Developing Meaningful, Sustainable Career Pathways for Teacher Leaders

Learning Forward Conference

December 7, 2015
Agenda

**Introduction**

Theory of Action

System Design and Implementation

Case Studies: Denver and Houston

Action Planning

Closing
Objectives for today’s session

1. Learn about career pathways systems that recognize teachers for excellent performance in the classroom, give teachers opportunities to extend their reach and grow their careers as instructional leaders.

2. Explore alternative ways to structure teacher talent within a school to leverage academic priorities, teacher skills and maximize student outcomes.

3. Ask questions of district practitioners currently implementing career pathways in large, urban districts, and think about doing so in your own district.
TNTP’s 2012 report, *The Irreplaceables* explores retention through the experience of the nation’s best teachers. 

Who are the Irreplaceables?

**OUTSTANDING TEACHERS**

**IRREPLACEABLES**

Top 20% of teachers in studied districts, as gauged by district data.

**GETTING GREAT RESULTS**

**STUDENT IMPACT**

Generate 5 to 6 more months of student learning each year than a poor performer.

**IN SCHOOLS NATIONWIDE**

**SCOPE**

4 urban districts, with 2,100 schools, 90,000 teachers, 1.4 million students.

These teachers are so successful that they are nearly impossible to replace, and urban schools desperately need to keep them.

Estimates of Irreplaceables percentage based on teachers with value-added or growth data; District A high performers: 21%; District B high performers: 20%; District C high performers: 20%; District D high performers: 18%; Student impact estimates calculated following the methodology of Hahnel and Jackson (2012). Source: District data from SY 2009-10 and SY 2010-11.
The report found that low compensation and lack of career pathways are among the top reasons why Irreplaceables say they are planning to leave.

**Top Reason Irreplaceables Cite for Planning to Leave their School**

<table>
<thead>
<tr>
<th>REASON FOR LEAVING</th>
<th>DISTRICT A</th>
<th>DISTRICT C</th>
<th>DISTRICT D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; ranked</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; ranked</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>Compensation</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; ranked</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; ranked</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>Career advancement</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; ranked</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; ranked</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>School culture</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>Workload</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>Student conduct</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>Recognition and respect</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>Amount of teacher influence</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>Performance evaluation system</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; ranked</td>
</tr>
<tr>
<td>Job security</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; ranked</td>
<td>13&lt;sup&gt;th&lt;/sup&gt; ranked</td>
</tr>
</tbody>
</table>

Population includes high performers who plan to leave their school in the next 3 years for professional reasons only; Top reason for leaving ranked in order of frequency is shown. Source: District and survey data.
In one of the districts studied, giving highly effective teachers opportunities to increase their salary influenced the choices they made.

### Percent of Irreplaceables Choosing the Following Options for a Base Salary Increase

<table>
<thead>
<tr>
<th>Take five more students</th>
<th>Base salary increase</th>
<th>Teach in a high-need, low-performing school</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>+ $0</td>
<td>29%</td>
</tr>
<tr>
<td>69%</td>
<td>+ $7,500</td>
<td>64%</td>
</tr>
<tr>
<td>88%</td>
<td>+ $15,000</td>
<td>82%</td>
</tr>
</tbody>
</table>

First choice conjoint methodology in District C; Right chart: Base case is low-need, high-performing school with all other attributes remaining equal; Left chart: Base case is current student population with all other attributes remaining equal including school type (high-need, low-performing). Bottom statement: Population includes high performers leaving their school in the next 3 years for professional reasons only; Compensation was cited as the top reason for leaving most frequently in District A and the third most frequently in Districts C and D. Source: District and survey data.
Video from Denver Public Schools

vimeo.com/143912156
Agenda

Introduction

**Theory of Action**

System Design and Implementation

Case Studies: Denver and Houston

Action Planning

Closing
Following the release of *The Irreplaceables*, TNTP focused on how to make teaching more attractive.

We started with two aspects of the employee value proposition that would help attract and retain top talent.
Since 2011, TNTP has worked on compensation and career pathways in sites nationwide and held countless advisory sessions with districts and charters.

