

DISTRICT WIDE PROFESSIONAL DEVELOPMENT DATES

PRINCIPLES

Professional development plays an essential role in successful education. Professional development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development. High-quality professional development brings together resources that are necessary to address important and complex educational issues in a variety of settings and for a diverse student body. Equitable access for all educators to such professional development opportunities is imperative. Professional development works best when it is part of a system wide effort to improve, develop and support educators and students.

PRINCIPLES OF HIGH-QUALITY PROFESSIONAL DEVELOPMENT

The mission of professional development is to prepare and support educators to help all students achieve to high standards of learning and development.

Professional Development

- ...focuses on teachers as central to student learning, yet includes all members of the school community;
- ...focuses on individual, collegial, and organizational improvement;
- ...respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
- ...reflects best available research and practice in teaching, learning, and leadership;
- ...enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- ...promotes continuous inquiry and improvement embedded in the daily life of schools;
- ...is planned collaboratively by those who will participate in and facilitate that development;
- ...requires substantial time and other resources;
- ...is driven by a coherent long-term plan;
- ...is evaluated ultimately on the basis of its impact and teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

W H O

The Staff Development Committee consists of one representative from each school including one administrator and one counselor. The purpose of the committee is:

- To plan, implement and evaluate professional development in the district.
- To communicate professional development opportunities to each school.

The 2008 - 2009 Staff Development Committee is composed of the following representatives:

Central Office	Glenda Cobb
Administrator	Lloyd Carr
Duncan High School	Janie Shaw/Kristi Hooker
Duncan Middle School	
Emerson	
Horace Mann	Kimberly Wilcox
Mark Twain	Dana Jackson
Plato	Darla Skinner
Will Rogers	Marsha Vaughn
Woodrow Wilson	Janice Hodges
E.D.G.E. Academy	Jana Krautbauer
Special Services	Ann Patterson
Integration Coordinator	Kathie Brown

*Each member serves a three-year term.

Professional Development Competencies (Oklahoma Commission for Teacher Preparation)

The staff development committee recognizes the challenges in meeting the educational, emotional and developmental needs of a multitude of students from increasingly diverse backgrounds. We face the challenge to constantly improve the quality of public education, with the students' well-being and learning as the focus of all educator professional development. The following competencies serve as a guide for professional development to follow in meeting these challenges:

Competency I: Parental Involvement

Teachers shall have knowledge of how parents and families impact the learning process and shall demonstrate skills to actively engage those groups positively in their students' education.

Competency II: Communication

Teachers shall have skills to effectively communicate with students, colleagues, parents/family, and the community.

Competency III: Volunteerism

Teachers shall recognize and understand volunteerism as a viable learning strategy within the education process.

Competency IV: Community Resources

Teachers shall develop skills to access community resources and collaborate with the community in a manner that strengthens the education process.

Competency V: Laws

Teachers shall be aware of federal/state laws and how they affect the learning environment.

Competency VI: Collaboration/Teaming

Teachers shall have opportunities to experience and model teaming and collaboration in teaching.

Competency VII: Cultural Diversity

Teachers shall have an appreciation of the diversity students bring to the classroom, thus increasing mutual understanding and better meeting the educational needs of children.

Competency VIII: Impact of Poverty

Teachers shall demonstrate an understanding of the impact that poverty has on the learning performance of students. Further, teachers shall evidence significant familiarity with best practice strategies for improving the educational performance of students from economically disadvantaged households.

Competency IX: Intercultural Communication

Teachers shall demonstrate an understanding of intercultural communications and the varieties of interactive strategies needed to achieve success in the multicultural classroom. Moreover, teachers shall demonstrate an understanding of the role that effective communication plays in the classroom with students possessing many different backgrounds.

Competency X: Understanding of Attitudes & Preconceptions

Teachers shall demonstrate an understanding of the role that their own attitudes, biases, and preconceptions play in their interactions with students, colleagues, and the larger community.

Competency XI: Perspectives in Curriculum

Teachers shall demonstrate a substantial understanding of how curriculum and instructional materials can be used to provide students with a rich, panoramic perspective on subject matter. Further, teachers shall have a practical understanding of how culture, ethnicity, gender, race, and varying intellectual perspectives have shaped and contributed to history, social development, politics, belief systems, the arts, written and oral traditions, science and the discovery process.

Competency XII: Conflict Resolution

Teachers and administrators shall have knowledge of how to deal appropriately with aggression and conflict in order to provide a safe learning environment for all children.

HOW

Staff development points may be accumulated by attending workshops, professional development courses, higher education courses in the teacher's field of instruction, or courses related to obtaining additional professional qualifications. Higher education course work, in which the teacher received an equivalent of at least a 3.0 on a 4.0 grading scale, may be reimbursed by the district for one-half of the tuition fees incurred at any institution with The Oklahoma State System for Higher Education or a private institution of comparable type. Reimbursement will be issued after receiving notification of successful completion of the course and grade report within the current fiscal year.

