

## I. Description of Differentiated Elements (Required Section)\*

Directions: For each element of the district's differentiated pay plan, use the table below to provide a description of how the district will differentiate pay. The plan must include **at least one** of the elements listed below in the left-hand column, **in addition to education and experience**. As a reminder, **education and experience do not qualify as a type of differentiated pay. They are collected in the table below for contextual information.**

Many plans may include a combination of several elements; therefore, please add rows or repeat differentiated elements as needed. For example, the plan may include two different types of additional instructional roles. Also, please feel free to delete from the table or leave blank any differentiated elements that will not be used in your plan. See the Supplemental documents tab on the [website](#) to view a sample table that contains an example of each type of differentiated element.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	<p><i>Describe how the district will differentiate for this element.</i></p> <p><i>Include the criteria for receiving the award.</i></p>	<p><i>Will the compensation be given as a bonus or a base pay increase?</i></p> <p><i>How much will qualifying teachers receive?</i></p>	<p><i>Eligibility: How many teachers are eligible for this type of compensation?</i></p> <p><i>Forecasted participation: How many teachers do you estimate will receive the award?</i></p>	<p><i>How much does the district estimate it will pay out for this differentiated pay element?</i></p>	<p><i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i></p>
<p><b>Performance DISCONTINUED NOT INCLUDED IN THE 2015-2016 PLAN</b></p>	<p>The district will incorporate a bonus salary schedule that uses evaluation criteria to determine the amount awarded to each teacher based on teacher TEAM evaluation performance data.</p>	<p>Teachers with a TEAM score of 4 or 5 will receive a bonus each year. Teachers with a TEAM score of 1, 2, or 3 will not receive a bonus. Building administrators will receive a bonus based on their overall school TEAM score. The bonus for a Level 4 teacher would be \$300 and the bonus for a Level 5 teacher would be \$500, based on available funds.</p>	<p>All teachers (439) are eligible to receive the award.</p> <p>Based on last year's evaluation data, the district anticipates between 78-85% of teachers will receive bonus pay.</p>	<p>The district anticipates the total cost to be \$153,000 based on last year's evaluation data.</p>	<p>These payouts will form close to .4% percent of salary costs, with the exception of some career ladder and other supplements.</p>

<b>Additional Instructional Roles or Responsibilities DISCONTINUED NOT INCLUDED IN THE 2015-2016 PLAN</b>	The district will incorporate supplemental pay for Master Teachers and Learning Coaches.	Teachers with a TEAM score of 4 or 5 will be eligible to serve as Master Teachers or Learning Coaches. Master Teachers will receive \$4,000 and Learning Coaches will receive \$3,000 each year.	Each school will have one Master Teacher and one Learning Coach.  This will be a total of 16 teachers for the district.	The district calculates a cost of \$32,000 for Master Teachers and \$24,000 for Learning Coaches. This is a combined total of \$56,000.	These supplemental payouts will be less than 1% of salary expenditures.
<b>Additional Instructional Roles or Responsibilities</b>	<p><i>School Support Teams</i>, will be implemented in Collierville Schools (CS) during the 2015-2016 school year. These leadership roles have been established to provide support for new, struggling, and veteran teachers to build capacity, increase teacher effectiveness, and in turn raise student achievement.</p> <p>Highly effective teachers with at least 3 years of experience will apply yearly, and be selected by principals and the Department of Curriculum and Accountability to serve a one-year term. <i>Appendix #2</i></p>	<p>Payment will be made as a bonus.</p> <p>School Support Team members will earn a \$2,000-\$4,000 stipend (depending on their role) upon completion of all outlined responsibilities.</p>	<p>Approximately 400 teachers will qualify to apply for the positions for compensation.</p> <p>Approximately 57 teacher leaders across the district will be selected to serve on School Support Teams in Collierville Schools during the 2015-2016 school year.</p> <ul style="list-style-type: none"> <li>• Instructional Coach 2 per school (16 Total)</li> <li>• Support Team Leader (3 per district)</li> <li>• Curriculum Support Teacher (20 across the district)</li> <li>• PLC Leader 1 per school (8 Total)</li> </ul>	Total pay amount for this element of differentiated pay will be \$176,700 which includes teacher stipends and professional development training for School Support Team Positions.	This will comprise about 0.43% of district salary expenditures.
<b>Education</b>	<p>CS will continue to award base pay increases for each degree level earned to include:</p> <ul style="list-style-type: none"> <li>• Bachelors</li> </ul>	Increases will be paid as a base pay amount.	100% of CS teachers are eligible for this compensation of experience and education.	This estimated total cost of this element is	This will comprise about 67.51% of

