



CAREER 203: A HIGH-QUALITY PROFESSIONAL DEVELOPMENT AND CAREER PATH MODEL

**The Committee for Professional Innovation
December 5, 2011**

TRADITIONAL PROFESSIONAL DEVELOPMENT MODEL



Degrees

- Can draw excellent teachers out of classrooms for career growth
- Significant financial cost and rewards



Courses

- Can be piecemeal in approach
- Financial costs are significant, rewards are incremental



Job-Embedded

- Can be inconsistently implemented, can lack rigor and relevance to all teachers
- Typically low or no cost; typically not rewarded

← Can have significant impact on practice and student learning →



WHY A MORE STRATEGIC DIRECTION?

The context is changing...

- “Teachers must have ongoing access to technical skills, complex knowledge, sophisticated tools, and research-based techniques to ensure that they are—and continue to be—successful with all students. Thus, high-quality professional learning activities that provide such access need to be extended to all teachers.”

Source: Archibald, S., Coggshall, J., Croft, A., Goe, L. (2011). *High Quality Professional Development for All Teachers: Effectively Allocating Resources*. Washington D.C.: National Comprehensive Center for Teacher Quality.

Teachers say...

- In a nationally representative survey of 890 teachers, most agreed that improving professional development would be either *very effective* or *somewhat effective* (51 percent and 44 percent, respectively) in improving teacher effectiveness (Coggshall & Ott, 2010).



HIGH QUALITY PROFESSIONAL DEVELOPMENT

Based on a review of the literature, high-quality professional development exhibits the following five characteristics:

1. Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative evaluation
2. Focus on content and modeling of effective strategies
3. Opportunities for active learning of new strategies
4. Opportunities for collaboration among educators
5. Embedded follow-up and continuous feedback



THE IMPACT OF HIGH QUALITY PROFESSIONAL DEVELOPMENT ON STUDENT LEARNING



When it comes to the professional development educators receive:

- Time matters.
- Format matters.
- Context matters.
- Alignment matters.



THE DEVELOPMENT PROCESS FOR THE NEW MODEL 2010-2011

- **July 2010:** Formation of the Committee for Professional Innovation
- **July 2010-January 2011:** Review of research studies, examples, models
- **November 2010-November 2011:** Creation and refinement of preliminary standards, models, and implementation structures for District 203
- **September 2010-December 2011:** Preparation of communications and presentation materials



