Dr. Michele Fox  
Teacher Quality Specialist/Induction Specialist

Dr. Deonn Stone  
Lead PL Coach/Induction Specialist

Mary Kaye Aikens, Ed.S  
Interim Senior Director of Professional Learning and Employee Development

Theresa Lawton  
Administrative Secretary

Angel Deloach  
Classified Professional Learning Specialist

Shavondra Ceasar  
Professional Learning Coach

Dr. Shawn Stewart  
Professional Learning Coach

Michelle Longaberger  
Professional Learning Coach

Tomeka Barron  
Professional Learning Coach

Cheryl Morrison  
Professional Learning Clerk

Aviva Rice  
Professional Learning Coach
PROFESSIONAL LEARNING AND EMPLOYEE DEVELOPMENT

Vision
Working Together through Professional Learning to Support and Serve Every Learner

Mission
Our Mission is to continuously improve the Savannah-Chatham County Public School System’s capacity to provide students with standards-based, content rich, engaging school work everyday. We will accomplish this mission through a comprehensive professional learning program designed to build leadership skills and knowledge to provide support for both certified and classified personnel.
STANDARDS FOR PROFESSIONAL LEARNING

“Professional Learning that increases educator effectiveness and results for all students…”

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.

<table>
<thead>
<tr>
<th>Learning Communities</th>
<th>Leadership</th>
<th>Resources</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</td>
<td>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.</td>
<td>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Designs</th>
<th>Implementation</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</td>
<td>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.</td>
<td>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</td>
</tr>
</tbody>
</table>
Managing and storing professional learning records for all employees in our school district (Electronic Registrar Online)

Electronic Registrar Online allows an organization to track registrants through the entire staff development process: registration, attendance, and reporting.

Registration and course inquiries can be performed to generate reports such as: Registrant attendance history, transcripts rosters, sign-in sheets, and certificates.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing/storing professional learning records for all employees in the school district/ERO (Electronic Registrar Online)</td>
<td>5,441</td>
<td>5,963</td>
<td>3</td>
<td>1:1988</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD RESOURCES DATA
NEW TEACHER ORIENTATION

The Savannah-Chatham County Public School System, New Teacher Orientation (three-day district level orientation and two-day school level orientation) is developed for new teachers to prepare them for the demands of the profession and familiarize them with their roles in the SCCPSS.

The state requires school districts to develop and implement teacher and principal induction programs. A comprehensive induction program is a combination of mentoring, professional learning and support to include formal assessment for new teachers during at least their first three years of teaching.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW TEACHER ORIENTATION</td>
<td>312</td>
<td>463</td>
<td>8</td>
<td>1:59</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
RESOURCES
DATA
LEARNING DESIGNS
IMPLEMENTATION
OUTCOMES
THrive! For Induction-Phase Teachers (0-3 years)

To assist teachers new to the profession who have zero to three years of experience, a viable and robust induction program is managed and implemented by district Induction Specialists. Induction is a comprehensive process of sustained training and support for new teachers. Induction support is available at the school and district levels. Teachers participate in THRIVE 1, 2, and 3 professional development throughout the school year. Induction teachers receive additional support and training from their school site coordinators, mentors and buddies.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>THRIVE for INDUCTION PHASE TEACHERS (0-3 YEARS)</td>
<td>666</td>
<td>696</td>
<td>8</td>
<td>1:87</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
RESOURCES
DATA
LEARNING DESIGNS
IMPLEMENTATION
OUTCOMES
ACCELERATED TEACHER LEADERSHIP PROGRAM

The Savannah-Chatham County Public School System (SCCPSS) has made a commitment to teacher leader development. At the school level, SCCPSS teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school’s capacity to shape the culture of the school, improve student learning, and influence instructional practice.