	<ul style="list-style-type: none"> <li>• Masters</li> <li>• Masters +45</li> <li>• Ed. Specialist</li> <li>• Ed. Doctorate</li> </ul>	Teachers will receive a specified amount per step and according to their degree level. Pay Schedule attached as Appendix #1.	<p>Roughly 94% of CS teachers will receive the experience award, the other 6% will be new teachers.</p> <p>69% of CS certified staff hold advanced degrees, all will receive this award.</p>	\$17,151,520 per year.	district salary expenditures.
<b>Experience</b>	CS will continue to award step increases for each year of experience.	<p>Increases will be paid as a base pay amount.</p> <p>Teachers will receive a specified amount per step and according to their years of service. Pay Schedule attached as Appendix #1.</p>	<p>100% of CS teachers are eligible for this compensation of experience and education.</p> <p>Roughly 94% of CS teachers will receive the experience award, the other 6% will be new teachers.</p> <p>69% of CS certified staff hold advanced degrees, all will receive this award.</p>	The average step increase in the district is \$900 per year. The estimated cost is \$ 649,964	This experience payment makes up 2.56% of the districts expenditures on salary.
<b>Extended Contract Allotment (ECU)</b>	<p>CS will provide funds to teachers that provide activities with objectives that are a part of or an extension of the state department curriculum framework work and is closely aligned with the district and school academic improvement plan.</p> <p>Teachers will apply internally to their building principal to supply before and or after school support for students in the area of remediation, enrichment, test taking skill,</p>	<p>Payment will be made as a bonus.</p> <p>1 ECU of 50 hours will be paid at a flat rate of \$1,000.</p>	<p>100% of CS teachers will be eligible to apply for compensation for an ECU.</p> <p>40 teachers will receive compensation for an ECU.</p>	Total pay amount for this element of differentiated pay will be \$50,000	This experience payment makes up .196% of the districts expenditures on salary.

	counseling programs, and curriculum development.				
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## **Appendix #2**



**Collierville Schools**

**2015-2016**

**School Support Teams**

### **Instructional Coach (2 per school)**

#### Instructional Coach Eligibility Requirements

- Educator's must apply (yearly) for the Instructional Coach position
- School Administrators will make Instructional Coach selections
- Instructional Coaches will serve one year
- 3 or more years of highly effective teaching experience required
- Master's degree preferred
- Works effectively with teachers, principal and district leaders
- Works collaboratively with the School Support Team members
- Possess strong relationship, leadership, and instructional skills
- Working knowledge of PLC Theory of Action
- Maintains confidentiality
- Note: Instructional Coaches may not serve dual roles (Curriculum Support Teacher, Interventionist, Instructional Facilitator, etc.)
- Confidentiality agreement must be signed

### Instructional Coach Responsibilities

- Attend Summer TEAM Training
- Complete TEAM certification/recertification
- Attend all Support Team meetings/trainings (includes 1 day summer session, monthly meetings, quarterly new teacher trainings)
- Complete a minimum of 60 documented hours of service within the Instructional Coach role
- Maintain a model classroom for scheduled teacher visits
- Provide peer to peer coaching support by means of informal evaluations
- Maintain documentation of Instructional Coach services (submit monthly)
- Design and facilitate district-wide and school-based PD (2 District-wide/4 School-based minimum)
- Conduct TEAM walkthrough observations
- Support teachers as needed including, but not limited to:
  - Providing specific, actionable feedback
  - Conducting coaching conversations
  - Providing resources and research-based strategies
  - Conducting non-evaluative observations
  - Facilitating personal learning plans
  - Modeling effective teaching
  - Implementing reflective practice
  - Analyzing data to determine teacher/student needs
  - Assist with peer to peer observations

### **Support Team Leader (3 per district)**

#### Support Team Leader Eligibility Requirements

- Educator's must apply (yearly) for the Support Team Leader position
- District Administrators will make Support Team Leader selections
- Support Team Leaders will serve one year
- 3 or more years of highly effective teaching experience required
- Previous service in a Teacher Leader role required (LC, MT, PLC leader, etc.)
- Master's degree preferred
- Works effectively with teachers, principal and district leaders

- Works collaboratively with the School Support Team members
- Possess strong relationship, leadership, and instructional skills
- Working knowledge of PLC Theory of Action
- Maintains confidentiality
- Note: Support Team Leaders may not serve dual roles (Curriculum Support Teacher, Interventionist, Instructional Facilitator, etc.)
- Confidentiality agreement must be signed

