



## The RESPECT Project:

### Envisioning a Teaching Profession for the 21<sup>st</sup> Century

*The following discussion document has been used in conversations about transforming the teaching profession with teachers and school leaders around the country. As these conversations have progressed,*

*the vision for the profession has been updated to reflect the ideas and experiences of those who serve in our classrooms and schools. What remains is a representation of our mutual best hopes, our vision for what the profession could become, still a work in progress.*

#### **I. Introduction**

**The Challenge:** In order to prepare our young people to be engaged citizens, to compete in the global job market, and to keep up with both persistent and emerging challenges facing our country, the United States must ensure that teaching is a highly respected and supported profession, that accomplished, effective teachers guide students' learning in every classroom, and that effective principals lead every school.

Despite the fact that teaching and leading schools is intellectually demanding, rigorous and complex work, too often educators are not acknowledged as professionals with unique skills and qualifications. They receive little classroom experience before certification, and once in the field, they are not supported, compensated or promoted based on their talents and accomplishments. Too often teachers and principals operate at schools with a factory culture, where inflexible work rules discourage innovation and restrict teachers' opportunities to consult with others, to work together as a team, and to take on leadership responsibilities. As a result, the field of education is not highly regarded – many of America's brightest young college graduates never consider entering the profession,<sup>i</sup> and others leave prematurely, while too many of our students are left without the education they need to thrive in the 21<sup>st</sup> century.

26 **The Vision:** It is time for a sweeping transformation of the profession. We must develop  
27 innovations in the way we recruit, prepare, credential, support, advance and compensate  
28 teachers and principals. As in other high-performing countries, our schools of education must  
29 be both more selective and more rigorous. To attract top students into the profession and to  
30 keep talented teachers from leaving, we must dramatically increase potential earnings for  
31 teachers. We must create career and leadership opportunities that enable teachers to grow  
32 their roles and responsibilities without leaving the classroom, and we must intentionally  
33 develop teachers who are gifted managers into school leaders and principals. Rather than  
34 linking compensation solely to years of service or professional credentials, teachers' pay should  
35 reflect the quality of their work and the scope of their professional responsibility. To ensure  
36 that the students who need the best teachers and principals get them, salaries should also  
37 reflect taking on the additional challenges of working in high-need schools (urban and rural) or  
38 in hard-to-staff subjects. Care should be given to ensure that teachers in these schools are well  
39 supported by principals who respect their expertise and create positive school cultures with  
40 high expectations for everyone.

41 To transform the profession, we envision a school model and culture built on shared  
42 responsibility and on-going collaboration, rather than a top-down authoritarian style. Our call  
43 for historic improvement in the professional opportunities for and compensation of teachers  
44 and principals is matched by an equally dramatic effort to rethink how teaching is organized  
45 and supported. We see schools staffed with effective principals who are fully engaged in  
46 developing and supporting teachers, who involve teachers in leadership decisions, and who  
47 provide teachers with authentic, job-embedded professional learning. Likewise, we see families  
48 working in partnership with schools, where parents are welcome by the school and where they  
49 respect the efforts of educators to teach their children. Finally, we see schools made stronger  
50 by leveraging community resources, expertise and activities, and we envision communities that  
51 thrive as they are anchored around highly effective schools.

52 Teachers and school leaders work every day with our nation's children – an intrinsically  
53 rewarding and joyful job. We need to redesign the profession so that we unleash the inherent

54 joy in teaching and learning, nurture creativity and innovation in our schools and classrooms,  
55 and deliver the outcomes that our children deserve and our country's future demands. Moving  
56 toward this vision will require tough choices and a willingness to embrace change, but the  
57 urgency and the opportunity for real and meaningful progress have never been greater.

58 **Our Plan/the RESPECT Project.** To support this vision, the U.S. Department of Education has  
59 begun working with educators—teachers, school and district leaders, teachers' associations and  
60 unions, and state and national education organizations—to spark a national conversation about  
61 transforming education for the 21<sup>st</sup> century. We call it the RESPECT Project. RESPECT stands for  
62 Recognizing Educational Success, Professional Excellence, and Collaborative Teaching.

