

# TRAINING MODEL

## ***Application for Professional Development Credit***

### **Effective Training Design**

- Is results-based with a clear set of standards, ongoing assessment and purposeful instruction.
- Is usually the most cost effective, efficient means for large numbers of teachers to acquire knowledge or skills about classroom practice.
- Includes:
  - Setting expectations
  - Introducing content and activating background knowledge
  - Exploring content and integrating learning
  - Providing follow-up with feedback and coaching in the workplace.

### **Training Best Practice**

- Is grounded in research-based content and practices that support professional and student learning.
- Is designed to match the developmental and learning needs of participants.
- Is spaced one or more weeks apart so that teachers have opportunities for classroom practice and coaching.
- Evolves into a collegial learning environment where participants learn from each other.
- Includes face-to-face meetings and online communication among participants and between participants and the instructor (i.e., bulletin boards, facilitated group meetings, threaded conversations, etc.), when majority of training is delivered online.

### **Underlying Assumptions of Professional Development**

- Continuous learning and reflection lead to improved professional practice and/or increased student learning.
- Teachers, working together in collaboration, can develop strategies for addressing many of the persistent problems of education.
- Learning must be linked to district, school, and professional growth goals.
- Effective professional development generates results that are talked about and shared with students and colleagues.
- Professional development provides opportunities for participants to construct their own meaning from their learning experiences.



**" Professional Development efforts should seek to provide a sense of curiosity, exploration and experimentation."**

*Tom Guskey*





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## PROFESSIONAL DEVELOPMENT APPLICATION – RUBRIC AND CHECKLIST

Components	Needs Improvement	Proficient	Advanced/Exceeds Expectations
<p>Data/Background Information <i>What data/background information did you use to determine the need for this project?</i></p> <p><i>What did the data tell you? Why are you doing this project?</i></p> <p><i>How does this align with your school improvement goals?</i></p>	<p>__ Little or none</p> <p>__ Data/ background /information not specifically stated</p> <p>__ Analysis of data not apparent</p> <p>__ No school improvement goal mentioned</p>	<ul style="list-style-type: none"> <li>• Pertinent and accurate</li> <li>• Data/information is specific and clearly stated.</li> <li>• Data was analyzed and used in setting goals.</li> <li>• Clear description of alignment with school improvement goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Pertinent, accurate, multiple sources of data/information</li> <li>• Data/information is specific, thorough and clearly stated.</li> <li>• Multiple types of data were used in analysis in order to set goals.</li> <li>• Clear description of how the project will impact school improvement goals.</li> </ul>
<p>Standards <i>Is this training driven by standards of quality?</i></p> <p><i>How do your standards relate to your data?</i></p> <p><i>How will completing this training result in improved professional practice and/or increased student learning?</i></p>	<p>__ Standards are not specific, attainable, or rigorous</p> <p>__ Little or no connection between standards and data</p> <p>__ It is unclear how the training will lead to improved professional practice and/or increased student learning.</p>	<ul style="list-style-type: none"> <li>• Standards are specific, attainable, measurable and rigorous.</li> <li>• Connection is clear between standards and data.</li> <li>• It is clear how the training will lead to improved professional practice and/or increased student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards are specific, attainable, measurable and rigorous.</li> <li>• Connection is clear between standards and data.</li> <li>• It is evident the training is based on a review of literature and best practices to improve professional practice and/or to increase student learning.</li> </ul>
<p>Assessment <i>What assessments will you use to monitor student learning and adjust instruction?</i></p> <p><i>What strategies will you use to provide feedback on assessments?</i></p> <p><i>What are the connections among the data, standards, and assessments?</i></p>	<p>__ It is not clear how the assessments will be used as evidence of progress in attaining training standards.</p> <p>__ No feedback strategies are cited in the assessment plan.</p> <p>__ Little or no connections are evident among the data, standards and assessments.</p>	<ul style="list-style-type: none"> <li>• It is clear how the assessments will be used as evidence of progress in attaining training standards.</li> <li>• Assessment feedback is clearly provided throughout the training.</li> <li>• Connections among the data, standards and assessments are clearly aligned.</li> </ul>	<ul style="list-style-type: none"> <li>• It is clear how the assessments will be used to monitor and adjust training throughout the course.</li> <li>• Assessment feedback and a plan for coaching to improve learning are included in the training</li> <li>• Data from the assessments can be used to cite progress on school improvement goals.</li> </ul>
<p>Instructional Design <i>Is the instructional design aligned with data, standards, and assessments?</i></p> <p><i>Is the instructional design clear and complete?</i></p>	<p>__ Alignment of instruction with data, standards and assessment is not clear</p> <p>The instructional design is missing:</p> <p><input type="checkbox"/> content outline</p> <p><input type="checkbox"/> outside assignments</p> <p><input type="checkbox"/> practice/application options &amp; time</p> <p><input type="checkbox"/> follow-up activities</p> <p><input type="checkbox"/> adequate training time frame to achieve the standards.</p>	<ul style="list-style-type: none"> <li>• Instruction is clearly aligned with data, standards and assessment.</li> <li>• The instructional design includes content outline; outside assignments, practice/application options and follow-up activities</li> <li>• The time frame is adequate to achieve the standards.</li> </ul>	<p>The Instructional design cites:</p> <p><input type="checkbox"/> coaching opportunities during/after training</p> <p><input type="checkbox"/> follow-up activities.</p>

