

Counselor

6

Professional Development Activity Request

Date 9-27-19

Activity Request submitted by: Alesia Robinson, Rachel Carnes, Brooke Guiot
(name)

Procter, Three Trails, Cassell Park
(school)

Activity aligns with:

District CSIP Goal: Academic and Career Readiness

Building SIP Goal: Academic and Attendance Improvement

Activity Focus Area(s):

Literacy Curriculum Technology
 At-risk Mathematics Instructional Strategies/Improvement

Funding Source(s):

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

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

Bldg. PD rep [Signature]
 Bldg principal [Signature]

Professional Development Activity Description

List name of activity and briefly describe: Missouri School Counselor Association Conference (MSCA): This event is designed to provide tools and strategies to counselors to help support the academic, career and social/emotional needs of all students.

Location Tan-Tar-A Conference Center - Osage Beach, MO

Date of activity November 4 - 5, 2019

Participant names Alesia Robinson (Procter), Rachel Carnes (Three Trails) and Brooke Guiot (Cassell Park)

Substitute Salary

Substitute costs (\$95 per day w/benefits)
0 X 0 X = N/A
of subs # of days \$95.00 Total

Staff compensation

Stipend (\$20 per hour w/benefits) N/A

Purchased Services

Airfare (total \$) N/A
Registration* (Total amount) \$600.00
Lodging** (Total amount) \$195.40

Consultant Fee N/A

Materials/Supplies N/A

Grand Total: _____

Expense Summary:	Cost	Fund
	<u>0</u>	Building funds
	<u>0</u>	Department funds
	<u>\$795.40</u>	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)

12-2214-6319-8100-3-53112-4960-0-5-3-2
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.

12-2214-6343-8100-3-53112-4960-0-5-3-2
Consultant Form
Request for Materials and Supplies Form

Activity:
 Approved
 Not approved

Prissy LeMay

Building Name: Procter, Three Trails, Cassell Park Activity Date: December/January, 2019

Please provide a brief description of your building activity including your plan for sharing. The information gained from this conference will be shared during the ISD District-Wide Counselor's Department Meetings. This information will also be implemented in our respective schools during the 2019-2020 School Year as we facilitate our weekly and monthly counselor lessons and activities in the classrooms. It will also be shared with school staff and other stakeholders as we build our School Counseling Department Program.

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.