



# **BUILDING SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

## **AN OVERVIEW OF THE 2016 NON-REGULATORY GUIDANCE FOR TITLE II, PART A**

*Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.*





The Every Student Succeeds Act, signed on December 10, 2015, builds on our progress and solidifies many of the reforms the Department has championed for the last seven years.

# EVERY STUDENT SUCCEEDS ACT

## WEBINAR PURPOSE AND FORMAT

- **Purpose:** To provide SEAs a high-level overview of the *Building System of Support for Excellent Teaching and Leading* guidance issued on September 27, 2016
- **Format:** Presentation followed by question and answer
- Available at: [www2.ed.gov/policy/elsec/leg/essa/index.html](http://www2.ed.gov/policy/elsec/leg/essa/index.html)





# EVERY STUDENT SUCCEEDS ACT

## TEACHERS AND SCHOOL LEADERS

- Ensures that **low-income and minority students are not being taught at disproportionate rates** by ineffective teachers
- Supports improved teaching and learning through the implementation of **human capital management systems**
- Supports innovative and evidence-based approaches to teacher, principal and other school leader **recruitment, preparation, support and development**

# EVERY STUDENT SUCCEEDS ACT

## GUIDANCE

- **Title II, Part A** guidance is one of several guidance documents that have been, or will be, released in 2016.
- ED has already issued guidance answering some of the most pressing questions regarding the transition to the new law, as well as guidance on changes in the law that **impact some of our most vulnerable students:**
  - Students in foster care
  - Homeless students
  - English learners
  - Schoolwide guidance

# TITLE II, PART A

## THE BIG PICTURE

Historically, Title II funds have been used to:

- **Support class-size reduction**
- **Fund professional development for teachers**

# TITLE II, PART A GUIDANCE

## THE BIG PICTURE

The Non-Regulatory Guidance seeks to:

- Support states and districts to use these funds **more strategically** and for **greater impact**
- Clarify and explain **new opportunities**
- Highlight some **allowable uses**
- Serve as **initial guidance**

# HOW THE GUIDANCE IS ORGANIZED

## THREE MAIN SECTIONS

- **Part 1: Support for Educators**
- **Part 2: Educator Equity**
- **Part 3: Strengthening Title II, Part A Investments**



# PART I: SUPPORT FOR EDUCATORS

## NEW AND IMPORTANT ALLOWABLE USES

**Multiple Pathways to Teaching and Leading**



**Induction and Mentorship**



**Meaningful Evaluation and Support**



**Strong Teacher Leadership**



**Transformative School Leadership**

# PART I: MULTIPLE PATHWAYS

## HIGHLIGHTS

- **NEW:** Teacher, principal and other school leader **Academies**
  - Optional set-aside by states to develop and support them
  - When designating a State authorizer, the authorizer can be a new or existing non-profit organization, State Educational Agency, or other public entity (sec. 2002(3)).
  - Academies can be new or existing traditional or alternative preparation programs, or a public or other nonprofit entity. (sec. 2002(4)).
- Teacher and school leader **residency programs** (sec. 2002(5)).
- **Alternative routes** to teaching and leading (sec. 2101(c)(4)(B)(iv)).
- **Reform of preparation standards and approval, certification, licensure and tenure** (sec. 2101(c)(4)(B)(iv)).



# PART I: INDUCTION AND MENTORSHIP

## HIGHLIGHTS

- Recommended practices, resources and “strategies in action” included throughout the document
- Some recommendations to consider:
  1. Requiring that all beginning teachers and principals receive induction support during their first two years.
  2. Requiring a rigorous mentor/induction coach selection process.
  3. Requiring regular observation by mentors/induction coaches and opportunities for new teachers to observe classrooms.

