ARLINGTON COMMUNITY SCHOOLS

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.

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.

Appendix B of this document contains an example of each type of differentiated element. Please review that example prior to completing the table below.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	Describe how the district will differentiate for this element. ***Include the criteria for receiving the award.***	***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?*** ***Forecasted participation: How many teachers do you estimate will receive the award?***	***How much does the district estimate it will pay out for this differentiated pay element?***	***What percentage of salary expenditures (excluding benefit costs) does this element cover?***
Additional Instructional Roles or Responsibilities	***The district will foster and enhance professional development by placing a Master Teacher at each site. The goal of the master teacher is to provide a significant support system encompassing teacher evaluations, curriculum, professional***	***Compensation will be awarded as a bonus in addition to where the teacher is situated on the teacher salary schedule for the district.*** ***Teachers who are selected and fulfill the required***	***Approximately 67% of our teaching staff holds a Masters Degree or above. Of this 67%, any level 4 or 5 teacher would be eligible to apply for the Master Teacher position. Applicants will be screened based on the stated criteria in the job***	***The estimated cost of these awards is $12,000.***	***This will comprise less than 1% of district salary expenditures.***

	development, and mentorship, all of which leads to increased teacher growth and student achievement. Selection will be based on meeting the stated minimum qualifications and capacity to follow the stated Master Teacher Role Requirements as stated in the job posting/description (attached). Those selected will be required to sign the Master Teacher Assurances Page and the Master Teacher Stipend Disbursement Guidelines (attached).	***components of the role will receive a $4,000 bonus.***	***posting/description.*** ***Four (4) teachers will be selected for the position***		
Additional Instructional Roles or Responsibilities	***The district will enhance teacher and student outcomes by identifying at least one <u>Learning Coach</u> at each site. The goal of the learning coach is to improve teaching performance, teacher effectiveness and student outcomes school wide by providing leadership and teacher support.*** ***Selection will be based on meeting the stated minimum qualifications and capacity to follow the stated Learning Coach Role Requirements as stated in the job***	***Compensation will be awarded as a bonus in addition to where the teacher is situated on the teacher salary schedule for the district.*** ***Teachers who are selected and fulfill the required components of the role will receive a $3,000 bonus.***	***100% of our teaching staff holds a valid Tennessee teaching license. Any level 4 or 5 teacher would be eligible to apply for the Learning Coach position. Applicants will be screened based on the stated criteria in the job posting/description.*** ***Six (6) teachers will be selected for the position***	***The estimated cost of these awards is $18,000.***	***This will comprise less than 1% of district salary expenditures.***

	posting/description (attached). Those selected will be required to sign the Learning Coach Assurances Page and the Learning Coach Stipend Disbursement Guidelines (attached).				

II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule.
   (Please see attached teacher salary schedules)

2. Describe how you will allocate any future state funding increases (i.e., FY13 1.5% increase in the BEP instructional component). Will increases be: 1) applied across-the-board, 2) allocated towards differentiated pay, or 3) a combination of both?
   As a new district, Arlington Community Schools is trying to plan for the known as well the unknown. We believe that any increase in the BEP instructional component will be utilized across the board as well as for differentiated pay (combination of both). This plan has the potential to incentivize all employees while compensating additional employees for additional service and based on performance level. Obviously, we are ultra conservative with our funds for this first year as a new district but hope to be in a better position next year to look more creatively at differentiated pay while being fiscally responsible to our other budget needs.

III. Eligibility and Stakeholder Engagement (Optional Section)

While this section is optional, the information provided will help the department to be able to provide continued support and assistance to districts in implementing their differentiated pay plans.

1. Provide a list of eligibility rules (i.e., attendance requirements, retirement or transfer policies, etc.) for the differentiated pay plan elements or additional roles/responsibilities outlined in the plan.

2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.

3. Does the district plan to expand or grow its differentiated pay plan in future years? If so, what types of changes or expansions are you considering to your differentiated pay plan or salary schedule?

IV. Alternative Salary Schedule (Optional Section)

An alternative salary schedule uses some other component, often performance criteria, in addition to or in place of education and experience to determine base pay and is subject to State Board of Education (SBE) approval. If you are unsure whether your plan qualifies as an alternative salary schedule or for additional resources for developing such a plan, contact Laura Encalade at Laura.Encalade@tn.gov for more information. Please review the specific submission timeline for alternative salary schedules on page 2.

