

District

Career

Ladder

Plan

2009-2010

Republic R-III School District
Dr. Vern Minor, Superintendent
Vicki Neal, Assistant Superintendent

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Committee Members

Dr. Vern Minor.....Superintendent
Vicki Neal.....Asst. Superintendent
Connie Buell.....Career Ladder Director

Building Representatives

Carrie Davis.....Early Childhood Building
Kathie Burton.....Elementary I Building
Susan Govero.....Elementary II Building
Phyllis Feyh.....Elementary III Building
Dawn Browning.....Middle School Building
Cindy Stica.....High School Building

GOALS

- **Provide a better educational experience to students of the Republic R-III School District.**
- **Give teachers financial rewards for completing a specified program during the school year.**
- **Promote faculty collaboration and teamwork.**
- **Attract and retain the most capable teachers.**
- **Increase professionalism through personal growth.**
- **Improve student performance and enhance school and community relationships.**

Copy of the Career Ladder Manual will be on the School web page.

Introduction

The Excellence in Education Act of 1985 established the Missouri Career Development and Teacher Excellence Plan, also known as the Career Ladder Program. The purpose of the Career Ladder Program is to promote excellence by recognizing and rewarding effective teachers and ultimately benefiting students and the local district.

An educator who chooses to participate in the program must meet certain criteria prior to participation and also must agree to complete a career development plan. That plan designates the academic activities that the educator will perform outside contracted time. An educator may progress through the three stages of the Career Ladder as long as he/she meets the criteria for each stage.

The teacher's Career Development Plan directly and obviously relates to improvement of programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program or instructional improvement in the district.

Career Ladder Timetable For Districts For An Academic Year

1. APRIL 15 - DISTRICTS MUST SUBMIT THE APPLICATION AND DISTRICT CAREER LADDER PLAN - This date is in effect for ALL participating districts. The application will require that the district provide the exact number of participants on each stage. Each district who wishes to participate in the Career Ladder Program must prepare a District Career Ladder Plan (DCLP). That plan designs the program and specifies how it will work in the individual districts. Prior to initial approval, a district must submit a copy of their plan to the Department of Elementary and Secondary Education (DESE). In subsequent years, a district may choose to revise their original plan. If revisions are made on any part of the plan, those revisions must be highlighted and sent to DESE with the Application for Approval. If no changes are made, districts do not need to submit any portion of their plan.

NOTE: If your District Career Ladder plan is scheduled for state review next year, an updated board approved DCLP must be submitted to DESE along with the application due April 15. Please highlight any revisions made to the plan.

2. JUNE 1-Last date to make educator stage adjustments on Screen 18 in Core Data through the MOSIS Data Collection for current year participants for payment.

3. JUNE 15 - THE ASSESSMENT OF CAREER LADDER PLAN AND ACTIVITIES DUE - This form is a compilation of information regarding the activities from the previous year. Facts gathered on this form are used to produce the Annual Career Ladder Report. This report is used to gauge the overall success of the Career Ladder Program, therefore information provided should be as accurate and complete as possible.

4. SEPTEMBER 1 - MODIFICATIONS TO CAREER LADDER PAYMENT DUE- If your district's list of educators is incorrect, please make those corrections on the

Modification Form and return to the Career Ladder office by September 1; also make those corrections in Core Data on Screen 18 through the MOSIS Data Collection. The adjustment will be reflected in the July payment.

5. OCTOBER 15 - IDENTIFICATION OF PARTICIPANTS - Districts must identify individual participants by stage on the Educator Screen 18 through MOSIS Data Collection. ALL educators participating in Career Ladder for the current school year must be entered at this time to be eligible for payment. Payment is generated from this report so accuracy is very important. |

6. JANUARY 15 - VERIFICATION OF PARTICIPANTS - Each district must verify the accuracy of the list of participants for the current school year on the Educator Screen 18. Please review, update and correct any edit messages, if necessary, through the MOSIS Data Collection.

7. JULY 20 - CAREER LADDER PAYMENT - The payment from DESE is made to the districts with the July 20 Foundation check

8. ALL CAREER LADDER ON-LINE FORMS, PROGRAM INFORMATION, AND UPDATES ARE POSTED AT <http://dese.mo.gov/divteachqual/careerladder>

District Career Ladder Director

A district director of the career ladder program will be elected from a volunteer list turned in to principals and voted on no later than May 15th. Director will be selected from two or more people. If not enough people volunteer, then names will be added by nominations and placed on the ballot with nominee approval. Teachers eligible for career ladder will then vote for the director of their choice.

Interviews with the top two (or three if more volunteer) candidates will be scheduled and conducted by the Superintendent of school and the principal in which the teacher is currently assigned. The director will hold this position for at least two years, with the option of retaining the position for two or more years upon acceptable evaluation. Final approval of the person selected will come from the superintendent and school board.

