

MARYVILLE--052					
2017-18 Differentiated Pay Plan					
Differentiated Element	Description	Eligibility Criteria	Compensation Type and Size	Reach	Estimated Cost
	Describe how the district will differentiate for this element.	What is 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?	How much does the district estimate it will pay out for this differentiated pay element?
Hard-to-Staff (School, Subject, or Placement)					
Performance					
Additional Instructional Roles or Responsibilities	The district will compensate specific roles and responsibilities that recognize the talents of our most effective teachers and deploy them in the service of student learning, adult learning, and collaboration toward school/system	Level of Overall Effectiveness (LOE)  Individual TVAAS  Currently there are 138 Stage 3 teachers in our system who might qualify for a specific assignment. Depending on the proposals submitted by	The compensation per role ranges from \$350 to \$1,000. The funds allocated for the roles and responsibilities stipends from school proposals will be approximately \$95,000.	90	\$110,000

	<p>improvement. Funds will be allocated to schools based on a student enrollment formula. Principals will submit a written proposal including specific job descriptions to the Director who will make the final approval for awarding the funds. Proposals for compensation of a specific role/responsibility must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Has strong potential to positively impact student outcomes and supports the MCS Strategic Plan goals and objectives</li> <li>• Involves a considerable amount of extra time, responsibility and decision-making skill</li> <li>• Requires an administrative selection process based on knowledge, skill level and expertise for the specific task.</li> </ul>	<p>each school, an estimated 70-90 teachers could be offered additional roles and responsibilities for compensation.</p> <p>This year 10 teachers are serving in the role of coach. This number is lower than in the past and will fluctuate based on the number of new hires and evaluation results but will serve as a baseline for estimates for budget preparation.</p>	Instructional Coaching stipends will require \$15,000 allocation to meet the needs in this area of teacher growth and improvement.		

	<p>Teachers who achieve Stage 3 status (Qualitative Component Score of 4.3 or above with a score of 3 or greater on each element of the TIGER rubric and an individual TVAAS score of 3 or greater where applicable) may be considered for a specific role as defined in an individual school proposal. Considerations such as leadership and facilitator skills, specific expertise in a content area or instructional strategy, or early adopter status of new technology will be determinants for awarding these roles/responsibilities.</p> <p>In addition to the school-specific roles and responsibilities proposals, the district will recognize the instructional coaching role as a district-wide role. Assignment of coaches to all Stage I</p>				
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	<p>teachers is a required part of the TIGER Evaluation Growth Model. Instructional Coaching duties are well defined in the MCS Mentoring and Coaching Guide. Each Stage 1 teacher will be assigned to an Instructional Coach until which time movement is made to Stage 2. Instructional Coaches will receive a \$500 stipend for each Stage 1 teacher assigned to them for a school year.</p>				
<b>Education*</b>	<p>A new salary scale was introduced in 2016-17 which provides a fixed amount for each advanced degree.</p>				
<b>Other</b>					

*\*Education is not a differentiated pay element and does not count toward the mandated criteria.*