

Career 203 is Naperville CUSD 203's professional growth model created to reward educators for participation in relevant and rigorous educational opportunities that fulfill the evolving needs of the District's students.



Naperville Community Unit School District

2017-2018

Professional Growth Guide

Human Resources Department

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Introduction

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Benefits and Attributes

In the spring of 2010, Naperville Community Unit School District 203 and the Naperville Unit Education Association (NUEA) finalized a collective bargaining agreement that included a charge for a joint committee to “study and implement new ways to reward teachers for professional development activities” (NUEA Agreement, 2010). A joint committee was formed to include 12 members, six selected by NUEA and six selected by the Naperville Board of Education. The committee elected to call itself the Committee for Professional Innovation (CPI)

The contract called for the committee to meet on a regular basis and report to the Board and NUEA on the primary charge, as well as the following:

- The creation of a universal set of standards by which acceptable professional development is to be undertaken, including but not limited to master’s degree programs, courses beyond master’s degree, and district- sponsored professional development courses and activities.
- A requirement that all courses have an articulated professional purpose relating to present or future professional assignments within the district.
- A discussion of what role National Board Certification should play as a standard to be pursued by all educators.

Furthermore, the contract stipulates that the work of the committee is to be done with the following in mind (NUEA Agreement, 2010):

- Professional development activities undertaken by certified staff in District 203 must have a demonstrable relationship to the improvement of student learning
- There shall be consideration of the impact on the lifetime earnings of certified staff.
- Certified staff has the freedom to pursue educational opportunities outside of a current assignment based on a clearly articulated professional goal and subject to approval by the district.

The resulting work of CPI is Career 203, a restructure of professional development designed to have significant impact on educator growth and student learning. Career 203 is Naperville CUSD 203’s professional growth model created to reward educators for participation in relevant and rigorous educational opportunities that fulfill the evolving needs of the District’s students.



Fulfilling the district's mission for student learning is the over-arching motivator behind the effort to reshape and update the educator professional development approach. CPI's vision is to create a restructured professional development system that demonstrates an impact on teaching and learning.

Career 203 is grounded in current research that shows that educators who are continuously learning and improving their practice contribute in significant and meaningful ways to positive student growth. Such a system will enrich and energize educators, contribute to the staff's passion for life-long learning, and help sustain the district's high performance culture.



In order to improve student learning, Career 203 requires its professional growth model to meet the following standards:

Rigor

The professional growth activities undertaken by staff must be educationally credible and intellectually challenging and require reflection and application on the part of the participating educator.

Relevance

The professional growth activities undertaken by staff must be aligned with the district mission and vision, the needs of students, the district curriculum, and state and national student learning standards. Also considered within the relevance standard are the current and changing demographics of staff and students as well as the future impact of professional growth on the students, the educator, the school and the district.

Efficiency and Transparency

Career 203 is committed to creating a high level of openness, communication and collaboration that promote the efficiency of the professional growth program.

Accountability

The professional growth program ensures not only that completion can be verified, and the newly acquired skill or knowledge is demonstrated within one's work setting, is observable and is supported by evidence.

Collaboration

Career 203 fosters educator collaboration for the construction of knowledge with the ultimate goal of improving student learning. A positive correlation must exist between strong collegial relationships and student achievement.



Career 203 is District 203's professional growth model created to maintain ongoing, relevant and rigorous professional growth in order to fulfill the evolving needs of the students. Career 203 is grounded in research proving that educators who are continuously learning and improving their practice contribute in significant and meaningful ways to positive student growth.

Professional growth experiences within Career 203 are referred to as "bricks." The "Bricks" are used to "pave" one's career path. Educators work collaboratively with a designated administrator to establish a career path. Career 203 offers four predesigned career paths and an individualized career path. The individualized career path permits educators to work with his/her designated administrator to create a career path unique to his/her goals by assembling bricks from the predesigned paths.

Benefits and Attributes of the Model:

- Encourages professional mastery: The proposed model encourages certified staff to pursue progressive and purposeful learning and growth throughout their careers, building a culture of professional excellence.
- Recognizes individual needs and aspirations: The four distinct paths of the proposed model allow educators to mold their careers in accordance with their own goals while helping the district fulfill its mission.
- Offers variety and choice: Professional growth options are diverse including a myriad of avenues for learning. These avenues include professional growth options that are current as well as original and innovative.
- Fosters recruitment and retention: Clearly defined career paths supported by a robust professional growth system can help attract highly qualified staff and lead to greater job satisfaction over an educator's career.
- Uniquely suited for Naperville 203: The system was collaboratively designed by a 12-person committee of six administrators and six members of the Naperville Unit Education Association (NUEA).



Overall Business Rules

Primary Management and Oversight

Career 203 Ongoing Assessment

Role of Designated Administrator

Application Process

Appeals Process

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General Rules

The Career 203 Director is the primary manager of Career 203. The Director coordinates and oversees the application of career paths, approval and credit processes, and program evaluation. Candor and equity are key internal and external forces of Career 203. The Career 203 Director's primary tasks include:

- Maintain the value, productivity and integrity of Career 203
- Assure fairness throughout the program
- Continually assess the validity of Career 203
- Communicate Career 203 progress with educators and administrators
- Collaborate with educators and administrators to meet the needs of Career 203 and its constituents



Career 203 is an adaptable program that meets the dynamic needs of District 203 and its staff and students. The Career 203 program is adjustable to reflect the continuous evolution of the district's culture, climate, environment and demands.

A Career 203 Committee has been established in order to assess the overall program. The committee is comprised of twelve members including six members chosen by the Naperville Unit Education Association and six members chosen by the Board of Education. The assessment process includes but is not limited to the performance of bricks and the possible elimination and addition of bricks. This committee meets between January 15 and April 15.

Recommendations for potential implementation are presented to the Board of Education annually. All recommendations require a vote of nine members of the committee with full consensus preferred.

Board approved changes to the implementation guide shall be effective, recorded and available in the Career 203 Implementation Guide by May 1. These changes shall not be retroactive; therefore, credit previously approved will be honored under the Career 203 business rules that were in effect when the credit was approved.



Designated administrators (principals, assistant principals, etc.) collaborate with each educator in the creation of long-term career planning. Each educator will meet with his/her designated administrator to identify professional growth opportunities and establish career aspirations.

Designated administrators have received training to aid them in the process of career coaching.

Designated administrators are also involved in the approval process of specific professional learning bricks.



Applications of all professional growth experiences begin with the career path collaboration meeting. Once an educator has collaborated with his/her designated administrator, the educator may apply to engage in brickwork. All applications follow the process below:

1. Career 203 Director examines applications and if necessary, requests additional information or clarification from the applicant.
2. Career 203 Director collaborates with appropriate building and/or district personnel to determine approval and compensation for the brick.
3. Final determination is made by Career 203 Director.
4. Career 203 Director communicates decision and compensation to applicant.



Appeals Process

An appeal is a formal process which will be undertaken by an educator if he/she does not agree with the final decision on a Career 203 application. Career 203's priorities include open communication and equity amongst all educators. Denied courses that are not graduate courses accepted into a degree program shall be given justification for denial but are not appealable. In a rare situation where an educator deems an appeal process is necessary, the following steps are to take place:

Step 1: Beginning the formal process

Educator Responsibility	Deadline	Process
Request a formal review of the decision	Request made within 10 working days of initial decision notification	Complete and submit the <i>Request for Review</i> to C203 Director

Step 2: Initial meeting

C203 Director Responsibility	Deadline	Process
Schedule a meeting with the Educator and a Union Representative	Meeting held within 15 working days of receipt of <i>Request for Review</i>	Educator and Union Rep shall be given 3 meeting dates. Meetings are not to take place during the educator's assigned duties.

Step 3: Appeal to Career 203 Appeal Board (NUEA President and CHRO). The Educator and C203 Director will be present and speak at the hearing. A tie vote will result in the initial decision of the Career 203 Director.

Educator Responsibility	Deadline	Process
Request a formal appeal of the decision	Request made within 10 working days of the review meeting	Complete and submit the <i>Notice of Appeal</i> to C203 Director



- A career collaboration meeting with a designated administrator is required as entry into Career 203. The goal of the career collaboration meeting is to establish an educator's career path.
- Career 203 career paths may be filed July 1, 2013 following the educator's career collaboration meeting with his/her designated administrator. Professional Growth activities under Career 203 begin implementation July 1, 2013.
- Each credit hour given salary credit prior to July 1, 2013 shall be worth 10 points.
- Educators enrolled in a District approved post-graduate degree program prior to July 1, 2013 shall earn 10 points per credit hour for the remainder of the District approved program credits only.
- Individual courses approved prior to July 1, 2013 and completed by June 30, 2017 shall earn 10 points per credit hour.
- Individual university course approvals made prior to July 1, 2013 and not completed by June 30, 2017 shall expire on July 1, 2017.
- Educators currently holding National Board Certification shall earn the payment amount as per Career 203 guidelines.
- Educators participating in activities similar to Career 203 bricks prior to July 1, 2013 shall not earn Career 203 credit. Career 203 bricks and credit shall originate beginning July 1, 2013.



Career Path

A career path is a statement of direction in one's career. The career path shall be determined by the educator in cooperation with his/her designated administrator.

Educator participation in bricks depends on the stated career path. All bricks for which an educator applies must relate to the educator's career path. In order for an educator to change his/her career path, a career collaboration meeting with his/her designated administrator is required.

Lane Advancement

Each Career Educator is allowed one lane movement per school calendar year.

Educators who have maximized their salary potential shall earn points and be rewarded a one-time payment of \$1500.00 upon earning 120 points. The payment will coincide with salary advancements as per NMEA and Naperville 203 BOE Bargaining Agreement. Each educator is allowed one \$1500 payment per school year.

Staff members shall be limited to earn 120 points per school calendar year with the exception of staff members in an educational leadership program with a District 203 Partnering University who may earn up to a maximum of 150 points per school calendar year. This limitation shall not apply to the summer semester.

Partial Credit

Career 203 does not allow for partial brick credit in the absence of an unavoidable emergency. In order to obtain partial credit, a "Partial Credit Application" must be filed with the Career 203 Director. Following the review of the application, the applicant will be required to have a conference with the Director. Partial credit will be awarded only upon the Director's approval.

Points/Payment Rewarded

Career 203 sets the number of points and/or payment allowable per brick. The points and/or payments awarded to participants for participating in a brick are not negotiable or appealable. The points and/or payment are set prior to engagement in a brick allowing the educator a choice to engage in the brick for the predetermined reward. Points and/or payments are allotted for time spent above and beyond an educator's professional responsibility and work day. Classroom release time will NOT be rewarded by points and/or payment.



Brick Interaction

Career 203 brick requirements may interact. Each brick shall be evaluated individually. Credit earned from one brick shall not be used to meet the requirements of a different brick.

Examples include but are not limited to:

- Graduate degree program requirements such as a master's program or doctorate program may result in the requirements of other bricks. A participant in a graduate program will not earn additional brick credit for meeting the requirements of his/her degree program. Examples include but are not limited to: certification, endorsement, action research project.
- Participants earning a Master's in Educational Leadership will not earn additional brick credit for meeting the requirements of the internship portion of his/her degree program.

