

**REPORT OF THE VIRGINIA
DEPARTMENT OF EDUCATION**

**Feasibility Study on the
Implementation of a Teacher
Career Ladder in the
Commonwealth of Virginia
(HJR 1, 2014)**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 18

**COMMONWEALTH OF VIRGINIA
RICHMOND
2014**



VIRGINIA DEPARTMENT OF EDUCATION

LEGISLATIVE STUDY

**Feasibility Study on the
Implementation of a
Teacher Career Ladder
in the Commonwealth of Virginia**

OCTOBER 20, 2014

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ACKNOWLEDGEMENTS

The Virginia Department of Education expresses appreciation to the individuals and professional organizations that contributed their invaluable time and input into this feasibility study.

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Feasibility Study on the Implementation of a Teacher Career Ladder in the Commonwealth of Virginia

Executive Summary

The 2014 Virginia General Assembly passed House Joint Resolution 1 (see Appendix A), which requested that the Virginia Department of Education study the feasibility of implementing a Teacher Career Ladder program in the Commonwealth. In conducting the study, the Department was to consider the implementation of such programs in other states and make recommendations regarding the implementation of such a program in the Commonwealth, specifically related to (i) the number of levels, or "rungs," in the program; (ii) the various performance markers, including student growth indicators and teacher evaluations, that may be used to assess teacher performance; (iii) the bonus pay and other opportunities that teachers may earn; (iv) ways in which the Teacher Career Ladder program can reinforce individualized student growth through high-performing, individualized teaching; (v) the potential fiscal impact of such programs on the state and localities; (vi) the impact of such programs on the competitiveness of teacher pay in Virginia compared to other states; (vii) the impact of career ladders on the hiring and retention of teachers; and (viii) the teacher professional development that may or may not be needed to support a career ladder system.

In an effort to define more precisely the concept of a career ladder, a stakeholder group convened for the purpose of providing input in the feasibility study on the implementation of a Teacher Career Ladder in the Commonwealth accepted the following working definition of career pathways and professional advancement for teachers as outlined in a 2013 report by the U.S. Department of Education entitled *A Blueprint for R.E.S.P.E.C.T.: Recognizing Educational Success, Professional Excellence and Collaborative Teaching*:¹

[Career pathways and professional advancement] offer teachers satisfying career paths, avenues that allow them to take on significant roles and responsibilities and earn higher salaries without leaving the classrooms they love. Teachers long for opportunities that recognize their talents and allow them to contribute to transforming their schools into more effective centers for learning. Moreover, teachers who may have interest in moving to an administrative role would benefit from avenues that allow them to cultivate their skills over time while still serving as effective teachers.

¹ United States Department of Education. (April 2013). *A Blueprint for R.E.S.P.E.C.T.: Recognizing Educational Success, Professional Excellence and Collaborative Teaching*, <http://www2.ed.gov/documents/respect/blueprint-for-respect.pdf>. Retrieved August 17, 2014.

In addition to gathering input from the stakeholder group, a thorough review of Teacher Career Ladder programs in eight states and the District of Columbia was conducted:

- The Arizona Career Ladder Program;
- The District of Columbia Public Schools' Leadership Initiative For Teachers (LIFT);
- Georgia's Proposed Career Ladder Framework;
- The Iowa Teacher Leadership and Compensation System;
- The Missouri Career Ladder Program; and
- The National Institute for Excellence in Teaching (NIET), Implementing the TAP System – Teacher and Student Advancement Program – in Indiana, Louisiana, South Carolina, and Texas.

The study found that some aspects of the components typically found in a Teacher Career Ladder program are already in practice, to a degree, in Virginia, including teacher licensure designations for career teachers, mentor teachers, and teacher leaders; Board of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*; and various incentive and recognition programs for educators. Stakeholders' greatest concerns in implementing a career ladder program were that (1) there is limited research that statewide Teacher Career Ladders succeed in recruiting and retaining teachers or in improving student achievement; (2) average base salaries for teachers in Virginia are below the national average and need to be competitive before a career ladder program is considered; and (3) sufficient and sustainable state funding that is part of *Standards of Quality* funding must be available for such an initiative. If sustainable state funding were guaranteed, the group felt the implementation of a Teacher Career Ladder or a similar concept such as a career tree or career lattice might be feasible once teacher salaries are competitive.

Based on practices described in other states' Teacher Career Ladders and the input from the stakeholder group, a number of recommendations are offered:

Funding

- Sufficient and sustainable funding must be available in order to make a Teacher Career Ladder an attractive and effective hiring and retention tool. Consideration must be given to incorporating funding into the *Standards of Quality* so that it is protected and does not come and go with each legislative session. Additionally, the initiative should receive full funding from the General Assembly, without requiring a local match so all school divisions can participate equally.

- In developing a funding formula to support a Teacher Career Ladder, the state should consider providing funding and/or relief not only to teachers but also to the division- and state-level offices that would administer the program in terms of training, data collection, and decisions regarding bonus or incentive eligibility.

Access

- A Teacher Career Ladder should be offered to all schools and school divisions in the Commonwealth, not just to certain ones, such as those that are low-performing.
- Participation in a Teacher Career Ladder should not be mandatory. Teachers should have the opportunity to opt in to the program if they are interested in opportunities for instructional (rather than administrative) advancement.
- All teachers who are interested should be able to participate, not just those in certain subject areas (for example, STEM) or in certain schools (for example, hard-to-staff schools).
- The number of teachers eligible for awards in a school division should not be limited. All teachers who meet the criteria should be rewarded.

Incentives

- Incentives for teachers should be awarded in the form of both money and leadership opportunities.
- How funding may be used at the school division level should be flexible. Not all school divisions have the same needs, and opportunities and incentives that might be attractive in one school division may not be so in another. For example, one school division may prefer to award monetary bonuses, while another division may prefer to provide additional planning and/or collaboration time during the school day or reduced class size.

Advancement on the Teacher Career Ladder

- A Teacher Career Ladder should allow for both vertical and lateral movement to reflect more closely the career paths of today's work environment as well as intervening life situations for individuals, which may make it necessary to pause, take a step back, or move fluidly between designations without penalty or negative impression.

- Advancement on a Teacher Career Ladder should be based on multiple criteria.

Building on Current Virginia Practice

Acknowledging that additional actions would be beneficial in elevating the teaching profession in the Commonwealth, the stakeholder group supported continuing or enhancing a number of programs, policies, and provisions that are in current practice in Virginia including:

- Encouragement to school divisions to promote the three designations available on Virginia teaching licenses for career paths to teaching – Career Teacher, Mentor Teacher, and Teacher as Leader. Currently, the teaching licenses of only 547 active teachers out of approximately 96,000 teachers in the Commonwealth (0.6 percent) carry one of these designations – 326 Career Teacher designations, 123 Mentor Teacher designations, and 98 Teacher as Leader designations. School divisions could promote the licensure designations and assist teachers in acquiring the additional evidence and documentation required to earn the designation as a way to recognize the work of exemplary teachers. School divisions might then be able to use teachers with the career path designations to serve in leadership positions that provide additional support to other classroom teachers.
- Use of the teacher performance standards and indicators outlined in the Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* to identify exemplary teachers who can serve in teacher leadership roles in the school division. School divisions currently have the authority to establish their own career ladders if they wish; however, funding is a challenge. There are no state laws or regulations prohibiting such action.
- Continued funding from the General Assembly to support and/or expand existing incentive programs for teachers such as:
 - Incentives for National Board Certified teachers, including consideration for additional funding to support the costs associated with the application process to become National Board Certified;
 - The Virginia Middle School Teacher Corps (Mathematics);
 - The Science, Technology, Engineering, and Mathematics (STEM) Teacher Recruitment and Retention Incentive Awards;
 - The Virginia Teaching Scholarship Loan Program (VTSLP); and
 - Mentoring Programs for Beginning Teachers.

- The comprehensive model of professional development that was designed to provide technical assistance to teachers and administrators in the implementation of the new teacher and principal evaluation systems rolled out over a period of three years from 2011 to 2014.

The stakeholders also recommended that the General Assembly find ways to limit the increasing number of requirements placed on teachers that require additional time and sometimes expense to pursue. In recent years, the following requirements have been placed on teachers by the General Assembly:

- Teachers seeking initial licensure or renewal of a license must have training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators.
- Any individual licensed and endorsed to teach middle school civics or economics, or high school government or history who is seeking renewal of such license must demonstrate knowledge of Virginia history or state and local government.
- Every teacher seeking initial licensure with an endorsement in the area of career and technical education shall have an industry certification in the area in which the teacher seeks endorsement.

Lessons Learned from Other States

Before embarking on a plan to implement a Teacher Career Ladder in the Commonwealth, it would be wise for Virginia to keep in mind the reasons that previous career ladder attempts in other states have been repealed or de-funded. In the 2013 report, *Creating Sustainable Teacher Career Pathways: A 21st Century Imperative*,² the National Network of State Teachers of the Year and the Center for Educator Effectiveness at Pearson identified the following reasons Teacher Career Ladders have not shown great long-term success:

- Vague and sometimes controversial criteria for selecting expert teachers;
- Little or no training or preparation for differentiated roles;
- Ill-defined responsibilities for lead or master teachers;
- Opportunities for advancement that were attractive to only a few teachers;
- Short-term funding that ended when money ran out, and compensation that was minimal or non-existent for additional responsibility; and

² National Network of State Teachers of the Year and the Center for Educator Effectiveness at Pearson. (2013). *Creating Sustainable Teacher Career Pathways: A 21st Century Imperative*, <http://www.nnstoy.org/download/Final%20updated%20Research%20Report.pdf>. Retrieved July 31, 2014.

- Perceptions that career ladders were top-down policies with hierarchical structures imposed on teachers.

Feasibility Study on the Implementation of a Teacher Career Ladder in the Commonwealth of Virginia

Background

The 2014 Virginia General Assembly passed House Joint Resolution 1 (see Appendix A), which requested that the Virginia Department of Education study the feasibility of implementing a Teacher Career Ladder program in the Commonwealth. In conducting the study, the Department was to consider the implementation of such programs in other states and make recommendations regarding the implementation of such a program in the Commonwealth, specifically related to (i) the number of levels, or "rungs," in the program; (ii) the various performance markers, including student growth indicators and teacher evaluations, that may be used to assess teacher performance; (iii) the bonus pay and other opportunities that teachers may earn; (iv) ways in which the Teacher Career Ladder program can reinforce individualized student growth through high-performing, individualized teaching; (v) the potential fiscal impact of such programs on the state and localities; (vi) the impact of such programs on the competitiveness of teacher pay in Virginia compared to other states; (vii) the impact of career ladders on the hiring and retention of teachers; and (viii) the teacher professional development that may or may not be needed to support a career ladder system.

The Virginia Department of Education gathered comparative information from Teacher Career Ladder programs in eight other states and the District of Columbia through Web site searches and personal interviews with individuals who administer those programs. Additionally, the Department convened a group of Virginia stakeholders to review the legislation and information from other state programs and provide feedback on the feasibility of implementing a Teacher Career Ladder program in Virginia, with special attention to the eight factors outlined in the legislation. The stakeholders group represented teachers, principals, superintendents, school personnel administrators, central office administrators, school boards, and institutions of higher education.

In an effort to define more precisely the concept of a career ladder, the stakeholder group accepted the following working definition of career pathways and professional advancement for teachers as outlined in a report by the U.S. Department of Education entitled *A Blueprint*

for *R.E.S.P.E.C.T.: Recognizing Educational Success, Professional Excellence and Collaborative Teaching*³:

[Career pathways and professional advancement] offer teachers satisfying career paths, avenues that allow them to take on significant roles and responsibilities and earn higher salaries without leaving the classrooms they love. Teachers long for opportunities that recognize their talents and allow them to contribute to transforming their schools into more effective centers for learning. Moreover, teachers who may have interest in moving to an administrative role would benefit from avenues that allow them to cultivate their skills over time while still serving as effective teachers.

Teacher Career Ladders Implemented in Other States

As part of this feasibility study, a thorough review of Teacher Career Ladder programs in eight states and the District of Columbia was conducted:

- The Arizona Career Ladder Program;
- The District of Columbia Public Schools' Leadership Initiative For Teachers (LIFT);
- Georgia's Proposed Career Ladder Framework;
- The Iowa Teacher Leadership and Compensation System;
- The Missouri Career Ladder Program; and
- The National Institute for Excellence in Teaching (NIET), Implementing the TAP System – Teacher and Student Advancement Program – in Indiana, Louisiana, South Carolina, and Texas.

While each of the reviewed programs is a “state” program, none of the states has implemented its career ladder in every school district. Typically, participation is either:

- Voluntary for school districts;
- Part of a school improvement initiative for selected districts;
- For selected school districts through a federal Teacher Incentive Fund (TIF) grant; or
- Through a new program, with statewide phase-in to occur as funding becomes available.

³ United States Department of Education. (April 2013). *A Blueprint for R.E.S.P.E.C.T.: Recognizing Educational Success, Professional Excellence and Collaborative Teaching*, <http://www2.ed.gov/documents/respect/blueprint-for-respect.pdf>. Retrieved August 17, 2014.

The District of Columbia operates as both a State Education Agency (SEA) and a Local Education Agency (LEA); therefore, its program does not have to meet the needs of multiple school districts across a state, a distinction that was highlighted in independent program reviews. The choice or ability to offer a Teacher Career Ladder in only some school districts in a state has resulted in at least one lawsuit challenging the equity of the program. In Arizona, state funding is slated to be fully phased out by the 2014-2015 school year as a result of a lawsuit challenging the law's constitutionality based on state funding constraints that restricted additional districts from being able to participate in the program.

Characteristics of Teacher Career Ladders

Teacher Career Ladders in other states share a number of characteristics. This section of the study provides an overview of those characteristics. Appendix B contains greater detail about the Teacher Career Ladders as they operate or have operated in each state.

Generally, states have looked to career ladders as a way for excellent teachers to be recognized and compensated for their talents and skills while continuing to work directly with students rather than perceiving they must leave the classroom for administrative jobs in order to advance in their careers. As these exemplary teachers take on roles such as mentoring or modeling for other teachers, the teaching skills of less proficient teachers stand to improve as well.

Some states, such as Arizona and Iowa, have very specific legislation that outlines the elements of their career ladders and how they are to be implemented. Other states, such as Georgia and Missouri, have established a framework to serve as a model for school districts in implementing teacher career ladders. Whether state-led or created at the district level, teacher career ladders or career paths typically have many components in common, with variations to suit the needs of the school, school district, or state.

Levels in the Career Ladder

Some states allow school districts to design their own career ladders, as long as they meet certain state criteria. Others specify the number of levels required. Thus, in the states reviewed, career ladders included as few as two levels and as many as five.

- Two Levels – Georgia
- Three Levels – TAP states and Missouri
- Five Levels – District of Columbia
- Variable – Arizona and Iowa, depending on the model adopted by the school district

Performance Markers and Advancement

All programs establish criteria used to identify how teachers progress from one level to the next, but these criteria vary considerably. Some states allow school districts to determine the criteria (Arizona) or offer state-level guidance (Georgia), while others rely on teacher evaluations (District of Columbia) or have criteria prescribed in regulation or law (Iowa and Missouri). Indiana, Louisiana, South Carolina, and Texas subscribe to the requirements of the TAP System, which uses classroom observations and student growth measures as indicators of advancement. In most cases, teachers assume additional responsibilities as they advance up the career ladder and may be provided some release time for these leadership roles.

Funding and Bonus Pay

Some teacher career ladder programs have suffered due to budget deficits in recent years. While most of the states reviewed continue to have the infrastructure necessary for optional district participation in the career ladder programs, funding has been phased out over time in:

- Arizona – 2014-2015 will be the last state appropriation, reduced from a 5.5 percent supplement to base pay funding in participating school districts at its peak to 1 percent in 2014-2015, with total elimination of state funding beginning July 1, 2015.
- Missouri – In 2010, the Missouri legislature enacted legislation removing the requirement of an annual appropriation of funding for the Missouri Career Ladder Program. Local school districts may continue to fund the program on their own.

Georgia's proposed Career Ladder Framework was to be implemented with Race to the Top funds received from the U.S. Department of Education (USED) in 2010. However, in spring 2013, Georgia submitted an amendment requesting, instead, to provide one-time bonuses in 2014-2015 to teachers and leaders for reducing the achievement gap. USED determined that this change in scope to the state's plan resulted in the grantee's failure to comply with the terms of its Race to the Top award. As a result, USED withheld \$9.9 million of the state's Race to the Top funds associated with performance-based compensation. In the meantime, Georgia has proceeded with the development of a tiered certification system rather than a performance-based compensation system.

States participating in the National Institute for Excellence in Teaching's TAP System have typically used Teacher Incentive Fund (TIF) grants to implement the program. In most TAP schools, the basic salary schedule remains in place, with salary augmentations given to master and mentor teachers for their increased levels of responsibility and work. TAP recommends augmentations of \$5,000 - \$12,000 for mentor teachers and \$10,000 - \$20,000 for master teachers, depending on school and district budgets.

