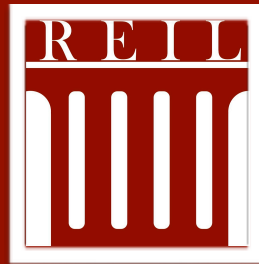


Rewarding Excellence in Instruction and Leadership

A Closer Look at Career Pathways



Developing Talent, Enhancing Careers,
Improving Student Learning



An Initiative of the Maricopa County
Education Service Agency



Rewarding Excellence in Instruction and Leadership (REIL), an initiative of the Maricopa County Education Service Agency, engages six Maricopa County school districts in implementing systemic change aimed at transforming how schools recruit, retain, support, and compensate effective teachers and principals. The ultimate goal is building the capacity of educators to improve student learning.

Rigorous, fair and transparent educator evaluations, targeted professional learning, tools for measuring student success, establishment of multiple career pathways, and sustainable, differential, performance-based compensation are critical elements of REIL.

The five-year initiative, which will culminate in 2014-15, is funded by a \$51.5 million Teacher Incentive Fund grant from the U.S. Department of Education.



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Career Pathway Overview

The Rewarding Excellence in Instruction and Leadership program will incorporate a career pathway system in each partner district that values the professionalism of educators and creates opportunities for growth and increased compensation. In addition, a career pathway system will assist in the recruitment and retention of the most talented and effective teachers and principals.

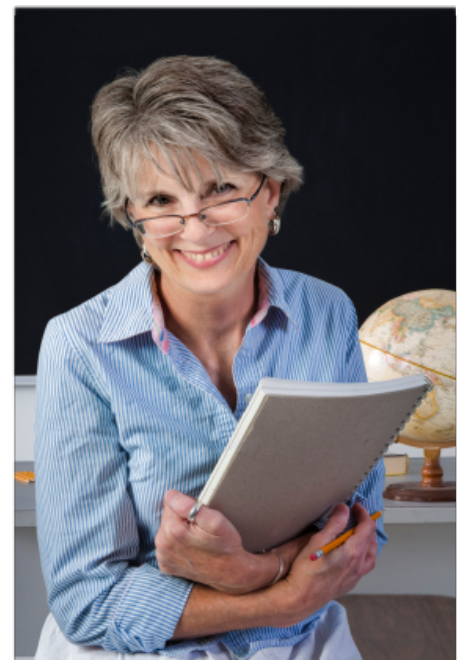
Each REIL School District will establish a Career Pathway Program that aligns with the local context of each district, for implementation in Year 3 of the program. Potential candidates for career pathway positions will be identified during Year 2. Career Pathway options will include: (1) Master Educators; (2) Peer Evaluators; (3) In-Demand Teachers; (4) Turnaround Teachers; and (5) Turnaround Principals.

A Closer Look at... Master Educators

Master Educator is a general term used to describe a teacher that takes on instructional leadership positions designed to support student academic growth and teacher development. The Master Educator career pathway can take two different “trails.”

Trail One involves full or part time release from the classroom to serve as coaches and leaders of professional development for other teachers.

These Master Educators provide modeling of instruction, feedback, and coaching through a job-embedded professional development model that is aligned to educator growth plans. This is an effective strategy that supports classroom teachers in using proven teaching methods.



Trail Two

Trail Two involves maintaining direct contact with students, but on an expanded level in order to positively impact a greater number of students. An innovative choice for school districts is to select Master Educators that maintain direct contact with students through reach extensions, which increase the number of children served by highly effective teachers. Reach extensions are achieved by changing how schools are organized and instructional roles are defined, in order to leverage talent while keeping the most effective teachers close to the classroom. Options for reach extensions include:

Lead Teacher

Instead of a “one-teacher-one-classroom” model, a school district may decide to give Master Educators the choice of managing multiple classrooms with other teachers working under their supervision, and use all of their work time for instruction. The teachers working under these Lead Teachers would shoulder that teacher’s other instructional responsibilities. For example, a lead teacher might lead a “pod” of two or more classrooms while the other teachers act as facilitators and small group instructors. In this scenario, the teams work under the direction and leadership of the Lead Teacher, working toward her/his standard of excellence and using her/his methods and tools. This model requires that the Lead Teacher set a high standard for the instructional process; lead the team through implementation; and hold the team accountable.



