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PHILOSOPHY AND GOALS

The Arcadia Valley R-II 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 the educator. The purpose of the Career Ladder Program is to enhance the educational experience of students by recognizing and rewarding productive, effective educators. The Arcadia Valley R-II School District has developed a 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 relate to the Arcadia Valley R-II School Improvement Plan (CSIP), Curriculum Development Plan, Professional Development Plan, the Missouri School Improvement Program (MSIP) or other instructional improvements in the Arcadia Valley R-II School District. The teacher's Career Development Plan will associate each Career Ladder responsibility to either a designated plan or other instructional improvement. The Career Ladder committee must approve the responsibilities chosen for the designated plan area.

The goals of the Arcadia Valley Career Ladder Program will be to:

1. encourage creative and innovative approaches to classroom instructional activities.
2. encourage involvement in curriculum development.
3. improve student attendance and persistence to graduation.
4. improve student achievement.
5. encourage personal/professional growth activities.
6. financially reward teachers for their efforts to provide quality education.

CAREER LADDER REVIEW COMMITTEE

Purpose

The function and responsibilities of the Career Ladder Review Committee will be to make recommendations to the Board of Education concerning applications for Career Ladder placement, implementation progress and successful completion of career development plans. The teacher will present the Career Development plan/application to the appropriate Career Ladder Committee. The committee will review the plan to assure that it is in compliance with the District's Career Ladder Plan. 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's Career Ladder Plan.

Composition of the Committee

The review committee will consist of the following:

- Assistant Superintendent
- Building Administrators - 4
- Elementary School Teachers - 3
- Middle School Teachers - 3
- High School Teachers - 3
- Career Tech Teachers - 2
- Step Ladder Teacher - 1

Committee Selection

At the beginning of each school year, teachers serving on the committee will be elected by their respective faculties. Principals of each building may appoint a member to fill a vacancy when necessary.

Committee Timeline

In order to complete its work in a timely fashion, the Career Ladder Review Committee will function on the following time-line:

- April 30 - Partial Plans (Summer Activities) due
- May 5 - Committee Review reported to teachers
- May 15 - Resubmission of revised partial plan
- May 20 - Committee Review
- Sept. 30 - Final Plans due for Committee Review
- Oct. 10 - Committee review reported to the teacher
- Oct. 20 - Resubmission for revised final plan
- Oct. 25 - Committee review reported to teacher
- Nov. 5 - Second resubmission of revised final plan
- Nov.15 - Committee review reported to teacher
- Dec. 1 - Progress and modification request review
- Feb. 1 - Progress and modification request review
- May 1 - Completed plans and supporting documentation due for Committee Review
- May 15 - Notification of successful completion of plan
- July - Payment to teachers after payment is received from State

Agreement to Complete State Assessment of Career Ladder Plan and Activity Forms

The Arcadia Valley R-II School District will complete and return the State Assessment and Activity form provided by the State Department of Education.

DISTRICT PERFORMANCE BASED EVALUATION PLAN

The Arcadia Valley R-II Schools will use the Performance Based Teacher Evaluation as a component of the Career Ladder Process.

Rationale - The PBTE system specifically addresses the identification of classroom effectiveness through the specific criteria and the summative evaluation report. Legislation establishing the Missouri Career Ladder states the criteria "shall include reference to classroom performance evaluation".

Specific requirements concerning the PBTE are described in each Stage of the Career Development Plan. The individual teacher will initiate the identification of criteria to be selected as "above the expected level of performance". As part of the regular evaluation process, the teacher desiring to be placed on either Stage II or III of the Career Ladder, would present to the principal the following on Form E with Goal Statement forms:

1. identification of suggested criteria thought to be above expected performance level.
2. procedures or tasks associated with accomplishment for each criterion.
3. time frame to accomplish procedures.
4. desired outcomes resulting from achievement of the objective.
5. method or evidence for assessing accomplishment of objective.

The Arcadia Valley R-II Board of Education will insist that teacher evaluators be trained and updated on their teacher evaluation techniques. This will be accomplished by periodically sending the evaluators to in-service programs sponsored by the Department of Education.

