



# District Professional Development

USD #507 (Satanta Schools)

*Fall 2007—Spring 2012*

## **Professional Development Team**

**Committee Chair: Rita Shogren, Elementary Representative**

**Ardith Dunn, Superintendent**

**Nicole Ploger, Elementary Representative**

**Ron Levan, Jr-Sr High Principal**

**Debbie Weeks, Jr-Sr High Representative**

**Leanne Tschanz, Elementary Principal**

**Ryan Burrows, Jr-Sr High Representative**



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## **Section I: District Profile**

**A. Mission Statements**

**B. Community, District, and Building Level Composition**

## A. Mission Statements

### USD #507 District Mission Statement

**“Satanta Unified School District 507 will provide all students the opportunity to develop and demonstrate the essential skills necessary to maintain a balanced learning, leisure, and work experience throughout life in a changing society.”**

**Goals:** To accomplish this mission, the instructional resources and support services of the district will be allocated across the curriculum to enable all students to develop and demonstrate:

- Skills in communication that encompass reading, writing, speaking, and listening.
- Skills to gather, recall, process, analyze, synthesize, assess, and apply information in everyday situations through independent or cooperative problem solving techniques.
- Skills, attitudes, and self-knowledge needed to become a responsible, thinking, and contributing participant in an international society.

**Accountability:** The responsibility for achieving the mission of USD 507 is reciprocal and interactive. It is shared by:

The Board of Education accepts the responsibility to provide the vision, leadership and development of policy, environment, climate, and appropriate resources to enable successful teaching and learning.

The Administrators accept the responsibility of instructional leadership by encouraging academic excellence in a positive learning environment, and setting positive, challenging expectations by pursuing and sharing knowledge of current methods and research. They will also supervise the overall operation of the district as it relates to instruction, student activities, communications, services, and fiscal management. Administrators will effectively communicate with the Board of Education, district staff, students, and patrons.

The Faculty accepts the responsibility to actively support and effectively facilitate the curriculum by demonstrating professional attitudes and by utilizing current methods and research. They will promote high student expectations and provide opportunities for student leadership and growth in a safe, positive environment conducive to learning. Faculty will effectively communicate with students, patrons, and district staff.

The Classified Personnel accept the responsibility to enable learning and to communicate effectively with students, other district staff, and patrons. Together, they will assist teachers, students, and patrons; maintain clean, safe, comfortable environments; prepare nutritious, attractive meals; provide safe, reliable transportation; facilitate essential health services; and keep accurate, timely records.

## **A. Mission Statements (cont.)**

The Students accept the responsibility to be active participants in the educational programs, experiences, and activities offered by the district. Students will demonstrate commitment and effort to learn, and contribute to a safe, orderly environment while expressing respect for others.

The Parents and Guardians of the Students accept the responsibility to support teaching and learning and will effectively communicate with their children about the children's school experiences. Parents and guardians will take an active role in contributing to a safe, positive community environment.

The Patrons of USD 507 accept the responsibility to provide the resources and facilities that enable successful teaching and learning in a safe, positive community environment and to communicate effectively with district staff and the Board of Education as they deem necessary.

### **Satanta Grade School (Pre K—6)**

**“Satanta Grade School, in partnership with parents, students, and community, will provide a positive learning environment dedicated to meeting the educational needs of all students.”**

### **Satanta Junior-Senior High (7-12)**

**“The mission of Satanta Junior-Senior High School is to provide students the opportunities to develop the skills they need to pursue life's goals and to participate fully as informed, productive members of society.”**

## B. Community, District, & Building Level Descriptions

**Community:** Satanta is a rural farming community of approximately 1200 residents located in Southwest Kansas, on US Highway 56. It has a long-standing history of cattle and crop production that dates back to a time when the majority of this area was a cattle range managed by independent ranchers and a few farmers. The major employers consist of feedlots, dairies, hospital, clinic, and long-term care facility, agriculture, gas plants and the school district. The community has many other businesses and local organizations. Satanta has welcomed several new families over the years and has strived to provide residents with quality employment, educational, and recreational opportunities.

**District:** USD 507 is a rural school district located in four counties, mainly Haskell, with 376.5 square miles and approximately 380 students. The district has 41 teachers, 3 administrators, and 32 classified employees. There are six buildings (grade school, annex building, junior-senior high school, vocational, 2-bus barns) in three different locations in town. The school is a NCA accredited school in the fourth year of its third cycle. We have made AYP at the building levels and as a district. Our student population is approximately 39% bilingual and 41% at-risk. The district is funded with general funds, federal funds, local option budget (12.75%), and capital outlay (4 mills).

**Grade School (Pre K-6):** The grade school is located at 800 Wichita Street, and provides educational opportunities for students from pre-kindergarten through sixth grade. The school offers a full range of learning experiences for approximately 210 students including vocal music, band, library skills, physical education, as well as the core academic subjects. Almost 50 percent of the teachers have their Masters' degree and have an ESL endorsement. The two buildings facilitate the regular classrooms (two sections per grade level including all-day kindergarten), at-risk pre-school, ESL/migrant instructor, Title 1 reading instructor, Parents as Teacher program, full-time counselor, food service department (serving breakfast and lunch), interrelated instructors, and a School Resource Officer.

**Junior-Senior High School (7-12):** The junior-senior high school is located at 100 Caddo Street, and provides a variety of course offerings for approximately 190 students. Courses offered include the regular core subjects, FACS, industrial arts, vocational agriculture, art, vocal and instrumental music, computer science, business, and physical education classes. Forty-five percent of the instructors have their Masters' degree and a little over half are ESL certified. Other services provided for students include library, counselor, migrant, ESL, at-risk, interrelated, School Resource Officer, and food service (breakfast and lunch).



## **Section II: PDC**

**(Professional Development Committee)**

- A. Selection & Membership**
- B. Duties & Meetings**
- C. Purpose & procedures**
- D. Teacher Responsibility**

## A. Selection & Membership

**Committee Members:** Members 1-4 of the Satanta Professional Development Committee are selected by the Satanta Teachers Association. Committee members are trained annually as needed to fulfill his/her role and responsibilities.

### Membership:

<u>Member</u>	<u>Term</u>	<u>Representative</u>
Linda Nelson .....	3-year .....	Elementary Representative
Debbie Weeks .....	5-year .....	Elementary Representative
Ryan Burrows .....	3-year .....	Jr-Sr High Representative
Rita Shogren.....	5-year .....	Jr-Sr High Representative
Leanne Tschanz .....	5-year .....	Elementary Principal
Ron Levan .....	5-year .....	Jr-Sr High Principal
Ardith Dunn .....	5-year .....	Superintendent

**Unfilled Term Vacancies:** The Satanta Professional Development Committee will select a replacement from the appropriate description area to fulfill terms that are vacated prior to the end of a member's three or five year term.

**Members:** Members will attend the four meetings a year. All decisions by vote of the committee will be made by a quorum. Quorum is defined by 5 of the 7 committee member present.

**Training:** Annual training will be made available to members of the Professional Development Council. Any additional training needed will also be made available.

## B. Duties & Meetings

**Committee Chair:** The committee chair is selected at the first meeting. The chair will set agendas and conduct quarterly meetings. He/She will be updated and trained annually on state guidelines and procedures.

**Committee Secretary:** The committee secretary will distribute the agenda and send reminders of meeting dates and times. He/She will be available at each meeting to record the discussion and decisions made by the committee. Minutes will be posted on the USD 507 web page.

**Central Office:** The central office will keep on file all transcripts and individual development plans for the Satanta Professional Development Committee. The central office will be responsible for transcript requests and approval for teacher professional development request forms. The central office and USD 507's Professional Development Committee will maintain records for all certified staff in the USD 507 school district.

**Meetings:** The Satanta Professional Development Committee will meet quarterly (September, December, March, May) for the purpose of approving points, approving individual development plans, maintaining transcripts, and discussing business pertaining to the professional development committee.

## C. Purpose & Procedures

**Purpose:** The Satanta Professional Development Committee is a representative group of local certified personnel which advises the administration of educational matters concerning the local improvement plan. These suggestions are meant to improve the development, implementation, and operation of USD 507. The local committee will:

1. Make recommendations about professional development points requested (approve/disapprove)
2. Maintain the individual professional development plans and transcripts.
3. Help identify in-service needs based on student and staff data. These in-services will also be included in the School Improvement Plans.

