

CRITICAL AREA OUTLINE: TEACHER AND LEADER QUALITY

Teachers and leaders are the most important school-based factors in ensuring student success. States have an important responsibility in designing and implementing an education workforce system that **attracts** teachers and leaders to the profession, **prepares** them to be learner- and school-ready on day one, **develops** them throughout their careers, and **retains** the most effective educators.

STATE VISION

Under the Every Student Succeeds Act (ESSA), every state has the opportunity to analyze its current teacher and leader quality initiatives and use ESSA to ensure your education workforce can deliver on the state's strategic vision and aspirations for the students this law is intended to serve. Chiefs will begin the ESSA transition planning by articulating their vision for the expanded state role in implementing this legislation. As SEA staff responsible for teacher and leader quality initiatives, it is critical to begin this work by asking the following questions:

1. Do I know my Chief's overall state strategic vision?
2. What is most important to my chief? What are the top priorities for teacher and leader quality?
 - How will your agency focus on your highest education workforce priorities with the additional flexibility in Title II dollars, including the new 3% optional set aside for activities to strengthen school leadership?
 - Will your agency use Title II dollars for creating teacher and leader preparation academies¹ for high-needs schools?
 - Will your state refine or revise your teacher or leader evaluation system now that there are no longer federal requirements guiding the design of those systems? Will you use Title II dollars for this work? What considerations will guide those efforts?
 - How will you incorporate your state's equitable access plan into your overall planning and use of ESSA funds?
 - What does my chief hope to achieve with our state's education workforce initiatives?

OPPORTUNITIES AND RESPONSIBILITIES

¹ Preparation academies must admit students using a rigorous selection process; provide a significant part of their training through clinical preparation that partners the student with an effective teacher or school leader; and awards a certificate of completion (that is recognized as the equivalent of a master's degree) to a teacher or principal only after he or she has demonstrated effectiveness by increasing student achievement.

What are the biggest opportunities & biggest changes in the law?

Use new opportunities presented in ESSA to continue to build an education workforce system to attract, prepare, develop and retain educators effective in advancing learning, especially for low-income students, minority students, English learners, students with disabilities and other learners who are members of groups persistently showing gaps in school performance.

Opportunities for State Leadership

Each state COULD...

- Maximize federal funds in your consolidated state plan to attract, prepare, develop and retain effective teachers and leaders. Show a clear link to how the proposed activities contribute to the development of an education workforce better at identifying students with learning needs, including low-literacy AND increase effectiveness at serving high-poverty and minority students.
- Prioritize in LEA applications strategic use of Title II funds to attract, prepare, develop and retain effective educators.

ATTRACT

- Develop or assist LEAs in developing differential pay or other incentives to recruit and retain teachers in high-need academic subjects and teachers, principals, and other school leaders in low-income schools and districts (ESEA § 2101(c)(4)(B)(vii)(II))
- Help LEAs attract qualified people from other fields to teach and lead schools, including providing support as they continue to learn. (ESEA § 2103(b)(3)(C))
- Help LEAs attract underrepresented groups to the education workforce, including providing support. (ESEA § 2101(c)(4)(B)(v))
- Help LEAs recruit and prepare candidates—those with BA or Master’s degrees; paraprofessionals working in district; military personnel, mid-career changers. (ESEA § 2101(c)(4)(B)(iv))

PREPARE

- Support reform in educator preparation to allow for more time for candidates to learn in schools (e.g. year-long residencies); revise licensure systems to be based on performance, set higher preparation program approval standards, incentivize partnerships between districts and preparation programs, develop performance assessments of teacher and leader candidates, establish data systems. (ESEA § 2101(c)(4)(B)(i))
- Develop or expand alternative routes for high needs areas such as students with disabilities, English learners, and science, technology, engineering and math or other shortage areas (ESEA § 2101(c)(4)(B)(iv))
- Use state set-aside to collaborate with other states on workforce initiatives like a