Increased Class Size

Today’s class size limits decrease the number of students that highly effective teachers reach without reducing other teachers’ classroom sizes enough to improve learning results. A school district may decide to give Master Educators the choice of having a larger class size in exchange for proportionately enhanced pay. In this scenario, Master Educators will set their own workload limits that are within boundaries that are personally feasible.

eLearning

An increasingly popular option for school districts is eLearning. eLearning includes technology-enabled means of extending the reach of Master Educators remotely, both within schools and across REIL Alliance School Districts. Master Educators are the active instructors, engaging directly – but not in person – with students. This engagement includes both real-time and asynchronous instruction. eLearning can be structured using one or more of the following options:



1. Real-time instruction is delivered by Master Educators using interactive video conferencing equipment, with the Master Educator instructing students from a remote location, most likely during the traditional school day. Students in remote locations, either within the same building or across the district or county, will receive their instruction from the Master Educator, and be facilitated by a teacher in their location that receives direction and support from the Master Educator. This is a version of Lead Teaching that leverages technology in order to extend the reach of the Master Educator beyond his/her building and even school district.
2. Asynchronous instruction does not require the simultaneous participation of all students and instructors. It is delivered using an online learning management system that guides students through a series of online and offline learning tasks that are facilitated by a Master Educator. Individualized instruction can be delivered to certain students using real-time instructional strategies such as interactive video learning, webinars, chats, etc.
3. eLearning Hybrid opportunities utilize both real-time (which may include face-to-face) and asynchronous strategies. Master Educators will use asynchronous technologies such as discussion boards, video recorded simulations and lectures, or recorded webinars to provide lower level instructional content, saving valuable in-class time for individualized instruction and facilitation of inquiry.

Another Idea: Cohort Teachers

The Career Pathway system for Pittsburgh Public Schools includes a 9th and 10th grade Teacher excellence Corp in which highly effective high school teachers have the opportunity to join a 9th and 10th Grade Cohort. The cohort consists of a highly focused team of six to eight effective teachers including 1-2 English Language Arts teachers, 1-2 Mathematics teachers, a Science teacher, a Social Studies teacher, a Special Education teacher, and a counselor/social worker.



These teachers begin teaching 9th grade students and then transition with them to the 10th grade. Cohort Teachers have an additional period added to their day in order to be able to meet together as a cohort to discuss students academic and social progress, and plan for instruction.

(2) A Closer Look at... Peer Evaluators

Serving as a member of the cross-district Peer Evaluator Cadre is a career pathway option that will allow highly effective teachers with content area expertise to support their peers' professional growth. Peer evaluators will conduct approximately 100 observations a semester to a cadre of assigned teachers over the course of a year, conducting 2-3 of the 5 required annual observations. These formative observations are one of the multiple measures that will be used to evaluate teachers (including teachers serving in career pathway positions), for placement on the REIL Performance Award Continuum. Peer evaluators will also spend approximately 20% of their time supporting teachers with both on-site and cross-district professional learning, ensuring that teachers receive the job-embedded support needed to improve classroom practice and student achievement.

Peer evaluators will be highly trained in the classroom observation process, and will need to earn *qualified* as well as *certified* evaluator status. They will be monitored and supported by the REIL Field Specialists in order to ensure score consistency when conducting classroom observations. Peer evaluators will be selected via a rigorous process which includes the STEP (Selecting Teachers to Enter Pathways) screening process. Potential candidates will be identified in Year 2 (2011-12 school year) of the REIL Program and will begin supporting teachers in Year 3 (2012-13 school year).

Peer Evaluators receive an enhanced salary and are also eligible for performance-based compensation, pending placement on the REIL Performance Award Continuum. This placement will be determined based on the same four components used for teacher effectiveness, including results from observations as well as individual, team, and school-level value-added data.

(3) A Closer Look at... In-Demand Teachers

In-Demand Teachers are highly effective teachers serving in hard-to-staff assignments. This career pathway is designed to recruit and retain talented teachers in hard-to-fill areas such as mathematics and science. Candidates for this pathway will be screened through the STEP process (Selecting Teachers to Enter Pathways), and will also have demonstrated a positive impact on student achievement and growth. Once a teacher has been placed as an In-Demand Teacher and has achieved placement on the REIL Performance Award Continuum, he/she will qualify for salary augmentation equivalent to one and a half times the established performance compensation amount. For example, if an In-Demand teacher places at the highest level on the Performance Award Continuum and the established performance-based compensation is \$5,000-, this would result in a \$7,500- performance-based compensation award. Placement on the Performance Award Continuum will be determined based on the same four components used for teacher effectiveness, including results from observations as well as individual, team, and school-level value-added data.

(4) A Closer Look at... Turnaround Teachers

The Turnaround Teacher career pathway addresses the need to have highly qualified teachers placed in hard-to-serve schools which are led by Turnaround Principals. The Turnaround Teacher(s) will play a critical role as part of a school's leadership team. Candidates for this pathway will be screened through the STEP (Selecting Teachers to Enter Pathways), process and will also have demonstrated a positive impact on student achievement and growth.

This pathway results in a salary augmentation incentive and is the perfect opportunity for those teachers seeking to serve our most needy student populations. Turnaround Teachers are also eligible for performance-based compensation, pending placement on the Performance Award Continuum. Placement on the Performance Award Continuum will be determined based on the same four components used for teacher effectiveness, including results from observations as well as individual, team, and school-level value-added data.

