



Naperville Community Unit School District

Implementation Guide

2012-2013

Introduction

The Charge

Vision

Standards

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) and includes the following members:

1. **David Zager**, Chief Financial Officer
2. **Dan Iverson**, Teacher, NNHS
3. **Marissa Rakes**, Teacher, NCHS
4. **Jeff Van Harlingen**, Teacher, Madison Junior High School
5. **Vicky Ross**, Technology Integration Specialist
6. **Dan Bridges**, Superintendent
7. **Kevin Pobst**, Principal, NNHS
8. **Carol Hetman**, Chief Human Resources Officer
9. **Susan Stuckey**, Principal, Highlands Elementary
10. **Jennifer Hester-Schalk**, Associate Supt. for Learning Services
11. **Lisa Wisinski**, Teacher, Highlands Elementary School
12. **Mark Bailey**, NUEA President

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 have 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.

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 development model to meet the following standards:

Rigor

The professional development 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 development 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 development 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 development program.

Accountability

The professional development 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.

Benefits and Attributes

Career 203 is District 203's professional development model created to maintain ongoing, relevant and rigorous professional development 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 development 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:

1. 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.
2. 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.
3. Offers variety and choice: Professional development options are diverse including a myriad of avenues for learning. These avenues include PD options that are current as well as original, innovative options.
4. Fosters recruitment and retention: Clearly defined career paths supported by a robust professional development system can help attract highly qualified staff and lead to greater job satisfaction over an educator's career.
5. 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

Individual Course Approval

Role of Principal

Approval Process

Appeals Process

General Rules

Primary Management and Oversight

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. Career 203 Director's primary tasks include:

- Maintain the value and productivity 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 in order to meet the needs of Career 203 and its constituents.

Career 203 Ongoing Assessment

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.

Role of Designated Administrator

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 development 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.

Approval Process

Approval of all professional learning experiences begins with the career path collaboration meeting. Once an educator has collaborated with his/her designated administrator, he/she may begin applying for bricks. All applications follow the process below:

1. Career 203 Director will examine applications. If necessary, applications requiring additional information will be returned for editing.
2. Career 203 Director will collaborate with the personnel listed in the chart below.

Brick	Administrator
Committee Chair	Building Administrator
Building Program Leader	Building Administrator
Lead School Based Initiative	Building Administrator
Curriculum Development	Building Administrator/Learning Services
Doctorate-Ed. Leadership	Career 203 Director
2nd Master's - Ed Leadership	Career 203 Director
Creating and Teaching PL Courses	Building Administrator/Learning Services
Committee Participant	Building Administrator
Career 203 Building Leader	Building Administrator
2nd Master's - Content Area	Career 203 Director
Instructional Coordinator	Building Administrator
Department Coordinator	Building Administrator
Team Leader	Building Administrator
Curriculum Coordinator	Learning Services

Brick	Administrator
Endorsement	Career 203 Director
Certification	Department Administrator
Content focused PL Experiences	Building Administrator
Doctorate - Content Area	Career 203 Director
Content-Focused Graduate Courses	Career 203 Director
2nd Master's - Curriculum	Career 203 Director
NBCT	Building Administrator
Take One!	Building Administrator
Doctorate - Curriculum	Career 203 Director
Instructional/Curriculum Focused PL Experiences	Building Administrator
Research	Building Administrator
Research Leader	Building Administrator
Research-Based District Improvement Project	Building Administrator
Lesson Study	Building Administrator
Lesson Study Facilitator	Building Administrator
Career 203 Facilitator	Building Administrator

3. Final approval will be made by Career 203 Director.

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 process.	Within 10 working days of initial decision notification.	Complete and submit the <i>Request for Review</i> sheet.

Step 2: Initial meeting.

Career 203 Director Responsibility	Deadline	Process
Schedule a meeting with the Educator and Career 203 Union Representative.	Meeting will be held within 15 working days of receipt of <i>Request for Review</i> .	Educator and Career 203 Union Representative shall be given 3 meeting dates. The meetings shall be scheduled before school hours, during the educator's lunch break, or after school hours.

Step 3: Appeal to Career 203 Appeal Board (NUEA President and CHRO). Both the educator and Career 203 Director will speak at the Appeal hearing. A tie vote will result in the initial decision of Career 203 Director. Appeal hearings are held quarterly.

