

**WEBSTER GROVES SCHOOL DISTRICT
BOARD OF EDUCATION ITEM OF CONSIDERATION**

DATE: May 9, 2016

TOPIC/PROPOSAL: Approval of revised Professional Development Plan for 2016-17.

BACKGROUND INFORMATION:

Attached is a listing of changes in this Professional Development Plan for the 2016-2017 school year. Changes include the membership roster, an updated sample of activities, and goals for the upcoming year.

INSTRUCTIONAL IMPACT/RATIONALE:

This professional development plan will support the learning of the staff and students within the WGSD. Changes in the plan were included to further enhance the professional learning in our district.

CSIP/DISTRICT DEFINING OBJECTIVES ADDRESSED:

- Develop “space(s)” and processes to provide professional learning opportunities for the discussion, collaboration, and experimentation with new and different practices and share these within and outside the district.
- Create a system for people to come together on a regular basis to discuss and experiment with how to make learning relevant, challenging, and rewarding for learners.
- Cultivate globally-minded pedagogies, curriculum, and practices.
- Provide staff with the professional development needed to design learning opportunities that help students discover and pursue their passions.
- Provide 21st-century technology and adaptable spaces to support a culture of personalized learning.

FISCAL NOTE: All work completed according to funds allocated.

ADMINISTRATIVE RECOMMENDATION:

- Action Requested: X
- Information:

Proposed Motion for Approval (if applicable):

I move that the Board of Education approve the revised professional development plan for the 2016-17 school year.

PREPARED BY: John Simpson

Motion: **Second:** **Board Vote:** (yes) (no) (abstain)

Major Changes in the 2016-17 Professional Development Plan May 2016

Listed below are the noteworthy changes recommended for the professional development plan for the 2016-17 school year. This plan is developed through the work of iDEA, the district's professional development committee. These changes were designed to address needs identified by the iDEA.

1. The list of staff members on iDEA has been updated.
2. Updated iDEA goals for 2016-17 to include:
 - a. Continue to design professional learning opportunities in support of relevant, challenging, and rewarding learning for students and staff. Special focus will be given to:
 - i. equity and social justice
 - ii. creating multiple opportunities for staff to engage in personalized learning including "Short/Long Term Learning Opportunities"
 - b. Continue to host the staff "ConnectED" Google Plus Community and help it remain accessible, dynamic, and functional.
 - c. Design and implement another district-wide Edcamp.
 - d. Continue to host unique and creative learning opportunities in support of staff and community learning (exs: Tweet Up).
3. Adjusted timeline of iDEA responsibilities.
4. Updated activities for new teacher induction program.
5. Updated sample of professional development activities in support of closing gaps in achievement.
6. Maintained reduction of building and district professional development budgets to reflect a cumulative 15% reduction in buildings and a cumulative 20% reduction in the office of curriculum and instruction.
7. Adjusted applicable documents to reflect the new assistant superintendent of learning, Dr. Kristin Denbow.

Webster Groves School District

Professional Development Plan and Procedures



**Revisions Submitted For Approval by
The Board of Education
May 9, 2016**

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Vision for Professional Development

The WGSD will be a learning community in which staff learning leads to purposeful innovation and the pursuit and development of passions for all learners.

Mission of Professional Development

The following mission for professional development in Webster Groves School District was revised by iDEA in September 2013. This mission is aligned with both the National Staff Development Council Standards and Missouri Learning Standards.

Professional Development in Webster Groves School District is committed to:

- Fostering the development of a learning community in which learning is celebrated and ideas are openly shared and discussed;
- Promoting a space for collaboration and sharing among professionals;
- Being driven by student data and information;
- Relating to and support improved student achievement;
- Providing choices of different types of professional learning to fit the different needs of the individuals in the organization;
- Dedicating personal, fiscal, and other resources as needed and able;
- Applying research on best practices while also experimenting with original ideas;
- Consistently evaluating the effectiveness of the professional learning by looking at the desired effects on both the students and adults in the organization;
- Having the expectation that all staff are engaged in continuous learning and renewal;

iDeveloping Educators Academy (iDEA)

The Excellence in Education Act requires each school district to have a Professional Development Committee (iDEA). The purpose of iDEA is to ensure that the yearly professional development plan for teacher growth and development aligns to the goals of the Comprehensive School Improvement Plan. The responsibilities of the iDEA include:

- Implement beginning teacher assistance program;
- Work collaboratively with administrators to develop a district professional development plan that will be presented to the Board of Education for approval;
- Align and administer the plan within the professional development budget;
- Determine staff needs through listening and feedback;
- Communicate results of staff needs to total staff;
- Design professional development programs to meet the learning needs of children and adults;
- Communicate the final plan to the total staff;
- Provide professional learning opportunities for all district staff;
- Review student achievement data to determine areas of strength and weakness and support staff accordingly;
- Model ongoing professional development as an expectation for all faculty and staff.

