Teacher Career Ladder Rungs (see descriptions attached)

Novice Teachers
1. **Members** – everyone is a member. No additional compensation, but eligible to apply for 18 free credits Manhattan College Graduate Program.
2. **Representatives** – 46 reps are compensated at contractual rate. Grade bands are K-3, 4-6, and one each at 7-12.

Professional Teachers
3. **School Coordinators** – 16 representatives will also be school representatives to clusters. Compensated at contractual rate.

Teacher Leaders
4. **Cluster Coordinators** – 4 representatives will facilitate communication among clusters. Compensated at contractual rate.
5. **District Coordinator** – 1 representative will facilitate communicate between clusters and district. Compensated at contractual rate.

Principal Career Ladder Rungs (see descriptions attached)

1. **Novice** – existing position. Compensated at contractual rate.
3. **Principal Leader** – Districtwide support. Compensated at contractual rate.
## Strengthening Teacher and Leader Effectiveness (STLE)

### Clusters and Career Ladders

#### Teacher Career Ladders

<table>
<thead>
<tr>
<th>Goals of the PLC Member (Novice) Career Rung</th>
<th>Activities for this Step</th>
<th>Quantitative Measurable Outcomes of this step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on student learning</td>
<td>Plan for differentiated learning needs; incorporate literacy and interdisciplinary content into teaching strategies</td>
<td>Learning plans include differentiated activities and interdisciplinary content that incorporate literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre- and post-assessments of student learning give evidence of improvement</td>
</tr>
<tr>
<td>Improved Instructional Practice</td>
<td>Plan teaching strategies based on the results of the Teacher Improvement Plan</td>
<td>Analysis of learning plans to find application of TIP results</td>
</tr>
<tr>
<td></td>
<td>Participate in peer observation</td>
<td>Teacher leader reports of improved practice based on coaching activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score on Accountability Visit rubric</td>
</tr>
<tr>
<td>Effective use of assessment</td>
<td>Use assessment results to plan learning activities for students</td>
<td>Pre- and post-interim assessment results indicate improved student learning</td>
</tr>
<tr>
<td></td>
<td>Collaborate with colleagues to analyze student work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan and deliver instruction in collaboration/consultation with coaches and/or grade level colleagues</td>
<td></td>
</tr>
</tbody>
</table>

**Goals of the PLC Representative (Novice) Career Rung**

The PLC Representative Career Rung includes all of the above, plus:

<table>
<thead>
<tr>
<th>Focus on student learning</th>
<th>Same as Member</th>
<th>Same as Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved Instructional Practice</td>
<td>Plan grade level and/or vertical collaborative meetings to help improve instructional practice and student outcomes.</td>
<td>Same as Member</td>
</tr>
<tr>
<td>Effective use of assessment</td>
<td>Same as Member</td>
<td>Same as Member</td>
</tr>
</tbody>
</table>
### Goals of the School PLC Coordinator Career Rung (Professional)

The **School PLC Coordinator** Career Rung includes all of the above, plus:

<table>
<thead>
<tr>
<th>Goal</th>
<th>School PLC Coordinator</th>
<th>Cluster Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on student learning</strong></td>
<td>Same as Member &amp; Representative</td>
<td>Same as above</td>
</tr>
<tr>
<td><strong>Improved Instructional Practice</strong></td>
<td>Plan school level/cluster/district PLC meetings</td>
<td>Serve on district-wide curriculum and/or assessment development team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Serve as a demonstration teacher in partnership with a school of education professor (e.g. co-teach with a faculty member to model a specific approach for student teacher candidates)</td>
</tr>
<tr>
<td><strong>Effective use of assessment</strong></td>
<td>Same as Member &amp; Representative</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

### Goals of the PLC Cluster Coordinator (Teacher Leader) Career Rung

The **Cluster Coordinator** Career Rung includes all of the above, plus:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Cluster Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on student learning</strong></td>
<td>Participate in planning district wide PLC meetings</td>
</tr>
<tr>
<td></td>
<td>Analyze learning needs in high need schools</td>
</tr>
<tr>
<td><strong>Improved Instructional Practice</strong></td>
<td>Serve on district-wide curriculum and/or assessment development team</td>
</tr>
<tr>
<td></td>
<td>Serve as a demonstration teacher in partnership with a school of education professor (e.g. co-teach with a faculty member to model a specific approach for student teacher candidates)</td>
</tr>
<tr>
<td><strong>Effective use of assessment</strong></td>
<td>Same as above</td>
</tr>
</tbody>
</table>
## Strengthening Teacher and Leader Effectiveness (STLE)

