

Draft
Marietta City Schools
Proposed Enhanced Teacher Roles
12-9-2013

Purpose

Enhanced teacher roles are designed to achieve the following objectives:

- Provide additional compensation for effective teachers
- Provide alternative career expansion and growth opportunities for teachers who do not wish to leave the classroom
- Attract and retain effective teachers
- Expand the impact of effective teachers to a larger number of students
- Increase the effectiveness of fellow teachers
- Establish documented accountability for additional duties and responsibilities.

In order to accomplish these objectives, enhanced roles should provide for the following:

- An increase in salary sufficient to communicate value to an effective teacher
- Rewarding and manageable work commensurate with increase in compensation
- A school structure that allows effective teachers in enhanced roles to increase student achievement for additional students while maintaining achievement of those students assigned to them
- A compensation structure that is sustainable district-wide and over time.

Process

Several other school districts are in the early stages of implementing enhanced teacher roles, notably Charlotte/Mecklenburg in North Carolina and Pittsburgh, Pennsylvania. Greenway Strategy Management reviewed position descriptions and processes for the roles developed in these other school districts and gathered additional information from those managing the implementation of such roles. It is important to note that Pittsburgh first implemented these roles in the 2012-13 school year and Charlotte is implementing them for the first time this school year (2013-14.) We did not find any other district with more practical experience with such roles

Greenway Strategy Management held focus groups with Marietta City Schools teachers and focus groups and interviews with principals to define additional classroom instructional supports that would assist classroom teachers in improving student achievement. We also discussed how well current roles are meeting these needs.

Using this information we created several draft enhanced teacher role descriptions. We met again with the teacher group, the principals, and district instructional leaders. In these sessions we sought input on the following questions for each role:

1. What works well about this?
2. What is wrong with this?
3. What is missing from this role?
4. How much compensation above a regular teacher salary should someone in this role receive?
5. What are the Prevailing Forces that will make implementing these roles successful?
6. What are the Restraining Forces that will be obstacles to change?

Using this input, proposed roles were revised to clarify intended functions, address concerns, add missing elements and attach proposed supplemental compensation amounts.

The enhanced teacher roles proposed for implementation over the next two school years are presented on the following pages.

Role A: Professional Learning Community (PLC) Leader

Responsibilities:

- Chair PLC meetings of teams of teachers as organized by the school principal (such as a grade level or teachers of a common subject/course)
- Plan agendas for this team of teachers focused on reviewing student progress and improving instructional strategies, utilizing PLC processes and protocols
- Lead fellow teachers in the team in reviewing data and identifying opportunities for improvement in student achievement, including differentiated remediation and acceleration (which represent RTI Tiers 1 and 2)
- Collaborate with SST and 504 Coordinator to make sure student needs are met
- Lead fellow teachers in the team in identifying and sharing instructional resources, including lesson plans and common assessments
- Organize creative ways for teachers in the team to support each other's instruction through observing instruction and providing feedback, modeling instruction, reviewing student work, grouping students across classes and other collaborative methods
- Participate in professional development on PLC processes, peer coaching, curriculum implementation and instructional strategies as planned or organized by the school district
- Conduct informal observations of fellow teachers in the team

Time Commitment:

- At least 2 hours per week beyond the normal contract day
- 2-5 hours a week during the school day (depending on school level and number of teachers on the team)
- 5 additional contract days per year for professional development and preparation
- Position is a contingent upon annual satisfactory performance. The position will open for other qualified candidates every 3 years.

Minimum Qualifications:

- Performance rating of Proficient or Exemplary
- 3 years of prior classroom teaching experience

Enhanced Pay Structure

- Annual stipend between \$5,000 to \$10,000 depending upon number of teachers supported

Additional Information:

- This position would not assume the duties of the grade-level "team leader" or "department chair". These positions will continue to exist at the current supplement level and perform administrative functions such as distributing information, developing budget requests and coordinating student activities such as field trips.

Role B: Extended Learning Program Leader

Responsibilities:

- Supervise teaching and administrative duties outside of the regular school day such as after school, Saturday school, spring break and other intersessions, and summer school to ensure student achievement results
- Work collaboratively with the principal to select instructional materials and develop budget
- Supervise instruction and ensure fidelity of implementation in classrooms
- Ensure alignment of regular classroom instruction and extended learning through collaborating with the teacher of record when necessary
- Monitor student attendance and ensure proper record-keeping
- Coordinate logistics such as transportation, nutrition and custodial services
- Manage situations such as discipline, injuries, late pick-ups and teacher absences
- Prepare reports on program participation and results
- Oversee identification and registration of targeted students
- Coordinate assignments of teachers and students

Time Commitment:

- Significant time outside of the school day either after school, on Saturdays, intersessions or in summer
- A total of four additional days prior to and after the program for preparation and reporting
- Position would be re-opened each year based upon extended learning programs to be offered

Minimum Qualifications:

- Performance rating of Proficient or Exemplary
- Prior experience in a leadership role such as a team leader, department chair, 504/SST/RTI or other leadership position (not necessarily with supplemental pay)

Enhanced Pay Structure

- Compensation would be scaled to reflect time and duration of extended learning programs.

