
**WALDEN SCHOOL BOARD POLICY
PROFESSIONAL DEVELOPMENT POLICY**

Prepared for 1st reading: 5/1/07
Prepared for 2nd reading: 6/5/07

Policy Warned for Hearing: 8/7/07

Adopted: 8/7/07

Copies to: Principal: ___ School Library: ___ Board Members: ___ CCSU: ___ Town Clerk: ___

POLICY

It is the policy of the Walden 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.

Principals 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.

The Superintendent in collaboration with the Principal will:

1. coordinate professional development activities with supervisory union District goals 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.