

A young boy with short dark hair, wearing a grey and blue striped shirt, is sitting and smiling while reading a red book. In the background, a teacher with blonde hair and a purple shirt is partially visible, also reading a book. The setting appears to be a classroom with bookshelves.

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

Meeting #3

August 21, 2014

Goals Today

- Recap where we left off on Career Ladders
- Clarify the details of the current Career Ladder proposal
- Review a proposal for Teacher Leadership roles
- Clarify questions for further CAECC consideration

Design Principles

Principles

The compensation and career pathway system...

PAY FOR WHAT WE VALUE

communicates the core values of the state, district, and school.

MANAGEABLE

is transparent, fair, and strives to be easy to understand and implement.

PERFORMANCE FOCUS

conveys a commitment to outcomes for students and values excellence.

FORWARD LOOKING

responsive to the needs of the next generation of educators.

EARNINGS POTENTIAL

provides competitive total compensation over time.

INCENTIVES

attracts and retains great teachers, elevates leadership, and enhances accountability.

SUSTAINABILITY

funding needs are predictable and supported by steady portion of budget.

FLEXIBILITY

allows for refinement as the district's needs change.

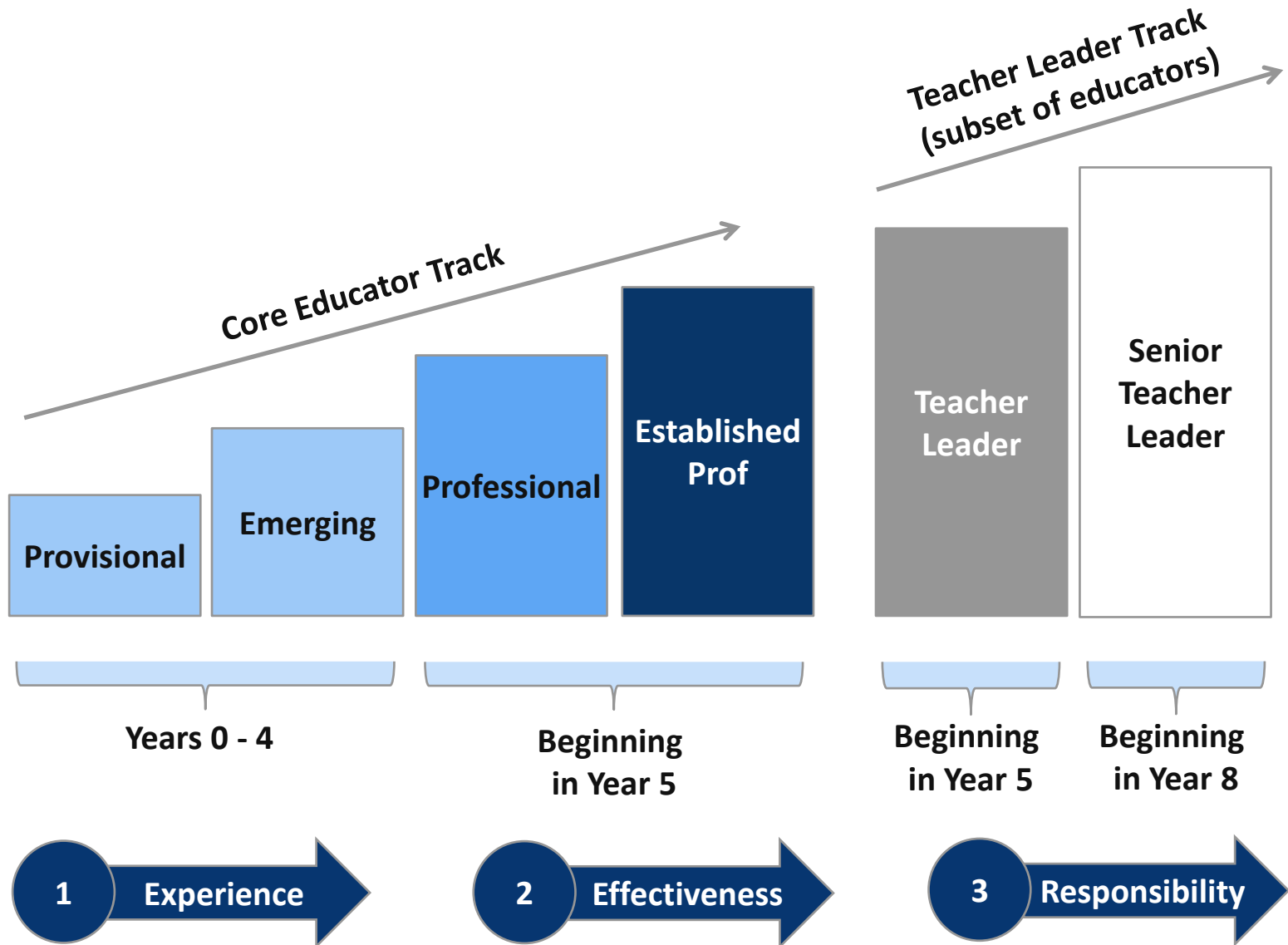
Overview

- **Part 1: Where we left off – Career Ladder**
- Part 2: Today's focus – Teacher Leadership
- Part 3: Stakeholder Engagement Overview
- Public Comment
- Next steps




Key Considerations

- **What are the critical professional milestones that should inform the structure of the career ladder?**
- **What are the professional opportunities that should come with each progression?**
- **What factors determine how educators progress through the career ladder?**

