

# Haywood County Schools

## 2020-21 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 Roles:

HCS has established a network of teachers who have proven to be highly effective based on evaluation scores and leadership qualities. We wish to increase their impact on other teachers by having them fulfill additional roles and responsibilities. Teacher leaders will support district and school level instructional leadership. These teachers have helped us begin a pipeline of aspiring school leaders.

#### Roles and Responsibilities of the Job:

1. Act as a building and district leader and representative
  - Support and assist in implementing the district vision
  - Sharing instructional leadership vision and practices with principal by working with school administrators to develop, implement, and evaluate the schools' goals
  - Develops relationships with other Teacher Leaders, Instructional Facilitators, building principals and other district personnel
  - Serve on district level teams
  - Release time will be provided for teacher leaders to observe teachers implementing strategies and techniques covered during professional learning opportunities
2. Create a collaborative culture-
  - Utilize group processes to help colleagues work collaboratively to solve problems, manage decisions, and promote meaningful change
  - Model effective skills in listening, presenting ideas, leading discussions, and identifying the needs of self and others in order to advance professional learning in the building
  - Create trust among colleagues and build actions that supports student learning
  - Strive to create an inclusive culture where diversity is welcomed in addressing challenges
3. Support research based practices and student learning-
  - Assists colleagues in accessing and using research in order to select appropriate strategies to improve learning
  - Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning
  - Work to further teachers' understanding of curriculum and

#### Common Core State Standards

#### 4. Professional learning for continuous improvement

- Collaborate with colleagues and school administrators to plan professional learning that is team based, job embedded, sustained over time, aligned with content standards and linked to school improvement goals.
- Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning.
- Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning
- Attend professional learning events and serve as a facilitator to disseminate information to colleagues

#### 5. Improve instruction and student learning

- Facilitates the collection, analysis and use of classroom and school based data to identify opportunities to improve curriculum, instruction, assessment, school organization and school culture
- Engages in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research based effective practices
- Provides demonstration lessons and models best practices with students
- Collaborates with colleagues during lesson planning and selection of instructional materials
- Supports colleagues in their professional growth by serving as a mentor, coach and content facilitator

#### 6. Assessment and Data

- Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state standards
- Creates a climate of trust in order to engage colleagues in challenging conversations about student learning data that may lead to improved student outcomes
- Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

#### **STEAM Lead:**

Lead STEAM Teacher responsibilities: will include but are not limited to, organizing and preparing for all PLCs, researching grant opportunities, writing grants, facilitating grant writing with STEAM team members, visiting STEAM labs, and offering support during release time throughout the school week. STEAM Lead will also participate in planning with members of the Accountability, Assessment, Curriculum, & Professional Learning team.

#### **Number of Unique Roles: 2**

#### **Eligibility Criteria**

Level of overall effectiveness (LOE); Attendance minimum (i.e., miss no more than 12 days)  
Qualifications:

1. Must have a 3, 4, or 5 (with preference given to 4's and 5's) on the TEAM composite score
2. Must have worked in the school for at least one year
3. Must attend and participate in one day of the summer training for teachers who score a 1 or 2 on TEAM
4. Must chair or co-chair a PLC for the building for grade level. Will collaborate with the Instructional Facilitator
5. Must be available for mentoring and modeling for grade level teachers
6. Duties may occur during and after school
7. Must be very knowledgeable about the TEAM rubric, Common Core State Standards, and other local or state led initiatives
8. Must be able to dis-aggregate student data and analyze school level data in order to work towards school improvement goals
9. Applicant will commit to a minimum of 8 hours per month outside the regular school day

<b>Compensation Type and Size</b>	Teacher Leaders: (26) x \$1000 STEAM Lead Teacher: (1) x \$3000
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<b>Reach</b>	26
<b>Estimated Cost</b>	\$29,000

#### Performance

N/A

#### Alternative Salary Schedule

*Is the district implementing an alternative salary schedule?* No

#### Education\*

The HCS salary schedule includes recognition of B.S., Masters, MA+30, EDS, and PhD degrees.

#### Other

N/A

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