	<p>voluntary, portable teaching license. (ESEA § 2101(c)(4)(B)(xix))</p> <ul style="list-style-type: none"> ▪ Establish Teacher and Leader Academies (no more than 2% of total state allocation) to prepare candidates for high-needs schools with a year-long residency. May partner with other states on such academy. (ESEA § 2101(c)(4)(B)(xii)) ▪ Apply for the competitive Comprehensive Literacy State Development Grants to revise licensure standards to require literacy instruction for all K12 educators and engage preservice preparation to provide evidence-based literacy methods (ESEA Title II-B-2) <p>DEVELOP</p> <ul style="list-style-type: none"> ▪ Invest in teacher and leader evaluation systems; use Title II and competitive grant opportunities to refine and revise these systems to support continuous improvement of instructional practice. (ESEA § 2101(c)(4)(B)(ii)) ▪ Provide training for principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision-making (ESEA § 2101(c)(4)(B)(ii)(II)) ▪ Implement new teacher, principal, and other school leader induction and mentoring programs. (ESEA § 2101(c)(4)(B)(vii)(III)) ▪ Develop or provide assistance to LEAs on delivery of high-quality professional development for teachers, principals, and other school leaders, with specific attention to topics identified in ESSA such as child sexual abuse, integrating technology into instruction, blended learning, STEM, CTE, understanding of student data and privacy, better support for students with disabilities and English learners (ESEA § 2101) ▪ Develop or assist LEAs in developing strategies that provide teachers, principals, and other school leaders with the skills, credentials, or certifications necessary to educate students in postsecondary education coursework such as early college and dual enrollment. (ESEA § 2101(c)(4)(B)(xiv)) ▪ Provide training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams (ESEA § 2101(c)(4)(B)(v)(II)) ▪ Apply for the competitive Comprehensive Literacy State Development Grants for comprehensive literacy instruction to train and support literacy coaches and support K12 teacher and leader development in teaching literacy. (ESEA Title II-B-2) ▪ Apply for STEM Master Teacher Corps grant to elevate the status of science, technology, engineering, and mathematics teaching profession. The funds can be used to select candidates and offer opportunities to work in scholarly communities or for professional development, and for higher compensation, particularly in high-
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	<p>need and rural schools (ESEA § 2245)</p> <ul style="list-style-type: none"> ▪ Apply for a Supporting Effective Educator Development competitive grant to provide pathways for teachers, principals, and other school leaders from nontraditional preparation programs to underserved local educational agencies; provide evidence-based professional development; provide professional development for dual enrollment or early college high school; making freely available services and learning opportunities available or by making the services publicly accessible through electronic means; providing teachers, principals, and other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential (ESEA § 242) <p>RETAIN</p> <ul style="list-style-type: none"> ▪ Develop or assisting LEAs in developing career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (hybrid roles that allow teachers to remain in the classroom), school leadership, and involvement with school improvement and support. (ESEA § 2101(c)(4)(B)(vii)(I)) ▪ Apply for Teacher and School Leader Incentive Program (competitive grant) to develop, implement, improve, or expand either a comprehensive performance-based compensation system or talent management system for teachers, principals, or other school leaders in high-need schools who raise student academic achievement and close the gap between high and low-performing students. Funds can be used for teacher and leader evaluation and support as part of either system. (ESEA Title II-B-1))
<p>ESSA Requirements</p> <p><i>Each state MUST...</i></p>	<ul style="list-style-type: none"> ▪ Report out on the ineffective, out of field, and inexperienced teachers serving students to continue to address that high poverty, English learners and minority students are not disproportionately affected. (ESEA § 1111(h)(1)(C)(ix)) ▪ Report out on the inexperienced principals and other school leaders serving students to continue to address that high poverty, English learners and minority students are not disproportionately affected. (ESEA § 1111(h)(1)(C)(ix)) ▪ Determine how to use the 1% reserved administrative funds under Title II-A to carry out SEA responsibilities. (ESSA § 2101(c)(2)) ▪ Make a determination on reserving up to 5% of Title II-A funds for state activities (including administration) and show a clear link on how your proposed activities contribute to the development of an education workforce better at identifying students with learning needs, including low-literacy AND increase effectiveness at serving high poverty and minority students. (ESEA § 2101(c)(4) and (d)(1)(A)) <ul style="list-style-type: none"> - States must also decide if they wish to use the state reservation for other activities, including teacher/leader evaluations, and not more than 2 percent of your state allotment for teacher/leader preparation academies.

