

(C4) Title III: Effective Professional Development

As a pass-through entity for Federal education funds, the Maine Department of Education (Maine DOE) has prepared this Title III: Effective Professional Development guidance document to assist Federal program subrecipients in adhering to the statutory requirements for the Title III, Part A program.

The information provided in this document serves as general guidance being provided by the Maine DOE. Subrecipients under the Title III, Part A program should refer to the full text of the regulations which govern the use of these federal funds, which can be found at under the [Elementary and Secondary Education Act](#) and within the [Code of Federal Regulations](#).

Subrecipients of Federal funds are solely responsible for meeting all applicable Federal regulations.

Definitions:

Evidence based: According to Sec. 8101 (21) of the Elementary and Secondary Education Act *evidence-based* is defined as “an activity, strategy, or intervention that -

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- (ii) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Professional Development: According to Sec. 8101 (42)(B) of the Elementary and Secondary Education Act, *professional development* is defined as activities that “are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.”

Statutory Requirements:

ESEA Section 3115(c)(2)

State Guidance:

In accordance with Sec. 3115(c)(2) of Every Student Succeed Act, the SAU must show evidence of funding activities that meet the definition of *evidence based* and *professional development* listed above through professional development plans, calendars, and schedules as identified in the areas of high need in the annual comprehensive needs assessment.

Relevant Documentation:

- Written narrative of how the district ensure that Professional Development paid for with Title III, Part A funds addresses the following:
 - Designed to improve instruction and assessment of multilingual learners
 - Designed to enhance the ability of participants to understand and implement curricula, assessment practices and measures, and instructional strategies for multilingual learners
 - Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - Is of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate

Technical Assistance:

Please feel free to contact your [ESEA Regional Program Manager](#) at the Maine DOE if you have any questions relative to the contents of this document or the requirements for leveraging these Federal funds.