QUALIFICATIONS FOR PLACEMENT ON CAREER LADDER

STAGE I

- A. Applicant must have five years teaching experience in Missouri Public Schools.
- B. Applicant must have appropriate certification except upon good cause shown.
- C. Applicant must be serving on not less than a regular-length, full-time contract.
- D. On the Performance Based Teacher Evaluation (PBTE) the educator shall have performed at the expected level or above on all criteria on the most recent final evaluation instrument of the PBTE.

- E. Applicant will prepare a career development plan that contains responsibilities that the educator will assume in order to receive his/her Career Ladder supplemental pay.
1. The educator will complete a minimum of two (2) and a maximum of six (6) responsibilities, for a minimum of sixty (60) hours.
 2. The educator shall relate each responsibility to an identified plan or other instructional improvement on, or in the format of Form C.
 3. Each educator's Career Development Plan shall contain one (1) responsibility that relates to curriculum development which concentrates on the implementation of the new performance standards and/or curriculum revision.
 4. One (1) responsibility shall consist of student contact hours. In order to impact student achievement (MAP scores, SAT scores, ACT scores, job placement rates, etc.) persistence to graduation and student attendance, educators are encouraged to focus on the specific core areas of mathematics, science, social studies, and reading/language arts, current educational research, parent involvement, portfolio assessment, rubrics, and the development of new assessments relating to the new performance standards.
 5. This plan will be typed or word-processed and prepared on, or in the format of the forms supplied at the end of this plan and in the teacher's handbook.

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 seven (7) years of teaching in public schools.
- B. Applicant must have appropriate certification except upon good cause shown.
- C. Applicant must be serving not less than a regular-length, full-time contract.
- D. 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 10% of the criteria on the most recent final evaluation instrument of the PBTE. One of the criteria 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 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 she/he 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 2.

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

- E. Applicant will prepare a career development plan that contains responsibilities that the educator will assume in order to receive his/her Career Ladder supplemental pay.
1. The educator will complete a minimum of three (3) and a maximum of nine (9) responsibilities, for a minimum of ninety (90) clock hours.
 2. The educator shall relate each responsibility to an identified plan or other instructional improvement on, or in the format of Form C.
 3. Each educator's Career Development Plan shall contain one (1) responsibility that relates to curriculum development which concentrates on the implementation of the new performance standards and/or curriculum revision.
 4. One (1) responsibility shall consist of student contact hours. In order to impact student achievement (MAP scores, SAT scores, ACT scores, job placement rates, etc.) persistence to graduation and student attendance, educators are encouraged to focus on the specific core areas of mathematics, science, social studies, and reading/language arts, current educational research, parent involvement, portfolio assessment, rubrics, and the development of new assessments relating to the new performance standards.
 5. This plan will be typed or word-processed and prepared on, or in the format of, the forms supplied at the end of this plan or in the teacher's handbook.

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.
- B. Applicant must have appropriate certification except upon good cause shown.
- C. Applicant must be serving not less than a regular-length, full-time contract.
- D. 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 15% 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 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 III, the Career Ladder educator will identify, in collaboration with that educator's evaluator, those criteria on which the teacher feels she/he 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 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.

- E. Applicant will prepare a career development plan that contains responsibilities that the educator will assume in order to receive his/her Career Ladder supplemental pay.

1. The educator will complete a minimum of four (4) and a maximum of twelve (12) responsibilities, for a minimum of one hundred and twenty (120) clock hours.
2. The educator shall relate each responsibility to an identified plan or other instructional improvement on, or in the format of Form C.
3. Each educator's Career Development Plan shall contain one (1) responsibility that relates to curriculum development that concentrates on the implementation of the new performance standards and/or curriculum revision.
4. One (1) responsibility shall consist of student contact hours. In order to impact student achievement (MAP scores, SAT scores, ACT scores, job placement rates, etc.) persistence to graduation and student attendance, educators are encouraged to focus on the specific core areas of mathematics, science, social studies, and reading/language arts, current educational research, parent involvement, portfolio assessment, rubrics, and the development of new assessments relating to the new performance standards.
5. This plan will be typed or word-processed and be prepared on, or in the format of the forms supplied at the end of this plan or in the teacher's handbook.

TRANSFER POLICY FROM OTHER DISTRICTS

The following guidelines have been established for teachers who are new to the Arcadia Valley School District.

