

A close-up photograph of four diverse business professionals (two men and two women) smiling warmly. They are dressed in professional attire, including suits and blouses. The background is a soft, out-of-focus light blue.

Delaware Educator Compensation & Careers

November 2014

Community Forum

Three Key Takeaways

1

Optional for all current educators

2

Teacher Leadership = Teachers

3

Additional investment in salaries

Agenda

- **Background and context for this work**
- Overview of the current proposal: career pathway
- Overview of the current proposal: compensation
- Next Steps
- Q&A

Foundation for this Work



- Education Salary Improvement Committee (1998)

- Race to the Top initiatives (since 2010)

- DDOE exploratory research (2012)

- Stakeholder visioning (2013)

- DSEA & DDOE collaboration (Since 2013)

- Senate Bill 254 (July 2014)

- CAECC process (July - **January 2015**)

- Legislation proposed in Winter 2015

Next Steps

Committee process extended to January 9, 2015:

- Status report to be issued mid-November
- Final report to be issued in January

Committee will recommend and clarify on-going processes:

- Educator work groups and sub committees
- Broader stakeholder work groups

Overview of Senate Bill 254

Senate Bill 254 calls for the development of an educator career ladder structure that meets the following parameters:

1. A career pathway with **few and meaningful steps**
2. Leadership roles for educators to **receive additional pay for leadership** responsibilities
3. **Senior leadership roles for a small sub-set of educators** who have demonstrated the highest levels of effectiveness and served in leadership roles
4. **Levels of base pay at all steps** in the career pathway
5. Levels of **supplemental pay for leadership** roles
6. Applicability of the new system and **opt-in mechanisms**
7. All **current educators have the opportunity to opt into the system**. Otherwise, they can continue to get paid according to the current steps and lanes approach.

The educator career ladder proposal is due to the Governor in January 2015.

Committee to Advance Educator Compensation and Careers (CAECC) Membership

Name	Title and Organization
Teri Quinn Gray (Chair)	President, State Board of Education
Lindsay O'Mara	Education Policy Advisor to Governor Markell , Governor's Office
Mark Murphy	Secretary of Education, Department of Education
Frederika Jenner	President, Delaware State Education Association (DSEA)
Jeff Taschner	Executive Director, Delaware State Education Association (DSEA)
Mark Holodick	President, Chief School Officers Association (CSOA)
	Superintendent, Brandywine School District
Darryl Scott	Chair, House Education Committee and Representative, District 31
David Sokola	Chair, Senate Education Committee and Senator, District 8
Harvey Kenton	Representative, District 36 , House Minority Caucus
Brian Pettyjohn	Senator, District 19 , Senate Minority Caucus
Meaghan Brennan	Director , Budget Development, Planning & Administration,
	Office of Management & Budget
Mike Morton	Controller General, Office of the Controller General

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Educators' Career Aspirations

For years we have known that our educators...

Want a career that offers multiple stages of growth

- Meaningful milestones along a progression toward mastery
- Opportunities for increased responsibility and pay along the way

Want a career that is dynamic and exciting

- New challenges without having to leave the classroom
- More opportunities to shape their school and profession
- More time to collaborate with their colleagues

Note: Based on feedback from Delaware Teacher of the Year Advisory Board working sessions with Secretary Murphy during 2013 – 2014 SY

Future Educators' Career Aspirations

“The future generation of educators seek “hybrid roles” — those roles that keep them part-time in the classroom combined with other roles of service and leadership in education.” (MetLife, 2013)

“...Newcomers to the profession may be encouraged to set longer-term goals if there is a second career stage that values teacher effectiveness and involves leading from the classroom.”

- *National Network of State Teachers of the Year: Creating Sustainable Teacher Career Pathways: A 21st Century Imperative (2013)*

Current System: “Steps & Lanes”

Years Exp.	No Degree	Bach Degree	Bach Plus 15	Bach Plus 30	Mast Degree	Mast Plus 15	Mast Plus 30	Mast Plus 45	Doctoral Degree
0.0	38,139	39,687	41,235	42,783	45,104	46,652	48,200	49,752	51,300
1.0	38,524	40,076	41,624	43,172	45,493	47,041	48,589	50,137	51,685
2.0	38,874	40,461	42,009	43,557	45,878	47,426	48,974	50,526	52,074
3.0	40,267	41,814	43,362	44,914	47,236	48,783	50,331	51,879	53,427
4.0	41,429	42,862	44,255	45,688	47,775	49,168	50,911	52,458	54,006
5.0	42,862	44,255	45,688	47,081	49,168	50,601	51,994	53,427	54,820
6.0	44,255	45,688	47,081	48,474	50,601	51,994	53,427	54,820	56,213
7.0	45,688	47,081	48,474	49,907	51,994	53,427	54,820	56,213	57,646
8.0	47,081	48,474	49,907	51,300	55,518	56,911	58,340	59,737	61,166
9.0	48,474	49,907	51,300	52,693	56,911	58,340	59,737	61,166	62,559
10.0	49,907	51,383	52,693	54,125	58,340	59,737	61,166	62,559	63,956
11.0	49,907	51,383	54,125	55,518	59,737	61,166	62,559	63,956	65,385
12.0	49,907	51,383	55,598	56,911	61,166	62,559	63,956	65,385	66,778
13.0	49,907	51,383	55,598	58,340	62,559	63,956	65,385	66,778	68,171
14.0	49,907	51,383	55,598	59,805	63,956	65,385	66,778	68,171	69,603
15.0	49,907	51,383	55,598	59,805	65,385	66,845	68,171	69,603	70,996
16.0	49,907	51,383	55,598	59,805	65,385	66,845	69,591	71,068	72,417

Notes:

(1) Figures represent salaries from Ch. 14, §1305 and adjusted for average 30% local contribution to total educator salary

Example: NEA Model

Provisional Teacher

- Reduced teaching schedule
- Observe Professional and Accomplished teachers
- Duration: One year. Two in special circumstances

