

Personnel

Staff Development

The Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge, including the state-adopted standards, and subject-specific pedagogical skills
2. Effective teaching methods and strategies
3. The use of technologies to enhance instruction
4. Sensitivity to and ability to meet the needs of diverse student populations, including but not limited to students of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, and gifted and talented students
5. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, and discipline, including conflict resolution, intolerance, and hatred prevention
8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction
10. Topics related to student health, safety, and welfare
11. Topics related to employee health, safety, and security

As necessary, teachers shall receive professional development, as defined in 20 USC [7801](#), which is designed to help them meet the requirements of federal law for teachers of core academic subjects. (20 USC [6319](#))

The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers.

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, and school plans established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program.

Legal Reference:

EDUCATION CODE

[41505-41508](#) Pupil Retention Block Grant; school plan

[41520-41522](#) Teacher Credentialing Block Grant, including beginning teacher support and assessment

[41530-41532](#) Professional Development Block Grant

[41570-41573](#) School and Library Improvement Block Grant; school plan

[44032](#) Travel expense payment

[44259.5](#) Standards for preparation for all students

[44277-44279](#) Professional growth requirements for maintaining valid credentials

[44279.1-44279.7](#) Beginning Teacher Support and Assessment Program (BTSA)

[44560](#) Inservice preparation in ethnic backgrounds

[44570-44578](#) Inservice training, secondary education

[44580-44591](#) Inservice training, elementary teachers

[44630-44643](#) Professional Development and Program Improvement Act of 1968

[44681-44689](#) Administrator training and evaluation

[44700-44705](#) Classroom teacher instructional improvement program

[44735](#) Teaching as a Priority; teacher recruitment and retention in high-priority schools

[44755-44757.5](#) Inservice training in reading instruction, grades K-3

[48980](#) Notification of parents/guardians: schedule of minimum days

[51210](#) Courses of study for grades 1-6

[51220](#) Courses of study for grades 7-12

[52800-52870](#) School-Based Program Coordination Act

[56240-56245](#) Staff development; service to persons with disabilities

[99200-99205](#) Subject matter projects

[99220-99227](#) California Professional Development Institutes

[99230-99242](#) Mathematics and Reading Professional Development Program

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

[44579-44579.6](#) Instructional Time and Staff Development Reform Program

GOVERNMENT CODE

[3543.2](#) Scope of representation of employee organization

CODE OF REGULATIONS, TITLE 5

[6100-6125](#) Teacher qualifications, No Child Left Behind Act

[11980-11986](#) Mathematics and Reading Professional Development Program

[13025-13044](#) Professional development and program improvement programs

UNITED STATES CODE, TITLE 20

[6319](#) Highly qualified teachers

[6601-6702](#) Preparing, Training and Recruiting High Quality Teachers and Principals

[7801](#) Definitions, highly qualified teacher

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990)

PERB Order No. 804, 14 PERC P21, 085