

**LUBBOCK-COOPER ISD
LONG-RANGE STAFF DEVELOPMENT PLAN
1999-2002**

Goal I **Staff development will be designed to fulfill academic initiatives.**

Objective 1. Staff development will address components of the TAAS Mastery Plan.

Strategy 1: Vertical and horizontal teaming will be conducted to assure alignment between curriculum, instruction, materials and assessment.

Target audience: All administrators & TAAS teachers
Resources allocated: pay for substitutes, fees for workshops, ancillary materials
Staff Responsible: Asst. Superintendent and campus principals
Timeline: session held in 97-98 & 98-99 & will be on-going
Formative Evaluation: surveys and informal feedback
Summative Evaluation: TAAS scores and AEIS rating
Comments: //training in "Shirley" method for writing
 //scope and sequence meetings
 //workshops at ESC w/ Shirley Crooks & others

Strategy 2: The faculty will be educated on the A.E.I.S. accountability system.

Target audience: all administrators, teachers and aides
Resources allocated: time allotments
Staff Responsible: Asst. Superintendent & principals
Timeline: started in 96-97; yearly orientation w/ new teachers & at faculty meetings
Formative Evaluation: surveys and informal feedback
Summative Evaluation: TAAS scores and AEIS rating
Comments: purpose is awareness as a professional

Strategy 3: The faculty will be provided staff development on Rudy Payne's methods on how to work with students and parents from poverty as a means to raise TAAS scores of economically-disadvantaged students.

Target audience: all administrators, teachers, with particular emphasis on TAAS teachers
Resources allocated: purchase books; fees for workshops, speakers
Staff Responsible: Asst. Superintendent & principals
Timeline: faculty meetings
Formative Evaluation: surveys & informal
Summative Evaluation: TAAS scores of economically-disadvantaged students
 less discipline problems with students from poverty
 higher attendance in students from poverty
Comments: //Teach middle class values via "Character Counts"
 //coordinate w/ counselor's out-reach programs & with programs by Hispanic Forum
 //part of "orange Folder" at-risk system w/ designation on seating chart

Strategy 4: The faculty will be provided staff development on Hispanic culture and multi-culturalism as a means to help raise Hispanic scores.

Target audience: All administrators & teachers
Resources allocated: fees for workshops and speakers
Staff Responsible: Asst. Superintendent and principals
Timeline: Started w/ multi-cultural session w/ Yolanda Sanchez in 8/97 & Diez y Seis in 9/97; on-going
Formative Evaluation: informal evaluation, attendance & grade reports
Summative Evaluation: Hispanic sub-group scores on TAAS test
Higher Hispanic scores on ACT & SAT & EOC
lower Hispanic drop-out rate
higher Hispanic attendance rate
Comments: //“Diversity” sessions w/ Kathi Hovey or Dr. Johnson from Tech or similar speakers
//Special event days like Diez y Seis or Cinco de Mayo
//voluntary lessons offered in practical Spanish

Strategy 5: TAAS teachers will be educated in the Shirley Crooks system of TAAS data analysis

Target audience: TAAS teachers new to District and those desiring or needing review
Resources allocated: fees for workshops at ESC
Staff Responsible: Principals
Timeline: When ESC schedules Shirley Crooks
Formative Evaluation: Are we seeing teachers use the labels, etc during the school year?
Summative Evaluation: TAAS scores and AEIS rating
Comments: veteran TAAS teachers may need periodic review

Strategy 6: TAAS writing teachers will be trained in the “Shurley” writing system

Target audience: TAAS writing teachers, grades 3-11
Resources allocated: TAAS writing teachers
Staff Responsible: Principals
Timeline: held in Sept., 1998 & on-going review & with new teachers, as needed
Formative Evaluation: surveys and informal
Summative Evaluation: TAAS scores
Comments: veteran TAAS teachers may need periodic review

Objective 2 Staff development will address how to meet the needs of at-risk students.

