

Working Together: Leveraging Federal, State, and Teacher Preparation Provider Resources to Ensure Equitable Access

Ellen Sherratt, Ph.D.
Co-Deputy Director

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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Session Objective

- Present information on relevant context on equitable access planning and implementation
- Share ideas for how to be involved with equitable access initiatives moving forward
- Provide an opportunity for dialogue about the best ways to ensure equitable access to excellent educators in your particular context

The Excellent Educators for All Initiative

- The Excellent Educators for All initiative required that all states develop plans to ensure equitable access to excellent educators for all students
 - November 10th, 2014 – federal guidance on equity planning was released
 - June 1st, 2015 – deadline for state education agencies to submit plans
 - Autumn, 2015 – U.S. Department of Education (ED) approved plans

2006 Equity Plans

- The 2002 reauthorization of the Elementary and Secondary Education Act (No Child Left Behind):
 - Called for all students to be taught by highly qualified teachers by 2006
 - Required states to create plans to ensure that poor and minority students are not taught at higher rates than other students by unqualified, inexperienced, or out-of-field teachers.
 - Publicly posted 2006 plans and revised plans online:
<http://www2.ed.gov/programs/teacherqual/hqtplans/index.html>

2015 Equity Plans

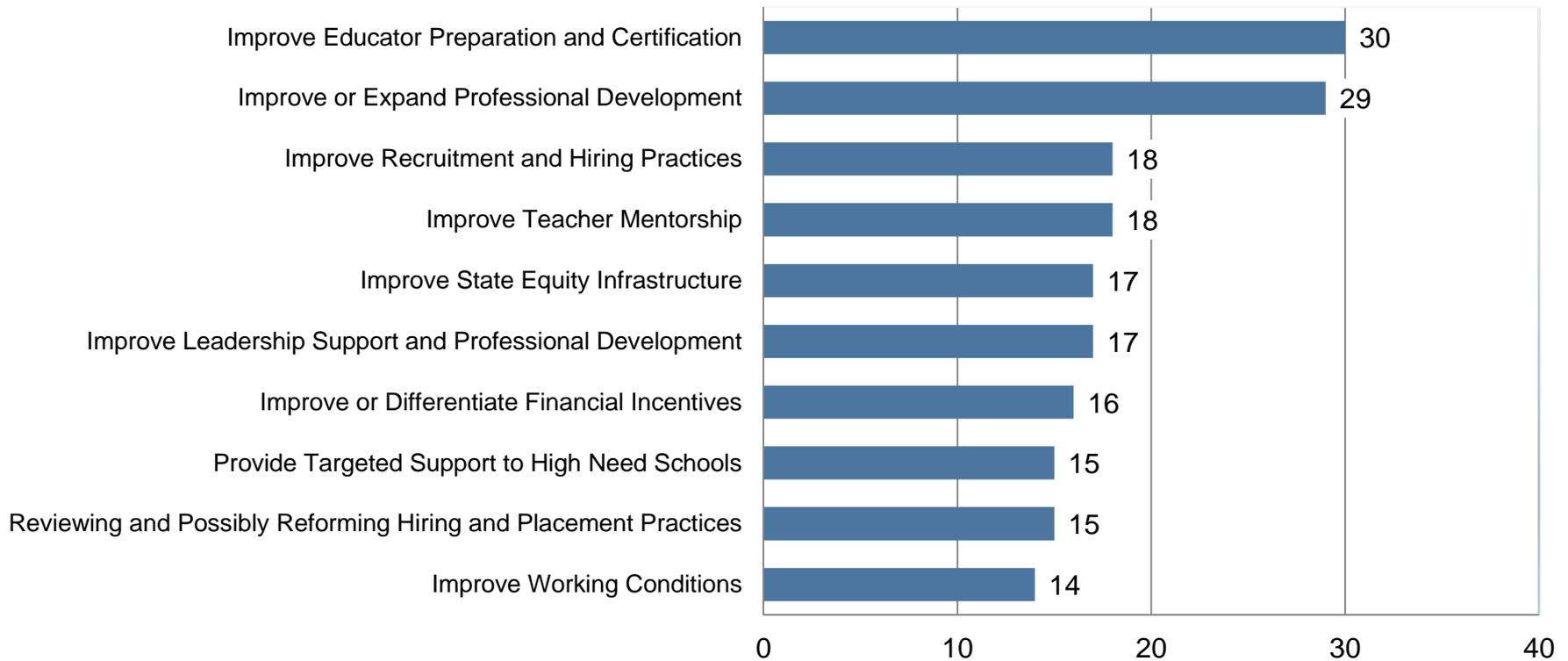
■ The 2015 Equity Plans