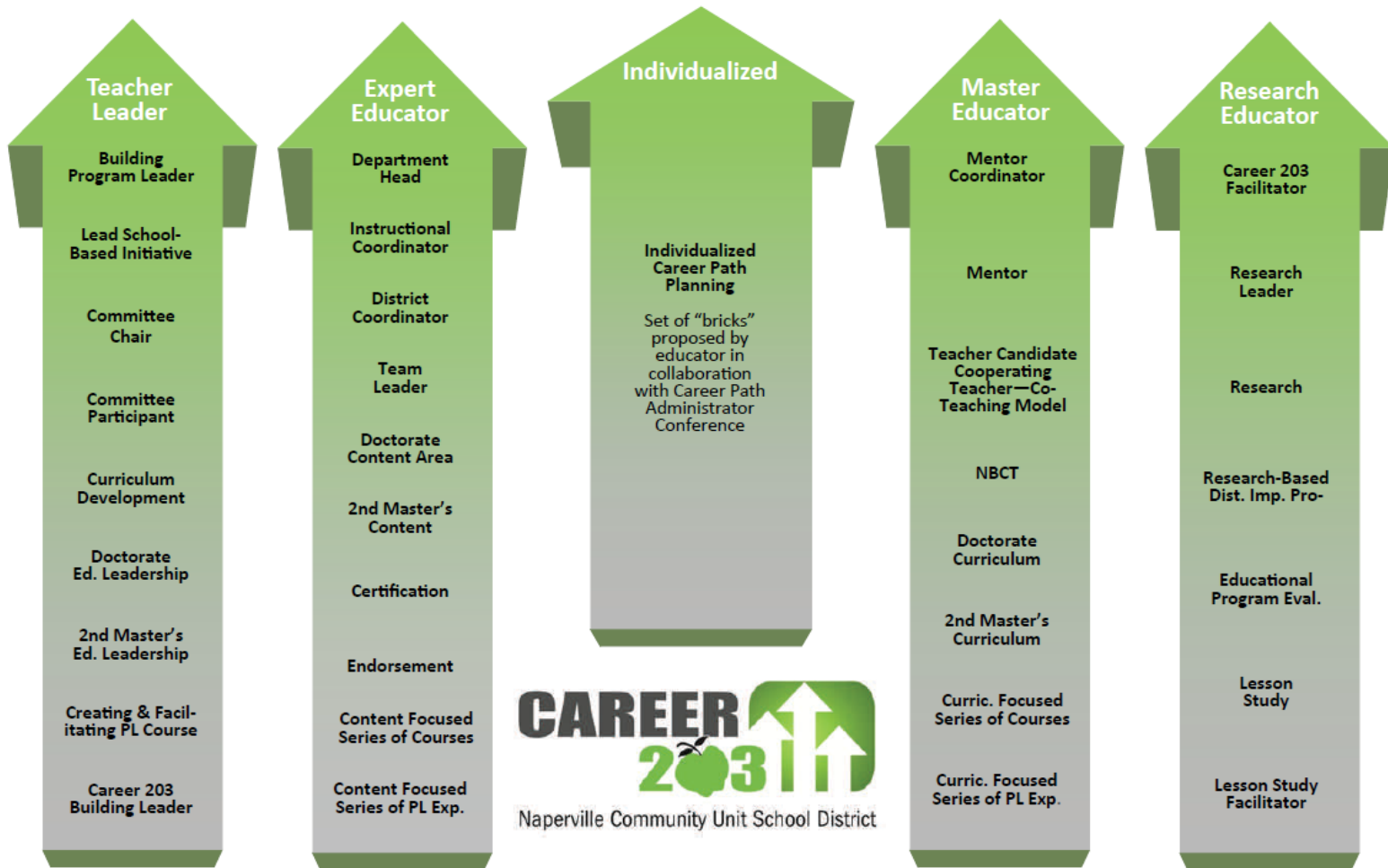


Building a Career Path

Career 203 Model

Entry into District 203

5 Career Paths



Career Educator

Master's Degree—Threshold to Career Paths

Emerging Educator

Educators who have not yet earned an education-focused Master's Degree

New Teacher System of Support

Developing Competencies: Focus on instructional practice and the learning the community/district/community



New Educator System of Support

Naperville School District 203 provides a comprehensive system of support for all new educators. District 203 recognizes the responsibility of all stakeholders to invest in the support of each new educator in all domains of the Danielson Framework. Professional learning is provided in multiple settings and structures to prepare each educator for success with an ultimate goal of increasing student learning. Based on need, new educators also receive the support of well-trained mentors who coach new educators on best practices and current standards that align to the District's goals and mission.

The New Educator System of Support is a two year program and includes the following learning experiences:

- **New Educator Orientation**
 - 2 summer days – District
 - 2 summer days – Building
 - District-based curriculum overview (k-8)
 - Building-based curriculum overview (9-12)
- **New Educator Professional Learning Sessions**
 - Reflective Dialogue
 - Danielson Model
 - Formative Assessment
 - Homework Analysis
- **Mentor Collaboration**
- **Peer Observations**
- **Job-Embedded Professional Learning**
- **Personal Video Analysis**

New Hire Categories

1. **Emerging Educator:** Educators who have not earned a Master's Degree. Emerging educators must follow the guidelines below when applying for a master's degree:
 - The master's degree must be earned through a university that offers undergraduate degree programs.
 - Educators entering a Principal Prep program must have a minimum of four years teaching experience with a minimum of two years of teaching experience completed in NCUSD 203. Educators must have also earned a summative rating of proficient or higher on his/her evaluation for two years preceding the start of the principal prep program.
2. **Career Educator:** Educators who have successfully earned a Master's Degree. Earning a Master's Degree is the threshold to advance to one of four pre-designed career paths or the "My Career Path" option.



Career Path 1: Teacher-Leader. An educator who has additional responsibilities to enhance the development of colleagues and advance the missions of the school or district.

Bricks: Committee Chair, Building Program Leader, Leader of School-Based Initiatives, Curriculum Development, 2nd Master's in Educational Leadership, Doctorate in Educational Leadership, Teaching PL Courses, Career 203 Building Leader, Committee Participant.

Career Path 2: Expert Teacher. An educator who specializes and develops his/her knowledge in one or more subject areas and/or grade level.

Bricks: Instructional Coordinator, Team Leader, Department Coordinator, 2nd Master's in Content Area, Doctorate in Content Area, District Curriculum Coordinator, Certifications, Endorsements, Series of Content-Focused Graduate Courses, Series of Content-Focused PL Experiences.

Career Path 3: Master Teacher. Designed for educators who pursue professional growth to enhance their specific pedagogical and content skills.

Bricks: Lead Mentor, Mentor, National Board Certification, 2nd Master's in Curriculum, Doctorate in Curriculum, Series of Instructional or Curriculum-Focused Graduate Courses, Series of Instructional or Curriculum-Focused PL Experiences, District Cohort Facilitator.

Career Path 4: Research Teacher. Designed for the educator who is focused primarily on their daily practice and whose professional growth is school or classroom-based and is integrated into the workday.

Bricks: Research Leader, Lead or Design Research-Based District Improvement Project, Research Project, Career 203 Facilitator, Lesson Study.

My Path: Educators select preferred bricks listed on career paths 1-4 and individualize a career path. In a collaborative discussion with their administrator, individual paths are created with both the goals of the educator and the mission of the district in mind.



Career 203 Bricks

Brick Credit

Individual Bricks

All work completed through Career 203 is the property of Naperville
Community Unit School District 203.

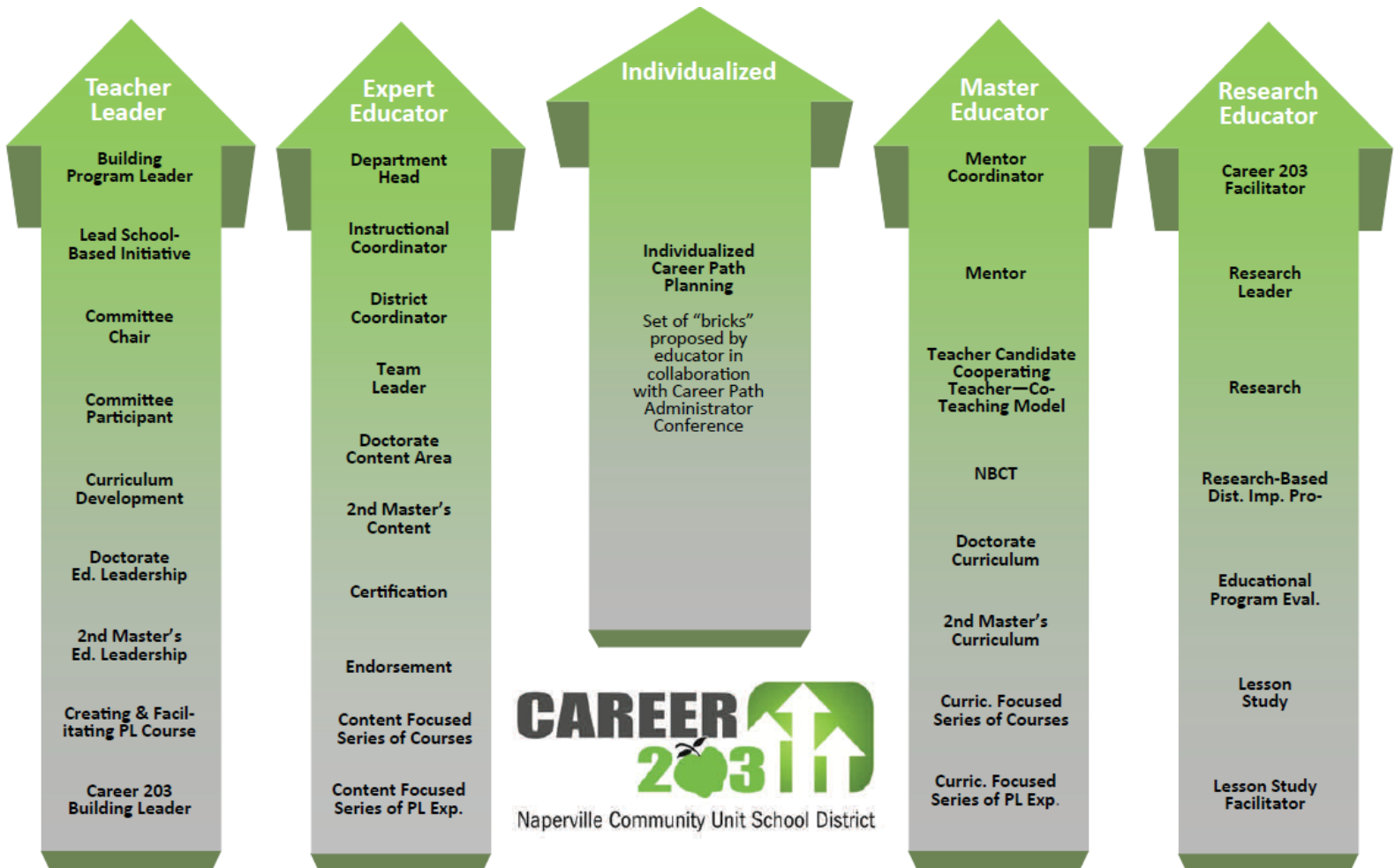
Guidelines:

1. All standards must be met by each brick for credit.
2. The points or payment awarded to each brick are represented by one of two categories:
 - Pre-determined amount: The amount of payment/points an educator is capable of earning has been set and is non-negotiable.
 - Amount Range: Amount of payment/points an educator may earn is based upon the duration and rigor of the experience. Payments/points are determined by the Career 203 Director in cooperation with the appropriate personnel, and applicants are informed prior to engaging in the brick.
3. Payment/points shall be earned upon **completion** of the brick with the exception of graduate degree programs, District approved endorsement programs, and District organized Series of Courses. Such courses are eligible for points upon the completion of a minimum of three courses.
4. Any work receiving credit under Career 203 must reflect the vision of District 203's mission to its constituencies and Focus 2020
5. All bricks under Career 203 shall demonstrate that its programs, courses and services deem appropriate to its mission and to its specific goals and objectives.
6. It is the responsibility of the individual educator to emphasize both mastery of subject matter involved and an understanding of related research and research methodology. This emphasis implies growth of the educator's ability to integrate and apply the subject matter in a sustainable manner.
7. Some learning experiences may not represent sustainable professional growth and will not be compensated. However, these learning experiences may integrate within one's career path. In order for the educator to maintain an accurate career path, applications for such experiences shall be completed. Follow-up work is not required.
8. Compensation for graduate level coursework is based on semester credit hours. To convert quarter credit hours to semester credit hours, use the following formula:
$$\text{quarter hours} \times \frac{2}{3} = \text{semester hours}$$



Individual Bricks

Click on the brick for detailed information.



