Systems to Elevate Excellent Teaching (SEET) Collaborative

In order to ensure that all students receive equitable access to effective teaching, it is essential that states focus on creating systems that meaningfully support and advance expert teaching. The SEET collaborative will work with SEAs to ensure these systems reflect high-quality, standards-based instruction and meet the needs of each student. This collaborative will explore how states can establish and institutionalize vehicles for teachers to meaningfully influence policy, enhance instructional practice, elevate the teaching profession, and change the experience of teachers.

The content of this collaborative will be tailored to the needs of those who work on issues pertaining to teachers within their state education agencies, from professional learning and advancement to teacher voice and empowerment. Those who lead or support work related to licensure and certification, professional learning, teacher leadership initiatives, teacher advisory councils and teacher-in-resident programs, teacher career pathways, or teacher recognition efforts will find this collaborative especially useful. We recommend state teams of at least two for this collaborative, though individual participants will also benefit.

In the 2019-20 membership year, this collaborative will offer content that explores various systems to elevate excellent teaching, including the following state levers:
- Certification and Licensure Systems
- Professional Learning Systems
- Recognition and Engagement Systems
- Teacher Workforce Data Systems

2018-2019 Highlights:

The Systems to Elevate Excellent Teaching was previously known as the Teacher Leadership workgroup within the Teaching, Leading, and Learning Collaborative (TLLC). Though the collaborative has been renamed to better encompass the range of activities and strategies states may leverage to elevate and advance great teaching, teacher leadership will continue to be an important focus of this collaborative. 2018-19 highlights include:
- Through in-person and virtual meetings, states learned about teacher leadership models across a variety of contexts, states, and organizations. Speakers included Leading Educators, Center on Great Teachers & Leaders, New Leaders, Education Commission of the States, and teacher leaders from Hope Street Group, National Board for Professional Learning Standards, and Public Impact;
- Each meeting had an explicit focus on how teacher leaders can help close equity gaps in student access to excellent instruction;
- States developed action plans for advancing teacher leadership and participated in problem of practice protocols to receive guidance and recommendations for moving forward.

2019-2020 Activities

CCSSO believes that it is critical each student has access to an effective teacher prepared to meet their needs. SEET aims to leverage teacher leadership expertise to provide teachers with high-quality professional learning that results in effective high-quality, standards-based instruction which meets the needs of each student.

In the 2019-2020 membership year, state participants will identify a measurable and ambitious goal related to the system focus they have self-selected, with an emphasis on promoting equitable access to excellent teaching. With the support of experts and partners, through a series of in-person and virtual meetings, state participants will work to identify and advance state levers that advance excellent teaching for all students. Specifically, states will:

- Gain exposure to research-based publications, case studies, current policy, and exemplary teacher advancement work to inform and strengthen state projects and initiatives;
- Share current practices and experiences and glean insights from peers in other states as well as national policy and content experts;
- Engage in solutions-generating events, activities, and practices to address barriers to success and bolster areas of strength;
- Design and implement an outcomes-based action plan aimed at developing, refreshing, streamlining, or otherwise improving systems impacting teachers;
- Explore problems of practice and receive guidance and recommendations from national experts, peers, researchers, and practitioners;
- Apply an equity lens to all conversations and activities and focus state efforts on equitably elevating diverse teacher voices to inform more effective policy and practice for all learners.

Biography of Lead:

Teresa Mooney is a Senior Associate for Teacher Talent at the Council of Chief State School Officers. As a part of this work, Teresa manages the Teacher Table Initiative and supports states in their teacher recognition programs and teacher leadership initiatives. Prior to her role at CCSSO, Teresa taught 4th grade and middle school social studies. Teresa received her Master of Education from the Harvard Graduate School of Education and her undergraduate degree from the University of California, Los Angeles.