

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.

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

**Meeting #4**

September 9, 2014

# Goals Today

- Recap where we left off the discussion regarding the Career Ladder and teacher leadership roles
- Discuss the details of the current teacher leadership proposal
- Introduce Emily Silberstein

# Overview

- **Part 1: Introduction to TNTP**
- Part 2: Where we left off – Career Ladder Framework
- Part 3: Today's focus – Teacher Leadership Roles
- Public Comment
- Next steps

# OUR GOAL

Great teaching for every student

## FOUR PRIORITIES FOR THE TEACHING PROFESSION



### PREPARE

strong new  
teachers

Train and hire only new teachers who are consistently effective.



### GROW

all teachers

Provide feedback and support that helps all teachers improve.



### KEEP

top teachers

Ensure successful teachers stay and unsuccessful teachers leave.



### REACH

disadvantaged  
students

Prioritize great teaching for high-poverty students.

# Career Ladder and Compensation Systems

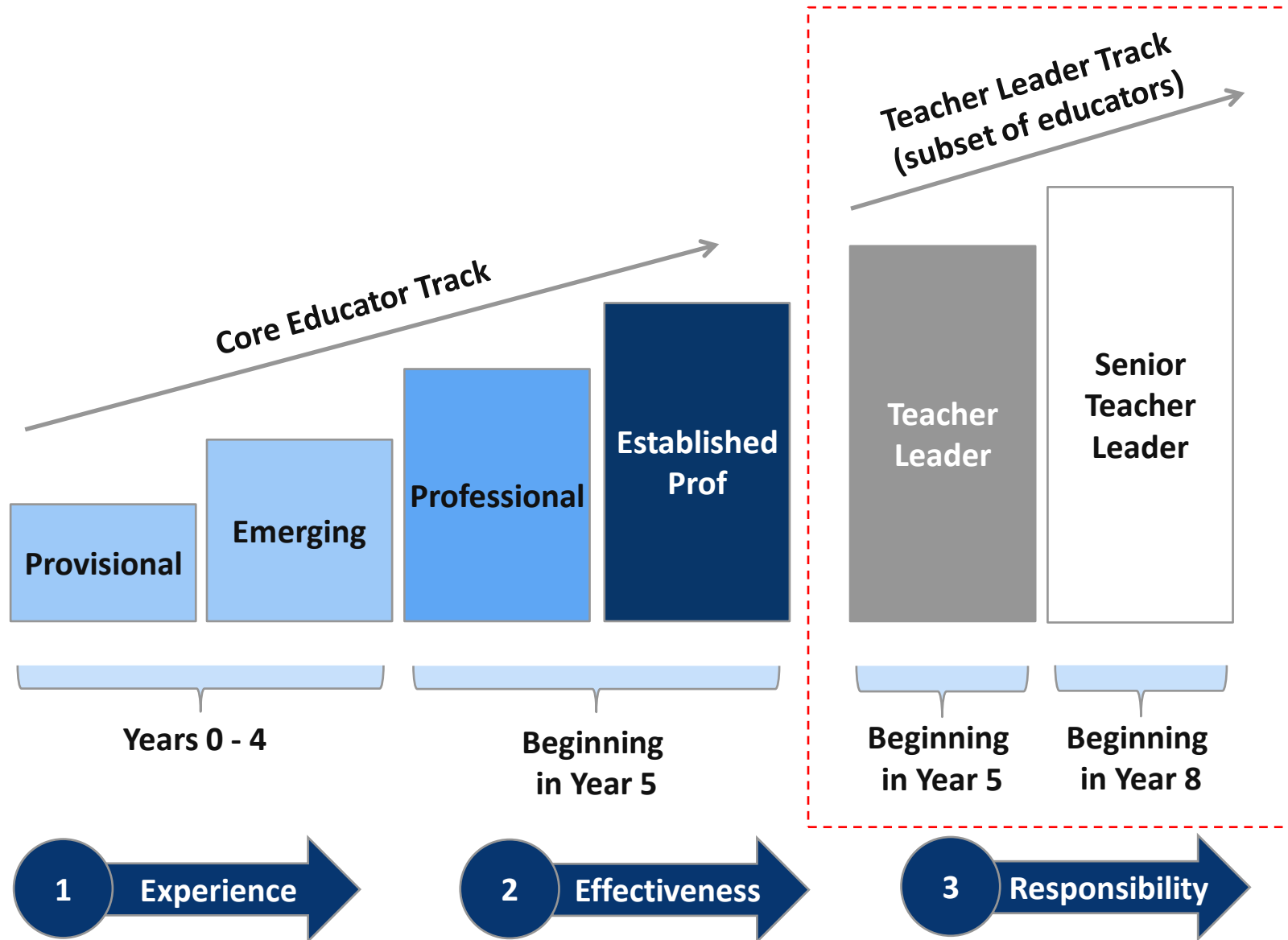
Based on the needs of teachers, schools, districts, and states, TNTP develops career progression systems to differentiate teachers' roles, recognize success in the classroom, and give teachers the career advancement they deserve.

