Designing Career Ladder Programs for Teachers and Principals

June 2013
Webinar Topics

- Designing a career ladder program
- Examples of career ladder programs
- Getting started on a career ladder design
- Communicating the career ladder program
- Sustaining the career ladder program
Designing a Career Ladder Program
What is a Career Ladder Program?

A route to greater responsibility and different types of roles for teachers and principals.

• More challenging roles and responsibilities
• Titles that distinguish teachers and principals
• Differentiated pay for additional roles and responsibilities
• Clearly established criteria for selecting teachers and principals for titles and roles
The “Reach Effect”

- Expert teachers can improve student achievement for their own classes, and through extra roles, may have an effect beyond their own classes – the “reach effect.”

- The potentially greater effect on student achievement is the rationale for increased investment in such roles.

- Roles and responsibilities can be aligned with district goals.

- School designs can incorporate and leverage these different roles.

Models for Extending the “Reach Effect”

• Roles Inside the Classroom that May Extend the Reach of Excellent Teachers
  - Specialize in high-priority subjects
  - Focus on instructional tasks that have the greatest impact on student learning
  - Serve as a demonstration teacher in partnership with a school of education professor (e.g., co-teach with a faculty member to model a specific approach for student teacher candidates)

• Roles Outside the Classroom that May Extend the Reach of Excellent Teachers and Progress Toward School Leadership
  - Instructional leadership roles (managing or mentoring a teacher team)
  - Mentoring novice teachers
  - Conduct peer observations
  - Use specific content knowledge or expertise that may be non-instructional (e.g., district-wide curriculum and assessment development)
Goals for Career Ladder Programs

Consider what your district hopes to achieve through its career ladder program.

• Recruiting, developing, and retaining talented teachers and principals
• Aligning efforts of teachers and principals with broad district goals
• Ensuring sustainability of the program
Career Ladder Program Design Considerations

• The roles – number of roles and associated responsibilities
• Number of positions for each role district-wide
• Location (in one school or multiple schools)
• Percent time in career ladder role (full-time, part-time)
• Criteria for selection for the role
• Additional pay for roles, as applicable
Examples of Career Ladder Programs for Teachers
# Teacher Career Ladder

<table>
<thead>
<tr>
<th>Ladder step</th>
<th>Criteria</th>
<th>Examples of Additional Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Teacher</td>
<td>• Any teacher in TIF Group 1 or non-study school earning highly effective on annual evaluation</td>
<td>• Full time teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Open classrooms for intervisitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• May co-teach or model lessons for other teachers</td>
</tr>
</tbody>
</table>
## Principal Career Ladder

<table>
<thead>
<tr>
<th>Ladder step</th>
<th>Criteria</th>
<th>Potential Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Principal</td>
<td>• Any principal in TIF group one or non-study school earning highly effective on annual evaluation</td>
<td>• Full-time principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Opens school to intervisitation</td>
</tr>
<tr>
<td>Principal Leader</td>
<td>• Earns highly effective in TIF school and is selected through application and performance-based assessment</td>
<td>• Full time principal</td>
</tr>
<tr>
<td></td>
<td>• At least 2 years of evidence of significant student achievement growth in principal role</td>
<td>• Mentors new principals and/or host principal interns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leads PD for principals and aspiring principals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participates in PD with other principal leaders to develop own practice and share learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contributes resources and/or video to resource libraries at school, district</td>
</tr>
<tr>
<td>Master Principal</td>
<td>• At least 4 years of evidence of significant student achievement growth as a principal in a non-TIF school</td>
<td>• Agrees to transfer to high need TIF school and stay for at least three years</td>
</tr>
<tr>
<td></td>
<td>• Selected to transfer to principalship in a TIF school through application and performance-based assessment</td>
<td>• District-wide leadership opportunities for PD, curriculum development, school improvement programs</td>
</tr>
</tbody>
</table>
Teacher Career Ladder
Example 1:

Maricopa Education Services Agency
(Six school districts in Arizona)
Teacher Career Ladder Example
Maricopa Education Services Agency

