

INDEPENDENT SCHOOL DISTRICT 196
Rosemount-Apple Valley-Eagan Public Schools
Educating our students to reach their full potential

Series Number 406.2AR Adopted March 1987 Revised August 2010

Title Professional Development for Instructional Staff Members

1. **District-level Professional Development Model** - The district will establish conditions for continuous and long-term professional improvement. The District Professional Development Committee oversees district professional development efforts, including the following:
 - 1.1 Articulation of purpose, belief and mission;
 - 1.2 Communication of the goals of the district;
 - 1.3 Commitment of resources, including funding, staff support and leadership training;
 - 1.4 Recognition of the needs of subgroups within sites and across the district (grade levels, specialists, special education, etc.), and
 - 1.5 Means for evaluating the effectiveness of professional development programs.
2. **Site-level Professional Development Model**
 - 2.1 Each site will have a goal-driven, comprehensive development plan based on the site's analysis of its own needs and integrated with district goals that reflects the following:
 - 2.1.1 An inclusive, shared decision-making process to design, deliver and evaluate the program;
 - 2.1.2 An integration of individual, team, school and district goals, and
 - 2.1.3 A means for evaluating the effectiveness of professional development programs.
 - 2.2 Each site will establish a committee that will be responsible for developing a written, goal-driven, comprehensive plan for the professional development of instructional staff at the site, based on the site's analysis of its own needs and integrated with the district, site and individual instructional staff members' goals. The plan will include the following information:
 - 2.2.1 Schoolwide academic S.M.A.R.T. (SMART = specific, measurable, attainable, results-oriented, timebound) goal(s), rationale, and target goal(s);
 - 2.2.2 How and when the goal(s) will be implemented and by whom (action plan);

- 2.2.3 How the site will know when the goals and objectives have been met, and
- 2.2.4 Short- and long-term professional goals which reflect the continuous growth of the instructional staff, and reflect the need for a variety of professional growth activities based on teacher career stages and learning styles.
- 2.3 Each site will evaluate the effectiveness of its professional development plan and report its progress annually to the District Office.
- 2.4 Each site will revise its professional growth plan on an ongoing basis as individual, school and district needs change, and as goals are met.
- 3. **Individual Instructional Staff Member Professional Development Model** - Each instructional staff member will develop a written, ongoing plan for his or her professional development. Each Individual Growth Plan (IGP) will include the following components:
 - 3.1 A focus on student learning and achievement (Student Achievement Goal);
 - 3.2 Collegial interaction (collegial team meetings);
 - 3.3 Short- and long-term goals and objectives which reflect the continuous growth of the individual and a synthesis of individual, site and district goals (Professional Development Focus);
 - 3.4 An integration of components, including conferences and workshops, college courses and advanced degrees, supervision; peer leader observations, recertification activities and curriculum development.

References: - Minnesota Statute 126.70, Staff development program