

Archived Information

Eisenhower Professional Development Program - 2002

CFDA Number: 84.281 - Eisenhower Professional Development State Grants

Goal 8: To improve the quality of classroom teaching through professional development.

Objective 8.1 of 4: Classroom instruction is improved through effective professional development.

Indicator 8.1.1 of 2: Teachers' knowledge and skills: Increasing percentages of teachers will show evidence that participation in Eisenhower-assisted professional development improved their knowledge and skills.

Targets and Performance Data					Assessment of Progress	Sources and Data Quality
<i>Subject Area Content</i>					Status: Unable to judge Explanation: These data were to have been provided on the ESEA Consolidated Performance Report for School Year 2001-2002. The report has yet to be submitted.	Additional Source Information: These data are collected by the ESEA Consolidated State Performance Report for School Year 2001-2002. Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004 Validated By: No Formal Verification.
Year	Actual Performance		Performance Targets			
	Districts	SAHE Grantees	Districts	SAHE Grantees		
1998	48	68	50	50		
2000			60	60		
<i>Instructional Methods</i>						
Year	Actual Performance		Performance Targets			
	District	SAHE Grantees	District	SAHE Grantees		
1998	63	79	50	50		
2000			60	80		
<i>Curriculum</i>						
Year	Actual Performance		Performance Targets			
	District	SAHE Grantees	District	SAHE Grantees		
1998	56	64	50	50		
2000	64		60	68		
<i>Approaches to Assessment</i>						
Year	Actual Performance		Performance Targets			
	District	SAHE Grantees	District	SAHE Grantees		
1998	46	48	50	50		
2000			60	60		
<i>Use of Technology</i>						
Year	Actual Performance		Performance Targets			
	Districts	SAHE Grantees	Districts	SAHE Grantees		
1998	24	50	50	50		
2000			60	60		

Approaches to Diversity				
Year	Actual Performance		Performance Targets	
	Districts	SAHE Grantees	Districts	SAHE Grantees
1998	26	35	50	50
2000			60	60

Indicator 8.1.2 of 2: Teachers' classroom instruction:: Teachers who receive high quality professional development focused on higher order teaching strategies are more likely to change their teaching practices.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Teaching strategy: Use of calculators or computers to develop models.</i>			Status: Unable to judge Explanation: These data were to have been provided on the ESEA Consolidated Performance Report for School Year 2001-2002. The report has yet to be submitted.	Additional Source Information: The ESEA Consolidated State Performance Report for School Year 2001-2002. Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004 Validated By: No Formal Verification.
Year	Actual Performance			
1999	Extent teachers who participated in professional development used teaching strategy in classroom		Extent teachers who did not participate in professional development used teaching strategy in classr	50 50
<i>Teaching strategy: Use of problems with no obvious solution</i>				
Year	Actual Performance		Performance Targets	
1999	Extent teachers who participated in professional development used teaching strategy in classroom		Extent teachers who did not participate in professional development used teaching strategy in classr	50 50
<i>Teaching strategy: Use of mathematics and science projects to determine student grades.</i>				
Year	Actual Performance		Performance Targets	
- No Data -				

Objective 8.2 of 4: Professional development is sustained, intensive, and high quality and has a lasting impact on classroom instruction.

Indicator 8.2.1 of 2: High quality: Increasing percentages of teachers will participate in Eisenhower-assisted professional development activities that reflect best practices.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Major emphasis on academic content			Status: Unable to judge	Additional Source Information: The ESEA

Year	Actual Performance		Performance Targets	
	Districts	SAHE Grantees	Districts	SAHE Grantees
1998	51	68	50	50
2000			56	72

Involves all teachers in grade, department, or school

Year	Actual Performance		Performance Targets	
	Districts	SAHE Grantees	Districts	SAHE Grantees
1998	39		50	50
2000			56	56

Is followed up with other activities

Year	Actual Performance		Performance Targets	
	Districts	SAHE Grantees	Districts	SAHE Grantees
1998	53	70	50	50
2000			56	75

Involves: a) Planning classroom implementation

Year	Actual Performance		Performance Targets	
	Districts	SAHE Grantees	Districts	SAHE Grantees
1998	66	83	50	50
2000			56	86

b) Presenting, leading, and writing

Year	Actual Performance		Performance Targets	
	Districts	SAHE Grantees	Districts	SAHE Grantees
1998	40	67	50	50
2000			56	70

c) Observing and being observed

Year	Actual Performance		Performance Targets	
	Districts	SAHE Grantees	Districts	SAHE Grantees
1998	19	35	50	50
2000	36		56	56

d) Reviewing student work

Year	Actual Performance		Performance Targets	
	Districts	SAHE Grantees	Districts	SAHE Grantees

Explanation: These data were to have been provided on the ESEA Consolidated Performance Report for School Year 2001-2002. The report has yet to be submitted.

Consolidated State Performance Report for School Year 2001-2002.

Frequency: Annually.
Collection Period: 2002 - 2003

Data Available: 2004
Validated By: No Formal Verification.

Year	Actual Performance	Performance Targets
1998	30	50
2000	43	56

Targets and Performance Data		Assessment of Progress	Sources and Data Quality
<i>Percentage of teachers in activities that span 6 months or longer</i>		Status: Unable to judge Explanation: These data were to have been provided on the ESEA Consolidated Performance Report for School Year 2001-2002. The report has yet to be submitted.	Additional Source Information: The ESEA Consolidated State Performance Report for School Year 2001-2002. Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004 Validated By: No Formal Verification.
Year	Actual Performance		
	SAHE Grantees		
	SAHE Grantees		
1998	20	35	
2000		39	

Objective 8.3 of 4: High-quality professional development is provided to teachers who work with disadvantaged populations.

Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percentage of Eisenhower participants who teach in high poverty* schools</i>		Status: Unable to judge Explanation: These data were to have been provided on the ESEA Consolidated Performance Report for School Year 2001-2002. The report has yet to be submitted.	Additional Source Information: The ESEA Consolidated State Performance Report for School Year 2001-2002. Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004 Validated By: No Formal Verification.	
Year	Actual Performance			
	SAHE Grantees			
	SAHE Grantees			
1998	23			23
1999				25
2000	22			27
2001		29		
2002		31		
<i>* High-poverty schools are those where 50 percent or more of the students are eligible for free lunches. **In FY 1995-96, 21 percent of teachers in the Nation taught in high-poverty schools. Targets are based on this baseline.</i>				
Year	Actual Performance	Performance Targets		
- No Data -				

Objective 8.4 of 4: Measurement of integrated planning and collaboration.

Targets and Performance Data		Assessment of Progress	Sources and Data Quality
<i>Increasing percentages of states will adopt performance indicators for professional development, demonstrate a technical understanding of such indicators, and have data (or plans to collect data) for their indicators.</i>		Status: Unable to judge Explanation: These data were	Additional Source Information: The ESEA Consolidated State

technical understanding of such indicators, and have data (or plans to collect data) for their indicators.

Year	Actual Performance	Performance Targets
1998		50
1999	72	70
2000		90
2001		100
2002		100

to have been provided on the ESEA Consolidated Performance Report for School Year 2001-2002. The report has yet to be submitted.

Performance Report for School Year 2001-2002.

Frequency: Annually.
Collection Period: 2002 - 2003

Data Available: 2004
Validated By: No Formal Verification.