


**The purpose of this guide is to provide tools and resources needed to develop a Professional Growth Plan (PGP) to accumulate Contact Units (CUs) to move across columns on the Professional Salary Table (PST). This guide provides parameters for professional development activities including established CU values and verification forms for professional development activities.**

Scan with a mobile device or enter the URL into an Internet browser to view a video of CCSD Superintendent Pat Skorkowsky and CCEA Executive Director John Vellardita discussing the Professional Growth System.



<http://bit.ly/CCSD-PGP>

Educators/licensed professionals have many options to participate in professional development activities aligned to their PGP that is developed collaboratively with their supervisor. In general, professional development activities are assigned CUs associated with the time that the educator/licensed professional participates in these activities outside of the contractual workday. Each educator/licensed professional is responsible for maintaining a *Contact Unit Log* (CCF-PGS1) of the professional development activities and CUs which the educator's/licensed professional's supervisor approves.

This guide provides the established CU values and parameters for professional development activities that educators/licensed professionals may use as part of their PGP. Most professional development activities require a *Contact Unit Verification Form* (CCF-PGS2). Please note that educators/licensed professionals in Title I, Tier I and Title I, Tier II Schools have some additional options.

### Contact Units

- Each CU translates into 180 minutes of "clock" time.
- Only hours taken outside of the regular contractual workday and year are allowed to count toward CUs.
  - If an educator/licensed professional is being paid his/her contractual rate for an extended contractual workday or year, that time is excluded from counting toward CUs.
  - Site-Based Collaboration Time from the four staff development days is excluded from counting toward CUs.
- Professional development activities may be aligned to professional growth related to goals in any of the following areas:
  - School Goal(s)
  - Nevada Educator Performance Framework (NEPF) Student Learning Goal(s)
  - NEPF Professional Practice Goal(s)
  - Career Pathway Goal(s)
  - School Community Goal(s)
- If an educator/licensed professional is being paid a supplemental instruction rate or is receiving any other compensation for the professional development activity, he/she may only use one-half (½) of the listed CU value toward the 225 CUs accrual.
- A minimum of 225 CUs are needed for column movement.

### Table of Contents

Professional Growth Plan Process.....	2
Professional Development Activities.....	4
Presenting Professional Development.....	6
Creating Professional Development.....	6
Online Professional Development.....	7
Professional Learning Communities.....	8
School & Community Activities.....	8
College Coursework.....	10
Mentoring.....	12
Task Force Participation .....	12
Grant Writing.....	13
Student Tutoring.....	13
Award Applications.....	13
Student-Based Activities: Extracurricular Activities.....	14
Student-Based Activities: IEPs.....	14
Specific Programs That Enhance Teacher Effectiveness.....	15
Contact Units Available Only While Working at Title I, Tier I and Title I, Tier II Schools or Special Education Teachers Teaching in a Self-Contained Classroom.....	16
Frequently Asked Questions.....	17

### Title I, Tier I and Title I, Tier II Schools

- Each school's tier designation is annually determined by the Nevada Department of Education and is based on a combination of the percentage of students receiving free and reduced lunch and student achievement levels. School designations can be found on the Nevada Department of Education website.
- Different professional development activities and CU maximums exist as permissible options only at Title I, Tier I and Title I, Tier II Schools. Specific information is provided for additional options for educators/licensed professionals in these schools.

### Self-Contained Special Education Teachers

Special education teachers serving in a self-contained classroom at any school are eligible for the two-year track, and may adhere to the two-year track CU options if those activities are available at the school/site.

### Centrally Assigned Educators/Licensed Professionals

Educators/licensed professionals who are centrally assigned project facilitators in any area are eligible only for the three-year track column movement unless all assignments are in Title I, Tier I and Title I, Tier II Schools.

# Professional Growth Plan Process

The PGP will empower educators/licensed professionals to chart their own path toward instructional and professional growth. The process for making a proposal under the Professional Growth System (PGS) shall include the following steps. The goal of the development process is to align system activities with the natural cycle of goal setting as part of the Nevada Educator Performance Framework (NEPF).



## Step 1

### Develop an Action Plan

**Choose your path according to your own needs and those of your students.**

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 PGP. Information may include, but is not limited to:

1. Current professional position.
2. Brief description of the educator's/licensed professional's current work, including whether he/she 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 PST that is the focus of the educator's/licensed professional's PGP.



## Step 6

### Document Accomplishments Pertaining to the Professional Growth Plan

**Submit your final documents to receive your lane increase.**

The documenting of accomplishments pertaining to the PGP should be evidence-based on NEPF Standards and Indicators in accordance with state law. The evidence should be clear on the connections between 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, and discussing plans for continued professional growth and efforts that have an impact on student/adult learning.

Analysis of professional growth shall be determined by the NEPF Standards and Indicators. If the educator/licensed professional does not reach the expected outcome in the plan, he/she shall be granted the opportunity to re-submit and demonstrate impact of the PGP.

## Connecting the NEPF

- How can you develop an action plan that will align your NEPF goal(s) to your PGP? Your PGP will serve as evidence toward your NEPF Standards and Indicators.
- Reflect upon your practice and take ownership of your own professional growth through targeted and sustained professional learning opportunities.
- Incorporate your PGP into your NEPF goal setting and pre/post conferences, and use reflection as a vehicle toward a continual upward spiral of growth.



## Step 5

### Yearly Review of The Professional Growth Plan

**Review your PGP progress annually.**

The PGP will be reviewed annually with the educator/licensed professional and the supervisor to track progress and adjust as needed. The yearly review may be incorporated as part of goal setting and pre/post NEPF conferences. The PGP shall include details of student/adult learning, class/student demographics, connections to professional learning opportunities taken, and the impact on educator's/licensed professional's practice. Annually, planned activities may be adapted in order to continue and update alignment with the educator's/licensed professional's professional growth goals.



## Step 4

### Maintain Evidence of the Professional Growth Plan

**Keep formative documentation of progress toward your PGP.**

Educators/licensed professionals will be required to maintain formative documentation of progress toward completion of the PGP. The document, titled Formative Progress, will record CUs completed and 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 the regular NEPF Evaluation Cycle. This feedback will record reflections by both supervisor and educator/licensed professional, and may serve as evidence of growth toward the professional responsibilities standard(s) for the educator/licensed professional if he/she wishes to use such evidence in that manner.

## Step 2

### Design the Professional Growth Plan Self-assess and work collaboratively with your supervisor to develop a clear path.

The educator/licensed professional self-assesses and then works collaboratively with the supervisor to set goals. The key actions are 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/licensed professional'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, impact school climate, and may include teacher-generated school and District assessment(s).

