

To value, retain, and support the development of ALL IDEA teachers!

TEACHER CAREER
PATHWAY



Texas Teacher Career Pathway Handbook
2022-2023



Dear IDEA Teachers,

This handbook is your guide to IDEA's Teacher Career Pathway. This program serves to recognize, reward, and support the development of all IDEA teachers. At IDEA, we believe that excellent teachers are the key to realizing our promise to students. The Teacher Career Pathway was created to make IDEA a place where you feel recognized for your invaluable role in our effort to send all students to and through college.

Inside this handbook, you will find:

- ✔ A broad overview of the Teacher Career Pathway
- ✔ Profiles of teachers at every level of the Teacher Career Pathway
- ✔ An in-depth look at pathway placements and rewards. This includes how teachers get placed, details about moving along the pathway, and specifics about the rewards teachers receive at each level
- ✔ A look at the Teacher Career Pathway in the context of other reward and recognition programs for teachers
- ✔ Infographics to illustrate Teacher Career Pathway processes and structures
- ✔ Highlights of the feedback process: what's been changed according to your feedback, and how to give more feedback.

Sincerely,

Teacher Career Pathway Team



INTRODUCTION

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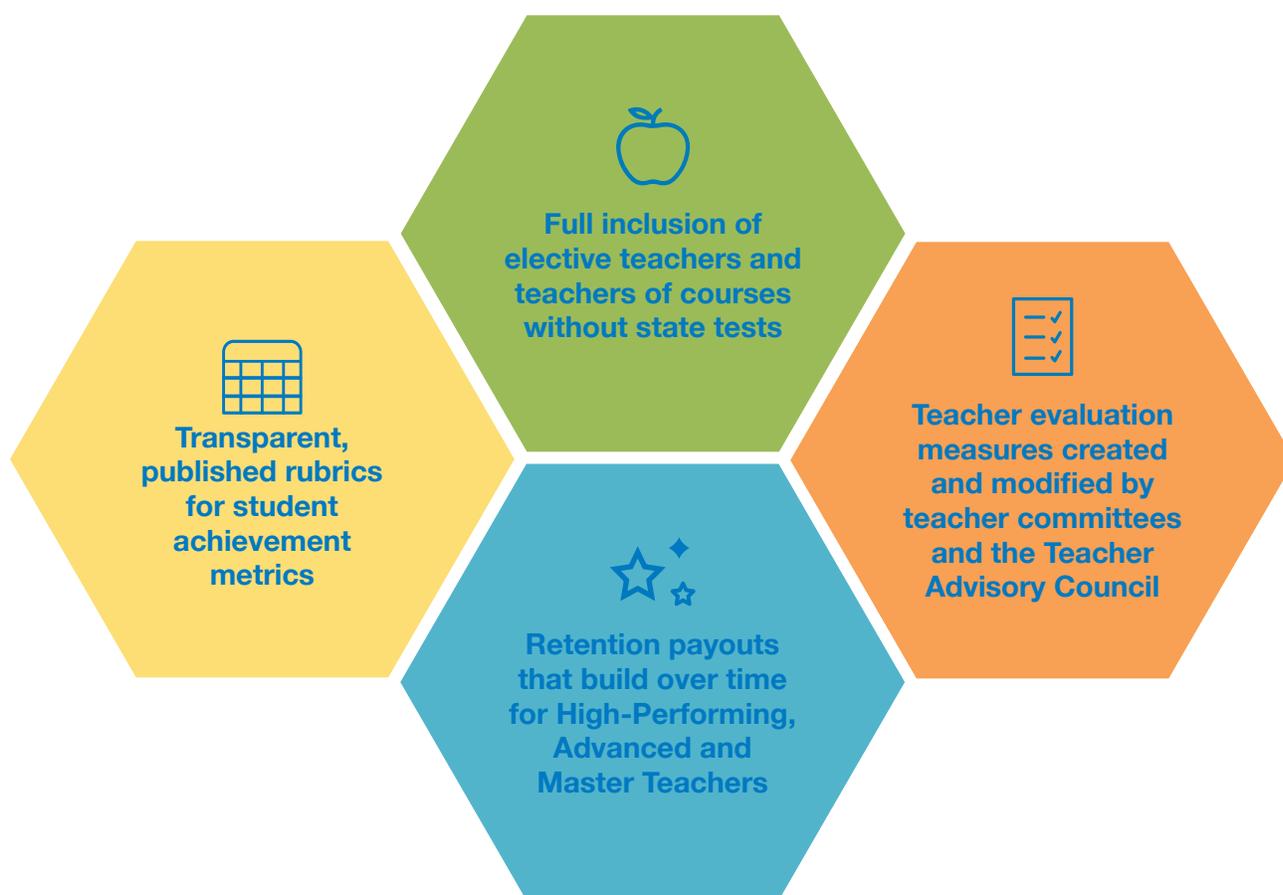


INTRODUCTION

A. OVERVIEW AND RATIONALE FOR THE TEACHER CAREER PATHWAY

The Teacher Career Pathway is a differentiated reward, recognition, and retention program for teachers at IDEA Public Schools. The Teacher Career Pathway program synthesizes multiple components of a teacher's performance in order to place them on a five-tier pathway. Each level on this pathway has its own set of supports, rewards, and recognitions. Pathway evaluations and placements are conducted annually by managers on behalf of all teachers.

The Teacher Career Pathway came together after extensive research, piloting, and review process (and it continues to improve, thanks to candid and thoughtful feedback from IDEA teachers). The Teacher Career Pathway and its accompanying rubrics, evaluation criteria, and reward system is inspired by similar programs from YES Prep Schools, Achievement First, and Aspire Public Schools, among others. However, IDEA's Teacher Career Pathway has some unique features:





INTRODUCTION

PROGRAM GOALS

To make college possible for all children, IDEA must retain its great teachers. Students benefit from having committed, professionally satisfied teachers. Organizations grow stronger with workforces that choose to stay and grow. These beliefs inform the goals of the Teacher Career Pathway.

The goal of the program is to value, retain, and support the development of IDEA teachers. Over the next three years, as the program reaches full implementation, the Teacher Career Pathway intends to inspire and motivate teachers to grow in their practice and stay with IDEA. By offering payouts, recognition, and a place to grow as an educator, the Teacher Career Pathway will help keep IDEA teachers fulfilled and in the classroom.



Goals For The Teacher Career Pathway Are:

95%

Retention of Level
Four and Level Five
Teachers

85%

Retention of
Teachers

85%

Of teachers agree with annual
Teacher Career Pathway Climate
Measures Survey



INTRODUCTION

B. HISTORY AND BACKGROUND

The Teacher Career Pathway launched as a natural next step from the work of IDEA's Investing in Innovation (i3) grant. The i3 grant laid the groundwork for recruiting, developing, and retaining a talented workforce. With the Teacher Career Pathway, that work became specific to teachers.

The Teacher Career Pathway took form over an 18-month period. During this process, teacher input was of the highest importance. The Teacher Career Pathway task force held 14 teacher feedback sessions, 14 town hall meetings, five focus groups and five steering committee meetings. Feedback from these events shaped the Teacher Career Pathway in important ways, which are highlighted by the Teacher Feedback icons located throughout this handbook. Today, teacher feedback continues to be a key part of the Teacher Career Pathway's ongoing growth.



TEACHER FEEDBACK

Look for the Teacher Feedback icon throughout the book to see how teachers' voices are represented in the Teacher Career Pathway

The Teacher Career Pathway task force held:

14 Teacher
Feedback
Sessions

14 Town Hall
Meetings

5 Focus
Groups

5 Steering
Committee
Meetings

The Teacher Career Pathway pilot launched in 2014 with teachers receiving their first-ever pathway placements, public recognition, and professional development budgets. The Teacher Advisory Council began the same year. This council opened a direct line of communication between IDEA campuses and headquarters. **Teacher feedback received during the twice-annual TAC meetings shaped multiple components of the Teacher Career Pathway program, among other district initiatives.** Read more on the Teacher Advisory Council's role in Teacher Career Pathway development in Section III of this handbook.

The 2015-16 school year marked the formal commencement of the Teacher Career Pathway. **With the launch of the program, IDEA continues to grow as a place where teachers love to teach, not only because they believe in putting students on the pathway to college, but also because they feel recognized, rewarded, and valued for their work.**

C. THE TEACHER CAREER PATHWAY PILOT

The Teacher Career Pathway launched in pilot form during the 2014-15 school year. Throughout this time, members of the Teacher Career Pathway team systematically gathered feedback from teachers through measures such as the district-wide pilot survey. This invaluable feedback has been used to adjust the Teacher Career Pathway so it can more effectively retain and reward talented educators. Here are some samples of what IDEA teachers said about the Teacher Career Pathway during the 2015-16 school year, illustrated on the next page.