Emerging Teacher

- Full teaching schedule but no non-teaching duties
- Duration: Three years

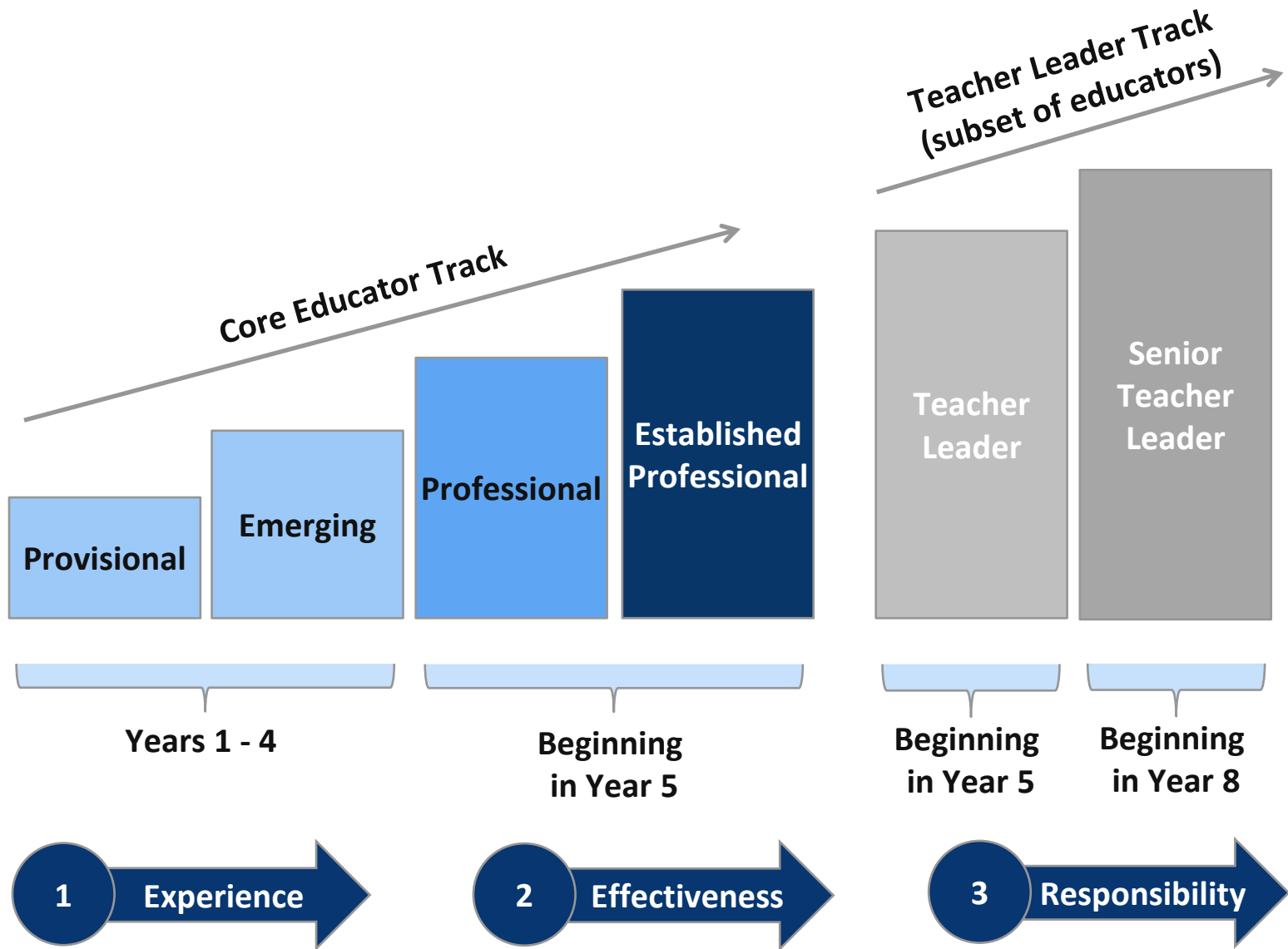
Professional Teacher

- Full time teacher or equivalency
- After five years of successful teaching, may become peer coach, mentor, or teacher leader
- Duration: option to remain for duration of teaching career

Accomplished Teacher

- Full time teaching or service as a peer coach, mentor, NBPTS coach, or teacher leader
- Duration: option to remain for duration of teaching career

Proposed Career Ladder



Teacher Leader Roles: A Few Examples

Student Interventions Lead	<ul style="list-style-type: none">• Creates and manages grade-level and school-wide systems for identifying students in need of extra support• School's expert on age-appropriate interventions
Classroom Culture Coach	<ul style="list-style-type: none">• Coaches peers in classroom management strategies• Owns professional development needs for their team, provides peer coaching, and models techniques and strategies
Curriculum & Planning Lead	<ul style="list-style-type: none">• Coordinates curriculum for a content area and/or grade-level• Works with teachers to implement and plan lessons effectively
Special Projects Lead	<ul style="list-style-type: none">• Partners with school leadership team to develop and implement a project that meets critical school-based needs

