Gainesville City Schools

2018-2019 Professional Learning Opportunities

Dr. Jeremy Williams
Superintendent of Schools

Revised August 17, 2018

GCSS PROFESSIONAL LEARNING OPPORTUNITIES PURPOSE

The Gainesville City School System (GCSS) seeks to provide rigorous, relevant standards, quality instructional resources, and professional learning opportunities that will help teachers and instructional leaders prepare students for college and career opportunities. The professional learning opportunities provided to teachers are research based and personalized to meet individual, school, and district learning needs, as well as meet the expectations of the Georgia Department of Education. Professional learning opportunities are designed to improve student performance and achievement for all learners.

GCSS provides professional learning opportunities based on surveys, interviews and the analysis of student achievement data. Professional learning in the district is organized around learning communities at each school and the district. Instructional leadership is distributed throughout the school and district to focus on continuous improvement for teacher effectiveness and student outcomes. Resources are monitored and used wisely to support new professional learning formats and activities.

Professional learning is evaluated to determine effectiveness in regards to teacher practice and application of strategies. Outcomes align with educator performance and curriculum standards and involve a variety of stakeholders.

The Gainesville City School System operates a three-tiered professional learning system

- Tier 1 Professional Learning is provided to all certified staff. The purpose of Tier 1 Professional Learning is to provide training for overarching best practices, district initiatives, and differentiated professional learning according to school and system data.
- Tier 2 is designed as assistive professional learning that is provided when needs are identified by a group, a school and system data or school administration.
- Tier 3 is targeted intervention to address areas of concern often resulting from an Individual Professional Learning Plan//Goal (PLP/PLG).

The GCSS Professional Learning Opportunities catalog is a living document with internal and external opportunities. Course offerings may be added based on data and district/school identified need. Internal professional development opportunities are created by the district/school and provided to staff. External opportunities are created by outside sources such as area RESAs, the GaDOE and state and national organizations. These external opportunities are vetted and information is distributed to schools.

Schools determine selection of opportunities as it relates to their school improvement plan and identified needs. Professional development offerings that are not part of the GCSS Professional Learning document that require funding for substitute, registration and expenses must be budgeted and listed in your SIP.

The Registration Column indicates who to contact or how to go about registration. If it states, “see site administrator,” then information has been provided to each school. If you can't find a course aligned to your goals, please let us know so we can help provide the appropriate professional growth opportunity.

Looking forward to a successful year of learning in FY19.

NATIONAL PROFESSIONAL LEARNING STANDARDS

https://learningforward.org/standards

Learning Communities
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Funding Sources:
Professional Learning: funding is provided from Consolidated Funds or State Staff. Activities must meet state guidelines as outlined in regulations. If school improvement or improving student achievement cannot be linked, please reconsider.

Federal funds such as Title I and Title IIA are provided to improve teaching and student learning and to support education reform through professional learning. These are the most restrictive funds. Carl Perkins Vocational Educational Funds are used for training activities, substitutes, travel, meals, hotels, registrations and consultant fees. Gainesville City Schools has moved to a consolidated funds model for the 2018-19 school year and include Title I-A, Title II-A, Title III-A, and Title IV-A.

PROFESSIONAL LEARNING COMMUNITIES

Professional learning community (PLC)
An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

PLC Expectations

- Each school within the Gainesville City School System will participate in professional learning communities that meet regularly (weekly, bi-weekly, monthly).
- Each PLC will use the Atlas Protocol in all meetings.
- Each PLC will develop and abide by norms.
- Agendas and minutes will be developed, recorded, and disseminated.

ATLAS PROTOCOL

ATLAS Looking at Data Learning from Data is a tool to guide groups of teachers discovering what students, educators, and the public understands and how they are thinking. The tool, developed by Eric Buchovecky, is based in part on the work of the Leadership for Urban Mathematics Project and of the Assessment Communities of Teachers Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University. https://www.nsrfharmony.org/wp-content/uploads/2017/10/ATLASData-N.pdf

Selecting Data to Share

Data is the centerpiece of the group discussion. The following guidelines can help in selecting data or artifacts that will promote the most interesting and productive group discussions. Data or artifacts that do not lead to a single conclusion generally lead to rich conversations.

Sharing and Discussion of Data

Discussions of some forms of data sometimes make people feel "on the spot" or exposed, either for themselves, for their students or for their profession. The use of a structured dialogue format provides an effective technique for managing the discussion and maintaining its focus.

