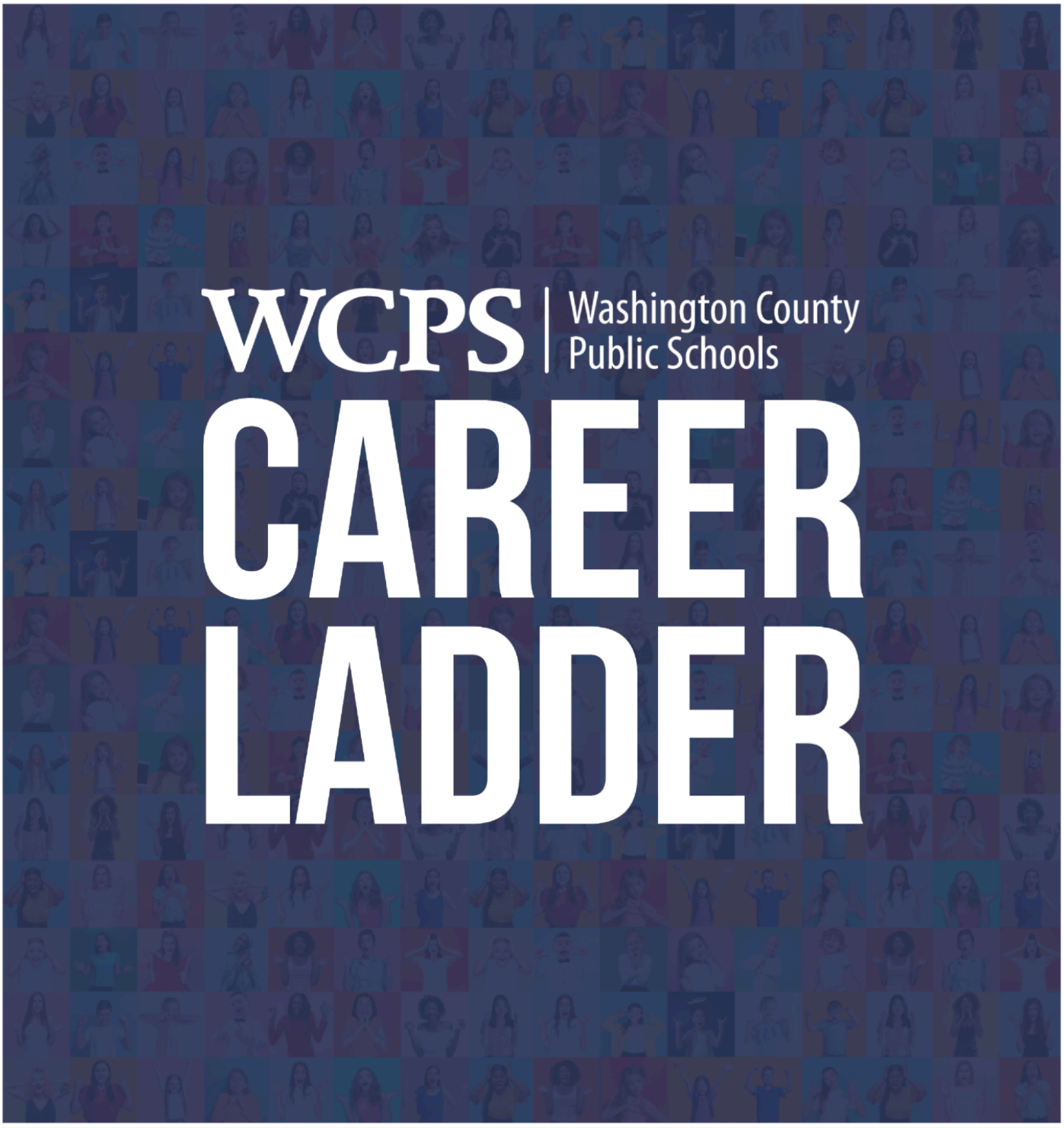


WCPS | Washington County Public Schools

CAREER LADDER

NOVEMBER 2025 SUBMISSION

BLUEPRINT FOR MARYLAND'S FUTURE

Accountability & Implementation Board
BLUEPRINT FOR MARYLAND'S FUTURE

2025 Career Ladder Submission
Attestation

1. We hereby attest that we are each duly authorized to execute this attestation on behalf of our respective entities, Washington County Public Schools and Washington County Teacher's Association.

2. We further attest that each party to this attestation has reviewed the 2025 Career Ladder Submission, attached hereto, and that any and all agreements by and between the parties related to the career ladder are contained therein, all matters that are subject to collective bargaining have been negotiated and agreed upon, and those agreements are complete, final, and fully binding upon both parties.

3. We further attest that, if any changes or amendments are made to the 2025 Career Ladder Submission, we will submit for approval the changes to the Accountability and Implementation Board, which changes shall be tracked in the original submission, and we will submit a new 2025 Career Ladder Submission Attestation with the changes.

LEA NAME: Washington County Public Schools

By: Dr. David T. Sovine _____
Signature

Printed Name: Dr. David T. Sovine

Title: Superintendent of Schools

Date: 11/14/2025

EDUCATION ASSOCIATION NAME: Washington County Teachers Association, Inc.

By: Carol Mowen
Signature

Printed Name: Carol Mowen _____

Title: WCTA President

Date: 11/14/2025

INTRODUCTION

Washington County Public Schools (WCPS) remains committed to implementing a robust, equitable Career Ladder that strengthens our educator workforce and advances the goals of the Blueprint for Maryland's Future. The 2025 submission represents the second phase of WCPS' Career Ladder implementation, building upon the foundation established in the 2024 plan, particularly Pillar 2.

Grounded in the Blueprint's vision of transforming teaching into a high-status, performance-driven profession, our updated plan outlines clear roles and responsibilities for Level 4 teachers, as well as transparent processes for advancement through the Career Ladder. It also includes aligned salary scales that recognize increased expertise, responsibility, and leadership.

Our vision for the Teacher Leadership Track of the Career Ladder is to establish a clear, progressive pathway of increasing responsibility for teacher coaching, development, and instructional leadership within Washington County Public Schools. As educators move up the Career Ladder, their role in supporting the professional growth of teachers and teacher leaders expands, beginning with informal peer collaboration, advancing to formal instructional coaching and leadership within a school, and ultimately providing systems-level leadership and coaching across the district.

To ensure educators are prepared for these responsibilities, WCPS is developing leadership cohorts designed to build instructional coaching competencies, data-driven leadership skills, and adult learning strategies, prior to teachers becoming eligible to transition into and advance through Level 4 roles. This intentional leadership pipeline strengthens the instructional workforce and ensures that every school, particularly those identified as low-performing, has access to highly skilled teacher leaders capable of driving continuous improvement and supporting educator development.

