



Elk Grove Unified School District
JOB ENHANCEMENT TRAINING HANDBOOK
Classified Personnel

Curriculum / Professional Learning
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March 2017



ELK GROVE UNIFIED SCHOOL DISTRICT

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ELK GROVE UNIFIED
SCHOOL DISTRICT

Mission Statement of the Elk Grove Unified School District

Adopted by the Board of Education on June 18, 2001

**Elk Grove Unified School District
will provide a learning community that challenges
ALL students to realize their greatest potential.**

Core Values of the Elk Grove Unified School District

Outcomes for Students

- Achievement of Core Academic Skills
- Confident, Effective Thinkers and Problem Solvers
- Ethical Participants in Society

Commitments about How We Operate as an Organization

- Support Continuous Improvement of Instruction
- Build Strong Relationships
- Find Solutions

High Expectations for Learning for ALL Students and Staff

- Instructional Excellence
- Safe, Peaceful, and Healthy Environment
- Enriched Learning Atmosphere
- Collaboration with Diverse Communities and Families

ELK GROVE UNIFIED SCHOOL DISTRICT

Dear Colleagues,

Transforming the lives of our students to become lifelong learners requires us to make a pledge to engage in ongoing professional development. I hold the firm belief that “the only way kids can improve their performance is if we, the adults, get better and better at what we do by making a commitment to our learning and development.” The Elk Grove Unified School District offers all staff members numerous opportunities to grow and continue learning through professional development.

This handbook was developed by our colleagues to communicate relevant information about our professional development programs. I encourage you to take advantage of the many great courses the Elk Grove Unified School District has to offer. We stop growing when we stop learning. Let’s keep growing together.

Sincerely,

*Christopher R. Hoffman
Superintendent*

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ELK GROVE UNIFIED SCHOOL DISTRICT

Classified Job Enhancement Training Handbook

Written by the Classified Job Enhancement Training Advisory (JETA):

| | |
|--------------------|---------------------------------------|
| Sylvia Avalos | Curriculum and Professional Learning |
| Jennifer Ballerini | President, AFSCME Local 258 |
| Roy Bradley, Jr. | Executive Board Member, ATU Local 256 |
| Shelly Clark | Human Resources |
| Susan Davis | President, EGTEAMS (EGBEST) |
| Penne Klotz | Human Resources |
| Sue Larson | English Learner Services |
| Doug Phillips | Student Services |
| Don Ross | Student Support & Health Services |
| Anna Trunnell | Curriculum and Professional Learning |

Job Enhancement Training Advisory

JETA is a standing committee that meets to review current practices, consider new recommendations, and hear appeals of professional learning decisions (as needed).

JETA members are broadly representative of district classified employees. Committee members shall include Association/Bargaining Unit Presidents or his/her designee, two members of the Curriculum and Professional Learning Department, and three members of the Human Resources Department.

JETA meets bi-annually in October and April.



CLASSIFIED JOB ENHANCEMENT TRAINING

PURPOSE OF THIS HANDBOOK

The Classified Job Enhancement Training Handbook for Elk Grove Unified School District classified staff is intended to:

-  Inform classified staff about the District's philosophy and practices around professional learning and salary credit;
-  Increase the ease with which staff navigates the salary credit system.

WHAT IS JOB ENHANCEMENT TRAINING?

Well-trained, well-motivated classified support staff contributes highly to the overall success of our students and are an integral part of everything we do in our district. The Curriculum and Professional Learning Department is committed to providing the necessary training and support to classified instructional staff, classified non-instructional staff, and classified administrators. We work collaboratively with all departments to ensure compliance with federal, state, and district-mandated training.

WHO IS ELIGIBLE FOR JOB ENHANCEMENT TRAINING?

All permanent and probationary classified employees may participate in job enhancement training. This includes employees in the following Associations or Bargaining Units:

-  American Federation of State, County, and Municipal Employees (AFSCME)
-  Amalgamated Transit Union (ATU)
-  California School Employees Association (CSEA)
-  Elk Grove Team for Education/Administrative Management and Support - Mental Health Therapists (EGTEAMS)
-  Elk Grove Team for Education/Administrative Management and Support - Behavior Support Specialists (EGTEAMS)
-  Elk Grove Team for Education/Administrative Management and Support – Administrative Support (EGTEAMS)
-  Elk Grove Team for Education/Administrative Management and Support - Confidential/Supervisory (EGTEAMS)
-  Elk Grove Team for Education/Administrative Management and Support – Management (EGTEAMS)

REFERENCES

Legal References:

EDUCATION CODE

45380-45387 – Retraining and Study Leave (Classified)

<http://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC>

SENATE BILL

SB 590 –

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB590

Policy ELK GROVE UNIFIED SCHOOL DISTRICT

Board Policy 4231 – Staff Development

ADOPTED: December 3, 1984 Elk Grove, California

Amended: September 18, 1989

Amended: July 1, 2002

<http://www.gamutonline.net/district/elkgrove/DisplayPolicy/854012/4>

THE SALARY TRAINING CREDIT SYSTEM: AN OVERVIEW

Upon beginning employment with the school district, the Human Resources Department places a classified employee on a salary step* based upon parallel experience within the last 7 years. After contracted hire date, classified employees have the opportunity to move through the salary training classes by engaging in approved professional learning. For each salary class gained, there is a commensurate salary increase. (See **Training Classes** on page 7 for more information. See the current **Classified Salary Schedules** on Elk Grove Unified School District's website under *Employment*.) Refer to Bargaining Unit contract language for refresher courses.

Professional learning activities that classified employees expect to apply toward salary credit must be approved by Curriculum/Professional Learning (CPL) staff in advance. CPL staff provides approval in two ways, as a presenter and/or a registered participant. Full attendance at any course is required in order to receive credit; partial credit will not be awarded.

Classified Personnel

"Regular" (contracted) as used in the phrase "regular (contracted) classified employee" or any similar phrase, refers to a classified employee who has probationary or permanent status.

