

Haywood County Schools					
2016-17 Differentiated Pay Plan					
Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	Describe how the district will differentiate for this element. Include the eligibility criteria for receiving the award (such as minimum attendance or evaluation score).	Will the compensation be given as a bonus or a base pay increase? How much will qualifying teachers receive?	Eligibility: How many teachers are eligible for this type of compensation? Forecasted participation: How many teachers do you estimate will receive the award?	How much does the district estimate it will pay out for this differentiated pay element?	What percentage of salary expenditures (excluding benefit costs) does this element cover?
Hard-to-Staff (School, Subject, or Placement)	The District will utilize the range allowed within the new alternative salary schedule for hard-to staff positions	The amount will be included in the base pay as part of the hiring process. The amount can vary from 1 to 2 steps on the	No category has been identified at this time	No category has been identified, cost cannot be projected.	No category has been identified, cost cannot be projected.
Performance	The district will incorporate a salary schedule that uses evaluation criteria to determine base pay changes. A full description of the schedule is attached in the addendum	BASE PAY COMPENSATION: Teachers who receive a 1 or 2 on TEAM scores will not increase their base pay. Those who receive a 3 will receive a base pay increase of \$355, 4-\$710, and 5-\$1,065.	All teachers (approximately 210) who have opted in are eligible to receive the award if they meet eligibility requirements.	The district anticipates the total cost to be approximately \$100,000 based on last year's evaluation data and the addition of portfolios.	These payouts will form close to 50% percent of salary costs, with the exception of some career ladder and

		<p><b>BONUS COMPENSATION:</b></p> <p>Teachers who receive an individual TVAAS growth score of 4 or 5 will receive a bonus. Individual TVAAS score of 4= \$2500, 5= \$3,500</p> <p>School-Wide Bonuses:</p> <p>Bonuses will also be available to all certified employees in a school based on meeting performance level of designated criteria's. The maximum building level bonus will be \$1,800 with the exception of the High School (\$3,000) and Anderson (\$2,400).</p> <p>See schedule below for details.</p>	<p>A copy of the complete eligibility rules is attached.</p> <p>Based on the last two years of evaluation data, the district anticipates between 85-90% of teachers will receive a base pay change.</p> <p>All teachers that have an individual TVAAS score and those who develop a portfolio. All teachers that opt-in are eligible to receive these bonuses</p>	<p>The district will sustain this cost by removing base pay increases for Level 1 and 2 teachers.</p> <p>These increases, as one time payments, will be covered with TIF Funds.</p>	<p>other supplements.</p>
Additional Instructional Roles or Responsibilities	<ol style="list-style-type: none"> <li>1. The district will further its implementation of PLCs through the creation of a PLC leadership role.</li> <li>2. The district will also expand support for portfolio participants. A team of support personnel will be</li> </ol>	<ol style="list-style-type: none"> <li>1. The award will be given yearly in the form of a \$3,000 stipend.</li> <li>2. The award for support personnel will be given yearly in the form</li> </ol>	<p>Teacher leaders must have an evaluation score of 3, 4, or 5 (with preference given to 4's &amp; 5's) and be selected using a set of criteria. These teacher leaders will perform</p>	<ol style="list-style-type: none"> <li>1. The estimated cost of these awards is <b>\$45,000.</b></li> <li>2. The estimated cost of these awards is <b>\$1,250</b> with the</li> </ol>	<p>This will comprise about 4% of district salary payouts for this year.</p> <p>2. This will comprise about 1% of the</p>

