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## **INTRODUCTION**

### ***The teacher is the most important school factor in determining student success.***

The quality of the teacher is the school variable most important to the academic success of students. Research by Joyce, Showers, and Weil, Darling-Hammond, and others show this. In addition, the expansion of education research in the last fifteen years has meant there is much more that teachers and educational leaders need to know and apply to teaching and learning. Ongoing professional development is the key to maintaining quality teachers.

### ***The teacher must be a continuous learner.***

Successful professionals and business people use current technology and stay abreast of best practices to meet the needs of their clients. Teachers have the same responsibility to use current technology and learning strategies to meet the ever-changing learning needs of students. A spokesperson for The Partnership for 21<sup>st</sup> Century Skills in the Workplace reports that today's students need to demonstrate knowledge of core subjects such as reading, math, and science, but they also must learn additional skills, including critical thinking, decision making, problem solving with communication of the process, and have the ability to adapt to a changing world. In order to accomplish this, educators should incorporate the following six key elements of a 21<sup>st</sup> century education.

### ***Teaching requirements to meet 21<sup>st</sup> century student needs:***

- Stress core subjects;
- Emphasize learning skills;
- Use 21<sup>st</sup>-century tools to develop learning skills;
- Teach in a 21<sup>st</sup> century context;
- Teach using new 21<sup>st</sup> century content;
- Use 21<sup>st</sup> century assessments that measure core subjects and 21<sup>st</sup> century skills.

### ***Lansing USD #469 Professional Development Council Membership – 2007/08***

Angie Grady	Elementary Representative	Eddie Fenton	Middle School Representative
Tim Newton	Elementary Principal	Kerry Brungardt	Middle School Principal
Brandi Lynn	Intermediate Representative	Linda Leffler	High School Representative
Jan Jorgensen	Intermediate Principal	Steve Dike	High School Principal
Sue Lednicky	LEA Representative	Donna Hughes	Assistant Superintendent

## IMPORTANT DATES FOR 2007-2008 SCHOOL YEAR

- Beginning of Year** Principal notices possible formal evaluation for certified employees.
- August 10** Teachers review District Goals, Building Goals, and Needs Assessment from previous year.
- September 14** Supervisor reviews IDP (goals page on PDP Toolbox) with teacher and recommends approval or denial.
- September 21** Building Improvement Team reviews teacher's IDP(s).
- October 2** **PDC meeting - approves or denies IDP(s)**
- November 14** 60<sup>th</sup> school day - Last day by statute for completing the first **evaluation** of 1<sup>st</sup> & 2<sup>nd</sup> year teachers.
- December 7** PDC rep sends updated Building School Improvement Plan with the Results Based Staff Development Plan to Assistant Superintendent.
- January 18** Building Improvement Team reviews updated IDP(s) and evidence of learning and/or implementation.
- February 15** Last day by statute for annual **evaluation** of 3<sup>rd</sup> & 4<sup>th</sup> year teachers. After the fourth year of employment, every employee shall be evaluated at least once in every three years not later than February 15 of the school year in which the employee is evaluated.
- April 10** 60<sup>th</sup> school day (2<sup>nd</sup> semester) Last day by statute for completing the second **evaluation** of 1<sup>st</sup> & 2<sup>nd</sup> year teachers.
- April 9** Teacher meets with principal for recommendation to approve PD points and review documented evidence for IDP.
- May 1** Last day by statute on which teachers may receive written notice of employer's intent to non-renew the employment contract.
- May 28** **PDC meeting – approve or deny IDP points & plan for a new year.**  
Teacher submits *Individual Needs Assessment* to PDC representative.  
PDC Representative collects and tallies *Needs Assessment*  
PDC Representative completes an End of Year Professional Development Report; sends to the district office.

## **NSDC STANDARDS FOR STAFF DEVELOPMENT**

(Revised, 2001)

The National Staff Development Council's revised Standards for Staff Development reflect the knowledge that the NSDC and the broader staff development community have acquired about professional learning since the creation of the original standards in 1995.

The revision of the standards was guided by three questions:

1. What are all students expected to know and be able to do?
2. What must teachers know and do in order to ensure student success?
3. Where must staff development focus to meet both goals?

Staff development standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be results-driven, standards-based, and job-embedded.

The 12 revised standards (reduced from the original 27 standards) are still divided into the three categories of context, process, and content.

### **Context Standards**

Staff development that improves the learning of all students:

1. Organizes adults into Learning Communities whose goals are aligned with those of the school and district.
2. Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
3. Requires resources to support adult learning and collaboration. (Resources)

### **Process Standards**

Staff development that improves the learning of all students:

1. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
2. Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
3. Prepares educators to apply research to decision making. (Research-Based)
4. Uses learning strategies appropriate to the intended goal. (Design)
5. Applies knowledge about human learning and change. (Learning)
6. Provides educators with the knowledge and skills to collaborate. (Collaboration)

### **Content Standards**

Staff development that improves the learning of all students:

1. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
2. Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares educators to use various types of classroom assessments appropriately. (Quality Teaching)
3. Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

#### **NATIONAL STAFF DEVELOPMENT COUNCIL**

PO Box 240, Oxford, OH 45056

Phone: 513.523.6029

Email: nsdcoffice@aol.com

## **KANSAS PROFESSIONAL EDUCATION STANDARDS**

Adopted by the Kansas State Board of Education, September 11, 2001. There are a total of 13 Professional Education Standards. For each of the standards there are indicators for Knowledge and Performance. The indicators are not included here, but can be found in the *Teacher Standards* document at [www.ksde.org](http://www.ksde.org). Click on Certification and Teacher Education and then on Licensure Redesign. Click on *Teacher Standards*.

### **Standard # 1:**

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

### **Standard # 2:**

The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

### **Standard # 3:**

The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

### **Standard # 4:**

The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of student learning including critical thinking, problem solving, and reading.

### **Standard # 5:**

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **Standard # 6:**

The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **Standard # 7:**

The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

### **Standard # 8:**

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and other personal developmental aspects for all learners.

### **Standard #9:**

The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation).

### **Standard # 10:**

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

### **Standard # 11:**

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

### **Standard # 12:**

The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

### **Standard # 13:**

The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practice.

## **USD 469 MISSION STATEMENT**

The Lansing School District's mission is to provide all students with the opportunity to develop scholastic, technical, social and lifelong learning skills essential for academic, occupational, and personal success as productive citizens.

### **DISTRICT PROFESSIONAL DEVELOPMENT GOALS**

#### ***TECHNOLOGY INTEGRATION***

Students use technology as a resource tool to learn (to collect, analyze real life data, interpret results, communicate results, and manage information to improve student learning).

Faculty demonstrates continual growth in the use of technology by staying abreast of current and emerging technologies and by using technology as a resource tool to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. (Technology Standard)

#### ***CURRICULUM INTEGRATION, INSTRUCTION AND ASSESSMENT***

Faculty integrates all content across the curriculum so that learning is relevant to real life situations and careers and meets the diverse needs of students. Curriculum development and Curriculum Mapping, meet this goal. Faculty uses Instructional Strategies that are adapted to individual learning styles, needs and interests. Faculty will understand and use appropriate models of instructions emphasizing real-life applications whenever possible. Project -based learning, activities for teaching reading and writing in the content, learning styles, higher level questioning skills, brain research, TESA, cooperative learning, experiential learning differentiated instruction and direct instruction are some instructional strategies that meet this goal. Faculty uses formative and summative assessments as a diagnostic and evaluative tool. They will understand how to write valid and reliable instruments and base reporting and grading on the students success in meeting predetermined standards.

