



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

New Opportunities for Title II-A under ESSA

***Because the only
constant is change!***



The Purpose of Title II



- Increase student achievement consistent with the challenging state academic standards
- Improve the quality and effectiveness of teachers, principals, and *other school leaders*
- Increase the number of teachers, principals, and other school leaders who are *effective* in improving student academic achievement in schools
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders



HQ goes the way of the Dodo

- No more 'highly qualified' requirement, no HQ plans required moving forward
- W.S. 21-2-802 and PSTB rules remain in place
- WDE 602/652 will still be submitted

New Definition of Professional Development

ESSA §8101(42)



- Activities that provide educators with *content knowledge and instructional practices* to enable students to “succeed in a well-rounded education and to meet challenging state academic standards.”
- Are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job embedded, data-driven, and classroom focused

Well-Rounded Education

ESSA §8101(52)



- Formerly II-A funding limited to ‘core academic subjects’
- Includes courses, activities, and programming for:
 - English, reading or language arts, writing, STEM, foreign languages, civics and government, economics, arts, history, geography, computer science, music, CTE, health, physical education, and any other subject as determined by the state or district with the purpose of providing all students access to an enriched curriculum and educational experience.



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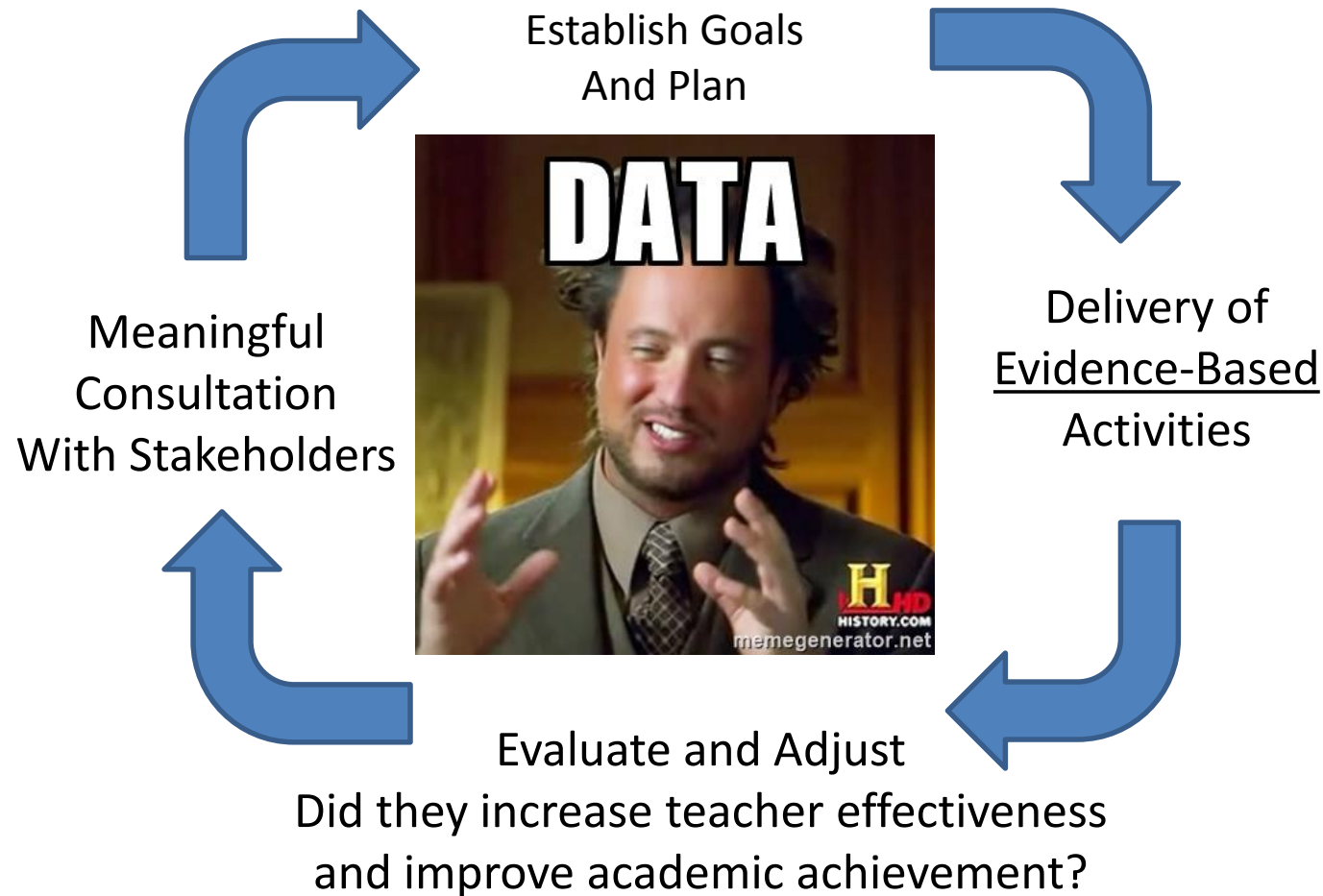
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Allowable Activities

