

# *Professional Learning Handbook*



Curriculum/Professional Learning  
Robert L. Trigg Education Center  
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# 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,*

*The Elk Grove Unified School District offers certificated staff members a number of opportunities to further their education 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 opportunities offered to you through the Elk Grove Unified School District. The opportunity for learning continues throughout one's lifetime.*

*Sincerely,*

*Steven M. Ladd, Ed.D.  
Superintendent*




**ELK GROVE  
UNIFIED SCHOOL DISTRICT**

# **Professional Learning Handbook**

*Written by the Professional Learning Advisory Committee:*

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***Effective July 2009***

	<p>Curriculum/Professional Learning Robert L. Trigg Education Center 9510 Elk Grove-Florin Road, Room 114 Elk Grove, CA 95624 Phone: (916) 686-7757</p>
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# PROFESSIONAL LEARNING HANDBOOK

## PURPOSE OF THIS HANDBOOK

The Professional Learning Handbook for Elk Grove Unified School District certificated staff\* is intended to:

- Inform certificated 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 PROFESSIONAL LEARNING?

As defined by Elk Grove Unified School District, *professional learning is any approved activity in which certificated staff members gain new knowledge that supports them in addressing the standards for their profession and in promoting student learning.* Professional learning is frequently not a stand-alone event, but an ongoing investigation of the best professional practices for helping students to become educated, productive, and healthy citizens. Professional learning may take place in a variety of planned, purposeful situations and circumstances—meetings of professional learning communities, book studies, workshop series, etc.—that stimulate the development of new understandings about the profession. High-quality professional learning supports reflective practice and continuous improvement. Professional learning is intended to increase the effectiveness of classroom instruction and student support provided by certificated staff members. It fosters deeper understanding of the theories and practices of teaching and supporting students, and enhances job fulfillment. Professional learning for certificated staff assists certificated staff members—teachers, librarians, counselors, nurses, and speech therapists—to meet the demands of a changing educational world. By participating in collegial work centered on student data and research-validated strategies, certificated staff become reflective practitioners of their professions.

Professional learning for Elk Grove Unified School District certificated staff will institute high expectations for growth and implementation and will encompass:

- Student and teacher needs, as evidenced by data
- Research-based, sustained professional learning opportunities
- Learning goals from the California Standards for the Teaching Profession (for teachers) or learning goals from their respective fields for nurses, counselors, librarians, and speech therapists.

\*The term "certificated staff" appears throughout the handbook and refers to teachers, librarians, counselors, nurses, and speech therapists—those who are represented by the Elk Grove Education Association and covered by Elk Grove Unified School District Certificated Salary Schedule #10. It does not refer to other classes of certificated personnel or to certificated management.

## THE SALARY CREDIT SYSTEM: AN OVERVIEW

Upon beginning employment with the school district, the Human Resources Department places a teacher or other certificated staff member in a salary class\* based upon the number of college credits s/he has accrued to that point. There are a total of eight salary classes, labeled A through H. Newly-hired staff are allowed a maximum of a BA and 75 completed semester units for placement. This places the newly hired staff member at the beginning of F Class. Certificated staff members have the opportunity to move through the salary classes by engaging in approved professional learning. For each salary class gained, there is a commensurate salary increase. (See **Salary Classes** on page 5 for more information. See the current **Certificated Salary Schedule** on Elk Grove Unified School District's website under *Employment*.)

Professional learning activities that certificated staff members expect to apply toward salary credit must be approved by Curriculum/Professional Learning (C/PL) staff in advance. C/PL staff provides approval in two ways:

- 1) By pre-approving all professional learning courses\*\* offered **within the district** by district-provided facilitators/presenters;
- 2) By reviewing the Prior Approval forms submitted by certificated staff members who wish to participate in a professional learning course offered **outside of the district**.

### **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 Prior Approval form; the district's approval is implicit. The certificated staff members must simply sign their names and write their employee identification numbers (EINs) legibly on the sign-in sheet 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 be awarded salary credit.** Once the in-district course is complete, the instructor/facilitator submits the sign-in sheet to C/PL. There is nothing more that a certificated staff member must do. After review, C/PL then posts the hours to certificated staff members' transcripts. Staff members may request copies of their transcripts to verify that the course has posted. (See **Transcripts** on page 5 for more information.)

### **Professional Learning Offered Outside of the District**

If a professional learning course is offered outside of the district, a certificated staff member must submit a form entitled Prior Approval that requires a course description and a rationale for how the course will help the certificated staff member achieve professional standards. C/PL staff reviews the description and the rationale, and then approves or denies the request. Approval is dependent on:

\*Salary classes are also commonly referred to as "salary steps." The Professional Learning Handbook adheres to the term "salary class" because it is the term used in the EGEA contract.

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

- Whether C/PL determines that the course constitutes professional learning; **and**
- Whether the professional learning addresses the standards for their profession; **and**
- Whether the professional learning is in alignment with the district's mission and core values.

Prior Approval forms are returned to certificated staff members either signed and marked "Approved" or marked "Not Approved." For courses marked "Approved," certificated staff members should retain the signed Prior Approval form to submit after course completion. For courses marked "Not Approved," the form is accompanied by a brief letter explaining why the professional learning was not approved. Staff who receive Prior Approval forms marked "Not Approved" may either choose a different professional learning course or appeal the non-approval using the appeal protocol. (See **Prior Approvals**, page 5 for more information.)