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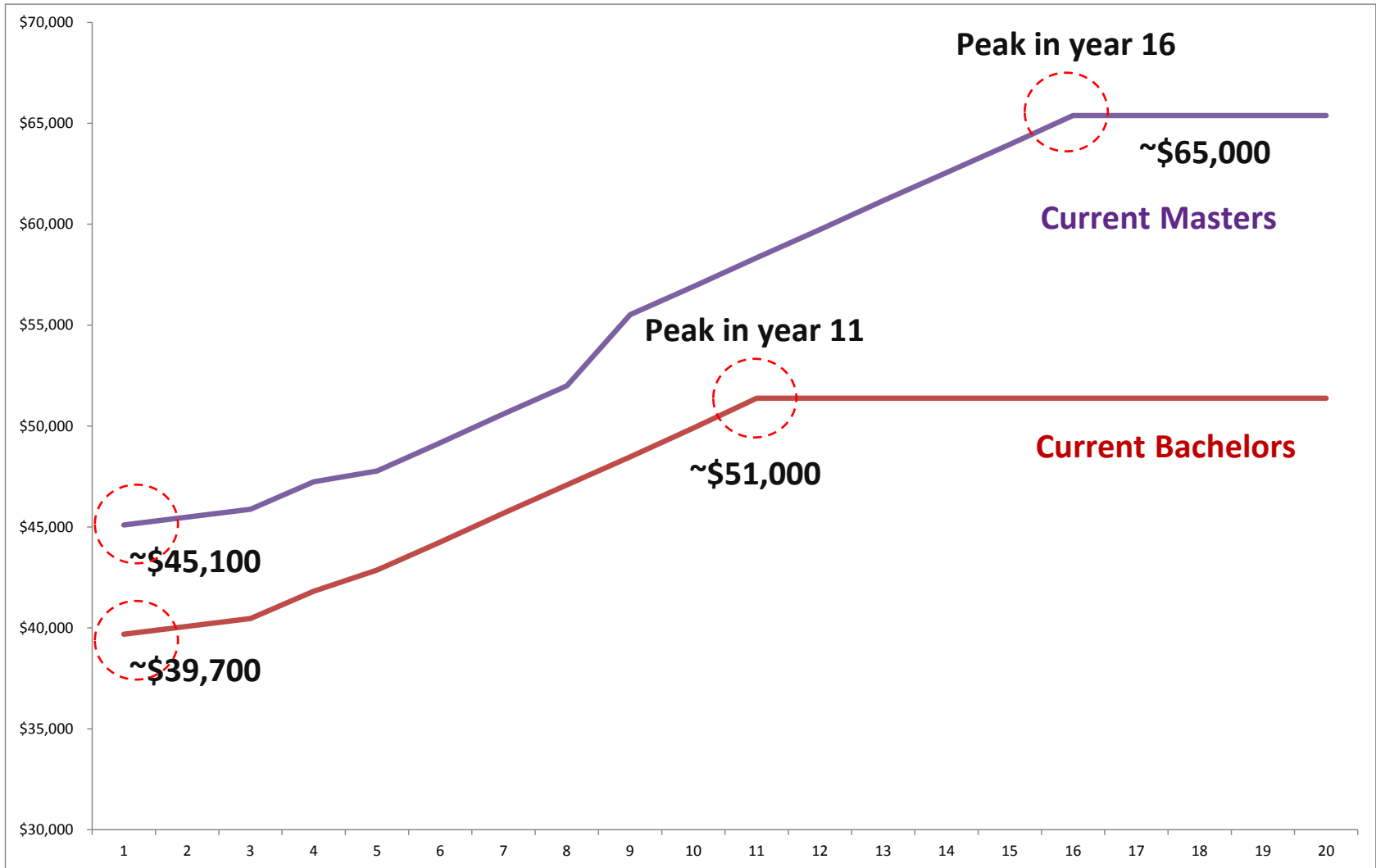
Current System: “Steps & Lanes”

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Percent of total: ⁽²⁾	7%	19%	6%	5%	34%	10%	9%	9%	2%

Notes:

- (1) Figures represent salaries from Ch. 14, §1305 and adjusted for average 30% local contribution to total educator salary
- (2) Based on 10,242 professional staff through step 44 excluding Administrators via DEPS

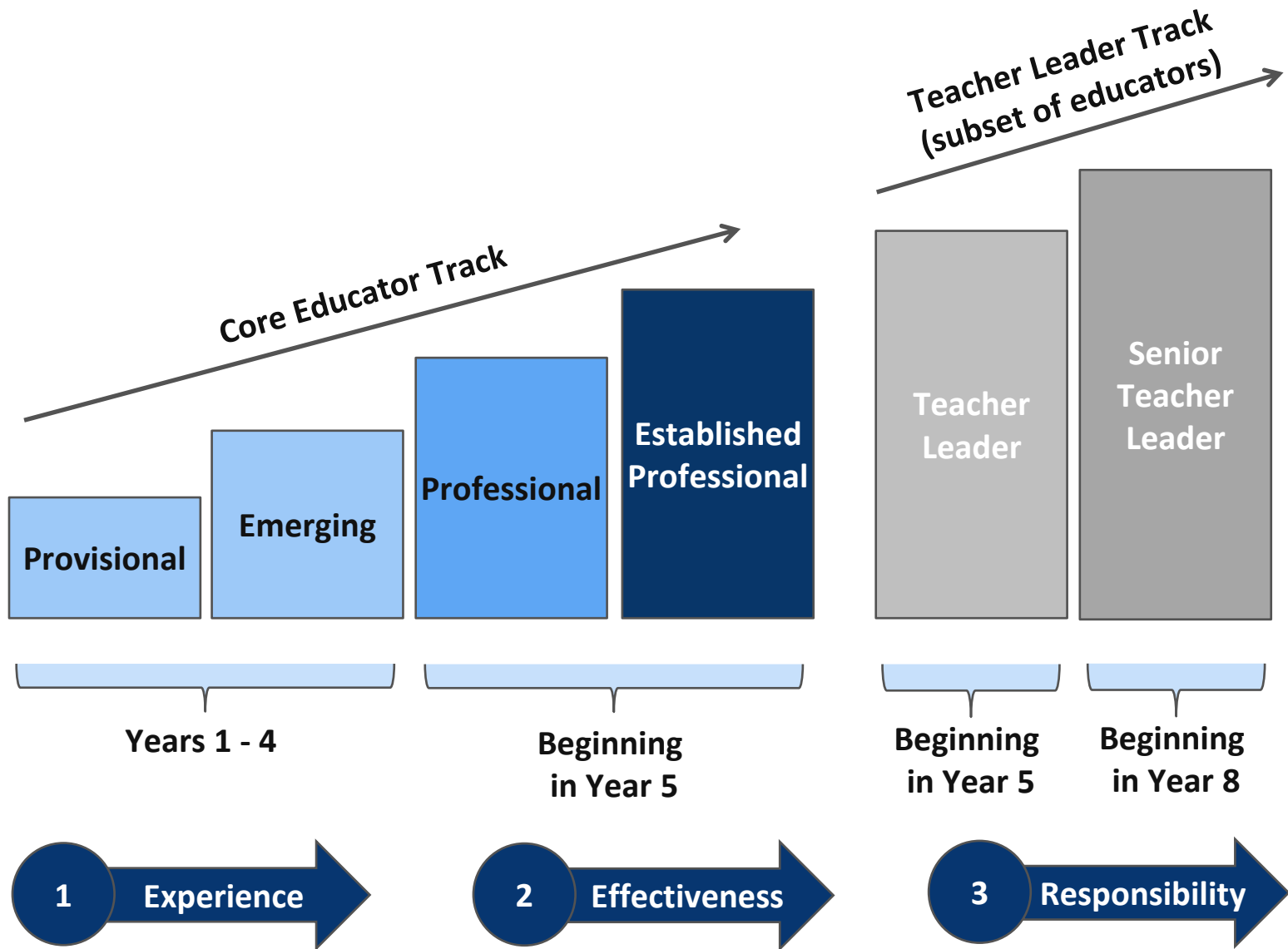
Current system: "Steps & Lanes"



