

Theory of Action

If the Louisiana Department of Education supports school systems in creating differentiated compensation models and career pathways for educators

Then school systems will be able to:

1. attract, hire, and retain highly-effective educators
2. give teachers leadership and professional growth opportunities
3. increase equitable access to the best educators (birth-12)
4. retain the most effective teachers with students and in schools with the greatest needs
5. improve outcomes for all students

Purpose

The Achieve! Differentiated Compensation Guidance document provides school systems with role- and demand-based compensation examples to guide school system planning when addressing students', faculties', and staffs' educational and well-being needs triggered by the COVID-19 pandemic.

This guidance includes a list of potential teacher leader roles and types of models, descriptions, and examples to consider when implementing additional compensation models including career pathways for teachers, demand-based compensation and one-time stipends.

Additional Compensation Allowability

- Provide additional compensation to existing staff for COVID-related activities.
- Planning and implementing activities related to summer learning and supplemental after-school programs.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including:
 - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess academic progress and assist educators in meeting students' academic needs, including differentiating instruction.
 - b. Implementing evidence-based activities to meet the comprehensive needs of students.
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - d. Tracking student attendance and improving student engagement in distance education.

Stipends Allowability

School systems can use ESSER funds to provide stipends for faculty and staff if those are related "to preventing, preparing for, and responding to coronavirus." Below are additional compensation examples:

- One-time stipends to address pandemic-related recruitment or retention challenges
- Additional compensation to teachers and other staff that work in-person
- Additional compensation to teachers and other staff that have assumed new duties because of pandemic
- One-time stipends to incentivize effective teachers to move to schools with vulnerable student disproportionately impacted by the pandemic
- Additional pay to substitute teachers where there are shortages



Role-based Compensation Model Compensation for taking on additional responsibilities to support faculty, staff, and students with COVID-related activities, such as support for remote learning, addressing learning loss, mentoring other teachers, designing curricula, and providing job-embedded professional learning.		
Example Roles	Description	Example Compensation
Mentor Teacher	Models, co-teaches, and supports new and resident teachers in their school system.	\$1,000 to \$2,000
Content Leader	Provides foundational curriculum training for teachers throughout the school year and supports teachers with unit preparation.	\$1,000 to \$2,000
Instructional Coach	Plans and facilitates professional learning communities and job-embedded professional development structures.	\$1,000 to \$2,000
TAP Master Teacher	Models, observes, reflects, and offers feedback on teacher practice and plans and implements job-embedded professional development.	\$2,500 to \$5,000
Well-being monitor	Monitors and supports well-being activities with students and faculty, e.g., faculty or staff conducting daily well-being check-ins.	\$500 to \$1,000
Demand-based Compensation Model Additional compensation for: <ul style="list-style-type: none"> ● working in high-need schools ● working in high-need subject areas ● working to meet market demands ● recruiting and retaining highly effective teachers 		
Examples by Type	Description	Example Compensation
Talent incentive	Additional pay over base salaries for working in high-need schools or high-need subject areas.	\$2,000 to \$5,000
Talent transfer incentive	Incentive paid to the highest-performing teachers and leaders to transfer into and remain in designated high-need schools.	\$20,000 paid in installments over two-year period
Talent incentive	One-time signing incentive with a yearly retention incentive to teach at high-need school or subject area.	\$1,000 to \$3,000
Market incentive	Professional development incentives aimed at addressing a real-time, local context disparity, e.g., successful completion and implementation of accelerated learning recovery training due to the COVID-19 pandemic. Note: Well-established and broadly known success criteria for completion and implementation are necessary.	\$500 to \$1,000



Compensation Resources

Center for the Future of Teaching & Learning at WestEd

- *Teaching Matters*
<https://thecenter.wested.org/project/teaching-matters/>
- *Teachers as Instructional Leaders and How District Staff Can Support Them*
https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/Final_508_district_partnerships_webinar_PT.pdf

Institute of Education Sciences What Works Clearing House

- <https://ies.ed.gov/> (access to the following)
 - ERIC - Education Resources Information Center
 - Nation's Report Card
 - Regional Educational Laboratory Program
 - What Works Clearinghouse

Learning Forward - The Professional Learning Association

- *A Systemic Approach to Elevating Teacher Leadership*
<https://learningforward.org/wp-content/uploads/2017/08/a-systemic-approach-to-elevating-teacher-leadership.pdf>

National Institute for Excellence in Teaching

- *Unleashing Teacher Leadership: How Formal Teacher Leader Roles Can Improve Instruction*
<https://www.niet.org/research-and-policy/show/policy/unleashing-teacher-leadership-how-formal-teacher-leader-roles-can-improve-instruction>