CAREER LADDER PROGRAM
for

Extension Field Personnel Including:
  County Educators
  Area Specialists
  District Specialists
  CNEP Coordinators
  CNEP Professionals/Special Projects

2020
I. INTRODUCTION

Oklahoma Cooperative Extension Service educators extend the Oklahoma State University system to the people of Oklahoma through a variety of outreach educational programs. They perform a vital role in the triad of functions – teaching, research, and Extension – which forms the basis of the Land Grant University System. In this document, the term "Extension educator" refers to all OCES field staff professionals serving as a county educator, district specialist, area specialist, CNEP coordinator, or CNEP professional/special project educator.

In furthering the Extension mission, Extension educators are expected to develop innovative and progressive programs that meet clientele and community needs. By educating adults and providing youth with leadership development programs, Extension educators have a direct and often immediate impact on the quality of life of individuals, families, and communities. This unique role distinguishes Extension educators as a key local source of information and education.

The purpose of the OCES Career Ladder is to provide a system for measuring and documenting the progress of Extension educators in the profession and for rewarding their professional accomplishments. The Career Ladder system is provided to reward educators who demonstrate sustained professional growth and significant programmatic accomplishment through time in the Oklahoma Cooperative Extension Service.

Promotions are intended to be significant career milestones. Because of this, promotion is a measure of professionalism that must be earned. County educators hired after January 1, 2006, will spend a minimum of five years in a level between promotions.

Oklahoma Cooperative Extension Service is an equal opportunity employer. Equal opportunity shall be afforded with the Oklahoma Cooperative Extension Service to all employees and applicants for employment regardless of race, religion, age, sex, color, national origin, marital status, sexual orientation, gender identity/expression, disability, or veteran status.
II. TITLE, INITIAL ASSIGNMENT PROCEDURES, AND EVALUATION CRITERIA AND DOCUMENTATION

Title

The career ladder will place individuals in one of three levels, e.g. Levels I through III. The designated level will be used for internal recognition of career accomplishments. It is not intended to be used in the official educator title. The Extension educator will continue to be identified by program area and county/district/area.

Hiring Assignment Procedures

1. Assignment of rank upon initial employment - new Extension educators will enter the OCES Career Ladder at Level I.

2. Assignment of rank upon re-hire – Extension educators will return to the OCES Career Ladder at the same level they held when they separated. Re-hired educators cannot apply for a higher level until they have held their new position for at least three years after the first January 1 following their re-employment date. Their application will then be subject to the eligibility requirements for “Currently Employed Educators” as given on page 5, with the exception that the years of service at any level need not be continuous.

3. If an Extension educator is re-hired, who was previously not in the OCES Career Ladder (i.e. they were employed prior to January 1, 2006), they will enter at Level I. As with all re-hires, they cannot apply for a higher level until they have held their new position for at least three years after the first January 1 following their re-employment. Upon becoming eligible to make their first application for a higher level, they may apply for Level II or Level III if they meet the qualifications found under “Initial Assignment Procedures for Extension educators Separated Prior to January 1, 2006 and then Re-hired” on page 6. Re-hired educators can only make one application under this set of procedures. However, this application does not have to be made during the first available application period. For example, if the educator feels it is to their advantage to wait one or more additional years before applying under this procedure they may do so.

Evaluation Criteria

1. Extension educators will be evaluated for advancement through the three levels of the Career Ladder as established in these guidelines. Determination of an individual’s level of accomplishment will be based on evidence of overall contributions to the Extension system. A combination of critical professional endeavors forms the basis for an accurate assessment of an Extension educator.

