

PLANNING FOR EFFECTIVE PROFESSIONAL DEVELOPMENT

The purpose of [Title II, Part A](#) is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

This document is intended to be a guide to assist LEAs and campuses for determining effective professional development for the school year. The ESSA statute [Section 8101(21)(A)] defines “evidence-based” as meaning an activity, strategy, or intervention that— (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— (I) strong evidence from at least 1 well-designed and well-implemented experimental study; (II) moderate evidence from at least 1 well-designed and well-implemented quasiexperimental study; or (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (ii) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. For documentation, the LEA would need to be able to provide a copy of evidence from such a study, to show why the LEA believes that the activity or strategy will be effective in meeting the needs of its target population. The LEA would also need to show its own evaluation efforts to determine the effectiveness of the activity or strategy after implementation.



EOY*/SUMMER - INITIAL PLANNING AND COLLABORATION

- Seek staff input
- Identify local needs - Comprehensive Needs Assessment (CNA)
- Consider choosing a focus and limit to one (or a few) initiative(s) that fits LEA and/or campus needs
- Align with CNA, LEA plan, and campus plans



BOY/ONGOING - TRAINING/SUPPORT

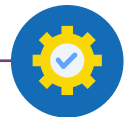
- Select relevant training and professional development opportunities
- Add principals and administrators to the training process. As the school leader it is important for them to understand the process
- Allow time for acquisition of new skills and implementation
- Coaching/Modeling and/or Mentor
- Continuous job-embedded learning
- Evaluate and adjust



BOY* - INDIVIDUAL STAFF GOAL SETTING¹



- Select personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback
- Self-assess and identify areas of development
- Address gaps and build on strengths



BOY/ONGOING - IMPLEMENTATION

- Ensure professional development (PD) is sustained and supports initial planning, collaboration, and campus needs
- Administrators support educators in their work to improve the overall quality of instruction
- Evaluate impact on student achievement and adjust throughout the year

CONTINUED ON BACK

¹ LEAs utilizing the Texas Teacher Evaluation and Support System (T-TESS) may choose to incorporate this system in consideration of individual staff goal setting to support teachers in their professional growth.

*End of Year (EOY), Beginning of Year (BOY)

PLANNING FOR EFFECTIVE PROFESSIONAL DEVELOPMENT *Continued...*

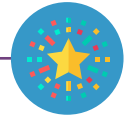


ONGOING - SUPPORT/COLLABORATION

- Principals and administrators observe, monitor and provide feedback
- Collaboration is key to sustaining a job-embedded professional learning plan
- Teachers need to be able to share their experiences of implementation, collaborate and provide feedback with others through planning sessions.
- Add additional PD opportunities as appropriate

ONGOING - CELEBRATE SUCCESS

- Intentionally celebrate successes
- Make adjustments to reflect success or areas of need



ONGOING/EOY - EVALUATE & REFLECT

- Evaluate impact on student success
- Evaluation of the plan is key to measure outcomes of the professional learning
- Consider needs in planning for upcoming year