Purpose:

This brick allows certified staff the opportunity to lead a program specific to a school building. The program must be an established program within the school or district. Programs must be approved by building administration. Qualifying programs must adhere to the following criteria:

1. The program must further the existing School Improvement Plan and/or meet other, specific school needs in accordance with the District 203 vision statement.
2. The program must be ongoing in nature (not one-year-only).
3. The program must involve significant research and preparation from the leader throughout the planning and implementation process.

Credit Process:

- Brick application completed and approved.
- Approval of brick credit form.
- Submit electronic working file of program to Career 203.
 - Goals of program
 - Activities completed to sustain program
 - Staff collaboration/meeting dates
 - Account for all expenses of program

Brick Responsibilities

- Complete necessary research and data to support/continue program.
- Understand and communicate the program's goals and objectives.
- Guide program through the implementation/process of long and short term goals.
- Communicate with stakeholders in order to maintain proper feedback.
- Work as leader within the building.
- Collaborate with staff, administration and other leaders to ensure success of program.
- Create a timeline for each objective of program.
- Estimate costs of objectives and identify income.
- Document and report success/failure of program to appropriate building or district administration at beginning, mid-point and end of school year.
- Establish future criteria for the success of program.

Compensation: Payment

Determination of amount: Rigor of the program and the amount of hours one is engaged in leading the program and assuring its success

Range: Up to \$1500.00



Purpose:

This brick allows for the opportunity to lead a school-based initiative. The initiative must encompass the district/school goals, District Improvement Plan, and/or School Improvement Plan and will create, enhance or innovate curriculum or social-emotional and/or behavior program and be developed with building administration. The premise of the initiative is that the ultimate goal of the educational process assures student achievement and develops 21st Century learning skills.

Credit Process:

- Application for Initiative completed collaboratively with building administrator and approved by Career 203.
- Brick application completed and approved.
- Digital copy of working file turned into Career 203.
 - Meeting agendas and minutes
 - Initiative vision statement, goals, outline/timeline and outcome
 - Reflection pieces
 - Implementation findings that include baseline, mid-term and long-term results.
 - Presentation materials

Brick Responsibilities:

- Complete necessary research and data to support initiative.
- Assess the need and determine the gap where initiative is to be implemented.
- Create a system to monitor the progress of the initiative.
- Obtain “buy-in” from stakeholders and possible committee members.
- Create initiative committee as deemed necessary (committee must be approved through Career 203)
- Understand and communicate the initiative’s vision, measurable goals and objectives.
- Create a structure: Why are we doing this? Who are the stakeholders? How will this benefit the students? What does the end piece look like?
- Collaborate with staff, administration and other leaders to ensure success of initiative.
- Schedule dates, times and locations for committee meetings.
- Establish and confirm an agenda for each meeting.
- Create a timeline.
- Estimate costs of objectives and identify income.
- Transition from formulation to implementation to execution of initiative.
- Guide initiative through the implementation of short and long term goals.
- Maintain a working file of initiative progress.
- Document and report successes/failures of initiative.
- Present to staff as required and to Career 203 Learning Community.

Compensation: payment

Determination of amount: research, structure and rigor of the initiative

Range: Up to \$2000.00



Purpose:

This brick allows certified staff the opportunity to lead a professional growth-level committee through the process of planning, implementing, evaluating and sustaining innovative committee work that encompasses the District Mission Statement, District Improvement Plan, School Improvement Plan, and/or school goals. Committees will be created by district or building administration OR as a result of a building initiative resulting collaboratively from staff and building administration

Professional growth earning salary credit through a committee chairperson shall be distinct from other committees that do not rise to the level of sustainable professional growth. Staff wishing to serve as a chairperson on these committees are committing to a process significantly beyond those processes involved in most building-level committees that simply rise to the level of the professional responsibility of staff members.

Credit Process:

- Brick application completed and approved.
- Approval of brick credit form.
- Electronic working file of committee work turned into Career 203 office. Requirements include but are not limited to:
 - Goals and work of committee
 - Agendas and minutes for each meeting
 - Summary/reflection of completed work and future sustainability

Brick Responsibilities:

- Work with committee as the leader of the team.
- Schedule dates, times and location for meetings.
- Establish and confirm an agenda for each meeting.
- Assure agenda is presented to members 2 days prior to meeting date.
- Provide leadership and maintain discussion as per agenda.
- Create a timeline.
- Estimate costs of objectives and identify income.
- Complete necessary research.
- Delegate responsibilities as needed.
- Ensure minutes are accurate, retained and reviewed prior to the beginning of the next meeting.
- Report work of committee to appropriate building or district administration at beginning, mid-point and end of committee work.
- Implement committee work.
- Establish sustainability process of implementation and project future.
- Complete follow-up of work within 6 weeks of implementation.

Compensation: payment

Determination of amount: the ultimate goals and work of the committee

Range: up to \$1000.00



Purpose:

This brick allows certified staff the opportunity to be an active member of an ongoing school or district committee. The committee shall be related to student achievement, the school improvement plan, the district improvement plan or a school initiative. The creation of the committee results from an initiative identified by administration or a building level initiative identified by a staff member.

Professional growth earning salary credit through a committee participant shall be distinct from other committees that do not rise to the level of sustainable professional growth. Staff wishing to serve as a participant on these committees are committing to a process significantly beyond those processes involved in most building-level committees that simply rise to the level of the professional responsibility of staff members.

Credit Process:

- Brick application for Committee participant completed and approved or asked to participate on committee by administrator.
- Attendance at meetings and full commitment to the process.
- Approval of brick credit form.
- Follow-up reflection on the professional growth attained turned into Career 203.

Brick Responsibilities:

- Realize all work is done for district and is visible.
- Contribute in a meaningful manner.
- Communicate with committee chair.
- Collaborate with entire committee.
- Perform assignments as determined by committee chair.
- Relay any information required.
- Use appropriate technology.
- Engage in necessary research and report findings back to committee.
- Participation in the implementation process of the committee work.
- Maintain a working file of committee work.

Compensation: payment

Determination of amount: ultimate goals and work of the committee

Range: up to \$800.00



Purpose:

This brick allows for certified staff the opportunity to complete a set of graduate coursework resulting in a doctorate in Educational Leadership from an accredited university subject to district criteria. This path is designed to allow for growth of leadership skills within professionals. The skills shall be shared with the district by engaging in leadership activities throughout the duration of the program study.

Credit Process:

- Contact the Director of Career 203 to begin the application process
- Absorb all costs of the program.
- Receive coursework approval.
- Points will be earned upon the completion of a series of courses. Educators must earn a “B” or higher in each course to earn points.
- Doctorate-Educational Leadership forms completed and approved by appropriate personnel.
- All official transcripts on file in HR office.
- Yearly credit requires a reflection piece approved by Career 203 Director.

Brick Responsibilities:

- Make commitment to degree program.
- Make commitment to district to implement new knowledge within current educational setting.
- Review and reflect on new knowledge gained from coursework.
- Maintain part in a learning community that creates articulation and a clear vision.
- Enhance competency and knowledge to become a leader of all learners including students and staff members.
- Produce inquiry-based knowledge that promotes reflection and advancement.
- Maintain coursework outside of district time.
- Gain capability to form logical decisions with educational setting at root of decision.
- Inspire peers to successfully engage in their job.
- Listen to others.
- Be a visionary and passionate about that vision.
- Focus on the future; reflect on the past.
- Become an effective problem solver.
- Participate in leadership roles as part of follow through process.

Compensation: points

Determination of amount: see Appendix A

Range: 24 points per course-10 points per credit hour; \$1000/year payment upon successful completion of Doctorate program



Purpose:

This brick allows certified staff the opportunity to pursue a path in educational leadership in order to develop a wide range of leadership skills that promote the success of all students. The skills acquired in the Educational Leadership program shall be shared with the district by engaging in leadership activities throughout the duration of the program study.

Educators entering a Principal Prep program must have a minimum of five years teaching experience prior to entering a Principal Prep program.

Credit Process:

- Contact the Director of Career 203 to begin the application process
 - Interview with the Director of Career 203
 - Interview with the Chief Human Resources Officer
- Complete required application forms.
- Absorb all costs of the program.
- Point Credit will be granted for courses as requirements are met:
 - A grade point average of a 3.0 on a 4.0 scale or a 4.0 on a 5.0 scale was achieved.
 - A series of a minimum of three courses has been completed.
- All official transcripts are on file in HR office.
- Yearly credit requires a meeting with the Career 203 Director.

Brick Responsibilities:

- Make commitment to degree program.
- Make commitment to district to implement new knowledge within current educational setting.
- Review and reflect on new knowledge gained from coursework.
- Maintain part in a learning community that creates articulation and a clear vision.
- Enhance competency and knowledge to become a leader of all learners including students and staff members.
- Produce inquiry-based knowledge that promotes reflection and advancement.
- Maintain coursework outside of district time.
- Gain capability to form logical decisions with educational setting at root of decision.
- Be a visionary and passionate about that vision.
- Focus on the future; reflect on the past.
- Become an effective problem solver.

Compensation: points

Determination of amount: see Appendix A

Range: 18 points per course-10 points per credit hour



Purpose:

This brick allows certified staff the opportunity to design a course (either traditional or online) to be utilized by district personnel. The educator will prepare and execute the course accordingly. The focus of the course is determined by the Learning Services Department and must be relevant, applicable and engaging to other educators in a traditional or digital learning environment. Reflection of the District's goals and/or vision, the SIP or DIP must be the driving point of the course.

Credit Process:

- Brick application completed and accepted/approved by appropriate personnel.
- Follow the guidelines of Learning Service's "Professional Learning Course Development Process." The course design process is run through the Learning Services Department and must meet the expectations set by this department.
- A digital working file of the course expectations, syllabus, timeline and participant evaluations turned into Career 203.
- Approval of brick credit form.
- Plan for follow-up activities to ensure participant learning is ongoing and implemented into the educational setting turned into Career 203.

Brick Responsibilities:

- Compliance to all aspects of Learning Service's "Professional Learning Course Development Process."
- Use of effective methods for presenting.
- Aligned to Learning Forward's Professional Learning Standards and Grounded in Adult Learning Theory.
- Coursework delivered in concise, engaging manner that allows for thorough understanding.
- Course shall consist of theory, demonstration, practice, reflection and feedback.
- Create and maintain a working timeline, syllabus, and course assignments.
- Locate availability/manner for services and set date(s).
- Establish follow-up activities.

