



FRANKLIN COUNTY SCHOOLS

January 8, 2015

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North Carolina General Assembly
Legislative Building
16 W. Jones Street
Raleigh, NC 27601

RE: Differentiated Pay

To Whom It May Concern:

Franklin County Schools seeks to recruit and retain highly qualified teachers who are dedicated to the mission of educating our students with engaging and relevant instruction. In order to accomplish this goal, these teachers must constantly focus on professional growth and curricular improvement. We understand that in order for the time needed for professional growth, collegial mentoring, and the development of quality curriculum to occur, it will require our teachers to commit time beyond their regular contract hours.

In an effort to recognize and reward these teachers, Franklin County Schools will provide differentiated pay, to the extent possible within the funding from the General Assembly, to all teachers who achieve at least "proficient" ratings on all standards on their most recent year-end evaluation and who are involved in leadership roles beyond their required contract time. The anticipated stipends and additional pay proposed in our plan are recommendations, and we recognize adjustments may be necessary based on additional information.

Please review the attached differentiated pay plan for Franklin County Schools. We recognize that this plan may need to be reviewed and revised based on the funding received from the legislature. If you have any questions or need further information, please do not hesitate to contact my office.

Sincerely,

Lisa L. Martin, Ph.D.
Superintendent

FCS Differentiated Pay Proposal for Highly Effective Teachers

Franklin County Schools' respectfully submits this proposal is in relation to the North Carolina General Assembly, in relation to 2014-100 Senate Bill 744 Ratified, requesting consideration for the approval and the provision of the necessary and appropriate funds to establish and to implement a local program regarding a differentiated pay for highly effective teachers with in Franklin County Public School system.

We recognize that inherent in every good plan, is the early identification of the end goals. The identification of the end results upfront is paramount, as it provides for clarification and direction. As such, it is our intent to focus our differentiated pay plan on:

- Addressing the challenging needs of our instructional programs;
- Supporting a coaching model founded upon teacher centered leadership;
- Building the leadership capacity of our teachers,
- Impacting instructional success for our students through implementation and exposure to approaches focused on raising student achievement and improving student learning, and;
- Recognizing, acknowledging and rewarding instructional successes at the individual classroom and school level.

We believe that enabling educators to move into differentiated school roles and responsibilities will not only help to retain excellent teachers, but will assist in the development and leverage of their talents and skills. Leverage may be accomplished through jobs that involve taking on more students or more challenging groups of students, through working with other teachers to improve teaching effectiveness, or through taking on a greater role in school or district decision-making.

Through the provision of additional compensation for leadership opportunities at the classroom level, additional opportunities for professional growth and career advancement, as well as opportunities to serve as an instructional leader, we will be able to further positively impact teaching and learning through the provision of a teaching staff that is not only instructionally prepared to design and provide excellent learning opportunities for our students. Through these efforts we will be able to maintain a futuristic outlook and ensure our students are prepared for the careers that await them.

Franklin County Schools has proposed the following types of differentiated pay.

I. Staffing Critical Areas/Recruitment and Retention

- District priority incentives are developed by aligning high- performing or uniquely-skilled teachers to the most challenging or hard-to-staff positions. We recognize that nationwide there is a teacher shortage, but this shortage is even more concentrated in the certain critical subject areas in the fields of math, science and special education.
- Typically, the most common incentive takes the form of offering stipends for those teachers serving in high-need schools or for those in high-demand subject areas like secondary math and science, and low incident areas within Special Education. While recognizing that the need for teachers within select areas may fluctuate year to year, it is our recommendation that hard to staff would be determined and defined by the Board of Education.
- Recruiting teachers is essential the ability to retain highly qualified and highly performing teachers is essential to the success of our students and our schools. Recognizing that teachers are frequently leaving the area and the state for higher paying positions, we would recommend the use of these funds for a retention bonus for all teachers that are rated proficient and higher.

II. Building Instructional Capacity

We believe that acknowledging and supporting the differentiated school roles and responsibilities will assist us in the recruitment and retention of highly qualified educators. These roles typically involve extending the reach of effective teachers to greater numbers of students, to higher-need students, or to support other teachers. These roles are in the following categories: Instructional Leadership and Content and Curriculum.

Instructional Leadership

- Classroom Resource Teachers are site-based and work district-wide in implementing curriculum changes and training teacher in various professional development revenues, especially in the areas of literacy and numeracy.
- Digital Learning Teams are regular classroom teachers that provide professional development and support to their respective schools with regard to technology integration.
- Remediation (RTI) / Positive Behavior Interventions and Supports (PBIS) are required programs that have a history of proven success. In order to ensure efficient and effective implementation within the classroom site based teacher leaders are an essential element.