# PART 1: MEANINGFUL EVALUATION & SUPPORT

## HIGHLIGHTS

- Encourages comprehensive human capital management systems, including educator evaluation and support systems
- Characteristics of well-designed systems:
  - Continually improve instruction
  - Meaningfully involve educators and other stakeholders
  - Be valid, reliable and fair
  - Include multiple measures
  - Be transparent
  - Help ensure educational equity



# PART 1: STRONG TEACHER LEADERSHIP

## HIGHLIGHTS

- Leveraging teacher leadership and expertise
- **Important:**
  - Title II, Part A funds may be used to support “time banks” or flexible time for collaborative planning, curriculum writing, peer observations, and leading trainings (which may involve using substitute teachers to cover classes during the school day)
  - Title II, Part A funds may also be used to compensate teachers for their increased leadership roles and responsibilities.
- Additional Recommended strategies:
  - Peer-led professional development
  - Learning communities
  - Multiple career paths



# PART 1: TRANSFORMATIVE SCHOOL LEADERSHIP

## HIGHLIGHTS

- Ongoing professional learning for principals and other school leaders
- State-level school leader set aside
  - **Optional 3% to support state activities** to support principals and other school leaders
    - Develop alternative pathways to school leadership
    - Help LEAs recruit and retain effective leaders
    - Develop and implement **evidence-based\*** mentoring, induction and other professional development opportunities

*\*The definition for “evidence-based” is elaborated in Appendix A of the guidance document and later in this presentation*



# PART 1: TRANSFORMATIVE SCHOOL LEADERSHIP

## HIGHLIGHTS

- Principal Supervisors
  - Employees or officers of an elementary or secondary school, LEA, or other entity operating a school who are **“responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.”**  
(ESEA section 8101(44))

# PART 1: SUPPORTING A DIVERSE EDUCATOR WORKFORCE

## HIGHLIGHTS

- Recommended Strategies
  - **Partnering with preparation providers** including local community colleges, Institutions of Higher Education (IHEs), Minority Serving Institutions, and alternative route providers, to build a pipeline of diverse candidates
  - **Providing ongoing professional development aimed at cultural competency and responsiveness and equity coaching**, designed to improve conditions for all educators and students, including educators and students from underrepresented minority groups, diverse national origins, English language competencies, and varying genders and sexual orientations
  - Providing time and space for **differentiated support for all teachers**, including affinity group support





