

January 15, 2021

Mrs. Toi O. Davis  
Principal  
University Park Elementary School  
4315 Underwood Street  
Hyattsville, MD 20782

Mr. Brayan Perez  
Bilingual Communications and Outreach Coordinator  
Department of Communications and Legislative Services  
City of Hyattsville  
4310 Gallatin Street  
Hyattsville, MD 20781

Dear Mr. Perez,

We are requesting \$309.19 to start a professional development library to assist teachers with teaching strategies for their students with special needs. We believe this fits nicely with the Hyattsville Education Enrichment Grant Program because the professional development library will specifically benefit the underserved population of students with disabilities.

With this grant, we will begin to build a professional library with research and evidence-based materials for teachers to use with students with disabilities. There is a plethora of research indicating that professional development for teachers is essential to grow their professional capacity to reach all students. At University Park Elementary, approximately 13% of our enrollment receives some services from our special education department. This grant will provide a start to what we hope will be a diverse set of resources our teachers can reference when working with students with disabilities.

Should you have any questions about the enclosed request, please do not hesitate to contact me on (301) 985-1898 or via email on [toi.davis@pgcps.org](mailto:toi.davis@pgcps.org).

Sincerely,

Toi O. Davis  
Principal  
University Park Elementary School

## **I. Proposal Summary**

With the assistance of this grant, University Park Elementary School will begin to build a professional library with research and evidence-based materials for teachers to use with students with disabilities. This grant will provide a start to what we hope will be a diverse set of resources our teachers can reference when working with students with disabilities.

## **II. Background**

At University Park Elementary, approximately 13% of our enrollment receives at least some services from our special education department. Some students are dually identified as students for whom English is a second language and a smaller minority are dually identified as twice exceptional (both a student with a disability and considered talented and gifted). Disabilities found at University Park Elementary include Autism, emotional disabilities, specific learning disabilities, other health impairment, and intellectual disabilities, among others. Most students with disabilities receive special education services both inside and outside the general education setting. In all cases, students with disabilities at University Park Elementary spend the vast majority of their school day in general education classes with their non-disabled peers.

University Park Elementary School has on staff four full-time special education teachers, three full-time special education paraprofessionals, and a number of part-time dedicated assistants and related services providers (speech/language pathologist, occupational therapist, school psychologist, etc.). Nearly all of the general education teachers currently working at University Park Elementary are not certified as special education instructors through the state of Maryland. This leaves a significant gap in knowledge and training when working with students with disabilities.

There is a substantial body of research that professional development increases the likelihood of positive outcomes for teachers and students. Suk Yoon, Duncan, Lee, Scarloss, and Shapley (2007) found a number of studies showing that, "Professional development for teachers is a key mechanism for improving classroom instruction and student achievement (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996)." While professional organizations and the school system provides opportunities for professional development and growth, it is also a professional responsibility of teachers to expand their professional capacities to better serve their students.

While advocating for schools to develop a professional development library (PDL), Nace (2013) notes, "One benefit of a well-stocked PDL is that it can empower your staff members to become independent learners. Independent learning is the end goal for students, but somehow, educational leaders often forget that the same goal should hold true for staff members." Independent learning through a well-stocked PDL can help close the gap in teacher training that exists in working with students with disabilities.

### III. Budget Plan

The professional development library will be housed in the professional development section of University Park Elementary School's media center. The following titles were selected for their potential to increase the professional capacity of teachers working with students with disabilities in the general education setting. Books will be ordered during the month of March, 2021.

<b>Title (Author[s])</b>	<b>Cost</b>
<i>Far From the Tree</i> (Andrew Solomon)	\$14.39
<i>Lost at School: Why Our Kids With Behavioral Challenges are Falling Through the Cracks and How to Help Them</i> (Ross W. Greene)	\$15.65
<i>The Differentiated Classroom: Responding to the Needs of All Learners, 2<sup>nd</sup> Edition</i> (Carol Ann Tomlinson)	\$30.95
<i>Differential and the Brain: How Neuroscience Supports the Learner-Friendly Classroom</i> (David A. Sousa & Carol Ann Tomlinson)	\$12.00
<i>Scattered: How Attention Deficit Disorder Originates and What You Can Do About It</i> (Gabor Mate)	\$15.43
<i>Delivered from Distraction: Getting the Most out of Life with Attention Deficit Disorder</i> (Edward Hallowell & John J. Ratey)	\$15.50
<i>The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain</i> (Brock L. Eide & Fernet F. Eide)	\$17.99
<i>Overcoming Dyslexia: Second Edition, Completely Revised and Updated</i> (Sally Shaywitz)	\$15.29
<i>Pre-Referral Intervention Manual, Fourth Edition</i> (Stephen B. McCarney & Kathy Cummins Wunderlich; Samm N. House, Ed.)	\$75.00
<i>Developing Vocabulary. And Oral Language in Young Children</i> (Rebecca D. Silverman & Anna M. Hartranft)	\$27.00
<i>Skills Training for Children with Behavior Problems, Revised Edition: A Parent and Practitioner Guidebook</i> (Michael L. Bloomquist)	\$49.99
<i>Multiple Intelligences in the Classroom, 3<sup>rd</sup> Edition</i> (Thomas Armstrong)	\$20.00
<b>TOTAL</b>	<b>\$309.19</b>