

# Pleasant Hill School District



## CAREER LADDER PLAN

*Improving Achievement One Student At A Time*

July 2011

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## PLEASANT HILL R-III PUBLIC SCHOOLS

### I. CAREER LADDER PHILOSOPHY

The Goals of the Pleasant Hill R – III School District Career Ladder Program are:

1. Improve student achievement through teaching excellence.
2. Encourage and promote effective teacher performance.
3. Provide an avenue of advancement for teachers.
4. Attract and retain effective teachers.
5. Compensate effective teachers
  - The Pleasant Hill R-III 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 a Career Ladder Program is to enhance the educational experience of students by recognizing and rewarding productive, effective educators who directly impact student achievement.

### II. CORRELATION OF RESPONSIBILITIES TO THE PLEASANT HILL R – III SCHOOL DISTRICT IMPROVEMENT PLANS

The Pleasant Hill School District has developed Board of Education Goals, Comprehensive School Improvement Plan Goals, Curriculum/Instruction Development Goals, along with Building Level School Improvement Goals to facilitate, enhance and foster 'Improved Student Achievement'. All Career Ladder responsibilities shall directly and obviously relate to Board of Education Goals, the Comprehensive School Improvement Plan Goals, Building Level School Improvement Goals, and the Show Me Standards.

### III. PLEASANT HILL CAREER LADDER QUALIFICATIONS

#### A. STAGE I

##### Qualifications

1. Five years teaching experience in Missouri Public Schools.
2. Appropriate certification in subject area (*except upon good cause shown*).
3. Classroom teacher, library media specialist, or guidance counselor serving on not less than a regular length, full-time contract.
4. Performance Based Teacher Evaluation - The Career Ladder applicant shall have performed at the meets expectations level or above on all criteria of the most recent final evaluation instrument of the PBTE. The Career Ladder applicant will develop a Career Ladder Plan that contains responsibilities and time lines the applicant will assume in order to receive the Career Ladder supplemental pay. The responsibilities shall relate to the Improvement Plans and Goals identified in Section II. Career Ladder plans will be typed. Templates for the Career Ladder forms can be accessed on the **Staff Resources** page of the District web site at: <http://www.pleasanthillschools.com>

The criteria for the responsibilities are:

- a minimum of 60 clock hours when funded by the state, 30 hours when only funded locally
- a minimum of 36 direct student contact hours related to student achievement (when state funded) **When funded locally this is reduced to 18 hours.** If serving on one of the following committees the direct student contact time will be reduced to 20 hours (when state funded) **When funded locally this is reduced to 10 hours.** The committees are:
  - Comprehensive School Improvement Plan Committee (CSIP)
  - Building Improvement Team (BIT)
  - District Professional Development Committee (DPDC)
  - Career Ladder Committee
- a minimum of 2 responsibilities/goals and a maximum of 6 responsibilities/goals for the entire plan. Each responsibility must have a minimum of 1 clock hour logged. If the minimum is not met an amendment must be submitted no later than the March 15 deadline to remove this responsibility from your plan.
- a maximum of 20 clock hours per responsibility (UNLESS OTHERWISE NOTED) with the exception of student contact hours which will be unlimited,
- Documentation of 30 Professional Development Hours during the prior school year.
- documented hours must be beyond the contract day, and documented hours may not be subject to other compensation.

## B. STAGE II

### Qualifications

1. Successful completion of the Stage I Career Ladder Plan.
2. Seven years teaching experience in Missouri Public Schools.
3. Appropriate certification in subject areas (except upon good cause shown).
4. Classroom teacher, library media specialist, or guidance counselor serving on not less than a regular length, full-time contract.
5. Performance Based Teacher Evaluation - The Career Ladder applicant shall have performed at the meets expectations level or above on all criteria of the most recent final evaluation instrument of the PBTE. In addition, the Career Ladder participant must have exceeded expectations **on at least 2 criterion** between #5 and #12 inclusive on the PBTE.
6. Completion of fifteen (15) graduate hours related to the field of education.
7. The Career Ladder applicant will develop a Career Ladder Plan that contains responsibilities and time lines the applicant will assume in order to receive the Career Ladder supplemental pay. The responsibilities shall relate to the Improvement Plans and Goals identified in Section II. Career Ladder plans will be typed. Templates for the Career Ladder forms can be accessed on the **Staff Resources** page of the District web site at: <http://www.pleasanthillschools.com>

The criteria for the responsibilities are:

- a minimum of 90 clock hours
- a minimum of 50 direct student contact hours related to student achievement, if serving on one of the following committees the direct student contact time will be reduced to 34 hours. The committees are:
  - Comprehensive School Improvement Plan Committee (CSIP)
  - Building Improvement Team (BIT)
  - District Professional Development Committee (DPDC)
  - Career Ladder Committee
- a minimum of 3 responsibilities/goals and a maximum of 9 responsibilities/goals for the entire plan. Each responsibility must have a minimum of 1 clock hour logged. If the minimum is not met an amendment must be submitted no later than the March 15 deadline to remove this responsibility from your plan.
- a maximum of 30 clock hours per responsibility (UNLESS OTHERWISE NOTED) with the exception of student contact hours which will be unlimited,
- Documentation of 30 Professional Development Hours during the prior school year.
- documented hours must be beyond the contract day, and documented hours may not be subject to other compensation.

### C. STAGE III

#### Qualifications

1. Successful completion of the Stage II Career Ladder Plan.
2. Ten years teaching experience in Missouri Public Schools.
3. Appropriate certification in subject area (except upon good cause shown).
4. Classroom teacher, library media specialist, or guidance counselor serving on not less than a regular length, full-time contract.
5. Performance Based Teacher Evaluation - The Career Ladder applicant shall have performed at the meets expectations level or above on all criteria of the most recent final evaluation instrument of the PBTE. In addition, the Career Ladder participant must have exceeded expectations **on at least 3 criterion** on the PBTE with 2 of the criterion between #5 and #12 inclusive.
6. One of the following: Master's degree; 30 graduate hours;
7. The Career Ladder applicant will develop a Career Ladder Plan that contains responsibilities and time lines the applicant will assume in order to receive the Career Ladder supplemental pay. The responsibilities shall relate to the Improvement plans and goals identified in Section II. Career Ladder plans will be typed. Templates for the Career Ladder forms can be accessed on the **Staff Resources** page of the District web site at: <http://www.pleasanthillschools.com>

The criteria for the responsibilities are:

- a minimum of 120 clock hours,
- a minimum of 60 direct student contact hours related to student achievement, if serving on one of the following committees the direct student contact time will be reduced to 44 hours. The committees are:
  - Comprehensive School Improvement Plan Committee (CSIP)
  - Building Improvement Team (BIT)
  - District Professional Development Committee (DPDC)
  - Career Ladder Committee
- a minimum of 4 responsibilities/goals and a maximum of 12 responsibilities/goals for the entire plan. Each responsibility must have a minimum of 1 clock hour logged. If the minimum is not met an amendment must be submitted no later than the March 15 deadline to remove this responsibility from your plan.
- a maximum of 40 clock hours per responsibility (UNLESS OTHERWISE NOTED) with the exception of student contact hours which will be unlimited,
- Documentation of 30 Professional Development Hours during the prior school year.
- documented hours must be beyond the contract day, and documented hours may not be subject to other compensation.

