



Oak Park Elementary School District 97

260 Madison Oak Park Illinois 60302 ph: 708.524.3000 fax: 708.524.3019 www.op97.org

To: Members, Board of Education
Dr. Carol Kelley, Superintendent of Schools

From: Laurie Campbell, Assistant Superintendent for Human Resources

RE: Pathways Committee Report

Date: August 13, 2019

“A teacher leader thinks beyond the walls of their classroom to what their impact can be.”
National Board of Professional Teachers

The support and development of teacher leaders to help advance the vision of the district was an issue of importance to the Board during bargaining of the 2018-2022 agreement with the Oak Park Teachers Association (OPTA). This report is designed to provide the Board with an update on the work completed by the Pathways Committee.

Background: The final agreement with OPTA included the formation of a committee to explore pathways for teachers. “During the 2018-2019 school year, a committee will be formed with equal representation from OPTA and Board/administration to organize and streamline roles into pathways for leadership, including pathways for high need roles. The first committee meeting will be held no later than October 31, 2018.” As a result, a committee was formed and the work began.

District 97 already has multiple leadership opportunities for teachers. The opportunities include leadership roles and teaching assignments outside of the classroom (e.g. instructional specialist). The Board wanted to create a system to provide opportunities for leadership for District 97 teachers so they don't have to look outside of the district to become a leader, to recruit strong teacher leaders to the district, and to encourage growth and development for a teacher throughout the course of his/her teaching career.

Pathways Committee Formation: The Pathways Committee was comprised of teachers and administrators. Teacher representatives were selected with the goal of having representation from both elementary and middle school, along with having a combination of teachers and administrators who were new and likely to benefit from the pathways.

- Hannah Tatro is a kindergarten teacher at Longfellow. She is in her third year as a teacher in District 97 but has been teaching for a total of six years.
- Betsy Corrigan is a first grade teacher at Hatch. She is in her third year as a teacher in District 97 but has been teaching for a total of five years.
- Betsy Parkinson was a kindergarten at Irving. She is in her eleventh year of teaching in District 97 but has been teaching for a total of twenty-five years. Starting in August of 2019, she will assume the leadership role of curriculum specialist for District 97.

- Nichelle Stigger is a language arts teacher at Brooks Middle School. She is in her second year as a teacher in District 97 but has been teaching for a total of three years.
- Jennifer Baldassare is a language arts teacher at Julian Middle School. She is in her second year as a teacher in District 97 but has been teaching for a total of six years.
- Susan Mura is the assistant principal at Irving. She is in her tenth year of work in District 97 but has worked as a school social worker for at total of fifteen years.
- Patrick Robinson is the principal at Whittier.
- Amy Warke was the Chief Academic and Accountability Officer in District 97.
- Laurie Campbell is the Assistant Superintendent for Human Resources
- Jim O'Connor was a District 97 Board Member from 2011 through April 2019. He is a project director with Advance Illinois.

The Pathways Committee met from October 2018 through June of 2019. The group began learning together about pathways. This included establishing a common vocabulary, studying model career pathways, reviewing literature about pathways, and examining current leadership opportunities within District 97.

What are Teacher Pathways? Pathways are not job descriptions. Pathways are an outline or progression that illustrates how a teacher can prepare for leadership roles available within District 97. Pathways are meant to “show people the way” to leadership.

Development Process: The Pathway Committee used the Design Thinking Process for Educators to guide the design process for the pathways. One of the steps in the design process is to identify a “problem/need” that needs to be addressed. Identifying the “problem/need” helps focus the work. The Pathways Committee work was in response to the following question:

How might we organize our current leadership roles into pathways that grow teachers' leadership skills, retain high-performing teachers, and attract exceptional teacher leaders to District 97?

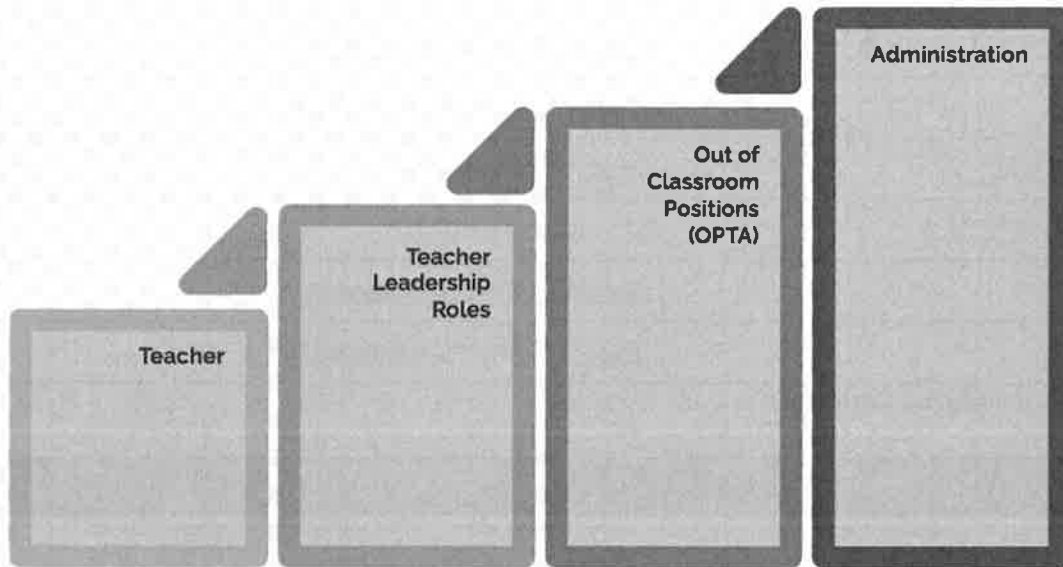
When the committee worked through the design process, they reviewed current teacher leadership roles, and current full time opportunities for teachers outside of the classroom. The committee also developed a few new pathways that will hopefully be viewed as exciting and interesting to teachers.

