

INSERVICE EDUCATION PLAN

**NESS CITY USD 303
414 EAST CHESTNUT
NESS CITY, KS 67560**



8/1/2018 - 7/31/2023

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INTRODUCTION

The design and implementation of this inservice plan shall be the legal authority of the Board of Education of Unified School District No. 303 in cooperation with representatives of the certified personnel who are to be directly affected.*

* See Kansas Inservice Education Program Guidelines (March, 1988) published by the Kansas State Department of Education, Topeka, Kansas.

PHILOSOPHY

The Board of Education believes that staff development is the combination of educational and personal experience that contributes toward competence and satisfaction in the professional role. The Inservice Education Plan shall promote the instructional, personal, and inter-personal growth of the certified staff through a variety of experiences.

PURPOSE of STAFF DEVELOPMENT

Staff development is a process designed to foster district, building and individual professional growth for certified staff within a positive organizational climate. Staff development assures quality learning for students and continuous growth for certified personnel. Staff development activities qualify for inservice education points as designated in the delivery system of this document. Staff development activities will be a result of current and continuous needs assessment and district goals.

STAFF DEVELOPMENT POLICY

The Unified School District 303 Inservice Education Plan shall be open to all certified personnel employed by the school district who choose to participate in the local plan.

Each participating certified employee shall develop an Individual Development Plan (IDP) which will provide for experiences which refine and extend professional skills, methods and knowledge. The plan will correlate with the staff development needs and school improvement goals of the school district. Such individual plans shall be the result of cooperative planning between the individual and his/her immediate supervisor. The plan shall be subject to conditions of the Kansas State Plan for Inservice Education as outlined in this handbook.

The Individual Development Plan will provide for continuity and specificity in skill training and shall provide for the accumulation of inservice education points which may be used for recertification.

PROFESSIONAL DEVELOPMENT COUNCIL

The Professional Development Council is a representative group of USD 303 certified personnel which advises the Board of Education in matters concerning the planning, development, implementation, operation, and evaluation of the Inservice Education Plan. The Professional Development Council members will receive annual training through our regional service center.

COMPOSITION

The Professional Development Council shall consist of five (5) members including teachers and administrators. At least three (3) members shall be teachers who will be elected or appointed as follows:

- One (1) teacher shall be elected by the high school certified staff.
- One (1) teacher shall be elected by the grade school certified staff.
- One (1) teacher shall be elected at large by the entire certified staff
- The building principal(s) shall be permanent member(s) of the committee.
- The superintendent shall serve as an ex-officio member of the Council.

TERM of OFFICE of PROFESSIONAL DEVELOPMENT COUNCIL MEMBERS

To maintain continuity, teacher members of the Professional Development Council shall serve for a term of three years and may be elected or appointed to two (2) consecutive three-year terms.

In the event a council member leaves the district, another person shall be elected or appointed as stipulated above to fill the unexpired term of the person vacating the position.

FUNCTIONS

The major functions of the Professional Development Council include the following:

1. Develop an inservice education needs assessment system.
2. Develop and recommend to the Board of Education a five-year inservice plan to be submitted to the Kansas State Department of Education.
3. Evaluate proposed individual development plans and recommend their approval or disapproval to the Board of Education and keep accurate records pertaining to same.
4. Recommend credit be granted for approved inservice activities.

OFFICERS

The officers of the Unified School District 303 Professional Development Council shall consist a Chairperson, a Vice-Chairperson, and a Secretary.

SELECTION of OFFICERS

All officers shall be elected each year on or before June 30 at a regular meeting. They shall be elected by simple majority of those members present provided there is a quorum for the meeting.

DUTIES of OFFICERS

A. Chairperson

1. Presides at all regular and special meetings.
2. Appoints Professional Development Council members to ad hoc subcommittees, subject to the approval of the Professional Development Council.
3. Receives all resignations from Professional Development Council members.
4. Carries out other duties as described in this document or as assigned by the Professional Development Council.
5. Prepares an agenda for all meetings.

B. Vice-Chairperson

1. Fulfills all the duties of the Chairperson in the Chairperson's absence.
2. Carries out all other duties assigned by the Chairperson.

