



Our Students. Their Moment.

Statewide Framework for Career Ladder Pathways

Dr. Julia Rafal-Baer, Assistant Commissioner



The “What is a Teacher Leader?” video highlights how teacher leaders through Strengthening Teacher and Leader Effectiveness (STLE) support their colleagues to raise the overall quality of the educator workforce and provide all students with equitable access to the most effective educators.



<https://www.engageny.org/resource/what-is-a-teacher-leader>

Career ladder pathways harness the power and potential of educators to transform teaching and learning by providing diverse career advancement opportunities for excellent educators.

The proposed framework is designed to ensure *all* students have equitable educational opportunities and graduate college and career ready. It is comprised of four components that represent the Department's beliefs, assumptions, and expectations for career ladder pathways, a critical lever in the state's equity strategy.

New York State's Framework for Career Ladder Pathways

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graph LR; A[Core Beliefs] --> B[Five Common Talent Management Challenges]; B --> C[Significant LEA Flexibility with Minimum State Guidelines]; C --> D[Continuous Improvement Processes]
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The framework:

- Is ultimately designed to ensure *all* students in New York State have equitable educational opportunities and graduate college and career ready.
- Serves as a foundation of the underlying beliefs, assumptions, and expectations for career ladder pathways, a critical lever in the State's equity strategy.
- Is comprised of four main components informed by significant stakeholder feedback and best practices through the Strengthening Teacher and Leader Effectiveness (STLE) program.
- Establishes clear expectations for career ladder pathways, while providing LEAs the flexibility to develop models based on their unique needs.

The framework establishes core beliefs for career ladder pathways that are rooted in the notion that all students can achieve college and career readiness and that all students should have the most effective teachers and principals.



ALL STUDENTS:

Can achieve college and career readiness
Should have excellent teachers and administrators

EXCELLENT TEACHERS AND ADMINISTRATORS:

Can have a significantly positive impact on student achievement
Should be recognized, rewarded, and retained
Can raise the overall quality of teaching and learning

CAREER LADDER PATHWAYS AND EDUCATOR LEADER POSITIONS:

Should address LEA talent management challenges that serve as barriers to student achievement
Should recognize the value of and help increase the diversity of the educator workforce
Should support student success in all aspects of 21st century knowledge, skills, and dispositions
Should be aligned to NYS Teaching Standards, ISLLC Standards, and evaluated using APPR
Should be part of a sustainable talent management development system for career advancement
Should be implemented and refined through continuous improvement processes

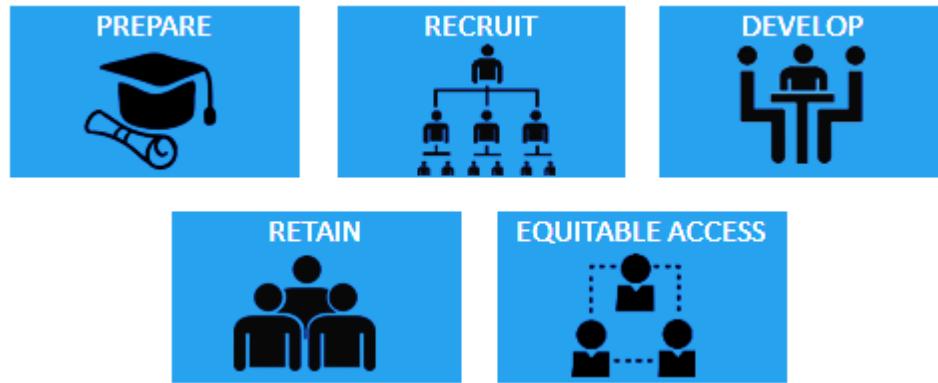
Perspectives from the Field:

100% of the STLE Advisory Board supports the Department's Core Beliefs.

81% of educator survey respondents believe that educator leadership is needed in their district to help raise the quality of teaching and learning.

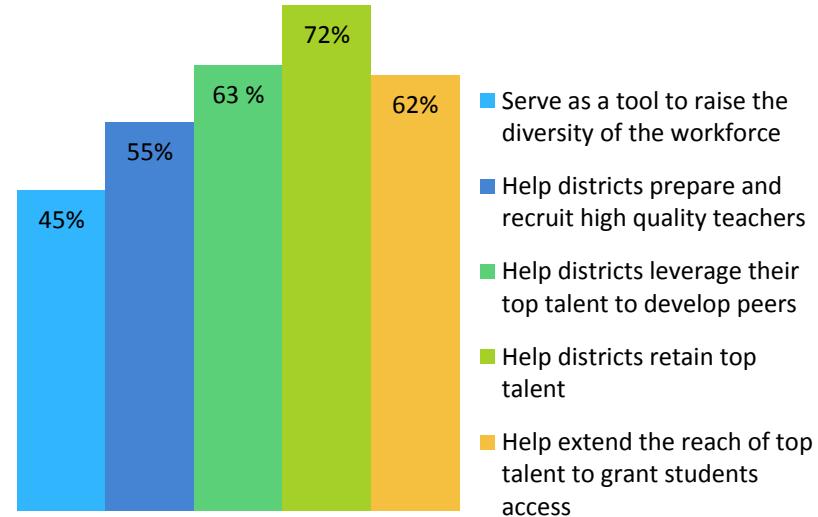
Educator survey respondents reported that educator leaders have had a positive impact on student learning (**82%**), their own instructional practice (**74%**), and school culture (**76%**).

The framework is designed to address Local Education Agencies' (LEA) specific needs including five common talent management challenges that may serve as barriers to educational equity and student achievement.



