

MCEA/BOE Collective Bargaining Agreement

Article 14 Section G

Career Lattice Program

1. MCEA and MCPS are committed to ensuring that there are high-quality educators throughout every level of MCPS. This initial design will focus on school-based unit members. A second phase will consider lead teacher status for other unit members. These commitments emphasize the importance of having structures and processes in place to attract, recruit, hire, mentor, develop, evaluate, recognize, and retain high-performing teacher professionals. MCEA and MCPS believe that excellence in teaching is critical to student learning.
2. There are three developmental stages in a teaching career, which include induction, skillful teaching, and leadership in teaching (referred to as the lead teacher). To be successful in MCPS a teacher must reach the skillful teaching stage. Some professionals will choose to become teacher leaders and enter into the leadership in teaching stage. Teachers in this stage serve through leadership in their schools and classrooms and seek even greater responsibility. At this stage, the teacher takes on new challenges to support, coach, mentor, and lead colleagues in instructional and school improvement which result in increased student learning. The Career Lattice is a framework that includes definitions of leadership responsibilities; processes for application, identification, and evaluation of teacher leaders; and a compensation structure that is aligned to the leadership responsibilities.
3. Educators with lead teacher status are eligible for a variety of teacher leadership roles, collaboratively determined by the Career Lattice Joint Panel and the Superintendent or his/her designee. Lead teacher opportunities consist of specific leadership positions and project leadership.
4. Classroom teachers who achieve lead teacher status can apply for teacher leadership positions or carry out school-based improvement projects. Lead teachers in designated leadership positions will receive a salary supplement. Lead Teachers who are approved for project work will receive a salary supplement. (Article 19B7)
5. The Career Lattice is collaboratively designed to provide a structure for career planning that expands professional opportunities for teacher leaders while allowing them to continue to have direct responsibility for student learning.

6. The Career Lattice program shall operate in accord with the procedures enumerated in the Career Lattice Handbook, which will be created by the Career Lattice Joint Panel and will be reviewed and revised annually by the Teacher PGS Implementation Team.
7. The Career Lattice Program shall be run by a Career Lattice Joint Panel. The Panel shall consist of at least 12 members appointed by the Superintendent; an equal number being teachers recommended by MCEA and school-based administrators recommended by MCAAP. The associate superintendent for the Office of Human Resources and Development (or his/her designee) shall also serve as a panel member.
8. The Career Lattice Joint Panel is responsible for the following:
 - a. Lead teacher application process
 - b. Lead teacher identification process
 - c. Lead teacher recertification process
 - d. Data collection about the cadre of lead teachers (demographic, educational, etc.,) as well as data needed to track results for continuous improvement
 - e. Career Lattice revisions and improvement recommendations
 - f. Working with the Department of Shared Accountability to provide input for the evaluation of the Career Lattice Program
9. The Career Lattice Joint Panel will report to the Teacher PGS Implementation Team which will review and revise procedures as necessary. The Teacher PGS Implementation Team will provide quarterly reports to the MCEA/MCPS LMCC. Unresolved issues will be submitted to the LMCC and to the Joint Associations/Deputies/Chief Operating Officer (ADC) Committee.
10. The parties agree to design and oversee jointly evaluation of the Career Lattice Program.