



**Committee to Advance Educator Compensation and Careers:
Provisional Recommendations**
Submitted June 2015

Table of Contents

- Executive Summary4
- Foundation for This Work5
- Educator Engagement and Feedback8
- CAREER PATHWAY STRUCTURE10
- TEACHER LEADERSHIP ROLES12
- CAREER PATHWAY COMPENSATION18
- OPT-IN CONSIDERATIONS FOR CURRENT EDUCATORS21
- IMPLEMENTATION: State-level Investments and District Support.....22
- Appendix A: Examples of Career Pathways24
- Appendix B: Educator Work Group29
- Appendix C: Technical Advisory Group.....31
- Appendix D: Career Pathway Compensation.....32

Committee to Advance Educator Compensation and Careers (CAECC)

Voting Members

Teri Quinn Gray (Committee Chair)	President, State Board of Education (SBE)
Lindsay O’Mara	Education Policy Advisor to Governor Markell, Governor’s Office
Mark Murphy	Secretary of Education, Delaware Department of Education (DDOE)
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*	Former Chair, House Education Committee and Representative, District 31
Kim Williams*	Vice Chair, House Education Committee and Representative, District 19
David Sokola	Chair, Senate Education Committee and Senator, District 8
Harvey Kenton	Representative, District 36, House Minority Caucus
Brian Pettyjohn	Senator, District 19, Senate Minority Caucus
Meaghan Brennan	Director, Budget Development, Planning & Administration, Office of Management & Budget (OMB)
Mike Morton	Controller General, Office of the Controller General (CGO)

Staff Support

Ryan Fennerty	CAECC Director, Special Advisor, Governor’s Office
Donna Johnson	Executive Director, State Board of Education (SBE)

* Representative Scott served the CAECC in an official capacity from July 2014 through February, 2015 and continued to serve as a non-voting member through May 2015. Representative Williams was appointed to succeed Representative Scott as one of the designated representatives of the General Assembly in February 2015 and will continue to serve as a voting member in future discussions.

Executive Summary

This document contains a summary of the provisional recommendations of the Committee to Advance Educator Compensation and Careers (CAECC) in fulfilling its charge to provide Governor Jack Markell with a proposal for a new career pathway and compensation system for Delaware’s educators.

While the Committee is prepared to issue the enclosed provisional recommendations, it proposes a second phase of the work (referred to herein as “Phase 2”) driven by teachers, specialists, principals, and district personnel to assist the CAECC in developing its plan and to ensure that the new system reflects their best insights and aspirations for the future of the profession.

Specifically, the Committee recommends:

1. That it continue to meet periodically through August 2016 to resolve outstanding questions pertinent to the system design process and to broaden and formalize educator involvement in the development of teacher leadership roles.
2. The creation of two work groups that will support the CAECC through August 2016 in developing additional recommendations:
 - a. An “Educator Work Group”, comprised primarily of school-level administrators, teachers, and specialists, to focus on clarifying the details of Teacher Leadership and Senior Teacher Leadership roles;
 - b. A “Technical Advisory Group”, comprised primarily of state and district personnel, to focus on clarifying the technical details associated with implementing any proposed system;
 - c. The Committee recommends that these working groups meet concurrently, while acknowledging that the Technical Advisory Group may be unable to address some areas of its charge until the Educator Work Group has provided clarifying details (see Appendix B and C for a summary of the recommended scope of work for these two work groups). As a result, the Committee anticipates that the Technical Advisory Group may continue to meet beyond this timeline in order to continue to support state-wide implementation of any proposed system;
3. That it remain the ultimate decision-making body on all policy questions, but will carefully consider the recommendations issued by these work groups led by practitioners at the school and district level;
4. That these work groups be facilitated and supported by the staff team designated to support the CAECC.

The Committee’s recommendations are only intended to apply to classroom teachers and specialists. However, the Committee acknowledges that the definition of “educator” in Title 14, § 1202 of Delaware State Code encompasses a broader group of individuals, including school and district administrators, whose compensation is also governed by Title 14, § 1305 of Delaware State Code. During Phase 2, the Committee may discuss whether a new system should apply to other groups of educators, including administrators, included in the current definition of “educator” in Delaware State Code.

Foundation for This Work

The Committee to Advance Educator Compensation & Careers (CAECC) began its work with a shared conviction that investing in our teachers is critical to ensuring that all of Delaware's children leave its public schools prepared to succeed in college or career. Delaware is fortunate to have thousands of dedicated teachers, specialists, and supporting staff who have devoted their careers to the success of our children.

Delaware's educator compensation system has remained largely unchanged for decades despite a new set of challenges arising from a competitive knowledge economy that is demanding more of our students, educators, and schools. Our teachers are assuming greater levels of responsibility and though we value their leadership, the state has not traditionally acknowledged those contributions with formal compensation. We can and should do more to recognize that teaching is a high-skilled profession and we must provide the career opportunities and compensation that reflects that reality. They deserve a career path that offers them more opportunities to shape their schools and profession without having to leave the classroom.

How we compensate our educators should reflect not only our priorities, but also what we value as a community. Traditionally, state compensation has emphasized years of experience and advanced credentials, but we also value teachers' contributions to student learning, their service with the students and schools that need them the most, their leadership and mentorship of their peers, and their mastery of valuable skills and content knowledge that contribute to student growth. As we explore how to recognize these important contributions through the state's compensation system, we must ensure that the career opportunities offered by the teaching profession are in tune with what the next generations of talented graduates seek in a future career. We need to address these priorities while also designing a system that is flexible enough to adapt to an uncertain future, meet the unique needs of local districts, and remains competitive with neighboring school districts.

This is a challenging undertaking. But it is not without precedent; the CAECC is building on years of foundational work associated with prior initiatives, both nationally and within Delaware, to strengthen traditional educator compensation systems. To name just a few of those efforts within Delaware: the Education Salary Schedule Improvement Committee (1998); exploratory research conducted by the Delaware Department of Education (2012); joint efforts between the Governor's Office, Department of Education and Delaware State Education Association (2013 - 2014); and other collaborative work with the State Board of Education, state legislators, district superintendents, and many other stakeholders over the past three years. We applaud the efforts of those who have sought to address this critical issue before us and thank them for their contributions.

Most importantly, we thank the hundreds of teachers, specialists, school leaders, administrators, district personnel, parents, and members of the public who have lent their voices to this work. Your candid perspectives and input has been invaluable to the work of this Committee. We are truly grateful for all that you have done and continue to do in service of Delaware's children.

Committee Process Overview

In July 2014, Delaware passed Senate Bill 254, which established the Committee to Advance Educator Compensation and Careers (CAECC). This Committee, comprising a wide variety of representatives, including the State Board of Education, the Delaware Department of Education, the Delaware State Education Association, the Chief School Officers Association, the General Assembly, the Governor's Office, the Office of Management and Budget, and the Office of the Controller General, was charged with developing an alternative educator compensation system for Delaware's approximately 10,000 classroom teachers and specialists.

