

**PROFESSIONAL STAFF DEVELOPMENT**

The Alexandria City School Board (Board) provides a program of high-quality professional learning:

1. In the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations, and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
2. As part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency, and to increase student achievement and expand the knowledge and skills students require to meet the standards of academic performance set by the Virginia Board of Education;
3. In educational technology for all instructional personnel, designed to facilitate integration of computer skills and related technology into the curricula;
4. For administrative personnel, designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; and that is
5. Designed to educate Board employees about bullying as defined in Va. Code § 22.1-276.01 and the need to create a bully-free environment.

In addition, the Board provides teachers and principals with high-quality professional learning each year in:

1. Instructional content;
2. The preparation of tests and other assessment measures;
3. Methods of assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally-developed objectives;
4. Instruction and remediation techniques in English, mathematics, science, history and social science;
5. Interpreting test data for instructional purposes;
6. Technology applications to implement the Standards of Learning; and
7. Effective classroom management.

The professional learning is aligned to the national Standards for Professional Learning for

48 designing, implementing, and evaluating high quality professional learning experiences.

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50 Effective for the 2024-2025 school year, the Board will provide high-quality professional  
51 development and training in science-based reading research and evidence-based literacy  
52 instruction, from the list developed and the resources provided by the Virginia Department of  
53 Education (VDOE) pursuant to subsection C of Va. Code § 22.1-253.13:5 or an alternative  
54 program that consists of evidence-based literacy instruction and aligns with science-based reading  
55 research approved by the VDOE, for

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- 57 ● each elementary school principal and each teacher with an endorsement in early/primary  
58 education preschool through grade three, elementary education preschool through grade  
59 six, special education general curriculum kindergarten through grade 12, special education  
60 deaf and hard of hearing preschool through grade 12, special education blindness/visual  
61 impairments preschool through grade 12, or English as a second language preschool  
62 through grade 12, or as a reading specialist that builds proficiency in evidence-based  
63 literacy instruction and science-based reading research in order to aid in the licensure  
64 renewal process for such individuals;
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  - 66 ● each teacher with an endorsement in middle education grades six through eight who teaches  
67 English that builds proficiency in evidence-based literacy instruction and science-based  
68 reading research; and
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  - 70 ● each middle school principal and teacher with an endorsement in middle education grades  
71 six through eight who teaches mathematics, science, or history and social science that  
72 builds an awareness of evidence-based literacy instruction and science-based reading  
73 research.

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75 All instructional personnel are required to participate each year in professional development  
76 programs. No elementary or secondary school teacher is required to participate more than once  
77 every five years in training regarding appropriate management of student conduct and student  
78 offenses in violation of Board policies or relating to secure mandatory test violations as set forth  
79 in Va. Code §§ 22.1-19.1 and 22.1-292.1 unless the Board or superintendent determines that  
80 additional training is necessary to comply with federal or state law or to remediate misconduct.  
81 Each teacher who completes such training must sign a written attestation that the teacher has been  
82 trained in and understands the relevant subject matter.

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84 Teachers, administrators, and other personnel employed on a full-time basis who support and  
85 interact with students are required to complete a mental health awareness training or similar  
86 program. In order to promote a positive school climate where all students feel safe and supported,  
87 regular education about transgender students will be included in such training. In addition, all  
88 school mental health professionals will be trained annually on topics relating to LGBTQ+ students,  
89 including their safety and support.

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91 Every employee holding a license issued by the Virginia Board of Education is required to  
92 complete cultural competency training, in accordance with guidance issued by the Virginia Board  
93 of Education, at least every two years. Each employee required to complete cultural competency

94 training must complete at least one such training no later than the beginning of the 2022-2023  
95 school year.

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97 The Board reviews its professional development program annually for quality, effectiveness,  
98 participation by instructional personnel, and relevancy to the instructional needs of teachers and  
99 the social, emotional and academic achievement needs of students in the school division.

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102 Adopted: November 17, 1998

103 Amended: July 6, 2000

104 Amended: April 20, 2006

105 Amended: September 20, 2007

106 Amended: December 3, 2015

107 Amended: February 20, 2020

108 Amended: December 17, 2020

109 Amended: October 7, 2021

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112 Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-78, 22.1-253.13:5,  
113 22.1-276.01, 22.1-291.4, 22.1-298.6, 22.1-298.7, and 22.1-298.8 Cross Refs.:

114 GC Licensed Staff

115 GCN Professional Staff Annual Evaluations

**PROFESSIONAL STAFF DEVELOPMENT**

Commented [1]: With the changes, unless otherwise noted, this is word for word the VSBA model policy.

