

Senath-Hornersville C-8 PDP and CSIP Activity Request Form

Revised August 2018

This form must be completed and returned to a PDC member before the first Monday of every month. Prior approval from PDC is mandatory. A copy of the flyer, leaflet, or pamphlet must be attached to this request.

Date of Request _____ Date turned in to PDC _____

Activity Description (workshop name, place, etc.) _____

Date(s) of event to attend _____

Name(s) of person(s) attending and teaching assignment(s) _____

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

The following are Missouri's criteria for high-quality professional development, which the Senath-Hornersville Professional Development Committee has adopted as the requirements for approval. Please read the heading for each part, then complete the checklist that follows. *Note the references to the National Staff Development Council's Standards, which are provided in the parentheses, and the NSDC Standards are attached as well.

Part I: High-Quality Professional Development: *all of the criteria in Part I must be met

- Actively engages teachers in planning, skills, and information over time, (Standard 2)
- Is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level, (Standards 8, 10)
- Is directly linked to district and building school improvement plans, (Standard 1)
- Is developed with extensive participation of teachers, parents, principals, and other administrators, [Parent participation may be at the Comprehensive School Improvement Plan (CSIP) level] (Standards 1, 2, 9, 12)
- Provides time and other resources for learning, practice, and follow-up, (Standards 3, 7)
- Is supported by district and building leadership, (Standard 2)
- Provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity, (Standard 5)

Part II: Some types of activities that might be considered high-quality professional development if they meet the above requirements are: *at least one criterion in Part II must be met

- study groups, (Standard 1)
- grade-level collaboration and work, (Standards 1, 9)
- content-area collaboration and work, (Standards 1, 9)
- specialization-area collaboration and work, (Standards 1, 9)
- action research and sharing of findings, (Standards 4, 6)
- modeling, (Standards 8, 9)
- peer coaching, (Standards 8, 9)
- vertical teaming, (Standards 1, 9)
- other (please explain)

Part III: Topics for high-quality professional development may include: *at least one criterion in Part III must be met

- content knowledge related to standards and classroom instruction, (Standard 11)
- instructional strategies related to content being taught in the classroom, (Standard 7)
- improving classroom management skills, (Standards 9, 10)
- a combination of content knowledge and content-specific teaching skills, (Standards 7, 11)
- the integration of academic and career education, (Standard 9)
- research-based instructional strategies, (Standards 6, 11)
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills, (Standard 10)
- strategies to assist teachers in creating and using classroom assessments, (Standard 5)
- instruction in the use of data to inform classroom practice, (Standards 4, 11)
- instruction in methods of teaching children with special needs, (Standard 10)
- instruction in linking secondary and post-secondary education, (Standard 9)
- involving families and other stakeholders in improving the learning of all students, (Standards 10, 12)
- strategies for integrating technology into instruction, (Standard 10)
- research and strategies for the education and care of preschool children, (Standard 6)
- research and strategies for closing achievement gaps between diverse groups of students, (Standard 10)

• To be considered high-quality professional development, the fully-implemented **combined, ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III.

• Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development.

• All fully-implemented **activities** in the plan(s) must be aligned to a priority of the district or building CSIP. If they are not fully-implemented, they shall not be funded with federal funds. A district may choose to support these activities with other funds, but may not report them via Core Data as high-quality professional development.

• Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning, (Standard 5).