### **DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL (PDC)**

The purpose of the PDC is to align professional learning with the district's mission and professional development goals. The PDC will promote professional learning that is founded in what research has established as sound staff development practices including job-embedded professional development and action research. The PDC is responsible for coordinating district professional development and approving professional development plans and points for on-going teacher education and licensure. Teacher members serve no less than a two-year term. The Professional Development Council (PDC) membership includes:

- an elected representative of the certified staff from each school,
  - the principal from each school,
- an elected representative of the Local Education Association,
  - the assistant superintendent.

#### ***PDC OPERATIONAL PROCEDURES***

The assistant superintendent of the district is responsible for the Professional Development Council and acts as the chairperson. The other officer is the recorder. The recorder is elected for a term of one year by consensus of the members at the first meeting in the fall.

##### **Chairperson:**

Calls and conducts all meetings  
Keeps current with state regulations

##### **Recorder:**

Keeps records and minutes of meetings  
Maintains a notebook of all minutes and materials  
Distributes minutes to all district certified personnel through e-mail.

##### **Meetings:**

The Professional Development council shall meet a minimum of three times each academic year to be established and published at the beginning of the school year.  
Any decisions by vote shall be made by a quorum of at least 50% of the voting membership.

## **DISTRICT PROFESSIONAL DEVELOPMENT PROCESS**

Professional Development is continuous and interdependent at all three levels of a school district. The district goals align with the building goals which align with the individual's goals, while at the same time, the individual's goals meet both the building and district goals.

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**Develop a District Strategic Plan** - The Board of Education along with input from staff and patrons develop a District Strategic Plan based on the present and future needs of the students and patrons of the district.

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**Select a district and building planning team (PDC & School Improvement Team)** - The **PDC** with teacher and administrative representatives from each building, as well as a representative from the district office and Lansing Education Association meet three times per year to analyze needs, approve plans and points and plan for district professional development as needed. The **School Improvement Team** is comprised of teachers and administrative leaders representing targeted areas for school improvement as well as members representing the site council and the district PDC. The School Improvement Team may represent other areas as well.

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**Complete a Building Needs Assessment** - **Building Needs Assessment** is completed to identify achievement gaps in any student groups or individuals.

**Questions for Identifying Student Needs:**

How well are all students meeting the state curriculum?

Does the instruction align with the curriculum standards?

Who are the students not reaching proficient levels on state standards?

What needs to be done to help students reach the standards?

**Questions for Identifying Staff Needs:**

What does the staff know about the state curriculum?

Is each staff member using the standards to plan instruction?

Does each staff member demonstrate proficiency on Kansas Professional Education Standards?

Does the staff demonstrate effective integration of the National Standards for Staff Development?

Has the staff developed formative summative assessments?

Is the staff able to analyze student performance on summative state assessments?

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**Determine Building Goals** - which align with district and individual goals, write the School Improvement Plan in terms of student achievement and write the School Professional Development Plan in terms of staff & student achievement results. After analyzing student needs and staff professional development needs, goals are established. (1) Goals are written in terms of gains in student achievement on the **School Improvement Plan**. (2) Goals are written in terms of teacher achievement and student results on the **Building Professional Development Plan**.

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**Determine Individual Goals** - which align with district and building goals and write an Individual Development Plan in terms of teacher achievement and student growth. Each teacher analyzes his/her proficiency in terms of achievement of National Staff Development Standards, Professional Education Standards, District and Building Goals and student achievement. The teacher develops an **Individual Professional Development Plan**.

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**Analyze progress on all plans** - After local formative assessments and summative assessments and state assessment results are received, professionals **analyze** their **growth** on all plans and revise old ones, develop new strategies or take the strategies to a higher implementation level.

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**Revise the plans as necessary** - Staff members revise and resubmit the professional development plans (district, building and individual) each year.

## GOAL IDENTIFICATION, MEASUREMENT AND COMMUNICATION

### **Individual Goals**

#### **Focus**

Goals are based on individual needs identified through an analysis of skills related to student learning needs and licensure renewal. Goals may also include progress toward a license not previously held.

#### **Results-Based Goals**

Goals are written based on individual needs and professional teaching standards. Goals address three levels: **knowledge, application, and impact**. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

#### **Impact**

Impact is measured for individual classroom teachers through:

- Assessment of students' academic performance on specific academic targets at regular intervals and annually throughout each school year.
- Analysis of data measuring related student behaviors throughout each school year and annually.
- Impact for individuals who are applying what is learned to a district or school program:
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
- Qualitative written observation of related staff and student behaviors reviewed at least once each academic year

#### **Reporting Results**

Individual teachers share evidence related to each level with his/her designated supervisor and peers when IDP points receive initial validation

### **Building Goals**

#### **Focus**

Goals are based upon identified student achievement gaps that are determined through the analysis of students' assessment data that identifies the achievement of all student groups. Following this, each building's professional learning needs are identified by determining the knowledge and skill needed to implement researched-based strategies designed to close identified student learning gaps.

#### **Results-Based Goals**

Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to three levels: knowledge, application, and impact.

#### **Impact**

Impact is measured for individual classroom teachers through:

- Assessment of students' academic performance on specific academic targets.
- Analysis of data measuring related student behaviors.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
- Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

#### **Reporting Results**

The PDC representatives annually report results to PDC body and to the BOE through the activity report

## District Goals

### Focus

The professional learning needs of the district are identified through collaboration with each school's staff, administration, and community leaders. The district needs are then determined by the schools' needs.

### Impact

Impact is measured for individual classroom teachers through:

- Annual Assessment of students' academic performance on specific academic targets.
- Analysis of data measuring related student behaviors.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
- Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

### Reporting Results

The PDC chairperson annually submits building reports to the Board of Education.

## PDC MEMBERS RESPONSIBILITIES

- + PDC members will participate annually in the KSDE approved training for PDC members or participate in on line training at: [http://www.ksde.org/ Divisions » Division of School Innovations » Professional Learning Communities » Professional Development](http://www.ksde.org/Divisions%20»%20Division%20of%20School%20Innovations%20»%20Professional%20Learning%20Communities%20»%20Professional%20Development)
- + Answer questions about appropriateness of IDP goals.
- + Prepare the evaluation form with correct points prior to each building/district professional development activity, tally the activity evaluation forms and send the copy to district office or use the survey form.
- + Sept.
  - Remind teachers when IDPs are due to the principal.
  - Review IDPs with School Improvement Team and Principal.
  - Present building IDPs to the PDC for approval or denial.
  - Nov. - Submit Building School Improvement Plan and Building Results Based Professional Dev. Plan to the C.O.
- + Jan. – Review updated documentation on IDPs.
- + Apr. – Remind the staff to update activities and meet with principal for his/her recommendation.
- + End of year activities
  - Remind principal to have certified staff to complete individual needs assessment.
  - Tally individual needs assessment.
  - Meet with School Improvement Team to review needs assessment and plan for coming year.
  - Send the report of Professional Development Activities to district office.
- + May – PDC Meeting to approve points and review Needs Assessment.

## **LICENSE RENEWAL WITH A PROFESSIONAL DEVELOPMENT PLAN**

The Individual Professional Development Plan (IDP) is a plan describing the professional development goals and the planned staff development activities or professional learning to be completed by the individual who submits the plan to the PDC.

The individual in cooperation with a designated supervisor (in most cases the building principal) will write an IDP that:

- Addresses individual goals that are determined through analysis of skills related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
- Describes formal learning activities that will be accomplished throughout the school year.
- A formal learning activity has the potential of meeting the same requirements as a college level course
- Is written for a period of one year – with annual renewal based upon continued levels of implementation and needs.
- May or may not include specific titles of courses, seminars, conferences or workshops. As this specific information is available, the individual will add this to his/her plan and resubmit for approval.

