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DRA Career Ladder Goal Guideline K-3 (Growth Charts)
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DESCRIPTION
OF THE
PROGRAM
DESCRIPTION OF THE DYSART CAREER LADDER PROGRAM

The Dysart Unified School District is one of twenty-eight school districts in Arizona to receive career ladder monies to pay teachers for teaching excellence and student achievement. The Dysart Career Ladder Program (DCLP) is teacher-driven: teachers supporting teachers in their quest for excellence.

The major features of the Dysart Career Ladder Program address:
1. best instructional practices
2. classroom management techniques
3. assessment of student progress
4. evaluation of teacher performance
5. professionalism

In accordance with Arizona Revised Statutes and State Board requirements: Participation in the program is voluntary. Placement is determined through assessment of student academic progress, classroom performance, and higher-level professional responsibilities.

- A. The program provides a well-defined petition and acceptance procedure.
- B. The program has a carefully defined evaluation appeal process.
- C. The program has clear criteria for placement and compensation.
- D. The program structure includes three (3) levels for placement.

COMPENSATED LEVELS

Level I - Establishment

The Establishment Level teacher demonstrates a firm grasp of pedagogy as measured by the district evaluation process. The teacher understands and applies the art and science of teaching. In order to qualify for placement at the Establishment Level, a teacher must:

1. Be evaluated using the evaluation instrument (all indicators must be rated) and not receive any “Below Standard” ratings and not more than 3 “Approaches the Standard” ratings.
2. Meet the Academic Accountability requirements for the Establishment Level.
3. Fulfill appropriate additional responsibilities (See Additional Responsibilities section.)

Level II - Adaptation

The Adaptation Level teacher integrates the knowledge and skills required to meet the needs of students and to enhance their opportunities for successful learning. The Adaptation Level teacher not only has a firm grasp of pedagogy, but also is able to choose from, adapt, and/or modify a wide range of teaching strategies/tools to best meet the needs of his/her students. The adaptation level teacher can articulate the reasons for the decisions made for students. This teacher understands and applies the art of teaching. In order to qualify for placement at the Adaptation Level, a teacher must:

1. Be evaluated using the evaluation instrument (all indicators must be rated) and not receive any “Below Standard” or “Approaches the Standard” ratings.
2. Meet the Academic Accountability requirements for the Adaptation Level.
3. Fulfill appropriate additional responsibilities. (See Additional Responsibilities section)
Dysart Career Ladder Handbook

Level III – Extension

The Extension Level teacher demonstrates the mastery of instructional strategies required at the Adaptation Level. In addition, the teacher demonstrates higher-level instructional responsibilities. The teacher is able to appropriately adapt, alter, and enrich instruction for the stated criteria and extend expertise and leadership beyond the scope of the teaching assignment. In order to qualify for placement at the Extension Level, a teacher must:

1. *Be evaluated using the evaluation instrument (all indicators must be rated) and not receive any “Below Standard” or “Approaches the Standard” ratings. In addition, the Extension Level teacher must have at least 2 “Exceeds the Standard” ratings.*
2. Meet the Academic Accountability requirements for Extension Level.
3. Fulfill appropriate higher-level instructional responsibilities. (See Additional Responsibilities section)

Alternative National Board Certification Track

Teachers petitioning for Career Ladder placement have the option of earning placement by applying for National Board certification and completing components of the process each year, as follows:

Career Ladder teachers may choose the alternative National Board Certification Track. Teachers choosing this path will petition at the level that is appropriate if he/she were staying on the traditional path. The Career Ladder Teacher may leave the National Board Certification Track any year and return to the traditional path at the appropriate level the Career Ladder Teacher has earned. A teacher who chooses the National Board Certification Track may enter at any one of the three levels and may choose to become a National Board candidate at any time within the first three years on the National Board Track. A teacher has to meet all NBPTS requirements and be eligible for certification to enter level three.

Any teacher who is on the National Board Certification track must complete the National Board Certification process within three years of entering the path, including submitting the required portfolio entries and assessment center activities. A teacher may also be moved down the Career Ladder based on his/her teacher evaluation, and/or his/her additional responsibilities.

Dysart Career Ladder Steering Committee will at its first meeting of each school year approve a Career Ladder National Board Committee (CLNBC) of three to five members each who is National Board Certified to oversee and review the alternative path.

Career Ladder Submissions for the National Board Alternative Path

Teachers petitioning for the alternative path will use NBPTS Form B & C and Form A. Form G will be used as the Additional Responsibilities report and Form R reflecting on the processes must also be completed. For final approval and completion Alternative Path National Board practice entries must be reviewed by a Dysart National Board Certified Teacher for being complete and meeting the entry requirements.

Alternative Path Forms

- Form A - Petition stating National Board Alternative Path and Level.
- Form B - National Board – stating the requirements of the given level.
- Form C - National Board – checklist of completed entries signed by a National Board Certified Teacher employed by the district.
- Form G - Additional Responsibilities
- Form R - Reflection on the process
Dysart Career Ladder Handbook

Notebook requirements for Levels One and Two are the same as traditional notebooks with the exception of the Goal Area where the practice entries replace the traditional testing materials.

Level three notebooks are only required to have Form A, Form B National Board, and Form C National Board checklist/sign off.

**Level One**

1. Create two practice portfolio entries (excluding entry four) using two of the Core Propositions from NBCT in place of the traditional three CL goals, each following entry instructions for NBPTS entries appropriate to the teacher. One entry must be a videotaped entry. Completed portfolio entries must include a: written commentary, reflection, and student work and/or a videotape/DVD as required. Completed portfolio entries must meet the NBPTS requirements of an entry including typed, double spaced, Times New Roman #12 font, one inch margins, and demonstrate the required teaching for the specific certificate area.

2. Fulfill Teacher Evaluation and Additional Responsibilities components appropriate for the career ladder level.

**Level Two (Take One)**

- Submit Take One ID # when turning in Form B.
- Complete a National Board of Professional Teaching Standards Take One entry and submit that entry to NBPTS for scoring.
- Fulfill Teacher Evaluation and Additional Responsibilities components appropriate for the career ladder level.

**Level Three**

1. Submit candidate ID when turning in Form B.

2. Complete the National Board candidacy process. No Career Ladder additional responsibilities will be required at this level.

3. Fulfill Teacher Evaluation component.

According to the Joint Legislative Budget Committee, the Career Ladder program is limited only to teachers who participated in the prior year. A new participant is one who has not previously participated on Career Ladder in the Dysart Unified School District.

**PROFESSIONALISM**

It is the aim of the Dysart Career Ladder Program to promote professional behavior as outlined in the Dysart Teacher Evaluation Instrument. Career Ladder teachers strive to demonstrate a professional attitude by modeling objectivity and respect toward students, staff and community members. They stay informed in the areas of curriculum, best practices, teacher evaluation, professional development, and District/State guidelines. They share information as appropriate and relate to other persons and programs in a positive manner to maintain constructive communication with district and community members. The following expectations for professional conduct are:

1. Performs his/her job well, faithfully, in a professional manner, and in the best interest of the district.

2. Follows Governing Board Policies, rules and regulations, administrative regulations, and applicable laws.

3. Obeys the lawful orders of the Superintendent and the Governing Board.

4. Conducts himself/herself properly before the public, in a manner reflecting well on the District.
REVISIONS TO THE DYSART CAREER LADDER PROGRAM

The Dysart Career Ladder Program strives for continuous improvement based on best practices in education and the experience of and feedback from teachers, administrators, classified staff, parents, and/or community members.

Proposed revisions are submitted to the Career Ladder Steering Committee representatives. All teachers, administrators, classified staff, parents, and community members are encouraged to submit suggestions for deletions, additions, or improvements using Communication Form E. The Career Ladder Steering Committee votes on suggested revisions, which are then presented to the Governing Board for approval. In case of an emergency, the Assistant Superintendent will rule on a necessary change.

PETITIONING PROCEDURES

Certified personnel, per Arizona Department of Education State Board requirements, may petition if all of the following conditions are met:

1. The position requires placement on a teacher’s salary schedule and the individual holds a valid teaching or professional certificate issued by the Arizona Department of Education.
2. The district requires the personnel to fulfill all requirements for placement on the career ladder including the evaluation of their teaching performance, submission of student academic progress evidence and the assignment of additional higher level instructional responsibilities.
3. The certified personnel has participated and has placed on the ladder in the Dysart Career Ladder Program in the past.

Form A must be submitted to the campus Academic Accountability chairperson no later than the second Friday after students arrive on campus. Late petitions will not be considered for placement on the ladder.

Please note that when a petitioner signs the petition that they attest that they have read the entire Career Ladder handbook. This applies each year, as it is the onus of the participant to understand the Career Ladder Program and its requirements.