INTRODUCTION

The Teacher Career Pathway rewards teachers' contribution, supports their professional growth, and most importantly, provides a pathway for promotions so career teachers can continue their influence in the classroom. This portion of the handbook describes Teacher Career Pathway rewards, recognition, and support programs in detail.

The Teacher Career Pathway:

WHO
WHAT
WHY
AND
HOW

The Teacher Career Pathway is a system that places IDEA teachers along a five-level continuum of performance. Each of the five pathway levels comes with a different slate of rewards and professional development opportunities. A teacher's pathway placement is determined each year and is based on a balanced scorecard for teacher evaluation. Teachers at the first two pathway levels receive prescriptive and individual development to support their improvement towards higher levels. Teachers at the highest three levels of the pathway receive "Grow with IDEA" accounts, retention payouts that increase over a three year period. **The philosophy behind the support and recognition along the pathway is to provide increasing autonomy as teachers progress along the pathway.**

IN DEPTH: PATHWAY PLACEMENT



GROWTH MINDSET

With hard work, all teachers can advance up the pathway

Moving up the pathway reflects strong, consistent, and sustained performance over time.

THE LEVELS:

There are five levels on the Teacher Career Pathway. Each level reflects a teacher's performance on the Teacher Career Pathway evaluation scorecard, which includes five metrics: student achievement, manager ratings on the GET rubric, student and family input, and core values.

THE LEVELS OF THE TEACHER CAREER PATHWAY ARE:

1. Welcome to IDEA Teacher

2. Emerging IDEA Teacher

3. High-Performing IDEA Teacher

4. Advanced High-Performing IDEA Teacher

5. Master IDEA Teacher



INTRODUCTION



WELCOME TO IDEA TEACHER

All new to IDEA teachers, who do not yet have a record of results on an IDEA campus or those who need a second year of highly-prescriptive development after joining the organization.



EMERGING IDEA TEACHER

IDEA teacher with at least one year of experience and record of results. Student achievement is nearing expectations, but not yet meeting campus and district goals. Teachers' skills as rated on the Guideposts for Excellent Teaching are typically beginning proficient.



HIGH PERFORMING IDEA TEACHER

IDEA teacher who consistently meets goals, with at least one year of experience, average rating of proficient on GET rubric, positive relationships with students, parents, and colleagues. Approximately 40-50% of our teachers at IDEA.



ADVANCED HIGH PERFORMING IDEA TEACHER

IDEA teacher who exceeds goals, with at least two years of experience at IDEA, average rating of advanced on the GET rubric, models strong relationships with all stakeholders. These teachers represent the top 15-20% of teachers in the organization.



MASTER IDEA TEACHER

IDEA teacher who consistently exceeds goals and sets innovative and visionary goals for teachers throughout district, at least 5 years of experience, average rating of advanced to exceptional on GET rubric, exemplary relationships with students, parents, and colleagues, unequivocally irreplaceable. These teachers are in the highest 10% of teachers in the organization.



INTRODUCTION

HOW PLACEMENTS ARE DETERMINED

There is no single measure of a successful teacher. Teaching is a complex craft, and its evaluation must be equally nuanced. Understanding this, the Teacher Career Pathway employs a balanced scorecard and a multi-layered approval system when assigning teachers to pathway levels. This process is described specifically in the following paragraphs.

COMPOSITE SCORES

The first step in pathway placement is determining a teacher's composite score on a balanced scorecard. This scorecard is a summary of several metrics, each weighted according to their impact on a teacher's capacity to put students on the road to college.

The metrics, their weights, and their reason for inclusion on the scorecard are as follows:

*2 consecutive year of 4.5 or higher composite score allows campuses to appeal to have teachers placed as a Master Teacher if they do not meet the minimum year requirement.

A. GETTING PLACED ON THE PATHWAY

STUDENT ACHIEVEMENT DATA

Student achievement data is heavily weighted because of its great impact on IDEA students' future options. Student achievement is measured differently for each course based on available international (IB), national, state, and local assessments. Additionally, many courses - such as electives - have unique measures of success, created internally at IDEA in order to measure the course's benefit for students. It is important to ensure that all teachers have a clear understanding of how student performance impacts pathway placement. Thus, rubrics for each grade level and content area are published in the appendix of this handbook.

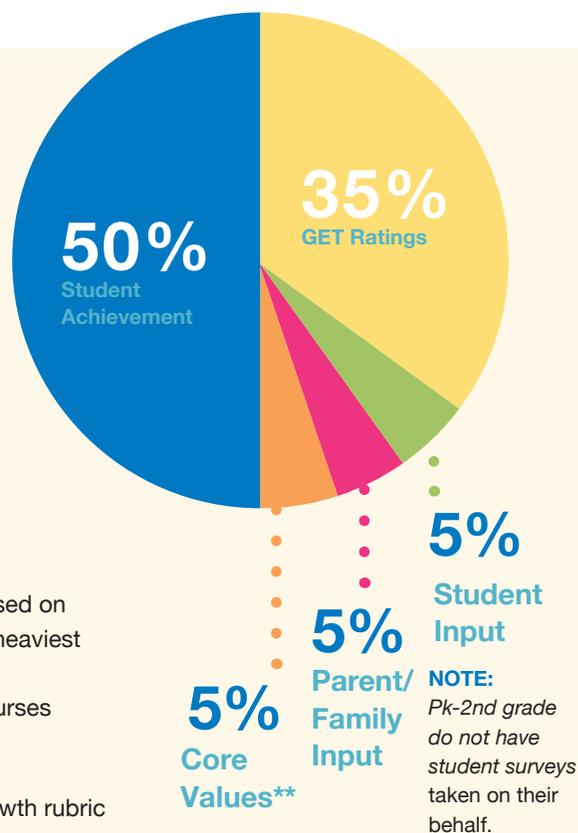
Please note: TCP student achievement is measured differently for each course based on available international (IB), national, state, and local assessments. Given this is the heaviest weighted component on the TCP's scorecard, teachers who do not have a student achievement metric cannot earn higher than a Level 3 placement. This includes courses that do not already have a student achievement rubric created.

Growth clause Teachers may place with the student achievement rubric or the growth rubric whichever of the 2 is higher and most beneficial for the teacher's TCP Placement.

*TCP Student Achievement Rubrics will not be adjusted during the 2022-2023 academic school year as this is not in alignment to board policy.

*During the transition phase from a multiple strand rubric to a single strand rubric, for state tested subjects only, campuses and teachers will have the opportunity to use 21-22 cutoffs if it is more beneficial to their 2022-2023 TCP Placement. These placements will occur in Fall 2023 and the campus will be required to manually calculate the student achievement scores prior to their TCP Manager Review.

** San Antonio teacher's Core Value component will be embedded with their GET ratings given they are piloting the new GET program. The following distribution will be used on their TCP Components: 50% Student Achievement, 40% Get Ratings, 5% Parent Surveys, 5% Student Surveys.





AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

GET: RUBRIC RATINGS

The Guideposts for Excellent Teaching Rubric is part of a teacher's score because it is a reliable, research-based, district-wide measure of performance in the classroom.

GET Rubric scores for the Teacher Career Pathway are the same ones a teacher receives during the annual performance review (APR) with his or her manager. Managers receive intensive training on the GET Rubric throughout the year, ensuring their ability to use the tool accurately and reliably. While the GET rubric is used for evaluation, it is also a strong tool to provide specific ways for teachers to improve their practice and develop their strengths.



#1 Goals



#2 Climate & Culture



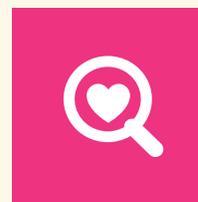
#3 Planning



#4 Lesson Delivery



#5 Data-Driven Decisions



#6 Core Values & Professionalism

STUDENT & FAMILY RESPONSES

Student and family survey responses allow composite scores to include the perspective of IDEA's most important stakeholder groups. These responses bring special insight into a teacher's contributions, painting a more complete picture of his or her impact. To ensure this insight is as accurate as possible, IDEA contracts with an external survey provider. The provider validates the quality of the surveys as well as their statistical reliability. Furthermore, the Teacher Career Pathway Team is actively working to make certain that survey rosters are accurate and appropriate to improve the integrity and accuracy of the survey reports.

DEMONSTRATION OF IDEA CORE VALUES

The Teacher Career Pathway uses IDEA's six core values to gain insight into less tangible - but highly important - workplace qualities. These include work ethic, attitudes, commitment to IDEA's mission, ability to cooperate and collaborate with others, and overall professionalism. The metric for core values ratings comes from managers' ratings on Guidepost 6 (Core Values) during the Annual Performance Review.



