
STEP: Supporting Teachers as Empowered Professionals

Teacher Policy Team on Career Pathways
June 2013



Educators 4 Excellence

Los Angeles

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Preface

In the past year, Los Angeles district and union leaders took important steps forward in rolling out a new multi-measure evaluation and support system for Los Angeles educators.

In the spring of 2012, a Teacher Teacher Policy Team at Educators 4 Excellence-Los Angeles generated a white paper outlining a set of research-based recommendations for teacher evaluation. The goal was to break the stalemate around this issue by uniting recommendations from our district, union and national models. In December 2012, Los Angeles joined hundreds of other school districts in putting forth a new deal for teacher evaluation that was ratified by our district and union.

The new evaluation system should help us identify how teachers are pushing students to new levels of achievement. The next obvious question is: What will we do after we evaluate teachers?

We came together as a team of teachers to research this question by exploring local,

national and international models for raising student achievement and the prestige of our profession. What we propose here is a career pathway that is grounded in the idea that highly effective teachers should be rewarded and empowered to expand their influence to peers and students.

Therefore, we also believe it's critical that our district and union leaders continue to work together to refine and hone our evaluation instruments to make them clear and consistent across schools. Our evaluation systems should do more than evaluate whether teachers are "meeting" or "not meeting" expectations. We need multiple bands of effectiveness to honor teachers' desire to grow in their profession and constantly work toward mastery. With that in place, our district, schools and teachers will be poised and ready to take on the many new opportunities this career path promises. We believe this is critical to truly professionalizing and elevating teaching.

Dear Mayor of Los Angeles,

Los Angeles is a city of dreams and aspirations. People from all over the world flock here to follow their passion and achieve greatness. They believe in the promise of our city as a place where anyone, regardless of where he or she came from, can succeed.

But as educators, we see that all too often this promise is broken for our youth. Their ZIP code often determines more of their destiny than does their drive or potential. Our students, families and community are hungry for truly great teachers. Yet too many talented individuals leave the profession because there is a lack of encouragement, opportunity and support for their ongoing learning. This is the time to elevate teaching to its proper status as a dynamic profession that requires a huge heart, relentless drive, sophisticated knowledge and skill, and tireless spirit.

Our important work is to discover our students' interests, spark their passion and help them grow. But teachers need our education leaders to do the same for us.

This white paper offers our leaders a toolkit of strategies for carving out career pathways to elevate our expectations and aspirations for the future of the teaching profession. These strategies have been developed by the very teachers at the helm of LA's classrooms.

Sincerely,
E4E-Los Angeles Teacher Teacher Policy Team on Career Pathways

Our Design Principles

Focused on Students

Each role or opportunity of the career pathway must be directly linked to positive outcomes for our students.

Focused on Developing Professionals

Teachers should have opportunities to grow, develop and gain leadership throughout their careers. Movement through the career pathway should be based on performance using a robust, multi-measure evaluation system, rather than simply considering years of service.

Focused on Leveraging Leaders

Roles and opportunities should not just build teacher-leaders, but share their expertise with colleagues and, ultimately, reach more students.

Multifaceted and Flexible

No additional role should be required at any stage of a career pathway. Teachers who do choose to take on these roles should be able to return to their students at any point if they find that the role is not a fit for them. Teaching is a multifaceted profession, and our career pathway should recognize the many areas in which teachers grow and build expertise.

Transparent

A great career pathway should reward performance, leadership and impact on students, not one's ability to navigate a maze of paperwork. The process for qualifying for each stage and role must be clear, consistent, equitable and easy to understand.

Feasible, Affordable and Efficient

We recognize the limits of our budget as well as our school and district capacity. Each role should leverage the resources available in the most efficient way possible, and we should invest wisely in the roles that will impact the largest number of students.

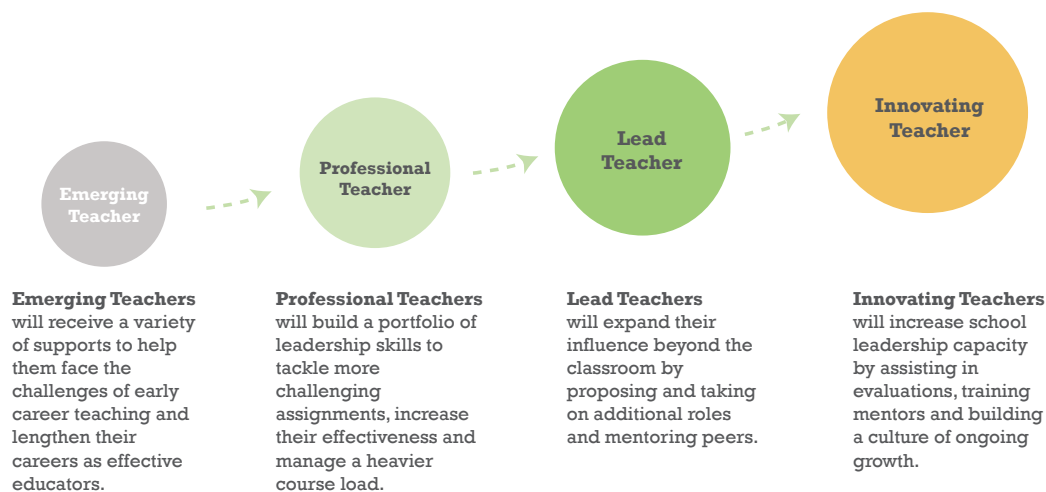


Overview

Supporting Teachers as Empowered Professionals

Proposed Pathway Steps and Measures

Pathway steps



Cumulative ratings

Ratings should be consistent, but need not be consecutive to advance to the next stage.

N/A



3 "effective" ratings required



or 2 "highly effective" ratings required



5 "effective" ratings required



or 3 "highly effective" ratings required



7 "effective" ratings required



with at least 1 "highly effective" rating required

Types of Roles



In-Classroom Role

Enables teachers to keep a full course load while taking on extra responsibility. We believe teachers should be compensated for the extra leadership and responsibility they provide to their students and schools.



