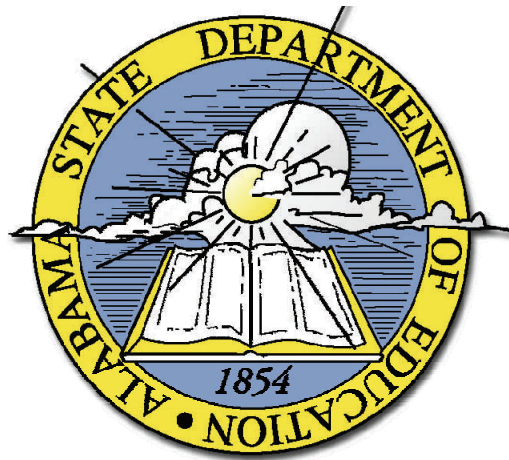


Innovations in Teaching: Creating *Professional Pathways* for Alabama Teachers



A Report to Governor Bob Riley and the Alabama State Board of Education

The Governor's Commission on Quality Teaching

December 2, 2008
Montgomery, Alabama

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To download a PDF copy of this report or to access other documents pertinent to the Commission's work, go to: http://ti_sp.alsde.edu/qt.

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FOREWORD

The Future of Teaching in Alabama

Tom Carroll, Ph.D. , President

National Commission on Teaching and America's Future

“Learning is no longer preparation for the job – it *is* the job.” ¹

The current teaching model, which assumes a twenty-five year commitment to stand-and-deliver instruction in self-contained classrooms, is no longer educationally sound or economically viable. To meet the needs of 21st century teachers and students we need to restructure the education workforce by transforming our schools from *teaching* organizations into *learning* organizations. Our schools must foster a culture of continuous learning and growth for both students *and teachers*.

Just as the “Agricultural-Era” and the “Industrial-Age” were named for their dominant modes of work, the 21st century will become known as the “Learning-Age”.

We are becoming members of a new learning culture, in which we continually invent and reinvent our work, create and recreate our communities, master emerging technologies, develop new knowledge, and acquire new skills. In every sector of our economy learning is becoming a central focus of our work.

To ensure that every member of our society is genuinely prepared for 21st century college, work, and citizenship our schools must become genuine learning organizations, where teachers and students develop the information, communication, innovation, and collaborative problem-solving competencies they need to meet the challenges of a rapidly changing world.

New Teachers for New Schools

Today's students will pursue multiple careers, in a globally integrated knowledge-based economy that rewards continuous learning, sustained teamwork, and constant innovation. They will become citizens of diverse and complex communities in challenging times. They are the most digitally connected learners we have ever had, and many of them are participating in online communities that provide access to a wealth of knowledge and expertise extending far beyond the boundaries of their schools.

To succeed in a knowledge-based economy, every child deserves an opportunity to develop a full range of 21st century competencies. The No Child Left Behind act focused a bright spotlight on long-standing inequities in teaching quality and unacceptable gaps in student achievement. Recent efforts to recruit highly qualified teachers and news about significant increases in reading and mathematics scores demonstrate that good teaching makes a difference; if we make it our priority we can close basic skills gaps in any school or community in the country.

But as we close these gaps, we must make certain that we don't allow new gaps to emerge in their place. We understand the competencies our students need for further education, effective citizenship and successful employment in today's world. Broadly conceived, we must address:

¹ Dave Meier, *The Accelerated Learning Handbook: A Creative Guide to Designing and Delivering Faster, More Effective Training Programs*, p. xii, McGraw-Hill Professional, 2000.

1. *Core Competencies: in language arts, reasoning, information literacy, mathematics, sciences, and social sciences.*
2. *Creative Competencies: including critical thinking, resourcefulness, collaborative problem solving, and creative expression in the arts*
3. *Communication Competencies: in languages, digital media; social networking, and effective use of content creation technologies;*
4. *Cultural Competencies: including cultural understanding, personal responsibility, adaptability and resilience, an ability to engage in productive teamwork; and committed citizen participation.*

It is clear that developing these competencies is far beyond the capacity of stand-alone teachers delivering text-based instruction in self-contained classrooms. Preparing today's students to participate in a globally integrated community and a knowledge-based economy is a demanding challenge. No teacher should be expected to do this job alone. In 21st century schools our teachers need continuous opportunities to collaborate with their colleagues as they develop the knowledge and skill to facilitate the acquisition of these competencies in their students.

It is time to recognize that quality teaching is not an individual accomplishment. Every school needs good teachers, but they don't become great places to learn until those individuals join forces to draw on a wide range of competencies, expertise and experience they need to create learning environments that improve student achievement beyond what any of them can accomplish on their own. Quality teaching is a team sport.

Just as continuous learning will be at the center of our student's future careers, it should also be at the heart of a successful teaching career. Being an effective educator requires mastery of the same 21st century competencies our students must acquire.

To develop these teaching competencies we need career paths that engage educators in professional growth opportunities that are embedded in the day-to-day fabric of their work. This collaborative learning should begin with the comprehensive induction of novice teachers into a professional community of supportive educators who sustain their continuous growth through multiple career advancement pathways that recognize accomplished teaching and reward effective performance. We must re-imagine the teaching career. Teachers' responsibilities should grow as their expertise deepens. Mastery of new knowledge and skill should open doors to expanded opportunities and roles.

It is time for the field of education to replace industrial-era job preparation approaches with 21st century workforce development strategies. During the previous century, when most jobs, including teaching, were well defined with requirements that remained relatively static over time, job preparation was the rule of the day. It was possible to prepare individuals with essential job-specific skills and knowledge that could last them for their career. If the job requirements changed, or if the individuals themselves changed jobs, their skills and knowledge could be updated with targeted training interventions.

During the industrial era, schools of education designed programs to prepare and certify teachers for a lifetime of teaching. The assumption was that a core body of knowledge and skill – “what teachers

need to know and be able to do” – could be imparted to teacher candidates during their “preservice training”, and that during subsequent years of teaching practice these skills could be periodically updated with “inservice professional development workshops.”

Now, with the emergence of a new learning economy, we have entered an era in which workforce knowledge and skill requirements are constantly growing because the job is no longer static – work is constantly evolving and as it does the knowledge and skill of the workforce must grow with it. And reciprocally, as the competencies of the workforce grow they are able to meet new challenges that cause the job to continuously evolve. We are rapidly leaving the era in which we could rely on teacher preparation to meet the needs of a career. Continuous job embedded professional development leading to multiple rewarding career paths is fast becoming the order of the day.

This transformation is being driven by a massive shift in the demographics of our teacher workforce. More than 1.7 million teachers – fifty-three percent of our nation’s teaching workforce, and an even greater percentage of our principals – are Baby Boomers. Their retirement could open the way for new teaching models to emerge, but this opportunity could become a crisis. There is a real risk that Boomers will take decades of experience and expertise with them, leaving a growing number of inexperienced highly mobile new educators in their wake. Young teachers, who are discouraged by antiquated teaching practices, are leaving in growing numbers, just as a huge number of accomplished veterans are about to depart as a result of out-dated retirement policies. Both ends of the industrial-era teacher pipeline could collapse.

Costs of this attrition are staggering. The National Commission on Teaching and America’s Future (NCTAF) estimates that the national cost of public school teacher turnover could be over \$7.3 billion a year.

The costs to our school systems are significant but our students are the real losers. Low performing schools rarely close the student achievement gap because they never close the teaching quality gap – they are constantly rebuilding their staff. An inordinate amount of their capital – both human and financial – is consumed by the constant process of hiring and replacing beginning teachers who leave before they have mastered the ability to create a successful learning culture for their students. Trapped in a chronic cycle of teacher hiring and replacement, these schools drain their districts of precious dollars that could be better spent to improve teaching quality and student achievement.

It doesn’t have to be this way. In many cases novice and veterans teachers are leaving only because they seek more engaging professional and personal growth opportunities. We need to engage them in the exciting challenge of developing a 21st century teaching workforce that transforms their schools into genuine learning organizations. If young teachers are coached as apprentices by accomplished veterans they stay longer and accelerate their progress on the pathway to professional teaching. And those veteran and master teachers who serve as coaches, mentors, and learning team leaders experience the rewards of new growth opportunities and learning challenges that can build on the decades of contributions they have made to student learning.

We have less than a decade to replace the stand-and-deliver teaching model with more rewarding professional career pathways, by orchestrating a new workforce of educators who work together to facilitate learning as apprentices, professional teachers, coaches, mentors, learning team leaders

² National Commission on Teaching and America’s Future estimate based on NCTAF Teacher Turnover Cost Calculator applied to the Digest for Education Statistics data for all public school

The Alabama *Professional Pathways* plan is leading the way. While many states have developed tiered licensure systems that support career advancement along a single continuum of teaching skills, Alabama is breaking new ground with its pathways approach. By creating new roles and career pathways for Master Teachers and Learning Designers, to augment the work of Professional Teachers, Alabama will be well positioned to take advantage of the wealth of knowledge, skills, and experience it has developed in its teaching workforce.

This visionary redesign of the teaching profession at its core is likely to retain a significant number of accomplished veterans, and by creating new career paths and incentives, it will attract and retain new teachers with a wide range of 21st century skills, competencies, and backgrounds that are necessary to meet the needs of today's students, and that might otherwise be lost to the profession.

Alabama's forward thinking investment in rewarding career pathways for teachers will pay huge dividends as these teachers join forces to ensure that the state's students master the competencies needed for successful participation in 21st century college, work, and community affairs.

New Structures for Teacher Learning in Alabama

Stephanie Hirsh, Executive Director
National Staff Development Council

“The lesson is clear: If we want to ensure that all classrooms are staffed by qualified teachers, we will need to change the way that schools operate and that teachers are managed. In short, upgrading the quality of teaching will require upgrading the quality of the teaching job.”¹

Professional Pathways for Alabama Teachers has the potential to transform the culture of both the profession to which teachers belong and the schools in which they work. The vision is for a profession that offers teachers multiple options for career advancement, while continuing to teach students; a profession for which teachers assume greater responsibility and ownership. The vision is one of schools in which every teacher is learning every day in ways that directly impact student achievement; schools in which teachers are working in teams to plan instruction and assess their effectiveness; schools in which teacher leaders work in a variety of roles to support the learning and improved effectiveness of their colleagues. This is a vision that is closely aligned with that of National Staff Development Council.

The design for *Professional Pathways* includes features that researchers associate with high-performing schools. For example, the 2007 American Institutes for Research study compared schools that “beat the odds” in student achievement to low-performing schools with similar demographics. This study found that teachers in the high-achieving schools were more likely to be engaged in intentional collaboration, more often supported by instructional coaches, and more frequently the beneficiaries of peer observations and coaching, as well as mentoring.² The *Professional Pathways* model proposes to develop the capacity of interested teachers to serve in such roles as coach, mentor, facilitator of professional learning, instructional and curriculum designers, and through this work to help strengthen the professional learning community in their schools.

In 2002, the Alabama State Board of Education adopted professional development standards that mirror those advanced by the National Staff Development Council. Even as Alabama was among the first states to take this action, you are also leading as you seek to design teacher career pathways that emphasize continuous professional learning focused on student achievement. I commend you for your commitment to quality teaching in your state and look forward to continued collaboration in this endeavor.

¹ R. M. Ingersoll, “Misdiagnosing the Teacher Quality Problem,” p. 1-11, *CPRE Policy Brief*, Center for Policy Research in Education, Madison, Wisconsin., 2007.

² American Institutes for Research, Washington, D.C., 2007.

Alabama's Vision for Innovations in Teaching
Some Initial Thoughts and Reactions

Barnett Berry, Ph. D., President and CEO
Center for Teaching Quality

The Governor's Commission on Quality Teaching (GCQT) has drafted a powerful vision for innovations in the state's teaching profession — one befitting the demands of the 21st century. The proposed design for a transformative professional pathway is eloquent. It maintains a primary focus on student learning while offering flexible and rewarding career choices for the next generation of teachers. As we approach the second decade of the New Millennium, risk-taking must become the norm if organizations are going to adapt and improve in an inherently turbulent environment.

We can no longer rely on school district recruitment and hiring practices that rest on mid-20th century organizational assumptions about teaching and learning. Nor can we expect Generation Y to mimic the career attitudes and mobility patterns of Baby Boomers.¹ Consider that 65% of new teachers are interested in creating and leading their own schools², while new teachers are more favorable, compared to their more veteran counterparts, toward professional pay systems that reward initiative and results.³ (For a deeper exploration of such systems, see our TeacherSolutions performance-pay report, co-authored by a national team of accomplished teachers, including Alabama's national teacher of the year, Betsy Rogers.)

The innovative teaching reforms proposed in this report of the Governor's Commission on Teaching Quality can help Alabama prepare a new generation of educators ready to meet the vastly different teaching demands of the next decade and beyond. I know that many who read this report will be — like me — graduates of the school systems of the 1960s, 1970s and 1980s. I caution you. We need a vision of public education that reaches beyond our own 20th century school days. We cannot rely on memories of a simpler, less demanding past to visualize what teaching is today — much less what it must become to assure America's survival and prosperity in the years ahead. Trust the wisdom you find here, much of it drawn from school and teacher leaders who work every day in Alabama classrooms. The *Professional Pathways* they describe can help transform teaching into a smarter, better-paid, more flexible and more highly respected career, marked both by the dedication and the accountability that comes with true professionalism.

¹ The New Teacher Project and the Annenberg Institute for School Reform have forged considerable progress in helping urban school districts create more effective human resource systems.