- Involved significant support from numerous technical assistance providers
- Created the Equitable Access Support Network (EASN):
 - Note Implementation Readiness Tool will be launched next week:
<https://easn.grads360.org/#program>
- Involved multiple rounds of reviews of draft plans
- Required states to:
 - Engage stakeholders
 - Conduct root cause analyses
 - Specify implementation considerations in their equity strategies
 - Revise plans over time
- Are available here: <http://www2.ed.gov/programs/titleiparta/resources.html>

What Have We Learned To-Date?

- **Multiple states went beyond the requirements to include:**
 - Additional data points (e.g., English language learners and students with disabilities)
 - Additional stakeholders (e.g., educator preparation programs)
- **States felt challenged by:**
 - The compressed timeline
 - The lack of data on teacher effectiveness and on the root causes behind equity gaps
- **States' strategies:**
 - Did *not* focus on redistributing educators
 - Did focus heavily on teacher preparation, professional development, and school leadership

Common Strategies from Approved 2015 Plans



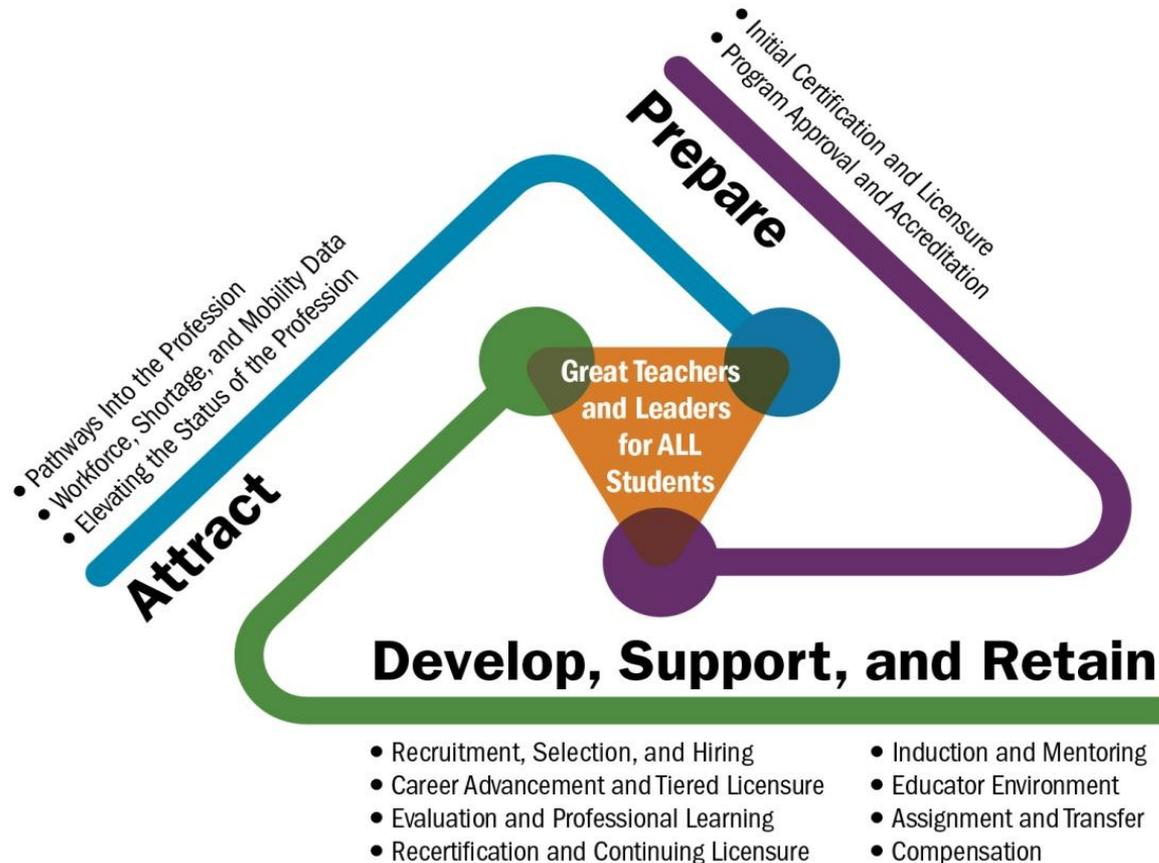
Educator Certification Highlights

- Incorporating cultural competency into educator preparation program curricula
- Expanding clinical experiences in high-need schools to:
 - Improve recruitment into high-need schools
 - Improve the effectiveness of new candidates in high-need schools
- Better aligning expectations for educator certification with expectations for educator evaluations

