WHAT IS A “MASTER” TEACHER?
Compensation Technical Working Group
March 1, 2012
Purpose: To examine ways to define a “master” teacher for the salary allocation model

Analyze ways to define a “master” teacher with:

- Teacher leadership roles
- Licensure or professional development expectations
- NBPTS Certification
- Evaluation outcomes
- Gains in student performance

Review:
- Washington law
- PESB Report

Compare:
- Local collective bargaining agreement language
Teacher Leadership

Teaching is seen as a relatively flat profession.

Federal focus is on teacher quality and effectiveness, strategizing ways for “recruiting, developing, rewarding and retaining effective teachers and principals, especially where they are needed most.”

President Obama’s 2011 budget for education-funding for Excellent Instructional Teams
  • Effective Teachers and Leaders State Grants
  • The Teacher and Leader Innovation Fund
  • The Teacher and Leader Pathways Program

“Teacher leadership is a set of skills demonstrated by teachers who are able to influence students outside of the classroom and beyond.”

Charlotte Danielson
### Strategies to Address Teacher Leadership in State Race to the Top Applications

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using evaluation results to identify effective teachers to serve as professional development creators/presenters, intervention specialists, instructional coaches, mentors, coordinators of comprehensive school-based student support, peer assistance review leaders and so on.</td>
<td>9 states</td>
</tr>
<tr>
<td>Revising teacher leadership standards.</td>
<td>1 state</td>
</tr>
<tr>
<td>Creating a tiered licensure structure that includes teacher leadership requirements.</td>
<td>1 state</td>
</tr>
<tr>
<td>Providing additional pay for taking on new roles and responsibilities</td>
<td>20 states</td>
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</tbody>
</table>
## “Master” Teacher Leadership Roles

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring new and current teachers</td>
<td>Leading professional learning communities</td>
</tr>
<tr>
<td>Designing and implementing teacher professional development to increase teacher effectiveness</td>
<td>Assisting or guiding colleagues in accessing or selecting appropriate research-based strategies</td>
</tr>
<tr>
<td>Serving as department head, union representative, site committee member, curriculum specialist</td>
<td>Engaging in reflective dialogue with colleagues to improve instruction and student results</td>
</tr>
</tbody>
</table>
“MASTER” TEACHER-TEACHER LEADERSHIP GOALS

System
- School and classroom improvement
- Teacher learning, professional development, motivation, recruitment and retention
- Improving the effectiveness of administrative leadership
- Developing teaching as a profession with a career path

Staff
- Building instructional capacity of teachers
- Greater job satisfaction
- Teacher tenure and continuity
- Principals cannot do it alone-need distributive leadership
- Recognizes additional roles and responsibilities necessary in schools
Certificated Employees-Pay for Leadership Roles by Years of Experience

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>1-Strongly favor</th>
<th>2-Somewhat favor</th>
<th>3-Somewhat oppose</th>
<th>4-Strongly oppose</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- 5 years or less</td>
<td>48.95%</td>
<td>46.77%</td>
<td>44.44%</td>
<td>42.34%</td>
</tr>
<tr>
<td>B- 6 to 10 years</td>
<td>44.85%</td>
<td>46.53%</td>
<td>48.54%</td>
<td>47.90%</td>
</tr>
<tr>
<td>C- 11 to 15 years</td>
<td>47.00%</td>
<td>50.47%</td>
<td>50.47%</td>
<td>50.47%</td>
</tr>
<tr>
<td>D- 16 to 20 years</td>
<td>47.00%</td>
<td>50.47%</td>
<td>50.47%</td>
<td>50.47%</td>
</tr>
<tr>
<td>E- 21 to 25 years</td>
<td>39.72%</td>
<td>40.68%</td>
<td>40.96%</td>
<td>49.28%</td>
</tr>
<tr>
<td>F- 26 to 30 years</td>
<td>39.72%</td>
<td>40.68%</td>
<td>40.96%</td>
<td>49.28%</td>
</tr>
<tr>
<td>G- 31 to 35 years</td>
<td>36.43%</td>
<td>40.96%</td>
<td>49.66%</td>
<td>52.23%</td>
</tr>
<tr>
<td>H- 36 to 40 years</td>
<td>35.29%</td>
<td>49.66%</td>
<td>52.23%</td>
<td>55.88%</td>
</tr>
<tr>
<td>I- More than 40 years</td>
<td>35.29%</td>
<td>49.66%</td>
<td>52.23%</td>
<td>55.88%</td>
</tr>
</tbody>
</table>
Certificated Employees - Pay for Leadership Roles by Age

