

## TITLE II, PART A PURPOSE & INTENT

*The purpose of Title II, Part A is to:*

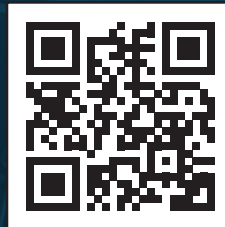
- increase student achievement consistent with the challenging State academic standards;
- improve the quality and effectiveness of teachers, principals, and other school leaders;
- increase the number of effective teachers, principals, and other school leaders who are effective in improving student 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 opportunities for all students.



For more information, the following resources are available from the Texas Education Agency:

- [Title II, Part A Webpage](#)
- [Title II, Part A Program Guide](#)
- [Title II, Part A FAQ](#)
- [Title II, Part A Program Webinar](#)
- [Title II, Part A Use of Funds One-Pager](#)



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TEA Federal Program  
Compliance Webpage:  
<https://tea.texas.gov/finance-and-grants/grants/essa-program/federal-program-compliance>



## TITLE II, PART A SYSTEM OF PROFESSIONAL GROWTH AND IMPROVEMENT



# TITLE II, PART A

## SUPPORTING EFFECTIVE INSTRUCTION

Educator professional development is an investment in the educator's personal development and benefits both student academic growth as well as the overall teaching profession.

In this document, we refer to End of Year as EOY and Beginning of the Year as BOY. We also use the term Local Education Agencies (LEA) which includes traditional school districts and open-enrollment charter schools systems.

When planning for districts and/or campuses, the following questions should be considered:

- What are your specific district/campus goals?
- What key skills are needed for each goal?
- What skills do staff need to develop?
- What actions will leadership take to assist staff in developing the skills needed to meet the goal?
- What is the timeline for measuring progress and determining completion?



## PROFESSIONAL DEVELOPMENT CONSIDERATIONS/TIMELINE

### 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

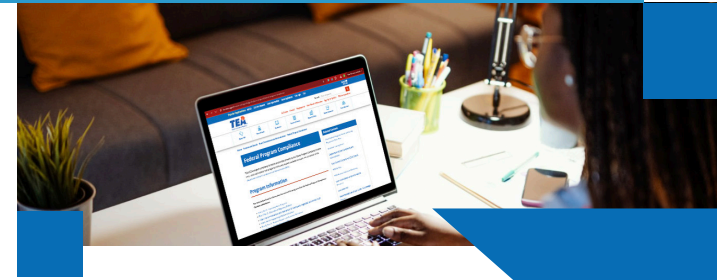
### BOY - INDIVIDUAL STAFF GOAL SETTING<sup>1</sup>

- 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 - 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

<sup>1</sup> 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.



### 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

### 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