

# Professional Development Plans - DFA

## **Plans for Staff Professional Development**

The District and each school shall develop and implement a systematic, comprehensive, and long-term plan for staff professional development.

## **School Community Council**

Each school shall use its school community council, school directors, or a subcommittee or task force created by the school community council as provided in Utah Code Ann. § 53A-1a-108 to help develop and implement the plan.

## **Plan Components**

Each plan shall include the following components:

- ~~1. An alignment of professional development activities at the school and District level with:
  - ~~a. The School LAND Trust Program authorized under Section 53A-16-101.5;~~
  - ~~a. The Utah Performance Assessment System for Students under Title 53A, Chapter \_\_\_\_\_, Part 6, Achievement Tests;~~
  - ~~a. Sections 53A-6-101 through 53A-6-104 of the Educator Licensing and Professional Practices Act;~~
  - ~~a. Title 53A, Chapter 10, Educator Evaluation;~~~~
- ~~1. Provision for the development of internal instructional leadership and support;~~
- ~~1. The periodic presence of all stakeholders at the same time in the professional development process, to include administrators, educators, support staff, parents, and \_\_\_\_\_ students;~~
- ~~1. Provisions for the use of consultants to enhance and evaluators to assess the effectiveness \_\_\_\_\_ of the plan as implemented; and,~~
- ~~1. The time required for and the anticipated costs of implementing and maintaining the plan.~~

## **Professional Learning Standards**

As used here, “professional learning” means a comprehensive, sustained, and evidence-based approach to improving teachers’ and principals’ effectiveness in raising student achievement. Professional development plans shall implement high quality professional learning, which meets the following standards:

1. It occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment;
2. It requires skillful leaders who develop capacity, advocate for professional learning and create support systems for professional learning;
3. It requires prioritizing, monitoring, and coordinating resources for educator learning;
4. It uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
5. It integrates theories, research, and models of human learning to achieve its intended outcomes;
6. It applies research on change and sustains support for implementation of professional learning for long-term change;
7. It aligns its outcomes with:
  - a. Performance standards for teachers and school administrators as described in rules of the State Board of Education and

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- b. Performance standards for students as described in the core curriculum standards adopted by the State Board of Education; and
8. It incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.
- Utah Code § 53A-3-701(1), (2) (2014)

### **Board Review**

The Board shall review and either approve or recommend modifications for each school plan within the District so that each school's plan is compatible with the District plan.

The Board shall provide positive and meaningful assistance to a school, if requested by its' community council or school directors, in drafting and implementing its plan and monitoring the progress of each school plan, and holding each school accountable for meeting the objectives of its plan.

Utah Code Ann. § 53A-3-701.