63 *Educational Success* recognizes our commitment to improving student outcomes. *Professional*  
64 *Excellence* means that we will continuously sharpen our practice and that we will recognize,  
65 reward, and learn from great teachers and principals. *Collaborative Teaching* means that we  
66 will concentrate on shared responsibility and decision-making. Successful collaboration means  
67 creating schools where principals and teachers work and learn together in communities of  
68 practice, hold each other accountable, and lift each other to new levels of skill and competence.

69 There is no one path to success. Different districts, schools, principals, and teachers will take  
70 different approaches to achieving the vision. Our goal is for a national conversation about the  
71 RESPECT Project to serve as a catalyst for remaking education on a grand scale. To do so, we  
72 must lift up the accomplished teachers in our classrooms and bring in a new generation of well-  
73 prepared, bright young men and women. Together these teachers will make education a valued  
74 and respected profession on par with medicine, law, and engineering. We must staff our  
75 schools with strong principals who nurture and develop great teaching. And we must take a  
76 whole-system approach to support these teachers and principals in our schools. By  
77 transforming the teaching profession, this country's *most important* work will become our *most*  
78 *valued* work.

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80

## 81 **II. A New Vision of Teaching and Leading**

82 A truly transformed education profession requires us to think boldly as a country about how we  
83 might redesign our educational systems to attract, prepare, support, retain and reward  
84 excellent teachers and principals. Just as critically, we must think about how the classroom, the  
85 school environment and the school day and year might be reshaped to support and sustain this  
86 transformation.

### 87 *A Reorganized Classroom*

88 A new vision of education begins with the recognition that teachers are passionate, skilled  
89 professionals whose focus is on effectively engaging students, ensuring their learning, and  
90 shaping their development. Teachers know that to productively engage in our democracy and  
91 compete in our global economy, students will need strong, well-rounded academic  
92 foundations; cultural and global competencies; the ability to collaborate, communicate, and  
93 solve problems; and strong digital literacy skills. We would like to see the classroom  
94 transformed into a place where accomplished teachers creatively apply their knowledge and  
95 skills to meet these goals, and where their expertise is acknowledged by parents, students and  
96 administrators. To this end, we envision inclusive schools and classrooms that are configured  
97 based on students' needs and teachers' abilities, rather than on traditionally prescribed  
98 formulas. In these schools, teams of teachers, instructional leaders, and principals collaborate  
99 to make decisions about how schools and classes are structured, creating spaces where faculty  
100 members can visit one another's classes to learn from each other and to work together to solve  
101 common challenges.

102 Structuring classrooms to maximize instruction could take many different forms. For example,  
103 classrooms with many high-need students might contain fewer students than other classes. The  
104 most accomplished teachers might be asked to serve a larger number of students per class with  
105 teams of *Resident* or *Beginning* teachers extending the reach of the most accomplished  
106 teachers, while offering newer teachers the opportunity to learn by observing and assisting a  
107 *Master* teacher. Likewise, the format and mode of instruction might differ according to

108 students' needs and the technology available. The traditional physical classroom space might  
109 shift to clustering arrangements or stations where groups of students engage in distinct tasks,  
110 some collaborative and some individual, that use a variety of activities to continually engage  
111 students in different modes of learning.

112 In this new vision, classroom learning is guided by rigorous academic standards and high  
113 expectations, while being supported by data and technology that are student-centered and  
114 teacher facilitated.<sup>ii</sup> High-quality data measuring student learning is made available and  
115 accessible to teachers on an ongoing basis--in real time, where appropriate. Teachers are  
116 prepared to use the data to inform and adapt instruction hour-to-hour, day-to-day, and year-  
117 to-year.

118 Technology also plays a strong role in personalizing learning and supplementing classroom  
119 instruction so that students can learn at their own pace and with a wider array of approaches  
120 and resources. The introduction of technology into more classrooms is accompanied by  
121 additional support (e.g. classroom aides and extensive guidance on how to best utilize the new  
122 technology to meet learning objectives) to ensure that new instruments truly enhance – rather  
123 than diminish—the teacher's instruction. To the extent that technology facilitates teachers'  
124 ability to engage more students simultaneously, the use of technology can support flexible  
125 student-teacher ratios, freeing up some teachers to provide additional support to students who  
126 need more of their attention.

