

UNICOI COUNTY

2023-24 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

Teacher Leader Program

Teacher Leadership programs provide a powerful opportunity to support collaborative cultures of learning within our schools which impact student achievement and support teachers. Cycles of teacher leadership in Unicoi County have resulted in reciprocal feedback loops in which the teacher's voice has been magnified! As we have surveyed and interviewed teachers and leaders over the last few years we have considered ways to maintain the capacity established through our Teacher Leader program and offer teachers the opportunity to serve in leadership positions. Many teachers have chosen to pursue other leadership opportunities, such as school-level leadership teams, facilitators, redelivering content-specific training, or grade-level leadership at the school level. All of these leadership positions are valued and important for each school and our system's growth.

In the 2022-23 school year, Unicoi County Schools will deepen and differentiate the opportunities for Teacher Leadership. Opportunities will extend to include culture and communication leadership as well curriculum and assessment leadership to promote/sustain access for all students and cohesion and a positive culture across the district.

District Culture and Communication Leaders

In the 2022-23 school year, in order to support strong cultures of learning, listening mechanisms, and reciprocal communication that honors teacher voice, we will initiate a culture and communication team.

Goal(s):

Provide structures for teachers to explore and develop leadership skills

Support listening mechanisms for both teachers and students

Offer forums for the synthesis of thinking between teachers and leaders

High-Level Engagement Structure

Purpose

Monthly Culture and Communication Connections

School-level C&C leaders + District leaders

One on One connection discussing school-specific culture and

communication

Sharing district and school-level initiatives

Communication strategies for disseminating information

Listening and reciprocal feedback to support cohesion

Bi-annual focus group with the Director of Schools

Discussion around the synthesis of listening and surveys

Reciprocal listening and feedback to support strong cultures of learning and application of the guiding tenants

Number of Positions: 4 (Elementary Schools)

Position Assignments: Duties occur inside and outside the school day with a minimum of 25 hours in addition to normal job requirements.

Compensation: \$1,000

Identification: Application process yearly. Interviews with teams of principals, supervisors, and teachers.

Basic Qualifications: Positive evaluations with at least three years of experience. Commitment to regular communication with, ongoing work, projects, and timelines.

ELA Curriculum and Assessment Leaders

In the 2022-23 school year, in order to support the 1) implementation of HQIM, 2) and additional opportunities for accelerated learning, UCS schools will deepen existing educator and student support systems along with data analysis and measurement protocols to ensure students continue to gain/access stronger, aligned instruction. We believe these efforts will not only better prepare students to perform on end-of-year state assessments but will accelerate learning in both knowledge and skills.

Goal(s):

Solidify commitment to, expertise in, and solidify routines for leader/teacher leadership-led intellectual preparation cycles, to strengthen Core Action 2 and 3.

Lesson preparation routines will be in intentional, consistent, collaborative authentic use, in a way that meets the school-level needs.

High-Level Engagement Structure

Purpose

Full-Day Knowledge Building Days (1/2 day ELN-Lin split):

Full leadership team, plus "curriculum teacher leaders"

Data deep dive and data and current initiative presentations from schools with the Director of Schools

Concrete learnings about Lesson prep focus, practice

Time to cross-share strategy and approach across schools

Interim "TouchPoint Days"

District leader(s) + school leader(s) + curriculum teacher leader(s)

2 day engagement events - ½ day at each school

Walking classrooms, administrator growth, and development strategizing next steps, analyzing current data

Observation data collected for Knowledge-Building Days and ongoing analysis

Bi-Weekly Strategy

District team

Ongoing strategy conversations, debriefing current obstacles, planning for upcoming events, panning network calls, and debriefing mentor workstream

Bi-Annual Data Collection

Fall and Spring LIN Data Collection of student work and observation data

Number of Positions: (1-3 per school based on % of staff)

Position Assignments: Duties occur inside and outside the school day with a minimum of 50 hours in addition to normal job requirements.

Compensation: \$2,000

Identification: Application process yearly. Interviews with school and district-level curriculum leaders.

Basic Qualifications: Positive evaluations and walkthroughs. Evidence of strong implementation of HQIM, At least three years of experience. Commitment to regular communication with, ongoing work, projects, and timelines.

MATH Curriculum and Assessment Leaders

In the 2022-23 school year, in order to support the 1) adoption and ongoing implementation of HQIM, and 2) additional opportunities for accelerated learning, UCS schools will deepen existing educator and student support systems along with data analysis and measurement protocols to ensure students continue to gain/access stronger, aligned instruction. We believe these efforts will not only better prepare students to perform on end-of-year state assessments but will accelerate learning.

Goal(s):

Solidify commitment to, expertise in, and solidify routines for leader/teacher leadership-led adoption and intellectual preparation cycles.

Lesson preparation routines will be in intentional, consistent, collaborative authentic use, in a way that meets the school-level needs.

High-Level Engagement Structure

Purpose

Half-Day Knowledge Building Days

Full leadership team, plus "curriculum teacher leaders"

Data deep dive and data and current initiative presentations from schools with the Directors of Schools

Concrete learnings about Lesson prep focus, practice

Time to cross-share strategy and approach across schools

Interim "TouchPoint Days"

District leader(s) + school leader(s) + curriculum teacher leader(s)
day engagement events - ½ day at each school

Walking classrooms, administrator growth, and development strategizing next steps, analyzing current data
 Observation data collected for Knowledge-Building Days and ongoing analysis
 Bi-Weekly Strategy
 District team
 Ongoing strategy conversations, debriefing current obstacles, planning for upcoming events
 Bi-Annual Data Collection
 Fall and Spring Data Collection of student work and observation data
 Number of Positions: (1-3 per school based on % of the school)
 Position Assignments: Duties occur inside and outside the school day with a minimum of 50 hours in addition to normal job requirements.
 Compensation: \$2,000
 Identification: Application process yearly. Interviews with school and district-level curriculum leaders.
 Basic Qualifications: Positive evaluations and walkthroughs. Evidence of strong implementation of HQIM, At least three years of experience. Commitment to regular communication with, ongoing work, projects, and timelines.

Number of Unique Roles: 5 or more

Eligibility Criteria	Level of overall effectiveness (LOE) Certified in content/grade area Years of experience N/A
Compensation Type and Size	Culture and Communication- \$1000 Curriculum, Instruction, Assesment- \$2000
Reach	28
Estimated Cost	\$52,000

Performance

N/A

Alternative Salary Schedule

Is the district implementing an alternative salary schedule? No

Education*

There is a supplement to the base salary on years of experience and education attainment.

Other