

Staff Development – Licensed

All district teachers, personnel service specialists and administrators contracted by the district, will follow the procedures provided below for meeting continuing professional development (CPD) requirements. Substitute teachers are not required to participate in the district’s professional development program, but may participate if they wish. Substitute teachers shall be invited to district professional growth activities.

Board policy GCL - Staff Development – Licensed, this regulation and related district-issued handbooks and materials are recognized as the district’s Continuing Professional Development Program.

1. The district and each school site shall systematically identify instructional needs of students and relate those needs to the practices and CPD activities of the licensed staff.
2. Modifications to the employee’s plan may be made at any time, after consultation with his/her supervisor.
 - a. Each plan shall be designed to assist the employee to:
 - (1) Achieve district, state and national standards;
 - (2) Keep current with the development and use of best practices; and
 - (3) Develop ways to enhance learning for a diverse student body.
 - b. Each plan shall identify CPD activities and experiences that address one or more of the following standards for professional learning:
 - (1) Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment;
 - (2) Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who: develop capacity, advocate and create support systems for professional learning;
 - (3) Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning;
 - (4) Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning;
 - (5) Learning Design: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes;
 - (6) Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change;

- (7) Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- c. Each plan shall also include the following:
- (1) Identified goals/objectives to be achieved through the CPD plan;
 - (2) Proposed activities and experiences to meet the goals;
 - (3) List of completed activities, related domain and number of professional development units of credit earned;
 - (4) Employee's reflection on the completed plan and its relationship to student learning and modifications of the employee's performance;
 - (5) Resources that will be used to complete the plan;
 - (6) Signature of supervisor indicating review and approval of the proposed plan and verification of plan completion.
3. The employee's plan shall be proposed and completed annually according to the following dates:
- a. Teachers/Counselors/Specialists
- (1) Plan developed in [August-September];
 - (2) Plan reviewed, approved and revised as needed;
 - (3) Plan updated, completed activities documented prior to March 1;
 - (4) Plan completed, reviewed and submitted to the district office in June;
 - (5) New plan developed at beginning of next school year.
- b. Building Administrators
- (1) Plan developed in August;
 - (2) Plan reviewed, approved and revised as needed;
 - (3) Plan updated, completed activities documented prior to March 1;
 - (4) Plan completed, reviewed and submitted to the district office in June;
 - (5) New plan developed at beginning of next school year.
- c. Central Office Administrators, including Superintendent
- (1) Plan developed in August,
 - (2) Plan reviewed, approved and revised as needed;
 - (3) Plan updated, activities documented prior to March 1;
 - (4) Plan completed, reviewed and submitted to Board in March;
 - (5) New plan developed at beginning of next school year.
- d. Substitute Teachers
- (1) Plan developed in September - October;
 - (2) Plan reviewed, approved and revised as needed;
 - (3) Plan completed, reviewed and submitted to the district office in June;
 - (4) New plan developed in September and October of following school year.

4. Each plan should propose to earn approximately 25 CPD units of credit annually. Additional units of credit, however, may be earned when circumstances warrant. CPD should directly relate to the immediate needs of the district, school site and individual. This may best be accomplished on an annual basis.
5. When an employee's CPD plan is not completed, the unfinished portion may be included in the next year's plan and more than 25 units of credit may be earned.
6. The district will attempt to offer as many professional growth activities as recognized needs warrant and resources permit. To this end, all 25 units of credit may be earned through district and building activities. The district recognizes, however, that there will be times and individuals for which units of credit may be earned outside the district and at no cost to the district.
7. Plans may be developed that totally utilize district professional growth activities and some outside district activities, or are totally completed in nondistrict-sponsored activities. All such plans shall be proposed to the employee's supervisor for review and approval.
8. The responsibility for completing a plan and meeting licensure renewal requirements rests with the employee. The employee shall provide documentation that the plan has been completed and he/she has analyzed the results and applied the acquired knowledge and skills to improve student learning.

The district may assist such efforts in the following ways:

- a. Provide a copy of the Board's CPD policy, regulation, CPD handbook and/or other related materials which meet TSPC requirements;
 - b. Provide an annual process for completing a portion of the license renewal requirements, approximately 25 CPD units of credit;
 - c. Provide a site system for record keeping in which the supervisor retains the plan and, where practical, may post certain activities;
 - d. Incorporate plan development and completion into an annual goal-setting cycle;
 - e. When possible, conduct applicable group meetings/conferences to assist in meeting the requirements.
9. Acceptable CPD activities shall be those reviewed and approved by the employee's supervisor and for which evidence is submitted to verify completion.
 10. Completed CPD forms shall be filed annually in the employee's personnel file in accordance with the timelines established in this regulation. The superintendent or his/her designee shall, if applicable, verify completion of the required plan(s) and units for renewal at the time the employee requests district verification of educational experience on the TSPC provided Professional Educational Experience Report (PEER) form.