C. Secretary

1. Keeps minutes of all meetings. The minutes of each meeting will contain the date, beginning and ending time, and members present.
2. Publishes notifications and minutes of all meetings and distributes them to all staff members, the Board of Education, Superintendent of Schools, and two (2) copies for each building.
3. Maintains all Professional Development Council minutes, correspondence and all other pertinent documents.

TERM of OFFICE

All officers shall hold office for one (1) year.

RESIGNATION

Any officer may resign from office at any time provided a letter of resignation is submitted to the Professional Development Council at least one (1) meeting before the resignation is to become effective.

VACANCIES

Vacancies in officers' position will be filled by a majority vote of those members of the Professional Development Council present at the meeting at which any resignation is effective provided a quorum is present.

RESIGNATION and REPLACEMENT

A member may resign at any time. A letter of resignation shall be written and submitted by the resigning member to the Professional Development Council Chairperson at least one (1) regular meeting prior to the effective date of the resignation. The resigning member's constituency shall then be notified immediately by the executive director of the existing vacancy. The vacancy shall be filled by the constituency according to the selection process.

MEETINGS

A. Meetings

1. One meeting per month will be scheduled at the beginning of the school year. Meetings will be held only when there is sufficient business and an agenda will be sent out prior to each meeting date.
2. Extra meetings may be called by the Chairperson or majority of the Professional Development Council. Notification of all extra meetings shall be given three (3) days prior to such meeting.

B. Voting

Except in the amending procedure, all decisions by vote shall be by simple majority, provided there is a quorum present.

C. Quorum

A simple majority of the entire Professional Development Council membership shall constitute a quorum.

D. Attendance

The Professional Development Council shall have the right to review a member's representation after absence from three (3) regularly scheduled meetings. Such review may result in a request for a replacement from that member's respective group.

INSERVICE EDUCATION TRANSCRIPT

Inservice Education Point Forms will be processed by the Professional Development Council and verified points will be recorded on the employee's Inservice Education Transcript.

The inservice education transcripts will be kept on file in the superintendent's office. The inservice points for each participant will be totaled at the end of each school year. Participants should review their transcript for accuracy. A copy of the transcript will be provided by the superintendent's office when requested.

AMENDING PROCEDURE

This document may be amended in the following manner:

1. The Board of Education may initiate amendment proposals. Such proposals shall be made in writing to the Professional Development Council.
2. The Professional Development Council may adopt amendments to this Inservice Education Plan by a two-thirds (2/3) majority of the members assembled provided a quorum is present and, further, provided that these

amendments have been introduced in writing at the preceding regular meeting.

3. An amendment must be approved by the Board of Education prior to submission to the Kansas State Department of Education.

INDIVIDUAL DEVELOPMENT PLAN

Individual Development Plans are necessary for participating certified personnel. Individual Development Plans shall be acted upon in the following manner:

1. An individual participating in this plan shall file his/her typed "Individual Development Plan" to qualify for points toward recertification as provided in the delivery system of this plan and in accordance with the Kansas State Board of Education Regulation.
2. Staff members must have an Individual Development Plan on file before the district Professional Development Council will award points for inservice activities. The contents of the Individual Development Plan should include the following:
 - Goals
 - a. School improvement goals
 - b. Individual goals
3. The approval process for the Individual Development Plan includes the following steps:
 - The certified employee signs the plan.
 - The designated supervisor signs the plan if he/she agrees with the plan.
 - The district Professional Development Council will review the Individual Development Plan and recommend to the Board of Education that the plan be either approved or disapproved.
 - The Board of Education either approves or disapproves the Individual Development Plan.
4. The Individual Development Plan should be reviewed annually by the individual.
5. The Individual Development Plan will be updated every five years.
6. After completion of an activity, the Professional Development Council will act upon and the Secretary shall file the appropriate number of points in the individual's file and notify the individual.

NEEDS ASSESSMENT

A needs identification process will be coordinated by the Professional Development Council to supply information about the inservice needs of the district, school building and individual. This information will be used to establish priorities for inservice program planning and development. Data to determine needs may be derived from but are not necessarily limited to specific target areas, personal interviews, group discussions, review of existing information and needs assessment.

Needs Identification Procedures:

District Focus: The District will focus on the continuous alignment of curriculum to support local, state and federal standards.

Building Focus: Each building will continue to focus on school improvement in the areas of problem solving, reading comprehension, written expression or other designated areas.