Senate Bill 254 articulated a number of parameters to help frame the Committee's charge, noting that its proposal must include:

- A career pathway with few and meaningful steps;
- Leadership roles for educators to receive additional pay for leadership responsibilities;
- Senior leadership roles for a small sub-set of educators who have demonstrated the highest levels of effectiveness and served in leadership roles;
- Levels of base pay at all steps in the career pathway;
- Levels of supplemental pay for leadership roles;
- Applicability of the new system and opt-in mechanisms, with the requirement that all current educators have the opportunity to opt into the new system and those who choose to remain in the current system retain their right to do so.

The Committee met a total of sixteen times over eleven months (from July 2014 to May 2015) to develop the provisional recommendations included in this report. The following represents a high-level summary of the broad areas of focus in the Committee's discussions to-date (a complete list of discussion materials, agendas, and meeting minutes is available on the CAECC website: <http://caecc.us>):

- The current compensation landscape in Delaware, including common career trajectories and career earnings potential, competitive context with neighbors, and a survey of existing career pathway models in the US and internationally;
- Objectives and guiding design principles for a new career pathway framework, career pathway structure, progression criteria, roles and responsibilities associated with progression through the pathway, and placement rules for current educators;
- Teacher leadership opportunities, including leadership responsibilities, minimum eligibility criteria, selection process, term limits, and how leadership roles might be allocated to schools and school districts;
- Compensation levels, including entry level salaries, appropriate salaries for educators at various stages of the career pathway, appropriate stipends for teacher leadership roles, incentives and recognition for achieving National Board Certification, and alternative approaches to modification of the steps and lanes of the current state scale;

- Implementation considerations, including estimated costs associated with modifications to the state scale, district and state-level administrative needs to support implementation, appropriate process timelines and dependencies.

The Committee considered numerous working proposals which it regularly shared with a broad range of education stakeholders through a series of formal engagement efforts, including virtual town halls, educator working sessions, and public town halls (please see the section “Educator Engagement and Feedback” for a detailed description of stakeholder engagement activities). All of its presentations, discussion materials, and meeting minutes are posted on its public website (<http://caecc.us>).

Recognizing the need to consider more educator input than was possible within the initial timeframe to develop its recommendations, the Committee sought an extended timeline to develop and submit its recommendations from the November 14, 2014 deadline outlined in Senate Bill 254. Governor Markell agreed to the extended timeframe, and the provisional recommendations included in this report reflect substantial revisions in response to the feedback received through these outreach efforts.

More work is needed before the Committee is prepared to present a final plan with the level of detail appropriate for state-wide implementation. As outlined in the Executive Summary of this report, the Committee recommends a second phase driven by educators to help clarify a number of critical outstanding details through August, 2016.

On May 11, 2015 the Committee voted unanimously to submit these provisional recommendations to Governor Jack Markell for consideration.

Educator Engagement and Feedback

The Committee provided regular updates and solicited educator feedback through virtual town halls, in-person town halls, working group sessions, informational meetings, and a public-facing website. Below is a detailed description of the Committee's formal stakeholder engagement activities:

- **Virtual Town Hall Sessions:** the Committee presented background context for its charge to develop a plan for an alternative educator compensation system, including a review of the key parameters from Senate Bill 254, a survey of educator career pathway models in K-12 public education systems in the US and internationally, and an overview of opportunities for educators to provide the Committee with feedback on working proposals.
 - **Session 1:** September 22, 2014, 6:00 – 7:00 pm EST (hosted online)
 - **Session 2:** September 25, 2014, 6:00 – 7:00 pm EST (hosted online)
- **Educator Working Group Sessions – Round 1:** Participants received an overview of an initial career pathway proposal and provided detailed feedback on the following: how critical professional and development milestones for teachers should correspond to movement through a career pathway; examples of high quality teacher leadership roles; challenges with existing teacher leadership roles; teacher leadership responsibilities that are particularly valuable to students and teachers; potential qualifications and selection criteria for teacher leadership. (For a summary of educator feedback please see: <http://caecc.us/wp-content/uploads/2014/10/Educator-Work-Group-Round-1-Memo.pdf>).
 - **Session 1:** September 30, 2014, 5:30 – 7:00 pm EST (Townsend Building, 401 Federal Street, Dover, DE 19901)
 - **Session 2:** October 1, 2014, 5:30 – 7:00 pm EST (Townsend Building, 401 Federal Street, Dover, DE 19901)
- **In-Person Town Hall Sessions:** Committee staff presented information on the Committee's working proposals, including a proposed career pathway framework, teacher leadership opportunities, and a comparison of compensation under the proposed system versus the current state pay scale. Attendees had the opportunity to ask questions and provide comment during extended "Question & Answer" sessions at the end of each presentation. Comments received at the first five public Town Halls were presented to the Committee for consideration and resulted in significant modifications to the Committee's initial proposal. Those changes were reflected in the subsequent Town Hall presentations at the second round of educator working groups (November 3rd and 5th, 2014) and the sixth public Town Hall at William Penn High School (November 12th, 2014).
 - **Session 1 – Sussex County Town Hall:** October 27, 2014, 4:00 – 5:30 pm EST (Lewes Public Library, 111 Adams Ave., Lewes, DE 19958)
 - **Session 2 – Sussex County Town Hall:** October 27, 2014, 6:30 – 8:00 pm EST (Sussex County Chambers, 2 The Circle, Georgetown, DE 19947)
 - **Session 3 – Kent County Town Hall:** October 28, 2014, 5:30 – 7:00 pm EST (Dover Public Library, 35 E. Loockerman St., Dover, DE 19901)

- **Session 4 – New Castle Town Hall:** October 29, 2014, 4:00 – 5:30 pm EST (Bear Library, 101 Governor’s Place, Bear, DE 19701)
- **Session 5 – New Castle Town Hall:** October 29, 2014, 6:30 – 8:00 pm EST (2nd Floor Auditorium, Carvel Building, 820 N. French St., Wilmington 19801)
- **Session 6 – New Castle Town Hall:** November 12, 2014, 4:15 – 5:45 pm EST (William Penn High School Auditorium, 713 E. Basin Rd., New Castle, DE)
- **Educator Working Group Sessions – Round 2:** Participants received an overview of the updated career pathway proposal and provided detailed feedback on the following: why educators pursue Master’s degrees and how they are valuable to educators’ instructional practice; types of professional development that improve practice and are particularly valuable to teachers and students; the strengths and challenges associated with selection processes for formal and informal teacher leadership roles in schools today, and potential best practices for improved selection processes for formal Teacher Leader and Senior Teacher Leader roles associated with Committee proposals. (For a summary of educator feedback please see: http://caecc.us/wp-content/uploads/2014/10/20141107_DE_CPC_Ed-Wrk-Grp-2-Memo_v2_SCL-2.pdf).
- **Session 1:** November 3, 2014, 5:30 – 7:30 pm EST (Townsend Building, 401 Federal Street, Dover, DE 19901)
- **Session 2:** November 5, 2014 , 6:00 – 8:00 pm EST (Alfred Waters Middle School, 1235 Cedar Lane Road, Middletown, DE 19709)
- **Additional Outreach:** Committee staff members were invited to meet with a number of stakeholder groups to provide regular updates on the Committee’s working proposals. Among those groups engaged include the Chief School Officers Association (CSOA), the Professional Standards Board (PSB), District HR Directors and Personnel, the Delaware School Board Association (DSBA), and members of the General Assembly. Committee staff also communicated with a number of educators who reached out directly via email (posted to the CAECC website) throughout the Committee process.

