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Title IIA Allowable Activities – Supporting Effective Instruction

Purpose and Priorities - (SEC. 2001. 20 U.S.C. 6601)

- (1) Increase student achievement consistent with challenging State academic standards;
- (2) Improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;
- (4) and provide low-income and minority students greater access to effective teachers, principals and other school leaders.

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| Strategy | Strong Educator Evaluation and Support Systems - To develop, implement and improve rigorous, transparent, and fair evaluation and support system |
| II A Allowable | Develop, implement, and improve rigorous, transparent, and fair evaluation and support systems. |
| Requirements | <ul style="list-style-type: none"> • Documentation of the need through a comprehensive needs assessment • Inclusion in your Continuous Improvement Plan (CIP) • A plan for evaluating the impact of the investments • Allowable if these systems are based in part on evidence of student achievement, which may include student growth, and must: (1) include multiple measures of educator performance, such as high-quality classroom observations, and (2) provide clear, timely, and useful feedback to educators (ESEA sections 2101(c)(4)(B)(ii) and 2103(b)(3)(A)). |
| Considerations | Keep in mind that research shows well-designed and implemented evaluation and support systems will: (1) Continually improve instruction, (2) Meaningfully involve educators and other stakeholders, (3) Be valid, reliable, and fair, (4) Include multiple measures, (5) Be transparent, (6) Help ensure educational equity. |

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| Strategy | Transformative School Leadership - Traditional and non-traditional pathways through the development of new teacher, principal, or other school leader preparation academies, teacher effective recruitment, selection, and hiring of the most promising educators. |
| II A Allowable | <ul style="list-style-type: none"> • Partner with organizations to provide leadership training and opportunities for principals and other school leaders to hone their craft and bring teams together to improve school structures. • Community learning opportunities where principals and other school leaders engage with their school teams to fully develop broad curriculum models. • Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation. • Content area specialists that are in positions of teacher leader to provide embedded professional development. • Paying for coursework and professional development related to the development of teacher leaders. |
| II A Non-Allowable | <ul style="list-style-type: none"> • Leadership Retreats • Stand-alone conferences that do not meet the definition of “high quality professional development”. |
| Requirements | <ul style="list-style-type: none"> • Documentation of the need through a comprehensive needs assessment • Inclusion in your Continuous Improvement Plan (CIP) • Evidence based • A plan for evaluating the impact of the investments |
| Considerations | <ul style="list-style-type: none"> • Does the investment clarify if this is an existing teacher leader or for the preparation of a new teacher leader? • How will you document that the new learning will be used to impact teacher capacity for all, not just for individual teachers? |

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| Strategy | Induction and Mentoring - To establish and support high quality novice teacher and Principal induction and mentorship programs that are evidence-based and are designed to improve classroom instruction and student learning/achievement and increase the retention of effective teachers, principals, or other school leaders. |
| II A Allowable | <ul style="list-style-type: none"> • Stipends for mentors for teachers and principals. • New teacher training • Buying resources to support professional learning for new teachers (e.g. Charlotte Danielson book group) as long as the investment includes a professional learning component. • Partial funding of Curriculum Mapping, Management and Evaluation Systems if proper justification can be provided. • Some mentoring services may be allowed if it is not supplanting the requirements in EQS. |
| II A Non-Allowable | <ul style="list-style-type: none"> • Stipends can only be paid for time “beyond current contractual obligations” (BCO). • No gifts. • Mentoring is required by Education Quality Standards. As such, you cannot use Title II, Part A funds to pay for the mentoring that is mandated. |
| Requirements | <ul style="list-style-type: none"> • Documentation of the need through a comprehensive needs assessment • Inclusion in your Continuous Improvement Plan (CIP) • Evidence base is clearly noted for both process (i.e., coaching, PLCs) and content (i.e., literacy, math, PBL, etc.) • A plan for evaluating the impact of the investments is required • For any investment(s) related to mentoring, you must provide a rationale for how your request is not supplanting what is required in EQS (include contract requirements). |
| Considerations | <ul style="list-style-type: none"> • Does your investment reflect that the work is “beyond contractual obligation”? • Have you included the estimated number of teachers and rate of BCO stipends? • You cannot rely on IIA funds to support your entire mentoring program because it is required in EQS. What are you requesting with IIA and how is this an extension of your baseline mentoring and induction program (as mandated)? |

