

The RESPECT Project:



Envisioning a Teaching Profession for the 21st Century

The following is a discussion document for use in conversations with teachers and principals about the teaching profession. It is hoped that these conversations will inform future policy or program directions, so thoughtful input about the vision described in this document is welcome.

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 is intellectually demanding, rigorous, and complex work, too often American educators are not treated like professionals. They receive little classroom experience before certification, and once in the profession, 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 work together as a team and to take on leadership roles. As a result, the field of education is not highly regarded – many of America's brightest young college graduates never consider entering the field,ⁱ and others leave prematurely, while too many of our own students are left without the education they need to thrive in the 21st century.

The Vision: It is time for a sweeping transformation of the profession. We must develop innovations in the way we recruit, prepare, credential, support, advance, and compensate teachers and principals. As in other high-performing countries, our schools of education must be both more selective and more rigorous. To attract top students into the profession, and to keep talented teachers from leaving, we must dramatically increase potential earnings for teachers. We must create career and leadership opportunities that enable teachers to grow their roles and responsibilities without leaving the classroom, and we must intentionally develop teachers who are gifted managers into school leaders and principals. Rather than linking teacher compensation solely to years of service or professional credentials, teachers' pay should reflect the quality of their work and the scope of their professional responsibility. To ensure that the students who need the best teachers and principals get them, salaries should also reflect taking on the additional challenges of working in high-need schools (urban and

rural) or in hard-to-staff subjects, and care should be given to ensure that teachers in these schools are well supported by principals in a positive school culture that values their expertise.

To transform the profession, we envision a school model and culture built on shared responsibility and on-going collaboration, rather than a top-down authoritarian style. Our call for historic improvements in the professional opportunities and compensation of teachers and principals is matched by an equally dramatic effort to change how teaching is organized and supported. We see schools staffed with effective principals who are fully engaged in developing and supporting teachers, who involve teachers in leadership decisions, and who provide teachers with authentic, job-embedded professional learning. Likewise, we see families working in partnership with schools, where parents are welcome by the school and where they respect the efforts of educators to teach their children. Finally, we see schools made stronger by embracing community resources; and we envision communities that become more robust as they are anchored around highly effective schools.

Teachers and school leaders work every day with our nation's children – an intrinsically rewarding and joyful job. We need to redesign the profession and the working conditions so we unleash the inherent joy in teaching and learning, enable innovation in our schools and classrooms, and deliver the outcomes that our children deserve and our country's future demands. Moving towards this vision will require tough choices and a willingness to embrace change, but the urgency and the opportunity for real and meaningful progress have never been greater.

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

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

There is no one path to success. Different districts, schools, principals, and teachers will take different pathways to achieving the vision. Our goal is for a national conversation about the

RESPECT Project to serve as a catalyst for remaking education on a grand scale. To do so, we must lift up the accomplished teachers in our classrooms and bring in a new generation of well-prepared, bright young men and women. Together these teachers will make teaching a valued and respected profession on par with medicine, law, and engineering. We must staff our schools with strong principals who nurture and develop great teaching. And we must take a whole-system approach to support these teachers and principals in our schools. By transforming the teaching profession, this country's *most important* work will become our *most valued* work.

II. A New Vision of Teaching and Leading

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

A Reorganized Classroom

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

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

space might shift to clustering arrangements or stations where groups of students engage in distinct tasks, some collaborative and some individual, that use a variety of activities to continually engage students in different modes of learning.

In this new vision, classroom learning would be guided by rigorous academic standards and high expectations, while being supported by data and technology.ⁱⁱ High-quality data measuring student learning would be made available and accessible to teachers on an ongoing basis---in real time where appropriate. Teachers would be trained on how to use the data to inform and adapt instruction hour-to-hour, day-to-day, and year-to-year.