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

Core Values

We Build

TEAM & FAMILY

We foster a sense of belonging and inclusivity by treating every member of the IDEA Team & Family—our students, staff, families, and community—with compassion, respect, and humility. We maximize our individual best efforts through collaboration and support of each other in the focused pursuit of our collective mission.

We Achieve Academic

EXCELLENCE

We believe ensuring college success for 100% of our students is the best way to help them succeed in life and in seeing obstacles they face as opportunities for learning and growth. Every member of the IDEA Team & Family works together to ensure each student on every campus and in every classroom receives a high-quality education.

We Deliver

RESULTS

We believe ensuring college success for 100% of our students is the best way to help them succeed in life and in seeing obstacles they face as opportunities for learning and growth. Every member of the IDEA Team & Family works together to ensure each student on every campus and in every classroom receives a high-quality education.

We Ensure

EQUITY

We set high expectations and share compassion and empathy for every member of the IDEA Team & Family. We differentiate our support and resources, proactively address racism and discrimination, and advocate alongside our students and staff to empower them with the opportunities to succeed and ensure the respect they deserve.

We Act with

INTEGRITY

We put the best interests of the IDEA Team & Family—and most importantly our students—at the forefront of all our decisions and actions, taking personal responsibility to model the honest and ethical behavior we want our students and each other to demonstrate every day.

We Bring

JOY

We create a positive, uplifting, and joyful environment for every member of the IDEA Team & Family, every single day. We operate with a sense of optimism, and our traditions celebrate learning, growth, and the accomplishments of our students, staff, and community.

We Sweat the



We embrace that achieving excellence lies in paying attention to and carrying out the details—the ‘small stuff’—that go into effective execution and positive implementation. Every step of the way, the IDEA Team & Family prioritizes actions contributing to our mission of College for All.



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

YEARS OF EXPERIENCE

Years of experience on the Teacher Career Pathway follows the Teacher STEP Policy for IDEA Public Schools. View more on the policy by [clicking here](#).



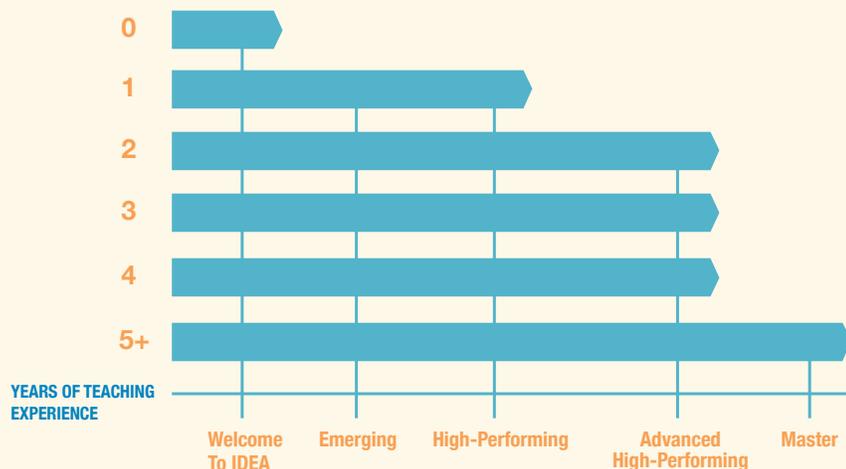
Adding years of experience to the Pathway placement metric is a result of the Teacher Advisory Council's input.

Once a teacher's composite score has been determined, **that score is filtered through the teacher's years of teaching experience.** Years of experience - at least one of which must be with IDEA - determine the levels on the pathway for which a teacher is eligible. For example, a Master Teacher must have at least five years in the classroom, one of which was with IDEA.

This chart shows how years of experience determine pathway placement levels:

MAXIMUM LEVEL BASED ON YEARS OF EXPERIENCE

In the first year with IDEA, all teachers, regardless of prior experience, begin at the Welcome to IDEA Level. After the first year, all prior teaching experience is included. The green arrows represent all pathway levels that are available to a teacher with the corresponding years of teaching experience. The actual placement within that arrow is determined by the composite score.



**Note: For Emerging IDEA Teacher level and beyond, at least one year of teaching experience must be with IDEA Public Schools.*

Mid-Year Hires

It is common that a campus might have a one or a few mid-year hires. In order to create an equitable TCP evaluation and placement system, there is a policy to differentiate when a mid-year hire or promotion counts as a teacher's Welcome to IDEA year of teaching experience and when it does not.

Policy

If a teacher taught students in a lead teaching capacity for 51% of the year or more, then it counts towards their Welcome to IDEA year of teaching experience.

- This means if a teacher was hired and taught students before January 1st, the year counts as their Welcome to IDEA year of teaching experience.
- If they did not start teaching students until after January 1st (i.e. after the winter break), then the year does not count towards their Welcome to IDEA year of teaching experience.



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

Once a teacher's composite score and years of experience are accounted for, it's time for the final step in pathway placement: manager and Vice President approval. Principals and all teacher-managers review pathway placements on their campus with the support of their VP and a member of the Teacher Career Pathway Team. Campus lead team members add context to the teacher evaluations and may make appeals based on their knowledge of special campus situations from the previous year.

MANAGER APPROVAL Approval By Manager Familiar With Context.

PRINCIPAL



VICE PRESIDENT
OF SCHOOLS



In summary, the following steps are used to determine a teacher's placement on the Teacher Career Pathway:

3

Manager, Vice President

2

Years of teaching experience
(and teaching experience at IDEA)

1

Composite score on the balanced scorecard



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

PATHWAY PROMOTIONS AND RE-ADJUSTMENTS

At the end of each school year, all data is compiled and calculated before principals' review in August. Each year, teachers can either be promoted to a higher level, remain at the same level, or be adjusted to a lower level (only after a one-year hold period; see below) on the Teacher Career Pathway. Pathway placements will be presented to teachers in a report located on The Hub. This report shows all relevant evaluation metrics. Teacher Career Pathway placements are meant to reflect consistency over time rather than yearly fluctuations. Thus, teachers who receive a lower rating than they did the previous year enter a **“hold year”**. The “hold year” status appears on teachers' Hub dashboards. During the hold year, teachers retain their current rating (in other words, they will not drop a level) and have the year to bring their performance levels up. **They are also given additional professional support** during this time, including extra coaching, a specific improvement plan, and other opportunities for bettering their practice.

RECAPTURES

Teachers, who return to the classroom at IDEA Public Schools, and were previously placed on TCP will be recaptured with the most recent TCP placement that is on file for them.

APPEALING PATHWAY PLACEMENTS

There is an appeals process available to teachers who find that their pathway placement does not accurately reflect their performance in the classroom. Appeals can be submitted at any time after managers share pathway placements, but must be requested **before Thanksgiving break** of each year.

The appeal process is summarized below:

- 1 Teacher assembles data and evidence to support reason for appeal.
- 2 Teacher alerts direct manager about the appeal.
- 3 Teacher submits appeal request located on Teacher Advancement Site.
- 4 The Teacher Career Pathway team reaches out to the appealing teacher.
- 5 A committee will assemble to review the request, make a final decision, and send results to the teacher.

► More information in regards to TCP Teacher Appeals can be found on the Hub under our Teacher Career Pathway Website.



AN IN-DEPTH LOOK:

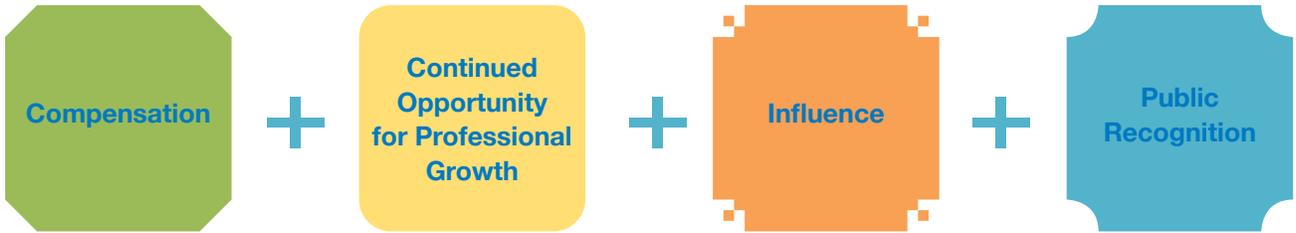
Teacher Career Pathway Placements and Rewards

MOTIVATION

IDEA teachers are motivated to stay in the classroom by many factors. The Teacher Career Pathway reward system is accordingly diverse. **By offering a “menu” of incentive options, the Teacher Career Pathway avoids being a one-size-fits-all reward program.** In this way, each individual teacher can more effectively be recognized. The menu of incentives is built around four factors found to be primary motivators for encouraging teachers to stay in the classroom. These motivators are:



Motivation comes in many forms. The TCP offers a variety of motivating rewards.