Those districts proposing an alternative salary schedule as part of their differentiated pay plan, must complete this addendum to provide the department with the additional information needed to present the salary schedule to the SBE on behalf of the LEA. Those districts which already have SBE approved alternative salary schedules need only to submit a current copy of that plan.

a. Salary Schedule

Include both the proposed salary schedule and a description of the following:

- How will base pay changes be determined?
- Will existing employees have an opt-out provision for the alternative salary schedule? If so, when will all employees transition to the alternative salary schedule?
- How will the following groups be placed on the alternative salary schedule?:
    - Existing district employees
    - Educators new to teaching with zero years of experience
    - Educators new to the district but with prior experience

b. Eligibility Criteria

If not already included in Section IV on the previous page, describe below or include in an attachment a copy of any eligibility rules for the alternative salary schedule.

c. Feasibility Analysis

Attach evidence using 2012-13 data (at a minimum) that the alternative salary schedule is financially feasible. Please reach out to Laura.Encalade@tn.gov for additional information or support in meeting this requirement.

d. Stakeholder Engagement

Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.

Arlington Community Schools
Learning Coach Job Description
2014-15

Job Goal: The goal of the learning coach is to improve teaching performance, teacher effectiveness and student outcomes school wide by providing leadership and teacher support.

Minimum Qualifications and Eligibility

- Valid Tennessee teaching license
- 3 or more years of effective teaching experience
- Level 4 or 5 rating as measured by composite (tested teachers) or qualitative (non-tested teachers) TEAM/TEM scores
- All indicators meeting "At Expectations" or above in all TEM/TEAM observations

Learning Coach Requirements
(By agreeing to perform this role, you agree to the following):

- Minimum 60 documented teacher support hours before, during, and after school (30 each semester)
- Assist school administration in providing initial professional development for new teachers during in-service week and on an on-going basis
- Attend mandatory training sessions during the 2014-15 school year (dates and locations TBD)
- Meet weekly with mentees
- Provide reports monthly to local school administration and the Federal Programs Specialist
- Commit to on going professional development
- Complete monthly documentation in district approved learning management system
- Complete and submit additional paperwork as necessary
- Conduct informal classroom observations for each mentee assigned to your caseload
- Maintain confidentiality

Learning Coach Role Description

- Develop assigned teachers to caseload towards Meeting Expectations or Above on the TEAM Evaluation Rubric leading to improving student outcomes
    - Develop mentees into their most effective selves through coaching
    - Plan and execute coaching interventions for mentees in response to performance data
    - Develop coaching questions, resources, and strategies to support mentees in achieving their growth goals
    - Model effective teaching strategies and engage in active practice sessions with mentee
    - Work collaboratively with assigned mentees to analyze student data to make connections between current teacher practices and student outcomes
- Informally Evaluate and Track Mentee Performance
    - Use data to identify trends in teacher performance for each mentee and group of mentees
    - Accurately assess mentee's proficiency on the TEAM Evaluation Rubric in order to identify the highest priority development area

    - Clearly communicate performance and development as well as work collaboratively with mentees
- Relationship Building
    - Build relationships with mentees in relation to teacher and student achievement
    - Communicate caring and investment in the success of the mentee to affect student achievement
- Promote a Culture of Reflection, Growth and Collaboration
    - Promote analytical self reflection in mentees in order to accelerate growth and student achievement
- Contribute to Improving Teaching Performance and Student Outcomes School-Wide
    - Implement interventions and support structures to ensure all teachers improve their teaching practice
    - Meet with other coaches and highly effective teachers to assist in the planning of purposeful training to improve teacher and student performance

Learning Coach Confidentiality Policy

The role of the Learning Coach is a professional role model, coach, liaison, and support system. It is expected that the Learning Coach will provide an environment that is risk free, non-threatening, supportive, and non-judgmental. Confidentiality and trust must be an integral component of the partnership if it is to work to the benefit of the teacher, Learning Coach, students and the district as a whole. As a Learning Coach representing Arlington Community Schools, I agree to refrain from sharing any information regarding teachers with colleagues, students, or parents.

Learning Coach Assurances Page
2014-15

I have read the minimum qualifications and eligibility, Learning Coach requirements, Learning Coach role description, the Learning Coach confidentiality policy and the stipend disbursement guidelines and would like to be considered for the 2014-15 school year. I commit to all of the information.

