

A close-up photograph of four diverse professionals in business attire, smiling warmly. The image is the background for the entire slide. The text is overlaid on the left side.

# Delaware Educator Compensation & Careers

September 30, 2014 and October 1, 2014

**Educator Working Group**

# Goals

- **Quickly recap the work that led to the passing of Senate Bill 254**
- **Review the current draft of the educator career ladder framework**
- **In small groups, discuss key framework design questions we would like your input on**

# Overview

- **Background and Context for this Work**
- Proposed Educator Career Ladder Framework Overview
- Breakout Groups: Framework Design Questions
- Conclusion and Next Steps

# Foundation for this Work



- Education Salary Improvement Committee (1998)
- Race to the Top initiatives (since 2010)

- DDOE exploratory research (2012)
- Stakeholder visioning (2013)
- DSEA & DDOE collaboration (Since 2013)

- Senate Bill 254 (July 2014)
- CAECC process (July - November 2014)
- Legislation proposed in Winter 2015

# Overview of Senate Bill 254

**Senate Bill 254 calls for the development of an educator career ladder structure. Specifically, it calls for:**

1. A career pathway with few and meaningful steps
2. Leadership roles for educators to receive additional pay for leadership responsibilities
3. Senior leadership roles for a small sub-set of educators who have demonstrated the highest levels of effectiveness and served in leadership roles
4. Levels of base pay at all steps in the career pathway
5. Levels of supplemental pay for leadership roles
6. Applicability of the new system and opt-in mechanisms

**The educator career ladder proposal is due to the Governor  
by November 15, 2014.**

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# Current Educators' Career Aspirations

**For years we have known that our educators...**

**...want a career that offers multiple stages of career growth, including:**

- Meaningful milestones along a progression toward mastery
- Opportunities for increased responsibility and pay along the way

**...want a career that is dynamic and exciting - one that offers:**

- New challenges without having to leave the classroom
- More time to collaborate with their colleagues
- More opportunities to shape their school and profession

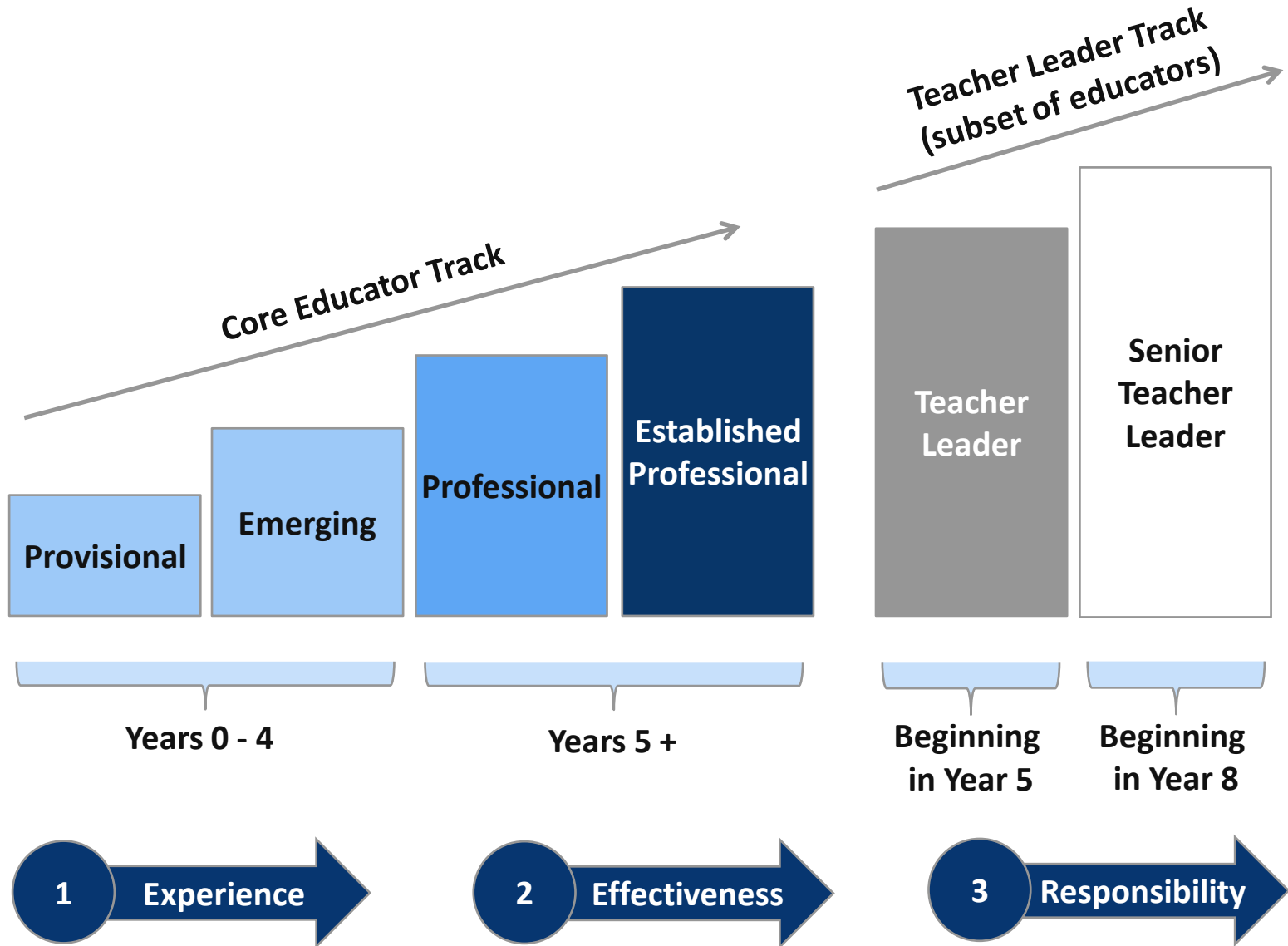
# Educator Career Progression in Delaware Today