## IV. CAREER LADDER PROCEDURES

### A. APPLICATION PROCESS

The Career Ladder applicant shall develop a Career Ladder Plan which 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. Following initial approval by the Career Ladder committee, the Career Ladder Plan may be amended for good cause, by March 15, with approval of the Career Ladder committee.

A Career Ladder Plan may extend from May 1<sup>st</sup> through April 30<sup>th</sup> of each year. The Career Ladder Plan must be submitted to the Career Ladder committee by the Tuesday after Labor Day.

The Career Ladder committee shall give initial approval for a Career Ladder Plan that shows sufficient documentation to demonstrate that the applicant will complete responsibilities identified for different stages for the Career Ladder program.

### B. COMPLETION AND APPROVAL FOR PAYMENT

The applicant shall submit the completed Career Ladder Plan (CLP) to the committee by April 30. The committee will review the plans to ensure that applicants have fulfilled specific requirements of their responsibilities. Teachers who have a Career Ladder Plan approved by the committee will receive the appropriate payment. Payment shall not exceed \$1,500 for Stage 1 when state funded, \$750 for Stage I when funded locally, \$3,000 for Stage II, or \$5,000 for Stage III. Career Ladder payment shall be in addition to the teacher's contracted district salary. The responsibilities of the CLP shall be commensurate and adjustable to the compensation offered for each stage that will be completed by the teacher while participating in Career Ladder.

Responsibilities shall be directly and obviously related to the Pleasant Hill Improvement Plans as identified in Section II and shall be detailed in the teacher's CLP.

### C. TIME LINE SUMMARY FOR CAREER LADDER ACTIVITIES

May 1	Deadline to submit Career Ladder Plans to committee for plans containing summer hours.
Tuesday after Labor Day	Deadline for all plans not containing summer hours. If plan does contain summer hours the career ladder committee will meet to decide whether to approve those hours.
March 1	Deadline for submitting intent to participate.
March 15	Deadline for submitting amendments to the Career Ladder Plan.
April 30	Date to submit the COMPLETED Career Ladder Plan, with verification, to the committee for approval and recommendation for payment.

## **V. PROVISIONS TO RECOGNIZE TEACHER MOBILITY WITHIN THE STATE**

Teachers employed in the Pleasant Hill School District from another district within the state will be eligible during the first year of employment to transfer their Career Ladder status by providing evidence of meeting the following qualifications:

1. Five years teaching experience in Missouri Public Schools for Stage I, seven years teaching experience in Missouri Public Schools for Stage II, ten years teaching experience in Missouri for Stage III.
2. Successfully complete the previous stage in the district of last assignment.
3. Appropriate certification in subject area, except upon good cause shown.
4. Be assigned as a classroom teacher, library media specialist, or counselor, and serving not less than a regular-length, full-time contract.
5. Comply with the performance based evaluation requirements of the previous district for the applicable stage of the Career Ladder Program.
6. Develop and submit a Career Ladder Plan by the Tuesday after Labor Day that is in compliance with the guidelines established by the Pleasant Hill Career Ladder Program.

After the first year of employment, the Career Ladder applicant will follow guidelines established by the Pleasant Hill Career Ladder Program.

## **VI. EVALUATOR TRAINING**

Training for evaluators in Performance Based Teacher Evaluation has been, and will be, continuous. This training is comprehensive in nature and includes, but is not necessarily limited to, knowledge of effective teaching, formative observation, summative evaluation, and assistance to teachers in improvement of instruction. This training also addresses procedures for consistency and reliability among district evaluators.

## **VII. DISTRICT CAREER LADDER PLAN DEVELOPMENT**

The Pleasant Hill School District selected five teachers and two administrators to participate in development of the District Career Ladder Plan. In addition district patrons reviewed final drafts of the DCLP and offered ideas for refinement.



## VIII. CAREER LADDER REVIEW COMMITTEE

### A. COMMITTEE COMPOSITION

A Career Ladder committee shall be created each year to recommend approval to the Board of Education of the applicant's Career Development Plan and placement on the Career Ladder. The committee will be representative of the following:

1. Certificated teaching staff: 2 eligible staff members from the PS, ES, IS, and MS in the district  
3 eligible staff members from the HS in the district
2. Central Office (*Assistant Superintendent or his/her designee*)
3. Secondary Administrator (*grades 7 – 12*) = 1
4. Elementary Administrator (*pre K – 6*) = minimum 1 – maximum 2.
5. CTA Chair will serve in a secretarial assistant role for the committee.
6. A Career Ladder Committee Chairperson

### B. PROCEDURES FOR SELECTING TEACHER REPRESENTATIVES

An announcement of vacant committee positions for the teaching staff will be sent to each teacher during March of each year. All teachers who qualify for any stage of the Career Ladder will be eligible to serve on the committee. If a Career Ladder committee vacancy occurs, a posting will solicit members from the requisite sites, and if necessary, an election will be held. If a Career Ladder committee vacancy occurs during an unexpired term, a posting will solicit members from the requisite sites, and if necessary, an election will be held to fill the unexpired term.

An election may be necessary if, in a given building, more teachers desire to serve than are necessary to fill the vacancy or vacancies. Teachers who initially respond to the committee posting will be contacted prior to the election to get their consent to go through the election process. All teachers consenting to participate in the election will be placed on a ballot according to their building assignment. The ballots will be distributed to the total teaching staff of that building and collected by the principal or designee of the principal. The requisite number of any level teachers receiving the highest number of votes will represent their buildings.

The initial set up of the committee will be arranged to stagger the terms of the committee members to assure continuous efficient operation of the committee. The initial terms of the committee members are:

- 1 Year Term- 1 primary and 1 elementary teacher
- 2 Year Term- 1 middle and 1 high school teacher
- 3 Year Term- 1 intermediate and 1 primary teacher
- 4 Year Term- 1 middle and 1 high school teacher
- 5 year Term- 1 elementary , 1 intermediate teacher, and 1 high school teacher

After these initial terms of office, all terms for the committee are for 5 years.

A representative of the committee that fails to attend regular scheduled meetings without proper notice is subject to being replaced upon a majority vote of the committee.

## PURPOSE OF CAREER LADDER REVIEW COMMITTEE

The mission of this committee is to review individual Career Ladder Plans of educators participating in the Career Ladder, evaluate final verifications of logs/forms for Career Ladder Responsibilities and recommend to the Board approval for payment. The committee will meet at minimum twice each school year and on an 'as needed' basis throughout the school year.

