



Pittsburgh
Public Schools

EXCELLENCE
FOR ALL

The Pathway to the Promise.™

Pittsburgh Public Schools

**We Dream Big.
We Work Hard.
We Promise.**

Promise-Readiness Corps

Promise-Readiness Corps (PRC)

Salary Plan:	Teacher Salary Schedule
Additional Compensation:	\$9,300 annual Career Ladder differential
Residency:	Eligible for Promise-Readiness Corps cohort bonus
FLSA Status:	Not required
Work Day:	Exempt
Work Year:	8 hours
Position Duration:	197 days
Teaching Certificate Required:	2 years
	Secondary teaching certification in English, Math, Social Studies, Biology, Chemistry, or Special Education – Secondary English, Math, Social Studies, Biology or Chemistry

Position Summary:

Promise-Readiness Corps (PRC) teachers will be part of a team of effective and motivated teachers who teach English Language Arts, Mathematics, Science, Social Studies, or Special Education, and a counselor and/or social worker, collectively responsible for supporting students transitioning into high school, and ensuring they arrive at 11th grade Promise-Ready (eligible to access The Pittsburgh Promise[®] college scholarship). The Promise-Readiness Corps will be implemented in the 9-12 high schools. Each school will have 1-3 Promise-Readiness Corps teams based on the size of the student population in that school.

Promise-Readiness Corps teams will be linked with academically heterogeneous cohorts of approximately 100-120 9th or 10th grade students. Looping, teaming and advisory will be the primary vehicles for moving students into the 11th grade Promise-Ready. The Career Ladder teacher will provide individualized academic and personal support to a cohort of 9th grade students and then loop with the same cohort of students to 10th grade. By looping with students from 9th to 10th grade, team members will better track their students' social and academic development, informing more effective instruction.

In recognition of the positive influence adult relationships have on a student's path towards post-secondary education, members of the Promise-Readiness Corps will participate in team meetings and also play an advisory role with students in their cohort. Regular reports of students' achievement history, attendance trends, behavioral records, and past actions or interventions will be required and will enable targeted discussions of the support of individual students and the cohort as a whole. An additional 44 minutes is added to the beginning of the teacher work day for this work.

Each Promise-Readiness Corps team will operate with the clear objective to ensure that every student has access to The Pittsburgh Promise[®] college scholarship. Consistent with that objective, Promise-Readiness Corps team members are eligible to earn a cohort bonus of up to \$20,000 per teacher based on better than expected results in student

academic achievement, attendance, and course credits earned over the two-year cohort cycle.

Please reference *Section I: Career Ladder Provisions*, *Section J: Seniority Issues Related to Career Opportunities*, *Section M: The Promise-Readiness Corps (PRC)* and *Attachment C: Calculation of a Sample PRC Cohort Bonus* in the Collective Bargaining Agreement for more information.

Qualifications:

All Career Ladder teachers must have a proven record of advancing student learning and growth, effective teaching practice, the ability to build and maintain effective relationships, and professionalism.

Promise-Readiness Corps candidates must hold a strong belief that the Promise-Readiness Corps is a strong vehicle to achieve Promise-Readiness, demonstrate a willingness to participate in the three components of the Promise-Readiness Corps (teaming, advisory, and looping), and articulate a compelling vision for the position.

Additionally, candidates must possess appropriate certification and show evidence of motivation to work with 9th and 10th graders.

Selection Criteria:

- Evidence of a demonstrated record of effective teaching practice
- Record of advancing student learning and growth
- Able to build and maintain effective relationships
- Evidence of professionalism
- Skilled at data analysis and using data to identify trends, training, and support needs, often evidenced in classroom instruction
- Ability and motivation to achieve dramatic student achievement gains and engage with 9th and 10th grade students
- Demonstrated proficiency in content delivery
- Demonstrated desire to work with others on a team
- Ability to quickly establish credibility among team members including peers and leadership

Essential Responsibilities:

- Serves as an effective classroom teacher of 9th and 10th grade courses in English Language Arts, Mathematics, Social Studies, Science or Special Education
- Serves as an active Promise-Readiness Corps team member participating in all three key components of the Promise-Readiness Corps: teaming, advisory, and looping

