Personnel -- Certified

Staff Development

“Staff development” is viewed by the Council as a continuous systematic effort to improve educational programs at CREC through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning. In addition, CREC complies with all Connecticut state statutory requirements for annual educator inservice training.

Each certified employee shall annually participate in a program of professional development, of not fewer than 18 hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance, and
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards; is conducted among educators at the school and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers; occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

Staff development activities shall:

- be consistent with any goals identified by certified employees and the CREC Council;
- improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Executive Director or his/her designee;
- be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance;
- be aligned with state student academic achievement standards; and
- foster collective responsibility for improved student performance.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning and achievement. Significant opportunities should also be offered annually to enhance the abilities of staff to promote student mastery in literacy and numeracy. The Council recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Council and teachers' organizations support the principle of continuing training of teachers and the improvement of instruction.
All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Staff development activities should respond directly to the educational needs of the student body, including, (a) content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science; (b) methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and (c) affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision making. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a.

The Executive Director shall provide the staff with opportunities in areas such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools for purposes of problem solving, experimenting and interacting professionally with colleagues.
3. Conferences involving other personnel from the district, county, state, region and nation for purposes of problem solving, experimenting and interacting professionally with colleagues.
4. Writing of professional journal articles.
5. Opportunities for curriculum development.
6. Further training at, or in cooperation with, institutions of higher learning, as provided by law.
7. A full and up-to-date professional library for the certified staff made available for optimum reference use.
8. Professional educational conferences.

The Executive Director is to report annually to the Council on the professional development program and its effect with recommendations for changes as needed.

(cf. 4115 - Evaluation)

Legal Reference: Connecticut General Statutes
10-220a In-Service training as amended by P.A. 19-100, An Act Concerning the Inclusion of Instruction in Culturally Responsive Pedagogy and Practice
10-148a Professional development of certified employees

10-226g Intergroup relations training for teachers.

P.A. 12-198, An Act Concerning the Administration of Medicine to Students with Diabetes
P.A. 12-2, Section 138
Special Session, P.A. 15-5, Section 292
P.A. 17-32, An Act Concerning Human Trafficking

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Revised: November 15, 2017
Revised: January 15, 2020
Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.

2. Health and mental health risk reduction education including, but not limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence, child abuse and youth suicide.


4. Cardiopulmonary resuscitation and other emergency life saving procedures, including the use of automatic external defibrillators.

5. The requirements and obligations of mandated reporters.

6. The detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.

7. Training pertaining to human trafficking, for staff members who have contact with students, as required by state law and developed by the Department of Children and Families (DCF).

8. Culturally responsive pedagogy and practice.

B. Optional In-Service Topics for Certified Personnel

- Holocaust education and awareness
- African-American History
- Puerto-Rican history
- Native American history
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Mental health first aid training
- Domestic violence and teen dating violence
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and culturally responsive pedagogy
Personnel - Certified

Staff Development

The implementation of CREC Policy 4131 necessitates, per Connecticut General Statutes Section 10-220a, as amended, the development and implementation of professional development activities, for a minimum of eighteen hours annually. To meet this requirement, the administration will ensure the following:

1. A Professional Development Committee and Evaluation Committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate, will be established and meet regularly. The committee will be responsible for the development, evaluation and annual updating of a comprehensive local professional development plan for certified staff.

2. The plan will be directly related to the educational goals proposed by the CREC Council pursuant to C.G.S. 10-220(b), and will be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education.

3. The members chosen by the administration to be on the Professional Development Committee and Evaluation Committee shall serve at the pleasure of the administration.

4. The preponderance of the planned professional development activities will be in a small group or individual group setting which must:

   a. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge and achievement;
   b. focus on refining and improving various effective teaching methods that are shared between and among educators;
   c. foster collective responsibility for improved student performance;
   d. be comprised of professional learning that meets the following criteria:
      i. is aligned with rigorous state student academic achievement standards;
      ii. is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;
      iii. it occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
      iv. it includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.
e. include training in culturally responsive pedagogy and practice.

5. The professional development activities must be designed to:
   a. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance; and
   b. foster collective responsibility for improved student performance.

6. Professional development activities should respond directly to the educational needs of the student body.

7. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs will be done cooperatively by administration, teachers and parent advisory groups.

8. The staff development experiences may be made available by CREC directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Education Commissioner.

9. The time and location of professional development activities will be determined by the administration.

10. The administration will prepare an annual professional development program budget for CREC Council approval.

11. School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process.

12. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation.

13. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.

14. The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:
   a. were planned in response to identified needs;
   b. were provided by qualified instructional personnel, as appropriate;
c. met the requirements for participation in the activity shared with participants before the commencement of the activity; and
d. were evaluated in terms of effectiveness and contribution to the attainment of school and/or CREC goals.