- A. Teachers transferring from schools that have a career ladder program may make application to the Arcadia Valley Career Ladder Program in their first year in the district. In order to qualify, the transferring teacher must meet all criteria established by both the state and local school district. Transfer teachers may not enter at Stage III. Transfer teachers will not be allowed to make application at any level above the highest level adopted by the district.
- B. Teachers transferring from schools that do not have career ladder programs may make application for the Career Ladder at Stage I.
- C. Transfer teachers must meet all qualifications required of teachers in the Arcadia Valley R-II School district upon application and submit copies of previously approved and completed career ladder plans. These copies will be forwarded to the building principal, who will verify in writing their eligibility for the Arcadia Valley R-II Career Ladder Plan.

CAREER LADDER PROCEDURES

Every teacher in the Arcadia Valley School District who "qualifies" according to the adopted qualifying factors has the opportunity to apply for the Career Ladder. Teachers may apply for any stage after all qualifications have been met.

Application Guidelines and Procedures

Step 1 - Applicants should complete a Career Development Plan (CDP).

The Career Development Plan must be submitted to the Career Ladder Review Committee by September 30. The Career Ladder applicant shall develop a Career Development Plan that formally details the manner and time line proposed to meet the specific responsibility requirements as well as provisions to monitor progress and verify completion of responsibilities.

Step 2 -The Career Development Plan must be approved by the Career Ladder Review Committee at the building level.

The Career Ladder Review Committee shall give initial approval for a Career Development Plan that shows sufficient documentation to demonstrate that the applicant will complete responsibilities identified for the different stages of the Career Ladder program. The Career Ladder Review Committee will report to the applicant the initial approval or needed revisions of the Career Development Plan by October 10. Applicants making revisions must resubmit their plans by October 20. The Career Ladder Review Committee will review the resubmitted plan and report to the applicant by October 25 as to approval or needed revisions of the plan. If the plan needs further revisions, the plan may be resubmitted to the Career Ladder Review Committee by November 5. The Committee will report to the applicant of approval or denial by November 15. *A copy of the Career Development Plan will be kept on file in the building principal's office.

Step 3 - Career Ladder Review Committee will monitor progress.

The Career Ladder Review Committee will review progress and modification request reviews of each applicant's Career Development Plan throughout the school year, specifically, on or near December 1 and February 1.

Step 4 - Completion and documentation of Career Development Plans.

In order to receive compensation for the Career Development Plan, applicants must complete the specified responsibilities needed for the stage for which they applied. Completion and documentation must be made no later than

May 1. Applicants will be notified by May 15 of the successful or unsuccessful completion of the Career Development Plan. Payments will be made in July after the district receives funds from the state.

Plan Modifications

Individual career ladder plans that have been approved may be modified through a written request from the applicant and approval of the Career Ladder Review Committee. It should be clearly stated in the request what modifications are to be made. Modifications that are minor and do not change the main thrust of an approved plan, may be acted upon by the appropriate building sub-committee. However, requests that change the basic emphasis of an approved plan, must be acted upon by the whole committee and the Board of Education. The building sub-committee will address minor modification requests as they arise. Major modifications will be handled on the above presented time schedule.

* Summer Career Development opportunities that arise after the April 30 deadline for Summer Plans may be counted for Career Ladder if the activity is approved by the building principal and Career Ladder Committee. All summer Career Development activities must meet the guidelines stated in the District Career Ladder Program. A Summer Plan form and log should be attached to the Career Development Plan submitted by September 30 of the following school year.

If the Career Ladder Review Committee does not approve an applicant's plan, the applicant may personally present the resubmitted plan to the district Career Ladder Committee. The Career Ladder Review Committee may also request that the applicant present the Plan whenever additional information or clarification is needed.

Grievances

If an applicant is aggrieved by any decision regarding placement on a stage of the Career Ladder, the applicant may initiate appeal procedures.

Appeal Process

If, after two resubmissions with revisions, an applicant's Career Development Plan is still rejected by the Committee, the applicant will be allowed to appeal the decision to the Committee in writing within 10 working days of the rejection. The applicant will be allowed only one appeal to the Committee. The Committee will hear the appeal at its next scheduled meeting, or sooner, after the request is made; at the appeal meeting, the Committee may ask for corrections and/or additions as it sees fit.