### IX. ASSESSMENT OF THE CAREER LADDER PROGRAM

During May or June of each school year, the Pleasant Hill Career Ladder committee under direction of the Pleasant Hill Board of Education will assess the Career Ladder program. The criteria for assessment will include goals and purposes of the Career Ladder program as well as the applicable annual goals established by the Board of Education. The Career Ladder committee assessment will be based upon how these goals and purposes are enhanced by teacher participation in the Career Ladder program responsibilities. Data will be compiled to document the degree of teacher involvement in responsibilities that support the identified goals and purposes. A written or oral report will be provided to the Board of Education.

### X. APPEAL PROCEDURE

The Career Ladder applicant may appeal decisions regarding approval or denial of an application and placement on the Career Ladder to the Career Ladder committee. If the Career Ladder issues are not resolved after consultation with the committee; the teacher may appeal to the Superintendent of Schools. If the issue is not resolved at the Superintendent of Schools level, the applicant may appeal the decision to the Board of Education. Decisions of the Board are final.

The Career Ladder Committee will not be involved in any decisions regarding a teacher's denial for participation in Career Ladder due to not achieving required benchmarks under the District PBTE.

### XI. FUNDING OF THE PROGRAM

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. If the State portion of Career Ladder is not funded, the Board will decide annually whether or not the district portion will be paid to participants who meet requirements.

### XII. MAXIMUM HOURS ALLOWABLE FOR VARIOUS ACTIVITIES/RESPONSIBILITIES

- Collaborative Teaching/Preparation: State Funding: 10 hours, Locally Funded: 10 hours
- Workshops: Should tie directly to instruction and be job-related, hours occur outside of contracted time. Should not exceed (1/3) of the individual educator's plan.
- Direct Student Contact/Tutoring: unlimited
- Career Ladder Committee: 15-20 hours
- Independent Professional Reading: 5 hours
- Book Studies- State Funding: 15 hours, Locally Funded: 10 hours
- Newsletters: 5 hours

## Career Ladder Checklist

### FALL CHECKLIST

1.  Do ALL Activities occur before or after contract time?
2.  Are you receiving extra duty pay for this activity (if so, can't use)?
3.  Are responsibilities listed and placed in numerical order?
4.  Are responsibility sheets (Form C) filled out completely in an electronic version found on-line?
5.  Do you have a current PBTE Plan? It is the individual's responsibility to check with their principal to see that their PBTE is current.

### SPRING CHECKLIST

1.  Are you submitting the original plan?
2.  Did you write the total number of hours for each responsibility and the "Direct Student Contact", "Nonstudent Contact Hours", and "Total Hours" on the Responsibilities Summary Sheet?
3.  Are the hours rounded to the nearest quarter (1/4) hour?
4.  Is there a corresponding description for each date listed on your log?
5.  Is the log sheet labeled or titled with the responsibility it matches?
6.  Did you complete and sign each and every log sheet?

Plans that are returned for any reason may be denied Career Ladder payment.

Lost and/or late plans will require a written statement of appeal to the Assistant Superintendent which will be filed in the applicant's personnel file and subject to a notation on the most recent evaluation. Not meeting the professional expectation may result in an evaluation that does not qualify for Career Ladder.

*These are not to be used for goals only reference for verifying requirements to participate.*

**PLEASANT HILL R-III SCHOOL DISTRICT  
PBTE PERFORMANCE CRITERIA**

**Standard 1: The teacher causes students to actively participate and be successful in learning process.**

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
4. The teacher causes 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.**

5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
6. The teacher provides continuous feedback to students and families.
7. The teacher assists students in the development of self-assessment skills.
8. The teacher aligns assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
9. The teacher uses assessment techniques 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.**

10. The teacher demonstrates appropriate preparation for instruction.
11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.
12. The teacher creates a positive learning environment.
13. The teacher effectively manages student behaviors.

**Standard 4: The teacher communicates and interacts in a professional manner with the school community.**

14. The teacher communicates appropriately with students, parents, community, and staff.
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.**

16. The teacher successfully engages in professional development activities consistent with the goals and objectives of the building, district, and state.
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.**

18. The teacher adheres to all the policies, procedures and regulations of the building and district.
19. The teacher assists in maintaining a safe and orderly environment.
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

**\*\*\*\*\* Denotes the criteria eligible to be deemed as 'Exceeds Expectations' on Summative Evaluation for eligibility onto Stage II or III**

**PLEASANT HILL SCHOOL DISTRICT GOALS  
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (C.S.I.P.)**

**I. CSIP Goals and Strategies**

**Goal #1:** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

- Objective #1: The number of classroom projects utilizing technology will increase by at least 5% each year as based on annual surveys.
- Objective #2: By 2013, 100% of Pleasant Hill R-III students (including all subgroups) will perform at proficient or advanced levels on MAP/EOC exams and continue to maintain or exceed the national ACT performance average.
- Objective #3: By 2014, the Pleasant Hill High School will have a 100% graduation rate.
- Objective #4: The number of students enrolled in Advanced and/or Career Education courses will increase annually by 2%.
- Objective #5: The percentage of 8th grade students who meet technology literacy standards (NETS) will increase each year as based on classroom assignments.
- Objective #6: The Pleasant Hill R-III School District will increase the percent of students in grades 3-8 who score in the proficient and advanced levels on the MAP mathematics test from 67% to 100% by the 2013-2014 school year.

**Goal #2:** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA(local educational agency)/District mission, goals, and objectives.

- Objective #1: By the end of the 2012 school year, 100% of the staff will have participated in 50 hours of professional development activities focused on improving instruction and support for students at risk of failure, dropping out of school, and/or not scoring proficient or advanced on the MAP/EOC.
- Objective #2: The percent of courses taught by highly qualified professional staff will be above the state average.
- Objective #3: The district will establish professional development standards and opportunities for teachers and administrators to develop their capacity to effectively integrate technology into teaching and learning.
- Objective #4: Staff will improve their level of proficiency in using technology by at least 5% each year as measured by an annual survey.

**Goal #3:** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

- Objective #1: 100% of the district's facilities will be safe and appropriate for the educational and support programs and services they house.
- Objective #2: District staff will have no missed days of work due to work-related accidents.

- Objective #3: All teachers and students will have instructional resources and technical support to enhance teaching and learning.
- Objective #4: By June 2013, at least 90% of staff and students will indicate appropriate and safe use of technology tools and resources that promote personal, academic, and career needs as measured by an annual survey.
- Objective #5: Continue the use of integrated data management systems for administrative functions including but not limited to student information, attendance, grading system, library management system, accounting system, updating annually as needed.

