



Staff Development Guidelines for Anyone wishing to plan/offer staff development.

September 2010

Staff development and the BPS Staff Development Tracking system apply to all employees in our district. Staff development that is planned and focused on the strategic goals of the district is important for continued growth. The following checklist is to serve as a guide and timeline for anyone wishing to plan/offer staff development. All staff development opportunities spanning over one hour in length must be entered and registered for through the Staff Development Tracking (SDT) system.

Guidelines:

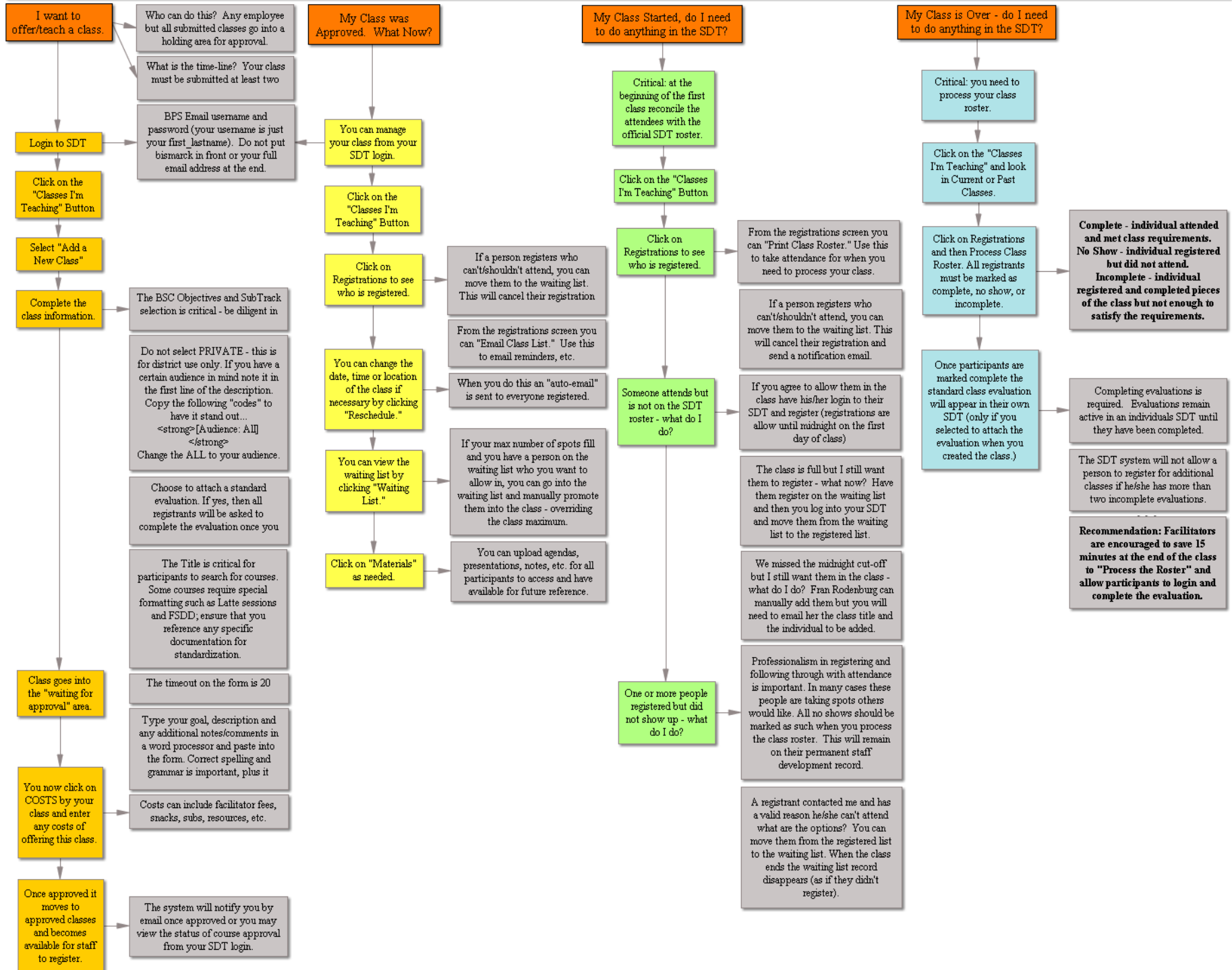
- To provide enough time for class approval and participant registration, classes should be entered into the SDT at least two weeks prior to the event (see Appendix A for the "offering a class" flowchart).
- Select the Balance Scorecard Objectives, Tracks, and Sub-Tracks carefully as this impacts longitudinal data (see Appendix B for the objectives and tracks organizational structure).
 - Try to narrow track selections to the two or three most directly relevant trackers.
- The individual entering the class through his/her login will be responsible for managing the registrations/waiting lists, verifying attendance, and marking attendees as complete, no show, or incomplete.
 - Most participants either complete or are no shows. Only choose incomplete if the individual will finish coursework or other requirements and you will change them to complete.
 - Do not mark "no shows" as incomplete.
- Each class that is approved will have the standard BPS evaluation attached. All registrants will see evaluations needing completion at the bottom of their Staff Development Tracker homepage. (See Appendix C for the standard evaluation).