Operating Procedures of WG-iDEA

iDEA Membership

- iDEA members will be elected by April 30th. If possible, they will attend a transition iDEA meeting in May. New members will begin their official term of service in June after the end of the school year.
- Qualifications include at least one full year of service (if they have prior education experience) or two full years of service (if they are new to education) with the district.
- iDEA membership will include: one representative from each elementary school, one representative from Steger School, two from Hixson, two from High School, one Special School District representative, one support staff representative, and at least one curriculum coordinator. In addition, an administrator from each level and assistant superintendent will serve with no voting privileges.
- iDEA members serve for three years.
- iDEA members receive a maximum of two salary credits or \$360 for a 3 year term for after-school committee work.
- iDEA members serve on building level PDCs.

Co-Chairs

- There will be two co-chairs of the iDEA.
- Co-chairs are selected by April 30th by the committee and must be an elected member of the committee. At least one chair must have served for one year on iDEA.
- If possible, the iDEA should avoid electing a co-chair beginning his/her third year on the iDEA.
- Co-chairs serve a term of two years.
- Co-chairs may serve more than one term.
- iDEA co-chairs receive either a \$500 stipend or one salary credit each year they are co-chair.

2016-2017 Members of District Professional Development Committee

- Avery Alexis Caruso (2016-2019)
- Bristol Marissa Capron (2014-2017)
- Clark Jennifer Falk (2014-2017)
- Early Years Lauren Forsyth (2014-2017)
- Edgar Road Jim Hake (2015-2018)
- Hudson Jill Wilson (2016-2019)
- SSD Renee McDonough (2014-2017)
- Steger Tracey Mack (2015-2018)
- Comp. School Rebecca Brinker (2014-2017)
- Hixson Greg Fick (2015-2018)
- Hixson Patrick Dempsey (2014-2017)
- WGHS Adam Conway (2015-2018)
- WGHS Lauren Maedge (2015-2018)
- Support Staff Hollie Henderson (2014-2017)
- Coordinator Susan Bergman (2014 – 2017)
- Central Office LaNita Harrison (2014-2017)
- School Board TBD (2016-2017)

Roles and Responsibilities of iDEA Representatives

- Be actively involved in all aspects of the professional development and be willing to share their professional development with staff;
- Represent their building/department at monthly iDEA meetings;
- Communicate professional development plans to and from the building and the iDEA;
- Communicate with the principal prior to sharing plans with staff;
- Communicate once a month (or as needed) with staff at faculty meetings regarding upcoming iDEA opportunities;
- Be accessible to talk with staff regarding their questions, comments, concerns in the area of professional development;
- Review local and web-based professional development opportunities for the purpose of sharing with staff;
- Model the expectation of active participation in professional development by all Webster Groves School District faculty/staff.

iDEA Goals – 2016-17

- Continue to design professional learning opportunities in support of relevant, challenging, and rewarding learning for students and staff. Special focus will be given to:
 - equity and social justice
 - creating multiple opportunities for staff to engage in personalized learning including “Short/Long Term Learning Opportunities”
- Continue to host the staff “ConnectED” Google Plus Community and help it remain accessible, dynamic, and functional.
- Design and implement another district-wide Edcamp.
- Continue to host unique and creative learning opportunities in support of staff and community learning (exs: Tweet Up).