A structured dialogue format is a way of organizing a group conversation by clearly defining who should be talking when and about what. While at first it may seem rigid and artificial, a clearly defined structure frees the group to focus its attention on what is most important. In general, structured dialogue formats allot specified times for the group to discuss various aspects of the work.

1. **Getting Started**
   The facilitator reminds the group of the norms. Note: Each of the next four steps should be about 10 minutes in length. It is sometimes helpful for the facilitator to take notes.
   The educator providing the data set gives a very brief statement of the data and avoids explaining what s/he concludes about the data if the data belongs to the group rather than the presenter.

2. **Describing the Data (10 Minutes)**
   - The facilitator asks: "What do you see?"
   - During this period the group gathers as much information as possible from the data.
   - Group members describe what they see in data, avoiding judgments about quality or interpretations. It is helpful to identify where the observation is being made—e.g., "On page one in the second column, third row . . . "
   - If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based.
   - It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

3. **Interpreting the Data (10 Minutes**)
    - The facilitator asks: "What does the data suggest?" Second question: "What are the assumptions we make about students and their learning?"
    - During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
    - From the evidence gathered in the preceding section, try to infer: what is being worked on and why?
    - Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.
    - As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.
4. **Implications for Classroom Practice (10 Minutes)**
    - The facilitator asks: "What are the implications of this work for teaching and assessment?" This question may be modified, depending on the data.
    - Based on the group's observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom.
    - In particular, consider the following questions:
        - What steps could be taken next?
        - What strategies might be most effective?
        - What else would you like to see happen? What kinds of assignments or assessments could provide this information?
        - What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
        - What are the implications for equity?
5. **Reflecting on the ATLAS-Looking at Data (10 Minutes)**

Presenter Reflection:

- What did you learn from listening to your colleagues that was interesting or surprising?
- What new perspectives did your colleagues provide?
- How can you make use of your colleagues' perspectives?

Group Reflection:

- What questions about teaching and assessment did looking at the data raise for you?
- Did questions of equity arise?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at this data? 6. Debrief the Process
- How well did the process work?
- What about the process helped you to see and learn interesting or surprising things?
- What could be improved?

PROFESSIONAL LEARNING PROCEDURES

A needs assessment which focuses on the system/school goals is given to all schools in the spring of the year. The results of the assessment are tabulated and presented to the schools and district leadership. From these results, system initiatives and school initiatives are planned.

The schools submit prioritized yearly needs to the Chief Professional Services Officer, which are vetted by the Professional Learning Collaborative Team and from these an activity list is developed. The system leadership team establishes yearly priorities for professional learning.

Professional Learning funds shall be used for activities that enhance the skills and knowledge of all school system personnel, school board members and school council members, which are directly related to improving student achievement. Every decision concerning professional learning will be made with improving student achievement as the goal.

The Comprehensive School Improvement Plan is updated yearly. A yearly status report is also developed and presented to the Board of Education.

EXPENDITURE OF FUNDS

Professional learning funds shall only be expended for one or more of the following items.

A. Stipends for teachers to serve as mentor teachers.
B. Release time for teachers to participate in professional learning activities, i.e. substitute teacher salaries and employee benefits.
C. Travel for professional learning purposes.
D. Professional and technical service fees and expenses for instructors and consultants.
E. Instructional equipment for professional learning purposes.
F. Training materials and supplies.
G. Reimbursement for expenditures of persons who successfully complete approved conferences or workshops that take place outside of normal work days.

Stipends: $40/hour or $200 a day for certified staff
$20/hour or $100 a day for classified staff

H. Funds budgeted for professional learning should be used only to compensate personnel for activities that relate to school and school system improvement efforts.
I. Funds budgeted for professional learning should be used primarily for activities that enhance the skills of certified personnel and directly relate to student achievement.
J. No state professional learning funds shall be used to compensate individuals for the primary purpose of obtaining an advanced degree and/or certification endorsements, unless such advanced degree and/or certification endorsements are earned at the request of the school system to meet an identified need.