Two of the Teacher Career Ladder programs reviewed are relatively new and use a variety of funding sources to support them.

- District of Columbia – The District of Columbia Public Schools (DCPS) collaborated with the Washington Teachers’ Union to develop IMPACT, a performance-based pay system that was introduced during the 2009-2010 school year. Through IMPACT, outstanding DCPS educators can earn annual bonuses of up to \$25,000 and base salary increases of up to \$27,000. The IMPACT system is the cornerstone of LIFT, which provides additional opportunities for teachers to earn service credits for increased base compensation and advance up a career ladder more quickly. The IMPACT bonuses and LIFT service credits are collectively referred to as IMPACT*plus* and are funded partially through a USED Teacher Incentive Fund (TIF) grant and partially with local funding.
- Iowa – The Iowa legislature appropriated \$3.5 million in 2013-2014 for district planning grants to implement the Iowa Teacher Leadership and Compensation System. Fifty million dollars (\$50 million) per year will be available for the 2014-2015, 2015-2016, and 2016-2017 school years for school districts to continue implementation. When the program is fully implemented in the 2016-2017 school year, the state’s contribution will be \$150 million per year, plus an annual growth factor. At that point, participation in the system will be optional, with the hope that most or all of Iowa’s school districts will join the initiative. Funding may be used to raise the minimum salary in a district to \$33,500, fund the salary supplements for teachers in leadership roles, cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom, cover the costs when teachers are out of their classroom to observe or co-teach with another teacher, and provide professional development related to the leadership pathways. All local budgets and funding requests must be approved by the Iowa Department of Education.

Impact on Student Achievement

All Teacher Career Ladder programs reviewed operated with the belief that improved instruction would result in improved student achievement, but relatively few reports were available on the impact of statewide Teacher Career Ladders on student achievement. Programs in Iowa and the District of Columbia were too new to have produced reliable data.

A 2007 Career Ladder Effectiveness Study⁴ on the Arizona Career Ladder Program reported that on average, students in Career Ladder schools performed significantly better on

⁴ J. Dowling, S. Murphy, and B. Wang. (January 2007). *The Effects of the Career Ladder Program on Student Achievement*, <http://www.azed.gov/wp-content/uploads/PDF/CareerLadderReport.pdf>. Retrieved July 31, 2014.

Arizona's Instrument to Measure Standards (AIMS) outcomes than students in non-career ladder schools, even after adjusting for differences in student and school characteristics. The impact of the Career Ladder program appeared to be greater in mathematics and reading than for writing. Only two years of AIMS data were available for analysis, which had an impact on the ability to determine significant changes in the difference between percentage passing over a period of time.

According to research conducted by the NIET on behalf of the TAP system,⁵ in 84 percent of TAP schools nationwide, students gained a full year or more of achievement growth during the 2010-2011 school year. Since TAP implementation has occurred predominantly in high minority and low socioeconomic schools, TAP considers this level of student growth high compared to growth in other schools and students in the same states, thus contributing to closing achievement gaps for disadvantaged students.

A study published in May 2009⁶ examined the impact of Missouri's Career Ladder Program on student achievement. Analyzing nine years of student test results from the state's mathematics and reading assessments in the 524 school districts statewide, the authors found that Missouri's Career Ladder Program had a limited effect on student test scores. While they did uncover a positive association between a district's participation in the program and its average test results at three grade levels, the estimates were small for mathematics scores and not statistically significant for reading scores.

An October 2013 report of the National Bureau of Economic Research, *Incentives, Selection, and Teacher Performance: Evidence from IMPACT*,⁷ suggests that IMPACT improved the effectiveness of the DCPS teacher work force, both through the differential attrition of low-performing teachers and performance gains among those teachers who remained. The report had three key findings: (1) IMPACT is responsible for substantial improvements in teacher practice; (2) DCPS is retaining its best teachers at high rates; and (3) IMPACT causes some low-performing teachers to leave the school system on their own – and, more importantly, DCPS is replacing those educators with higher caliber ones.

⁵ TAP: The System for Teacher and Student Advancement. (April 2012). *TAP Research Summary*, http://www.tapsystem.org/publications/tap_research_summary_0210.pdf. Retrieved July 31, 2014.

⁶ K. Booker and S. Glazeman. (May 2009). *Does the Missouri Teacher Career Ladder Program Raise Student Achievement?*, <http://files.eric.ed.gov/fulltext/ED507469.pdf>. Retrieved July 31, 2014.

⁷ T. Dee and J. Wyckoff. (2013). *Incentives, Selection, and Teacher Performance: Evidence from IMPACT*, http://curry.virginia.edu/uploads/resourceLibrary/16_De-IMPACT.pdf. Retrieved August 1, 2014.

Impact on Hiring and Retention of Teachers and Teacher Salary Competitiveness

Not a great deal of information on the impact of Teacher Career Ladders on the hiring and retention of teachers or how they might have influenced the competitiveness of teacher salaries was available. Several states and/or programs (District of Columbia, Missouri, and the TAP states) reported that their Teacher Career Ladders helped to retain teachers and in some cases, caused some low-performing teachers to leave the school system on their own, thus allowing the district to replace those educators with more effective teachers. The District of Columbia provided evidence that its compensation plan resulted in higher teacher salaries than in other school districts in the Washington, D.C., metropolitan area.⁸

Professional Development and Program Administration

The level of professional development required to implement the Teacher Career Ladders varies. Much of it is devoted to ensuring that teacher evaluation systems are implemented fairly and with fidelity. School districts must also provide professional development that supports the instructional needs of their teachers to help them advance through the levels of the career ladder.

In some cases, the Career Ladder Programs are (or will be) administered largely at the state (State Education Agency) level, which may require additional data collection capabilities. In such cases, state-level staffs typically also provide technical assistance to the participating school districts. Iowa has created an additional body, the Commission on Educator Leadership and Compensation, to assist with the implementation of the Career Ladder Program.

Stakeholder Reactions to the Concept of a Teacher Career Ladder

In addition to reviewing Teacher Career Ladders in other states, the Department of Education convened a group of Virginia stakeholders to review the legislation and provide feedback on the feasibility of implementing a Teacher Career Ladder in Virginia. These individuals represented the Virginia Association of Elementary School Principals, the Virginia Association of School Personnel Administrators, the Virginia Association of School Superintendents, the Virginia Association of Secondary School Principals, the Virginia Education Association, the Virginia Parent Teacher Association, the Virginia School Boards

⁸ District of Columbia Public Schools. (2013-2014). *Leadership Initiative for Teachers (LIFT) Guidebook*, http://dcps.dc.gov/DCPS/Files/downloads/In-the-Classroom/Ensuring-Teacher-Success/20138_LIFT.pdf. Retrieved August 1, 2014.

Association, the Virginia Teachers of the Year, teacher preparation programs at institutions of higher education, and human resources departments of local school divisions.

The consensus of this group was that a career ladder may be one way to recognize and compensate excellent teachers for their talents and skills while allowing them to have a continued direct impact on student learning, but that such a program should not be implemented in lieu of recognizing that *all* Virginia teachers must be compensated fairly for their work, especially in light of the budget constraints of recent years. A brief review of the history of teachers' salaries in Virginia is helpful in putting their concerns in context.

Comparative and Historical Perspectives of Teacher Salaries in Virginia

The National Education Association's (NEA) 2013-2014 *Rankings and Estimates*⁹ placed Virginia public school teacher salaries at 36th among the 50 states and the District of Columbia. With the national average for teacher salaries at \$56,103, Virginia's 2012-2013 average teacher salary was reported at \$48,670. The same report indicated that Virginia ranked 38th in the percentage change in average teacher salaries from 2002-2003 to 2012-2013, using current unadjusted dollars, with an increase of 20.5 percent over the ten-year period, compared with a national average increase of 22.8 percent. Using constant inflation-adjusted dollars, Virginia also ranked 38th, with a change of -5.0 percent compared with the national average of -3.2 percent. According to the NEA report, data used came from the Bureau of Economic Analysis, the United States Census Bureau, the United States Department of Labor, and the NEA's own database.

The Virginia Education Association (VEA) noted that in 2011¹⁰ Virginia teachers' salaries were below the national average while the per capita income of Virginians was among the highest in the nation. While not the wealthiest state in the nation, in 2011 Virginia still ranked number 11, with a per capita income of \$47,126, compared to the national average of \$42,298. The VEA noted the disparity in the seeming ability to pay compared to the actual salaries of teachers in the Commonwealth.

⁹ National Education Association. (March 2014). *Rankings & Estimates: Rankings of the States 2013 and Estimates of School Statistics 2014*, <http://www.nea.org/assets/docs/NEA-Rankings-and-Estimates-2013-2014.pdf>. Retrieved July 31, 2014.

¹⁰ Richmond Times-Dispatch PolitiFact Virginia. (April 25, 2011). *Education Association president says Virginia teacher salaries below national average*, <http://www.politifact.com/virginia/statements/2011/apr/25/kitty-boitnott/education-association-president-says-virginia-teac/>, Retrieved July 31, 2014.

While state and national averages are useful as benchmark statistics, they hide differences among states, and statewide averages likewise cloud significant local variations. The Virginia Department of Education conducts an annual survey of teacher salaries¹¹ among the 132 school divisions in the Commonwealth. While both the Department of Education and the NEA use self-reported data from school divisions, the methodology employed to calculate the results differs, resulting in some variation in the figures reported. However, a comparison of average teacher salaries among Virginia school divisions can still be made. Virginia's school divisions reported an actual average teacher salary of \$52,923 for Fiscal Year 2013, only \$614 (1.2 percent) above the actual average teacher salary reported for Fiscal Year 2009, four years earlier.

These averages, however, conceal the disparity among teacher salaries in the Commonwealth. For example, Grayson County Public Schools reported the lowest actual average teacher salary among school divisions (\$36,427 for Fiscal Year 2013). Conversely, Alexandria City Public Schools reported the highest actual average teacher salary among school divisions (\$74,682 for Fiscal Year 2013). It is important to note that the cost of living in Alexandria City Public Schools and other school divisions in the Washington, D.C., metropolitan area is estimated at 121 percent above the national average while that in rural Virginia is estimated at 90 percent below the national average.¹² The continued stagnation of funding to support teacher salaries in the Commonwealth caused concern among members of the stakeholder group because under the general provisions of a career ladder, only a limited number of teachers would receive increased compensation as a result of implementation. Stakeholders felt that the salaries of all teachers in the Commonwealth should receive attention before efforts are made to compensate a relatively small number of teachers based on criteria that are designed, by the very nature of a career ladder, to highlight the work of a limited exemplary group.

Pros and Cons of a Teacher Career Ladder in Virginia

Pros

Research conducted on Teacher Career Ladders in other states, as well as the reactions of Virginia stakeholders, indicated that a Teacher Career Ladder that is fully state funded, with

¹¹ Virginia Department of Education, *2013-2014 Teacher Salary Survey Results*, http://www.doe.virginia.gov/teaching/workforce_data/salaries/2013-2014_salary_report.pdf. Retrieved July 31, 2014.

¹² Find the Best, *Home»Education»Cost of Living»Virginia*, <http://cost-of-living.findthebest.com/d/d/Virginia>. Retrieved August 8, 2014.

no local match required by school divisions, and in which all school divisions are able to participate fully has the potential to increase respect for the teaching profession and recognize teachers for the true professionals they are. Such programs may help to attract some teachers to the profession if they are able to see the benefits of longevity within the classroom. If state funding were readily available to support a Teacher Career Ladder and the recurring costs for annual implementation included in *Standards of Quality* funding so it would be guaranteed from year to year, teachers who had the desire and capability of advancing on the ladder would potentially have the opportunity to earn more money and receive salaries that are comparable to those found in other professions requiring similar credentials, such as nursing.

Teacher Career Ladders that limit participation to only certain schools or school districts have not generally been sustainable over time, due either to legal challenges or lack of interest among school districts. In addition, the career ladders that have been most successful are generally available to all teachers, and not just to those who teach certain subject areas or in certain schools, such as those identified as low-performing or hard to staff.

The effort required to implement a successful Teacher Career Ladder, at both the local and state levels, is another important consideration. Considerable time, effort, and potentially expense are required to design the components of the career ladder, ensure that all stakeholders' voices are considered, explain and reinforce among all participants the terms of the career ladder, exercise fairness and equity in making decisions about the advancement of teachers on the ladder, and develop databases or other recordkeeping systems to monitor the progress of teachers. School and state administrators also will likely be required to assume additional responsibilities and spend a significant amount of time implementing the Teacher Career Ladder.

If funding for a Teacher Career Ladder were sufficient to account for all of the costs associated with its fair and faithful implementation and sustained by inclusion in the *Standards of Quality* funding, the program may result in advantages to school divisions in attracting and retaining high-quality teachers who are willing and able to devote their skills and talents to long-term instruction rather than moving into school administration.

Cons

Given the history of unsustainable funding for Teacher Career Ladders in other states as well as the recent history of limited legislative funding support to Virginia school divisions, stakeholders expressed concern that funding for a Teacher Career Ladder would be insufficient, or not guaranteed for a period long enough to implement the program fully.

Typically, a career ladder does not replace a salary scale that has annual step increases. Rather, it operates in conjunction with such a scale, providing additional recognition and incentives for teachers who meet predetermined criteria. Further, the state does not control teacher salaries in the Commonwealth; they are controlled by each locality. Since each school division in Virginia has its own pay scale, the base salaries for teachers continue to vary significantly, and in their current suppressed state, provide a weak foundation for implementation of a Teacher Career Ladder. Additionally, even if the state funded the entire cost of bonuses and incentives for a Teacher Career Ladder, there would still be a fiscal burden to school divisions in the form of Federal Insurance Contributions Act (FICA) taxes and Virginia Retirement System contributions.

Other concerns voiced by stakeholders, and to some extent borne out in research, include issues surrounding consistency of implementation of a career ladder, both among schools in the same school division and across divisions. A Teacher Career Ladder has the potential to create unwanted competition among school divisions, especially in smaller rural divisions that are not able to compete for salaries with their larger, more affluent neighbors.

Concerns about competition among teachers also were raised. In general, teaching is a very collegial profession, with teachers sharing ideas and materials and collaborating to support each other in the best interest of their students. Some stakeholders expressed concerns that collegiality among teachers would decrease as teachers began to protect their own self-interests in order to advance on a Teacher Career Ladder.

Finally, research to support the fact that Teacher Career Ladders, especially those operating on a large scale, improve student achievement or provide sufficient hiring and retention incentives for teachers is limited. Some stakeholders suggested that until such research exists, Virginia would be wiser to focus its resources on raising the base pay of all teachers in the Commonwealth rather than on creating ways to increase the pay of a limited number of teachers.

Potential Components of a Teacher Career Ladder in Current Practice in Virginia

In addition to reviewing the research on career ladders in other states, the Virginia stakeholders met to offer insight into the feasibility of integrating a Teacher Career Ladder for the Commonwealth with existing practices in Virginia. Several individuals provided anecdotal evidence that various Virginia school divisions have implemented variations of incentive-based career ladders or differentiated compensation plans in the past, but they have not been sustainable over time, largely due to the amount of funding required and the

uncertainty of continued funding over a period of time. If a Teacher Career Ladder were successful in its mission to attract and retain high quality teachers who make a commitment to instruction by remaining in the classroom rather than moving into school administration, the cost for the program would never decrease. It would only increase exponentially as more and more teachers moved higher on the career ladder.

Most school divisions already use some form of a differentiated pay scale, providing step increases for longevity of service, salary increment for higher degrees, and stipends for assuming extra responsibilities. Further, there are no provisions in Virginia law or Board of Education regulation that prevent a school division from implementing a local Teacher Career Ladder at this time, developing its own criteria for advancement on the ladder and providing incentives for teachers to remain in the classroom rather than moving into school administration.

Only limited research was available on several of the components for which the General Assembly requested review, especially as such components related to initiatives implemented on a statewide level. Stakeholders felt it important to make clear that while the following factors may be affected positively by a career ladder, at this time, there is insufficient evidence to support that conclusion:

- Ways in which the Teacher Career Ladder program can reinforce individualized student growth through high-performing, individualized teaching

Student academic progress is already an expected outcome for instructional personnel in the Commonwealth, as stated in both the *Code of Virginia* and in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. There is little research to support that Teacher Career Ladder programs offer increased benefit to student growth beyond expectations that already exist in the Commonwealth.

- The impact of Teacher Career Ladder programs on the competitiveness of teacher pay in Virginia compared to other states

As previously noted, Virginia's average 2012-2013 teacher salary of \$48,670 ranks in the lower half of the nation in terms of salary competitiveness for teachers. With the exception of the District of Columbia's average teacher salary of \$70,906 for the 2012-2013 school year (balanced by an estimated cost of living at 121 percent above the national average), all of the other jurisdictions whose Teacher Career Ladders were reviewed have an average teacher salary below the average of \$56,103 for the

United States.¹³ Thus, the stakeholders found little evidence that a Teacher Career Ladder significantly increases teachers' base pay, especially if the funding behind it is insufficient or sporadic.