**WEBSTER GROVES SCHOOL DISTRICT
iDEA TIMELINE**

Task Name:	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Facilitate and Organize District Opening Day Event	X	X								X	X	X
Professional Development Committee (iDEA) reviews previous year's goals			X									
Share building level professional learning				X	X	X	X	X	X	X	X	
Learn together as a group (led by representatives)				X	X	X	X	X	X	X	X	
Review iDEA Grants as needed		X	X	X	X	X	X	X	X	X		
Representatives share iDEA presentation and goals in schools			X									
If needed, plan district days of professional development		X	X	X	X	X	X	X	X			
Recruit staff to lead short and long term learning opportunities and create a course catalog with the offerings.										X	X	X
Have staff register for short and long term learning opportunities.	X	X										X
Distribute and collect state and district surveys in schools.										X	X	
Review progress on iDEA goals and determine goals for the following year					X	X	X	X	X	X	X	

iDEA Budget

2016-17 iDEA Budget:

Buddy/Mentor Stipends:	\$5,000
Short and Long Term Learning Opportunities	\$25,000
District Professional Development Days	\$4,000
New Teacher Sub Pay	\$1,000
Action Research and Professional Development Grants	\$24,000
Incidental Materials	\$2,000
 TOTAL	 \$61,000

Beginning Teacher Induction Program

The Excellence in Education Act of 1985 and the certification Standards of the State of Missouri require that each school district provide a beginning teacher assistance program for first and second year teachers certified after September 1, 1998. The elementary induction program satisfies the Beginning Teacher Assistance Program requirements for new teachers in the state of Missouri.

In the Webster Groves School District, there are induction programs led by administrators, curriculum coordinators, and/or teacher leaders at all levels. Each of these programs includes:

- learning aligned with the district's mission and vision
- a mentor program
- curriculum training and support

Rules and Responsibilities of the New Teacher

- Participate in an entry-year mentor program
- Develop and implement a professional development plan
- Complete 30 clock hours of in-service training
- Participate in performance-based teacher evaluations
- Participate in a beginning teacher assistance program sponsored by a college or university (Kdg – 6th grade program satisfies this requirement).
- Complete three years of approved teaching experience.

Individual Professional Development

Professional Growth Plan

Each certified staff member in the Webster Groves School District is expected to design a professional growth plan in consultation with their supervisor. This plan should directly support the District Strategic Plan. These plans should be completed no later than October 1. A paper version of the professional growth plan may be found in Appendix B.

Professional Development Log

All educators are encouraged to maintain a Professional Development Log. This log may be reviewed with the principal during evaluation conferences and during discussions of the teacher's individual professional development plan. Each educator should retain a copy of this log for their own records and for use in obtaining needed certifications. A copy of a sample Professional Development Log is available in Appendix C.

Appendices

Appendix A

New Teacher Induction

WEBSTER GROVES SCHOOL DISTRICT NEW TEACHER INDUCTION PROGRAM

YEAR 1 FOCUS: <ol style="list-style-type: none"> 1. Curriculum Design: A Look at <i>Curriculum</i>: WHAT do I teach? HOW do I teach? 2. Integrating Technology 3. Assessment 4. Classroom Community 			
Strategy	Purpose	Persons Responsible	When
New Teacher Orientation (District)	<ul style="list-style-type: none"> • Provide information on district policies and procedures • Highlight professional expectations, district strategic plan, School for Today Report, professional development, website, professional expectations, tour of school district, etc. 	Assistant Superintendents: C&I, Human Resources	2 summer days
New Teacher Orientation (Building)	Acclimate new teacher to campus and learning community	Building Administrators Mentor	1 summer day
Observation Day	Provide opportunity to observe other teachers who work in a similar context either inside or outside the district	Mentor	Release Day
Mentor Support	Provide regular support for new teachers	Mentor	On-Going (15 hours)
Buddy Support	Provide support for new teachers as needs arise	Buddy	As Needs Arise
Colleague Groups	Provide professional support and collaboration on specific needs: SSD/Gifted; Assessment Reporting and Conferences; Organization; WG Performance-based Teacher Evaluation system; Curriculum Mapping and Integration, Community Building, Classroom Management	PreK – Building Administrator K-6 – Curriculum Coordinators 7-8 – Building Administrator 9-12 – Colleague Coordinator	8 after school sessions
K-5, Literacy Curriculum	<ul style="list-style-type: none"> • Provide training in literacy strategies • Provide resources for teaching literacy • Provide feedback in literacy instruction 	Literacy Coordinator	2 summer days Follow-up Observations
K-5 Math Training	Provide assistance for using the <i>Investigations</i> program	Math Coordinator	2 summer days
K-5 Science/SS Training	Provide assistance with using social studies and science binders and kits.	SS/Science Coordinator	1 summer day
K – 6 Specialist Training	Specialist will be provided with job-specific professional development.	Curriculum Coordinator	1-2 summer days

YEAR 1 FOCUS:

1. Curriculum Design: A Look at *Curriculum*: **WHAT** do I teach? **HOW** do I teach?
2. Integrating Technology
3. Assessment
4. Classroom Community