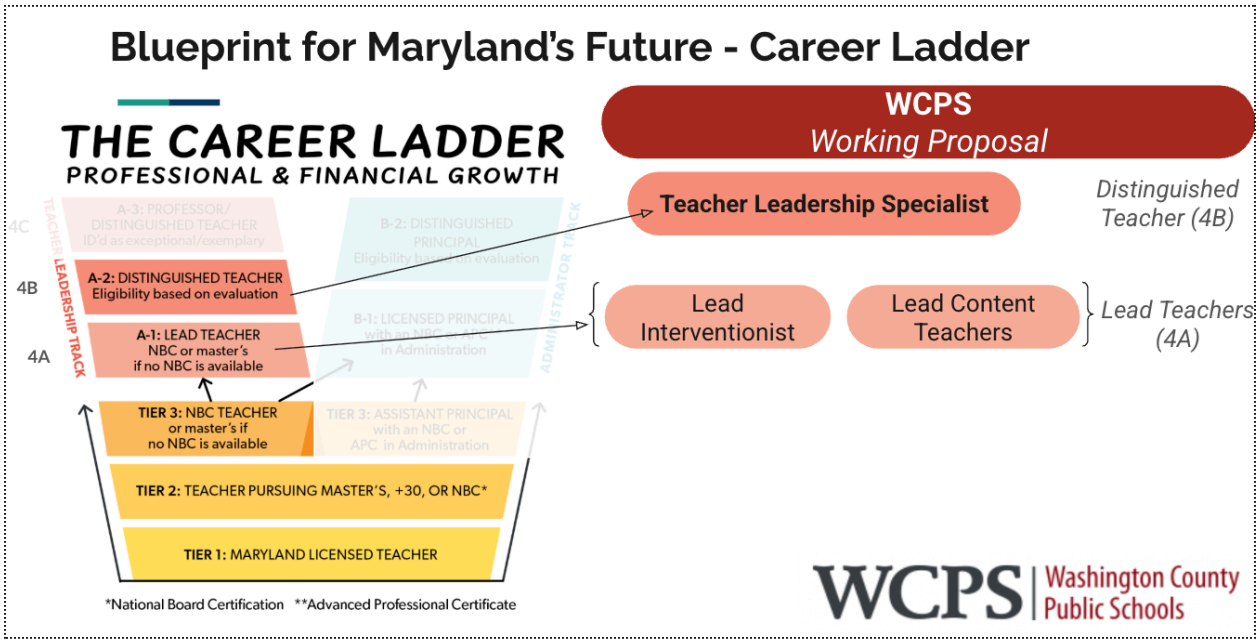
This comprehensive submission reflects WCPS's ongoing commitment to developing highly skilled teachers, increasing instructional leadership capacity, and ensuring that all students, especially those in historically underperforming schools, have access to excellent educators.

ROLES & RESPONSIBILITIES

As Washington County Public Schools continues to operationalize the Career Ladder framework, defining the roles and responsibilities of Level 4 teachers has been essential to ensuring instructional excellence and leadership capacity across schools. Teacher coaching and job-embedded professional learning are critical levers for continuing to support the development of staff.

WCPS' expectations for Lead Content Teachers (4A), Lead Interventionist (4A), and Teacher Leadership Specialist (4B) of the Teacher Leadership Track are outlined below. These roles are designed to recognize highly effective educators while leveraging their expertise to strengthen instruction, mentor colleagues, and drive school improvement efforts. Consistent with Blueprint priorities, WCPS will prioritize the placement of Level 4 teachers as teacher coaches in

low-performing schools, ensuring their leadership responsibilities directly support school-based professional learning, curriculum development, and instructional practices. WCPS is committed to building opportunities for teacher leaders to have increased responsibility, autonomy, and authority as they move up the Career Ladder.



Level 4A Teacher Leader Roles

Level 4A Teacher Leaders in Washington County Public Schools will serve as school-based instructional leaders who provide job-embedded coaching, mentorship to other teachers, facilitate role-specific professional learning, and support data-driven instructional decision-making to improve student outcomes. These roles include Lead Interventionists and Lead Content Teachers,[1] each designed to elevate instructional practice while maintaining a connection to classroom teaching.

Lead Interventionists will oversee the Multi-Tiered System of Supports (MTSS) process at the school level, guiding teachers in the analysis of student data, the selection and implementation of interventions, and the engagement of families in the intervention process. They will provide coaching on intervention strategies, lead collaborative planning, and support direct student interventions for targeted groups.

Lead Content Teachers will serve as instructional experts within a specific content area, coaching teachers on the effective implementation of High-Quality Instructional Materials (HQIM), curriculum alignment, and best practices for rigorous, standards-aligned instruction. They model lessons, lead content-specific professional learning, and support collaborative planning to ensure instructional excellence and improved student achievement. These roles will combine some existing responsibilities of the current Department Leaders.

[1] See the Appendix for job descriptions.

Both Level 4A roles dedicate approximately 50% of their work time to classroom-based teaching, co-teaching, modeling, or providing direct student intervention, with the remaining time devoted to professional learning leadership, instructional coaching, data analysis, and collaborative planning. These teacher leaders play a critical role in advancing school and district instructional priorities, fostering a culture of continuous professional growth, and contributing to school improvement initiatives.

Level 4B Teacher Leadership Specialist

Level 4B Teacher Leadership Specialists in Washington County Public Schools serve as school-based instructional leadership partners, providing coaching, professional learning and systems-level leadership to advance school-wide instructional priorities. These leaders coach and support Level 4A Teacher Leaders within their school, ensuring alignment in instructional practice, intervention strategies, and professional learning initiatives. Level 4B Teacher Leadership Specialist will incorporate many of the current responsibilities of existing Lead Teachers.

Teacher Leadership Specialists will work collaboratively with school leadership teams to design and lead the school's professional learning cycles, facilitate instructional leadership team meetings, and coordinate school-wide professional learning initiatives. They will coach and mentor 4A Teacher Leaders in evidence-informed coaching practices, data analysis, and instructional decision-making, while also providing targeted classroom support and modeling high-quality instruction for staff.

Approximately 40% of the Teacher Leadership Specialists' time is spent teaching, co-teaching, modeling, or delivering student interventions, with the remaining time dedicated to professional learning leadership, instructional coaching, peer mentoring, and school improvement work. These roles require strong instructional expertise, strategic leadership, and the ability to foster a culture of continuous learning, shared leadership, and instructional excellence within the school.

Mentorship

WCPS envisions Level 3 and Level 4 teachers as key mentors and instructional leaders, with a strong emphasis on their role in low-performing schools where instructional improvement is most critical. These experienced educators play a central role in building teaching capacity and supporting the professional growth of their peers.

To support this vision, low-performing schools have already implemented school-based cohort models that encourage and assist teachers in pursuing National Board Certification (NBC). Participation in these cohorts is prioritized for advancement on the district's career ladder, further reinforcing a clear pathway for professional growth and leadership.

Level 3 teachers are encouraged to take on informal instructional leadership roles, such as leading grade-level or content-specific teams and facilitating collaborative planning. These opportunities help develop skills in instructional coaching, data analysis, and school-level decision-making, preparing them for future advancement to Level 4 roles. To strengthen this work, WCPS is forming a working group in early fall to explore additional leadership, coaching, and mentorship opportunities specifically for Level 3 teachers. WCPS will include the Washington County

Teacher's Association (WCTA) as an active partner in this endeavor, thereby ensuring that the resulting expectations are incorporated into the career ladder collaboration and negotiation efforts.