	<b>added to instructional roles for the 16-17 school year.</b>	<b>of a \$250 Stipend per person. Each individual will earn \$25 per hour (1 hour per month for 10 months).</b>	<b>additional duties as outlined in the plan. Teacher leaders must maintain their TEAM score of 3, 4 or 5 in order to receive the stipend. There will be approximately 18 roles available.</b>  <b>2. These individuals will have received additional training on the development and scoring of their respective portfolios. The knowledge and information gained through such additional trainings will be shared with participants through monthly scheduled professional development sessions and additional supports as needed. There will be approximately 5 roles available.</b>	<b>possibility of some overage.</b>	<b>district salary payouts for this year.</b>
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<b><i>Education*</i></b>	The district will include Bachelor's and Master's degrees for eligible base pay compensation as shown in the attached 2014-15 salary schedule. Degrees above a Master's will no longer be compensated in base pay.	Teachers seeking Advanced degrees (Master's and PhD) degrees will be eligible for base pay increase, but district must have been notified in advance of the start of a program by the educator in order to receive the stipend. Those teachers that enrolled in programs prior to January 1, 2014 are eligible for base pay increases on the previous year's schedule, provided that those programs were completed by July 1, 2016.			
<b><i>Experience*</i></b>	The district will not continue to award step increases for each year of experience on the new salary schedule, but those who opt-out will continue to increase a step each year. The attached salary schedule contains proposed amounts.				
<b>Other</b>					

*\*Education and experience are not differentiated pay elements and do not count toward the mandated criteria.*

The table below identifies the data sources for each school level for the 2016-17 school year.

<i>School</i>	<i>Building TVAAS</i>	<i>Discovery Education Reading and Math</i>	<i>STAR Reading and Math</i>	<i>ACT</i>	<i>Graduation Rate</i>
<i>Anderson</i>		X	X		
<i>Haywood Elementary</i>	X		X		
<i>East Side</i>	X		X		
<i>HMS</i>	X		X		
<i>HHS, CTE, SH</i>	X		X	X	X

The **school leader** model includes the following bonuses for administrators with an Educator Effectiveness of 3, 4, or 5 who are ACCESS participants:

<b>Anderson Early Childhood</b>	<b>Principal (Max \$4,440)</b>	<b>Assistant Principal (Max \$3,840)</b>	<b>INSTRUCTIONAL FACILITATORS AND OTHER SCHOOL LEADERS (Max \$3,040)</b>
<i>TVAAS (School Composite)</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Discovery Education Reading (Note: Pre-K assumes Kindergarten values)</i>	<i>Meets or Exceeds Proficiency 75% - \$360 83% - \$540 90% - \$720</i>	<i>Meets or Exceeds Proficiency 75% - \$360 83% - \$540 90% - \$720</i>	<i>Meets or Exceeds Proficiency 75% - \$360 83% - \$540 90% - \$720</i>
<i>Discovery Education Math (Note: Pre-K assumes Kindergarten values)</i>	<i>Meets or Exceeds Proficiency 75% - \$360 83% - \$540 90% - \$720</i>	<i>Meets or Exceeds Proficiency 75% - \$360 83% - \$540 90% - \$720</i>	<i>Meets or Exceeds Proficiency 75% - \$360 83% - \$540 90% - \$720</i>
<i>STAR Reading</i>	<i>60%- \$800 80%- \$1,200 90%- \$1,500</i>	<i>60%- \$700 80%- \$850 90%- \$1,200</i>	<i>60%- \$475 80%- \$600 90%- \$800</i>
<i>STAR Math</i>	<i>0.9-1.8- \$800 1.9-2.8- \$1,200 2.9 &amp; up- \$1,500</i>	<i>0.9-1.8- \$700 1.9-2.8- \$850 2.9 &amp; up- \$1,200</i>	<i>0.9-1.8- \$475 1.9-2.8- \$600 2.9 &amp; up- \$800</i>