Each pathway was drafted and revised multiple times. In late March/early April, committee members brought the draft pathways to groups of teachers and administrators for feedback by responding to the following questions:

1. Is our list of pathways complete? Did we miss any? Are any unnecessary?
2. Are there pathways here that would be appealing to you as a teacher? If so, which ones?
3. Are there pathways here that you think would NOT be of interest to any teachers? If so, which ones? Why (seek to understand)?
4. What do you like most about the draft pathways?
5. What suggestions would you provide to the committee for improvement of the draft pathways?

At the April meeting, the committee reviewed the feedback, updated the pathways, developed a few more pathways, and provided additional details on others. The committee did not eliminate any of the pathways.

Final Product: The committee completed development of the pathways in June of 2019. Below and attached please find a visual representation of the groups of pathways and a list of the specific pathways that have been developed.



District 97 Leadership Pathways

Index of Pathways

Teacher Leadership Roles	Out of the Classroom FT Positions (OPTA)
<u>Elementary Department Chair</u> (stipend)	<u>Curriculum Specialist</u>
<u>Grade Level Leader</u> (stipend)	<u>International Baccalaureate Coordinator</u>
<u>Middle School Team Leader (BLT)</u> (stipend)	<u>Instructional Coach</u>
<u>Related Service Leader</u> (stipend)	<u>Student Support Specialist</u>
<u>MTSS Leader</u> (stipend)	<u>Special Education Coordinator</u>
<u>English Learner Department Chair</u> (stipend)	<u>Intervention Leader (LAS/MTSS)</u>
<u>Team Facilitator</u> (stipend)	<u>New Teacher Mentor</u>
<u>Student Teacher Developer</u> *	
<u>Teacher Researcher</u> *	
<u>Demonstration Classroom</u> *	

*Pending recommendation to Roles Committee

School-Based Pathway	District Level Pathway
<u>Grade Level Leader</u>	<u>Demonstration Classroom</u> *
<u>Middle School Team Leader (BLT)</u>	<u>Related Service Leader</u>

<u>MTSS Leader</u>	<u>New Teacher Mentor</u>
<u>International Baccalaureate Coordinator</u>	<u>Student Teacher Developer*</u>
<u>Instructional Coach</u>	<u>Elementary Department Chair</u>
<u>Student Support Specialist</u>	<u>Teacher Researcher*</u>
<u>Intervention Leader (LAS/MTSS)</u>	<u>Curriculum Specialist</u>
<u>Team Facilitator</u>	<u>Special Education Coordinator</u>
	<u>English Learner Department Chair</u>

*Pending recommendation to Roles Committee

Administration
<u>Assistant Principal</u>

What are the next steps for this work? Now that the pathways are complete, Pathways Committee members will be presenting this work to the teaching staff. An implementation plan will need to be developed during the 2019-2020 school year. The implementation plan will include sharing the work with OPTA Roles Committee, partnering with the Professional Learning Committee to structure professional development offerings in support of the pathways, collaborating with administrators who can use this to support teacher growth, and leveraging these unique opportunities for recruitment of new staff.

Attachments



Leadership Opportunities in District 97

"A teacher leader thinks beyond the walls of their classroom to what their impact can be." - NATIONAL BOARD OF PROFESSIONAL TEACHERS

Leadership Pathways

- Oak Park District 97 aims to maximize teachers to improve student outcomes by offering many leadership opportunities.
- The district has a clear framework for teachers to develop leadership skills in and out of the classroom.
- Additional compensation is provided for teachers that take on leadership roles beyond classroom teaching.