Level 4 Teacher Leaders (4A) and Teacher Leadership Specialists (4B) serve as formal mentors and instructional coaches. Lead Interventionists and Lead Content Teachers (4A) support colleagues in analyzing student data, implementing MTSS, aligning curriculum, and delivering high-quality, standards-aligned instruction. These roles dedicate approximately 50% of their time to instructional coaching and leading professional learning.

Level 4B Teacher Leadership Specialists extend this support by mentoring Level 4A leaders, aligning instructional practices, and collaborating with administrators to lead schoolwide professional learning cycles. Approximately 60% of their time is dedicated to instructional coaching, professional learning, and leadership team facilitation. Additionally, they provide leadership, mentorship, and coaching to 4A teachers and engage in collaborative efforts for school improvement.

WCPS is actively building job-embedded time into the school day to support collaboration and professional learning. However, the district acknowledges the need to reallocate additional time in the elementary school schedule to expand these opportunities while maintaining essential teacher planning time. This year, WCPS and WCTA jointly addressed this concern and need through the Elementary Planning Task Force, and as a result, some progress has been made. In addition, each school receives supplemental funding to provide extended professional learning and collaboration opportunities outside of regular school hours.

This comprehensive approach ensures that teacher leaders are empowered with the time, structure, and resources needed to effectively mentor their colleagues and drive ongoing instructional improvement, particularly in the schools where it is needed most.

The next section highlights how WCPS is intentionally preparing Level 4A Lead Teachers for Level 4B Teacher Leadership Specialist roles, as well as how Level 3 educators can be developed to pursue future Level 4 opportunities, creating a clear and supported leadership pipeline within the educator workforce.

Preparation for Level 4 Positions

As part of the Career Ladder implementation, the district has established a set of Level 4 teacher leadership roles designed to expand opportunities for teachers to lead while remaining connected to classroom practice (see Roles & Responsibilities). These roles include Teacher Leadership Specialists (4B) and Teacher Leaders (4A), both of which offer increased instructional leadership responsibility, authority, autonomy, and collaboration with school leadership teams. Level 4 roles have been designed in such a way that progression through these roles serves as a structured pathway for advancement, providing teachers with the opportunity to demonstrate and be recognized for their increased expertise in instruction, leadership capacity, and coaching. Representatives from WCTA were included in the work groups that created these positions, ensuring stakeholder voice and collaboration were central to the design process.

To prepare educators for successful advancement into Level 4 teacher leadership roles, WCPS offers a comprehensive system of professional learning that builds both instructional and leadership capacity. Teachers begin developing these skills through school-based instructional leadership experiences and targeted coaching development opportunities that provide hands-on, real-time practice. A central feature of this system is the WCPS Leadership Cohort, a year-long professional learning experience designed to ensure consistent and high-quality preparation for all aspiring Level 4A Teacher Leaders and 4B Teacher Leadership Specialists.

The WCPS Leadership Cohort is aligned with the *Blueprint for Maryland's Future*. It includes focused training on leading and mentoring professional teams, collaborating to improve student performance, designing and facilitating collaborative professional learning for teachers pursuing National Board Certification, and engaging in advanced study of the science of learning within specific content areas. Through structured sessions, participants build instructional coaching and leadership skills, engage in reflective practice, and apply their learning in authentic school-based contexts. Each educator completes assignments, submits artifacts, and develops a professional portfolio that demonstrates mastery of the competencies required for Level 4 roles.

MOVEMENT UP THE CAREER LADDER

Selection Model Demonstration

WCPS is committed to providing a transparent, equitable, and supportive pathway for educators to advance through the Career Ladder, particularly into Level 4 roles on the Teacher Leadership Track. These advanced positions offer increasing opportunities for instructional leadership, coaching, and professional impact across school communities.

To ensure teachers are well-prepared for Level 4 roles, WCPS has established a structured system of leadership development grounded in job-embedded professional learning, formal coaching development, and comprehensive support for National Board Certification (NBC). A key component of this system is the WCPS Leadership Cohort. This year-long, hands-on professional learning experience will be a required prerequisite for all candidates applying for Level 4A and 4B positions. The cohort offers training in instructional coaching, mentoring, data-informed leadership, collaborative learning design, and the science of learning, ensuring participants develop the instructional and leadership competencies necessary for success in advanced teacher leadership roles.

Educators may apply to participate in the Leadership Cohort with the recommendation of their school administrator. Upon completion, cohort participants will demonstrate readiness through a portfolio aligned to the expectations of Level 4 roles. This process ensures that all candidates receive consistent, high-quality preparation and actively apply their learning in school-based contexts prior to assuming leadership positions.

Selection Process for Advancement to Level 4 Roles

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WCPS has established a clear, documented selection process for advancing teachers to Level 4 of the Career Ladder, ensuring alignment with statutory requirements. WCPS recently redesigned its teacher selection and hiring processes, building upon the completion of the Leadership Cohort.

The hiring process for these internal-only roles will include an application (with required recommendations from the principal/supervisor, content specialist, and the Leadership Cohort to confirm completion and competence), a school-based panel placement interview, and reference checks.

The selection process includes both eligibility screening and a structured selection screen, which will determine their competence to meet Level 4 qualifications.

Eligibility
To qualify for a Level 4 position, teachers must have a minimum of five years of classroom teaching experience, hold a current Maryland teaching license, and complete the WCPS Leadership Cohort, which will prepare candidates for high-quality teacher coaching.
Applicants must submit a completed application verifying eligibility, a recommendation from their current or recent building level administrator or content supervisor, a recommendation from Leadership Cohort staff to confirm their successful completion and mastery of the content, and, for content-specific roles, a recommendation from the relevant Content Supervisor or Content Specialist.

Participation in the year-long mandatory WCPS Leadership Cohort will not only train teachers to be effective coaches and leaders, but it will also provide documented evidence of instructional and coaching expertise, as well as a demonstration of core competencies for teacher leadership (see below). NBC certification will be used as an additional tool to determine instructional expertise, in conjunction with classroom experience and licensure.

Selection
The goals of selection are to confirm that the candidate for teacher leadership has demonstrated excellence in each of the district's defined core competencies for teacher leadership:

- Coaching Excellence
- Academic Excellence
- Strategic Leadership (4B) / Relationship Building (4A)
- Growth Mindset
- Professional Attributes

Academic Excellence
Beyond documentation of required eligibility through licensure and NBC status, candidates will be assessed to determine excellence in classroom instruction and expertise in supporting instructional interventions. For specific positions, additional required competencies may include: a strong understanding and application of the Multi-Tiered System of Supports (MTSS) framework and proficiency in the Science of Reading framework. Candidates must demonstrate in-depth knowledge of the WCPS Essential Curriculum and the Maryland College and Career Ready Standards.

Coaching Excellence

Level 4 Teacher Leaders must have a proven ability to deliver job-embedded instructional support and promote continuous instructional improvement, as well as coach peers and facilitate professional learning. Candidates must demonstrate the skill to foster reflective, growth-oriented conversations with teachers, using data and observational evidence to identify instructional priorities and root causes. Effective candidates will show the ability to break down next steps into clear, actionable, and observable teacher moves that directly connect to student learning outcomes. They must be able to adjust their coaching approach based on teacher readiness, model effective instructional practice when appropriate, and consistently anchor feedback in student learning goals and the school's instructional priorities.

