

## **Performance Compensation Model Brief Description**

### **Local School System:**

Washington County Public Schools

### **Local Contact (Name and contact information):**

Dr. Michael Markoe  
Assistant Superintendent for Student and Staff Services/TIF Project Director  
[markomic@wcps.k12.md.us](mailto:markomic@wcps.k12.md.us)  
301-766-2917

Dr. Donna Newcomer  
Director of Human Resources and Professional Learning  
[newcodon@wcps.k12.md.us](mailto:newcodon@wcps.k12.md.us)  
301-766-2808

### **Title of Model:**

Teacher Leadership Responsibilities Program (TLRP)

### **Purpose of the Compensation Model:**

- The Program recognizes and rewards teacher leadership.
- The Program encourages teachers to take on leadership responsibilities.
- The Program provides compensation for differentiated leadership responsibilities

### **Brief Description (Please include links, if available, for access to further information on the model):**

[http://www.wcps.k12.md.us/faculty\\_staff/downloads/tlrp\\_07\\_09.pdf](http://www.wcps.k12.md.us/faculty_staff/downloads/tlrp_07_09.pdf)

### **Key Points of the Program:**

- The TLRP does not replace the current salary scale.
- The Program recognizes and rewards teacher leadership.
- The Program encourages teachers to take on leadership responsibilities.
- Teachers can earn a specified number of Value Added Leadership Units (VALU), or “points,” for each approved leadership responsibility they assume.
- The Program provides compensation for differentiated leadership responsibilities based on accumulated VALU.
- The Program also provides for a \$100 pay differential per test type, per school year, for which a teacher prepares students (HSA, MSA, AMSA, AP, IB). The differential is paid to the teacher of record whose students take the test.
- Participation in the Program is voluntary.
- Accumulated VALU not redeemed for compensation will carry over from year to year.

- If a teacher resigns and subsequently returns to WCPS after a break in service, previously accumulated points will be forfeited.
- The Program provides for a County Visionary Panel (CVP) to oversee and monitor the TLRP.
- The CVP will encourage teachers and administrators to propose additional creative and innovative leadership activities. Upon approval of the CVP, these activities will be added to the TLRP.

Teachers may choose one of two options:

- One option is to participate in the TLRP, receive compensation and/or VALU for assuming leadership responsibilities, and receive a payment of \$1,200 after earning a stipulated number of VALU.
- The second option is to not participate in the Program.

**Targeted Employees:**

All Teachers

**Pros:** Teachers have the opportunity to earn compensation for job related activities that demonstrate leadership beyond their instructional expectations. The program is designed to encourage teachers to consider taking on leadership roles who may not have otherwise thought to do so.

**Cons:** There are areas of the program that allow for VALU points for teachers who have leadership positions for their job responsibility. For example, SAS’s earn additional \$5,000 per year and also earn VALU points when their job is supposed to be one of leadership. Some believe teachers earning VALU points for teaching assessed classes should not be an option any longer. The original intent is understood, but given the number of assessments, benchmarks, etc. that teachers are giving across all grade levels, VALU points for an assessed class basically gives points to all teachers for doing their job expectation. There are certain teaching positions that naturally lead to the ability to earn more points than others.

**Lessons Learned:**

**Implementation/Results (Is the model working? If not, why not?):** The model is enabling those who would already be doing these activities to earn extra compensation. It is not clear that it is actually encouraging teachers to do more. It may have initially encouraged more, but some feel it has probably become more stagnant in recent years. Often times, we have proposals where teachers really just want to be paid for doing extra duties, extra time, but they are not leadership roles. Some feel a model that pays for extra duties, time, etc., would be more valuable to the teachers. At this point, more proposals are being denied than accepted because they are really just extra work that teachers are doing but not necessarily in a leadership capacity.

**Future Plans:** TRLP is memorialized within the negotiated agreement between the LEA and the local association. Future plans (additions/changes/terminations) of program would be subject to renegotiation.

**Other Comments:**