Strategy	Purpose	Persons Responsible	When
K-5 Curriculum Day: Assessment and Technology	<ul style="list-style-type: none">• Provide information on resources available• Provide initial report card training• Introduction to TILs	Coordinators	After school session
K-5, Curriculum Days	Provide support for curriculum and instructional needs	Coordinators	2 Release Days (mid-year)
Technology Checklist of Skills Technology Consultation	1) Introduce use of e-mail, voice mail and other communication systems	Building Tech. Aides and Support Staff Mentor	On-going Colleague Groups

WEBSTER GROVES SCHOOL DISTRICT NEW TEACHER INDUCTION PROGRAM

YEAR 2 FOCUS: <ol style="list-style-type: none"> 5. Curriculum Design: A Look at <i>Teaching</i>: WHAT do I teach? HOW do I teach? 6. Differentiated Instruction/Responsive Teaching 7. Social Justice and Culturally responsive teaching 			
Strategy	Purpose	Persons Responsible	When
Year 2 Cohort	Provide professional support and collaboration on specific needs: Social Justice; Culturally Responsive Teaching, Differentiation Instruction/Responsive Teaching,	Curriculum Coordinators, Assistant Superintendent of Learning, Teacher Leaders	2 Full Days 2 After School Meetings Virtual Classroom
Mentor Support	Provide support to teacher as needed	Mentor	Ongoing (6 hours minimum)
Technology Checklist of Skills	Assist teacher in meeting district technology standards	Building Tech. Aides and Support Staff	Ongoing Colleague Groups
OPTIONAL Individual Professional Growth Support	Provide additional opportunities to meet individual need of new teacher such as: <ul style="list-style-type: none"> • extended observations and reflection on instructional practice in a classroom • feedback on instruction from an observing teacher or coordinator • plan, co-teach, and assess student understanding with a teacher leader or coordinator for a period of time (2-6 weeks). • action research with colleagues 	New Teacher Administrator Coordinator	Determined by new teacher and building administrators

Appendix B

Individual Professional Growth Plan

Goal Setting Template

Teacher Name: _____ Date: _____

Domain 1: Routine Segments

Goal	
Action Steps	Timeline

Appendix C

Professional Development Log

**WEBSTER GROVES SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT LOG OF ACTIVITIES**

Name: _____

School: _____

Number	Date	Title of Workshop, Activity, Strategy	Hours	Outcome*
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

Appendix D

Sample Building Professional Development Plan

Steps	Work	Result	Date Completed
1. Conduct a book club utilizing <i>Guided Math in Action</i>	<ul style="list-style-type: none"> Meetings during district PD time to discuss reading Planning for instruction 	<ul style="list-style-type: none"> Utilization of workshop model in the area of math Increased differentiation of instruction Increased student learning and achievement 	May, 2015
2. Conduct Hudson Curriculum Night	<ul style="list-style-type: none"> Community curriculum night Math/ELA activities that simulate classroom instruction 	<ul style="list-style-type: none"> Greater family involvement Greater understanding of school curriculum Increased Home-School connection 	January, 2015
3. Implement RtI with fidelity	<ul style="list-style-type: none"> Monthly meetings to look at and analyze student benchmarking and progress monitoring 	<ul style="list-style-type: none"> Increased ability to analyze data and plan for instruction using the "here's What, So What, Now What Protocol" Increased student achievement 	May, 2015
4. Implement PBIS with fidelity	<ul style="list-style-type: none"> Monthly PBIS lessons created by fifth grade students PBIS Action Plan SRSS screening 	<ul style="list-style-type: none"> Appropriate student achievement Positive school culture Positive learning environment 	May, 2015
5. Meet in grade level teams to analyze MAP data and create action plans	<ul style="list-style-type: none"> Grade level team meetings with coordinators 	<ul style="list-style-type: none"> Areas of strength Areas for growth Action plan for instruction and support of student growth and achievement 	May, 2015
6. Continued study of <i>The Art and Science of Teaching</i>	<ul style="list-style-type: none"> Meetings during District PD time and faculty meetings to discuss reading Growth Plan work 	<ul style="list-style-type: none"> Continued fluency with design elements and desired effects Meaningful growth plans to impact adult learning and growth 	May, 2015
7. Fifth grade leadership teams	<ul style="list-style-type: none"> PBIS lesson planning Meaningful work at Hudson 	<ul style="list-style-type: none"> Building of student capacity Ownership in PBIS expectations Creation of PBIS lessons for 	May, 2015

