

INSTRUCTIONAL LEADERSHIP: Instructional Professional Development

Overview: Improvement of instruction is the goal of a quality professional development program. The alignment of Professional Development (**PD**) with district goals for instructional staff is essential for improved systemic results. Adequate resources in this area are an obligation of the policy makers and managers of the system.

	SCHOOL BOARD	SUPERINTENDENT	PRINCIPAL
GUIDING QUESTIONS	<ul style="list-style-type: none"> ◆ What PD activities have and/or are taking place in the current year? ◆ What is the district plan for PD for instructional staff? ◆ How does the district PD with minimum disruption to the school schedule? ◆ How do PD activities relate to the school action plan and to the Vermont Standards? ◆ What resources are budgeting for PD for the instructional staff? ◆ Is the required SU policy on PD in place? 	<ul style="list-style-type: none"> ◆ Does the system have an established PD program? ◆ Is the system (school) part of a professional development System? ◆ How is PD supported by policy? ◆ How is PD integrated into the school culture? ◆ How are PD needs determined (e.g., needs assessment)? ◆ What are the required PD trainings (e.g. Act 51)? ◆ What are the NCLB Act and Dept. Of Education requirements for PD? 	<ul style="list-style-type: none"> ◆ What are the instructional development needs as identified in the district and local action plan? ◆ What programs and systems are in place to deliver PD at the district/SU level? At the local level? ◆ What are the principles that guide instructional development in your school/district? ◆ What are the systems for determining the PD program at the school? Is it defined by the contract? Is it effective? ◆ What data is available about the PD program and its impact on learning? ◆ What is the budget available for PD?

INSTRUCTIONAL LEADERSHIP: Instructional Professional Development *(continued)*

TASKS TO CONSIDER	SCHOOL BOARD	SUPERINTENDENT	PRINCIPAL
	<ul style="list-style-type: none"> ◆ Review policy. ◆ Review the PD plan prepared by the superintendent and/or principal. ◆ Ensure that resources for PD are included in the budget. ◆ Request regular reports of progress toward meeting the requirements of the State and NCLB. 	<ul style="list-style-type: none"> ◆ Review contract for PD funds. ◆ Review budget for PD funds. ◆ Research grant funds. ◆ Investigate collaborative. ◆ Assign PD responsibilities to educational leaders. ◆ Review board policies. 	<ul style="list-style-type: none"> ◆ Review the action plan for the school. ◆ Review the current PD program at the district and local level. ◆ Review the contract for opportunities, guidelines, etc. ◆ Establish a system for linking with the district/SU PD program and develop a system if necessary for a local level program. ◆ Develop a feedback mechanism to measure the effectiveness of the PD program. ◆ Ensure budget is in place for PD. ◆ Work with the central office to ensure PD \$\$ and programs are systemic and sustainable.