

Key Issue: Teaching as a Career with Advancement and Leadership Opportunities

Table of Contents

SCENARIO	3
IMPORTANCE	4
TIPS AND CONCERNS	7
STRATEGY 1.....	8
Create a multi-tiered licensure system tied to salary, professional growth, and student achievement.....	8
Resource 1: Multi-tiered, performance-based licensure	8
Resource 2: Teach New Mexico	8
Resource 3: Interstate New Teacher Assessment and Support Consortium.....	8
Resource 4: Arizona Career Ladder	9
Resource 5: Scottsdale School District Career Ladder Plan 2005 – 2006.....	9
STRATEGY 2.....	10
Adapt external teaching standards.....	10
Resource 6: New Mexico Teacher Competencies for Licensure	10
Resource 7: Connecticut’s common core of teaching.....	10
Resource 8: Guide to National Board Certification	10
Resource 9: Professional growth system.....	10
Resource 10: National Staff Development Council.....	11
Resource 11: Interstate New Teacher Assessment and Support Consortium.....	11
STRATEGY 3.....	12
Use innovative methods to assess teacher performance.	12
Resource 12: Quality Matters!.....	12
Resource 13: Developing careers, building a profession.....	12
Resource 14: Portfolio assessment	12
STRATEGY 4.....	14
Provide professional development focused on classroom-relevant knowledge and skills.	14
Resource 15: Professional Development Strategy	14
STRATEGY 5.....	15
Create opportunities for teachers to create, influence, and implement school and district policies and procedures.	15

Resource 16: System Wide Change	15
Resource 17: Forms of teacher leadership	15
Resource 18: <i>The rocky road to empowerment</i>	15
STRATEGY 6.....	16
Distribute leadership opportunities to teachers.....	16
Resource 19: Building a new structure for school leadership	16
Resource 20: E-Lead: Distributive Leadership.....	16
Resource 21: The Real D.E.A.L. Schools	16
Resource 22: Working Toward Excellence	16
Resource 23: Leadership Audit Tool.....	17
Resource 24: The Task Force on Teacher Leadership.....	17
STRATEGY 7.....	18
Establish teacher leadership positions (e.g. lead teacher, mentor, team leaders) and train teachers to fill these positions.....	18
Resource 25: The teacher leader.....	18
Resource 26: Forms of teacher leadership	18
Resource 27: Structure of Leadership	18
Resource 28: The Teacher Leader	18
Resource 29: Teacher Leaders Network	18
Resource 30: The National Teaching Academy.....	19
Resource 31: The Bridgeport story	19
STRATEGY 8.....	20
Encourage teachers to seek National Board Certification.	20
Resource 32: Advanced Credentialing Program.....	20
Resource 33: Recruitment and Retention State Policy	20
Resource 34: University of Maryland College of Education	20
Resource 35: About National Board for Professional Teaching Standards	21
STRATEGY 9.....	22
Provide training for school and district leaders in recognizing and encouraging the leadership skills of teachers.....	22
Resource 36: Building the capacity of school leaders to support teachers.....	22
REAL-LIFE EXAMPLE 1:	23
REAL-LIFE EXAMPLE 2:	25

SCENARIO

Dr. Dan Slavin is the superintendent of a large urban school district in the Midwest. Each month he meets with all of his principals in the district conference room. The meetings usually devolve into principals lamenting the overwhelming responsibilities of leading and managing a school. In order to focus their meetings, Dr. Slavin decides to have a theme around which the principals will share problems and solutions. The theme of this month's meeting is teaching quality.

At the meeting, an experienced high school principal stands up and laments the fact that the best and the brightest avoid teaching. "My former students often drop by and say hi when they have the chance," explains the principal. "I always make sure to ask them what they are doing. It never fails that the top students have chosen a career in business, law, or medicine." Other principals nod their heads in agreement. An elementary school principal stands and expounds, "Even when we find high quality teachers, they often leave for a career in which they will be rewarded for their talent." Another principal quickly rises to her feet and adds, "I am a former top student and a former high quality teacher, but teaching offered no opportunities for advancement. I took on all kinds of leadership positions, but I received little support and no recognition. I figured that I might as well get paid for leading the school, so I became a principal. Now my best teachers are also working to become administrators."

