

A young boy with short dark hair, wearing a grey and blue striped shirt, is sitting and smiling while holding a red book. In the background, a teacher with blonde hair is visible, and there are bookshelves filled with books.

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

**Meeting #12**

December 11, 2014

# Goals Today

## During today's meeting we will:

- Do a deep dive into a selection of career pathway examples from other districts and states to better understand:
  - The distinction between Teacher Leader & Senior Teacher Leader roles
  - The processes by which those districts developed these roles with educators
- Clarify the composition, charge, and scope of work for the Educator Work Group that will be a part of the extended design process.

# Agenda

- **Part I: Deep dive into career pathway models**
- Part II: Review design processes from other systems
- Part III: Discuss the Educator Work Group structure & charge
- Next Steps
- Public Comment

# Baltimore City Public Schools: Career Pathways



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

# Baltimore City Public Schools: Model Pathway

## **Selection Criteria:**

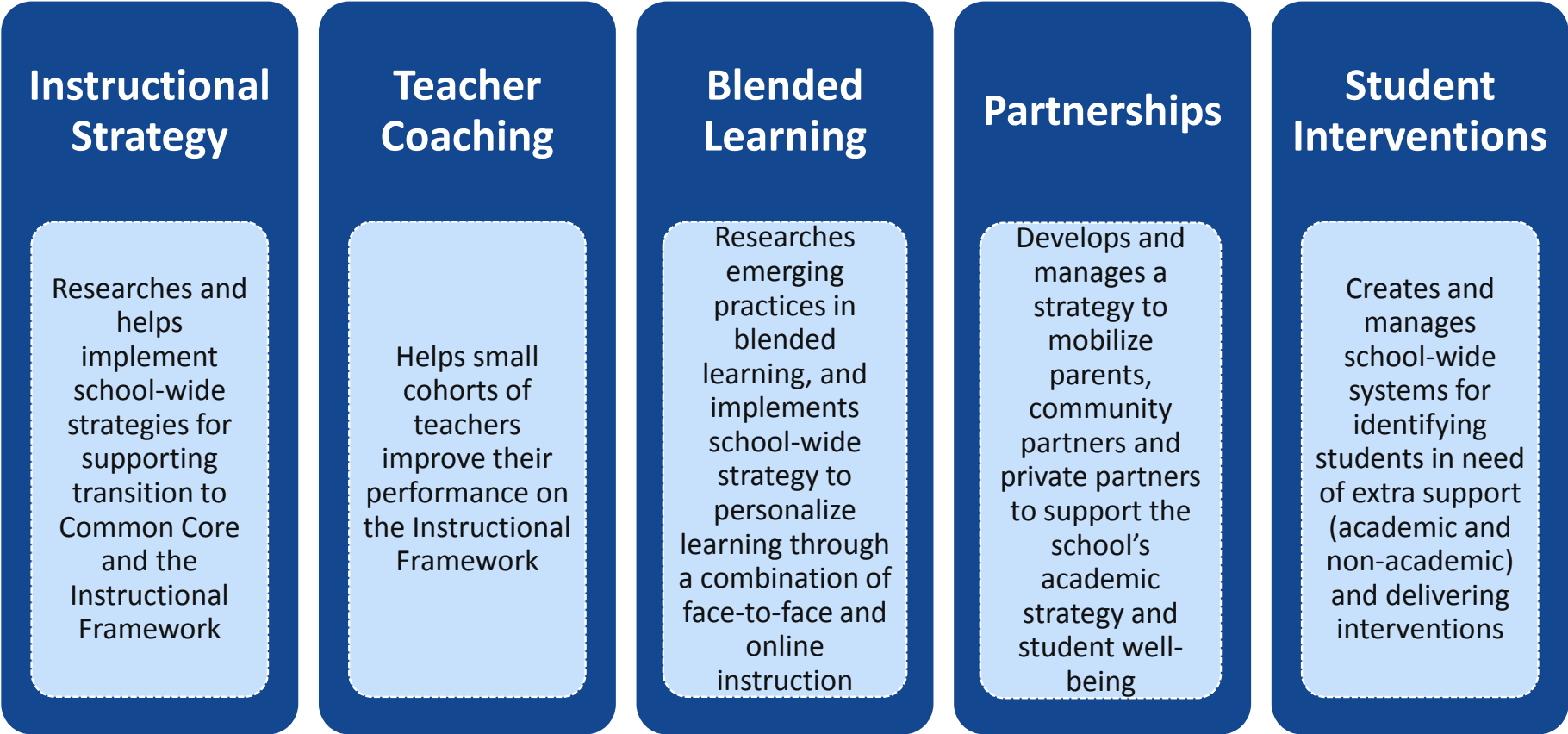
- Teachers on the “Professional Pathway” submit a portfolio consisting of evidence of high performance, which is assessed using a selection rubric.
- Some teachers were grandfathered into the system.

