

Descriptor Term:
PROFESSIONAL DEVELOPMENT AND ASSISTANCE

Descriptor Code:
1.6100/7.8000

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., 34 C.F.R. pt. 106; G.S. 115C-105.47(b) (9), -333(b), State Board of Education Policy TCP-C-004

Cross References:

The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a high priority to securing the most competent professional personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities, is to improve the instructional program as well as create a safe learning environment for all students by improving and expanding the skills of the professional staff

A. Professional Development

The superintendent shall provide ongoing professional staff development opportunities. The superintendent shall seek input from employees for the development of system-wide programs. The principal shall seek input from school personnel in planning professional development programs for his/her school.

B. Self-Improvement

Licensed and professional employees are responsible for self-improvement. These employees are encouraged to seek information and training through staff development programs as well as other opportunities in order to meet this responsibility.

C. Plans for Growth and Improvement

Supervisors and principals also may require employees to enter into plans, including individual, monitored and/or directed growth plans established by the State Board, for professional growth and to improve performance. Plans should set clear expectations and facilitate clear communication between the evaluator and the evaluatee. Goals should be individualized and have a direct impact on instruction.

A performance improvement plan could involve participation in a staff development program or variety of strategies that are related to professional growth or the improvement of performance.

Action plans are required for all licensed employees who receive a "below standard" or "unsatisfactory" rating on a performance evaluation. A monitored growth plan developed in accordance with State Board policy is required for all teachers who are rated "developing" on one or more standards of the North Carolina Teacher Evaluation Rubric. Teachers who are rated "not demonstrated" on any standard or who are rated "developing" on any standard for two sequential years must be placed on a directed growth plan. These plans satisfy the requirement for an action

plan.

A plan required by a supervisor or principal may be appealed following the grievance procedure in board policy 1.7500/7.1500 if the employee contends that (1) the plan is not likely to improve performance; (2) the supervisor or principal abused his/ her discretion in developing the plan; or (3) the plan was not developed in conformance with any mandatory procedures.

D. Payment of Costs

The system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions an employee is required to attend by the local administration. The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.