Public Schools of Robeson County
Professional Development Toolkit
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Mission

The mission of the Professional Development Planning Committee is to provide professional learning opportunities that align with North Carolina state standards, teacher evaluation, and established best practices. Provided resources and opportunities will actively engage all members of the school community in continuous professional growth designed to increase the success of all students. All employees will have opportunities to increase knowledge, improve performance, and enhance professional satisfaction through this transparent process.

Purpose of Professional Development Toolkit

The purpose of this document is to provide information regarding the professional development process and professional learning opportunities in the Public Schools of Robeson County School District.

Best Practices

As a result of the research and investigation that the Professional Development Committee conducted over the last year, we have determined the following characteristics embrace best practices of professional development. The work of the PDPC is guided by these best practices.

Professional development should:

- be individualized, based on teacher’s needs, interests and goals
- be driven by student outcomes and data
- directly link to improve student learning
- be ongoing, actively engaging teachers over time
- be included in collaborative learning communities
- provide time and other resources for learning practice and follow up
- include reflection and evaluation
Explanation of Professional Development for PSRC

Our goal is to provide our educators with access to the tools, resources and professional development opportunities necessary to meet educator goals and improve student achievement. It is our intention to draw a distinction between the necessary but required inservice pieces that help our district to function successfully, and the professional development that will help educators evaluate their practices and meet their unique needs to improve student achievement. We want this to be a transparent process that embraces best practices, educator involvement, and equity. After much deliberation, the Professional Development Committee determined that the most feasible way to meet these goals is by establishing an ongoing Professional Development Planning Committee (PDPC).

This committee oversees the PD for the district, working closely with administrators and teachers to provide quality, data-driven PD on both a district-wide level and also to meet the unique needs of individual educators. In addition to the professional development opportunities that are provided to all of the teachers in the district, such as access to PSRC, we have developed a bank of resources that are also available to support our educators. Many of these pieces are available at no cost to the district or the individual, and the pieces that do require funding are accessible through our Professional Development Funding Request process.

As determined through the Public Schools of Robeson County School District Contract negotiations, the purpose of the committee includes but is not be limited to:

1. Oversee district professional development activities
2. Align professional development with evaluation as required by Policy Code: 1610/7800
3. Make recommendations to the District about the allocation and use of Professional Development funds.
4. Evaluate effectiveness of professional development.
5. Coordinate and align the professional development needs of teachers across the district.
6. Develop PLC (Professional Learning Community) guidelines for consistent and effective implementation across the District
Professional Development Planning Committee Members 2018-19

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Erica Setzer</td>
<td>Chief Finance Officer</td>
</tr>
<tr>
<td>Myra Warriax</td>
<td>Staff Development Coordinator</td>
</tr>
<tr>
<td>Anthony Barton</td>
<td>Principal, Pembroke Middle</td>
</tr>
<tr>
<td>Isabel Jones</td>
<td>Principal, Rosenwald Elementary</td>
</tr>
<tr>
<td>Dr. Jill Hathaway</td>
<td>Principal, St. Pauls Elementary</td>
</tr>
<tr>
<td>Herman Locklear</td>
<td>Director, CTE</td>
</tr>
<tr>
<td>Andrew Davis</td>
<td>Social Studies Supervisor</td>
</tr>
<tr>
<td>Jason Suggs</td>
<td>Principal, St. Pauls High</td>
</tr>
<tr>
<td>Karen Jacobs</td>
<td>EC Director</td>
</tr>
</tbody>
</table>

Professional Development Process

Our evaluation and professional development (PD) plans are aligned ultimately through interpretation of a teacher’s placement on the Summative Teacher Evaluation Matrix (see pg. 22-23 of Evaluation handbook). In this way PD needs are directly influenced by all the elements of the evaluation system. Our professional development cycle includes a teacher’s assessment of their PD needs and goals, finding appropriate PD opportunities to address those needs, application of the learning that occurred in the PD, interim review of PD’s effectiveness in meeting PD goal, and final review of PD outcomes. The cycle of PD mirrors the evaluation cycle.
1. **Self-Assessment**
At the beginning of each school year, teachers will revisit their Self-Assessment and reflect on their current practice. Teachers will identify areas on the rubric where they would like to target their professional growth.

