

**BURLINGTON SCHOOL DISTRICT
D 21: PROFESSIONAL DEVELOPMENT**

Former Policy GCIA

Policy

It is the policy of the Burlington School District to support the connection between educator professional development and improved student achievement and assure that professional and paraprofessional staff members broaden their knowledge and skills in order to contribute effectively to the achievement of the goals and strategies articulated by each school's action plan.

Principles to Guide Professional Development

School priorities for professional development will be directly linked to student performance goals identified in the annual action plan. Professional development that increases educators' knowledge of content, pedagogy, and creating effective learning environments will ultimately contribute to enhanced student performance.

The District will develop a professional development system that is characterized as follows:

1. Its primary focus is on 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
7. It allows for effective supervision and feedback by administrators to ensure implementation of professional development outcomes

Implementation The Superintendent or 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 composed of teachers and administrators 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 School Board a needs-based professional development plan and yearly calendar. The Superintendent or designee will make recommendations to ensure adequate financial resources and time for educators to participate in appropriate professional development experiences.

The Superintendent or designee, in collaboration with Principal(s) will:

1. Coordinate professional development activities with District goals;
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;
3. For new teachers, implement a system of mentoring for professional staff during the first two years of employment, and ensure, to the fullest extent practicable, that the new teacher works with the local and regional standards Boards to establish an Individual Professional Development Plan (IPDP) for the licensure period.

The Principal(s), working in collaboration with the Superintendent or designee will report annually to the Board the effectiveness of staff professional development and the relationship to the student achievement goals identified within the annual action plan.

The School Board will negotiate employment contracts that place high priority on provisions that will support the District's professional development system.

The District's professional development system will be in effect by September 1, 2002.

Legal References: 20 U.S.C. §§1400 et seq. (IDEA); 1 V.S.A. §§ 312 (Open Meeting Law); 16 V.S.A. §164(9) (State Comprehensive Assessment); 16 V.S.A. § 165 (a)(2) (Public School Quality Standards); 16 V.S.A. §261a(5) (Duties of supervisory union boards); 16 V.S.A. §§1981 et seq. (Labor relations - professional staff); 21 V.S.A. §§ 1721 et seq. (Labor relations); Vermont State Board of Education Rules §§2120.2.1, 2120.2.2; Vermont Framework of Standards and Learning Opportunities

Cross References: Curriculum Coordination G 12: Selection of Instructional Materials

FIRST READING: August 13, 2002

SECOND READING AND ADOPTED: September 10, 2002