

*Investing in Title II-A:
Strengthening School and Teacher
Leadership*

Making the Most of the
Every Student Succeeds Act (ESSA)

Education First developed this deck to help state and district leaders, advocates and funders make the most of ESSA Title II-A funding to support school and teacher leaders

Why We Created This Deck

This ESSA deck is intended to **spark a sense of possibility** and offer some **concrete examples** from states' draft ESSA plans.

This deck reflects trends, innovations and examples focused on school and teacher leadership captured from draft ESSA plans across 28 states.

We hope these will **inform your thinking** and **jumpstart conversations about how you can use Title II-A funding to better support school and teacher leaders** in your state.

We are **Education First**, a national, mission-driven strategy, policy and grantmaking effectiveness organization with unique and deep expertise in P20 education.

We are deeply engaged in helping states develop ESSA plans, supporting analysis, development, stakeholder engagement and compliance reviews.

Our clients include the Council of Chief State School Officers, Communities in Schools and direct ESSA plan development and stakeholder engagement in over 18 states.*



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Opportunities exist, now more than ever, to design, build and fund strategies uniquely tailored to support school and teacher leaders

States

- Instead of using Title II funds just to reduce class size or for professional development, develop **stronger guidance about evidence-based professional learning** for districts
- Use 2% of total state Title II funds to **create educator development academies**, like teacher residency programs. **Partner with school districts** to strengthen teacher preparation ([this roadmap](#) from Education First can help)
- Support principal and school leader development by designating 3% of the 95% of districts' allocation dedicated to subgrants for principal and school leader support
- Adopt a **rigorous statewide definition** of teacher leadership, incent more **innovative teacher leadership models** and more **effective principal training** and support for your districts
- **Build upon your existing educator equity plan.** Use effectiveness ratings if your current evaluation model accurately identifies effective teaching

Districts

- Reallocate Title II dollars away from class-size reduction and toward effective and **high-quality professional learning**
- Allocate additional Title II dollars to **recruit and hire excellent teachers**, particularly in schools serving the highest-need students
- Build **systems of feedback and support** ([this roadmap](#) from Education First can help) to provide your teachers with useful and timely feedback on practice
- Consider applying for **Teacher and School Leader Incentive Fund** (formerly TIF) grants, which continue to support performance-based compensation systems and innovative approaches to evaluation, career ladders and school-leader autonomy—either individually, with partner districts or through a state-supported application

Funders and Advocates

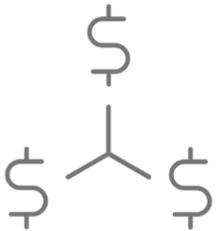
- Take positions and/or develop **high-level guiding principles** for the effective use of Title II dollars in your state and districts
- Be prepared to **share research and data** highlighting the importance of equitable distribution of teachers in your state
- When thinking about the equitable distribution of teachers in your state, encourage state leaders to **build upon the equity plans** they developed through the Equitable Access Support Network
- Offer to **help your SEA with the stakeholder engagement process around teacher quality** (see [this slide](#) for details)
- Support your state to **monitor educator evaluation implementation and revision** and **build political will** for your state's educator evaluation system. If you don't currently have an ongoing council or advisory group that monitors implementation, consider helping your SEA/state board put a group like this together

States can use this unique juncture to advance innovation and provide incentives to support leadership development and ultimately student learning



Competitive grants to seed replicable innovations in areas of teacher preparation, teacher and principal leadership, and increased capacity at the building level

Network improvement communities with a focus on rural or hard-to-serve populations



Incentives for braided SEA and LEA funding streams using Title II and leveraging other block grant allocations

Incentives for partnerships with LEAs and IHEs, based on labor forecasts



We hone in on the development of school and teacher leaders – rather than more traditional professional development opportunities for teachers – as states and districts use new ESSA flexibility to cultivate leadership both for and within schools



School Leadership

- Establishing induction and mentoring programs for new/novice school leaders
- Creating/expanding mentoring and coaching programs
- Organizing learning networks/communities of practice/institutes
- Supporting career pathways and pipelines for school leaders
- Offering targeted and/or topical professional learning for school leaders
- Awarding competitive grants to LEAs and/or other entities



Teacher Leadership

- Supporting career pathways and pipelines for teacher leaders
- Providing leadership opportunities to educators
- Organizing learning networks/communities of practice/institutes
- Supporting teacher mentor training
- Offering targeted and/or topical professional learning for teacher leaders
- Awarding grants to LEAs and/or other entities to support teacher leadership



Residencies and Academies

- Implementing/expanding teacher residency programs for new teachers
- Supporting academies and fellowships for various educators
 - For qualified teachers in hard-to-staff subjects and schools
 - For teacher leaders pursuing administrative pathways
 - For administrators
- Awarding grants/financially supporting residencies