127

### 128 *A New School Day and School Year*

129 In a transformed education profession, the academic needs of the student body determine  
130 the structure of the school day, week and year, and the current school calendar is replaced by a  
131 calendar developed with sustained student learning in mind. Students are no longer be held in  
132 lock-step, age-based cohorts (grades), but instead progress through the system based on what  
133 they know and can do. Using this type of individualized approach, coupled with dynamic  
134 grouping, some students may need a longer school day or school year, while others performing

135 at or above grade level might be able to learn within the time traditionally allotted or at an  
136 even faster pace. For teachers, this means that the hours of instruction might vary depending  
137 on the student population. Teachers working with students in need of additional learning time  
138 might have extended hours of instruction to provide every student with time and support to  
139 master the content. Principals and other instructional leaders, such as master and mentor  
140 teachers, work with their colleagues to determine the most effective strategies to utilize time.

141 To get the job done, teachers work professional weeks and days—as many do already—that  
142 extend beyond the traditional school day. Removing the outdated time schedule that currently  
143 exists in many schools provides teachers with more choices and greater flexibility in how they  
144 use their time to accomplish their goals. More flexibility in the school day also affords teachers  
145 time needed for reflection, for planning and collaboration, for the review of student data, and  
146 so on. Sufficient time for collaboration is especially needed for teachers of students with  
147 special disabilities and teachers of students who are English language learners. In some cases,  
148 time spent on duties out of class exceeds the amount spent in the classroom. Even when the  
149 hours of instruction remain roughly the same, many teachers work year-round to provide  
150 additional instruction for certain students, to collaborate with colleagues, and to engage in  
151 meaningful professional learning. For example, a cohort of teachers who focus on remediating  
152 students who are falling behind might have a lighter load during the normal school schedule,  
153 but they might use additional periods to help students who need more time. Others might  
154 participate in strategic planning for the school, extracurricular activities with students (college  
155 tours, summer field trips, etc.), or curriculum development during the extended time. Principals  
156 maximize use of the additional time, not by adding to teachers' workloads, but by teaming with  
157 teacher leaders at the school to provide the structures, schedules and systems needed to  
158 support great teaching.

159 Finally, to provide the flexibility that teachers might request at different points in their careers,  
160 part-time teaching opportunities are available so that some teachers may work fewer hours a  
161 day, fewer days a week, or fewer months a year. Teaching is uniquely suited to this type of

162 flexible staffing, and it could be an option offered to teachers and schools with unique needs,  
163 for example those in rural areas and in hard-to-staff or specialty subjects.

164

165 *An Environment of Shared Responsibility among Teachers and Principals*

166 Today's schools are still places where, by and large, a set number of students and one  
167 teacher work at individual desks behind a closed door. Too many teachers remain in isolated  
168 classrooms, lacking collaboration and feedback from their peers and school administrators. We  
169 envision a shift in philosophy away from the closed-door approach and toward greater  
170 communication and cooperation. Similarly, the NEA Commission on Effective Teaching and  
171 Teachers (CETT) proposes a change in the culture of teaching and calls for teaching  
172 professionals to boldly challenge the status quo by teaching, collaborating and leading in new  
173 ways.<sup>iii</sup>

174 **Strong Principals.** Research has shown that leadership is second only to teaching among school  
175 influences on student success and that the impact of leadership is most significant in schools  
176 that have the greatest needs. Effective principals, along with other instructional leaders,  
177 recognize the potential they have to create a school environment where teachers want to work  
178 and where effective teachers can thrive. They maintain a constant presence in the school and in  
179 classrooms, listening to and observing what is taking place, assessing needs, and getting to  
180 know teachers and students. They mobilize the school around a clear mission, high  
181 expectations and shared values, and school improvement goals. With the aim of meeting clear  
182 performance goals, principals find creative ways to maximize the time and productivity of their  
183 most precious resource: their teachers. They create spaces in the workday for teachers to  
184 collaborate, to view each other's classrooms, to solve problems as a team, and to build their  
185 expertise. In a transformed profession, principals recognize effective teaching and know how to  
186 facilitate educator professional development and career paths. Principals and other school-  
187 based instructional leaders are evaluated based in part on how well they select, prepare,  
188 develop and support excellent teachers, just as superintendents and other administrators are  
189 measured partly by how well they support effective schools and principals.