GAINESVILLE CITY PROCEDURES FOR EXPENDITURE OF FUNDS

A. Participants complete the professional leave form on line, estimating the costs to be incurred.
B. The form is submitted to the school administrator and district professional learning coordinator on line where final approval is granted.
C. Registration is the responsibility of the participants/school unless it is a district request.
D. Expenses will be reimbursed according to Statewide Travel Regulations.
E. Prior approval must be received for reimbursement purposes.
F. GCSS certified staff will be encouraged to serve as instructors and consultants as often as possible.
G. Professional learning opportunities will be earned only in the following categories:
    - Field(s) of Certification
    - Professional Learning Goals/Professional Learning Plans related to School Improvement/District Improvement Plans
    - Annual Personnel Evaluation of Needs Development or Ineffective
    - State/Federal Requirements

PROFESSIONAL LEARNING COURSE DESCRIPTION

School-based and non-system-wide professional learning activities need to be based on improving academic achievement aligned in the District Strategic Plan, School Improvement Plan, and/or the AdvancED Improvement Plan.

GUIDELINES FOR PROFESSIONAL LEARNING WORKSHOPS AND CONFERENCE ACTIVITIES

The Professional Learning Workshop, Conference or Activity must be directly related to one of the following areas:

- Field(s) of Certification
- Professional learning Goals/Professional Learning Plans related to District/School/Professional Improvement Plan
- Annual Personnel Evaluation of Needs Development or Ineffective
- State/Federal Requirements.

PROFESSIONAL LEARNING & DUTY REQUEST FORM PROTOCOL

1. Professional Learning & Duty Request Form

The Professional Learning & Duty Request Form, which can be found on our system webpage under School System Forms, must be completely filled out to include:

- Comprehensive activity description
- Activity purpose
- Estimated date of redelivery
- Location
- Date of workshop
- Initiator of Request

Estimated expenses to include: miles – taxi – airfare - baggage costs – parking – meals (see reverse side of form for allowable meals) hotel – registration.

Employees must book their own airline ticket and hotel reservations. Employees may be reimbursed for airfare prior to attending the conference, if needed. If employee cancels airline reservation after being reimbursed by the district, the employee must immediately reimburse the district for airfare.

Note: Ride shares such as Uber/Lyft/Taxis are reimbursable for travel to and from airport ONLY.

2. Form Attachments

Registration Form

In some instances, you must register online. If so, attach the registration confirmation to the leave form.

If it is a paper registration, fill out the registration completely and attach it to the leave form. We will fax the information to the vendor with the purchase order.

DO not send in the leave form without the registration confirmation or paper registration. *We will return the leave form.*

Agenda for the Event

- You must attach the agenda or a description of the workshop to the professional leave form.
- Leave form must be signed by immediate supervisor/principal.
- Professional Leave should align with School Improvement or District Improvement Plan.

3. Form Submission

Professional Leave forms must be submitted to the central office a minimum of 5 days prior to the workshop/conference that are considered local (Pioneer RESA, metro-Atlanta, Athens, etc).

Professional Leave forms must be submitted to the central office a minimum of 15 days for out of state travel or travel that is 2 or more hours away. This type of travel must be approved by district office prior to submitting form.

Professional Leave form should be sent to Priscilla Collins upon signed approval of the principal/supervisor.

Professional Leave form will be returned to the school either approved or not approved. You SHOULD NOT ATTEND the workshop/ CONFERENCE UNLESS YOU HAVE AN approved leave form. We cannot reimburse for professional leave that has not been pre-approved

4. Reimbursement Forms

If you are requesting reimbursement, please list reimbursement amounts on the Professional Leave form. Incomplete forms will be returned to you.