**Advice | Data | Design | Execution**




# Overview

- Part 1: Introduction to TNTP
- **Part 2: Where we left off – Career Ladder Framework**
- Part 3: Today's focus – Teacher Leadership Roles
- Public Comment
- Next steps

# Today's Focus: Teacher Leader Roles



# 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: Introduction to TNTP
- Part 2: Where we left off – Career Ladder Framework
- **Part 3: Today's focus – Teacher Leadership Roles**
- Public Comment
- Next steps

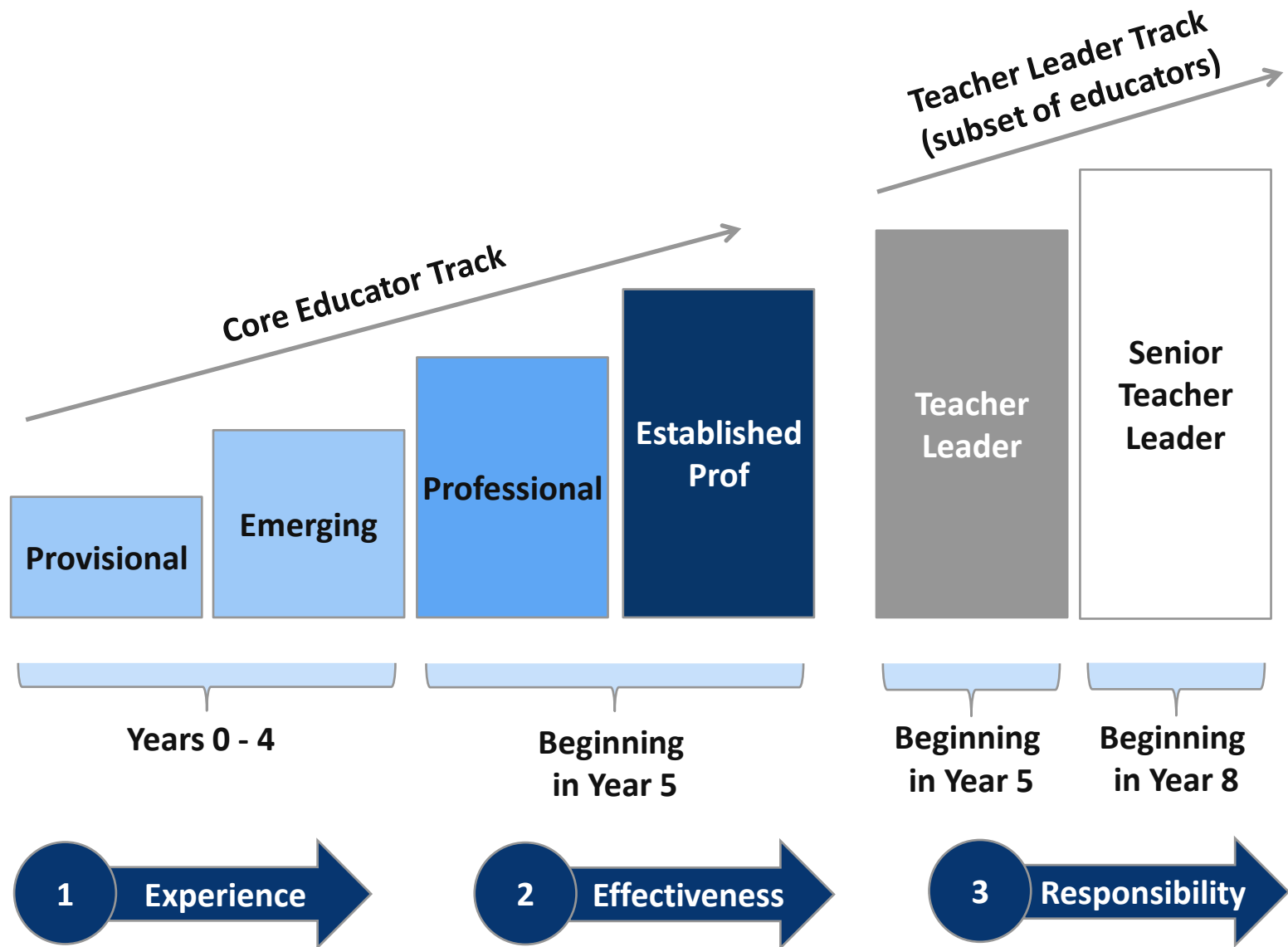
# Teacher Leader Roles: Guiding Principles