Compensation: points or payment

Determination of amount: see Appendix A

Range: up to 40 points or up \$900



Career 203 Building Program Leader

Purpose:

This brick allows certified staff the opportunity to lead a learning community comprised of staff members to support ongoing learning and effective classroom practice. The Career 203 Leader will support the implementation of Career 203 initiatives throughout the District so that professional staff is kept aware and informed of projects that are ongoing and/or complete which may have applicability at the building level. The Career 203 Building Leader will attend district Career 203 meetings at the PSAC in order to lead building meetings reflecting ongoing professional growth through Career 203. High Schools will have 3 representatives per building; Junior Highs will have 2 representatives per building; Elementary Schools will have 1 representative per building.

Credit Process:

- Brick application completed and approved/accepted.
- Attend required trainings and meetings.
- Maintain minutes of meetings and attendance record.
- All data forms completed and accepted.
- Digital working file of meeting agendas and minutes turned into Career 203.
- Approval of brick credit form.

Brick Responsibilities:

- Create inviting setting for collaboration that encourages staff input.
- Report to staff successful practices occurring within the district.
- Encourage peers to value professional growth and respect the work of their peers.
- Focus on student learning.
- Advance skills of educators based on student results.
- Create a culture of collaboration.
- Promote risk-taking, hard work, commitment, and collaboration.
- Maintain confidentiality.

Compensation: payment

Determination of amount: number of meetings for which the leader is responsible to attend and lead

Amount: up to \$500



Purpose:

This brick allows for certified staff the opportunity to participate in district-level curriculum development teams. Staff participating in this brick will be participants in the ongoing curriculum development and review process throughout the all levels of the district. The goal of the writing process is to promote student learning by engaging in research and study of best practices. Curriculum development work includes alignment to prevailing standards, review of best practice and instruction, development of assessments both formative and summative, development of instructional approaches, implementation plan of new curriculum, continuous review and revision and resource selection. The curriculum process is led and approved by the district Learning Services Department.

Credit Process:

- Brick application completed and accepted/approved by Career 203
- Completion of structured education and/or training as required.
- Attendance at meetings.
- Commitment to full process within the four Phases of Curriculum Development Process: Planning, Curriculum Development, Curriculum Development and Professional Learning, Implementation.
- Curriculum Development Team forms completed and approved. The forms will include feedback from Learning Services' administrators.

Brick Responsibilities:

- Follow Curriculum Development Process as established by Learning Services.
- Research, study and review effective instructional practices outside of meeting times.
- Provide research-based and data driven facts to drive the writing process.
- Analyze current trends and make note of needed change.
- Be knowledgeable and meet specific requirements of certain programs (ESL, vocational, etc.)
- Offer opportunities for differentiation.
- Participate in sub-committees as required.
- Assure curriculum language is comprehensible to staff, parents and community members.

Compensation: points or payment

Determination of amount: see Appendix A

Range: see Appendix A



Purpose:

This brick allows certified staff the opportunity to serve as an Instructional Coordinator at the high school level. An Instructional Coordinator leads a group of educators at the high school level by leading content-related meetings, implementing new initiatives, preparing budgets and facilitating the logistical needs of the content area department for which they are responsible. An Instructional coordinator maintains an important role of leadership and a significant responsibility to evaluate the personnel in his/her department.

Instructional Coordinators must have Illinois Evaluator privileges.

Credit Process:

- Brick application completed and approved by building principal and submitted to Career 203.
- Follow guidelines as per building principal.
- Approval of brick credit form.

Brick Responsibilities:

- Assure the mission and strategic goals of the District are understood and promoted in department.
- Prepare and submit reports and documents for principal.
- Provide support to all department members.
- Participate in building leadership activities as required.
- Conduct monthly meetings of which an agenda is provided to members and maintain minutes.
- Focus meetings on student performance and instructional practice.
- Collaborate with counselors, administrators and other support staff to benefit the needs of students.
- Oversee the maintenance of equipment, facilities, textbooks and other instructional materials.
- Establish solid knowledge base of the department/team in order to maintain efficiency of department.
- Provide effective communication to all members of department/team.
- Represent your department/team in building/district meetings as needed.
- Maintain full-time teaching schedule; responsibilities are to be completed outside of instructional hours.
- Oversee and facilitate department/team planning and instructional strategies. Assure academic activities are related to adopted curriculum.



- Record inventory of textbooks, instructional materials and capital equipment.
- Budget and request new supplies as needed.
- Maintain parent and community communication.

Compensation: stipend

Determination of amount: as per contract language

Range: as per contract language



Purpose:

This brick allows certified staff the opportunity to serve as a District Curriculum Coordinator. A District Curriculum Coordinator leads a group of educators within a specific field by holding content-related meetings, implementing new initiatives, preparing budgets and facilitating the logistical needs of the district department for which they are responsible.

Credit Process:

- Brick application completed and approved by Learning Services.
- Follow guidelines as per supervisor's request.
- Approval of brick credit form.

Brick Responsibilities:

- Assure the mission and strategic goals of the District are understood and promoted in department.
- Prepare and submit reports and documents for Learning Services as requested.
- Provide support to all department members.
- Participate in department leadership activities as required.
- Conduct meetings of which an agenda is provided to members and maintain minutes. Focus meetings on student performance and instructional practice.
- Collaborate with counselors, administrators and other support staff to benefit the needs of students.
- Oversee the maintenance of equipment, facilities and other instructional materials.
- Establish solid knowledge base of the department/team in order to maintain efficiency of department.
- Provide effective communication to all members of department/team.
- Represent your department/team in district meetings as needed.
- Maintain full-time teaching schedule; responsibilities are to be completed outside of instructional hours.
- Oversee and facilitate department/team planning and instructional strategies. Assure activities are related to adopted curriculum.
- Record inventory of materials and capital equipment.
- Budget and request new supplies as needed.

Compensation: stipend

Determination of amount: as per contract language

Range: as per contract language



Purpose:

This brick allows certified staff the opportunity to serve as a Department Head in a junior high setting. A Department Head leads a group of educators at the middle school level by leading content-related meetings, implementing new initiatives, preparing budgets and facilitating the logistical needs of the content area department for which they are responsible. A department head maintains an important role of leadership.

Credit Process:

- Brick application completed and approved.
- Approval of brick credit form.
- Digital working file turned into Career 203 on December 1 and June 1
 - Meeting agendas, minutes and participants.
 - Long-term and short-term goals of the department.
 - Student learning improvements data.
 - Reflection of process.

Brick Responsibilities:

- Assure the mission and strategic goals of the District are understood and promoted in department.
- Prepare and submit reports and documents for principal.
- Provide support to all department members.
- Participate in building leadership activities as required.
- Conduct monthly meetings of which an agenda is provided to members and maintain minutes.
- Focus meetings on student performance and instructional practice.
- Collaborate with counselors, administrators and other support staff to benefit the needs of students.
- Oversee the maintenance of equipment, facilities, textbooks and other instructional materials.
- Establish solid knowledge base of the department/team in order to maintain efficiency of department.
- Provide effective communication to all members of department/team.
- Represent your department/team in building/district meetings as needed.
- Maintain full-time teaching schedule; responsibilities are to be completed outside of instructional hours.



- Oversee and facilitate department/team planning and instructional strategies. Assure academic activities are related to adopted curriculum.
- Record inventory of textbooks, instructional materials and capital equipment.
- Budget and request new supplies as needed.
- Maintain parent and community communication.

Compensation: stipend

Determination of amount: contract language

Set amount: as per contract language



Purpose:

This brick allows certified staff the opportunity to serve as a team leader at the elementary and junior high levels. A team leader leads his/her grade level team through by supporting the principal in areas of leadership, communication, professional development and student learning. A team leader maintains important roles of leadership at the foundational level of the implementation of school initiatives and programs.

Credit Process:

- Brick application completed and approved.
- Approval of brick credit form.
- Digital working file turned into Career 203 on December 1 and June 1
 - Meeting agendas, minutes and participants.
 - Long-term and short-term goals of the team.
 - Student learning improvements data.
 - Reflection of experience.

Brick Responsibilities:

- Assure the mission and strategic goals of the District are understood and promoted in each team meeting.
- Promote professionalism, positive morale and atmosphere.
- Facilitate interpersonal relationships (collaboration, problem solving, conflict resolution, team building)
- Support and mentor all team members.
- Manage and delegate daily team needs.
- Educate parents on school improvement focus of the building (parent presentation, article for newsletter, etc)
- Create a deeper understanding of the SIP goals
- Participate in the annual Data Spa and follow-up meetings to create school improvement plans.
- Serve on Building Leadership Team/SIP Team.
- Serve as an active presenter in institute and staff development opportunities.
- Coordinate communication with parents, staff and administration about student needs and goals.



- Act as liaison between teams and administration. Advocate for the team at the building leadership level and advocate for the building leadership at the team level.
- Facilitate team discussions focusing on the pedagogy of teaching and best practice.
- Model and share best practices, the building's instructional goals and professional growth at the team level.
- Facilitate discussions and documentation about the needs and goals of learners.
- Facilitate cross-curricular, grade level, and content area discussions concerning common themes, vocabulary, assessments and student work.
- Maintain full-time teaching schedule; responsibilities are to be completed outside of instructional hours.

Compensation: Middle School: stipend; Elementary: payment

Determination of amount: Middle School: contract language; Elementary: responsibilities, preparation and rigor

Set amount: Middle School: as per contract language; Elementary: up to \$1500



Purpose:

This brick allows certified staff the opportunity to complete a set of graduate coursework resulting in a Doctorate in a Content Area from an accredited university subject to district criteria. This path is designed to allow for growth of content focused instructional skills and knowledge. The skills shall be shared with the district by engaging in content-focused activities throughout the duration of the program study.

Credit Process:

- University program application completed and accepted/approved. Doctorate program must be from an accredited, district approved university/college.
- Point credit will be granted upon the completion of a series of a minimum of 3 classes.
- All classes must earn a letter grade of a “B” or higher in order to earn compensation. .
- Earn degree from program.
- All official transcripts are on file in HR office.

Brick Responsibilities:

- Make commitment to degree program.
- Integrate educational setting into the cognitive process of the coursework.
- Maintain part in a learning community that creates scholarly articulation and a clear vision.
- Enhance competency and knowledge to become an expert in area of study and leader of all learners including students and staff members.
- Engage in the coursework and become an active learner.
- Achieve high-quality, rigorous research throughout the program.
- Take responsibility for setting your goals and meeting them; maintain self-direction.
- Become an effective problem solver.
- Produce inquiry-based knowledge that promotes reflection and advancement.
- Participate in content-based roles as part of follow through process.
- Translate new knowledge into improved student learning.

Compensation: points and payment

Determination of amount: see Appendix A

Point range: 24 points per course-10 points per credit hour

Payment: \$1000 per school year to begin the school year subsequent to earning Doctorate degree



Purpose:

This brick allows certified staff the opportunity to complete a set of graduate coursework resulting in a 2nd Master's Degree with a content focus from an accredited university subject to district criteria. This brick is designed to allow for growth of content focused instructional skills and knowledge. The skills shall be shared with the district by engaging in content-focused activities throughout the duration of the program study.

Credit Process:

- University program application completed and accepted/approved. Master's program must be from an accredited, district approved university/college.
- Point credit will be granted upon the completion of a series of a minimum of 3 classes.
- All classes must earn a letter grade of a "B" or higher in order to earn compensation. .
- Successfully complete all degree requirements.
- All official transcripts are on file in HR office.