Individual Focus: Individual development plans may reflect any or all of the following four areas: Teaching skills, professional development, curriculum and instruction, and student development. Other areas of focus will be determined by the

individual and supervisor in alignment with the District and Building Focuses.

INSERVICE EDUCATION POINT SYSTEM for STAFF DEVELOPMENT ACTIVITIES

For renewal of licensure, 120 or 160 inservice education points must be accumulated during the five-year period preceding the renewal of the license — a bachelors degree requires 160 points; a masters degree, 120 points. If an individual’s highest degree is a baccalaureate degree, at least one-half of the 160 required inservice education points must be college/university credit. If an individual holds a masters degree or other advanced degree, the 120 inservice education points may be derived totally from inservice education credit, college/university credit, or any combination of the two. Inservice credit shall be equated as follows:

| | |
|-------------------------------|-------------------------------------------------------|
| 1 inservice education point | 1 clock hour of approved inservice education activity |
| 20 inservice education points | 1 semester hour of college or university credit |

CRITERIA for APPROVAL of INSERVICE POINTS

1. Activities will follow district goals and/or Professional Development Council goals as defined by the staff needs assessment.
2. Inservice opportunities will be directly related to the teaching assignment as indicated in the primary contract.
3. Inservice opportunities may encompass general educational and/or pedagogical topics (i.e., motivation, stress management, assertive discipline, effective teachers, etc.).
4. The individual must document on the Activity Report Form specifically how the activity will improve instruction or student learning in the classroom.
5. Activities may be approved if related to teaching improvement as recommended by the building supervisor through the evaluation process.
 - a. These improvements must be reflected in the teacher’s IDP before points will be granted.
 - b. IDP’s can be updated at any time in order to include more specific objectives.
6. Report forms will not be accepted without a detailed evaluation of how the activity will improve the quality of instruction or student learning in the classroom.
7. All staff members must turn in an activity report form following participation in inservice activities.

CONDITIONS for APPROVAL

1. Attending inservice activities as requested by the school administration during the contract day.
2. Attending teacher initiated activities that have prior approval from the administration during the contract day.
3. Attending inservice activities on the teacher’s own time. These activities must follow the aforementioned criteria before being accepted by the Professional Development Council.

For additional information contact:

- Building Supervisor
- Professional Development Council
- Superintendent of Schools

CONTENT ENDORSEMENT STANDARDS; PROFESSIONAL EDUCATION STANDARDS; or SERVICE to the PROFESSION

| 91-1-206 “Professional development plans for licensure renewal” | CONTENT | PROFESSIONAL EDUCATION | SERVICE to the PROFESSION |
|----------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------------|
| KNOWLEDGE What do you know now that you did not know before? | 1 pt. = 1 contact hour | 1 pt. = 1 contact hour | 1 pt. = 1 contact hour |
| APPLICATION What are you doing now that you could/did not do before? | 2 x Knowledge Level Points | 2 x Knowledge Level Points | No points awarded at this level. |
| IMPACT How has student performance improved? What has changed the program? | 3 x Knowledge Level Points | 3 x Knowledge Level Points | No points awarded at this level. |

DECISION PATH for AWARDING PROFESSIONAL DEVELOPMENT POINTS

1. a) The individual submits a professional development plan to the district or educational agency Professional Development Council (PDC).
b) The PDC approves the professional development plan.
2. The individual completes activities related to his or her approved professional development plan and submits documentation/evidence to PDC.
3. The PDC verifies that the activity addresses the goals in the approved professional development plan and awards points.
4. If the PDC has questions about how knowledge level (baseline) points are determined, they are to request additional clarification from the individual. This may be accomplished with a form the PDC uses for such purposes.

THREE LEVELS for AWARDING POINTS

Professional development points are awarded according to three levels. For each of the three levels there are *no limits* on the number of points that may be earned *No limits* means that there are no caps in reference to points earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded on a one-point per hour basis provided the individual verifies that he/she has learned something as a result of the inservice activity.

Level I — Knowledge Level Points Provide the Baseline

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

1. Knowledge level (baseline) points can come from multiple activities at the knowledge-level.
2. It is the individual’s responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge-level.
3. Knowledge level or baseline points can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level or baseline points during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators: What do I know now that I did not know before?

Learning = 1 point per clock hour

Verification required may include one of the following:

1. Descriptions of the critical attributes of the staff development.
2. Oral or written personal reflections.
3. Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock hour

Service to the profession may take place during contractual time.