5. Timeline for Reimbursement Forms

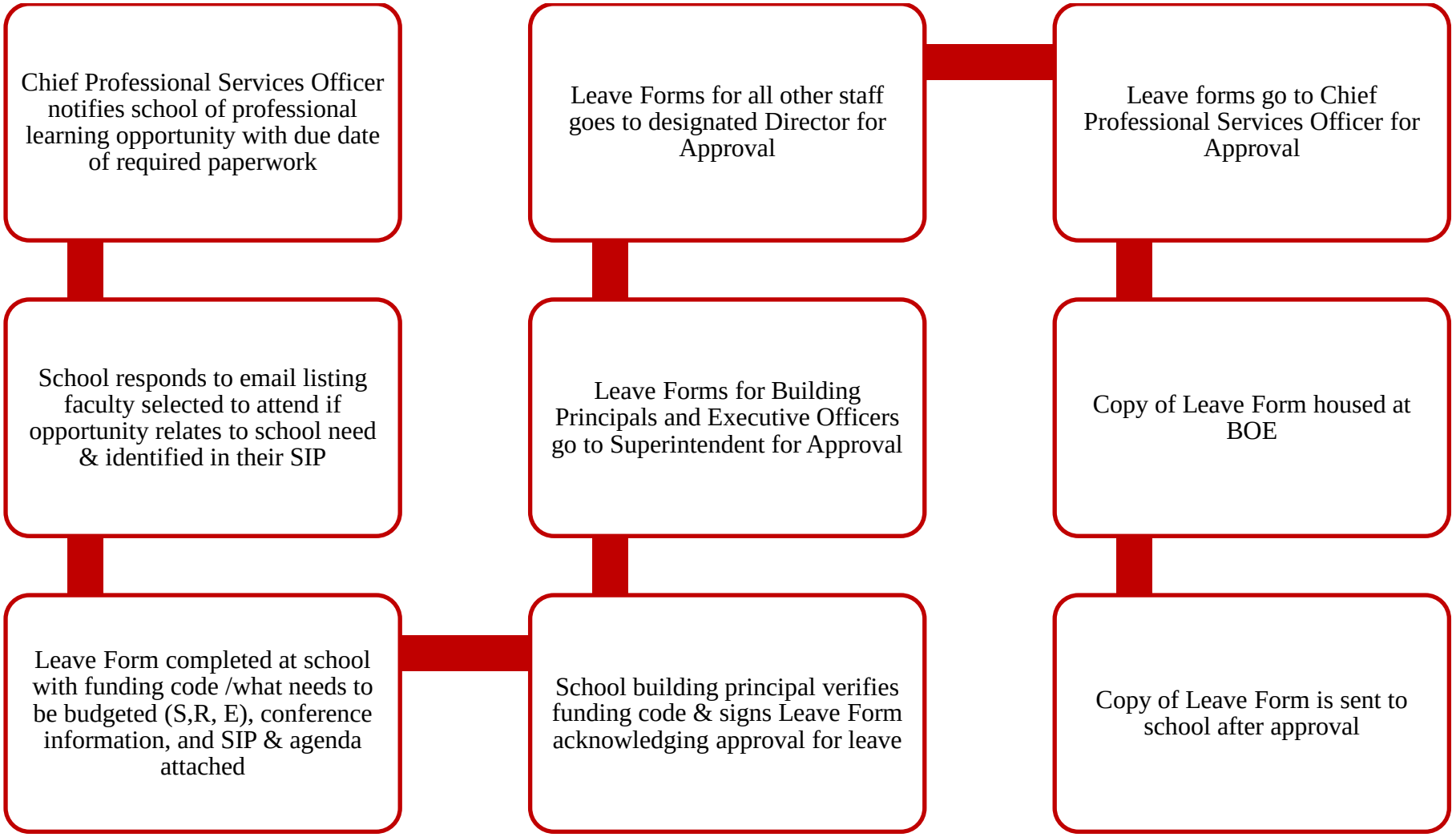
You have 30 days from the time you return to complete a reimbursement form. If you do not meet this deadline, your request will be denied.

6. Stipends

Stipends are paid for work that is before or after school hours. Stipends are paid at $40/hour and capped at $200/day for certified personnel and $20/hour and capped at $100/day for classified personnel.

TIERED PROFESSIONAL DEVELOPMENT MODEL

GCSS PROFESSIONAL LEARNING & DUTY REQUEST PROCESS



GCSS PROFESSIONAL LEARNING OPPORTUNITIES

Professional Learning opportunities are organized based on district initiatives and the following topics. The corresponding tier, environment, dates, registration information, funding source, location, and instructor are included as well.

- PLC TRAINING
- LITERACY
- PBIS & RTI
- SPED
- WRAPAROUND
- TECHNOLOGY
- OTHER

Abbreviations:

- CF = Consolidated Funds
- F2F = Face to Face
- OL = Online
- ZM = Zoom Conference