**Procedures:** All certified instructors that are governed by the State of Kansas licensure process and the Satanta Professional Development Council must complete an Individual Professional Development Plan (see appendix A). The plan must be turned into and approved by the Satanta Professional Development Council prior to the September meeting. Any updates or changes to the plan must be approved by the committee at their next regularly scheduled meeting. The document will be kept on file in the central office to be referenced when a request for professional development points are made by certified staff members.

Request for points must be made on the proper form (see page 25) and submitted to a committee representative within 30 days of the activity attended. If approval is not granted, a date will be assigned for the corrected form to be resubmitted to the chair of the committee. Forms that are not within the 30 day date range or do not meet the standards required will be rejected by the committee.

Transcript requests will be made on the proper form (see page 27) and submitted to the central office. Transcripts will be printed for the USD certified instructors at the beginning and end of each school year. Only current (points earned within the date of professional license), professional development points will be kept on official transcript.

## **D. Teacher Responsibility**

Teachers responsibilities will include:

1. Annual survey to assess in-service needs will be filled out by certified staff in the spring of each school year. This survey will include having the teachers evaluate their level of understanding of the areas designated in the results-based staff development action plan. Evaluation of past in-service quality will also be assessed in the survey.
2. Annual update and approval of Individual Professional Development Plan, (see pages 21-24). The plan will need to be completed, signed, and submitted to the PDC council prior to the first quarterly meeting.
3. Professional Development Transcripts (see page 28) will be distributed at the beginning of each school year. It will be the responsibility of each certified staff member to present documentation if a discrepancy is found in the transcript. Only the previous school year may be appealed.
4. Certified personnel must obtain, complete, and submit the points request form (see page 25), to the PDC committee within 30 days of the activity and prior to the next quarterly meeting. If any activities occur during the summer, these forms must be turned in by September 1st.
5. Certified staff is responsible to be aware of their personal license deadlines and requirements.
6. Certified staff is responsible to obtain, complete, and submit materials required for the Kansas State Board of Education for license and renewal.



## **Section III: District Professional Development Plans**

- A. Grade School (K-6) Results-Based Staff Development Action Plan**
- B. Jr.-Sr. High School (7-12) Results Based Staff Development Action Plan**
- C. Professional Development Survey**
- D. Professional Development Evaluation**



# Elementary Results-Based Staff Development Plan

Staff Development Outcome		Teacher Indicators		Reading Target Area Goal	
<i>All teachers will learn and implement various reading strategies into their curriculum and monitor students' independent reading.</i>		Professional development forms, Lesson plans, Structured walk-throughs, Student assessment results		All students will improve reading comprehension across the curriculum.	
Effective Staff Development Steps	Implementation Activities	Documented Evidence	Person(s) Accountable	Begin	End
<p>Presentation of Concepts and Theory (Know)</p>	<p>Teachers and para educators will attend training on various reading strategies. Teachers and para educators will attend training on monitoring independent readers.</p>	<p>Professional development forms</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	8/03	05/05
<p>Provides Demonstration of Behavior (Show)</p>	<p>Kindergarten – second grade teachers will use <i>First Hand Phonics</i> strategies in their classrooms with the support of para educators and the support teachers. Second to sixth grade teachers will model and teach QAR using a variety of texts. Teachers will create lessons using a variety of reading strategies.</p>	<p>Lesson plans Posters of reading strategies Structured walk-throughs</p>	<p>K-2 grade teachers 2-6 grade teachers All teachers, Chair-S. Alexander, Principal-L. Tschanz</p>	8/03	5/08
<p>Low Risk Practice with Feedback (Go)</p>	<p>Teachers will collaborate regarding implementation of reading strategies. Classroom teachers will monitor students' independent reading.</p>	<p>Lesson plans, Student assessment results Student reading logs, AR Diagnostic and TWI reports, grades 2-6</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	8/04	5/08
<p>Reflection in Work Setting (Grow)</p>	<p>Teachers will use reading strategies on a daily basis. Classroom teachers will monitor the students' independent reading, evaluate students' growth, and adjust strategies. Classroom teachers with the support of para educators and Interrelated, ESL, and Title I teachers will provide strategies and support to help transitional readers successfully read longer texts.</p>	<p>Lesson plans Structured walk-throughs Student assessments and running records Student AR Individual Plans STAR Snapshot and Summary Reports</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	8/05	5/08
<p>Follow-up for Current Staff</p>	<p>Teachers will attend in-services on reading strategies. Teachers will evaluate use of strategies and Accelerated Reader each August.</p>	<p>Professional development forms Continued use of strategies and AR or revised use of strategies and AR</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	8/05	5/08
<p>Long-Term Maintenance</p>	<p>New staff will be provided in-service or training.</p>	<p>Professional development forms</p>	<p>Chair-S. Alexander, Principal-L. Tschanz</p>	8/06	5/08