- The impact of career ladders on the hiring and retention of teachers

According to a July 2014 report published by the Alliance for Excellent Education, *On the Path to Equity: Improving the Effectiveness of Beginning Teachers*,¹⁴ during the 2008-2009 school year, the cost of teacher attrition in Virginia was estimated to range from \$24.8 million to \$53.9 million. The Alliance estimated that 5,676 of Virginia's 94,044 teachers (6.04 percent) left teaching that year. Compared to the nine other jurisdictions whose Teacher Career Ladders were reviewed, Virginia had the third lowest rate of teacher attrition. Only Missouri (5.70 percent) and Iowa (3.82 percent) had lower rates. Two jurisdictions had attrition rates in the double digits – the District of Columbia (15.11 percent) and Arizona (12.01 percent). At that time, the DCPS LIFT program had not been implemented, but the Arizona Career Ladder had been fully operational since 1993-1994. Reliable state level teacher attrition data for more recent years is not available at this time.

Number of Levels, or "Rungs," in the Program

In the Teacher Career Ladders reviewed from other states and the District of Columbia, the number of levels ranged from two to five, with some states offering local school districts the opportunity to design their own systems, resulting in a potentially variable number of levels. Noting that Virginia's *Licensure Regulations for School Personnel* already offer three designations on teaching licenses for career paths to teaching (Career Teacher, Mentor Teacher, and Teacher as Leader) stakeholders suggested considering either adopting or adapting these designations to serve as the rungs of a Teacher Career Ladder in the Commonwealth.

Some members of the stakeholder group also expressed interest in deviating from the concept of a career "ladder" that projects an image of linear growth with only one vertical path. Instead, they expressed interest in a concept similar to a "career tree" or "career lattice" that would allow both vertical and lateral movement among opportunities, reflecting more accurately the career paths of teachers in today's work environment as well as intervening life

¹³ National Education Association. (March 2014). *Rankings & Estimates: Rankings of the States 2013 and Estimates of School Statistics 2014*, <http://www.nea.org/assets/docs/NEA-Rankings-and-Estimates-2013-2014.pdf>. Retrieved July 31, 2014.

situations that may make it necessary for individuals to pause, take a step back, or move fluidly between designations without penalty or being viewed negatively.

Various Performance Markers, Including Student Growth Indicators and Teacher Evaluations That May Be Used To Assess Teacher Performance

Teacher Career Ladders in other states use a variety of criteria to determine how teachers progress from one level to the next, including teacher evaluations, classroom observations, and student growth measures. The *Code of Virginia* requires local school boards to conduct regular evaluations of teachers and to consider student academic progress, among other criteria, in the evaluation of teachers.

§ 22.1-295. Employment of teachers.

. . . C. School boards shall develop a procedure for use by division superintendents and principals in evaluating teachers that is appropriate to the tasks performed and addresses, among other things, student academic progress and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

Teachers employed by local school boards who have achieved continuing contract status shall be formally evaluated at least once every three years and more often as deemed necessary by the principal, and they shall be evaluated informally during each year in which they are not formally evaluated. Any teacher who has achieved continuing contract status who receives an unsatisfactory formal evaluation and who continues to be employed by the local school board shall be formally evaluated in the following year. The evaluation shall be maintained in the employee's personnel file. . . .

The Virginia Board of Education also has established the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*¹⁵ that have been embraced statewide, and the standards are used as the basis for teacher evaluations in all 132 of Virginia's school divisions. The *Guidelines* set forth seven standards for all Virginia teachers. Standards related to professional knowledge, instructional planning, instructional

¹⁴ Alliance for Excellent Education. (July 2014). *On the Path to Equity: Improving the Effectiveness of Beginning Teachers*, <http://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf>. Retrieved July 31, 2014.

¹⁵ Virginia Department of Education. (April 2011). *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf. Retrieved July 31, 2014.

delivery, assessment of and for student learning, learning environment and professionalism each account for 10 percent of the evaluation and performance rating within the model. The model calls for 40 percent of a teacher’s evaluations to be based on student academic progress, as determined by multiple measures of learning and achievement, including, when available and applicable, student-growth data.

Bonus Pay and Other Opportunities for Teachers

Current Teacher Incentive Opportunities

The *Code of Virginia* requires local school boards to adopt employment policies and practices to promote the employment and retention of highly qualified teachers, including incentives for excellence in teaching.

§ 22.1-295. Employment of teachers.

. . . B. School boards shall adopt employment policies and practices designed to promote the employment and retention of highly qualified teachers and to effectively serve the educational needs of students. Such policies shall include, but need not be limited to, incentives for excellence in teaching, including financial support for teachers attending professional development seminars or those seeking and obtaining national certification. . . .

In addition to local initiatives, the Virginia Department of Education administers a number of incentive programs available to teachers, either through direct application to the Department or through funding provided to school divisions to attract and retain high-quality teachers. Additional details about each of the programs outlined below are available in Appendix C.

National Board Certification is a voluntary advanced credential for a teacher that is designed to complement initial state licensure. Similar to certification in fields such as medicine, National Board Certification is a rigorous, peer-reviewed process that ensures that Board-certified teachers have proven skills to advance student achievement. To the extent that funds are available, Virginia teachers who obtain National Board Certification may receive an initial state-funded award of \$5,000 and a subsequent award of \$2,500 each year for the life of the certificate.

The Virginia Middle School Teacher Corps provides the structure and incentives needed for school divisions to recruit experienced mathematics teachers for middle schools that have been designated as “at risk in mathematics” as a result of being Accredited with Warning in mathematics or not meeting federal benchmarks. Schools eligible to participate in the Teacher Corps have the opportunity to take part in the initiative for at least three years and

provide qualified recruits with incentive payments of \$5,000 per year, pending available funding from the Virginia General Assembly.

The Science, Technology, Engineering, and Mathematics (STEM) Teacher Recruitment and Retention Incentive Awards Pilot is an initiative funded by the General Assembly to attract, recruit, and retain high-quality diverse individuals to teach science, technology, engineering, or mathematics (STEM) subjects in Virginia's middle and high schools. This pilot program provides initial incentive awards of \$5,000 in fiscal years 2014 and 2015 to a limited number of STEM teachers who meet specified criteria, with continuation incentives of \$1,000 per year for up to three years, for teachers who continue to meet the criteria.

The Virginia Teaching Scholarship Loan Program (VTSLP) provides financial support to students who are preparing to teach in one of Virginia's critical shortage teaching areas. Eligible students may receive a scholarship loan for as much as \$10,000 per academic year for full-time students. Upon program completion, the scholarship recipient must begin teaching in the public schools of the Commonwealth in the first full academic year after becoming eligible for a teaching license, and must fulfill the teaching obligation in accordance with a Promissory Note signed with the Virginia Department of Education by teaching continuously in Virginia for the same number of years that he or she was the beneficiary of the scholarship.

Past Incentive Programs

Other teacher incentive initiatives also have been administered by the Department of Education, but with funding for only one year at a time, have demonstrated limited reach and success.

The Virginia Performance-Pay Incentives Initiative (VPPI) was a competitive-grant program that operated during the 2011-2012 school year and provided performance payments of up to \$5,000 for exemplary teachers in schools that may have had difficulty attracting, retaining, and rewarding experienced, fully licensed teachers. The General Assembly appropriated \$3 million to reward teachers in hard-to-staff schools based on student growth and other performance measures. The VPPI pilot provided funding to award competitive grants to Hard-to-Staff (HTS) schools in school divisions throughout Virginia.

The Strategic Compensation Grants Initiative was funded with \$7.5 million by the 2013 General Assembly to provide first-year funding for competitive grants to be awarded to school divisions to develop and implement a teacher-based compensation system tailored to the individual division's strategic goals and objectives. Grants could be used for incentive payments of up to \$5,000 to eligible teachers who met the system's designed criteria. In addition to the incentive payments, divisions could use up to 5 percent of their grant toward

the design and implementation of the compensation system or for related ongoing administrative costs. Thirteen school divisions applied for and received \$4.5 million in grant awards during the 2013-2014 school year. Funding for the initiative was not continued in the 2014-2016 biennium.

Educator Recognition Programs

Virginia participates in a number of educator recognition programs that allow locally- and state-recognized teachers to be recognized at the national level.

The Virginia Teacher of the Year Program honors teachers who represent the best in teaching in the Commonwealth of Virginia and the nation. The program is open to all teachers in pre-kindergarten through grade 12 who possess a current, renewable Virginia teaching license, including school librarians, guidance counselors, and reading specialists.

The Milken Family Foundation Educator Awards Program is designed to reward elementary and secondary school teachers, principals, and administrators who promote excellence and innovation in public education. Identification and selection procedures are confidential, and the program does not include a formal nomination or application procedure. Milken Educators receive a \$25,000 cash award.

The Presidential Award for Excellence in Mathematics and Science Teaching is the highest recognition that a kindergarten through twelfth-grade mathematics or science teacher may receive for outstanding teaching in the United States. Awardees receive a certificate signed by the President, a trip for two to Washington, D.C., to attend a series of recognition events and professional development opportunities, and a \$10,000 award from the National Science Foundation.

The National History Teacher of the Year Program recognizes annually an outstanding K-12 American history teacher in the country with a \$10,000 annual prize. Fifty-three state winners (one from each state, the District of Columbia, Department of Defense schools, and United States Territories) also receive a \$1,000 award, and an archive of books and historical resources are presented to their school library.

Potential Fiscal Impact of Such Programs on the State and Localities

Only limited information was available on funding formulas used to estimate the cost of state-level Teacher Career Ladders. Based on information provided by Arizona, Iowa, and the District of Columbia, the three state-level career ladder programs that have some degree of operation in 2013-2014, the following estimates of the cost of such an initiative in Virginia are provided. Individuals who participated in the Virginia Department of Education's

stakeholder group felt strongly that if a Teacher Career Ladder were to be implemented at the state level, it should be fully funded by the General Assembly, with funding included in the *Standards of Quality*, and not require a local match so that all school divisions could participate regardless of their financial status.

Arizona Career Ladder

When the Arizona Career Ladder was fully operational, the 28 participating school districts received state funding at a five (5) percent increase over the base pay in their districts. The phase-out plan for this program calls for complete elimination of funding by July 1, 2015. Data provided by the Arizona Career Ladder Web site¹⁶ indicate that approximately 40 percent of the state's 43,000 teachers are employed in Career Ladder districts, and approximately 70 percent of eligible teachers participate in the Career Ladder Program. Based on these figures, an estimated 12,040 Arizona teachers would be eligible for a career ladder incentive.

In the Superintendent's Annual Report for Fiscal Year 2013, Table 17b,¹⁷ Virginia school divisions reported 96,047 teachers, over twice as many as reported in Arizona. If 70 percent of Virginia teachers were to participate in a career ladder program that was offered to all school divisions in the Commonwealth, with funding based on an average five percent increase over the average base salary of \$52,923 for these teachers, the minimum cost to the Commonwealth for teacher salary bonuses alone (not including financial support for administration at the state or local levels or professional development) would be approximately \$177.9 million. The cost would likely be higher, because teachers who receive additional compensation on a teacher career ladder typically already have salaries at the upper end of the scale; thus, the incentive would be paid on a rate higher than the *average* base salary.

Iowa Teacher Leadership and Compensation System

The Iowa Teacher Leadership and Compensation System limits the number of teachers in each school district who are eligible to receive incentives. Only teachers who achieve the top three rungs of the state's five-rung career ladder are eligible, and the limitations are as follows:

- Initial Teacher – not eligible for additional compensation
- Career Teacher – not eligible for additional compensation

¹⁶ Arizona Department of Education. (n.d.), *Arizona Career Ladder Web Site*, <http://www.azed.gov/highly-qualified-professionals/arizona-career-ladder/>. Retrieved July 31, 2014.

¹⁷ Virginia Department of Education, *Superintendent's Annual Report for Fiscal Year 2013*, http://www.doe.virginia.gov/statistics_reports/supts_annual_report/2012_13/table17.pdf. Retrieved July 31, 2014.

- Model Teacher – up to 10 percent of a school district’s teachers may receive a \$2,000 salary supplement
- Mentor Teacher – up to 10 percent of a school district’s teachers may receive a \$5,000 salary supplement
- Lead Teacher – up to five (5) percent of a school district’s teachers may receive a \$10,000 salary supplement

If this same formula were applied to Virginia’s school divisions, approximately 9,609 teachers would be eligible for a \$2,000 salary supplement, another 9,609 would be eligible for a \$5,000 salary supplement, and approximately 4,793 teachers would be eligible for a \$10,000 salary supplement, at a total cost of approximately \$115.2 million. However, the fact that limitations are placed on the number of teachers who may earn a salary supplement may be a disincentive to participation. Additionally, a \$2,000 incentive may not engender the same degree of interest among teachers across the state since relative to the base salary offered in a school division, it may be a rather small bonus.

District of Columbia Leadership Initiative for Teachers (LIFT)

The District of Columbia Public Schools awards incentive funding to teachers in two categories: (1) IMPACT bonuses for “Highly Effective” teacher evaluation ratings and (2) LIFT service credits for advancement up the LIFT career ladder. The IMPACT bonuses are determined annually. The LIFT service credits serve to move a teacher up the base salary scale more quickly and are in place for the duration of a teacher’s career. Funds are distributed at the beginning of the fiscal year following performance, for example, bonuses and service credits earned in the 2013-2014 school year will be distributed in the fall of 2014.

Teachers evaluated as “Highly Effective” are eligible for annual IMPACT bonuses as follows:

School’s Free and Reduced Lunch Rate	Bonus	Add-on if in IMPACT Group 1*	Add-on if in One of the 40 Lowest-Performing Schools	Total Possible Annual Bonus
60% or higher	\$10,000	Additional \$5,000	Additional \$10,000	\$25,000
59% or lower	\$2,000	Additional \$1,000	n/a	\$3,000

* Fifty (50) percent of the IMPACT assessment data for teachers in “Group 1” comes from student achievement data, a more rigorous measure than required for other teachers.

The steps on the DCPS LIFT career ladder and their incentives are as follows:

- Teacher - Normal compensation, eligible for IMPACT bonus but not service credits
- Established Teacher - Normal compensation, eligible for IMPACT bonus but not service credits
- Advanced Teacher - Teachers in high-poverty schools are eligible for a two-year service credit as well as an IMPACT bonus.
- Distinguished Teacher - Teachers in high-poverty schools are eligible for a five-year service credit as well as an IMPACT bonus and will move to the master's degree salary band, if applicable.
- Expert Teacher - Teachers in high-poverty schools are eligible for a five-year service credit as well as an IMPACT bonus, and will move to the master's degree salary band, if applicable.

Approximately 1,700 of the 4,050 members of the Washington Teachers Union (WTU) were offered performance-based compensation in 2013-2014, either in the form of bonuses, service credits, or both. DCPS budgeted \$14.25 million (\$11.00 million for IMPACT bonuses and \$3.25 million in service credits) for these payments. At the time of this report, data were not available on the actual distribution, but it is expected to be lower than the budgeted amount.

Since no incentives have been awarded yet for the 2013-2014 school year, it is difficult to establish a comparable estimate of how much such a program might cost in Virginia.

Teacher Professional Development to Support a Career Ladder System

Findings from the review of other statewide Teacher Career Ladders indicate that clear communication, training and technical support for school district personnel, careful data collection, and consistent implementation of the career ladder components are essential to the success of the programs. It must be reiterated that as school divisions and state education agencies have pared down their staffing levels with each budget reduction, remaining staff members are unlikely in a position to provide the technical support required for successful implementation of a statewide Teacher Career Ladder in the Commonwealth. In addition to the time required for actual implementation, consideration must be given to development of the requirements of the program, clear communication of those requirements to division- and school-level staff, collection of data from teachers to support their advancement on the career ladder, and the review of data and identification of the teachers eligible for advancement. As a point of reference, approximately \$383,000, including both state and federal funding, was used in FY 2013 and FY 2014 to develop the new teacher evaluation model and provide

support to local administrators in its administration. That level of funding did not provide for any additional staffing support at either the state or local levels. It was used primarily for development of the materials needed to train those who would be implementing the program, and for multiple training sessions throughout the summer and school year.

The Virginia Performance-Pay Initiative mentioned earlier was used as one way of piloting the new teacher evaluation model. Both state and federal funds were provided to participating schools, which in turn, used the funding to offer \$5,000 incentives to teachers who met performance criteria determined by the school division. In total, \$598,000 in state funds provided bonuses for 125 teachers, and \$300,000 in federal funds provided bonuses for 100 teachers. Thus, \$0.9 million provided incentives for 225 of Virginia's 96,047 teachers (0.2 percent).