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Components	Needs Improvement	Proficient	Advanced/Exceeds Expectations
<b>Communication</b> <i>How are you going to communicate and monitor the course expectations to participants?</i>	Little or no provision has been made for communicating and monitoring standards, expectations and/or progress to participants.	Provisions for communicating and monitoring standards, expectations and progress are clear and logical.	
<b>Evaluation</b> <i>What criteria will you use to determine when participants have met the standards of the course?</i>	Little or no criteria has been provided to determine when participants have met the standards of the course.	Clear, predetermined criteria, (i.e. rubrics, checklists, rubrics, etc.) are provided to determine when and to what degree participants have met the standards of the course.	Strategies have been provided for individualized feedback to participants throughout the course, regarding their progress in meeting the standards of the course, based on predetermined criteria for quality performance.

## Comments:

## Checklist

This checklist is a tool to guide you through additional elements of the professional development application process. Before submitting the proposal, 1) check to be certain that your application is **complete**, that you have all the necessary components, and 2) use the rubric to self-assess the **quality** of your application.

- \_\_\_\_\_ Clear title that describes the project/course
- \_\_\_\_\_ Name, address, telephone number of leader/instructor
- \_\_\_\_\_ School(s) and/or department represented by leader/instructor
- \_\_\_\_\_ Beginning and ending dates of project/course
- \_\_\_\_\_ Meeting dates of training (exceptions: on-line projects/courses – define the anticipated time required for the coursework and identify meeting dates for face-to-face meetings or online group meetings)
- \_\_\_\_\_ Meeting times of training (exceptions: on-line projects – identify meeting times for face-to-face or online group meetings)
- \_\_\_\_\_ Match between meeting times and amount of credit requested
- \_\_\_\_\_ Course description included with description of target audience
- \_\_\_\_\_ Documentation of lead instructor or online facilitator qualifications
- \_\_\_\_\_ If the online training author is other than the lead instructor or facilitator, the following is included as appropriate:
  - author  author's credentials  publisher  date of publication
- \_\_\_\_\_ Indication of compensation for leader/instructor
- \_\_\_\_\_ Self-assessment of the quality of the application - see rubric on pp. 1 - 2

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## Training Model Application

- Persons who wish to offer courses for Professional Development Credit through the School District must submit this application to the Office of Professional Development for written approval a minimum of THREE WEEKS prior to the first session. This period will allow for modification, if needed.
- The application must be aligned with both district and school improvement goals.
- Information provided in the application will be used to advertise your course in the St. Vrain Professional Development Catalog. **The course will not be advertised** until final approval has been given from the Office of Professional Development.
- **Keep a copy of the completed application packet.** Submit the online application to the Office of Professional Development.

