

Professional Career Lattice for Teachers and School Leaders

Revised Draft 7/6/143/18

Overview

- Assumes transition period (6–8–10 years?) to full implementation
- Effort to raise salaries will include both career lattice 'level' salary increases [i.e. \$A+B+C, etc.] as well as annual improvements to close the gap
- If the goal is to have the average (or median?) teacher salary become comparable with similar professions when fully implemented, the 'level' increases **and** annual salary increases, combined, for the average teacher should increase by approx 30% (in addition to any cost of living increases)

Level 1^{*1}

(approx. 17% of employees according to data)

- Minimum starting salary to be determined
- For years 1-3; must hold a standard certificate (consider a 5% increase each year);
- These teachers will teach classes roughly 60% (down from 70–80% currently) of their working hours.
- The rest of the time (20%) will be used to work in teams with other teachers to improve instruction, work with and tutor students who are falling behind, manage a caseload of the most challenging students and those from concentrated poverty, and participate in professional learning.
- after gaining tenure, (at the end of 3 years of successful teaching) they move to ...

Level 2

(for purpose of cost estimates, let's assume that **together** this includes 35% of teachers)

¹ Names can replace level numbers

- This level has two strands: (1) those that follow the new route and (2) those that follow the old/traditional route*² Both routes may extend for anywhere from 4-10 years
- As in Level 1, these teachers will teach classes roughly 60% of their working hours.

New Route

- Pursue NBC or new, similar State version of advanced certification (that is overseen by diverse, State-based panel of educators); if pursuit of this certification stops, they will be placed in the traditional route (or if effort to achieve new certification is not successful after ___ years, they are placed in traditional route)
- Will receive additional money for reaching level 2 and pursuing this path \$A+B
- Will also receive annual salary increase to close the salary gap
- Teachers leave this level upon achieving NBC or State-based certification process. Will serve in this level for at least one year.
- *(for purposes of cost estimates, let's assume 25% of teachers)*

Traditional route

- Pursue APC; must achieve master's degree (or 30 credits) within 10 years of hiring
- Will receive additional money for reaching level 3
- Will also receive annual salary increase to close the salary gap
- This route ~~may~~will be phased out at an agreed upon time
- *(for purposes of cost estimates, let's assume 10% of teachers)*

² This ~~may~~will be phased out at an agreed upon time

Level 3

New route (NBC ~~or equivalent~~)

- Upon achieving advanced certification (NBC ~~or equivalent~~), the teacher may remain indefinitely at this level or pursue next level
- Will receive additional money for achieving this level
 $\$A+B+C$ or
- If working in a low performing or high needs school, they will receive $\$A+B+DC$ + (a differential)
- If they actively pursue advanced levels, they receive $\$A+B+C+D$ ~~(+ a differential if working in a low performing/high poverty school)~~
- Will receive annual raises to close gap (size to be determined)
- *(for purpose of cost estimates. Let's assume 21% of teachers)*

Traditional route (APC)

- Upon reaching/achieving APC, teachers will receive $\$A+B$ (approx)
- Will stay in this level unless they choose to pursue NBC or equivalent
- Will receive annual salary increases to close the gap
- Maybe P phased out by a date certain (to be determined)
- *(for cost estimates, let's assume 10% of teachers)*

Level 4 and above

Teacher Leadership track/Level 4A

- Standards for Level 4 will be set by a local oversight board made up of advanced teachers and other stakeholders will use statewide criteria as minimum criteria and has the option to add additional criteria to their vetting process ~~holders~~

- If they achieve level 4 certification, they take on additional roles, responsibilities and utilize advanced knowledge such as:
 - Consulting teachers (those used in Peer Assistance and Review Programs);
 - Staff Development Teachers;
 - Elementary team leaders;
 - Secondary department chairs or resource teachers;
 - Mentors;
 - Curriculum developers; and
 - ⊖ • School-based educators facilitating collaborative efforts. (~~consulting teacher, staff development teacher, trainer, etc.~~)
- Serving in these roles requires some continued teaching responsibility (e.g. teaching approximately 40% of working time) unless they are out of the classroom (i.e. a consulting teacher providing assistance, doing observation and/or evaluations) for a full year or longer, in which case, after a time specific, they must return to the classroom.
- To achieve this level, among other requirements, teachers ~~must~~will have the following competencies:
 - ~~had to~~ • Teaching diverse communities (this includes low performance, high poverty schools or possibly low performing, high-poverty students within predominantly middle class schools [This has not been fully described]);
 - Leadership in professional development and mentoring;
 - Successful passing of objective assessments (grading videos, etc.);
 - Demonstrating accomplished instruction (to diverse populations);
 - Credibility among peers; and
 - Can demonstrate success in advancing colleagues instructionally.