- Three different roles at the same career ladder level

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Compensation</th>
<th>Full- or Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Educator</td>
<td>Serve as coaches, mentors, and leaders of professional development for other teachers</td>
<td>$5,000</td>
<td>Full-time</td>
</tr>
<tr>
<td>Peer Evaluator</td>
<td>Conduct approximately 100 evaluations a semester for a cadre of assigned teachers over the course of a year and offer professional learning support</td>
<td>$5,000</td>
<td>Full-time</td>
</tr>
<tr>
<td>In-Demand Teacher / Turnaround Teacher</td>
<td>Work in hard-to-staff areas and hard-to-serve schools</td>
<td>$5,000 to $7,500</td>
<td>Full-time</td>
</tr>
</tbody>
</table>
Teacher Career Ladder
Example 2:

Pittsburgh Public Schools
# Teacher Career Ladder Example

- **Six roles at the same career ladder level**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promise-readiness Corps</td>
<td>Educator teams that promote college readiness</td>
</tr>
<tr>
<td>Clinical Resident Instructor</td>
<td>Master teachers who help other teachers improve their practice</td>
</tr>
<tr>
<td>Learning Environment Specialist</td>
<td>Teachers in high-needs schools who promote a positive teaching and learning environment</td>
</tr>
<tr>
<td>K-8 Instructional Teacher Leader</td>
<td>Improve elementary instruction in literacy and math</td>
</tr>
<tr>
<td>Secondary Instructional Teacher Leader</td>
<td>Improve instructional practice in higher grades</td>
</tr>
<tr>
<td>Turnaround Teachers</td>
<td>Educator teams that support schools that need extra support</td>
</tr>
</tbody>
</table>
Teacher Career Ladder Example:

- Introduction of teacher career ladder roles was gradual
  - Three career ladder roles in the first year;
  - Two more roles introduced in the second year
  - One more role introduced in the third year

- Applications exceeded the number of positions in the first year, but were insufficient in the second year
  - The district decided to maintain its high expectations for candidates and leave some career ladder positions unfilled that year.
  - Career ladder staff were distributed with a focus on high-need schools
Teacher Career Ladder

Example 3:

Washington, DC Public Schools
Teacher Career Ladder Example: District of Columbia Public Schools

Leadership Initiative for Teachers (LIFT)

- LIFT includes five career ladder levels or stages
- Once at a higher career ladder stage, a teacher is eligible to:
  - Apply for expanded leadership opportunities with associated pay
  - Receive much higher pay for working in a high-poverty school

http://dc.gov/DCPS/In-the-Classroom/Ensuring-Teacher-Success/Leadership-Initiative-For-Teachers-(LIFT)
Teacher Career Ladder Example: District of Columbia Public Schools

Criteria to Advance Along the LIFT Career Ladder:

- **Teacher**
  - 1 Highly Effective rating OR 2 Effective ratings

- **Established Teacher**
  - 1 Highly Effective rating OR 2 Effective ratings

- **Advanced Teacher**
  - 2 Highly Effective ratings

- **Rounded Teacher**
  - 2 Highly Effective ratings

- **Expert Teacher**
Teacher Career Ladder Example: District of Columbia Public Schools

Base compensation is tied to the existing salary schedule plus stipend for roles and performance bonus

<table>
<thead>
<tr>
<th>LIFT Stage</th>
<th>Base Salary</th>
<th>Access to Roles</th>
<th>In High-Poverty School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>District salary schedule</td>
<td>Some additional roles</td>
<td>No additional pay</td>
</tr>
<tr>
<td>Established Teacher</td>
<td>District salary schedule</td>
<td>Leadership opportunities for this level</td>
<td>No additional pay</td>
</tr>
<tr>
<td>Advanced Teacher</td>
<td>District salary schedule</td>
<td>Leadership opportunities for this level</td>
<td>2 year service credit</td>
</tr>
<tr>
<td>Distinguished Teacher</td>
<td>District salary schedule</td>
<td>Leadership opportunities for this level</td>
<td>Master’s degree salary band + 5 year service credit</td>
</tr>
<tr>
<td>Expert Teacher</td>
<td>District salary schedule</td>
<td>Leadership opportunities for this level</td>
<td>PhD salary band + 5 year service credit</td>
</tr>
</tbody>
</table>
Teacher Career Ladder
Example 4:

Hillsborough County
Public Schools, FL
Teacher Career Ladder Example: Hillsborough County Public Schools, FL

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Compensation</th>
<th>Full- or Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Leader</td>
<td>Mentor other teachers, offer professional development, support teacher teams</td>
<td>$1,000</td>
<td>50 percent time role</td>
</tr>
</tbody>
</table>

- **Teaching responsibilities for a half-time teacher:**
  - Elementary example: teach reading to multiple groups of children (specific roster of students)
  - High school example: teach Chemistry to classes of children

- **Requirements:** highly effective rating and rigorous screening process; mutual consent by principal and teacher in each year of service

- **Training is provided to teacher leaders**

Source: http://teacherincentives.mysdhc.org/documents/POWER3FAQ.pdf
Principal Pipeline: A Path from Teacher to Principal

- **Future Leaders Academy (6 months)** –
  - Criteria: three years successful teaching, demonstrated leadership, educational leadership certification, interview, references
  - Leadership and technical training based on leader standards and competencies

- **Assistant Principal Induction Program (2 years)** – required for new Assistant Principals

- **Preparing New Principals Program (2 years)**
  - Criteria: three years successful performance as an assistant principal, interview and performance task scenarios, statement of qualifications, mission/vision for school
  - Monthly mentoring, monthly Saturday and after school PD, required courses, and cap-stone project

- **Principal Induction Program (2 years)** – required for new Principals

Source: [http://www.sdhc.k12.fl.us/hpp/](http://www.sdhc.k12.fl.us/hpp/)
Teacher Career Ladder
Example 5:
Southern School District
Teacher Career Ladder Example: Southern School District

- Two roles, two different career ladder levels

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Compensation</th>
<th>Full- or Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor teacher</td>
<td>Provide peer assistance and coaching, model lessons, evaluate teacher practice</td>
<td>$3,000</td>
<td>Part-time or Full-time</td>
</tr>
<tr>
<td>Master teacher</td>
<td>Leadership role in instructional planning and professional development</td>
<td>$6,000</td>
<td>Full-time</td>
</tr>
</tbody>
</table>

- Annually re-qualify based on the following: performance in instruction and roles; maintaining certification as teacher observer
Teacher Career Ladder Example: Southern School District

Rigorous Qualifications

• Mentor
  • Mentoring training preferred
  • Portfolio (examples of student work, lesson plans)
  • Instructional expertise (model teaching, video, student achievement gains)
  • Above proficient performance rating
  • Recommendation by master and mentor teachers

• Master
  • Master’s degree recommended; Doctoral degree preferred
  • Expertise in content, curriculum development, student learning, test analysis, mentoring and professional development
  • Exemplary performance rating
  • Demonstrated research, publication, university teaching, presentations
Teacher Career Ladder Example: Southern School District

Interviewing in the Selection Process

• **Designing and planning instruction**
  o Example: Explain how you align your teaching goals with school goals and content standards

• **The learning environment**
  o Example: Describe your expectations for student performance

• **Instruction**
  o Example: How do you vary your instruction to accommodate different students’ learning styles?

• **Responsibilities**
  o Example: In what ways have you collaborated with your colleagues to improve your teaching?
Teacher Career Ladder Example: Southern School District

Performance-Based Tasks in the Selection Process

• Review of student data
  ○ Example: What does the data inform?

• Portfolio review
  ○ Example: Lesson plans

• Teach a lesson
  ○ Example: How effectively does s/he establish rapport with students?

• Performance reflection
  ○ Example: Does the candidate describe the strategies s/he chose and why s/he chose them?
Teacher Career Ladder Example:
Southern School District

<table>
<thead>
<tr>
<th>Rating Descriptions</th>
<th>5 Exemplary</th>
<th>4 Excellent</th>
<th>3 Proficient</th>
<th>2 Emerging</th>
<th>1 Needs Improvement</th>
</tr>
</thead>
</table>

### Interview Questions

1. A teacher has come to cluster for the past two weeks without bringing any required student work. Please discuss how you would respond to him/her.

   **Comments/Notes**

2. After each teacher or cluster evaluation, there is a time of coaching and reflecting to identify a reinforcement area (strength) and a refinement area (area for improvement). Describe an area of reinforcement and refinement that you personally bring to the position of Master/Mentor Teacher.