HAYWOOD ELEMENTARY	PRINCIPAL (Max \$5,000)	ASSISTANT PRINCIPAL (Max \$3,900)	INSTRUCTIONAL FACILITATORS AND OTHER SCHOOL LEADERS (Max \$2,600)
TVAAS (SCHOOL COMPOSITE)	<b>3- \$1,000</b> <b>4- \$1,500</b> <b>5- \$2,000</b>	<b>3- \$750</b> <b>4- \$1,000</b> <b>5- \$1,500</b>	<b>3- \$500</b> <b>4- \$750</b> <b>5- \$1,000</b>
STAR Reading	<i>0.9-1.8- \$800</i> <i>1.9-2.8- \$1,200</i> <i>2.9 &amp; up- \$1,500</i>	<i>0.9-1.8- \$700</i> <i>1.9-2.8- \$850</i> <i>2.9 &amp; up- \$1,200</i>	<i>0.9-1.8- \$475</i> <i>1.9-2.8- \$600</i> <i>2.9 &amp; up- \$800</i>
STAR Math	<i>0.9-1.8- \$800</i> <i>1.9-2.8- \$1,200</i> <i>2.9 &amp; up- \$1,500</i>	<i>0.9-1.8- \$700</i> <i>1.9-2.8- \$850</i> <i>2.9 &amp; up- \$1,200</i>	<i>0.9-1.8- \$475</i> <i>1.9-2.8- \$600</i> <i>2.9 &amp; up- \$800</i>

EASTSIDE INTERMEDIATE	PRINCIPAL (Max \$5,000)	ASSISTANT PRINCIPAL (Max \$3,900)	INSTRUCTIONAL FACILITATORS AND OTHER SCHOOL LEADERS (Max \$2,600)
TVAAS (School Composite)	<b>3- \$1,000</b> <b>4- \$1,500</b> <b>5- \$2,000</b>	<b>3- \$750</b> <b>4- \$1,000</b> <b>5- \$1,500</b>	<b>3- \$500</b> <b>4- \$750</b> <b>5- \$1,000</b>
STAR Reading	<i>0.9-1.8- \$800</i> <i>1.9-2.8- \$1,200</i> <i>2.9 &amp; up- \$1,500</i>	<i>0.9-1.8- \$700</i> <i>1.9-2.8- \$850</i> <i>2.9 &amp; up- \$1,200</i>	<i>0.9-1.8- \$475</i> <i>1.9-2.8- \$600</i> <i>2.9 &amp; up- \$800</i>
STAR Math	<i>0.9-1.8- \$800</i> <i>1.9-2.8- \$1,200</i> <i>2.9 &amp; up- \$1,500</i>	<i>0.9-1.8- \$700</i> <i>1.9-2.8- \$850</i> <i>2.9 &amp; up- \$1,200</i>	<i>0.9-1.8- \$475</i> <i>1.9-2.8- \$600</i> <i>2.9 &amp; up- \$800</i>



HAYWOOD MIDDLE	PRINCIPAL (Max \$5,000)	ASSISTANT PRINCIPAL (Max \$3,900)	INSTRUCTIONAL FACILITATORS AND OTHER SCHOOL LEADERS (Max \$2,600)
TVAAS (School Composite)	3- \$1,000 4- \$1,500 5- \$2,000	3- \$750 4- \$1,000 5- \$1,500	3- \$500 4- \$750 5- \$1,000
STAR Reading	0.9-1.8- \$800 1.9-2.8- \$1,200 2.9 & up- \$1,500	0.9-1.8- \$700 1.9-2.8- \$850 2.9 & up- \$1,200	0.9-1.8- \$475 1.9-2.8- \$600 2.9 & up- \$800
STAR Math	0.9-1.8- \$800 1.9-2.8- \$1,200 2.9 & up- \$1,500	0.9-1.8- \$700 1.9-2.8- \$850 2.9 & up- \$1,200	0.9-1.8- \$475 1.9-2.8- \$600 2.9 & up- \$800

