

**The purpose of this guide is to provide tools and resources 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.**

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 all documentation in alignment with his/her PGP and ensuring that the professional learning activities count toward CUs for column movement.

## Contact Units

- Each CU translates into 180 minutes (3 hours) of clock time unless specified by this document.
- Unless specified by this document, only time outside of the regular contractual workday may accrue CUs.
  - If an educator/licensed professional is paid his/her contractual rate on an hourly basis or for an extended contractual workday or year, the time is excluded from counting toward CUs.
  - Site-Based Collaboration Time is excluded from counting toward CUs.
- Professional development activities must be related to the educator/licensed professional's assignment. Please refer to Article 26-10-4 (sections 1 through 9) of the Negotiated Agreement.
- Professional development activities may be aligned to professional growth related to goals in any of the following areas:
  - Nevada Educator Performance Framework (NEPF) Goal(s)
  - School/Site Goal(s)
  - District Goal(s)
  - Career Pathway Goal(s)
  - School Community Goal(s)
- If an educator/licensed professional is paid the supplemental instruction rate or a stipend for the professional development activity, he/she will accrue CUs at the rate of one CU for 360 minutes (6 hours) of clock time.
- A minimum of 225 CUs is needed for column movement.
- Returning teachers may only accrue CUs if there is an approved annual *Professional Growth Plan* in place.
- In alignment with Employee Onboarding requirements, newly hired educators/licensed professionals may begin accruing CUs for Employee Onboarding activities on the start date of their contract without having a *Professional Growth Plan* in place, with the understanding that all educators/licensed professionals must have an approved *PGP* by the last business day of October or four weeks after their starting date.

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>

## Table of Contents

Professional Growth Plan Process.....	2
Professional Development Activities.....	4
Task Force Participation.....	5
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
Grant Writing.....	12
Supplemental Instruction.....	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 to Educators/ Licensed Professionals Working at Title I, Tier I and Tier II, Schools or assigned to a Self-Contained Classroom.....	16

### Title I, Tier III and Non-Title I Schools and Centrally Assigned Educators/Licensed Professionals

- Educators/licensed professionals who serve at a Title I, Tier III or Non-Title I School are eligible for the three-year track.
- Educators/licensed professionals who are centrally assigned are eligible only for the three-year track unless all assignments are in Title I, Tier I and Title I, Tier II, Schools.
- Maximum CUs refers to the limit of CUs that can be earned in that activity for each column movement.
- Each school's tier designation is annually determined by the Nevada Department of Education.

### Title I, Tier I and Title I, Tier II Schools and Self-Contained Special Education Teachers

- Educators/licensed professionals who serve exclusively at a Title I, Tier I or Title I, Tier II, School and Special Education Teachers in a Self-Contained classroom are eligible for the two-year track and eligible for different professional development activities and CU maximums.
- Specific information is provided for additional options for educators/licensed professionals in these schools or positions.
- Maximum CUs refers to the limit of CUs that can be earned in that activity for each column movement.
- Each school's tier designation is annually determined by the Nevada Department of Education.

## Professional Growth Plan Process

The PGP will empower educators/licensed professionals to chart their own path toward instructional and professional growth. 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). The process for making a proposal under the Professional Growth System (PGS) shall include the following steps.

### Step 1

#### Develop an Action Plan

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

The educator/licensed professional shall fill in the information requested in Step 1 of the *Professional Growth Plan (CCF-PGS1)*, 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/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/licensed professional's PGP.

### Step 6

#### Document Accomplishments Pertaining to the Professional Growth Plan

**Submit your final documents to receive approval for your column movement.**

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. Students' 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.

#### 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/licensed professional's practice. Annually, planned activities may be adapted in order to continue and update alignment with the educator/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 *Contact Unit Log (CCF-PGS3)* will record CUs completed. The *Contact Unit Verification Form (CCF-PGS2)* will summarize professional learning, have attached evidence, and allow for educators/licensed professionals to review the impact on instructional and professional practice.

