

Training Expectation Form Directions

Activity Title:

Name of your training activity

Component Title: **Name of the component this activity falls under**

Component #: **Coding system used to report to the state**

Inservice Points: **Number of points awarded for successful completion of this activity**

Objectives: Listing of the activity's learning concepts. It is what you want participants to Know, Understand, or be able to Do (KUD). Often begins with *Participants will...*

EXAMPLE: Participants will...

- create an EATS lesson plan
- demonstrate the steps of creating a quality e-mail
- explain the impact of Brown vs. Board of Education
- articulate the three ways safety accidents can be avoided
- develop effective technology strategies
- be knowledgeable about child abuse reporting

Include this disclaimer:

To receive any inservice points for this staff development activity, you must adhere to the following policies:

Attendance/Make-Up policy: Inform participants if they are able to make-up portions of the training that they might miss.

EXAMPLE:

• Be enrolled for the duration of the time the staff development activity is offered (unless you are forced to withdraw due to illness which is verified by a licensed physician, or other verifiable emergency). Leaving early or arriving significantly late, will result in no points being earned. If due to a medical emergency you cannot attend all sessions of the training, arrangements must be made to attend the portion of the training that was missed.

Participation policy: Share with participants the types of activities they are expected to participate in/complete to earn credit. This includes assignments/projects to be completed outside of your scheduled meetings. Often begins with *The participants are expected to participate in/complete the following activities:* followed by bullets.

EXAMPLE:

- **pre-work reading**
- **small group collaboration**
- **presentation on Graphic Organizers**
- **homework assignment related to lesson plans**
- **development of a unit lesson plan emphasizing the use of Graphic Organizers**
- **participate in an online forum**
- **provide feedback regarding the training**

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Implementation policy: Explain the type of support system you will use following the activity to help participants develop/use the skills/knowledge presented. Identify one of the following seven options the state provides in order to meet the Staff Development Protocol Standards. Cut and Paste the option into the narrative box and then give a detailed description of what the implementation will be.

M. Structured Coaching/Mentoring

EXAMPLE: Participants will receive on-site coaching during three scheduled classroom visits.

N. Independent Learning/Action Research related to training

EXAMPLE: Participants will record the results of student test scores after implementing graphic organizers. They will compare scores to previous test results and analyze the outcome of the use of graphic organizers according to the data.

O. Collaborative Planning related to training

EXAMPLE: Participants will work with a partner to create a unit plan implementing graphic organizers. They will also meet to reflect on the unit plan's effectiveness.

P. Participant Product related to training

EXAMPLE: Participants' will send a copy of a unit plan using graphic organizers along with their reflective comments about the unit lesson's effectiveness for feedback from trainers.

Q. Lesson Study Group participation

EXAMPLE: Participants will reflect and share their progress in the use of graphic organizers in a study group.

R. Electronic – interactive

EXAMPLE: Participants will share their reflections on the use of graphic organizers in an interactive blog site on Moodle.

S. Electronic – non-interactive

EXAMPLE: Participants will record their reflections in a personal reflective journal located on Moodle for feedback from trainers.

Evaluation Student: Explain the method you will use to evaluate the effectiveness of this activity as it relates to student achievement. How will student outcomes be evaluated? Identify one of the following six options the state provides in order to meet the Staff Development Protocol Standards. Cut and Paste the option into the narrative box and then give a detailed description of what the evaluation will be.

NOTE: This does not explain how an evaluation of the training, the trainer, or the participants will be conducted.

A. Results of district-developed/standardized test

EXAMPLE: The effectiveness of this training will be determined through the results of District end of course exams.

B. Results of school-constructed student test

EXAMPLE: The effectiveness of this training will be determined through the results of teacher made assessments.

C. Portfolio of student work

EXAMPLE: The effectiveness of this training will be determined through the results of assessing student portfolios

D. Observation of student performance

EXAMPLE: The effectiveness of this training will be determined through an observation of student performance.

F. Other performance assessment

EXAMPLE: The effectiveness of this training will be determined through the results of judge's feedback from an observed dramatic performance by the students.

G. Did not evaluate student outcomes:

This option is available only for Non-Instructional Trainings.

Evaluation Staff: Explain the method you will use to evaluate the effectiveness of this activity as it relates to staff. This captures specific information for the evaluation method of ALL staff members including instructional. Identify one of the following six options the state provides in order to meet the Staff Development Protocol Standards. Cut and Paste the option into the narrative box and then give a detailed description of what the evaluation will be. NOTE: This does not explain how an evaluation of the training, the trainer, or the participants will be conducted.

A. Changes in classroom practices

EXAMPLE: The effectiveness of this training will be determined through an increase in the use of best practices strategies in the classroom as determined through site based walk through data.

B. Changes in instructional leadership practices

EXAMPLE: The effectiveness of this training will be determined through evaluation of fieldwork assessments.

C. Changes in student services practices

EXAMPLE: The effectiveness of this training will be determined through data collection related to truancy for a targeted group of students.

D. Other changes in practices

EXAMPLE: The effectiveness of this training will be determined through data related to the... use of inventory in the cafeteria. (input of data in the TERMS bookkeeping system... a decrease in the number of site based accidents when using equipment.)

Z. Did not evaluate staff outcomes

This code is only chosen when no evaluation of staff took place.