Perspectives from the Field:

Educator survey respondents believe educator leadership in career ladder pathways can:



The five common talent management challenges are preparation, recruitment, development, retention, and ensuring equitable access to the most effective educators.

The framework supports local flexibility to tailor career ladder pathways to best meet emergent needs in accordance with guidance, toolkits, and frameworks provided by the Department.

Core Beliefs

Five Common
Talent
Management
Challenges

Significant LEA
Flexibility with
Minimum State
Guidelines

Continuous
Improvement
Processes

Perspectives from the Field:

There was consensus among stakeholder groups that the state should continue to include minimum selection criteria to ensure educator leaders have received “Effective” or “Highly Effective” ratings on APPR evaluations.

77% of educator survey respondents believe that the state should continue to define minimum criteria for teacher and principal leaders to ensure rigor and equity (similar to what was done for the STLE application), but leave decisions around requirements, qualities, and qualifications to be determined at the local level.

STLE Advisory Board members and educators in focus groups emphasized the need for flexibility and a desire for local autonomy.

The Department recommends that the state:

- Continue to include selection criteria to ensure educator leaders are those rated at a minimum Effective
- Provide guidance and tools to support implementation
- Facilitate peer-to-peer learning opportunities
- Seek new funding sources to expand promising practices

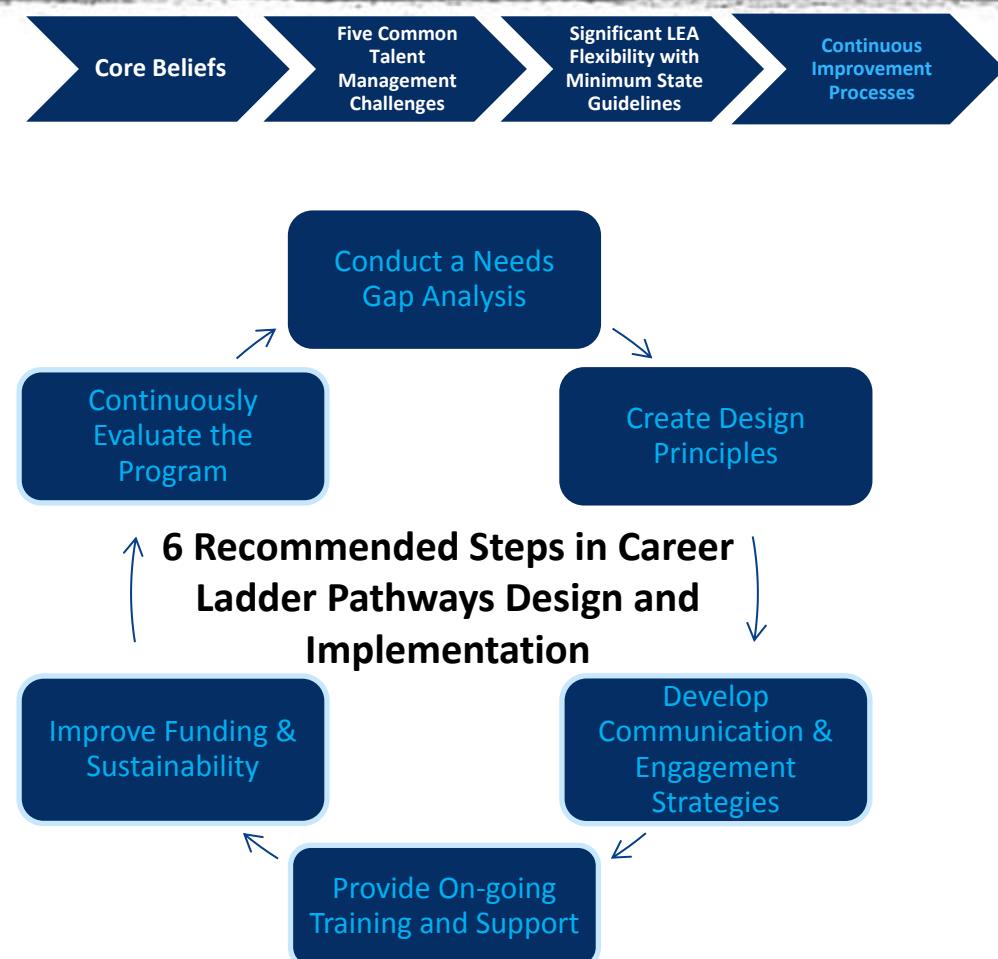
The Department does not recommend that the state mandate, develop, or formally adopt any of the following:

- Certification and annotation for educator leaders
- Teacher leader standards
- The title of rungs
- Required roles and responsibilities of positions

“The needs of our rural districts in upstate New York are different from those in our urban centers so one-size fits all state-wide standards or a certification would not work.” –STLE Advisory Board Member

“LEAs should have the autonomy to form local partnerships and develop customized programs for educator leaders based on the local context.” –STLE Advisory Board Member

The framework emphasizes that career ladder pathways should be implemented and refined through continuous improvement processes.



Perspectives from the Field:

93% of the STLE Advisory Board recommended that the Department's toolkit help LEAs implement the recommended steps to develop robust career ladder pathways.

Continuous improvement processes are necessary; over one-third (**34%**) of educator survey respondents indicated that their effectiveness as a teacher leader is currently not assessed.

"Teacher leaders should be observed by their supervisors in the act of their leadership role and receive consistent feedback from their peers, formally and informally." -Focus group participant

Continuous improvement processes: Systems and structures in place to monitor progress and program impact on measurable goals and outcomes related to teaching and learning in order to inform refinements as needed.

