

Descriptor Term:

~~ADMINISTRATIVE STAFF PROFESSIONAL DEVELOPMENT~~

Descriptor: GCIC

Issued: **DRAFT** 6-10-10

Rescinds: GCIC

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BOARD POLICY

The Board recognizes its ~~particular~~ responsibility to provide the opportunity for the continual professional growth of its administrative staff. ~~To this end, principals and other administrators may be granted leave by the superintendent, within budget considerations, to take part in such opportunities. All professional development opportunities for the administration shall be at least equal to those granted to other members of the professional staff.~~ All District ~~and school~~ administrators **personnel** shall successfully complete all professional staff training mandated by the Mississippi Department of Education. ~~All Tupelo Public School~~ District employees are expected to participate in job related learning activities to meet the needs and priorities of the District. Continuing study is a requirement of employment in the District.

ADMINISTRATIVE PROCEDURE

1. The administration recognizes that professional development is a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that is aligned with rigorous national and state student academic achievement standards as well as related District improvement goals.
2. Professional development shall be conducted among educators within the District, school, or department and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders.
3. Professional development should occur several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that
 - (i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
 - (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
 - (iii) achieves the educator learning goals by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
 - (iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
 - (v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;

(vi) informs ongoing improvements in teaching and student learning; and
(vii) that may be supported by external assistance.

4. The professional development process may be supported by activities such as courses, workshops, institutes, networks, and conferences that address the learning goals and objectives established for professional development by educators at the District level. Such activities, whether provided by universities, education service agencies, technical assistance providers, networks of content-area specialists, and/or other education organizations and associations, must advance the ongoing school-based professional development.

5. Classified employees will engage in job related training activities provided by the District. Staff will participate in staff development and/or in-service training as required to improve job performance and address District priorities.

EXHIBITS

None

REFERENCES

The National Staff Development Council

FORMS

None

TUPELO BOARD OF TRUSTEES