### Clusters and Career Ladders

<table>
<thead>
<tr>
<th>Goals of the PLC District Coordinator (Teacher Leader) Career Rung</th>
<th>The PLC District Coordinator Career Rung includes all of the above, plus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on student learning</strong></td>
<td><strong>Participate in planning district wide PLC meetings</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Analyze learning needs in high need schools</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Plan districtwide PLC meetings with Representatives, Coordinators, Cluster Coordinators, and District Personnel</strong></td>
</tr>
<tr>
<td><strong>Improved Instructional Practice</strong></td>
<td><strong>Plan teaching strategies based on the results of the Teacher Improvement Plan</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Participate in peer observation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Plan grade level/cluster/district PLC meetings</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Serve on Peer Assistance and Review (PAR) team to support and evaluate teachers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Serve on district-wide curriculum and/or assessment development team</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Serve as a demonstration teacher in partnership with a school of education professor (e.g. co-teach with a faculty member to model a specific approach for student teacher candidates)</strong></td>
</tr>
<tr>
<td><strong>Effective use of assessment</strong></td>
<td><strong>Use assessment results to plan learning activities for students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Collaborate with colleagues to analyze student work</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Plan and deliver instruction in collaboration/consultation with coaches and/or grade level colleagues</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Pre- and post-interim assessment results indicate improved student learning in ELA and Math</strong></td>
</tr>
</tbody>
</table>

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### Principal Career Ladder

<table>
<thead>
<tr>
<th>Goals of the Novice Principal Career Step</th>
<th>Activities for this Step</th>
<th>Quantitative Measurable Outcomes of this step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved student learning</td>
<td>Engage in design &amp; implementation of curriculum, instruction, and assessment practices</td>
<td>Pre-and post-assessment scores show improved student learning</td>
</tr>
<tr>
<td>Improved teacher effectiveness</td>
<td>Cooperate with teacher PLC leaders and coordinators</td>
<td>Scores on rubric for Accountability Visits</td>
</tr>
<tr>
<td></td>
<td>Schedule time for PLC members to meet</td>
<td>Scores on APPR measures</td>
</tr>
<tr>
<td></td>
<td>Schedule grade level or school wide PLC meetings teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide teachers with what is necessary for accomplishing their tasks</td>
<td></td>
</tr>
<tr>
<td>Improved leadership effectiveness</td>
<td>Professional Development / Course work in Assessment, Curriculum, Supervision</td>
<td>Improved scores on staff APPR and District/State evaluation visits.</td>
</tr>
<tr>
<td></td>
<td>Use test/assessment data analyses plan for school improvement</td>
<td></td>
</tr>
</tbody>
</table>

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**Strengthening Teacher and Leader Effectiveness (STLE)**

**Clusters and Career Ladders**
### Goals of the Professional Principal Career Rung

<table>
<thead>
<tr>
<th>Improved student learning</th>
<th>Activities for this Step</th>
<th>Quantitative Measurable Outcomes of this step</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage in design &amp; implementation of curriculum, instruction, and assessment practices</td>
<td>Pre-and post-assessment scores show improved student learning</td>
</tr>
<tr>
<td></td>
<td>Offer workshops to parents that provide age/grade level information to increase student success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange with high schools for articulation activities that bridge the gap from middle school to high school</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improved teacher effectiveness</th>
<th>Activities for this Step</th>
<th>Quantitative Measurable Outcomes of this step</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cooperate with teacher PLC leaders and coordinators</td>
<td>Scores on rubric for Accountability Visits</td>
</tr>
<tr>
<td></td>
<td>Schedule time for PLC members to meet</td>
<td>Improved APPR scores</td>
</tr>
<tr>
<td></td>
<td>Schedule grade level or school wide PLC meetings teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide teachers with what is necessary for accomplishing their tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in accountability visits to enhance teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze high needs schools within the district to determine reform methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in cluster or district-wide curriculum and/or assessment planning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improved leadership effectiveness</th>
<th>Activities for this Step</th>
<th>Quantitative Measurable Outcomes of this step</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Development / Course work in Assessment, Curriculum, Supervision</td>
<td>Improved scores on APPR</td>
</tr>
<tr>
<td></td>
<td>Use test/assessment data analyses plan for school improvement</td>
<td>Application to transfer to a high need school</td>
</tr>
<tr>
<td></td>
<td>Ongoing learning and professional development through course work that leads to additional</td>
<td>Advanced certification</td>
</tr>
</tbody>
</table>
## Strengthening Teacher and Leader Effectiveness (STLE)