Verification required may include one of the following:

1. Minutes noting contributions to meetings and time spent at meetings.
2. 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.
 - ◆ An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization.
 - ◆ Serving on an onsite team for another school or district and as explanation of the time spent.

Level II — Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 times the knowledge level points are awarded.

Level II Application Indicators: What am I doing now that is different than what I did before?

Use of New Knowledge and Skills = 2 times points Level I.

Verification required may include one of the following:

1. Independent observation such as:
 - ◆ Direct observation using trained observers or video/audio tapes.
 - ◆ Structured interviews with participants and their supervisors.
2. Evidence such as :
 - ◆ Lesson plans.
 - ◆ Pre and post samples of students' work.
 - ◆ Examination of participants' journals, portfolios or other artifacts.
 - ◆ Report from observer.

Level III — Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 times the knowledge level points are awarded.

Level III Impact Indicators: What are the results of my professional changes?

Organizational Change = 3 times points Level I.

Verification required may include one of the following:

1. Evidence of related district or school policy change.
2. Evidence of Level II application activities by others.

3. Revision of district, grade level, or content area curriculum,
Student Learning = 3 times points Level 1.

Verification required may include one of the following:

1. Evidence of improved student academic performance.
2. Samples of positive changes in students' behaviors 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.

SAMPLE — How Ms. Goodteacher Earns Professional Development Points at 3 Levels

Ms. Goodteacher attends a staff development activity for six hours and verifies that she has gained knowledge because of her participation. She is awarded 6 professional development points.

After enough time has passed for Ms. Goodteacher to verify that her teaching has consistently changed because of what she has learned, she is awarded 2 times the knowledge level points or 12 points. These 12 points are added to the original 6 points for a total of 18 points.

As time passes, if Ms. Goodteacher is able to verify that student learning has improved as a result of the changes in her classroom, she is awarded 3 times the original knowledge level points or 18 points. These points are added to the baseline 6 points earned at Level I and the 12 points earned at Level II for a total of 36 points.

APPEAL PROCEDURE

Any certified participant having been so notified, who has a complaint about the non-recognition of any activity for inservice education points, or any discrepancy in the number of inservice education points awarded to such certified employee, shall have ten (10) days in which to pursue an appeal to the Professional Development Council, and thereafter, if not satisfied, may file an appeal to the Board of Education regarding such matter. Any such appeal must be filed in writing with the Professional Development Council which, upon receipt of such written appeal, shall take action thereon within a period of thirty (30) days thereafter.

If the certified employee is not satisfied with the action taken by the Professional Development Council, and if such employee desires to appeal to the Board of Education, he/she must file such appeal in writing not more than thirty (30) days after notification of action by the Professional Development Council. The Board of Education shall respond in writing, granting or denying, within thirty (30) days of receipt of the appeal. If the appeal has not been resolved to the satisfaction of the teacher, the teacher may appeal to the State Licensure Review Committee.

SALARY ENHANCEMENT

All activities which come under the delivery system of this plan will be approved for staff development points. Under the plan, Unified School District 303 will provide salary enhancement to participating certified staff for inservice points earned in accordance with the district's negotiated agreement. Twenty (20) inservice education points will be equal to one (1) semester hour of college/university credit. New teachers in the district can transfer inservice points for certificate renewal, but not for movement on the salary schedule.

PROCEDURES for REPORTING PARTICIPATION in INSERVICE ACTIVITIES

Three forms need to be completed by individuals participating in the local inservice plan. Below are listed the forms and the order in which they should be completed.

1. **Individual Development Plan.** This form must be completed as the basic step of a staff member who intends to take part in the district's inservice plan. An individual's plan shall be the result of cooperative planning with a designated supervisor. The plan will be signed by the employee. If the supervisor and the employee are in agreement, the supervisor will also sign the plan. Upon the plan's completion, it shall be reviewed by the Professional Development Council which shall recommend approval or disapproval of the individual's development plan to the Board of Education. Each plan shall be written for a period of from one to five years with provision for annual review and revision. The plan should reflect the inservice needs of the district and building and the professional growth needs of the individual.
2. **Inservice Activity Reporting Form.** This form must be completed at the conclusion of any individual activity. It is from this completed form that credit earned will be entered on the transcript of the participant.
3. **Inservice Education Transcript.** This form will include the record of all completed inservice activities for any participating certified employee. This form will list the activities and the inservice credit points earned for each. When a participating employee applies for renewal certification, the employee will request that the Board of Education provide the approved Professional Development Transcript. It is the responsibility of the employee to file the transcript with the Certification Section of the State Department of Education. Individuals may request a copy of their transcripts at any time.