Course Title: \_\_\_\_\_

Give your course a short title which is appealing to your target audience and is descriptive of the course content. (Identify "online" as part of the title or state it clearly in the course description when the primary format for training delivery is online.)

If the course has been taught before, [use the previous title.](#)

Instructor(s) \_\_\_\_\_

Professional Title(s) \_\_\_\_\_

Beginning Date \_\_\_\_\_ Ending Date \_\_\_\_\_

## Training Model Professional Development Credit and Participant Fees

### Licensed Staff

One half (.5) semester hour of credit is equal to 8 contact hours.

One(1) semester hour of credit is equal to a **minimum** of 15 contact hours.

- .5 Semester Hr.     1 Semester Hr.     2 Semester Hrs.     3 Semester Hrs.  
                          \$15                            \$15                            \$30                            \$45

### Type of Credit

- Professional Development Credit ONLY  
Participants may use professional development credit for Colorado Licensure requirements **only**. This type of credit may not be used for movement on the district salary schedule. This type of credit may be earned during the contract day as well as outside contract time.
- Professional Development and District Salary Credit  
**District Salary Credit** may be applied both to Colorado Licensure and to movement on the district salary schedule. **All contact hours for district salary credit must occur outside contract time.**

### Classified Staff

- 1 - 15 Contact Hours     16 - 30 Contact Hours     31 - 45 Contact Hours  
                                      \$5                                    \$10                                    \$15

Indicate the total number of contact hours for this course \_\_\_\_\_ (i.e., 2, 4, 6, 8, etc.)

**All contact hours for professional growth credit must occur outside contract hours.**

Materials Fee?    Yes     Amount? \_\_\_\_    No

**Note:** Out-of-district fees are determined by expenses of individual courses.

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## Application for new and revised professional development courses

### Course Development

#### **Course Data:**

What student, classroom, school, or district data/background information did you use to identify the need for this course in the St. Vrain Valley School District?

#### **Research:**

What research studies have you used to design this course?

#### **Standards:**

What should the participants know and be able to do as a result of taking this course?

#### **Assessment:**

What ongoing assessments will you use to monitor student learning and adjust **instruction**?

#### **Instructional Design:**

What is your instructional outline, including outside assignments, for ensuring transfer of learning from the course to the workplace? What strategies will you use to facilitate practice and/or application of learning to ensure that all participants meet your expectations for collaboration and learning (i.e., blog buddies, cohort groups, discussion forums, e-mail distribution groups, etc.)?

#### **On-line Courses only: Source** (if authored by someone other than you)

Author: \_\_\_\_\_ Credentials: \_\_\_\_\_

Publisher \_\_\_\_\_ Date of Publication \_\_\_\_\_

#### **Communication:**

How are you going to communicate and monitor the course expectations to the participants?

#### **Evaluation:**

What criteria will you use to determine when participants have met the standards of the course (i.e., criteria for quality work, rubrics, checklists, etc.) ?

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## Application for new and revised professional development courses

### Course Development (con't.)

**Course Description** (to be included in the next brochure of "Learning Matters: Professional Development Course Offerings") AND the CourseWhere On-Line Registration System. Write a brief and interesting course description that includes the purpose, standards and participant expectations for this course. **Remember: This is your advertising of the course.**

#### Target Audience:

Who is eligible, or who is the intended audience? Include grade level, content **area**, if appropriate, and **restrictions**, if applicable.

**Prerequisites:** Yes  No

If yes, list the prerequisites:

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**Class size limit:** \_\_\_\_\_

#### Logistics:

For approval, **all** meeting dates, locations, and times must be listed below. If this course includes training online, the scheduled content must include time and activities between lessons or sessions for practice and/or application of learning.