**Points for activities will be awarded only if they are addressed as part of the action plan on an Individual Development Plan.**

### ***CREDIT HOURS***

If an individual holds a **bachelor's degree**, s/he must submit **160** professional development points earned under an **approved individual development plan** to renew his/her professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One credit hour is equal to 20 professional development points. The building supervisor will determine the appropriateness of college credit and recommend approval or denial of college credit to the Professional Development Council. The PDC will award/deny points for college credit.

If an individual holds an **advanced degree**, they must submit **120** professional development points earned under an **approved individual development plan** to renew their professional license. The building supervisor will determine the appropriateness of college credit and recommend approval or denial of college credit to the Professional Development Council. They may submit professional development points earned through any combination of semester credits and other professional development activities.

Individuals may apply semester credit hours directly to licensure renewal if the credit hours are earned as **part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.**

The professional development points used for renewal of a license must be earned in at least two of three areas:

**Content Endorsement Standards;  
Professional Education Standards; or  
Service to the Profession**

## **APPROVAL OF THE IDP**

The individual completes and submits the plan to the designated supervisor.

The designated supervisor reviews the plan, and recommends approval/disapproval by the PDC.

The IDP is passed to the Building Improvement Team/PDC representative for review.

If the IDP is not recommended for approval by the PDC:

- the plan is returned to the individual with recommendations for revision, or
- the individual may appeal in writing or in person to the entire PDC at a designated time during one of the PDC regularly scheduled meetings.

## **PAYMENT FOR PROFESSIONAL DEVELOPMENT POINTS**

Teachers may apply for payment for professional development instead of points for professional development for formal \* learning activities. A Reimbursement for Points form (appendix) should be used to request payment.

The criteria for payment include:

- The building or district administrator must pre-approve the professional development activity.
- Professional development points will be paid at \$16.00 an hour.
- Teachers can be paid a maximum of 15 points per year (July 1 – June 30).
- Payment for professional development points is made at the close of the fiscal year (June 30).

Points earned from financial commitments made by USD #469 shall be excluded. Examples, but not limited to include:

Expenses paid by the district  
Time release from contract

\* A formal activity is a planned learning activity that has the potential of meeting the same requirements as a college level course. Most of these would require substantial registration fees.

## ACTIVITIES FOR SERVICE, KNOWLEDGE, APPLICATION AND IMPACT POINTS

### Service to the Profession = 1 point per clock hour

#### Verification required must include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.

An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization, i.e. negotiations team.

An explanation of time spent on a school committee, council, or team such as:

- Membership in the school or district PDC.
- Serving as a member of the school's steering team.
- Serving on a curriculum development committee.
- Providing staff development.
- Samples of published articles or newsletters and an explanation of the time spent in writing.
- Serving on an onsite team for another school or district and an explanation of the time spent.
- Serving on a site council, when receiving no pay.
- Other teams /committees as approved by the PDC.

### Knowledge Level Points Provide the Baseline for Learning = 1 point per clock hour

Knowledge level activities answer the question: What do I know now that I did not know before?

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels.

Knowledge level or baseline points can be partial points from several knowledge level activities.

Knowledge level (baseline) points can come from multiple activities at the knowledge-level.

It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge-level.

#### Verification required must include one of the following:

Written logs that include descriptions of the critical attributes of staff development activities

Course work and also a personal reflection of what has been learned and the information is relevant to the instruction or educational program.

Descriptions of the critical attributes of the staff development.

Oral or written personal reflections.

Pre and post assessments of the individual staff person's learning.

### Application Indicators: Use of New Knowledge and Skills = 2 X's knowledge level points.

Application activities answer the question: What am I doing now that is different than what I did before?

#### Verification must include one of the following:

Direct observation where the individual has applied what was learned throughout at least one semester and receives feedback from a trained peer coach or supervisor using the classroom

Observation guide on p. 3.

Video/audio tapes made at several intervals throughout at least one semester with written self-evaluation and reflection using the Video Observation Guide on p. 3.

Documentation: lesson plans throughout at least one semester.

Structured interviews with participants and their supervisors.

And

Pre and post samples of students' work.

Examination of students' journals, portfolios or other artifacts.

#### *Point Requests*

#### To request application points, written documents must include:

- Knowledge acquired,
- Application used,
- Show how these two are tied together.

### **Impact Indicators: Organizational Change = 3 X's knowledge level points.**

Evidence of impact answers the question: What are the results of my professional changes on the organization?

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of others applying learning that they have learned from you.
- Revision of district, grade level, or content area curriculum.
- Evidence of improved student academic achievement over a period of at least two semesters or 1 academic year (for administrators or other licensed personnel not in the classroom)

### **AND/OR**

### **Impact Indicators: Student Learning = 3 X's knowledge level points.**

Positive changes in student learning are documented through aligned assessment results accumulated over an extended period of time.

Verification required may include one of the following:

Evidence of improved student academic performance over a period of 1 full academic year or Evidence of changes in students' behaviors over a period of at least 1 full academic year such as:

- Study habits.
- Improved school attendance.
- Improved homework completion rates.
- Independent observation of positive students' classroom behaviors.
- Increased enrollment in advanced classes.
- Increased participation in school-related activities.
- Decreased dropout rates.

### ***Point Requests***

**To request impact points, written documents must include:**

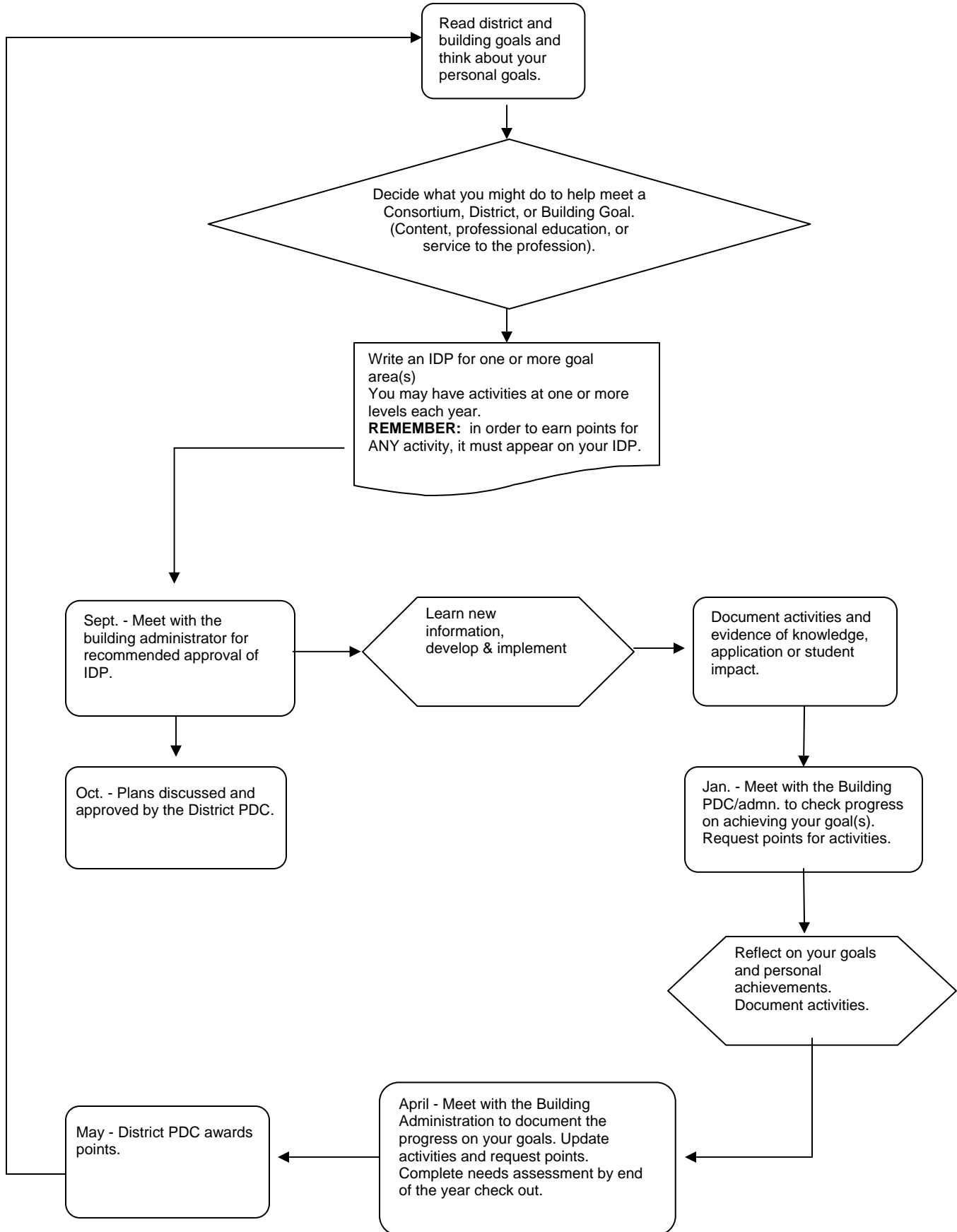
- Knowledge acquired,
- Application used,
- Impact on students and,
- Show how these three are tied together.

