,823	\$ 47,501	\$ 48,429	\$ 50,998
12	\$ 41,832	\$ 45,141	\$ 47,819	\$ 48,747	\$ 51,316
13	\$ 42,150	\$ 45,459	\$ 48,137	\$ 49,065	\$ 51,634
14	\$ 42,468	\$ 45,777	\$ 48,455	\$ 49,383	\$ 51,952
15	\$ 42,786	\$ 46,095	\$ 48,773	\$ 49,701	\$ 52,270
16	\$ 43,104	\$ 46,413	\$ 49,091	\$ 50,019	\$ 52,588
17	\$ 43,422	\$ 46,731	\$ 49,409	\$ 50,337	\$ 52,906
18	\$ 43,740	\$ 47,049	\$ 49,727	\$ 50,655	\$ 53,224
19	\$ 44,058	\$ 47,367	\$ 50,045	\$ 50,973	\$ 53,542
20	\$ 44,376	\$ 47,685	\$ 50,363	\$ 51,291	\$ 53,860
21	\$ 44,694	\$ 48,003	\$ 50,681	\$ 51,609	\$ 54,178
22	\$ 45,012	\$ 48,321	\$ 50,999	\$ 51,927	\$ 54,496
23	\$ 45,330	\$ 48,639	\$ 51,317	\$ 52,245	\$ 54,814
24	\$ 45,648	\$ 48,957	\$ 51,635	\$ 52,563	\$ 55,132
25	\$ 45,966	\$ 49,275	\$ 51,953	\$ 52,881	\$ 55,450
26	\$ 46,284	\$ 49,593	\$ 52,271	\$ 53,199	\$ 55,768
27	\$ 46,602	\$ 49,911	\$ 52,589	\$ 53,517	\$ 56,086
28	\$ 46,920	\$ 50,229	\$ 52,907	\$ 53,835	\$ 56,404
29	\$ 47,238	\$ 50,547	\$ 53,225	\$ 54,153	\$ 56,722
30	\$ 47,556	\$ 50,865	\$ 53,543	\$ 54,471	\$ 57,040
31	\$ 47,874	\$ 51,183	\$ 53,861	\$ 54,789	\$ 57,358
32	\$ 48,192	\$ 51,501	\$ 54,179	\$ 55,107	\$ 57,676
33	\$ 48,510	\$ 51,819	\$ 54,497	\$ 55,425	\$ 57,994
34	\$ 48,828	\$ 52,137	\$ 54,815	\$ 55,743	\$ 58,312
35	\$ 49,146	\$ 52,455	\$ 55,133	\$ 56,061	\$ 58,630

36	\$ 49,464	\$ 52,773	\$ 55,451	\$ 56,379	\$ 58,948
37	\$ 49,782	\$ 53,091	\$ 55,769	\$ 56,697	\$ 59,266
38	\$ 50,100	\$ 53,409	\$ 56,087	\$ 57,015	\$ 59,584
39	\$ 50,418	\$ 53,727	\$ 56,405	\$ 57,333	\$ 59,902
40	\$ 50,736	\$ 54,045	\$ 56,723	\$ 57,651	\$ 60,220
41	\$ 51,054	\$ 54,363	\$ 57,041	\$ 57,969	\$ 60,538
42	\$ 51,372	\$ 54,681	\$ 57,359	\$ 58,287	\$ 60,856
43	\$ 51,690	\$ 54,999	\$ 57,677	\$ 58,605	\$ 61,174
44	\$ 52,008	\$ 55,317	\$ 57,995	\$ 58,923	\$ 61,492
45	\$ 52,326	\$ 55,635	\$ 58,313	\$ 59,241	\$ 61,810
46	\$ 52,644	\$ 55,953	\$ 58,631	\$ 59,559	\$ 62,128
47	\$ 52,962	\$ 56,271	\$ 58,949	\$ 59,877	\$ 62,446
48	\$ 53,280	\$ 56,589	\$ 59,267	\$ 60,195	\$ 62,764
49	\$ 53,598	\$ 56,907	\$ 59,585	\$ 60,513	\$ 63,082
50	\$ 53,916	\$ 57,225	\$ 59,903	\$ 60,831	\$ 63,400
51	\$ 54,234	\$ 57,543	\$ 60,221	\$ 61,149	\$ 63,718
52	\$ 54,552	\$ 57,861	\$ 60,539	\$ 61,467	\$ 64,036
53	\$ 54,870	\$ 58,179	\$ 60,857	\$ 61,785	\$ 64,354
54	\$ 55,188	\$ 58,497	\$ 61,175	\$ 62,103	\$ 64,672
55	\$ 55,506	\$ 58,815	\$ 61,493	\$ 62,421	\$ 64,990
56	\$ 55,824	\$ 59,133	\$ 61,811	\$ 62,739	\$ 65,308
57	\$ 56,142	\$ 59,451	\$ 62,129	\$ 63,057	\$ 65,626
58	\$ 56,460	\$ 59,769	\$ 62,447	\$ 63,375	\$ 65,944
59	\$ 56,778	\$ 60,087	\$ 62,765	\$ 63,693	\$ 66,262
60	\$ 57,096	\$ 60,405	\$ 63,083	\$ 64,011	\$ 66,580
61	\$ 57,414	\$ 60,723	\$ 63,401	\$ 64,329	\$ 66,898
62	\$ 57,732	\$ 61,041	\$ 63,719	\$ 64,647	\$ 67,216
63	\$ 58,050	\$ 61,359	\$ 64,037	\$ 64,965	\$ 67,534
64	\$ 58,368	\$ 61,677	\$ 64,355	\$ 65,283	\$ 67,852
65	\$ 58,686	\$ 61,995	\$ 64,673	\$ 65,601	\$ 68,170
66	\$ 59,004	\$ 62,313	\$ 64,991	\$ 65,919	\$ 68,488
67	\$ 59,322	\$ 62,631	\$ 65,309	\$ 66,237	\$ 68,806
68	\$ 59,640	\$ 62,949	\$ 65,627	\$ 66,555	\$ 69,124
69	\$ 59,958	\$ 63,267	\$ 65,945	\$ 66,873	\$ 69,442
70	\$ 60,276	\$ 63,585	\$ 66,263	\$ 67,191	\$ 69,760
71	\$ 60,594	\$ 63,903	\$ 66,581	\$ 67,509	\$ 70,078
72	\$ 60,912	\$ 64,221	\$ 66,899	\$ 67,827	\$ 70,396
73	\$ 61,230	\$ 64,539	\$ 67,217	\$ 68,145	\$ 70,714
74	\$ 61,548	\$ 64,857	\$ 67,535	\$ 68,463	\$ 71,032
75	\$ 61,866	\$ 65,175	\$ 67,853	\$ 68,781	\$ 71,350