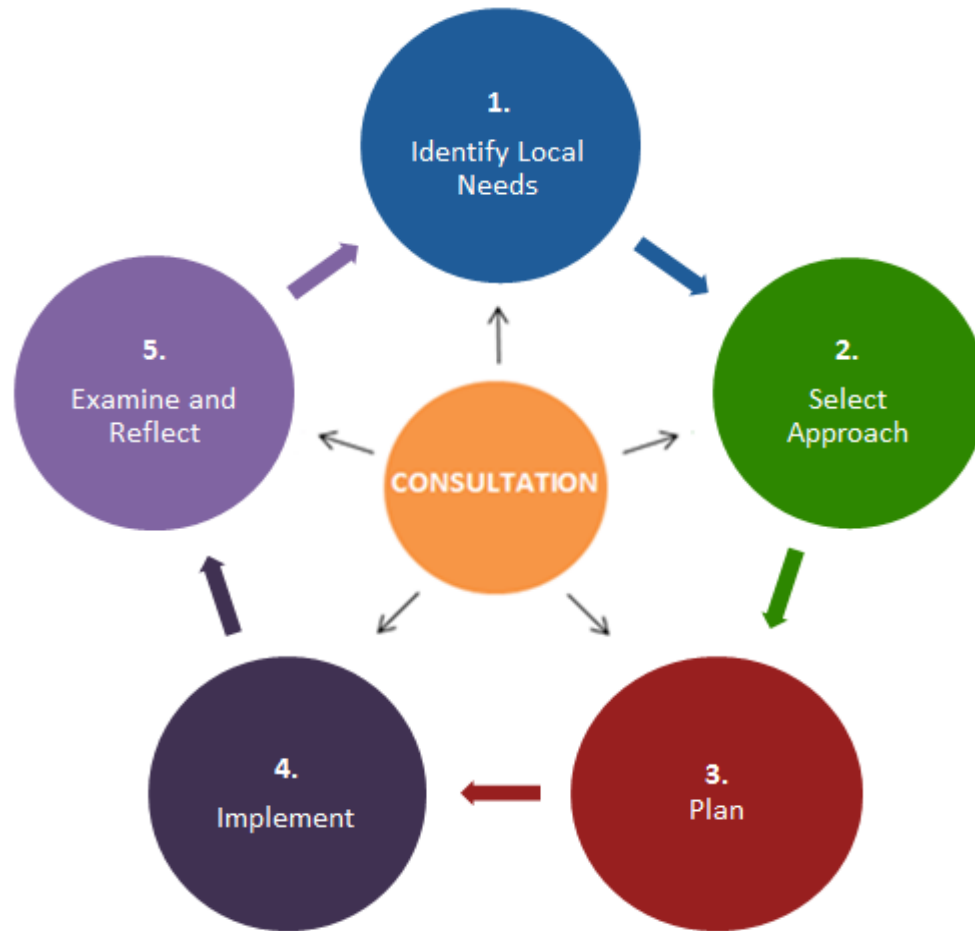
# PART 2: EDUCATOR EQUITY

## ENSURING EQUITABLE ACCESS TO EFFECTIVE EDUCATORS

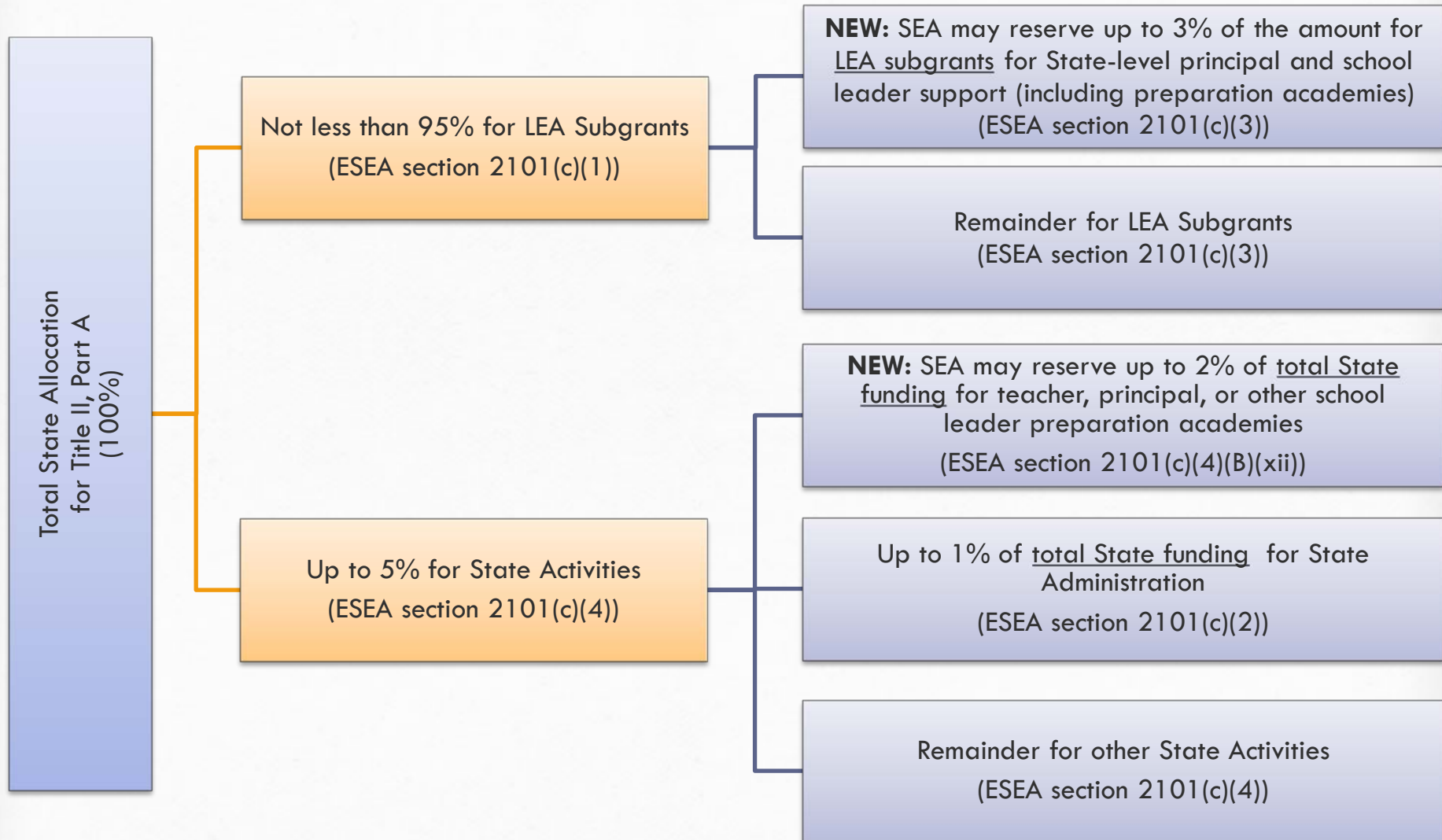
- SEA tools to ensuring equitable access:
  - To help ensure the purposes of Title II, Part A are met, an SEA may require an LEA to describe how it will provide students from low-income families and minority students with greater access to effective teachers, principals, and other school leaders in its local Title II, Part A application. (ESEA sections 2001 and 2102(b)).
- Proposed educator equity requirements in regulations
- Attracting and retaining excellent educators in high-need schools
  - Recommended strategies such as “teacher time banks,” differential and incentive pay, and development opportunities to improve school working conditions
- Supporting early learning