Recommendations on the Feasibility of Implementing a Teacher Career Ladder in the Commonwealth of Virginia

In responding to the 2014 General Assembly's request for a legislative study on the feasibility of implementing a Teacher Career Ladder in the Commonwealth, stakeholders' greatest concerns in implementing a career ladder program were that (1) there is limited research that statewide Teacher Career Ladders succeed in recruiting and retaining teachers or in improving student achievement; (2) average base salaries for teachers in Virginia are below the national average and need to be competitive before a career ladder program is considered; and (3) sufficient and sustainable state funding that is part of *Standards of Quality* funding must be available for such an initiative. If sustainable state funding were guaranteed, the group felt the implementation of a Teacher Career Ladder or a similar concept such as a career tree or career lattice might be feasible once teacher salaries are competitive.

Based on practices described in other states' Teacher Career Ladders and the input from the stakeholder group, a number of recommendations are offered:

Funding

- Sufficient and sustainable funding must be available in order to make a Teacher Career Ladder an attractive and effective hiring and retention tool. Consideration must be given to incorporating funding into the *Standards of Quality* so that it is protected and does not come and go with each legislative session. Additionally, the

initiative should receive full funding from the General Assembly, without requiring a local match so all school divisions can participate equally.

- In developing a funding formula to support a Teacher Career Ladder, the state should consider providing funding and/or relief not only to teachers but also to the district- and state-level offices that would administer the program in terms of training, data collection, and decisions regarding bonus or incentive eligibility.

Access

- A Teacher Career Ladder should be offered to all schools and school divisions in the Commonwealth, not just to certain ones, such as those that are low-performing.
- Participation in a Teacher Career Ladder should not be mandatory. Teachers should have the opportunity to opt in to the program if they are interested in opportunities for instructional (rather than administrative) advancement.
- All teachers who are interested should be able to participate, not just those in certain subject areas (for example, STEM) or in certain schools (for example, hard-to-staff schools).
- The number of teachers eligible for awards in a school division should not be limited. All teachers who meet the criteria should be rewarded.

Incentives

- Incentives for teachers should be awarded in the form of both money and leadership opportunities.
- How funding may be used at the school division level should be flexible. Not all school divisions have the same needs, and opportunities and incentives that might be attractive in one school division may not be so in another. For example, one school division may prefer to award monetary bonuses, while another division may prefer to provide additional planning and/or collaboration time during the school day or reduced class size.

Advancement on the Teacher Career Ladder

- A Teacher Career Ladder should allow for both vertical and lateral movement to reflect more closely the career paths of today's work environment as well as intervening life situations for individuals, which may make it necessary to pause, take

a step back, or move fluidly between designations without penalty or negative impression.

- Advancement on a Teacher Career Ladder should be based on multiple criteria.

Building on Current Virginia Practice

Acknowledging that additional actions would be beneficial in elevating the teaching profession in the Commonwealth, the stakeholder group supported continuing or enhancing a number of programs, policies, and provisions that are in current practice in Virginia including:

- Encouragement to school divisions to promote the three designations available on Virginia teaching licenses for career paths to teaching – Career Teacher, Mentor Teacher, and Teacher as Leader. Currently, the teaching licenses of only 547 active teachers out of approximately 96,000 teachers in the Commonwealth (0.6 percent) carry one of these designations – 326 Career Teacher designations, 123 Mentor Teacher designations, and 98 Teacher as Leader designations. School divisions could promote the licensure designations and assist teachers in acquiring the additional evidence and documentation required to earn the designation as a way to recognize the work of exemplary teachers. School divisions might then be able to use teachers with the career path designations to serve in leadership positions that provide additional support to other classroom teachers.
- Use of the teacher performance standards and indicators outlined in the Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* to identify exemplary teachers who can serve in teacher leadership roles in the school division. School divisions currently have the authority to establish their own career ladders if they wish; however, funding is a challenge. There are no state laws or regulations prohibiting such action.
- Continued funding from the General Assembly to support and/or expand existing incentive programs for teachers such as:
 - Incentives for National Board Certified teachers, including consideration for additional funding to support the costs associated with the application process to become National Board Certified;
 - The Virginia Middle School Teacher Corps (Mathematics);
 - The Science, Technology, Engineering, and Mathematics (STEM) Teacher Recruitment and Retention Incentive Awards;
 - The Virginia Teaching Scholarship Loan Program (VTSLP); and

- Mentoring Programs for Beginning Teachers.
- The comprehensive model of professional development that was designed to provide technical assistance to teachers and administrators in the implementation of the new teacher and principal evaluation systems rolled out over a period of three years from 2011 to 2014.

The stakeholders also recommended that the General Assembly find ways to limit the increasing number of requirements placed on teachers that require additional time and sometimes expense to pursue. In recent years, the following requirements have been placed on teachers by the General Assembly:

- Teachers seeking initial licensure or renewal of a license must have training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators.
- Any individual licensed and endorsed to teach middle school civics or economics, or high school government or history who is seeking renewal of such license must demonstrate knowledge of Virginia history or state and local government.
- Every teacher seeking initial licensure with an endorsement in the area of career and technical education shall have an industry certification in the area in which the teacher seeks endorsement.

Lessons Learned from Other States

Before embarking on a plan to implement a Teacher Career Ladder in the Commonwealth, it would be wise for Virginia to keep in mind the reasons that previous career ladder attempts in other states have been repealed or de-funded. In the 2013 report, *Creating Sustainable Teacher Career Pathways: A 21st Century Imperative*,¹⁸ the National Network of State Teachers of the Year and the Center for Educator Effectiveness at Pearson identified the following reasons Teacher Career Ladders have not shown great long-term success:

- Vague and sometimes controversial criteria for selecting expert teachers;
- Little or no training or preparation for differentiated roles;
- Ill-defined responsibilities for lead or master teachers;
- Opportunities for advancement that were attractive to only a few teachers;

¹⁸ National Network of State Teachers of the Year and the Center for Educator Effectiveness at Pearson. (2013). *Creating Sustainable Teacher Career Pathways: A 21st Century Imperative*, <http://www.nnstoy.org/download/Final%20updated%20Research%20Report.pdf>. Retrieved July 31, 2014.

- Short-term funding that ended when money ran out, and compensation that was minimal or non-existent for additional responsibility; and
- Perceptions that career ladders were top-down policies with hierarchical structures imposed on teachers.

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APPENDIX A

House Joint Resolution No. 1

Requesting the Department of Education to study the feasibility of implementing a Teacher Career Ladder program in the Commonwealth. Report.

Agreed to by the House of Delegates, February 28, 2014

Agreed to by the Senate, February 25, 2014

WHEREAS, 2013 was the "Year of the Teacher" and the 2013 Session of the General Assembly passed a historic strategic compensation package to reward the Commonwealth's best teachers; and

WHEREAS, the General Assembly remains committed to rewarding and creating growth opportunities for outstanding teachers; and

WHEREAS, several states have implemented Teacher Career Ladder programs that emphasize accountability and opportunity for teachers. Such programs recognize that no teachers are the same and categorize teachers based on experience, innovation, and results. As teachers reach achievement targets in such programs, they are availed of additional rewards that may include leadership opportunities and bonus pay. The goal of such programs is to keep the best teachers in the classroom by keeping them engaged and well compensated; and

WHEREAS, a Teacher Career Ladder program coupled with the historic compensation package passed during the "Year of the Teacher" will ensure that the Commonwealth's public schools continue to improve and provide one of the best public school experiences in the nation; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, that the Department of Education be requested to study the feasibility of implementing a Teacher Career Ladder program in the Commonwealth. The Department shall consider the implementation of such programs in other states and make recommendations regarding the implementation of such a program in the Commonwealth.

In conducting its study, the Department of Education shall consider and make recommendations regarding (i) the number of levels, or "rungs," in the program; (ii) the various performance markers, including student growth indicators and teacher evaluations,

that may be used to assess teacher performance; (iii) the bonus pay and other opportunities that teachers may earn; (iv) ways in which the Teacher Career Ladder program can reinforce individualized student growth through high-performing, individualized teaching; (v) the potential fiscal impact of such programs on the state and localities; (vi) the impact of such programs on the competitiveness of teacher pay in Virginia compared to other states; (vii) the impact of career ladders on the hiring and retention of teachers; and (viii) the teacher professional development that may or may not be needed to support a career ladder system.

All agencies of the Commonwealth shall provide assistance to the Department of Education for this study, upon request.

The Department of Education shall complete its meetings by November 30, 2014, and shall submit to the Governor and the General Assembly an executive summary and a report of its findings and recommendations for publication as a House or Senate document. The executive summary and report shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports no later than the first day of the 2015 Regular Session of the General Assembly and shall be posted on the General Assembly's Web site.

APPENDIX B**Teacher Career Ladders Implemented in Other States**

House Joint Resolution 1 from the 2014 Virginia General Assembly requested that the Virginia Department of Education study the feasibility of implementing a Teacher Career Ladder program in the Commonwealth, including a review of the implementation of such programs in other states. As part of this feasibility study, a thorough review was conducted of Teacher Career Ladder programs in eight states and the District of Columbia:

- The Arizona Career Ladder Program;
- The District of Columbia Public Schools' Leadership Initiative For Teachers (LIFT);
- Georgia's Proposed Career Ladder Framework;
- The Iowa Teacher Leadership and Compensation System;
- The Missouri Career Ladder Program.
- The National Institute for Excellence in Teaching (NIET), Implementing the TAP System – Teacher And Student Advancement Program – in Indiana, Louisiana, South Carolina, and Texas; and;

The feasibility study itself provides a summary of the characteristics of state Teacher Career Ladders that were reviewed. The following tables contain detailed information about the following aspects of each program:

- Program overview
- Legislation related to the program
- Number of levels, or "rungs," in the program
- Performance markers used to assess teacher performance
- Bonus pay and other opportunities that teachers may earn
- Ways the teacher career ladder program can reinforce individualized student growth
- Fiscal impact
- Impact on competitiveness of teacher pay
- Impact on hiring and retention of teachers
- Professional development to support a career ladder system
- Resources containing more information about the program
- Contact information for program administrators

ARIZONA CAREER LADDER PROGRAM

Overview

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.

While the Career Ladder still exists, state funding is slated to be fully phased out by the 2014-2015 school year as a result of a lawsuit challenging the law’s constitutionality over inadequacy of state funding, which restricted additional districts from being able to participate in the program.

The participating districts are required to comply with requirements established in ARS §15-918. 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. Through ongoing evaluation, districts continue to refine the required elements to suit their circumstances. In order to ensure compliance in all areas, the State Career Ladder Advisory Committee annually reviews each district plan. The State Board of Education provides final program approval. Arizona Department of Education staff provides technical assistance to district personnel in the administration of their programs.

Twenty-eight (28) districts representing diversity in size, location and student populations have participated in the program. The first 14 were phased-in over three years beginning in FY 1985-1986. Seven districts received approval to budget for a program beginning in FY 1992-1993 and seven districts began participation in FY 1993-1994. No new funding has been appropriated for additional district participation since FY 1993-1994.

At the time of this report (June 2014), the following information was published on the Web site for the Arizona Career Ladder Program:

- Twenty-eight (28) of the state’s 200-plus districts participate in the Career Ladder Program.
- Approximately 31 percent of the state’s 865,000 students attend schools in Career Ladder districts.
- Approximately 40 percent of the state’s 43,000 teachers are employed in Career Ladder districts.
- Approximately 70 percent of eligible teachers participate in the Career Ladder Program.

ARIZONA CAREER LADDER PROGRAM	
Legislation	<ul style="list-style-type: none"> • Arizona Career Ladder Law – § 15-918. <ul style="list-style-type: none"> ○ http://www.azleg.gov/ArizonaRevisedStatutes.asp?Title=15 ○ http://www.azed.gov/wp-content/uploads/PDF/Provisions_of_CL_Law_and_Code.pdf • Arizona Career Ladder Budget Phase-Out In 2011, the Arizona legislature’s approved budget began to phase out the Career Ladder Program in equal increments over the next five years. In 2010-2011, Career Ladder Districts were able to fund their programs with a 5 percent increase over the base funding level. <ul style="list-style-type: none"> ○ 4 percent for FY 2011-2012 (state savings of \$14.5 million) ○ 3 percent for FY 2012-2013 ○ 2 percent for FY 2013-2014 ○ 1 percent for FY 2014-2015 ○ Repealed the Career Ladder Program on July 1, 2015 https://www.arizonaaea.org/assets/document/Fiscal_Year_2011-2012_Education_Budget.pdf
Number of Levels, or "Rungs," in the Program	<p>The Career Ladder Program consists of levels, each having its own salary range. Each district constructs its own “ladder,” determines the number of levels and places teachers according to their performance. Teachers qualify through evaluation or classroom performance, student progress, and additional responsibility for a particular place within each level.</p> <p>Placement on the Career Ladder is to be based on more than one measure of teacher performance. The areas of instructional performance, pupil academic progress, and instructional responsibilities must be included in the district plan. Advancement to higher levels on the Career Ladder is gained by demonstrating increasingly higher levels of performance. Evaluation procedures and instruments must be fair and objective, and must be in compliance with state statutes.</p> <p>Increased responsibilities could include team teaching, committee work, curriculum development, or special in-service projects that directly affect the level of classroom performance. Teachers at higher Career Ladder levels provide leadership in their districts by mentoring, coaching, and as professional development trainers.</p>

ARIZONA CAREER LADDER PROGRAM	
Performance Markers Used to Assess Teacher Performance	The Career Ladder Program requires increasingly higher levels of pupil academic progress as measured by specific criteria, which must be included for each level. More than one person must be involved in placement decisions, and an appeal procedure must be developed. The law specifically addresses the importance of establishing inter-rater reliability among evaluators and those involved in making placement decisions. A district may include non-instructional classroom personnel if the position requires a teaching credential and the person is responsible for student achievement.
Bonus Pay and Other Opportunities that Teachers May Earn	<p>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.</p> <p>Legislation requires that all new teachers in Career Ladder districts be evaluated for placement on the Career Ladder. Once evaluated, new teachers may choose not to participate for the following year. Teachers not choosing to participate in the Career Ladder Program remain on the district's traditional salary schedule.</p> <p>The program provides opportunities for leadership and professional growth, with Career Ladder teachers participating in higher-level instructional responsibilities within their districts. The program also allows districts to apply to implement an additional incentive program for other personnel at the school district level and provides awards based upon group, team, school or district.</p>
Ways the Teacher Career Ladder Program Can Reinforce Individualized Student Growth	A 2007 Career Ladder Effectiveness Study (http://www.azed.gov/wp-content/uploads/PDF/CareerLadderReport.pdf) reported that on average, students in Career Ladder schools performed significantly better on Arizona's Instrument to Measure Standards (AIMS) measures than did students in non-career ladder schools, even after adjusting for differences in student and school characteristics. The impact of the Career Ladder Program appeared to be greater in mathematics and reading than for writing. Only two years of AIMS data were available for analysis, which had an impact on the ability to determine significant changes in the difference between percentage passing over a period of time.
Fiscal Impact	<p>State funding for Arizona's Career Ladder has been available only for the original 28 districts that joined the initiative in the mid 1990s, and is slated to be fully phased out by the 2014-2015 school year as a result of a lawsuit challenging the law's constitutionality over inadequacy of state funding, which restricted additional districts from being able to participate in the program.</p> <p>In 2011, the Arizona legislature's approved budget began to phase out the Career Ladder Program in equal increments over the next five years. In 2010-2011,</p>

ARIZONA CAREER LADDER PROGRAM	
	<p>Career Ladder Districts were able to fund their programs with a 5 percent increase over the base funding level.</p> <ul style="list-style-type: none"> • 4 percent for FY 2011-2012 (state savings of \$14.5 million) • 3 percent for FY 2012-2013 • 2 percent for FY 2013-2014 • 1 percent for FY 2014-2015 • Repealed the Career Ladder Program on July 1, 2015 <p>When available to the original 28 districts, funding was derived by a formula based primarily on student count. At full implementation, districts could increase their base funding level by 5.5 percent. Based on compliance with requirements, funding levels progressed from 1.0 percent to 5.5 percent above the base support level. Prior to the lawsuit, all district programs were budgeted at the 5.5 percent level. A portion of this funding was derived from a local tax. High school or common school district tax rate was based on two cents for each percentage increase. The unified district tax rate was based on four cents for each percentage increase.</p>
Impact on Competitiveness of Teacher Pay	No information that directly addressed the impact of the Arizona Career Ladder Program on the competitiveness of teacher pay was located.
Impact on Hiring and Retention of Teachers	No information that directly addressed the impact of the Arizona Career Ladder Program on the hiring and retention of teachers was located.
Professional Development to Support a Career Ladder System	Each district's Career Ladder Program must include adequate and appropriate staff development activities for teachers. Staff development activities assist teachers in meeting program requirements and improving performance.
Resources	<ul style="list-style-type: none"> • AZED Career Ladder Web site: http://www.azed.gov/highly-qualified-professionals/arizona-career-ladder/ • Program Components: http://www.azed.gov/wp-content/uploads/PDF/CL_Components.pdf

