Achievement First Teachers and Leaders,

One of our core beliefs at Achievement First is that teachers are platinum. Every day, teachers are making a gap-closing, life-changing difference for our scholars as they work alongside our school leaders, operations and support team members to close the achievement gap.

Therefore, we look forward to meeting with you to get your feedback on the AF Teacher Career Pathway – a system designed to define, develop, motivate, and sustain excellence in teaching. The system, which was inspired by and designed with feedback from a number of our great teachers, celebrates teachers who are committed to mastering their craft and affecting change primarily and powerfully from inside the classroom.

Before this meeting, please review the attached presentation and executive summary and consider any questions or feedback you have for us. It is only with your continued input that we will really get this right! Please also bring these materials with you to our upcoming meeting.

Looking forward to seeing you soon,

Dacia, Doug and Sarah
Recognizing Instructional Excellence: A Career Pathway for Teachers

NY Overview: October 2010

Agenda

• Teachers Matter Mightily
  • Development of a Teacher Career Pathway
  • Teacher Career Pathway Described
  • Identifying Excellence
  • Big Benefits for AF Teachers
  • What do you think??
Solution: The Power of Effective Teachers

Dallas students who start 3rd grade at about the same level of math achievement... finish 5th grade math at dramatically different levels depending on the quality of their teachers.

- **Group 1**: 55% percentile rank at the end of 5th grade (After 3 EFFECTIVE Teachers)
- **Group 2**: 27% percentile rank at the end of 5th grade (After 3 INEFFECTIVE Teachers)

Original analysis by the Education Trust.

AF Teachers Drive Recognition of Excellence

Since 2008, in input groups, PD days and Saturday sessions, teachers have said...

- "It's time we make a clear statement to Achievement First, and to the world, that teachers are the most important factor in our schools."

- "This has huge policy implications. We have an opportunity to create a model for all districts and charter schools across the country."

- "We need to recognize all the hard work of teachers."

- "Keeping amazing teachers in classrooms for our kids, that's what it's all about."

- "Defining what is 'great teaching' is key to unlocking potential in education, both for our network and for the country."
Teacher Career Pathway Mirrors Shifts in National Education Policy

“We have to elevate the status of the profession. We can’t do enough to recognize great teaching. We can’t do enough to shine a spotlight on success…. Great teachers are the unsung heroes in our society. They perform miracles every single day.” – Arne Duncan, Aug 2010

“We are going to have to take the teaching profession seriously. This means paying teachers what they are worth.” – Barack Obama, 2006

- Race To The Top
- Teacher Incentive Fund
- Common Core Standards
- ESEA Reauthorization (coming soon)

Goals of the Teacher Career Pathway

Designed with teachers over several years, the goal of the Teacher Career Pathway is to increase student achievement by:

- Setting clear standards and raising the bar for instructional excellence across the network
- Retaining talented teachers through recognition and reward
- Reinforcing the value AF places on great teaching
**Teacher Career Pathway Defined:**

- Formal, sustained recognition for all teachers with multiple stages for advancement throughout a teacher’s career
- Increased status, financial compensation, and PD opportunities
- Clear performance criteria and a clear advancement process

**An Approach to Be Proud Of**

**Pathway is:**
- Sustained rewards for all excellent classroom teachers
- Holistic evaluation including teacher influence on student character
- Development and recognition, not just salary increases
- Designed with teachers and piloted in schools

**Pathway is NOT:**
- A one time award
- Bonus based solely on student achievement
Agenda

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- Big Benefits for AF Teachers
- What do you think??

Research and Development …So Far

**Phase I: Research and Development**
April - Dec 2009

- **April 2009**: Determined with teachers to pursue a career pathway model
- **June**: Bill & Melinda Gates Foundation grant received
- **July**: Input groups develop initial draft of teaching excellence rubric and compensation
- **September**: Input group drafts weights and stage structure
- **October**: Mathematica begins building value-added model

**Phase II: Pilot Program**
Jan - May 2010

- **January 2010**: Input groups develop student, parent and peer survey questions
- **January**: Pilot kick-off with participating teachers & leaders in 5 schools - Pilot includes: lesson observations, parent, peer, and student surveys in schools and a portfolio review
- **April**: Input groups draft recognition and rewards
- **April-May**: Pilot teachers and leaders share feedback in focus groups