Years Exp.	No Degree	Bach Degree	Bach Plus 15	Bach Plus 30	Mast Degree	Mast Plus 15	Mast Plus 30	Mast Plus 45	Doctoral Degree
0.0	26,698	27,781	28,864	29,948	31,573	32,657	33,740	34,826	35,910
1.0	26,967	28,053	29,137	30,220	31,845	32,929	34,012	35,096	36,179
2.0	27,211	28,323	29,406	30,490	32,115	33,198	34,282	35,368	36,451
3.0	28,187	29,270	30,354	31,440	33,065	34,148	35,232	36,315	37,399
4.0	29,001	30,003	30,979	31,981	33,443	34,418	35,637	36,721	37,804
5.0	30,003	30,979	31,981	32,957	34,418	35,421	36,396	37,399	38,374
6.0	30,979	31,981	32,957	33,932	35,421	36,396	37,399	38,374	39,349
7.0	31,981	32,957	33,932	34,935	36,396	37,399	38,374	39,349	40,352
8.0	32,957	33,932	34,935	35,910	38,863	39,838	40,838	41,816	42,816
9.0	33,932	34,935	35,910	36,885	39,838	40,838	41,816	42,816	43,791
10.0	34,935	35,968	36,885	37,888	40,838	41,816	42,816	43,791	44,769
11.0	34,935	35,968	37,888	38,863	41,816	42,816	43,791	44,769	45,769
12.0	34,935	35,968	38,918	39,838	42,816	43,791	44,769	45,769	46,744
13.0	34,935	35,968	38,918	40,838	43,791	44,769	45,769	46,744	47,719
14.0	34,935	35,968	38,918	41,863	44,769	45,769	46,744	47,719	48,722
15.0	34,935	35,968	38,918	41,863	45,769	46,792	47,719	48,722	49,697
16.0	34,935	35,968	38,918	41,863	45,769	46,792	48,714	49,747	50,692

\* Excludes local district share which generally represents ~30% of total base salary



# Current Educator Career Ladder Proposal



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- **Breakout Groups: Framework Design Questions**
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# Breakout Groups: Instructions