<b>HAYWOOD HIGH</b>	<b>PRINCIPAL (MAX \$6,000)</b>	<b>ASSISTANT PRINCIPAL (MAX \$4,900)</b>	<b>INSTRUCTIONAL FACILITATORS AND OTHER SCHOOL LEADERS (MAX \$3,600)</b>
TVAAS (School Composite)	3- \$1,000 4- \$1,500 5- \$2,000	3- \$750 4- \$1,000 5- \$1,500	3- \$500 4- \$750 5- \$1,000
STAR Reading	0.9-1.8- \$800 1.9-2.8- \$1,200 2.9 & up- \$1,500	0.9-1.8- \$700 1.9-2.8- \$850 2.9 & up- \$1,200	0.9-1.8- \$475 1.9-2.8- \$600 2.9 & up- \$800
STAR Math	0.9-1.8- \$800 1.9-2.8- \$1,200 2.9 & up- \$1,500	0.9-1.8- \$700 1.9-2.8- \$850 2.9 & up- \$1,200	0.9-1.8- \$475 1.9-2.8- \$600 2.9 & up- \$800
GRADUATION RATE	Meet AMO for graduation Rate- \$200	Meet AMO for graduation Rate- \$200	Meet AMO for graduation Rate- \$200
ACT	ACT Composite score improves by .20- \$800	ACT Composite score improves by .20- \$800	ACT Composite score improves by .20- \$800

The **teacher model** includes the following bonuses for teachers with an Educator Effectiveness Score of 3, 4 or 5 who are ACCESS participants-

Teacher Leader stipends (18 teachers) \$3,000 =\$54,000

Individual TVAAS Stipends will be awarded to High School tested teachers and portfolio participants.

School	Bld. TVAAS- Composite Score	STAR Reading - Increase Grade Equivalent *	STAR Math - Increase Grade Equivalent*	ACT .20 increase	Graduation Rate	Discovery Ed. (K only Test) *
Anderson ECC  (Max. \$2,000  Previous \$3,400)	N/A	60%= \$300 80%= \$400 90%= \$500	0.9-1.8= \$300 1.9-2.8= \$400 2.9 & up= \$500	N/A	N/A	Grade Span Kindergarten  Reading- Meets or Exceed Proficiency  75% - \$300 83%- \$400 90%- \$500

						<b>Math- Meets or Exceed Proficiency</b>  75% - \$300  83%- \$400  90%- \$500  <b>Note: Pre-K assumes Kindergarten Values</b>
<b>Haywood Elementary</b>  <b>(Max. \$2,000 Previous \$3,400)</b>	3- \$800  4- \$900  5- \$1,000	0.9-1.8= \$400  1.9-2.8= \$450  2.9 & up= \$500	0.9-1.8= \$400  1.9-2.8= \$450  2.9 & up= \$500	N/A		N/A
<b>East Side</b>  <b>(Max \$2,000  Previous \$3,400)</b>	3- \$800  4- \$900  5- \$1,000	0.9-1.8= \$400  1.9-2.8= \$450  2.9 & up= \$500	0.9-1.8= \$400  1.9-2.8= \$450  2.9 & up= \$500	N/A		N/A

<b>Haywood Middle</b>  <b>(Max \$2,000</b>  <b>Previous</b> <b>\$3,400)</b>		<b>1.0-1.9=   \$400</b>	<b>1.0-1.9=   \$400</b>	<b>N/A</b>		
	<b>3- \$800</b>	<b>2.0-2.9=   \$450</b>	<b>2.0-2.9=   \$450</b>			<b>N/A</b>
	<b>4- \$900</b>	<b>3.0 &amp; up=   \$500</b>	<b>3.0 &amp; up=   \$500</b>			
	<b>5- \$1,000</b>					
<b>Haywood High REACH</b>  <b>(Max \$3,000</b>  <b>Previous</b> <b>\$3,800)</b>	<b>3= \$800</b>	<b>0.9-1.8=   \$400</b>	<b>0.9-1.8=   \$400</b>			
	<b>4= \$900</b>	<b>1.9-2.8=   \$450</b>	<b>1.9-2.8=   \$450</b>	<b>\$800</b>	<b>\$200</b>	<b>N/A</b>
	<b>5= \$1000</b>	<b>2.9 &amp; up=   \$500</b>	<b>2.9 &amp; up=   \$500</b>			

## **1. Alternative Salary Schedule**

The key component of the ACCESS program is the alternative salary schedule. In this schedule teachers will earn base pay increases based on their TEAM composite scores.