Educator Responsibility	Deadline	Process
Request a formal appeal of the decision.	The formal appeal must be requested within 10 working days of the review meeting.	Complete and submit a <i>Notice of Appeal</i> form.

Transition to Career 203

- 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 Development 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 and not yet completed prior to July 1, 2013 shall earn 10 points per credit hour.
- Summer professional learning experiences approved prior to July 1, 2013 will follow 2012-2013 NUEA contract guidelines.
- Educators currently holding National Board Certification shall earn the stipend amount as per Career 203 guidelines.
- Educators currently earning the hourly stipend for participating in a professional development experience will complete their current role at the current hourly pay.
- 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 educator is allowed one lane movement per 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 be rewarded at the end of the school year of which the 120 points is earned.

Staff members shall be limited to earn 120 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/Stipend 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 is non-negotiable nor 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 educators professional responsibility and work day. Classroom release time will NOT be rewarded by points and/or a payment.

Educators must

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:

- A 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

Visual Map

Entry into District 203

5 Career Paths

Opportunities

Example Interaction with Career Paths

Visual Map



Career Educator
Master's Degree - Threshold to Career Paths

Tenure in District 203

Emerging Educator 1:
Educators with some experience or new to profession.

Emerging Educator 2:
Educators who achieved tenure in another district but new to District 203.

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

Entry into Career 203

New Hire Categories. Placement is determined upon being hired in District 203.

- *Emerging Educator 1:* Educators who have not earned contractual continued service (tenure) in another district or are new to the teaching profession.
- *Emerging Educator 2:* Educators who have earned contractual continued service (tenure) in another district but are new to District 203.

Career Educator. Achieved when an educator has successfully earned continual contractual service in District 203 and has earned a master's degree. Earning tenure and a Master's Degree is the threshold to advance to one of four pre-designed career paths or the "My Career Path" option.

Note: Part time educators who have a master's degree and 4 years experience in District 203 may apply through the Career 203 office for recognition as a Career Educator and therefore gain access to an appropriate career path.

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, Set of Content-Focused Graduate Courses, Set of Content-Focused PL Experiences.

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

- **Bricks:** Lead Mentor, Mentor, National Board Certification, *Take One!*, 2nd Master's in Curriculum, Doctorate in Curriculum, Set of Instructional or Curriculum-Focused Graduate Courses, Set of Instructional or Curriculum-Focused PL Experiences.

Career Path 4: Research Teacher. Designed for the educator who is focused primarily on their daily practice and whose professional development 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 professional growth and development 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.

Example Interaction with Career Paths

Educators new to District 203 are considered Emerging Educators, whether they are new to the educational field or experienced but new to District 203. There will be a compensation increase when the educator achieves tenure and another one when the educator earns a first master’s degree. Career paths are accessible after achievement of tenure and obtainment of a Master’s Degree. In collaboration with their evaluator, tenured educators with a master’s degree determine their interaction with the career paths. Educators have the opportunity to choose a pre-designed path or create their own, distinguished path.

Example 1: Career Path 1. Teacher-Leader

Year	Opportunities
1	Committee Participant; Working Towards 2nd Masters in Ed. Leadership
2	Committee Participant; Working Towards 2nd Masters in Ed. Leadership
3	2nd Master’s in Ed. Leadership attained; Building Program Leader
4	Building Program Leader
5	Curriculum Development; Committee Participant
6	Lead School-Based Initiative
7	Lead School-Based Initiative

Example 2: My Path. Individualized Career Path

Year	Opportunities
1	Committee Participant; Working toward 2nd Master’s in Content Area
2	Committee Participant; Working toward 2nd Master’s in Content Area
3	2nd Master’s in Content Area obtained; Mentor
4	Action Research Project
5	Action Research Leader
6	*year without additional PD
7	Lead Mentor

Bricks

Brick Credit

Individual Bricks

Guidelines:

- All standards must be met by each brick for credit.
- The points or payment awarded to each brick are represented by one of two categories:
 1. Pre-determined amount:
 - The amount of payment/points an educator is capable of earning has been set and is non-negotiable.
 2. Amount Range:
 - The amount of payment/points an educator may earn is based upon the duration and rigor of the experience. The payment/points are determined by the Career 203 Director in cooperation with appropriate personnel, and the applicant is informed prior to engaging in the brick.
- Payment/points shall be earned upon **completion** of the brick with the exception of degree programs.
- Any work receiving credit under Career 203 must reflect the vision of District 203's mission to its constituencies.
- 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.
- 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 development of the educator's ability to integrate and apply the subject matter in a sustainable manner.
- Some learning experiences may not represent sustainable professional development and therefore will not be compensated. However, these learning experiences may integrate with 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.

