

## Germantown 2023-24 Differentiated Pay Plan

Hard-to-Staff	<input checked="" type="checkbox"/>
Instructional Roles	<input checked="" type="checkbox"/>
Performance	<input type="checkbox"/>
Alternative Salary Schedule	<input type="checkbox"/>

Hard to Staff (School, Subject, or Placement)	
<b>Description</b>	To ensure GMSD can continue offering Early Post-Secondary opportunities through Dual Enrollment, GMSD will compensate selected teachers for hard-to-staff positions, such as Dual Enrollment Calculus III and Differential Equations. <b>Priority Areas: 9-12 (Math)</b>
<b>Eligibility Criteria</b>	Certified in content/grade area Advanced degrees GMSD is bound by the teaching eligibility requirements from the local university in order to provide dual enrollment course offerings. Many of the teaching requirements including having a master's degree (or at least 12 hours of graduate coursework) in th Current teachers New hires
<b>Compensation Type and Size</b>	<b>Compensation Type:</b> Bonus <b>Bonus Type:</b> Retention <b>Compensation Amount:</b> 1 (math teacher*) x \$3,000 = \$3,000 *Math teacher who meets the criteria to teach Dual Enrollment Calculus III and Differential Equations.
<b>Reach</b>	1
<b>Estimated Cost</b>	\$3,000

Instructional Roles or Responsibilities	
<b>Description</b>	GMSD's Strategic Plan 2025 Goal 3 focuses on recruiting, developing, and retaining an exemplary staff. Within this goal, we utilize differentiated pay positions to leverage teacher leaders to share pedagogical strategies in timely professional differentiated development sessions. Additionally, these instructional leaders assist in retaining highly effective and engaged staff. GMSD will implement five unique instructional roles for the 2023-2024 school year:  <b>PLC Lead Role:</b> <ul style="list-style-type: none"> <li>• meet quarterly with TLA and other District PLC team members to discuss and plan for quarterly school PLC meetings</li> <li>• liaison between the administration and the individual PLC team to communicate questions, needs, and concerns</li> <li>• ensures that the team focuses on the critical questions</li> <li>• enhance the capacity of their team to work interdependently to achieve common goals for which team members hold themselves mutually accountable</li> <li>• lead the team in preparing and utilizing team norms, planning</li> </ul>

agendas, chairing meetings

- lead the work of teams in analyzing and improving student learning data
- lead the collaborative development and attainment of learning improvement goals

**Response to Intervention (RTI) Coach Role:** Helps teachers and instructional staff develop research-based, instructional practices that provide students the skills necessary to access Tier I instruction in ELA and Math.

RTI Coach Responsibilities:

- Facilitates the RTI Team process with principal, instructional staff, and parents
- Works with the Teaching, Learning, and Assessment Team, building level administrators as well as school psychologists to facilitate eligibility for special education.
- Progress Monitoring and lesson planning for Tier 3 students
- Communicate with School Psychologist

Additional duties include:

- 4 additional days of work to complete general opening and closing school year tasks such as data analysis, file preparation, and scheduling
- Develop/modify RTI handbook
- Monthly RTI building meetings and monthly district RTI meetings
- Attend parent conferences
- PLC grade/course level meetings
- PD for new teachers regarding RTI procedures

Share data with administrators and teachers

**Instructional Technology Coach (ITC) Role:** To provide support and training to staff and teachers for educational software tools as well as instructional planning support for integrating technology into the curriculum.

ITC Responsibilities:

- Offer professional development sessions for staff outside of regular work day hours.
  - Work with school principals to offer additional professional development trainings as needed to support the School Improvement Plan (SIP) and district goals throughout the school year.
  - Represent district office as a teacher leader by modeling and communicating high expectations regarding the effective integration of technology in the classrooms.
  - Assist Blended Learning Supervisor in evaluation and selection of digital teaching and learning resources
  - Assists with curriculum implementation for local instructional technology programs, such as digital citizenship.
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**Blue Chip Mentor Role:** To ensure new teachers and teachers new to GMSD (Blue Chips) are supported in transitioning into our district and understand expectations with their pursuits in gaining tenure, alignment with our strategic plan, and having a welcoming and hospitable climate and culture.

- Blue Chip Mentor Responsibilities: Plan, implement and attend orientation and pinning ceremonies; Hold monthly and/or quarterly meetings with Blue Chip cohorts; Schedule times to meet individually with Blue Chips to address concerns; Act as a liaison between Blue Chips and administration; Attend and redeliver PD provided by district-level administrators and Blue Chip cohorts; Assist in providing guidance and knowledge of TEAM evaluation rubric indicators; Exhibit professionalism by providing a supportive environment and maintaining confidentiality

**School Support Staff Lead Roles:** To ensure support staff have a liaison with the district administration and receive support while providing additional services to students and staff. These roles include a Lead Teacher in the following discipline areas: librarian, physical education, ELL, and a special education teacher.

- School Support Staff Lead Responsibilities: Meet monthly/quarterly with district colleagues; Compile reports on services and program updates to submit to district office; Attend and provide PD sessions applicable to specific colleagues, administrators, or the complete faculty; Progress monitor for student achievement and assist in providing interventions

**Number of Unique Roles:** 5 or more

<b>Eligibility Criteria</b>	Level of overall effectiveness (LOE) Individual TVAAS Certified in content/grade area Years of experience
<b>Compensation Type and Size</b>	*PLC Leads (60) x \$1000 *RTI Coach Leads: (7) x \$1,500 *Instructional Technology Coaches (6) x \$2,000 *Blue Chip Mentors (differentiated based on responsibilities due to supporting different teacher cohorts): -Year 1 BC Mentors (6) x \$1,500 -Year 2 BC Mentors (6) x \$1,000 -Year 3 and Beyond BC Mentors (6) x \$500 *School Support Leads: (4) x \$1,500
<b>Reach</b>	95
<b>Estimated Cost</b>	\$106,500

#### Performance

N/A

#### Alternative Salary Schedule

*Is the district implementing an alternative salary schedule?* No

#### Education\*

Educators are compensated on GMSD Teacher Salary schedule based on their total number of years of experience as well as the highest degree earned. The GMSD Salary Schedule consists of 20 STEPS (STEP 0 thru STEP 19) and has the following Salary Degree Lanes:

- Bachelors
- Masters
- Masters +30
- Education Specialist
- Doctorate

In order for any GMSD teacher to be compensated for an advanced degree, the advanced degree must be listed on the teacher's TN teaching license as documented in TNCompass.

#### Other

Educators who have active National Board Certification distinction listed on their TN teaching license will receive a one time (end of year) NBT Bonus in the amount of \$3,000.