

Arizona Guidance for Title II-A

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Section 1

LEA Continuous Improvement Plan - Title II-A Focus

For any of the funding requests, a Strategy and an Action Step must be in the LEA Continuous Improvement Plan in ALEAT.



State of Arizona Department of Education

LEA Continuous Improvement Plan Title II-A Focus

All students will have access to effective teachers and principals through equitable distribution and high quality professional learning opportunities in order to increase student academic achievement.

Equitable distribution (access) is the strategic placement of teachers in order to ensure that poor or minority children are not taught at higher rates than are other children by inexperienced, unqualified, or out-of-field teachers. This idea is also extended to principals to ensure an equitable distribution of effective leaders. NCLB Act 2001 Section 1111(b)(8)(c)

Each Local Education Agencies (LEAs) is expected to complete a Comprehensive Needs Assessment as a part of the ESEA planning process prior to completion of the LEA Continuous Improvement Plan. This Needs Assessment and Continuous Improvement Plan must be accessible through the ALEAT application and completed prior to the submission of the ESEA Consolidated Application in the Grants Management System.

Based on the results of this Comprehensive Needs Assessment, Local Education Agencies (LEAs) should develop their plans to include the following recommended strategies:

- **Equitable Access to Effective Teachers and Principals**

The Local Education Agency systematically monitors the assignment of teachers and principals and ensures that all core academic subjects are taught by highly qualified and effective teachers and principals. Economically disadvantaged or students of color should not be taught by inexperienced, unqualified or out-of-field teachers at a higher rate than other children. Please keep in mind that analysis of equitable access might occur between/within schools, grade levels or content areas and is possible even within a single site Local Education Agency.

- **Recruitment and Placement of Effective Teachers and Principals**

Through LEA board approved recruitment policies and procedural guidelines, the Local Education Agency successfully recruits highly qualified and effective teachers and principals and makes equitable placements in all schools, all classrooms and all programs.

- **Retention of Effective Teachers and Principals**

The Local Education Agency actively implements board approved retention policies and procedural guidelines to ensure that highly qualified and effective teachers and principals are retained in all schools, all classrooms and all programs.

- **Use of Multiple Sources of Data with the Comprehensive Needs Assessment**

The Comprehensive Needs Assessment conducted by the Local Education Agency should include, but is not limited to the following components:

- student academic achievement
- school climate/culture data
- equity data
- Standards Assessment Inventory (SAI) results
- Recruitment and retention information
- highly qualified teacher criterion data
- years of teaching experience
- teacher attendance rates
- teacher/principal evaluation data

- **Aligned, Coherent Professional Learning for Teachers and Principals**

The Local Education Agency should document that professional learning is targeted based on the results of the Comprehensive Needs Assessment and teacher and principal evaluation data. Professional learning opportunities are driven by data to improve the knowledge of teachers and principals regarding effective instructional practices that:

- Involve collaboration of teachers and administrators
- Address the needs of students with different learning styles, particularly students with disabilities, students with special needs(including gifted and talented) and students with limited English proficiency
- Provide training on improving student behavior in the classroom and identifying early and appropriate interventions
- Provide training to enable teachers and principals to involve parents in their children's education especially parents of limited English proficiency and immigrant children
- Provide training on how to use data and assessments to improve classroom practice and student learning
- Providing training on technology literacy
- Provide training designed to improve the quality of principals and superintendents
- Provide training to meet the rigorous requirements in support of Arizona's College and Career Ready Standards
- All professional learning should meet the rigorous requirements set forth by the Learning Forward Standards for Professional Learning. www.learningforward.org/standards.

Improving Teacher Quality State Grants: ESEA Title II, Part A, Non-Regulatory Guidance, Section E-1, October 5, 2006

- **Implementation of the Teacher/Principal Evaluation Framework**

The Local Education Agency has fully implemented board approved teacher and principal evaluation systems in compliance with the Arizona Framework for Measuring Educator Effectiveness.

<http://www.azed.gov/teacherprincipal-evaluation/>

Both the teacher and principal evaluation systems are fully implemented and regularly monitored for implementation fidelity and equity. A signed assurance is due annually by February 1st, and the assurance template can be found in ALEAT in the monitoring documents section.

