

Appendix: Rubric to Assess Career Ladder Pathways Implementation

This rubric can be used as a discussion tool to assess career ladder pathways implementation based on the Department’s recommended steps.

Recommended Steps	Transforming	Functioning	Emerging	Under-developed
<p>Conduct a Needs Gap Analysis</p> <ol style="list-style-type: none"> 1. Identified student achievement needs 2. Identified talent management needs 3. Makes clear connection between student achievement and talent management needs 	<p>The LEA has thoroughly reviewed a variety of LEA-wide and disaggregated student achievement and talent management data to understand their needs comprehensively, making clear connections between student achievement and talent management needs.</p>	<p>The LEA has reviewed a variety of LEA-wide and disaggregated student achievement and talent management data to understand their needs.</p>	<p>The LEA has reviewed some LEA-wide and/or disaggregated student achievement and talent management data to leading to an incomplete understanding of their needs.</p>	<p>It is not clear that the LEA has conducted a complete needs assessment. The LEA is only able to provide anecdotal or very limited student achievement and talent management data.</p>
<p>Create Design Principles</p> <ol style="list-style-type: none"> 1. Roles and responsibilities for career ladder pathway positions align to identified student and talent management needs 2. Articulates a comprehensive career pathway that includes progressive responsibility from novice to leader, rather than “one-off positions” that are limited in reach and designed without intentions of sustainability 3. Evidence of intentionality; career ladder pathways fit into the LEA’s overarching vision, mission, and strategic plan 	<p>The LEA can articulate and provide strong evidence of design principles for their career ladder pathways that are aligned to clear, progressive roles and responsibilities that will help address identified needs. It is evident that the career ladder pathways model is intentionally designed to create leadership opportunities for educators throughout their career that expand the reach of the most effective educators. There is direct alignment between career ladder pathways and the LEA’s overarching vision, mission, and strategic plan.</p>	<p>There are clear roles and responsibilities that align with identified needs. The career ladder pathways model provides progressive leadership opportunities for educators throughout their career. There is some direct alignment between career ladder pathways and the LEA’s overarching vision, mission, and strategic plan.</p>	<p>There are roles and responsibilities outlined, but some may be unclear or not aligned with identified needs, and may not be differentiated on the career ladder pathway. The career ladder pathways model seems to be based upon positions, rather than a pathway of leadership opportunities for educators throughout their career. The career ladder pathways model seems to conflict with the LEA’s mission, vision, or goals; evidence does not support a direct connection.</p>	<p>Roles and responsibilities are not clearly defined and are not based on selective criteria. The LEA has listed a variety of roles and responsibilities but has not developed a framework of leadership opportunities. The career ladder pathways model does not align with the LEA’s mission, vision, or goals.</p>

