Turlock Unified School District

APPLICATION FOR THE APPROVAL OF COLLEGE UNITS FOR ADVANCEMENT ON THE SALARY SCHEDULE

To be completed and submitted to site Administrator PRIOR to enrolling in course(s)

Name of Applicant:_____

Site Assignment _____Grade or Subject Taught:_____

College or University:_____City/State:_____

Registration Date:_____ Class Dates from: _____ to _____

- Attach a course description for each class listed.
- Units earned through conferences, classes, workshops, and courses paid for with district funds and/or attended during contract time will **not** be eligible for salary advancement.
- Limited to 15 post B.A. semester units in a fiscal year (units may accrue over more than one year)
- Keep a copy of this form for your records.

The district supports many professional development events that are in line with the LCAP and provide ongoing professional growth and development for educators, but not all qualify for salary advancement.

See Article 5, Section 5.13 of the TUSD-TTA collective bargaining agreement for more specific information related to the following criteria:

a. Graduate level course
b. Other coursework, training or conferences that will enhance job performance or effectiveness.

Please submit a copy of your professional growth plan with your request.

Course Number	Course Title	Semester Unit/ Hours	CSTP	LCAP Goal	Applied toward advance degree/credential

How will taking the course(s) above enhance job performance or effectiveness?

_____

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Approved by:_____ Date:_____
(School Principal)

❑Ed Services Reviewed: _____ Date: _____

❑Cabinet Approved: _____ Date: _____

❑Not Approved:_____ Date:_____

California Standards for the Teaching Profession

Standard 1 - Engaging & Supporting All Students in Learning

1A Plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

1B Elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

1C Meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well- being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

1D Responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

Standard 2 - Creating & Maintaining Effective Environments for Student Learning

2A Guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.

2B Communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

2C Organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

2D Build on students' assets-students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences-to ensure that students' identities are included in classroom interactions and future learning experiences.

Standard 3 - Understanding & Organizing Subject Matter for Student Learning

3A Identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K-12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development.

3B Engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

3C Design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.

3D Elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

3E Select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Standard 4 - Planning Instruction & Designing Learning Experiences for All Students

4A Shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.

4B Use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

4C Advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

4D Vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.

Standard 5 - Assessing Students for Learning

5A Understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

5B Apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.

5C Engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

5D Individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Standard 6 - Developing as a Professional Educator

6A Continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

6B Amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social- emotional support, and equitable practices, that enable each student-including historically and persistently underserved students-to reach identified goals.

6C Collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

6D Collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in- school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.

6E Demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.

6F Strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

6G Cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Turlock Unified School District

Turlock Unified School District
Professional Growth Program
Application for Planning Future Courses

Name:_____Date:_____

Type of Credential:_____Site:_____

Subject or Grade Level:_____

❑Elementary ❑Secondary

A. COMPUTATION OF COLLEGE/UNIVERSITY UNITS

1. Maximum units on the salary schedule _____

2. Semester units completed after attainment B.A./B.S. degree _____

3. Number of units to reach the maximum salary _____

B. PLANNED COURSES FOR THE PROFESSIONAL GROWTH PROGRAM

Following approval of the professional growth program, the teacher shall select courses within the pattern and complete the application for approval of college units. The teacher shall submit the application form to the principal for approval. A teacher must have an "approved growth program" and "application for the approval of college units" PRIOR TO ENROLLING in a college course in order to receive credit on the salary schedule. (per CBA Article V, Section 5.13)

AREAS OF STUDY	APPROX. DATE	SEM. UNITS	FOR OFFICE USE ONLY
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C. Approved by:_____ Date_____