**Phase III: Planning for Scale**
May – Aug 2010

- **May 2010**: Principals and other network leaders decide to move forward with teacher career pathway in 2010-2011
- **June**: Begin development of an interim tool for capturing lesson observations and long-term data platform.
- **June**: Application for Federal Teacher Incentive Fund
- **July**: Input group reviews updated evaluation and compensation proposal and draft guidebook
On-Going Research, Development & Feedback

**Introduction and Pilot at Scale**
Sept – Dec 2010

- Sept 2010: Meeting with principal cohorts to introduce comprehensive model and gather feedback
- Oct 2010: Meeting with all teachers at every school to introduce comprehensive model and gather feedback
- Nov 2010: Obs training/norming for all coaches
- Nov 2010: Lesson observations begin
- Dec 2010: Input group meeting

**On-Going Evaluation and Feedback**
Dec 2010 – Aug 2011

- Dec 2010 – Jan 2011: Professional Growth Plan (PGP)
- April 2011: Feedback from teachers on Pathway as part of Network Support Survey
- May – June 2011: Teachers receive comprehensive report and feedback from coach
- June – Aug 2011: Feedback and revisions to model (principal feedback and input groups)

**Continued Evaluation and Advancement**
Sept 2011 – Sept 2012

- 2011-2012 School Year: All evaluation and feedback continues for a second year
- 2012-2012 School Year: Continued feedback from teachers and leaders
- September 2012: Teachers are placed in a stage based on 2 prior years of data. Compensation increases based on their stage.

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**Stages of Teacher Development**

1. **Stage 1: Intern**
   - Interns can advance to Stage 2 after one successful year. This decision is completely principal discretion. Note: There are only a few interns in the network as a part of a pilot – most teachers will start at Stage 2.

2. **Stage 2: Teacher**
   - Stage 2 teachers can advance after 2 years of success in Stage 2. Advancement is based completely on principal discretion.

3. **Stage 3: Teacher**
   - Stage 3 teachers can advance after 2 years meeting Teaching Excellence Framework minimum required total points and minimum points for each of the Stage 4 criteria (slide 15)

4. **Stage 4: Senior Teacher**
   - Stage 4 teachers can advance after 2 years of meeting Teaching Excellence Framework minimum required total points and minimum points for each of the Stage 5 criteria (slide 15)

5. **Stage 5: Master Teacher**
   - Stage 5 – Master Teacher

---

*Source: Achievement First*
Example Teacher Advancement

- **1st Year Teacher**
  - 2010-2011 Data Collection
  - 2011-2012 Data Collection
  - Fall 2012 Placed in Stage 3 if two successful years of data
  - Fall 2014 Move up to Stage 4 if two more years of successful data

- **5th Year Excellent Teacher**
  - 2010-2011 Data Collection
  - 2011-2012 Data Collection
  - Fall 2012 Placed in Stage 4 if two successful years of data
  - Fall 2014 Move up to Stage 5 if two more years of successful data

**Agenda**

- Teachers Matter Mightily
- Development of a Teacher Career Pathway
- Teacher Career Pathway Described
  - Identifying Excellence
- Big Benefits for AF Teachers
- What do you think??
# Teaching Excellence Framework

## OUTCOMES

<table>
<thead>
<tr>
<th>Teaching Excellence Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement</strong></td>
</tr>
<tr>
<td><strong>Student Character Development</strong></td>
</tr>
</tbody>
</table>

### Data on the teacher value-added for student achievement on various tests

### Principal assessment of data accuracy and consistency with previous results

### Student survey on their experience in the classroom

### Parent survey of relationships and character development

## INPUTS

<table>
<thead>
<tr>
<th>Teaching Excellence Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality Instruction</strong></td>
</tr>
<tr>
<td><strong>Core Values and Contributions</strong></td>
</tr>
</tbody>
</table>

### Lesson observations based on the Essentials of Great Instruction

### Principal assessment of mastery of the Cycle of Effective Instruction

### Peer survey on core values and contributions to the mission

### Principal assessment of core values and contributions to the mission

---

## Identifying Excellence is a Balance

Collecting and Analyzing Objective Data from Multiple Sources

Professional Judgment of Your Principal and Coach
Student Achievement

<table>
<thead>
<tr>
<th>When Standardized End of Course Assessments Exist</th>
<th>When Standardized End of Course Assessments Do Not Exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will be evaluated based on the growth they achieve with each individual scholar. This is called value-added.</td>
<td>Value-add cannot be calculated so other assessments will be identified or created. Because we are less confident in these measures, student achievement will count less for these teachers.</td>
</tr>
</tbody>
</table>