Brick Responsibilities:

- Make commitment to degree program.
- Integrate educational setting into the cognitive process of the coursework.
- Maintain part in a learning community that creates scholarly articulation and a clear vision.
- Enhance competency and knowledge to become an expert in area of study and leader of all learners including students and staff members.
- Engage in the coursework and become an active learner.
- Achieve high-quality, rigorous research throughout the program.
- Take responsibility for setting your goals and meeting them; maintain self-direction.
- Become an effective problem solver.
- Produce inquiry-based knowledge that promotes reflection and advancement.
- Participate in content-based roles as part of follow through process.
- Translate new knowledge into improved student learning.

Compensation: points

Determination of amount: see Appendix A

Point range: 18 points per course-10 points per credit hour



Purpose:

This brick allows certified staff the opportunity to earn an additional certification. This promotes the learning of the educator and furthers the skills necessary to be an innovative educator. Certification results in effective educators who drive education with appropriate training. District 203 encourages specialists to maintain certification in specified areas. These certificates will be recognized under Career 203. Examples include CCC and LCSW.

Credit Process:

- Brick application completed and approved/accepted.
- Receive coursework/conference approval
- Apply for acceptance to University or enroll in accredited conference/workshop.
- Completion of all coursework maintaining a GPA of a “B” or higher or completion of conference/workshop with reflection/implementation piece.
- Pass required certification test(s).
- Absorb all costs of courses, workshops and certificates.
- Approval of brick credit form.
- Transcripts on file in HR office (if applicable).

Brick Responsibilities:

- Make commitment to certification program.
- Make commitment to district to implement new knowledge within current educational setting.
- Review and reflect on new knowledge gained from coursework.
- Maintain part in a learning community that creates articulation and a clear vision.
- Enhance competency and knowledge to become an expert in area of certification and leader of all learners including students and staff members.
- Become an effective problem solver.
- Produce inquiry-based knowledge that promotes reflection and advancement.
- Maintain coursework outside of district time.
- Engage in the learning experience and become an active learner.
- Participate in certified roles as part of follow through process.

Compensation: points

Determination of amount: Educators will only earn points for approved certification programs.

Range: Up to 60 points for initial certification or up to 10 points per credit hour



Purpose:

This brick is designed to allow for certified staff the opportunity to earn an endorsement in a different subject area or grade level. An endorsement is a statement appearing on the educator's license that identifies the specific subjects or grade levels that the license holder is authorized to teach. An Endorsement does not constitute a teacher highly qualified in the core academic areas for NCLB purposes. The knowledge, skills and strategies obtained through the endorsement process will improve instruction and student learning. The endorsement shall become a component of the educator's professional responsibility.

Credit Process:

- Brick application completed and accepted/approved.
- Apply to accredited, district approved university.
- Absorb cost of endorsement process.
- Register for coursework in a given endorsement content area and have courses approved through HR.
- Contact the ROE and/or ISBE to have the endorsement issued online through entitlement or submission of appropriate forms to the state.
- Endorsement forms completed and approved.
- Coursework is required to attain an endorsement. Participants will not earn credit for coursework if he/she is earning Endorsement brick credit. Educators enrolled in a degree program will only earn credit for degree program.

Brick Responsibilities:

- Make commitment to endorsement program.
- Make commitment to district to implement new knowledge within current educational setting.
- Review and reflect on new knowledge gained from coursework.
- Maintain part in a learning community that creates articulation and a clear vision.
- Enhance competency and knowledge to become an expert in area of endorsement and leader of all learners including students and staff members.
- Become an effective problem solver.
- Incorporate new knowledge into current practice.
- Engage in the learning experience and become an active participant.
- Produce inquiry-based knowledge that promotes reflection and advancement.

Compensation: points

Determination of amount: course requirement; rigor; achievement of endorsement

Range of points: Up to 10 points per credit hour



Purpose:

This brick allows certified staff the opportunity to complete a series of graduate hours that address a specific content, instructional or student-need area without enrolling in a higher education degree program. Coursework must have a direct bearing on one's assignment (or possible assignment). The knowledge, skills and strategies obtained through the graduate courses will improve instruction and student learning by enhancing the abilities of the educator. The knowledge gained becomes a component of the educator's professional responsibilities.

Credit Process:

- Brick application completed and approved.
- Courses must:
 - Have relevance to the educator's current assignment
 - Have a level of rigor deemed necessary for sustainable learning
 - Have a measurable follow-through process.
- Enroll in courses and maintain a 3.0 on a 4.0 grade scale or a 4.0 on a 5.0 grade scale.
- Attend all sessions and complete all required work.
- Approval of brick credit form.
- Official transcripts on file in HR office.
- Reflection piece following each course.
 - Course name/description
 - Positives/negatives of course
 - Effectuation of course in regards to current instructional setting
 - Future implementation of knowledge gained from course.
 - Plan for sharing and how new learning will be incorporated into practice.

Brick Responsibilities:

- Be willing and prepared to communicate your newfound knowledge to your colleagues.
- Integrate educational setting into the cognitive process of the coursework.
- Implement appropriate time management skills and organize your studies.
- Take responsibility for learning.
- Engage in the coursework and become an active participant.
- Invest fully in the course to ensure a lasting experience.
- Incorporate new knowledge into classroom setting.
- Maintain coursework outside of district time.



Compensation: points

Determination of amount: see Appendix A

Range of points: 18 points per course – 10 points per credit hour



Purpose:

This brick allows certified staff the opportunity to complete a series of professional learning experiences that address a specific content, instructional or student-need area. The knowledge, skills and strategies obtained through the professional learning experiences will improve instruction and student learning by enhancing the abilities of the educator. For the purposes of this brick, a “professional learning experience” must focus on student results and become a component of an educator’s professional responsibility. These may be courses that are offered within District 203 and/or taught by District 203 personnel, individual courses offered by a university, conferences, etc. All professional learning experiences must meet the standards set out in the Learning Forward Standards for Effective Professional Learning.

Credit Process:

- Brick application completed and approved.
- Professional Learning Experiences must:
 - Have relevance to the educator’s current assignment.
 - Have a level of rigor deemed necessary for sustainable learning.
 - Have a follow-through process.
- Enrollment in PL experience(s).
- Attend full length of all sessions.
- Written reflection turned into Career 203 for each experience.
- Approval of brick credit form.
- Professional Learning Experience forms completed and approved by appropriate personnel.

Brick Responsibilities:

- Be willing to communicate your newfound knowledge to your colleagues.
- Integrate educational setting into the cognitive process of the Professional Learning.
- Take responsibility for learning.
- Engage in the learning experience and become an active participant.
- Invest fully in the Professional Learning to ensure a lasting experience.
- Incorporate new knowledge into classroom setting.
- Systematically examine educational practice with other professionals.
- Pursue shared inquiry.
- Translate educator learning into improved student learning.
- Prepare current assignment for any necessary release time.



Compensation: points or payment dependent on learning experiences and determined upon approval of brick.

Determination of amount: intensity, rigor and length of experiences; relation to District initiatives

Range: Up to 100 points or up to \$1000 determined by District Administration



Purpose:

This brick is designed to allow for certified staff the opportunity to earn National Board Certification. National Board Certification is an advanced teaching credential. It complements, but does not replace, a state's teacher license. It is valid for 10 years. Renewal candidates must begin the renewal process during their eighth or ninth years as NBCTs. National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do. National Board Certification is available nationwide for most preK-12 teachers. All District 203 candidates can be coordinated through one NBCT in District 203 who will mentor the cohort through the process.

Credit Process:

- Brick application completed and accepted/approved.
- Complete NBCT candidate application.
- Absorb all costs of NBCT.
- Approval of brick credit form.
- Reflection piece stating how NBCT has benefited you as an educator.

Brick Responsibilities:

- Accept and meet the personal challenge of National Board Certification.
- Recognize all aspects of education including assessment, cultural factors, linguistic factors, poverty affects, students' with Individualized Education Plans, etc.
- Strengthen teaching talents through the opportunities brought forth in program.
- Increase and assist in the development of resources for teaching.
- Engage in multiple learning communities.
- Cultivate peer relationships with educators outside of district.
- Solidify a philosophy of learning
- Share new knowledge with district staff.
- Collaborate with peers and administration to enhance learning opportunities within the certification process.
- Contribute to reform efforts of district.
- Advocate student improvement, professional learning, instructional engagement and collaboration.



Compensation: points followed by payment

Determination of amount: set amount

Points: 60 points upon earning certification

Point Note: Educators earning point credit through University coursework will not earn an additional 60 points upon certification.

Payment: \$1500 per year following year 1 of certification; valid certification required for payment;

Payment Notes:

- Educator will earn payment for 9 years including year of certification expiration
- Certification renewal is required to continue payment after 9th year

Example of compensation Plan for November, 2014 Certification:

January, 2015	60 points
SY16	0
SY17	\$1,500
SY18	\$1,500
SY19	\$1,500
SY20	\$1,500
SY21	\$1,500
SY22	\$1,500
SY23	\$1,500
SY24	\$1,500
SY25	\$1,500



Purpose:

This brick allows for certified staff the opportunity to complete a set of graduate coursework resulting in a doctorate in curriculum from an accredited university subject to district criteria. This path is designed to allow for growth of curriculum skills within professionals. The skills shall be shared with the district by engaging in curriculum activities throughout the duration of the program study and upon completion of the program. Candidates earning a doctorate in curriculum will be given priority to engage in curriculum writing activities.

Credit Process:

- University program application completed and accepted/approved. Doctorate program must be from an accredited, district approved university/college.
- Point credit will be granted upon the completion of a series of a minimum of 3 classes.
- All classes must earn a letter grade of a “B” or higher in order to earn compensation. .
- Earn degree from program.
- All official transcripts are on file in HR office.

Brick Responsibilities:

- Make commitment to degree program.
- Integrate educational setting into the cognitive process of the coursework.
- Maintain part in a learning community that creates scholarly articulation and a clear vision.
- Enhance competency and knowledge to become an expert in area of study and leader of all learners including students and staff members.
- Engage in the coursework and become an active learner.
- Achieve high-quality, rigorous research throughout the program.
- Take responsibility for setting your goals and meeting them; maintain self-direction.
- Become an effective problem solver.
- Produce inquiry-based knowledge that promotes reflection and advancement.
- Participate in content-based roles as part of follow through process.
- Translate new knowledge into improved student learning.

Compensation: points and payment

Determination of amount: see Appendix A

Point range: 24 points per course-10 points per credit hour

Payment: \$1000 per school year to begin the school year subsequent to earning Doctorate degree



Purpose:

This brick allows for certified staff the opportunity to complete a set of graduate coursework resulting in a master's in curriculum from an accredited university subject to district criteria. This path is designed to allow for growth of curriculum skills within professionals. The skills shall be shared with the district by engaging in curriculum activities throughout the duration of the program study and upon completion of the program. Candidates earning a master's in curriculum will be given priority to engage in curriculum development activities.

Credit Process:

- University program application completed and accepted/approved. Program must be from an accredited, district approved university/college.
- Point credit will be granted upon the completion of a series of a minimum of 3 classes.
- All classes must earn a letter grade of a "B" or higher in order to earn compensation. .
- Earn degree from program.
- All official transcripts are on file in HR office.

Brick Responsibilities:

- Make commitment to degree program.
- Make commitment to district to implement new knowledge within current educational setting.
- Review and reflect on new knowledge gained from coursework; become an innovator of curriculum.
- Maintain part in a learning community that creates articulation and a clear vision.
- Enhance competency and knowledge to become a leader of all learners including students and staff members.
- Produce inquiry-based knowledge that promotes reflection and advancement.
- Maintain coursework outside of district time.
- Gain capability to form logical decisions with educational setting at root of decision.
- Inspire peers to successfully engage in their job.
- Listen to others.
- Be a visionary and passionate about that vision.
- Focus on the future; reflect on the past.