**Goal #4: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.**

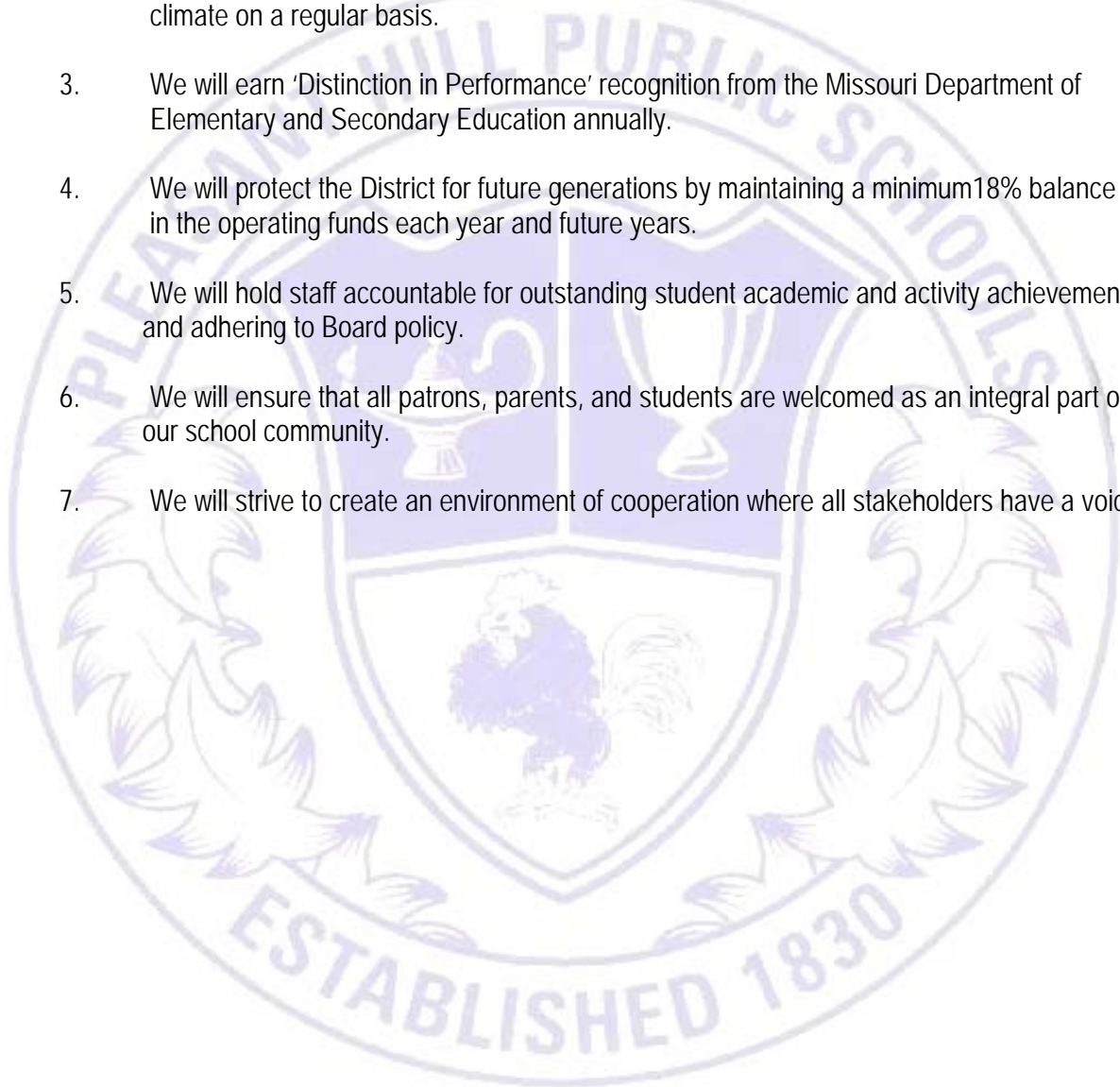
- Objective #1: By 2014 all buildings in the district will increase opportunities for communication between school and families through the use of technology as measured by annual parent surveys.
- Objective #2: The district will provide at least 5 opportunities per year for parents/guardians to learn about intellectual and developmental needs of their children of all ages and/or participate constructively in the education of their children.
- Objective #3: The district will provide or arrange with other local groups, agencies, and organizations to provide educational, career education, recreational, cultural, enrichment and/or other services for local community to be involved in the educational process.

**Goal #5: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.**

- Objective #1: The district will continue to provide leadership in the implementation and use of district technology resources.
- Objective #2: Board policies will be evaluated annually.
- Objective #3: The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability of the school district.
- Objective #4: The district maintains a written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services and other necessary plans as needed or required. The district will continue to provide leadership in the implementation of the CSIP.

## Pleasant Hill R-III Board of Education Goals

1. We will continue to evaluate district growth and define a specific long range plan.
2. We will ensure a safe and positive learning environment and assess school climate on a regular basis.
3. We will earn 'Distinction in Performance' recognition from the Missouri Department of Elementary and Secondary Education annually.
4. We will protect the District for future generations by maintaining a minimum 18% balance in the operating funds each year and future years.
5. We will hold staff accountable for outstanding student academic and activity achievement and adhering to Board policy.
6. We will ensure that all patrons, parents, and students are welcomed as an integral part of our school community.
7. We will strive to create an environment of cooperation where all stakeholders have a voice.



## SHOW ME STANDARDS

**GOAL 1-- Students will acquire the knowledge and skills to gather, analyze and apply information and ideas.**

***Students will demonstrate within and integrate across all areas the ability to:***

1. develop questions and ideas to initiate and refine research;
2. conduct research to answer questions and evaluate information and ideas;
3. design and conduct field and laboratory investigations to study nature and society;
4. use technological tools and other resources to locate, select and organize information;
5. comprehend and evaluate written, visual and oral presentations and works;
6. discover and evaluate patterns and relationships in information, ideas and structures;
7. evaluate the accuracy of information and the reliability of its sources;
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation;
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies;
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.

**GOAL 2-- Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.**

***Students will demonstrate within and integrate across all content areas the ability to:***

1. plan and make written, oral, and visual presentations for a variety of purposes and audiences;
2. review and revise communications to improve accuracy and clarity;
3. exchange information, questions and ideas while recognizing the perspectives of others;
4. present perceptions and ideas regarding works of the arts, humanities and sciences;
5. perform or produce works in the fine and practical arts;
6. apply communication techniques to the job search and to the workplace;
7. use technological tools to exchange information and ideas.