	<p>(ESEA § 2101(c)(4)(B)(xii))</p> <ul style="list-style-type: none"> ▪ States must decide if they will reserve the additional optional set-aside for strengthening school leadership of up to 3 percent more of your state’s total allocation under Title II in order to carry out state-level activities for principals or other school leaders and, if so, how to use those funds. (ESEA § 2101(c)(3)) ▪ Meaningfully consult with teachers, principals and school leaders, paraprofessionals (organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools) parents, community partners, and other organizations and partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II (ESEA § 2101(d)(3)).
<p>Elevating Equity</p>	<ul style="list-style-type: none"> ▪ Does our ESSA consolidated plan incorporate our State Educator Equity Plan with both strategies and funding? ▪ Does our plan allow for modifications and continuous improvement based on the data we collect on students disproportionately served by ineffective, out of field and inexperienced teachers? ▪ Do our Teacher and Leader Quality investments build the capacity of all teachers and leaders to learn and demonstrate they can better serve low income students, minority students, students with disabilities, and/or English learners? ▪ Are the decisions we have made for these investments aligned to the supports and interventions that the SEA will provide to targeted schools? Are we strategically building the capacity of local school staff to implement those interventions?
<p>Resources/ Examples</p>	<ul style="list-style-type: none"> ▪ CCSSO Principles for Teacher Support and Evaluation Systems² ▪ Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy³ (commissioned by the Wallace Foundation) ▪ InTASC Model Core Teaching Standards⁴ ▪ Professional Standards for Educational Leaders⁵ ▪ Model Principal Supervisor Standards⁶ ▪ Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners⁷ ▪ Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into

²<http://www.ccsso.org/Documents/2016/Principles%20for%20Teacher%20Support%20and%20Evaluation%20Systems.pdf>

³<http://www.wallacefoundation.org/knowledge-center/school-leadership/state-policy/Documents/Developing-Excellent-School-Principals.pdf>

⁴http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

⁵<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

⁶<http://www.ccsso.org/Documents/2015/2015PrincipalSupervisorStandardsFinal1272015.pdf>

⁷<http://www.ccsso.org/Documents/2015/CEEDAR%20Policy%20Framing%20-Final%20300%20dpi.pdf>

	<p>the Profession⁸</p> <ul style="list-style-type: none"> ▪ Teacher Evaluation and Support Systems: A Roadmap for Improvement⁹ (The Aspen Institute) ▪ State Plans to Ensure Equitable Access to Excellent Teachers¹⁰ ▪ GTL Equity Implementation Playbook¹¹
Other considerations	<ul style="list-style-type: none"> ▪ A Title II formula change will be phased in over the next few years to more heavily weight poverty as a factor in distributing formula grant funds, which may have implications for which states have more (or less) Title II funds, and potentially a higher concentration of Title II funds in low-income schools. (ESEA § 2101(b)) ▪ There are opportunities in other sections of ESSA for supporting teachers, principals and school leaders. As part of the consolidated plan, staff responsible for addressing Teacher and Leader Quality should review Title IV Part A 21st Century Schools Student Support and Academic Enrichment Grants. (ESEA Title IV-A)
Sample Deep-Dive Questions	<ul style="list-style-type: none"> ▪ How will you ensure that Teacher and Leader Quality investments made with ESSA funds address the needs of specific groups of students—low income, minority, English learners, and students with disabilities? ▪ Is your talent management system attracting candidates for the positions available? ▪ Are teacher candidates learner-ready day one? Are leader candidates school-ready on day one? ▪ Is your talent management system developing all teachers and leaders throughout their career? ▪ Is your talent management system retaining the most effective teachers and leaders?
Fiscal Considerations	<ul style="list-style-type: none"> ▪ As noted throughout this outline, ESSA makes many changes to federal fiscal rules, affecting all areas of the law and presents a number of new ways for SEAs to consider how fiscal rules can better support implementation of your state vision. For more information on federal funding considerations under ESSA, CCSSO has developed a Summary of Significant Spending and Fiscal Rules in the Every Student Succeeds Act¹².

STRATEGY

CROSS-CUTTING ACTIONS

⁸ http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf

⁹ http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Teacher_Evaluation_Support_Systems.pdf

¹⁰ <http://www2.ed.gov/programs/titleiparta/resources.html>

¹¹ <http://www.gtlcenter.org/learning-hub/equitable-access-supports/implementation-playbook>

¹² http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html

Stakeholder Engagement

Your state has begun stakeholder engagement because of your previous work creating a state plan to address equitable access to effective teachers and leaders for each student. The task ahead is two-fold. First, you will need to determine if you need to augment any existing stakeholder group or rebuild. Second, the stakeholder engagement you do for teacher and leader quality needs to be tightly coordinated with the overall ESSA engagement plan in your SEA that will address all the core buckets of state policy and program work. Some guiding questions:

1. Will you augment your existing coalition or do you need to create a new one?
 - Do you need a more specific group focused on this work?
 - Are your engagement activities and state plan development co-led by exemplary teachers and leaders with reputational power in your state?
 - Have you engaged all stakeholders in your state with an interest in teacher and leader quality?
 - Examples: Business, philanthropy, civil rights leaders, parents, private school representatives, local and state school boards, regional/district administrators, teacher and leader preparation providers, etc.
 - Which foundation and corporate partners work in this area within your state?
 - Have you engaged civil rights leaders or groups representing traditionally underrepresented students?
 - Examples: low-income students, minority students, students with disabilities, English learners, adjudicated youth, including recent immigrants, non-profits that serve students and families in poverty
 - If you do not have a list of these groups in your state, how will you get one and how will you establish outreach? How can CCSSO help create one?
2. How are you working with CCSSO, other states to share/learn best practices?