ARIZONA CAREER LADDER PROGRAM

<p>Contact Information</p>	<p>Beth Driscoll, NBCT, M.Ed. Highly Effective Teachers and Leaders Division Arizona Department of Education Phone: 602-364-2191 E-mail: beth.driscoll@azed.gov</p>
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DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS) LEADERSHIP INITIATIVE FOR TEACHERS (LIFT)	
Overview	The Leadership Initiative For Teachers (LIFT) allows teachers to advance in their careers without leaving the classroom. LIFT is a five-stage career ladder that provides high-performing teachers with opportunities for advancement inside the classroom, as well as additional responsibility and increased recognition and compensation. IMPACT is the teacher evaluation system developed under the leadership of former Chancellor Michelle Rhee, and was instituted in 2009-2010. Using the results of IMPACT, teachers are able to earn LIFT service credits that help them advance on the LIFT career ladder, which began in 2012-2013. Collectively, the two programs are referred to as <i>IMPACTplus</i> (IMPACT + LIFT = <i>IMPACTplus</i>)
Legislation	Reviewers of the LIFT Program have been careful to note that it is a <i>program</i> , not a <i>statute</i> , meaning that DCPS has been able to tweak the system, year after year without having to seek legislative approval. The evaluation model is not set in stone and is not required to meet the requirements of multiple school districts with varying needs as would occur in a state-level initiative. It is designed specifically for DCPS.
Number of Levels, or "Rungs," in the Program	<p>There are five levels in the LIFT program.</p> <ul style="list-style-type: none"> • Teacher - Some teachers at this stage have prior experience in DCPS, while others are new to the teaching profession and have just successfully completed DCPS' rigorous and competitive selection process. • Established Teacher - These teachers have proven their effective teaching skills and have led their students to solid achievement gains. Established Teachers also demonstrate an ongoing commitment to their own learning and improvement, and may begin to take on leadership roles within their schools or for the district. • Advanced Teacher - Teachers at this stage have been among the district's most effective for several years, and their students continually demonstrate strong achievement results. Many of these teachers have also taken on leadership roles within their schools or for the district. • Distinguished Teacher - Teachers at this stage are some of the district's top performers and have a record of exemplary student achievement. These teachers have consistently demonstrated a deep understanding of instructional best practices and may serve as models to colleagues who are still developing their skills. • Expert Teacher - Teachers at this stage have mastered their craft over the course of many years. Their students demonstrate exceptional learning gains each year, regularly exceeding achievement goals. Many of these teachers also serve in various leadership roles within their schools and extend their reach by mentoring less-experienced colleagues.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS) LEADERSHIP INITIATIVE FOR TEACHERS (LIFT)

<p>Performance Markers Used to Assess Teacher Performance</p>	<p>Criteria to Advance Up the LIFT Career Ladder</p> <ul style="list-style-type: none"> • Individuals at the Teacher stage who earn two consecutive Effective ratings or one Highly Effective rating will advance to the Established Teacher stage. • Established Teachers who earn two consecutive Effective ratings or one Highly Effective rating will advance to the Advanced Teacher stage. • Advanced Teachers who earn two consecutive Highly Effective ratings will advance to the Distinguished Teacher stage. • Distinguished Teachers who earn two consecutive Highly Effective ratings will advance to the Expert Teacher stage. 																								
<p>Bonus Pay and Other Opportunities that Teachers May Earn</p>	<p>DCPS collaborated with the Washington Teachers’ Union to develop IMPACT, a performance-based pay system that was introduced during the 2009–2010 school year. Through IMPACT, outstanding DCPS educators can earn annual bonuses of up to \$25,000 and base salary increases of up to \$27,000.</p> <p>All Effective and Highly Effective teachers continue to earn the annual step increases outlined in the Washington Teachers’ Union contract. However, at the Advanced, Distinguished, and Expert Teacher stages, teachers in high-poverty schools may earn LIFT service credits, have fewer observations, and have expanded leadership opportunities. The service credits allow them to advance on the salary scale more quickly, resulting in larger base salary increases.</p> <p>IMPACT Observations</p> <table border="1" data-bbox="479 1260 1510 1627"> <thead> <tr> <th>LIFT Stage</th> <th>Number of Formal Observations</th> <th>Number of Required Informal Observations</th> <th>Total Number of Observations</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td>4</td> <td>1</td> <td>5</td> </tr> <tr> <td>Established Teacher</td> <td>4</td> <td>1</td> <td>5</td> </tr> <tr> <td>Advanced Teacher</td> <td>3-4</td> <td>1</td> <td>4-5</td> </tr> <tr> <td>Distinguished Teacher</td> <td>2-4</td> <td>Not Required</td> <td>2-4</td> </tr> <tr> <td>Expert Teacher</td> <td>1-3</td> <td>Not Required</td> <td>1-3</td> </tr> </tbody> </table>	LIFT Stage	Number of Formal Observations	Number of Required Informal Observations	Total Number of Observations	Teacher	4	1	5	Established Teacher	4	1	5	Advanced Teacher	3-4	1	4-5	Distinguished Teacher	2-4	Not Required	2-4	Expert Teacher	1-3	Not Required	1-3
LIFT Stage	Number of Formal Observations	Number of Required Informal Observations	Total Number of Observations																						
Teacher	4	1	5																						
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Advanced Teacher	3-4	1	4-5																						
Distinguished Teacher	2-4	Not Required	2-4																						
Expert Teacher	1-3	Not Required	1-3																						

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS) LEADERSHIP INITIATIVE FOR TEACHERS (LIFT)

Compensation

LIFT Stage	Compensation
Teacher	Normal compensation
Established Teacher	Normal compensation
Advanced Teacher	Teachers in high-poverty* schools are eligible for a two-year service credit.
Distinguished Teacher	Teachers in high-poverty schools are eligible for a five-year service credit and will move to the master's degree salary band, if applicable.
Expert Teacher	Teachers in high-poverty schools are eligible for a five-year service credit and will move to the master's degree salary band, if applicable.

*Only teachers in high-poverty schools are eligible for additional compensation in the form of base salary increases. More than 75 percent of DCPS teachers work in high-poverty schools and are eligible for this additional compensation. Teachers in all schools are still eligible for annual bonuses.

Leadership Opportunities**

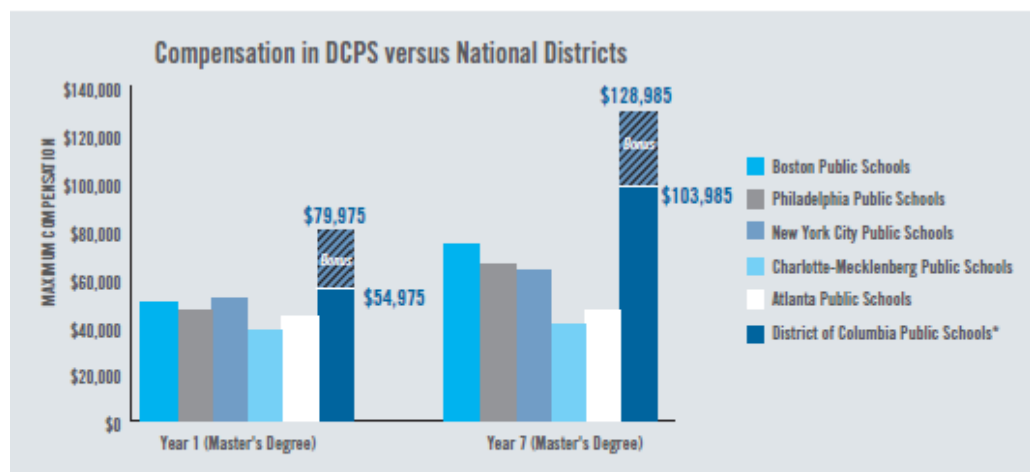
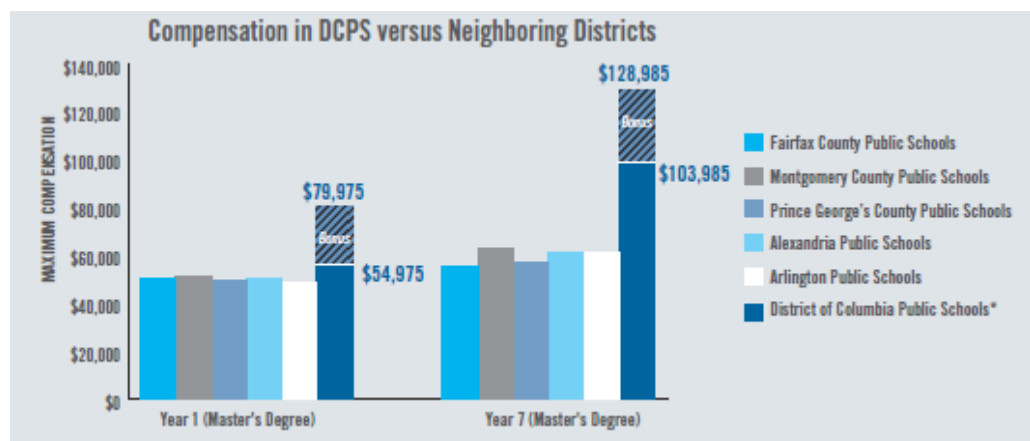
Teacher	Established Teacher	Advanced Teacher	Distinguished Teacher	Expert Teacher
<p>Positions: Chancellor's Teachers' Cabinet, Meet-up Group Organizer, Teaching Audition Host Teacher, Wilson Reading System</p> <p>School Point of Contact Positions: ACCESS Chair, Burst, Foundations, Read 180, Scholastic Reading Inventory</p> <p>Fellowships and Grants: DonorsChoose.org, Fund for Teachers, Hope Street Group National Teacher Fellowship</p>	<p><i>Established Teachers are eligible for all opportunities at the Teacher stage, as well as the following opportunities:</i></p> <p>Positions: Common Core Math Corps, Common Core Reading Corps, Curriculum Writer, Early Childhood Grade Level Chair, Teacher Lead, Teacher Selection</p> <p>Ambassador, Teaching in Action Consulting Teacher, STEM Master Teacher</p> <p>Fellowships and Grants: America Achieves Education Champions Fellowship, Teach Plus Policy Fellowship,</p> <p>Teachers Central to Leadership Fellowship, Teachers for Global Classrooms Grant</p> <p>School Leadership Opportunities: Mary Jane Patterson Fellowship, Teach Plus T3</p>	<p><i>Advanced, Distinguished, and Expert Teachers are eligible for all opportunities at the Teacher and Established Teacher stages, as well as the following opportunities:</i></p> <p>Positions: Assistant Principal, Early Childhood Education Instructional Specialist, Instructional Coach, Master Educator, Principal</p> <p>Fellowships and Grants: Fulbright-Hays Seminars Abroad, Math for America Master Teacher Fellowship, U.S. Department of Education Teaching Ambassador Fellowship</p>		

**Opportunities that are available through partner organizations may have eligibility criteria that are distinct from what is presented above. However, DCPS will refer to LIFT stages when determining which teachers to nominate for external grants or other opportunities that require a school district recommendation.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS) LEADERSHIP INITIATIVE FOR TEACHERS (LIFT)	
Ways the Teacher Career Ladder Program Can Reinforce Individualized Student Growth	<p>The LIFT program has been in effect for two years, since 2012-2013. Teachers will be eligible for incentives and bonuses for the first time at the conclusion of the 2013-2014 school year, once all data are available in the personnel data system. With such short program duration, it is difficult to identify the impact that LIFT has had on student growth in DCPS.</p>
Fiscal Impact	<p>For the first three years, IMPACT (including IMPACT<i>plus</i> bonuses) was funded through a private grant from the District of Columbia Public Education Fund. Currently IMPACT (including IMPACT<i>plus</i> bonuses and LIFT service credits) is funded partially through a USED Teacher Incentive Fund grant and partially through local funding.</p> <p>Approximately 1,700 of the 4,050 members of the Washington Teachers Union (WTU) were offered performance-based compensation in 2013-2014, either in the form of bonuses, service credits, or both. The DCPS budgeted \$14.25 million (\$11 million for IMPACT<i>plus</i> bonuses and \$3.25 million in service credits) for these payments. At the time of this report, data were not available on the actual distributions for 2013-2014, but they are expected to be lower than the budgeted amount.</p> <p>Program implementation required funding support not only for the teacher bonuses, but also for the design and development of the program and the administration required at the central office level. Over time, DCPS has recruited and assembled a large and sustained team to design and implement IMPACT/LIFT. They have consulted with numerous well-known advisors, worked to address educator concerns, and made an effort to explain the system clearly to educators, at considerable expenses in a district of just 45,000.</p> <p>Administration of the program has also required the construction of a robust personnel data system that tracks not only teacher evaluations, but the other elements of both the IMPACT program and the LIFT program. With the exception of the teacher observations and evaluations, which are conducted at the school level, the remainder of the program (decisions on bonuses and incentives, etc.) is administered at the district (state) level.</p>
Impact on Competitiveness of Teacher Pay	<p>According to documentation provided by DCPS, its teachers earn significantly more than teachers in other districts in the District of Columbia metro area, as well as teachers in similar urban school districts across the country.</p>

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS) LEADERSHIP INITIATIVE FOR TEACHERS (LIFT)

DCPS has published the following graphs to compare its teacher compensation to that of neighboring school districts and other school districts at the national level:



* Note: The compensation figures for DCPS reflect the maximum salaries for Highly Effective teachers who earn the maximum annual bonus amount of \$25,000 because they are in IMPACT Group 1 and work in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in IMPACT Group 1 and/or in one of the 40 lowest-performing schools, they will be eligible for a bonus that is between \$10,000 and \$20,000. See page 17 for more information about IMPACTplus bonuses.

Impact on Hiring and Retention of Teachers

Literature provided by DCPS on the LIFT Program offers the following ways that LIFT contributes to the retention of teachers:

- **Retain Top Performers** - As teachers advance up the LIFT ladder, they become eligible for additional career and leadership opportunities that will not require them to stop teaching. In this way, LIFT allows teachers to plan a long and rewarding

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS) LEADERSHIP INITIATIVE FOR TEACHERS (LIFT)

	<p>career in DCPS, filled with new challenges and opportunities for growth.</p> <ul style="list-style-type: none"> • Reward Experience - LIFT highlights the achievements of successful teachers who have demonstrated a long-term commitment to DCPS. For example, the highest stage of the LIFT ladder is reserved for teachers who have dedicated a minimum of six years to the district. • Broaden Recognition - LIFT honors and rewards not only Highly Effective teachers, but also those who have earned Effective ratings. For the first time, these educators will be recognized for their performance, becoming eligible for additional compensation and reduced IMPACT observations. • Increase Career Stability - In most cases, a teacher will spend several years at the same LIFT stage. In addition, once teachers reach a particular stage, they will not revert to a previous one — they will only advance farther. These aspects of LIFT bring an important level of stability to a teacher’s career in DCPS. <p>An October 2013 report of the National Bureau of Economic Research, <i>Incentives, Selection, and Teacher Performance: Evidence From IMPACT</i>, suggests that IMPACT improved the effectiveness of the DCPS teacher work force, both through the differential attrition of low-performing teachers and performance gains among those teachers who remained (http://curry.virginia.edu/uploads/resourceLibrary/16_Dee-Impact.pdf). The report had three key findings: 1) IMPACT is responsible for substantial improvements in teacher practice; 2) DCPS is retaining its best teachers at high rates; and 3) IMPACT causes some low-performing teachers to leave the school system on their own – and, more importantly, DCPS is replacing those educators with higher caliber ones (http://dcps.dc.gov/DCPS/Teacher+Performance+Improved+Under+DC's+Teacher+Evaluation+System,+New+Study+Finds).</p>
<p>Professional Development to Support a Career Ladder System</p>	<p>The professional development required is largely focused on effective teacher evaluation using the IMPACT DCPS teacher evaluation system. Most of the LIFT Program is administered at the district (state) level, such as data collection and compensation decisions.</p>

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS) LEADERSHIP INITIATIVE FOR TEACHERS (LIFT)

<p>Resources</p>	<ul style="list-style-type: none"> • Leadership Initiative for Teachers Web Site http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/Leadership+Initiative+For+Teachers+(LIFT) • Leadership Initiative for Teachers (LIFT) Guidebook http://dcps.dc.gov/DCPS/Files/downloads/In-the-Classroom/Ensuring-Teacher-Success/20138_LIFT.pdf • IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel http://www.nctq.org/docs/IMPACT_Plus.pdf • Incentives, Selection, and Teacher Performance: Evidence from IMPACT (http://curry.virginia.edu/uploads/resourceLibrary/16_De-IMPACT.pdf). • Making Sense of the Dee-Wyckoff IMPACT Study http://blogs.edweek.org/edweek/rick_hess_straight_up/2013/10/making_sense_of_the_dee-wyckoff_impact_study_stanfords.html
<p>Contact Information</p>	<p>Jennifer Lewis Office of Human Capital District of Columbia Public Schools IMPACT/LIFT Helpline: 202-719-6553 E-mail: liftdcps@dc.gov or impactdcps@dc.gov</p>

