



BRUNSWICK COUNTY SCHOOLS

35 Referendum Drive • Bolivia, North Carolina 28422 • Phone: 910-253-2900 • Fax: 910-253-2983

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TEACHER DIFFERENTIATED PAY PLAN

January 2015

Board Members: Catherine Cooke, Chairman • Shirley Babson, Vice-Chairman • Olaf Thorsen • Charles Miller • John W. Thompson

Leslie K. Tubb, Interim Superintendent

A Community of Learners



Objective

With respect to S.L. 2014–100 sec.8.41 Brunswick County Schools is submitting “a conceptual approach” outlining a series of planning considerations if a teacher differential pay plan were to be put in place. Our proposal is conceptual in nature given the absence of budgetary guidelines with respect to potential resources that will be provided.

Differentiated Pay Scale Concepts

An increase or differentiation in teacher salary should occur when:

- A teacher is assigned a position, by license type or location, that is determined to be a critical shortage area by either the DPI or the LEA.
- A teacher must fulfill an assignment recognized as a critical shortage area for a minimum of 120 school days in a school year to be eligible for a differentiated salary increase.
- A teacher must fulfill an assignment recognized as a critical shortage area for a minimum of seventy percent of their instructional work day to be eligible for a differentiated salary increase.
- A teacher who is placed by Administration in a critical shortage assignment outside their area of licensure for a minimum of 120 school days will be eligible for a differentiated salary increase.
- A teacher is eligible for a salary step increase when the teacher’s evaluation results are deemed proficient or higher in four or more of the five North Carolina Professional Teaching Standards.
- An increase or differential in compensation is awarded for a one year period when a teacher’s students exceed a year’s academic achievement growth.
- An increase or differential in compensation is awarded for a one year period when a teacher’s students meet a year’s academic achievement growth while assigned to an under-performing school.
- Placement on the teacher’s salary schedule should align the National Board Certification with a teacher holding a Masters degree.
- The teacher’s salary schedule should reflect a “career compensation plan” allowing for annual salary increases for a minimum of thirty years. These annual salary increases can be acquired through a salary scale-wide monetary increase, a salary step increase,

recognition of an assignment in a critical shortage area, or any combination of these criteria.

- Extended work year options (eleven or twelve month assignments) for teachers should be available as part of a differentiated compensation plan to support LEA objectives as well as individual or team professional development opportunities.

Cost Estimate

If our district were to apply the teacher pay differential plan we estimate the annual increase in salary will be approximately \$2,046,250. This amount is based on:

100 teachers working an additional month per year ($\$4,650 \times 100$)	\$465,000
50 teachers receiving an additional 10% for filling critical shortage areas ($\$4,650 \times 50$)	\$232,500
500 teachers assessed at proficient or higher in at least four of the five Professional Standards receiving an additional 5% ($500 \times \$2,325$)	\$1,116,250
100 teachers assigned to under performing schools ($100 \times \$2,325$)	\$232,500

Other Compensation Planning Considerations

- School principal and assistant principal salary levels are not competitive with neighboring states nor do they provide adequate compensation for the additional work and increased responsibilities assigned to an administrator when compared to a teacher's assignment and salary. Any adjustment or increase in teacher salaries should result in a review and adjustment in building principal compensation levels.
- Do not overlook other public school employees. Long standing public school salary stagnation has had a negative impact on compensation levels as well as employee retention rates.
- Provide a clearly worded working definition of "classroom teacher" for salary differentiation purposes (i.e. EC support staff, instructional coaches, and district level certified employees who spend the majority of their work day in schools/classrooms).
- Address any pro-ration considerations with mid-year separations.
- Keep the differentiated pay scale simple. Nothing disturbs an employee more than complicated, convoluted, or confusing language regarding their compensation.