TEACHER CAREER PATHWAY PROMOTION BENEFITS

With each new pathway placement, teachers receive incrementally more influence, professional development autonomy, public recognition, and retention payouts.

With each new pathway placement, teachers receive incrementally more influence, professional development autonomy, public recognition, and retention payouts. There is a core slate of rewards that is consistent from campus to campus. There may also be additional, campus-specific benefits.

Listed on the following page are some examples of the benefits that teachers may receive. These benefits are cumulative at each level. For instance, Level Three (High-Performing) teachers earn benefits from their level and the two levels below them.



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

B. TEACHER CAREER PATHWAY PROMOTION BENEFITS

- Recognition
- Influence
- Professional Growth
- Compensation

	At Least One Year of Experience		At Least Two Year of Experience		At Least Five Year of Experience
		Candidate For Teacher Advisory Council	Candidate For Teacher Advisory Council	Candidate For Teacher Laureate Program	Candidate for Teacher Laureate Program
		Candidate For Teacher Leader Role	Candidate For Teacher Leader Role	Candidate For Teacher Leader Role	Candidate For Teacher Leader Role
		\$1,500 (3-year payout – installments of \$500)	\$3,000 (3-year payout – installments of \$1000)	\$10,000 (3-year payout – installments of \$3,333.33)	\$10,000 (3-year payout – installments of \$3,333.33)
	Shout Outs, Swag, & More	Shout Outs, Swag, & More	Shout Outs, Swag, & More	Shout Outs, Swag, & More	Shout Outs, Swag, & More
New Teacher Institute	District-Wide Professional Development	District-Wide Professional Development	\$500 Individualized PD Budget	\$1000 Individualized PD Budget	\$1000 Individualized PD Budget
School Based Coaching	School Based Coaching	School Based Coaching	School Based Coaching	School Based Coaching	School Based Coaching
Welcome to IDEA Teacher	Emerging IDEA Teacher	High Performing IDEA Teacher	Advanced IDEA Teacher	Master Teacher	Master Teacher
New	At Least One Year of Experience	At Least One Year of Experience	At Least Two Year of Experience	At Least Five Year of Experience	At Least Five Year of Experience



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT BUDGETS

The Teacher Career Pathway also supports teachers' autonomy in professional development. Teachers in Levels four (Advanced High-Performing Teacher) and five (Master Teacher) on the pathway can receive funds to apply to the professional development opportunity of their choice. Advanced High-Performing teachers receive \$500 annually and Master Teachers receive \$1,000. With individualized PD budgets, IDEA teachers can tailor their professional growth to benefit their practice and their students.



TCP benefits center around the four incentive categories that IDEA teachers identified as highly motivating.

Here are some samples of how teachers used their budgets:

- ▶ To purchase a motorized early-learning-specific solar system for the classroom
- ▶ To purchase a licensing fee for Infinite Algebra 2 and Calculus test and worksheet generator program
- ▶ To attend a variety of conferences and assemblies, including:
 - The Annual Convention and World Language Expo of the American Council on the Teaching of Foreign Languages
 - South by Southwest EDU
 - The Texas Computer Education Association (TCEA) Conference
 - Texas Art Education Association Conference
 - Ron Clark Academy, expand reading library for classroom

TUITION REIMBURSEMENT

The Tuition Reimbursement program is for staff members who are pursuing a degree directly applicable to their work at IDEA. Staff members may apply for up to 50% of the annual program cost, up to \$5,250 maximum per year. This must be approved by the employee's manager and is subject to availability of campus funds. The reimbursement may be for a program currently in process or for one completed with loans incurred while employed by IDEA.

■ For more information, please contact Employee Awards Program Administrator at employeeawards@ideapublicschools.zendesk.com.



The benefits of the Teacher Career Pathway accompany many existing reward programs to reward and recognize teachers.

Grow-with-IDEA accounts are one of the most unique features of the Teacher Career Pathway. They are retention payouts that accompany progress on the Teacher Career Pathway. Grow-with-IDEA payouts are paid out over a three year period, and they increase for both continuing in the classroom and progressing along the pathway. In this way, teachers are compensated for both their loyalty to IDEA and their growth as educators.



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT BUDGET POLICY

All items purchased with Individualized Professional Development Budgets are purchased with state and federal funds provided to IDEA and therefore property of IDEA Public Schools. *Please note that IPD Budgets follow any updates to fiduciary policy based off Board Approval throughout the year.*



TEACHER LAUREATES (LEVEL 4 AND 5 TEACHERS)

The Teacher Laureate Program seeks to:

- ▶ Engage high performing teachers in personally meaningful work outside the scope of their classroom teaching and existing teacher leadership roles.
- ▶ Increase teacher impact organization-wide by creating opportunities for our best teachers to use their voices, experiences, and work to influence district-level work.
- ▶ Retain top teachers in their classrooms by providing experiences many teachers want such as: meaningful project work, high quality professional development, a monetary award, and opportunities for influence.

Outcomes: Teacher Laureates and Alumni of the program report they experienced:

- ▶ "...the most memorable year of my career as an IDEA employee...the opportunity to network with and to learn from other incredible leaders/teacher leaders and the possibility to share my voice as a valued teacher of this organization in order to bring about change..."

Reach out to Crischelle Navalta Barnes for more information on the Teacher Laureate Program.



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

PAYOUTS

Grow-with-IDEA Accounts begin at Level 3 (High-Performing IDEA Teacher) on the Teacher Career pathway. In the first year a teacher is placed at the High-Performing IDEA Teacher level, he or she earns a payout to be paid out in three equal portions. The first portion is received immediately, and the two additional installations are paid over the next two years if the teacher chooses to stay in the classroom at IDEA. This process happens each year, so that current and past payouts accumulate.

GROW-WITH-IDEA PAYOUT ASSOCIATED WITH EACH TCP LEVEL

- Level 1 - Welcome-to-IDEA Teacher:**
N/A (no payout)
- Level 2 - Emerging IDEA Teacher:**
N/A (no payout)
- Level 3 - High-Performing IDEA Teacher:**
\$1,500 (3-year payout – installments of \$500)
- Level 4 - Advanced High-Performing IDEA Teacher:**
\$3,000 (3-year payout – installments of \$1,000)
- Level 5 - Master IDEA Teacher:**
\$10,000 (3-year payout – installments of \$3,333)

ADDITIONAL PAYOUTS

Each year eligible teachers return to IDEA, they earn an additional installation of their three-year payout. If they are promoted, the greater value of the new payout stacks onto the payout already being paid out. This accumulation is significant - Master Teachers can earn up to \$10,000 more per year due to their Grow-with-IDEA account. The following examples demonstrate Grow-with-IDEA accounts:

EXAMPLES

This example shows how a first year IDEA teacher might enter the system in the Fall of 2018. As a first year (at IDEA) teacher, she is automatically placed on the Welcome to IDEA level (level 1). There is not a Grow with IDEA account associated with level one. After her first year, she is promoted to Emerging Teacher Level, which does not have a Grow with IDEA account as a benefit. At the end of her second year, her results lead to a promotion to High-Performing Teacher. When she chooses to return to the classroom as a High Performing Teacher in 2020-2021,

she earns her first payout of \$500, with a promise of two more equal payouts in the coming two years. She continues as a High-Performing teacher and returns for the 2021-2022 school year, earning her second payout from last year and her first payout for the new year, earning a total of \$1,000. When she returns in 2022-2023 as a High-Performing teacher, she earns \$1,500 and is fully vested. If she remains as a High-Performing Teacher for her career, she will continue to earn \$1500 each year when she continues in the classroom.





