

Unicoi County 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 teacher leader:

- Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
- Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
- Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
- Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges
- Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.
- The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

The teacher leader:

- Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
- Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
- Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues
- Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.
- The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

The teacher leader:

- Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards
- Collaborates with colleagues in the design, implementation, scoring,

and interpretation of student data to improve educational practice and student learning

- Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
- Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.
- The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

The teacher leader:

- Collaborates 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/district improvement goals
- Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning
- Facilitates professional learning among colleagues; d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning
- Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning
- Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning
- Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning
- Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.
- The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

The teacher leader:

- 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
 - Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
 - Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator
 - Serves as a team leader to harness the skills, expertise, and knowledge
-

of colleagues to address

- curricular expectations and student learning needs
- Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe
- Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.
- The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

The teacher leader:

- Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community
 - Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances
 - Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students
 - Develops a shared understanding among colleagues of the diverse educational needs of families and the community
 - Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community. To learn more about
 - The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.
 - Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
 - Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
 - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members
 - Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues
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to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals

- Represents and advocates for the profession in contexts outside of the classroom.

Number of Unique Roles: 1

Eligibility Criteria	<p>Certified in content/grade area; Years of experience</p> <p>Basic Qualifications:</p> <ul style="list-style-type: none"> • Positive TEAM evaluations from the previous year(s), both Instructional and Professional • At least one year of experience • Flexible, self- motivated, organized, collaborative and willing to work with diverse teams • Values student centered decision making • Willingness to learn about current research-based best practices that improve student learning and cultivate collaborative cultures of learning for students and teachers. • Ability to disaggregate student data and work to design instructional strategies to support student achievement gains • Ability to use processes to assess teacher professional development needs and assist with strategies • Commitment to regular communication and modeling of instructional strategies with other teachers and leaders • Understanding of TN State Standards and Grade Level Assessment(s) • Commitment to on-going work, projects and timelines (during and after school)
Compensation Type and Size	\$2,000.00 Per Teacher Leader
Reach	17
Estimated Cost	\$34,000
Performance	
N/A	
Alternative Salary Schedule	
<i>Is the district implementing an alternative salary schedule?</i> No	
Education*	
They advance through the district pay scale as degrees (MA, MA+45, EDS, DR) are earned.	
Other	
N/A	

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