- 18-24: 54.41%, 1.01% strongly oppose, 1.65% somewhat oppose, 5.18% somewhat favor, 2.24% strongly favor
- 25-34: 51.73%, 4.20% strongly oppose, 47.39% somewhat oppose, 4.92% somewhat favor, 7.75% strongly favor
- 35-44: 45.78%, 4.20% strongly oppose, 49.21% somewhat oppose, 5.62% somewhat favor, 49.97% strongly favor
- 45-54: 42.93%, 4.20% strongly oppose, 49.97% somewhat oppose, 5.62% somewhat favor, 37.11% strongly favor
- 55-64: 39.42%, 4.20% strongly oppose, 54.09% somewhat oppose, 5.62% somewhat favor, 29.76% strongly favor
- 65+: 37.11%, 4.20% strongly oppose, 54.43% somewhat oppose, 5.62% somewhat favor, 29.76% strongly favor
- Decline to identify: 5.46%, 10.36% strongly oppose, 10.36% somewhat oppose, 10.36% somewhat favor, 54.43% strongly favor
<table>
<thead>
<tr>
<th>Licensure</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ NBPTS Certification</td>
<td></td>
</tr>
<tr>
<td>Washington ranks 2nd nationally in new 2010 NBCT’s behind North Carolina, and 4th nationally overall in total numbers of NBCT’s, with 5,247 NBCT’s in 2010</td>
<td></td>
</tr>
<tr>
<td>▪ Instructional Facilitator Praxis test (ETS)</td>
<td></td>
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<tr>
<td>▪ Teacher Leader Model Standards</td>
<td></td>
</tr>
<tr>
<td>▪ Additional college degrees used to distinguish teachers</td>
<td></td>
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<tr>
<td>▪ TAP/BEST Mentor grantees</td>
<td></td>
</tr>
<tr>
<td>▪ Locally determined professional development options (instructional coaches and facilitators)</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Leadership Model Standards

- Created by the Teacher Leadership Exploratory Consortium in 2008
- Mapped to
  - Interstate School Leaders Licensure Consortium (ISLLC) State Standards for State Leaders
  - Interstate Teacher Assessment and Standards Consortium (InTASC) standards
- Domain I-Understanding Adults as Learners to Support Professional Learning Communities
- Domain II-Accessing and Using Research to Improve Practice and Student Achievement
- Domain III-Promoting Professional Learning for Continuous Improvement
- Domain IV-Facilitating Improvements in Instruction and Student Learning
- Domain V-Using Assessments and Data for School and District Improvement
- Domain VI- Improving Outreach and Collaboration with Families and Community
- Domain VII-Advocating for Student Learning and the Profession
“Master” Teachers - National Board Certification

- Bonus has been in effect since 2000
- Bonus, recognition and certification support programs have increased certification rates
- Research indicates positive effect in student achievement with NBPTS teachers
- NBPTS is well established, nationally recognized method of distinguishing “master” teachers
History of National Board Bonus Appropriations

- $5,000 base
- and challenging school bonus
“MASTER” TEACHER GAINS IN STUDENT ACHIEVEMENT

“Pay for performance”
- Controversial
- Research shows not a statistically significant effect on student achievement
- Some research shows that overall school wide awards incentivize behavior better than individual classroom based awards to teachers

Additional questions:
- What measures of achievement?
- Timeframe? Student population?

Review Performance Pay Brief-WSIPP
### Certificated Pay for Individual Classroom Performance by Job

<table>
<thead>
<tr>
<th>Job</th>
<th>4-Somewhat Oppose</th>
<th>3-Somewhat Favor</th>
<th>2-Somewhat Favor</th>
<th>1-Somewhat Favor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance counselor</td>
<td>25.47%</td>
<td>33.33%</td>
<td>27.27%</td>
<td>2.08%</td>
</tr>
<tr>
<td>Nurse</td>
<td>37.25%</td>
<td>31.06%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Occupational therapist</td>
<td>31.06%</td>
<td>31.06%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Physical therapist</td>
<td>31.75%</td>
<td>31.75%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Principal and/or...</td>
<td>38.19%</td>
<td>38.19%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Psychologist</td>
<td>41.38%</td>
<td>41.38%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Social worker</td>
<td>42.27%</td>
<td>42.27%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Speech language...</td>
<td>23.81%</td>
<td>23.81%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Superintendent...</td>
<td>13.40%</td>
<td>13.40%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Teacher librarian</td>
<td>7.88%</td>
<td>7.88%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Teacher-elementary...</td>
<td>8.64%</td>
<td>8.64%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Teacher-high school</td>
<td>8.17%</td>
<td>8.17%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Teacher-middle school</td>
<td>8.17%</td>
<td>8.17%</td>
<td>27.27%</td>
<td>9.28%</td>
</tr>
</tbody>
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“MASTER” TEACHER EVALUATION OUTCOMES

