

SUGGESTED GUIDELINES FOR DEVELOPING CAREER LADDER PLANS 2008-2009

Responsibilities fall into two general categories, “student contact” and “other.” All chosen responsibilities must be "**directly and obviously related to the improvement of programs and services to students.**" The following lists are included to provide direction for plan development; they are not, however, inclusive. Final approval of a District Career Ladder Plan is dependent on Committee action.

A responsibility can be no less than five (5) hours and no more than forty-five (45) hours.

Stage I: Responsibilities must come from at least two (2) areas. A minimum of twenty (20) hours must be student contact hours.

Stage II: Responsibilities must come from at least three (3) areas. A minimum of thirty (30) hours must be student contact hours.

Stage III: Responsibilities must come from at least four (4) areas. A minimum of forty (40) hours must be student contact hours.

REQUIRED RESPONSIBILITIES

- A. The teacher will participate in direct student tutoring, academic programs, or academic projects that directly relate to improvement of student performance in the MAP tested areas. Minimum hours for participants on Stage 1 will be 10, Stage II will be 15, and Stage III will be 20. Career ladder credit for this activity must be logged between the first day of school and the testing window for MAP in April. This means that participants’ Career Ladder Plans must contain an activity that provides for MAP related student contact hours during the calendar school year.
- B. The teacher will participate in after school District Grade Level/Departmental Professional Development meetings.
- C. The teacher on Stage I and II will select one of the following responsibilities for at least five (5) hours of career ladder credit; the teacher on Stage III will select two of the following responsibilities for a minimum of five (5) hours per activity and a total of at least ten (10) hours of career ladder credit.
 - a. **Curriculum development, revision, and implementation**, including text book selection
 - b. **District, building committees relating to BSIP or CSIP:** Subject area/grade level committees, department chairs (under direction of building principal), advisory committees, etc.

- c. **Professional development workshop/conference** aligned with BSIP/CSIP
- d. **Study group** based on Building School Improvement Plan (BSIP) with principal direction/approval and curriculum director approval

Fall, spring, and summer semesters are provided for our students and learning opportunities are provided for our teachers. When developing Career Ladder plans, participants need to remember that students benefit from ongoing learning. It is recommended that participants develop Career Ladder plans that incorporate activities in each of the three phases (fall, spring, and summer) of a school year.

SUGGESTED RESPONSIBILITIES/GUIDELINES

NOTE: STUDENT CONTACT ACTIVITIES: No more than one-third of the hours written into the activity may be logged toward identifying students and planning the activity.

1. Assist students with individual or group academic tutoring. One-half of the tutoring hours must be logged between the first day of school and the testing window for MAP in April.
2. Assist students in extended-day activities (computer labs, library projects, after-school study groups). If no one shows up for the planned activity, the teacher may count one-half of his/her time. If this is a consistent problem, the responsibility should be revised.
3. Tutor in the TREK program.
4. Develop, sponsor and assist students at co-curricular competition(s) or fair(s) (Example: Science Fair, History Day, Cultural Bowl).
5. Serve as a judge for co-curricular student competition(s) located within the Joplin R8 School District.
6. Develop, coordinate and/or tutor in instructional summer programs. (15-25 hours and permission of summer school principal)
7. Coordinate and assist students/parents at a book fair. (5-10 hours per fair)
8. Serve on grade level, building, or district committees, or serve as a department chairperson.

9. Participate in curriculum development or revision.
10. Develop thematic and/or interdisciplinary units in conjunction with teacher specialist or curriculum director.
11. Write and/or implement a proposal for an educational grant under the direction of the building principal and/or superintendent/assistant superintendent.
12. Develop and implement communication activities with parents that directly relate to academic development.
13. Develop parent involvement activities that relate to the curriculum (i.e., games to take home that relate to subject area, brown bag activities for students to take home that relate to subject area, a child/parent subject night, math games, a read together, etc.)
14. Attend professional development workshops and/or conferences and share knowledge with colleagues. Enroll through My Learning Plan or complete the Activation Sheet with principal signature.
15. Develop and present an in district professional development workshop. (Prep time: one-half day workshop up to 10 hours; full day workshop up to 15 hours)
16. Membership and participation in professional organizations open to anyone, such as NEA, MSTA, IRA, MOCAN, etc. (Members -10 hours; Officers -15 hours)
17. Serve as a mentor to a protégée. (15-20 hours outside the school day)
18. Read and summarize journal articles for professional growth. Activation Sheet required. (5 to 10 hours)
- 19.. Collect, analyze, and record DIBELS data. (Student ratio: 99 and under – 5 hours; 100 to 200 – 10 hours; 201 to 300 – 15 hours; over 300 – 20 hours)
20. Complete college courses, workshops/conferences with college credit, or continuing education classes. State Rule: One (1) hour of college credit may be counted as a maximum of eight (8) clock hours for career ladder, up to one-third of required hours. (Stage I -20 hours; Stage II -30 hours; Stage III – 40 hours)
21. Master's Degree. State Rule: May count *once* for 15 hours under the "Grandfather Clause" if not previously counted for college credit.

22. TLA and TLA MENTORS: The TLA and TLA Mentoring program is comprised of two (2) components: Professional Development and Curriculum Development.
 - a) Professional Development Component: Summer Training Workshop (apx. 25 hours)
 - b) Curriculum Development (Application) Component: On-Going Cohort Group Meetings during the school year (apx. 12 hours), plus development of activities (apx. 20 hrs.)
23. e-Joplin: A forty (40) hour Professional Development workshop. Teachers taking e-Joplin for career ladder credit may only count one-third of their plan for Professional Development. This is a state guideline.
24. e-MINTS: Participating teachers may log up to 20 hours of career ladder time under Curriculum Development for the application of concepts developed at home to enrich curriculum within the classroom.
25. TLA GRADUATES: Each school year after completing the TLA program, teachers may log up to 20 hours of career ladder credit under Curriculum Development for the development of Smart Board activities using integrated technology to enrich curriculum. Documentation can be a CD or Notebook.