2. **Goal Setting**
Educators will use the SMART Goal Process to set Student Learning Goals. They will also establish Professional Responsibility Goals and Professional Practice Goals when in “year two” of the evaluation cycle.

3. **Professional Development Plan**
Based on self-assessment, goals, and previous summative evaluation, educators will determine professional development needs and begin to devise a plan for the resources sought in order to meet learning needs and support needed from the administration and the district.

(See Support Materials)
- Access the PSRC resources when possible, as this resource is highly effective and widely available to all district educators. If this program does not meet individual needs, explore other available PD options.
  - Utilize allocated Professional Learning Community time and resources to assess student data and growth with colleagues. PLC time is considered incredibly valuable Professional Development.
- If you are in need of support with finding PD to support your goals, please work with your building administrators.
- When applicable, apply for PD support through the PDPC Professional Development Funding Request Form. As part of this application and funding, you will be asked to complete a reflection which can become an integral artifact in your growing portfolio and will be submitted to the PDPC.

Best practices of PD highly suggest educators continue to review, revise, redirect, and re-teach throughout the professional development lifecycle.

Update Professional Development log with activities and PDUs.

4. **Observations/Collection of Evidence**
Collect and evaluate student data and evidence that will continue to inform professional development decisions. Keep a hard copy portfolio of evidence. If in year two of the evaluation cycle, review observations from evaluator.
Professional Development Plan

Teachers are responsible for participating in and documenting professional development activities that align with individual Professional Goals, Student Learning Goals, and the Professional Learning Standards.

Professional Learning Standards:
Activities must fall within one of the seven “standards” in order to earn credit.

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

2. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

4. Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

5. Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve intended outcomes.

6. Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

7. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
CEU Requirements

Professional Development Units (CEUs):

Educators do not have to complete college coursework in order to earn CEU credit. Although coursework is completely acceptable, there are other options, as well. If an educator chooses to complete coursework, credit may be earned from a community college, college, or university so long as the course number is 100 or greater; in other words, either undergraduate or graduate level credit is acceptable.

Coursework counts as follows:

- One quarter of college credit = 20 CEUs
- One semester of college credit = 30 CEUs

For activities that are not college coursework, CEUs will be counted as one hour of “seat time” = one CEU.

As of 1/24/14, for license renewal, you need 25 hours per year since last renewal. For example, if you have a 3 year license, you need to have documentation of 3 years x 25 hours a year=75 CEUs.

You may not submit temporary education employment opportunities where your license is required as CEUs for renewal.

The Process

For the calendar year that your license begins or is renewed, you will want to document CEU hours. For example, if your license began on April 11, 2013, you can count anything between April 11, 2013 and April 11, 2014. Talk to your HR Director, for specific CEU requirements for your license.

- Create a folder (electronic or print) to keep your CEU Form and Artifacts. Fillable or printable CEU Documentation Forms are available on the PDPC Website.
- Review the Professional Learning Opportunities described above. CEU activities should align with your Professional Goals, Student Learning Goals, and/or areas of the Marshall rubric identified through observations.
- Make an action plan to continue to update your CEU activities and artifacts throughout the year. For example, in preparation for your Initial, Mid-Year, and Summative evaluation conferences, you may want to log the CEU’s that you have already completed. This will also help you align your Professional Development with your goals.
Potential PD Activities and Evidence

Professional Development for our district will utilize a variety of resources, determined, allocated and managed by the Professional Development Planning Committee. The list below provides a description of the PD options, the process for accessing, and resources for documentation.

**PD Calendar**
The Professional Development Calendar is a mechanism for announcing PD options. It is intended to be a dynamic and informative resource, outlining the available PD resources for the current school year. This will include announcements and resources sent to the committee by educators within the district, and other online webinars and seminars. We will do our best to include every PD Opportunity that is brought to our attention. This resource will be available through the PD page on the district website.

**PSRC Professional Development Opportunities**
The professional development activities which educators may undertake in fulfillment of their goals and renewal of licensure include a variety of both “traditional” and “job-embedded” activities.

Workshops, seminars, courses, institutes, and other similar activities are often referred to as “traditional” because until recent years, these were the primary recognized modes for professional development. These activities continue to be relevant and useful modes of learning for educators today particularly when the learning need is one of increasing awareness or building knowledge.

