

ESEA/NCLB Title II, Part A

Professional Development Program Plan Federal Requirements and Guidance

(Excerpted from: NCLB Title II, Part A, NJDOE Reference Manual and
Trenton Board of Education (TBOE) Consolidated ESEA/NCLB Plan)

<http://www.state.nj.us/education/grants/nclb/programs/title2pa.htm>

I. PURPOSE

Effective professional development is a set of activities that produce a demonstrable and measurable effect on student academic achievement. Effective professional development works best when it is part of a system-wide effort to improve and integrate teacher quality at all stages—preparation, induction, support, and ongoing development. NCLB emphasizes that effective professional development must be grounded in scientifically based research [NCLB Section 9101(34)].

The overarching purposes of professional development programs under Title II, Part A are to:

- (1) Provide professional development activities to improve the knowledge and instructional skills in the core academic areas for teachers, principals, and where appropriate paraprofessionals;
and
- (2) Hold local education agencies and schools accountable for improvements in student academic achievement.

II. PROGRAM CRITERIA

High quality professional development programs under Title II-A must:

- Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Be an integral part of school wide and district wide educational improvement plans;
- Give teachers and principals knowledge and skills to help students meet challenging State academic standards;
- Be sustained, intensive and classroom focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research;
- Be developed utilizing school- and district-level stakeholder groups, i.e., school leadership team, with extensive participation of teachers, principals, parents, and administrators; and
- Be connected to an allowable, Title II-A activity specified in the Trenton Consolidated ESEA/NCLB program Plan.

III. SUPPLEMENT VS. SUPPLANT—ESEA SECTION 2123(5)(10)(b)

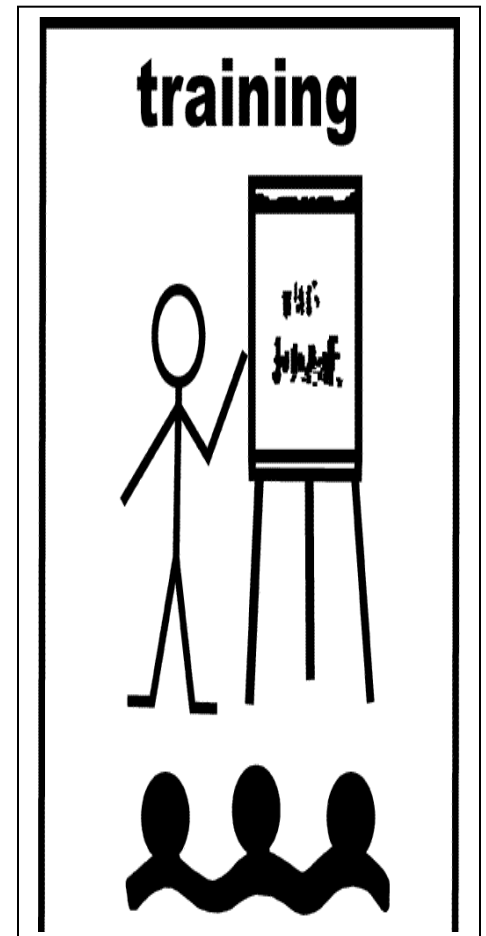
Title II-A funds are for teacher and/or principal professional development and cannot be used for student use or activities that the district would otherwise carry out in the absence of these funds. As a result the use (s) for Title II-A funds for the expenditures listed below supplant (s) state and local funds:

- Sole development of an evaluation system for teachers and/or principals;
- Pay for substitute teachers for nonpublic school teachers who attend PD;
- Food (NEVER breakfast); exception: when a keynote speaker is speaking during lunch; and
- State mandated programs such as mentoring or evaluation.

IV. ALLOWABLE USE OF FEDERAL FUNDS

The following core academic areas and topics/activities are “allowable uses” of funds budgeted under Trenton’s current annual Title II-A Plan:

- **Core Academic Areas:**
 - Language Arts literacy
 - Mathematics
 - Science
- **Professional Development Priorities**
 - Professional Learning Communities
 - Use of Teacher Evaluation Data to Improve Instruction
 - Tiered Interventions to Improve Academic Achievement
 - Addressing Students with Special Learning Needs
 - Effective Classroom Use of Technology
 - Early Intervention Strategies
 - Use of Student Data and Assessment to Improve Learning



V. TITLE II, PART A PROGRAM EVALUATION

Professional development (PD) program evaluation requires:

- Results of local needs assessment for PD with input from teachers;
- Explanation of the alignment of activities with challenging state academic content standards, state assessments, and the curricula and programs tied to those standards;
- Explanation of the alignment of activities with scientifically based research and how activities will have a substantial, measurable, and positive impact on student academic achievement;
- Description of how activities will be used to eliminate the achievement gap that separates the performance of low-income and minority students from other students;
- Description of how the district and each school will demonstrate an annual increase in the percentage of teachers who receive high-quality professional development (NCLB Section 2122); and include annual measurable objectives for the district and each school to increase the percentage of highly qualified teachers and paraprofessionals;
- Explanation of how the district stakeholder groups will collaborate in the activities to be undertaken; and
- Description outlining how the district and each school will schedule and provide training to enable teachers to:
 - a. Teach to the needs of students with different learning styles—particularly students with disabilities, students with special learning needs such as gifted and talented, and those with limited English proficiency;
 - b. Improve student behavior in the classroom;
 - c. Train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy;
 - d. Involve parents in their child’s education; and
 - e. Understand and use data and assessment to improve classroom practice and student learning.

VI. PROFESSIONAL STAFF POSITIONS

Professional staff salaries are allocated and funded under Title II-A according to Trenton District contractual agreement(s) and their position to support school- and district- level professional development activities including and related to plan development and implementation, coordination, scheduling, and evaluation/feedback reporting for professional development activities at school- and district-levels, including in-service, training and workshops, turnkey training, travel, consultant services, and etc. funded under Title II-A.

