**Meeting**: Educator Working Group Meeting #3

**Date**: January 6, 2016 from 5:00PM-7:00PM

**Location**: Collette Education Center, Dover, DE

**Participants**: Educators from around the state forming the Educator Working Group, Representatives from the Governor’s office and the Delaware DOE, consultants from TNTP

**Discussion on Leadership Roles**

The members offered feedback on the draft model role descriptions that were sent to them before the holiday break, and the following comments were offered:

* The “Model Classroom Teacher” did not seem like enough responsibility to be its own role. It was suggested to combine the role with the “Instructional Practice Coach” and “Peer Evaluator.” Several other members of the group agreed that roles should have more responsibility than described in the “Model Classroom Teacher” role description.
* Several educators expressed feedback that educators should not be evaluators. Though educators could observe classrooms and offer feedback, they should not complete formal evaluations. It was also noted that educators completing evaluations for other educators could create issues for grievance processes. Though some high school teachers would appreciate feedback from someone with content expertise in their area, this person did not necessarily have to evaluate.
* It was noted that educators involved in the arts did not seem to have leadership opportunities in the draft set of roles. Suggestions were offered to call out arts in the culture roles or to be clear that coaching roles could also involve the arts.
* It was noted that the roles should be worded more generally to be more inclusive. For example, the “Community Partnerships Coordinator” should not explicitly call out students with high needs.
* One member suggested changing the word “coach” to “leader” in role titles.

**Approval of the Minutes**

* It was moved, seconded and voted for unanimously approval to approve the minutes from Educator Work Group meetings #1 and #2.

**Updates**

* An update was provided by the Governor’s office about how the proposal for the educator compensation system has shifted in response to town hall feedback from last school year. Changes included:
  + Preserved pay differential for educators with masters degrees
  + Restored salaries for senior educators with masters degrees to current levels
  + Created the Educator Working Group to develop model roles and provide recommendations
  + Recommended application assistance and stipends for NBC educators
* Members asked several questions and offered feedback:
  + The changes were appreciated, and it was acknowledged that they incorporated major feedback from educators.
  + It was observed that the changes required funding and asked whether funding was taken from somewhere else in education. The Governor’s Office responded that funds would not be pulled from other education programs to fund the system.
  + It was asked how mid-career professionals benefited from the new system. The Governor’s office noted that Delaware is least competitive in its salaries for new educators and that the state’s educator compensation—on average—is more competitive for mid to late career educators. It was acknowledged that there were district exceptions. It was also noted that career pathways opportunities offered additional compensation opportunities.

**“Foot in the Classroom”**

* Members were asked to read and think of revisions to the CAECC’s preliminary recommendations related to teacher leaders having a “foot in the classroom.”

*Teacher Leaders should retain a “foot in the classroom” and significant direct responsibility for student academic growth as normally conducted through their core role as a classroom educator, specialist, or other instructional role.*

* Members offered and reached consensus on several revisions:
  + Change “primary” to “core”
  + Change “and significant direct responsibility” to “through significant direct responsibility”
  + “Impact on academic growth” instead of “responsibility for student growth”
  + Change to “conducted in their primary role”
* Members considered several scenarios of teachers whose teaching load shifted to take on leadership responsibilities and were asked whether the educators still had a “foot in the classroom.”
* In responding to the cases, members identified some general parameters. A teacher that keeps just one classroom period would not have a “foot in the classroom.” A teacher that still works directly with students but using a different learning modality does. A teacher still keeping half of their original educator role would have a “foot in the classroom.”
* Instead of creating exact language to define what a “foot in the classroom” means, the group agreed that the CAECC’s approach of using more general language was right.
* The group wants to present the CAECC with several examples and non-examples of what it looks like to have a “foot in the classroom.”

**Release Time**

* The group did not discuss release time needs for the draft model roles.

**Our Feedback Question**

* Members would like to ask their colleagues for feedback on what it means to have a “foot in the classroom.”

**Conclusion**

* Members were reminded of the next meeting date. They were also told that a follow-up email with examples and non-example of having a “foot in the classroom” would be sent for their review and that an email response would be requested of them.

Approved 02/16/16