² Farkas, S., Johnson, J. & Duffett, A. with L. Moye & J. Vine (2003). *Stand by me: What teachers really think about unions, merit pay and other professional matters*. Washington, DC: Public Agenda.

³ Ibid.

Acknowledgements

Many individuals and organizations have advanced the work of the Governor's Commission on Quality Teaching. Governor Bob Riley had the vision to create the Commission and the commitment to support its work over the past three years. Dr. Joseph B. Morton, State Superintendent of Education, and the State Board of Education have provided ongoing financial support for implementation of Commission recommendations.

Members of the Commission benefited greatly from the advice and support of a number of prominent players in the national teaching quality movement.

The National Commission on Teaching and America's Future has been an important source of information and inspiration since the inception of this work. Both Tom Carroll, President, and Soumya Sathya, Program Manager, made presentations to Commission members during plenary sessions. Additionally, Tom and Soumya have provided ongoing technical assistance and encouragement in the preparation of this report.

The Center for Teaching Quality has served as another important source for current research and thinking about teaching quality. Barnett Berry, President and CEO, was always responsive to questions and requests for information. Barnett also spoke to members during a meeting of the full Commission. His review and endorsement of this report renews our confidence in our ability to succeed in this work.

The National Staff Development Council guided the Commission's efforts to continue the journey toward implementation of standards-based professional development across our state. Stephanie Hirsch, Executive Director, offered valuable feedback regarding the framework for *Professional Pathways*. Her address to the full Commission was timely and motivational, and her affirmation of our work assures us that we are on course.

The New Teacher Center impacted the Commission's work in two critical areas. First, Ellen Moir, Executive Director, and her staff collaborated with the Commission in the production of *The Alabama Continuum for Teacher Development*, a document that translates the Alabama Quality Teaching Standards into a format teachers can use for reflection and planning. Secondly, Eric Hirsch, Director of Special Projects, worked with the Commission administrator in the development of the *Take20 Teaching and Learning Survey* and in the analysis and reporting of results. Eric delivered updates to the Commission on two separate occasions.

A+ Education Partnership provided continual support for the work of the Commission. This included facilitation of interactions with the above-mentioned national organizations and important assistance in preparation of this report.

Finally, and most importantly, we acknowledge all of the teachers who have served on the Commission as well as those who responded to surveys and other requests for input during the course of this work. Their voice continues to be of the highest value as we pursue this incredibly difficult and immeasurably important work.

Executive Summary

Over the last several years, Alabama has made significant progress in education. We have developed and implemented now nationally-recognized programs to address identified areas of need in reading, math, and science, and as a result, student achievement is rising and becoming nationally competitive. In order to maintain and expand this progress, we must ensure that the teaching profession continues to adapt to the needs of the 21st century student. To meet this challenge, the Governor's Commission on Quality Teaching proposes *Professional Pathways for Alabama Teachers*, a system designed to retain and recognize highly effective teachers, attract and excite new teachers, and enhance teaching quality in every classroom across our state.

The current structure of the teaching profession is relatively flat with few options for teachers to distinguish themselves or to advance in their careers without moving out of the classroom and into administration. Not only does this structure inhibit our ability to keep highly effective teachers in the classroom, but it also fails to attract into the profession our most talented young people who desire careers with opportunities for advancement. We cannot expect to maintain Alabama's progress if our best teachers are leaving the classroom or abandoning the profession entirely. The *Professional Pathways* system would provide the option for highly effective teachers to assume broader roles in instructional improvement, while remaining in the classroom. An interested teacher would apply for a state designation as a "Professional Teacher," "Master Teacher," or "Learning Designer." Each designation would provide a teacher with different opportunities. For example, a Master Teacher might spend part of the day providing professional development to his or her peers, while a Learning Designer might help the school or system design a new science curriculum. The roles would be different based on the needs of each school, but all teachers who apply for a *Professional Pathways* designation would meet the same high state standards and would undergo a rigorous review by an outside panel of trained peers to ensure consistent quality. In this way, the *Professional Pathways* system, provides statewide recognition and advancement opportunities to teachers, allowing them to remain in the classroom

Professional Pathways will create a new day for Alabama Schools as we recognize the expertise of our classroom teachers and provide a structure in schools to use teacher experts to maximize student learning. Professional Pathways will be a unique Alabama recruiting tool for future teachers as they will be able to distinguish options throughout a teaching career. These options will be very appealing to the current and upcoming generations. Professional Pathways will help ensure the retention of excellent classroom teachers who want to do more to improve our profession, but do not want to leave the classroom. Professional Pathways provides a structure that will create collaborative schools with collective responsibility for student learning.

Betsy Rogers, Chairperson,
Governor's Commission on Quality Teaching
National Board Certified Teacher
2003 National Teacher of the Year
Jefferson County Public Schools

with their students but also improve the practice of others in their school and system, as well. By implementing the system, Alabama would be recognizing excellent teachers and utilizing their expertise to improve the practice of all teachers.

The rationale for *Professional Pathways* rests upon the knowledge that teacher effectiveness is the greatest single variable in student achievement, and that students benefit when teachers are learning every day to improve their practice. By providing these opportunities for career advancement, a larger number of highly effective teachers will choose to remain in the classroom, and these teacher leaders will impact the performance of their colleagues and greater numbers of students.

In this *Innovations in Teaching* report, the Governor's Commission on Quality Teaching recommends seven actions designed to implement the *Professional Pathways for Alabama Teachers* and to recruit, train, and retain teachers equipped to teach in the 21st century classroom. Each recommendation addresses an area essential to the continued pursuit of quality teaching in our state.

1. **Designate two “demonstration sites” for the *Professional Pathways* system.** The Commission seeks to work with one rural district and a feeder pattern in an urban district to begin implementation of the proposed *Professional Pathways* system. A primary purpose of the demonstration projects will be to ensure that the proposed system incorporates rigorous state standards, while providing appropriate choice and flexibility at the local level.
2. **Improve the quality of teacher preparation.** This set of recommendations seeks to structure meaningful partnerships between Colleges of Education and P-12 schools and districts in order to improve both the academic and clinical preparation of prospective teachers. They also aim to increase the accountability of teacher preparation institutions for the quality of their graduates.
3. **Expand and consolidate recruitment of new members to the profession.** The Commission seeks to communicate the opportunities and rewards of the teaching profession to a larger number of talented young people.
4. **Increase the quality of current alternative certification routes and create new routes that encourage the best and the brightest to enter the teaching profession.** In order to remove barriers that currently prevent talented individuals from teaching, the Commission recommends (a) a partnership with Teach for America and/or an Alabama version of this program; (b) improving the quality of current Alternate Baccalaureate Certification programs; and (c) creation of an adjunct certification to

allow individuals with recognized expertise and experience in high needs disciplines to work part time.

5. **Continue funding the Alabama Teacher Mentoring Program, and create a cohort program for 2nd year teachers that replaces one-on-one mentoring with periodic training and support in small groups.** Addition of the proposed, low-cost program for second-year teachers will consolidate benefits of the highly successful first-year mentoring program, while enhancing professional learning communities in schools.
6. **Adopt a new definition for professional development.** The Commission recommends that the State Board of Education adopt the National Staff Development Council's definition of professional development to clarify and support the existing Professional Development Standards.
7. **Support the biennial administration of the *Take20 Teaching and Learning Conditions Survey*.** It is important to institutionalize the biennial administration of the teaching and learning conditions survey so that leaders can continually assess the state of their schools and plan for constant improvement.

The proposed *Professional Pathways and Innovations in Teaching* recommendations come at a critical juncture in our state's economic and educational development. In order to sustain our progress in education and continue producing a competitive workforce, we must build a teaching profession that supports and promotes our teachers as they adapt to the ever-changing needs of our students. If enacted, the *Professional Pathways for Alabama Teachers* will enhance our state's ability to recruit and retain highly effective teachers so that we can provide every Alabama student with a world-class education.

Background

Governor Bob Riley convened the Governor's Commission on Quality Teaching on January 17, 2006, challenging its members "to examine, recommend, and work to implement laws, policies, and practices affecting teachers and teaching effectiveness to ensure student success in Alabama's public schools" and to "promote the aggressive recruitment, preparation, support, retention, and growth of quality teachers in order to raise student achievement in Alabama."¹ Classroom teachers are well-represented on the eighty-nine member Commission. Membership also includes other P-12 educators; leaders of professional associations; representatives of higher education; business, and other private citizens. A full listing of Commission members appears on the inside covers

In an effort to create a system that ensures quality teaching for each student in Alabama, the Commission has reviewed research and best practice and has sought input from national organizations dedicated to excellence in teaching. Throughout their study and deliberation, Commission members were intentional in their efforts to understand, build upon, and extend the work of successful Alabama initiatives, including the Alabama Reading Initiative (ARI), the Alabama Math, Science, and Technology Initiative (AMSTI), First Choice, and ACCESS distance learning.

During the first two years, the Commission organized its work into four committees: Pipeline and Preparation; Professional Certification and Licensure; Professional Development; Working Conditions, and Retention; and Professional Compensation and Incentives. Committee members formulated recommendations presented in a 2007 *Interim Report* to Governor Riley. Among the actions resulting from these recommendations were the State Board of Education's adoption of new quality teacher standards and the Alabama State Legislature's funding of the Alabama Teacher Mentoring Program.

In the Interim Report, the Commission also agreed that it would work to establish "professional pathways" for Alabama's teachers; it defined these as "tiered avenues of growth that allow high quality teaching professionals to pursue greater responsibility and increased rewards while remaining in the classroom."² Over the ensuing eighteen months, Commission members have worked to create the framework for an initiative entitled *Professional Pathways for Alabama Teachers*. This report presents this framework, along with recommendations that address essential next steps for implementing this framework.

Introduction

Alabama is at a crossroads. In recent years, informed public policy led to dramatic economic and educational gains. High-tech industries chose to locate in Alabama, and Alabama students made significant strides on national assessments of educational progress. State leaders connected economic development to educational improvement, and Alabama students are the beneficiaries. While renewed confidence permeates economic and educational sectors, the gains are tenuous. The current economic downturn threatens to halt our progress. Poised for a true breakthrough in student achievement, we cannot afford to lose the momentum of the past few years. Rather, we need to consolidate and build on our successes and commit anew to the vision of preparing all of our children for success in the 21st century.

What can be done to sustain and extend improvements for students during these challenging economic times? The purpose of this report is to offer a solution to this dilemma in the form of *Professional Pathways for Alabama Teachers*. Research affirms that the best way to attain high levels of student achievement is to ensure high-quality teaching. National experts call this the “smartest investment” policymakers can make.³ The *Professional Pathways* framework offers a blueprint for a systemic, state-wide approach to the development and support of excellence in teaching at all stages of teachers’ careers.

In the pages that follow, we explicate and offer a rationale for *Professional Pathways*. The report consists of four sections: *I: Context* highlights challenges and opportunities; *II: Vision* overviews major components of *Professional Pathways*; *III: Accomplishments* summarizes results-to-date; and *IV: Recommendations* presents suggested policy changes and action steps to advance *Professional Pathways* in the near term.

The proposed initiative has the potential to transform both the teaching profession and the culture of schools across our state. The critical components of the new system will be constructed over time, and the architects and builders must include both state policymakers and teachers themselves. In this quest, a smarter use of existing resources is more important than increased allocations. We can begin now to lay the foundation and to build the infrastructure for this ambitious reform. Our state and its children cannot afford an interruption in the advancements of the recent past.

Part I: The Context

Where are we in 2008? Schools in our state and nation are not affording today's students the educational experiences that enable them to compete with their peers in our global economy. The oft-cited results of the *Trends in International Science and Math*, which tests 4th and 8th graders around the globe, reveal a troubling pattern for U.S. students who continue to score lower than their counterparts in both Asian and European nations.⁴ Further, Alabama 4th and 8th graders, while achieving marked progress in the most recent administration of the *National Assessment of Educational Progress (NAEP)*, still score below the national average in reading and mathematics.⁵ If we are ever to reach our full potential, we must ensure that every day every student's learning is facilitated by highly effective teachers. This is because overwhelming evidence tells us that "what teachers know and can do is the most important influence on what students learn."⁶

At the same time, we continue to face a teacher shortage—not because we have failed to recruit new teachers into the profession, but because we are losing an estimated 50% of this new generation of teachers by the end of their fifth year. The National Commission on Teaching and America's Future reports that today's schools are losing about the same number of teachers that they are hiring and that teaching has become a "revolving door."⁷ Alabama schools face increased teacher shortages in the traditional high-need areas of mathematics, foreign languages, and special education. Table 1 presents data illustrating a disturbing pattern.

Table 1: NCES Data Regarding Teacher Vacancies in Alabama⁸

Of public schools that had teaching vacancies for the current year, percentage with vacancies in the following fields:	1999-2000	2003-2004
Special education	45.80%	69.50%
Mathematics	50.60%	57.50%
Biology or life sciences	47.60%	37.10%
Physical sciences	37.30%	31.30%
Foreign language	28.10%	34.10%

Additionally, many of our current teachers are not prepared to address the needs of 21st-century students. In an October 2008 survey by the Commission, over one-third of 1st and 2nd year teachers responded that they needed additional training and support to facilitate their students' learning of key 21st century competencies—including critical thinking and problem-solving (46.6%), collaboration across networks (40.6%), initiative and entrepreneurialism (35.9%) and effective oral and written communications (35.5%). The responses of more experienced teachers followed a similar pattern.⁹ If we are to address these challenges, we need to adopt the National Staff Development Council's mission and create schools where "every educator engages in learning every day so that every student achieves."