SCHOOL-BASED PLC TRAINING				
Training	**Target Audience**	**Tier & Environment**	**Dates, Location, & Instructor**	**Funding Source**
Content PD ELA, Mathematics, Science and Social Studies Grade level content specific professional development will provide opportunities for teachers to review standard updates, determine focus standards, unit planning and design common assessments throughout the year.	Teachers	Tier I F2F/ZM	Ongoing Onsite Academic Coaches & Teacher Leaders	None
Document Based Questioning DBQ is designed to get teachers new to the DBQ pedagogy excited about the process. Includes an overview of The DBQ Project 6-Step Method where teachers go through all the steps in a lively, interactive session. Emphasizes the elements of a powerful DBQ essay and introduces teachers to writing supports they can use to promote strong, evidence-based writing. Participants also spend time analyzing student work and norming student essays using our DBQ Project rubric	New Teachers, Paraprofessionals, and Administrators	Tier I F2F	Pre-planning and throughout the year Onsite Academic Coaches	None
Number Talks Teachers will be introduced to using Number Talks to build student fluency in mathematics. Number Talks can be utilized in grades K – 5 and ESOL classrooms.	Elementary Teachers, Paraprofessionals & ESOL Teachers	Tier I F2F	Pre-planning and throughout the year Onsite Academic Coaches	None

LITERACY				
Training	**Target Audience**	**Tier & Environment**	**Dates, Location, & Instructor**	**Funding Source**
Bookworms Webinar Custom webinar and professional development modules for Bookworms to ensure fidelity of implementation	All Elementary Teachers	Tier I F2F/ZM	Oct. 9, Jan. 4, Ongoing Onsite Consultants	L4GA ($15,000)
Evidence-Based Literacy Practices Event To develop understanding of evidence-based literacy practices	Identified Teachers & Administrators	Tier I F2F	July 16-17 Athens, GA GaDOE	L4GA
System 44 and Read 180 Training and Coaching To ensure fidelity of implementation	Identified Secondary Teachers	Tier II F2F	July & Ongoing Onsite Consultants	L4GA ($100,000)
Using RI Information to Impact Achievement To support literacy across the content areas	All Secondary Teachers	Tier I F2F	Ongoing (3x per year) Onsite Consultants	L4GA ($15,900)

PBIS & RTI				
Training	**Target Audience**	**Tier & Environment**	**Dates, Location, & Instructor**	**Funding Source**
Annual PBIS Conference To continue fidelity of PBIS Implementation	Optional	Tier II F2F	Dec. 5-6 Atlanta, GA Various	CF/Schools & Instruction ($125 + mileage)
Annual Promising Practices RtI Conference To continue fidelity of RtI/MTSS implementation	Optional* (1 Coordinator from each school)	Tier II F2F	Jan. 2019 Athens, GA Various	CF/Schools ($175 + mileage)
Positive Behavior Interventions Support Initial Training Refine the systems, data, and practices necessary for effective PBIS implementation	Identified School Teams Boys & Girls Club	Tier II F2F	TBD TBD RESA	L4GA
Positive Behavior Interventions Support Refresher Refine the systems, data, and practices necessary for effective PBIS implementation	PBIS Teams	Tier II F2F	Sept. 13 4pm-6pm Onsite RESA	L4GA Stipends
PBIS 1st Time Team Member Introduction to PBIS	1st Time PBIS Members (Optional) Secondary Principals	Tier II F2F	Sept. 26 8:30am-3:30pm RESA RESA	CF/Schools (Mileage)
PBIS Job Alikes at RESA RESA Job Alike Sessions	PBIS District Coordinators	Tier II F2F	Aug. 30, Nov. 15, Feb. 14, Apr. 25 RESA RESA	Instruction (Mileage)
RtI at Work Conference (Macon) To continue fidelity of RtI/MTSS implementation	Optional* Small teams (5) from each school	Tier II F2F	Sept. 24-26 Macon, GA Various	CF/Schools ($689 + mileage/hotel)