A Career Ladder teacher who has received a P.I.A. will lose eligibility for Career Ladder placement until the P.I.A. has been satisfactorily corrected. The teacher may choose to continue the evaluation/placement/appeals process in hopes of removing all deficiencies by the end of the year. The teacher must be afforded the opportunity to improve during the year that the PIA was issued. If deficiencies have not been corrected, the teacher receives no DCLP compensation the following school year.

TEACHERS WHO CHANGE POSITIONS

Teachers who change positions after the school year begins but within the first quarter may petition according to the regular guidelines. If goal submission deadlines have passed, goals and additional responsibility paperwork must be submitted within 2 weeks of starting with students.
Dysart Career Ladder Handbook

GUIDELINES FOR SUBMITTING LATE REPORTS AND OTHER DOCUMENTS

It is expected that all Career Ladder teachers will demonstrate professional behavior and strive to meet due dates and deadlines. However, it is understood that sometimes, extenuating circumstances prohibit participants from turning in reports on time. Guidelines for late reports are as follows:

1. If a group of Career Ladder teachers at a school site find that a specific goal report cannot be submitted on time due to district or campus circumstances (ex: test scores not available in time, school opening late, etc.) the Campus Academic Accountability Chairperson may request a group extension from the administrator responsible for Career Ladder. The written request must be made at least five working days in advance of the due date. **Only the goal reports that are impacted by the special circumstances may be late; all other goal reports are to be submitted on time.** The administrator responsible for Career Ladder will notify all participants at that campus in writing of the new deadline.

2. If a participant’s individual circumstances prohibit the submission of a report on time, the following procedures must be followed:
   a. A written request for an extension must be delivered to the administrator responsible for Career Ladder with a copy to the campus Academic Accountability Committee Chairperson at least a week in advance of the date the report is due.
   b. The request should include the reason the extension is needed and specify which report(s) will be late.
   c. The maximum time that may be requested is one week (5 school days to include a weekend) without extenuating circumstances.
   d. The request must be approved and signed by the principal prior to forwarding a copy to the Chairperson and the administrator responsible for Career Ladder.
   e. If an additional week’s extension is needed a second written request signed by the principal must be delivered to the administrator responsible for Career Ladder one week before the additional time is needed. Additional time is limited to one extra week (5 working days to include a weekend). A copy of the request should be given to the campus Academic Accountability Committee Chairperson.

3. In the event of very severe circumstances such as a death, hospitalization, etc, the participant and campus Academic Accountability Committee Chairperson will work with the administrator responsible for Career Ladder to agree upon appropriate due dates.

**Initial/Final Goal Reports**

Incomplete notebooks will not be accepted.

Once the Academic Accountability Committee reviews goals, the participant will have one week (5 working days to include a weekend) from the date goals are returned to revise the goals or add additional requested information and return the documents to the Committee. Participants should consult with the Academic Accountability Committee during that week to ensure the revisions are being properly addressed.

The Initial/Final Goal Report must be handed in by 4:00pm on the fifth school day. If the Initial/Final Report is late, the report will not be approved. The petitioner may appeal this decision by sending an email to the administrator responsible for Career Ladder with documentation to support the appeal. The situation will be reviewed by the administrator responsible for Career Ladder and the petitioner will be notified of the final decision.

**Campus Academic Accountability Committee Procedures for Addressing Late Goals**

1. Notification letter of non-compliance from the Committee Chairperson e-mailed with hard copy hand-delivered to the participant
2. Copies of the letter to the campus Principal and the administrator responsible for Career Ladder.
Participants who fail to meet deadlines and/or extended deadlines will be dropped from the program. In addition, **State Career Ladder law stipulates that participants who are currently placed on the Ladder and are receiving a Career Ladder salary cannot continue to be paid at the Career Ladder salary rate if they do not continue to fulfill the requirements of the program.**

When a teacher resigns or retires from the district during the school year:
- The teacher will not receive the remainder of the Career Ladder addenda
- The teacher must complete their notebook as if they were completing it at the end of the year. This includes goals, action plans, reflections, and additional responsibilities.
ACADEMIC ACCOUNTABILITY
<table>
<thead>
<tr>
<th>Level</th>
<th>Student Populations</th>
<th>Goals</th>
<th>Accountability Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment*</td>
<td>Teachers with same student population all day</td>
<td>Develop and document 3 different <a href="#">instructional goals</a> for all students in 3 different subject areas. All students include Special Education and English Language Learners (ELL) students that are taught by the teacher for the majority of the time. A majority of the time is defined as 50% of the time period that a particular subject is taught. If students are shared equally, the regular education and the special education teacher should include the student in both teachers' goals.</td>
<td>All students must be pre-and post-assessed, including students who enter after the beginning of the school year but before the cut-off date for pre-testing. Students who enter after the cut-off date do not have to be included in the final goal report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All students must be pre and post-assessed, including students who enter after the beginning of the school year but before the cut-off date for pre-testing. Students who enter after the cut-off date do not have to be included in the final goal report.</td>
<td></td>
</tr>
<tr>
<td>Adaptation*</td>
<td>Teachers with same student population all day</td>
<td>Develop and document 3 different <a href="#">instructional goals</a> for all students in 3 different classes. All students include Special Education and English Language Learners (ELL) students that are taught by the teacher for the majority of the time. A majority of the time is defined as 50% of the time period that a particular subject is taught. If students are shared equally, the regular education and the special education teacher should include the student in both teachers' goals.</td>
<td>All students must be pre-and post-assessed, including students who enter after the beginning of the school year but before the cut-off date for pre-testing. Students who enter after the cut-off date do not have to be included in the final goal report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All 3 goals cannot be completed in the same semester if the high school or special area teacher has semester classes only.</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Student Populations</td>
<td>Goals</td>
<td>Accountability Level</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>the day</td>
<td>All students include Special Education and English Language Learners (ELL) students that are taught by the teacher for the majority of the time. A majority of the time is defined as 50% of the time period that a particular subject is taught. If students are shared equally, the regular education and the special education teacher should include the student in both teachers' goals.</td>
<td>All 3 goals cannot be completed in the same semester if the high school or special area teacher has semester classes only.</td>
<td></td>
</tr>
<tr>
<td>Extension</td>
<td>Teachers with same student population all day</td>
<td>Develop and document 3 different instructional goals for all students in 3 different subject areas.</td>
<td>All students must be pre-and post-assessed, including students who enter after the beginning of the school year but before the cut-off date for pre-testing. Students who enter after the cut-off date do not have to be included in the final goal report.</td>
</tr>
<tr>
<td></td>
<td>(Goals to be aligned with approved district curriculum.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers with different student populations during the day</td>
<td>All students include Special Education and English Language Learners (ELL) students that are taught by the teacher for the majority of the time. A majority of the time is defined as 50% of the time period that a particular subject is taught. If students are shared equally, the regular education and the special education teacher should include the student in both teachers' goals.</td>
<td>All 3 goals cannot be completed in the same semester if the high school or special area teacher has semester classes only.</td>
<td></td>
</tr>
</tbody>
</table>
Improving instruction and increasing student achievement are primary goals of the Dysart Career Ladder Program. Documenting an acceptable level of student growth in reaching the Arizona State Academic Standards is imperative.

**CRITERIA FOR ACADEMIC ACCOUNTABILITY GOALS**

Academic Accountability Goals must directly relate to the approved District curriculum for the grade level/subject chosen. The goals must align with the District and School Goals, and include 100% of the students who receive instruction for each goal. This includes late enrollees (for long term goals only) and students who have chronic absenteeism, special education students, and ELLs.

Petitioners must have a total of three goals. One of the goals must include a skill goal and one must be a long-term goal using the following menu of goals. Petitioners can choose to combine the skill goal and the long term goal into one goal. All the goals types may be used as either a long-term or a short-term goal.

**Menu of Goals**

**Skill Goal** (at least 1) – This type of Goal includes a Pre- and Post-Assessment that is in a Test-type format. Questions should be short answer or multiple choice. There should be clear right or wrong answers. A key must be supplied.

**Project/Product/Outcome** – Example: student produced PowerPoint. An action plan and overview will be submitted with the pre-assessment. A rubric or post assessment of student growth of some type must be submitted.

**Technology** – This goal integrates technology standards into the curriculum. The assessment may be a rubric or a test with a key.

**Process** – Example: conducting/evaluating an experiment, writing process, etc. An action plan and overview will be submitted with the pre-assessment

**Action Research** – Use a research-based teaching strategy or method in the classroom. Documentation in the form of a DVD will be submitted along with pre/post-assessment and reflection of student growth. Example: A strategy that you might have learned through a workshop.

**Writing** – This goal uses the Holistic Writing Rubric to score students’ writing samples. The teacher will create an initial and final prompt. The prompts will be different although the genre is the same. The students’ writings will be assessed by two scorers using the Holistic Writing Rubric. Scorers must have separate scoring sheets for reliability purposes. **Eighty percent of the students must make a one point gain, e.g., moving up one level to another on the holistic rubric (Level 1 to Level 2, Level 3 to Level 4, etc.).**

Note: Teachers using the district writing benchmark as an assessment must adhere to district guidelines, including the provision that student writing be scored by two individuals other than the student’s assigned teacher.