**All meeting dates:** \_\_\_\_\_

**All locations:** \_\_\_\_\_

**All meeting times:** \_\_\_\_\_

#### In-district instructor compensation:

(Check the option you prefer for instructor compensation. See p. 13 in the application packet for details.)

**Option 1**       **Option 2**

#### What is the source for instructor compensation?

- Office of Professional Development
- School Funds
- Other – Be specific \_\_\_\_\_

#### Course Participant Fees:

- Standard district fees (see p. 3 in the application packet)
- Increased course fee due to increased program cost    \$\_\_\_\_\_
- Waived course fee

[Course fees are occasionally waived for state and district mandates or in areas funded by grants. This must be approved in advance by the Director of Professional Development.]

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## Application for new and revised professional development courses

### Documentation of Instructor(s) Knowledge and Skills

The following information will not appear in the brochure. It is information for the Office of Professional Development only.

#### Lead instructor

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Telephone (W) \_\_\_\_\_ (H) \_\_\_\_\_ E-mail \_\_\_\_\_

#### In-district instructor requirements:

- Training for Results* List year and semester completed \_\_\_\_\_.
- Expectations/"Best Practice" for Design and Delivery of Technology Instruction in SVVSD* (required if the course includes online training) List year completed training session \_\_\_\_\_.

#### Indicate which of these additional courses you have completed.

- Cognitive Coaching
- Instructional Mentoring
- Instruction in the Standards-Based Classroom (formerly known as RBT)
- Learning for All Students
- Leading the Learning

#### Content Knowledge:

**Summarize your academic and experiential preparation for teaching this course.** [If this course includes online training, cite your experience/preparation as an instructor of online training.]

**List two contact references who can attest to the quality of your professional development work as an instructor.**

\_\_\_\_\_  
Name Position Phone No.

\_\_\_\_\_  
Name Position Phone No.



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## Application for new and revised professional development courses

### Documentation of Instructor(s) Knowledge and Skills (con't)

The following information will not appear in the brochure. It is information for the Office of Professional Development only.

#### Co-Instructor

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Telephone (W) \_\_\_\_\_ (H) \_\_\_\_\_ E-mail \_\_\_\_\_

#### In-district instructor requirements:

- Training for Results* List year and semester completed \_\_\_\_\_.
- Expectations/"Best Practice" for Design and Delivery of Technology Instruction in SVVSD* (required if the course includes online training) List year completed training session \_\_\_\_\_.

#### Indicate which of these additional courses you have completed.

- Cognitive Coaching
- Instructional Mentoring
- Instruction in the Standards-Based Classroom (formerly known as RBT)
- Learning for All Students
- Leading the Learning

#### Content Knowledge:

**Summarize your academic and experiential preparation for teaching this course.** [If this course includes online training, cite your experience/preparation as an instructor of online training.]

**List two contact references who can attest to the quality of your professional development work as an instructor.**

\_\_\_\_\_  
Name Position Phone No.

\_\_\_\_\_  
Name Position Phone No.

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## Register for Credit

1. Go to <http://www.stvrainopd.org>
2. Click on Online registration as shown in the picture below.



3. Click on logon.



The logon page will require a Username and Password. Click on the **Logon** button as shown in the picture below.

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**I AM ALREADY IN THE SYSTEM**

**You were hired before July 1, 2002 or have logged on before.**

You already have an ID and Password for this site. Please enter them below and click on the Logon button.

User ID:

Password:

- After logging on, find a class by clicking on the icons at the top of the screen as shown in the picture below.



- Click on the blue underlined class name.

...any time you click on each category. 2) Enter an optional keyword. 3) Click on the Go button. Your results will appear at the bottom of the page.

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Note: **[A]** indicates available sessions. Click on the course name for more information or to register.

**The following are Upcoming Conferences**

Opportunities for Classified Staff

Organization

➤ Communication Is Our Business [A]

Instruction and Assessment

Coaching Model

➤ Did They Learn What I Taught (and how will I know)? [A]

Professional Study Group Model

➤ Integrating Math Standards with Technology [A]

- Click on the blue start date for the session you wish to take.

