Georgia Career Ladder Framework

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Overview

Nationally there is great interest in measuring teacher effectiveness with little debate that more work needs to be done. Georgia is making progress in this area by piloting and field testing the Teacher Keys Evaluation System. There is also an increasing awareness that initiatives measuring and recognizing individual teacher effectiveness are not enough, in and of themselves, to help teachers and schools improve so increased student learning and achievement is a result. If we want to improve the quality of teaching, we must also invest in developing the capacity of teachers (Hargreaves and Fullan, 2012).

This framework for a Career Ladder program is one effort in that direction and is based on the premise that policies focusing on identifying, recognizing, developing, and using expert teachers as mentors, coaches, and teacher leaders are necessary for helping create a stronger and more capable teaching profession (Darling-Hammond, 2010). Most of the knowledge required for improvement must inevitably reside in the teachers who deliver instruction (Elmore, 2004). If administrators are to effectively support instructional improvement, it is imperative we harness the power of teacher leadership to help increase the knowledge and skills needed by every teacher to teach all children.

Beyond the effective use of expert teachers to improve the professional practices of their colleagues, this framework rests on the belief that most teachers, who demonstrate impact on student learning, want to remain in the classroom where they are making a difference. These effective teachers who are also capable of impacting the productivity of their colleagues and schools should not have to leave the classroom to grow in their chosen profession. Many teachers experience what Zac Champagne (2010) expresses: "Currently there is little room for growth socially or financially for me to stay in the classroom. In fact the opposite is the norm…the only way for me to advance is to leave the classroom, the very place where I feel I can make the greatest impact on students."

This framework provides guidance to those districts seeking to devise and implement structures to more effectively identify, develop, and utilize their best teachers to make a difference as they work together with administrators to increase the capacity of all teachers to improve student learning. These expert teachers assume instructional leadership roles while continuing their excellent work as a classroom teacher. It is one thing to recognize a teacher making the biggest difference in student learning. It is quite another thing to put in place systems which enhance the capacity of teachers to make this difference. We truly demonstrate our understanding of the impact teachers make when we provide the means for the most effective ones to share their expertise to improve the practices of their colleagues.

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 the following points about a Career Ladder program:

1. There would be two levels of Career Ladder teachers (now called Teacher Leader I and Teacher Leader II);
2. Both levels would receive additional pay for assuming instructional leadership responsibilities while also remaining as classroom teachers;
3. 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;
4. 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;
5. Districts would be provided flexibility to select teachers from this eligibility pool using clearly defined selection criteria;
6. Teachers would not have to opt into a merit pay system in order to be selected as a Career Ladder teacher.

To build on the work of the Great Teachers and Leaders group, a Career Ladder Task Force, comprised of K-12 teachers and administrators, representatives from various state agencies and associations, and university faculty, initially convened in November to deliberate on what guidance a district would need to devise and implement a Career Ladder program. Over the course of five meetings, the task force sought to answer questions pertaining to four major areas:

- Why is this initiative important (how should the purpose of a Career Ladder program be framed; what is the most important outcome for this work)?
- How should these Career Ladder teachers be utilized (what roles should they assume)?
- How should Career Ladder teachers be selected (what should the selection criteria be and what should the selection process look like)?
- How should Career Ladder teachers be rewarded (what will make it worthwhile to teachers to serve in these roles)?

The task force first answered the question of purpose. The purpose for a Career Ladder program is to establish a pathway for growth for teachers desiring to retain classroom responsibilities and to use the expertise of highly effective classroom teachers in defined roles and responsibilities to help build an effective teaching workforce and contribute to improved student learning. This twofold purpose - offering career advancement opportunities and creating the capacity to improve teacher practice - calls for very specific instructional leadership roles filled with teachers who have a very particular kind of expertise (Jerald, 2009).

Next, the task force addressed the roles and responsibilities districts should assign to Teacher Leaders. After reviewing the literature on teacher leadership, Career Ladder programs and effective job-embedded approaches to professional learning, the task force brainstormed and prioritized the most impactful roles for improving teaching and learning practices. Roles for a Teacher Leader I and a Teacher Leader II and examples of responsibilities associated with each role can be found in Appendix A. Of these roles, mentoring and coaching were then selected as

the two most important. Contributing to the determination of roles and responsibilities were the teacher leader standards developed by the Georgia Professional Standards Commission (See Appendix B) and the Teacher Leadership Exploratory Consortium (See Appendix C). These two distinct sets of standards define the competencies, knowledge, skills, and dispositions needed by teacher leaders to provide the instructional leadership needed by schools.

The third question to be answered was how these Teacher Leaders should be selected. To ensure consistency throughout the state, the task force determined eligibility criteria should be the same across all districts. The main criterion is that all teachers eligible for the Career Ladder program should first demonstrate their effectiveness as classroom teachers. This effectiveness will be measured by the Teacher Keys Evaluation System which yields a TEM score. Teachers who meet the eligibility criteria enter an eligibility pool. The district then selects Teacher Leaders from this pool (See Appendix D). To guide districts in selecting Teacher Leaders, the task force developed selection criteria and a selection process based on a review of the teacher leadership literature and a study of successful Career Ladder programs. Preferred selection criteria include evidence of the teacher's proficiency in impacting the practices of colleagues and capability of designing and leading professional learning.

Due to the uncertainty of state funding, how Teacher Leaders should be recognized and rewarded was the most challenging question. The task force did not address a formula for how Teacher Leaders are to be allocated by state, district or school, nor did the task force provide guidance on how they are to be paid for the instructional leadership responsibilities they are to assume. There is currently no state funding for a Career Ladder program. Therefore, how to allocate Teacher Leader positions and what to pay them is the decision of the district seeking to pilot a Career Ladder program. Districts who are part of the Race to the Top initiative can work with the Georgia DOE to determine how to use these funds to pilot a program.

In addition to a clearly stated purpose, appropriate roles and responsibilities, eligibility and selection criteria that identify expert teachers capable of impacting the practice of their colleagues, and meaningful rewards and compensation, research on Career Ladder programs identified other necessary components. Acknowledging these research findings, there are sections providing guidance on evaluation of Teacher Leaders, evaluation of the Career Ladder program, monitoring/oversight, and support needed for administrators and Teacher Leaders to effectively implement the program.

