



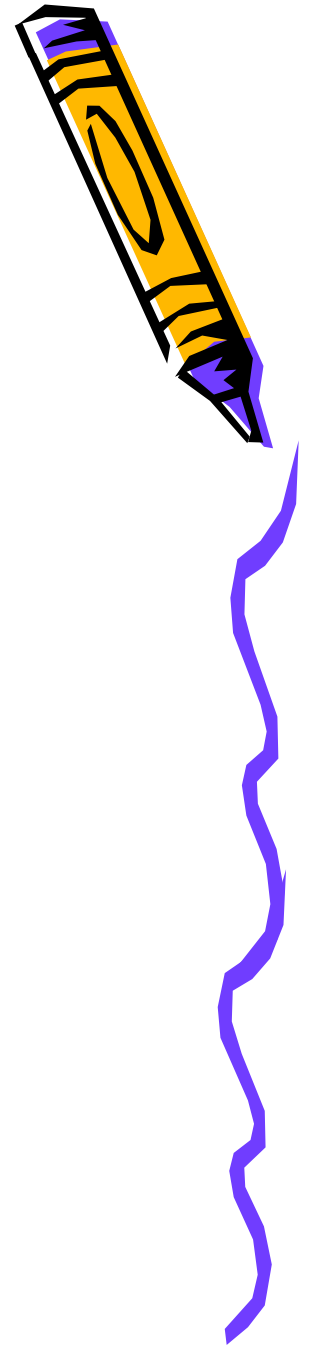
2006 DCFT Spring
General Membership
Meeting

- **Welcome**



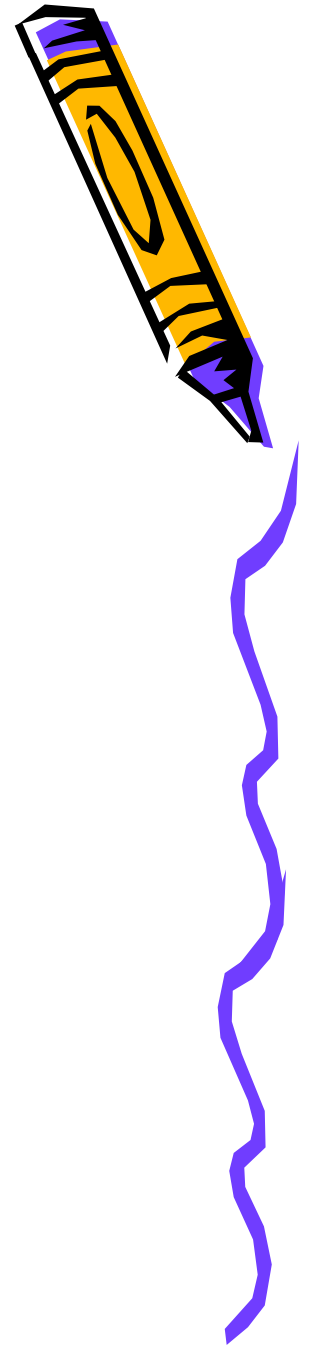
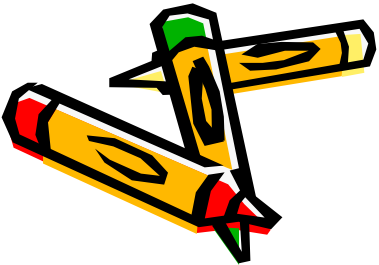
Introductions

