



The RESPECT Project:

Envisioning a Teaching Profession for the 21st 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,

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

9

10 **I. Introduction**

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

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

79

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.ⁱⁱ 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
126 who need more of their attention.

127 *A New School Day and School Year*

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

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

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

158 Finally, to provide the flexibility that teachers might request at different points in their careers,
159 part-time teaching opportunities are available so that some teachers may work fewer hours a
160 day, fewer days a week, or fewer months a year. Teaching is uniquely suited to this type of
161 flexible staffing, and it could be an option offered to teachers and schools with unique needs,
162 for example those in rural areas and in hard-to-staff or specialty subjects.

163

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

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

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

189 **Distributed Leadership.** A handful of effective educators in a dysfunctional school cannot make
190 a sustained difference for children. Principals and other leaders must systematically create

191 opportunities for participation by all stakeholders to develop a plan that is values driven and
192 data informed. A culture of shared responsibility requires principals who bring together
193 coalitions of teacher leaders who have the skills to meet the school’s objectives and create a
194 culture of continuous learning and shared decision-making. Teams of teacher leaders and
195 principals work in partnerships to identify challenges, propose solutions, and share in
196 distributed leadership and decision-making at all levels, including hiring, structuring the school
197 day and school year, and designing professional learning.

198

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

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

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

213 **Entering the Profession.** Currently too many teacher preparation programs fail to attract and
214 select highly qualified candidates with the knowledge, skills, and dispositions to take on the
215 challenge and complexity of teaching today’s students. Moreover, once in a program, many
216 candidates don’t receive the clinical preparation they need to manage classrooms and teach
217 students with a range of needs and abilities. In addition, individuals who may wish to become
218 teachers later in their careers often find themselves excluded from the profession because they

219 haven't pursued traditional pathways into the field, even though they may have the aptitude
220 and knowledge to do an exceptional job. Finally, certification for all new teachers, whether they
221 entered teaching through traditional paths or not, sets a low bar that is often disconnected
222 from classroom performance.

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

240 In our vision, traditional teacher preparation programs provide one among several paths into
241 the profession. Alternative pathways might include obtaining an advanced degree or working
242 extensively in another field, then gaining certification and entering the classroom as the teacher
243 of record upon demonstration of satisfactory performance. All teacher preparation programs
244 track and publish data on how successful their graduates are as teachers (through ratings of
245 principals and other measures, including student learning) and how long their graduates stay in
246 the profession. These data are considered by aspiring teachers deciding among pre-service

247 programs and by school districts making informed hiring decisions. There are also pathways for
248 career changers who have extensive content knowledge and experience in another field, but
249 who need an entryway into the classroom that matches their professional history.

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

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

270 One vision of such career pathways might look like this. New graduates—or perhaps those still
271 in preparation programs—might enter the profession as *Residents*, working under the
272 supervision of *Master* teachers until certified. Once aspiring teachers demonstrate basic
273 proficiency in the classroom and are certified, they become *Beginning* teachers. In the
274 *Beginning* status as teacher of record, teachers might continue developing knowledge and skills

275 for several years, working with a *Master* teacher or mentor, before earning full *Professional*
276 status and receiving substantially higher pay. Earning *Professional* teacher status would require
277 a teacher to demonstrate effective teaching, including successive years of improving student
278 outcomes. *Beginning* teachers unable to demonstrate effectiveness in a reasonable amount of
279 time would not remain teachers.

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

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

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

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

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

325 **Compensation.** Most educators enter the profession because they want to nurture young
326 people, to watch their students learn, grow and thrive. Many see teaching as a calling. Because
327 they believe that education can propel a child out of even the most hopeless of life
328 circumstances, they teach to enable all students—regardless of their zip code—to create
329 futures full of possibility and promise. Without diminishing these intrinsic rewards, most

330 teachers and principals tell us that compensation really does matter. This complex, demanding
331 and critically important profession demands a compensation structure commensurate with that
332 of other professions that are highly valued by society. That is what it will take to attract and
333 retain the highest caliber of talent in education, and that is what the profession is worth.

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

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

347 It takes more than just salary to create high-performing schools. Teachers need supportive and
348 effective principals and strong school cultures if students are to succeed. They need
349 appropriate resources and support. And they need buildings that are physically and
350 technologically suited to teaching and learning. But we do not expect other professionals—
351 doctors, engineers, architects—to work multiple jobs to cover basic expenses, to afford a home,
352 or to send their children to college. We are entrusting the future of our nation to our
353 educators—their compensation matters.