Represented classified employees should refer to AFSCME, ATU, or CSEA contracts for this policy area. Bargaining unit contracts may be accessed on the District's website or by clicking on the following link: <http://www.egusd.net/employees/union-contracts/>

Salary Credit Timeline and Deadlines

The salary credit system operates on a July 1 - June 30 annual calendar. Units/hours can be accrued all year long. Once enough units/hours are accrued to advance to the next training class, that advancement becomes effective on the following July 1. If a classified employee accrues enough units/hours to advance to a new training class between July 1 and October 1 of any given year, s/he is eligible for a retroactive advancement and salary increase, dating to July 1 of that year. The **absolute deadline** for submission of units for a retroactive advancement is October 1. Employees who meet that deadline are then placed in the new training class. On November 30, they are issued a retroactive payment for their salary increase for the months of July through October. If the October 1 deadline is missed, the next opportunity for salary advancement is the following July. An advancement form (**Appendix G**) needs to be completed and submitted to Human Resources prior to the July 1 and October 1 deadline. Once credit has been posted to a transcript, no changes in compensation type can be made.

Salary schedules can be found on the Elk Grove Unified School District Website by clicking on the following link: <http://www.egusd.net/employment/>

Professional Learning Offered Within the District

When an approved professional learning course is offered within the district by district-provided facilitators/presenters, there is no need to submit a Coursework Prior Approval form. The classified employee must register with the Electronic Registrar Online (ERO) two days prior to the start date of the course and complete all the requested areas on the sign-in sheet

*Salary steps are also commonly referred to as training classes.

provided at the in-district course. This is the only method of verifying attendance. **If a participant fails to sign in, s/he will not receive salary credit/hourly rate pay.** Once the in-district course is complete, the instructor/facilitator submits the sign-in sheet. There is nothing more a classified employee must do. After review, CPL then posts the hours to classified employees' transcripts. Employees may request copies of their transcripts to verify that the course has posted. (See **Transcripts** on page 7 for more information.)

If a classified employee wants to attend a professional learning course during their contract time and wants to receive credit, a "Classified Inservice Form" must be filled out prior to attending the course.

For any workshops or coursework offered within the district, the employee must pre-register on the Electronic Registrar Online System (ERO) at least two (2) days in advance of the workshop date.

- Go to the EGUSD website at <http://www.egusd.net>
- Hover over the "EGUSD Employees" tab and select the "Professional Learning Opportunities" in the drop down area.
- Once you are on the "Professional Learning Opportunities" page, click on the "eSchool Solutions Electronic Registrar Online" Link.
- At the ERO homepage you will be asked to enter your ID and password. Your ID is our full district email address (including the "@egusd.net") and your password is your district computer password. If you are having trouble logging in, please contact the Technology Services Help Desk.
- After successfully logging in, select "Course Catalog" to search for a course by Session Reference Number (SRN), date, or course title.
- If your classification/location is eligible for registration, the system will provide a register icon with a green plus sign. Click the icon to register for the course.
- Once registered successfully, the system will automatically send you a confirmation email.
- When attending the workshop, be sure to sign-in completely and clearly on the sign-in sheet provided, including your Employee Identification Number (EIN).

Coursework Prior Approval

Classified employees must submit a Classified Personnel Coursework Prior Approval form (**see Appendix A**) at least **20 working days** before the course** begins to allow CPL sufficient time to approve or deny the request. Occasionally, classified employees learn of a course fewer than 20 working days before the commencement of the course. Classified staff may submit a Classified Personnel Coursework Prior Approval form and ask for a "rush" by attaching a note. CPL staff will do their best to accommodate the rush request; however, there are no guarantees. If a classified employee would like to be assured that a Classified Personnel Coursework Prior Approval form will be processed before the beginning of a course, it must be submitted 20 working days prior to the course. If a classified employee submits a Classified Personnel Coursework Prior Approval form and has not received it back within 20 days, s/he should contact CPL via email or telephone to check on the status of the form.

**The term "course" is used throughout the Classified Job Enhancement Training Handbook to refer to all professional learning activities: data analysis meetings, book studies, workshops, seminars, conferences, etc.

Classified employees may receive one (1) exemption from the Coursework Prior Approval rule every ten (10) years. If a classified employee takes a course(s) without Coursework Prior Approval and wishes to apply it/them toward salary credit, s/he may submit a Coursework Prior Approval form(s) during or after the course(s). Late Coursework Prior Approval will only be considered for courses taken within three (3) years of the date the Coursework Prior Approval is received in the CPL office. No more than 12 units (in one submission) may be approved after the fact if you did not submit Coursework Prior Approval before taking a course. Approval of submitted documentation will be reviewed consistent with the course approval process, and notification of acceptance/denial will be sent to the employee after the review has been completed. If the course(s) is/are denied, which is a risk since Coursework Prior Approval was not secured, no salary credit will be awarded. CPL staff will track individuals' records of this exemption, and it will be granted once every ten (10) years, beginning on the date of the first exemption requested. For example, regardless of years of service, if a classified employee first takes advantage of this exemption on November 18, 2016, s/he would be allowed another exemption on or after November 18, 2026.

In order to determine whether a course is approved or denied, CPL staff reviews the Coursework Prior Approval form and considers two related factors: the course description provided by the employee and the employee's rationale for how the course will relate to his/her District assignment or is needed to attain a higher degree (GED, AA, BA).

Professional Learning Offered Outside of the District

If a professional learning course is offered outside of the district, a classified employee must submit a form entitled Classified Personnel Coursework Prior Approval. In order to determine whether a course is approved or denied, CPL staff reviews the Coursework Prior Approval form and considers two related factors: the course description provided by the employee and the employee's rationale for how the course will relate to his/her District assignment or is needed to attain a higher degree (GED, AA, BA).

Coursework Prior Approval forms are returned to classified employees either with "Signature Approval" or a denial with a letter of explanation. For courses which have been approved classified employees should retain the signed Coursework Prior Approval form to submit after course completion. Employees that receive a letter of denial may either choose a different professional learning course or appeal the non-approval using the appeal protocol.