Strategic Leadership (4B only)

Level 4B Teacher Leadership Specialists must demonstrate the ability to build trust and credibility with peers while actively partnering with school leadership to support the school's instructional priorities and improvement goals. Effective candidates are systems thinkers who can identify instructional trends, contribute to school-based leadership teams, and collaboratively design initiatives and professional learning for other teacher leaders, aligned with the school's academic vision. They must be able to navigate peer dynamics with empathy and strategic foresight, striking a balance between support and accountability. Strong candidates will demonstrate the ability to foster a safe and collaborative adult culture, model inclusive leadership practices, and utilize their leadership actions to drive school-wide instructional improvement.

Relationship Building (4A only)

Level 4A Teacher Leaders must demonstrate the ability to build strong, trusting relationships grounded in empathy, credibility, and professional respect. Effective candidates will describe specific strategies they use to develop trust with colleagues, foster mutual respect, and maintain a collaborative, supportive environment. They must navigate peer dynamics thoughtfully, acknowledge others' perspectives without defensiveness, and intentionally build rapport with diverse stakeholders. Successful candidates consistently use inclusive, affirming language, demonstrate emotional intelligence, and prioritize the well-being of their peers while working toward shared instructional goals.

Growth Mindset

Level 4 Teacher Leaders must demonstrate a growth-oriented, solution-focused mindset and a commitment to continuous improvement, both for themselves and for others. Effective candidates are reflective, resilient, and open to feedback, providing examples of how they have adapted their practice, resolved conflicts, or navigated challenges through learning and iteration. They are passionate about improving instruction and outcomes, hold themselves accountable for results, and take initiative to solve problems and support peers. Successful candidates demonstrate flexibility and persistence, actively seeking multiple strategies when confronted with setbacks and maintaining a focus on progress rather than perfection.

Professional Attributes

Level 4 Teacher Leaders are expected to consistently demonstrate high levels of professionalism, preparation, organization, and emotional intelligence. Candidates must be reliable, responsive,

and consistently meet deadlines and expectations. They should have excellent communication, interpersonal skills, professionalism, and a clear understanding of and alignment with the goals and values of WCPS. Effective candidates are emotionally regulated, approach conflict and complex situations with maturity, and consistently model the district's values in their work with colleagues, students, and school leadership.

Hiring

Once an internal teacher applies for a leadership position, Human Resources will conduct an initial screening to ensure that the eligibility criteria are met and that the recommendations meet expectations. Successful candidates are then added to candidate pools for school-based hiring teams to interview when a vacancy arises. The school-based hiring teams will use core competency-aligned interview questions to determine if the candidate meets the bar for expectations.

Final candidate selections are made collaboratively by the school leadership team and a panel that includes existing teacher leaders from the school, in alignment with school and district instructional priorities. The Superintendent of Schools has oversight of the entire process and final review and approval of candidates prior to approval by the Board of Education.

Involvement of Level 4 Teachers in Selection

As outlined above, once started, existing Level 4 teacher leaders will participate in the selection process for future Level 4 positions. Their involvement may include serving on interview or selection committees, scoring performance tasks, and participating in placement conversations to ensure the selection process reflects authentic teacher leadership and the instructional improvement priorities of WCPS schools.

NBC Hiring Preference

WCPS is including an "NBC preferred" designation in the Level 4 job descriptions through the 2029–2030 school year in order to ensure a successful, equitable, and sustainable transition to the new Career Ladder framework envisioned by the Blueprint for Maryland's Future.

WCPS fully supports the Blueprint's vision of transforming teaching into a more respected and high-status profession that values demonstrated instructional excellence and leadership. This shift requires intentional restructuring of existing systems and roles. Currently, WCPS employs department leaders, lead teachers, and other instructional support staff who are performing important leadership functions within schools. However, these existing positions were not originally designed with the full scope and rigor of the Level 4A and 4B roles in mind. The educators currently serving in these roles have completed professional learning specific to their responsibilities to be trained to serve effectively. When they were hired, there was no expectation of National Board Certification (NBC) within any timeframe. The new Career Ladder positions represent a more profound and more formal commitment to instructional coaching, systems-level leadership, data-driven decision-making, and school-wide professional learning. In short, while many current teacher leaders have the potential to thrive in these redefined roles, the positions themselves are not directly interchangeable.

WCPS is actively working to transition qualified educators from the current teacher-leader job assignments, which were developed prior to the Blueprint law, into the new Level 4 structure. This transition requires careful alignment of job expectations, leadership development, and coaching competencies.

WCPS has a growing cadre of emerging leaders actively engaged in the National Board Certification (NBC) process through a robust cohort-based model that provides mentorship, release time, and targeted professional learning. As these supports take root, the number of NBC-certified educators will continue to grow, positioning WCPS to fill future 4A leadership roles with teachers who hold NBCT status.

At present, however, the pool of NBCTs pursuing leadership roles is not yet sufficient to meet systemwide needs, potentially limiting WCPS's ability to fill critical positions, particularly in schools serving the greatest needs. To maintain leadership continuity while advancing the goals of the Blueprint, WCPS will implement a phased approach by posting Level 4A positions concurrently as Level 2B and 4A openings.

This model enables highly qualified educators who are actively pursuing NBCT to assume leadership roles (as 2B) while completing the certification process and then transition into 4A roles upon attainment. In doing so, WCPS both upholds the intent of the Blueprint and ensures that every school, especially those most dependent on strong, stable leadership, benefits from a sustainable and equitable leadership pipeline.

Most of the current teacher leadership positions in WCPS are not currently eligible for the $10,000 NBC salary enhancement, and therefore, many of them have not begun the NBC process (currently, 1 WCPS teacher leader holds NBCT). There has been a surge in current teacher leaders beginning the NBC process for the 2025-2026 school year due to communication with staff, including teacher leaders. It is realistic to expect that most, if not all, of those who begin the process in 2025-2026 will certify and be eligible for jobs requiring NBC by the 2029-2030 school year.

WCPS anticipates phasing in the 4A positions as Level 2B for teachers who are in the process of earning NBCT. WCPS anticipates phasing out the parallel 2B roles by 2029-2030, when it's expected those teachers have attained NBCT (certify by December 2028 to be eligible for 4A in 2029-2030). This approach also enables emerging teacher leaders to complete the NBC process while continuing to develop their instructional leadership experience. Ultimately, this flexibility supports a strong and stable implementation of the Career Ladder while honoring the contributions of current leaders and building a pipeline for long-term sustainability.

NBC Attainment

WCPS actively supports and promotes National Board Certification (NBC) as a key component of teacher development and instructional excellence, as outlined in §6–1008 of the Education Article. Each spring, information about the NBC process is shared with all Unit I employees via email, and interested staff are invited to join a dedicated Google Classroom to access resources and next steps. Instructional leaders and current NBCTs are given "shoulder-tap" cards to

personally encourage educators who show strong potential for certification. WCPS also hosts an annual NBC open house where current NBCTs share their experiences, and the NBCT Coordinator is available to welcome and guide new candidates. In addition to these efforts, WCTA supports its members in their pursuit of NBC by sharing information about MSEA Jumpstart opportunities and encouraging participation in state-level supports.