### Clusters and Career Ladders

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>certification.</td>
<td></td>
</tr>
</tbody>
</table>
# Strengthening Teacher and Leader Effectiveness (STLE)

## Clusters and Career Ladders

<table>
<thead>
<tr>
<th>Goals of the Professional Principal Career Rung</th>
<th>Activities for this Step</th>
<th>Quantitative Measurable Outcomes of this step</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improved student learning</strong></td>
<td>Engage in design &amp; implementation of curriculum, instruction, and assessment practices</td>
<td>Pre-and post-assessment scores show improved student learning</td>
</tr>
<tr>
<td></td>
<td>Offer workshops to parents that provide age/grade level information to increase student success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentor other principals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange with high schools for articulation activities that bridge the gap from middle school to high school</td>
<td></td>
</tr>
<tr>
<td><strong>Improved teacher effectiveness</strong></td>
<td>Cooperate with teacher PLC leaders and coordinators</td>
<td>Scores on rubric for Accountability Visits</td>
</tr>
<tr>
<td></td>
<td>Schedule time for PLC members to meet</td>
<td>Improved APPR scores</td>
</tr>
<tr>
<td></td>
<td>Schedule grade level or school wide PLC meetings teachers</td>
<td>Transfers to high need schools</td>
</tr>
<tr>
<td></td>
<td>Provide teachers with what is necessary for accomplishing their tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in accountability visits to enhance teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze high needs schools within the district to determine reform methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in cluster or district-wide curriculum and/or assessment planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentor teachers and principals who have moved to high need schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in district efforts to identify and recruit teachers and principals to transfer to high need</td>
<td></td>
</tr>
</tbody>
</table>
Strengthening Teacher and Leader Effectiveness (STLE)

Clusters and Career Ladders

<table>
<thead>
<tr>
<th>Improved leadership effectiveness</th>
<th>Professional Development / Course work in Assessment, Curriculum, Supervision</th>
<th>Improved scores on APPR Request transfer to a high need school</th>
<th>Advanced certification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use test/assessment data analyses plan for school improvement</td>
<td>Ongoing learning and professional development through course work that leads to SDL certification.</td>
<td></td>
</tr>
</tbody>
</table>

Mount Vernon’s Cluster Composition

MVCSD has 16 schools – 11 elementary, two middle, and three high schools.

<table>
<thead>
<tr>
<th>Cluster 1</th>
<th>Cluster 2</th>
<th>Cluster 3</th>
<th>Cluster 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holmes ES</td>
<td>Pennington ES</td>
<td>Traphagen ES</td>
<td>Lincoln ES</td>
</tr>
<tr>
<td>Hamilton ES</td>
<td>Grimes ES</td>
<td>Graham ES</td>
<td>Williams ES</td>
</tr>
<tr>
<td>Longfellow ES</td>
<td>Columbus ES</td>
<td>Parker ES</td>
<td>A.B. Davis MS</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>Mt. Vernon HS</td>
<td>NMHZ HS</td>
<td>Thornton HS</td>
</tr>
<tr>
<td>Special Ed Rep</td>
<td>Special Ed Rep</td>
<td>Special Ed Rep</td>
<td>Special Ed Rep</td>
</tr>
<tr>
<td>ESL Rep</td>
<td>ESL Rep</td>
<td>ESL Rep</td>
<td>ESL Rep</td>
</tr>
</tbody>
</table>

Notes:

- Schools are grouped, to the extent possible, to pair higher performing schools with lower performing schools; to pair Principal Leaders with Novice Principals; and to combine elementary and secondary schools for vertical articulation opportunities.
- Special Education and teachers of English Language Learners are assigned to each cluster to ensure that our subgroups are represented and considered in all discussions and decision-making.
- Two elementary schools, Graham ES and Pennington ES are in the process of transitioning from K-6 schools to K-8 schools. Their grades 6-8 will be considered middle schools once their transition is complete.