

MEMORANDUM OF AGREEMENT REGARDING A PROFESSIONAL GROWTH SYSTEM

BETWEEN THE
CLARK COUNTY SCHOOL DISTRICT
AND THE
CLARK COUNTY EDUCATION ASSOCIATION

Pursuant to, and in order to implement the intent of Article 26 of the Collective Bargaining Agreement negotiated between the Clark County School District (“CCSD”) and the Clark County Education Association (“CCEA”), collectively the “Parties”, this Memorandum of Agreement is hereby entered into by the Parties on this ____ day of December, 2015, as follows:

- I. The purpose of a Professional Growth System is as follows:
 - A. Provides an outline for career options for educators/ licensed professionals who want to seek additional responsibility without leaving the classroom;
 - B. Recognizes and rewards educators/ licensed professionals who attain and demonstrate knowledge and skills that improve professional teaching;
 - C. Recognizes and rewards improved educator/ licensed professional practice that is a factor in student learning and other student outcomes.

II. The process for making a proposal under this Professional Growth System shall include the following:

A. First Step: *Develop an Action Plan*

The educator/licensed professional shall complete a Contextual Information Evidence Form, which allows all parties to have a better understanding of the context, purpose, and expectation of the Professional Growth Plan (PGP). Information may include, but is not limited to:

1. Current professional position,
2. Brief description of the employee’s current work, including whether s/he is a facilitator, mentor, teacher (grade level, subject, number of classes), etc.,
3. Brief description of assignment, including any appropriate information about the students and other background information (e.g., IEP, accommodations and/or modifications) and of the method of movement along the Professional Salary Table that is the focus of the employee’s PGP

B. Second Step: *Design the Professional Growth Plan (PGP)*

The educator/licensed professional self-assesses and then works collaboratively with the supervisor to set goals. The key actions are for them to analyze student data, reflect on past performance, and identify a student learning goal and/or professional practice goal that will serve as the focus of the PGP. The plan should outline a clear path for action that will support the educator’s professional growth and improvement, align with school and/or District goals, leverage existing professional development and expertise from within the school/District where possible, and may include teacher generated school and district assessment(s).

1. The PGP applies to all licensed professionals or student learners and should support the Nevada Educator Performance Framework’s goals of:
 - a. Positively impacting the achievement of students in Nevada (Clark County);
 - b. Growing professionally through targeted, sustained professional development and other supports;
 - c. Monitoring student growth, identifying and developing quality instructional practices, and sharing effective educational methods with colleagues;
 - d. Reflecting upon practice and taking ownership for their professional growth; and
 - e. Participating in constructive dialogue and obtaining specific, supportive feedback from evaluators.

2. The PGP shall be the exclusive work product of the educator/licensed professional who has the sole discretion to submit evidence of progress towards professional growth under the plan for their evaluation. The plan can be mapped out as an individual, small group, or as an agreed upon school-wide plan to address specific needs. The educator/licensed professional has the sole discretion to opt out of portions of a school-wide PGP if there is a demonstrated reason that the proposed PGP does not meet the instructional or professional practice needs of the employee/licensed professional.

3. In order to complete an individually designed PGP, proposed coursework or professional learning opportunities will match the specified number of contact hours with a clear connection to the agreed upon goals and authorized by the supervisor. *Elements of the PGP shall be:*
 - a. Contact units (CU) shall be defined as follows, “One (1) CU will be earned for each one hundred eighty (180) minutes of participation outside the licensed employee’s contracted work day and as approved by the principal/ designee or appropriate supervisor” (CCSD/ CCEA Negotiated Agreement, Article 26-1). Two hundred twenty-five (225) contact units must be completed within a specific time period to trigger movement from one column to the next. Professional learning opportunities for salary advancement may not occur during an educator/licensed professional’s regular contracted day. The banked time/ “SBCT” time referenced in CBA Article 21 cannot be used for contact units.

Clock Hours	Current PDE Credit/s*	University Semester Credit/s*	Contact Units (CU)	Documented Accomplishments Based on Proposed PGP
15	1	1	5	
30	2	2	10	
45	3	3	15	
675	45	45	225	

**Verification of qualifying coursework for license renewal shall be the sole responsibility of the educator/licensed professional.*

- b. Each PGP shall contain an outline of professional learning opportunities. These professional learning opportunities shall connect deeply with the aims of the PGP in a manner that is consistent with the Nevada Educator Performance Framework (NEPF) and district and/or department or school-wide goals, which align with the needs of students served by the educator/licensed professional. Licensed professionals, whose current evaluation system is being developed statewide, shall align their PGP to their current evaluation system.
- c. Documented accomplishments shall be considered professional work that is completed outside of the contracted day serving as evidence of student/adult learning. Categories of documented accomplishments will include, but are not limited to, professional learning opportunities with families and communities, work as a leader/collaborator, and/or development as a learner. A list of suggested, but not limited to, documented accomplishments shall be mutually agreed upon between the CCSD and CCEA.
- d. Development of the Professional Growth Plan (PGP) will include both the input of the educator/licensed professional and their supervisor.
- e. Those programs that follow a designated path of coursework requirements may be utilized within a PGP. Educators/licensed professionals shall be required to record all elements of the PGP documentation, including but not limited to, the completion of the required 225 contact units. Those programs will include, but are not limited to, successful completion of: National Board Certification, applicable Master's Degree programs, applicable Doctoral Degree programs.