**GOAL 3-- Students will acquire the knowledge and skills to recognize and solve problems.**

***Students will demonstrate within and integrate across all content areas the ability to:***

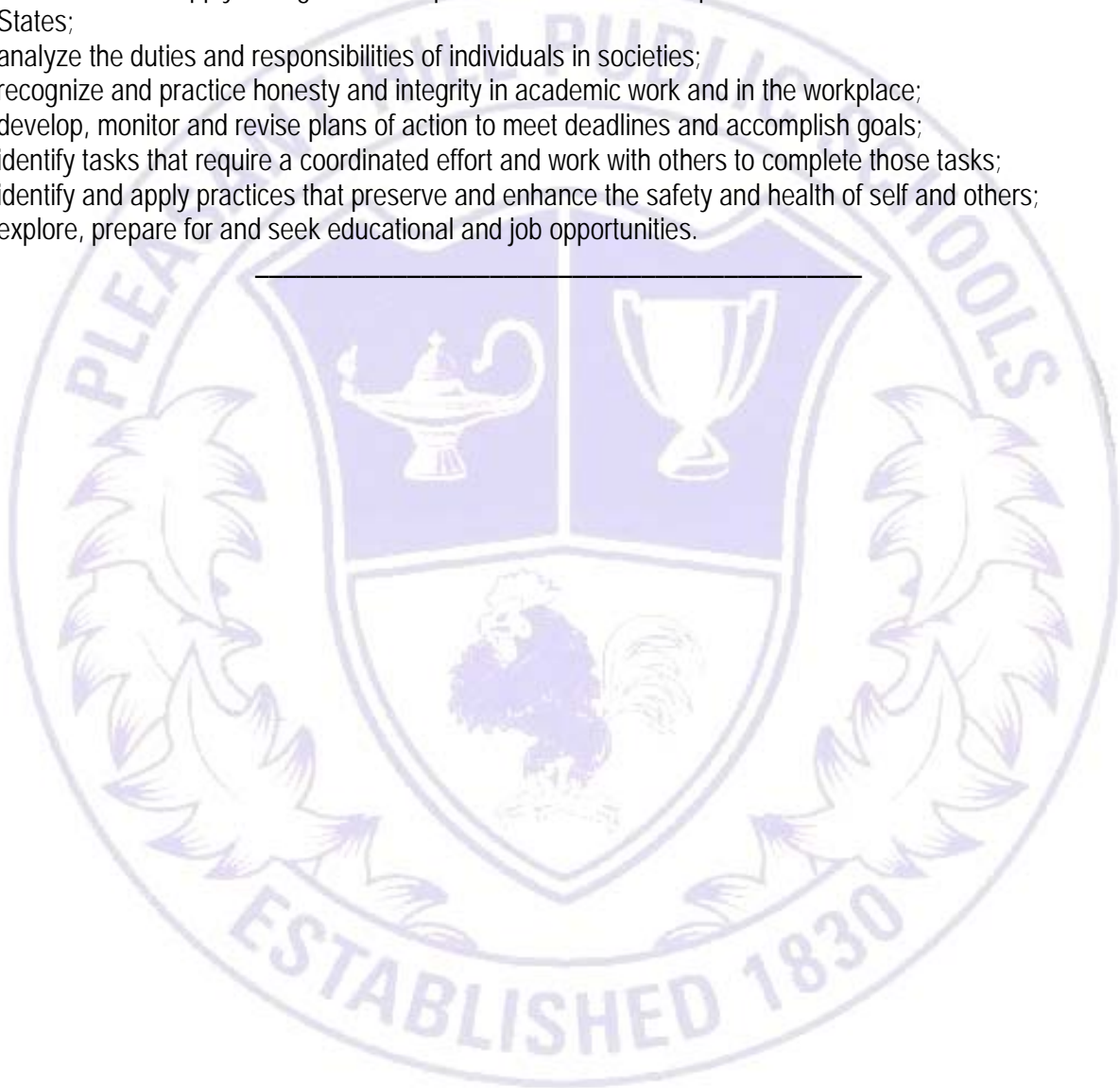
1. identify problems and define their scope and elements;
2. develop and apply strategies based on ways others have prevented or solved problems;
3. develop and apply strategies based on one's own experience in preventing or solving problems;
4. evaluate the processes used in recognizing and solving problems;
5. reason inductively from a set of specific facts and deductively from general premises;
6. examine problems and proposed solutions from multiple perspectives;
7. evaluate the extent to which a strategy addresses the problem;
8. assess costs, benefits and other consequences of proposed solutions.



**GOAL 4-- Students will acquire the knowledge and skills to make decisions and act as responsible members of society.**

***Students will demonstrate within and integrate the knowledge and skills to make decisions and act as responsible members of society.***

1. explain reasoning and identify information used to support decisions;
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States;
3. analyze the duties and responsibilities of individuals in societies;
4. recognize and practice honesty and integrity in academic work and in the workplace;
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals;
6. identify tasks that require a coordinated effort and work with others to complete those tasks;
7. identify and apply practices that preserve and enhance the safety and health of self and others;
8. explore, prepare for and seek educational and job opportunities.



## SHOW-ME STANDARDS CONTENT AREAS

### Communication Arts

*In Communication Arts, students will acquire a solid foundation which includes knowledge of and proficiency in:*

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization);
2. reading and evaluating fiction, poetry and drama;
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals);
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes);
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multimedia productions);
6. participating in formal and informal presentations and discussions of issues and ideas;
7. identifying and evaluating relationships between language and culture.

### Social Studies

*In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:*

1. principles expressed in the documents shaping constitutional democracy in the United States;
2. continuity and change in the history of Missouri, the United States and the world;
3. principles and processes of governance systems;
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand);
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment;
6. relationships of the individual and groups to institutions and cultural traditions;
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents).

## Mathematics

*In Mathematics, students will acquire a solid foundation which includes knowledge of:*

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations;
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes;
3. data analysis, probability and statistics;
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts;
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples);
6. discrete mathematics (such as graph theory, counting techniques, matrices).

## Fine Arts

*In Fine Arts, students will acquire a solid foundation which includes knowledge of:*

1. process and techniques for the production, exhibition of performances of one or more of the visual or performed arts;
2. the principles and elements of different art forms;
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts;
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines;
5. visual and performing arts in historical and cultural contexts.

## Science

*In Science, students will acquire a solid foundation which includes knowledge of:*

1. properties and principles of matter and energy;
2. properties and principles of force and motion;
3. characteristics and interactions of living organisms;
4. changes in ecosystems and interactions of organisms with their environments;
5. processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere;
6. composition and structure of the universe and the motions of the objects within it;
7. processes of scientific inquiry (such as formulating and testing hypotheses);
8. impact of science, technology and human activity on resources and the environment.

## Health/Physical Education

*In Health/Physical Education, students will acquire a solid foundation which includes knowledge of:*

1. structures of, functions of, and relationships among human body systems;
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management);
3. diseases and methods for prevention, treatment and control;
4. principles of movement and physical fitness;
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use);
6. consumer health issues (such as the effects of mass media and technologies on safety and health);
7. responses to emergency situations.



## CAREER LADDER QUESTIONS AND ANSWERS

When planning for your Career Ladder program, the following are the two basic guidelines:

A. Each activity must be tied to a specific instructional goal. These may be taken from your Building Improvement Plan Goals, The Pleasant Hill School District Board of Education Goals, the District's Comprehensive School improvement Plan Goals, Curriculum Development Plan or the Show Me Standards.

