

Every Student Succeeds Act (ESSA) Support to Excellent Educators

State Board
April 25, 2017

Supporting Excellent Educators

- Educator Development, Retention and Advancement
 - Certification
 - Teacher Preparation
- Support for Educators
- Educator Equity



Educator Development, Retention and Advancement

ESSA Listening Tour Feedback

- Preparation programs should:
 - provide all prospective teachers with field and internship experiences that assure they are prepared for the cultural diversity of the classrooms to which they will most likely be assigned

ESSA Feedback

- MSDE should:
 - develop systems that promote sharing of high-quality professional learning among LEAs; and
 - consider building systems for regional professional learning to enhance broader participation by teachers

Preliminary Recommendations

Preliminary recommendations from the **ESSA Sub-Committee** and from the **Teacher Induction, Retention and Advancement Act of 2016 Workgroup** mirror one another in areas of both teacher preparation and certification

Preliminary Recommendations: Teacher Preparation

- The Institutional Performance Criteria and Professional Development School Standards are currently under revision to reflect current best-practice partnerships between LEAs and educator preparation programs
 - All prospective teachers should have direct experiences in diverse settings
 - Intern assignment should be prioritized to relate to the quality of the placement, the skill of the mentor, and the diversity of the experience
 - Educator preparation and induction/mentoring programs should intersect seamlessly

Preliminary Recommendations: Certification

- Expand the routes to certification
 - National Board Certification

- Increase the types of certificates
 - Adjunct Certificate

- Revise the Conditional Certificate
 - Renewal timeline and requirements

Preliminary Recommendations: Certification

- Review the basic requirements for initial certification and renewals
 - Reading, Content, Pedagogy, Cultural Diversity, Classroom Management, and Special needs
 - Explore the use of Micro-Credentialing
 - Revise testing requirements

CERTIFICATION AND TEACHER PREPARATION REGULATIONS

STATE BOARD

PSTEB REVIEW

(Within 60 days, starting 10 days after publication in Maryland Register)

No Action

Approve
(simple majority)

Disapprove
(simple majority)

State Board may override
($\frac{3}{4}$ majority)

override

fail to
override

Final implementation by
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Regulation Dies

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Support for Educators

Feedback on Support to Educators

- More Planning time for teachers
- Program of true support in place from administration and district
- Opportunities for teacher leadership
- Monetary incentives/higher salaries
- Leadership roles shared/rotated
- Increased opportunities to provide mentoring to both new and veteran teachers

Feedback continued

- Individualized professional learning based upon student and teacher needs and choice
- More Professional Development courses and online courses available
- Opportunities to collaborate and opportunities for peer coaching/peer observation
- Input from teachers should be gathered and utilized/listen to teachers

Support to Educators

- Based on this feedback, the following recommendations address:
 - Induction and Mentoring
 - Developing Teacher Leaders
 - Professional Learning based on Teacher and Student Needs

Induction and Mentoring

- Collaboration with Institutes of Higher Education to improve pathways from pre-service to service

- Expand mentoring to include:
 - second and third year teachers
 - veteran teachers new to district
 - veteran teachers who are grade/content changers
 - new principals/assistant principals

Developing Teacher Leaders

- Attract, retain, and develop school leaders through leadership pathways.
- In collaboration with local school systems develop a state framework to:
 - define teacher leaders,
 - outline characteristics of effective teacher leaders, and
 - provide/identify resources to develop teacher leaders

Professional Learning Based upon Student & Teachers Needs

- Identify and support personalized professional learning that meets the needs of diverse populations
- Develop state models for collaborative professional learning that includes data analysis, peer coaching, and lesson study
- Support implementation of evidence-based strategies/materials aligned to state standards
- Collect tools, strategies, and resources that can be used to identify teacher professional learning needs.



Educator Equity

Equity Issues

Data show that the least qualified teachers (certification, experience) continue to be disproportionately assigned to the most challenged students across the state, with six LEAs identified as having the largest disparities

Preliminary Recommendations: Equity

MSDE is working to provide access to more and better systems for all regions of the state to access quality teachers

- Regional centers to support seamless teacher preparation and professional development

Conversations with SB 493 Teacher Induction Workgroup and ESSA groups regarding incentives for the most qualified teachers to teach the most challenged students

- Quality Teacher Incentive Act changes
- Housing incentives
- Job search support for spouses
- Loan forgiveness