Communications and Messaging

This work needs to be done as part of the overall SEA communications plan. Specific questions for teacher and leader quality that will shape this work include:

1. Have you identified the audience(s) to provide input on teacher and leader quality initiatives as part of ESSA implementation?
 - The SEA will likely need to reach out to more than one audience throughout the process (examples: media, legislators, teachers, school administrators, business community, civil rights leaders)
 - What are some key messages you feel need to be conveyed regarding teacher and leader quality issues (examples: state's position and work on teacher and leader evaluation systems; commitments to teacher and leader development and support)
2. How will you communicate with each audience you've identified throughout the implementation process?
 - Do you have a central location for providing updates on your website?
 - How are you being transparent with the public throughout the process?

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- Do you currently have established routines and/or meetings with key groups to provide updates on teacher and leader quality initiatives? (examples: Teacher Advisory Group; Principal Advisory Group; Superintendent's Roundtable, Dean's Group)

Data Use and Technology Supports

It also is important to address the implications of these changes on your data collection and reporting process from the start so you have the infrastructure in place to deliver on your goals. Questions to consider:

1. What data will you use to define teacher effectiveness? How will your state report out the number of ineffective, out of field and inexperienced teachers as required by ESSA?
2. Will you collect teacher supply and demand data from LEAs and use that to drive decisions about Title II and other teacher and leader quality funding?
3. How will data be used to undergird the education workforce system in decision making? Examples of this could include the data used in program approval for educator preparation systems, linking teacher and leader effectiveness systems to professional development opportunities, and the data used in initial and advanced licensure policies. How will data be used to identify gaps and increase equitable access to effective educators for each student?
4. What supports will be implemented to increase data literacy and technological competency among teachers and leaders?

Advocacy

As part of your overall ESSA transition strategy, the state will need to identify the issues for which advocacy will be useful or necessary. Questions to consider:

1. Do you need to make changes to state policy to implement your vision?
 - Are the policies in place to make your implementation successful? (E.g. changes to state law, policy, SEA practice)
 - Do you need additional state resources to carry out the work?
2. Are there pending bills or proposed changes to regulations currently being discussed in your state regarding teacher evaluations, professional development, licensure or other workforce issues that would impact your current priorities and vision?
3. Do you need any clarification from USED before you can move forward?
 - Have you identified concerns with the USED timeline for implementation?
4. How does the ESSA implementation timeline align with the state legislative calendar and state board meetings?

IMPLEMENTATION

Structure

Seizing the new opportunities for teacher and leader quality to build the education workforce needed to transform education for high poverty, high needs students will require a new partnership with the chief talent officer/educator effectiveness director and the Title II director. Too often, SEA and LEAs express dismay at the different interpretations of permissible funding for these activities. Time and new routines will need to be developed to maximize this opportunity with the SEA's Title I and II staff.

1. What staff, time and money will need to be dedicated to this endeavor? What additional resources might you need? Can you repurpose some resources/staff?
2. Who is the single person responsible for this strategy's success and how will they coordinate with the Title II leader?
3. What team of people will support your point person?
4. What time, money and technology will be needed for successful implementation of this strategy and how will your plan use the available Title II set asides?
5. Do you have indicators of what success will look like at various milestones?
6. Do you have data and information systems in place to track outcomes and measure success?
7. Who are the key stakeholders you need to help implement this strategy? How will you minimize competing agendas? Will your guidance to LEAs on their use of Title II dollars be "tight" or "loose"?

Measuring Success

How will SEAs know that they have been successful?

1. How are you going to assess and monitor the effectiveness of selected strategies to attract, prepare, develop and retain effective educators?
2. Equitable access to effective teaching and leading
3. Historically hard-to-staff positions have multiple applicants who demonstrate effective practice
4. Teachers and leaders demonstrate that student learning is advanced by at least one grade level in their first year
5. Teachers and leaders demonstrate improvement in practice every year
6. The impact of the most effective teachers and leaders are extended to more students

Continuous Improvement

What is the plan for continuous improvement?

1. What are we trying to do?
2. How are we planning to do it?
3. How can we work together to do it better?
4. At any given moment, how will we know whether or not we are on track? If not, what are we going to do about it?