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
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
Professional Learning Handbook

Written by the Professional Learning Advisory Committee:

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Sylvia Avalos  Curriculum/Professional Learning
Julia Bayles  Toby Johnson Middle School
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Bindy Grewal  Human Resources
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Table of Contents

PURPOSE OF THIS HANDBOOK ................................................................. 7

WHAT IS PROFESSIONAL LEARNING? .................................................. 7

THE SALARY CREDIT SYSTEM: AN OVERVIEW ..................................... 8

Professional Learning Offered Within the District .................................. 8
Professional Learning Offered Outside the District ................................ 8
Salary Credit Timeline and Deadlines .................................................... 9

THE SALARY CREDIT SYSTEM: IN DETAIL .......................................... 10

Salary Classes .......................................................................................... 10
Criteria within Each Salary Class for Professional Learning .................. 11
Transcripts .................................................................................................. 11
Coursework Prior Approval ...................................................................... 11
Coursework Completion ............................................................................ 12
Credential and Graduate Degree Programs .......................................... 12
Independent Study Courses .................................................................... 13
Online Professional Learning ................................................................. 14
Initiating Professional Learning ............................................................. 15
  Professional Learning Providers ......................................................... 15
  Site-based and District-wide Professional Learning Proposals .......... 15
  Book Study Proposals ......................................................................... 16
Appeals of Decisions Made by Curriculum/Professional Learning .......... 16
Professional Learning Advisory Committee .......................................... 17
Appendix A: Standards Used to Justify Professional Learning/Salary Credit ...... 18
Appendix B: Annotated Transcripts of Professional Learning.................. 19, 20
Appendix C: Coursework Prior Approval Form: (A-H)................................. 21
Appendix D: Professional Learning and Book Study Proposal ......................... 23
Appendix E: Book Study Writing Assignment that Would Receive Credit.......... 28
Appendix F: Appeal of Professional Learning Decision ................................ 29
Professional Learning Handbook Glossary.................................................. 30
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 10 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 (CPL) staff in advance. CPL 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 Coursework 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 Coursework Prior Approval form; the district’s approval is implicit. The certificated staff members must sign their name and complete all of the requested information legibly on the sign-in sheet provided at the in-district course. This is the only method of verifying attendance. Full attendance at any course is required in order to receive credit; partial credit will not be awarded. 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 CPL. There is nothing more that a certificated staff member must do. After review, CPL 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 11 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 Coursework Prior Approval that requires a course description and a rationale for how the course will help the certificated staff member achieve professional standards. CPL 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 CPL 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.

Coursework Prior Approval forms are returned to certificated employees either with “Signature Approval” or a denial with a letter of explanation. For courses which have been approved, certificated employees should retain the original, signed Coursework Prior Approval form and submit the original 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 certificated staff member has completed an approved course offered outside of the district, s/he should submit the white copy of the original Coursework 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 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. 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 11 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. There are two opportunities between June 15 and October 1 of a given year to receive salary advancement:

- **October 2 – June 15**
  - Any units/hours completed and submitted during this time period will be processed for pay advancement for the July 31st pay warrant.

- **June 16 – October 1**
  - Any units/hours completed and submitted during this time period will be processed for pay advancement for the November 30th pay warrant.

The **absolute deadline** for submission of completed units for advancement is October 1 by 4:30pm in the Human Resources Department. (If October 1 falls on a weekend, submission of completed units is due on the Friday before.) If the October 1 deadline is missed, the next opportunity for salary advancement is the following July. Once credit has been posted to a transcript, no changes in compensation type can be made.
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

<table>
<thead>
<tr>
<th>Type of Unit</th>
<th>Equivalent Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>15</td>
</tr>
<tr>
<td>Quarter</td>
<td>10</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>10</td>
</tr>
</tbody>
</table>

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 five 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 ten years by completing five (5) semester units or 75 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 ten-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 ten years from the date of submission are not eligible for H Class renewal. If a certificated staff member does not renew H Class within ten years and reverts to G Class, only units accumulated within the past ten years may be counted toward H Class. For example, if a staff member reverted to G Class in 2015 but takes until 2017 before submitting 75 hours to return to H Class once again, all 75 hours of the units submitted would have to have been completed within the previous ten years, or since 2007.
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), 1-6.