Throughout the spring, the NBCT Coordinator maintains ongoing communication with interested teachers, and learning opportunities are offered during the summer to help them prepare for the certification process. In the fall, candidates are grouped into cohorts based on their preferences—virtual, in-person, blended, or independent. These cohorts provide structured, formal support and are led by experienced NBCT mentors. Additional informal support is offered through optional meetings and continuous communication via Google Classroom. NBC candidates also receive financial assistance for application fees, release time for portfolio development, and access to professional learning communities. For educators in content areas without an NBC option, WCPS continues to recognize a master's degree in the content area as meeting the eligibility requirement for Level 3 and above leadership positions.

WCPS is committed to ensuring equitable access to NBC and leadership development opportunities by making information widely available, offering flexible cohort formats, and providing multiple layers of support for all interested educators. In January 2025, WCPS was recognized by the National Board for Professional Teaching Standards as 8th in the nation for the total number of newly certified NBCTs. WCPS encourages all teaching staff to participate in the NBCT process and provide strategic support, including small-group and individualized support, for all candidates. These efforts are grounded in a growing body of research showing that students taught by NBCTs demonstrate stronger academic outcomes. Studies from multiple states, including Mississippi and California, show students of NBCTs gaining the equivalent of one to two months of additional learning annually, with even greater gains among multilingual learners and students from historically underserved communities. Research also shows that novice teachers mentored by NBCTs exhibit stronger classroom practices and contribute to measurable gains in student achievement.

To complement these efforts and address staffing challenges in high-need areas, the WCPS Board of Education has utilized the Local Flexibility Option to designate four schools as low-performing for the 2024–2025 school year and two additional schools for the 2025–2026 school year. These designations aim to attract and retain high-quality educators by offering targeted support and leadership opportunities in schools serving diverse student populations, including those with large numbers of multilingual learners and students receiving special education services. By increasing access to NBC supports in these schools, WCPS aims to improve NBC completion rates, which in turn is expected to strengthen instructional practice and drive long-term gains in student academic performance. Notably, two schools that were previously designated as low-performing no longer meet the criteria due to significant improvements in educational outcomes, clear evidence that WCPS's strategic investments in teacher development and leadership are producing meaningful results.

Increase Responsibility, Authority, Autonomy (RAA)

As noted in earlier sections, WCPS is committed to increasing school-based opportunities that expand the Responsibility, Authority, and Autonomy (RAA) of Level 3 and Level 4 teachers. For Level 3 teachers, this includes informal leadership roles such as leading grade-level or content-area teams, facilitating collaborative planning, supporting the development of MTSS interventions, and participating in school improvement planning. Level 3 teachers also contribute to analyzing student data, aligning instruction with High-Quality Instructional Materials (HQIM), and supporting their peers in instructional refinement. In some cases, they may lead portions of school-based professional learning, including sessions focused on instructional strategies or school climate and culture. WCPS offers targeted professional learning opportunities to support these responsibilities and build leadership readiness for Level 4 roles.

Level 4 Teacher Leaders and Teacher Leadership Specialists will take on broader and more formal leadership responsibilities within their schools. These will include writing and adapting curriculum, guiding teachers in the effective use of HQIM, designing and leading MTSS-based student support systems, and co-leading cycles of data analysis to inform instructional practices. They will also take an active role in developing and monitoring school improvement plans and lead schoolwide professional learning focused on both instructional excellence and a positive school climate and culture. Through ongoing professional learning, including participation in the WCPS Leadership Cohort, Level 4 teachers will develop advanced competencies in coaching, professional learning design, and strategic decision-making. These opportunities will ensure that Level 4 educators are equipped with the authority and autonomy needed to drive meaningful instructional improvement and foster a strong, collaborative school culture.

Professional Learning

Level 1: Building Foundational Practice through Induction

Teachers entering the profession at Level 1 are supported through WCPS's comprehensive Teacher Induction Program. This program provides beginning educators with a strong foundation in classroom management, instructional planning, and student engagement. New teachers receive mentoring from experienced educators and participate in targeted sessions throughout the year that are designed to build confidence and competency in essential teaching practices. These sessions also serve to introduce new teachers to district initiatives, including curriculum priorities, the expectations outlined in the Blueprint for Maryland's Future, and the effective use of High-Quality Instructional Materials (HQIM). Beginning teachers are also introduced to foundational data analysis practices, learning how to use student performance data to inform instruction and monitor progress.

Level 2: Deepening Content Expertise and Exploring Career Pathways

As teachers progress to Level 2, WCPS offers a variety of professional learning opportunities designed to deepen content knowledge and instructional skills. WCPS partners with regional colleges and universities to support coursework that enhances subject-area expertise. Teachers are encouraged to pursue advanced degrees relevant to their areas of instruction. Additionally, Level 2 educators participate in professional learning that supports the strategic use of HQIM to align instruction with rigorous academic standards and meet the diverse needs of students.

Teachers also expand their capacity for data analysis by participating in collaborative planning and data review sessions that guide instructional adjustments and targeted interventions. Level 2 teachers also have access to the district's National Board Certification (NBC) supports, including informational sessions, school-based cohorts, mentorship by current NBCTs, and release time for portfolio development. These supports not only build instructional capacity but also help lay the foundation for future leadership roles on the career ladder.

Level 3: Expanding Leadership through the Leadership Cohort Model

Some Level 3 teachers are assuming greater instructional leadership within their schools. To support this, WCPS has implemented a Leadership Cohort model that serves as the district's primary development pathway for aspiring teacher leaders. This year-long experience includes structured sessions on instructional coaching, adult learning theory, curriculum alignment, data analysis, and collaborative professional learning. Participants are recommended by their supervisors and must complete a professional portfolio that aligns with the expectations of Level 4 roles. This cohort develops the knowledge, skills, and confidence necessary to lead grade-level or content teams, mentor peers, and make meaningful contributions to school improvement efforts.

Level 4: Leading Instructional Change and Schoolwide Improvement

Teachers at Level 4 will serve in formal instructional leadership roles and will receive ongoing, advanced professional learning aligned with their responsibilities. Through a progression of coaching courses, Level 4A and 4B teachers will build expertise in curriculum implementation, the science of learning, MTSS, and school improvement strategies. Coursework will include "Building Capacity: Coaching for Excellence," "Using Data to Intervene," and "Advanced Content Coaching," all designed to enhance the coaching mindset and leadership impact. These teachers will also lead school-based professional learning communities, support teachers through instructional coaching cycles, and often co-lead key elements of the school improvement plan. Level 4 educators will play a critical role in mentoring peers, facilitating team-based learning, and driving instructional change.

Across All Levels: Ongoing Professional Learning Tied to Blueprint and Schoolwide Priorities

In addition to career-ladder-aligned supports, WCPS offers robust after-school and summer professional learning opportunities for all teachers. These sessions focus on priority areas outlined in the Blueprint for Maryland's Future, including the science of reading, the science of learning, High-Quality Instructional Materials (HQIM), and effective instructional practices. In response to schoolwide needs, WCPS also offers professional learning that supports the development of strong, positive school climates and cultures. These sessions help educators strengthen classroom relationships, support student well-being, and foster a collaborative and inclusive school environment. All offerings are research-based, practical, and designed to be immediately applicable in classrooms, ensuring every teacher has access to meaningful growth opportunities throughout the year.