		2014-15 school year	
8. Boot Camp for “at risk” students	<ul style="list-style-type: none"> • 2x weekly meetings • Modeling of appropriate behaviors • 	<ul style="list-style-type: none"> • Empathy and tolerance for students • Increased student leadership 	May, 2015
9. Monthly team meetings to analyze data and plan for instruction	<ul style="list-style-type: none"> • Look at student data for the purpose of informing instruction to impact student learning 	<ul style="list-style-type: none"> • Higher levels of student engagement resulting in more meaningful student learning 	May, 2015

Appendix E

Professional Development Application Form



Professional Development Application

[Professional Development Stipend and Salary Credit Guidelines \(link\)](#)

(Circle only one)

District Salary Credit

Stipend

Name

School

Grade / Subject

Date of workshop(s):

Degree Held:

Bachelors

Masters

Advanced

Description to CSIP Goal(s) or current position:

Estimated Number of Actual Clock Hours in Attendance _____

Please submit a paper copy of the application to your principal 30 days before the activity starts. Your principal will forward the application to Central Office. In the case of prearranged group activities approved by Administration, this form must be completed on the first day of the activity. Staff members are required to submit a [Professional Development Activity Payment Form \(link\)](#) upon completion of the activity.

Signature of Teacher Applicant

Signature of Principal

(To be completed by Administrator)

PREAPPROVED AUTHORIZATION

Your application for _____ hours of District Salary Credit (has, has not) been approved.

Your application for _____ hours of Stipend (has, has not) been approved.

Signature of Assistant Superintendent for C & I

Date

Revised July 2011

District Salary Credit:

The purpose of Salary Credit is to provide recognition for professional development experiences that are similar to university coursework but where transcript credit is not given.

***Teachers without a Master's Degree may use salary credits to partially satisfy the district requirement of six graduate course hours every five years; two hours can be district salary credit.**

***Teachers with a Master's Degree may use District Salary Credit for 49% of the hours required for a channel change.**

Guidelines:

- **Pre-approved** Professional Development workshop hours may be given one hour of District Salary Credit based on 12 clock hours of workshops.
- Salary Credit will be pre-approved by an assistant superintendent.
- **Pre-approved** district workshop hours for Salary Credit may accumulate during a single year starting from the day after school ends in the spring until the last day of the next school year.
- Workshop hours will not accumulate from year to year for Salary Credit purposes.
- A maximum of 6 salary credit hours may be accumulated during this one year. Partial District Salary Credit hours will not be granted.
- Salary Credit cannot be obtained for activities occurring on regular school time.
- A teacher cannot receive both Salary Credit and stipend from the same activity.
- **Pre-approved** travel may be given one salary credit for two weeks of travel that directly relates to one's teaching position. A statement of how this relates to your position must be attached to the application form. A final one page report of how information obtained during travel will be used in your position should be submitted to the Assistant Superintendent for C & I.

Stipends:

When registration fees have been paid by the district, neither stipend nor salary credit will be given. A stipend may not be received for activities held on regular school time.

(Revised April 2012)

Appendix F

District Thematic Goals and Defining Objectives

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WEBSTER GROVES THEMATIC GOALS AND DEFINING OBJECTIVES			
Creating a Culture of Innovation	Personalized Learning	Sustainability	Communication
Thematic Goal <i>WGSD will foster curiosity and exploration throughout the school community to establish a culture of innovation.</i>	Thematic Goal <i>WGSD will personalize learning for all students to increase engagement and rigor resulting in improved student achievement.</i>	Thematic Goal <i>WGSD will make a positive impact on the world by being a model for teaching, learning and practicing sustainability.</i>	Thematic Goal <i>WGSD will engage stakeholders in an open communication process that emphasizes feedback to create a positive and challenging educational experience for students.</i>
DO 1 Develop “space(s)” and processes to provide professional learning opportunities for the discussion, collaboration, and experimentation with new and different practices and share these within and outside the district.	DO 1 Create a system for people to come together on a regular basis to discuss and experiment with how to make learning relevant, challenging, and rewarding for learners.	DO 1 Cultivate globally-minded pedagogies, curriculum, and practices.	DO 1 Establish formal and informal avenues for students to share their thoughts and feedback regarding their learning.
DO 2 Develop programs that allow all to pursue healthy lifestyles.	DO 2 Provide staff with the professional development needed to design learning opportunities that help students discover and pursue their passions.	DO 2 Develop in-kind partnerships with private and public entities.	DO 2 Develop and implement a clearly articulated communications plan regarding financial and facility issues.