As a result of these efforts, the Committee has been able to consider input from hundreds of educators, including classroom teachers representing a broad range of grade-levels, subject areas, and levels of experience, specialists, school leaders, superintendents, district human resources directors, business managers, and higher education representatives. These stakeholder engagement efforts were instrumental in shaping the direction of the CAECC’s working proposals and the recommendations included in this report.

CAREER PATHWAY STRUCTURE

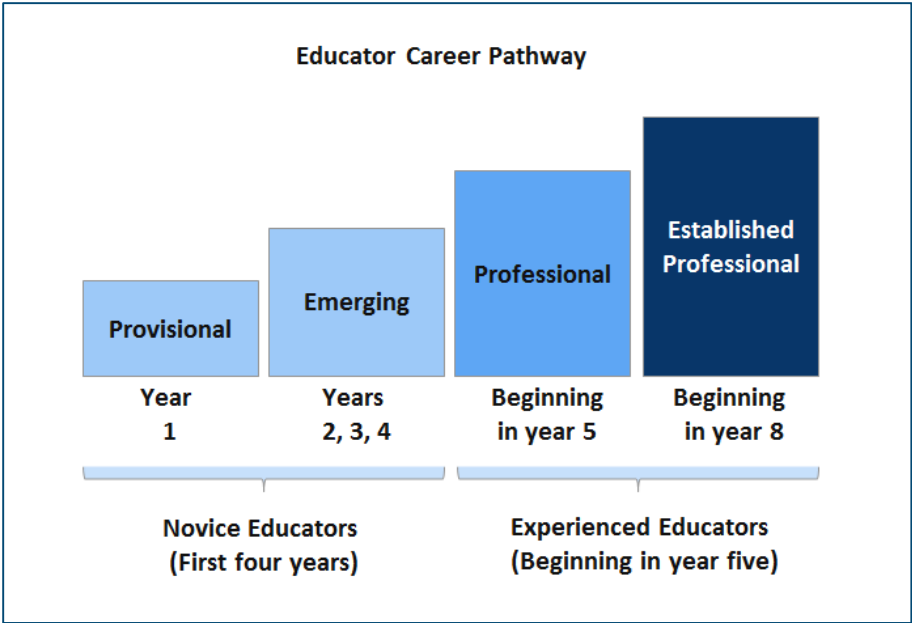
Charge: “Create a career pathway with few and meaningful steps.”

The Committee recommends introducing a professional career pathway that aligns compensation, certification, and professional designation in more clearly recognizing an educator’s progression through career milestones.

Career Pathway – Key Recommendations

- I. The Committee recommends introducing a career pathway that aligns compensation, certification, and professional designation in more clearly recognizing an educator’s progression through career milestones – from entry-level professional to experienced practitioner (see Exhibit 1). (The Committee notes that it was charged with developing a proposal that would allow current educators to remain in the existing compensation system. It remains open to consideration of alternatives, including possible modification of the current system, during Phase 2.)

Exhibit 1: Educator Career Pathway



- II. The career pathway should be comprised of four career designations recognizing professional growth from entry-level designations to those of an experienced professional:
 - a. Provisional: first year of teaching
 - b. Emerging: second through fourth years of teaching
 - c. Professional: fifth through seventh year of teaching
 - d. Established Professional: more than seven years of experience
- III. Progression through the career ladder should allow educators to access state-funded leadership roles and responsibilities for which they may receive additional compensation:

- a. Professional designation: educators first gain access to state-funded Teacher Leadership roles
 - b. Established Professional designation: educators first gain access to state-funded Senior Teacher Leader roles

- IV. Movement through the career pathway should be determined by years of experience and evidence of effective teaching:
 - a. A summative rating of Effective or higher on DPAS should be required to progress to the next designation on the career pathway
 - b. An educator should not face “demotion” on the career pathway; they should continue to receive the compensation associated with their current designation until they receive the required rating(s) required to progress to the next designation

- V. Placement on the career pathway for educators who voluntarily join the new system and/or educators joining from outside the system (whether from non-DE public K-12 school systems or individuals with prior industry experience who are new to teaching) should be determined by years of experience.
 - a. For example: an educator with five years of experience in Delaware’s current system who chooses to opt-in will be placed in the Professional designation.

- VI. Educators in the Provisional designation should be protected from non-core classroom duties to ensure their focus is developing in their core and/or instructional role.
 - a. The Committee recommends that an Educator Work Group investigate how the experience of an entry-level teacher can be improved to ensure their focus is instructional development and/or development in their core role.

- VII. License and certification rules should be revisited to ensure alignment with the new career pathway for future educators.
 - a. The Committee recommends that the Professional Standards Board, the Department of Education, and the State Board of Education collaborate in offering recommendations to the CAECC on any suggested changes to existing regulations.

TEACHER LEADERSHIP ROLES

Charge: “Establish a number of leadership roles through which educators will receive additional pay for assuming leadership responsibilities... Establish senior leadership positions for a small sub-set of experienced educators.”

The Committee recommends providing recognition and compensation for teacher leadership by offering educators access to state-funded teacher leadership opportunities in the form of Teacher Leader and Senior Teacher Leader roles.

Teacher Leadership Roles – Key Recommendations

- I. The Committee recommends state funding to support Teacher Leadership roles that offer educators the option to receive additional compensation for assuming leadership responsibilities within their schools:
 - a. Roles & Responsibilities:
 - i. Teacher Leader roles should reflect meaningful adult leadership responsibilities in the areas of curriculum, instruction, assessment, evaluation (including, but not limited to, peer observation, feedback, and coaching), and/or professional development
 - ii. Teacher Leaders should retain a “foot in the classroom” and significant direct responsibility for student academic growth as normally conducted through their core role as a classroom educator, specialist, or other instructional role
 - iii. An Educator Work Group should develop a series of “model Teacher Leadership roles” reflecting common, critical, school-based needs, from which school districts may develop and customize state-funded Teacher Leadership roles. The Educator Work Group should propose job descriptions, clarify core responsibilities and performance expectations, in addition to clarifying:
 1. The nature of the Teacher Leader relationship with school administration
 2. How Teacher Leaders might be evaluated in terms of their performance in the role
 3. Guidelines for what “foot in the classroom” and “significant direct responsibility for student academic growth” might constitute in the cases of traditional classroom educators, specialists, and educators in other non-traditional classroom roles
 4. The role Teacher Leaders might play in educator evaluations, including but not limited to peer observations, feedback, and coaching
 5. How current definitions governing the work day and/or work year might be revisited to allow for Teacher Leadership duties to be performed flexibly
 6. Potential release time requirements for certain roles

