DATE: January 14, 2015

TO: Staff Requesting Salary Advancement at CAGS Level

FROM: Mr. Stephen Foresi, Chief of Staff

SUBJECT: **EXPECTATIONS FOR CAGS WRITTEN REPONSE**

The CAGS process is meant to represent advanced learning to enhance practice as an educator. A CAGS write-up would be equivalent to completing a sixth year program or a second Master's degree. When determining an appropriate course of studies for CAGS advancement and subsequent written response the following essential questions should reflectively be addressed in the document:

- In what area of practice do I need growth? What data (both qualitative and/or quantitative) do I have to support this as an area of focus? How does it link to feedback within my evaluations?
- How have the series of courses/professional learning I have taken support me in building my competencies to improve my practice?
- How have I integrated this new learning into my practice (reflection)?

When requesting salary advancement for the CAGS level, via written description of course work, the following format must be followed:

Section 1:
1. Cover Letter: The cover letter should include the creation of a rationale for the series of courses and or professional learning to address areas in need of professional growth to improve practice. This should include data to support the rationale (i.e., how do you know this is an area of concern). Typically this can be accomplished within a one page letter.

Section 2:
The document should then contain the following information by course or approved professional learning sessions:

2. Description of Courses/Professional Learning: For each course or professional learning session, the write-up should include the name or course or professional learning sessions and a brief description of the objectives or outcomes of the learning.

3. Effect of Learning on Practice: The applicant should provide a detailed description on how they have integrated the learning into their practice, tied to the rationale of focused improvement. This is the most important part of the written submission and therefore should be the longest piece within the section. Applicants should also indicate how the learning is impacting student outcomes within their class/program.

Typically, the course description and reflection should be about one and a half to two pages per course or professional learning session.   The following rubric will be used to determine approval of the written document for salary advancement to the CAGS level.

Meets Acceptable Standards	Below Standard
This written response is clear and focused. It holds the reader's attention. Relevant information enrich the central theme.	As yet, the written response has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on missing details.
The writer provides an extensive description of: - Rationale for selecting sequence of professional learning (including data to support the reasons) related to needs. - Learning Outcomes from each course. - Effect of learning on practice.	The writer provides some information but does not address all areas.
The organization enhances and showcases the central idea. The order, structure, or presentation of information is compelling and moves the reader through the text.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.
The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touchups would get this piece ready to publish.	Errors in spelling, punctuation, capitalization, usage, APA and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.

If your CAGS write-up does not meet acceptable standards, feedback will be provided on mechanisms for improvement.