The New York State Career Ladder Pathways Toolkit includes profiles of adaptable career ladder pathway models, resources, and best practices that will help LEAs implement the Department's recommended framework. It provides clear steps to design and implement robust career ladder pathways.

Tools and Resources to Implement Each Recommended Step

Career Ladder Pathways Tools and Resources: Develop Communication & Engagement Strategies

The following tools and resources are intended to help Local Education Agencies (LEAs) develop communication and engagement strategies. The toolkit will continuously grow as new resources are developed and become available.

Sample Educator Leader Job Descriptions:

- Advanced Teacher Role Job Description
- Classroom Culture Coach Description
- Classroom Master Teacher Job Description
- Coacher Specialist Job Description
- Curriculum Planning Teacher Leader Job Description
- Gifted Learner Coach Job Description
- Instructional Practice Coach Job Description
- Instructional Technology Specialist Job Description
- Special Project Lead Job Description
- Student Intervening Lead Job Description
- Data and Analysis Coach Job Description

Syracuse City School District STLE Update Slide Deck

This slide deck was used to communicate updates to Syracuse City School District stakeholders and describes the steps taken to design and implement career ladder pathways. The district's model addresses the talent management challenges of recruiting, retaining, developing, and ensuring equitable access to the most effective educators.

Syracuse City School District Educator Recruitment Site

Syracuse created a new recruitment site in February 2014 titled "We're All In, Are You?" This new microsite provides a profile of the district and profiles for a diverse group of teachers, principals and district staff. The microsite also provides information on PBCS and career ladder opportunities available to Syracuse teachers and principals. This site utilizes "Teacher Match," an online assessment tool completed during the district's application process for employment, which provides information to the district regarding a teacher's impact on student achievement and a PD report utilized by mentors and principals to better assist teachers during their first year in the district.

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](#).

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Superintendents and design teams may find the adaptable models in the profiles useful for deciding how career ladder pathways can meet their LEAs' needs.

Educator leaders will likely find the resources such as professional learning modules, protocols, and observation templates particularly useful for carrying out their roles and responsibilities.

Profiles of Adaptable Career Ladder Pathway Models from STLE Grantees

One Day in the Life of Paul Russ Stanton: Syracuse CSD Multi-Classroom Leader

Paul Russ Stanton,
Multi-Classroom Leader
Seymour Dual Language Academy
Syracuse City School District

One Day in the Life: by the minute

Time	Activity
8:00 AM	Arrival: Great students in the hallway as they arrive.
8:30 AM	Homeroom: Restorative Circles
9:30 AM	Meet with English Language Arts (ELA) or Math teacher to discuss lesson plans and observe curriculum with teachers.
10:10 AM	Block 1: Teach Social Studies lesson
11:15 AM	Block 2: Intervention ELA small group or observe lesson collection feedback.
12:30 PM	Lunch: Facilitate with team to discuss lessons and student behavior.
1:20 PM	Block 3: Teach Science lesson
2:45 PM	Super vice dismissal
4:00 PM	Delivered with team to discuss the academic day.

40 Min Duty

90 Min Small Group Instruction

90 Min Team Meeting or Coaching

135 Min Teaching

Opportunities for professional growth

Here are a few of the ways that Russ Stanton is developing his teaching and leadership skills:

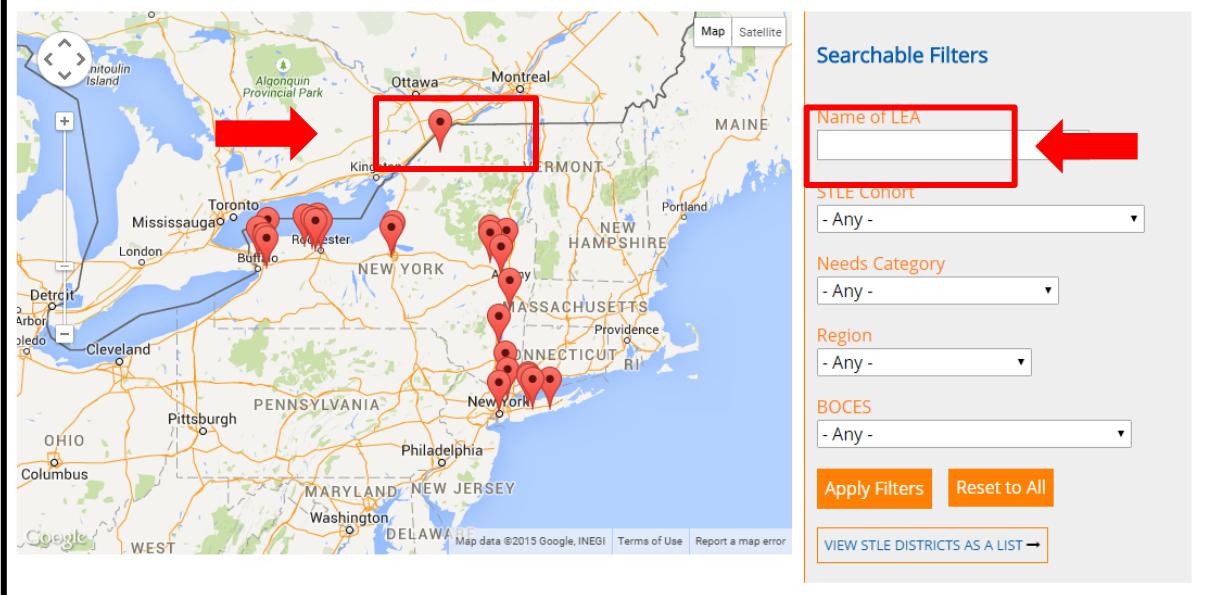
Implementation Planning	One-on-One Support	Communities
Mr. Stanton was trained in Explicit Direct Instruction, Co-Teaching, and Cognitive Coaching in order to prepare for his role as a Multi-Classroom Leader (MCL).	Mr. Stanton has created a 90-day professional development plan and participates in regular MCL workshops, conferences and Saturday Academies to support the work of those he is responsible for supporting.	Mr. Stanton participates in professional development opportunities within and outside the district, including virtual meetings with MCLs and administration outside the district, throughout the year to develop his leadership skills.

