



## 2014-15 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 2014-15 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](mailto: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 2014-15 school year, the first payouts from those plans could occur, particularly for those plans which include performance related criteria, at the completion of the 2014-15 school year when all relevant student achievement data is available. Following the 2014-15 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](mailto: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                                                                           |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                                                    | <p><i>Describe how the district will differentiate for this element.</i></p> <p><i>Include the criteria for receiving the award.</i></p> | <p><i>Will the compensation be given as a bonus or a base pay increase?</i></p> <p><i>How much will qualifying teachers receive?</i></p> | <p><i>Eligibility: How many teachers are eligible for this type of compensation?</i></p> <p><i>Forecasted participation: How many teachers do you estimate will receive the award?</i></p> | <p><i>How much does the district estimate it will pay out for this differentiated pay element?</i></p> | <p><i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i></p> |
| Additional Instructional Roles or Responsibilities | <i>The district will further its implementation of RTI<sup>2</sup> through the creation of school RTI<sup>2</sup> leaders</i>            | <i>Teachers will be paid this amount as a one-time pay increase of 1500.00 after benefits.</i>                                           | <p><i>All teachers with a composite score of 3,4 or 5 will be eligible to apply for this type of compensation</i></p> <p><i>We expect 33 teachers will receive this increase.</i></p>      | <i>\$67,000.00</i>                                                                                     | <i>Less than 1%</i>                                                                                     |
| Additional Instructional Roles or Responsibilities | <i>The district will enhance its implementation of PARCC.</i>                                                                            | <i>Teachers will be paid this amount as a one-time pay increase of \$1,000.00 after benefits.</i>                                        | <p><i>All teachers with a composite score of 3, 4 or 5 are eligible to apply for this of compensation.</i></p> <p><i>We expect 60 teachers will receive this increase.</i></p>             | <i>\$80,100.00</i>                                                                                     | <i>Less than 1%</i>                                                                                     |

| Differentiated Element                             | Description                                                                                            | Compensation Type and Size                                                                                                                                    | Reach                                                                                                                                                                                      | Estimated Cost      | Estimated Salary Expenditures |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------|
| Additional Instructional Roles or Responsibilities | <i>This district will continue providing support in implementing CCSS.</i>                             | <i>Teachers will be paid this amount as a one-time pay increase of \$1,000.00 after benefits.</i>                                                             | <i>All teachers with a composite score of 3, 4 or 5 are eligible to apply for this of compensation.</i><br><br><i>We expect 25 teachers will receive this increase.</i>                    | <b>\$35,000.00</b>  | <b>Less than 1 %</b>          |
| Performance                                        | <i>The district will support the continued presence of highly effective teachers in the classroom.</i> | <i>Teachers will be paid a one-time pay increase of \$400.00 for level 4 composite score or \$500.00 for level 5 composite score and 98% attendance rate.</i> | <i>All teachers with a composite score of 4 or 5 are eligible to apply for this compensation.</i><br><br><i>We expect 220 teachers to receive this increase</i><br><br><b>338 teachers</b> | <b>\$104,161</b>    | <b>Less than 1%</b>           |
|                                                    |                                                                                                        |                                                                                                                                                               |                                                                                                                                                                                            | <b>\$286,261.00</b> |                               |

## **II. Salary Schedule (Required Section)**

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule.
2. Describe how you will allocate any future state funding increases (i.e., FY14 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 increases will be allocated in an across the board increase. The amount allocated for FY 13 state funding increases will be used for differentiated pay. Funding for differentiated pay is the portion of pay allocated in the state portion of the 2012-13 budget. (\$326,213.00). Approximately 10-15% of the allocated amount will be held in reserve to add to the next year's allocation in order possibly add additional items for compensation.

## **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. General guidelines begin on page 6.
2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.

The district formed a differentiated pay committee consisting of five teachers, five administrators, seven central office supervisors, and three central office coordinators. The director and assistant director facilitated three meetings of the differentiated pay committee. The committee met four times for day long work sessions to develop the differentiated pay plan. The first session was facilitated by a trained facilitator in strategic compensation. During the follow-on sessions the committee worked to develop goals, determine compensation, job descriptions and next steps. The committee will continue to meet as appropriate to adjust differentiated elements as needs and funding changes.