The district director will be directly responsible to the Superintendent. The director is responsible for the coordination of the career ladder of the Republic R-III School District. The director will participate on each building review and assessment, and will be a part of the yearly assessment team. The director may participate in career ladder if he/she chooses and must meet qualifications for Stage III.

Compensation includes:

- Stipend based on amount board approved per extra-duty salary schedule.

Building Review Committee

Each Building Review Committee is composed of the three teachers. Teachers are elected by those in each building who are eligible for the Career Ladder.

Requests for volunteers to serve on each building review committee will be made before the end of April of the current school year and those names will be given to the principal of each building (passed on to the director). If there are not at least four volunteers, nominations from the building faculty will be requested and placed on the ballot with nominee approval. Each team member must be eligible for Career Ladder.

The faculty of each building will vote on the names submitted no later than May 15. Teachers who teach in more than one building will vote in the building where their Performance Based Teacher Evaluation takes place.

The building principal will be a standing member. The administrator will be responsible for verifying the applicants' qualifications prior to the committee meeting. Three members will constitute a quorum. Majority vote gives approval to individual plans. A chairperson of this committee will be elected by the committee. The chairperson will serve on the yearly assessment team.

Each building review and approval team will be responsible for receiving, assessing and approving all individual career ladder plan. The team may choose to accept, reject, or cause the teacher to amend the individual career ladder plan as may be necessary to meet provisions of the district plan.

Each team will periodically review and monitor progress of approved plans throughout the year as provided for in the teacher's individual plan, making the final recommendation for payment to the board of education in May. (Career Ladder monies are subject to taxes and retirement deductions just as other salaries. Monies do count toward retirement benefits.) Teachers unable to complete the number of hours for their stage may drop down one stage.

District Review Committee

The district review committee will consist of the building chairpersons and Career Ladder Director.

Teacher Application Procedures

Teachers who wish to make application for placement on the career ladder must develop a comprehensive plan, insuring that all the responsibility requirements are included in the plan. Application should be made on the appropriate form at the time of the summative (final) evaluation. The individual Career Development plan will contain the responsibilities to be completed by the teacher while on the career ladder with specific time lines relating to the identified responsibilities, as well as provisions for monitoring progress and verification of completion of these responsibilities. **Documentation is the responsibility of the teacher.** All Career Ladder forms must be obtained from the Republic R-III web page and completed on the computer. Handwritten forms will not be accepted.

The duties and responsibilities for which a teacher has been assigned, contracted for, or designated by a superior, and for which compensation from district funds other than career ladder funds are paid, may not be included in the teacher's career ladder plan.

Teachers will normally submit Individual Career Development Plans between May 15 and September 1 of each year. Teachers wishing to be placed on the career ladder for the current school year must have a plan submitted by September 1 of this school year. Unless good cause can be shown, plans will not be accepted after September 1.

An oral presentation, not to exceed ten minutes, may be made by the applicant to the review committee if so desired or deemed necessary by the review committee to clarify questions on the individual plan. A short deliberation, if so needed, will follow before the vote is called. The vote may be called by any member of the committee. The vote must be publicly stated. The review session will be closed during the presentation and open when the vote is taken and shall not exceed 30 minutes.

Teachers who teach in more than one building will submit their plan to the building committee where they have their Performance Based Teacher Evaluation conducted.

Career Ladder Guidelines

The District Career Ladder Plan shall contain three stages. The qualifications for each stage and the guidelines are as follows:

- Stage I – complete 60 hours with a minimum of 2 responsibilities and no more than 6 (\$1,500)
- Stage II – complete 90 hours with a minimum of 3 responsibilities and no more than 9 (\$3,000)
- Stage III – complete 120 hours with a minimum of 4 responsibilities and no more than 12 (\$5,000)

Responsibilities must be related to academics and tied to one of the following areas:

- **District School Improvement Plan (hours that deal with the CSIP plan)**
- **Curriculum Development Plan (curriculum guides and resource guides activities)**
- **Professional Development Plan (including workshops, reading, active teaching strategies, Cooperative Learning, Highly Effective Questioning Character Education, Professional Learning Community)**
- **Missouri School Improvement Program**
- **Instructional Improvement (PBTE, areas of improvement agreed upon by participant and building principal for improvement)**

Time logs should be kept for each responsibility except college credit. Time logged cannot include contract time or hours associated with a paid extra duty assignment. Personal days are still considered contracted time and cannot be logged as Career Ladder hours. Any one responsibility cannot exceed half the number of hours required for the stage the educator is completing.

- Stage I – 30 hours
- Stage II – 45 hours
- Stage III – 60 hours

Co-curricular activities which are academic in nature and directly related to programs and services for students may be used as a responsibility, if completed outside contracted time.