This discussion heightens Dr. Slavin's concern over attracting and retaining the best teachers. The state legislature has promised to dedicate more money for teacher salaries in the coming fiscal year. As Dr. Slavin reflects on the discussion with his principals, he realizes that a small raise for all teachers would not change the underlying situation. In one classroom, a teacher may consistently generate high student achievement through engaging lessons. In an adjacent classroom, a teacher may be doing the best he or she knows how, but just never seems to get the desired results from students. Nevertheless, these two teachers earn the exact same salary. Neither is given a chance to advance or lead. Dr. Slavin sees an unfair system that needs to change, but he fears that the issue will be buried by his other responsibilities.

IMPORTANCE

Creating a teaching career with advancement and leadership opportunities helps at-risk schools and districts:

1. **Improve teaching quality.** Research shows that employees who have opportunities for career advancement are motivated to improve the quality of their work. In addition, teacher involvement in decision-making is linked to improvements in instructional practices and student learning. New research indicates that improving teacher working conditions — time, empowerment, professional development, leadership, and facilities and resources — is associated with improved student achievement and improved teacher retention.
2. **Retain teachers.** Research suggests that the greater the participation in decision making, the greater the job satisfaction of teachers. When teachers believe that their knowledge of teaching and learning is considered a valuable factor in decision-making, they feel empowered. Such empowerment has been shown to be a key influence on whether teachers remain in a school, especially at the high school level. Also, many teachers feel that the only way to advance and lead is to leave teaching and become an administrator. Creating a career in teaching allows teachers to remain in the classroom while pursuing opportunities for leadership and salary advancement.
3. **Increase the supply of ambitious and motivated new teachers.** Professional growth opportunities, especially those that are tied to compensation, have been shown to draw high quality teachers into neighborhoods with low socio-economic student populations where they are needed most. Energetic, effective teachers do not want to be doing the same thing in their thirtieth year as they did in their first year.
4. **Build capacity and continuity.** Teachers possess vital knowledge about students – and because of this knowledge they can provide leadership for the changes needed to improve public education. Research and literature focus on the benefit of empowerment for teachers, but utilizing teachers' knowledge and skills also benefits the entire school. Teacher leaders provide classroom support, demonstration teaching, co-teaching, observation, and feedback – as well as school and district-wide professional development. In addition, teacher leaders can carry on improvement efforts despite changes in leadership. Too often, positive policies and reforms falter when the principal departs. With a cadre of teacher leaders, a school can avoid the periodic layering and discarding of reforms that characterizes efforts to improve at-risk schools.

5. **Generate feelings of ownership and understanding, rather than compliance, among teachers.** When principals share leadership and decision-making opportunities, they create conditions for teachers to work well together and to become more involved and committed. When attempting school reform, such involvement and commitment on the part of teachers is necessary for deep and lasting change.
6. **Identify ineffective teachers early.** Many states and districts only have one chance to conduct a deep evaluation of a teacher's effectiveness, and this occurs before the teacher ever sets foot in a classroom as the "teacher of record." Some states have adopted provisional and professional licenses, but this two-step process occurs early in a teacher's career and is too often a formality and does not give the teacher specific and direct feedback on teaching practices. By promoting teaching as a career, states can conduct regular evaluations and identify teachers in need of improvement or dismissal. Regular evaluations can also identify teachers deserving special recognition and reward.
7. **Change pre-existing notions of an egalitarian profession.** Equality is an underlying tenant of the teaching profession: all teachers with the same level of experience are paid the same salary, no matter what or how they teach. People refer to this system as fair. Such an assertion confuses fairness with equality. One teacher may act only as classroom caretaker, doing little to facilitate student learning. Another teacher may spend every weekend designing engaging lessons, spurring students to high achievement. These teachers are paid the same salary. The system is equal and unfair. Promoting teaching as a career can change misconceptions of equality and fairness in teacher advancement and leadership.
8. **Assist principals with their increasingly demanding responsibilities.** As public school accountability intensifies and the school principal's job becomes more complex, schools and districts need to tap into the leadership potential of teachers. Evidence suggests that effective principals encourage and enlist the leadership of teachers, distributing responsibilities across the school.

References

Banicky, L. & Foss, H. (1999). *Quality matters!* University of Delaware: Delaware Education Research and Development Center. Retrieved October, 2005 from <http://www.rdc.udel.edu/reports/development/qualitymatters.pdf>

National Association of Secondary School Principals (2002). *What the research shows: Breaking ranks in action*. Reston, VA: Author.

