

## **Smithville R-II School District Career Ladder Plan**

- I. The District Career Ladder Plan (DCLP) shall contain a statement that the teacher's Career Development Plan directly and obviously relates to improvement of programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program or instructional improvement plan in the district.**

The Smithville 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 educators. The purpose of the Career Ladder Program is to enhance the educational experience of students by recognizing and rewarding productive, effective educators. The Smithville 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 will be academic in nature and shall directly and obviously relate to the improvement of programs and services for students as outlined in the Smithville R-II School District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, the Missouri School Improvement Program or other instructional improvement plan in the Smithville R-II School District. The teacher's Career Development Plan (CDP) will associate each Career Ladder responsibility or volunteer effort with either a designated plan or other instructional improvement.

- II. The DCLP shall contain three stages and the qualifications, responsibilities or volunteer efforts for each stage. The annual supplemental pay shall not exceed:**
  - A. \$1,500 for Stage I**
  - B. \$3,000 for Stage II**
  - C. \$5,000 for Stage III**

**The state's payment is contingent upon appropriations for this purpose. This supplemental pay shall be in addition to that which the teacher would normally be accorded by the district's salary schedule.**

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

**III. Responsibilities or volunteer efforts shall be detailed in the teachers CDP. In order to participate, a Smithville R-II School District educator shall meet the following qualifications prior to participation:**

Eligible teachers in Stage I of the Smithville R-II School District shall have the following:

- A. Completed two (2) years teaching experience in Missouri public schools.
- B. Completed the required beginning teacher assistance program and participated in two (2) years of mentoring (section 168.400.4 RSMo),
- C. Performed at an acceptable level or above on all criteria on the most recent final evaluation instrument of the performance-based teacher evaluation process. The local evaluation process must be fully aligned to the Essential Principles of Effective Evaluation (5 CSR 20-400.375).
- D. Be serving on not less than a regular length full time contract.
- E. Appropriate certification in the subject area for each teacher.
- F. Developed a Career Development Plan (CDP) that contains responsibilities or volunteer efforts that the educator will assume in order to receive his/her Career Ladder supplemental pay. The educator will complete one or more responsibilities or volunteer efforts by May 31, 2023. The district shall ensure that a minimum of fifty (50) clock hours are completed for Stage I. This requirement should coincide with the standard\* and be commensurate and adjustable to the compensation offered for Stage I. The educator shall relate each responsibility to an identified plan or other instructional improvement.

Eligible teachers in Stage II of the Smithville R-II School District shall have the following:

- A. Completed three (3) years teaching experience in Missouri public schools.
- B. Completed the required beginning teacher assistance program and participated in two (2) years of mentoring (section 168.400.4 RSMo),
- C. Performed at an acceptable level or above on all criteria on the most recent final evaluation instrument of the performance-based teacher evaluation process. The local evaluation process must be fully aligned to the Essential Principles of Effective Evaluation (5 CSR 20-400.375).
- D. Be serving on not less than a regular length full time contract.
- E. Appropriate certification in the subject area for each teacher.
- F. Developed a Career Ladder Development Plan (CDP) that contains responsibilities or volunteer efforts that the educator will assume in order to receive his/her Career Ladder supplemental pay. The educator will complete one or more responsibilities or volunteer efforts by May 31, 2023. The district shall ensure that a minimum of seventy-five (75) clock hours are completed for Stage II. This requirement should coincide with the standard\* and be commensurate and adjustable to the compensation offered for Stage II. The educator shall relate each responsibility to an identified plan or other instructional improvement.

Eligible teachers in Stage III of the Smithville R-II School District shall have the following:

- A. Completed five (5) years teaching experience in Missouri public schools.
- B. Completed the required beginning teacher assistance program and participated in two (2) years of mentoring (section 168.400.4 RSMo),
- C. Performed at an acceptable level or above on all criteria on the most recent final evaluation instrument of the performance-based teacher evaluation process. The local evaluation process must be fully aligned to the Essential Principles of Effective Evaluation (5 CSR 20-400.375).
- D. Be serving on not less than a regular length full time contract.
- E. Appropriate certification in the subject area for each teacher.
- F. Developed a Career Ladder Development Plan (CDP) that contains responsibilities or volunteer efforts that the educator will assume in order to receive his/her Career Ladder supplemental pay. The educator will complete one or more responsibilities or volunteer efforts by May 31, 2023. The district shall ensure that a minimum of one hundred (100) clock hours are completed for Stage III. This requirement should coincide with the standard\* and be commensurate and adjustable to the compensation offered for Stage III. The educator shall relate each responsibility to an identified plan or other instructional improvement.