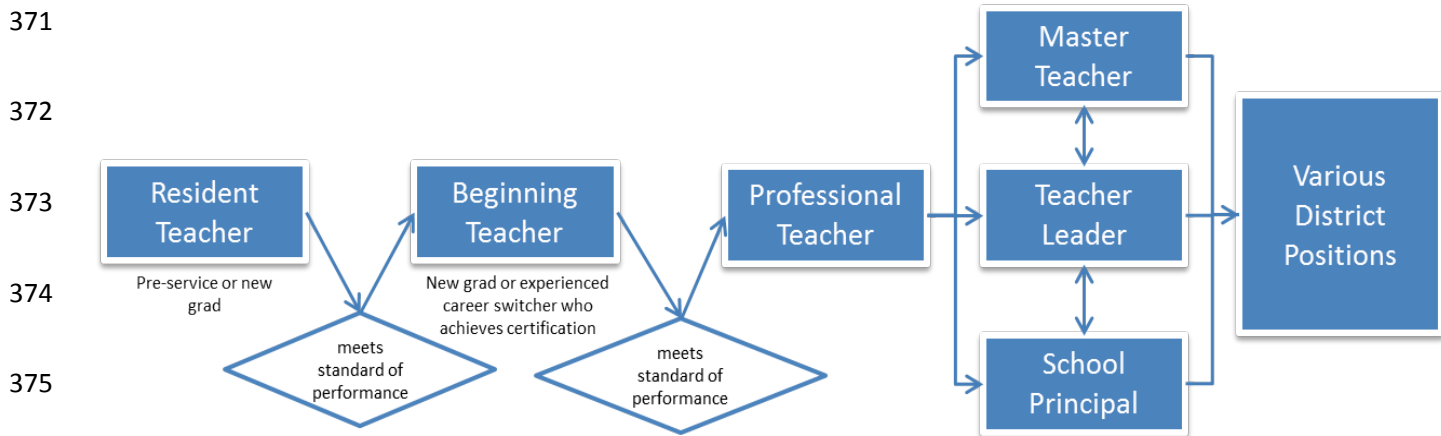
354 This is our vision for P-12 education: that our students graduate from high school as creative
355 and critical thinkers who are well-prepared for college and careers and ready to participate as
356 responsible and engaged citizens in our country and in the world. Certainly, our students have a

357 part in the responsibility for their own growth and learning, and we adults have much progress
358 to make motivating them to make good choices. But our vision will only be realized when we as
359 a nation take seriously our obligation to prepare all of our young people for the opportunities
360 they will have and the challenges they will face and when we treat our principals and teachers
361 as the professionals that they are. When we make a commitment to recruit, train, develop,
362 support, and pay our educators well, and when these educators share responsibility for
363 ensuring every student's learning, our children, our economy, and our country will reap the
364 benefits for generations.

365

366 Appendix: Sample Teacher Role Structure

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



376

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

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

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

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

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

401 Teachers in the *Beginning* role are considered pre-tenure instructors, but unlike pre-tenure
402 colleagues from the old system, who were instructed to "keep quiet until tenure," *Beginning*
403 teachers will be consciously and systematically encouraged to contribute to the larger school
404 community. *Beginning* teachers may earn salaries akin to today's beginning teachers—between
405 \$35,000 and \$50,000 per year for their service—and they will spend 2-5 years honing their skills
406 before being promoted to *Professional* teacher, a title earned by demonstrating sustained
407 effectiveness—perhaps after receiving two years of *effective* ratings in a row. Tenure may also
408 be conferred at this point in a teacher's career. Those *Beginning* teachers who do not meet this
409 high bar will not continue in the profession.

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

411 *Professional* teachers are tenured professionals who focus the majority of their energy on
412 teaching and learning. Such teachers thrive in a classroom where creative, collaborative and
413 engaged instruction is the norm. *Professional* teachers are exemplary life-long learners whose
414 fascination with academic content is paired with their ability to use data to promote academic
415 growth. They are reflective practitioners who are informed by the ongoing, professional

416 feedback of peers and students. Unlike solo fliers, *Professional* teachers actively seek to involve
417 school leaders, colleagues, parents, students, and community partners as important sources of
418 information and expertise. The *Professional* teacher is also a tireless academic advocate and
419 coach who manages the myriad resources in the school and community to support student
420 success.

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

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

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

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

442 excellent principals in the future. Salaries for *Master* teachers may range between \$80,000 and
443 \$150,000.

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

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

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

ⁱ McKinsey Top Talent Report

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} McKinsey Top Talent Report