Compensation: points

Determination of amount: see Appendix A

Point range: 18 points per course-10 points per credit hour



Series of Graduate Courses – Instructional or Curriculum Focused

Purpose:

This brick allows certified staff the opportunity to complete a series of graduate courses that address a specific instructional or curriculum area without enrolling in a higher education degree program. Coursework must have a direct bearing on one's assignment (or possible assignment). The knowledge, skills and strategies obtained through the graduate courses will improve instruction and student learning by enhancing the abilities of the educator. The knowledge gained becomes a component of the educator's professional responsibilities.

Credit Process:

- Brick application completed and approved.
- Courses must:
 - Have relevance to the educator's current assignment
 - Have a level of rigor deemed necessary for sustainable learning
 - Have a measurable follow-through process.
- Enroll in courses and maintain a 3.0 on a 4.0 grade scale or a 4.0 on a 5.0 grade scale.
- Attend all sessions and complete all required work.
- Approval of brick credit form.
- Official transcripts on file in HR office.
- Reflection piece following each course.
 - Course name/description
 - Positives/negatives of course
 - Effectuation of course in regards to current instructional setting
 - Future implementation of knowledge gained from course.
 - Plan for sharing and how new learning will be incorporated into practice.

Brick Responsibilities:

- Be willing to communicate your newfound knowledge to your colleagues.
- Integrate educational setting into the cognitive process of the coursework.
- Implement appropriate time management skills and organize your studies.
- Take responsibility for learning.
- Engage in the coursework and become an active participant.
- Invest fully in the course to engrain a lasting experience.
- Incorporate new knowledge into classroom setting.



Compensation: points

Determination of amount: see Appendix A

Range of points: 18 points per course – 10 points per credit hour



Series of PL Experiences – Instructional/ Curriculum Focused

Purpose:

This brick allows certified staff the opportunity to complete a series of professional learning experiences that address a specific instructional or curriculum-focused area. The knowledge, skills and strategies obtained through the professional learning experiences will improve instruction and student learning by enhancing the abilities of an educator. For the purposes of this brick, “professional learning experience” must focus on student results and become a component of an educator’s professional responsibility. These may be courses that are offered within District 203 and/or taught by District 203 personnel, individual courses offered by a university, conferences, etc. All professional learning experiences must meet the standards set out in the Learning Forward Standards for Effective Professional Learning.

Credit Process:

- Brick application completed and approved.
- Professional Learning Experiences must:
 - Have relevance to the educator’s current assignment.
 - Have a level of rigor deemed necessary for sustainable learning.
 - Have a follow-through process.
- Enrollment in PL experiences.
- Attend full length of all sessions.
- Written reflection turned into Career 203 for each experience.
- Approval of brick credit form.
- Professional Learning Experience forms completed and approved by appropriate personnel.

Brick Responsibilities:

- Be willing to communicate your newfound knowledge to your colleagues.
- Integrate educational setting into the cognitive process of the PD.
- Take responsibility for learning.
- Engage in the learning experience and become an active participant.
- Invest fully in the PD to engrain a lasting experience.
- Incorporate new knowledge into classroom setting.
- Systematically examine educational practice with other professionals.
- Pursue shared inquiry.
- Translate educator learning into improved student learning.
- Prepare current assignment for any necessary release time.



Compensation: points or payment dependent on learning experiences and determined upon approval of brick.

Determination of amount: intensity, rigor and length of experience; link to District initiatives.

Range: up to 100 points or up to \$1000 determined by District Administration



Purpose:

This brick allows certified staff the opportunity to provide mentorship to new educators. Mentors provide high-quality, intensive and systematic learning situations that foster development and professional growth for educators new to the profession, new to the district, or new to his/her role. The mentor is a coach who acts as a role model by conveying experience-based knowledge and enabling, encouraging and championing the mentee. Mentors guide the mentee as he/she develops thereby improving performance and productivity for the school system.

Credit Process:

- Brick application completed and approved.
- Approval of brick credit form.
- Digital working file turned into Career 203

Brick Responsibilities:

- Maintain the integrity of District 203's New Teacher System of Support
- Attend mentor training sessions.
- Attend orientation as scheduled by mentor coordinator.
- Collaborate with mentee as required by Teacher Induction program.
- Complete monthly checklists with mentee.
- Observe mentee and provide constructive feedback.
- Invite mentee to observe your class with a post collaborative conversation.
- Create a positive, trusting relationship and climate for open communication.
- Provide support, encouragement and feedback.
- Encourage capability; develop competence.
- Demonstrate collaboration.
- Reflect and share the importance of past experiences – positive and negative.
- Assist in the development of skills and the understanding of the mentee's role, career path and professional development
- Extend mentee's developmental network.
- Actively listen and ask open ended questions.
- Encourage strategic thinking.
- Create a systematic process and timeline for the work of you and your mentee.
- Coordinate time for mentoring and activities.
- Maintain open lines of communication with Mentor Coordinators and Learning Services.



- Determine effect on student learning for all action items.
- Provide a collegial working condition.
- Maintain Confidentiality

Compensation: payment

Determination of amount: experience of mentee

Range: up to \$1000



Purpose:

This brick allows certified staff the opportunity to lead the mentoring program. Under the direction of Learning Services, a lead mentor plans and facilitates the mentoring program by leading and organizing mentor training sessions, coaching mentors and assigning mentors to mentees. The common goal of the lead mentor is to improve student learning by providing growth and learning opportunities for mentors and mentees.

Credit Process:

- Brick application completed and approved.
- Approval of brick credit form.
- Digital working file turned into Career 203

Brick Responsibilities:

- Maintain the integrity of District 203's New Educator System of Support.
- Sustain a knowledge base of an effective mentoring program.
- Assist in the coordination of the after school cohort training for mentees.
- Coordinate mentors and mentees.
- Plan and facilitate mentor training sessions.
- Coach mentors through the entire process.
- Inform the appropriate administration of your mentoring assignments
- Collaborate with appropriate personnel to create mentor training sessions.
- Identify helpful resources for mentors and mentees.
- Continually assess the program and adapt as needed
- Keep record of all mentoring requirements.
- Conduct quarterly meetings with mentors that encourage collaboration and self-reflection.
- Maintain confidentiality.

Compensation: payment

Amount: \$1250.00



Teacher Candidate Residency Program: Cooperating Teacher

Purpose:

Tenured staff has the opportunity to mentor a teacher candidate using a co-teaching model to achieve instructional effectiveness for all students. The cooperating teacher engages the teacher candidate in an authentic classroom experience that exemplifies the dynamics of a classroom environment. The shared professional responsibilities allow for a teacher candidate to plan, implement and assess best instructional practices throughout the placement. Teacher candidates have the opportunity to gain hands-on teaching experiences with a readily available mentor to provide resources.

Credit Process:

- Application submitted and approved (approval requires tenure)
- Attend all trainings and planning times
- Complete all brick responsibilities
- Collaborate with Human Resources, building administration, university personnel, and teacher candidate to assess the co-teaching model
- Submit brick completion form

Brick Responsibilities:

- Attend all training as required by Human Resources and the collaborating university
- Schedule a minimum of two hour weekly planning time with teacher candidate outside of instructional time
- Ensure a shared classroom environment – post teacher candidate’s name on door, provide a work area similar to own, engage teacher candidate in all classroom activities/instruction beginning on the first day of teacher candidate residency, etc.
- Review building procedures and expectations; explain staff activities
- Invite teacher candidate to all educational events
- Follow the co-teaching process as stated below.
 1. Phase-in
Cooperating teacher is instructional lead
 - ✓ Welcome your co-teaching teacher candidate to staff and parents
 - ✓ Encourage teacher candidate to build relationships within the school community
 - ✓ Determine content to be taught
 - ✓ Communicate and co-plan with teacher candidate on a daily basis
 - Value teacher candidate’s ideas
 - ✓ Allow candidate to experience all co-teaching strategies
 - ✓ Provide specific praise
 - ✓ Facilitate reflection on successes and challenges
 2. Middle
Teacher candidate is instructional lead
 - ✓ Provide guidance for content and standards
 - ✓ Co-plan and support teacher candidate as instructional lead
 - ✓ Communicate with candidate to pre-determine which co-teaching strategies will be implemented



- ✓ Be aware and provide appropriate support when needed
- ✓ Guide teacher candidate through prioritization of tasks
- ✓ Allow teacher candidate time to speak to and observe other colleagues
- ✓ Encourage teacher candidate to reflect on rationales for instructional decisions

3. Phase-out

Teacher candidate shares instructional lead with cooperating teacher

- ✓ Share and slowly regain primary responsibility of instructional lead in co-teaching partnership
- ✓ Continue to co-plan and co-teach using co-teaching strategies
- ✓ Provide feedback to teacher candidate and the university supervisor
- ✓ Facilitate reflection on successes and challenges of co-teaching experience

Compensation: payment

Amount: up to \$1000



Purpose:

This brick allows certified staff the opportunity to assist the Career 203 Director in the support of coordinating and administering projects and programs. Project Facilitators will be trained to become experts in evaluating research proposals and projects, as well as in evaluating proposed building- and district-wide research-based initiatives. As a result of this training, Project Facilitators provide expert advice to those completing bricks in the facilitator's expert area and convey knowledge in a comprehensible fashion to maintain a productive setting. Career 203 Project Facilitators represent a source of information and feedback to staff members attempting to attain credit for any research-based brick.

Credit Process:

- Become an expert in a brick by exceeding in your work through individualized career path.
- Complete all necessary Project Facilitator training.
- Brick application completed and accepted/approved.
- Attendance at Career 203 Facilitator meetings.
- Working file of all peer meetings and discussion topics. This will be reviewed with Career 203 Director at Facilitator meetings.
- Approval of brick credit form.

Brick Responsibilities:

- Support, promote and advance peers through the process of specified brick areas.
- Guide peers to desired outcome.
- Model expectations.
- Build and maintain expert knowledge in order to guide peers.
- Mediate the control of the brick process in order to sustain an appropriate workflow.
- Collaborate with assigned peers to ensure goals and timelines are being met.
- Maintain open communication with Career 203 Director.
- Uphold confidentiality.

Compensation: payment

Determination of amount: educator's background and variety of needs for position

Range: up to \$1500.00



Purpose:

This brick is designed to allow for certified staff the opportunity to conduct research and implement proposed solutions based on their interest, passion or identified need for a school community. This educator leads a group of 2-5 educators in the completion of an action research project with the group working collaboratively at the school level. The Action Research Leader is responsible for filing paperwork and for the navigation of the implementation process. The projects can be focused in areas that include but are not limited to instructional methods, assessment, curriculum, instructional delivery models and school cultural needs. The action research shall address an aspect of the profession that is wished to be altered and help the educator with the improvement of and/or understanding of the aspect.

Credit Process:

- Brick application completed and approved.
- Action Research Leader application completed and approved. Research team must be listed on application.
- Action Research professional learning course is taken to introduce the proper methodology for Action Research – this may be waived if course has previously been taken.
- Implementation and completion of project.
- Digital copy of final report with recommendations for future research/projects and an overall reflection turned into Career 203.
- Approval of brick credit form.

