Teacher Career Ladder
Technical Assistance Session
July 18, 2023

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Pamela Callahan
University of Maryland, College Park
Maryland PDS 2025 Project Collaborators

Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS

The Maryland PDS 2025 Project is funded through 2019 Maryland State Legislature Senate Bill 1030 (Teacher Collaborative Grant Program) and administered through the Maryland State Department of Education
Developing the Principles

- Consultations at Teacher Career Ladder & Educator Advisory Work Group meetings
- Review and study of the Maryland Blueprint legislation
- Review of the literature on career ladders and teacher leadership
- Review of career ladder implementation in national and international contexts
- Study and consultation with Baltimore City Public Schools and Denver Public Schools
- Consultation with Kirwan Commission members (Senator Paul Pinsky) and AIB member & staff (Dr. Laura Stapleton, Rachel Hise, Rachel Amstutz, Emma Pellerin)
Summary of Principles

- The career ladder is a salary schedule and learning system
- Movement within levels based on skill, knowledge and achievement
- Offer multiple opportunities and modalities to learn and demonstrate competence
- Teacher autonomy, authority, and responsibility clearly change across levels
- Structured on standards and key skills and knowledge that change with each level
- A coherent system for measuring and monitoring growth
## Legislative Considerations
### Stage 1

<table>
<thead>
<tr>
<th>Level</th>
<th>Maximum Requirements</th>
<th>Legislative Compensation Considerations</th>
<th>Percent of Classroom Instruction Time</th>
<th>Percentage of Teachers at this Level</th>
<th>Focus Standards</th>
<th>Professional Learning Plan</th>
<th>Professional Growth System</th>
<th>Opportunities for Growth</th>
<th>Position Alignment</th>
<th>Movement to the Next Level</th>
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<td>Evidence of Professional Growth</td>
<td>Evidence of Student Learning</td>
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<td>Big Goal: Student Learning Outcomes</td>
<td>Individualized</td>
<td>Additional Growth Activity Options based on NBC Standards</td>
<td>Evidence of Student Learning</td>
<td>Evidence of Professional Development</td>
<td>Evidence of Instructional Practice</td>
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<td>1 State Certified Teacher</td>
<td>Implement minimum $60,000 starting teacher salary by 71/26</td>
<td>District Evaluation Standards</td>
<td>60% (target)</td>
<td>17%</td>
<td>Big Goal: Instructional Practice Standardized</td>
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Components for Consideration
Building a Teacher Career Ladder

**Minimum Requirements**
These requirements are set in legislation. Districts have the opportunity to add requirements to each level.

**Legislative Compensation Considerations**
This guidance comes from the 9/15 AIB implementation graphic.

**Percent of Classroom Instruction Time**
These targets come from the Blueprint legislation but are explained as goals not requirements.

**Percentage of Teachers at this Level**
This target comes from the Blueprint legislation but are explained as goal not requirements.
Components for Consideration
Building a Teacher Career Ladder

**Focus Standards**
Districts will have the opportunity to select standards upon which to align the professional growth system.

**Professional Learning Plan**
Per the Blueprint, districts must integrate a robust professional learning plan into the career ladder.

**Growth Activities**
Growth activities is a sample approach to listing the types of activities teachers at each level can select from to form their professional Learning Plan.

**Growth Measures**
Growth measures is a sample approach to demonstrating the impact of the professional learning activities according to each teacher’s professional learning goals.
Components for Consideration
Building a Teacher Career Ladder

Movement Within Level

Movement to the Next Level
These milestones are based on Blueprint Legislation
Components for Consideration
Building a Teacher Career Ladder