2. Extension educators will be evaluated in the following three standards:
   - Professionalism
   - Programming
   - Professional Development
Portfolio Narrative and Documentation

A portfolio and additional documentation addressing all standards will be included as a part of the educator’s application packet. Performance in the three categories listed above (Professionalism, Programming, and Professional Development) will be evaluated based on standards contained in the “OCES Standards of Achievement” on pages 12 and 13. For each of the three categories, there are subcategories, under which the standards are listed. See the example below:

Programming

- Program Development and Impact Assessment
  - Level II
    -- Developed a needs assessment for planning and implementing programs
    -- Adapted and effectively used appropriate educational programs, including a variety of educational teaching methods and techniques (describe your role)
    -- Utilized appropriate marketing techniques and provided visibility to OCES programming
    -- Consistently evaluated the effectiveness of programming and reported documented outcomes and impact on selected programs
  - Level III
    -- Expanded the needs assessment used for planning and implementing programs
    -- Aided in development of a variety of instructional materials and consistently taught educational programs that addressed expressed needs (describe your role)
    -- Expanded appropriate marketing techniques and provided visibility to OCES programming
    -- Demonstrated ability to acquire funding and resources to enhance programming
    -- Consistently evaluated the long-term effectiveness of programming through a variety of evaluation techniques used to show impact on clientele; reported impact to decision makers, and others

For the category “Programming,” one subcategory is “Program Development and Impact Assessment.” For this subcategory there are four standards for Level II and five for Level III.

Note, in total, there are 12 standards for Level II and 13 standards for Level III. All standards should be addressed in the narrative.
III. ELIGIBILITY REQUIREMENTS

Definitions

January 1, of the year following the initial date of hire, is the date that will be used to calculate OCES years of continuous professional service.

Professionals holding appointments between .5 FTE to 1.0 FTE are eligible to apply for the career ladder. Years of service will be counted the same irrespective of whether the individual is full-time. The salary increments given for advancement will be proportionate to the FTE’s of employment.

Prior Extension service as a para-professional, classified employee, or in a grant funded position does not count as prior service. Employment must have been as a permanent county educator, area educator, district educator, CNEP coordinator, or CNEP professional/special projects educator in Oklahoma.

Requirements for Currently Employed Extension Educators

Level II  Degree Requirements and Professional Experience
• A bachelor’s degree (or higher degree) in an appropriate subject matter discipline is required
• A minimum of five continuous years in rank at Level I
• Requires performance appraisal ratings with no unsatisfactory or needs improvement ratings, or equivalent ratings, for each of the past three years of OCES employment

Level III  Degree Requirements and Professional Experience
• A master’s degree (or higher degree), approved in advance by administration (District Extension Director), in an appropriate subject matter discipline is required
• A minimum of five continuous years in rank at Level II
• Requires performance appraisal ratings with no unsatisfactory or needs improvement ratings, or equivalent ratings, for each of the past three years of OCES employment
Initial Assignment Procedures for Extension Educators Separated Prior to January 1, 2006 and then Re-hired

Educators employed prior to January 1, 2006, and subsequently re-hired after January 1, 2006, may initially apply for Levels II and III under the following requirements.

Applicants must have been employed by OCES for at least three years after the first January 1 following their re-employment date.

**Level I**  Degree Requirements and Professional Experience  
• A bachelor’s degree required

**Level II**  Degree Requirements and Professional Experience  
• A bachelor’s degree (or higher degree) in an appropriate subject matter discipline is required  
• A minimum of five total years of OCES professional experience (does not have to be continuous service and does not require 5 years of service at Level I)  
• Requires performance appraisal ratings with no unsatisfactory or needs improvement ratings, or equivalent ratings, for each of the last three years of OCES employment

**Level III**  Degree Requirements and Professional Experience  
• A master’s degree (or higher degree) approved in advance by administration (District Extension Director), in an appropriate subject matter discipline is required  
• A minimum of 10 total years of OCES professional experience (does not have to be continuous service and does not require five years of service at Level II)  
• Requires performance appraisal ratings with no unsatisfactory or needs improvement ratings, or equivalent ratings, for each of the last three years of OCES employment

**Note:** As denoted above, the first application after being re-hired can be for Level III if the applicant has 10 or more years of prior service. If the application for Level III is not supported, the application will automatically be considered for Level II. The consideration of Level II assignment may then either be granted or denied. Any application after the first application will be subject to the same rules as those for currently employed educators (see the section on page 5). These rules only allow for application to the next higher level.
IV. EXTENSION PROFESSIONAL CAREER LADDER

A. Professional Progression

Educators will self-nominate for advancement. However, during their annual performance review, Extension educators and their supervisor should discuss their readiness to submit a portfolio for advancement consideration.