1. The PGP applies to all educators/licensed professionals or student learners and should support the NEPF'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 toward professional growth under the plan for their evaluation. There are processes and forms in place to promote collaboration and ensure that the supervisor and educator/licensed professional agree that professional growth activities submitted are in alignment with the PGP and are included on the approved activities list. The plan can be mapped out as an individual, small group, or as an agreed upon schoolwide plan to address specific needs. The educator/licensed professional has the sole discretion to opt out of portions of a schoolwide PGP if there is a demonstrated reason that the proposed PGP does not meet the instructional or professional practice needs of the educator/licensed professional. Further, provisions and accommodations shall be made if an educator's/licensed professional's supervisor changes in the process of working toward attainment of the 225 CUs.
3. In order to complete an individually designed PGP, proposed coursework or professional learning activities 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 educator's/licensed professional's contractual workday and as approved by the principal/ designee or appropriate supervisor" (CCSD/ CCEA Negotiated Agreement, Article 26-1). Two hundred twenty-five (225) CUs trigger movement from one column to the next. Professional learning opportunities for salary advancement may not occur during an educator's/licensed professional's regular contractual workday. The banked time/ "SBCT" time referenced in CBA Article 21 cannot be used for CUs.

*\*NOTE: Verification of qualifying coursework for license renewal shall be the sole responsibility of the educator/licensed professional. Not all CUs will apply to the Nevada license renewal process.*
  - b. Each PGP shall contain an outline of professional learning activities. Professional growth opportunities shall be selected from among the provided list of options. The activities selected must connect deeply with the aims of the PGP in a manner that is consistent with the NEPF and District and/or department or schoolwide goals, and shall align with the needs of students served by the educator/licensed professional. Educators/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 contractual workday serving as evidence of student/adult learning. Categories of documented accomplishments include, but are not limited to, professional learning activities 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 has been mutually agreed upon between the District and CCEA, and will be adapted as needed throughout the implementation of the PGS process.
  - d. Development of the PGP will include both the input of the educator/licensed professional and his/her 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 CUs. Designated programs will include, but are not limited to, successful completion of: National Board Certification, applicable Master's Degree programs, and applicable Doctoral Degree programs.

## Step 3

### Finalize the Professional Growth Plan Propose your PGP to your supervisor.

The educator/licensed professional shall present the PGP to the supervisor for final review and feedback. If the PGP is not mutually agreed upon by the educator/licensed professional and supervisor, the educator/licensed professional shall be given no fewer than seven (7) days to make adjustments and resubmit. The PGP must be finalized by the last day of October in order to be implemented in the same academic year. Included within this 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 CUs (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 supervisor shall not substitute his/her own goal(s) for that of the educator's/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 District and CCEA and the educator/licensed professional shall submit documentation in a manner described in this guide. Such authorization shall not be unreasonably denied. If the PGP is not authorized by the supervisor, he/she 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).



## Professional Development Activities

Activity	Contact Units	Description and Limitations
Attendance at District-Conducted Professional Development	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>5 CUs for each 1 PDE credit (1 PDE credit = 15 "clock" hours).</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of "on the clock" time for 1 course must be 3 hours. For example, 1 course could occur once a week for an hour, over 3 weeks.
Attendance at Professional Development Conducted at the School/Site	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of "on the clock" time for 1 course must be 3 hours. For example, 1 course could occur once a week for an hour, over 3 weeks.

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the instructor upon completion of the course.

Activity	Contact Units	Description and Limitations
Attendance at CCEA-Conducted Professional Development	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Attending a Course Series (e.g., Diversity Series, Research Series, Content Series, etc.) includes 1 CU for each 180 minute time period for both in-class and specified out-of-class time. For 15 hours of in-class time, 3 additional hours of specified out-of-class time is included.</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of "on the clock" time for 1 course must be 3 hours. For example, 1 course could occur once a week for an hour, over 3 weeks.
Attendance at RPDP-Conducted Professional Development Workshops or Courses	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>For each 3-hour session, 1 additional hour of out-of-class time shall be included.</li> </ul>	<p>Professional development must be taken and accrued in full CUs. The minimum amount of "on the clock" time for 1 course must be 3 hours. For example, 1 course could occur once a week for an hour, over 3 weeks.</p> <p>Note: RPDP courses which are taken for UNLV credits are subject to the same requirements as credits from NV DOE approved providers.</p>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the instructor upon completion of the course. Documentation for out-of-class time is required.

Activity	Contact Units	Description and Limitations
Attendance at professional development conferences provided by organizations officially recognized by the educational profession or content area at the state, local, or national levels.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> </ul>	Organizations may be the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), or similar state-level organizations. Attendance at conferences which contain days/hours outside the contractual workday may be counted and travel time cannot be counted.

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the registrar or conference chair of the session with attachment containing conference/session promotional materials.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

# Professional Development Activities



Activity	Contact Units	Description and Limitations
Vegas PBS GOAL Courses	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>1.5 Vegas PBS GOAL credits are equivalent to 24 “clock” hours; therefore, 8 CUs.</li> </ul>	Offered through Vegas PBS only for professional development credit. The course must be substantively related to the educator’s/ licensed professional’s licensed assignment or professional growth goals.
Professional/Specialty License Continuing Education Units (CEUs)	<ul style="list-style-type: none"> <li>5 CUs for each 1 CEU, if the CEU is representative of 15 “clock” hours of instruction.</li> </ul>	<p>CEUs are generally for those who hold a specialty professional license, such as a social worker, psychologist, or the equivalent requirements for an educator/licensed professional licensed through the business and industry route. Can convert 180 minutes of CEU “clock” hour time to 1 CU.</p> <p>Must be substantively related to the educator’s/licensed professional’s licensed assignment and/or Career Pathway Goal(s).</p>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the instructor upon completion of the course and issuance of completion certificate or other evidence.

Activity	Contact Units	Description and Limitations
Professional Learning Related to Paid Extracurricular Assignment	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 8 CUs.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li><b>Maximum 16 CUs.</b></li> </ul>	<p>In order for this to count toward column movement, the professional learning session must not be otherwise required for the educator’s/licensed professional’s licensed assignment (i.e., First Aid or Safety) and must be directly related to 1 of the following:</p> <ol style="list-style-type: none"> <li>Technical expertise in the area of the extracurricular activity;</li> <li>Motivation, team-building, or fostering of an inclusive environment;</li> <li>The coaching or instruction of students in the area of the extracurricular activity; or</li> <li>Prevention of bullying, harassment, hazing, or other factors which impede the maintenance of a positive extracurricular experience.</li> </ol>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.