Once a certificated staff member has completed an approved course offered outside of the district, s/he should submit the white copy of the original Prior Approval form (marked "Approved") together with a copy of evidence of course completion (e.g., transcript, letter of completion, or other certificate, etc.) to Human Resources. Certificated staff members should retain the yellow copy of the 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. Certificated staff members may request copies of their transcripts to verify that the course has posted. If there are any discrepancies within the transcript, the certificated staff member will still have copies of the paperwork submitted to Human Resources. (See **Transcripts** on page 5 for more information.)

### **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 salary class, that advancement becomes effective on the following July 1. If a certificated staff member accrues enough units/hours to advance to a new salary 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. Staff members who meet that deadline are then placed in the new salary 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.

## THE SALARY CREDIT SYSTEM: IN DETAIL

### Salary 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 staff members' professional learning achievements by awarding salary credit. Certificated employees of Elk Grove Unified School District are initially placed within a salary class based upon the number of college units and/or professional learning hours they have accrued. Hours and units earned before employment with the district are subject to district approval and may or may not be validated for use for placement within a salary class. Newly-hired staff are allowed a maximum of a BA and 75 completed semester units for placement. This places the newly hired staff member at the beginning of F 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

There are a total of eight salary classes, labeled A through H. At the beginning of the scale is A Class, which requires a bachelor's degree. Each subsequent class through G Class requires an additional 15 semester units or the equivalent. Advancing from G Class to H Class requires 10 units. The Certificated Salary Schedule is available on Elk Grove Unified School District's website under *Employment*.

Once H Class is reached, it must be renewed every five years by completing ten semester units or 150 hours of professional development. The Curriculum/Professional Learning Department sends reminders to certificated staff members to renew H Class units one year and 6 months before their five-year periods expire. If H Class is not renewed, the certificated staff member will automatically revert to G Class on July 1 of the year of expiration. If certificated staff members accrue enough units/hours to renew H Class between July 1 and October 1 of that year, they are eligible for a retroactive return to H Class, dating to the previous July 1. The **absolute deadline** for submittal of units for a retroactive return to H Class is October 1. If units are submitted by the deadline, certificated staff members will be placed back into H Class and will be issued a retroactive salary payment for the months of July through October, when their salary had reverted to G Class. The retroactive salary payment is issued on November 30.

Units or hours dating back more than five years from the date of submission are not eligible for H Class renewal. If a certificated staff member does not renew H Class within five years and reverts to G Class, only units accumulated within the past five years may be counted toward H Class. For example, if a staff member reverted to G Class in 2009 but takes until 2011 before submitting 150 hours to return to H Class once again, all 150 hours of the units submitted would have to have been completed within the previous five years, or since 2006.

## **Criteria within Each Salary Class for Professional Learning**

Prior to 2009, Elk Grove Unified School District established different criteria for different salary classes. In 2008, the Professional Learning Advisory Committee (PLAC) recommended that the district discontinue its system of having different criteria for professional learning for different salary classes. Effective July 2009, all salary classes will have the same criteria. For teachers, the criteria are the California Standards for the Teaching Profession (CSTP), 1-5. CSTP 6 is not part of the criteria because it is an “umbrella” standard reflecting the need for professionals to advance their learning.

Nurses, counselors, librarians, and speech therapists each have their own set of criteria, typically standards for their own professions. However, these criteria also remain the same regardless of the salary class to which the certificated staff member is assigned (see **Appendix A** for a complete list of all criteria for all professions.) By aligning the criteria for professional learning to the professional standards or scope of practice for each field, Elk Grove Unified School District creates a more seamless system in which certificated staff members are rewarded through salary credit for pursuing key learning in their fields.

**In addition, the requirement for the “special six” units, including reading units, for B-F salary classes has been discontinued effective July 1, 2009. Certificated staff members who have sufficient units to move to the next salary class except that they have not fulfilled the “special six” requirement will advance effective July 1, 2010.**

## **Transcripts**

The District maintains a transcript of professional learning activities for each certificated employee. These transcripts list each professional learning course completed by the employee, the number of units/hours credited, and the salary class for which it was approved. Copies of transcripts may be requested from either Human Resources or C/PL via email (using the address *Professional Learning Transcript Request* listed in the District’s global email address list) or by telephone (686-7757). (See **Appendix B** for an annotated copy of a transcript.)

## **Prior Approvals**

Prior approval of professional learning activities is mandatory. Professional learning courses offered within the district by district-approved facilitators/presenters have been pre-approved, and no forms must be completed by participants. Professional learning courses that are offered outside of the district must be approved through submission of the Prior Approval form to C/PL. These forms may be obtained from school sites or from the C/PL Department located in Room 114 of the Robert L. Trigg Education Center. There are two Prior Approval forms: one for A-G Classes and one for H Class. (See **Appendix C.**) Certificated staff members must submit a Prior Approval form at least **20 working days** before the course begins to allow C/PL sufficient time to approve or deny the request. Occasionally, certificated staff members learn of a course fewer than 20 working days before the commencement of the course. They may submit a Prior Approval form and ask for a “rush” by attaching a note. C/PL staff will do their best to accommodate the rush request; however, there are no guarantees. If a certificated staff member would like to be assured that a 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 certificated staff member submits a Prior Approval form and has not received it back within 20 days, s/he should contact C/PL via email or telephone to check on the status of the form.