**On your name tag, you will find the number for your small group.  
Below are the room assignments for each group.**

***Group 1: Library Conference Room***

***Group 2: Cabinet Room***

***Group 3: 2<sup>nd</sup> Floor Library Conference Room***

***Group 4: 3<sup>rd</sup> Floor Conference Room***

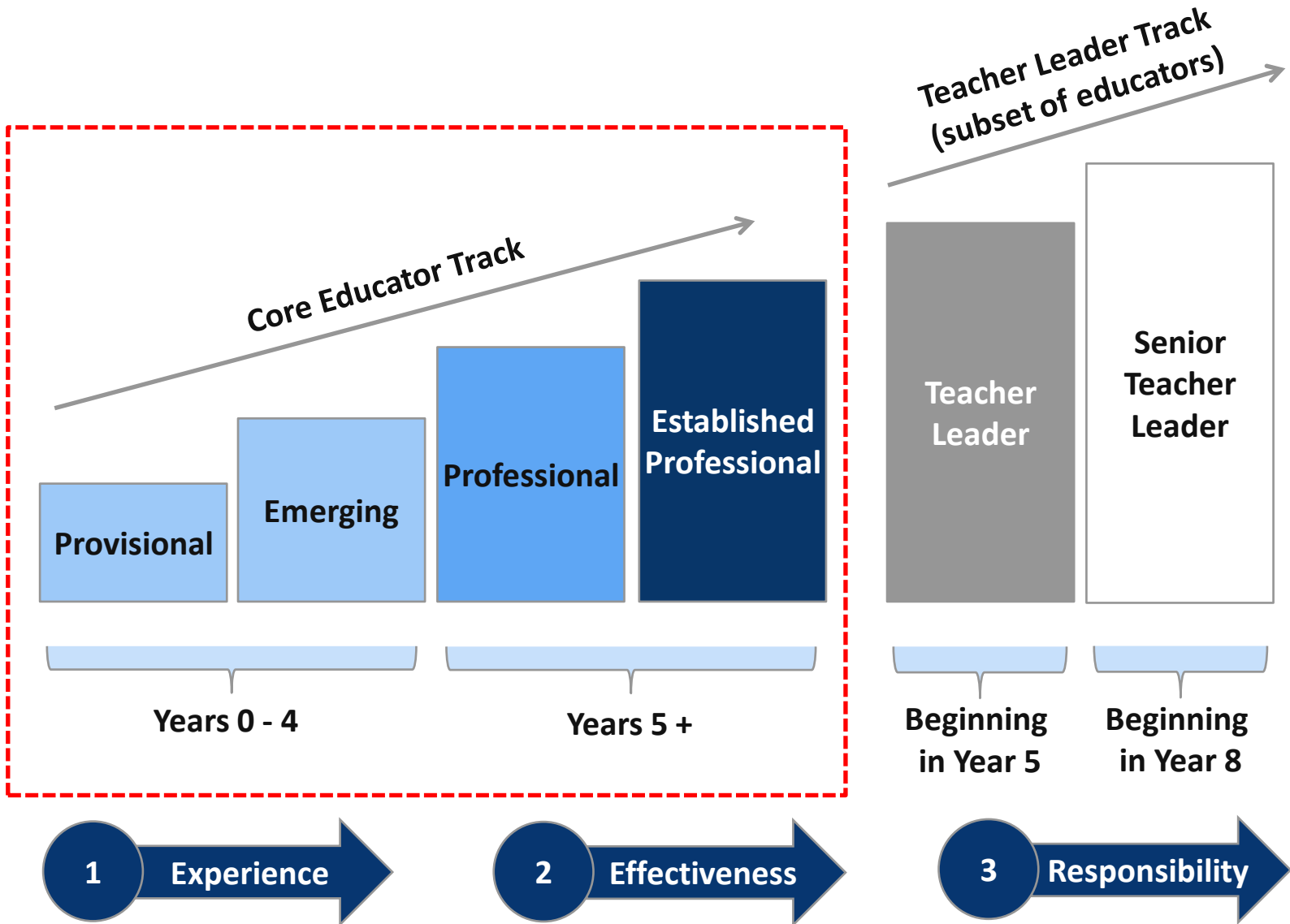
**Please move to your assigned room.**

**Small group discussions will begin in 10 minutes.**

# Working Group Norms

- **Participate throughout the meeting! Share your insights and knowledge based on your experiences as an educator.**
- **Remember that this is a work in progress. Today's focus will be on the career ladder framework.**
- **Share the “air time” and give everyone the opportunity to participate.**
- **Be respectful of others' views and opinions.**
- **Be open-minded and consider new ideas or approaches.**