### ***Point Assignments***

There are no limits to the number of points that may be awarded at any level.

- Service to the Profession: One hour of service equals one professional development point.
- Knowledge: One hour of professional development equals one professional development point.
- Application: 2 x knowledge points used in the application.
- Impact: 3 x knowledge points used in the application.

# WRITING AND IMPLEMENTING A RESULTS BASED INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN



## CRITERIA FOR AWARDING PROFESSIONAL DEVELOPMENT POINTS

<b>CONTENT OR PROFESSIONAL KNOWLEDGE</b> (1pt/hr)	<b>APPLICATION</b> (2X Knowledge Points)	<b>IMPACT</b> (3X Knowledge Points)
<p><b>“What do you know now that you did not know before?”</b></p> <p>Attendance at activities or personal research to learn new information about content or professional education. Information may be learned through:</p> <p><b>Knowledge Level Activities in the building:</b></p> <ul style="list-style-type: none"> <li>• Peer coaching</li> <li>• Study Groups</li> <li>• Grade Level/Department Meeting</li> <li>• Faculty Meetings*</li> <li>• Target Area Teams *</li> <li>• Subject Area Curriculum Meeting *</li> <li>• Steering Teams *</li> <li>• Visiting Team Chair/Member</li> <li>• NCA Co-Chair *</li> <li>• Site Council *</li> <li>• Building Level Staff Development*</li> <li>• Directing a Student Teacher (Formal conferencing)</li> <li>• Mentoring a New Teacher (Formal conferencing)</li> </ul> <p><b>Knowledge Level Activities in the District:</b> Study Groups District Level Teams * District Level Staff Development</p> <p>Participant must show written documentation of knowledge gained and shared with others: i.e.</p> <ul style="list-style-type: none"> <li>• Sharing information at a faculty meeting</li> <li>• Sharing information at grade level/department meetings</li> <li>• Sharing information at subject level curriculum meetings</li> <li>• Sharing information at a study group</li> <li>• Sharing information in a written form with approved distribution (i.e. article/book summary)</li> </ul> <p>SUBMISSION FOR KNOWLEDGE POINTS MUST CONTAIN A WRITTEN REFLECTION ON THE KNOWLEDGE</p>	<p><b>“What are you doing now that you could not do before?”</b></p> <p>Participant must receive coaching during the implementation of a staff development strategy and be able to show evidence of student product.</p> <p><b>Application Indicators:</b></p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Review of Student Products</li> <li>• Student Artifacts (may be required)</li> <li>• Creation of a Video Presentation</li> <li>• Student Achievement Data</li> <li>• Teacher Project</li> <li>• Teacher Log/Journal</li> <li>• Other (with Prior approval from Building Administration)</li> <li>• Mentoring Another Adult</li> <li>• Oral Presentation to Staff with formal Direct Observation</li> <li>• Submission of Teacher Materials for a Professional Journal</li> <li>• Structured Interviews (Conferencing Logs)</li> </ul> <p>SUBMISSION FOR APPLICATION POINTS MUST BE ACCOMPANIED BY WRITTEN REFLECTION ON THE EXPERIENCE</p>	<p><b>“How has student performance improved? What has changed about the program? What are the results of my professional changes?”</b></p> <p>Evidence of improved academic performance through multiple measures over one or more academic year(s)</p> <p><b>Impact Indicators:</b></p> <ul style="list-style-type: none"> <li>• Test Scores</li> <li>• Rubrics for performance learning (accompanied with student results over various grading periods)</li> <li>• Evidence of positive changes in students’ behaviors associated with academic achievement</li> <li>• Study Habits</li> <li>• Improved School Attendance</li> <li>• Improved Homework Completion Rates</li> <li>• Increased Enrollment in Advanced Classes</li> <li>• Evidence of positive changes in students’ behaviors associated with academic achievement</li> <li>• Independent behaviors of positive students’ classroom behaviors.</li> <li>• Increased participation in school related activities.</li> <li>• Reduction in dropout rates.</li> <li>• Increase in graduation rates.</li> </ul> <p>SUBMISSION FOR APPLICATION POINTS MUST BE ACCOMPANIED BY WRITTEN REFLECTION ON THE EXPERIENCE</p>

**\*Points may be earned only when gaining information related to a teaching and/or learning strategy by either researching and reading material, listening to a presenter, watching a video tape, etc.**

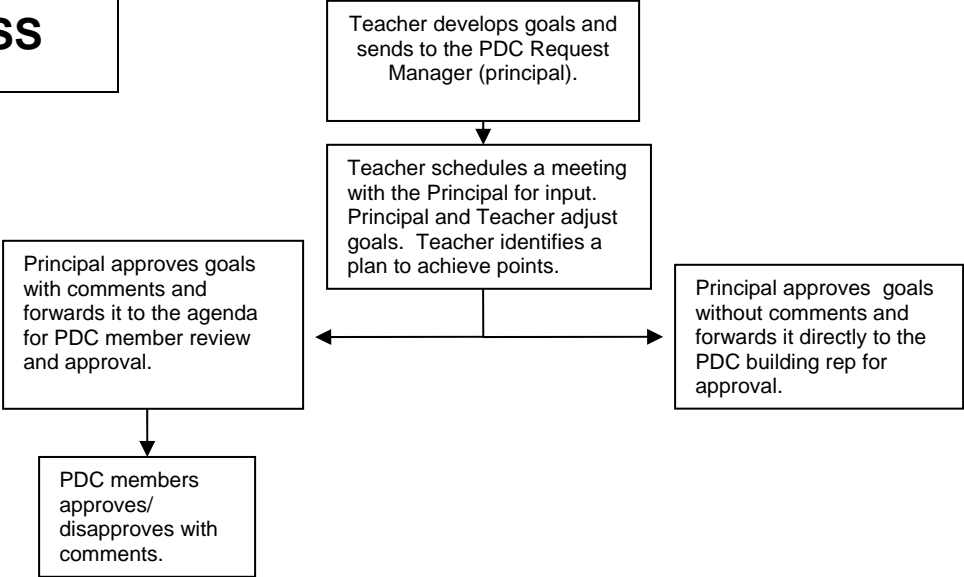
Individual Development Plan is on file.