Educator Certification Highlights

- **Washington, DC**
 - Reform existing licensure requirements and expand pathways into the profession
 - Expand quality review of preparation programs
- **California**
 - Strengthen the use of teacher performance assessments, streamline program accreditation to ensure consistent quality, expand cultural competency training
- **Delaware and New York**
 - Increasing lab schools/ clinical experience in preparation through collaboration with educator preparation programs
- **Maine**
 - A policy inventory and gap analysis based on a Talent Development Framework to ensure coherence across educator effectiveness policy areas

Talent Development Framework



Educator Certification Highlights (continued)

- **North Dakota, Virginia, and Michigan**
 - Collection of better teacher shortage data
- **Michigan**
 - A “Call to Action” teacher recruitment and media campaign to champion Michigan teachers, raise awareness of shortage areas, and suggest policy changes
- **New England states**
 - Crosswalking the equity plan with other strategic plans for improving teacher and principal quality

Example Equity Plan Crosswalk

Strategic Plan	Sub-strategies	Timeline	Key Department/Staff	Measurable Objectives
Preparation, Support and Development of Teachers				
Equity Plan Strategy #1: Improve Teacher Professional Development	<ul style="list-style-type: none"> Substrategy 1A Substrategy 1B Substrategy 1C Substrategy 1D 	Summer 2016	<ul style="list-style-type: none"> Staff member A Staff member B 	<ol style="list-style-type: none"> Metric 1 Metric 2 Metric 3
Strategic Plan Goal #2: Encourage districts to strengthen teacher professional learning, particularly in high-need content areas	<ul style="list-style-type: none"> Substrategy 2A Substrategy 2B Substrategy 2C Substrategy 2D Substrategy 2E Substrategy 2F 	Summer 2016	<ul style="list-style-type: none"> Staff member A Staff member B Staff member C Staff member D 	<ol style="list-style-type: none"> Metric 4 Metric 5 Metric 6 Metric 7 Metric 8

Implications of the Every Student Succeeds Act (ESSA)

- Equity remains a clear priority for President Obama and Secretary King
- The U.S. Department of Education has indicated that states are expected to continue to implement their equity plans as intended
 - “Please note that the State Plans to Ensure Equitable Access to Excellent Educators that States submitted in spring 2015 to address ESEA Section 1111(b)(8)(C), which requires that States ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, remain in effect for the 2015-16 and 2016-17 school years.”

Implications of the Every Student Succeeds Act (ESSA)

- ESSA requires continued state reporting on equity gaps
 - Under Title I, states must report “how low-income and minority children enrolled in schools ***assisted under this part*** are not served at disproportionate rates by ***ineffective***, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress”
 - Also under Title I, states must report “the professional qualifications of teachers in the State, including information (that shall be presented in the aggregate ***and disaggregated by high-poverty compared to low-poverty schools***) on the number and percentage of— ***(I) inexperienced teachers, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials;*** and ***(III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.***”

Implications of ESSA

- Teacher evaluations are still permitted (but not required), presenting an opportunity to revisit how evaluation systems can best:
 - Promote professional learning
 - Promote positive school climates that enhances teaching and learning
 - Promote teacher leadership and teacher engagement

Implications of ESSA

- “Highly-qualified teacher” (HQT) is not part of ESSA
 - “States are **not** required to implement in the 2016-17 school year:
 - Section 1119, which requires all teachers of core academic subjects in the State to be ‘highly qualified’
 - Section 2141, which requires LEAs not making progress toward all teachers being ‘highly qualified’ to create and implement an improvement plan and requires the State to provide technical assistance to such LEAs
 - Section 1117, which requires States to provide certain types of school supports and recognition”
- Given widespread teacher shortages, what are the implications for maintaining high standards for *all* students?

What Can YOU Do To Promote Equitable Access?

- How involved have you been in your state's equitable access planning process to-date?
 - Not at all
 - Somewhat
 - Very

What Can YOU Do To Promote Equitable Access?

