

**NCLB Title II Part A: Teacher & Principal  
Training & Recruiting Fund  
Fact Sheet**

Legislation/History: NCLBA was signed into law in January 2002, reauthorizing the Elementary and Secondary Education Act of 1965. Prior to NCLB, funds for educator professional development were administered through the Eisenhower Professional Development State Grants. Funds for class size reduction were a separate category.

**Purpose:**

1. Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools;
2. Hold local educational agencies and schools accountable for improvements in student academic achievement.

**The Law Requires Schools To:**

1. Assess needs: Conduct, with the involvement of teachers, an assessment of local needs for professional development and hiring to determine:
  - a. Activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.
2. Use effective professional development practices:
  - a. Research has shown effective professional development should be:
    - i. An integral part of the school improvement plan to improve student achievement
    - ii. Based upon a review of research showing the content or program has increased student academic achievement
    - iii. Aimed at advancing teacher or administrator understanding of effective instructional strategies aligned with state academic content standards, student academic achievement standards, and assessments;
  - b. Professional Development experiences should:
    - i. Use the most appropriate delivery model for meeting the learning goal
    - ii. Include activities that are high quality, sustained, intensive and classroom focused in order to have a positive and lasting impact on classroom instruction;
    - iii. Include opportunities to practice new knowledge or skills
    - iv. Provide follow-up including coaching, reflection, and feedback
3. Evaluate the effectiveness of strategies. Evaluation questions should be based on the goals determined through your needs assessment and planning process. To evaluate the effectiveness of professional development focus on:
  - a. Participants' Use of New Knowledge and Skills
    - i. Did participants incorporate the new knowledge and skills into practice?
    - ii. How is professional practice different than before the PD?

- b. Student Learning Outcomes
  - i. What impact did the professional development have on students? Are students demonstrating:

Higher levels of achievement?

More positive attitudes or perceptions?

(From Thomas R. Guskey: Evaluating Professional Development. 2000)

Title IIA Can Fund:

1. Initiatives to recruit and retain highly qualified teachers
2. Professional development activities to improve knowledge of teachers and principals and in appropriate cases paraprofessionals concerning:
  - a. Core academic subjects
  - b. Effective instructional strategies
  - c. Use of state student content and achievement standards and assessment in core content
  - d. Meeting needs of students with different learning styles
  - e. Improving student behavior in the classroom
  - f. Involving parents in their child's education
  - g. Use of data to improve instruction
  - h. Integrating technology into curriculum and instruction

Title IIA Cannot Fund:

1. Purchase of texts, materials or supplies for student use
2. Purchase of teacher texts, materials or supplies unless they are a required part of a professional development experience
3. Staff salaries unless it is an HQT for class size reduction or staff to provide professional development
4. Remedial instruction to individuals or small groups of students
5. Early education PD or staff unless early ed was designated a priority in the CFP needs assessment
6. Developing and disseminating information for the public

Some effective uses of Title IIA funds in Vermont:

1. Hiring teacher leaders to model and coach teachers on improving instruction
2. Providing in-depth content professional development for elementary teachers
3. Having principals participate with teachers in specific PD experiences
4. Providing regular opportunities for teachers to collaborate to examine student work and teaching practices

Funding For Vermont:

2003 \$13,965,246  
2004 \$13,961,804  
2005 \$13,895,209  
2006 \$13,751,559  
2007 \$13,751,559  
2008 \$13,259,275  
2009 estimated \$13,154,804

For further information, contact Wendy Ross at (802) 828-5148 or e-mail [wendy.ross@state.vt.us](mailto:wendy.ross@state.vt.us).