Professional Growth Systems

Describe the district’s systems of professional growth and improvement (for serving both the district and individual schools). The description might include:

- how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;
- how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;
- how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);
- how the district is moving toward evidence-based professional development that aligns with ESSA’s new definition of professional development; and
- what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.

Professional learning activities will be designed to have a substantial, measurable, and positive impact on student achievement.

- Scientifically based professional learning activities and proven effective teaching practices will be utilized to decrease the achievement gap that separates low income and minority students.
- Activities to train staff on acceleration and differentiation of instruction will be provided.
- Achievement tests and other student data will be consistently and continually analyzed to provide information on measurable and sustainable impact on student achievement.

The Effingham County Schools understands the importance of complying with Principles of Effectiveness by selecting, implementing, and funding scientifically and/or evidence-based practices and products targeting assessed needs.

The district will:

- Provide technical assistance/professional learning on how to assure programs are scientifically based for school and central office leadership personnel.
- These professional learning activities focus on programs/materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically based practices.
- Provide Professional Learning activities that are job embedded (ex. coaching, mentoring) and provide activities on the Principles of Effectiveness for Safe and Drug-Free schools.
- Implement on-going professional learning activities rather than one-shot programs.
- Use a redelivery model to train teachers and administrators in the effective implementation of curriculum initiatives.

Title I schools are required to use effective methods and instructional strategies that are based on scientific research. To ensure that funds are spent on scientifically and/or evidence-based practices and products for Title I programs, technical assistance/professional learning will be provided on selecting programs that are scientifically researched based. In addition, Title I schools are required to file and submit documentation along with their budgets and purchase orders to the Title I Coordinator.

PQ – Intent to Waive Certification

State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33).

Yes, we waive certification. Effingham County Schools meets Professional Qualifications and In-Field requirements for classroom teachers. In certain CTAE fields and other areas of high need, the waiver is applied. With our Intent to Waive Certification, we may decide to waive other content areas and grade level bands (P-5, 4-8, 6-12, P-12). Each case of waiving certification will be handled on a case-by-case situation.
### PQ – Waiver Recipients

| If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, Teachers must hold the corresponding GaPSC endorsement. | The district has waived certification in certain dire circumstances where no other suitable replacement has been found; however, we continue to follow the PSC rules for certification as closely as possible. If someone is hired under a waiver, the district writes a specific plan to support the individual teacher with gaining certification. The contract for remediating certification is signed by both the individual teacher and the Human Resources Director. Specific timelines are discussed, and the individual teacher indicates an understanding that continued employment is contingent upon completing the specified requirements and necessary coursework to obtain a Standard Renewable Certificate. |

### PQ – Minimum Qualification

| The district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor’s Degree, Content Assessment, Coursework, Field Experience etc.) | Hold a bachelor’s degree or higher from an accredited college, university or institution and obtain a passing score on the appropriate GACE content assessment |

### State and Federally Identified Schools

| Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds. | 1. Human Resources will conduct on site seminars with staff to explain the changes in the professional learning rule and its requirements. This includes helping individuals navigate the TKES platform where the goals and/or plans will be housed. 2. Special attention has been given to emphasizing the importance of each certificated individual’s active participation in a Professional Learning Community. A locally developed rubric has been designed by which individuals will understand the indicators necessary for meeting the expected requirements. 3. Assistance has been provided in writing goals based on data. This data might include our district strategic goals for improvement and/or individual improvement goals based on a self-assessment. 4. Continued work is needed in supporting the professional learning activities provided to each school based on the needs of the staff. Support will be provided to the principal to ensure that a high quality program of study is provided. 5. This work includes, in large part, the support of technology education for our teachers. The district is moving to full implement Google Suite for Education, and support will be required for teachers to maximize this |