

SPRAGUE SCHOOL DISTRICT
Baltic, Connecticut

POLICY REGARDING STAFF DEVELOPMENT

"Staff development" is viewed by the Board of Education as a continuous systematic effort to improve educational programs in this school district through staff involvement in (1) organized program planning, implementation and evaluation efforts; and (2) activities designed to upgrade the skills, knowledge and ability of educators to improve student learning.

Staff development experiences, for which CEUs are awarded, should be guided by:

- expectations for student performance as reflected in *Connecticut's Common Core of Learning* and the *Connecticut Framework: Curriculum Goals and Standards*;
- school or district goals;
- actual student performance, as evidenced by the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) in addition to other indices; and
- what teachers need to know and be able to do to improve instruction that advances student learning.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. Significant opportunities should also be offered annually to enhance the abilities of staff to promote student mastery in literacy and numeracy. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers' organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Staff development activities should respond directly to the educational needs of the student body, including; (a) content areas such as language arts including reading, writing, speaking, listening, viewing and enacting; math; social studies and science; (b) methodological areas such as motivation, teaching techniques, and classroom management; and (c) affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision making.

The Superintendent shall allow the staff to take advantage of staff development opportunities as is appropriate. The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

Legal Reference:

- 10-27 Exchange of professional personnel and students
- 10-220 In-Service training
- 10-226f Coordinator of intergroup relation
- 10-226g Intergroup relations training for teachers
- 10-145b Teaching certificates
- PA95-58 An Act Concerning Teacher Evaluations, Tenure and Dismissal

ADOPTED: May 2006