Appendix A

SDT Flowcart: Offer a Class

BPSD Staff Development Tracking System

Planning/Offering a Class for Others



Appendix B

SDT Balanced Scorecard Alignment

Staff Development Alignment and Priorities

BSC Themes	<i>Teaching and Learning</i>			<i>Relationship Management</i>		<i>Operational Excellence</i>				
District Strategic Objectives (from the Balanced Scorecard)	All levels of the organization are accountable for continuous improvement in instruction and assessment leading to achievement for all students.			Standards-based curriculum is communicated, aligned, and flexible to adapt for challenge and relevancy.		Promote a Positive Working and Learning Environment.		Attract and Retain Highly Qualified and Effective Teachers, Administrators, and Support Staff.		Promote the Safety and Wellness of Student and Staff.
Staff Development Themes	1. Data, Assessment, & Evaluation	2. Instructional Strategies & Student Engagement	3. Academic Standards & Curricula	4. Culture & Climate	5. Communication & Service	6. Personnel Mgmt.	7. Skill Development, & Individual Growth	8. Safety & Wellness		
Staff Development Course Priorities (sub-categories)	a. Student Assessment: administration, data extract, aggregation 1.a.1. Data Warehouse-Train the Trainer (Adv.) b. Student Assessment: Interpretation & Communication 1.b.1. Interpreting student test results (Intermediate) c. Data-Driven Instructional Decisions 1.c.1. FSDD Centennial Data Day (Basic) 1.c.2. Response to Intervention d. Continuous Improvement / Program Evaluation 1.d.1. Data Warehouse-Leader Training (Adv)	a. Student Learning Profiles b. Differentiated Content 2.b.1. FSDD - Levels of Service (Adv) c. Instructional Delivery & Tech Integration 2.c.1. Scott Foresman Tech Resources Pilot 2.c.2. Integrating the ActivBoard for instruction d. Authentic Assessment 2.d.1. Worksheets Don't Grow Dendrites 2.d.2. Classroom Assessment Strategies	a. Standards, Rigor, & Design 3.a.1. Preparing for a standards-based report card (Basic) 3.a.2. Writing Essential Questions (Interm) b. Math 3.b.1. Fostering Geometric Thinking (Interm) c. Literacy (English, Reading/Lang Arts) 3.c.1. Reading Street Support Group 1(Basic) d. Writing 3.d.1. 6+1 Writing (Adv) e. Science f. Social Studies g. Fine Arts h. Health/PE i. Foreign Language 3.i.1. FSDD - Century Foreign Language / Spanish (Interm) j. Career and Technical k. Special Education l. Library Media/Infor Lit	a. Positive Work Env. (Teamwork) b. Responsible Decision-Making and Classroom Mgmt 4.b.1. FSDD Moses Responsible Decision Making (RDM/ Restitution)	a. Internal & External Communication 5.a.1. Writing effective newsletters (Basic) 5.a.2. FSDD- Strategies for Comm with Parents & the Media (Basic) b. Publications & Digital Media c. Customer Service 5.d.1. Technology Book Study - Raving Fans (Basic)	a. Personnel Management 6.a.1. Effective Hiring & Supervision Practices (Interm) b. Leadership Development 6.b.1. Administrative Internship (Adv) 6.b.2. Mentor/Mentee Protoge (Adv) c. Coaching/ Mentoring 6.b.1. New Teacher Orientation (Basic) 6.b.2. Mentor Skill Training (Interm) 4.c.1. Model Teaching Week - Stage 1 (Basic) 4.c.2. Model Teaching Week - Stage 2 (Interm)	a. Technology Competency 7.a.1. Excel Training for Secretaries (Basic) b. Finance, law, & policy c. Individual Growth 7.c.1. Masters Degree d. School Board Development	a. Anti-Bullying b. Fitness, Nutrition, Wellness 8.b.1. Wellness (Basic) 8.b.2. FSDD - ND Roughrider Conf (Basic) c. Emergency preparation d. Alcohol, Tobacco, & Drugs 8.d.1. Gangs, School Violence, and Drugs (Basic)		

Appendix C

SDT Standard Class Evaluation