Once a classified employee has completed an approved course offered outside of the district, s/he should submit the original Coursework Prior Approval form (with CPL approval signature) together with a copy of evidence of course completion (e.g., transcript, letter of completion, or other certificate, etc.) to Human Resources. Classified employees should make a copy of the Coursework Prior Approval form and the original copy of the evidence of completion, at least until they have verified that the course has been posted to their district transcripts. Human Resources staff will post the hours to transcripts, usually within 30 days, and will email an updated copy of the transcript and hours when they are posted. Classified employees may also request copies of their transcripts to verify that the course has posted. If there are any discrepancies within the transcript, the classified employee will still have copies of the paperwork submitted to Human Resources.

Training Classes

The district values professional learning for the potential it holds to help students excel and for the professional fulfillment it provides. The district recognizes employees' professional learning achievements by awarding salary credit. Hours and units earned before employment with the district are considered for placement within a training class.

Professional learning may be measured in hours, semester units, quarter units, or continuing education units:

Units-Hours
Equivalencies

| Type of Unit | Equivalent Course Hours |
|----------------------|-------------------------|
| Semester | 15 |
| Quarter | 10 |
| Continuing Education | 10 |

Transcripts

The District maintains a transcript of professional learning activities for each classified employee. These transcripts list each professional learning course completed by the employee and the number of units/hours credited. Copies of transcripts may be requested from either Human Resources or CPL via email (using the email address *Professional Learning Transcript Request for PD Hours* listed in the District's global email address list). (See **Appendix B** for annotated copies of transcripts.)

Coursework Completion

All coursework, including online professional learning, must be completed within 18 months from the date stamp of approval. Once coursework is complete, submit the Classified Personnel Coursework Prior Approval Form (with signature from Professional Learning, course description, and proof of completion) to Human Resources.

Initiating Professional Learning

The district recognizes that the most effective professional learning courses are job-embedded, and designed and implemented by the facilitator or participants who will engage in them. Professional learning communities that gather to analyze and discuss data, plan instruction, read professional literature, or otherwise provide for local learning needs are encouraged.

Classified employees who wish to initiate a professional learning course that qualifies for salary credit must become a Certified Professional Learning Provider before submitting a proposal.

The certified training can be found <https://egusd.adobeconnect.com/p1805er1nfm/>

Once certified, complete **one** of three forms:

1. [Site-based Professional Learning Proposal](#) or
2. [District-wide Professional Learning Proposal](#) or
3. [Book Study Proposal](#).

Each proposal's guidelines and requirements are outlined on the approval form. All activities must take place during non-contract hours. Proposals must be submitted 15 working days before the first session of professional learning begins. Curriculum/ Professional Learning staff will review all proposals, and, if approved, will send sign-in sheets, evaluation form and certificate of completion to the facilitator. For proposals that are not approved, or should CPL have further questions, CPL will phone or send an email to the workshop coordinator. If the coordinator disagrees with CPL's finding that a proposal is not approved, s/he may appeal the decision. (See **Appeal Process** on page 9 for more information).

Professional learning facilitators earn the salary credit hours that participants earn as well as hours for developing the professional learning. Facilitators earn one hour for development for every hour that they facilitate or present. For example, for a four-hour workshop series, the facilitator would earn eight hours: four hours for participation and four hours for development. Development hours are awarded only the first time a workshop is presented. If there are multiple facilitators, then the facilitators split the hours.

Site-Based and District-Wide Professional Learning Proposals

Classified employees who wish to conduct or facilitate professional learning must complete the **Site-based Professional Learning Proposal**, the **District-wide Professional Learning Proposal**, or the **Book Study Professional Learning Proposal**. (See **Appendices C, D, and E**). The proposal must include information about the professional standards to be addressed and how the professional learning will address them. In addition, the proposal requires logistical information and the signature of a site administrator.

Book Study Proposals

Book studies can be powerful vehicles for professional learning. Elk Grove Unified School District encourages group study of non-fiction books that have direct application to education. The purpose of book studies is to read and discuss subject matter that is related to content areas or pedagogy. **The ultimate goal of the book study is to increase staff members' content and/or pedagogical knowledge to assist all students in reaching high levels of achievement.**

Book study books **must be non-fiction**. All book study participants will be awarded 7.5 hours (1/2 unit) of salary credit. Book study facilitators receive an additional 2.5 hours (for a total of 10 hours of salary credit) for creating discussion questions, moderating discussions, completing the writing assignment, and managing the study. If there are two facilitators, each will receive 1.25 hours. There may be no more than two facilitators.

Facilitators have two choices for the configuration of their book study:

1. Four sessions at 90 minutes each; or
2. Six sessions for 1 hour each.

Both configurations total six hours of meeting time. These configurations are the only two that qualify for salary credit.

In addition to completing the six hours of group study time, facilitators and participants must also complete a 250-500 word written response to their choice of the provided reflective prompts. (See Prompts on page 2 of the **Book Study Proposal** section in **Appendix E**.) Facilitators and participants are awarded 1.5 hours credit for completing this written response. To receive credit, responses must:

- Be at least 250 words, but no more than 500 words; **and**
- Be limited to answering only the question(s) listed under **one** prompt; **and**
- Be specific about the content of the book; generic responses that make little or no reference to the book will not be credited.

(See **Appendix F** for a sample of a completed written assignment).

Six hours of group study/discussion and 1.5 hours for the written response total the 7.5 hours awarded for all book studies. No partial credit will be given. Facilitators and participants must attend all meetings and complete written responses in order to receive credit.

Appeal of Decision Made by Curriculum/Professional Learning

Directors in CPL have the authority to approve or disapprove Coursework Prior Approval forms and Site-based, District-wide, and Book Study Professional Learning Proposals; however, if a classified employee disagrees with a director's decision, s/he may appeal the decision to the Job Enhancement Training Advisory (JETA). This process entails submitting to CPL an appeals form that provides an overview of the situation and the rationale for appeal. (See **Appendix I** for the **Appeal** form.) The classified employee may support his/her appeal by attending the JETA meeting where the director's decision will be discussed. The JETA will then recommend to the Associate Superintendent of Education Services that the decision be upheld or rescinded. Upon review, the decision of the Associate Superintendent is final. (See **Appendix I** on page 24 for more information.)

