

# Local Literacy Plan

## PROFESSIONAL DEVELOPMENT PLAN INSTRUCTIONS AND TEMPLATE

All applicants must provide a Professional Development Plan to support the evidence-based strategies proposed in the Local Literacy Plan. The plan should align specifically to subgrant project goals and evidence-based practices, core curriculum and instructional materials or reading intervention programs, as well as the mission, vision and strategic goals of the proposed project.

## Instructions and Definitions for Completing the Professional Development Plan Template

### GOALS AND EVIDENCE-BASED PRACTICES, HIGH-QUALITY INSTRUCTIONAL MATERIALS OR INTERVENTION PROGRAMS

The goals and evidence-based practices or interventions should align specifically with the subgrant project goals and evidence-based practices or interventions and actions outlined in the Local Literacy Plan. Goals should be S.M.A.R.T. (specific, measurable, attainable, research-based/relevant and time-bound) and should be rigorous and data driven. A needs assessment of the professional development in the school/program should be conducted to determine the type of professional development that is needed and should focus on improving student achievement and development. *(Add more rows on the template as needed.)*

### PROFESSIONAL DEVELOPMENT DESCRIPTION

Some professional learning activities may address more than one goal. Provide a brief overview of activities that are a part of the professional development program. List any training activities that are planned, including internal and external events, seminars, conferences, research experiences, mentoring and coaching, partnerships, etc. Match each action/activity to its relevant goal/objective. Identify the activity/model(s) of training that will be used to best reach the above goals and objectives. Will activities be individualized or in groups? Are activities based on research or best practices? Is there a model that has been used in a population similar to the district/program? Include dates that indicate when the professional learning will begin and end.

### ESSA CRITERIA ALIGNMENT

The *Every Student Succeeds Act* (ESSA) provides a definition of high-quality professional learning. As you document your plan, place check marks for each criterion that is fulfilled by the professional learning activity. The following six criteria must be addressed to ensure deep learning that can change teacher practice (see b below).

## RESOURCES

Describe the resources (staff, partners, providers, experts, etc.) that are available and/or will be utilized to carry out professional development activities. Identify existing partners or ones you wish to develop and what resources they may offer. What funding resources (grant funding, operating budget or other sources) will be used to carry out these activities?

## OUTCOMES/EVALUATION

The professional development plan should have established outcomes supported by an evaluation method to ensure goals are met. Consider how the success of the plan will be measured (behavior, attitudes, knowledge) and whether the school has met the previously identified needs. Any evaluation of outcomes should be both qualitative and quantitative (i.e., observations tracking use of new skills, self-reflection of value of new training, etc.) and include the intended impact for student performance goals and objectives.

### Comprehensive Literacy State Development Subgrant Considerations

When creating the professional development plan, consider how the plan overlaps with other areas of the subgrant application, such as:

- Subgrant goals and activities – Does the professional development plan align with one or more subgrant goals or activities?
- Budget – Does your budget clearly support your professional development plan?

***The subgrantee must assure that all planned professional development meets the standards for high-quality professional development in Ohio. In a birth to kindergarten entry application, all professional development must be Ohio-approved.***

### Grant Definition of “Professional Development”

Professional development means activities that—

- (a) Are an integral part of school and LEA 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 (as defined in this notice) and to meet the challenging State academic standards; and
- (b) Are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—
  1. Improve and increase teachers—
    - i. Knowledge of the academic subjects the teachers teach;
    - ii. Understanding of how students learn; or
    - iii. Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

2. Are an integral part of broad schoolwide and districtwide educational improvement plans;
3. Allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;
4. Improve classroom management skills;
5. Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;
6. Advance teacher understanding of—
  - i. Effective instructional strategies that are evidence-based (as defined in this notice); or
  - ii. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
7. Are aligned with, and directly related to, academic goals of the school or LEA;
8. Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this program;
9. Are designed to give teachers of English learners (as defined in the federal notice), and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
10. To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
11. As a whole, are regularly evaluated for their impact on teacher effectiveness and student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
12. Are designed to give teachers of children with disabilities (as defined in this notice) or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
13. Include instruction in the use of data and assessments to inform classroom practice;
14. Include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

15. Involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the HEA (20 U.S.C. 1059c(b)), to establish school based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;
16. Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
17. Provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; or
18. Where practicable, provide for school staff and other early childhood education professionals to address jointly the transition to elementary school, including issues related to school readiness.

# Professional Development Plan

## PART A

Complete the table below to provide a plan for each professional development goal; copy table as needed.

<b>Goal #1:</b>	
<b>Evidence-Based Practice, Core Curriculum and Instructional Materials or Reading Intervention Program:</b>	
<b>Data from Needs Assessment Informing Goal:</b>	
<b>PD Description and Activities</b>	<b>Begin/End Dates</b>
1.	
2.	
3.	
<b>Resources Required:</b>	
<b>Staff and/or External Vendor Providing Professional Development:</b>	
<b>Adult Implementation Data Used to Monitor Goal:</b>	
<b>Student Outcomes Data Used to Monitor Goal:</b>	

## PART B

Provide a brief description of how the plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

- **Sustained:** Taking place over an extended period; longer than one day or a one-time workshop.
- **Intensive:** Focused on a discreet concept, practice or program.
- **Collaborative:** Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.
- **Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.
- **Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students.