



NCLB Programs

Title II, Part A: Professional Development for Teachers, Principals, and Others

This program provides assistance for preparing, training, recruiting, and retaining high-quality teachers. The amount of funding requires equitable participation of private school teachers and other education personnel to the extent that the LEA (i.e., SDCS), consortium, or entity uses its funds for professional development.

Identification of Teachers

Private school personnel are strongly encouraged to compile a needs assessment to determine the professional development focus and appropriate level(s) of support for their principals, teachers, and staff. These self-identified needs may reflect the professional development opportunities the staff has engaged in, the current and projected emphases for staff development, and identified leverage points for supporting student achievement. This information will be used to determine the level of alignment to SDCS' current professional development offerings and/or the appropriateness of alternative delivery of and support for services through a third party.

District Services/Products

A multi-year emphasis on building capacity with site administrators, site staff developers/resource teachers/content administrators, and teachers has allowed SDCS to transition away from centrally-designed and centrally-delivered professional development toward an ever-increasing emphasis on site-based professional development. Each school's leadership team is charged with identifying areas of student need, short-and long-term goals for building instructional capacity, and structures for delivering and monitoring professional development. The role of centralized staff development has decreased dramatically in response to schools' growing capacity to provide these services. In fact, all literacy trainings are currently designed, implemented, and evaluated at school sites.

Minimal centralized staff development remains available to support schools and it is important to note that these services have been designed in response to the strengths and needs of SDCS teachers, the context in which they work, and the needs of the children they serve. For example, textbook-based professional development is currently offered by our math department, yet these trainings focus on district developed modules that mediate the state adopted textbook with district goals and objectives. The science department offers kit-based trainings to specific schools yet these learning opportunities have been strategically modified to reflect district materials and emphases. All instructional conferences for principals and vice principals are closely aligned to district initiatives, district inquiries, district needs, and the district's student achievement data.

A system-wide emphasis on site-based professional development reflects a growing body of research that indicates the importance of situating teacher learning within the context of the school. Job embedded professional development allows the closest possible match between areas of need/strength and avenues for support; it allows administrators and teachers maximal control over the content, pacing, and monitoring of professional development; and job-embedded professional development has the potential to strengthen the learning culture of a school community through relevant and continual study. While SDCS remains wholly committed to supporting private schools in realizing the vision of the NCLB legislation, we remain uncertain that our current course of study can be applied in a wholesale manner to schools that lie external to our system.

Timeline for Delivery of District Services/Products

School leaders design their work plans in the first weeks of the school year and use these plans to guide the focus and pacing for site-based professional development. District trainings are typically scheduled before the opening of the school year, yet must remain responsive to schools' learning calendars. Most professional development for teachers is currently considered the responsibility of the school site not the district office – an emphasis that yields individualized timelines rather than a district designed master schedule.

Delivery Logistics of District Services/Products

The Office of Instructional Support is available to consult with private schools on issues and questions related to professional development for teachers and principals. In addition, private school administrators are encouraged to contract with available third party service providers as appropriate.

Academic Assessment of District Services and Impact (if any) on Improvement to Title I Services

The only authentic assessment of district and school services is student achievement data. Thus, SDCS relies on the careful analysis of state assessments (e.g., STAR), district assessments (e.g., DRA, math benchmarks, science kit assessments), and the ongoing assessment of student progress using site-developed monitoring protocols.

Size/Scope of Resources Allocated by District to Deliver Services/Products

Funds provided for professional development for private school teachers must be equal to the amount spent for public school teachers, on a per pupil basis.

Determination of Private School Children from Low-Income Families

Poverty criteria are not a part of the funding determination or eligibility under this Title.

District Services for Teachers and Families

To the extent agreed to under the consultative discussions mandated by this Title, private school teachers may participate in district professional growth offerings if the needs assessment for the private school teachers matches those of the district for particular offerings. In addition, private school administrators are encouraged to contract with available third party service providers and take advantage of regional, state, and national conferences as appropriate (e.g., Greater San Diego Math Conference, San Diego Science Educators' Conference, California Reading Association Conference).