Strategy 1: Teachers will be trained in the methods of Glasser’s Reality Therapy.

Target audience: all administrators, teachers and aides
Resources allocated: fees and sub pay for “basic” week?
Staff Responsible: Principals
Timeline: 97-98 smorgasbord; every few years
Formative Evaluation: surveys and informal feedback
Summative Evaluation: less discipline problems; stronger academics; higher attendance
Comments: started in 1993 & has not been updated as much as it should

Strategy 2: Teachers will be trained on how to work with unmotivated students.
Target audience: All administrators, teachers and aides
Resources allocated: \$6,000 plus to reserve Dr. Robert Brooks or other speaker
Staff Responsible: Asst. Superintendent
Timeline: 2000-01 budget cycle
Formative Evaluation: immediate feedback after session
Summative Evaluation: higher grades and scores among at-risk students
higher attendance and less drop-outs, discipline problems among at-risk students

Comments:

Strategy 3: Teachers will be trained in Ruby Payne's methods on how to work with students and parents in poverty.

Target audience: All administrators, teachers and aides
Resources allocated: speakers, books, notebooks, fees for workshops
Staff Responsible: Principals
Timeline: Aug., 1998 & on-going
Formative Evaluation: surveys and informal feedback
Summative Evaluation: higher grades, scores & attendance
lower drop-outs and discipline problems

Comments: see Strategy Three of Objective 1

Strategy 4: Teachers will be provided staff development on how to adjust instruction to meet the different learning styles of students.

Target audience: all administrators, teachers and aides
Resources allocated: speakers, fees for workshops, testing of all students
Staff Responsible: Asst. Superintendent
Timeline: Conducted in Aug., 1997
Formative Evaluation: surveys and informal feedback
Summative Evaluation: higher achievement by at-risk students
Comments: need to test all students

Objective 3 Staff development will facilitate implementation of the "Engaged Minds" initiative.

Strategy 1: Teachers will be trained in the methods of authentic and performance assessment.

Target audience: Primarily social studies and science, grades 4-12
Resources allocated: sub pay, speakers,
Staff Responsible: Asst. Superintendent
Timeline: started in 97-98, continued in 98-99; yearly updates
Formative Evaluation: surveys and informal feedback
Summative Evaluation: successful authentic assessment units performed
Comments: full two-day session conducted when there are enough teachers who have not gone through the full session

Strategy 2: Teachers will be educated on educational research including Gardner's Multiple Intelligences theory and research on the brain and its relation to educational practices.

Target audience: All administrators, teachers and aides
Resources allocated: speaker, fees for workshops
Staff Responsible: Asst. Superintendent
Timeline: ???
Formative Evaluation: Surveys and informal feedback
Summative Evaluation:
Comments: TEKS-tar identifies this research base & can be used as a teaching tool & a resource

Strategy 3: Teachers will be trained in the use of higher-order thinking skills.

target audience: all administrators, teachers and fees
Resources allocated: speakers,
Staff Responsible: Asst. Superintendent & Principals
Timeline: ???
Formative Evaluation:
Summative Evaluation: Increased SAT, ACT, TASP scores
Comments: this needs to be done on a campus level and appropriately tailored. Multi-sessions, each focusing on a specific skill & methods to teach this skill (time-intensive)

Strategy 4: Teachers will be trained in methods of how to reduce "copyable" assignments.

target audience: all teachers, grades 4-12
Resources allocated:
Staff Responsible: Asst. Superintendent & principals
Timeline: started 98-99 & on-going
Formative Evaluation: feedback from walk-throughs
Summative Evaluation: Increased SAT, ACT, TASP scores
Comments: identified as item on walk-throughs

Strategy 5: Teachers will be trained in cooperative learning methods.

