

CAREER LADDER PLAN

POTOSI R-3 SCHOOL DISTRICT

POTOSI, MISSOURI

Amended

March 2008

- I. The Potosi R-3 School District is committed to providing a successful educational experience for all students. Educational excellence is dependent largely on the skill, talent, and dedication of educators. The purpose of the Career Ladder Program is to enhance the educational experience of students by recognizing and rewarding productive, effective educators. The Potosi R-3 School District has developed a Comprehensive School Improvement Plan, a Curriculum Development Plan, a Professional Development Plan and participates in the Missouri School Improvement Program in order to facilitate and improve the educational experience for all students. All Career Ladder responsibilities shall directly and obviously relate to the IMPROVEMENT OF PROGRAMS AND SERVICES FOR STUDENTS AS OUTLINED IN THE Potosi R-3 Comprehensive School Improvement Plan, Curriculum Development Plan, Professional Development Plan, the Missouri School Improvement Program or other instructional improvement in the Potosi R-3 School District and the teacher's Career Development Plan (CDP) will associate each Career ladder responsibility with either a designated plan or other instructional improvement. In order to coordinate these activities, the Potosi R-3 School District will conduct a meeting consisting of the chairpersons of committees involved, the superintendent, patrons, and school board members for the purpose of coordinating activities and exchanging ideas. This meeting will be held annually, prior to February 15.

- II. The Potosi R-3 School District shall award qualified, participating teachers supplemental pay in an amount to be specified annually not to exceed \$1,500 for Stage I, \$3,000 for Stage II, or \$5,000 for Stage III. This supplemental pay shall be in addition to the salary normally accorded the teacher by the district's salary schedule.

In order to participate a Potosi R-3 educator shall meet the following qualifications prior to participation:

Stage I

- A. Five (5) years teaching experience in the Missouri public schools.
- B. On the Performance Based Teacher Evaluation - the educator shall have performed at the expected level or above on all criteria on the most recent final evaluation instrument of the PBTE.
- C. Be serving on not less than a regular length full time contract.
- D. Have appropriate certification except upon good cause shown.
- E. Have developed a Career Development Plan (CDP) that contains responsibilities

that the educator will assume in order to receive his/her Career Ladder supplemental pay. The educator will complete a minimum of two responsibilities. The total hours required will be 60 hours. No one responsibility may count for more than 50% of the total amount of hours. The educator shall relate each responsibility to an identified plan or other instructional improvement on Form C. This plan will be typed and be prepared on the appropriate forms.

- F. One responsibility must be 30 hours of tutoring.

Stage II

- A. Successful completion of the Stage I CDP. To qualify for Stage II, a teacher shall have completed a CDP and two (2) years of service on Stage I of the Career Ladder. One year of service on the previous stage may be waived by the local Board of Education based upon a total of (7) years teaching in the public schools.
- B. On the performance Based Teacher Evaluation - the educator shall have performed at the expected level or above on all criteria and above the expected level on at least ten percent or two (2) of the criteria on the most recent final evaluation instrument of the PBTE. One of the criteria that is above the expected level shall be in the instructional process area for teachers and librarians, guidance counseling process area for counselors, and the process area most closely related to specific job performance as it relates to students for school psychological examiners, Parents as Teachers educators, school psychologists, special education diagnosticians, and speech pathologists.

In order to identify such performance, the following process may be employed:

1. At the beginning of the year preceding movement to Stage II, the Career Ladder educator will identify, in collaboration with that educator's evaluator, those criteria on which the teacher feels he/she is performing and will continue to perform above the level of expectation.
2. The process for documenting these criteria will clearly specify the behaviors to be evaluated, the manner in which they will be evaluated, and the evaluation criteria to be employed.
3. During the school year, the educator will be evaluated through the formative evaluation process with respect to the identified criteria.
4. At the conclusion of the school year, the teacher will be evaluated through the final evaluation instrument with respect to the identified criteria. This will occur prior to the administrator signing Form A certifying that the educator meets all requirements for participation in the Career Ladder on Stage II.

Note: Unless the teacher's performance is being evaluated through the

district's regular cycle, evaluation shall be conducted only on the specific criteria.

- C. Be serving on not less than a regular length full time contract.
- D. Have appropriate certification except upon good cause shown.
- E. Have developed a Career Development Plan (CDP) that contains responsibilities that the educator will assume in order to receive his/her Career Ladder supplemental pay. The educator will complete a minimum of three responsibilities. Total hours required will be 90 hours. No one responsibility may count for more than 50% of the total amount of hours. The educator shall relate each responsibility to an identified plan or other instructional improvement on Form C. This plan will be typed and be prepared on the appropriate forms.
- F. One responsibility must be 30 hours of tutoring.

Stage III

- A. Successful completion of the Stage II CDP. To qualify for Stage III, a teacher shall have completed a CDP and three (3) years of service on Stage II of the Career Ladder. Two years of service on the previous stage may be waived by the local Board of Education based upon a total of ten (10) years of teaching in the public schools. One year of service on Stage II may be waived upon written request to the Board of Education.
- B. On the Performance Based Teacher Evaluation, the educator shall have performed at the expected level or above on all of the criteria and above the expected level on fifteen percent or three (3) of the criteria on the most recent final evaluation instrument of the PBTE. One of the criteria that is above the expected level shall be in the Instructional Process Area for teachers and librarians, the Guidance-Counseling Process Area for counselors and the process area most closely related to specific job performance as it relates to students for school psychological examiners, Parents as Teachers educators, school psychologists, special education diagnosticians, and speech pathologist. In order to identify such performance, the following process may be employed:
 - 1. At the beginning of the year preceding movement to Stage III, the Career Ladder educator will identify, in collaboration with that educator's evaluator, those criteria on which the teacher feels he/she is performing and will continue to perform above the level of expectation.
 - 2. The process for documenting these criteria will clearly specify the behaviors to be evaluated, the manner in which they will be evaluated, and the evaluation criteria to be employed.
 - 3. During the school year, the educator will be evaluated through the

formative evaluation process with respect to the identified criteria.

4. At the conclusion of the school year, the teacher will be evaluated through the final evaluation instrument with respect to the identified criteria. This will occur prior to the administrator signing Form A certifying that the educator meets all requirements for participation on Career Ladder Stage III.

NOTE: Unless the teacher's performance is being evaluated through the district's regular cycle, evaluation shall be conducted only on the specific criteria.

- C. Be serving on not less than a regular length full-time contract.
- D. Have appropriate certification except upon good cause shown.
- E. Have developed a Career Development Plan (CDP) that contains responsibilities that the educator will assume in order to receive his/her Career Ladder supplemental pay. The educator will complete a minimum of four responsibilities. Total hours required will be 120 hours. No one responsibility may count for more than 50% of the total amount of hours. The educator shall relate each responsibility to an identified plan or other instructional improvement on Form C. This plan will be typed and be prepared on the appropriate forms.
- F. One responsibility must be 30% (36 hours) student contact of which 30 hours must be tutoring.

III. COMMITTEE COMPOSITION INVOLVEMENT:

This committee composition was formally adopted by the Potosi R-3 School District for its Career Ladder Committees through the 1992-93 school year. In an effort to enhance teacher communication regarding the plan and to address the expanded committee work requirements with regards to the increasing number of participants and increasing steps, the Board of Education on June 15, 1992, approved the expansion of the Committee by one additional teacher at each grade level and by one additional principal.

This Committee shall include:

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| Nine (9) | Teacher Members (three from the High School, Grades 9-12; two from Middle School, 7-8, two from Intermediate School, 4-6, and two from Elementary PreK-3). |
| Three (3) | District Principals |

One (1) Central Office Administrator

Two (2) Members of the Board of Education

To provide for rotation of terms, as well as a continuum of leadership, Committee terms shall be for two-year terms. One teacher member from each building level shall be elected each year, and two teacher members from each building level shall be elected on the alternate years.

All teacher members (teacher, counselors, and librarians) **MUST** be elected by their peers. Other members may be elected and/or appointed by their respective constituency as deemed most appropriate.

This Committee shall be charged with reviewing applications for placement on the Career Ladder and make recommendations regarding placement to the Board of Education. The teacher will present a Career Development Plan/Application to the Committee, which will review materials submitted and make their recommendation. The Committee may accept or reject the application or cause the teacher to amend the Career Development Plan as may be necessary to meet the provisions of the District Career Ladder Plan. The Committee reserves the right to assign specific limitations/hours to individual responsibilities. See limitations on page 8.

Teachers completing each year their stated plans and fulfilling the responsibilities included in their plan shall, at the close of each year, submit to the Committee suitable documentation or proof of completion of the stated responsibilities. The Committee, in turn, shall review the documentation and make a recommendation as to whether the participant has, or has not, completed the stipulated responsibilities and should, or should not, receive the proper stipend for their proper Career Ladder step for the particular year.

IV. ANNUAL ASSESSMENT

Periodic assessment will be made of the Potosi R-3 School District's Career Ladder under the direction of the Board of Education with assistance from administrators, teachers, and patrons. Criteria for assessment will include, but not be limited to, goals and purposes, impact on effective teaching, benefits for schools and students, and teacher interest and participation. A report from the R-3 Career Ladder Committee will be given to the R-3 School Board at the regular June meeting each year.

V. A copy of the Potosi R-3 School District's "Performance-Based Teacher Evaluation Criteria", revised May 27, 2001, shall be made a part of the district's application for Career Ladder Plan.

VI. In-service training for administrators charged with evaluation was also an integral

part of the process, as all administrators attended state and/or regional training sessions, as well as locally-provided seminars and forums. Administrators charged with evaluation may also have an active membership in regional and state professional and administrative organizations.

VII. APPEALS PROCEDURES

Teachers participating in the Career Ladder program shall be afforded all proper and due process appeals procedures involving rulings and recommendations on their Plan itself, as well as rulings on their Performance Based Teacher Evaluation, which is in many instances closely-related to the teacher's participation in Career Ladder.

As regards to the Performance Based Teacher Evaluation, appeals are provided according to the official Performance Based Teacher Evaluation Policy of the Board of Education of the Potosi R-3 School District which provides that results of such evaluations may be made in writing through proper channels as prescribed by Policy GBM of the Board of Education. This policy, in turn, provides for appeals in writing to the rulings of the evaluator and/or administrator shall be made to the Superintendent of Schools, and if further required, to the Board of Education.

All such appeals shall be made in a timely fashion. Appeals to any ruling shall be made within ten days of the issuance of the ruling, and a hearing at each stage of the process shall, in turn, be provided within ten days of the receipt of the appeal.

VIII. TEACHER MOBILITY

The R-3 Career Ladder Committee shall make provisions for mobility of teachers among districts and varying Career Ladder programs. Applications of staff members who have been accepted for career ladder programs in other districts will be reviewed by the Committee in light of the teacher's personal professional objectives and will place the teacher on the appropriate step they would have maintained in the previous district, providing such step is currently also provided and available to existing members of the R-3 staff. The Committee may, as part of this process, require some amendments to the teacher's plan to reflect the current district's goals and priorities.

If the dollar amount for any stage decreases, the hours will be decreased proportionately. The minimum number of responsibilities may be decreased only by a letter from the participant explaining the request and petitioning the Career Ladder Committee and the committee's approval of that request.

ACTIVITIES THAT ARE INAPPROPRIATE FOR CAREER LADDER

The following are **examples** of activities that are not acceptable responsibilities for inclusion in a teacher's Career Development Plan.

THIS IS NOT ALL INCLUSIVE.

- ❖ Painting classrooms
- ❖ 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
- ❖ Taking tickets, time keeping, score keeping, attending school functions
- ❖ Any fund raisers or concession stand activities (PTO carnivals, ball tournaments, book orders, etc.)
- ❖ Attending Board of Education meetings (unless attending to make a report for an approved committee)
- ❖ Any activity that is part of the educator's 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; ex. curriculum development)
- ❖ Any Church affiliated activity
- ❖ 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
- ❖ Clinics designed primarily for participants in MSHSAA sanctioned activities

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 (ex. field trips) is not adequate.)

Career Ladder Committee

Limitations

- ❖ College hours and workshop hours cannot exceed one third (1/3) of the individual educator's plan.
- ❖ Professional/journal reading=10 hours
- ❖ Schoolnotes=20 hours
- ❖ Educational activities MUST be school sponsored.
- ❖ Travel is allowed as follows:
 1. 1 way to a **workshop**
 2. 5 hours per responsibility for educational research