

Personnel -- Certified

Staff Development- Professional Learning

The Purpose

The New London Board of Education has high expectations that curriculum and instruction will be geared to its students and their individual needs. The New London Board of Education strongly believes that it is essential that the Board provide adequate resources for a continuing program of professional development for its staff.

“Staff Development- Professional Learning” is viewed by the New London Board of Education as a continuous systematic effort to improve educational programs in this school district 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. The New London Board of Education is committed to the support of a planned, ongoing and systematic program of professional learning designed to maintain, enrich and/or improve the skills, knowledge and abilities needed by educators to meet their professional responsibilities.

The Board recognizes its responsibility to provide opportunities and commit funds to support the professional growth of its staff, thereby improving educator instruction.

Definitions

The New London Board of education also must respond to State and Federal mandates that necessitate preparing the entire staff to comply with the law and to abide by guidelines for the Connecticut State Department of Education guidelines for professional learning as defined below:

Cultural Competence: Professional learning that enhances both educator practice and outcomes for each and every student facilitates educators’ self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.

Learning Communities: Professional learning that enhances both educator practice and outcomes for each and every student occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals.

Leadership: Professional learning that enhances both educator practice and outcomes for each and every student requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.

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Resources: Professional learning that enhances both educator practice and outcomes for each and every student requires purposeful planning for the identification, coordination, monitoring, evaluation, and equitable use and allocation of resources to support educator learning.

Data: Professional learning that enhances both educator practice and outcomes for each and every student requires the use of both quantitative and qualitative student, educator and system data to plan, implement, monitor and assess professional learning.

Learning Designs: Professional learning that enhances both educator practice and outcomes for each and every student integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.

Implementation: Professional learning that enhances both educator practice and outcomes for each and every student applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.

Outcomes: Professional learning that enhances both educator practice and outcomes for each and every student is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.

Connecticut Standards for Professional Learning

The Connecticut Standards for Professional Learning were designed to support excellence in teaching and learning through high-quality professional learning for educators. More than three decades of research in the professional learning field served as the foundation of the Connecticut Standards for Professional Learning. The research-base includes the Standards for Professional Learning originally developed in 1995.

The eight Connecticut Standards for Professional Learning are important to the design, implementation and sustainability of a professional learning system. They define the characteristics of a high-quality system of professional learning and can be used by Professional Development and Evaluation Committees (PDECs), district and/or school administrators, educators and stakeholders to ensure high-quality professional learning.

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Professional Development and Evaluation Committee

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 the District, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. 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 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.

The members chosen by the Board to be on the professional development and evaluation committee shall serve at the pleasure of the Board.

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 will respond directly to the educational needs of the student body, including, (a) content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science; (b) methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and second language acquisition and (c) affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision-making. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a.

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The Board will allow any paraprofessional or noncertified employee of the District 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).

The District, as required, will participate in compliance audits of the professional development program, as required and conducted to the State Department of Education.

The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

Professional Development Pertaining to Teacher or Administrator Evaluation and Support Program

The Board, prior to implementing the teacher or administrator evaluation and support program contained within P.A. 12-116, An Act Concerning Educational Reform, but not later than July 1, 2014, shall provide training for all evaluators and orientation to all certified District employees relating to the provisions of such teacher or administrator evaluation and support program. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to the use of the new evaluation and support program. Such orientation shall be completed by all certified personnel, below the rank of Superintendent, before the certified employee receives an evaluation under the teacher or administrator 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 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform, PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012 and PA 15-215, An Act Concerning Various Revisions and Additions to the Education Statutes)
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)
10-151(b) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. 12-116, An Act Concerning Educational Reform)

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New London Public Schools