**IV. Each career ladder stage shall contain specific qualifications to be completed prior to application. Responsibilities or voluntary efforts are commensurate and adjustable to the compensation offered for that stage and will be completed by the teacher while on the Career Ladder. Teachers on each stage of the Career Ladder Plan will complete a required number of clock hours of efforts:**

- A. Stage I – fifty (50) clock hours**
- B. Stage II – seventy-five (75) clock hours**
- C. Stage III – one hundred (100) clock hours**

Eligible teachers participating in the Career Ladder Grant Program of the Smithville R-II School District shall complete a minimum of clock hours in one or more responsibilities or volunteer efforts. Smithville R-II School District teachers will complete:

- A. At least fifty (50) clock hours for those teachers in Stage I
- B. At least seventy-five (75) clock hours for those teachers in Stage II
- C. At least one hundred (100) clock hours for those teachers in Stage III

Smithville R-II School district teachers participating in the Career Ladder Grant Program shall complete **at least fifty percent (50%) of the minimum required hours directly supporting students** in one or both of the following areas:

- A. Serving as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation
- B. Supporting a district-sponsored extracurricular competition for which the teacher does not already receive additional compensation (ie. serving as moderator for Scholar Bowl tournament, serving as judge for Speech/Debate tournament, etc.)
- C. Providing high quality tutoring or additional learning opportunities to students. Holding “office hours” is not sufficient; students must be present and tutored.
- D. Serving as a mentor for students, whether in a formal or informal capacity

The remainder of the minimum required hours can be completed with responsibilities or voluntary efforts in one or more of the following areas:

- A. Developing district level curriculum under the direction of the Academic Services Department
- B. Participating in professional development directly aligned to the district's Professional Development Plan and sharing learning with colleagues
- C. Presenting professional development to district colleagues. Preparation time for presentation may be counted in total clock hours for this responsibility.
- D. Serving in teacher externships as provided in section 168.025, RSMo
- E. Serving as a mentor or cooperating teacher for new teachers
- F. Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications
- G. Receiving additional teacher training or certification outside of that offered by the school district (i.e. National Board Certification)
- H. Serving on a district or building level committee for which the teacher does not already receive additional compensation
- I. Participating in school-based parent events focused on curriculum, instruction, social-emotional learning or kindness & inclusion
- J. Communicating with parents via newsletters, phone calls, conferences, individualized grade reports (in addition to district grade reports and conferences). Parental contacts need to relate to instruction and cannot be focused on extra-curricular activities.
- K. Conducting home visits for the purpose of meeting with parents to provide optimal support to students in academic, social-emotional or behavioral need

- L. Earning graduate level hours that qualify an educator to move horizontally on the salary schedule. Every college credit hour is worth 8 clock hours. College courses need to tie to instruction and be job related. When college credit is earned for a workshop, for purposes of career ladder, it will count as college course hours, not workshop hours.

**V. The DCLP shall show evidence of teacher, administrator and patron involvement in the development of the DCLP.**

The Smithville R-II School District teachers selected five teachers, two administrators, one parent and one board member to serve on a working group that developed the Smithville R-II School District's DCLP. This working group gathered feedback on the draft of the DCLP and made appropriate revisions before it was presented to the local school board for approval.