The Accelerated Teacher Leadership Program (ATLP) is implemented during a five month period each school year. Principals recommend teacher leaders from the school level to their respective Executive Directors. Executive Directors select a cohort of 30 teacher leader candidates from across all levels each school year.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCELERATED TEACHER LEADERSHIP PROGRAM</td>
<td>29</td>
<td>30</td>
<td>8</td>
<td>1:4</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
LEADERSHIP
RESOURCES
DATA
LEARNING DESIGNS
IMPLEMENTATION
OUTCOMES
Assistant principals participate in tiered professional development which is made up of three cohorts. Cohorts are established based on the number of years of experience (0 – 3+ years) for assistant principals. The tiered professional learning is offered in monthly PLCs and addresses instructional, operational and management practices that focus on leadership development and school improvement.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP LEADERSHIP FORUM PLC</td>
<td>68</td>
<td>68</td>
<td>3</td>
<td>1:23</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
LEADERSHIP
RESOURCES
DATA
LEARNING DESIGNS
IMPLEMENTATION
OUTCOMES
ASPIRING PRINCIPAL LEADERSHIP PROGRAM

Assistant principals participate in three cohorts. Cohorts are established based on the number of years of experience for assistant principals with 0 – 3 or more years of experience. The tiered professional learning experience will address instructional, operational and management practices that focus on leadership development.

Assistant principals who are in their 3rd year or others who have 3 or more years of experience will be eligible to participate in the Aspiring Principals Leadership Program. Modules are offered to provide opportunities for extensive leadership development, mock interview simulation experiences and other choice sessions to strengthen particular areas in which they wish to grow professionally.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASPIRING PRINCIPAL LEADERSHIP PROGRAM</td>
<td>24</td>
<td>22</td>
<td>3</td>
<td>1:7</td>
</tr>
</tbody>
</table>
PRINCIPAL INDUCTION PROGRAM (0-3 YEARS)

It is the job of the principal to create high expectations for all learners in their respective buildings and in their entire school communities. Because principal leadership is a strong factor in school improvement, student achievement, and academic progress; the Principal Induction Program is designed to build new principal capacity with three big goals in mind: acclimate new administrators to their roles as building leaders, provide effective feedback and create thriving school cultures that positively impact teacher effectiveness, and student learning thus closing the achievement gap.

The Principal Induction Program (PIP) has three cohorts for principals that are based on their years of experience (0 – 3+ years). The PIP leadership program is a tiered professional learning experience program that addresses Leadership Standards identified in the Leader Keys Effectiveness System (LKES).

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL INDUCTION PROGRAM (0-3 YEARS)</td>
<td>25</td>
<td>17</td>
<td>3</td>
<td>1:6</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
LEADERSHIP
RESOURCES
DATA
LEARNING DESIGNS
IMPLEMENTATION
OUTCOMES
TEACHER MENTORS

A mentor is highly committed to supporting the personal growth of the induction phase teacher. The mentor provides guidance, shares knowledge and experiences, and supports the induction phase teacher in making a positive impact on student growth and achievement.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER MENTORS</td>
<td>354</td>
<td>410</td>
<td>3</td>
<td>1:137</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
RESOURCES
DATA
LEARNING DESIGNS
IMPLEMENTATION
OUTCOMES
PRINCIPAL MENTORS

A mentor is highly committed to supporting the personal growth of the induction phase principal. The mentor provides guidance, shares knowledge and experiences, and supports the induction phase principal in making a positive impact on student growth and achievement.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL MENTORS</td>
<td>11</td>
<td>17</td>
<td>3</td>
<td>1:6</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
LEADERSHIP
RESOURCES
DATA
LEARNING DESIGNS
IMPLEMENTATION
OUTCOMES
The IN4T Teacher Academy is specialized; differentiated professional support for educators entering into the Savannah-Chatham County Public School System (SCCPSS) with limited to no teaching experience. Teachers with an Induction Pathway 4 Certificate hold a bachelor’s degree, have met GACE testing requirements, and are enrolled in an approved non-traditional program leading to initial certification. Support provided to IN4T teachers include one-on-one coaching, mentoring, and ‘Success Meetings’ focused on pedagogy, classroom management, and student achievement. Training is available to IN4 Teachers prior to their first day in the classroom to prepare them prior to their first day as a teacher.