In reporting findings from a five year research project focusing on the relationship of leadership and improved teaching and learning, Karen Seashore Louis and her colleagues (2010) found that shared leadership had an impact on student achievement. They defined shared leadership as teachers' influence on school-wide decisions. One of their major findings was that when teachers and principals share leadership, the working conditions of teachers are stronger and student achievement is higher. The implementation of a Career Ladder program offers an approach to shared leadership whereby teacher leaders work collaboratively with the principal to improve teaching and learning. These teacher leaders bridge what can be a gap between the principal and the classroom, between talking about innovations and actually implementing them with fidelity. We hope this framework for a Career Ladder program generates dialogue about the effective use of teacher leaders as a means for improving schools. As Kelly Henson, Executive Secretary of

the Georgia Professional Standards Commission, says: "Here is Georgia's chance to identify, utilize, and reward teacher leaders."

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Purpose

A Career Ladder program provides a pathway for growth and advancement for teachers desiring to retain classroom responsibilities. It allows for identification and recognition of Georgia's exceptional teachers and ensures they are rewarded as they use their expertise in defined roles and responsibilities to help build an effective teaching workforce and contribute to improved student learning. Specific outcomes of the Career Ladder program are to:

- Retain effective teachers;
- Provide opportunities for teachers to have more influence in decision making processes related to school improvement and student achievement;
- Build capacity of expert teachers to mentor and coach other teachers;
- Foster collaboration among teachers;
- Provide recognition, incentives, and compensation for selected teachers (Teacher Leader I and Teacher Leader II); and,
- Create opportunities for leadership growth and career advancement.

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Eligibility Criteria, Selection Criteria, and Selection Process

Overview
The successful Career Ladder program is built upon a foundation established through the recruitment and selection of exemplary teachers. Eligible candidates exhibit a capacity to competently deliver classroom instruction at a consistently high level of performance. Furthermore, the viable candidate demonstrates a variety of skills improving the level of student achievement and possesses the ability to share such skills with other teachers in order to impact their performance.

Eligibility Criteria
To ensure the availability of a high quality pool of candidates, the Career Ladder Task Force identifies specific eligibility criteria, required throughout the state, for all teachers wishing to be considered for selection in the Career Ladder program. The eligible candidate will possess:

1. A clear renewable T-4 or higher certificate;
2. A minimum of 5 years full time teaching experience of which the most recent 3 years must be in the state of Georgia prior to application to the Career Ladder program;
3. 3 consecutive years of successful teacher evaluations to include established evidence of a positive impact upon student achievement (prior to the availability of TEM scores);
4. A yet-to-be determined, state-specified TEM score for 3 consecutive years prior to the teachers' application to the Career Ladder program (upon the awarding of TEM scores).

Selection Criteria
Candidates having met the minimum eligibility requirements may be considered for the Teacher Leader I or Teacher Leader II levels of the Career Ladder program. Preferred qualifications for candidates to be considered for the Teacher Leader I or Teacher Leader II levels are listed below. Additional aspects of a teacher's educational history may be considered for selection as the district deems appropriate. The candidate will exhibit mastery, or a potential for growth, within the following skill sets:

1. Demonstrates a preponderance of evidence with a score of proficient and/or exemplary as measured by the Teacher Assessment on Performance Standards (TAPS), the teacher:

   a. Demonstrates an understanding the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences;
   b. Plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students;
   c. Promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills;
   d. Challenges students by providing appropriate content and developing skills which address individual learning differences;

e. Systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population;

f. Systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents;

g. Provides a well-managed, safe, and orderly environment conducive to learning and encourages respect for all;

h. Creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners;

i. Demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession; and,

j. Communicates effectively with students, parents or guardians, school & district personnel, and other stakeholders in ways that enhance student learning.

2. Other criteria preferred for consideration in the selection of candidates include:

a. Demonstrating proficiency in contributing to the learning of colleagues through leading collaborative learning communities;

b. Exhibiting or communicating the capability to design and lead professional development;

c. Providing evidence of a commitment to personal professional growth;

d. Illustrating methods of promoting growth in others to impact student learning;

e. Providing evidence of their skill to coach peers; and,

f. Displaying evidence of being skilled at data analysis and the ability to use results of data analysis as a basis for instructional strategies to meet student needs.

3. Optional for consideration, the district may require candidates to hold one or any combination of the following:

a. Teacher Leader Certification

b. Curriculum & Instruction Certification

c. National Board Certification (NBPTS)

d. Georgia Master Teacher Certification

e. Coaching endorsement

f. Teacher Leader endorsement

g. Teacher Support Specialist (TSS) endorsement

Selection Process
In order to provide fair and consistent methods of selecting the successful candidate(s) for Teacher I and Teacher II positions within the Career Ladder program, it is strongly recommended the selection be made by a committee comprised of a minimum of 3, and not to exceed 5, district, school, and/or community individuals. The district is to avoid having one individual select a candidate for participation in the Career Ladder program. A panel of individuals representing the respective school, district, and/or community shall be convened to review and interview all potential candidates. Reflecting local board policy, candidates selected

to the Teacher Leader I or Teacher Leader II level shall be presented to the superintendent of schools for recommendation to the local board of education. As recommended by the Career Ladder Task Force, each respective selection process must include:

1. Steps for the submission of a letter of intent by the interested candidate and/or document verifying eligibility generated through human resources/personnel department;
2. Guidance materials to determine the number of sustainable Career Ladder positions for the school and/or district;
3. A sample interview guide, utilized in the selection/interview process (See Appendix E);
4. A roster of the Career Ladder selection committee comprised of a minimum of 3, not to exceed 5, district, school, and/or community individuals; and,
5. Documentation of specific aspects of the selection process is to be clearly articulated for Teacher Leader I and Teacher Leader II Career Ladder candidates. These may include:

   a. A timeline outlining a -

   • Deadline for application and/or letter of intent
   • Deadline for notification of selection
   • Review of application
   • Schedule of interviews
   • Deadline for submission of recommendations to Superintendent
   • Deadline for submission of appeals
   • Recommendation by the Superintendent of schools
   • Calendar delineating annual reports and reviews

6. Method of notification to potential candidates
7. Outline of qualifications published and distributed to all employees
8. Method of scoring applicants for selection
9. Clear definition of Teacher Leader I and Teacher Leader II roles & responsibilities

Roles and Responsibilities

Overview
Teachers selected to serve as a Teacher Leader I or a Teacher Leader II retain classroom responsibilities while also assisting peers to improve classroom practice resulting in higher levels of student learning. Because these Career Ladder teachers have their own classroom responsibilities, it is critical for district administrators and principals to thoughtfully design job descriptions comprised of high leverage roles and responsibilities in order for Teacher Leaders to impact the practices of their peers. It is for this reason the following guidance is offered to assist administrators as they construct these types of job descriptions.