- 7. School districts should retain the ability to modify Teacher Leadership roles and responsibilities to meet district-specific and/or school-specific needs and priorities
- iv. Educators in Teacher Leadership roles should be given protection from responsibilities that are not core to their Teacher Leader and classroom roles
- b. Eligibility:
 - i. An educator should have a summative rating of Highly Effective or Effective on DPAS in their most recent evaluation cycle to be eligible to apply for a state-funded Teacher Leadership role, provided that those rated Effective also received a 4/4 rating on Components I-IV
- c. Selection Process:
 - i. School districts should hold competitive application processes for Teacher Leadership roles that meaningfully engage other educators
 - 1. The Committee recommends that an Educator Work Group develop model selection processes and best practices and clarify what might constitute “meaningful educator engagement” in a selection process as required by Senate Bill 254
 - ii. School districts should have the flexibility to determine their own process for designating Teacher Leaders, and cannot restrict or prioritize the selection of educators for leadership roles primarily on the basis of years of work experience or attainment of academic credits or advanced degrees
- d. Length & Terms of Service:
 - i. Teacher Leader roles should have a term lasting three (3) years
 - ii. School districts should not be required to include additional contract days for educators serving in Teacher Leader roles
 - iii. Teacher Leader roles should re-open for competitive application after being held for a consecutive three-year term
 - iv. Teacher Leader roles should require that the educator maintain an Effective summative rating and effective performance in the Teacher Leader role
 - 1. The Committee recommends that an Educator Work Group help clarify how Teacher Leaders might be evaluated in terms of their performance in the Teacher Leader role to determine whether they have demonstrated “effective performance”
 - v. If an Effective rating is not sustained for two consecutive years and/or the Teacher Leader does not maintain effective leadership performance in the role, the school district must re-open the position for competitive application so that another educator can fulfill the role in time for the next school year

- e. Compensation:
 - i. The Committee considered a state stipend for Teacher Leadership roles of \$5,000 per school year, and a stipend of \$6,000 per school year for a role held by an educator serving in a high need school and/or with a significant high need population
 - 1. The Committee recommends that, as the Educator Working Group further develops the nature, requirements, and responsibilities of Teacher Leader roles, it also provide comment on appropriate levels of compensation
- f. Distribution & Allocation:
 - i. The number of Teacher Leadership roles available state-wide should be equivalent to 15% of the total population of educators in the new compensation system
 - ii. Teacher Leadership roles should be structured as a role, developed and administered by the district, that provides a state-funded supplement to base pay; Teacher Leader roles are not a commitment of additional Division I units
 - iii. The Committee recommends that a Technical Advisory Group develop rules for determining the allocation of Teacher Leadership roles across school districts with the following conditions:
 - 1. Each school should be guaranteed at least one teacher leader role
 - 2. Ensure high need schools receive a higher proportion of roles so that additional resources are directed toward the students who need them the most
 - 3. Ensure every school district has a fair minimum number of roles so that educators can reasonably seek Teacher Leadership opportunities within their current school district
 - 4. Retain some district flexibility to adjust the location and types of roles based on local needs
 - iv. The Committee recommends that the Department of Education collaborate with the Technical Advisory Group in developing appropriate definitions for “high need school” and “high need population” for the purposes of determining allocation rules

Senior Teacher Leadership Roles – Key Recommendations

- I. The Committee recommends the creation of Senior Teacher Leadership roles for educators with a track record of effective performance and leadership, and the desire to play a greater role in school-level and district decision-making while retaining a foot in the classroom:
 - a. Roles & Responsibilities:
 - i. Senior Teacher Leader roles should reflect school-level and/or district-level responsibilities, including meaningful adult leadership responsibilities in the areas of

curriculum, instruction, assessment, evaluation (including, but not limited to, peer observation, feedback, and coaching), and/or professional development

- ii. Senior Teacher Leaders shall, in the course of their responsibilities, serve high-need students, either directly or indirectly through their work at a school or district level
- iii. Senior Teacher Leaders should retain a “foot in the classroom” and significant direct responsibility for student academic growth as normally conducted through their core role as a classroom educator, specialist, or other instructional role
- iv. An Educator Work Group should develop a series of “model Senior Teacher Leadership roles” reflecting common, critical, school and/or school district-based needs, from which school districts may develop and customize state-funded Senior Teacher Leadership roles. The Educator Work Group should propose job descriptions, clarify core responsibilities and performance expectations, in addition to clarifying:
 1. The nature of the Senior Teacher Leader relationship with school and district administration
 2. How Senior Teacher Leaders might be evaluated in terms of their performance in the role
 3. Guidelines for what “foot in the classroom” and “significant direct responsibility for student academic growth” might constitute in the cases of traditional classroom educators, specialists, and educators in other non-traditional classroom roles
 4. The role Senior Teacher Leaders might play in educator evaluations, including but not limited to peer observations, feedback, and coaching
 5. How current definitions governing the work day and/or work year might be revisited to allow for Senior Teacher Leadership duties to be performed flexibly
 6. Potential release time requirements for certain roles
 7. School districts should retain the ability to modify Senior Teacher Leadership roles and responsibilities to meet district-specific and/or school-specific needs and priorities
- v. Educators in Senior Teacher Leadership roles should be given protection from responsibilities that are not core to their Teacher Leader and classroom roles

b. Eligibility:

- i. A candidate for Senior Teacher Leader should have:
 1. A summative rating of Highly Effective in their most recent evaluation cycle
 2. Served at least two full terms in a Teacher Leader role and demonstrated effective performance in the Teacher Leader role

3. Served in a high-need school and/or with a significant high need population for at least six years
 4. National Board Certification should be allowed to substitute for one of the two-terms of prior Teacher Leadership experience required for eligibility
- ii. The Committee recommends that the Department of Education collaborate with a Technical Advisory Group in developing appropriate definitions for “high need school” and “high need population” for the purposes of determining eligibility for Senior Teacher Leader
- c. Selection Process:
- i. Senior Teacher Leader candidates should undergo a state-level screening process intended to assess a candidate’s leadership skills to ensure consistency in the rigor of selection decisions. Districts may select Senior Teacher Leaders from among those candidates who have successfully completed this state-level process
 - ii. School districts should hold a competitive application process for Senior Teacher Leadership roles that meaningfully engages other educators
 1. The Committee recommends that an Educator Work Group develop model selection processes and best practices and clarify what might constitute “meaningful educator engagement” in a selection process as required by Senate Bill 254
 - iii. School districts should have the flexibility to determine their own process for designating Senior Teacher Leaders, and cannot restrict or prioritize the selection of educators for leadership roles primarily on the basis of years of work experience or attainment of academic credits or advanced degrees
- d. Length & Terms of Service:
- i. Senior Teacher Leader roles should be intended for a term lasting three (3) years
 - ii. Educators serving in Senior Teacher Leader roles will be expected to contribute substantial time and energy outside of the standard 10-month work year:
 1. Senior Teacher Leader roles should be structured to allow educators flexibility in performing their additional responsibilities without regard for the student school day or school year
 2. The state supplement is intended to fully compensate the educator for the responsibilities of the role; local district compensation, if any, should be determined through the collective bargaining process
 - iii. Roles should be open for application from all eligible educators when they become available