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? As the district accumulates additional funding, another additional role/responsibility –PLC leader will be added. If additional funds are added the hard to staff/high need differentiated element will be added.

# **Maury County Differentiated Pay Plan**

## **Draft Document**

The core elements of a plan for Maury County are listed below. There may be other items added in terms of communication, eligibility and funding.

### **Goals**

Increase student performance through building teacher effectiveness and leadership capacity

Recruit, reward and retain staff in hard to staff positions

Increase student performance and teacher effectiveness by promoting teacher attendance

Increase district performance and student achievement results by recruiting retaining and rewarding high performing educators

### **Additional Roles and Responsibilities**

Maury County will compensate teachers for providing additional instructional support by performing additional duties in order to build capacity and increase teacher effectiveness.

All duties will be required to be aligned to the district's strategic plan as well as the state accountability model.

Roles and responsibilities will be defined annually with written job descriptions and an evaluation component to be required.

Examples of these roles and duties could be, but are not limited to: mentors, collaborative learning leaders, core content specialists, developing classroom assessments, etc.

All teachers must have received at least a three TEAM composite score, but compensation will be relative to performance levels on the TEAM composite score.

Selection criteria will be establishing with teacher attendance being a component.

### **Compensation Guidelines**

- 1) All compensation amounts will be defined with a minimum level of \$300 and not to exceed \$2,000 annually. The level of compensation will not be based on an hourly rate.
- 2) All time to be compensated must occur outside the time defined in the annual contract.
- 3) Any level to be compensated at \$1,000 or more may require some of the work to be performed prior to the start of each school year.
- 4) Any roles or responsibilities will be applied for annually.

**Funding**

Funding for differentiated pay is the portion of pay allocated in the state portion of the 2012-13 budget (\$328,923.00). Approximately 10-15% of the allocated amount will be held in reserve to add to the next year's allocation in order possibly add additional items for compensation.

## Appendix A: Common Differentiated Pay Definitions

1. Base pay (base salary): An individual's salary excluding any additional compensation in the form of bonuses, stipends, or supplements for additional work or responsibilities.
2. Bonus/stipend: Additional compensation for a pre-defined set of criteria. Bonus and stipend pay are awarded in addition to or "on top of" an individual's base pay. Bonuses/stipends are one-time payments awarded for a specific role, additional responsibility, or achievement of particular criteria. Bonuses and stipends are not a part of base salary and do not become a reoccurring part of an individual's compensation.
3. Traditional salary schedule (or step and lane schedule): A salary schedule that uses years of experience and education levels exclusively to determine educator's increases in base pay. Traditional schedules may follow the same structure as the state minimum salary schedule. Salary schedules that modify the amount of the step increases given for experience or change the structure of the education lanes may still be considered a traditional schedule as long as they meet or exceed the relevant state minimums.
4. Alternative salary schedule<sup>1</sup>: A salary schedule that uses some other component, often a performance measure, in addition to or in place of education and experience to determine base pay. A schedule where an educator's evaluation score is used to determine the amount of his or her yearly base pay increase is an example of an alternative salary schedule. Alternative salary schedules are subject to State Board of Education approval.
5. Opt-in/opt-out provision: Individuals are provided with the choice to participate in a program. This provision is most often associated with alternative salary schedules and is not a required provision.

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<sup>1</sup> If you are unsure as to whether your plan is a traditional salary schedule or an alternative salary schedule, please contact [Laura.Encalade@tn.gov](mailto:Laura.Encalade@tn.gov).

## **Job Description**

### **Response to Intervention Leader/Coach**

**Reports To:** Principals/Assistant Principals

**Classification:** Differentiated Pay Plan

**Compensation:** \$1,500.00 (employee will receive \$1,500.00 after benefits)

**Contract Length:** 10 Months (May involve training during summer months)

**SUMMARY** : The teacher on assignment collaborates with teachers and principal to implement Response to Intervention (RTI) at each school for the improvement of academic achievement in students.

