

Administration

Professional Development Opportunities

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. The Board is committed to providing the resources needed to support appropriate, meaningful, and readily applicable professional development for administrators. Professional development is an ongoing pursuit and is intended to advance the improvement of teaching, learning and leadership skills development.

The Board encourages the Superintendent and administrators to maintain membership in certain professional organizations, attend and participate in workshops, conferences, conventions, and appropriate courses, and to engage in reading and writing of a professional and developmental nature.

A philosophy that promotes continued learning for all educators should permeate professional development programs and practices. The philosophy should specifically support different learning needs, based on experience, and an investment in the professional growth of future school leaders:

1. Innovative programs should be developed and established for teachers who aspire to administrative positions.
2. For new administrators, a comprehensive orientation program should include broad-based exposure to district practices and resources, provision of mentor support from experienced administrators, and development of an individualized professional growth plan that targets priority learning needs.
3. For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.
4. All administrators should engage in professional development opportunities designed to address school district improvement goals.
5. All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster diversity and equity in the school community. Professional development programs should be developed to assist and alert participants to issues related to the impact of diversity (special needs, linguistic, cultural, racial, ethnic, gender, generational and socioeconomic status in the classroom, in the schools, and in the broader community).

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NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut