

## CHARLOTTE-MECKLENBURG SCHOOLS CAREER DEVELOPMENT PLAN

This plan, under development for the 1984-85 school year, would provide a "career ladder" that could lead to salaries equivalent to mid-management pay ranges for teachers. The plan has a probationary period for teachers which stresses professional development. During the initial probationary period, teachers must complete inservice requirements equivalent to a master's degree and have satisfactory on-the-job performance evaluations. Changes made in the tenure system extend the probationary period to 4-6 years, but provide a flexible time frame for achieving tenure status.

### Who is Eligible?

All teachers new to the system would participate, with experienced teachers in the system having the opportunity to join if they wished to do so.

### Details of the Plan:

#### Probationary Status: (see back of page)

First year - all teachers are probationary

Second year - advance to career nominee status, continue as probationary teachers or be terminated

Third year - advance to career candidate, advance to career nominee, remain career nominee or be terminated

Fourth year - advance to career candidate status, remain as career nominee, or be terminated

Fifth year - awarded tenure, advance to career candidate, remain a career candidate, or be terminated

Sixth year - awarded tenure, remain a career candidate, or be terminated

Seventh year - become tenured or be terminated

#### Levels for the Tenured Teacher:

Career Level I - This first step for tenured teachers would provide an extra \$2,000 per year. Teachers would be reevaluated every three years. Each evaluation that is satisfactory would provide another \$2,000 increment. Teachers in this level would teach, evaluate curriculum materials and work with probationary teachers.

Career Level II - After three years' experience at the first level, teachers could move to Level II. The salary level would be approximately \$2,000 above the Level I teachers. In addition to classroom teaching, these teachers would help with assigned projects, possibly assisting in numerous schools, conduct research or work on inservice projects.

Career Level III - These teachers would work as curriculum specialists or on inservice projects. They would still serve as classroom teachers. They should be able to carry out research projects as needed by the district. The salary would be approximately \$2,000 above the Level II teacher.

Under the plan the most experienced teacher who has reached Career Level III would be paid approximately \$39,000 a year, about \$17,000 more than is currently earned by the most experienced teachers in the district.

### Financing of the Plan:

It is estimated that the cost would add \$6.0 million annually when the plan is fully implemented in about 15 years.

### Evaluation Methods to Be Used:

Frequent evaluations will occur, but career teachers will be evaluated in a summary fashion once each 3-5 years to determine eligibility for salary increments. Evaluation of beginning teachers is competency based (knowledge and skill). Evaluation of Career Level I, II, and III teachers is based on clear and convincing evidence that specified performance expectations are being met (goal achievement and product quality). A key element in the evaluation will be observation/evaluation reports prepared by specially trained full time observer/evaluators.

### Legislation:

The 1983 North Carolina Legislature passed a bill exempting the school district from the state tenure law which grants tenure after three years' teaching experience. The exemption will have to be renewed by the 1985 Legislature.

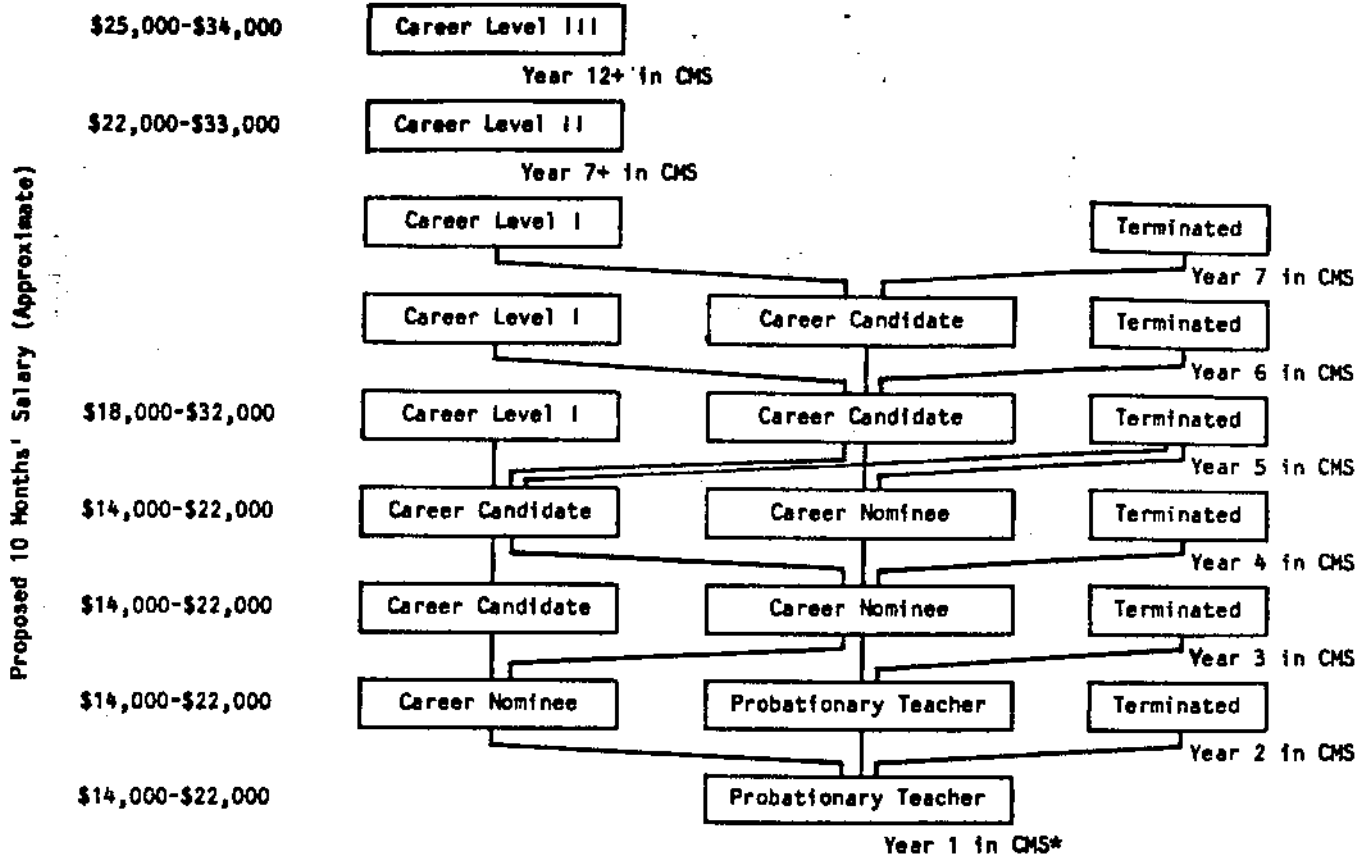
### Unique Features:

A district level plan which provides extensive training during an extended probationary period for teachers. The program stresses career development and includes opportunities for teachers to combine classroom teaching with curriculum, inservice, and research projects.

### Future Actions:

Between 1984 and 1985, a similar plan will be developed for non-classroom personnel including principals, assistant principals, and support personnel.