ARTICLE 10

PROFESSIONAL GROWTH

10.1 Professional Growth

10.1.1 It is the policy of the Board of Education to aid and encourage in any way possible the growth of employees in knowledge and skills pertaining to their jobs and to provide opportunities in the form of workshops, etc., for such growth.

- a. The District agrees to form a balanced committee with AFSCME to address the professional growth training needs of AFSCME unit members.
- b. The District agrees to identify its training concerns and share them with community colleges, adult schools, and other accredited institutions to assist AFSCME in meeting the career development of unit members.
- c. The District agrees to work with AFSCME to increase the number of workshops and seminars for classified employees, including day, evening, and weekend classes at area community colleges, adult schools, and other accredited institutions.
- d. The District will initiate a program of initial and recurring training for managers in evaluation and discipline of classified employees.

10.1.2 Classified employees may be expected to attend a reasonable number of inservice training meetings, workshops, etc. Hours earned will be reflected as inservice credit, as negotiated, if participation is outside the scheduled work day.

10.1.3 Purposeful staff meetings develop growth cohesiveness by promoting growth through group communication. Meetings should be held regularly. Through such meetings, the classified staff is given an opportunity to receive and understand administration procedures, to become familiar with the aims and purposes of the philosophy of the schools for the continuing improvement of all school operations and facilities.

ATU Contract Language

ARTICLE 22

WAGES

22.4 Growth in Job Skills

22.401 It is the policy of the Board of Education to aid and encourage in any way possible the growth of employees in knowledge and skills appertaining to their several jobs and to provide opportunities in the form of workshops for such growth.

22.401.1 Classified employees may be expected to attend a reasonable number of inservice training meetings, workshops, etc. Hours earned will be reflected as inservice credit as negotiated. Such meetings, etc. will be held for the most part during working hours but on occasion it may be necessary to hold such on employee's personal time.

CSEA Contract Language

ARTICLE 18

PROFESSIONAL GROWTH

18.1 It is the policy of the Board of Education to aid and encourage in any way possible the growth of employees in the knowledge and skills pertaining to their jobs and to provide opportunities in the form of workshops for such growth.

a. The District agrees to form a balanced committee with CSEA to address the professional growth training needs for CSEA unit members.

b. The District agrees to identify its training concerns and share them with community colleges to assist CSEA in meeting the career development of unit members.

c. The District agrees to work with CSEA to increase the number of workshops and seminars for classified employees including day, evening, and weekend classes at community colleges.

18.2 The CSEA salary schedule will provide for five (5) experience step increments. The coursework must be submitted and approved (Prior Approval Form Appendix B) fifteen (15) working days before coursework begins. Credit may be earned as follows:

a. Adult school, community college, college, or university courses which are pre-approved by the immediate supervisor and by the appropriate District administrator.

- b. Special workshops offered by the District for specific purposes, enrollment pre-approved by the immediate supervisor and appropriate District administrator.
- c. Inservice courses designed and offered by the District, enrollment by invitation or by application with pre-approval of immediate supervisor and appropriate District administrator. Coursework must apply to benchmarks, standards, or actual duties of the bargaining unit member or serve to prepare the bargaining unit member for promotional opportunities within the District; and
- d. Workshops, inservice programs, conferences, etc. offered by private firms, other public agencies, or trade unions, enrollment for salary credit by application and pre-approval by immediate supervisor and appropriate District Administrator.
- e. Bargaining unit members may attend refresher training when necessary, provided that such training shall not occur more than one time per school year except as determined by the District. Refresher training means retraining on specific topics in which the bargaining unit member has already received training. The training must be approved by the primary administrator or administrator's designee.

18.3 Advancement to Training Class Levels is based upon units/credits earned after hire date.

18.4 Training class changes (step increments) will be made at the beginning of each school year (July 1) and will be based on evidence of completion of the required units or hours of inservice training (transcripts, certificates of completion, or other acceptable documents) and evidence of prior approval as required.

18.5 Evidence of completion documents must be submitted to Human Resources by October 1; the new salary will be retroactive to July 1, or to the start date of the work agreement, and be implemented no later than the December 1 payroll.

18.6 Units may be approved for training class credit for two (2) basic purposes:

- a. Development or improvement of skills which relate directly to the current position or classification; or
- b. Preparation for promotion to another position or job classification within the District. In such cases, supervisors will approve for salary credit only those units which have relevance for both the current position and the target position.

18.7 An employee may receive no more than one (1) training class change per year.

18.8 Bargaining unit members may be expected to attend a reasonable number of inservice training meetings, workshops, etc. Hours earned will be reflected as inservice credit, as negotiated, if participation is outside the scheduled work day.

- 18.9 Bargaining unit members may be required to attend staff meetings. A bargaining unit member who is required to attend a staff meeting will be compensated at his/her appropriate rate of pay. Purposeful staff meetings develop growth cohesiveness by promoting growth through group communication. Meetings should be held regularly. Through such meetings, the bargaining unit member is given an opportunity to receive and understand administration procedures, to become familiar with the aims and purposes of the philosophy of the schools for the continuing improvement of all school operations and facilities.
- 18.10 The District and CSEA agree to form a committee composed of dual representation to explore ways in which their shared interest in training can be implemented and coordinated.