Brick Responsibilities:

- Project must formally be proposed for building-level projects based on standardized application process (“Because we do this, this is what should happen”- as part of the application process). The driving force is to explore practice and improve it; identify elements for change.
- Make certain all necessary parent forms are distributed if necessary.
- Plan a process to analyze and use current data (achievement, culture, trends, demographics, classroom programs, etc.).
- Display data in a concise manner.
- Seek a solution that is comprehensible to one’s practice.
- Be open, honest and rigorous throughout the process.
- Maintain professional beliefs and values.
- Become a creator of knowledge and problem solver.



- Research, implement, reflect, evaluate.
- Use a variety of quantitative and qualitative research.
- Present a foundation in educational research and use current research to solve a current problem or create research to study a current problem.
- Keep it manageable and interesting.
- Include baseline data collection and post-implementation data collection to measure effectiveness.
- Number of participants needs to be justified.

Compensation: points or payment

Determination of amount: type, rigor and content of research; relevance of research to district; potential future use of research; see Appendix A for further information

Range: up to \$1000.00 or up to 25 points



Purpose:

This brick allows certified staff the opportunity to conduct research and implement proposed solutions based on their interest, passion or identified need for a classroom. The project can be focused in areas that include but are not limited to instructional methods, assessment, curriculum, instructional delivery models and school cultural needs. The action research shall address an aspect of the profession that is wished to be altered and help the educator with the improvement of and/or understanding of the aspect. The staff member working in this brick is part of an action research project team headed by a “Research Leader.”

Credit Process:

- Brick application completed and approved. Projects are applied for by the project leader.
- Research professional learning course is taken to introduce the proper methodology for Research – this may be waived if course has previously been taken.
- Implementation and completion of project.
- Research Project data forms completed and accepted.
- Digital copy of Final report with recommendations for future research/projects and an overall reflection turned into Career 203.
- Approval of brick credit form.

Brick Responsibilities:

- Write and prioritize goals.
- Seek a solution that furthers the district mission and/or achievement of relevant standards.
- Project must formally be proposed for building-level projects based on standardized application process (“Because we do this, this is what should happen”- as part of the application process). The driving force is to explore practice and improve it; identify elements for change.
- Make certain all necessary parent forms are distributed if necessary.
- Plan a process to analyze and use current data (achievement, culture, trends, demographics, classroom programs, etc.).
- Display data in a concise manner.
- Be open, honest and rigorous throughout the process.
- Maintain professional beliefs and values.
- Become a creator of knowledge and problem solver.
- Research, implement, reflect, evaluate.



- Use a variety of quantitative and qualitative research.
- Present a foundation in educational research and use current research to solve a current problem or create research to study a current problem.
- Keep it manageable and interesting.
- Include baseline data collection and post-implementation data collection to measure effectiveness.

Compensation: points or payment

Determination of amount: type, rigor and content of research; relevance of research to district; potential future use of research; see Appendix A for further information

Range: up to \$1000.00 or up to 60 points



Purpose:

This brick is designed to allow for certified staff the opportunity to conduct research and implement proposed solutions based on their interest, passion or identified need for a school community. One teacher leads a group of 2-5 teachers in the completion of a research-based project with the group working together at the district or school level. The projects can be focused in areas that include but are not limited to instructional methods, assessment, curriculum, instructional delivery models and school cultural needs. The research involved in the project shall address an aspect of the District's mission statement or a stated building- or district-wide need related to prevailing educational standards.

Credit Process:

- Brick application completed and approved.
- Implementation and completion of project.
- Lead/Design Research-Based District Improvement Project data forms completed and accepted.
- Final report with recommendations for future research/projectors.
- Approval of brick credit form.

Brick Responsibilities:

- Project must formally be proposed for building-level projects based on standardized application process ("Because we do this, this is what should happen"- as part of the application process). The driving force is to explore practice and improve it; identify elements for change.
- Plan a meeting to analyze current data (achievement, culture, trends, demographics, school programs, etc.). Display data in a concise manner.
- Write and prioritize goals.
- Seek a solution that is comprehensible to district practice.
- Be open, honest and rigorous throughout the process.
- Maintain professional beliefs and values.
- Become a creator of knowledge and problem solver.
- Research, implement, reflect, evaluate.
- Use a variety of quantitative and qualitative research.
- Present a foundation in educational research and use current research to solve a current problem or create research to study a current problem.
- Keep it manageable and interesting.



- Include baseline data collection and post-implementation data collection to measure effectiveness.
- Number of participants needs to be justified.
- Make certain all necessary parent forms are distributed if necessary.
- Final report/document.
- Follow-up data in a year or two to determine outcomes.

Compensation: points or payment

Determination of amount: type, rigor and content of research; relevance of research to district; potential future use of research; see Appendix A for further information

Range: up to \$1000.00 or up to 25 points



Purpose:

This brick allows for certified staff to collaborate with a group of 4-6 peers to intensely and systematically plan one lesson within their curriculum. The Lesson Study experience compels educators to examine their practices based on intense discussion of and observations from their peers. The lesson study team analyzes every aspect of the proposed learning and develops a very detailed lesson plan. The planning is based on research-based knowledge of effective instruction and content knowledge. The lesson is refined as one member of the study team teaches the lesson and the other members of the team critique the instruction. The team then revises the lesson for further field testing until they have a finished product. This “deep dive” into the planning of a lesson enables all participants to learn from one another and to achieve synergy in applying their expertise. Teachers’ learning from the Lesson Study experience carries over into their personal refinement of their own lessons. Lesson Study has been described as the ultimate learning experience for educators.

Credit Process:

- Brick application completed and approved.
 - Short summary of lesson including learning goals is required on application.
- Implementation and completion of Lesson Study.
- Observation of the Lesson Study team at work by an administrator.
- Lesson Study data forms completed and accepted.
- Digital file of Lesson Study
 - Collaborative meeting agendas and minutes
 - Final paper consisting of responsibilities listed below.
- Approval of brick credit form.

Brick Responsibilities:

- Research component
 - ✓ Descriptive title
 - ✓ Participants
 - ✓ Area of study including issues addressed
 - ✓ Description of lesson, how lesson ties to curriculum, alignment to standards
 - ✓ Summary of goals and findings



- Lesson
 - ✓ Inquiry-based Goals: Must contain the purpose and rationale for the lesson as it relates to the completed research. Linguistic content, learning strategies and desired skills must be stated. The process of which the lesson will achieve the goals must be addressed.
 - ✓ Objectives: Description of performance tasks engaging students in the process of acquiring further knowledge.
 - ✓ Alignment to curriculum and standards must be apparent.
 - ✓ Thorough description of the steps of lesson. This includes the goals and objectives, strategies, prerequisites, materials, procedures, activities, assessment, closure and follow-up lessons/ activities.
- Critique/Reflection
 - ✓ Describe the observation process and all information collected during observation.
 - ✓ Explain argumentation processes and conclusions reached at collaboration meetings.
 - ✓ Discussion of rationale for any adjustments to lesson.
- Refined Lesson
 - ✓ All components listed under “Lesson” are required in this section as well.

Although one person may take notes at meetings, all members must keep an up-to-date record of the Lesson Study process.

Compensation: payment

Determination of amount: rigor of study

Amount: up to \$1000



Purpose:

This brick allows for certified staff to facilitate a group of 4-7 peers to intensely and systematically plan one lesson within their curriculum. The Lesson Study Facilitator leads educators through the lesson study experience by fostering support and preparing educators to engage in the process of examining their practices based on intense discussion and observation from their peers. Facilitator must have prior experience with a Lesson Study.

Credit Process:

- Brick application completed and approved.
- Interview with Career 203 Director.
- Lead implementation and completion of Lesson Study.
- Schedule observation of the Lesson Study team at work by an administrator.
- Lesson Study Facilitator data forms completed and accepted.
- Digital file of all Lesson Study meeting agendas and minutes.
- Approval of brick credit form.

Brick Responsibilities:

- Assist participants in the understanding of lesson study and the entirety of the process.
- Set team norms for lesson study.
- Validate the process of the lesson study.
- Connect lesson study with participants' experiences.
- Ground lesson study in research.
- Derive speculation of student reactions to a lesson.
- Prompt conversations regarding instructional improvements.
- Challenge educators' beliefs; Encourage participants to build from others' beliefs.
- Lead the collection and synthesis of data.
- Model collaborative group process.
- Assure that participants in the lesson study receive the maximum learning experience from the study.
- Communicate the commitment and importance of the work to participants.
- Set up all meeting dates and locations.
- Prepare meeting agendas and follow-up meetings with minutes.
- Although one person may take notes at meetings, all members must keep an up-to-date record of the Lesson Study process.



Compensation: payment

Determination of amount: rigor of study

Amount: up to \$300



Purpose:

This brick allows certified staff the opportunity to facilitate a cohort designed by and evaluated by Learning Services and/or Human Resources. Cohort facilitators create an atmosphere of trust and synergy which produce results. The role of the facilitator is to help participants collaborate, innovate, and apply excellence in education. The leadership of the facilitator brings educators together to plan, decide, innovate, implement and share knowledge and responsibilities.

Credit Process:

- Brick application completed and accepted/approved.
- Follow the guidelines set forth by Learning Services and/or Human Resources.
- A digital working file of the cohort's expectations, timeline and participant evaluations turned into Career 203.
- Approval of brick credit form.
- Follow-up activities as directed by Learning Services and/or Human Resources.

Brick Responsibilities:

- Structure and guide the participation of all cohort members.
- Manage the group's process to meet its outcomes.
- Align objectives to blueprint and district goals.
- Design effective agendas with focus on content and process.
- Remain objective.
- Educe information and insight from all members.
- Guide the discussion in a direction that best meets the cohort's outcome(s).
- Maintain a respectful environment where all participants can be the expert of his/her own experiences and thoughts.
- Create and encourage a positive flow of ideas and experiences among all participants.
- Coach cohort participants as they develop new knowledge for implementation in job role.

Compensation: payment

Determination of amount: length of cohort; relation to District initiative(s)

Range: up to \$1500



Appendix A

University Program Approval

University Program Rubrics

Graduate Course Approval

Graduate Course Rubrics

Research

Curriculum Development

Compensation for Creating and Facilitating a PL Course

Mentor Requirements

Career 203's management system shall build a list of distinguished graduate programs. These programs offer relevant, rigorous, progressive, first-class graduate experiences. Educators are expected to build the Tier 1 list by completing the "Program Approval" form each time for which a program is applied. The form will be sent to the Career 203 Director for review and approval by a team. The approved Tier 1 program list will remain dynamic in order to meet the needs of all constituents. If a formerly approved program fails to make an updated list, educators currently enrolled in such program shall complete the program earning Tier 1 points.

Educators approved to enroll in a Tier 1 graduate program shall earn 10 points per credit hour upon completion of a series of a minimum of 3 courses and accomplishment of all Career 203 course credit requirements. Educators are expected to complete the program in its entirety as the credit value is based on program outcomes. If an educator cannot complete the program due to unforeseen circumstances, he/she is required to schedule a meeting with the Director of Career 203 to discuss the potential impact on compensation.

Educators may apply through Career 203 for enrollment in programs at universities/colleges that are not approved as Career 203 Tier 1 programs. Educators receiving Career 203 approval and enrolling in a non-Tier 1 graduate program shall earn the following points:

- 24 points per doctorate level course
- 18 points per master's level course



University Program Rubrics

Numbers 1-7 will be presented in the University Program Application. Please be aware of plagiarism when completing the application. The answers will be scored using the following rubrics. All programs must be approved prior to enrollment. Programs earning a score of 24 or higher will earn Tier 1 credit. Educators may NOT appeal university programs that are not approved for Tier 1 credit. The programs will be reviewed on a yearly basis in the ongoing assessment process. Please contact HR for the Educator Tier 1 University Proposal.

