

Staff Development

Approved Activities

The Superintendent or designee shall ensure that certificated staff members have opportunities to learn both from outside sources and from each other. These opportunities may include, but are not limited to:

1. Visits to other classrooms and other schools to observe and analyze teaching
2. Attendance at professional education conferences or committee meetings
3. Classes/workshops offered by the district, county office of education, state projects, private organizations, or other appropriate agencies
4. Courses in regionally accredited institutions of higher education, including courses delivered through online technologies
5. Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work
6. Peer conferences and/or joint staff preparation time
7. Participation in curriculum development projects
(cf. 6141 - Curriculum Development and Evaluation)
8. Participation in educational research or innovation efforts
9. Assistance from or service as a mentor teacher or consulting teacher
10. Service in a leadership role in a professional organization
11. Discussions and/or internships with business and community agencies for the purpose of identifying the skills, knowledge, and aptitudes necessary for specific career paths and developing meaningful career-related, work-based learning experiences
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work Experience Education)
12. Travel, study, and research in subject-matter content and effective educational practices(*cf. 4161.3 - Professional Leaves*)
13. Follow-up activities that help staff to implement newly acquired skills

The Superintendent or designee shall approve the participation of individual staff members in district-provided or external staff development activities which may require release time, leave of absence, or other district resources.

Staff Development

Mathematics and Reading Professional Development Program

With the approval of the State Board of Education, the district shall offer or contract with a training provider to provide professional development to teachers, instructional aides, and paraprofessionals who directly assist with classroom instruction in mathematics and/or reading. (Education Code 99232, 99237)

Priority for professional development under this program may be given to teachers who meet any of the following criteria: (Education Code 99234)

1. Are in their first or second year of teaching
2. Are assigned to high-priority schools ranked in deciles 1-5 of the state's Academic Performance Index
3. Are assigned to schools that are under state sanctions in the High Priority Schools Grant Program pursuant to Education Code 52055.650

(cf. 0520.1 - High Priority Schools Grant Program)

4. Have recently changed teaching assignments

The program shall provide 40 hours of professional development per subject area focused primarily on the statewide academic content standards for mathematics or English language arts, state curriculum frameworks for mathematics or English language arts, and instructional materials aligned to mathematics or English language arts content standards. The program shall include instructional strategies designed to help all students gain mastery of the state content standards, with special emphasis on English language learners and students with disabilities. (Education Code 99237; 5 CCR 11984).

Within two years of completing the above professional development, participating teachers shall complete 80 hours of follow-up instruction, coaching, or additional school-site assistance based on individual teacher or school needs as appropriate. (Education Code 99237, 99237.6)

Contingent upon state funding, teachers of English language learners who have completed at least the initial 40 hours of professional development described above may receive an additional 40 hours of instruction, follow-up instruction, and support in mathematics and reading/language arts instruction. Completion of the English learner professional development may be counted toward the 80-hour follow-up training requirement described above. (Education Code 99237.5; 5 CCR 11981.3, 11985)

The Superintendent or designee shall retain and submit preprogram and postprogram student achievement data to the California Department of Education upon request. He/she also shall retain, for no less than five years, all records related to the professional development provided to all program participants, including, but not limited to: (5 CCR 11982)

1. The number of hours of training attended
2. Attendance records
3. Subject content
4. The dates of each training session taken by teachers and paraprofessionals
5. The name(s) of the providers

Staff Development

(cf. 4112.6/4212.6/4312.6 - Personnel Files)