Align with state and national teacher leadership standards
The Georgia Professional Standards Commission has created teacher leadership standards for a teacher leader endorsement and for a certificate upgrade in teacher leadership (See Appendix B). Similarly, the Teacher Leadership Exploratory Consortium established national standards to assist districts, states, and institutions of higher education as they seek to better understand what constitutes teacher leadership (See Appendix C). Together these standards demonstrate the full range of teacher leadership competencies and how they compare to the competencies expected of administrative leaders and expert teachers.

Start first with mentoring and coaching before adding other roles and responsibilities
After a review of the literature on teacher leadership, Career Ladders, and recently developed standards for teacher leadership, the task force brainstormed roles appropriate for the work of Georgia's Career Ladder teachers. Using the filters of the purpose established for the Career Ladder program and the level of support needed by teachers to successfully teach all students, the task force prioritized the roles of mentoring induction-phase teachers and coaching all teachers as most important. Since much of the Teacher Leader's time will be spent instructing his/her own students, it is paramount for these teachers to have the time necessary to implement mentoring and coaching roles before other roles and responsibilities are assigned. After ensuring Teacher Leaders have the time and capacity to serve as mentors and coaches, districts are encouraged to refer to the list of roles and responsibilities developed by the task force if they seek to broaden the job description (See Appendix A).

Focus on improving practice at the classroom level
No teacher should have to face an instructional challenge alone and no student should have to endure ineffective professional practices. In order to help novice and struggling teachers improve, as well as developing expertise in proficient teachers, there must be sufficient attention provided at the classroom level where one can observe the relationship between the teacher and student in the presence of content. Only when a coach or mentor spends sufficient time in another teacher's classroom can an effective approach to job–embedded professional learning be designed, implemented, and evaluated. While the task force believes the extent of time spent by Teacher Leaders in other teachers' classrooms is the decision of the district and school, effective

teacher leadership programs report that working with other teachers in the classroom is the most important place for these leaders to be.

Carefully consider how to utilize Teacher Leaders to help build and sustain the culture needed for high performance
If one is to understand a teacher's strengths and weaknesses and to support improvement, time must be spent individually with that teacher; however, Teacher Leaders must also work with the principal and other teachers to develop and sustain a collaborative culture where practice is deprivatized and improvement is a collective responsibility. The principal cannot develop and sustain this culture alone. It takes shared and distributed leadership. Whether it is developing the capacity of all teachers as peer coaches, leading a workshop demonstrating practices they have successfully implemented in their own classrooms, or assisting teachers to function productively in professional learning communities, the district and principal must rely on and equip Teacher Leaders to lead efforts so improvement is not restricted to one teacher at a time.

Differentiate between the roles of Teacher Leader I and Teacher Leader II
One major difference between Teacher Leader I and Teacher Leader II is release time. With the provision of release time for the position of Teacher Leader II, comes the opportunity to include in their job description the responsibilities for some of the following school-wide improvement work: assisting in the design, coordination, and monitoring of professional learning; serving as the leader/facilitator for a professional learning community of Teacher Leaders I; assisting in peer review at other schools; and facilitating the work of and directly contributing to capacity development for mentors, peer coaches, and instructional coaches.

Ensure non-instructional duties are commensurate with those of other classroom teachers
Combining classroom teaching with instructional leadership responsibilities is daunting enough without the addition of other tasks not directly related to the improvement of one's own or another's practice. Although non-instructional tasks are sometimes necessary, the tasks should not be assigned to Teacher Leaders more often than to other classroom teachers.

Avoid supervisory and evaluative roles and responsibilities
There are no Teacher Leader roles or responsibilities supervisory in nature. This is the job of administrative leadership. While the Teacher Leader may contribute to the formative evaluation data used by the principal or other administrators in making summative evaluation decisions when serving in the role of peer review, the task force recommends the Teacher Leader not function as the evaluator. The decision to assign Teacher Leaders to a peer review role is the purview of the district. Similarly, the determination of responsibilities for the peer review role is at the discretion of the district.

Supporting Teacher Leaders and Administrators

Overview
Successful implementation of the Career Ladder program requires continuous improvement for schools and systems through a collaborative process, high-quality professional learning and a learning environment supporting teachers, Teacher Leaders, and administrators through shared leadership and responsibility.

1. Training, preparation, and on-going support for teacher leaders and administrators will be needed to effectively implement the Career Ladder program. Specifically,

    a. Districts ensure training is offered for administrators to support teacher leaders in their designated roles and responsibilities.
    b. Districts ensure training is offered to increase the capacity of Teacher Leaders to effectively implement their assigned roles particularly those of mentoring and coaching.
    c. Districts ensure Teacher Leaders and administrators participate in networks established at the district, regional and state level to collaborate and share best practices.
    d. Principal training and preparation programs offered by districts, higher education institutions and other organizations assist administrators in developing skills to support teachers and Teacher Leaders and to promote a culture of shared leadership and responsibility.
    e. Teacher and teacher leader preparation programs cultivate candidate skills to work collaboratively and effectively in professional learning communities.

2. The culture/learning environment and organizational structure of schools will support teacher leadership. Specifically,

    a. Resources (professional learning, technology, supplies, and materials) will adequately address the needs of teachers, teacher leaders and administrators.
    b. Support for job-embedded professional learning and collaboration (i.e. teaching loads, space, scheduling) will be structured by schools/districts to assure implementation of best instructional practice.
    c. Administrators work collaboratively with Teacher Leaders to develop leadership skills of teachers, encourage teacher participation in informal leadership roles, and foster opportunities for teacher input into decisions relating to school climate and professional practices.
    d. Teacher Leaders participate in clinical supervision, peer observations and action research to identify effective strategies.
    e. Teacher Leaders and administrators work collaboratively to build trust, shared leadership and responsibility with one another.
    f. Opportunities for on-going structured dialogue and for feedback for continuous improvement are available to teachers and Teacher Leaders.
    g. Partnerships between schools, districts, higher education, and other organizations encourage innovation and implementation of best practices related to student learning and sharing of resources, knowledge and expertise.

