**TITLE III**

**COMPLIANCE WITH PROFESSIONAL DEVELOPMENT REQUIREMENTS**

Districts awarded Title III funds must provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is —

(A) designed to improve the instruction and assessment of ELs;

(B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

(C) effective in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate.

Sample Evidence:

* Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentations, and handouts) from professional development events supporting high-quality and comprehensive educational programs.
* Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentations, and handouts) from professional development events focused on improving instruction and assessment of English learners by improving the skills and knowledge of all staff (including teachers in classroom settings that are not the settings of language instruction educational programs, principals, and other school leaders, administrators, and other school or community-based organizational personnel).
* The plan to integrate the professional development in instruction.
* The plan to measure outcomes of the offered professional development.

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| **Requirements** | **District Confirmation including how the requirement has been met** | **Evidence** |
| The district provided effective professional development to district educators designed to improve the instruction and assessment of ELs. |  |  |
| The district provided effective professional development to district educators designed to enhance the ability of educators to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs. |  |  |
| The district provided professional development that is effective in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. |  |  |
| The district provided effective professional development of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. |  |  |
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