Certificated staff members can receive one exemption from the prior approval rule every ten years. If a certificated staff member takes a course without prior approval and wishes to apply it toward salary credit, s/he may submit a Prior Approval form during or after the course. If the course is approved, s/he would be allowed to submit proof of completion for salary credit and have the credit posted to their transcript. If the course is denied, which is a risk since prior approval was not secured, no salary credit will be awarded. C/PL staff will track individuals' records of this exemption, and it will be granted only once every ten years, beginning on the date of the first exemption requested. For example, regardless of years of service, if a certificated staff member first takes advantage of this exemption on November 20, 2009, s/he would be allowed another exemption on or after November 20, 2019.

In order to determine whether a course is approved or denied, C/PL staff reviews the Prior Approval form and considers three related factors: the course description provided by the staff member, the staff member's rationale for how the course will help him/her to be a more effective professional, and the professional standards or other pertinent descriptions of practice for each profession represented by EGEA. The professional standards or other pertinent documents used to establish criteria for professional learning for each profession are listed in **Appendix A**.

### **Credential and Graduate Degree Programs**

It is possible that a certificated staff member chooses to enroll in a credential or graduate degree program that includes courses that do not directly address professional standards or other criteria. Elk Grove Unified School District recognizes the benefit of certificated staff members who pursue an articulated program of study. Therefore, as of July 1, 2009, all courses completed in pursuit of a credential or graduate degree are eligible for salary credit if all three of the following conditions are met:

- The program is administered by an accredited institution of higher education; **and**
- The program is administered by the institution's department of education; **and**
- Prior Approval forms are completed for each course.

If a graduate degree **outside** an institution's department of education is sought, then in order to receive salary credit for all courses, the following conditions must be met:

- The program is administered by an accredited institution of higher education; **and**
- The degree must be within the same academic field as the current credential that the certificated staff member holds; **and**
- Prior Approval forms are completed for each course.

For example, a high school biology teacher would get credit for all courses if s/he wished to obtain a master's degree in chemistry from an accredited institution, but s/he would not get credit for courses to obtain a master's degree in urban planning.

Prior Approval forms **MUST** be completed for all courses, even if the courses fulfill all these conditions. No courses are exempt from the need to complete a Prior Approval form except those offered internally through Elk Grove Unified School District. If prior approval is denied, the district has determined that the conditions listed above have not been met; the course does not constitute professional learning; and/or the course does not address the standards for the profession. If the certificated staff member disagrees with C/PL's finding, s/he may appeal the decision. (See **Appeals** on page 10 for more information.)

### **Independent Study Courses**

Several universities offer continuing education courses that are found under headings such as "independent study" or "self-designed," etc. These courses often have titles that encompass broad topics, such as *Setting Standards Across the Curriculum*, *Integrating Instruction*, *Creating Engaging Instruction*, etc. Typically, enrollees meet with the course instructor two times: when they begin the course and after they have logged a specific number of hours by completing self-directed activities. At the second meeting, certificated staff members share with the instructors their log of hours, samples of the work they've done, photos of work accomplished in the classroom, etc. Once an instructor reviews this evidence, s/he signs off on the course.

When Elk Grove Unified School District certificated staff members submit Prior Approval forms for these courses, the forms are marked "Not Approved." Certificated staff members receive a letter from the C/PL department stating that, without a complete course description, the district cannot approve the course. However, the letter further states that if the certificated staff member chooses to take the risk, s/he may enroll in the course and show the evidence of their work to the Director of Instructional Support in C/PL who would then decide to allow or disallow the course for salary credit.

On recommendation from the Professional Learning Advisory Committee (PLAC), beginning on July 1, 2009, the number of units that may be awarded for independent study classes is limited to three (3). In addition, the standards by which these courses are judged will increase; projects or work that may have been approved prior to July 2009 may no longer be approved. **Certificated staff members enroll in and pay for these courses at their own risk. The fact that the instructor representing the university has signed off on a course does not mean that it will be accepted by Elk Grove Unified School District.** The primary reason for this is that some universities confer credit to any legitimate teaching activity. Elk Grove Unified School District, on the other hand, will confer credit only for professional learning activities, i.e. those approved activities in which the certificated staff member gains new knowledge that supports them in addressing the standards for his/her profession.

For example, activities such as those listed below would be accepted by most universities, but not by Elk Grove Unified School District:

- Creating PowerPoint files for existing lessons;
- Typing warm-up exercises for each day of the semester;
- Finding images on the internet for vocabulary lessons;
- Creating bulletin boards;
- Copying and organizing materials for upcoming lessons.

(The list above serves only to provide examples; it is not exhaustive.)

While these activities are highly appropriate for certificated staff members who are carrying out their job duties, they do not necessarily constitute professional learning. Professional learning as defined by Elk Grove Unified School District means that certificated staff members gain new knowledge that supports them in addressing the standards for their professions.

