



Career 203 Program Assessment

February 7, 2022

Outcomes

- Review the cornerstones of the Career 203 model
- Share successes of the program
- Present the Career 203 Assessment Committee's recommended updates to the *Career 203 Professional Growth Guide* for 2022-2023

- Professional development activities undertaken by certified staff must demonstrate a relationship to the improvement of student learning.
- Certified staff has the freedom to pursue educational opportunities outside of a current assignment based on a clearly articulated professional goal and subject to approval by the district.
- Consideration of the impact on the lifetime earnings of certified staff.

Established based on
agreement with NUEA in
2010

Career 203 at a glance

- Staff are classified as ***Emerging*** or ***Career*** Educators
- Staff engage in professional learning activities which form cohesive ***bricks*** to pave their career path
- Upon completion of a brick staff earn either pre-determined ***payments*** or ***points*** used for advancement on the salary schedule
- Bricks are either pre-defined by the ***Program Guide***, developed by the ***District***, or curated by an individual ***staff member*** for their own career path

Emerging Educators

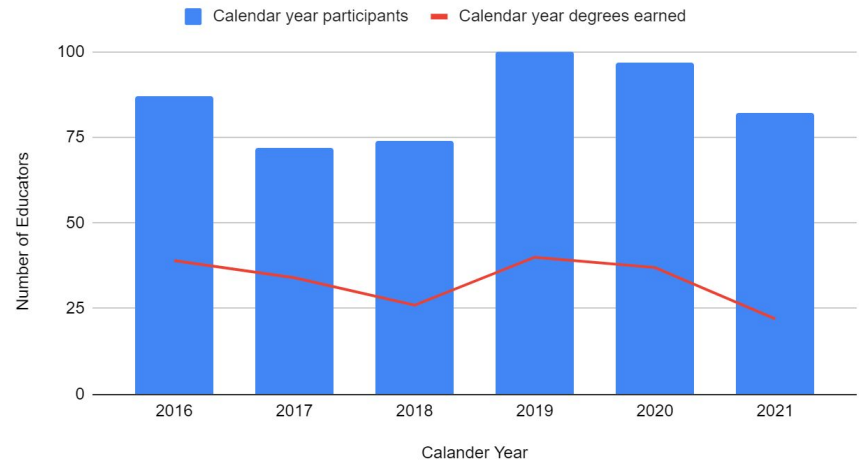
Emerging Educator: Educators who have not earned a Master's Degree. Approximately 15% of our staff are Emerging Educators.

The master's degree must be earned through a university that offers undergraduate degree programs.

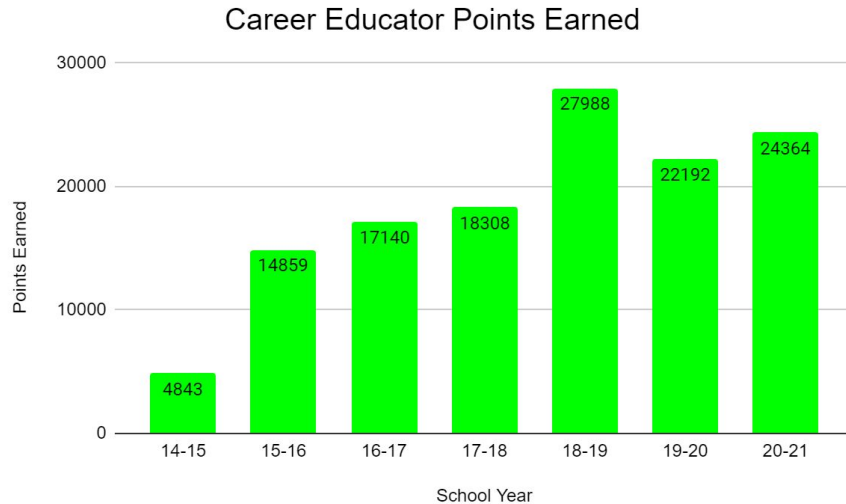
Emerging Educators earned the equivalent of 10,030 points (1,003 graduate hours submitted) in calendar year 2021.