Essential Questions:

- Does the Local Education Agency have written policies, procedures and processes in place that support the *hiring* of highly qualified and effective teachers and principals? Are all core academic content teachers highly qualified at the time of hire or transfer within a Local Education Agency?
- Does the Local Education Agency have written policies, procedures and processes in place for tracking placement of highly qualified and effective teachers and principals across or within schools, grade levels and within core academic content areas to ensure equitable access?
- Does the Local Education Agency engage in any activities that support equitable access to effective teachers and principals?
- Does the Local Education Agency engage in any activities that support the recruitment and retention of effective teachers and principals in identified areas of need?
- Does the professional learning for both teachers and principals align to teacher and principal evaluation data and identified staff needs from the Comprehensive Needs Assessment?
- Does the professional learning for both teachers and principals incorporate “best practices” as outlined by Learning Forward Standards for Professional Learning?
- Does the LEA systematically evaluate the effectiveness of the professional learning incorporating the five critical areas described by Tom Guskey’s “Five Critical Areas of Professional Learning Evaluation?”
- <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx>
- Does the Local Education Agency have a process for systematically reviewing and revising the current instrument used to evaluate teachers and principals?

Consider the following:

- Marketing/Recruiting
- Recruitment & Retention Stipends
- Exit Interviews
- Induction
- Mentoring
- Academic Coaching

Contact an Arizona Department of Education Title II Program Specialist if you have questions. (602-542-3132)

Section 2

Title II, Part A: Allowable Expenses and Requirements

For any of the funding requests, a Strategy and an Action Step must be in the LEA Continuous Improvement Plan in ALEAT.

Guidance on Professional Learning Opportunities

Professional Learning is to be an ongoing process for both teachers and principals. It is discouraged to send teachers or principals to 1-day trainings or short-term workshops/conferences with little follow-up. Professional Learning must be high quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences.

Improving Teacher Quality State Grants: ESEA Title II, Part A, Non-Regulatory Guidance, Section E-1, October 5, 2006

- Professional learning opportunities are encouraged to meet Learning Forward Standards for Professional Learning (See Appendix A). It is recommended that all LEAs complete a Professional Learning Plan for each school year that is an integral part of the school-wide or LEA-wide Continuous Improvement Plan. This document is required in Cycle 6 of Federal Title I Monitoring and is to be uploaded into the ALEAT Continuous Improvement Plan filing cabinet.
- Professional learning opportunities are encouraged to be evaluated for effectiveness using Guskey's "Five Critical Areas of Professional Learning Evaluation" (See Appendix B).
- Conferences attended must be linked to identified student academic needs in core content areas, and focused on enhancing teacher effectiveness. Conferences may include such topics as content development, instructional strategies, classroom management skills, technology integration, data literacy, parent engagement and learning interventions.
- Conference attendance must be identified as a strategy and action step in the LEA Continuous Improvement Plan.
- The following details for all conferences must be included in the ESEA Consolidated Application:
 - conference title
 - purpose for attending
 - follow-up activities
 - number of participants
 - date and location
 - cost of registration
 - travel expenses

(All travel/per diem allowance must adhere to the approved State Rates.)

- Title II-A funds may be used to pay teachers for collaboration time outside of the contract day. The purpose of the collaboration time must focus on improving teacher effectiveness.
- Materials/supplies for professional learning activities may be funded.
- Professional, business, and technical association memberships and subscriptions are an allowable expense for the LEA or school entity.

Title II-A Funds Non-allowable expenses

- Classroom materials for student use are not an allowable expense.
- Title II-A funds may not be used for rental of a venue to provide professional learning unless the expense is determined to be a necessary and reasonable expense. (Please check with your Title II-A Education Program Specialist prior to making this request.)
- Title II-A funds may not be used to purchase food or beverages.

Teacher and Principal Evaluation Systems

Funds may be used to pay for professional learning on the use of a teacher and principal evaluation system and to train evaluators. The professional learning portions of software programs such as Teachscape, Edviate and IObservation are an allowable expense. Title II-A funds may not be used to pay for the expense of an evaluation system itself, neither hardware nor software.

Guidance for Funding Teacher and Principal Retention Stipends (ESEA, Section 2123)

Local Education Agencies may utilize Title II-A funds to offer stipends for the purpose of retaining highly qualified, experienced and effective teachers and principals. Teacher assignments should be completed in such a way as to improve equitable access. Teachers and Principals who are identified for a retention stipend should have a record of success in helping low-achieving, economically disadvantaged and minority students improve their academic achievement.

