

**Series 4000 – Personnel – Certified & Non-Certified**

**1. Certified Personnel**

**C. Activities**

**(1) Staff Development**

**Staff Development**

The implementation of Board of Education policy 4131 necessitates, per Connecticut General Statute 10-220a, subsection (b), as amended, the development and implementation of professional development activities, for a minimum of eighteen hours annually. To meet this requirement, the administration will take the following steps:

- a. Establish a professional development and evaluation committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate. The required union representation on the committee must include at least one representative from the teachers' and administrators' unions. The committee will be responsible for, the development, evaluation and annual updating of a comprehensive local professional development plan, for certified staff.
- b. Professional development shall be consistent with any goals identified by the certified employees and the Board of Education. The plan will be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education.
- c. The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.
- d. The preponderance of the planned professional development activities will be in a small group or individual group setting which must:
  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 meets the following criteria:
    - is aligned with rigorous state student academic achievement standards;
    - conducted at the school among educators and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;

- occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
  - includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.
- e. The staff development experiences may be made available by the Board directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Commissioner.
  - f. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation.
  - g. The time and location of professional development activities will be in accordance with an agreement between the Board of Education and the exclusive bargaining unit, or in the absence of such agreement or language pertaining to time and location, by a determination of the Board of Education.
  - h. The professional development activities must be designed to:
    1. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,
    2. foster collective responsibility for improved student performance
  - i. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.
  - j. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs will be done cooperatively by administration, teachers and parent advisory groups.
  - l. Professional development activities should respond directly to the educational needs of the student body.
  - m. The administration will prepare an annual professional development program budget for Board approval.
  - n. The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:
    1. Were planned in response to identified needs;
    2. Were provided by qualified instructional personnel, as appropriate;
    3. Met the requirements for participation in the activity shared with participants before the commencement of the activity;
    4. Are evaluated in terms of effectiveness and contribution to the attainment of school and/or District goals; and

- o. School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process.

## Connecticut General Statutes 10-220a - In-service Training

### A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence, child abuse.
3. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on the identification and prevention of and response to prevention of bullying.)
4. Cardiopulmonary resuscitation and other emergency life saving procedures.
5. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
6. Training in the evaluation of teachers for superintendents and those employees employed in positions requiring an intermediate administrator or supervisory certificate whose duties equal at least 50% of the assigned time. (15 hours every 5 years)
7. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
8. Training in the awareness of human trafficking issues

### B. Optional In-Service Topics for Certified Personnel

The State Department of Education, within available appropriates and utilizing available materials, shall make the following subject matter available to boards of education:

- Holocaust and genocide education and awareness
- African-American History
- Puerto-Rican History
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence
- Mental health first aid training
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and cultural responsive pedagogy

- Topics approved by the State Board of Education upon the request of local or regional boards of education as part of in-service training programs pursuant to CGS 10-220a, section 3.

**NOTE:** The Board may include any of the items listed above (Section B) in its in-service training program, pursuant to CGS 10-220a.