Additional Information:

- For schools with multiple extended learning programs, multiple positions may be filled – such as one coordinator for afterschool and a second coordinator for summer school.

Role C: New Teacher Mentor

Responsibilities:

- Assist beginning teachers in developing classroom rules and routines, setting up and provisioning the classroom, and planning lessons
- Convey district expectations for teachers
- Collaborate with the beginning teachers in identifying their needs and in developing and implementing their Professional Growth Plan for addressing those needs
- Devote 2 hours weekly to the assignment which includes contacts and regularly scheduled meetings with the beginning teacher, mentor professional development, program meetings, and program reporting requirements
- Establish and keep a mutually agreeable schedule for regularly scheduled, one-on-one meetings with the beginning teacher, for approximately 1-1.5 hours weekly, primarily during out-of-school hours, as part of the 2 hour commitment
- Observe the beginning teacher's classroom instruction, model "best practices" and arrange for visits to classrooms of highly accomplished teachers
- Introduce beginning teachers to colleagues, sponsoring their entry with the faculty and involving colleagues in the shared task of beginning teacher support
- Assist beginning teachers in translating curriculum standards and frameworks into student learning objectives, meaningful daily instruction and appropriate assessment to drive instruction
- Provide collegial and emotional support while maintaining a professional relationship based on confidentiality, trust, mutual regard and respect
- Meet together with the principal and beginning teacher 2-3 times during the year to collaboratively review their joint work, problem solve and plan
- Provide support to 2nd and 3rd year teachers as time permits
- Participate in mentor professional development, program meetings and activities
- Fulfill reporting requirements for logs, reports, and other documentation as requested
- Participate in the evaluation of the Mentor Program and provide feedback for program improvement and revisions

Time Commitment:

- Participation in an initial 2-day Mentor Training with up to 2 days of additional training throughout the year
- 2 hours per week during the school year, including time outside of the regular school day
- Position is a contingent upon annual satisfactory performance. The position will open for other qualified candidates every 3 years.

Minimum Qualifications:

- Performance rating of Proficient or Exemplary
- 3 years as a Marietta City Schools teacher

Enhanced Pay Structure:

- \$2000 for one mentee, \$3000 for 2 mentees

Role D: SST Coordinator

Responsibilities:

- Collaborate with building and district leaders to make available individualized supports and interventions that are more intensive than Tier 2 interventions and sets up building level procedures to monitor their effectiveness
 - Includes but is not limited to establishing schedules to provide various times for interventions and developing clear documentation of progress monitoring data. At this level, graphs of assessment trends are required to show progress and identify whether transfer of learning to the core classrooms is occurring.
- Attend grade level meetings/data team meetings to facilitate review and analysis of Tier 2 strategies for targeted students
- Monitor the student's response to intervention and the transfer of learning to the general classroom through frequent contact and observation during instruction
- After the appropriate amount of time (time in weeks dependent on the intervention), convene an SST team to assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required
- Facilitate formalized problem solving process with building level SST team to identify individual student needs in the areas of Academic, Social/Emotional, Behavior/Health/Physical, Graduation/Advisement/Advocacy
 - Six step process to include: (1) identification of needs, (2) assessment, if necessary, (3) educational plan, (4) implementation, (5) follow-up and support, and (6) continuous monitoring and evaluation
- Guide the selection of individualized interventions that reflect cultural, linguistic and socioeconomic factors, are evidence-based standard protocols or the result of validated progress monitoring methods for individualizing instruction
- Ensure alignment between individual needs of students with targeted research based interventions
- Provide training, direction, and support for progress monitoring and selection of interventions
- Facilitate the development of a Behavior Intervention Plan for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data
- Ensure sensory issues, specifically hearing and vision, are screened and needs are addressed
- Attend IEP and 504 meetings and actively participate in the determination of eligibility and if eligible, the development of a 504 plan or an IEP
- Convene SST meeting when the situation is so compelling that it would be unacceptable to delay needed special education and related services
- Ensure Tier 3 interventions reflect cultural, linguistic, and socioeconomic factors.