# Elementary Results-Based Staff Development Plan

Staff Development Outcome		Teacher Indicators		Reading Target Area Goal	
<i>All teachers will learn and implement the Kansas State Reading Standards.</i>		Professional development forms, USD 507 reading curriculum, lesson plans, curriculum checklists, structured walk-throughs		All students will improve reading comprehension skills across the curriculum.	
Effective Staff Development Steps	Implementation Activities	Documented Evidence	Person(s) Accountable	Timeline Begin	Timeline End
<p>Presentation of Concepts and Theory (Know)</p>	<p>Teacher and para educators will be trained in Kansas State Reading Standards and the curriculum process.</p>	<p>Professional development forms</p>	<p>Reading, Interrelated, ESL, &amp; Title I teachers Chair-S. Alexander, Principal-L. Tschanz</p>	10/04	05/08
<p>Provides Demonstration of Behavior (Show)</p>	<p>Teachers and para educators will model skills relating to specific Kansas State Reading Indicators for comprehension purposes across the curriculum.</p>	<p>Grade level specific curriculum Lesson plans Curriculum checklists</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	10/04	05/08
<p>Low Risk Practice with Feedback (Go)</p>	<p>Teachers and para educators will have collaborative time to share and provide feedback on the implementation of the reading standards.</p>	<p>Peer visitations In-service agendas Professional development forms</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	08/05	05/08
<p>Reflection in Work Setting (Grow)</p>	<p>Teachers will integrate the Kansas State Reading Standards daily in each class.</p>	<p>Lesson plans Curriculum checklist Structured walk-throughs</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	08/05	05/08
<p>Follow-up for Current Staff</p>	<p>Teachers and para educators will be provided with follow-up training as needed. School improvement reading data will be evaluated annually and adjustments made as needed.</p>	<p>Needs assessment survey Professional development forms Update profile information</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	08/05	05/08
<p>Long-Term Maintenance Plan for New Staff</p>	<p>New teachers and para educators will be provided standards and curriculum training.</p>	<p>Professional development forms</p>	<p>All teachers Chair-S. Alexander, Principal-L. Tschanz</p>	08/05	05/08



# Elementary Results-Based Staff Development Plan

Staff Development Outcome		Teacher Indicators		Mathematics Target Area Goal	
<p><i>All teachers will learn and implement the Kansas State Math Standards using USD 507 Math vocabulary.</i></p>		<p>Professional development forms, USD 507 math curriculum, lesson plans, curriculum checklists, structured walk-throughs</p>		<p>All students will improve problem-solving skills across the curriculum.</p>	
Effective Staff Development Steps	Implementation Activities	Documented Evidence	Person(s) Accountable	Timeline Begin	Timeline End
Presentation of Concepts and Theory (Know)	Teachers and para educators will be trained in Kansas State Mathematics Standards and the curriculum processes.	Professional development forms	Math teachers, Inter-related, ESL, and Title I teachers Chair-D. Weeks, Principal-L. Tschanz	10/04	05/08
Provides Demonstration of Behavior (Show)	Teachers will align local curriculum to the 05-06 state math standards, benchmarks, and grade level indicators. Teachers will identify and link appropriate math vocabulary to the grade level indicators.	USD 507 curriculum Lesson plans Curriculum checklists Vocabulary Flashcards	Math teachers, Inter-related, ESL, and Title I teachers Chair-D. Weeks, Principal-L. Tschanz	01/05	05/08
Low Risk Practice with Feedback (Go)	Teachers will identify and use resources/activities linked to grade level indicators. Teachers will develop assessments that measure student progress toward mastery of math grade level indicators.	Peer visitations In-service agendas Professional development forms	Math teachers, Inter-related, ESL, and Title I Chair-D. Weeks, Principal-L. Tschanz	8/05	5/08
Reflection in Work Setting (Grow)	Teachers will teach and assess the aligned math curriculum to each student using the USD 507 math vocabulary. Teachers will use assessment results to evaluate student progress.	Lesson plans Dated work samples Curriculum checklists Structured walk-throughs Assessment results	Math teachers, Inter-related, ESL, and Title I Chair-D. Weeks, Principal-L. Tschanz	8/06	5/08
Follow-up for Current Staff	Teachers and para educators will be provided with follow-up training as needed. School improvement mathematics data will be evaluated annually and adjustments made as needed.	Needs assessment survey Professional development forms Updated profile information.	Teachers and para educators Chair-D. Weeks, Principal-L. Tschanz	8/05	5/08
Long-Term Maintenance Plan for New Staff	New teachers and para educators will be provided standards and curriculum training.	Professional development forms	Chair-D. Weeks, Principal-L. Tschanz	8/06	5/08



