**Please be sure to save this document** to your own drive after downloading it.

**Why focus on career growth opportunities?**

Write notes to respond to the following: Consider your experiences working in schools before you became a school or system leader. Did you have opportunities to lead and/or participate in decision making? If so…

* Did they affect your job satisfaction? Why or why not?
* Did they affect the way you viewed your role and the school? How?
* Did these roles help the school better meet its mission for serving students? How?

**Self-assessment**

Rate your school’s or LEA’s level of implementation or proficiency. For now, estimate the rating based on your current knowledge.

Make notes or add questions in response to the guiding questions and sample evidence.

**1**=No/limited evidence of implementation, the school/LEA has limited proficiency in this area, or this information is unknown

**2**=There is evidence of basic implementation, or the school/ LEA has basic proficiency in this area

**3**=There is evidence of effective implementation, or the school/LEA has advanced proficiency in this area

|  |  |
| --- | --- |
| **Rating out of 3** | **Effective practice** |
|  | 1. **The school/LEA provides a range of leadership roles/responsibilities for highly effective educators.**
 |
| Guiding Questions:* Are leaders deliberate and strategic in exploring career ladder opportunities (i.e., teacher leader roles) that support educator development, promote retention of highly effective educators, and expand the school’s/LEA’s capacity to meet its goals?
* What additional roles or responsibilities are available to educators (i.e., mentors, professional learning facilitators, extracurricular leaders, instructional coaches, committee members)? What additional support does the school/LEA provide to support their development/success in these roles?
* Are all educators aware of these additional roles? What is the selection process? Is there additional compensation in these roles?
* Do highly effective educators have input into the types of career ladder roles available?
* What are the characteristics and demographics (e.g., years of experience) of educators who usually fill leadership roles? How well do they perform in their roles as educators?
 |
| Sample Evidence:* Formal/informal feedback from highly effective educators
* Number and proportion of highly effective educators serving in leadership roles
* Materials/communications to inform educators about these roles
* Collective bargaining agreements describing additional roles and compensation
 |
|  | 1. ***LEA level only:* The LEA leverages career advancement opportunities to attract highly effective educators to, or retain them in, the highest need schools.**
 |
| Guiding Questions:* How do highly effective educators at our highest need schools feel about the availability of opportunities for growth or leadership?
* What steps does the district take when school/LEA leaders become aware that highly effective educators are *not* satisfied with available growth or leadership opportunities?
* What steps does the LEA take to ensure that educators across the LEA know about advancement opportunities, especially at the highest need schools?
 |
| Sample Evidence:* District plans that specifically include roles for teacher leaders (e.g., PD, mentoring, peer coach)
* Formal/informal feedback from highly effective educators at highest need schools
* Retention rates of educators in schools that offer career development roles, compared to those that do not
* Lists and descriptions of leadership roles or responsibilities, disaggregated by school
* Materials/communications to inform educators about these roles at high need schools
 |

**Types of growth opportunities**

List three or more school/LEA goals that could use more support. Note whether and how any staff career development opportunities could support these goals.

|  |  |
| --- | --- |
| **School/LEA goal** | **Potential career development role/s** |
|  |  |
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|  |  |

**Supporting career growth as a leader**

Read **page four** of [Building a School Culture that Supports Teacher Leadership](https://drive.google.com/file/d/1ijylrCrnnrvpMKBBt-wrfmQw_j5HYnST/view?usp=sharing), called “How School Leaders Can Pave the Way.” (Massachusetts Dept. of Elementary and Secondary Education)

* Personally, which characteristics or mindsets are your **strongest**? How do you know?
* Personally, which characteristics or mindsets are your **weakest**? How do you know?

**Additional resources**

* [Content Guide: Educator Career Ladders](https://www.iu13.org/wp-content/uploads/2022/05/Career-ladder-content-guide.pdf) (IU13)
* [Cultivating Teacher Instructional Leadership through Professional Learning Communities](https://www.iu13.org/wp-content/uploads/2021/09/Cultivating-Teacher-Instructional-Leadership-brief.pdf) (IU13)
* [Human Capital Self-Assessment Tools](https://www.iu13.org/school-improvement/human-capital-resources/human-capital-self-assessment/) (IU13)
* [The Whole Package: 12 Factors of High-Impact Teacher-Leader Roles](https://publicimpact.com/wp-content/uploads/2015/11/The_Whole_Package_12_Factors_of_High-Impact_Teacher-Leader_Roles-Public_Impact.pdf) (Public Impact)
* [Defining Teacher-Leader Roles](http://opportunityculture.org/wp-content/uploads/2014/07/Defining_Teacher-Leader_Roles-Public_Impact.pdf) (Public Impact)

**We appreciate your feedback.**

Please respond to a brief survey about this workshop: <https://forms.gle/m2SjNMVddTqGE7Pw5>