Current

- TPEP is still in beginning stages
- There is reluctance to base pay on evaluation until the system is fully functional
- In 2009-2010 survey of performance evaluations of certificated teachers:
  - Satisfactory 59,022
  - Unsatisfactory 459

Future

- Senate Bill 5895:
  - Fully implemented by 2015-16
  - In 15-16, evaluation results must be used as one factor in assignments and RIFs
  - Teachers with +5 yrs experience and Level 2 for 2 yrs or 2/3 yrs placed on program of improvement
Certificated-Pay for Successful Evaluation from Principal by Age

- 4-Strongly oppose
- 3-Somewhat oppose
- 2-Somewhat favor
- 1-Strongly favor

Decline to identify

<table>
<thead>
<tr>
<th>Age Range</th>
<th>18-24</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-64</th>
<th>65+</th>
<th>68</th>
<th>1873</th>
<th>2531</th>
<th>2683</th>
<th>2822</th>
<th>150</th>
<th>521</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Strongly oppose</td>
<td>23.32%</td>
<td>21.18%</td>
<td>17.44%</td>
<td>12.85%</td>
<td>13.35%</td>
<td>11.64%</td>
<td>11.89%</td>
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<tr>
<td>3-Somewhat oppose</td>
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<tr>
<td>2-Somewhat favor</td>
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<tr>
<td>1-Strongly favor</td>
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<tr>
<td>Decline to identify</td>
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</tbody>
</table>
Certificated-Pay for Successful Evaluation by Principal and Peer Reviewers by Age

- **18-24**
  - Strongly favor: 25.83%
  - Somewhat favor: 21.15%
  - Somewhat oppose: 18.13%
  - Strongly oppose: 14.70%
  - Decline to identify: 18.05%

- **25-34**
  - Strongly favor: 44.65%
  - Somewhat favor: 34.53%
  - Somewhat oppose: 31.31%
  - Strongly oppose: 29.90%
  - Decline to identify: 31.05%

- **35-44**
  - Strongly favor: 27.38%
  - Somewhat favor: 31.18%
  - Somewhat oppose: 26.10%
  - Strongly oppose: 27.93%
  - Decline to identify: 27.10%

- **45-54**
  - Strongly favor: 18.55%
  - Somewhat favor: 24.91%
  - Somewhat oppose: 27.38%
  - Strongly oppose: 26.10%
  - Decline to identify: 27.93%

- **55-64**
  - Strongly favor: 10.98%
  - Somewhat favor: 19.41%
  - Somewhat oppose: 23.18%
  - Strongly oppose: 29.30%
  - Decline to identify: 27.49%

- **65+**
  - Strongly favor: 10.00%
  - Somewhat favor: 19.41%
  - Somewhat oppose: 23.18%
  - Strongly oppose: 29.30%
  - Decline to identify: 27.49%

- **Decline to identify**
  - 39.37%

Legend:
- Purple: Strongly favor
- Green: Somewhat favor
- Red: Somewhat oppose
- Blue: Strongly oppose
“Master” Teacher in Washington Law

RCW 28A.415.250
Teacher Assistance Program - Provision for mentor teachers
- “Sustained support for beginning teachers or experienced teachers who are having difficulties”
- “Mentor teachers who are superior teachers based on their evaluations”

Beginning Educator Support Team
- Limited funding = limited scope
- Supplemented by local funding
  - 3,320 average number of new teachers in the past 3 years
  - 3,411 new teachers in 2011-2012
“Master” Teacher

Master Teacher

- A separate license would be duplicative of NBPTS and cost-prohibitive
- Most teachers choose NBPTS due to national reciprocity and recognition
- Could be a career ladder and/or a strategic intervention in struggling schools

“It would be important to have clarity on the role expectations in order to define the competencies and training through which one could attain the designation.

From this point the question becomes, now that we are clear on the role of master teacher, are we concerned about their equitable distribution?” (p. 7)
“MASTER” TEACHER
CBA’S ROLES & RESPONSIBILITIES

- Review CBA analysis
- Local school districts recognize certain additional roles & responsibilities
- Based on local bargaining, levy funding and school district priorities, some pay for “master” teachers
SOURCES:

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_bills&docid=f:h1enr.txt.pdf


