

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:** **B21**

**WARNED:** **2.14.20**

**ADOPTED:** **3.4.20**

**EFFECTIVE:** **3.15.20**

**PROFESSIONAL DEVELOPMENT**

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**Policy**

It is the policy of the Washington Central Unified Union School District 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 Continuous Improvement Plan.

**Principles to Guide Professional Development**

The school district shall provide, or arrange for the provision of professional development programs, or both, for teachers, administrators, and staff within the school district.<sup>i</sup> Professional development programs provided by the school district will be directly linked to student performance goals identified in the Continuous Improvement Plan.<sup>ii</sup>

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

1. Its primary focus is on improved student learning and achievement
2. It is based on current, documented research findings
3. It provides structure and substance that allow continuity
4. It focuses on content and curricular needs as well as teaching methodology
5. It includes the needs of all who contribute to the education system
6. It is developed and directed by professional educators

**Implementation**

The superintendent or their designee will develop a process to analyze student performance data, best-practices research, state and local standards compliance, and the priorities, all of which provide input to the creation of annual and multi-year professional development programs.

A Curriculum Council may be composed of teachers, instructional assistants, support staff and administrators. The committee will recommend a professional development plan that will contribute to the accomplishment of the district's priorities.

After consultation with the Curriculum Council and the Continuous Improvement Plan, the superintendent will recommend to the school board a needs-based professional development plan and yearly calendar. The superintendent will make recommendations to ensure adequate financial resources and time for educators to participate in appropriate professional development experiences.

The superintendent, in collaboration with principals and other administrators, will:

1. Coordinate professional development activities with district standards and goals, to ensure that professional development activities are, to the fullest extent practicable, aligned with the school and district plans and professional development needs;
2. Provide adequate opportunities to prepare educators to utilize assessment data for the purpose of increasing student achievement and to improve the overall effectiveness of the curriculum;
3. Ensure for new teachers that appropriate training in standards-based instruction be provided and implement a system of mentoring for professional staff during the first two years of employment.

The superintendent will at least annually report to the school board the effectiveness of staff professional development and the relationship to the student achievement goals identified within the Continuous Improvement Plan.

The school board will negotiate employment contracts that place high priority on provisions that will support the district's professional development system.

The district's professional development system will be reviewed annually.

*Legal Reference(s):*        *16 V.S.A. §261a*  
                                      *Vermont State Board of Education Manual of Rules & Practices §2120.1*

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<sup>i</sup> See 16 V.S.A. §261a(a)(5)

<sup>ii</sup> See Vermont State Board of Education Manual of Rules and Practices, Section 2120.1