B. Activities chosen must be done on non-contracted time and no compensation from any other source may be accepted.

### QUESTIONS/RESPONSES/GOALS

**QUESTION:** May I use the assigned task of mentor to a new teacher on my plan?

**RESPONSE:** Yes, any before or after school time or other unpaid time spent in mentoring a new teacher may be used.

**QUESTION:** Will community involvement count?

**RESPONSE:** The Department of Elementary and Secondary Education guidelines generally prohibit the use of community activities that do not relate to instruction. The following is quoted from the State Committee as related to acceptable Career Ladder activities:

*"To be appropriate for Career Ladder, all acceptable activities must be related to academics. They must be directly and obviously related to programs and services for students as outlined in the district's Curriculum Development Plan, Professional Development Plan, School Improvement Plan, or instructional improvement. The Missouri School Improvement Program is included as appropriate in order for educators to tie committee work preparing for their district's MSIP visit to the Career Ladder without additional justification. 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. Church affiliated activities may not be used. The educator should be an active participant in the activity. Supervision or attendance alone is not adequate."*

**QUESTION:** Will attendance at some of my students' functions be approved?

**RESPONSE:** First, these must relate to a goal. Second, **attendance, supervision or serving as a chaperone**, is **not** an acceptable activity. For example, attending a piano recital, a football game, a science fair, etc. is not a Career Ladder activity. However, actively participating in the activity such as helping a student prepare his/her science project after school, or in some other way becoming involved with the students may be a part of a positive school climate. This same situation applies to spelling bees, debates, art fairs, etc.

**QUESTION:** Where will my department goals fit into Career Ladder?

**RESPONSE:** There are several possibilities depending on your activities and department. Department Meetings can be counted if held during non-contract hours.

**QUESTION:** May I count supervising the library during the summer months, Saturdays, or late in the evenings?

**RESPONSE:** As directed by the State Committee, **supervision** of activity or **attendance** alone is not adequate. However, maintaining a library would be considered an appropriate activity. The time actually working with students in the library may be counted as student contact hours.

**QUESTION:** Will implementing an incentives grant count?

**RESPONSE:** Yes, you might choose a current Pleasant Hill School District Goal or implement the grant through a more specific Building Goal.

**QUESTION:** May I use my summer work in assisting with enrollment of students?

**RESPONSE:** Many teachers do many different things during the summer. These should be tied to a goal. Helping while students receive their schedules, taking them around to show them the school, explaining processes to them and their parents, may be a part of a positive school climate, and parent contact. Therefore any goals related to these areas may be used.

**QUESTION:** Specifically, what activities relating to my classroom may be counted toward Career Ladder?

**RESPONSE:** The basic answer to this is that you may **not** count activities that are considered to be a part of your job. The following is a list of specific examples of what is usually expected of a teacher and is, therefore, **not** appropriate for additional Career Ladder monies: **Grading Papers-----Lesson Plans-----Copying Worksheets, Tests, etc. on Copy Machine-----Seating Charts-----Developing Tests-----Stamping/Numbering Books and Distributing Them to Students----Ordering Supplies-----Textbook Selections-----Copying Student Papers on Copy Machine-----Cleaning Individual Closet, Shelves-----Sorting, Stacking, Counting Supplies-----Room Preparation.** On the other hand, any enhancing activities may be counted. This may include creating student learning centers for enrichment and preparation of a special student-centered unit-----above and beyond what is expected.

**QUESTION:** Will having parent volunteers in my classroom be considered an appropriate Career Ladder activity?

**RESPONSE:** Simply having parents volunteer in the classroom during the regular contracted day is not an appropriate Career Ladder activity. However, organizing a parent volunteer program or providing training for parent volunteers during non-contracted time is acceptable.

**QUESTION:** Will having at-risk students in my classroom count?

**RESPONSE:** No. Although improving services for at-risk students is a goal, simply having these students in the classroom does not meet the requirement of work done outside of contracted time.

**QUESTION:** Since some goals may overlap, is it possible to choose two that are basically the same in focus?

**RESPONSE:** Yes, it is. However, be sure if you do this that you have separate activities for each. If you use a college class for one objective, it may not be used for the other. This would also be true for workshops, student tutoring sessions and other activities.

**QUESTION:** May I use more than the minimum required goals for each stage?

**RESPONSE:** Yes. Stage I requires a minimum of two goals, Stage II a minimum of three goals, and Stage III, a minimum of four goals. These are required, but it is acceptable to use up to a maximum of eight (8) goals.

**QUESTION:** May I count my meeting and committee responsibilities?

**RESPONSE:** Committee work and meetings are appropriate for Career Ladder if the focus is aligned with a district or building goal or objective.

**QUESTION:** Is sponsoring a club appropriate for Career Ladder?

**RESPONSE:** The State Committee's response to Extra Curricular and Co-Curricular is as follows:

*"Extra-curricular activities, even if they are included in the district's School Improvement Plan, fall outside the scope of a regular 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 from any source."*

**QUESTION:** May I attend the high school graduation ceremonies as a part of my plan?

**RESPONSE:** Mere attendance at the graduation will not count toward Career Ladder. You must be actively involved with the students, the instruction of students as they complete their required obligations, etc..

**QUESTION:** May I use a departmental meeting?

**RESPONSE:** Departmental meetings are appropriate if they are conducted beyond the regular contracted day and if the activity for the meeting fulfills an instructional goal.

**QUESTION:** What if I have too many hours for one goal?

**RESPONSE:** Many of the activities may fit well under more than one goal. Locate another goal, if possible, and place some of your activities there.

**QUESTION:** May I use time after school helping students make up missed work or reviewing units of study?

**RESPONSE:** Definitely, this is an excellent use of Career Ladder time.

**QUESTION:** Where should I record the time devoted to researching through professional journals, magazines, etc.?

**RESPONSE:** Simply reading professional journals, magazines, etc. is not an appropriate Career Ladder activity. However, research for an activity or project that is related to a specific goal is acceptable. The total for all research is 5 hours.