AN IN-DEPTH LOOK:

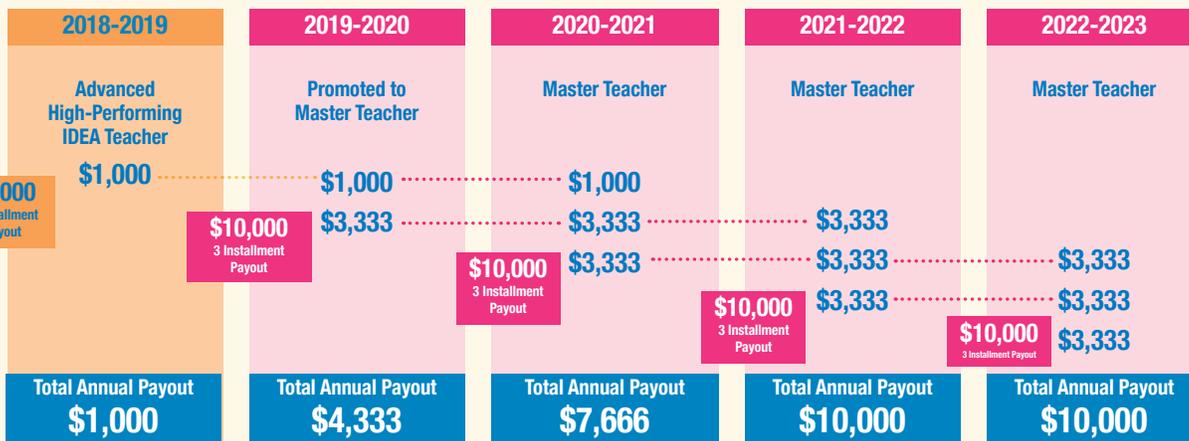
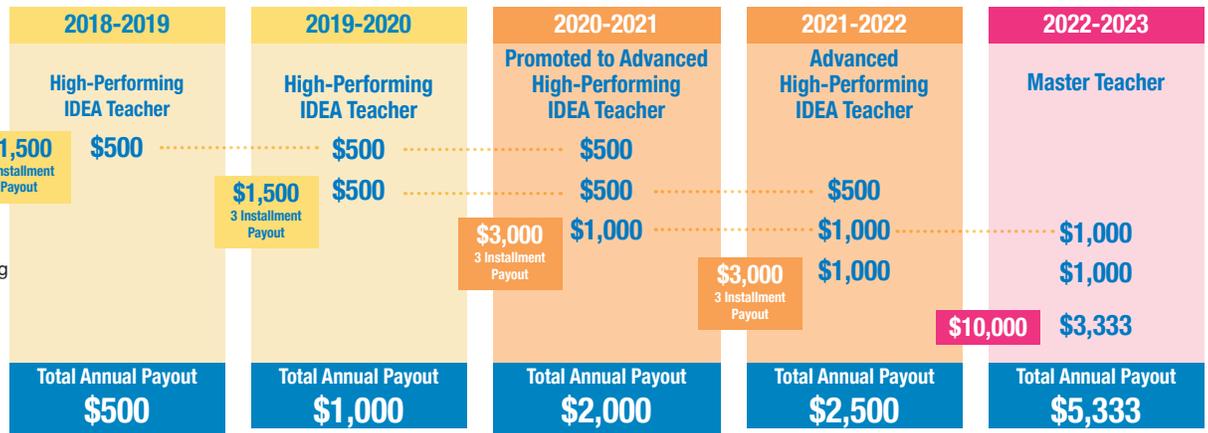
Teacher Career Pathway Placements and Rewards

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The following examples demonstrate Grow-with-IDEA accounts:



High-Performing Teacher returns for two years as a High-Performing Teacher, then earns a promotion to Advanced High-Performing Teacher for one year, and a promotion to Master Teacher the following year.



Advanced High Performing Teacher earns a promotion to become a Master Teacher after the first year of the Teacher Career Pathway due to years of experience and composite score data.

Grow-with-IDEA accounts are one of the ways that the Teacher Career Pathway recognizes teachers who choose to stay with IDEA and continually improve their practice.

C. TEACHER CAREER PATHWAY & IDEA'S CURRENT REWARD SYSTEM

What are all of our teacher compensation/ reward programs for teachers at IDEA. The Teacher Career Pathway recognition opportunities augmented the many types of teacher compensation and rewards that currently exist at IDEA Public Schools.



THE CAREER PATHWAY AND YOU

The Teacher Career Pathway aims to make being an IDEA teacher a more rewarding and sustainable career. This section will describe some Teacher Career Pathway-driven changes in that direction.

A. HOW DOES THE TEACHER CAREER PATHWAY AFFECT ME?

SECTION 3



WHAT IT WILL DO

The Teacher Career Pathway incentivizes excellent teaching and staying in IDEA classrooms. Teachers who produce results year after year will be recognized and rewarded in all the ways listed in the previous section - through public acknowledgment, greater and more flexible professional development, influence at both school and district levels, and compensation. Furthermore, teachers who need more support will be readily identified. This leads to more effective implementation of IDEA's substantial professional development resources - coaching, workshops, mentoring, and more.



WHAT IT WILL NOT DO

The Teacher Career Pathway is in no way a threat to income or job security. As mentioned earlier, it has no impact on teachers' base salary or their step increase on the teacher salary schedule. Any additional funds - in the form of Grow with IDEA accounts or individualized professional development budgets - are payouts rather than pay scale changes. With hard work and continuous growth, any teacher can rise to their desired level on the pathway. The Teacher Career Pathway supports teachers when they need it in ways that make sense to them.





THE CAREER PATHWAY AND YOU

B. GROWING ALONG THE PATHWAY



GROWTH MINDSET

The TCP supports all teachers in their growth along the Pathway

PROFESSIONAL SUPPORT

Many teachers have inquired about the best ways to improve their practice. The following list outlines resources available to teachers as they progress along the Teacher Career Pathway. The list is thorough but not exhaustive. Teachers who wish for additional or different support should reach out to their managers or a member of the Teacher Career Pathway team.

COACHING

Taking full advantage of IDEA's coaching opportunities is an excellent way for teachers to improve. Teachers may be coached by a principal or assistant principal of instruction. Whoever the coach, their job is to support teachers in all aspects of their practice. Coaches provide in-the-moment feedback during lessons, constructive criticism on lesson plans and assessments, insights into using data successfully, and more. Furthermore, coaches track their teachers' progress over time, allowing them to monitor their improvement.

PROFESSIONAL DEVELOPMENT

IDEA provides a robust slate of professional development opportunities throughout the year. With the Teacher Career Pathway, professional development is more differentiated than ever. Teachers in the early stages of the pathway receive more intensive training; teachers at higher levels have the autonomy to choose training that fits their needs.



THE CAREER PATHWAY AND YOU

Here are some examples of the professional development IDEA offers teachers:

- ▶ Intensive summer training for Welcome to IDEA Teachers
- ▶ Content-specific summer training for all core content teachers
- ▶ Regular on-campus professional development sessions for all teachers
- ▶ Individualized professional development budgets for Advanced and Master Teachers

BEST PRACTICES

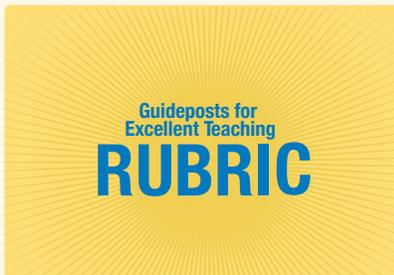
Though no two teachers practice the same way, Advanced and Master Teacher classrooms shared some common features. These “best practices” drove significant gains for students and placed teachers at high levels on the Teacher Career Pathway.

Some best practices can be found below:

STUDENT ACHIEVEMENT FOCUS

The more students master content, the better they are prepared for success in college and in life. This is why student achievement data is the most significant portion of a teacher’s composite score. Successful teachers focus on maximizing each student’s achievement. They deliver engaging content, track mastery, and adapt instruction according to their students’ needs.

UTILIZING THE GET RUBRIC



The Guideposts for Excellent Teaching (GET) are a set of six cornerstones of an effective classroom. Each teacher is provided with a GET rubric that explicitly states best teaching practices within each guidepost. It also provides a ranking system, from Pre-Novice to Exceptional, so that teachers can determine areas of growth and areas of aptitude. We found that successful teachers use the GET rubric as an accountability measure for their practice. They identify areas for improvement, set goals, and work toward those goals.



THE CAREER PATHWAY AND YOU

MAKING THE MOST OF FEEDBACK

“Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.” These familiar words define Whatever It Takes, one of IDEA’s core values. They also describe the actions of highly successful teachers. Excellent teachers show their growth mindset by always looking for - and executing on - ways to get better.

BUILDING STAKEHOLDER RELATIONSHIPS

IDEA’s most successful teachers invest heavily in relationships. They get to know their students and families. They collaborate effectively with other teachers and with school leaders. They understand that a lasting bond is not only rewarding, but also powers investment in highly ambitious goals. The road to college is easier if it’s tackled with a team.

C. GIVING FEEDBACK

Teacher feedback has been a critical part of creating the Teacher Career Pathway. As the pathway continues to develop, feedback will be even more valuable.



Dear Teachers,

Any time you wish to give feedback, please do so - we welcome it.