- Charlotte Advocates for Education (2004). *Role of principal leadership in increasing teacher retention: Creating a supportive environment*. Charlotte, NC: Author.
- Committee for Economic Development (2004). *Investing in learning: School funding policies to foster high performance*. Washington, DC: Author.
- Koppich, J. (2001). *Investing in teaching*. National Alliance of Business. Retrieved September, 2005 from <http://www.businessroundtable.org/pdf/IITFullReport.pdf>
- Barth, R. (1999). *The teacher leader*. Providence, RI: The Rhode Island Foundation.
- Glennie, Beth, Charles R. Coble and Michael Allen. (November 2004). School Characteristics and Teacher Perceptions of the Work Environment in Hard-to-Staff Schools. Denver, CO. Education Commission of the States. <http://www.ecs.org/teachingquality>
- Koppich, J., Asher, C., & Kerchner, C. (2002). *Developing careers, building a profession: The Rochester career in teaching plan*. New York, NY: National Commission on Teaching and America's Future. Retrieved September, 2005 from <http://www.rochesterteachers.com/citpublication.pdf>
- The Southeast Center on Teaching Quality (No date). *Teacher working conditions are student learning conditions: A report to Governor Mike Easley on the 2004 North Carolina teacher working conditions survey*. Chapel Hill, NC: Author. Retrieved October, 2005 from http://www.teachingquality.org/pdfs/TWC_FullReport.pdf
- Riordan, K. (2003). *Teacher leadership as a strategy for instructional improvement: The case of the Merck Institute for Science Education*. Philadelphia, PA: Consortium for Policy Research in Education. Retrieved September, 2005 from <http://www.cpre.org/Publications/rr53.pdf>
- Peske, H., Liu, E., Johnson, S., Kauffman, D., & Kardos, S. (2001). *The next generation of teachers: Changing conceptions of a career in teaching*. Phi Delta Kappan, 83(4), pp. 304-311.
- The Task Force on Teacher Leadership (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Institute for Educational Leadership. Retrieved September, 2005 from <http://www.iel.org/programs/21st/reports/teachlearn.pdf>

TIPS AND CONCERNS

DON'T BOTHER

Creating a career in teaching with leadership and advancement opportunities ... IF YOU DON'T:

- Set minimum pay benchmarks for teachers at each level of advancement.
- Phase in changes to create a career advancement pathway in teaching over time.
- Put in place meaningful teacher evaluation and professional growth opportunities to improve practice.
- Provide ways for teachers to be recognized for a job well done – both formally and informally.

STRATEGY 1

Create a multi-tiered licensure system tied to salary, professional growth, and student achievement.

Multi-tiered licensure systems provide school leaders an opportunity to assess teacher performance; teachers an opportunity and an incentive to improve practice; and state leaders an opportunity to reward effective practice. Such systems have the power to greatly improve teacher quality, recruitment, and retention. However, the effectiveness of multi-tiered licensure depends on several factors:

- High teaching standards.
- An effective system of evaluation.
- Ample opportunity for professional growth tied to teaching standards.
- Substantial incentives for advancement in the form of increased recognition, responsibility, and salary.

Resource 1: Multi-tiered, performance-based licensure

Hill, T.L. & Dozier, T. (2003). *Multi-tiered, performance-based licensure: Four state profiles*. Denver, CO: Education Commission of the States.
Available online: <http://www.ecs.org/html/Document.asp?chouseid=5122>

Summarizes the tiered teacher licensure systems of four states: Arkansas, Connecticut, Kentucky, and Wisconsin. The report examines the key components of each state's system and presents a side-by-side analysis for easy comparisons. It also includes lessons these states have learned as they implemented their systems, and concludes with some thoughts on the strengths and weaknesses of the systems profiled.

Resource 2: Teach New Mexico

Teach New Mexico: Overview: The 3-Tiered Licensure System
http://www.teachnm.org/3-tiered_licensure/overview.htm

Provides an overview of New Mexico's tiered licensure system. The website explains what a teacher must accomplish at each of the three tiers, and the salaries that accompany each level.

Resource 3: Interstate New Teacher Assessment and Support Consortium

Interstate New Teacher Assessment and Support Consortium (INTASC)
http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/

Provides technical assistance to states as they implement standards-based licensing systems.