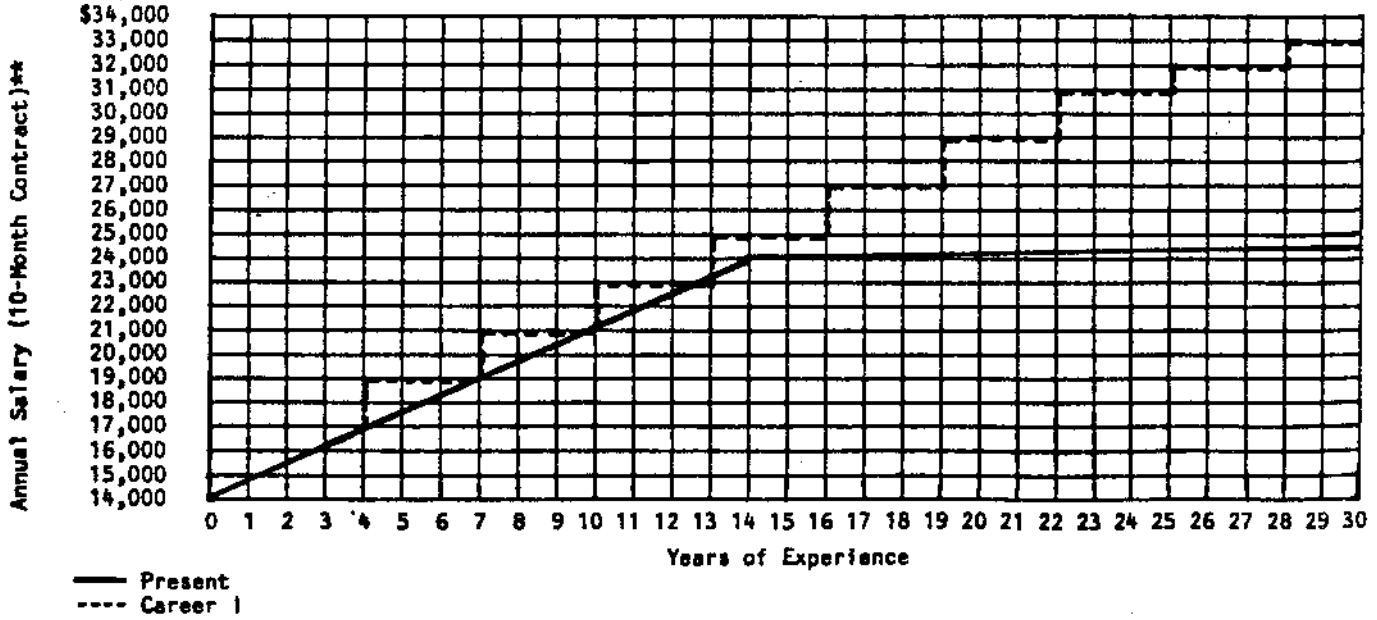
### CHARLOTTE-MECKLENBURG SCHOOLS CAREER LADDER FOR TEACHERS



Career level teachers may receive extended contracts. Teachers working eleven months would receive 10% more salary, and teachers working twelve months would receive 20% more salary.

\*Teachers new to the system with prior experience will be placed on present state salary schedule as appropriate for level of experience and training.

### PRESENT AND PROPOSED SALARY SCALE



— Present  
 ---- Career I

\*\*Given the present pattern of state funding, it is not possible to relate salary directly to experience. Therefore, the present salary structure presented here is an approximation intended to give a general image of the prevailing pattern of pay.

CHARLOTTE-MECKLENBURG SCHOOLS  
PROPOSAL FOR TEACHER CAREER DEVELOPMENT PROGRAM

GENERAL RECOMMENDATIONS

1. All teachers employed on a regular contract subsequent to January 1, 1984, who have not previously gained tenure in North Carolina schools, will be required to participate in the Teacher Career Development Program.
2. At least 150 presently tenured CMS teachers will be selected as the initial cadre of career candidates.
3. In the immediate future (the next 3-5 years), new teachers who do not have tenure in North Carolina schools will be advised that the expectation is that they will normally not receive tenure until the end of the fifth year of teaching and some may not receive tenure until the end of the sixth year.
4. For new teachers who have not been previously tenured in North Carolina schools, granting tenure carries with it the granting of career level I status in the system.
5. For teachers who have previously been tenured in North Carolina schools, tenure decisions in CMS will be made by the end of the second year of employment. However, for these persons the granting of tenure does not carry with it the granting of career level I status.
6. Among present employees, only persons who hold tenure in CMS will be eligible to be considered for admission to career candidacy in the new system.
7. Present employees who do not have tenure and who subsequently gain tenure and future employees who gain tenure under the present conditions of the Fair Employment and Dismissal Act (i.e., teachers who are employed with tenure in North Carolina schools) will be eligible to apply for candidacy upon the receipt of tenure.
8. It should be the goal of the Charlotte-Mecklenburg Schools to assure that all persons who are presently employed (including those who do not have tenure) be provided the opportunity to undergo the training and evaluation necessary to qualify for career I status before persons subsequently employed are eligible to gain this status.
9. The present advisory/steering committee and liaison structure should remain in place for at least five years. The purpose is to provide for monitoring the implementation process, identifying problems that emerge as a result of implementation, and suggesting possible solutions to the Superintendent.
10. Present teacher members of the advisory/steering committee will be precluded from applying for candidacy for career status for the 1984-85 school year. However, five of the nine teacher members of

the advisory/steering committee will be replaced by career level I teachers for the 1985-86 school year and the four remaining teachers will be replaced by career level I teachers for the 1986-87 school year.

11. Present teacher members of the advisory/steering committee will enjoy no special advantage or disadvantage in being selected as candidates other than a) none will be eligible to be candidates during the first year and b) four will not be eligible for candidacy during the second year.

12. In recognition of the disadvantage of late application, present teacher members of the advisory/steering committee will receive a salary equivalent to the salary they would receive if they were career level I teachers during the period they serve on the advisory/steering committee. However, it is understood that these teachers are to be replaced by career level I teachers. Serving on the committee is assumed to be a normal duty for a career level I teacher and therefore no stipend will be paid.

13. As career level I teachers become available, it is expected that one of their normal duties is to serve on a school liaison committee.

14. The advisory/steering committee and other persons designated by the Superintendent will meet at least once each year to review progress and address emerging problems.

15. Chairpersons of liaison committees will meet at least twice each year (at an area level) to review progress, identify problems, and react to proposed solutions.

16. In addition to the annual meeting indicated in number 14 above, the advisory/steering committee will meet at least four times per year to review progress, identify problems, and propose solutions.

#### Recommendations Regarding Evaluation and Training of New Teachers

1. All teachers who have not previously gained tenure in North Carolina schools and who are employed on a regular contract subsequent to January 1, 1984, will be designated as provisional teachers.

2. Decisions regarding continued employment and/or advancement to career nominee status will be based upon an assessment of documented evidence that the provisional teacher has demonstrated the possession of specified competencies (see Appendix A) which have been determined to be associated with the capacity to perform in outstanding ways in the classroom.

3. No person will advance from provisional status to career nominee status until a) the possession of the specified competencies has been clearly demonstrated and b) until the person has been certified as per the provisions of the state's Quality Assurance

Program. It is expected, therefore, that new teachers will serve in a provisional status for two years.

4. Persons who have not demonstrated the expected competencies by the end of the second year of employment will be terminated. Termination prior to the end of the second year may also occur if evaluations indicate that the provisional teacher is not likely to develop the competencies and skills required for outstanding performance in the classroom.

5. As a part of the condition of employment, new teachers will be required to sign a document indicating a) their understanding of the special provisions for gaining tenure in CMS b) their willingness to participate in the forms of evaluation and training prescribed.

6. The primary unit responsible for the assessment and direction of provisional teachers will be a three person committee made up of the principal, the assistant principal for instruction, and one experienced teacher designated by the principal to serve as a mentor for the provisional teacher. (Normally, it is expected that the experienced teacher will come from the school in which the provisional teacher is assigned. As career level I, II, and III teachers become available, it is also expected that these persons will form the primary pool from which mentors will be drawn. However, if in the principal's judgment there are no persons available in the school who could appropriately serve as a mentor, an outside teacher will be requested to serve as mentor.) Hereafter, this group will be referred to as the assessment/advisory team.

7. The evaluation criteria used with all beginning teachers will be a specified list of competencies which have been identified as important to assure that one has a maximum chance of developing into an outstanding teacher. (This competency list is still in the process of development, but a preliminary list is attached in Appendix A.)

8. During the first semester of employment, the evaluations will be informal, but intensive.

- a. Prior to the beginning of the school year, the new teacher will meet with the assessment/advisory team to review the competencies expected and to engage in a preliminary assessment of the teacher's knowledge and skills in these areas.
- b. Based on this review, the assessment/advisory team will develop a preliminary observation and consulting schedule. The purpose of this schedule will be to confirm that the individual in fact possesses the skills and knowledge that the preliminary assessment indicated were present and to develop skills and knowledge that appear to be lacking.
- c. It is intended that the new teacher will be observed and/or participate in a formal conference centered on one or more of the specified competencies at least once each week. Logistically, the responsibility for such observations and

conferences will be assigned to the assessment/advisory team and to other persons as well (e.g., other teachers in the school, curriculum specialists, inservice specialists, and other professional personnel who seem to be appropriate). It will be the responsibility of the principal to assure that personnel assigned to conduct observations are in fact available.