190 **Distributed Leadership.** A handful of effective educators in a dysfunctional school cannot make  
191 a sustained difference for children. Principals and other leaders must systematically create  
192 opportunities for participation by all stakeholders to develop a plan that is values driven and  
193 data informed. A culture of shared responsibility requires principals who bring together  
194 coalitions of teacher leaders who have the skills to meet the school’s objectives and create a  
195 culture of continuous learning and shared decision-making. Teams of teacher leaders and  
196 principals work in partnerships to identify challenges, propose solutions, and share in  
197 distributed leadership and decision-making at all levels, including hiring, structuring the school  
198 day and school year, and designing professional learning.

199

200

201 *A Teaching Career that Attracts, Trains, Supports, and Rewards Excellence*

202 At present, too many teachers enter the classroom unprepared. Some fail to become  
203 effective but still remain in the profession, while other effective teachers leave because they  
204 feel unsupported and underpaid.<sup>iv</sup> Moreover, many of our nation’s highest performing college  
205 students never consider entering this rewarding and important field.

206 A new vision of the teaching profession revises each step of the current career trajectory:  
207 raising the bar for entry, preparing teachers well during pre-service programs with high  
208 standards for exiting successfully, and supporting and rewarding effective teachers at each  
209 stage of their career so that they continue to grow, be recognized for professional  
210 accomplishment, and ultimately stay in education. Leaders in this profession continually assess  
211 teachers’ effectiveness and accomplishments, simultaneously empowering school leadership to  
212 personalize professional development, to deliberately reward contributions to the larger  
213 community, to provide opportunities for advancement, and to dismiss teachers who are  
214 ineffective despite ample support.

215 **Entering the Profession.** Currently too many teacher preparation programs fail to attract and  
216 select highly qualified candidates with the knowledge, skills, and dispositions to take on the  
217 challenge and complexity of teaching today’s students. Moreover, once in a program, many



218 candidates don't receive the clinical preparation they need to manage classrooms and teach  
219 students with a range of needs and abilities. In addition, individuals who may wish to become  
220 teachers later in their careers often find themselves excluded from the profession because they  
221 haven't pursued traditional pathways into the field, even though they may have the aptitude  
222 and knowledge to do an exceptional job. Finally, certification for all new teachers, whether they  
223 enter teaching through traditional paths or not, sets a low bar that is often disconnected from  
224 classroom performance.

225 In a 21<sup>st</sup> century profession, teacher preparation programs set a high bar for both entering and  
226 exiting their programs successfully. To enter programs, aspiring teachers come from the top tier  
227 of students in the country, demonstrate subject-area expertise (or be in the process of  
228 becoming experts in their subject area), and display dispositions associated with successful  
229 teaching, such as an ability to connect with students from a wide variety of backgrounds,  
230 perseverance, and effective communication skills with teachers, students, principals, and  
231 community members. The student teaching experience itself is taken very seriously, with  
232 student teachers supervised by highly effective classroom teachers who have been trained as  
233 mentors. Likewise, supervisors from the student teacher's preparation program carefully  
234 consider the feedback of the classroom teacher when deciding whether or teachers have  
235 successfully completed the precertification program. To successfully complete a preparation  
236 program, pre-service teachers demonstrate strong subject-area knowledge, proficiency  
237 improving student learning through research-based practices, solid understanding of pedagogy,  
238 and the ability to work effectively with peers towards common goals. Successful completion of  
239 student teaching indicates that the student teacher has accomplished something significant,  
240 meeting an important bar for entry into the profession, preferably earning the student teacher  
241 a position in the school or district where the student teaching took place.

242 In our vision, traditional teacher preparation programs provide one among several paths into  
243 the profession. Alternative pathways might include obtaining an advanced degree or working  
244 extensively in another field, then gaining certification and entering the classroom as the teacher  
245 of record upon demonstration of satisfactory performance. All teacher preparation programs

246 track and publish data on how successful their graduates are as teachers (through ratings of  
247 principals and other measures, including student learning) and how long their graduates stay in  
248 the profession. These data are considered by aspiring teachers deciding among pre-service  
249 programs and by school districts making informed hiring decisions. There are also pathways for  
250 career changers who have extensive content knowledge and experience in another field, but  
251 who need an entryway into the classroom that matches their professional history.