<p>...who have an interest in mentoring. This course provides mentor teachers with skills in working with experienced teachers who are new to St. Vrain Valley</p>	<p><b>Start</b></p> <p><a href="#">8/17/2004</a></p>	<p><b>Time</b></p> <p>8:00AM-4:00AM</p>	<p><b>Days</b></p> <p>1</p>	<p><b>Location</b></p> <p>Centennial BOCES</p>	<p><b>Status</b></p> <p><span style="border: 1px solid green; border-radius: 50%; padding: 2px 5px; color: green; font-weight: bold;">OPEN</span></p>
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- Click on the "Registration" button at the bottom of the screen.
- Fill in any missing personal and school information.
- Click on **Submit Registration** at the bottom of the page.

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10. The screen will confirm registration. A confirmation email will be sent to the email address entered in the system so make certain that your e-mail address is correct.

## **Training Application Resource**

### **Expectations of Participants**

**Instructors and facilitators are responsible for ensuring that credit is awarded based on the following expectations. The information on this page should be shared with all the participants in the course.**

#### **Attendance**

- ◆ Participants should register for this class only if they can commit to complete attendance and full participation.
- ◆ Participants need to be prompt and attend **each entire** session to receive credit. [If the course includes training online, prompt submission of all assignments and full engagement in online and face-to-face meetings is required.],
- ◆ Absences due to exceptional situations may be excused by the instructor for no more than 1/5 (20%) of the total contact hours. The participant is responsible for demonstrating knowledge and skills in areas missed due to absence. **No credit will be awarded if a participant misses more than 1/5 (20%) of the contact hours for any reason.**
- ◆ Scheduling conflicts with another class are **not** considered exceptional situations.

#### **Participation**

- ◆ Class members participate actively and thoughtfully during the class sessions.
- ◆ Class members meet expectations for out of class work including any online collaboration / sharing opportunities provided by the instructor.

#### **Credit**

- ◆ Receiving credit is dependent upon attendance, participation, and submission of quality assignments and completion of online evaluation.
- ◆ Partial credit is not available for incomplete work or attendance.
- ◆ Salary credit is available for courses scheduled **outside** of contracted work hours.
- ◆ Receiving credit is dependent upon submission of all required materials within two (2) weeks of completion of the course.

