

## **Hillsboro ISD Professional Pathway and Retention Initiative**

\_\_\_\_\_ School Year

This initiative has been developed to encourage continued professional growth. Interested teachers **must submit a statement of intent by June 10, \_\_\_\_\_** and submit updated resume, TEA certifications and professional information/documentation prior to July 15, \_\_\_\_\_ through a digital portfolio.

### **Baseline Requirements:**

- Eligible employees must be a certified classroom teacher evaluated through the T-TESS system.
- Teachers must be in at least their 2<sup>nd</sup> consecutive year in HISD; and entering at least their 4<sup>th</sup> year of teaching to apply for ‘Learning Leader’; entering at least the 6<sup>th</sup> year of teaching to apply for ‘Collaborative Learning Facilitator’; entering at least the 8<sup>th</sup> year of teaching to apply for ‘Master Learning Leader’; and entering at least the 11<sup>th</sup> year of teaching to apply for the ‘Instructional Coach/Leader’.
- In order to meet baseline qualifications for the initiative, the teacher must meet attendance and HISD established instructional requirements.

### **Professional Pathways Available:**

- **Learning Leader:** 3 or more years of experience; absent 5 or less days;
  - Models the ‘HISD Portrait of an Educator’;
  - ESL certification (or pre-approved special needs training);
  - G/T supplemental certificate (or pre-approved special needs training);
  - must prove mastery in utilizing research-based teaching strategies and student achievement;
  - promotes use of assessment and data for campus improvement;
  - practices both remediation and enrichment activities with students on regular basis;
  - differentiates for all students;
  - must demonstrate blended learning and have a greater impact upon students;
  - integration of technology encourages students to be creators rather than consumers of knowledge;
  - reflection utilized as part of the continual professional growth process;
  - join and support professional organization(s);
- **Collaborative Learning Facilitator:** 5 or more years of experience; absent 4 or less days;
  - fosters a collaborative culture to support educator development and student learning;
  - Models the ‘HISD Portrait of an Educator’;
  - willingness to mentor novice teachers, lead subject area or grade level team, and model good instructional practices;

- demonstrates and promotes continued professional growth (especially Schlechty Center training) and development;
  - reflection utilized as part of the continual professional growth process;
  - ESL certification (or pre-approved special needs training);
  - G/T supplemental certificate (or pre-approved special needs training);
  - Differentiates for all students;
  - models both remediation and enrichment activities with students on regular basis;
  - promotes use of assessments and data for campus improvement;
  - must demonstrate blended learning and have an expanded impact upon students;
  - integration of technology encourages students to be creators rather than consumers of knowledge;
  - be liaison between campus administrators and team;
  - join and support professional organization(s);
- **Master Learning Leader:** 7 or more years of experience; absent 3 or less days;
    - Models the ‘HISD Portrait of an Educator’;
    - improves outreach and collaboration with families and community;
    - advocates for student learning and the profession;
    - demonstrates and promotes continued professional growth and development;
    - ‘Innovative Leader’ and other Schlechty Center trainings;
    - ESL certification (or pre-approved special needs training);
    - G/T supplemental certificate (or pre-approved special needs training);
    - Master’s Degree in an educational field and/or National Board Teacher certification;
    - reflection utilized as part of the continual professional growth process;
    - willingness to share and model sound instructional practices and strategies;
    - differentiates for all students;
    - must demonstrate blended learning and have an expanded impact upon students;
    - integration of technology encourages students to be creators rather than consumers of knowledge;
    - will model and teach peers both remedial and enriching activities for students;
    - join and support professional organizations;
- **Instructional Coach/Leader:** 10 or more years of experience; absent 3 or less days;
    - This is a combination of Collaborative Learning Facilitator and Master Learning Leader requirements;
    - Models the ‘HISD Portrait of an Educator’;
    - fosters a collaborative culture to support educator development and student learning;
    - reflection utilized as part of the continual professional growth process;
    - willingness to mentor novice teachers, lead subject area or grade level team, and model good instructional practices;
    - demonstrates and promotes continued professional growth and development;
    - ESL certification (or pre-approved special needs training);
    - G/T supplemental certificate (or pre-approved special needs training);
    - ‘Innovative Leader’ and other Schlechty Center trainings;

- models both remediation and enrichment activities with students on regular basis;
- differentiates for all students;
- promotes use of assessments and data for campus improvement;
- must demonstrate blended learning and have an expanded impact upon students;
- integration of technology encourages students to be creators rather than consumers of knowledge;
- be liaison between campus administrators and team;
- improves outreach and collaboration with families and community;
- advocates for student learning and the profession;
- Master's Degree in an educational field and/or National Board Teacher certification;
- willingness to collaborate with peers and share sound instructional practices and strategies;
- can model and teach peers both remedial and enriching activities for students;
- ability to lead and coach fellow staff members;
- assist teachers in need;
- join and support professional organizations;
- T-TESS appraiser certified.