<p>Develop Communication & Engagement Strategies</p> <ol style="list-style-type: none"> 1. Stakeholders engage in the design of career ladder pathway model. 2. Stakeholders engage throughout implementation of career ladder pathways. 3. Ongoing communication relaying progress, impact, and outcomes that fosters a sense of buy-in from all stakeholders. 	<p>The LEA has engaged a variety of stakeholders meaningfully in career ladder pathway design and implementation. The LEA uses a variety of effective tools and strategies to engage stakeholders in one and two-way communication that is analyzed and considered by the LEA for continuous improvement. There is clear evidence that stakeholder engagement has been maintained beyond initial design phases.</p>	<p>The LEA has engaged some stakeholders in career ladder pathway design and implementation. The LEA uses some tools and strategies to engage stakeholders in one and two-way communication, but does not necessarily monitor for effectiveness. There is some evidence that stakeholder engagement has been maintained beyond initial design phases.</p>	<p>The LEA has engaged some stakeholders in career ladder pathway design. There is some communication with stakeholders, but it is inconsistent and not monitored for effectiveness. There is little to no evidence that stakeholder engagement has been maintained beyond initial design phases.</p>	<p>The LEA did not engage stakeholders in career ladder pathway design or implementation. There is little to no communication with stakeholders about ongoing work.</p>
<p>Provide On-going Training & Support</p> <ol style="list-style-type: none"> 1. Those serving in leadership positions are provided targeted training and support in preparation of their roles. 2. Those serving in leadership positions are provided one-on-one monitoring, support, and coaching while serving in the roles. 3. Those serving in leadership positions are able to build a network of professionals, participating in a community of teacher or principal leaders. 	<p>The LEA has robust training, orientation, and onboarding for teacher and principal leaders as well as their supervisors. As applicable, central office staff/those managing career ladder pathways have received adequate training and support to build capacity for career ladder pathways implementation in the LEA. Training is provided in preparation for implementation, one-on-one, as well as in communities for educator leaders to support one another. Support is embedded and ongoing.</p>	<p>The LEA has training, orientation, and onboarding for teacher and principal leaders. Support and training is provided in preparation for implementation, one-on-one, as well as in communities for educator leaders to support one another. Support is embedded and ongoing.</p>	<p>The LEA has some training, orientation, and onboarding for teacher and principal leaders, but it is not comprehensive. Some support/training is provided in preparation for implementation, but it is focused more on communities than it is individualized and differentiated. Some ongoing support is present, but it is inconsistent and not systematic.</p>	<p>The LEA has little to no training, orientation, or onboarding for teacher and principal leaders. Training does not appear comprehensive and does not reach all career ladder pathway participants. Little to no support/training is provided in preparation for implementation. Little to no ongoing support is present.</p>
<p>Improve Funding & Sustainability</p> <ol style="list-style-type: none"> 1. Career ladder pathway positions are established as roles that have been collectively bargained. 2. Positions are supported through the LEA's general budget. 3. LEA articulates a plan for continued partnerships. 	<p>Career ladder pathway positions are established as roles that have been collectively bargained and will be sustained. The LEA has identified sustainable funding streams for career ladder pathways from consistent sources (i.e., not contingent upon grants). The LEA is able to articulate a well thought-out plan for continued partnerships.</p>	<p>Some career ladder pathway positions are established as roles that have been collectively bargained and will be sustained. The LEA has identified sustainable funding streams for career ladder pathways which includes a mixture of district-level and grant funding sources. The LEA is able to articulate a plan for continued partnerships that could use further development.</p>	<p>The LEA has committed to continuing some career ladder positions but they are not collectively bargained and may be contingent upon grant funding. The LEA has identified some possible funding streams for career ladder pathways which rely more heavily on external sources of funding. The LEA has some plans for continued partnerships, but they are not well articulated.</p>	<p>The LEA is unsure of which positions will continue, if any. If the LEA has identified some possible funding streams for career ladder pathways, they are solely external. The LEA has not articulated plans for continued partnerships.</p>

<p>Continuously Evaluate the Program</p> <ol style="list-style-type: none"> 1. Measureable goals and outcomes align to identified student, talent management, and programmatic needs. 2. Systems, structures, and processes are in place to assess needs, monitor progress, and measure impact. 3. Synthesize and codify data collected to inform continuous improvements. 	<p>Rigorous, yet realistic measureable goals and outcomes align to identified student, talent management, and programmatic needs. Multiple systems, structures, and processes are in place to assess needs, monitor progress, and measure impact. The LEA regularly synthesizes and codifies data collected to inform continuous improvements.</p>	<p>Measureable goals and outcomes align to identified student, talent management, and programmatic needs. Systems, structures, and processes are in place to assess needs, monitor progress, and measure impact. The LEA synthesizes and codifies data effectively, however, at intermittent times only (i.e. beginning and end of year/program).</p>	<p>The LEA has identified goals, however, the outcomes may not be measurable and there may not be a direct alignment to identified student, talent management, and programmatic needs. There are very limited systems, structures, and processes in place to assess needs and measure impact. The LEA does not have a system to monitor progress, and/or they are not effectively using the data collected.</p>	<p>The LEA has not identified goals or measureable outcomes. There are no systems, structures, or processes in place to assess needs and measure impact.</p>
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