**QUESTION:** Are summer sports camps appropriate as a Career Ladder activity?

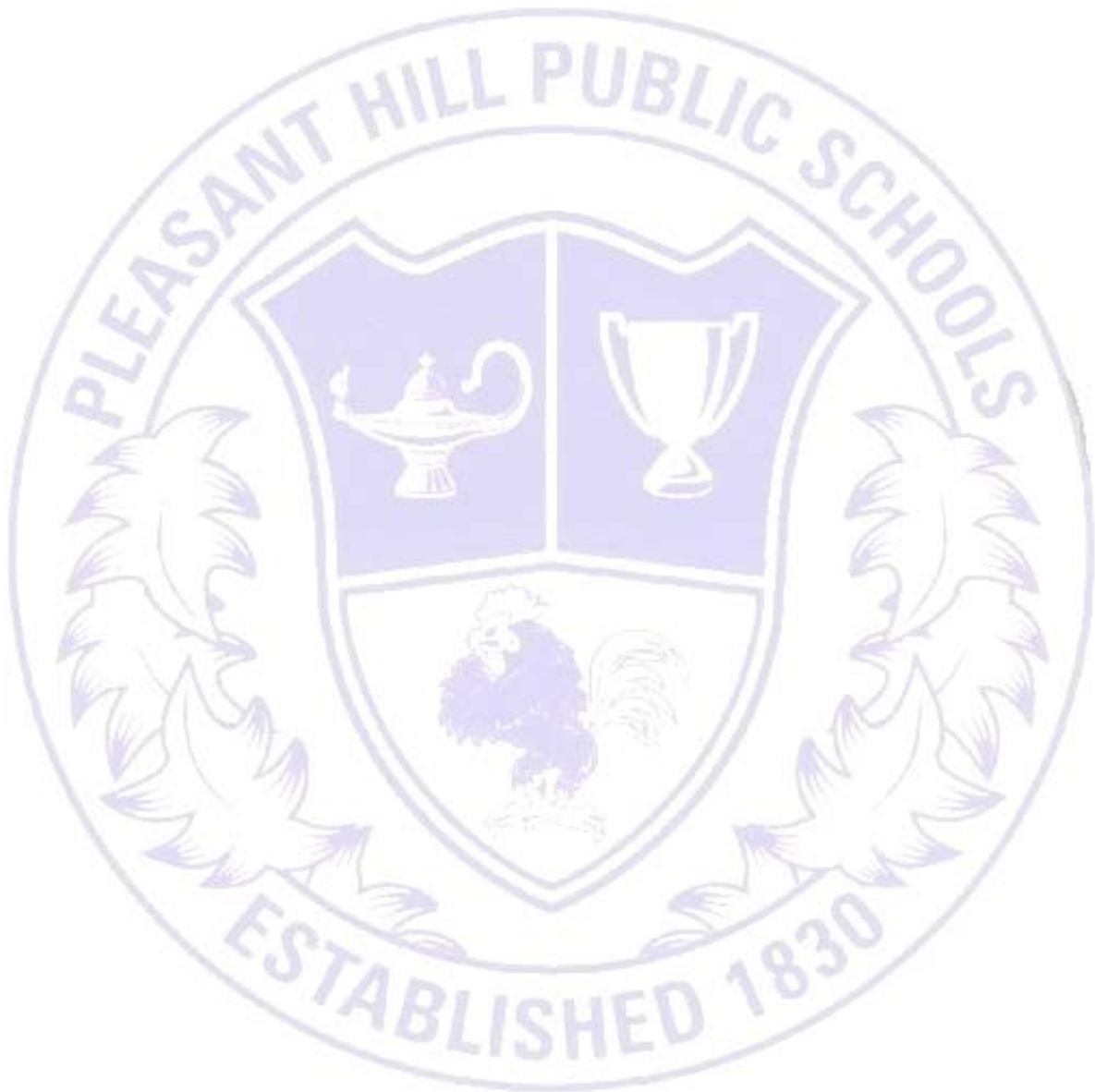
**RESPONSE:** Summer sport camps cannot be counted under any circumstances. However, summer fitness programs may be used in accordance with the following guidelines:

1. The activities must be related to instructional goals, skills and/or objectives.
2. The activity must be open to all age appropriate Pleasant Hill students.
3. List the specific activities that will fulfill the goals, skills and/or objectives.
4. It is understood that teacher does not receive any additional compensation for the activity.
5. Any activity exclusively for team members is not acceptable.
6. The hours for this activity may not exceed  $\frac{1}{4}$  of the total hours.



**QUESTION:** Will score keeping for a team (without pay) be acceptable for Career Ladder?

**RESPONSE:** No. The Department of Elementary and Secondary Education listed this specifically as an unacceptable activity.



## QUESTIONS AND RESPONSES PROVIDED BY THE STATE CAREER LADDER COMMITTEE

### 1. What activities are acceptable for Career Ladder?

To be appropriate for Career Ladder, all acceptable activities must be related to academics. They must be directly and obviously related to programs and services for students as outlined in the district's Curriculum Development Plan, Professional Development Plan, Board Goals; School Improvement Plan or other instructional improvement. The Missouri School Improvement Program is included as appropriate in order for educators to tie committee work preparing for their district's MSIP visit to the Career Ladder without additional justification. 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. Church affiliated activities may not be used.

### 2. 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.

### 3. Is it possible that an activity will have components 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 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.

### 4. 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.

### 5. 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 a regular 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. This replaces the previous guideline excluding all MSHSAA sanctioned activities. Reminder: An Educator can receive no compensation for the activity from any source.

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

Each individual plan must contain a direct student or parent contact component. Districts are encouraged to require that this be a large component of every plan. Each district may develop a specific requirement of student or parent contact.

**7. Is there a limit on workshop hours that may be counted on Career Ladder?**

Unless a district is able to show just cause, 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 under state funding or 10 hours when funded locally, stage two would be 30 hours and stage three would be 40 hours.

**8. 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.

**9. 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.

**10. 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.

## ACCEPTABLE ACTIVITIES FOR CAREER LADDER

The following are examples of responsibilities that are acceptable.  
THIS LIST IS NOT ALL INCLUSIVE.