Contracted In-District Professional Development Days with written reflection will automatically receive approval.

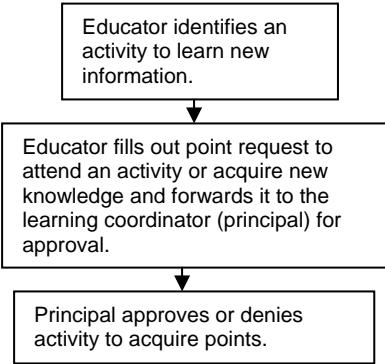
Out of District PD activities subject to building principal’s approval.

# GOAL APPROVAL PROCESS

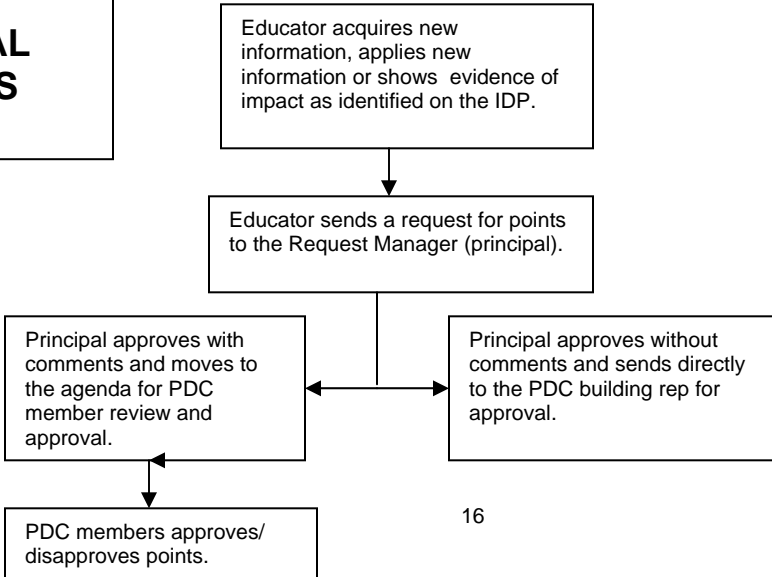
## PDP PROCESS



# LEARNING (ACTIVITY) APPROVAL PROCESS



# POINT APPROVAL PROCESS



## INDIVIDUAL DEVELOPMENT PLAN

### SAMPLE PLAN ( PDP TOOL BOX)

Parent Goal	Curriculum & Instruction (a consortium or district goal)
Title	Reading Instruction
Statement of Outcome	I will use instructional tools in reading such as asking higher level questions, using graphic organizers, using cues, predicting and summarizing

#### ***Action Plan:***

Knowledge	District professional development: "Building Reading Comprehension Skills"  Seminar (s) related to reading comprehension  Participation in district book study for increasing reading comprehension  Read and discuss magazine articles related to reading comprehension
Application	I will consistently use cues and questioning as an instructional tool in the classroom.  I will consistently use graphic organizers in expository readings, science and social studies content.
Impact	Student's performance on formative assessments of reading comprehension will consistently improve.  Students' performance on comprehension questions on the state reading assessment will consistently improve.

## EXAMPLE OF HOW A CERTIFIED PERSON EARNS PROFESSIONAL DEVELOPMENT POINTS



### **Knowledge Level**

Mr/s. Goodteacher participates in a Wednesday night study group. S/he meets once a week for nine weeks for one hour each evening. S/he verifies (sharing and written documentation) that s/he has gained knowledge because of participation. S/he is awarded 9 professional development points.

### **Application Level**

After enough time has passed (at least 1 semester of implementation) for Mr/s. Goodteacher to verify that his/her teaching has **consistently changed** because of what s/he has learned, s/he is awarded 2 Xs the knowledge level points or 18 points. These 18 points are added to the original 9 points for a total of 27 points.

### **Impact Level**

After one complete year of application, if Mr/s. Goodteacher is able to verify that student learning has improved as a result of the changes in her classroom, s/he is awarded 3 Xs the original knowledge level points or 27 points. These points are added to the baseline 9 points earned at Level 1 and the 18 points earned at Level 2 for a total of 54 points

**PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT**

***BUILDING***

For use in developing a school improvement plan and results- based staff development plan as prescribed by NO CHILD LEFT BEHIND.

PERFORMANCE INDICATORS for \_\_\_\_\_ School

This portion of the needs assessment is to be filled out by **steering team or target area team**. This information is to be shared with the staff prior to filling out the last page. The subject area scores should reflect the **percentage of students at proficient and above**.

**READING**

Target AYP reading score \_\_\_\_\_  
Building score \_\_\_\_\_  
Low SES (F&R) score \_\_\_\_\_  
Students w/ disabilities score \_\_\_\_\_  
Multicultural students score \_\_\_\_\_  
Hispanic students score \_\_\_\_\_  
African-Americans' score \_\_\_\_\_

**WRITING**

Target writing score \_\_\_\_\_  
Building score \_\_\_\_\_  
Low SES (F&R) score \_\_\_\_\_  
Students w/ disabilities score \_\_\_\_\_  
Multicultural students score \_\_\_\_\_  
Hispanics' score \_\_\_\_\_  
African-Americans' score \_\_\_\_\_

**MATH**

Target AYP math score \_\_\_\_\_  
Building score \_\_\_\_\_  
Low SES (F&R) score \_\_\_\_\_  
Students w/ disabilities score \_\_\_\_\_  
Multicultural student score \_\_\_\_\_  
Hispanic students' score \_\_\_\_\_  
African-Americans' score \_\_\_\_\_

**SCIENCE**

Target science score \_\_\_\_\_  
Building score \_\_\_\_\_  
Low SES (F&R) score \_\_\_\_\_  
Students w/ disabilities' score \_\_\_\_\_  
Multicultural score \_\_\_\_\_  
Hispanic students' score \_\_\_\_\_  
African-American students' score \_\_\_\_\_

**SOCIAL STUDIES**

Target social studies score \_\_\_\_\_  
Building score \_\_\_\_\_  
Low SES (F&R) score \_\_\_\_\_  
Students w/ disabilities score \_\_\_\_\_  
Multicultural students' score \_\_\_\_\_  
Hispanics students' score \_\_\_\_\_  
African-Americans' score \_\_\_\_\_

**RATE of STUDENTS TAKING THE TEST**

Target participation rate 95%  
% of all students taking the test \_\_\_\_\_  
Students with disabilities taking the test \_\_\_\_\_  
Multicultural students taking the test \_\_\_\_\_  
Hispanic students taking the test \_\_\_\_\_  
African-Americans taking the test \_\_\_\_\_  
% of low SES (F&R) taking the test \_\_\_\_\_

## Needs Assessment Cont'd.

These questions are to be answered by the **principal or steering team** prior to the group and individual needs assessment. This part is to be shared with the staff prior to filling out last page.

### AVERAGE DAILY ATTENDANCE

Target average daily attendance rate \_\_\_\_\_

Actual building average daily attendance \_\_\_\_\_

### GRADUATION RATE

District's graduation rate (high school) \_\_\_\_\_

Yes \_\_\_ No \_\_\_ Local graduation requirements are at least equal to the state.

Yes \_\_\_ No \_\_\_ High school classes meet the Regents qualified admission requirements.

Yes \_\_\_ No \_\_\_ The high school offers credit for classes based on demonstrated knowledge.  
(Can test out of a class and receive credit).

Yes \_\_\_ No \_\_\_ The school has an external team to assist in the implementation of the plan.