GEORGIA’S PROPOSED CAREER LADDER FRAMEWORK – Proposed under Race to the Top, but not implemented	
Overview	<p>Prior to the submission of Georgia’s Race to the Top application in 2010, the state formed several work groups corresponding to the various parts of the application. The group that met to discuss the Great Teachers and Leaders section reached agreement on a proposed Career Ladder Framework to be included in the application. Georgia stated in its approved Race to the Top application that it was committed to making a new performance-based compensation program a lasting and sustainable reform, not just in participating school districts, but statewide. However, during the spring of 2013, Georgia submitted Race to the Top amendments requesting to delay full implementation of its teacher evaluation system and also indicated that it would no longer implement a performance-based compensation system as described in its approved application. As a result, the United States Department of Education withheld \$9.9 million of the state’s Race to the Top funds associated with performance-based compensation. (Georgia Amendment Decision Letter, July 30, 2013 - http://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/Georgia%20RT3%20letter.pdf)</p> <p>In place of the teacher career ladder, Georgia has implemented a tiered certification system with five tiers:</p> <ul style="list-style-type: none"> • Tier 1 – Pre-service certificate • Tier 2 – Induction certificate • Tier 3 – Professional certificate • Tier 4 – Lead Professional certificate (Teacher Leader I) • Tier 5 – Advanced Professional certificate (Teacher Leader II) <p>The implementation timeline for the tiered certification system is as follows:</p> <ul style="list-style-type: none"> • Convert Clear Renewable Certificate to Professional Certificates – July 1, 2014 • Begin Issuing Induction Certificates – July 1, 2014 • Begin Issuing Lead Professional Certificates – July 1, 2014 • Begin Issuing Pre-Service Certificates – July 1, 2015 • Issue Date of Advanced Professional Certificates – to be determined when sufficient data are available on distribution of Teacher Effectiveness Measure (TEM) ratings
Legislation	<p><u>Georgia Code</u> Section 20-2-213. Career ladder programs <i>Effective: Wednesday, September 11, 2013</i> Reserved. Repealed by Ga. L. 2012, p. 358, § 12/HB 706, effective July 1, 2012. The Career Ladder Program was designed to allow teachers that demonstrate excellence</p>

GEORGIA'S PROPOSED CAREER LADDER FRAMEWORK – Proposed under Race to the Top, but not implemented	
	<p>to receive additional supplements or compensation. The goals of this program are being upheld through Georgia's Race to the Top implementation. Further, funding has not been appropriated for this program's implementation. Legislation was repealed in 2012-2013.</p> <p><u>Race to the Top</u> While Georgia received funding in its approved Race to the Top application to implement a teacher career ladder, in spring 2013, it submitted an amendment requesting, instead, to provide one-time bonuses to teachers and leaders for reducing the achievement gap. In SY 2014-2015, Georgia intended to provide one-time bonuses to teachers and leaders based on the evaluation system. USED determined that this change in scope to the state's plan significantly decreased or eliminated reform in this area and resulted in the grantee's failure to comply substantially with the terms related to this portion of its Race to the Top award. As a result, USED has withheld \$9,904,629 of the state's Race to the Top funds associated with performance-based compensation.</p>
Number of Levels, or "Rungs," in the Program	<p>According to the Career Ladder Framework that was developed but not yet implemented, there would be two levels of Career Ladder teachers, Teacher Leader I and Teacher Leader II.</p> <ul style="list-style-type: none"> • Both levels would receive additional pay for assuming instructional leadership responsibilities while also remaining as classroom teachers. • The primary difference between the two levels is that Teacher Leader II would have release time for these instructional leadership responsibilities while Teacher Leader I would not. • There would be an eligibility pool for candidates with one of the criteria being the achievement of a state determined threshold for a Teacher Effectiveness Measure (TEM) score as derived from the Teacher Keys Evaluation System. • Districts would be provided flexibility to select teachers from this eligibility pool using clearly defined selection criteria. • Teachers would not have to opt into a merit pay system in order to be selected as a Career Ladder teacher.
Performance Markers Used to Assess Teacher Performance	<p>Eligibility and Selection Criteria</p> <p>To ensure the availability of a high quality pool of candidates, the Career Ladder Task Force identified specific eligibility criteria that would be required throughout the state, for all teachers wishing to be considered for selection in the Career Ladder program. Candidates having met the minimum eligibility requirements could be considered for the Teacher Leader I or Teacher Leader II levels of the Career Ladder program.</p>

GEORGIA’S PROPOSED CAREER LADDER FRAMEWORK – Proposed under Race to the Top, but not implemented	
Bonus Pay and Other Opportunities that Teachers May Earn	Due to a change in policy direction and withdrawal of the Race to the Top funding, no pay bonuses or incentives have been implemented.
Ways the Teacher Career Ladder Program Can Reinforce Individualized Student Growth	<p>The proposed Career Ladder program evaluation at both the state and the district levels would be important to provide feedback on the implementation and the degree of success of the program in attaining its stated purposes. Program evaluation at the state level would help to maintain consistent expectations across the state and justify and account for the resources invested in the Career Ladder program. Guidance for the evaluation of the Career Ladder program was projected as follows:</p> <ol style="list-style-type: none"> 1. The State would establish oversight and monitoring, if funding were allocated, to: <ol style="list-style-type: none"> a. Gather data through the Certified Personnel Instrument (CPI) as to where the program is being used; and b. Gather data for tracking opportunities for career advancement for teachers while remaining in the classroom. 2. The State would require an annual evaluation report from participating districts. 3. The District would develop and conduct an annual program evaluation through: <ol style="list-style-type: none"> a. Determining if the program was implemented following state recommendations (e.g., release time, etc.); b. Surveying teachers served by Teacher Leaders; c. Examining the relationship between student achievement and the use of a Career Ladder program; d. Exploring increased opportunities for focused professional development tied to student achievement data; e. Identifying programs to determine if they address the school’s identified need(s), e.g., identified school improvement goal; f. Investigating beginning teacher retention patterns over time, using time series/trend analyses; and g. Initiating an analysis of school climate prior to, and after, the initiation of a Career Ladder program.
Fiscal Impact	No state funding was appropriated for implementation of the Georgia Career Ladder. Race to the Top funding intended to support a performance-based compensation plan was withheld by the U.S. Department of Education.

GEORGIA'S PROPOSED CAREER LADDER FRAMEWORK – Proposed under Race to the Top, but not implemented			
Impact on Competitiveness of Teacher Pay	<p>The proposed Career Ladder program would include systems for recognizing and rewarding Teacher Leaders. Specifically,</p> <ul style="list-style-type: none"> a. A state-funded compensation system recognizing and rewarding Teacher Leaders would be established, and, b. Resources would be provided to encourage and support career growth, as well as advance training for Teacher Leaders. 		
Impact on Hiring and Retention of Teachers	<p>Since the Career Ladder Framework as part of the performance-based compensation plan was not implemented, no data on the impact of hiring and retention of teachers are available.</p>		
Professional Development to Support a Career Ladder System	<p>Training, preparation, and ongoing support for teacher leaders and administrators would be needed to effectively implement the proposed Career Ladder program.</p>		
Resources	<ul style="list-style-type: none"> • Georgia Career Ladder Framework – May 2012 http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/GA%20Career%20Ladder.pdf • Tiered Certification Quick Reference Guide http://www.gapsc.com/Commission/CommissionInfo/Downloads/Retreat_2013/Quick%20Reference%20Guide_TieredCertrev2_120913.pdf 		
Contact Information	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Dr. David Hill Educator Preparation Division Director Georgia Professional Standards Commission Phone: 404-232-2500 E-mail: david.hill@gapsc.com</p> </td> <td style="width: 50%;"> <p>Cynthia Saxon Associate Superintendent Georgia Department of Education Phone: 404-463-2314 E-mail: csaxon@doe.k12.ga.us</p> </td> </tr> </table>	<p>Dr. David Hill Educator Preparation Division Director Georgia Professional Standards Commission Phone: 404-232-2500 E-mail: david.hill@gapsc.com</p>	<p>Cynthia Saxon Associate Superintendent Georgia Department of Education Phone: 404-463-2314 E-mail: csaxon@doe.k12.ga.us</p>
<p>Dr. David Hill Educator Preparation Division Director Georgia Professional Standards Commission Phone: 404-232-2500 E-mail: david.hill@gapsc.com</p>	<p>Cynthia Saxon Associate Superintendent Georgia Department of Education Phone: 404-463-2314 E-mail: csaxon@doe.k12.ga.us</p>		

IOWA TEACHER LEADERSHIP AND COMPENSATION (TLC) SYSTEM	
Overview	<p>The Iowa Teacher Leadership and Compensation System rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters greater collaboration for all teachers to learn from each other. Through the system, teacher leaders take on extra responsibilities, including helping colleagues analyze data and fine-tune instructional strategies as well as coaching and co-teaching.</p> <p>Bipartisan legislation created a four-year process to fully develop the statewide Teacher Leadership and Compensation System, with the goal of all school districts voluntarily participating by the 2016-2017 school year.</p> <p>The goals of the Teacher Leadership and Compensation System are:</p> <ul style="list-style-type: none"> • Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. • Retain effective teachers by providing enhanced career opportunities. • Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other. • Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. • Improve student achievement by strengthening instruction.
Legislation	<p>Division VII of Iowa House File 215 establishes the Teacher Leadership and Compensation System, as well as the Teacher Leadership Supplement (TLS) of categorical funding.</p> <ul style="list-style-type: none"> • https://www.educateiowa.gov/sites/files/ed/documents/2013-07-15GuidanceOnTheTLCSystem.pdf • https://www.legis.iowa.gov/docs/NOBA/HF%20215_ES_NOBA_CCR.pdf
Number of Levels, or "Rungs," in the Program	<p>Participating school districts may implement one of three models outlined in the legislation:</p> <ul style="list-style-type: none"> • Teacher Career Paths, Leadership Roles, and Compensation Framework (284.15), with five levels: <ul style="list-style-type: none"> ○ Initial Teacher ○ Career Teacher ○ Model Teacher

IOWA TEACHER LEADERSHIP AND COMPENSATION (TLC) SYSTEM	
	<ul style="list-style-type: none"> ○ Mentor Teacher ○ Lead Teacher ● Instructional Coach Model (284.16), with three leadership roles: <ul style="list-style-type: none"> ○ Model Teacher ○ Instructional Coach ○ Curriculum and Professional Development Leader ● Comparable Plan Model as outlined in the legislation (284.17), containing five “must haves” of all approved teacher leadership and compensation systems: <ul style="list-style-type: none"> ○ Minimum salary of \$33,500 ○ For new teachers, additional coaching, mentoring, and opportunities for observing instructional practice ○ Differentiated, multiple, meaningful teacher leadership roles ○ Rigorous selection process for leadership roles ○ Aligned professional development
Performance Markers Used to Assess Teacher Performance	<ul style="list-style-type: none"> ● Teacher Career Paths, Leadership Roles, and Compensation Framework (284.25) <ul style="list-style-type: none"> ○ Initial Teacher –Must complete a year “residency” that includes intensive supervision by mentor or lead teachers ○ Career Teacher – Has completed the initial teacher phase ○ Model Teacher – Meets requirements of career teacher, one-year appointment as model teacher ○ Mentor Teacher – Meets requirements of career teacher and demonstrates superior teaching skills, one-year assignment, mentor teachers take on a leadership role to mentor and provide professional development to other teachers ○ Lead Teacher – Holds a valid teaching license and has participated in a rigorous review and selection process, one-year assignment, lead teachers take on a leadership role to mentor and provide professional development, peer reviews, co-teaching/planning, and observation of other teachers ● Instructional Coach Model (284.16) <ul style="list-style-type: none"> ○ Instructional Coach – A full- or part-time position in which the coach discusses, formulates, and carries out plans of action for improved instruction for teachers. Includes in-class supervision, postclass discussion of strategies for improvement. Goals are to have one instructional coach per building and one per every 500 students. ○ Curriculum and Professional Development Leader – The position is to work on planning, monitoring, reviewing, and implementing best instructional practices; observation and coaching; plan and deliver professional development activities and curriculums. ○ Model Teacher –Opens classroom to observation by other teachers as part

IOWA TEACHER LEADERSHIP AND COMPENSATION (TLC) SYSTEM	
	<p>of professional development, 10 percent of teachers as model teachers.</p> <ul style="list-style-type: none"> • Comparable Plan Model as outlined in the legislation (284.17) <ul style="list-style-type: none"> ○ Follows the basic guidelines for any comparable system that districts should choose to implement instead of the main system in 284.15 or the instructional coach model in 284.16.
Bonus Pay and Other Opportunities that Teachers May Earn	<ul style="list-style-type: none"> • Teacher Career Paths, Leadership Roles, and Compensation Framework (284.25) <ul style="list-style-type: none"> ○ Initial Teacher – five additional contract days, and frequent observation and evaluation. ○ Career Teacher – has completed the initial teacher phase. ○ Model Teacher – 10 percent of a district’s teachers, five additional contract days, \$2,000 additional salary supplement. ○ Mentor Teacher – 75 percent teaching load, comprise 10 percent of district’s teachers, 15 additional contract days, \$5,000 additional salary supplement. Districts may collaborate to share mentor teachers to meet the 10 percent requirement. ○ Lead Teacher – 50 percent teaching load, comprise five percent of district’s teachers, 10 additional contract days, \$10,000 additional salary supplement. Districts may collaborate to share mentor teachers to meet the five percent requirement. • Instructional Coach Model (284.16) <ul style="list-style-type: none"> ○ Instructional Coach – Contracts are 10 days longer. Additional salary is \$5,000 to \$7,000 additional. ○ Curriculum and Professional Development Leader – 15 days additional contract time. \$10,000 to \$12,000 additional salary. ○ Model teacher – five additional contract days, \$2,000 additional salary. • Comparable Plan Model as outlined in the legislation (284.17) <ul style="list-style-type: none"> ○ Follows the basic guidelines for any comparable system that districts should choose to implement instead of the main system in 284.15 or the instructional coach model in 284.16.
Ways the Teacher Career Ladder Program Can Reinforce Individualized Student Growth	<p>Thirty-nine Iowa school districts will implement a teacher leadership and compensation system for the first time in 2014-2015, with a phased-in approach used to bring additional school districts into the system over the next four years. Additional data on comparative student growth should become available as the program grows.</p>
Fiscal Impact	<p>In FY 2014, the Iowa legislature appropriated \$3.5 million for planning grants designed to enable school districts to facilitate a local decision-making process to develop a</p>

IOWA TEACHER LEADERSHIP AND COMPENSATION (TLC) SYSTEM	
	<p>teacher leadership and compensation plan to comport with the requirements of the Iowa Teacher Leadership and Compensation System. In fall 2013, all public school districts in Iowa applied for and received a planning grant (each district received \$5,000 plus \$3.71 per student in planning grant funds).</p> <p>Division VII of House File 15 established a new framework for teacher career paths, leadership roles, compensation, and provided funding allocations to school districts to implement the framework. Included in the Division:</p> <ul style="list-style-type: none"> • Allocation levels (subject to appropriations to the Student Achievement/Teacher Quality Program) of: <ul style="list-style-type: none"> ○ \$60 million each year for FY 2015 through FY 2017, including \$50 million to districts in the initial year of implementation of the Teacher Leadership Framework and \$10 million for High Need Schools provisions. ○ \$10 million in FY 2018 and subsequent fiscal years for High Need School provisions. • In addition to these allocations, there is a standing unlimited appropriation to fund the school aid portion of the teacher leadership supplement that will be implemented beginning in FY 2016. The estimated allocation amounts total \$49.3 million in FY 2016, \$98.6 million in FY 2017, and \$147.9 million in FY 2018 and future fiscal years. These estimates are based on an allocation level of \$310.55 per pupil. • Specifies that the teacher leadership supplement per pupil funding is subject to an allowable growth rate beginning in FY 2016 (may be included as part of the State categorical allowable rate). • Requires the sending school district to pay the teacher leadership supplement State cost per pupil from the previous fiscal year to the receiving district for students that are open enrolled.
Impact on Competitiveness of Teacher Pay	<p>Thirty-nine Iowa school districts will implement a teacher leadership and compensation system for the first time in 2014-2015, with a phased-in approach used to bring additional school districts into the system over the next four years. Additional data on the competitiveness of teacher pay should become available as the program grows.</p>
Impact on Hiring and Retention of Teachers	<p>Additional data on the hiring and recruitment of teachers should become available as the program grows.</p>

