

COMPREHENSIVE PROFESSIONAL DEVELOPMENT SYSTEM

	New Teacher induction	Research for Better Teaching	Leadership training	Areas of Concentration	Fundamental Core	Technology	Individual Plan
Probationary Teachers	C			G	G	C2	G
Continuing Contract Teachers		C5		G	G	C2	G
Teacher Leadership		R	R	G	G	C2	G
Administrators		R	R	G	G	C2	G

CODE

- R** means required. Required may be one-time-only (OTO) or continuous and ongoing (C&O)
- C** means condition of employment
- C2** means must be completed within 2 years of employment
- C5** means must be completed within 5 years of employment
- G** means teachers may use the course work in these areas to fulfill their goal setting plans

Explanation of Headings

Research for Better Teaching –

RBT and USM offer a three graduate credit course titled, “Understanding Teaching I.”

New Teacher Induction-

New Teacher induction may consist of in-district or out-or-district components as well as orientation to employment mandates specified by the federal government and the Sanford School Department (i.e., sexual harassment, bloodborne pathogen, internet use policy, etc)

Leadership Training-

There are/will be a variety of opportunities for teachers to serve in leadership positions. Those positions include, but are not limited to (1) department chair positions; (2) the Teacher Leader position where a teacher leaves his/her classroom for a period of time to serve as a coach to other teachers and to work on the district’s areas of concentration; (3) the BEAMM teacher leader position in mathematics; and (4) the Literacy Coordinator positions. Whatever the opportunity, there will be additional professional development requirements for those who serve.

Areas of Concentration-

Sanford's yearly planning cycle which generally occurs in the spring for implementation during the following school year, results in 3-5 areas of Concentration that will serve as the focus for the District's professional development time and resources. Often, an Area of Concentration requires exploration and joint inquiry; therefore it could/would remain as an area of concentration for several years.

Fundamental Core-

Certain knowledge/skills in areas that are not specified as areas of concentration are expected of employees of the Sanford School Department and will be the focus of some of its professional development time and resources. Literacy, data analysis, content to be taught for students to achieve the Sanford/Maine Learning Results, and assessment are four areas that should be part of every staff members' fundamental core.

Technology-

In order to facilitate communication and collaboration across the district, all staff members need to be skilled in the use of technology for sending and receiving e-mail and or using the folders that can be found in the sanfod.org system. Within a few years, all staff members will be expected to receive daily announcements and notices through the District's connection to the internet.

Individual Plan-

Teachers needing professional development in specialty content areas or to complete certification requirements may need to request District resources to assist with these needs. Oftentimes, the graduate credits available through teacher/administrator contracts will suffice. If that is not the case, a teacher can request district professional development funds. This will be done on an individual basis with the recommendation of the teacher's building administrator.

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SANFORD SCHOOL DEPARTMENT