

Dive into ESSA Professional Development Definition and Allowability of Funding Conferences

FY20 GCEL Conference



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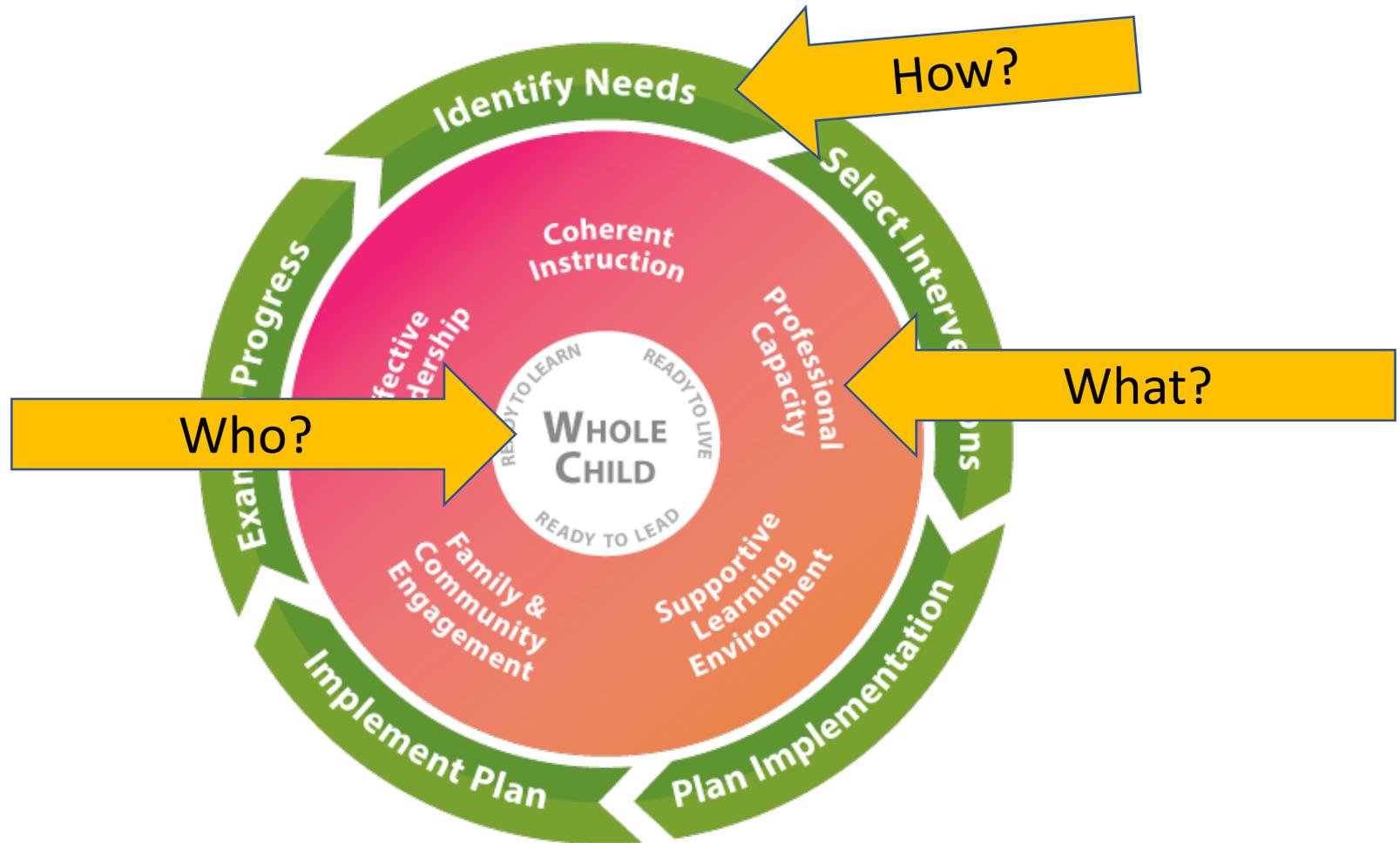
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Georgia's Systems of Continuous Improvement