Guidelines to Utilize Title II-A Funds for Stipends

- If the LEA plans to pay retention stipends, there must be a corresponding Strategy with Action Step in the LEA Continuous Improvement Plan in ALEAT.
- There must be an approved Local Governing Board policy for retention stipend procedures for both teachers and principals. The Board policy and procedures must be uploaded into the Title II-A Related Documents section in the Grants Management System within the ESEA Consolidated Application prior to funding. There must be an indication that the Policy was approved, such as a date stamp or minutes of the meeting showing that it was approved. In addition, the Policy must be included within the Completion Report in CR Related Documents.
- Policies/procedures must define the eligibility criteria for receipt of a retention stipend and include the following:
 - Teachers must meet highly qualified requirements in all core academic positions they are assigned to teach.
 - Teachers must be appropriately certified for all core academic positions they are assigned to teach. (Charter school teachers are exempt from this requirement with the exception of special education teachers.) Retention stipends may only be paid to teachers in core academic positions.
 - The Policy must outline how the Local Education Agency will determine teacher and/or principal success in improving academic achievement. Multiple measures are to be used to generate a teacher's or principal's record of success and may include value-added or growth measures, Student Learning Objectives, curriculum-based tests, baseline/post assessments, capstone projects, oral presentations, performances or artistic or other projects ([Arizona Framework for Measuring Educator Effectiveness](#), p. 5).
 - A Teacher or Principal's Effectiveness Classification may not be the sole measure for "record of success" in improving academic achievement, although the Student Academic Progress portion of the evaluation system, in addition to some of the measures listed above may be used.
 - Retention stipends will be paid no earlier than the first day of school with students. The funding must be allocated and spent within the current fiscal year's ESEA Consolidated Application. (For example: if the funding was allocated in FY16, then the draw down for the funding must also be from FY16.)
 - Principals must demonstrate a record of successful leadership that results in low achieving students improving their academic achievement, particularly students from economically disadvantaged families, students from racial/ethnic minority groups and students with disabilities. Determination of principal retention stipends must include school level data along with other multiple data sources for student growth.
- An initial Recruitment/Retention Spreadsheet is to be completed and uploaded into the Grants

Management System within the ESEA Consolidated application in the Title II-A Related Documents section. It must contain the teacher/principal positions and the amount of the stipends. A finalized spreadsheet must be submitted with the Completion Report in the CR Related Documents section.

- o The spreadsheet must include the following:
 - A list of the teachers and/or principals who will be receiving a retention stipend.
 - The school assignment of each teacher and/or principal provided a retention stipend.
 - The core academic subjects each teacher is assigned to teach.
 - The amount of the retention stipend being provided to each person.
 - The Highly Qualified Teacher Criteria met for each teacher.
 - The reason this teacher is receiving a stipend.
 - The multiple measures used to determine a “record of success” in student achievement.

A template is available in the Title II-A Related Documents section of the ESEA Consolidated application.

Guidance on Recruitment Expenditures (ESEA, Section 2123)

Local Education Agencies (LEAs) may utilize Title II-A funds to pay for recruitment expenses and offer recruitment stipends to teachers and principals. These educators may be new hires or district transfers. Teachers must be assigned to teach core academic subjects in which there exists a documented shortage of highly qualified teachers within a school or LEA. Teachers and principals may receive recruitment stipends in order for students to have equitable access to highly qualified, experienced and effective teachers.

Guidelines to Utilize Title II-A Funds for Recruitment Expenses

- If the LEA plans to pay recruitment stipends, there must be a corresponding Strategy with Action Step in the LEA Continuous Improvement Plan in ALEAT.
- There must be an approved Local Governing Board policy for recruitment stipend procedures for both teachers and principals. The Board Policy and procedures must be uploaded into the Title II-A Related Documents section within the Grants Management System as part of the ESEA Consolidated Application. In addition, the policy must be included in the Completion Report in CR Related Documents within the Grants Management System. There must be an indication that the policy was approved, such as a date stamp or minutes of the meeting showing that it was approved.
- The policies/procedures must define the eligibility criteria for receipt of a recruitment stipend and include the following:
 - Teachers must meet highly qualified requirements in all core academic positions they are assigned to teach.
 - Teachers must be appropriately certified for all core academic positions they are assigned to teach. (Charter school teachers are exempt from this requirement with the exception of special education teachers.)
 - Teachers must be either new hires or transferring within or between schools for the purpose of equitable access.
 - Principals must demonstrate a record of successful leadership that results in low achieving students improving their academic achievement, particularly students from economically disadvantaged families, students from racial/ethnic minority groups and students with disabilities.
- An initial Recruitment/Retention Spreadsheet is to be completed and uploaded in the Title II-A Related Documents section within the Grants Management System as part of the ESEA Consolidated Application. It must contain the teacher/principal positions and the amount of the stipends. A finalized spreadsheet must be submitted with the Completion Report in the CR Related Documents section within the Grants Management System.
 - The Spreadsheet must include the following:
 - A list of the teachers and/or principals who will be receiving a recruitment stipend.
 - The school assignment of each teacher and/or principal provided a recruitment stipend.
 - The core academic subjects each teacher will be assigned to teach.
 - The amount of the recruitment stipend being provided to each person.
 - The Highly Qualified Teacher Criteria for each teacher.