SALARY INFORMATION

WCPS is committed to offering a compensation structure that reflects the increased responsibilities, leadership authority, and instructional expertise associated with advancement on the Career Ladder. In alignment with the Blueprint for Maryland's Future, this section details the salary scales for teachers on Levels 1 through 4 of the Teacher Leadership Track, excluding Professor Distinguished Teacher. The salary structure is designed to both attract new talent to the profession and retain highly effective educators by providing clear financial incentives for attaining National Board Certification (NBC) and advancing through the Career Ladder.

Career Ladder Salary Scales

WCPS has established differentiated salary scales for each level of the Career Ladder, designed to reflect increasing expertise, responsibility, and leadership in alignment with the Blueprint for Maryland's Future:

- Level 1: Beginning teachers who hold standard licensure and are in the early stages of their professional practice.
- Level 2A: Educators with a bachelor's degree who are actively pursuing a master's degree or National Board Certification (NBC).
- Level 2B: Educators who have completed a master's degree, recognized master's equivalency, or 30 credits of an approved program of study.
- Level 2C: Educators who hold a master's degree plus 30 graduate credits.
- Level 2D: Educators who hold a master's degree plus 60 graduate credits.
- Level 2E: Educators who hold a doctoral degree.
- Level 3: Teachers who have earned National Board Certification (NBC) or hold a master's degree in a content area where no NBC assessment is available. These educators also demonstrate instructional leadership beyond the classroom, including mentoring, data-informed decision-making, and facilitating professional learning communities.
- Level 4A: Lead Teacher roles, such as Lead Content Teacher or Lead Interventionist. These educators assume formal leadership roles within a school, supporting the implementation of curriculum, leading collaborative planning, and mentoring their peers.
- Level 4B: Teacher Leadership Specialists who have additional responsibilities including coaching Level 4A teachers, leading schoolwide instructional initiatives, analyzing student achievement data to inform improvement strategies, and supporting district-wide instructional priorities.

Maintenance of Certification (MOC) Salary Enhancements

In accordance with §6–1009 and local negotiated agreements, WCPS provides salary enhancements for teachers who maintain their National Board Certification through the Maintenance of Certification (MOC) process. Teachers will receive additional compensation at each successful recertification milestone, incentivizing continued professional growth and instructional excellence throughout their careers.

Compensation for Teachers Not on the Career Ladder

Salary scales for teachers who opt not to participate in the Career Ladder remain in place, with clear financial distinctions to reflect the increased responsibilities and leadership authority associated with Career Ladder advancement. This differential compensation structure is designed to encourage participation in the Career Ladder while maintaining compensation for all certified teachers.

Guiding Principles

This salary structure was developed with attention to the guiding principles outlined in §6–1002, ensuring:

- Progression of teacher salaries in a way that encourages talented educators to remain on the teacher leadership track rather than pursuing administrative roles
- Salaries that attract new, high-performing candidates to the teaching profession
- Financial incentives for attaining National Board Certification and assuming instructional leadership roles

The salary model ensures that compensation is directly tied to increased responsibility, leadership, and student learning outcomes, reinforcing WCPS's commitment to instructional excellence and equity.

TECHNICAL SUBMISSION

In SY24-25, WCPS engaged in an extensive, collaborative planning process to develop the components of the Career Ladder submission in alignment with the Blueprint for Maryland's Future requirements.

This work has been developed in collaboration with key stakeholder groups, including representatives from WCTA.

Career Ladder Working Group Summary of Activities (2024–2025)

During the 2024–2025 school year, WCPS convened a Career Ladder Working Group composed of administrative leaders, instructional leaders, central office staff, and representatives from WCTA and actively sought input from teachers, principals, Lead Teachers, and other Content Specialists. Together, this group accomplished the following:

- **October 2024:** Launched the Working Group with an orientation to the Career Ladder framework and completed a SWOT analysis to identify existing strengths, challenges, and opportunities related to instructional leadership, teacher development, and strategic staffing.
- **Fall 2024:** Developed a shared *Vision for Success* for Level 4 teacher leadership roles and began drafting role descriptions for Lead Teacher (4A) and Teacher Leadership Specialist (4B) positions.
- **November 2024–January 2025:** Conducted collaborative sessions to review MSDE's Teacher Leadership Competencies and national best practices in teacher leadership models. Developed proposed role responsibilities, differentiated pathways, and an initial alignment of job-embedded professional learning supports.
- **January–March 2025:** Prioritized professional learning structures for advancement on the Career Ladder, including the design of required Leadership Cohorts for Level 4 advancement. Refined movement processes, eligibility criteria, and draft compensation structures for Levels 1–4.
- **March–May 2025:** Finalized proposed recommendations for job descriptions, movement processes, Leadership Cohort structures, and salary framework proposals for internal review and formal negotiation.
- **Throughout 2024–2025:** Engaged school leaders and the teachers' association in feedback loops and ongoing review of draft proposals, including participation in subcommittees focused on roles and responsibilities, professional learning, evaluation, and salary structures.

This collaborative, stakeholder-driven process ensures that WCPS's Career Ladder plan reflects both Blueprint priorities and the local expertise of educators and leaders. As of this submission, WCPS is actively working to resolve the remaining items under negotiation in accordance with the District's negotiated agreements, ahead of implementation in the 2025-2026 school year.

Negotiated Career Ladder

The Washington County Teachers Association, Inc. actively participated in the Career Ladder Working Group throughout the 2024–2025 school year, providing valuable input on the development of draft recommendations related to Level 4 roles, advancement processes, professional learning frameworks, and compensation structures.

While the final salary scale and certain policy elements are still under negotiation as part of the collective bargaining process, the Association's collaboration has played a significant role in shaping this proposal and will continue to guide its refinement before full implementation

Appendix

Lead Interventionist (4A)
Location: School-based
Reports to: Principal
Terms of Employment: 11 months
INTERNAL ONLY

OVERVIEW: The Lead Interventionist will drive educator and student success by overseeing the Multi-Tiered System of Supports (MTSS) process. The primary focus of this role is to analyze student performance data in math and ELA for students leveraging MTSS processes, and to support teachers with intervention planning and implementation. Staff hired for this role will coach and develop educators on data analysis using MTSS and the implementation of interventions to address student needs. They will teach, co-teach, support in supplemental classrooms, and/or provide targeted student interventions ~50% of the time.

RESPONSIBILITIES & CORE COMPETENCIES
MTSS Leadership & Intervention Support

- Serve as the MTSS lead, overseeing data collection, analysis, and intervention implementation.
- Guide teachers in reviewing student data, selecting appropriate interventions, tracking intervention effectiveness, and adjusting strategies.
- Ensure interventions align with district-approved resources and staff participate in required training on tiered intervention supports; Coordinate interventions across multiple tiers to ensure all students receive appropriate levels of support.
- Support teachers to engage families in the MTSS process to strengthen home-school connections.