Agenda

Dive into ESSA Professional Development Definition 2020 GCEL Conference

- ESSA Professional Development (PD) Definition
- Activities That May Be Included
- Evaluating Effectiveness of Professional Development



ESSA Section 8101 (42)(A)

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Professional Development Definition

The term “professional development” means activities that----

- Are an integral part of school and LEA strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards;



ESSA Section 8101 (42)(B)

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Professional Development Definition

The term “professional development” means activities that----

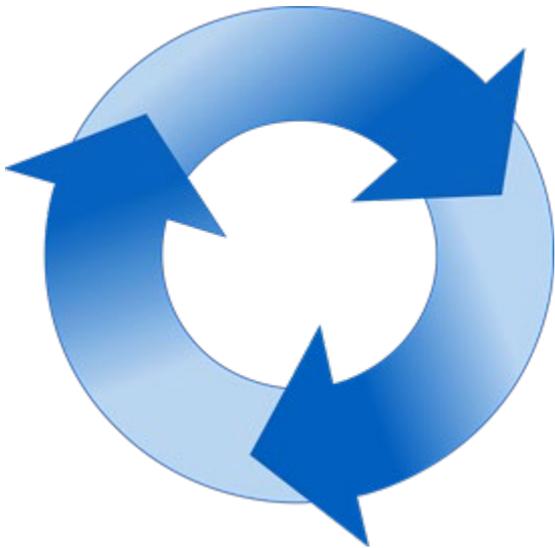
- Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused

Professional
Development

ESSA Section 8101 (42)(B)

Dive into ESSA Professional Development Definition
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Sustained – maintained at length without interruption or weakening: lasting, prolonged



- **Not stand-alone** = *(not tied to any plan or need)*
- **Not 1-day, short-term workshops and conferences**

So you want to attend a conference with federal funds?

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- Is the PD of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom?
- Is the PD part of the teacher's professional development plan established for personnel evaluation purposes? [ESSA Section 3115(c)(2)(D)]
- Is the PD included as part of the LEA's Title III Professional Learning Plan as described in the Title IIIA budget worksheet Question #3?

So you want to attend a conference with federal funds?

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- Is the PD included as part of LEA's identified needs and action steps in the CLIP?
 - Is the PD part of a much larger professional development plan of the individual, school, or LEA that addresses a specific need or skill that focuses on leadership, teaching, learning, or achievement?
 - Are PD participants allowable for the specific grant?
- Is the PD included as part of the LEA's Title II, Part A Effectiveness attachment?

Title I, Part C Professional Development

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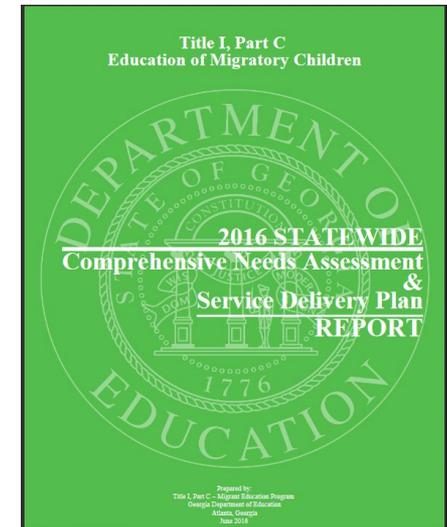
2020 GCEL Conference

The Georgia Migrant Education Program (MEP) aligns with the State Service Delivery Plan (SDP) to improve each Measurable Program Outcome (MPO):

- #1: School Readiness
- #2: OSY and DO
- #3: Reading
- #4: Writing
- #5: Mathematics

MEP Implementation Goal:
Professional Development Competencies

MEP encourages districts to include the MEP funded staff on any local PD opportunities



MEP SDP: contains specific information about each MPO

Allowable Participants

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Who are allowable participants for Professional Development funded by ESSA programs?

It depends.



Reflection

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- Turn to your neighbor and share your LEA's procedures for approving conference attendance for teachers, principals, assistant principals, academic coaches, counselors, media specialists, paraprofessionals, and central office personnel.
- Are your LEA's procedures for approving conferences in alignment with ESSA's definition of professional development?