**Schools must choose one of the RtI options.*

SPED				
Training	**Target Audience**	**Tier & Environment**	**Dates, Location, & Instructor**	**Funding Source**
Co-Teaching: The Basics & Beyond for Elementary Teachers & Administrators	Elementary Co-Teaching Teams & Administrators	Tier II F2F	TBD Onsite RESA	None
Co-Teaching: The Basics & Beyond for Middle/High Teachers & Administrators	Secondary Co-Teaching Teams & Administrators	Tier II F2F	TBD Onsite RESA	None
GO IEP Training New teachers or teachers who have not met proficiency with IEPs will meet individually with SPED administrator to review GOIEP	New SPED Teachers or on PLP	Tier II F2F	Pre-planning & throughout the year Onsite SPED Coordinators	None
IEP Training: Basics of Developing Standards Based IEP New teachers or teachers who have not met proficiency with IEPs	New SPED Teachers	Tier II F2F	Nov. 27 RESA RESA	Instruction
IEP Training: School Based Practices Participants will learn the components of a compliant IEP and review GCSS procedures and practices with special education.	All SPED Teachers & Administrators	Tier II F2F	Pre-planning & throughout the year Onsite SPED Coordinators	None
Paraprofessional Support in the General Education Classroom: Elementary	Elementary SPED Paraprofessionals	Tier II F2F	TBD Onsite RESA	None
Paraprofessional Support in the General Education Classroom: Middle/High	Secondary SPED Paraprofessionals	Tier II F2F	TBD Onsite RESA	None
SpEd General Supervision & Implementation Training Sessions	SPED Coordinators	Tier II F2F	Aug. 17 TBD	State Staff (Mileage + Hotel)

WRAPAROUND				
Training	**Target Audience**	**Tier & Environment**	**Dates, Location, & Instructor**	**Funding Source**
CTAE Trainings (Director and Teacher) CTAE General Supervision	Various	Tier II F2F		CTAE (mileage)
Family Connections Conference	Invitation Only	Tier II F2F	Oct. 2-5 Jekyll Island Various	L4GA ($5,000)
GaDOE 2018 Homeless Conference Professional development, legislative updates, best practice strategies for local homeless liaisons	McKinney-Vento Liaison	Tier II F2F	Sept. 18 Cobb Galleria GADOE	Homeless Set Aside
Gifted Fall Regional Workshop	Gifted Coordinator	Tier II F2F	Sept. 18 RESA RESA	Gifted (mileage)
Gifted Coordinators Consortium	Gifted Coordinator	Tier II F2F	January St. Simons Various	Gifted (mileage/hotel)
GSCA – Georgia School Counseling Association The Georgia School Counselor Association Conference promotes, and enhances professional school counseling in Georgia to create improved outcomes for all students	Julie Graff Alan Griffin Brandy McCachren	Tier II F2F	Nov. 7-9 Macon, GA Various	CF
Media Specialists PLC The Media Specialist PLC meets twice a year to share and discuss best practices as well as rules and regulations pertaining to the field. You may register for one or preferably both sessions. The mornings will be focused on best practices and the afternoons to technology or other relevant training for media specialists. *$7 (if not bringing lunch)*	Media Specialists	Tier II F2F	TBD RESA RESA	CF
Mental Health First Aid To provide wraparound services	All Secondary Teachers	Tier I F2F	TBD Onsite Consultants	L4GA
Mental Health First Aid Instructor Training To provide in-house trainers	Social Workers	Tier II F2F	August TBD Consultants	L4GA ($20,000)

National Association for the Education of Homeless Children & Youth Conference Conference providing keynote addresses, breakout sessions, model programs /organizations, and networking opportunities for individuals who work closely with homeless children and youth.	McKinney-Vento Liaison	Tier II F2F	Oct. 27-30 Anaheim, CA Various	Homeless Set Aside
Poverty Simulation - an interactive immersion experience that sensitizes community participants to the realities of poverty.	All School & District Staff	Tier I F2F	TBD Onsite UGA or RESA	None
School Counseling Job Alike The purpose of the counseling job alike is to share timely and relevant information regarding counseling services and programs for elementary and secondary students.	Lead P-5 & 6-12 Counselors	Tier II F2F	TBD RESA RESA	CF
School Social Workers Association of Georgia Spring Conference-2019 Annual state conference tailored specifically for School Social Workers to provide professional development on best practice, intervention strategies, networking, and resource development.	Jarod Anderson Laura Etheridge	Tier II F2F	Mar./Apr. Callaway Gardens Various	Student Services (mileage/hotel)
School Social Workers District 9 Meetings- Fall/Spring Local one-day professional development for SSWs serving school systems within a geographical area	Social Workers (Rotate 2 each time)	Tier II F2F	Sept. 14, Spring TBD Various	Student Services (mileage)
Suicide Prevention and Intensive Mental Health Training To provide enhanced support services	Social Workers& Counselors	Tier II F2F	Aug. 2, Sept. 17, Oct. 15 and monthly The Oaks Consultants	None

