

Lincoln County

Department of Education

One for All; All for LC

#one1c



RISE: Rewarding Instruction for Student Excellence

A Guide for Lincoln County Educators

1. Recruit, reward, and retain in hard to staff positions
2. Grow staff through focused professional development
3. Increase district performance and results
4. Increase teacher leadership opportunities

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Desired Outcomes

Recruit, reward, and retain staff in hard-to-staff positions

As there are many employment options in the county/region for individuals in specific fields, Lincoln County Schools (LCS) believes that the ability to award individuals in hard-to-staff positions is necessary in order to recruit, hire, and retain quality staff. We anticipate these awards will lead to measurable improvement in student learning by increasing students' access to effective teachers.

Grow staff through focused professional development

LCS believes that all children deserve access to highly qualified teachers. To achieve this end, all teachers need access to high-quality professional development that is tailored to their individual needs. Therefore, the district has developed a process by which value added and observation data are used to personalize the professional growth opportunities provided to teachers.

Increase district performance and results

Our model incorporates TEAM scores and student growth and achievement data. This effort is to ensure a consistent focus on state-approved, quantifiable measures of effectiveness.

Increase teacher leadership opportunities

LCS believes compensating high-performing teachers for stepping into newly defined roles, both inside and outside of the classroom, will increase collaboration, teacher effectiveness, and overall building performance.

Work completed in these roles will be above and beyond the regular teacher's role for improving student progress, exclusive of already compensated duties. Teachers that assume these new roles will have opportunities to expand their knowledge of working with adults and leading PLCs by participating in training and conducting site visits with other high-performing districts in the state.

LC will establish a learning network that serves to improve educator effectiveness and create a systemic framework to support district and school level instructional leadership. This framework will also improve the pipeline for aspiring leaders by building capacity among existing staff.

Compensation Model: Eligibility Rules

To receive additional compensation under RISE, all principals, assistant principals, curriculum coordinators, and teachers must meet the following minimum requirements:

1. Must have a TEAM LOE score or have been hired no later than January 31 and completed at least two full evaluations and must generate a Growth and Achievement score.
2. Must be an employee of the district at the time of payout

Additionally, the following rules apply for teachers:

- Non-renewed teachers who are not hired back will not receive a stipend.
- Teachers who retire will not receive a stipend.
- Teachers identified as PYE and hired after January 31 cannot receive a stipend because they have not completed all requirements to receive a full evaluation score.

Guidelines for Newly Employed Teachers Who Begin Their Contract in the Spring Semester:

1. A teacher hired with 0 years of experience who begins their contract in the month of January will have two evaluations (one announced planning/instruction and one unannounced environment/instruction). If the teacher is rehired, they will move to the next step on the salary scale.
2. A teacher who begins their contract with 0 years of experience on/after February 1st will have two evaluations (one announced planning/instruction and one unannounced environment/instruction) but will remain on step 0 on the salary scale if rehired the following school year.
3. An out-of-state or non-public school teacher with previous experience who begins their contract in the Spring semester will be placed on the salary scale in accordance with procedures already in place in the RISE manual. They will have two evaluations (one announced planning/instruction and one unannounced environment/instruction). If the teacher is rehired, they would earn steps in accordance with the initial placement determination on the payscale.
4. A TN public school teacher hired anytime during the school year will have their LOE generated from their evaluations at their previous school along with observation scores generated by the LC school/district. The LOE will be used to determine the teacher's placement on the salary scale the following school year if rehired.