College credit will count as 8 career ladder hours per college credit. A transcript or grade report may be used as verification. The combined total hours for college credit and workshops hours cannot exceed 1/3 of the individual educator's plan. Classes in administration are eligible for career ladder hours.

- Stage 1 – 20 hours
- Stage II – 30 hours
- Stage III – 40 hours

Master's Degree can count as 15 hours one time only.

Mid quarter reports to parents – please include completed samples of your mid-quarter reports with your time log for verification. In order to count on Career Ladder, the report must include narratives or a newsletter.

Newsletters to parents – Attach a sample of a newsletter with your time log for verification.

Parental Contact – Every plan must contain a responsibility dealing with parent involvement. This should relate to parents of students in your classroom assignment, not students involved in activities for which you receive extra duty pay. This should relate to instructional improvement on the Responsibility Plan checklist. Please highlight **Parent Contact** on responsibility page and log page.

Professional Membership – Can be counted if you attend meetings and log the hours of attendance outside contract time.

Professional Learning Community (PLC) – Regularly scheduled PLC meetings are a requirement and may not be counted on Career Ladder. Other collaboration time used to create common assessments and common units outside contract time may be counted. A maximum of 1/3 of your total hours may be counted. Sample copies of work and names of collaborating teachers should be submitted. Time logs are also required.

Reimbursement – If you receive reimbursement for college hours or workshops through PDC or some other form of funding, you may count your hours on Career Ladder. If you receive payment or compensation of any kind, the hours can not be counted on Career Ladder.

Professional reading – A maximum of 10 hours (reading time only) may be counted. Documentation should include a time log bibliography (On a separate sheet of paper). This does not include Award Nominated Books.

Award Nominated Books – Reading and writing assessments for Show-Me, Mark Twain, and Gateway books may be used as a curriculum development responsibility, not

to exceed 30 hours. Assessment questions and extension activities must be approved and signed by the curriculum director and submitted with a time log for verification.

Study Group – You may count as a total of 20 hours. (See study group handout for more details.) This does not include Award Nominated Books. A participant may count both professional reading and a study group in their plan.

Time Logs – Use only the Career Ladder log forms for recording hours. In an audit, the review goes more smoothly with only one type of log form. As you complete your verifications, please total your time and round to the nearest hour or half hour for each responsibility.

Tutoring – Time logs for tutoring must include first names of students present during the time logged. The objective must be recorded for each session. Tutoring will only count if it correlates with an existing board approved curriculum guide. Every plan must contain a responsibility involving tutoring. You must have students present to tutor.

| Date | Subject | Name | Time Begin | Time Ending | Hours completed |
|----------|-------------|------|------------|-------------|-----------------|
| 1/4/2010 | (Factoring) | John | 3:30 | 4:30 | 1:00 |

The Principal/Department Head must verify by initialing next to total hours (**only on tutoring log**)

Working in the Classroom (prior to the first contract day)—A maximum of 10 hours may be used. Be specific with your description. Hours logged may include intervention strategies, classroom management, technology preparation, or strategies for student engagement. A sample of one of these must be submitted with time log. Do Not Use lesson plans, bulletin boards, seating charts or learning centers.

Workshop hours may count hour for hour. Travel time allowed per plan is 9 hours (one way only). The combined total hours for college credit and workshop hours cannot exceed 1/3 of the individual educator’s plan.

- Stage 1 – 20 hours
- Stage 2 – 30 yours
- Stage 3 – 40 hours

Transfer Policy

Teachers transferring from a career ladder in another district into the Republic School District and wishing to be placed on the career must provide the appropriate documentation. A copy of the most recent Performance Based Teacher Evaluation will be submitted to the building principal where the teacher is to be assigned. If a copy of the evaluation is not available, a letter from an administrative evaluator of the teacher in the former school district may be acceptable. To make application for placement on the Republic Career Ladder, the teacher will follow the established procedures for applying. If qualifications are met, the plan will be reviewed by the review committee. On **Stage I** the plan will be treated as all other applications. On **Stage II and III**, the applicant will be responsible for submitting all documents and verification of the comprehensive plans and evaluation processes that placed him or her on the current stage. These will be

evaluated by the Review committee and, if approved, the teacher will be placed on the appropriate stage. In no case shall an incoming teacher be placed on a level higher than the current district level. Teachers transferring during the academic year will have thirty days from the date of employment to submit their plan in its entirety.

Qualifications for Stage I

To qualify for Stage I, an educator will meet the following qualifications.

1. Five years teaching experience in Missouri Public Schools
2. Appropriate teacher certification
3. Teaching under a regular-length, full time teaching contract
4. Meet proficient level on all criteria on the most recent PBTE
5. Complete and submit a career development plan which meets Stage I responsibilities

Qualifications for Stage II

To qualify for Stage II, an educator will meet the following qualifications.