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2

DO 3 Implement creative and meaningful ways to appreciate and celebrate staff and recognize innovative practices.	DO 3 Expand experiential learning opportunities.	DO 3 Implement sustainable practices and educate the community on how to support sustainability efforts.	DO 3 Develop and implement improved communication practices, designed to foster two-way communication with specific stakeholders.
DO 4 Develop and utilize ongoing qualitative research as a cycle for creating continuous learning and improvement.	DO 4 Provide 21 st century technology and adaptable spaces to support a culture of personalized learning.		

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Appendix G

Sample of Professional Development Activities to Close Gaps in Achievement

**Sample of Opportunities
2016-2017**

Activity	When	Time	Who	Notes
Social Justice and Culturally Responsive Teaching/DI	School Year Virtual Classroom	4 full days, 2 after school	2 nd Year Teachers	PreK-12
Book Study	School Year	12 hours Meets quarterly	Self Selected Teachers	Salary Credit or Stipend
School Initiatives (ie: Webster Challenge)	School Year	TBD	School Community	Designed/Implemented by Building PDCs
Curriculum Development and Unit Design	School Year and Summer	Ongoing	PreK-12th Teachers	Salary Credit, Stipend, Other
EdCampWG	November 8	1 Day	PreK-12th Staff	Special focus on equity and social justice

Appendix H

School and Classroom Visits

Webster Groves School District
Application for School or Classroom Visit

Name(s) _____

School(s) _____

Purpose of Visit _____

Proposed Location(s) to Visit _____

Proposed Dates _____

Projected Outcome of Visit _____

I understand that a Reflection Form must be completed after this visit and shared with the District
iDEA Committee.

Signature(s) _____

Principal Approval: ☐ Yes ☐ No

Principal Signature _____ Date: _____

iDEA Committee Action: ☐ Approved ☐ Not Approved

iDEA Chair Signature: _____ Date: _____

If your request has been approved, please complete the Pre-Approved Absence Form for your substitute and submit it to the Assistant Superintendent of Curriculum and Instruction as soon as possible before your visit.

Upon completion of your visit, please complete the attached Reflection Form and submit it to the District **iDEA** Committee.

Appendix I

Professional Development Grants

WEBSTER GROVES SCHOOL DISTRICT

iDEA Grant Application Form

The Webster Groves School District **iDEA** Committee has developed a grant to support professional learning that enables teachers to implement innovative practices designed to enhance learning for **all students**. The purpose is not to supplement available general operating funds, but to provide money for a worthwhile project that would not otherwise be funded by the Webster Groves School District.

Grant Criteria

- A. Project aligns with the Webster Groves School District Mission, Vision and Values (Strategic Plan).
- B. Professional learning supports research-based strategies and/or innovative practices.
- C. Outcomes are clearly stated and aligned to our mission, vision, and values.
- D. Project will have an impact on learning.
- E. Materials are listed and a timeline for implementation is appropriate.
- F. Budget requests are sufficiently detailed and appropriate.
- G. Project includes plan for sharing with others including colleagues.

The maximum amount awarded for **iDEA** grants is \$500. Applications for grants exceeding the maximum amount will be accepted and reviewed for partial funding up to \$500. All technology requests will be evaluated with regard to the Webster Groves School District Technology Plan. You may submit more than one proposal or a team proposal.

Allowable expenses include stipends, professional learning materials, substitutes, transportation, hotel, registration fees, and consultant fees. Food costs may not be covered by this grant. Registration, consultant fees, substitute, and materials may be paid directly by the C & I office. Receipts for transportation and hotel fees are to be submitted to the C & I office after the completion of the event.

SUBMIT ALL APPLICATIONS (co-signed by school principal) TO:

W.G.S.D. iDEA COMMITTEE – CENTRAL OFFICE
C/O John Simpson

Requests received by the Grant Committee by the last day of the month will be reviewed and returned by the 25th day of the following month. The final review date for applications is March 1 or when funds are no longer available. The applications are reviewed and approved or denied by the **iDEA** Committee.

Please contact Kristin Denbow with any questions at denbow.kristin@wgmail.org or 918-4005.

