

Elementary and Secondary Education Act (ESEA) Professional Development (PD) Requirements Checklist

Local educational agencies (LEAs) may use the following information to determine if a proposed professional development activity meets the definition found in the Elementary and Secondary Education Act (ESEA) Sections 8101(21),(42), and (44). Additional requirements to consider may be found in [2 C.F.R. §200.405\(a\)](#) and [2 C.F.R. §200.404](#).

In accordance with ESEA Sections 2301, 4110, and 5232 - ESEA funds may NOT be used to fund any part of professional development that is mandated by the state of Oklahoma (see additional information on the final page of this document). Oklahoma Statute (O.S) §70-6-194

The LEA must review expenditures for professional development in consideration of the following information.

1. Allocable

A cost is allocable to a particular federal award if the goods or services involved are assignable to that federal award in accordance with relative benefits received. [2 C.F.R. §200.405\(a\)](#) The LEA must be able to answer “Yes” to the following question.

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| a. Does the proposed professional development activity (included related expenditures) for a particular grant program (Title I, Title II, Title III, Title IV, and Title V) benefit the intent of the program? | |
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2. Necessary and Reasonable

All expenditures for goods or services using federal funds must be reasonable and necessary and adhere to [2 C.F.R. §200.404](#) The LEA must be able to answer “Yes” to questions a-c. If the LEA answers no to question d then a justification must be provided in the ESEA Consolidated Application.

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| a. Is necessary for proper performance of the grant? | |
| b. Is the market price for comparable services in the geographic area? | |
| c. Is the request prudent considering the responsibilities to the employees, students, and the public at large? | |
| d. Is the request a significant deviation from established practices and policies? | |

3. Professional Development Requirements ESEA 8101(42) and (44)

To qualify as an ESEA approved professional development activity under ESEA Section 8101(42) the LEA must answer “Yes” to questions a-c.

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| a. Is the proposed professional development activity an integral part of the school and local educational agency (LEA) strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards? | |
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b. Is the proposed professional development for one of the following – teachers, principals, other school leaders, specialized instructional support personnel, or paraprofessionals? The definition for "other school leaders" may be found in ESEA Section 8101(44). i. Is the school leader an employee of the elementary, secondary, district, or other entity operating an elementary or secondary school? <u>AND</u> ii. Is the school leader responsible for the daily leadership and managerial operations in the elementary or secondary school building?	
c. Is the proposed professional development for sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activity?	
To qualify as an ESEA approved professional development activity under ESEA Section 8101(42) the LEA must answer “Yes” to at least ONE of the questions d-u.	
d. Will the proposed professional development activity improve and increase teachers’ knowledge of the academic subjects the teachers teach; understanding of how students learn; and ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis?	
e. Will the proposed professional development activity be an integral part of broad schoolwide and district-wide educational improvement plans?	
f. Will the proposed professional development activity allow for personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback?	
g. Will the proposed professional development activity improve classroom management skills?	
h. Will the proposed professional development activity support the recruitment, hiring, and training of effective teachers, including teachers who became certified through alternative routes to certification?	

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i. Will the proposed professional development activity advance teacher understanding of effective instructional strategies that are evidence-based; and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers?	
j. Will the proposed professional development activity be aligned with, and directly related to, academic goals of the school or local educational agency?	
k. Will the proposed professional development activity be developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under ESEA?	
l. Will the proposed professional development activity be designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments?	
m. Will the proposed professional development activity (to the extent appropriate) provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach?	
n. Will the proposed professional development activity, be regularly evaluated for the impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development?	
o. Will the proposed professional development activity be designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations?	

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p. Will the proposed professional development activity will include instruction in the use of data and assessments to inform and instruct classroom practice.	
q. Will the proposed professional development activity include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families?	
r. Will the proposed professional development activity involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions?	
s. Will the proposed professional development activity create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Title I, Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers?	
t. Will the proposed professional development activity provide follow-up training to teachers who have participated in activities described in section 8101(42) that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom?	
u. Will the proposed professional development activity (where practicable) provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness?	

4. Evidence-Based Requirement ESEA 8101(21)

To qualify as an ESEA approved professional development activity the professional development must also be evidence-based according to ESEA Section 8101(21). To qualify as an ESEA approved professional development activity under ESEA Section 8101(21) the LEA must answer "Yes" to at least ONE of the questions a-c and must answer "Yes" to question d.

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a. Does the professional development activity have strong evidence from at least 1 well-designed and well-implemented experimental study?	
b. Does the professional development activity have moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study?	
c. Does the professional development activity have promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias?	
d. REQUIRED The professional development activity must demonstrate 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 includes ongoing efforts to examine the effects of such activity, strategy, or intervention.	

5. Presidential Executive Actions

The use of federal funds must also consider any applicable Presidential Executive Actions. In the case of professional development, please ensure that federal funds used to support professional development activities consider the requirements in the Presidential Executive Action released on January 20, 2025 [Ending Radical And Wasteful Government DEI Programs And Preferencing](#)

Oklahoma State Required Professional Development

The following is a list of the professional development requirements that must first be met using state and/or local funds before using federal funds to supplement. O.S. §70-6-194

- Bloodborne Pathogens
- Family Educational Rights and Privacy Act (FERPA)
- Alcohol, Drug, and Tobacco Awareness
- Student Communications
- Autism PD for certified employees & support staff who work with students in early childhood to third grade (once every 3 years)
- Bullying Prevention PD for certified employees and support staff
- Child Abuse and Neglect; Child Sexual Abuse Awareness & Reporting PD for certified employees and support staff (once every 5 years)

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- Digital Teaching and Learning PD for certified teachers
- Dyslexia Awareness PD for certified teachers and administrators (once every school year)
- English Learner PD for certified employees and staff who work with EL students
- Family & Community Engagement PD for school personnel
- Human Trafficking PD for certified employees and support staff
- Mental Health Needs of Students PD certified employees and support staff
- Racial & Ethnic Education for certified employees and support staff
- Suicide Awareness training for all school district staff
- Any state required professional development