A template is available in the Title II-A Related Documents section of the ESEA Consolidated application.

- Recruitment stipends may include relocation expenses for out-of-state teachers and principals.
- New employees to an LEA may only receive a recruitment stipend onetime. It is not to be used as a signing bonus for returning teachers or principals.
- Teachers and principals who are transferred within the LEA for the purpose of equitable access may receive a recruitment stipend multiple times. This teacher must have demonstrated a record of success in academic achievement prior to the funding payment.
- Within the LEA Continuous Improvement Plan, the LEA must document the shortage and how the stipend will help achieve equitable access for students.
- Other allowable recruitment expenses:
 - Recruitment fees for programs such as Teach for America, I Teach or Teaching Interns
 - Recruitment website fees
 - Job fair registration fees
 - (Travel/per diem for the purpose of recruitment must adhere to the approved state rate.)
- Salary and benefits for recruiters are NOT an allowable expense.

Guidance on Teacher and Principal Induction/Mentoring Programs (ESEA, Section 2123 and 2313)

Local Education Agencies (LEAs) may utilize Title II-A funds to assist in providing a teacher induction and/or mentoring programs in order to support retention of highly qualified teachers and to improve instructional effectiveness.

Guidelines to Utilize Title II-A Funds for Induction/Mentor Programs:

- If the LEA plans to implement an induction and/or mentoring program, there must be a corresponding Strategy with Action Step in the LEA Continuous Improvement Plan in ALEAT.
- There must be an approved Local Governing Board policy for the induction and/or mentoring program procedures for both teachers and principals. The Board policy must be uploaded into the Title II-A Related Documents section in the Grants Management System within the ESEA Consolidated Application prior to funding. There must be an indication that the Policy was approved, such as a date stamp or minutes of the meeting showing that it was approved.
- Policies and procedures must clearly define as a minimum:
 - The compensation for coordinators, mentors, academic coaches, etc.
 - The selection process of the coordinators, mentors, academic coaches, etc.
 - The process by which site administrators will maintain ongoing communication and support for induction/mentoring participants.
 - How differentiated assistance will be provided based on the needs of induction/mentoring participants.
 - How the LEA will provide regular forums (discussion groups, collaboration, professional learning, etc.) for induction/mentoring participants.
 - The process by which coordinators, mentors, academic coaches, etc. will provide formal and informal feedback and support to induction/mentoring participants.
 - An evaluation process and timelines in order to determine program effectiveness.
- If Title II-A funds are used to pay salaries to support the program, job descriptions outlining the job qualifications, salary range and detailed job responsibilities for each position must be provided. These are to be uploaded into Title II-A Related Documents section in the Grants Management System within the ESEA Consolidated Application.
- If Title II-A funds are used to pay for an external provider, a Scope of Work *must be signed by the consultant and LEA representative*. It is to be uploaded into Title II-A Related Documents in the Grants Management system.

This Scope of Work should outline the following:

- The purpose of the project
- The activities and follow-up to be provided
- The timeline for the specific activities and deliverables
- The detailed itemizations of the costs associated with the project
- The evidence of provider's success on this type of project
- The process by which the service outcomes will be evaluated

Guidance on Differential Payment Stipends (ESEA, Section 2113)

LEAs may utilize Title II-A funds to offer financial incentives to teachers and principals who have a record of performance in helping low-achieving students improve their academic success, particularly students from economically disadvantaged families, from racial/ethnic minority groups and students with disabilities.

Differential payment stipends are considered a separate activity from recruitment and retention stipends. The primary focus of differential payment stipends is to *incentivize instructional behaviors that result in increased student academic achievement*; whereas the main focus of recruitment and retention stipends is to create equal access for students of effective teachers and principals.

