



ADVANCED TEACHING INCENTIVE PROGRAM

*Model Policy
ExcelinEd Policy Toolkit*

SECTION 1. PURPOSE

The Advanced Teaching Incentive (ATI) program creates advanced licensure designations for experienced teachers who demonstrate subject-area competence and a positive impact on student outcomes. Three levels of advanced licensure designations signal to school leaders and the state that teachers are eligible for differentiated teaching and teacher leadership roles and additional pay commensurate with those roles. Teachers earn advanced designations through a combination of local performance evaluations, qualitative and quantitative evidence of effectiveness, and recommendations. Qualified low-income and rural districts (priority districts) shall receive an allotment from the state when they employ teachers with advanced licensure designations. Districts must use the allotment to supplement the pay of teachers with advanced designations.

SECTION 2. DEFINITIONS

As used in this section, the terms have the following meanings:

- (1) “Advanced Teaching Incentive (ATI) Allotment” is the amount of state money allocated to the Advanced Teaching Incentive Program minus the administrative fee the state is entitled to allocate to program operations outlined herein.
- (2) “Advanced Teaching Role” is a role or responsibility assumed by a designated teacher in accordance with the guidelines outlined herein and for which the district and/or state compensates the teacher in accordance with the guidelines outlined herein.
- (3) “District” is a local education agency and, for the purposes of this program, is any participating district that is not identified as a “priority district.”
- (4) “Designated Teacher” is any teacher awarded any Advanced Designation under this program.
- (5) “Economically Disadvantaged District” is a district in which the percent of pupils who qualify as economically disadvantaged is higher than the state average, where the definition of “economically disadvantaged” is determined by the state. Examples of definitions of economic disadvantage include:
 - (a) percent of pupils who qualify for free- and reduced-price lunch OR
 - (b) percent of pupils who live at 133% of the poverty line or below OR
 - (c) percent of pupils who qualify for one more of the following programs:
 - (i) The federal Supplemental Nutrition Assistance Program (SNAP)
 - (ii) Transitional Assistance for Families with Dependent Children (TANF) program
 - (iii) Medicaid
- (6) “Experienced teacher” is a licensed teacher with at least three years of experience teaching independently in the classroom.
- (7) “Novice teacher” is an individual who has been licensed and teaching independently in a classroom for three years or fewer. Novice teachers may be mentored by teachers who have received a Mentor Teacher designation under the ATI program as described in Section 2.



- (8) “Priority District” is any economically disadvantaged or rural district identified by the state to receive additional funding to supplement designated teacher pay in accordance with the ATI program.
- (9) “Rural district” is a local education agency that is:
- (a) an area that is not designated as an urbanized area or an urban cluster by the United States Census Bureau; and
 - (i) a school district with fewer than 5,000 enrolled students; or
 - (ii) designated as a rural campus under rules adopted by the State.
- (10) “The State” is the State Department of Education, or the entity the State appoints to oversee the program.
- (11) “Teacher candidate” is a person who is training to become a teacher but not licensed to teach independently.

SECTION 3. ADVANCED TEACHER ROLES AND DESIGNATIONS

- (1) The Treasury shall allocate \$XXXX to create the Advanced Teaching Incentives (ATI) Program and allotment. The State Department of Education or its designee will oversee the program to which districts may apply for the purposes of recruiting and retaining qualified teachers.
- (2) The state shall create three advanced license designations, to which experienced teachers in participating districts may apply in succession after fulfilling the requirements affiliated with each designation. These designations shall be:
- (a) “Advanced Teacher,”
 - (b) “Lead Teacher,” and
 - (c) “Mentor Teacher.”
- (3) The state shall outline pathways for teachers to achieve each successive designation. Pathways must allow teachers to achieve each advanced license designation by demonstrating effectiveness, where effectiveness is determined by the state but may include:
- (a) content mastery through teaching,
 - (b) a positive impact on student outcomes, and
 - (c) evidence of effective practice in each “advanced” role the teacher assumes with a new designation, as determined by locally developed, state-approved rubrics.
- (4) For the purposes of this program, measures of effectiveness may include but are not limited to:
- (a) state-approved anonymous student surveys;
 - (b) state-approved anonymous 360 degree teacher surveys;
 - (c) District and/or principal performance evaluations based on a state-approved standardized rubric; and
 - (d) at least one metric of student growth determined by the district and approved by the state.
 - (i) Teachers may submit National Board Certification in lieu of all other requirements to achieve an Advanced Teacher designation.