CPC List of Clients

- Denver
- Fort Worth
- Houston
- Indiana
- Baltimore
- Louisiana
- Duval

**Compensation only**

**Career Pathways focus**
Over the last five years, TNTP learned a great deal about career pathways and compensation through its work with districts across the country.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SELECT PROJECTS</th>
<th>FOCUS &amp; LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>• Houston Independent School District (through 2015)</td>
<td>Collecting data on teacher retention patterns</td>
</tr>
</tbody>
</table>
| 2012 | • Breakthrough Schools  
      • TN ASD  
      • Louisiana and Indiana | Developing frameworks for compensation, career progression and role design |
| 2013 | • Baltimore City Public Schools  
      • Denver Public Schools  
      • Houston Independent School District | Role design and role selection process, evolved compensation frameworks |
| 2014 | • Ongoing district & state CPC work spun into other departments  
      • Shortchanged  
      • Reimagining Teaching in a Blended Classroom | Building capacity across the org for career pathways work, sharing compensation knowledge, investigating new teacher roles in blended classrooms |
| 2015 | • Fulton County Schools (ECE)  
      • Tulsa Public Schools  
      • School Design Challenge  
      • Staffing Model Research | Internal practice on designing schools, investigating new teacher roles |
Traditional teacher roles expect teachers to do everything well, but that’s not realistic—especially in our highest-need schools.

Teachers are expected to be good at:

• Parent communication
• Assessment
• Grading
• Student engagement
• Data analysis
• Instruction
• Intervention
• Content expertise
• Extra curriculars
• and more...

Yet, only about 20% of teachers in high-need schools are highly effective teachers who master these skills and lead their students to success.

Creating career pathways for teachers that don’t address this fundamental delivery problem simply won’t cut it.

Effectiveness data based on DCPS IMPACT Ratings 2013-2014
1. What examples of teacher leadership roles are in place in your schools and districts?

2. How well do they align with these proposed objectives for a career pathways framework?

3. What would need to change?
Agenda

Introduction

Theory of Action

**System Design and Implementation**

Case Studies: Denver and Houston

Action Planning

Closing
Strong career pathways include teacher leadership roles that are meaningful and attractive to highly-effective teachers.

Career Pathway roles should...

- Allow teachers to extend their reach to students and colleagues.
- Provide opportunities for teachers to specialize in particular skills.
- Have clear and consistent job descriptions.
- Have rigorous selection criteria and a consistent selection process.
- Allow teachers to earn additional compensation for taking on additional responsibilities.
A district-wide framework for career pathways is also important, because it helps schools recognize and support teacher growth consistently.

Benefits of a Career Pathways Framework

- Represents and clearly communicates performance expectations, career pathways, and professional opportunities available throughout the course of someone’s career
- Strategically organizes leadership opportunities to align with performance to recognize high performance over time, ultimately increasing the attraction and retention of top talent
- Leverages top talent in order to maximize district/network outcomes (including increased student achievement)
TNTP supports districts and networks through the three phases of developing a framework: readiness, design, and implementation.

Phases of Creating a Career Pathways Framework

| 1. READINESS | TNTP works with clients to define the objectives of the work, conduct a system diagnostic, plan the engagement, and set the stage for a collaborative design process. |
| 2. DESIGN    | TNTP brings its expertise and guides the client through a collaborative design process. The scope of design depends on the engagement objectives. |
| 3. IMPLEMENTATION | Though TNTP does not typically manage implementation, we support clients’ planning to roll out the system and to communicate the change. |
Readiness: Districts assess their capacity to take on the work and make decisions on their goals and the framework design.

1. What problem is the district trying to solve with a career pathways framework? (e.g., Retention? Extended Reach? Distributed Leadership?)

2. Is the next step to build an overall career pathways framework and/or pathways within the framework?

3. Does the district have a strong teacher evaluation system that can help identify effective teachers and differentiate performance?

4. How will decisions be made regarding career pathways policies?

5. What is driving the timeline? How will design and implementation be phased?
**Readiness**: The objectives developed will depend on the district’s needs, and can range from recruitment to leadership development.

## Potential Objectives of a Career Pathways Framework

<table>
<thead>
<tr>
<th><strong>Recruitment</strong></th>
<th>Attract top talent to the teaching profession by providing opportunities for skill development and career advancement, resulting in a long and rewarding career.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retention</strong></td>
<td>Retain effective teachers by recognizing their accomplishments and providing them with meaningful leadership opportunities aligned to their skills and strengths.</td>
</tr>
<tr>
<td><strong>Leverage top talent</strong></td>
<td>Utilize your best teachers’ skills by expanding their accountability for students and/or peers in order to see improvements in performance over time.</td>
</tr>
<tr>
<td><strong>Equitable distribution</strong></td>
<td>Provide high-need schools the ability to compete for top talent, increasing students’ access to effective teachers.</td>
</tr>
<tr>
<td><strong>Create a depth of leadership</strong></td>
<td>Develop teachers’ leadership skills ultimately allowing for distributed leadership, strong school leadership teams, and a healthy internal leadership pipeline.</td>
</tr>
<tr>
<td><strong>Student achievement</strong></td>
<td>Improve student outcomes through the attraction, growth, and retention of excellent teachers and leaders.</td>
</tr>
</tbody>
</table>
**Design:** Our partner districts participate in a collaborative design process, collecting feedback from educators to inform the design of new roles.