- d. Each person conducting an observation or consulting session will be expected to file with the principal a brief narrative report indicating his/her assessment of the beginning teacher's performance and/or progress. In addition, specific data supporting the assessment should be reported. (Observers and consultants will, of course, be trained in the preparation of such reports.)
- e. At least once every six weeks, the full assessment/advisory team will meet with the beginning teacher to review reports, assess progress, and make necessary adjustments in the conferencing schedule.
- f. Near the end of the first semester, the assessment/advisory team will meet with the beginning teacher to hold a summary conference and to specify future directions. At this time, other persons with staff development responsibility may be asked to participate in the conference since one of the purposes of the conference will be to develop a more formalized training and support program for the beginning teacher.

9. During the second semester of employment, the process described above will be continued. In addition, three formal observation/evaluations will be conducted by three trained and system-verified observer/evaluators. During the first semester, beginning teachers will be provided instruction regarding the nature of the formal evaluation process. The results of these observation/evaluations plus the data contained in the informal observation materials will be used as the evidence to support or refute the proposition that the beginning teacher has made satisfactory progress in developing the competencies required to warrant continuation as a second year teacher.

10. In early April, the assessment/advisory team will meet to assess the beginning teacher's progress to date and to develop a preliminary recommendation of whether the beginning teacher has a) demonstrated satisfactory progress to warrant continuation as a provisional teacher or b) failed to demonstrate satisfactory progress and therefore termination is advised.

11. Subsequent to this meeting, the principal, and at the suggestion of the principal, other members of the team will meet with the provisional teacher to discuss the team's decision and the data

base from which the decision derived. At this time, the teacher will be invited to write a self appraisal responding to the team's assessment. In cases where termination is recommended the self assessment plus the team's recommendation will be forwarded to the area review committee for action. (The action of this team will parallel the actions taken for experienced teachers except that the question before the area level review committee will be focused on specified competencies instead of generalized expectations.)

12. In those cases where the assessment/advisory team recommends termination or advancement to career nominee status, the recommendation will be forwarded to an area level review committee (see below). The recommendation report should indicate the specific date upon which the recommendation is based. Furthermore, the recommendation should be especially attentive to the contents of the observation/evaluation reports.

13. The area level review committee comprised of the Area Superintendent or his/her designee, a principal from a school other than the one at which the teacher is assigned, the Assistant Superintendent for Personnel Services or his/her designee, an appropriate curriculum specialist, and a teacher from the teacher's assessment/advisory team will review the recommendation and supporting documents. Based on this review, a recommendation will be forwarded to the central review committee.

14. The central review committee will have the obligation of reviewing all recommendations, assuring that uniform procedures have been followed in all cases. Where there is a disagreement between the assessment/advisory team and the area level committee, the central committee will render a judgment concerning how this difference should be reconciled. The final recommendations to the Superintendent regarding the disposition of any case will come from the central review committee comprised of the Deputy Superintendent or his/her designee, the Assistant Superintendent for Curriculum and Staff Development or his/her designee, the Assistant Superintendent for Personnel Services or his/her designee, a teacher member from the advisory/steering committee, and an administrative staff member from the advisory/steering committee.

15. At present, all new teachers will serve a second year as provisional teachers. The evaluation procedures described above will be employed during the second year with the following exceptions:

- a. The informal observations and conferences will be less intensive (once every two weeks) as opposed to once per week.
- b. The number of observation/evaluations by outside observers will be increased from three to six.
- c. At the end of the second year, all recommendations will be reviewed by the area level and central review committees.

16. For a person to receive a positive recommendation at the end of the second year, two conditions must be met:

- a. The data contained in the nine observation/evaluation reports must clearly indicate that the quality of the teacher's classroom performance is strong to outstanding<sup>1</sup>.
- b. There must be strong evidence that the specified competencies have been demonstrated.

17. To assure that the evaluation plan for beginning teachers can be effectively implemented, the following conditions must be met:

- a. New teachers will be expected to participate in a three day training session prior to the beginning of their employment. The purpose of this session will be to orient them toward the expectations of the evaluation system and help them understand what is intended.
- b. Other than specific activities suggested by the assessment/advisory team, there will be no training provided for new teachers during the first semester of employment.
- c. Experienced teachers who apply for candidacy (see below) will be required to indicate their willingness to serve as mentors for provisional teachers if requested to do so even if they are not selected in the first group of experienced teachers to become candidates.
- d. Teachers who are designated as mentors to new teachers will be provided a substitute  $\frac{1}{2}$  day per month so that they can observe and consult with the beginning teacher.
- e. The assistant principal for instruction (API) will be expected to spend the equivalent of one full day per month with each beginning teacher at his/her school. In those cases in which the number of teachers in an individual school is too great to make this feasible, alternative arrangements will be made.
- f. The principal will be expected to spend  $\frac{1}{2}$  day per semester observing and conferring with each new teacher at his/her school.
- g. The appropriate curriculum specialist will be expected to spend  $\frac{1}{2}$  day per semester with each new teacher. In those cases in which the appropriate curriculum specialist is not available, alternative arrangements will be made.
- h. The area program specialist will be expected to spend  $\frac{1}{2}$  day per semester with each new teacher.
- i. Principals, API's, curriculum specialists, and teachers who serve on assessment/advisory teams will be provided a 2-3 day training session in which they are provided instruction in



the ways and means of preparing useful reports on informal observations and conferences.

18. Based on the results of evaluations conducted during the first semester of the employment of provisional teachers, API's in cooperation with curriculum specialists and under the leadership of the Assistant Superintendent for Curriculum and Staff Development, should design and implement system-wide and/or area wide training programs designed to develop required competencies that are found to be generally lacking or in need of refinement. In addition, the assessment/advisory teams should prescribe individual experiences intended to overcome deficiencies noted in individual cases. At a minimum, this training should assure the development of the competencies contained in the Effective Teaching Program and the Alcohol Education Workshop.

19. The evaluation of career nominees will parallel the evaluation of second year provisional teachers except that the focus of the evaluation will be broadened to include knowledge and skills that assure the capacity to effectively assume faculty responsibilities that go beyond the classroom (e.g., work on faculty committees, work with parents and community agencies).<sup>2</sup>

20. The career nominee will be permitted, if he/she chooses, to select a mentor other than the one assigned during the provisional period with the provisions that: 1) the person selected meets with the approval of the principal, and b) the person selected is a career level I, II, or III teacher. (By the time new teachers reach career nominee status, career level I teachers and perhaps career level II teachers will be available.)

21. Career nominees will continue to be evaluated as they were evaluated as provisional teachers. Each year of nominee status (one to two years) a nominee will undergo at least three observation/evaluation sessions with trained outside evaluators. No person will advance from nominee status to career candidate status until it is judged that he/she has satisfactorily demonstrated all the competencies listed in Appendix A. Furthermore, no person will be advanced to candidate status until and unless the observation/evaluation reports indicate that the quality of classroom performance is outstanding.

22. As for provisional teachers and career nominees, primary responsibility for the assessment and direction of the candidate will be assigned to a team of teachers and/or administrators. At the recommendation of the candidate and with the consent of the principal, the assessment/advisory team assigned during the provisional and nominee period could be retained, or the team may be reconstituted. If the team is reconstituted, the following provisions will apply:

- a. The team shall have no fewer than three and no more than five members.

- b. If the principal is not officially a member of the team, he/she will continue to serve in an ex officio capacity.

23. Prior to the beginning of school of the first year of candidacy, the advisory/assessment team will meet with the candidate to develop a two year evaluation plan. The intent of the plan will be to cause the candidate to present products that contain evidence of results suggested by the expectation statements. For example, a candidate might propose that he/she will submit a number of teacher made tests to a school system specialist in tests and measurements for critical review and evaluation. Similarly, the candidate might suggest that he/she will submit an appropriate unit to a curriculum specialist for review and evaluation. The candidate would also be called on to suggest criteria to be used in the evaluation of these products. The team will review the candidate's proposal and make suggestions about any needed additional products or modification of criteria. In addition to the products suggested by the candidate and the team, the candidate will be required to undergo six observation/-evaluation sessions with outside observers over the two year period. Recommendations regarding advancement to career level I status will be based on the results of the observation/evaluations and on the evaluation of the other products that the teacher has agreed to provide.