1. Successfully complete two years on Stage I of the Career Ladder Development Plan. (Local board of Education may waive one year of this requirement based upon building committee review and a total of seven years prior experience in Missouri public schools.)
2. Appropriate teacher certification
3. Teaching under a regular-length, full time teaching contract
4. Meet proficient level on all criteria and exceed on 10% on most recent PBTE. One of the criteria above proficient shall be in the Instructional area (Domain 2).
5. Complete and submit a career ladder development plan in accordance with the required responsibilities for Stage II

Qualifications for Stage III

To qualify for Stage III, an educator will meet the following qualifications.

1. Successfully complete three years on Stage II of the Career Ladder Development Plan. Local board of education may waive two years of this requirement based upon building committee review and a total of ten years' prior experience in Missouri public schools.
2. Appropriate teacher certification
3. Master's Degree in an appropriate field
4. Teaching under a regular-length, full time teaching contract
5. Meet proficient level on all criteria and exceed on 15% on most recent PBTE. One of the criteria above proficient shall be in the Instructional area (Domain 2)

Appeal Procedures

Teachers shall have the right to appeal decisions made regarding approval or denial of application and placement on the career ladder.

A teacher wishing to appeal the decision made by the **building review committee** shall follow established district guidelines for appeal procedure. The procedures for appealing the review board's decision are as follows:

1. A written appeal must be submitted to the Career Ladder Director within FIVE working days after the decision of the building committee is rendered.
2. Within ten working days of receiving an appeal, the district review committee is to meet with the teacher to review the teacher's appeal. The committee will then have FIVE workdays to present its final decision in writing to the teacher.
3. After reviewing the decision in **Step 2**, the teacher may appeal the decision in writing within five working days to the Superintendent of Schools. The Superintendent will have TEN working days to review the appeal and respond to the teacher in writing.
4. After receiving the decision in **Step 3**, the teacher may request in writing that the Board of Education review the Superintendent's decision. The Board will review the appeal and respond in writing within FIVE working days after the regularly scheduled meeting. The Board's decision shall be final.

Application Process Timeline

Printed application should be presented to Principal or Assistant Principal at the summative (final) evaluation meeting. Educator should retain the copy to be included in the individual Career Ladder Plan.

- Sept. 1** **Submission of Individual Career Ladder Plans to each building committee.**
- Oct. 15** **Individuals will be notified as to approval/non approval of plan.**
- Jan. 1-Feb. 1** **Amendment period**
Feb. 15 **Amendment decision**
Feb. 15 **Letter of intent will be filled out and turned in to the building review committee at this time.**

Assessment Process Timeline

- Feb. 1** **May begin forwarding log verifications to the committee chair.**
- Apr. 15** **Last date to forward log verifications to the committee chair.**
- May 10** **Career Ladder Building committee forwards to the Director a recommendation for payment or non-payment. If the building committee does not approve the plan, the teacher will be notified in writing by May 15.**
- May 15-June 1** **/*Appeal process of Building Committee decisions.**
- June/July** **Payment will be made as monies are received from the state treasury**

Yearly Evaluation of District Career Ladder Plan

In May, after balance sheets are tallied, a district review committee will review the Republic R-III District Career Ladder Plan. Data derived from the balance sheet will be incorporated with the CSIP and the Career Ladder Plan. This report will be presented to the Board of Education at the May/June board meeting by the Career Ladder director.

Responsibilities That Do Not Count As Career Ladder Hours

Basketball Camps, Baseball Camps, Football Camps, open gym – not accepted with or without a curriculum guide

Lesson Plans

Bulletin Boards

Attendance at PTO (exception for building representatives – building representatives will take notes and inform the building staff)

Counting money

Open House – It is a contracted event

Painting classrooms, sidewalks

School Beautification Projects

Community Activities that do not include students

Community Activities that do include students BUT are not directly and obviously related to instruction with a board approved curriculum guide. Relay for Life is an example that does not count.

Taking tickets, time keeping, score keeping, attending school functions

Any activity that is part of the educator's regular, extended, or extra-duty contract

Any church affiliated activity

Any activity that takes place during the regular contracted school day

Any activity for which the educator receives compensation regardless of the source of that compensation

College classes in administration (exception: class required for another program; example: curriculum development)

Any activity related to scouting or other non-academic activities

Tutoring cannot include open gym, study hall, detention, and/or any activity for which a teacher receives a stipend

IEP meetings

Writing lesson plans or instructional units that are part of a teacher's regular responsibility to implement the district's curriculum and to design appropriate learning experiences for the students in his/her classroom or team

NOTE: The educator should be an ACTIVE participant in the planning and execution of approved activity. Supervision or attendance alone is not adequate.

