

ARLINGTON--793					
2017-18 Differentiated Pay Plan					
Differentiated Element	Description	Eligibility Criteria	Compensation Type and Size	Reach	Estimated Cost
	Describe how the district will differentiate for this element.	What is the eligibility criteria for receiving the award (such as minimum attendance or evaluation score)?	Will the compensation be given as a bonus or a base pay increase? How much will qualifying teachers receive?	Eligibility: How many teachers are eligible for this type of compensation?	How much does the district estimate it will pay out for this differentiated pay element?
<b>Hard-to-Staff (School, Subject, or Placement)</b>	Teachers who are hired to fill hard-to-staff positions such as math, science, special education, foreign language or any other teaching vacancy deemed difficult to staff or has a high programmatic impact as determined by the superintendent, will be placed on the current ACS salary schedule that recognizes experience parity and educational lanes beyond the customary "up to 10 years of outside experience" given for non hard-to-staff areas if the teacher is bringing beyond 10 years of accredited experience (see attached salary schedule). This strategy will not only assist in	<p>Certified in content/grade area</p> <p>Years of experience</p> <p>Advanced degrees</p> <p>Compensation will be paid as the base salary for qualifying teachers. The amount that teachers will receive will be contingent upon experience and education for the critical areas identified.</p>	<p>Base Pay Increase</p> <p>\$8,000-10,000 per teacher</p>	8	\$80,000

	recruiting teachers for hard-to-staff areas but will also assist ACS in retaining teachers for our district. Our data reflecting recruitment efforts aimed at building an applicant pool would indicate that elementary, fine arts, English and Social Studies teachers are readily available. However, this data reflects that very few applicants/leads were available in the critical areas of science, math, special education, foreign language and social work. This data supports this need for pay differentiation in these hard to staff areas.				
<b>Performance</b>					
<b>Additional Instructional Roles or Responsibilities</b>	TEAM Facilitator <ul style="list-style-type: none"> <li>• Assist local school administration with TEAM Evaluations</li> <li>• Assist with local/district professional learning activities including:</li> </ul>	Level of Overall Effectiveness (LOE)  Individual TVAAS  Certified in content/grade area	TEAM Facilitator: \$4,000 (1 per school)  Instructional Support Coach: \$2,000 (2 per school)	21	\$59,500

	<ul style="list-style-type: none"> <li>- New Teacher Orientation</li> <li>- TEAM/TNCompass Training</li> <li>- Tier I Revisions PD</li> <li>• My Learning Plan contact for school</li> <li>• Teacher support (as requested by principal)</li> <li>• Must be TEAM Evaluator certified</li> <li>• Exhibit professionalism by providing a supportive environment and maintaining confidentiality</li> <li>• Total of 60 hours required including orientation &amp; quarterly meetings/trainings</li> </ul> <p>Instructional Support Coach</p> <ul style="list-style-type: none"> <li>• Assist with New Teacher Orientation</li> <li>• Mentor/Coach new teachers &amp; teachers on ELPs (as applicable)</li> <li>• Assist school/district with planning for professional development activities</li> <li>• Attend &amp; redeliver PD (and provide ongoing support) related to such topics as...             <ul style="list-style-type: none"> <li>- Literacy, numeracy, and/or integration across content areas</li> <li>- TN Academic Standards</li> <li>- Best Practices</li> </ul> </li> <li>• Exhibit professionalism by providing a supportive</li> </ul>	<p>Attendance minimum (i.e. miss no more than 12 days)</p> <p>Years of experience</p> <p>Advanced degrees</p> <p>TEAM Facilitator</p> <ul style="list-style-type: none"> <li>• Master's degree preferred</li> <li>• At least 5 consecutive years of performance at or above level 4 based on TEAM Level of Effectiveness (L.O.E.) score</li> <li>• Maintain a level 4 or 5 rating as measured by formal observations for the duration of serving in the Team Facilitator role</li> <li>• Demonstrate effective collaboration skills</li> <li>• Demonstrate effective oral and written communication skills</li> <li>• Willingness to attend/present professional development in both small and whole group settings</li> <li>• Such alternatives to the above qualifications as the Director of Academics finds appropriate and acceptable</li> </ul> <p>Instructional Support Coach</p> <ul style="list-style-type: none"> <li>• At least 3 consecutive years of performance at or</li> </ul>	<p>PLC Coach: \$2,500 (1 per school)</p> <p>Instructional Technology Coach: \$1,500 (1 @ middle school; 2 @ high school)</p>		