For additional provisions regarding “substantively related to your assignment,” see Article 26-10-4 (sections 1 through 9) of the Bargained Agreement.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## Presenting Professional Development

Activity	Contact Units	Description and Limitations
Teaching a pre-planned/previously developed professional development course at a school/site for up to a minimum of 5 enrollees.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period of teaching.</li> <li>Maximum 10 CUs.</li> </ul>	This activity is designed for those who teach a class which has been previously planned and developed for delivery.
Teaching a professional development course at a school/site for a minimum of 5 enrollees that the presenter developed.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period of teaching.</li> <li>Maximum 20 CUs.</li> </ul>	This activity is designed for those who teach a class developed to meet the needs of the school/site (see Creating Professional Development section below for hours allocated to writing a course).
Teaching a professional development course for a Districtwide audience for which PDE credit will be issued.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period of teaching plus 1 CU for each PDE credit for ongoing preparation/planning.</li> <li>Maximum 60 CUs.</li> </ul>	This is designed for those who deliver Districtwide professional development content. Both teaching and preparation time are included. Example: A 3-credit PDE course has a value of 15 CUs plus (45 "clock" hours) and 3 CUs (15 "clock" hours) for ongoing preparation time for a total of 18 CUs to teach the course.

The following documentation is required for the above activities:

*Contact Unit Verification Form* (CCF-PGS2) completed and signed by the educator/licensed professional and the appropriate administrator (the administrator who is responsible for the course) upon completion of the course.



## Creating Professional Development

Activity	Contact Units	Description and Limitations
Presentations at conferences provided by organizations officially recognized by the educator's/licensed professional's profession or content area.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period. Every 1-hour of presentation time is equivalent to 3 hours of preparation time.</li> <li>Maximum 10 CUs.</li> </ul>	All preparation time hours must be logged.

The following documentation is required for the above activities:

*Contact Unit Verification Form* (CCF-PGS2) completed and signed by the educator/licensed professional and the registrar or conference chair of the session with attachment containing conference/session promotional materials.

Activity	Contact Units	Description and Limitations
Writing or developing a new professional development course for the educator's/licensed professional's school/site designed for a minimum of 20 enrollees.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period of writing and preparation.</li> <li>Maximum 20 CUs.</li> </ul>	This activity is designed for those who write a new course or professional development opportunity at their school/site. This is for courses that are being written and developed for the first time; however, if the original course requires significant revisions, hours may be used to update a previously taught course.
Writing or developing a new professional development course for the District designed for a minimum of 20 enrollees.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period of writing/preparation.</li> <li>Maximum 50 CUs.</li> </ul>	This section is designed for those who write a new class or professional development offered at the District level. This is for courses that are being written and developed for the first time; however, if the original course requires significant revisions, hours may be used to update a previously taught course.

The following documentation is required for the above activities:

*Contact Unit Verification Form* (CCF-PGS2) completed and signed by the educator/licensed professional and the appropriate administrator (the administrator who is responsible for the course) upon completion of the course.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

# Online Professional Development



Activity	Contact Units	Description and Limitations
Micro-Credentials	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> </ul>	Each micro-credential must be completed before submitting the time for CU accrual and must be substantively related to the educator's/licensed professional's assignment. Only micro-credentials approved by Digital Promise may be utilized.
<p>The following documentation is required for the above activities:</p> <p><i>Contact Unit Verification Form</i> (CCF-PGS2) completed and signed by the educator/licensed professional with evidence of the digital badge/credential upon completion of the course.</p>		

Activity	Contact Units	Description and Limitations
Webinars	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 10 CUs.</li> </ul>	Accrued time will be equivalent to the actual time for webinars. For example, 3, 1-hour webinars may be taken for 1 CU or 1, 2-hour webinar and 1, 1-hour webinar may be taken for 1 CU.
<p>The following documentation is required for the above activities:</p> <p><i>Contact Unit Verification Form</i> (CCF-PGS2) completed and signed by the educator/licensed professional.</p>		

Activity	Contact Units	Description and Limitations
Massive Open Online Content Courses (MOOCs)	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> </ul>	<p>MOOCs must be provided by a school or organization within the platforms of EdX (<a href="http://www.EdX.org">http://www.EdX.org</a>) or Coursera (<a href="http://www.coursera.org">http://www.coursera.org</a>). The course must be substantively related to the educator's/licensed professional's assignment.</p> <p>MOOC CUs will be issued at the low end of the estimated hours per week multiplied by the number of weeks.</p> <p>Hours for CUs can be determined by:</p> <ul style="list-style-type: none"> <li>Copy of the syllabus with the average hours taken to complete the course.</li> <li>University credits.</li> </ul> <p>If the number of hours needed for completion of the course is not included within the course description, CUs will be determined by the number of credits earned.</p>
<p>The following documentation is required for the above activities:</p> <p><i>Contact Unit Verification Form</i> (CCF-PGS2) completed and signed by the educator/licensed professional and one of the following pieces of evidence:</p> <ul style="list-style-type: none"> <li>Certificate of Completion as issued by the university or organization.</li> <li>Evidence of the activity progress listed with completion status.</li> <li>Credits from a university.</li> </ul> <p>The educator/licensed professional must provide evidence of the estimated hours per week for a MOOC. MOOCs that do not have estimated hours will not count toward the 225 CUs.</p>		

For additional provisions regarding “substantively related to your assignment,” see Article 26-10-4 (sections 1 through 9) of the Bargained Agreement.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## Professional Learning Communities

Activity	Contact Units	Description and Limitations
Participation in a Professional Learning Community (PLC) in or among schools/sites by grade-level band, content, or course.	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period.</li> <li>• Maximum 40 CUs.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Maximum 60 CUs.</b></li> </ul>	<p>Schools may choose to organize PLCs within grade-level bands or content areas. Educators/licensed professionals may also be approved to participate in PLCs for focused learning across schools/sites.</p> <p>For example, PLCs might include:</p> <ul style="list-style-type: none"> <li>• Grading Practices</li> <li>• Advanced Placement Courses</li> <li>• IEP Standards and Practices</li> <li>• International Baccalaureate Designation</li> <li>• Career and Technical Education Programs</li> <li>• Research Developments in a Specialty Area</li> <li>• District Initiatives</li> <li>• ELL Instructional Professional Learning</li> <li>• Equity/Diversity</li> <li>• Other Instructional Focus Areas</li> </ul>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* signed by the supervisor indicating approval of the activity prior to participation. *Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional upon completion of the PLC.