Resource 4: Arizona Career Ladder

Arizona Career Ladder

<http://www.ade.az.gov/asd/CareerLadder/>

The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers in 28 districts around the state who choose to make career advancements without leaving the classroom or the profession. Rather than advancing on a salary schedule as a result of seniority and educational credits, teachers are paid according to their level of skill attainment and demonstrated student academic progress. The program supports and encourages collaboration and teamwork, and provides opportunities for leadership and professional growth, with Career Ladder teachers participating in higher-level instructional responsibilities within their districts. While the state requires that a number of basic elements be included in the local plan, each district may develop specific details that meet its unique needs.

Resource 5: Scottsdale School District Career Ladder Plan 2005 – 2006

Scottsdale School District Career Ladder Plan 2005 – 2006

<http://www.susd.org/district/currinstruction/careerladder.htm>

Provides an example of one Arizona district's career ladder plan. The plan explains the structure of the career ladder, criteria for advancement, tools for evaluation, professional development opportunities, and the accompanying compensation system.

STRATEGY 2

Adapt external teaching standards.

In order to provide opportunities for advancement, school systems must measure teacher performance against standards. These standards must clearly state what teachers should know and be able to do at each level of advancement. When developing teaching standards, there is no reason for school leaders to reinvent the wheel. Many states and districts, along with several education organizations, have developed detailed teaching standards. States and school districts can adapt these standards to their local context.

Resource 6: New Mexico Teacher Competencies for Licensure

New Mexico Teacher Competencies for Licensure Levels I, II, and III
Assessment Criteria

<http://www.teachnm.org/pdf/NMTeacherCompetencies.pdf>

Explains what a teacher must be able to do at each level of the licensure system in nine teaching competency areas.

Resource 7: Connecticut's common core of teaching

Connecticut State Board of Education (1999). Connecticut's common core of teaching. Hartford, CT: Author. Available online:

http://www.state.ct.us/sde/dtl/curriculum/ccteach_all.pdf

Presents Connecticut's definition of effective teaching practice. The Common Core of Teaching contains the foundation skills and competencies required of all teachers and the professional standards specific to different areas of certification.

Resource 8: Guide to National Board Certification

Guide to National Board Certification: Downloads

<http://www.nbpts.org/candidates/guide/downloads.html>

Provides links to National Board Certification standards for all certificate areas. The website also provides portfolio instructions and a scoring guide in each area.

Resource 9: Professional growth system

Montgomery County Public Schools (2004-2005). *Professional growth system: Teacher level*. Rockville, MD: Author. Available online:

<http://www.mcps.k12.md.us/departments/personnel/teachereval/PDF/PGS%20handbook%204-5.pdf>

Appendix A lists Montgomery County's teacher evaluation performance standards. Performance criteria and descriptive examples accompany each standard (pp. A1-A11).

Resource 10: National Staff Development Council

National Staff Development Council: State policy update - Standards.

<http://www.nsd.org/library/policy/states.cfm>

Answers questions about standards for teaching in 25 states. In addition to including each state's standards, the site provides information about their development and use.

Resource 11: Interstate New Teacher Assessment and Support Consortium

Interstate New Teacher Assessment and Support Consortium (INTASC)
Standards Development

http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development/

The INTASC standards are “model” standards and are intended to be a resource that all states can use to develop their own state standards. INTASC encourages states to take the model standards and discuss and debate them among their own stakeholders to come up with their own language. In addition to core teaching standards, INTASC offers standards in eight licensure areas.

STRATEGY 3

Use innovative methods to assess teacher performance.

In order to allow opportunities for career advancement, states and districts must implement fair, thorough performance assessments. Assessment tools range from observations to portfolios to value-added measures. States and districts should consider the costs, in money and time, before deciding on an assessment tool. The use of electronic technology, either through videotaping lessons or on-line portfolios, can reduce the time required to assess while maintaining a high level of rigor and quality.

Resource 12: Quality Matters!

Banicky, L. & Foss, H. (1999). *Quality Matters!* University of Delaware: Delaware Education Research and Development Center. Available online: <http://www.rdc.udel.edu/reports/development/qualitymatters.pdf>

Provides a comparison of teacher evaluation systems, pointing out advantages and disadvantages of each system (V-8 to V-9).

