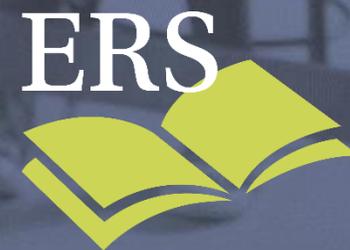
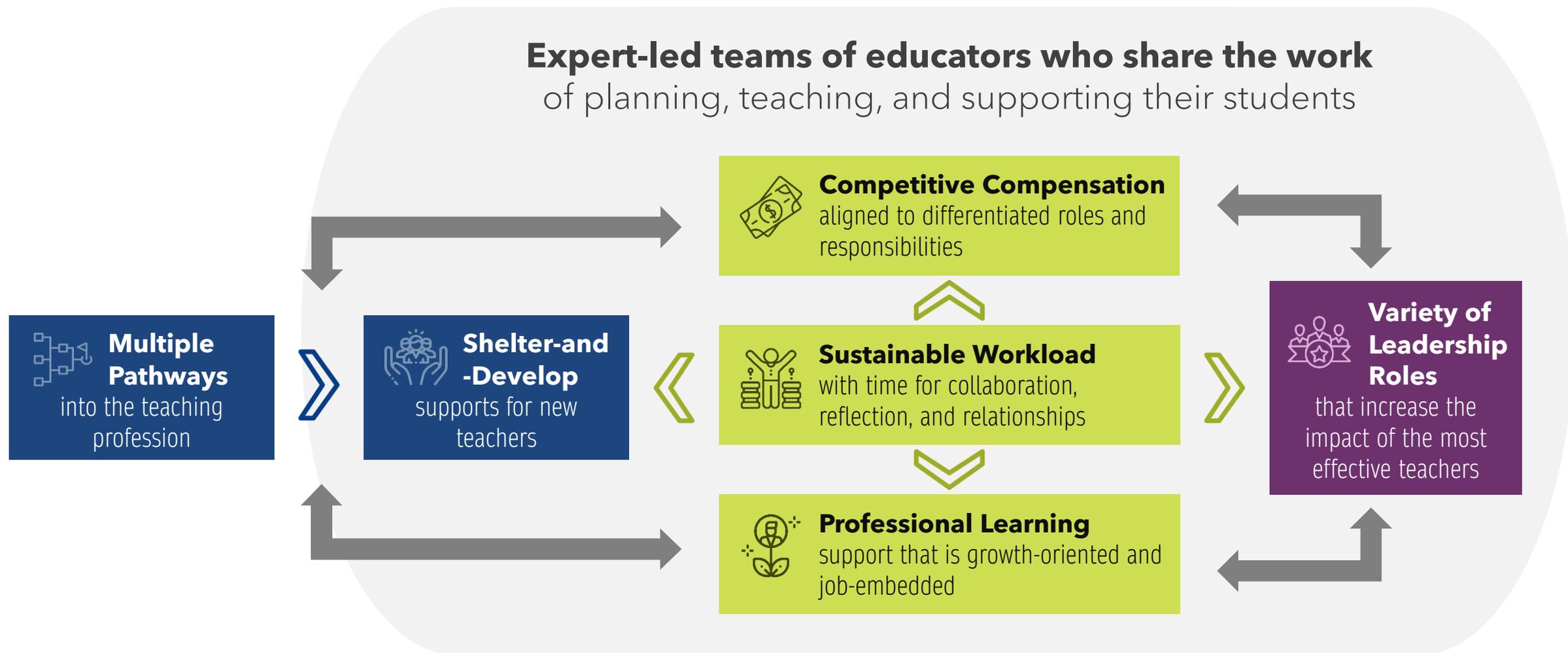


Using Catalytic Entry Points to Reimagine the Teaching Job

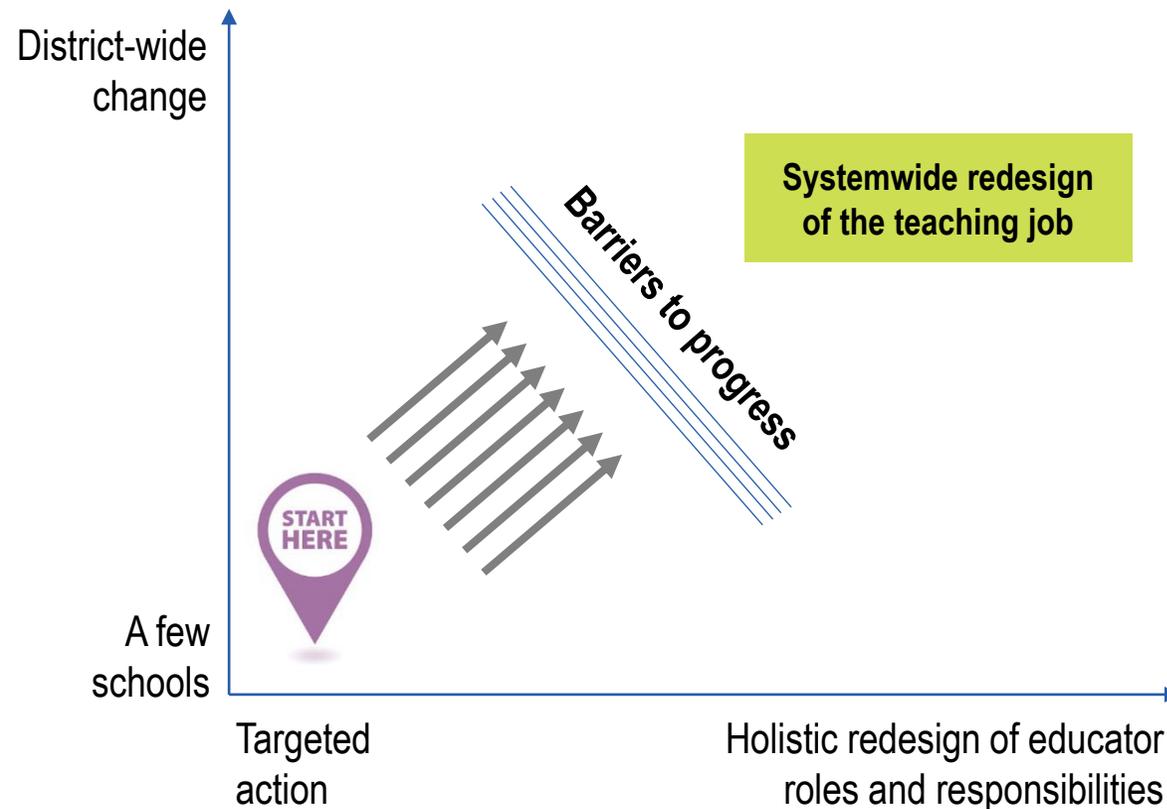
April 2022



A “build toward” vision of the teaching job requires reallocating resources to support creation of diverse and well-supported teams



Even with a bold vision, most efforts to reimagine teaching fall short



Common barriers to progress

- Piloting without concrete plans to scale
- Policy/CBA constraints that limit innovation to one-off exceptions
- Siloed, strategy-specific innovation models
- Difficulty demonstrating impact; lack of continuous improvement strategy
- Limited school leadership capacity or buy-in that hinders efforts to scale
- Inertia; turnover; on to “the next thing”

Catalytic entry points differ from traditional approaches to innovation

Catalytic entry points to reimagine the teaching job...

- Address felt needs and pain points right now
- Build towards a fundamentally improved student and teacher experience
- Build new skills and mindsets at all levels in support of the vision
- Motivate, enable and force change in other critical areas
- Tackle underlying cost structures to enable long-term sustainability
- Requires fundamental change at the system and school level that enables lasting impact

Catalytic entry points to reimagine the teaching job must go beyond traditional pilots and isolated innovations

Hallmarks of high-potential “do now” approaches to reimagine the teaching job:

- **Collaborative, expert-led teams:** Teachers are organized in teams that include at least one educator with expertise in the content being taught and can incorporate a range of traditional and non-traditional educator roles
- **Every student known:** Teacher assignments and schedules ensure that every student and their unique needs are known as an individual by at least one effective educator
- **Time for planning, reflection and restoration:** Teacher schedules balance time for instruction, reflection, peer observation, and 90 min/week for content-focused collaborative planning
- **Built on a foundation of strong curricula:** High-quality, standards-aligned curricula and instructional materials that create a foundation from which all educators can provide rigorous and engaging instruction

Regardless of the specific entry point, “do now” models are most likely to catalyze long-term change if they:

- Encompass more than one dimension for organizing resources to improve the teaching job
- Incorporate policy or process improvements at the system level that make the strategy replicable and scalable
- Include both near-term actions and a vision for what the next phase of change will include

Catalytic entry points for reimagining the teaching job

① Drive instructional improvement through team-based professional learning

- Expert-Led Teams of Educators Who Share the Work
- Variety of Leadership Roles
- Professional Learning

② Improve the sustainability of the core teaching job

- Expert-Led Teams of Educators Who Share the Work
- Sustainable Workload
- Competitive Compensation

③ Better develop and retain rookie teachers

- Expert-Led Teams of Educators Who Share the Work
- Shelter-and-Develop
- Professional Learning
- Variety of Leadership Roles

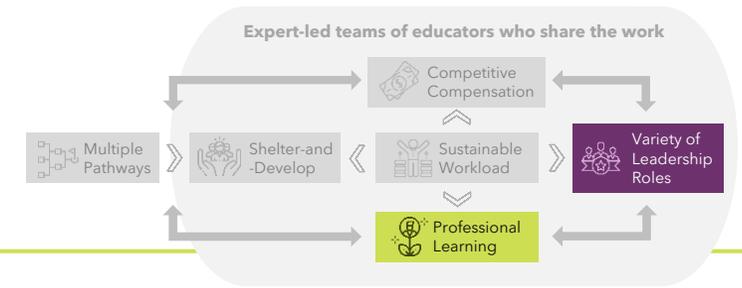
④ Strengthen and link compensation and career pathways

- Competitive Compensation
- Variety of Leadership Roles

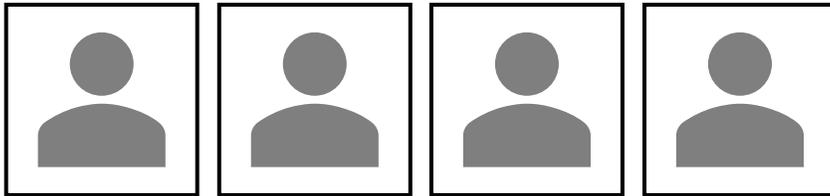
⑤ Diversify and expand the incoming teaching force

- Multiple Pathways
- Shelter-and-Develop
- Expert-Led Teams of Educators Who Share the Work
- Competitive Compensation

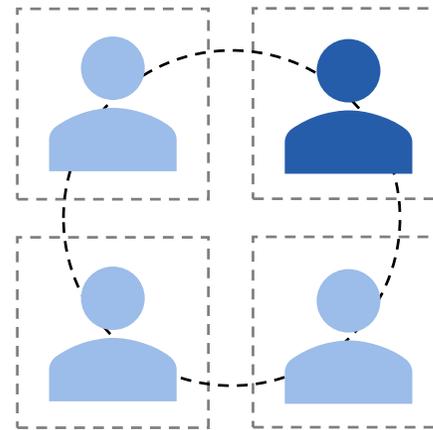
1. Drive instructional improvement through team-based professional learning



Typical experience:



- Teachers working as individuals
- Collaborative planning time is limited and rarely focused on lesson planning and adjusting instruction of the curriculum being taught
- Limited opportunities for growth-oriented observation and feedback



Pursuing this entry point could include:

- Teachers operating as a team, with at least 90 minutes/week of content-focused collaboration time
- **Highly effective teacher** with deep content expertise in a leadership role
- Team leader has added responsibility for facilitating collaborative planning and observation cycles—ideally with additional release time
- Depending on grade level and subject, team has opportunities to flexibly regroup students to target instruction and enable small group attention