ESSA Section 8101 (42)(B)

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Intensive

- defined as concentrated or strongly focused on a specific thing; very thorough or vigorous
 - EL focused professional development

Collaborative

- involving two or more people or organizations working together for a particular purpose – high quality PD creates space for teachers to share ideas and collaborate in their learning; by working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district

ESSA Section 8101 (42)(B)

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Job-embedded = (PLCs, teacher observations, coaching, mentoring, examining student work, data teams and assessment development)

- Occurs during the workday and in the workplace
- Closely connected to the actual work of teachers in classrooms with their current students
- Designed to improve teachers' instruction
- Intended to improve student learning
- Centered on the academic student needs of the school
- Directly linked to the goals set for students by the team and school

ESSA Section 8101 (42)(B)

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Data Driven

- adjective used to refer to a process or activity that is spurred on by data, rather than by mere intuition or personal experience – the decision is made with hard empirical evidence and not speculation or gut feel

Classroom Focused

- professional development that focuses on teaching strategies associated with specific curriculum content that supports teacher learning within teachers' classroom contexts. There is an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy

ESSA Section 8101 (42)(B) Professional Development

Activities That May be Included



Offering a holistic education to **each and every child** in our state.

ESSA Section 8101 (42)(B)

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May include activities that-----

- i. Improve and increase teachers'
 - I. Knowledge of the academic subjects they teach
 - II. Understanding of how students learn; and
 - III. Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis
- ii. are an integral part of broad schoolwide and districtwide educational improvement plans;
- iii. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

ESSA Section 8101 (42)(B)

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May include activities that-----

- iv. Improve classroom management skills
- v. Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification
- v. Advance teacher understanding of –
 - I. Effective instructional strategies that are evidence-based; and
 - II. Strategies for improving student academic achievement or substantially increasing knowledge and teaching skills of teachers

Professional Development Evidence Base Approach

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- Professional Development can be provided in two ways when considering the evidence base
 - Delivery Model - Could cover a variety of topics
 - Instructional Coaches
 - PLC
 - Study Groups
 - Inquiry or Action Research
 - Individually Guided Activities
 - Mentoring
 - Content Specific – Covers one topic
 - Orton-Gillingham
 - Read 180
 - PBIS
 - Thinking Maps



Logic Model

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Logic model (also referred to as **theory of action**) means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally

From a policy team member in Milwaukee County, Wisconsin

Logic Model Template

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Sample Logic Model

LEA Name: _____

Goal	Name of Intervention (Strategy/Practice)	Current Research Available that demonstrates a rationale that it might work	Intervention Population	Plan of Action	How will success be measured? <i>What is the LEA's theory of change for this intervention?</i>	What are the outcomes or milestones that will evaluate success?	
						Mid-Year	End-of-Year



Title III, Part A Sample Logic Model

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SMART Goal	Name of Intervention (Strategy/Practice)	Current Research Available that demonstrates a rationale that it might work	Intervention Population	Plan of Action	How will success be measured? <i>What is the District's theory of change for this intervention?</i>	What are the outcomes or milestones that will evaluate success?	
						Mid-Year	End-of-Year
By the end of the 2021-2022 school year, at least 25% of the teachers in each school will have the ESOL endorsement	ESOL <u>Endorsement</u>	The three courses leading to the ESOL Endorsement in Georgia include Applied Linguistics, Cultural Issues, and Methods/Materials. Past participants in the ESOL Endorsement have indicated that it is excellent professional learning that has helped them understand how to support EL's in their classes	Teachers of English Learners	Title III funds will be used to pay for classroom teachers of ELs to obtain the ESOL Endorsement.	At least 25% of teachers will have the ESOL endorsement by the end of the 2022 school year. Teachers of ELs will understand how to support them in their classes.	Number of teachers who registered for the ESOL endorsement and are continuing to attend the classes.	# of teachers completing the ESOL Endorsement by the end of the 2021-2022 school year.