Content and Curriculum

- Rigorous Curriculum Design Teams will be teachers from all levels who are working to develop rigorous Curriculum Design Units. This would entail representation from all our schools and at all grade levels and curricular areas.
- Curriculum Maps and Pacing Guides are essential to ensure teachers are providing the appropriate and necessary instruction in a thoughtful and timely fashion. Such work would require entail representation from all our schools and at all grade levels and curricular areas.

III. Recognizing/Encouraging Teacher Leadership

We recognize that teacher leadership extends well beyond the central office, and frequently requires teachers to give of their time and expertise beyond the contract hours. We also recognize that without such leadership, our schools cannot and would not be the successful institutions that they are. We also recognize that too frequently our best and our brightest teacher leaders leave the classroom to assume administrative roles in order to receive additional compensation.

It is our belief that through a thoughtful system of compensation, we can reap the benefits of the expertise of these educators and retain them within the classrooms. These roles are in the following categories: Mentoring and Coaching and School Based Instructional Leadership Roles.

Mentoring and Coaching

- A Lead Mentor Coordinator should have a demonstrated record of success, optimism for teaching, commitment to professional development, and desire to serve all students as well as a commitment to collaboration with beginning teachers. It is vital that there exists such a role at each of our schools in order to provide consistency with the induction and onboarding process of new staff members.
- The Lead Mentor Coordinator would be required to meet monthly with the District Mentor Lead and would be responsible to coordinate and facilitate the program at each school site.

FCS Differentiated Pay Proposal for Highly Effective Teachers

School Roles

- Department/Grade Level Chairs 1 for each grade level/department per school
- IEP Team Chair 1 per school
- School Based Literacy Lead/Coach 1 per school
- School Based Math Lead/Coach 1 per school
- School Improvement Team Chair 1 per school
- Before and After School Tutoring \$35.00 per hour
- Club Sponsors- Extra/Co-Curricular \$35.00 per hour
- District Committees \$35.00 per hour/meetings

IV. Professional Development

We recognize that our school system is charged with addressing ever-increasing demands: reducing the achievement gap, adopting evidence-based practices, meeting adequate yearly progress goals, managing the requirements of second-language and special-needs students, and remaining current on the increasing amount of pedagogical and content area research. As such, we believe that our educators must keep abreast of the important advances that are occurring in education. It is this belief that provides the platform for the importance and the need for professional development.

Professional development can be defined as “the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development. With that in mind, we recognize that Professional development is the key to our teachers and our schools meeting today’s educational demands.

But it is much more than merely providing professional development sessions, we also recognize that high-quality professional development strategies are essential to schools. With that in mind, we further recognize and acknowledge that the days of teacher staff development sessions consisting of “sit-and-get” workshops and expert-delivered awareness campaigns are long gone. As such, it is our intent to endeavor to move towards a more effective and more engaging professional development models.

Research and experience help us recognize that high-quality ongoing professional development that deepens teachers’ content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are job embedded, sustained, and collaborative will assist in the goal to remain up-to-date (Sparks, 2002). Seminal research by Joyce and Showers (1988) concludes that levels of teacher learning and strategy use are greatly increased when coaching, study teams, and peer support are provided.

Recognizing that teachers appear to learn best from another teacher when that teacher leader considers the emotional state of the teacher-audience (including feelings of being overworked, overwhelmed, and underappreciated) and grounds theoretical presentations in concrete examples of classroom practice and student work. As such, we intend to utilize those district teacher leaders, who are committed to student achievement and to teacher success. As well as teams of teachers working together to support each other as they undergo the challenges of advanced degrees and national board certification.

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V. Student Achievement/Performance Based

Recognizing that our Differential Pay Plan has several components we would be remiss if we did not include one of the areas in which schools are frequently judged, scrutinized, and graded upon, the area of Student Achievement Results. Inclusion within this category would involve an assessment of teacher effectiveness based on an analysis of classroom level student academic outcomes. These outcomes, to name only a few, w/could include the quantitative measures on assessments associated with end of grade level, end of course student outcomes, as well as school wide outcomes such as graduation rate and ACT performance. Additionally, in order to qualify for consideration within this area the teacher must receive a rating of proficient or higher on their annual evaluation.

Recognizing that annual student growth is an expectation for every teacher in every classroom, it is our position that inclusion within this area should be the provision for the additional compensation for the individual teacher whose classroom that goes beyond meeting annual growth, but rather exceeds the expectations of student academic growth.

Additionally, we recognize that not every teacher may have the opportunity or the ability to quantify their student's growth due to the current tools provided by the NCDPI, however we recognize that every teacher can play a role in the success of the school meeting and/or exceeding student achievement growth. As such, whole school growth incentives were deemed important. Inclusion in this category is additional compensation for every teacher within a school that exceeds growth.