3. The Career Ladder program includes systems for recognizing and rewarding Teacher Leaders. Specifically,

   a. A state-funded compensation system recognizing and rewarding Teacher Leaders should be established, and,
   b. Resources are provided to encourage and support career growth, as well as advance training for Teacher Leaders.

Evaluation of Teacher Leaders

Overview
Teacher Leaders are expected to meet or exceed expectations in two areas – performance as a classroom teacher and in teacher leadership roles specified and assigned by the district. The performance of Teacher Leaders is evaluated at specified intervals using multiple measures to ensure effectiveness in the classroom as well as enhancing professional practice of other teachers. The responsibility for Teacher Leader evaluation should be shared by the school, the district and the state. In evaluating Teacher Leaders, it is necessary for the Teacher Leader to continue to meet state eligibility criteria. Failure to meet and maintain state eligibility criteria disqualifies a Teacher Leader from continuing to serve in this capacity.

Evaluation of Teacher Leaders as a Classroom Teacher
Principal and/or a designee will conduct the required annual teacher performance evaluation using Teacher Keys Evaluation System (TKES). Within their capacity as a classroom teacher, the Teacher Leader must:

1. Maintain district required TEM score (which must be equal to or higher than state required minimum score);
2. Be rated on TAPS at proficient or higher level and have evidence of student learning gains that meet specified target; and,
3. Maintain any other district specific selection criteria.

Evaluation of Teacher Leader Roles and Responsibilities
How well Teacher Leaders are meeting or not meeting their roles and responsibilities will be assessed through multiple measures. Specific roles and responsibilities assigned to Teacher Leaders may vary depending on the teacher and student needs in a district. Preferred ways to evaluate Teacher Leaders by the district/school include:

1. Observing Teacher Leaders coaching other teachers, implementing professional learning activities, modeling effective instructional practices, etc.;
2. Surveying teachers working with Teacher Leaders;
3. Interviewing Teacher Leaders, colleagues, and teachers in the Teacher Leader's case load;
4. Conducting focus group discussions;
5. Collecting data on the number of teachers mentored and coached, the quality of mentoring and coaching;
6. Collecting data on the number and quality of professional learning activities conducted;
7. Assessing progress made by teachers mentored or coached by the Teacher Leader on, for example, a Professional Growth Plan;
8. Reviewing Teacher Leader portfolios and logs to document performance, activities and reflections; and,
9. Attaining performance goals set with evaluator at the beginning of the school year.

Monitoring and Oversight of Career Ladder Program

Overview

If a program is to achieve the purpose for which it is designed, an evaluation system must be developed at the same time the program is instituted. The evaluation system needs to be implemented and enforced by an individual or group of individuals working as a committee or a board with a specified level of authority to require compliance with program and evaluation specifications. Monitoring and oversight help to increase the chances a program is implemented as planned and decisions about the worth, continuation or abandonment will be based on verifiable data and evidence. Guidance for the monitoring and oversight of a Career Ladder program is as follows:

1. The State incorporates identification of Teacher Leader I and Teacher Leader II on Certified Personnel Information (CPI) to track use of the Career Ladder program;
2. If funded, the state establishes an advisory board to oversee approval/renewal of newly-established or continuing Career Ladder programs;
3. The District creates a steering committee to ensure eligibility and selection criteria are followed;
4. The District ensures an appeals process is in place to resolve selection/utilization complaints;
5. The District ensures Teacher Leader data are submitted with other CPI data; and,
6. The District develops a calendar for annual reports and reviews.

The school and/or district may consider the following for implementation:

1. Ensuring board policy is followed relative to eligibility and selection, compensation, etc.; and,
2. Assessing Teacher Leader roles as related to other instructional leadership roles/positions in the system (e.g. instructional coach, mentor, graduation coach, etc.).

Program Evaluation

Overview
Career Ladder program evaluation at <u>both</u> the state and the district levels is 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 helps to maintain some 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 is outlined below.

1. The State will establish oversight and monitoring, if funding is allocated, to:

   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 will require an annual evaluation report from participating districts.

3. The District will develop and conduct an annual program evaluation through:

   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.

Glossary

Certified Personnel Information (CPI): A system-level summary of data provided to the Georgia Department of Education of every active certified and classified employee at a school/district location. The data tabulates titles, average FTE salary, and certificate information, years of experience, employment basis, and job codes for each certified employee.

Clear Renewable Certificate: Georgia's full professional educator certificate, typically valid for 5 years. Educators are eligible for a Clear Renewable certificate based on completion of state-approved educator preparation program or holding a professional out-of-state certificate and meeting all special GA requirements. A Performance-Based (PB) certificate is also a full professional certificate issued prior to 1990 under a performance-based evaluation system known as the Teacher Performance Assessment Instrument (TPAI).

Clinical Supervision: A process to increase effective instructional practices through coaching and mentoring of teachers. Through the analysis of data, modeling, and reflection, enhanced instructional practices and improved student learning will be achieved.

Coaching Endorsement: A GaPSC endorsement prepares teachers holding a T-4 or higher certificate in any teaching field, service field, or educational leadership to: supervise college students completing student teaching requirements; mentor interns/beginning teachers; guide practicum; and, support other professional learning experiences in a field-based setting. The endorsement will apply only to the grade levels of the base certificate. (See GaPSC Rule 505-2-.159 Coaching Endorsement)

Curriculum & Instruction Certification: A professional certificate for the teacher who has: strengthened and enhanced competency in the design, implementation, and evaluation of curriculum; plans, implements, and evaluates instruction; demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy; demonstrates advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors; promotes student learning by applying research; uses multiple sources of assessment; and models high standards of professional practice. (See GaPSC Rule 505-2-.210 Curriculum & Instruction Certificate)

Experience: Experience completed in a P-12 setting for 120 days of full time in a PSC-approved educational setting. A PSC- approved educational setting is a U.S. Public School or a U.S. Private School regionally- accredited when the experience was earned. Experience as a supply/substitute, a paraprofessional, a member of a board of education, or an Institution of Higher Education faculty member, does not apply toward experience. No computations for partial-year experience will apply.