Target audience: all administrators, teachers and aides
Resources allocated: speakers, fees for workshops
Staff Responsible: Asst. Superintendent & Principals
Timeline: ???
Formative Evaluation: teachers use this methodology
Summative Evaluation: higher test scores, less discipline, higher attendance
Comments: some training conducted several years ago, but little systematic training since

Strategy 6: Teachers will be trained in ways to effectively use the libraries and other research sources

target audience: all administrators, teachers and aides
Resources allocated:
Staff Responsible: Principals, Campus librarians
Timeline:
Formative Evaluation: libraries are harder to reserve because they are used more
Summative Evaluation:
Comments: good campus smorgasbord topic

Strategy 7: Teachers will be trained in ways to effectively use methods of Madelyn Hunter.

Target audience: all administrators, teachers, and aides
Resources allocated: speaker, fees for workshops
Staff Responsible: Asst. Superintendent
Timeline: ???
Formative Evaluation: surveys and informal feedback
Summative Evaluation:
Comments: this will be a good review for teachers familiar w/ TTAS; for new teachers this is a good body research to be exposed to that still serves as backbone of PDAS

Objective 4: Staff development will be conducted to address the needs of Gifted and Talented Students.

Strategy 1: Professional personnel will be trained in working with G/T students.

Target audience: Some administrators and G/T teachers
Resources allocated: fees & stipends for sessions at ESC
Staff Responsible: Principals
Timeline: sessions at ESC as offered
Formative Evaluation: surveys and informal feedback; teacher methodology adjusts
Summative Evaluation: DEC compliance
Comments:

Strategy 2: Professional personnel will be trained in operating Advanced Placement courses.

Target audience: AP Administrators and teachers
Resources allocated: fees & stipends for AP conferences
Staff Responsible: Principals
Timeline: courses as offered by AP
Formative Evaluation: survey and informal feedback; teacher methodology adjusts
Summative Evaluation: percent of students passing AP tests
Comments:

Objective 5 Staff development will address teacher education in the Effective School Correlates.

Target audience: All administrators, teachers and aides
Resources allocated: time
Staff Responsible: Asst. Superintendent
Timeline: new teachers and periodic review
Formative Evaluation: surveys and informal feedback
Summative Evaluation: more parental involvement, higher test scores
Comments: This is general background information and needs to be part of all new teacher orientations

Objective 6: Teachers will be trained in the P.D.A.S. system.

Target audience: All professionals
Resources allocated: time
Staff Responsible: Asst. Superintendent & Principals
Timeline: August in-service before school year starts
Formative Evaluation: surveys and informal feedback

Summative Evaluation: ???

Comments:

Goal II. The District will train teachers and staff in the use of technology to facilitate effective instruction and management practices.

Objective 1 Staff development will be conducted in technology to facilitate the TAAS Mastery Plan.

Strategy 1: Teachers with direct TAAS responsibility will be trained to a level of competency on the AEIS-It software system to facilitate TAAS data analysis.
Target audience: Some administrators & TAAS teachers, Gr. 4-10
Resources allocated: training during conference periods
Staff Responsible: Asst. Superintendent & Coordinator of Special Programs
Timeline: conference periods starting in 98-99
Formative Evaluation: Ellna signs competency sheets
Summative Evaluation: TAAS scores and AEIS ratings
Comments: (Teachers in Grades K-3 do not have past year test data to analyze, so have less direct need to be able to access AEIS-It)
//Training is based on standards approach and may require periodic re-certifying

Strategy 2: Teachers will be trained to a level of competency on the TEKS-tar software system.
Target audience: Administrators & teachers
Resources allocated: training during conference periods
Staff Responsible: Asst. Superintendent & Coordinator of Special Programs
Timeline: conference periods starting in 98-99
Formative Evaluation: Ellna signs competency sheets
Summative Evaluation: TAAS scores and AEIS ratings
Comments: Last of elem. teachers given lap-tops in 1999-2000

Objective 2: Staff development will be conducted to train teachers to a level of competency in technology in order to be more efficient and effective as professionals.