The Committee must hear the appeal before it can be appealed to a higher level. If the plan is rejected by the Committee upon appeal, the applicant may appeal the rejection in writing within 10 working days to the Superintendent. If the plan is rejected by the Superintendent, the applicant may appeal the decision in writing to the Board of Education, said appeal to be heard at its next scheduled meeting. The decision of this group will be final.

Applicants filing appeals at all levels should be present when the issue is considered, but not during voting on the issue. Results and/or reasons for rejection should be given in writing.

Plans rejected by the Board of Education cannot be adjusted and resubmitted during that Career Ladder year. However, the appeal process shall in no way prohibit an applicant from submitting a plan the next year.

PAYMENT AND FUNDING

District payment for successful completion of the respective stages of the Career Ladder Plan will be determined by the State Department of Education (DESE): Stage 1 - \$1,500; Stage II - \$3,000; and Stage III - \$5,000. No payment will be made prior to the school district's receipt of state Career Ladder funds. Payment will not be made unless the Plan has been completed, documented and approved by the Career Ladder Review Committee and/or the Board of Education. Payment will be paid in a lump sum. Taxes and retirement benefits are deducted from the lump sum payment. The Career Ladder supplement salary is to be paid to qualifying applicants in addition to their normal salary schedule payments. Each year the implementation of the Career Ladder Program will be subject to approval by the Board of Education as a part of the regular budgetary process.

ASSESSMENT OF CAREER LADDER PROGRAM

The Career Ladder Assessment Committee shall consist of teachers, parents, school board member or members, and administrators. The chairman of the Assessment Committee shall be elected from within.

In April, the Assessment Committee shall conduct a survey to review the impact of the Career Ladder Program and to determine district needs and additional responsibilities needed.

The Assessment Committee shall report to the Board of Education annually. The report will include an annual assessment of the Career Ladder Program in relation to: 1) number of district goals being served, 2) impact it had on

teaching, 3) teacher interest and participation, 4) school programs enhanced, and 5) any other issues the committee deems necessary.

CAREER LADDER RESPONSIBILITIES

Basic Definitions for Career Development Plans:

Contact Hour - this is time spent by teacher and student(s) who are engaged in instructional activities within the area of curriculum assigned to the teacher.

Committee service - committees that obviously and directly apply to the areas within School Improvement Plan, Missouri School Improvement Plan, Curriculum Development Plan, and Professional Development Plan. Committee appointments must be approved by the building or district administrator. Committee Hours to be applied toward the Career Ladder will be determined by the committee chairman.

Guidelines for Responsibilities and Career Ladder Hours

Curriculum Development Plan - All curriculum responsibilities must fall within the specified requirements given at each Stage of the Career Ladder Plan. All curricula developed or revised must be approved by the Curriculum Coordinator and the district Curriculum Committee before Career Ladder hours will be granted.

Professional Development Plan - All responsibilities related to professional development must follow the PDC Implementation Plan and be approved by the Professional Development Committee.

1. Career Ladder participants may count workshops attended during the summer, after school, or on a Saturday. Only hours actually spent in the workshop will count toward Career Ladder. Travel time will not be included. If you share ideas learned with others, you may count time spent preparing materials, lessons, and the hours that are spent actually presenting the material. All workshops attended must be related to one of the five Career Ladder Goals. Workshop hours may only be counted toward Career Ladder if information is used in class or shared with others. Workshop hours must be logged and approved by the PDC or building principal.
2. Workshop hours during school time may not be used; however, the time spent preparing lessons or ideas to use in the classroom or sharing with others does count.
3. Committee time counts if the committee is not meeting during school hours. The committee must directly relate to one of the five career ladder goals. Examples: curriculum committee, PDC, attendance,

- achievement, persistence to graduation, and discipline may all be used if not meeting during school hours. All committee appointments must be approved by the building principal or superintendent.
4. Classes taken in your subject area may be counted. Classes taken to obtain a Master's degree or certification out of your teaching area must be approved by your building Principal or Superintendent.
Formula for calculating Career Ladder hours: Divide the cost of tuition paid by the dollar amount for applicable STEP or STAGE. Documentation must include a copy of financial statement.
 - i. Table of hour reimbursement : Stage I = \$25 per hour; Stage II = \$33.33 per hour; Stage III = \$41.66 per hour; STEP = \$15 per hour
 5. Acceptable responsibilities are non-compensated activities that are not a part of the participant's regular contract and involve extended day activities. Responsibilities must be directly and obviously related to the district School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program or other instructional improvement.

