

Article 10 Professional Development

The District and the Association mutually recognize the importance and benefits of providing meaningful in-service/professional development training to employees.

Therefore, District-wide in-service needs shall be identified by a District committee. This District committee shall also include representatives selected by the Association. Committee tasks will include needs assessments of teachers and administrators, correlation with District goals and the gathering of evaluation data for each in-service/professional development training that occurs in order to assess the effectiveness of the professional development program.

Individual/site in-services shall be planned at the site level, with school and District goals serving as a reason for any decisions. Individual site training shall be planned by a site committee that includes representatives selected by the Association representative(s). When planning, the site committee must take into consideration the previous training, background knowledge, and needs of the members receiving the training. The training must be beneficial to members and relevant to their current assignments. In addition, some planning responsibility may include the Site Council if the proposed training is part of the Site Council's planning process. Individual sites shall also conduct a needs assessment of site licensed staff for planning, as appropriate.

On all professional development and/or training days members will be provided a one (1) hour lunch break.

In the event that members complete a training prior to the end of the structured time provided for that training, members will be able to use that time to enter/analyze data, prepare materials and/or lessons, and/or voluntarily meet with other unit members to collaborate.

None of the above shall negate the responsibility of the District or District departments from providing required trainings or in-services deemed necessary by the District, or required by law, for the appropriate delivery of instructional services.

PLCs (Professional Learning Communities) will be defined as time provided for collaboration, working together to improve practice, share ideas, engage in conversations around vertical and horizontal alignment, develop common assessments and share assessment results. It reflects a shared leadership and vision between teachers and administrators. The content and structure of PLCs will be planned by the building site committee. between departments/ grade levels and administrators. Educators may provide input to be considered by their building administrators on the structure, timing, goals, and expectations for PLCs.