252 Though teachers enter the profession through different avenues, all preparation pathways  
253 require demonstrated effectiveness in the classroom. For example, candidates following a  
254 traditional college or university trajectory participate for 1-2 years as *Resident* teachers under  
255 the aegis of a Master teacher. Career changers with significant subject-area expertise might be  
256 able to demonstrate proficiency in other ways and step in as *Beginning* teachers focused on  
257 building their pedagogy and teaching repertoire. In all cases, teachers move along the career  
258 trajectory, based on demonstrated performance, and continue receiving support as needed.

259 **Career Pathways and Professional Advancement.** A significant challenge retaining effective  
260 educators has been finding ways to offer teachers satisfying career paths, avenues that allow  
261 them to take on significant roles and responsibilities and earn higher salaries without leaving  
262 the classrooms they love. Teachers long for opportunities that recognize their talents and allow  
263 them to contribute to transforming their schools into more effective centers for learning.  
264 Moreover, teachers who may have interest in moving to an administrative role would benefit  
265 from avenues that allow them cultivate their skills over time while still serving as effective  
266 teachers. As Madeleine Fennell, Chair of the NEA Commission on Effective Teachers and  
267 Teaching, has said, it is “time to blast open the glass ceiling or glass door of advancement in the  
268 [teaching] profession.” A new vision of the profession would offer accomplished teachers  
269 multiple pathways to advance their careers without leaving the classroom. Development and  
270 advancement could occur at every stage of a teacher’s career, based on demonstrations of  
271 effectiveness with students and colleagues.

272 One vision of such career pathways might look like this. New graduates—or perhaps those still  
273 in preparation programs—might enter the profession as *Residents*, working under the

274 supervision of *Master* teachers until certified. Once aspiring teachers demonstrate basic  
275 proficiency in the classroom and are certified, they become *Beginning* teachers. In the  
276 *Beginning* status as teacher of record, teachers might continue developing knowledge and skills  
277 for several years, working with a *Master* teacher or mentor, before earning full *Professional*  
278 status and receiving substantially higher pay. Earning *Professional* teacher status would require  
279 a teacher to demonstrate effective teaching, including successive years of improving student  
280 outcomes. *Beginning* teachers unable to demonstrate effectiveness in a reasonable amount of  
281 time would not remain teachers.

282 Once *Beginning* teachers advance to *Professional* status, they could remain in the classroom for  
283 the rest of their careers if desired, but they would have other options. Some may want to  
284 remain teachers but mentor *Beginning or Resident* teachers for part of the day as *Master*  
285 teachers. Others may prefer to spend part of their day taking on leadership responsibilities,  
286 such as planning community outreach, developing curriculum, or planning professional  
287 development, as *Teacher Leaders*. Teachers would be offered a career lattice that recognizes  
288 varying professional strengths and interests and matches experience, desire and expertise with  
289 commensurate levels of responsibility and compensation. For a sample role structure, please  
290 see *Appendix A*.

291 In our vision, principals also are selected based on their ability to be instructional leaders and to  
292 manage the complex dynamics of schools. Leaders in districts look for teacher leaders who  
293 would make excellent principals and develop their repertoire of skills. If a teacher decides to  
294 become a principal, he or she secures additional preparation to be certified as a principal,  
295 including significant clinical experience in a leadership capacity.

296 **Teacher Evaluation and Development.** The majority of teachers report that teacher evaluation  
297 systems have been broken for decades. Even as the metrics in many states and districts have  
298 improved, most teachers are still assessed in very distinct events once or twice a year, rather  
299 than through a process that affirms their strengths and helps them to improve their practice.  
300 For teaching to be truly transformed, educators need integrated and useful evaluation systems  
301 with results closely aligned to professional learning. Teachers and principals should contribute

302 to designing and implementing equitable and transparent evaluation systems with multiple  
303 measurements of effectiveness.

304 The evaluation systems we envision include a range of summative and formative components,  
305 such as an analysis of teacher responsibilities and accomplishments, measurements of student  
306 growth data, results from the formal and informal observations, self-evaluations, and feedback  
307 from students and peers. Observations are made by skilled evaluators who are knowledgeable  
308 about both content and pedagogy. These evaluations are more meaningful, useful for informing  
309 decisions related to all aspects of advancement, including compensation, tenure and dismissal.