## School & Community Activities

Activity	Contact Units	Description and Limitations
Assignment of Field Observation Students (FOS)	<ul style="list-style-type: none"> <li>• 1 CU for supporting FOS no more than twice a year.</li> <li>• Maximum 6 CUs.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>2 CUs for supporting FOS no more than twice a year.</b></li> <li>• <b>Maximum 8 CUs.</b></li> </ul>	FOS shall be assigned to an educator/licensed professional by his/her supervisor. FOS must spend 10 hours of time observing the master teacher.
Assignment of Practicum Students	<ul style="list-style-type: none"> <li>• 1 CU each week for supporting a practicum student no more than once a year.</li> <li>• Maximum 15 CUs.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>2 CUs each week for supporting a practicum student no more than once a year.</b></li> <li>• <b>Maximum 20 CUs.</b></li> </ul>	Practicum students shall be assigned to an educator/licensed professional by his/her supervisor.
Assignment of Student Teachers	<ul style="list-style-type: none"> <li>• 1 CU each week for supporting a student teacher no more than once a year.</li> <li>• Maximum 15 CUs.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>2 CUs each week for supporting a student teacher no more than once a year.</b></li> <li>• <b>Maximum 20 CUs.</b></li> </ul>	Student teachers shall be assigned to an educator/licensed professional by his/her supervisor.

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the supervisor upon completion of the activity. An additional certificate of completion may be used as documentation as issued by the teacher preparation program.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## School & Community Activities



Activity	Contact Units	Description and Limitations
Parent or Community Engagement Leadership: Designing, leading, and conducting activities designed to maintain and improve parent or community engagement with the parents/guardians at the educator's/licensed professional's school.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 20 CUs.</li> </ul>	Activities are designed and developed to align with the school community needs. Activities must be beyond the required 3 nights. Activities might include, but are not limited to, the following: <ul style="list-style-type: none"> <li>Conducting short seminars.</li> <li>Developing/designing family learning nights.</li> <li>Developing/designing college and career parent/guardian informational sessions.</li> </ul>
Serving on a designated school/site-based leadership committee.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 40 CUs but by mutual agreement between CCEA and the District this maximum may be increased.</li> </ul>	This includes Site-based Committees; Site-based, Decision-Making Teams; or other School Leadership Teams.  Must be on approved list of committees eligible for accrual of CUs.
The writing of a common assessment either for the District or as part of a schoolwide improvement plan.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 10 CUs.</li> </ul>	
The following documentation is required for the above activities: <i>Contact Unit Verification Form (CCF-PGS2)</i> completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.		

Activity	Contact Units	Description and Limitations
Academic Trips or Competitions as requested by School Administration or the District	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> </ul>	Defer to the Superintendent or other designee for authorization.
The following documentation is required for the above activities: Prior authorization by the Superintendent or other designee is needed for authorization. Once authorization has been received, a <i>Contact Unit Verification Form (CCF-PGS2)</i> must be completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.		

Activity	Contact Units	Description and Limitations
Group-Level Professional Learning	<ul style="list-style-type: none"> <li>Each plan may include a maximum of 60 CUs.</li> </ul>	These professional learning plans are 1-year proposals with a coherent series of professional learning activities to target the specific needs of educators/licensed professionals at a school/site or educators/licensed professionals in the District with a similar role or assignment.
The following documentation is required for the above activities: <i>Group-Level Professional Learning Proposal (CCF-PGS3)</i> must be submitted a minimum of 8 weeks prior to the initiation of the plan. Authorization must be received from the Assistant Chief Student Achievement Officer/Supervisor.		

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## College Coursework: Approved Teacher Education Programs

The following institutions of higher education are approved by the Nevada Department of Education (NV DOE) to be teacher preparation program providers as of April 1, 2016. It is recommended to check the NV DOE website to see if additional institutions of higher education have become approved teacher preparation program providers.

Great Basin College	Nova Southeastern University	University of Nevada, Reno
Lesley University	Sierra Nevada College	University of Phoenix
National University	Touro University-Nevada	Western Governors University
Nevada State College	University of Nevada, Las Vegas	

Although the following institutions do not offer degree completion programs, they do offer early childhood and other introductory education coursework:

College of Southern Nevada	Truckee Meadows Community College	Western Nevada College
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More information regarding these institutions of higher education can be found by scanning the following QR code with a mobile device or by entering the URL into an Internet browser:

[http://www.doe.nv.gov/Educator\\_Effectiveness/Educator\\_Develop\\_Support/Approved\\_Teacher\\_Education\\_Programs/](http://www.doe.nv.gov/Educator_Effectiveness/Educator_Develop_Support/Approved_Teacher_Education_Programs/)



### College Coursework

Activity	Contact Units	Description and Limitations
1 Semester Credit in Education	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester credit.</li> <li>• 5 CUs per 1 quarter credit.</li> </ul>	<p>Course(s) must be in the education department and at least a 300 course level or above or a 200 course level approved by the supervisor in alignment with the PGP. The course must be taken at an institution of higher education approved by the NV DOE as a teacher preparation program provider. The course(s) may also be taken at any college/university designated by the Carnegie Classification of Institutions of Higher Education as a Research Tier I (RU/VH) or Research Tier II (RU/H).</p> <p>The course(s) may be taken in person, video conference, online, or a blended-learning environment.</p>
1 Semester Credit <b>not</b> in Education	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester credit.</li> <li>• 5 CUs per 1 quarter credit.</li> </ul>	<p>Course(s) must be at least a 300 course level or above or a 200 course level approved by the supervisor in alignment with the PGP, must be substantively related to the educator's/licensed professional's licensed assignment, and taken at an institution of higher education in Nevada which is approved by the NV DOE to be a teacher preparation program provider. The course(s) may also be taken at any university designated by the Carnegie Classification of Institutions of Higher Education as an RU/VH or RU/H.</p> <p>The course(s) may be taken in person, video conference, online, or a blended-learning environment.</p>
Vegas PBS Teacherline Courses (1, 2, or 3 credits)	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester</li> </ul>	<p>Courses must be a 200 course level or above and must be substantively related to the educator's/licensed professional's assignment or professional growth goals.</p>

The following documentation is required for the above activities:

*Contact Unit Verification Form* (CCF-PGS2) and course/program transcript with a "B-" (2.8) or higher attained.