- Serves in a leadership role by demonstrating effective teaching and teamwork practices
- Teaches 9th or 10th graders at least 60% of a five period teaching schedule or 50% of a six period teaching schedule
- Loops with 9th graders to 10th grade, and delivers students to 11th grade Promise-Ready
- Serves as an advisor for a maximum of twenty (20) students and meets with advisees a minimum of twice per week individually or in a group
- Facilitates collaboration and communication among Promise-Readiness Corps team
- Stays up to date with developments in subject area, teaching resources, and methods, and makes relevant changes to instructional plans and activities
- Maintains accurate and complete records of students, courses taught, and students' progress and development
- Communicates necessary information regularly to students, parents, community, school and District leadership, and Promise-Readiness Corps team members regarding student progress and student needs
- Participates in department, school, district, Promise-Readiness Corps and Career Ladder professional development sessions
- Leads 9th *Grade Nation*¹ transition activities at school
- Participates in an annual Promise-Readiness Corps team assessment to evaluate group effectiveness
- Gathers and reports out successes and learning

Note: Promise-Readiness Corps teachers may use a duty period for advisory time. Promise-Readiness Corps teachers will work five (5) additional days annually. Such days may be scheduled flexibly but in all cases will be scheduled by March 1 of the preceding school year.

Work Environment:

Employees of Pittsburgh Public Schools engage in the extremely important and fulfilling job of educating students in the City of Pittsburgh. Employees must believe in, value and be committed to the educability of all; must promote the school and district vision of high standards of learning and academic rigor, continuous school improvement, and the inclusion of all members of the school community; must be willing to work in a fast-paced environment while maintaining the energy necessary to meet the responsibilities and expectations of the position; must work in close collaboration with staff at multiple sites and multiple disciplines; show considerable concentration and creativity; and promote and appreciate diversity in the organization.

¹ 9th Grade Nation is an initiative to provide PPS students with a smooth transition from 8th to 9th grade and to help new 9th grade students become engrossed in their learning and immersed in seeing themselves as contributors.

ADA: The employer will make reasonable accommodation in compliance with the Americans with Disabilities Act of 1990.

Other Information:

Certain transfers and promotions, pursuant to state legislation, may require an employee or interested applicant to obtain an Act 151 Clearance at a cost of \$10, an Act 34 State Criminal Clearance at a cost of \$10, and an Act 116 FBI Clearance at a cost of \$36 paid for by the interested applicant or employee. Negative reports will be reviewed on a case by case basis and appropriate action will be taken.

The Pittsburgh Public School District is an equal opportunity education institution and will not discriminate the basis of race, color, national origin, gender, sexual orientation, age or disability in its activities, programs or employment practices as required by Title II of ADA, Title VI, Title IX and Section 504. It is the policy of the Pittsburgh School District to make all programs, services, activities and facilities available and to provide reasonable accommodations to persons with disabilities. For information regarding accommodations, civil rights or grievance procedures, contact Employee Relations, 341 S. Bellefield Avenue, Pittsburgh, PA 15213-3516; Fax (412) 622-7968.

This job description will be reviewed periodically as duties and responsibilities may change. Essential and marginal job functions are subject to modifications permitted by the Collective Bargaining Agreement.

APPENDIX 1: Overview

At Pittsburgh Public Schools (PPS), we aspire to be one of America's premier school districts: student-focused, well-managed, and innovative. Our mission – *preparing all children to achieve academic excellence and strength of character, providing them with the opportunity to succeed in all aspects of life* – guides our work.

Pittsburgh has embarked on a deliberate sequencing of strategies, commonly referred to as *Excellence for All*, to improve student achievement and ensure students graduate prepared for education after high school and able to access The Pittsburgh Promise® college scholarship.

In Pittsburgh, we recognize that the teacher is the single most important school-based factor influencing student achievement. Therefore, as the next phase of *Excellence for All*, Pittsburgh Public Schools and the Pittsburgh Federation of Teachers developed a plan to support and empower effective teachers. The plan, entitled *Empowering Effective Teachers in the Pittsburgh Public Schools*, is available at www.empoweringpittsburghteachers.com.

Pittsburgh teachers have chosen to lead in the transformation of public education. They have partnered in the development of a Research-based Inclusive System of Evaluation (RISE) that is designed to help teachers reflect on and improve their practice. In June 2010, they approved a landmark comprehensive five-year collective bargaining agreement centered on a common mission of what matters most – advancing the teaching profession in a way that is aligned with improving student achievement. This agreement brought many initiatives in the **Empowering Effective Teachers** plan to life.