# Elementary Results-Based Staff Development Plan

Staff Development Outcome		Teacher Indicators		Mathematics Target Area Goal	
<i>All teachers will implement the problem-solving model and strategies throughout the curriculum.</i>		Professional development forms, Lesson plans, Dated samples, Checklists, Structured walk-throughs		All students will improve problem-solving skills across the curriculum.	
Effective Staff Development Steps	Implementation Activities	Documented Evidence	Person(s) Accountable	Begin	End
Presentation of Concepts and Theory <b>(Know)</b>	Teachers will select a problem-solving model and identify strategies. Teachers and para educators will be trained (in-service and study groups) on the problem-solving model and strategies.	Problem solving model Professional development forms	Math teachers, Interrelated, ESL, and Title I Chair-D. Weeks, Principal-L. Tszanz	1/05	08/05
Provides Demonstration of Behavior (Show)	Teachers will post the problem-solving model and strategies in all classrooms and share with parents. Teachers will create lessons using the problem-solving model and strategies.	Posters / Newsletters / Peacepipe article District Web page Lesson plans	All teachers Chair-D. Weeks, Principal-L. Tszanz	8/05	5/08
Low Risk Practice with Feedback (Go)	Teachers will provide opportunities for guided and independent practice with problem-solving strategies. Teachers will collaborate on problem-solving implementation.	Lesson plans Professional development forms In-service agendas	All teachers Chair-D. Weeks, Principal-L. Tszanz	8/05	5/08
Reflection in Work Setting (Grow)	Math teachers will teach the problem-solving model and integrate developmentally appropriate strategies in math at least once a week. (Problem of the Day or Math Wizard Wednesday) All teachers will integrate problem-solving strategies across the curriculum quarterly.	Lesson plans Curriculum checklist Dated work samples Structured walk-throughs	Math teachers, Interrelated, ESL, and Title I All teachers Chair-D. Weeks, Principal-L. Tszanz	8/06	5/08
Follow-up for Current Staff	Teachers and para educators will attend follow-up in-services on the problem-solving model and strategies. School improvement mathematics data will be evaluated annually and adjustments made as needed.	Professional development forms Analyze students' performance – updated profile	All teachers and para educators Chair-D. Weeks, Principal-L. Tszanz	8/05	5/08
Long-term Maintenance Plan for New Staff	New staff will receive training on using problem-solving model and strategies.	Professional development forms	New teachers and para educators Chair-D. Weeks, Principal-L. Tszanz	8/06	5/08



# Secondary Results-Based Staff Development Plan

**Staff Development Outcome**  
(What do teachers need to know and be able to do?)

All teachers... will learn, adapt, and implement reading strategies into their curriculum.

**Teacher Indicators**  
(What teacher accountability evidence will we accept to verify staff development was effective?)

