

POST FALLS SCHOOL DISTRICT NO. 273

Series 400: Certified Personnel: Employment

Policy No. 402.13

Policy Title: Professional Development

Page 1 of 2

The Board of Trustees, administration and certificated personnel of the Post Falls School District will work cooperatively to improve the quality of instruction to students. The Post Falls School District believes that an on-going, systematic program of support and professional development will improve the quality of education for the students of Post Falls. Professional development integrates educational opportunities, instructional coaching and curricular management.

Professional development will encompass four areas:

District Commitment to Professional Development

- The district will provide appropriate and pertinent in-service training and support programs.
- The district will attempt to work cooperatively with other K-12 districts and higher education institutions in the planning of in-service and support programs.
- The district will encourage teachers to attend classes and/or conferences which will improve the quality of instruction in the classroom.

Positive School Climate

Teacher Expectations

- The teachers will encourage communication among staff, students, parents, administration and the Board of Trustees.
- The teachers will work to provide a physical environment conducive to learning.
- The staff will build the self-esteem of students.
- The staff will foster student ownership and pride.
- The teachers will foster mutual respect and trust among staff, students, parents, administration and the Board of Trustees.

Principal Expectations

- The principal will encourage communication with staff, students, parents, administration and the Board of Trustees.
- The principal will strive to provide the best educational environment possible.
- The principal will build self-esteem among staff.
- The principal will foster staff and student ownership and pride.
- The principal will foster mutual respect and trust among staff, students, parents, administration and the Board of Trustees.

Excellence in Curriculum

Teacher Expectations

- The teacher will implement district curriculum which builds continuous academic and social growth.
- The teacher will work cooperatively with the subject area committee to provide curriculum leadership.
- The teacher will serve on district level, content area curriculum committees as requested.

Principal Expectations

- The principal will work cooperatively with subject area committee to provide curricular leadership.

- The principal will provide conflict management in resolving controversial issues that arise in curriculum implementation.
- The principal will serve on district level, content area curriculum committees as requested.

Successful Management and Instruction of Students

Teacher Expectations

- The teacher will implement effective principles of learning in his/her instructional program.
- The teacher will take advantage of the support programs and instructional coaching process by participating as a coach or as a person being coached.

Principal Expectations

- The principal will learn and practice effective instructional coaching techniques.
- The principal will encourage appropriate staff to learn instructional coaching skills and involve them as colleagues in the instructional coach process.
- The principal will make coaching for increased instructional effectiveness a high priority.

The district shall survey the professional staff prior to April 30 of each year to determine their needs and preferences for in-service training. These needs and preferences will form the basis of each year's district sponsored in-service program.

Professional staff will complete an annual Professional Growth Plan in accordance with the Professional Growth Policy adopted by the Board of Trustees.

The Professional Development Committee will provide on-going evaluation for professional development activities and in-service training.

Legal References: IC § 33-514 and 33-514A

Applicable Procedural Regulations

Date of Adoption: 1988

Amended: 1995, 6/11/01, 1/11/06, 2/13/12

Reviewed: 2017