

# 2016-17 Differentiated Pay Plan Submission Template

## Purpose of this Document

- The document includes two required sections where districts will describe their proposed **2016-17 differentiated pay plans and 2015-16 implementation update**. Please enter the district's 2016-17 differentiated pay plans into the required template. All districts are required to resubmit their differentiated pay plan even if no changes are being made.

## Helpful Submission Tips

- All salary schedules must be submitted as EXCEL files. Save file as "DistrictNameSalScheduleFY17."**
- Districts can propose an **alternative salary schedule** for 2016-17 as their differentiated pay plan AND will need to complete a short addendum, found [here](#).
  - For example, if the district is no longer recognizing advanced degrees as aligned to the state's minimum salary schedule, these changes to the district salary schedule must be approved by the State Board of Education.**
  - For districts with an existing, approved alternative salary schedule, please contact Sylvia Flowers ([Sylvia.Flowers@tn.gov](mailto:Sylvia.Flowers@tn.gov)) if the district is considering making any changes to its current salary schedule.**
- A complete copy of the differentiated pay policy can be found [here](#). See Section III for a list of the common differentiated pay terms used throughout this document.

All differentiated pay plans and salary schedules should be submitted to [Compensation.Questions@tn.gov](mailto:Compensation.Questions@tn.gov) no later than **June 30, 2016**. The department will post the final differentiated pay plans and salary schedules [here](#) on the website.

## I. 2016-17 Differentiated Pay Plan (Required Section)\*

Directions: Please insert your district's name at the top of the table. 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. Please add rows or repeat differentiated pay elements as needed. As a reminder, **education and experience do not qualify as a type of differentiated pay**. See the supplemental documents tab on the [website](#) to view a sample table that contains an example of each type of differentiated element. A complete list of differentiated pay definitions is available in Section III of the document.

OBION COUNTY
2016-17 Differentiated Pay Plan

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	Describe how the district will differentiate for this element. Include the eligibility criteria for receiving the award (such as minimum attendance or evaluation score).	Will the compensation be given as a bonus or a base pay increase? How much will qualifying teachers receive?	Eligibility: How many teachers are eligible for this type of compensation? Forecasted participation: How many teachers do you estimate will receive the award?	How much does the district estimate it will pay out for this differentiated pay element?	What percentage of salary expenditures (excluding benefit costs) does this element cover?
Hard-to-Staff (School, Subject, or Placement)	<i>n/a</i>  <i>Certified applicants the past two years have eliminated the need to identify areas as "hard to staff."</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Performance	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Additional Instructional Roles or Responsibilities	<b><i>Teacher/Leader Program</i></b>  Four employees participated in the year-long Teacher/Leader training this past year in Gallatin (Supervisor, Principal, Asst. Principal and Interventionist). Based on their experiences and data they collected by conducting school site surveys identifying school and system needs, we have decided to implement a Teacher/Leader Program in Obion County. Using Title funds and Differentiated Pay funds we will provide stipends for various system and school site duties/responsibilities. The total initiative is funded at \$205,000. It includes the addition of a system-wide Data coach/RTI specialist/Tech. coordinator position, continuing usage of a new-teacher mentor/instructional leader, 15 RTI leaders,	System Data Coach/Tech Coordinator /RTI specialist: \$20,000-portion of overall salary  7-school website mgrs. \$1200 each/\$9802 total-stipend  5-school tech. coaches \$1200 each/\$7002 total-stipend  2-(9-12) RTI Leaders \$2920 each/\$5840 total-stipend  2-(9-12) Instructional Leader (Literacy Focus) \$2920 each/\$5840 total-stipend  1-(3-8) Instructional Leader (Literacy Focus) \$2920-stipend	All teachers were given the opportunity to apply for the Teacher/Leader appointments.  It is estimated that 38 educators will receive this award.	<b><i>\$54,324</i></b>	Less than 1%