In closing, Franklin County Schools seeks to recruit and retain highly qualified teachers who are dedicated to the mission of educating our students with engaging and relevant instruction. In order to accomplish this goal, these teachers must constantly focus on professional growth and curricular improvement. We recognize that the time needed for professional growth, collegial mentoring, and the development of needed and necessary curriculum to occur, it will require our teachers to commit time well beyond their required contract hours. We also recognize the need to acknowledge and to compensate those staff members that are exceeding expectations in regards to student achievement.

In an effort to recognize and reward these teachers, Franklin County Schools present to the Legislature of North Carolina a proposal that will provide differentiated pay, to the extent possible within the funding from the General Assembly, to all teachers who achieve at least "proficient" ratings on all standards on which a rating is assigned on their most recent year-end evaluation and are involved in leadership roles, demonstration of student achievement, and the delivery of professional development sessions that occur beyond their required contract time. Additional consideration for funding will be given to providing financial incentives to teachers in hard to staff subject areas.

The final specific amount of differentiated pay would be determined by the amount of funding provided by the General Assembly to the school district and the number of teachers eligible for the pay. We also recognize that the differentiated pay plan is contingent on available funding in the future.

We thank you in advance for your time and consideration of our proposal. Should you have any additional questions or need to seek clarification, please do not hesitate to contact my office.

Lisa L. Martin, Ph.D.

Superintendent, Franklin County Schools

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FCS Differential Pay Plan Proposal 2014-2015
Franklin County Public Schools

| Categories | | Supplement - \$ | Schools - # | Cost Estimate |
|--|--|-----------------|---------------------|------------------------|
| I. Staffing Critical Areas / | | | | |
| Retention and Recruitment | | Est. Quantity | | Budget |
| Retention Bonus - Proficient + | 1100 | \$ 1,000.00 | | \$ 1,100,000.00 |
| Signing Bonus - New Staff | 200 | \$ 1,000.00 | | \$ 200,000.00 |
| Signing Bonus - Autism Teachers | 15 | \$ 3,000.00 | | \$ 45,000.00 |
| Signing Bonus - Hard to Staff Areas | 30 | \$ 3,000.00 | | \$ 90,000.00 |
| Sub Total | | | | \$ 1,435,000.00 |
| II. Building Instructional Capacity | | | | |
| | Quantity/ Per Hour | | | Budget |
| Rigorous Curriculum Design Teams | 6 per building | \$ 35.00 | | \$ 35,000.00 |
| Digital Learning Teams | 1 per Building | \$ 35.00 | | \$ 7,500.00 |
| Remediation/RTI /PBIS | 10 per building | \$ 35.00 | | \$ 500,000.00 |
| Remediation Lead/Coach | 1 Per Building | \$ 2,000.00 | 16 | \$ 32,000.00 |
| Literacy Coaches | 1 Per Building | \$ 2,000.00 | 16 | \$ 32,000.00 |
| Math Coaches | 1 Per Building | \$ 2,000.00 | 16 | \$ 32,000.00 |
| Sub Total | | | | \$ 638,500.00 |
| III. Recognizing Teacher Leadership | | | | |
| | Quantity/ Per Hour | | | Budget |
| Lead Mentor | 1 Per Building | \$ 2,000.00 | 16 | \$ 32,000.00 |
| Department Chairs | 6 per Building | 2000 (12000) | 16 | \$ 192,000.00 |
| IEP Team Chair | 1 per Building | \$ 2,000.00 | 16 | \$ 32,000.00 |
| SIP Team Chair | 1 Per Building | \$ 2,000.00 | 16 | \$ 32,000.00 |
| Co-Curricular Club Sponsor | 10 per building | \$ 35.00 | | \$ 50,000.00 |
| Before and After School Tutoring | 5000 per ES, 8000 per MS, 10000 per HS | \$ 35.00 | Budget by School | \$ 102,000.00 |
| District Committees | Budget by Activity | \$ 35.00 | | \$ 30,000.00 |
| Sub Total | | | | \$ 470,000.00 |
| IV. Professional Development | | | | |
| | Quantity | | | |
| District CRT | | \$ 3,000.00 | 10 | \$ 30,000.00 |
| District ITF | | \$ 3,000.00 | 12 | \$ 36,000.00 |
| National Board Certification | | \$ 2,500.00 | 30 | \$ 75,000.00 |
| Sub Total | | | | \$ 141,000.00 |
| V. Student Achievement/Performance | | | | |
| Individual Teacher | 900 | \$ 1,500.00 | | \$ 1,350,000.00 |
| Whole School/All Employees | 1100 | \$ 1,500.00 | | \$ 1,650,000.00 |
| Subtotal | | | | \$ 3,000,000.00 |
| Total | | | | \$ 5,684,500.00 |