Georgia Master Teacher: Full-time certified public school teachers with at least three years of teaching on a clear renewable certificate in Georgia who consistently demonstrate excellence in the classroom through gains in student achievement.

Glossary

National Board Certification: An advanced teaching credential, offered through the National Board of Professional Teaching Standards (NBPTS), valid for 10 years, achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards for accomplished teaching in 16 different subject areas with students at various developmental levels.

Teacher Assessment on Performance Standards (TAPS): A qualitative, rubrics-based evaluation method designed to measure teacher performance related to quality performance standards.

Teacher Effectiveness Measure (TEM): A measurement of teacher performance comprised of three components within the Teacher Keys Evaluation System. The three components are: Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement, and Surveys of Instructional Practice.

Teacher Keys Evaluation System (TKES): A common evaluation system allowing the state to ensure consistency and comparability across districts based on a common definition of teacher effectiveness.

Teacher Leader I: An effective classroom teacher serving as a peer coach and mentor to novice and veteran teachers in order to improve teaching and effectively impact upon student achievement.

Teacher Leader II: An effective classroom teacher, with designated release time, serving as a peer coach, mentor and school leader who provides guidance and leadership to novice and veteran teachers, as well as other school personnel, to improve teaching and effectively impact upon student achievement.

Teacher Leadership Certification: A professional certificate for a teacher who facilitates the design and implementation of professional learning, fosters excellence in teaching and learning and focuses on continuous improvement, demonstrates a comprehensive understanding of curriculum, models best practices in pedagogy to serve as a mentor and coach, and implements assessment practices and analyzes data for monitoring and improving teaching. (See GaPSC Rule 505-2-.209 Teacher Leadership)

Teacher Leader Endorsement: A 2-year non-renewable endorsement for a teacher who facilitates the design and implementation of professional learning, fosters excellence in teaching and learning and focuses on continuous improvement, demonstrates a comprehensive understanding of curriculum, models best practices in pedagogy to serve as a mentor and coach, and implements assessment practices and analyzes data for monitoring and improving teaching. (See GaPSC Rule 505-2-.351 Teacher Leader Endorsement)

Teacher Leadership Exploratory Consortium: A representative group of education organizations, state education agencies, teacher leaders, principals, superintendents, and institutions of higher learning convened to examine current research about the critical leadership roles teachers play in contributing to student and school success.

Glossary

Teacher Support Specialist (TSS): A GaPSC service field endorsement for in-field certified teachers to supervise college students completing student teaching requirements, mentor interns/beginning teachers, guide practicum and support other professional learning experience in a field-based setting. (See GaPSC Rule 505-2-.251 Teacher Support Specialist Endorsement)

Time Series/Trend Analysis: Statistical techniques for analyzing a series or sequence of data points measured at specified uniform intervals over time to identify patterns in the data and possibly predict the future

Appendix A
Priority Roles for Teacher Leader I & Teacher Leader II

Teacher Leader I	Teacher Leader II
Coach - provides intensive, differentiated support to teachers so they are able to implement proven practices.	
Examples of Responsibilities	
o Works inside classrooms implementing best practices by modeling, co-teaching, observing and providing feedback	o Works inside classrooms implementing best practices by modeling, co-teaching, observing and providing feedback
o Based on identified student and individual teacher needs, determines and designs professional learning for teachers resulting in improved teaching and learning	o Based on identified student and individual teacher needs, determines and designs professional learning for teachers resulting in improved teaching and learning
o Stays current on advancement in instructional strategies	o Stays current on advancement in instructional strategies

Teacher Leader I	Teacher Leader II
Mentor –provides guidance, shares knowledge and experiences, and supports the induction phase teacher in making a positive impact on student growth and achievement.	
Examples of Responsibilities	
o Participates in sustained, ongoing, mentoring training	o Participates in sustained, ongoing, mentoring training
o Provides ongoing guidance and support, and utilizes a formative assessment system that involves ongoing cycles of inquiry through plan, teach/observe, and analyze/reflect	o Provides ongoing guidance and support, and utilizes a formative assessment system that involves ongoing cycles of inquiry through plan, teach/observe, and analyze/reflect
o Models professionalism	o Models professionalism
o Encourages the novice teacher to participate in collaborative professional learning activities and reflective practice	o Encourages the novice teacher to participate in collaborative professional learning activities and reflective practice
o Provides opportunities for the novice teacher to observe the mentor and other content experts	o Provides opportunities for the novice teacher to observe the mentor and other content experts
o Uses multiple sources of evidence to assess novice teachers' strengths and areas for growth, and to guide one-to-one interactions and other professional development activities	o Uses multiple sources of evidence to assess novice teachers' strengths and areas for growth, and to guide one-to-one interactions and other professional development activities
o Assists the novice teacher in setting short and long term professional goals	o Assists the novice teacher in setting short and long term professional goals

Teacher Leader I	Teacher Leader II
Curriculum Specialist – collaborates with teachers to deepen their understanding of content knowledge, required curriculum standards, and content specific pedagogy and assists them in the planning of instructional units and the effective implementation of these units.	
Examples of Responsibilities	
o Models/applies standards-based curriculum mapping, pacing guides, lesson plans/differentiation, vertical alignment	o Models/applies standards-based curriculum mapping, pacing guides, lesson plans/differentiation, vertical alignment
o Models effective application of teaching standards within their respective area of expertise	o Models effective application of teaching standards within their respective area of expertise
	o Leads other teachers to implement standards-based curriculum mapping, pacing guides, lesson plans/differentiation, vertical alignment
	o Engages and focuses teachers in collaborative planning to

	improve teaching and learning
	o Engages teachers in discussions about what students should know, understand and do in each unit of the standard
	o Develops and conducts professional learning on standards-based curriculum