At the heart of “job-embedded” professional development is the concept of educators as reflective practitioners who, through review and thoughtful contemplation on their daily experiences, learn ways to improve and refine their practice. Job-embedded activities provide opportunities for educators singly, or in groups, to engage in deliberate reflection and the focused refinement of their professional practice. There are many different types of job-embedded professional development. A list of examples and definitions of job-embedded activities is provided below. This is not a comprehensive list, but provides a foundation from which to start for individualized professional learning.

In developing their professional development plans educators should select professional development activities which are appropriate to their goals and matched to their learning needs. Most traditional professional development activities are appropriate and helpful means for creating awareness and increasing knowledge. Job-embedded professional development activities assist teachers in translating new learning into classroom practice and in refining their practice over time.

Public Schools of Robeson County Professional Development Toolkit - 2018-19
PSRC

**Traditional Activities**

Courses  
Seminars  
Institutes  
Workshop  
Conferences  

*Potential Evidence: Syllabus, papers, projects, transcripts, handouts and other materials, certificate of attendance*

**Job-embedded Activities**

**Action Research**

Examining one’s own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting. (See further explanation of action research on page 34.)  
*Possible Evidence: Research plan, data collected, analysis and interpretation of results*

**Case Discussions**

Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue. This context can also be used to discuss a case study of a particular student. In this instance, the student’s teacher would present the “case” and engage the group in discussion to determine ways to help the student.  
*Possible Evidence: Videos or description of cases, attendance lists, discussion notes*

**Classroom Observation Process**

Engaging in conversations about teaching and learning based upon one or more classroom observations. The process includes a planning conference, observation (data collection), and reflecting conference.  
*Possible Evidence: Dates on which the process occurred, meeting notes, observation forms*

**Creating a “Product”**

Developing some kind of “product.” Products could be something for the classroom, school, or district. Examples of products could include: instructional units, new classroom management approach, handbooks, lab manual, etc.  
*Possible Evidence: The “product,” a log of activities and time, sources of information used*

**Committee Work**

District, Regional, or State Professional Committee Work Possible Evidence: Agenda, meeting minutes/notes, reflection, sign-in sheets, etc.
Coordinating Community Resources
Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.
Possible Evidence: Photos, flyers, voice memos, business cards, agendas, meeting notes, minutes, etc.

Curriculum Development, Implementation, Adaptation
Developing new curriculum, creating new instructional units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students and alignment to Core Standards.
Possible Evidence: Curriculum documents, lesson plans, log of activities and time

Examining Student Work and Student Thinking, Scoring Assessments
Carefully examining students’ work and products to understand students’ thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials.
Possible Evidence: Copies of the student work which was examined, meeting dates, discussion notes

Independent Study
Engaging in study of a specific topic of interest either on ones own or as part of a formal university or college degree program.
Possible Evidence: Description of the study, log of activities, paper, projects, reflections

Mentoring
Serving as a formal mentor for another educator or participating as that recipient of formal mentoring by another educator. Formal New Teacher mentoring occurs in the first two years of a teacher’s career and includes a minimum of 90 hours of contact time between the mentor and mentee.
Possible Evidence: Log of activities, discussion notes, observation forms, lesson planning forms

Parent Informational Meetings
Planning, facilitating, and/or attending parent informational and curriculum nights.
Possible Evidence: Photos, flyers, voice memos, curriculum, lesson-plans, agendas, meeting notes, minutes, etc.

Partnerships
Educators working in collaborative partnership with a business, industry, university or college with a focus on improving the educators’ knowledge of content, instructional methods, and understanding of “real world” applications of curriculum content and skills.
Possible Evidence: Photos, flyers, voice memos, business cards, agendas, meeting notes, minutes, etc.
Peer Observations
Peer observation is a collaborative tool for Professional Development to help improve teaching practices and student performance. Peer Observation is most effective when the observation is combined with discussion/collaboration/reflection. This is not a process of evaluation of the teacher BEING observed, however is intended to help teachers utilize the tools available to them by collecting information and ideas from observing peers.

