

Personnel -- Certified

Staff Development

“Staff development” is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

Each certified employee, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance,
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
5. include training in culturally responsive pedagogy and practice.

Staff development experiences, made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the Commissioner, and shall be consistent with any goals identified by the certified employees and the Board.

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and foster collective responsibility for improved student performance.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers’ organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

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The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development and evaluation committee, consisting of certified employees, including representatives of the exclusive bargaining representative for such employees. Committee membership shall consist of at least one representative from each of the teachers' and administrators' unions and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, participation in the development of a teacher evaluation and support program for the District, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the Board's professional staff members, including personnel management and evaluation training or experiences for administrators, shall be related to regular and special student needs and may include provisions concerning career incentives and parent involvement.

The members chosen by the Board to be on the professional development and evaluation committee shall serve at the pleasure of the Board.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Staff development activities should respond directly to the educational needs of the student body. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a, as amended.

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of an response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as define in CGS 10-3d.

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The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

Professional Development Pertaining to Human Trafficking

The Board, in compliance with PA 17-32, shall provide training pertaining to human trafficking to those staff members who have contact with students. These individuals must complete the initial educational training by July 1, 2018 and refresher training annually thereafter. New hires must complete the initial training within six months after their start date, or by July 1, 2018, whichever is later. This training shall use the training program, which includes a video presentation developed by the Department of Children and Families (DCF) pertaining to the awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

(cf. 4115 - Evaluation)

Legal Reference: Connecticut General Statutes
10-27 Exchange of professional personnel and students.
10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1, PA 10-91, PA 12-116, PA 13-145, PA 15-215, PA 17-37 and PA 19-100)
10-153b Selection of teachers' representatives
10-226f Coordinator of intergroup relations.
10-226g Intergroup relations training for teachers.
10-145b Teaching certificates (as amended by PA 01-173)
10-148a Professional development (as amended by PA 17-37 and PA 19-100)
10-151(b) Employment of teachers. Definitions. Tenure
PA 17-32 An Act Concerning Human Trafficking
PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and In-service Training Requirements for Educators

Policy adopted: October 2, 2017
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PUTNAM PUBLIC SCHOOLS
Putnam, Connecticut

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The implementation of Board of Education policy 4131 necessitates, per Connecticut General Statute 10-220a, subsection (b), as amended, the development and implementation of professional development activities, for a minimum of eighteen hours annually. To meet this requirement, the administration will take the following steps:

- a. Establish a professional development and evaluation committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate. The required union representation on the committee must include at least one representative from the teachers' and administrators' unions. The committee will be responsible for, the development, evaluation and annual updating of a comprehensive local professional development plan, for certified staff.
- b. Professional development shall be consistent with any goals identified by the certified employees and the Board of Education. The plan will be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education.
- c. The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.
- d. The preponderance of the planned professional development activities will be in a small group or individual group setting which must:
 1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
 2. focus on refining and improving various effective teaching methods that are shared between and among educators;
 3. foster collective responsibility for improved student performance, and
 4. be comprised of professional learning that meets the following criteria:
 - is aligned with rigorous state student academic achievement standards;
 - conducted at the school among educators and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;
 - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement;
 - includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
 - includes training in culturally responsive pedagogy and practice.

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- e. The staff development experiences may be made available by the Board directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Commissioner.
- f. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation.
- g. The time and location of professional development activities will be in accordance with an agreement between the Board of Education and the exclusive bargaining unit, or in the absence of such agreement or language pertaining to time and location, by a determination of the Board of Education.
- h. The professional development activities must be designed to:
 - 1. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and
 - 2. foster collective responsibility for improved student performance
- i. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.
- j. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs will be done cooperatively by administration, teachers and parent advisory groups.
- k. Professional development activities should respond directly to the educational needs of the student body.
- l. The administration will prepare an annual professional development program budget for Board approval.
- m. The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:
 - 1. Were planned in response to identified needs;
 - 2. Were provided by qualified instructional personnel, as appropriate;

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3. Met the requirements for participation in the activity shared with participants before the commencement of the activity;
 4. Are evaluated in terms of effectiveness and contribution to the attainment of school and/or District goals.
- n. School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process.

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence and child abuse.
3. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on the identification and prevention of and response to prevention of bullying.)
4. Cardiopulmonary resuscitation and other emergency life-saving procedures.
5. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
6. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
7. Training in the awareness of human trafficking issues.
8. Culturally responsive pedagogy and practice.

B. Optional In-Service Topics for Certified Personnel

The State Department of Education, within available appropriates and utilizing available materials, shall make the following subject matter available to boards of education:

- Holocaust and genocide education and awareness
- African-American and black studies (required commencing July 1, 2021)
- Puerto-Rican and Latino studies (required commencing July 1, 2021)
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence
- Mental health first aid training
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and cultural responsive pedagogy
- Topics approved by the State Board of Education upon the request of local or regional boards of education as part of in-service training programs pursuant to CGS 10-220a, section 3.

Note: The Board may include any of the items listed above (Section B) in its in-service training program, pursuant to CGS 10-220a.