1. Drive instructional improvement through team-based professional learning

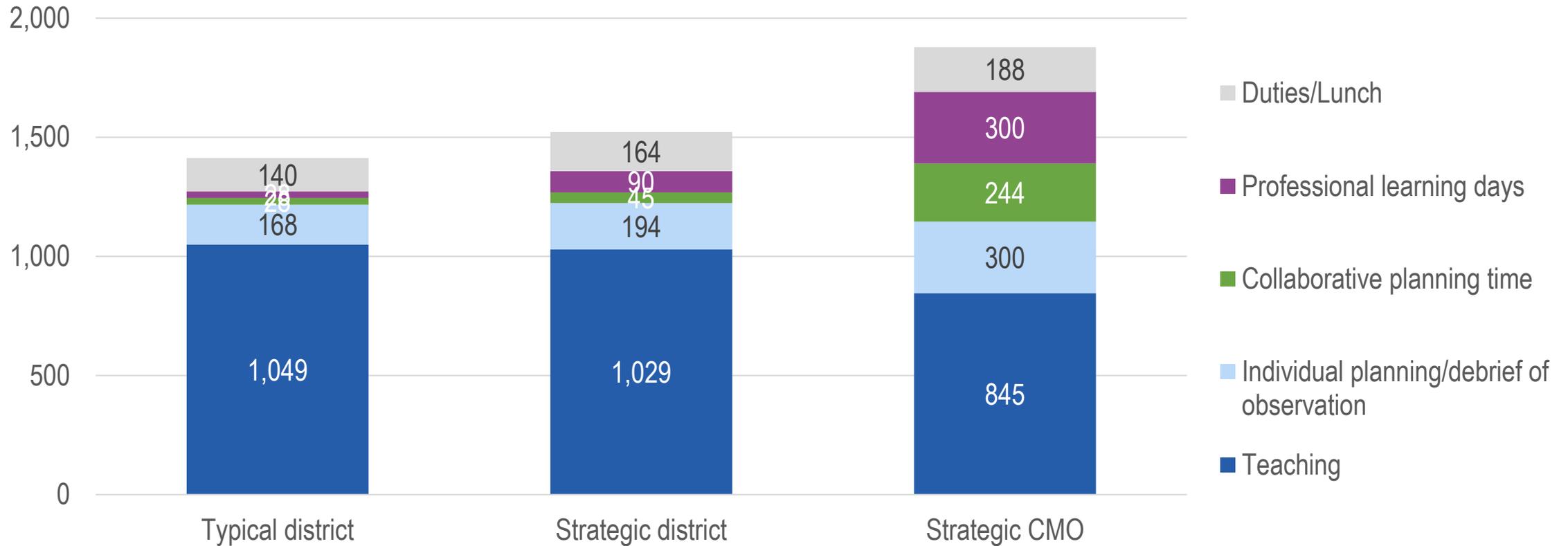


Element	<u>From:</u> Traditional PD	<u>To:</u> Connected Professional Learning
Rigorous, comprehensive, curricula and assessments	Curricula may lack rigor to meet College- and Career-Ready Standards and/or sufficient aligned lesson plans and assessments	Curricula, vetted by experts, adapted by teachers, linked to sample lesson plans and assessments
Content-focused, expert-led collaboration	Most planning done individually, with teams focused on administrative issues	90 minutes/week of expert-led collaborative time with teachers who teach the same content
Frequent, growth-oriented feedback	Annual observations for formal evaluations, with occasional visits from a district coach	Weekly observations and feedback from a school-based instructional leader with content expertise

1. Drive instructional improvement through team-based professional learning



Teacher hours/year by activity



% time planning

16%

12% individual, 4% with colleagues

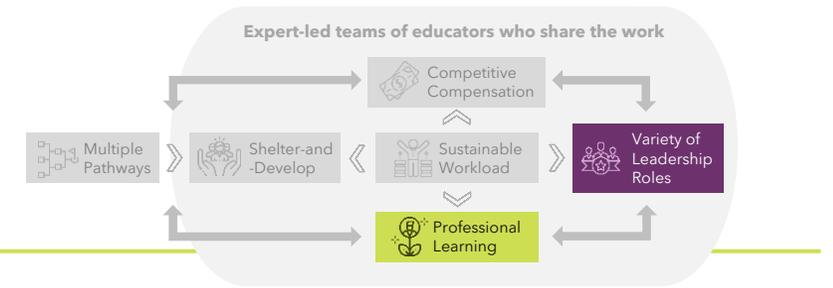
22%

13% individual, 9% with colleagues

45%

16% individual, 29% with colleagues

1. Drive instructional improvement through team-based professional learning



Foundations

- High-quality instructional materials and aligned assessments
- Ability to organize long blocks (ideally 90 consecutive minutes/week) for shared-content collaborative planning
- Ability to create shared-content teams of at least three teachers, either in the same grade & subject or in cross-grade or cross-school content teams

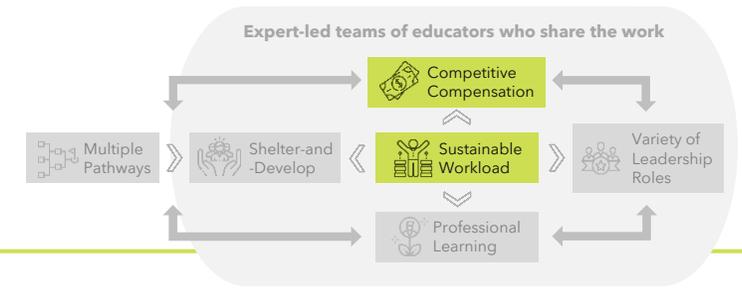
Leading indicators of success

- Shared-content teacher teams are led by instructional experts and meet for 90 min/week
- Content-based teams use specific protocols to collaboratively plan lessons aligned to curricula, review student work, and plan to adjust practice based on student needs and teacher strengths and development needs
- Instructional experts observe and provide growth-oriented, actionable coaching and feedback to colleagues, ideally on a bi-weekly basis
- Teachers report increased comfort with the assigned curriculum and that they receive more support to strengthen instructional practice

To sustain and deepen change

- Codify teacher leadership roles, with added pay and/or release time, into a career pathway model for the most effective educators
- Expand shared-content team membership through introduction of pre-service teaching residents, specialists, non-core teachers or other potential new teachers
- Adjust schedules and team staffing to ensure all educators on the team, including team leaders, have sustainable workloads and schedules

2. Improve the sustainability of the core teaching job



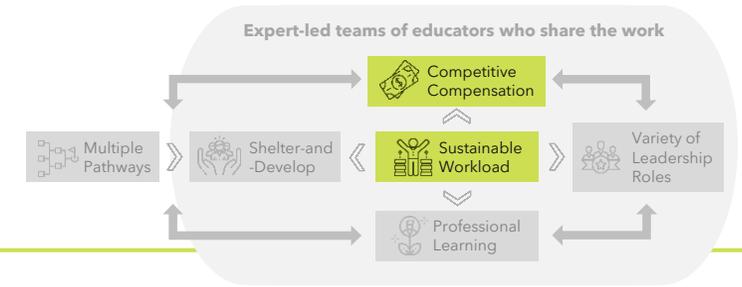
Traditional teaching job

- Wall-to-wall teaching days with limited breaks
- Short planning periods with little opportunity for deep collaboration with peers
- In secondary schools, responsibility for well over 100 students
- Few opportunities to build authentic relationships with—and provide meaningful social-emotional support to—individual students
- **Widespread exhaustion and burnout, leading to high turnover, especially among rookie teachers and in our highest-need schools**

A more sustainable teaching job

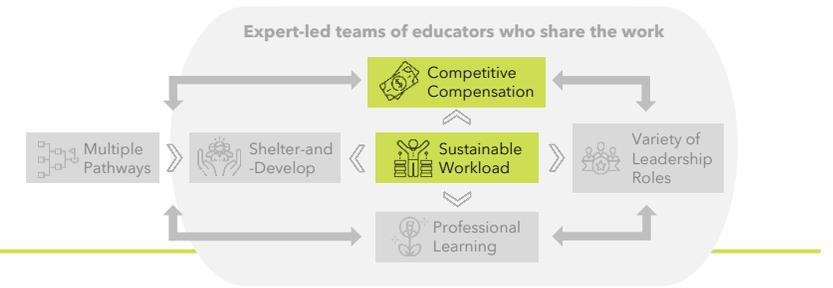
- Lower teaching loads and utilization (percent of day teaching) for educators in priority grades and subjects
- Limited non-instructional responsibilities to create more time for instructional planning, teaching and relationship building
- Access to state-of-the-art technology and tools that save time and help teachers address instructional challenges
- A longer and more flexible school day and/or year to enable this work
- **More time for reflection, collaboration, and building individual connections with students, lowering pressure on teachers and ultimately reducing burnout and turnover**

2. Improve the sustainability of the core teaching job



Teacher experience	Traditional	More sustainable individual role	More sustainable individual role	Shared part-time roles	
				8:30a-12:30p	11:00a-3:00p
Lead teaching	5 hours/day	5 hours/day	4 hours/day	3 hours/day	3 hours/day
Collab teaching	n/a	n/a	1 hour/day	n/a	n/a
Individual Planning	45 min/day x 4 days/wk	45-60 min/day x 4 days/wk	45-60 min/day x 4 days/wk	n/a	n/a
Collab Planning	45 min x 1 day/week	90 min x 1 day/week	90 min x 2 days/week	1 hour/day	1 hour/day
Duties	Arrival, lunch and departure	4 days/week, arrival or departure; no lunch duties	None	Arrival	Departure
MS/HS only					
Distinct courses taught	Up to 3	1 or 2	1	1 or 2	1 or 2
Student load / class size	Same for all teachers	Reduced for high-priority grades and subjects and/or rookie teachers	Reduced for high-priority grades and subjects and/or rookie teachers	Higher class sizes are possible because each teacher teaches fewer periods	

2. Improve the sustainability of the core teaching job



Foundations

- High-quality instructional materials and aligned assessments
- Role flexibility (existing or newly created) that expands the definition of who can support students and how educators' days and weeks are organized
- Strategic vision of a re-aligned compensation system that enables varied role definitions and responsibilities

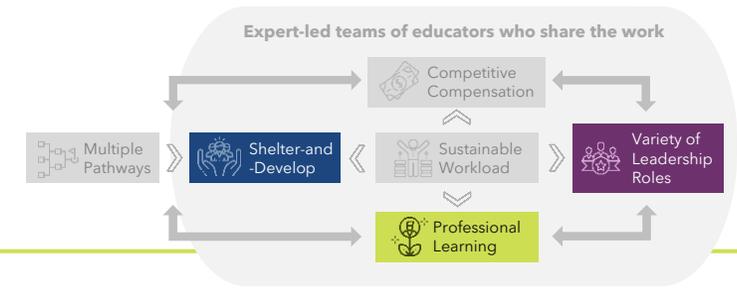
Leading indicators of success

- Schedules that enable more time for individual and collaborative planning
- Variation in instructional responsibilities with lower class sizes, teaching loads and teaching time for teachers in high-priority grades and subjects
- Inclusion of non-traditional staff in instructional and non-instructional activities, with appropriate training and supervision
- Shift among school leaders and other staff from a resource-deficit mindset to a creative, asset-based approach that considers resources available within and beyond the school building

To sustain and deepen change

- Define leadership pathways that enable deeper supports for teachers in the "core job" and create growth opportunities for the most effective educators
- Expand strategy to include shelter-and-develop opportunities for rookie teachers and compensated shelter-and-develop opportunities for pre-service teachers
- Leverage improved value proposition in recruitment and retention efforts

3. Better develop and retain rookie teachers

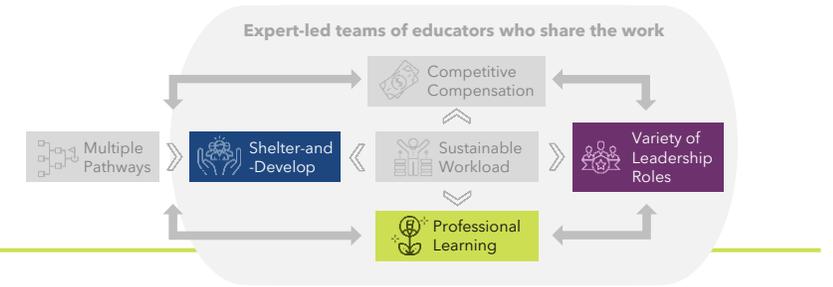


From:

- **Heavy teaching loads** (time, class assignments, number of students), often equal to or greater than those of more experienced teachers
- **Largely independent planning time**, with weekly group meetings disconnected from curricular content
- **Occasional observation with limited feedback**, typically focused on general classroom management and instructional practice

