

Chapter 4D – District Standards and Indicators - Human Resources and Professional Development

The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.

District and school organization, culture and structures create a climate conducive to adult learning through effective communication, ongoing professional improvement and joint responsibility for student learning. Professional development programs and services are based on district priorities, information about staff needs, student achievement data, and assessments of instructional practices and programs at each school. The district professional development calendar allows sufficient time and flexibility for professional development in the components of the tiered system of support. Ongoing professional development is job-embedded, carefully planned, and includes topics and skills essential to the implementation of a tiered system of support. The district has policies and practices to secure candidates who are committed and qualified to meet student needs and provide high quality instruction in their content area. Teachers have regular, frequent department and/or grade-level common planning and meeting time to improve implementation of the curriculum, instructional practice, and universal behavior supports. Specific school personnel are identified for advanced training in particular components of the tiered model (data analysis, interventions, progress monitoring) to build capacity of the program and sustainability of the model. The district places a high priority on retaining and maximizing the impact of effective professional staff by providing new roles and opportunities for growth. Through effective supervision practices, administrators identify the strengths and needs of assigned staff in order to plan effective implementation of district and school initiatives, assess the application of skills and practices learned from professional development, provide staff with opportunities for additional professional development and support and provide frequent, high-quality feedback focused on professional growth.



District Standard:

Human Resources and Professional Development

The district identifies, attracts, and recruits effective personnel, and structures its environment to support, develop, improve, promote, and retain qualified and effective professional staff who are successful in advancing achievement for all students.

Condition for School Effectiveness

VII. Professional development and structures for collaboration: Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

VI. Principal's staffing authority: The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions and the approval of the superintendent.