**Example:** Houston Independent School District

The components may vary, depending on whether the engagement is intended to build a framework and/or single pathway.
Design: Landing on the best design for a career pathway or framework involves working through a number of key decisions tailored to each district.

Sample Design Decisions

• What type of teacher leadership roles would best meet the needs of the district?
• How much time outside of the classroom does each role require?
• How will the compensation vary by role? Performance rating? Number of years in the role?
• How will the pathway and teacher leaders be evaluated?

• Which leadership opportunities are available for early career teachers versus teachers with many years of experience? How do these leadership opportunities differ?
• How does an employee move through the career ladder? What leadership skills are educators gaining at each stage, and how do they build on one another? What are the minimum criteria for progression through the ladder?
• How do the scope of responsibilities and accountability change as educators progress along the career ladder?
**Implementation**: The planning, communications, training, and management need to be addressed to successfully launch and maintain the system.

<table>
<thead>
<tr>
<th></th>
<th>What are the key milestones for program evaluation, teacher leader evaluation, selection, communications, school support &amp; planning, and professional development selection?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What steps do school leaders need to take to successfully introduce a new teacher leader role to their schools? How do the various leadership positions in the school work together?</td>
</tr>
<tr>
<td>3</td>
<td>Who are the key stakeholder audiences for this work? How and when will information be communicated to these key groups? How will they be involved in the design phase?</td>
</tr>
<tr>
<td>4</td>
<td>What new skills or behaviors do people need to develop in order to make this work successful? How and when will they receive support?</td>
</tr>
<tr>
<td>5</td>
<td>Who (at both the school and district level) will own each system component, including program evaluation, teacher leader evaluation, selection, communications, school support &amp; planning, and professional development?</td>
</tr>
</tbody>
</table>
Agenda

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Theory of Action

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Case Studies: Denver and Houston

Action Planning

Closing
Case Study

Denver Public Schools
WHAT IS TEACHER LEADERSHIP & COLLABORATION?

- Teacher Leadership & Collaboration is a leadership model that has been successfully implemented in 71 schools across DPS over the past three years and is continuing to expand this year.

- This model allows highly effective teachers to share the expertise they have developed with fellow teachers, extending a great teacher’s impact to multiple classrooms and helping more students grow.

- At a Teacher Leadership & Collaboration school, teachers are organized into teams guided by a team lead. Team leads provide the teachers on their teams with one-on-one coaching, evaluation, and real-time feedback that helps improve teaching and learning every single day. Team leads also facilitate collaborative team time so that teachers can share ideas and learn from each other.

- Team leads spend about half their time teaching and half their time working with their team of teachers.

- The “hybrid” team lead role allows teachers to advance their careers by developing leadership skills while staying true to their first love: teaching their own classroom of kids.

- The goal is for all DPS teachers to be organized into a team supported by a team lead by the 2019-2020 school year.
WHY ARE WE ADOPTING THIS MODEL?

- **Supports teacher growth:** Provides more frequent and actionable feedback and coaching for teachers

- **Strengthens teams in schools:** Increases opportunities for peer-to-peer knowledge sharing through teacher teams led by teachers

- **Attracts and retains strong teachers:** Innovative leadership roles can bring new life to a teacher’s practice and keep great teachers in the classroom and profession

- **Increases distributive leadership:** Builds stronger leadership teams while growing and developing potential APs and principals.
**What are teachers who work with Team Leads saying?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>My team lead is successful at both evaluating my teaching and coaching to improve my teaching practice</td>
<td>89%</td>
</tr>
<tr>
<td>Team lead feedback from observations is &quot;useful and actionable&quot;</td>
<td>84%</td>
</tr>
<tr>
<td>My teaching practice has improved as a result of working with a team lead</td>
<td>90%</td>
</tr>
</tbody>
</table>

**What are Team Leads saying?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the opportunity for growth and development at DPS</td>
<td>95%</td>
</tr>
<tr>
<td>I am growing in my profession as a leader because of my responsibilities in this role.</td>
<td>100%</td>
</tr>
<tr>
<td>I am growing in my profession as a teacher because of my responsibilities in this role</td>
<td>97%</td>
</tr>
<tr>
<td>Team leads increase the voice teachers have in decisions made at their school</td>
<td>88%</td>
</tr>
</tbody>
</table>
TRADITIONAL SCHOOL STRUCTURE