- iv. Roles should require that the educator maintain at least an Effective summative rating and effective performance in the Senior Teacher Leader role
 - v. If an Effective rating is not sustained for two consecutive years and/or the Senior Teacher Leader does not maintain effective leadership performance in the role, the school district must re-open the position for competitive application so that another educator can fulfill the role in time for the next school year
- e. Compensation:
- i. The Committee considered a state stipend for Senior Teacher Leadership roles of \$17,000 per year
 - 1. The Committee recommends that, as the Educator Working Group further develops the nature, requirements, and responsibilities of Senior Teacher Leader roles, it also provide comment on appropriate levels of compensation
- f. Distribution & Allocation:
- i. The number of Senior Teacher Leadership roles available state-wide should be equivalent to 2% of the total population of educators included in the new compensation system
 - ii. Senior Teacher Leadership roles should be structured as a role, developed and administered by the district, that provides a state-funded supplement to base pay; Senior Teacher Leader roles are not a commitment of additional Division I units
 - iii. The Committee recommends that a Technical Advisory Group develop recommended rules for determining the allocation of Senior Teacher Leadership roles across school districts with the following conditions:
 - 1. Ensure high need schools receive a higher proportion of roles so that additional resources are directed toward the students who need them the most
 - 2. Ensure every school district has a fair minimum number of roles so that educators can reasonably seek Senior Teacher Leadership opportunities within their current school district
 - 3. Retain some district flexibility to adjust the location and types of roles based on local needs
 - iv. The Committee recommends that the Department of Education collaborate with a Technical Advisory Group in developing appropriate definitions for “high need school” and “high need population” for the purposes of determining allocation rules

CAREER PATHWAY COMPENSATION

Charge: “Determine levels of base pay for educators at all steps in the career pathway.”

The Committee recommends increasing entry-level salaries, simplifying the state scale by reducing the number of steps and lanes while increasing potential career earnings (particularly in the first ten years of a teaching career), recognizing National Board Certification, and offering substantial and meaningful base salary supplements for educators taking on leadership responsibilities in addition to their core roles.

Compensation Structure – Key Recommendations

- I. The Committee recommends increasing the state portion of entry-level salaries for all educators with at least a Bachelor’s degree in the new compensation system to a minimum of \$33,000 per year
- II. The Committee recommends introducing a simplified state salary schedule with salary increases aligned to progression through the career pathway (see Exhibit 2). (The Committee notes that it was charged with developing a proposal that would allow current educators to remain in the existing compensation system. It remains open to consideration of alternatives, including possible modification of the current system, during Phase 2.)

Exhibit 2: New State Salary Schedule ¹

Career Pathway Designation	Bachelor’s Degree Salaries (State share only)	Master’s Degree Salaries (State share only)
Provisional (Year 1)	\$33,000	\$33,000
Emerging (Years 2, 3, 4)	\$33,000	\$33,000
Professional (Years 5, 6, 7)	\$36,500	\$36,500
Established Professional I (Years 8, 9, 10)	\$36,500	\$39,000
Established Professional II (Years 11, 12, 13)	\$36,500	\$42,250
Established Professional III (Years 14, 15, 16)	\$36,500	\$45,550
Established Professional IV (Years 17+)	\$36,500	\$46,500

¹ See Appendix D for a side-by-side comparison versus the current state scale

- III. The Committee requests that the Technical Advisory Group recommend appropriate compensation levels for those educators who are required to obtain credentials beyond a Master's degree to become licensed and/or certified to practice in Delaware (i.e. Audiologists). The Committee recommends that their career earnings in the new compensation system remain broadly commensurate with those typically achieved through the current state salary schedule.

- IV. Educators should be recognized for having attained National Board Certification and provided with the following state-funded incentives:
 - a. 50% reimbursement for the cost of materials and fees required to pursue National Board Certification once successfully attained

 - b. An annual, uniform stipend for all educators who receive National Board Certification
 - i. National Board Certified educators are encouraged to share their knowledge and expertise with other educators, and the Committee recommends that the Educator Work Group help clarify the nature and scope of leadership responsibilities naturally suited to the expertise of NBCT educators including but not limited to, professional development, mentoring, and peer coaching

 - ii. The Committee notes that it was presented with a draft proposal which included a \$1,500 uniform annual state stipend for educators with National Board Certification, and recommends that the Educator Working Group provide comment on appropriate levels of compensation

 - c. An additional \$1,500 annual stipend for service in a high need school or with a high need population while holding National Board Certification

 - d. National Board Certification should count toward one of the two Teacher Leadership term requirement for Senior Teacher Leader eligibility

 - e. The Committee recommends that these incentives also be extended to all current educators, including those who do not opt-in to the new compensation system

- V. The Committee recommends that educators have options to earn a competitive salary in addition to the successful completion of a Master's degree in an approved program of study:
 - a. Educators with a Bachelor's degree may gradually increase their base salary earnings toward salaries earned by Master's degree holders by demonstrating a track-record of effective performance in Teacher Leader positions (see Exhibit 3 on the next page):

Exhibit 3: Supplements to Base Salary for Multiple Teacher Leadership Terms ²

Condition	Increase to BA Base Salary (%)	Salary Supplement (State share only)
1 term as a Teacher Leader (within a 10 year period)	5%	\$1,825
2 terms as a Teacher Leader (within a 15 year period)	15%	\$5,475
3 terms as a Teacher Leader (within a 20 year period)	25%	\$9,125

b. The supplement to base salary should be received as long as the

required number of Teacher Leadership terms have been held within the timeframe specified (e.g. 1 full three-year term within a 10 year timeframe)

- c. After a successful term as a Teacher Leader, the increase to base salary should be received the following year (e.g. after the third year, the base salary increase should occur in the fourth year)
- d. Additional increases to base salary for subsequent Teacher Leadership roles in the timeframes specified above should occur in the first year of the subsequent Teacher Leadership term
- e. Following the completion of a Master’s degree, educators should have their base salary increased to the designated salary on the new career pathway schedule

- VI. An Educator Work Group should work with the Delaware Department of Education, Professional Standards Board, and State Board of Education to survey the current landscape with regard to Master’s degrees and issue recommendations to the CAECC on how best to ensure appropriate and high quality Master’s degrees are rewarded and compensated in Delaware’s schools
- VII. An Educator Work Group should explore how other states and districts incentivize high-quality professional development and how it might play a role in Teacher Leader and Senior Teacher Leader selection in the new compensation system

² The salary supplement sizes shown in Exhibit 3 are based on the salaries indicated for educators with a Bachelor degree in Exhibit 2. The supplement sizes indicated may change should the Committee consider alternatives to the salary schedule in Exhibit 2 during Phase 2.

OPT-IN CONSIDERATIONS FOR CURRENT EDUCATORS

Charge: “Specify the applicability of the new system [and] provide a mechanism and timeline for current educators to opt-in to the new system.”

Opt-in Considerations – Key Recommendations

- I. The Committee recommends that this new compensation system include classroom educators and specialists, and is not intended to include administrators, district personnel, or state employees compensated according to Title 14, § 1305 of Delaware State Code.
- II. The new compensation system should offer three opt-in windows for existing educators to voluntarily join the system, with the following conditions:
 - a. The three opt-in windows should fall within the first five (5) years of implementation
 - b. All of those employed in a Delaware public school at the time of implementation should have the option to voluntarily opt-in to the alternative system
 - c. Once an educator chooses to opt-in to the alternative system they will no longer be able to rejoin the existing state scale
 - d. Educators who elect to remain in the current state pay scale should retain their right to do so, and shall be permitted to remain in the current system for the duration of their careers in Delaware.
- III. The Committee recommends that the Department of Education collaborate with a Technical Advisory Group to further define “current employee” in the cases where an educator has been previously employed by the Delaware public school system and should reasonably retain the right of voluntary opt-in to the alternative system upon their return to a school or school district

IMPLEMENTATION: State-level Investments and District Support

The Committee recommends the following to ensure stakeholders are engaged in the next phase of the work and appropriate resources are identified and allocated to support successful implementation.

