



Title II Part A

**Teacher and Principal Training and
Recruiting Fund (TPTR)**

Intent and Purpose

- The intent and purpose of this program is to provide financial assistance to LEAs to do the following:
 - increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools
 - hold LEAs and schools accountable for improving student academic achievement



General Program Requirements

- TPTR program activities are required to do the following:
 - They must be based on a **local assessment of needs** for professional development and hiring.
- These activities must meet the following:
 - be **aligned with state academic content** and student academic performance standards and state assessments
 - be **aligned with curricula and programs** tied to state academic content and student academic performance standards
 - be based on a review of **scientifically-based research**
 - have a substantial, measurable, and positive **impact on student academic achievement**
 - be part of a broader strategy to **eliminate the achievement gap** between low-income and minority students and other students
 - **Professional development activities must be coordinated with other professional development activities** provided through other Federal, state, and local programs, including Title II, Part D (technology), funds.



Allowable Use of Funds

[Section 2123(a)]

- You must use TPTR funds to implement one or more of the following allowable activities: (5 activities total, SISD = 2)
 - providing professional development
 - improving the quality of the teacher and paraprofessional work force under Section 1119 reducing class size (only when the class-size reduction teacher is a highly qualified teacher)



Are we doing it right?

- You should be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:
 - Is the program, activity, or strategy **reasonable and necessary** to carry out the intent and purpose of the program?
 - Does the program, activity, or strategy **address a need** previously identified in the campus comprehensive needs assessment?
 - How will the program, activity, or strategy be evaluated to measure a **positive impact on student achievement**?
 - Is the program, activity, or strategy **supplemental** to other non-federal programs?



SISD Activities

- These strategies may include the following: (10 total, SISD= 6)
 - reducing class size
 - providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:
 - content knowledge - providing training in one or more of the core academic subjects that the teachers teach
 - classroom practices - providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments
 - providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:
 - involve collaborative groups of teachers and administrators
 - address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with LEP
 - provide training on how to use data and assessments to improve classroom practice and student learning.
 - carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders



Anticipated Expenditures

- Instructional Specialist
 - PreK-K all areas
 - 1st – 3rd Math and Science
 - 3rd – 5th Math and Science
 - MS Math and Science
 - HS Math, Science and ELA
 - MS/HS Social Studies
- Teacher Salaries
 - 10 highly qualified teachers for class size reduction
- Staff Development
 - Kilgo Training
 - Write From the Beginning, district -wide
 - Thinking Maps, district-wide
 - Data-based continuous staff development
 - Cross-curricular staff development
 - Differentiated Instruction
 - AP Academy
 - PDAS
 - TIPS New teacher orientation
 - Core Content Training

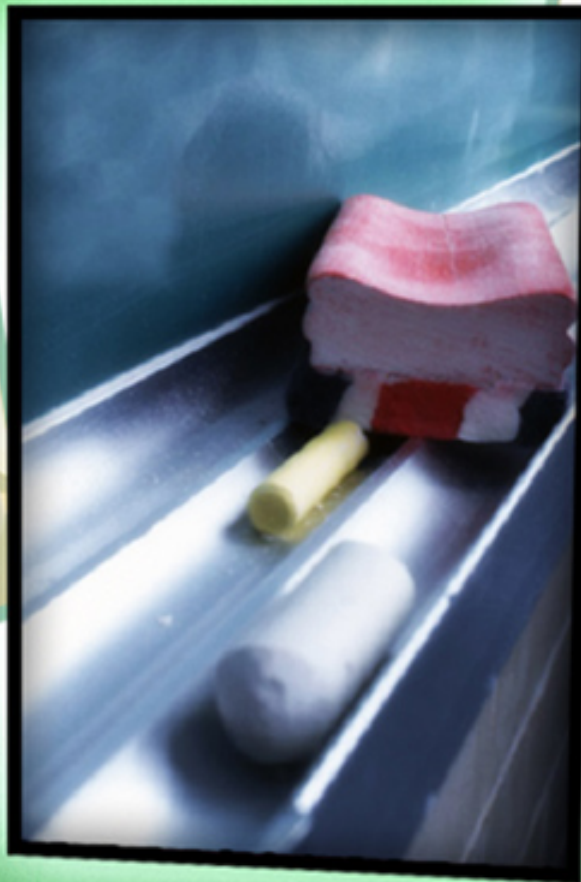


Needs Assessment

- Principal Input
- Evaluations from Leadership Summit
- Department Head/Council Meetings
- Focus Groups
- TAKS and Common Assessments data
- District Improvement Plan Committee
- Requests for Staff Development
- Campus/Department/Community Meetings



Any questions?



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