	<p>16 Instructional Leaders in Math and Literacy, and 5 technology leaders distributed throughout the seven educational sites in the district. The new program was rolled out to all system employees and those interested were asked to submit an extensive application including references. The selection was competitive and outside evaluators were utilized to maintain the objectivity of the process. Those selected to serve in these positions will assist other teachers at their site and also provide monthly after school PD opportunities for system employees. Their overall effectiveness will be monitored by their building administration, the four system Teacher/Leader Coordinators, and the system supervisors on a regular basis. We will also request feedback from the educators at the school sites to determine the effectiveness and impact of the initiative. There will be a formal evaluation meeting following the first and second semesters. Any areas of concern will be discussed and expectations for improvement will be detailed and documented.</p>	<p>1-(3-8) Instructional Leader (Math Focus) \$2920-stipend</p>			
<b><i>Education*</i></b>	<p><b><i>Prospective Administrator Training</i></b></p> <p>Monthly PD sessions providing prospective administrative candidates essential knowledge and skills necessary for successful transition from the classroom to leadership roles within the system. All current employees possessing either the administrative degree or endorsement are eligible to attend as well as any current employees pursuing an administrative degree and/or endorsement. A total of twelve 2 hour sessions will be offered with topics including school finance, school law, school board policy, employee supervision, employee evaluations, school site maintenance, school budgets, and other</p>	<p>Compensation will be awarded as a stipend to all participants who attend a minimum of 75% of all scheduled (12) offerings. The stipend will be calculated based on the number of employees participating and the total number of PD sessions attended (shares). Any fees necessary to secure outside resources will be subtracted from the initial \$8,000 budgeted amount.</p>		<b><i>\$8,000</i></b>	Less than 1%

	pertinent issues. Current school system supervisors and administrators will be utilized as presenters as well as outside resources. Individuals must attend a minimum of 75% of all scheduled offerings in order to be eligible to receive the stipend.				
<b>Experience*</b>	<b><i>n/a included in the salary schedule</i></b>	<b><i>n/a</i></b>	<b><i>n/a</i></b>	<b><i>n/a</i></b>	<b><i>n/a</i></b>
<b>Other</b>	<b><i>Easy Tech and Inquiry</i></b>  Site license for South Fulton Middle School (grades 6-8) to allow ALL educators to utilize technology with their students. We are requiring ALL educators in grades pre-K through 8 to utilize technology with their students in an educational manner. This program is a grade by grade tutorial that allows each teacher to provide instruction in technology regardless of their limitations. Title is purchasing the site licenses for all other sites. SF Middle School is not a Title school.			<b><i>\$1760</i></b>	Less than 1%

*\*Education and experience are not differentiated pay elements and do not count toward the mandated criteria.*

## **II. Implementation Update on 2015-16 (Required Section)\***

Please provide information regarding the amount and number of stipends or awards that were paid to teachers in 2015-16.

<b>Differentiated Elements</b>	<b>Actual Total Expenditures from 2015-16</b>	<b># of Teachers who Received Payout</b>	<b>Total # of Teachers Eligible</b>	<b>Amount of Payouts for Teachers</b>	<b>Date of Payouts</b>
Hard-to-Staff (School, Subject, or Placement)	\$0	n/a	n/a	\$0	n/a
Performance (Attendance)	\$59,350	485 total	All certified staff: 310	\$27,860 to certified staff	Quarterly Oct & Dec 2015

		*Includes teachers receiving award multiple times		\$31,490 to school sites	Mar & June 2016
Additional Instructional Roles or Responsibilities	\$45,976	23	27	\$39,400	Dec. 20, 2015 June 17, 2016
Education*	\$0	n/a	n/a	\$0 from differentiated pay	n/a
Experience*	\$0	n/a	n/a	\$0 from differentiated pay	n/a
Other (please describe)	\$0	n/a	n/a	\$0	n/a
Total:	\$105,326	508	310	\$67,260 to certified staff \$31,490 to school sites	Quarterly, Semi-Annually, and Annually
<b>Total number of certified teachers in your district</b>			310 total certified staff in system		
<b>If the district has a performance element, what year's evaluation data was utilized for the payout? (e.g. 2014-15)</b>			2015-2016 teacher attendance		

*\*Education and experience are not differentiated pay elements and do not count toward the mandated criteria.*

If the district had to make changes to the plan, please outline what circumstances led to those decisions.

### III. Common Differentiated Pay Terms

Term	Definition
<b>Alternative Salary Schedule</b>	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.

<b>Base pay (base salary)</b>	An individual's salary excluding any additional compensation in the form of bonuses, stipends, or supplements for additional work or responsibilities.
<b>Bonus/stipend</b>	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.
<b>Differentiated Pay Plan</b>	A district specific plan designed to aid in recruiting and retaining highly effective teachers.
<b>Hard-to-Staff</b>	A component, typically bonus or stipend, that provides an additional compensation for educators staffed in shortage areas such as high needs schools, subjects, or grade areas.
<b>Instructional Roles and Responsibilities</b>	A component, typically bonus or stipend, which provides educators additional compensation for completing additional duties or taking on additional responsibilities or teacher leadership roles.
<b>Opt-in/opt-out provision</b>	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.
<b>Performance</b>	A component that provides a base pay increase, bonus, or both to educators typically determined by an educator's individual performance using a Tennessee approved evaluation model, a school-level performance measure, or a district performance measure.
<b>Traditional salary schedule (or step and lane schedule)</b>	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.