## **Leadership Responsibilities:**

- Open their classroom in order to model effective teaching.
- Serve on the Professional Peer Review Committee (PPRC) – a review committee that is charged with vetting other Model Pathway candidates.
- Attend ongoing Model Educator trainings provided by the district to ensure they are continuously developing their skills and maintaining a high level of performance.
- Collect relevant materials to continuously support and develop their Model profile/portfolio.

# Baltimore City Public Schools: Lead Pathway

## School Investment Areas



# Houston Independent School District: Career Ladder

*Level II and III roles involve progressively working with more teachers*

## Career Teacher Leader Roles

Minimum Selection Criteria:

- Most recent rating is effective or higher
- Demonstrated a strong interest in taking on additional responsibilities

**Sample Roles:**

- *Instructional Tech Specialist*
- *Data Tracking and Analysis Specialist*

## Advanced Teacher Leader Roles

Minimum Selection Criteria:

- 2 most recent ratings are effective or higher
- Previously demonstrated success in a prior leadership role by measurably improving student achievement

**Sample Roles:**

- *Campus Induction Coach*
- *Instructional Practice Coach*
- *STEM Instructional Leader*
- *Intervention Specialist*
- *Instructional Tech Specialist II*
- *Data Tracking & Analysis Specialist II*
- *Assessment Specialist*

## Master Teacher Leader Roles

Minimum Selection Criteria:

- 2 most recent ratings are highly effective
- Demonstrated success in an official career pathway leadership role
- Demonstrated success at the “Accomplished Leader” level by measurably improving student achievement

**Sample Roles:**

- *Instructional Practice Coach II*
- *STEM Instructional Leader II*
- *Intervention Specialist II*
- *Instructional Tech Specialist III*
- *Data Tracking and Analysis Specialist III*
- *Assessment Specialist II*

# Houston Independent School District: Teacher Leader Roles

Role Title	Description
<b>Intervention Specialist</b>	Closes achievement gaps for a student subgroup, through rigorous, direct instruction or by managing a team of other specialists.
<b>Instructional Practice Coach / STEM Instructional Leader</b>	Works with a team of colleagues and conducts observations, provides teachers with feedback, assists in co-teaching, and models effective instruction.
<b>Data Tracking and Analysis Specialist</b>	Improves the skills of a team of colleagues to collect, analyze, interpret and use student performance data to differentiate instruction, improve lesson plans, and inform student interventions.
<b>Instructional Technology Specialist</b>	Builds colleagues' capacity in the use of instructional technology tools to differentiate instruction and increase student engagement.
<b>Campus Induction Coach</b>	Supports the induction and onboarding activities of new teachers. Coaches may manage and coordinate other mentors.
<b>Assessment Specialist</b>	Assists a team of colleagues with the selection, creation, and vetting of assessments aligned to the curriculum.



# Lawrence Public Schools: Career Ladder Level Overview

## Novice

**Novice teachers are typically first-year teachers** entering teaching directly from college. As new teachers, Novice teachers may receive Needs Improvement ratings across several standards and sub-standards of the evaluation rubric.

## Developing

**Developing teachers are early career educators**, typically with 1-2 years of experience. Developing teachers show significant improvement each year, though they do not necessarily earn Proficient ratings across all standards or sub-standards of the evaluation rubric.

## Career

**Teachers promoted to Career have been recognized as great educators.** Career teachers consistently earn Proficient or Exemplary ratings across all standards and most sub-standards of the evaluation rubric. Career teachers serve as role models to less experienced educators, and proactively drive their own professional growth.

## Advanced

**Advanced teachers are exemplary educators who serve as school-wide models of excellence.** Advanced teachers possess deep expertise in their craft and support the professional growth of the school community at large. Advanced teachers have at least 5 years of experience, demonstrate a clear track record of contributions to student growth, and consistently earn a mix of Proficient and Exemplary ratings across all standards of the rubric.

## Master

**Master teachers are exceptional educators who serve as district-wide models of excellence.** Master teachers have at least 5 years of experience, demonstrate an exemplary track record of contributions to student growth, and consistently earn Exemplary evaluations across all standards and most sub-standards of the rubric.

## Lawrence Public Schools: Advanced Educators

- Teach **demonstration lessons** during specific times throughout the week (determined by the teacher). This may also include making **video recordings of instructional strategies** 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 Educators to share best practices and resolve challenges.
- Advanced Educators may also be invited to **Teacher Leader Cabinet meetings** with the Superintendent to inform district policies.

