



# Hamilton R-II

## School District

---

# District Career Ladder Plan 2025-2026

**Table of Contents**

Hamilton R-II Career Ladder Plan

Composition of the Career Ladder Committee

Qualification for Stages

    Stage I Qualifications

    Stage II Qualifications

Career Ladder Timeline(s)

Career Ladder Participants Instructions

Appendix A: Appeals

Appendix B: Responsibilities, Activities & Efforts

Appendix C: Sample Responsibilities

Appendix D: Teacher Webpage Responsibility #8 Checklist

Appendix E: Career Ladder Application (Form A1 & Form A2)

Appendix F: Responsibilities Summary Sheet (Form B)

Appendix G: Responsibilities, Activities & Efforts Plan (Form C)

Appendix H: Log Sheet – Form D

Appendix I: Career Ladder Categorization of Logged hours (Form E)

**Guidance from The Missouri Department of Elementary & Secondary Education (MO DESE) on Career Ladder can be found at:**  
<https://dese.mo.gov/media/pdf/career-ladder-guidance-2025-26>

**Hamilton R-II Career Ladder Plan**

The Hamilton R-II School District has a **vision** to inspire and challenge students to achieve their full potential with a **mission** of “providing a positive environment with a variety of challenging opportunities for pre-K through post-graduate learners.” Furthermore, the District will promote diverse academic, personal and professional endeavors that will culminate with students becoming positive productive members of an ever-changing society. The Hamilton R-II School District Career Ladder Plan has been developed from this basic premise.

The Hamilton Career Ladder Plan’s purpose is to provide enhanced educational experience for the district’s students through recognition and rewarding of productive, effective educators. The Hamilton School District has developed a District School Improvement Plan, a Curriculum Development Plan, a Professional Development Plan, and participates in the Missouri School Improvement Program. All Career Ladder responsibilities shall directly relate to these plans or other instructional improvement.

The Hamilton School District shall award qualified participating teachers supplemental pay in an amount to be specified annually, not to exceed \$1,500 for Stage I, \$3,000 for Stage II, or \$5,000 for Stage III. This supplemental pay shall be in addition to the salary normally accorded the teacher by the District’s salary schedule.

| Stage | Hours | Maximum Dollars |
|-------|-------|-----------------|
| I     | 50    | \$1,500         |
| II    | 75    | \$3,000         |
| III   | 100   | \$5,000         |

All Career Ladder responsibilities will be academic in nature and shall directly and obviously relate to the improvement of programs and services for students as outlined in the Hamilton School Improvement Plan, Curriculum Development Plan, Professional Development Plan, the Missouri School Improvement Program or other instructional improvement plan in the Hamilton School District.

The teacher's Career Development Plan (CDP) will associate each Career Ladder responsibility or volunteer effort with either a designated plan or other instructional improvement.

\*\*\*In case of insufficient funding, the Career Ladder Program will be suspended.

\*\*\* A minimum of 50% of the plan hours must be spent on the expansion of student learning. (i.e., Before or after school tutoring in individual (1:1) or group settings.)

### **Composition of the Career Ladder Committee**

The Hamilton School District teachers selected six teachers, at least three district patrons (minimum of one to represent each school building), and three administrators, to serve on a working group that developed the Hamilton School District's DCLP. This working group gathered feedback on the draft of the DCLP from staff and board members and made appropriate revisions before it was presented to the local school board for approval.

### **Peer Review Committee**

During April of the year prior, the teachers shall elect two representatives from each building (one from PreK-5, one from 6-8 and one from 9-12) to serve on the Career Ladder Peer Review Committee (along with three administrators to be appointed by the Superintendent of Schools) for the purpose of reviewing career ladder plans. The term will be for two years. Thus, the committee would always include six teachers, with a group of three to be elected each April. (No limit on terms served.)

The "continuing" building Peer Review Committee Member from each building shall have the responsibility of advertising the position and creating a ballot with the names of those interested.

### **Career Ladder Assessment Committee**

Each year, three teachers selected by their peers (one from PreK-5, one from 6-8, and one from 9-12), two district administrators, and the Superintendent will serve on the Career Ladder Assessment Committee, which would be co-chaired by the Superintendent of Schools and a member of the teaching staff. New persons interested in serving on this committee must submit a letter of interest prior to May 1st of each year. The selection of new members will be announced by last Friday in August.