24. As with provisional teachers and career candidates, it is expected that the assessment/advisory team will meet regularly with the person being evaluated for the purpose of a) establishing an evaluation plan, b) monitoring progress, and c) rendering a summative judgment at appropriate points. For the career candidate, these meetings will occur before the beginning of the school year, near the end of the first semester, and near the end of the second semester.

25. The general structure for the evaluation of career candidates will be the same as for the evaluation of provisional teachers and career nominees. Specifically, the assessment/advisory team will be expected to conduct on-going evaluation sessions with the candidate and at the appropriate time to forward a recommendation for advancement to career status. With the exception of presently employed teachers, no person will be recommended for career level I status until he/she has served at least two years as a career candidate.

26. Once one has arrived at candidate status, the focus of evaluation will shift from specified competencies to more global expectations. The critical question will be, "Is there clear and convincing evidence that the individual being evaluated is meeting the expectations of a career level I, II, or III teacher?" Thus, the evaluation system will shift from a competency based evaluation system (i.e., skills and knowledge) to a results based evaluation system. Furthermore, the results of concern are those indicated by the statement of expectations (e.g., teachers should engage in activity that assures that they maintain currency in their field). The evaluative question, therefore, is "What is the evidence to support the assertion

that the teacher is current in his/her field?" Similarly, "What is the evidence that the teacher's classroom performance is consistent with what is known about effective teaching?"

27. For career candidates and career level I teachers, the expectations are:

- a. Maintain mastery of the subject matter he/she is assigned to teach and maintain technical expertise in his/her assigned area of responsibility.
- b. Evaluate students in a manner that is consistent with the best available knowledge in the field of evaluation.
- c. Provide instruction to students in a manner that is consistent with the best available knowledge in the field of teaching and learning.
- d. Manage classroom activities in a way that creates an environment conducive to effective and efficient student acquisition of knowledge.
- e. Provide his/her students with maximum access to the human and material resources available in the system and in the community.
- f. Recognize and respond positively, appropriately, and with a caring attitude to students including the handicapped and those from diverse cultural and ethnic backgrounds.
- g. Establish high expectations for student performance and provide students with those forms of motivation, instruction, guidance, and support that are most likely to assure that these expectations can be met.
- h. Communicate effectively with staff, parents, and students regarding issues relevant to his/her area of expertise and/or his/her job assignment.
- i. Participate in the planning, implementation, and evaluation of the effects and effectiveness of school programs.
- j. Participate in and support activity aimed at enhancing the life of the school and achieving school goals.
- k. Serve as a mentor and role model for new or less experienced teachers and for student teachers.
- l. Participate in research and development activities aimed at improving instruction including participating in the creation of and testing of alternative curriculum materials and alternative instructional strategies.
- m. Engage in continuous self-evaluation and alter his/her performance in response to these evaluations.

- n. Participate in the evaluation processes associated with the assessment of the career level I teacher.
- o. Maintain an awareness of the trends and issues being addressed by professional organizations and become involved, where appropriate, in shaping and addressing these trends and issues.

28. For career level II teachers, there are the following additional expectations:

- a. Provide leadership to the staff in identifying and attempting to solve school problems.
- b. Develop and maintain skills as an observer-evaluator and be willing to serve in an observer-evaluator role if asked to do so.
- c. Accept new job assignments including accepting temporary moves or transfers if such moves are viewed as necessary to effectively address school problems or improve instructional programs.

29. Career level III teachers will be expected to meet all the expectations for career levels I and II, and in addition to:

- a. Provide leadership in the design and conduct of research and development projects aimed at improving instruction including participating in the creation of and testing of alternative curriculum materials and alternative instructional strategies.
- b. Provide leadership in the design and implementation of building, area, and system level staff development programs.

30. To advance from career candidate status to career level I status, there must be, in the judgment of the assessment/advisory team and the subsequent review committees that the individual being evaluated is performing in ways that meet the expectations indicated for career level I status. Furthermore, no person will be advanced from career candidate status until the results of the observation/-evaluation reports indicate that the quality of his/her classroom performance is consistently outstanding.

31. Presently employed teachers who are selected as candidates for career level I status will be required to submit to the same evaluation process described above for career candidates with the following exceptions:

- a. The evaluation plan will be for one year rather than two years.
- b. The observation/evaluation reports will be increased to nine in a single year.

32. Career level I, II, and III teachers will undergo an evaluation process directly parallel to that described for candidates with the exception that:

- a. The evaluation cycle for career level I teachers will be for three years;
- b. The evaluation cycle for career levels II and III teachers will be for five years;
- c. The expectations for career level II and III teachers will differ from those for career level I;
- d. Only one observation/evaluation session will be conducted per year except that in the last year of the evaluation cycle, two observations will be conducted.

#### Recommendations Regarding Selection

Ideally, the selection of career candidates should be based on a systematic evaluation process occurring over a sustained period of time. Ideally, all present teachers who aspire to career level I status should be afforded the opportunity to undergo such an evaluation at the same time. At present, the technical capacity to systematically evaluate all teachers who might wish to seek career level I status is unavailable, and it is unlikely that resources will be available to develop such capacity in the short run. Therefore, the following alternative strategy is recommended:

1. All teachers who have tenure in CMS will be eligible to apply for acceptance as a candidate for career level I status.
2. All teachers who apply will be assured that they will have the opportunity at the earliest possible time to undergo the training and evaluation that will determine whether they will be granted career level I status.
3. Persons who apply will not be accepted, unless they agree to comply with the training and evaluation requirements and unless they are willing to accept the other conditions of selection described below.
4. Once applications have been received, fellow teachers and knowledgeable administrators will be provided with a carefully constructed questionnaire which calls on them to indicate their assessment of the applicant's reputation among teachers, administrators, and parents. For example, an item might be, "If the Superintendent of Schools said that X is an outstanding teacher, most teachers who know X would a) agree strongly, b) agree moderately, c) have serious doubts, d) I do not know how other teachers would respond, or e) I do not wish to answer this question.

5. Using responses on the questionnaire as the data base, applicants will be placed in two categories: a) those with clear reputations for outstanding performance, and b) those with mixed reputations.
6. Applicants with clear reputations for being outstanding will be given the earliest opportunity. If all applicants fall in this category, priority will be assigned by random lot with the exception that attention will be given to a) assuring a balance between elementary and secondary school teachers, b) assuring racial balance, and c) assuring the presence of both men and women.
7. Seniority in CMS will be taken into account. The precise formula is still being developed.
8. Only persons who indicate that they are willing to participate in a one week training workshop prior to the beginning of school will be eligible for selection.
9. Only persons who indicate that they are willing to serve on evaluation teams and as mentors will be eligible for selection.
10. Only persons who indicate that they are willing to participate in a training program which requires a time commitment equivalent to six semester hours of credit will be eligible to be selected.

#### Training and Logistics

1. In addition to the time commitments indicated earlier as necessary to support the evaluation and training of new teachers, the following additional requirements must be met if this program is to be successfully implemented:

- a. For the 1984-85 school year, it will be necessary to employ nine persons to serve as observer/evaluators and to provide for their training.
- b. It will be necessary to provide a one week training session prior to the beginning of school to orient experienced teachers who have been selected to the expectations the system has for them and to provide them with the instruction necessary to insure a reasonable probability of success in the program.
- c. It will be necessary to provide experienced teachers who are candidates with one-half release day per month to participate in a formal training program designed to develop the knowledge, skills, and attitudes necessary to meet the expectations for career level I teachers.

- d. It will be necessary to assure teachers who are not selected in the first or early groups that they will have an opportunity to participate and that high priority will be given to redirecting existing staff development resources in such a way as to help them move into the Career Development Program as rapidly as possible.
  - e. It will be necessary to inform all new teachers that the first 4-6 years of teaching in the Charlotte-Mecklenburg Schools carries with it the expectation that one be willing to participate in intensive training intended to develop and maintain skills required of outstanding teachers.
2. It is not the purpose of this program to in any way jeopardize the present basic salary structure or to threaten future improvements in that structure.

