

PROFESSIONAL DEVELOPMENT

Policy

It is the policy of the Grand Isle Supervisory Union and its member districts to support the important connection between educator professional development and improved student achievement and assure that professional and para-professional staff members acquire and maintain the knowledge and skills needed to contribute effectively to the achievement of the goals and strategies articulated by the school action plan.

Principles to Guide Professional Development

The supervisory union shall provide, or arrange for the provision of professional development programs, or both, for teachers, administrators, and staff within the supervisory union.ⁱⁱ Professional development programs provided by the supervisory union will be directly linked to student performance goals identified in the annual action plan.ⁱⁱⁱ

The superintendent will oversee a professional development system that is characterized by the following:

1. Its primary focus is improved student learning and achievement
2. It is based on current, documented research findings
3. It provides structure and substance that allow continuity
4. It focuses on content and curricular needs as well as teaching methodology
5. It includes the needs of all who contribute to the education system
6. It is developed and directed by professional educators

Implementation

The superintendent or his or her designee will develop a process to analyze student performance data, best-practices research, state and local standards compliance, and the action plan priorities, all of which provide input to the creation of annual and multi-year professional development programs.

A professional development committee may be composed of teachers, instructional assistants, support staff and administrators. The committee will recommend a professional development plan that will contribute to the accomplishment of the district's priorities.

After consultation with the professional development and action planning committees, the superintendent will recommend to the supervisory union board a needs-based professional development plan and yearly calendar. The superintendent will make recommendations to ensure adequate financial resources and time for educators to participate in appropriate professional development experiences.

The superintendent, in collaboration with principals and other administrators, will:

1. Coordinate professional development activities with district standards and goals, to ensure that professional development activities are, to the fullest extent practicable, aligned with the school and district plans and professional development needs;
2. Provide adequate opportunities to prepare educators to utilize assessment data for the purpose of increasing student achievement and to improve the overall effectiveness of the curriculum; and

3. Ensure appropriate training for new teachers in standards-based instruction and implement a system of mentoring for professional staff during the first two years of employment.

The superintendent will report annually to the supervisory union board and member district boards on the effectiveness of staff professional development and the relationship to the student achievement goals identified within the annual action plan.

The supervisory union board will negotiate employment contracts that place high priority on provisions that will support the supervisory union’s professional development system.

The supervisory union board will review the professional development system annually.

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<i>Legal Reference(s):</i>	<i>16 V.S.A. § 261a Vermont State Board of Education Manual of Rules & Practices § 2121.3</i>
<i>Cross Reference:</i>	

	<i>GISU</i>	<i>Alburgh</i>	<i>CIUUSD</i>	<i>South Hero</i>
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ⁱ A policy on professional development is no longer legally required. See 16 V.S.A. § 261a(a)(5) for the current required responsibilities of supervisory union boards in the area of professional development. Many master contracts with employees also contain provisions related to professional development and should be consulted when developing a policy on this subject. In this model policy, the provisions related to guiding principles and implementation are suggestive and should be tailored to meet the needs of the adopting supervisory union.

ⁱⁱ See 16 V.S.A. § 261a(a)(5)

ⁱⁱⁱ See Vermont State Board of Education Manual of Rules and Practices § 2121.3