- ~~successfully teach diverse students in their school (high poverty, minority, etc) or work in schools with a majority minority or low performing/high poverty.~~
- They will receive $\$A+B+C+D+E$ in salary
- (for cost estimates, let's assume 12% of teachers)

Administration track/Level 4B

- Initially, teachers pursuing this track must have APC (old route), strong recommendations from both administrators and teacher colleagues and pass assessment or
- Must have NBC ~~or state equivalent~~ (new route)
- More details to be developed
- (for cost purposes, let's assume 5% of teachers in this track)

Level 4 and above have not yet been discussed. What follows are some suggested frameworks for consideration. Who has final decision about whether teacher moves up ladder? School principal? Local school system? In partnership with union? State?

Teacher Leadership Track

- *Lead Teacher*
 - This step on the ladder certifies that the holder has:
 - All the knowledge and skill required for the previous steps on the ladder
 - The capacity to lead other teachers working in teams to improve the curriculum, instruction and assessment in the school in an effective and disciplined way
 - The skills and knowledge needed to mentor new teachers and other less skilled teachers to enable them to develop their skills
 - Sufficient expertise in research, especially action research, to:
 - Lead teacher teams that will use research to develop programs, curriculum, teaching techniques and other interventions, and
 - Conduct formal evaluations to determine the extent to which those interventions are successful,

correcting course as necessary to produce the outcomes for students they want.

- These teachers will teach roughly 40% ([consider increasing this to 50%...](#)) of their working hours, and spend most of the additional time mentoring newer and struggling teachers and leading workshops and demonstrations at the school level.
- [Selection of lead teachers made by school principal?](#)
- *Master Teacher*
 - Teachers on this step of the ladder have demonstrated exceptional skill in all the areas described for Lead Teacher to the degree that they are ready to assume responsibility for leading the work of other Lead Teachers.
 - Ways of demonstrating this skill include:
 - The people they have mentored will be unusually capable.
 - The teams they will have led will have consistently produced unusually effective improvements in curriculum, instruction and assessment.
 - Their research will be published in refereed journals and they will be in great demand within and beyond their school and district to counsel and guide others on the basis of their achievements.
 - They will have high ethical standards and know how to promote a school culture in which all students are expected to achieve at high levels and all professionals are expected to do whatever it takes to make their students successful.
 - They are widely admired “teachers of teachers” who can inspire, guide and develop others to achieve real competence.
 - These teachers will teach roughly 40% of their working hours, and spend most of the additional time mentoring Lead Teachers and leading workshops and demonstrations at the school and district level.
 - [Selection of master teachers made by school principals and approved by LEA, in partnership with union?](#)
- *Professor Master Teacher*
 - The top step on the teachers’ ladder is reserved for a very small number of professionals whose exceptional accomplishments entitle them to very special recognition. They are:

- They are among the very best teachers, leaders of teachers and developers of leaders
- Researchers who have as many published research papers to their credit as university professors, hence the title
- Equally qualified to teach in university and in school, and to play leadership roles in both places
- This step is particularly appropriate for key senior faculty members in professional development schools, particularly senior teachers in those schools that hold a doctorate and are also qualified to serve as clinical professors in the university.
- These teachers will be primarily based at universities, serving as the mentors and instructors of teachers in training, mentoring new teachers in induction, and designing and leading professional development across the State.
- Selected by LEAs in partnership with IHEs?

Administrative Track

- *Assistant Principal*
 - This is the first step on the branch of the career ladder for school administrators.
 - It can only be attained by people who have first attained certification as a Lead Teacher.
 - Thus the ladder has been structured so that everyone who leads a school in any capacity will have first demonstrated very strong capacity as:
 - A teacher
 - A mentor of teachers
 - A leader of teachers, and
 - A person who understands how to use research to constantly improve school and student performance.
- *Licensed Principal*
 - This step on the ladder will be attained by candidates who meet the requirement set by the state for full certification as principals.
 - This is sometimes not attained until after new principals complete an induction program or training program for newly serving principals.
- *Distinguished Principal*

- Applicants who meet this standard will have shown that they have the skills and knowledge needed to:
 - Effectively identify, attract, lead and retain highly professional teachers
 - Organize and manage their school so as to support those teachers in a way that provides them strong incentives and support to do the best work of which they are capable
 - Set high standards for themselves, their faculty and their students
 - Get all the stakeholders on board with their vision and the strategic skills needed to execute on that vision.
 - Identify the teachers with the highest potential and to help them develop that potential
 - Help students, parents and teachers embrace the conviction that all of the students can reach internationally competitive standards and do whatever it takes to get there.
- *Master/Executive Principal*
 - The person who reaches this step on the ladder has what it takes to:
 - Develop other principals,
 - Support other principals, and
 - Lead other principals to very high levels of performance