## NOTES

<sup>1</sup>The specific instrument (or instruments) to be used in the assessment of classroom performance has yet to be selected and/or developed. It appears likely, however, that the instrument that will be used is the instrument that is presently being field tested by the State of North Carolina as the instrument to be used in support of the Quality Assurance Program. The reasons this instrument is likely to be selected are: 1) it would make our evaluation system congruent with the minimum requirements of the state evaluation, 2) the state Classroom Performance Appraisal Instrument is one of the few instruments available that is based on research regarding effective teaching and effective schools, 3) the items of concern on this instrument are consistent with the elements of teaching suggested as important by the Effective Teaching Program presently being implemented in CMS, and 4) since the instrument is being developed in North Carolina, we will have easy and relatively inexpensive access to the forms of training and technical assistance which will assure that the instrument will be effectively and appropriately employed.

<sup>2</sup>Persons who have arrived at career nominee status should be persons who have already demonstrated they have the knowledge and skills to assure that they are capable of high quality classroom performance. It does not depreciate the significance of classroom performance to suggest, however, that there is more to being a classroom teacher than classroom performance. Outstanding teachers are called on to do many things to maintain excellence in a school in addition to those things that maintain excellence behind the classroom door. They are, for example, called on to relate effectively with parents and other teachers. They are expected to be articulate advocates of public education. They are expected to know and uphold the values and goals of the school system. They are expected to understand and implement system-wide policies and procedures. They are expected to provide collegial support to other teachers and will eventually be expected to provide collegial support to new teachers. The knowledge and skills that these expectations require are different from the knowledge and skills required to teach a good lesson. As a provisional teacher, one is expected to develop the knowledge and skills required to deliver a good lesson in the classroom and thus be an effective classroom teacher. As a career nominee, one is expected to develop the knowledge and skills that assure that he/she will be an effective faculty member as well.



## Fact Sheet

## Charlotte-Mecklenburg Teacher Career Development Program

The questions and answers listed below were compiled as a result of the work of the advisory/steering committee and feedback from liaison committee chairpersons and other professional personnel in the school system. Many of the questions are directly quoted from written reports submitted by liaison committees.

General Questions

1. What are the basic purposes of the Teacher Career Development Program?

The basic purposes of the Teacher Career Development Program are: 1) to develop and maintain outstanding teacher performance, 2) to promote effective schools, 3) to advance the profession of teaching, 4) to enhance the credibility of public education, and 5) to assure that the status and rewards teachers receive are commensurate with the high expectations held for them.

2. Is there a quota for the number of persons who are selected to be active candidates for career level I status? If so, why is a quota needed?

In the long run, there will be no quota. Everyone who wants to become career level I will have the opportunity to try. In the short term, however, a quota is needed because the training and evaluation procedures will require a large amount of resources both in terms of money and technical capacity. The quota which will be established will depend on the resources available for effectively training and evaluating candidates. The number currently being considered is 150 in the first year.

3. Will all present teachers have a chance to become career level I?

Yes, all present teachers will have a chance to undergo the training and evaluation required for career level I status. The goal is that all present teachers will have the opportunity to try for career level I status before any new teachers reach that level.

4. Who is included in the Teacher Career Development Program?

All present teacher level, tenured personnel who are certified and have a regular contract will be included if they want to be. All new teachers will be required to be in the program. Eventually, all professional level personnel below the level of assistant superintendent will in some way be involved in the program. It is not clear at this point exactly how specialists, student services specialists, principals, and assistant principals will be included.

5. Why is there so little emphasis on classroom performance?

The emphasis is and always has been on outstanding classroom performance. However, some of the early documents sent out by the advisory/steering committee did not communicate this well. In addition to demonstrating outstanding classroom performance, career level I teachers will also be expected to show evidence of meeting expectations held for them in the areas of school performance and professional performance, but these expectations can be met by effective participation on faculty committees and by assuming other responsibilities that are even now assumed by outstanding teachers.

6. What are the assurances for the future? Is this a fad?

Even under present circumstances, there are no guarantees and no assurances for the future. The present Board of Education can morally, but not legally, bind a future Board of Education. However, there are many people both inside and outside the system who are giving attention to this program. It is being embedded in a variety of contexts which will make it difficult for it to be discontinued. The fact that this school system is taking a proactive stance in combination with the fact that this program is a pilot program for the state and is receiving national attention as well would make it very difficult for an enlightened community like Charlotte-Mecklenburg not to support the program if it produces quality education.

7. Will liaison committee feedback really count?

It does count, and it will count more and more. Based on feedback, the advisory/steering committee has already made modifications in what is being proposed.

8. Why does the advisory/steering committee keep changing its mind?

As indicated above, the advisory/steering committee really does want input from other professional personnel and really does listen to that feedback. The goal is to have the best plan possible. Whenever a better idea is brought to the attention of the committee, the proposed plan will be modified in light of that idea.

9. How will parents feel who have children in non-career level I teachers' classes?

In the long run, all teachers will be Career Level I, II, or III teachers or in the process of achieving that status. In the short run, parents will need to be informed that experienced teachers who are not Career Level I will eventually be eligible to qualify as Career Level I.

10. Should teachers be required to attend meetings held by the liaison committee at their school?

No. All teachers should be provided with any documents sent out from the advisory/steering committee, but they should not be forced to participate. The goal is to give all teachers who want to participate in the planning of this program an opportunity to do so.

11. Where does a person stand who is due to receive tenure in 1985?

Any present teacher who does not yet have tenure but who is granted tenure (under the present system) will be treated as all other experienced teachers. Such a teacher can apply for the opportunity to try for career level I status as soon as he/she gets tenure.

12. Will teachers new to CMS but with tenure in North Carolina take 4-6 years to get tenure?

No. The North Carolina law holds. They will get tenure in 2 years or be terminated. Once they receive tenure they will have the opportunity to apply for Career I Status.

13. What will happen to teachers who come to CMS with experience from another state?

For purposes of tenure, these teachers will come in with 0 years of experience just as they do now. On the salary scale, they will be paid in terms of their years of experience.

14. If it were decided that most of what has been planned could be done a better way, would the advisory/steering committee be receptive to that?

Yes. The goal is to have the best plan possible.

15. What if parents want their children to be in career level I teachers' classes?

In the short run, the answer to this question is twofold. First, those teachers who are now being requested by parents will be in the first 1 or 2 groups. Second, parents will not know whether one teacher is less outstanding than another or whether one teacher has not yet had a chance to try for career level I because of the luck of the draw. In the long run, there will probably be a residual core of teachers who will not qualify. However, with most merit pay systems, only about 10% are considered to be outstanding.

16. Can a tenured teacher make career level I in one year?

This is the intent, but it is not guaranteed.

17. How long will it take a tenured teacher to make career levels II and III?

The committee has not discussed that, but for present teachers, the time will have to be collapsed.

18. Which program is taking priority--The Teacher Career Development Program or E. T.?

The Teacher Career Development Program is an overarching system to which E. T. is related and can clearly be a part. E. T. will be received by all teachers by next fall regardless of their participation in the career development plan.

19. Was attention given to alternative plans that have already been developed?

The Merit Pay Committee did an extensive study. The fact is that CMS is far ahead of any other school system and people are looking to us for a plan.

20. Could teachers who have after school duties (e.g., coaches) be included in this program?

The intent is to include those who have other responsibilities after school.

21. What happens to a teacher's pursuit of career status if he/she has to go on leave?

Decisions and arrangements for continuation will have to be made (probably by the advisory/steering committee) on an individual basis.

22. Will a master's degree be a requirement for career status?

A master's degree will not be a requirement for present teachers. For new teachers, the goal is to have the training yield a master's degree, but the emphasis will be on training rather than on a degree.

23. Is there anything a teacher could do before getting tenure that would help him/her in the long run?

There is nothing a teacher could do to increase his/her chances of being selected in an early group. However, there might be things a teacher could do which would allow him/her to move through the training at a faster pace.

24. What role will the Consortium play in this program?

The exact role of the Consortium in regard to this program is not clear at this time, but it is expected that it will play a vital role in negotiating with universities to provide graduate credit for the training which is developed.

25. How can we keep the granting of career level I status from becoming almost automatic like tenure?

The extensive training and evaluation required for beginning teachers should preclude this from happening.

26. What provision is made to assure that those teaching in adverse conditions have a chance?

The proposed evaluation process is context-sensitive as opposed to context-oblivious. The individual professional review committee will know the context of the observer/evaluator reports and this will give more meaning to them.