   **Comments/Notes**

3. Please discuss one strategy, or technique, you have used with your students to ensure them a greater opportunity for mastery of a specific objective.

   **Comments/Notes**

4. Discuss some ways that you have provided feedback to students throughout their learning.

   **Comments/Notes**

5. Your principal has asked you to define for him what effective professional development looks and sounds like. Please discuss how you would respond. (What are its components? How do you know it is effective?)

   **Comments/Notes**

**NOTE: The following questions are for the INTERVIEWER ONLY.**

6. Does the candidate exhibit professional behavior?

   **Comments/Notes**

7. Is the candidate an effective communicator?

   **Comments/Notes**

8. Does the candidate exhibit commitment to the professional development of teachers?

   **Comments/Notes**

**Total Rating Score:** __________

**Recommendation (circle one):** Collect more information Recommend for Different Position Do not recommend

**Interviewer:**

______________________________
Print Name

______________________________
Signature

______________________________
Date

EngageNY.org
Summary of Teacher Career Ladder Program Designs
Teachers Are Selected to Fill a Limited Number of Career Ladder Roles

• Limited number of roles; highly selective criteria
• Roles are not permanent change in job status
• Full-time and part-time roles; both often work a longer school day and/or a longer school year
• Selection qualifications are competitive
• Compensation of $1,000 to $5,000 for most roles
Teachers in Career Ladder Roles Usually Provide Professional Development Support

- **Professional Development Support:**
  - Instructional coaching, mentoring new teachers
  - Modeling effective teaching
  - Delivering PD to groups of teachers in schools
  - Leading or assisting professional learning teams; assisting with analyzing student data to improve instruction

- **Assistance with APPR Process**
  - Observe teachers and provide feedback

- **Teaching in Hard-to-Staff Positions**

- **Other Roles in the School or District**

- **Path to School Leadership / Principal Positions**
Examples of Career Ladder Programs for Principals
Principal Career Ladder
Example 1:
Maricopa Education Services Agency
(Six School Districts in Arizona)
**Principal Career Ladder Example: Maricopa Education Services Agency**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Compensation</th>
<th>Full- or Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnaround Principal</td>
<td>Serves as principal at a state-designated persistently lowest-performing school</td>
<td>$10,000</td>
<td>Full-time</td>
</tr>
</tbody>
</table>

- Qualifications include “effective” overall performance rating.

Principal Career Ladder
Example 2:
Hillsborough County Public Schools, FL
Principal Career Ladder Example: Hillsborough County Public Schools, FL

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Full- or Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Coach</td>
<td>Work with first- and second-year principals to provide professional development, feedback on performance, and coaching on individual goal attainment</td>
<td>Full-time for three years</td>
</tr>
</tbody>
</table>

- Qualifications include “effective” overall performance rating, plus a rigorous interview process.
- Principal coaches receive additional training for this role

Source: http://communication.sdhc.k12.fl.us/osof/ezine/v10/pp.html
Principal and Assistant Principal Career Ladder

Example 3:
Charleston County School District, SC
The plan for school leader career ladders is to offer one career ladder role for principals and one for assistant principals.

Source: https://myccsd.charleston.k12.sc.us/AchievementAccountability/TeacherIncentiveFund/documents/TIF-KickOff-Intranet.pdf
Summary of Principal Career Ladder Program Designs
Summary of Principal Career Ladder Program Designs

• Fewer examples and less experience with the design of principal career ladder programs
• One career ladder role; some ladders include roles for assistant principals
• Full- or part-time
• Roles can include:
  o Working in hard-to-staff schools/school turnaround
  o Mentoring new or struggling principals
  o Mentor for teachers with career ladder roles
  o Path to school leadership for AP’s
Getting Started Designing a Career Ladder Program
Getting Started: Designing the Career Ladder

• Design collaboratively with key stakeholders
• Design elements:
  o Number of levels/roles and associated responsibilities; number of positions
  o Percentage of time in role
  o Criteria for selection, including effectiveness (measured by district’s APPR)
  o Compensation for each role
• Plan for communication
• Plan for fiscal and programmatic sustainability
• Ongoing planning and communication
Design Collaboratively with Key Stakeholders

