

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STAFF

The School Board delegates to the Superintendent the task of annually establishing and overseeing the implementation of a comprehensive professional development plan in order to provide learning and development opportunities for the District's staff, including administrators. The comprehensive plan shall be established and updated collaboratively with the assistance of support staff, instructional staff, and administrative staff.

Primary goals of the District's plan for professional development and the activities pursued under the plan include the following:

1. Improving instruction and learning opportunities for District students;
2. Fostering a shared and clear sense of mission, goals and priorities within the District;
3. Sharing and disseminating institutional knowledge and internal successes;
4. Providing exposure to ideas, research, and expertise from outside of the District;
5. Assessing and evaluating District programs;
6. Building internal capacity for leadership, change, and innovation;
7. Enhancing technical skills and knowledge;
8. Providing for the orientation, induction, and support of individuals who have recently obtained licensure in education and/or who are newly employed by the District;
9. Enabling consistent compliance with District policies and relevant legal requirements; and
10. Fostering a commitment toward continuous professional learning and personal development.

In particular years, or as applied to particular staff positions, the professional development plan and activities pursued under the plan may focus primarily on one or several of the above goals.

The professional development programming that is provided in the District shall be managed and delivered at various levels, including District-wide programming, building-based programming, and programming that is specific to particular functions, skills, or subjects. The plan shall also include components that allow means for the identification and pursuit of individualized activities that focus on an employee's professional needs, goals, and interests. Such individualized components may be coordinated, for example, through formative personnel evaluations and assessments, through individual goal-setting activities, or through processes related to licensure.

The Superintendent shall regularly inform the Board regarding the annual development, review, and implementation of the professional development plan for staff.

ADOPTED: December 27, 1982

REVISED: June 23, 1986  
July 27, 1987  
December 17, 1990  
July 25, 1994  
February 26, 2001  
June 21, 2004  
April 12, 2021

REVIEW DATE: April 12, 2021

**Legal References:**

**Wisconsin Statutes**

[Section 120.12\(2m\)](#) [school board duty to evaluate effectiveness of teachers and principals]  
[Section 121.02\(1\)\(a\)](#) [school district standard; verification of licensure]  
[Section 121.02\(1\)\(b\)](#) [school district standard; professional development of employees]  
[Section 121.02\(1\)\(g\)](#) [school district standard; evaluation of licensed staff]

**Wisconsin Administrative Code**

[PI 8.01\(2\)\(b\)](#) [school district standards; staff development]  
[PI 34, Subch. II](#) [DPI's educator standards]  
[PI 34, Subch. V](#) [licensure stages; including mentoring and orientation requirements]

**Cross References:**

CROSS REF.: DLC, Expense Reimbursement  
Employee Handbook