	<p>environment and maintaining confidentiality</p> <ul style="list-style-type: none"> <li>• Total of 40 hours required including orientation and quarterly meetings/trainings PLC Coach</li> <li>• Focus on assessments being used in the building, analysis of data, &amp; support of teachers in using data to drive instruction</li> <li>• Facilitate assessment design in the form of CFA's to ensure standards alignment</li> <li>• Participate in PD related to assessment/PLCs and redeliver, as applicable</li> <li>• Meet with building level PLCs quarterly to review data/assessments (release time will be provided)</li> <li>• Coordinate and guide the activities of PLC teacher teams including providing feedback</li> <li>• Work closely with building level leadership team in the implementation of professional learning communities</li> <li>• Collect, organize, and disseminate information necessary for reflection and action plan development</li> </ul>	<p>above level 4 based on TEAM Level of Effectiveness (L.O.E.) score</p> <ul style="list-style-type: none"> <li>• Maintain a level 4 or 5 rating as measured by formal observations for the duration of serving in the Instructional Support Coach role</li> <li>• Demonstrate effective collaboration skills</li> <li>• Demonstrate effective oral and written communication skills</li> <li>• Willingness to attend/present professional development in both small and whole group settings</li> <li>• Such alternatives to the above qualifications as the Director of Academics finds appropriate and acceptable</li> </ul> <p>PLC Coach</p> <ul style="list-style-type: none"> <li>• At least 3 consecutive years of performance at or above level 4 based on TEAM Level of Effectiveness (L.O.E.) score</li> <li>• Maintain a level 4 or 5 rating as measured by formal observations for the duration of serving in the PLC Coach role</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Exhibit professionalism by providing a supportive environment and maintaining confidentiality</li> </ul> <p>Total of 50 hours required including orientation and twice quarterly meetings/trainings</p> <p>Focus on assessments being used in the building, analysis of data, &amp; support of teachers in using data to drive instruction</p> <ul style="list-style-type: none"> <li>• Facilitate assessment design in the form of CFA's to ensure standards alignment</li> <li>• Participate in PD related to assessment/PLCs and redeliver, as applicable</li> <li>• Meet with building level PLCs quarterly to review data/assessments (release time will be provided)</li> <li>• Coordinate and guide the activities of PLC teacher teams including providing feedback</li> <li>• Work closely with building level leadership team in the implementation of professional learning communities</li> <li>• Collect, organize, and disseminate information necessary for reflection and action plan development</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in facilitating professional learning communities, developing formative assessments, and using data to improve instruction</li> <li>• Demonstrate effective collaboration skills</li> <li>• Demonstrate effective oral and written communication skills</li> <li>• Willingness to attend/present professional development in both small and whole group settings</li> <li>• Such alternatives to the above qualifications as the Director of Academics finds appropriate and acceptable</li> </ul> <p>Instructional Technology Coach</p> <ul style="list-style-type: none"> <li>• least 3 consecutive years of performance at or above level 4 based on TEAM Level of Effectiveness (L.O.E.) score</li> <li>• Maintain a level 4 or 5 rating as measured by formal observations for the duration of serving in the Instructional Technology Coach role</li> <li>• Experience with integrating technology</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Exhibit professionalism by providing a supportive environment and maintaining confidentiality</li> </ul> <p>Total of 50 hours required including orientation and twice quarterly meetings/trainings</p> <p>Instructional Technology Coach</p> <ul style="list-style-type: none"> <li>• Work closely with the school base CTT</li> <li>• Maintain an inventory of all digital resources available in the school</li> <li>• Assist with training/support with SAMR Model</li> <li>• Schedule ongoing one-on-one and small group technology coaching sessions with administrators and teachers on a monthly basis (minimum of 2)</li> <li>• Assist in supporting the school conversion to digital/electronic teaching and projects</li> <li>• Provide one technology workshop experience per month for faculty/staff (minimum of 1)</li> <li>• Total of 30 hours required including orientation and quarterly meetings/trainings.</li> </ul>	<p>within the classroom environment</p> <ul style="list-style-type: none"> <li>• Demonstrate effective collaboration skills</li> <li>• Demonstrate effective oral and written communication skills</li> <li>• Willingness to attend/present professional development in both small and whole group settings</li> <li>• Such alternatives to the above qualifications as the Director of Academics finds appropriate and acceptable.</li> </ul>			
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<b>Education*</b>	As represented on our salary schedule, educators are provided increased salary compensation for degrees beyond the Bachelor's level to include Masters, Masters + 30/45, Educational Specialist, and Educational Doctorate.				
<b>Other</b>					

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