Existing teachers have the option to opt-in or opt-out in of the new compensation model. The opt-in/opt-out criteria are outlined in the plan. If individuals opt-out they are **not** able to receive any funds from the TIF program. All new teachers to the district must opt-in.

**The alternative salary schedule is attached in excel format.**

### **Teacher Opt-in and Opt-out Rules**

The purpose of including an opt-in/opt-out period for currently employed staff is to allow those teachers who have been in the system for many years to remain on the current salary schedule. However, our goal is to have as many teachers as possible opt-in to the new model. We feel that the model will foster a higher level of collaboration and focus at all of our schools.

**Existing teachers-** Existing teachers had the option to Opt-in or Opt-out during the enrollment period. This was a one month period during the spring of 2014. Teachers who opted-in entered into the alternative salary schedule at the step that was closest but not below their base salary at that time. Teachers who opted in are currently not allowed to opt out at any time during their employment. Teachers were required to sign an opt-in contract agreeing to the terms and stating they understand the criteria. After two (2) years of payouts, the opt-in option for TIF will be permanently closed to these individuals.

**UPDATE: This window was closed as of August 5, 2016.**

**New teachers-** Teachers who are new to the district are automatically enrolled in ACCESS and have no ability to opt-out at any time. New teachers with no prior experience will enter the alternative salary schedule at the starting base salary, unless deemed to be a hard to staff position. Teachers must be employed by October 1<sup>st</sup> to be eligible for the ACCESS award during the current school year.

### **Teachers who OPT-OUT**

Teachers who opted-out of the alternative compensation model will continue to be part of the 2013-2014 salary schedule. This schedule will not be updated yearly for adjustments for state increases. These individuals will be able to move through years of service as they have in the past but will

receive no additional increases for advanced degrees. Teachers who opt-out will receive no monies from the TIF grant. Teachers who opt-out will sign a contract of agreement with the terms of opting-out. Only those teachers who have already started an advanced degree program as of the 2013-14 school year will be allowed to move across the schedule for additional degrees. These individuals must have their program complete within 2 years of the start of this compensation model. The Human Resource Director must be made aware of the degree program, the anticipated date of completion and be made aware upon completion. **Anyone who opts-out will not be eligible for teacher leader roles, professional development stipends, or any other performance based increases/awards.**

**The teacher salary schedule for those existing teachers who OPTED-OUT is attached in excel format.**

#### **Teachers who OPT-IN (ACCESS participants)**

Teachers who opt-in will be a part of the new strategic compensation model and the alternative salary schedule. Teachers will enter the salary schedule in the lane that corresponds with their education level and at the step closest to their current base salary without going below. This is according to Tennessee state law. It is important to note that steps are not equivalent to years as they are in the traditional salary schedule. In HCS's new model, steps are earned through performance, not years of service. In the new schedule teachers who earn a 3 composite score on TEAM shall move one step. Teachers who earn a 4 composite score on TEAM shall move two steps. Teachers who earn a 5 composite score on TEAM shall move three steps. Teachers who earn a 1 or 2 composite TEAM score will receive no steps and their base pay will remain the same. These teachers are not eligible for any of the awards in the model. They will however be required to attend additional PD offerings and if they improve their effectiveness level to a 3, 4 or 5 they will receive a professional development improvement stipend. Teachers who opt-in will sign a contract of agreement with the criteria for the new model.

Teachers who have already started an advanced degree program as of the 2013-14 school year will be allowed to move across the 2013-14 schedule for additional degrees. These individuals must have their program complete within 2 years of the start of this compensation model. The Human Resource Director must be made aware of the degree program, the anticipated date of completion and be made aware upon completion. Teachers who opt-in to the model and do not yet have an advanced degree and are not enrolled in a program by the end of the 2013-14 school year are eligible to move to the advanced degree lane when they complete an advanced degree.

