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**TITLE II PART A ­ HIGH QUALITY PROFESSIONAL DEVELOPMENT**

# Criteria for Approval

School Name \_\_\_ Teacher Signature

Activity and Date(s) \_\_\_ Principal Signature \_\_\_\_\_\_\_\_

Instructions: As defined by *the Every Student Succeeds Act of 2015* and the Missouri Department of Elementary and Secondary Education: Services provided to private school teachers under Title II, Part A may be for professional development. The funded activity must meet the specific needs of the students enrolled in the private school and not the school itself, or the general needs of the students enrolled in the private school.

Note: Under NCLB, a LEA was required to apply equitable services only to the portion of its Title II funds that the LEA used for professional development. That language was removed under ESSA, which means LEA must apply equitable services to its entire Title II, Part A allocation*.*

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

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

**Part II:** To be considered high‐quality professional development, the activity must be **at least one** of the following types. Mark all that apply.

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| \_\_\_\_\_ study groups \_\_\_\_\_ grade‐level collaboration and work \_\_\_\_\_ cross grade‐level collaboration and work \_\_\_\_\_ content‐area collaboration and work  | \_\_\_\_\_ specialization‐area collaboration and work \_\_\_\_\_ action research and sharing of findings \_\_\_\_\_ modeling \_\_\_\_\_ peer coaching  |

**Part III:** To be considered high‐quality professional development, the activity must address **at least one** of the following topics (mark all that apply):

\_\_\_\_\_ content knowledge related to standards and \_\_\_\_\_ identifying children’s' needs and providing classroom instruction early and appropriate interventions

\_\_\_\_\_ English, reading, language arts \_\_\_\_\_ teaching students with different needs and talents

\_\_\_\_\_ mathematics or science \_\_\_\_\_ use of data and assessments to inform classroom

\_\_\_\_\_ foreign languages practice and student learning

\_\_\_\_\_ civics, government, or economics \_\_\_\_\_ instruction in linking secondary and post‐secondary education

\_\_\_\_\_ arts \_\_\_\_\_ involving parents in improving the learning of all students

\_\_\_\_\_ instructional strategies related to content being \_\_\_\_\_ strategies for integrating technology in curriculum and instruction

 taught in the classroom \_\_\_\_\_ leadership development and management training for teachers

\_\_\_\_\_ improving classroom management skills curriculum and instruction

\_\_\_\_\_ a combination of content knowledge/ content‐ specific teaching skills \_\_\_\_\_ leadership development and management training for principals

\_\_\_\_\_ the integration of academic and vocational education \_\_\_\_\_ mentoring and/or coaching other teachers or administrators

\_\_\_\_\_ research‐based instructional strategies

\_\_\_\_\_strategies to improve language and *\_\_\_\_\_* closing the performance gap for diverse groups of students

 academic skills for students with limited English proficiency

\_\_\_\_\_ methods of teaching children with special needs