Implementation – Key Recommendations

- I. The Committee recommends that no new compensation system assume or create new significant financial burdens for local school districts
- II. While local districts may choose to eventually align their locally-negotiated salary schedules to the new state scale, no aspect of these recommendations assumes or compels local districts to match any proposed base salary increases associated with the new compensation system
- III. All proposals explored by the Committee are subject to funding availability
- IV. The Committee recommends that a “Technical Advisory Group” convene, comprised primarily of state and district personnel, to focus on clarifying the technical details associated with implementing the alternative state scale whose scope of work should include:
 - a. In consultation with the Delaware Department of Education, clarifying DPAS-related implementation considerations:
 - i. How the evaluation reporting cycle would need to be aligned to district calendars for making personnel decisions (e.g. promotion to the next level of the career pathway)
 - b. In consultation with the Delaware Department of Education and the Professional Standards Board, clarifying the path forward for ensuring regulations governing license and certification are aligned with new career pathway
 - c. In consultation with the Delaware Department of Education, clarifying technical assistance needs for districts to implement successfully; for example:
 - i. State-level systems upgrades (e.g. PHRST)
 - ii. Financial planning and budgeting assistance
 - iii. Administrative processes for tracking critical information required for payroll systems
 - iv. Resources to support implementation at the Delaware Department of Education, Office of Management & Budget, and other affected agencies
 - d. In consultation with the Delaware Department of Education, clarifying the definition of “high need school” for purposes of determining qualifying high need schools for Teacher Leader and Senior Teacher Leader allocation and eligibility determinations
 - e. In consultation with DDOE, clarifying the definition of “high need population” for purposes of determining student populations that contribute to Teacher Leader and Senior Teacher Leader allocation and eligibility determinations

Conclusion

The Committee would like to thank the hundreds of educators and other stakeholders who have participated in this conversation to date and greatly improved the CAECC's working proposals with their input. The Committee will continue to discuss and further develop these recommendations and solicit feedback as the conversation continues in Phase 2.

For additional information about the Committee's work and for information about upcoming meetings, please visit <http://caecc.us>.

Appendix A: Examples of Career Pathways

The Committee reviewed a number of “model” career pathway examples from prior and on-going efforts nationally. Enclosed are brief descriptions detailing a few of the examples examined by the CAECC with links to the appropriate resources for more information included in the footnotes at the bottom of each page.

National Education Association (NEA)

Provisional Teacher	Emerging Teacher	Professional Teacher	Accomplished Teacher
<ul style="list-style-type: none"> • Reduced teaching schedule • Observe Professional and Accomplished teachers • Duration: One year. Two in special circumstances 	<ul style="list-style-type: none"> • Full teaching schedule but no non-teaching duties • Duration: Three years 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Full time teaching or service as a peer coach, mentor, NBPTS coach, or teacher leader • Duration: option to remain for duration of teaching career

The National Education Association (NEA) has developed a framework for the development of professional growth salary schedules. The goal of this framework is to aid in the recruitment of talented college graduates to the teaching profession and to help retain them over time. Key guiding principles for this framework include:

- Provide an outline for a career path for teachers who want to seek additional responsibility without leaving the classroom altogether;
- Recognize and reward teachers who attain and can demonstrate knowledge and skills that improve professional teaching;
- Recognize and reward improved teacher practice that is a factor in student learning and other student outcomes, based on evidence of student progress drawn from teacher documentation, student work samples, and classroom assessments;
- Provide guidance for how to recognize and compensate teachers for the duties that their daily work entails outside of direct classroom teaching; and
- Position teachers on par with the salary, professional growth opportunities, and career earnings of comparably prepared professionals.

Below are the details of the “Accomplished Teacher” position, the highest level on this career pathway framework:

- **Minimum entry criteria:**
 - 5 years of teaching, including successful movement through previous levels.
 - At least one year as a Professional Teacher.

- **Responsibilities:**
 - Full-time teaching or service as a peer coach, mentor, National Board for Professional Teaching Standards (NBPTS) coach, or teacher leader.
- **Salary:**
 - Minimum of \$80,000. Additional pay for additional activities.
- **Duration:**
 - An option to remain for the duration of one's teaching career.
 - Must show evidence of effectiveness and continuous professional learning periodically.
 - Active National Board Certification required, with renewal as set forth by NBPTS.³

Baltimore City Public Schools (BCPS)



Baltimore City Public Schools have been working to implement a new teacher career pathway that contains four key steps: the Standard Pathway, Professional Pathway, Model Pathway and Lead Pathway.

As a part of the Lead Pathway, Lead Educators will contribute to a school's Instructional Leadership Team and will work effectively with others within the school building to successfully manage school initiatives related to a school's investment area. Key investment areas include:

- **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.

³ <http://www.nea.org/home/52140.htm>

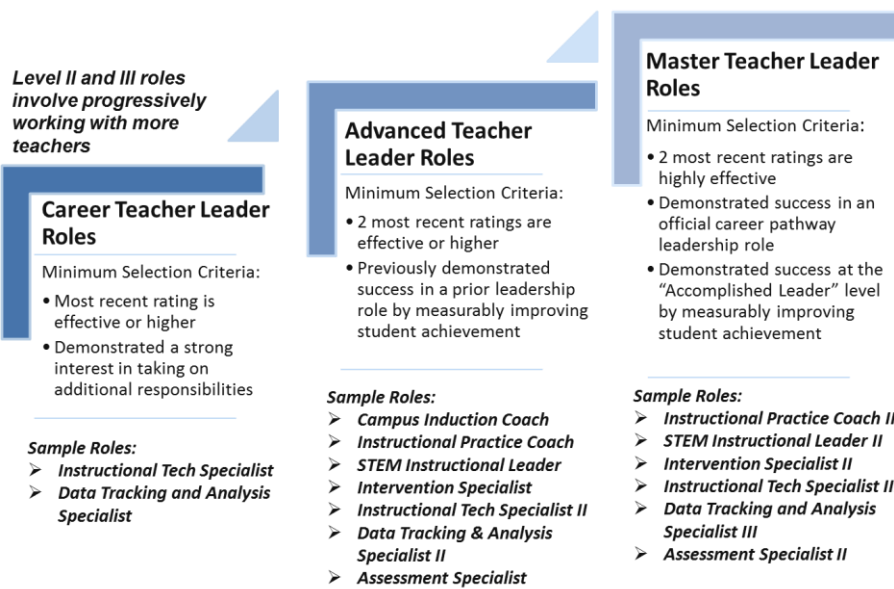
- **Partnerships:** Develop and manage a strategy to mobilize parents, community partners and private partners to support the school’s academic strategy and student well-being.
- **Student Interventions:** Create and manage school-wide systems for identifying students in need of extra support (academic and non-academic) and delivering interventions.

Lead Educators are also tasked with additional responsibilities such as:

- Participating in professional development related to his or her role.
- Joining the Professional Peer Review Committee (PPRC) and supporting the selection of future Lead Educator cohorts.

