

Will this activity be paid for by Title 1 funds? ___ yes ___ no

Questions about how your activity relates to the Warsaw R-IX District goals.

Please explain how this activity addresses our adopted [Governance Plan](#).

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Please explain how this activity relates to our districts greatest deficits (such as academics and attendance).

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Please explain how this activity relates to the current NEE Indicators, in relation to our district goals, building goals, and individual teacher goals.

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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 students achieve.
- is directly linked to district and building school improvement plans.
- is developed with extensive participation of teachers, parents, principals, and other administrators.
- 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.

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.
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Building Principal's Signature: _____ Date: _____

All fields are required. Please turn in this completed form to your PDC Building Representative as soon as possible, as funds are limited and requests will be reviewed on a first come, first serve basis. Your activity will be discussed and voted on by the committee during their regularly scheduled meetings. If approved by the committee, the activity request form will then be sent to the superintendent for the final approval.

Please note: Majority of the 2019-2020 PDC funds will be used for core curriculum assessed areas. Mileage/ Transportation and meals (outside of the activity) will not be funded/reimbursed.

PDC Building Representatives: HS- Kimberly Pate; MS- Megan Deleske; South- Kristy Henderson; North- Kensie Daleske