New York State Career Ladder Pathways Toolkit: <https://www.engageny.org/new-york-state-career-ladder-pathways-toolkit>

The Strengthening Teacher and Leader Effectiveness Interactive Map highlights over 25 LEAs that have participated in the STLE grant program. Descriptions of teacher and principal leadership roles and responsibilities serve as models for those interested in developing or enhancing their current career ladder pathways.

- 97% of all STLE 1-3 and D grantees plan to sustain some or all of their STLE work
- 87% of all STLE 1-3 and D grantees plan on sustaining some or all of their career ladder pathways positions

Strengthening Teacher and Leader Effectiveness



Strengthening Teacher and Leader Effectiveness (STLE) Interactive Map:
<http://www.nysed.gov/stle>

Assistant Commissioner Julia Rafal-Baer and a New York State team of teacher and principal leaders collaborated at the USED “Teach to Lead Summit” in May 2015 to strategize around the expansion of educator leadership opportunities for the 2015-16 school year and beyond with the Department’s career ladder pathways framework as a foundation.

The New York State Team is committed to continuing this critical work and will meet at a subsequent USED “Teach to Lead Summit” in July.

In addition, the team formed a newly developed teacher leadership council that will:

- Work in collaboration with the STLE advisory board members, to provide strategic guidance to Department staff and present recommendations for continued expansion of career ladder pathways by the end of the 2015-16 school year
- Support the Department in continuing to obtain feedback from diverse stakeholders
- Further develop and enhance the Department’s toolkits and roadmaps around career ladder pathways
- Develop and implement a “Teacher Leadership Sharing Tour” during the 2015-16 school year

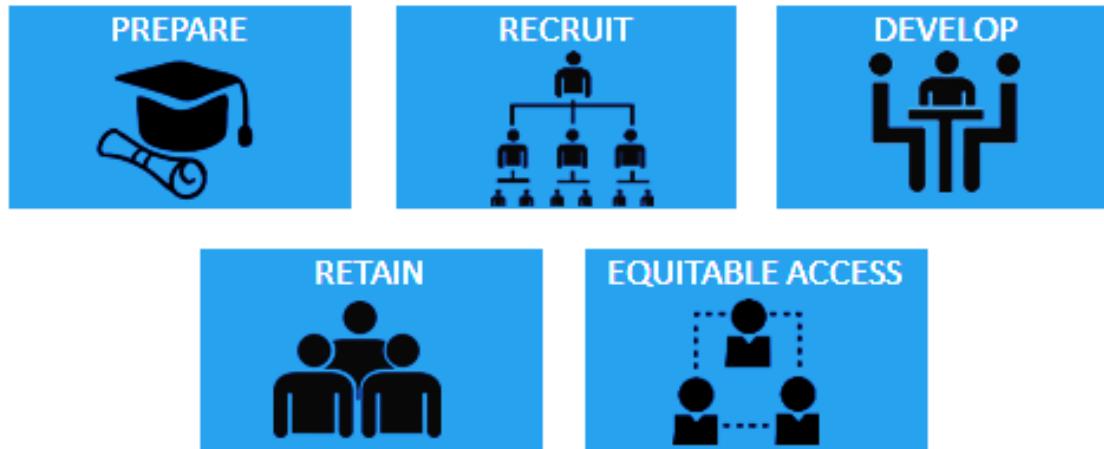
Appendix

The Department recommends that each school and LEA leverage evaluation results to drive talent management decisions and strengthen educator practice. LEAs should examine their own data to gain insight into how students are placed locally to inform sound and equitable decisions.

The TLE Continuum is made up of seven components that should be used in comprehensive and systematic ways to improve the quality, quantity, and diversity of the teacher and principal workforce, and most importantly – improve student outcomes.



Strengthening Teacher and Leader Effectiveness (STLE) grant recipients provide examples of LEAs that are successfully leveraging the TLE Continuum to increase equitable access to the most effective educators.



Examples of STLE districts who have shown promising practice in addressing these five talent management needs to ensure students have equitable educational opportunities and graduate college and career ready can be found later in this appendix.