Professional growth opportunities shall be selected from among the provided list of options. The activities selected must connect deeply with the focus areas of the PGP in a manner that is consistent with the NEPF and District and/or department or school goals, and shall align with the needs of students served by the educator/licensed professional.

Supervisors and educators/licensed professionals will complete the questions listed in step 4 of the Professional Growth Plan document and give growth-based, reflective feedback during the Mid-Cycle Review step of 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.**

Using the *Professional Growth Plan (CCF-PGS1)* form, 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/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 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.
- b. The PGP shall be the exclusive work product of the educator/licensed professional who has the sole responsibility to maintain and submit evidence of progress toward professional growth under the plan for their evaluation. 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/licensed professional's supervisor changes in the process of working toward attainment of the 225 CUs.
- c. In order to complete an individually designed PGP, the educator/licensed professional will determine focus areas for professional growth based upon student learning goals, professional practice goals, NEPF (or current) evaluation, career pathway goals, school/site goals, school community goals, and District goals.
  - a. Development of the PGP will include both the input of the educator/licensed professional and his/her supervisor.
  - b. Those programs that follow a designated path of coursework requirements may be utilized within a PGP. 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.

*\*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.*

## Step 3

### Finalize the Professional Growth Plan

**Propose your PGP to your supervisor.**

The educator/licensed professional shall present the proposed *Professional Growth Plan (CCF-PGS1)* 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. 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/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) calendar 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
District 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 hours)</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of time for 1 course must be 3 hours. For example, 1 course may occur once a week for an hour over 3 weeks. The professional development must be related to the educator/licensed professional's assignment, license, or professional growth goals.
School/Site Professional Development	<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 time for 1 course must be 3 hours. For example, 1 course may occur once a week for an hour over 3 weeks. The professional development must be related to the educator/licensed professional's assignment, license, or professional growth goals.
CCEA/The Nevada Collaboratory 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.</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of time for 1 course must be 3 hours. For example, 1 course may occur once a week for an hour over 3 weeks. The professional development must be related to the educator/licensed professional's assignment, license, or professional growth goals.
RPDP 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 specified out-of-class time is included.</li> </ul>	Professional development must be taken and accrued in full CUs. The minimum amount of time for 1 course must be 3 hours. For example, 1 course may occur once a week for an hour over 3 weeks. The professional development must be related to the educator/licensed professional's assignment, license, or professional growth goals.  <b>Note: RPDP courses which are taken for UNLV credits are subject to the requirements for credits from colleges and universities (see page 10).</b>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require a certificate of completion or transcript upon completion of the course.

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 hours; therefore, 8 CUs.</li> </ul>	These courses are offered through Vegas PBS only for professional development credit. The course must be related to the educator/licensed professional's licensed assignment, license, or professional growth goals.
Professional/ Specialty License Continuing Education Units (CEUs)	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> </ul>	<p>CEUs are for licensed professionals 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.</p> <p>CEUs must be related to the educator/licensed professional's licensed assignment, license, or professional growth goals.</p> <p>School Counselors may accrue CUs for Continuing Education Units offered through American School Counselor Association (ASCA) University.</p> <p>All educators/licensed professionals may use CEUs issued by the Nevada Department of Education to accrue CUs.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require a certificate of completion or transcript upon completion of the course.

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

## Professional Development Activities



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>	<p>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 of the contractual workday may be counted and travel time is not counted.</p> <p>The professional development conference must be related to the educator/licensed professional's assignment, license, or professional growth goals.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires a certificate of completion or transcript or other documentation displaying evidence of attendance at the conference, such as a documentation log of times with sessions attended and proof of registration.

Activity	Contact Units	Description and Limitations
Professional Learning Related to 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 Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li><b>Maximum 16 CUs</b></li> </ul>	<p>In order for this activity to count toward column movement, the professional learning session must not be required for the educator/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 activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires a certificate of completion or transcript upon completion of the course.

For additional provisions regarding "related to the educator/licensed professional's assignment," see the Negotiated Agreement.