The Lead Educator role consists of both teaching responsibilities (25% of the Lead’s time) and leadership responsibilities (75% of the Lead’s time).⁴

Houston Independent School District (HISD)



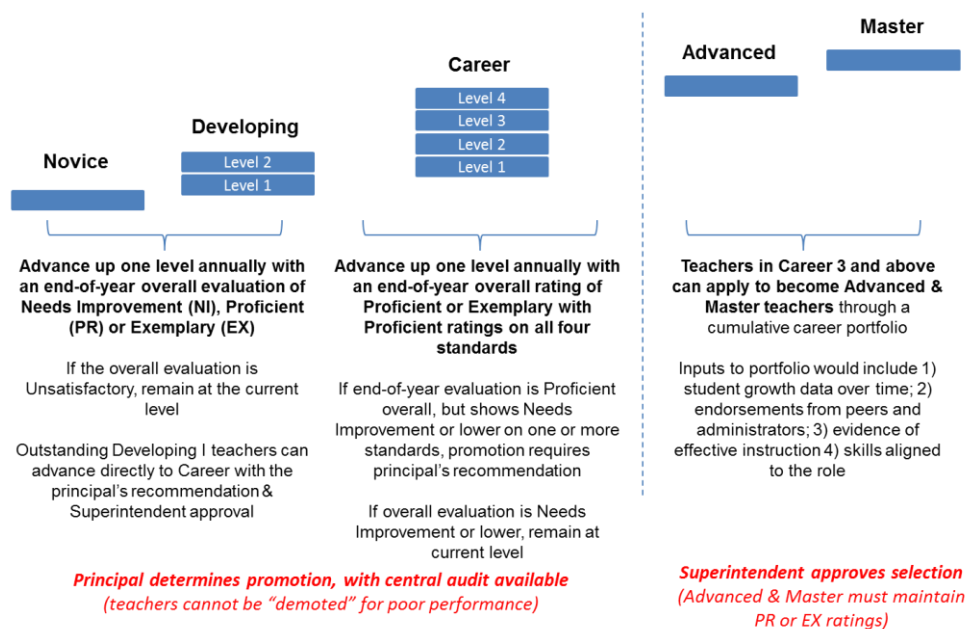
Over the past three years, the Houston Independent School District (HISD) has been working to implement a new career pathway with meaningful teacher leadership roles. Sample teacher leadership roles include:

- **Instructional Technology Specialist:** Works with a team of colleagues to build their capacity in the use of instructional technology tools to differentiate instruction and increase student engagement.
- **Data Tracking and Analysis Specialist:** 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.

⁴ Baltimore City Public Schools: <http://www.baltimorecityschools.org/Page/14091>

- **Instructional Practice Coach:** 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).
- **Intervention Specialist:** 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.
- **Assessment Specialist:** Assists a team of colleagues with the selection, creation, and vetting of assessments aligned to the curriculum.
- **Campus Induction Coach:** 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.⁵

Lawrence Public Schools (LPS)



Lawrence Public Schools has implemented a new career pathway, which contains five career pathway steps. Under this model, teachers progress through each level based on their level of performance.

- **Career Teachers:** Career teachers are great educators. They serve as models to novice and developing teachers and can proactively drive their own professional growth.

⁵ Houston Independent School District, Effective Teachers Initiative: http://hisdeffectiveteachers.org/cp_pilot_roles

- **Advanced Teachers:** Advanced teachers are exemplary educators who serve as school-wide models of excellence. They possess deep expertise in their craft and support the professional growth of the school community at large.
- **Master Teachers:** Master teachers are exceptional educators who serve as district-wide models of excellence. They are capable of elevating the practice of already-gifted teachers to exemplary levels.

As school-wide models of excellence, Advanced educators are school-based leaders who share their instructional expertise with other educators within the building. In addition to maintaining their classroom responsibilities, Advanced Educators may serve as a demonstration classroom and/or assume other duties such as leading professional development sessions or designing and implementing student interventions. Specific responsibilities include:

- Teach demonstration lessons during specific times (determined by the teacher) throughout the week. This may also include making video recordings of your teaching to be viewed outside the school day.
- Share existing, high-quality instructional artifacts and materials (e.g., unit plans, lesson plans, handouts, activities, student learning goals, sample IEPs, formative/summative assessments) with other educators.
- Develop the necessary protocols to schedule, run, and debrief demonstration lessons for other educators (in collaboration with school leadership). This may include pre-/post-meetings with observers.
- Participate in a professional learning community of Advanced teachers to share best practices and resolve challenges. Advanced educators may also be invited to Teacher Leader Cabinet meetings.

Master Educators are district-wide models of excellence. They possess exceptional expertise in their craft and are committed to supporting the professional growth of their colleagues. Their work is expected to significantly impact their schools' students and/or fellow educators. They may assume a targeted, high-impact leadership role in an area of expertise, assuming more significant additional responsibilities beyond the classroom role. Sample areas of leadership include:

- Classroom culture and management.
- Curriculum and planning.
- A content area of focus (e.g., math, literacy, science, art, music, Spanish, etc.).
- Common Core implementation.
- Instructional technology.⁶

⁶ <http://www.lawrence.k12.ma.us/lps-careers-sep/educate-lawrence>

Appendix B: Educator Work Group

Membership:

- Group of approximately 15 – 20 members
- Membership includes Principals, Teachers, Specialists and School District staff
- Group should represent broad spectrum of educators including a range of grade levels, content areas, experience levels, and functional roles.

Length and frequency:

- Monthly meetings through August 2016

Charge & Scope of Work:

- Primary charge is to develop the next layer of detail pertinent to teacher leadership roles

Primary issues for work group consideration:

Teacher Leader roles:

- Selection process
 - o Develop model selection processes and recommended best practices
 - o Clarify what might constitute “meaningful educator engagement” in a selection process as articulated in SB 254
- Responsibilities
 - o Develop a series of recommended model roles with core responsibilities articulated
 - o Clarify nature of relationship with school administration
 - o Guidelines for what “foot in the classroom” and “significant direct responsibility for student academic growth” might constitute in the cases of traditional classroom educators, specialists, and educators in other non-traditional classroom roles
 - o The role Teacher Leaders might play in educator evaluations, including but not limited to peer observations, feedback, and coaching
- Performance evaluation
 - o Issue recommendations on how Teacher Leaders might be evaluated in terms of their performance in the role
- Other considerations
 - o How current definitions governing the contractual work day and/or work year might be revisited to allow for Teacher Leadership duties to be performed flexibly
 - o Examination of potential release time requirements for certain roles
 - o Comment on appropriate levels of compensation
 - o Clarify the nature and scope of leadership responsibilities naturally suited to the expertise of NBCT educators including but not limited to, professional development, mentoring, and peer coaching

Senior Teacher Leader roles:

- Selection process
 - o Develop model selection processes and recommended best practices
- Responsibilities
 - o Develop a series of recommended model roles with core responsibilities articulated