• Consider who you will draw working committee from. For example:
  o Central office leadership team, including superintendent, leadership for curriculum, professional development, and human resources, and budget/finance
  o Union leadership
  o School leaders representing key types of schools in the district (for example, by geographic area, school level, student demographics, student achievement)
  o Teachers from a variety of schools

• Possibly include on the committee:
  o Community members: business community, parents

• Consider soliciting broader feedback on the design:
  o Focus groups of teachers at schools
  o Community “town hall” meetings
Design Elements

• **Design the Structure of the Career Ladder**
  - Ladder with stages or levels based on performance ratings; higher levels can apply for additional roles / responsibilities
  - Number of levels for career ladder
  - Roles / responsibilities are competitive, with requirements/qualifications

• **Develop the Roles / Responsibilities**
  - Roles / Responsibilities that fit with the district’s goals for career ladders
  - Timing of career ladder responsibilities and classroom or building responsibilities
  - Requirements / qualifications for roles
  - Compensation for each role, as applicable
  - Professional development/training to ensure educators are prepared for their new roles and responsibilities
Communicating the Career Ladder Program
Key Steps in Communicating the Career Ladder Programs

• Identify who will create the communication plan
• Set goals for communication outcomes
• Identify key stakeholders to be included in developing the communication plan
• Determine communication activities and timeline
• Determine measures of success of the communication plan
• Ensure ongoing communication
Sample Goals for a Communication Plan

• Goal 1: Raise awareness and understanding of the career ladder plan among teachers and principals
• Goal 2: Establish a communication process between key stakeholders
• Goal 3: Inform broader stakeholders about the career ladder program
• Goal 4: Use the media effectively
Key Stakeholders

- Educators in the district (teachers, principals and others)
- Union representatives for teachers and principals
- School Board
- TIF staff (as applicable)
- District staff
- Parents
- Media
- Community at large
Timeline for Communication Activities

- **Month 1 and 2:**
  - Draft communication materials that include key points about the program
    - Key talking points that can be adapted across many types of communication
    - Detailed and short descriptions
    - Educator and non-educator versions
  - Draft a web page describing the program

- **Month 3:**
  - Hold kickoff meetings with educators to discuss the program
  - Initiate check-in meetings with key stakeholders, to occur monthly
  - Make the webpage available to the public

- **Ongoing activities:**
  - Monthly meetings with key stakeholders
  - Quarterly or as-needed, meet with educators in schools to address questions
  - Frequently update FAQs on website
  - Annually survey staff for program feedback
Developing a Web Page for Your Career Ladder Programs: What Information to Include?

• Goals for the career ladder programs and their fit with broader district goals
• Number of career ladder levels, the name for each level, and the roles and responsibilities associated with each level
  o Requirements for each level (and role)
  o Compensation associated with each level (and role)
• Selection process and timeline for candidates
• Profiles of teachers / principals in each level
• District committee members who developed the program and guide its implementation
• Links to more detailed information, FAQs, contact
Sample Communication Plan

COMMUNICATION GOALS:

1. The District will develop and utilize effective systems to communicate with and receive feedback from internal constituents on program goals, policies, and procedures.

2. The District will raise awareness of program goals, activities, and achievements among internal and external constituents.

3. The District will increase awareness of program successes as a marketing strategy to recruit and retain the highest quality teachers and school leaders.

4. The District will effectively use media outlets to garner program awareness and support on local, state, and national levels.
Sample Communication Plan of Action

- Indicate strategies, target audience, who is responsible, the timeframe, and the communication goals to be met by each strategy.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>AUDIENCE</th>
<th>RESPONSIBLE</th>
<th>TIMEFRAME</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Teams</td>
<td>Internal</td>
<td>Director</td>
<td>Quarterly</td>
<td>1, 2</td>
</tr>
<tr>
<td>On-Site Faculty Orientations</td>
<td>Internal</td>
<td>Director</td>
<td>Annually</td>
<td>1</td>
</tr>
<tr>
<td>Email Distribution Lists</td>
<td>Internal</td>
<td>Director</td>
<td>As Needed</td>
<td>1, 2</td>
</tr>
<tr>
<td>Marketing Materials</td>
<td>External</td>
<td>Director</td>
<td>As Needed</td>
<td>2, 3</td>
</tr>
<tr>
<td>Media Interviews</td>
<td>External</td>
<td>Director</td>
<td>As Needed</td>
<td>3, 4</td>
</tr>
<tr>
<td>Newsletter</td>
<td>Internal</td>
<td>Director</td>
<td>Monthly</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
Communication Measures of Success and Continuous Program Improvement