- Greg Spearman
 - Liberty Mutual Insurance



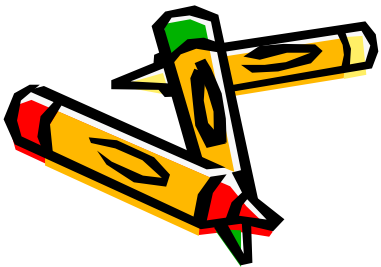
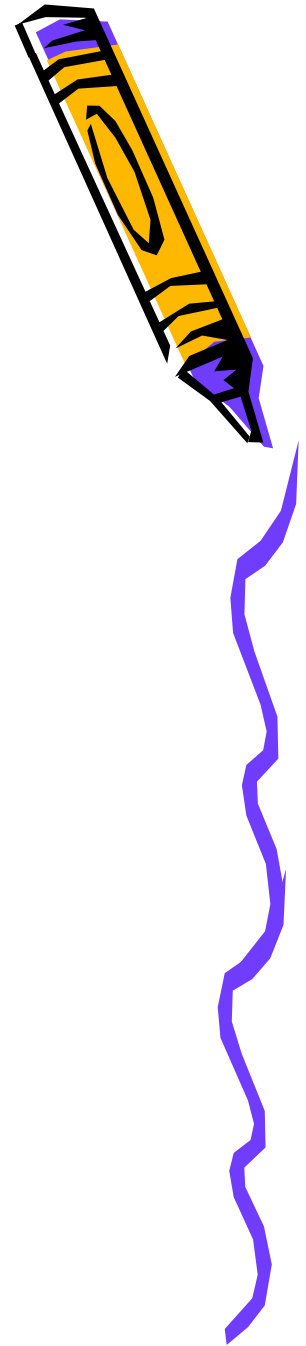
Agenda Items

- Call to order
- General Business
- Items for Action
- Updates/Reports
- State of the Union
- Good and Welfare
- Adjournment



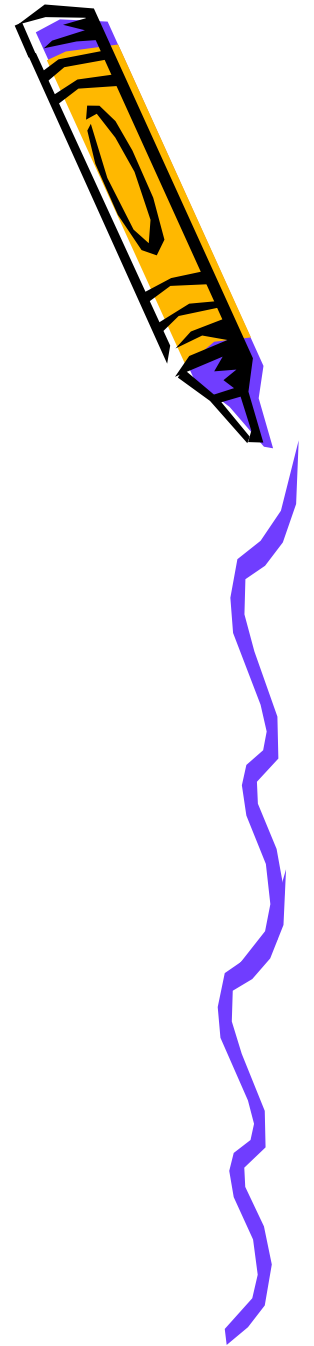
General Business

- **Acceptance of Minutes**
- **Treasurer's Report**
- **Membership Report**



Updates/ Reports

- Evaluation Pilot
- Infinite Campus
- PERA
- Political Action
- Apple Awards
- Negotiations