(Example: Attending a workshop or conference is not adequate. In addition to attendance, a participant should find a way to report (written or oral) and share with co-workers' ideas, teaching strategies, content updates, etc., acquired at the professional meeting. Being a presenter is sufficient. Supervision of students on the bus (example – field trips) is not adequate.)

CAREER LADDER FREQUENTLY ASKED QUESTIONS (from DESE)

The goal of the Career Ladder program is to retain quality teachers by:

- recognizing master teachers,
- providing opportunities for professional growth,
- enhancing education to improve student achievement,
- supporting district and statewide education goals,
- providing incentives, a salary supplement and a career advancement program.

The purpose of this information is to assist districts in the pursuit of quality career ladder programs as they address issues of concern. Please read carefully for clarification and information.

1. Is the local Career Ladder Committee or the local Board of Education the final decision maker as to whether or not a career ladder activity is appropriate?

If the activity does not violate the state statute or the State Board of Education rule, after receiving advice from the local Career Ladder Committee, the decision made by the local Board of Education will be final.

2. What is the purpose of the local committee?

The local committee is responsible for the quality of the program at the district level. They are required to adhere to the minimum standards established by the Department of Elementary and Secondary Education. They may establish additional standards that are district specific.

3. What activities are appropriate for Career Ladder?

Career Ladder plans are professional documents. In selecting responsibilities as part of an individual plan, participants should only select those responsibilities which exceed the norm for the profession. To be appropriate for Career Ladder, all acceptable professional activities must directly and obviously relate to the programs and services for students as outlined in the district's curriculum development plan, professional development plan, district school improvement plan, or instructional improvement. Professional activities should be related to academics and should be emphasized in the individual plans. All approved logged hours must be performed outside contracted time; the activity must not be part of the educator's contracted duties and the educator can receive no compensation for the activity from any source.

4. What should the educator's role be in the activity?

The educator should be an active participant in the activity. **Supervision or attendance alone** is not adequate.

5. Is it possible that an activity have components which are appropriate for use on Career Ladder and other components which are not?

Yes, in that instance it would be appropriate for the local committee to approve logging only the portion of the activity that would be appropriate. An example of this would be an educational field trip that included recreational activities. The local committee could then approve the educational portion of the trip as a Career Ladder activity but not allow the recreational portion.

6. Is it correct that many valuable activities educators participate in do not fit into the current guidelines for Career Ladder activities?

Yes, educators have historically been leaders in community, church, philanthropic and other activities that are very valuable. When an activity is deemed appropriate or inappropriate for Career Ladder, it is not a value judgment on that activity. It is simply a decision as to the appropriateness of that activity for use on Career Ladder.

7. Are extra-curricular activities appropriate for Career Ladder?

Extra-curricular activities, even if they are included in the district's school improvement plan, fall outside the scope of the school district's curriculum; therefore, they are not appropriate for Career Ladder activities. Co-curricular activities are academic in nature and, if directly and obviously related to programs and services for students, may be appropriate for Career Ladder activities.

Reminder: An Educator can receive no compensation for the activity for any source.

8. What is the requirement for student/parent contact in an individual plan?

Each individual plan should contain a direct student or parent contact component. Districts are encouraged to require that this be a large component of every plan (minimum of [1/3 or more]) of the individual educator's plan. Each district should develop a specific requirement of direct student contact, and is recommended that a tutoring component be included.

Parent contact activities are an important part of individual educators' plans. Each district may develop specific requirements for parent contact activities. Parent contact hours should not exceed the required student contact hours.

All student and parent contact hours must provide for direct and obvious improvement of student achievement in the content areas.

9. What are the guidelines regarding workshop/college hours as they apply to Career Ladder?

- It is recommended that the combination of college hours and workshop hours should not exceed one third (1/3) of the individual educator's plan. For a stage one educator that would be 20 hours, stage two would be 30 hours and stage three would be 40 hours.
- One (1) hour of college credit may be counted as a **maximum of eight (8)** clock hours for Career Ladder.

- If a workshop offers college credit, the local committee may allow the educator to either count the activity as a workshop if no college credit is acquired or count it as college credit if college credit is acquired.
- An advanced degree may be counted on time only for 15 hours.

10. Must an educator only choose Career Ladder activities that are directly related to his/her curriculum?

No, as long as an educator possesses some expertise in the academic area, the activity need not relate only to his/her area of curriculum.

*The district's Comprehensive School Improvement Plan may consolidate the curriculum development plan, professional development plan and the district's school improvement plan.

11. Are retired teachers returning to the classroom full time eligible to participate in Career Ladder?

Yes, as long as the district follows the legal requirements for the Public School Retirement System.