Analysis by States

Support to Excellent Educators

See hard copy of document

State Examples- Supporting Excellent Educators

State	Educator Development, Retention, and Advancement			Support for Educators	Educator Equity			
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
Colorado	No info	No info	No info	Funds support staff who possess knowledge and skills to build LEA capacity	Virtual and in person PD on culturally responsive instructional practices; whole child supports; teacher cadet programs; effective inclusion models, and developmentally appropriate practices for children PK-3	Annual evaluation based on Colorado’s Educator Quality Standards that results in a rating of ineffective or partially effective	Inconsistent access to induction programs that include coaching/mentoring; strategies for working with struggling learners; and strategies for instructing on the CO Academic Standards; no adequate supply of teachers	Capacity building tool: Self-Assessment for Healthy Human Capital; Technical Assistance: Educator Evaluation Systems; Capacity Building: Educator Induction Programs

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Delaware	Four tiered licensure system: Provisional, Initial, Continuing, and Advanced	Educator Preparation Reports that reflect levels of program effectiveness; Competitive Innovation Grants	New Educator Induction and Mentoring; Teacher Leadership Initiatives and Pilot; Educator Feedback Cycles and Evaluation	Funds support providing LEAs with competitive grants to design, implement, and support school leadership; support a comprehensive induction program; develop multiple high-quality educator preparation programs and alternative routes to certification	Response to Intervention Guiding Coalition; Reading Writing Project; Learning Leader Network; Reimagining Professional Learning Innovation Grants; and Collaborative Feedback Loops	A teacher who has shown a pattern of ineffective teaching as defined in Delaware statute: A pattern of ineffective teaching shall be based on the most recent Summative Evaluation ratings of a teacher using the Delaware Performance Appraisal System (DPAS) II process of a state-approved alternate evaluation system	Insufficient school leadership; insufficient educator preparation; lack of effective recruitment, selection and staff management practices; need for additional induction and mentoring; low compensation and lack of career pathways.	Provide training and support in education evaluation; Publish scorecards for educator preparation programs; Improve educator data and analytics (JoinDelawareSchools.com); Support improvement in DE’s Comprehensive Induction Program; Work with LEAs to develop teacher leadership pathways; Created an Educator Equity Working Group

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Illinois	Examining strategies to support Certification and Licensure	Examining strategies- specifically for programs to prepare teachers to serve low-income and minority students	No info	Ongoing professional learning to districts; Professional Learning and Resources for Educators; Teacher Residency Program; LEA grants for Educator Leader Network	IL-Empower: providing evidence-based, developmentally appropriate, and culturally and linguistically competent practices; Using data from the IL Longitudinal Data Systems to more efficiently support and improve resource allocations; Educator Dashboard; Illinois Virtual School for students; Online Impact (online PD site)	A teacher who has received a “needs improvement” on an evaluation and, in a subsequent evaluation, received a rating of “unsatisfactory” or “needs improvement”	No info (requesting an extension)	No info (requesting an extension)

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Louisiana	Funds will be used to support the development and expansion of yearlong teaching residencies that results in certified teachers and leaders (Believe and Prepare Program)	Funds will be used to support the yearlong teaching residencies	Funds will be used to offer differential compensation and training for mentor teachers	Strategically provides professional development to school systems around quality curriculum and the quality assessment system; Three teachers per school supported as teacher leaders; expand principal fellowships	Supporting educators to provide full access to the content they teach to students, with multiple pathways for making sense of that content and for demonstrating learning mastery	Does not define	Limited partnerships between districts and teacher preparation programs; challenges around retention for new and experienced teachers	Strengthen partnerships through a grant program for districts and teacher prep programs to design and expand competency based; Establishing Mentor Teacher Role

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Massachusetts	Requires that educators-including teachers, support personnel, and administrators-hold a MA license for their specific role	Require performance assessments for prospective teachers and administrators; implement an education preparation program review process; use data to support continuous improvement; and foster partnerships between educator preparation programs and districts	Induction and professional growth and development system (educator evaluation system)	Revised ELA/Literacy and Mathematics Standards; Focus on early literacy, middle grades math, and the Student Learning Experience Report (a survey on students’ experiences with effective teachers)	Educator Guidebook for Inclusive Practices; Foundations for Inclusive Practice Online Courses; Inclusive Practice and Teacher Candidate lesson; Collaborative for Academic, Social, and Emotional Learning	An educator who has been rated as needs improvement or unsatisfactory on the summative performance rating of the education evaluation framework	Experience gap; preparation gap; and effectiveness gap	Implement Teacher Performance Assessment; Continue supporting districts in Education Evaluation implementation; Distribute Educator Evaluation Guidebook for Inclusive Practice