Missouri School Improvement Program

All responsibilities relating to the Missouri School Improvement Program must be approved by the building or district administrator. Teachers will be selected to serve on the MSIP committees by the building principals or superintendent.

School Improvement Plan

Responsibilities relating to the School Improvement Plan must be approved by the building principal or superintendent.

Instructional Improvement

Responsibilities relating to Instructional Improvement must be approved by the building principal or superintendent.

SUGGESTED ACTIVITIES FOR THE CAREER LADDER PLAN

All Career Development Plan activities must relate to one of these categories:

- District School Improvement Plan (CSIP)
- Curriculum Development Plan
- Professional Development Plan
- Missouri School Improvement Program (MSIP)
- Instructional Improvement- student contact

1. Provide non-paid tutoring of students in preparation for special competition, enrichment activities, remedial activities, make-up work, or in preparation for MAP/ACT/SAT.
2. Make student-related home visits with parents.
3. Organize and implement a community project related to students within the district, such as Jump-A-Thon, Wheels for Meals, etc.
4. Serve as a Saturday or After-School detention supervisor.
5. Develop and present a program for the school district such as kindergarten orientation, 4th grade orientation, ACT workshop, math activities for the home, financial aid for seniors, etc.
6. Sponsor and organize student interest clubs without compensation which are approved by the building administrator. Meetings and activities must be held during non-contractual times.
7. Prepare and display student work to the public at least 4 times per year (at location other than the school).
8. Conduct diagnostic testing on Saturday or during the summer.
9. Attain a masters, specialists, or doctoral degree in education.
10. Show evidence of successful completion of credit from an accredited college, university or summer institute in current or related teaching field. Transcripts must be turned in prior to September 15.
11. Make a presentation at a district workshop or clinic.
12. Serve on a committee to study, develop, and/or improve curriculum.
13. Develop and submit an original proposal for DESE grant.
14. Develop/revise curriculum improvements during the summer (must follow guidelines and be approved).
15. Model, demonstrate, and show effective instructional techniques and strategies in an organized group presentation to educators.
16. Serve as an active member on a year-round building/district advisory committee. This committee should be organized by the building administrator or superintendent for the purpose of improving the

school environment, building communications, and the entire building educational process.

17. Serve as a member of the Professional Development Committee.
18. Coordinate a building math relay, spelling bee, speech contest, writing contest, history fair, science fair, music program, and/or physical fitness competition. This is something for which no additional compensation is received and takes place during non-school hours.
19. Serve as a mentor teacher for a new teacher in the district with the approval of the building administrator.
20. Serve as a member of the Career Ladder Review Committee.
21. Organize and sponsor an educational field trip outside of school time.
22. Attend a summer day camp with students on a school-related activity without compensation.
23. Work on an active district-wide committee assigned by the superintendent (MSIP, etc.).
24. Serve as a tutor or computer supervisor in the school library during after-school hours.
25. Develop and implement a home/school communication process. Activities may include a classroom newsletter, student related home visits, telephone contacts with each student's parent, or positive letters or notes to each student's parent. (Must be undertaken during non-school hours.)
26. Participate in workshops, conferences that are related to your teaching area and meet the guidelines of the Professional Development Plan.
27. Earn an additional certification in an area that is identified and approved by the administration based on needs of the district.
28. Serve on a building committee to study a building concern and develop methods of better dealing with that concern (such as discipline policies, parent communication, At Risk, Advisory Planning).
29. Supervise a student teacher (without compensation).