TECHNOLOGY				
Training	**Target Audience**	**Tier & Environment**	**Dates, Location, & Instructor**	**Funding Source**
Google Classroom Google Classroom is a blended learning platform that allows teachers to create, distribute and grade assignments in a paperless way!	New Teachers & Administrators	Tier I F2F	Ongoing Onsite STEAM Director & School Experts	None
Google Tools Google Drive is an online storage space that makes collaboration easy! Save files, images, and videos – then access your documents from any place. Stay organized and connected with Google Calendar! Make appointments and schedule meetings with ease.	Teachers, Paraprofessionals, Secretaries, Registrars, Bookkeepers, District Staff	Tier I F2F	Ongoing Onsite STEAM Director & School Experts	None
PowerSchool/PowerTeacherPro – learn the basics of our Student Information System and PowerTeacher Pro	Teachers	Tier I F2F/OL	Ongoing Onsite Beth Neidenbach	None
STEM 101/ GSE – Science - STEM and the Engineering Design Process	STEM/STEAM Teachers	Tier II F2F	Oct. 25 RESA RESA	Instruction
Teacher Website Design – how to select and create your website using system template	Teachers	Tier I F2F/OL	Ongoing Onsite STEAM Director & School Experts	None
3D Printing - 3D printing will allow your students to apply and explore their math skills through project based learning. Students will use the following core math skills when they use 3D modeling; Coordinate Plane X, Y, & Z, Coordinates & Midpoint Integers, Positive & Negative Angles of rotation, Scaling, Volume, Surface Area, Geometric shapes, etc	Teachers	Tier II F2F	Ongoing Onsite STEAM Director	None

OTHER				
Training	**Target Audience**	**Tier & Environment**	**Dates, Location, & Instructor**	**Funding Source**
Collaborative Team Meetings To effectively build capacity within GCSS through teamwork, facilitation, and problem solving. Each team has specific meeting dates and topics throughout the year.	Varies	Tier II F2F	Every Tuesday Varies Varies	None
Compliance Director Modules - providing online training and records management system which helps systems manage their critical compliance related activities. • Standard online modules include: State Mandated Training for Reporting Sexual Misconduct, Code of Ethics for Georgia Educators, Bloodborne Pathogens, Awareness Walks, Copyright for Schools, FERPA, Parental Rights, Human Trafficking, Ethical Use of Social Media, Mandated Reporting, Sexual Harassment Awareness	All Employees	Tier I OL	August OL RESA	None
Classroom Assessment Bootcamp	Department Chairs & Academic Coaches	Tier II F2F	Oct. 26 RESA Dr. Melissa Fincher	CF
Formative Instructional Practices A blended model of professional learning for Georgia educators to improve teaching and student learning. ● FIP Foundation Series ● Creating Clear Learning Targets	Teachers, Paraprofessionals & Administrators	Tier II F2F/OL	Ongoing Onsite Academic Coaches	None
Evaluation Instrument for Interrater Reliability A two day training titled, Evaluation Instrument on Inter-Rater Reliability, to assist evaluators with their observation skills and accuracy. There will be particular emphasis on an evaluator's objectivity, alignment, and representativeness of evidence as related to the observation of teacher classroom performance. At the conclusion of the training, each participant will view a video and rate a teacher's performance using our Georgia TAPS and the associated performance appraisal rubrics.	GCSS Admin and Coaches not trained	Tier II F2F	TBD RESA RESA	State Staff
GACIS Fall Conference	Directors of	Tier III	Sept. 28	Instruction