Notes: Delaware figures represent MA and BA salaries from Ch. 14, §1305 and adjusted for average 30% local contribution to total educator salary

(1) Based on 10,242 professional excluding Administrators via DEPS

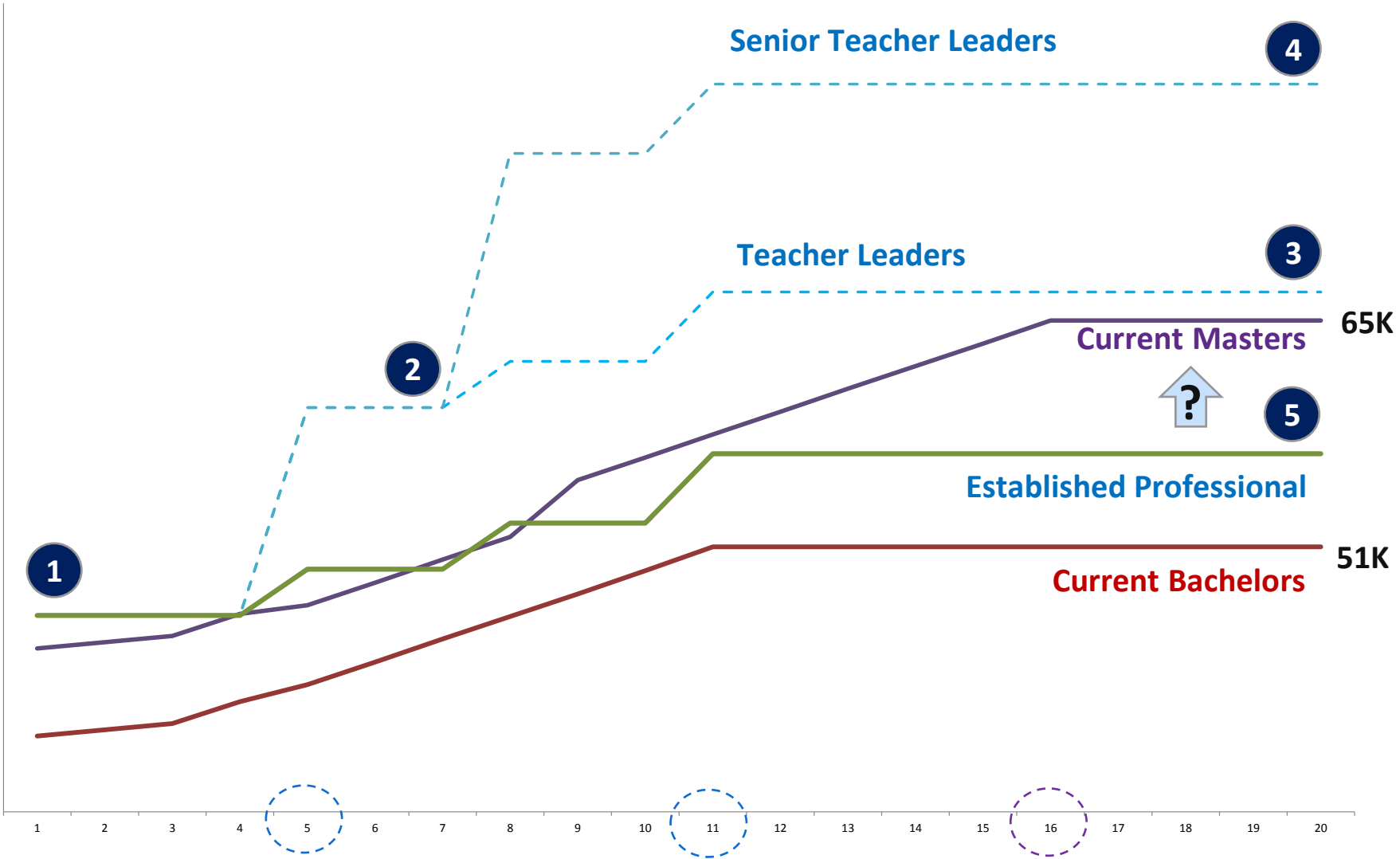
Proposed Career Ladder



Guiding Principles

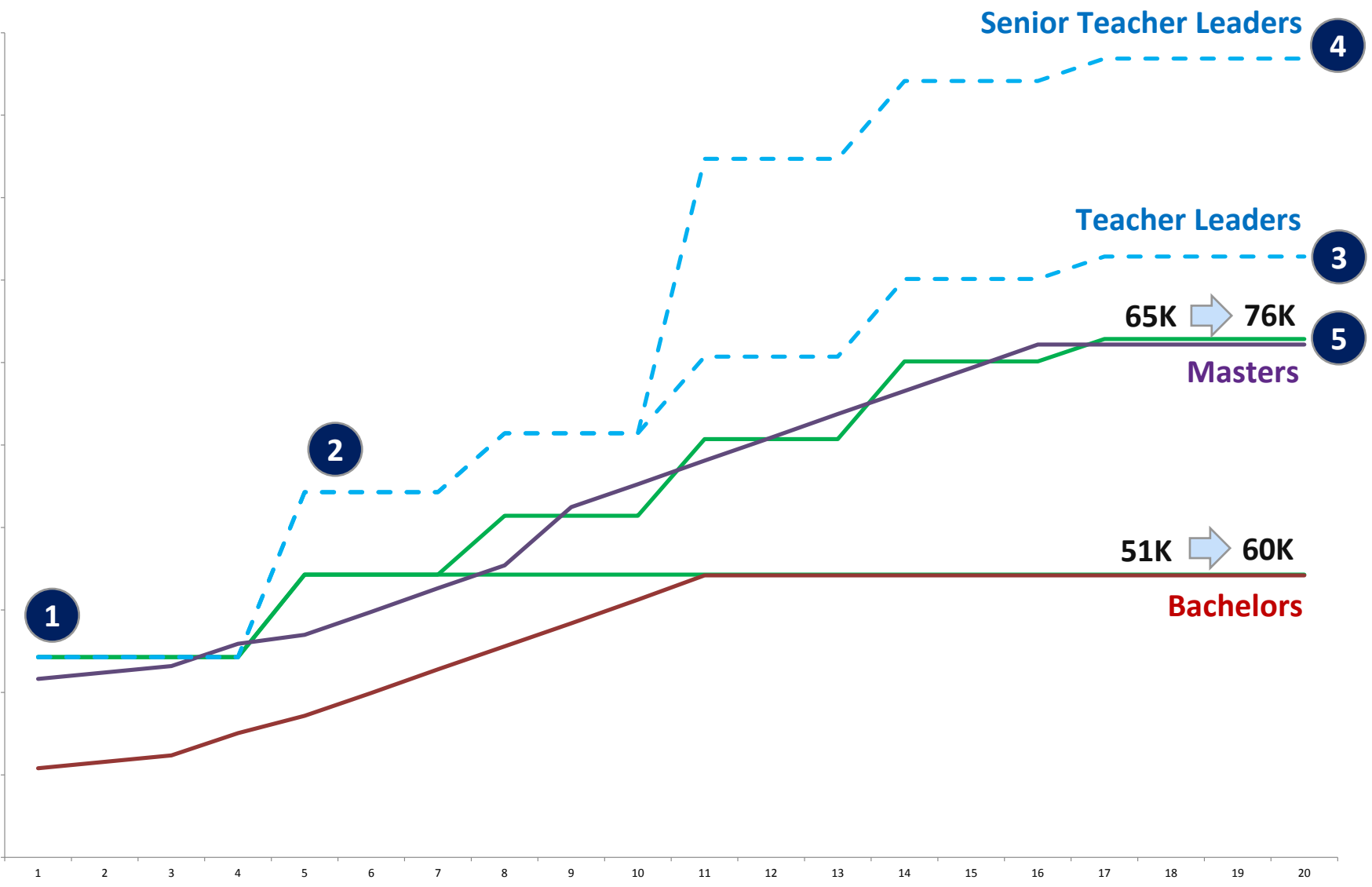
- **Principle 1** – raise starting salaries
- **Principle 2** – provide opportunities to reach peak earnings faster
- **Principle 3** – teacher leader positions should pay more than what vast majority of educators earn today
- **Principle 4** – senior teacher leader positions that offer salaries broadly commensurate with assistant principals
- **Principle 5** – fair professional salary for those who do not take on teacher leadership roles

