

Advanced Teaching and Leader Roles Working Group PEPSC Pilot-Framing Workgroup Recommendation Brief

1. Identification of roles to be piloted
 - a. Adult Leadership (AL) – highly effective, full-release educator whose responsibilities include ensuring that all teachers under his or her leadership are developing effective instructional practices and having positive impact on student learning.
 - b. Classroom Excellence (CE) – highly effective educators who instruct a greater number of students than traditional assignments (including K-3 classes) or works with a teacher team across multiple classrooms and levels. The CE teacher may be supported by educators in the Apprentice and/or License I categories.

2. Definition and responsibilities of the roles
 - a. AL
 - i. At least 90% of time devoted to supporting teachers under his or her leadership in the classroom setting
 - ii. License I teachers – recommended at least 5 hours/week in License I teachers’ classrooms
 - iii. License II teachers – recommended at least 2 hours/week in License II teachers’ classrooms
 - iv. License III teachers – recommended at least 1 hour/week in License III teachers’ classrooms
 - v. Provide coaching and leadership to facilitate peer reflection and instructional practice improvement
 - vi. Address State/District/School professional practice priorities (aligned to Standards I and V)
 - vii. Conduct Peer Observations
 - viii. Model exemplary lessons for initially licensed teachers (Licenses I-III)
 - b. CE
 - i. Address State/District/School instructional practice priorities (aligned to Standards II, III, and IV)
 - ii. Conduct model lessons and facilitate peer reflection for instructional practice improvement
 - iii. Conduct Peer Observations (as required)

3. Expectations and Credentials to attain, hold, and maintain the license appropriate to the roles
AL & CE
 - i. Complete the requirements for License IV
 - ii. Develop standardized criteria based on current ATR program selection processes or processes as developed from ATR in combination with other advanced/lead teacher roles (e.g., New Teacher Support Coaches), which may include student achievement measures
 - iii. Distinguished performance on a 360 (multiple stakeholder) evaluation process.

- iv. **For AL only** - Successful completion of a micro-credential-based endorsement on adult leadership (to be developed).
4. Supports necessary for teachers to attain and hold the license
- AL & CE**
- (i) Prioritized training on state/district/school improvement initiatives
 - (ii) Professional Learning Network to identify PSU/State priorities and/or requirements
 - (iii) Connect advanced teachers roles members and potential candidates to share best practices, address problems of practice, and support candidates in qualifying for the roles.
5. Compensation for the licenses associated with advanced and lead teacher roles
- a. Establish a state baseline
 - b. PSUs can supplement in addition to the state-based line with additional salaries and positions as needed
 - c. At least \$15K for AL and \$5K for CE to stay competitive with added responsibilities
 - d. Count towards retirement
6. Components of assessment
- a. AL
 - i. Measure of the impact of AL on performance outcomes of teachers they serve
 - ii. Continued demonstration of instructional excellence as part of the 5-year renewal cycle (measure to be determined).
 - iii. Feedback from teachers supported by the AL
 - b. CE
 - i. Recommending exceeding expectations for student growth (EVAAS, if applicable and other measures to be determined in pilot phase)
 - ii. Continued demonstration of instructional excellence as part of the 5-year renewal cycle (measure to be determined).
 - iii. Recommending distinguished performance on a 360 (multiple stakeholder) evaluation process (as part of the 5-year renewal cycle).
7. Recommendation on Determining the Number and Assignment of educators in advanced roles
- a. AL - Ratio of AL to License I-III teachers no greater than 1:10, ADM allocation, or allocation based on FTEs paid in object code 12X
 - b. CE – allocation based on the number of Apprentice and/or License I roles in the school, ADM allocation, or allocation based on FTEs paid in object code 12X

Working Group Addendum

- For the Adult Leadership License, as a full-release teacher, this teacher would include co-instruction for a certain percentage of total responsibilities as part of the definition.
- Support, such as coaching, needs to be included for the AL and CE licenses. This will enhance the success of these teachers.
- Provide responsibilities for the AL and CE licensed positions to streamline across the state while also allowing for district flexibility to provide defined autonomy.