Over the next several years, a number of exciting Career Opportunities are being introduced. These opportunities include six Career Ladder roles that were created to provide additional leadership opportunities and differentiated career pathways for effective teachers and as resources to improve the teaching and learning environment.

Career Ladder positions will be a promotional opportunity for teachers. All Career Ladder teachers must have a proven record of advancing student learning and growth, effective teaching practice, the ability to build and maintain effective relationships, and professionalism.

Career Ladder teachers will have additional responsibilities and status, using their leadership skills to increase learning for Pittsburgh's students, and will receive additional compensation for assuming these roles.

APPENDIX 2: Common Characteristics of Career Ladders

In a series of workshops, Pittsburgh Public School teachers identified some common themes that may be important for teachers considering Career Ladder positions. Refer to the Collection Bargaining Agreement for more information.

Seniority

Section J: Seniority Issues Related to Career Opportunities of the Collective Bargaining Agreement outlines the seniority provisions in detail. Also refer to *Section I: Career Ladder Provisions*.

Training

Teachers in Career Ladder roles have a longer work year, ranging from 5 – 15 additional work days. These days include a combination of planning time and leadership opportunities, as well as training and support. When starting a new role, Career Ladder teachers will participate in orientation and training before the start of school. Career Ladder teachers will also participate in professional development throughout the school year and will document best practices, lessons learned, areas for further growth, and goals for the following school year.

Evaluation

Career Ladder teachers will be evaluated using the 5th Domain of RISE, which was collaboratively developed by Pittsburgh Public Schools and the Pittsburgh Federation of Teachers. Teachers must have a preponderance of proficient and distinguished performance in the 5th Domain of RISE to continue in a Career Ladder role. Career Ladder teachers not meeting this standard for continuance will be considered as displaced teachers in order to obtain a position for the subsequent school year. The evaluation process for Career Ladder roles will continue to evolve with the input of teachers.

Term

Teachers may apply for several Career Ladder positions but may only hold one position at a time. All Career Ladder positions have a 3 year term, except for the Promise-Readiness Corps where the term is 2 years. Career Ladder teachers who wish to continue in their role for a subsequent term must meet the expectations and standards for that position and indicate a desire to continue in that role. At the end of a term, if a teacher chooses not to continue in the Career Ladder position, he or she will have a right to fill any vacancy for which he or she is qualified at the school of the Career Ladder placement as a voluntary transfer but may not cause an existing teacher to be displaced. If there is not a vacancy at the school or if a teacher chooses not to remain at the school, he or she will have the rights of a displaced teacher.

APPENDIX 3: Summary of Pittsburgh Public Schools Career Ladder Opportunities

Career Ladder	Description	Launch Year
Promise-Readiness Corps	Promise-Readiness Corps teams consist of 5-8 effective and motivated teachers, counselors and social workers (linked with a cohort of approximately 100-120 9th and 10th grade students) who will provide intensive academic and personal support in 9th grade, and then follow students to 10th grade with the goal of delivering all students to 11 th grade Promise-Ready.	2011
Clinical Resident Instructors	Clinical Resident Instructors (CRIs) will be effective teachers chosen to be faculty at the K-8 or 9-12 Teaching Institute who will be trained to accurately and consistently identify, assess, support and grow teacher practice, and to help teachers become more reflective practitioners. CRIs will open their practice to support administrators and future career ladder teachers in accurately assessing teacher practice and providing consistent feedback that leads to professional growth.	2011
Learning Environment Specialist	Learning Environment Specialists will be effective teachers who demonstrate strength in positive classroom management, leadership and peer coaching skills, and provide guidance and leadership to teachers and school personnel to improve the teaching and learning environment.	2011
K-8 Instructional Teacher Leader 2	K-8 ITL2s will be effective teachers who teach a reduced course load, support interventions, formatively evaluate peers in their school, and conduct summative evaluations of peers in other schools focused predominantly on literacy and math.	2012
Secondary Instructional Teacher Leader 2	Secondary ITL2s will be effective, content-expert teachers in 6-12 and 9-12 schools who teach a reduced course load, formatively evaluate content peers in their school, design and deliver customized professional development based on formative evaluations, and conduct summative evaluations of content peers in other schools.	2012
Turnaround Teachers	Turnaround Teachers will be teachers, effective in both content delivery and student engagement working in teams of four to increase student achievement and improve the teaching and learning environment in historically low-performing schools in K-5, K-8 and middle schools.	2013