- Possible action steps
 - Collaborate with key leaders in implementing strategies in your state's plan and revising the plan over time
 - Spark a dialogue about maintaining educator standards in light of teacher shortages in your state
 - Work with or encourage districts to:
 - Develop local equity plans, whether or not your state requires it
 - Collect data on local equity gaps *and* on the root causes behind them, develop local strategies, and engage stakeholders locally
 - Foster collaboration between state leadership, educator preparation programs, and local education agencies to proactively recruit candidates that will best help address equity gaps
 - Consider high school recruitment programs such as Educators Rising

What Can YOU Do To Promote Equitable Access?

- Possible action steps (continued):
 - Help improve educator preparation programs with
 - Developing or refining clinical experiences in high-need settings
 - Incorporating cultural competency into your courses
 - Aligning certification expectations with evaluation system expectations
 - Collecting root cause analysis data by surveying preparation program candidates (or high school students) about their interest in teaching high-need students
 - Engaging preparation program candidates on ways to improve equitable access
 - Consider using the Everyone at the Table: Equitable Access Choicework guide: http://www.publicagenda.org/files/PublicAgenda_Choicework_HowCanWeEnsureThatAllChildrenHaveExcellentTeachers_2015.pdf

What Do You Think?

1. What do you see as the strongest 2-3 elements in your state's equity plan?
2. Why does the equity plan matter to you in your role?
3. How would you (and your colleagues) ideally be involved with the next stage of the equity planning process - and what steps are required to make this happen?

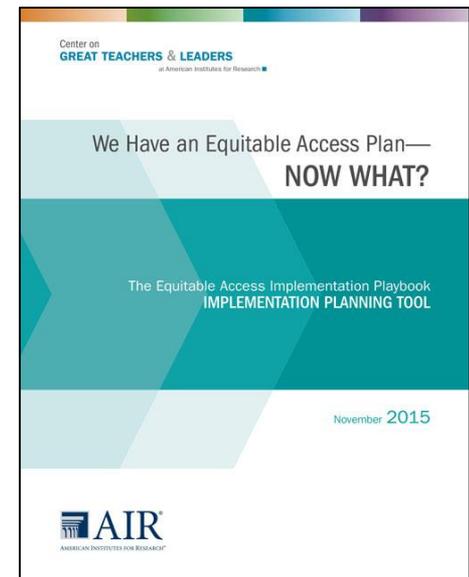
GTL Center Implementation Supports

- The GTL Center Implementation Playbook includes:
 - Implementation Planning Tool
 - Communication Guidebook
 - Creating Coherence and Alignment Tool
 - Monitoring Tool
 - LEA Implementation Tools



Implementation Planning Tool

- The Implementation Planning Tool is a step-by-step tool designed to support SEAs wherever they are in the implementation process.
- States can use this resource to:
 - Assess community awareness about their state equity plan
 - Identify a project leader and team to implement their equity plan strategies
 - Assess current levels of implementation
 - Clarify leading indicators of success
 - Create a project management plan and act on the plan!



http://www.gtcenter.org/sites/default/files/Implementation_Planning_Tool.pdf

Communication Guidebook

- The Communication Guidebook is a step-by-step guide to developing and implementing a communications plan to support equity plan implementation.
- States can use this resource to:
 - Identify key audiences and messengers and effective communication strategies
 - Develop key messages
 - Establish a project management plan for communications
 - Monitor the effectiveness of their internal and external communications



http://www.gtcenter.org/sites/default/files/Communication_Guidebook.pdf

Creating Coherence and Alignment Tool

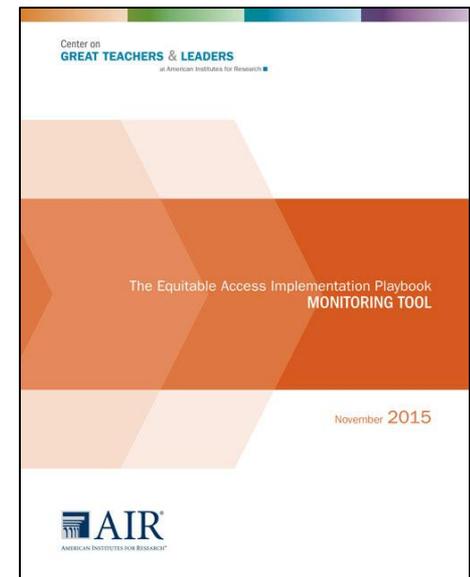
- The Creating Coherence and Alignment Tool is designed to support states to improve coherence across policies and programs and alignment across implementation of these initiatives.
- States can use this resource to:
 - Assess coherence across state policies and programs
 - Improve the alignment of (1) funding streams, (2) staff roles and responsibilities, (3) data management, and (4) internal and external communications