While participation hasn't decreased significantly, educators earning their first master's in the past calendar year went down compared to previous years (22). This is possibly due to educators putting off finishing their degree programs during the pandemic, but we can't be sure.

Emerging Educators - Participation and Degrees Earned



Career Educators - Points Earned



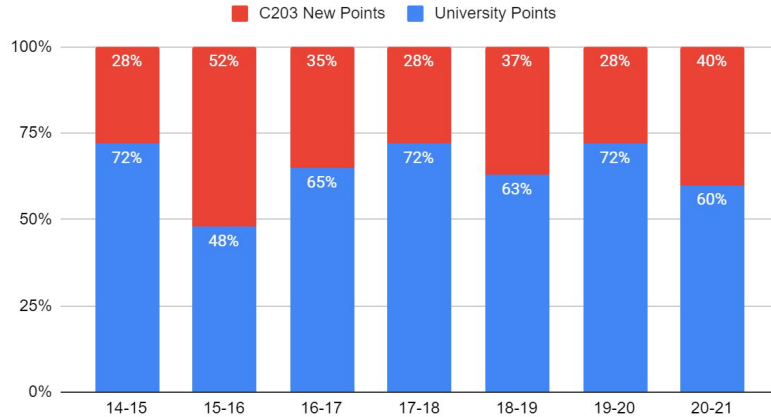
Career Educator: Educators who have successfully earned a Master's Degree. Approximately 85% of our staff are Career Educators.

Career Educators earned 24,364.33 points in the previous school year - the equivalent of 2,436 graduate semester hours of professional learning.

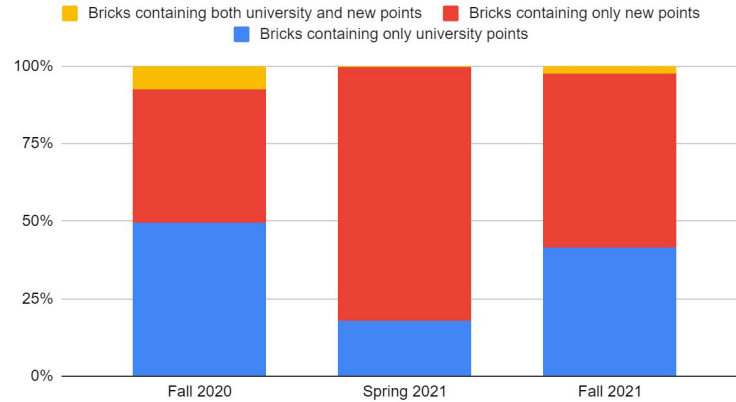
Career Educators have full access to every brick in the Program Guide and many choose to develop custom-built bricks based on their career path, the needs of their students, and District initiatives.

Career Educators - Brick Composition

University Points and C203 New Points



Brick Composition



Of all points compensated during the 2020-2021 school year, 60% of the points were university credits (1 graduate semester hour = 10 Career 203 points) and 40% of the points were earned by engaging in other types of professional learning (New Points).

While a majority of our points continue to be earned by engaging in graduate coursework, more of our educators are completing bricks that contain points earned by engaging in other types of professional learning. D203 Professional Learning courses continue to be popular learning experiences used by educators to curate custom bricks.

Popular in 2020-2021



NORTH CENTRAL
COLLEGE 1861

We continue to collaborate with our university partners to provide current and relevant professional learning.

North Central College offered 2 programs that addressed the evolving needs of our students:

1. Trauma-Informed Educational Practices for Children and Adolescents Certification
2. Character Education Certificate

D203 Professional Learning Courses and District-designed bricks in support of the District Equity Plan continue to be a priority in Career 203.

- HS Equity Learning Series
- *Cultivating Genius* book study
- Creating a Safe, Inclusive, and Welcoming School Environment for LGBTQ+ Students
- Embracing a Culturally Responsive Lens

Naperville School District 203

Diversity  **Inclusion**

Naperville 203
Community Unit School District 

From the onset of Career 203, the model was strategically designed to be dynamic:

- To evolve with the needs of our students
- To enhance the initiatives of the District
- To adapt based on the career goals of our educators

The Career 203 Assessment Committee plays an important role in making sure the program remains collaborative, relevant, and rigorous.