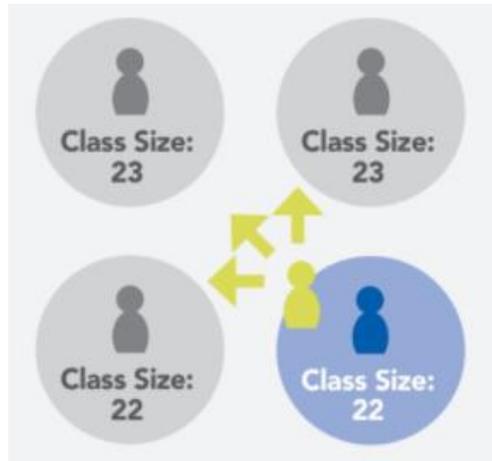
To:	 SHELTER	 DEVELOPMENT
Definition:	Simplifying the job	Training and learning
Improves:	Retention	Effectiveness
Why:	Teachers will stay if their workload is manageable while they improve their craft	Teachers will become more effective with increased coaching and professional learning opportunities
Example approaches:	<ul style="list-style-type: none"> • Rookies teach a reduced load, giving them fewer students and more free periods • Rookies have reduced lesson planning responsibilities 	<ul style="list-style-type: none"> • Rookies receive weekly cycles of observation—followed by direct feedback and coaching—from instructional experts • Rookies have protected time weekly to observe a mentor teacher model excellent teaching

3. Better develop and retain rookie teachers



Typically, a teacher resident or apprentice is paired with one mentor teacher.

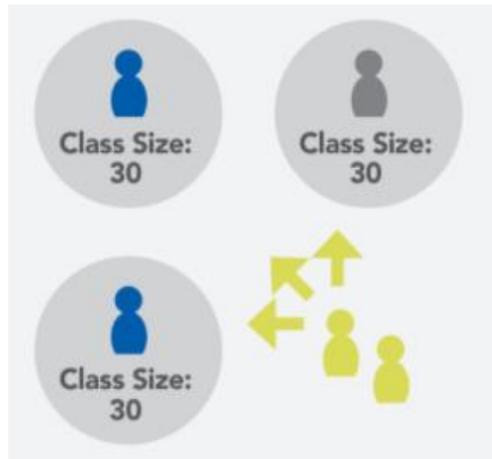
A strategic variation would increase class size for the mentor-rookie pair while lowering other class sizes and overall group sizes.



Alternatively, the resident or rookie could be based in one guiding teacher’s classroom but also push into other classrooms to work with small groups and observe other teachers. **This works especially well where schools have existing team structures.**

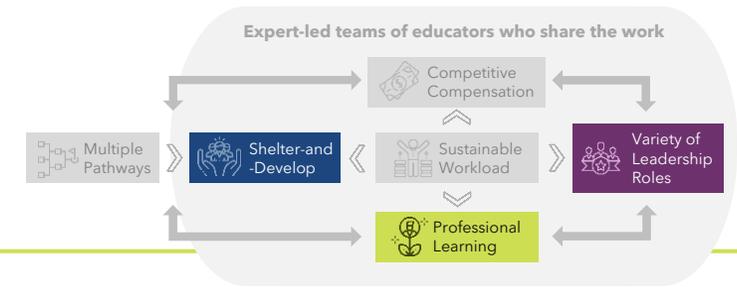
-  Guiding teacher
-  Rookie, resident or other supporting staff member
-  Other teachers

Or



By consolidating homerooms and increasing class sizes, the team could include two residents (or apprentices or rookies) who push into other classrooms to work with small groups, co-lead instruction, and observe. **This works well when the next best alternative is to fill a vacancy with a long-term sub.**

3. Better develop and retain rookie teachers



Louisiana DOE helped schools create “shelter and develop” models that reduce rookie workloads and add expert support

Period	Typical Teacher	Teacher Resident
1	Solo Lead Teach	Collaborative Planning with Mentor
2	Individual Planning	
3	Solo Lead Teach	Solo Lead Teach
4	Solo Lead Teach	Solo Lead Teach
5	Lunch	Lunch
6	Solo Lead Teach	Co-Teach with Mentor
7	Solo Lead Teach	Co-Teach with Mentor
8	Solo Lead Teach	Solo Lead Teach

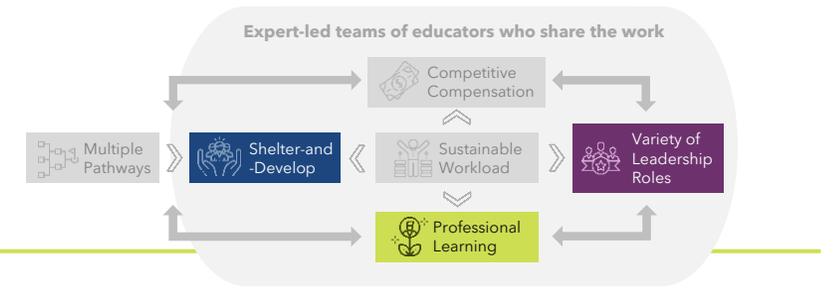
Co-Planning

- Shelter:* Reduces lesson planning responsibilities for resident
- Develop:* Resident has significant time to internalize curricula and deepen content knowledge with support from mentor teacher

Co-Teaching

- Shelter:* Resident has reduced workload (solo teaches for 3 periods instead of 6 / day)
- Develop:* Co-teaching provides opportunity for resident to
 - Observe mentor teacher model excellent teaching
 - Receive daily real-time coaching and feedback

3. Better develop and retain rookie teachers



Traditional, undifferentiated model

	Traditional Math Teacher	Traditional Math Teacher
1	9th grade math	9th grade math
2	9th grade math	9th grade math
3	10th grade math	10th grade math
4	Individual or collaborative planning	
5	10th grade math	10th grade math
6	9th grade math	10th grade math
7	10th grade math	9th grade math

All teachers, regardless of expertise:

- Teach 6 of 7 periods
- Standard class sizes
- 1 period for individual planning (4 days/week) or collaboration (1 day/week)
- No time for observation or feedback to each other