Hybrid Role

Empowers teachers to take on leadership roles that require them to spend significant time away from their own classrooms but does not force them to leave the classroom entirely.



Out-of-Classroom Role

Empowers teachers to step outside of the classroom temporarily in order to expand their impact to a greater number of students and colleagues.

Both Hybrid and Out-of-Classroom Roles should be compensated to reflect their wider impact on students and schools.

A Menu of Options

While each one of these roles may require teachers to teach fewer or smaller classes, this pathway is designed as a menu of options for teachers who wish to take on additional leadership. No teacher who wants to focus solely on his or her own classroom should be forced to do otherwise. Additionally, each opportunity is designed to expand the influence of teacher-leaders, which ultimately increases the number of effective teachers and improves student achievement.



Emerging Teachers

Creating a Foundation for Success

Current Problem

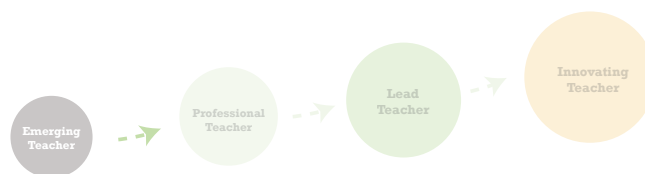
For too many of us, the first few years of teaching are largely “sink or swim” years in which we are left to navigate our classrooms with little support or feedback. Even the most adept “natural athletes” need a high-quality coach, time to learn the basics and chances to see greatness in action. Too often, these supports are given only perfunctorily, or not at all.

Emerging Teachers Need...

- Time to reflect on practice in the company of experts
- Social and emotional support
- Pedagogical and classroom management support
- Opportunities to see great teaching in action
- A manageable course load and roster

Strategies for Supporting Success

Emerging Teachers need a variety of supports to help them face the challenges of early-career teaching and develop into lifelong effective educators. These teachers will benefit from the structured feedback this first stage provides, and utilize these opportunities to develop their



craft. When teachers leave this first stage, they will have received the proper support to show three years of effective teaching or two years of highly effective teaching.

Building Our Leaders: Teacher Development

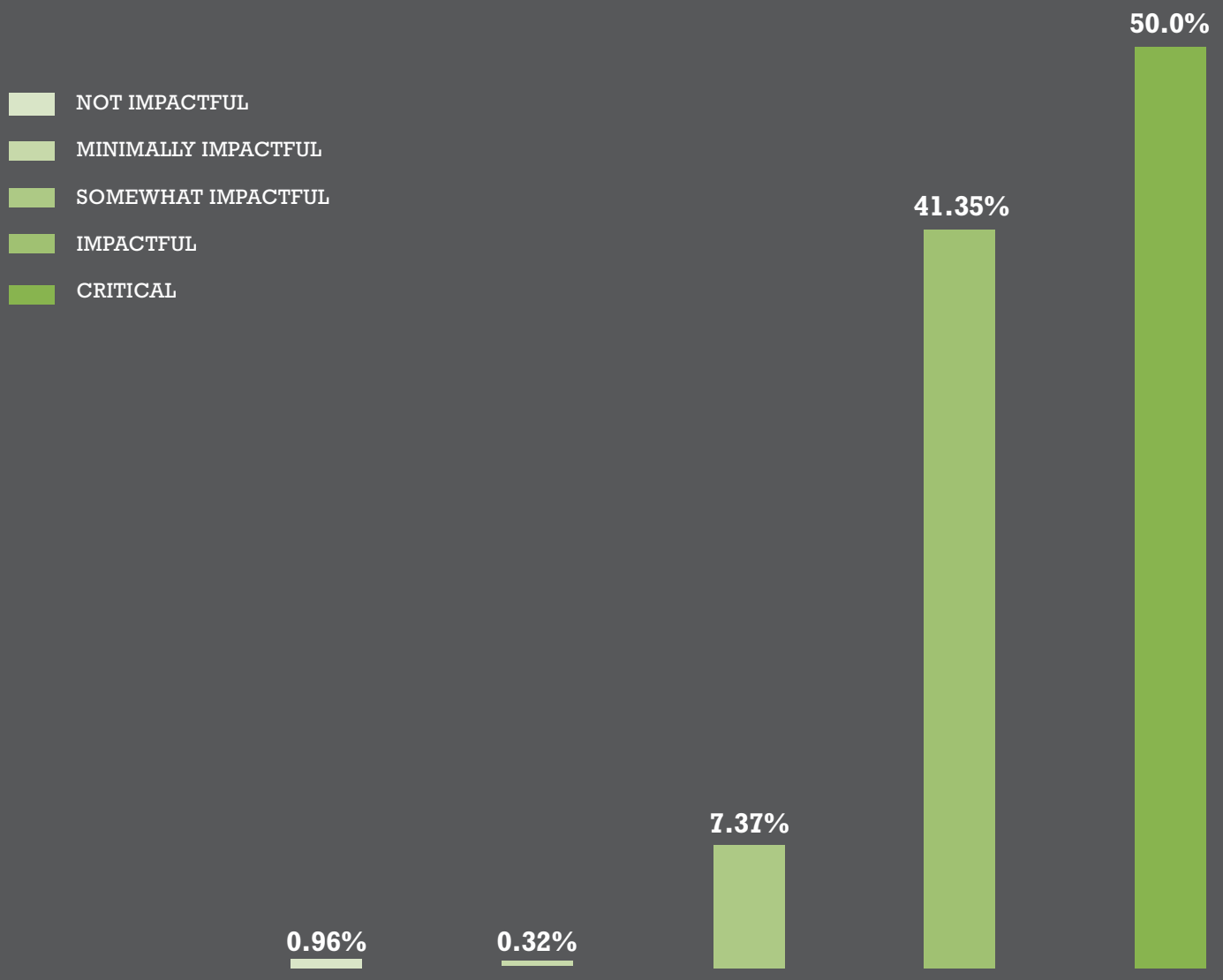
Relevant Professional Development: Emerging Teachers, like any new entrants to a profession, have a different set of needs than their more experienced colleagues. Schools can leverage Mentors, coaches and administrators to create professional development tailored to the needs of new teachers in their building.

