

PROFESSIONAL DEVELOPMENT PROGRAM

GENERAL STATEMENT OF INTENT

It is the intent of Western Heights' professional development program to provide opportunities for staff members of Western Heights Schools to develop their professional skills, thus supporting our primary goal of enhancing effective instruction. This is in compliance with the School Laws of Oklahoma. The interrelationships among the Professional Development Plan, the North Central Association School Improvement Plan (NCA SI Plan), and the Capitol Improvement Plan will support the achievement of common goals. It is recognized by this committee that differences exist in the needs, abilities, and job requirements of individual staff members. These differences will be taken into account whenever possible as specific programs are planned. The assumption is made that increasing staff capabilities will ultimately result in increased learning by Western Heights' students.

GENERAL CHARACTER OF PROFESSIONAL DEVELOPMENT OF CERTIFIED PERSONNEL

There are several types of needs which may be addressed in the Professional Development Program. These may include: (1) personal, individual needs; (2) needs by individual schools; (3) needs of certain grade levels; (4) needs of specific curriculum interests; and (5) needs of the school district. The majority of such needs and goals are expressed in the Western Heights Public School NCA SI Plan. The major vehicle used to identify professional development needs will be student assessment data analysis. Other resources to be used to identify needs will include results of North Central Accreditation processes; a district staff needs assessment, other input (such as staff, parent, student surveys), review of competencies as identified by State Department of Education and regulations of The No Child Left Behind Act. It is recognized that these needs can properly be addressed in a variety of ways. Staff input has indicated a desire to provide enough local opportunities during the recognized professional days to meet the point requirements. Additional professional development opportunities such as workshops/conferences will be approved when directly related to the goals of the district.

Specifically, then, continuous and ongoing professional development, including designated paid professional days are to be used as the base for professional development. The professional development opportunities provided throughout the year will be based upon review of student performance data and geared directly to the specific needs of the teacher/staff member. This will be an attempt to "individualize" the professional development of staff to better serve the needs of the district and to make each activity as relevant and useful as possible. Time during the workday, as well as after school time will be used. The following options exist for the use of this time:

1. Participation in professional development activities in the school district.
2. Participation in another activity when specifically applied for, and approved by, the Professional Development Committee/school administrator, unless there is a "compelling need" for participation by all personnel. The "compelling need" will be determined by the Superintendent. Individuals electing this option must justify and document this activity.
3. Consultation with a higher education faculty.

Western Heights Professional Development Technology Education Plan

Knowing that Technology Education is vital for our students, Western Heights School District has implemented a plan that will integrate technology training into the Professional Development curriculum. Technology is an essential part of the educational process and the implementation of technology is crucial to the educational success of our students. The goals of the training are to:

- Establish a comfortable level of acceptance of technology
- Facilitated the implementation of technology into the classroom
- Establish a support system for teachers using technology
- Provide trainings to meet the National educational technology standards for teachers (ISTE NETS Standards)

To this end, our technology department along with the professional development committee has set up a team of District Trainers. This team consists of VISION technologists. The following tasks were required of the trainers:

- Develop curriculum to train the site trainers
- Develop curriculum for the site trainers to use for training their colleagues
- Update curriculum as necessary and make it available to the site trainers
- Provide professional development technology training to all teachers throughout the summer

In addition to the core group of District Trainers, there are Site Trainers. Four teachers from each elementary site and 7-8 teachers from each secondary site comprise the group. They are comfortable with technology and are required to do the following tasks:

- They train teachers in their building on new product versions (example: all the version changes of MCS)
- They incorporate new technology into their classrooms
- They train their colleagues in new technology
- They serve as a link between their site and the district trainers
- They help district trainers adapt trainings and make adjustments when necessary

In using this model for professional development, the individual teacher in the classroom has a ready answer from a site trainer on any point of technological difficulty. The classroom teacher is also empowered through education in technology to try new techniques that would not have been available if that channel of communication had not been open to him or her. By supporting our teachers, we allow them to grow and discover exactly how good they can be.

THE ROLE OF THE PROFESSIONAL DEVELOPMENT COMMITTEE

It is the function of the Professional Development Committee to plan and coordinate the activities of local professional development as required in the School Laws of Oklahoma and as approved by the Western Heights Board of Education. These activities shall include the Teacher of the Year selection process, needs assessments, program planning, program implementation, and program evaluation. The Professional Development Committee may report periodically to the Board of Education. Each individual Professional Development Committee member is also responsible for reporting to the group from which he or she was selected.

