

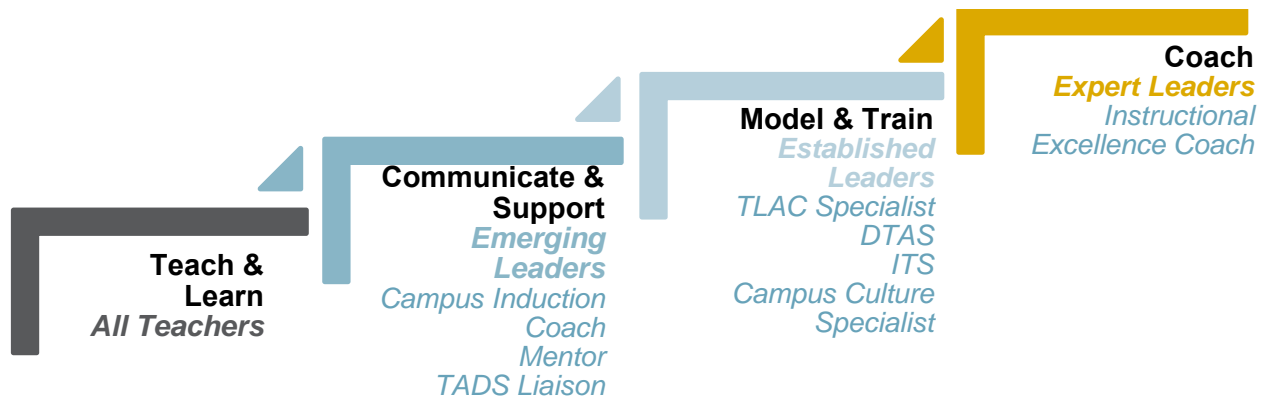
Career Pathways Teacher Leader Framework 2.0

PRINCIPLES OF HISD'S CAREER PATHWAYS PROGRAMMING:

1. **Goals:** Improved instruction and student learning are the most important outcomes of teacher leadership programs.
2. **Advancement:** Measurable success in the classroom, combined with demonstrated abilities as an instructional leader on campus are the foundational criteria for becoming a Teacher Leader and advancing in the Career Pathways framework.
3. **Compensation:** Teacher Leaders should be compensated according to skill level, degree of accountability, and expected outcomes for their roles.
4. **Scope:** Teacher Leader roles are distinct from leadership opportunities: Roles are year-long and campus-based – opportunities are shorter term and serve at the district level.

EXPANDING CAREER PATHWAYS: TEACHER LEADERSHIP ROLES

For the 2015-16 School Year, Career Pathways will expand to incorporate roles that support teachers from Induction through Highly Effective status. The framework includes three levels, with each level focusing on activities that promote individualized development and resources for teachers at all levels of experience, and expertise. Teacher Leaders will participate in a rigorous selection process, receive robust stipends, and be responsible for meeting measurable outcomes in their roles. Additionally, they will receive consistent support from the Career Pathways team through training, professional learning communities, and a focused career trajectory.



TEACHERS LEADING DISTRICTWIDE: LEADERSHIP OPPORTUNITIES FOR TEACHERS

In addition to formalized, year-long Teacher Leaders roles, the Career Pathways framework will facilitate shorter-term engagements that leverage teachers as leaders to support district-wide initiatives and critical needs areas. Opportunities will be identified throughout the year and will be need-based, with teachers delivering solutions. Leadership opportunities will have varying degrees of pay, selection criteria, and outputs depending on the scope of the problem and the level of expertise and time required.

Questions about Career Pathways?

Email us at CareerPathways@houstonisd.org

CAREER PATHWAYS IN DETAIL: ROLE REQUIREMENTS AND CRITERIA

Level and Roles	<p>Emerging Teacher Leaders (Pre-Teacher Leader Roles) Mentor Campus Induction Coordinator TADS Liaison</p>	<p>Established Teachers Leaders Teach Like a Champion (TLaC) Specialist Data Tracking & Assessment Specialist Instructional Technology Specialist Campus Culture Specialist</p>	<p>Expert Teacher Leaders Instructional Excellence Coach</p>
Core Responsibilities	<p>Communicate information to peers Support peers at the campus level</p>	<p>Model instructional strategies and resources Train peers and facilitate opportunities to practice skills</p>	<p>Coach peers on instructional elements to improve student learning</p>
Skills Required and Training Focus Areas	<ul style="list-style-type: none"> Clearly and effectively communicate information to individual peers Successfully build positive relationships with peers and school leaders Provide access to resources 	<ul style="list-style-type: none"> Clearly and effectively communicate information to groups of peers Successfully build positive relationships with peers and school leaders Discern and share high-impact instructional strategies and resources Model instructional techniques and train peers in implementing those techniques Plan for interactions with students and/or teachers 	<ul style="list-style-type: none"> Clearly and effectively communicate information to individual and groups of peers Successfully build positive relationships with peers Discern high-impact instructional strategies and resources Diagnose and prioritize areas in which to provide instructional feedback Effectively deliver feedback in prioritized areas Consistently follow up about how the feedback is being implemented
Accountability and Goals	<p>Weekly Outputs:</p> <ul style="list-style-type: none"> Check-ins with supported teachers Delivery of newsletters and resources to peers <p>Long-Term Outcomes: Teachers are supported and informed about resources, requirements</p>	<p>Weekly Outputs:</p> <ul style="list-style-type: none"> Facilitate role specific professional development, PLCs and Practice sessions High-quality resources uploaded to HUB <p>Long-Term Outcomes Teachers are knowledgeable about and have practiced high-quality instructional resources and best practices</p>	<p>Weekly Outputs:</p> <ul style="list-style-type: none"> 4 hours weekly spent observing, diagnosing, and providing instructional feedback to individual peers <p>Long-Term Outcomes:</p> <ul style="list-style-type: none"> Improved Instructional Practice ratings for supported peers Improved student outcomes for students of supported peers
Minimum Selection Criteria	<ul style="list-style-type: none"> Most recent EOY IP rating is 3 or 4 Previous teacher leadership experience not required 	<ul style="list-style-type: none"> Most recent EOY IP rating is 3 or 4 AND most recent summative rating is Effective or Highly Effective Previous teacher leadership experience strongly preferred Evidence that Emerging Teacher Leader skills have been acquired 	<ul style="list-style-type: none"> Most recent EOY IP rating is 3 or 4 AND most recent summative rating is Highly Effective Previous teacher leadership experience required Evidence that Established Teacher Leader skills have been acquired
Time Commitment	<ul style="list-style-type: none"> Less than 1 hour per week No release time required 	<ul style="list-style-type: none"> 2-4 hours per week Release time at principal discretion 	<ul style="list-style-type: none"> 4+ hours per week At least 2 hours release time per week provided by principal