SPS Teacher Leadership Proposal

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8. Career Ladder Program

Teacher Leadership Cadre

a. The Teacher Leadership Cadre (TLC) Career Ladder Program is part of the Professional Growth & Educator Support System. The program is intended to recognize the importance of teacher leadership in building instructional capacity and racially equitable practices at the school and district level and promoting teacher professional growth along a continuum of practice.

b. Eligibility and Hiring: Teacher Leadership Cadre - School Based Career Ladder Positions

1) TLC Career Ladder positions are stipend roles that entail additional duties beyond a certificated contract.

2) All TLC positions are designed for educators who have demonstrated high levels of instructional skill, culturally responsive practices, commitment to racial equity, and leadership with their school/program community.

2) Teachers who apply for the following Career Ladder TLC positions must have an evaluation rating of proficient or higher in all eight TPEP criteria and a state student growth impact rating that is “average” or higher on their most recent comprehensive evaluation.

Teachers who are currently on a focused evaluation must still meet the above criteria. They must also have a rating of proficient or higher in their identified focused criteria and a state student growth impact rating that is “average” or higher on their most recent focused evaluation.

3) Teacher Leadership Cadre Career Ladder Positions:

a) School Based Teacher Leadership Cadre Career Ladder Teacher (Elementary and Secondary)

b) Educator Leader Cadre - Career Ladder Therapist, Psychologist, Occupational Therapist, Physical Therapist, Speech Language Pathologist, Counselor, Social Worker or Nurse (ESAs) (ELCs)

c) Content Demonstration Teacher (hired at district-level) (CDT)

d) Master Teacher – no new Master CLT position will be hired after the 2018-2019 school year. All current Master Teachers may complete their two-year term.

4) Certificated educators who are not classroom teachers must have a “proficient” or higher Distinguished overall rating on each domain of their most recent comprehensive evaluation.

5) A TLC single Career Ladder stipend may not be shared between amongst more than two (2) individuals.

6) In order to support TLC career ladder work, each school/ESA program will be allotted ten (10) substitute days each for the year. Content Demonstration Teachers and ELCs will have be allotted eight (8) substitute days allotted each year. An additional four (4) substitute days are allotted for schools that continue to have a Master Career Ladder.
Teacher during school year 2018-2019 and 2019-2020. These substitute days may convert to extra time pay for semi-independent activities.

6) Eligible candidates will apply through NeoEd within their building for one of the positions listed above using the Site-Based Hiring Process. Additionally, the hiring team will screen applications and resumes.

8) Positions will be two (2) years. Employees who previously held the position are able to may reapply.

c. TLC ELC Positions

1) Professional Development (PD): TLC ELCs who focus on PD may:
   i. Plan and/or lead TRI days, Wednesday early release time, before/after school PD, or other PD time, or work in collaboration with colleagues, central office, or community members to design PD sessions at their school.
   ii. Facilitate a book study or other study group focused on professional growth.
   iii. Plan, coordinate, and facilitate lab days, learning walks, or classroom visits.

2) Mentoring and Coaching: TLC ELCs who focus on mentoring and coaching may:
   iv. Lead induction of new teachers (new-to-profession, new to assignment, or new to Seattle Public Schools) in coordination with PGES Consulting Teachers CTs.
   v. Lead consistent scheduled support of early-career teachers (2+ years).
   vi. Support consistent scheduled 1:1 coaching for veteran teachers who are not assigned a CT.
   vii. Facilitate classroom visits/observations.

3) Facilitator: TLC ELCs who focus on facilitation may:
   a. Plan and facilitate committees or PLCs
   b. Support committees or PLCs through problem solving, resources, and systems thinking to coordinate initiatives across the school.
   c. Lead instructional materials rollouts and other non-stipend district level initiatives.

3) Special Projects:
   a. From time to time a school may design a specific project and designate a TLC ELC position for the planning and implementation.
   b. Proposal will be submitted to the TLC coordinator for approval prior to hiring for this position, or prior to a role is shifting to take on a specific project at a school.
   c. Proposals must be designed to impact professional practices and student learning. They should not be comprised of administrative duties or other non-practice-oriented work.
   d. Proposals should not replicate the work of other groups/committees at the school but may work in cooperation with other groups/committees.
   e. Elementary Career Ladder Teachers – Building-based Career Ladder Teachers at the elementary level may:
      1) Support the implementation of the site-based CSIP/Professional Development plan through job-embedded staff development focused on school initiatives in support of student learning.
      2) Provide onsite induction support for teachers new to the school and/or teachers moving to new grade levels or content (as needed).
3) Serve as a resource in support of professional learning communities or other collaborative teams.

4) Model instruction or serve as a “lab site” classroom for teachers within the school or across the district (site visits).

5) Provide support for eVal and TPEP/Danielson.

6) Serve as a school lead for new curriculum rollouts.

d. Teacher Leader Cadre, Content Demo Teacher, Foundational Coursework Facilitator, and Affinity Group Facilitator Positions: TLC CDT/FCF/AGE Positions

Secondary Career Ladder Teachers – Building-based Career Ladders

Teachers at the secondary level may:

1) Support the implementation of the site-based CSIP/Professional Development plan through job-embedded staff development focused on school initiatives in support of student learning.

2) These positions will be designed and managed by the program manager or coordinator that oversees the work. Serve as a resource in support of professional learning communities or other collaborative teams.

3) The Teacher Leadership Cadre will be managed by the TLC Coordinator with input from the TLC Steering Committee and overseen by the PGES Committee in accordance with the TLC Handbook. Model instruction or serve as a “lab site” classroom for teachers within the school, or across the district (site visits).

4) Provide support for eVal and TPEP/Danielson.

5) The Professional Growth & Educator Support Committee will review the CLT program at the secondary level, including secondary teachers, to gather feedback and make adjustments and recommendations.
Central Office Career Ladder Positions:

1) Candidates must meet Career Ladder eligibility in order to be considered. The following are considered Central Office Career Ladder positions:

   a) Academic Coach
   
   b) PAR-ESCT Consulting Teacher (CT) (formerly STAR/ESCT)
   
   c) Consulting Teacher

   d) Curriculum Specialist

   e) Special Education Program Specialist

2) Positions, except CTs, will be four (4) year positions and an employee may reapply. In order to reapply an employee must be overall Proficient and be Distinguished in at least one domain on his or her most recent summative evaluation.

3) The hiring team must include at least two staff from buildings who are performing similar professional tasks and are knowledgeable about the requirements of the position.