310 In a transformed profession, all teachers and principals are evaluated at least annually,  
311 regardless of tenure status. Furthermore, the professional learning that springs from the results  
312 of evaluations is used to transform teacher training. Professional learning is be an important  
313 priority in school learning communities, with learning plans inextricably linked with current  
314 classroom practice and with teachers observing and helping to sharpen each other's methods.  
315 Instead of primarily sending teachers out of the building for expensive professional  
316 development that helps only a few, schools become learning communities that promote  
317 collaborative work and align teacher development with high, nationally recognized standards  
318 for professional learning. As a result, teachers' continued development includes on-going, job-  
319 embedded professional development that is informed by data and that integrates innovative  
320 theories with efficacious practice, emerging educational research, and models of human  
321 learning to achieve outcomes for students. Teachers share in decision-making around their  
322 professional learning, so that teachers in one school decide to work on how to best implement  
323 their state's newly adopted state standards, while others focus on strategies to connect with  
324 the community and parents more effectively. For example, teachers could engage in  
325 professional development to build their skills using technology to engage students, personalize  
326 instruction, or enhance their communication with parents and the educational community.

327 **Compensation.** Most educators enter the profession because they want to nurture young  
328 people, to watch their students learn, grow and thrive. Many see teaching as a calling. Because  
329 they believe that education can propel a child out of even the most hopeless of life

330 circumstances, they teach to enable all students—regardless of their zip code—to create  
331 futures full of possibility and promise. Without diminishing these intrinsic rewards, most  
332 teachers and principals tell us that compensation really does matter. This complex, demanding  
333 and critically important profession demands a compensation structure commensurate with that  
334 of other professions that are highly valued by society. That is what it will take to attract and  
335 retain the highest caliber of talent in education, and that is what the profession is worth.

336

337 In our vision, starting salaries for fully licensed professional teachers should be \$60,000-65,000,  
338 adjusted as appropriate to the cost of living in different regions. Additionally, salaries would  
339 increase faster than they do today, and maximum salaries would be higher, so that master  
340 teachers and other teacher leaders would have the ability to earn as much as \$120,000-150,000  
341 after about 7-10 years. Principals would earn comparable salaries. Whereas today's  
342 compensation tends to be linked solely to years of service or professional credentials, under  
343 this new vision, salary would reflect the quality of a teacher's work, his or her effectiveness  
344 helping students to grow academically, and the scope of the teacher's responsibility.

345

346 To attract the best teachers and principals to work with the students who need them most,  
347 competitive salaries might be paired with other incentives like bonuses, tuition subsidies,  
348 portable licenses, and loan forgiveness. These same inducements might be used to attract and  
349 retain teachers in high-demand subjects like STEM, English language instruction, and special  
350 education.

351

352 It takes more than just salary to create high-performing schools. Teachers need supportive and  
353 effective principals and strong school cultures if students are to succeed. They need  
354 appropriate resources and support. And they need buildings that are physically and  
355 technologically suited to teaching and learning. But we do not expect other professionals—

356 doctors, engineers, architects—to work multiple jobs to cover basic expenses, to afford a home,  
357 or to send their children to college. We are entrusting the future of our nation to our  
358 educators—their compensation matters.