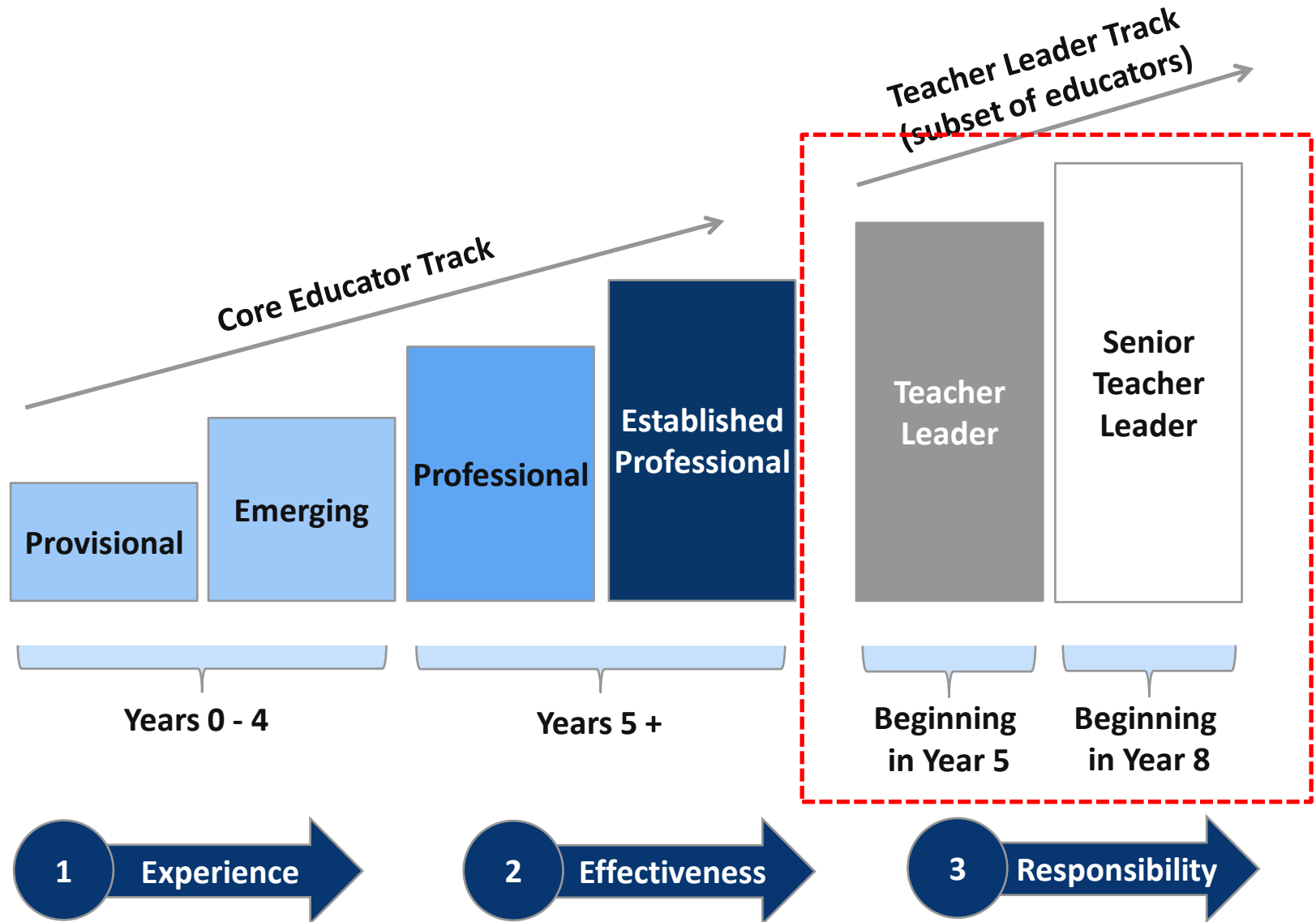
# Group Activity: Career Ladder (30mins)



## Group Activity: Career Ladder (30mins)

- **A Career Ladder should reflect the important professional milestones of a career pathway.**
- **Reflecting on your own career path, what are the critical professional milestones of an educator?**
  1. Compare your conclusions to the proposal. Do these labels resonate? If not, what would you change?
  2. When should educators first access leadership roles?
- **We will share our thinking.**