- (5) Each time a teacher achieves the next successive license designation, they become eligible to apply for available related roles and responsibilities.
 - (a) Priority school districts will use their ATI state allotment toward the cost of compensation for advanced roles and may supplement this allotment with school or district funds.
 - (b) Participating districts not designated “priority” by the state will determine and support increases in teacher pay commensurate with the additional responsibilities designated teachers assume.
- (6) Responsibilities of a teacher achieving an Advanced Teacher designation may include but are not limited to:
 - (a) having the classroom open to observation by teachers and administrators;
 - (b) providing coaching and leadership to teacher candidates and novice teachers; and
 - (c) conducting peer observations.
- (7) Responsibilities of a teacher achieving a Lead Teacher designation may include but are not limited to:
 - (a) providing coaching and leadership to teacher candidates and novice teachers;
 - (b) conducting model lessons and facilitating peer reflection and instructional practice improvement; and
 - (c) conducting peer observations.
- (8) Responsibilities of a teacher achieving a Mentor Teacher designation may include but are not limited to:
 - (a) providing coaching and leadership to teacher candidates, novice teachers, and teachers with Advanced Teacher and Lead Teacher designations;
 - (b) collaborating with state, district and school leaders to address formative aspects of the educator evaluation process;
 - (c) other advanced roles defined by the district and approved by the state.
- (9) Advanced roles and responsibilities should not require the teacher to practice outside of a classroom setting for more than 50% of their work time, excepting those with Mentor Teacher designations.
- (10) Designations are good for five years and are transferrable to any public or charter school within the state. Teachers must continue to meet the requirements for the license to renew the designation at the end of the five years.

SECTION 4. STATE RESPONSIBILITIES

- (1) The state shall create an application process for districts to participate in the ATI program.
 - (a) The state shall admit any district that submits satisfactory standardized evaluation rubrics and other materials required in Section 3, where “satisfactory” is determined by the State.
 - (b) The state reserves the right to reject and/or ask districts to revise standardized evaluation rubrics and other materials required in Section 3.
 - (c) The state shall bar no district that meets its requirements from participating in the program.



- (2) The state shall designate and transparently publish a list of “priority districts,” which are eligible to receive additional funds from the ATI allotment for the purposes of recruiting and retaining teachers with advanced designations.
 - (a) Priority districts must use at least 90 percent of each allotment received under this Section to compensate teachers with advanced designations employed in priority districts. ATI compensation should supplement, not supplant, a teacher’s base salary.
 - (b) Priority districts may use the remaining funds for costs associated with implementation of the ATI program in districts, including efforts to support teachers in obtaining designations.
- (3) For each classroom teacher with an advanced designation employed in an advanced teacher role by a priority school district, the state will provide and the district will pay an allotment in addition to the teacher’s base salary, where the allotment is determined by the state. The allotment should increase every time the teacher receives a successive designation:
 - (a) XX% of the teacher’s base salary for teachers with an Advanced Teacher designation employed in an advanced role;
 - (b) XX% of the teacher’s base salary for teachers with a Lead Teacher designation employed in an advanced role;
 - (c) XX% of the teacher’s base salary for teachers with a Mentor Teacher designation employed in an advanced role;
- (4) Should the number of advanced teachers eligible to receive a state-funded compensation increase exceed available funds, the state shall prioritize payments to priority districts and campuses with the greatest teacher shortages, where shortages are defined by the state.
- (5) The State may retain up to but no more than 1% of the total ATI Program allocation to cover the cost of program administration.

SECTION 5. DISTRICT RESPONSIBILITIES

- (1) The district shall provide all necessary support and evaluation mechanisms outlined herein for teachers to receive and maintain an advanced designation.
- (2) Participating priority districts shall annually certify:
 - (a) The number of teachers with advanced designations, disaggregated by level of designation, employed in the district;
 - (b) The number of teachers with advanced designations employed in advanced roles in the district;
 - (c) That at least 90% of each allotment received under the ATI program was used to increase the compensation of teachers in advanced roles in the manner outlined herein;
 - (d) That any remaining funds were spent in accordance with the guidelines outlined herein.