

Personnel

STAFF DEVELOPMENT

The Governing Board believes that, in order to maximize student learning achievement, and well-being, certificated staff members must be continuously learning and improving relevant skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but is not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction
4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55
5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that encourage ~~enable~~ parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports
8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

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9. Ability to interpret and use data and assessment results to guide instruction

10. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices

11. Knowledge of topics related to employee health, safety, and security

The Superintendent or designee may, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management, and as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary in order to ensure that the staff development program supports the district's priorities for student achievement and well-being.

State

5 CCR 13025-13044: Professional development and program improvement

5 CCR 80021: Short-term staff permit

5 CCR 80021.1: Provisional internship permit

5 CCR 80023-80026.6: Emergency permits

Ed. Code 44032: Travel expense payment

Ed. Code 44259.5: Standards for teacher preparation

Ed. Code 44277: Professional growth programs for individual teachers

Ed. Code 44300: Emergency permits

Ed. Code 44325-44328: District interns

Ed. Code 44450-44468: University intern program

Ed. Code 44570-44578: Inservice training, secondary education

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Ed. Code 44830.3: Employing district interns
Ed. Code 45028: Salary schedule and exceptions
Ed. Code 48980: Parental notifications
Ed. Code 52060-52077: Local control and accountability plan
Ed. Code 56240-56245: Staff development; service to persons with disabilities
Ed. Code 99200-99206: Subject matter projects
Gov. Code 3543.2: Scope of representation

Federal

20 USC 6601-6702: Preparing, Training and Recruiting High Quality Teachers and Principals

Management Resources

Commission on Teacher Credentialing Publication: California Standards for the Teaching Profession, 2009

CSBA Publication: Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

Public Employment Relations Board Decision: United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

Website: California Department of Education, Professional Learning

Website: California Subject Matter Projects

Website: Commission on Teacher Credentialing

Website: CSBA

Policy Adopted: 12/15/21

ORUCTT UNION SCHOOL DISTRICT
Orcutt, California