Coaching & Classroom Support

- Model, in an intervention setting, the use of High-Quality Instructional Materials (HQIM) to engage students in critical thinking, problem-solving, and academic achievement.
- Facilitate small-group or individualized professional learning to educators on HQIM implementation, data analysis, interventions, and instructional best practices to enhance teacher effectiveness using interventions or meet the needs of the student MTSS framework.
- Provide targeted coaching and/or co-teaching support; Conduct model lessons and engage in non-evaluative classroom observations; Provide constructive feedback to enhance teaching effectiveness.
- Lead small-group student interventions or support individual student interventions, ensuring alignment with MTSS; Support teachers in implementing targeted interventions based on student progress monitoring and MTSS guidelines.
- Schedule and facilitate dedicated collaborative time with teachers to review student progress, co-plan interventions, and refine instructional practices based on data-driven decision-making.

Professional Growth & Collaboration

- Support district-wide instructional initiatives by engaging in professional learning communities and leading discussions on best practices for intervention; Stay informed on current educational research and trends, integrating evidence-informed strategies into instruction/coaching.

- Encourage a growth mindset among colleagues, promoting a culture of continuous learning and collaboration.
- Partner with administrators and teacher leaders to align professional learning with district priorities and school needs.
- Collaborate with Student Support Teams (SST) to identify and implement intervention strategies for students requiring additional academic or behavioral support.
- Engage families as partners in the intervention process by facilitating communication between educators and parents/guardians, providing resources, and supporting family involvement in student learning.

MINIMUM QUALIFICATIONS:

- Demonstrated excellence in teaching with a minimum of 5 years of classroom experience.
- Current teaching licensure.
- Current National Board Certification (NBCT) or, if no assessment is available for the subject area, at least a master's degree in the relevant subject area.
- Completion of the WCPS Leadership Cohort.

PREFERRED QUALIFICATIONS:

- In-depth knowledge of the WCPS Essential Curriculum and the Maryland College and Career-Ready Standards.
- Proven ability to provide instructional support, coach, and lead professional learning initiatives.
- Strong understanding of the MTSS framework and experience in its application; Demonstrated expertise in supporting interventions.
- Excellent communication and interpersonal skills, and a commitment to continuous professional and educational excellence.
- Experience in schools that represent the demographic and socioeconomic diversity of the school system or have received a Concentration of Poverty Grant.
- Understanding and commitment to the goals and values of Washington County Public Schools.

PHYSICAL/MENTAL REQUIREMENTS:

These expectations outline the physical and mental demands required to successfully perform the essential job functions. Reasonable accommodations will be made to enable individuals with disabilities to perform these functions effectively.

- Engage in extended periods of sitting or standing. Move comfortably throughout the building and grounds to fulfill various responsibilities.
- Utilize sensory skills to communicate and interact effectively, including seeing, reading, hearing, and talking.
- Maintain emotional control and composure in stressful situations.
- Travel district-wide, as needed, to participate in professional learning and other activities.
- Maintain regular, punctual attendance and work extended or irregular hours when necessary.

Appendix

Lead Content Teacher (4A)
Location: School-based
Reports to: Principal
Terms of Employment: 10 month
INTERNAL ONLY

OVERVIEW: The Lead Content Teacher supports instructional excellence in a specific content area by coaching educators, leading professional learning, and fostering data-driven collaboration to improve student outcomes. The focus of this role is to ensure alignment with High-Quality Instructional Materials (HQIM), curriculum standards, and district priorities, enhancing student outcomes through collaborative planning, instructional modeling, and coaching. The Lead Content Teacher leads professional learning sessions and will teach, model, co-teach, support in a classroom, or provide targeted student instruction ~50% of the time.

RESPONSIBILITIES & CORE COMPETENCIES
Content-based Instructional Excellence

- Model HQIM-aligned instruction to foster critical thinking, problem-solving, and academic achievement.
- Incorporate culturally responsive and trauma-informed instructional practices differentiated teaching strategies to address the needs of all learners (gifted as well as struggling) and ensure equitable access to the curriculum for all students.
- Demonstrate effective classroom management strategies and instructional techniques that maximize student engagement and learning outcomes.

Content Leadership & Coaching

- Support teachers in analyzing student performance data and engaging in action research to design, implement, and refine instructional interventions.
- Lead teams of teachers in using research-based methods to develop programs, curriculum, teaching techniques, and other innovations that improve student learning.
- Evaluate instructional and curricular interventions to determine their impact on student outcomes. Use findings to guide continuous improvement and share effective practices across the district.
- Support and guide teachers in collaborative planning to develop cohesive, standards-aligned lessons that improve student outcomes across the content area.
- Develop and deliver professional learning tailored to the needs of educators within the content area, on HQIM implementation, data analysis, instructional techniques and best practices, and classroom management to enhance teacher effectiveness.
- Provide targeted coaching and/or co-teaching support; Conduct model lessons and engage in non-evaluative classroom observations; Provide constructive feedback to enhance teaching effectiveness.
- Lead departmental meetings and facilitate professional learning and collaboration on curriculum updates, instructional strategies, and assessments.
- Facilitate cross-content collaboration to align instructional approaches and strengthen interdisciplinary connections.

Appendix

Professional Growth & Collaboration

- Support district-wide instructional initiatives by engaging in professional learning communities and leading discussions on best practices and content-specific strategies; Stay informed on education trends and research, incorporating innovative strategies and technology to improve teaching and learning, and incorporating findings from local action research projects and formal evaluations to improve instruction systemwide.
- Ensure all content-based instruction is aligned with the WCPS Essential Curriculum and Maryland College and Career Ready Standards (MCCRS), preparing students for college and career readiness.
- Support administrators to design and implement school improvement plans; Partner with administrators and teacher leaders to align professional learning with district priorities and school needs.

MINIMUM QUALIFICATIONS:

- Demonstrated excellence in teaching with a minimum of 5 years of classroom experience.
- Current teaching licensure.
- Current National Board Certification (NBCT) or, if no assessment is available for the subject area, at least a master's degree in the relevant subject area.
- Completion of the WCPS Leadership Cohort.

PREFERRED QUALIFICATIONS:

- In-depth knowledge of the WCPS Essential Curriculum and the Maryland College and Career Ready Standards.
- Proven ability to provide instructional support, coach, and lead professional learning initiatives.
- Strong understanding of the Science of Reading; Demonstrated expertise in instructional excellence and supporting interventions.
- Excellent communication and interpersonal skills, and a commitment to continuous professional and educational excellence.
- Experience in schools that represent the demographic and socioeconomic diversity of the school system or have received a Concentration of Poverty Grant.
- Understanding and commitment to the goals and values of Washington County Public Schools.

PHYSICAL/MENTAL REQUIREMENTS:

These expectations outline the physical and mental demands required to successfully perform the essential job functions. Reasonable accommodations will be made to enable individuals with disabilities to perform these functions effectively.

- Engage in extended periods of sitting or standing. Move comfortably throughout the building and grounds to fulfill various responsibilities.
- Utilize sensory skills to communicate and interact effectively, including seeing, reading, hearing, and talking.
- Maintain emotional control and composure under stress.
- Travel district-wide, as needed, to participate in professional learning and other activities.
- Maintain regular, punctual attendance and work extended or irregular hours when necessary.

