



**WALTHALL**  
**COUNTY SCHOOL DISTRICT**  
Teachers teaching. Students learning. Schools improving.

2023-2024

# TEACHER CAREER PATHWAY PLAN



## **District Vision**

Create a productive school culture for change that increases teacher effectiveness, improves student proficiency, and builds public confidence.

## **District Mission**

Teachers teaching. Students learning. Schools improving.

## **Plan Description**

Waltham County School District seeks to build capacity and foster leadership development within its ranks by encouraging, supporting, and creating a clear view towards the development of school and/or district leaders. The purpose of this plan is to describe the process/pathway through which teachers gain increasing leadership experience through expanding roles and responsibilities.

## **Implementation and Guidelines**

The Teacher Career Pathway Plan is coordinated primarily at the school level. Teacher progression is overseen by building-level administrators (asst. principal or principal.) Principals and/or or asst. principals are responsible for determining whether teachers meeting the criteria/assurances required for progression along the pathway and for implementing the assurances of the school/district. These assurances are listed in this section of the plan.

## **Plan Goals**

- Build school/district leadership capacity
- Maintain school/district leadership capacity
- Encourage teacher leadership
- Facilitate teacher leadership development
- Expand teacher career goals
- Maximize teacher leadership potential
- Promote capacity for life-long learning

## **Teacher Progression Criteria and Assurances**

*Teachers will:*

- Demonstrate initiative
- Demonstrate ability to plan and organize
- Demonstrate exemplary teaching ability
- Believe in the value of teaching as a profession
- Have respect for their colleagues in all subject areas

- Hold high expectations
- Convey enthusiasm for learning to teachers and students
- Believe that all children can learn and succeed
- Believe that all teachers are life-long learners
- Model educator effectiveness
- Have courage to share ideas and initiate change
- Maintain a rating of 2 (emerging) or higher on the Mississippi Statewide Teacher Appraisal Rubric (MSTAR)
- Accept constructive criticism

### **District/School Assurances**

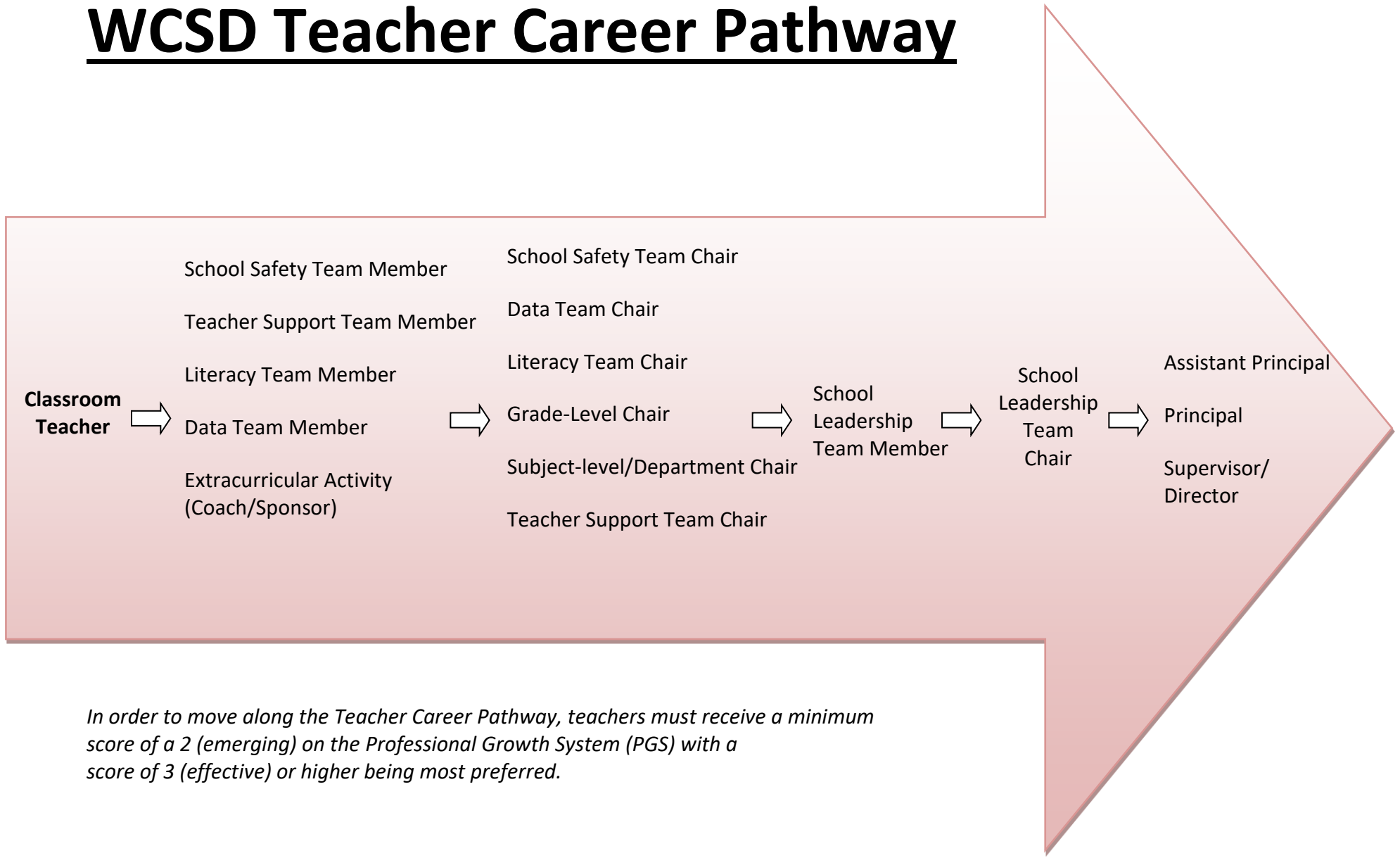
*The School/District will:*

- Create equitable opportunities/situations for teachers to develop and demonstrate leadership skills
- Recognize and praise teachers demonstrating leadership ability
- Encourage teachers' efforts toward professional learning/growth by allowing/supporting opportunities for formal leadership training via workshops, seminars, institutes, alternate pathways, etc.
- Encourage teachers to continue their formal education via graduate school opportunities
- Provide opportunities for school leadership team members to periodically participate in and make reports to the district leadership team

### **Plan Evaluation**

With the 2013-14 school year as a baseline, WCSD will evaluate the effectiveness of this career pathway plan/model through measuring the number and percent of key leadership positions (asst. principal, principal, director, and supervisor) that are filled by qualified and credentialed staff members who were once classroom teachers within the district. Additionally, WCSD will survey teachers annually regarding their experiences and/or perceptions related to the career pathway plan.

# WCSD Teacher Career Pathway



*In order to move along the Teacher Career Pathway, teachers must receive a minimum score of a 2 (emerging) on the Professional Growth System (PGS) with a score of 3 (effective) or higher being most preferred.*



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**Directory of School-level Team Members and Chairs**

| Team   | Members | Chair |
|--|---------|-------|
| School Leadership Team   |         |       |
| Data Team Member   |         |       |
| Teacher Support Team Member                                    |         |       |
| Literacy Team Member   |         |       |
| School Safety Team Member                                      |         |       |
| Grade-level Team<br>(indicate grade level of team)             |         |       |
| Department/Subject-level Team<br>(indicate subject/department) |         |       |