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Teacher Leader I	Teacher Leader II
Participation on the School Leadership Team – as a member of the School LeadershipTeam, analyzes school-wide data to assist in creating, implementing, and monitoring the School Improvement Plan (SIP)	
Examples of Responsibilities	
o Collaborates with the grade level and content area teachers to analyze data to identify goals and action strategies that align with the SIP o Models strategies of the SIP at the grade level and content area	o Collaborates with the grade level and content area teachers to analyze data to identify goals and action strategies that align with the SIP o Models strategies of the SIP at the grade level and content area o Serves as a lead member of the School Leadership Team o Participates in determining relevant data to collect and assists in the collection of these data o Collaborates with other leadership team members to analyze data to prioritize school-wide needs o Assists with developing SMART goals and identifies strategies to meet these goals o Helps identify performance measures to assess the attainment of the goals o Facilitates the development of PLCs to establish well-defined expectations for student learning, guide conversations about pedagogy, and assess the impact of practice upon student performance. o Keeps track of teachers' professional learning needs o Organizes task forces (teams) related to the SIP
Teacher Leader I	**Teacher Leader II**
Data Specialist – assists teachers in examining student achievement data and in using the findings and patterns as a basis for designing instruction that addresses student learning needs	
Examples of Responsibilities	
o Facilitates and models to other teachers in the collection, analysis, use, and interpretation of varied assessment data for instructional decisions and adjustments o Coaches other teachers in the analysis of data and development of strategies to improve results	o Gathers and analyzes school-wide data to identify trends, identify training and support needs, develop goals, understand data in relation to state, district, and school data to improve student learning and contribute to school improvement o Provides ongoing training to teachers at the classroom level in data analysis techniques and utilization for the improvement of student learning

Teacher Leader I	Teacher Leader II
Assessment Specialist – works with teachers in selecting, designing, and using formative and summative instruments and multiple sources of evidence to assess and improve student learning	
Examples of Responsibilities	
o Models effective classroom assessment o Guides teachers at the subject or grade level in the selection and use of appropriate formative and summative assessments	o Coordinates assessment activities at the school level, or as needed at the grade or subject level, with a focus on increasing student achievement o Guides teachers at the school level in the selection of appropriate assessment (e.g., formative, summative, technology-based, commercial)and in the use of multiple sources of evidence to assess student learning o Increases the capacity of colleagues, through training and workshops, to identify and use various types of assessments
Teacher Leader I	**Teacher Leader II**
Peer Review – provides assistance to the principal in the implementation of the Teacher Keys Evaluation System to improve teaching quality.	
Examples of Responsibilities	
o Observes novice and selected veteran teachers and provides feedback as they seek to become proficient on TAPS standards	o Identifies needs and strengths o Facilitates teachers observing in other classrooms o At the discretion of the district, completes training as an evaluator and assists with orientation with the faculty o Conducts observations for the TKES and provides targeted feedback as part of the formative evaluation process o Works with Teacher Leaders I to provide support to other teachers o Provides documentation for summative evaluation decisions
Teacher Leader I	**Teacher Leader II**
Professional Learning Coordinator – Coordinates, or assists with the coordination of, the design, implementation, monitoring, and evaluation of professional learning that improves teacher effectiveness and increases student achievement	
Examples of Responsibilities	
	o Works to support district instructional framework o Works collaboratively with the school leadership team to ensure success as defined through the SIP o Provides focus and individualized support to teachers at all career stages o Works with Teacher Leaders I to plan coaching based on identified student and individual teacher needs

Appendix B
Georgia Professional Standards Commission
Content Standards for Teacher Leadership Program (Rule 505-3-.53) and
Teacher Leader Endorsement Program (Rule 505-3-.73)

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. The teacher leader:

   (i) Applies knowledge and strategies of adult learning theories across teacher leadership practices;

   (ii) Models lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession, and staying current and knowledgeable of policy, trends, and practices in education;

   (iii) Works with others to build viable professional learning communities designed to support the collaborative work of schools;

   (iv) Identifies staff needs, works with administrators to implement strategies to address needs, and provides ongoing support;

   (v) Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and providing effective, descriptive feedback;

   (vi) Stays current with research regarding best practices and features of effective professional learning based on identified teacher and student needs;

   (vii) Involves colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals;

   (viii) Teaches and models changes in teacher practices that are necessary for improvement in student learning;

   (ix) Applies the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice;

   (x) Utilizes multiple methods to assess the effectiveness of professional learning activities and uses evidence of student leaning to make adjustments; and

   (xi) Designs, facilitates, and implements professional development aligned to state and national professional learning standards.

2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment. The teacher leader:

(i) Works with others to create an environment where colleagues and students take learning risks, fear of initial failure is minimized, and mistakes are openly discussed;

(ii) Uses team building and effective conflict management, including consensus-building skills, in a variety of contexts to build a culture of collaboration, equity, trust and high expectations;

(iii) Works with others to create an environment that encourages needed change using a research-informed change model;

(iv) Supports analysis of the school's culture and builds understanding of the impact of organizational culture in teaching and learning;

(v) Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results;

(vi) Considers the ethical and legal implications of decisions made and actions executed individually and collectively;

(vii) Remains current on emerging trends and initiatives, and as a result helps the school or school district refine, redefine, or sharpen its vision;

(viii) Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school's success;

(ix) Clarifies issues to sharpen the focus on the elements of student and adult learning and school culture that are most important to the school's success; and

(x) Works with others to build a culture that personalizes the work and learning of colleagues and students.

3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. The teacher leader:

(i) Possesses an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum;

(ii) Understands how the program of studies from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant professional learning and instructional strategies;

(iii) Uses a variety of processes to engage and focus teachers in collaborative planning to improve teaching and learning;

(iv) Uses appropriate, research-informed protocols to audit curriculum and analyze student work to assure high expectations for all students;

(v) Demonstrates deep understanding of the curriculum and is able to use a variety of appropriate protocols and organizing frameworks to engage in discussions about what students should know, understand, and do in each instructional unit based on those standards;

(vi) Identifies and recommends content specific resources that are important in the curriculum implementation process; and

(vii) Leads others in prioritizing, mapping, and monitoring the implementation of the curriculum.

4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators. The teacher leader:

(i) Models and articulates exemplary instructional practices and strategies based on current research;

(ii) Models the effective application of curriculum standards, instructional choices, student engagement, and monitoring of student learning;

(iii) Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences;

(iv) Promotes and encourages teachers in developing higher order questions, thoughtful discourse, and critical thinking in the classroom;

(v) Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways; and

(vi) Models and assists teachers in the integration of technology to support classroom instruction and student learning.

