



2015-16 Maryville City Differentiated Pay Plan

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>
Hard-to-Staff (School, Subject, or Placement)					
Performance					
Additional Instructional Roles or Responsibilities	<p>The district will compensate specific roles and responsibilities that recognize the talents of our most effective teachers and deploy them in the service of student learning, adult learning, and collaboration toward school/system improvement. Funds will be allocated to schools based on a student enrollment formula. Principals will submit a written proposal including specific job descriptions to the Director who will make the final approval for awarding the funds. Proposals for compensation of a specific</p>	<p>Compensation will be given yearly in the form of a specified stipend to be determined based on the nature of the role, time involved, and expertise needed. Stipends will range from \$500-\$3500. Instructional Coaching will be compensated in the form of a yearly stipend of \$500 per teacher assigned to the coach.</p>	<p>Currently there are 138 Stage 3 teachers in our system who might qualify for a specific assignment. Depending on the proposals submitted by each school, an estimated 20-50 teachers could be offered additional roles and responsibilities for compensation.</p> <p>This year 10 teachers are serving in the role of coach. This number is lower than in the past and will fluctuate based on the number of new hires and evaluation results but will serve as a baseline for estimates for budget preparation.</p>	<p>The estimated cost to be allocated for the roles and responsibilities stipends from school proposals would be approximately \$50,000 to match the current Extended Contract funds. The “new dollars” are based on the pending salary increase in the State budget.</p> <p>Instructional Coaching stipends</p>	<p>This will comprise about .23% of our total \$27,513,527 district salary expenditures</p>

	<p>role/responsibility must meet the following criteria:</p> <ul style="list-style-type: none"> • Has strong potential to positively impact student outcomes and supports the MCS Strategic Plan goals and objectives • Involves a considerable amount of extra time, responsibility and decision-making skill • Requires an administrative selection process based on knowledge, skill level and expertise for the specific task. <p>Teachers who achieve Stage 3 status (Qualitative Component Score of 4.3 or above with a score of 3 or greater on each element of the TIGER rubric and an individual TVAAS score of 3 or greater where applicable) may be considered for a specific role as defined in an individual school proposal. Considerations such as leadership and facilitator skills, specific expertise in a content area or instructional strategy, or early adopter status of new technology will be</p>			<p>will require \$12,000 allocation to meet the needs in this area of teacher growth and improvement.</p>	
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	<p>determinants for awarding these roles/responsibilities.</p> <p>In addition to the school-specific roles and responsibilities proposals, the district will recognize the instructional coaching role as a district-wide role. Assignment of coaches to all Stage I teachers is a required part of the TIGER Evaluation Growth Model. Instructional Coaching duties are well defined in the MCS Mentoring and Coaching Guide. Each Stage 1 teacher will be assigned to an Instructional Coach until which time movement is made to Stage 2. Instructional Coaches will receive a \$500 stipend for each Stage 1 teacher assigned to them for a school year.</p>				
Education	<p>The district will continue with the current degree compensation as shown in the attached 2015-16 salary schedule. Work is under way with Battelle for Kids to develop an alternative salary model for implementation in the 2016-17 school year. As part of the transition to the new model, the lanes of compensation for +12 or +24 hours obtained between</p>	<p>Degrees compensation will continue to be awarded with a base pay increase. Set amounts of compensation for each degree will be determined in the future work of the MCS Strategic Design Team.</p>	<p>All teachers are eligible to receive degree compensation.</p> <p>Currently there are 314 of 369 certified employees with a degree higher than a bachelor's. An estimated forecast of movement from a bachelor's to a higher degree is about 10%, and likewise, movement from a master's is also estimated at 10%.</p>		

	<p>degrees was closed this year. Current employees who reached the +12 or +24 mark by the close of summer term of 2014 will received the additional compensation. In the future alternative salary model, a fixed amount of compensation for each advanced degree will be established (BS, BS+30, MS, MS+30, EdS, PhD). Current employees will be locked in – “grandfathered” – at their advanced degree level and current step for placement on the new system. They were also given the opportunity to declare intent to obtain a higher degree by December 31, 2014. A window of time to complete the degree of intent will close the summer term of 2016. Extension may be granted for those pursuing a doctorate degree if all course work is completed within the window.</p>				
Experience	<p>The district will continue to award step increases for each year of experience for the 2015-16 school year. The original plan to transition to an alternative salary model in 2016-17 might be delayed due to changes in state testing and</p>	<p>Each teacher will earn a yearly step increase for years of experience.</p> <p>Future plan: Each teacher will receive two automatic step increases with the potential to earn four step</p>	All teachers are eligible.	<p>The average step increase in the district is \$1028 per year. The estimated cost is \$329,119.</p>	

	<p>teacher evaluation. The work continues with our Strategic Design Team in consultation with Battelle for Kids to establish effectiveness steps whereby annual salary increases will vary based on performance. The overarching goal of this work is to ensure that all current employees have the <u>potential</u> to earn more under the new system while allowing employees the opportunity to earn step increases throughout their careers. The work focus to establish five levels of effectiveness and determine the qualifying criteria for each will be based on results of testing and teacher evaluation. Delay will result while changes in these two areas normalize, allowing for reliable and valid criteria to be set.</p>	<p>increases based on performance each year. Specific amounts for step increases will be based on state and local budget allocations.</p>			
Other					