- TCP Team

HOW TO GIVE FEEDBACK ON THE TEACHER CAREER PATHWAY

- ▶ Email TCP@ideapublicschools.org
- ▶ Contact your representative on the Teacher Advisory Council
- ▶ Use the TCP Resources-TCP Climate Survey button on your Teacher Career Pathway Hub Dashboard
- ▶ Communicate with your manager



THE CAREER PATHWAY AND YOU

D. THE TEACHER ADVISORY COUNCIL

The Teacher Advisory Council (TAC) is a group of teachers elected to engage in two-way communication with Headquarters (HQ) staff. There are two TAC representatives per campus - two for academy and two for college prep - and they are nominated to be on the TAC by their fellow teachers. Representatives to the TAC must be Level Three (High-Performing) or above on the Teacher Career Pathway.

The Council meets twice a year, once in the fall and once in the spring, to discuss agenda items submitted by various groups around the network. During the 2014-15 school year, the TAC played a critical role in developing the Teacher Career Pathway. Their input determined the use of absolute rather than relative measures of student achievement in evaluating teacher performance. In addition, they determined how and when student and family surveys would be a valuable addition to measuring teacher performance. During the 2015-16 school year, the Teacher Advisory Council gave feedback to improve Teacher Career Pathway benefits. Their feedback led to a district-wide initiative to enhance the development and support for teacher leadership. Each year since then we continue to improve our practice with TCP based off of feedback from TAC Representatives.

SECTION 3

E. ANSWERS TO OTHER FREQUENTLY ASKED QUESTIONS



These questions came directly from teacher responses on various TCP Climate Surveys. Thanks for your input!



How is student achievement calculated for my specific grade level and subject?

Teacher Career Pathway survey results have included many questions about how student achievement is calculated. Position-specific student achievement rubrics can be found in the appendix of this book (PAGE # 45). These rubrics specify how student achievement will be measured for each class and grade level, including special education, electives, and blended learning spaces.



I teach multiple subjects. How will my student achievement metric be calculated?

If a teacher teaches more than one subject (such as AP Chemistry and regular chemistry), his or her student achievement metric will be calculated from an average of both classes' performance. However, if there is a significant imbalance in the number of sections a teacher has, managers may adjust student achievement scores during the manager/VP review.



THE CAREER PATHWAY AND YOU

? Will I be able to review my student and family survey responses?

Yes, survey responses will be shared with teachers. Each teacher receives a link to an online platform with his or her survey results each year. Teachers should alert a manager to any difficulties finding survey results.

? I moved from Level Three (High-Performing) down to Level Two (Emerging) before my three-year payout was complete. What happens to my retention payout?

Teachers only move down the pathway after two consecutive years of a lower rating (i.e. if they were unable to improve their scores during the hold year). They will continue to receive all three payouts from each year of being placed at Level Three. For the year that a teacher moved to Level Two, a new payout payout would not be issued because there is not a “Grow with IDEA” account associated with Level Two. However, teachers will continue to receive the payout until they have exhausted their 3 year payout from their level 3 placement.

? What is the minimum amount of surveys that I need to have in order to have a Family or Student Survey reported on behalf by the survey administrator?

The rubric for these teachers will be published each year along with other teachers’ rubrics. The threshold to have a Family and/or Student Survey Report generated on your behalf is 10. A survey report will not be generated by the survey company if a teacher has less than 10 surveys reported for each student and/or family. However, it is important to remember that this raw data will be compiled into your TCP Family and/or Student component on your TCP Dashboard on the Hub.

? Why is the Grow-with-IDEA payout paid over three years rather than one?

The Grow-with-IDEA payout is a teacher retention payout. The purpose of the Grow-with-IDEA payout is to incentivize teachers to stay in the classroom at IDEA and reward IDEA teachers who continue their work in the classroom year over year. Teachers are compensated for both their commitment to IDEA and growth as teachers. The Grow-with-IDEA payout is linked to a teacher’s Teacher Career Pathway placement level, but it is not a performance payout. Performance payouts are separate from the Teacher Career Pathway and are still paid to teachers in full every year by IDEA Public Schools. Please refer to page 19-21 to learn more about how the Grow-with-IDEA payouts work.



THE CAREER PATHWAY AND YOU



How are student achievement rubrics created and revised?

Student achievement rubrics have been created and revised in collaboration with many key stakeholders at IDEA namely: Schools Team, Research and Analysis, and AST.

Rubrics are revised each year with the support of Research and Analysis. 3 years of state/national data placed on a normal distribution is used to develop rubrics for state-tested subjects, AP, and IB



How are the Student Survey and Family Survey composite scores calculated?

Based on feedback from the Teacher Advisory Council, survey cut scores are calculated by comparing survey results to other teachers in the district. These are the general guidelines used to calculate student and family survey scores: Teachers whose survey results match the district average receive a score of 3.0. Teachers whose survey results are above or significantly above the district average receive a score 4.0 or a 5.0. Teachers whose survey results are below or significantly below the district average receive a score of 2.0 or 1.0.

Each year, the Teacher Career Pathway Team will publish the Student and Family Survey rubrics on teachers TCP Dashboards on the Hub.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

★ *The following profiles illustrate how teachers benefit from and grow along the Teacher Career Pathway. These profiles are snapshots of teachers who have just discovered their pathway placements and are making plans for the year to come.*



A. MR. RENFRO | WELCOME TO IDEA TEACHER

Grade and Subject:	9th Grade AP World Geography
Years Teaching:	Overall - 1; At IDEA - 1
Strength:	Using data to make instructional decisions
Area for Growth:	Building strong relationships with students and families
Composite Score:	No composite score

Mr. Renfro has just started his first year of teaching. In his first month of teaching, he has already demonstrated that he is an excellent planner and skilled at using data to inform his decisions. However, Mr. Renfro is struggling to develop meaningful relationships with his students and their families this year. He has had difficulty engaging his students during lessons, investing them in class goals, and ensuring they followed his systems and procedures. Mr. Renfro will spend his first year gathering valuable feedback through his own observations, 2x2 meetings with his manager, check-ins, and coaching sessions. However, because his student achievement data is pending, Mr. Renfro does not yet have a composite score on the Teacher Career Pathway this year.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT					
	1	2	3	4	5
Student Achievement					
Parent Survey					
Student Survey					
Core Values					
GET Ratings					
Overall: N/A					

*As a first year teacher, Mr. Renfro won't have a complete Teacher Career Pathway Report until the beginning of his second year.

★ *The following profiles illustrate how teachers benefit from and grow along the Teacher Career Pathway. These profiles are snapshots of teachers who have just discovered their pathway placements and are making plans for the year to come.*

Mr. Renfro's Plan

Mr. Renfro wants to move up the pathway next year to Level Two (Emerging IDEA Teacher). He and his principal met to formulate a plan that would maintain his strengths and develop his areas for growth. The plan consisted of three main strategies:



NOVICE

Mr. Renfro set ambitious goals for his classroom but struggles to invest his students and parents in achieving them.



PRE NOVICE

Without strong relationships with students, Mr. Renfro has trouble enforcing the systems, procedures, and engagement strategies he created.



PROFICIENT

Mr. Renfro's long-term plans, lesson plans, and assessments successfully prepare most students for mastery.



NOVICE

Despite strong planning, Mr. Renfro's delivery and checks-for-understanding need to be better developed.



PROFICIENT

Mr. Renfro is skilled at using data to create leveled groups and identifying, then correcting, knowledge gaps.



PROFICIENT

Mr. Renfro is dedicated to IDEA's mission and demonstrates commitment to our core values.

COACHING

Receive more time with a coach for support in instructional delivery and classroom management.

MENTORSHIP

Spend time with a High-Performing IDEA Teacher (Level 3) who is renowned for building relationships and investing parents in their child's education.

USE THE GET RUBRIC

Set a monthly meeting with himself to check progress on GET rubric metrics he wants to improve.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway



B. MRS. CASTILLO | EMERGING IDEA TEACHER

Grade and Subject:	4th Grade English Language Arts
Years Teaching:	Overall - 2; At IDEA - 2
Strength:	Delivering engaging, clear, and purposeful lessons
Area for Growth:	Using data to make instructional decisions
Composite Score:	2.35

Mrs. Castillo has been teaching at IDEA for two years. This year, she shone in instructional delivery - her lively classroom presence and obvious love of her subject keeps students engaged. Mrs. Castillo's practice would benefit from a more robust use of data. She struggles with identifying breakdowns in understanding and leveling student groups according to mastery data. Mrs. Castillo was placed at the Emerging IDEA Teacher level this year.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT					
	1	2	3	4	5
Student Achievement	■	■			
Parent Survey	■	■			
Student Survey	■	■	■		
Core Values	■	■	■		
GET Ratings	■	■			
Overall: N/A	■	■			



2 NOVICE

Mrs. Castillo sets ambitious goals for individual students but does not always track progress towards them.