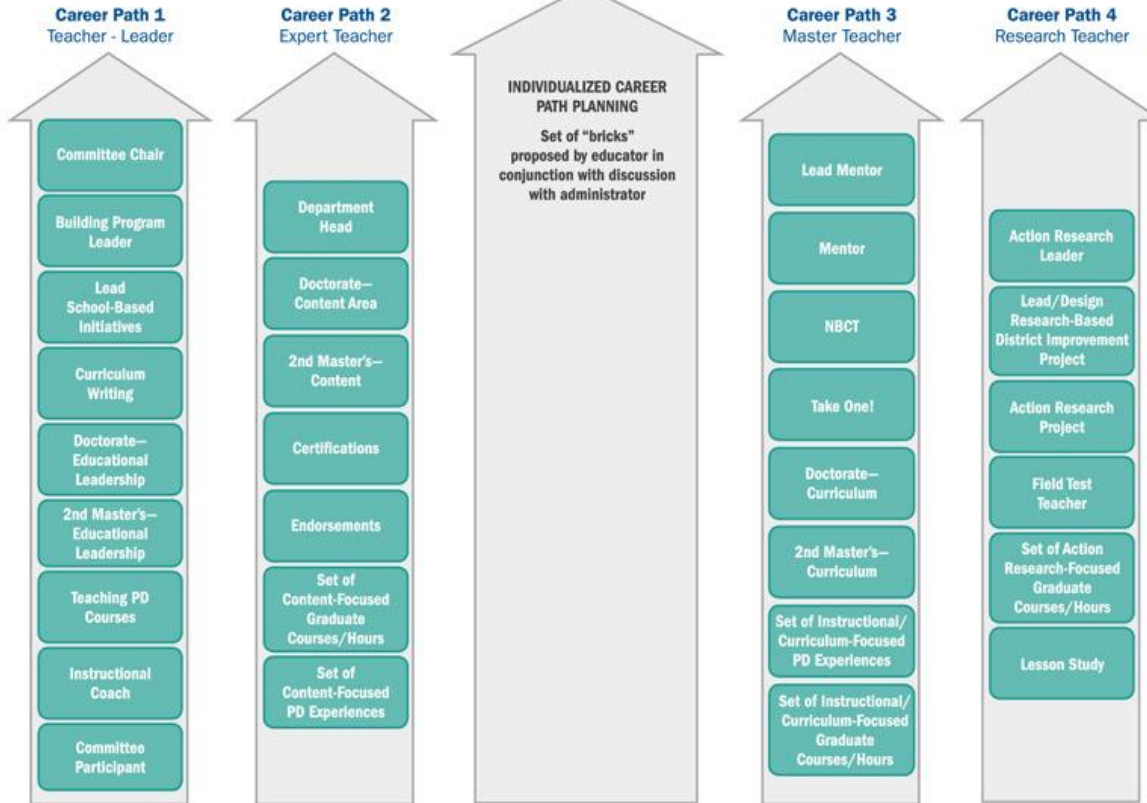
THE PURPOSE LENSES

- **Growth** – will this support educator growth and development and impact their practice?
- **Purpose** – will this help educators accomplish their mission and vision and that of the district?
- **Contribution** – will this support educators to have a greater impact on their students, the school, and the district?
- **Inclusiveness** – will ALL educators benefit?
- **Innovation** – will this motivate and energize educators?



CAREER 203

MY PATH



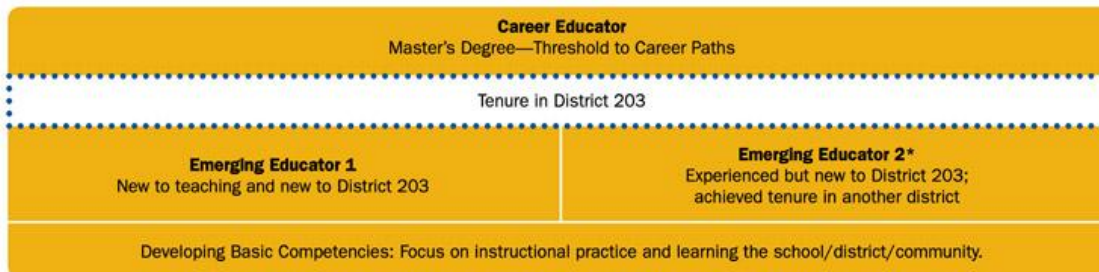
"Bricks" available to pave a "career path"

(No order to the progression "up" the paths)

 Years 1-5 Years 6+


Definitions

- Emerging Educator 1:** an educator is new to District 203 and new to the profession; **Emerging Educator 2:** an educator is new to District 203 but achieved tenure in another district. Both will participate in an induction program to enculturate them regarding school; district; community; and best practices in planning, instruction, assessment, and professional responsibilities.
- Career Educator:** an educator who has achieved tenure and earned a district-approved master's degree. An educator may choose to remain as a Career Educator.
- Teacher Leader:** an educator with additional responsibilities, which enhance the development of colleagues and advance the mission of the school/district as a whole.
- Expert Teacher:** an educator who continues academic pursuits to deeply develop and enhance specific content/grade level and has become an expert in those areas and applies that expertise to daily educational practice.
- Master Teacher:** an educator who pursues additional professional development and learning to enhance specific pedagogical and content skills and applies that knowledge to daily work as well as to supporting the pedagogical development of colleagues.
- Research Teacher:** an educator who focuses on day-to-day instructional practice primarily through school- or classroom-based professional development that is integrated into the workday, consisting of individual or teams of educators assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