Teacher Model at a Glance

	Excellence	Hard to Staff	Lead Teachers
Performance Criteria	Earn overall level of effectiveness (LOE) score	Observation score of 4 or 5 and overall level of effectiveness score of 3 or higher	Facilitate duties required of each position
Award Amount	Overall level of effectiveness (LOE) score: Level 1 = One Step Level 2 = One Step Level 3 = Three Steps Level 4 = Three Steps Level 5 = Three Steps	Up to \$4,000	\$1,250
Number of Awards	N/A	10	35
Award Type	Base Pay Increase	Stipend	Stipend
Award Dispersed	Upon receipt of available data	Upon receipt of available data	Upon successful completion of Teacher Leader responsibilities and at the end of the school year
Max Value	Three Steps	\$4,000	\$1,250 per role

Teacher Model: Hard to Staff/Recruitment Positions

Hard to staff positions are determined based on recruitment needs (5 or fewer applications of certified applicants). A maximum of 10 positions will be budgeted annually for recruitment purposes. The Human Resource Supervisor, the Evaluation Programs Supervisor, and the Instructional Supervisors, working with the Director of Schools, will identify and post hard-to-staff positions no later than July 1.

Acceptable Applicants

Acceptable applicants are individuals with appropriate certification and endorsement. Since this portion of the RISE Framework is for **recruitment**, current employees of the system will not be considered “acceptable applicants”.

Current Staff

Only current teachers who teach in the school where the position was advertised and who teach in a comparable position of the job posted will be eligible.

If a question arises regarding what is a “comparable position” – District Supervisors will assist the HR Supervisor in making this determination.)

*Existing teachers are eligible to receive a one-time payment during their tenure in Lincoln County.

Performance Requirements

- Teachers must receive a TEAM observation score of 4 or higher and an overall TEAM effectiveness score (LOE) of 3 or higher.
- The individual must also continue to demonstrate value to the faculty and meet expectations of the administration.

TEAM Observation Score	Overall level of effectiveness score	Stipend
4 or 5	3	\$4,000*
4 or 5	4	\$4,000*
4 or 5	5	\$4,000*

*The first payment will be made pending satisfactory performance (3, 4, or 5) at the end of the year when the hard to staff position was identified. The second payment will be made in the following school year when continuing satisfactory performance is available. The second payout will be based on the same score as the first payout. (Actual payouts will occur at the time of the district's payouts.)

Hard to Staff Position for Principals

The performance requirements and procedures listed above for hard to staff teachers apply as well to the position of principal which has been declared hard to staff. No principal currently employed can share in this particular payment.

Teacher Model: Teacher Leaders

Lead Teacher Roles & Responsibilities

Number of Positions: 35

Payment form: Stipend (\$1,250)

Position Assignments: All positions will be identified with consideration to grade spans, content area, and existing roles. Each building will receive positions based on these roles: K-2 Literacy Lead, ELA Content and PD Lead, Math Content and PD Lead, Technology Lead, and Mentor. Designation of number of positions will be based on building needs.

Position Timing: Duties will occur both during and outside the school day.

Purpose: To act as leaders of professional development activities, technology, content, K-2 Literacy, portfolio, and mentoring for other teachers in the district. Annual areas of focus will be determined with input from the principals in this process. All activities will be aligned to the approved professional development, accountability measures, improving teacher effectiveness and strategic plans.

Selection: Lead teachers will be identified by an approved process designed by a district level advisory team.

Qualifications:

- Individuals must have received a 3, 4 or 5 on their TEAM score from the previous year
- At least one year of experience in the building for building roles and one year in the district for district roles
- Flexible, self-motivated, collaborative and able to work with diverse teams
- Life-long learner with knowledge of or willingness to learn about current research-based best practices that improve student learning
- Shows proficiencies in standards crossing all domains of the TEAM evaluation framework
- Ability to interpret disaggregated student data and work to design instructional strategies to support student achievement gains
- Shows proficiency in communicating instructional strategies and skills to other teachers
- Ability to use processes to assess teacher professional development needs and assist with strategies
- Demonstrates skills in organization, leadership, communication and collaboration
- Understanding of Tennessee State Standards
- (Preferred) Experience and training in a wide range of instructional and student management strategies

Length of Contract: Lead Teacher contracts will run from July 1st through June 30th of each school year.