3 PROFICIENT

Mrs. Castillo develops strong relationships with students. Her systems and procedures are largely effective.



2 NOVICE

Mrs. Castillo is knowledgeable in elementary reading and writing, but her assessments, lessons, and long-term plans are often unaligned to standards.



3 PROFICIENT

Proficient | Mrs. Castillo delivers content clearly, devises a variety of meaningful ways to practice, and checks for understanding frequently.



2 NOVICE

Mrs. Castillo only sporadically uses assessment data to inform classroom decisions, and does so in an undifferentiated fashion.



3 PROFICIENT

Mrs. Castillo represents IDEA core values in a large majority of her actions.

Mrs. Castillo's Plan

Mrs. Castillo is committed to continuous improvement and wants to spend her third year moving toward Level Three (High-Performing IDEA Teacher) on the Teacher Career Pathway. She hopes to improve the most in data and planning. To that end, she (with the support of her manager), came up with the following strategies:

CREATE A DATA ROUTINE

Mrs. Castillo knows she does well with routines, so she is going to set a regular time to pull a standard set of deliverables from her students' data.

OBSERVE A DATA PRO

Mrs. Castillo and her manager reviewed the school schedule and chose a series of times when she could observe other teachers who successfully make data-based decisions.

COMMUNICATE WITH PARENTS

Mrs. Castillo will set a goal to routinely share students' data with their parents. That way, she's engaging stakeholders and keeping herself accountable.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway



C. MS. SAAVEDRA | HIGH-PERFORMING IDEA TEACHER

Grade and Subject:	10th Grade Chemistry
Years Teaching:	Overall - 3; At IDEA - 3
Strength:	Planning rigorous, standard-aligned lesson plans, explaining chemistry simply
Area for Growth:	Student engagement and maintaining high behavioral expectations
Composite Score:	3.2

Ms. Saavedra worked as a research chemist before moving into the classroom. She came to IDEA three years ago and has been teaching high school chemistry ever since. Ms. Saavedra excels in breaking down difficult concepts into manageable chunks, though she sometimes struggles to make lessons engaging. She represents her grade level on the school's decision-making team. This is Ms. Saavedra's second year as a Level Three teacher, so she will earn a \$1,000 Grow-with-IDEA Account payout this year (last year she earned her first payout of \$500.).



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT					
	1	2	3	4	5
Student Achievement	■	■	■	■	
Parent Survey	■	■	■		
Student Survey	■	■	■		
Core Values	■	■	■		
GET Ratings	■	■	■		
Overall: N/A	■	■	■		



3 PROFICIENT

Ms. Saavedra's students work toward passing and exemplary performances on the chemistry EOC test.



3 PROFICIENT

Most students feel engaged and empowered in her classroom.



4 ADVANCED

Ms. Saavedra is an expert in chemistry and a skilled lesson planner.



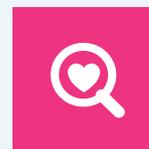
4 ADVANCED

Ms. Saavedra knows how to make chemistry accessible to students.



2 PROFICIENT

Ms. Saavedra makes data-based decisions regularly and invests her students in monitoring their own progress



3 PROFICIENT

Ms. Saavedra's demonstration of IDEA core values is satisfactory.

MS. SAAVEDRA'S PLAN

Ms. Saavedra is eager to continue honing her practice. She and her manager identified target areas for growth such as making chemistry more engaging for students. Ms. Saavedra also wants to continue holding school leadership roles while remaining in the classroom. She and her manager came up with the following ways to meet these goals:

TRACK ENGAGEMENT

Add a self-report measure of student engagement to all daily exit tickets and use the results to track engagement levels and adjust accordingly.

GROW AS A TEACHER LEADER

Ms. Saavedra has found her role on the school-based decision-making team very rewarding. She plans to continue with the team next year, and aspires to one day be on the Teacher Advisory Council.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

D. MR. MCDADE | ADVANCED HIGH-PERFORMING IDEA TEACHER



Grade and Subject:	6th and 7th Special Education Math
Years Teaching:	Overall - 7; At IDEA - 5
Strength:	Differentiating instruction and building relationships with stakeholders
Area for Growth:	Long-term backwards planning
Composite Score:	4.0

Mr. McDade's ability to tailor instruction to each student's need is celebrated, and he goes above and beyond to ensure that his students and families are invested in his class. This year was Mr. McDade's second year as an Advanced Teacher. Last year, Mr. McDade used his Individualized Professional Development budget to attend a national special education conference. This year he will earn a \$2000 Grow-with-IDEA Account payout as a second-year Level Four Teacher (last year he earned his first payout of \$1000). He also coaches cross-country.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT					
	1	2	3	4	5
Student Achievement	■	■	■	■	
Parent Survey	■	■	■	■	
Student Survey	■	■	■	■	
Core Values	■	■	■	■	
GET Ratings	■	■	■	■	
Overall: N/A	■	■	■	■	



4 ADVANCED

Mr. McDade invests his student and their families in ambitious goals.



5 EXCEPTIONAL

Mr. McDade's classroom is exceptionally powerful; his students are committed to hard work and improvement.



3 PROFICIENT

Mr. McDade's lessons and assessments benefit most of his students.



4 ADVANCED

Mr. McDade is adept at engaging his students despite their differing learning styles and knowledge levels.



4 ADVANCED

Mr. McDade uses data effectively to the benefit of a large majority of students.



4 ADVANCED

Mr. McDade's demonstration of IDEA core values is exemplary.

Mr. McDade's Plan

Mr. McDade is an exceptional teacher and wants to continue improving. He is especially interested in gaining inspiration for his practice from a variety of sources such as peers, conferences, or online courses. Mr. McDade and his manager devised the following actions to meet these goals:

TRACK ENGAGEMENT

Using his \$500 PD budget, Mr. McDade plans to attend a math-specific SpEd conference in the spring. He is also going to research online resources for math teachers for potential sources of inspiration.

PEER COLLABORATION

Mr. McDade has developed a resource-sharing collaboration with special education math teachers across the district, sharing worksheets, assessments, best practices, and more. He plans to continue participating in this group.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway



D. MRS. EMBRY | MASTER IDEA TEACHER

Grade and Subject:	12th Grade AP English
Years Teaching:	Overall - 12; At IDEA - 8
Strength:	Empowering students to manage their own learning
Area for Growth:	Planning classroom time to allow for remediation and re-teaching
Composite Score:	4.6

This is Mrs. Embry's second year as a Master Teacher at IDEA. She represents her school on the Teacher Advisory Council, enjoys her \$3,333 annual retention payouts, and feels empowered to drive her own progress in the classroom with her Individualized Professional Development Budget. Mrs. Embry is passionate about literature and developing students' ability to read deeply and critically. She is committed to the classroom and always looks for ways to improve her teaching practice.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT

	1	2	3	4	5
Student Achievement	■	■	■	■	
Parent Survey	■	■	■	■	
Student Survey	■	■	■	■	
Core Values	■	■	■	■	
GET Ratings	■	■	■	■	
Overall: N/A	■	■	■	■	



4 ADVANCED

Mrs. Embry's class wide and individual goals are ambitious and well communicated.



5 EXCEPTIONAL

Students in Mrs. Embry's classroom are engaged, motivated, and serious about Sweating the Small Stuff.



3 PROFICIENT

Mrs. Embry chooses texts and lessons that successfully prepare students for mastery.



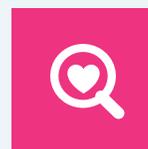
4 ADVANCED

Mrs. Embry empowers students to drive their own learning while monitoring their understanding.



4 ADVANCED

Mrs. Embry regularly and effectively uses assessment data to make classroom decisions.



4 ADVANCED

Mrs. Embry demonstrates exceptional professionalism and commitment to IDEA's core values

Mrs. Embry's Plan

Despite her accomplishments, Mrs. Embry looks for ways to get better each year. Next year, her goal is to increase her class's average AP Literature exam score by 0.5 points. She plans to reach this goal and others through the following steps:

IMPROVE USE OF DATA

To reach her goal, Mrs. Embry plans to use data to target individual students and organize classroom time to allow for reteaching.

CONTINUE AS A TEACHER LEADER

Mrs. Embry hopes to remain a representative on the Teacher Advisory Council. She plans to nominate herself next year.