Technology would also play a strong role in personalizing learning and supplementing classroom instruction so that students can learn at their own pace. The introduction of technology into more classrooms would be accompanied by additional support (e.g., additional classroom aides and extensive guidance on how to best utilize the new technology to meet learning objectives) to ensure that new instruments truly enhance---rather than diminish---the teacher's instruction. To the extent that technology facilitates teachers' ability to engage more students simultaneously, the use of technology might allow for higher student-teacher ratios, freeing up some teachers to provide additional support to students who need more of their attention.

A New School Day and School Year

In a transformed education profession, the academic needs of the student body would determine the structure of the school day, week, and year. Students would no longer be held in lock-step, age-based cohorts (grades), but would instead progress through the system based on what they know and can do. Some students may need a longer school day or school year, while others performing at or above grade level might be able to learn within the time traditionally allotted or at an even faster pace. For teachers, this means that the hours of instruction might vary depending on the student population. Teachers working with students in need of additional learning time might have extended hours of instruction to provide every student with time and support to master the content. As instructional leaders, principals will work with teachers to determine the most effective strategies to utilize time.

Teachers would work professional weeks and days—as many do already—that extend beyond the traditional school day to include the extra hours needed to get the job done. Removing the outdated punch-the-clock model that currently exists in many schools would enable teachers to have more choice and flexibility in how they use each day to accomplish their goals. More flexibility in the school day would also allow teachers time for reflection, for the review of student data, for ongoing professional development, for research and tool development, and for collaborative problem solving and planning with colleagues, including special education teachers and those who teach English Learners. In some cases, time spent on duties out of class might far exceed the amount spent in the classroom. Even when the hours of instruction remain roughly the same, many teachers would work year-round to provide additional

instruction for certain students, to collaborate with colleagues, and to engage in meaningful professional learning. For example, a cohort of teachers who focus on remediating students who are falling behind might have a lighter load during the normal school schedule, but they might use additional periods to help students who need more time. Others might participate in strategic planning for the school, extracurricular activities with students (college tours, summer field trips, etc.), or curriculum development during the extended time. Principals will maximize use of the additional time, not by adding to teachers' workloads, but by teaming with teacher leaders at the school to provide the structures, schedules, and systems needed to support great teaching.

Finally, to provide the flexibility that teachers might need at different points in their careers—and to allow schools to meet students' needs most efficiently—part time teaching opportunities could be available so that some teachers may work fewer hours a day, fewer days a week, or fewer months a year. Teaching is uniquely suited to this type of flexible staffing, and it should be an option offered to teachers and schools with unique needs, for example those in rural or hard-to-staff areas.

An Environment of Shared Responsibility among Teachers and Principals

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

Strong Principals. Effective principals will recognize the potential they have to create a school environment where teachers want to work and where effective teachers can thrive. They maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. They will mobilize the school around a clear mission and shared values. With the aim of meeting clear performance goals, principals will find creative ways to maximize the time and productivity of their most precious resource: their teachers. They will create spaces in the workday for teachers to collaborate, to view each other's classrooms, to solve problems as a team, and to build their expertise. Sometimes teachers will be encouraged to reach outside of the school's walls to build community partnerships and seek additional professional learning to help students succeed. Principals will recognize effective teaching and know how to facilitate educator professional development and career paths. Principals will be evaluated based in part on how well they recruit, nurture, develop, and retain effective teachers and teacher leaders, just as

superintendents will be measured partly by how well they support effective schools and principals.

Distributed Leadership. A handful of effective educators in a dysfunctional school cannot make a sustained difference for children. Instead, a culture of shared responsibility will require principals who bring together coalitions of teacher leaders who have the skills to meet the school's objectives and create a culture of continuous learning and shared decision-making. Teams of teacher leaders and principals will work in partnerships to identify challenges, propose solutions, and share in distributed leadership and decision-making at all levels, including hiring, structuring the school day and school year, and designing professional learning. *A Teaching Career that Attracts, Trains, Supports, and Rewards Excellence*

At present, too many teachers enter the classroom unprepared. Some fail to become effective but still remain in the profession, while other effective teachers leave because they feel unsupported and underpaid.^{iv} Moreover, many of our nation's highest performing college students never consider entering this rewarding and important field.

