

## Proposal: CAECC Extended Design Process

The CAECC will continue to meet periodically through July 30, 2015 to resolve outstanding questions pertinent to the design process and to broaden and formalize educator involvement in the development of teacher leadership roles.

This proposal is for the creation of two work groups that will support the Committee through July 30, 2015 in developing its recommendations:

- 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
- A “Technical Advisory Group”, comprised primarily of state and district personnel, to focus on clarifying the technical details associated with implementing the alternative state scale

The CAECC will 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.

These work groups will be facilitated and supported by the staff team designated to support the CAECC.

## Educator Work Group

### Membership:

- Group not to exceed 12 – 15 members
- Membership includes Principals, Teachers, Specialists and District staff
- Group should represent broad spectrum of educators including:
  - o Broad range of grade levels (Elementary, Middle and High School)
  - o Broad range of content areas (tested and non-tested subjects)
  - o Broad range of experience levels (entry-level, mid-career, experienced)
  - o Broad range of functional roles (team lead, mentor, peer coach)

### Length and frequency:

- Monthly meetings through July 30, 2015

### 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
- 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 “work year” might need to be revisited to allow for Teacher Leadership duties to be performed flexibly
  - o Examination of potential release time requirements for certain roles

#### 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
  - o Clarify nature of relationship with school administration
- Performance evaluation
  - o Issue recommendations on how Senior 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 “work year” might need to be revisited to allow for Teacher Leadership duties to be performed flexibly
  - o Examination of potential release time requirements for certain roles

#### 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

### Technical Advisory Group

#### Membership:

- Group not to exceed 8 – 10 members
- Recommended membership:

- State-level: representatives from DDOE, OMB, and CGO
- District level: representatives from broad range of district central offices; specifically, Business Managers and HR Directors / Personnel Managers

**Length and frequency:**

- Monthly meetings through July 30, 2015

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

Implementation:

- In consultation with DDOE, clarify DPAS-related implementation considerations:
  - Whether to move to annual evaluations for all educators
  - 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:
  - State-level systems upgrades (e.g. PHRST)
  - Financial planning and budgeting assistance
  - 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
  - List of qualifying schools that meet Senior Teacher Leader eligibility requirements

- 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:
  - Student populations that meet Senior Teacher Leader eligibility requirements
  - Student populations that count toward Teacher Leader role distribution rules