Unfortunately, most schools in our state and nation are not places where teachers are learning every day. This is because neither the expectation nor the structures and supports for teacher learning are present in most of our schools. Tom Carroll, Executive Director of the National Commission on Teaching and America's Future, makes a strong case that large numbers of young teachers are leaving not because of salaries, but because the organization and culture of most schools do not yield workplaces acceptable to them. Teaching, unlike most other professions, remains a "stand alone" practice that has not changed measurably in a century. In Carroll's words, "We need a blueprint to transform our schools from factory era workplaces into 21st Century learning centers."¹⁰

Just as individual schools' cultures have stagnated over the past decades, the structure of the teaching profession has remained relatively unchanged. In Alabama, as in most other states, teacher salary increases are tied to increased years of service and educational levels. The one exception to this is the \$5,000 annual supplement paid to National Board Certified Teachers. This supplement is one of two avenues teachers can pursue to garner additional pay and status outside of the established salary matrix: The other alternative is to leave classroom teaching and enter administration. Those who commit to a career of classroom teaching have limited opportunities for salary advancement, diverse workplace challenges, extended learning, and leadership.

In summary, policymakers and practitioners confront three categories of challenges as they endeavor to ensure that every student in our state is learning every day from a quality teacher.

1. **Changes in Students and Student Needs.** The competencies required of today's students do not result from the traditional, "sit-and-get," passive learning of the past. Today's generation of students needs teachers who actively engage them in learning that is rigorous and relevant and that will enable them to develop competencies required for life and work in our global

society. *Neither teacher preparation nor professional development is currently providing teachers with standards-based, job-embedded learning aligned with these emerging demands.*

2. **Changes in Teachers.** The new generation of teachers is different. They are entering a workforce in which the average person is projected to hold 10-14 jobs by the age of 38.¹¹ They are networked, and they value collaboration and working in teams. *The teaching profession, as it is now structured is not attracting large numbers of our most talented young adults, nor is it retaining high percentages of beginning teachers. The current career path for teachers is one-dimensional, lock-step, and designed for a generation of teachers who are either retired or soon-to-be-retired. It fails to meet the needs of new entrants to the profession—and of experienced teachers who desire to provide the best possible learning experiences for their students.*
3. **Change-resistant Schools.** Schools are organized and operate much as they have for over 100 years. Despite the fact that many education thinkers decry the factory model for schooling, most schools remain impervious to the structural and cultural changes that are needed to support 21st century teaching and learning. *The present organization of schools nurtures neither student nor teacher learning. Schools need assistance in reallocating the precious resources of time and staffing to address the needs of 21st century teachers and their students.*

What is needed? These challenges require that we reinvent the structures and change the cultures of both our schools and the teaching profession. As it happens, these two are mutually supportive. First, we need to create new roles and responsibilities for classroom teachers that would qualify them to lead the learning of their peers. This would require the development of both rigorous standards and appropriate training for those who choose to pursue this pathway and also a streamlined, fair, and open process for assessing individuals' attainment of specified requirements. Concurrently, policymakers need to encourage and support schools in transforming themselves into places where adults are continuously learning and working as part of one or more teams. Highly skilled teacher leaders can be catalysts for this renewal. This will also require schools to rethink the use of their most valuable resources—staff and time—and to use technology and community resources in strategic and smart ways. Finally, this ambitious agenda calls for partnerships between local schools, the state department of education, and colleges and universities to ensure that both teacher preparation and ongoing professional development prepare teachers for emerging roles and responsibilities.

What can we learn from our successes? Many Alabama students are reaping the benefits of recent statewide initiatives targeting areas of critical need, including reading, math, science,

technology, and diversified course offerings. The Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), and ACCESS distance learning attest to the ability of Alabama teachers to create quality learning experiences for students when provided resources, support, and recognition. Evidence of the impact of these initiatives includes the widely heralded progress of Alabama 4th graders in reading and of 4th and 8th graders in mathematics on the 2007 administration of the NAEP. As we seek to create the system described above, we can learn from these initiatives, which share the following characteristics.

1. Each is strongly supported by the Governor and the State Board of Education, and each is funded by the Alabama State Legislature.
2. Each initiative involves partnerships between the SDE, local districts, and higher education, and each enjoys the support of professional education organizations.
3. Each initiative invests in the development of both teacher capacity (through training) as well as infrastructure.
4. Each initiative demonstrates that when policymakers and educators focus their efforts on identified areas of need, they can make significant progress for students.

Another feature shared by these programs is that each began small, focused on learning from early experiences, and scaled up over time. For example, both ARI and AMSTI invest heavily in state-funded coaches who are trained to work directly with teachers to improve their effectiveness in targeted areas. Tables 2 and 3 summarize the incremental increase in the number of coaches over the history of the programs.

Table 2: Alabama Reading Initiative—State-Funded Reading Coaches¹²

School Year	# of State-Funded Reading Coaches
2000-2001 through 2003-2004	1 Reading Specialist for each participating LEA with a variety of incentives for LEAs to locally fund
2004-2005	376
2005-2006	647
2006-2007	793
2007-2008	793
2008-2009	805

ARI was actually inaugurated in the 1997-98 school year. Following two years of developmental work, ARI received state funding for demonstration sites in during the 2001 fiscal year. The growth of AMSTI followed a similar pattern.

Table 3: Alabama Math, Science, and Technology Initiative—State-Funded Coaches¹³

School Year	# State-Funded Specialists
2002-2003	4
2003-2004	6
2004-2005	7
2005-2006	15
2006-2007	32
2007-2008	51
2008-2009	64

The careful staging involved in these two successful state initiatives is part of the model that will be proposed for *Professional Pathways*. This is particularly relevant because ARI and AMSTI, like the proposed *Professional Pathways* system, place heavy emphasis on peer-assisted learning for teachers.

In addition to focusing upon increased teacher effectiveness, each of these successful state initiatives involves systems reform; they focus on the creation of new structures and norms for working. They concurrently address both teaching quality and the culture of schools and systems—what has been called “both sides of the reform coin.” They seek to improve “the conditions within which powerful teaching and learning can occur” as well as the knowledge and skills of teachers.”¹⁴ *Professional Pathways for Alabama Teachers*, which will be presented in the following section, also honors these two aspects of reform.

Research has confirmed that the deciding factor in any classroom is the teacher and the quality of instruction that the teacher provides. It takes experience, willingness to change, and the motivation to keep growing to make a really effective teacher. When teachers demonstrate high levels of effectiveness, often the only ones who benefit are the students he or she touches. The Professional Pathways is a vehicle which could provide a way for highly effective teachers to remain in the classroom and be instrumental in the development of their peers. All benefit when excellent teachers with proven success are given the opportunity to keep growing and impacting teaching from the inside out.

Antonia A. Gilbert
National Board Certified Teacher
Reading Coach

Part II: The Vision—*Professional Pathways for Alabama Teachers*

What are the expected outcomes of *Professional Pathways for Alabama Teachers*? The following outcomes contribute to the Commission's vision of quality teaching and learning for 21st-century Alabama students and educators. Requisite to these outcomes are innovations in both teaching as well as in the structure of the teaching profession.

- **High Quality Teaching for All Students**—*The overriding purpose of Pathways is to ensure that every student in Alabama experiences high quality teaching every day. Developers know the importance of collaborative and peer-supported planning, delivery, and assessment of instruction at every career stage. Most importantly, they recognize that improvement of practice occurs when teachers collaboratively examine the impact of their instruction on student learning and make adjustments based upon findings.*
- **A School Culture that Supports Adult Learning**—*In order for every student in Alabama to experience high quality teaching every day, school cultures must change to nurture and promote adult learning. This requires both supportive norms (e.g., the expectation that teachers inquire into the impact of their instruction on student achievement) and structures (e.g., time and processes that support inquiry).. Teams of teachers must embrace the question: What difference are we making for student learning? Not only must teachers be committed to asking this and related questions on an ongoing basis, but also school leaders must ensure that time and other resources enable and facilitate teacher inquiry and continuous improvement.*
- **Recruitment and Retention of Talented Individuals**—*Among the hallmarks of the Professional Pathways design are career choices, flexibility, teacher ownership of the profession, and expectations of career-long, professional learning within a team-based structure. These features should help attract talented young people into the profession as well as retain teachers at all stages of their careers.*
- **Teacher-Driven Process**—*If the teaching profession is to achieve the outcomes identified above, teachers must have the opportunity to take greater ownership of and exercise greater responsibility for their profession. This means increased involvement of teachers in recruiting and mentoring new members; opportunities for*

peer review and assessment resulting in formative feedback, improvement, and advancement.

What is the structure for the Professional Pathways for Alabama Teachers? *Figure 1 outlines five stages of career development for teachers—ranging from Apprentice Teacher to Master Teacher and Learning Designer. This figure also summarizes the requirements for entry to each designation.*

1. *Apprentice Teacher* is the designation for prospective teachers (i.e., individuals who have been admitted to approved teacher education programs or alternative baccalaureate certification programs) and interns. Apprentice Teachers work with Professional or Master Teachers in approved clinical experiences.
2. *Classroom Teacher* is the designation for the Individual who chooses to focus exclusively on student learning. While working on teams with colleagues, the Classroom Teacher chooses not to pursue the work required for the Professional Teacher designation, nor to assume leadership responsibilities associated with that role.
3. *Professional Teacher* is the designation for individuals who want to spend most of their time with students in their own classrooms, but who are also interested in leading teams of colleagues as department chair, grade level chair, school improvement committee chair, cooperating teacher, and other similar roles.

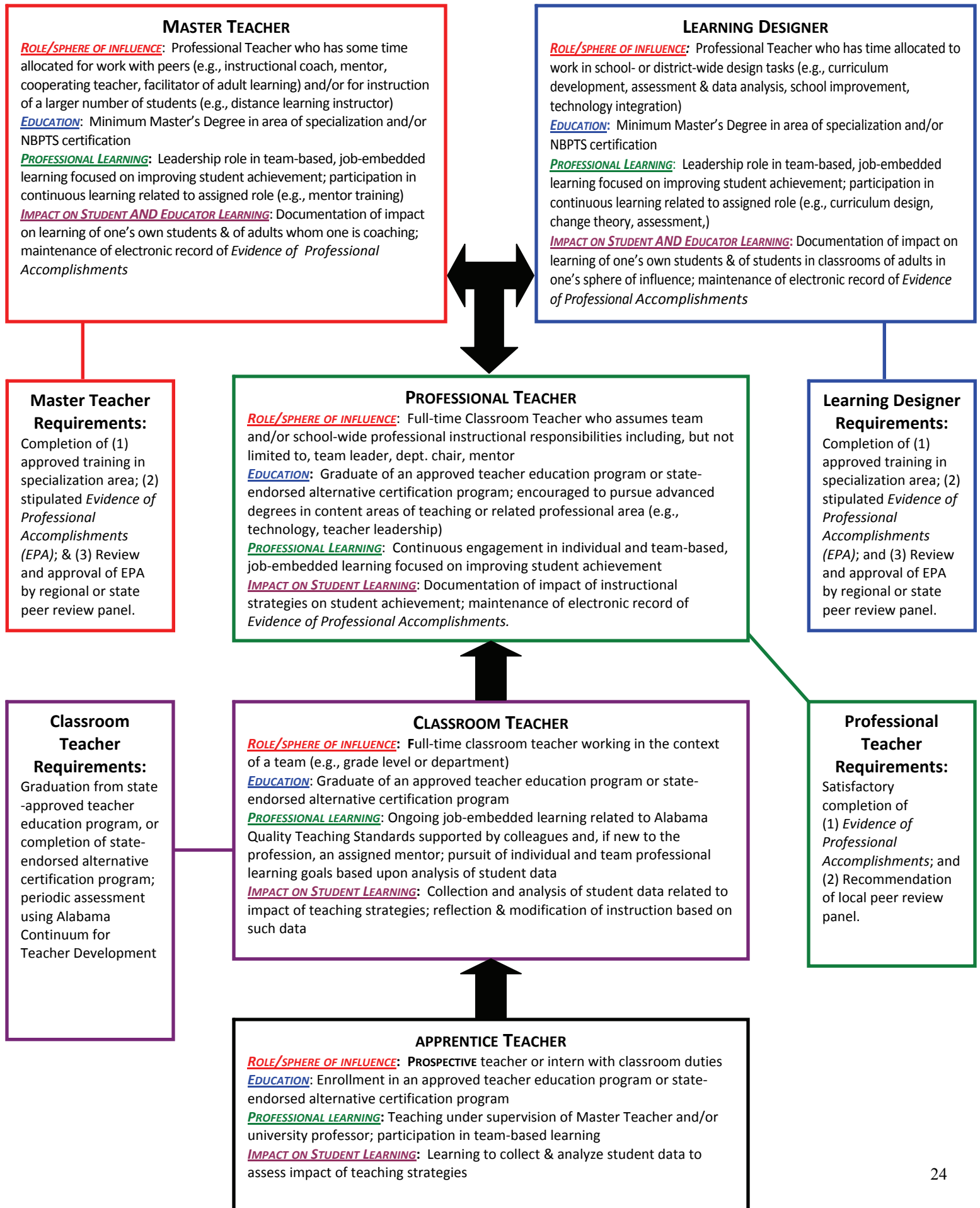
Professional Teacher is the gateway into the new roles envisioned by the *Professional Pathways* system.