#### **Online Evaluation**

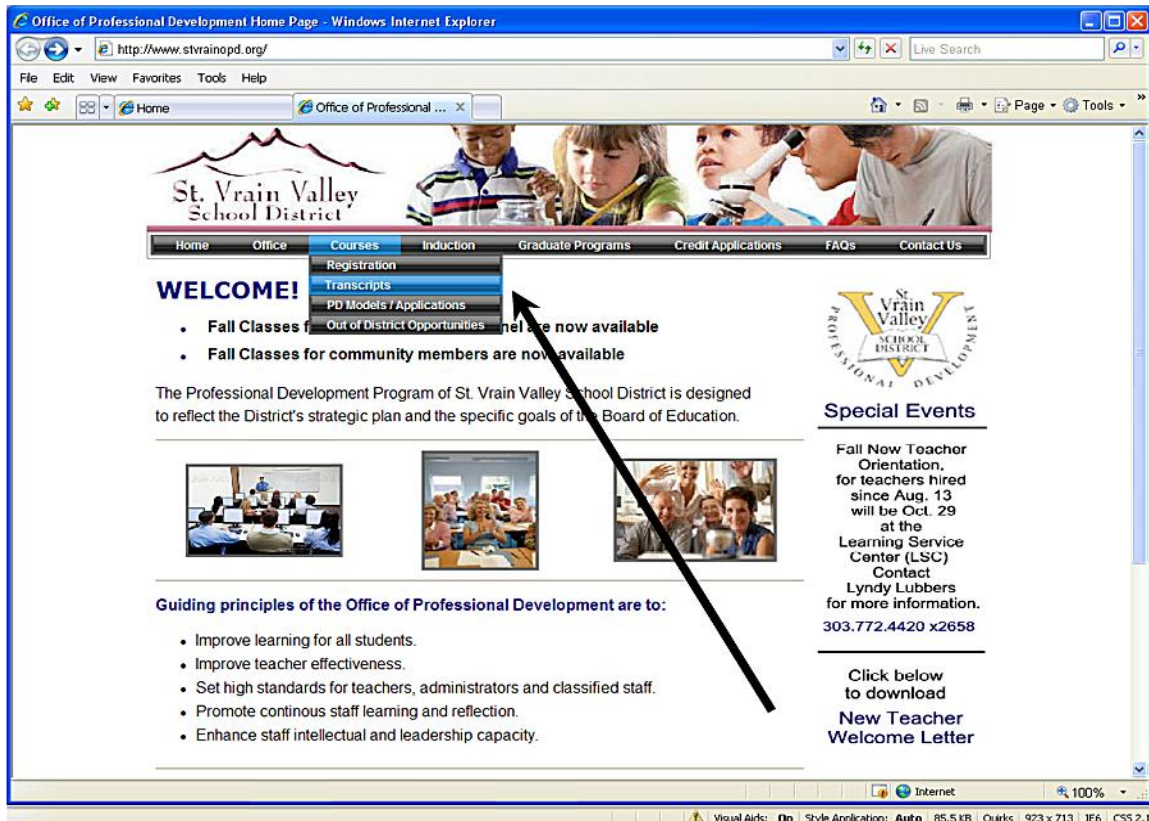
**When the course is completed, participants will receive an electronic (e-mail) notice from the Office of Professional Development. This notice instructs participants on how to complete and submit the online end-of-course evaluation for the course.**

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## Accessing District Transcripts

1. Open your computer's Internet Browser (e.g. Explorer or Netscape).
2. Go to the Office of Professional Development Web site which is: <http://www.stvrainopd.org>.
3. Click on Online registration as shown in the picture below. This link goes to a logon screen.



4. After the red Please Read direction on this logon screen, click on **logon**.



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The logon page will require a Username and Password. Click on the **Transcript/Status** button as shown in the picture below.

**I AM ALREADY IN THE SYSTEM**

**You were hired before July 1, 2002 or have logged on before.**

You already have an ID and Password for this site. Please enter them below and click on the Logon button.

User ID:

Password:

Each employee has an individual transcript page as shown in the picture below. At this screen, completed credits are shown under Courses Taken as well as Current Courses. Click on the blue underlined [Printer Friendly Transcript](#) to print a copy of the transcript screen.

[Printer Friendly Transcript](#)

### Courses Taken

\* Verified additional information - Hold cursor over for more information.

Course Name	Session Start Date	End Date	Grade Credits	Credit Type	Hours	
Integrating Online Instructional Resources	349	11/11/2002	4/21/2003	2	Professional Development	30
Instructional Mentor Training	484	8/14/2003	8/14/2003	1.5	Professional Development/Salary Credit	22

Totals		
Type	Credits	Hours
Professional Development	2	30
Professional Development/Salary Credit	7.5	112

For an official transcript, print a copy and bring it to the Office of Professional Development at the Learning Services building for a district seal.

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## Training Application Resource