School-Based Leadership Opportunities	District Level Leadership Opportunities
Grade Level Leader	Demonstration Classroom
Middle School Team Leader (BLT)	Related Service Leader
MTSS Leader	New Teacher Mentor
International Baccalaureate Coordinator	Student Teacher Developer
Instructional Coach	Elementary Department Chair
Student Support Specialist	Teacher Researcher
Intervention Leader (LAS/MTSS)	Curriculum Specialist
Special Education Team Facilitator	Special Education Coordinator
	English Learner Department Chair

For more information about working in District 97, please visit www.op97.org/hr.

Pathway for Elementary Department Chair

Who: Teachers who are interested in serving as leaders of the art, music (instrumental/vocal), foreign language, library or P.E. department

What: Teacher Leadership Role

Where: District-Based

Department Team Leader



Classroom Teaching Experience & Professional Learning

How:

Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none">• Complete a minimum of two years of classroom teaching at the grade level (preferred).• A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Training needed to be ready for the role: <ul style="list-style-type: none">• Completed training on differentiated instruction• Training on data analysis (PLC or FAR process)• Growth mindset/equity/implicit bias training• Training on how to work with adult learners• Training on how to facilitate meetings• Experience managing a budget
Become an Elementary Department Chair Leader		

Pathway for Middle School Team Leader

Who: Teachers who are interested in serving as middle school team leaders

What: Teacher Leadership Role

Where: School-Based

Middle School Team Leader



Classroom Teaching Experience & Professional Learning

How:

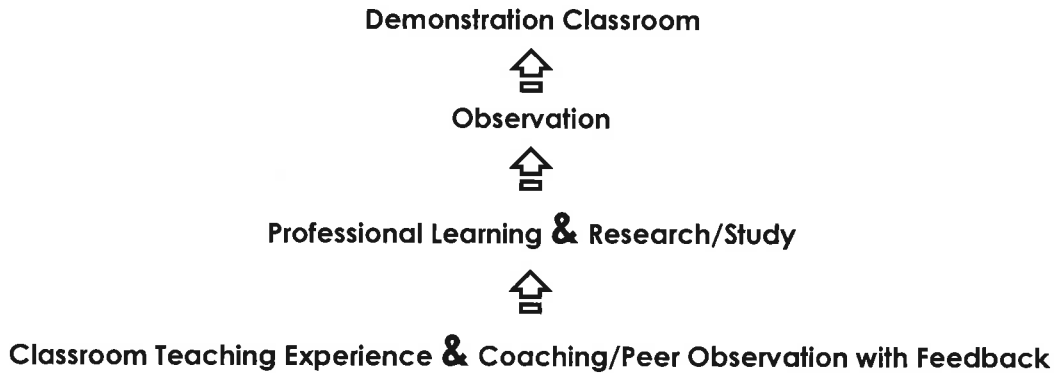
Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none">• Complete a minimum of two years of classroom teaching at the grade level (preferred).• A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Training needed to be ready for the role: <ul style="list-style-type: none">• Restorative practices, PBIS, and/or responsive classroom training preferred• Growth mindset/equity/implicit bias training• Training on how to work with adult learners• Training on how to facilitate meetings
Become a Middle School Team Leader		

Pathway for Demonstration Classroom

Who: Teachers who are interested in becoming an expert implementer in a content area, with an instructional method, with classroom management, etc.

What: Teacher Leadership Role

Where: District Level



How:

Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none"> • Complete a minimum of three years of classroom teaching by the end of the pathway • A teacher evaluation rating of Proficient or Distinguished according to OP97 Teacher Evaluation Framework.
	Cycle of inquiry with support from instructional coach	<ul style="list-style-type: none"> • Completed coaching cycles in the demonstration classroom area • Regular and ongoing observation and feedback from instructional coach in demonstration classroom area
Step 2:	Professional Learning	Training needed to be ready for the role <ol style="list-style-type: none"> a. Completed training on differentiated instruction b. Training on data analysis (PLC or FAR process) c. Growth mindset/equity/implicit bias training
	Research/Study in area for model	Demonstrated extensive professional learning in model area (e.g. National Board Certification or training/study in the area)
Step 3:	Observation by District Level Administration	District Level Administration from Teaching and Learning observe lessons in the desired demonstration area in an effort to align demonstration classrooms to program goals.
Become a Demonstration Classroom		

Pathway for Elementary Grade Level Leader

Who: Teachers who are interested in serving as leaders of their grade level

What: Teacher Leadership Role

Where: School-Based

Grade Level Leader/Team Leader



Classroom Teaching Experience & Professional Learning

How:

Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none">• Complete a minimum of two years of classroom teaching at the grade level (preferred).• A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Training needed to be ready for the role: <ul style="list-style-type: none">• Completed training on differentiated instruction• Training on data analysis (PLC or FAR process)• Growth mindset/equity/implicit bias training• Training on how to work with adult learners• Training on how to facilitate meetings
Become a Grade Level Team Leader		

