

A young boy with short dark hair, wearing a grey and blue striped shirt, is sitting on the floor and smiling while reading a red book. In the background, a teacher with long blonde hair is visible, along with other children in a classroom setting. Bookshelves filled with books are also visible in the background.

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

Meeting #8

October 30, 2014

Recap: Past Meetings

Meeting	Focus Area
July 30	Kickoff & Objectives
August 6	Design Principles, Career Ladder
August 21	Career Ladder & Teacher Leadership
September 9	Teacher Leadership eligibility
September 23	Teacher Leadership cont'd
October 9	Educator feedback and compensation approach
October 20	Salaries and system costs

Plan for the Meetings Ahead

Meeting	Focus Area(s)
Today	Report town hall feedback New proposal for salaries and supplements
November 3	Teacher Leadership <ul style="list-style-type: none">• Eligibility requirements• Allocation rules – including additional roles for educators in high-need schools• High-need school definition
November 7	Revisit salaries and supplements Discuss opt-in scenarios Review implementation roadmap <ul style="list-style-type: none">• Timeline and key dependencies
November 12	Review draft recommendations Clarify areas and processes for continued discussion
November 18	Review recommendations & next steps

Path Forward – November 15th and Beyond

Committee Recommendations	Future Processes
Career pathway with meaningful milestones for all educators	Nature (and scope) of teacher leadership roles – examples, authority, interaction with administrations
Core educator salaries (including higher starting salaries)	Details of teacher leader selection process requirements – ensuring objectivity and defining the role of educators
Teacher leader (and senior teacher leader) opportunities and stipends	Opt-in process and timeline for current educators

Path Forward – November 15th and Beyond

Committee Recommendations	Future Processes
Teacher leadership eligibility and role of educators in selection	District implementation – technical support and HR processes
Overall number of teacher leader and senior teacher leader roles and allocation in schools/districts	District implementation – support for those districts that want to align, and those that don't (interaction with EPER)
Guaranteed opt-in opportunities for current educators	Senior teacher leadership – objective selection process, areas of emphasis
State/district implementation needs and support	Details of career advancement opportunities for specialists, in and outside of teacher leadership

Overview

- **Part 1: Review Town Hall feedback**
- Part 2: Alternative scenario overview
- Next steps
- Public Comment

Town Hall Feedback

- **Compensation:**

- This proposal reduces primary incentives for educators to pursue higher education and the message that communicates
- The proposed salary level for established professionals is uncompetitive compared to our neighbors for experienced educators with advanced degrees, and undervalues their contribution
- The current magnitude of Teacher Leadership stipends introduces volatility and instability in educator earnings.
- The benefit from raising salaries for BA degree holders and those in their first 8 years of teaching is undercut by the less competitive base salaries later in a career where Masters degrees are more common
- A number of current educators would like to see National Board Certification recognized and rewarded.