*Possible Evidence: Observation notes, agenda, reflection, sub-plans, lesson-plans, photographs, follow-up conversation notes, etc.*

Presenting
Creating and/or presenting learning experiences for other educators.

*Possible Evidence: Description of the professional development, copies of materials, dates of presentations, lists of participants, video or audio recordings of presentations*

Professional Learning Community
A structured, collaborative, collegial approach to examining student work to improve instruction. Structure derives from the use of a discussion protocol and often the leadership of a group facilitator. PLC Time can be used for and is not limited to:

*Collecting Student Data (as it applies to your goals)*
*Evaluating Student Data (as is pertains to your goal)*
*Action Research analysis and discussion*
*Collaboration to improve student outcomes*

*Possible Evidence: Meeting dates, attendance list, discussion notes*

Professional Networks
Educators linking with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods in order to provide support and to identify and address shared problems.

*Possible Evidence: Names of participants, log of contacts, notes*

Supervision of Student Teachers and/or Education Students
Performing as a cooperating teacher for pre-service teachers or opening classroom to education students for observations or practicum

*Possible evidence: Meeting notes, reflections, lesson-plans, photographs, organization/employer documentation, agendas, etc*
Evidence of Professional Learning

In its optimum form, developing a body of evidence should be a natural, integrated part of the educators’ work and learning process rather than an excessive added demand. The pieces of evidence to be collected should be those which are natural to the professional development activities thus requiring that the educators “collect” rather than “create” evidence. Educators need to include evidence of their activities, but more particularly, evidence of their own learning and the impact of their activities on students’ learning. Sometimes, brief written explanations accompany each evidence piece in the collection. A written summary reflection, as described above, provides an explanation and interpretation of the composite evidence collection. Optional reflection templates are available in the “Support Materials” section of the Toolkit.

Sample Evidence of Educator’s Learning

- Written reflection on learning and what will result from this learning
- Oral reflection/explanation with a supervisor, colleague, mentor, or consultant
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the lesson, formal observation by a supervisor, colleague, mentor, or consultant, etc.
- Samples of students’ work
- Projects, papers, etc. from courses and seminars

Sample Evidence used to Examine Impact on Students’ Learning

- Results of standardized assessments
- Results of classroom assessments
- Examples of students’ projects, papers, daily work
- Student portfolios
- Video tapes of students’ presentations or activities
- Skill inventories or checklists
- Anecdotal notes
Process for Accessing Professional Development Funding

1. If professional development requests will require funding, fill out the Professional Development Funding Request Form, located in the Form Bank on the PD Webpage accessed through the ASD website and in the “Support Materials” portion of this toolkit. Submit application to principal for approval and principal will then forward signed document to PDPC, copying the teacher in the email.

2. Principals will submit the request electronically to pdpc@Public Schools of Robeson County.k12.nr.us within the required timeline. The subject line of the email should read “Grant Funding Request.”

3. PDPC will send an email verifying receipt of application.

4. At pre-determined monthly meetings, the PDPC will review and respond to requests for funding. PDPC reserves the right to deny requests or ask for additional clarification. If your request is denied or requires additional clarification, you will be asked to appeal or adjust your request. The PDPC Review Process includes a panel of PDPC Committee members sharing the responsibility of this decision making process.

5. Complete follow-up reflection and include as evidence in your portfolio. Provide the PDPC with a copy of reflection.

6. Follow through on plan to share learning with fellow educators and integrate new learning into sustained practice.
**PD Terms Glossary**

**PDPC:** Professional Development Planning Committee. Unique to Public Schools of Robeson County, this committee has been designed to oversee district professional development. Made up of representatives from the administration and teaching staff, this committee has the best interests of our teachers and students in mind, and was agreed upon in bargaining.

**PLC:** Professional Learning Community. "An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." - definition from Learning By Doing, Second Edition. PLCs are a valuable PD opportunity.

**Peer Observation:** Peer observation is a collaborative tool for Professional Development to help improve teaching practices and student performance. Peer Observation is most effective when the observation is combined with discussion/collaboration/reflection. This is not a process of evaluation of the teacher BEING observed, however is intended to help teachers utilize the tools available to them by collecting information and ideas from observing peers.
Support Materials
Professional Development Funding Request Form

About You
Name, building, position, years experience

Write a brief summary of the PD opportunity you are seeking.

