

on Spring Branch vtsa-

Professional Development Activity Request

Date 1/22/2016

Activity Request submitted by: Kim VanMeter and Hillary Rummel Spring Branch
(name) (school)

Activity aligns with:
1:9 District CSIP Goal: increase student achievement by implementing research based instructional practices
Building SIP Goal: _____

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

Professional Development Activity Description

List name of activity and briefly describe : The Picture Exchange Communication System (PECS) is used to rapidly teach communication to students with limited functional speech. It teaches communication in a social context and encourages spontaneous requests and commenting.

Location Kansas City, MO Date of activity February 22 and 23, 2016

Participant names Hillary Rummel - speech teacher

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) 399.00
Lodging** (Total amount) _____
Consultant Fee _____

Materials/Supplies

Grand Total: \$ 399.00

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:
 Approved
 Not approved

Dr. Elizabeth Savidge

Building Name: Spring Branch Activity Date: Feb 22 and 23, 2016

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

Training good for staff working with autistic students. Sharing w/ Spring Branch staff

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.