The function of this committee would be to carefully review the plan each year, and make appropriate changes. The plan would be carefully assessed each year. Once assessed and approved by this committee, the plan would be presented to the Board of Education during the regular April meeting for their approval. Once approved in April, the plan would become the working copy for the next calendar year.

In addition, the Hamilton School District will report data on their Career Ladder Grant Program to the Department of Elementary and Secondary Education upon request. Information reported to the department upon request may include but not be limited to

- A. Total number of teachers participating at each stage
- B. Total state contribution

C. Total local contribution

D. Total hours of teacher participation in these categories

- Participating in teacher externships as provided in section 168.025, RSMo;
- Serving as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation;
- Serving as a mentor or cooperating teacher for new teachers for which the teacher does not already receive additional compensation;
- Serving as a mentor for students, whether in a formal or informal capacity;
- Providing high quality tutoring or additional learning opportunities to students;
- Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications; and
- Receiving additional teacher training or certification outside of that offered by the school district (i.e. National Board Certification)
- Other (with description of how this responsibility or voluntary effort directly and obviously relates 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).

E. Overall annual retention rates of participating teachers

**Funding/Payment**

Payment for career ladder will be processed at the end of June and payment will be made within the first week of July.

In case of insufficient funding, the Career Ladder Program will be suspended. Many responsibilities would require completion even though funds were not available.

**Qualification for Stages**

**Stage I Qualifications**

1. The teacher shall have completed two (2) years of teaching experience in a Missouri public school(s), have completed the required beginning teacher assistance program, and participated in two (2) years of mentoring (section 168.400.4 RSMo)
2. Be serving on not less than a regular length full-time contract and have appropriate certification in the subject area for each teacher.
3. A minimum of 50% of the plan hours must be spent on expanding student learning. A minimum of 50% of these hours must be spent on remedial instruction in a subject area demonstrating need. (i.e., Before or after school tutoring in individual (1:1) or group settings.)

4. Performed at an “expected” or above rating on each evaluation criteria of the most recent Performance Based Teacher Evaluation (PBTE). The Hamilton School District’s local evaluation process aligns with the Essential Principles of Effective Evaluation (5 CSR 20-400.375).
5. Teacher will prepare and submit a Career Development Plan (CDP) by the last Friday in September of the plan year that contains the responsibilities of volunteer efforts that the educator will assume in order to receive the Career Ladder supplemental pay. The educator will complete one or more responsibilities or volunteer efforts by May 31<sup>st</sup>. The plan shall ensure that a minimum of fifty (50) clock hours are completed for Stage I. The educator shall relate each responsibility to an identified plan or other instructional improvement.

## **Stage II Qualifications**

1. The teacher shall have completed three (3) years of teaching experience in a Missouri public school(s), have completed the required beginning teacher assistance program, and participated in two (2) years of mentoring (section 168.400.4 RSMo)
2. Be serving on not less than a regular length full-time contract and have appropriate certification in the subject area for each teacher.
6. A minimum of 50% of the plan hours must be spent on expanding student learning. A minimum of 50% of these hours must be spent on remedial instruction in a subject area demonstrating need. (i.e., Before or after school tutoring in individual (1:1) or group settings.)
3. Performed at an “expected” or above rating on each evaluation criteria of the most recent Performance Based Teacher Evaluation (PBTE). The Hamilton School District’s local evaluation process aligns with the Essential Principles of Effective Evaluation (5 CSR 20-400.375).
4. Teacher will prepare and submit a Career Development Plan (CDP) by the last Friday in September of the plan year that contains the responsibilities of volunteer efforts that the educator will assume in order to receive the Career Ladder supplemental pay. The educator will complete one or more responsibilities or volunteer efforts by May 31<sup>st</sup>. The plan shall ensure that a minimum of seventy-five (75) clock hours are completed for Stage II. The educator shall relate each responsibility to an identified plan or other instructional improvement.

