

No Child Left Behind

TITLE II PART A: HIGH QUALITY PROFESSIONAL DEVELOPMENT CRITERIA

(*This form is not required for submission toKSDE. This document was developed to more clearly outline what High Quality Professional Development (HQPD) means as defined in the No Child Left Behind (NCLB) legislation. Please note: a distinction between Staff Development and Professional Development is made in the Kansas Professional Development Program . In NCLB, Professional Development refers to individuals and/or groups of individuals.

To be considered “High Quality Professional Development”, as defined by No Child Left Behind and Kansas State Department of Education, activities must meet the criteria outlined in Parts I, II and III below.

Note: For purposes of Title II Part A, one-day and short-term conferences or workshops are NOT considered to be high-quality professional development unless part of an ongoing plan.

Part I: To be considered high quality professional development, the activity **must meet all seven context** criteria.

- | | |
|---|--|
| <input type="checkbox"/> actively engages teachers, over time; | <input type="checkbox"/> provides time and other resources for learning, practice, and follow- up; |
| <input type="checkbox"/> is directly linked to improved student learning within the school's curriculum; | <input type="checkbox"/> is supported by school leadership; AND, |
| <input type="checkbox"/> is directly linked to priorities identified in the school's improvement plans; | <input type="checkbox"/> provides teachers with the opportunity to give the <u>principal</u> feedback on the effectiveness of participation in this professional development activity. |
| <input type="checkbox"/> is consistent with and supports priorities in the school's professional development plan developed by teachers and administrators; | |

Part II: To be considered high-quality professional development, the activity must be **at least one** of the following **processes**:

- | | |
|---|---|
| <input type="checkbox"/> course work to improve content knowledge and/or instructional practice | <input type="checkbox"/> study groups |
| <input type="checkbox"/> training to improve instructional practice and application | <input type="checkbox"/> grade-level collaboration and work |
| <input type="checkbox"/> action research and sharing of findings | <input type="checkbox"/> cross grade-level collaboration and work |
| <input type="checkbox"/> peer observation and feedback | <input type="checkbox"/> content-area collaboration and work |
| <input type="checkbox"/> peer coaching and mentoring | <input type="checkbox"/> specialization-area collaboration and work |

Part III: To be considered high-quality professional development, **the content** must address **at least one** of the following **concepts**:

- | | |
|--|--|
| <input type="checkbox"/> knowledge related to standards and classroom instruction:
<input type="checkbox"/> English, Reading, Language Arts
<input type="checkbox"/> Mathematics or Science
<input type="checkbox"/> Foreign languages
<input type="checkbox"/> Civics, Government, or Economics
<input type="checkbox"/> History or Geography
<input type="checkbox"/> Arts | <input type="checkbox"/> teaching students with different needs and talents |
| <input type="checkbox"/> instructional strategies related to content being taught in the classroom | <input type="checkbox"/> use of data and assessments to inform classroom practice and student learning |
| <input type="checkbox"/> improving classroom management skills | <input type="checkbox"/> instruction in linking secondary and post-secondary education |
| <input type="checkbox"/> a combination of content knowledge and content- specific teaching skills | <input type="checkbox"/> involving parents in improving the learning of all students |
| <input type="checkbox"/> the integration of academic and vocational education | <input type="checkbox"/> strategies for integrating technology into curriculum and instruction |
| <input type="checkbox"/> research-based instructional strategies | <input type="checkbox"/> instructional leadership development and management training for teachers |
| <input type="checkbox"/> strategies to improve language and academic skills for students with limited English proficiency | <input type="checkbox"/> mentoring and/or coaching other teachers or administrators |
| <input type="checkbox"/> methods of teaching children with special needs | <input type="checkbox"/> leadership development and management training to improve the quality of principals |
| <input type="checkbox"/> identifying early and appropriate interventions | |

For further information: please contact:

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