

# Committee to Advance Educator Compensation & Careers

## Meeting Minutes

Meeting #5: September 23, 2014

5:00 – 7:00pm

Room 1A, Bear Library

Bear, Delaware

### Attendance:

Committee members present:

- Teri Quinn Gray (CAECC Chair) – President, State Board of Education
- Lindsay O’Mara – Education Policy Advisor to Governor Markell, Governor’s Office
- Mark Murphy – Secretary of Education, Department of Education
- Frederika Jenner – President, Delaware State Education Association (DSEA)
- Jeff Taschner – Executive Director, Delaware State Education Association (DSEA)
- Mark Holodick – President, Chief School Officers Association (CSOA); Superintendent, Brandywine School District
- Darryl Scott – Chair, House Education Committee and Representative, District 31
- David Sokola – Chair, Senate Education Committee and Senator, District 8
- Harvey Kenton – Representative, District 36
- Meaghan Brennan – Director, Budget Development, Planning & Administration, Office of Management & Budget
- Mike Morton – Controller General, Office of the Controller General

Committee staff present:

- Ryan Fennerty (CAECC Director) – Special Advisor, Governor’s Office
- Donna Johnson (CAECC stakeholder engagement lead) – Executive Director, State Board of Education
- Emily Silberstein – Partner, TNTP
- Stephanie Corona – Project Director, TNTP

Others present:

- Mike Jackson (Office of the Controller General)
- Kevin Carson (DASA)
- Melissa Hopkins (Rodel)
- T.J. Vari (DASA)

## **Welcome & Overview of the Agenda**

Committee Chair Teri Quinn Gray welcomed Committee members as she called the meeting to order at 5:00 p.m. She highlighted the goals of the meeting and provided an overview of the agenda. She introduced Emily Silberstein, a Partner with TNTP and co-facilitator for the Committee, and invited her to facilitate the discussion for the evening.

## **Part I: Where We Left Off – Teacher Leadership**

Emily began the meeting by reviewing the key points of discussion from the last CAECC meeting, including the guiding principles for teacher leader roles, the minimum responsibilities for Teacher Leaders and Senior Teacher Leaders, the minimum eligibility criteria, and the selection process. She also reviewed the outstanding questions that remained at the conclusion of that discussion. Key topics for further discussion included whether Teacher Leaders should be required to serve a term in a high need school in order to be eligible for a Senior Teacher Leader role, whether Teacher Leaders will need to maintain a Highly Effective rating, and whether candidates need to be rated Highly Effective according to DPAS in order to be eligible for a Teacher Leader or Senior Teacher Leader role. At this point in the discussion, the Committee members reviewed a revised Teacher Leader and Senior Teacher Leader handout with additional details regarding these areas.

During the first part of this discussion, the group discussed whether a Teacher Leader should need to serve a term (equivalent of three years) in a high need school (of which, there are limited numbers spread throughout the state) or whether it is sufficient to require Teacher Leaders to teach with a high need population in order to qualify for a Senior Teacher Leader role. They also discussed whether educators would be willing or able to move to another school or district in order to fulfill this Senior Teacher Leader eligibility requirement. After considerable debate, it was proposed that if a Teacher Leader is unable to serve in a high need school there may be circumstances where they can qualify for Senior Teacher Leadership by having served a significant high need population instead, and that Committee staff would explore potential working definitions for “significant” and “high need” populations for the Committee to consider in future discussions.

Following this discussion, the Committee turned to the topic of eligibility for Teacher Leader roles. The Committee discussed critical common eligibility requirements that would ensure Teacher Leader roles are selective and respected as credible indicators of an individual’s abilities as an educator and leader. Specifically, the Committee debated whether a candidate should have received a summative rating of Highly Effective in their most recent evaluation cycle in order to be eligible for a Teacher Leader role and whether selected Teacher Leaders need to maintain a Highly Effective rating throughout the course of their term.

DSEA stated concerns that the requirement would exclude capable educators on the cusp between Effective and Highly Effective and expressed a desire to broaden the pool of eligibility so that there were more potential leaders to consider during a selection process. Other Committee members pointed to the fact that roughly 50% of educators are already rated Highly Effective and that by broadening the pool even further it might diminish what it means to be a “Teacher Leader”. The Committee agreed that

keeping a high bar for the selection of Teacher Leaders in order to ensure the leaders who fill these roles are respected and have credibility in the eyes of their peers was important, but committed to further discussions on how best to accomplish that objective. The Committee asked that the Committee staff explore alternative options for eligibility criteria and whether there were ways to consider those who do not meet highly effective but are otherwise potential candidates for Teacher Leadership.

## **Part II: Clarify Question for Stakeholder Input**

In preparation for the Educator Working Group sessions – a series of working group meetings to obtain meaningful input from educators in order to inform the proposal – the group discussed key design topics where they wanted to obtain additional educator input. Proposed topics included: the pros and cons of allowing first year educators to take on non-core classroom responsibilities; what to call each professional designation on the ladder; what teacher leadership looks like in schools today, including what has worked and existing challenges; and what to consider in a teacher leader selection process.

### **Public Comment Period**

T.J. Vari, DASA:

TJ would like the Committee to consider expanding the current conversation, or to have a future conversation, regarding administrator career pathways and compensation. He stated that there are many administrators who would benefit from a similar career ladder that could better prepare them for district central office positions.

Additionally, he stated the importance of allowing for local-level flexibility when defining the specifics regarding teacher leadership roles so that the leadership positions are organic and meet the local needs of a school or district.

Kevin Carson, DASA:

Dr. Carson would like to have access to the meeting materials and minutes.

### **Next Steps and Closing**

Teri Quinn Gray closed the discussion by highlighting a number of upcoming engagement activities (including the Educator Working Group – Round 1 sessions, the second virtual town hall, and the in-person town hall sessions later in October) and asked members to continue to reflect on the key questions posed during the meeting. Additionally, she highlighted that during the next meeting, the Committee would begin to discuss the salary levels that would be a part of the proposal.