Note: Only one official transcript needs to be provided for verification when submitting the *Contact Unit Log* to the Human Resources Division for salary advancement. Courses cannot be taken pass/fail.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

# College Coursework



Activity	Description and Limitations
1 semester credit at a university not approved by the NV DOE to be a teacher preparation program and not an RU/VH or RU/H by the Carnegie Classification of Institutions of Higher Education.	All universities/colleges are encouraged to become approved teacher preparation program providers by the NV DOE.  <u>Non-Degree-Seeking Coursework</u> <i>Participation in non-degree-seeking coursework during the spring semester of the 2015-16 school year at a university/college not approved by the NV DOE to be a teacher preparation program and not an RU/VH or RU/H will receive 5 CUs per 1 semester credit or 3 CUs per 1 quarter credit. After June 1, 2016, CUs will not be approved from universities/colleges that are not approved by the NV DOE to be a teacher preparation program and not an RU/VH or RU/H institution of higher education.</i>  <u>Degree-Seeking Coursework</u> <i>Participation in coursework aligned with a Master's Degree and/or Doctoral Degree during the spring semester of the 2015-16 school year at a university/college not approved by the NV DOE to be a teacher preparation program and not an RU/VH or RU/H will receive 5 CUs per 1 semester credit or 3 CUs per 1 quarter credit. After June 1, 2016, CUs will not be approved from universities/colleges that are not approved by the NV DOE to be a teacher preparation program and not an RU/VH or RU/H institution of higher education.</i>

The following documentation is required for the above activities:  
*Contact Unit Verification Form (CCF-PGS2)* and course/program transcript with a "B-" (2.8) or higher attained.  
 Note: Only one official transcript needs to be provided for verification when submitting the *Contact Unit Log* to the Human Resources Division for salary advancement. Courses cannot be taken pass/fail.

Activity	Contact Units	Description and Limitations
1 semester credit in a university/college course with content substantively related to multiculturalism, at or above the 100 course level.	<ul style="list-style-type: none"> <li>• 8 CUs per 1 semester credit.</li> <li>• 5 CUs per 1 quarter credit.</li> <li>• If taken at the 100 course level, maximum 30 CUs.</li> <li>• No maximum if taken at the 200 course level or above.</li> </ul>	Courses which focus on the history and culture of diverse populations. Courses may include the 100 course level or above to become proficient in a language other than English.

The following documentation is required for the above activities:  
*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the supervisor prior to taking the course, and then attach an unofficial transcript with the course posted. Must receive a "B-" (2.8) or above for the course to count. Courses cannot be taken pass/fail.

Activity	Contact Units	Description and Limitations
Annenberg Learner Courses	<ul style="list-style-type: none"> <li>• Annenberg CEU conversions:                             <ul style="list-style-type: none"> <li>• 1.0 CEU = 3 CUs.</li> <li>• 1.5 CEUs = 5 CUs.</li> <li>• 2.0 CEUs = 6 CUs.</li> <li>• 2.5 CEUs = 8 CUs.</li> </ul> </li> <li>• Maximum 40 CUs.</li> </ul>	Credit through Colorado State University may also be accessed at the regular online course conversion rate. The course must be substantively related to the educator's/licensed professional's assignment.

The following documentation is required for the above activities:  
*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the supervisor upon completion of the course and issuance of a certificate of completion. Upon completion of an Annenberg Learner Course, the certificate of completion from Annenberg for documentation of completion must be ordered.

For additional provisions regarding "substantively related to your assignment," see Article 26-10-4 (sections 1 through 9) of the Bargained Agreement.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## Mentoring

Activity	Contact Units	Description and Limitations
<p>Mentoring</p> <p>(1) An experienced educator/licensed professional who is deemed to need support by the administrator who supervises the person being mentored.</p> <p>(2) A brand-new (no experience except substitute teaching) educator/licensed professional or an experienced educator/licensed professional newly hired by the District within the past calendar year; and/or</p> <p>(3) A long-term substitute if the position is anticipated to last more than 60 school days and if the person being mentored is in the area of mathematics, science, English, or special education.</p>	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period.</li> <li>• Maximum 50 CUs.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Maximum 120 CUs.</b></li> <li>• <b>In Title I, Tier I and Title I, Tier II Schools, an educator/licensed professional may be paid for mentoring outside the contractual workday and also receive full CUs.</b></li> </ul>	<p>Mentoring must occur outside of the contractual workday. Mentoring activities might include, but are not limited to, discussions, providing advice and feedback, observation and coaching, and assistance with writing lesson plans and IEPs.</p> <p>Note:</p> <ul style="list-style-type: none"> <li>• The mentoring activities may be combined in any fashion.</li> <li>• 5 CUs/15 hours of mentor teacher training are available for educators/licensed professionals who want to improve their mentoring and coaching abilities.</li> </ul>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the administrator who supervises the educator/licensed professional being mentored upon completion of the mentorship.

Activity	Contact Units	Description and Limitations
<p>Participating in a mentor relationship if you are a new hire within the past year or if you have been recommended to do so by your supervisor.</p>	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period.</li> <li>• Maximum 20 CUs.</li> </ul>	<p>This is for those educators/licensed professionals who are being mentored by others. Mentoring must occur outside of the contractual workday.</p>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the supervisor upon completion of the mentorship.



## Task Force Participation

Activity	Contact Units	Description and Limitations
<p>Writing, developing, or evaluating Districtwide curriculum as part of a Districtwide committee.</p>	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period.</li> <li>• Maximum 30 CUs.</li> </ul>	<p>Individuals are selected to participate on District curriculum committees. The coordinator/director of the District curriculum committee will provide meeting dates and times for the verification of hours.</p>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* signed by the supervisor indicating approval of the activity prior to participation. *Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the appropriate Instructional Design and Professional Learning (IDPL) Division representative upon completion of the committee's work.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## Grant Writing



Activity	Contact Units	Description and Limitations
Grant writing that directly impacts students, the school, or the school community.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 10 CUs.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li><b>Maximum 30 CUs.</b></li> </ul>	In order for the grant writing to be eligible for CU accrual, the grant award must be for the benefit of the school, students, and/or the overall classroom climate/environment.
<p>The following documentation is required for the above activities:  <i>Contact Unit Verification Form (CCF-PGS2)</i> completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.</p>		

## Student Tutoring



Activity	Contact Units	Description and Limitations
School-Based Tutoring	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 30 CUs.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li><b>Maximum 50 CUs.</b></li> <li><b>In Title I, Tier I and Title I, Tier II Schools, an educator/licensed professional may be paid for tutoring outside the contractual workday and also receive full CUs.</b></li> </ul>	Educators/licensed professionals may design and deliver instruction one-on-one or to small groups of students. Instruction might include supporting, accelerating, or remediating students before- or after-school.
<p>The following documentation is required for the above activities:  <i>Contact Unit Verification Form (CCF-PGS2)</i> completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.</p>		

## Award Applications



Activity	Contact Units	Description and Limitations
Applying for national or state-level professional awards for recognition of excellence in the educator's/licensed professional's professional practice.	<ul style="list-style-type: none"> <li>10 CUs may be provided for applying but no more than 5 CUs for each unique application.</li> <li>30 CUs will be allocated if an educator/licensed professional receives a national award.</li> </ul>	For national and state awards, this must be recognition which requires documentation and evidence of impact on school/student achievement.
Community-Based Awards	<ul style="list-style-type: none"> <li>12 CUs may be provided for applying but no more than 3 CUs for each unique application.</li> </ul>	Community-based awards and grants are provided by local agencies, companies, or other organizations. This includes awards available through the District but for which an educator/licensed professional must apply.
<p>The following documentation is required for the above activities:                      Supervisor reviews the application and submission of the award. An educator/licensed professional does not earn the CUs unless he/she completed and submitted the application.  <i>Contact Unit Verification Form (CCF-PGS2)</i> completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.</p>		