1. Explain the University’s clear vision of rigorous, engaging instructional practices.
2. What are your expected outcomes from the university program to which you are applying?
3. How will these outcomes relate to your career aspirations?
4. How will this program demand you to think creatively, analyze and compare, and question and evaluate?
5. How are research-based instructional practices utilized throughout the program?
6. Describe the critical thinking skills that will be used throughout the program.
7. Why is this program most suitable for you?

Response	1	2	3	4
1	No evidence of rigorous, engaging instructional practices.	Evidence of rigorous, engaging instructional practices has been provided.	1-2 valid examples of rigorous, engaging instructional practices have been provided.	Several valid examples of rigorous, engaging instructional practices have been provided.
2	No outcomes provided.	1-2 outcomes provided.	3-4 outcomes provided.	At least 5 outcomes provided.
3	Outcomes do not relate to career path.	Outcomes have minimal evidence of relationship to career path.	Outcomes reveal 1-2 relationships to career path.	Outcomes reveal 3-4 relationships to path.
4	No evidence of higher level thinking skills.	Evidence of higher level thinking skills has been provided.	1-2 clear examples of higher level thinking skills have been provided.	3-4 clear examples of higher level thinking skills have been provided.
5	No evidence of research-based instructional practices throughout program.	Evidence of research-based instructional practices has been given.	Evidence of research-based instructional practices with examples from 6 courses.	Evidence of research-based instructional practices with examples from 7 courses.
6	No critical thinking strategies have been provided.	Course usage of critical thinking strategies has been provided.	Course usage of critical thinking strategies has been provided with 1-2 details.	Course usage of critical thinking strategies has been provided with several details.
7	No reason given.	Reason is evident.	Response clearly states 2-3 reasons.	Response clearly states 4-5 reasons.



Educators wishing to enroll in an individual graduate course to complete the requirements of a brick must be approved prior to enrollment. All courses must align to the educator's career path and the District's mission, goals and initiatives. Individual courses earning Career 203 approval are subject to the following guidelines:

1. Individual courses from a NCUSD 203 partnering university or college are valued at 10 points per credit hour. The course must be included in a brick to earn compensation.
2. Educators wishing to enroll in an individual course from a non-partnering university shall complete the course pre-evaluation form. Courses must earn a score of 24 in order to be considered a Tier 1 course. Educators may NOT appeal university courses that are not approved for the Tier 1 list. All unapproved and approved university courses will be reviewed each year in the ongoing assessment process.
 - a. A Tier 1 course shall earn 10 points per credit hour.
 - b. A Tier 2 course shall earn 15 points per 3 credit hour course and 20 points per 4 credit hour course.
 - c. Courses taken from non-District approved universities shall earn 0 points.
3. The brick that is inclusive of the individual course must be completed within one calendar year or notification to and approval by the Director of Career 203 must be made.
4. A Career 203 originated series of three or more graduate courses shall earn 10 points per credit hour. No pre-evaluation form is necessary for completion.
5. All courses/learning experiences within the brick must be cohesive.

Denied courses that are not graduate courses accepted into a degree program shall be given justification for denial but are not able to be appealed.



Numbers 1-7 will be presented in the University Graduate Pre-evaluation form. Please be aware of plagiarism when completing the form. The answers will be scored using the following rubrics. All courses must be approved prior to enrollment. Courses earning a score of 24 or higher will earn Tier 1 course credit. Please contact HR for the University Graduate Pre-evaluation form.

1. Connect the course to your career path.
2. By what means will this course enhance your abilities in your current assignment?
3. In what ways does the course demand rigorous, innovative outputs?
4. How does the course elevate critical thinking skills?
5. To what degree does the course promote the use of common core standards in your instruction? If no common core standards are applicable due to educator's position (ex. counselor), please state NA and standard for approval is 20.
6. Explain the process by which the course encourages you as an educator to prepare students to be self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors.
7. Explain the University's clear vision of rigorous, engaging instructional practices.

Response	1	2	3	4
1	Information does not link the course and career path.	Information links the course and career path with no details or examples	Information clearly links the course and career path with 1-2 details and/or examples.	Information links the course and the career path with several details and / or examples.
2	Information does not link the course and current teaching assignment.	Information links the course and current teaching assignment with no details or examples	Information clearly links the course and current teaching assignment with 1-2 details and/or examples.	Information links the course and current teaching assignment with several details and /or examples.
3	No rigorous, innovative outputs from the course have been provided.	Rigorous, innovative outputs from the course have been provided.	Rigorous, innovative outputs from the course have been clearly provided and supported with 1-2 details and/or examples.	Rigorous, innovative outputs from the course have been clearly provided and supported with several details and/ or examples.
4	No critical thinking strategies have been provided.	Course usage of critical thinking strategies has been provided.	Course usage of critical thinking strategies has been provided with 1-2 details.	Course usage of critical thinking strategies has been provided with several details.
5	Course outcomes and common core standards do not correlate.	Course outcomes and common core standards correlation has been provided.	Course outcomes and common core standards correlation has been provided with 1-2 examples.	Course outcomes and common core standards correlation has been provided with several details.
6	No evidence of preparing students to meet the district's mission.	Evidence of preparing students to meet the district's mission has been provided.	1-2 examples of preparing students to meet the district's mission have been provided.	Several examples of preparing students to meet the district's mission have been provided.
7	No evidence of rigorous, engaging instructional practices.	Evidence of rigorous, engaging instructional practices has been provided.	1-2 valid examples of rigorous, engaging instructional practices have been provided.	Several valid examples of rigorous, engaging instructional practices have been provided.



Career 203 allows for four forms of research:

1. Formal Statistical Analysis
 - Collection of data used to report the overall trends referring to an educational practice currently taking place in District 203.
 - Formalized statistical approach.
2. Documentary Research
 - Reflexive analysis of documents
3. Action Research
 - Project unique to a discipline
 - Not all research is scientific-based
 - Takes place within a school building or classroom
 - May be district or educator driven
4. Lead/Design Research Based District Improvement Project
 - District focused
 - Scientific-based research project
 - Generally driven out of district departments but may be educator driven

The district or the educator may originate the focus of the research.

District Driven Research

- District provides topic and thorough guidelines.
- Topics will be presented by a district department or administrator.
- Number of points or payment will be set upfront by administering department and Career 203 Director.
- All district driven action research opportunities shall be pushed out to all constituents by the Career 203 Director. All notifications of opportunities shall reflect all requirements and expectations.

Educator Driven Action Research

- Action Research Topic Proposal sent to Career 203 Director. Validity of topic will be determined by the Assessment Department.
- The Action Research Leader is responsible for the topic proposal.
- Upon acceptance of the proposal, the Assessment Department along with the Career 203 Director will allot the points or payment that will be rewarded upon completion of the research.



All curriculum development will derive from Learning Services. Learning Services shall meet with Career 203 Director in order to push out a curriculum development project to appropriate constituents. The application for the curriculum development project will be posted within the Career 203 software. Each curriculum development project shall have a limited amount of participants. The final decision of participants rests with the Learning Services Administrator(s) and Career 203 Director.

As per Learning Services recommendation, non-Career Educators may be asked to participate in Curriculum Development on a payment basis only.

Each curriculum development project description that is open to staff participation as a brick shall contain the following information:

- The overarching goal guiding the project.
- The approximate hours of engagement. This number shall include the meeting hours and preparation hours.
- The number of participants who will be accepted to engage in the project.
- The number of non-Career Educators who will be asked to engage in the project.
- The points or payment awarded to participants.
- An approximate time frame.

Attendance at all meetings is required. An absence must be approved by the Career 203 Director. An unexcused absence shall result in loss of points/payment amount. Two unexcused absences shall result in removal from committee and result in no points or payment.



Creating and Facilitating a PL Course

Learning Services and Human Resources will supervise and determine the District's needs for PL courses.

Educators engaging in the brick "Creating and Facilitating a PL Course" for the initial time are required to attend an Adult Learning Seminar hosted by Learning Services. Compensation for educators successfully completing this brick for the first time is as follows:

12 hour course	40 points
6 hour course	30 points

Following an educator's initial engagement in the brick "Creating and Facilitating a PL Course," an educator is required to attend a brief online refresh of the Adult Learning Seminar each time he/she repeats the "Creating and Facilitating a PL Course" brick. Compensation for successful repetition of this brick is as follows:

12 hour course	\$900
6 hour course	\$600

Educators also have the option of facilitating an established course. Educators must complete the application "Re-facilitation of an Established PL Course." Compensation for successful facilitation of an established course is as follows:

12 hour course	\$500
6 hour course	\$250

Prior to earning compensation, educators must demonstrate a follow-through process for all educators participating in the course.



Mentor Requirements and Compensation

All first-time mentors are required to attend a mentor training seminar offered by Learning Services. Educators repeating the mentor process are required to attend a mentor training refresh as distinguished by Learning Services. All mentors unable to attend the required training must collaborate with the Lead Mentors to determine a make-up date.

Mentors are required to attend two mentor cohort sessions. Each cohort session will be offered multiple times in order to accommodate schedules.

Mentor requirements are differentiated by new teacher experience. Compensation will be adjusted according to the new teacher's years of experience.

0-1 Year Experience (\$1000)

- Weekly collaboration/ professional learning based on personal, school and district goals.
- Monthly checklists focused on upcoming school and district events, systems, and protocols.
- Mentor observation of mentee
- Mentee observation of mentor

2+ Years Experience (\$500)

- Begin with weekly collaboration then move to monthly collaboration/ professional learning based on personal, school and district goals.
- Monthly checklists focused on upcoming school and district events, systems, and protocols.
- Mentor observation of mentee
- Mentee observation of mentor

Educators mentoring more than one mentor shall earn the full compensation for the initial mentee and 50% of compensation for each additional mentee.



Career 203 Exception

Individual Course Credit

Educators are permitted to earn credit for an individual course without completing a “Series of Courses” or a “Series of Professional Learning Experiences” per the following guidelines:

- A professional conversation is held between an administrator and the educator which results in the consenting signature of the administrator on the “Individual Course Approval” form
- The “Individual Course Approval” form is completed and approved by the Director of Career 203.
- A reflection piece is completed and approved following the course.
- Individual course credit shall only be earned one time prior to the educator engaging in a “Series of Courses” or “Series of Professional Learning Experiences.”
- 5 points per credit hour shall be awarded to the educator upon successful completion of the course.

The “Individual Course Approval” can be obtained from the Director of Career 203 and requires the following information:

- Date of course
- University/College through which the course will be taken
- Connection to Career Path
- Enhancement of skills in current or future assignment
- Explanation of process by which the course encourages an educator to prepare students to be self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors
- Signature of administrator



Effect of Agreement


Understanding and Terms

Understanding and Terms


The terms and conditions set forth in the *2017-2018 Career 203 Professional Growth Guide* represent the full and complete understanding and commitment between the parties hereto. The modifications of the *2017-2018 Career 203 Professional Growth Guide* are reflective of the Career 203 Committee's recommendations to the Board of Education. The Board of Education approved the modifications on February 21, 2017. All members of the Career 203 Committee have reviewed and accepted the *2017-2018 Career 203 Professional Growth Guide*. The *2017-2018 Career 203 Implementation Guide* shall be effective on May 1, 2017.




Mark Bailey, NUEA President



Date



Carol Hetman, CHRO



Date



Gina Herrmann, Director of Career 203



Date

