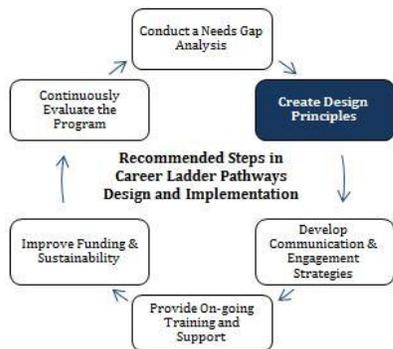


Step 2: Tools and Resources to Create Design Principles



Local Education Agencies (LEAs) should be intentional about the design of career ladder pathways in how it will address the needs identified in their gap analysis. LEAs should think about the roles and responsibilities of educator leaders, the structure of career ladder pathways, as well as how their career ladder pathways fit into their overarching vision or strategic plan.

The following tools and resources are intended to help LEAs create design principles for career ladder pathways.

Resources to Design Roles and Responsibilities:

1. Sample Educator Leader Job Descriptions

These sample job descriptions outline responsibilities of several teacher career ladder pathway positions. Each form can be modified to further tailor the expected outcomes, length of term, minimum qualifications, selection criteria, and selection processes for each role.

- [Advanced Teacher Role Job Description](#)
- [Classroom Culture Coach Job Description](#)
- [Classroom Master Teacher Job Description](#)
- [Content Specialist Job Description](#)
- [Curriculum and Planning Teacher Leader Job Description](#)
- [Grade Level Chair Job Description](#)
- [Instructional Practice Coach Job Description](#)
- [Instructional Technology Specialist Job Description](#)
- [Special Project Lead Job Description](#)
- [Student Intervention Lead Job Description](#)
- [Data and Analysis Coach Job Description](#)

2. [Career Ladders and Leadership Roles: Examples and Lessons Learned](#)

This presentation from the July 2014 Engage-Envision-Elevate: From Initiatives to Systems conference contains information about districts that have a teacher career ladder pathway. These examples are meant to serve as a springboard for discussion during the design process. A series of lessons learned are also captured for consideration.

This list of tools and resources was culminated by the New York State Education Department to support the design and implementation of robust career ladder pathways as part of the systemic use of the [TLE Continuum](#). Additional resources can be found in the [New York State Career Ladder Pathways Toolkit](#). The toolkit will continuously grow as new resources are developed and become available.

3. [Teacher Leadership Skills Framework with Sample Leadership Roles](#)
This framework can be used during the design process to facilitate a dialogue about the roles teacher leaders assume to improve student learning. This resource includes sample teacher leadership roles as well as outlines five categories of knowledge, skills and dispositions that teacher leaders need to be effective in a variety of roles.
4. [Teacher-led Professional Learning: Defining Teacher-Leader Roles](#)
This section of the Teacher-led Professional Learning Toolkit includes summaries and links to more information on defining teacher leader roles and includes detailed role descriptions and case studies.
5. [Leveraging Teacher Talent: Peer Observation in Educator Evaluation Brief](#)
This brief outlines potential benefits, challenges, roles, and selection criteria using concrete examples from districts using peer observers as part of their educator evaluation systems.
6. **Peer Observations: Approaches and Design Considerations Session Presentation and Materials**
These resources from the July 2014 Engage-Envision-Elevate: From Initiatives to Systems conference contain information and tools to aid districts in the process of designing and planning for the implementation of a peer observation component within an evaluation system.
 - [Peer Observations: Approaches and Design Considerations Presentation](#)
 - [Peer Observations: Approaches and Design Considerations Video](#)
 - [Peer Observations: Approaches and Design Considerations –Additional tools and resources](#)
7. **Focus Walk-throughs and Peer Coaching in Huntington Union Free School District**
These resources outline the design and implementation of focus walk-throughs, the district’s peer coaching model, as part of a strategy to provide equitable access to excellent teachers. It can be used to inform the development of a peer coaching model and as a springboard for discussion. The adaptable forms serve as templates for collecting data and providing feedback to teachers on focus walk-throughs.
 - [Focus Walk-throughs and Peer Coaching in Huntington Union Free School District Slide Deck](#)
 - [Sample Elementary Math Focus Walk Form](#)
 - [Sample Secondary Science Focus Walk Form](#)
8. [STLE Grants Helping to Expand STEM Education across Districts – Videos](#)
Watch how Freeport Union Free School District and Ballston Spa School District are using Teacher Leaders, funded through the Strengthening Teacher and Leader Effectiveness (STLE) grant, to expand Science, Engineering, Math and Technology (STEM) education across their districts.
 - [Video: Partnerships in Freeport Inspire Early Interest in STEM](#)
 - [Video: STEM Education: Expanding Teacher Leader Capacity](#)

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Resources to Design Career Ladder Pathways Structures and Systems:

9. **Developing Sustainable Career Pathways and Leadership Roles Presentation: Lessons Learned and Next Steps**

These materials from the session presentation at the July 2014 Engage-Envision-Elevate: From Initiatives to Systems conference contain information and tools to aid districts in the process of designing and planning for the implementation of career ladder pathways. Resources include sample design principles and models that can be adapted.

 - [Developing Sustainable Career Pathways and Leadership Roles Presentation: Lessons Learned and Next Steps Presentation](#)
 - [Developing Sustainable Career Pathways and Leadership Roles Presentation: Lessons Learned and Next Steps Video](#)
10. **Career Ladder Pathways in Greece Central School District**

The following resources provide an overview of how Greece Central School District has used career ladder pathways to ensure all students have equitable access to excellent educators in alignment with the goals of the district's five-year strategic plan. The video series and materials from the district's We Teach 2 Lead Summits provide details about teacher and principal career ladder pathways.

 - [The Development of Career Pathways in the Greece Central School District](#)
 - [Greece 2017: A Five-Year Strategic Direction to Transform Greece Central Schools](#)
 - [Greece Central School District: We Teach 2 Lead Summit Materials](#)
11. [Teacher Pay and Career Paths in an Opportunity Culture: A Practical Guide](#)

This policy guide includes step-by-step instructions for districts in order to successfully redesign career paths and compensation structures that will keep excellent teachers in the classroom and extend their reach to more students, for more pay, within budgets.
12. [Leading from the Front of the Classroom: A Roadmap to Teacher Leadership that Works](#)

This paper proposes a roadmap to empower teachers to lead while remaining in the classroom. It outlines key phases that administrators will need to consider as they build teacher leadership systems.
13. [Teacher Leadership: The Pathway to Common Core Success Report](#)

This report outlines how districts throughout the country have taken collaborative approaches between management and unions to ensure that teachers have significant voice and leadership in implementation of the Common Core. The report includes sample teacher leadership roles and concrete recommendations for implementation.
14. [Release Time for Teacher Leaders Implementing Teacher Career Ladders and Leadership Roles](#)

This presentation from the July 2014 Engage-Envision-Elevate: From Initiatives to Systems conference describes various ways to provide teacher leaders the time necessary to effectively carry out their roles.

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15. [School Scheduling Tool](#)

This master schedule tool allows principals to prioritize their school's resources and think about what they want students and teachers to experience. This tool can be used to inform the design of leadership opportunities in career ladder pathways.

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