Professional Development and Equitable Services

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- Guiding principles for providing professional development to fulfill equitable services under ESSA:
 - PD for private school teachers is generally allowable
 - LEAs may offer PD directly to private schools
 - PD for teachers should align to the specific needs of the students, rather than the needs of the school at large
 - PD needs to follow the ESSA definition of PD. PD should have an established evidence-base and should be measured for effectiveness
 - Do not reimburse a private school for PD costs:
 - LEAs may reimburse the teacher attending
 - LEAs may pay stipends directly to teachers attending
 - LEAs may order supplies or enter into contracts for PD

Reflection

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- Turn to your neighbor and share experiences that you have had in your LEA with:
 - Aligning LEA professional development with the ESSA definition
 - Personalized professional development plans
 - Logic models for professional development
 - Professional Development in Equitable Services

Back to ESSA Section 8101 (42)(B)

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May include activities that-----

- vii. Are aligned with and directly related to, academic goals of the school or LEA
- viii. Are developed with extensive participation of teachers, principals, other school leaders, parents, and administrators of schools to be served under this Act



ESSA Section 8101 (42)(B)

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May include activities that-----

- ix. Are designed to give teachers of ELs, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments

ESSA Section 3115 (c)(2)

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This Professional Development needs to be:

- a. Designed to improve the instruction and assessment of English Learners
- b. Designed to enhance the ability of such teacher, principals, and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for English learners
- c. Effective in increasing children's English proficient or substantially increasing the subject matter knowledge teaching knowledge, and teaching skills of such teacher, and
- d. Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom

ESSA Section 8101 (42)(B)

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May include activities that-----

- x. To the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach



Title III - ESSA Section 3115 (c)(2)

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Required Subgrantee Activities:

(2) To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, and other school leaders, administrators, and other school or community-based organizational personnel

ESSA Section 8101 (42)(B)

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May include activities that-----

- xii. Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations
- xiii. Include instruction in the use of data and assessments to inform and instruct classroom practice
- xiv. Include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families

ESSA Section 8101 (42)(B)

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May include activities that-----

- xv. Involve the forming of partnerships with institutes of higher education to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, and other school leaders, and faculty of such institutions
- xvi. Create programs to enable paraprofessionals (assisting teachers employed by a LEA receiving assistance under Title IA) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers

ESSA Section 8101 (42)(B)

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May include activities that-----

- xvii. provide follow-up training to teachers who have participated in activities described in this section that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom, and
- xviii. where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness

ESSA Section 8101 (42)(B) Professional Development

Evaluating Effectiveness of Professional Development



Offering a holistic education to **each and every child** in our state.

ESSA Section 8101 (42)(B)

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May include activities that-----

- xi. As a whole, are **regularly** evaluated for their impact on **increased teacher effectiveness** and **improved student academic achievement**, with the findings of the evaluations used to **improve the quality of professional development**

2 CFR 200.301 Performance Measurement (Effectiveness)

.....the Federal awarding agency must require the recipient to relate financial data to performance accomplishments of the Federal award.recipients must also provide cost information to demonstrate cost effective practices

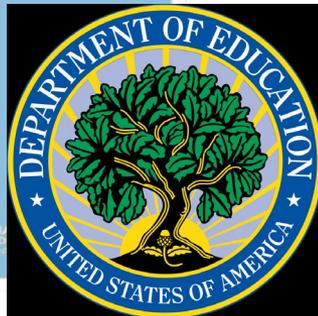
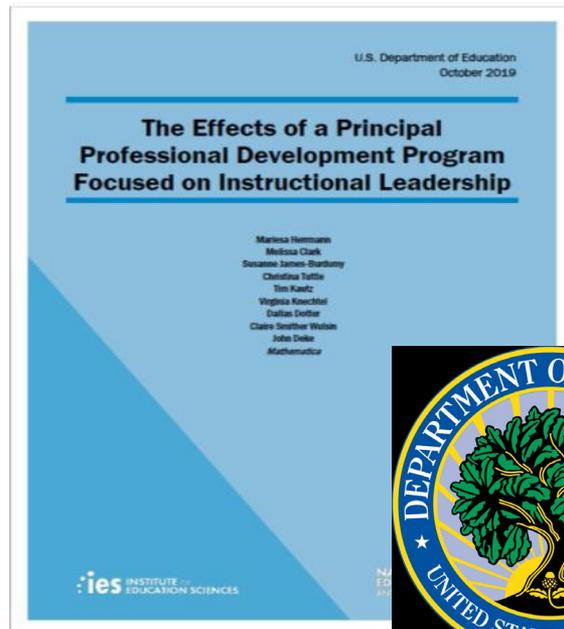
Lessons from Evaluation of Professional Development for Educators