- o Lead teachers will negotiate their contract with their building principal/supervisor/director.
- o Each contract will be based on the **NEEDS** of the school as determined by the principal/supervisor/director.

LCS will establish a learning network that serves to improve educator effectiveness and create a systemic framework to support district and school level instructional leadership. This framework will also improve the pipeline for aspiring leaders by building capacity in existing staff.



Technology Lead

- Facilitate district one-to-one initiative
- Well versed in technology integrated lesson planning and virtual instruction
- Effectively model the implementation of integrated technology
- Willing to research appropriate apps, programs, and online curriculum needs
- Be innovative
- May require PD presentations
- Serve as a model classroom



ELA Content and PD Lead

- Analyze academic/non-academic data
- Align instruction and assessments to meeting the learning intention of the standards
- Work collaboratively with school administrators and district instructional supervisors to deliver effective virtual instruction support
- Be available for both school and district level professional development opportunities, especially Virtual Instruction PD



Math Content and PD Lead

- Analyze academic/non-academic data
- Align instruction and assessments to meeting the learning intention of the standards
- Work collaboratively with school administrators and district instructional supervisors to deliver effective virtual instruction support
- Be available for both school and district level professional development opportunities, especially Virtual Instruction PD



Mentor

- 5 year program
- Support new teachers and teachers new to the school
- Model pedagogy and best practice for new teachers
- Observe classroom practices and offer feedback
- Serve as a model classroom



Early Literacy Lead

- Facilitate the needs of the K-2 Curriculum
- Incorporate the use of technology in the K-2 curriculum
- Use data to guide instructional best practices
- Serve as a model classroom



SPED Lead

- Facilitate Implementation SPED district Initiatives
- Works well with supporting new initiatives for instruction
- Serves as a model classroom

Teacher Model

Existing teachers

- All teachers who were not previously TIF participants will be placed on the salary schedule (see appendix) at the step closest to their current salary¹.
- All teachers who were TIF participants will continue using the Post TIF salary schedule as they have in the past.
- It is important to remember that steps are not equivalent to years as they are in a traditional salary schedule. In LCS's system, steps are earned through the individual's performance, not years of service.

Additional Degrees

- Teachers who obtain advanced degrees will be compensated based on the appropriate category on the current pay scale.

Educator Awards

- Teachers who receive a state recognized regional award will receive a step increase on the current pay scale.

New teachers

- New teachers hired to the district are placed on the salary schedule based on their years of experience.
- Teachers with In-state experience will be placed on the scale according to favorable references and TEAM LOE scores for the past five years, and years of experience.
- Teachers with out-of-state experience will be placed on the scale according to favorable references and years of experience.

Teacher Model: Base Pay Increase

In the RISE salary schedule, the number of steps a teacher moves each year is dependent on that teacher's overall level of effectiveness. The following is applicable to all teachers:

Overall level of effectiveness	Performance	Number of Steps on RISE salary schedule
5	Significantly Above Expectations	3
4	Above Expectations	3
3	At Expectations	3
2	Below Expectations	1
1	Significantly Below Expectations	1

¹ Tennessee state law asserts that a teacher's compensation cannot be decreased; thus, individuals will be placed on the step at or above their current pay.

RISE Salary Schedule (2021-22)