COMMITTEE MEMBERS

Teacher members shall be selected by a designated administrator of the school district from a list of names submitted in the district. It is the preference in Western Heights to recognize two groups that comprise the professional development committee: one group being the North Central Chairs at each site and the other group being those in charge of the Teacher of the Year selection process. By utilizing both groups, each site participates in the selection process and then those members selected shall be subject to the approval of a majority vote of the teachers in the district. The committee shall include teachers, administrators and parents/guardians with a majority of the committee being teachers. The committee shall consult with a higher education faculty. At a minimum, once every four years the committee shall include at least one school counselor in its membership.

I. ASSESSMENT OF PROFESSIONAL DEVELOPMENT NEEDS

The assessment of needs to be addressed through professional development consists of three phases:

1. Evaluation of the previous year's program
2. Assessment of needs that should be addressed over the next years
3. Setting of goals to meet those needs

I. A. ANNUAL EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAM 2003-2009

In order to evaluate accurately the professional development activities and program, three methods will be utilized.

At the conclusion of each locally-sponsored professional development activity, an evaluation form will be completed by each participant (see Attachment 1) which will be collected by the Professional Development Committee. Points will be given based on staff attendance and sign-in sheets via the building committee member and principal.

On a yearly basis, individual schools, as well as the district, will use school and student data in order to self-assess and organize data to determine need. Processes will be associated with the North Central process and will be used to continually evaluate progress.

Evaluation of individual activities will be done by use of Attachment 2.

In April, each administrator and teacher in the district will be asked to complete an overall program evaluation form.

This process of evaluation will yield a list of needs to be addressed. Ideally, site and district goals will be formulated each year.

I. B. NEEDS ASSESSMENT

The Needs Assessment process will include the following activities in addition to the evaluation of the previous years program: teacher interaction sessions, survey of all staff, review of North Central Reports, examination of achievement test data, committee recommendations, individual conferences, and recommendations received through the development of the NCA SI Plan and review of competencies as identified by the State Department of Education. Input from these sources is compiled and needs emerge.

The District Needs Assessment process will center around the goals associated with NCLB and state laws, and the professional development plan will assist the district in meeting each of the goals:

- All Students will perform well in reading and math by 2014
- LEP students will perform well compared to peers
- Students will be taught by highly qualified teachers by 2005-2006
- Learning environments will be safe, drug-free and conducive to learning
- All students will graduate high school by 2017
- Increasing the academic performance index scores for the district and each school site
- Closing achievement gaps among student subgroups
- Increasing student achievement as demonstrated on state-mandated tests and the ACT
- Increasing high school graduation rates
- Decreasing college remediation rates.

Professional development will be in accordance with all present and future state mandated training sessions.

I. C. GOALS

The similarities and repetition between program evaluation needs and continuous needs assessment data are obvious. Training activities for 2003-2009 will be planned to address each of these goals each year.

Vision

The vision of the Western Heights Public School District would include a well-defined curriculum, taught by a core of competent, caring teachers with a high degree of active involvement by students, staff, parents and community. The educational program will create free decision makers capable of shaping their own futures. The school will be a place where students can and want to learn. The district will increase the quality and quantity of educational offerings to all students through excellent employees who will be kept up to date by continuous professional development activities. Citizen support will be maintained at a high level because our students will demonstrate a very high level of achievement. Additionally, facilities will be of high quality, well maintained, and equipped with the state of the art educational equipment.

When allocations from the state allow, the professional development committee will allocate funds to school sites for site level professional development activities. The principal from each site will work with the professional development representative to decide on activities which will enhance the staff's ability to meet the needs of their students as identified in their NCA SI Plan. The principal and professional development representative will request funds through the proper purchase order procedure where they will identify their specific NCA SI Plan objectives.

Mission

Educating Every Student for Success

Philosophy

All students must learn and succeed if we are to improve our democratic society. All students can be successful if they choose to do so. We will provide conditions by which the students can learn and succeed and will dismantle any barriers that stand in their way.

To do this, we the staff, students, administration, school board, and parents will embrace a view of education that is driven by proficiencies. It is driven by success in meeting objectives and is not dependent on prior experiences nor socioeconomic status.

We recognize we are stronger when we work together to prepare our students to improve the quality of their lives. We assert that quality instructional leadership in the essential elements of teaching and learning will result in effective teaching, curriculum alignment, and student mastery of curriculum content. We believe three basic premises: (1) that our school and parents can control the conditions necessary for student success, (2) that success breeds success and (3) that all students can learn and succeed. We support these premises with the practices of: providing clarity of focus for students on proficiencies of significance, providing students expanded learning opportunities, and providing a learning environment where expectations are set and maintained at high levels.