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| Strategy | <p>Teacher Expertise and Leadership</p> <ul style="list-style-type: none"> • Career opportunities and advancement initiative for effective teachers that promote professional growth and emphasize multiple career paths. • Supporting peer-led, evidence based professional learning in LEAs and Schools. • Community of learning and other PD opportunities with diverse stakeholder groups such as parents, civil rights groups, and administrators to positively impact student outcome. |
| II A Allowable | <ul style="list-style-type: none"> • Peer-led, evidence based professional learning in LEAs and Schools. As per EQS could include professional learning on Instructional Practice to promote personalization, Assessment Literacy, PD specific to curriculum content (Literacy, Math, Scientific Inquiry and Practice, Global Citizenship, PE & Health, Artistic Expression and Transferable Skills, High quality instructional materials (including access to educational technology). • Community of learning and other PD opportunities with diverse stakeholder groups such as parents, civil rights groups, and administrators to positively impact student outcome. • Instructional and Content Coaching • Providing high quality, personalized professional development that is evidence-based on effectively integrating technology into curricula and instruction, using data to improve student achievement, effectively engage parents, families and community partners, help all students develop the skills essential for learning readiness and academic success, increase ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support • Professional development focused on integrating rigorous content, CTE, and work-based learning, to prepare students for postsecondary education and the workforce. • Training to support the identification of students who are gifted and talented • Training teachers, principals and other school leaders as well as specialized instructional support personnel to recognize child sexual abuse and to respond to children at risk of mental illness • Supporting school library programs. • Professional development for teachers, principals, and other school leaders on STEM. |
| II A Non-Allowable | <ul style="list-style-type: none"> • Mini grants • “Placeholders” for PD activities not yet developed • Purchase of materials, texts or supplies for student use including curriculum materials. Purchase of teacher texts, materials or supplies unless part of PD activity • Staff salaries unless the funding is to provide direct professional development |

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| II A Non-Allowable | <ul style="list-style-type: none"> • Stipends that supplant salaries; you must state that stipends are for work “beyond contractual obligations” • Equipment (including computers and other devices) • Remedial instruction • Developing and disseminating information to the public • Funds for a staff person to attend a single course (aka, tuition) or one-shot conferences planning for PD • Use of professional development funds for individual teacher tuition <u>unless</u> for purpose of developing teacher leader capacity. • Investments that are not adequately resourced to have an impact on student academic achievement (i.e., Instructional Coach as a very low FTE without corresponding time working directly with teachers in classrooms). • Purchase of instructional software is not allowed <u>unless</u> it is for the express purpose of the professional learning (i.e., one piece of software to provide PD on for a group of teachers on the software). • Network administrator or technician to install and repair hardware & software or data analyst. • Purchasing data systems to manage student assessment data. • Curriculum audits are typically not allowable as this is collecting data as a precursor to PD, not direct professional learning. |
| Requirements | <ul style="list-style-type: none"> • Documentation of the need through a comprehensive needs assessment • Inclusion in your Continuous Improvement Plan (CIP) • Evidence base is clearly noted for both process (i.e., coaching, PLCs...) and content (i.e., literacy, math, PBL, etc.) • A Service Delivery Plan if required • A plan for evaluating the impact of the investments is required • Appropriately licensed personnel (i.e., Technology Integration Specialist vs. Technician) • Coaching investments should be informed by the Vermont document; <i>Coaching as Professional Learning: Guidelines for Implementing Effective Coaching Systems</i>. • Any professional learning investment must meet the definition of “high quality professional development”. |

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| Requirements | <ul style="list-style-type: none"> • Actual course participation |
| Considerations | <ul style="list-style-type: none"> • Does the professional learning increase the number of 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. (SEC. 2001. 20 U.S.C. 6601) • Do the investments meet the definition of “high quality professional development”? • Have you followed the rules of procurement for consultants/vendors? • Coaching and Teacher Leader positions must be: adequately resourced, indicate a clear focus, include a service delivery plan that articulates the (who, what, where, when, how), and an evaluation plan to determine impact. |