Instructions for Using this Form

1. If the course you want to take **IS ON THE EGUSD CURRICULUM/PROFESSIONAL LEARNING WEB SITE**, you do **NOT** need to complete a Prior Approval form. **Please complete a Prior Approval Form for any class sponsored by Adult Education.**
2. If the course you want to take **IS NOT ON THE EGUSD CURRICULUM/PROFESSIONAL LEARNING WEB SITE**, you **DO** need to complete a Prior Approval form and attach adequate documentation about the course to support your request.
3. Submit the Prior Approval form to the Curriculum/Professional Learning Office, **ALLOWING AT LEAST 20 WORKING DAYS PRIOR TO THE COURSE START DATE FOR THE APPROVAL PROCESS.** (Course approval process starts on the date received by Curriculum/Professional Learning Office.)
4. Upon approval, the Prior Approval Form will be signed by Curriculum/Professional Learning and returned to **you** to hold until course is completed.
5. Upon completion of coursework, submit the original copy of the Prior Approval Form **AND** proof of completion **TOGETHER to Human Resources.** (Keep copies for your records.)

VERIFICATION OF COMPLETION

For courses on the Curriculum/Professional Learning Web Site:

- a) Register for the course online via the Electronic Register Online (ERO). The ERO homepage can be accessed from the EGUSD website at <http://www.egusd.net> as follows:
Under EGUSD Employees choose "Professional Learning Opportunities."
Once you are on the "Professional Learning Opportunities" page, click on the ERO link.
On the ERO home page you will be asked to enter your district ID (example jdoe@egusd.net) and password.
After you have successfully logged into ERO, click on "Course Catalog" to search for a course by SRN code, date or course title.
- b) At the workshop, **SIGN** the Inservice Attendance Report.

For college/university courses:

- a) Submit the official transcript or original grade card to Human Resources together with the original copy of your Coursework Prior Approval Form. (Keep copies for your records)

For non-District sponsored inservices and college/university courses without college/university credit:

- a) See front of the Coursework Prior Approval Form under Inservice Verification.

APPROVAL CRITERIA

1. Inservice credit will be granted only if course/inservice is approved by the Director, Professional Learning.
2. This form must be submitted and approved **BEFORE** coursework begins.
3. Credit will be allowed for course/inservice work even if the District pays for any part of the employee's expenses.
4. Credit cannot be earned during normally scheduled work hours unless you are using vacation time or compensatory-time-off (CTO) approved by your Supervisor.
5. Course or inservice cannot duplicate a course taken previously. (Course or inservice may be taken for credit one (1) time. Duplications of coursework and inservices will not count for advancement.)
6. Course participation must be verified by Human Resources (i.e. transcripts and inservices sign-in sheets etc.)
7. **Course relates directly to your District assignment or is needed to attain a GED, AA or BA degree.**

PLEASE NOTE: All documents to support your prior approval and attendance **MUST** be received in Human Resources by **October 1st** of the school year in which the change is made. Classified Personnel earn in-service hours to move to the next training class increment as follows: AFSCME and ATU employees require eight (8) semester units or 120 in-service hours; CSEA employees require six (6) semester units or 90 in-service hours; Mental Health Therapist (MHT) and Behavior Support Specialist (BSS) require fifteen (15) semesters units or 225 in-service hours.

Appendix B

How to Read an EGUSD Additional Unit Transcript

EGUSD ADDITIONAL UNITS TRANSCRIPT #8381 INUMUT PAGE 1
 05/30/14 14:56

IN/EIN: [REDACTED] Name: [REDACTED]
 Longevity Base Date: 07/01/02 Birthdate: [REDACTED]

| Institution | <---Course--> Num Title-abbrev | Semstr Units/ | Qtr-CEU Units/ | Clock Hours | Date Complete | Date Entered | Ovr |
|-------------|-----------------------------------|------------------|-------------------|----------------|------------------|-----------------|-----|
| EGUSD | 005101 MEMEMPLO | .00 | .00 | 1.50 | 02/21/01 | 03/14/01 | |
| EGUSD | 007116 MGOBAPT | .00 | .00 | .00 | 07/10/03 | 08/13/03 | |
| EGUSD | 007121 OCCUSTOD | .00 | .00 | .00 | 08/08/06 | 09/27/06 | |
| EGUSD | 007124 OCCUSTOD | .00 | .00 | .00 | 08/06/08 | 09/08/08 | |
| LROC | 711106 MECHSYST | 3.00 | .00 | .00 | 12/20/12 | 12/21/12 | |
| LROC | 711105 FUNDAMNT | 1.50 | .00 | .00 | 12/20/12 | 12/21/12 | |
| LROC | 711104 BASICMCH | 5.00 | .00 | .00 | 12/20/12 | 12/21/12 | |
| SOC | 710168 REFSYSCH | 3.00 | .00 | .00 | 05/22/13 | 06/06/13 | |
| SOC | 710167 REFRSYS | 3.00 | .00 | .00 | 05/22/13 | 06/06/13 | |
| LROC | 710237 REFRIGER | 1.50 | .00 | .00 | 05/22/13 | 06/06/13 | |
| SOC | 710166 ELECONTR | 3.00 | .00 | .00 | 12/19/13 | 01/21/14 | |
| SOC | 710166 ELECONTR | 3.00 | .00 | .00 | 12/19/13 | 01/21/14 | |
| LROC | 710210 HEATINGG | 3.00 | .00 | .00 | 05/21/14 | 05/30/14 | |

Totals: Semester Units: 26.00
 Quarter Units: .00
 Clock Hours: 1.50

 Combined Units: 26 units + 1.50 hours

- 8 (13/14)
 - 8 (14/15)

 10 units + 1.50 hrs.
 - 8 (15/16)

 2 units + 1.50 hrs

Employee EIN
 Employee Name
 Longevity Base Date

Course Title
 Course Units
 Course Dates Completed
 Course Dates Entered

Manual calculations made
 by Position Control
 Technicians in HR



Appendix C

Professional Learning

Approved Not Approved

SITE-BASED PROFESSIONAL LEARNING WORKSHOP PROPOSAL

Proposals must be turned in **15 working days** in advance of the workshop.