### SCHOOL QUALITY INDICATORS

Elementary and Secondary programs are offered in the following areas:

Yes \_\_\_\_\_ No \_\_\_ Language Arts

Yes \_\_\_\_\_ No \_\_\_ Mathematics

Yes \_\_\_\_\_ No \_\_\_ History/Government including Kansas History

Yes \_\_\_\_\_ No \_\_\_ Science

Yes \_\_\_\_\_ No \_\_\_ Physical Education including health and human sexuality

Yes \_\_\_\_\_ No \_\_\_ Fine Arts

Yes \_\_\_\_\_ No \_\_\_ Computer literacy

Yes \_\_\_\_\_ No \_\_\_ Services for student's with special learning needs

Yes \_\_\_\_\_ No \_\_\_ Library Services

Yes \_\_\_\_\_ No \_\_\_ Counseling services

Secondary programs and services in the following:

Yes \_\_\_\_\_ No \_\_\_ Industrial/technical education

Yes \_\_\_\_\_ No \_\_\_ Family and consumer sciences

Yes \_\_\_\_\_ No \_\_\_ Business

Yes \_\_\_\_\_ No \_\_\_ Foreign Language

Other quality criteria include: Lansing \_\_\_\_\_ School

Yes \_\_\_\_\_ No \_\_\_ has 10 students or more in each elementary school.

Yes \_\_\_\_\_ No \_\_\_ follows rules regarding athletic practice during the school day (ms).

Yes \_\_\_\_\_ No \_\_\_ follows rules for interscholastic competition.

Yes \_\_\_\_\_ No \_\_\_ has a policy on transfer of credit.

Yes \_\_\_\_\_ No \_\_\_ follows policy on records retention. Staff Development Standards

## Needs Assessment Cont'd.

### Professional Development Self-Assessment

This portion of the needs assessment will be answered by consensus of the **staff** after a discussion of each standard.

Make only one selection per question. This statement should accurately describe your building's staff development program.

#### CONTEXT

30. **Learning Communities** – *Staff development that improves the learning for all student organized adults in learning communities whose goals are aligned with those of the school and the district.*

- \_\_\_\_\_1. Educators seek new information, plan instruction, and solve problems independently or with little collaboration with other educators. Learning and staff development is focused on individual interests and needs. Individuals make few attempts to align staff development with district or student learning.
- \_\_\_\_\_2. Educators are beginning to participate in collaborative activities regarding instruction, assessment and problem solving. Collaboration occurs infrequently and is not a regularly scheduled expectation of professional practice; the group pays minimal attention to the outcomes of student work. The work of the group is independent of district or school staff development goals.
- \_\_\_\_\_3. Several of the educators have formed collaborative teams for the purpose of examining student work, planning instruction, and solving problems. Educators in these teams regard team collaboration as a productive professional development activity, and some teams specifically focus on improving student learning. Team planning time occurs with some regularity and school or district goals are considered as the team's work.
- \_\_\_\_\_4. All educators are part of school-based learning teams that meet several times a week to plan instruction, assessment, examine student work, and/or solve problems. These teams are a primary mechanism of the school staff development plan. Team efforts align with school improvement goals, and members work actively to increase student achievement.

31. **Leadership** - *Staff Development that improves the learning for all student requires skillful school and district leaders who guide continuous instructional improvement.*

- \_\_\_\_\_1. Daily schedules and incentive systems are developed without regard to staff development. Implementation of improvement efforts typically happens independent of staff development opportunities. Training for staff development leadership is seldom provided for administrators and teacher leaders.
- \_\_\_\_\_2. Daily schedules and incentive systems are designed with little consideration of ongoing professional learning. Staff development is considered necessary but seldom ties directly to goals for improvement efforts. Administrators and teacher leaders direct staff development, but with little leadership or skills training.
- \_\_\_\_\_3. Yearly calendars, daily schedules, and incentive systems are designed with some connection to professional learning. Leaders acknowledge staff development as one strategy for supporting improvement. Administrators and teacher leaders occasionally share the responsibility for purposefully developing knowledge and skills for staff development leadership.
- \_\_\_\_\_4. Calendars, daily schedules and incentive systems support professional learning. Leaders support staff development as a key strategy for ensuring significant improvements. Administrators and teacher leaders have opportunities to enhance their knowledge and skills to be effective staff development leaders.

32. **Resources** – *Staff Development that improves the learning for all students requires resources to support adult learning and collaboration.*

- \_\_\_\_\_1. There is no designated budget line for staff development. There are few opportunities for staff development.
- \_\_\_\_\_2. Little of the budget is set aside for staff development. Opportunities for staff development occur during the building/district scheduled in-service days.
- \_\_\_\_\_3. Some of the district's budget is dedicated to staff development. Staff has allocated time for collaboration and professional learning several times a week.
- \_\_\_\_\_4. The district recognizes the critical importance of professional learning and budgets accordingly.

## Needs Assessment Cont'd.

### CONTENT

33. **Equity** – *Staff Development that improves the learning for all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.*
- \_\_\_\_1. Educators use teacher-centered curriculum and instruction with minimal awareness of the cultural backgrounds of their students. Educators continue to implement the same lesson plans year after year. Student expectations are not established.
- \_\_\_\_2. Learning related to culture and diversity encourages educators to plan cultural activities around holidays. Staff is provided training on individualizing instruction, but the achievement gap is not closing. Staff development is focused on helping educators remediate students
- \_\_\_\_3. Some educators implement practices that promote safe environments and convey respect for all students, their families and students' diverse backgrounds. Educators are provided training to help them to individualize instruction to close the achievement gap and are inconsistently applying what they have learned. Staff knows the importance of high expectations.
- \_\_\_\_4. Educators implement school wide practices that promote safe environments and convey respect for all students, their families, and students' diverse backgrounds. Educators are closing the achievement gap by adjusting instruction and assessment to match the learning requirements of individual students. Staff establishes learning environments that communicate high expectations for all students.
34. **Quality Teaching** - *Staff Development that improves the learning for all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.*
- \_\_\_\_1. Staff development opportunities occur sporadically without regard to needs for developing deeper content knowledge. Instruction is focused on covering the curriculum. Classroom assessment is used to support grades for progress reporting.
- \_\_\_\_2. Opportunities are offered for educators to increase content knowledge but most are associated with implementation of new curriculum. Occasional staff development for instructional skills occurs but is independent of improvement plans and content area. Staff development efforts occasionally provide educators with knowledge of some classroom assessment strategies.
- \_\_\_\_3. Staff has opportunities to develop knowledge of their content area. Several opportunities are available to learn and practice instructional skills but most are independent of content areas. Some staff development is available regarding classroom assessment methods, and some educators are beginning to regularly use assessment strategies to monitor gains in student learning.
- \_\_\_\_4. Staff has many opportunities to develop deep knowledge of their content. Staff development expands instructional methods appropriate to specific content areas. Educators learn and implement classroom assessment skills that allow them to regularly monitor gains in student learning.
35. **Family Involvement** - *Staff Development that improves the learning for all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.*
- \_\_\_\_1. Staff has no strategies in place to ask for and/or implement input from community members and parents. Parent participation is thought of as intrusive and unwanted. There is no technology available for enhancing communication with the community.
- \_\_\_\_2. Staff uses groups like site councils, to seek input from the community and parents, but few if any of the suggestions are implemented. The goals and mission continue to be developed by the school staff. Educators communicate with parents by phone and to some degree through e-mails.
- \_\_\_\_3. Staff recognizes the need for training and technical assistance in how to build consensus among educators and community members concerning the overall mission and goals for staff development. Educators create relationships with parents to support student learning. Training in the use of technology to communicate with parents and the community is improving as staff acquires better skills in the use of technology.
- \_\_\_\_4. Staff development prepares administrators and teacher leaders to build consensus among educators and community members concerning the overall mission and goals for staff development. Educators establish relationships with parents to support student learning. Technology is used to communicate with parents and the community.