§2103(b)(3) may include, among other programs and activities -

PD Activities – which must be regularly evaluated

ESSA §8101(42)(B)(xi)



PD Activities must be regularly evaluated

ESSA §8101(42)(B)(xi)



Gary Potter: Feel the flow, feel it, it's circular. Its like a carousel. You pay the quarter, you get on the horse, and you go up and down *and around...in a circular circle with the music, the flow, all good things.*

Personalized PD ESSA §2103(b)(3)(E)



- Providing high-quality, *personalized* PD that is evidence based to:
 - i. Integrate technology
 - ii. Use data to improve student achievement
 - iii. Effectively engage parents and others
 - iv. Help students develop skills for learning readiness and academic success
 - v. Develop policy
 - vi. Participate in experiential learning

Class Size Reduction

ESSA §2103(b)(3)(D)

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- Reducing class size to a level that is evidence based...to improve student achievement through the recruiting and hiring of additional *effective teachers*

Evidence-Based ESSA §8101(21)



- **Strong** – based on at least one well-designed and well-implemented experimental study
- **Moderate** – based on at least one well-designed and well-implemented quasi-experimental study
- **Promising** – based on at least one well-designed and well-implemented correlational study
- **Rationale Based** – based on high-quality evaluation or positive evaluation

Evidence-Based Practices



- Title II-A uses ‘evidence based’ 14 times
- ESSA uses it 65 times
- Evidence resources:
 - Wyoming Instructional Network
 - [Project WIN MTSS Interventions](#)
 - IDEAs That Work
 - [Evidence-based Practices in Instruction](#)

Other Uses of Note ESSA §2103(b)(3)



- Programs and activities that increase teachers' ability to teach children with disabilities and EL
- Selecting and implementing formative assessments and using data to improve instruction and academic achievement
- Supporting instructional services in libraries
- Promote high-quality instruction and instructional leadership in STEM courses

Other Uses of Note ESSA §2103(b)(3)



- Develop feedback mechanisms to improve school working conditions
- PD to effectively integrate rigorous academic content, CTE, and WBL

*Monitoring will look at evidence –
a demonstrable benefit must be proven*

Funds Transferability

ESSA §5103(b)(2), §5103(b)

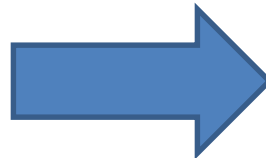


- Districts can transfer funds from certain programs to others to better address local needs

From:

II-A

IV-A



To:

I-A,C,D

II-A

III-A

IV-A

V-B

II-A Local Applications ESSA §2102(b)(2)

Shall include the following:

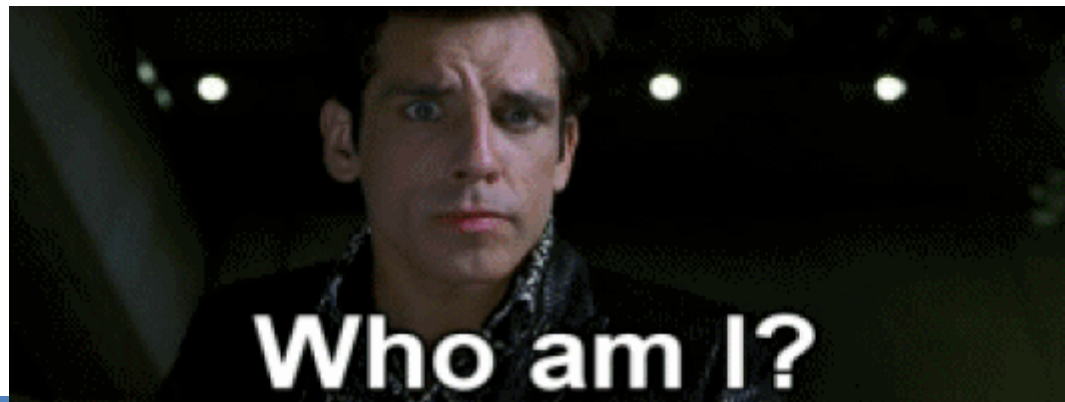


- The activities to be carried out and how they are aligned with challenging state standards
- The system of professional growth and improvement (e.g., teacher induction; building the capacity of teachers, principals/other school leaders, etc.)
- How the district will prioritize funds to schools implementing Comprehensive Support and Improvement and Targeted Support and Improvement activities
- How the district will use data and ongoing consultation to update and improve activities
- How the district will ensure the coordination of professional development activities provided through other federal, state, and local programs

Expanded Roles



- Teachers, Principals, and *Other School Leaders*
 - (A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school;
 - and (B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.





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Questions?

mark.bowers@wyo.gov

(307) 777-8739