Title of Professional Learning Workshop: _____

Facilitator(s)/Presenter(s): _____ Return paperwork to (site location): _____

Date(s): _____ Location: _____ Time: _____

Total Number of Hours: _____ Maximum Number of Participants (four participant's minimum): _____

Workshop Coordinator (if different from facilitator/presenter): _____

Principal/Director: _____

Signature Date

| | |
|---|---|
| <p>Salary Class Request:</p> <p>_____ A-H / Certificated</p> <p>_____ Classified</p> <p>_____ Paraeducator</p> <p>_____ Community Ed. (for teachers at private schools within EGUSD.)</p> <p>Salary credit may only be given for workshops outside the regular workday.</p> | <p style="text-align: center;">Professional Learning Use Only:</p> <p>QSS# _____</p> <p>Salary Credit _____</p> <p>Course Code _____</p> <p>ERO# _____</p> <p>Hours _____</p> |
| <p>Target Audience: _____</p> | |

Course Description: Provide a brief description of what will be covered at the workshop. The description will be viewed by registrants on the ERO.

Identify the standard(s)/element(s) of the California Standards for the Teaching Profession (CSTP) 1-5 that this professional learning will address. (Certificated Only)

Describe how this professional learning will help participants achieve mastery of the standard(s) and element(s) listed above.

Attach the agenda to this proposal (required).

Participant Compensation Offered: Salary Credit Only Hourly Rate Only (identify funding source) Both Salary Credit & Hourly Rate

Facilitator Compensation Requested: Salary Credit Regular Workday Hourly Rate (identify funding source)

Note: If there is more than one facilitator, compensation (salary credit or hourly rate) is divided among the facilitators.



PLEASE DO NOT OFFER OR ADVERTISE PROFESSIONAL LEARNING UNTIL THE WORKSHOP HAS BEEN APPROVED BY THE PROFESSIONAL LEARNING DEPARTMENT. THE ERO SRN CODE MUST BE USED IN ALL WORKSHOP ADVERTISEMENTS, EMAILS, AND/OR FLYERS TO FACILITATE PARTICIPANT REGISTRATION. THANK YOU!



Appendix D

Approved Not Approved

Professional Learning

DISTRICT-WIDE PROFESSIONAL LEARNING WORKSHOP PROPOSAL

Proposals must be turned in **15 working days** in advance of the workshop.

Title of Professional Learning Workshop: _____

Facilitator(s)/Presenter(s): _____ Return paperwork to (site location): _____

Date(s): _____ Location: _____ Time: _____

Total Number of Hours: _____ Maximum Number of Participants (four participant's minimum): _____

Workshop Coordinator (if different from facilitator/presenter): _____

Principal/Director: _____
Signature Date

| | |
|---|---|
| <p>Salary Class Request: _____ A-H / Certificated _____ Classified _____ Paraeducator _____ Community Ed. (for teachers at private schools within EGUSD.)</p> <p>Salary credit may only be given for workshops outside the regular workday.</p> | <p>Professional Learning Use Only: QSS# _____ Salary Credit _____ Course Code _____ ERO# _____ Hours _____</p> |
| <p>Target Audience: _____</p> | |

Course Description: Provide a brief description of what will be covered at the workshop. The description will be viewed by registrants on the ERO.

Identify the standard(s)/element(s) of the California Standards for the Teaching Profession (CSTP) 1-5 that this professional learning will address. (Certificated Only)

Describe how this professional learning will help participants achieve mastery of the standard(s) and element(s) listed above.

Attach the agenda to this proposal (required).

Participant Compensation Offered: Salary Credit Only Hourly Rate Only (identify funding source) Both Salary Credit & Hourly Rate

Facilitator Compensation Requested: Salary Credit Regular Workday Hourly Rate (identify funding source)

Note: If there is more than one facilitator, compensation (salary credit or hourly rate) is divided among the facilitators.



PLEASE DO NOT OFFER OR ADVERTISE PROFESSIONAL LEARNING UNTIL THE WORKSHOP HAS BEEN APPROVED BY THE PROFESSIONAL LEARNING DEPARTMENT. THE ERO SRN CODE MUST BE USED IN ALL WORKSHOP ADVERTISEMENTS, EMAILS, AND/OR FLYERS TO FACILITATE PARTICIPANT REGISTRATION. THANK YOU!

Appendix E

PROFESSIONAL LEARNING BOOK STUDY PROPOSAL



Check one: Site Based District
Check one: Certificated Classified

Proposals MUST be turned in at least 15 working days in advance of book study.

Title of Non-fiction Book: _____

Facilitator(s): _____ Send Paperwork to (site location): _____

7.5-hour Book Study Format (check one):

- Six sessions (within four months) @ 1 hour each (6 hours); plus written assignment (1.5 hours)
- Four sessions (within four months) @ 1.5 hours each (6 hours); plus written assignment (1.5 hours)

Date(s): _____ Location: _____ Time: _____

Total Number of Hours = 7.5 (Facilitators = 10) Approximate Number of Participants (four minimum): _____

Principal/Director: _____
Signature Date

Description: Provide a brief description of what will be covered at the book study; the description will be viewed by registrants on the ERO.

Certificated: Which element(s) of which California Standards for the Teaching Profession (CSTP 1-5) does this study address, **and** how will it help participants achieve mastery of the CSTP elements listed?

Classified: How does this book study relate to the district assignment, **and** how will it enhance that assignment?

The agenda for the first session and a description of the book must be attached to this proposal.

Facilitator Compensation: Salary Credit Regular Workday Hourly Rate (Identify funding source)

Note: If there is more than one facilitator, compensation (salary credit or hourly rate) is divided among the facilitators.



PLEASE DO NOT OFFER OR ADVERTISE PROFESSIONAL LEARNING UNTIL THE WORKSHOP HAS BEEN APPROVED BY THE PROFESSIONAL LEARNING DEPARTMENT. THE ERO SRN CODE MUST BE USED IN ALL WORKSHOP ADVERTISEMENTS, EMAILS, AND/OR FLYERS TO FACILITATE PARTICIPANT REGISTRATION. THANK YOU!