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

Entering the Profession. Currently too many teacher preparation programs fail to attract and select highly qualified candidates with the knowledge, skills, and habits of mind to take on the challenge and complexity of teaching today's students. Moreover, once in a program, many candidates don't receive the practical preparation they need to manage classrooms and teach students with a range of needs and abilities. In addition, individuals who may wish to become teachers later in their careers often find themselves excluded from the profession because they haven't pursued traditional pathways into the field, even though they may have the aptitude and knowledge to do an exceptional job. Finally, certification for all new teachers, whether they enter teaching through traditional paths or not, sets a low bar that is often disconnected from classroom performance.

In a 21st century profession, teacher preparation programs would set a high bar for both entering and exiting their programs successfully. To enter programs, aspiring teachers would come from the top tier of students in the country, demonstrate subject-area expertise (or be in the process of becoming experts in their subject area), and display dispositions associated with

successful teaching, such as perseverance and effective communication skills with teachers, students, principals, and community members. The student teaching experience itself would be taken seriously, with student teachers supervised by highly effective classroom teachers who have been trained by the college or university. Likewise, supervisors from the student teacher's preparation program will take the feedback of the classroom teacher seriously when deciding whether or not to grant initial certification. To successfully complete a preparation program, pre-service teachers would demonstrate strong subject-area knowledge, proficiency improving student learning through research-based practices, solid understanding of pedagogy, and the ability to work effectively with peers towards common goals. Successful completion of student teaching would indicate that the student teacher had accomplished something significant, meeting an important bar for entry into the profession, preferably earning the student teacher a job in the school or district where the student teaching took place.

In our vision, traditional teacher preparation programs would be one path to the classroom among several. Alternative pathways might include obtaining an advanced degree or working extensively in another field, then gaining certification and entering the classroom as the teacher of record upon demonstration of satisfactory performance. All teacher preparation programs would track and publish data on how successful their graduates are as teachers (through ratings of principals and other measures, including student learning) and how long their graduates stay in the profession. These data could be used by aspiring teachers to decide among pre-service programs and by school districts to make informed hiring decisions. There would also be pathways for career changers who have extensive content knowledge and experience in another field, but who need an entryway into the classroom that matches their professional history.

Though teachers might enter the profession through different avenues, all preparation pathways would require demonstrated effectiveness in the classroom. For example, candidates following a traditional college or university trajectory might participate for 1-2 years as *Resident* teachers under the aegis of a Master teacher. Other career changers with significant subject-area expertise could demonstrate proficiency in other ways and become *Novice* teachers. Teachers continue to move along the career trajectory, based on demonstrated performance, and continue receiving support as needed.

Career Pathways and Professional Advancement. A significant challenge retaining effective educators has been finding ways to offer teachers satisfying career paths that allow them to take on significant roles and responsibilities and earn higher salaries without leaving the classrooms they love. Teachers long for opportunities that recognize their talents and allow them to contribute to transforming their schools into more effective centers for learning. Moreover, teachers who may have interest in moving to an administrative role would benefit from avenues that allow them cultivate their skills over time while still serving as effective teachers. As Madeleine Fennell, Chair of the NEA Commission on Effective Teachers and Teaching, has said, it is “time to blast open the glass ceiling or glass door of advancement in the

[teaching] profession.” A new vision of the profession would offer accomplished teachers multiple pathways to advance their careers without leaving the classroom. Development and advancement could occur at every stage of a teacher’s career, based on demonstrations of effectiveness with students and colleagues.