4. *Master Teacher* is the designation for individuals who qualify to assume more complex roles. These roles may focus on either supporting the learning of peers (e.g., mentor, demonstration teacher) or teaching larger numbers of students (e.g., distance learning teacher).
5. *Learning Designer* is the designation pursued by the Professional Teacher who is interested in systems design. This designation might incorporate specialists in any one of the following areas: assessment,

As a young and new teacher in one of Alabama's longest-struggling schools, I am extremely excited about the opportunities that Professional Pathways provides for my generation of college graduates. This innovative framework allows teachers like me to chart our own course for success, regardless of our preferred path. I will no longer feel the need to leave the classroom for leadership opportunities or personal advancement, but can continue to daily impact students who need a strong, proven teacher. Undoubtedly, these ground-breaking options will encourage talented young people into Alabama's teaching profession. Professional Pathways is a fresh and original model that can elevate a profession already committed to excellence.

Taylor Ross, Third -Year Teacher
Brighton School,
Jefferson County School District

Figure 1. Professional Pathways for Alabama Teachers



instructional design, curriculum design and mapping, or instructional technology.

Commission members believe that the vast majority of teachers will choose the Classroom Teacher or Professional Teacher role for the greater part of their careers; however, the framework outline above provides alternatives to those teachers who seek broader challenges. To prepare and quality individuals for particular leadership roles, each of the above designations will require advanced, specialized training beyond that of the Classroom Teacher. It will also allow these new leaders to influence student learning more broadly.

It is vital that we think about the teaching profession in relation to the rapid financial and technological challenges facing the world today. If we hope to attract quality individuals to the field of education and then retain them long enough to help them develop into expert educators, we must re-examine the current structure of our training and incentive systems. Professionals entering the field of education today expect flexibility and mobility and will not stay in a profession that will not help them build personal and professional capacity in order to explore multiple pathways to job satisfaction. Schools must be places where teachers want to work if they are to be places where students want to learn.

Stoney Beavers
NBCT
Milken Educator 2005
Secondary Teacher of the Year 2006
Blount County School District

What are the defining elements for each designation? Four elements give definition to each of the designations:

1. *Role/Sphere of Influence* relates to the teacher's scope of responsibility, which the teacher may choose to enlarge over the course of a career. While teachers in all designations are members of a profession and of school, district, state, and national communities of peers, *Professional Pathways* will afford teachers the option to have more control over the scope of their work. Below is an overview of the spheres of influence associated with each of the designations:

- ***Apprentice Teachers***—Individuals at this level are learning to become teachers and are working under the supervision of a Master Teacher and/or a cooperating teacher associated with an approved teacher education program or alternative program. The Apprentice Teacher's sphere of influence is over assigned students and tasks, which may vary depending upon the stage of their own educational attainment. A major portion of their focus is upon their own learning and development.
- ***Classroom Teachers***— These are teachers whose full-time responsibility is for students. Their primary sphere of influence is their own classrooms; however, they work within teams and school-wide communities to continuously improve their practice. Included in this designation are both beginning teachers who are assigned to teacher mentors for guidance, support, and formative feedback as well as tenured teachers who have not moved to Professional Teacher.
- ***Professional Teachers***—These teachers extend their influence beyond their

classrooms assuming leadership among their peers—oftentimes in the context of a department- or grade-level team or a school-wide committee. They dedicate the majority of their attention to students who are assigned to them, but may have some time allocated for these designated leadership responsibilities.

- *Master Teacher*—In addition to teaching their own students, Master Teachers seek to influence the practice of their colleagues and, in turn, their colleagues' students. Their increased sphere may include only one or two other teachers and their students (e.g., mentoring). Depending upon the assignment, however, it could involve providing professional development to an entire department or grade-level, affecting multiple classes of students (e.g., distance learning instructor)..
- *Learning Designer*—Learning Designers influence specific systems within schools and, through these, a large segment of the school's (or district's) teachers and students. For example, curriculum designers might collaborate with a department within a secondary school to redesign an entire curriculum, thereby influencing both teachers and students. Like the Master Teacher, the Learning Designer continues to work at least half-time with students and to have primary responsibility for his/her own students' learning

2. Education relates to the teacher's completion of courses, degrees, and approved programs (e.g., master's degrees, National Board certification). Formal education will continue to play a role in teachers' professional advancement. The proposed framework stipulates minimal educational requirements for teachers in each proposed position.

3. Professional Learning is the engine that drives the *Pathways*' approach to career development and advancement. The Commission envisions standards-based professional learning that supports both the individual teacher's professional growth targets as well as team goals—both of which are related to student achievement. Inquiry into the impact of instructional strategies on student performance is an integral part of this new approach to professional development. Teachers will receive training and support required to collect evidence and document impact of their instruction on student achievement. This evidence and documentation will become a part of their *Evidence of Professional Accomplishments*, an electronic portfolio that is proposed as a core component of the evaluation and advancement requirements for Professional Teacher, Master Teacher, and Learning Designer.

Professional learning at all levels will be driven by the State's Professional Development Standards and the National Staff Development Council's new and expanded definition of professional development. Adoption of the expanded definition for professional development is one of the recommendations offered below.

Participation in organized professional learning experiences is also a means to professional advancement. Apprentice Teachers work under the supervision of university staff and Master Teachers until such time as they complete an approved program or an approved alternative route. Beginning Teachers receive coaching from a trained teacher mentor, and Classroom Teachers may opt to complete training that would enable them to move into teacher leader roles in their schools and districts. Professional Teachers who successfully complete training to serve as Master Teachers or Learning Designers assume responsibility for providing job-embedded professional development to their colleagues.

4. *Demonstrated Impact on Student (and Adult) Learning:* A primary element of professional development will be the identification of individual and team goals related to student learning. This will support teacher engagement in ongoing, job-embedded professional development that supports the attainment of these goals. The intent is to create a culture in which teachers constantly ask themselves and one another this important question: How are my actions impacting students? As a part of their professional development, teachers will receive the knowledge, tools, and support required to investigate the many facets of this question.

5. *Additional Requirements:* There are additional expectations for teachers at each level of the proposed *Professional Pathways*. For example, beginning Classroom Teachers are expected to participate in the Alabama Teacher Mentoring Program and to cooperate with their assigned teacher mentor and colleagues as the new teachers work toward successful transition into the profession. If a Classroom Teacher chooses to become a Professional Teacher, Master Teacher, or Learning Designer, he or she will be expected to fulfill the following additional requirements: receive specialized, state-approved training; assume responsibilities specified by his/her local school and district; continue to demonstrate the impact of his/her leadership on student achievement as well as on the learning and performance of his/her peers.

What key principles influenced the design of *Pathways*? Commission members identified a number of factors vital to attractive and viable *Professional Pathways* for teacher career advancement that promotes increased student achievement. Primary among these are:

- **Connected to Student Learning**—Teacher members of the Commission express a strong concern that qualification for each of the designations in *Professional Pathways* be directly connected to student learning. Hence, should a Classroom Teacher choose to pursue the Professional Teacher designation, he/she will develop an electronic portfolio that contains multiple types of evidence of impact on student performance. This evidence will be collected over time, much of it through the practitioner’s work within a team, and will include naturally evolving artifacts of the individual’s work with students (instruction) and professional learning over time.

Commission members recommend that a panel of highly recognized teachers (e.g., former teachers of the year, Milken Foundation recipients) be engaged in the development of the criteria and format for this *Evidence of Professional Accomplishments*. The Commission intends for the criteria for the *Evidence* to be directly related to ongoing work with students (rather than mere “hoop-jumping”) and to represent serious and challenging intellectual work. Designers will draw from the requirements and experiences of the National Board for Professional Teaching Standards as they pursue their work.

- **Offers Career Choices**—Teacher members of the Commission agree that most teachers aspire to a profession that offers opportunities to learn, grow, and assume expanded leadership over the course of their careers—without moving into administration. *Pathways* opens up alternative roles and responsibilities to individuals who wish to remain in the classroom, but who also choose to diversify their work responsibilities by dedicating a portion of their time to peer assistance or to systems design. Training and/or educational requirements for the advanced designations will prepare classroom teachers to assume greater responsibility and more complex instructional tasks. However, many teachers will choose to remain at the Classroom Teacher or, perhaps, Professional Teacher level for their full careers.

We are losing too many great classroom teachers to administration because becoming a principal or curriculum specialist is the only way to “move up” in our profession. Professional Pathways will afford teachers a way to advance without leaving the classroom.

Although I have been presented with multiple opportunities, I have chosen to remain in the classroom because I feel a calling to teaching. Professional Pathways will offer me the option as a Master Teacher of working with BOTH students and teachers thereby benefiting students beyond my classroom. This will also encourage me to delay retirement.

Finally, I believe that Professional Pathways will enhance the teaching profession in our state. No longer will our profession be seen as “get tenure in four years and relax for the next twenty.”

Suzanne Culbreth, NBCT
Geometry Pre-AP Teacher
Spain Park High School

The new system will in no way stigmatize teachers who make this choice; instead, it will support the learning, development, and contributions of teachers in all roles.

- **Rewards Excellence**—Commission members seek to create a system that will reward excellence in teaching. State designations of Professional Teacher, Master Teacher, and Learning Designer will be available to teachers who seek external recognition and status and are able to provide evidence of excellence in teaching and personal development. The primary rewards will be the intrinsic gratification that comes with completion of a challenging course and with securing the recognition of one's peers. The need for additional compensation for roles performed will be explored through the pilot projects recommended below.
- **Non-Hierarchical**—Teacher members of the Commission are adamant that the structure for *Professional Pathways* **not** convey a hierarchy of positions. They communicated their belief that nothing should appear to be more important than teaching students. Advanced designations afford opportunities for those who choose to take on additional roles and responsibilities. All roles, however, exist to support and enhance classroom teaching. While it is projected that Professional Teachers, Master Teachers and Teacher Designers may have time allocated during the school day to work in their *Professional Pathways* role (or even extended contracts that would qualify them for additional compensation), these positions are not envisioned as being “better than” or at a “higher level” than Classroom Teachers.
- **Flexible**—Teacher members of the Commission request career paths that are fluid and flexible as opposed to lock-step and linear; that is, they seek a system that will allow teachers to move in and out of different roles and responsibilities at different points in their careers and lives. Professional Teachers will be able to pursue designations of either Master Teacher, Learning Designer, or both and could move back and forth between and among these roles for which they have earned designations at various junctures in their careers without loss of status.
- **Fair and Transparent**—Teachers desire a system that is fair, transparent, and open to all. The Commission

As an educator who taught in Alabama public schools for six years (1975-81) and who returned to public school teaching in 1992 after raising a family, I can honestly say that the recommendations of the Governor's Commission on Quality Teaching make me proud to be an Alabama educator. With the input of classroom teachers, the Commission has created a Professional Pathways framework that focuses on the highest purpose of the educational process: student learning. The Professional Pathways are designed to recognize the contributions of teachers at every level and to encourage those who are interested to accept leadership responsibilities without leaving the classroom. As a teacher whose first love is teaching elementary-aged students, but who also loves teaching college students and leading workshops for preservice and inservice teachers, this is an ideal system.

Gwen Childs
NBCT
Milken Educator 2002
Vestavia Hills School District

recommends that the State Department of Education, in partnership with outstanding teachers and with input from professional associations, develop requirements for each designation and a process for operating this new system. The recommendation is to select teachers who have attained higher designations to serve on peer review panels to assess the extent to which applicants' *Evidence of Professional Accomplishments* meet stipulated criteria.

- **Developmental and Capacity-Building**—Commission members seek to place teacher learning and school improvement at the center of the new system. The knowledge and skill requirements for Master Teacher and Learning Designer will be clearly stipulated, and the State Department of Education will be responsible for designating and coordinating training and other educational experiences required for these positions. These learning opportunities will afford teachers opportunities to extend their knowledge and develop competencies in new areas. Likewise, they will provide schools and districts with enhanced capacity in such areas as assessment, instructional design, technology integration, mentoring, instructional coaching, distance learning, and other present and future areas of specialization.
- **Supporting 21st Century Teaching and Learning**— Commission members aspire to create a system that will assist public schools' adaptation to the evolving demands of 21st century learning. If this is to occur, policymakers and education leaders must look beyond traditional organizational, scheduling, and spatial structures. And, to support evolving needs of students, schools must create new roles for teachers. *Professional Pathways* will support teams of teachers with differentiated roles working in nontraditional ways with larger groups of students. Because the *Professional Pathways* system is flexible, it should be responsive to changing student needs and societal demands.

How does *Professional Pathways* connect with the work of other states? Alabama is not alone in seeking to enhance overall teaching quality by establishing new and fulfilling career paths for its teachers. A recent review by the National Commission on Teaching and America's Future revealed that at least fourteen other states are grappling with this issue. Arizona, New Mexico and Minnesota are pursuing particularly promising tiered certification initiatives. Illinois, Kentucky, Louisiana, Virginia, and Montana have developed or are developing teacher leader endorsements. Appendix A contains a summary of activities in these fourteen states that staff of the National Commission on Teaching and America's Future prepared for this report.

As a professional educator, I am excited about the possibilities for professional growth, accountability and leadership encompassed within the Professional Pathways plan supporting the objectives of the Governors Commission for Quality Teaching.

Professional Pathways provides an alternate career path that will help ensure that effective classroom teachers remain effective ... in the classroom. This is accomplished by providing a state endorsed path of advancement that does not currently exist.

Today, experienced classroom teachers seeking further responsibility are forced;—oftentimes at the zenith of their experience—to exit the classroom and enter the administrative career path. Many times, this is not out of the desire to leave the classroom, but simply because it is the only alternative for advancement and professional acknowledgement of their commitment.