(5) A Closer Look at... Turnaround Principals

The Turnaround Principal career pathway addresses the need to have highly qualified principals placed in hard-to-serve schools. This pathway results in a salary augmentation incentive and is the perfect opportunity for those highly effective principals seeking to serve our most needy student populations. Hard-to-serve schools will also qualify for Turnaround Teacher positions, enhancing the school's ability to implement a high quality instructional program. Candidates for this pathway will be screened through the PATH (Placing Administrators on a Path to High achievement) process, and will also have demonstrated a positive impact on student achievement and growth.

Turnaround Principals are also eligible for performance-based compensation, pending placement on the Performance Award Continuum. Placement on the Performance Award Continuum will be determined based on the same three components used for principal effectiveness, including results from observations as well as school- and district-level value-added data.

Career Pathway Examples

	District 1	District 2	District 3	District 4
Master Educators				
Trail 1: Released from classroom				
Instructional Coaching			X	
Master Teacher (TAP Model)				X
Hybrid Model: Part-time coaching/Part-time teaching	X			
Trail 2: Maintain direct contact with students (Reach Extensions)				
Lead Teachers		X		X
Teacher Excellence Corp (Pittsburg Model)	X			
Increased Class Size		X		
eLearning				
Real-time instruction	X			
Asynchronous instruction				
eLearning Hybrid				X
Peer Evaluators	X	X	X	X
In-Demand Teachers	X	X	X	X
Turn Around Teachers	X	X	X	No hard to serve schools
Turn Around Principals	X	X	X	No hard to serve schools



District 1 will offer a career pathway system that includes both full-time release and reach extension career pathways. One of their schools has a strong core of mid-career teachers currently teaching 10th-12th graders. They have decided to implement a 9th and 10th grade Teacher Excellence Corp, modeled after Pittsburg Public Schools' career ladder model. In this model, which increases the exposure of the neediest students to highly effective teachers, a group of teachers will work with a cohort of 150 ninth and

tenth grade students. The other school in the district will be implementing content specific instructional coaches that observe and provide feedback to peers, but also teach two periods a day. In addition, one of the schools in the district has a highly effective Advanced Placement Physics teacher who is participating in an eLearning option, providing real-time instruction to a cadre of students in another school.

District 2, which did not previously have a career pathway system in place, has decided to focus on reach extensions which provide teachers with opportunities for leadership, but maintain direct contact with students. One of the options they will offer to teachers designated as highly effective, is increased class size in exchange for proportionally enhanced pay. They will also incorporate a Lead Teacher option in specific grade levels across the district. In grades 2 and 7, one lead teacher will direct grade level instruction in math or reading. The lead teacher will be responsible for teaching all of the reading or mathematics instruction for the designated grade level. They will also serve as the grade level team leader.

District 3 will continue with their current instructional coaching model (one full-time release instructional coach in each building), but the personnel serving in those positions will be screened through the STEP process. The instructional coaches conduct observations, provide feedback, model lessons, and provide on-site professional development.

District 4 is implementing a career pathway system modeled after the Teacher Advancement Program. They have a full time release master teacher at each school, and they have identified grade level specific mentor teachers who maintain direct contact with students, but also serve as facilitators of grade level cluster groups. In addition, this district uses an eLearning model to increase the number of students exposed to the most effective teachers. For example, the highly effective physics teacher at one school will be broadcast via interactive video conferencing to all physics classrooms in the district. The teachers in the various physics classrooms will facilitate and support the instruction being broadcast from the remote location.



Determining Effectiveness

The effectiveness of Master Educators, Peer Evaluators, In-Demand Teachers, Turnaround Teachers, and Turnaround Principals will be determined based on the same four components used for teacher effectiveness (see Table 1). Component 1 is generated from the Teacher Evaluation Instrument or the Master Educator evaluation instrument. Principals and Peer Evaluators will observe Master Educators in practice at least 3 times over the course of the school year. Measures of student growth will also be used to determine effectiveness of Master Educators. Students of teachers who receive support from Master Educators will serve as the assigned student group for this analysis. For example, Components 2-4 will still be used determine the REIL Score of a full-time release Master Educator, but the individual and team value-added components would be determined using student growth of the teachers they support. The component percentages for a Master Educator are the same as a classroom teacher.

Table 1

REIL Score Components & Percentages (Teacher)		
Component	Source of Score	Percentage
1. Evaluation Instrument	Derived from: Classroom Observation and Documentation; Professional Responsibilities	50%
2. Individual Value-Added	Derived from: AIMS Results; Teacher Level MAP Score; Student Scores on Local Formative Assessments.	40%
3. Team Value-Added	Derived from: AIMS Results; Aggregated Team Level MAP Score; Aggregated Team Level Student Scores on Local Formative Assessments.	5%
4. School Value-Added	Derived from: AIMS Results; ADE School-Level MAP Score.	5%