IOWA TEACHER LEADERSHIP AND COMPENSATION (TLC) SYSTEM	
Professional Development to Support a Career Ladder System	The Iowa Department of Education has been providing technical assistance to school divisions in the implementation of the Teacher Leadership and Compensation Systems. The legislation specifies that the additional compensation available to teachers should cover the additional days required for professional development.
Resources	<ul style="list-style-type: none"> • Iowa House File 15, Divisions VI and VII http://coolice.legis.iowa.gov/linc/85/external/HF215_Enrolled.html • Guidance on the Iowa Teacher Leadership and Compensation System https://www.educateiowa.gov/sites/files/ed/documents/2013-07-15GuidanceOnTheTLCSystem.pdf • Report on Annual Finding and Recommendations – Commission on Educator Leadership and Compensation, January 23, 2014 https://www.educateiowa.gov/sites/files/ed/documents/2014-01-23%20Tab%20V%20CELC%20Report.pdf
Contact Information	<p>Dr. Peter Ansingh Education Program Consultant in Teacher Leadership Iowa Department of Education Phone: 515-281-5433 E-mail: peter.ansingh@iowa.gov</p>

MISSOURI CAREER LADDER PROGRAM	
Overview	<p>The Missouri General Assembly launched Missouri’s Teacher Career Ladder Program in 1985. After 25 years of operation, the state initiative ended in 2010–2011 as a result of budget cutbacks. Local school districts can still participate in the program if they provide their own funding. The goals of this program were twofold: (1) Improve student achievement and (2) attract and retain effective teachers. It was a voluntary program for districts that offered teachers additional pay for performing additional teaching responsibilities.</p> <p>Of the more than 65,000 teachers in 524 districts statewide, more than 17,000 (26 percent) from 333 districts (64 percent) participated in the Career Ladder Program during the 2005-2006 school year, the most recent year for which comprehensive data are available. House Bill 1543, signed by the Missouri governor in 2010, removed the requirement that the General Assembly make an annual appropriation for the Career Ladder Program. Currently, there are no state funds available for the program, but school districts may participate in the program on a voluntary basis, using non-state funds. As such, school districts are no longer required to submit annual career ladder plans to the Missouri Department of Elementary and Secondary Education.</p>
Legislation	<p>HB1543 – Signed by the Governor, June 24, 2010</p> <p>Career Ladder (168.500, 168.515)</p> <p>This act modifies the Career Ladder Program. This act removes the requirement that the General Assembly make an annual appropriation. Beginning in fiscal year 2012, Career Ladder payments will only be made available to local school districts if an appropriation is made. Any state appropriation must be made prospectively in relation to the year in which work under the program is performed. A local school district may fund the program in years for which no state appropriation is made available. In addition, this act removes the variable match portion of Career Ladder. Instead, Career Ladder will be funded by sixty percent local funding and forty percent state funding.</p>
Number of Levels, or "Rungs," in the Program	<p>The Missouri Career Ladder Program had three levels: Stages 1, 2, and 3.</p>

MISSOURI CAREER LADDER PROGRAM	
Performance Markers Used to Assess Teacher Performance	<p>The Career Ladder used multiple performance indicators—teacher performance, tenure, and extra responsibilities—to determine teacher eligibility for salary supplements. Unlike some other career ladder programs, Missouri’s program did not use student achievement as a determinant of teacher performance. Instead, teacher performance was evaluated by a district Career Ladder Review Committee that reviewed observation reports, lesson plans, and evidence of proficiency on 20 criteria from the district’s Performance-Based Teacher Evaluation (PBTE) instrument.</p> <p>To be eligible for Stage 1, a teacher must have five years of teaching experience in the state with satisfactory performance on his/her district’s PBTE instrument. A teacher must have two years of satisfactory performance at Stage 1 in order to advance to Stage 2. Subsequently, a teacher can move up to the third and final stage by completing three years of satisfactory performance at Stage 2.</p>
Bonus Pay and Other Opportunities that Teachers May Earn	<p>Pending available funding, teachers in participating districts are eligible to receive supplemental pay for extra work that contributes to improvement in students’ academic outcomes, such as providing opportunities for enhanced student learning experiences, offering remedial assistance to students, or engaging in professional development activities. The availability of extra work opportunities, and the rate at which the extra work is compensated, is based on a teacher’s Career Ladder status.</p> <p>The program provided teachers who had at least five years of teaching experience supplemental pay in three stages. To earn additional pay, teachers had to assume additional responsibilities, such as private tutoring, participating in professional development, providing students with opportunities for enhanced learning experiences, and leading extended-day activities:</p> <ul style="list-style-type: none"> • Stage 1. Up to \$1,500 per year in additional pay for at least two additional teaching responsibilities requiring 60+ hours per year. • Stage 2. Up to \$3,000 per year in additional pay for at least three additional teaching responsibilities requiring 90+ hours per year. • Stage 3. Up to \$5,000 per year in additional pay for at least four additional teaching responsibilities requiring 120+ hours per year.

MISSOURI CAREER LADDER PROGRAM	
Ways the Teacher Career Ladder Program Can Reinforce Individualized Student Growth	<p>A study published in May 2009 (http://files.eric.ed.gov/fulltext/ED507469.pdf) examined the impact of Missouri’s Career Ladder Program on student achievement. Analyzing nine years of student test results from the state’s mathematics and reading assessments in the 524 school districts statewide, the authors found that Missouri’s Career Ladder Program had a limited effect on student test scores. While they did uncover a positive association between a district’s participation in the program and its average test results at three grade levels, the estimates were small for mathematics scores and not statistically significant for reading scores.</p> <p>The authors acknowledged several important limitations of their study:</p> <ul style="list-style-type: none"> • The districts that chose to participate in Missouri’s Career Ladder Program tended to be smaller, more rural, and have a higher percentage of disadvantaged students than districts that did not participate in the program. These differences could influence achievement outcomes aside from any program effect. • The researchers were unable to account for differences in program design across participating districts when analyzing the program’s impact on student achievement. They identified wide variation in program designs, particularly in the ways districts define the “performance” component.
Fiscal Impact	<p>The program operated statewide and, pending available funding, was funded jointly by the state and participating districts. Participating districts had to provide matching funds. Prior to FY2012, the match ranged from 40 to 60 percent of total costs, with poorer districts receiving a higher percentage of state funding. Beginning in FY2012, career ladder funds are available to districts only if an appropriation is made by the General Assembly, and the variable match was removed and replaced with a fixed sixty percent local funding and forty percent state funding, pending available funding.</p> <p>HB1543 – Signed by the Governor, June 24, 2010</p> <p>Career Ladder (168.500, 168.515)</p> <p>This act modifies the Career Ladder Program. This act removes the requirement that the General Assembly make an annual appropriation. Beginning in fiscal year 2012, Career Ladder payments will only be made available to local school districts if an appropriation is made. Any state appropriation must be made prospectively in relation to the year in which work under the program is performed. A local school district may fund the program in years for which no state appropriation is made available. In addition, this act removes the variable match portion of Career Ladder. Instead, Career Ladder will be funded by sixty percent local funding and forty percent state funding.</p>

MISSOURI CAREER LADDER PROGRAM	
Impact on Competitiveness of Teacher Pay	<p>In a 2009 report, state officials indicated that the Career Ladder was designed to help raise salaries in mainly small, rural school districts, which is largely borne out by participation trends. While participation reached nearly 70 percent for small districts (defined as those with fewer than 1,500 students), it hovered closer to 50 percent for medium-sized districts (having 1,500 to 5,000 students) and remained under 30 percent for districts with more than 5,000 students.</p> <p>(http://files.eric.ed.gov/fulltext/ED507471.pdf)</p>
Impact on Hiring and Retention of Teachers	<p>A 2009 study found that teachers in Missouri’s districts participating in the Teacher Career Ladder Program were less likely to leave their schools and less likely to leave the teaching profession compared with teachers from nonparticipating districts.</p> <p>(http://www.mathematica-mpr.com/publications/PDFs/education/MCL_mobility.pdf)</p>
Professional Development to Support a Career Ladder System	<p>The state undertook several activities to assist districts with Career Ladder operations. It conducted technical assistance visits during the fall to a subset of participating districts and also conducted reviews of the districts’ Career Ladder plans.</p> <p>To be eligible for supplementary pay under the Career Ladder Program, teachers in participating districts must be serving on a regular-length full-time contract and must have Missouri teacher certification; they also must formally enroll in the Career Ladder program. To enroll in Career Ladder and qualify for awards, teachers must develop a Career Development Plan (CDP) that associates each Career Ladder responsibility with either the teacher’s Professional Development Plan or a designated improvement plan. The Career Ladder Review Committee must then approve the teacher’s CDP.</p>
Resources	<ul style="list-style-type: none"> • Missouri’s Teacher Career Ladder Program https://my.vanderbilt.edu/performanceincentives/files/2012/10/Booker_et_al_for_posting1.pdf • Does the Missouri Teacher Career Ladder Program Raise Student Achievement? http://files.eric.ed.gov/fulltext/ED507469.pdf • Teacher Bonuses for Extra Work: A Profile of Missouri’s Career Ladder Program http://files.eric.ed.gov/fulltext/ED507471.pdf • The Effects of the Missouri Career Ladder Program on Teacher Mobility and Retention http://www.mathematica-mpr.com/publications/PDFs/education/MCL_mobility.pdf
Contact Information	<p>Office of Recruitment and Retention Missouri Department of Elementary and Secondary Education Phone: 573-751-1668 E-mail: egrecruit@dese.mo.gov</p>

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING (NIET) – INDIANA, LOUISIANA, SOUTH CAROLINA, AND TEXAS

Overview

The National Institute for Excellence in Teaching (NIET) has entered into state partnerships with Indiana, Louisiana, South Carolina, and Texas to implement its “TAP System,” the System for Teacher and Student Advancement. In these locations, the TAP system is administered and supported by state-level personnel. NIET recognizes these state teams as authorized providers of the TAP system.

The TAP System 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 — depending upon their interests, abilities, and accomplishments. As teachers move up the ranks, their qualifications, roles, and responsibilities increase and thus, so does their compensation. This allows good teachers to advance without leaving the classroom.
- **Ongoing Applied Professional Growth** - TAP restructures the school schedule to provide time during the day for teachers to meet, learn, plan, mentor and share with other teachers, so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. This collaborative time allows teachers to learn new instructional strategies with the support of expert master and mentor teachers located in their own schools.
- **Instructionally Focused Accountability** - TAP has developed a comprehensive system for evaluating teachers and rewards them for how well they teach their students. 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** - The TAP system compensates teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. The new system also encourages districts to offer competitive salaries to those who teach in hard-to-staff subjects and schools.

Indiana

In September 2010, Indiana received a \$48 million five-year Teacher Incentive Fund (TIF) grant that provides funding to implement TAP. The Indiana Department of Education contracted the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis to facilitate the implementation of TAP throughout Indiana. Forty-four schools in seven school districts voluntarily partnered with the Indiana Department of Education and CELL to begin TAP implementation for the 2011–2012

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING (NIET) – INDIANA, LOUISIANA, SOUTH CAROLINA, AND TEXAS

	<p>school year. (http://cell.uindy.edu/our-work/tap/what-is-tap/)</p> <p>Louisiana</p> <p>In 2010, the Louisiana Department of Education received a TIF grant award that allowed TAP to be implemented in eight partner districts. Over the course of the five-year TIF grant, Louisiana has implemented TAP in 59 high-need schools. (http://www.louisianabelieves.com/teaching/tap)</p> <p>South Carolina</p> <p>In 2010, South Carolina received a TIF grant for the third time in four years, \$34 million in 2006, \$7 million in 2007, and a \$47 million five-year grant in 2010. The state used the funds largely to build on its existing TAP program, serving 42 schools in 12 school districts. (http://www.postandcourier.com/article/20100924/PC1602/309249968)</p> <p>Texas</p> <p>The Texas Education Agency (TEA) has provided financial support for TAP's state-level infrastructure and seed money for additional TAP schools within the state. In 2007, TAP was included as an eligible initiative to receive state funds under the District Awards for Teaching Excellence (DATE) grant program. TAP is also funded by federal Teacher Incentive Fund (TIF) grants in Texas. (http://www.tapsystem.org/newsroom/newsroom.taf?page=pressreleases&_function=detail&id=123)</p> <p>TAP in Texas is housed at a Regional Education Service Center of the TEA. The Texas TAP team provides training and technical assistance to TAP schools through a staff of master teachers and regional coordinators. The state staff identifies and prepares new schools to enter TAP, ensuring fidelity to the key elements of the reform, and evaluating ways to strengthen implementation.</p>
<p>Legislation</p>	<p>Teacher Incentive Fund (TIF) grants from the U.S. Department of Education have supported the implementation of the TAP system in all four partner states.</p> <p>In South Carolina, the state legislature also passed a proviso authorizing schools that receive low ratings on the state's annual report card to access Technical Assistance Funds to implement TAP. Schools have the option of choosing technical assistance offered by the South Carolina Department of Education or an alternative research-based technical assistance program such as TAP. The South Carolina Education Oversight Committee initiated the effort to pass the proviso and to allow schools that receive</p>

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	technical assistance funds to use those funds to implement TAP. http://www.infoagepub.com/products/downloads/tap_overview.pdf
Number of Levels, or "Rungs," in the Program	There are three levels in TAP: <ul style="list-style-type: none"> • Career Teacher • Master Teacher • Mentor Teacher
Performance Markers Used to Assess Teacher Performance	Master and mentor teachers are chosen through a competitive, performance-based selection process. Performance is assessed using multiple measures of teacher effectiveness: the average score from multiple classroom observations; average of student growth measures within a classroom; and average of student growth measures across the school. Master and mentor teachers take on additional responsibilities and authority, and are required to have a longer work year. They are held to a different performance standard than the career teachers in their school, and are compensated accordingly.
Bonus Pay and Other Opportunities that Teachers May Earn	<p>In addition to a teacher's base pay, additional compensation may be awarded based on new roles and responsibilities, accomplishments in the classroom, and the performance of her students. School districts are also encouraged to offer additional compensation to those who teach in "hard-to-staff" subjects and schools. As a result, teacher salaries are determined by more than years of teaching experience and professional development credits.</p> <p>Salary augmentations are given to master and mentor teachers because these teachers take on more responsibility and authority, and work a longer school year than the typical classroom teacher. All teachers in TAP schools are eligible for financial awards based upon the average of the scores they earn on multiple evaluations of their classroom teaching, as well as their classroom-level achievement growth and school-level achievement growth, both of which are measured using a value-added model.</p> <p>All teachers have the opportunity to earn the maximum bonus. Master, mentor, and career teachers each have their own award pools and minimum scores to earn a bonus. Master and mentor teachers have higher standards for receiving any bonus award than career teachers, reflecting their increased responsibilities at the school.</p> <p>Along with the principal, master and mentor teachers are part of the school's TAP Leadership Team and are responsible for setting specific annual student learning goals. They oversee all TAP activities aimed at meeting these goals including extensive group and individual coaching and support. Masters and mentors, along with the principal,</p>

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	<p>also conduct teacher evaluations that are tied to teacher performance awards.</p>
<p>Ways the Teacher Career Ladder Program Can Reinforce Individualized Student Growth</p>	<p>Student achievement generally accounts for up to 50 percent of a teacher’s eligibility for a bonus. The TAP System recommends that performance awards be allocated according to the following breakdown:</p> <ul style="list-style-type: none"> • 50 percent - Teacher evaluations based on <i>Teaching Skills, Knowledge and Responsibilities Performance Standards</i> • 30 percent - Individual classroom achievement growth • 20 percent - Schoolwide achievement growth <p>According to research conducted by TAP, in 84 percent of TAP schools nationwide, students gained a full year or more of achievement growth during the 2010-2011 school year. Since TAP implementation has occurred predominantly in high minority and low socioeconomic schools, TAP considers this level of student growth high as compared to other schools and students in the same states, thus contributing to closing achievement gaps for disadvantaged students. <i>TAP Research Summary, Updated April 2012</i> (http://www.tapsystem.org/publications/tap_research_summary_0210.pdf)</p>
<p>Fiscal Impact</p>	<p>The cost of TAP varies, ranging from \$250 to \$400 per student each year, depending on the infrastructure and funding already in place. NIET works with participating schools in an effort to utilize existing funds to implement TAP. However, schools and districts will likely need to seek out additional funding to support TAP. TAP schools are supported by a variety of funding sources, including private foundation grants, legislative appropriations, property tax levies, sales tax increases, general revenues from state budgets, district funds and federal dollars available through the Elementary and Secondary Education Act and the Teacher Incentive Fund (TIF).</p> <p>Typically, schools establish a performance award pool, contributing a set amount per teacher into that pool. TAP performance pay uses award pools to maximize the funds available to high performing teachers. While a school may put \$2,500 per teacher into its award pool, teachers may earn between \$0 and more than \$5,000 based on their performance. For teachers with a classroom learning growth measure, 50 percent of their performance award is determined by their classroom observation score, 30 percent is determined by their classroom learning growth score, and 20 percent is determined by their schoolwide learning growth.</p>