Strategy 1: Personnel will become competent in Windows 95 use.
Target audience: All administrators, teachers
Resources allocated: time
Staff Responsible: Asst. Superintendent & Technology Coordinator

Timeline: Started in 98-99 in after school sessions
Formative Evaluation: surveys and informal feedback
Summative Evaluation: technology awareness increases
Comments: Last of elem. teachers given lap-tops in 1999-2000

Strategy 2: Personnel will become competent in WinSchool
Target audience: Teachers and Principals
Resources allocated: time
Staff Responsible: Asst. Superintendent & Technology Coordinator
Timeline: Started in 98-99
Formative Evaluation: surveys and informal feedback
Summative Evaluation: taking attendance takes less time & students with attendance problems are more quickly identified, resulting in higher attendance percentages
Comments: Last of elem. teachers given lap-tops in 1999-2000

Strategy 3: Personnel will become competent in Word Processing Skills
Target audience: All administrators and teachers
Resources allocated: time
Staff Responsible: Asst. Superintendent & Technology Coordinator
Timeline: 1999-2000
Formative Evaluation: surveys and informal feedback
Summative Evaluation: greater technology and communication skills
Comments: Last of elem. teachers given lap-tops in 1999-2000

Strategy 4: Personnel will become competent in use of Spreadsheets
Target audience: All administrators and some teachers
Resources allocated: time
Staff Responsible: Asst. Superintendent & Technology Coordinator
Timeline: 1999-2000
Formative Evaluation: surveys and informal feedback
Summative Evaluation: greater technology skills and more efficient in areas such as budgets
Comments: Last of elem. teachers given lap-tops in 1999-2000

Strategy 5: Personnel will become competent in the use of databases
Target audience: All administrators and most teachers
Resources allocated: time
Staff Responsible: Asst. Superintendent & Technology Coordinator
Timeline: 1999-2000
Formative Evaluation: surveys and informal feedback

Summative Evaluation: better data analysis should lead to more incisive trouble-shooting
Comments: Last of elem. teachers given lap-tops in 1999-2000

Strategy 6: Personnel will become competent in the use of the Internet

Target audience: All administrators and teachers
Resources allocated: time
Staff Responsible: Asst. Superintendent & Technology Coordinator
Timeline: 1999-2000
Formative Evaluation: surveys and informal feedback
Summative Evaluation: Classroom presentations will be more have more depth and variety, augmenting authentic assessment units
Comments: Last of elem. teachers given lap-tops in 1999-2000

Strategy 7: Personnel will become competent in the use of PowerPoint

Target audience: Some administrators and some teachers
Resources allocated: time
Staff Responsible: Asst. Superintendent & Technology Coordinator
Timeline: 2000-2001
Formative Evaluation: surveys and informal feedback
Summative Evaluation: classroom instruction should be more effective
Comments:

Goal III. Staff development will be conducted to assure discipline and student safety.

Objective 1: Staff development will be conducted to provide discipline and assure a positive instructional environment.

Strategy 1: Personnel will be trained about District policy concerning zero tolerance for gang-related behavior.
Target audience: All personnel
Resources allocated: fees for speakers
Staff Responsible: Asst. Superintendent & Principals: District police officer (if one is hired)
Timeline: "Smorgasbord(???) session in 1999-2000
Formative Evaluation: greater awareness of gang-related problems (may lead to temporary increase of discipline referrals)
Summative Evaluation: less gang-related behavior
Comments: this was initiated in 1993-94

Strategy 2: Teachers will be trained in the methods of Glasser's Reality Therapy.

Target audience: all administrators, teachers and aides
Resources allocated: fees and sub pay for "basic" week?
Staff Responsible: Principals
Timeline: 97-98 smorgasbord; every few years
Formative Evaluation: surveys and informal feedback
Summative Evaluation: less discipline problems; stronger academics; higher attendance

Comments: started in 1993 & has not been updated as much as it should
(See Goal I, Objective 2, Strategy 3)

Strategy 3: Personnel will be trained in the methods of Ruby Payne and Character Counts to teach middle class values.

