

2014-2015 Differentiated Pay Plan Submission Template

In June 2013, the State Board of Education passed a revised set of guidelines pursuant to Tenn. Code Ann. §49-3-306(h), which requires districts to create and implement differentiated pay plans. The intent of the differentiated pay plans is to give local control to districts in regard to salary schedule, and to create another lever for districts to attract and retain teachers based on a flexible set of potential criteria. A complete copy of the policy can be found [here](#).

Structure of this Document

The document includes two required sections where districts will describe their proposed 2014-2015 differentiated pay plans and salary schedules. An optional section is also included on stakeholder engagement and eligibility. Finally, districts that choose to propose an [alternative salary schedule](#) as their differentiated pay plan, or part of their plan, will need to complete a short [addendum](#). A list of the common differentiated pay terms used throughout this document can be found in [Appendix A](#).

Timeline

The department has created a flexible timeline for differentiated pay plan submission to better meet the various deadlines of each district's local school board and budget processes. The table below outlines this timeline:

General Differentiated Pay Plan Submission Timeline	
Prior to submission	Local school boards are informed of and/or approve differentiated pay plans that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Ongoing	Districts submit differentiated pay plans to TDOE
Three weeks after date of submission	TDOE communicates approval decision to school districts
Following TDOE approval notification but no later than June 30, 2014	Local school boards approve final differentiated pay plans and any associated budget items

For those districts that choose to implement an [alternative salary schedule](#) as their differentiated pay plan (see page 5 for more detailed information on this option) the following timeline will be used in order to meet the necessary State Board of Education (SBE) deadlines.

Alternative Salary Schedule Submission Timeline	
Prior to submission	Local school boards are informed of the alternative salary schedule that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Jan. 31, 2014	Districts submit alternative salary schedules to TDOE
By Feb. 21, 2014	TDOE communicates approval decision of the alternative salary schedule to school districts
By March 8, 2014	Local school boards approve the alternative salary schedule
March 8, 2014	TDOE submits alternative salary schedule documents to the SBE
April 18, 2014	SBE Meeting

All differentiated pay plans and alternative salary schedules should be submitted to Laura.Encalade@tn.gov. The department also plans to post the final differentiated pay plans on its website.

Note that while the differentiated pay plan must be implemented in the 2014-2015 school year, the first payouts from those plans could occur, particularly for those plans which include performance related criteria, at the completion of the 2014-2015 school year when all relevant student achievement data is available. Following the 2014-2015 school year, the department will collect evidence of implementation, including information regarding the number of awards that were paid out.

Contact Laura Encalade at Laura.Encalade@tn.gov or 615-253-2119 for additional questions or guidance on creating your differentiated pay plan or on the submission and approval processes.

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
	<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>
High Need School	<i>The district will provide a stipend to four high performing teachers from high performing elementary schools to teach in a lower performing elementary school. To receive the stipend, chosen teachers must have earned a 4 or 5 effectiveness score, have been consistently high performing teachers, willing to move to another school, and have the ability to work with other teachers to improve instruction. These teachers will</i>	<i>Qualifying teachers will receive a stipend of approximately \$3000.00</i> <i>Mentor teachers will receive \$1000.00</i>	<i>All level 4 and 5 teachers meeting the criteria are eligible for the program.</i> <i>It is estimated that 3 teachers and 3 mentor teachers will participate in the program.</i>	<i>\$12,000.00</i>	<i>This award makes up less than 1% of the district's annual salary cost.</i>

	<i>replace lower performing teachers in the lower performing schools. Teachers scoring a 1 or 2 over a two year period, having poor achievement results overall, poor instruction, and limited classroom management will be replaced with a high performing teacher. These teachers will receive additional PD based upon lowest areas of team evaluation. The lower performing teachers will take the place of the higher performing teacher. Since the lower performing teachers will be in a totally different culture of learning, it is hoped this will give them the opportunity to improve their own instruction. A mentor will be assigned to the lower performing teachers.</i>				
Education	<i>The district will continue the same salary schedule as used for 2013-2014. Education increases will be awarded for MA, MA+30, Eds., and Ed.D.</i>	<i>The compensation is given as a salary increase. Salary schedule is attached.</i>	<i>All teachers receiving specified degrees are eligible for the salary increase.</i>	<i>The district anticipates the total cost at \$68,000 based on anticipated degree changes for 2014-2015.</i>	<i>These degree increases make up less than 1% of the district's annual salary cost.</i>
Experience	<i>The district will continue the same salary schedule as used for 2014-2015. Years of experience are compensated per year up to 20 years.</i>	<i>The compensation is given as a salary increase, with the amounts based upon the number of years' experience.</i>	<i>All teachers who have not worked over 20 years are eligible for the salary increase.</i>	<i>The district anticipates the total cost at \$169,000.</i>	<i>This compensation is less than 1% of the district's annual salary cost.</i>

II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-2015 salary schedule.