“Shelter-and-develop” model with expert-led team

	Rookie Teacher	Coach/Math expert	Rookie Teacher
1	Co-Teaching 10 th grade math		Solo Lead Teach 9 th grade math
2	Solo Lead Teach 9 th grade math	Co-Teaching 10 th grade math	
3	Solo Lead Teach 10 th grade math	Observation or indep planning	Solo Lead Teach 9 th grade math
4	Collaborative Planning		
5	Solo Lead Teach 10 th grade math	Co-Teaching 9 th grade math	
6	Co-Teaching 9 th grade math		Solo Lead Teach 10 th grade math
7	Solo Lead Teach 10 th grade math	Observation or indep planning	Solo Lead Teach 9 th grade math

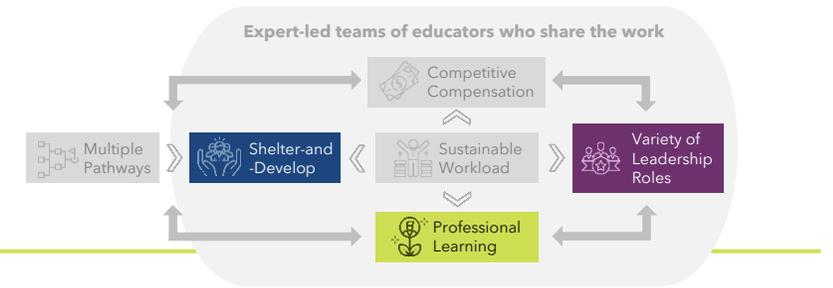
Rookies:

- Teach four periods independently each day
- Co-teach two periods daily with Ms. Black
- Have daily collaborative time led by Ms. Black
- Can be observed in action during co-teaching and independent teaching

Expert Coach:

- Co-teaches four periods daily: two with each rookie
- Leads daily planning with the team for up to 5 hours/week. Focus on lesson planning, student data review and feedback on current practice
- Retains two periods/day for observing rookies and preparing to lead collaboration
- Recognized/paid more for expertise and leadership

3. Better develop and retain rookie teachers



Foundations

- Rookie teachers* can be strategically assigned to teams that include at least one instructional content expert

Leading indicators of success

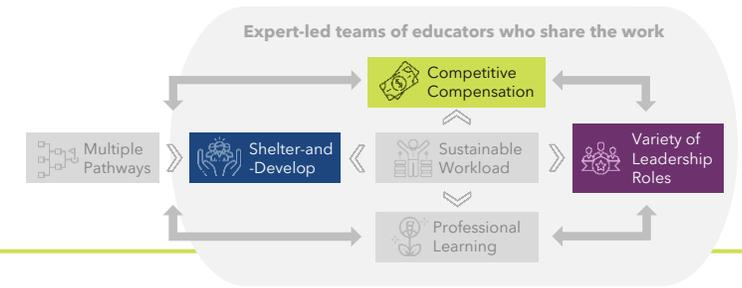
- Rookies benefit from both shelter (lower teaching loads, fewer responsibilities) *and* development (observation, coaching and mentorship) support
- Team schedules incorporate significant blocks of shared-content collaborative time, with protocols and support to use the time productively
- Teacher *leader* schedules include time to prepare and lead collaboration, observation and feedback
- Rookies and teacher leaders collaborate in both planning *and* delivery of instruction
- Members of teaching teams seek additional opportunities to support each other’s practice
- Rookie teachers report being less overwhelmed and exhibit fewer signs of burnout

To sustain and deepen change

- Codify, refine and expand teacher leadership roles for both rookie support and broader instructional leadership and impact
- Develop strategic compensation model that codifies pay for pre-service teachers and higher pay increases for teacher leaders
- Differentiate roles and responsibilities for rookies, experienced teachers and teacher leaders through adjustments to class size and student assignment

* “Rookies teachers” could include newly credentialed teachers of record, teaching residents and/or provisionally certified educators. A similar strategy can be employed for less effective teachers.

4. Strengthen and link compensation and career pathways



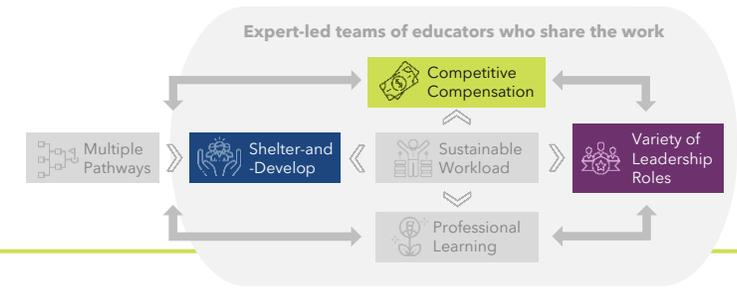
Traditional compensation scheme

- Teacher pay dictated by years of experience (steps) and level of post-graduate education (lanes)
- The majority of available salary above base is not available to teachers until they have at least ten years of experience
- Limited to no compensation for pre-service teachers
- Starting salary that is not competitive with other entry-level jobs for college graduates
- Few opportunities for compensated leadership opportunities that incorporate daily student-facing instructional work

