

**Mendocino Unified School  
District**

**All Personnel**

**Professional Development Program**

District Development Plan: The Superintendent or designee shall prepare a District development plan which supports coordinated professional development for administrators, teachers, other certificated personnel, and classified personnel, consistent with District development objectives. (EC 44671)

Content of the School Development Plan:

Each school participating in this program shall develop a three-year school development plan, updated annually, which includes school improvement objectives and staff development activities directly related to those objectives.

School plans developed pursuant to other state or federal categorical programs shall be integrated into the school development plan so as to form one comprehensive improvement plan for the school.

School development plans shall describe:

1. Specific subject matter areas to be addressed, in accordance with Education Code 44670.4
2. Professional development objectives and steps necessary to achieve them, including intended outcomes
3. How any staff development activities, regardless of funding source, are incorporated into the plan
4. How the school plan is articulated with the District development plan

**Administrative Regulation**

**4131.6**

Reviewed by the Board 98/19/99

5. A budget directly related to proposed school development activities that identifies, coordinates, and makes efficient use of existing resources available to support the plan

School Improvement Objectives:

The school development plan in each participating school shall include annual school improvement objectives developed with the involvement of classroom teachers selected by teachers, other staff including instructional and teaching aides, the principal, parents/guardians, and other community members. In secondary schools, this group shall include students and teachers representing each major academic subject area offered at the school.

The objectives of the school development plan shall be designed to include but not be limited to the following:

1. Improving instructional practices in each subject, strengthening subject matter knowledge, and improving support services based on a continuing examination of instruction and learning in the subject areas offered by the school. This examination shall include research, if any, based on classroom experience conducted by teachers in accordance with research standards and procedures generally accepted in higher education.
2. Ensuring that subject matter requirements, instructional strategies, and

instructional materials meet uniformly high academic standards and are responsive to the diversity of student learning needs and styles in a multicultural society, including underachieving students and students with exceptional abilities or needs.

3. Reviewing, selecting, and learning to use curricula and instructional materials in a wide variety of subject areas, giving consideration to the state-recommended curriculum framework and model curriculum standards for each subject.
4. Addressing ways in which educational technology can support the instructional program.
5. Improving the school and classroom environments, including working relationships with parents/guardians and other community members.
6. Improving student attendance.

In addition, school improvement objectives shall consider the capacity of school personnel to provide the services required of them.

#### Professional Development

Program: The school development plan shall include the professional development of school staff necessary to meet the requirements of the plan. The plan shall also describe opportunities for parents/guardians to participate in the professional development program. All school staff and interested parents/guardians of students enrolled in the school shall have opportunities to participate in ongoing activities which

reflect school improvement objectives.

Professional development programs shall be designed and implemented under the direction of parents/guardians of students enrolled in the school, classroom teachers, the principal, one or more mentor teachers, and other school staff. Nonadministrative certificated staff, including but not limited to counselors, librarians, and nurses, may serve on the committee. Classroom teachers selected by teachers shall comprise the majority of this committee in designing professional development activities for instructional personnel.

As appropriate, the committee shall consult with institutions of higher education, resource agencies, or consortia established pursuant to Education Code 44680, or subject matter projects.

Professional development programs shall:

1. Allow for diverse activities, including but not limited to the study of theory and rationale, observation of demonstration lessons, practice opportunities for peer coaching, consultation, and feedback in the classroom setting, and systematic observations of other classrooms or schools.
2. Be conducted during time that is set aside for such activities throughout the year, including time on a continuing basis when participating staff are released from their regular duties
3. Be continually evaluated and modified by participating staff, in consultation with regional resource consortia personnel and subject matter project personnel as appropriate, based upon

- benefits to staff and students
4. Include the active, continuing participation of the principal and other administrators in one or more activities
  5. Offer follow-up activities to help participating staff use newly acquired skills on the job
  6. Promote the professional development of instructional aides and teacher aides, including activities that encourage them to pursue the education and training necessary to become classroom teachers.

In addition, all activities in the professional development program shall meet the requirements for professional growth activities specified in Education Code 44277 for maintenance of valid credentials.

Plan Approval: The Superintendent or designee shall develop and disseminate to all schools, criteria for approval of school development plans.

The Governing Board shall approve or disapprove school plans consistent with the District approval criteria, the District development plan, State Board of Education regulations, and other criteria adopted by the Board.

In determining whether to approve a school development plan, the Board shall consider:

1. The degree to which the objectives of the plan conform to objectives specified in law and in the District development plan
2. The extent to which a substantial percentage of school staff will participate in proposed professional development activities

3. The adequacy of procedures to evaluate the effectiveness of school development activities
4. The extent to which existing resources are identified, coordinated, and used efficiently to support the school development plan

School development plans shall be subject to Board approval every two years.

If a school plan is not approved, the Board shall communicate to the school its specific reasons for disapproval.

School representatives shall have reasonable opportunities to discuss their school plans with the Board or its designated representatives.

Upon request, the Superintendent or designee shall assist schools to plan, implement, and evaluate school development plans. The Superintendent or designee also shall help schools identify, coordinate, and make efficient use of existing resources to support school development plans.