STAY IN THE CLASSROOM

The Teacher Career Pathway recognition and rewards have made Mrs. Embry plan to stay in an IDEA classroom indefinitely. She will continue to teach, exercise her influence through the Teacher Advisory Council, and benefit from her retention and professional development payouts.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

F. SPECIAL CASES

MS. PAPPAS | ADVANCED HIGH-PERFORMING IDEA TEACHER



Grade and Subject: 2nd Grade Direct Instruction Reading

Years Teaching: Overall - 3; At IDEA - 3

Strength: Using data to make classroom decisions; professionalism and teamwork

Area for Growth: Investing students and parents in major goals

Composite Score: 3.8

Ms. Pappas has moved quickly up the Teacher Career Pathway, becoming an Advanced Teacher in only three years. She excels at using data in her classroom. She is particularly adept at creating opportunities to catch students up who she knows haven't yet mastered a concept. Ms. Pappas plans to improve parent communication next year, especially keeping parents updated on their child's progress toward class goals.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway

TCP REPORT					
	1	2	3	4	5
Student Achievement	■	■	■	■	■
Parent Survey	■	■	■		
Core Values	■	■	■	■	
GET Ratings	■	■	■	■	
Overall: N/A	■	■	■	■	

WHY THE CASE IS SPECIAL

DI teachers have a unique situation regarding the student achievement metric. Student achievement data for DI classes is not teacher-specific; DI teachers share all their students, so the data is collective. In Ms. Pappas's case, her students' performance reflects both her teaching and that of her fellow math teacher. In addition, 2nd grade teachers do not have results for student surveys. Instead, the student survey component is redistributed to the other components

TEACHER CAREER PATHWAY SOLUTION

Sharing student achievement results has an impact on the 50% student achievement evaluation component. Because of this unique situation, managers are given additional latitude to appeal teachers' student achievement ratings when the teachers on the team are not equally responsible for student achievement outcomes.



MEET THE EXEMPLARS:

A Teacher From Each Level Of The Teacher Career Pathway



MR. HERNANDEZ | EMERGING IDEA TEACHER

- Grade and Subject:** 6 - 8th grade Physical Education
- Years Teaching:** Overall - 2; At IDEA - 2
- Strength:** Frequently creates new learning opportunities; creates excitement for subject
- Area for Growth:** Planning assessments and employing frequent checks-for-understanding
- Composite Score:** 2.4
-

Mr. Hernandez is passionate about health and fitness. He inspires his students to make wellness a priority, always pointing out the connection between a healthy body and a healthy brain. Mr. Hernandez has some difficulty assessing his students' fitness as the available tests are time consuming and have to be administered individually. Next year, he plans to use more exit tickets to check for understanding of daily concepts.



MEET THE EXEMPLARS:

A Teacher From Each Level Of
The Teacher Career Pathway

TCP REPORT

	1	2	3	4	5
Student Achievement	■	■			
Parent Survey	■	■			
Student Survey	■	■	■		
Core Values	■	■	■		
GET Ratings	■	■			
Overall: N/A	■	■			

TEACHER CAREER PATHWAY SOLUTION

Elective teachers are a critical part of the school team. Their contribution helps students become well-rounded individuals, prepared for success in life as well as in college. Therefore, elective teachers will have full access to all components of the Teacher Career Pathway.



TEACHER INCENTIVE ALLOTMENT

House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established a Teacher Incentive Allotment (TIA) with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. At minimum, the designation system must include both a teacher observation and a student growth measurement component, and the list of teachers generated by the designation system must be validated by an external evaluator using a value-added measure based on state assessment data (STAAR) in order for us to be approved as a designation system.

IDEA's TIA Plan is as follows:

1. Provide incentives for high performers to be eligible for State Designation and receive a State Designation Payout by encouraging our high-performing teachers to either teach an eligible state-assessed content area or work towards National Board Certification.

Master Designation or
National Board Certification:

\$3000

Exemplary
Designation:

\$2000

Recognized
Designations:

\$1000

2. Provide incentives for high-performing teachers to consider schools where we most need them with a Target School Payout. A “target school” is a school where we have a low percentage of Exemplary or Master teachers on our Teacher Career Pathway, which are typically newer schools in our portfolio or our lower-performing schools. While we can use 10% of TIA funds to support implementation of this program, we will allow target schools to keep 100% of their funding, with the 10% going directly to the designated teacher on top of the State Designation Payout.

3. Provide incentives for campus instructional teams to increase student growth by using remaining TIA funds after the above are allocated to reward the full instructional team on the campus (teachers and co-teachers) with the Campus TIA Payout - the more student learning grows as measured by STAAR exams on the campus, the more state designated teachers there are on the campus, and the more money for the full instructional team.

All TIA-funded compensation for teachers will be paid out between October and May of the allotment year.

Dear IDEA Teachers,

The Teacher Career Pathway Team reviews the Student Achievement Rubric with the goal of ensuring that all rubrics are fair and equitable across all content areas.

Updates for 2022-2023 TCP Rubrics

- ✔ Revising all STAAR, LEAP tested subjects to a student achievement average
- ✔ Using 3 years of State/National data for STAAR, LEAP, AP/IB
- ✔ Using 3 years of data to revise non-tested math and science contents
- ✔ Adding DIBELs to the Academy DI Rubrics
- ✔ Adding the growth clause for Texas and Louisiana.

Growth clause Teachers may place with the student achievement rubric or the growth rubric whichever of the 2 is higher and most beneficial for the teacher's TCP Placement.

- ✔ Adding Rubrics for new states



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

HOW TO READ A TCP STUDENT ACHIEVEMENT RUBRIC

1

Find My Course



2

Which Assessment(s)?



3

How is it Measured?



4

What Were My Results?



Grade	Subject	Course	Assessment	Type of Measurement	Population	Level 1 Minimum	Level 2 Minimum	Level 3 Minimum	Level 4 Minimum	Level 5 Minimum	Weight
5	Mathematics	5th Grade Math	STAAR-5M	% Level II	General	0	60	80	90	95	40%
	Mathematics		STAAR-5M	% Level II	SpEd	0	60	80	90	95	7.5%
	Mathematics		STAAR-5M	% Level II	LEP	0	60	80	90	95	7.5%
	Mathematics		STAAR-5M	% Level III	General	0	11	25	31	37	20%
	Mathematics		STAAR-5M	Assessment-wide percentile	General	0	20	40	60	80	10%
	Mathematics		Renaissance Star-Math	% on and above grade level	General	0	26	50	86	96	7.5%
	Mathematics		Renaissance Star-Math	Assessment-wide percentile	General	0	20	40	60	80	7.5%
9	Mathematics	Geometry	IA4-G	Passing (70%)	General	0	60	76	86	93	70%
	Mathematics		IA4-G	Exemplary (90%)	General	0	11	16	26	33	30%
6-12	Life Skills	College Prep Life Skills	STAAR-Alt 2	Average of Scale Scores	General	0	60	70	80	90	100%
9-12	Physical Education	College Prep PE	FitnessGram	% Passing 5 of 6 Categories	General	0	50	64	76	90	100%



AN IN-DEPTH LOOK:

Teacher Career Pathway Placements and Rewards

HOW TO READ A TCP STUDENT ACHIEVEMENT RUBRIC CONT.

Each TCP rubric should be read from left to right. Individual rubrics are outlined in bold so that you can tell the difference from one rubric to the next.

1. **Find my course:** Find the rubric where the grade, subject, and course all pertain to what you teach.
2. **Which assessment(s)?** Under the “Assessments” column, you will see each assessment that is included as part of your student achievement results for the Teacher Career Pathway.
3. **How is it measured?** Under the “Type of Measurement” column, you can see how each assessment will be measured. The assessment listed in the previous column will be evaluated based on the metric listed in this column. There may be multiple ways that one assessment is measured (such as % Level II and % Level III).
4. **What were my results?** For each assessment and its corresponding measurement, your results will be measured depending on
 - a. **Student population:** This tells you what group of students the results represent. For example, “Gen” means General and refers to the general population of students who took the assessment (i.e. all students). As another example, “SpEd” shows results for only the Special Education students who took the assessment.
 - b. **Level:** For each row, your results will fall under one of the 5 TCP levels. The number in each box represents the minimum score a teacher would have to reach in order to hit that level.
 - c. **Weight:** If a student achievement rubric has more than one row, each row is given a weight. The total student achievement score for a teacher is calculated by the weighted average.
 - i. Example calculation: If a rubric has two weights of 70% and 30%, the total student achievement score would be:

$$1. (TCP \text{ level for rubric row } 1 \times 0.70) + (TCP \text{ level for rubric row } 2 \times 0.30) = \text{total student achievement score}$$

2. If a teacher earned a level 3 for the part of the rubric worth 70% and a level 4 for the part of the rubric worth 30%, the total student achievement would be:

$$a. (3 \times 0.70) + (4 \times 0.30) = \mathbf{3.3}$$