

## Teacher Leader – Role Description

### - Minimum Eligibility Requirements

- An educator is not eligible to hold a Teacher Leader position until the educator has achieved all of the following:
  - The Professional or Established Educator designation
  - A summative rating of Highly Effective in their most recent evaluation cycle
    - [Process to consider those “on the cusp” of eligibility?]

### - Selection Process

- Districts must hold a competitive application process for Teacher Leadership roles that must meaningfully engage other educators
- Districts are authorized to determine their own process for designating Teacher Leaders subject to certain constraints:
  - According to SB 254: “Cannot restrict or prioritize the allocation of leadership roles based on years of work experience or attainment of academic credits or advanced degrees”

### - Length and Terms of Service

- This position will not include any additional contract days.
- Teacher Leader roles must re-open for competitive application after being held for a consecutive three-year term
- Teacher Leader roles require that the educator maintain a Highly Effective summative rating and effective performance in the teacher leader role.
  - If a Highly Effective evaluation rating is not sustained for two consecutive years and/or the teacher leader does not maintain effective leadership performance in the role, the District must re-open the position for competitive application so that another educator can fulfill the role in time for the next school year

### - Minimum Responsibilities

- Districts may determine their own requirements for educators selected to serve in Teacher Leader roles. However, at a minimum, those requirements must include the following:
  - Educators must have meaningful adult leadership responsibilities in the areas of curriculum, instruction, assessment, and/or professional development
  - Educators must maintain significant [*direct*] responsibility for student academic growth as normally conducted through their core role as a classroom educator, specialist, or otherwise
  - Educators must be given protection from responsibilities that are not core to leadership and classroom roles

### - Distribution and Allocation

- Structured as a role (earned by district) that provides a supplement to base pay
- Total number of roles targeted to be no more than ~20-25% of the total educator population
- Each school is guaranteed one teacher leader role, with a higher proportion reserved for high need schools
- Proportion allocated based on student population and need

## Senior Teacher Leader – Role Description

### - Minimum Eligibility Requirements

- An educator is not eligible to hold a Senior Teacher Leader position until the educator has achieved all of the following:
  - The Professional or Established Educator designation
  - *[Has served at least two full terms (a minimum of 6 years) at the Teacher Leader level and demonstrated excellence in leading other adults*
  - ~~*[One of these Teacher Leader terms must be in a high need school]*~~
  - *[Has demonstrated a track record of Highly Effective teaching while in a Teacher Leader role serving a High Need School or a significant High Need population]*
    - *DDOE will set minimum parameters for what constitutes “significant High Need population”, but Districts will have flexibility in how to meet these parameters.*
  - *[A summative rating of Highly Effective in their most recent educator evaluation cycle]*

### - Selection Process

- To ensure equity and consistency in the rigor of selection decisions, all Senior Teacher Leader candidates who meet the minimum eligibility requirements will need to complete a *[state-level]* selection process in order to assess the candidate’s potential leadership skills and fit for the role.
  - Senior Teacher Leader candidates who are selected through the state-level selection process will be entered into a pool of candidates districts could select from as a part of their local Senior Teacher Leader selection process.
- Districts must hold a competitive, locally driven application process for Senior Teacher Leadership roles that must meaningfully engage other educators
- Districts are authorized to determine their own process for designating Senior Teacher Leaders subject to certain constraints:
  - According to SB 254: “Cannot restrict or prioritize the allocation of leadership roles based on years of work experience or attainment of academic credits or advanced degrees”

### - Length and Terms of Service

- This is an eleven-month position.
- Senior Teacher Leaders will receive a three year contract for this additional role. At the end of the three year term, the contract will be subject to renewal.
- Roles must be open for application from all eligible educators when they become available.
- Roles require that the educator maintain a Highly Effective summative rating and effective performance in the teacher leader role.
  - If a Highly Effective evaluation rating is not sustained for two consecutive years and/or the teacher leader does not maintain effective leadership performance in the role, the District must re-open the position for competitive application at the end of the three year contract so that another educator can fulfill the role in time for the next school year

### - Minimum Responsibilities

- Districts may determine their own requirements for educators selected to serve in the Senior Teacher Leader roles. However, at a minimum, those requirements must include the following:
  - Educators must have meaningful adult leadership responsibilities in the areas of curriculum, instruction, assessment, and/or professional development
  - Educators must maintain significant direct responsibility for student academic growth
  - Educators must be given protection from responsibilities that are not core to leadership and classroom roles
- Senior Teacher Leader roles must reflect school-level and/or district-level responsibilities

### - Distribution and Allocation

- Structured as a role (earned by district) that provides a supplement to base pay ; total number of roles targeted to be no more than 5% of the total educator population