Professional Pathways formally acknowledges the contribution of a teacher choosing to spend their career in the classroom by conferring the title of “Professional Teacher” and provides for a parallel career path that rewards and acknowledges their commitment at the state level.

Additionally, Professional Pathways provides a clear definition of leadership roles to our school and system administrators, and details how each teacher, based on experience, has a specific sphere of influence. It will also help school and system administrators to identify experienced teachers who can be deployed within the school system to serve as model teachers, but also maintain a classroom schedule that helps to keep them connected to a classroom for at least a portion of the teaching day.

Professional Pathways emphasizes both the importance of student learning and quality professional development of all teachers across the continuum by requiring evidence of accomplishments that are monitored by trained peers and provides a framework for personal accountability that is lacking within the profession.

Finally, it is my belief that school systems will be able to both recruit and retain GREAT teachers by providing clear guidelines and a modern vision of what the teaching profession is about. I am excited by the potential Professional Pathways has for the teaching profession and am both personally and professionally committed to making this a success.

Pamela Harman
National Board Certified Teacher
Alabama State Teacher of the Year 2008
Hoover City School District

Part III: Accomplishments

Professional Pathways will systematize recent reforms related to the continual efforts to support and increase quality teaching in Alabama and build on the accomplishments of the Commission's work to date. This section describes each of these accomplishments.

1. Alabama Quality Teaching Standards (AQTS). In March 2007, the Alabama State Board of Education adopted the Alabama Quality Teaching Standards developed and recommended by the Commission.
 - *Results to Date*: The new standards, which updated, streamlined, and codified the knowledge and skills expected of Alabama teachers, had immediate impact upon teacher preparation, beginning teacher mentoring, and professional learning for teachers across the State. All approved programs for teacher education are required to address the standards through their curriculum; the state-developed training for mentors of beginning teachers is organized around these standards; and instructional leaders are being encouraged to facilitate teachers' use of these standards for reflection and planning of their professional development.

The Alabama Continuum for Teacher Development. Following the State Board of Education's adoption of the *Alabama Quality Teaching Standards*, the Commission worked with the New Teacher Center in San Diego, California, in the design of a tool for teachers that facilitates their use of the standards in reflection and planning. The resulting *Alabama Continuum for Teacher Development* articulates performance levels associated with each standard indicator across five developmental levels. The resulting *Continuum* provides the "Pre-Service and Beginning" teacher with a snapshot of expected career-long development.

- *Relationship to Professional Pathways*. The *Alabama Quality Teaching Standards* serve as the foundation for ongoing professional learning that supports *Professional Pathways*. From the beginning of one's career, the *Quality Teaching Standards* and the companion *Continuum*, serve as roadmaps for learning, growth, and development. They enable more powerful partnerships between local schools, universities, and the State Department of

Education at all stages of a teacher's development and inform the work of individual schools' learning communities. Additionally, within the context of *Professional Pathways*, the standards will serve to structure the *Evidence of Professional Accomplishments*. The *Alabama Quality Teaching Standards and Continuum* are prerequisite to the development of a strong system of *Professional Pathways*.

2. *Alabama Teacher Mentoring (ATM) Program*. During its 2007 session, the Alabama State Legislature, acting upon the recommendation of Governor Riley and the Commission, provided funding to ensure that each beginning teacher in the state was assigned a mentor beginning in the 2007-08 school year. The Legislature allocated \$1,000 per beginning teacher to be paid to the teacher mentor and authorized the State Superintendent of Education to develop appropriate guidelines to support the program. State Superintendent Morton provided support for the development of mentor training, and the Regional Inservice Centers (RICs) designated Mentor Consultants who were trained by the Commission staff to deliver training and support to local districts in their respective regions. In its 2008 session, the State Legislature renewed the funding of mentoring for beginning teachers.

- *Results to Date*. During the 2007-08 school year, 2,536 mentors provided support and assistance to the State's beginning teachers. These mentors assisted new teachers with both academic and personal issues as they transitioned to full-time classroom teachers. Most of the mentors received training provided through the Alabama Teaching Mentoring program; in fact, 129 of the state's 131 school districts participated in mentor training designed by the Commission and delivered by RIC mentor consultants. In a 2008 Commission survey of new teachers, 82.9% credited their mentors with providing extensive help with classroom organization and management, while 77.8% indicated critical assistance in identifying and closing achievement gaps.¹⁵ These responses take on particular significance when juxtaposed with the finding of a more recent Commission survey in which 46.4% of beginning teachers responded that their teacher preparation program failed "to provide sufficient knowledge and or skills" in classroom management," and in which 26.4% noted teacher preparation program's failure to provide skill "in meeting the needs of diverse learners."¹⁶

In the Commission's survey of beginning teachers, less than 2% indicated they did not intend to return to teaching following their first year.¹⁷ This contrasts with the national average of 10% of first-year teachers who opt out of a second year. In fact, 113 out of 131 school districts responding to an State Department of Education's inquiry into new hires for

the 2008-09 school year report 615 fewer beginning teachers this year than last.

- *Relationship to Professional Pathways.* The mentoring experience launches the classroom teacher's career and prepares the new professional to make choices associated with *Professional Pathways*. Support provided by the mentor will provide the new teacher with the motivation and tools needed to inquire into the effectiveness of his/her own practice. Additionally, the role of mentor is one that may be assumed by either a Professional or Master Teacher who has received requisite training. Assignment of the Professional or Master to the role would be within the purview of the school's leadership and would depend upon local requirements and specifications
3. *Take20—Alabama Teaching and Learning Conditions Survey.* From January 22, 2008, to February 29, 2008, all teachers, principals, and certified school-based personnel in Alabama had an opportunity to participate in a confidential 20-minute web-based survey about the presence of important teaching and learning conditions in Alabama schools. Almost 30,000 educators participated in the survey. *Take20* resulted from a 2007 recommendation of the Commission, which convened key stakeholder groups to support the development and administration of this survey. Included were the Office of the Governor, the Alabama Department of Education, the Alabama Education Association, the Alabama Best Practices Center, the Council for Leaders in Alabama Schools, the Alabama Association of School Boards, the School Superintendents of Alabama, the A+ Education Foundation, and the Alabama Supercomputer Authority. The Commission worked collaboratively with the New Teacher Center at the University of California at Santa Cruz (NTC) to conduct the survey.
- *Results to Date.* 47% of all educators in the state participated in the first administration of *Take20*. Included in this group were 24, 530 classroom teachers.¹⁸ Districts and schools are using these data to engage faculty in dialogue about improved learning conditions, and State Department of Education staff has access to these data in planning and delivery of services to local schools and districts.
 - *Relationship to Professional Pathways.* Every school in the state with a minimum of a 40% response rate can access its own results from the *Take20 Survey*. School leaders can use results to assess and address critical factors associated with school culture. Because teacher perceptions are the cultural reality in any given school, it is important that school leaders have reliable data that measure these perceptions. Leaders who are proactively addressing teacher concerns can use this instrument to monitor their school's changes over time.

Part IV: Recommendations for Innovations in Teaching

To implement *Professional Pathways for Alabama Teachers* and to recruit, train, and retain educators equipped to meet the challenges of the 21st century classroom, the Governor's Commission on Quality Teaching calls for immediate action on the recommendations presented below.

RECOMMENDATION ONE: *Funding of Two Demonstration Sites to Further Develop Professional Pathways for Alabama Teachers.*

Seek funding for two demonstration sites—one in a rural system, another in a feeder pattern of an urban system—to implement the *Professional Pathways* proposal. Interested districts and identified Institutions of Higher Education partner(s) would respond to a Request for Proposal (RFP) based upon the *Professional Pathways* Framework. Selected projects would receive some funding to support training, professional development, reallocations of time to Master Teacher and Teacher Designer roles, and other development expenses; support from Governor's Commission on Quality Teaching and State Department of Education staff; and flexibility to restructure time and assignments. Requested funding will support a rigorously designed evaluation component that will collect data to inform the ongoing development. Among the questions the demonstration sites would seek to answer are:

- What kinds of professional learning experiences are needed to support teachers' assessment of the impact of their practice on student achievement?
- How can the *Alabama Quality Teaching Standards* and the accompanying *Alabama Continuum for Teacher Development* be used to support teacher learning across their careers?
- How can we measure the impact of Master Teacher and Learning Designer assistance on teacher learning and effectiveness? What kinds of strategies have the greatest impact on the learning and development of teachers on student achievement? How can the *Alabama Continuum for Teacher Development* be used to assess impact of teacher growth and Master Teacher and Learning Designer effectiveness?
- What criteria should be used to assess a teacher's designation as a Professional Teacher, Master Teacher, and Learning Designer? What kinds of evidence can teachers present for each of these designations?

- What structures do we need to support teacher ownership and responsibility for their profession in such areas as (1) active recruitment of new members, (2) peer assessment of colleagues' *Evidence of Professional Accomplishments*, and (3) training and ongoing support for leadership roles including new teacher mentors, master teachers, and learning designers?
- What processes (including training and other support) and formats will best support teachers in their creation of the proposed *Evidence of Professional Accomplishments*?
- To what extent does the opportunity to pursue *Professional Pathways* motivate individuals to become and remain teachers? What is the relative importance of the following to teachers who seek career advancement? (1) additional financial compensation, (2) opportunity to continue classroom teaching for a portion of one's assignment, (3) opportunity to learn or extend skills in areas outside of the classroom, e.g., coaching, curriculum design, school improvement; (4) allocated time to engage in areas that support other colleagues, e.g., coaching, curriculum design, professional development, etc.; (5) opportunity to pursue professional designations (i.e., Professional Teacher, Master Teacher, and Learning Designer) that convey significant professional achievement and status?
- What are the most critical areas for P-12 schools and Institutions of higher education collaboration? What structures and processes support dynamic, purposeful partnerships between these two parties?

Importance to Professional Pathways: *The Commission is aware of the need for collaboration with local schools and districts in the explication of major components of the system. The commitment is to design a system that blends rigorous state standards with appropriate choice and flexibility at the local level. Involving a "system" of schools from two different settings in the developmental stage should provide important information for strategic decision making regarding the design. It is critically important that the pilot phase be supported by funding for a well-designed and executed program evaluation that can inform future development.*

RECOMMENDATION TWO: Improve the Quality of Teacher Preparation

- A. Seek funding for *Innovations in Teacher Preparation*, a small grants program designed to structure meaningful partnerships between Institutions of Higher Education and P-12 schools and districts focused on:

- Creation of more rigorous and meaningful clinical experiences for prospective teachers and interns.
 - Use of the *Alabama Quality Teaching Standards* and the *Alabama Continuum for Teacher Development* in the ongoing assessment of each prospective teacher's progress toward attainment of knowledge and skills for each Standards indicator—and in the provision of appropriate support to assist Apprentice Teacher's learning and growth in areas of need.
 - Design of a system that would enable every teacher prep institution to secure accurate and meaningful data regarding the employment and retention of each of its graduates, including the strengths and weaknesses of graduates related to the *Alabama Quality Teaching Standards*, from both its approved program as well as its Alternate Baccalaureate-Level Certificate program
 - Integration of instruction in the state's literacy and numeracy initiatives into required program for prospective teachers.
- B. Develop program structure and guidelines for a 5th Year Program in Teacher Education, which would feature a joint residency at an approved university and partner Local Education Agency. The proposed program will target graduates from regionally approved Institutions of Higher Education who have obtained a degree in the discipline that they will teach and who seek Secondary Education Certificates. Approved programs would require 12 hours of summer study prior to paid, year-long internships in cooperating school districts. Interns would work under the supervision of the College of Education and identified mentors in assigned schools. Additional approved coursework would lead to a master's degree.
- C. Develop streamlined mechanisms to ensure timely, accurate, and complete reporting by Local Education Agencies to Colleges of Education on the employment, retention, and preparation of their graduates in the areas included in the *Alabama Quality Teaching Standards*.
- D. Hold Colleges of Education accountable for (a) using the *Alabama Quality Teaching Standards* and the *Alabama Continuum for Teacher Development* to continually assess prospective teachers (including both undergraduates and Alternate Baccalaureate-Level Certificate candidates) and provide appropriate remedial learning experiences, (b) providing an expanded program of rigorous, meaningful clinical experiences throughout the prospective teacher's undergraduate experience; and (c) providing focused instruction in the state's literacy and numeracy initiatives for prospective teachers.

Importance to Professional Pathways. Continuous improvement of the quality of teacher preparation is essential to effective operation of the proposed Professional Pathways. Partnerships between colleges/universities and P-12 can enhance programs and personnel of both partners, as is being demonstrated by the Governor's Congress on School Leadership's Instructional Leadership Redesign Programs. The above recommendations build on recent reforms in teacher preparation and strengthen accountability for all parties.

RECOMMENDATION THREE: Expand and consolidate recruitment of new members to the profession.

A. Consolidate and expand teacher recruitment initiatives within the State Department of Education. Consider development and use of the following tools and strategies to target a wide range of potential teachers, including secondary school students, college students, prospective teachers in approved programs (both in and out-of-state), career changers, and others:

1. **Focus Groups/Surveys:** Design and conduct surveys and focus groups to determine the percentage of students considering the teaching profession in the State of Alabama and factors affecting student perceptions of this career choice.
 - o Research could be coordinated through in-service centers
 - o Research could be piloted in various areas of the state.
2. **Recruitment Website:** Develop a centralized, user-friendly website to provide information on the teaching profession for prospective teachers.
 - o Website could provide information on salary and benefits, certification, *Professional Pathways* as well as contact information for colleges of education in each of state's geographic areas.
3. **Student-Produced Recruitment Ads:** Design and operate student contests to produce ads on teaching.
 - o The ads would include information about the advantages of becoming a teacher in Alabama, the variety of entry pathways to teaching, and other pertinent information. The ads should be produced in a variety of languages (including Spanish).