Resource 13: Developing careers, building a profession

Koppich, J., Asher, C., & Kerchner, C. (2002). *Developing careers, building a profession: The Rochester career in teaching plan*. New York, NY: National Commission on Teaching and America's Future. Available online: <http://www.rochesterteachers.com/citpublication.pdf>

Describes the Performance Review for Teachers (PART), Rochester's alternative to the traditional evaluation system (pp. 39-45). PART is a three-year cycle of formative evaluation aimed at changing practice to improve student learning. Teachers play an active role in determining the focus of improvement efforts and assessing their own practice.

Resource 14: Portfolio assessment

Thomas, C. et al (2004-2005). *Portfolio assessment: A guide for teachers and administrators*. National Forum of Educational Administration and Supervision Journal. Volume 23, Number 4E. Available online: <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Thomas,%20Conn-Portfolio%20Assessment%20A%20Guide%20For%20Teachers%20And%20Administrator.pdf>

Examines the use of portfolios as a means of assessing elementary-aged students. The advantages and disadvantages of portfolio-based assessment are discussed and the parameters, guidelines, and the necessary conditions for implementing a portfolio-based assessment process are examined.

Recommendations for establishing portfolios as an essential component in a comprehensive assessment process are provided.

STRATEGY 4

Provide professional development focused on classroom-relevant knowledge and skills.

In order to have teachers advance and lead, school districts and states must provide opportunities for professional growth. In order to be effective, professional development must:

- Target areas of need
- Utilize research-based instructional strategies
- Use a collaborative approach.

Resource 15: Professional Development Strategy

Link to “[professional development strategy](#)” in Improving the working environment template.

Provides resources and tools for developing highly effective professional development.

STRATEGY 5

Create opportunities for teachers to create, influence, and implement school and district policies and procedures.

Teachers are at the intersection of policy and practice and have an in-depth knowledge of their students. They bring a valuable perspective to any discussion involving teaching. Through their daily contact with students, they also control whether an initiative positively impacts student achievement. When school leaders allow teachers to be a meaningful part of education-related discussions, teachers are more likely to support the results. In order to garner the support of teacher unions, teacher input and buy-in are particularly important to the creation and implementation of a rewarding career path.

Resource 16: System Wide Change

System Wide Change: Union City, NJ

http://www.edutopia.org/systemreform/html/uc_overview.html

Provides an in-depth look at reform efforts in Union City, a low-income community that produced large gains in student achievement. One of the keys to the successful reform was the empowerment of teachers. Teachers became a majority voice on the reform committee. They used this opportunity to plan the reform effort, write new curriculum, and request professional development.

Resource 17: Forms of teacher leadership

Paulu, N. & Winters, K. (1998). *Forms of teacher leadership*. Washington, D.C.: U.S. Department of Education. Available online:

<http://www.ed.gov/pubs/TeachersLead/forms.html>

Identifies 14 ways in which teachers can lead, from being a mentor to helping to make school personnel decisions. Each role is defined and accompanied by real life examples.

Resource 18: *The rocky road to empowerment*

Willis, S. (1994). *The rocky road to empowerment*. Education Update 36.2.

Available online: <http://tinyurl.com/cvj4x>

Summarizes highlights from a presentation by Jerry Patterson, superintendent of schools in Appleton, Wisconsin. Patterson contends that participation is still closely controlled by school leaders, even though many schools believe they have opened up participation in decision-making. He explains that true empowerment encourages teachers to voice conflicting opinions on important issues to yield more truthful and productive conversations. He also emphasizes the importance of creating an environment of trust and providing training in reaching consensus.

STRATEGY 6

Distribute leadership opportunities to teachers.

Principals need to become managers of talented groups of leaders, instead of leaders of isolated groups of teachers. Many principals often feel overwhelmed by the multiple demands placed upon them: budgeting, curriculum, instruction, discipline, accountability, etc. Teachers often feel that they have little control over the decisions that impact their classrooms. By empowering teachers to make important decisions, principals lessen the demands on their own time while providing teachers with some control over school policies and procedures.

Resource 19: Building a new structure for school leadership

Elmore, R. (2000). *Building a new structure for school leadership*. Washington, D.C.: The Albert Shanker Institute. Available online:
<http://www.shankerinstitute.org/Downloads/building.pdf>

Describes how distributed leadership plays an important role in effective school reform and instructional practice. Instead of micromanaging instruction, principals must create common goals and values to organize teacher leadership.

