

Professional Development: Build Teacher and Leadership Capacity with Collaborative and Comprehensive Professional Development

HIGH-IMPACT COACHING

Catapult Learning coaching sessions are collaborative and take place in one-on-one or small-group settings. High-impact coaching solutions, offered alone or in tandem with any of their workshops or institutes, provide flexible programming customized to meet your needs and are focused on ensuring that modifications in teaching and planning are reflected in positive student outcomes.

Through coaching, educators will:

- Advance the use of research-based practices
- Help educators identify their own strengths
- Improve comfort with new concepts and ideas
- Provide educators with the tools and constructs that enable them to continue growing independently
- Improve reading comprehension

INSTITUTES

Institutes provide a customized program featuring nationally renowned educational experts and timely themes in education. Institutes are designed to increase leader and teacher capacity to:

- Develop their learning organization(s)
- Plan and deliver effective instruction
- Create rigorous opportunities for student learning leading to successful outcomes
- Engage teachers and leaders in up-to-the-minute topics and themes in education

WORKSHOPS

Workshops build organization capacity to accelerate student achievement. By hosting workshops at your school or in your local community, you'll introduce school leaders and teachers to a range of new ideas and research-based best practices. Workshops are three to six hours in length. While many workshops are suitable for mixed-grade audiences, some topics are differentiated by grade. Topic areas are organized by a 5-strand design, emphasizing:

- Leadership
- Pedagogy & Curriculum
- Assessment for Learning
- Learning Environment
- Student & Family Support



Federal Programs for Professional Development

The chart below explains the ESSA programs that can provide funding for **PROFESSIONAL DEVELOPMENT**, gives a brief statement of program purpose, and explains how students can be qualified or considered for program services, describes the definition of educational need, and provides tips as to how the funds can be effectively used depending on the circumstances.

ESSA PROGRAM	QUALIFICATION/CONSIDERATION	DEFINITION OF NEED	TIPS
<p>TITLE IIA Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders</p> <p>PURPOSE Title IIA funds a wide array of PD through a proportional share of the total Title IIA allocation received by the LEA, based on students attending the private school within the LEA regardless of where the child resides.</p>	<p>Coordinating PD with student services in STEM, counseling, and other academic intervention programs can be effective for student learning.</p> <p>The PD program is determined through consultation between public and private school officials. Options available under the law should not be limited by the LEA prior to consultation. Consultation should determine the PD focus to best meet the students needs.</p> <p>Title IIA provides PD to teachers that meets the needs of the students; Title IIA services are never justified by being what a teacher wants to participate in, separate and distinct from student needs. Effective Title IIA PD should be sustained and lead to improved teaching and learning in the classroom.</p>	<p>Title IIA services are open to teachers, principals, and other educational personnel. Participants receive program benefits based on the needs of their students. Private school officials should present a simple professional development plan in consultation with public school officials, such as:</p> <ul style="list-style-type: none"> • Student needs to be met (provide data such as student achievement data and teacher input) • Activities (workshops, conferences, trainings, coaching, etc.) • Timeline • Intended outcome • Cost 	<ul style="list-style-type: none"> • Including coaching as part of comprehensive PD program will lead to a greater chance that the PD will lead to more effective teaching and learning in the classroom. • For any professional development, the justification for the program of services is the needs of the students and not the needs of the teachers or other educational personnel. • If funding for Title III is limited, focusing Title IIA funds on PD for teachers of English learners and immigrants can free up Title III funds. • Coaching and other professional development can assist teachers with Title I students in their classroom by focusing the use of Title IIA funds to meet the needs of Title I students.
<p>TITLE IVA Student Support and Academic Enrichment Grants</p> <p>PURPOSE To promote access to a well-rounded education, improve conditions for student learning, and improve the use of technology for academic achievement. The three categories of uses for funds are:</p> <ol style="list-style-type: none"> 1. Well-Rounded Education 2. Safe and Healthy Students 3. Effective Use of Technology 	<p>Funds are distributed on a per-pupil basis according to the number of children attending the private school located in the LEA, regardless of where the child resides.</p> <p>Private school officials can request that funds be used in any of the three categories under Title IVA. There is no requirement that funds be distributed among the three categories for the private school program. The PD program is determined through consultation between public and private school officials. Options available under the law should not be limited by the LEA prior to consultation. Consultation should determine the PD focus to best meet student needs.</p>	<p>Private school officials, during consultation, can articulate a general need for their students focusing on one or more of the three categories for expenditure of funds, or can focus their request on a specific group of students. For example, you might articulate a general need such as helping all students to adapt to a focus of hands-on/innovation learning in the classroom by providing PD that helps teachers integrate a hands-on/innovation approach to learning, or focus on support for teachers who have students with special needs in their classrooms.</p> <p>You could use Title IVA funds to coordinate with the PD program under Title IIA.</p>	<ul style="list-style-type: none"> • PD under Title IVA can be in any of the three areas of funding: Well-Rounded Education, Safe and Healthy Schools, or Effective Use of Technology. • Connecting PD with any student services being provided can make the program effective. • If funds are insufficient for direct student services, PD can extend limited funds to provide significant and long lasting benefits.

PROFESSIONAL DEVELOPMENT

ESSA PROGRAM	QUALIFICATION/CONSIDERATION	DEFINITION OF NEED	TIPS
<p>TITLE I Improving the Academic Achievement of the Disadvantaged</p> <p>PURPOSE To provide high quality supplemental instruction and to close achievement gaps.</p>	<p>Students meet definition of educational need as determined through consultation and resides in a Title I attendance area. Title I funds can be used for instructional services and professional development. There is no longer a requirement (or limit) to spend 5% of Title I funds on PD. The determination of whether or not to devote instructional funds to PD is determined through the consultation process.</p> <p>The educational needs of qualified students can be met through professional development (PD) when this is an effective way to meet their needs. PD can be provided along with instructional and/or counseling services, or in place of it. Generally, PD is provided in addition to instructional and/or counseling services. Professional development can be provided through the Title I program, provided the focus of the PD is on the specific needs of the at-risk Title I students.</p>	<p>Students must meet the definition of educational need developed in consultation between public and private school officials. The elements of educational need must be age-appropriate and objective. There must be at least two measures defining educational need. Students can qualify for Title I using at least two measures, such as but not limited to:</p> <ul style="list-style-type: none"> • Test score at or below a cut-off percentile • In-class assessments in reading/language art and/or math • Teacher indications of classroom/learning issue • Report card grades • Parent concerns and recommendations • Portfolio of work in class and completed at home 	<ul style="list-style-type: none"> • Coaching can extend the reach of the Title I instructional program by assisting teachers to better instruct students with learning challenges and different learning styles. • PD funded with Title I funds must specifically address the needs of the Title I students; therefore, the content must be designed to meet the unique needs of educationally needy children in the Title I program. • PD funded with Title I is open to teachers and other educational personnel of eligible Title I students (not only participating students); this may or may not include all teachers and educational personnel in the school.