PDC forms  
Lesson plans  
Reflection sheets  
Completed student work

**Target Area Goal from SIP**  
(What do we want students to know, learn, or demonstrate?)

All students will improve reading comprehension skills across the curriculum

Effective Staff Development Steps	Implementation Activities	Documented Evidence of Each Step	Person Responsible	Timeline	
				Begin Date	End Date
<b>Knowledge</b>	Training on reading strategies.	PDC forms	R. Levan (principal) All teachers	8/05	12/05
<b>Model/Demonstration</b>	Implement reading strategies in classroom.	Lesson plans	R. Levan (principal) All teachers	8/05	5/08
<b>Low Risk Practice with Feedback</b>	Adapt reading strategies to use in classroom. Share results with co-teachers.	Folder of completed student work Reflection sheets Structured walk-throughs	R. Levan (principal) J. Apsley (reading chair) All teachers	11/05	5/08
<b>On-the-Job Practice with Feedback</b>	Use reading strategies on a regular basis. Reflect on use of reading strategies in the classroom.	Lesson plans Reflection sheets Structured walk-throughs	R. Levan (principal) J. Apsley (reading chair) All teachers	1/05	5/08
<b>Follow-up for Current Staff</b>	Follow-up in-service on reading strategies. Review and evaluate use of reading strategies yearly.	PDC forms	R. Levan (principal)	8/06	5/08
<b>Long-Term Maintenance Plan for New Staff</b>	In-service training for new teachers	PDC forms	R. Levan (principal)	8/06	5/08



# Secondary Results-Based Staff Development Plan

## Staff Development Outcome

(What do teachers need to know and be able to do?)

All teachers will learn and integrate critical thinking strategies and the critical thinking rubric in their classrooms

## Teacher Indicators

(What teacher accountability evidence will we accept to verify staff development was effective?)

PDC forms  
Lesson plans  
Reflection sheets  
Completed student work

## Target Area Goal from SIP

(What do we want students to know, learn, or demonstrate?)

All students will improve critical thinking skills across the curriculum

Effective Staff Development Steps	Implementation Activities	Documented Evidence of Each Step	Person Responsible	Timeline	
				Begin Date	End Date
<b>Knowledge</b>	Training on critical thinking strategies	PDC forms Rubric	R. Levan (principal)	8/05	12/05
<b>Model/Demonstration</b>	Implement critical thinking activities in classroom	Lesson plans Posters	R. Levan (principal)	8/05	5/08
<b>Low Risk Practice with Feedback</b>	Adapt critical thinking activities for curriculum. Share results with co-teachers.	Folder of completed student work Lesson plans Reflection sheets	R. Levan (principal) K. Burrows, R. Lee (critical thinking co-chairs)	11/05	5/08
<b>On-the-Job Practice with Feedback</b>	Use critical thinking strategies and rubric on a regular basis Reflect on use of critical thinking strategies and rubric in the classroom	Lesson plans Reflection sheets Structured walk-throughs	R. Levan (principal) K. Burrows, R. Lee (critical thinking co-chairs)	1/05	5/08
<b>Follow-up for Current Staff</b>	Follow-up in-service Review and evaluate use of critical thinking strategies yearly	PDC forms	R. Levan (principal)	8/06	5/08
<b>Long-Term Maintenance Plan for New Staff</b>	In-service training for new teachers	PDC forms	R. Levan (principal)	8/06	5/08



# Professional Development Survey

**In-service Title:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please complete this evaluation form and turn into your building principal. Your comments assist the Professional Development Committee and administration in planning for future in-services. Check whether you “agree or disagree” with the four questions in the chart and make any further comments to the three questions below the chart.

	AGREE	DISAGREE
1. Was the topic of value to you in your professional development?	_____	_____
2. Were objectives stated and achieved during the in-service?	_____	_____
3. Were materials/handouts helpful and relevant?	_____	_____
4. The time allocated for this in-service was appropriate.	_____	_____

**Comments on above items marked as “Disagree”:** \_\_\_\_\_  
\_\_\_\_\_

**List any additional comments, ideas or suggestions:** \_\_\_\_\_  
\_\_\_\_\_

**List any additional in-services or seminar topics that USD 507 should offer that would be helpful to attain school improvement goals:**

\_\_\_\_\_  
\_\_\_\_\_



# Professional Development Elementary Self-Evaluation

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please rate your level of understanding on each of the following School Improvement Strategies. Use the following chart for your self-evaluation.