Value-Add is Calculated for Each Individual Student

Actual Growth – Predicted Growth = Value-Add

Predicted scores take into account factors outside the teacher’s control that strongly predict student growth:
- If at AF school last year
- Special education status
- Chronic absence the year before they were in your class
Student Character

- Tough to measure, but half our mission

- Explicitly assessed:
  - student survey
  - parent survey

- Also assessed in:
  - lesson observations and planning
  - core values and contributions to team

Quality Instruction and Planning

Lesson Observations

- Principal/Dean Observation (full lesson, unannounced)
- External Obs (Regional Super or Achievement Director; 20 min unannounced)
- Comprehensive Evaluation

- Plus, principal/coach assessment of planning and data analysis compared to rubric
**Core Values and Contributions to Team**

- Great Teachers = Great Teammates

- Assessed by:
  - Peer survey (closest peers – typically grade/subject teams)
  - Principal survey

---

**Agenda**

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- Identifying Excellence
  - Big Benefits for AF Teachers
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Five Big Benefits for AF Teachers

1. Increased individual compensation
2. Team incentives and recognition
3. Differentiated teacher learning and development opportunities
4. More feedback from more sources to help you grow
5. Consistent recognition

Big Benefit #1: Increased Compensation

- Philosophical Shift: Moves away from district scales to scale that rewards teacher effectiveness
- No current teacher will make less than they would have under old AF scale (unless stay in stage 2 or 3 for an extended period)
- Top teachers at AF can make $20,000 to $25,000 more than under current scales
- Pay based on performance; no extra pay for additional degrees
- Additional pay for additional time (coaching and GLC)

Estimated New York Salaries

- Scale based on 2009-2010 salary scales
- Entire scale increases with Cost of Living
- These are DRAFT scales – final TBD
Big Benefit #1: Increased Compensation

Example: Meet Teacher Juliette

• Excellent AF teacher

• 3 years at AF and 2 years of prior teaching experience

• 2010-2011 Salary = $68,000
Juliette’s Increased Compensation

Current Salary = $68,000
Current Salary (COLA included) = $70,000
Increased Salary for Advancement = $86,000 (comparison salary = $76,000)
Plus $1,500 PD budget and any stipends

September 2012
SENIOR TEACHER
Current Salary (COLA included) = $70,000

2011-2012
No Stage
Current Salary = $68,000

2010-2011
No Stage

NOTE: all salaries assume 3% annual cost of living increases

But Teaching is a Team Sport!
Big Benefit #2: Team Incentives & Recognition

Teacher Performance - Individual

School Performance - Team

Big Benefit #2: School Bonuses

• All team members in a school have an opportunity to earn a bonus of up to 10% of their salary based on the overall success of the school (measured by the AF School Report Card)

<table>
<thead>
<tr>
<th>Points</th>
<th>Bonus Percentage</th>
<th>Bonus Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>475 - 600 points</td>
<td>100%</td>
<td>10% of salary</td>
</tr>
<tr>
<td>375 – 474 points</td>
<td>75%</td>
<td>5% of salary</td>
</tr>
<tr>
<td>275 - 374 points</td>
<td>50%</td>
<td>2.5% of salary</td>
</tr>
<tr>
<td>0 - 275 points</td>
<td>0%</td>
<td>0% of salary</td>
</tr>
</tbody>
</table>
### Big Benefit # 3: Robust Learning Opportunities