### **General Responsibilities** :

1. Participates as a member of an instructional team to promote learning activities for students consistent with district and school education objectives.
2. Responsible for coordinating the implementation of the RTI process at each elementary school.
3. Serves as a liaison between the principal and teachers on the RTI initiative.
4. Attends and participates in grade level/school Literacy Team/RTI team meetings to coordinate the RTI process across grade levels.
5. Oversees the administration of assessments to include materials management and creating an assessment schedule at each school.
6. Assists with the the Assessment Team and oversees the assessment calendar at each school.
7. School representative for Training the Assessment Team on the administration of assessments to include formal training at the beginning of each school year and review sessions on critical administration rules and procedures before each benchmark period.
8. Coordinates the collection of data from assessment teams and classroom teachers.
9. Distributes assessment reports to teams and facilitates the analysis of assessment results.
10. Prepares a data notebook for the principal and facilitates data discussions with the RTI team at each school for the purpose of goal setting and program evaluation.
11. Instructs teams and individual teachers in data analysis procedures and helps place students in intervention groups.
12. Assists individual teachers and teams in defining the focus for each intervention group and planning intervention instruction for each group.
13. Observes teachers during intervention group instruction and provides feedback and coaching.
14. Models effective intervention group instruction for teachers.
15. Assists in the selection of books, materials, and other instructional equipment used for intervention.
16. Counsels with colleagues, students, and /or parents on a regular basis.
17. Establishes and maintains cooperative relations with others.
18. Maintains and improves his/her professional competence.
19. Performs other reasonable RTI duties as may be directed by the Principal/Assistant Superintendent.
20. Must be a highly effective teacher (level 3, 4, or 5 Composite Score).

## Job Description

### **Learning Leader**

**Reports To:** Principals/Assistant Principals

**Classification:** Differentiated Pay Plan

**Compensation:** \$1,000.00 (employee will receive \$1,000.00 after benefits)

**Contract Length:** 10 Months (May involve training during summer months)

**SUMMARY:** The teacher on assignment collaborates with teachers and principals to deepen content knowledge and expectations for teachers at each school for success on assessments and improvement of academic achievement in students.

### **General Requirements and Responsibilities**

1. Be a highly effective teacher.
2. Be an excellent facilitator and communicator.
3. Be passionate about the importance of high standards and rigorous assessments
4. Be a learner: open to feedback and continuous improvement.
5. Be an individual other teachers will enjoy learning from.
6. Participate as a member of an instructional team in attendance in training and follow-up meetings as scheduled by the state department of education.
7. Complete all activities and assignments associated with training from the state department of education.

## **Effective teacher in the Classroom**

**Classification:** Differentiated Pay Plan

**Compensation:** \$500.00 Level 5 overall average in CODE; \$400.00 Level 4 overall average in CODE (teacher will receive 400.00 or 500.00 after benefits)

**SUMMARY:** Any teacher who has an overall average in CODE of 4 or 5 and has a 98% attendance rate will receive \$400.00 or \$500.00 depending on score. Highly effective teacher's presence in the classroom impacts student achievement.

### **General requirements**

1. Teacher must achieve an overall average of 4 or 5 in CODE. (Final scores determined after test results completed)
2. Teachers cannot miss more than 4 days during the school year. (approved Family Medical Act Leaves do not count)
3. Teachers must be an active employee at the time of evaluation results (teachers who complete the year and meet attendance requirements and retire at the end of the school year are eligible for payment)

## **Job Description**

### **Common Core Coach**

**Reports To:** Supervisors/Principals/Assistant Principals

**Classification:** Differentiated Pay Plan

**Compensation:** \$1,000.00 (employee will receive \$1,000.00 after benefits)

**Contract Length:** 10 Months (May involve training during summer months)

**SUMMARY:** The teacher on assignment collaborates with teachers and administrators in continuous implementation of Common Core State Standards at each school for the improvement of academic achievement in students.

### **General Requirements and Responsibilities**

1. Be an highly effective teacher.
2. Participate as a member of an instructional team to promote learning activities for students consistent with district and school objectives.
3. Be an excellent facilitator and communicator.
4. Be an individual other teachers will enjoy learning from.
5. If needed, complete all activities and assignments associated with training from the state department of education.
6. Perform other reasonable duties such as pacing guide revision as directed by Supervisors/Principals/Assistant Principals.