

# Germantown Municipal School District

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>In-Service and Professional Learning Opportunities</b>	Descriptor Code: <b>5.113</b>	Issued Date: <b>05/15/17</b>
		Rescinds:	Issued:

## 1 IN-SERVICE EDUCATION

2 In-service education<sup>1</sup> is a program of planned activities designed to increase the competencies needed  
3 by all personnel in the performance of their responsibilities. Competencies are defined as the knowledge,  
4 skills, and attitudes which enable personnel to perform their tasks with maximum effectiveness to  
5 increase student achievement.

### 6 *Administrative and Supervisory Employees*

7 Administrative and supervisory employees shall show evidence of continual professional growth by  
8 attendance at in-service programs and institutes, studying professional literature, meeting with other  
9 professionals for discussion, and otherwise keeping abreast of research in methodology, curriculum, and  
10 student growth and development.

11 Each principal and administrator shall be required to attend the principal-administrator academy for  
12 instruction at least once every five (5) years.<sup>2</sup> In addition, the requirement for attendance at the principal-  
13 administrator academy shall be optional to any principal, supervisor, or other administrator with fifteen  
14 (15) or more years of experience as a principal, supervisor or other administrator unless the local board  
15 of education requires such attendance.

### 16 *Professional Employees*

17 A system-wide in-service committee, composed of membership from a cross-section of other personnel,  
18 shall assess system-wide needs, establish priorities, develop objectives, design activities, and evaluate  
19 the in-service program.<sup>1</sup>

20 In-service credit shall not be given while performing duties which are required as part of regular teaching  
21 assignments.

### 22 *Support Personnel*

23 The immediate supervisors of support personnel shall be responsible for providing in-service trainings.  
24 Absences to attend meetings relating to the employee's job description may be granted by the director of  
25 schools without loss of pay to the employee.

## 26 PROFESSIONAL LEARNING PROGRAM

27 Professional learning programs and activities shall reflect the Standards for Professional Learning<sup>3</sup>  
28 (Learning Forward, 2011) as listed below and shall reflect the needs identified in school improvement  
29 plans.

1 The Board may pay expenses of selected personnel who participate in the training sessions conducted  
2 by the State Department of Education.

3 The Superintendent shall involve district office personnel and other employees as needed in developing  
4 the system-wide professional learning program and shall recommend it to the Board for approval.

## 5 **Standards for Professional Learning**

6 **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results  
7 for all students occurs within learning communities committed to continuous improvement, collective  
8 responsibility, and goal alignment.

9 **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students  
10 requires skillful leaders who develop capacity, advocate, and create support systems for professional  
11 learning.

12 **RESOURCES:** Professional learning that increases educator effectiveness and results for all students  
13 requires prioritizing, monitoring, and coordinating resources for educator learning.

14 **DATA:** Professional learning that increases educator effectiveness and results for all students uses a  
15 variety of sources and types of student, educator, and system data to plan, assess, and evaluate  
16 professional learning.

17 **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all  
18 students integrates theories, research, and models of human learning to achieve its intended outcomes.

19 **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all  
20 students applies research on change and sustains support for implementation of professional learning for  
21 long term change.

22 **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students  
23 aligns its outcomes with educator performance and student curriculum standards.

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### Legal References

1. Tennessee State Board of Education Policy 5.200,  
*Professional Development*; TCA 49-1-214(b); TCA  
49-6-3004(c)(1)
2. TCA 49-5-5703(a)
3. Tennessee State Board of Education Policy 5.200,  
*Professional Development*

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### Cross References

School Calendar 1.800  
Curriculum Development 4.200  
Reporting Student Progress 4.601