

## Germantown 2022-23 Differentiated Pay Plan

Hard-to-Staff	<input checked="" 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)	
<b>Description</b>	To ensure GMSD can continue offering Early Post-Secondary opportunities through Dual Enrollment, GMSD will compensate selected teachers for hard-to-staff positions, such as Dual Enrollment Calculus III and Differential Equations. <b>Priority Areas: 9-12 (Math)</b>
<b>Eligibility Criteria</b>	Certified in content/grade area Advanced degrees GMSD is bound by the teaching eligibility requirements from the local university in order to provide dual enrollment course offerings. Many of the teaching requirements including having a master's degree (or at least 12 hours of graduate coursework) in th Current teachers New hires
<b>Compensation Type and Size</b>	<b>Compensation Type:</b> Bonus <b>Bonus Type:</b> Retention <b>Compensation Amount:</b> 1 (math teacher*) x \$3,000 = \$3,000 *Math teacher who meets the criteria to teach Dual Enrollment Calculus III and Differential Equations.
<b>Reach</b>	1
<b>Estimated Cost</b>	\$3,000
Instructional Roles or Responsibilities	
<b>Description</b>	GMSD's Strategic Plan 2025 Goal 3 focuses on recruiting, developing, and retaining an exemplary staff. Within this goal, we utilize differentiated pay positions to leverage teacher leaders to share pedagogical strategies in timely professional differentiated development sessions. Additionally, these instructional leaders assist in retaining highly effective and engaged staff. GMSD will implement five unique instructional roles for the 2022-2023 school year: <b>Project-Based Lead Role:</b> To develop district instructional resources to support initiatives aligned to the GMSD Strategic Plan: Develop and effectively implement an aligned, standards-based curriculum, meeting the needs of all students. Examples of Project-Based Lead Responsibilities: <ul style="list-style-type: none"> <li>• Develop/Revise Pacing Guides and identifying essential standards for K-8 ELA and Math, Grades 2-8 Science, Grades 6-8 Social Studies, Algebra I, Algebra II, Geometry, English I, English II, Biology, and US History</li> <li>• Develop/Identify Common Assessments for K-3 ELA and Math to assess proficiency levels based on the K-3 GMSD Target-Based rubric</li> </ul>

for grading and reporting.

- Identify Common Assessments within district adopted curriculum Grades 4-5 ELA
- Develop extension project-based activities to embed in K-5 ELA Modules
- Attend all Project Lead trainings and meetings as scheduled by District Office

**Response to Intervention (RTI) Coach Role:** Helps teachers and instructional staff develop research-based, instructional practices that provide students the skills necessary to access Tier I instruction in ELA and Math.

RTI Coach Responsibilities:

- Facilitates the RTI Team process with principal, instructional staff, and parents
- Works with the Teaching, Learning, and Assessment Team, building level administrators as well as school psychologists to facilitate eligibility for special education.
- Progress Monitoring and lesson planning for Tier 3 students
- Communicate with School Psychologist

Additional duties include:

- 4 additional days of work to complete general opening and closing school year tasks such as data analysis, file preparation, and scheduling
- Develop/modify RTI handbook
- Monthly RTI building meetings and monthly district RTI meetings
- Attend parent conferences
- PLC grade/course level meetings
- PD for new teachers regarding RTI procedures
- Share data with administrators and teachers

**Instructional Technology Coach (ITC) Role:** To provide support and training to staff and teachers for educational software tools as well as instructional planning support for integrating technology into the curriculum.

**ITC Responsibilities:**

- Offer professional development sessions for staff outside of regular work day hours.
  - Work with school principals to offer additional professional development trainings as needed to support the School Improvement Plan (SIP) and district goals throughout the school year.
  - Represent district office as a teacher leader by modeling and communicating high expectations regarding the effective integration of technology in the classrooms.
  - Assist Blended Learning Supervisor in evaluation and selection of digital teaching and learning resources
  - Assists with curriculum implementation for local instructional technology programs, such as digital citizenship.
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Blue Chip Mentor Role: To ensure new teachers and teachers new to GMSD (Blue Chips) are supported in transitioning into our district and understand expectations with their pursuits in gaining tenure, alignment with our strategic plan, and having a welcoming and hospitable climate and culture.

• **Blue Chip Mentor Responsibilities:** Plan, implement and attend orientation and pinning ceremonies; Hold monthly and/or quarterly meetings with Blue Chip cohorts; Schedule times to meet individually with Blue Chips to address concerns; Act as a liaison between Blue Chips and administration; Attend and redeliver PD provided by district-level administrators and Blue Chip cohorts; Assist in providing guidance and knowledge of TEAM evaluation rubric indicators; Exhibit professionalism by providing a supportive environment and maintaining confidentiality

**School Support Staff Lead Roles:** To ensure support staff have a liaison with the district administration and receive support while providing additional services to students and staff. These roles include a Lead Teacher in the following discipline areas: librarian, visual arts, physical education, ELL, music, and a special education teacher.

• **School Support Staff Lead Responsibilities:** Meet monthly/quarterly with district colleagues; Compile reports on services and program updates to submit to district office; Attend and provide PD sessions applicable to specific colleagues, administrators, or the complete faculty; Progress monitor for student achievement and assist in providing interventions

**Number of Unique Roles:** 5 or more

<b>Eligibility Criteria</b>	<p>Level of overall effectiveness (LOE)</p> <p>Individual TVAAS</p> <p>Certified in content/grade area</p> <p>Years of experience</p> <p>Project-Based Leads and School Support Staff Leads are selected each year as a decision from the Teaching, Learning, and Assessment Department with consideration given to the feedback from school administration and colleagues as well as previous years' available student data. Based on teaching assignments, these positions could change.</p> <p>Blue Chip Mentors RTI Coaches and Instructional Technology Coaches are positions that tend to be maintained year to year based on assigned roles with the district.</p>
<b>Compensation Type and Size</b>	<p>*Project-Based Leads (75) @\$50.00 per hour for the assigned hours per project</p> <p>*RTI Coach Leads: (7) @\$1,500 per year</p> <p>*Instructional Technology Coaches (6) @ \$2,000 per year</p> <p>*Blue Chip Mentors (differentiated based on responsibilities due to supporting different teacher cohorts):</p> <p>-Year 1 BC Mentors (6) @\$1,500 per year</p>

	-Year 2 BC Mentors (6) @\$1,000 per year -Year 3 and Beyond BC Mentors (6) @500 per year *School Support Leads: (6) @ \$1,500 per year
<b>Reach</b>	112
<b>Estimated Cost</b>	\$98,500
<b>Performance</b>	
<b>N/A</b>	
<b>Alternative Salary Schedule</b>	
<b><i>Is the district implementing an alternative salary schedule?</i></b> No	
<b>Education*</b>	
Educators are compensated for advanced degrees using the following salary lanes:	
*Masters	
*Masters +30	
*Education Specialist	
*Doctorate	
<b>Other</b>	
Educators who have active National Board Certification distinction listed on their TN teaching license will receive a one time (end of year) NBT Bonus in the amount of \$3,000.	