STEPS	Category 1	Category 2	Category 3	Category 4	Category 5
Year 0 Teachers	\$ 38,776	\$ 42,152	\$ 44,883	\$ 45,830	\$ 48,450
STEP	Category 1	Category 2	Category 3	Category 4	Category 5
1	\$ 39,100	\$ 42,476	\$ 45,207	\$ 46,154	\$ 48,774
2	\$ 39,424	\$ 42,800	\$ 45,531	\$ 46,478	\$ 49,098
3	\$ 39,748	\$ 43,124	\$ 45,855	\$ 46,802	\$ 49,422
4	\$ 40,072	\$ 43,448	\$ 46,179	\$ 47,126	\$ 49,746
5	\$ 40,396	\$ 43,772	\$ 46,503	\$ 47,450	\$ 50,070
6	\$ 40,720	\$ 44,096	\$ 46,827	\$ 47,774	\$ 50,394
7	\$ 41,044	\$ 44,420	\$ 47,151	\$ 48,098	\$ 50,718
8	\$ 41,368	\$ 44,744	\$ 47,475	\$ 48,422	\$ 51,042
9	\$ 41,692	\$ 45,068	\$ 47,799	\$ 48,746	\$ 51,366
10	\$ 42,016	\$ 45,392	\$ 48,123	\$ 49,070	\$ 51,690
11	\$ 42,340	\$ 45,716	\$ 48,447	\$ 49,394	\$ 52,014
12	\$ 42,664	\$ 46,040	\$ 48,771	\$ 49,718	\$ 52,338
13	\$ 42,988	\$ 46,364	\$ 49,095	\$ 50,042	\$ 52,662
14	\$ 43,312	\$ 46,688	\$ 49,419	\$ 50,366	\$ 52,986
15	\$ 43,636	\$ 47,012	\$ 49,743	\$ 50,690	\$ 53,310
16	\$ 43,960	\$ 47,336	\$ 50,067	\$ 51,014	\$ 53,634
17	\$ 44,284	\$ 47,660	\$ 50,391	\$ 51,338	\$ 53,958
18	\$ 44,608	\$ 47,984	\$ 50,715	\$ 51,662	\$ 54,282
19	\$ 44,932	\$ 48,308	\$ 51,039	\$ 51,986	\$ 54,606
20	\$ 45,256	\$ 48,632	\$ 51,363	\$ 52,310	\$ 54,930
21	\$ 45,580	\$ 48,956	\$ 51,687	\$ 52,634	\$ 55,254
22	\$ 45,904	\$ 49,280	\$ 52,011	\$ 52,958	\$ 55,578
23	\$ 46,228	\$ 49,604	\$ 52,335	\$ 53,282	\$ 55,902
24	\$ 46,552	\$ 49,928	\$ 52,659	\$ 53,606	\$ 56,226
25	\$ 46,876	\$ 50,252	\$ 52,983	\$ 53,930	\$ 56,550
26	\$ 47,200	\$ 50,576	\$ 53,307	\$ 54,254	\$ 56,874
27	\$ 47,524	\$ 50,900	\$ 53,631	\$ 54,578	\$ 57,198
28	\$ 47,848	\$ 51,224	\$ 53,955	\$ 54,902	\$ 57,522
29	\$ 48,172	\$ 51,548	\$ 54,279	\$ 55,226	\$ 57,846
30	\$ 48,496	\$ 51,872	\$ 54,603	\$ 55,550	\$ 58,170
31	\$ 48,820	\$ 52,196	\$ 54,927	\$ 55,874	\$ 58,494
32	\$ 49,144	\$ 52,520	\$ 55,251	\$ 56,198	\$ 58,818