Prior Working Proposal: 5 principles in practice

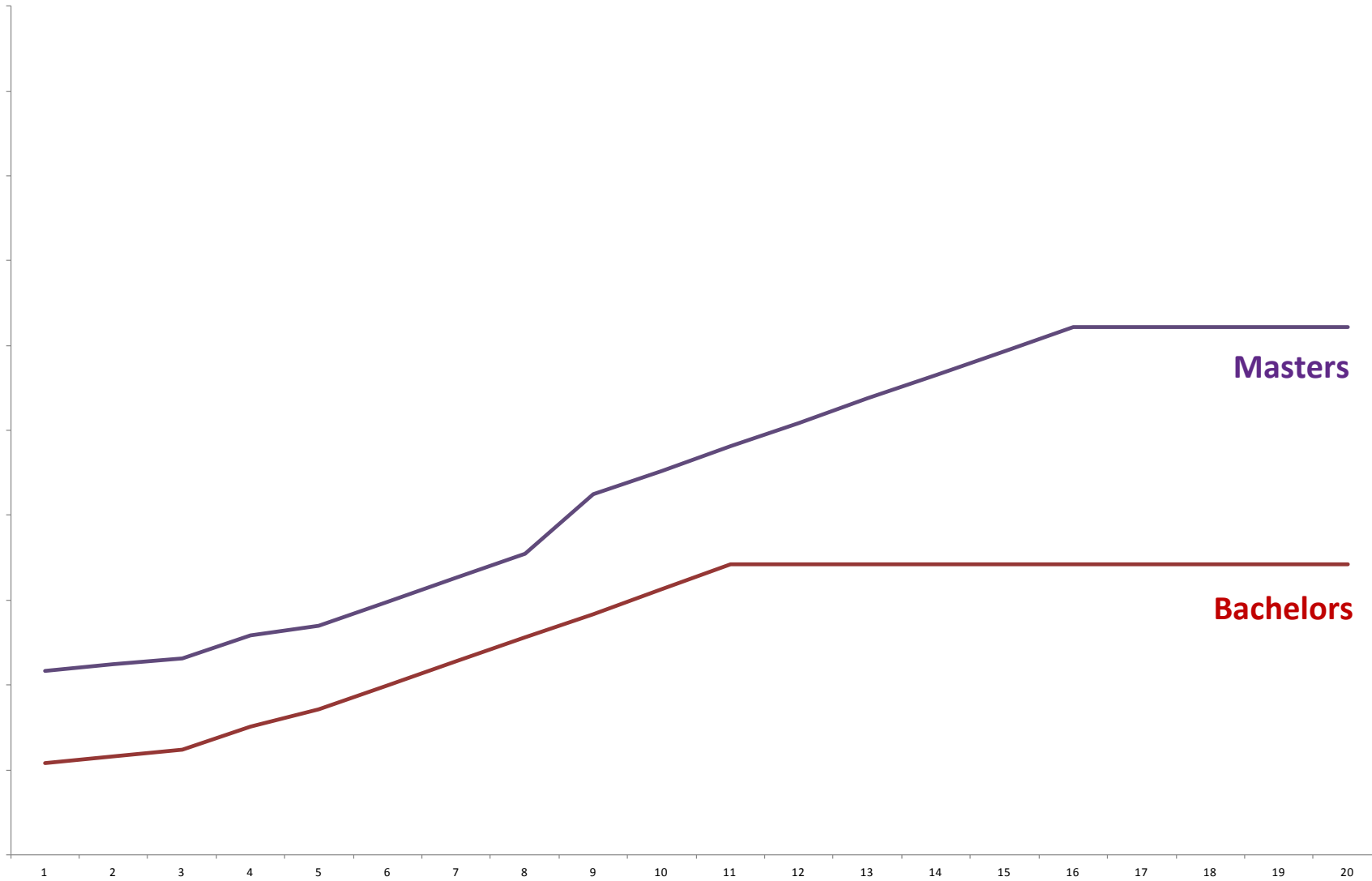


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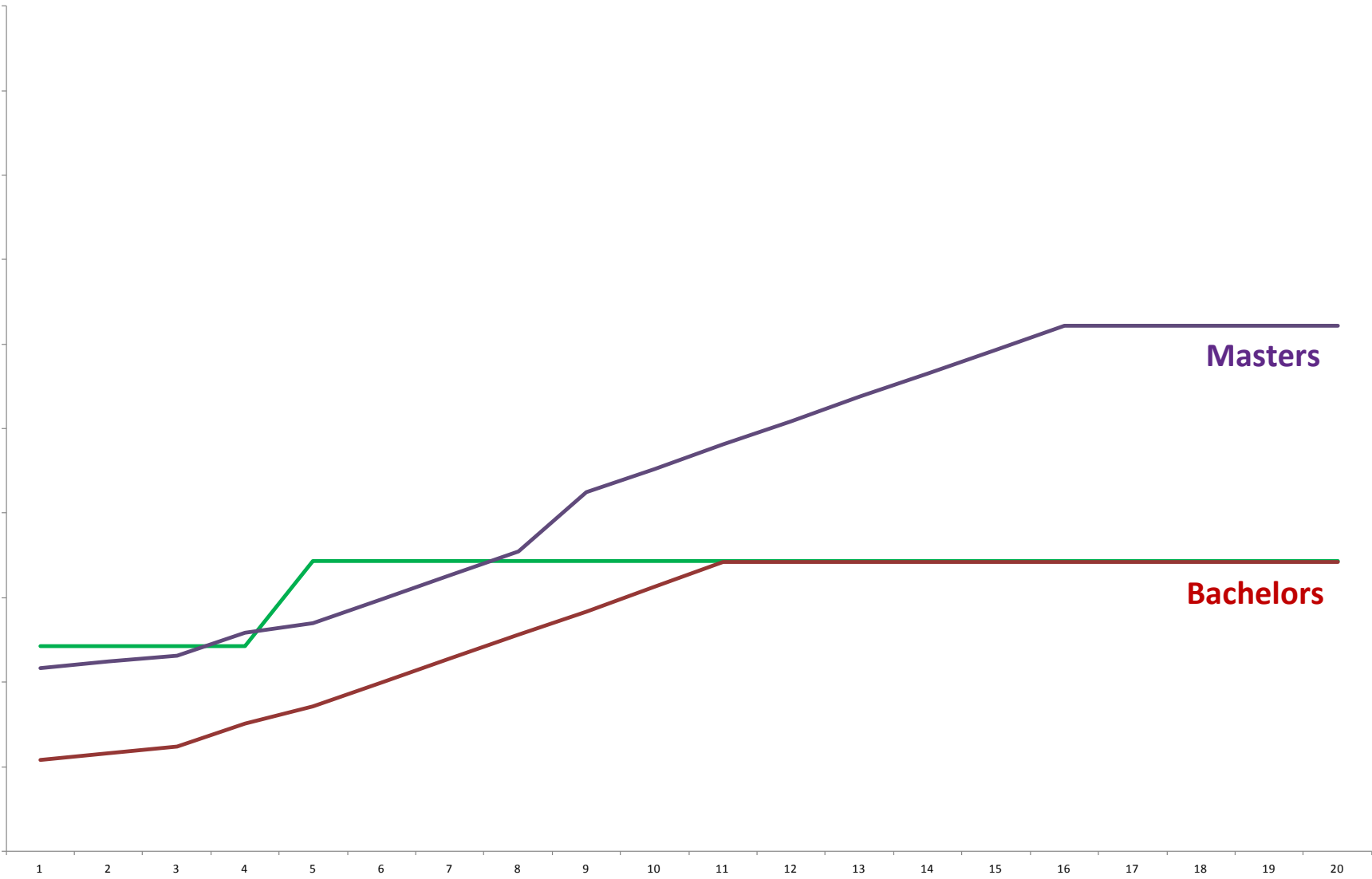
Current Working Proposal