Eligible Teacher Leader Roles

Districts are responsible for determining where on the career ladder existing roles fall on the career ladder in conjunction with Blueprint legislation.
### Example of Developed Distinguished Lead Teacher Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum Requirements</th>
<th>Focus Standards</th>
<th>Professional Learning Plan</th>
<th>Growth Activities</th>
<th>Growth Measures</th>
<th>Movement to the next Level</th>
<th>Eligible Teacher Leader Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b Distinguished Lead Teacher</td>
<td>All requirements of 4a demonstrated in an exemplary fashion</td>
<td>Blueprint Distinguished Lead Teacher Standards</td>
<td>WGO Goal: Community Impact via Teacher Development Development Plan is Individualized</td>
<td>Growth activities as described in Blueprint Standards</td>
<td>Impact on School Improvement</td>
<td>Successful Completion of the Development Indicators</td>
<td>Lead Demonstration Teacher</td>
</tr>
<tr>
<td>Active NBC Certification</td>
<td>Exceptional capacity to lead teacher teams</td>
<td>Leading PD for Lead Teachers</td>
<td>Lead PDSA Action Research</td>
<td>Micro Credentials Earned and Scored</td>
<td>Successful Application for a Professor Distinguished Teacher Position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and evaluation experience</td>
<td>Lead improvements in curriculum, instruction, and assessment</td>
<td>PL based on Blueprint Standards for Level 4c</td>
<td>Conduct evaluations of instructional programs</td>
<td>Leadership Portfolio</td>
<td>Successful Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills &amp; knowledge to mentor teachers</td>
<td>Quality of peer reviewed publications</td>
<td>Requirements to complete a terminal degree</td>
<td>Design curricular interventions</td>
<td>Evaluation from Mentored Teachers</td>
<td>Active National Board Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demand for teacher’s counsel</td>
<td>Designing district induction programming and early career mentorship</td>
<td>Designing mentorship activities for teams of teachers</td>
<td>Additional Measures Based on district priorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upholding of and demonstration of ethical standards</td>
<td>Designing and leading PD in the district and in the state</td>
<td>Participate in the Professor Distinguished Teacher Academy</td>
<td>Additional Measures Based on district priorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotion of a school culture that leads to high academic outcomes for students</td>
<td>Maintenance of NBC</td>
<td>Additional Offerings Based on the District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UMD Framework includes a sample for each level but only one included in this presentation due to time constraints.
# TEACHER CAREER LADDER

## Components for Consideration

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum Requirements</th>
<th>Percent of Classroom Instruction Time (Larger)</th>
<th>Percentage of Teachers at this Level</th>
<th>Eligible Teacher Leader Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>State Certified Teacher</td>
<td>60%</td>
<td>17%</td>
<td>N/A</td>
</tr>
<tr>
<td>Level 2</td>
<td>Certified Teacher Beginning NBC or a Masters</td>
<td>60%</td>
<td>35%</td>
<td>To be determined</td>
</tr>
<tr>
<td>Level 3</td>
<td>NBC Teacher</td>
<td>50%</td>
<td>21%</td>
<td>Instructional Lead Teacher</td>
</tr>
<tr>
<td>Level 4a</td>
<td>Active NBC Certification</td>
<td>40%</td>
<td>6%</td>
<td>N/A</td>
</tr>
<tr>
<td>Level 4b</td>
<td>Skills &amp; knowledge to mentor teachers Research and evaluation experience</td>
<td>20%</td>
<td>5%</td>
<td>N/A</td>
</tr>
<tr>
<td>Level 4c</td>
<td>Professor Distinguished Teacher</td>
<td></td>
<td>1% (max)</td>
<td>To be determined</td>
</tr>
</tbody>
</table>

Sincerely yours,

__PGCPS Draft__

[Image -235x-135 to 836x516]
**TEACHER CAREER LADDER**

### Level 1

<table>
<thead>
<tr>
<th>Focus Standards</th>
<th>Professional Learning Plan</th>
<th>Growth Activities</th>
<th>Growth Measures</th>
<th>Movement Within Levels</th>
<th>Movement to the next Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Evaluation Standards PGCPS Example</td>
<td>Big Goal: Instructional Practice Standardized for all teachers at this level</td>
<td>Will be standardized at this level</td>
<td>N/A</td>
<td>Composite Score Weighted with the Following Elements</td>
<td>Successful Completion of the Development indicators (listed below)</td>
</tr>
</tbody>
</table>