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TEACHER LEARNING AND DEVELOPMENT OPPORTUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>Paired with a senior or master teacher</td>
</tr>
<tr>
<td>Intern</td>
<td>New Staff Training and school-site PD</td>
</tr>
<tr>
<td></td>
<td>Frequent feedback and coaching</td>
</tr>
<tr>
<td></td>
<td>Goal setting</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>Paired with a senior or master teacher</td>
</tr>
<tr>
<td>Teacher</td>
<td>New Staff Training and school-site PD</td>
</tr>
<tr>
<td></td>
<td>Frequent lesson observation with feedback and coaching</td>
</tr>
<tr>
<td></td>
<td>PGP and goal setting</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>New Staff Training and school-site PD</td>
</tr>
<tr>
<td>Teacher</td>
<td>Frequent lesson observation with feedback and coaching</td>
</tr>
<tr>
<td></td>
<td>PGP and goal setting</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TEACHER LEARNING AND DEVELOPMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 4</strong></td>
<td>Participation in senior teacher cohort</td>
</tr>
<tr>
<td>Senior Teacher</td>
<td>$1,500 self-directed PD budget</td>
</tr>
<tr>
<td></td>
<td>Preferred access to special PD experiences (ex: Jon Saphier series, Marcy Cook day, culture intensive with Chi, UBD intensive)</td>
</tr>
<tr>
<td></td>
<td>Special visits / sharing with high-performing teachers regionally</td>
</tr>
<tr>
<td></td>
<td>Formal partnership with Team Teaching and Learning on curriculum and professional development</td>
</tr>
<tr>
<td></td>
<td>Opportunity to serve as a coach and receive coach training</td>
</tr>
<tr>
<td></td>
<td>Regular lesson observation with feedback and coaching</td>
</tr>
<tr>
<td></td>
<td>PGP and goal-setting</td>
</tr>
<tr>
<td><strong>Stage 5</strong></td>
<td>Participation in master teacher cohort</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>$2,500 self-directed PD budget</td>
</tr>
<tr>
<td></td>
<td>Up to 2 personal coaching sessions from network-wide or out of network “experts”</td>
</tr>
<tr>
<td></td>
<td>Guaranteed access to special PD experiences (ex: Jon Saphier series, Marcy Cook day, culture intensive with Chi)</td>
</tr>
<tr>
<td></td>
<td>Special visits / sharing with high-performing teachers regionally</td>
</tr>
<tr>
<td></td>
<td>Special visits to observe high-performing teachers nationally</td>
</tr>
<tr>
<td></td>
<td>Formal partnership with Team Teaching and Learning on curriculum and professional development</td>
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<tr>
<td></td>
<td>Opportunity to serve as a coach and receive coach training</td>
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<td></td>
<td>Regular lesson observation with feedback and coaching</td>
</tr>
<tr>
<td></td>
<td>PGP and goal-setting</td>
</tr>
</tbody>
</table>
## Big Benefit # 4: More Feedback/More Sources

![Diagram showing feedback sources: Teacher, Principal and/or Coach, Content Experts, Students, Assistant Supt, Peers, Parents, Student Assessment Data, Parent Survey Data, Peer Survey Data, Formal Observation Data from Internal and External Observers.]

## Juliette’s Annual Feedback
(illustrative example – not the same for all teachers)

<table>
<thead>
<tr>
<th>Month</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>• Internal Observation #1</td>
</tr>
<tr>
<td>December</td>
<td>• External Observation #1</td>
</tr>
<tr>
<td>January</td>
<td>• Internal Observation #2</td>
</tr>
<tr>
<td></td>
<td>• Professional Growth Plan</td>
</tr>
<tr>
<td>April</td>
<td>• External Observation #2</td>
</tr>
<tr>
<td>June</td>
<td>• Survey Results: Parent, Peer and Student</td>
</tr>
<tr>
<td></td>
<td>• Evaluation of Planning</td>
</tr>
<tr>
<td></td>
<td>• Cumulative Lesson Observation debrief</td>
</tr>
<tr>
<td>Sept/Oct 2011</td>
<td>• Value-added results debriefed and goal setting for year</td>
</tr>
<tr>
<td></td>
<td>• Internal Observation #1 for year 2</td>
</tr>
</tbody>
</table>
Big Benefit # 5: Consistent Recognition

<table>
<thead>
<tr>
<th>STAGE</th>
<th>RECOGNITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Intern</td>
<td>✓ School-based appreciations</td>
</tr>
<tr>
<td>Stage 2 Teacher</td>
<td>✓ School-based appreciations</td>
</tr>
<tr>
<td>Stage 3 Teacher</td>
<td>✓ School-based appreciations</td>
</tr>
<tr>
<td>Stage 4 Senior Teacher</td>
<td>✓ Announcement at AF-wide PD day</td>
</tr>
<tr>
<td></td>
<td>✓ Listing in the Many Minds, One Mission newsletter</td>
</tr>
<tr>
<td></td>
<td>✓ Video of your teaching used as exemplar for PD &amp; AF Videos</td>
</tr>
<tr>
<td>Stage 5 Master Teacher</td>
<td>✓ Special recognition luncheon with travel of up to 2 family members to join your recognition</td>
</tr>
<tr>
<td></td>
<td>✓ Annual master teacher meeting with Doug &amp; Dacia for ideas &amp; feedback</td>
</tr>
<tr>
<td></td>
<td>✓ Announcement at AF-wide PD day</td>
</tr>
<tr>
<td></td>
<td>✓ Listing in the Many Minds, One Mission newsletter</td>
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<tr>
<td></td>
<td>✓ Video of your teaching used as exemplar for PD &amp; AF Videos</td>
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</tbody>
</table>