- |   |                       |  |
|---|-----------------------|--|
| 1 | <b>KNOW</b>           | <i>Presentation of Concepts &amp; Theory</i> |
| 2 | <b>SHOW</b>           | <i>Provides Demonstration of Behavior</i>    |
| 3 | <b>GO</b>             | <i>Low Risk Practice with Feedback</i>       |
| 4 | <b>GROW</b>           | <i>Reflection in Work Setting</i>            |
| 5 | <b>NEED INSERVICE</b> | <i>Do not know this strategy</i>             |

<b>STRATEGY or SKILL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
First Hand Phonics (K-2)					
QAR (2-6)					
Accelerated Reader (2-6)					
ESL (K-6)					
State Reading Standards (K-6)					
State Math Standards (K-6)					

List other areas that you feel needs to be addressed that follow the school improvement model:

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# Professional Development Secondary Self-Evaluation

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please rate your level of understanding on each of the following School Improvement Strategies. Use the following chart for your self-evaluation.

- 1 KNOWLEDGE
- 2 MODEL/DEMONSTRATION
- 3 LOW RISK PRACTICE with FEEDBACK
- 4 ON-THE-JOB PRACTICE with FEEDBACK
- 5 NO KNOWLEDGE OF STRATEGY

<b>STRATEGY or SKILL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Reading Strategies (7-12)					
Bloom's Taxonomy (7-12)					
Thinking Maps (7-12)					
ESL (7-12)					
State Reading Standards (7-12)					
State Math Standards (7-12)					
Six-Trait Writing (7-12)					
Assessment Processes (7-11)					
Vocational Education Programs (7-12)					
Rubrics (Writing & Evaluation) (7-12)					

List other areas that you feel needs to be addressed that follow the school improvement model:

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## **Section IV: Professional Development Plans**

- A. Elementary Individual Development Plan**
- B. Secondary Individual Development Plan**
- C. Elementary/Secondary Development Plan**
- D. Generic Development Plan**  
**(certified staff not employed by USD 507)**
- E. Professional Development Points Request Form**
- F. Transcript Request Form**
- G. PDC Transcript (Sample)**



Unified School District 507

# Elementary Individual Development Plan

Name:		Dist & Bldg. USD 507/Elementary		Position:	
Date Filed: 07-08 School Year		Degree:		S.S.#:	
School Improvement Plan Goals:		Possible Activities:		Date Completed:	
1. All teachers will learn and implement various reading strategies into their curriculum and monitor students' independent reading. Teachers will learn and implement the Kansas State Reading Standards.		In-services, Workshops, Study Groups, Classes		May, 2008	
2. All teachers will learn and implement the Kansas State Math Standards using USD 507 Math vocabulary.		In-services, Workshops, Study Groups, Classes		May, 2008	
3. NCA/QPA process & State Standards		In-services, Workshops, Study Groups, Classes		May, 2008	
Personal Professional Development Goals:		Possible Activities:		Date Completed:	
1.					
2.					
Service to the Profession Commitments:		Possible Activities:		Date Completed:	
1.					
2.					
3.					

Teacher Signature & Date	Building Principal Signature & Date	PDC Chair Signature & Date
Amendment to IDP:		Date Approved:

Teacher Signature & Date	Building Principal Signature & Date	PDC Chair Signature & Date
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Notes:  
 If you have a Master's or other advanced degree, your license may be renewed with 120 in-service points.  
 If your highest degree is a Baccalaureate degree, at least 80 of your necessary 160 points for re-licensure must be college or university credit.  
 One (1) college credit is equal to 20 professional development points.



Unified School District 507

# Secondary Individual Development Plan

Name:		Dist & Bldg. USD 507/Secondary		Position:	
Date Filed: 07-08 School Year	Degree:	Lic. Exp. Date:		S.S.#:	
School Improvement Plan Goals:		Possible Activities:			
1. All teachers will learn, adapt, and implement reading strategies into their curriculum.		In-services, Workshops, Study Groups, Classes			
2. All teachers will learn and integrate critical thinking strategies and the critical thinking rubric in their classrooms.		In-services, Workshops, Study Groups, Classes			
3. NCA/QPA process & State Standards		In-services, Workshops, Study Groups, Classes			
Personal Professional Development Goals:		Possible Activities:			
1.		Date Completed:			
2.		Date Completed:			
3.		Date Completed:			
Service to the Profession Commitments:		Possible Activities:			
1.		Date Completed:			
2.		Date Completed:			
3.		Date Completed:			

Teacher Signature & Date	Building Principal Signature & Date	PDC Chair Signature & Date
Amendment to IDP:		Date Approved:

Teacher Signature & Date	Building Principal Signature & Date	PDC Chair Signature & Date
--------------------------	-------------------------------------	----------------------------

Notes:  
 If you have a Master's or other advanced degree, your license may be renewed with 120 in-service points.  
 If your highest degree is a Baccalaureate degree, at least 80 of your necessary 160 points for re-licensure must be college or university credit.  
 One (1) college credit is equal to 20 professional development points.