Other rubrics may be utilized pending approval of the Campus Academic Accountability Committee.
Based on 30 point Six Trait Rubric – (all traits)

<table>
<thead>
<tr>
<th>Pre Test Score</th>
<th>Post Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>0-15:</em></td>
<td>need to increase by 6 points</td>
</tr>
<tr>
<td><em>16-24:</em></td>
<td>need to increase by 4 points</td>
</tr>
<tr>
<td><em>25 or higher:</em></td>
<td>need to increase by 2 points</td>
</tr>
</tbody>
</table>

Specialized teachers (e.g., art, music, P.E., technology, middle and high school content area teachers) may elect to focus on three out of six traits using the 6-trait rubric.

Note: Teachers may elect to use the district writing benchmark as their career ladder assessment for this goal. If a teacher chooses this option, they must follow the district writing assessment guidelines.

**Integrated Goal**—This goal includes at least 2 curriculum areas. Example: A Weather Unit might include science and language arts.

<table>
<thead>
<tr>
<th>GOAL DURATION</th>
<th>9-12 (Single Semester)/Sundown Mountain (Block)</th>
<th>K-12 (Trad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Term</td>
<td>Semester</td>
<td>Year Long</td>
</tr>
<tr>
<td>Short Term</td>
<td>1 ½ - 3 Weeks</td>
<td>3-4 Weeks</td>
</tr>
</tbody>
</table>

Long-Term Goals must include instruction over at least three-quarters of the school year or a semester for Block scheduling. If the length of the course is less than one semester, each of the three Academic Accountability Goals must be from different grading periods. Therefore, a Long-Term Goal should be something that can be taught in either one semester or ⅔ of a school year, depending on the appropriate type of schedule (as indicated above). This goal must address concepts and skills that require teaching over an extended period of time.

Short-Term Goals must include instruction over at least 1 ½ - 3 weeks for Block Schedules and at least 3-4 weeks for Traditional Schedules. These goals may extend past the minimum amount of weeks if more time is needed to accomplish the goal. Therefore, a Short-Term Goal should be something that can be taught in 1 - 4 weeks, depending on the appropriate type of schedule (as indicated above). This goal must address concepts and skills that require teaching over a shortened period of time.

**Pre-Testing of Students**
Pre- and post-test data for all students who enroll during the first quarter of the school year (or first quarter of a semester for block scheduling) need to be included in the Final Goal Report. For those classes with a large turnover in students (e.g., GATE, SPED), pre- and post-test data for all students who enroll during the first semester of the school year (or first quarter of a semester for block scheduling) needs to be included in the Final Goal Report.

For short term goals, pre-testing may be delayed to occur just prior to instruction in the relevant material. If testing is to be conducted later than the due date for initial goal inspection by the AAC, a copy of the assessment and key, as well as the score sheet, are to be included at turn-in.

Special area teachers’ cut-off date for pre-testing is determined by their schedule. For example, the cut-off date may be different for a special area teacher that sees students on a 6-day rotation as opposed to a special area teacher that sees students every day for 3 weeks, three times a year. The special area teacher needs to consider the total number of days they will have contact with a group, and then calculate what a fourth of that would be. This determines the cut-off date for pre-testing.
Dysart Career Ladder Handbook

Goal Guidelines

All Goals must be:

- Measurable and observable
- Aligned to the State Standards/District Curriculum
- At grade level with accommodations for special ed., ELLs, and accelerated students that are appropriate for the levels of the students
- "Chunks" of curriculum - not an isolated skill
- Relevant to the needs of the campus
- Short or long term
- Pre/post assessed
- Written as "80% or more of the students will..." use the scale score on benchmarks that will demonstrate meet or exceeds on AIMS, score 80% or better on, etc.
- If goal identifies student scores as percentages, the petitioner must record student scores as percentages and can round to the nearest whole percent (i.e.: 89.4% can be recorded as 89%; 79.8% is recorded as 80%)

Career Ladder teachers must ask the Campus Academic Accountability committee to approve a pre-test before it is administered. Teachers choosing to use the district benchmark assessments must adhere to district benchmark guidelines.

District Assessments
If a teacher chooses to use the district Galileo benchmark or the district OYG assessment, then the district approved achievement model will be applied and the student’s pre-test score will be used even if it is 60% or higher.

Teacher Created Assessments
If a student scores 60% or higher on the pre-assessment, the teacher has three options. The teacher can choose to:

- Give the student an additional section of the test in order to increase the difficulty, or an alternative test with a higher difficulty level. The new score needs to be below 60%. A teacher will need to repeat this cycle if the score remains above 60%. This assists the teacher in finding the correct instructional level. **The post assessment will have the same level of difficulty as the alternative pre-assessment.**

  **OR**

- Don’t give the student an alternative test with a higher difficulty level, but state in the goal that the student must improve the original percentage by 21 or more percentage points on the post test.

  **OR**

- Count the student as not meeting the goal in the final goal report.

All goals that use a rubric must have the following:

- There must be two people that score the student assessments, i.e. the teacher and one other person.
- **Note: Teachers using the district writing benchmark as an assessment must adhere to district guidelines, including the provision that student writing be scored by two individuals other than the student’s’ assigned teacher.**
- The initial scorer sheets must be included in the initial report notebook.
- The final scorer sheets must be included in the final report notebook.
- Student scores will be an average of the two scorer’s scores. Do not round. This does not apply if using the district benchmarks.

Pre-assessments and post-assessments must be administered so that significant growth appropriate for the length of the goal can be measured.

If a teacher is using Galileo for Career Ladder Assessment: Since the Galileo assessments are aligned to one another and are not the same for the first and the third benchmark, the pre-designed benchmark must be used since they are aligned to one another. If a teacher chooses to create their own assessment using Galileo, then they must use the same pre- and post-assessment.
Integrated Goal Guidelines

A petitioner has the option to submit an Integrated Goal that will take the place of one long-term goal. The unit must be built around Arizona State Standards and should reflect integration of two areas of instruction (language arts is one area of instruction and should not be counted as two). The duration of the unit is to be a minimum of 4 weeks or 1½-3 weeks for Block schedule, which would make this a short-term goal. The Career Ladder petitioner must teach this unit but does not necessarily have to develop it.

The following must be present when submitting the Integrated Goal to the Campus Academic Accountability Committee:

- A unit overview which will include the theme, a list of standards and objectives to be addressed, and expected outcomes.
- The student pre/post-assessment document with the pre assessment completed at the time of approval. The completed post-assessment will be submitted by the end of the year with long-term Academic Accountability reports.
- Daily lesson plans are to include an objective and the AZ Standard it implements.
- If the goal is project-based, a rubric used for the scoring should be included.
- A reflection, in terms of student progress and unit components, is to be submitted when turning in the Final Goal Report.

Goal Guidelines for Special Area Teachers

In the case of special area and elective teachers (e.g., art, music, physical education, technology, library-media specialist), a class is defined as one section that the special area teacher instructs, NOT an entire grade level as one class.

If a special area career ladder petitioner opts to write a second semester goal when classes are on a block schedule, it is the responsibility of the petitioner to follow the deadlines that pertain to high school teachers. K-8 special area petitioners in this circumstance need to make sure they notify the AAC of the need for submission of first and second semester initial and final goal reports.

Special area teachers need to select goals / assessments that are aligned to State Standards / District Curriculum for the area they teach. This might mean that special area teachers may have goals that are not specifically aligned to core content areas (e.g., reading, writing, mathematics). Special area teachers are not allowed to piggyback or attach themselves to a teacher’s career ladder goals or use the same assessment as the classroom teacher.

Special area teachers may revise their initial goals if a significant schedule change occurs that impacts the ability to meet the original goal(s). A revised Initial Academic Accountability Report will be submitted to the AAC within 2 weeks of the first day of the schedule change. Note: If pre-testing of new students is required, this two week window can be extended to allow time for pre-testing to occur.

Goal Guidelines for Non-Classroom Personnel

Non-classroom personnel (e.g., counselors, instructional growth teachers, gifted specialists, interventionists) who meet the state eligibility requirements for career ladder, but are not assigned to specific students, must meet evaluation and additional responsibility program requirements for placement on the ladder. In addition, non-classroom personnel must have one student achievement goal and two professional goals aligned with their job responsibilities. All three goals must be measurable, pre- and post-assessed and documented. Non-classroom personnel are not allowed to piggyback or attach themselves to a teacher’s career ladder goals or use the same assessment as the classroom teacher.
Dysart Career Ladder Handbook

**Goal Reports**

Petitioners will submit all Goal Reports in the form of a notebook. The notebook needs to be compiled in the following way. The notebook will be returned to the petitioner for revision if it does not meet these requirements.