During the school year, opportunities for additional professional development will be offered by the district, state, and other institutions. Each school has a Staff Development Committee Representative who will notify teachers of these opportunities. It is each teacher's responsibility to pursue the opportunity and complete the necessary evaluation.

Will this course/workshop count toward professional development points?

In general, any higher education course or workshop in the teacher's field of instruction is acceptable. For any course/workshop not offered by the district, the following should be submitted to the Staff Development Committee:

1. Title of workshop/course
2. Description of workshop/course
3. Institute of higher education/workshop presenter
4. Evaluation of the workshop/course

If a teacher has a question, he/she should contact a member of the Staff Development Committee or send a request to the committee through the Central Office.

Will I be reimbursed for fees relating to this course?

Teacher's who wish to complete a summer course should notify the district financial director PRIOR to enrolling in the institution so that appropriate funds may be set aside by June 30 of that year toward reimbursement. Failure to notify the district of such summer course work may jeopardize the reimbursement of fees.

For further information, contact the Staff Development Committee Representative at your school. A complete list is included at the beginning of this brochure.

WHY

In an ever-changing world and at the dawn of a new century, educators are challenged with guiding all students in achieving higher standards of learning and development. Professional development plays an essential role in helping educators meet these new challenges.

The local Board of Education establishes a Professional Development Program for all certified teachers and administrators in the district. A Staff Development Committee is selected from the names submitted by the Association of Duncan Educators and chosen by the Board of Education. Each program includes a component on outreach to parents and multicultural education.

The Staff Development Committee has a two-fold purpose:

1. To plan, implement, and evaluate professional development in the district.
2. To communicate professional development opportunities to each school.

The Committee has at least one representative from each school in the district, one administrator, and one counselor.

Each licensed or certified teacher is required to meet the professional development requirements established by the Board of Education or through the negotiation process. Failure of any teacher to meet requirements may be grounds for non-renewal of such teacher's contract.

What are the district requirements concerning professional development?

All certified and licensed teachers and administrators are required to have a total of 75 staff developments points within a five year block, completing a minimum of 2 each year. Employees will be advised in writing of the point status at the end of the first nine weeks and at the end of the third nine weeks of school so that any deficiencies may be corrected. In general, one hour of staff development is equal to one point.

Staff Development points accumulate from July 1 to June 30 of the following year.

The district keeps a record of each Staff Development activity in the office of the personnel director. An evaluation of each activity shall be completed by each participant, and the committee will use the results of this form to help determine the usefulness of the activity as it relates to the district's specific objectives. **Points must be turned in by June 30 of the current year to be counted.**

In addition, building administrators may require specific staff developments based on the needs of the staff or individual teachers.

For further information on the requirements of Professional Development, please consult the district policy manual.

PROFESSIONAL DEVELOPMENT VIDEOS

A DVD/VHS tape library has been created to help administrators and teachers receive points. This media can be checked out from Phyllis Richie at the Media Center. Those marked with an asterisk (*) have been added since June 3, 1999; those marked with two asterisks (**) have been added since June 1, 2008. The following titles are available:

Title	Length
Accommodating Special Needs Students	2:00
ADHD: Attention Hyperactivity disorder	:53
ADHD: Strategies and Tools for ADHD & Collaborative Teaching	2:00
Alternatives for Measuring Assessment (Schools That Work Part 4)	:58
Apple Product Training Video (Tape A)	1:10
Apple Product Training Video (Tape B)	2:27
Art in the Classroom—Cartooning	:05
An Assistive Technology Primary	2:00
Basic Geometric Terms	:05
Building Partnerships for Learning	2:30
Building Your Disciplinary Plan	2:00
Bully-Proofing Your Classroom	2:00
**Bullying Prevention: Taking Action	:14
Children As Explorers (Schools That Work Part 3)	1:00
Children As Problem Solvers (Schools That Work Part 2)	1:00
Children as Strategic Readers (Schools That Work Part 1)	1:00
Classroom Management: A Proactive Approach	2:00
Conflict Resolution/Conflict Management Through Mediation	2:00
Continuum of Behavioral Intervention (The)	2:00
Creating A Positive Classroom Atmosphere	2:00
Creating Internet Curriculum Integration 101 Tape #1	:27
Creating Internet Lesson Plans Tape #2	:21
Creating Internet Projects Tape #3	:23
Curriculum-Based Measuring	1:30
Developing Quality IEPs	1:30
Developing Stress Hardiness & Changing Negative Mindsets	2:00
Discipline Approaches in the Classroom	1:30
Doing Your Best On Tests: ACT	:37
E-Rate Deadline—February 5, 1999	2:00
Exploring the Internet: E-Mail for Teachers	:10
Exploring the Internet: E-Mail	:09
Exploring the Internet: Introduction	:10
(An) Eye for Change/The Parent Crunch (The Heart of Teaching Series)	:15
Eyes on the Prize I: America's Civil Rights Years 1954-1965	:11
Eyes on the Prize In-Service (PBS 2 copies)	:11

***After viewing, summarize the contents on the designated form and submit it with the regular staff development forms for points. Approximately one hour of viewing is equal to one point.