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**



## Student-Based Activities: Extracurricular Activities

Activity	Contact Units	Description and Limitations
Educators/licensed professionals who coach a sport, advise, or coordinate an extracurricular club or activity.	<ul style="list-style-type: none"> <li>• CUs provided for direct contact time coaching/advising students in the area of an extracurricular assignment.</li> <li>• Maximum 30 CUs and 10 CUs per season (fall, winter, spring, and summer).</li> <li>• ½ CU credit if any compensation is received for coaching/advising the activity.</li> </ul> <p><b>Title I, Tier I and Title I, Tier II Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Maximum 40 CUs and 10 CUs per season (fall, winter, spring, and summer).</b></li> </ul>	<p>The educator/licensed professional must be on the school's approved student activity or coaching list.</p> <p>Sports and activities which occur throughout the year that include more than 1 season may count toward CUs. For example, a football coach who is compensated during the fall football season may earn ½ CUs. If he/she also conducts summer weight training with the football players for no compensation, he/she may earn full CUs.</p>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* signed by the supervisor indicating approval of the activity prior to participation. *Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.



## Student-Based Activities: IEPs

Activity	Contact Units	Description and Limitations
Special Education Teachers and Related Services Special Education Providers: Writing IEPs	<ul style="list-style-type: none"> <li>• Maximum 22 CUs.</li> </ul>	<p>Special education teachers and Related Services Special Education Providers teaching in any school in any special education assignment will receive 1 CU for writing each IEP on his/her caseload for a maximum of 22 CUs.</p> <p>Note: It is understood that writing each student's IEP may be done during or outside the contractual workday.</p>
Educator/Licensed Professional: Participating Member of IEP Team	<ul style="list-style-type: none"> <li>• Maximum 22 CUs.</li> </ul>	<p>Any regular education teacher or licensed professional, regardless of the school, shall receive ½ CU for each student for whom the teacher or licensed professional participates in the IEP writing process or supports the goals of the IEP for a maximum of 22 CUs.</p>

The following documentation is required for the above activities:

*Contact Unit Verification Form (CCF-PGS2)* completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

## Specific Programs That Enhance Teacher Effectiveness



Activity	Contact Units	Description and Limitations
National Education Association: Teacher Leadership Initiative (TLI)	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 15 CUs for participation in the TLI for modules and webinars.</li> <li>Submission of a Capstone Project proposal cannot exceed 35 CUs.</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator's/licensed professional's knowledge. A proposal for the Capstone Project will be submitted to the TLI Coach for approval.
NEA Early Career Leadership Fellows Program	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 15 CUs for participation in the ECLF for modules and webinars.</li> <li>Submission of a Capstone Project proposal cannot exceed 35 CUs.</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator's/licensed professional's knowledge. A proposal for the Capstone Project will be submitted to the TLI/ECLF Coach for approval.
Public Education Foundation: Teacher Leadership Academy	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 24 CUs for participation in the required coursework.</li> <li>Completion of a Capstone Project proposal cannot exceed 6 CUs.</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator's/licensed professional's knowledge. Completion of a Capstone Project will be submitted.
Administrative Internship	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period.</li> <li>Maximum 50 CUs.</li> </ul>	All administrative internship time must be approved by the supervisor and must align directly to position.

The following documentation is required for the above activities:

*Contact Unit Verification Form* (CCF-PGS2) completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.

Activity	Description and Limitations
New Teacher Induction Program	Professional learning activities completed to fulfill onboarding requirements, as aligned to the educator's/licensed professional's assignment, may accrue CUs.

Activity	Contact Units	Description and Limitations
Successful Completion of National Board for Professional Teaching Standards (NBPTS) Process and/or Certification	<ul style="list-style-type: none"> <li>133 CUs for completion of the NBPTS Process.</li> <li>92 CUs for the NBPTS Certification.</li> </ul>	Completion of the NBPTS process, including Components 1 through 4, will earn a total of 133 CUs. After successful certification of NBPTS, an additional 92 CUs will be earned.
Successful Completion of National Board Renewal	<ul style="list-style-type: none"> <li>40 CUs.</li> </ul>	National Board Certified Teacher (NBCT) Certification Renewal Profile of Professional Growth.

The following documentation is required for the above activities:

*Contact Unit Verification Form* (CCF-PGS2) as evidence of hours while in process. NBCT certificate shall be utilized as evidence verifying all hours once complete.

**Reminder: Any paid hours at \$22 per hour accrue CUs at the ½ rate.**

# Contact Units Available Only While Working at Title I, Tier I and Title I, Tier II Schools or Special Education Teachers Teaching in a Self-Contained Classroom

## School & Community Activities

Activity	Contact Units	Description and Limitations
Parent or Community Engagement Participation	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period.</li> <li>• Maximum 30 CUs.</li> </ul>	<p>An educator/licensed professional who takes an active role in activities designed to maintain and improve parent or community engagement with the parents/guardians of the students or at the school or site. Activities are designed and developed to align with the needs of the school community. Activities must be beyond the required 3 nights. Activities might include, but are not limited to, participating in the delivery of parent seminars or “Parent U” courses, taking an active role and participating in family learning nights, and participating in the delivery of college and career informational sessions.</p> <p>Note: The max of 30 CUs in this category can be added to the max of 20 CUs in the Parent or Community Engagement: Leadership category.</p>
Schoolwide Planning	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period.</li> <li>• Maximum 30 CUs.</li> </ul>	<p>The program being created must be designed to have an impact on the school’s student achievement or climate. This may include the creation and writing of schoolwide programs designed to improve student learning, climate, motivation, or writing/leading the development of schoolwide plans, such as the School Improvement Plan or the professional development and/or allocation plan as required by Title I or other regulations.</p>
<p>The following documentation is required for the above activities:  <i>Contact Unit Verification Form (CCF-PGS2)</i> completed and signed by the educator/licensed professional and the supervisor upon completion of the activity.</p>		