12. Are Instructional Coaches eligible to participate in Career Ladder?

No. Instructional Coaches are not eligible. Currently, DESE has no authority to fund Instructional Coaches under statute.

13. What is the earliest date (spring) that teachers may start logging Career Ladder activities for the next school year?

May 1 is the earliest (spring) that teachers may start logging Career Ladder activities for the **next school year**. All current year activities **MUST** be finished for the year, including the committee checking documentation for the individual plans, before activities can be approved and started for the next year. It is the district's decision to set additional start and end dates for their Career Ladder activities as stated in the District Career Ladder Plan.

14. Should the district plan specify responsibility guidelines?

Career Ladder plans are professional documents. The quality of each plan is a direct reflection on the participant and the district. Participants are encouraged to develop well-rounded plans varied in content. It is the local committee's responsibility to be consistent and fair in approving/disapproving individual plans.

It is recommended that the local district plan specify some responsibilities (that could be easily abused) with maximum hour restrictions to assist the committee evaluation. For example, many districts include hour limits on the following activities:

- Journal reading/sharing (10 hours)
- Internet research for curriculum materials (10 hours)
- Professional Reading (10 hours)

- Collaborative Teaching Preparation (12 hours)
- Committee meetings (10 hours)
- Professional organization meetings (10 hours = member, 15 hours = member/officer)

15. What information is needed to document tutoring students beyond contracted time without pay?

It is recommended that a log sheet listing the students' (initials, first name, etc.) beginning and ending times, objectives taught and verification by building principal or immediate supervisor be used. Note: Instructional tutoring involves direct student interaction. Tutoring does not include supervision in open gym, study hall, detentions and/or any activity for which the teacher receives a stipend. The teacher must be an active participant in the activity; supervision or attendance in not sufficient.

16. How long are districts required to keep individual Career Ladder Plans and documentation on file for review?

Districts are required to keep individual Career Ladder Plans and documentation on file for five years.

SPEECH LANGUAGE PATHOLOGISTS AND NATIONAL BOARD CERTIFIED TEACHERS

Senate Bill 968, passed in 2004, established new provisions for speech language pathologist eligibility for Stage III Career Ladder pay as follows:

“The Commissioner of Education shall cause the Department of Elementary and Secondary Education to regard a speech pathologist who holds both a valid certificate of license to teach and a certificate of clinical competence to have fulfilled the standards required to be placed on Stage III of the Career Ladder Program, provided that such speech pathologist has been employed by a public school in Missouri for at least five years and is approved for replacement at such Stage III by the local school district.”

QUESTIONS AND ANSWERS OF SENATE BILL 968

1. What kind of teaching certificate and certificate of clinical competence (CCC) will meet the eligibility requirements?

The teaching certification must be in speech/language pathology, unless the district can demonstrate good cause for using another teaching certificate. The CCC must be in speech language pathology.

2. What will qualify as five years of employment in a public school?

The five years of employment must be as a speech language pathologist or in another Career Ladder qualifying position.

3. If a district participates in Career Ladder, is that district obligated to provide Stage III Career Ladder pay to a speech/language pathologist who meets the new eligibility requirements?

No, the district is **not required** to allow participation. It may approve participation for one or more individual speech/language pathologist(s) based on established criteria or for all speech language pathologists in the district.

4. If the district provides Stage III Career Ladder pay for teachers with National Board Certification, must Stage III Career Ladder pay be provided for speech/language pathologists who meet the new eligibility requirements?

No, a district may choose to recognize either National Board Certification or CCC, or both, or neither for Career Ladder purposes. Only participating Career Ladder districts may choose to include speech/language pathologists.

5. How will the Career Ladder pay for speech/language pathologists be funded?

The budget used to fund all current Career Ladder activities will include requested appropriations for this provision. Funding will be shared between state and local school districts as well as is provided by the Career Ladder statute.

6. What verification is needed for National Board Certified Teachers (NBCT) and Speech Pathologists (CCC) to participate on Stage III after five years of teaching public schools?

Districts must submit a letter to Educator Recruitment and Retention requesting participation and stating that the local Board of Education is in agreement. Include the county/district code, name and social security numbers of the teachers.

Verification of NBCT or speech pathologist (CCC) is also needed.

Questions regarding the program should be directed to Rosalyn Wieberg, Assistant Director of Educator Recruitment and Retention, by phone (573) 751-1191, or e-mail Rosalyn.wieberg@dese.mo.gov

Career Ladder Forms

Career Ladder Letter of Intent

I _____ will be on stage _____

For the _____ School Year.