Resource 20: E-Lead: Distributive Leadership

E-Lead: Distributive Leadership
<http://www.e-lead.org/resources/resources.asp?ResourceID=12>

Defines distributive leadership and provides tools, resources, and model programs.

Resource 21: The Real D.E.A.L. Schools

The Real D.E.A.L. Schools: Dedicated Educators, Administrators & Learners
http://www.governor.state.nc.us/Office/Education/_pdf/RealDeal_Booklet.pdf

North Carolina Governor Mike Easley honored eight schools for leading the state in both student achievement and teacher working conditions. In one of the eight schools, Eastover Central Elementary School, a high quality team of parents, partners, teachers, and central service staff are empowered to make key decisions in curriculum and programs.

Resource 22: Working Toward Excellence

Working Toward Excellence: The Journal of the Alabama Best Practices Center. Spring 2004, Volume 4, Number 1. Available online:
<http://www.bestpracticescenter.org/pdfs/wte4-1.pdf>

Profiles several principals who have discovered the power of teacher leadership

to revitalize teaching and learning.

Resource 23: Leadership Audit Tool

Leadership Audit Tool: A Participatory Management Checklist
<http://www.ncrel.org/cscd/proflead.htm>

This checklist helps leaders take stock of their management style and focus on participatory management skills and techniques that they would like to change or improve. The tool allows respondents to create a graphic representation of their responses that can be used to consider leadership areas that may need change.

Resource 24: The Task Force on Teacher Leadership

The Task Force on Teacher Leadership (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Institute for Educational Leadership. Available online:
<http://www.iel.org/programs/21st/reports/teachlearn.pdf>

Identifies the competing images of today's teachers, highlights changes and promising practices that are redefining the teacher's role, and provides questions that communities can use to examine teacher leadership issues and plan specific steps.

STRATEGY 7

Establish teacher leadership positions (e.g. lead teacher, mentor, team leaders) and train teachers to fill these positions.

An effective organization utilizes the skills and expertise of its entire staff. One method for distributing leadership is to designate teacher leaders. Other teachers are more likely to listen to their colleagues, and teacher leaders will feel more valued by and connected to their school.

Resource 25: The teacher leader

Barth, R. (1999). *The teacher leader*. Providence, RI: The Rhode Island Foundation.

Building on conversations with teachers, the author defines teacher leadership and explains the benefits of, barriers to, and opportunities for empowering teachers.

Resource 26: Forms of teacher leadership

Paulu, N. & Winters, K. (1998). *Forms of teacher leadership*. Washington, D.C.: U.S. Department of Education. Available online:
<http://www.ed.gov/pubs/TeachersLead/forms.html>

Identifies 14 ways in which teachers can lead, from being a mentor to helping to make school personnel decisions. Each role is defined and accompanied by real life examples.

Resource 27: Structure of Leadership

Center for Educator Recruitment, Retention, and Advancement (CERRA):
Structure of Leadership
<http://www.cerra.org/leadershipstructure.asp>

Provides an overview of teacher leadership opportunities and activities available in South Carolina.

Resource 28: The Teacher Leader

The Teacher Leader
http://www.edutopia.org/php/article.php?id=Art_166&key=238

Discusses the benefits of and barriers to teacher leadership.

Resource 29: Teacher Leaders Network

Teacher Leaders Network: Free Newsletter
<http://www.teacherleaders.org/newsletter.html>

TLN eSource is a free newsletter with links to new research, important reports, significant news stories, and interesting conversations about advancements in teacher leadership.

Resource 30: The National Teaching Academy

The National Teaching Academy

<http://www.nationalteachingacademy.org/index.htm>

A two-year teacher leadership program that develops teachers who are capable of raising student achievement and capable of leading their colleagues in raising student achievement.

Resource 31: The Bridgeport story

The Education Alliance at Brown University (2002). *The Bridgeport story: What urban school districts need to know about school leadership teams*.

Providence, RI: Author. Available online:

http://www.alliance.brown.edu/pubs/pln/brdgprt_pln.pdf

Traces the development of a School Leadership Team initiative in Bridgeport, Connecticut. The report includes Bridgeport's reasons for the initiative, sample guidelines and by-laws for the team, tips for communicating change to staff and the community, two checklists of team tasks, a self-assessment tool, and some lessons learned by the staff in Bridgeport.