U.S. Department of Education
National ESEA Conference – February 2020



Findings from recent National Center for Education Evaluation (NCEE) evaluations focusing on improving principal and teacher effectiveness

- NCEE impact evaluation of providing principals professional development and coaching
- Focus: what constitutes good teaching, how to talk to teachers about their teaching, how to improve their instruction
- Emphasis: increasing the number of classroom observations and providing individualized teacher feedback to improve instruction



Findings from an NCEE Evaluation of **Principal Supports**

Findings

- PD did not increase the extent of principal's instructional support
- According to teachers, PD did not improve the quality of instructional support
- PD had no effects on student achievement, principal/teacher retention or school climate
- Some promise of providing quality instructional feedback
 - Competent, useful, and frequent feedback were positively associated with effects on student achievement.
 - However, principals have many responsibilities and time for instructional feedback is typically limited.

Next Steps

- Does evidence support principals providing teacher supports directly?
- What might principals do other than provide direct teacher support? Do other studies provide evidence?
- What evidence is there for principals supporting instruction through strategies carried out by others?



Findings from an NCEE Evaluation of Supports for Teachers

Professional Development	Impact
<p>Intensive teacher PD (Intel Math) concentrating on knowledge of mathematics https://ies.ed.gov/ncee/projects/evaluation/tq_mathpd.asp</p>	No positive impact on student math achievement
<p>Early Reading PD with on going coaching https://ies.ed.gov/ncee/projects/evaluation/tq_reading.asp</p>	No impact on student reading achievement
<p>Using student data to inform teachers' instruction https://ies.ed.gov/ncee/projects/evaluation/tq_datadriven.asp</p>	No impact on student reading or math achievement
<p>Providing feedback based on teacher performance evaluation data https://ies.ed.gov/ncee/projects/evaluation/tq_performance.asp</p>	No impact on reading/English language arts achievement. No statistically significant impact on mathematics achievement



Path to Improving Instruction



Effective supports involve understanding:

1. What teachers need to know
2. What teachers need to do
3. What helps teachers effectively change classroom practice
4. What supports students' learning

What We Know and Don't Know about Effective Teacher PD



		What We Know	What We Don't Know
	Teacher Knowledge	<ul style="list-style-type: none"> • PD sessions/seminars can improve teacher subject matter knowledge, but that alone is unlikely to be enough to improve student achievement • Evidence base of necessary knowledge is better in some topic areas than others 	
	Teacher Practice	<ul style="list-style-type: none"> • Changing instructional practice is not automatic and likely requires using: <ul style="list-style-type: none"> ○ Well-defined practices, and ○ Ongoing support/feedback 	
	Student Achievement		<p>Need more information on:</p> <ul style="list-style-type: none"> • How to support quality coaching/feedback • Effective instructional practices

Lessons from Evaluation of Professional Development for Educators: Common-Sense Suggestions in Choosing PD

- Use evidence, when feasible, to guide PD choice
- Look at credibility and feasibility of the PD logic
- Choose simple over complex
- Guard against overloading teachers



Resources

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- NCEE Teacher and Leaders Evaluations: https://ies.ed.gov/ncee/projects/evaluation/evaluations_filter.asp
- High Yield Instructional Strategies – Hattie and Marzano Crosswalk: <https://education.fcps.org/specialeducation/sites/specialeducation/files/crosswalkofinstructionalstrategies.pdf>
- Does it Make a Difference? Evaluating Professional Development: <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference-Evaluating-Professional-Development.aspx>
- What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>
- ED Data Express: <https://eddataexpress.ed.gov/>



Questions?

Evaluation

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Please use the QR
code to complete an
evaluation of this
session.