Promotion to a higher level will be based on the educator’s accomplishments since his or her last promotion in rank. Extension educators hired after January 1, 2006 (with the exception of educators with prior service with OCES), will remain in a professional rank for a minimum of five years before submitting a portfolio for consideration of promotion to the next level. The number of years an educator is in a rank before advancing will be based on the individual’s professional accomplishments while still meeting the minimum years of professional experience for that level.

Upon promotion to the next level, an educator will receive a salary increase.

For 2020, the salary increases will be:

- Advancement from Level I to Level II: $2,500
- Advancement from Level II to Level III: $3,000

An exception to the above increases will be granted to Educators employed prior to January 1, 2006 and re-hired after January 1, 2006. They may initially apply for and receive a Level III designation if they have 10 or more years of prior service. If granted a Level III designation, they will receive a salary increase of $2,500 plus $3,000 for a total of $5,500.

In the future, every effort (budget conditions permitting) will be made to sustain these increases. In addition, the intent is to adjust the levels upward as the general salary level rises over time.
B. Application Process

The application review process is intended to ensure that educators being considered for promotion have an opportunity to present credentials for review and recommendation in a uniform manner by both their peers and their administrators. The reviews and recommendations made will be based on a portfolio prepared by the educator that emphasizes achievements according to designated criteria.

The Associate Vice President will announce the application process and deadlines. Those interested in applying must submit, to their District Extension Director, an “Intent to Apply for Promotion” form (see Appendix III - page 17) prior to the announced deadline. The “Intent to Apply for Promotion” form will be returned to the applicant within 10 business days and will indicate whether the applicant is eligible to apply for advancement. Eligible applicants will submit one hard copy of their completed portfolio and one electronic copy (either on a CD or flash drive containing one PDF file of all documentation) to the Staff and Program Development Director by the specified deadline. The PDF will be made available to the Peer Review Committee and District Extension Directors via a password protected website. Peer Review Committee members may make their initial choice to review the hard copy or the electronic copy of the portfolio. Thus, it is critical that the hard copy and electronic copy be identical (including the title page). Failure to submit identical hard and electronic versions of the portfolio will result in disqualification of the application.

Each portfolio submitted by an eligible applicant will be reviewed by a Peer Review Committee. Each member must vote to “recommend” or “not recommend” promotion and record their vote on the “Confidential Voting Record of the Peer Review Committee” form (see Appendix IV - page 18). After each portfolio is reviewed, the Peer Review Committee will provide a written summary in support of the committee’s recommendation by completion of the “Peer Review Committee Recommendation” form (see Appendix IV - page 19). Recommendations for promotion should present a convincing argument for the Committee’s position and a clear explanation to the applicant of the criteria they failed to fulfill and why.

The applicant’s District Extension Director will review the applicant’s portfolio and validate that the content of the portfolio is complete and factual and then make a recommendation regarding promotion. Specifically, the District Extension Director will render a written opinion to the Associate Vice President as to whether the portfolio content reporting the applicant’s achievements in professionalism, programming, and professional development are consistent with their observation of the applicant’s work. The report and recommendation of the District Extension Director will be confidentially submitted to the Associate Vice President and will not be returned to the applicant. Portfolios found by the District Extension Director to be inconsistent will be further examined by the Associate Vice President. Confirmation of a significant inconsistency will result in the disqualification of the application.
The Associate Vice President will review each portfolio, the recommendations of the Peer Review Committee, and the District Extension Director’s review statement. The Associate Vice President may ask for verbal clarification and/or additional written considerations from the Peer Review Committee and/or the District Extension Director who reviewed the portfolio. If these clarifications result in unresolved issues and/or an unclear decision, the Associate Vice President may seek additional review and input as he/she deems appropriate, including additional input from selected District Extension Directors, Assistant Directors, and/or other sources as deemed appropriate by the Associate Vice President.

Upon completion of his/her review, the Associate Vice President will make a recommendation to the Vice President, Dean and Director for final approval. Notification of the final decision will be at the Vice President, Dean and Director’s discretion and may be either direct or through administrative channels.