# Lawrence Public Schools: Master Educators

Leadership Role	Description
<b>Classroom Master Educator</b>	Teaches additional classes, takes on a larger class load, and/or takes on a more challenging classroom assignment.
<b>Content Master Educator</b>	Expert in a specific content area (e.g., Math, Literacy, Science, Spanish, etc.) and grows the instructional skills of teachers on his/her team.
<b>Curriculum &amp; Planning Master Educator</b>	Strategically develops and coordinates the school's curriculum for a specific content area and/or grade-level and works with teachers to develop high quality lessons that align to the curriculum.
<b>Instructional Technology Master Educator</b>	Builds teacher capacity in the use of technology as an instructional tool to enhance student learning and engagement and build 21 <sup>st</sup> century learning skills.
<b>Classroom Culture Master Educator</b>	Coaches teachers on their classroom management strategies and on how to build a strong classroom culture.
<b>Special Projects Master Educator</b>	Defines an area of school development and implements an improvement strategy/project throughout the school year.

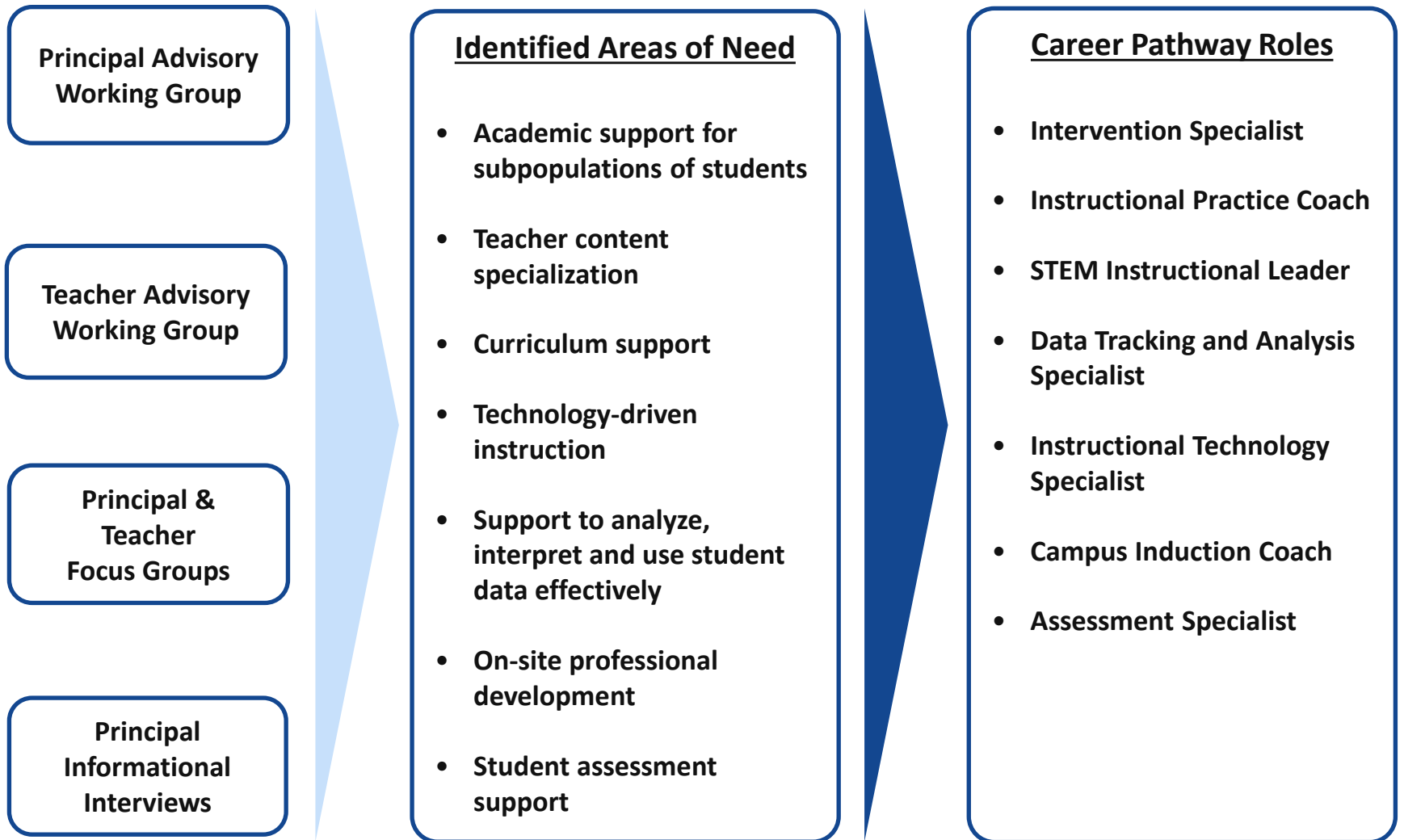
# Agenda

- Part I: Deep dive into career pathway models
- **Part II: Review design processes from other systems**
- Part III: Discuss the Educator Work Group structure & charge
- Next Steps
- Public Comment