## Task Force Participation



Activity	Contact Units	Description and Limitations
Writing, developing, or evaluating Districtwide curriculum as part of a Districtwide or state task force	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>Maximum 30 CUs</li> </ul>	Individuals are selected to participate on Districtwide or state curriculum task forces, including textbook adoption.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the responsible administrator of the task force prior to participation, work evidence, and a documentation log of the hours and activities, including agendas from the sessions.

**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 professional development course at a school/site for a minimum of 5 attendees.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period of teaching</li> <li>Maximum 50 CUs</li> </ul>	
Teaching a professional development course at the District level for a minimum of 5 attendees.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period of teaching</li> <li>Maximum 50 CUs</li> </ul>	
Teaching a professional development course for RPDP.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period of teaching</li> <li>Maximum 40 CUs</li> </ul>	
Teaching a professional development course for a Districtwide audience for which PDE credit is 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 50 CUs</li> </ul>	This is designed for educators/licensed professionals who deliver Districtwide professional development and teaching and preparation time are included. For example, a 3-credit PDE course has a value of 15 CUs (45 hours) and 3 CUs (15 hours) for ongoing preparation time for a total of 18 CUs to teach the course.
<p>The following documentation is required for the above activities:</p> <p>In addition to the completed <i>Contact Unit Verification Form (CCF-PGS2)</i>, these professional learning activities require pre-approval from the educator/licensed professional's supervisor or the responsible administrator of the professional development course prior to participation and agendas from the sessions or a PDE Instructor class on a transcript.</p>		



## Creating Professional Development

Activity	Contact Units
Presentations at conferences provided by organizations officially recognized by the educator/licensed professional's profession or content area.	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period</li> <li>Up to 3 hours of documented creation time permitted for every hour of unique presentation time</li> <li>Maximum 10 CUs.</li> </ul>
<p>The following documentation is required for the above activity:</p> <p>In addition to the completed <i>Contact Unit Verification Form (CCF-PGS2)</i>, this professional learning activity requires an agenda of the presentation/session at the conference with the presenter's name aligned to the presentation/session and a documentation log of time and activities creating the presentation.</p>	

Activity	Contact Units	Description and Limitations
Writing or developing a new professional development course for the educator/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 creating a professional development course</li> <li>Up to 3 hours of documented creation time permitted for every hour of presentation time</li> <li>Maximum 50 CUs</li> </ul>	This activity is designed for educators/licensed professionals 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 creating a professional development course</li> <li>Up to 3 hours of documented creation time permitted for every hour of presentation time</li> <li>Maximum 50 CUs</li> </ul>	This section is designed for educators/licensed professionals who write a new course or professional development opportunity 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:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor or the responsible administrator of the professional development course prior to the creation of the professional development and a documentation log of time and activities creating the professional development.

# 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> <li>Maximum 30 CUs</li> </ul>	Each micro-credential must be related to the educator/licensed professional's assignment, license, or professional growth goals. Only micro-credentials approved by Digital Promise may be utilized.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires evidence of the digital badge/credential upon completion of the course and a documentation log of the hours and activities for each micro-credential.

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 is 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.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires evidence of the actual time of the webinar and a certificate of completion or transcript upon completion of the webinar.

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 (3 hour) time period for MOOCs completed before August 21, 2017</li> <li>1 CU for each 600 minute (10 hour) time period for MOOCs completed after August 21, 2017</li> <li>No maximum if completed by August 21, 2017</li> <li>Maximum 40 CUs for MOOCs completed after August 21, 2017</li> <li>If the maximum number of CUs (40) was accrued prior to August 21, 2017, additional CUs may not be accrued through completion of MOOCs.</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 related to the educator/licensed professional's assignment, license, or professional growth goals, and must be active, not archived, at the time of completion.</p> <p>MOOC CUs are issued at the low end of the estimated hours per week, as stated in the course syllabus, multiplied by the number of weeks.</p>

The following documentation is required for the above activity:

In addition to the *Contact Unit Verification Form (CCF-PGS2)*, one of the following pieces of evidence is required:

- Certificate of completion as issued by the university or organization.
- Evidence of the activity progress with completion status.