_____ _____
Teacher Name Date

_____ _____
Teacher Signature Date

As a principal, I commit to supporting and honoring the above criteria to enable this teacher to successfully carry out the role as a Learning Coach for the 2014-15 school year.

_____ _____
Principal Name Date

_____ _____
Principal Signature Date

2014-15

All Learning Coaches are eligible to receive a $3,000 stipend: $1,000 is contingent upon attendance at one after school orientation session, attendance at one pre-scheduled meeting each month and attendance at one reflective close out session; the remaining $2,000 is contingent upon completion of remaining Learning Coach responsibilities.

Required Orientation, Required Pre-Scheduled Monthly Meetings and Required Reflective Close Out: All Learning Coaches are expected to attend one after school orientation session, attend one pre-scheduled meeting each month and attend one reflective close out session. $1,000 stipend will be paid after successful completion. No partial stipends will be disbursed.

Learning Coach Responsibilities: Learning Coaches will receive the remaining $2,000 stipend after successfully documenting a minimum of 60 support hours during the 2014-15 school year (approximately 30 hours in the Fall semester and 30 hours in the Spring semester) as outlined in the Learning Coach Application. Stipends are paid after the completion of all responsibilities outlined on the 2014-15 Learning Coach Application. No partial stipends will be disbursed.

The only exception to the rule above is in the case that a Learning Coach is **only** assigned struggling, veteran teachers on their support roster. In this case, the Learning Coach can earn a $1,000 stipend upon completion of a minimum of 30 documented support hours. This exception will only be considered if the Learning Coach is assigned **only** veteran struggling teachers during the **entire** 2014-15 school year. This means that the Learning Coach has never supported a new teacher. No partial stipends will be disbursed.

All Learning Coach responsibilities must be met in order to be eligible for a stipend.

Please Initial:

_____ I understand that **no** partial stipends will be paid during the 2014-15 school year.

Professionalism and cooperation with school and central office personnel is expected at all times. Upon administrative or central office request, Learning Coaches may be asked to relinquish their appointment if not satisfactorily meeting expectations/requirements at any time.

I have read the requirements and responsibilities of a Learning Coach and understand the stipend guidelines above for the 2014-15 school year.

_____ _____

Signature Date

Arlington Community Schools
Learning Coach Job Application
2014-15

This application must be included as an attachment in Searchsoft.

Please type all information.

Applicant Name:	
Current School:	
Current Grade Assignment:	
Number of Years Teaching:	
Have you been assigned a student teacher before?	
Please provide a listing of professional development activities you have presented or been involved with at the local, district, or state level.	
Please provide a description of any school team or school committee you have served on at the local, district or state level.	
2013-14 Performance Evaluation Score. ***Upload a copy of your summative evaluation to this file.***	
2012-13 Performance Evaluation Score. ***Upload a copy of your summative evaluation to this file.***	
Are all indicators meeting "At Expectations" or above in all TEM/TEAM observations?	
If selected as a learning coach, describe the steps you would take to position yourself to be an effective mentor in this position to help support and improve teacher effectiveness and student outcomes.	

**You cannot serve in both a Master Teacher Role and Learning Coach Role in the same school year.*

Arlington Community Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age, or disability and adheres to the provisions of the Family Rights and Privacy Act (FERPA).

Arlington Community Schools

2014

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Arlington Community Schools
Master Teacher Job Description
2014-15

Job Goal: The goal of the master teacher is to provide a significant support system encompassing teacher evaluations, curriculum, professional development, and mentorship, all of which leads to increased teacher growth and student achievement.

Minimum Qualifications and Training

- Master's Degree Preferred
- Valid Tennessee teaching license
- At least five years of successful teaching as measured by performance evaluations and student data – Composite TEAM/TEM 4 or 5 for tested teachers and qualitative TEAM/TEM 4 or 5 for non-tested teachers
- Maintains a Level 4 or 5 rating as measured by formal observations for the duration of serving in the master teacher role
- Current full time classroom teacher
- Maintain confidentiality
- Utilize effective data-based problem-solving skills
- Demonstrate effective collaboration skills
- Employ effective coaching skills
- Use effective strategies for differentiating instruction
- Exhibit knowledge of standards-based curriculum
- Communicate effectively, interact professionally and harmoniously with parents, school personnel, and students

Master Teacher Role Requirements
(By agreeing to perform this role, you agree to the following):

