

Guiding Principles of Professional Development

The design of professional development should be a result of a district's professional development planning process and the district's plan.

- Subject matter content of professional development activities/experiences is clearly connected to student achievement of the New York State Learning Standards.
- Professional development activities/experiences should respond to student achievement data including State and local assessments and School District Report Cards.
- Professional development results in a demonstrated increase in teacher knowledge and understanding, teacher skillfulness, and teacher professional values.
- Professional development activities/experiences are assessed on an on-going and continuous basis for intended impact. Justifiable evaluation tools/methods must be used to determine modifications to planned activities/experiences.
- Professional development is, to the greatest extent possible, site-based and connected to the individual school and district needs.
- Professional development enables teachers to deepen their knowledge base and remain current in their content area and instructional strategies.
- Teacher learning opportunities are clearly constructed, based on effective teaching research.
- Teachers should not try to accumulate (bank) excessive hours. *Rollover* hours are not suggested. Professional development should be ongoing and sustained.

Content of courses, workshops, and other professional development experiences should be DIRECTLY related to:

- enhancing teacher subject matter knowledge,
- teacher knowledge, use and application of appropriate teaching techniques,
- broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies, and
- enhancing teacher skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

Areas that are not appropriate professional development include the following:

- After school work, coaching, or extended day work with students
- Pastime pursuits, i.e., genealogy, quilting, physical fitness, relaxation therapy
- Activities that are deemed part of routine employment duties
- Participation on a district committee
- Participation in a course or project that cannot relate to an individual's teaching assignment.

SCSD District Professional Development Distinctions

The following activities are **not** open to professional development credit:

- Summer courses and/or projects extending beyond 10 hours
- Courses offered by education providers outside the district
- Courses toward a master's degree
- Conference Attendance
- Professional/Staff Development activities that take place during release time or during the school day
- Any professional development activity where the teacher opts for a stipend rather than the credit hours