

A young boy with short dark hair, wearing a grey and blue striped shirt, is sitting and smiling while holding a red book. In the background, a teacher with blonde hair is visible, and there are bookshelves filled with books. The scene is brightly lit, suggesting a classroom environment.

**Committee to
Advance Educator
Compensation
& Careers (CAECC)**

Meeting #10

November 7, 2014

Goals Today

During today's meeting we will discuss the following topics:

- Discuss a proposal for the extension of the CAECC process and the scope of work through November 15
- Review feedback from 11/3 and 11/5 EWG sessions
- Revisit Teacher Leader and Senior Teacher Leader roles
 - “Model roles” from other systems
 - Allocation considerations
 - High need school definition

Agenda

- **Part 1: Discuss key decision points for the proposal**
- Part 2: Educator Working Group feedback
- Part 3: Teacher Leadership roles – model examples
- Part 4: Teacher Leadership – allocation considerations
- Next steps
- Public Comment

CAECC Process Discussion

- **Status Report Outline**

- Vision
- History
- Committee Process Overview
- Summary Recommendations

- **Specific Recommendations**

- Career Pathway
- Teacher Leadership
- Senior Teacher Leadership
- Current Educators
- Implementation Considerations

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Educator Working Group Feedback

- Educators feel better about the new proposal, but are still hesitant without specifics regarding Teacher leader roles, eligibility, and selection process.
- Selection Process for Teacher Leader Roles is a high area of concern – educators would like state-wide processes clearly identified and they believe these must directly include educators in the process.
- Educators feel their masters degrees are more valuable than district-led PD, due to the depth of study and opportunity for hands-on/internship experience.
- Several educators have questions about whether they should opt in if their salary is already above the masters degree; would they have to take a cut in salary to access state teacher leadership roles?
- A number of current educators would like to see National Board Certification recognized and rewarded through salary stipends as they were in the past.

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Group Discussion

Review Model Role Handouts

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Guiding Principles for High Need School definition

- **Principle 1** – definition that targets resources to broader range of schools serving significant populations of highest need students
- **Principle 2** – fair distribution of schools across grade levels served
- **Principle 3** – fair distribution across counties

Prior working definition of “high need” schools

Being a Partnership Zone School

OR

Appearing in the top 15 on at least two of the following three statewide categories:

- Highest percentages of non-white students
- Highest percentages of students on free- and reduced-price meals, and
- Highest percentages of English language learners

OR

Having at least 75% of its students in any one of the three categories listed above.

**According to this working definition,
there are approximately 50 high need schools
across the state of Delaware.**

Alternative working definition of “high need” schools

Schools ranked by quartile relative to schools serving comparable grade bands in the following categories:

- Percent of students with Limited English Proficiency
- Percent of students categorized as Students with Disabilities
- Percent of students that are low income
- Percent of students that are non-white

Designated “high need” if in the top quartile in 3 or more categories.

Results in 62 high need schools.

Alternative Definition: High Need Schools

High Need School Overview

	All Schools	No. Teachers	No. Students
New Castle	41	2,042	25,910
Kent	8	423	5,348
Sussex	13	806	10,898

Share of Total

	All Schools	No. Teachers	No. Students
New Castle	66%	62%	61%
Kent	13%	13%	13%
Sussex	21%	25%	26%