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 CPL via email (using the address Professional Learning Transcript Request listed in the District’s global email address list) or by telephone (686-7757 or 686-7795). (See Appendix B for annotated copies of transcripts.)

Coursework Prior Approval

Coursework Prior Approval of professional learning activities is mandatory. Professional learning courses offered within EGUSD 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 EGUSD must be approved through submission of the Coursework Prior Approval form submitted to CPL. This form may be obtained electronically on the EGUSD website under the Curriculum/Professional Learning department. (See Appendix C.) Certificated staff members must submit a Coursework Prior Approval form at least 20 working days before the course begins to allow CPL sufficient time to approve or deny the request. If a certificated staff member works on a “cross track calendar” or “shared contract,” then a copy of the calendar MUST also be attached to verify that salary credit can be awarded. Occasionally, certificated staff members learn of a course fewer than 20 working days before the commencement of the course. Certificated staff may submit a 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 certificated staff member would like to be assured that a 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 certificated staff member
submits a 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.

CERTIFICATED STAFF MEMBERS ARE GRANTED **ONE LATE PRIOR APPROVAL EXEMPTION OR LATE SUBMISSION OF COURSE COMPLETION IN A 10 YEAR PERIOD.** If a certificated staff member 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. In accordance with EGEA contract section 19.605: No more than 12 semester units during one school year may be taken without written approval of the site level administrator. Thus, no more than 12 units 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 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, CPL staff reviews the Coursework 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.**

**Coursework Completion**

All coursework must be completed within 18 months from the date of approval. Once coursework is complete, submit the original Prior Approval Form (with signature from Professional Learning, course description, and proof of completion) to Human Resources within 18 months **from the date of approval.**

**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**
- Coursework 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
- Coursework 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.

Coursework 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 Coursework Prior Approval form except those offered internally through Elk Grove Unified School District. If Coursework 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 CPL’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 Coursework Prior Approval forms for these courses, the forms are marked “Not Approved.” Certified staff members receive a letter from the CPL 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 CPL 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 CPL 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.

**Online Professional Learning**

More and more courses are being offered online and oftentimes allow for self-pacing for course completion. Please keep in mind that when approval is received for any online professional learning courses via the EGUSD Coursework Prior Approval process, courses must be completed with 18 months from date stamp of approval.
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 first become a “Certified EGUSD Professional Learning Provider.” The link to begin this process can be found on the CPL “Professional Learning Opportunities” webpage: [http://www.egusd.net/cpl/pl_opportunities.html](http://www.egusd.net/cpl/pl_opportunities.html). The certifications lasts for 3 years.

Once certified, the next step is to 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 CPL has 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 **Appeals** on page 10 for more information.)

Professional Learning Providers

Professional learning presenters earn the salary credit hours that participants earn as well as additional hours for developing the professional learning. Presenters earn one hour for development for every hour that they present. For example, for a four-hour workshop series, the presenter 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.) All presenters/facilitators/coordinators must become EGUSD Professional Learning Providers (PLPs) by watching the eCPL presentation located on the CPL Professional Learning website, and passing the included assessment before they can propose/present a workshop.

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 CPL 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 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 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 Executive Director 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 CPL 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 in October and May, and when needed to hear appeals of professional learning decisions rendered by Curriculum/Professional Learning.
# Professional Learning

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

<table>
<thead>
<tr>
<th>Type of Certificated Staff Member</th>
<th>Criteria #1</th>
<th>Criteria #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers, multiple and single subject</td>
<td>CA Standards for the Teaching Profession, 1-6</td>
<td>N/A</td>
</tr>
<tr>
<td>Librarians</td>
<td>CA Standards for the Teaching Profession, 1-6</td>
<td>Library Media Teacher Standards (currently being drafted; will be used when finalized)</td>
</tr>
<tr>
<td>School Nurses</td>
<td>Standards for Board of Registered Nurses</td>
<td>Four areas listed on Performance appraisal: Direct Service, Record Keeping, Health Education, Professional</td>
</tr>
<tr>
<td>School Counselors</td>
<td>National Standards for School Counseling Programs</td>
<td>N/A</td>
</tr>
<tr>
<td>Speech Therapists</td>
<td>ASHA’s Scope of Practice in Speech-Language Pathology (9/4/2007)</td>
<td>CA Standards for the Teaching Profession, 1-6</td>
</tr>
</tbody>
</table>
How to Read an EGUSD Additional Unit Transcript

