

**TENNESSEE DEPARTMENT OF
EDUCATION**
FIRST TO THE TOP
2014-15 Differentiated Pay Plan
for

BLEDSON COUNTY SCHOOLS

I. Description of Differentiated Elements (Required Section)

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	<i>Describe how the district will differentiate for this element.</i> <i>Include the criteria for receiving the award.</i>	<i>Will the compensation be given as a bonus or a base pay increase?</i> <i>How much will qualifying teachers receive?</i>	<i>Eligibility: How many teachers are eligible for this type of compensation?</i> <i>Forecasted participation: How many teachers do you estimate will receive the award?</i>	<i>How much does the district estimate it will pay out for this differentiated pay element?</i>	<i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i>
Hard-to-Staff (School, Subject, or Placement)	The district will offer a pay supplement in the hard-to-staff area of school psychologist and speech pathologist.	This award of \$3,000 will be distributed equally across the pay period.	This award will be available to any new teachers in the district. At this time, there are no open positions. Existing teachers (4) in the subjects defined will be eligible for the same pay supplement.	The estimated total for this is \$12,000 (4 teachers at \$3,000 each).	This award makes up less than 1% of the district's annual salary costs.
Additional Instructional Roles or Responsibilities	The district will identify district learning leaders. The learning leaders will serve as Core Coaches for the district. Coaches will attend trainings over the summer and school year. They will then redeliver the content to all teachers within the district.	Each learning leader will receive \$2,500 upon the completion of five days of in-person training and twelve hours of redelivery.	Any teacher is eligible to apply. District and school leaders will then screen each application. (Rubric attached). There will be a total of 10 learning leaders in the district: - 3 at the high school,	The estimated cost of these awards is \$25,000.	This will compromise about 1% of district salary expenditures.

			- 3 at the middle school, - 4 at the elementary level		
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II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule.

See attached salary schedule.

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?

Future state funding will include a percentage of the increase to be applied across-the-board, with the remaining allocated to differentiated pay.

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.

To be eligible for hard to staff differentiated pay, teachers must be appropriately certified and hold a school psychologist or speech pathologist position. To be eligible for roles and responsibility differentiated pay, teachers had to complete the application process (see attached).

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

Bledsoe County's differentiated pay committee included the Director of Schools, district level staff, principals, board members, and teachers. The committee attended several local meetings with other districts to discuss and outline all possible options for implementing differentiated pay. Once

the district determined the options available that could be sustained with current resources, the Director of Schools discussed with teachers at each building. Through those discussions, it was apparent that educators in Bledsoe County wanted to keep the current step/lane schedule. The results were then shared with the differentiated pay committee and a plan developed.

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?

Bledsoe County will study the impact of the pay plan and the plans of surrounding counties annually and consider modifications.

IV. Alternative Salary Schedule (Optional Section)

1. N/A

PARCC Support Offerings – Bledsoe County Schools Learner Leader Application

What is the purpose?	The PARCC School (District) Team Trainings Series will focus on training school teams (who will then redeliver) content on the design and expectations of PARCC. There will be a math track and a literacy track. In math, the focus will also include diving deeply into challenging content areas. In literacy, the focus will also include key strategies to support effective writing instruction.
How will this work?	School (District) level “ Learning Leaders ” will be selected to redeliver/facilitate the content to teachers in a year-round PLC format. They are called “ learning leaders ” because they are not going to be simply sharing information but engaging in their own learning and supporting the learning of others. The learning leaders will serve as Core Coaches for the school (district). Learning leaders will attend both summer training and follow up training across the school year and then redeliver the content to all teachers at the school (district).
When will the training of the school team learning leaders take place?	Learning Leaders will engage in a series of in-person trainings: - 3 days in June (June 10 -12) - 1 Friday (Sept. 26) - 1 Saturday (Jan. 24) - Additionally, participate in 2-3 webinars throughout the year. These are tentatively scheduled for December and February.
Where will the learning leader trainings take place?	In CORE regions, most likely in Cookeville, Livingston, or McMinnville.
When will the trainings of teachers take place?	Learning leaders will be expected to redeliver portions of the content to all teachers in the school. Schools will redeliver content: - 1 day prior to the start of the school year (see detailed schedule) - 45 minutes in September - 45 minutes in October - 3 hours in January - 45 minutes in February - 45 minutes in March The training series will be designed to provide just-in-time information about the critical aspects of PARCC and support teacher learning with bridge to practice exercises between sessions.
Will we get materials?	Learning leader materials will be provided at the training. However, all additional materials for participants and redelivery will be posted online.
How many learning leaders can we send from our school?	Chart describes number of Learning Leaders , subject area, grade bands, training dates, and school (district) level training dates that are required for all teachers.