Negotiations 2005- 06

- **Living Contract**
- **Items for this year**
- **Performance Pay -
PPIC**



Concept Overview

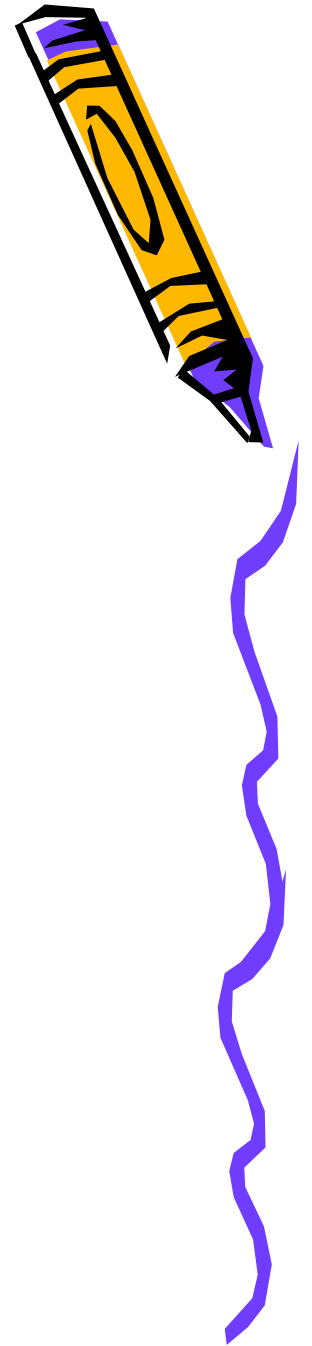


- Combine the current programs for Outstanding Teacher, Master Teacher, and National Board Certified Teacher.
- Create a continuum for professional advancement using bonus incentives, more rigorous criteria and eligibility requirements.
- Develop leadership capacity and value added return to the District through the combined programs.
- Develop quality teachers



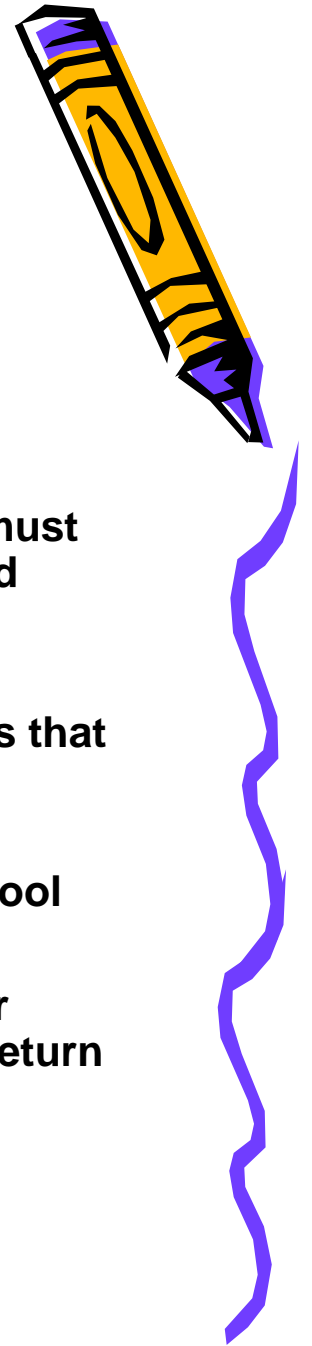
Problems

- Isolation of various individual incentive components
- Lack of assessment validity
- Redundancy/repetitions
- Alignment with current state of district
- Utilization of best to build organizational capacity



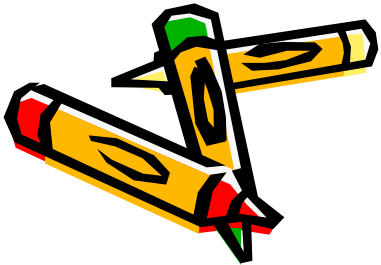
How it Could work

- Teachers enter at the Outstanding Teacher level (Levels I, II or III)
- After a predetermined amount of time at the entry levels, teachers must successfully move to the Master Teacher or National Board Certified Teacher levels (Levels IV and V)
- Progression through the system is driven by eligibility requirements that limit recurring participation at any one level
- The various levels of the program are linked to the new evaluation tool
- Clear expectations are established for additional responsibilities for recipients of the designations/bonuses that bring a “value added” return to the District in a variety of forms



Program Highlights

- **All Outstanding Teacher applicants will collect and present student growth data linked to their instructional practice**
- **Level I (Outstanding Teacher) data may be generated from individual case studies or small groups**
- **Level II (Outstanding Teacher) and III (Outstanding Teacher/NBCT Prep) data may be generated from small groups or whole classes**
- **Level IV (Master Teacher) requires a minimum of three years of collected data around student growth that includes analysis of why the growth is significant, how it results from the teacher's instructional practice, and how the teacher uses data to further guide and improve instruction and thereby generate continued and improved student growth.**
- **Level V (NBCT) combines the Master Teacher requirement for student data with the application for National Board for Professional Teaching Standards certification.**



What is the Advantage?