27. Will there be pressure from the school system for all (present) teachers to achieve career level I status?

Absolutely not. The intent of this program is to give teachers additional opportunities and rewards, not to compel them to achieve career I status.

28. If a teacher is changing fields, should he/she continue his courses?

This would have to be a personal decision, but continuation would probably be well advised. In the long run, those courses might help the teacher meet the expectations stated for this program.

29. How would this program benefit a teacher with 25 years of experience?

The answer to this question depends on the motivation of the teacher. However, there is no question that in terms of salary and career options, teachers nearing retirement have less to gain.

30. If a teacher can demonstrate he/she has the stated competencies, can that teacher "plug in" at a higher level?

Every teacher begins at Career level I. A teacher will not have to undergo training in regard to competencies for which he/she can demonstrate outstanding performance. However, this program involves a socialization process as well as a process of demonstrating technical skill. Therefore, there will be some training in which every teacher in the program will be required to participate. In addition, teachers need to know as much about evaluation as those who are evaluating them. Thus, training in evaluation will be required.

31. What is the fastest possible track for the first groups?

Level I could be obtained in a minimum of 1 year. Level II could be obtained in roughly 1 more year and level III in roughly 2-3 more years.

32. Is the principal supposed to be on the liaison committee?

Yes. The role of the principal in this capacity is to provide information and support.

33. Can a teacher other than the liaison chairperson sometimes attend the area level chairpersons' meetings in place of the chairperson because it generates more enthusiasm?

Yes, one representative from each school is requested to attend the area level chairpersons' meetings and that representative may or may not be the liaison chairperson.

34. Won't career level I teachers take away many of the duties of the curriculum specialists?

This would not happen in the short run but, in the long run, this program will have impact on most roles in the school system. It is important to keep in mind, however, that no one will have the rules changed on him/her. No one will lose anything he/she now has.

35. What will happen if CMS develops a plan and the state develops another plan? Would the state override CMS?

It will be better to have a plan to advocate for than to have nothing, and as stated earlier, other people around the state and nation are looking to CMS for answers.

36. Could a present teacher teach for the rest of his/her career at career level I and never be pressured to earn a master's degree?

Yes. However, such a person would not receive the state supplement for the G certificate.

37. Would principals tell parents who the career level I teachers are?

Parents would undoubtedly know from the media who these teachers are.

38. What is the time line?

It is expected that if the Board of Education approves the plan will go into effect in 1984-85.

39. If a present teacher gets career level I status and then decides he/she does not want the extra responsibilities, will that person be fired?

No. That person can go back on the present salary scale. (This will not, however, be true for new teachers.)

40. If a teacher gains career level I (or II or III) status and leaves the system for a while, would that person come back at the level he/she left?  
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Assuming the teacher could meet the existing expectations, he/she would come back at the level he/she left.

41. Are support personnel represented on any of the committees?

Support personnel are represented on and through the liaison committees. It was decided that the advisory/steering committee would represent the dominant roles in the school system.

42. Why didn't this program begin with principals?

This program did not begin with principals for several reasons. First, until expectations are developed for teachers, it is not known what should be expected of principals. Second, those persons who have become principals have already taken advantage of salary and status rewards which are not available to teachers. Thus, if the program began with principals, there would be an even greater difference than now exists between the career opportunities for teachers and the career opportunities for administrators. Third, unless teaching is made a more attractive occupation, there will be a teacher shortage in another decade. Such a shortage is not foreseen among principals.

43. Will a school be looked down on if no one there is motivated enough to try?

That would not happen in the short run. In the long run, however, if no one applies, the situation should probably be reviewed.

44. Will teachers have to do anything above and beyond the requirements and expectations of the Teacher Career Development Program to be in line with the Quality Assurance Program?

No. This program is much more comprehensive than the Quality Assurance Program.

#### About Funding and Salary

1. What are the sources of funding?

The intent is to get new local money to fund this program. It is believed that the proposed salary scale is both economically and politically feasible for local funding. Given the sentiment around the state and nation concerning quality education, it is possible that funding will also come from other sources.

2. What is the effect of this program on the present local supplement?

The intent is to keep the present supplement and any anticipated increases in that supplement for both present teachers and newly hired teachers. No present teacher will lose anything he/she presently has or can presently anticipate.

3. How will this program affect retirement benefits?

There will be no change in retirement benefits. Retirement will be accrued in the same way it is now. Increased salary means increased benefits.

4. If a teacher stays at career level I would he/she automatically get the proposed salary increases every three years?

No. A teacher would get the salary increase only if his/her evaluation indicated he/she was maintaining outstanding performance.

5. If the state provides a raise to teachers, how will that affect the proposed salary structure?

A salary increase from the state will drive the proposed salary scale up proportionately.

6. Wouldn't a person with an Ed.S. or Ph.D. degree make less in the Teacher Career Development Program than he/she now makes?

No one will ever make less than that to which they are presently entitled on the current salary scale. Even more important, the salary scale is constructed in a way that assure that persons with a master's degree and substantial experience will make more than teachers with a Ph. D. presently make.

7. Would a person with a master's degree make \$1,000 more than the proposed salary?

The proposed salary scale is based on the assumption that one will have achieved a master's degree prior to achieving career status and teachers new to the system will be required to have a master's degree before they are granted career status. Teachers presently in the system can achieve career status without gaining a master's degree. However, those who do not have a master's degree would not receive the state supplement for a G certificate.

8. If a teacher does not perform well, would that teacher stay on a straight line on the salary scale?

A person whose outstanding performance was not maintained would probably be given a year to remediate at the end of an evaluation cycle (i.e., at the end of a 3 year period for career level I teachers and at the end of a 5 year period for career level II and level III teachers). However, the teacher would not receive the expected \$2,000 salary increase during that year, and if during that year performance did not move back to the level at which it had been previously, the teacher would probably be terminated. If the performance were brought back up during the remediation year, the teacher would then receive the appropriate salary increase.

9. Will new teachers get the local supplement immediately upon employment or do they have to wait a certain number of years?

The intention is that new teachers will get the local supplement beginning in their first year as they do now.

10. If a person is already at the top of the salary scale, where would that person enter the new salary scale if he/she made career level I?

That person would enter the new salary scale at the first point above where he/she is now.

11. Will all teachers who make career level I make at least \$2,000 more?

No. Some teachers will make less than that. The \$2,000 is an approximation.

12. How would a 10½ person fit into the new salary scale?

That person's 10 month salary would be the base.

13. Will the 10% more that an eleven month employee could make be 10% of the present salary or 10% of the proposed career level I salary?

It will be 10% of the proposed career level I salary.

14. Will teachers be able to be paid over a 12 month period?

This option is available now.

#### Questions About Selection

1. Why is selection based on reputation? Isn't this a popularity contest?

Selection is based on reputation so that if the evaluation process determines someone to be outstanding, that evaluation will be believed. One of the worst things that could happen to this program is for a teacher to be granted career level I status and other teachers (or administrators) or parents say, "If that's what they mean by career level I, I don't want any part of it." The issue of the popularity contest will be resolved by asking an applicant's colleagues if they believe the reputation to be deserved. It is important to keep in mind that all present teachers will have an opportunity (if they want it) to try for career level I. The question of reputation is asked only to determine who will be given the first opportunity.

2. Why should the teacher members of the advisory/steering committee be paid and given special consideration?

They are being paid and given special consideration because they do a lot of work (e.g., speaking to faculty groups, receiving phone calls at home from teachers who have questions about the proposed program) after the regular school day has ended. In addition, to avoid a conflict of interests, they are the only teachers in the school system who are being asked not to apply to be in the first group. (Eventually, all teachers on the steering committee will be required to have career level I status.)

3. Why does experience count?

Experience counts because the school system believes it has a commitment to teachers who have provided long term service, and experienced teachers have less time to benefit from the proposed program.

4. Why is it that only experience in CMS counts in the selection in process?

A final decision on whether all experience or only CMS experience will count in the selection process has not yet been made. The advisory/steering committee would like to have feedback from teachers on this issue. All experience will count in regard to salary level.

5. What happens to people who come from other school systems?

Teachers from other school systems will be granted tenure in two years. After tenure is granted they may apply for Career I Status.