Board Policies and Procedures on Differential Payment Stipends

- If the LEA plans to pay differential stipends, there must be a corresponding Strategy with Action Step in the LEA Continuous Improvement Plan in ALEAT.
- Effective FY17, there must be an approved Local Governing Board policy for differential payment stipends. The Board policy must be uploaded into the Title II-A Related Documents section in the Grants Management System within the ESEA Consolidated Application prior to funding. There must be an indication that the Policy was approved, such as a date stamp or minutes of the meeting showing that it was approved.
- In this policy, eligibility for payment must be clearly delineated and tied directly to improvement in student academic performance.
- The funding must be allocated and spent within the current fiscal year's ESEA Consolidated Application. (For example: if the funding was allocated in FY16, then the draw down for the funding must also be from FY16.)
- Differential payment should be provided as an incentive to teachers and principals to promote student academic achievement and not be utilized to offset an LEA's salary schedule that lacks competitiveness.

Requirements for Differential Payment Stipends

- Eligibility requirements should be carefully established, with consideration for potentially unintended consequences. LEAs must commit to a process of planning, piloting, learning and adapting their differential payment policy based on evidence of successful implementation.
- Differential payment supported through Title II-A funds may only be provided to core content teachers and principals with a demonstrated record of success.
 - Differential payment should be tied to the LEA's established evaluation system for measuring teacher and principal effectiveness. Only those teachers and principals receiving a score of "Highly Effective" or "Effective" should be eligible for the differential payment during a school year.
 - To receive payment, teachers must be highly qualified in the core content area(s) they are teaching. They must also be appropriately certified by the State of Arizona. (Charter schools are exempt from this requirement with the exception of special education teachers.)
 - Principals must be appropriately certified. (Charter schools are exempt from this requirement.)
- Professional learning should be provided for individuals eligible for differential payment to ensure clear communication of the requirements and promote staff commitment to the plan.

Guidance on Teacher and Paraprofessional Reimbursements (ESEA, Section 2113)

Local Education Agencies may utilize Title II-A funds to reimburse teachers and paraprofessionals to become highly qualified and/or appropriately certified.

Guidelines to Utilize Title II-A Funds for Teacher/Paraprofessional Reimbursement

- Teacher reimbursement for passing any of the AEPA/NES exams necessary to become highly qualified and/or appropriately certified is an allowable expense.
- Paraprofessional reimbursement for passing any of the assessments necessary to become a Title I highly qualified paraprofessional.
- Long-term substitutes may not be reimbursed for passing AEPA/NES exams until they have been offered a full-time teaching contract.
- Costs to support a teacher in passing the AEPA/NES exam(s) are allowable and may include:
 - Tutoring and study materials in preparation of taking a subject knowledge exam
 - Reimbursement of the fees for the AEPA/NES practice test and/or online study guides
 - Purchasing the Expanded Diagnostic Feedback for a failed exam
 - Limited coursework in a subject area to prep for an AEPA/NES subject knowledge exam
- Tuition reimbursement for no more than two courses within a given core content area to meet highly qualified and/or appropriately certified requirements is an allowable expense. Documentation of a passing grade must be provided to the LEA by the teacher prior to reimbursement.
- Tuition reimbursement for general education teachers who meet certification and HQT requirements and complete a State Board approved educator preparation program to teach in Special Education classrooms is an allowable expense.
- Tuition reimbursement for coursework to paraprofessionals who complete a State Board accredited teacher preparation program to pursue a teaching career in one of the core academic subjects is an allowable expense.
- Reimbursement for expenses upon completion of National Board Certification is allowable.

Guidance on Professional Learning Providers

Internal Providers of Professional Learning

- If Title II-A funds are used to pay LEA personnel salaries, a job description must be uploaded into the Title II-A Related Documents in the Grants Management System for each position supported, outlining the job qualifications, salary range and detailed job responsibilities.
- All grant funded personnel must meet the current “time and effort” documentation requirements.
- Full or part-time teachers who are receiving a Title II-A stipend to provide mentoring or academic coaching may not engage in these activities during the portion of their contracted day that is set aside for teaching.
- Coordinator positions (Title II or PD) are an allowable expense. A job description must be uploaded into the Title II-A Related Documents within the Grants Management System.