Career Ladder: Current Proposal



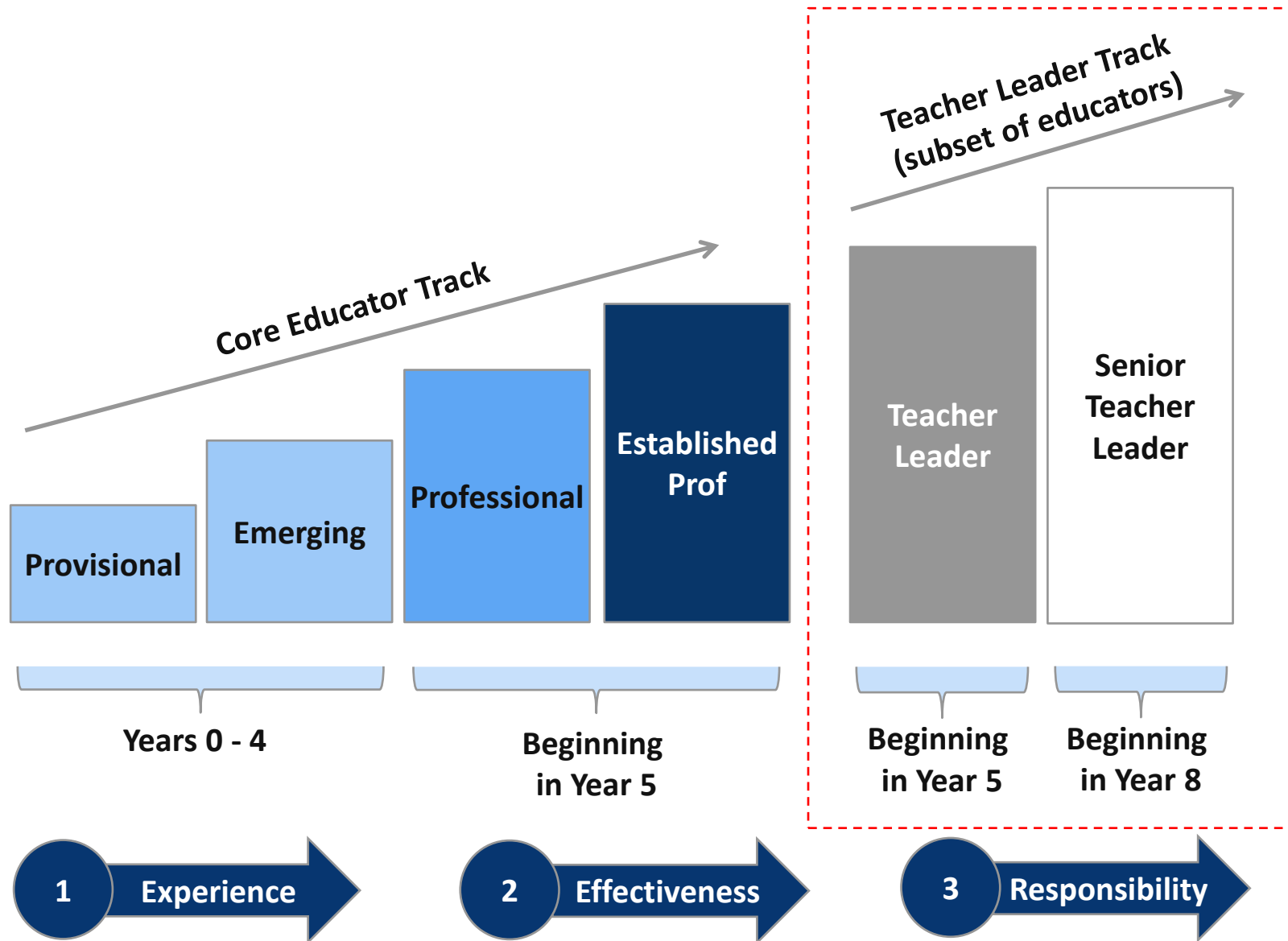
Career Ladder: Summary Proposal

| Proposed Career Ladder | | | |
|------------------------|---|--|---|
| | Career Level | Progression Requirements | Professional Milestones |
| Entry | Provisional Year 1 (and up to 2*)  | To progress to Emerging status: * must earn an Effective rating * District discretion to extend a second year if Effective rating not achieved in Year 1 | Focus on instructional development, mentoring, and induction No access to non-classroom leadership and extracurricular roles |
| | Emerging Years 2, 3 and 4  | To progress to Professional Educator status: * must earn 4 Effective ratings | Gain access to EPER, other roles Not eligible for Teacher Leadership roles |
| Professional | Professional Beginning in Year 5  | To progress to Established Educator status: * must earn 3 Effective ratings | Have demonstrated track record of effective teaching Eligible for Teacher Leadership roles |
| | Established Professional Beginning in Year 8 | Must pursue Teacher Leader roles to progress to higher levels of compensation and responsibility | Have demonstrated track record of highly effective teaching Eligible for Teacher Leadership roles Option to remain for duration of career |

Overview

- Part 1: Where we left off – Career Ladder
- **Part 2: Our focus today – Teacher Leadership**
- Part 3: Stakeholder Engagement Overview
- Public Comment
- Next steps

Today's Focus: Teacher Leader Roles



Why Teacher Leadership?

1. Build leadership capacity in schools
2. Provide career advancement opportunities for teachers
3. Recognize and reward teachers who take on significant responsibilities in their schools