Unified School District 507

# Elementary/Secondary Individual Development Plan

Name:		Dist & Bldg. USD 507/Elementary & Secondary		Position:	
Date Filed:	07-08 School Year	Degree:	Lic. Exp. Date:		S.S.#:
School Improvement Plan Goals:					
1. All teachers will learn, adapt, and implement reading strategies into their curriculum. Know Kansas State Reading Standards.		Possible Activities:		Date Completed:	
2. All teachers will learn and integrate critical thinking strategies and the critical thinking rubric in their classrooms.		In-services, Workshops, Study Groups, Classes		May, 2008	
3. NCA/QPA process & State Standards		In-services, Workshops, Study Groups, Classes		May, 2008	
Personal Professional Development Goals:		Possible Activities:		Date Completed:	
1.					
2.					
Service to the Profession Commitments:		Possible Activities:		Date Completed:	
1.					
2.					
3.					

Teacher Signature & Date	Building Principal Signature & Date	PDC Chair Signature & Date
Amendment to IDP:		Date Approved:

Teacher Signature & Date	Building Principal Signature & Date	PDC Chair Signature & Date
--------------------------	-------------------------------------	----------------------------

Notes:  
 If you have a Master's or other advanced degree, your license may be renewed with 120 in-service points.  
 If your highest degree is a Baccalaureate degree, at least 80 of your necessary 160 points for re-licensure must be college or university credit.  
 One (1) college credit is equal to 20 professional development points.

# Individual Development Plan

Name:		Dist & Bldg. USD 507/Elementary		Position:	
Date Filed: 06-07 School Year		Degree:		Lic. Exp. Date:	
School Improvement Plan Goals:		Possible Activities:		S.S.#:	
1.		In-services, Workshops, Study Groups, Classes			Date Completed: May, 2008
2.		In-services, Workshops, Study Groups, Classes			May, 2008
3.		In-services, Workshops, Study Groups, Classes			May, 2008
Personal Professional Development Goals:		Possible Activities:		Date Completed:	
1.					
2.					
Service to the Profession Commitments:		Possible Activities:		Date Completed:	
1.					
2.					
3.					

Teacher Signature & Date	Building Principal Signature & Date	PDC Chair Signature & Date
Amendment to IDP:		Date Approved:

Teacher Signature & Date	Building Principal Signature & Date	PDC Chair Signature & Date
--------------------------	-------------------------------------	----------------------------

Notes:  
 If you have a Master's or other advanced degree, your license may be renewed with 120 in-service points.  
 If your highest degree is a Baccalaureate degree, at least 80 of your necessary 160 points for re-licensure must be college or university credit.  
 One (1) college credit is equal to 20 professional development points.





# Professional Development Points Request Form

## **Section 4:**

In the space below, describe the following two items:

- How this activity meets the goals of your Individual Development Plan.
- How could you implement this in your classroom?

## **Section 5:**

If you have an agenda for the activity, please attach it to this form. Otherwise, please re-create a schedule for the day in the space below. Be sure to include (or the schedule includes), beginning time, ending time, and total hours of activity (not counting breaks or lunch).

## **Section 6:**

Other documentation as required by your district (for example: documentation for movement on salary schedule or application or impact points.)



# Transcript Request Form

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Last First Middle

Social Security #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Number of Unofficial Transcripts: \_\_\_\_\_ (Either faxed or emailed to recipient)

Number of Official Transcripts: \_\_\_\_\_ (Official transcripts must be mailed to recipient)

Signature: \_\_\_\_\_

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### Instructions for Central Office:

Please select one of the following methods for your transcript. Allow up to two weeks for delivery.

**Unofficial Transcripts Only:**

Email to: \_\_\_\_\_

Fax to: \_\_\_\_\_

**Official Transcripts Only:**

Main To: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Instructions: \_\_\_\_\_

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<b>Central Office Use:</b>	
Received by: _____	Date: _____
Transcript Issue Date: _____	