Examples of activities that would constitute professional learning under Elk Grove Unified School District's definition might be:

- Creating rigorous, standards-based assessments;
- Generating a sequence of study that reorders curriculum in order to integrate math and science;
- Using multiple sources to backwards map writing lessons that meet grade-level standards, thereby strengthening a writing program.

(The list above serves only to provide examples; it is not exhaustive.)

Certificated staff members should be informed that whenever they choose to enroll in these courses, there is a risk that C/PL staff will not recognize their activities as professional learning and therefore not grant salary credit. Additionally, it is expected that this new learning will be commensurate with the number of hours granted. For example, certificated staff members cannot expect to earn 15 hours of credit for creating an assessment for one textbook chapter.

### **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.

Certificated staff members who wish to initiate a professional learning course that qualifies for salary credit must 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 20 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 and mailing envelopes to the workshop coordinator named on the proposal. For proposals that are not approved, or for which C/PL has further questions, C/PL will phone or send an email to the workshop coordinator. If the coordinator disagrees with C/PL's finding that a proposal is not approved, s/he may appeal the decision. (See **Appeals** on page 10 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.

Book studies are an exception. All book study facilitators earn an additional 2.5 hours for facilitating a 7.5 hour book study.

### ***Site-Based and District-Wide Professional Learning Proposals***

Certificated staff members 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 **Appendix D**.) 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. On the District-wide Proposal, facilitators may check a box requesting that C/PL advertise the professional learning on the website, provided they include a brief description.

### ***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 certificated 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, 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, 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 in Appendix D.)** 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** numeral; **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 E** 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.

### **Appeals of Decisions Made by Curriculum/Professional Learning**

Directors in C/PL have the authority to approve or disapprove Prior Approval forms and Site-based, District-wide, and Book Study Professional Learning Proposals; however, if a certificated staff member disagrees with a director's decision, s/he may appeal the decision to the Professional Learning Advisory Committee (PLAC). This process entails submitting to the Committee an appeals form that provides an overview of the situation and the rationale for appeal. (See **Appendix F** for the **Appeals** form.) The certificated staff member may support his/her appeal by attending the PLAC meeting where the director's decision will be discussed. The PLAC 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 **Professional Learning Advisory Committee** on page 10 for more information.)

### **Professional Learning Advisory Committee**

The Professional Learning Advisory Committee (PLAC) advises the Curriculum/Professional Learning Department and the Associate Superintendent of Education Services on professional learning matters. PLAC is a standing committee that meets to review current practices, consider new recommendations, and hear appeals of professional learning decisions.

PLAC members are broadly representative of district certificated employees from different constituencies—elementary, middle, and high school regular and special education teachers. At least one member also represents librarians, nurses, counselors, and speech therapists. The members also represent different regions throughout the district. One half of the committee members are appointed by the district (through the C/PL department), and the other half are appointed by EGEA leadership. Committee members serve for two years on a staggered schedule, with one half of the committee turning over every year.

PLAC meets twice yearly and when needed to hear appeals of professional learning decisions rendered by Curriculum/Professional Learning. These meetings take place in October and April.



## Professional Learning

Standards to be used to justify professional learning/salary credit, by each group of certificated staff members under the EGEA bargaining unit

Type of Certificated Staff Member	Criteria #1	Criteria #2
Classroom teachers, multiple and single subject	CA Standards for the Teaching Profession, 1-5	N/A
Librarians	CA Standards for the Teaching Profession, 1-5	Library Media Teacher Standards (currently being drafted; will be used when finalized)
School Nurses	Standards for Board of Registered Nurses	Four areas listed on Performance appraisal: Direct Service, Record Keeping, Health Education, Professional
School Counselors	National Standards for School Counseling Programs	N/A
Speech Therapists	ASHA's Scope of Practice in Speech-Language Pathology (9/4/2007)	CA Standards for the Teaching Profession, 1-5

**Appendix B**

EGUSD  
04 / 01 / 09 13:55

ADDITIONAL UNITS TRANSCRIPT  
#S1113

IAUAUT  
PAGE 1

EIN:  
Longevity Base Date:

Name:  
Birthdate:

<----- Position -----> <----- Location -----> ss - class - st  
48200 TEACHER, SE – SCC / ILS FLORENCE MARKOFER ELEMENTA 10 – 0007 – 06

<----- Degree -----> <----- Credential ----- Expires ->  
BA LIB STDS CSU, SAC 05 / 28 / 92 MULTIPLE SUBJECT CLEAR 11 / 01 / 13

**ANNOTATION**

**Lines 1-3:** Indicate units earned prior to employment with EGUSD.

**Line 3:** Indicates this teacher had 11 units over the 75-unit maximum that can be used for salary placement upon beginning employment at the district (F Step). Therefore, these 11 units were not applied toward salary credit.

**Lines 4-27:** Indicate all professional learning units/hours completed by this teacher since employment with EGUSD.

**Line 11:** Indicates 3 units completed but not approved for G Class.

**Line 18:** Indicates professional learning that was completed but awarded 0 hours of salary credit because it occurred during contract time.

**Line 29:** Indicates the first salary class to which this teacher was assigned

**Lines 30-31:** Indicate this teacher is on G Class and has accumulated 13 hours toward H Class. (On all transcripts, the last class listed that has an adjacent date is the current class. The next line always shows the hours/units accumulated toward next class.

