

COMPENSATION AND BENEFITS
TRAVEL

DEE
(EXHIBIT C)

Form 103

OUT OF STATE
EMPLOYEE TRAVEL APPROVAL FORM

Campus Permian HS Current Assignment Teacher

Employee travel may be approved based on the instructional benefits for the students and the District. Out-of-state travel must be submitted to the Assistant Superintendent or Executive Director over the campus or Department. The Assistant Superintendent or Executive Director will review the request and notify the principal. Approval must be granted before an employee registers or makes reservations for a conference.

Name: Ramon Rivera

Campus: Permian H.S. Current Assignment: Teacher

Name of trip/conference and organizer (i.e., TEPSA, TASA, TAGT, etc.) ef tours.com // Spain trip
by Ramon Rivera (sponsor) organized by ef tours

Date of trip/conference: 06/11/12 - 06/21/12 Location: Spain

Funding source: Budget (school department)
 Activity Fund
 Personal
 Outside Agency

Instructional days out of the classroom: 0 (day/s this trip) (day/s this year)
Substitute required? Yes No

① How does this trip relate to the TEKS and/or benefit instruction? TEKS 1ABL2AB 3AB4ABL5AB
Please explain, including the educational objective: See attached form
The student participates in communities at home and around the world by using languages other than English

② How does this trip relate to and benefit the Campus Improvement Plan? SE4.4, SE4.2
Please explain, including the educational objective: See attached form
Increase in Dual Credit / AP Courses. This is achieved by interest in FL courses. Students that travel will bring back excitement that in turn will motivate more students to take the language

③ How does this trip relate to and benefit the District Improvement Plan? It serves the mission statement
Please explain, including the educational objective? see attached
The mission of the ECISD community, a passionate, unified, world class leader in education, is to develop world ready, life long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive communities support and participation that fosters a standard of excellence; serving as an advocate and steward for all students, see more on attachment

How will the information learned be shared within the District?
 Certifies applicant to train others in the District Report to principals
 Report to departments/others on campus Report to the Board, Superintendent's Leadership Council, or Instructional Collaborative Team

Does this trip relate to making a presentation representing the District? Yes No
Who initiated the request? The organization or conference The District TEA myself
(Please attach the notification of acceptance)

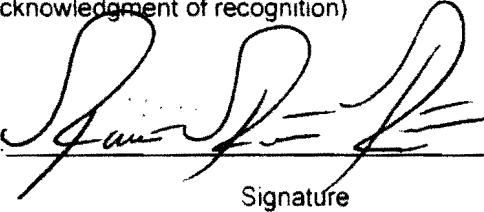
Ector County ISD
068901

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Does this trip relate to an award or recognition for the District? Yes No
Who initiated the recognition? Local State National
(Please attach the acknowledgment of recognition)

Employee signature: _____


Signature

09/08/09
Date

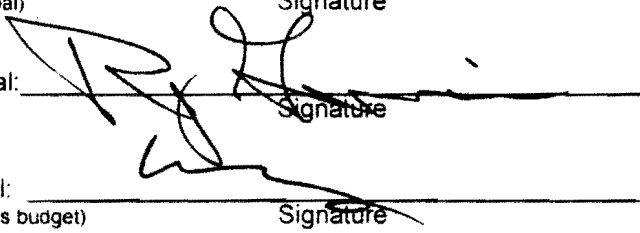
CIT approval: _____

(if required by Principal)

Signature

_____ Date

Principal approval: _____


Signature

9/8/11
Date

Director approval: _____

(if outside the campus budget)

Signature

_____ Date

10/11/11
Date

Assistant Superintendent or Executive Director
approval: _____

Signature

_____ Date

All directors must approve travel financed with categorical funds.

STUDENT ACTIVITIES:
TRAVEL

EXTRA-CURRICULAR
STUDENT TRAVEL APPROVAL FORM

Student travel must be approved based on the direct benefits for the students. The trip must have approval of Superintendent or designee before any travel arrangements and reservations are made or students and parents become involved with any facet of the trip. Out-of-state travel must have Board approval.