Peer Review Committee Formation and Operation

The Peer Review Committee will be composed of seven educators who have achieved Level III ranking. Committee members will serve three-year terms. Two new members will be named to the committee each year, except in every third year when three new members will be named. 2010 was the first year in which three members were selected. Each year all District Extension Directors will nominate two Level III educators to serve on the committee. The Associate Vice President will select the final committee members from those nominated. The committee will be composed of at least one representative from each district. It will have at least four County Educators and at least one, but not more than three, District and/or Area Educators. In addition, at least two committee members will have program responsibilities in each of the following areas: Agriculture; Family and Consumer Sciences; and 4-H Youth Development.

Replacement of committee members during the year due to resignations, retirements, etc. will be done by each District Extension Director making one nomination and the Associate Vice President selecting a replacement from the set of nominees. The replacement member will serve out the term of the individual being replaced.

In the event that illness or irreconcilable scheduling conflicts prevent a current Peer Review Committee member from serving in the review process, the Associate Vice President will name a substitute. In selecting a substitute, the Associate Vice President will give preference to educators who have recently served on the Peer Review Committee and who have similar attributes with regard to position and district served in.

A chair and chair-elect for the Peer Review Committee will be selected by the committee. The Staff and Program Development Director will organize the first meeting for the Peer Review Committee for the purpose of selecting a chair-elect (and a chair if needed), and training the committee with regard to its duties. The Peer Review Committee chair will convene and facilitate subsequent meetings of the Peer Review Committee. The chair will assure that all applicants’ portfolios are reviewed in a fair and equitable manner and will provide the final committee recommendations.
V. APPEALS PROCEDURE FOR PROFESSIONAL PROGRESSION

A. Career Ladder applicants have the right to present grievances concerning progression through the professional career ladder. Basis for an appeal exists when, in the opinion of the Extension educator, one or more of the following occurred:

- Failure to follow the prescribed procedures.
- Failure to adhere to the established criteria for determining progression in rank.
- Discovery of significant evidence in support of the Career Ladder applicant related to academic credentials, length of professional service, and/or performance appraisal information.

B. Career Ladder applicants having concerns or grievances regarding other aspects of the professional Career Ladder are encouraged to seek resolution of those concerns through established supervisory channels prior to filing a written appeal. If the matter cannot be resolved, the educator may seek a hearing by an appeals committee.

C. The written appeals shall include the basis for the appeal and must contain any supporting evidence and/or documentation to be considered. Written appeals concerning denial of progression in rank must be filed with the Associate Vice President within 20 working days of notification of denial.

D. The appeals committee(s) shall be appointed by the Associate Vice President to review and/or hear individual appeals regarding progression in rank. The committee(s) will contain no less than five and no more than seven members and will include a combination of peers and administrators.

E. The appellant may request to meet with the appeals committee to present his/her case. Such a request shall be included in the written appeal. The appellant may be accompanied by an advisor, which person may be an attorney. If such an advisor accompanies the appellant, the advisor may not make statements on behalf of the appellant, nor may the advisor address the Appeals Committee. If the appellant chooses to be accompanied by an attorney, the appellant must notify the Associate Vice President’s office of such intent in writing no less than five working days before the date the appeal is to be heard. The educator will be solely responsible for any legal expenses incurred in connection with such representation.

F. The appeals committee shall judge the merits of the appeal and forward its written recommendation with supporting documentation to the Associate Vice President for final action within 20 working days from the end of the appeal hearing.

G. The Associate Vice President will notify the educator in writing of acceptance or rejection of the appeal committee recommendation. Notification will be made within 60 working days of receipt of the written appeal.
H. Appeal steps A through G are intended to be consistent with and comply with section 4.01 of the Oklahoma State University Policy and Procedures Number 3-0746 (P&P No. 3-0746) titled “Grievances and Complaints for Staff.” That section states:

4.01 Complaints and grievances are processed as follows:

A. Step One—In an attempt to resolve complaints in a timely manner, all complaints should be considered and, if possible, resolved at the lowest administrative level starting with the immediate supervisor. If the complaint is not resolved at this point, the complainant must discuss the point(s) of dissatisfaction with the appropriate administrator at least one level above the complainant’s immediate supervisor, but not including the Vice President.

B. Step Two—If the disagreement is not resolved it may be referred to Human Resources for assistance and mediation that may lead to a suitable disposition without the need for a formal grievance process.

C. Step Three—If informal discussion between the complainant and the supervisor(s) does not resolve the issue, the complainant may submit a formal written request to the Assistant Vice President of University Human Resources requesting that a Grievance Committee be formed to consider the grievance and supporting evidence. The written request must be made within fourteen calendar days from the end of informal discussion.

Hence, as an administrative/professional employee of Oklahoma State University you may file a grievance with the Oklahoma State University Assistant Vice President of Human Resources after the completion of the Career Ladder appeals process. Indeed, if you so choose, you may file a grievance directly with the OSU Assistant Vice President of Human Resources and by-pass the Career Ladder appeals process so long as you comply with Section 4.01 of P&P Number 3-0746 as given above. You can view P&P Number 3-0746 in its entirety at:

https://stw.sp.okstate.edu/policies/Shared%20Documents/Grievances%20and%20Complaints%20for%20Staff.pdf

Questions about this procedure should be referred to the DASNR Human Resources at 4-5-744-5524.
VI. OCES STANDARDS OF ACHIEVEMENT

Professionalism

• Teamwork/Cooperation
  o Level II
    -- Demonstrated ability to cooperate effectively as a team with OCES co-workers within the assigned county/area
  o Level III
    -- Demonstrated ability to cooperate effectively as a team with OCES co-workers on a county, multi-county, district, and state level

• Networking
  o Level II
    -- Established and maintained relationships with non-OCES professionals, individuals and groups.
  o Level III
    -- Expanded and sustained relationships and describe your role with non-OCES professionals, individuals, and groups (discuss your role)

• Mentoring
  o Level II
    -- Sought and utilized the assistance of informal and/or formal mentors
  o Level III
    -- Provided informal and/or formal mentoring to fellow educators and/or peers

Programming

• Program Development and Impact Assessment
  o Level II
    -- Developed a needs assessment for planning and implementing programs
    -- Adapted and effectively used appropriate educational programs, including a variety of educational teaching methods and techniques (describe your role)
    -- Utilized appropriate marketing techniques and provided visibility to OCES programming
    -- Consistently evaluated the effectiveness of programming and reported documented outcomes and impact on selected programs
  o Level III
    -- Expanded the needs assessment used for planning and implementing programs
    -- Aided in development of a variety of instructional materials and consistently taught educational programs that addressed expressed needs (describe your role)
    -- Expanded appropriate marketing techniques and provided visibility to OCES programming
    -- Demonstrated ability to acquire funding and resources to enhance programming
    -- Consistently evaluated the long-term effectiveness of programming through a variety of evaluation techniques used to show impact on clientele; reported impact to decision makers, and others
• **Partnerships**
  o **Level II**
    -- Developed partnerships with clientele, sponsors, donors, commodity groups, and other agencies to complement programming
  o **Level III**
    -- Expanded and sustained effective working partnerships with clientele, sponsors, donors, commodity groups, and other agencies to enhance programming

• **Volunteers**
  o **Level II**
    -- Recruited, trained, and recognized volunteers to enhance educational outreach
  o **Level III**
    -- Effectively integrated volunteers into an active role within OCES programming

**Professional Development**

• **Professional Organizations**
  o **Level II**
    -- Participated in appropriate professional associations
  o **Level III**
    -- Contributed to the strengthening of appropriate professional associations through leadership and/or active service

• **Professional Skill and Subject Matter Development**
  o **Level II**
    -- Developed competency and knowledge in areas of program responsibility and process skills
  o **Level III**
    -- Updated and applied expertise in areas of program responsibility and process skills

• **Recognition/Awards**
  o **Level II**
    -- Earned recognition at county level by clientele, peers, and others for expertise in program area
  o **Level III**
    -- Earned recognition at district, state, or national level by clientele, peers, and others for expertise in program area
Timeline for Managing Promotion in Professional Career Ladder System for Extension Educators

January 7
The Vice President, Dean, and Director and Associate Vice President, through the District Extension Directors, will initiate the promotion process through distribution of promotion information.