Trade Offs

- Average total cost will be approximately $200,000 - $250,000 per school (once fully evolved)
- These costs could be made up by combination of:
  - Increased per pupil allocations from NY and CT
  - Philanthropy (only to be used in the short term)
  - Reducing non-personnel costs
  - Managing school staffing and hiring to ensure a mix of teachers at each stage in each school
  - Slightly reducing, through natural attrition, the total number of teachers
  - Adding slightly more students per school
Because Great Teachers Matter Mightily!

Having a high-quality teacher over four consecutive years could close the achievement gap.

-Daniel Fallon, Brookings Institute
AF Teacher Career Pathway
Executive Summary

What is the AF Teacher Career Pathway?
AF’s Teacher Career Pathway is a systematic, coordinated approach to recognizing and developing great teachers as they progress through five career stages (intern, new teacher, teacher, senior teacher, master teacher). These stages were developed to celebrate excellent teachers and are accompanied by increased compensation, recognition and professional growth opportunities. The Teacher Career Pathway program builds off of a number of practices already in place – lesson observation and feedback, unit/lesson review and feedback, parent surveys, student surveys and analyzing student achievement data – but it puts these items altogether in a more systematic and coordinated way.

Why did AF invest in the Teacher Career Pathway?
Research shows – and it is clear at AF - that the effectiveness of the classroom teacher is the single most important factor supporting student achievement. AF has invested over the last 3 years in a robust leadership pathway that provides clear career opportunities for those invested in school leadership – and we are now excited to do the same for master teachers. We want to make sure that our excellent teachers who decide to stay in the classroom are still able to “progress” in their careers and have opportunities and recognition commensurate with their increasing effectiveness.

How will the Teacher Career Pathway increase student achievement?
- By helping to set clear standards and raise the bar for instructional excellence across the network
- Retaining talented teachers through recognition and reward
- Reinforcing the value AF places on great teaching

When will the Teacher Career Pathway begin?
Achievement First teachers will begin to participate during the 2010-2011 school year, receiving feedback from multiple sources (observations, surveys, student achievement data, etc). We will use the 2010-2011 school year to collect a lot of data, refine our measures and set specific targets. Because movement up the stages requires two consecutive years of data, no teachers will placed in a stage or be impacted by the stage compensation levels until Fall 2012.

How will this affect my compensation?
For all current teachers, the Teacher Career Pathway is a “win-win”. No teacher’s salary will go down. In designing the new salary scales, stage 3 (teacher) compensation is based on AF’s current teacher salaries. However, all teachers will have two opportunities to earn more than their current salary. First, they can move up the pathway to become senior or master teachers. Senior teachers (stage 4) will make about $8,000-10,000 more per year, and master teachers (stage 5) make about $15,000-25,000 more per year than they would have as teachers (stage 3). Moreover, all teachers have the ability to earn up to 10% of their salary if their schools hits school-wide bonus targets. Teachers are still eligible for the stipends associated with being a grade level chair, coach, special education coordinator, or Saturday Academy Director.
How will a teacher move to the next stage?

Advancement to the next stage is based on clear criteria defined by the Teaching Excellence Framework. The tools in the framework are being piloted during the 2010-2011 school year and are subject to change as we learn from this first year of the Teacher Career Pathway. Each stage will have a minimum “cut score” per category (student achievement, student character development, quality of instruction and planning, and core values/contribution to team achievement) and an overall “cut score” necessary to move up to the next stage. While moving to the next stage requires consistently meeting a high bar of excellence, advancement is not limited to a set number of teachers; therefore AF teachers are not competing with one another for a limited number of spots.

What is the timeline for implementation?