**VI. The DCLP shall contain provisions for assessment of the district's Career Ladder.**

- A. The Smithville R-II School District has created an assessment committee. This committee consists of educators, administrators and patrons. This committee will annually assess the success of the DCLP. They will report to the board each year at the regular May board meeting regarding the benefits for school and students, and teacher interest and participation. In addition, the Smithville R-II School District will report data on their Career Ladder Grant Program to the Department of Elementary and Secondary Education upon request. Information reported to the department upon request may include but not be limited to
  - B. Total number of teachers participating at each stage
  - C. Total state contribution
  - D. Total local contribution
  - E. Total hours of teacher participation in these categories
    - a. Developing district level curriculum under the direction of the Academic Services Department
    - b. Participating in professional development directly aligned to the district's Professional Development Plan and sharing learning with colleagues
    - c. Presenting professional development to district colleagues. Preparation time for presentation may be counted in total clock hours for this responsibility.
    - d. Participating in teacher externships as provided in section 168.025, RSM
    - e. Serving as a mentor or cooperating teacher for new teachers

- f. Serving as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation
- g. Supporting a district-sponsored extracurricular competition for which the teacher does not already receive additional compensation (ie. serving as moderator for Scholar Bowl tournament, serving as judge for Speech/Debate tournament, etc.)
- h. Serving as a mentor for students, whether in a formal or informal capacity
- i. Providing high quality tutoring or additional learning opportunities to students. Holding “office hours” is not sufficient; students must be present and tutored.
- j. Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications
- k. Receiving additional teacher training or certification outside of that offered by the school district (i.e. National Board Certification)
- l. Serving on a district or building level committee for which the teacher does not already receive additional compensation
- m. Participating in school-based parent events focused on curriculum, instruction, social-emotional learning or kindness & inclusion
- n. Communicating with parents via newsletters, phone calls, conferences, individualized grade reports (in addition to district grade reports and conferences). Parental contacts need to relate to instruction and cannot be focused on extra-curricular activities.
- o. Conducting home visits for the purpose of meeting with parents to provide optimal support to students in academic, social-emotional or behavioral need
- p. Earning graduate level hours that qualify an educator to move horizontally on the salary schedule. Every college credit hour is worth 8 clock hours. College courses need to tie to instruction and be job related. When college credit is earned for a workshop, for purposes of career ladder, it will count as college course hours, not workshop hours.

F. Overall annual retention rates of participating teachers

**VII. The DCLP shall contain procedures for appealing decisions made regarding approval or denial of application and placement on the Career Ladder, including the right to substantive and procedural appeals of the PBTE.**

Any Smithville R-II School District educator who is denied participation in the Career Ladder Program due to a determination from the performance-based evaluation process or a determination that they have not met the requirements for participation will have the option to appeal that determination. The appeal procedure shall include:

- A. An opportunity to have the decision reviewed by the superintendent of schools of the Smithville R-II School District; and
- B. An opportunity to have the decision rendered by the superintendent reviewed by the local board of education for the Smithville R-II School District.

Appeal procedures shall be implemented in a timely fashion. All decisions made with respect to a teacher's application to and placement on any stage of the Career Ladder shall be based on the qualifications for that stage as stated in this Smithville R-II School District Career Ladder Plan.

**VIII. The DCLP shall contain provisions for recognition of teacher mobility from one participating district to another within the state.**

An educator entering the Smithville R-II School District may apply to participate on any Career Ladder stage for which he/she is qualified based on total years of experience in a Missouri public school.

The Career Ladder Grant Program Standard:

<b>STAGE</b>	<b>DOLLARS</b>	<b>HOURS</b>	<b>MINIMUM # OF RESPONSIBILITIES</b>
Stage I	\$1,500	50	1
Stage II	\$3,000	75	1
Stage III	\$5,000	100	1

The minimum number of responsibilities or volunteer efforts and the minimum number of clock hours must be met for a teacher to be eligible under the Career Ladder Grant Program.

## APPENDIX A: Activities Inappropriate for the Career Ladder Program

The following are examples of activities that are not acceptable responsibilities or voluntary efforts to be included in a teacher's Career Ladder Development Plan.

THIS LIST IS NOT ALL INCLUSIVE.

