

## ESSA TITLE II-A PROFESSIONAL DEVELOPMENT

[ESSA 8101 \[20 U.S.C. 7801\] DEFINITIONS. \(42\)](#) the term “professional development” means activities that—

- A. are an integral part of school and local educational agency 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 succeed in a well-rounded education and to meet the challenging State academic standards; and
- B. are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, [are aligned to broad school and LEA plans Allowable LEA expenditures under ESSA Sec. 2103 for high-quality personalized professional development that is evidence-based] and may include activities that—
- Enhance teachers’ knowledge in academic subjects, understanding of student learning, and ability to analyze student work.
  - Be integral components of schoolwide and district-wide improvement plans.
  - Tailor plans for educators based on individual needs.
  - Improve classroom management and school safety.
  - Support recruitment, hiring and training of effective teachers, including alternative certification routes.
  - Advance understanding of evidence-based instructional strategies.
  - Align with academic goals and involve input from stakeholders.
  - Provide training for English learners and using appropriate curricula and assessments.
  - Include technology training for effective classroom use.
  - Evaluate impact on teacher effectiveness and student achievement for continual improvement.
  - Equip teachers to support children with disabilities or developmental delays.
  - Instruct in data and assessment use.
  - Enhance collaboration with parents and families.
  - Form partnerships with higher education institutions for training programs.
  - Enable paraprofessionals to become certified teachers.
  - Offer follow up training for implementation in classrooms.
  - Address the transition to elementary school, including school readiness, for early childhood education providers.
  - Provide emotional and behavioral intervention models.
  - Support effective teaching practices in ELA, mathematics, social studies, the sciences, STEM, music and the arts, foreign languages, physical education, CTE, accelerated programs, and other courses that integrate rigorous academic content and work-based learning to prepare students for college and career readiness.

Additional resources: [Building Systems of Support for Excellent Teaching and Leading](#), [What Works Clearinghouse \(WWC\)](#), [Education Resources Information Center \(ERIC\)](#), and [NMPED 2024 HQIM PL Marketplace](#)