

## **Personnel - Certified**

### **Professional Development**

#### **Statement of Purpose**

The Board of Education recognizes the value that accrues to the school district by supporting a program of professional development. The purpose of the professional development program shall be to provide for continuous, systematic improvement and maintenance of instructional skills, subject matter competence, and the staff's awareness of up-to-date educational research, so as to ultimately improve student learning.

The Board recognizes that professional development is the joint responsibility of individual staff members, administrators, and the school district. The Board will provide sufficient funding and time for professional development programs and activities which support Board goals and objectives and at the same time meet the needs of individual staff members and administrators. All certified employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties. The Board recognizes its obligation to support professional development efforts through means such as, but not limited to, the granting of released time for classroom visits, inter and intra district collegial discussions, opportunities for workshops and in-service training programs. In turn, the Board expects the teaching staff and administrators to demonstrate a commitment to professional development by their participation in appropriate professional programs and activities.

Each certified employee, beginning July 1, 2013, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance, and
4. be comprised of professional learning that is aligned with state student academic achievement standards, conducted among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a repository or best practices for teaching methods developed by educators within each school.

Staff development experiences, made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be guided by activities designed to:

- improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,
- include strategies to improve English language learner instruction into instructional practice,

- improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Superintendent or his/her designee,
- be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,
- be aligned with state student academic achievement standards,
- foster collective responsibility for improved student performance.

### **The Professional Development and Evaluation Committee**

In order to promote an ongoing systemic program of professional development, the Board, upon recommendation of the Superintendent of Schools, shall establish a professional development and evaluation committee consisting of certified employees and such other school personnel as the Board deems appropriate, including representatives of the bargaining unit of the employees chosen for the committee. The members chosen by the Board to be on the professional development committee shall serve at the pleasure of the Board.

### **Responsibilities of the Professional Development and Evaluation Committee**

The Professional Development and Evaluation Committee shall be responsible for the development, evaluation and annual updating of a comprehensive professional development plan for certified employees, and participation in the development of a teacher evaluation and support program for the District.

The Committee shall be responsible to the Superintendent of Schools for:

- assessing immediate and long-term needs, ensuring full consideration of priorities and needs related to student outcomes as determined by the State Board of Education,
- planning, developing and evaluating programs designed to meet these needs, and
- making recommendations for modifications, as needed.

These responsibilities shall be performed in accordance with the following:

1. State mandates, with full consideration of priorities relating to student outcomes as determined by the State Board of Education.
2. School District goals.
3. Annual Board goals.
4. The present education program.
5. Projected program changes related to the ongoing curriculum development and review schedule.
6. Present level of expertise in teaching skills and subject matter.
7. Individual staff member's goals related to improving student learning as arrived at by mutual consensus of the staff member and his/her evaluator as part of the yearly evaluation process.
8. The value of staff members sharing their own expertise.

The Board, for the school year commencing July 1, 2013, prior to any evaluation conducted under the teacher evaluation and support program contained within P.A. 12-116, as amended, An Act Concerning Educational Reform, shall provide training for all evaluators and orientation to all certified District employees relating to the provisions of such teacher evaluation and support program. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to the use of the new evaluation and support program. Such orientation shall be completed by all certified personnel, below the rank of Superintendent, before the certified employee receives an evaluation under the teacher evaluation and support program.

(cf. [4115](#) - Evaluation)

(cf. [4131.5](#) - Continuing Education Units)

Legal Reference: Connecticut General Statutes

[10 27](#) Exchange of professional personnel and students

[10 220a](#) In-service training (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1 and P.A. 10-91.)

[10-153b](#) Selection of teachers' representatives

[10 226f](#) Coordinator of intergroup relations

[10 226g](#) Intergroup relations training for teachers

[10 145b](#) Teaching certificates (as amended by PA 01-173)

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STAFFORD PUBLIC SCHOOLS

Stafford Springs, Connecticut