

**PERSONNEL 4132****Professional Learning**

One core belief of the Manchester Public Schools is that the foundation of a professional learning culture is the cultivation of a creative, collaborative, and collegial environment built on trust, respect and the value of continuous personal growth. The success of all students is intricately linked to the comprehensive and systemic adult practices that have proven to be meaningful in the academic, social/emotional, and cultural lives of students. Working together within professional learning communities to analyze student work and better develop targeted instruction; engaging in the instructional coaching model with trained professionals to refine instructional practice; accessing real-time skill- and content-based refreshers based on need; implementing healthy school climate practices that involve both adults and students as resources for learning; and developing leadership capacity at every level of the educational organization will all contribute to our ultimate goal of improving the learning outcomes for our students.

Administration, through the use of formal and informal observations, achievement data, and various other evidence, shall monitor the impact of professional learning on student growth in determining the type of professional learning taking place and / or continues.

To that end, the Board of Education is committed to funding structured, ongoing professional learning that supports certified and non-certified staff with job-embedded opportunities for growth in the ever-changing landscape of education. Investing in educational frameworks, technological advances, and structures for collaborative learning will affirm the Board's commitment to the belief that learning is a lifelong process which contributes to the well-being of the individual, the district-wide professional learning community, and society.

The District Improvement Team (DIT), through the leadership of the Superintendent, will work to develop and maintain the professional learning plan of the district, with the expectation that accurate reporting of the efficacy of the program be provided to the Board of Education at appropriate intervals throughout the school year.