Pathway for English Learner Department Chair

Who: Teachers who are interested in serving as leaders

What: Teacher Leadership Role

Where: District Level

Department Team Leader



Clinical Experience & Professional Learning

How:

Step 1:	Clinical Experience	<ul style="list-style-type: none">• Complete a minimum of two years of clinical experience• An evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Training needed to be ready for the role: <ul style="list-style-type: none">• Understanding of current best practices in field and Compliance Requirements and State Reporting• Training on data analysis (PLC or FAR process)• Growth mindset/equity/implicit bias training• Training on how to work with adult learners• Training on how to facilitate meetings
Become a English Learner Department		

Pathway for MTSS Elementary Leader

Who: Teachers, Interventionists, or Instructional Coach who are interested in serving as leaders of their school's MTSS process

What: MTSS Leader

Where: School-Based



How:

Step 1:	Classroom Teaching or Clinical Experience	<ul style="list-style-type: none"> ● Complete a minimum of two years of classroom teaching or clinical experience. ● A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Training needed to be ready for the role: <ul style="list-style-type: none"> ● Training on data analysis (PLC or FAR process) ● Growth mindset/equity/implicit bias training ● Training on how to work with adult learners ● Training on how to facilitate meetings ● Knowledge of Tier 1, 2, 3 curricula ● Completed training on differentiated instruction and assessment
Step 2:	Professional Experience	Completed one of the pathways for <u>Interventionist</u> or <u>Instructional Coach</u> preferred
Become a MTSS Leader		

Pathway for Related Services Lead/Chair

Who: Teachers who are interested in serving as leaders of Social Work, Nurse, Occupational Therapy/Physical Therapy, Speech, and Language, Psychologists

What: Teacher Leadership Role

Where: District Level

Department Team Leader



Clinical Experience & Professional Learning

How:

Step 1:	Clinical Experience	<ul style="list-style-type: none">• Complete a minimum of two years of clinical experience• An evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Training needed to be ready for the role: <ul style="list-style-type: none">• Understanding of current best practices in the field• Training on data analysis (PLC or FAR process)• Growth mindset/equity/implicit bias training• Training on how to work with adult learners• Training on how to facilitate meetings
Become a Related Service Team Leader		

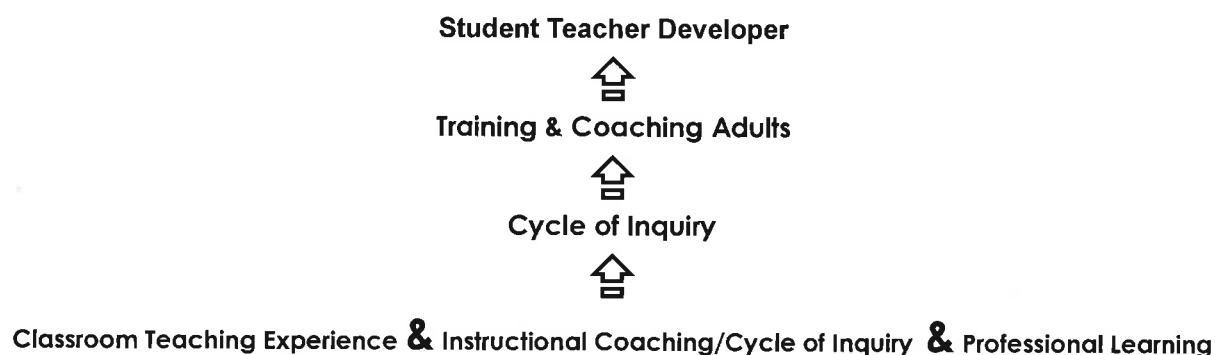
Pathway for Student Teacher Developer/University Partner

Who: Teachers who are interested in developing new teachers and who are interested in forming relationships with systems of higher education.

What: Teacher Leadership Role

Where: District Level

Overview:



How:

Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none"> ● Complete a minimum of 5 years of classroom teaching by the end of the pathway ● A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Learning needed to be ready for the role: <ul style="list-style-type: none"> ● Completed training on differentiated instruction ● Training on data analysis (PLC or FAR process) ● Growth mindset/equity/implicit bias training
Step 2:	Cycle of inquiry with support from instructional coach	<ul style="list-style-type: none"> ● Completed coaching cycles in the demonstration classroom area ● Regular and ongoing observation and feedback from instructional coach in demonstration classroom area
Step 3:	Training & Coaching Adults	Experience leading professional development or supporting adult learning (small or large groups)
Become a Student Teacher Developer		

Pathways for Teacher Researchers

Who: Teachers who are interested in developing research questions based on their curiosity about teaching and learning in their classroom

What: Teacher Researcher



How:

Step 1:	Classroom Teaching Experience	Complete a minimum of five years by the end of the pathway of classroom teaching (ideally in multiple grade levels and/or subject areas)
	Cycles of Inquiry	Complete several cycles of inquiry to become expert at the process
Step 2:	Document and Share Learning/Research Locally	Share findings from cycle(s) of inquiry in writing (e.g. blog, article, etc) or in person (e.g. presentation at a staff meeting, presentation at Institute Day, etc.) with District 97 staff or colleagues
	Cycle of Inquiry Facilitator	Facilitate and coach others as they complete cycles of inquiry
Become a Teacher Researcher: Shares results/findings from research beyond just the D97 community (e.g. presentation at state or national conference, publication on line or in a journal, speak at University)		

Pathway for Curricular Content Specialist

Who: Teachers who are interested in becoming experts at instructional methods in a content area and serving as a district-level leader in the Teaching and Learning Department

What: Out of the Classroom Full Time Position (OPTA)

Where: District Level

Curricular Content Specialist



National Board Certification/Instructional Coach/Teacher Mentor (preferred)



Coaching Adults & Professional Learning & Building Level Leadership & Curriculum Work/Content Knowledge



Classroom Teaching Experience

How:

Step 1	Classroom Teaching Experience	<ul style="list-style-type: none"> ● Complete a minimum of five years of classroom teaching (ideally in multiple grade levels and/or subject areas) ● A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework.
Step 2	Building Level Leadership	Experience leading teams of adults at the school level <ul style="list-style-type: none"> ● served as grade level lead or ● supervised student teachers or ● similar role (e.g. PBIS lead)
	Professional Learning	Training needed to be ready for the role <ul style="list-style-type: none"> ● Completed training on differentiated instruction ● Training on unit development ● Training on assessment creation ● Growth mindset/equity/implicit bias training ● Training on how to work with adult learners ● Training on how to facilitate meetings
	Curriculum Area Expertise	Can be shown through National Board Certification and/or by obtaining an advanced degree
Step 3	Teaching/Coaching Adults	Experience leading professional development or supporting adult learning
	<u>Instructional Coach or Teacher Mentor Experience</u>	Experience coaching teachers or student teachers and helping them to improve their practice

Pathway for Team Facilitator

Who: Teachers or Related Service Providers who are interested in serving Building Special Education Team Facilitator

What: Teacher Leadership Role

Where: School Based

Building Special Education Team Facilitator



Clinical or Teaching Experience & Professional Learning

How:

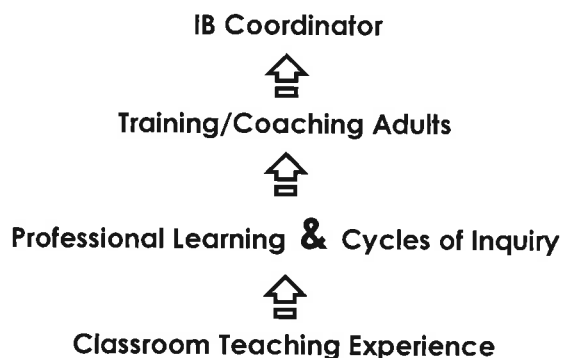
Step 1:	Teaching or Clinical Experience	<ul style="list-style-type: none">• Complete a minimum of two years of clinical or special education teaching experience• An evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Training needed to be ready for the role: <ul style="list-style-type: none">• Understanding of current best practices and Special Education law• Growth mindset/equity/implicit bias training• Training on how to work with adult learners• Training on how to facilitate meetings• Demonstration of strong communication and organization skills
Become a Building Special Education Team Facilitator		

Pathway for International Baccalaureate (IB) Coordinator

Who: Teachers who are interested in coaching teachers and helping teachers to develop International Baccalaureate (IB) units.

What: Out of the Classroom Full Time Position (OPTA)

Where: School Based



How:

Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none"> • Complete a minimum of 5 years of classroom teaching in an IB school by the end of the pathway • A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
Step 2:	Professional Learning	Training needed to be ready for the role <ol style="list-style-type: none"> a. Completed training on IB unit development b. Completed training on IB principles c. Completed training on IB assessments d. Completed training on IB learner profile e. Completed training on differentiation f. Completed training on growth mindset/implicit bias/equity g. Completed training on how to effectively facilitate meetings
	Cycles of Inquiry	Complete several cycles of inquiry to become an expert at the cycle of inquiry process
Step 3:	Training/Coaching Adults	Experience leading professional development or supporting adult learning (institute day sessions, building professional learning meetings, department meetings)
Become an IB Coordinator		

Pathway for Intervention Leaders

Who: Teachers who are interested in collaborating and advising colleagues in analyzing student data, identifying interventions to assist students, monitoring student response to intervention with the goal of improving student achievement.