Attached

III. Eligibility and Stakeholder Engagement (Optional Section)

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.

See Attached

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

The district administered a survey containing information about the various elements that could be included in a differentiated pay plan. A committee consisting of one or two teachers from each school met with the person in charge of writing the differentiated pay plan. Information was disseminated and the teachers took the information back to their respective school. Questions were sent to Dr. Carol Whaley. The administrative team consisting of six central office administrators, 2 principals, and one board member met to review all options including an alternative salary schedule and costs associated with each option.

At this meeting, it was agreed to implement differentiated pay in the form of a stipend for four high performing teachers to take the place of lower performing teachers. The lower performing teachers will then work in the higher performing teachers' classrooms. Consensus was obtained after reviewing data consisting of lowest achievement data in the system and costs associated with each plan.

**DIFFERENTIATED PAY GUIDELINES FOR
HIGH NEED SCHOOL/CLASSROOMS
TRANSFERRING TEACHERS
CARTER COUNTY**

In an effort to improve instruction for students and provide intensive staff development for lower performing teachers, the Carter County School system proposes to transfer 3 higher performing teachers to 3 lower performing teachers' classrooms on an interim basis. These classrooms may be in a high need school(s), or they may be in traditionally lower scoring classrooms.

CRITERIA FOR CHOOSING HIGHER PERFORMING TEACHERS:

1. A 5 effectiveness level on CODE over at least a 2 year period
 - A. A level 4 effectiveness score may be considered if no level 5 teachers are interested.
2. Willingness to move to a new school in a lower performing classroom on an interim basis
 - A. Current assignment will be held for the teacher to return once the assignment is completed
3. Ability to become a participatory member of the PLC community at the new school
 - A. The teacher has consistently implemented the following in his/her classroom researched based teaching techniques using common core standards
 - B. rigor and relevant classroom instruction
 - C. differentiated teaching
 - D. data usage to guide student instruction
4. The Director of Schools will review evaluation and classroom information before conducting interviews.

CRITERIA FOR CHOOSING LOWER PERFORMING TEACHERS

Lower performing teacher replacement will be recommended to the Director of Schools by principals and supervisors. These recommendations will be based upon school performance this school year. The Director of Schools will review lower performing teacher data including current teacher observations, effectiveness levels, and degree of improvement. The Director of Schools will make the final decision for interim transfer. Criteria for this selection may include, but not be limited to the following:

1. Level 1 or 2 CODE effectiveness score
2. Current year classroom observations
3. Principal/Supervisor recommendations
4. Poor classroom management
5. Poor attendance

6. Lower level instruction – quadrant A/B with no rigor or relevance in the classroom
7. Lack of motivation to implement suggestions for improvement

Higher performing teachers will be expected to take over the lower performing classrooms providing rigorous and relevant instruction, using student data to guide teaching and learning. Additionally, teachers will become an active participant in the PLCs, providing knowledge and instruction that would be helpful to the entire school. Teachers must have the ability to acclimate to the new school, becoming a part of the school culture and able to relate to the other teachers in a positive manner.

An application process will be implemented to choose higher performing teachers willing to transfer into an interim assignment. The applicant packet will include copies of the teachers' classroom observation, TVAAS score and CODE information. The applicant will write a one page essay describing strengths in the classroom, i.e. teaching techniques, use of student data, higher order thinking strategies and assessments used by the teachers in the classrooms. Additionally, the applicant will cite personal evidence of team work, PLC contributions and differentiated instruction. Higher performing teachers chosen for these position will receive a \$3000.00 stipend added to their salary for the time they are placed in the interim positions.

Lower performing teachers will be chosen by the Director of Schools. The Director will meet with each teacher individually, explaining expectations and requirements in the new position. These teachers will be monitored by the relevant school principals and supervisors assigned to these schools. A school mentor will be assigned to each of the teachers. The school mentor will be paid \$1000.00 to supervise and help the lower performing teacher. Improvement plans will be devised and PD will be tailored to the specific needs of the teacher.

At the end of the year, the Director of Schools will determine if sufficient progress has been made by the teachers. He will then recommend (1) remain in current position for more than one year, (2) return to former position, or (3) termination of employment.