- All the forms must be typed/word processed.
- List all students in the class when you instructed toward the goal. Student name should be written as first name, last initial or last name first initial. Student’s full first and last names may not be included. Students not in your class during the instruction that supported the goal, i.e. resource students if they are not in class a majority of the time; a majority of the time is defined at 50% of the time period that a subject is taught, will not be listed.
- Identify students accurately, in the chart/graph and on all assessments, so the campus academic accountability committee can identify the student and their test quickly and accurately.
- All assessments must be in the same order as the chart/graph.
- Divide each section of your notebook, using tab dividers and showing clear separation between goals and the additional responsibility forms and documentation.

**Initial Goal Report**

Petitioners will submit an Initial Goal Report in the form of a notebook. There will be a clear division between the goals. The notebook will be compiled in the following order. The notebook will be returned to the petitioner if it is not in this order.

- Current petition form ([Form A](#))
- Initial Additional Responsibility Report ([Form G](#))
- Goal #1 Initial Goal Report (unless assessment is to be administered immediately prior to instruction in the specific goal topic area) ([Form B](#))
- Goal #1 Action Plan ([Form F](#)) The action plan can be written as a narrative or as a list of things to accomplish. Instructional strategies for the duration of the goal must be specifically outlined in the action plan.
- Goal #1 chart/graph
- Goal #1 two scorers’ sheets if using a rubric
- Goal #1 pre-assessment
- Goal #1 pre-assessment key/rubric
- Goal #1 student pre-assessments in the same order as the chart/graph
- Goal #2 in the same order as goal #1
- Goal #3 in the same order as goal #1

**Invalidated Goals and Goals that Cannot be Completed**

In the case where a goal is rendered invalid or not able to be completed for reasons outside the control of the petitioner (ex. The petitioner writes a goal for a class that is later dissolved and the teacher picks up a new class), he or she will develop and document a new, replacement goal by completing the following:

- Complete a new Initial Goal Report ([Form A](#)) noting in the goal description that it is a substitute goal and which goal it is replacing.
- Complete a new Action Plan ([Form F](#)) for the new goal, again identifying it as a substitute goal.
- Pre-test students and include the sample test, key, score sheet and student tests, though this may be done just before instruction begins. Follow the same procedure for submission of information if pre-testing will occur right before instruction on the relevant material. This will include a copy of the test and key, as well as the score data sheet.
- The new goal must be submitted to the AAC within three weeks of the beginning of the semester.
- As with any extenuating circumstance, the administrator responsible for Career Ladder can be contacted to discuss the situation.
Final Goal Report

Petitioners will submit a Final Goal Report in the form of a notebook. There will be clear division between the goals. The notebook will be compiled in the following order. The notebook will be returned to the petitioner if it is not in this order.

- Current petition form (Form A)
- Initial Additional Responsibility Report (Form G)
- Final Additional Responsibility Report (Form H)
- Goal #1 Initial Goal Report (Form B)
- Goal #1 Action Plan (Form F)
- Goal #1 Final Goal Report (Form C)
- Goal #1 chart/graph
- Goal #1 Goal Reflection (Form R)
- Goal #1 two scorers’ sheets if using a rubric
- Goal #1 post-assessment
- Goal #1 post-assessment key/rubric
- Goal #1 student post-assessments in the same order as the chart/graph
- Goal #2 in the same order as goal #1
- Goal #3 in the same order as goal #1

Initial/Final Report Conferences

A conference is a collaborative effort between the petitioner and the conference committee. Each petitioner will participate in an initial and final conference in order to review his/her submitted notebook with the committee. The intent of the conference is to ensure that the notebooks are appropriately put together and that the identified goals adequately address the needs of the students. During the conference, the petitioner and the committee will:

- Come to a consensus that the goals fulfill the Career Ladder requirements.
- Review a few assessments from each goal to ensure the petitioner is accurate in the recording of data.

Through the conference process, the petitioner may be asked to explain why the selected goals and assessments are appropriate for his/her class.

Goal Reflection

The petitioner will submit a goal reflection for all goals. The Goal Reflection (Form R) will be part of the Final Goal Report. The reflection report must address the following:

- New ideas learned
- Challenges that were encountered
- Changes for future instruction

The goal reflection must be substantive so that true reflection about the school year is addressed. It should include examples of all of the preceding bullets.
The Campus Academic Accountability committee is made up of Career Ladder teachers. The committee will be composed of Adaptation and Extension Level Career Ladder teachers. Each campus Academic Accountability committee will be divided into conference committees with at least 2 members each. A Campus Academic Accountability Committee chairperson will oversee the conference committees. The committee also approves/disapproves justifications during the Final Goal Report Conference.

Responsibilities of the Academic Accountability Committee Chairperson

- Attend Academic Accountability Training
- Conduct training for the Campus Academic Accountability Committee
- Hold Career Ladder meetings to make participating teachers aware of the changes in the Career Ladder Handbook
- Collect the Career Ladder Petition Forms
- Make 3 copies of the Career Ladder Petition Forms
- Keep a copy of the Career Ladder Petition Forms
- Send the Career Ladder Petition Forms to the administrator responsible for Career Ladder
- Make Career Ladder petitioners aware of all deadlines
- Answer questions about Career Ladder
- Set up and oversee the Academic Accountability Committees on a campus
- Maintain reliability among Academic Accountability committees
- Demonstrate the heart and vision of Career Ladder
- Prepare the initial/final report notebooks for principal signatures
- Make sure that the Goal Report Notebooks get to the Principal and back to the petitioner
- Oversee the compiling of 3 copies of all the goals
- Oversee giving copies of goals to the principal, administrator responsible for Career Ladder and Campus Academic Accountability Committee
- Schedule Initial/Final Report meetings with the Campus Academic Accountability Committees and petitioners

Campus Academic Accountability Committees will:

- Attend Initial/Final Report Conferences
- Review Initial Goal Reports that are resubmitted after changes have been made
- Attend Academic Accountability Training held by the Campus Academic Accountability Committee Chairperson
- Review, approve/disapprove, sign submitted goals in the Initial Report
- Explain to the petitioner when a goal is not approved
- Answer questions about any aspect of Career Ladder
- Review, approve/disapprove, sign the Final Report
- Approve/disapprove Justifications
- Prepare the initial/final report notebooks for principal signatures
- Help compile the 3 copies of all the goals

Career Ladder Petitioners

Career Ladder Petitioners must attend all of the trainings/meetings that are provided by the AAC. It is the onus of the participants to understand the Career Ladder program and all of its requirements.
Dysart Career Ladder Handbook

District Academic Accountability Committee

The District Academic Accountability Committee has the responsibility to oversee the career ladder process for the district’s non-classroom personnel (e.g., counselors, instructional growth teachers, gifted specialists) who meet the state eligibility requirements but are not assigned to specific students. The committee is made up of career ladder adaptation and extension level non-classroom personnel, with at least one member from each sub-group when possible. This committee has all the responsibilities that the campus committees have for campus career ladder teachers. The administrator responsible for Career Ladder will set timelines appropriate for each subgroup’s working calendar.

CRITERIA FOR DETERMINING GOALS FOR TARGETED PLACEMENT LEVELS

Career Ladder guidelines have been developed to ensure consistency and appropriateness of the Goals developed by teachers. Criteria for determining successful completion of Goals are increasingly more challenging for placement of teachers at higher levels on the Dysart Career Ladder Program.

- Teachers are expected to hold all students to grade level academic standards provided in the District Curriculum. However, for equity in documenting Academic Accountability, the following criteria must be met for placement:
  - Teachers who teach the same student population for the entire school day (i.e., K-5 teachers, etc.) will need to document three (3) Goals. Goals should all be in different subject areas.
  - Teachers who teach different student populations throughout the school day (i.e., high school teachers, special ed. teachers, etc.) will need to document different Goals for three (3) classes.

- Goals will be written to specify that eighty percent (80%) or more of the students will reach the Goal. If at least 80% of the students reach a Goal, then the teacher has attained 100% of the Goal.

- To qualify for placement at the end of the year, teachers petitioning for Establishment Level must attain a Composite Goal Score of 80% or higher, Adaptation Level at 85% or higher, and Extension Level at 90% or higher. Composite Scores reflect teacher goal attainment and NOT student achievement.

DEVELOPMENT AND APPROVAL OF ACADEMIC ACCOUNTABILITY COMPONENT

The teacher, with assistance from the Academic Accountability Committee will complete Form B to:

- Identify goals to be used for documentation at level of petition
- Develop goals and assessments for documentation at level of petition

Final Academic Accountability data will be submitted on Form C. The deadlines for submitting the Initial Goal Report Notebook and Final Goal Report Notebook are established each year by the Career Ladder Steering Committee. Career Ladder deadlines are published on the intranet at the beginning of each school year under Educational Services / Career Ladder. Teachers in need of extensions should refer to the section entitled “Guidelines for Submitting Late Goals and Other Documents”.