Building Program Leader

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

Lead School-Based Initiative

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.
- Approval of brick credit form.
- 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

Committee Chair

Purpose:

This brick allows certified staff the opportunity to lead a professional development-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 development earning salary credit through a committee chairperson shall be distinct from other committees that do not rise to the level of sustainable professional development. 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

Committee Participant

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 development earning salary credit through a committee participant shall be distinct from other committees that do not rise to the level of sustainable professional development. 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 development 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

Doctorate - Ed. Leadership

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:

- Application for university program completed and approved.
- Absorb all costs of the program.
- Receive coursework approval.
- Points will be earned per class upon completion of the following:
 - 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 reflection piece describing the application of each course into current educational setting is complete and approved.
- 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 stipend upon earning Doctorate degree.

2nd Master's - Ed. Leadership

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.

Credit Process:

- Brick application completed and approved.
- Course approval forms approved through HR.
- Enroll and participate in EDN 500: Leadership for the 21st Century (or equivalent course as per approved College/University).
 - * The names of educators who enroll in this course will be communicated to D203 HR through a course approval process and communication from the course instructor. Educators decide whether they want to go through the admission process for principal preparation program at the conclusion of this course. The D203 Chief Human Resources Officer (CHRO) or designee will be invited to sit in on the D203 educator admission interviews. As part of admission, all D203 educators who qualify for the principal prep program will be required to obtain a signature of support from the D203 CHRO or designee on his/her internship action plan.
- Upon completion of the overview course, students have the following options:
 - ▶ Formal Leadership Options
 - Masters Degree in Leadership & Administration
 - Teacher as Leader State Endorsement
 - ▶ Informal School Leadership
 - Single Courses/Workshops/Academy Offerings for Professional Development
 - Masters Degree in Teacher as Leader in C&I
- Absorb all costs of the program.
- Point Credit will be granted for each course 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 reflection piece describing the application of each course into current educational setting is complete and approved.
- Approval of brick credit form.
- All official transcripts are 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.
- 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

Creating and Facilitating a Professional Learning Course

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 Professional Learning 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 Professional Learning 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 B

Range: Up to 20 points or up to a \$1000.00 stipend

Career 203 Building 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 development 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 development 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

Set amount: \$500

Curriculum Development

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 and Associate Superintendent for Learning Services.
- 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 C

Range: see Appendix C

Instructional Coordinator

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 stipend schedule

Range: as per stipend schedule

District Curriculum Coordinator

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 stipend schedule

Range: as per stipend schedule

Department Coordinator

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

Team Leader

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: stipend

Determination of amount: contract language

Set amount: as per contract language

Doctorate - Content Area

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.
- Receive coursework approval.
- Point credit will be granted per class 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 reflection piece describing the application of each course into current educational setting is complete and approved.
- Approval of brick credit form.
- 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

Range: 24 points per course-10 points per credit hour; \$1000/year stipend upon earning Doctorate degree.

2nd Master's - Content Area

Purpose:

This brick allows certified staff the opportunity to complete a set of graduate coursework resulting in a master's 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.
- Absorb all costs of the program.
- Receive coursework approval.
- Point credit will be granted per class 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 reflection piece describing the application of each course into current educational setting is complete and approved.
- Approval of brick credit form.
- 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.
- Integrate educational setting into the cognitive process of the coursework.
- 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 study and leader of all learners including students and staff members.
- Engage in the coursework and become an active learner.
- 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

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

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 a certificate that identifies the specific subjects or grade levels that the certificate holder is authorized to teach. Endorsement requirements alone will not make 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 180 points

Content-Focused Graduate Courses

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: 15 pts/course-10 pts/credit hour

Content-Focused Professional Learning Experiences

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 measurable 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

Determination of amount: intensity, rigor and length of experiences.

