

Professional Development Activity Request

Date 10-4-18

Activity Request submitted by: Montell Evans (name) William Southern (school)

Activity aligns with:
 _____ District CSIP Goal: _____
 _____ Building SIP Goal: _____

Activity Focus Area(s):
 _____ Literacy _____ Curriculum _____ Technology
 _____ At-risk _____ Mathematics x _____ Instructional Strategies/Improvement

Funding Source(s): _____ Approved by: (Both the PD rep and principal must sign)

_____ Building _____ Bldg. PD rep _____
 _____ Department--- Dept. name _____ _____ Bldg principal _____
 x _____ Special Projects (District PD funds)

Professional Development Activity Description

List name of activity and briefly describe: 2018 Continuing Education Workshops at Central Institute for the Deaf
Foundational Auditory Training for Children Who Are Deaf and Hard of Hearing: Using the CID SPICE Curriculum

Location St. Louis Date of activity October Wednesday, 2018

Participant names Elizabeth Smith & Angela Rouviere

Substitute Salary

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

Staff compensation

St/pend (\$20 per hour w/benefits) _____

Purchased Services

Airfare (total \$) _____ 251 mileage
 Registration* (Total amount) _____ 300
 Lodging** (Total amount) _____ 162

Consultant Fee _____

Materials/Supplies _____

Grand Total: _____

Expense Summary: Cost Fund
 _____ Building funds
 _____ Department funds
 731 _____ 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: _____ Approved _____ Not approved _____ Prissy LeMay

Building Name: _____ Activity Date: _____

Please provide a brief description of your building activity including your plan for sharing. They will use the information to directly impact the achievement of their students and they are willing to share with the building and any other teachers in the district as needed.

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.