Final approval of the Initial and Final Academic Accountability Component will be the responsibility of the Campus Academic Accountability Committee and the administrator responsible for Career Ladder.
JUSTIFICATION

Petitioners who fail to reach the desired Composite Goal Score and can show that specific instruction and intervention steps were taken may submit a Justification. The Campus Academic Accountability Committee will review the Justification. The Justification should include:

- Explanation of the extenuating circumstances, i.e. absences, illness, death in family, late enrollment, monolingual student, etc.
- Explanation of growth made per student
- Explanation of all types of accommodations the teacher used to help the student succeed

The Academic Accountability Committee will evaluate justifications on a student-by-student basis. The Committee may decide that based on the circumstances of the student such as ability level and interventions of the teacher the student growth was adequate and can be counted towards the goal. The Committee may decide that based on extenuating circumstances such as absences, illness, etc. the student should not be counted towards the teacher’s score numbers and will be removed from the teachers’ count.

The actions of the committee must be noted in the final goal report and attached to the justification with signatures of three committee members, including the school Academic Accountability Chair.

Justifications need to be submitted only when petitioners determine that their Composite Goal Score is below the Composite Goal Score requirements for the level for which they are petitioning.

The justification process should be used only in extenuating circumstances and should not be applied automatically to all students or a particular group (e.g., ELL and special education).

While the teacher has the ability to retest students after the teacher has completed reteaching of the areas in which students did not score well, there is a limit to how many times a student can and should be reassessed. This is due to the validity and reliability of the assessment. A teacher cannot retest students more than two times if the student has not met the student achievement goal. It is the expectation that instruction occurs in between each testing session.

A teacher may not reassess the entire class with the pre/post assessment. The retesting is meant to be used for only those students who did not meet the student achievement goal.

The new scores shall be noted on the Final Goal Report Form C.

A composite score is obtained by taking all three teacher goal attainment percentages and dividing them by three. Following is a list of Composite Goal Scores Requirements:

- Establishment Teachers must attain a Composite Goal Score of at least 80%
- Adaptation Teachers must attain a Composite Goal Score of at least 85%
- Extension Teachers must attain a Composite Goal Score of at least 90%
EVALUATION

PROCEDURES
EVALUATION FOR PLACEMENT

Evaluation procedures for the Dysart Career Ladder Program are in compliance with A.R.S. 15-537 and include the following:

- All participating teachers shall be evaluated using the approved Dysart Unified School District evaluation instrument.
- The indicators will enable evaluators to observe behavioral evidence of a teacher’s ability to perform at a particular Level. The indicators also require the teacher to present evidence of his/her capability to perform at a particular level through conferences, observations and documented evidence.

**Evaluation procedures are fair and objective by virtue of: (ARS 15-537)**

- A campus administrator serves as the primary evaluator.
- Participants choose the formal observation time.
- Pre-conferences, formal and informal conferences are held.
- Procedures for ongoing review and refinement of the evaluation instruments and procedures, including a process for establishing inter-rater reliability among all evaluators.
- Evaluation scores and/or information presented as any part of a DCLP evaluation are confidential.
- A minimum of two evaluations for a teacher who has not been employed by the school district for more than three consecutive school years that consists of both announced and unannounced observations of teacher performance. A minimum of one evaluation for a teacher who has been employed by the school district for more than three years that consists of both announced and unannounced observations of teacher performance.

**Opportunities for improvement may include:**

- Summative/Formative conferences
- Professional classes, conferences, or training
- Classroom observations
- Peer mentoring
- Access to professional resources
- Specific recommendations as to the areas of improvement

Because this section is directly tied to Arizona Revised Statute 15-537 and Governing Board Policy, in the event the law and/or Governing Board Policy changes, the Career Ladder Evaluation Process will follow the new laws and policies upon implementation.

EVALUATION PROCEDURES

**NUMBER OF EVALUATIONS**

According to District Policy, teachers with three or more years of continuous employment in the district will participate in the evaluation process once per year. Teachers who have been employed fewer than three years participate in the evaluation process two times per year. For teachers with less than three years of continuous district employment who are petitioning for Career Ladder placement, ratings from the second evaluation will be used to determine placement.
PRE-CONFERENCE PROCEDURES

A fifteen to twenty-minute pre-conference is held prior to each scheduled evaluation. The purpose of this conference is to discuss objectives and any other data pertaining to the observation. This may include seating charts, lesson plans for the observation and specific information regarding individual student needs. The evaluator may require that documentation be provided.

OBSERVATION PROCEDURES

One formal scheduled observation and at least two informal unscheduled observations are required for teachers who are petitioning to be evaluated for placement on the Career Ladder.

INFORMAL OBSERVATIONS

Informal observations are unscheduled, drop-in observations that take place throughout the school year. Data collected during informal observations is analyzed along with data from other sources when the evaluator determines ratings. All data will be used to formulate final summative ratings.

INFORMAL OBSERVATION CONFERENCES

A conference may be scheduled by either the evaluator or evaluatee as needed to discuss an informal observation and any feedback that may be given to the evaluatee.

FORMAL OBSERVATIONS

Formal observations must be scheduled ahead of time with the evaluatee and be at least 45 minutes in length. During a formal observation, the evaluator documents the instructional process as it takes place.

DATA COLLECTION CONFERENCES

After the formal observation, the evaluator meets with the evaluatee to discuss the observation and collect additional data needed to ensure that all elements of the evaluation instrument can be reliably rated. This conference provides an opportunity for the evaluatee to discuss the observed lesson and review/show additional documentation related to the evaluation criteria.

ANALYSIS OF DATA AND FINALIZATION OF RATINGS

The evaluator, upon collecting data from a variety of sources, analyzes the data and determines a rating for each element of the evaluation instrument. **All elements must be rated.**

RESULTS RETURNED TO EVALUATEE

The site evaluator will arrive at the evaluation rating or level. A copy of the evaluation instrument /ratings and a summary will be returned to the evaluatee within five (5) working days. Appropriate documents will be signed at that time. A teacher's signature does not indicate agreement - only receipt of the evaluation.

SUMMATIVE CONFERENCE

The evaluator will be available to meet with the evaluatee to discuss the evaluation results and give additional feedback. The evaluatee may accept or appeal the results. **The appeal process is as follows:**
APPEAL PROCESS

The following appeal process is designed to provide procedural safeguards for evaluatees in situations that include:

1. Claims of bias or conflict of interest
2. Environmental influences outside the control of the evaluatee or evaluator
3. Prompt review of evaluations

In order to use the appeal process, the evaluatee must observe the following six steps:

**Step One: Informal Conference**

The evaluatee must request in writing an informal conference with the evaluator to attempt a resolution. The evaluator must receive this written request within five (5) working days of the evaluatee's receipt of a copy of the most recent evaluation.

**Step Two: Written Request for Appeal Conference**

If the disagreement is not resolved in the informal conference, the evaluatee must submit a written request for an Appeal Conference to the Assistant Superintendent within five (5) working days after the informal conference. This written request must be attached to a copy of the questioned evaluation, and a statement that includes the date and time of the informal conference and the reasons for the disagreement.

**Step Three: Notification of Schedule for Appeal Conference**

The Assistant Superintendent shall act as the Appeals Officer and will deliver to the evaluatee within ten (10) working days of receipt, a notification of the date and time of the Appeal Conference. This scheduled Appeal Conference shall take place within ten (10) working days after the request for an Appeal Conference is received by the Appeals Officer.

**Step Four: Appeal Resolution**

The Appeals Officer shall, after reviewing all documents, conferring with the evaluator, and meeting with the evaluatee, determine whether another evaluation is warranted. This decision by the Appeal Officer (hereafter called Appeal Resolution) is final and must be delivered to the evaluatee in writing within ten (10) working days after the Appeal Conference.

**Step Five: Arrangements for Appeal Evaluation, if Warranted**

If another evaluation is indicated, the Appeal Officer and the evaluatee will confer within five (5) working days after the date on the Appeal Resolution, at which time they will agree on the selection of the new evaluator and the date and time of the evaluation and the prescribed conferences. If no agreement is reached, the Appeals Officer will evaluate all data presented and make a final decision.

**Step Six: Disposition of Evaluations**

The Appeal Evaluation results are final and become a part of the official Personnel File. There is no further appeal after this step. The Appeal Evaluation becomes the evaluation of record and replaces the disputed evaluation in the Evaluation System.