<table>
<thead>
<tr>
<th>CRITICAL SERVICES</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN4T</td>
<td>0</td>
<td>200</td>
<td>8</td>
<td>1:25</td>
</tr>
</tbody>
</table>

Standards for Professional Learning/Learning Forward

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes
MONITORING REMEDIATION PLANS FOR IN4T TEACHERS

LEAs (Local Education Agency) are required to develop a remediation plan for each teacher who holds an IN4T (Induction Pathway 4) certificate. The remediation plan should be developed in collaboration with the teacher, the principal and human resources personnel (Teacher Quality Specialist). Written documentation indicating the progress made by each teacher must be maintained by the LEA.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONITORING REMEDIATION PLANS FOR IN4T TEACHERS</td>
<td>148</td>
<td>200</td>
<td>1</td>
<td>1:200</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
RESOURCES
DATA
IMPLEMENTATION
OUTCOMES
DISTRICT LEADERSHIP ACADEMY

District Leaders are entering their roles with varying levels of job specific expertise, and different degrees of leadership experience. Their participation in the District Leadership Academy will allow them to network with other managers, personally assess their individual leadership skills, determine areas needing improvement, gain opportunities for professional growth, and provide a forum where they can participate in a series of face-to-face and on-line strategically designed leadership sessions-developed based on the input they have provided.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT LEADERSHIP ACADEMY</td>
<td>21</td>
<td>STARTS IN JANUARY</td>
<td>4</td>
<td>1:5</td>
</tr>
</tbody>
</table>

Chris Mercer  
2016 
DLA Graduate

Bettina Tate  
2016 
DLA Graduate

Shelly Foster  
2016 
DLA Graduate

Ronald Aikens  
2016 
DLA Graduate

Launa Chamberlin  
2016 
DLA Graduate

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
LEADERSHIP
RESOURCES
The International Teacher Academy is specialized; differentiated professional support for international educators in the Savannah-Chatham County Public School System (SCCPSS). It focuses on culture, communication, classroom management, and other topics unique to teachers with an international educational background. Educators participating in the International Teacher Academy are provided mentors within their content areas, participate in culturally responsive Professional Learning Communities, and THRIVE!

<table>
<thead>
<tr>
<th>CRITICAL SERVICES</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Teacher Academy</td>
<td>31</td>
<td>28</td>
<td>4</td>
<td>1:7</td>
</tr>
</tbody>
</table>

Standards for Professional Learning/Learning Forward

Learning Communities
- Leadership
- Resources
- Data

Learning Designs
- Implementation
- Outcomes
CLASSROOM MANAGEMENT

Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003a). We also know that one of the classroom teacher's most important jobs is managing the classroom effectively. The Professional Learning Department comprehensively targets classroom management teacher-led Professional Learning Communities, training, one-on-one coaching, and ongoing research.

<table>
<thead>
<tr>
<th>CRITICAL SERVICES</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Teacher Academy</td>
<td>31</td>
<td>28</td>
<td>4</td>
<td>1:7</td>
</tr>
</tbody>
</table>

Standards for Professional Learning/Learning Forward
Learning Communities
Leadership
Resources
Data
Learning Designs
Implementation
Outcomes
TEACHER KEYS EFFECTIVENESS SYSTEM ORIENTATION

This training will provide new teachers with an overview of the current evaluation system used in the Savannah-Chatham County Public School System. New teachers will take an assessment to ensure they understand the components of TKES. Score and certificate will be sent to the new teacher and their school principal. Credit for successful completers will be placed on their ERO (Electronic Registrar Online) transcript for two hours of credit.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER KEYS EFFECTIVENESS SYSTEM ORIENTATION</td>
<td>469</td>
<td>25</td>
<td>3</td>
<td>1:8</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
RESOURCES
DATA
IMPLEMENTATION
OUTCOMES
NEW EMPLOYEE ONBOARDING