Professional development must be tied to teacher evaluation. Which of your student learning or professional goals will be addressed in this PD opportunity and how does it align with your goal(s)?

Student Learning or Professional Goal(s):

How PD activity aligns with above goal(s):

Best practices for professional development and growth involve collaboration and the sharing of knowledge.

How do you plan to share your learning with colleagues?
Technical Information

Name of PD Opportunity:
When will the PD happen?
What is the total cost associated with this PD activity?
Amount requesting?
Date funds needed, if different from date of PD?
Is a substitute required? If so, how many days?
Have you received PD funds from the PDPC before? If so, when?

Teacher:
I understand that accepting PD funding requires my completion of Professional Development Reflection Form and sharing of opportunity.

______________________________________________________________________

Teacher signature and date

Building Principal:
This request aligns with the teacher’s professional goals, student learning goals, or is aligned with needs identified on the Marshall rubric.
☐ Addresses focus area of school improvement efforts

______________________________________________________________________

Principal signature and date

PDPC Approval
Date received Date reviewed
☐ yes ☐ no
If denied, provide an explanation.

If denied, provide an explanation.
Professional Development Reflection  
*(Required if funding was received from PDPC)*

Name  
Building  
Assignment  
Name of PD opportunity  
Date of PD opportunity

Provide a brief response to each of the following questions:

1.) How do you see yourself applying this learning experience to your own practice?  

2.) How will you share the information you learned?  

3.) What are your next steps in this process?  

4.) Would you recommend this PD resource to a colleague? Why or why not?
## Professional Development Plan

### Focus of Professional Growth Goals

<table>
<thead>
<tr>
<th>Desired Results</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>For my students</td>
<td>Of student results</td>
</tr>
<tr>
<td>For myself</td>
<td>Of personal results</td>
</tr>
</tbody>
</table>

### Learning Plan

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Evidence of Activities</th>
<th>CEU hours acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Professional Learning Reflection

Professional Learning Activity

What did I learn?

Now, what will I do? (Implications for my teaching)
APPLICATION FOR PRIOR APPROVAL OF ACTIVITY

This form is to be used to secure prior approval of local courses and workshops that will not carry official college credit from a senior college or university. Credit earned in approved courses and workshops can be used toward renewal of the North Carolina teaching certificate subject to prior approval of employing superintendent in North Carolina.

**This form must be submitted to the Staff Development Coordinator at least two weeks prior to the activity.**

Name of Person Submitting Request: ____________________________ Date: __________
School/Department: ____________________________ School Code: __________
NC Star Comprehensive Improvement Plan Indicator: ____________________________

Circle Only One: Content, Digital Literacy; General; Literacy; Leadership; Media; Pre –K; Reading; Technology; Writing

Title of Workshop: __________________________________________
Date(s): ____________________________ Time(s): ____________________________ Place: ____________________________

Total No. of Clock Hours: ____________ No. of Units of Credit Requested: ____________

Sponsor(s): __________________________________________
Minimum # of Participants: _______ Maximum # of Participants _______ Target Audience: ____________________________ Grade(s) ____________

Brief Description: __________________________________________

Type of evaluation of each teacher’s performance that will be used as basis for granting credit: __________________________________________

Names of consultants, resource persons or presenters: ____________________________

Plans for follow-up/monitoring participants’ growth: ____________________________

List estimated cost below: If this is a school level activity, the principal must sign indicating approval of the expenditure from the school budget

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Amount Requested</th>
<th>Source of Funds</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>____________</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>Substitutes</td>
<td>____________</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>* Stipends</td>
<td>____________</td>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

Other

(*All stipends are to be submitted on a Staff Development Stipend Roster and a copy of this prior approval must be attached.)