"Collaborative Leadership: Empowering District & School Leaders, Teachers, and Students	Elementary & Secondary Schools	F2F	Athens, GA GaDOE	($160 + mileage)
GaDOE Data Collections Conference Increase school based monitoring of PS input and utilization.	Database Support Staff	Tier II F2F	Aug. 22-24 Classic Center, Athens GaDOE	Instruction (mileage)
Mentor Teacher Induction Program Induction teachers will participate in system professional learning and collaboration on best practices and district initiatives for teacher effectiveness and retaining teachers in the system through both online and face to face sessions.	Teachers New to GCSS	Tier II F2F/ZM	Pre-Planning, Sept. 14, Nov. 9, Jan. TBD ZM Priscilla Collins	State Staff
Mindset Training To provide enhanced support services, also required	Crisis Response Teams (School Admin & 2 Add'l Members)	Tier II F2F	Aug. 29-30, Sept. 5-6 Board Room GCSS	State Staff
Mindset Train the Trainer To provide enhanced support services, also required	Stacia Dillin Heather McConnell Sharon Woodall	Tier III F2F	Sept. 24 White County BOE Consultants	State Staff (mileage)
New Principal Support Sessions To support principals new to GCSS related to Academics, Professional Services, M&O, and Leadership	New Principals	Tier III F2F	Every Monday Onsite Cabinet	None
Pre-K New Lead Teacher Training	New Lead Pre-K Teacher	Tier II F2F	Sept. 11-12 Infinite Energy Center Bright from the Start	Pre-K (mileage)
Pre-K New Assistant Teacher Training	New Assistant Pre-K Teacher	Tier II F2F	Sept. 27-28 Infinite Energy Center Bright from the Start	Pre-K (mileage)
Pre-K Returning Teacher Training for Leads and Assistants	Pre-K Teachers & Assistants	Tier II F2F	Jan. 8-9, Feb. 21-22 Infinite Energy Center Bright from the Start	Pre-K (mileage)
Pre-K Returning Director Informational Session	Pre-K Director	Tier II F2F	Aug. 17 Infinite Energy Center Bright from the Start	Pre-K (mileage)
Professional Learning Communities at Work	Principals & Teachers	Tier II F2F	Nov. 12-14 Atlanta, GA Solution Tree	CF ($689 + mileage/hotel)
Soluciones – Empowering Hispanic and Latino Students	ESOL Coaches	Tier II	Oct. 16-18	CF

English learners (ELs) come to school with diverse talents, experiences, emotional needs, and levels of family support.		F2F	Los Angeles (Pacific Palms Resort) Solution Tree	($689 + $176/night + mileage + airfare)
TKES/ESOL Crosswalk in Alignment with Effective Instructional Practices of TESOL Six Principles	Administrators ESOL Coaches	Tier II F2F	Jan. 2 Board Room Consultants	Title IIIA Carryover

PROFESSIONAL DEVELOPMENT REDELIVERY PLAN

To be completed and turned in to the school principal one week after attendance at activity or conference, and after no more than two additional weeks forwarded to the Chief Professional Services Officer.

Name: _____

Dates of Training/Conference: _____

Training/Conference: _____

Place of Training/Conference: _____

1. Plan for redelivery:
   _____
   _____
   _____

   Date: _____

2. Redeliver to:
   _____
   _____
   _____

3. Attending this training/conference will change my instruction or leadership in the following ways:
   _____
   _____
   _____

4. Classroom Implementation: (if applicable) I will implement what I learned at this training/conference on _____ (date) for observation from an administrator or designee.

5. Participant's signature: _____ Date: _____
   Principal/designee's signature: _____ Date: _____
   Director of State & Federal signature: _____ Date: _____
   Chief Professional Services signature: _____ Date:_____

Gainesville City School System

Staff Development Program Description Form

Title of Activity _____

Training Agency _____

Dates/Time (hrs.) of Program _____

Stipend: Yes _____ No_____ Amount _____

Number of Participants Certified: Teaching _____ Leadership ____ Support _____

Non-certified _____ Board Member _____

I. Need(s) Addressed

_____
_____
_____
_____
_____
_____
_____

II. Objectives

_____
_____
_____
_____
_____
_____
_____

III. Activities

_____
_____
_____
_____
_____

STAFF DEVELOPMENT STANDARDS

Indicate (✓) which standards the activity incorporates (minimum 1 per category) from below.

I. Context Learning Communities _____ Leadership _____ Resources _____

II. Process Data-Driven ____ Evaluation _____ Research-Based_____ Design ____ Learning ____ Collaboration _____

III. Content Equity _____ Quality Teaching _____ Family Involvement _____

APPROVALS:

_____ _____

Principal/Supervisor Chief Professional Services Officer

_____

Staff

I.	**Context Standards - Staff development that improves the learning of all students:** A. Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities) B. Requires skillful school and district leaders who guide continuous instructional improvement (Leadership) C. Requires resources to support adult learning and collaboration. (Resources)
II.	**Process Standards - Staff development that improves the learning of all students:** A. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven) B. Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation) C. Prepares educators to apply research to decision making. (Research-Based) D. Uses learning strategies appropriate to the intended goal. (Design) E. Applies knowledge about human learning and change. (Learning) F. Provides educators with the knowledge and skills to collaborate. (Collaboration)
III.	**Content Standards - Staff development that improves the learning of all students:** A. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity) B. Deepens educator's content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching) C. Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)