ATTACHMENT C

Local Literacy Professional Development Plan

**Instructions and Template**

All applicants must provide a Professional Development Plan to support the evidence-based strategies proposed in the Comprehensive Literacy State Development (CLSD) Subgrant Local Literacy Plan. The plan should align specifically to subgrant project goals and evidence-based practices or literacy programs, as well as the mission, vision and strategic goals of the proposed project. The plan should include proposed activities for the full term of the performance project funding (January 1, 2023-September 30, 2025). Funding for years two and three are contingent on federal funding.

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INSTRUCTIONS AND DEFINITIONS FOR COMPLETING THE PROFESSIONAL DEVELOPMENT PLAN TEMPLATE

# Goals and Evidence-Based Practices or Interventions

The goals and evidence-based practices or literacy programs 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 SMART (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 the Applicant documents the 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 part 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.

# CLSD 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?
  + Subgrant Goals for the CLSD Grant include:
    - Build capacity of stakeholders’ knowledge and use of evidence-based practices;
    - Improve teacher use of evidence-based practices to improve literacy outcomes; and
    - Increase literacy outcomes and reduce the achievement gap.
* Budget – Does the budget clearly support the professional development plan?
* Technology – Will staff/faculty need training on technology?
* Networking – How will the Applicant use professional development to improve networking opportunities?

# Grant Definition of “Professional Development”

Professional development means activities that:

1. 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 achieve literacy success; and
2. 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’:
      1. Knowledge of the literacy standards the teachers teach;
      2. Understanding of how students learn; or
      3. 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. Advance teacher understanding of strategies for improving literacy achievement or substantially increasing the knowledge and teaching skills of teachers;
   6. Are aligned with, and directly related to, literacy academic goals of the school or LEA;

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* 1. Are designed to give teachers of English language learners 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;
  2. Are designed to give teachers of children with disabilities 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;
  3. Include instruction in the use of data and assessments to inform classroom practice;
  4. 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; or
  5. Where practicable, provide for school staff and other early childhood education professionals to address jointly the transition to kindergarten, including issues related to school readiness.

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ATTACHMENT C

**Professional Development Plan Template Part A**

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| **LEA Lead Name:** | | | | | | | | | | |
| **Professional Development Contact Name/Phone Email:** | | | | | | | | | | |
| **Birth Through Grade 12 Goal:**  **Evidence-Based Practice or Literacy Program:** | | | | | | | | | | |
|  | | | (Check all that apply for each activity.) | | | | | | |  |
| **Professional Development Description** | **Target Audience and Student Level Addressed** | **Begin/End Dates** | | **Sustained** | **Intensive** | **Collaborative** | **Job- Embedded** | **Data- Driven** | **Classroom- Focused** | |
| **1.** |  |  | |  |  |  |  |  |  | |
| **2.** |  |  | |  |  |  |  |  |  | |
| **3.** |  |  | |  |  |  |  |  |  | |
| **Resources Required** |  | **Outcomes/Evaluation** | | | | | | | | |
| **1.** |  | **1.** | | | | | | | | |
| **2.** |  | **2.** | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **3.** |  | **3.** |

**Professional Development Plan Template Part B**

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| **Provide a brief description of how the overall 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. |

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| **Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students. |
| **Instructionally-Focused:** Related to the practices taking place in the learning environment during the teaching process. |