Salary Determinants for New Teachers

Without Experience

New teachers who have 0 years of experience prior to coming to LCS shall be placed as a YEAR 0 Teacher. LCS wants new teachers to focus on their classrooms. Therefore, after the first year, all new teachers will move to year one on the salary schedule. After this, they will be part of the system progressing based on their TEAM Scores as described above.

With Experience

The salary for experienced teachers new to Lincoln County will be calculated as follows:

In-State

1. Determine years of experience up to 20 years.
2. If the teacher has one year of experience, he/she will be placed on year one of the LCS salary schedule.
3. If the teacher has two to four years of experience, he/she will begin on year one for the first year credit, then use their TEAM LOE score to move steps on the scale for all other years: "3" will equal 1 step; "4" will equal 2 steps; and, "5" will equal 3 steps.
4. Teachers with five or more years of experience will use the table below to determine their placement on the salary schedule except the last four years. Subtract the last four years from the number of years of experience, find that number on the table below to find the initial step on the salary schedule. Then, on the salary schedule in the chart above, use the TEAM LOE score to move steps on the schedule for the last four years: "3" will equal 1 step; "4" will equal 2 steps; and "5" will equal 3 steps.

Years of Experience	Placement on Scale
1	Year 1 Teachers
2	1 / 2
3	3 / 4
4	5 / 6
5	7 / 8
6	9 / 10
7	11 / 12
8	13 / 14
9	15 / 16
10	17 / 18
11	19 / 20
12	21 / 22
13	23 / 24
14	25 / 26
15	27 / 28
16	29 / 30
17	31 / 32
18	33 / 34
19	35 / 36

5. Reference appropriate number on salary schedule chart
6. Individual compensation can be that amount OR the dollar figure in any adjacent box. (This means that the district has the flexibility to adjust an individual's starting base pay.)

Out of State

1. Use the table on page twelve to determine the years of experience up to twenty years.
2. Based on recommendations from prior employment, place the teacher on the step that corresponds to the years of experience that best represents the nature of the reference.

Professional Development Contracts

For All Teachers

- Teachers who receive an LOE or 1 or 2 will have the option to complete a Professional Development Contract with their administration.
- PD Contract:
 1. Will reflect the area of refinements that have been addressed in observation documentation
 2. Will be designed to offer support to the teacher in areas that have been identified as areas of focus
 3. Will be individualized and intentional to ensure focus on strategies, activities, and programs that will support better teacher and student outcomes
- Once the contract is completed, the teacher may regain the steps on the salary schedule that were not obtained in the year prior to completing the contract.
 1. Score must be at least a three to receive the appropriate steps on the salary schedule
 2. PD contracts may only be completed once every five (5) years.
 3. If the teacher feels that special circumstances has caused a repeat LOE of 1 or 2 within five years, the situation may be appealed through the Appeals Committee.

Issue Resolution Process

1. Submit inquiry
2. RISE Director Reviews Inquiries
3. Investigation
4. Response Given
5. Educator can appeal decision
6. Decision Appeals Reviewed by RISE Appeals Committee
7. RISE Appeals Committee ruling given
8. Educator can appeal decision
9. Director reviews appeal
10. Director makes final decision
11. Rules then updated to reflect ruling/interpretation if needed

Further Information

The RISE Appeals committee consists of the RISE Director, the HR representative, and three members of the RISE committee.

Team members may not be individuals from the building of the person who has brought forward an issue and they may not be associated through friendship/relationship.

Lincoln County RISE Committee

Name	Job Title
Cindy Mefford	Fifth Grade, Highland Rim
Amber Lindsey	Fourth Grade, Flintville
Tracy Durham	Algebra 1, Ninth Grade Academy
Sidney Ogle	Intervention and Curriculum Coordinator, South Lincoln
Nickie Tucker	Fifth Grade, Blanche
Emily Pierce	Principal, Unity
Veronica King	School Board Member
Tommy Stevenson	School Board Member
Johnny Collins	School Board Member
Renee Pryor	Supervisor of Evaluation Programs
John Fanning	Supervisor of Instruction and Assistant to the Director
Bill Heath	Director of Schools