New Employee Onboarding is the process by which new hires are introduced to the mission/vision and job expectations of the Savannah-Chatham County Public School System. Onboarding also helps new employees see how their role fits into the larger organization and contributes to its success. We instill a spirit of customer service, team work and pride. Professional Learning promotes awareness of tools and resources for career management and work life effectiveness. The goals for New Employee Onboarding is to equip new employees with resources and to reduce employee turnover.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, December 1, 2016</td>
<td>10:00am - 12:30pm</td>
<td>Whitney, Professional Learning Center</td>
</tr>
<tr>
<td>Thursday, January 5, 2017</td>
<td>10:00am - 12:30pm</td>
<td>Whitney, Professional Learning Center</td>
</tr>
<tr>
<td>Thursday, February 2, 2017</td>
<td>10:00am - 12:30pm</td>
<td>Whitney, Professional Learning Center</td>
</tr>
<tr>
<td>Thursday, March 9, 2017</td>
<td>10:00am - 12:30pm</td>
<td>Whitney, Professional Learning Center</td>
</tr>
<tr>
<td>Thursday, April 6, 2017</td>
<td>10:00am - 12:30pm</td>
<td>Whitney, Professional Learning Center</td>
</tr>
<tr>
<td>Wednesday, May 4, 2016</td>
<td>10:00am - 12:30pm</td>
<td>Whitney, Professional Learning Center</td>
</tr>
<tr>
<td>Thursday, June 1, 2017</td>
<td>10:00am - 12:30pm</td>
<td>Whitney, Professional Learning Center</td>
</tr>
<tr>
<td>Thursday, June 15, 2017</td>
<td>10:00am - 12:30pm</td>
<td>1:00pm - 4:00pm</td>
</tr>
<tr>
<td>Thursday, July 6, 2017</td>
<td>10:00am - 12:30pm</td>
<td>1:00pm - 4:00pm</td>
</tr>
<tr>
<td>Thursday, July 20, 2017</td>
<td>10:00am - 12:30pm</td>
<td>2:00pm - 4:00pm</td>
</tr>
<tr>
<td>Thursday, August 3, 2017</td>
<td>10:00am - 12:30pm</td>
<td>2:00pm - 4:00pm</td>
</tr>
<tr>
<td>Thursday, August 17, 2017</td>
<td>10:00am - 12:30pm</td>
<td>2:00pm - 4:00pm</td>
</tr>
</tbody>
</table>

CRITICAL SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Quantity 15-16</th>
<th>Quantity 16-17</th>
<th>Number of Staff Who Provide This Service</th>
<th>Resulting Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW EMPLOYEE ONBOARDING</td>
<td>Did not have in 15-16</td>
<td>3,613</td>
<td>2</td>
<td>1:1807</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD

LEARNING COMMUNITIES

LEADERSHIP

RESOURCES

OUTCOMES
SECRETARY TRAINING

Secretary Training strengthens the technical, administrative and communication skills of our secretaries by providing tangible resources they can use immediately. These sessions present the latest technologies to connect, support, and coordinate events. Secretaries are provided with the most up to date reports from our Payroll, Purchasing, Human Resources, Accounts Payable, Transportation and Maintenance Departments. The goal is to make sure secretaries are equipped with the resources needed to be successful coordinating events, processing documents, communicating with employees, students, parents and other stakeholders.

<table>
<thead>
<tr>
<th>CRITICAL SERVICES</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECRETARY TRAINING</td>
<td>76</td>
<td>140</td>
<td>1</td>
<td>1:140</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD

LEARNING COMMUNITIES
LEADERSHIP
RESOURCES
DATA
IMPLEMENTATION
OUTCOMES
PARAPROFESSIONAL TRAINING

First District RESA requires that all new paraprofessionals within the first year of employment complete New Paraprofessionals Training. This series of trainings are designed to inform and strengthen paraprofessionals in their new roles in the classroom. This series consists of: 1) Roles and Responsibilities, 2) Classroom Management, 3) Engaging the Learner, 4) Helping Students with Reading and 5) Helping Students with Math. Upon completion of this series of trainings, paraprofessionals will have strategies they can start utilizing immediately.