# Baltimore City Public Schools: Development Process

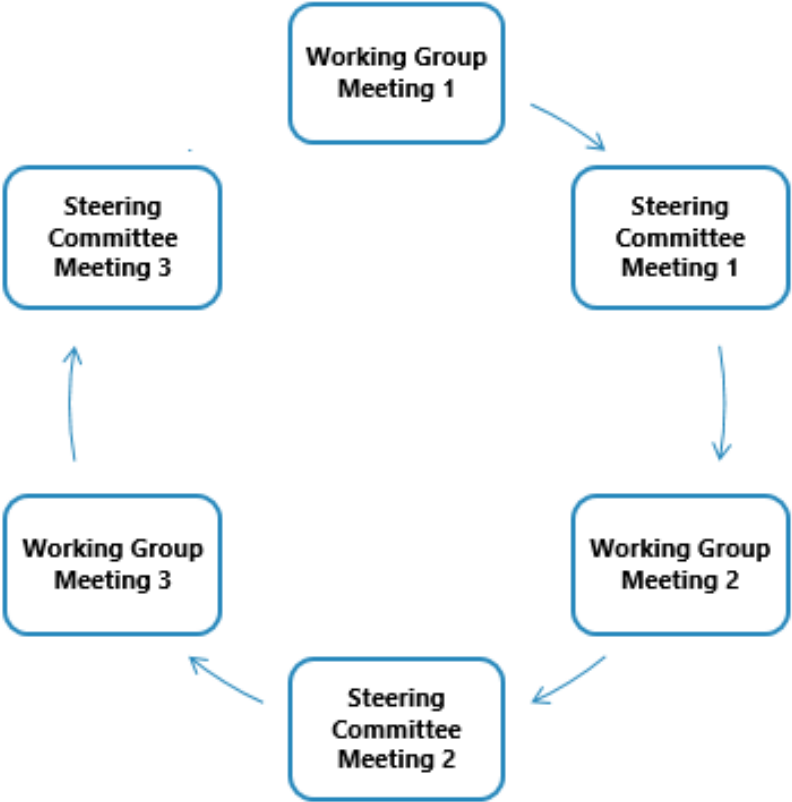
- City Schools established a **Joint Oversight Committee (JOC)** and a **Joint Governing Panel (JGP)** to develop the details of the career pathway framework.
  - The Joint Oversight Committee (JOC) was charged with making policy decisions.
  - The Joint Governing Panel (JGP) was to provide a school-level perspective and feedback on school context.
- The JOC and the JGP worked together to develop the details of the career pathway, including the Model and Lead levels.
- This structure allowed the committee to develop teacher leadership roles that would provide schools with the necessary supports for their students and teachers.

# Houston Independent School District: Design Process



# Lawrence Public Schools: Design Process

The **Working Group** was composed of representatives that are close to the school-level (e.g., school leaders, teacher leaders, and central office staff supporting the implementation of teacher leadership roles) in order to provide a school-level perspective for the work.



The **Steering Committee** was composed of leadership representatives (e.g., District leadership members, Lawrence Teachers Union (LTU) Leadership, State Department of Education), allowing us to collect the leadership team’s feedback at key points throughout the design process.

The Project Team also obtained a significant amount of feedback from the district’s **Teacher Leader Cabinet** – over 100 of the district’s top educators serving in school-based teacher leadership roles.

The recommendations developed by these groups were presented to the Superintendent for final review and approval.

# Agenda

- Part I: Deep dive into career pathway models
- Part II: Review design processes from other systems
- **Part III: Discuss the Educator Work Group structure & charge**
- Next Steps
- Public Comment



# Educator Work Group Proposal

- **Composition & Representation:** two bodies an educator work group and a technical advisory committee
  - Should contain representatives from across the state, including:
    - Educators from a variety of grade-levels and subject areas
    - Both classroom educators and specialists
    - School leadership and district staff
- **Timeline & Frequency:** meet monthly until July 30, 2015 (7 months?)
- **Charge & Scope:** refine the details of the proposed framework and provide recommendations to outstanding CAECC questions regarding:
  - Model leadership roles, responsibilities, and descriptions
  - Eligibility, selection criteria, and selection process
  - Leadership role allocation
  - District technical assistance and other implementation considerations

# Agenda

- Part I: Deep dive into career pathway models
- Part II: Review design processes from other systems
- Part III: Discuss the Educator Work Group structure & charge
- **Next Steps**
- Public Comment

# Announcements

- **Next CAECC meeting:**
  - December 18, 2014 from 5 – 8 pm EST
  - Location: 2<sup>nd</sup> Floor Conference Room, Tatnall Building, Dover
- **Materials and Minutes:**
  - <http://caecc.us>

# Agenda

- Part I: Deep dive into career pathway models
- Part II: Review design processes from other systems
- Part III: Discuss the Educator Work Group structure & charge
- Next Steps
- **Public Comment**