

Gainesville City Schools
2019-2020 Professional Learning
Opportunities



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Superintendent of Schools

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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 FY20.

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. For the 2019-2020 school year, GCSS is consolidating local instructional funds (“MUNIS money”), Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, and portions of Title VI-B.

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.nsrffharmony.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 the following people upon signed approval of the principal/supervisor.

- Leigh Sears (elementary)
- Shea Ray (middle and high)
- Priscilla Collins (district level)

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. **Employees can not be paid for more than one stipended PL activity in one day.** Stipends must be accompanied by a sign in sheet.

TIERED PROFESSIONAL DEVELOPMENT MODEL

TIER III

Individual Targeted Plans

TIER II

Mentoring/Coaching
School Specific Courses
Grade Level Specific Courses
Department Specific Courses
Formative Instructional Practices & GA
Learns

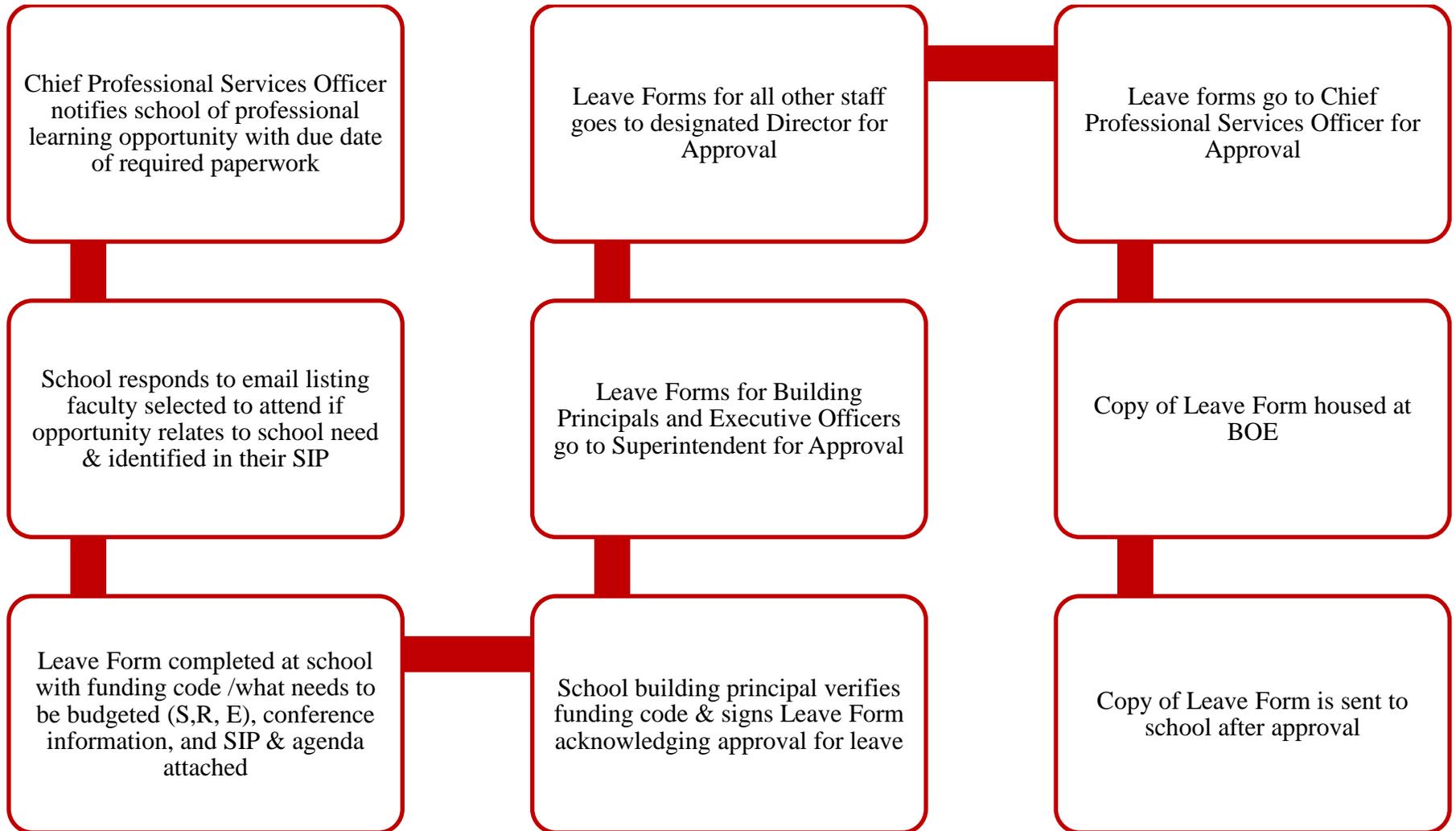
TIER I

SLDS/PowerSchool
TKES & LKES Orientation/Familiarization
Compliance Director Modules/Active
Shooter

Professional Learning Communities (PLCs)

- I. Planning with Standards
 - Depth of Knowledge
 - Georgia Standards of Excellence
- II. Using Data to Inform Instruction
 - Differentiated Instruction
 - PBIS
 - Responsive Teaching
- III. Quality Assignments
 - Content Area PD (i.e. STEMscopes)
 - Technology Integration
 - Rigorous Reading
 - Document Based Questioning (DBQs)
 - Number Talks (Elementary)
 - Balanced Literacy Framework
- IV. Assessing for Learning
 - Universal Screeners
 - Common Formative Assessments
- V. Providing Effective Feedback