## **Stage III Qualifications**

1. The teacher shall have completed five (5) years of teaching experience in a Missouri public school(s), have completed the required beginning teacher assistance program, and participated in two (2) years of mentoring (section 168.400.4 RSMo)

- 2. Be serving on not less than a regular length full-time contract and have appropriate certification in the subject area for each teacher.
- 7. A minimum of 50% of the plan hours must be spent on expanding student learning. A minimum of 50% of these hours must be spent on remedial instruction in a subject area demonstrating need. (i.e., Before or after school tutoring in individual (1:1) or group settings.)
- 3. Performed at an “expected” or above rating on each evaluation criteria of the most recent Performance Based Teacher Evaluation (PBTE). The Hamilton School District’s local evaluation process aligns with the Essential Principles of Effective Evaluation (5 CSR 20-400.375).
- 4. Teacher will prepare and submit a Career Development Plan (CDP) by the last Friday in September of the plan year that contains the responsibilities of volunteer efforts that the educator will assume in order to receive the Career Ladder supplemental pay. The educator will complete one or more responsibilities or volunteer efforts by May 31<sup>st</sup>. The plan shall ensure that a minimum of one hundred (100) clock hours are completed for Stage III. The educator shall relate each responsibility to an identified plan or other instructional improvement.

**Transfer from Other Districts**

An educator entering the Hamilton School District may apply to participate on any Career Ladder stage for which he/she is qualified based on total years of experience in a Missouri public school.

The new staff member shall declare their intent to participate in their building committee and provide appropriate documentation of qualifications.

Applications must be made by September 1.

**Career Ladder Timeline(s)**

|                          |   |
|--------------------------|---|
| September 1              | Deadline to have Intent Form submitted to a career ladder representative in your building. This is required of ALL faculty members. |
| Last Friday in September | Deadline to submit participating paperwork.   |
| Last Friday in January   | Deadline for an individual plan revision.   |

|                                       |   |
|---------------------------------------|---|
| May 1st                               | Deadline for turning in completed log(s) and log categorization page. |
| May 5 <sup>th</sup> -15 <sup>th</sup> | Peer Review of Completed Plans  |

---

**Career Ladder year will begin on July 1st and end on May 31st. Anticipated career ladder opportunities happening between the log submission deadline and May 31st must be approved by the Career Ladder Committee and will be counted towards the current year's approved Career Ladder Plan.**

The Peer Review Committee will review the plans before October 15th of the plan year. Responsibilities listed may be completed as early as the first day of July (for the plan year to begin the following fall) but must be completed no later than the last day of May of the actual plan year.

Once the Peer Review Committee tentatively approves career ladder plans, they will be returned to the teacher. The teacher is responsible for keeping their plans, attaching appropriate documentation, and turning in the completed plan by May 1st of the career ladder plan year.

Plans must be turned in no later than May 1st. The Peer Review team will meet by May 15 to review the plans. You are encouraged to complete all responsibilities by May 1. However, responsibilities that will occur after May 1st and before the last day of school are to be listed as already completed. The peer Review Committee has the right to hold off approving the plan until responsibilities have been documented as completed.

After a plan has been initially reviewed and approved by the Career Ladder Peer Review Committee the plan can be changed by the individual teacher. However, changes must be returned to the Peer Review Committee for approval. The committee would need to hold a special meeting in such a case. In fairness to the peer review committee, they will be required to do this only once, and all changes must be submitted no later than the last Friday in January.



### **Career Ladder Participants Instructions**

1. The Career Ladder calendar year begins on July 1 and ends on May 31 of the following year.
2. Complete and submit the Career Ladder INTENT to Participate form to your representative no later than Sept 1st.
3. Your proposed plan is due to your building Career Ladder representatives no later than the last Friday in September. This form requires three signatures (teacher, building administrator, and career ladder representative).
4. After September 1, a returning teacher may rescind intent to participate or lower the participation stage but may not be added as a participant or increase the participation stage.
5. Plan revisions will be accepted for Peer Review until the last Friday in January.
6. The official Career Ladder forms are available on the district website under the employment tab and from your building Career Ladder Representative. The forms must be completed on the computer and the most recent version of each form must be completed.
7. The Career Ladder Checklist tells you how to complete your application.
8. Turn in one copy of your plan by the last Friday in September. You may want to print a second copy for your files.
9. Qualifications for each stage are outlined on the Career Ladder Application.
10. If you submit a Stage III application and cannot complete all of the responsibilities, your log sheet will reflect hours completed and impact stage completion.

## **Appendix A**

### **Appeals Process**

Any Hamilton School District educator who is denied participation in the Career Ladder Program due to a determination from the performance-based evaluation process or a determination that they have not met the requirements for participation will have the option to appeal that determination.