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<p>Impact on Competitiveness of Teacher Pay</p>	<p>In most TAP schools, the basic salary schedule remains in place. Salary augmentations are given to master and mentor teachers for their increased levels of responsibility and work. TAP recommends augmentations of \$5,000 - \$12,000 for mentor teachers and \$10,000 - \$20,000 for master teachers, depending on school and district budgets.</p> <p>All TAP teachers are eligible for performance bonuses based upon their professional practices — as assessed by multiple, certified TAP evaluators — as well as their students' academic achievements and the school's overall academic progress during the school year. Unlike an across-the-board pay raise, this system rewards teachers for measurable improvements in their teaching skills and their students' achievement, as well as for additional roles and responsibilities.</p> <p>Most TAP administrators are also eligible for performance pay. The most commonly used measures to determine additional pay are schoolwide achievement gains and the quality of TAP implementation.</p>
<p>Impact on Hiring and Retention of Teachers</p>	<p>According to research conducted by TAP, TAP has a positive impact on the quality of teachers in a school. Data show that teachers who remain in TAP schools tend to have higher evaluation scores, while those with lower scores are more likely to leave a TAP school. TAP schools demonstrate a pattern of both higher retention of effective teachers and higher turnover of less effective teachers. <i>TAP Research Summary, Updated April 2012</i> (http://www.tapsystem.org/publications/tap_research_summary_0210.pdf)</p>
<p>Professional Development to Support a Career Ladder System</p>	<p>TAP provides teachers with a system of ongoing, job-embedded professional development. Typically, the school schedule is restructured to provide time during the regular school day for teachers to plan, mentor and share with other teachers. Ongoing applied professional growth in TAP schools focuses on data-based needs related to instructional issues that specific teachers face with specific students.</p> <p>TAP also provides training and certification services to prepare principals, masters and mentors to conduct professional growth activities and teacher evaluations effectively.</p>
<p>Resources</p>	<ul style="list-style-type: none"> • TAP: The System for Teacher and Student Advancement, managed and supported by the National Institute for Excellence in Teaching http://www.talentedteachers.org/ • Understanding the Teacher Advancement Program http://www.infoagepub.com/products/downloads/tap_overview.pdf • TAP Teacher Evaluations and Performance-Based Compensation Guide http://www.tapsystem.org/publications/niet-evaluation-performance-guide-

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	<p>national.pdf</p> <ul style="list-style-type: none"> • TAP in Indiana http://cell.uindy.edu/our-work/tap/what-is-tap and http://cecr.ed.gov/profiles/pdfs/cohort3/CECR_GP_IndianaDOE.pdf • TAP in Louisiana http://www.louisianabelieves.com/teaching/tap • TAP in South Carolina https://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/SouthCarolinaTAP.cfm • TAP in Texas https://www.tasb.org/Services/HR-Services/Hrexchange/2012/April-2012/Tap-Lead.aspx 	
Contact Information	<p>Jennifer Oliver Indiana TAP State Director Phone: (317) 791-5919 E-mail: oliverj@uindy.edu</p> <p>Sheila Talamo Louisiana State TAP Director E-mail: Sheila.Talamo@la.gov</p>	<p>Dennis Dotterer, Executive Director South Carolina TAP Phone: (803) 734-5882</p> <p>Dr. Tammy Kreuz, Executive Director Texas Center for Educator Effectiveness Phone: (512) 538-0641 E-mail: tkreuz@txcee.org</p>

APPENDIX C

Current Virginia Practices in Teacher Licensure, Incentives for Teachers, and Educator Recognition

The Commonwealth of Virginia offers a number of licensure designations, incentives, and recognitions to attract, retain, and reward licensed teachers. Some of these incentives and practices are similar to components of Teacher Career Ladders found in other states and might be considered if such a program were implemented in the Commonwealth.

Teacher Licensure Designations

In its *Licensure Regulations for School Personnel*

(http://www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf), the Virginia Board of Education has made provision for recognition of stages of professional development and growth for teachers as they progress in their career paths.

8VAC20-22-60. Designations on licenses for career paths to teaching.

- A. Designations on licenses will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education.
- B. Teaching licenses may be issued with one of the following designations and the designation will be processed as an add-on endorsement. These designations will not apply to the Division Superintendent License, School Manager License, International License, or the Pupil Personnel Services License.
 1. Career Teacher: This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia.
 2. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation, received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head, served at least three years as a mentor teacher in Virginia, documented responsibilities as a mentor, and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.

3. Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:
 - a. National board certification or a nationally recognized certification program approved by the Board of Education and a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement; or
 - b. A recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.

Current State-Level Incentive Practices

National Board Certification

http://www.doe.virginia.gov/teaching/career_resources/national_board_cert/index.shtml

National Board Certification is a voluntary advanced credential for a teacher that is designed to complement initial state licensure. Similar to certification in fields like medicine, National Board Certification is a rigorous, peer-reviewed process that ensures that Board-certified teachers have proven skills to advance student achievement. National Board Certification is an advanced teaching credential.

§ 22.1-299.2 of the *Code of Virginia* establishes the National Teacher Certification Incentive Reward Program and Fund. To the extent funds are available, teachers who obtain national certification shall receive an initial state-funded award of \$5,000 and a subsequent award of \$2,500 each year for the life of the certificate. Such awards shall continue to be paid upon renewal of the certificate. The Board of Education shall establish procedures for determining amounts of awards if the moneys in the Fund are not sufficient to award each eligible teacher

the appropriate award amount. The Board may issue guidelines governing the Program as it deems necessary and appropriate.

Individuals interested in seeking National Board Certification in Virginia must have earned a baccalaureate degree from a regionally accredited institution, have completed three years of full-time teaching or school counseling experience and have held a valid state license without deficiencies (not an interim or emergency license) during the three years of employment, possess a valid five-year Virginia license, and be employed as a public school teacher or school counselor in a Virginia public school. In the past, Virginia has been awarded a federal subsidy grant to provide partial financial support for national board candidates. Beginning with the 2013-2014 school year, the federal subsidy grant is no longer available.

Virginia Middle School Teacher Corps (Mathematics)

http://www.doe.virginia.gov/teaching/career_resources/middle_teacher_corps/index.shtml

The Virginia Middle School Teacher Corps provides the structure and incentives for school divisions to recruit experienced mathematics teachers for middle schools that have been designated as “at risk in mathematics” as a result of being Accredited with Warning in mathematics or not meeting federal benchmarks.

Schools eligible to participate in the Teacher Corps have the opportunity to take part in the initiative for at least three years and provide qualified recruits with incentive payments of \$5,000 per year, pending available funding from the Virginia General Assembly. Qualified teachers must:

1. Hold an active, five-year Virginia teaching license;
2. Hold an appropriate teaching endorsement to teach middle school mathematics;
3. Have at least three years experience in full-time teaching of middle- or high-school mathematics;
4. Have a major or minor in mathematics (a minimum of 18 semester hours of mathematics coursework); and
5. Have demonstrated success in improving students’ academic achievement in mathematics.

Science, Technology, Engineering, and Mathematics (STEM) Teacher Recruitment and Retention Incentive Awards

(http://www.doe.virginia.gov/administrators/superintendents_memos/2013/169-13.shtml)

The 2013 General Assembly approved funding to conduct a pilot initiative to attract, recruit, and retain high-quality diverse individuals to teach science, technology, engineering, or mathematics (STEM) subjects in Virginia's middle and high schools. This pilot program provided incentive awards in fiscal years 2014 and 2015 to teachers who meet specified criteria and are employed in a Virginia public school.

Teachers Reassigned from a Fully Accredited School to a Hard-to-Staff School or School Not Fully Accredited

- Be a teacher employed full-time in a Virginia school division;
- Hold an active five-year Virginia teaching license (Collegiate Professional or Postgraduate Professional License) with an endorsement in Middle Education 6-8: Mathematics; Mathematics: Algebra I; Mathematics; Middle Education 6-8: Science; Biology; Chemistry; Earth and Space Science; Physics; or Technology Education and be assigned to a teaching position in a corresponding subject area; and
- Regardless of teaching experience, be a teacher who is reassigned from a fully accredited school in a Virginia school division to a hard-to-staff school or a school that is not fully accredited in the 2013-2014 school year.

Successful teachers, regardless of teaching experience, selected to participate in the pilot program under this criterion are eligible to receive a \$5,000 initial incentive award after the completion of the year of teaching experience in the hard-to-staff school or a school that is not fully accredited, a satisfactory performance evaluation, and a signed contract in the same school division for the following year.

Teachers New to the Profession or Teachers with Up to Three Years' Teaching Experience
[Applicants must have less than three years' teaching experience.]

- Be a teacher new to the profession (no teaching experience) or a teacher with up to three years of teaching experience (less than three years' teaching experience);
- Be employed as a teacher full-time in a Virginia school division; and
- Hold an active five-year Virginia teaching license (Collegiate Professional or Postgraduate Professional License) with an endorsement in Middle Education 6-8: Mathematics; Mathematics: Algebra I; Mathematics; Middle Education 6-8:

Science; Biology; Chemistry; Earth and Space Science; Physics; or Technology Education and be assigned to a teaching position in a corresponding subject area.

Successful teachers selected to participate in the pilot program under this criteria are eligible to receive a \$5,000 initial incentive award after the completion of the first, second, or third year of teaching with a satisfactory performance evaluation and a signed contract in the same school division for the following school year.

Continuation Incentive Awards

An additional \$1,000 incentive award may be granted for each year the eligible teacher (meeting either criterion above) receives a satisfactory evaluation and teaches a qualifying STEM subject in which the teacher has an endorsement for up to three years in a Virginia school division following the year in which the teacher receives the initial incentive award. The maximum incentive award (initial and continuation) for each eligible teacher is \$8,000, pending available funding.

Virginia Teaching Scholarship Loan Program (VTSLP)

(http://www.doe.virginia.gov/teaching/financial_support/index.shtml)

The Virginia Teaching Scholarship Loan Program (VTSLP) provides financial support to students who are preparing to teach in one of Virginia's critical shortage teaching areas. The critical shortage teaching areas are determined annually through the Supply and Demand Survey for School Personnel, based on data received by school divisions in Virginia.

Through the VTSLP, eligible students may receive a scholarship loan for as much as \$10,000 per academic year for full-time students and will be prorated for part-time students based on the number of credit hours. Upon program completion, the scholarship recipient must begin teaching in the public schools of the Commonwealth in the first full academic year after becoming eligible for a teaching license, and must fulfill the teaching obligation in accordance with a Promissory Note signed with the Virginia Department of Education by teaching continuously in Virginia for the same number of years that he or she was the beneficiary of the scholarship.

The scholarship recipient may fulfill the teaching obligation by accepting a teaching position

- in one of the critical teacher shortage disciplines as established by the Board of Education;
- in a career and technical education discipline;

- regardless of teaching discipline, in a school with a high concentration of students eligible for free or reduced lunch;
- in any discipline or at any grade level within a school division with a shortage of teachers, as defined in the Board of Education's *Regulations Governing the Determination of Critical Teacher Shortage Areas*;
- in a rural or urban region of the state with a teacher shortage.

If the recipient fails to honor the obligation, the scholarship loan must be paid back to the Commonwealth of Virginia.

Past State-Level Incentive Practices

Virginia Performance-Pay Incentives Initiative

(http://www.doe.virginia.gov/teaching/career_resources/performance_pay/index.shtml)

The Virginia Performance-Pay Incentive Initiative (VPPI) was a competitive-grant program that operated during the 2011-2012 school year and provided performance payments of up to \$5,000 for exemplary teachers in schools that may have had difficulty attracting, retaining and rewarding experienced, fully licensed teachers. The initiative was funded at \$3 million to reward teachers in hard-to-staff schools based on student growth and other performance measures. In approving the initiative, the 2011 General Assembly authorized incentive payments of up to \$5,000 for teachers earning exemplary ratings. The VPPI pilot provided funding to award competitive grants to Hard-to-Staff (HTS) schools in school divisions throughout Virginia.

The pilot was conducted in school year (SY) 2011-2012. It included a total of 25 Hard-to-Staff (HTS) and School Improvement Grant (SIG) schools, representing 13 school divisions. Seven hundred and eighty-two teachers participated in the pilot; of these 225 (28.77 percent) received a pay incentive.

Two evaluations of the initiative were conducted, one by The College of William and Mary (http://www.doe.virginia.gov/teaching/career_resources/performance_pay/eval_vppei_pilot_william_and_mary.pdf) and one by RMC Corporation (http://www.doe.virginia.gov/teaching/career_resources/performance_pay/eval_vppei_pilot_rmc_inc.pdf). The evaluation reinforced, among other things, the importance of clear communication with teachers about the purpose of the initiative and how it would operate, along with consideration of the opportunity for school principals to also receive incentives

given the amount of training and professional time they dedicated to the execution of the program in their schools.

Strategic Compensation Grants

http://www.doe.virginia.gov/news/news_releases/2013/aug09_gov.shtml

During the 2013 session, the General Assembly adopted the Strategic Compensation Grants initiative through the state's budget and in the *Code of Virginia*. The Appropriation Act included \$7.5 million in FY 2014 to provide first year funding for the implementation of the Strategic Compensation Grants Initiative. School divisions were invited to apply for grants, to be awarded on a competitive-basis, to develop and implement a teacher-based compensation system that was tailored to the individual division's strategic goals and objectives. Grants could be used for incentive payments of up to \$5,000 awarded to eligible teachers who met the system's designed criteria. In addition to the incentive payments, divisions could use up to 5 percent of their grant toward the design and implementation of the compensation system or for related on-going administrative costs. Thirteen school divisions applied for and received \$4.5 million in grant awards during the 2013-2014 school year. Funding for the initiative was not continued in the 2014-2016 biennium.

Tuition Assistance for Special Education Teachers

Through the 2012-2013 school year, the Virginia Department of Education budgeted a portion of the Individuals with Disabilities Education Act, Part B, grant funds, to provide tuition assistance of up to \$500 per course for a maximum of two courses per year for special education teachers. IDEA funding was severely reduced in 2013-2014, leading to the discontinuation of the program. When the program was in operation, participants were special education teachers who held a valid Virginia provisional license with an endorsement in special education, teaching students ages five to 21 and who were enrolled in graduate-level courses at a regionally accredited institution of higher education for the special education endorsement area in which they were providing instruction and seeking full licensure.

Educator Recognition Programs

Virginia participates in a number of educator recognition programs that allow locally- and state-recognized teachers to also be recognized at the national level.

Virginia Teacher of the Year Program

<http://www.doe.virginia.gov/teaching/recognition/index.shtml>

All public and accredited nonpublic schools are invited to participate in the Mary V. Bicouvaris Virginia Teacher of the Year Program to select the Virginia Teacher of the Year and to honor teachers who represent the best in teaching in the Commonwealth of Virginia and the nation. The program is open to all teachers in pre-kindergarten through grade 12 who possess a current, renewable Virginia teaching license, including school librarians, guidance counselors, and reading specialists. Teachers must be employed in a Virginia public or accredited nonpublic school. Candidates should be dedicated, knowledgeable and skilled. In 2006, the Advisory Board on Teacher Education and Licensure named the program in honor of the 1989 Virginia and National Teacher of the Year, Mary V. Bicouvaris.

The Milken Family Foundation Educator Awards Program

<http://www.doe.virginia.gov/teaching/recognition/index.shtml>

The Milken Family Foundation National Educator Awards are designed to reward elementary and secondary school teachers, principals and administrators who promote excellence and innovation in public education. Identification and selection procedures are confidential, and the program does not include a formal nomination or application procedure. Milken Educators receive a \$25,000 cash award. The criteria for the selection of outstanding elementary and secondary school teachers, principals and other education professionals as Milken Educators include all of the following:

- Exceptional educational talent as evidenced by effective instructional practices and student learning results in the classroom and school;
- Exemplary educational accomplishments beyond the classroom that provide models of excellence for the profession;
- Individuals whose contributions to education are largely unheralded yet worthy of the spotlight;
- Early- to mid-career educators who offer strong long-range potential for professional and policy leadership; and

- Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

http://www.doe.virginia.gov/home_files/leaving/redirect.cfm?url=http://www.paemst.org

The PAEMST is the highest recognition that a kindergarten through twelfth-grade mathematics or science teacher may receive for outstanding teaching in the United States. Teachers are nominated by students, parents, colleagues, or supervisors, or they may apply directly. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education. They receive a certificate signed by the President, a trip for two to Washington, D.C., to attend a series of recognition events and professional development opportunities, and a \$10,000 award from the National Science Foundation (NSF).

National History Teacher of the Year Award

<http://www.gilderlehrman.org/programs-exhibitions/national-history-teacher-year>

The National History Teacher of the Year Award recognizes an outstanding K-12 American history teacher in the country with a \$10,000 annual prize. Fifty-three state winners - one from each state, the District of Columbia, Department of Defense schools, and United States Territories - receive a \$1,000 award and an archive of books and historical resources presented to their school library. From these fifty-three winners, one is recognized as the National History Teacher of the Year. The award is co-sponsored by the Gilder Lehrman Institute of American History, HISTORY, and Preserve America.