The educator/licensed professional must provide evidence of the estimated hours per week for a MOOC.

For additional provisions regarding "related to the educator/licensed professional's assignment," see the Negotiated 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 Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Maximum 60 CUs</b></li> <li>• <b>In Title I, Tier I and Tier II, Schools, an educator/licensed professional may be paid for participating in a PLC outside the contractual workday and also receive full CUs.</b></li> </ul>	<p>Schools/sites 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, PLC topics/purposes 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 activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor prior to participation, and work evidence including agendas from the sessions.



## 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 a FOS no more than twice a year</li> <li>• Maximum 6 CUs</li> </ul> <p><b>Title I, Tier I and 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 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 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:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor prior to participation and a certificate of completion or other documentation from 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/licensed professional's school/site	<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/site's 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 School Organizational Team at the educator/licensed professional's school/site	<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>	The educator/licensed professional can only accrue CUs for the time in which he/she is engaged in meetings of the School Organizational Team. Time spent preparing for the meetings or completing assignments from the team do not count toward 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:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor or the responsible administrator prior to participation, work evidence, and a documentation log of hours and activities or agendas from the sessions.

Activity	Contact Units	
Academic Trips or Competitions with students as requested by School Administration or the District	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 20 CUs</li> </ul>	The educator/licensed professional can only accrue CUs for the time in which he/she is engaged in direct contact with students on the specific academic activities and/or competition. Travel, meal, and sleep time do not count toward CUs.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the principal and the school's School Associate Superintendent (attach CCF-145) prior to participation and itinerary documentation from the academic trip/competition.

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>	This professional learning plan is a 1-year proposal 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 activity:

The *Group Level Professional Learning Proposal (CCF-PGS5)* must be completed and approved by the supervisor/principal and the school's School Associate Superintendent prior to implementation.

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



## College Coursework: Approved Teacher Education Programs

This category includes institutions of higher education that are approved by the Nevada Department of Education to be teacher preparation program providers or offer early childhood and other introductory education coursework.

More information regarding these institutions of higher education can be found by entering the URL below into an Internet browser:

<http://bit.ly/nvdoelist>

This category also includes institutions of higher education that are designated by the Carnegie Classification of Institutions of Higher Education as a Doctoral University of Higher Research Activity or Highest Research Activity.

More information regarding these institutions of higher education can be found by entering the URL below into an Internet browser:

<http://bit.ly/carnegielist>

It is the sole responsibility of the educator/licensed professional to ensure that the institution from which he/she takes college courses is on the Nevada Department of Education list or the Carnegie Classification System list, as referenced above.

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. Course(s) must be related to the educator/licensed professional's assignment, license, or professional growth goals and taken at an institution referenced above.</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. Course(s) must be related to the educator/licensed professional's assignment, license, or professional growth goals and taken at an institution referenced above.</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 credit</li> </ul>	<p>Courses must be a 200-course level or above and must be related to the educator/licensed professional's assignment, license, or professional growth goals.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require an official transcript with a "B-" (2.7) or higher. If the course is a 200-course level, pre-approval from the educator/licensed professional's supervisor is required prior to participation. Courses cannot be taken pass/fail unless the courses are taken from an institution designated by the Nevada Department of Education as an approved teacher education program provider, as described above, or which are a requirement of a graduate degree program in which one is enrolled.

For additional provisions regarding "related to the educator/licensed professional's assignment," see the Negotiated Agreement.

**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 a Highest Research Activity or Higher Research Activity by the Carnegie Classification of Institutions of Higher Education.	<p><i>Participation in coursework at a university/college that is not approved by the NV DOE to be a teacher preparation program and not a Highest Research Activity or Higher Research Activity will receive 5 CUs per 1 semester credit or 3 CUs per 1 quarter credit.</i></p> <p>Course(s) must be at least a 300-course level or above or a 200-course level approved by the supervisor. Course (s) must be related to the educator/licensed professional's licensed assignment, license, or professional growth goals. The course(s) may be taken in person, video conference, online, or a blended-learning environment.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require an official transcript with a "B-" (2.7) or higher. If the course is a 200-course level, pre-approval from the educator/licensed professional's supervisor is required prior to participation. Courses cannot be taken pass/fail unless the courses are a requirement of a graduate degree program in which one is enrolled.