What: Out of the Classroom Full Time Position (OPTA)

Where: School Based

Intervention Leader (full-time release) (Formerly known as "LAS/MTSS")



Teaching/Coaching Adults & Demonstration Classroom



Classroom Teaching Experience & Professional Learning

How:

Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none"> ● Complete a minimum of 5 years of classroom teaching in multiple grade levels ● A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework ● Experience with interventions
	Professional Learning	Learning needed to be ready for the role: <ul style="list-style-type: none"> ● Reading Specialist Endorsement (LAS only) ● Knowledge of Tier 3 curricula ● Completed training on differentiated instruction and assessment ● Training on data analysis (PLC or FAR process) ● Growth mindset/equity/implicit bias training ● Demonstrated extensive professional learning in the model area (e.g. National Board Certification)
Step 2:	Teaching/Coaching Adults	<ul style="list-style-type: none"> ● Experience presenting to colleagues
	<u>Demonstration Classroom</u>	<ul style="list-style-type: none"> ● Completed requirements to become a demonstration classroom
Become an Intervention Leader		

Pathway for Instructional Coach

Who: Teachers who are interested in coaching teachers and helping teachers to improve their practice.

What: Out of the Classroom Full Time Position (OPTA)

Where: School Based



How:

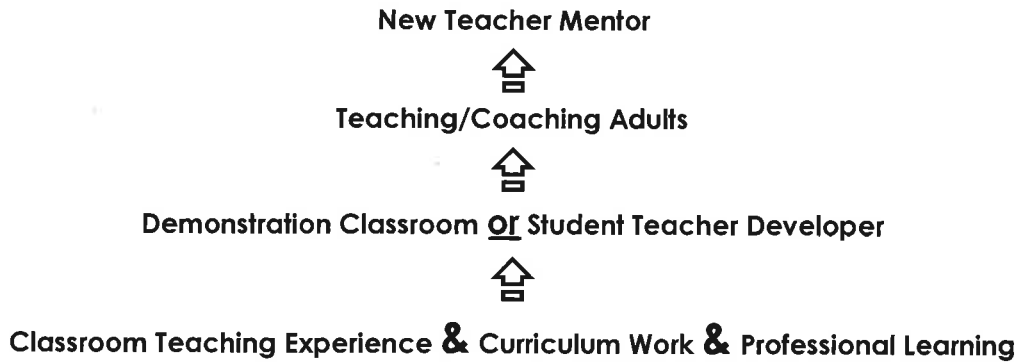
Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none"> ● Complete a minimum of 5 years of classroom teaching by the end of the pathway (ideally in multiple grade levels and/or subject areas). ● A teacher evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework.
	Professional Learning	Learning needed to be ready for the role: <ul style="list-style-type: none"> ● Completed training on differentiated instruction ● Training on data analysis (PLC or FAR process) ● Growth mindset/equity/implicit bias training ● Demonstrated extensive professional learning in the model area (e.g. National Board Certification) ● Understand and know attributes of curriculum and unit design (e.g. served on curriculum committee, piloted curriculum)
Step 2:	Building Level Leadership	Experience leading teams of adults at the school level <ul style="list-style-type: none"> ● served as grade level lead or ● supervised student teacher or ● similar role (e.g. PBIS lead)
	<u>Demonstration Classroom</u>	Completed requirements to become a demonstration classroom
Step 3:	Training/Coaching Adults	Experience leading professional development or supporting adult learning
	National Board Certification (preferred)	Experience in self reflection and reviewing/analyzing classroom and school-wide student performance data
Become an Instructional Coach		

Pathway for New Teacher Mentor

Who: Teachers who are interested in supporting and developing teachers new to District 97.

What: Out of the Classroom Full Time Position (OPTA)

Where: District Level



How:

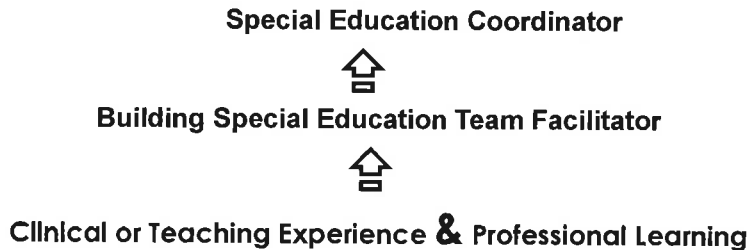
Step 1:	Classroom Teaching Experience	<ul style="list-style-type: none"> • Complete a minimum of 5 years of classroom teaching by the end of the pathway (ideally in multiple grade levels and/or subject areas). • A teacher evaluation rating of Proficient or Distinguished according to OP97 Teacher Evaluation Framework.
	Professional Learning	Learning needed to be ready for the role: <ul style="list-style-type: none"> • Completed training on differentiated instruction • Training on data analysis (PLC or FAR process) • Growth mindset/equity/implicit bias training • Demonstrated extensive professional learning in the model area (e.g. National Board Certification)
Step 2:	<u>Demonstration Classroom or Student Teacher Developer</u>	Completed requirements to become a demonstration classroom or student teacher developer
Step 3:	Training/Coaching Adults	Experience leading professional development or supporting adult learning
	National Board Certification (preferred)	Experience in self reflection and reviewing/analyzing classroom and school-wide student performance data
Become the New Teacher Mentor		