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Title	Length
(A) Faculty Feeling (The Heart of Teaching Series)	:14
Finding Your Disciplinary Style	2:00
Functional Behavioral Assessment & Planning	2:38
Futures At Risk	2:00
Global Quest: The Internet in the Classroom	2:00
Grants to Teachers Process	:10
Guidance on the Implementation of IDEA 1997 March 3, 1999	2:00
Guidance on the Implementation of IDEA 1997 March 10, 1999	2:00
Guidelines to Effective Classroom Management	:45
Had We Listened	:45
Honoring Diverse Learning Styles	:45
How Teaching Styles Affect Classroom Management	:45
Improving College Admission Test Score on the ACT, Part I	:20
Improving College Admission Test Score on the ACT, Part II	:36
Inclusion...Effective Teaching Strategies	:36
Inclusive Schools: Making Inclusion Work	2:00
Inservice Education – ADHD	2:00
Language Arts for At Risk & ESL Students	2:00
Last Hour Clash/Everyone is Something Else (Heart of Teaching Series)	:28
Learning Styles	:21
Least Restrictive Environment—Where We’ve Been, Where We’re Going	2:00
Lesson Plan Remodeling: A Strategy for Critical Thinking	:40
Linking the General Curriculum to the IEP	1:30
**MRSA Awareness	:12
Macintosh Product Training Video (Part B)	2:15
Medical Intervention-ADHD	2:00
Meeting the Year 2000 Computer Challenge: The Millennium Bug	2:00
Multiple Intelligences—Maximizing Student Success	2:00
Multicultural Education: Copies #1, 2, & 3	2:00
NASDSE: Alternative Assessment	1:30
Parental Involvement: Copies #1, 2, 3, & 4	1:30
Phoenix Education Foundation	:18
**Playground Safety: Making The Grade	:12
Positive Discipline in the Classroom	2:00
Practical Strategies for Inclusion	1:57

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Preparing Your Children for Tomorrow	2:00
**Preventing Sexual Harassment: What Educators Need To Know	:23
Proactive Approach to Classroom Management (Crisis & Management)	2:00
Providing Visual Products for Today's Schools	:10
Questioning Strategies for Effective Teaching	:37
Reaching the Tough to Teach	2:00
Reclaiming "At Risk" Students	2:00
**Recognizing and Reporting Child Abuse	:19
**Recognizing Drug and Alcohol Abuse	:20
Role of Student Contracts in Classroom Management (The)	:45
**School Crisis Planning: Intruder Drill	:14
School is People (A	2:00
**School Violence: Draw The Line	:20
Serving Students with Disabilities	1:00
Setting Standards: Curriculum, Instructions, Assessment & Implications	1:30
**Special Education Ergonomics: Saving Your Back	:18
Spectrum of Learning (The)	2:00
Stress Hardiness & Negative Mindsets (Crisis Management)	2:00
Student At Risk (A)	:22
**Student Confidentiality: The FERPA/HIPAA Facts	:17
Successful Approach to Attacking Truancy (A)	:22
Talks with Teachers—A Season of Opportunity	:14
Teacher's Role in Community Relations (The)	:18
Teaching is an Attitude	2:00
Teaching on the Net	2:00
Teaching Reading Comprehension: Perspectives on Understanding	:26
Teaching Strategies—Attention Deficit Hyperactivity Disorder	:36
Teaching to Both Sides of the Brain	:26
Teaching The Toughest: Unique Approaches (Crisis & Challenges)	2:00
Technology in the Classroom: Multimedia for Understanding	2:00
Technology in the Classroom: Solutions for Literacy	2:00
Teen Parenting: Dropout Prevention	2:00
Understanding the Funding Commitment Decision Letter Forms 486/472	1:32
United We Win: Divided We Lose (Early Intervention)	2:00
What Every School, College, and Public Library Should Know	:21
What To Do When Bad Things Happen (Crisis & Challenges)	2:00
What To Do When You Don't Know What To Do (Early Intervention)	2:00
Your Public Is Listening Copies #1, 2, 3, 4, 5, & 6	:18
Effective Teaching-J.Wong(8tapes) Autism Training-Sandra Jones	25:00

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NOTES