• Survey your staff about the Career Ladder programs
• Awareness of the Career Ladder Program
  o Goals of the career ladder program
  o Requirements for obtaining one of the roles / responsibilities
  o How to move up a level on the ladder
  o Roles and responsibilities associated with each level on the ladder
  o Financial compensation and other benefits of attaining a career ladder level/ role
• Satisfaction with the Career Ladder Program
• Suggestions for improving the program
Communications Plan for TIF
Hillsborough County

Purpose: To introduce the new TIF to all employees eligible for the plan and keep them informed at every stage in the process.

Strategy: Every affected employee will have multiple opportunities to learn about TIF. Communication must include...

- Multiple brief communications to inform and remind affected employees about TIF.
- More lengthy communications that explain TIF in great detail. Employees will get frequent reminders and invitations to view the detailed communications or to participate in meetings.
- Frequency and constancy. Communication will be frequent and varied, so that the same message gets out to those who are web-friendly, ideas-savvy, read newsletters, or who prefer face-to-face interaction. Also, reliable information must be available and easy to find at all times.
- Interaction, which involves face-to-face meetings, email and the web, so employees have the opportunity to ask questions and have them answered.

Timeline: The communication must be timed strategically. Otherwise, employees will either ignore the barrage of communication or miss it altogether. Communication starts now, and ends well after the payments go out.

WEBSITE

Create TIF web page accessible from the homepage, patterned after the Transportation Improvement Plan web page. The web page will include:

- A brief explainer and history of TIF, including information on the payouts this year and the fact that it put $10.8-million in our employees’ pockets.
- The entire TIF plan.
- A list of upcoming meetings.
- A rough timeline, so employees know what happens next
- An archive of communications, including emails, newsletter columns, etc.
- FAQ
- Contact information

Responsibility: Professional Standards Department, with assistance from the Communications Department.
Timeline: Website established in October, with updates ongoing.
Sample Communication Plan: Hillsborough County

TIF INFORMATION SESSIONS

A series of seven meetings will be held at a school site in Areas 1 through 7.
- The date and time of the meetings will be determined after input from CTA.
- The date and time will be communicated to all eligible employees, regardless of the area they work in. They might want to attend the meeting nearer their home.
- The meetings will not be strictly "presentations." Interaction is key. Information will be provided in a short presentation, and more information will be available (DVD, FAQ sheets, etc.). The major focus of the meetings will be to respond to questions.
- Present at the meeting will be representatives from Human Resources, testing, and CTA, so that most if not all questions can be answered.

Responsibility: Professional Standards and Communications Departments, with assistance from area directors and principals.
Timeline: November and December.

PERSONAL (AND PERSONABLE) NOTIFICATION

Before payments go out, eligible employees should not be left to wonder when the payments are coming out, or whether they will receive a payment. If possible, employees should receive a personalized letter or email explaining their status.
Whether the news is good or bad, the goal is to eliminate surprises.

Responsibility: Professional Standards, Communications and Human Resources Departments.
Timeline: Decisions about how to handle notification will be completed by January. The actual notification should come at least a week before the payments arrive in checks.
Sustaining the Career Ladder Program
External Funding Sources

- Federal Funding Sources
  - Title II
  - Teacher Incentive Fund grant (as applicable)

- State Funding Sources
  - Grants (e.g., STLE 1 and 2 – funded through Federal RTTT)

- Local Funding Sources
  - Foundations
  - Businesses

- These sources can provide an initial jump-start for the career ladder program

- No funding source will last forever; need to transition to local funds by reallocation
TIF 3 Example 1: Maricopa Education Services Agency (6 Arizona Districts)

- **Initial Funding from State and Federal Sources:**
  - State: Classroom Site Fund (Arizona Revised Statute 15-977) and the Instructional Improvement Fund (Arizona Revised Statute 15-979)
  - Federal: Title I and II