Alternative Definition: High Need Schools

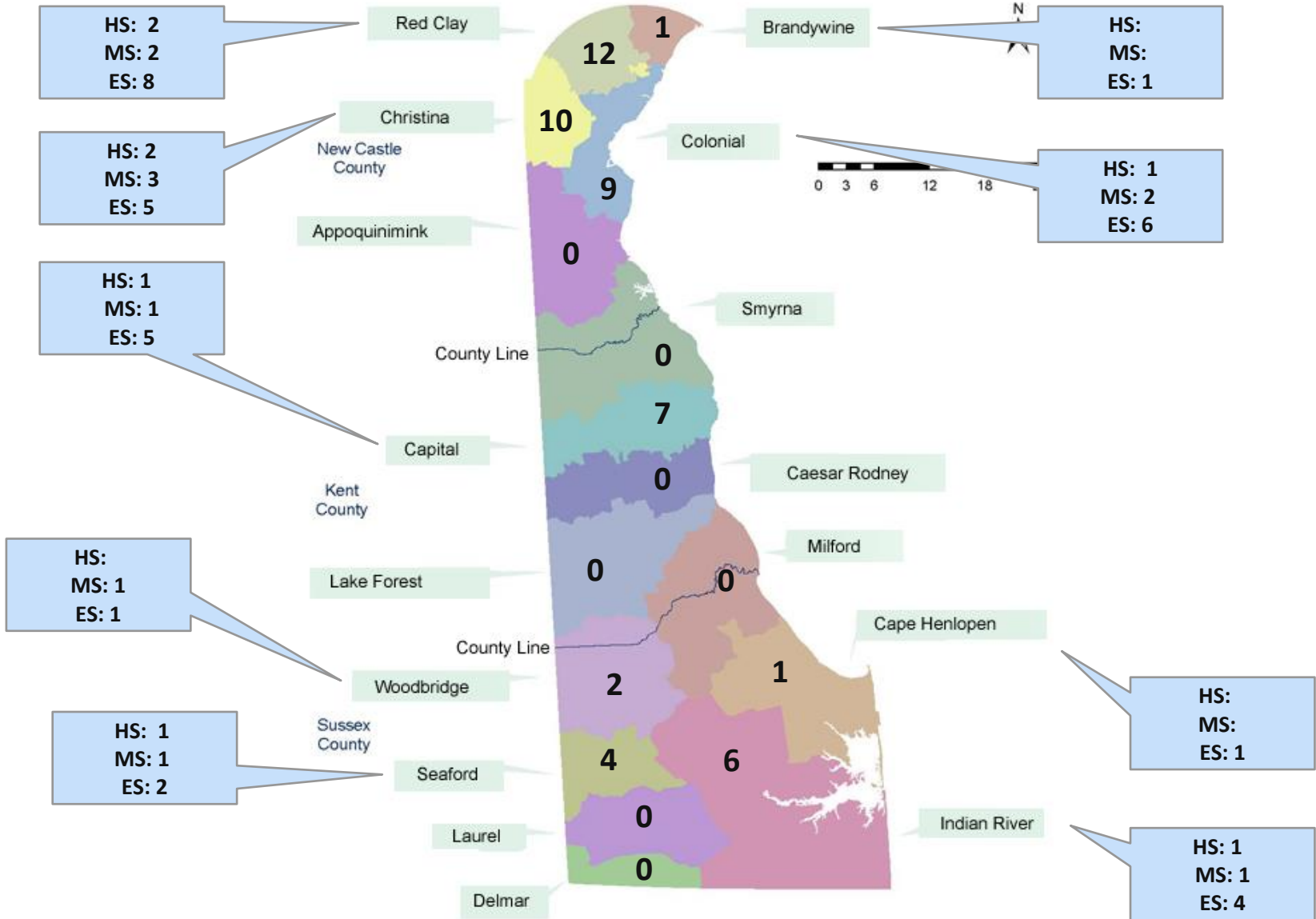
Number of High Need Schools by Grade Level

	Elementary	Middle	High
New Castle	22	11	8
Kent	6	1	1
Sussex	8	3	2
State Total	36	15	11

Share of High Need Schools by Grade Level

	Elementary	Middle	High
New Castle	61%	73%	73%
Kent	17%	7%	9%
Sussex	22%	20%	18%
State Total	58%	24%	18%

Geographic Distribution of High Need Schools (Alt Working Definition)



FIGURES ARE ESTIMATES FOR ILLUSTRATIVE PURPOSES ONLY

Guiding Principles for Teacher Leader distribution

- **Principle 1** – Ensure every school has a fair minimum number of roles
- **Principle 2** – Ensure high need schools receive a higher proportion of roles so they are better able to attract and retain great educators
- **Principle 3** – Retain some district flexibility to adjust the location and types of roles based on local needs

Teacher Leadership Allocation: Illustrative Example

	Number	% of Total
Total Teachers	10,110	100%
Teacher Leader roles	1,517	15%
Per School Minimum	1,170	77%
<i>High Need Schools (62) (15% minimum)</i>	477	31%
<i>Non High Need Schools (150) (10% minimum)</i>	693	46%
Flexible Allocation	346	23%

Discussion Questions

- **What should guide our approach to “minimum” allocations at the school level?**
 - Elementary vs Middle vs High School
 - High Need vs Non-High need schools
- **What should guide our approach to “proportional” allocation at the district level?**
 - Share of total students served
 - Share of state-wide High Need populations

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Next Steps

Stakeholder Engagement

- Additional Town Hall – **Wednesday, November 12th - William Penn High School, 4:15 pm – 5:45pm**
- Ongoing informational meetings with **key organizations and advisors**

Upcoming CAECC Meetings

- Focus of future discussions:
 - Draft Committee “status report”
 - Clarifying process post November 15

Announcements

- **Next CAECC meeting:**
 - November 12th from 5:00pm – 7:00pm
 - Cabinet Room, Townsend Building, Dover
- **Materials and Minutes:**
 - <http://caecc.us>

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