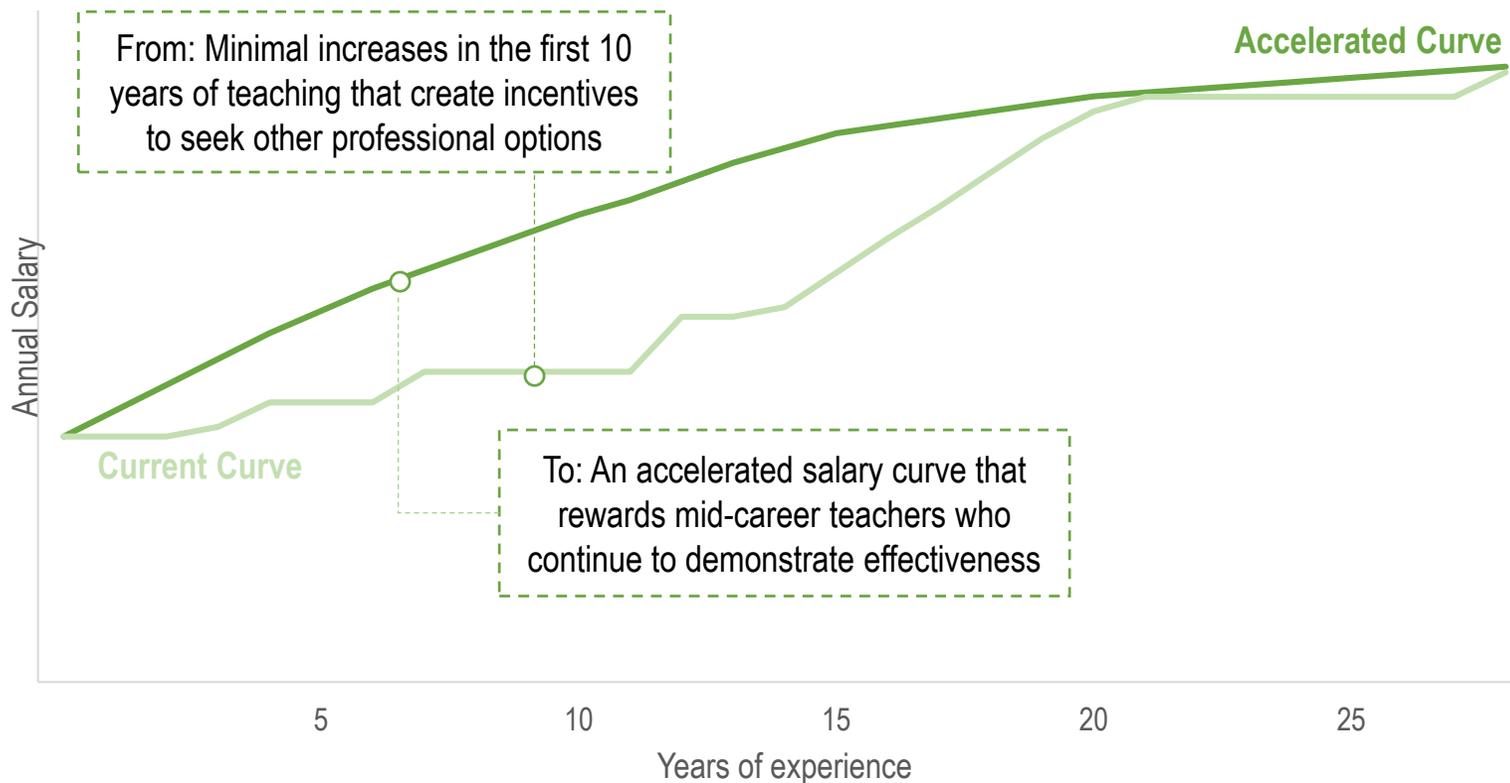
Strategic approach linking compensation and career paths

- Teacher pay shaped by a combination of experience (with at least minimal effectiveness), responsibilities and impact
- Multiple opportunities for professionals to engage in instruction and student support outside of the traditional full-time teaching role, including part-time, job-sharing and off-site opportunities
- Pay increases are targeted to teachers who achieve at least minimum effectiveness, with larger increases for consistently most effective teachers
- Salary rises rapidly during a teacher's first 7-10 years, improving the value proposition when educators are at highest risk of leaving the job
- Pre-service teachers are paid enough to reduce economic barriers to entry to the teaching profession
- Rookie teachers earn a competitive and livable wage for the region
- Multiple opportunities for the most effective teachers to take on instructionally focused, student-facing leadership opportunities

4. Strengthen and link compensation and career pathways



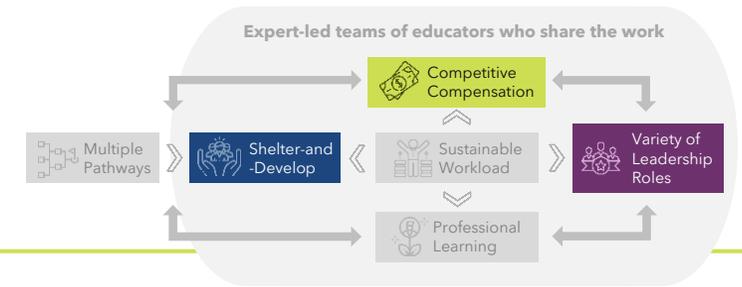
Example: Accelerating the salary curve
Teachers with Bachelor's Degrees



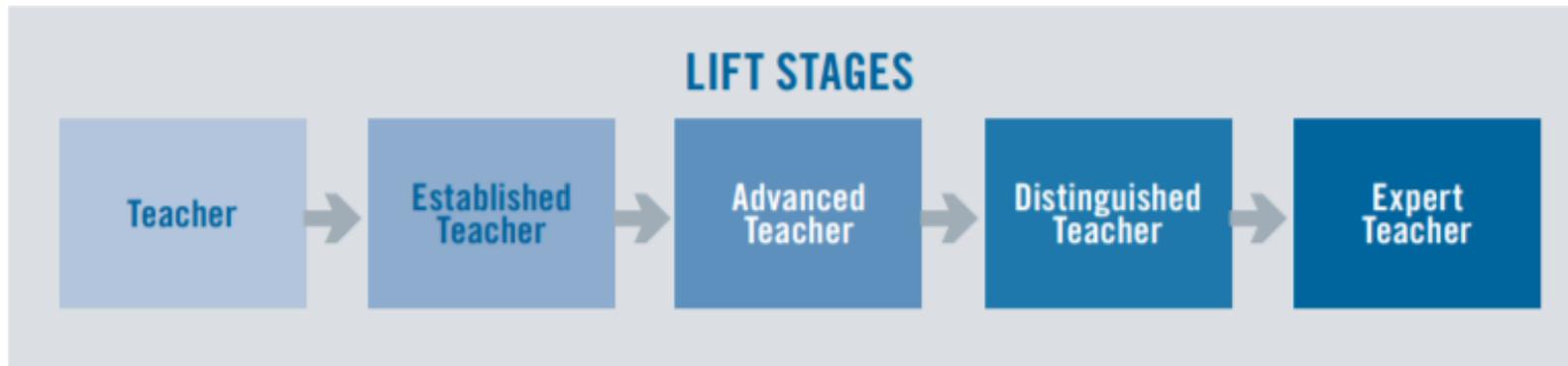
Resource shifts to support a more strategic salary curve for early-to-mid-career teachers include:

- Varying pay based on teacher role and impact, e.g. leadership pathways, “effectiveness steps”
- Winding down “lane pay” for advanced degrees that show little correlation with student impact
- Restructuring teams to include a mix of experienced, novice and pre-service educators
- Adopting innovative delivery models for targeted grade levels and courses, including use of technology and third-party partners
- Seeking increases in state or municipal funding

