



**APPENDIX A**  
**Criteria for Local District Career Ladder Plans**  
**REQUIRED ELEMENTS OF THE DISTRICT CAREER LADDER PLAN**

The local district shall develop and submit to the Department of Elementary and Secondary Education a District Career Ladder Plan (DCLP). This plan will provide the organizational basis for the district's career ladder. Development of a career ladder is voluntary for local school districts. When districts establish a career ladder plan, they also must accept the responsibility of raising the local portion of the funding. Teachers who clearly meet the Qualifications and Responsibilities established as specific criteria (168.500.2(3), RSMo) for the district Career Ladder shall have a reasonable expectation of participating on the career ladder.

- I. The DCLP shall contain a statement requiring that all responsibilities in the teacher's Career Development Plan directly and obviously relate to improvement of programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program or instructional improvement.
- II. The DCLP shall contain three (3) stages and the qualifications for each stage. The annual supplemental pay shall not exceed \$1,500 for Stage I, \$3,000 for Stage II, or \$5,000 for Stage III. The state's payment is contingent upon appropriations for this purpose (168.515.1., RSMo). This supplemental pay shall be in addition to that which the teacher would normally be accorded by the district's salary schedule (168.505.1., RSMo).
- III. Each career ladder stage shall contain specific qualifications to be completed prior to application (168.500.2., RSMo). These qualifications shall include:
  - A. Five (5) years of teaching experience in Missouri public schools for Stage I (168.500.2(5), RSMo).
  - B. A clearly defined level of performance relative to the district's Performance Based Teacher Evaluation (PBTE) process for each stage on the career ladder (168.500.2(3), RSMo).

As stated in the state Model for PBTE, the EXPECTED PERFORMANCE LEVEL is a designation accorded to an EFFECTIVE teacher. Performance which clearly meets the district's expected performance level shall be required for Stage I and performance which meets and exceeds the expected level shall be required for Stages II and III:

    - At Stage I, the teacher shall show evidence of performance at the expected level on all of the criteria on the most recent final evaluation instrument in the district's PBTE system.
    - Stage II, the teacher shall show evidence of performance at the expected level on all of the criteria on the most recent final evaluation instrument and above the EXPECTED level on 10% of the evaluative criteria included in the district's PBTE system with at least one (1) of the criteria in the area of instructional process for teachers and librarians, guidance counseling process for counselors and the process area most closely related to specific job performance as it relates to students for school psychological examiners, parents as teachers educators, school psychologists, special education diagnosticians and speech pathologists.
    - At Stage III, the teacher shall show evidence of performance at the expected level on all of the criteria on the most recent final evaluation instrument and above the EXPECTED level on 15% of the summative evaluative criteria included in the district's PBTE system with at least one (1) of the criteria in the area of instructional process for teachers and librarians, guidance counseling process for counselors and the process area most closely related to specific job performance as it relates to students for school psychological examiners, parents as teachers educators, school psychologists, special education diagnosticians and speech pathologists.

In the PBTE system, the key emphasis is on the EXPECTED level of performance (EFFECTIVE teaching) and the percentage figures should be viewed as significant performance above the EXPECTED level. Unless otherwise approved by the department, the DCLP shall require no more than the percentages stated above.
  - C. A Career Development Plan to be organized by the teacher.

The Career Development Plan shall contain the responsibilities to be completed by the teacher while on the career ladder, and provisions for verifying completion of these responsibilities. Following approval by the district, these plans may be amended for good cause.

    - To qualify for Stage II, a teacher shall have completed a Career Development Plan and two (2) years of service on Stage I of the career ladder. One (1) year of service on the previous stage may be waived by the local Board of Education based upon a total of seven (7) years teaching in the public schools.
    - To qualify for Stage III, a teacher must have completed a Career Development Plan and three (3) years service on Stage II of the career ladder. Two (2) years of this service on the previous stage may be waived by the local Board of Education based upon a total of ten (10) years teaching in the public schools.
  - D. Appropriate certification in subject area for each teacher, except upon good cause shown (168.500.2., RSMo).
  - E. Full-time regular length contract.
  - F. The DCLP may contain additional qualifications deemed appropriate by the local Board of Education to the extent they are consistent with the provisions of 168.500—168.515, RSMo.



