

Maryville City Schools

2018-19 Differentiated Pay Plan

Hard-to-Staff	<input type="checkbox"/>
Instructional Roles	<input checked="" type="checkbox"/>
Performance	<input type="checkbox"/>
Alternative Salary Schedule	<input type="checkbox"/>

Hard to Staff (School, Subject, or Placement)

N/A

Instructional Roles or Responsibilities

Description

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 the student enrollment formula. Principals will submit a written proposal including specific job descriptions to the Director who will make final approval before awarding the funds. Proposals for compensation of a specific role/responsibility must meet the following criteria:

- 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.

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 determinants for awarding these roles/responsibilities. 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 1 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.

Number of Unique Roles: 5 or more

Eligibility Criteria

Level of Overall Effectiveness (LOE), Individual TVAAS
Currently there are 147 Stage 3 teachers in our school system who might qualify for a specific assignment. Depending on the proposal submitted by each school, 70-90 teachers could be offered additional additional roles and responsibilities for compensation. In 2017-18, eight teachers served 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.

Compensation Type and Size	The compensation per role ranges from \$150 to \$1,000. The funds allocated for the roles and responsibilities stipends from school proposals will be approximately \$95,000. Instructional Coaching stipends will require a \$15,000 allocation to meet the needs in this area of teacher growth and improvement.
Reach	125
Estimated Cost	\$110,000
Performance	
N/A	
Alternative Salary Schedule	
<i>Is the district implementing an alternative salary schedule?</i> No	
Education*	
A set amount of additional compensation is provided for educators with an advanced degree as follows:	
<ul style="list-style-type: none"> - Master's \$7,500 - MS + 30 \$10,000 - Ed.S. \$12,000 - Ed.D. \$14,000 	
Other	
N/A	

**Education is not a differentiated pay element and does not count toward the mandated criteria.*