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>• <i>Participation in coursework at a university/college that is not approved by the NV DOE to be a teacher preparation program and not a Highest Research Activity or Higher Research Activity will receive 5 CUs per 1 semester credit or 3 CUs per 1 quarter credit.</i></li> <li>• If taken at the 100-course level, maximum 30 CUs</li> <li>• No maximum if taken at or above the 200-course level</li> </ul>	<p>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.</p> <p>If the course is a 100-course level, pre-approval from the educator/licensed professional's supervisor is required prior to participation.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires an official transcript with a "B-" (2.7) or higher. Courses cannot be taken pass/fail unless the courses are taken from an institution designated by the Nevada Department of Education as an approved teacher education program provider as previously described.

Activity	Contact Units	Description and Limitations
Annenberg Learner Courses	<ul style="list-style-type: none"> <li>• Annenberg Continuing Education Units (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 taken through Colorado State University for graduate credit will accrue CUs at the rate of 8 CUs per 1 semester credit instead of the rate indicated in the Contact Unit field as Colorado State University is classified as a Highest Research Activity institution by the Carnegie Classification system. The course must be related to the educator/licensed professional's assignment, license, or professional growth goals.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires a certificate of completion or transcript upon completion of the course.

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



## Mentoring

Activity	Contact Units	Description and Limitations
<p><b>Mentor</b></p> <p>Participating in a mentoring relationship as the mentor aligned with at least one of the following:</p> <ol style="list-style-type: none"> <li>1. Mentoring an experienced educator/licensed professional in need of content area or instructional support as determined by the educator/licensed professional's supervisor.</li> <li>2. Mentoring a new educator/licensed professional with no teaching experience other than substitute teaching.</li> <li>3. Mentoring an educator/licensed professional with teaching experience who is new to the District within the past calendar year.</li> <li>4. Mentoring a vacancy substitute teacher teaching in the areas of mathematics, science, English, or special education. In order for mentoring to be provided for the vacancy substitute teacher, the substitute position is anticipated to last more than 60 school days.</li> </ol>	<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 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 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 Activity (except observations of another educator/licensed professional) must occur outside of the contractual workday. Mentoring activities might include, but are not limited to, constructive dialogue, providing advice and feedback, observation and coaching, and assistance with writing lesson plans and IEPs..</p> <ul style="list-style-type: none"> <li>• The mentoring activities may be combined in any fashion.</li> </ul>
<p><b>Mentee</b></p> <p>Participating in a mentoring relationship as the mentee aligned with at least one of the following:</p> <ol style="list-style-type: none"> <li>1. Serving as an experienced educator/licensed professional in need of content area or instructional support as determined by the educator/licensed professional's supervisor.</li> <li>2. Serving as a new educator/licensed professional with no teaching experience other than substitute teaching.</li> <li>3. Serving as an educator/licensed professional with teaching experience who is new to the District within the past calendar year.</li> </ol>	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 20 CUs</li> </ul>	<p>Mentoring must occur outside of the contractual workday. This professional learning activity is for educators/licensed professionals who are being mentored.</p>
<p>The following documentation is required for the above activity:</p> <p>In addition to the completed <i>Contact Unit Verification Form (CCF-PGS2)</i>, these professional learning activities require pre-approval from the educator/licensed professional's supervisor prior to participation and a documentation log of the mentoring hours and activities.</p>		



## Grant Writing

Activity	Contact Units	Description and Limitations
<p>Grant writing that directly impacts students, the school, or the school community.</p>	<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 Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li>• <b>Maximum 30 CUs</b></li> </ul>	<p>In order for the grant writing to be eligible for CU accrual, the grant award must be for the benefit of the students, the overall classroom climate/environment, and/or the school.</p>
<p>The following documentation is required for the above activity:</p> <p>In addition to the completed <i>Contact Unit Verification Form (CCF-PGS2)</i>, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor prior to participation, work evidence, a documentation log of the hours and activities, and evidence of the submission of the completed grant application.</p>		