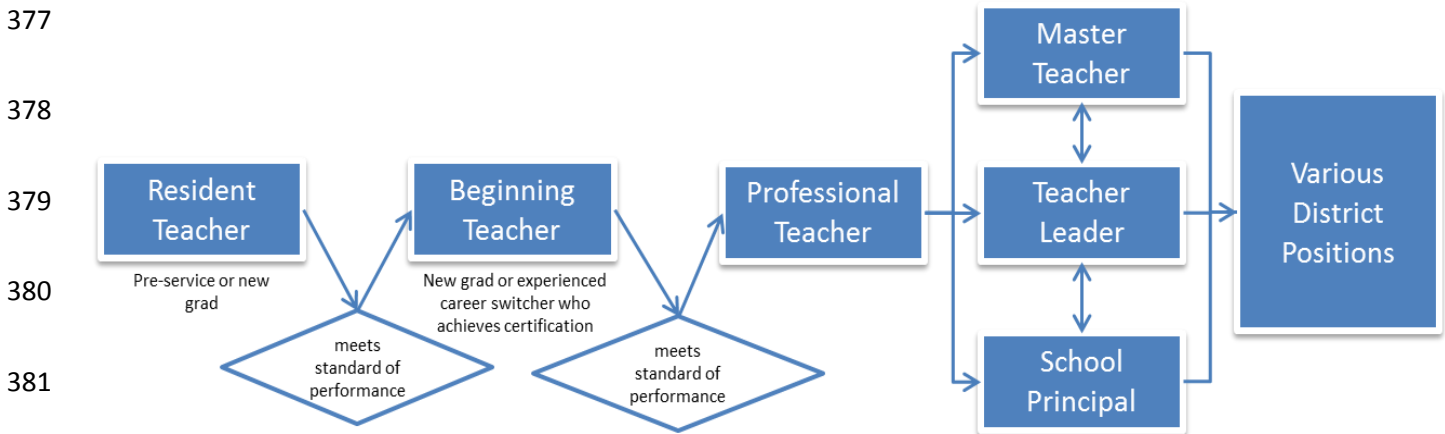
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360 This is our vision for P-12 education: that our students graduate from high school as creative  
361 and critical thinkers who are well-prepared for college and careers and ready to participate as  
362 responsible and engaged citizens in our country and in the world. Certainly, our students have a  
363 part in the responsibility for their own growth and learning, and we adults have much progress  
364 to make motivating them to make good choices. But our vision will only be realized when we as  
365 a nation take seriously our obligation to prepare all of our young people for the opportunities  
366 they will have and the challenges they will face and when we treat our principals and teachers  
367 as the professionals that they are. When we make a commitment to recruit, train, develop,  
368 support, and pay our educators well, and when these educators share responsibility for  
369 ensuring every student’s learning, our children, our economy, and our country will reap the  
370 benefits for generations.

371

## 372 Appendix: Sample Teacher Role Structure

373 There are a numerous structures that might offer teachers meaningful career lattices that could  
 374 support excellent teaching and leadership. Ultimately, it will be up to schools and districts to  
 375 work with teachers to develop these arrangements and determine the right mix of roles and  
 376 responsibilities that will work for them and for their students. Here we offer one example.



382

383

384 A. Entering the Field: *The Resident Teacher*

385 The *Resident* teacher is a beginner who, still in (or perhaps fresh out of) a teacher preparation  
 386 program, engages in a highly supported teaching practicum or residency. Unlike current student  
 387 teaching experiences, Residents would be paid for their work (perhaps \$20,000). Paired with a  
 388 *Master* teacher who has content-area expertise and provides support, feedback and coaching,  
 389 *Residents* are not yet teachers of record. Rather, under the *Master* teacher's supervision and  
 390 tutelage, they continually reflect on and develop more fully their skills, including preparing  
 391 effective lessons, analyzing data, communicating with parents, and managing classrooms.

392 Most teachers, though not all, will experience a residency program for one year and only move  
 393 on to be certified as *Beginning* teachers after meeting a bar of minimal proficiency set for

394 entering the profession. Some teachers, unable to achieve this goal at the end of a second year,  
395 will not be granted entry.

396 B. Developing Greater Effectiveness: *The Beginning Teacher*

397 The *Beginning* teacher is a certified educator who is ready to take on the challenges and joys of  
398 running a class independently as teacher of record, but who is still developing into an effective  
399 instructor. *Beginning* teachers demonstrate that they have learned essential teaching skills that  
400 allow them to effectively instruct and monitor the progress of students, but their development  
401 is still monitored, nurtured, and evaluated, and progress proceeds in a planned and intentional  
402 way. School leaders encourage their growth and development by pairing them not only with a  
403 quality *Master* teacher from the same content area, but also by engaging them with a variety of  
404 energetic and experienced colleagues. These collegial interactions expand the *Beginning*  
405 teachers' perspective and include them as important contributors to school life. Successful  
406 school leaders will continually watch for the *Beginning* teachers' areas of passion and interest  
407 and encourage them.

408 Teachers in the *Beginning* role are considered pre-tenure instructors, but unlike pre-tenure  
409 colleagues from the old system, who were instructed to "keep quiet until tenure," *Beginning*  
410 teachers will be consciously and systematically encouraged to contribute to the larger school  
411 community. *Beginning* teachers may earn salaries akin to today's beginning teachers—between  
412 \$35,000 and \$50,000 per year for their service—and they will spend 2-5 years honing their skills  
413 before being promoted to *Professional* teacher, a title earned by demonstrating sustained  
414 effectiveness—perhaps after receiving two years of *effective* ratings in a row. Tenure may also  
415 be conferred at this point in a teacher's career. Those *Beginning* teachers who do not meet this  
416 high bar will not continue in the profession.