### In-district Instructor Compensation

<p><b>Instructor Compensation – Option 1</b> <b>Professional development credit/salary credit</b></p> <p><b>Guidelines:</b></p> <ul style="list-style-type: none"><li>▪ Instructors, applying for this option, must have completed the course “Training for Results.”</li><li>▪ If the course content includes technology instruction, instructors must have completed the <i>Expectations / “Best Practice” for Design and Delivery of Technology Instruction in SVVSD</i> training session.</li><li>▪ Instructors can use this option only once on any new course.</li><li>▪ For salary credit, the planning and training must be done outside contract hours.</li><li>▪ Credit compensation is available <b>only</b> for courses of .5, 1.0, and 2.0 semester hours.</li></ul> <p><b>Credit:</b></p> <p>+1.0 semester hours of professional development/salary credit awarded for a .5 semester hour course</p> <p>+2.0 semester hours of professional development/salary credit awarded for a one (1) semester hour course</p> <p>+4.0 semester hours of professional development/salary credit awarded for a two (2) semester hour course</p>	<p><b>Instructor Compensation – Option 2</b> <b>Monetary compensation</b></p> <p><b>Guidelines:</b></p> <ul style="list-style-type: none"><li>▪ Instructors, applying for this option, must have completed the course “Training for Results.”</li><li>▪ If the course content includes technology instruction, instructors must have completed the <i>Expectations / “Best Practice” for Design and Delivery of Technology Instruction in SVVSD</i> training session.</li><li>▪ Monetary compensation is available for courses of .5, 1.0, 2.0, and 3.0 semester hours.</li><li>▪ Compensation is \$25 per hour for each instructional hour.</li><li>▪ Compensation is \$25 per hour for each hour of planning (One (1) hour of planning per each hour of instructional time).</li></ul>
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## Training Application Resource

### Instructor Responsibilities

#### Organization

- Involve district personnel in designing the class.
- Access and download the online application.
- Submit the online application to the Office of Professional Development at least three weeks prior to the beginning of the first session. This timeframe will allow for modification as needed.
- Ensure that ALL participants complete online registration and payment within one week following the first session. By accessing the online Course Attendance Sheet which gives up-to-date registration and payment information, the instructor knows who has paid and who has not paid.

#### Process for accessing session information:

- Go to the registration page: [www.stvrainopd.org](http://www.stvrainopd.org)
  - Click on Online Registration.
  - Arrow down and click on Instructor Logon.
  - Your Logon ID is the first four letters of your last name and 0000.
  - Your password is the same.
  - Click on Instructor Sessions.
  - Click on the start date for your class.
  - Arrow down and you can see the names of the people in your class
  - Click on Attendance Sheet to print a Course Attendance Sheet. A little '1' by a name means that person has not yet paid.
- If participants who have not pre-registered attend the first session, and **space is available**, they may be added to the roster. Direct these participants to the Office of Professional Development for registration and payment of fees.
  - If the course includes training online, arrange and facilitate group face-to-face and online communication meetings and times / locations to augment individual online work.

#### Scheduling Guidelines

- Do not exceed 4 contact hours of instruction after a full working day or 8 contact hours of instruction on any given day.
- One (1) semester hour of credit means 15 contact hours of instruction plus outside assignments such as extended reading, case studies, etc.
- Contact time does not include lunch or dinner breaks.

#### Expectations

- Provide leadership and act as a liaison to the Office of Professional Development.
- Set norms for the group.
- Review district training expectations with the group, regarding attendance, participation, credit and evaluation. (See p.10)
- Review expectations for quality work assignments in class and outside of class



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## Instructor Responsibilities (con't.)

- If the course includes training online, ensure course and instructional quality by following the *Expectations/“Best Practices” for the Design and Delivery of Technology Instruction in St. Vrain Valley School District*. (**need a link to this on website**)
- Clarify expectations for completion of online end-of-course evaluation.

## Training Application Resource

### Attendance

- Download and print a copy of the Course Attendance Sheet for **each** class session.
- Take accurate attendance at each session by having participants sign in using the Course Attendance Sheet you created from the CourseWhere Registration System.
- Transfer sign-in information to the Summary Attendance Record (p. 17).
- Submit the completed Summary Attendance Record with the sign-in Course Attendance Sheets attached.
- Resolve disputes regarding attendance that affects credit.