STRATEGY 8

Encourage teachers to seek National Board Certification.

National Board Certification is one way for teachers to develop as professionals while remaining in the classroom. The certification process measures a teacher's practice against high and rigorous standards using an extensive series of performance-based assessments that includes teaching Portfolios, student work samples, videotapes, and analyses of the candidates' classroom teaching and student learning. Several states use the certification process as a rung on the teacher career ladder. In order to encourage teachers to participate in the process, states and districts should offer stipends to help cover the significant application fee; advance National Board certified teachers on the salary schedule; and use incentives to attract National Board certified teachers to at-risk schools.

Resource 32: Advanced Credentialing Program

Advanced Credentialing Program, US DOE

<http://www.ed.gov/programs/credentialing/index.html>

The Advanced Certification or Advanced Credentialing program authorizes competitive grants to state educational agencies (SEAs), local educational agencies (LEAs), the National Board for Professional Teaching Standards (NBPTS) working with an LEA or SEA, the National Council on Teacher Quality working with an LEA or SEA, or another certification or credentialing organization working with an LEA or SEA. This program supports activities to encourage and support teachers seeking advanced certification or advanced credentialing.

Resource 33: Recruitment and Retention State Policy

TQ Source: Recruitment and Retention State Policy

<http://www.tqsource.org/randr/policy/display.asp>

Provides the policies of all 50 states with regard to encouraging and rewarding National Board for Professional Teaching Standards (NBPTS) certification. These policies include paying the participation fee, guaranteeing salary bonuses, and moving teachers to a higher level of state licensure.

Resource 34: University of Maryland College of Education

Graduate Studies Elementary and Middle School Teacher Leader Master's Degree Program, University of Maryland College of Education

<http://www.education.umd.edu/EDCI/info/newelemgrd.html>

A graduate program designed to provide advanced professional education for classroom teachers that will prepare them for roles as Teacher-Leaders in elementary and middle schools and for the examinations leading to National Board of Professional Teaching Standards (NBPTS) certification. The program

combines coursework, research, and field experiences.

Resource 35: About National Board for Professional Teaching Standards

About National Board for Professional Teaching Standards: State & Local Support & Initiatives

<http://www.nbpts.org/about/state.cfm>

The database contains information on National Board Certification incentives and recognitions that have been enacted in all 50 states and in approximately 544 local school districts, including the District of Columbia. In California, National Board Certified Teachers (NBCTs) who opt to teach in a high priority school for four consecutive years are given a \$20,000 incentive award. New York State NBCTs receive annual stipends of \$10,000 for teaching in a low-performing school for at least three years.

STRATEGY 9

Provide training for school and district leaders in recognizing and encouraging the leadership skills of teachers.

With the advent of teacher leadership, school leaders often fear that their roles will diminish. However, school leaders must take on an even more important role when tapping the skills of the the teaching staff. School leaders must become the creators of conditions in which these teacher leaders can thrive. Principals and superintendents need training on how to effectively distribute leadership, enhance teachers' instructional skills, and support staff to improve student achievement.

Resource 36: Building the capacity of school leaders to support teachers

Link to "[Building the capacity of school leaders to support teachers](#)" template.

Provides resources and tools for training school leaders to better support teachers.

REAL-LIFE EXAMPLE 1:

Tapping In To Teacher Potential

The Teacher Advancement Program (TAP) is designed to attract, retain, develop, and motivate teachers by creating an attractive and rewarding profession. TAP gives teachers the opportunity to grow professionally and receive compensation for such growth, all while remaining in the classroom. The program is based on four elements:

- Multiple Career Paths

TAP allows teachers to pursue a variety of positions throughout their careers (career, mentor and master teacher). As teachers move up the ranks, their qualifications, roles, responsibilities, and compensation increase. With multiple career paths, good teachers are allowed to advance without having to leave the classroom.

- Ongoing, Applied Professional Growth

TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor, and share with other teachers. This collaborative time allows teachers to learn new instructional strategies and have greater opportunity to become more effective teachers. Professional growth in TAP schools is based on instructional issues that specific teachers face with specific students. Teachers use data to target these areas of need, instead of trying to implement the latest fad in professional development.

- Instructionally Focused Accountability

Teachers are evaluated four to six times a year by multiple trained and certified evaluators. Teachers are held accountable for meeting the *TAP Teaching Skills, Knowledge and Responsibility Standards*, as well as for the academic growth of their students.