The Alexandria City School Board Public Schools (BoardACPS) provides a program of high-quality professional learning development:

1. In the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations, and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
2. As part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency, and to increase student achievement and expand the knowledge and skills students require to meet the standards of academic performance set by the Virginia Board of Education;
3. In educational technology for all instructional personnel, designed to facilitate integration of computer skills and related technology into the curricula;
4. For administrative personnel, designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; and that is
5. Designed to educate BoardACPS employees about bullying as defined in Va. Code § 22.1-276.01 and the need to create a bully-free environment.

In addition, the BoardACPS provides teachers and principals with high-quality professional learning development programs each year in:

1. Instructional content;
2. The preparation of tests and other assessment measures;
3. Methods of assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally-developed objectives;
4. Instruction and remediation techniques in English, mathematics, science, history and social science;
5. Interpreting test data for instructional purposes;
6. Technology applications to implement the Standards of Learning; and
7. Effective classroom management.

7- The professional learning is aligned to the national Standards for Professional Learning for designing, implementing, and evaluating high quality professional learning experiences.

Commented [2]: Not in the model policy

Effective for the 2024-2025 school year, the Board will provide high-quality professional development and training in science-based reading research and evidence-based literacy instruction, from the list developed and the resources provided by the Virginia Department of Education (VDOE) pursuant to subsection C of Va. Code § 22.1-253.13:5 or an alternative program that consists of evidence-based literacy instruction and aligns with science-based reading research approved by the VDOE, for

- each elementary school principal and each teacher with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, special education blindness/visual impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a reading specialist that builds proficiency in evidence-based literacy instruction and science-based reading research in order to aid in the licensure renewal process for such individuals;
- each teacher with an endorsement in middle education grades six through eight who teaches English that builds proficiency in evidence-based literacy instruction and science-based reading research; and
- each middle school principal and teacher with an endorsement in middle education grades six through eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-based literacy instruction and science-based reading research.

Commented [3]: Per the amendment of Va. Code § 22.1-253.13:5 by HB 319/SB 616 (2022) and HB 1526 and SB 1175 (2023).

<https://lis.virginia.gov/cgi-bin/legp604.exe?221+sum+HB319>

<https://lis.virginia.gov/cgi-bin/legp604.exe?231+sum+HB1526>

Commented [4]: Is there a clause to this based on teacher referral data, school discipline data, etc...?

Commented [5]: Per the enactment of Va. Code § 22.1-298.8 by HB 2457

<https://lis.virginia.gov/cgi-bin/legp604.exe?231+cab+HC10201HB2457+RCHB1>

All instructional personnel are required to participate each year in professional development programs. No elementary or secondary school teacher is required to participate more than once every five years in training regarding appropriate management of student conduct and student offenses in violation of Board policies or relating to secure mandatory test violations as set forth in Va. Code §§ 22.1-19.1 and 22.1-292.1 unless the Board or superintendent determines that additional training is necessary to comply with federal or state law or to remediate misconduct. Each teacher who completes such training must sign a written attestation that the teacher has been trained in and understands the relevant subject matter.

Commented [6]: ACPS Language

Teachers, administrators, and other personnel employed on a full-time basis who support and interact with students are required to complete a mental health awareness training or similar program. In order to promote a positive school climate where all students feel safe and supported, regular education about transgender students will be included in such training. In addition, all school mental health professionals will be trained annually on topics relating to LGBTQ+ students, including their safety and support.

Further, every employee holding a license issued by the Virginia Board of Education is required to complete cultural competency training, in accordance with guidance issued by the Virginia

94 Board of Education, at least every two years. Each employee required to complete cultural  
95 competency training must complete at least one such training no later than the beginning of the  
96 2022-2023 school year.

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98 The Board/ACPS reviews its professional development program annually for quality, effectiveness,  
99 participation by instructional personnel, and relevancy to the instructional needs of teachers and  
100 the social, emotional and academic achievement needs of students in the school division.

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115 Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-78, 22.1-253.13:5,  
116 22.1-276.01, 22.1-291.4, ~~22.1-298.6, 22.1-298.7, and 22.1-298.8~~ ~~22.1-298.6 and~~  
117 ~~22.1-298.7.~~

118  
119 Cross Refs.: GC Licensed Staff

120 GCN Professional Staff Annual Evaluations

**Commented [7]:** The question is the relevance of the State mandated training and the work that needs to be done. Does this effect our equity modules?