

CAECC Summary Recommendations

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

While the Committee is excited to issue its initial recommendations, it proposes a second phase of the work driven by educators – teachers, specialists, principals, and district personnel closest to our schools – 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:

- I. That it continue to meet periodically through July 30, 2016 to resolve outstanding questions pertinent to the design process and to broaden and formalize educator involvement in the development of teacher leadership roles.
- II. The creation of two work groups that will support the CAECC through July 30, 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 the alternative state scale
- III. 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.
- IV. That these work groups be facilitated and supported by the staff team designated to support the CAECC.

The Committee notes that all references to “educator” in this document refer to classroom educators and specialists, and are not intended to include administrators, district personnel, state employees, or others compensated according to Section 1305 of Delaware Code.

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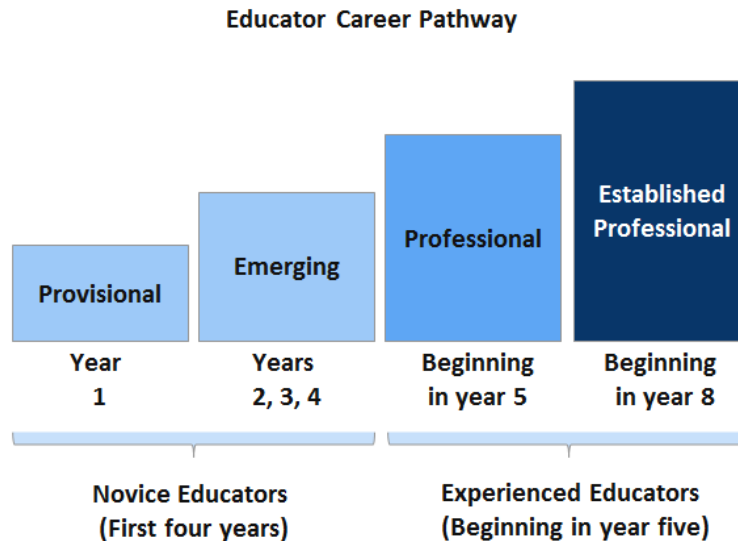
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CAREER PATHWAY STRUCTURE: “Create a career pathway with few and meaningful steps.”

- I. The Committee recommends introducing a career pathway that aligns compensation, certification, and title in more clearly recognizing an educator’s progression through career milestones – from entry-level professional to experienced practitioner.



- 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:
 - e. Professional designation: educators first gain access to state-funded Teacher Leadership roles
 - f. 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:
 - g. A summative rating of Effective or higher on DPAS should be required to progress to the next designation on the career pathway
 - h. 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

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- 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.
 - i. 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.
 - j. 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.
 - k. 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: “Establish a number of leadership roles through which educators will receive additional pay for assuming leadership responsibilities.”

- 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]**, and/or professional development
 - ii. Teacher Leaders should retain significant direct responsibility for student academic growth as normally conducted through their core role as a classroom educator, specialist, or otherwise
 - 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. 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
 4. Potential release time requirements for certain roles
 - iv. School districts should retain the ability to modify Teacher Leadership roles and responsibilities to meet district-specific and/or school-specific needs and priorities
 - v. 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 Effective on DPAS in their most recent evaluation cycle, including a 4/4 rating on Components I-IV, to be eligible to apply for a state-funded Teacher Leadership role
 - c. Selection Process:
 - i. School districts should hold a competitive application process for Teacher Leadership roles that must 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, but should not 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. Teacher Leader roles should not include any additional contract days
 - 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 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 should 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 state stipend for a Teacher Leadership role should be no less than \$5,000 per school year, and no less than \$6,000 per school year for a role held by an educator who is also National Board Certified
- 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 this 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 recommended 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 they are better able to attract and retain great educators

3. Ensure every school should have 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: “Establish senior leadership positions for a small sub-set of experienced educators.”

- I. The Committee recommends the creation of Senior Teacher Leadership roles for educators with a track record of performance, effective 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]**, and/or professional development
 - ii. Senior Teacher Leaders should retain significant direct responsibility for student academic growth as normally conducted through their core role as a classroom educator, specialist, or otherwise
 - iii. An Educator Work Group should develop a series of “model Senior Teacher Leadership roles” reflecting common, critical, school-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. How current definitions governing the contractual work day and/or work year might be revisited to allow for Senior Teacher Leadership duties to be performed flexibly
 4. Potential release time requirements for certain roles
 - iv. 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 excellence in leading other adults

3. Served in a high-need school OR a significant high need population for at least six years
 4. National Board Certification should be allowed to substitute for one of the two-term Teacher Leader requirement
- 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 selection 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 must 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, but should not 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. **[Senior Teacher Leader roles should be structured to allow for flexibility in performing their duties during critical planning periods prior to and following the school year]**
 - 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 may 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

e. Compensation:

- i. The state stipend for a Senior Teacher Leadership role should be no less than \$17,000 per year

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 this 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 they are better able to attract and retain great educators
 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: “Determine levels of base pay for educators at all steps in the career pathway.”

- I. The Committee recommends increasing the state portion of entry-level salaries for all educators with at least a Bachelor’s degree 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:

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

- III. The Committee recommends that those educators whose are legally required to have advanced credentials beyond a Master’s degree (equating to a Master’s +15, 30, 45 or PhD) to fulfill their role be compensated according to Section 1305 of Delaware Code
- 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. \$6,000 annual stipend for holding a Teacher Leadership role while also holding National Board Certification (\$1,000 more than non-certified educators)
 - c. \$3,000 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:

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

- f. 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)
- g. 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)
- h. 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
- i. Educators who go on to complete a Master’s degree 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 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

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

- 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 Section 1305 of Delaware 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 should 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: *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.*

- 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 assumed an upper limit of \$15MM per year of additional investment in the state share of educator salaries above the projected growth in state spending on educator salaries based on prior-year-data
- 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. Whether to move to annual evaluations for all educators
 - ii. 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

APPENDIX A: Educator Work Group

Membership:

- Group of approximately 15 – 20 members
- Membership includes Principals, Teachers, Specialists and 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 July 30, 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
- 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

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/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

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 B: 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 July 30, 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 Whether to move to annual evaluations for all educators
 - 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)
 - o 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:

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