

Personnel – Certified

Staff Development

“Staff Development” is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in the Amity Regional School District No. 5 (ARSD) through: (1) staff involvement in organized program planning, implementation, and evaluation efforts and (2) activities to upgrade the skills, knowledge, and ability of educators to improve student learning.

Each certified employee 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
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards; conducted at the school 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 in a job-embedded process of continuous improvement; and includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating
5. include training in culturally responsive pedagogy and practice

The principles and practices of social-emotional learning shall be integrated throughout the components of such program of professional development described in items 1 through 5 above.

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 consistent with any goals identified by the certified employees and the Board.

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance and foster collective responsibility for improved student performance.

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. The Board recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance. The Board supports the principle of continuing training of teachers and the improvement of instruction.

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The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development and evaluation committee consisting of certified employees including representatives of the exclusive bargaining representative for such employees. Committee membership shall consist of at least one representative from each of the teachers' and administrators' unions and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, participation in the development of a teacher evaluation and support program for ARSD and the development, evaluation, and annual updating of a comprehensive local professional development plan in fulfillment of the statutes for certified employees of ARSD. Such plan shall: (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed in full consideration of the priorities and needs related to student social-emotional learning pursuant to C.G.S. 10-148a as amended and student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the Board's professional staff members including personnel management and evaluation training or experiences for administrators, shall be related to regular and special student needs, and may include provisions concerning career incentives and parent involvement.

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. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a as amended.

The Board will allow any paraprofessional or non-certified employee of ARSD to participate on a voluntary basis in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

(cf. 4115 – Evaluation and Support Program)

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, PA 10-91, PA 12-116, PA 13-145, PA 15-215, PA 17-37 and PA 19-100 and PA 21-46)

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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)

10-148a Professional development (as amended by PA 17-37 and PA 19-100 and PA 21-46)

10-151(b) Employment of teachers. Definitions. Tenure

PA 17-32 An Act Concerning Human Trafficking

PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and In-service Training Requirements for Educators

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P4131 Appendix

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, and 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 detection and recognition of and evidence-based structured literacy interventions for students with dyslexia.
7. Training in the awareness of human trafficking issues.
8. Culturally responsive pedagogy and practice.
9. African American and black studies (required commencing July 1, 2021)
10. Puerto Rican and Latino studies (required commencing July 1, 2021)

The principles and practices of social-emotional learning shall be integrated throughout all components of the professional development program, as appropriate.

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
- Native American History

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- 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.

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