

Maryville City Schools

2019-20 Differentiated Pay Plan

Hard-to-Staff	<input 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)

N/A

Instructional Roles or Responsibilities

Description

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 improvement. Funds will be allocated to schools based on student enrollment formula. Principals will submit a written proposal including specific job descriptions to the Director who will make final approval before awarding the funds. Proposals for compensation of a specific role/responsibility must meet the following criteria:

- Has strong potential to positively impact student outcomes and supports the MCS Strategic Plan goals and objectives;
- Involves a considerable amount of extra time, responsibility and decision-making skill;
- Requires an administrative selection process based on knowledge, skill level and expertise for the specific task.

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. 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 1 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.

Number of Unique Roles: 5 or more

Eligibility Criteria

Level of overall effectiveness (LOE); Individual TVAAS
Currently, there are 147 Stage 3 teachers in our school system who might qualify for a specific assignment. Depending on the proposal submitted by each school, 70-90 teachers could be offered additional additional roles and responsibilities for compensation. In 2017-18, eight teachers served 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.

Compensation Type and Size

The compensation per role ranges from \$150 to \$1,000. The funds allocated for the roles and responsibilities stipends from school proposals will be approximately \$95,000. Instructional Coaching stipends will require a \$15,000 allocation to meet the needs in this area of teacher growth and improvement.

Reach

125

Estimated Cost

\$110,000

Performance

N/A

Alternative Salary Schedule

Is the district implementing an alternative salary schedule? No

Education*

A set amount of additional compensation is provided for educators with advanced degrees as follows:

- Master's \$7,500
- MS+30 \$10,000
- Ed.S. \$12,000
- - Ed.D. \$14,000

Other

N/A

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

Maryville Junior High School

Our Mission is

“Building a Bridge to Success for Every Student through Unified Efforts”

PD Leadership Team Member

Strategic Compensation: \$400

REPORTS TO: Principal, Assistant Principals, and Technology Coordinator

PURPOSE: This individual provides direction, guidance, and leadership to ensure that MJHS professional development is high-quality, individualized, and focused on school and district goals and provides teachers with pedagogical and technological tools to meet school and district goals.

DUTIES AND RESPONSIBILITIES

- Develop, distribute, and analyze MJHS PD Needs Assessments quarterly
- Design differentiated PD offerings that effectively addresses needs identified in the Needs Assessments.
- Secures PD instructors and resources (print, online, etc.) from within and outside of MJHS as needed
- Provides PD instruction as needed on topics of expertise
- Ensure that technology needs for PD instructors are met and that sessions that need to be recorded are recorded
- Develop, distribute, and analyze PD feedback surveys to help determine if the PD met/addressed the needs of the MJHS faculty
- Collaborate with the technology coordinator to maintain and update the professional development section of the MJHS website (upload videos, archive resources, etc.)
- Further opportunities for distributed teacher leadership at MJHS
- Create and distribute to Faculty a spring log of all MJHS school wide PD

This Agreement of Partnership shall be binding upon the employee and the administration. The partnership, terms, duties, and compensation are agreed upon as indicated by the signatures of the parties below for one school year.

_____ Employee (Printed Name)	_____ Employee (Signature)	_____ Date
_____ Administrator (Printed Name)	_____ Administrator (Signature)	_____ Date

Maryville Junior High School

Maryville Junior High School

Our Mission is to

“Building a Bridge to Success for Every Student through Unified Efforts”

Departmental Curriculum Specialist (Chair)

Strategic Compensation: \$500

REPORTS TO: School Administration

PURPOSE: This individual coordinates the overall departmental planning, designing, and development of course(s) content and assessments for a specific subject area based on standards. The individual coordinates the curriculum innovation, design, and research, and ensures the development and maintenance of the highest quality aligned courses for MJHS.

DUTIES AND RESPONSIBILITIES

- Coordinate and facilitate content specific departmental professional learning communities to address and implement strategic plan strategies and school improvement initiatives (course and level alignment through development of common pacing guides, common standards-based lesson designs, formative and summative assessments, and grading practices)
- Facilitate student performance data analysis, grade distribution analysis and action plan development to track and increase student learning
- Facilitate the development of content and assessments that meet State course specific and Common Core Standards
- Collaborate with departmental colleagues to seek out and design innovative work for students
- Facilitate the review of course and content data making ongoing recommendations for continual refinement
- Communicate with department curricular, instructional, and standards changes
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources, and meetings in an effective and timely manner, demonstrate respect for others
- Coordinate communication and facilitation with the Departmental Digital Instructional Specialist
- Assist with the planning and facilitation of early release days with the Instructional Technology Facilitator
- Serve on the School Leadership Team
- Assign clerical duties to other teachers in the department

Maryville City Schools: Sample Instructional Roles Descriptions

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Employee (Printed Name)	Employee (Signature)	Date
Administrator (Printed Name)	Administrator (Signature)	Date

CORE COMPETENCIES FOR SUCCESS:

COMMUNICATION SKILLS

Clearly and effectively conveys and/or presents information verbally; summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Informs others involved in a project of new developments; Disseminates information to others, as appropriate; Effectively uses multiple channels to communicate important messages; Keeps administrators well informed about progress and/or problems in a timely manner; Writes in a clear, concise, organized and convincing way for a variety of target audiences

INTERPERSONAL SKILLS

Relates well with others; Treats others with respect; Shares views in a tactful way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others; Fosters an environment conducive to open, transparent communication among all levels and positions

CUSTOMER FOCUS

Prioritizes instructional and student learning needs as primary and is dedicated to meeting strategic plan curriculum alignment goals; Develops and maintains positive relationships; builds credibility and trust; Quickly and effectively solves problems; Provides prompt, attentive support in a cheerful manner; adapts to changing information, conditions or challenges with a positive attitude; Incorporates feedback into delivery of information to provide the best understanding and encouragement possible for teachers, students, and parents; Actively promotes MJHS mission

FUNCTIONAL /TECHNICAL EXPERTISE

Has the skills, abilities, knowledge and experience to be successful in functional area of content specific curriculum and instruction, assessment based on best practices to increase student learning of standards; Dedicates time and energy to keeping abreast of the latest information related to area of curriculum, instruction, and assessment with progress monitoring integration; Produces high quality work in organized and timely fashion

Montgomery Ridge Strategic Compensation

1 INTERMEDIATE LITERACY COMMITTEE (5@ \$400 = \$2000)

Roles/Responsibilities:

- Build an Intermediate Level Literacy Framework.
- Participate and provide high quality professional development to support the Intermediate Literacy Framework.
- Identify and acquire necessary resources for successful framework implementation.

2 PLC LEADER (7 @ \$500 = \$3500)

Roles/Responsibilities:

- Focus for the Year – Facilitate the work of the PLC leading to a yearly focus for improvement from each department based on previous year's data and future year's needs.
- Best Practice – Facilitate opportunities for grade level and individual teachers to share best practice
- Instructional Improvement – Provide opportunities for grade level and individual teachers to solicit feedback on student work and lesson design to improve overall teacher effectiveness.
- Vertical and Horizontal Alignment – Maintain and guaranteed and viable curriculum within and across grade level by providing meetings to discuss alignment and focus areas, as appropriate.
- Professional Development – Attend an annual PLC retreat providing feedback to the administration on overall effectiveness of the PLC structure, generating ideas for future improvement and providing input into areas of need for school-wide and departmental professional development.