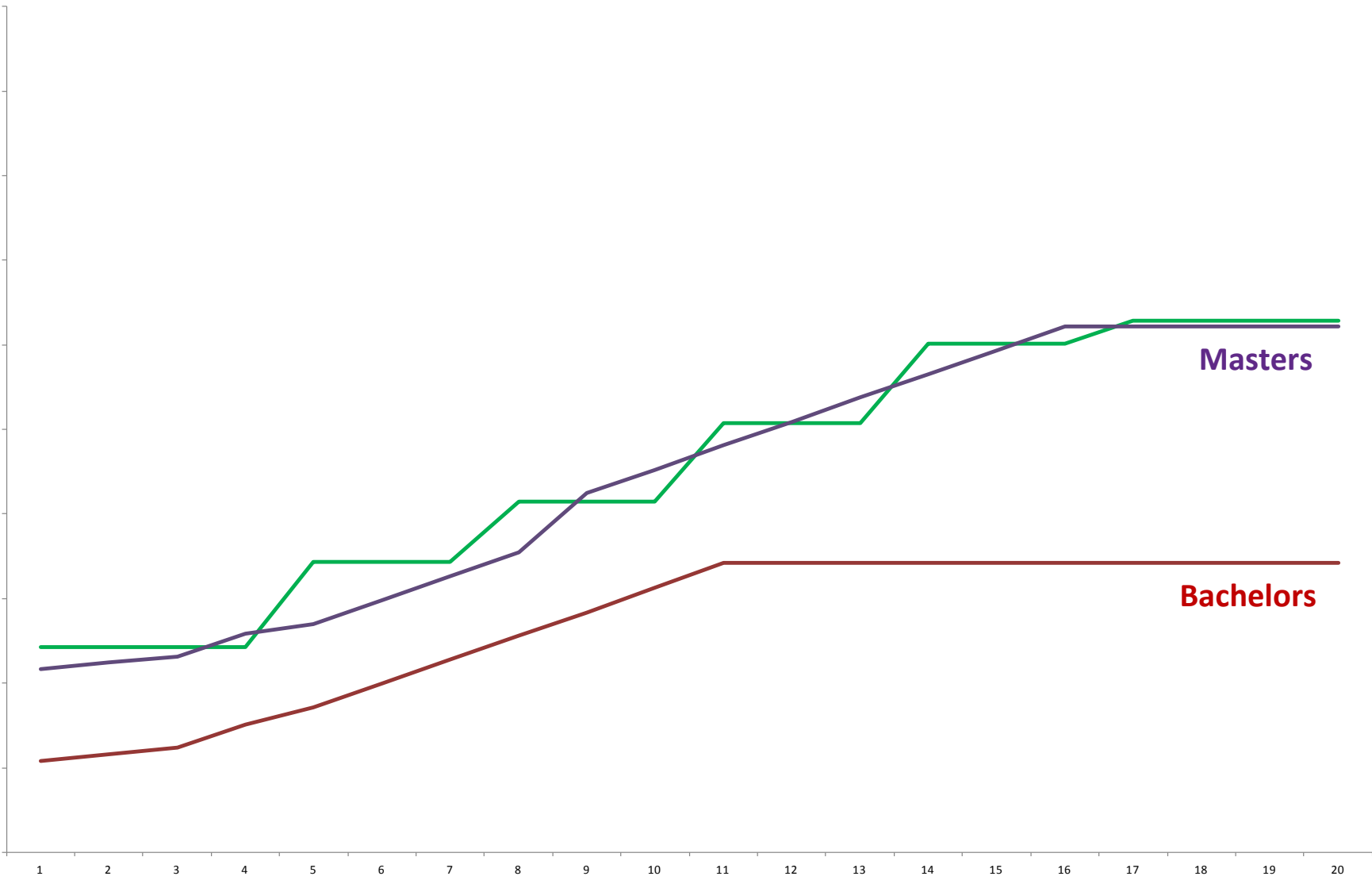
Current Working Proposal: Current BA & MA