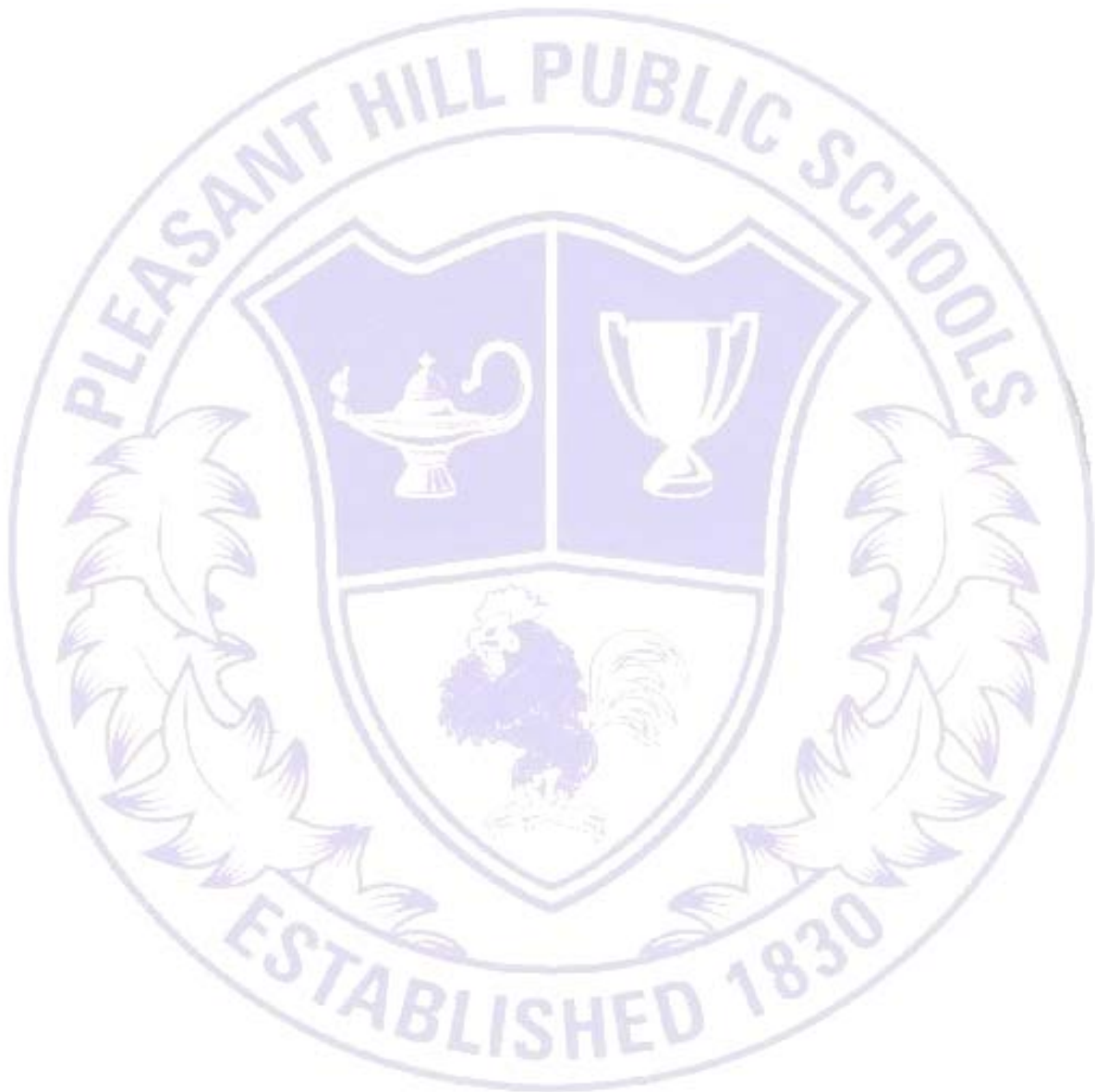
- Student Tutoring: This involves instructional tutoring which is completed on campus. Instructional tutoring does not include supervision but does require direction interaction. Tutoring does not include open gym, study hall, detentions, and and/or any activity for which the teacher receives a stipend. Tutoring may include individual or small group tutoring, reviews, makeup testing, MAP or test preparation session, At-Risk, Homework Club. A tutoring log including student's first name or initials, time, objectives taught must be kept and verified by a member of the Building or District Career Ladder Committee.
- Other student contact hours: special programs, Reading nights, Math nights, Science Olympiad, etc.
- Parent communication: newsletters, phone calls, conferences, individualized grade reports (*in addition to district grade reports, mid-quarter, and conferences*)
- Parent contacts need to relate to instruction and cannot be focused on extra-curricular activities.
- Parent Education Programs: Programs designed to provide information or knowledge/skills to parents. Preparation and instruction time may be included in total clock hours.
- Co-Curricular Learning Activities: Serve as a sponsor of an approved co-curricular learning activity. These activities must be open to any student and be related to curriculum, programs, and/or services.
- Professional Organizations: Attend a national, state, regional, or local professional or subject area conference, convention, or meeting. When attending the conference/convention, only sessions directly related to student instruction, programs, or services will count on the log sheet. Proof of attendance at conference/convention must include conference program/materials or certificate of attendance.
- Serve as a mentor/advisor to a new teacher in the district.
- Professional Development: Workshops, study groups outside of scheduled day must be directly related to an individual's responsibility/assignment. All workshops can ONLY count up to one-third of your plan. This includes workshops you attend for organizations, music, art, counseling, reading, Ag., etc. ...
- Develop or participate in special programs for students such as remedial, enrichment, gifted, study groups, etc.
- Develop a summer program for remedial and/or enrichment in an academic area,
- Serve as a tutor for a summer school program.
- Develop, coordinate or assist in non-contract, or multi-school programs, fairs, competitions or exhibitions.
- Develop complete core curriculum for a subject area.
- Revise a core curriculum, changing assessments and objectives to meet the state model.
- Develop and submit a proposal for a School Grant Program.
- Develop or compile materials and/or packets of information about school procedures and/or teaching procedures for staff members. (*Examples: Teacher packets on procedures, forms, timetables and responsibilities to coordinate a field trip to be given to new teachers, compile examples and lessons you received from workshops that would benefit other staff members.*)
- *Prepare and present information on effective teaching strategies to other teachers - Presentation must be given on non-contracted time).*
- Organize and schedule a workshop for faculty collaboration on non-contracted time.
- Committees: Participate or provide leadership for building or district committees involved in

curriculum/program development and focused on programs and services for *students* (i.e. MSIP, Building Leadership Team, technology, professional development, curriculum, advisory boards, subject area, grade level, self-study, school improvement councils, Career Ladder). Explain in detail what your active role will be as a member of these and other committees. Salary/Career Ladder, Insurance, Sick Leave, and Social committees DO NOT directly aid students and cannot be counted on Career Ladder.

- Participate in student screening committees for pre-school, kindergarten, special needs, advisory (if related to instruction or curriculum).
- Participate in a School/Business Partnership
- Be a non-paid sponsor of a school club
- Publish articles relating to curriculum program development at the local, State, or national level.
- Collect and compile materials for a district organization "share book" which would contain teaching ideas, activities, worksheets, labs, etc.
- Formulate innovative programs that include library use in your instructional area.
- Newsletters to parents
- Student progress to parents beyond required
- Before and after school tutoring program
- Constructing and maintaining a classroom, department, team, or grade-level website
- Improvement or enhancement of curriculum
- Career Ladder Review Committee and Assessment Committee
- Professional Development Committee
- Curriculum or approved School Improvement Committees
- Program or services that relate to student instruction
- Develop applications and implementation of grant proposals
- Professional conferences
- Membership and participation in subject area organization
- Volunteer work with parents to enhance child's learning
- Parent Advisory Board
- Parent awareness programs/projects
- Parent advisory programs/projects
- Parent training for tutoring programs Parent/school liaison on school policy
- Mentor teacher
- Needs assessment and/or evaluation
- Participate in teacher development process
- Assist pre-service teachers (certified personnel new to the district as of the beginning of the academic year)
- Develop and share instructional strategies/programs
- Conduct professional presentations, e.g., workshops, speeches, seminars for district personnel and students
- Develop and/or coordinate building-wide student academic programs, e.g., fairs, exhibitions, competitions
- Serve as a department/grade-level chairperson
- Serve as a subject area coordinator
- Develop and/or implement home/school communication process
- Coordinate staff development workshops and programs, i.e., needs assessment, session development, evaluation
- Present staff development workshops and programs
- Participate or lead on committees, writing groups, needs assessment or evaluation, technological

development

- Develop, coordinate, and/or participate in instructional improvement projects
- Develop, coordinate or participate in building/district level pilot project
- Presentations to community groups regarding district programs
- Workshops - If a workshop offers college credit, the local committee may allow the educator to count the activity as a workshop if no college credit is acquired.



## UNACCEPTABLE ACTIVITIES 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
- 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 (Even when occurring outside school hours)
- 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.*