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

# Key Discussion Questions

- **Minimum Responsibilities:** What does “responsibility for student academic growth” mean to you? Should it be direct responsibility? [Applies to both Teacher Leader/ Senior Teacher Leader]
- **Minimum Eligibility:** What are the advantages and disadvantages of requiring educators to (1) serve a Teacher Leader term in a high-need school and (2) earn a summative of Highly Effective in the most recent educator evaluation cycle in a high-need school in order to become a Senior Teacher Leader? [Applies to Senior Teacher Leader only]
- **Selection Process:** What are the advantages and disadvantages of a state-level selection process? Which steps should the state-level selection process include (e.g., application, performance tasks, interview, etc.)? [Applies to Senior Teacher Leader only]

# Career Ladder: Current Proposal



# Next Steps

## Stakeholder Engagement

- **Virtual Town Hall Sessions** on September 22 and September 25
- First round of **Educator Working Groups** on September 30 and October 1
- Ongoing informational meetings with **key organizations and advisors**

## Upcoming CAECC Meetings

- Begin discussing the details of the system, including specific salary numbers and systems costs

# Overview

- Part 1: Introduction to TNTP
- Part 2: Where we left off – Career Ladder Framework
- Part 3: Today's focus – Teacher Leadership
- **Public Comment**
- Next steps