EXAMPLE 1  (employee has master's degree)

NOTE: in this particular example the master's degree was posted to additional unit transcripts after the start of the school year. Once the master's is posted the transcript is reshuffled. Reshuffling will realign the courses in order of completion date, apply approved class placement accordingly and revise the summary at the bottom of the transcript.
# How to Read an EGUSD Additional Unit Transcript

**EXAMPLE #2** (employee has bachelor's degree)

<table>
<thead>
<tr>
<th>SSN/EIN:</th>
<th>234567</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Smith, John</td>
</tr>
<tr>
<td>Longevity:</td>
<td>9/08/09</td>
</tr>
<tr>
<td>Birthdate:</td>
<td>01/01/00</td>
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</table>

**Line 1-2:** Indicates units/hours earned prior to employment with EGUSD. This teacher was initially a long-term substitute in 2006. In 2009, they had 30 units apply towards their initial placement of Class C.

The remaining 12 units in line 2 applied to the 15 units needed for a future advancement to Class D.

**Lines 3-9:** Indicates all professional learning completed by the teacher since employment with EGUSD. EGUSD represents courses taken through Professional Learning (CEL), all others are outside workshops or college courses.

**Line 10:** Indicates teacher was a long term sub (see explanation above).

**Line 11:** Indicates teacher's initial salary placement is Class C (see explanation above).

**Line 12:** Indicates that teacher was advanced to Class D on 7/1/12.

**Line 13:** Indicates that teacher has earned enough units for future advancements to Class E.

**Line 14:** Indicates that teacher has earned 7.5 hours towards future advancement to Class F.

### Transcription Table

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Units</th>
<th>Hours</th>
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<tbody>
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<tr>
<td>13</td>
<td>04/01/09</td>
<td>15.00</td>
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</tr>
</tbody>
</table>

**General**

- Clock Hours: 37.50
- Combined Units: 60 units + 7.50 hours

**Total**

- Units: 58.00
- Hours: 7.50 hours
CERTIFICATED PERSONNEL
CLASSES “A-H” COURSE PRIOR APPROVAL FORM
THIS FORM IS FOR COURSE CONTENT APPROVAL ONLY.
SEND TO: CURRICULUM/PROFESSIONAL LEARNING OFFICE

- This form must be submitted with original signatures 20 working days BEFORE the coursework begins.
- Do not submit a Prior Approval form for courses offered by EGUSD.
- 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 this original form with signatures (along with course description and proof of completion) to Human Resources within 18 months from the date of approval.

SECTION I: EMPLOYEE INFORMATION

Name: ___________________________ School/Site: ___________________________ Date: ________________
Employee ID: ______________________ Subject(s) Taught: ___________________________
School Year: Trad or MT or YR: 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 (Required) Complete one form per course.
Course Title: ______________________________ Course Number ______________________________
College/University or Organization Name: ______________________________
Awarding of salary credit will be determined by course completion documentation/transcript.
Date Course Begins: _____/_____/____ Date Course Ends: _____/_____/____ OR □ Online/self-paced
(All coursework MUST be returned with proof of completion to Human Resources within 18 months from date of approval.)

SECTION III: PROFESSIONAL STANDARDS APPLICATION

1. Which element(s) of your professional standard(s) does this course address? (CSTP 1-6 or see PLAC Handbook, Appendix A)
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. How will this course help you achieve mastery of the elements listed?
   ____________________________________________
   ____________________________________________
   ____________________________________________

★ PRINT FORM TO INITIAL AND SIGN BELOW ★

I certify that I have read and understand the EGUSD Professional Learning Handbook regarding the District’s guidelines for professional learning and salary credit. I understand coursework must be completed, and proof of completion returned to Human Resources, within 18 months from the date of approval.