II. PLANNED INSERVICE ACTIVITIES

Specific in-service activities planned to meet identified needs and training objectives will be proposed. Programs shall emphasize development of competencies in core areas. The program shall also include (as required by state statutes) components on classroom management/discipline; outreach to parents; racial and ethnic education; special education; and recognition and reporting of child abuse and neglect.

III. ALTERNATIVE ACTIVITIES (OUTSIDE POINTS)

Faculty may participate in the following alternative activities to meet the local district's identified needs. Points to be given are also stipulated. These alternative activities must be adequately justified and documented. To receive professional development points, state regulations require that alternative activities shall show clear relationship to the identified needs and shall have direct application to increasing staff performance in a work assignment.

All decisions regarding points to be given will be made by the Professional Development Committee. College and university courses will receive 15 points per credit hour as state mandated, providing these courses relate to: (1) the teaching area of the Staff member, (2) an identified need determined by the Professional Development Needs Assessment, (3) teacher or administrator certification, or (4) professional development.

Activity

1. Workshops/Seminars/Clinics, 1 point per hour of attendance
2. College Class for Credit (See restrictions noted above.) 15 per credit hour
3. Visitations -- 1 point per hour; 3 points maximum per visit (In district or out of district)
4. Serving on North Central Visitation Team (out of district evaluation) 1 point per hour.
5. Attending two-day OEA/CCOSA/ASBO Conventions (Minimum of 4 hours of documented attendance)
6. Viewing/reading and written evaluation of media materials located in the professional collection at the administration building's District Conference Library. (You may earn 1 point per selection. These materials may be used for a maximum of 2 points.
7. In-district committees formed to help meet the needs of the school through planning and improving instruction. 1 point per hour.
8. Presentation of workshops/seminars/clinic to in-district employees, 2 points per hour of presentation.

IV. THE POINT SYSTEM

In compliance with the School Laws of Oklahoma, each certified and licensed teacher and administrator shall accrue a minimum of 75 points within a five-year period. A minimum of 5 local points must be earned each year by each certified member of the staff, whether full-time or part-time. The other 50 points required by law within each certified staff member's five-year professional development cycle shall be earned on an unscheduled basis. A professional development year is based upon the fiscal year, July 1 - June 30. By June 30, annual points must be earned; certification of those points must be turned in to the Professional Development Committee within four (4) months of completion of the activity, and any claims for approved reimbursements to staff members must be turned in to the Administrative Liaison to the committee.

IV. A. LOCAL POINTS

All points may be earned from this section. A minimum of 5 points must be earned in this section each year.

The following are to be considered activities for local points;

1. Professional Development Day activities (a minimum of, or at least, two days per year,)

2. Workshops or presentations provided at the building level with approval of the building administrator and the Professional Development Committee.
3. Other activities as approved by the Professional Development Committee throughout the year.

IV. B. ACTIVITIES NOT ELIGIBLE FOR PROFESSIONAL DEVELOPMENT POINTS

Points will not be awarded for the following activities:

1. Serving on any internal school district committees during the negotiated workday which includes a stipend.
2. Activities concerning negotiations by any school employee (including training).
3. Parent/Teacher conferences.
4. Serving as a consulting teacher.
5. General staff meeting at the building level.
6. Repeated presentations of workshops, clinics, and seminars in the same school year.
7. Class or club sponsorships.
8. Paid employment in field of expertise.
9. Any routine, job-related assignment.

IV C. CLARIFICATIONS

1. Points gained after June 30 shall be counted on the following school year. Application for credit for points must be made within four months of completion of the activity.
2. A "point" is approximately equal to one clock hour (exclusive of lunch).
3. Because needs, other than personal, have been identified and because we desire to have total professional development rather than only personal professional development, there will be restrictions on the type of activities for which points may be earned. (It will be the responsibility of the individual applying for outside points to justify the activity to the Professional Development Committee via the site principal)
4. In order for college courses to be counted for professional development points, the Staff member must provide official notification from the college or university that the course has been completed. This official notification shall be in the form of an official transcript, official grade report, or other official college record.

IV D. INDIVIDUAL RESPONSIBILITY

1. The School Laws of Oklahoma state, "Any licensed and certified teacher in this state shall be required by the local school board to meet the professional development requirements established by said local school board, or established through the negotiation process. Failure of any teacher to meet local school board professional development requirements may be ground for nonrenewal of such teacher's contract by the local school board. Such failure may also be grounds for nonconsideration of salary increments affecting said teacher." At the end of each year, if a teacher, whether full-time or part-time, has not met the required

5 local points per year and/or the state-mandated 75 points per five-year period, the Professional Development Committee will notify the school board of this fact.