Each individual will be responsible for securing needed forms from a building principal, KNEA building representative or Professional Development Council member; completing them; and obtaining the proper validation.

The forms will be processed at the next regular Professional Development Council meeting. Approval or other dispensation will be made and the staff will be notified pertaining this dispensation.

PROCEDURE for SUBMITTING INSERVICE ACTIVITY PLANS

The form, *Form for an Inservice Activity Plan*, shall be utilized by individuals or groups in making application to provide inservice activities to the certified staff of USD 303. All inservice activity proposals are to be submitted to the Professional Development Council. All inservice activity forms shall be typed.

APPROVAL PROCEDURE for PROJECT PROPOSAL

Activity proposals submitted to the Professional Development Council will be given consideration on the criteria listed on the form *Criteria for Evaluating Proposal for Inservice for Inservice Education Activities*. The Professional Development Council, at its discretion, may request a list of references from the applicant. Following the review of each proposal, approval or rejection will be determined by the Professional Development Council, and the presenter notified accordingly. Project approval shall be effective for one (1) school year and a listing of approved projects shall be provided to certified staff.

EVALUATION of an APPROVED STAFF DEVELOPMENT ACTIVITY

Implementation of the approved activity will include an evaluation by each participant on a form provided by the Professional Development Council. At the conclusion of the staff development activity, these evaluation forms shall be returned by the presenter to the Professional Development Council for review.

EVALUATION of PROGRAM

Implementation of the approved activity will include an evaluation by each participant on a form provided by the Professional Development Council. At the conclusion of the staff development activity, these evaluation forms shall be returned by the presenter to the Professional Development Council for review.

Procedure — The Staff Development Program will be evaluated annually.

A. Continuous

A continuous and systematic evaluation of the Staff Development Program will be the responsibility of the Professional Development Council. The evaluation will involve:

1. Needs

- Periodic review of the needs assessment
- Periodic review of appropriateness of activities to specific objectives
- Periodic review of activities offered to assure that they are appropriate to the certified employee's level of development.

2. Activities

- Each participant will be given the opportunity to complete an evaluation form for each staff development activity sponsored.

B. Annual

An annual evaluation of the Staff Development Program will be the responsibility of the Professional Development Council. The evaluation will involve:

1. Objectives — A review and revision of program objectives and accomplishments.
2. Priorities — A review and revision of program priorities based on identified needs.
3. Needs Assessment — A review and revision of the needs assessment instrument and the process of administering it.
4. Activities — A review and revision of methods of delivery and the quality of activities.
5. Implementation/Operation of Program — A review of policies, procedures, and efficiency of recordkeeping.

C. Means

Means for evaluating the Staff Development Program will include, but not be limited to:

- Participation analysis
- Activity evaluations
- Formal and informal feedback

D. Forms

- Criteria and Procedures for Inservice
- Education Program Evaluation

Annual Report — An annual report of findings shall be made to the Board of Education by the Professional Development Council.

INSERVICE EDUCATION DEFINITIONS

BOARD of EDUCATION means the duly elected Unified School District 303 Board of Education.

INDIVIDUAL DEVELOPMENT PLAN means a plan describing the professional development activities and studies to be completed by the individual filing such a plan during a specified period of time.

INSERVICE EDUCATION (staff development) means learning experiences either for credit or without credit, which are provided under an approved inservice education plan

and which are engaged in by a person after entry into a given position for the purpose of improving effectiveness or upgrading skills in an area of certification.

INSERVICE EDUCATION PLAN(S) means a detailed and precise program which is effective for five (5) years pursuant to which inservice education is provided.

INSERVICE EDUCATION POINT means one (1) clock hour of inservice education. One semester hour of college or university credit is equal to 20 inservice points.

PROFESSIONAL DEVELOPMENT COUNCIL means a representative group of local education agency certified personnel which advises the Board of Education in matters concerning the planning, development, implementation, and operation of the inservice education plan.