30. Serve on a building committee to review attendance policies, identify problems, plan activities to improve attendance, and prepare reports on attendance for the superintendent.
31. Implement activities and procedures designed by the attendance committee to improve attendance.
32. Serve on a district committee to address attendance problems and policies (to include administrators, parents, teachers, DFS staff, and the Juvenile Officer, etc.)
33. Plan and implement incentive activities designed to improve/reward student attendance.
34. Plan and implement parent programs designed to provide information on the benefits of good attendance habits among students.
35. Provide staffing for the high school Attendance Buy Back program.
36. Provide academic tutoring for students who are deficient in your area of instruction and are utilizing the Attendance Buy Back program.
37. Serve as the building Attendance Officer.
38. Serve on a building/district At Risk committee to identify students who are at risk of failure due to poor attendance.
39. Plan and implement activities designed to recognize students who improve their attendance.
40. Plan and implement enrichment activities related to academic areas (such as quiz bowls, local/regional/conference or state academic competitions).
41. Provide tutoring through computer activities.
42. Provide tutoring in your area of instruction.
43. Plan and implement Parent Involvement Activities related to student achievement.
44. Plan and implement student activities related to academics (such as exhibits of student work, science fairs, math night, etc.)

45. Design and sponsor subject area clubs (such as Spanish club, Science club, Library club, etc.)
46. Plan and implement study nights prior to course tests.
47. Plan and implement an MAP or ACT Cram Week prior to scheduled test.
48. Plan and implement a parent/student night to provide assistance in completing college application forms.
49. Design and implement instructional strategies that address areas of MAP/ACT test results that are below desired percentages.
50. Sponsor an Honors organization (such as National Honor Society, Beta Club, Beta Club Junior, etc.)
51. Sponsor co-curricular and extra-curricular activities that will seek to involve students who are not usually involved in athletic activities.
52. Plan and implement enrichment classes.
53. Serve on a building/district At Risk committee to develop and implement solutions to our dropout problems and other at risk issues.
54. Plan and implement summer remedial classes without compensation.
55. Plan and implement activities for the non-MAP/ACT areas (such as art, physical education, industrial arts, music, etc.) where students can achieve success.
56. Plan and implement orientation programs to help parents and students understand what objectives are being presented and what expectations exist in your courses.
57. Serve as an Advisor to assist students in developing their academic program and in solving problems related to their persistence to graduation (non-school hours).
58. Plan and implement programs and activities which provide career awareness for students (such as junior achievement, junior apprentice, junior businessman, etc.)
59. Plan and implement public relations activities (such as newsletters, newspaper articles, radio announcements, etc.). All public relations

activities must be coordinated with the building principal and/or assistant superintendent.

60. Plan and implement additional advanced placement courses with colleges and universities.
61. Serve as an advisor to students who should be enrolled in advance courses.
62. Plan and implement career day activities.
63. Plan and implement Parent/Student workshop on completing job applications, interviews, etc.
64. Plan and implement Parent/Student programs providing information about career opportunities, high-employment careers, what training or schooling is necessary for a variety of careers, how good attendance, grades, and course selections tie into career path opportunities.
65. Plan and implement programs which enable former graduates to return and speak with students about their post-graduate experiences and careers.

ACTIVITIES THAT ARE INAPPROPRIATE FOR CAREER LADDER

1. Painting classrooms
2. School beautification projects
3. Community activities that do not include students
4. Community activities that do include students but are not directly and obviously related to instruction
5. Taking tickets, time keeping, score keeping, attending school functions
6. Any fund raisers or concession stand activities
7. Attending Board of Education meetings (unless attending to make a report for an approved committee)
8. Any activity that is part of the educator's regular contracted school day
9. Any activity for which the educator receives compensation regardless of the source of that compensation
10. College classes in ADMINISTRATION
11. Any church affiliated activity
12. Any activity related to scouting or other non-academic activities
13. Tutoring cannot include open gym, study hall, detention, and/or any activity for which a teachers receives a stipend
14. IEP meetings

15. 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.

**All Career Development Plan activities must be approved and coordinated by the building principals. The responsibility for a well-rounded program lies with the building principals. Some Career Ladder participants may be asked to amend their plans in order to achieve the highest level of effectiveness possible within the building/district.

Arcadia Valley R-II School
Career Ladder Program
Form A
Career Development Plan

CAREER LADDER

LEVEL: Step Ladder 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, Stage III:
- Regular length, Full-Time Contract
- Appropriate Certification
- PBTE - meets expected levels of all criteria - Stage I
- PBTE - meets expected level on all criteria and exceeds 10%, with at least one of the criteria in the area of educator's discipline as it relates to students - Stage II
- PBTE - meet expected level on all criteria and exceeds on 15%, with at least one of the criteria in the educator's discipline as it relates to students - Stage III
- Stages II and III: Completion of Career Development plan for previous level.