RETHINKING OLD STRUCTURES
TEACHER LEADERSHIP & COLLABORATION TEAMS

ORGANIZING SCHOOLS AROUND STRONG TEAMS

PRINCIPAL

REPORTING

TEACHER TEAM

TEAM TEAM

REGIONAL TEAM
TEACHER LEADERSHIP & COLLABORATION ROLES

TEACHER LEADERSHIP & COLLABORATION ROLES

**Senior Team Lead**
Senior Team Leads are highly effective teachers who provide one-on-one instructional leadership — spending about half of their time in the classroom with students, and half of their time supporting the individual growth of fellow teachers. In addition, they build strong teams in schools — expanding their schools’ leadership teams, and creating a culture of collaboration and support among the seven to eight teachers they lead.

**Resident Mentor**
Provides one-on-one instructional leadership to aspiring educators taking part in the Denver Teacher Residency, Student Teacher Residency, or a traditional teacher preparation program.

**Team Specialist**
Supports effective collaborative team time among teachers within a school who are aligned by grade level, content area, or other relevant grouping.

**Regional Team Specialist**
Supports effective collaborative team time among teachers in subject areas who may not have access to other teachers in an aligned content area within their individual school (e.g., music, art, PE, etc.). Helps teachers implement standards by focusing collaborative time on analyzing data, calibrating on student work and planning for instruction.

**New Teacher Ambassador**
Provides connection and community for teachers who are new to Team DPS. Connects new teachers to the district, serving as the primary point of contact for new hires and helping teachers navigate district-level information and processes. Creates a sense of community for new teachers, providing socio-emotional support as well as collaborative professional development.

Principals/APs

Teachers
2015-2016 TLC TIMELINE

**Oct-Dec 2015**
- **DESIGN:**
  Schools participate in workshops and meetings to create or refine a teacher leadership team model of their

**January 2016**
- **FUND:**
  Schools receive funding notifications to support their current model for the 2016-17

**Feb-April 2016**
- **HIRE:**
  Schools hire senior team leads and additional leadership roles

**April-May 2016**
- **FINALIZE:**
  Schools prepare to implement their Teacher Leadership & Collaboration models in 2016-17 by finalizing their teams, schedules, and teacher leader supports.
QUESTIONS?

To learn more about Teacher Leadership & Collaboration visit:

Our website: www.teacherleader.dpsk12.org

Email: Teacherleader@dpsk12.org

Other Resources:

Watch a Day in the Life of a Teacher Leader: https://vimeo.com/143912156

Read a case study of the Differentiated Roles (now TLC) pilot


Houston Independent School District
Principles of HISD’s Career Pathways Programming

**Goals of the framework.** Improved instruction and student learning are the most important outcomes of the teacher leader program.

**Teacher 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.

**Compensation standards.** Teacher Leaders should be compensated according to skill level, degree of accountability, and expected outcomes for their roles.

**Defined scope.** Teacher Leader roles are distinct from leadership opportunities. Roles are year-long and campus-based – and are limited to classroom teachers.

+1 Teacher Leaders said that they will stay at least one more year in HISD thanks to Career Pathways.
STEP Team Organizational Chart for 15-16 School Year

Senior Manager, Teacher Leadership
Gail McGee

Team Lead, Operations
Regina Gee

Communications Manager
Tamira Cole

Operations Manager
Corey Register

Knowledge Management Manager
Vacant

TADS Project Manager
Desiree Lancaster

ETI Business Analyst
Yu Ting Chang

Team Lead, School Support
Kristy Brown

ITS & STEM Cadre Teacher Leader Coach
TJ Hoffman

DTAS Teacher Leader Coach
LaVondia Menephee

TLaC Teacher Leader Coach
Traci Duck

Mentors & CICs Teacher Leader Coach
Vanessa Nieto Gomez

Student Teacher and Classroom Culture Specialists Leader Coach
Amelie Smith

Consultant, Instructional Excellence Coach
Jean Duffey

Consultants, Classroom Culture
Joanne Dawkins & Peggy Sinclair
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.
HISD focuses on individual professional development and collaboration with other teachers, which sets our career pathways framework apart from others.

1. High leverage roles have been created to align to campus needs with specific job descriptions clearly detailing the responsibilities and expectations of the role.