**Line 32:** This is a notation that occurs only on some employees' transcripts. It indicates that this teacher has 14 units that cannot be applied to salary credit. These units are from Lines 3 and 11 above.

Institution	Course Num	Course Title - abbr	Semstr Units /	Qtr - CEU Units /	Clock Hours	Date Complete	Date Entered	Approved Class	Ovr S / R *
1	STARTUP	SUMMARY SUMMARY	.00	45.00	.00	08 / 17 / 05	08 / 04 / 05	F	
2	STARTUP	SUMMARY SUMMARY	45.00	.00	.00	08 / 17 / 05	08 / 04 / 05	F	
3	STARTUP	SUMMARY SUMMARY	11.00	.00	.00	08 / 17 / 05	08 / 04 / 05		
4	EGUSD	015904 SELFCONT	.00	.00	2.00	09 / 22 / 05	09 / 30 / 05	G	
5	EGUSD	004038 ANIMALSI	.00	.00	6.00	10 / 29 / 05	01 / 09 / 06	G	
6	EGUSD	015991 SPECED#3	.00	.00	2.00	11 / 17 / 05	01 / 30 / 06	G	
7	EGUSD	009464 ILSMTG#2	.00	.00	2.00	12 / 14 / 05	01 / 30 / 06	G	
8	EGUSD	015992 SPECED#4	.00	.00	2.00	12 / 15 / 05	01 / 30 / 06	G	
9	EGUSD	009465 ILSMTG#3	.00	.00	2.00	01 / 18 / 06	02 / 10 / 06	G	
10	EGUSD	015992 SPECED#5	.00	.00	2.00	01 / 19 / 06	02 / 10 / 06	G	
11	CSU, SAC	014375 ADVTCHRI	3.00	.00	.00	02 / 20 / 06	08 / 22 / 06		
12	EGUSD	015994 SPECED#6	.00	.00	2.00	02 / 23 / 06	04 / 21 / 06	G	
13	EGUSD	009373 NONVIOLE	.00	.00	4.00	03 / 07 / 06	04 / 21 / 06	G	
14	EGUSD	009382 NON-VIOL	.00	.00	4.00	03 / 14 / 06	05 / 11 / 06	G	
15	EGUSD	015995 SPECED#7	.00	.00	.00	03 / 16 / 06	05 / 11 / 06		
16	EGUSD	009438 GESATRNG	.00	.00	18.00	03 / 29 / 06	06 / 16 / 06	G	
17	EGUSD	009461 SLSMTG#6	.00	.00	2.00	04 / 19 / 06	05 / 12 / 06	G	
18	EGUSD	015996 SPECED#8	.00	.00	.00	04 / 27 / 06	05 / 12 / 06		
19	CSU, SAC	014695 ADVSTUDI	5.00	.00	10.00	05 / 01 / 06	08 / 22 / 06	G	
20	SCU, SAC	014695 ADVSTUDI	.00	.00	5.00	05 / 01 / 06	08 / 22 / 06	H	
21	SCU, SAC	009469 ILSMTG#7	.00	.00	2.00	05 / 17 / 06	06 / 23 / 06	G	
22	EGUSD	015997 SPECED#9	.00	.00	2.00	05 / 18 / 06	09 / 11 / 06	H	
23	EGUSD	111439 BTSASS	.00	.00	22.50	06 / 01 / 06	07 / 12 / 06	G	R
24	SCU, SAC	013637 BTSAYR1C	.00	.00	67.50	06 / 01 / 06	07 / 12 / 06	G	S
25	SCU, SAC	009530 ADMINDES	.00	.00	2.00	09 / 07 / 06	09 / 21 / 06	H	
26	EGUSD	009521 BESTPRC1	.00	.00	2.00	09 / 21 / 06	09 / 27 / 06	H	
27	EGUSD	009527 BESTPRC7	.00	.00	2.00	03 / 22 / 07	06 / 08 / 07	H	
28	EGUSD	009712 SATSEM#1	.00	.00	7.50	10 / 27 / 08	11 / 21 / 08	H	R

=====  
Totals: Semester Units: 64.00  
Quarter Units: 45.00  
Clock Hours: 170.50  
=====

		General		Special 6		Reading 3		Total	
Class	Date	Units	Hours	Units	Hours	Units	Hours	Units	Hours
29	F	08 / 17 / 05	75.00	0.00	0.00	0.00	0.00	75.00	0.00
30	G		9.00	0.00	4.00	7.50	1.00	7.50	90.00
31	H		0.00	13.00	0.00	0.00	0.00	7.50	91.00

32 Courses that do not apply to class advancement: 14.00 0.00 E



Appendix C for viewing purposes only

Approval checkboxes: Approved, Not Approved

A-G

CERTIFICATED PERSONNEL
CLASSES "A-G" COURSE PRIOR APPROVAL FORM
SEND TO: CURRICULUM/PROFESSIONAL LEARNING OFFICE

- This form must be submitted 20 working days BEFORE the coursework begins.
Do not submit a Prior Approval form for courses offered by EGUSD.
Please see REVERSE side for a list of CA Standards for the Teaching Profession for use by teachers in completing Section III.
If this course is part of a credential or degree program, please attach description of program, including a list of all classes.
If you wish to have Prior Approval form returned to you at home, please attach a self-addressed stamped envelope.
Once coursework is completed, submit proof of completion and this form (w/ signature from Professional Learning) to HR.