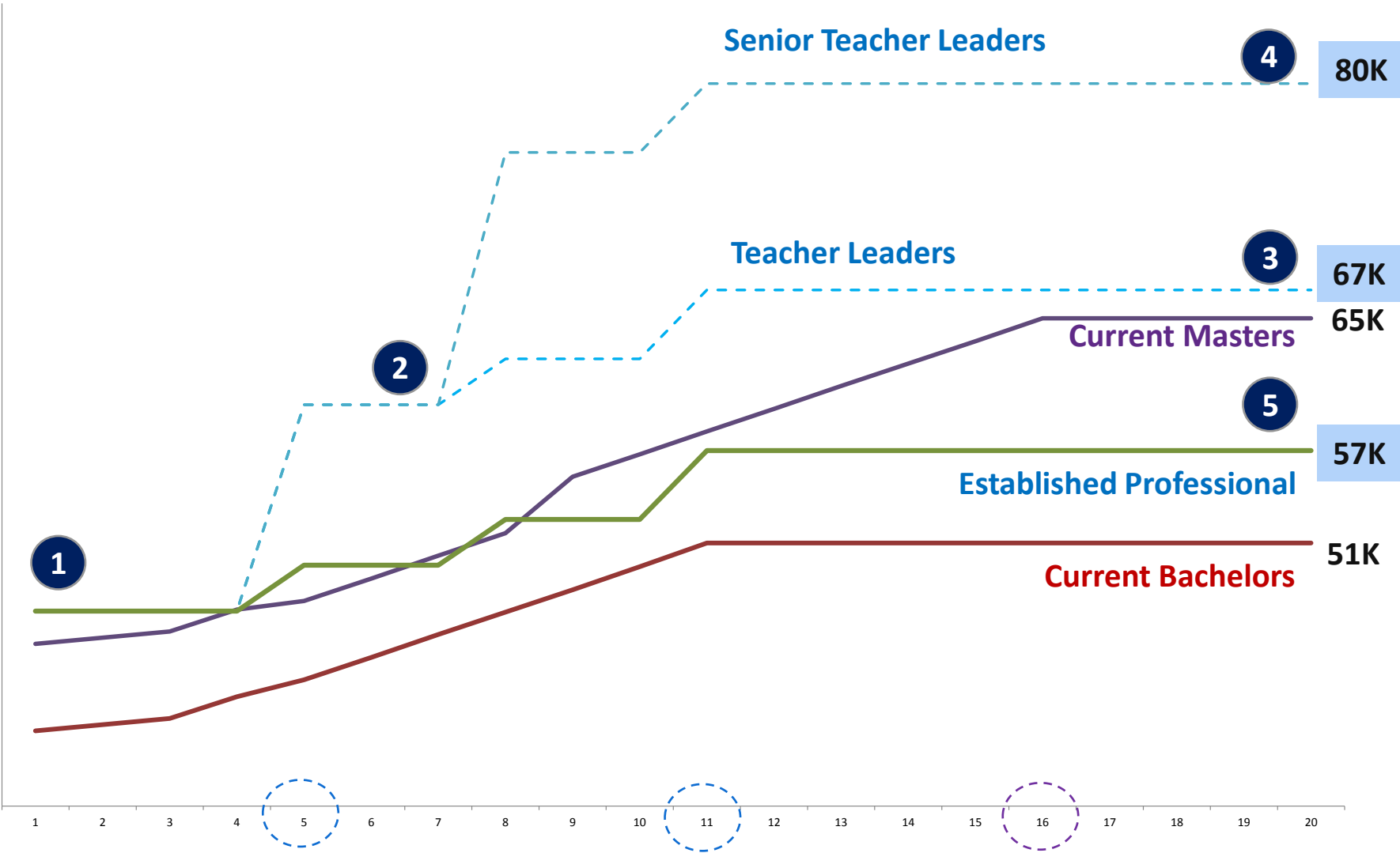
Town Hall Feedback

- **Other comments:**
 - Strong desire for more clarity about the details of Teacher Leader and Senior Teacher Leader roles, specifically: core responsibilities, selection process, the number of roles, terms, oversight, etc.
 - Concerns about how educators balance core classroom duties while taking on additional responsibilities, and a desire of educators to receive recognition and compensation for the work they are doing with their own students during school hours
 - Specialists would like additional information about how this system will affect them given that many of them serve in unique roles and serve multiple buildings
 - Teacher Leadership roles may introduce an element of competition in schools that is not conducive to improving outcomes for students
 - Concerns regarding the pace of the discussions and a desire for more direct educator input in developing the details of the new system