2. It shall be the responsibility of each staff member to participate in professional development and to certify his or her completion of "points" (on a form provided by the Professional Development Committee), with all points documented and justified. The form shall be submitted when requested by the Professional Development Committee.
3. Even though points are earned outside the locally-provided professional development activities, each person must account for his or her time and get prior approval from his/her immediate supervisors if he/she will not be in attendance at the local professional development meetings. It will have to be approved as professional leave.
4. Teachers and administrators are encouraged to recommend programs of interest to the Professional Development Committee and suggest alternative ways to meet local points. These may include evening or weekend activities.
5. Upon completion of district professional development in-service, a list of certified/licensed personnel who were not in attendance shall be compiled by the Director of Professional Development.

Any individual not attending will be responsible for documentation per Individual Activity Request (see Attachment 2) or copy of approved professional leave with documentation of workshop attendance in order to make up points missed locally.

If documentation cannot be provided by those individuals, their names will be submitted in writing to the superintendent for presentation before the Board of Education at the following board meeting. In accordance with School Laws of Oklahoma, failure of any teacher to meet local school board professional development requirements may be grounds for non-renewal of such teacher's contract by the local school board. Such failure may also be grounds for nonconsideration of salary increments affecting said teacher.

IV. E. APPEALS

Any staff member's request for professional development points not approved may be resubmitted with additional justification or explanation. This is to be done at the next meeting of the Professional Development Committee.

IV. F. NEW PERSONNEL

1. Licensed/certified personnel new to the system shall be responsible for documentation of any points earned previously under different plans. These points shall be accepted and applied to their records. Years of participation in the 5-year cycle shall be retained. Personnel shall then conform to the Western Heights' plan after the date of their employment.
2. Any licensed/certified teacher or administrator employed by the Western Heights School System at any time after the beginning of the school year shall be required to accrue points at the following rates;
 - 3 professional development days remaining = 5 local points
 - 2 professional development days remaining = 4 local points
 - 1 professional development day remaining = 3 local points

If no professional development days are held during the school year after the employment of a certified member of the Staff, only the state requirements must be met. They are as follows: "Any certified staff member employed less than 120 days must earn 2 professional development points in order to meet state law requirements;

however, that teacher shall begin the first of the 5-year professional development cycle the following year.” (Those 2 points will be credited toward that first year of the cycle.)

V. NOTIFICATION OF POINT STATUS

All certified and licensed staff shall be notified in writing no later than September 15 of each school year of their professional development point status and year of cycle. Deficiencies will be made known by March 15 of each school year. Individuals who are deficient (less than 5) at that time will be required to prepare and submit for approval a written plan of action for point acquisition at the next scheduled board meeting.

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Attachment 1

Western Heights Professional Development
Evaluation Form

Elementary _____ Secondary _____

Date _____

Name of Activity _____

Place of Activity _____

EVENT CRITERIA	EXCELLENT	GOOD	FAIR	SUGGESTIONS FOR IMPROVEMENT
Facilities				
Program Format				
Program Content				
Consultants				

I have learned or relearned: _____

I will use the following aspects of the presented content: _____

Other comments and/or suggestions: _____

Attachment 2

WESTERN HEIGHTS PUBLIC SCHOOLS
Evaluation of Professional Development Activity
Individual Request for Professional Development Points

Part A: Personal Information

Name: _____ Total points earned: _____

School: _____ Applicant's signature _____

Job title: _____

Part B: Workshop/course Information

Check one: Workshop _____ College/School _____ Conference/Convention _____

Name/Title of activity: _____

What organization/Institution is presenting this activity? _____

Date: _____ Time: _____ to: _____ (exclusive of lunch)

Major topics covered in this activity: _____

This professional development activity will help me do a better job by: _____

Part C: Other

Date _____ Time _____ to: _____ (exclusive of lunch)

Visitations: In-District _____ Out-of-District _____

1. This visitation activity will help me do a better job by: _____

Date _____ Time _____ to: _____ (exclusive of lunch)

Committee: In-District _____ Out-of-District _____

2. This committee meeting will help me do a better job by: _____

Part D: Reviewing professional materials (maximum 2 points per year)

Title reviewed _____ Length or pages _____

Evaluation _____

If attending an out-or-district workshop/conference, please attach documentation or college transcript.