6. Why will I be assigned lowest priority if I am selected for the first group but would rather be in a later group?

You will not be assigned lowest priority. That idea has been discarded and teachers now will be able to identify the year for which they wish to be considered for selection.

7. Will demographics be considered?

Quality is the overriding concern. Within that, demographics (race and grade level taught) will be taken into account.

8. Will a teacher's personnel file be taken into consideration?

No. The committee decided to stay away from personnel files because, for this purpose, the usefulness of the information cannot be guaranteed. Past performance is difficult to verify.

9. Who will receive the questionnaire?

All of the teachers and administrators an applicant believes are knowledgeable will have an opportunity to respond, but in order to assure that someone does not "stack the deck," other teachers and administrators a teacher has been known to have worked with also will be asked to respond.

10. Will the questionnaire be used to determine career level I status?

No. Data from the questionnaires will only be used to determine when an applicant will have the opportunity to try for career level I status.

11. Will teachers know in which group they will be?

Yes. Teachers will be told in the spring of 1984 in which group they will be.

12. Could the category for 11-24 years of experience be broken into smaller categories?

That decision will have to be made after it is known who applies. However, if it has to be adjusted, teachers would be informed of what the committee is doing in this regard and feedback would be solicited. Nothing would be changed without letting teachers know.

13. Will parents and students be involved in the selection process?

No. It is not the intent of the committee to involve parents and students in the selection process but rather to ask other teachers and administrators about an applicant's reputation with parents and students.

14. If a lot of people apply, how will the paper work be handled?

There will not be much "paper work," but it will be handled by computers.

15. Is there a penalty for applying late?

Persons who apply in the first group will be assigned a year of entry. Persons who apply later would necessarily be admitted only after the first applicants had had the opportunity to participate.

16. Will sex be taken into account in the selection process?

There will be no quotas, but every effort will be made to assure that both men and women are in each group.

17. Should everyone who wants to be in the program at some point apply in the beginning?

Yes. Everyone should apply at the beginning so that they can be assigned to a group.

18. How long will it be before all present teachers have had a chance to try for career level I?

The intent is to give all present teachers a chance to try for career level I within five years.

19. Will teachers who are turned down be notified?

No one will be turned down. Everyone who applies will be assigned to a group.

20. Will there be questions on the questionnaire about one's teaching style?

No. The questions will only concern the teacher's reputation.

21. Will people with degrees above the master's level be considered for the first group?

Yes. They will not be given preferential treatment, however.

22. If a coach is selected for candidacy, could that person stay at his/her school if he/she had to give up coaching to participate in the training?

Coaches and others who have special assignments will be accommodated. For example, special training sessions will probably be developed to fit individual time schedules. However, the same high standards of performance will be expected of all who enter the program and no compromises will be made regarding this issue.

23. Has the questionnaire been developed?

No. However, it will have been developed before the application process begins.

24. If a teacher is selected for the first group and cannot participate at that time, can he/she be in the second group?

Decisions like this will be made on an individual basis.

25. If a teacher is not selected for the first group, are there things he/she could do in the meantime that would be helpful?

There probably will be things such a person could do to enhance his/her skills but that has not been worked out yet. There will not be anything such a person could do which would allow him/her to be assigned to an earlier group.

26. How will student teachers be assigned?

In the long run student teachers will probably be assigned to career level I teachers.

## Questions About Expectations

### 1. Why are expectations so vague?

The expectations (perhaps, better called goals) specify the broad areas in which evaluation will occur. They are not more specific because they are not criteria for evaluation.

### 2. How can the expectations be measured?

They cannot be measured, but whether one has the knowledge and skills which make it likely that one can meet the expectations can be evaluated, and whether one performs in the classroom in ways indicated by the expectations can be evaluated. For example, one of the expectations is that the teacher will have knowledge of his/her subject area. Whether one has this competency can be observed and evaluated in a number of ways. It could be evaluated by an examination of the teacher's lesson plans, by listening to the teacher's lectures, and by examining the effectiveness of the teacher's participation in training experiences relevant to the content area.

### 3. Why is there so much emphasis on performance outside the classroom?

As indicated above (see general questions), the emphasis is and always has been on outstanding performance in the classroom. However, there are things a teacher can do (e.g., actively participate with other faculty members in solving school problems, taking leadership roles on faculty and school system committees) which go beyond the four walls of the classroom, but which have a direct impact on the quality of instruction that is delivered inside the classroom. The goal of this program is to spread the impact of an outstanding teacher around the school and around the school system.

### 4. How can I meet the expectations if my principal won't let me?

You can't. However, principals will be expected to be supportive of the Teacher Career Development Program. Training will be provided to them and the evaluation of each principal will take into account his/her work in support of this program. In addition, given the structure of the individual professional review committee, the teacher will have a support system whether or not the principal is actively supportive.

### 5. How can a teacher have all the extra responsibilities and still maintain quality instruction in the classroom?

The answer to this question is twofold. First, each teacher does not have to meet every expectation every day or even every year. Different expectations will be emphasized in different years depending upon one's particular school and job assignment. Second, if every teacher is expected to share the responsibilities which outstanding teachers now assume (and they will be expected to do this), outstanding teachers will have more time.

### 6. Why hasn't a job description been developed for teachers?

It has been assumed by the advisory/steering committee that the list of expectations for teachers is, in effect, the job description for teachers.

## Questions About Training

1. What are the training requirements and who will pay for the training?

The training requirements have not been formally identified, but they will include the knowledge and skills that will enable a teacher to be likely to meet the expectations for career level I. The training will be roughly equivalent to a one week summer workshop and two three-hour courses. However, the training should not be thought of as traditional college courses. Rather, the training will be job-embedded and work-related. It will occur both during school and after school. It will involve observations, demonstrations and the building of collegial relationships. There will be a core training experience for all candidates which will include such components as training in the observation and evaluation processes and instruction in the history and values of the school system. There will be other training experiences designed to meet the needs of small groups and individuals as these needs are related to the expectations for career level I. All of the training experiences will be provided by the school system.

2. What is the relationship between E. T. and other training programs (e.g., Consortium programs) and the proposed program?

Since the training for the Career Development Program will be competency-based, any training experiences which enable a teacher to meet the stated expectations will be to that teacher's advantage. The fact that a present teacher has participated in any given program will have no effect on whether that teacher is selected first for this program. By the time this program goes into effect, all teachers in CMS will have undergone E. T. training.

3. Will advanced degrees count?

A degree, itself, will not count. However, if the training which led to the degree better enables the teacher to meet the stated expectations, that training will, of course, be to that teacher's advantage.

4. How would this program affect people already in a master's program?

A teacher could not effectively participate in this program and a master's program at the same time. However, depending upon a number of factors (e.g., one's area of concentration, the university at which the master's work is being done, etc.), the Career Development Program training might fit into a master's program.

5. Is the requirement for summer training a must?

Yes.

6. Will a teacher's transcript be taken into account in determining the training he/she needs?

No. Classroom performance is what will be taken into account.

7. After a teacher arrives at career level I, does he/she have to go through training every three years?

As a professional, teachers are expected to keep abreast of their field and new developments in it. Sometimes this involves formal training, sometimes conferences. There is no "renewal credit" requirement for career development, but certificate renewal requirements will stay in place.

8. Won't there have to be training for principals?

Yes. Administrators and specialists will need special training which will enable them to be supportive of the Teacher Career Development Program.

9. If a teacher transfers to another school during the training period, what effect will this have?

School transfers will have no effect on the training.

10. How often will training programs begin?

Training programs will begin every year.

11. If a teacher already has a master's degree, will a higher degree be provided through the training?

No, a higher degree will not be provided. However, a teacher on his/her own might be able to negotiate with the university involved to have the training count as part of his/her graduate program.

12. If it happens that the training occurs through the Consortium, would the Consortium certificate be just as good as a regular certificate?

There is no such thing as a Consortium certificate. The certificates all come from the state. The Consortium recommends a candidate for a certificate just as a university does.

13. What will happen if CMS gets all this planning done for the training and universities don't cooperate.

There is every indication that universities will cooperate. They have been very cooperative with Consortium programs. In the long run, it is in the interest of the university to cooperate because this program will generate business for them. However, if the universities do not support this program we would continue it.

