Bartlett City Board of Education		5011
Descriptor Term: **IN-SERVICE AND PROFESSIONAL LEARNING OPPORTUNITIES**	Descriptor Code: **Personnel**	Issue Date: **03/27/2014**
	Rescinds:	Revised:

IN-SERVICE EDUCATION

In-service education[1] is a program of planned activities designed to increase the competencies needed by all personnel in the performance of their responsibilities. Competencies are defined as the knowledge, skills, and attitudes which enable personnel to perform their tasks with maximum effectiveness to increase student achievement.

Administrative and Supervisory Employees

Administrative and supervisory employees shall show evidence of continual professional growth by attendance at in-service programs and institutes, studying professional literature, meeting with other professionals for discussion, and otherwise keeping abreast of research in methodology, curriculum, and student growth and development.

Each principal and administrator shall be required to attend the principal-administrator academy for instruction at least once every five (5) years.[2]

Professional Employees

A system-wide in-service committee, composed of membership from a cross-section of other personnel, shall assess system-wide needs, establish priorities, develop objectives, design activities, and evaluate the in-service program.

In-service credit shall not be given while performing duties which are required as part of regular teaching assignments.

Support Personnel

The immediate supervisors of support personnel shall be responsible for providing in-service trainings. Absences to attend meetings relating to the employee's job description may be granted by the Superintendent without loss of pay to the employee.

PROFESSIONAL LEARNING PROGRAM

Professional learning programs and activities shall reflect the Standards for Professional Learning[3] as listed below and shall reflect the needs identified in school improvement plans.

The Board may pay expenses of selected personnel who participate in the training sessions conducted by the State Department of Education.

[1] State Department of Education Guidelines for Planning Approvable In-Service Education Activities; T.C.A. §49-1-214; T.C.A. §49-6-3004(c)(1)

[2] T.C.A. §49-5-5703(a)

[3] Tennessee State Board of Education Policy 5.200, *Professional Development*

The Superintendent shall involve central office personnel and other employees as needed in developing the system-wide professional learning program and shall recommend it to the Board for approval.

Standards for Professional Learning

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.