- Performance-Based Compensation

TAP compensates teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. TAP also encourages districts to offer competitive salaries to those who teach in "hard-to-staff" subjects and schools.

As of Fall 2005, schools in eleven states and the District of Columbia participated in TAP. Preliminary results show that TAP's approach can lead to higher student achievement. In 2002, three of four schools in Arizona using TAP performance

pay plans performed significantly better than the control schools – 14 to 46 point percentile rank differences. Results in 2003 for South Carolina were similar, with four of the six TAP schools performing significantly better than the control schools in math. In Minnesota, state and local student assessment results have increased in the TAP schools.

Minnesota: A State-wide Approach

Building on the work of the Teacher Advancement Program (TAP), the Minnesota Legislature enacted Quality Compensation for Teachers, or Q Comp, in July 2005. The Q Comp program has five components:

- Career ladders for teachers;
- Job-embedded professional development;
- Instructional observations and standards-based assessments;
- Measures to determine student growth; and
- Alternative teacher compensation or performance pay.

Interested school districts design a plan that incorporates the five components and then apply to the state for funding.

Teacher Advancement Program Foundation

<http://www.tapschools.org/tap/>

Minnesota Department of Education, Teacher Support: Q Comp

http://education.state.mn.us/mde/Teacher_Support/QComp/

REAL-LIFE EXAMPLE 2:

Lead Teachers to Rochester: A City With Teaching Careers

The Rochester City School District serves more than 34,000 students in pre-K through grade 12. It operates 39 elementary schools, 16 secondary schools, one adult/family learning center, and several alternative education programs. The ethnic makeup of the student population is 64 percent African American, 20 percent Hispanic, 14 percent white, and 2 percent Native American, Asian, and other minorities. There are 35 different languages spoken within the student population.

Like large urban districts across the country, Rochester faces a number of challenges that impact student achievement. Among these is pervasive poverty. While the district is ranked 73rd in the nation in size, the city of Rochester is 11th in the nation in child poverty. Eighty percent of district students are eligible for free or reduced-price lunch based on family income.

Rochester's Career in Teaching Plan provides a model for providing professional development to teachers, using the expertise of the most accomplished teachers, and rewarding quality teachers who accept additional responsibilities. The Rochester Career in Teaching Plan designates four stages in a teacher's career:

- Intern teacher: new to the Rochester district and may or may not have previous teaching experience.
- Resident teacher: completed the intern stage, but who does not yet have tenure. A teacher may remain at the resident level for up to four years if s/he continues to meet professional standards. Teachers are expected to acquire tenure and a master's degree during residency. Residents may participate in the professional support program, a voluntary peer assistance program for teachers who request help to improve their teaching.
- Professional teacher: has tenure and permanent New York State certification. A teacher may choose to remain at this level for the duration of her/his career. Professional teachers also have the opportunity to participate in professional support and can elect to participate in the Performance Appraisal Review for Teachers (PART), an alternative to traditional evaluation of tenured teachers. If they are experiencing severe professional problems, they may also be recommended for the intervention program, which makes mentors available to assist them in their classrooms.
- Lead teacher: has the opportunity to serve as mentors for interns, or as mentors for experienced teachers through the professional support and

intervention programs. Lead teacher status is designed, according to the contract between the district and the union, to "provide opportunities to highly qualified teachers for professional advancement, growth, and leadership while remaining in the teaching profession." Lead teachers are selected through a competitive process and receive additional pay for taking on mentoring assignments or other additional responsibilities.

Rochester gives these four roles real substance by providing programmatic supports and professional opportunities at each level.

The contract between the district and the Rochester Teachers Association also provides that teachers who complete the certification process of the National Board for Professional Teaching Standards (NBPTS) will be reimbursed by the district for the costs of certification application fees, and that successful completion of NBPTS certification requirements will be considered as a special qualification for lead teacher eligibility.

Koppich, J., Asher, C., & Kerchner, C. (2002). *Developing careers, building a profession: The Rochester career in teaching plan*. New York, NY: National Commission on Teaching and America's Future. Retrieved September, 2005 from <http://www.rochesterteachers.com/citpublication.pdf>

Rochester City School District: 2004-2005
<http://www.rcsdk12.org/district/profile.htm>