External Providers of Professional Learning

- Requests to fund external trainers, consultants or contractors must include a Scope of Work *that is signed by the consultant and LEA representative*. It is uploaded into the Title II-A Related Documents in the Grants Management system.
- The following details must be included:
 - The purpose of the project
 - The activities and follow-up to be provided
 - The timeline for the specific activities and deliverables
 - The detailed itemizations of the costs associated with the project
 - The evidence of provider’s success on this type of project
 - The process by which the service outcomes will be evaluated

Guidance on Other Allowable Title II-A Funds Expenditures and Requirements

Private School Funding

- All private school expenditures are to flow through the LEA first. It is the responsibility of the LEA to ensure that the private schools receive their appropriate funding for professional learning.
- A consultation with each eligible private school must be held. The Affirmation of Consultation Form must be completed by the LEA.
- Private school expenditures of Title II-A funding must be based on a Comprehensive Needs Assessment and detailed in the ESEA Consolidated Application prior to funds being transferred.
- Professional learning for private school teachers and principals must be secular in nature and be linked to identified student academic needs in core content areas.

Technology

- Technology personnel are an allowable expense as long as the focus of the position is integration of technology into core content curriculum. The job description must clearly indicate that the performance responsibilities include professional learning activities to support integration of core content and technology strategies and tools. Job descriptions outlining the job qualifications, salary range, and detailed job responsibilities need to be uploaded into Title II Related Documents in the Grants Management system.
- Capital outlay for computer equipment/labs is NOT an allowable expenditure for Title II-A.
- Title II-A funds may NOT be used to make capital item purchases.

Section 3

Appendices

APPENDIX “A”
Standards for Professional Learning - Learning Forward

<http://learningforward.org/standards>

Standards for Professional Learning is the third iteration of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership and improved student results. Learning Forward, with the contribution of 40 professional associations and education organizations, developed the Standards for Professional Learning. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help students perform at higher levels. The standards are not a prescription for how education leaders and public officials should address all the challenges related to improving the performance of educators and their students. Instead, the standards focus on one critical issue - professional learning.

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

Professional learning within communities requires continuous improvement, promotes collective responsibility and supports alignment of individual, team, school and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

Leaders throughout the pre-K-12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems and distribute leadership and responsibility for its effectiveness and results.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.

Effective professional learning requires human, fiscal, material, technology and time resources to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning.

Standards for Professional Learning - Learning Forward

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios and self-reports. The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator and system performance than any single type or source of data can. However, data alone do little to inform decision making and increase effectiveness. Thorough analysis and ongoing use are essential for data to inform decisions about professional learning, as is support in the effective analysis and use of data.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes.

Integrating theories, research and models of human learning into the planning and design of professional learning contributes to its effectiveness. Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment and resources available to support learning. The design of professional learning affects its quality and effectiveness.

IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed the new learning into practices. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

APPENDIX "B"
Five Critical Areas of Professional Development Evaluation
Dr. Tom Guskey

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	-Did they like it? -Was their time well spent? -Will it be useful? -Was the leader knowledgeable and helpful?	-Questionnaire administered at the end of the session -Focus groups after session -Interviews -Personal learning logs	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	Did participants acquire the intended knowledge and skills?	-Paper and pencil instruments -Simulations and demonstrations (oral and or written) -Participant portfolios -Case study analyses	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	-What was the impact on the organization? -Did it affect organizational climate and procedures? -Was implementation advocated, facilitated, and supported? -Was the support public and overt? -Were sufficient resources made available? -Were successes recognized and shared?	-District and school records of job-embedded learning opportunities -Minutes from follow-up meetings -NSDC Standards Assessment Inventory -Structured interviews with participants and schools or district administrators -Observations of staff collaboration in faculty and team meetings -Peer observation and feedback records	The organization's advocacy, support, accommodation, facilitation, and recognition	-To document and improve organizational support -To inform future change efforts
4. Participants' use of new knowledge and skills	Did participant effectively apply the new knowledge and skills?	-Structured interviews with participants and their supervisors -Participant reflections (oral and or written) -Participant portfolios -Direct observations -Video-or audiotapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	-What was the impact on students? -Did it affect student's performance or achievement? -Did it influence students' physical or emotional wellbeing? -Are students more confident as learners? -Is student attendance improving? -Are dropouts decreasing?	-Student records -School records -Questionnaires -Structured interviews with students, parents, teacher, and or/administrators -Participant portfolios	-Student learning outcomes -Cognitive (performance achievement) -Affective (attitudes and dispositions) -Psychomotor (skills and behaviors)	-To focus and improve all aspects of program design, implementation and follow-up -To demonstrate the overall impact of professional development