

How to Use the Career Ladder Pathway Profiles

The Department encourages Local Education Agencies (LEAs) to carefully examine all profiles included in The New York State Career Ladder Pathway Toolkit. However, LEAs may find it most helpful to closely study those profiles of LEAs that it shares aims or commonalities with based on the following:

Elements of the Teacher and Leader Effectiveness (TLE) Continuum:

On the cover of every profile is the Teacher and Leader Effectiveness (TLE) Continuum. Profiles are intended to show how featured LEAs strategically address various elements of the continuum through career ladder pathways. Those aspects of the continuum addressed most directly through an LEA’s career ladder pathway model are outlined and emphasized as shown in Figure 1.

The Five Common Talent Management Challenges:

Each LEA featured in this resource guide addresses one or more of the five common talent management challenges of preparing, recruiting, developing, retaining, and providing equitable access to effective educators using career ladder pathways. Those challenges addressed by each LEA are highlighted in the graphic on the bottom of the “Model Summary” page, as illustrated in Figure 2.



Figure 1: As you can see from image above, this LEA addresses the following elements of the TLE Continuum: induction and mentoring, evaluation, ongoing professional development/professional growth, and career ladder pathways.

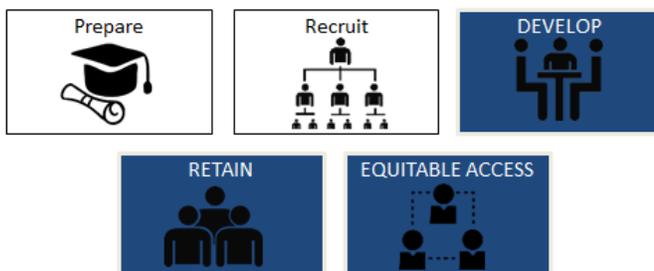


Figure 2: As you can see from image above, this LEA addresses the talent management challenges of developing, retaining, and providing equitable access to effective educators through its career ladder pathway model.

LEA Demographics and Summary Statistics:

On the “LEA-at-a-Glance” page, we’ve used summary statistics and figures found on the New York State Report Cards via the [Public Access Data Site](#) to relay the demographic, financial, talent management, and educator effectiveness status of each LEA from the most recent school year that information has been publically reported.

Student Achievement and Talent Management Needs:

The strength of educator leadership and career ladder pathways lies in its diversity and adaptability. NYSED, through STLE requirements, has provided the field the flexibility to design and implement roles and responsibilities that are responsive to LEA’s emergent needs and help support high quality education experiences that will improve student outcomes as demonstrated through college and career ready knowledge, skills, and dispositions. The page entitled, “Rationale” outlines the specific student achievement and talent management needs each LEA set out to address through career ladder pathways as well as the design principles they’ve adopted to directly meet the needs they’ve identified through gap analysis.

Career Ladder Pathway Structure and Roles and Responsibilities:

There are many career ladder pathways models that one might imagine addressing a strategically planned TLE continuum and the five common talent management challenges. On the “Teacher Roles and Responsibilities” and “Principal Roles and Responsibilities” pages, as shown in Figure 3, one can gain a clear picture of the LEA’s career ladder pathways structure, positions on each rung, as well as the roles and responsibilities of teachers and principals that make up each LEA’s model based on their local context.

Impact:

On the “Impact” page each LEA has identified the quantitative and qualitative impact data that it has seen and hopes to realize since implementing career ladder pathways and related STLE grant activities. This page is meant to show the field the value of this work by highlighting the reach of teacher and principal leaders (shown in Figure 4), cost and time savings, as well as progress on the specific student achievement and talent management needs identified by each LEA. Program evaluation is ongoing; LEAs will continue to monitor impact through and beyond the grant period to better understand correlations between impact evidenced and various district and building initiatives, as well as the work of teacher and principal leaders.

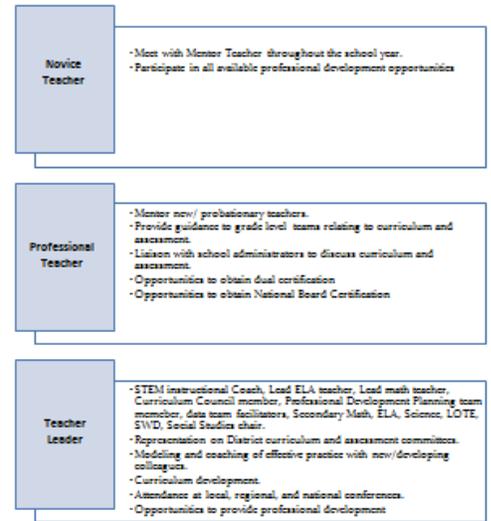


Figure 3: This chart on an LEA’s “Teacher Roles and Responsibilities” page outlines the leadership positions and roles and responsibilities associated with each rung of the career ladder pathway.

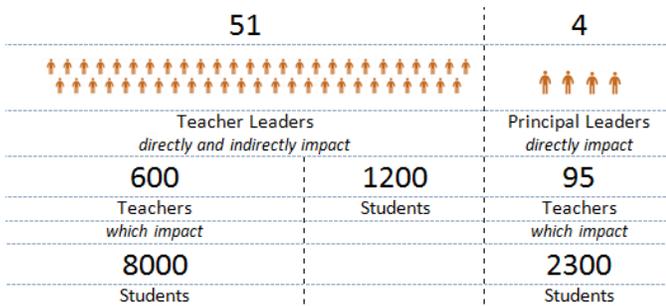


Figure 4: This graphic on an LEA’s “Impact page” shows how many teachers and students that teacher and principal leaders’ impact.

Estimated Costs and Sustainability Plans:

The “Cost and Sustainability” page highlights each LEA’s sustainability plan and some of the costs associated with their model. This page is intended to show the field the feasibility of implementing career ladder pathways as well as stress the importance of addressing this work through a systemic lens.

An On-The-Ground Perspective by Looking at “A Day in the Life”:

The last pages of each profile are entitled, “A Day in the Life” and are designed to offer an on-the-ground perspective of what this work looks like day-to-day. It is meant to put a face to this work and help the field understand what teacher and principal leadership looks like, minute-by-minute. In addition to highlighting how a teacher or principal leader spends their time, as shown in Figure 5, a reader will be able to better understand professional development opportunities the LEA provides to help all of its educators learn and grow.

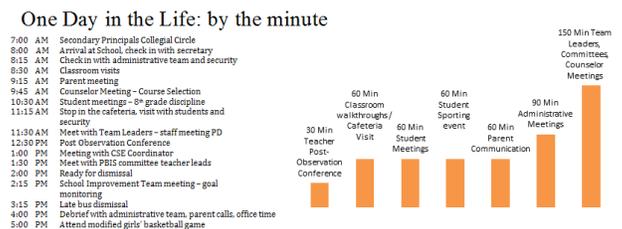


Figure 5: The schedule on each “A Day in the Life” page shows how a teacher or principal leader spends their time on a typical day from start to finish. The bar graph on the page summarizes time spent in each of their major roles and responsibilities.