5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making. The teacher leader:

(i) Guides teachers in the selection of appropriate assessment instruments and practical assessment strategies to improve instruction and monitor student learning;

(ii) Assists teachers in identifying resources and providing appropriate support services for specific student needs;

(iii) Assists teachers in using formative and summative data to assess student progress toward and attainment of expected outcomes;

(iv) Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data for instructional decisions and changes;

(v) Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning; and

(vi) Facilitates the use of technology and research to demonstrate valid and reliable use of assessment instruments and appropriate tools and techniques of data analysis.

6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning. The teacher leader:

(i) Guides colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges;

(ii) Conducts and engages others in appropriate research to improve educational outcomes and to help address critical educational issues;

(iii) Follows appropriate legal and ethical procedures when conducting research;

(iv) Reads and stays informed of current educational research, trends, and innovations; and shares current research with the school community;

(v) Analyzes a variety of valid, reliable, and published research before making decisions;

(vi) Implements original ideas based on valid, reliable, and systematic inquiry as a critical component of informed decision making; and

(vii) Engages and supports colleagues in collaborating with institutes of higher learning and other organizations involved in researching critical educational issues.

7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change. The teacher leader:

(i) Facilitates group processes and builds alliances necessary for school improvement;

(ii) Exhibits strong interpersonal skills that establish and maintain effective working relationships;

(iii) Supports colleagues in the development and improvement of interpersonal skills;

(iv) Develops and sustains trusting, productive, and supportive relationships with stakeholders;

(v) Promotes an atmosphere of collaboration through the effective use of problem solving processes and protocols;

(vi) Promotes effective communication and collaboration with diverse groups of people;

(vii) Articulates and advocates to various audiences the rationale and processes of school improvement;

(viii) Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices;

(ix) Identifies and utilizes resources to promote school and community relations;

(x) Advocates for student needs and for practices that promote student achievement; and

(xi) Facilitates colleagues' understanding of community culture and diversity and how culture and diversity enriches educational experiences of students to achieve high levels of learning for all students.

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust and respect that focuses on continuous improvement in instruction and student learning.

Functions

The teacher leader:

- Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change;
- Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- Employs facilitation skills to create trust among colleagues, develop collective wisdom, and build ownership and action that supports student learning;
- Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- Uses knowledge and understanding of different backgrounds, ethnicities, cultures and languages to promote effective interactions among colleagues.

Domain II: Accessing and Using Research to Improve Practice and Student Learning
The teacher leader understands how research creates new knowledge, informs policies and practices, and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Functions

The teacher leader:

- Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
- Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and
- Teaches and supports colleagues to collect, analyze and communicate data from their classrooms to improve teaching and learning.

Domain III: Promoting Professional Learning for Continuous Improvement
The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design and facilitate job-embedded professional learning aligned with school improvement goals.

Functions:

The teacher leader:

- Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards and linked to school/district improvement goals;
- Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting and facilitating varied and differentiated professional learning;
- Facilitates professional learning among colleagues;
- Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- Works with colleagues to collect, analyze and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- Advocates for sufficient preparation, time and support for colleagues to work in teams to engage in job-embedded professional learning;
- Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and,
- Uses information about emerging education, economic and social trends in planning and facilitating professional learning.

Domain IV: Facilitating Improvements in Instruction and Student Learning
The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure that instructional practices are aligned to a shared vision, mission and goals.

Functions

The teacher leader:

- Facilitates the collection, analysis and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization and school culture;

- Engages in reflective dialogue with colleagues based on observation of instruction, student work and assessment data and helps make connections to research-based effective practices;
- Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach and content facilitator;
- Serves as a team leader to harness the skills, expertise and knowledge of colleagues to address curricular expectations and student learning needs;
- Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and
- Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

Functions

The teacher leader:

- Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;
- Collaborates with colleagues in the design, implementation, scoring and interpretation of student data to improve educational practice and student learning;
- Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and,
- Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Domain VI: Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and

community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

Functions

The teacher leader:

- Uses knowledge and understanding of the different backgrounds, ethnicities, cultures and languages in the school community to promote effective interactions among colleagues, families and the larger community;
- Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- Facilitates colleagues' self-examination of their understandings of community culture and diversity, and encourages colleagues to develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and,
- Collaborates with families, communities and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Domain VII: Advocating for Student Learning and the Profession
The teacher leader understands how educational policy is made at the local, state and national levels as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community and profession.

Functions:

The teacher leader:

- Shares information with colleagues within and/or beyond the district regarding how local, state and national trends and policies can impact classroom practices and expectations for student learning;
- Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
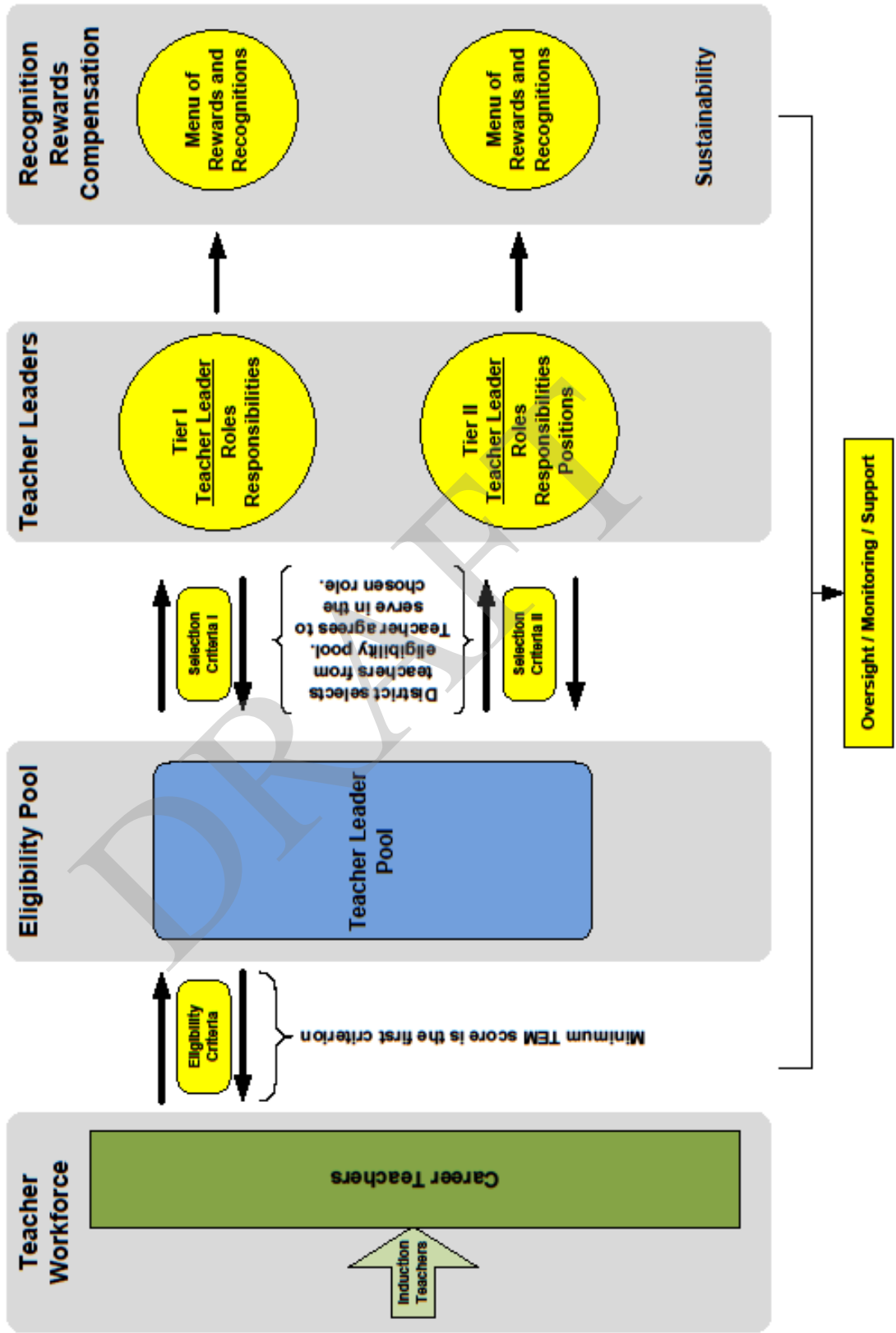
- Advocates for access to professional resources, including financial support and human and material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and,
- Represents and advocates for the profession in contexts outside of the classroom.

Career Ladder Framework

March 2012

Givens:
- Eligibility criteria must include a to-be-determined minimum TEM score.
- Provide flexibility to meet district needs.
- Teachers do not have to opt in to merit pay in order to move up the career ladder. Career ladder compensation is not the same as merit pay.

Recognition Rewards Compensation

Menu of Rewards and Recognitions

Menu of Rewards and Recognitions

Sustainability

Teacher Leaders

Tier I Teacher Leader Roles Responsibilities

Tier II Teacher Leader Roles Responsibilities Positions

Selection Criteria I

Selection Criteria II

District selects teachers from eligibility pool. Teacher agrees to serve in the chosen role.

Eligibility Pool

Teacher Leader Pool

Eligibility Criteria

Minimum TEM score is the first criterion

Teacher Workforce

Career Teachers

Induction Teachers

Oversight / Monitoring / Support

Criteria for Selection	Interview Question	Key Terms of a High Quality Response	Rating			
			Exemplary	**Proficient**	**Needs to Improve**	**Ineffective**
Candidate facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.	Explain how you have developed, implemented, & evaluated a coherent professional learning plan. Identify key elements incorporated within professional development.	• Engages • Current & knowledgeable of trends • Collaborates with administrators • Development, implementation, evaluation • Teach & model change • Effective mentoring & coaching				
Candidate works with stakeholders to promote the development of a school culture fostering excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.	How does one promote a school culture fostering excellence & equity in teaching and learning?	• Minimize failure • Risk-taking • Consensus building • Collaborative learning community • Research-based models • Emerging trends & initiatives • Culture of accountability				
Candidate demonstrates a comprehensive understanding of curriculum and applies this knowledge to the alignment of curriculum, instruction, and assessment to standards.	Describe your personal understanding of curriculum and how this apples to the Common Core Georgia Professional Standards, instruction, and assessment.	• Structure & understanding of curriculum • Meaningful & relevant professional learning • Engages in collaborative planning • Audits curriculum • Analyzes student work • Discusses various elements of instructional units • Identifies content specific resources • Prioritize, map & monitor implementation of curriculum				
Candidate models best practices in pedagogy and serves as a mentor and coach for other educators	Define your conceptions of a mentor and coach. What are 3 key descriptors exemplifying quality mentoring and coaching?	• Exemplary instruction based on research • Models effective application of standards • Monitors student learning • Guides teachers in design & plan of quality learning experiences • Develop higher order questions • Promotes thoughtful discourse & critical thinking in classroom • Models integration technology to support learning				

Criteria for Selection	Interview Question	Key Terms of a High Quality Response	Rating			
			Exemplary	Proficient	Needs to Improve	Ineffective
Candidate works with others to design and implement assessment practices and analyzes data for monitoring and improving teaching and learning through data-informed decision making.	Share how you design & implement assessment practices. Expand upon your utilization of data to improve instruction.	• Selection of appropriate assessment instruments • Creation of practical assessment strategies • Resources & support services for specific student needs • Utilizing formative & summative data to assess student progress • Facilitates collection, analysis, use, & interpretation of data for instructional decisions • Utilizes technology & research for data analysis				
Candidate accesses and conducts research, and applies research findings to improve teaching and learning.	Outline your method of accessing and conducting research as it applies to improving instruction.	• Seeks methods & solutions to instructional challenges • Conducts research to improve educational outcomes • Stays informed, and shares, current educational research • Implements original ideas based upon systematic inquiry • Collaborates with institutions of higher learning & other organizations				
Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.	Illustrate an exemplary method to initiate collaboration with stakeholders in a learning community.	• Facilitates group processes • Builds alliances • Maintains effective working relationships • Trusting, productive, & supportive relationships • Open dialogue of ideas and information • Advocates for practices promoting student achievement • Fosters understanding of school culture & diversity and the impact upon levels of learning				