Current school year (2010-2011): This is an all-network pilot year during which we will work to gather baseline data, get continued feedback from teachers and school leaders on the overall plan, and work to further develop the model. All teachers will begin to receive feedback from multiple data sources: lesson observations, student survey, parent survey, peer survey, and principal/coach survey. For teachers in tested subjects, they will also receive data from the value-added analysis. This initial data will be used to set targets for progression from one state to the next. It will also be included as the first of two years of data toward stage advancement. For teachers in untested subjects, during 2010-2011, we will work to pilot assessments and criteria that will attempt to capture the achievement growth of their scholars. This student achievement data will not “count” and instead only one year of student achievement data (2011-2012) will be included in the assessment.

2011-2012 school year: Based on baseline data and feedback from the previous year, we will refine both specific measures and the overall program and set specific targets for progression from one stage to the next. All data collected this year will “count.”

Fall 2012: Based on data collected over the previous 1 or 2 school years, the first group of qualified teachers will “move” to Stage 3 (teacher) and Stage 4 (senior teacher) and receive a commensurate salary increase and access to additional professional development opportunities.

Fall 2013: Based on data collected over the previous 2 school years, the first group of qualified teachers will move to Stage 5 (master teacher) and receive a commensurate salary increase and access to additional professional development opportunities. In general, it will take at least 2 years of data for a Senior Teacher to become a Master Teacher, but we will accelerate the first group as a way of jump-starting this initiative.

“The Teacher Career Pathway builds on AF’s already strong emphasis on teacher quality, growth and professional development. It celebrates educators who stay in the classroom and pursue teaching as a viable lifelong profession.”

- Josh Falk, 2nd Grade Teacher, Amistad Academy
The Teaching Excellence Framework is the core tool for holistically evaluating a teacher’s readiness to move up a stage. All teachers will be evaluated based on the achievement and character gains they make with their scholars and on the quality of their instruction/planning and their core values and contributions to team.

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Student Character Development</th>
<th>Quality of Instruction and Planning</th>
<th>Core Values &amp; Contributions to Team Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student achievement data on various assessments</td>
<td>Student survey on their experience in the classroom and Parent survey of relationships and character development</td>
<td>Essentials lesson observations (2 coach observations, 2 external observations and 1 overall score) and Principal assessment of planning and data analysis</td>
<td>Peer survey and principal survey of core values and contributions to team achievement</td>
</tr>
</tbody>
</table>

### COURSES with STANDARDIZED ASSESSMENTS

<table>
<thead>
<tr>
<th>Outcomes 55%</th>
<th>Inputs 45%</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 points</td>
<td>15 points*</td>
</tr>
<tr>
<td>Student Academic Growth Measures</td>
<td>Student Survey</td>
</tr>
<tr>
<td>Up to 40 points for principal’s review and Regional Superintendent verification of value-added measurements</td>
<td>Up to 7.5 points for student survey results</td>
</tr>
</tbody>
</table>

### COURSES without STANDARDIZED ASSESSMENTS

<table>
<thead>
<tr>
<th>Outcomes 35%</th>
<th>Inputs 65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 points</td>
<td>15 points*</td>
</tr>
<tr>
<td>Student Achievement Growth Measures</td>
<td>Student Survey</td>
</tr>
<tr>
<td>Up to 20 points for principal’s review and Regional Superintendent verification of student achievement data</td>
<td>Up to 7.5 points for student survey results</td>
</tr>
</tbody>
</table>

*Student character development is half of the Achievement First mission and critical for the life-long success of our scholars. Therefore, a teacher’s impact on student character is assessed not only through the student and parent survey, but also in lesson observations and planning and in core values and contributions to team. So, when taken together, a teacher’s contribution to student character will account for approximately 25-30 points of a teacher’s overall total (and not just the 15 points allocated explicitly to student character development).*
## AF Teacher Career Pathway

**AF Teacher Career Pathway provides big benefits to teachers at all stages of career development – DRAFT**

<table>
<thead>
<tr>
<th>Stage 1 – Intern</th>
<th>Stage 2 – Teacher</th>
<th>Stage 3 – Teacher</th>
<th>Stage 4 – Senior Teacher</th>
<th>Stage 5 – Master Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing the skills to become a teacher</td>
<td>Solid contributor, rapidly developing; deliver solid student achievement</td>
<td>Strong, stable contributor; deliver strong student achievement</td>
<td>Strong, stable contributor; deliver very strong student achievement; meet rigorous requirements</td>
<td>Exceptional contributor; consistently exemplary student achievement; meet rigorous requirements</td>
</tr>
</tbody>
</table>

