

Professional Development

1. Idaho State Board of Education Professional Development Ruling includes:
 1. Credits taken for recertification must be educationally related to the professional development of the applicant.
 2. Credits must be specifically tied to content areas and/or an area of other endorsement; or Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or
 3. Credits must be tied to a specific area of need designated by district administration.
 4. Graduate or undergraduate credit will be accepted for recertification.
 5. Credit must be college transferable and completed through an accredited college or university.
 6. All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines.
 7. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal.
 8. At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted.
 9. Recertification credits may not be carried over from one recertification period to the next.
 10. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement.

State Board of Education Professional Development Requirements

1. Districts will have professional development plans.
2. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed.
3. At least three (3) semester credits will be taken for university or college credit.
4. Verification will be by official transcript.

Sugar Salem School District will follow the guidelines as provided by the National Staff Development Council (NSDC) Standards for Staff Development

The following standards outline the type of staff development that improves the learning of all students:

1. Learning Communities: Organizes adults in to learning communities whose goals are aligned with those of the school and district.
2. Leadership: Requires skillful school and district leaders who guide continuous instructional improvement.

3. Resources: Requires resources to support adult learning and collaboration.
4. Data-Driven: Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
5. Evaluation: Uses multiple sources of information to guide improvement and demonstrate its impact.
6. Research-Based: Prepares educators to apply research to decision making.
7. Design: Uses learning strategies appropriate to the intended goal.
8. Learning: Applies knowledge about human learning and change.
9. Collaboration: Provides educators with the knowledge and skills to collaborate.
10. Equity: Prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for students' academic achievement.
11. Quality Teaching: Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
12. Family Involvement: Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Policy History:

Adopted on: March 2009

Revised on: February 2013