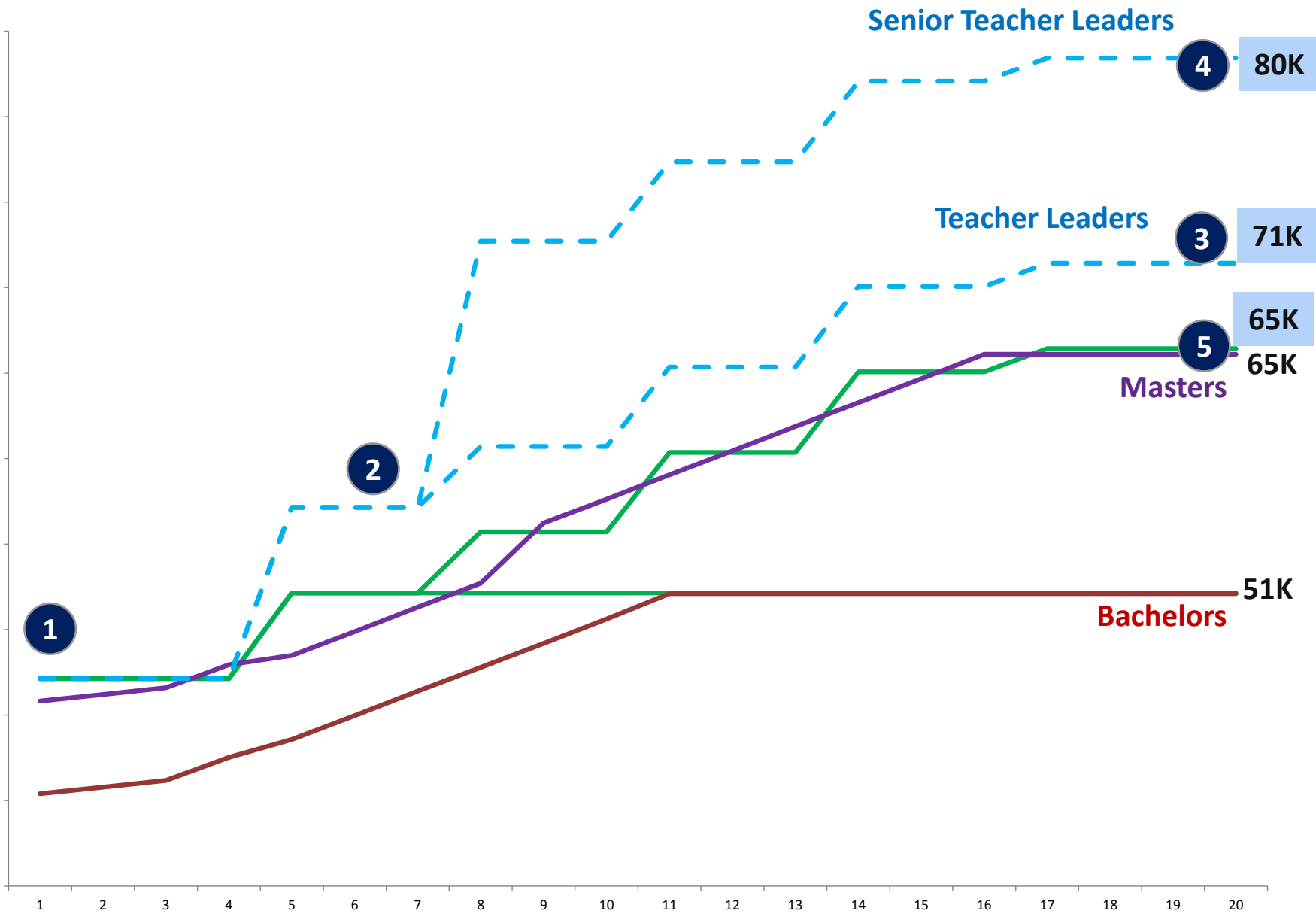
Overview

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Where we left off: Prior Proposal



Alternative Proposal



Alternative Proposal: Career Earnings Comparison

		Early Career First 4yrs	First 10yrs Total	Next 10yrs Total	20 Year Total
Bachelors	Core Educator	\$23,673	\$53,975	\$452	\$54,427
	Teacher Leader	\$23,673	\$83,975	\$50,452	\$134,427
	Senior Teacher Leader	\$23,673	\$104,975	\$170,452	\$275,427
Masters	Core Educator	\$2,002	\$9,319	\$2,187	\$11,506
	Teacher Leader	\$2,002	\$39,319	\$52,187	\$91,506
	Senior Teacher Leader	\$2,002	\$75,319	\$172,187	\$247,506

Notes:

- Core Educator assumes no TL position is held in Year 5 through 20
- Teacher Leader assumes TL position is held in Year 5 through Year 20
- Senior Teacher Leader assumes TL position is held in Year 5 and Senior Teacher Leader status is awarded in Year 8

Overview

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Next Steps

Stakeholder Engagement

- Additional **Town Hall** in Newark/Bear area (TBA)
- Second round of **Educator Working Groups** on November 3 and 5
- Ongoing informational meetings with **key organizations and advisors**

Upcoming CAECC Meetings

- Focus of future discussions:
 - Teacher Leadership roles
 - Compensation considerations
 - Committee recommendations
 - Clarify process post November 15