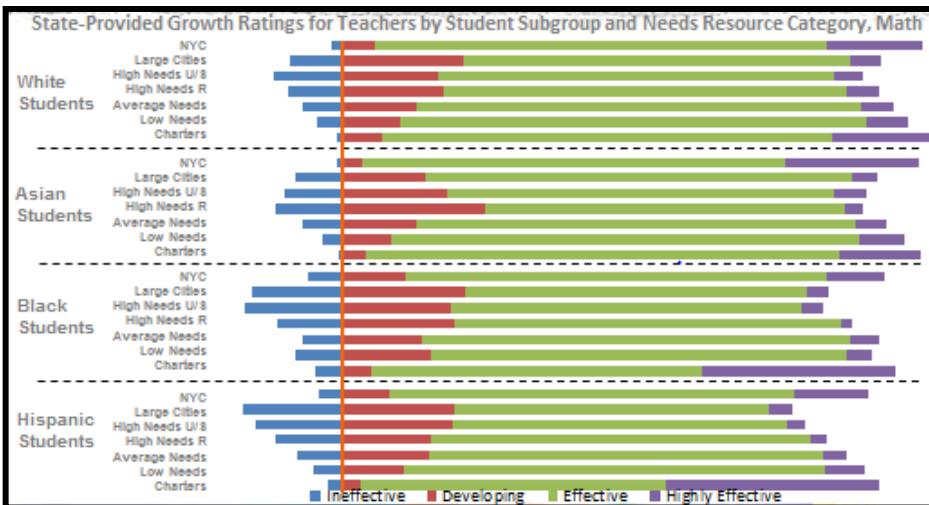
The New York State Plan to Ensure Equitable Access to the Most Effective Educators

The following slide uses New York State evaluation data to illustrate the extraordinary impact that teacher assignment can have on student learning. As outlined in the State's equity plan, LEAs should examine their own talent management systems to address barriers to student achievement and equal education opportunity.

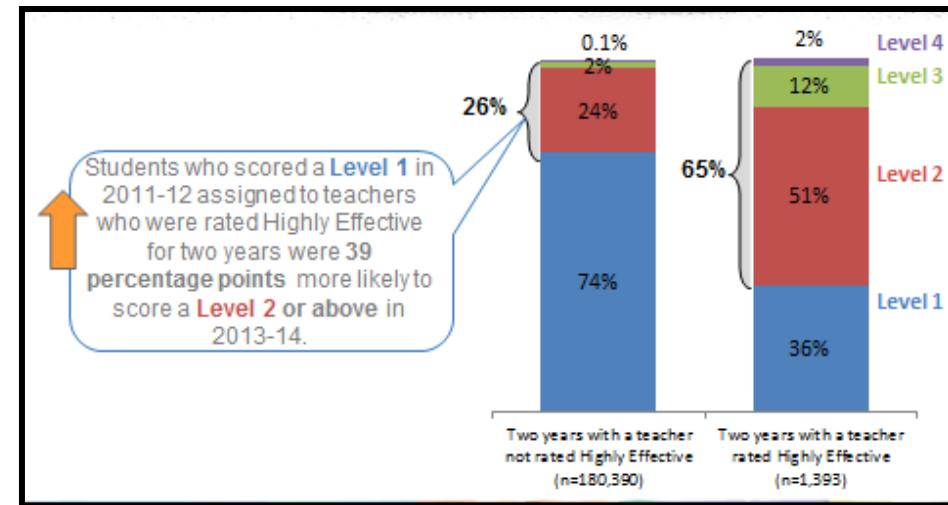
Access New York State's Plan to Ensure Equitable Access to the Most Effective Educators 2014-15 here: <http://www.p12.nysed.gov/accountability/T2/HQT-Equitable.html>

Increasing access to the most effective educators can close persistent achievement gaps and ensure that *all* students graduate college and career ready. Getting two years in a row of a teacher rated Highly Effective means a 65 percent chance of moving up from a Level 1 rating. Students who scored a Level 1 who were taught for two years in a row by a teacher rated Highly Effective were almost 7 times more likely to score a Level 3 or above in 2013-14 than their peers who were not assigned to Highly Effective teachers. Evaluation results are a powerful predictor of what will happen to student learning.

Inequitable Access to Highly Effective Teachers by Student Subgroup and Needs Resource Category



The Impact of Assignment of Highly Effective Teachers on Student Achievement Outcomes



These slides were included in the April 2015 Equity Presentation to the Board of Regents.

Access the complete slide deck at: <http://www.regents.nysed.gov/common/regents/files/meetings/Equity.pdf>

Stakeholder Engagement and Feedback

The Department engaged in extensive dialogue regarding statewide aspirations for educator leadership in career ladder pathways with numerous stakeholder and advisory groups.

For the past two school years the Department has engaged in extensive dialogue regarding statewide aspirations for educator leadership in career ladder pathways with numerous stakeholder and advisory groups.

PRIMARY STAKEHOLDER ENGAGEMENT:

STLE Grantees	STLE Advisory Board	New York State Educators through a variety of outreach, including focus groups, surveys, meetings with statewide organizations and councils.
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- From 2012-2015, 221 LEAs participated in the STLE grant program.
- Comprehensive site visits were conducted to examine and learn from implementation efforts in 158 LEAs. These visits provided opportunities to talk directly with teacher and principal leaders involved in this work, superintendents and boards of education members, students, parents, and community partners.
- Throughout 2013-14 and 2014-15 advisory and stakeholder groups from the national, state, regional, and local levels provided feedback and input to the Department. Multiple rounds of focus groups and surveys were also conducted.

Perspectives from STLE grantees represent the geographic diversity of New York State. The STLE grant serves over half a million students, 42,000 teachers, and 1,000 principals in 221 LEAs, impacting one-third of the state.