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

## Supplemental Instruction



Activity	Contact Units	Description and Limitations
School-Based Tutoring in Core-Content Areas	<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 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 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 deliver instruction one-on-one or in small groups of students. Instruction might include supporting, accelerating, or remediating students before or after school. Core-Content Areas are defined as: mathematics, English language arts, science, and social studies.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this activity requires pre-approval from the educator/licensed professional's supervisor prior to participation and documentation of the tutoring hours and activities. For an educator/licensed professional who tutors students at a school other than his/her home school, the pre-approval section on the *Contact Unit Verification Form (CCF-PGS2)* must be signed by the administrative supervisor at the school sponsoring the tutoring program. The CU maximums and options are tied to the educator/licensed professional's home school.

Activity	Contact Units	Description and Limitations
Summer School	<ul style="list-style-type: none"> <li>15 CUs per session of summer school</li> <li>Maximum 30 CUs</li> </ul>	Educators/licensed professionals will be paid \$22/hour for teaching at a District-approved credit retrieval summer school and also receive CUs.

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor during Summer School and documentation of days and hours teaching summer school.

## Award Applications



Activity	Contact Units	Description and Limitations
Applying for national or state professional awards for the educator/licensed professional's recognition of excellence in professional practice	<ul style="list-style-type: none"> <li>1 CU for each 180 minute time period spent preparing applications</li> <li>Maximum 10 CUs with no more than 5 CUs per award application if no awards received</li> <li>Maximum 30 CUs if the educator/licensed professional receives a national or state professional award for which he/she applied</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>1 CU for each 180 minute time period spent preparing applications</li> <li>Maximum 12 CUs with no more than 3 CUs for each unique application</li> </ul>	Community-based awards are provided by local agencies, companies, or other organizations. This includes awards available through the District for which an educator/licensed professional may apply.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor prior to participation, a documentation log of the time spent applying for awards, and evidence of the submission of the completed award applications.

**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>Maximum 30 CUs</li> <li>*The maximum 30 CUs may accrue through the fall, winter, spring, and summer seasons.</li> <li>Any educator/licensed professional who is compensated for coaching/advising a sport, extracurricular club, or activity may accrue CUs at the ½ rate.</li> </ul> <p><b>Title I, Tier I and Tier II, Schools:</b></p> <ul style="list-style-type: none"> <li><b>Maximum 40 CUs</b></li> <li>*The maximum 40 CUs may accrue through the fall, winter, spring, and summer seasons.</li> <li>Any educator/licensed professional who is compensated for coaching/advising a sport, extracurricular club, or activity may accrue CUs at the ½ rate.</li> </ul>	<p>The educator/licensed professional must be on the school's approved student activity or coaching list. CUs accrue for direct contact time for coaching / advising students in the area of an extracurricular assignment.</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 accrue full CUs.</p>

The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires pre-approval from the educator/licensed professional's supervisor prior to participation and a documentation log of the coaching/extra-curricular hours and activities. For an educator/licensed professional who coaches a sport or advises an activity or extracurricular club at a school other than his/her home school, the pre-approval section on the *Contact Unit Verification Form (CCF-PGS2)* must be signed by the administrative supervisor at the school sponsoring the sport, activity, or extracurricular club. The CU maximums and options are tied to the educator/licensed professional's home school.