In terms of PBTE, refer to the board-approved plan. The appeals process is clearly stated in that document.

In terms of the career ladder plan, should the Peer Review Committee turn down a responsibility, that decision may be appealed to the Assessment Committee, with the Superintendent of Schools abstaining from participation.

Following that appeal, the matter would be appealed to the Superintendent of Schools. The next step, if needed, would be to seek an audience with the Board of Education.

As a general rule of thumb, those responsibilities that support stated goals and objectives as outlined in the District Comprehensive School Improvement Plan, Professional Development Plan, and Curriculum/Assessment Plan will be approved.

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 this Hamilton School District Career Ladder Plan.

## **Appendix B**

### **Responsibilities, Activities & Efforts**

School district teachers participating in the Career Ladder Grant Program shall complete a minimum of the required hours on responsibilities or voluntary efforts in one of the following areas:

- Serving in teacher externships as provided in section 168.025, RSMo;
- Serving as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation;
- Serving as a mentor or cooperating teacher for new teachers for which the teacher does not already receive additional compensation;
- Serving as a mentor for students, whether in a formal or informal capacity;
- Providing high-quality tutoring or additional learning opportunities to students;
- Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications;
- Receiving additional teacher training or certification outside of that offered by the school district (i.e. National Board Certification); and
- Other (with a description of how this teacher's responsibility or voluntary effort directly and obviously relates 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)

The following are **examples** of activities that are not acceptable responsibilities or voluntary efforts to be included in a teacher's Career Ladder Development Plan. **THIS LIST IS NOT ALL INCLUSIVE.**

- Painting classrooms
- School beautification projects
- Community activities that do not include students

- Community activities that include students but are not directly and obviously related to instruction
- Taking tickets, time keeping, score keeping, attending school functions, any fund raisers or concession stand activities (PTO carnivals, PTO craft fairs, ball tournaments, book orders, etc.)
- Attending Board of Education meetings (unless attending to make a report for an approved committee)
- Any activity that is part of the educator's regular contracted day
- Any activity for which the educator receives compensation, regardless of the source of that compensation
- College classes in administration (exception: class required for another program; ex. curriculum development)
- Any Church affiliated activity
- Any activity related to scouting or other non-academic activities
- Tutoring cannot include open gym, study hall, detention, and/or any activity for which a teacher receives a stipend
- IEP meetings
- Writing lesson plans or instructional units that are part of a teacher's regular responsibility to implement the district's curriculum and to design appropriate learning experiences for the students in his/her classroom or team

**NOTE: The educator should be an ACTIVE participant in the planning and execution of approved activities. Supervision or attendance alone is not adequate.**

(Example: Attending a workshop or conference is not adequate. In addition to attendance, a participant should find a way to report (written or oral) and share ideas with co-workers, teaching strategies, content updates, etc., acquired at the professional meeting.

- Being a presenter is sufficient.
- Supervision of students on the bus (ex. field trips) is not adequate.

## Appendix C

### Sample Responsibilities

1. **Reminder: Expansion of Student Learning (Responsibilities #1 and/or #2)** A minimum of 50% of the plan hours must be spent on expanding student learning (direct student contact and indirect student contact). A minimum of 50% of these hours (direct student contact) must be spent on remedial instruction in a subject area demonstrating need. (i.e., before or after school tutoring in individual (1:1) or group settings.
  
1. **Direct Student Contact** *Expansion of Student Learning -- Tutoring*  
 Examples would include:
  - Before and/or after school tutoring in individual (1 to 1) or group settings.
  - Homebound tutoring
    - \*Verification –Remediation Log Forms and Signature of district administrator
  
2. **Indirect Student Contact** *Expansion of Learning -- Other Student Contact*  
 (As stated in the CSIP document, our goal is for 100% of Hamilton students to meet or exceed the state standards and/or demonstrate measurable growth.)  
 Examples would include:
  - Academic Clubs
  - Academic Related Field Trips (outside normal school day)
  - Academic Competitions
    - \*Verification – Form D Log and Signature of District administrator
  
3. **Curriculum and Test Writing**  
 (As outlined in District’s Curriculum Plan and CSIP, 100% of the district curriculum will be written and regularly reviewed according to established district procedures.)  
 Examples would include:
  - Creating Benchmark Assessments.
  - Writing/revising curriculum to be added to curriculum database.
  - Writing/revising curriculum to enhance MAP achievement.
  - Creating assessments to be added to curriculum database.
  - Creating and maintaining online classrooms such as Google Classroom for remediation and/or enrichment of student learning.
  - Curriculum work as it relates to at-risk students.
    - \*Verification: Form D Log and Signature of district administrator
  
4. **College Credit and/or Professional Development Hours**  
 (General understanding as stated in the district’s Professional Development Plan. The Hamilton School District expects all staff members to stay current in their particular field or assignment.) Educators may get the total hours available through college credit, workshops (in-service), or a combination of college credit hours and workshop (in-service) hours. They may not count the same hours of professional development for college credit and workshop (in-service).