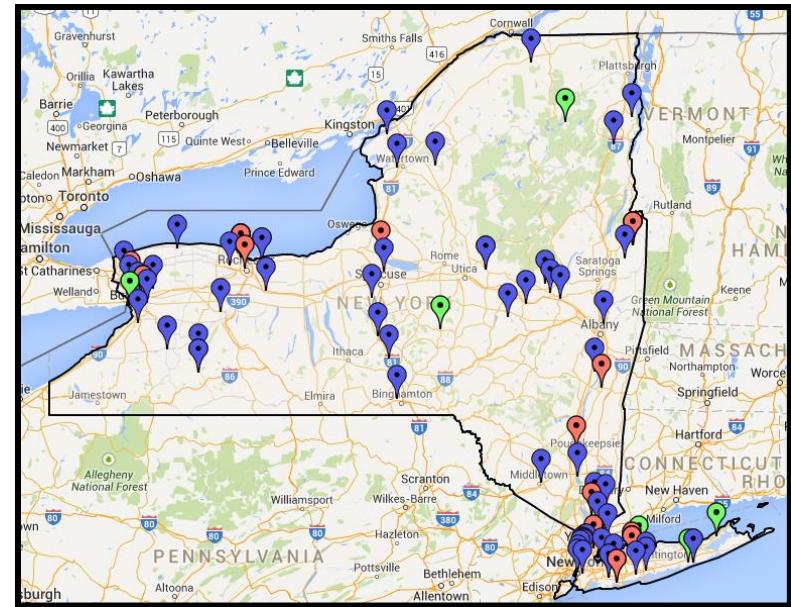
STLE Fast Facts: Reach

	221 Local Education Agencies
	½ Million Students
	42,000 Teachers
	1,000 Principals
	Department site visits allowed for the examination of programs in 158 LEAs

In addition to the 13 LEAs represented by the STLE Advisory Board, which serve 87,709 students and 7,362 teachers, educator perspectives were obtained through surveys and focus groups conducted around the state. STLE Advisory Board members were asked to collaborate with, and present to, other stakeholder groups on the development of career ladder pathways, submit concrete tools, resources, and models for inclusion in the Department guidance, provide feedback and input on draft materials to inform the state's direction, and potentially serve as model LEAs for NYS educators.

STLE Advisory Board Members

1. Central Square Central School District (Average Needs)
2. Cheektowaga-Maryvale Union Free School District (Average Needs)
3. Freeport Union Free School District (Urban/Suburban High Needs)
4. Greece Central School District (Average Needs)
5. Hartford Central School District Led Washington County Consortium (Average and Rural High Needs)
6. Highland Central School District (Average Needs)
7. Hudson City School District (Rural High Needs)
8. Huntington Union Free School District (Average Needs)
9. Mount Vernon City School District (Urban/Suburban High Needs)
10. North Tonawanda City School District (Average Needs)
11. Ossining Union Free School District (Average Needs)
12. Rochester City School District (Large City)
13. South Huntington Union Free School District (Average Needs)



Blue: Hope Street Group Survey and Focus Group Participant LEAs
Green: America Achieves Focus Group LEAs
Red: STLE Advisory Board Member LEAs

STLE Advisory Board Members. The advisory board is comprised of superintendents and members of their leadership teams (including educator leaders) from LEAs that represent the geographic and demographic diversity of NYS.

1. Joseph Menard, Superintendent, Central Square Central School District (STLE 1, 3, and D)
2. Deborah Ziolkowski, Superintendent, Cheektowaga-Maryvale Union Free School District (STLE 3 and D)
3. Kishore Kuncham, Superintendent, Freeport Union Free School District (STLE 1 and 3)
4. Barbara Deane-Williams, Superintendent, Greece Central School District (STLE 1, 2, and D)
5. Andrew Cook, Superintendent, Washington County Consortium (STLE 3)
6. Deborah Haab, Superintendent, Highland Central School District (STLE 2)
7. Maria Suttmeier, Superintendent, Hudson City School District (STLE 1 and 3)
8. James Polansky, Superintendent, Huntington Union Free School District (STLE 1 and 2)
9. Kenneth Hamilton, Superintendent, Mount Vernon City School District (STLE 2)
10. Gregory Woytilla, Superintendent, North Tonawanda City School District (STLE 3 and D)
11. Raymond Sanchez, Superintendent, Ossining Union Free School District (STLE 1, 2, and D)
12. Bolgen Vargas, Superintendent, Rochester City School District (STLE 1, 2, and D)
13. David Bennardo, Superintendent, South Huntington Union Free School District (STLE 1, 2, and D)

New York State Career Ladder Pathways Team

The New York State Career Ladder Pathways Team, comprised of Department staff and nominated teacher and principal leaders, began collaboration at the USED “Teach to Lead Summit” in May 2015 to strategize around the expansion of educator leadership opportunities for the 2015-16 school year and beyond. The team is committed to continuing this critical work and will meet at a subsequent USED “Teach to Lead Summit” in July.

New York State Career Ladder Pathways Team

1. Julia Rafal-Baer, Assistant Commissioner, NYSED
2. Courtney Jablonski, Project Coordinator, NYSED
3. Jasmine Fryer, Education Specialist, NYSED
4. Rria Cruz-Soto, Principal Leader, Syracuse City School District (STLE and TIF)
5. Russ Stanton, Teacher Leader, Syracuse City School District (STLE and TIF)
6. Donna Moro, Teacher Leader, Huntington Union Free School District (STLE)
7. Chris Marino, Teacher Leader, Greece Central Schools (STLE)
8. Camella Sollecito-Pritchard, Teacher Leader, Greater Amsterdam School District (STLE)
9. Amanda Barney, Teacher Leader, Mattituck-Cutchogue School District (America Achieves)
10. Jeremy Walter, TIF Grant Coordinator, New York City DOE (STLE and TIF)
11. Anne Williams, Senior Director of Career Development, New York City DOE (STLE and TIF)

Minimum State Guidelines for Career Ladder Pathways across Strengthening Teacher and Leader Effectiveness (STLE) Grants

The following slide highlights the minimum state guidelines for career ladder pathways that were required across all four rounds of STLE grants.