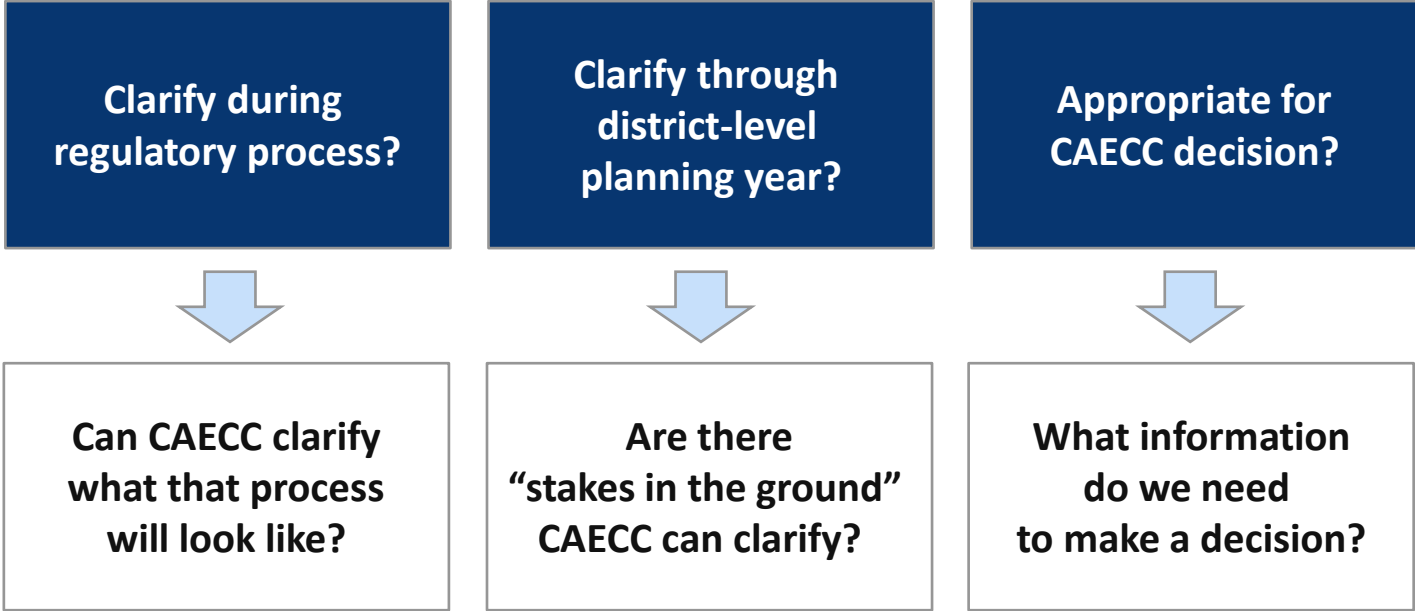
# Announcements

- **Next CAECC meeting:**
  - September 23 from 5:00pm – 7:00pm
  - Bear Library – Room 1A, Bear, DE
- **Website:**
  - <http://www.doe.k12.de.us/caecc/>

# Appendix



# CAECC Decision-Making Guide



# Senate Bill 254 Parameters

- Establish a number of leadership roles through which educators will receive additional pay for assuming leadership responsibilities
- Must be open for application from all eligible applicants on a regular basis [selection process]
- Must be allocated by school districts through a selection process that
  - (1) meaningfully engages other educators and
  - (2) does not restrict or prioritize the allocation of leadership roles based on years of work experience or attainment of academic credits or advanced degrees [selection process]
- Shall allocate leadership roles across school districts
- Shall guarantee that each school receives one such role
- Shall provide a greater proportion of leadership roles to high-need schools [allocation]
- Shall allow school districts flexibility to determine the nature and type of responsibilities required of educators serving in leadership roles [nature of the role]
- All such positions must [nature of the role]
  - (1) have meaningful adult leadership responsibilities in the areas of curriculum, instruction, assessment, and/or professional development
  - (2) maintain a meaningful connection to student learning
  - (3) have significant responsibility for student growth

# Guiding Design Principles

Principles	The compensation and career pathway system...
<b>PAY FOR WHAT WE VALUE</b>	communicates the core values of the state, district, and school.
<b>MANAGEABLE</b>	is transparent, fair, and strives to be easy to understand and implement.
<b>PERFORMANCE FOCUS</b>	conveys a commitment to outcomes for students and values excellence.
<b>FORWARD LOOKING</b>	responsive to the needs of the next generation of educators.
<b>EARNINGS POTENTIAL</b>	provides competitive total compensation over time.
<b>INCENTIVES</b>	attracts and retains great teachers, elevates leadership, and enhances accountability.
<b>SUSTAINABILITY</b>	funding needs are predictable and supported by steady portion of budget.
<b>FLEXIBILITY</b>	allows for refinement as the district's needs change.

