

## **Personnel — Certified**

### **Staff Development**

Staff development, herein referred to as professional development, is viewed by the Granby Board of Education (Board) as a continuous systematic effort to improve educational practices in the school district through (1) educator (certified teachers and administrators) involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning. We believe that building the capacity of educators to deliver high quality instruction leads to high levels of student achievement. As a Professional Learning Community, our professional development activities support three main ideas: 1) Ensuring that all students learn; 2) Fostering a culture of collaboration and embedded professional learning; and, 3) Focusing on results.

Each educator, 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 instructional setting. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge and 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 state and local student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a repository of best practices for teaching methods developed by educators within each school; ~~and-~~
- 4.5. include training in culturally responsive pedagogy and practice.

Professional development experiences (workshops, embedded professional development, on-line learning, etc.), made available by the Board shall be guided by activities 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 educator practice based on general results and findings from educator evaluations reported by the Superintendent or his/her designee;
4. be comprehensive, sustained, and intensive enough to improve educator effectiveness in raising student performance;
5. be aligned with state and local student academic achievement standards; and,
6. foster collective responsibility for improved student performance.

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### **Staff Development (Cont'd)**

In order to determine its professional development program, the Board (through its curriculum subcommittee), seeks the advice and assistance of educators and establishes, through the Superintendent, a professional development and evaluation committee, consisting of educators, including representatives of the exclusive bargaining representative for such educators, and other school personnel the Board deems appropriate. The duties of the committee shall include, but are not limited to, participation in the development of a teacher evaluation and support program for the District and the development, evaluation and annual updating of a comprehensive local professional development plan. Such plan shall (1) be directly related to the educational goals proposed by the Board (2) be developed in 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 Board's educators. This professional development plan shall include personnel management and evaluation training or experiences for administrators and support to regular and special student needs. It may include provisions concerning career incentives and parent involvement.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups.

Staff development activities should respond directly to the educational needs of the student body, including, (a) content subject areas (ex: Language Arts, math, etc.) (b) methodological areas (ex. motivation, teaching techniques, use of technology in the classroom) and (c) affective areas (ex. interpersonal relations of students and faculty, student growth and development) the in-service program shall fulfill all applicable statutory requirements.

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 in Section A, 1-10 and Section B of Connecticut General Statutes 10-220a.

The District, will participate in compliance audits of the professional development program, as required and conducted by the State Department of Education.

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### **Staff Development (Cont'd)**

The Superintendent, or his/her designee, is to report annually to the Board on the professional development program and its effect with recommendations for changes as needed.

### **Professional Development Pertaining to Teacher Evaluation and Support Program**

The Board shall provide regular training for all evaluators and required orientation to all certified District employees relating to the provisions of such teacher evaluation and support program. Training shall include instruction to evaluators in how to conduct proper performance evaluations prior to the use of any new evaluation and support program. 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 by their evaluator.

(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, [PA 13-145](#), [PA 15-215](#), [PA 17-37](#) and [PA 19-100](#)) ~~An Act Concerning Educational Reform and PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012~~.  
10-153b Selection of teachers' representatives.  
10-226f Coordinator of intergroup relations.  
10-226g Intergroup relations training for teachers.  
10-145b Teaching certificates (as amended by PA 01-173)  
[10-148a Professional development \(as amended by PA 17-37 and PA 19-100\)](#);  
10-151(b) Employment of teachers. Definitions. Tenure, etc. ~~(as amended by P.A. 12-116, An Act Concerning Educational Reform)~~.  
[PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and Inservice Training Requirements for Educations](#)

Policy Adopted by BOE: May 21, 2014

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut

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

### **A. Required In-service Offerings 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, domestic violence, child abuse, and youth suicide.
3. Growth and development of exceptional children, including handicapped and gifted and talented children including, but not limited to, children with attention deficit hyperactivity disorder or learning disabilities who may require special education, and methods for identifying, planning and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs.
4. School violence prevention and conflict resolution and the prevention of and response to youth suicide.
5. 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 prevention of bullying.)
6. Cardiopulmonary resuscitation and other emergency lifesaving procedures.
7. Computer and other information technology as applied to student learning and classroom instruction, communications and data management.
8. Teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive.
9. Second language acquisition in districts required to provide a program of bilingual education pursuant to C.G.S. 10-17f.
10. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
11. 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).
12. Training in the teacher evaluation and support program adopted pursuant to subsection (b) of Connecticut General Statute 10-151b, as amended.
13. Certified staff with an endorsement in special education, holding a position requiring such endorsement shall have at least ten hours of training every five years in the implementation of student individualized education programs (IEPs) and the communication of IEP procedures to parents/guardians of students who require special education or related services.

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

### **B. Optional In-Service Topics for Certified Personnel**

- 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
- Mental health first aid training