- Painting classrooms
- School beautification projects
- Community activities that do not include students
- Community activities that include students but are not directly and obviously related to instruction
- Taking tickets, time keeping, score keeping, attending school functions
- Any fundraisers or concession stand activities (PTO carnivals, PTO craft fairs, 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 day
- Any activity for which the educator receives compensation regardless of the source of that compensation
- College classes in administration (exception: class required for another program; ex.curriculum development)
- Any Church affiliated activity
- Any activity related to scouting or other non-academic activities
- Tutoring cannot include open gym, study hall, detention, and/or any activity for which a teacher receives a stipend
- IEP meetings
- Writing lesson plans or instructional units that are part of a teacher's regular responsibility to implement the district's curriculum and to design appropriate learning experiences for the students in his/her classroom or team

NOTE: The educator should be an ACTIVE participant in the planning and execution of approved activities. 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 coworkers ideas, teaching strategies, content updates, etc, acquired at the professional meeting.

- Being a presenter is sufficient.
- Supervision of students on the bus (ex. field trips) is not adequate.



APPENDIX B: Career Ladder Development Plan for Teachers

***Career Ladder Development Plan for Teachers***

Name:

**QUALIFICATIONS**

**Select one stage:**

- Stage I: Two years' teaching experience (50 hours)
- Stage II: Three years' teaching experience (75 hours)
- Stage III: Five years' teaching experience (100 hours)

**Mark all that apply:**

- Regular length, full-time contract (required)
- Appropriate certification (required)
- Acceptable performance as determined by the district's performance-based teacher evaluation process (required)

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

**Administrator's Signature:**

**Date:**

**RESPONSIBILITIES OR VOLUNTARY EFFORTS (select all that apply)**

- \_\_\_\_\_ Developing district level curriculum under the direction of the Academic Services Department (Evidence: Assistant Superintendent Signature)
- \_\_\_\_\_ Participating in professional development directly aligned to the district's Professional Development Plan (Evidence: Assistant Superintendent Signature)
- \_\_\_\_\_ Presenting professional development to district colleagues. Preparation time for presentation may be counted in total clock hours for this responsibility. (Evidence: Assistant Superintendent Signature)
- \_\_\_\_\_ Participating in teacher externships as provided in section 168.025, RSM (Evidence: Verification by Externship Provider)
- \_\_\_\_\_ Serving as a mentor or cooperating teacher for new teachers (Evidence: Log)
- \_\_\_\_\_ Serving as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation (Evidence: Coach/Supervisor Verification)
- \_\_\_\_\_ Supporting a district-sponsored extracurricular competition for which the teacher does not already receive additional compensation (ie. serving as moderator for Scholar Bowl tournament, serving as judge for Speech/Debate tournament, etc.) (Evidence: Coach/Supervisor Verification)
- \_\_\_\_\_ Serving as a mentor for students, whether in a formal or informal capacity (Evidence: Log)
- \_\_\_\_\_ Providing high quality tutoring or additional learning opportunities to students. Holding "office hours" is not sufficient; students must be present and tutored. (Evidence: Log)
- \_\_\_\_\_ Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications (Evidence: Log)
- \_\_\_\_\_ Receiving additional teacher training or certification outside of that offered by the school district (i.e. National Board Certification, Google Certification, etc.) (Evidence: Certification or Documented Participation)
- \_\_\_\_\_ Serving on a district or building level committee for which the teacher does not already receive additional compensation (Evidence: Sign In Sheet)
- \_\_\_\_\_ Participating in school-based parent events focused on curriculum, instruction, social-emotional learning or kindness & inclusion (Evidence: Sign In Sheet)
- \_\_\_\_\_ Communicating with parents via newsletters, phone calls, conferences, individualized grade reports (in addition to district grade reports and conferences). Parental contacts need to relate to instruction and cannot be focused on extra-curricular activities. (Evidence: Log)
- \_\_\_\_\_ Conducting home visits for the purpose of meeting with parents to provide optimal support to students in academic, social-emotional or behavioral need. (Evidence: Log & Supervisor Signature)
- \_\_\_\_\_ Earning graduate level hours that qualify an educator to move horizontally on the salary schedule. Every college credit hour is worth 8 clock hours. College courses need to tie to instruction and be job related. When college credit is earned for a workshop, for purposes of career ladder, it will count as college course hours, not workshop hours. (Evidence: Transcript)



APPENDIX D: Tutoring/Mentoring Log

Name:

Building:

#	Participant's Name/Tutoring or Mentoring Topic	Date	Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

**Administrator's Signature:**

**Date:**