Leveraging Our Leaders: Expanding Access to Colleagues

Robust Mentorship Program: Too often new teachers are too overburdened and overwhelmed to identify and seek

In a career pathway for teachers, how impactful do you believe the following role could be in leveraging and retaining great teachers and driving student achievement?

Teacher who is a mentor providing content, social and emotional support



(310 respondents)

Educators 4 Excellence. "Attracting and Retaining Teachers." Teacher Survey. May 2013.

out mentors. A formal school-based mentorship program (offered by Lead Teachers) will give Emerging Teachers pedagogical and emotional support to navigate early career challenges.

Shadowing Opportunities: With a reduced or specially arranged schedule, Emerging Teachers should have time to observe other classes and learn effective teaching practices. This emulates the approach of full-time teacher apprenticeship programs such as the Boston Teacher Residency or the Aspire Teacher Residency, which are both seeing faster rates of student growth than their state averages in both math and language arts.^{1,2}

Leveraging Our Leaders: Expanding Access to Students

Appropriate Scheduling or Class Load: Emerging Teachers should either teach a smaller load of classes (for example, four periods instead of five in a middle or high school, or a smaller number of students in elementary

school) or receive a specialized schedule to ensure a shared planning period with their Mentor or Content Specialist. Administrators and Mentors should also ensure that the Emerging Teacher is not disproportionately assigned students with higher needs (see page 11).

Caveats and Considerations

- When considering a mentorship program that features a reduced teaching load for new teachers, it is imperative to acknowledge the increased workload on other teachers at the school site.
- We know that some schools have a disproportionate number of new teachers on a yearly basis. If a school has more Emerging Teachers than any other category, scheduling and the workload of experienced teachers may become unduly burdensome. We recommend that the district provide additional support or capacity to schools that have a high concentration of new teachers.

“Improved induction and training that provides all new teachers with the support they need...should include high-quality training for...mentors, specific and frequent feedback for new teachers, release time for them to observe expert teachers, and some choice for new teachers in terms of the mentor teachers from whom they seek help.”

—United Teachers Los Angeles, Teacher Evaluation and Development Framework, 2010

Focusing On... Appropriate Scheduling and Class Load

Why this makes sense for LAUSD

A joint study by the Strategic Data Project and Harvard University found that new teachers in the Los Angeles Unified School District (LAUSD) are more likely to have students in their classrooms who are further behind academically. These novice teachers are also less likely to have predictability and continuity in their teaching assignments from year to year than their more experienced peers.³ This is especially problematic, since the same report joins a chorus of studies showing that teachers are still growing in their first few years, and therefore require additional support.

What this could look like

Mr. Smith is in his first year of teaching high school math. He begins his day by shadowing a 10-year veteran Algebra I teacher in his building, helping with small group activities, grading and other needs. He then teaches his own Algebra I class, where he frequently gets visits and observations by his Mentor or Content Specialist. He then has a period that is aligned with his Mentor's free period to debrief his class and receive feedback. He teaches Algebra I for the next two periods, and then has an opportunity to debrief with his Content Specialist and get tips for the next day.

Who can control this

Individual schools set schedule
LAUSD's Education Service Centers track new teacher retention

Benefits to the District

- Providing time for shadowing and mentorship will maximize on-the-job learning that happens among teachers in the first two years.
- Providing increased supports for new teachers will decrease the cost of attrition, estimated at over \$450 million each year for California.⁴
- Having administrators and teacher-leaders create professional development at their schools leverages internal resources more efficiently.

Impact on Student Achievement

- Supporting and monitoring Emerging Teachers ensures that students at hard-to-staff schools get access to better instruction.
- Increasing Emerging Teacher retention provides greater stability for students.
- Tailoring professional development to Emerging Teachers at the school site would enable us to accelerate the learning curve for teachers and increase student gains.



Professional Teachers

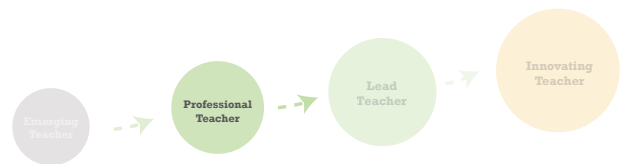
Building on the Basics

The Current Problem

The risk of attrition is highest in the early years of a teacher's career—one out of five will leave the profession by the third year of their careers, and three out of five will leave before the fifth year.⁶ Unfortunately, this is also the time when teachers are making their greatest leaps in effectiveness.⁷ Instead of retaining teachers who are making leaps in performance, we are losing droves of teachers at the moment they are having the greatest impact on student learning.

Professional Teachers Need...

- Opportunities to focus on honing their craft
- Pathways to build leadership skills
- Differentiated levels of support in pedagogy and classroom management
- Opportunities to see masterful teaching in action
- A manageable course load and roster