DYNAMIC

ADAPTABLE

EVOLVING

Career 203 Assessment Committee Annual Meeting

January 12, 2022

The committee consists of 12 members:

- 6 from the Association
- 6 from Administration
- The Director of Career 203 serves as the non-voting facilitator

10 members of the committee were present to discuss 4 unique improvements to the Program Guide developed collaboratively between the Association and the Administration.

All proposals were approved unanimously by the committee for the Board's consideration at their next meeting.

For the Board's consideration:

- Introduction of a new brick
- Clean up language of an existing brick
- Re-envision and revise an inactive brick
- Update general rules regarding pace of earning points

Rationale:

- This brick would serve to recognize the additional level of expertise required to obtain the national speciality certification and could become a recruiting tool for hiring new Occupational Therapists.
- Applicants must demonstrate experience in the area of pediatrics, undergo ongoing professional development, and obtain a passing score on an exam. A peer-reviewed portfolio was required for those certified prior to 2021 but is no longer required.

Proposed compensation:

- Compensation would mimic the NBCT brick with points upon completion of certification and an annual payment thereafter but would be reflective of the work required to become certified:
 - Proposed points - 60 for staff certified in 2021 or earlier; points to be determined thereafter based on advanced learning completed to pass the exam
 - Proposed annual payment - \$1500 for staff certified in 2021 or earlier; \$500 for staff certified in 2022 or later
- The cost for the upcoming school year would be \$1500 for a current staff member holding the certification

Proposal 1

Introduce a new Brick to compensate Occupational Therapists for National Board for Advanced Specialty Certification in Pediatrics (BCP)

[Comparison with NBCT](#)

[Proposal](#)

Proposal 2

Update 'Creating and Facilitating a PL Course' brick to remove outdated language

[Proposal](#)

Rationale:

- This brick was revised last year to award points to educators for EACH new PL Course they created and facilitated.
- Previously educators earned points the first time they created and facilitated a course then earned a cash payment for each subsequent new course created.
- When the language was updated to award points each time a new course was created, the language regarding the payment for subsequent courses was not removed.
- That has led to increased confusion about when an educator would earn that payment versus the smaller payment that is earned when an educator re-facilitates an course (either one they've created or one created by another educator).

Proposed Compensation:

- No additional changes to compensation are proposed

Rationale:

- Currently the brick is designed to compensate educators who become an expert in a particular brick then support, promote and assist other educators through the completion of that brick.
- The brick would be re-envisioned to turn the focus away from expertise in a specific brick to expertise in both the philosophy and procedures for Career 203.
- Facilitators would champion Career 203, advance knowledge and encourage interaction with bricks, support educators through the process of building custom bricks, and provide support in the use of TNL.

Proposed Compensation:

- The compensation already prescribed in the Program Guide would remain the same
- The Career 203 budget will be updated to absorb the costs of re-implementing this brick. Payments will vary depending on the number of Facilitators engaged.

Proposal 3

Re-envision and revise the
'Career 203 Facilitator' Brick

[Proposal](#)

Proposal 4

Increase the number of points an educator can earn during the school term.

[Proposal](#)

Rationale:

- Since adoption of the Career 203 model in 2013, educators have been limited to earning 120 points during any portion of the the school year and may earn unlimited points during the summer term.
- Prior to the adoption of the Career 203 model, educators had been limited to earning 15 semester hours (now 150 points) during the school year with no more than 9 semester hours (now 90 points) during any given semester.
- The purpose of the limit is to reinforce the philosophy that staff are educators first and foremost.
- The proposed change would return back to the original pre-Career 203 language found in the NUEA CBA.

Proposed Compensation:

- The compensation already prescribed in the Program Guide would remain the same
- There are assumed salary advancement cost increased in allowing staff to earn more points per school year



Thank you for your consideration in adopting these collaborative modifications to the Career 203 Program Guide.