33	\$ 49,468	\$ 52,844	\$ 55,575	\$ 56,522	\$ 59,142
34	\$ 49,792	\$ 53,168	\$ 55,899	\$ 56,846	\$ 59,466
35	\$ 50,116	\$ 53,492	\$ 56,223	\$ 57,170	\$ 59,790
36	\$ 50,440	\$ 53,816	\$ 56,547	\$ 57,494	\$ 60,114
37	\$ 50,764	\$ 54,140	\$ 56,871	\$ 57,818	\$ 60,438
38	\$ 51,088	\$ 54,464	\$ 57,195	\$ 58,142	\$ 60,762
39	\$ 51,412	\$ 54,788	\$ 57,519	\$ 58,466	\$ 61,086
40	\$ 51,736	\$ 55,112	\$ 57,843	\$ 58,790	\$ 61,410
41	\$ 52,060	\$ 55,436	\$ 58,167	\$ 59,114	\$ 61,734
42	\$ 52,384	\$ 55,760	\$ 58,491	\$ 59,438	\$ 62,058
43	\$ 52,708	\$ 56,084	\$ 58,815	\$ 59,762	\$ 62,382
44	\$ 53,032	\$ 56,408	\$ 59,139	\$ 60,086	\$ 62,706
45	\$ 53,356	\$ 56,732	\$ 59,463	\$ 60,410	\$ 63,030
46	\$ 53,680	\$ 57,056	\$ 59,787	\$ 60,734	\$ 63,354
47	\$ 54,004	\$ 57,380	\$ 60,111	\$ 61,058	\$ 63,678
48	\$ 54,328	\$ 57,704	\$ 60,435	\$ 61,382	\$ 64,002
49	\$ 54,652	\$ 58,028	\$ 60,759	\$ 61,706	\$ 64,326
50	\$ 54,976	\$ 58,352	\$ 61,083	\$ 62,030	\$ 64,650
51	\$ 55,300	\$ 58,676	\$ 61,407	\$ 62,354	\$ 64,974
52	\$ 55,624	\$ 59,000	\$ 61,731	\$ 62,678	\$ 65,298
53	\$ 55,948	\$ 59,324	\$ 62,055	\$ 63,002	\$ 65,622
54	\$ 56,272	\$ 59,648	\$ 62,379	\$ 63,326	\$ 65,946
55	\$ 56,596	\$ 59,972	\$ 62,703	\$ 63,650	\$ 66,270
56	\$ 56,920	\$ 60,296	\$ 63,027	\$ 63,974	\$ 66,594
57	\$ 57,244	\$ 60,620	\$ 63,351	\$ 64,298	\$ 66,918
58	\$ 57,568	\$ 60,944	\$ 63,675	\$ 64,622	\$ 67,242
59	\$ 57,892	\$ 61,268	\$ 63,999	\$ 64,946	\$ 67,566
60	\$ 58,216	\$ 61,592	\$ 64,323	\$ 65,270	\$ 67,890
61	\$ 58,540	\$ 61,916	\$ 64,647	\$ 65,594	\$ 68,214
62	\$ 58,864	\$ 62,240	\$ 64,971	\$ 65,918	\$ 68,538
63	\$ 59,188	\$ 62,564	\$ 65,295	\$ 66,242	\$ 68,862
64	\$ 59,512	\$ 62,888	\$ 65,619	\$ 66,566	\$ 69,186
65	\$ 59,836	\$ 63,212	\$ 65,943	\$ 66,890	\$ 69,510
66	\$ 60,160	\$ 63,536	\$ 66,267	\$ 67,214	\$ 69,834
67	\$ 60,484	\$ 63,860	\$ 66,591	\$ 67,538	\$ 70,158
68	\$ 60,808	\$ 64,184	\$ 66,915	\$ 67,862	\$ 70,482
69	\$ 61,132	\$ 64,508	\$ 67,239	\$ 68,186	\$ 70,806
70	\$ 61,456	\$ 64,832	\$ 67,563	\$ 68,510	\$ 71,130
71	\$ 61,780	\$ 65,156	\$ 67,887	\$ 68,834	\$ 71,454
72	\$ 62,104	\$ 65,480	\$ 68,211	\$ 69,158	\$ 71,778
73	\$ 62,428	\$ 65,804	\$ 68,535	\$ 69,482	\$ 72,102
74	\$ 62,752	\$ 66,128	\$ 68,859	\$ 69,806	\$ 72,426
75	\$ 63,076	\$ 66,452	\$ 69,183	\$ 70,130	\$ 72,750

Salary Determinants for New Teachers

Without Experience

New teachers who have 0 years of experience prior to coming to LCS shall be placed as a YEAR 0 Teacher. At the end of the first year, new teachers will move to the appropriate step based on their LOE.