Supporting Success

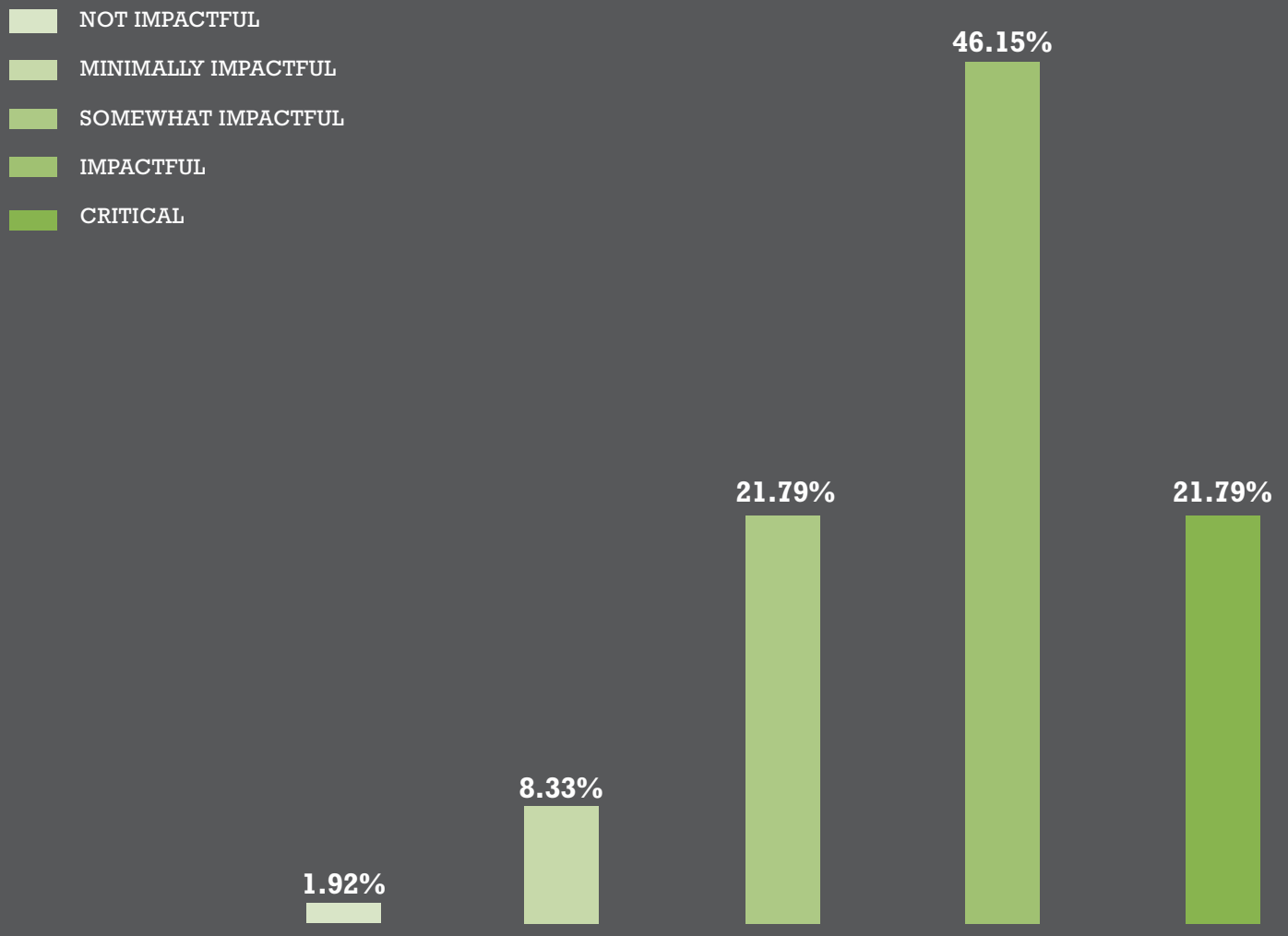
Professional Teachers will begin to build a portfolio of leadership skills to enable them to tackle more challenging assignments, increase their project effectiveness and manage a heavier course load. When teachers leave this stage, they will have shown five years of effective or three years of highly effective teaching.

Building Our Leaders: Teacher Development

More Professional Development (PD) Autonomy: In the first stage of a teacher's career, decisions about professional development are made almost entirely by the administrator and Mentor. In this second stage, teachers

In a career pathway for teachers, how impactful do you believe the following roles could be in leveraging and retaining great teachers and driving student achievement?

Teacher who writes and leads professional development



(310 respondents)

Educators 4 Excellence. "Attracting and Retaining Teachers." Teacher Survey. May 2013.

should be able to work with their Mentors and administrators to build an Individual Growth Plan and control PD selection. While the goals should be agreed upon with the aid of the Mentor and administrator and made a piece of the evaluation, the method to reach the goals should lie increasingly in the hands of the teacher. The district should work to expand the professional development resources offered via its online platform, and teachers should be encouraged and empowered to seek out other opportunities as needed.

Leveraging Our Leaders: Expanding Access to Colleagues

Peer Observer: Building on the experience of shadowing as an Emerging Teacher, teachers in this stage should be encouraged to give informal feedback to colleagues while simultaneously learning best practices. These no-stakes feedback forms should go into the teacher's own portfolio of contributions to school and community, as evidence of both collaboration and pedagogy.⁸

We recommend that the Peer Observer be an in-classroom role, to ensure that they are immersed in the craft of teaching. We also recommend that there be a reasonable cap on the number of observations conducted to allow teachers to focus on their own classrooms.

Content Specialist: While new teachers will receive more holistic support from their Mentors, in order to distribute leadership, Professional Teachers should have the opportunity to act as Content Specialists, and work with Emerging Teachers on their specific content areas.

We recommend that the Content Specialist be a hybrid role to enable this coach to be able to visit and consult

with new teachers, while honing and improving his or her own practice.

In-House Consultant: A career pathway must enable our schools to leverage teachers as early adopters of emerging technology and innovations who can share their enthusiasm and expertise with peers. The In-House Consultant provides an opportunity for teachers who have expertise outside of their subject area to share knowledge and training with colleagues (see page 15).

Leveraging Our Leaders: Expanding Access to Students

Appropriate Scheduling and Class Load: Professional Teachers will have a lighter course or student load if they decide to take on one of these leadership roles. To reflect the variation in learning styles and speeds, we recommend that their schedules be created in consultation with their Mentors, who will know the most appropriate and reasonable schedule.

Caveats and Considerations

- Just like any leader, Peer Observers, Content Specialists and In-House Consultants need to be evaluated on their effectiveness. They should be given regular feedback on their performance in these leadership roles. Teachers who are rated below "effective" in their own classroom should not be allowed to continue in their additional leadership role. Instead, these teacher should be able to focus on honing their craft.
- As the role of In-House Consultants is developed, there should be clear rubrics and exemplars to help determine the continued effectiveness of each role, and best practices should be shared regularly across schools to maximize efficiency.

