

**Florida Department of Education**  
**2015-2016 NCLB Monitoring Application**  
**Title II, Part A, Teacher and Principal Training and Recruiting**

**Compliance Item AIIA-1:** The Local Educational Agency (LEA) shall conduct an assessment of local needs for professional development and hiring, as identified by the agency and school staff. The needs assessment conducted should involve teachers, including teachers participating in programs under Title I, Part A, and take into account the 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.

*Section 2122(b)(5)(8), (c)(1-2), P.L.107-110*

**Finding(s)**

**The LEA should:**

- conduct a needs assessment, including the appropriate stakeholders.
- provide the needs assessment process.
- provide all components of the needs assessment.
- be able to verify that chosen activities planned are reflective of core area teacher, principal and mentor/coach requested need.
- provide the needs assessment results.

**Review Question(s)**

- Was a needs assessment conducted and who was included?
- What were the components of the needs assessment that were included?
- Were the instrument and summary of the results provided?

**Documents to Support Compliance**

- Provide the needs assessment instrument(s) used that includes:
  - aggregate results of teacher and principal PD needs, teacher and principal annual performance appraisals, data on teachers NHQ and/or infield, reason why teachers are NHQ and/or infield, and what may be keeping teachers from being effective or highly effective;
  - comparisons;
  - summaries; and
  - private school data, if applicable.

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**Compliance Item AIIA-2:** The Local Educational Agency (LEA) shall implement strategies and activities to maintain teachers' infield and highly qualified status and to assist teachers who are not highly qualified and/or infield according to State Board of Education (SBE) Rule 6A-1.0503, Florida Administrative Code (FAC), or are not effective based on the LEA's Performance Evaluation System required under section 1012.34 Florida Statutes (F.S.), teaching core course(s) for which the teacher is not teaching infield. These plans shall be developed through consultation with principals, effective teachers, paraprofessionals, other relevant school

personnel, private school officials, and parents. The activities shall be coordinated with and support other reform efforts at the school.

*Section 2122 (b)(7), P.L. 107-110; SBE Rule 6A-1.0503; Section 1012.34, F.S.*

### **Finding(s)**

#### **The LEA should:**

- have a plan, identifying strategies and specific activities, that is aligned with other local and state initiatives for having all teachers highly qualified and/or infield and effective.
- implement strategies and activities.
- coordinate the planned activities with other school reform initiatives.

#### **Review Question(s)**

- Which of the professional development strategies and/or activities developed in the annual application were implemented?
- Which specific activities were used to assist teachers who are not highly qualified and/or infield?
- Which specific activities were used to maintain highly qualified and/or infield teachers?
- Which specific activities were used to assist teachers who are not determined to be effective?
- How were the plans developed through consultation of the required parties?
- How were activities coordinated with and supported by other reform efforts at school(s)?

#### **Documents to Support Compliance**

- Documents that show required parties were involved in planning;
- Sample list of each type of activity conducted specific to planned strategies paid for with Title II, Part A funds;
- Documentation of the number of core area teachers that were involved with collaboration of need and planning;
- Financial reports showing activities conducted to assist in ensuring all core academic subject teachers are highly qualified and/or infield;
- Sample letters notifying parents of teacher qualifications (both federal and state required);
- Sample signed teacher agreement(s) to achieve HQ/infield status for teachers' out-of-field/NHT, i.e., an individual professional development plan; and
- Evidence through attendance rosters and financial records that these activities took place.

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**Compliance Item AIII-3:** The Local Educational Agency (LEA) shall take actions to support the professional learning of educators at high need schools, address and take action on equitable distribution of teacher and principal effectiveness between particular types of schools. The LEA gave priority to teachers not meeting highly qualified and/or infield requirements as well as principals and assistant principals who need training and/or assistance in determining levels of teacher effectiveness/performance.

*Section 2122(b)(3)(A), P.L. 107-110; Section 1012.34 F.S.*

### **Finding(s)**

#### **The LEA should:**

- Identify high need schools.
- Identify the teachers and principal who are not effective between particular types of schools.
- Provide evidence that equitable distribution strategies are being implemented.
- Document that the LEA gave priority to teachers that are not highly qualified and/or infield.
- Document principals that need training and/or assistance in determining levels of teacher effectiveness/performance.

### **Review Question(s)**

- What actions were taken to address differences in teacher effectiveness?
- What activities occurred to address equitable distribution in teacher effectiveness between particular types of schools?
- What activities occurred to address priority to teachers that are not highly qualified and/or infield?
- What activities occurred to address principals that needed training and/or assistance in determining levels of teacher effectiveness/performance?

### **Documents to Support Compliance**

- Evidence of an analysis that identified high need schools.
- Evidence of an analysis conducted to determine teacher and principal effectiveness.
- Evidence of activities conducted that addressed teachers who are not highly qualified and/or infield.
- Evidence of activities conducted that addressed principals that needed training and/or assistance in determining levels of teacher effectiveness/performance?
- If applicable, evidence that effective teachers were relocated to schools in need.

**Compliance Item AIII-4:** The Local Educational Agency (LEA) shall base activities on a review of scientifically based research (SBR) and an explanation of why the activities are expected to improve student academic achievement.

*Section 2122(b)(1)(B), P.L.107-110*

### **Finding(s)**

#### **The LEA should:**

- implement activities that are SBR.
- provide documentation used to assist in ensuring all professional development conducted are SBR.

### **Review Question(s)**

- What forms of documentation were used to assist in ensuring all professional development was SBR?

### **Documents to Support Compliance**

- Provide sample proof/research of SBR programs for one or more of the professional development examples provided for this review. Examples may include:
  - research on Creating Independence through Student-owned Strategies (CRISS);
  - research on differentiated instruction; or
  - research on mentoring and coaching.

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**Compliance Item BIIA-1:** The Local Educational Agency (LEA) shall provide training to enable teachers to understand and use data and assessments to improve classroom practices and student learning.

*Section 2122(b)(9)(D), P.L.107-110*

**Finding(s)**

**The LEA should:**

- provide training to enable teachers to understand and use data and assessments to improve classroom practices and student learning.
- provide documentation of professional development activities specific to teachers' understanding and using data and assessments to improve student learning conducted with Title II, Part A funds.

**Review Question(s)**

- What kind of data and assessment training were provided?
- How did the LEA conduct follow-up with teachers?

**Documents to Support Compliance**

- Provide documentation of professional development activities specific to teachers' understanding and using data and assessments to improve student learning. Sample documents may include:
  - attendance rosters;
  - possible data from teachers;
  - workshop evaluations;
  - coaching/mentoring logs that specify coaching is used for teachers to better understand student data; or
  - follow-up schedules.

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**Compliance Item BIIA-2:** The Local Educational Agency (LEA) shall provide training to enable teachers to involve parents in their child's education.

*Section 2122(b)(9)(C), P.L.107-110*

**Finding(s)**

**The LEA should:**

- provide training to enable teachers to involve parents in their child's education.
- provide documentation of professional development activities designed to enable teachers to involve parents in their child's education.

**Review Question(s)**

- What kind of training was provided?
- How did the LEA conduct follow-up with teachers?

## Documents to Support Compliance

- Provide documentation of professional development activities designed to enable teachers to involve parents in their child's education. Sample documents may include:
    - attendance rosters;
    - parent involvement plan;
    - possible data from teachers;
    - workshop evaluations;
    - coaching/mentoring logs that specify coaching is used for teachers to improve parent involvement; or
    - follow-up schedules.
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**Compliance Item BIIA-3:** The Local Educational Agency (LEA) shall provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency, improve student behavior in the classroom, and identify early and appropriate interventions to help these students learn.

*Section 2122(b)(9)(A-B), P.L.107-110*

### Finding(s)

#### The LEA should:

- provide training to enable teachers to teach and address the needs of students with different learning styles, disabilities, special learning needs, gifted and talented, limited English proficiency, to improve student behavior in the classroom, and identify early and appropriate interventions.
- provide a sample list of professional development activities specific to students with special learning needs as noted in this compliance item.

### Review Question(s)

- What kind of training was provided?
- What follow-up activities were utilized with teachers?

## Documents to Support Compliance

- Provide a sample list of professional development activities specific to students with special learning needs as noted in the above compliance item. Sample documents may include:
    - attendance rosters;
    - data collected on teachers;
    - workshop evaluations;
    - coaching/mentoring logs that specify that coaching is used for teachers to better differentiate instruction or manage classroom behavior; or
    - follow-up schedules.
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**Compliance Item BIIA-4:** The Local Educational Agency (LEA) shall provide evidence- and research-based programs that provide targeted, specific support for beginning teachers.

**Finding(s)**

**The LEA should:**

- provide training that is evidence- and research-based that targeted, specific support for beginning teachers.
- provide a sample list of professional development activities specific to supporting beginning teachers.

**Review Question(s)**

- What kind of training was provided?
- What follow-up activities were utilized with teachers?

**Documents to Support Compliance**

- Provide a sample list of professional development activities specific to supporting beginning teachers as noted in the above compliance item. Sample documents may include:
  - attendance rosters;
  - data collected on teachers;
  - workshop evaluations;
  - coaching/mentoring logs that specify that coaching is used for teachers to better differentiate instruction or manage classroom behavior; or
  - follow-up schedules.

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**Compliance Item BIIA-5:** The Local Educational Agency (LEA) shall provide training that will develop the capacity of principals and other instructional leaders to improve teaching and learning, coach and/or train principals to recognize effective teaching skills, ineffective teaching and know how to take action to ensure quality learning for all students as determined by F.S. 1012.34. The LEA will establish effective ways to build and sustain a school-site learning culture that supports collegial learning practices and has incorporated the philosophies of the growth mindset (Dweck 2006).

**Finding(s)**

**The LEA should:**

- provide training that developed the capacity of principals and other instructional leaders to improve teaching and learning, coach and/or train principals to recognize effective teaching skills, ineffective teaching and how to take action to ensure quality learning for all students.
- provide a sample list of professional development training that developed the capacity of principals and other instructional leaders to improve teaching and learning.
- provide evidence that the LEA has established effective ways to build and sustain school-site learning cultures that support collegial learning practices.

**Review Question(s)**

- What kind of training was provided?

- What follow-up activities were utilized with teachers?
- Describe collegial learning practices that have been established and how these are being sustained.

### **Documents to Support Compliance**

- Provide a sample list of professional development activities specific to principals and other instructional leaders to improve teaching and learning as noted in the above compliance item. Sample documents may include:
  - attendance rosters;
  - data collected on principals and other instructional leaders;
  - workshop evaluations;
  - sample collegial learning practices outlines/plans, documents that establish this network;
  - coaching/mentoring logs that specify that coaching is used for principals and other instructional leaders to improve teaching and learning that incorporates the philosophies of the growth mindset (Dweck 2006); and/or
  - follow-up schedules.

**Compliance Item CIIA-1:** The Local Educational Agency (LEA) shall coordinate professional development activities authorized under this program with professional development activities provided through other federal, state, and local programs.

*Section 2122(b)(4), P.L.107-110*

### **Finding(s)**

#### **The LEA should:**

- coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other federal, state, and local programs.
- provide specific sections of the LEA's Professional Development System (PDS) that reference coordination of federal, state, and local funds.
- provide a detailed, written description of how the activities are coordinated in the PDS.
- provide financial reports showing expenditures for professional development from the various coordinated fund sources.

### **Review Question(s)**

- What types of coordination have occurred regarding professional development activities funded through federal, state, and local funds?

### **Documents to Support Compliance**

- Provide specific sections of the LEA's Professional Development System (PDS) that reference the coordination of federal, state, and local funds for professional development;
- Provide the sample list of professional development activities conducted with coordinated funds, which may include:
  - workshops, classes, or modules;
  - coaching and mentoring; or
  - action research;

- Provide financial reports showing expenditures for professional development from the various coordinated fund sources (may include Supplemental Academic Intervention (SAI), Individuals with Disabilities Education Act (IDEA), other No Child Left Behind (NCLB), and/or General Revenue (GR) funds, etc.).
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**Compliance Item DIIA-1:** The Local Educational Agency (LEA) shall comply with section 9501 (regarding participation by private school children, teachers, or other educators).

*Section 2122(b)(11), P.L.107-110*

### **Finding(s)**

#### **The LEA should:**

- comply with section 9501 (regarding participation of private school teachers).
- provide documentation showing how the LEA consulted with private schools in a timely and meaningful manner for determining the professional development offered by the LEA.
- provide documentation showing that private school teachers or other educators have attended professional development offered by the LEA.

### **Review Question(s)**

- Did the LEA consult with private schools in a timely and meaningful manner in determining the professional development needs and activities of private schools?
- Did private school teachers or other educators attend any professional development offered by the LEA? If so, what types of professional development services did the private school teachers participate in?

### **Documents to Support Compliance**

- Provide documentation of consultation efforts and/or planning with private school entities. Sample documents may include:
    - correspondence;
    - attendance rosters or meeting minutes for consultation(s);
    - completed consultation document;
    - needs assessments from private schools (if already included in AIIA-1 and AIIA-2, make note);
    - financial records specific to private school services, materials, etc.;
    - attendance rosters for professional development that show private school educator attendance;
    - service allocation chart; and
    - follow-up documentation.
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**Compliance Item EIIA-1:** The Local Educational Agency (LEA) shall complete the reading activities described in the application consistent with the Reading Program Specification for Just Read, Florida.

*Section 2122(a), P.L.107-110*

### **Finding(s)**

#### **The LEA should:**



- complete the reading activities included in its application.
- provide either a schedule of professional development reading activities conducted and/or financial records of personnel paid if the reading activities were paid from this fund source.

### **Review Question(s)**

- Did the LEA complete the reading activities included in the application?

### **Documents to Support Compliance**

- Provide the schedule of professional development activities conducted specific to reading and expenditures for these activities or a roster of reading/literacy coaches hired with Title II, Part A funds.
- Provide a sample of reading activities paid for with Title II, Part A, which may include:
  - financial records of personnel paid as reading coaches;
  - rosters, agendas, or evaluations from workshops conducted in reading instruction; or
  - financial records of stipends paid for teacher attendance in reading instruction.

**Compliance Item FIIA-1:** The Local Educational Agency (LEA) shall carry out activities inclusive of the Florida Standards Florida, Educator Accomplished Practices (FEAPs) standards of high quality professional learning on instructional and leadership practices that impact student success, student academic achievement standards, Florida Principal Leadership Standards (FPLS) and state assessments. Priority shall be given to teachers not meeting highly qualified and/or infield requirements based on SBE Rule 6A-1.0503, FAC and effective based on section 1012.34 F.S.

*Section 2122(b)(1)(A)(i-ii), P.L.107-110; SBE 6A-1.0503 F.A.C.; Section 1012.34 F.S.*

### **Finding(s)**

#### **The LEA should:**

- demonstrate that the activities carried out are inclusive and aligned with Florida Standards, Educator Accomplished Practices (FEAPs) standards of high quality professional learning on instructional and leadership practices that impact student success, student academic achievement standards, Florida Principal Leadership Standards (FPLS) and state assessments.
- provide evidence that priority was given to teachers not meeting infield requirements based on SBE Rule 6A-1.0503, FAC and/or who were rated as needing improvement or unsatisfactory based on section 1012.34, F.S.

### **Review Question(s)**

- How does the LEA ensure that the professional development activities are inclusive and aligned with Florida Standards, Educator Accomplished Practices (FEAPs) standards of high quality professional learning on instructional and leadership practices that impact student success, student academic achievement standards, Florida Principal Leadership Standards (FPLS) and state assessments?
- Which of the aligned activities were carried out?
- How was priority given to teachers not meeting highly qualified and/or infield requirements and/or who were rated as needing improvement or unsatisfactory?

### **Documents to Support Compliance**

- Sample listing of professional development activities conducted with Title II, Part A funds that include documented inclusion and alignment to the Florida Standards, Educator Accomplished Practices (FEAPs) standards of high quality professional learning on instructional and leadership practices that impact student success, student academic achievement standards, Florida Principal Leadership Standards (FPLS) and state assessments;
  - Documentation verifying activities were carried out; and
  - Documents that exemplify priority was given to teachers not meeting highly qualified and/or infield requirements and/or who were rated as needing improvement or unsatisfactory.
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**Compliance Item GIIA-1:** The Local Educational Agency (LEA) shall complete the marketing plan of activities described in the application.

*Section 2122(a), P.L.107-110*

**Finding(s)**

**The LEA should:**

- implement the marketing plan set forth in the application.
- complete the required marketing plan described in the application.
- provide samples of distributed marketing information.

**Review Question(s)**

- What types of marketing have been conducted to disseminate information specifically related to Title II, Part A programs?

**Documents to Support Compliance**

- Provide samples of distributed marketing information. Dissemination and marketing, samples may include:
    - advertisements;
    - brochures;
    - websites; or
    - notifications, letters, etc.
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**Compliance Item HIIA-1:** The Local Educational Agency (LEA) shall conduct activities that it expects will have a substantial, measurable, and positive impact on student academic achievement; and the activities are part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. Activities shall be aligned with Annual Measurable Objective (AMO) 3 in the approved Elementary and Secondary Education Act (ESEA) Waiver: Progress of Students in the Lowest-Performing 25 percent in Reading and Mathematics.

*Section 2122(b)(2), P.L.107-110*

**Finding(s)**

**The LEA should:**

- provide documentation showing the section(s) of the LEA's improvement plan that addresses the achievement gap.
- provide documentation of the data (or the summary analysis of the data) collected to plan the professional development activities that will specifically address the achievement gap.
- provide documentation of the evaluation plan to follow-up on the measures of impact (student performance data linked to professional development).
- provide financial records demonstrating Title II, Part A expenditures used to implement strategies that eliminate the achievement gap, as applicable.

### Review Question(s)

- How did the LEA determine that the activities would assist in closing the achievement gap?
- How were these activities related to the LEA's broader strategy for closing the achievement gap?
- How does the LEA plan to measure the impact of these activities?
- How were activities aligned with AMO 3 of the ESEA Waiver?

### Documents to Support Compliance

- Provide the section(s) of the LEA's district improvement plan addressing the achievement gap;
- Provide data (or the summary analysis of the data) collected to plan the professional development activities that will specifically address the achievement gap;
- Provide the evaluation plan to follow-up on the measures of impact (student performance data linked to professional development);
- Provide verification that professional development included the philosophies of the growth mindset (Dweck 2006);
- Provide evidence of activities related to achieving AMO 3; and
- If applicable, provide financial records of Title II, Part A expenditures used to implement strategies that eliminate the achievement gap.

**Compliance Item IIIA-1:** The Local Educational Agency (LEA) shall target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified teachers (HQTs), have the largest average class size, or have a school grade of D or F (Focus or Priority School respectively).

*Section 2122(b)(3)(A-C), P.L.107-110*

### Finding(s)

#### The LEA should:

- provide financial reports that document expenditures for targeted schools that have HQTs hired with Title II, Part A funds.
- provide data analysis supporting the placement of teachers hired with Title II, Part A funds in schools that:
  - have the lowest proportion of highly qualified teachers;
  - have the largest average class size; or
  - have a school grade of D or F (Focus or Priority school respectively).
- provide documentation that shows a list of appropriate schools with a roster of HQTs hired with Title II, Part A funds for these schools.

### Review Question(s)

- How has this compliance item been implemented?

### **Documents to Support Compliance**

- Provide data analysis supporting the placement of teachers hired with Title II, Part A funds in schools that:
  - have the lowest proportion of highly qualified teachers;
  - have the largest average class size; or
  - have a school grade of D or F (Focus or Priority school respectively); and
- Provide financial reports showing expenditures for applicable targeted schools that have HQTs hired with Title II, Part A funds.

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**Compliance Item JIIA-1:** The Local Educational Agency (LEA) maintains appropriate budgetary records and reports for this program in relation to charter school reimbursement plans, per Section 1002.33, F.S. All documents to support compliance are on file with the LEA to support program expenditures.

*Section 2122(a), P.L.107-110*

### **Finding(s)**

#### **The LEA should:**

- maintain documentation evidencing an allocation of proportionate funds to charter schools.
- maintain documentation showing that the LEA has timely notified and consulted with charter schools regarding the availability to participate in LEA-wide activities or utilization of the reimbursement plan process outlined in Section 1002.33, F.S. maintain documentation evidencing the decisions made by the charter schools.
- maintain the required records and documentation to support charter school reimbursement plan expenditures.
- maintain documentation for fiscal records to show appropriate expenditures for charter school reimbursement plan(s) under this program.
- maintain documentation showing the roster of the Full Time Equivalent (FTE) units paid with Title II, Part A funds, if any, for charter school reimbursement plan(s).
- maintain documentation evidencing that the LEA is clearly tracking expenditures for charter school reimbursement plan(s) under this program.

### **Review Question(s)**

- Did the LEA notify and consult with charter schools in a timely and meaningful manner in determining the professional development needs and activities?
- Did charter schools have an opportunity to choose to participate in professional development offered by the LEA or to utilize the reimbursement plan process outlined in Section 1002.33, F.S.?
- Did the LEA maintain the appropriate budgetary documents for the Title II, Part A programs?

### **Documents to Support Compliance**

- Provide documentation evidencing an allocation of proportionate funds to charter schools.
- Provide documentation showing that the LEA has timely notified and consulted with charter schools regarding the availability to participate in LEA-wide activities or utilization of the reimbursement plan process outlined in Section 1002.33, F.S.
- Provide documentation evidencing the decisions made by the charter school(s).

- Evidence of maintaining the required records and documentation to support charter school reimbursement plan expenditures.
  - Provide documentation for fiscal records to show appropriate expenditures for charter school reimbursement plan(s) under this program.
  - Provide documentation showing the roster of the Full Time Equivalent (FTE) units paid with Title II, Part A funds, if any, for charter school reimbursement plan(s).
  - Provide documentation evidencing that the LEA is clearly tracking expenditures for charter school reimbursement plan(s) under this program.
  - Provide financial reports with specific details of activities conducted utilizing Title II, Part A funds.
  
  - **NOTE: Documents should be clearly noted/coded that the fund source is Title II, Part A.**
  - **NOTE: Personnel paid through Title II, Part A funds should be clearly labeled as teachers, coaches, administrators, etc.**
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**Compliance Item JIIA-2:** The Local Educational Agency (LEA) maintains appropriate budgetary records and reports for this program. All documents to support compliance are on file with the LEA as records to support program expenditures.

*Section 2122(a), P.L.107-110*

### **Finding(s)**

#### **The LEA should:**

- maintain the required records and documentation to support program expenditures.
- provide documentation for fiscal records to show appropriate expenditures for this program.
- provide documentation showing the roster of the Full Time Equivalent (FTE) units paid with Title II, Part A funds.
- provide documentation evidencing that the LEA is clearly tracking expenditures for this program.

### **Review Question(s)**

- Did the LEA maintain the appropriate budgetary documents for the Title II, Part A programs?

### **Documents to Support Compliance**

- Provide financial reports with specific details of activities conducted utilizing Title II, Part A funds; and
  - Provide rosters of all Full Time Equivalent (FTE) units paid with Title II, Part A funds.
  - **NOTE: Documents should be clearly noted/coded that the fund source is Title II, Part A.**
  - **NOTE: Personnel paid through Title II, Part A funds should be clearly labeled as teachers, coaches, administrators, etc.**
-