

*Criteria for Approval*

School Name \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Activity and Date(s) \_\_\_\_\_

Principal Signature \_\_\_\_\_

Instructions: To be eligible for Title II Part A funding, professional development activities must meet "high quality professional development" criteria defined by *No Child Left Behind* and the Missouri Department of Elementary and Secondary Education. Review the activity identified above and complete this checklist for that activity. Give the completed checklist and other required materials to your principal.

Note: For purposes of Title II Part A, one-day and short-term conferences or workshops are NOT considered to be high-quality professional development unless part of an ongoing plan of activities which meet the following criteria.

**Part I:** To be considered high quality professional development, the activity must meet **all seven** criteria.

- \_\_\_\_\_ actively engages teachers, over time;
- \_\_\_\_\_ is directly linked to improved student learning within the school's curriculum;
- \_\_\_\_\_ is directly linked to priorities identified in the school's improvement plans;
- \_\_\_\_\_ is consistent with and supports priorities in the school's professional development plan developed by teachers and administrators;

- \_\_\_\_\_ provides time and other resources for learning, practice, and follow-up;
- \_\_\_\_\_ is supported by school leadership; AND,
- \_\_\_\_\_ provides teachers with the opportunity to give the principal feedback on the effectiveness of participation in this professional development activity.

**Part II:** To be considered high-quality professional development, the activity must be **at least one** of the following types. Mark all that apply.

- \_\_\_\_\_ study groups
- \_\_\_\_\_ grade-level collaboration and work
- \_\_\_\_\_ cross grade-level collaboration and work
- \_\_\_\_\_ content-area collaboration and work

- \_\_\_\_\_ specialization-area collaboration and work
- \_\_\_\_\_ action research and sharing of findings
- \_\_\_\_\_ modeling
- \_\_\_\_\_ peer coaching

**Part III:** To be considered high-quality professional development, the activity must address **at least one** of the following topics (mark all that apply):

- \_\_\_\_\_ content knowledge related to standards and classroom instruction
  - \_\_\_\_\_ English, reading, language arts
  - \_\_\_\_\_ mathematics or science
  - \_\_\_\_\_ foreign languages
  - \_\_\_\_\_ civics, government, or economics
  - \_\_\_\_\_ history or geography
  - \_\_\_\_\_ arts
- \_\_\_\_\_ 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 improve language and academic skills for students with limited English proficiency
- \_\_\_\_\_ methods of teaching children with special needs

- \_\_\_\_\_ identifying children's needs and providing early and appropriate interventions
- \_\_\_\_\_ teaching students with different needs and talents
- \_\_\_\_\_ use of data and assessments to inform classroom practice and student learning
- \_\_\_\_\_ instruction in linking secondary and post-secondary education
- \_\_\_\_\_ involving parents in improving the learning of all students
- \_\_\_\_\_ strategies for integrating technology into curriculum and instruction
- \_\_\_\_\_ instructional leadership development and management training for teachers
- \_\_\_\_\_ mentoring and/or coaching other teachers or administrators
- \_\_\_\_\_ leadership development and management training to improve the quality of principals
- \_\_\_\_\_ closing the performance gap for diverse groups of students