Name of Group: Foreign Language Department Campus: Permian H.S.
Date of trip: 06/11/12 - 06/21/12 Grade levels involved: 10-12 Number of students: 20-30
Number of instructional days: 0 Location: Spain
(Please attach an itinerary)

Funding source: District Budget Campus Budget Department Budget Activity fund Personal

Instructional days out of the classroom: The sponsors/coaches/directors have checked the accrued number of days for each participant? Yes No no ~~outside~~ classroom days

Trip function: Cocurricular Extracurricular Competition Non-athletic

Trip profile: In-state Out-of-state Overseas Tour Field trip Invitational
 Annual Biennial Post-district Competition associated with a tour or attraction

Transportation mode: School bus School suburban Charter bus plane

① How does the trip relate to and benefit the Campus Improvement Plan, District Improvement Plan and/or the TEKS?
See attached... TEKS 5AB The student participates in communities at home and around the world by using languages other than English.
Does the trip require fund-raisers? Yes No

Are deadlines established to guide the sponsors/directors if the trip has to be canceled due to lack of funding?
 Yes No

How many sponsors will accompany the students? 5
What is the ratio of sponsors to students? Sponsors 1 / Students 6 (gender appropriate)

Student orientation - Date: 09/06/11 Time: 7:30 Location: F-2
Parent orientation - Date: 09/07/11 Time: 4:30 Location: F-2
Sponsor orientation - Date: 09/10/12 Time: 4:30 Location: F-2
Sponsor criminal background check - Date: _____

Will any kind of insurance be required? Yes No
Will room and baggage searches be required? Yes No

Medical and travel releases will be required.

Coach/Sponsor: _____ (Signature) _____ (Date) 09/08/11

Principal approval: _____ (Signature) _____ (Date) 9/8/11
(District Sanctioned Competition)
(K-8 Field Trips/Excursions)

Superintendent or designee Approval: _____ (Signature) _____ (Date) 10/11/11

Board approval: _____ (Signature) _____ (Date)
(Out-of-state)

Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)

(1) COMMUNICATION

The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

- (A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
- (B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
- (C) present information using familiar words, phrases, and sentences to listeners and readers.

(2) CULTURES

The student gains knowledge and understanding of other cultures.

The student is expected to:

- (A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
- (B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) CONNECTIONS

The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

- (A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and
- (B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

(4) COMPARISONS

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to:

- (A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.
- (B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
- (C) demonstrate an understanding of the influence of one language and culture on another.

(5) COMMUNITIES

The student participates in communities at home and around the world by using languages other than English.

The student is expected to:

- (A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
- (B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

This page describes expectations for a novice-level learner. Performance expectations at the intermediate and advanced levels for each of the Knowledge and Skills areas are found on the back of this sheet.

1. TEKS:

This trip promotes Foreign Language skills outside the classroom setting. It targets all the TEKS for Languages other than English with the main one being 5AB which states: The student participates in communities at home and around the world by using languages other than English. Other targets are 1ABC Communication, 3ABCConnections, 2AB Cultures, and 4ABC Comparisons. A copy of the TEKS is attached. This trip offers 1 college credit for participants interested at no extra cost.

Other benefits:

-Students that travel have better critical thinking skills and will gain global awareness and confidence in their social skills.

-Majority of students that travels go on to earn a BA or higher and 80% maintain a GPA average above 3.0.

-More than 80% surveyed group report better communicators as a result of international travel experience.

-About 2/3 are more motivated to learn and become more fluent in other languages.

-Nearly 90% continued to study a foreign language in college.

Data gained from www.eftours.com

2. CIP:

SE4.2 ECISD Students will expand the opportunity to prepare for and take college readiness exams. Students that travel increase problem solving skills which will help them when taking exams.

SE4.4 Increase in Dual Credit/AP Courses. Travel abroad will increase the probabilities of students enrolling on Foreign Languages at an AP level. **THIS TRIP OFFEERS 1HR COLLEGE CREDIT THROUGH Eastern Washington University's Eisenhower Center at no extra cost. There is coursework involved for those interested.**

3. District Improvement Plan:

Belief #6. Education creates opportunity and opportunity creates a better world. I think this is a great opportunity for the students.

By traveling, students see the world at work, which in turn makes them global citizens. Students may break down barriers and stereotypes that will enable them to be more prosperous.

THE MISSION: The mission of the ECISD Community, a passionate, unified, **world class leader in education**, is to develop **world ready, life-long learners** who

discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence; serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and **maximizing all available resources**.

This is a great resource to educate in context. It is an opportunity for students to practice what has been learned in many areas, especially in FL. This is a great way to implement Objective 2 which states: All students will understand and appreciate the value of learning. This also applies to Strategy 1: We will ensure experiences that are engaging, challenging, and meaningful. Students that travel will bring back a positive energy back to school and will begin an interest and excitement on other students to take FL AP courses. Students will see historical sites which will bring its context alive. We will visit art museums, visit castles, learn history, handle money conversions, and hit many other subject areas. In short, students will be improving TAKS scores by traveling to Spain.

As a teacher, this trip will expand my knowledge, achieving more of the global perspective and experience. This applies to all the sponsors as well.

Thank You in advance.

Ramon Rivera