## Licensure

Activity	Contact Units	Description and Limitations
Maintain a second endorsement on the educator’s/licensed professional’s license. The endorsement must be outside of the educator’s/licensed professional’s primary teaching/licensed assignment and must be in the designated areas as noted in the box to the right. An educator/licensed professional must be rated “effective” or “highly effective” on the last evaluation.	<ul style="list-style-type: none"> <li>• 10 CUs for maintaining an endorsement.</li> <li>• Maximum 20 CUs.</li> </ul>	<p><b>ELEMENTARY:</b> An educator/licensed professional may receive CUs for having an endorsement(s) not required for his/her primary teaching/licensed assignment in any of the following areas: TESL, literacy, mathematics, science, special education, and elementary education.</p> <p>For example, a special education teacher may receive 10 CUs for maintaining an elementary education endorsement. A fifth-grade teacher may receive 20 CUs for maintaining a special education endorsement and a TESL endorsement).</p> <p><b>SECONDARY:</b> An educator/licensed professional may receive CUs for having an endorsement(s) not required for his/her primary teaching/licensed assignment in any of the following areas: TESL, English, mathematics, science, and special education.</p> <p>For example, a special education teacher may receive 10 CUs for maintaining an English endorsement. A math teacher may receive 20 CUs for maintaining a science and a TESL endorsement.</p>
<p>The following documentation is required for the above activities:            Copy of the educator’s/licensed professional’s license from the NV DOE website and provide it to the supervisor as documentation to receive the CUs.</p>		

## Mentoring

Activity	Contact Units	Description and Limitations
Peer Assistance and Review (PAR) Program	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period.</li> </ul>	<p>PAR Consulting Teachers may participate in 5 CUs/15 hours of mentor teacher training.</p>
<p>The following documentation is required for the above activities:  <i>Contact Unit Verification Form (CCF-PGS2)</i> completed and signed by the educator/licensed professional and the supervising administrator upon completion of the mentorship.</p>		



# Frequently Asked Questions

During the 2015-17 term of the Collectively Bargained Agreement between the District and CCEA the following information is provided to explain frequently asked questions regarding the PGS.

## Professional Growth Plan

- 1) **Is an educator/licensed professional required to complete a PGP?** *No, an educator/licensed professional is not required to complete a PGP.*
- 2) **Why would an educator/licensed professional want to complete a PGP?** *The PGP is aligned with the SMART Goals identified within the NEPF and CUs do not expire. This system has been collaboratively designed by CCEA and the District for salary advancement and professional growth.*
- 3) **Does the PGP have to be completed prior to the educator/licensed professional being able to count CUs toward the 225 CUs?** *Yes, and the educator/licensed professional is responsible for updating and modifying his/her PGP throughout his/her professional growth.*
- 4) **What if an educator/licensed professional does not complete a PGP and then later decides that he/she wants to use previous professional development activities?** *The PGP must be finalized by the last day of October in order to be implemented in the same academic year. If the educator/licensed professional does not complete a PGP by the end of October, previously accrued professional development activities will not count for CUs.*
- 5) **If an educator/licensed professional moves to a different school, what will happen to the PGP?** *If an educator/licensed professional moves to a different school, the new supervisor will automatically approve all approved and completed CUs. As educators/licensed professionals transition to different schools, the goals of the school may be different from the previous school and the PGP may need to be adjusted to meet the students' learning needs at the school.*
- 6) **Is there a dispute process if a supervisor does not approve an activity in the PGP?** *Yes, the educator/licensed professional may submit his/her dispute to the Joint Hearing Panel or may file a grievance. If the educator/licensed professional submits the dispute to the Joint Hearing Panel, he/she may not utilize the grievance process for the same dispute.*

## Contact Units

- 7) **How many "clock" hours will earn an educator/licensed professional one CU?** *Three "clock" hours, or 180 minutes earns one CU.*
- 8) **During what time periods may CUs be earned?** *CUs must be earned outside of the educator's/licensed professional's contractual workday; however, there are a few exceptions. Educators/licensed professionals on an extended day contract or an extended school year contract may not earn CUs during that contractual time. For purposes of CU accrual, school break/vacation time periods, summer, and year-round school track breaks are not considered to be on contractual time.*
- 9) **What if an educator/licensed professional earns 225 CUs but is not eligible for column movement? Can he/she begin accruing 225 CUs for the following column movement?** *If an educator/licensed professional earns 225 CUs but is not eligible for column movement, he/she can begin accruing 225 CUs for the following column movement. Educators/licensed professionals should note that column movement occurs every two, three, or four years according to track designations.*
- 10) **What if an educator/licensed professional does not complete 225 CUs during the two-year or three-year track?** *CUs that were completed in alignment with PGP including tracked and approved by the supervisor do not expire.*
- 11) **Do extracurricular coaching and advising count toward CU accrual?** *Yes, extracurricular coaching and advising count toward CU accrual. Refer to the PGS Reference Guide for the descriptions and limitations regarding extracurricular coaching and advising.*

# Frequently Asked Questions

## Contact Units

- 12) **Can an educator/licensed professional accrue CUs for teaching summer school?** *Yes, an educator/licensed professional can accrue CUs for teaching summer school as a supplemental assignment being compensated at \$22/hour and not part of an extended contract for the educator/licensed professional.*
- 13) **Can an educator/licensed professional accrue CUs while teaching an extended day or extended year contract?** *No, an educator/licensed professional cannot accrue CUs while teaching an extended day or extended year contract.*
- 14) **Can an educator/licensed professional accrue CUs while participating in Site-Based Collaboration Time?** *No, an educator/licensed professional cannot accrue CUs while participating in SBCT, as it is part of the contractual workday.*
- 15) **Where can an educator/licensed professional find CU options?** *All CU options can be found in the PGS Reference Guide.*
- 16) **What are Research Tier I and Tier II colleges and universities and where can the list of these colleges and universities be accessed?** *Research Tier I and Tier II colleges and universities are designated by the Carnegie Classification System of Institutions of Higher Education. Educators/licensed professionals can refer to <http://carnegieclassifications.iu.edu/> to review the classifications of colleges and universities.*
- 17) **How will CUs be approved, tracked, and monitored?** *At this time, educators/licensed professionals will track and log their professional development activities on the Contact Unit Log (CCF-PGS1). In many instances, the Contact Unit Verification Form (CCF-PGS2) will be used to collect pre-approval and documentation of professional development activities. It is the educator's/licensed professional's responsibility to track and log all professional development activities and ensure that his/her supervisor agrees that the professional development activity is aligned with the educator's/licensed professional's PGP.*
- 18) **What if an educator/licensed professional wants to propose that a professional activity be added to the list?** *If an educator/licensed professional wants to propose that a professional activity be added to the list, he/she can complete and submit the Submission for a New Contact Unit Option Form (CCF-PGS4) for consideration.*
- 19) **Can an educator/licensed professional be paid for an activity while still earning CUs for that activity?** *If an educator/licensed professional is paid for an activity, he/she is only eligible to earn one-half (½) CUs for that activity. There are some exceptions in Title I, Tier I and Title I, Tier II Schools.*
- 20) **What are the provisions for special education licensed professionals serving in a self-contained classroom at any school?** *Special education licensed professionals serving in a self-contained classroom at any school are eligible for the two-year column movement and may utilize the Title I, Tier I and Title I, Tier II Schools CU options if these options are available at the school in which he/she works.*