Career Ladder Pathway Minimum State Guidelines Across STLE 1-D Grant Periods

	STLE 1	STLE 2 and 3	STLE D
Minimum Selection Criteria	<ul style="list-style-type: none"> Effective or Highly Effective educators and/or Educators who have potential to be Effective or Highly Effective with high needs students and/or in shortage subject areas 	<ul style="list-style-type: none"> Effective or Highly Effective educators according to APPR 	Effective or Highly Effective educators according to APPR
Eligible Grant Activities	<ul style="list-style-type: none"> Recruitment or transfer awards Career ladder pathways opportunities where additional duties and compensation are based in part on APPR results 	<ul style="list-style-type: none"> Develop, implement, or enhance career ladder pathways that include positions for both teachers and principals Career ladders must have at a minimum three rungs: novice, professional, and leader NYSED did not mandate or create the specific duties and responsibilities of educators on career ladder pathways 	<ul style="list-style-type: none"> STLE districts must develop opportunities for non-STLE principals and/or teacher leaders on principal career ladder pathways to learn from and receive the support necessary in order to facilitate stronger implementation of their TLE systems. NYSED did not mandate or create the specific duties and responsibilities of the partnership
Note:	Grantees had to use funds to provide recruitment or transfer awards OR develop career ladder pathways as a strategy to provide high needs students greater access to effective and highly effective educators.	The Department modified the strategy for STLE 2 and 3 slightly to encourage and support the use of career ladder pathways as part of the systemic use of the TLE Continuum	A fourth and final round of STLE programs was created to provide principals and future principals with the critical support necessary to facilitate stronger implementation of their TLE systems

Recommended State Guidelines for Career Ladder Pathways in New York State

The following slides provide an overview of the recommended minimum state guidelines for career ladder pathways in New York State from stakeholders groups.

There was consensus across all stakeholder groups that LEAs should be provided flexibility and autonomy to develop customized career ladder pathways that meet the unique needs of each of the state's nearly 700 districts and 37 BOCES.

- There was consensus among stakeholder groups that the state should continue to include minimum selection criteria to ensure educator leaders are rated Effective or better.
- A majority of STLE Advisory Board Members believe the Department should not mandate or prescribe at the state-level:
 - Certification and annotation for educator leaders
 - Teacher Leader standards
 - The roles and responsibilities of educator leaders
 - The titles of rungs or positions on career ladder pathways
- 77 % of survey respondents believe that the state should continue to define minimum criteria for teacher and principal leaders to ensure rigor and equity (similar to what was done for the STLE application), but leave decisions around requirements, qualities, and qualifications to be determined at the local level.
- During in-person meetings, the STLE Advisory Board recommended that LEAs have the autonomy to form local partnerships and develop customized programs for educator leaders based on their own unique local context.

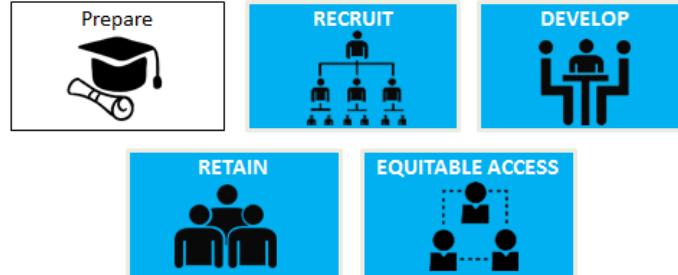
High-Level Overview of Greece Central and Syracuse City School District Career Ladder Pathway Models

The following slides highlight how the Department's framework can support LEAs in the design and implementation of career ladder pathways to ensure students have equitable educational opportunities and graduate college and career ready. Career ladder pathways in Greece Central and Syracuse City School Districts address the same talent management challenges; however, the flexibility permitted under STLE allowed each LEA to develop models based on their unique needs.

Greece Central School District

Region: Rochester/Southern Tier

Total Grant Amount of ~\$3.5M through STLE Cohorts 1, 2 and D



The career ladder pathways in Greece CSD address four out of the five talent management challenges to positively impact both student learning and teacher practice.

Ensuring Equitable Access of the Most Effective Educators to High Needs Students

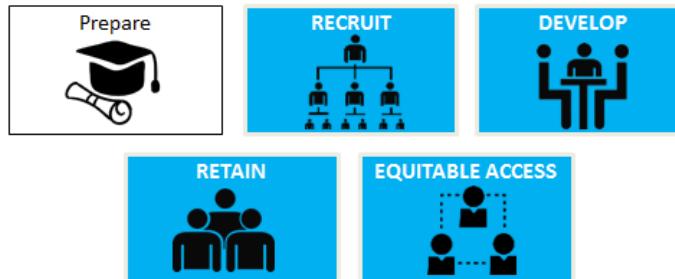
- Teacher Leaders in each building spend part of the day teaching the lowest performing students and coach their colleagues during the remainder of the day on priorities outlined in the strategic plan, including developing Common Core aligned curricula.
- The Turnaround Principal on the principal career ladder pathway is responsible for providing professional development for all Novice Principals as well as intensive coaching for any principal rated lower than Effective on his/her annual evaluation and for any principals with schools identified as falling below district expectations.
- In addition, the Turnaround Principal collaborates with a strategic partner, the NYC Leadership Academy, to assess the needs of school leaders and develop a custom leadership curriculum in order to build leadership capacity to close achievement gaps.

