

Analysis Tool

Section D.1 Title II, Part A

Introduction to Section D.1

In **Section D.1 of the state plans**, states describe how they will use Title II, Part A funds for state-level activities described in Section **2101(c) of ESSA**, including how the activities are expected to improve student achievement.

View an annotated excerpt of Title II-A describing the state application requirements at <http://bit.ly/ESSA-2101d>.

The goal of Title II, Part A is to support effective instruction by way of 21 allowable state activities (defined in detail in Section 2101(c)), which are listed on the following page. These activities may be implemented in conjunction with a state agency of higher education (if such agencies are separate) and/or carried out through a grant or contract with a for-profit or nonprofit entity, including an institution of higher education. State plans rarely make explicit mention of which activities they are incorporating and often utilize a combination of activities to construct a more holistic, strategic approach.

View an annotated excerpt of Title II-A focusing on section 2101(c) at <http://bit.ly/ESSA-2101c>.

Focus on Professional Development

One of the highest priorities for mathematics education in Title II, Part A is to *support teacher professional development that focuses on active learning and the transition to new college- and career-readiness standards*. Mathematics education leaders from 13 states completed our ESSA Promising Features Survey to conduct a preliminary review of their state plans. Ten of these leaders reviewed Title II-A, and while a number of promising features were identified, **only two** found explicit mentions of mathematics in their state plans. We believe more can be done by states to make professional development of mathematics educators a clear and essential component of their state plan.

The Guiding Questions are intended to help you evaluate the extent to which your state's Title II-A plan supports teacher professional development that is likely to result in lasting and sustainable improvements in mathematics education. The questions draw on the themes and imperatives from *It's TIME-Themes and Imperatives for Mathematics Education*, a mathematics education leadership framework developed by the National Council of Supervisors of Mathematics (NCSM).

Overarching Guiding Questions

To what extent does the plan...

1. Propose activities that are likely to result in equitable outcomes for each and every student?
2. Reflect a systemic approach to addressing local, district, and state needs?
3. Include mechanisms for teachers to collaboratively experience and develop leadership and to grow professionally?

Professional Development Guiding Questions

To what extent does the plan...

1. Prioritize professional development that is sustained, intensive, and focused on increasing knowledge of mathematics content, pedagogy, and curriculum?
2. Position evidence of student thinking and learning as the driver for collaborative planning and professional learning experiences?
3. Include sufficient time and mechanisms for teachers to participate in collaborative professional learning opportunities that will build their capacity to implement effective teaching practices that increase student achievement?

Components of Analysis Tool

Of the 21 allowable activities, seven (marked with an asterisk in the table) are directly applicable to professional development for teachers, coaches, mentors, principals, and other school leaders.

For each of these allowable activities, tools #5-#11 provide some **background** along with a small set of **Look For's** that we hope will shape comments each Review Team submits. Additionally, we have summarized some of the **promising features** found during our preliminary review of 13 state plans. For those seeking additional details, excerpts from state plans that describe these promising features are available in tool #13.

Title II-A Allowable State Activities	
	Activities in which mathematics education is explicitly mentioned.
	Additional opportunities to improve student achievement in mathematics.
i.	Preparation and certification standards
*ii.	Evidence-based support and evaluation systems
*iii.	Equitable access to effective teachers
iv.	Alternative routes to certification in shortage areas, including in STEM fields
*v.	Opportunities and support for teacher leaders
vi.	Administration and monitoring programs
vii.	Multiple career pathways and leadership opportunities
*viii.	PD for principals on meeting challenging academic standards
*ix.	Integrating technology into curricula and instruction
*x.	Training, technical assistance, and capacity-building for LEAs
xi.	Teacher and school leader preparation programs, including residencies
xii.	Teacher and school leader preparation academies
xiii.	School library programs
xiv.	Early college or dual/concurrent enrollment programs
xv.	Preventing and recognizing sexual abuse
xvi.	Supporting the transition to elementary school
*xvii.	PD promoting high-quality instruction and leadership, including in STEM fields
xviii.	Integrating career and technical education content into academic instruction
xix.	Creating consortia of states with reciprocal certification/ licensing requirements
xx.	Training on protecting individual student privacy (FERPA)
xxi.	Supporting other evidence-based activities that meet the purpose of this title

* Directly applicable to PD for teachers, coaches, mentors, principals, and other school leaders.