- **Partner Districts Committed to Phase in Local Funding Responsibility**
  - Carry over half of the total state funding sources annually
  - By fiscal year 2015-2016, the partner school districts will have sufficient local funds to support 100% of the performance-based compensation

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of PBCS Cost Covered by Grant</td>
<td>80%</td>
<td>40%</td>
<td>22%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Percent of PBCS Cost Covered by District</td>
<td>20%</td>
<td>60%</td>
<td>78%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
The Challenge of Funding and Sustainability

The Funding Challenge:

- Career ladder payments need to be substantial enough to attract and motivate teachers/principals while ensuring a sustainable program.
- Increased salary: career ladder payments can amount to:
  - An 8% to 20% raise beyond current teacher salaries for 1-2 teachers.
  - A 1% to 8% raise for 2-4 teachers.
  - A 10-20 percent raise for principals.
- Substitute and Replacement Teachers: career ladder roles can take teachers out of the classroom for 20% time to 100% time.
- Replacement Principals: those taking full-time roles must be replaced.

How can school districts afford to pay higher salaries and hire additional teachers?

Reallocate resources to support a career ladder model because of high leverage impact.
The Challenge of Funding and Sustainability

• Potential to reduce need for substitutes by redesigning school schedules
  - Use common planning time for mentor roles
  - Use time while students are with PE or other specialty teachers for mentor roles

• Potential for cost savings on professional development
  - Career ladder duties can provide professional development support all year and replace PD purchased externally
  - Teacher teams, with support, can work together to review data, improve lesson plans, and solve issues with struggling students

• Consider the value of funding career ladders compared to the current salary increases for years of experience and higher degrees
  - Can increases for experience and higher degrees be more modest?
Sustainable Career Ladder Design

• In order to ensure the programmatic and fiscal sustainability of career pathway programs, ensure programs are:
  o **Affordable** in the short and long term, including the cost of administration. This may require districts to create a transition plan that builds to the vision by focusing on the highest-leverage areas, while freeing resources from the existing compensation structure and from other categories of spending.
  o **Flexible** enough to respond to unexpected changes in available funding. This likely means that some portion of annual performance raises might depend on financial viability.
  o **Predictable** within feasible ranges, so that performance-based pay-outs and bonuses do not exceed available resources.
  o **Justifiable** long-term so that permanent increases in compensation link to rigorously defined results and proficiency, and not to temporary assignments or activities.
Resources for Developing a Career Ladder Program
Career Ladder Program Resources

Websites describing career ladder programs:

- Arizona Department of Education

- Teacher Advancement Program

- DC Public Schools
  - http://dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/Leadership+Initiative+For+Teachers+(LIFT)

- Maricopa Country Education Services Agency
  - http://mcesa.schoolwires.net/site/default.aspx?PageID=1

- Winston-Salem/Forsyth County, NC
  - http://wsfcs.k12.nc.us/Page/58655

- Michigan Association of Public School Academies
Career Ladder Program Resources

• Alliance for Excellent Education: *What Keeps Good Teachers in the Classroom? Understanding and Reducing Teacher Turnover*
• Achievement First: *Teacher Career Pathway*
• Aspire Public Schools: *The College Ready Promise – Aspire Teacher Guidebook*
• Department of Education: *RESPECT Project (Recognizing Educational Success, Professional Excellence and Collaborative Teaching)*
• National Education Association: *Three-Point Plan for Education Reform and Commission on Effective Teachers and Teaching*
Career Ladder Program Resources

- Susan Moore Johnson and the Harvard Graduate School of Education Project on the Next Generation of Teachers: *Who Stays in Teaching and Why*
- Teach Plus: *Building a Teaching Profession that Recognizes Excellence: Reimagining the Step-and-Lane Pay Scale*
- TNTP: *The Irreplaceables: Understanding the Real Retention Crisis in America’s Urban Schools*
- YES Prep: *Continuum*
- Public Impact’s Opportunity Culture: [http://opportunityculture.org/reach](http://opportunityculture.org/reach)
- Teach Plus’ T3 program: [http://www.teachplus.org/page/t3-initiative-8.html](http://www.teachplus.org/page/t3-initiative-8.html)