# 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.**

# 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: National Examples

## Houston Independent School District (HISD) Instructional Teacher Leadership Roles

Role Title	Description
<b>Instructional Technology Specialist</b>	Works with a team of colleagues to build their capacity in the use of instructional technology tools to differentiate instruction and increase student engagement.
<b>Data Tracking and Analysis Specialist</b>	Improves the skills of a team of colleagues to collect, analyze, interpret and use student performance data to differentiate instruction and improve lesson planning and student interventions.
<b>Instructional Practice Coach</b>	Ensures the implementation of rigorous instruction for a team of colleagues by conducting observations, providing teachers with feedback, co-teaching, modeling and coaching (there is an added emphasis in the literacy, math and STEM content areas).
<b>Intervention Specialist</b>	Closes achievement gaps for a student subgroup (with an emphasis in literacy and math), through rigorous, direct instruction or by managing a team of other specialists.
<b>Assessment Specialist</b>	Assists a team of colleagues with the selection, creation, and vetting of assessments aligned to the curriculum.
<b>Campus Induction Coach</b>	Responsible for supporting the induction and onboarding activities of new teachers. Coaches may manage and coordinate other mentors and share their expertise in the development of new teachers.

# Teacher Leadership Roles: National Examples

Denver Public Schools (DPS) has also implemented a number of robust teacher leadership roles, which were targeted for high-need schools.

Role Title	Description
<b>Teacher Team Lead</b>	Lead, develop, support, and evaluate a small team of colleagues on all areas of the evaluation rubric.
<b>Content Team Lead</b>	Serve as an expert in a particular content area (or cross-curricular content) and grow the instructional skills of a team of teachers.
<b>Blended Learning Instruction Team Lead</b>	Responsible for building the capacity of a team of colleagues to better use technology in order to differentiate instruction and apply inquiry-based/project-based learning.
<b>Culture Team Lead</b>	Increases the capacity of teachers on his/her team to improve the culture of their classrooms through the analysis of data, design and delivery of professional development, peer coaching, modeling and co-teaching.
<b>Data Team Lead</b>	Builds the capacity among a team of colleagues to collect, analyze, interpret, and use student data so they can more effectively differentiate instruction based on student needs and more effectively plan and prioritize instruction.
<b>ELA/ELL Team Lead</b>	Builds capacity among a team of colleagues to improve instruction for ELA/ELL students and is responsible for improved outcomes among ELA/ELL students taught by that team.
<b>Subgroups Team Lead</b>	Builds the capacity of a team of colleagues to work with a specific subgroup of students and is responsible for improving the school's capacity to serve and increase the academic outcomes of students in the identified subgroup.



# Teacher Leadership Roles: National Examples

Teacher leaders in the Lead Pathway have the opportunity to serve on the school's leadership team and improve school performance in an area of investment.

## Instructional Strategy

Research and help implement school-wide strategies to support the transition to Common Core and the Instructional Framework.

## Teacher Coaching

Help small cohorts of teachers improve their performance on the Instructional Framework.

## Blended Learning

Research emerging practices in blended learning, and implement school-wide strategies to personalize learning through a combination of face-to-face and online instruction.

## Partnerships

Develop and manage a strategy to mobilize parents, community partners and private partners to support the school's academic strategy and student well-being.

## Student Interventions

Create and manage school-wide systems for identifying students in need of extra support (academic and non-academic) and delivering interventions.

# Teacher Leadership Roles: National Examples

Once in the “Model Pathway”, Baltimore City Public Schools provides “Model Pathway” teachers the opportunity to take on a variety of leadership responsibilities.

## *Leadership responsibilities include:*

- Opening their classroom to other teachers in order to model effective teaching and increase their colleagues’ instructional skills.
- Serving on the Professional Peer Review Committee (PPRC) – a review committee that is charged with vetting other teacher candidates trying to enter the Model Pathway.
- Attending ongoing Model educator training provided by the district in order to ensure they are continuously developing their skills and maintaining a high level of performance.
- Collecting relevant documentation to continuously support and develop their Model profile/portfolio.