If the timeline is not adhered to, the evaluatee loses all rights to participate in the appeals process.
ADDITIONAL RESPONSIBILITIES
Additional Responsibilities

Additional Responsibilities are defined as **uncompensated** activities **that take place outside** the regular school day, although at times these activities may require release time, professional days, or time otherwise set aside for the purpose by the school or district. Additional Responsibilities promote teacher leadership, student achievement and/or learning, and/or professionalism and are divided into three categories. They consist of Major Responsibilities, Medium Responsibilities and Light Responsibilities. Use Form G to list additional responsibilities for inclusion in the Initial Goal Report Notebook. Include Form H and supporting documentation in the Final Goal Report Notebook.

**ESTABLISHMENT LEVEL:**
In order to be placed at the Establishment Level, a petitioner must choose and document one Light **Additional Responsibility**. See definition below.

**ADAPTATION LEVEL:**
In order to be placed at the Adaptation Level, a petitioner must choose two **Additional Responsibilities**, at least one a Medium Level Responsibility. See definition below.

**EXTENSION LEVEL:**
In order to be placed at the Extension Level, a petitioner must choose a total of three **Additional Responsibilities**, at least one a Major Responsibility. See definition below.

**Due Dates:** The Initial and Final Responsibilities Reports are due according to the deadlines established by the Career Ladder Steering Committee each year. If the teacher is involved in an **additional responsibility** that extends later than the deadline, the teacher will list the additional dates and a brief summary on the Additional Responsibilities Documentation Form. Teachers should keep a log/journal of activities and other appropriate evidence as documentation of completed responsibilities to submit with their Final Additional Responsibilities Report.

If there is a need to change additional responsibilities, these changes must be approved by the Academic Accountability Committee and the building principal or program director. A new form must be signed by the AAC chairperson and the building principal or program director.

These changes must be submitted and approved by the last Friday in January. No changes will be accepted after this date. The revised forms must be submitted to the administrator responsible for Career Ladder by the first Friday in February.

**Note: Curriculum / Committee work:** Teachers serving on a district curriculum committee or work group during the summer can choose to document that activity as an additional responsibility for the following school year.

**Description of Additional Responsibilities**

**Light Responsibility**

A **Light Responsibility** is an activity that advances instructional skills or promotes the teacher as a member of the school community. This responsibility has one component: development or advancement of a teacher’s instructional skills or a contribution to the school community. Light Responsibility activities can be “upgraded” to the Medium Responsibility level by adding and documenting a student learning/achievement component. The Career Ladder teacher must provide documentation/evidence of participation in and/or contribution to the activity.
Medium Responsibility

A Medium Responsibility is an activity that makes an important contribution to student achievement or learning at the school or district level. This responsibility has one component: an impact on student achievement and/or learning. The Career Ladder teacher must provide documentation/evidence of participation in and/or contribution to the activity and of its impact on student achievement and/or learning. When the activity is related to implementation of a teaching strategy the teacher must provide evidence that they used the strategy in a lesson and the resulting student achievement and/or learning.

Evidence of student achievement and/or learning can be student achievement data or analysis of reliable research of likely impact, including self research, or research gathered from a scholarly article pertaining to the additional responsibility and how it relates to the teacher’s classroom.

If there is no way to demonstrate student achievement, only then can a scholarly article or research be used.

Major Responsibility

A major responsibility is a leadership activity that promotes student learning. This responsibility has two components:

- School or district leadership
- An impact on student achievement and/or learning

The Career Ladder teacher must provide documentation/evidence of their leadership, contribution to the activity, and the impact on student achievement and/or learning. Evidence of student achievement and/or learning can be data or analysis of reliable research of likely impact, including self research, or research gathered from a scholarly article pertaining to the additional responsibility and how it relates to the teacher’s classroom.

If there is no way to demonstrate student achievement, only then can a scholarly article or research be used.

Menu for Additional Responsibilities

At a campus Career Ladder meeting prior to submission of Initial Goal Reports, the Campus Academic Accountability Committee will submit to the teachers of the local campus a proposed menu of Major Responsibilities, Medium Responsibilities, and Minor Responsibilities based upon the responsibilities of the previous year and created specifically to meet the needs of the local school and requirements of the Dysart Career Ladder Program. Campus Career Ladder teachers should provide input and make additions and changes as needed at that time. The menu shall be approved each year with the input of the local school Career Ladder members. The menu is meant to be a guide to inform local campus teachers what responsibilities are pre-approved at the various levels. The Chairperson of the Campus Academic Accountability Committee will submit the local campus menu each year to the Career Ladder Steering Committee as part of the requirement for ongoing program evaluation. The Career Ladder Steering Committee must approve the additional responsibilities of each campus. Part of the AAC chairs responsibility is to be present at the Steering Committee meeting where their additional responsibilities are approved to clarify any concerns which may arise. Teachers who are not satisfied with the placement of their Additional Responsibility on the District Additional Responsibility List can appeal to the Steering Committee to have it considered to be placed at a higher responsibility.

Teachers can choose to perform a responsibility at a lower level than the level at which the responsibility is placed on the District Additional Responsibilities List.
PEER LEADERSHIP
Peer Leadership is the heart and soul of the Dysart Career Ladder Program. Teachers helping teachers increases collegiality, teaching excellence and enjoyment, student achievement, and respect for our noble profession. Those participants who petition for and earn placement at the highest levels of the Career Ladder are expected to share their expertise, wisdom and experience with their colleagues. Career Ladder and non-Career Ladder teachers often look to those serving in peer leadership positions as role models. It is, therefore, imperative that quality and commitment be the guidelines for all peer leadership positions.

COMMITTEES

The Career Ladder Committees are:

- Career Ladder Steering Committee
- Campus Academic Accountability Committees
- Career Ladder National Board Committee
- District Academic Accountability Committee

CAREER LADDER STEERING COMMITTEE

The Steering Committee meets once a month during the school year. The Steering Committee brings suggestions and concerns to the meetings. Examples of issues periodically reviewed are: (1) possible revisions for Career Ladder Program refinement, (2) expenditures from DCLP funds, and (3) updates from the State Legislature, State Department of Education and the State Career Ladder Network.

During the month of June, all revisions approved by the Steering Committee throughout the year are incorporated into the DCLP Handbook pending administrative and Governing Board approval.

The Career Ladder Steering Committee voting members will consist of:

- 1 primary teachers
- 1 middle school teachers
- 2 high school teachers
- 1 high school DEA representative - could concurrently fill another teacher role
- 1 K-8 DEA representative - could concurrently fill another teacher role
- 1 intermediate teachers
- 1 parent
- 1 Governing Board member
- Administrator responsible for Career Ladder
- 2 building level administrators

The Career Ladder Steering Committee Chairperson will prepare and disseminate the agenda to all Committee members one week prior to the Steering Committee meeting and will be responsible for having current minutes completed within one week and posted on the district webpage.

In order for an item to be placed on the Steering Committee agenda, members, during a regular meeting, may verbally request an item to be placed on the following month’s agenda. Anyone may complete the Communication Form (Form E) and send it to the administrator responsible for Career Ladder.

Career Ladder Steering Committee responsibilities are to:

- Attend meetings.
- Serve a two-year term with the option to reapply.
- Request items to be placed on the agenda for the following meeting when applicable.
- Attend additional training as needed.
- Participate in communication of steering committee activities.
- Articulate the vision and mission of the district’s career ladder programs.
CAMPUS ACADEMIC ACCOUNTABILITY COMMITTEE

Campus Academic Accountability Committees are teams of Career Ladder teachers who work at the campus level to review Initial/Final Goal Reports and Additional Responsibilities. Committee members will be available to assist participants in developing their Academic Accountability goals.

Campus Academic Accountability committees are to be identified in the spring for the following school year so that training can take place before the Initial Academic Accountability process begins.

Campus Academic Accountability Committee responsibilities are:
• To meet prior to the fall Academic Accountability due date at which time procedures/forms will be addressed
• To provide training on preparing Initial and Final Academic Accountability documentation to all teachers
• To give pre-approval for tests
• To review all Initial/Final Academic Accountability goal reports and either approve or return for revisions
• To review all Initial Additional Responsibilities Reports and either approve or return for revisions
• To review all Final Additional Responsibilities Reports and either approve or disapprove
• To review Justifications
• To verify that all Final Academic Accountability requirements have been met for placement at the appropriate level.

DISTRICT ACADEMIC ACCOUNTABILITY COMMITTEE

The District Academic Accountability Committee has the responsibility to oversee the career ladder process for the district’s non-classroom personnel (e.g., counselors, instructional growth teachers, gifted specialists) who meet the state eligibility requirements but are not assigned to specific students. The committee is made up of career ladder adaptation and extension level non-classroom personnel, with at least one member from each sub-group when possible. This committee has all the responsibilities that the campus committees have for campus career ladder teachers. The administrator responsible for Career Ladder will set timelines appropriate for each subgroup’s working calendar.

ADMINISTRATIVE SUPPORT

In accordance with the Career Ladder law, the Administrative Higher Level Responsibilities shall include additional support to building level administration. Administrative Higher Level Responsibilities are Additional Responsibilities, which provide additional support to building level administration and district administration.

