

**Title II-A Performance Indicator District/Charter School Data  
on Teachers Teaching Core Academic Subjects  
Who Are Receiving “High-Quality” Professional Development**

**Send this two page completed form to Leslie James by July 31, 2005:**

Nevada Department of Education  
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**District (or Charter School):** \_\_\_\_\_

**Title II-A Administrator, Other Contact, or Charter School Principal:** \_\_\_\_\_

**Phone #/e-mail:** \_\_\_\_\_

The performance target is 100% of core academic teachers will be receiving “high-quality” professional development by the end of the 2005-2006 school year.

“ High-quality” professional development is that which reflects the principles expressed in the definition of professional development in Section 9101(34) of the No Child Left Behind Act. Following on p. 4 is the list of criteria and activities which was developed from this definition to help determine whether teachers are receiving high-quality professional development.

The district and school performance indicator will have an 02-03 baseline, and an 03-04 measurable objective written as an annual increase in the percentage of teachers teaching in core academic subjects who will receive high-quality professional development. Thereafter the status of compliance and annual measurable objectives will be submitted for 04-05 and 05-06 to meet the performance target by the end of 2005-2006.

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(Form p. 2 – continued)

Nevada’s consolidated state plan must identify annual measurable objectives for each district and school as an annual increase in the percentage of teachers who are receiving high-quality professional development. The annual increase for each of the next three years will be **33%** in order to meet the performance target of 100% by the end of 2005-2006.

As it states in the document “NCLB Highly Qualified Teacher Requirements” on the Nevada Department of Education website at [www.nde.state.nv.us](http://www.nde.state.nv.us) (access by clicking on “No Child Left Behind”) the term “core academic subjects” means: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography

[NCLB definition Title IX, Section 9101(11)].

Arts” is defined by Nevada state regulation as music, visual arts and theater.

“Social studies” is defined by Nevada state statute as history, government (civics), economics and geography.

Note: Speech is not considered a core academic subject.

Core academic subject teachers include teachers teaching English as a second language and those vocational teachers who teach core academic courses (for example, agricultural education for which students receive a science credit). States are waiting further guidance regarding NCLB highly qualified requirements as they apply to special education teachers.

**SCHOOL SITES’ MEASURABLE OBJECTIVE:**

**Has the district collected school sites’ baseline and a measurable objective for 03-04 written as an annual increase in percentage of school site core academic teachers who will receive “high-quality” professional development?**

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The district must notify each school that it must report a baseline and a measurable objective to the district written as an annual increase in percentage of teachers who will receive high quality professional development.

(Form p. 3 – continued)

Example: 02-03 baseline of core academic teachers who are receiving high-quality professional development = 5/30 teachers which = 17%. The 03-04 annual increase in % of core academic teachers who will receive high-quality professional development = 33% of the remaining 25 teachers which is 8 teachers. (• assuming the original 5 teachers who received high-quality professional development in 02-03 will continue to receive high-quality professional development during the 03-04 school year).

- Note: Availability of and participation in high-quality professional development may vary for teachers from year to year. For example, teachers who are receiving sustained, intensive professional development in the area of reading one year may not receive that same professional development the following year. If a school is functioning as a “professional learning community” then 100% of those teachers receive high-quality professional development. Teachers work collaboratively in an ongoing cycle of systematically gathering and analysing data and information in order to monitor each student’s attainment of learning outcomes, and to enhance effectiveness in helping students achieve learning outcomes.

**DISTRICT (or CHARTER SCHOOL) PERFORMANCE INDICATOR:**

**02-03 Baseline** of district (or charter school) core academic teachers who are receiving “high-quality” professional development as outlined in the NCLB definition = \_\_\_\_\_ # out of \_\_\_\_\_ total # of teachers teaching a core academic subject which = \_\_\_\_\_%.

**Measurable Objective: 03-04 annual increase in %** of district (or charter school) core academic teachers who will receive “high-quality” professional development = **33%** which is \_\_\_\_\_#.

Following is the list of criteria and activities which was developed from the NCLB definition of professional development to help determine whether teachers are receiving high-quality professional development. On pp. 5-6 is the definition of “scientifically based research” referred to in activity B-2 of this list as “instructional strategies supported by scientifically based research”.

**# of Teachers Receiving “HIGH-QUALITY” PROFESSIONAL DEVELOPMENT – Annual School/District Data Required**

The No Child Left Behind Act requires ALL schools, districts and the State Department of Education to establish annual measurable objectives written as an annual increase in the percentage of teachers of core academic subjects who will receive “high-quality” professional development to enable them to be highly qualified and effective classroom teachers. To be considered “high-quality” professional development for purposes of this data, **PD must** meet the

criteria outlined in the NCLB definition of professional development [Title IX 9101(34)] by **aligning with all of the A. criteria** and **at least 1 activity in the B set of activities.**

**A. High-quality professional development must align with ALL of the following criteria. High-quality professional development is:**

1. focused on instruction to improve student learning so that all students may meet the standards (PD-iii; NSDC #8,10)
2. an integral part of schoolwide and districtwide educational improvement plans (PD-Aii; NSDC #1) [Developed with extensive participation of teachers, parents, principals, and other administrators of schools (PD-ix; NSDC #1,2,9) is covered under criteria #2 since these entities participate in the process of schoolwide improvement planning and districtwide educational improvement plans which include a needs assessment of professional development based on student and staff data..]
3. sustained (over time), intensive (rigorous study/active engagement) (PD-vI; NSDC #2) (One-day or short-term workshops or conferences are not considered “high-quality” professional development (PD- vII), unless they are part of an on -going PD program or plan.)
4. regularly and systematically evaluated for impact on increased teacher effectiveness and improved student academic achievement with findings to be used to improve effectiveness and inform decisions about subsequent professional development programming (PD-xii)  
Evaluation plans contain a design, measurable objectives, description of instrumentation, data collection procedures, and analysis techniques (RPDP 7.1).

