

The Superintendent shall recommend

~~The Board recognizes the District's need for systematic, ongoing professional development and evaluation for all employees. The Board authorizes the Superintendent to provide an articulated and coordinated plan for all consistent with state and District employees. The Board shall annually review the goals and requirements. For purposes of this local policy, the terms "professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional" and "staff development plan. The District's" are used synonymously.~~

~~All professional development plan must: shall be designed, implemented, and evaluated according to state and District standards and shall provide for the diverse learning needs of all employees. Professional development shall be aligned with both District and campus improvement plans and shall be based on assessment of needs, other evaluative documents, best practice research, and priorities derived from student assessment data.~~

- ~~1. Be guided by the SBEC clearinghouse training recommendations;~~
- ~~2. Note any differences in the District's plan from the clearinghouse recommendations; and~~

Include a schedule of the required professional development for all District employees.

~~In accordance with the TEA and the commissioner's rules, effective professional development will focus on the knowledge, skills, and attitudes required for teachers, administrators, and other school employees so that all students can learn and perform at high levels.~~

~~Quality professional development must consistently model results-driven and student-centered learning, flexible grouping, collaboration, follow-up, and commitment. The approved program shall provide access to various methods of professional development including individually-guided, observation/assessment, school improvement and development, inquiry, and training. To further affect behavioral changes in instructional practices, professional development should be delivered in at least four levels of impact:~~

- ~~1. Awareness,~~
- ~~2. Initiation,~~
- ~~3. Implementation, and~~
- ~~4. Institutionalization.~~

Standards

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LOCAL)

In accordance with the National Staff Development Council, the standards of context, process, and content must be in place to ensure that professional development makes a difference in student learning. Context addresses the organization, system, or culture in which the new learning will be implemented. Process refers to the "how" of professional development. It describes the means for the acquisition of new knowledge and skills. Content refers to the actual skills and knowledge that effective professionals acquire through professional development learning opportunities.

Number of Days

Professional development days are determined by the state and/or granted by special staff development waiver requests. Districts must submit staff development waiver requests 31 days before planned implementation. Staff development waivers will be effective for only one year and must be evaluated annually. Staff development waiver days are in lieu of instructional days and must be designated specifically for staff development.

Principals, teachers, and instructional aides must attend staff development days as designated on the District calendar [see DEC(LOCAL)].

Evaluation

All professional development will be evaluated by an ongoing process that includes multiple sources of information and focuses on all levels of the organization. Evaluation will measure the impact of professional development on student achievement, employee performance, and organizational effectiveness.

Reporting

The Director of Professional Development shall report annually, to both the Board and the Texas Education Agency Waiver Unit, evidence that professional development activities have impacted student learning.