Pathway for Special Education Coordinator

Who: Teachers or Related Service Providers who are interested in serving as Special Education Coordinator

What: Out of the Classroom Full Time Position (OPTA)

Where: District Level



How:

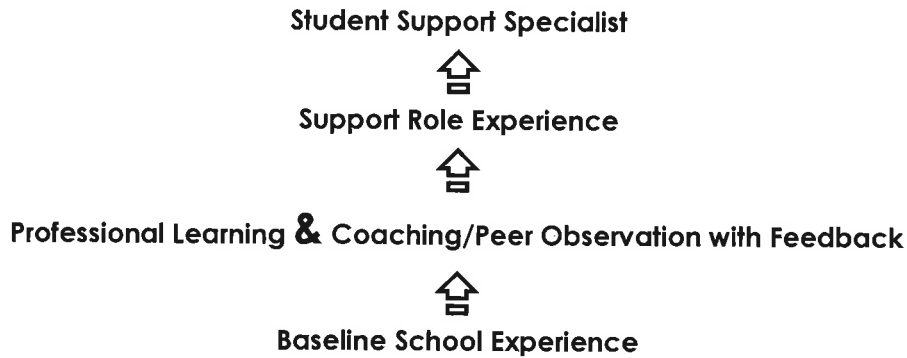
Step 1:	Teaching or Clinical Experience	<ul style="list-style-type: none"> ● Complete a minimum of two years of clinical or special education teaching experience ● An evaluation rating of Proficient or Excellent according to OP97 Teacher Evaluation Framework
	Professional Learning	Training needed to be ready for the role: <ul style="list-style-type: none"> ● Understanding of current best practices and Special Education law ● Growth mindset/equity/implicit bias training ● Training on how to work with adult learners ● Training on how to facilitate meetings ● Demonstration of strong communication and organization skills ● CPI training preferred
Step 2:	Professional Experience	<ul style="list-style-type: none"> ● Complete the pathway for <u>Building Special Education Team Facilitator</u> ● Experience leading professional development or supporting adult learning
Step 3:	Licensure and Professional Learning (Preferred)	Completes the appropriate licensure requirements to serve as a school administrator in the state of Illinois and participated in related professional learning.
Become a Building Special Education Team Facilitator		

Pathway for Student Support Specialist

Who: Certified staff who are interested in providing support to students at the school level by implementing school-wide programming and who are committed to restorative practices

What: Out of the Classroom Full Time Position (OPTA)

Where: School-Based



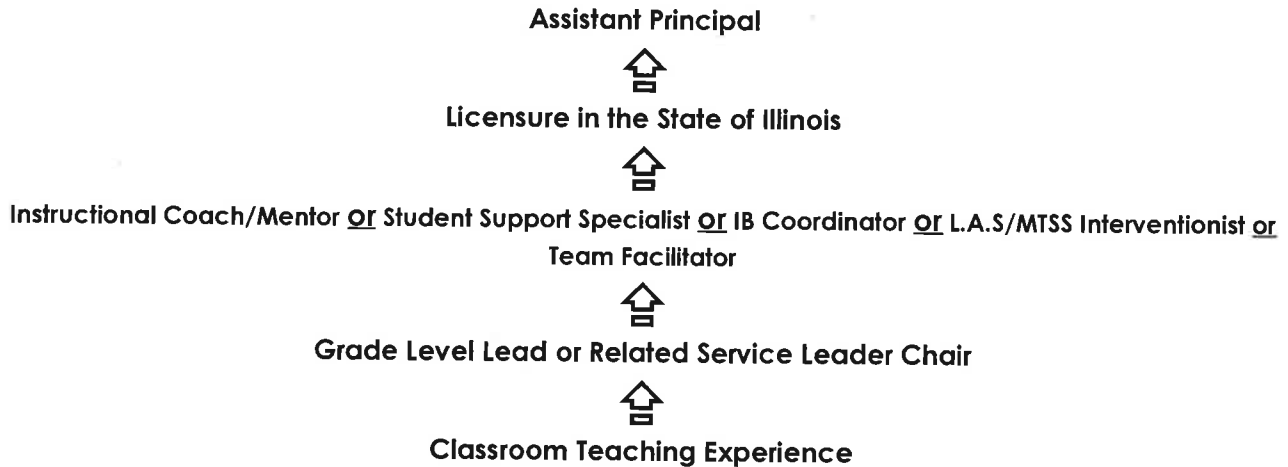
How:

Step 1:	Baseline School Experience	Complete a minimum of 5 years in a certified role in a school setting. Classroom Teaching Experience or Experience in a Related Service Provider Position
Step 2:	Professional Learning	Learning needed to be ready for the role: <ol style="list-style-type: none"> 1. Completed training on restorative practices 2. Completed training on social emotional learning 3. Growth mindset/equity/implicit bias training 4. Training in having difficult conversations
	Coaching/Peer Observation with Feedback	Instructional Coaching/Cycle of Inquiry - <ol style="list-style-type: none"> 1. Monthly meetings with instructional coach 2. Monthly observation and feedback from instructional coach in model area
Step 3:	Support Role Experience	<ul style="list-style-type: none"> ● PBIS committee member ● Demonstrated experience developing and maintaining strong, positive relationships with all students and families ● BLT member ● Participation in MTSS meetings ● Student Supervision outside of classroom ● CPI certified (preferred)
Become a Student Support Specialist		

Pathway for Assistant Principal

Who: Teachers who are interested in serving as a building administrator (assistant principal)

What: School Administrator



How:

Step 1:	Classroom Teaching Experience or Related Service Experience	Complete a minimum of five years by the end of the pathway of classroom teaching (ideally in multiple grade levels and/or subject areas) or clinical experience within a school setting
Step 2:	Grade Level Lead, Department Chair, or Related Service Lead Chair	Completed pathway for Grade Level Lead, Department Chair, or Related Service Lead Chair
Step 3:	Completed Pathway for one of the following	<ul style="list-style-type: none"> • <u>Instructional Coach/Mentor</u> • <u>Student Support Specialist</u> • <u>IB Coordinator</u> • <u>Language Arts Specialist/MTSS Interventionist</u> • Special Education Team Facilitator
Step 4:	Licensure and Professional Learning	Completes the appropriate licensure requirements to serve as a school administrator in the state of Illinois and participated in related professional learning.
Become a Building Administrator		

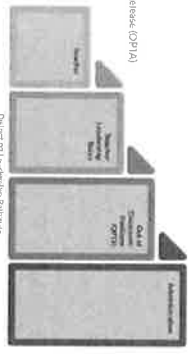
District 97 Career Pathways Teacher Leader Framework

Purpose
Maximize our best teachers to
improve student outcomes.

Background
The Pathways Committee was formed to answer the following question that arose in 2017-2018 Contract Negotiations:
How might we recognize and reward teachers with advanced skills that develop teachers' leadership skills.
The Pathways Committee began meeting in October 2018.
The committee is comprised of elementary and middle school teachers, school and district administrators
The committee has developed four career pathways, reviewed literature on school pathways, and engaged in a design process.
Feedback from teachers and administrators was gathered by committee members

Big Picture

Teacher Leadership Focus
Out of the Classroom Full-Time Release (OTFL)
Additional Skills



Index of Pathways

Click on links for access to the Index of 97 Career Pathways.
Each hyper link details the pathway to leadership opportunity at the building and district levels.



Index of Pathways

Pathway	Building	District
Administrative Support
Classroom Management
Instructional Support
Professional Development
Student Support
Technology Support
Transportation Support
Facilities Support
Food Service Support
Security Support
Special Education Support
Gifted/Talented Support
ESOL Support
Health Services Support
Physical Education Support
Art Support
Music Support
Dance Support
Library Support
Media Support
Community Outreach Support
Public Relations Support
Marketing Support
Finance Support
Human Resources Support
Legal Support
Insurance Support
IT Support
Procurement Support
Real Estate Support
Construction Support
Energy Support
Environmental Support
Historical Support
Archives Support
Records Management Support
Public Safety Support
Fire Support
Police Support
Emergency Management Support
Disaster Preparedness Support
Intergovernmental Support
Intergovernmental Relations Support
Intergovernmental Affairs Support
Intergovernmental Development Support
Intergovernmental Finance Support
Intergovernmental Health Support
Intergovernmental Housing Support
Intergovernmental Labor Support
Intergovernmental Law Support
Intergovernmental Public Works Support
Intergovernmental Transportation Support
Intergovernmental Utilities Support
Intergovernmental Veterans Support
Intergovernmental Youth Support
Intergovernmental Women Support
Intergovernmental Workers' Compensation Support
Intergovernmental Workers' Safety Support
Intergovernmental Workers' Unions Support
Intergovernmental Workers' Welfare Support
Intergovernmental Workers' Workers' Compensation Support
Intergovernmental Workers' Workers' Safety Support
Intergovernmental Workers' Workers' Unions Support
Intergovernmental Workers' Workers' Welfare Support

Pathways Committee Membership

- Amanda Sims, Superintendent
- Brian Smith, Director of Instruction
- Beth Harkness, Curriculum Specialist
- Nicole Kasper, Learning Activities Specialist
- Sarah Kay, Assistant Director of Learning
- Kelly Johnson, Program Manager
- Amy Perry, Career Cluster and Articulation Officer
- Ben O'Connor, Board Services Manager

