

Existing policy with revisions to consider based on PA 17-32 and PA 17-37.

Personnel -- Certified

Staff Development

Staff development is viewed by the Board of Education as a continuous, systematic effort to improve education in this school district. In our rapidly changing society, teachers must review on an ongoing basis curricular content, teaching methods and materials, educational philosophy and goals, social change, and other topics relating to education.

Each certified employee ~~beginning July 1, 2013,~~ shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance, and
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

Staff development experiences, made available by the Board directly, through a RESC, with another Board of Education or through a provider approved by the Commissioner, ~~shall be guided by activities designed to, and~~ shall be consistent with any goals identified by the certified employees and the Board.

- ~~• improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,~~
- ~~• include strategies to improve English language learner instruction into instructional practice,~~
- ~~• improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Superintendent or his/her designee,~~
- ~~• be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,~~
- ~~• be aligned with state student academic achievement standards,~~
- ~~• foster collective responsibility for improved student performance.~~

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Staff Development (continued)

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and foster collective responsibility for improved student performance.

In order to ensure the continued development and improvement of staff performance and attitudes, the Board of Education requires that there shall be an organized staff development program for all certified personnel. The Board shall ~~a~~ establish ~~professional development and evaluation committees~~ a Professional Development and Evaluation Committee, consisting of certified employees ~~;~~ delete comma and including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan 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), ~~and~~ (2) be developed with 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 professional staff members of the Board, including personnel management and evaluation training or experience for administrators.

The members chosen by the Board to be on the Professional Development and Evaluation ~~Committees~~ Committee shall serve at the pleasure of the Board.

Any such advisory committee assisting in or responsible for the planning of staff development activities shall take into consideration, at least the following:

- a. An assessment of immediate and long-term needs at these levels: district, building, and individual
- b. The identification of programs and activities suitable to meet these assessed needs

Furthermore, training opportunities for certified staff should be rich and varied. Special emphasis should be placed on preparing teachers and other school personnel to meet the needs of students with a wide range of academic, social, and emotional requirements and from diverse cultural and ethnic backgrounds. Staff development activities should also respond directly to the educational requisites of the student body. ~~as a whole, including:~~

- a. ~~Content areas, such as language arts, math, social sciences, and science~~
- b. ~~Methodological areas, such as motivation, teaching techniques, and classroom management~~
- c. ~~Affective areas relating to interpersonal relations of students and faculty, such as student growth and development, staff communication, problem solving, and decision making~~

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Staff Development (continued)

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of a response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of, ~~and~~ evidence-based structured literacy interventions for ~~(delete comma)~~ students with dyslexia, as define in CGS 10-3d.

Professional Development Pertaining to Human Trafficking

The Board, in compliance with PA 17-32, shall provide training pertaining to human trafficking to those staff members who have contact with students. These individuals must complete the initial educational training by July 1, 2018 and refresher training annually thereafter. New hires must complete the initial training within six months after their start date, or by July 1, 2018, whichever is later. This training shall use the training program, which includes a video presentation developed by the Department of Children and Families (DCF) pertaining to the awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

To encourage and support the Board's goal of promoting staff development:

1. The Board will establish an object of expenditure in the budget entitled Staff Development and will, ~~annually~~, **annually** request justification for proposed expenditures in this account and will also, once a year, cause to have such staff development activities evaluated.
2. The Superintendent may provide the staff with opportunities in areas such as the following:
 - a. Released time and leaves of absence for travel and study
 - b. Visits to other classrooms and other schools
 - c. Conferences involving other personnel from the district, county, state, region or nation
 - d. Membership in committees
 - e. Training classes and workshops offered within the district
 - f. Further training in, or in cooperation with, institutions of higher learning, as provided by law
 - g. Professional library resources
 - h. Professional educational conferences

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Staff Development (continued)

3. The Board encourages all certified personnel to participate in these activities.
4. 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).

~~Professional Development Pertaining to Teacher Evaluation and Support Program~~

~~The Board, for the school year commencing July 1, 2013, prior to any evaluation conducted under the teacher evaluation and support program contained within P.A. 12-116, as amended, An Act Concerning Educational Reform, shall provide training for all evaluators and orientation to all certified District employees relating to the provisions of such teacher 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 evaluation and support program.~~

(cf. 4115 - Evaluation)

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 09-1 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform and PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012 and PA 17-37).
 10-153b Selection of teachers' representatives
 10-226f Coordinator of intergroup relations
 10-145b Teaching certificates
 10-148a Professional development (as amended by PA 17-37)
 PA 17-32 An Act Concerning Human Trafficking
 PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and Inservice Training Requirements for Educators