Target audience: All Administrators, teachers and aides

Resources allocated: fees for speakers & training modules

Staff Responsible: Asst. Superintendent & Principals

Timeline: 1998-99 and on-going

Formative Evaluation:

Summative Evaluation: less discipline problems among economically-disadvantaged students

Comments:

Objective 2: Staff development will be conducted to assure greater safety for all personnel and students in the District.

Strategy 1: Personnel will be trained in crisis management procedures

Target audience: All personnel

Resources allocated: time for planning and drills; cost of radios

Staff Responsible: Asst. Superintendent & Principals; District police officer (if one is hired)

Timeline: 1999-2000

Formative Evaluation: results of drills

Summative Evaluation: greater safety

Comments:

Strategy 2: Personnel will be trained in procedures to “lock down” the facilities from an external threat

Target audience: All personnel

Resources allocated: time for planning and drills; cost of radios

Staff Responsible: Asst. Superintendent & Principals; District police officer (if one is hired)

Timeline: 1998-99

Formative Evaluation: results of drills

Summative Evaluation: greater safety

Comments:

Strategy 3: Personnel will be trained in first aid and CPR procedures

Target audience: All personnel

Resources allocated: fees for renting training equipment

Staff Responsible: Asst. Superintendent; Nurses

Timeline: “Smorgasbord” session in 1999-2000

Formative Evaluation:

Summative Evaluation: greater safety and better response to emergencies

Comments:

Strategy 4: Personnel will be trained in proper use of a fire extinguisher

Target audience: All personnel

Resources allocated: time

Staff Responsible: Asst. Superintendent; Director of Operations
Timeline: January, 1999
Formative Evaluation: informal feedback
Summative Evaluation: proper response to a fire
Comments:

Goal IV. Staff development will be designed to educate the staff in professional issues and help maintain a quality work force.

Objective 1: Staff development will be conducted to educate all staff on personnel law.

Strategy 1: Teachers will be educated in their due process rights and duties under contract law.

Target audience: all personnel

Resources allocated: time

Staff Responsible: Superintendent

Timeline: January smorgasbord

Formative Evaluation: surveys and informal feedback

Summative Evaluation: greater understanding on personnel issues

Comments: done in January, 1998

Strategy 2: Teachers will be educated on their professional code of ethics.

Target audience: all professional personnel

Resources allocated: time

Staff Responsible: Superintendent

Timeline: January smorgasbord

Formative Evaluation: surveys and informal feedback

Summative Evaluation: less code of ethics violations as awareness increases

Comments: done in January, 1998

Objective 2: Staff development will be conducted to educate personnel on their role within the school organization.

Strategy 1: Personnel will be educated on the organizational chart and the chain-of-command.

Target audience: all personnel

Resources allocated: time

Staff Responsible: Superintendent

Timeline: January, 1999 smorgasbord

Formative Evaluation: surveys and informal feedback

Summative Evaluation: fewer problems with chain-of-command issues

Comments:

Strategy 2: Personnel will be educated on their rights and duties concerning grievance procedures.

Target audience: All personnel

Resources allocated: time

Staff Responsible: Superintendent

Timeline: January smorgasbord every few years

Formative Evaluation: surveys and informal feedback
Summative Evaluation: personnel follow procedures on grievances
Comments:

Objective 3: Staff development will be conducted to educate personnel on school financial issues.