Range: Up to 30 points

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 and payment

Determination of amount: rigor and value of NBCT program

Points: 60 points upon earning certification

Stipend: \$1500 after year one of certification. Educator must maintain his/her certificate in order to earn payment.

Note: Educators earning NBCT points are not eligible to earn course credit points for any coursework taken for NBCT certification prep.

Purpose:

This brick is designed to allow for certified staff the opportunity to participate in Take One!. Take One! is a professional development offered by the National Board for Professional Teaching Standards (NBPTS). Organized around the National Board's professional teaching standards and core propositions, Take One! provides a proven framework for teacher effectiveness and school improvement. Through job-embedded, integrated and collaborative K-12 professional development, Take One! advances student learning and achievement. Each participant learns about the NBPTS Core Propositions and Standards then demonstrates his/her knowledge of the NBPTS process by preparing and submitting one preselected video portfolio entry from any of the current 25 certificate areas of National Board Certification. Take One! is built on the strong research base of the National Board Certification which the National Research Council recognizes as having a positive impact on student achievement and teacher retention. Nationwide, schools have benefitted when a group of teachers and other faculty members in a school work together on Take One!

Credit Process:

- Brick application completed and accepted/approved.
- Complete necessary Take One! assessments throughout the program.
- Complete assessments and all other exercises for Take One! project.
- Approval of brick credit form.

Brick Responsibilities:

- Identify evidence of student learning and make the critical link between teaching practice and student learning gains.
- Choose the appropriate certificate area and study the NBPTS for their teaching discipline. Take One! Preselected Portfolio Entries describes the portfolio entry to submit for each certificate area:
 - Complete a video portfolio entry using a classroom of students to demonstrate accomplished PK-12 teaching.
 - Submit the entry to NBPTS to be scored in accordance with the policies of the current NBPTS assessment program.
 - Have three subsequent opportunities to apply their scores if they pursue National Board Certification.

Compensation: payment

Determination of amount: rigor and relevance of the experience

Amount: \$400 upon passing

In certain circumstances, federal grant money may be available for Take One! Examples include the Teacher Incentive Fund, Race to the Top and School Improvement Grants. In addition, NBPTS receives grant funding from the US Department of Education (ED) to provide fee support to individual educators participating in Take One! or National Board Certification.

Fee support provided by NBPTS under the ED grant for Take One! will depend on the number of teachers in a school or school district participating in the cohort. In high-need schools, NBPTS may also be able to provide funding for facilitator to assist educators participating in the Take One! process.

Doctorate - Curriculum

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.
- Absorb all costs of the program.
- Receive coursework approval.
- Point credit will be granted per course 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 reflection piece describing the application of each course into current educational setting is complete and approved.
- Earn degree from program.
- All official transcripts on file in HR office.
- Approval of brick credit form.
- Coursework is a requirement of this brick. Credit will NOT be given in any other brick for coursework, endorsement or certification.

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

Points: 24 points per course-10 points per credit hour

Stipend: \$1000/year upon earning doctorate degree

2nd Master's - Curriculum

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.
- Absorb all costs of the program.
- Receive coursework approval.
- Point credit will be granted per credit 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 reflection piece describing the application of each course into current educational setting is complete and approved.
- Approval of brick credit form.
- Earn degree from University.
- All official transcripts are on file in HR office.
- Coursework is a requirement of this brick. Credit will NOT be given in any other brick for coursework, endorsement or certification.

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 innovator of curriculum.

Compensation: points

Determination of amount: see Appendix A

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

Instructional/Curriculum Grad Courses

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: 15 pts/course-10 pts/credit hour

Instructional/Curriculum Professional Learning Experiences

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, 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 measurable 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

Determination of amount: intensity, rigor and length of experience

Range: Up to 30 points

Career 203 Facilitator

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 \$1000.00

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 an "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 25 points

Research-Based District Improvement Project

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

Lesson Study Facilitator

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.