Syracuse City School District

Region: Syracuse/North Country

Total Grant Amount of ~\$5M through STLE Cohorts 1 and 2

Total Grant Amount of ~ 9M through TIF



The career ladder pathways in Syracuse City SD address four out of the five talent management challenges to positively impact both student learning and teacher practice.

Models that Extend the Reach of the Most Effective Educators and Principal Career Ladder Pathways

- Syracuse is extending the reach of top-talent using Multi-Classroom Leaders, on the highest rung of their teacher career ladder pathway, that support the development of students and colleagues across many classrooms through co-teaching, co-planning, and formative observation and feedback.
- The district's Principal Career Ladder Pathway includes differentiated roles for Effective and Highly Effective Principal Leaders to implement a robust new principal induction program as well as model best practices regularly across the district.

Potential Funding Sources

97% of all STLE grantees (1-3 and D) plan to sustain some or all of their STLE work.

87% of all STLE grantees (1-3 and D) plan on sustaining some or all of their career ladder pathways positions.

The Department is dedicated to continued advocacy of funding sources that will further sustain career ladder pathways, while helping LEAs to advance strategies that re-allocate existing funds. The Department will continue to highlight strategies that STLE grantees are using to sustain their efforts following the completion of RTTT funding. The following slides highlight potential local strategies and state and federal funds that can support career ladder pathways.

Career ladder pathways positions in Greece Central and Syracuse City School Districts are established roles that will be sustained beyond the grant period and supported through the general budget.

Greece Central School District:

- New contract language was approved regarding Teacher and Principal Career Ladder Pathways and will be included in the new Greece Teacher Association (GTA) and Greece Administrators and Supervisors Association (GASA) agreements.
- The district built capacity to fund the positions over the course of the two year grant period by building unallocated/unfilled positions into the annual budget, improving staff utilization through efficient master scheduling and securing a teacher contract resulting in savings which were reallocated to sustain this priority initiative.

Syracuse City School District:

- Multi-Classroom Leader roles will be expanded to four additional buildings and will be sustained through the standard budgetary process.
- The district is working with a strategic partner to examine district and school-level resource allocation and explore cost-saving mechanisms across their system.
- Remaining career ladder pathway roles will continue to be funded in part using other grant funds in 2015-16. At that point, the district will use local funds to sustain the work beyond the grant period.
- The district has built upon the work accomplished through the STLE and TIF grants using a Turnaround School Leaders Program grant from the federal government.

A variety of existing federal and state funding sources include goals that can support career ladder pathways aligned with the State's equity plan.

Federal Funds:

- Title II, Part A Funds
[\(http://www2.ed.gov/policy/elsec/leg/esea02/pg20.html\)](http://www2.ed.gov/policy/elsec/leg/esea02/pg20.html)
- Improving Basic Programs Operated by LEAs (ESEA Title I, Part A)
[\(http://www2.ed.gov/programs/titleiparta/index.html\)](http://www2.ed.gov/programs/titleiparta/index.html)
- Improving Teacher Quality Grants (ESEA Title II, Part A)
[\(http://www2.ed.gov/programs/teacherqual/hqt.html\)](http://www2.ed.gov/programs/teacherqual/hqt.html)
- English Language Acquisition, Language Enhancement, and Academic Achievement Act (ESEA Title III, Part A)
[\(http://www2.ed.gov/policy/elsec/leg/esea02/pg40.html\)](http://www2.ed.gov/policy/elsec/leg/esea02/pg40.html)
- School Improvement Grants (SIG) (ESEA, Title I)
[\(http://www2.ed.gov/programs/sif/index.html\)](http://www2.ed.gov/programs/sif/index.html)
- Individuals with Disabilities Education Act (IDEA, Part B)
[\(http://idea.ed.gov/explore/home\)](http://idea.ed.gov/explore/home)

Competitive Programs:

Federal competitive grant programs:

- Teacher/Leader Quality Partnerships (TLQP) (<http://www2.ed.gov/programs/tqpartnership/index.html>)
- Transition to Teaching (TTT) (<http://www2.ed.gov/programs/transitionteach/index.html>)
- School Leadership Program (<http://www2.ed.gov/programs/leadership/index.html>)

New York State competitive grant programs:

- Teacher Opportunity Corps (TOC) (<http://www.highered.nysed.gov/tcert/researchers/toc/toc.html>)
- Teachers of Tomorrow (TOT) (<http://www.highered.nysed.gov/tcert/researchers/tot/tot.html>)

Tools and Resources

Although one-third of the state has developed and implemented career ladder pathways through their work under the STLE program, the other two-thirds are likely to range in familiarity and readiness. The tools and resources highlighted on the next slide will provide all LEAs with differentiated supports to develop or continuously enhance their career ladder pathways.

Summary of Career Ladder Pathways Tools and Resources

Improving Practice Page:

Features resources to support the systemic use of the TLE Continuum, including “Improving Practice Video Spotlights” which allow users to see the work in action that has taken place through STLE.

<https://www.engageny.org/resource/improving-practice>

Strengthening Teacher and Leader Effectiveness (STLE) Interactive Map:

Highlights over 25 LEAs that have participated in the STLE grant program. Descriptions of teacher and principal leadership roles and responsibilities serve as models for those interested in developing or enhancing their current career ladder pathways.

<https://www.nysed.gov/stle>

New York State Career Ladder Pathways Toolkit and Profiles:

Includes profiles of adaptable career ladder pathways models, resources, and best practices to help address the five common talent management challenges that contribute significantly to equitable access.

<https://www.engageny.org/new-york-state-career-ladder-pathways-toolkit>