SECTION I: EMPLOYEE INFORMATION

Name: School/Site: Date:
Employee ID: Subject(s) Taught:
School Year: Traditional or Year Round: Track A B C D or Cross Track (submit copy of calendar)
Credentialed in: (List content areas)
Your regular work hours: From: To: Course Class Hours: From: To:

SECTION II: COURSE INFORMATION

ATTACH COURSE DESCRIPTION Course will not be approved without it. Complete one form per course.
Course Title: Course Number
College/University or Organization Name:
Number of Unit(s): Semester/Quarter Units (Circle one) OR Number of Clock Hour(s):
Date Course Begins: Date Course Ends:

SECTION III: CLASSROOM APPLICATION

1. Which element(s) of which standard(s) does this course address?
2. How will this course help you achieve mastery of the elements listed?

SECTION IV: SIGNATURES

Employee SIGNATURE: Date:
Site Level Administrator SIGNATURE: Date:
Course verification: If this was NOT a college course for which a grade or a transcript was issued, EITHER 1. Have the instructor sign this form, date it, and indicate the number of hours completed, OR 2. For conferences or seminars, consult with HR to determine appropriate evidence.
Instructor's SIGNATURE: Number of Hours/Units Completed: Date:

FOR OFFICE USE ONLY: EGUSD Approval Course #: Institution #: Content Area:
Professional Learning Approval Signature:

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

## STANDARD ONE:

## STANDARD TWO:

<b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>	<b>CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>
<p>1.1 Connecting students' prior knowledge, life experience, and interests with learning goals</p> <p>1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs</p> <p>1.3 Facilitating learning experiences that promote autonomy, interaction, and choice</p> <p>1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</p> <p>1.5 Promoting self-directed, reflective learning for all students</p>	<p>2.1 Creating a physical environment that engages all students</p> <p>2.2 Establishing a climate that promotes fairness and respect</p> <p>2.3 Promoting social development and group responsibility</p> <p>2.4 Establishing and maintaining standards for student behavior</p> <p>2.5 Planning and implementing classroom procedures and routines that support student learning</p> <p>2.6 Using instructional time effectively</p>

## STANDARD THREE:

## STANDARD FOUR:

<b>UNDERSTANDING &amp; ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>	<b>PLANNING INSTRUCTION &amp; DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>
<p>3.1 Demonstrating knowledge of subject matter content and student development</p> <p>3.2 Organizing curriculum to support student understanding of subject matter</p> <p>3.3 Interrelating ideas and information within and across subject matter areas</p> <p>3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using materials, resources, and technologies to make subject matter accessible to students</p>	<p>4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing instructional activities and materials for student learning</p> <p>4.4 Designing short-term and long-term plans to foster student learning</p> <p>4.5 Modifying instructional plans to adjust for student needs</p>

## STANDARD FIVE:

## STANDARD SIX:

<b>ASSESSING STUDENT LEARNING</b>	<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>
<p>5.1 Establishing and communicating learning goals for all students</p> <p>5.2 Collecting and using multiple sources of information to assess student learning</p> <p>5.3 Involving and guiding all students in assessing their own learning</p> <p>5.4 Using the results of assessments to guide instruction</p> <p>5.5 Communicating with students, families, and other audiences about student progress</p>	<p>6.1 Reflecting on teaching practice and planning professional development</p> <p>6.2 Establishing professional goals and pursuing opportunities to grow professionally</p> <p>6.3 Working with communities to improve professional practice</p> <p>6.4 Working with families to improve professional practice</p> <p>6.5 Working with colleagues to improve professional practice</p>



<input type="checkbox"/> Approved
<input type="checkbox"/> Not Approved



**CERTIFICATED PERSONNEL  
CLASS "H" COURSE PRIOR APPROVAL FORM  
SEND TO: CURRICULUM/PROFESSIONAL LEARNING OFFICE**

- This form must be submitted **20 working days BEFORE** the coursework begins.
- Do not submit a Prior Approval form for courses offered by EGUSD.
- Please see REVERSE side for a list of CA Standards for the Teaching Profession for use by teachers in completing Section III.
- If this course is part of a credential or degree program, please attach description of program, including a list of all classes.
- If you wish to have Prior Approval form returned to you at home, please attach a self-addressed stamped envelope.
- Once coursework is completed, submit proof of completion and this form (w/ signature from Professional Learning) to HR.

