

1ST READING: 5/14/2015
2ND READING: 11/12/2015
ADOPTED: 11/12/2015

Professional Development

1. POLICY

It is the policy of the Barre Supervisory Union and its member districts to support the important connection between educator professional development and improved student achievement and assure that professional and para-professional staff members acquire and maintain the knowledge and skills needed to contribute effectively to the achievement of the goals and strategies articulated by the school action plans.

2. PRINCIPLES TO GUIDE PROFESSIONAL DEVELOPMENT

The Supervisory Union shall provide, or arrange for the provision of professional development programs, or both, for teachers, administrators, and staff within the Supervisory Union. Professional development programs provided by the Supervisory Union will be directly linked to student performance goals identified in the annual action plans.

The Superintendent will oversee a professional development system that is characterized by the following:

- a. Its primary focus is on improved student learning and achievement
- b. It is based on current, documented research findings
- c. It provides structure and substance that allow continuity
- d. It focuses on content and curricular needs as well as teaching methodology
- e. It includes the needs of all who contribute to the education system
- f. It is developed and directed by professional educators

3. IMPLEMENTATION

Implementation of this policy shall follow State Board Rule 2000, Vermont State Board of Education, Educational Quality Standards (EQS), Section 2121.3, Needs-Based Professional Learning:

2121.3 Needs-Based Professional Learning

Each supervisory union shall develop and implement a system of appropriate needs-based professional learning for all professional staff, including administrators and other staff involved in student instruction, as required in 16 V.S.A. §261a(a)(5). Time for

professional learning should be embedded into the school day.

The school's professional learning system shall be aligned with its staff evaluation and supervision policies, Continuous Improvement Plan, supervisory union and district goals, and shall provide new staff members with appropriate opportunities for professional learning.

Mentoring shall be a component of each supervisory union's needs-based professional learning system. The superintendent or their designee shall determine the specifics of each mentoring program in their school(s) in accordance with the guidelines approved by the State Board of Education, Vermont Standards Board for Professional Educators, and state law addressing mentoring for educators.

The Superintendent will at least annually report to the school boards the effectiveness of staff professional development and the relationship to the student achievement goals identified within the annual action plan.

The Supervisory Union professional development system will be reviewed annually.

Legal Reference(s): 16 V.S.A. §261a