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 (REQUIRED)	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.	New Teachers, Paraprofessionals, and Administrators (REQUIRED)	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 (REQUIRED)	Tier I F2F	Pre-planning and throughout the year Onsite Academic Coaches	None
Formative Instructional Practices A blended model of professional learning for Georgia educators to improve teaching and student learning. <ul style="list-style-type: none"> ● FIP Foundation Series ● Creating Clear Learning Targets 	Teachers, Paraprofessionals & Administrators (REQUIRED)	Tier II F2F/ZL	Ongoing Onsite Academic Coaches	None
New Principal Support Sessions To support principals new to GCSS related to Academics, Professional Services, M&O, and Leadership	New Principals (REQUIRED)	Tier III F2F	August 19 September 3, 16, 30 October 18, 28 November 11 December 2, 16 January 13, 27 February 10, 24 March 9, 23 April 13, 27 May 11 7:30 GHS GMS 9:00 10:30 NH	

LITERACY

Training	Target Audience	Tier & Environment	Dates, Location, & Instructor	Funding Source
Bookworms Webinars and Unlimited Online Professional Learning	All Elementary Teachers (REQUIRED)	Tier I F2F/OL	Ongoing	L4GA
GCA Writing	Elementary Teachers (REQUIRED)	Tier I F2F	CAA-August 20 Enota – August 22 Fair Street – August 27 GEA – August 28 MMLA – August 29 NH – August 30	L4GA
Monthly Bookworms/ Writing-related PLC	Elementary Teachers (REQUIRED)	Tier I F2F	Monthly Individual Schools Academic Coaches	N/A
System 44 and Read 180 Training and Coaching	New teachers assigned to teach programs (REQUIRED)	Tier II F2F	July 30-31	L4GA
State L4GA Events	TBD (REQUIRED)	TBD F2F	Winter, June	L4GA
NewsELA Training	Secondary teachers (REQUIRED)	Tier I F2F	As scheduled by schools	L4GA

MTSS

Training	Target Audience	Tier & Environment	Dates, Location, & Instructor	Funding Source
MTSS Collaborative	MTSS Coach MTSS Coordinators (OPTIONAL)	Tier II F2F	8/30, 9/27, 10/24, 11/22, 1/10, 2/7, 3/13, 5/8 RESA Dr. Charity Roberts	Consolidated Funds
RtI/MTSS Promising Practices Conference	OPTIONAL	Tier II F2F	January 2020 Athens, GA	Consolidated Funds