**SECTION I: EMPLOYEE INFORMATION**

Name: _____	School/Site: _____	Date: _____
Employee ID : _____	Subject(s) Taught: _____	
School Year: Traditional _____ or Year Round: Track A _____ B _____ C _____ D _____ or Cross Track _____ (submit copy to calendar)		
Credentialed in: (List content areas) _____		
Your regular work hours: From: _____ To: _____ Course Class Hours: From: _____ To: _____		

**SECTION II: COURSE INFORMATION**

<b>ATTACH COURSE DESCRIPTION</b> Course will not be approved without it. Complete one form per course.	
Course Title: _____	Course Number _____
College/University or Organization Name: _____	
Number of Unit(s): _____ Semester/Quarter Units (Circle one)	<b>OR</b> Number of Clock Hour(s): _____
Date Course Begins: ____ / ____ / ____	Date Course Ends: ____ / ____ / ____

**SECTION III: CLASSROOM APPLICATION**

1. Which element(s) of which standard(s) does this course address? _____ _____
2. How will this course help you achieve mastery of the elements listed? _____ _____

**SECTION IV: SIGNATURES**

Employee SIGNATURE: _____	Date: _____
Site Level Administrator SIGNATURE: _____	Date: _____
<b>Course verification:</b> If this was NOT a college course for which a grade or a transcript was issued, <b>EITHER 1.</b> Have the instructor sign this form, date it, and indicate the number of hours completed, <b>OR 2.</b> For conferences or seminars, consult with HR to determine appropriate evidence.	
Instructor's SIGNATURE: _____	Number of Hours/Units Completed: _____ Date: _____

FOR OFFICE USE ONLY: EGUSD Approval Course #: _____ Institution #: _____ Content Area: _____
Professional Learning Approval Signature: _____

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

## STANDARD ONE:

<b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
1.5 Promoting self-directed, reflective learning for all students

## STANDARD TWO:

<b>CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>
2.1 Creating a physical environment that engages all students
2.2 Establishing a climate that promotes fairness and respect
2.3 Promoting social development and group responsibility
2.4 Establishing and maintaining standards for student behavior
2.6 Planning and implementing classroom procedures and routines that support student learning
2.6 Using instructional time effectively

## STANDARD THREE:

<b>UNDERSTANDING &amp; ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>
3.1 Demonstrating knowledge of subject matter content and student development
3.2 Organizing curriculum to support student understanding of subject matter
3.3 Interrelating ideas and information within and across subject matter areas
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter
3.5 Using materials, resources, and technologies to make subject matter accessible to students

## STANDARD FOUR:

<b>PLANNING INSTRUCTION &amp; DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing instructional activities and materials for student learning
4.4 Designing short-term and long-term plans to foster student learning
4.5 Modifying instructional plans to adjust for student needs

## STANDARD FIVE:

<b>ASSESSING STUDENT LEARNING</b>
5.1 Establishing and communicating learning goals for all students
5.2 Collecting and using multiple sources of information to assess student learning
5.3 Involving and guiding all students in assessing their own learning
5.4 Using the results of assessments to guide instruction
5.5 Communicating with students, families, and other audiences about student progress

## STANDARD SIX:

<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>
6.1 Reflecting on teaching practice and planning professional development
6.2 Establishing professional goals and pursuing opportunities to grow professionally
6.3 Working with communities to improve professional practice
6.4 Working with families to improve professional practice
6.5 Working with colleagues to improve professional practice

Approved  Not Approved

### Professional Learning

## SITE-BASED PROFESSIONAL LEARNING PROPOSAL



Proposals **MUST** be turned in **20 working days** in advance of workshop.

Title of Professional Learning Workshop: \_\_\_\_\_

Facilitator(s) or Presenter(s): \_\_\_\_\_

Date(s): \_\_\_\_\_ Location: \_\_\_\_\_ Time: \_\_\_\_\_

Total Number of Hours: \_\_\_\_\_ Approximate Number of Participants (four participants minimum): \_\_\_\_\_

Workshop Coordinator (if different from facilitator/presenter): \_\_\_\_\_

Principal/Director: \_\_\_\_\_  
Signature Date

Which element(s) of which standard(s) does this professional learning address?

How will this professional learning help participants achieve mastery of the elements listed?

**The agenda for the first session must be attached to this proposal.**

Presenter Compensation:  Salary Credit  Regular Workday  Stipend \_\_\_\_ (identify funding source)

**Note:** If there is more than one presenter, compensation (salary credit or stipend) is divided among the presenters.



**PLEASE DO NOT ADVERTISE OR OFFER PROFESSIONAL LEARNING UNTIL THE WORKSHOP HAS BEEN APPROVED BY THE PROFESSIONAL LEARNING DEPARTMENT.**

Professional Learning Use Only:		
Approval _____	Salary Credit _____	Hours _____
TSSI# _____	Reflections# _____	

Approved

Not Approved

## Professional Learning



# DISTRICT-WIDE PROFESSIONAL LEARNING PROPOSAL FORM

*Proposals MUST be turned in 20 working days in advance of workshop.*

Title of Professional Learning Workshop: \_\_\_\_\_

Facilitator(s) or Presenter(s): \_\_\_\_\_

Date(s): \_\_\_\_\_ Location: \_\_\_\_\_ Time: \_\_\_\_\_

Total Number of Hours: \_\_\_\_\_ Approximate Number of Participants (four participants minimum): \_\_\_\_\_

Workshop Coordinator (if different from facilitator/presenter): \_\_\_\_\_

Principal/Director: \_\_\_\_\_  
Signature Date

I have attached a brief description and would like this advertised on the Professional Learning web page.

Which element(s) of which standard(s) does this professional learning proposal address?

How will this professional learning proposal help participants achieve mastery of the elements listed?

The agenda for the first session must be attached to this proposal.