## Needs Assessment Cont'd.

### PROCESS

36. **Data-driven** – *Staff Development that improves the learning for all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.*

- \_\_\_\_ 1. Staff development is planned based on individual interests of educators with little regard for student learning needs. Few attempts are made to gather school or system wide information about teacher interests. Without data about student learning there is no basis for a staff development program's content.
- \_\_\_\_ 2. Few educators collect data to determine the effects of their own learning and student progress. Staff development focuses on teacher wants and interests. Surveys are focused on individual teacher needs and perceptions. A few educators are reviewing student achievement data and are asking for staff development that prepares them to meet student needs more effectively.
- \_\_\_\_ 3. Staff development is focused on teacher needs and based on student learning, which is monitored on a fairly regular basis. Some educators are collecting classroom-based data in order to evaluate the impact of their own learning on measures of student progress. Several staff development initiatives are created in response to this data identifying student needs.
- \_\_\_\_ 4. Decisions regarding staff development are based on evidence gathered systematically in classrooms and on district and state tests. All educators routinely gather evidence of improved student learning to determine the effects of their own professional development. All staff development initiatives are based on disaggregated student data to determine adult learning priorities.

37. **Evaluation** – *Staff development that improves the learning for all students uses multiple sources of information to guide improvement and demonstrate its impact.*

- \_\_\_\_ 1. There are no indicators used to ensure that staff development is focused on student achievement. Evidence is not collected to determine achievement of staff development outcomes. No evidence is collected to demonstrate that implementation, follow-up strategies, and impact on student work takes place.
- \_\_\_\_ 2. Few indicators are used to ensure that staff development is focused on student achievement. Evidence is collected but not used to validate staff development. Evidence is collected based on immediate reactions to workshops and courses, but does not translate to student learning.
- \_\_\_\_ 3. Indicators are used to guide decision-making. Some evidence is used to validate staff development. Evidence is based on initial collection of participants' reactions and begins to look at effect on student impact.
- \_\_\_\_ 4. Various types of indicators are used to improve the quality of staff development. Various types of evidence are used to determine where staff development achieved its intended outcome. Evaluation of staff development includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.

38. **Design** - *Staff Development that improves the learning for all students through the use of learning strategies that are appropriate to the intended goal.*

- \_\_\_\_ 1. Staff development opportunities are primarily limited to workshop formats. Follow-up support seldom occurs and is not a part of planning. Technology use has little if any connection to staff development designs.
- \_\_\_\_ 2. Some optional staff development designs are offered in addition to workshop formats. Follow-up activities occur infrequently. Technology seldom is used as a part of staff development activities.
- \_\_\_\_ 3. Several optional staff development designs are offered to support staff learning. A few designs provide opportunities for practice, feedback, and implementation support. Some follow-up is available for selected innovations. Planning for technology support occasionally is a part of staff development design.
- \_\_\_\_ 4. Educators regularly participate in a variety of staff development designs that facilitate staff learning, practice, and implementation. Well-planned follow-up activities are incorporated in most major change initiatives. Technology is frequently integrated to support and monitor staff learning.

## Needs Assessment Cont'd.

39. **Learning** - *Staff development that improves the learning for all students by applying knowledge about human learning and change.*

- \_\_\_\_ 1. Most staff development activities are presented without regard for differences in adult learning needs. Practice and feedback are not part of training. The change process is not considered.
- \_\_\_\_ 2. Occasionally, staff development activities include opportunities for choice. Practice and feedback occur, but are not systematically incorporated. The change process receives little attention.
- \_\_\_\_ 3. Learning styles, experience and skill levels are considered in the planning and delivery of staff development opportunities. Educators have some differentiated options that occasionally include practice and feedback. Some consideration of the stages in the change process is a part of planning.
- \_\_\_\_ 4. Staff development options are specifically designed to accommodate and differentiate for adult learning styles, experiences and skill levels. Staff regularly experience opportunities for practice and feedback. Consideration of the adult learner's responses to the change process is systematically incorporated into staff development planning.

40. **Collaboration** - *Staff Development that improves the learning for all students provides educators with the knowledge and skills to collaborate.*

- \_\_\_\_ 1. Educators work in isolation and are not encouraged to collaborate. Educators who work in teams avoid controversial issues and conflict. The staff does not use technology as a resource.
- \_\_\_\_ 2. Educators work in groups but minimal training is provided for skills in group processes. Conflict is allowed to fester or is avoided and is not resolved. The staff does not see technology as a tool for collaboration.
- \_\_\_\_ 3. Staff development is provided to prepare staff to work collaboratively. Conflict is talked about and is often resolved. Technology is used in some situations as a resource for collaboration.
- \_\_\_\_ 4. Educators have the structures and training to be skillful members of a variety of groups. Educators have and use skills to surface and productively manage conflict and reach consensus decisions. Educators know how to use technology for different forms of collaboration.

## Needs Assessment Cont'd

### INDIVIDUAL NEEDS ASSESSMENT

To be filled out by the **individual teacher** prior to meeting with staff.

Circle the number that best represents the accuracy of the statement.

(1=strongly disagree, 2=disagree, 3= midpoint, 4= agree, 5= strongly agree)

I am well trained in teaching the state standards and indicators.

1-----2-----3-----4-----5

I teach to the state standards and indicators or integrate the core standards and indicators into my class.

1-----2-----3-----4-----5

My course assessments are aligned to the state standards & indicators.

1-----2-----3-----4-----5

I individualize instruction based upon demonstrated knowledge of the content (pretest) at the beginning of each unit of instruction.

1-----2-----3-----4-----5

I have had input on the school improvement plan that includes a staff development plan.

1-----2-----3-----4-----5

I am a highly qualified teacher as defined by federal law. (endorsed in subject(s) taught)

1-----2-----3-----4-----5

To be filled out by **individual teachers** at gr. 4-8, optional for HS.

Fill in the % of students in each performance area for your individual class or team. Then fill in the percent of students who are proficient and above in each disaggregated group and sub test for each subject that applies.

#### Math

Total class \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Basic \_\_\_\_\_

Proficient \_\_\_\_\_

Advanced \_\_\_\_\_

Exemplary \_\_\_\_\_

Low SES \_\_\_\_\_

Disabilities \_\_\_\_\_

Comp. \_\_\_\_\_

Geometry \_\_\_\_\_

Data \_\_\_\_\_

Algebra \_\_\_\_\_

#### Reading

Total class \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Basic \_\_\_\_\_

Proficient \_\_\_\_\_

Advanced \_\_\_\_\_

Exemplary \_\_\_\_\_

Low SES \_\_\_\_\_

Disabilities \_\_\_\_\_

Narrative \_\_\_\_\_

Expository \_\_\_\_\_

Persuasive \_\_\_\_\_

Technical \_\_\_\_\_

#### Writing

Total class \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Basic \_\_\_\_\_

Proficient \_\_\_\_\_

Advanced \_\_\_\_\_

Exemplary \_\_\_\_\_

Low SES \_\_\_\_\_

Disabilities \_\_\_\_\_

Ideas \_\_\_\_\_

Org. \_\_\_\_\_

Voice \_\_\_\_\_

Word \_\_\_\_\_

Fluency \_\_\_\_\_

Conven. \_\_\_\_\_

#### Science

Total Class \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Basic \_\_\_\_\_

Proficient \_\_\_\_\_

Advanced \_\_\_\_\_

Exemplary \_\_\_\_\_

#### Social Studies

Total Class \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Basic \_\_\_\_\_

Proficient \_\_\_\_\_

Advanced \_\_\_\_\_

Exemplary \_\_\_\_\_

## **NEEDS ASSESSMENT SUMMARY**

### **District Goals**

**1. Technology Integration:**

Students use technology as a resource tool to learn (to collect analyze real life data, interpret results, communicate results and manage information to improve student learning).