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

Administrator's Signature

Arcadia Valley R-II School
Career Ladder Program

Form B

Responsibilities

Summary Sheet

NAME:

DATE:

List Responsibilities to be accepted on Career Ladder Stage _____

<u>Approved</u>	<u>Responsibility</u>	<u>Verified</u>
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

Arcadia Valley R-II School
Career Ladder Program

Form C

Responsibility Plan

(To be completed for each responsibility)

NAME:

1. Responsibility:

2. Check identified area:

- District School Improvement Plan (CSIP)
- District Professional Development Plan
- Missouri School Improvement Program (MSIP)
- NCLB LEA School Improvement Plan
- Instructional Improvement
- Technology Plan
- Wellness Plan
- Perkins Plan

*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: (Two verifications are required):

a. Completion Date:

b. Procedure for verification:

5. Estimated the number of hours required to complete this responsibility:

Arcadia Valley R-II School District
 Career Ladder Program
Form E

Career Ladder Verification Form for Performance Based Teacher Evaluation

Name:

Stage:

Stage II and III

For the purpose of the District Career ladder Plan, I shall meet the expected performance level on all criteria of the District's Performance Based Teacher Evaluation System and exceed the expected performance level on the following criteria:

Standard 1: The teacher causes students to actively participate and be successful in the learning process.	
<input type="checkbox"/>	Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze and apply information and ideas.
<input type="checkbox"/>	Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
<input type="checkbox"/>	Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
<input type="checkbox"/>	Criterion 4: The teacher causes the students to acquire the knowledge and skills to make decisions and act as responsible members of society.
Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.	
<input type="checkbox"/>	Criterion 5: The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
<input type="checkbox"/>	Criterion 6: The teacher provides continuous feedback to students and family.
<input type="checkbox"/>	Criterion 7: The teacher assists students in the development of self-assessment skills.
<input type="checkbox"/>	Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
<input type="checkbox"/>	Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.
Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.	
<input type="checkbox"/>	Criterion 10: The teacher demonstrates appropriate preparation for instruction.
<input type="checkbox"/>	Criterion 11: The teacher chooses and implements appropriate methodology varied instructional strategies that address the diversity of learners.
<input type="checkbox"/>	Criterion 12: The teacher creates a positive learning environment.

<input type="checkbox"/>	Criterion 13: The teacher effectively manages student behaviors.
Standard 4: The teacher communicates and interacts in a professional manner with the school community.	
<input type="checkbox"/>	Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.
<input type="checkbox"/>	Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.
Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.	
<input type="checkbox"/>	Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.
<input type="checkbox"/>	Criterion 17: The teacher engages in professional growth.
Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.	
<input type="checkbox"/>	Criterion 18: The teacher adheres to all the policies, procedures and regulations of the building and district.
<input type="checkbox"/>	Criterion 19: The teacher assists in maintaining a safe and orderly environment.
<input type="checkbox"/>	Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

 Evaluator

**** One of the criteria that exceeds the expected level must be in the area of educators discipline at it related to students. For teachers and librarians this would be the instructional process area. For counselors this would be the guidance/counseling process area.**

<p>Important Note: There is a separate Form E on the district website for Teachers, Librarians and Counselors. Use the appropriate Form E.</p>

Arcadia Valley R-II School
Career Ladder Program

Goal Statement for Career Ladder

NAME:

Date:

Standard Area:

Criterion:

Procedure for Achieving Criterion:

What documentation will be provided to indicate that the criterion has been met?

What is the target date for the completion of this criterion?

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Date Criterion Achieved: _____

CAREER LADDER ASSESSMENT FORM

Please return this form with your final verification April 30.

The total hours reported on this form should equal the hours required for your Career Ladder Stage (no more – no less).

Name:

School Year:

- Stage I (60 hours)
- Stage II (90 hours)
- Stage III (120 hours)

Show the appropriate number of hours for your stage that you achieved in the following categories:

Parent Contact: _____ hours

Student Contact: _____ hours

Other Student Contact: _____ hours

Curriculum Development: _____ hours

Professional Development: _____ hours

Other Instructional Improvement: _____ hours

Mentoring: _____ hours

All other activities (please describe briefly): _____ hours

Describe:

TOTAL HOURS ABOVE: _____

Describe any new Career Ladder activities initiated during the current school year.