

Maryville City Schools

2020-21 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 139 Stage 3 teachers in our school system who might qualify for a specific assignment. Depending on the proposal submitted by each school, 90-110 teachers could be offered additional additional roles and responsibilities for compensation. In 2019-20, 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

105

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.*

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.

3 GRADING/ASSESSMENT PILOT (6 @ \$250 = \$1400)

Roles/Responsibilities:

- Literature Review of Assessment and Grading
- Research/Pilot alternative assessment models
- Research/Pilot alternative grade reporting systems
- Report findings to faculty and make recommendations for improvement

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