- o Ads can be posted on YouTube, TeacherTube, APT, and offered to local stations as public service announcements.

4. **Structured Courses for Prospective Teachers:** Establish a pilot seminar course for college credit that targets high school and college students. This seminar would provide aspiring teachers in high school and college with clinical classroom experiences and an overview of the teaching profession.

B. **Increased Use of Retired Teachers:** Investigate the statutory and financial implications of the increased use of retired teachers in various roles.

C. **Incentives:**

1. Review the ATRIP Scholarship Program for the purpose of (1) increasing the GPA requirement, and (2) focusing on recruitment of current college sophomores and juniors as well as those who have been admitted to an undergraduate teacher education program.
2. Transfer responsibility for tracking loan forgiveness provisions from universities to students.

Importance to Professional Pathways. Consolidation and expansion of recruitment efforts will not only add value to existing efforts, but also create a clearinghouse for all members of the profession. Commission members have consistently pointed to the need for teachers to be ambassadors for their profession. The refinement and spotlighting of recruitment activities is an important first step in creating widespread ownership among active teachers for the recruitment of the next generation of teachers. Additionally, the creation of Professional Pathways itself promises to be a powerful recruitment tool that can be featured on a user-friendly web page and used by active teachers to recruit prospective members.

RECOMMENDATION FOUR: Increase the Quality of Existing Alternative Baccalaureate Certification, and create new alternative routes

A. **Establish a partnership with Teach for America (TFA) and/or develop an Alabama version of TFA** designed to recruit talented young people to teach in high-need areas of our State.

- B. Enhance the current Alternate Baccalaureate-Level Certificate (ABC).** Develop a partnership between P-12 and higher education to develop a new set of parameters for alternative certification with quality assurance including, but not limited to, establishment of either actual or virtual cohorts for alternative candidates; intense, focused learning experiences prior to entering the classroom; supervision by a Master Teacher. Identify three strategically located Institutions of Higher Education to (a) develop a structured, twelve-hour pre-employment summer program that will provide coherent coursework for these candidates, and (b) work with Local Education Agencies to secure ongoing support for alternative candidates, including mentors.
- C. Develop adjunct certification for individuals with expertise and career experience in identified high need areas.** This certification would allow these highly skilled individuals to work part-time in collaboration with a fully certified teacher.

Relationship to Professional Pathways. The enhancement and expansion of alternative certification programs can benefit greatly from components of the proposed Professional Pathways. First, the concept of Professional Pathways should attract nontraditional entrants to alternative routes to certification. Secondly, the proposed Master Teacher designation can supply mentors” who are qualified to work with approved programs and agencies to provide ongoing, job-embedded support to the alternative candidates.

RECOMMENDATION FIVE: Continue funding for the Alabama Teacher Mentoring Program, and create a cohort program for 2nd year teachers.

- A. Fund the Alabama Teacher Mentoring program** by allocating \$1,000 per each beginning teacher to Local Education Agencies to support the provision of a trained mentor for each first-year teacher in its employ.
- B. Provide funding for implementation of a 2nd year mentoring program that supports teachers in small cohorts.** While the 1st-year program uses a one-on-one approach, the second year of the program will provide support to 2nd- year teachers in small group settings. The Alabama Teacher Mentoring program will develop training modules for paid mentor facilitators of these second-year cohorts.

C. Support training for both 1st and 2nd year by funding a full-time equivalent position at each regional inservice center to continual training.

Relationship to Professional Pathways. Mentoring of beginning teachers is an essential component of their transition to full-time professionals. Additionally, the experience of mentoring provides teacher mentors with both new opportunities for learning and growth as well as the gratification that comes through this type of service. Evidence indicates that the Alabama Teacher Mentoring program has significantly reduced the attrition rate of first-year teachers, thereby saving districts and the State millions of dollars. Addition of the proposed, low-cost cohort program for second-year teachers will consolidate benefits of the first-year program and contribute to the enhancement of professional learning communities in schools and districts.

RECOMMENDATION SIX: Adopt a new definition for professional development.

Adopt the National Staff Development Council definition of Professional Development and have it added to the Alabama Administrative Code. Work to ensure that state and local educators understand the implications of this approach for their ongoing practice. (Note: This definition is included in the Proposal to Amend ESEA Second 9101 (34) (C), known as the *No Child Left Behind Act*, currently before the U.S. Congress.)

The term 'professional development' means a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement —

- A. *Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that —*
 1. *is aligned with rigorous state student academic achievement standards, as well as related local educational agency and school improvement goals;*
 2. *is conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;*
 3. *is facilitated by well-prepared, school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;*
 4. *occurs primarily several times per week or the equivalent of three hours per week; and*
 5. *engages established learning teams of educators in a continuous cycle of improvement that*
 - a. *analyzes student, teacher, and school learning needs through a thorough review of data on teacher and student performance;*
 - b. *defines a clear set of educator learning goals based on the rigorous analysis of the data;*
 - c. *achieves the educator learning goals identified in subsection (A)(5)(ii) by implementing coherent, sustained, and evidence-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work;*
 6. *provides classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;*
 7. *regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;*
 8. *informs ongoing improvements in teaching and student learning; and*

9. *may be facilitated and strengthened by external assistance.*
- B. *The process outlined in subsection (34)(A) may be supported and strengthened by activities such as courses, workshops, institutes, networks, and conferences that:*
 1. *must address the learning goals and objectives established for professional development by educators at the school level;*
 2. *advance the ongoing school-based professional development; and*
 3. *are provided by for profit and non-profit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.*

Relationship to Professional Pathways. *This definition offers a clear picture of the type of ongoing professional learning that will be facilitated by teachers in the new roles created by Professional Pathways. Among the salient features are: team-based learning that is led by colleagues within the school and that occurs over time. Additionally, this approach to professional development emphasizes assistance to support the use of data for the planning and assessment of instructional interventions stemming from professional learning. This transformative approach to professional learning is requisite to the successful implementation and operation of professional pathways.*

RECOMMENDATION SEVEN: Support biennial administration of the *Take20 Teaching and Learning Conditions Survey*

In 2008, all teachers, principals, and certified school-based personnel in Alabama had an opportunity to participate in a confidential 20-minute web-based survey about the teaching and learning conditions in Alabama schools. Almost 30,000 educators participated in the survey.

Relationship to Professional Pathways. *The Survey generates data that can be used by school, district, and state leaders to assess progress toward creation of school cultures that support learning for adults as well as students. It is important to institutionalize the biennial administration of this survey so that leaders can depend upon this information source for assessment and planning.*

Relationship to Professional Pathways. This definition offers a clear picture of the type of ongoing professional learning that will be facilitated by teachers in new roles created by Professional Pathways. Among the salient features are: team-based learning that is led by colleagues within the school and that occurs over time. Additionally, this approach to professional development emphasizes assistance to support the use of data for the planning and assessment of instructional interventions stemming from professional learning. This transformative approach to professional learning is requisite to the successful implementation and operation of professional pathways.

RECOMMENDATION SEVEN: Support biennial administration of the *Take20 Teaching and Learning Conditions Survey*

In 2008, all teachers, principals, and certified school-based personnel in Alabama had an opportunity to participate in a confidential 20-minute web-based survey about the teaching and learning conditions in Alabama schools. Almost 30,000 educators participated in the survey..

Estimated cost: The Commission recommends that \$100,000.00 be allocated to fund the second administration of the *Take 20: Teaching and Learning Conditions Survey* during the 2010 fiscal year

Relationship to Professional Pathways. The Survey generates data that can be used by school, district, and state leaders to assess progress toward creation of school cultures that support learning for adults as well as students. It is important to institutionalize the biennial administration of this survey so that leaders can depend upon this information source for assessment and planning.

Part V: Conclusion

Alabama is poised to begin the journey of transforming its teaching profession. The successes of recent state-wide initiatives represent breakthroughs demonstrating policymakers' and practitioners' abilities to impact teacher performance and student achievement in targeted areas. *Professional Pathways* is a systemic approach to long-term enhancement of teaching quality that can extend many of the benefits of these successful programs to all teachers and students. Commission reforms-to-date, including adoption of the *Alabama Quality Teaching Standards*, the *Continuum for Teacher Development*, and the Alabama Teacher Mentoring Program, provide the foundation on which we can construct the proposed pathways. The seven sets of 2009 recommendations that are detailed above and that underlie the *Pathways* initiative will advance the journey in strategic ways without requiring extensive new resources. By providing direction and support, the seven recommendations will allow us to continue the momentum for excellence in teaching in important ways and build the foundation for sustained, long-term success. This investment in teacher career paths is an investment in the future of our students. We must act now—because the quality of their lives does depend upon our actions.

In any profession there should be ways to advance in your career. Apart from leaving the classroom, this has been absent in the teaching profession. The Professional Pathways proposed by the GCTQ outlines a way to offer this possibility to teachers so they can continue to teach while broadening their influence on others. It's a win-win situation.

Ann Dominick
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Notes

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- 2 Alabama State Department of Education, *Governor's Commission on Quality Teaching: Interim Report*, 2007, p. 5.
- 3 National Commission on Teaching and America's Future, *No Dream Denied*, p. 6.
- 4 National Center for Education Statistics, *Highlights from the Trends in International Mathematics and Science Study (TIMSS)*. Washington, DC.: U.S Department of Education.
- 5 National Center for Education Statistics *National assessment of educational progress: State Profiles, Alabama*.
- 6 National Academy of Education, *Preparing Teaching for a Changing World: What Teachers Should Learn and Be Able to Do*, p.
- 7 National Commission on Teaching and America's Future, *No Dream Denied*, p. 8.
- 8 National Center for Education Statistics.
- 9 *Alabama State Department of Education, 2008 Alabama Teacher Mentor Program Mentee Online Survey*, January 15, 2008-March 5, 2008. (1003 respondents)
- 10 Presentation by Dr. Tom Carroll, President, National Commission on Teaching and America's Future to the Governor's Commission on Quality Teaching,
- 11 *Shift Happens: Globalization and the Information Age*, created by Karl Fisch and modified by Scott McLeod.
- 12 Provided by Sherrill Parrish, Assistant Superintendent for Reading, Alabama State Department of Education, October, 2008.
- 13 Provided by Steve Ricks, Director, Alabama Math, Science, and Technology Initiative, Alabama State Department of Education, October, 2008.
- 14 Linda Darling-Hammond, *Preparing Teachers for A Changing World*, p. 5.
- 15 Alabama State Department of Education, Office of Governor's Commission on Quality Teaching, 2008 Alabama Teacher Mentor Program, Mentee Online Survey, January 15-March 5, 2008 (1003 respondents).
- 16 Alabama State Department of Education, Governor's Commission on Quality Teaching , *Professional Needs Online Survey*, October 23-November 11, 2008 (1013 Respondents).
- 17 Alabama State Department of Education, Governor's Commission on Quality Teaching , *Professional Needs Online Survey*, October 23-November 11, 2008 (1013 Respondents).
- 18 Eric Hirsch, Casia Freitas, & Anthony Villar, New Teacher Center, *Alabama Take 20 Teaching and Learning Conditions Survey: Interim Report*, April 30, 2008, p. 4.

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- Alabama State Department of Education, (2007, December). *Governor's Commission on Quality Teaching: Interim Report*. Montgomery AL: Author.
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- Governor's Commission on Quality Teaching (2007). *Initial report to Governor Bob Riley*. Montgomery: Author.
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- National Center for Education Statistics *National assessment of educational progress: State profiles*. <http://nces.ed.gov/nationsreportcard/states/profile.asp> (accessed November 7, 2008)
- National Commission on Teaching and America's Future (2003, January). *No dream denied: A pledge to America's children*. Washington, D.C.: Author.