- Complete and pass the TEAM Certification
- Conduct formal (TEAM) and/or informal classroom observations and (related/pre-/post-TEAM) teacher conferences
- Model professional and instructional best practices in person and also use Reflective Practice Technology equipment (if applicable to school)
- Maintain monthly documentation of Master Teacher service hours to be shared with the principal and Federal Programs Specialist
- Complete a minimum of 60 documented hours total for this position
- 30 of the 60 hours must include informal evaluations, formal evaluations, and other evaluation formats approved by the district Master teachers shall not perform more than 50% of any individual teacher's formal observation
- Additional documented 30 hours must be obtained from completing any combination of the items below:
    - Attend and assist with in-service week **and** also professional learning days
    - Present ACS District Professional development and school based TEAM professional development
    - Assume an active role as a member of the school leadership team and building level decision making
    - Analyze school-wide data and share in workshop format
    - Oversee planning, facilitation, and follow-up of collaborative group meetings

- Team-teach with colleagues, demonstrate model lessons, develop and help implement curriculum
- Observe and provide peer assistance and coaching towards meeting teacher's individual goals
- Participate in workshops, seminars, conferences and/or advanced coursework which further advance knowledge of current trends in effective instructional practice
-

Master Teacher Confidentiality Policy

The role of the Master Teacher is a professional role model, coach, liaison, and support system. It is expected that the Master Teacher will provide an environment that is professional and supportive. Confidentiality and trust must be an integral component of the partnership if it is to work to the benefit of the teacher, Master Teacher, students and the district as a whole. As a Master Teacher representing Arlington Community Schools, I agree to refrain from sharing any information regarding teachers with colleagues, students, or parents. Information will be shared with administrators as a designated member of the teacher evaluation team.

Master Teacher Assurances Page
2014-15

I have read the minimum qualifications and eligibility, Master Teacher requirements, Master Teacher role description, the Master Teacher confidentiality policy and the stipend disbursement guidelines and would like to be considered for the 2014-15 school year. I commit to all of the information.

_____ _____
Teacher Name Date

_____ _____
Teacher Signature Date

As a principal, I commit to supporting and honoring the above criteria to enable this teacher to successfully carry out the role as a Master Teacher for the 2014-15 school year.

_____ _____
Principal Name Date

_____ _____
Principal Signature Date

Master Teacher Stipend Disbursement Guidelines
2014-15

All Master Teachers are eligible to receive a $4,000 stipend: $1,000 is contingent upon attendance at one after school orientation session, attendance at one pre-scheduled meeting each month and attendance at one reflective close out session; the remaining $3,000 is contingent upon completion of remaining Master Teacher responsibilities.

Required Orientation, Required Pre-Scheduled Monthly Meetings and Required Reflective Close Out: All Master Teachers are expected to attend one after school orientation session, attend one pre-scheduled meeting each month and attend one reflective close out session. $1,000 stipend will be paid after successful completion. No partial before and after school stipends will be disbursed.

Master Teacher Responsibilities: Master Teachers will receive the remaining $3,000 stipend after successfully documenting a minimum of 60 hours during the 2014-15 school year as outlined in the Master Teacher Agreement. Stipends are paid after the completion of all responsibilities outlined on the 2014-15 Master Teacher Agreement. No partial stipends will be disbursed.

All Master Teacher responsibilities must be met in order to be eligible for a stipend.

Professionalism and cooperation with school and central office personnel is expected at all times. Upon administrative or central office request, Master Teachers may be asked to relinquish their appointment if not satisfactorily meeting expectations/requirements at any time.

I have read the requirements and responsibilities of a Master Teacher and understand the stipend guidelines for the 2014-15 school year.

Please Initial:

_____ I understand that **no** partial stipends will be paid during the 2014-15 school year.

_____ _____

Signature Date

Arlington Community Schools
Master Teacher Job Application
2014-15

This application must be included as an attachment in Searchsoft.

Please type all information.

Applicant Name:	
Current School:	
Current Grade Assignment:	
Number of Years Teaching:	
Have you been assigned a student teacher before?	
Please provide a listing of professional development activities you have presented or been involved with at the local, district, or state level.	
Please provide a description of any school team or school committee you have served on at the local, district, or state level.	
In a short summary, describe experiences that you have had where you had to evaluate a peer.	
2013-14 Performance Evaluation Score. ***Upload a copy of your summative evaluation to this file.***	
2012-13 Performance Evaluation Score. ***Upload a copy of your summative evaluation to this file.***	

**You cannot serve in both a Master Teacher Role and Learning Coach Role in the same school year.*

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