Administrative Support is rated as part of the Dysart Teacher Evaluation System and documented on the Additional Responsibilities Report, as part of the Initial Goal Report and on the Final Goal Report.

The responsibility should:
• Denote leadership – These responsibilities are listed in the Additional Responsibilities Menu under Major Responsibilities.
• Impact student achievement
• Meet the needs of the campus
• Receive no compensation
• Include a substantial time involvement (non-contract time)
• Meet the approval of the Principal
PLACEMENT PROCESS
COMPONENTS USED TO DETERMINE PLACEMENT

1. EVALUATION SCORE

In order to be eligible for placement at a given level, a teacher must achieve the Evaluation Level in the chart below on the district evaluation instrument. If a teacher is a non-continuing teacher and goes through the evaluation process twice in a school year, the second evaluation will be used to determine eligibility for Career Ladder placement.

2. ACADEMIC ACCOUNTABILITY COMPONENT

Each year DCLP teachers must submit all required data that supports their Goals to the Academic Accountability Committee. The Committee reviews results and then submits copies of DCLP teachers’ goal reports for the Academic Accountability component to the administrator responsible for Career Ladder. The three scores are averaged and reported as a percentage composite score.

3. ADDITIONAL RESPONSIBILITIES ARE REQUIRED AT ALL LEVELS

Additional responsibilities are endeavors beyond those typically expected of teachers that contribute to student learning. These responsibilities must meet the needs of the school, district, or Career Ladder Program and take place beyond the regular school day.

The chart below shows the minimum requirements for placement at each Career Ladder Level.

<table>
<thead>
<tr>
<th>Level of Placement</th>
<th>Evaluation Levels</th>
<th>Minimum Academic Accountability Composite Score</th>
<th>Additional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment</td>
<td>Full Instrument</td>
<td>80%</td>
<td>1 Light Additional Responsibility</td>
</tr>
<tr>
<td></td>
<td>No “Below Standard” ratings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No more than 3 ratings at “Approaches the Standard”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptation</td>
<td>Full Instrument</td>
<td>85%</td>
<td>1 Medium Additional Responsibility and 1 other</td>
</tr>
<tr>
<td></td>
<td>All “Meets the Standard” or higher ratings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension</td>
<td>Full Instrument</td>
<td>90%</td>
<td>1 Major Additional Responsibility and 2 others</td>
</tr>
<tr>
<td></td>
<td>All “Meets the Standard” or higher ratings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least 2 “Exceeds the Standard” ratings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DOWNWARD MOVEMENT

Movement on the Career Ladder may be downward. After placement on a level of the Career Ladder Program, a teacher must meet the criteria for that level to remain there.

Districts with Career Ladder programs may reduce Career Ladder compensation as specified in Arizona Revised
Dysart Career Ladder Handbook

Statutes (A.R.S. 15-918 through 15-918.05). Downward movement is possible if a teacher fails to meet the requirements for his/her particular level; he/she will be placed at the lower level for which he/she is qualified. A teacher who receives a "Below Standard" on the district evaluation shall be automatically restored to the Traditional Salary Schedule.

A petitioner may submit a written request (Form A) for voluntary downward movement. The petition (Form A) will be handed in to the Campus Academic Accountability Chairperson.

A Career Ladder participant’s salary could also be lowered depending on level of placement, the number of Career Ladder teachers receiving compensation, and Career Ladder monies available.

RESIGNATION FROM THE CAREER LADDER PROGRAM

If a teacher chooses to terminate involvement with the Career Ladder Program, a written resignation must be submitted to the Career Ladder Office. The teacher will immediately be restored to the Traditional Salary Schedule.

• A teacher who resigns from the Career Ladder Program continues to be evaluated on the district-adopted evaluation instrument.
• A teacher who places on the ladder, drops off the program and re-petitions will be eligible to do so at the level at which he/she was last placed.
• This does not include teachers who have resigned from the District. Those individuals are no longer eligible to participate in Career Ladder should they return to the District.
COMPENSATION

GUIDELINES
COMPENSATION GUIDELINES

The Joint Legislative Committee on Career Ladders adopted the following positions on salary systems on October 1, 1986. The position is intended to supplement the requirements of A.R.S. 15-918 through 15-918.05. “A Career Ladder salary system must be based on the concept of equal pay for equal performance and must allow a Career Ladder performance salary to be determined for each teacher placed on the Ladder which is independent of their salary on the traditional salary schedule.” Actual salary amounts will be determined when CAPS are established each year. The target salary schedule will be adjusted each year to reflect the same percentage given for pay increases with respect to the certified teacher salary schedule. DCLP addenda contracts will be issued upon final allocation of state funds, which usually occurs in July of the new fiscal year. The Joint Legislative Committee on Career Ladders adopted the following positions on salary systems on October 1, 1986. The position is intended to supplement the requirements of A.R.S. 15-918 through 15-918.05. “A Career Ladder salary system must be based on the concept of equal pay for equal performance and must allow a Career Ladder performance salary to be determined for each teacher placed on the Ladder which is independent of their salary on the traditional salary schedule.” Actual salary amounts will be determined when CAPS are established each year. The target salary schedule will be adjusted each year to reflect the same percentage given for pay increases with respect to the certified teacher salary schedule. DCLP addenda contracts will be issued upon final allocation of state funds, which usually occurs in July of the new fiscal year. State Career Ladder law stipulates that participants who are currently placed on the Ladder and are receiving a Career Ladder salary cannot continue to be paid at the Career Ladder salary rate if they do not continue to fulfill the requirements of the program.

Dysart Career Ladder Program (DCLP) TARGET SALARY SCHEDULE FOR 2012-2013 ADDENDA

(These are target salaries only. Actual total salary is determined by traditional salary + DCLP Addendum)

<table>
<thead>
<tr>
<th>Minimum Academic Accountability Score</th>
<th>Establishment</th>
<th>Adaptation</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Salary Cap</td>
<td>$62,500</td>
<td>$74,800</td>
<td>$77,900</td>
</tr>
</tbody>
</table>

SALARY CAPS

"Salary caps" have been developed to proportionately distribute the amount of monies allocated for Career Ladder salaries. "Capping" depends on the number of Dysart Career Ladder placements, level of placements and the amount of state monies available. A participant's total salary (Traditional + Career Ladder addendum) cannot exceed the DCLP Target Salary. In addition to the Salary Caps, maintenance caps are developed yearly. Career ladder participants that have placed on career ladder for the first time do not receive the maintenance amount in their career ladder addenda. All other career ladder participants receive the maintenance amount. A Career Ladder teacher will remain on the Traditional Salary Schedule if the achieved level of compensation on the DCLP Target Salary Schedule is the same or less than that of the Traditional Salary Schedule.

LEAVE OF ABSENCE

Long term: A Dysart Career Ladder teacher who has achieved placement on the DCLP Target Salary Schedule and who chooses to take a district approved year's leave of absence does not receive compensation during the time of absence. Upon return, said teacher maintains DCLP placement that was achieved the year prior to the year of absence. Compensation is awarded based on the teacher's placement as established the year of return consistent with that of other Career Ladder teachers for that year.

Short term: A Career Ladder teacher who has achieved placement on the DCLP Target Salary Schedule and who chooses to take a short term leave of absence will receive compensation during the time of absence only if the teacher has accrued enough district personal days to cover the number of days absent, is receiving the traditional compensation from the district and continues to meet Career Ladder placement requirements.
PART TIME TEACHING ASSIGNMENT

A DCLP teacher who teaches part time is awarded DCLP compensation based on the percentage of time spent teaching. i.e., a teacher who spends 50% or half time in the classroom is awarded 50% of DCLP placement monies.

NON-COMPENSATORY LEAVE

A DCLP teacher who is on non-compensatory district leave is also on non-compensatory leave from DCLP. A per diem rate will be deducted from the addendum contract for the number of days a teacher is on non-compensatory leave. This includes FMLA that is non-compensatory.

RESIGNATION / TERMINATION

A DCLP teacher who leaves the district through termination or resignation may not, by law, receive Career Ladder compensation the following year. The language contained in the law specifically states that “districts may not use career ladder monies for salary increases for teachers not on the career ladder or for other district expenses not directly related to the implementation of the career ladder program.” A DCLP teacher who, after receiving DCLP placement, resigns from the Ladder, does not receive compensation. Any teacher who has been terminated as part of a district wide reduction in force is eligible for the same considerations as a teacher taking a leave of absence.

ADMINISTRATOR

A DCLP teacher who signs an administrative contract and works as a full-time administrator is no longer eligible for placement on the DCLP Target Salary Schedule.

ADMINISTRATOR RETURNING TO CLASSROOM

An administrator who was placed as a Dysart Career Ladder teacher before leaving the classroom for a district position maintains that DCLP placement. Upon return to the classroom, compensation is awarded based on the teacher’s prior placement. Payment is to be consistent with that of other Career Ladder teachers for that year.