_____ Signature

Building Name _____

**Please return this completed form to your building representative by
February 15th.**

APPLICATION FOR APPROVAL FOR CAREER LADDER

CAREER LADDER LEVEL: _____ I _____ II _____ III

DATE _____

NAME _____

QUALIFICATIONS

___ Five years' teaching in Missouri Public Schools, Stage I

___ Seven years' teaching in Missouri Public Schools, Stage II

___ Ten years' teaching in Missouri Public Schools plus Master's Degree, Stage III

___ Regular length, full-time contract

___ Appropriate Certification

(Evaluator completes this section)

___ PBTE - meets expected level on all criteria-Stage I

___ PBTE - meets expected level on all criteria and exceeds on 10%, with at least one of the criteria in the area of educator's discipline as it relates to students - Stage II

___ PBTE - meets expected level on all criteria and exceeds on 15%, with at least one of the criteria in the area of educator's discipline as it relates to students – Stage III (documentation required).

___ Stages II and III: Completion of Career Development Plan for previous level (documentation required).

I certify that the above named educator meets all requirements for participation on the Career Ladder Stage indicated.

Administrator's Signature

Submit two copies

RESPONSIBILITY PLAN--AMENDMENT

NAME _____ DATE _____

SCHOOL _____ STAGE _____

This amendment is for Plan # _____

Attach a copy of that responsibility page to this form.

State the reason for amending plan (i.e., class not offered, change of teaching assignment, etc.) _____

List the activities to meet the requirements of the responsibility, plans for verifying completion, and the projected date for completion. If this activity involves an outside resource person, they should be consulted prior to submitting this plan. (Please use only the space provided below.)

NEW RESPONSIBILITY: # _____

ACTIVITIES:

VERIFICATION:

ACTIVITY COMPLETION DATE:

APPROVAL

_____ 's application for the amended responsibility to previously approved plan *has/has not* been approved. (circle one)

Building Chairman/Date

Principal/Date

Career Ladder Director/Date

Submit two copies by February 1

Balance Sheet

Name _____

Building _____

Please fill in the number of hours that you have completed in the areas listed below. These figures are used in making out the final report to DESE.

Stage I _____ Hours Stage II _____ Hours Stage III _____ Hours

Total Number of Hours spent on Career Ladder in each of the following areas:

| | Plan # | Total Hours |
|---------------------------------|--------|-------------|
| Parent Contact | _____ | _____ |
| Student Tutoring | _____ | _____ |
| Other Student Contact | _____ | _____ |
| Curriculum Development | _____ | _____ |
| Professional Development | _____ | _____ |
| Mentoring | _____ | _____ |
| Other Instructional Improvement | _____ | _____ |

The total of the amount of hours spent in the above areas must equal the number of hours you listed for your time log. **Hours must balance.**

Balance Sheet must be included with your Career Ladder Verifications must be turned in to Building Representative by April 15th.

Responsibility List and Responsibility Plans

These log forms are available as electronic files in Excel on the school district web page. Teachers also have the option to copy blank forms and type or print neatly.

Responsibility Plan Excel Instructions

When you input your name on the Responsibility List sheet, your name will automatically be placed in the individual Responsibility Plan sheets (R1, R2, ...R12). The individual responsibilities you list on the Responsibility List sheet will also be placed in the correct Responsibility Plan sheets. You may choose which sheet you want to work on by clicking on the appropriate tab at the bottom of the page.

You can move between cells either by clicking on the cell or by using the <tab> key.

All of the pages are password protected. This means that you can only input information into cells which are unlocked. In order to enter information into locked cells you will need to turn the protection off. To do this go to [Tools: Protection: Unprotect Sheet] and use the password "rhs"

LIST OF RESPONSIBILITIES

Name _____ Career Ladder Stage _____

Complete no more than 6 responsibilities for Stage I, 9 for Stage II, and 12 for Stage III.

| Approved | Responsibility | Hours | Verified |
|----------|----------------|-------|----------|
| _____ | 1. _____ | _____ | _____ |
| _____ | 2. _____ | _____ | _____ |
| _____ | 3. _____ | _____ | _____ |
| _____ | 4. _____ | _____ | _____ |
| _____ | 5. _____ | _____ | _____ |
| _____ | 6. _____ | _____ | _____ |
| _____ | 7. _____ | _____ | _____ |
| _____ | 8. _____ | _____ | _____ |
| _____ | 9. _____ | _____ | _____ |
| _____ | 10. _____ | _____ | _____ |
| _____ | 11. _____ | _____ | _____ |
| _____ | 12. _____ | _____ | _____ |

Plan Approved

Date: _____ **TOTAL** _____

Signatures: Principal: _____

Chairman: _____

Members: _____

Career Ladder Director: _____

REPUBLIC RESPONSIBILITY PLAN

(To be completed for each responsibility)

Name _____

1. Responsibility _____

2. Check one identified area:

- District School Improvement Plan
- District Curriculum Development Plan
- District Professional Development Plan
- Missouri School Improvement Plan
- Instructional Improvement

Explain how this responsibility relates to identified area. _____

3. Specific action to be completed for designated responsibility.

4. Projected final **completion date** and **procedure for verification**, including **time log**.

5. Estimated number of hours required to complete this responsibility. _____

Career Ladder Log Sheets

These log forms are available as electronic files in Excel on the school district web page. Teachers also have the option to copy blank forms and type or print neatly.

Electronic File Instructions

Choose the log sheet you want by clicking on the appropriate tab at the bottom of the page. Enter the date, description, beginning time and ending time. The hours will be calculated automatically. When entering the times, enter them in hour: minute format (do not include a.m. or p.m.). The beginning and ending times must be within 12 hours of each other. If a number does not appear in the hours column, make sure that you have entered a date in the date column.

Log sheet tabs at the bottom of the document may be renamed to suit your needs without unprotecting the sheet. Font, size and style may be changed within the log as you would normally in a Microsoft document. Additional log pages can be created by copying {click on the blank corner in the top left corner to select the whole page} the “Log Template” page (which is not password protected) and posting it into a new worksheet {Insert:Worksheet}.

If you do need to change a form, all forms are password protected using the password “rhs”.

(Attach to Plan)
Due: April 1

Republic R-III Career Ladder

Notice of Disclaimer

All hours I log on my Career Ladder Plan are non-contract hours, and I will not receive compensation for any of the hours I log.

All activities used as a responsibility on my plan will be academic in nature. Hours logged will not include supervision activities. The activities will be designed specifically for academic student needs.

Participant's Signature

Date

STUDY GROUP HANDOUT

Study groups are being offered to Republic R-III staff as an additional opportunity for professional development. A study group can count as 20 hours toward a career ladder responsibility.

A study group is a group of colleagues **(4-10)** who gather together to explore a topic they have agreed to study. Participants in study groups construct knowledge through conversation with their colleagues and interaction with materials and research. Study groups are based on the assumption that teachers have the knowledge, skills, and desire to make decisions about their practice.

Study groups must meet at least **nine hours** during the Career Ladder year at a regular time agreed upon by the other group. **Ten hours** can be logged as reading time (or an approved video) and the other 10 hours must be logged as study group sessions/discussion times. Logs must be kept on the Career Ladder log form.

A study group provides teacher the opportunity to learn from one another by exploring an agreed upon topic with the **GOAL OF IMPROVING STUDENT LEARNING.**

Participants are encouraged to bring evidence of student work to be reviewed or techniques and ideas they may have developed in their classrooms. Participants may share instructional practices and devise lesson plans and instructional materials together.

Procedure For Implementing Study Groups

1. Select a book/video/DVD to conduct a study group.
2. ALL BOOKS OR VIDEOS USED FOR STUDY GROUPS MUST BE APPROVED BY THE CURRICULUM DIRECTOR OR BUILDING PRINCIPAL. After approval, recruit 4-10 teachers committed to 20 hours of time in reading and discussion related to the topic of the book or video/DVD.
3. If there is an additional book/video/DVD you are interested in, please talk to the PDC Chairperson or building principal for additional funding for resources.

FACILITATOR PROMPTS TO ENHANCE STUDY GROUP DISCUSSION

- ❖ **To focus discussion at beginning of the meeting:**
 - *Let's retrace where we have been so far and outline what we will do today.*

- ❖ **To refocus discussion:**

The issues being discussed are important, but we have gotten away from main concern.

The issues being discussed are important, but we only have a few minutes left to generate some concrete suggestions.

- ❖ **To redirect questions or comments addressed to specific participants:**

Let's open up the discussion so we can hear from everyone.

- ❖ **If not everyone has spoken:**

We haven't heard from everyone. Our conversation will be richer if we do. Is there anyone else who hasn't spoken who would like to give input?

- ❖ **If a disproportionate amount of time is being spent on one issue:**

We have spent a lot of time on this particular point, and while the conversation is valuable, we need to move on to _____.

This is a good discussion, but we are running out of time and we still need to discuss _____.

- ❖ **If there is a need for concrete Suggestions:**

I am hearing a lot of general conversation about the topic. Can we make some concrete suggestions for dealing with the concern?

- ❖ **If there is extraneous information:**

Let's keep the conversation focused specifically on the concern raised.

Study Group Contract

Study Group Topic _____

Book or Video/DVD _____

Author of Book or Video/DVD _____

Date (School Year) _____

| Study Group Members | What Group Members Want to Learn More About (Goals of Study Group) List at least three goals: | Agreed Upon Meeting Dates and Times for Study Group Sessions |
|-------------------------------------|--|---|
| | | |
| Agreed Upon Meeting Location | How Will Study Group Goals Support Student Learning | Agreed Upon Reading Assignments for Each Session |
| | | |