14. Why doesn't the new program "hold off" on training until there is enough money to accommodate all teachers who want to be trained?

It is imperative to the integrity of the program that quality control be maintained. Technically and logistically it would be impossible to maintain quality control with large numbers of people.

15. If no one "washes out," won't this reflect poorly on the training program?

Given the high standards it is likely some will fail to meet them.

16. Could teachers who teach in summer school be in the training program if they were selected?

Yes. The training will be scheduled so as not to interfere with summer school.

17. Will the summer training be for all groups or just the first one?

In the long run, the training now planned for the summer might take place at some other time. However, for the first few groups, such a plan cannot be worked out.

## Selection of Experienced Teachers for Career Candidate Status

The goal of the Charlotte-Mecklenburg Schools Teacher Career Development Program is to make it possible for every presently employed teacher who wishes to do so to undergo the evaluation and training necessary to qualify for career level I status before any newly employed teacher is eligible for that status. Furthermore, it is intended that those teachers who achieve career level I status be persons whose teaching performance is exemplary and could serve as a model for others to emulate. Given this goal and these intentions, the selection of existing teachers will be conducted in two phases. To be eligible to be selected for Phase I (1984-85 and 1985-86), applicants must meet the following conditions:

1. The applicant must provide direct delivery of instruction to students on a regularly assigned basis. This includes regular classroom teachers, special education teachers, media specialists in the elementary schools, student services specialists in the elementary schools and homebound teachers. The professional staff who are not included above will be able to apply for groups selected for the 1986-87 school year and subsequently.
2. The applicant must agree that, if requested to do so, he/she would be willing to serve for a designated period of time as a mentor for a new teacher or as a member of an advisory/assessment team for an experienced teacher even if he/she is precluded from acceptance into the first two groups.
3. Given the results of a peer/administrator nomination process described below, there must be clear and convincing evidence that the applicant is regarded by his/her peers and administrators as an individual who is among the most outstanding teachers in the school in which he/she teaches.

### Selection Procedures: Phase I

1. On or before March 1, 1984, application forms will be distributed to all teachers.
2. Prior to the distribution of application forms, after school meetings will be held in each of the five areas to discuss with interested persons the questions they have about the application process.
3. Prior to or concurrent with the distribution of applications, each faculty member in each school will be provided with a list of the names of all who are technically eligible to apply for candidacy. Given this list, each faculty member will be asked to identify the names of those persons he/she believes to most clearly exemplify what he/she believes an outstanding teacher should be. There is no minimum number of persons who may be nominated, but no more than 25% of eligible faculty should be nominated. For example, if the number of eligible faculty is 100, an individual respondent could identify up to 25 persons. If the eligible faculty is twenty, then no more than five should be nominated.
4. Principals and assistant principals will be asked to respond to a similar nomination checklist.

5. After applications have been received, the names of individuals who apply will be checked against the names nominated to assure that the applicants are among those most frequently nominated by peers and administrators (i.e., that the frequency of nomination places the applicant among the top 20% of his/her faculty.)
6. Applicants who meet the above criteria will be placed in a pool from which 150 persons will be randomly selected with the exception that care will be taken to assure representativeness with regard to race, sex, and grade level taught and experience will be given extra weight. For the 1985-86 school year, as many additional people will be selected for entry into the program as it is determined can be provided with high quality training and evaluation.
7. All persons who were in the pool described above who were not selected for Phase I (1984-85, 1985-86) will have their names placed in the applicant pool for Phase II. (It is recognized that given the limitation in the number of persons who can be selected in Phase I, there will be many outstanding teachers who will not be selected in this phase. This is unfortunate, but as has been discussed numerous times, limiting the size of the initial groups is essential to assuring the integrity of the program.)

#### Selection Procedures: Phase II

Subsequent to the selection of Phase I candidates, all remaining applicants will be selected on a random basis and assigned an entry year based on a best estimate of the school system's capacity to provide high quality training and evaluation and on the number of applicants remaining in the pool.

#### Who May Apply?

Any teacher level employee of the Charlotte-Mecklenburg School System who has or will have tenure by September, 1984 and who is willing to undergo the training and evaluation may apply. Those who indicate their interest in being selected for Phase I must also be willing to meet and accept the special conditions that apply to the selection of Phase I candidates (i.e., they must provide direct delivery of instruction to students on a regularly assigned basis and they must agree to serve as a mentor or as an advisory/assessment team member if requested to do so.)

## OBSERVER/EVALUATORS

### Job Description

Persons selected to serve in the capacity of observer/evaluators will be expected to engage in systematic observations and evaluations of teachers.

The specific duties of observer/evaluators are as follows:

1. To participate in a training program designed to develop the ability to observe classroom performances in objective and reliable ways.
2. To conduct an average of 10-15 classroom observations each week and to prepare a written report on each observation.
3. To hold appropriate pre and post conferences with the persons being observed.
4. To assist in training teachers in the processes and procedures appropriate to assuring that those being observed can effectively participate in the observation/evaluation process.
5. To maintain confidentiality in all cases and to report the results of the observation/evaluations only through those channels and to those persons specified by school system officials to be appropriate.

### Minimum Qualifications

1. At least 5 years of public school classroom teaching experience.
2. At least 3 years of experience as a teacher or administrator in the Charlotte-Mecklenburg School System.
3. Successful completion of the Effective Teaching Program now underway in the Charlotte-Mecklenburg Schools.
4. Successful completion of the observation/evaluation training program required to qualify as an observer/evaluator.
5. Letters of endorsement from an area superintendent, a building principal and at least 3 classroom teachers that contain clear statements that:
  - a) the applicant enjoys a reputation among colleagues as an outstanding educator.
  - b) the applicant is known to have sound judgment regarding teaching and classroom performance generally.
  - c) the applicant has strong interpersonal skills and is skilled in working with other adults in tension ridden situations.
  - d) the applicant is a person whose integrity and discretion is beyond doubt.



6. A positive recommendation by two specially designated interview teams made up of teachers and administrators from the advisory/steering committee.
7. A positive recommendation by the Superintendent of the Charlotte-Mecklenburg Schools.

Special Conditions

Three special conditions will apply and must be accepted by successful applicants. These are:

1. Persons who serve as observer/evaluators will hold the position no longer than two years.
2. Persons can be removed from the position of observer/evaluator at any time the Superintendent determines that their removal would be in the best interest of the Teacher Career Development Program regardless of cause.
3. Persons who become observer/evaluators will retain the salary to which they are entitled in their present position and will be assured that they can return to their present position subsequent to serving as observer/evaluators. In addition, these persons will receive an additional \$2,000 annual salary supplement during the period they serve as observer/evaluators.

Application for Career Candidate Status in the Teacher Career Development Program

1. Name \_\_\_\_\_ 2. Social Security # \_\_\_\_\_  
 3. Address \_\_\_\_\_ 4. Telephone \_\_\_\_\_  
 5. School Assignment \_\_\_\_\_ 6. Teaching Assignment \_\_\_\_\_

7. Total Years Teaching Experience \_\_\_\_\_ 8. Years Teaching Experience in CMS (including 1983-84 school year) \_\_\_\_\_

9. CMS Teaching Experience Record for Past Three Years:

DATE	SCHOOL	ASSIGNMENT
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. PREFERENCE FOR YEAR OF ENTRY INTO PROGRAM (CHECK ONE):

- Phase I: 1984-85 \_\_\_\_\_ Phase II: Subsequent to 1985-86 \_\_\_\_\_  
 1985-86 \_\_\_\_\_

(The preferred time for program entry will serve as a guide in applicant placement. It does not guarantee Phase I placement if that is desired. However, every applicant is guaranteed placement in either Phase I or Phase II.)

If Phase I selection is desired, please respond to the following:

If requested to do so, I will be willing to serve for a designated time as a mentor for a new teacher or to serve on an advisory/assessment team for an experienced teacher even if I am precluded from the 1984-85 or the 1985-86 groups. \_\_\_\_\_ YES \_\_\_\_\_ NO

I am aware of the requirements for becoming a career level I teacher and when I become a career candidate, I will strive to the best of my ability to meet those requirements.

Signed \_\_\_\_\_ Date \_\_\_\_\_

SUBMIT TO: Teacher Career Development Program  
 Education Center