Announcements

- **Next CAECC meeting:**
 - November 3rd from 5:00pm – 7:00pm
 - Bear Library, Bear
- **Website:**
 - <http://caecc.us>

Overview

- Part 1: Review Town Hall feedback
- Part 2: Alternative scenario overview
- Next steps
- **Public Comment**

Delaware District Scales: Local Share

	Years	No	Bach	Bach	Bach	Mast	Mast	Mast	Mast	Doctoral
	of	Degree	Degree	Plus 15	Plus 30	Degree	Plus 15	Plus 30	Plus 45	Degree
	Exp.									
Entry Level	-	30%	32%	33%	34%	34%	34%	34%	35%	35%
	1	32%	33%	34%	35%	35%	35%	36%	36%	36%
	2	33%	35%	36%	36%	36%	37%	37%	37%	37%
	3	34%	35%	36%	36%	37%	37%	37%	37%	37%
	4	34%	36%	37%	37%	37%	37%	38%	38%	38%
Professional	5	35%	36%	37%	38%	38%	38%	38%	38%	38%
	6	36%	37%	38%	38%	38%	39%	39%	39%	39%
	7	36%	38%	38%	39%	39%	39%	39%	39%	39%
	8	37%	38%	39%	39%	38%	39%	39%	39%	39%
	9	38%	39%	39%	40%	39%	39%	39%	39%	39%
Advanced I	10	38%	39%	40%	40%	39%	39%	39%	40%	40%
	11	39%	40%	40%	41%	40%	40%	40%	40%	40%
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	14	43%	43%	43%	42%	41%	41%	41%	41%	41%
	15	44%	44%	43%	42%	41%	41%	42%	42%	42%
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	27	46%	46%	45%	44%	44%	44%	44%	44%	44%
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	29	46%	46%	45%	44%	44%	44%	44%	44%	44%
	30	46%	46%	45%	44%	44%	44%	44%	44%	44%
	31	46%	46%	45%	44%	44%	44%	44%	44%	44%
	32	46%	46%	45%	44%	44%	44%	44%	44%	44%
	33	46%	46%	45%	44%	44%	44%	44%	44%	44%
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	42	46%	46%	45%	44%	44%	44%	44%	44%	44%
	43	46%	46%	45%	44%	44%	44%	44%	44%	44%
	44	46%	46%	45%	44%	44%	44%	44%	44%	44%

Delaware District Scales: Local Share

	Years of Exp.	No Degree	Bach Degree	Bach Plus 15	Bach Plus 30	Mast Degree	Mast Plus 15	Mast Plus 30	Mast Plus 45	Doctoral Degree
Entry Level	-	28%	29%	30%	31%	31%	31%	32%	32%	32%
	1	28%	29%	30%	30%	30%	31%	31%	32%	32%
	2	28%	29%	30%	30%	30%	31%	31%	32%	32%
	3	28%	29%	29%	30%	30%	30%	31%	31%	32%
	4	28%	29%	29%	30%	30%	31%	31%	31%	32%
Profession	5	28%	28%	29%	30%	30%	30%	31%	31%	32%
	6	27%	28%	28%	29%	29%	30%	30%	31%	31%
	7	27%	28%	28%	29%	29%	30%	30%	30%	31%
	8	27%	27%	28%	29%	28%	29%	29%	29%	30%
	9	27%	27%	28%	28%	28%	28%	29%	29%	30%
Advanced I	10	26%	27%	28%	29%	29%	29%	30%	30%	30%
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	43	31%	31%	31%	32%	32%	32%	32%	32%	33%
	44	31%	31%	31%	32%	32%	32%	32%	32%	33%

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	1	31%	31%	30%	30%	29%	28%	27%	27%	26%
	2	30%	31%	30%	30%	29%	28%	27%	27%	26%
	3	30%	30%	30%	29%	28%	27%	27%	26%	26%
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	8	28%	30%	29%	29%	27%	27%	26%	26%	26%
	9	29%	29%	29%	28%	27%	26%	26%	26%	25%
Advanced I	10	28%	29%	28%	28%	26%	26%	26%	25%	25%
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	44	35%	36%	34%	33%	31%	31%	31%	31%	30%