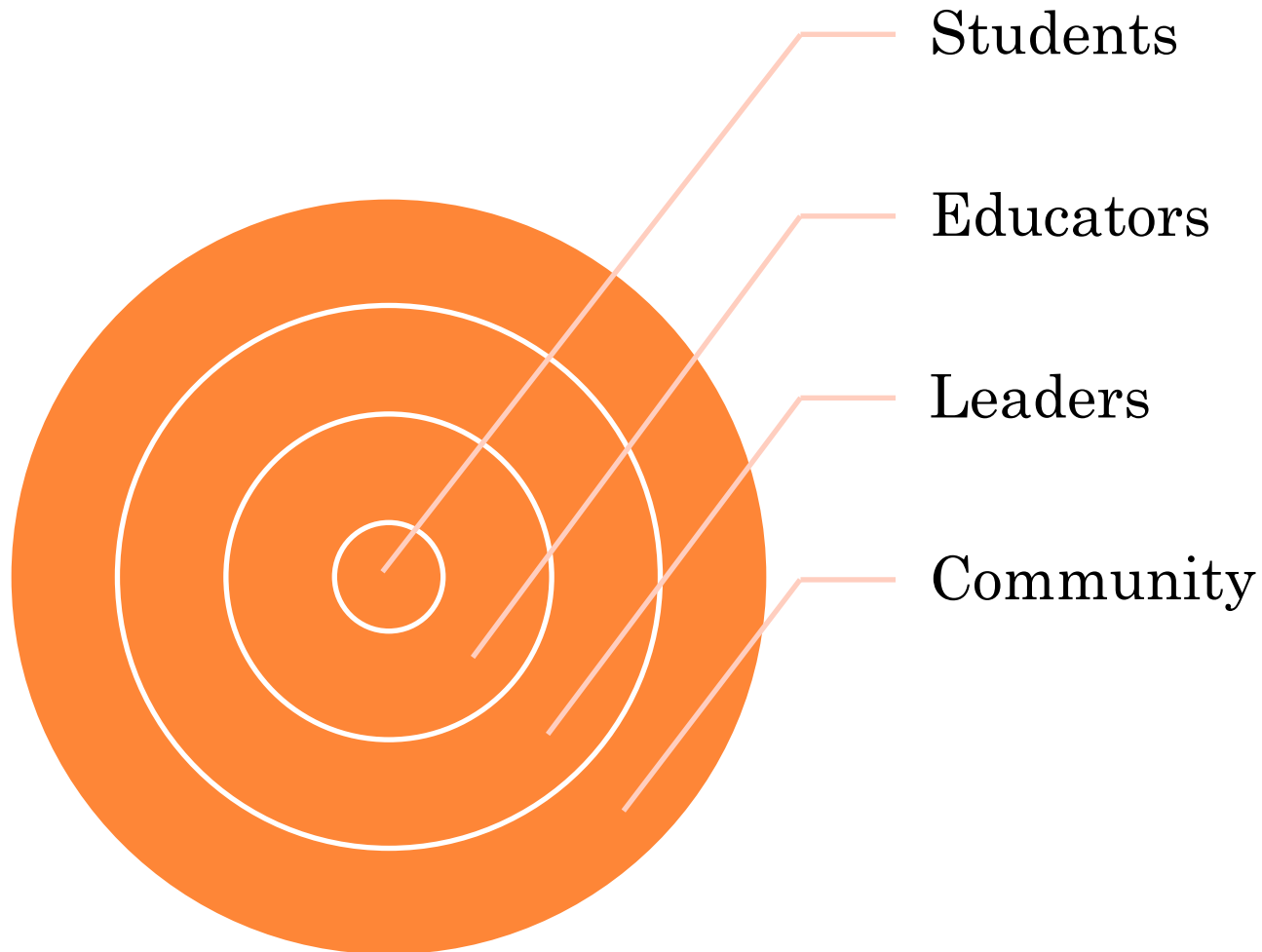


*If have previous experience, should have ability to access paths sooner than Emerging Educator 1 (e.g., waiver). A common sense waiver applies to educators in specific circumstances to access the career paths sooner.

INNOVATION DISTINGUISHERS

- Value to students, educators, and district
 - Personal career planning
 - Recognition of stages in career progression
 - Formal career paths to illustrate possibilities and opportunities
 - “My Path” provides individualized career plan options
 - Recognition of the work of teams and collaboration
 - Recognition of options for research and development
 - Connections to other talent management components, such as induction & mentoring, evaluation process, leadership
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WHAT IS THE VALUE PROPOSITION?



RECOMMENDED NEXT STEPS

- Develop the glossary and general implementation guide to accompany the model
- Conduct representative-sample focus groups of teachers to further adjust the model for the local context and needs
- Develop examples of various types of teachers to simulate the implementation and process
- Examine various possibilities for cost structure
- Propose options for how to determine cost structure and implementation
- Determine the details of implementation, including launch and rollout



QUESTIONS