PROFESSIONAL GROWTH

A DCLP teacher who has been placed on the DCLP Target Salary Schedule, and whose professional growth status changes, will receive an addendum contract adjustment based on the traditional salary schedule.
APPENDIX
DEFINITION OF TERMS

ACCOMMODATIONS: Strategies the teacher uses to help a student acquire the information necessary for success in the class. Accommodations do not change the amount of information required. It only changes the method the teacher uses in delivering the information or the method a student uses to show competence in a subject.

ADAPTATION LEVEL: Level of career development where a teacher adapts, through variation and integration, basic knowledge and skills needed to meet needs of students and enhance their opportunity for successful learning.

APPEAL PROCESS: A process by which one can make a request for corroboration or change of decision.

COMPOSITE GOAL SCORE: A composite score is obtained by taking all three teacher goal attainment percentages and dividing them by three.

CONTINUING TEACHER: A level at which a teacher: 1) has completed the probationary period, 2) is compensated through the Traditional Salary Schedule and 3) may participate in Career Ladder staff development activities which are related to the Career Ladder Evaluation criteria.

DCLP: Dysart Career Ladder Program

ESTABLISHMENT LEVEL: Level of career development where a teacher uses, effectively and appropriately, basic knowledge and skills in instructional situations.

EXTENSION LEVEL: Level of career development at which expert teachers share, through leadership and innovative procedures, and extend their knowledge and skills to others throughout the District.

NEW PARTICIPANT: A new participant is one who has not previously participated on Career Ladder in the Dysart Unified School District. Definition from Joint Legislative Budget Committee - limit the program only to teachers who participated in the prior year.

SUMMATIVE CONFERENCE: A meeting that provides opportunity for adding clarification to the evaluation process.

TARGET SALARY SCHEDULE (DCLP): The maximum placement salary that a participant can aim toward, but cannot exceed. Monies for payment incorporate the traditional salary and DCLP placement amounts.

TRADITIONAL SALARY SCHEDULE: The schedule used by the District to determine the teacher’s regular salary to be paid from the Maintenance and Operation Budget.
## DRA Career Ladder Goal Guidelines (K-3)

<table>
<thead>
<tr>
<th>Pre Assessment (Fall)</th>
<th>Post Assessment (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads DRA text levels A-1 below 90% accuracy.</td>
<td>Reads DRA text levels 2-3 at 90% accuracy or above.</td>
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<tr>
<td>Reads DRA text level 2 at 90% accuracy or above.</td>
<td>Reads DRA text level 4 at 94% accuracy or above.</td>
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<tr>
<td>Reads DRA text level 3 at 90% accuracy or above.</td>
<td>Reads DRA text level 6 at 94% accuracy or above.</td>
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<td>Reads DRA text level 4 at 94% accuracy or above.</td>
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<td>Reads DRA text level 6 at 94% accuracy or above.</td>
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<tr>
<td>Reads DRA text level 8 at 94% accuracy or above.</td>
<td>Reads DRA text level 12 at 94% accuracy or above.</td>
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<tr>
<td>Reads DRA text level 10 at 94% accuracy or above.</td>
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<tr>
<td>Reads DRA text level 12 at 94% accuracy or above.</td>
<td>Reads DRA text level 18 at 94% accuracy or above.</td>
</tr>
<tr>
<td>Reads DRA text level 14 at 94% accuracy or above.</td>
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</tr>
<tr>
<td>Reads DRA text level 16 at 94% accuracy or above.</td>
<td>Reads DRA text level 24 at 94% accuracy or above.</td>
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<tr>
<td>Reads DRA text level 18 at 94% accuracy or above.</td>
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<td>Reads DRA text level 20 at 94% accuracy or above.</td>
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<td>Reads DRA text level 24 at 94% accuracy or above.</td>
<td>Reads DRA text level 34 at 94% accuracy or above.</td>
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<tr>
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<td>Reads DRA text level 38 at 94% accuracy or above.</td>
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<tr>
<td>Reads DRA text level 34 at 94% accuracy or above.</td>
<td>Reads DRA text level 44 at 94% accuracy or above.</td>
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<tr>
<td>Reads at DRA text level 38-44 at 94% accuracy or above.</td>
<td>Reads DRA text level 50 or higher at 94% accuracy or above.</td>
</tr>
</tbody>
</table>

*Adriel Grieshaber, 2005*
**DRA Rubric: Grades 4-8**

<table>
<thead>
<tr>
<th>Reading Rate (Fall)</th>
<th>Comprehension (Fall)</th>
<th>Reading Rate (Spring)</th>
<th>Comprehension (Spring)</th>
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<tbody>
<tr>
<td>(Level 40) Moderate</td>
<td>(Level 40) 11-16 Points</td>
<td>(Level 50) Moderate or Above</td>
<td>(Level 50) 11 Points or Above</td>
</tr>
<tr>
<td>(Level 40) Moderate</td>
<td>(Level 40) 17 Points and Above</td>
<td>(Level 50) Moderate or Above</td>
<td>(Level 50) 17 Points and Above</td>
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<tr>
<td>(Level 40) Adequate-Very Good</td>
<td>(Level 40) 11-16 Points</td>
<td>(Level 50) Adequate or Above</td>
<td>(Level 50) 11 Points or Above</td>
</tr>
<tr>
<td>(Level 40) Adequate-Very Good</td>
<td>(Level 40) 17 Points and Above</td>
<td>(Level 50) Adequate-Very Good</td>
<td>(Level 50) 17 Points or Above</td>
</tr>
<tr>
<td>(Level 50) Moderate</td>
<td>(Level 50) 11-16 Points</td>
<td>(Level 60) Moderate or Above</td>
<td>(Level 60) 11 Points or Above</td>
</tr>
<tr>
<td>(Level 50) Moderate</td>
<td>(Level 50) 17 Points and Above</td>
<td>(Level 60) Moderate or Above</td>
<td>(Level 60) 17 Points and Above</td>
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<tr>
<td>(Level 50) Adequate-Very Good</td>
<td>(Level 50) 11-16 Points</td>
<td>(Level 60) Adequate-Very Good</td>
<td>(Level 60) 11 Points or Above</td>
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<td>(Level 50) Adequate-Very Good</td>
<td>(Level 50) 17 Points and Above</td>
<td>(Level 60) Adequate-Very Good</td>
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<td>(Level 60) Moderate</td>
<td>(Level 60) 11-16 Points</td>
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<td>(Level 70) 11 Points or Above</td>
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<td>(Level 60) Moderate</td>
<td>(Level 60) 17 Points and Above</td>
<td>(Level 70) Moderate or Above</td>
<td>(Level 70) 17 Points or Above</td>
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<tr>
<td>(Level 60) Adequate-Very Good</td>
<td>(Level 60) 11-16 Points</td>
<td>(Level 70) Adequate-Very Good</td>
<td>(Level 70) 11 Points or Above</td>
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<td>(Level 60) Adequate-Very Good</td>
<td>(Level 60) 17 Points and Above</td>
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<td>(Level 80) 17 Points or Above</td>
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<td>(Level 70) Adequate-Very Good</td>
<td>(Level 70) 11-16 Points</td>
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<td>(Level 80) 11 Points or Above</td>
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<td>(Level 70) 17 Points and Above</td>
<td>(Level 80) Adequate-Very Good</td>
<td>(Level 80) 17 Points or Above</td>
</tr>
</tbody>
</table>

_Linda Heck, 2005_

***If a student’s reading rate is slow on a particular grade level (but comprehension is at least 11 points), then the student should get to _moderate or above_ for one year’s growth.

***These levels match up reading rate with comprehension. If a student’s reading rate is excellent, but there is no comprehension, you should test them a level below, because there must be comprehension to go along with a passage.
### Based on 36 point Six Trait Rubric – (all traits)

<table>
<thead>
<tr>
<th>Pre Test Score</th>
<th>Post Test Score</th>
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<tbody>
<tr>
<td><em>0-18:</em></td>
<td>need to increase by 6 points</td>
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<tr>
<td><em>19-26:</em></td>
<td>need to increase by 4 points or reach 24 points (which ever is higher)</td>
</tr>
<tr>
<td><em>27 or higher:</em></td>
<td>need to increase by 2 points or reach 30 points (which ever is higher)</td>
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</tbody>
</table>

### Based on 18 point Six Trait Rubric – (3 traits)

<table>
<thead>
<tr>
<th>Pre Test Score</th>
<th>Post Test Score</th>
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<tr>
<td><em>0-9:</em></td>
<td>need to increase by 3 points</td>
</tr>
<tr>
<td><em>10-13:</em></td>
<td>need to increase by 2 points</td>
</tr>
<tr>
<td><em>14 or higher:</em></td>
<td>need to increase by 1 point</td>
</tr>
</tbody>
</table>