_____ School level sponsorship (if yes principal’s signature below) _____Approved _____Disapproved

Principal’s Signature __________________________________ Date ____________

_____ District Level Sponsorship _____Approved _____Disapproved

Supervisor’s/Principal’s Signature __________________________________ Date ____________ Type of Funds Used (Check)

____ State

Staff Development Coordinator __________________________ Date ____________ __ Other (Identify)

Superintendent’s Designee __________________________ Date ____________
CIRCLE OR WRITE IN FUNDING SOURCE COVERING THE EXPENSE FOR THIS CONFERENCE

STATE TITLE I TITLE II OTHER

Forward completed form to the Staff Development Office Eight (8) weeks prior to the event

TO BE COMPLETED BY EMPLOYEE: SPECIFY THE GOAL THIS TRAINING ALIGNS WITH

NC Star Comprehensive Improvement Plan Indicator: ____________________________________________

Pre-K-8: ___, Reading: ___, Technology: ___, Writing: ___

Name: __________________________ Email: __________________________
Address: ____________________________________________________________________________

P. O. Box/Street        City          State          Zip

School: ____________________________________________________________________________
Certification: __________________________ Grade: _______  Classified: ______________

Name of activity: __________________________ Location: __________________________

Dates of the Activity: Beginning Date: __________________________ Ending Date: ______________

*THIS FORM MUST BE RECEIVED AT CENTRAL OFFICE EIGHT (8) WEEKS PRIOR TO THE ACTIVITY.

Contact Hours: __________ Do you plan to request renewal credit? __________ (The individual is responsible for submitting the proper documentation or certificate from the sponsor to the Staff Development Coordinator.)

Name of Primary Instructor or Conference Organizer: __________________________________________

Are you requesting reimbursement? ______ If so, indicate amounts:

<table>
<thead>
<tr>
<th>Select rate of Substitute</th>
<th>Expenses you expect to be reimbursed (Estimate)</th>
<th>Amount Approved</th>
<th>FOR OFFICE USE ONLY</th>
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<tbody>
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</tr>
<tr>
<td>Non-Cert</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Cert.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea. Asst.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

TOTAL:

Signature of Employee: __________________________ Date: __________ Social Security Number: __________

Status Code: A=Approved  B=Approved with no reimbursement  C=Approved with noted Revisions  D=Disapproved

Principal: __________________________ Date: __________ CODE: __________

Staff Development Coordinator: __________________________ Date: __________ CODE: __________

Program Supervisor: __________________________ Date: __________ CODE: __________

Assistant Superintendent (Evaluator): __________________________ Date: __________ CODE: __________

Superintendent: __________________________ Date: __________ CODE: __________

For Reimbursement and Renewal Credits: The reverse side of Form A and Form B must be completed and returned to the Program Supervisor within 10 days after the activity.

**MEALS ALLOWED ONLY IF OVERNIGHT STAY IS REQUIRED.**
For reimbursement this form must be received at central office within 10 days after the activity.

Request for reimbursement of travel and other expenses incurred in the discharge of official duty

Instructions: Prepare one copy (in ink). Attach receipts for registration and hotel.

Date: Social Security #: FOR OFFICE USE ONLY
Vendor #: 
Pay Code:

School/Department: Payee’s Name: Title/Subject Area: Payee’s Address:

Period covered by this voucher (MUST FILL OUT)
From Date Time To Date Time

This is a true and accurate statement of expenses incurred expenses incurred in the service of the state.

I certify that the expenses incurred are necessary and proper and amounts claimed are just and reasonable.

Payee’s Signature Date Principal/Program Supervisor Date

<table>
<thead>
<tr>
<th>Travel (Show Each City Visited)</th>
<th>Transportation</th>
<th>Subsistence</th>
<th>Other Exp.</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day From To</td>
<td>(1) Mode</td>
<td>(2) Type</td>
<td>(3) Daily Totals</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>Private Car Mileage Daily</td>
<td>Amount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>B</td>
<td>Breakfast - $8.40</td>
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Mode of travel (1) Type of subsistence (2) In-state: Out-of State: To Qualify for Meals

P-Private Car (0.545) B-Breakfast Breakfast - $8.40 Breakfast - $8.40 must leave by 6:00 a.m. on day of departure
A-Air L-Lunch Lunch - $11.00 Lunch - $11.00 must leave by 10:00 a.m. on same day
S-Staff D-Dinner Dinner - $18.90 Dinner - $21.60 must return after 8:00 p.m. on day of return
R-Rental H-Hotel Hotel - $71.20 Hotel - $84.10
RETURN TO STAFF DEVELOPMENT DIRECTOR

NOTE: These funds are not advanced. Funds are for full-time employees working directly with students, and who are working toward certification in education. Principal/Supervisor must sign this form.
(Complete forms prior to taking classes to encumber funds. If not prior approved request may be denied.)