One vision of such career pathways might look like this. New graduates—or perhaps those still in preparation programs—might enter the profession as *Residents*, working under the supervision of *Master* teachers until certified. Once aspiring teachers demonstrate basic proficiency in the classroom and are certified, they become *Novice* teachers. In the *Novice* status as teacher of record, teachers might continue developing knowledge and skills for several years, working with a *Master* teacher or mentor, before earning full *Professional* status and receiving substantially higher pay. Earning *Professional* teacher status would require a teacher to demonstrate effective teaching, including successive years of improving student outcomes. *Novice* teachers unable to demonstrate effectiveness in a reasonable amount of time would not remain teachers.

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

Principals too will be selected based on their ability to be instructional leaders and managers of the complex dynamics in schools. Leaders in districts will look for teacher leaders who would make excellent principals and develop their skills. If a teacher decides to become a principal, he or she will get additional preparation to be certified as a principal, including significant clinical experience in a leadership capacity.

Teacher Evaluation and Development. Almost no one perceives that current teacher evaluation systems are working well. Even as the metrics in some states and districts have improved, most teachers still find themselves assessed in very distinct events once or twice a year. For teaching to be truly transformed, teachers need integrated and useful evaluation systems with results closely aligned to professional learning and ongoing development. Teachers and principals would contribute to designing and implementing equitable and transparent evaluation systems with multiple measurements of effectiveness. The evaluation systems we envision would include a range of summative and formative components, such as an analysis of teacher responsibilities and accomplishments, measurements of student growth data, results from formal observations, self-evaluations, and feedback from students and peers. These evaluations

would be more meaningful and useful, informing decisions related to all aspects of advancement, including compensation, tenure and dismissal. Observations would be made by skilled evaluators who are knowledgeable about both content and pedagogy.

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

Compensation. Teacher often are motivated into the profession because they want to nurture young people, to watch their students learn, grow, and thrive. Many see teaching as a calling. Because they believe that education can propel a child out of even the most hopeless of life circumstances, they teach to help all students—regardless of their zip code—to create bright futures full of possibility and promise. They enjoy responsibility for nurturing our nation's youth to become good citizens and independent, critical thinkers, and they appreciate having the autonomy to create plans and experiences for students to achieve these goals. Though there are myriad benefits of teaching that are not related to earning money, if we are to retain and attract our best teachers and principals, educators must both *perform* and *be compensated* as professionals.

Transforming education will require a professional compensation structure that supports highly effective teachers and principals and provides incentives for them to develop expertise and work with colleagues to progress in the profession. To be sure, compensation is only one incentive among many that keeps good educators on the job. Without good leadership, supportive school climate, authentic professional learning, opportunities to succeed and advance, and time to work and plan collaboratively, paying teachers and principals better alone will not transform the profession. However, our vision acknowledges that we cannot draw

potential high performers into the profession or motivate them to stay unless we compensate them like other professionals who are highly valued by society.

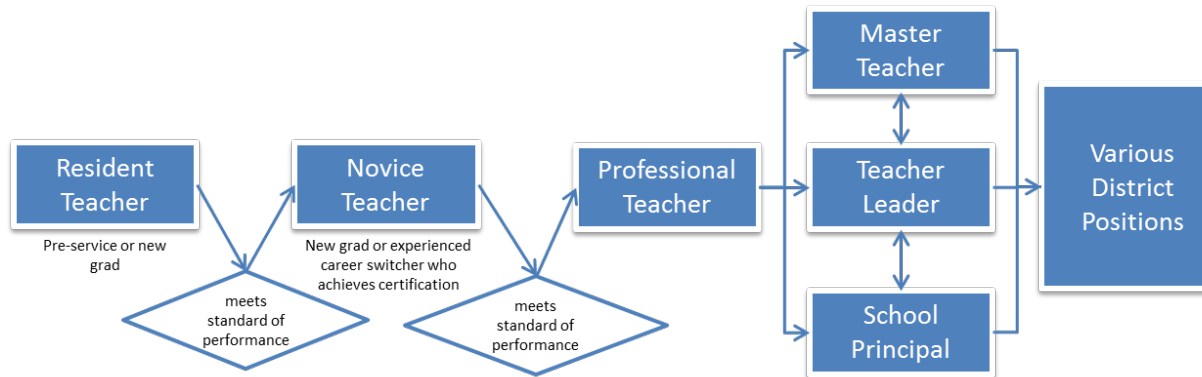
In our vision, starting salaries for professional teachers who have completed their clinical residency and advanced beyond Novice status (generally 2-4 years after their apprenticeships) could be as high as \$60,000-65,000, adjusted as appropriate to the different geographic locations' cost of living. Additionally, salaries would increase faster and maximum salaries would be higher so that master teachers and other teacher leaders would have the ability to earn as much as \$120,000-150,000 after about 7-10 years, commensurate with principals' salaries. Whereas today's compensation tends to be linked solely to years of service or professional credentials, under this new vision, salary would reflect the quality of a teacher's work, his or her effectiveness helping students to grow academically, and the scope of the teacher's responsibility.