Appendix

Teacher Leadership Specialist (4B)
Location: School-based
Reports to: Principal
Terms of Employment: 10 month
INTERNAL ONLY

OVERVIEW: A Teacher Leadership Specialist (4B) provides coaching, professional learning, and leadership cohesion for 4A Teacher Leaders within their school. This role ensures that all 4A Teacher Leaders are aligned in their instructional practices and professional learning, while also playing a school improvement role by organizing professional learning (PL) and collaboration within the building. A Teacher Leadership Specialist will facilitate, lead, and plan the school's professional learning cycle in partnership with school leadership, serve as coaches for 4A teacher leaders, providing guidance on instructional best practices aligned with WCPS curricular structures, resources, and materials. This role requires flexibility, strategic thinking, and strong communication skills to effectively coach and model instructional leadership. They will teach, co-teach, support in a supplemental classroom, or provide targeted student interventions ~40% of the time.

RESPONSIBILITIES & CORE COMPETENCIES
Professional Learning & Coaching

- Partner with school leadership to develop and implement a professional learning (PL) cycle tailored to school and district needs that supports school improvement efforts.
- Lead professional learning for 4A Teacher Leaders, focusing on evidence-informed coaching practices, and facilitate workshops and demonstration lessons at both the school and district level to build instructional capacity across classrooms.
- Collaborate with district leaders to design and present professional learning sessions that model effective instruction, leadership, and implementation of district initiatives.
- Provide leadership, mentorship, and coaching to 4A teachers through structured learning opportunities and modeling best practices.
- Conduct non-evaluative classroom observations to offer targeted feedback and instructional support.
- Ensure 4A teachers are equipped with the knowledge and skills needed to effectively implement WCPS initiatives.

Instructional Support & Teaching

- Teach or co-teach for 40% of the school day, demonstrating exemplary instructional practices aligned with the WCPS Essential Curriculum and Maryland College and Career Ready Standards (MCCRS).
- Model the use of evidence-informed instructional strategies, including differentiation, formative assessment, and scaffolding, to meet the needs of all learners.
- Guide 4A teachers in using student performance data to adjust instruction and improve learning outcomes.

Collaboration & School Improvement

- Partner with school leadership to identify areas of instructional need and design professional learning opportunities to address them.
- Participate in school-based instructional leadership teams, contributing expertise and insights to improve teaching and learning.
- Support a culture of continuous learning by fostering collaboration and shared leadership among teacher leaders.

Appendix

MINIMUM QUALIFICATIONS:

- Demonstrated excellence in teaching with a minimum of 5 years of classroom experience.
- Current teaching licensure.
- Current National Board Certification (NBCT) or, if no assessment is available for the subject area, a master's degree in the relevant subject area.
- Completion of the WCPS Leadership Cohort.

PREFERRED QUALIFICATIONS:

- In-depth knowledge of the WCPS Essential Curriculum and the Maryland College and Career Ready Standards.
- Proven ability to provide instructional support, coach, and lead professional learning initiatives; Experience as a 4A Teacher Leader
- Strong understanding of the Science of Reading; Demonstrated expertise in instructional excellence and supporting interventions.
- Excellent communication and interpersonal skills and a commitment to continuous professional and educational excellence.
- Experience in schools that represent the demographic and socioeconomic diversity of the school system or have received a Concentration of Poverty Grant.
- Understanding and commitment to the goals and values of Washington County Public Schools.

PHYSICAL/MENTAL REQUIREMENTS:

These expectations outline the physical and mental demands required to successfully perform the essential job functions. Reasonable accommodations will be made to enable individuals with disabilities to perform these functions effectively.

- Engage in extended periods of sitting or standing. Move comfortably throughout the building and grounds to fulfill various responsibilities.
- Utilize sensory skills to communicate and interact effectively, including seeing, reading, hearing, and talking.
- Maintain emotional control and composure under stress.
- Travel district-wide, as needed, to participate in professional learning and other activities.
- Maintain regular, punctual attendance and work extended or irregular hours when necessary.

Appendix

Proposed Career Ladder

FY26 Negotiated Washington County Public Schools Teacher Career Ladder - 10 Month

		Base Scale						NBC Level 3 Salary Enhancements are Cumulative					Limit One Salary Enhancement		
Years of Experience	Step	Bachelors	Pursuing Masters, NBC or +30 Credits in APOS	Masters/ Masters Equivalency	Masters + 30	Masters + 60	Doctorate	NBCT Certification	1st MOC	2nd MOC	3rd MOC	Low Performing School	Lead Teacher - 4A	Distinguished Teacher - 4B	Professor Distinguished Teacher - 4C
		Level 1	Level 2A	Level 2B	Level 2C	Level 2D	Level 2E	Level 3 (Base Salary + Applicable Enhancements)					Level 4 (Level 3 + Applicable Enhancement)		
1 to 3	1	$61,074	$61,074	$63,057	$65,063	$65,562	$65,888	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
4	2	$62,601	$62,601	$64,633	$66,690	$67,201	$67,535	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
5 to 9	3	$64,166	$64,166	$66,249	$68,357	$68,881	$69,223	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
10 to 14	4	$65,770	$65,770	$67,905	$70,066	$70,603	$70,954	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
15	5	$67,414	$67,414	$69,603	$71,818	$72,368	$72,728	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
16	6	$69,099	$69,099	$71,343	$73,613	$74,177	$74,546	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
17	7	$70,826	$70,826	$73,127	$75,453	$76,031	$76,410	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
18	8	$72,597	$72,597	$74,955	$77,339	$77,932	$78,320	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
19	9	$74,412	$74,412	$76,829	$79,272	$79,880	$80,278	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
20	10	$76,272	$76,272	$78,750	$81,254	$81,877	$82,285	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
21	11	$78,179	$78,179	$80,719	$83,285	$83,924	$84,342	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
22 to 27	12	$80,133	$80,133	$82,737	$85,367	$86,022	$86,451	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
28	13	$82,136	$82,136	$84,805	$87,501	$88,173	$88,612	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
29	14	$84,189	$84,189	$86,925	$89,689	$90,377	$90,827	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
30	15	$86,294	$86,294	$89,098	$91,931	$92,636	$93,098	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
31	16	$88,451	$88,451	$91,325	$94,229	$94,952	$95,425	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
32	17	$90,662	$90,662	$93,608	$96,585	$97,326	$97,811	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
33	18	$92,929	$92,929	$95,948	$99,000	$99,759	$100,256	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
34	19	$95,252	$95,252	$98,347	$101,475	$102,253	$102,762	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000
35+	20	$97,633	$97,633	$100,806	$104,012	$104,809	$105,331	$10,000	$8,000	$7,000	$6,000	$7,000	$5,000	$10,000	$15,000

*Starting With Level 3 NBCT Salary Enhancements Begin - All Enhancements that are applicable on the right are added to the base salaries

**NBCT Salary Enhancements are available only to individuals who hold National Board Certification (NBC). If no comparable NBC assessment exists for a teacher's subject area (as per the Maryland certification and NBCT certification crosswalk document from MSDE), the enhancement may instead apply to a teacher who holds a master's degree in the subject area of their certification, provided the teacher meets the definition of "teacher" under the Blueprint for Maryland's Future (based on Career Ladder level).

***If the Blueprint Law is repealed, all salary enhancements tied to the Career Ladder will be removed from compensation

****Additional salary enhancements may be determined through a Memorandum of Understanding (MOU) between WCTA and WCPS. These enhancements are separate from Blueprint-supported funds