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: ___________________________ Instructional Hours Completed: __________ Date: ________________

FOR OFFICE USE ONLY: EGUSD Approval Course #: __________ Institution #: __________ Content Area: __________
Professional Learning Course Content Approval SIGNATURE: __________ Date: ________________
### STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

### STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

### STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

### STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

### STANDARD FIVE: ASSESSING STUDENTS FOR LEARNING

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

### STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

*Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.*
**SITE-BASED PROFESSIONAL LEARNING WORKSHOP PROPOSAL**

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

Title of Professional Learning Workshop: ____________________________________________

Presenter(s): ____________________________ Return paperwork to (site location): ________________

Date(s): ____________________________ Location: ____________________________ Time: ________________

Total Number of Hours: __________ Maximum Number of Participants (four participants minimum): ________________

Workshop Coordinator (if different from presenter): ____________________________

Principal/Director: ____________________________

Signature _______ Date 

Salary Class Request: 

- [ ] A-H / Certificated 
- [ ] Certificated Substitute 
- [ ] Classified 
- [ ] Paraeducator 
- [ ] Community Ed. (for teachers at private schools within EGUSD)

Salary credit may only be given for workshops outside the regular workday.

Professional Learning Use Only:

<table>
<thead>
<tr>
<th>QSS#</th>
<th>Salary Credit</th>
<th>Course Code</th>
<th>ERO#</th>
<th>Hours</th>
</tr>
</thead>
</table>

Target Audience: 

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

Identify the standard(s)/element(s) of the California Standards for the Teaching Profession (CSTP) 1-6 that this professional learning will address.

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 (identify funding source) ☐ Both Salary Credit & Hourly Rate

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

**PLEASE DO NOT OFFER OR ADVERTISE PROFESSIONAL LEARNING UNTIL THE WORKSHOP HAS BEEN APPROVED AND NOTIFIED 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!**
Proposals must be turned in **15 working days** in advance of the workshop.

Title of Professional Learning Workshop: __________________________________________

Presenter(s): ________________________ Return paperwork to (site location): ____________

Date(s): ________________________ Location: ________________________ Time: __________

Total Number of Hours: __________ Maximum Number of Participants (four participants minimum): __________

Workshop Coordinator (if different from presenter): __________________________

Principal/Director: _________________________________________________________________

Signature ___________________________ Date __________________________

Salary Class Request:_________________________

- [ ] A-H / Certificated
- [ ] Certificated Substitute
- [ ] Classified
- [ ] Paraeducator
- [ ] Community Ed. (for teachers at private schools within EGUSD)

Salary credit may only be given for workshops outside the regular workday.

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<th>Course Code</th>
<th>ERO#</th>
<th>Hours</th>
</tr>
</thead>
</table>

Target Audience:

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

Identify the standard(s)/element(s) of the California Standards for the Teaching Profession (CSTP) 1-6 that this professional learning will address.

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 (identify funding source)
- [ ] Both Salary Credit & Hourly Rate

**Facilitator Compensation Requested:**

- [ ] Salary Credit
- [ ] Regular Workday
- [ ] Hourly Rate (identify funding source)
Professional Learning

BOOK STUDY PROPOSAL □ Site based □ District-wide (check one)

Proposals MUST be turned in 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 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): __________________________ Time: ____________________

Location: __________________________

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 ERO.

Which element(s) of which California Standards for the Teaching Profession (CSTP) 1-6 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 ☐ 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 THE BOOK STUDY UNTIL YOU RECEIVE NOTIFICATION THAT THE BOOK STUDY PROPOSAL HAS BEEN APPROVED BY THE PROFESSIONAL LEARNING DEPARTMENT. THE ERO SRN CODE MUST BE USED IN ALL BOOK STUDY 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 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 number (see below); 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 the written response in order to receive credit.
Book Study Facilitator Checklist

☐ 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.
☐ Participants are to turn in the written work 30 days from the last session. 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
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.
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 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
The Director of the Curriculum/Professional Learning Department (CPL) has 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 certificated staff member disagrees with the Director’s decision, s/he may appeal the decision to the Professional Learning Advisory Committee (PLAC). 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 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 Executive Director of Education Services that the decision be upheld or rescinded. Upon review, the decision of the Executive Director 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.

**Coursework Prior Approval Forms**- the EGUSD form that certificated 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 certificated 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.

**Professional Learning Advisory Committee (PLAC)**- the committee that advises the Curriculum/Professional Learning Department and the Executive Director 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 CPL 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 May.

**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:

<table>
<thead>
<tr>
<th>Type of unit</th>
<th>Equivalent Hours</th>
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