Appendix

State Policies That Provide Career Paths for Teachers

Prepared by Soumya Sathya, Program Manager
National Commission on Teaching and America's Future
October, 2008

State Policies that Provide Career Paths for Teachers

State	Relevant Policy
Alaska	<p>3-Tiered Certification System:</p> <p>Initial Teacher Certification</p> <ul style="list-style-type: none"> The Initial Certificate is valid for three years and is NON-RENEWABLE. Although the Initial Certificate is valid for a period of up to three years, you are required to: Teachers must complete the Alaska studies and Alaska multicultural requirement within two years from the issuance of the Initial Certificate. Teachers must submit two video performance reviews within two years of the issuance of the Initial certificate. <p>Professional Teacher Certification</p> <ul style="list-style-type: none"> The Professional certificate is valid for five years and is renewable. To renew a Professional certificate, an applicant must meet the following requirements: Recency credit (six semester hours of credit taken during the life of the Professional certificate being renewed. A minimum of three semester hours must be upper division or graduate credit.) Professional teachers have also completed of a teacher preparation program, have received passing scores on two performance reviews, have completed approved Alaska Studies coursework and Multicultural/Cross-Cultural Communications coursework; completed Recency credit (six semester hours of credit in the previous five years), have earned passing scores on a content area exam <p>Master Teacher Certification</p> <ul style="list-style-type: none"> The Master certificate is valid for ten years and is renewable. To qualify for a Master certificate, an applicant must: meet all requirements for the Professional certificate; hold a current Initial or Professional certificate; hold current National Board certification issued by NBPTS OR scored at advanced level on each of two performance reviews
Arizona	<p>Career Ladder Program – geared toward teachers who choose to advance their careers without leaving the classroom.</p> <ul style="list-style-type: none"> Implemented in 1985. Funded in 28 districts since 1993. State funding for the 2008-09 school year: \$76.5 million. Districts create their own plans, but all must include the following criteria for evaluating teachers: Classroom observations, Pupil academic growth, and, at the highest rung, Increased responsibilities. Teachers with less than three years of experience in the Career Ladder program must be evaluated at least twice a year and teachers with three or more years experience must be evaluated at least once a year. In order to ensure compliance in all areas, the State Career Ladder Advisory Committee annually reviews each district plan. The State Board of Education provides final program approval. Rather than advancing on a salary schedule as a result of seniority and educational credits, teachers are paid according to their level of skill attainment and demonstrated student academic progress. Legislation requires that all new teachers in Career Ladder districts be evaluated for placement on the Career Ladder. Once evaluated, new

	<p>teachers may choose not to participate for the following year. Teachers not choosing to participate in the Career Ladder Program remain on the district's traditional salary schedule.</p> <ul style="list-style-type: none"> • The program also allows districts to apply to implement an additional incentive program for other personnel at the school district level and provides awards based upon group, team, school or district. • Each district plan must include 5 components: increasingly higher levels of pupil academic progress as measured by objective criteria; increasingly higher levels of teaching skills; increasingly higher levels of teacher responsibility; professional growth; and equal teacher pay for equal teacher performance. • Performance measures include annual, summative teacher evaluations, and multiple measures of student academic achievement. • Supports through formative evaluation and professional development must be offered to help teachers advance on the ladder. • The Arizona Career Ladder program is receiving new interest, with other districts seeking new state support to develop career ladder programs and recent legislation being introduced to lift the cap on funding to allow new career ladder districts. • The program hasn't received additional funding since 1993-94, so it has not been expanded beyond the 28 districts. Approximately 70 percent of eligible teachers participate in the Career Ladder Program. • The program is supported by local property taxes and state appropriations from the general fund.⁴ The program costs about \$76,507,267 for 28 districts.⁵ <p>Classroom Site Fund</p> <ul style="list-style-type: none"> • The program was enacted in 2000 through passage of a ballot initiative. All districts in Arizona are required to have some type of pay-for-performance component for teachers. • Districts participating in the Classroom Site Fund or the Career Ladder Program meet this requirement. All teachers are eligible for the incentives. • School districts create their own plans, but must adhere to set guidelines. Districts may reward teachers in groups or individually. • Classroom site funds must be used in the following manner: 20 percent for increasing teachers' base pay; 40 percent for performance pay for teachers; 40 percent for school "menu options" such as reduced class sizes; classroom supplies, materials, or computers; Academic Intervention Monitoring System programs; dropout prevention programs; teacher training; teacher liability insurance premiums; and additional teacher compensation. • The program is supported by state funds including a 0.6 cent education sales tax; \$406,550,500 was allocated for the program in FY 2007.
Colorado	The state has a number of district programs, including: Douglas County School District Master Teacher Designation and Pro-Comp.
Connecticut	<p>Beginning Educator Support Program</p> <p>Tier 1</p> <ul style="list-style-type: none"> • Each beginning teacher in Connecticut must participate in the BEST Program. • This is a two or three year Portfolio Induction Program, involving comprehensive mentoring and induction that is provided both through school- or district-based mentors or support teams and through state-sponsored training.

- The induction program requires teachers to attend seminars in their respective disciplines during the first two years and to submit a content-specific portfolio in year two that demonstrates mastery of established teaching competencies.
- The portfolios are assessed based on the foundational skills and competencies of Connecticut's Common Core of Teaching and the discipline-based Professional Teaching Standards.
- If a teacher's portfolio is deemed unsatisfactory, the teacher may resubmit a portfolio in year three.
- Teachers who need to resubmit are eligible for state support through the BEST Portfolio Conference, which provides individualized feedback and recommendations for professional development activities to address weaknesses identified in the first portfolio assessment.
- Teachers who are not endorsed in elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts or world languages are not required to complete a BEST Portfolio but must participate in the Support-Only Induction Program.

Tier 2

- After passing the BEST assessment, teachers move on to Tier 2 and receive a provisional license. Teachers then have eight years to earn a master's degree related to their area of endorsement. Once they receive their master's degree, teachers face no renewal requirements.
- Alternatively, teachers who have completed a minimum of 30 school months of successful teaching in a nonpublic school or an out-of-state public school within the preceding 10 years may be eligible for the provisional license without having to go through the BEST program. They must, however, fulfill the master's degree requirement within the allotted eight-year period.
- Teachers who do not receive a master's degree within the allotted time period lose their license to teach in the state.

Tier 3

- Teachers may choose to move to Tier 3 and receive a professional educator license after completing 30 school months of successful teaching in a Connecticut public or approved nonpublic school and any additional course requirements for any new subject-area endorsement requested.
- This license must be renewed every five years by completing 90 hours of continuing education documented by nine continuing education units (CEUs). CEUs must be acquired from providers approved by the Connecticut State Department of Education and must be focused on improving student learning. Three semester hours of graduate credit are equivalent to 4.5 CEUs.
- Moving to Tier 3 is not tied to compensation.

Description of the BEST Program Teaching Portfolio Assessment

- The BEST Program teacher portfolio assessments are designed to assess the foundational skills and competencies, as well as discipline-specific teaching standards, identified in Connecticut's Common Core of Teaching.
- Beginning teachers submit a teaching portfolio documenting a unit of instruction during their second year of participation in the BEST Program.
- All portfolios, regardless of content area, require the following documentation: Daily lesson logs; Videotapes of lesson segments; Examples of student work, tests and other forms of assessment of student learning; Teacher commentaries on planning, instruction and assessment of

	<p>student learning over time.</p> <ul style="list-style-type: none"> • The portfolios are scored by trained educators who teach in the same content area as the beginning teacher. Following the assessment of the beginning teacher's portfolio, a portfolio score report – which includes an individualized scoring profile summarizing the beginning teacher's performance on the portfolio – is sent to both the beginning teacher and the employing superintendent of schools. • Beginning teachers whose portfolios do not meet the minimum or basic level of competence based on the portfolio standards during the second year of teaching are required to submit an additional portfolio during their third year of participation in the BEST Program. These teachers are eligible for a BEST Portfolio Conference, in which a trained portfolio scorer provides individualized feedback. Recommendations for professional development to address weaknesses identified through the portfolio assessment also are provided. • http://cpre.wceruw.org/papers/CT TE 8-02.pdf – contains examples of what would be included in a BEST portfolio (starting on p.15) • Connecticut spends about \$3.7 million a year on its BEST program, or just over \$2,000 per teacher. About 40 percent of that money (\$800 per teacher) is spent evaluating teachers' portfolios, including training and paying stipends (\$100 a day) to the 500 veteran teachers the state has score the portfolios. The other 60 percent is spent on training and supporting the 1,800 or so new teachers who go through the BEST program each year, and on central administration.
Delaware	<p>Delaware's tiered certification system:</p> <p>Tier One -- Initial licensure.</p> <ul style="list-style-type: none"> • An initial license is valid for 3 years unless revoked. • An initial license may not be renewed. It may, however, be extended if necessary. <p>Tier Two -- Continuing licensure.</p> <ul style="list-style-type: none"> • A continuing license is valid for 5 years unless extended pursuant to § 1216 of this title or revoked. • Upon application, the Department shall renew a continuing license for an additional 5-year term if the educator has completed 90 clock-hours of approved professional development, as well as other professional development and/or mentoring requirements as may be required by the rules and regulations promulgated and adopted pursuant to this chapter. <p>Tier Three -- Advanced licensure.</p> <ul style="list-style-type: none"> • An advanced license is valid for up to 10 years. • Upon application, the Department shall issue an advanced license to an educator who receives National Board for Professional Teaching Standards certification. The Department may also issue an advanced license to an educator who, upon application, demonstrates proficiency under an equivalent program that has been approved in rules and regulations promulgated and adopted under this chapter. <p>Advanced licensure -- Renewal.</p> <ul style="list-style-type: none"> • Upon application, the Department shall renew an advanced license for an additional 10-year term, provided that the educator maintained proficiency under the program for which the advanced license was first issued. •

Georgia	<ul style="list-style-type: none"> • Georgia has adopted a policy that created a state teacher leader endorsement. • Those who wish to add a teacher leader endorsement must hold a Clear Renewable certificate and complete a Professional Standards Commission-approved Teacher Leader Endorsement program or hold a comparable out-of-state credential • Teacher leader programs are performance-based and must address these two leadership standards for teacher leaders: facilitate the development, articulation, implementation, and stewardship of a shared vision; and promote a positive school culture, provide an effective instructional program, apply research best practices, and design comprehensive professional growth plans for staff. • The teacher leader endorsement does not mandate a pay raise. • The teacher leader program provides a career pathway into full school leader certification. • http://www.gamasterteachers.org/
Illinois	<p>Teacher Leader Endorsement</p> <ul style="list-style-type: none"> • A teacher leadership endorsement presents a state-sponsored acknowledgement for teachers who serve in leadership roles. • Teacher leaders in schools also create more professional development providers in the building during a time when districts are being required to cut back on administrative support. • The teacher leadership endorsement articulates to administrator licensure <p>Potential Roles for Teacher Leaders:</p> <ul style="list-style-type: none"> • Mentor or coach new teachers • Develop and deliver professional development activities • Lead curriculum standards committees • Develop curriculum • Lead School Improvement Initiatives • Serve as department or grade level chairs • Serve on school leadership teams • Become a union chapter leader • Serve on committees, task forces, etc. • Respond to crises in the schools • Collect assessment data and help administrators and teachers use it for school improvements
Indiana	<p>Indiana has a performance-based teacher licensure system. However, it does not seem to be a true career 'ladder' based on differentiated roles.</p>
Iowa	<p>Student Achievement and Educator Quality Program</p> <ul style="list-style-type: none"> • Legislation passed in the 2007 Iowa legislative session provided additional funding for planning grants for districts to create enhanced compensation programs including career ladder or pay-for-performance as part of the Student Achievement and Educator Quality Program. • Three districts - Cedar Rapids, MOC-Floyd Valley, and Mt. Pleasant - applied and were accepted into the pilot. The first, Cedar Rapids, is developing a career ladder program while the other two will implement pay-for-performance initiatives. <p>Components include</p> <ul style="list-style-type: none"> • Mentoring and induction – provides beginning teachers with coaching, observation, and feedback, and includes a comprehensive

	<p>evaluation. Districts receive \$1,300 per new teacher annually. Experienced teachers who agree to serve as mentors are paid a stipend of \$500 per semester.</p> <ul style="list-style-type: none"> • Career path – first-year or second-year teachers are classified as Beginning Teachers, while all others are classified as career teachers. Four levels had originally been anticipated, but decreased funding made this revision necessary. The plan is still on the books but no work is being done to flesh out the upper levels of licensure. (http://www.edweek.org/ew/articles/2007/12/19/16licensing.h27.html) • National Board Certification – 10 year, \$2500 stipend; The commitment to fund existing awards will extend through FY 2018, but those who did not register for National Board Certification by December 31, 2007 will not receive the stipend. • Career development and evaluator training • Market factor salaries – this funding was eliminated in FY 2009 • Pay-for-Performance and Career Ladders – 3 pilot programs are underway (see above) • Professional development • Teacher compensation. <p>Funding: FY 2008 - \$173.9 million; FY 2009 - \$248.9 million</p>
Kentucky	<ul style="list-style-type: none"> • Kentucky has redesigned all their master's programs. Starting in December 2010, all master's programs will have a core piece on teacher leadership, and this endorsement will be on their certificate. These regulations went into effect in February 2008. The state wants to pay teacher leaders more money, but that depends on funding. They also want to restrict mentoring to teacher leaders.
Louisiana	<p>Teacher Leader Endorsement</p> <ul style="list-style-type: none"> • Teachers must complete 2 graduate level courses in school leadership. These 2 courses articulate into a full educational leadership program. • This endorsement is aimed at teachers who do not want to become administrators, but still want to be leaders in their schools. • The endorsement does not mandate a pay raise. This is at the discretion of the district. • There are no building-level positions that require teachers to have this endorsement.
Minnesota	<p>Q-Comp (Quality Compensation Program)</p> <ul style="list-style-type: none"> • Implemented in 2005 • 39 districts, 21 charter schools participated in 2007-08 school year • Districts applying for Q-Comp funds must change their teacher-pay systems to include the following components: a career ladder and career-advancement options for teachers, job-embedded professional development, a standards-based teacher-evaluation system, performance pay, and an alternative salary schedule. • State funding for 2007-2008 school year: \$78 million • Districts that represent about one-third of the state's public school population currently incorporate Q-Comp. • Districts create their own Q-Comp programs and negotiate salary schedules for teachers that, among other incentives, reward them for meeting agreed-upon gains in student learning, taking on new roles and responsibilities, and earning satisfactory evaluations of their on-the-job performance. • Interested districts or charter schools apply to the program and if the district or school plans meet state requirements, a state per-pupil