Strategy 1: Personnel will be educated in the basics of the school finance system.
Target audience: all administrators, teachers and aides
Resources allocated: time
Staff Responsible: Business Manager
Timeline: January, 1999 smorgasbord
Formative Evaluation: surveys and informal feedback
Summative Evaluation: greater understanding of importance of attendance issues and PEIMS integrity
Comments:

Strategy 2: Personnel will be educated in long term budget priorities.
Target audience: All personnel
Resources allocated: time
Staff Responsible: Superintendent
Timeline: January, 1999 smorgasbord
Formative Evaluation: surveys and informal feedback
Summative Evaluation: budget requests adhere to long-term district priorities
Comments:

Strategy 3: Personnel will be educated in purchasing procedures.
Target audience: All personnel
Resources allocated: time
Staff Responsible: Business manager
Timeline: every August in-service
Formative Evaluation: surveys and informal feedback
Summative Evaluation: fewer problems with filling out P.O.s
Comments:

Objective 4: Staff development will be conducted to educate personnel on their rights and duties in legal matters.

Strategy 1: Personnel will be educated on their rights and duties in reporting child abuse cases.
Target audience: All personnel
Resources allocated: time
Staff Responsible: Asst. Superintendent & Principals
Timeline: ???
Formative Evaluation: surveys and informal feedback
Summative Evaluation: child abuse cases properly reported in timely manner
Comments:

Strategy 2: Personnel will be educated on their rights and duties in sexual harassment cases.
Target audience: All personnel

Resources allocated: time
Staff Responsible: Asst. Superintendent & Principals
Timeline: every August in-service??
Formative Evaluation: surveys and informal feedback
Summative Evaluation: fewer sexual harassment cases
Comments:

Strategy 3: Personnel will be educated on their rights and duties in the appropriate use of force.

Target audience: All personnel
Resources allocated: time
Staff Responsible: Asst. Superintendent & Principals
Timeline: ???
Formative Evaluation: surveys and informal feedback
Summative Evaluation: fewer problems when have to use force
Comments:

Strategy 4: Teachers and aides will be educated in the rights and duties on working with special education students.

Target audience: All administrators and teachers
Resources allocated: time
Staff Responsible: Director of Special Education
Timeline: January smorgasbord (periodically)
Formative Evaluation: surveys and informal feedback
Summative Evaluation: smoother running ARDs
Comments:

Goal V. Awareness sessions will be designed to foster parental and community involvement.

Objective 1: Meetings will be conducted to educate parents and community on TAAS and other academic matters.

Strategy 1: Hispanic Forum will co-sponsor TAAS Parents' Night

Target audience: parents and community members
Resources allocated: refreshments, hand-outs
Staff Responsible: Asst. Superintendent, Hispanic Forum
Timeline: January of each year
Formative Evaluation: surveys and informal feedback
Summative Evaluation: TAAS scores, particularly of Hispanic sub-group
Comments: began in January, 1998

Strategy 2: Open Houses and Goals Days will be held to improve mutual understanding between school and community on academic issues.

Target audience: parents and community members
Resources allocated: refreshments, hand-outs
Staff Responsible: Principals
Timeline: every September
Formative Evaluation: surveys and informal feedback
Summative Evaluation: test scores improve
Comments: Goals Days started in September, 1998

Objective 2: Meetings will be conducted to educate parents and community on gang-related problems and other safety issues.

Strategy 1: Meetings will be held to communicate the District's zero-tolerance policy concerning gang-related behavior.

Target audience: parents and community members

Resources allocated: fees for speakers

Staff Responsible: Asst. Superintendent & Principals

Timeline: ???

Formative Evaluation: surveys and informal feedback

Summative Evaluation: less gang-related problems (less discipline referrals)

Comments: held in 93-94

Strategy 2: Meetings will be held to communicate the District's zero-tolerance on substance abuse.

Target audience: parents and community members

Resources allocated: refreshments and hand-outs

Staff Responsible: Asst. Superintendent & Principals

Timeline: ???

Formative Evaluation: surveys and informal feedback

Summative Evaluation: less substance abuse (less AEP referrals)

Comments:

[ADD STRATEGY RE: PREGANCY....???