"A rewarding career pathway is one where I can improve in the classroom without being forced out and where I can utilize my own area of interest to help the whole school improve."

—Edward Kusell-Zigelman, high school math and dance, Dorsey High School

Focusing On... In-House Consultants

Why this makes sense for LAUSD

The district has many new initiatives on the horizon, from Common Core implementation to tablet integration to technology-enhanced or “Blended” learning. This position is an opportunity for enthusiastic early adopters to take on leadership roles. Additionally, this enables our district to distribute information on innovations more quickly and efficiently while building on key learning and feedback from early implementation.

What this could look like

Mr. Smith, having completed his induction program, has graduated from Emerging Teacher to Professional Teacher. He now teaches a full class load. Mr. Smith has gone to several PD sessions on Common Core and has already started to change the way he teaches graphs and trends. He applies at his school site and is awarded a position as an In-House Consultant on Common Core. He visits schools that are further along in the process, gathers best practices, develops workshops for his colleagues and opens up his classroom as a model lab for Common Core, which allows him to be both a full-time teacher and an In-House Consultant.

Who can control this

School approves In-House Consultants

LAUSD and its Education Service Centers share high-priority categories for consultants (for example, Common Core, Technology Integration or Project-Based Learning)

Benefits to the District

- Leveraging early adopters allows the district to pilot, improve and generate buy-in on new innovations in public education before going to scale.
- Increasing the frequency of informal observations through Peer Observers adds capacity to school sites.
- Increasing supports for early-career teachers reduces the money and skill that are lost when teachers turn over in the second to fifth years of their careers.

Impact on Student Achievement

- Supporting early-career teachers means we will increase teacher retention during the years in which their student achievement gains are being maximized.
- Leveraging early adopters ensures that students gain equitable access to District innovations by speeding up the process for sharing new information and training.
- Utilizing in-house experts ensures that all students have teachers who receive support, professional development and access to new technology.



Lead Teachers

Pushing Ourselves, Pushing One Another

The Current Problem

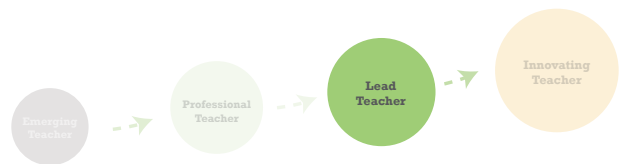
As we hit our stride in our careers, teachers desperately crave ways to continue to develop and to assist colleagues in their growth. As professionals in the business of learning, we want the same opportunities we promise our students—constant development, ongoing support and new challenges.

Lead Teachers Need to Impact...

- Our professional and career growth
- Our colleagues, grade teams and departments
- Innovations in pedagogy
- School policies and protocols

Supporting Success

Lead Teachers will continue to build skills in creative problem solving, data analysis and project management. All of these skills will be built through projects that serve their students, schools and districts. The teachers who leave



this stage will have shown seven years of effective teaching, with at least one year of highly effective teaching.

Building Our Leaders: Teacher Development

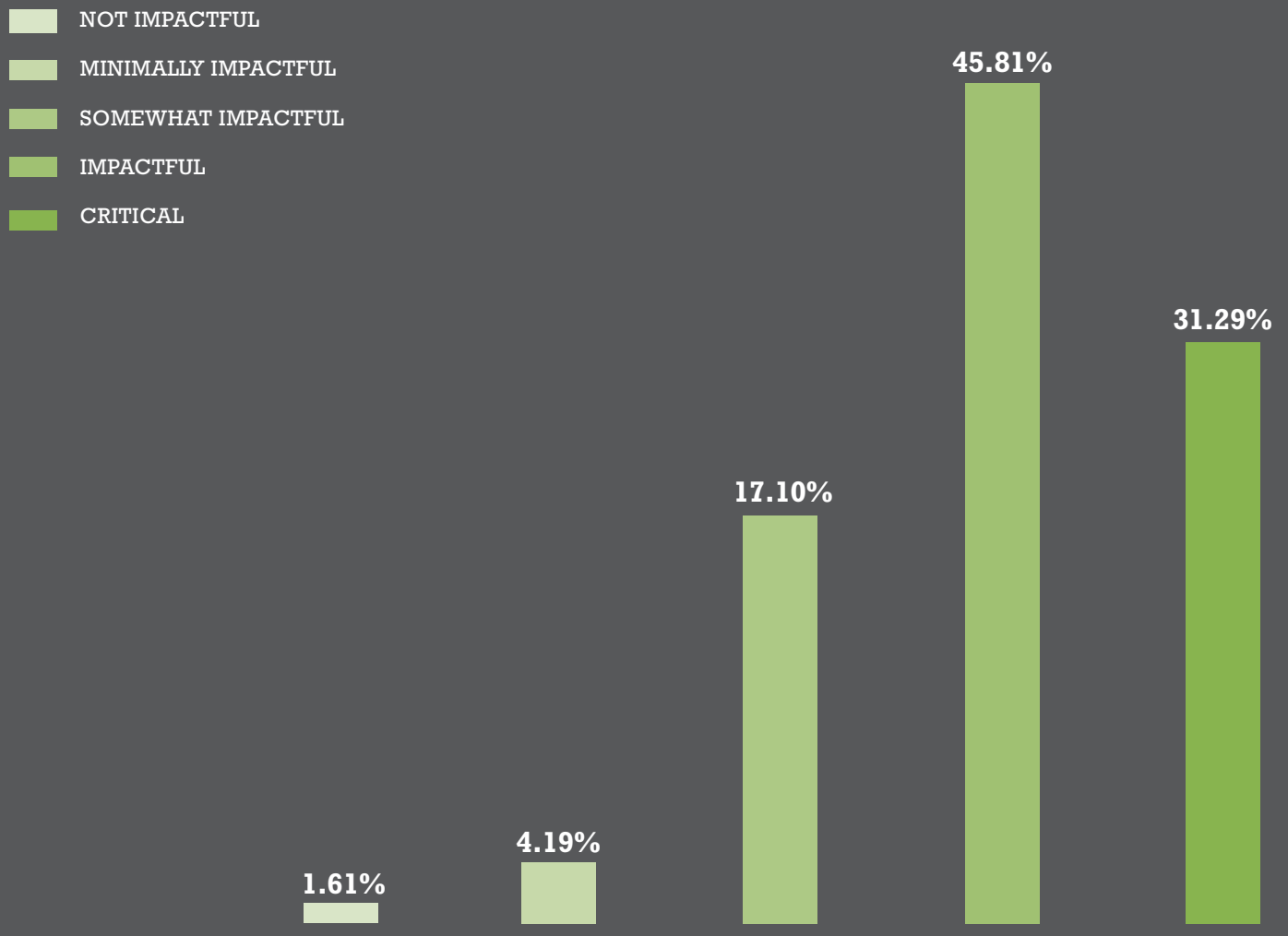
Full Autonomy in Professional Development: Lead Teachers should be empowered to utilize the district's web-based platform to develop Individual Growth Plans with their administrators and manage their own progress.

Leveraging Our Leaders: Expanding Access to Colleagues

Mentor: Mentors can take on the important responsibility of guiding early teachers through the challenging first few years of their careers. This is an exciting option for

In a career pathway for teachers, how impactful do you believe the following role could be in leveraging and retaining great teachers and driving student achievement?

Opportunities for teachers to write proposals for programs and new roles based on school needs



(310 respondents)

Educators 4 Excellence. "Attracting and Retaining Teachers." Teacher Survey. May 2013.

Lead Teachers who wish to help build the pipeline of the profession. Mentors should be evaluated on performance in this role separately from their performance as a teacher. This should be conducted by Mentor Evaluators (see page 20). Additionally, their continued participation should be based on their effectiveness as Mentors and their continued effectiveness with their students.

We recommend that Mentor Teachers be a hybrid role in order to accommodate the time teachers will need to conduct observations, deliver feedback and engage in professional development of mentees.

Leveraging Our Leaders: Expanding Access to Students

Educator Entrepreneurship Grant: The district should provide Lead Teachers with options to fund innovative ideas that contribute to student achievement and the school community. Lead Teachers can apply for district

grants to fund additional school roles or programs that are rooted in research and address the particular needs of their school communities (see page 19).

Caveats and Considerations

- Lead Teachers who serve as Mentors are at the same time growing professionals. They require training, support and accountability for their role as Mentors. Both the Mentor and mentee should have the opportunity to give input on the quality of the match and program.
- Successful implementation of school-based grants would require district leaders to be thoughtful about the review and selection process and provide clear guidelines and rubrics for applicants. We recommend that LAUSD's Education Service Centers take on the application review process. These local centers will be better equipped to help judge local needs and identify common trends and necessities across sites.

“Teachers need career paths in order to find a good fit professionally, discover their talents and feel fulfilled.”

—Marina Velez, high school Spanish, ICEF Lou Dantzler

Focusing On... Educator Entrepreneurship Grants (EEG)

Why this makes sense for LAUSD

In a district that has over 25,000 teachers who serve over 600,000 students, it is unrealistic to expect a single district office to know the needs of each individual school and community. But teachers in the classroom every day see firsthand the policies, programs and initiatives that have the potential to transform their students' lives. Allowing teachers to design those solutions would encourage teacher leadership and entrepreneurship, and inspire decisions to be made closer to the child.

What this could look like

Mr. Smith is a highly effective sixth-year teacher who has advanced from Professional to Lead Teacher. In collaborating with other schools as an In-House Consultant, he sees an opportunity for his school to improve parent engagement, which is clearly linked to student achievement.⁷ He proposes the role of Family and Community Liaison. This role would entail engaging in community outreach, facilitating parent workshops and strategically building partnerships between teachers and family. If he can use data at the end of his one-year grant to demonstrate the role's effectiveness, he can apply for further funding to strengthen or expand his program.

Who can control this

Teachers in collaboration with administrators create grant proposals
LAUSD's Education Service Centers approve proposals

Benefits to the District

- Providing more autonomy and innovation opportunities may incentivize better retention rates, saving costs of attrition
- Leveraging teacher leaders at school sites will reduce need and cost of external professional development consultants
- Increasing the number of community partnerships in our schools will build school capacity

Impact on Student Achievement

- Requiring programs to have student achievement or student need as one of their metrics of success ensures a focus on students
- Forging community partnerships can help address other, non-academic barriers to learning
- Increasing student access to community advocates and partners will build relationships that can be leveraged for college and career



Innovating Teachers

Leading Leaders

The Current Problem

Research consistently shows that a teacher's impact on student achievement tends to plateau after year seven.^{10,11} In fact, teachers in year five were shown on average to have similar impacts to teachers in year 20.¹² This stagnation is a disservice to our students' learning and our own professional growth.

Innovating Teachers Need to Impact...

Our professional and career growth

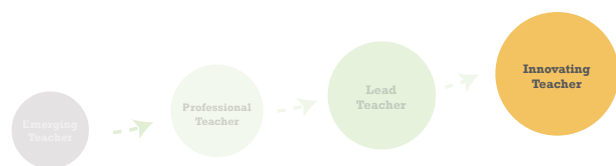
Our colleagues, grade teams and departments

Professional learning communities

District policy and protocols

Supporting Success

Innovating Teachers should lead both by transferring knowledge and leadership to others, and by modeling ongoing professional growth. Innovating Teachers should continue to take on new projects and challenges to expand their access to more colleagues and students.



Building Our Leaders: Teacher Development

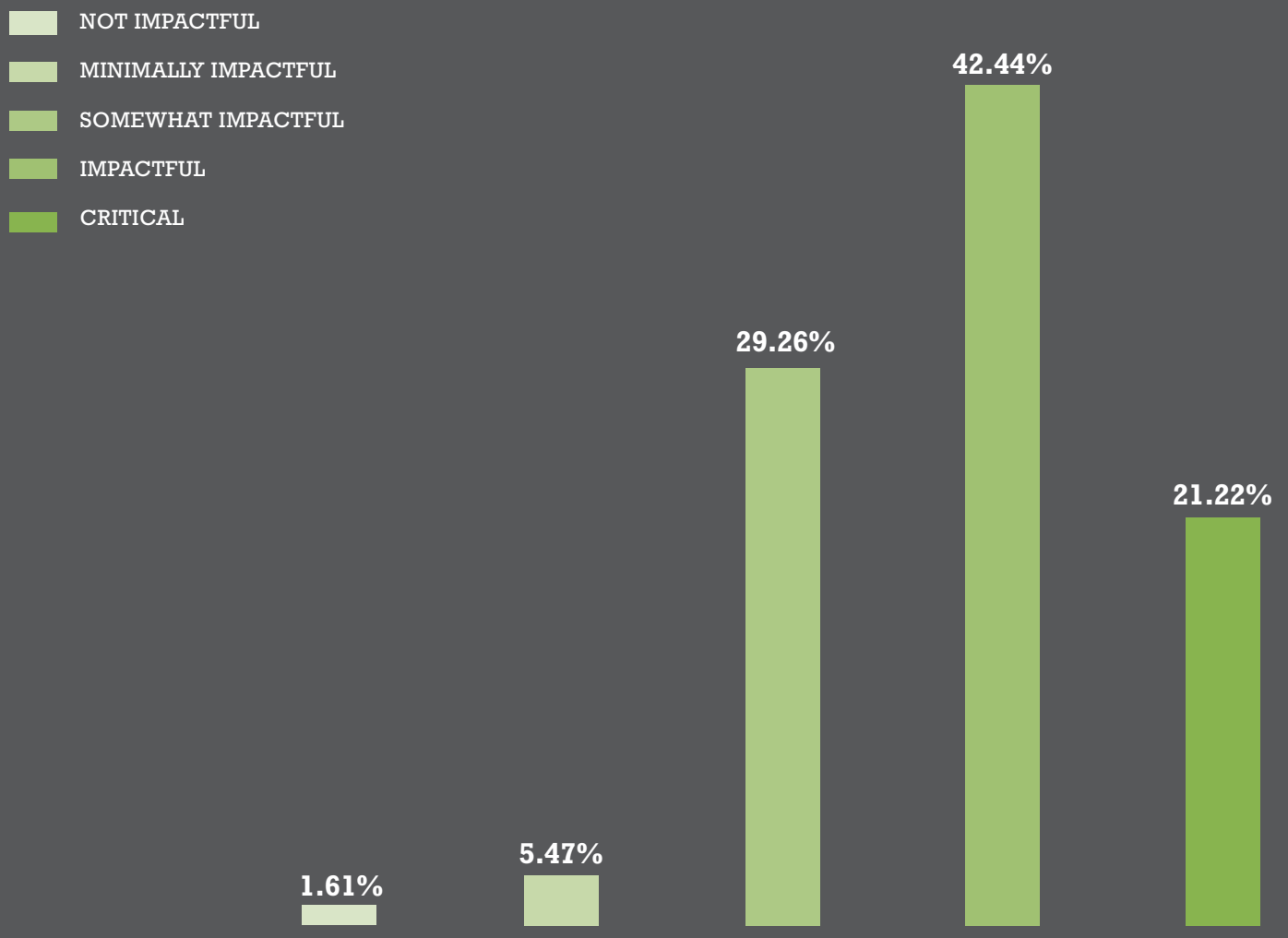
Full Autonomy in Professional Development: Innovating Teachers should continue to have full autonomy over their own PD selections in collaboration with their administrators and their individual growth plans. These individuals should be rewarded for meeting goals with increased opportunities to learn from their colleagues at other schools, in other districts and at conferences.

Leveraging Our Leaders: Expanding Access to Colleagues

Mentor Evaluator: Any Innovating Teacher who has been a Mentor should be empowered to work with administration to support other teachers who are taking on this responsibility. As a teacher supporting several Mentors, he

In a career pathway for teachers, how impactful do you believe the following opportunity could be in leveraging and retaining great teachers and driving student achievement?

Teacher whose role is to align community and curriculum across feeder schools (elementary, middle and high schools)



(310 respondents)

Educators 4 Excellence. "Attracting and Retaining Teachers." Teacher Survey. May 2013.

or she would also be able to see patterns across grade levels or departments. The Innovating Teacher would then be able to facilitate improved support and training for Mentors based on staff trends and needs.

We recommend that the Mentor Evaluator role be an in-classroom role, since check-ins and follow-ups with Mentor teachers can happen on an as-needed basis.

Peer Evaluator: Drawing on recommendations from LAUSD and UTLA, we believe peer evaluation should be part of a multiple measure evaluation system. As with all Innovating Teachers, Peer Evaluators must be rated highly effective. It is critical that teacher observers be trained and calibrated.

We recommend that the Peer Evaluator role be a hybrid role to give evaluators adequate time to observe classrooms, provide meaningful feedback and follow up with struggling teachers.

Leveraging Our Leaders: Expanding Access to Students

Inter-School Coordinator: Innovating Teachers should have the opportunity to impact students across school sites by making sure there is a seamless transition between neighboring elementary, middle and high schools. Inter-School Coordinators could be tasked with analyzing data to determine where breaks are occurring in PK

through 12. They would then ensure curriculum alignment across elementary, middle and high schools in their feeder patterns.¹³ For instance, an Inter-School Coordinator might strengthen literacy skills alignment to ensure that elementary students are prepared for middle school, who are then, in turn, prepared for high school. A study from USC found that school networks that implemented strong feeder patterns had faster turnarounds and more lasting reforms.¹⁴ An Innovating Teacher who has had extensive experience with curriculum alignment as a Content Specialist may be specially suited to build that strong network.

We recommend that the Inter-School Coordinator be an out-of-classroom role and based in one of LAUSD's Education Service Centers. This will accommodate the many schools involved in a feeder pattern and sufficiently support teachers across school sites.