Examples would include:

- College credit classes (15 clock hours per credit hour) applied toward a Master's Degree or that relate to a person's assigned teaching assignment.
- Workshop hours (1 hour per 1 hour of documented workshop time) that would fall under the guidelines of the District's Professional Development Plan.
- Principal approved book study. Logged collaboration time and logged outside reading time (outside reading time not to exceed 2 hours per book)

The following would NOT count:

- In-service or workshop hours that occur during a required contract day.
- In-service or workshop hours that do not fit under the District's PDC Plan.
- College hours that do not apply toward a Master's Degree nor relate specifically toward one's teaching assignment.
- Any workshop or in-service that has a stipend paid to attend.
  - \*Verification: For College Credit: Formal copy of college credit.
  - For Professional Development Hours: Form D Log and Signed certificate of completion (of workshop or in-service) or letter signed by PDC co-chair or district administrator

#### 5. *District Committee Work*

(Most often, district committee work is a by-product of the goals and/or directions specified within the District CSIP). Only committee work, either as a member or chair, with membership appointed by district administration or district-elected, can be included.

Examples that could be included:

- Curriculum and assessment work via Vertical Teams.
- Meetings for the purpose of improving test scores, such as Vertical Teams.
- Meetings for the purpose of improving student behavior and classroom performance, such as TST
- Meetings for the purpose of making improvements to the District Career Ladder Plan, such as Career Ladder Assessment Committee.
- Committee work for the purpose of improving community relations, such as Strategic Planning Committee.
- Committee work for the purpose of creating an improved learning/teaching environment, such as PDC.
- Committee meetings – Grade level/Vertical Teams meetings (outside of school day)
- Vertical Team Chairperson and/or Grade Level Coordinator duties (minimum six per year)

#### 6. *Serve as Mentoring Teacher.*

[As noted in District PDC plan, each new teacher (or new to a teaching assignment)

to Hamilton School District shall be assigned a mentoring teacher. The purpose will be to assist new teachers with their own professional development ... and to adjust to the expectations of the Hamilton School District.]

\*Verification – Form D Log and Signature of district administrator.

#### 7. *Technology Development, Maintenance and Promotion*

(The District's Communications Plan clearly outlines the need to utilize a variety of media to maximize awareness and support of the district's goals, objectives and programs. Utilizing digital technology such as the district website, social media and teacher webpages will assist the district in achieving these goals.)

Examples that could be included:

- Website – Webpage Creation / Management Beyond Teacher Pages/Online Classroom.
- Presenting Before/After school Technology Workshops

\*Verification – Form D Log and Signature of District Technology Coordinator.

#### 8. *Communication -- Website Teacher Page Maintenance*

(General goal of the CSIP to engage parents/guardians to create effective partnerships that support the development and achievement of 100% of the students.) – Teacher will maintain a current, relevant, and dynamic teacher page located within the school's website. Maximum of 5 hours

\*Verification – Checklist reviewed by teacher and building principal, pre- & post-completion.

9. Communication – Person-to-Person Parent Conferences (General goal of the CSIP to engage parents/guardians to create effective partnerships that support the development and achievement of 100% of the students.) This does NOT include the District-wide Parent Teacher Conference (usually in October) that is part of the teacher contract.