Schedules

1998-99

June PDAS updates
June G/T training for new teachers
July AP & Pre-AP training
July-Aug technology training
August R Payne, PDAS update, new teacher,
Sept Auth. Assess.: one day in-house
Sept S. Crooks: 3 days at ESC
Sept TAAS Writing Vertical Team
Sept Shurley Method on TAAS Writing
Sept Diez y Seis activities
Sept AEIS-It starts in Int. (teacher conference periods)
Sept. WinSchool starts in JH & HS (after school)
Oct "Character Counts" orientation for Counselors
Oct Technology (comp day)
Oct //AEIS-It cont. in Int.
//WinSchool in _____
//Character Counts meetings on campuses
Jan Smorgasbord
//diversity session by Kathi H.
//finance session by Betsy & Thom
//governance, complaint process by Pat

1999-2000

Aug Character Counts (Aug 11 & 12)
6 F New Teachers/ PDAS
9 M Breakfast & Welcome// Crisis Management Training
10 T Faculty Meetings (PDAS update)
11 W Elem-Int: Character Counts// JH & HS: campus choice (vertical teaming?)
12 Th reverse of Wed.
13 F Teacher workday
Oct technology?
Jan Smorgasbord (Gang-related)(CPR)(Use of library)

also: technology, AEIS-It, TEKS-tar, Shurley Meth for Gr 4-8, auth. assessment review, R Payne update, PDAS, G/T, AP,

Methods of choosing topics:

--Unfilled strategies in the LRPP
--survey in January of interests and needs for future SD sessions
--feedback after each staff development session
--District and Campus Site-based advisory teams

- faculty meetings
- Public Forum
- Hispanic Forum
- results from AEIS report
- feedback from TSR
- workshops offered at ESC
- unsolicited suggestions
- Federal & state statute, TEA mandates, SBOE rules, Board of Trustees directives
- D.E.C. visit results

Sources of Presenters:

- Staff of LCISD
- ESC sessions and/or staff
- Professional conferences
- mentors
- readings
- videos
- consultants (volunteered or on a fee-basis)
- college courses

FUTURE SPEAKERS???

- Howard Gardner on multiple intelligences
- Robert Brooks on working with unmotivated students (2000-01 budget cycle)
- Robert Gonzalez on reading
- Michael Eaton on reading
- Ruby Payne
- Nat Cooper on Character Counts

TEACHERS NEW TO LUBBOCK-COOPER ISD

(One full day before school starts in August)

(This session is in addition to specific staff development sessions on related topics)

[Show them applicable parts of Employee Handbook]

- Welcome... PAT
- LRPP & District priorities (Three “Musts”) PAT
 - 1. TAAS
 - 2. PEIMS
 - 3. Discipline
- Effective School Correlates PAT
(handout an article from Lezotte, et. al. or the sheet showing the correlates)
- AEIS system (hand-outs?) PAT

- //three main areas: attend, drop-outs, TAAS
- //sub-groups
- //ratings: only as good as worst sub-group

- TAAS Mastery Plan THOM
 - //Scope and sequence
 - //Continuity through notebook system
 - //AEIS-It & TEKS-tar training
 - //Shirley Crooks staff development at ESC
 - //Shurley method for TAAS Writing
 - //Hispanic Forum out-reach

- Ruby Payne THOM
 - //Eco Disadv. are Free & Reduced Lunch
 - //Middle Class Values: Character Counts
 - (give them book and notebook; videos are w/ principal)

- Orange Folder THOM
 - //seating chart w/ key
 - //box on desk

- Engaged Minds THOM
 - //core belief: who ever is doing the work is doing the development
 - //avoid "cut & paste" and copyable material
 - //acid test: can students survive on lower level activities?
 - //SD on M. Hunter (sub day?)
 - //SD on Learning Styles (sub day?)
 - //SD on Authentic Assessment (sub day)
 - (Soc. St & Sci teachers, Grades 4-12)

