

BOARD POLICY

Placentia-Yorba Linda Unified School District

Personnel

4131 - BP

PROFESSIONAL DEVELOPMENT FOR CERTIFICATED STAFF

The Board of Education recognizes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter. Professional Development should be highly specialized and should incorporate concepts of current research.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans. Professional Development will focus on improving the academic achievement of all students including scientifically research-based instructional strategies that meet the varied learning needs of students including English learners and socio-economically disadvantaged students.

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on any of the following criteria:

1. Helps attract, grow, and retain effective educators.
2. Is a part of every educator's experience in order to accelerate instructional improvement and support pupil learning.
3. Is based on needs assessment of educators and tied to supporting pupil learning.
4. Emphasizes the importance of meeting the needs of all pupils.
5. Is grounded in a description of effective practice, as articulated in the California Standards for the Teaching Profession.
6. Affords educators opportunities to engage with others to develop their craft, including, but not limited to, opportunities to increase their content knowledge.
7. Ensures educators have adequate time to learn about, practice, reflect, adjust, critique, and share what educators need to ensure that all pupils, especially high-needs pupils, develop knowledge and lifelong learning skills that will help the pupils be successful.
8. Recognizes and utilizes expert teaching and leadership skills.
9. Attends to collective growth needs as well as educators' individual growth needs.
10. Contributes to a positive, collaborative, and supportive adult learning environment.
11. Contributes to cycles of inquiry and improvement.
12. Is not limited to a single instance, but supports educators through multiple iterations or engagements.
13. Is based on a coherent and focused plan.

Such opportunities may be part of a coherent plan that combines internal school activities, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, by providing time to meet and work with other teachers and supporting instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

One of the most effective and valuable methods for achieving staff development is individual assistance on site in the actual working situation. -Professional Development is best coordinated with operational programs which relate directly to specific assignments of individual staff members and their immediate and long-range goals.

The district shall, therefore, incorporate into the staff development program the use of specialists and instructors who can travel to the schools and provide such on-site assistance as needed.

Programs may be conducted at any school site or at any district training facility, and may utilize but are not limited to local resources, university resources, private resources, government agency resources, and publications.

LEGAL REFERENCE

Education Code	44277	Professional Growth
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Policy adopted: 9/8/75

Policy revised: 3/13/79

Policy revised: 6/25/84

Policy revised: 2/7/17