4. Retain high performing teachers in highest need schools
5. Incentivize teachers to serve in high need schools
6. Make teaching more attractive for candidates with desired skills
7. Allow districts greater ability to retain educators who fulfill critical needs for a school or district

Teacher Leadership Roles: National Examples

Houston Independent School District

Level II and III roles involve progressively working with more teachers

Career Teacher Leader Roles

Minimum Selection Criteria:

- Most recent rating is effective or higher
- Demonstrated a strong interest in taking on additional responsibilities

Sample Roles:

- *Instructional Tech Specialist*
- *Data Tracking and Analysis Specialist*

Advanced Teacher Leader Roles

Minimum Selection Criteria:

- 2 most recent ratings are effective or higher
- Previously demonstrated success in a prior leadership role by measurably improving student achievement

Sample Roles:

- *Campus Induction Coach*
- *Instructional Practice Coach*
- *STEM Instructional Leader*
- *Intervention Specialist*
- *Instructional Tech Specialist II*
- *Data Tracking & Analysis Specialist II*
- *Assessment Specialist*

Master Teacher Leader Roles

Minimum Selection Criteria:

- 2 most recent ratings are highly effective
- Demonstrated success in an official career pathway leadership role
- Demonstrated success at the “Accomplished Leader” level by measurably improving student achievement

Sample Roles:

- *Instructional Practice Coach II*
- *STEM Instructional Leader II*
- *Intervention Specialist II*
- *Instructional Tech Specialist III*
- *Data Tracking and Analysis Specialist III*
- *Assessment Specialist II*

