NO CHILD LEFT BEHIND

Title II, Part A

Teacher and Principal Training and Recruiting Fund

II-A Recommendations

Documentation to ensure that substitutes and stipends are being paid for appropriate staff to attend PD.

Modified forms to include the certification.

II-A Notable Practices

AVID = Advancement via Individual Determination

Bag Ladies

Kagan Cooperative Learning Structures

MINT = Mentoring Induction for New Teachers

II-A State Notable Practices

Upcoming Survey

Purpose: determine how teachers and leaders are prepared, developed and supported

Assurance: Title II-A funds are used on the highest leverage instructional development and/or improvement activities that result in the job-embedded actions and follow-up that are consistent with contemporary research on professional learning.

II-A State Notable Practices

Upcoming Survey

The survey requests specific data from three areas in which LEAs predominately expend Title II-A funds.

The areas include staff, consultants and travel.

2014-15
Title II-A
Work papers

Compliance Item AIIA-3

LEAs take actions:

To support the professional learning of educators at high need schools

Equitable distribution of teacher and principal effectiveness

Priority to teachers, principals and assistant principals who need training and/or assistance in determining levels of teacher effectiveness/performance.

The LEA should:

Identify high need schools.

Identify the teachers and principal who are not effective between particular types of schools.

Provide evidence that equitable distribution strategies are being implemented.

Document that the LEA gave priority to teachers that are not highly qualified and/or infield.

Document principals that need training and/or assistance in determining levels of teacher effectiveness/performance.

Review Question(s):

What actions were taken to address differences in teacher effectiveness?

What activities occurred to address equitable distribution in teacher effectiveness between particular types of schools?

What activities occurred to address priority to teachers that are not highly qualified and/or infield?

What activities occurred to address principals that needed training and/or assistance in determining levels of teacher effectiveness/performance?

Documents to Support Compliance/Evidence of**:**

An analysis that identified high need schools.

An analysis conducted to determine teacher and principal effectiveness.

Activities conducted that addressed teachers who are not highly qualified and/or infield.

Activities conducted that addressed principals that needed training and/or assistance in determining levels of teacher effectiveness/performance.

If applicable, effective teachers were relocated to schools in need.

Compliance Item BIIA-4:

LEAs provided evidence- and research-based programs that provide targeted, specific support for beginning teachers.

The LEA should provide:

Training that is evidence- and research-based

Targeted, specific support

Sample list of professional development activities specific to supporting beginning teachers.

Review Question(s):

What kind of training was provided?

What follow-up activities were utilized with teachers?

Documents to Support Compliance:

Provide a sample list of professional development activities specific to supporting beginning teachers.

Sample documents may include:

attendance rosters;

data collected on teachers;

workshop evaluations;

coaching/mentoring logs that specify that coaching is used for teachers to better differentiate instruction or manage classroom behavior; or

follow-up schedules.

Compliance Item BIIA-5

LEAs provide training that will develop the capacity of principals and other instructional leaders to:

Improve teaching and learning,

Coach and/or train principals to recognize effective teaching skills, ineffective teaching and know how to take action

Establish effective ways to build and sustain a school-site learning culture that supports collegial learning practices.

The LEA should provide:

Evidence of training and that develops instructional leaders capacity to improve teaching and learning,

Coach and/or train principals to recognize effective teaching skills, ineffective teaching and how to take action for quality learning.

Evidence of established effective ways to build and sustain school-site learning cultures that support collegial learning practices.

Review Question(s):

What kind of training was provided?

What follow-up activities were utilized with teachers?

Describe collegial learning practices that have been established and how these are being sustained.

Documents to Support Compliance:

Provide a sample list of professional development activities specific to principals and other instructional leaders to improve teaching and learning.

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Sample documents may include:

attendance rosters;

data collected on principals and other instructional leaders;

workshop evaluations;

sample collegial learning practices outlines/plans, documents that establish this network;

coaching/mentoring logs that specify that coaching is used for principals and other instructional leaders to improve teaching and learning; and/or follow-up schedules

Compliance Item JIIA-1:

LEAs maintains appropriate budgetary records and reports for charter school reimbursement plans (section 1002.33, F.S.).

Documents to support compliance are on file with the LEA to support program expenditures.

The LEA should maintain documentation evidencing :

An allocation of proportionate funds to charter schools.

LEAs had timely notified and consulted with charter school(s) regarding the availability to participate in LEA-wide activities or utilization of the reimbursement plan (Section 1002.33,F.S.).

Decisions made by the charter schools.

The LEA should maintain the required records and documentation to:

Support charter school reimbursement plan expenditures. fiscal records to show appropriate expenditures for charter school reimbursement plan(s) under this program.

Show Full Time Equivalent (FTE) units paid with Title II, Part A funds, if any, for charter school reimbursement plan(s).

Track expenditures for charter school reimbursement plan(s).

Review Question(s):

Did the LEA notify and consult with charter schools in a timely and meaningful manner in determining the professional development needs and activities?

Did charter schools have an opportunity to choose to participate in professional development offered by the LEA or to utilize the reimbursement plan process outlined in Section 1002.33, F.S.?

Did the LEA maintain the appropriate budgetary documents for the Title II, Part A programs?

Documents to Support Compliance:

Provide documentation evidencing an allocation of proportionate funds to charter schools.

Provide documentation showing that the LEA has timely notified and consulted with charter schools regarding the availability to participate in LEA-wide activities or utilization of the reimbursement plan process outlined in Section 1002.33, F.S.

Provide documentation evidencing the decisions made by the charter school(s).

Documents to Support Compliance:

Evidence of maintaining the required records and documentation to support charter school reimbursement plan expenditures.

Provide documentation for fiscal records to show appropriate expenditures for charter school reimbursement plan(s) under this program.

Provide documentation showing the roster of the Full Time Equivalent (FTE) units paid with Title II, Part A funds, if any, for charter school reimbursement plan(s).

Documents to Support Compliance:

Provide documentation evidencing that the LEA is clearly tracking expenditures for charter school reimbursement plan(s) under this program.

Provide financial reports with specific details of activities conducted utilizing Title II, Part A funds.

NOTE: Documents should be clearly noted/coded that the fund source is Title II, Part A.

NOTE: Personnel paid through Title II, Part A funds should be clearly labeled as teachers, coaches, administrators, etc.

Title II - A

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