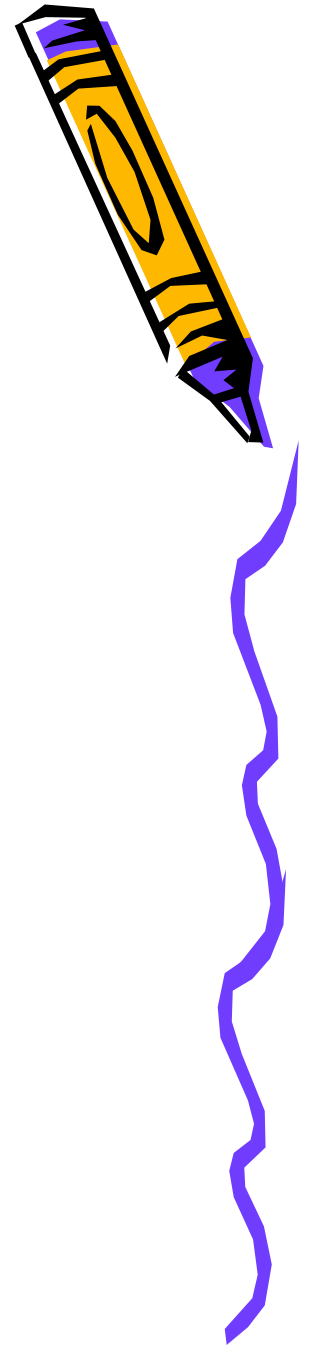
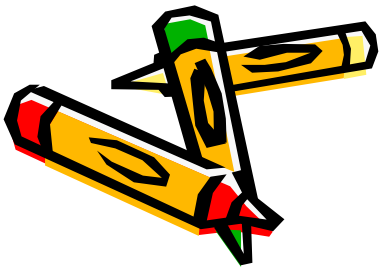
- **For Teachers:**

- The aligned program creates a career path that may span twenty-five years or more with increased earnings potential, real leadership and true career advancement opportunities.
- The Outstanding Teacher/NB Certified Teacher continuum aligns with the evaluation process and tool and eliminates the traditional Outstanding Teacher portfolio.
- The aligned program will allow for clearer expectations, places the focus on instructional leadership, and shifts the monitoring and analysis of student growth data to all teacher participants.
- The participation in the program continues to be by self-selection and teachers get feedback through the evaluation process throughout the year.



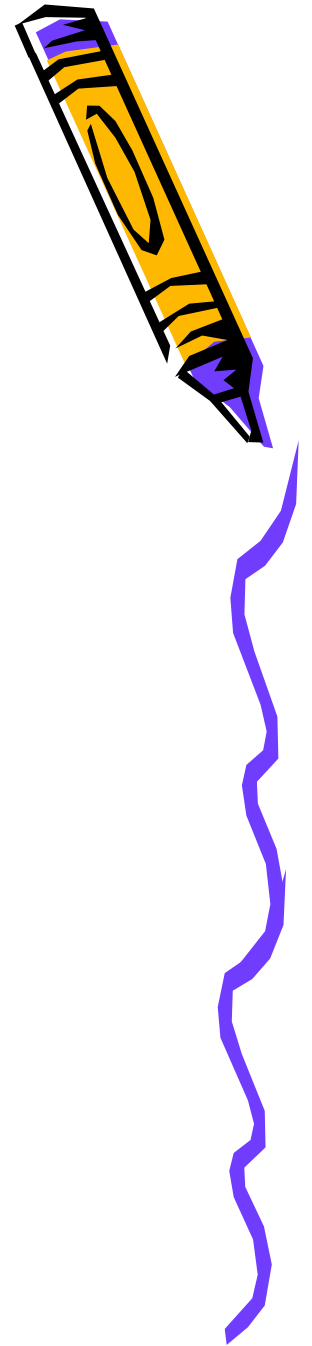
State of the Union

- **Voice**
- **Political Action**
- **Professional Development**
- **Communication**



Good and Welfare

- **Fall General Membership Meeting**
Late September 2006



THANKS!!