DESIGNATED SUPERVISOR means a person responsible for supervision of the participant's job assignment.

NESS CITY USD 303
FORMAT for an INSERVICE ACTIVITY PLAN

TITLE of ACTIVITY _____

LOCATION _____

PRESENTER(S) _____

A. Objective(s) to be obtained:

B. Group(s) to be involved in activity:

C. Number of inservice hours generated by the activity: _____

D. Activity Timeline: _____

E. Person(s) coordinating the activity:

F. Description of the activity:

G. Resources:

H. Method of evaluating the activity:

I. Results of the activity evaluation:

J. Specific source of identified need (names of groups or individuals):

**NESS CITY USD 303
INSERVICE ACTIVITY REPORTING FORM**

Name _____
Name of Activity _____
Place of Activity _____
Date Activity Began _____
Beginning Time _____
Ending Time _____
Date Activity Completed _____
TOTAL Time of Activity _____

(Please indicate time out for meals)

___ Level I - Knowledge ___ Level II - Application ___ Level III - Impact

EVALUATION: How will you implement what you learned at this inservice into your teaching assignment? **Please be detailed and specific.**

Please attach evidence for Level II and Level III credit. (See page 9 for sample.)

Activity:

| | | | |
|----------------------|-------|------|-------|
| Received by the PDC | _____ | Date | _____ |
| Approved by the PDC | _____ | Date | _____ |
| Rejected by the PDC | _____ | Date | _____ |
| Reason for Rejection | _____ | | |

Number of Points Assigned by the PDC _____

Professional Development Council Chairperson

This form must be received by a PDC member within thirty (30) days of the activity.

This form is available on your computer.

NESS CITY USD 303

INDIVIDUAL DEVELOPMENT PLAN

Name _____ Building _____
Social Security Number _____ Highest Degree Attained _____
Teaching Assignment _____ Recertification Date _____
Date of Plan _____

| Strategic Priorities | School Improvement Goals |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Results based teaching and learning2. Technology3. Learning readiness4. Finances5. Teamwork6. Individualized learning | <ol style="list-style-type: none">1.2.3. |

Listed below are my goals for professional development. These goals focus on increasing my knowledge/skills and implementation related to improvement of student learning.

Individual Goal(s)

- 1.

- 2.

- 3.

Applicant's Signature Date

Administrator's Signature Date

PDC Chairperson's Signature Date

Board of Education's Signature Date

NESS CITY USD 303
INSERVICE EDUCATION PLAN EVALUATION
and
NEEDS ASSESSMENT UPDATE

Date _____

Administrator
Council Member
Staff Member
Board Member

POLICIES and PROCEDURES

| | Yes | No | Revise |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|--------|
| 1. Is the Professional Development Council representative of the certified personnel and Board members in the district? | _____ | _____ | _____ |
| 2. Have operational procedures been established by the Professional Development Council? | _____ | _____ | _____ |
| 3. Did the planning process for the inservice program provide ample opportunity for input from all affected certified personnel through a Needs Assessment Questionnaire? | _____ | _____ | _____ |
| 4. Is the inservice plan consistent with school district policies and goals? | _____ | _____ | _____ |
| 5. Have adequate resources been identified for the inservice program? | _____ | _____ | _____ |
| 6. Did the school district provide time during the school day for the inservice program? | _____ | _____ | _____ |
| 7. Have college or university personnel been involved in the planning for inservice education? | _____ | _____ | _____ |
| 8. Are there sufficient provisions in the inservice plan for certified personnel to assess their own progress? | _____ | _____ | _____ |
| 9. Have procedures and instruments been developed for reviewing and evaluating the inservice education plan? | _____ | _____ | _____ |
| 10. Did the certified staff and Board members have opportunity to participate in the evaluation of the program? | _____ | _____ | _____ |

NEEDS ASSESSMENT

| | Yes | No | Revise |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|--------|
| 11. Did the needs assessment for the inservice plan examine the academic needs of the students, their attitudes and academic and career aspirations? | _____ | _____ | _____ |
| 12. Were the skills of certified personnel considered in the needs assessment? | _____ | _____ | _____ |
| 13. Were the professional goals of certified staff considered in the needs assessment? | _____ | _____ | _____ |
| 14. Was the needs assessment thorough and well planned? | _____ | _____ | _____ |

- | | | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| 15. | Did the certified personnel and Board members have the opportunity to contribute important information for the needs assessment? | _____ | _____ | _____ |
| 16. | Are the goals of the inservice education plan significant to the school district? | _____ | _____ | _____ |
| 17. | Did the inservice plan have a significant effect on students? | _____ | _____ | _____ |
| 18. | Are the inservice education objectives consistent with the goals? | _____ | _____ | _____ |
| 19. | Are the objectives expressed in a precise and measurable way? | _____ | _____ | _____ |
| 20. | Does the inservice plan encourage certified personnel to set their own professional goals? | _____ | _____ | _____ |
| 21. | Is the inservice plan sufficiently flexible to allow certified personnel to work toward their goals independently? | _____ | _____ | _____ |

INSERVICE ACTIVITIES

- | | | Yes | No | Revise |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|--------|
| 22. | Did the certified personnel and Board members have the opportunity to plan the content and format of inservice education activities? | _____ | _____ | _____ |
| 23. | Did the certified staff have the opportunity to participate in the inservice activities as presenters? | _____ | _____ | _____ |
| 24. | Did the inservice plan provide the certified personnel the opportunity to become more effective in the dealings with students? | _____ | _____ | _____ |
| 25. | Did the inservice plan provide for alternative learning styles and differing professional commitments among the certified personnel? | _____ | _____ | _____ |
| 26. | Was the plan of inservice activities consistent with the identified inservice needs? | _____ | _____ | _____ |
| 27. | Did the inservice activities provide the certified personnel the opportunity to reach the stated goals and objectives? | _____ | _____ | _____ |
| 28. | Are the methods used in presenting the inservice education activities appropriate for the participants? | _____ | _____ | _____ |
| 29. | Are the methods used in presenting the inservice education activities appropriate for the participants to practice new skills and provide a means of feedback? | _____ | _____ | _____ |
| 30. | Has the delivery of inservice activities been planned at times which are convenient for the participants? | _____ | _____ | _____ |

Suggestions for Revisions:

Please list below other topics you feel would be of interest to you for inservice training. If you know someone in the area or a means of implementation, please note that.

**NESS CITY USD 303
INDIVIDUAL NEEDS ASSESSMENT**

Name _____ Date _____

School _____

Grade and/or Subject Area Taught _____

Please list below three professional interests or needs that you have that can be met through staff development. If you know the name of good resource people who could provide such activities, please indicate these also.

| Professional Need/Interest | Resource Person(s) |
|----------------------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

For what areas or topics could you serve as a resource person for other educators?

| | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

NESS CITY USD 303
INSERVICE EDUCATION ACTIVITY EVALUATION COMPOSITE
(to be completed by the Professional Development Council)

Title of Inservice Program _____

Date of Activity _____

Presenter(s) _____

Total Number of Participants _____

Number of Evaluation Forms Received _____

| | | Composite Evaluation Score |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1. | Were the objectives, goals and requirements of this inservice activity well defined and specified? | _____ * |
| 2. | Were the objectives of the inservice activity attained? | _____ * |
| 3. | Was the content of this inservice activity sufficiently well organized and sequentially developed in order to assure optimum learning? | _____ |
| 4. | Do you feel that you were prepared to incorporate what you have learned in this inservice into your own assignment? | _____ |
| 5. | With respect to your professional development, does this inservice directly contribute to the objectives in your individual development plan? | _____ |
| 6. | Was the subject matter presented effectively? | _____ * |
| 7. | Did the presenter exhibit a broad background and knowledge of the subject matter? | _____ |
| 8. | Rate the materials used in this inservice (e.g., text, films, handouts, etc.). | _____ |
| 9. | How would you rate this inservice activity in recommending it to another teacher/administrator? | _____ |

* Primary evaluative criteria

Comments on reverse side

**NESS CITY USD 303
APPROVAL of COLLEGE HOURS**

Name of College or University _____

Extension Work _____ or on Campus _____

Graduate Credit _____ or Undergraduate Credit _____

Names of Course(s) to be Taken _____

Inclusive Date(s) _____ to _____

Total Number of Hours _____

Will these hours move you to the next column on the salary schedule? _____

Note how these courses will improve your ability as a teacher.

Signature

Date of Request

Approved _____ Disapproved _____

Superintendent

Date