### Timeline

<p><b>Three weeks prior to beginning your project, please submit:</b></p> <ul style="list-style-type: none"> <li>▪ A complete online application</li> </ul>	<p><b>Within two weeks following completion of the course, please submit:</b></p> <ul style="list-style-type: none"> <li>▪ Time card</li> <li>▪ Summary Attendance Record (including all course attendance sheets p. 17.)</li> <li>▪ Final Roster and Credit Record (p. 18 or p. 19)</li> </ul>
<p><b>Within one week following the first session, be sure that:</b></p> <ul style="list-style-type: none"> <li>▪ You have accessed the online Course Attendance Sheet which gives up-to-date registration and payment information.</li> <li>▪ All participants have completed online registration and submitted payment.</li> </ul>	

### Support

#### Reproduction of course materials:

- If you have any materials that you would like to have reproduced for your course, submit them to the Office of Professional Development two weeks prior to the first session.

#### Advertisement:

- The Office of Professional Development will assist you in providing additional advertisement to specific in-district target groups. Please submit a request for assistance at least 10 working days prior to the preferred mailing date.

### Resources

- The Office of Professional Development maintains a resource center that has single and multiple copies of current books, journals and videos. These resources can be accessed through a district school's interlibrary loan or checked out from the Colorado Room at the Learning Services Center.



## Training Application Resource

### Instructor Responsibilities (con't.)

#### Evaluation

##### **Part 1 – End-of-Course Evaluation**

Purpose: To evaluate the effectiveness of the course, its content and its presentation.

This online end-of-course evaluation is now required by the Office of Professional Development.

Upon completion of the course, the participants will receive an electronic (e-mail) notice from the Office of Professional Development. This notice will provide directions to participants on how to complete and submit an online evaluation for the course.

##### **End of Course Evaluation Questions**

1. The content matched my expectations and needs.
2. The balance of content and activities was appropriate to my needs.
3. My understanding of this topic increased significantly.
4. I am ready to apply what I have learned to my professional practice.
5. I can use what I have learned to improve student achievement.
6. The instructor(s) were knowledgeable about the course content.
7. The instructor(s) were well prepared.
8. The instructor(s) clearly communicated the norms and expectations for the course.
9. How do you plan to use the information from this course in your professional practice?
10. What suggestions do you have for improvement for this course?

##### **Part 2 – Ongoing Course Evaluation**

Purpose: To inform instruction  
To monitor participant learning and progress toward meeting the standards of the course  
To adjust instruction, if necessary, based on information gained from ongoing evaluation  
To provide opportunities for participants to self-reflect and evaluate their own progress.

These evaluations are developed by the instructor(s) to provide feedback to themselves and to the participants throughout the course.

# TRAINING MODEL



Course Title \_\_\_\_\_

Instructor \_\_\_\_\_ Year \_\_\_\_\_

## Summary Attendance Record

Transfer sign-in information from **all** Course Attendance Sheets to this form. [If the course includes training online and assignments are required, use the meeting date spaces to indicate completion of the online expectations at various dates as well as any face-to-face or online meeting attendance.]

Participant's Name	Meeting Dates (List month and day)									
	/	/	/	/	/	/	/	/	/	/



## Final Roster and Credit Record

### Licensed Staff Participants Only

This is the final roster for those participants who have successfully completed this course. Submit with final documentation materials.

Course Title \_\_\_\_\_

Instructor \_\_\_\_\_

Participant's Name (last, first)	School or Department	Sem. Hrs. Awarded	Type of Credit	
			Prof. Dev. only	Prof. Dev. & Salary
Example: Brown, Susan	South Elem.	2	✓	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

\_\_\_\_\_

\_\_\_\_\_  
Signature of Instructor(s)

\_\_\_\_\_  
Date

# TRAINING MODEL

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## FINAL ROSTER AND PROFESSIONAL GROWTH CREDIT RECORD Classified Staff Participants Only

This is the final roster for those participants who have successfully completed this course. Submit with final documentation materials.

**Course Title** \_\_\_\_\_

**Instructor** \_\_\_\_\_

Participant's Name (last, first)	School or Department	Contact Hrs. Awarded
<b>Example:</b> Smith, Susan	North Elem.	6
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

\_\_\_\_\_

\_\_\_\_\_  
Signature of Instructor(s)

\_\_\_\_\_  
Date