Name ____________________________ Social Security Number (last 4) __________
School Assignment __________________ Current Position ______________________
Course ___________________________ Pursuing Certification in ________________
Term Beginning Date ________________ Term Ending Date ________________
College/Institute ____________________ Email _____________________________

__________________________________________ Date ________________________
Applicant’s Signature

Status Code:  A = Approved  B = Approved If Funds Are Available  C = No Funds Are Available

__________________________________________ Date ________________________  Code _________
Principal/Supervisor

__________________________________________ Date ________________________  Code _________
Superintendent’s Designee

__________________________________________ Date ________________________  Code _________
Staff Development Coordinator

REQUEST FOR TUITION REIMBURSEMENT

After completing the course submit this form to Central Office with (1) one RECEIPT (1) one COPY of Official/Final grade. (Must pass the course with a Grade C or above). Please note each applicant is limited to $900.00 per year.

Social Security Number: ____________________________
Name: __________________________________________
Mailing Address: _________________________________
Amount Requested: ______________________________

__________________________________________ Date ________________________
Applicant’s Signature

TO BE COMPLETED BY CENTRAL OFFICE

Amount Approved ____________________________  Budget Code  35110103352

__________________________________________ Date ________________________
Staff Development Coordinator

(Submit forms immediately after coursework is complete for processing)
RETURN TO STAFF DEVELOPMENT DIRECTOR

NOTE: These funds are not advanced. Funds are for full-time employees working directly with students, and who are working toward certification in education. Principal/Supervisor must sign this form. (Complete forms prior to taking classes to encumber funds. If not prior approved request may be denied)

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Applicant’s Signature ____________________________ Date ______________

Status Code:  A = Approved  B = Approved If Funds Are Available  C = No Funds Are Available

Principal/Supervisor ____________________________ Date ______________ Code ____________

Superintendent’s Designee _______________________ Date ______________ Code ____________

Staff Development Coordinator __________________ Date ______________ Code ____________

REQUEST FOR TUITION REIMBURSEMENT

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Social Security Number: ________________________________

Name: ______________________________________________

Mailing Address: _____________________________________

Amount Requested: ___________________________________

Applicant’s Signature ____________________________ Date ______________

TO BE COMPLETED BY CENTRAL OFFICE

Amount Approved ________________ Budget Code 35110103352

Staff Development Coordinator __________________ Date ______________

(Submit forms immediately after coursework is complete for processing)
RETURN TO STAFF DEVELOPMENT DIRECTOR

NOTE: These funds are not advanced. Funds are for full-time employees working directly with students, and who are working toward certification in education. Principal/Supervisor must sign this form. (Complete forms prior to taking classes to encumber funds. If not prior approved request may be denied)

Name ________________________________ Social Security Number (last 4) _____________

School Assignment ______________________ Current Position _______________________

Course ________________________________ Pursuing Certification in ____________________

Term Beginning Date ____________________ Term Ending Date ________________________

College/Institute ________________________ Email _________________________________

Applicant’s Signature ____________________ Date _________________________________

Status Code:  A = Approved  B = Approved If Funds Are Available  C = No Funds Are Available

Principal/Supervisor ____________________ Date ___________ Code ____________

Superintendent’s Designee _______________ Date ___________ Code ____________

Staff Development Coordinator ___________ Date ___________ Code ____________

REQUEST FOR TUITION REIMBURSEMENT

After completing the course submit this form to Central Office with (1) one RECEIPT (1) one COPY of Official/Final grade. (Must pass the course with a Grade C or above). Please note each applicant is limited to $1000.00 per year.

Social Security Number: ________________________________

Name: ______________________________________________

Mailing Address: _____________________________________

Amount Requested: _________________________________

Applicant’s Signature ____________________ Date ________________

TO BE COMPLETED BY CENTRAL OFFICE

Amount Approved ___________________________ Budget Code 35110103352

Staff Development Coordinator ___________________________ Date ________________

(Submit forms immediately after coursework is complete for processing)