

DBGD: In-Service

The Board encourages professional growth and self-improvement through further study, publication and other means of self-improvement.

The Board recognizes its responsibilities to provide opportunity for the continual professional development of its staff. Such opportunities may include special in-service workshops, a professional library, assistance from supervisors and consultants, and within budgetary limitations, released time for visits to other classrooms and attendance at conferences and other professional meetings.

The Board realizes the limitation of resources when one district attempts to provide all of the in-service for its staff. It is the intention of the Board to enter into cooperative arrangements with other districts and to use the services of the Department of Public Instruction, the state's institutions of higher learning and of such groups as North Dakota School Boards Association, North Dakota Council of Educational Leaders, North Dakota Education Association, and their national associations.

The most effective in-service programs are those which respond to the stated needs of the teachers. The administration shall continually survey the teachers as to areas of need and make the in-service programs responsive to those needs. The administration is also expected to suggest and/or require specific in-service programs for the specific needs of individual teachers.

It is impossible to provide for all staff development through direct training. Therefore, such other aids as are available to assist in staff development may be utilized by the district. Self-instructional materials (materials specifically designed for use by individuals or small groups without the benefit of an instructor) can make considerable contributions when properly utilized.

The District shall determine which staff development objectives lend themselves particularly to this kind of learning. The best available expertise should be utilized in designing learning modules to meet those objectives. These modules, together with all necessary instructional materials, may be made available on request by individual staff members, incorporated into individual staff development programs, and/or the comprehensive staff development program. Additional modules should be developed each year to complete the catalog of available topics, as well as to update staff members on new programs, skills, or knowledge.

Individualization is as important in staff development as in student development, since there is great variation both in individual learning styles and in the specific requirements of each staff member's responsibilities. One of the most effective and valuable methods for achieving staff development, therefore, is individual assistance on site in the actual working situation. In-service training is best coordinated directly with operational programs and, for individual staff members, directly with their specific assignments and their immediate and long-range goals.

Supervisors may incorporate consultative assistance into the individual growth programs designed during the evaluation process. This might include the use of specialists and instructors who can travel to the schools and provide such on-site assistance as needed. It might also include the use

of veteran teachers within the system or within the school or teachers with a particular skill that would be useful to the teacher desiring to improve his/her professional abilities.

* See Policy DBFA Evaluation Procedures

Cross Ref: Policy DBG - Professional Development

Legal Ref: PL 107-110 - No Child Left Behind Act of 2001

**Divide County
School District**

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