

Staff Development

Professional Growth and Development for Non-administrative Staff

Additional training and study are prerequisites for continued growth and effectiveness of staff members. It is also necessary for staff members with increased responsibilities and new demands. Staff are encouraged to gain additional job-related skills through special study or in-service training.

Professional Growth and Development for Administrators

The board recognizes that training and study for administrators contribute to their skill development necessary to better serve the needs of the school district. Each year the superintendent will develop an administrative in-service program based upon the needs of the district, as well as the needs of individual administrators.

Cross References:	Board Policy 5005	Employment: Disclosures, Certification Requirements, Assurances and Approval
	Board Policy 5240	Evaluation of Staff
Legal References:	RCW 28A.415.040	Approved in-service education agency — Definition
	WAC 181-85-075	Continuing education requirement
	181-85-200	In-service education approval standards
	392-121-255	Definition — Academic credits
	392-121-257	Definition — In-service credits
	392-192	Professional development programs
	392-195	School personnel— In-service training program

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Professional Growth Plan

The minimum elements of the district's professional growth plan will be:

- A. A Professional Growth Program Committee that will consist of at least the following: one teacher from the K-8 level; one teacher from the high school level; one itinerant certificated support staff person; one representative of counseling, assessment, library and/or other certificated support staff; one central office administrator; one K-8 building administrator; and one high school building administrator;
- B. Certificated staff will use one or more of the following sources of information in developing their individual professional growth plans: peer review and evaluation, input by parents, input by students, personal and/or professional goals, school district goals, building goals, self-assessment, personal academic records, and school district evaluations; and
- C. Materials, records or portfolios expressly developed as a result of an individual's participation in the professional growth program will be the property of the participant, and will not be retained in the employee's personnel file or used by the district in its formal evaluation process.

In-Service Training Program

In order to participate in the state In-service Training Program the district will:

- A. Conduct a needs assessment. Provide a signed statement of assurance to the Superintendent of Public Instruction that the district will implement the recommendations of the needs assessment;
- B. Appoint, by the board of directors, an advisory in-service training task force comprised of representatives from central administration, building administration, teachers, classified and support personnel, an institution of higher education and the general public;
- C. Establish with the advisory in-service training task force written goals and objectives, identify training activities relevant to the goals and objectives, and design evaluation procedures and criteria to assess the success of the training activities in meeting the goals and objectives. A majority of the task force must concur; and
- D. Not supplant current district funding of existing in-service training and staff development programs with state In-service Training Program funds.