



# PROFESSIONAL LEARNING HANDBOOK

Curriculum/Professional Learning  
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Elk Grove Unified  
School District

July 2021



# 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

*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,*

A handwritten signature in black ink, appearing to read 'CHRISTOPHER R. HOFFMAN', with a horizontal line extending to the right.

*Christopher R. Hoffman  
Superintendent*

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## 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 Schedules #10 and #8. 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 4 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 External Credit Requests submitted through PL Essentials 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 an External Credit Request; the district's approval is implicit. The certificated employee must register in PL Essentials at least two days prior to the start date of the course. Instructions on how to access PL Essentials and to register for a course can be found in the [Search-Register-Drop](#) section of the [Participant User Guide](#). For in-person courses, 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. For remote in-district courses, the certificated staff members must follow the directions for signing in provided by the facilitator. These are the only methods 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/hourly rate pay.** Once the in-district course is complete, the instructor/facilitator submits the sign-in sheet to CPL. **Cross Track/Shared Contract staff attending a workshop during typical work hours/days must submit a copy of their official work calendar to the presenter showing that they are off-track to receive credit.** After review, CPL then posts the hours to certificated staff members' transcripts. Employees can view their official EGUSD transcript at any time on the PL Essentials system.

\*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.

## **Virtual / Remote Trainings**

**Attendance Expectations:** It is expected that participants in a virtual/remote training will log in to the training by the advertised start time of the training and will not log out until the advertised end time of the training. Participants who are bumped off a training because of internet issues must log back into the training and resume participation. Missing more than ten minutes of a training will result in zero compensation being earned.

**In-Class Expectations:** It is expected that participants in a virtual/remote training will be active participants in the training with their video camera on. If it is noticed that a participant does not join in breakouts and/or has their video camera off without communicating to the presenter why their camera is off (broadband, privacy at location, etc.), that participant will be treated as “not present” for that training which will result in zero compensation being earned.

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

If a professional learning course is offered outside of the district, a certificated staff member must submit an External Credit Request through PL Essentials 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:

- 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.

## **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 31<sup>st</sup> 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 30<sup>th</sup> pay warrant.

The **absolute deadline** for submission of completed units for advancement is October 1 by 4:30 p.m. 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.

## 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 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 period expires. 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

Effective July 2009, all salary classes for teachers have the same criteria for professional learning, which is 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.

## 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. Employees can view their official transcript at any time on the PL Essentials system. Instructions are available in the [Participant User Guide](#). Changes to units/hours credited on official transcripts can be made up to a maximum of three years after the posted date of the course. Once credit has been posted to a transcript, no changes in compensation type can be made.

## 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 External Credit Request through PL Essentials. Certificated staff members must submit an External Credit Request through PL Essentials 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 an External Credit Request and ask for a “rush” by typing “PLEASE RUSH” after inserting the Course Title when filling out the External Credit Request. 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 an External Credit Request 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 an External Credit Request and has not received notification of acceptance/denial within 20 days, s/he should contact CPL via email or telephone to check on the status of the request. Instructions on how to submit an [External Credit Request](#) can be found in the [Participant User Guide](#).

CERTIFICATED STAFF MEMBERS ARE GRANTED **ONE** LATE PRIOR APPROVAL EXEMPTION OR LATE SUBMISSION OF COURSE COMPLETION IN A SEVEN-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 an External Credit Request(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 External Credit Request(s) is/are 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." Therefore, no more than 12 units may be approved after-the-fact if Coursework Prior Approval was not obtained 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. C/PL staff will track individuals' records of this exemption, and it will be granted once every seven (7) 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 18, 2020, s/he would be allowed another exemption on or after November 18, 2027.

In order to determine whether a course is approved or denied, CPL staff reviews the External Credit Request 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, attach proof of completion to your approved External Credit Request for the course in the PL Essentials system **within 18 months from the date of CPL approval**. Human Resources will review your submitted proof of completion and post the completed course to your official transcript.