With Experience

The salary for experienced teachers new to Lincoln County will be calculated as follows:

In-State

1. Determine years of experience up to 30 years.
2. If the teacher has one year of experience, he/she will be placed on year one of the LCS salary schedule.
3. If the teacher has two to four years of experience, he/she will begin on year one for the first year credit, then use their TEAM LOE score to move steps on the scale for all other years: "1 and 2" will equal 1 step and "3, 4 and 5" will equal 3 steps.
4. Teachers with five or more years of experience will use the table on page thirteen to determine their placement on the salary schedule except the last five years. Subtract the last five years from the number of years of experience, find that number on the table below to find the initial step on the salary schedule. Then, on the salary schedule in the chart above, use the TEAM LOE score to move steps on the schedule for the last five years: "1 and 2" will equal 1 step and "3, 4 and 5" will equal 3 steps.
5. Reference appropriate number on salary schedule chart
6. Individual compensation can be that amount OR the dollar figure in any adjacent box. (This means that the district has the flexibility to adjust an individual's starting base pay.)

Out of State

1. Use the table on page thirteen to determine the years of experience up to thirty years.
2. Based on recommendations from prior employment, place the teacher on the step that corresponds to the years of experience that best represents the nature of the reference.

Years of Experience	Placement on Scale
1	1 / 2
2	3 / 4
3	5 / 6
4	7 / 8
5	9 / 10
6	11 / 12
7	13 / 14
8	15 / 16
9	17 / 18
10	19 / 20
11	21 / 22
12	23 / 24
13	25 / 26
14	27 / 28
15	29 / 30
16	31 / 32
17	33 / 34
18	34 / 36
19	37 / 38
20	39 / 40
21	41 / 42
22	43 / 44
23	45 / 46
24	47 / 48
25	49 / 50
26	51 / 52
27	53 / 54
28	55 / 56
29	57 / 58
30	59/60

Professional Development Contracts

For All Teachers

- Teachers who receive an LOE of 1 or 2 will have the option to complete a Professional Development Contract with their administration.
- PD Contract:
 1. Will reflect the area of refinements that have been addressed in observation documentation
 2. Will be designed to offer support to the teacher in areas that have been identified as areas of focus
 3. Will be individualized and intentional to ensure focus on strategies, activities, and programs that will support better teacher and student outcomes
- Once the contract is completed, the teacher may regain the steps on the salary schedule that were not obtained in the year prior to completing the contract.
 1. Score must be at least a three to receive the appropriate steps on the salary schedule
 2. PD contracts may only be completed once every five (5) years.
 3. If the teacher feels that special circumstances have caused a repeat LOE of 1 or 2 within five years, the situation may be appealed through the Appeals Committee.

Issue Resolution Process

1. Submit inquiry
2. RISE Director Reviews Inquiries
3. Investigation
4. Response Given
5. Educator can appeal decision
6. Decision Appeals Reviewed by RISE Appeals Committee
7. RISE Appeals Committee ruling given
8. Educator can appeal decision
9. Director reviews appeal
10. Director makes final decision
11. Rules then updated to reflect ruling/interpretation if needed

Further Information

The RISE Appeals committee consists of the RISE Director, the HR representative, and three members of the RISE committee.

Team members may not be individuals from the building of the person who has brought forward an issue and they may not be associated through friendship/relationship.

Lincoln County RISE Committee

Name	Job Title
Brittany Gulley	Interventionist, Flintville
Amber Lindsey	Fourth Grade, Blanche
Tracy Durham	Algebra 1, Lincoln County High School
Sidney Ogle	Curriculum Coordinator, South Lincoln
LaShae Casey	Librarian, Highland Rim
Emily Pierce	Principal, Unity
Veronica King	School Board Member
Tommy Stevenson	School Board Member
Bridgette Jones	Coordinator of SPED
Kevin Posey	School Board Member
Renee Pryor	Supervisor of Evaluation Programs
John Fanning	Supervisor of Instruction and Assistant to the Director
Bill Heath	Director of Schools