

Professional Development Activity Request

FOH
289416

Date May 8, 2107

Activity Request submitted by: Annette Martin (name) John W. Luff Elementary (school)

Activity aligns with:

District CSIP Goal: _____
 Building SIP Goal: 80% of the students will be proficient or advanced in math

Activity Focus Area(s):

Literacy Curriculum Technology
 At-risk Mathematics Instructional Strategies/Improvement

Funding Source(s):

Approved by: (Both the PD rep and principal must sign)

Building
 Department— Dept. name _____
 Special Projects (District PD funds)

Bldg. PD rep Annette Martin
 Bldg principal Melissa Carver

Professional Development Activity Description

List name of activity and briefly describe: Attend the Greg Tang Math Plus National Conference in KC

Location Crown Center— KC Date of activity July 11th-13th

Participant names Annette Martin

Substitute Salary

Substitute costs (\$95 per day w/benefits)
 _____ X _____ X 95.00 = \$ 0.00
 # of subs # of days \$95.00 Total

Staff compensation

Stipend (\$25 per hour w/benefits) _____

Purchased Services

Airfare (total \$) _____
 Registration* (Total amount) 729.00
 Lodging** (Total amount) _____
 Consultant Fee _____

Materials/Supplies

Grand Total: \$ 729.00

Expense Summary: Cost Fund

_____ Building funds
 _____ Department funds
 _____ Special Projects

Required Forms (Must be attached to this request)

- Authorized Leave Form *
(A separate form must be completed for each participant)
- Time Sheet
(A separate time sheet must be submitted for each participant)
- Travel Request/Reimbursement Form
- Travel Request/Reimbursement Form * Please include copy of registration
- Travel Request/Reimbursement Form** You will need to make your own hotel reservations.
- Consultant Form
- Request for Materials and Supplies Form

Activity: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not approved _____ Dr. Elizabeth Savidge

Building Name: Luff Elementary

Activity Date: July 11th -13th

Please provide a brief description of your building activity including your plan for sharing.

Annette is moving from a 2nd/3rd grade loop to teach fifth grade. It has been several years since she has taught fifth grade. This conference would give her an opportunity to learn some fifth grade math strategies to help her be successful in the classroom next year. She will be able to share what she has learned with her building during morning and monthly PD meetings.

Criteria for High-Quality Professional Development

**Mark all that apply to the activity described above.*

Part I: High-quality professional development:

- actively engages teachers, over time.
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- is directly linked to district and building school improvement plans.
- is developed with extensive participation of teachers, parents, principals, and other administrators.
- [*Parent participation may be at the CSIP level]
- provides time and other resources for learning, practice, and follow-up.
- is supported by district and building leadership.
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

Part II: Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- study groups.
- grade-level collaboration and work.
- content-area collaboration and work.
- specialization-area collaboration and work.
- action research and sharing of findings.
- modeling.
- peer coaching.
- vertical teaming.
- other _____

Part III: Topics for high-quality professional development may include:

- content knowledge related to standards and classroom instruction.
- instructional strategies related to content being taught in the classroom.
- improving classroom management skills.
- a combination of content knowledge and content-specific teaching skills.
- the integration of academic and vocational education.
- research-based instructional strategies.
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills.
- strategies to assist teachers in creating and using classroom assessments.
- instruction in the use of data to inform classroom practice.
- instruction in methods of teaching children with special needs.
- instruction in linking secondary and post-secondary education.
- involving families and other stakeholders in improving the learning of all students.
- strategies for integrating technology into instruction.
- research and strategies for the education and care of preschool children.
- research and strategies for closing achievement gaps between diverse groups of students.
- other _____

Please make a copy of this completed form for your records.