Elementary School	1 PreK-K	June 10-12 (3 days)
	1 Grades 1 - 2	June 10-12 (3 days)
	1 ELA 3 - 5	June 10-12 (3 days)
	1 Math 3 - 5	June 10-12 (3 days)
Middle School	1 ELA	June 10-12 (3 days)
	1 Math	June 10-12 (3 days)
	1 Social Studies or Science	June 10-12 (3 days)
High School	1 ELA	June 10-12 (3 days)
	1 Math	June 10-12 (3 days)
	1 Social Studies or Science	June 10-12 (3 days)
How will Learning Leaders be compensated?	Learning Leaders will be paid a stipend of \$2,500 once all requirements are met. This includes attend all 5 days of state training (June 10-12, Sept 26, and January 24) – all day attendance required. Redelivery over the course of the year, six times (see schedule below). Stipend will only be paid in full once ALL days are complete.	
How do I apply?	Complete the application form and submit to the BOE by 3:00 Friday, April 11, 2014	
What are the criteria?	Learning Leaders should be but not limited to: - Effective teachers (Level 4/5 teachers) - Content specialists (Math & ELA Pacing guide designers, Grade Level/Department Chairs) - Life-long learners - Organized and prepared - Excellent facilitators - Teachers with positive attitudes toward the successful implementation of Common Core and PARCC to increase learning outcomes for students.	

Redelivery Schedule

Day #1 – August 8 - Prior to the beginning of school – 6 hours

Day #2 – September (sometime during the month) – 45 min.

Day #3 – October (sometime during the month) – 45 min.

Day #4 – January 2 – 3 hours

Day #5 – February (sometime during the month) – 45 min.

Day #6 – March (sometime during the month) – 45 min.

Learner Leaders will be notified by Monday, April 14, 2014.

PARCC School Learning Leader Application

Name _____

Grade _____ Subject (circle one) Math ELA SS/Science Literacy

Phone _____ Email _____

Briefly describe any leadership roles you have held within your school:

Briefly describe why you are applying for the School Learning Leader position:

**Please return only the application to the BOE by 3:00 AM Friday, April 11, 2014.
Thanks!**

Learning Leader Rubric (based on TNCore Coach Interview Rubric)

	3	2	1	Notes
Effective educators	Individual TVAAS Level 5 (3 year or most appropriate) in this subject -or- Evidence of dramatic student growth (2 grade levels of gains +)	Individual TVAAS Level 3 or 4 (3 year or most appropriate) in this subject -or- Evidence of strong student growth (1.5-2 grade levels of gains)	Individual TVAAS Level 1 or 2 (3 year or most appropriate) in this subject -or- Evidence of less than expected student growth (.75-1 grade levels of gains)	
Excellent facilitators and communicators	Establishes powerful, inspiring connection with participants Excellent presenter and clear communicator Effectively and thoughtfully responds to challenging situations and questions In your gut, you know this person will be well respected by their peers	Solid presenter and clear communicator Uses clear reason and logic to connect with interviewers and respond to role play Establishes good, meaningful connection Comfortably responds to challenging situations and questions In your gut, you know this person will be well respected by their peers	Concerns about communication Difficult to communicate with in person, difficult to understand In your gut, you know this person would not be taken seriously by peers. Weak or inconsistent presence	

Passionate about the importance of rigorous standards and assessments	Evidence of strong support for change that may be difficult for adults but good for kids Insightful about ways in which rigorous standards and assessments will make a dramatic, positive difference for students lives and Tennessee's future Expresses belief that all students can be successful, relentlessly focused on student learning	No evidence of concerns about fit or beliefs about importance of reform Clear communication of enthusiasm for rigorous standards and assessments and able to articulate specific ways implementation will benefit students Focused on student learning	Evidence of reservation about change, even when it helps students Expresses negative comments about the value of rigorous standards and assessments Not directly focused on student learning	
Learners: open to feedback and continuous improvement	Receives feedback in a positive and professional manner Strong evidence that this candidate continuously and independently reflects on his or her students' academic achievement Changes in his or her instruction drastically and positively impact student academic achievement	Receives feedback in a positive and professional manner Strong evidence that this candidate makes changes in their instruction that directly impact student academic achievement	Receives feedback in an negative or unprofessional manner Reflection is limited and/or unrelated to substantial changes in student gains.	

**Bledsoe County Schools
Teachers and Principals**

2013-14					
YEARS	BACHELOR	MASTERS	MASTERS + 30	EDS	DOCTORATE
0	\$ 32,326.00	\$ 34,552.00	\$ 36,613.00	\$ 37,525.00	\$ 40,785.00
1	\$ 33,429.00	\$ 35,696.00	\$ 37,750.00	\$ 38,419.00	\$ 41,771.00
2	\$ 33,469.00	\$ 35,735.00	\$ 37,791.00	\$ 38,458.00	\$ 41,970.00
3	\$ 33,576.00	\$ 35,845.00	\$ 37,903.00	\$ 38,725.00	\$ 42,162.00
4	\$ 33,898.00	\$ 36,240.00	\$ 38,281.00	\$ 39,510.00	\$ 42,940.00
5	\$ 34,298.00	\$ 36,715.00	\$ 38,775.00	\$ 40,340.00	\$ 43,830.00
6	\$ 35,158.00	\$ 37,906.00	\$ 39,815.00	\$ 41,440.00	\$ 45,030.00
7	\$ 35,572.00	\$ 38,265.00	\$ 40,655.00	\$ 42,330.00	\$ 45,985.00
8	\$ 36,033.00	\$ 39,400.00	\$ 41,850.00	\$ 43,595.00	\$ 47,385.00
9	\$ 36,452.00	\$ 40,245.00	\$ 42,750.00	\$ 44,540.00	\$ 48,410.00
10	\$ 37,398.00	\$ 40,430.00	\$ 42,945.00	\$ 44,720.00	\$ 48,590.00
11	\$ 37,857.00	\$ 41,766.00	\$ 43,875.00	\$ 45,680.00	\$ 49,625.00
12	\$ 38,231.00	\$ 41,766.00	\$ 44,040.00	\$ 45,875.00	\$ 49,835.00
13	\$ 38,657.00	\$ 42,385.00	\$ 44,995.00	\$ 46,855.00	\$ 50,905.00
14	\$ 39,029.00	\$ 42,590.00	\$ 45,180.00	\$ 47,045.00	\$ 51,090.00
15	\$ 39,486.00	\$ 43,500.00	\$ 46,140.00	\$ 48,060.00	\$ 52,190.00
16	\$ 39,486.00	\$ 43,500.00	\$ 46,140.00	\$ 48,060.00	\$ 52,190.00
17	\$ 39,590.00	\$ 44,260.00	\$ 46,945.00	\$ 48,910.00	\$ 53,130.00
18	\$ 39,590.00	\$ 44,260.00	\$ 46,945.00	\$ 48,910.00	\$ 53,130.00
19	\$ 40,255.00	\$ 45,025.00	\$ 47,770.00	\$ 49,775.00	\$ 54,105.00
20	\$ 40,255.00	\$ 45,025.00	\$ 47,770.00	\$ 49,775.00	\$ 54,105.00