C. Third Step: *Propose the Professional Growth Plan (PGP)*

The educator/licensed professional shall present the Professional Growth Plan (PGP) to the supervisor for final review and feedback. If the PGP is not mutually agreed upon by the teacher/licensed professional and supervisor, the teacher/licensed professional shall be given no fewer than seven (7) days to make adjustments and resubmit. The PGP must be finalized by last day of October in order to be implemented in the same academic year. Included within this Professional Growth Plan (PGP) will be the Professional Practice Assessment, action goal/s aligned with NEPF Standards and Indicators, record of proposed professional learning opportunities, estimate of the total contact units (minimum of 225) needed for the method of movement, and summary of planned impact on professional practice. While this should be a collaborative effort between the educator/licensed professional and the supervisor, the administrator shall not substitute their own goal(s) for that of the educator/licensed professional's so long as the proposed PGP meets the specified criteria.

The supervisor shall authorize the final PGP according to specified criteria to be mutually agreed upon between the CCSD and CCEA and the educator/licensed professional shall submit documentation in a manner to be mutually agreed upon between CCSD and CCEA. Such authorization shall not be unreasonably denied. If the PGP is not authorized by the supervisor, s/he shall offer feedback and the educator/licensed professional shall be given up to twenty-one

(21) days to make adjustments and resubmit. If the educator/licensed professional does not agree with the supervisor's decision, an appeal can be submitted (See CCSD/CCEA Negotiated Agreement, Article 26-2-4).

D. Fourth Step: *Maintain Evidence of the Professional Growth Plan (PGP)*

Educators/licensed professionals will be required to maintain formative documentation of progress towards completion of the Professional Growth Plan (PGP). The document, titled "Formative Progress", will record contact units (CU) completed as well as an educator/licensed professional review of the impact on instructional and professional practice.

Supervisors and educators/licensed professionals will review the Formative Progress document and give growth-based reflective feedback during NEPF evaluation meetings. This feedback will record reflections by both supervisor and educator/licensed professional, and may serve as evidence of growth towards the professional responsibilities standard(s) for both educator/licensed professional (at their sole discretion).

E. Fifth Step: *Yearly Review of the Professional Growth Plan (PGP)*

The Professional Growth Plan (PGP) will be reviewed annually with the educator/licensed professional and their supervisor to track progress and adjust as needed. The yearly review may be incorporated as part of goal setting and pre/post NEPF conferences. Professional Growth Plan (PGP) shall include details of student/adult learning, class/student demographics, connections to professional learning opportunities taken, and the impact on educator/licensed professional's practice.

In addition, the yearly review shall serve as evidence towards CCSD's effectiveness in supporting professional learning opportunities and the strategic growth of educators/licensed professionals. It shall also inform CCSD and CCEA of the effectiveness of the investment made towards compensation (e.g., salaries, benefits), the influence on enhanced teaching and learning, and impact on recruitment and retention of quality educator/licensed professionals within the District. Each year the administrative efficiency and cost-effectiveness of the Professional Salary Table (PST) shall be examined. The CCSD/CCEA shall jointly be involved in all stages of this evaluation, including but not limited to identifying criteria that will be utilized in the yearly review process.

F. Sixth Step: *Document Accomplishments Pertaining to the PGP*

The documenting of accomplishments pertaining to the PGP should be evidence-based on NEPF Standards and Indicators in accordance to state law. The evidence should be clear on the connections to course work and student learning. Student's abilities should inform expectations of student academic growth.

Educator/licensed professional reflection takes time, training and practice. Documentation of PGP accomplishments includes time spent analyzing and reflecting upon connections among documented accomplishments, focusing on instructional or professional challenges encountered, as well as discuss plans for continued professional growth and efforts that have an impact on student/adult learning.

Analysis of professional growth shall be determined by the Nevada Educator Performance Framework (NEPF) Standards and Indicators. If the educator/licensed professional does not reach the expected outcome in their plan they shall be granted the opportunity to re-submit and demonstrate impact of their Professional Growth Plan.

- III. Disputes which arise regarding interpretation, application or alleged violation of any of the provisions of this Memorandum shall be subject to the Grievance and Arbitration Procedure in Article 4 of the Negotiated Agreement between the Parties.

Agreed to and accepted:

For the CCSD

For the CCEA