Teacher Leadership Roles: National Examples

Baltimore City Public Schools Career Pathway

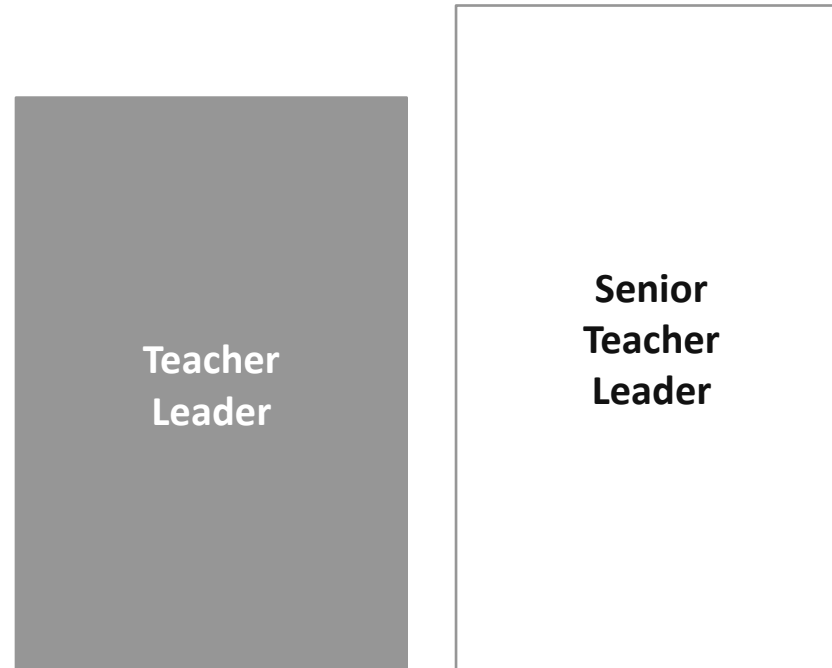


Source: <http://www.baltimorecityschools.org/Page/14091>

Teacher Leadership Roles: Key Themes

- **Retain foot in the classroom (“still a teacher!”)**
- **Roles require taking on significant adult leadership responsibilities**
- **Focus is often:**
 - **Instructional leadership (curriculum, assessments)**
 - **Leveraging expertise (student data, technology)**
 - **Peer development (coaching, professional development)**
- **Roles often structured differently from traditional 10mth position and come with meaningful pay increases**

Looking Ahead: Senior Teacher Leader Roles



Teacher Leader Roles: Guiding Principles

| | |
|-------------------|--|
| Meaningful | <ul style="list-style-type: none">• High potential to “scale” impact on student learning• Selective, respected and recognized by peers |
| Flexible | <ul style="list-style-type: none">• Customizable for individual school and district needs• Relevant for the “system of tomorrow” |
| Equitable | <ul style="list-style-type: none">• Level of responsibility comparable across the system• Common, clear set of core eligibility requirements |
| Accessible | <ul style="list-style-type: none">• Reasonably attainable by our strongest educators• Allocated to target broad distribution across districts |

**Group Exercise:
Teacher Leadership Proposal Handout**

Overview

- Part 1: Where we left off – Career Ladder
- Part 2: Our focus today – Teacher Leadership
- **Part 3: Stakeholder Engagement Overview**
- Public Comment
- Next steps

Stakeholder Engagement Overview

Core Components:

- Engage educators and multiple stakeholder groups in a direct as well as meaningful manner
- Bring ideas, thoughts, and opinions of stakeholders to the Committee to help further shape the proposal
- Meet with stakeholders at multiple points throughout the process
- Encourage broad participation through utilization of multiple formats

Stakeholder Engagement Overview

Stakeholder Work Groups

Invite stakeholders to participate in work group meetings:

First meeting:

- 9/30 and 10/1

Second meeting:

- Week of 11/3 or 11/10

Public Town Halls & Virtual Town Halls

Two Virtual Town Halls:

- Week of 9/21

In-Person Town Hall Meetings:

- 10/27 – SC (2 public hearings)
- 10/28 – KC
- 10/29 – NCC (2 public hearings)

Additional town halls proposed once final proposal issued

Overview

- Part 1: Where we left off – Career Ladder
- Part 2: Our focus today – Teacher Leadership
- Part 3: Stakeholder Engagement Overview
- **Public Comment**
- Next steps

Announcements

- **Next CAECC meeting:**
 - September 9 from 5:00pm – 7:00pm
 - Milford Public Library (Milford)
- **Website is live:**
 - <http://www.doe.k12.de.us/caecc/>