PBIS

Training	Target Audience	Tier & Environment	Dates, Location, & Instructor	Funding Source
PBIS Bus Driver Training	Bus Drivers (REQUIRED)	Tier II F2F	July 24 GHS	Transportation
District PBIS Refresher	PBIS Teams at Each School (REQUIRED)	Tier II F2F	August 28 GHS Cafeteria 4:00 PM – 6:00 PM Jason Kaup	L4GA
PBIS 101	PBIS New Team Members (OPTIONAL)	Tier II F2F	August 29 RESA Jason Kaup	Consolidated
GA PBIS State Conference	OPTIONAL	Tier II F2F	December 4 – 5 Atlanta, GA Jason Byars	Consolidated

SPED				
Training	Target Audience	Tier & Environment	Dates, Location, & Instructor	Funding Source
LEA Admin Training	Principals, Assistant Principals, District Leaders (REQUIRED)	Tier II F2F	July 23 Board Office SPED Team + Dr. Charity Roberts	N/A
Coaches' Cohort	SPED Coordinators (REQUIRED)	Tier II F2F	Various RESA Dr. Charity Roberts	Special Ed
FBA/BIPs and the Law	Sped Coordinators (REQUIRED)	Tier II F2F	September 27 th	Special Ed

Pre -K				
Training	Target Audience	Tier & Environment	Dates, Location, & Instructor	Funding Source
2019-2020 New Lead Teacher Training	New Pre-K Lead Teacher *REQUIRED	Tier II F2F	September 12-13 Infinite Energy Center	Pre-K/State
2019-2020 Ga Pre-K New Assistant Teacher Training	New Pre-K assistant teachers *REQUIRED	Tier II F2F	October 8-9 Infinite Energy Center	Pre-K/State
Ga Pre-K Reading and Exploring Informational Text	Pre-k Lead Teachers *REQUIRED	Tier II F2F	October 29-30 The Classic Center Athens	Pre-K/State
Ga's Pre-K Digging Deeper into Assessment	Pre-K Lead Teacher *REQUIRED	Tier II F2F	December 10-11 Infinite Energy Center	Pre-K/State
Ga's Pre-K Reading and Exploring informational Text	Pre-K Assistant Teachers *REQUIRED	Tier II F2F	January 14-15 The Classic Center	Pre-K/State

OTHER/JOB ALIKES

Training	Target Audience	Tier & Environment	Dates, Location, & Instructor	Funding Source
Media Specialist Job Alike	Media Specialists (REQUIRED)	Tier II F2F	In-house meetings TBD	N/A
Math Assessment Work with GCA	Elementary Teachers (REQUIRED)	Tier I F2F	September December February	Title IIA
Academic Coach Job Alike	Elementary Academic Coaches (REQUIRED)	Tier II F2F	In-house meetings: 8/26, 9/23, 10/28, 12/2, 1/27, 2/24, 3/23	N/A
Mindset	Those who will possibly perform restraints (REQUIRED)	Tier II F2F	July 10 – 11 July 16 – 17 October 2 Stacia Dillin and Heather McConnell	State Staff
Youth Mental Health First Aid	New Secondary Teachers (REQUIRED)	Tier II F2F	Dates TBD Work with GMS & GHS to determine	NA
Counselor Job Alikes	Counselors (REQUIRED)	Tier II F2F	In-house meetings: 8/20, 9/17, 10/15, 11/21, 12/17, 1/28, 2/25, 3/24, 4/28	N/A
Various Technology Offerings	All staff (OPTIONAL)	Tier I F2F	TBD	N/A
Bookkeeper Job Alikes	Bookkeepers (OPTIONAL)	Tier II F2F	Pioneer Resa October 23 March 24	Consolidated Funds
Registrar Job Alikes	Registrars (REQUIRED)	Tier II F2F	TBD	N/A
Nurse Job Alikes	Nurses (REQUIRED)	Tier II F2F	TBD	N/A

Georgia MUNIS Users Group Meeting	Bookkeepers (REQUIRED)	Tier II F2F	Barrow Co School System Estimate March 19, 2020	Consolidated Funds
Bookkeeper Training with District Office	Bookkeepers/Finance (REQUIRED)	Tier II F2F	Semi-Annual September March	N/A
GASBO Conference	Bookkeepers/Finance (OPTIONAL)	Tier II F2F	November 6-7, 2019	Consolidated Funds