Faculty demonstrates continual growth in the use of technology to stay abreast of current and emerging technologies and uses technology as a resource tool to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. (Technology Standards)

**2. Curriculum Integration, Instruction and Assessment**

Faculty integrates all content across the curriculum so that learning is relevant to real life situations and careers and meets the diverse needs of students. Curriculum development and Curriculum Mapping, meet this goal. Faculty uses Instructional Strategies that are adapted to individual learning styles, needs and interests. Faculty will understand and use appropriate models of instructions emphasizing real-life applications whenever possible. Project -based learning, activities for teaching reading and writing in the content, learning styles, higher level questioning skills, brain research, TESA, cooperative learning, experiential learning differentiated instruction and direct instruction are some instructional strategies that meet this goal. Faculty uses formative and summative assessments as a diagnostic and evaluative tool. They will understand how to write valid and reliable instruments and base reporting and grading on the students success in meeting predetermined standards.

**This needs assessment gives me the following information:**

**What is the indicator(s) where I see the most serious gap in student achievement?** \_\_\_\_\_  
\_\_\_\_\_

**Which group has the largest gap between expected achievement and actual achievement?** \_\_\_\_\_  
\_\_\_\_\_

**What content information do I need to learn to close the gap in student achievement?** \_\_\_\_\_  
\_\_\_\_\_

**What instructional strategies do I need to learn to improve student achievement?** \_\_\_\_\_  
\_\_\_\_\_

**How do I best and most efficiently learn new content or teaching strategies?** \_\_\_\_\_  
\_\_\_\_\_

**Teachers: Please turn this page in to your PDC representative.**

**PDC rep: Please tally the needs assessments and turn in a building summary of it to the district office.**



## ACTIVITY EVALUATION

(<http://forms.usd469.net>---find name of activity)

**Directions:**

1. Complete the entire form.
2. To indicate the quality of the training according to the criterion listed below, mark "Yes" or "No"
3. In your written comments, cite specific information from the training/activity.

Your Name/Job Title/Building	Date	Location of Training/Presentation
Topic/Title	Presenter	
	Quality of Training/Presentation Circle one from each group	
Training/Presentation	Low.....High 1                      2                      3                      4                      5                      6	
Usefulness	Low.....High 1                      2                      3                      4                      5                      6	
Opportunity for participant Involvement	Low.....High 1                      2                      3                      4                      5                      6	
Questions/Answers	Low.....High 1                      2                      3                      4                      5                      6	
Content appropriate to the topic	Low.....High 1                      2                      3                      4                      5                      6	
Materials organized and useful	Low.....High 1                      2                      3                      4                      5                      6	
Pacing of presentation	Low.....High 1                      2                      3                      4                      5                      6	
Follow-up Training	Low.....High 1                      2                      3                      4                      5                      6	
Ease of implementation	Low.....High 1                      2                      3                      4                      5                      6	
What did you learn that you did not know before?		
What do you plan to do with this information?		

## **EVIDENCE OF STUDENT LEARNING**

The teacher is to provide an instructional unit of at least one week in length, artifacts from that unit, and the following information prior to the final annual Individual Development Plan conference. This evidence may be related to the IDP or Effective Teaching Domains.

Name \_\_\_\_\_ Grade/Subject Taught \_\_\_\_\_

Grade/Subject of the Unit and Products \_\_\_\_\_ Unit Teaching Date \_\_\_\_\_

Unit Concept/Topic \_\_\_\_\_

Objectives or goals for the attached student products:

Attach a copy of a unit you have used in your classroom this year. The unit can be in any format you wish and taken from any point during the year.

Attach directions for an activity or assignment that engaged students in authentic work related to the concept or topic cited above (e.g. project guidelines, problem(s) to solve, homework assignment, center activity).

Provide some evidence of student learning. This should reflect the full range of student achievement levels in your class and should include feedback you provided to your students on their work (e.g. samples of student work, photographs, audio or video tapes).

Be prepared to reflect on the artifacts and the unit in your final IDP Conference.

### **VIDEO TAPED SELF ANALYSIS CHECKLIST**

After viewing the videotape of a classroom lesson taught by you, analyze yourself using the following domains of concentration, and share your observations with your mentor.

Yes	No	
		1. Did you look and act like a teacher?
		2. Did you speak in complete sentences?
		3. Did you notice any junk words?
		4. Did you have positive enthusiasm, warmth, and show your expectations?
		5. Were you happy with your level of control?
		6. Were you consistent in enforcing rules in the least disruptive manner?
		7. Were you able to do two things at once?
		8. Were the students involved?
		9. Did you communicate the objectives of the lesson to the students in everyday language?
		10. Did you review yesterday's key concepts to show a connection?
		11. Did you meet your lesson objectives?
		12. Were you pleased with the lesson?
		13. Did you highlight important lesson information?
		14. Was there a brisk "pace" that led to high engaged time?
		15. Did you close your lesson well?
		16. Were you pleased with the questions you asked?
		17. Did you use student names when questioning?
		18. Did the questions evoke higher level thinking?
		19. Was there gender equity when asking questions?
		20. Was there gender equity in choosing students to answer?
		21. Was there over all equity in attending to all students?
		22. Were you pleased with how you gave directions?
		23. Were you specific and equal with giving praise?
		24. Did you maintain close proximity to students?
		25. Did you make eye contact with all students?

*Developmental Induction Programs with the Mentorship Concept* – Dr. Charles Kent Runyan and Johnnie R. Buche

## CLASSROOM OBSERVATION GUIDE

Name \_\_\_\_\_ School \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject \_\_\_\_\_ School Year \_\_\_\_\_

Observer Name \_\_\_\_\_ Position \_\_\_\_\_

Creating an Environment of Respect and Rapport	Communicating Clearly and Accurately
Establishing a Culture for Learning	Using Questioning and Discussion Techniques
Managing Classroom Procedures	Engaging Students in Learning
Managing Student Behavior	Providing Feedback to Students
Organizing Physical Space	Teacher-Selected Student Behavior for Observation



**TRAVEL EXPENSE REIMBURSEMENT**

Name: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Purpose: \_\_\_\_\_ Meeting Site: \_\_\_\_\_

RECEIPTS ARE REQUIRED FOR ALL REIMBURSEMENTS EXCEPT MILEAGE.

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.	Total
All Day Meals								
Breakfast								
Lunch								
Brunch*								
Dinner								
Hotel**								
Airline Fare								
Other Transportation								
Registration								
TOTALS								

Total Mileage \_\_\_\_\_ x Rate Per Mile \$.47\*\*\* = \$ \_\_\_\_\_  
 Total Meals = \$ \_\_\_\_\_  
 Total Hotel Claim = \$ \_\_\_\_\_  
 Other Transportation = \$ \_\_\_\_\_  
 Reimbursement Claimed = \$ \_\_\_\_\_

The cost of meals that are included in the registration fee will not be reimbursed to the employee.

\*\*Housing allowance depends upon meeting location.

\*\*\*Or current state rate

<b>Meal Allowance Per Day</b>	<b><u>In-State Base Rate*</u></b>	<b><u>Out-of-State Rate</u></b>	
Total Daily Rate	\$40.50	\$48.50	
Breakfast	7.50	10.50	*The greater Kansas City
Lunch	15.00	15.00	Metropolitan area is
Dinner	18.00	23.00	"instate."

NOTE: If the staff member is gone for an entire day, the total reimbursement may not exceed the total daily allowance.

Claimant's Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Administrative Approval \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_