# Group Activity: Teacher Leadership (30mins)



## Group Activity: Teacher Leadership (30mins)

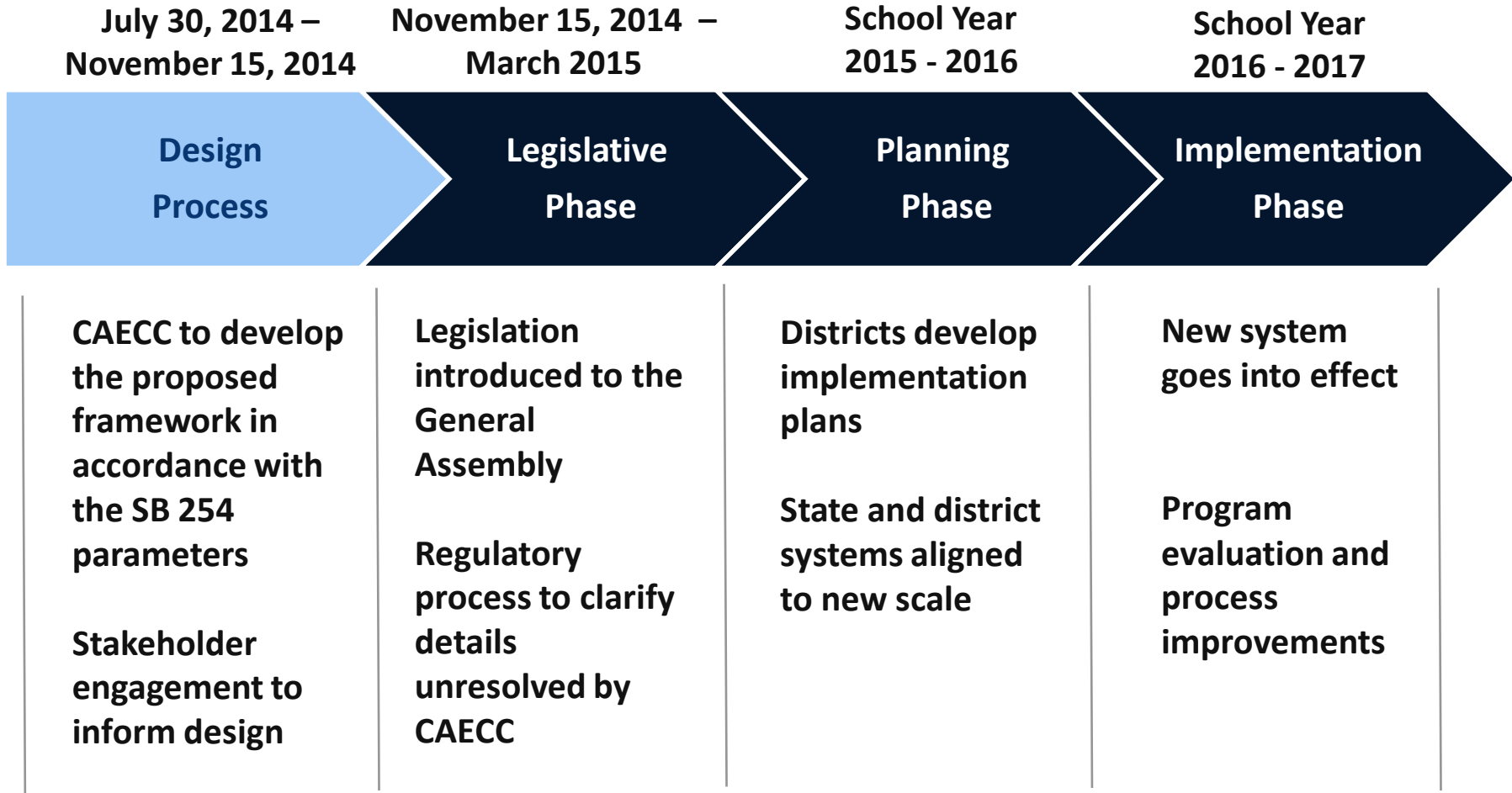
- 1. What are 2-3 examples of teacher leadership roles in your school or district that you value most?**
  - 2. What are 2-3 examples of teacher leadership roles that are often less effective. Why is that the case?**
  - 3. What are 2-3 examples of teacher leadership responsibilities that are needed most or will be increasingly important in the future?**
- We will share our thinking.**