### **HISD Instructional Requirements:**

Teachers must prove successful in professional practices, responsibilities, collaboration and involvement:

- **Professional Demeanor and Ethics**
  - Conducts oneself in accordance with the Code of Ethics and Standard Practices for Texas Educators.
  - Meets all professional standards (e.g. attendance, professional appearance and behaviors).
  - Advocates successfully for the needs of students in the classroom.
- **Goal Setting**
  - Sets short and long term professional goals based on self-assessment, reflection and supervisor feedback.
  - Meets all professional goals resulting in improvement in practice and student performance.
- **Professional Development**
  - Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level membership, committee membership or other opportunities.
- **School Community Involvement**
  - Communicates the mission, vision and goals of the school to students, colleagues, parents and families.
  - Contacts parents/guardians regularly regarding students' academic and social/emotional growth.

- Actively participates in all school outreach activities.

### **Portfolio Requirements:**

Teachers may submit data, artifacts, and other supporting documents as a shared portfolio in Google Docs to be reviewed by a District administrative team. Documents from each of the following areas should be included:

- **Professional Development/Collaboration**
  - A minimum of 30 documented hours of training or professional development in addition to annual required training and professional development. All professional development must be pre-approved by campus principal, and not part of the teacher's normal teaching requirements, and any costs shall be paid for by the teacher. (Examples of artifacts could be professional development in teacher's subject or grade level, voluntary PLC meetings, On-line professional development, Google certifications, etc.)
  - Up to 10 hours toward meeting the 30 hour requirement could include: obtaining additional teaching certificates, Master's/Doctorate degree programs in education-related fields, supervising a student teacher, grade level or subject area trainer in technology, trainer of trainers in other areas not already being compensated, having an approved PBL project, and additional learning opportunities (such as tutoring) for students outside normal work hours and not being compensated.
- **Student Experience/Campus Culture**
  - A minimum of 30 documented hours from the following areas, with a maximum of 12 hours in any one area:
    - Committee involvement (voluntary campus or district committees);
    - Student and/or parent survey results demonstrating feedback and growth from this input;
    - Grade level/subject department creations, new initiatives, etc;
    - Apply for and receive an outside grant that benefits your classroom and/or school;
    - Attendance at school activities, games, concerts, musicals, plays, family nights, etc. that are not required as part of your job;
    - Presenting to or collaborating with community organizations.
- **Student Achievement/Enrichment**
  - Teachers will present data and artifacts to show student progress, growth, and success in the classroom:
    - TELPAS, NWEA MAP, AP exams, SAT/ACT success, universal screenings, mastery of increasingly difficult IEPs (including behavioral goals), and other data showing student progress throughout year;
    - Success in contests such as UIL choir, band, academic contests, DI, FCCLA, FFA, Skills USA, Hill County Fair, etc;

- Other classroom activities and data such as portfolios, projects, Fitnessgram, campus-wide musicals, collaborative community projects, increased student attendance, etc;

Other things to consider:

- While we expect continued growth for all teachers, this program is completely **voluntary** and no penalties will be imposed should a teacher choose not to participate;
- No penalties shall be imposed should a teacher be unable to complete the chosen pathway or choose to drop out after submitting a letter of intent;
- After letter of intent has been submitted, level may not be changed, nor will documentation be accepted to fulfill another level;
- Only data from June 2, 2017 through June 1, 2018 will be considered;
- Master Teacher programs being financially supported by Hillsboro ISD may not be utilized as certification data for a pathway during the same year, but may be utilized as criteria for an upper level pathway in the future with documentation of implementation and/or leadership sharing Master Teacher strategies;
- In addition to being a professional growth and attendance strategy, teachers who do not return to HISD (in same or different capacity) the following year, will not receive any monetary benefit from meeting the requirements of the program;
- Any increase will become a part of their salary and will not be taken away once it has been earned with half being paid out in October and the second half being paid out in February to qualifying, returning teachers;
- Teachers may begin earning hours that count toward the Initiative on the day after their contract ends for the previous school year;
- A team of administrators will review each portfolio to determine those who successfully met the requirements, documented the hours, provided appropriate data to show progress in the classroom and are eligible for the Initiative;
- This program will be reviewed each year and changes to requirements may be updated/changed as deemed necessary;
- This program is not guaranteed to continue from one year to the next.