#### **New teachers with no previous experience- No opt-out option**

New teachers with no previous experience must opt-in to the ACCESS compensation model. These teachers will begin at 0 years of experience on the salary schedule. After completing their first year of employment they will advance in the salary schedule if they have a 3, 4 or 5 composite score on the TEAM evaluation. A new teacher who scores a 1 or 2 Composite score will remain at 0 years, and must complete the additional PD requirements.

### **New teachers with previous experience- No opt-out option**

Teachers who are new to the system with previous experience shall have previous experience and licensure verified and will then be placed on the alternative salary schedule according to their years of experience. All teachers new to the district will be required to attend/ participate in the mandatory professional development activities, unless they are exempt due to favorable TEAM evaluation scores from their previous district. Documentation of previous scores will be required.

### **EXPERIENCE VERIFICATION GUIDELINES for CERTIFIED EMPLOYEES**

#### **1. Tennessee Public School Experience**

- a. All verified Tennessee public school experience will be accepted
- b. Experience verification for the previous school year must be submitted for that year to be included in the immediate salary adjustment
- c. The deadline to submit verification for TN public school experience is December 1
- d. Salary adjustment will be made once experience verification forms are received and approved provided the December 1 deadline is met

#### **2. Out of State Public School Experience**

- a. All verified out of state public school experience will be accepted
- b. The deadline to submit verification for out of state public school experience is December 1
- c. Salary adjustment will be made once experience verification forms are received and approved provided the December 1 deadline is met

#### **3. Private School experience in Tennessee or Out of State**

- a. Request for private school experience must be accompanied by the following
  - i. An experience verification form completed by the private school facility
  - ii. A certificate that verifies accreditation of that facility during the years of employment
  - iii. Evidence of a valid teaching license from the home state of the private school during the period of employment at the private school
  - iv. Specific contact information for the identified private school to complete the verification process

#### **4. Overseas, Charter or Other Educational Facilities**

- a. Request for experience from any other educational facility must be accompanied by the following
  - i. An experience verification form completed by the school facility
  - ii. A certificate that verifies accreditation of that facility during the years of employment
  - iii. Evidence of a valid teaching license from the home state of the private school during the period of employment at the (i.) school
  - iv. Specific contact information for the identified school to complete the verification process

#### **5. Military Experience**

- a. Submit verification of active duty – the DD214 form is required



- i. Up to five years will be approved for years of service that meet active duty criteria

**6. University Level Teaching Experience**

- a. Experience will be granted for the verified years as a full time voting member of the university
- b. Documentation must include a letter (on university letterhead) from the department chair verifying the voting authority held by the applicant
  - i. Specific contact information for the identified school to complete the verification process

**7. Relevant Full-time Work Experience**

- a. Experience will be granted for the verified years as a full time employee in a position that directly related to the teaching positions to be taken
- b. Individuals must provide contact information for past positions and organizations must verify employment start/end dates in verbal or written form.

(Employees are responsible for the submission of this documentation. If documentation is not submitted only experience verified through PIRS will be considered for salary purposes. )

**2. Individual Bonus Model**

The second component of the teacher compensation model is the individual bonus model. This bonus is intended to recognize those teachers who teach in both tested and high accountability area subjects. In order to receive this bonus, teachers must meet all ACCESS eligibility criteria.

The amounts available for those bonuses are listed in the chart below:

Individual TVAAS Bonus	
Teachers without Individual TVAAS (i.e., Career & Tech, Library, Computer, 1 <sup>st</sup> grade, non-tested HS courses)	Not available

Teachers with Individual TVAAS- includes portfolio models (i.e., PreK, K, Fine Arts, TNReady ELA and Math 3-8 & High School tested subjects, Science and Social Studies)	TVAAS 4- \$2,500 TVAAS 5- \$3,500
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### **3. Building Level Bonus Model**

The third component of the teacher compensation model is the building bonus model. This bonus is intended to recognize collaborative and attainment of school goals. The measures and values differ by school. In order to receive this bonus, teachers must meet all ACCESS eligibility criteria.

A summary of the building bonuses is below:

LOCATION	MAX AMOUNT	PREVIOUS AMOUNT
Anderson ECC	\$2,000	\$3,400
Haywood Elementary	\$2,000	\$3,400
East Side	\$2,000	\$3,400
Haywood Middle	\$2,000	\$3,400
Haywood High/REACH	\$3,000	\$3,800

#### **4. Professional Development Improvement Stipends**

All teachers are required to obtain 18 hours of Professional Development throughout the year, along with numerous other opportunities for PD through professional learning communities and collaborative meetings.

Every HCS teacher who receives a composite score of 1 or 2 on the TEAM evaluation must complete 18 extra hours of professional development outside of regular school hours. There are online modules provided through EDIVATE based on the TEAM rubric that can be completed to count towards those 18 hours of professional development. The online modules are to be completed throughout the school year and incorporated into classroom instruction. All follow-up/reflection questions must be completed as well. There is usually a grace period of 3 days after modules are completed before access to the follow-up and/or reflection questions is allowed. This is to allow teachers time to execute what they have learned from the online modules in the actual classroom setting. Teachers will also have numerous other PD opportunities throughout the year during PLC's and collaborative meetings. At the end of the school year if the teachers shows improvement in their TEAM score they will receive a stipend. The improvement stipend is as follows:

- Team score of 3= \$300
- Team score of 4= \$400
- Team score of 5= \$500

#### **5. Additional Roles and Responsibilities:**

##### **Teacher Leaders**

HCS wishes to establish a network of teachers who have proven to be highly effective based on evaluation scores and leadership qualities. We wish to increase their impact on other teachers by having them fulfill additional roles and responsibilities. Teacher leaders will support district and school level instructional leadership. These teachers will also help us begin a pipeline of aspiring school leaders. The district anticipates approximately 20 of these annual roles and teacher leaders will be compensated with a stipend of **\$3,000** if they complete all requirements of the position, meet the attendance requirements listed in the eligibility rules, and maintain or improve their TEAM score of 3, 4, or 5.

Qualifications:

1. Must have a 3, 4, or 5 (with preference given to 4's and 5's) on the TEAM composite score
2. Must have worked in the school for at least one year
3. Must attend and participate in one day of the summer training for teachers who score a 1 or 2 on TEAM
4. Must chair or co-chair a PLC for the building for grade level. Will collaborate with the Instructional Facilitator

5. Must be available for mentoring and modeling for grade level teachers
6. Duties may occur during and after school
7. Must be very knowledgeable about the TEAM rubric, Common Core State Standards, and other local or state led initiatives.
8. Must be able to disaggregate student data and analyze school level data in order to work towards school improvement goals
9. Applicant will commit to a minimum of 8 hours per month outside the regular school day

#### Roles and Responsibilities of the Job:

1. Act as a building and district leader and representative
  - a. Support and assist in implementing the district vision
  - b. Sharing instructional leadership vision and practices with principal by working with school administrators to develop, implement, and evaluate the schools' goals
  - c. Develops relationships with other Teacher Leaders, Instructional Facilitators, building principals and other district personnel
  - d. Serve on district level teams
  - e. Release time will be provided for teacher leaders to observe teachers implementing strategies and techniques covered during professional learning opportunities
2. Create a collaborative culture-
  - a. Utilize group processes to help colleagues work collaboratively to solve problems, manage decisions, and promote meaningful change
  - b. Model effective skills in listening, presenting ideas, leading discussions, and identifying the needs of self and others in order to advance professional learning in the building
  - c. Create trust among colleagues and build actions that supports student learning
  - d. Strive to create an inclusive culture where diversity is welcomed in addressing challenges
3. Support research based practices and student learning-
  - a. Assists colleagues in accessing and using research in order to select appropriate strategies to improve learning
  - b. Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning
  - c. Work to further teachers' understanding of curriculum and Common Core State Standards
4. Professional learning for continuous improvement
  - a. Collaborate with colleagues and school administrators to plan professional learning that is team based, job embedded, sustained over time, aligned with content standards and linked to school improvement goals.
  - b. Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning.
  - c. Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning

- d. Attend professional learning events and serve as a facilitator to disseminate information to colleagues
- 5. Improve instruction and student learning
  - a. Facilitates the collection, analysis and use of classroom and school based data to identify opportunities to improve curriculum, instruction, assessment, school organization and school culture
  - b. Engages in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research based effective practices
  - c. Provides demonstration lessons and models best practices with students
  - d. Collaborates with colleagues during lesson planning and selection of instructional materials
  - e. Supports colleagues in their professional growth by serving as a mentor, coach and content facilitator
- 6. Assessment and Data
  - a. Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state standards
  - b. Creates a climate of trust in order to engage colleagues in challenging conversations about student learning data that may lead to improved student outcomes
  - c. Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.
  - d.

### **Presenters**

The district is expanding support for portfolio participants. A team of support personnel will be added to instructional roles for the 16-17 school year. These individuals will have received additional training on the development and scoring of their respective portfolios. The knowledge and information gained through such additional trainings will be shared with participants through monthly scheduled professional development sessions and additional supports as needed. There will be approximately 5 roles available. The award for support personnel will be given yearly in the form of a \$250 Stipend per person. Each individual will earn \$25 per hour (1 hour per month for 10 months). These individuals are expected to meet attendance requirements listed in the eligibility rules, and maintain or improve their TEAM score of 3, 4, or 5.

### **C. Eligibility Rules**

Include or attach your complete eligibility rules for both the alternative schedule and, if necessary, for the bonus component of your model.

Reminder: Teachers who are rated below effective are not eligible for performance awards using TIF 4 funds.

#### **Eligibility Rules:**

- Employee must not miss more than 12 days or 95% of the remaining days from the date of hire prior to October 1<sup>st</sup> to be eligible for the ACCESS bonus award. (This particular eligibility rule does not apply to base pay increases.)
- Central office staff, substitutes, homebound teachers, student teachers, contracted employees, part-time employees, classified staff and any other staff who do not fit the criteria below are NOT eligible.
- Employees who are currently employed must be in “good standing”. Good standing is interpreted as holding a valid transitional, apprentice or professional license by the first day of the second semester.
- Employee must earn a 3 or higher on their TEAM composite evaluation score.
- Employees must be supervised and evaluated at least 2 times by the principal or his/her designee on the campus where they are serving students.
- Includes all certified staff who receive a TEAM score.
- Employees must be employed by October 1<sup>st</sup> to be eligible for an ACCESS bonus award for that school year. Employee must be continuously employed in an eligible position through the last day of school.
- Employee leave- The following types of leave will be held harmless (not count as days absent) but must be approved prior to taking them in order to not be counted against attendance. These leaves must match the Board’s current policies and term definitions and shall include: military leave, FMLA- Family Medical Leave, assault leave, jury duty, religious holidays, and any off campus duty (such as professional development opportunities, field trips or activities approved by the district).
- Employees who are terminated any time during the year are NOT eligible to receive their ACCESS award.
- Employees who are non-renewed due to district budget circumstances are eligible to receive a pro-rated ACCESS award.
- In the case of the death of an employee in good standing, the estate of the employee will received a pro-rated ACCESS award.
- Employees who retire at the end of the school year are eligible for the bonus award.
- Employees who leave the district at the end of the year on their own accord shall not be eligible for their award.
- Employees who are transferred during the year by central office decision are still eligible for the award as long as they remain in a teaching position. The rate of the reward will be calculated by the percent of time they have spent in each position.
- Employees who are transferred to a non-classroom teaching position will still be eligible for their award. The rate of the reward will be calculated by the percent of time they have spent in each position.
- Employees who are transferred to a central office position will still be eligible for their award. The rate of the reward will be calculated by the percent of time they have spent in each position.

Employees who travel from one school to another will split the award (should there be a difference in measures) according to the amount of time they spend at each school.