# PART 3: CYCLICAL FRAMEWORK FOR MAXIMIZING INVESTMENTS



# PART 3: STRENGTHENING TITLE II, PART A INVESTMENTS



# PART 3: CONSULTATION

- SEAs and LEAs are **required** to conduct meaningful consultation:
  - Seek advice from stakeholders
  - Coordinate the activities with other related strategies, programs or activities in the State or LEA
  - Equitable participation of private school teachers and consultation with private school officials during the development of Title II, Part A programs



# PART 3: CONSULTATION

- Some **recommended strategies** for consultation:
  - Conduct outreach and solicit input from stakeholders
  - Be flexible and consider holding meetings outside the hours of the school day and using a variety of communications tools
  - Seek out diverse perspectives
  - Consider the concerns identified during consultation, and revise plans when appropriate.



# GUIDANCE ON “EVIDENCE”

- **Title II** requires certain interventions be **evidence-based** to the extent that the state determines that evidence is reasonably available
- Appendix A of the guidance provides the definition of evidence-based intervention, as well as additional information about the **four** levels of evidence outlined in statute:
  - Strong Evidence
  - Moderate Evidence
  - Promising Evidence
  - Demonstrates a Rationale

# TITLE II, PART A

## RESOURCES

### Questions?

### Resources

- About this guidance: [OESEGuidanceDocument@ed.gov](mailto:OESEGuidanceDocument@ed.gov)
- General ESSA questions: [ESSA.Questions@ed.gov](mailto:ESSA.Questions@ed.gov)
- Main ESSA Web Page: [www.ED.gov/ESSA](http://www.ED.gov/ESSA)
- ESSA Resources Web Page:  
<http://www2.ed.gov/policy/elsec/leg/essa/index.html>
- Evidence-Based Guidance: *Using Evidence to Strengthen Education Investments*,  
[www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf](http://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf)