- IV. Each career ladder stage shall contain responsibilities commensurate and adjustable to the compensation offered for that stage that will be completed by the teacher while on the career ladder. These responsibilities shall directly and obviously relate to the improvement of programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program or instructional improvement. Responsibilities shall be detailed in the teacher's Career Development Plan.
- V. The local school district shall show evidence of teacher, administrator, and patron involvement in the development of the DCLP. Teachers selected for involvement should be chosen by teachers in the district.
- VI. A Career Ladder Review Committee, consisting of teachers selected by other teachers in the district and administrators shall present to the local board a list of Career Ladder participants that have been approved for payment.
- VII. The DCLP shall contain provisions for assessment of the district's career ladder. Plans will be made for periodic assessment of the district's career ladder under the direction of the local board of education with assistance from administrators, teachers, and patrons. Criteria for assessment shall include, but not be limited to, benefits for schools and students, and teacher interest and participation.
- VIII. The DCLP shall contain the instrument, procedures and forms used in the district's PBTE process.
- IX. The DCLP shall contain evidence of continuous training for evaluators in PBTE. This training shall be comprehensive in nature and include, but not be limited to, knowledge of effective teaching, formative observation, summative evaluation and assistance to teachers in improvement of instruction. Training shall also address procedures for consistency and reliability among evaluators.
- X. The DCLP shall contain procedures for appealing decisions made regarding approval or denial of application and placement on the career ladder (168.510, RSMo), including the right to substantive and procedural appeals of the PBTE. Procedures shall include, but not necessarily be limited to, the following:
  - A. An opportunity to have the decision reviewed by the authority/committee rendering the initial decision;
  - B. An opportunity to have the decision rendered in "A" reviewed by the superintendent of schools; and
  - C. An opportunity to have the decision rendered in "B" reviewed by the local board of education.Appeal procedures shall be implemented in a timely fashion. All decisions made with respect to a teacher's application to, and placement on, any stage of the career ladder shall be based on the qualifications for that stage as stated in the DCLP.
- XI. The DCLP shall contain provisions for recognition of teacher mobility from one participating district to another within this state (168.500.4., RSMo).

The Department of Elementary and Secondary Education will periodically review local district plans and will collect information from local districts regarding the career ladder process. The local district must advise the department regarding amendments to the DCLP adopted by the local board of education following approval of the original DCLP by the department.



# The Missouri Career Ladder Model

Adopted November 1995

Participation in the Career Ladder is voluntary for school districts and for individual educators.

Qualifications	Responsibilities	Qualifications	Responsibilities	Qualifications	Responsibilities
<p>1. Five years' teaching experience in Missouri public schools.</p> <p>2. Appropriate certification.</p> <p>3. Eligible educator serving on a regular-length, full-time contract.</p> <p>4. PBTTE.* Educator meets "expected" level on all of the criteria on the most recent final evaluation instrument on the district's performance based evaluation.</p> <p>5. Educator will prepare a Career Development Plan.</p>	<p>Career Stage I educator will select responsibilities directly and obviously related to any of the following:</p> <ul style="list-style-type: none"> <li>• District School Improvement Plan</li> <li>• Curriculum Development Plan</li> <li>• Professional Development Plan</li> <li>• Missouri School Improvement Plan</li> <li>• Instructional Improvement</li> </ul>	<p>1. Successful completion of the Stage I Career Development Plan. Educator must complete two years on Stage I. Local board of education may waive one year of this requirement based upon a total of seven year's prior experience.</p> <p>2. Appropriate certification.</p> <p>3. Regular-length, full-time contract.</p> <p>4. PBTTE.* Educator meets on all and exceeds "expected" performance level on 10% of recent final evaluation instrument. One of the criteria above expected level shall be in the area most closely related to job performance as it relates to students.</p> <p>5. Educator will prepare a Career Development Plan. [Responsibilities at Stage II must display higher levels of sophistication.]</p>	<p>Career Stage II educator will select responsibilities directly and obviously related to any of the following:</p> <ul style="list-style-type: none"> <li>• District School Improvement Plan</li> <li>• Curriculum Development Plan</li> <li>• Professional Development Plan</li> <li>• Missouri School Improvement Plan</li> <li>• Instructional Improvement</li> </ul> <p>[Responsibilities must reflect high levels of sophistication.]</p>	<p>1. Successful completion of the Stage II Career Development Plan. Educator must complete three years on Stage II. Local board of education may waive two years of this requirement based upon a total of 10 years' prior experience.</p> <p>2. Appropriate certification.</p> <p>3. Regular-length, full-time contract.</p> <p>4. PBTTE.* Educator meets on all and exceeds "expected" performance level on 15% on the most recent final evaluation instrument, one of the criteria above expected level shall be in the area most closely related to job performance as it relates to students.</p> <p>5. Educator will prepare a Career Development Plan. [Responsibilities at Stage III must display higher levels of sophistication.]</p>	<p>Career Stage III educator will select responsibilities directly and obviously related to any of the following:</p> <ul style="list-style-type: none"> <li>• District School Improvement Plan</li> <li>• Curriculum Development Plan</li> <li>• Professional Development Plan</li> <li>• Missouri School Improvement Plan</li> <li>• Instructional Improvement</li> </ul> <p>[Responsibilities must reflect high levels of sophistication.]</p>

\*PBTTE--Performance based evaluation, as required under Section 168.128, RSMo.