**Webster Groves School District
iDEA Grant Application**

Date _____

Applicant's Name(s) _____

School _____ Grade Level _____

Position _____ School Phone _____ Home Phone _____

Professional Development Description or Project Title _____

Date of Professional Development Experience or Implementation _____

Budget Requested _____

Date: _____ Applicant's Signature(s) _____

Date: _____ Principal's Signature _____

Date Received by **iDEA** Committee: _____

**SUBMIT ALL APPLICATIONS (co-signed by school principal) TO:
Kristin Denbow – CENTRAL OFFICE**

A. The Challenge *(Explain how this professional learning opportunity will address or further the district's mission, vision, and/or values (Strategic Plan)).*

B. Summary description *(Describe the professional learning opportunity including, if applicable, the name of any presenter, organization, etc. that will support your learning.):*

C. Outcomes *(What are the specific outcomes for this professional learning opportunity? How will this experience enable you to address the challenge you have identified?):*

D. Assessment Plan *(How will you measure the impact of the actions you will take as a result of this professional learning experience?):*

E. Materials Needed:

Timeline for Implementation:

F. Budget and Rationale *(Provide specific details and itemized costs. Attach appropriate registration forms or program descriptions. **Total not to exceed \$500**):*

G. Plan for Dissemination *(How will you share your learning with others including your colleagues?):*

WEBSTER iDEA GROVES

Professional Development

Action Research Grant Application Form

2016-17

iDEA has developed a grant to support action research projects devoted to finding innovative solutions for closing the achievement gap and enhancing learning for all students. The purpose is not to supplement available general operating funds, but to provide money for a research project aligned to our district goals that would not otherwise be funded by the Webster Groves School District.

Action Research Type #1 - Action Research is a systematic process of teachers examining their own teaching practices through collaboration with colleagues to develop a new teaching strategy based on research.
and/or

Action Research Type #2 - Action research is the process of a teacher examining how he/she can improve his/her instructional strategies and skills to better impact student achievement through scientific comparison of student performance with and without the new skill or strategy.

Grant Criteria

Grant Criteria:

- Project will enhance student success.
- Project is supported by research based teaching strategies.
- Objectives are clearly stated, realistic, and relevant to district goals.
- Evaluation plan is appropriate for the stated objectives.
- Activities are clearly stated and reasonable in detail.
- Materials are listed and schedules outlined, if applicable.
- Budget is sufficiently detailed and appropriate.

Application for Action Research Mini-Grants should be made when the total amount of professional development, materials, substitutes, supplies or resources does not exceed \$500. All technology requests will be evaluated with regard to the Webster Groves School District Technology Plan. You may submit more than one proposal or a team proposal.

Allowable expenses include stipends, professional development materials, substitutes, transportation, hotel, registration fees, materials for student use, and consultant fees. Food costs may not be covered by this grant. Registration, consultant fees, substitute, and materials may be paid directly by the C & I office. Receipts for transportation and hotel fees are to be submitted to the C & I office after the completion of the event.

SUBMIT ALL APPLICATIONS (co-signed by school principal) To: Kristin Denbow, Central Office

Requests received by the Grant Committee by the last day of the month will be reviewed and returned by the 25th day of the following month. The final review date for applications is March 30 or when funds are no longer available. The applications are reviewed and approved or denied by the iDEA.

Please contact Kristin Denbow with any questions at denbow.kristin@wgmail.org or 918-4005.

**Webster Groves School District
Professional Development
Action Research Grant Application**

Applicant's Name(s) _____

School _____ Grade Level _____

Position _____ School Phone _____ Home Phone _____

Action Research Title _____ Budget Requested _____

Action Research Type (please check one or both): #1 _____ #2 _____

Summary description:

1. The Challenge (What do you need to address/improve?):
2. Targeted Audience:
3. The Proposal (What research will you review or activities will you conduct to address the challenge you have identified?):
4. Budget and Justification (Provide specific details and itemized costs. Attach appropriate registration forms or program descriptions.):
5. Total: (Not to exceed \$500)
6. Timeline for Implementation:
7. Evaluation Plan (How will you monitor the impact of the new actions you will be taking as a result of your training?):
8. Plan for Dissemination (How will you share this information with others?):

Date: _____ **Applicant's Signature(s)** _____

Date: _____ Principal's Signature _____

Date Received by IDEAS: _____

SUBMIT ALL APPLICATIONS (co-signed by school principal) TO: Kristin Denbow – Central Office