### (NY) Increased compensation

- **$50,000 - 55,000**
- **$60,000 - 75,000**
- **$70,000 – 95,000**
- **$90,000 - over 100,000**

### Robust professional development opportunities

- **Paried with a master teacher**
- **New Staff Training and school-site PD**
- **Regular feedback and coaching**
- **PGP and goal setting**

### Increased recognition

- **School-based appreciations**
- **Listing in the Many Minds, One Mission newsletter**
- **Video of your teaching or interview with you put on AF website**

### More options for sustainability

- **Reduced teaching load**
- **Keep classes/grade structure from previous year**
- **Possibility of individual PD or planning days/year**
- **Possible hosting of teacher intern**
- **Potential for course load reduction to serve as a coach**
- **Keep classes/grade structure**

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### Robust professional development opportunities

- **Participation in senior teacher cohort**
- **$1,500 self-directed PD budget**
- **Preferred access to special PD experiences (ex: Jon Saphier series, Marcy Cook day, culture intensive with Chi, UBD intensive)**
- **Special visits / sharing with high-performing teachers regionally**
- **Formal partnership with Team Teaching and Learning on curriculum and professional development**
- **Opportunity to serve as a coach and receive coach training**
- **Regular lesson observation with feedback and coaching**
- **PGP and goal setting**

### Increased recognition

- **Special recognition luncheon with travel of up to 2 family members to join your recognition**
- **Annual master teacher meeting with Doug & Dacia for ideas & feedback**
- **Listing in the Many Minds, One Mission newsletter**
- **Video of your teaching or interview on AF website**

### More options for sustainability

- **Possibility of individual PD or planning days/year**
- **Possible hosting of teacher intern**
- **Potential for course load reduction to serve as a coach**
- **Keep classes/grade structure**
Notes on placement and movement

Stage Placement When Joining AF
1) Teachers without any teaching experience enter AF as interns (stage 1) or new teachers (stage 2) depending on their job description.
2) Teachers with teaching experience typically enter AF as teachers (stage 3). In special circumstances (e.g. a teacher of the year winner, a KIPP Kinder Award winner, a Sue Lehman winner / National Board certified teacher with a 5-year track record of student achievement), a veteran teacher would enter AF as a senior teacher (stage 4).

Teacher Advancement
3) The Teaching Excellence Framework sets the standard for supporting and evaluating all teachers. To move to the next stage, teachers must meet a minimum score per category and a minimum overall score. These cut scores per category and overall will be set in August 2011 once we have gathered baseline data.
4) Teachers can move from intern (stage 1) to teacher (stage 2) based on the judgment of the principal; there is no set time table, though most movement would be after one year as an intern.
5) Teachers can move from new teacher (stage 2) to teacher (stage 3) based on the judgment of the principal and at least two years of data; there is no set time table, but most movement would happen after two years as a new teacher.
6) Teachers can move from teacher (stage 3) to senior teacher (stage 4) after two full years of strong results as a teacher (stage 3). Teachers must meet a minimum score per category on the Teaching Excellence Framework and a minimum overall score to move from stage 3 to stage 4.
7) Teachers can move from senior teacher (stage 4) to master teacher (stage 5) after two full years of strong results as a senior teacher (stage 4). Teachers must meet a minimum score per category on the Teaching Excellence Framework and a minimum overall score to move from stage 3 to stage 4. Portfolios are being considered as part of the process to advance to Stage 5.
8) A teacher can be moved down a stage if there are two straight years of especially weak performance. The criteria for moving down will also be defined in the Teaching Excellence Framework.

How can I learn more about the AF Teacher Career Pathway or provide feedback?
- **Teacher Career Pathway Guidebook:** provides comprehensive, detailed information about the design and implementation – including how it was created, how teachers are evaluated, how value-added is calculated, what courses have standardized assessments and which do not, and much more.

- **Appendix:** includes many of the specific tools from the Teaching Excellence Framework, including the survey questions, sample lesson observation rubric and the planning rubric.

- **Frequently Asked Questions:** An FAQ is being developed based on the questions we receive from AF teachers and leaders. This will be continuously updated and posted on the shared server.

- **Reach Out Directly to your Principal or to the AF Chief of Staff:** If you have additional questions or feedback, please do not hesitate to talk with your principal or to Sarah Coon (sarahcoon@achievementfirst.org). The AF Teacher Career Pathway was designed by and for great AF teachers. We want to hear from you!