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New Jersey	Upgrade the Teacher certification information system to decrease processing time	Educator Preparation Provider Performance Reports; Research about emerging national best practices in educator preparation	Initiatives to support classroom teachers, teacher leaders, school administrators, and other educational stakeholders throughout their entire professional life cycle	Building teacher leadership capacity to support beginning teachers grants program; achievement coaches; improve Algebra I Teaching and Learning; Building on Curricular Framework; Literacy Initiative; Improve Data Literacy; and Technology	NJ Tiered System of Support to provide a framework for schools to address the needs of all learners through a continuum of supports and interventions	An educator who receives an annual summative evaluation rating of “ineffective”	Lack of Access to high-quality applicants; lack of fidelity/consistency of evaluation implementation across the State; Inability to effectively manage talent; lack of access to data on educator preparation program quality; Lack of awareness about focus on and/or ability to impact out-of-field placement in some LEAs; Data quality issues; and teacher turnover	Upgrade the online teacher certification system; Develop comprehensive recruitment plan; Support evaluation implementation; Utilize Achieve NJ to manage talent (tenure system); Increase access to high quality data on educator preparation programs; Support 12 LEAs with greatest number of out-of-field teachers and improve reporting of such; Utilize Performance Reports to improve data quality and ensure accuracy; Raise bar for inexperienced teachers through better preparation and certification requirements; Improve induction support

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OHIO	Four tiered licensure system: teacher certification programs; residency programs; licensure in categories with specific content and pedagogy requirements; and require professional development for educators renewing their license	Educator Preparation Accountability and Continuous Improvement reports; improve educator workforce diversity; improve the teacher shortage	Focused on induction, development, and advancement; offers continuous professional growth; Ohio Standards for the Teaching and Learning: The Focus of teaching and learning; conditions for teaching and learning; teaching as a profession; Principal standards; professional development standards	Value-added data training across districts; teacher leadership training focus; building capacity of AP teachers; provide low-income and minority students greater access to effective teachers, principals, and other school leaders	Strategies for Diverse Learners; Lau Resource Center (for English as second language, bilingual and multicultural education); Javits Professional Development Modules’ for The Autism and Low Incidence Center; The Ohio Center for Sensory Disabilities; Ohio Leadership Advisory Council; and Ohio STEM Learning Network	A teacher who receives a final summative rating of “ineffective” on the Ohio Teacher Evaluation System	Lack of experience with students, schools, policies, cultural competencies, and program variation; Hiring timelines, transfer and placement, salary, negative perceptions, assigning educators, postings in shortage areas; Teaching and Learning Condition quality, teacher leadership career pathways, school leadership, and leader assignment, supportive leadership, Accessibility of data and data-based decisions	Provide data tool to aid in monitoring students’ equitable access to excellent educators; Develop knowledge and skills of Human Capital Management; Offer statewide web-based recruitment system; provide technical assistance to hard-to-staff schools; Value-added training to determine use value-added results in considering course assignments, student assignments, and PD needs; To better understand school conditions in their schools and reasons why educators stay/exit; Partner with Ohio Department of Higher Education and educator preparation programs to continue to provide quality and effective educators

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Tennessee	Based on experience, licensed degrees/ PRAXIS, and evaluation/role	Increasing emphasis on beginning of teacher pipeline; raising standards of admission; requiring rigorous coursework; offering high-quality clinical experiences; and developing more information candidate assessment systems	Promote educator effectiveness; support implementation while encouraging increased local ownership and flexibility; and foster continuous improvement and innovation	Educator Preparation; Educator Evaluation; Professional Learning; Differentiation; and Educator Pipeline	Regional Summits; Supporting EL in Language Acquisition; CTE teacher and Administrator PD; Work-based Learning PD coordinator certification training; Pre-K and Kindergarten Portfolio Trainings; Instructional Partnership Initiative; Reading Across the Curriculum; Response to Intervention Training; Micro-Credentialing Pilot; Principal Peer Partnerships; TN Academy for School Leaders; Governor’s Academy for School Leadership; Integrated Leadership Courses	Teachers with individual growth on the Tennessee Value-Added Assessment System (TVASS) scores determined to be below expectations and significantly below expectations	Lack of quality preparation programs in certain regions/for certain subjects; insufficient professional learning opportunities; variance in leadership skills and capacity; and rural challenges	Transparency, accountability, and continuous improvement reports for educator preparation programs; Teacher preparation report card; Interim, focused and comprehensive reviews; New online educator management program (TNCompass); edPTA-performance-based subject-specific assessment and support system for teacher prep programs; Teacher and Principal Residency Programs