- Facilitate analysis of existing data and evaluation, as needed, to determine whether an English Learner (EL) exhibits a language difficulty or a language disorder
- Engage School Psychologists in informal and formal consultations
- Maintain SST records within the guidelines set forth by FERPA and adheres to the district's Records Retention Schedule and transfer procedures.
- Complete reports for data collection in a timely manner
- Communicate with and fosters involvement of parents in the RtI process by:
 - Sharing a description of the RtI process so that parents understand the fluidity of movement between the Tiers and the overall goal being the student's success at applying skills learned during the intervention to general classroom performance
 - Involving the parents during decision making regarding their children's participation in tiered interventions
 - Developing and supporting a mechanism for updating parents on the progress of their children who are receiving Tier 3 interventions

Time Commitment:

- At least 2 hours per week beyond the normal contract day
- 2-5 hours a week during the school day (depending on school level and number of students receiving tier 3 interventions)
- 3- 5 additional contract days per year for professional development and preparation, such as
 - Transition files from one level to another
 - Scheduling
 - Training on interventions
- Position is a contingent upon annual satisfactory performance. The position will open for other qualified candidates every 3 years

Qualifications:

- Performance rating of Proficient or Exemplary
- Prior experience in a leadership role such as a team leader, department chair, 504/SST/RTI or other leadership position (not necessarily with supplemental pay)

Enhanced Pay Structure:

- Annual stipend between \$3,000 to \$10,000 depending upon number of students receiving tier 3 intervention

Role E. 504 Coordinator

Responsibilities:

- Maintains compliant 504 records and documentation for all eligible students
- Ensures the implementation of Section 504 procedures, such as
 - Coordinates referrals
 - Determines appropriate 504 team composition and gathers necessary information for meetings.
 - Acts as chairperson during 504 meetings, reviews data and facilitates team-based decision-making regarding 504 eligibility determination.
 - Provides written notice to parents, including notice of procedural safeguards, and obtains consent before any actions are taken regarding identification, evaluation, or placement under Section 504.
 - Facilitates development of an accommodation plan and specifies accommodations or “adjustments” that are designed to minimize the impact of a disability and meet the unique needs of the student.
 - Ensures staff that need to know about a student’s 504 plan have access to its content in Aspen, including when the student’s schedule or classes change.
 - Provides copies of documents to parents. Adds documents, not otherwise available in Aspen, to the student’s cumulative file.
 - Monitors implementation of 504 plan and is available to problem - solve when issues or concerns arise.
 - Schedules periodic review at least annually or sooner if needed, and before any significant change in placement.
 - Conducts periodic re-evaluations of all students who are eligible under Section 504, at least every three years.
 - Assures that 504 plans move with the student to the next level or new school
- Serves as a resource to the building administrators, teachers and parents regarding section 504 regulations
 - Advises the school administrator regarding discipline issues and procedures for Section 504 eligible students being considered for suspension or expulsion. Convenes team for manifestation determination review if discipline changes placement under Section 504
- Acts as contact person in school when questions arise about 504 issues and serves as a liaison between the school building and other District staff regarding 504 issues
- Attends periodic Section 504 trainings and participates in district- wide training on Section 504 implementation
- Adheres to district’s Child Find responsibilities
 - Collaborates with test coordinator to provide 504 accommodations during system-wide assessments.

- Arranges for required 504 related services/accommodations and provide resources.
- Coordinates transition of 504 students transferring into and out of the school.
- Engages School Psychologists in informal and formal consultations.
- Ensures alignment between individual needs of students with accommodations that are designed to minimize the impact of a disability and meet the unique needs of the student.
- Attends SST and IEP meetings for 504 referrals and actively participate in the determination of eligibility and if eligible, the development of a 504 plan if applicable or an IEP.
- Maintains 504 records within the guidelines set forth by FERPA and adheres to the district's Records Retention Schedule and transfer procedures.
- Completes reports for data collection in a timely manner.

Others duties as determined by the principal

- Provides professional development for teachers on 504 regulations.

Time Commitment:

- At least 2 hours per week beyond the normal contract day
- 2-5 hours a week during the school day (depending on school level and number of students receiving tier 3 interventions)
- 1-3 additional contract days per year for professional development and preparation
 - Transfer and maintenance of records
 - 504 training
- Position is a contingent upon annual satisfactory performance. The position will open for other qualified candidates every 3 years

Minimum Qualifications:

- Performance rating of Proficient or Exemplary
- Prior experience in a leadership role such as a team leader, department chair, 504/SST/RTI or other leadership position (not necessarily with supplemental pay)

Enhanced Pay Structure:

- This would be a teacher salary “plus” position, carrying a higher salary than a regular classroom teacher at the same performance level
- Annual stipend between \$3,000 to \$10,000 depending upon number of students with a 504 plan or 504 eligibility