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| Strategy | Attracting and Retaining Excellent Educators in High-Needs Schools - Develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers to improve within-district equity (such as differential and incentive pay for teachers in high-need schools and/or high-need academic subject areas and specialty areas, hybrid teacher/leader and leadership positions, co-teaching of classes, esp. co-teaching by an experienced effective teacher and a novice teacher). |
| II A Allowable | <ul style="list-style-type: none"> • In-service for school personnel related to school conditions for student learning (safety, peer interaction, drug and alcohol abuse, chronic absenteeism, child sexual abuse prevention). • Teacher “time banks” to allow effective teachers and school leaders in high-need schools to work together to identify and implement meaningful activities to support teaching and learning. • Class size reduction (CSR) strategies that create additional classes in a particular grade or subject area (regular classroom teachers) will not be considered. Class size reduction (CSR) strategies will be limited to those that employ highly qualified educators to serve smaller instructional groups for sustained blocks of time for a specific content area on a regular basis. • May be used to pay the costs of additional responsibilities for teacher leaders, use of common planning time, use of teacher-led developmental experiences for other educators based on educators’ assessment of professional learning opportunities. • Improve working conditions (such as improving access to educational technology, reducing class size, or providing on-going cultural proficiency training to support strong school climate for educators and students). |
| II A Non-Allowable | <ul style="list-style-type: none"> • Use of SchoolSpring to recruit, unless it is a new strategy for recruitment (otherwise considered supplanting). • Class size reduction (CSR) strategies will be limited to those that employ highly qualified educators to serve smaller instructional groups for sustained blocks of time for a specific content area on a regular basis. |
| Requirements | <ul style="list-style-type: none"> • Documentation of the need through a comprehensive needs assessment • Inclusion in your Continuous Improvement Plan (CIP) • Evidence base is clearly noted for both process (i.e., coaching, PLCs) and content (i.e., literacy, math, PBL, etc.) • A Service Delivery Plan if required • A plan for evaluating the impact of the investments |
| Considerations | Do the investments that you are requesting represent a priority of need with the appropriate level of evidence to determine sound path to outcomes related to student achievement? |

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| Strategy | Supporting Early Learning Educators - Joint professional learning and planned activities to increase ability of principals and other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight (science of child development and early learning). |
| II A Allowable | <ul style="list-style-type: none"> Professional learning to increase knowledge base of educators (teachers, principals, or other school leaders) regarding instruction in the early grades and developmental appropriate strategies to measure how young children are progressing. Training and identification of students who are gifted and talented, and implementing instructional practices that support the education of such students including early entrance to kindergarten. Joint activities with elementary school, including issues related to transition and school readiness. |
| II A Non-Allowable | <ul style="list-style-type: none"> Professional development that is required for the certification/licensing specific to the program (i.e., Montessori training). |
| Requirements | <ul style="list-style-type: none"> Documentation of the need through a comprehensive needs assessment Inclusion in your Continuous Improvement Plan (CIP) Evidence base is clearly noted for both process (i.e., coaching, PLCs) and content (i.e., literacy, math, PBL, etc.) A Service Delivery Plan if required A plan for evaluating the impact of the investments |

*Note: These tables provide examples of allowable activities and is not an exhaustive list. Please consult the [statute](#) for more information.

Definition of “High Quality Professional Development”

All professional development activities paid for with Title I or Title IIA funds must be high quality professional development. This includes but is not limited to, activities that:

- Are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State standards; and
- Are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

ESSA State Plan – IIA

The Education Quality Standards are built on the premise of continuous improvement for all schools. To ensure that SU/SDs are developing, implementing, and evaluating investment plans that meet the academic and non-academic needs of all students, Vermont will utilize a continuous improvement planning cycle to provide differentiated technical assistance, progress monitoring, compliance review, and corrective action in support of evidence-based practice.

Consistent with our dedication to equity for all students, the State will employ SU/SD level funding to provide ongoing support for teachers on identifying and providing effective instruction:

- Alignment of efforts to standards including the Vermont Professional Learning Standards, Education Quality Standards, and the Core Teaching and Leadership Standards for Vermont Educators.
- Collaborative (cross agency) collection of data to inform continuous improvement, starting with a comprehensive needs assessment to determine the specific and contextual needs within an SU/SD. Data will be used to determine the most effective path to narrowing gaps in achievement.
- A determination of which evidence-based activities, strategies, and interventions are most likely to have a measurable impact on student achievement. Funding decisions will be determined by the SU/SDs identified needs, and the presence of evidence-based actionable plans likely to have an impact on student learning.
- Collection, analysis, and presentation of evidence to support requests for the continuation of funding of subsequent investments.
- Institution of a systemic process for the collection of evidentiary practices across the state to extend, expand, and refine state-wide use of the evidence-based levels.
- Development of a state-wide Community of Practice (in alignment with other state-wide dissemination of information about teaching strategies and interventions that are having a measurable impact on student achievement).