Credit Process:

- Brick application completed and approved.
 - Facilitator must have prior experience with a lesson study.
- 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

Appendix A

Coursework Value

Course Approval

Approved Universities/Colleges

University Approval Guidelines

Research

Curriculum Development

Creating and Facilitating Courses

Career 203's management system shall build a list of distinguished universities and graduate programs. These universities and programs offer relevant, rigorous, progressive, first-class graduate experiences. Educators are expected to build the Tier 1 list by completing the "University/Program Approval" form each time for which a course or program is applied. The form will be sent to the Career 203 Director for approval. The approved Tier 1 list will remain dynamic in order to meet the needs of all constituents. If a formerly approved university/program fails to make an updated list, educators currently enrolled in such university/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 each course and accomplishment of all Career 203 course credit requirements.
- Educators wishing to enroll in an individual course at a Career 203 Tier 1 university shall complete all Career 203 application forms including the course pre-evaluation form. The course must be approved prior to enrollment. Individual courses at a Career 203 Tier 1 university shall earn 8 points per credit hour.

Educators may apply through Career 203 for enrollment in courses and programs at universities/colleges that are not on the Career 203 Tier 1 list.

- 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
- Educators wishing to enroll in an individual course at a non-Tier 1 Career 203 university/college shall complete all Career 203 application forms including the course pre-evaluation form. The course must be approved prior to enrollment. Career 203 approved individual courses taken at an institution not listed on the Career 203 Tier 1 list shall earn 15 points per course.

A Career 203 approved series of three or more graduate courses shall earn 10 points per credit hour. The courses will address a specific content, instructional or student need area. The courses must coordinate with the educator's career path, and a rationale for the courses must be provided in the application.

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

Individual Course Approval

Please use the form provided to answer numbers 1-7. The answers will be scored using the attached rubrics. All courses must be approved prior to enrollment. Courses will not be considered for approval unless a score of 24 has been achieved.

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.

An educator who feels a course was unjustly denied shall schedule an appointment with the Career 203 Director in order to discuss the reasoning.

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.

University Program Guidelines

Please use the form provided to answer numbers 1-7. The answers will be scored using the attached rubrics. All programs must be approved prior to enrollment. Programs will not be placed in Tier 1 unless a score of 24 has been achieved. All educators applying for a graduate program must complete the form.

1. Explain the University's clear vision of rigorous, engaging instructional practices.
2. What are your expected outcomes from the university program of 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.

Tier 1 Universities and Programs

Tier 1 University (All grad programs acceptable)	Tier 1 Program (Only stated program is currently acceptable)
North Central College	

In order for an institution to be added to the list, an educator must complete the “University Program Approval” form and submit to Career 203 Director for approval. No university or program shall be added without the Director’s approval.

Educators may NOT appeal universities or programs that are not approved for the Tier 1 list. All unapproved and approved universities and/or programs will be reviewed each year in the ongoing assessment process.

Note: Institutions that hold a partnership with District 203 will automatically be placed on the Tier 1 University list.

Career 203 allows for four forms of research:

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.

Documentary Research

- Reflexive analyzation of documents

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

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 stipend 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 stipend that will be rewarded upon completion of the research.

Curriculum Development

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 stipend 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 PL Courses

The Professional Learning Services Department will supervise and determine the District's needs for PL courses. The Department will push out notifications via Career 203 as opportunities arise.

Prior to creating and facilitating a PL course, a training seminar must be attended. This seminar is valid for the school year of which it was taken only. If an educator engages in the process of creating and facilitating PL courses during another school term, the educator must engage in the course once again.

There are three levels of creating and facilitating PL courses:

Level 1 (20 points)

- Initial training seminar
- 30 hours of creation/planning
- 20 hours of facilitation (guiding course and outside assessment, blogging, participant follow-through, etc.)
- Creation of a 12 hour class plus expectation of participant 2 hour implementation.

Level 2 (10 points)

- Initial training seminar
- 15 hours of creation/planning
- 10 hours of facilitation (guiding course and outside assessment, blogging, participant follow-through, etc.)

- Creation of a 6 hour class plus expectation of participant 2 hour implementation

Educators creating additional courses within the same school year maintain the following expectations:

Level 1 (stipend)

- 15 hours of creation/planning
- 20 hours of facilitation (guiding course and outside assessment, blogging, participant follow-through, etc.)
- Creation of a 12 hour class

Level 2 (stipend)

- 10 hours of creation/planning
- 15 hours of facilitation (guiding course and outside assessment, blogging, participant follow-through, etc.)
- Creation of a 6 hour class