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# Timeline

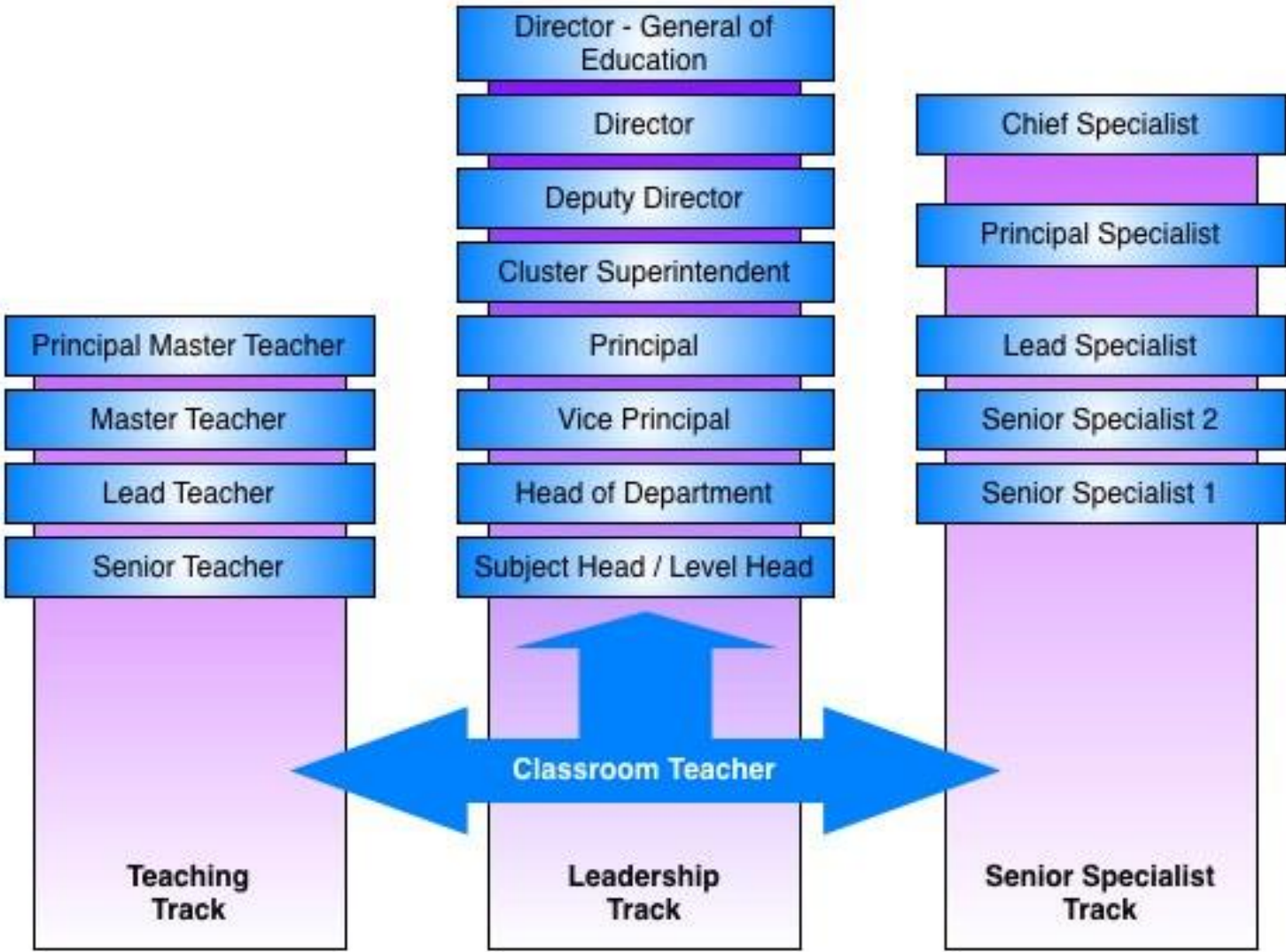


# Continue Participating!

- **Complete the feedback survey!**
- **In-person town hall sessions:**
  - October 27, 2014 – Sussex County (2 sessions)
  - October 28, 2014 – Kent County
  - October 29, 2014 – New Castle County
- **Educator Work Groups:** Attend the second round of Educator Working Groups on November 3 and November 10
- **Public Comment - Visit the DDOE Website to access CAECC meeting content - <http://www.doe.k12.de.us/caecc/>**
- **Email us at [donna.johnson@doe.k12.de.us](mailto:donna.johnson@doe.k12.de.us) or [ryan.fennerty@state.de.us](mailto:ryan.fennerty@state.de.us)!**