## Student-Based Activities: IEPs

Activity	Contact Units	Description and Limitations
Special Education Teachers and Related Services Special Education Providers: Writing IEPs and MDTs	<ul style="list-style-type: none"> <li>Maximum 22 CUs</li> </ul>	<p>Special education teachers and Related Services Special Education Providers may receive 1 CU for writing every IEP/MDT on his/her caseload for a maximum of 22 CUs.</p> <p>Note: It is understood that writing every student's IEP/MDT on his/her caseload may occur during or outside the contractual workday.</p>
Participating as a Member of the IEP/MDT Team	<ul style="list-style-type: none"> <li>Maximum 22 CUs</li> </ul>	<p>An educator/licensed professional may receive ½ CU for each student for whom the educator/licensed professional participates in the IEP/MDT writing process and attends the IEP/MDT meeting to support the goals of the IEP/MDT for a maximum of 22 CUs.</p> <p>Note: It is understood that participating in the IEP/MDT writing process and attending the IEP/MDT meeting to support the goals of the IEP/MDT may occur during or outside the contractual workday. An educator/licensed professional may not accrue CUs for both writing and participating in the same IEP/MDT.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, each CU requires a copy of the signature page of the completed IEP or MDT. All identifying information concerning the student and parent(s)/guardian(s) must be redacted in alignment with the Family Educational Rights and Privacy Act prior to submitting.

**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>Capstone Project cannot exceed 35 CUs</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator/licensed professional's knowledge. The Capstone Project is submitted to the TLI Coach for approval.
NEA Early Career Leadership Fellows (ECLF) 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>Capstone Project cannot exceed 35 CUs</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator/licensed professional's knowledge. The Capstone Project is submitted to the 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>Capstone Project cannot exceed 6 CUs</li> </ul>	A Capstone Project is completed to demonstrate the application of the educator/licensed professional's knowledge.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require a certificate of completion or transcript, a documentation log, and documentation of the completed Capstone Project with approval from the coach and/or program sponsor.

Activity	Description and Limitations
Administrative Internship	Professional learning activities completed to fulfill Administrative Internship requirements may accrue CUs in the category of College Coursework in Education if associated with university coursework or the category of District Professional Development if associated with a District program.
New Teacher Induction Program	Professional learning activities completed to fulfill onboarding requirements, as aligned to the educator/licensed professional's assignment, may accrue CUs in the category of District Professional Development.

Activity	Contact Units	Description and Limitations
National Board for Professional Teaching Standards (NBPTS) Process and/or Certification	<ul style="list-style-type: none"> <li>133 CUs for initial submission of the NBPTS Components</li> <li>92 CUs for the NBPTS Certification</li> </ul>	Initial submission of all components of the NBPTS process may earn a total of 133 CUs. After successful certification of NBPTS is received, an additional 92 CUs may 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 must be successfully completed for certification.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, the NBCT certificate must be submitted as evidence.

**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 as a Special Education Teacher 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>	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/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.
Schoolwide Planning	<ul style="list-style-type: none"> <li>• 1 CU for each 180 minute time period</li> <li>• Maximum 30 CUs</li> </ul>	The program 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.

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, these professional learning activities require pre-approval from the educator/licensed professional's supervisor or the responsible administrator prior to participation, agendas from the sessions, and a documentation log of hours and activities.

## Licensure

Activity	Contact Units	Description and Limitations
Maintain a second endorsement on the educator/licensed professional's license. The endorsement must be outside of the educator/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 his/her 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, reading, literacy, mathematics, science, special education, early childhood, bilingual 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, bilingual education, and special education.</p> <p>For example, a special education teacher may receive 10 CUs for maintaining a TESL endorsement. A math teacher may receive 20 CUs for maintaining a science and a TESL endorsement.</p>

The following documentation is required for the above activities:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires a copy of the educator/licensed professional's license from the NV DOE website and a copy of the last evaluation showing "effective" or "highly effective" status.

## 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> <li>• Maximum 5 CUs</li> </ul>	PAR Consulting Teachers may participate in professional development from an outside vendor related to mentoring.

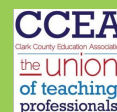
The following documentation is required for the above activity:

In addition to the completed *Contact Unit Verification Form (CCF-PGS2)*, this professional learning activity requires certificate of completion or transcript upon completion of the professional development.

### For More Information



CCSD Professional Growth System Department: 702-799-4PGS (702-799-4747) or CCEA Professional Learning Program: 702-733-3063  
Additional information, including forms and tutorial videos, may be accessed online at <http://cpd.vegas/pgs> or by emailing [pgs@nv.ccsd.net](mailto:pgs@nv.ccsd.net).



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