Examples that could be included:

- Face-to-Face Parent/Teacher Conferences
- Informational Meetings for Parents, such as Title I Parent Night
- Back-to-School Open House
- Phone Calls to Parents for purpose of student achievement.
- Digital platforms for communication of learning and achievement, such as portfolios, but not to include text-only communication platforms such as Remind

\*Verification – Form D Log and Signature of district administrator

**NOTE: The sample list is not intended to be all-inclusive. The Peer Review Committee may review other responsibilities on an individual basis. The Peer Review Committee will forward suggestions to the Career Ladder Assessment Committee.**

## Appendix D

### Teacher WebPage Responsibility #8 Checklist

*To be reviewed with building principal during March summative evaluation*

Name: \_\_\_\_\_

The basic elements of a quality teacher page are included and/or updated: (Check All that Apply):

- ☐ 1. Contact Info      ☐ 2. Teacher Bio / Photograph
- ☐ 3. Contact Me Form      ☐ 4. Welcome Message/Greeting
- ☐ 5. Course Syllabus / Objectives      ☐ 6. Calendar
- ☐ 7. Classroom Rules and Procedures      ☐ 8. Daily Schedule
- ☐ 9. Newsletters      ☐ 10. Parental Resources / Links
- ☐ 11. Photo Gallery      ☐ 12. Supply Lists
- ☐ 13. Study Guides / Handouts (if not using Online Classroom)

For the Teacher Webpage responsibility to be satisfactorily completed, seven (7) of the 13 elements above must be:

- a. Present and Accurate, and
- b. Updated within the current school year. (Teacher can login and show page history record)

*If the teacher is actively utilizing the Online Classroom, then #5, #7, and #13 are considered met.*

The teacher whose name appears at the top of this sheet has satisfactorily completed the teacher page requirement for Career Ladder purposes.

---

Teacher Signature

---

Date



\_\_\_\_\_  
**Building Principal / Assistant Principal Signature**

**Appendix E**  
**Hamilton R-II**  
**Form A1**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School year:** \_\_\_\_\_ **Stage#:** I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

To participate in Hamilton’s Career Ladder Program, a Career Development Plan (CDP) must be submitted and approved. The CDP consists of the following items:

- Page 1: Career Ladder Application Form**
- Page 2: Responsibility Summary Sheet**

**Position:**      \_\_\_ Teacher      \_\_\_ Librarian, Counselor      \_\_\_ Speech Language Pathologist

|   |   |
|---|---|
| Put ‘X’ in appropriate spaces to indicate qualifications that apply | Career Ladder Qualifications  |
|   | Two years teaching in Missouri Public Schools (Stage I)   |
|   | Three years teaching in the Missouri Public Schools (Stage II)  |
|   | Five years teaching in the Missouri Public Schools (Stage III)  |
|   | Completed beginning teacher assistance program and two years of mentoring (Stage I, II & III)   |
|   | Regular length, Full Time Contract  |
|   | Appropriate Certification for position held in the school year  |
|   | PBTE – Performed at an “expected” or above rating on each evaluation criteria of the most recent Performance Based Teacher Evaluation (PBTE). |
|   | Stages I, II & III: Completion of Career Development Plan for the level applying for  |

*All hours logged on the Career Ladder Plan are non-contract hours; no additional compensation will be received for hours logged. No hours of a supervisory nature are included, and all hours have a curricular emphasis.*

\_\_\_\_\_  
Name (Signature)

\_\_\_\_\_  
Date

Date

Administrator

Building Committee Member

\_\_\_\_\_ CDP approved \_\_\_\_\_

**Hamilton R-II**  
**Responsibility Summary Sheet – Form A2**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Building:** \_\_\_\_\_ **School year:** \_\_\_\_\_ **Stage#:** I \_\_\_\_ II \_\_\_\_ III \_\_\_\_

Read each statement below and initial in the space provided.

Participant Signed  
Initials

|     |  |  |
|-----|--|--|
| 1.  | To successfully complete the stage in which I am participating, I will log a minimum of 50 hours to complete Stage I; or log a minimum of 75 hours to complete Stage II or log a minimum of 100 hours to complete Stage III.   |  |
| 2.  | Serving in teacher externships as provided in section 168.025, RSMo;   |  |
| 3.  | Serving as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation;   |  |
| 4.  | Serving as a mentor or cooperating teacher for new teachers for which the teacher does not already receive additional compensation;  |  |
| 5.  | Serving as a mentor for students, whether in a formal or informal capacity;  |  |
| 6.  | Providing high quality tutoring or additional learning opportunities to students;  |  |
| 7.  | Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications;  |  |
| 8.  | Receiving additional teacher training or certification outside of that offered by the school district (i.e. National Board Certification); and/or college credit (1 college credit hour = 15 hours)  |  |
| 9.  | Examples of OTHER AREAS in which I can log hours may include parent contact, work on curriculum, professional development, committee work that is related to student achievement/programs, college/workshop hours, mentoring a teacher. NOTE: Not all eligible activities are addressed here and <b>no contractual or paid hours may be counted towards completion of hours.</b>   |  |
| 10. | Actions that I cannot log include, but are not limited to: supervision of an activity, individual educational research, travel to a professional development opportunity, established tutoring times with no students present, fundraising activities.   |  |
| 11. | In the space below, I have listed and briefly described activities I plan to log hours for during the school year, including approximate hours that may be logged for these activities. These efforts must 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. |  |