### **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**
- External Credit Requests 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**
- External Credit Requests 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.

External Credit Requests **MUST** be submitted for all courses, even if the courses fulfill all these conditions. No courses are exempt from the need to submit an External Credit Request 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 External Credit Requests for these courses, the requests are returned as "Not Approved" with a notation stating that, without a complete course description, the district cannot approve the course. However, the notation 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 Curriculum/Professional Learning 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 External Credit Request process, **courses must be completed within 18 months from date 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.

To initiate a professional learning course, staff must submit a Course Proposal in the PL Essentials system. For instructions, see [Propose a Course and Section](#) on the [Professional Learning website](#). Proposals must be submitted 15 working days before the beginning of the first session of the professional learning course. 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 approval of a site administrator. Curriculum/Professional Learning staff will review all proposals and, if approved, will send an approval memo via email that includes additional instructions to the course proposer. For proposals that are not approved, or should CPL have further questions, CPL will phone or send an email to the course proposer or listed course contact. If the proposer disagrees with CPL's finding that a proposal is not approved, s/he may appeal the decision. (See Appeal Process on page 12 for more information.)

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 only awarded 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.)

### **Book Study Proposals**

Book studies can be powerful vehicles for professional learning in both the certificated and classified work environments. Elk Grove Unified School District encourages employees to participate in collaborative study of non-fiction books that has direct application to professional duties. The ultimate goal of the book study is to increase staff members' knowledge, in whatever professional capacity the EGUSD employee serves, to support and promote the district vision — every student, learning in every classroom, in every subject, every day. [Book Study Guidelines](#) can be found on the [Professional Learning Opportunities website](#).

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

The Director of the Curriculum/Professional Learning Department (CPL) has the authority to approve or disapprove External Credit Requests, Site-based, District-wide, and Book Study Professional Learning Proposals, and other decisions involving salary credit. 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 appeal form that provides an overview of the situation and the rationale for appeal. (See **Appendix E** for the **Appeal** form.) 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 Deputy Superintendent of Education Services & Schools that the decision be upheld or rescinded. Upon review, the decision of the Deputy Superintendent is final.

## **Professional Learning Advisory Committee**

The Professional Learning Advisory Committee (PLAC) advises the Curriculum/ Professional Learning Department and the Deputy Superintendent of Education Services & Schools 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 April and as needed to hear appeals of professional learning decisions rendered by Curriculum/Professional Learning.

## Appendix A

**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, 1-6	N/A
Librarians	CA Standards for the Teaching Profession, 1-6	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, 1-6

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009****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.*



## Professional Learning

### APPEAL OF PROFESSIONAL LEARNING DECISION

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

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

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

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

1. This is an appeal of a:

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This appeal will be considered at the next meeting of the 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 External Credit Requests, Site-based, District-wide, and Book Study Professional Learning Proposals, and other decisions involving salary credit. However, 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 appeal 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 Deputy Superintendent of Education Services & Schools that the decision be upheld or rescinded. Upon review, the decision of the Deputy Superintendent is final.

## **Professional Learning Handbook Glossary**

**Appeal** – a formal request for a review of a decision rendered by the Curriculum/Professional Learning Department regarding the denial of a certificated employee’s External Credit Request, course proposal, book study proposal, independent study course, or related professional learning event.

**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.

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

**External Credit Request** – the EGUSD online submission through PL Essentials that certificated employees must complete in order to apply hours from a non-District-sponsored professional learning event to salary advancement. External Credit Requests 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 requests must be received by CPL at least 20 working days in advance of the event. Professional learning completed before or without submitting an External Credit Request is not eligible for salary advancement. An exemption to this rule is granted every seven years to each employee.

**PL Essentials** – Online Professional Learning system facilitating proposals of and registrations for district-sponsored courses, submissions of External Credit Requests, and providing staff transcripts and advancement reports.

**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.

**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.

**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.

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

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

**Units-Hours Equivalencies**

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