Presenter Compensation:  Salary Credit  Regular Workday  Stipend \_\_\_\_ (identify funding source)

**Note:** If there is more than one presenter, compensation (salary credit or stipend) is divided among the presenters.



**PLEASE DO NOT ADVERTISE OR OFFER PROFESSIONAL LEARNING UNTIL THE WORKSHOP HAS BEEN APPROVED BY THE PROFESSIONAL LEARNING DEPARTMENT.**

Professional Learning Use Only:

Approval \_\_\_\_\_ Salary Credit \_\_\_\_\_ Hours \_\_\_\_\_

TSSI# \_\_\_\_\_ Reflections# \_\_\_\_\_

Approved

Not Approved

## Professional Learning

### BOOK STUDY PROPOSAL

Site based

District-wide (check one)



*Proposals MUST be turned in 20 working days in advance of book study.*

Title of Non-fiction Book: \_\_\_\_\_

Facilitator(s): \_\_\_\_\_

7.5-hour Book Study Format (check one):

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

Four sessions (within three 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

Which element(s) of which California Standards for the Teaching Profession does this study address?

How will this book study help participants achieve mastery of the CSTP elements listed?

The agenda for the first session must be attached to this proposal.

Facilitator Compensation:  Salary Credit  Regular Workday  Stipend \_\_\_\_ (identify funding source)

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



**PLEASE DO NOT OFFER OR ADVERTISE A BOOK STUDY UNTIL THE STUDY HAS BEEN APPROVED BY THE PROFESSIONAL LEARNING DEPARTMENT.**

Professional Learning Use Only:

Approval \_\_\_\_\_ Salary Credit \_\_\_\_\_ Hours \_\_\_\_\_

TSSI# \_\_\_\_\_ Reflections# \_\_\_\_\_

## Book Study Facilitator Checklist

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- Recruit a minimum of 4 participants (20 maximum) to take part in the book study.
- 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.
- Wait for approval from Curriculum/Professional Learning before advertising or beginning the book study.

### Once approved:

- Schedule four or six book club meetings, depending on format selected. Meetings should not be scheduled more frequently than once per week, and the duration of the study cannot exceed four months.
- 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) 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 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, 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.



## Professional Learning

### APPEAL OF PROFESSIONAL LEARNING DECISION

Date: \_\_\_\_\_

Name: \_\_\_\_\_ EIN: \_\_\_\_\_

Site: \_\_\_\_\_

Assignment: \_\_\_\_\_

1. This is an appeal of a:

- 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.)

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This appeal will be considered at the next meeting of the Professional Learning Advisory Committee. 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 (C/PL) have the authority to approve or disapprove Prior Approvals and Site-based, District-wide, and Book Study Professional Learning Proposals, and other decisions involving salary credit. If a certificated staff member disagrees with a director's decision, s/he may appeal the decision to the Professional Learning Advisory Committee (PLAC). This process entails submitting this appeals form to C/PL, providing an overview of the situation and a rationale for appeal. C/PL staff will place the appeal on the next agenda of the PLAC, and alert the certificated staff member of the time and place of the meeting. The certificated staff member may support his/her appeal by attending the PLAC meeting where the director's decision will be discussed. The PLAC 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

**Contract Time-** the work period for which certificated staff members 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 certificated staff member covered under this handbook is listed in the EGEA contract.

**Double-dipping-** the non-permissible act of receiving two kinds of awards for one professional learning activity. For example, an employee cannot receive a stipend and salary credit for the same activity. More commonly, if a teacher requests a substitute teacher so that s/he can attend a professional learning event, s/he may not receive a stipend or salary credit for the same event. However, if a teacher attends a professional learning event during off-contract time that is paid for by the school or district, s/he may still receive salary credit.

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

**Professional Learning Advisory Committee (PLAC)-** the committee that advises the Curriculum/Professional Learning Department and the Associate Superintendent of Education Services on professional learning matters. PLAC is a standing committee that meets to review current practices, consider new recommendations, and hear appeals of professional learning decisions.

PLAC members are broadly representative of district certificated employees from different constituencies—elementary, middle, and high school regular and special education teachers. One-half of the committee members are appointed by the district (through the C/PL department), and the other half are appointed by EGEA leadership.

PLAC meets twice yearly and when needed to hear appeals of professional learning decisions rendered by Curriculum/Professional Learning. These meetings take place in October and April.

**Professional Learning-** As defined by EGUSD, professional learning is an event or series of events in which certificated staff members 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.

**Salary Class (also commonly called *salary step*)-** the category to which certificated staff members are assigned based on the number of approved college units and professional learning units/hours they have completed. The salary step or class is used to determine a certificated employee's salary. There are eight salary classes, labeled A-H, with each class providing greater salary advancement than the previous one.

**Salary credit-** the recognition awarded to certificated employees for completing approved professional learning activities. For each 15 units completed beyond a bachelor's degree, a certificated employee advances one step, and each step represents a commensurate advance in salary.

**Salary Step (also called *salary class*)-** the category to which certificated staff members are assigned based on the number of approved college units and professional learning units/hours they have completed. The salary step or class is used to determine a certificated employee's salary. There are eight salary steps, labeled A-H, and each one provides greater salary advancement.

**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