417 C. Earning the Full Respect and Responsibility of the Profession: *The Professional Teacher*

418 *Professional* teachers are tenured professionals who focus the majority of their energy on  
419 teaching and learning. Such teachers thrive in a classroom where creative, collaborative and  
420 engaged instruction is the norm. *Professional* teachers are exemplary life-long learners whose



421 fascination with academic content is paired with their ability to use data to promote academic  
422 growth. They are reflective practitioners who are informed by the ongoing, professional  
423 feedback of peers and students. Unlike solo fliers, *Professional* teachers actively seek to involve  
424 school leaders, colleagues, parents, students, and community partners as important sources of  
425 information and expertise. The *Professional* teacher is also a tireless academic advocate and  
426 coach who manages the myriad resources in the school and community to support student  
427 success.

428 *Professional* teachers receive an immediate and significant salary increase when they are  
429 promoted from *Beginning* status, having demonstrated their effectiveness with students.  
430 Salaries for Professional Teachers might range from \$65,000 to \$120,000, depending on  
431 teachers' skills and continued effectiveness over time. *Professional* teachers may remain in this  
432 role for their entire careers, assuming that they continue to demonstrate effectiveness through  
433 their evaluations, or they may choose to advance into leadership roles.

434 D. Developing Teachers and Students: *The Master Teacher*

435 A *Master* teacher is a classroom-based, exemplary educator who models effective teaching  
436 practices for *Resident* and *Beginning* teachers and who serves as a teaching resource for the  
437 entire professional team. As highly effective educators and life-long learners who use research-  
438 based techniques, the *Master* teacher is a "teacher of adults," one who possesses the skills and  
439 disposition to support and inspire colleagues, as well as the ability to offer constructive  
440 feedback and evaluation of *Beginning* teachers and *Residents*. *Master* teachers are key  
441 members of a school's leadership team; they focus on cultivating and supporting a culture of  
442 reflection and continuous improvement.

443 *Master* teachers could remain in the classroom on a part-time basis (e.g., 3-4 teaching  
444 hours/day) to allow them the remaining time to support colleagues appropriately. *Master*  
445 teachers are likely to have spent five or more years in the classroom and to have been rated as  
446 *highly effective* for at least three. *Master* teachers may remain in the role as long as they are  
447 highly effective for at least three out of every five years of continued practice. *Master* teachers,

448 in short, are exemplary teachers of students and of their colleagues who, if desired, might make  
449 excellent principals in the future. Salaries for *Master* teachers may range between \$80,000 and  
450 \$150,000.

451 E. Sharing School Leadership: *The Teacher Leader*

452 Like *Master* teachers, *Teacher Leaders* function in hybrid or specialty roles that sometimes have  
453 them teaching classes to students and at other times have them working with the principal or  
454 leadership team on any number of school-based initiatives. For example, a *Teacher Leader*  
455 might share distributed leadership with the principal, direct a site-based research project,  
456 develop communities of practice, or design a peer evaluation and review system.

457 Whatever the unique job description, *Teacher Leaders* are crucial members of a school or  
458 district leadership team, and are personally and professionally responsible for a school's  
459 success. *Teacher Leaders* model the most important professional practices and habits of mind,  
460 including the school's core values. To this end, they lead school teams to examine the impact of  
461 teaching practice on student growth, and they are experts at working with adults to build a  
462 culture of learning and continuous improvement. *Teacher Leaders* are not selected because  
463 they are popular with other teachers or administrators. To be eligible to become a *Teacher*  
464 *Leader*, teachers may, for example, have spent at least five years in the classroom and have  
465 demonstrated that they are effective classroom teachers for at least three consecutive years.  
466 *Teacher Leaders* may remain in the classroom on a part-time basis and may earn between  
467 \$80,000 and \$150,000. As with *Master* teachers, with further development *Teacher Leaders*  
468 could become effective principals.

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<sup>i</sup> McKinsey Top Talent

<sup>ii</sup> U.S. Department of Education (2010), "National Education Technology Plan 2010." Available at:  
<http://www.ed.gov/technology/netp-2010>

<sup>iii</sup> NEA Commission Report

<sup>iv</sup> South Korea example; McKinsey Top 1/3