4. Strengthen and link compensation and career pathways



DC Public Schools operates a career pathways model designed to recognize and reward both experience and impact



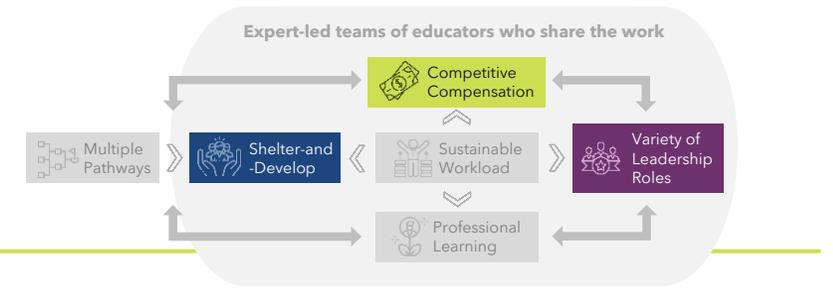
- Teachers move through LIFT stages based on earning Effective or Highly Effective ratings
- As teachers move through LIFT stages:
 - School and district leadership opportunities increase *and*
 - The number of formal observations per year decreases
- All Effective and Highly Effective teachers earn annual step increases per union contract
- Advanced, Distinguished, and Expert Teachers earn significantly larger base salary increases
- **Highly effective teachers in high-poverty schools can earn up to \$25,000 more in bonuses/year**

“The highest stage of the LIFT ladder is reserved for teachers who have dedicated many years to the district.

“Teachers can only advance further on the LIFT ladder—they cannot move backwards.”

– DCPS LIFT Guidebook, 2021-22

4. Strengthen and link compensation and career pathways



Foundations

- Ability to vary roles and responsibilities among teachers at different points in their careers
- Ability to target pay increases based on career path, role and impact (i.e., not automatically applying across-the-board pay increases)
- Willingness to offset compensation increases with other resource tradeoffs and/or infusions of state or local funding

Leading indicators of success

- Highly effective teachers taking on more and/or more complex responsibility are rewarded with higher compensation
- Teachers report increased satisfaction with compensation and increased optimism about likelihood to remain in a full-time or hybrid teaching role
- Lower teacher turnover where the system has targeted new compensation dollars

To sustain and deepen change

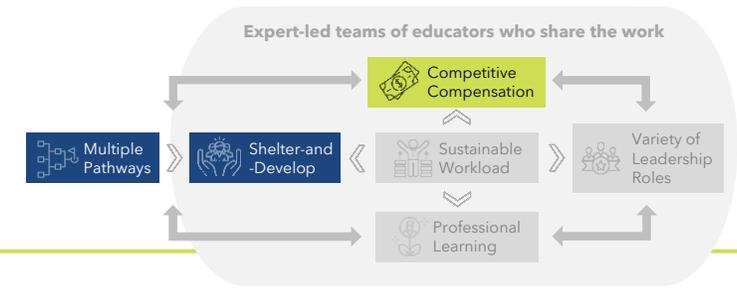
- Apply a continuous improvement approach to understanding and building on success of teacher leaders who are having the greatest impact on their peers and students
- Refine and expand teacher leadership roles for rookie support and broader instructional leadership and impact
- Leverage teacher leader expertise in strategically organized teams that are grounded in job-embedded professional learning

5. Diversify and expand the teaching force



Dimension	Traditional approach	Strategic approach
Sources of teaching candidates	<ul style="list-style-type: none"> Colleges of education that may require some pre-service clinical practice experience (classroom teaching hours) 	<p>A diverse portfolio of pathways into teaching, including:</p> <ul style="list-style-type: none"> Traditional colleges of education Alternative certification programs Residency models Community-based recruitment Para-to-teacher pipelines Mid-career transition pathways Grow-your-own programs
Barriers to entry	<ul style="list-style-type: none"> Candidates bear the cost of pursuing their degree and achieving licensure Candidates receive little to no compensation for pre-service clinical practice time 	<ul style="list-style-type: none"> Generous financial aid for candidates from low-income families or under-represented populations (e.g. Black, Latinx) and candidates working toward licensure in high-need subject areas (e.g. Special Ed, HS, math, science) Compensation for engaging in part- or full-time clinical practice that does not lead candidates to seek second or third jobs to make ends meet Reduced-to-no cost to pursue licensure
Nature of support	<ul style="list-style-type: none"> An assigned mentor who may not teach in the same school or content area as the candidate Limited time and protocols for fully leveraging the mentor relationship 	<ul style="list-style-type: none"> Assignment to an expert-led team of educators Significant opportunities for clinical practice with regular, growth-oriented observation and feedback from an educator with expertise in the content being taught Opportunities for mentorship alongside educators who share aspects of the candidate's background and life experience
Incentives to stay	<ul style="list-style-type: none"> Limited compensation increases for the first few years of a teacher's career No incentives to teach in high-need grades, subjects or schools No incentives to stay in the district or school for a minimum number of years 	<ul style="list-style-type: none"> Significant salary increases for candidates who demonstrate effectiveness in their first years teaching Explicit financial incentives to remain in placement schools for at least four years (assuming baseline effectiveness) and/or teach in high-need schools and subjects

5. Diversify and expand the teaching force



Foundations

- Existing or new partnerships with traditional and alternative teacher training partners
- Pre-service candidates and early career teachers can be strategically assigned to teams that include at least one instructional content expert

Leading indicators of success

- More, and more diverse, teaching candidates enter the system
- Candidates consistently get opportunities for pre-service clinical practice supported by instructional experts
- Candidates do not work second and third jobs to make ends meet while pursuing their license and participating in clinical practice experiences
- Pre-service candidates and first-year teachers report being well-supported and well-prepared for full-time teaching roles
- High proportions of pre-service candidates are hired to teach in the schools where they were trained
- First-year teachers report less burnout and higher likelihood to return in year two

To sustain and deepen change

- Codify, refine and expand teacher leadership roles for both rookie support and broader instructional leadership and impact
- Develop strategic compensation model that codifies pay for pre-service teachers and higher pay increases for teacher leaders
- Differentiate roles and responsibilities for rookies, experienced teachers and teacher leaders through adjustments to class size and student assignment