



The Pomfret School

CHALLENGING THE MIND ★ ENCOURAGING THE HEART

CODE D2

PROFESSIONAL DEVELOPMENT

Policy

It is the policy of The Pomfret School District to support the important connection between educator professional development and improved student achievement and assure that professional and para-professional staff members broaden their knowledge and skills in order to contribute effectively to the achievement of the goals and strategies articulated by the school 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 school 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

Implementation The Superintendent 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 will make recommendations to ensure adequate financial resources and time for educators to participate in appropriate professional development experiences.

The Superintendent in collaboration with Principal(s) will:

1. coordinate professional development activities with supervisory union District goals as well as with local and regional standards Boards to ensure that each professional educator's Individual Professional Development Plan (IPDP) is, to the fullest extent practicable, aligned with the school's action plan 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;
3. for new teachers, ensure that appropriate training in standards-based instruction be provided, 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 IPDP for the licensure period.

The Principal, working in collaboration with the Superintendent will at least annually report to the School 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.

Date Warned: 1/8/2007

Date Adopted: 2/12/2007

Legal Reference(s): 1 V.S.A. §§ 310 et seq. (Open Meeting Law)

16 V.S.A. § 165 (a)(4) (Public School Quality Standards)

Legal Reference(s): 16 V.S.A. §§1981 et seq. (Labor relations - professional staff)

Legal Reference(s): 21 V.S.A. §§ 1721 et seq. (Labor relations)

Legal Reference(s): 16 V.S.A. §261a(5) (Duties of supervisory union boards)

Legal Reference(s): Vermont State Board of Education Rules §§2120.4, 2120.5

Cross Reference: Board Member Education (B1)

Board Goal-Setting and Self-Evaluation (B2)

Educator Supervision & Evaluation (D4)

Fiscal Management and General Financial Accountability (E1)

Local Action Plan (G8)