Policy adopted: June 1, 2006
 Policy revised: September 16, 2010
 Policy revised: November 17, 2011
 Policy revised: November 21, 2013
 Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

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Staff Development

The implementation of Board of Education policy 4131 necessitates, per Connecticut General Statute 10-220a, subsection (b), as amended, the development and implementation of professional development activities, for a minimum of eighteen hours annually. To meet this requirement, the administration will take the following steps:

- a. Establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate. The committee will be responsible for, the development, evaluation and annual updating of a comprehensive local professional development plan, for certified staff.
- b. Professional development shall be consistent with any goals identified by the certified employees and the Board of Education. The plan will be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and be developed in full consideration of the priorities and needs related to student outcomes.
- c. The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.
- d. The preponderance of the planned professional development activities will be in a small group setting which must:
 1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
 2. focus on refining and improving various effective teaching methods that are shared between and among educators;
 3. foster collective responsibility for improved student performance, and
 4. be comprised of professional learning that meets the following criteria:
 - is aligned with rigorous state student academic achievement standards;
 - conducted among educators and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;
 - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
 - includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

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Staff Development (continued)

- e. The staff development experiences may be made available by the Board directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Commissioner.
- f. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. A log or other tracking method shall be created for the professional development that has been completed, subject to review and audit by the Connecticut State Department of Education.
- g. The time and location of professional development activities will be in accordance with an agreement between the Board of Education and the exclusive bargaining unit, or in the absence of such agreement or language pertaining to time and location, by a determination of the Board of Education.
- h. The professional development activities must be designed to:
 - ~~1. improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,~~
 - ~~2. include strategies to improve English language learner instruction into instructional practice,~~
 - ~~3. improve teacher and administrator practice based on results and findings from teacher evaluations reported by the Superintendent or his/her designee, and provide professional growth,~~
 - 1. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and
 - ~~5. be aligned with state student academic achievement standards, and~~
 - 2. foster collective responsibility for improved student performance.
- i. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.
- j. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds.
- ~~k. Administrators and supervisors are to receive training pursuant to their obligations in the evaluation of teachers and administrators under the teacher evaluation and support program (15 hours for each five-year period.)~~

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Staff Development (continued)

- k. Professional development activities should respond directly to the educational needs of the student body. ~~including:~~
 - 1. ~~content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science;~~
 - 2. ~~methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and second language acquisition; and~~
 - 3. ~~affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision-making.~~
- l. The administration will prepare an annual professional development program budget for Board approval.
- m. The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:
 - 1. Were planned in response to identified needs;
 - 2. Were provided by qualified instructional personnel, as appropriate;
 - 3. Met the requirements for participation in the activity shared with participants before the commencement of the activity;
 - 4. Are evaluated in terms of effectiveness and contribution to the attainment of school and/or District goals; and
 - 5. ~~Were documented in accordance with the procedures established by the SBE.~~
- n. School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process.
- o. ~~The District, in a manner determined by the Connecticut State Department of Education, will attest that District educators have participated in professional development activities in accordance with his/her annual evaluation plan.~~

NOTE: *The thrust of professional development focuses more on individual or small group job-embedded processes. School districts will need to evaluate the manner in which the data pertaining to the professional development program is managed and tracked. Previous methods used to track CEUs may be inadequate. Discussion is recommended with teachers to determine how best to document and track professional development activities in an efficient and accurate manner. Software programs should be investigated.*

Updated Appendix to reflect recent legislation.

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating **violence**, domestic violence and child abuse.
3. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on the identification and prevention of and response to prevention of bullying.)
4. Cardiopulmonary resuscitation and other emergency life-saving procedures.
5. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
6. ~~Training in the evaluation of teachers for superintendents and those employees employed in positions requiring an intermediate administrator or supervisory certificate whose duties equal at least 50% of the assigned time. (15 hours every 5 years)~~
7. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
8. Training in the awareness of human trafficking issues.

B. Optional In-Service Topics for Certified Personnel

The State Department of Education, within available appropriates and utilizing available materials, shall make the following subject matter available to boards of education:

- Holocaust and genocide education and awareness
- African-American History
- Puerto-Rican History
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence **(optional materials for required training)**
- Mental health first aid training **(optional materials for required training)**
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and cultural responsive pedagogy

Connecticut General Statutes 10-220a - In-service Training

- Topics approved by the State Board of Education upon the request of local or regional boards of education as part of in-service training programs pursuant to CGS 10-220a, section 3.

NOTE: The Board may include any of the items listed above (Section B) in its in-service training program, pursuant to CGS 10-220a.