PD should use multiple sources of information to continuously demonstrate impact, guide improvement, and refine activities (RPDP 7.3).  
(Available resource: “*Assessing Impact: Evaluating Staff Development*” by Killion , [www.nsd.org](http://www.nsd.org))

**B. High-quality professional development includes 1 of the following activities that advance teacher knowledge/skills in:**

1. content knowledge and skills aligned to standards and assessments to help students meet standards (PD-iii; viii (I); NSDC #11)
2. instructional strategies supported by scientifically based research (PD-vii; NSDC #7; NCLB scientifically based research definition [Title IX 9101 (37)] [www.ed.gov/legislation/ESEA02/pg107.html#sec9101](http://www.ed.gov/legislation/ESEA02/pg107.html#sec9101))
3. improving classroom management skills (PD-iv; NSDC #9,10)
4. assisting teachers in providing instruction to children with limited English proficiency to improve their language and academic skills including appropriate use of curricula and assessments (PD-x; NSDC #10)
5. instruction in methods of teaching children with special needs (PD-xiii; NSDC #10)
6. training in technology and technology applications so they are effectively used to improve teaching and learning in academic subjects (PD-xi)
7. instruction in the use of data and assessments to inform classroom practice (PD-xiv; NSDC #4,11)
8. instruction in ways teachers may work more effectively with parents (PD-xv; NSDC #12)

Some structures that might be considered high-quality professional development if they meet the above requirements are:

- study groups (NSDC #1)
- modeling (NSDC #8,9)
- grade-level/content-area/specialization-area collaboration and work (NSDC #1,9)
- coaching (NSDC #8,9)
- action research and sharing of findings (NSDC #4,6)

**References:**

PD: PROFESSIONAL DEVELOPMENT DEFINITION from No Child Left Behind [Title IX 9101 (34)]

[www.ed.gov/legislation/ESEA02/pg20.html#sec9101](http://www.ed.gov/legislation/ESEA02/pg20.html#sec9101)

NSDC: National Staff Development Council STAFF DEVELOPMENT STANDARDS (nsdc.org)

RPDP: NV PROFESSIONAL DEVELOPMENT STANDARDS prepared by the Statewide Coordinating Council for PD for the NV Regional Professional Development Programs

## Scientifically Based Research

The No Child Left Behind Act requires many federal programs to implement education programs and activities that are proven effective by the standard of scientifically based research to have a significant positive impact on student achievement. SBR “emphasizes experimental and quasi-experimental studies that are systematic, empirical, well-designed, replicable, and have been accepted by independent reviewers”.

### **6 criteria of scientifically based research as defined in NCLB [9101 (37)]:**

(All research is in the same format. The first 5 criteria are in “Procedures and Methodology”.)

1. Employs systematic, empirical methods – observation or experiment
2. Uses rigorous data analyses
3. Relies on measurements that provide reliable and valid data
4. Uses experimental or quasi-experimental designs
5. Ensures that studies are clear and detailed to all for replication.
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a scientific review.

#### Hierarchical Standard for Peer-Reviewed Venues

- a. Peer-reviewed journals
  - Print Journals (American Educational Research Journal, Review of Educational Research, Educational Researcher, etc.)
  - Online Journals (Education Policy Analysis Archives, Current Issues in Education, Teachers College Record Online etc.)
- b. Peer-reviewed professional conferences
  - Reports and presentations that are formally reviewed, similar to the peer-review journal process

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The following (c.) practical journal or education magazine is not the same as a peer-reviewed academic journal.

- c. Non- peer-reviewed journals
  - Magazines (e.g., Educational Leadership)
- d. Internal Studies
  - Often conducted by model providers

**National Clearinghouse for Comprehensive School Reform (NCCSR):**

The Gold Standard (5% of available research evidence on school reform strategies) and Silver Standard (25%) are the highest levels of scientifically based research as defined in the law.

**Gold – SBR – Standard**  
(5%)

- experimental study with quantitative research
- determines potential links between practice or program and student achievement
- controls all
  - √ environment
  - √ practice or program intervention
  - √ subject selection

**Silver Standard-**  
(25%) **Approaching SBR**  
Strong Evidence

- quasi-experimental study with quantitative research
- cannot determine causality
- controls all but one

**Supplemental Research-Bronze Standard**  
(70%) At some other point along the spectrum of evidence based

- includes qualitative & quantitative designs
- effects on student achievement cannot be attributed directly to the practice or program intervention