

Shelby County Board of Education

PROFESSIONAL DEVELOPMENT

4051

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Effective: 07/01/13

PREAMBLE

In order to accomplish our commitment to positively impact student achievement by hiring and supporting quality teachers and principals, The Shelby County Schools Board of Education sets forth in this policy its guidelines to ensure all teachers and principals receive professional development that is substantive, meaningful, and differentiated by individual need.

I. PURPOSE

To ensure that teachers and principals receive professional support opportunities that are aligned to their individual need, as identified through the teacher and principal evaluation processes.

II. SCOPE

This policy applies to all teachers and principals.

III. POLICY STATEMENT

To ensure that Shelby County Schools has professional, highly-skilled teachers and principals that are essential to support sustained student achievement, professional development shall be tied to individual educator need (e.g., instructional practice, content knowledge). The District shall use the evaluation process to identify areas where teachers and principals must improve and shall target professional development to strengthen those areas. Teachers and principals shall be required to participate in approved professional development that addresses areas for improvement, as identified in their evaluations. Targeted professional development shall be identified by the District and/or school.

A base level of support will be provided for all teachers and principals with additional supports for those with more significant needs as determined by their evaluation results, including, but not limited to: student outcomes, observation feedback, and survey results.

Teacher professional development supports will be designed and managed at the District and regional levels, but delivered primarily at the school level with the principal playing an integral role in school-level management and oversight. The central office will train a

coaching staff to provide a professional support role and will provide them with the resources they need to deliver targeted support, but it will ultimately be up to principals to utilize and direct the coaches in their buildings to meet the needs of their staff. All coaches will be held accountable for their case load of teachers, and the progress made on the teacher evaluation.

Principal professional development will also be designed and managed at the District and regional levels, but will be delivered primarily through the regional offices.

Professional development opportunities will include structured programs, team-based collaboration, one-on-one attention, and independent study. Structured programs, which are typically less customized to individual needs, will be reserved for specific topics (e.g., Common Core implementation, new assessments, induction, etc.) relevant to large groups of educators. Team-based support will happen through Professional Learning Communities (PLCs) of teachers and principals supported by schools and regional offices, respectively. In-school, job-embedded support will target new and low-performing teachers in a one-on-one setting. Finally, online resources will enable self-directed, independent study opportunities.

The District recognizes that running a high performing professional development function is a continuous learning process. Therefore, the District is committed to constantly evaluating and quantifying the impact of specific professional development activities, roles, and staff on student outcomes and educator effectiveness. Coaches will be held accountable for improving teacher and principal performance, and a specific rubric will be used for this purpose.

IV. RESPONSIBILITY

A. The Superintendent (or designee) is responsible for implementing this policy.

Legal References:

1. TRR/MS 0520-1-3-.06(4)(b)
2. PL 107-110 NCLB