Professional Learning Use Only:
Approval _____ Salary Credit _____ Hours _____
QSS# _____ ERO # _____ Course Code _____

Book Study Facilitator Checklist

- Recruit a minimum of 4 participants (20 maximum) to take part in the book study.
- Schedule four or six book study meetings, depending on the format selected. Meetings should not be scheduled more frequently than once per week, and the duration of the study cannot exceed four months.
- Complete the Book Study Proposal form and submit it to Curriculum/Professional Learning. Be sure to complete all sections thoroughly and accurately so that there will be no delays in procuring approval. *Attach an agenda for the first proposed meeting, and a description of the book.*
- Wait for approval from Curriculum/Professional Learning before advertising or beginning the book study.

Once approved:

- Determine how much of the book will be read and discussed by the start of each meeting. Put this in writing for distribution to participants.
- Set a deadline (not to exceed four months from the start date) for participants to turn in written work. The writing assignment portion of the book study (see below) **may not** be completed during the six hours of meeting time.
- Create an agenda for each remaining meeting.
- Collect sign-in sheets at each book study meeting
- Once all book study meetings have taken place, collect completed written work from each participant, and submit written work, sign-in sheets, evaluations, and agendas to Curriculum/Professional Learning. All materials should be turned in at the same time. *Late writing assignments will not be accepted.*

Book Study Writing Assignment for All Approved Book Studies

Write a response of between 250-500 words to ONE of the seven prompts below. Not all prompts may be appropriate for all books. (This assignment is worth 1.5 hours of the total 7.5 hours of credit for the book study.)

PROMPTS:

1. What was the central idea or premise of the book? What impact has it had on you as a professional?
2. Does the author offer solutions to the problems or issues raised in the book? How probable is success?
3. Does the author—or can you—draw implications for the future? Are there long- or short-term consequences to the problems or issues raised in the book?
4. Does the author make a call to action to educators—individually or collectively? Is that call realistic?
5. Are the book's issues controversial? Who is aligned on which sides of the issues, and where do you fall in that line-up?
6. Did you learn something of value in reading this book? What is it and how might you use it?
7. Did some part of this book inspire you in some way? Please explain.

In order to qualify for credit, responses must:

- Be at least 250 words but no more than 500 words
- Be limited to answering only one of the prompts listed above
- Be specific about the content of the book; generic responses that make little or no reference to the book will not be credited



Professional Learning

Sample Book Study Writing Assignment that Would Receive Credit

Name of the Book: Bringing Words to Life: Robust Vocabulary Instruction by Isabel Beck, Margaret McKeown, & Linda Kucan

1. What was the central idea or premise of the book? What impact has it had on you as a professional?

The central premise of this book is that if teachers want students to be able to use the vocabulary we teach them, we must fundamentally change the way we introduce, review, develop and practice vocabulary words.

Most classroom vocabulary instruction includes introducing words using dictionary or glossary definitions and helping students to memorize the definitions. Assessment usually includes matching words and definitions, either through a straight matching activity or by choosing the correct definition from an assortment of possibilities, as in a multiple choice exam. Is it any wonder, then, that students don't learn how to use the words when they spend most class time memorizing and matching? Memorizing the definition of a word, says Beck, is very different than knowing how to use the word in a sentence.

Beck advocates for the use of student-friendly definitions which do more to explain the word to students than both glossaries and dictionaries do. In addition, she recommends ways to help students use the word in meaningful ways, so that the leap from vocabulary instruction to using vocabulary in real life and academic situations is not so great.

As a professional, this makes great sense to me. For years, I have had students who aced vocabulary tests but who seldom incorporated new vocabulary words into their school work. Often, when I asked students to use vocabulary words in sentences, the sentences were grammatically awkward or the word meanings were stretched.

Now I have alternative ways to teach and practice vocabulary so that my students are more successful actually using vocabulary words. I began creating "student-friendly" definitions so that my students don't have to figure out what the dictionary definition means. I also have learned how to scaffold lessons in which I ask students to use a word in a sentence. Most students can't use a brand new word without many examples and a sentence frame. My students have been much more successful since I began using Beck's instructional practices. This method takes more time to teach, though. I am struggling with pacing. However, my vocabulary instruction has fundamentally changed because of this book.

Appendix G



SALARY ADVANCEMENT PROCESS CLASSIFIED EMPLOYEES

In order to ensure the processing of your coursework salary advancement for each school year, you must complete the process as outlined below:

1. Submit a prior approval form to the Curriculum/Professional Learning Office for pre-approval. This must be done at least 20 days prior to the start of class.
2. Curriculum/Professional Learning will return the prior approval form to you. If approved, retain form until course completion.
3. After completion, send the original prior approval form along with proof of completion (grade report, transcript or certificate) to **Human Resources**.
4. Please complete and submit this form to **Human Resources** no later than June 15th if you have (or will have) by June 30th the necessary units to advance on the salary schedule for the following school year. If this deadline is missed, there is a second and final deadline of Oct 1st to submit your class advance paperwork for the Nov 30th payroll. **Forms received after October 1st will not be processed for salary advancement the following school year. (Please refer to your union contract for details.)**

If you have any questions please contact Personnel Technicians:

Laurie Kaminsky 686-7797, ext. 67171 (Last Name A-K)
Penne Klotz 686-7797, ext. 67170 (Last Name L-Z)

SALARY ADVANCEMENT NOTIFICATION

This is to verify I will have the necessary units/hours to advance on the salary scale for the current school year.

Complete the following information:

Name _____

Employee ID # _____ Job Title _____

School Site or Department _____

PLEASE RETURN TO HUMAN RESOURCES

1st deadline: June 15th

2nd deadline: October 1st

Appendix H

**EGUSD PROFESSIONAL LEARNING
OPPORTUNITIES CLASSIFIED INSERVICE CREDIT FORM**



This form must be submitted to the Curriculum Professional Learning Office no later than the start date of the workshop. Employees will **ONLY** receive inservice credit for salary advancement for workshops held during contracted work hours if they use Vacation/CTO hours, **AND** the vacation/CTO hours can be verified in the district absence tracking system.