2. Principals select the roles most applicable to their campus context and their teacher leaders from a pool of teachers who have successfully completed a rigorous and transparent application and screening process.

3. Teachers leaders receive a generous stipend aligned with the responsibilities and expectations of the role.

4. Teachers leaders participate in high quality training with nationally recognized experts in teacher leadership and are given opportunities to network with fellow teacher leaders across the district.

5. Teacher Leaders are trusted partners who provide school embedded support, outside of the appraisal system.

6. Teacher leaders participate in campus level decision making which creates stronger leadership teams that can utilize their insights on campus culture, teacher practices, and student needs.

7. Distributive leadership allows for the delegation of responsibilities and frees up time for the principal and administrators.
## HISD Teacher Leader Role Descriptions

<table>
<thead>
<tr>
<th>ROLE</th>
<th>LEVEL &amp; STIPEND</th>
<th>ROLE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Based Mentor</td>
<td>Emerging Teacher Leader $600</td>
<td>Supports a beginning teacher in their first year of teaching.</td>
</tr>
<tr>
<td>Campus Induction Coordinator</td>
<td>Emerging Teacher Leader Up to $1,250</td>
<td>Facilitates a professional learning community of beginning teachers and mentors.</td>
</tr>
<tr>
<td>Teach Like A Champion Specialist</td>
<td>Established Teacher Leader $2,500</td>
<td>Serves as a professional development facilitator, practice coach and model of effective technique implementation.</td>
</tr>
<tr>
<td>Data Tracking &amp; Assessment Specialist</td>
<td>Established Teacher Leader $2,500</td>
<td>Builds the capacity of a group of colleagues to collect, organize, analyze, and disseminate student performance data.</td>
</tr>
<tr>
<td>Instructional Technology Specialist</td>
<td>Established Teacher Leader $2,500</td>
<td>Builds teachers’ capacity to use technology as an instructional tool.</td>
</tr>
<tr>
<td>Campus Culture Specialist</td>
<td>Established Teacher Leader $2,500</td>
<td>Serves as a professional development facilitator, group practice coach, campus committee leader, and model of effective technique implementation.</td>
</tr>
<tr>
<td>Instructional Excellence Coach</td>
<td>Expert Teacher Leader $5,000</td>
<td>Helps peers improve their instructional practice by providing one-on-one coaching, observations and targeted feedback, modeling, co-planning/teaching sessions.</td>
</tr>
</tbody>
</table>
**Sample role: Instructional Excellence Coaches help peers improve their instructional practice and student outcomes.**

**Major Duties & Responsibilities**

- Model effective teaching by providing opportunities for teachers receiving coaching to observe live or videotaped lessons.

- Observe a caseload of teachers with priority given to new/beginning teachers and provide them with feedback aligned to the TADS IP rubric.

- Conduct co-planning and co-teaching sessions with teachers based on their professional development needs. Debrief any co-planned or co-taught lessons.

- Attend regular meetings with campus administration to ensure consistent coordination and communication of campus goals as they relate to instruction.

- Investigate and test new teaching methods, curricular materials, and classroom management techniques in a “lab classroom.” Track and share results.
Teacher Leaders shorten the feedback loop by providing intensive support to on-campus peers.

Teachers can rely on Teacher Leaders:
They are trusted partners who have demonstrated success in their own classrooms, and are also trained advisors ready to help at a moment’s notice.

Teacher Leaders have an intimate understanding of the realities teachers face because they work just down the hall.
Principals are eager to bring Career Pathways to their campuses, and are willing to fund the roles with local dollars.

| Statement                                                                 | Agreement (%)
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Career Pathways will improve student growth and achievement.</td>
<td>93</td>
</tr>
<tr>
<td>Career Pathways will help me retain my strongest teachers.</td>
<td>89</td>
</tr>
<tr>
<td>Teacher Leaders will support peers’ Instructional Practice.</td>
<td>85</td>
</tr>
</tbody>
</table>

For 2014-15, the team received more applications to become Career Pathways campuses than there were funds available—three times more.
QUESTIONS?
Agenda

Introduction

Theory of Action

System Design and Implementation

Case Studies: Denver and Houston

Action Planning

Closing
Let’s discuss.

• What aspects of the readiness, design, and implementation process resonate with you most?

• What steps can you take in your district or organization to ensure teachers have meaningful opportunities for leadership?

• How might you build on aspects of what’s been done in Denver or Houston to provide the teachers with whom you work meaningful opportunities for leadership?
Please complete the evaluation forms, and reach out with any questions.

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