

## **HIGH-QUALITY PROFESSIONAL DEVELOPMENT**

To ensure all children in Hancock County are taught by highly-qualified teachers, the goal is for all teachers to participate in high-quality professional development each year. Teachers will be provided with the description of high-quality professional development (HQPD) and asked to reflect on their professional development experience each year to determine if it meets the established criteria. Teachers will complete the electronic evaluation survey for the professional development attended and submit. The data will then be analyzed to determine whether their professional development experience meets the criteria. The datum collected is a yes/no response for each educator, indicating whether the teacher has been involved in high-quality professional development during the school year. The challenge is to increase the percent of teachers who participate in high-quality professional development each year.

Hancock County has defined “high-quality professional development” as professional development that:

1. Is planned, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and not unrelated 1-day or short-term workshops or conferences without follow-up
2. Is aligned with and directly related to state academic content standards, student academic achievement standards, and assessments
3. Gives teachers, principals, and administrators the knowledge and skills to enable students to meet challenging academic content standards and student academic achievement standards by one or more of the following:
  - Improving and increasing teachers' knowledge of the academic subjects they teach
  - Advancing teacher understanding of effective instructional strategies that are based on scientifically based research strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers
  - Designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments in core academic subjects
  - To the extent appropriate, designed to train teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach
  - Designed to provide instruction in methods of teaching children with special needs in core academic subjects, including students identified as talented and gifted
  - Designed to include instruction in the use of data and assessments to inform and instruct classroom practice
  - Designed to include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents to assist students in meeting challenging State academic content and student academic achievement standards