	<p>allotment of \$260 is awarded to implement diversified compensation plans.</p> <ul style="list-style-type: none"> • District Q-Comp designs must be developed with active participation of the local teacher bargaining unit. The district plans can vary in detail but must represent a negotiated compensation plan that “reforms” the single salary schedule. • <u>Job-embedded professional development</u>. This type of professional development strategy groups teachers in teams that focus on student achievement data and teacher needs. The teams are facilitated by master or mentor teachers. • <u>Performance evaluation</u>. District performance evaluation systems must be standards-based approaches that are locally adopted and aligned with the district’s or state’s educational improvement plan and the district’s professional development plan. The standards must include performance rubrics, with descriptions of performance to different levels of the standards. Every teacher must be evaluated multiple times, on an annual basis, by multiple raters (principals and teacher leaders) who are trained in the evaluation approach. Results form one of three measures of performance used to determine compensation increases. • <u>Career ladders</u>. District plans must include multiple career paths or a career ladder program. The law specifies that these positions allow teachers to retain teaching roles and facilitate school professional development activities. Responsibilities may include: leadership team participation, team planning and implementation; overseeing teacher professional development growth plans; conducting evaluations and related conferences; coaching teachers; and modeling professional growth. Teachers receive additional compensation to fit their roles, but amounts are not specified. • <u>Performance pay</u>. Performance awards are made in three forms: gains in school student achievement on standardized tests; other student achievement measures; and teacher performance evaluation results. Districts have discretion to determine measurement criteria under the three features and how much pay is awarded if the criteria are met. Combined, these elements must account for 60% of the performance awards granted to teacher salary increases. • <u>Alternative salary schedule</u>. Districts have flexibility in how the remaining 40% of performance awards are allocated. However, the overall plan, which must be negotiated by the district and teacher bargaining unit, is required to describe how the new system will reform the steps and lanes features of the standard single salary schedule. Features may include knowledge and skill elements, school-based performance awards, or differentiated salaries for teachers in license shortage areas or schools that are hard to staff. The law specifies that districts awarded for Q-Comp funding must have an alternative pay system that describes: a) how teachers can achieve career advancement and added compensation; b) how the district will provide career opportunities allowing teachers to remain in instructional roles and facilitate site-based professional developed to help other teachers improve: how the “steps and lanes” salary schedule will be reformed, while preventing teachers from losing pay, with 60 percent of the compensation increases based on performance (referenced above). The performance categories are school wide student achievement gains, other measures of student achievement, and “objective” evaluations; c) the structure of integrated job-embedded professional development; d) eligibility for all teachers to participate in the plan; and e) how collaboration among teachers will be encouraged. • Districts are required to submit a letter of intent to the State Department of Education to develop and file a proposed pay innovation. The district must then wait a full year before submitting the proposed plan for evaluation and approval. This waiting period gives the district time to confront the complexities of plan design 26 and carefully develop a proposed plan, rather than jumping into an innovative pay plan prematurely. • The state has allocated \$86 million annually for the program, which is funded by state aid and local tax levies. • In addition to Q-Comp, Minnesota is also looking into a 3-tiered certification system.
Montana	<p>Montana is trying to add a new designation on teacher licenses, called an Area of Special Permissive Competency, for mentoring. This is currently available for Early Childhood and Gifted Education.</p>

New Mexico	<p>3-Tiered Licensure System</p> <ul style="list-style-type: none"> • In 2003, the legislature enacted changes that included tying minimum salary levels to three teacher classifications. • To go from Level 1 to Level 2, in the first five years of teaching, teachers must each submit a “professional-development dossier” that demonstrates to their principals, mentoring teachers, and two independent reviewers that they have the teaching skills identified by the state. Contents may include lesson plans, reflections on teaching, and assessments showing student-learning gains. • To go from level 2 to 3 under New Mexico’s system, teachers must have another three years in the classroom and go through a similar portfolio process, though greater skill is expected. They must also have earned a master’s degree or advanced certification from the National Board for Professional Teaching Standards. Level 3 teachers are expected to undertake greater responsibility for professional development in their schools. As in other three-tier systems, New Mexico’s top level is optional for teachers. <ul style="list-style-type: none"> • Progress through the system guarantees minimum salary levels for teachers at different licensure levels. The minimum salary levels will be phased in over a five-year period, beginning with what will be the minimum salary for Level I teachers in the 2003/2004 school year: • minimum salary of \$30,000 for Level I, II, and III-A teachers in 03-04 • minimum salary of \$35,000 for Level II & III-A teachers in 04-05 • minimum salary of \$40,000 for Level II & III-A teachers in 05-06 • minimum salary of \$45,000 for Level III-A teachers in 06-07 • minimum salary of \$50,000 for Level III-A teachers in 07-08 <p>LEVEL I:</p> <ul style="list-style-type: none"> • This is a three-year non-renewable license. • Teachers must develop a Professional Development Plan (PDP) with their principal at the beginning of each school year. Principals will use the PDP to evaluate teachers’ performance. • To advance to Level II (Professional Teacher), teachers must: complete an approved mentoring program; complete three complete academic years of teaching at Level I; demonstrate increased teaching competencies required for Level II by submitting their Professional Development Dossier (PDD) to the Public Education Department. The PDD is documentation from the most recent three-year period and must include the following components at Level II indicators: <p>Strand A. Evidence of Effective Teaching:</p> <p>(a) student achievement data (The data provides evidence of growth and progress of the students in your class or classes. The state’s standardized test scores will not be used unless you choose to use them. PED will provide models for collecting student achievement data for the content areas that teachers may decide to use in their PDDs. Your task is to present a compelling case in the PDD through student achievement data that your students demonstrate growth over the time they are with you.); and</p> <p>(b) assessment techniques and procedures; and</p> <p>(c) instructional plans and materials; and</p> <p>(d) examples of student work and performance; and</p> <p>(e) evidence of implementation of state curriculum standards;</p> <p>Strand B. Evidence of Student Learning:</p> <p>(a) Required evidence:</p> <p>i.) adaptations/modification for diverse learners; and</p>
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- ii.) evidence of effective classroom management strategies and procedures; and
 - iii.) classroom observation reports; and
 - iv.) evidence of communication with students and parents.
- (b) Optional evidence in the form of:
- i.) student surveys; and/or
 - ii.) electronic media recording of classroom activities with reflections/analysis.

Strand C. Evidence of Professional Learning:

- (a) professional development activities associated with your annual professional development plan (PDP); or
- (b) evidence of collaborating with professional community; or
- (c) parent surveys; or
- (d) research publications; or
- (e) professional presentations.

OR through certification by the [National Board for Professional Teaching Standards](#).

Strand D. Proof of successful participation in a mentoring program for at least one year.

Strand E. Copies of successful annual evaluations for the previous two years of teaching, the superintendent's recommendation for licensure advancement, and the district's verification of the data submitted in the PDD.

Teachers must meet or exceed standards in all five strands in order to advance to Level II.

LEVEL II:

- Level II teachers must develop a Professional Development Plan (PDP) with their principal at the beginning of each school year. Principals will use the PDP to evaluate teachers' performance.
- Teachers may choose to remain at Level II for the remainder of your teaching career by renewing your Level II License every nine years. This process does not involve submission of a Professional Development Dossier (PDD).
- Advancement to Level III-A is optional.

Level III-A teachers have :

- Earned a Masters Degree or [National Board for Professional Teaching Standards Certification \(NBPTS\)](#).
- Completed at least 3 complete academic years of teaching at Level II.
- Demonstrated increased teaching competencies required for Level III-A by submitting their Professional Development Dossier (PDD) to the Public Education Department. The components in each of the five strands are the same as described in Level I.
- Teachers must meet or exceed standards in all five strands in order to advance to Level III. Teachers who are not successful in meeting standards in one or more of the strands, may "bank" the passing scores they have earned in the other strands for two years to allow them to resubmit any unsuccessful strand(s) the following year.

	<ul style="list-style-type: none"> Teachers must develop a Professional Development Plan (PDP) with your principal at the beginning of each school year. Principals will use the PDP to evaluate teachers' performance. Teachers who continue to demonstrate Level III-A competencies will remain at Level III-A for the remainder of their teaching career by renewing their Level III-A License every nine years. To renew a Level III-A License, the superintendent must verify that the teacher meets the competencies and indicators for Level III-A and recommend that the license be renewed Funding: New Mexico is using part of its land grant permanent fund (a trust fund set up by the state) to support the program. It has state funds committed by the legislature. And national interest in the program has spurred commitment at all levels of the state – from the governor's office down to professional development support from universities – to take notice.
Ohio	<ul style="list-style-type: none"> Cincinnati created a position of lead teacher, with specific titles within the role, including: subject area leader, team leader, consulting teacher, curriculum specialist, curriculum council chair, and program facilitator. A special lead teacher panel is responsible for reviewing and evaluating applicants' qualifications for lead teacher. Lead teachers receive some released time and an annual stipend between \$5000 and \$6500, depending on specific assignment. The Ohio Department of Education was awarded a five year \$20.2 million grant to develop or expand current compensation systems for teachers and principals in four large urban school districts including Teacher Advancement Program (TAP) in the Cincinnati and Columbus City Schools, the Toledo Review and Alternative Compensation System (TRACS) in the Toledo City Schools, and the Cleveland Teacher Incentive System, a program modeled on TRACS, in the Cleveland City Schools.
Oregon	<ul style="list-style-type: none"> In spring 2007, the Chalkboard Project, a statewide organization focused on improving Oregon's schools, allotted \$200,000 to \$400,000 to three school districts - Forest Grove, Sherwood, and Tillamook - to design and pilot a three-year project aimed at improving student achievement by expanding leadership skills and career and compensation opportunities for teachers and other school staff. The districts participating in CLASS formed design teams consisting of multiple education stakeholders to create new compensation systems, as well as professional development and performance evaluation systems. When implemented, districts will receive between \$200 and \$400 per student to fund their programs. Sherwood will receive up to \$1.3 million and Tillamook will receive up to \$900,000. Forest Grove will receive a grant of \$76,200 to complete work on the compensation blueprint of their CLASS Project. (http://www.chalkboardproject.org/images/PDF/CLASSfactsheet.pdf)
South Carolina	<ul style="list-style-type: none"> Schools in thirteen South Carolina counties have incorporated the TAP program, and there is a statewide expansion underway. The state legislature passed a "proviso" that enables South Carolina schools labeled as "needing improvement" under NCLB to select TAP as an Alternative Technical Assistance program.
Utah	<ul style="list-style-type: none"> During the spring 2008, state policymakers and the Utah State Board of Education approved legislation and rules for the implementation of differentiated pay and pay-for performance programs. During the 2008-09 school year, state funds will provide new teachers with a \$1,000 bonus, \$200 a day for up to three years of additional work for special educators, and \$20 million to school districts and charter schools to use for a one-year pay-for-performance program. School districts and charter schools will submit individual plans in July 2008.
Virginia	<p>Career Paths for Teachers (effective September 2007)</p> <ul style="list-style-type: none"> Career Teacher: This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation, received a recommendation for the designation from an employing Virginia school division superintendent or

	<p>designee or accredited nonpublic school head, served at least three years as a mentor teacher in Virginia, documented responsibilities as a mentor, and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.</p> <ul style="list-style-type: none"> Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following: <ul style="list-style-type: none"> a. National board certification or a nationally recognized certification program approved by the Board of Education and a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement; or b. A recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.
Utah	<p>Utah Educator License Levels</p> <p>Level 1 License</p> <ul style="list-style-type: none"> Issued to candidates upon completion of an approved preparation program, an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract. This is nonrenewable for those who have had three years of teaching experience. Teachers: work with a mentor for three years; complete a portfolio review; successfully satisfy district/school evaluations for three years in a Utah public or accredited private school, and achieve a score of 160 or higher on the Praxis II Principles of Learning and Teaching test (#0521, #0522, #0523, or #0524) in the area of educational preparation and assignment. <p>Level 2 License</p> <ul style="list-style-type: none"> Issued after satisfaction of all requirements for a Level 1 license. <p>Level 3 License</p> <ul style="list-style-type: none"> Issued to an educator who holds a current Utah Level 2 license and has also received, in the educator's field of practice, National Board Certification or a doctorate from an accredited institution. The renewal cycle for Level 2/3 teachers is 5 or 7 years. There is no requirement of differentiated roles for those who have Level 2 or 3 licenses.
Wisconsin	<p>Tier 1 – Initial Educator License</p> <ul style="list-style-type: none"> This is a non-renewable license that individuals must hold for at least three years, but no more than five. Teachers are required to create a Professional Development Plan (PDP) that focuses on two or more of the ten Wisconsin Teacher Standards.

- Districts provide a mentor trained in the 10 standards to assist teachers in developing their PDP. A local team consisting of a teacher (other than the candidate's mentor), an administrator and a teacher educator assess and verify the successful completion of the PDP. The state, however, is still in the process of developing the rubric for the assessment.

Tier 2 – Professional Educator

- Teachers then move on to Tier 2 and receive a five-year renewable Professional Educator license.
- To renew this license, teachers must develop a PDP based on the ten Wisconsin Teacher Standards and tied to student learning. Teachers must show how what they do in their PDP makes a difference for students. A local team of three teachers verifies completion of the PDP.

Tier 3 – Master Educator License

- Teachers can choose to move on to Tier 3 and receive a Master Educator license. This is a voluntary 10-year renewable license that can be attained in two ways: Becoming certified by the National Board for Professional Teaching Standards; or achieving Wisconsin's Master Educator Certification, which requires a master's degree, at least eight years of teaching experience, five of which must be at the Professional Educator level and a portfolio that provides evidence of how the candidate has contributed to the profession and evidence of improved student learning.
- The Master Educator License is intended to recognize those teachers who go "above and beyond" and is not limited to teachers who want to assume leadership roles. Wisconsin has not yet developed the scoring rubric for the Wisconsin Master Educator portfolios. Once developed, the state will train assessors to evaluate the portfolios. These assessors will not be in the candidate's school district.
- The master educator license is not directly tied to compensation.

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