



## The Clarice Smith National Teacher Institutes Tips for Funding Your Professional Development\*

### Identify Local Funding Sources

- Research which administrators, curriculum heads, professional development coordinators, or grant coordinators in your school or district may have access to discretionary professional development funds. Once you find out who that is, alert the person(s) of your interest in attending the Institutes and costs involved.
- Request funding from your local educational foundation, local businesses, or parent/teacher organization. If you explain how the Institute will help teachers gain a better understanding of new teaching methods or curriculum applications, maybe potential funders in your school community will see the value in your participation

### Seek Other Funding Options

- Apply for a scholarship offered by the Clarice Smith National Teacher Institute
- Did your state or district win a Race to the Top (RTTT) or an Investing in Innovation (i3) competitive grant? If so, there could be funds allotted from those grants for teacher training and professional development (recruiting and retaining highly qualified teachers were critical criteria for obtaining those grants).
- Check for any remaining funds that may have been awarded to your district from the American Recovery and Reinvestment Act (ARRA) of 2009. Many states and districts receiving these funds have not used up all allocated amounts.
- Under the Elementary and Secondary Education Act (ESEA) Title II, Part A provides funds specifically for teacher (and principal) training and recruitment. And for schools that qualify for Title I funding sources, there are specific provisions for teacher preparation and training (and for comprehensive school reform) that qualify these funds for professional development.

### Make Your Case

- Provide your administrators with information about the Institute to help "make your case" to attend. Direct them to the website for a program description and schedule so they can see the range of high-quality professional development content. Encourage them to contact Institute staff if they have specific questions.
- Write and submit a statement that articulates your professional goals and describes how your attendance at the Institute aligns with the mission of your school or district.
- Prepare a budget and submit it with a letter requesting support to participate. *Please see sample letter provided on page 3.*
- Provide a proposal that outlines your plan to share what you learn with your colleagues on your return. Offer several of these options:
  - Post highlights of your experience on a wiki, blog, or social media site.

- Write and distribute a summary of key take-aways.
- Present and model learned teaching strategies during a staff meeting.
- Chair an interdisciplinary committee with colleagues who are also interested in incorporating American art into core subjects.
- Act as your school's liaison with the American Art Museum and its staff throughout the school year.
- Develop a peer professional development group in which you experiment with and coach each other on teaching techniques geared toward integrating art into the curriculum.

### **Follow Through on Your Commitment**

- On your return, promptly complete all steps in your funding proposal. This tactic allows others in your district to benefit from your attendance.

*\*Adapted from "Tips for Getting Financial Help for Annual Conference" ASCD, <http://www.ascd.org/>, and from "Make Your Case for Participating in the 2011 NAEA National Convention" NAEA, originally available at <http://www.arteducators.org>.*

[Sample Letter to Principal/Supervisor]

[Date]

[Your Name]

[Your Address]

[Principal's Name]

[School Address]

Dear [Principal's Name]:

I would like to attend The Clarice Smith National Teacher Institute, [July 9 – 13, 2012 or July 30 – August 3, 2012] in Washington, D.C. This five-day Institute offers qualified educators the unique opportunity to participate in intensive professional development sessions that directly benefit their teaching practice.

Throughout the week teachers accepted to the Institute gain expertise from museum educators, curators, and technology specialists through gallery talks, discussion groups, and hands-on activities. Participants learn to use American art in the classroom to nurture 21<sup>st</sup> Century Skills and higher-order thinking and make interdisciplinary connections among American art social studies and English/language arts. Document-based learning and visual literacy models fostering analysis, evidential reasoning, and synthesis, are explored through discussion, reading, and writing about art. Institute participants experiment with a range of technologies, including learning how to podcast. Throughout the week, teachers develop and share lesson ideas with peers, culminating in a final presentation. All participants engage in online professional development activities and assignments before, during, and after the Institute. Thirty-five seat hours are included, along with five hours of online coursework.

I will be provided with daily breakfast and lunch, as well as access to laptops, iPod Touches, and software applications during the Institute.

Please consider funding this training opportunity. I have also attached a detailed cost breakdown for the Institute, including the registration fee, travel expenses, and estimated daily expenses, for your review.

Thank you for supporting my request for professional development.

Sincerely,

[Your Name]