- Discipline: THOM
 - //don't say anything you are not going to do...
 - //be explicit on referrals
 - //do not ignore problems: writing a referral is not a poor reflection on you (not taking action is)
 - //RT: "you chose that behavior, therefore, you chose that consequence"

- When is use of force appropriate: (Board policy _____) THOM
 - //defend self
 - //protect student from self
 - //protect other students

- Sp. Ed. & ARD procedures (hand-out) PAT

- Sexual harassment (Board policy _____) PAT
 - //types: employee-on-employee, employee-on-student, student-on-student
 - //delib. indiff & reasonable man standard
 - //what is sex. harassment?
 - physical sex. abuse
 - hostile environment: quid pro quo or abuse of power

- Child abuse (copies of law or Board policy) PAT
 - //duty to report to principal
 - //immunity

- Contract law (Board policy _____) PAT
 - //Probationary vs Term

//Dismissal vs. Non-renewal
 //List reasons that are “good cause”

--Chain-of-command PAT
 (hand-out organizational chart)

--Complaints (Board policy _____) PAT
 //Levels of appeal
 //Rights and Responsibilities if you file a complaint
 // “ “ if one filed against you

--Code of Ethics (Board policy _____) PAT
 //Go through the sections
 //It is one of the reasons for “good cause”

--Technology SD Plan THOM
 //AEIS-it for TAAS
 //TEKS-tar
 //WinSchool
 //Windows 95
 (Add focus of tech. SD for 99-2000)

--PDAS THOM
 (hand-out text and notebook)
 (video & follow-up w/ Principal for teachers new to PDAS)

Continuity:

TOPICS THAT MUST BE MAINTAINED AS STAFF CHANGES

- //R. Payne--new teachers watch videos & get book & notebook
- //PDAS--video and document Q & A follow-up session was used
- //RT--basic week or Pam Brown, et. al. at Smorgasbord as needed
- //At-Risk orange folder--principals explain
- //learning styles: sub days???
- //S. Crooks system--workshops at ESC
- //Shurley method for TAAS Writing--sub days
- //Madelyn Hunter--sub days??
- //technology competencies--RJ after school
- //TEKS-tar--conf period w/ Ellna
- //AEIS-It--conf period w/ Ellna
- //"Character Counts": counselors teach for one hour on new teacher orientation
--go thru modules
- //authentic assessment--sub. days in Sept.
- //vertical teaming needs to be scheduled every year: sub days or full days in schedule
- //G/T training
- //Advanced Placement

YEARLY STAFF DEVELOPMENT CALENDAR

August 5 days
 new teacher orientation

//PDAS training
 //Ruby Payne
 PDAS updates
 technology training begins
 //after-school sessions w/ Technology Coordinator
 //conf. period sessions w/ Coordinator of Special Programs
 Campus Open Houses
 Texas Tech and other colleges open
 PDAS training at ESC

September Authentic Assessment updates (as needed)
 Shurley method update (as needed)
 Shirley Crooks at ESC (as scheduled)
 Goals Days & Campus Open Houses
 technology training continues
 Fall schedule starts at ESC

October Technology Day (change this if technology is done after school?)
 //are we no longer going to offer “comp” days
 technology training continues

November technology training continues

December G/T conference
 technology training continues

January “Smorgasbord” sessions
 technology training continues
 Texas Tech and other colleges start second semester
 Spring schedule starts at ESC

February technology training continues

March technology training continues
 April technology training concludes for the year

May

June AP training at conferences
 G/T training at ESC
 summer technology sessions?
 Texas Tech and other colleges start summer sessions
 PDAS training at ESC

July AP training at conferences
 G/T training at ESC

summer technology sessions
PDAS training at ESC

Strategy:
Target audience:
Resources allocated:
Staff Responsible:
Timeline:
Formative Evaluation:
Summative Evaluation:
Comments:

Strategy:
Target audience:
Resources allocated:
Staff Responsible:
Timeline:
Formative Evaluation:
Summative Evaluation:
Comments: