Educator Career Continuum

CHOOSE A CAREER PATHWAY THAT FITS FUTURE GOALS

THREE PATHWAYS FOR EDUCATORS

Early Career Professional

SUPPORT

Career Professional

SUPPORT

Master Professional

WHY IS TEACHER LEADERSHIP IMPORTANT?

1. Extending the reach of effective teachers can directly impact students, teachers, and the culture of a school.
2. Teachers deserve differentiated roles, incentives, and support.
3. In order to meet ADE's vision of transforming education in Arkansas, teacher leaders should be utilized.

THREE THINGS YOU SHOULD KNOW

1. Teachers can choose a pathway and advocate for new roles.
2. Districts have freedom to personalize: incentives, roles, and/or supports.
3. Teacher voice is a part of this work! Teachers advised the continuum development and the criteria for each designation.

WHAT DOES THIS MEAN?

Early Career Professional Educator is a first-time standard license. The licensee may renew the license or seek another designation (see below).

Career Professional Educator designation - an educator who has documentation of three (3) years of licensed teaching experience, which may include teaching with a provisional license; and verification from the applicant's last employer that the applicant has performed at the level of an Effective Teacher as evidenced by the applicant's most recent summative evaluation completed before applying for the license.

Lead Professional Educator designation - an educator who aspires to serve in a leadership role without leaving the classroom. Lead teachers lead adults and meet the Teacher Leader Model Standards. Districts should provide protected time for leadership.

Master Professional Educator designation - an educator who has been recognized in the educational community as a high achiever in the field of education. He or she makes contributions to education outside of the school environment at regional, state, and national levels; and elevates the teaching profession through recruitment, teacher support, and advocacy.

ADE'S ROLE: SUPPORT

1. Growing teacher leaders through micro-credentials, professional development, and networking opportunities.
2. Training districts on how to utilize, support, and compensate teacher leaders.
3. Providing stories of districts using teacher leaders in various roles with various incentives.
4. Developing partnerships that will encourage the utilization of teacher leaders around the state.