

Haywood County Schools

2018-19 Differentiated Pay Plan

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

Hard to Staff (School, Subject, or Placement)

N/A

Instructional Roles or Responsibilities

Description

Teacher Leader Roles:

HCS has established 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 have helped us begin a pipeline of aspiring school leaders. The district anticipates approximately 26 of these annual roles and teacher leaders will be compensated with a stipend of \$1,000 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
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- 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.

Number of Unique Roles: 1	
Eligibility Criteria	Level of Overall Effectiveness (LOE) Attendance minimum (i.e. miss no more than 12 days)
Compensation Type and Size	Teacher Leader (26) x \$1,000.
Reach	26
Estimated Cost	\$26,000
Performance	
Description	Annual base pay increases determined using Level of Overall Effectiveness (LOE). Haywood County has a single lane salary schedule. Educators can earn base pay increases based on their LOE. LOE 3 x \$355 (1 step) LOE 4 x \$710 (2 steps) LOE 5 x \$1,065 (3 steps)
Eligibility Criteria	Level of Overall Effectiveness (LOE) Tested teachers, Non-tested teachers, portfolio teachers
Compensation Type and Size	LOE 3 x \$355 (1 step) LOE 4 x \$710 (2 steps) LOE 5 x \$1,065 (3 steps)
Reach	175
Estimated Cost	\$486,000

Alternative Salary Schedule

Is the district implementing an alternative salary schedule? Yes

Annual base pay increases determined using evaluation criteria
Advanced degree payments determined using district specific criteria (i.e., district does not award increases for any and all advanced degrees)

Education*

With approved content area, Master's Degree employee moves 8 steps (\$2,840) down the alternative salary schedule.

*Other advanced degree increases to be determined at a later date.

N/A

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