January 30
Career Ladder training via Zoom

February 11
“Intent to Apply for Promotion” form submitted by Extension Educators to District Extension Directors.

February 25
Due date for return of “Intent to Apply for Promotion” form from the District Extension Directors. District Extension Directors will also send a copy of the returned form to the Staff and Program Development Office.

April 6 (by 4:00 pm)
Extension educators will submit a completed portfolio (one hard copy and an electronic copy on either a CD or flash drive) to the Program & Personnel Development Office, 139 Ag Hall.

April 22 - May 13
The Peer Review Committee will meet during this period to review/discuss all portfolios and the District Extension Directors will validate the portfolios.

May 13 - June 10
The Associate Vice President will review the portfolios and make recommendations to the Vice President, Dean, and Director.

June 10 - June 22
The Vice President, Dean and Director will make decisions regarding promotion of educators and will send notifications of status through the Associate Vice President and/or District Extension Directors or directly to the applicant.

July 1
Promotion decisions are effective.
Appendix I

Checklist for Portfolio Format

Failure to closely follow the specifications in this checklist will result in disqualification of the application.

Submit a portfolio in a 3-ring notebook (appropriate size for number of pages in portfolio) and an electronic copy of the portfolio on either a CD or flash drive. The notebook portfolio and the electronic copy must both contain the following:

1) Title page (see Appendix V)*

2) Table of Contents

3) Résumé (2 page maximum)

4) Narrative Format
   A brief biographical paragraph should be included
   All standards in each category and subcategory of achievement are to be addressed and appropriately identified in order listed
   20 page maximum (front of page only) summary of specific areas of criteria (Standards of Achievement)
   Georgia Theme font, font size 12 minimum
   1½ line spacing – 1 inch margins on top, bottom, and sides
   Numbered pages
   Graphs, tables, and charts are acceptable to supplement written narrative
   Do not use plastic sleeves

5) Documentation labeled and tabbed to identify standards**
   Maximum of one page/sheet of documentation per standard (can be front and back) of pages
   Plastic sleeves may be used for holding documentation
   One sleeve per standard, labeled and tabbed

6) Portfolio should be neat, organized, clean, and concise

7) Deliver or mail a hard copy of the completed portfolio, and either a CD or flash drive containing one PDF file (with the same pages/documents in the same format as the documents in the portfolio), to the Staff and Program Development Director’s Office by due date

NOTE:

*The title page can be used on the cover of the portfolio notebook and as the first page of the portfolio. It must be included as the first page in the electronic copy.

**Scanned versions of the supporting documentation may be used on the CD or flash drive.
Appendix II

Tips for Writing an Effective Career Ladder Portfolio

The challenge in writing a Career Ladder portfolio is to develop a concise, readable, and comprehensive document that explains your program to supervisors, peers, and others. Not all reviewers will know your clientele, resources, situation, or accomplishments like you do. A brief biographical paragraph should be included to describe your situation. The portfolio must help them understand the challenges you face, the work you have done, and the impact you have made. The portfolio should represent all years of service for the level of application and all standards must be addressed in the narrative section. If you have split appointments (i.e. Ag/4-H Youth Development or FCS/4-H Youth Development, etc.) be sure to include information about all of the program areas for which you are responsible.

When addressing the standards in the “Programming” section of the portfolio narrative, the presentation seems most effective when several exemplary programming efforts are highlighted which describe programming that fulfills all or most of the standards. The narrative should strive to describe the quality and program cohesiveness of the applicant’s programming over time and subject matter, as well as the effectiveness/impact of their programming (to the extent possible with examples). As needed, the applicant should consider supplementing these “case study” exemplary programs with some short information bytes to show the breadth of programming and fulfillment of each programming standard.