Participant (Signature) \_\_\_\_\_ Date \_\_\_\_\_

I certify that the above-named educator meets all requirements for participation on the Career Ladder Stage indicated.

Administrator (Signature)\_\_\_\_\_



**Appendix F**  
**Responsibilities Summary Sheet**  
**Form B**

**Name:**

**Stage:** I ☐ II ☐ III ☐

**List all responsibilities that you would like to consider for this year to meet individual stage requirements:**

| Initial Approval by:<br>(Review Committee Initials & date) | Indicate the number that corresponds with the responsibility and if it is a * activity | Responsibility | Anticipated date of completion | Actual date of completion | Estimate of number of Hours for Completion | Actual number of hours @ completion | Final Approval by:<br>(Review Committee Initials & date) |
|--|--|----------------|--------------------------------|---------------------------|--|-------------------------------------|--|
|  |  |                |                                |                           |  |                                     |  |
|  |  |                |                                |                           |  |                                     |  |
|  |  |                |                                |                           |  |                                     |  |
|  |  |                |                                |                           |  |                                     |  |
|  |  |                |                                |                           |  |                                     |  |
|  |  |                |                                |                           |  |                                     |  |
|  |  |                |                                |                           |  |                                     |  |
|  |  |                |                                |                           |  |                                     |  |
|  |  |                |                                |                           |  |                                     |  |
| TOTAL HOURS  |  |                |                                |                           |  |                                     |  |

Appendix G

Responsibilities, Activities & Efforts - Plan  
Form C

Name: \_\_\_\_\_

1. Responsibility / Activity / Effort (as listed in Career Ladder Plan booklet):

2. Check Identified Area:

- ☐ District School Improvement Plan
- ☐ District Curriculum Development Plan
- ☐ District Professional Development Plan
- ☐ MO School Improvement Program
- ☐ Instructional Improvement

3. Explain how this responsibility relates to identified area:

4. Describe specific action to be completed for designated responsibility:

5. Projected date for final completion and verification of this responsibility:

\_\_\_\_\_  
Date

6. Estimated number of hours required to complete this responsibility:

\_\_\_\_\_  
Pre-Approval Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Post Approval Signature

\_\_\_\_\_  
Date

**Log Sheet - Form D**

List: #---: + short description

*I verify that the above information is accurate.*

---

Educator's Signature \_\_\_\_\_

Appendix I

CAREER LADDER CATEGORIZATION OF LOGGED HOURS

Form E

Name: \_\_\_\_\_ Total Hours Logged: \_\_\_\_\_

Building: \_\_\_\_\_ School year: \_\_\_\_\_ Stage#: \_\_\_\_\_

Please give the total number of Career Ladder hours spent in each of the following areas:

|    |  | Hours | Committee Approval |
|----|--|-------|--------------------|
| 1. | <b>Direct Student Contact:</b> Student Tutoring or mentoring outside of the school day, or within the school day during preparation times and before and/or after the school day.  |       |                    |
| 2. | <b>Indirect Student Contact:</b> Serving as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation;  |       |                    |
| 3. | Teacher externships as provided in section 168.025, RSMo   |       |                    |
| 4. | Serving as a mentor or cooperating teacher for new teachers for which the teacher does not already receive additional compensation   |       |                    |
| 5. | Assisting students with postsecondary education, preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications. |       |                    |
| 6. | Other: This includes curriculum development; professional development; approved committee(s) member; and other instructional improvement activities. <i>Do not include hours here that are reflected in categories above.</i>                        |       |                    |
|    | Total Hour   |       |                    |

Stage Applied for: I II III

Stage Completed: I II III

Teacher (Signature) \_\_\_\_\_ Date: \_\_\_\_\_