## School's Tier Designation

- 21) **How is each school's tier designation determined?** *Each school's tier designation is annually determined by the NV DOE and is based on a combination of the percentage of students receiving free and reduced lunch and student achievement levels. School designations can be found at the NV DOE website.*
- 22) **What are the differences between CU accrual options in Title I, Tier I and Title I, Tier II Schools and other schools?** *The differences between CU accrual options in Title I, Tier I and Title I, Tier II Schools and other schools is that there are some additional options and increased maximums in earning CUs at Title I, Tier I and Title I, Tier II Schools.*
- 23) **Can an educator/licensed professional at a Title I, Tier III School be on a two-year track toward salary advancement?** *No, an educator/licensed professional at a Title I, Tier III School cannot be on a two-year track toward salary advancement. Educators/licensed professionals serving at a Title I, Tier I and Title I, Tier II Schools and special education teachers serving in a self-contained classroom at any school can be on a two-year track toward salary advancement.*

# Frequently Asked Questions

## School's Tier Designation

- 24) **What if a school was designated as a Title I, Tier III School one year and is then designated as a Title I, Tier II School the next year?** *Educators/licensed professionals who were serving in the school for both years would be eligible for the two-year track.*
- 25) **What if a school was designated as a Title I, Tier II School one year and is then designated as a Title I, Tier III School the next year?** *Educators/licensed professionals who were serving in the school while it was designated as a Title I, Tier II School and had already completed one year of the two-year track would be allowed to move columns after two years. During subsequent years, the educators/licensed professionals would be on a three-year track if they remained at the Title I, Tier III School.*
- 26) **What happens if an educator/licensed professional works for two years in a Title I, Tier I or Title I, Tier II School, and then moves to another school or site not in that category?** *The educator/licensed professional would have to wait another year before column advancement. The Human Resources Division will advance an educator/licensed professional after it has been verified that he/she remained at an eligible school for the duration of the two-year column movement.*
- 27) **What happens if an educator/licensed professional works at a school/site not eligible for the two-year track, accrues 225 CUs, and then in the third year moves to a Title I, Tier I or Title I, Tier II School?** *The educator/licensed professional would have to wait for another year before column advancement. However, after the third year with column advancement, the educator/licensed professional could move to a two-year track.*
- 28) **When is the first school year an educator/licensed professional will be able to move columns?** *If an educator/licensed professional works during the 2106-17 and 2017-18 school years at a Title I, Tier I or Title I, Tier II School and accrues his/her 225 CUs, he/she advances on the PST at the beginning of the 2018-19 school year. The educator/licensed professional must stay at a Title I, Tier I or Title I, Tier II School during the 2018-19 school year to earn the salary advancement. The first year column movement is available for all other schools/sites will be at the beginning of the 2019-20 school year.*

## Transition (2015-16)

- 29) **Does the PGP have to be completed prior to the educator/licensed professional being able to accrue CUs toward the 225 CUs?** *Yes, the PGP must be completed prior to the educator/licensed professional being able to accrue CUs. However, during the transition to the new PGS from June 2, 2016, through October 31, 2016, CUs will accrue in accordance with the PGS Reference Guide. The educator/licensed professional will track his/her own professional development and include the completed portions in the finalized PGP. All documentation is the responsibility of the educator/licensed professional. These CUs are aligned with the educator's/licensed professional's professional goals or role.*
- 30) **Can an educator/licensed professional use Professional Development Education (PDE) credits from the 2015-16 school year toward accrual of the 225 CUs?** *Only PDE credits taken and successfully earned during the spring semester of the 2015-16 school year may accrue toward the 225 CUs.*
- 31) **What will happen to educators/licensed professionals who took graduate-level university/college coursework but did not attain a degree during the 2015-16 school year in anticipation of column movement in the 2016-17 school year?** *Only graduate-level university/college credits taken and successfully earned during the spring semester of the 2015-16 school year may accrue toward the 225 CUs.*

# Frequently Asked Questions

## Transition (2015-16)

- 32) **How will an educator/licensed professional track/submit CUs earned during the spring semester of 2016?** *The educator/licensed professional collects and maintains the evidence from the professional development activities including, but not limited to, unofficial transcripts, certificates of completion, and Pathlore transcripts. The educator/licensed professional completes the Contact Unit Log (CCF-PGS1) to log the professional development activities.*
- 33) **If an educator/licensed professional started a Master's Degree or Doctoral Degree, what happens to the earned credits?** *Credits earned while starting a Master's Degree program or Doctoral Degree program during the spring semester of the 2015-16 school year and beyond will count toward the 225 CUs accrual as long as the university/college is an NV DOE approved provider.*
- 34) **What will happen to educators/licensed professionals who earned a Master's Degree or a Doctoral Degree during the 2015-16 school year in anticipation of column movement in the 2016-17 school year?** *These educators/licensed professionals must submit a CCF-139 form by June 1, 2016, to the Human Resources Division. All coursework and/or advanced degree requirements (including thesis and/or dissertations, projects, and oral examinations) and the official posting of the degree must be completed prior to the last day of August 2016. In order to finalize and confirm the column movement, a completed CCF-138 is required to be submitted with all original transcripts to the Human Resources Division by September 30, 2016.*

## Column Advancement

- 35) **What happens if an educator/licensed professional earns the 225 CUs before column movement is available?** *The educator/licensed professional may only move columns once every two years beginning in the 2016-17 school year for Title I, Tier I and Title I, Tier II Schools and self-contained special education teachers or once every three years for all other schools/sites regardless of when the 225 CUs were earned.*
- 36) **What will need to be submitted to the Human Resources Division for an educator/licensed professional to move across a column?** *The CCF-139 form will be adapted for this purpose. The Human Resources Division will require the CCF-139, the educator's/licensed professional's Contact Unit Log (CCF-PGS1) with supervisor signature, and official transcripts.*
- 37) **Once eligible, if an educator/licensed professional moves across a column, does he/she also get a "step" that same year?** *Educators/licensed professionals who move across columns will also earn one step; however, only one step per year is allowed. In other words, an educator/licensed professional cannot earn one step for experience and another step with column movement in the same year.*

## Master Practitioner

- 38) **What is the Master Practitioner pathway?** *The Master Practitioner pathway is a career pathway available to educators/licensed professionals who have a Master's Degree. This career pathway is being developed in collaboration with the CCEA and the District.*



### For More Information

The Instructional Design and Professional Learning Division: 702-799-5119 or CCEA Professional Learning Program: 702-733-3063  
Additional information may be accessed on InterAct at [Ed Link > Professional Growth System](#) 