Prepare your portfolio using Georgia theme font, size 12 minimum, with 1½ line spacing and 1 inch margins at top, bottom, and sides of each page. Graphs, tables, and charts are acceptable if they are explained in the narrative. Carefully follow these and other style and formatting specifications described in these guidelines for preparing your portfolio. The written narrative cannot exceed 20 pages of summary information regarding the three specific areas of criteria – professionalism, programming, and professional development. Do not use plastic sleeves on narrative pages, however, sleeves may be used for holding documentation. Documentation must be in written format only -- no CD, DVD, or video tapes. Documentation sleeves are to be limited to no more than one sleeve per standard and each sleeve must be labeled and tabbed. The reviewers will be expecting a portfolio that is organized and formatted according to these guidelines and will be better able to evaluate your accomplishments if you follow them carefully. Do not include documentation that is not discussed in the narrative.

Avoid acronyms and abbreviations because peer reviewers from other program areas may be unfamiliar with specific elements of your program, and may not recognize acronyms or abbreviations that are familiar to you.

Use the first person and active voice wherever possible in describing your activities and accomplishments. Use of the word “I” is not only acceptable; it is preferable, as it identifies what you contributed. Make every word count and replace long words with short ones and technical terms with non-technical terms. Keep sentences and paragraphs short and to the point. Proofread carefully to minimize typographical errors.

Have an on-going dialogue with your supervisor and district staff on preparing your portfolio. Have your portfolio informally reviewed by other educators in your district in order to ensure that you have presented your accomplishments in a clear, concise writing style that addresses the criteria.

To help you learn more about the portfolios, you are highly encouraged to attend the career ladder training that will be offered.
Appendix III

2020 CAREER LADDER INTENT TO APPLY FOR PROMOTION

Due Date to District Extension Director: **February 11, 2020**

Completed by Applicant:

Name: ____________________________________________

County: ________________________________ District: ____________________________

Current OCES Hire Date: ______________________________________

Prior OCES Service Dates: ______________________________________

Check the one which is applicable:

_____ I intend to apply for Level II

_____ I intend to apply for Level III

Signed: ____________________________________________ Date: _________________

(Applicant)

I have notified my County Extension Director of my intent to apply (if applicable).

Signed: ____________________________________________ Date: _________________

(County Extension Director)

The following to be completed by District Extension Director:

Applicant meets minimum time in level: _____ YES _____ NO

Applicant meets approved degree requirements: _____ YES _____ NO

Applicant has not received an unsatisfactory or needs improvement rating or an equivalent rating for the past three years on performance appraisals: _____ YES _____ NO

The applicant is **eligible / not eligible** (circle one) for consideration for promotion to the designated level:

District Extension Director: ____________________________ Date: _________________

District Extension Director will return a copy of this completed form to the applicant and the Office of Staff and Program Development within ten (10) business days.

Due Date for Return from the District Extension Director: **February 25, 2020**
Appendix IV

CONFIDENTIAL VOTING RECORD OF PEER REVIEW COMMITTEE
(For Review by the Associate Vice President Only – Not to be returned to the Applicant)

Name of Applicant:______________________________________________________________

Current Level:_________________________ Application Level II □ III □

__________________________________________ Recommend □ Do not Recommend □
Signature of Committee Member #1

__________________________________________ Recommend □ Do not Recommend □
Signature of Committee Member #2

__________________________________________ Recommend □ Do not Recommend □
Signature of Committee Member #3

__________________________________________ Recommend □ Do not Recommend □
Signature of Committee Member #4

__________________________________________ Recommend □ Do not Recommend □
Signature of Committee Member #5

__________________________________________ Recommend □ Do not Recommend □
Signature of Committee Member #6

__________________________________________ Recommend □ Do not Recommend □
Signature of Committee Member #7
## PEER REVIEW COMMITTEE RECOMMENDATION

Name of Applicant: 

Current Level: 

Application Level: II □ III □ 

Identify strengths/weaknesses of portfolio in the respective areas with comments primarily focused to support committee recommendation. Additional pages should be added as necessary.

**Professionalism:**

**Programming:**

**Professional Development:**

Recommend Promotion: Level II □ Level III □

Do Not Recommend Promotion: Level II □ Level III □

**Reasons:**

_________________________ ________________________
Signature, Peer Review Committee Chair Date
OKLAHOMA COOPERATIVE EXTENSION SERVICE

CAREER LADDER

Name

County

District

Level applying for

Year