

## **Personnel**

### **STAFF DEVELOPMENT**

The Governing Board believes that, in order to maximize student learning, achievement, and well-being, certificated staff members must be continuously learning and improving relevant skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction
4. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction
5. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55
6. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
7. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
8. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports

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9. Ability to relate to students, understand their various stages of growth and development and motivate them to learn
10. Ability to interpret and use data and assessment results to guide instruction
11. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices
12. Knowledge of topics related to employee health, safety, and security

The Superintendent or designee shall, in conjunction with certificated staff and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

| <u>State</u>        | <u>Description</u>                               |
|---------------------|--------------------------------------------------|
| 5 CCR 13025-13044   | Professional development and program improvement |
| 5 CCR 80021         | Short-term staff permit                          |
| 5 CCR 80021.1       | Provisional internship permit                    |
| 5 CCR 80023-80026.6 | Emergency permits                                |

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#### **Legal References:**

##### **State**

Ed. Code 200

Ed. Code 218

Ed. Code 220

Ed. Code 44032

Ed. Code 44259.5

Ed. Code 44277

Ed. Code 44300

Ed. Code 44325-44328

Ed. Code 44450-44468

Ed. Code 44830.3

Ed. Code 45028

Ed. Code 48980

Ed. Code 51744-51749.6

Ed. Code 52060-52077

Ed. Code 56240-56245

Ed. Code 99200-99204

Gov. Code 11135

Gov. Code 3543.2

Pen. Code 422.55

##### **Federal**

20 USC 1681-1688

20 USC 6601-6692

29 USC 794

42 USC 12101-12213

42 USC 2000d-2000d-7

##### **Management Resources**

California Department of  
Education Publication

California Department of  
Education Publication

Commission on Teacher  
Credentialing Publication

CSBA Publication

##### **Description**

Equal rights and opportunities in state educational institutions

Lesbian, gay, bisexual, transgender, queer, and questioning student  
resources

Prohibition of discrimination

Travel expense payment

Standards for teacher preparation

Professional growth programs for individual teachers

Emergency permits

District interns

University internship program

Employing district interns

Salary schedule and exceptions

Parent/Guardian notifications

Independent study

Local control and accountability plan

Staff development; service to persons with disabilities

Subject matter projects

Prohibition of discrimination

Scope of representation

Definition of hate crime

##### **Description**

Title IX of the Education Amendments of 1972; discrimination  
based on sex

Preparing, training, and recruiting high quality teachers and  
principals

Rehabilitation Act of 1973; Section 504

Americans with Disabilities Act

Title VI, Civil Rights Act of 1964

##### **Description**

Social and Emotional Learning in California, A Guide to  
Resources, October 2018

California Digital Learning Integration and Standards Guidance,  
June 2021

California Standards for the Teaching Profession (CSTP), October  
2009

Governing to the Core: Professional Development for Common  
Core, Governance Brief, May 2013

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Legal References:

**Management Resources**

Public Employment Relations  
Board Decision

Website

Website

Website

Website

Website

Website

Website

Website

**Description**

United Faculty of Contra Costa Community College District  
v. Contra Costa Community College District, (1990) PERB  
Dec. No. 804, 14 PERC P21-085

[CSBA District and County Office of Education Legal  
Services](#)

[Collaborative for Academic, Social, and Emotional Learning  
California Department of Education, Supporting LGBTQ+  
Students](#)

[California Subject Matter Project](#)

[California Public Employment Relations Board](#)

[California Department of Education, Professional Learning](#)

[Commission on Teacher Credentialing](#)

[CSBA](#)

Policy Adopted: July 5, 1990  
Revised: November 9, 2023

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California