EMPLOYEE NAME: _____ EIN _____

WORK TELEPHONE: _____ DEPARTMENT/SCHOOL: _____

Your Regular Work Hours: FROM: _____ TO: _____ Hours Worked Per Day _____

Your Regular Work Days: M T W TH F TRACK: _____

Course Title: _____

ERO SRN Number: _____ Course Day/Date/Time: _____

I will be using (please check one)

Vacation Hours for the training time:

I understand that I must document the use of vacation hours on the "Monthly Absence Report" in order to receive inservice credit.

Compensatory Time (CTO) Hours for the training time:

I understand that I must document the use of CTO hours on the "Monthly Absence Report" in order to receive inservice credit.

Employee Signature

Date

Principal/Director Vacation/CTO Approval: I certify that documentation has been/will be submitted to Human Resources for this employee:

verifying his/her use of **Vacation hours** in order to receive inservice credit for the workshop listed above

verifying his/her use of **CTO hours** in order to receive inservice credit for the workshop listed above

Principal/Director Signature

Date

OFFICE USE ONLY: Verified in QSS: V/CTO Initial: _____ Date: _____



Professional Learning

APPEAL OF PROFESSIONAL LEARNING DECISION

Date: _____

Name: _____ EIN: _____

Site: _____

Assignment: _____

1. This is an appeal of a:

- Coursework Prior Approval
- Workshop Proposal
- Book Study Proposal
- Independent Study Course
- Other: _____

Please attach copies of any paperwork that you have submitted and/or that has been returned to you regarding this matter.

2. Please provide a brief explanation of the decision you are appealing and why you are appealing it (include your response on a separate page if necessary.)

This appeal will be considered at the next meeting of the Job Enhancement Training Advisory. You will be contacted via district email within 10 working days and notified of the date and time of that meeting in the event you wish to attend.

Appeal Process

Directors in the Curriculum/Professional Learning Department (CPL) have the authority to approve or disapprove Coursework Prior Approvals and Site-based, District-wide, and Book Study Professional Learning Proposals, and other decisions involving salary credit. If a classified staff member disagrees with a director's decision, s/he may appeal the decision to the Job Enhancement Training Advisory (JETA). This process entails submitting this appeals form to CPL, providing an overview of the situation and a rationale for appeal. CPL staff will place the appeal on the next agenda of the JETA, and alert the classified staff member of the time and place of the meeting. The classified staff member may support his/her appeal by attending the JETA meeting where the director's decision will be discussed. The JETA will then recommend to the Associate Superintendent of Education Services that the decision be upheld or rescinded. Upon review, the decision of the Associate Superintendent is final.

Professional Learning Handbook Glossary

Appeal - a formal request for a review of a decision rendered by the Curriculum and Professional Learning Department regarding the denial of a classified employees coursework prior approval form, workshop proposal, book study proposal, independent study course, or related professional learning event.

Contract Time - the work period for which classified employees are responsible for working and for which they are paid. This work period is defined by a certain number of hours per day and a certain number of days per year. The specific contract time for each type of classified employee covered under this handbook is listed in the respective Association/Bargaining unit contract.

Double-dipping - the non-permissible act of receiving two kinds of awards for one professional learning activity. For example, an employee cannot receive wages for the day and salary training credit for the same activity. However, if a classified employee attends a professional learning event during off-contract time that is paid for by the school or district, s/he may still receive salary training credit.

Coursework Prior Approval Forms - the EGUSD form that classified employees must complete in order to apply hours from a professional learning event to salary advancement. Coursework Prior Approval forms must be approved by the Curriculum/Professional Learning Department before a classified employee begins the professional learning event. In order to receive approval in a timely manner, these forms must be submitted to CPL at least 20 working days in advance of the event. Professional learning completed before or without a Coursework Prior Approval is not eligible for salary advancement. An exemption to this rule is granted every ten years to each employee.

Employee Identification Number (EIN) – Individual employee number given at the start of employment

eSchool Solutions Electronic Registrar Online (ERO) – Online registration system for district-sponsored courses

Job Enhancement Training Advisory (JETA) - a standing committee that meets to review current practices, consider new recommendations, and hear appeals of professional learning decisions, as needed.

JETA members are broadly representative of district classified employees. Committee members shall include Association/Bargaining Unit Presidents or his/her designee, two members of the Curriculum and Professional Learning Department, and three members of the Human Resources Department.

JETA meets bi-annually in October and April.

Professional Learning - As defined by EGUSD, professional learning is an event or series of events in which classified employees gain new knowledge that supports them in addressing the standards for their profession. Additionally, for salary credit purposes, the amount of this new learning must be roughly commensurate with the number of hours granted.

Regular Classified Employee - “Regular” as used in the phrase “regular classified employee” or any similar phrase, refers to a classified employee who has probationary or permanent status.

Salary credit - the recognition awarded to classified employees for completing approved professional learning activities. Upon completion required units/hours, a classified employee advances one salary step or training class, and each step represents a commensurate advance in salary.

Salary Step (also called *training class*) - the category to which classified employees are assigned based on the number of approved college units and professional learning units/hours they have completed. The salary step or training class is used to determine a classified employee's salary. Each training class step provides greater salary advancement than the previous one.

Session Reference Number (SRN) - a unique numeric code assigned to each session.

Training Class (also called *salary step*) - the category to which classified employees are assigned based on the number of approved college units and professional learning units/hours they have completed. The salary step or training class is used to determine a classified employee's salary. Each training class step provides greater salary advancement than the previous one.

Transcript - a report provided by Curriculum and Professional Learning or Human Resources of a record of an individual employee, listing completed professional learning coursework accepted by the District for salary training credits.

Unit - the measurement used by most institutes of higher education to quantify professional learning. Semester, quarter or continuing education units are all accepted by EGUSD, and their equivalencies are as follows:

Units-Hours Equivalencies

| Type of unit | Equivalent Hours |
|----------------------|------------------|
| Semester | 15 |
| Quarter | 10 |
| Continuing Education | 10 |