To attract the best teachers and principals to work with the students who need them most, salaries competitive with other careers might be paired with other incentives like bonuses, tuition subsidies, portable licenses, and loan forgiveness. These same inducements might be used to attract and retain teachers in high-demand subjects like STEM, English language instruction, and special education. In all cases, equal attention would be given to providing all teachers with effective principals and strong school cultures so that teachers and students can succeed. Also, it will be important to address the physical and technical needs of the schools in poverty, providing resources to help teachers to function well under more challenging conditions without spending their own money for basic supplies.

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

Appendix: Sample Teacher Role Structure

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



A. Entering the Field: *The Resident Teacher*

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

Most teachers, though not all, will experience a residency program for one year and only move on to be certified as *Novice* teachers after meeting a bar of minimal proficiency set for entering the profession. Some teachers, unable to achieve this goal at the end of a second year, will not be granted entry.

B. Developing Greater Effectiveness: *The Novice Teacher*

The *Novice* teacher is a certified educator who is ready to take on the challenges and joys of running a class independently as teacher of record, but who is still developing into an effective instructor. *Novice* teachers demonstrate that they have learned essential teaching skills that allow them to effectively instruct and monitor the progress of students, but their development is still monitored, nurtured, and evaluated, and progress proceeds in a planned and intentional way. School leaders encourage their growth and development by pairing them not only with a quality *Master* teacher from the same content area, but also by engaging them with a variety of

energetic and experienced colleagues. These collegial interactions expand the *Novice* teachers' perspective and include them as important contributors to school life. Successful school leaders will continually watch for the *Novice* teachers' areas of passion and interest and encourage them.

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

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

Professional teachers are tenured professionals who focus the majority of their energy on teaching and learning. Such teachers thrive in a classroom where creative, collaborative and engaged instruction is the norm. *Professional* teachers are exemplary life-long learners whose fascination with academic content is paired with their ability to use data to promote academic growth. They are reflective practitioners who are informed by the ongoing, professional feedback of peers and students. Unlike solo fliers, *Professional* teachers actively seek to involve school leaders, colleagues, parents, students, and community partners as important sources of information and expertise. The *Professional* teacher is also a tireless academic advocate and coach who manages the myriad resources in the school and community to support student success.

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

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

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

Master teachers could remain in the classroom on a part-time basis (e.g., 3-4 teaching hours/day) to allow them the remaining time to support colleagues appropriately. *Master* teachers are likely to have spent five or more years in the classroom and to have been rated as *highly effective* for at least three. *Master* teachers may remain in the role as long as they are highly effective for at least three out of every five years of continued practice. *Master* teachers, in short, are exemplary teachers of students and of their colleagues who, if desired, might make excellent principals in the future. Salaries for *Master* teachers may range between \$80,000 and \$150,000.

E. Sharing School Leadership: *The Teacher Leader*

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

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

ⁱ McKinsey Top Talent

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

ⁱⁱⁱ NEA Commission Report

^{iv} South Korea example; McKinsey Top 1/3