#### Support Team Leader Responsibilities

- Attend Summer TEAM Training
- Complete TEAM certification/recertification
- Lead School Support Team and New Teacher trainings (includes 2 day summer session, monthly meetings, quarterly new teacher trainings)
- Complete a minimum of 60 documented hours of service within the Support Team Leader role
- Maintain/submit documentation of Support Team Leader services
- Maintain a model classroom for scheduled teacher visits
- Design and facilitate district-wide and school-based PD
- Conduct TEAM walkthrough observations
- Serve School Support Teams as needed including, but not limited to:
  - Coaching/mentoring School Support Teams
  - Conducting “train the trainer” PD sessions
  - Collecting and analyzing teacher/student/school data to determine needs to drive delivery of Support Team services
  - Communicating regularly with School Support Teams
  - Collaborating regularly with district supervisor
  - Providing resources and research-based strategies
  - Conducting non-evaluative observations
  - Documenting/facilitating personal learning plans
  - Modeling effective teaching
  - Implementing reflective practice
  - Assisting with peer to peer observations
  - Assisting with organizing school/district PD
  - Other duties as directed by district supervisor

#### **Curriculum Support Teacher (20 per district)**

### Curriculum Support Teacher Eligibility Requirements

- Educators must be teaching the respective grade or subject at the time of appointment
- Educators must apply (yearly) for the Curriculum Support Teacher position
- Central Office Administrators will make Curriculum Support Teacher selections
- Curriculum Support Teachers will serve one year
- Must have 3 or more years of highly effective teaching experience
- Possess extensive content knowledge in the respective grade/subject
- Works effectively with teachers, principal and district leaders
- Works collaboratively with the School Support Team members
- Possess strong relationship, leadership, and instructional skills
- Working knowledge of PLC Theory of Action
- Maintains confidentiality
- Note: Curriculum Support Teachers may not serve dual roles (Instructional Coach, Interventionist, Instructional Facilitator, etc.)
- Confidentiality agreement must be signed

### Curriculum Support Teacher Responsibilities

- Attend and redeliver local/state trainings as deemed necessary (during school year/summer)
- Lead monthly district-wide interscholastic PLCs for the respective grade/subject
- Serve as the liaison/contact person for the respective grade/subject
- Assist colleagues with utilizing state standards, assessments, and instructional resources
- Design and deliver PD sessions to support teachers
- Maintain documentation of Curriculum Support Teacher services
- Model/share best practices with colleagues
- Maintain a model classroom for scheduled teacher visits

### **PLC Leader (3 per district)**

### PLC Leader and Instructional Facilitator Eligibility Requirements



- Educator's must apply (yearly) for the Instructional Facilitator position
- School Administrators will make the Instructional Facilitator selections
- Instructional Facilitators will serve one year
- Master's degree preferred
- 3 or more years of highly effective teaching experience required
- Works effectively with teachers, principal and district leaders
- Works collaboratively with School Support Team members
- Possess strong relationship, leadership, and instructional skills
- Working knowledge of PLC Theory of Action
- Fosters a collaborative culture using assessments and data for school/district improvement
- Maintains confidentiality
- Note: PLC Lead Teachers may not serve dual roles (Instructional Leader, Interventionist, Curriculum Support Teacher, etc.)
- Confidentiality agreement must be signed

#### PLC Leader Responsibilities

- Attend PLC meetings as instructed by principal
- Maintain documentation of Instructional Facilitator or PLC Leader services
- Assist with, but not limited to:
  - Creating and maintaining PLC norms, agendas & minutes
  - Unpacking and prioritizing standards
  - Assist with creating common formative assessments
  - Track and analyze data to determine teacher/student needs and drive instruction
- Design and facilitate district-wide and school-based PD (2 District-wide/2 School-based minimum)
- Assist with PLC advancement
- Serve as a member of SRTI team as needed

#### School Support Team Stipend Guidelines

- School Support Team members are eligible to receive \$ 3,500-\$4,000 (depending on the role) upon completion of all responsibilities outlined above
- Stipends will be disbursed after the school year is completed
- No partial stipends will be disbursed

- Note: School Support Team members are leaders in the district with a focus on teacher growth and student achievement. Professionalism, confidentiality, and strong work ethic are expected at all times. School Support Team members may be asked to relinquish his/her position if not satisfactorily meeting expectations, at which time no stipend will be paid.

The aforementioned stipend teacher leader positions consisting of Instructional Coaches, Curriculum Support Teachers, Support Team Leaders and PLC Leaders will be incorporated into Collierville Schools' 2015-16 differentiated pay plan.