http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf

Monitoring Tool

- The Monitoring Tool is designed help states determine why some strategies worked and others did not and develop action steps to improve outcomes.
- States can use this resource to:
 - Create a strong plan to monitor implementation progress
 - Use this plan to identify evidence of progress toward long-term goals
 - Take action to capitalize on successes and course-correct as needed through a process of continuous improvement



http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf

LEA Implementation Tools

1. Research-supported implementation tips for LEAs

http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf

2. SEA support to LEAs

http://www.gtlcenter.org/sites/default/files/Supporting_LEAS.pdf

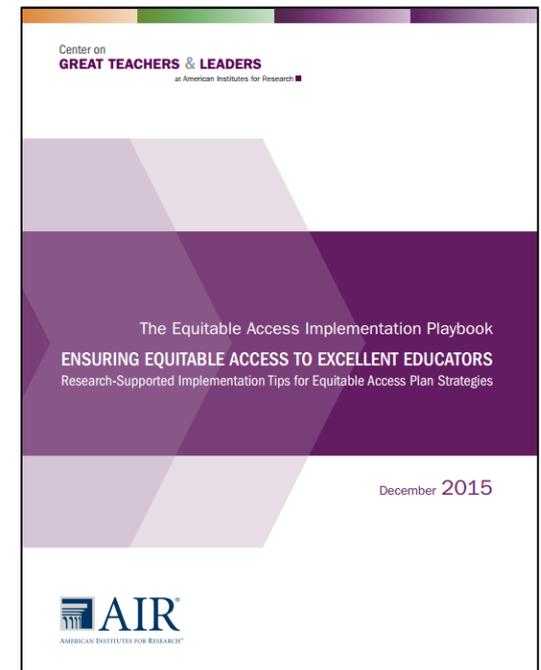
3. LEA strategic planning guide

http://www.gtlcenter.org/sites/default/files/Guidance_Districts.pdf

LEA Implementation Tools

Research-Supported Implementation Tips for Equitable Access Plan Strategies:

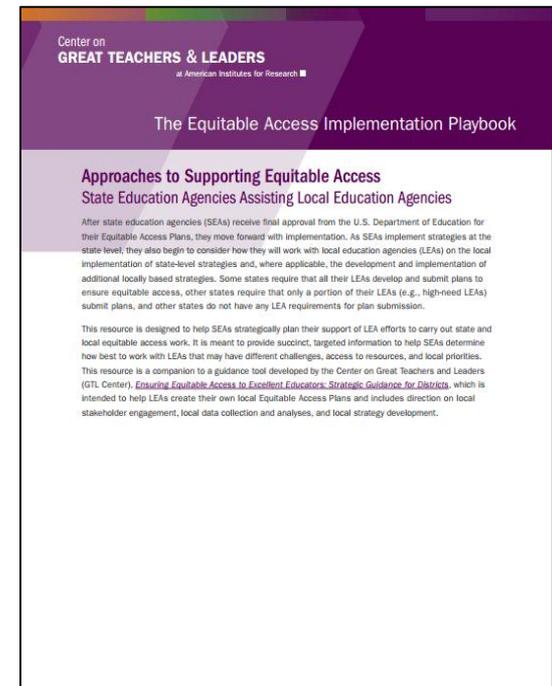
- Provides research citations and research-based tips about effective implementation of common equity plan strategies for:
 - Strategy 1. School Leadership
 - Strategy 2. Teacher Preparation
 - Strategy 3. Recruitment and Selection
 - Strategy 4. Induction and Mentoring
 - Strategy 5. Professional Learning
 - Strategy 6. Compensation and Career Pathways
 - Strategy 7. School Climate and Conditions



LEA Implementation Tools

Approaches to Supporting Equitable Access:

- Resource for state and district teams determining the appropriate level of state support for local implementation



LEA Implementation Tools

Strategic Planning Guidance for Districts:

- Step-by-step guide to developing a local equity plan – from stakeholder engagement to measuring progress.
- Includes LEA Equitable Access Plan Template



Questions?

Ellen Sherratt
312-288-7623
esherratt@air.org

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877-322-8700
gtlcenter@air.org
www.gtlcenter.org | www.air.org



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▶ *Advancing state efforts to grow, respect, and retain great teachers and leaders for all students*

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