<table>
<thead>
<tr>
<th>CRITICAL SERVICES</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARAPROFESSIONAL TRAINING</td>
<td>592</td>
<td>565</td>
<td>1</td>
<td>1:565</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
LEADERSHIP
RESOURCES
DATA
IMPLEMENTATION
GEORGIA ASSESSMENTS FOR THE CERTIFICATION OF EDUCATORS
TESTING SITE AT WHITNEY COMPLEX

This assessment is taken by prospective paraprofessionals to demonstrate they are knowledgeable in reading, writing, and mathematics, and that they are capable of assisting in classroom instruction.

<table>
<thead>
<tr>
<th>CRITICAL SERVICE</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>GACE TESTING FOR PROSPECTIVE PARAPROFESSIONALS</td>
<td>106</td>
<td>72</td>
<td>2</td>
<td>1:36</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD RESOURCES
SCHOOL BUS/TRANSPORTATION PERSONNEL TRAINING

Georgia Department of Education Pupil Transportation Division requires that School Bus/Transportation Personnel engage in training annually. The Classified Training Schedule is used in part to provide transportation personnel with customer service, interpersonal skills, and time management training as requested via the department. Over 550 new transportation employees were trained at the beginning of the 2016-2017 school year.

<table>
<thead>
<tr>
<th>CRITICAL SERVICES</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL BUS/TRANSPORTATION PERSONNEL TRAINING</td>
<td>0</td>
<td>504</td>
<td>1</td>
<td>1:504</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL/LEARNING FORWARD
LEARNING COMMUNITIES
RESOURCES
IMPLEMENTATION
OUTCOMES
CUSTODIAL WORKER TRAINING

Workshops have been designed to address the training needs of those working in Custodial Worker positions. Custodial Workers are provided with on the job training (OJT) and in-service training. The goal of in-service training is for each custodian to develop the knowledge and skills required to perform any procedure and operate all equipment used at their school. In-service training provides the means for custodial workers to acquire additional knowledge and skills to improve upon existing skills and obtain updated information and instructions. The in-service trainings consist of Customer Service, The Art of Resolving Conflict and Confrontation, and Improving Interpersonal Skills.

<table>
<thead>
<tr>
<th>CRITICAL SERVICES</th>
<th>QUANTITY 15-16</th>
<th>QUANTITY 16-17</th>
<th>NUMBER OF STAFF WHO PROVIDE THIS SERVICE</th>
<th>RESULTING RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSTODIAL TRAINING</td>
<td>199</td>
<td>190</td>
<td>1</td>
<td>1:190</td>
</tr>
</tbody>
</table>

STANDARDS FOR PROFESSIONAL / LEARNING FORWARD
LEARNING COMMUNITIES
IMPLEMENTATION
OUTCOMES
SAVANNAH-CHATHAM COUNTY PUBLIC SCHOOL SYSTEM

PROFESSIONAL LEARNING AND EMPLOYEE DEVELOPMENT
2 LAURA STREET
SAVANNAH, GA. 31404
OFFICE: 395-5573   FAX: 201-2406

SCHOOL DISTRICT MISSION:
To ignite a passion for learning and teaching at high levels.

SCHOOL DISTRICT VISION:
From school to the world: All students prepared for productive futures.

Dr. Thomas B. Lockamy
Superintendent of Schools
Dr. M. Ann Levett
Deputy Superintendent/Chief Academic Officer

School Board Members
Jolene Byrne, President
Julie M. Wade, District 1
Dr. Dionne L. Hoskins, District 2
Cornelia H. Hall, District 3
Shawn A. Kachmar, District 4
Irene G. Hines, District 5
Larry Lower, District 6
Michael Johnson, District 7
Ruby D. Jones, District 8