# Appendix

# Example: Singapore Public Schools



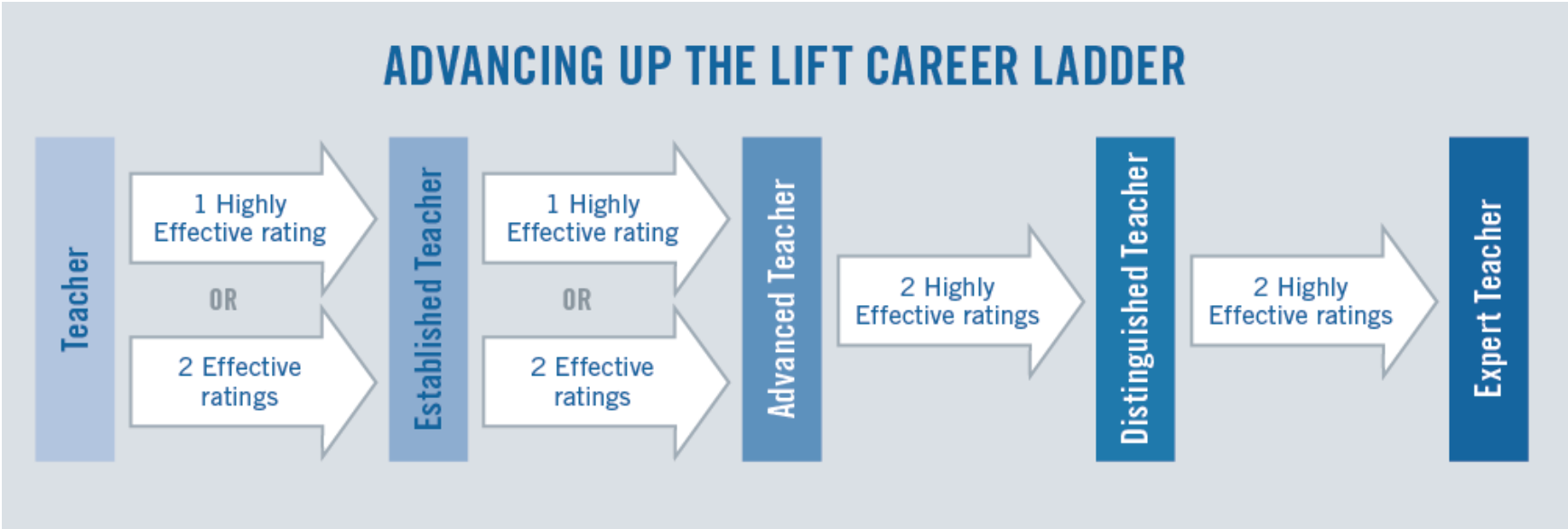
Source: Singapore Ministry of Education

# Example: Baltimore City Public Schools Career Pathway



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

# Example: DC Public Schools (LIFT)



Source: [http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/Leadership+Initiative+For+Teachers+\(LIFT\)](http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/Leadership+Initiative+For+Teachers+(LIFT))

# Example: NEA Model

## Provisional Teacher

- Reduced teaching schedule
- Observe Professional and Accomplished teachers
- Duration: One year. Two in special circumstances

## Emerging Teacher

- Full teaching schedule but no non-teaching duties
- Duration: Three years

## Professional Teacher

- Full time teacher or equivalency
- After five years of successful teaching, may become peer coach, mentor, or teacher leader
- Duration: option to remain for duration of teaching career

## Accomplished Teacher

- Full time teaching or service as a peer coach, mentor, NBPTS coach, or teacher leader
- Duration: option to remain for duration of teaching career



# Appendix: 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

# Appendix: Committee to Advance Educator Compensation and Careers (CAECC) Membership

Name	Title and Organization
<b>Teri Quinn Gray (Chair)</b>	President, State Board of Education
<b>Lindsay O'Mara</b>	Education Policy Advisor to Governor Markell , Governor's Office
<b>Mark Murphy</b>	Secretary of Education , Department of Education
<b>Frederika Jenner</b>	President, Delaware State Education Association (DSEA)
<b>Jeff Taschner</b>	Executive Director, Delaware State Education Association (DSEA)
<b>Mark Holodick</b>	President, Chief School Officers Association (CSOA) Superintendent, Brandywine School District
<b>Darryl Scott</b>	Chair, House Education Committee and Representative, District 31
<b>David Sokola</b>	Chair, Senate Education Committee and Senator, District 8
<b>Harvey Kenton</b>	Representative, District 36 , House Minority Caucus
<b>Brian Pettyjohn</b>	Senator, District 19 , Senate Minority Caucus
<b>Meaghan Brennan</b>	Director , Budget Development, Planning & Administration, Office of Management & Budget
<b>Mike Morton</b>	Controller General, Office of the Controller General