- Clarify nature of relationship with school administration
- Guidelines for what “foot in the classroom” and “significant direct responsibility for student academic growth” might constitute in the cases of traditional classroom educators, specialists, and educators in other non-traditional classroom roles
- The role Senior Teacher Leaders might play in educator evaluations, including but not limited to peer observations, feedback, and coaching
- Performance evaluation
 - Issue recommendations on how Senior Teacher Leaders might be evaluated in terms of their performance in the role
- Other considerations
 - How current definitions governing the contractual work day and/or work year might be revisited to allow for Teacher Leadership duties to be performed flexibly
 - Examination of potential release time requirements for certain roles
 - Comment on appropriate levels of compensation

Career Pathway:

- Examine the first year of teaching and issue recommendations as to whether additional protections from non-core classroom duties for educators in their first year of teaching might be warranted
- Work with the Delaware Department of Education, Professional Standards Board, and State Board of Education to survey the current landscape with regard to Master’s degrees and issue recommendations to the CAECC on how best to ensure high quality Master’s degrees are rewarded and compensated in Delaware’s schools
- Explore how other states and districts incentivize high-quality professional development and how it might play a role in Teacher Leader and Senior Teacher Leader selection in the new compensation system

Appendix C: Technical Advisory Group

Membership:

- Group of approximately 10 members
- Recommended membership includes representatives from DDOE, OMB, CGO, LEA Business Managers and HR Directors / Personnel Managers, and a member from DSEA.

Length and frequency:

- Monthly meetings through August 2016

Charge & Scope of Work:

- Primary charge is to clarify the technical details associated with implementing the alternative state scale

Primary issues for work group consideration:

Teacher Leadership allocation rules:

- Teacher Leadership:
 - o Minimum number of roles guaranteed per High Needs school
 - o Minimum number of roles guaranteed per Non-High Need school
 - o Rules governing proportional allocation based on "need"
- Senior Teacher Leadership:
 - o Minimum number of roles guaranteed per High Needs school
 - o Minimum number of roles guaranteed per Non-High Need school
 - o Rules governing proportional allocation based on "need"

Implementation:

- In consultation with DDOE, clarify DPAS-related implementation considerations:
 - o How the evaluation reporting cycle would need to be aligned to district calendars for making personnel decisions (e.g. promotion to the next level of the career pathway)
- In consultation with DDOE and the PSB, clarify path forward for ensuring License and Certification alignment with future career pathway
- In consultation with DDOE, clarify technical assistance needs for districts to implement successfully:
 - o State-level systems upgrades (e.g. PHRST), financial planning and budgeting assistance
 - o Administrative processes for tracking critical information required for payroll systems

Critical Definitions:

- In consultation with DDOE, clarify definition of "high need school" for purposes of determining list of qualifying high need schools
 - o List of qualifying schools that meet Senior Teacher Leader eligibility requirements
 - o List of qualifying schools that count toward Teacher Leader role distribution rules
- In consultation with DDOE, clarify definition of "high need population" for purposes of determining:
 - o Student populations that meet Senior Teacher Leader eligibility requirements
 - o Student populations that count toward Teacher Leader role distribution rules

Appendix D: Career Pathway Compensation

The table below is a visual representation of the state salary schedule as of January 1, 2015 per Title 14, § 1305 of Delaware State Code (please note that this represents the dollar value of the state share only, which is intended to represent approximately 70% of an educator's total salary):

Step	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	27,198	28,281	29,364	30,447	32,073	33,157	34,240	35,326	36,409
1.0	27,467	28,552	29,636	30,719	32,345	33,428	34,511	35,597	36,678
2.0	27,710	28,824	29,907	30,990	32,616	33,697	34,783	35,869	36,952
3.0	28,688	29,771	30,855	31,941	33,564	34,647	35,733	36,816	37,899
4.0	29,500	30,504	31,480	32,481	33,943	34,919	36,137	37,221	38,304
5.0	30,504	31,480	32,481	33,456	34,919	35,920	36,895	37,899	38,875
6.0	31,480	32,481	33,456	34,432	35,920	36,895	37,899	38,875	39,848
7.0	32,481	33,456	34,432	35,436	36,895	37,899	38,875	39,848	40,852
8.0	33,456	34,432	35,436	36,409	39,364	40,337	41,338	42,317	43,315
9.0	34,432	35,436	36,409	37,385	40,337	41,338	42,317	43,315	44,291
10.0	35,436	36,468	37,385	38,389	41,338	42,317	43,315	44,291	45,269
11.0	35,436	36,468	38,389	39,364	42,317	43,315	44,291	45,269	46,268
12.0	35,436	36,468	39,418	40,337	43,315	44,291	45,269	46,268	47,243
13.0	35,436	36,468	39,418	41,338	44,291	45,269	46,268	47,243	48,219
14.0	35,436	36,468	39,418	42,362	45,269	46,268	47,243	48,219	49,223
15.0	35,436	36,468	39,418	42,362	46,268	47,291	48,219	49,223	50,196
16.0	35,436	36,468	39,418	42,362	46,268	47,291	49,215	50,247	51,191

The table below is a visual representation of the CAECC's working proposal for an alternative state scale:

Step	No Degree	Bachelor Degree	Post Grad Degree	Teacher Leader		Senior Teacher Leader	
				BA	MA+	BA	MA+
0.0	27,198	33,000	33,000	-	-	-	-
1.0	27,467	33,000	33,000	-	-	-	-
2.0	27,710	33,000	33,000	-	-	-	-
3.0	28,688	33,000	33,000	-	-	-	-
4.0	29,500	36,500	36,500	41,500	41,500	-	-
5.0	30,504	36,500	36,500	41,500	41,500	-	-
6.0	31,480	36,500	36,500	41,500	41,500	-	-
7.0	32,481	36,500	39,000	41,500	44,000	-	-
8.0	33,456	36,500	39,000	41,500	44,000	-	-
9.0	34,432	36,500	39,000	41,500	44,000	-	-
10.0	35,436	36,500	42,250	41,500	47,250	53,500	59,250
11.0	35,436	36,500	42,250	41,500	47,250	53,500	59,250
12.0	35,436	36,500	42,250	41,500	47,250	53,500	59,250
13.0	35,436	36,500	45,550	41,500	50,550	53,500	62,550
14.0	35,436	36,500	45,550	41,500	50,550	53,500	62,550
15.0	35,436	36,500	45,550	41,500	50,550	53,500	62,550
16.0	35,436	36,500	46,500	41,500	51,500	53,500	63,500

Teacher Leader roles in this representation provide a \$5,000 supplement to the state portion of base salaries and Senior Teacher Leader roles provide a \$17,000 supplement to the state portion of an educator's base salary. Educators fulfilling a Teacher Leader role while serving in a high need school or with a high need student population would receive a \$6,000 supplement to the state portion of their base salary.

Additionally, the current working proposal assumes a minimum \$1,500 annual supplement to base salary for all educators who are National Board Certified, with an additional \$1,500 annual supplement to base salary (e.g. minimum \$3,000) for educators who are National Board Certified while serving in a high need school or with a high need student population. Should an educator accept a Teacher Leader or Senior Teacher Leader position, they would receive the highest annual supplement to base salary attainable (e.g. Teacher Leader supplement vs National Board supplement), but not both supplements.

The CAECC's working proposal shown above anticipates a sizeable additional investment in educator salaries above the current investment in formula salaries through the state scale.