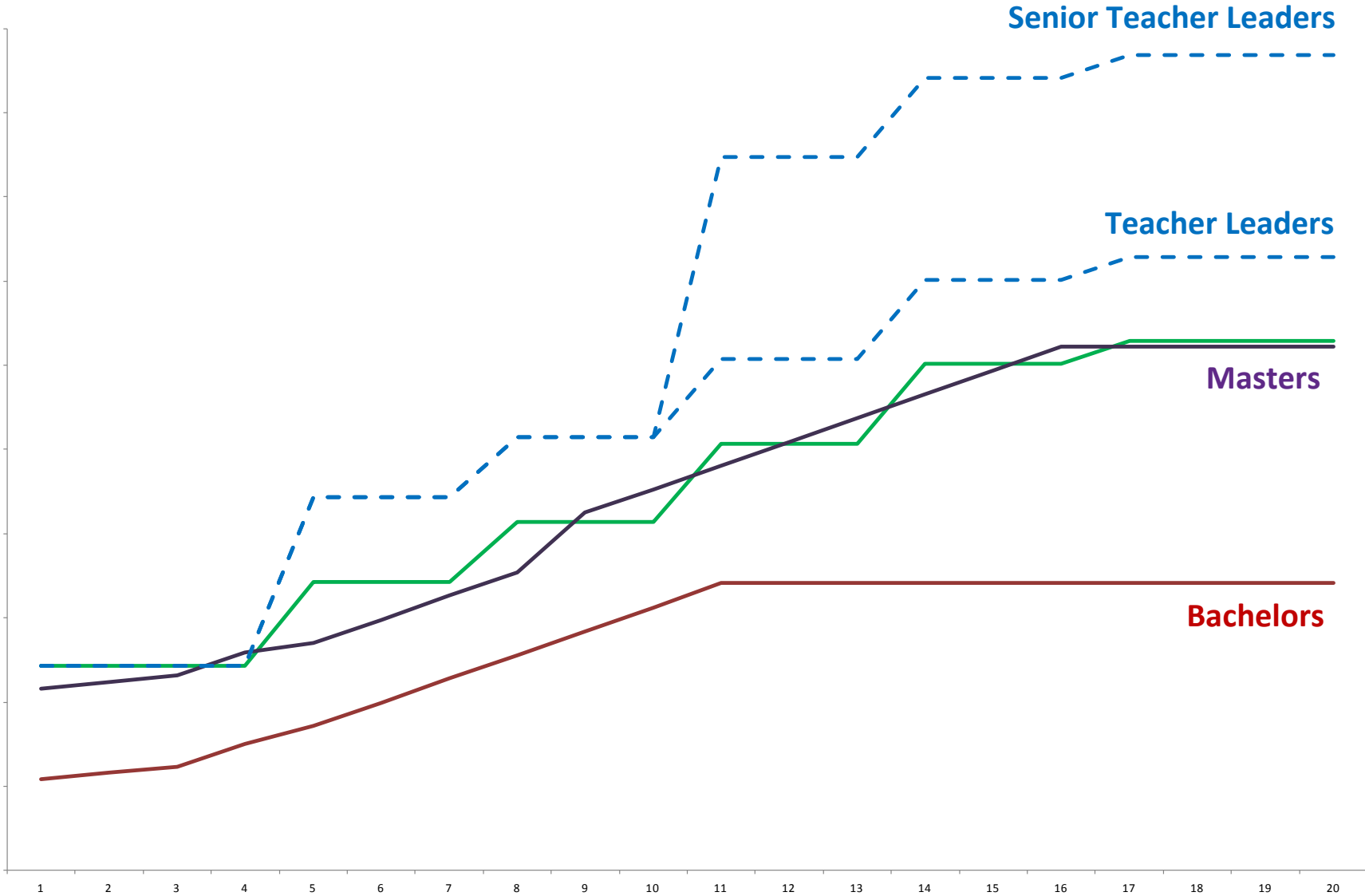
Current Working Proposal: Bachelors



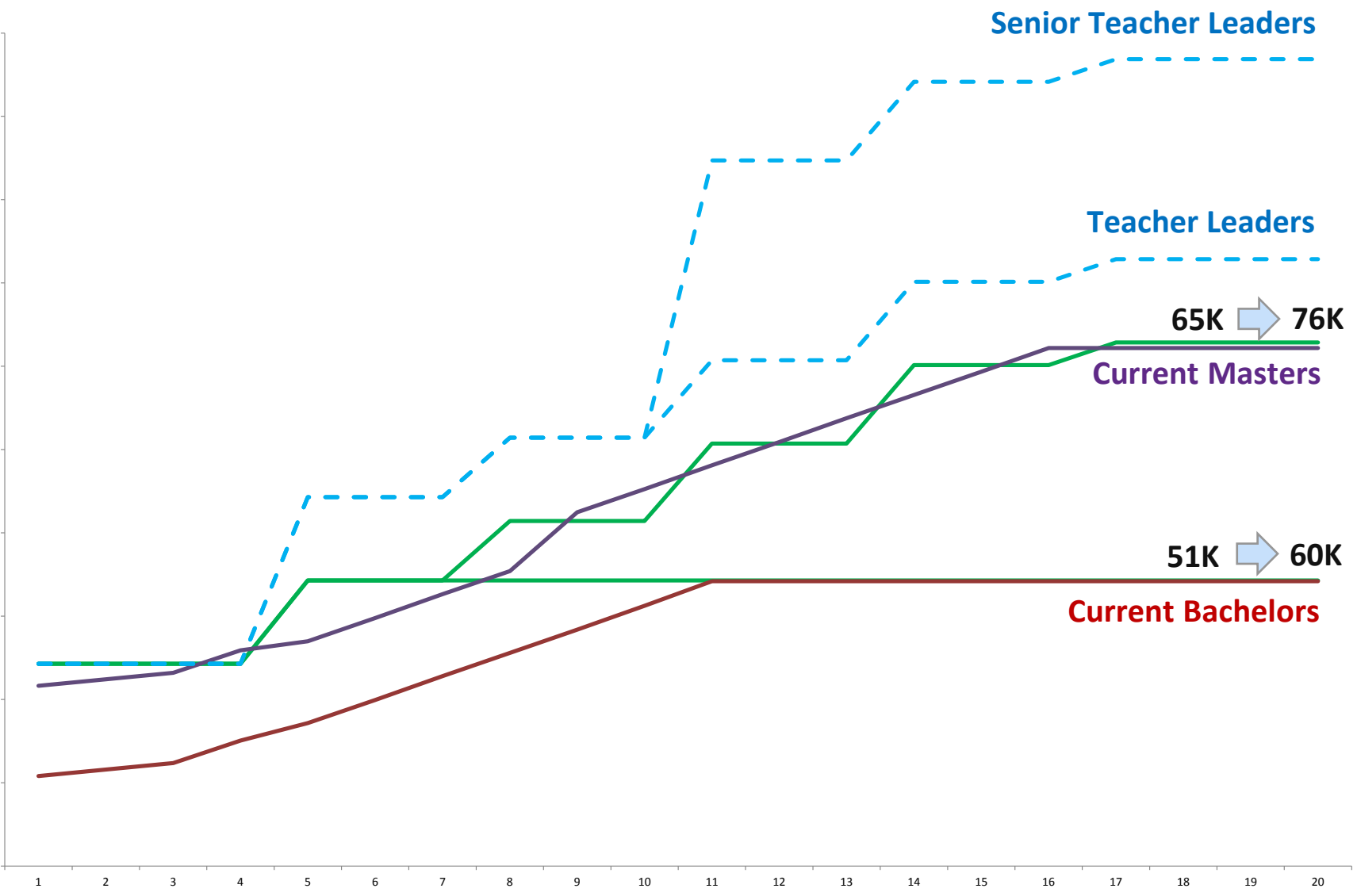
Current Working Proposal: Masters



Current Working Proposal: Masters with Teacher Leadership



Current Working Proposal: Masters & Bachelors



Next Steps

Committee process extended to January 9, 2015:

- Status report to be issued mid-November
- Final report to be issued in January

Committee will recommend and clarify on-going processes:

- Educator work groups and sub committees
- Broader stakeholder work groups

Attend our CAECC design sessions! Every Committee meeting is open to the public. Additionally, at the end of every meeting, there is an opportunity to participate in public comment.

Visit the Website to access CAECC meeting content: <http://caecc.us/>

Email questions and comments to: donna.johnson@doe.k12.de.us

Q&A