- Setting Instructional Outcomes
- Designing Coherent Instruction
- Establishing a Culture for Learning
- Using Assessment in Instruction
- Demonstrating Knowledge of Students
- Showing Professionalism

- District Designed Induction Program
- Professional Development to Understand Evaluation Standards and Process
- Professional Development centered on Collaboration, Behavior Management, Technology, Inclusion

- Student Growth Measures (possibly around 2013)
- Evaluation Results (possibly around 2013)
- Additional Measures based on district priorities

- Three years of successful evaluations (Review: what does this mean?)
- Teachers must complete additional development experiences based on evaluation
- Complete district induction program
- Complete Professional Development Specified in the Professional Learning Plan
- Teachers will have the opportunity to complete these experiences via college credit, financed PG, or other approved venue

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*Framework to PGCPS Draft*
Framework to MCPS Draft

Navigating Decision Points

- Level 4c
- Level 4b
- Level 4a
- Level 3
- Level 2
- Level 1

- Sub-levels 3.1
- Sub-levels 3.2
- Sub-levels 3.3
- Sub-levels 3.4
- Sub-levels 3.5
- Sub-levels 3.6
- Sub-levels 3.7

- Sub-levels 2a.1
- Sub-levels 2a.2
- Sub-levels 2a.3
- Sub-levels 2a.4

Teacher who earns NBC and thus continues on the TCL

Teachers in 2a would still be an incentive to earn NBC and thus continue on the TCL

Teachers would have the opportunity to move to Level 2a if they have reached the top of Level 2 but have not earned NBC. (This could be a teacher who earns a masters and does well on all components of the TCL but lacks NBC.)
# Framework to MCPS Draft

## Professional Growth Portfolio System

<table>
<thead>
<tr>
<th>Level 4a-c</th>
<th>Exemplar Growth Activity: Re-design the District Induction Program</th>
<th>Opportunities to include informal feedback: self-reflection, non-evaluation admin visit notes</th>
<th>Up to XX years or top of salary schedule</th>
<th>Exemplar Growth Measure: Impact on district as measured in the portfolio</th>
</tr>
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<tbody>
<tr>
<td><strong>Blueprint Standards</strong></td>
<td></td>
<td></td>
<td></td>
<td>Teacher Leader Positions: University Professor</td>
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<tr>
<th>Level 3</th>
<th>Exemplar Growth Activity: Lead the Design and Study of a Mathematical Reasoning Intervention</th>
<th>Opportunities to include informal feedback: self-reflection, non-evaluation admin visit notes</th>
<th>Up to XX years or entire teaching career</th>
<th>Exemplar Growth Measure: Achieve Micro-credential in Mathematical Reasoning</th>
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<td><strong>Leadership Standards</strong></td>
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<td>Teacher Leader Positions: Instructional Lead</td>
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<tr>
<th>Level 2</th>
<th>Exemplar Growth Activity: NBC Component Submission</th>
<th>Successful Formal Evaluation</th>
<th>Up to XX (10) years or achievement of National Board Certification</th>
<th>Exemplar Growth Measure: Achieve a Passing Score on NBC Component</th>
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<td><strong>National Board Propositions</strong></td>
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<td>Teacher Leader Positions: Grade Level Chair</td>
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<th>Exemplar Growth Activity: Completion of District Induction Program</th>
<th>Successful Formal Evaluation</th>
<th>Up to 3 years and/or tenure</th>
<th>Exemplar Growth Measure: Evidence of Student Learning (SLO or other measure)</th>
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<td><strong>MCPS District Evaluation Standards</strong></td>
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<td></td>
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<td>Teacher Leader Positions: Sports or Club Facilitation</td>
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*PD* = Professional Development