Caveats and Considerations

- Our colleagues in other districts have consistently found that mentors and evaluators need to be two very distinct roles.
- In Hillsborough County, FL, for example, they attribute much of the success of their mentorship program to the non-adversarial nature of the program and the bright lines drawn between evaluative visits from peers and supportive visits from mentors.¹⁵

“Outstanding teaching impacts numerous students each year, but the improvement is multiplied when those outstanding teachers are given the roles and responsibilities to have a broader impact.”

—Katherine Woodfield, high school math, Lakeview Community Charter High School

Focusing On... Peer Evaluators

Why this makes sense for LAUSD

LAUSD has taken the first steps to develop and implement a thorough, multi-measure evaluation system. In order to ensure successful implementation, schools need to have the capacity to provide meaningful observations and feedback. Teacher leaders may be our most under-leveraged tool for supporting peers and our new evaluation system. Our strongest and most effective teachers should be encouraged to take on Peer Evaluator roles. Currently, state law prevents us from fully leveraging highly effective teachers as Peer Evaluators.¹⁶ To help rectify this problem, our District must advocate for changes to state law, which allows only licensed administrators to be formal evaluators of teacher practice. Luckily, both our District and union agree and have called for formal peer observers to be part of teacher evaluation.

What this could look like

Mr. Smith has progressed from Lead Teacher to Innovating Teacher. Over the course of his 20-year career, he has taken on a wide range of leadership roles, including returning to his classroom full time. He now serves as a Peer Evaluator, helping to improve the quality of instruction in his school.

Who can control this

Schools select District-normed and trained Peer Evaluators
District provides norming and training to Peer Evaluators

Benefits to the District

- Increasing school capacity to conduct observations supports the implementation of the District's educator evaluation system
- Utilizing and expanding on technology reduces long-term spending on professional development

Impact on Student Achievement

- Increasing capacity to offer teachers feedback, mentorship and support improves quality of student instruction
- Strengthening instructional alignment between elementary, middle and high schools drives student achievement

Valuing Our Partners: Learning from UTLA, LAUSD and Others

Our recommendations reflect research on sound strategies proposed from UTLA, LAUSD and other districts.

Learning from UTLA

- Leverage the voices of teacher-leaders in decision making
- Support all teachers from induction through retirement
- Empower teachers to craft policies that serve their own schools and students
- Embed professional development in every stage of a teacher's career
- Strengthen the peer assistance and review process

Learning from LAUSD

- Focus on roles that expand reach and impact of highly effective teachers
- Focus on roles that can be used to support struggling teachers
- Focus on roles that can keep highly effective teachers in the classroom

Learning from other districts

- Provide intensive support for teachers in their early years (Aspire Public Schools, Hillsborough County Public Schools)
- Create a multifaceted pathway to capture different areas of interest and passion (Baltimore City Schools, DC Public Schools)
- Value the teachers who choose not to take on any extra roles (Arizona Career Ladder Program, Cincinnati Public Schools)

Conclusion

It is a privilege to be a teacher; to have a hand in shaping young minds who are the very future of our city and nation. More than a noble profession, our job requires creative problem solving, management expertise and dynamic leadership. Giving teachers a path to grow in their classrooms and within their careers has the potential to inspire a dogged pursuit of continuous learning and excellence. This is precisely what we want to teach our students.

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12. Ladd, Helen, "Value-Added Modeling of Teacher Credentials: Policy Implications," Duke University and CALDER, 2008.
13. Every residential address has a School Feeder Pattern, which assigns students to an elementary school, middle or junior high school, and high school.
14. "Improving schools through networks: A new approach to urban school reform," USC Rossier School of Education, 2002.
15. "With addition of mentors, district retains more teachers," Empowering Effective Educators, 2012.
16. See California Education Code Sec. 44665.

Appendix: Our Process and Methodology

Identifying Our Policy Focus

E4E-Los Angeles held more than 20 focus groups with roughly 150 teachers who teach in our district schools and polled E4E members to identify the most important and impactful policy issues.

Reviewing Research

The Teacher Policy Team met for several months to review research on different national attempts to address teacher attraction and retention as well as local strategies being proposed or piloted by UTLA, LAUSD and local charter networks. Additionally, the Teacher Policy Team held conversations with leaders from LAUSD, TNTP and other national experts.

Conducting Local Research

The Teacher Policy Team conducted over 120 peer and administrator interviews to gather critical stakeholder feedback. We also conducted a survey of over 300 teachers and school leaders, including E4E-LA members and non-members, to understand the most essential strategies for attracting and retaining great teachers in hard-to-staff schools.

Teacher Policy Team

Lisa Alva Wood

High School English
Roosevelt High School

Omar Araiza

Fourth Grade Special Education
NOW Academy

Sadaf Ashraf

Sixth Grade History
Community Charter Middle School

Phylis Hoffman

Third Grade
Harry Bridges K-8 Span School

John Kannofofsky

High School Art
Animo Venice High School

Edward Kussel-Zigelman

High School Math and Dance
Dorsey High School

Brandy Price

Principal
Ingenium Charter School

Jennifer Ramirez

Kindergarten
Barack Obama Charter School

Christopher Records

Special Education
School of Social Justice at Linda E. Marquez High School

Bianca Sanchez

Second Grade
NOW Academy

Kelly Vallianos

Third Grade
Dominguez Elementary School

Marina Velez

High School Spanish
Lou Dantzler High School

Katherine Woodfield

High School Math
Lakeview Charter High School

For far too long, education policy has been created without a critical voice at the table—the voice of classroom teachers.

Educators 4 Excellence (E4E), a teacher-led organization, is changing this dynamic by placing the voices of teachers at the forefront of the conversations that shape our classrooms and careers.

E4E has a quickly growing national network of educators united by our Declaration of Teachers' Principles and Beliefs. E4E members can learn about education policy and research, network with like-minded peers and policymakers and take action by advocating for teacher-created policies that lift student achievement and the teaching profession.

Learn more at **Educators4Excellence.org**.