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 (OPTIONAL)	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 (OPTIONAL)	Tier I F2F	Ongoing Onsite STEAM Director & School Experts	None
PowerSchool/PowerTeacherPro – learn the basics of our Student Information System and PowerTeacher Pro	Teachers (OPTIONAL)	Tier I F2F/OL	Ongoing Onsite Beth Neidenbach	None
STEM 101/ GSE – Science - STEM and the Engineering Design Process	STEM/STEAM Teachers (OPTIONAL)	Tier II F2F	Oct. 25 RESA RESA	Instruction
Teacher Website Design – how to select and create your website using system template	Teachers (OPTIONAL)	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.	Teachers (OPTIONAL)	Tier II F2F	Ongoing Onsite STEAM Director	None
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STATE CONFERENCES

Training	Target Audience	Tier & Environment	Dates, Location, & Instructor	Funding Source
GaDOE Data Collections Conference Increase school based monitoring of PS input and utilization.	Database Staff (REQUIRED)	Tier II F2F	Aug. 21-23 Classic Center, Athens GaDOE	Instruction (mileage)
Instructional Leadership Workshop 1 – Best Practices in School Safety and Climate https://form.jotform.com/91615950874163	Teachers and Leaders (OPTIONAL)	Tier II F2F	September 4 Macon Centreplex Registration Deadline: Friday, August 2, 2019	CF Registration Fee: \$150.00 Hotel - \$112/night
Instructional Leadership Workshop 1 – Best Practices in Social Studies https://form.jotform.com/91644502757158	Teachers and Leaders (OPTIONAL)	Tier II F2F	October 8 Registration Deadline: Friday, September 6, 2019	CF Registration Fee: \$150.00 Hotel \$112/night
The Numeracy Project https://form.jotform.com/91645123991158	Teachers and Leaders (OPTIONAL)	Tier II F2F	November 5 Registration Deadline: Friday, October 4, 2019	CF Registration Fee: \$150.00 Hotel \$112/night

NATIONAL CONFERENCES IN ATLANTA

Training	Target Audience	Tier & Environment	Dates, Location, & Instructor	Funding Source
Grading from the Inside Out https://www.solutiontree.com/events/workshops.html	Principals & Teachers (OPTIONAL)	Tier II F2F	Sept 30-Oct 1 Atlanta, GA Solution Tree	CF (\$669 + mileage/hotel)
Building Culture form the Inside Out Workshop https://www.solutiontree.com/events/workshops/starting-movement-atlanta.html	Principals & Teachers (OPTIONAL)	Tier II F2F	Oct. 16-18 Atlanta, GA Solution Tree	CF (\$669 + mileage/hotel)
Mathematics in a PLC At Work Summit https://www.solutiontree.com/events/maw-events/mathematics-in-a-plc-at-work-trade-summit.html	Principals & Teachers (OPTIONAL)	Tier II F2F	December 11-13 Atlanta, GA Solution Tree	CF (\$659+mileage/hotel)
National Conference for Creating Trauma Sensitive Schools https://www.eventbrite.com/e/2020-national-conference-for-creating-trauma-sensitive-schools-tickets-62148364431?aff=ebdssbdestsearch	Principals & Teachers (OPTIONAL)	Tier II F2F	February 16-18, 2020 Atlanta, GA	CF Early-bird \$399 prior to November 1, 2019 \$485 after.

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.	<p>Context Standards - Staff development that improves the learning of all students:</p> <p>A. Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)</p> <p>B. Requires skillful school and district leaders who guide continuous instructional improvement (Leadership)</p> <p>C. Requires resources to support adult learning and collaboration. (Resources)</p>
II.	<p>Process Standards - Staff development that improves the learning of all students:</p> <p>A. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)</p> <p>B. Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)</p> <p>C. Prepares educators to apply research to decision making. (Research-Based)</p> <p>D. Uses learning strategies appropriate to the intended goal. (Design)</p> <p>E. Applies knowledge about human learning and change. (Learning)</p> <p>F. Provides educators with the knowledge and skills to collaborate. (Collaboration)</p>
III.	<p>Content Standards - Staff development that improves the learning of all students:</p> <p>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)</p> <p>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)</p> <p>C. Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)</p>