Education First reviewed all publicly available draft ESSA plans from 28 states* to learn about states' proposals in three key areas related to developing and supporting school and teacher leaders



20 states will support school leadership



16 states will develop or continue teacher leadership efforts



9 states will explore or expand residencies and academies

State	 School Leadership	 Teacher Leadership	 Residencies/ Academies
Arizona			
California			
Colorado			
Connecticut			
Delaware	X	X	
District of Columbia	X	X	X
Hawaii	X		
Idaho	X		
Illinois	X	X	X
Iowa		X	
Louisiana	X	X	X
Maine	X	X	
Maryland	X	X	X
Massachusetts			X

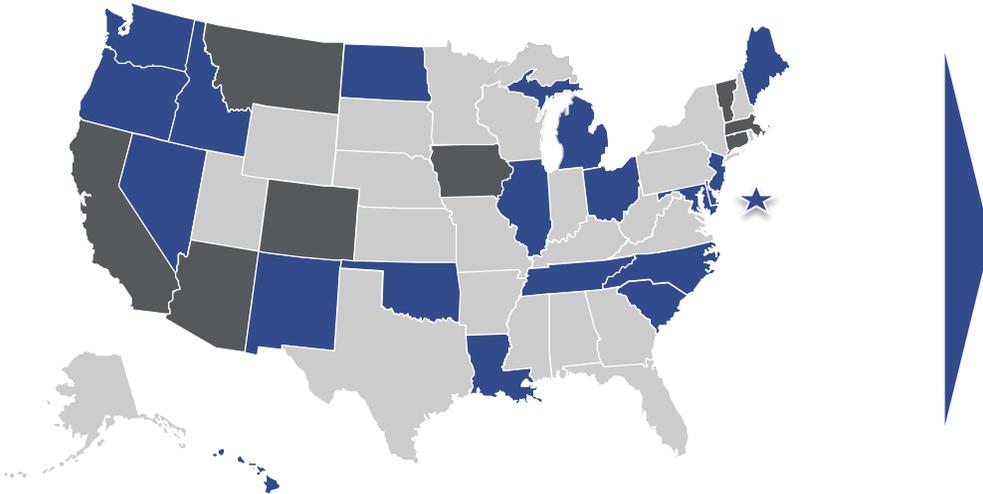
State	 School Leadership	 Teacher Leadership	 Residencies/ Academies
Michigan	X	X	
Montana			
Nevada	X	X	
New Jersey	X	X	
New Mexico	X	X	
North Carolina	X	X	
North Dakota	X		X
Ohio	X	X	
Oklahoma	X	X	X
Oregon	X	X	
South Carolina	X		
Tennessee	X	X	X
Vermont			X
Washington	X		

Source(s): ESSA State Plan Drafts as of March 10, 2017

States are exploring a variety of ways to step-up and support school leaders – from developing aspiring school leaders to providing ongoing professional learning



Themes from State Plans



- State draft ESSA plan references plans to support school leadership*
- State draft ESSA plan does not reference plans to support school leadership
- State has no publicly available draft ESSA plan

- **Establishing induction and mentoring programs for new/novice school leaders:** Delaware, Idaho, Hawaii, North Dakota
- **Creating/expanding mentoring and coaching programs:** Idaho, Maryland, North Dakota
- **Organizing learning networks/communities of practice/institutes:** Delaware, District of Columbia, Idaho, Illinois, South Carolina, New Mexico
- **Supporting career pathways and pipelines for school leaders:** Hawaii, Maine, Michigan, North Carolina, North Dakota, South Carolina, Tennessee
- **Offering targeted and/or topical professional learning for school leaders:** Hawaii, Illinois, Maryland, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Washington
- **Awarding competitive grants to LEAs and/or other entities:** Delaware, Illinois, Nevada, New Jersey
- **Other:** Maine (supports for school leaders in struggling schools), Nevada, Ohio, Washington, Louisiana (school leadership preparation study pilot)

Source(s): ESSA State Plan Drafts as of March 10, 2017

Some states will expand existing school leader supports, while others will develop new initiatives (1)



School Leadership

North Dakota will support ND LEAD's expansion of its principal mentoring program for first-year administrators, which includes a minimum of two site visits during the school year and weekly meetings with mentors

Establishing induction and mentoring programs for new/novice school leaders

Creating/expanding mentoring and coaching programs

Organizing learning networks/communities of practice/institutes

Supporting career pathways and pipelines for school leaders

North Carolina will continue supporting the Northeast Leadership Academy, a two-year leadership preparation program for aspiring principals who are committed to serving in low-performing and high-need schools in the rural, northeast region of the state

Ohio will develop a system for principal professional learning that will target principal needs. A network of advisors will work to assess the current state of principalship in Ohio and then work to identify prioritized professional learning opportunities. Three primary areas of focus might include an induction program for entry level principals, instructional coaching and a professional development delivery system

Offering targeted and/or topical professional learning for school leaders

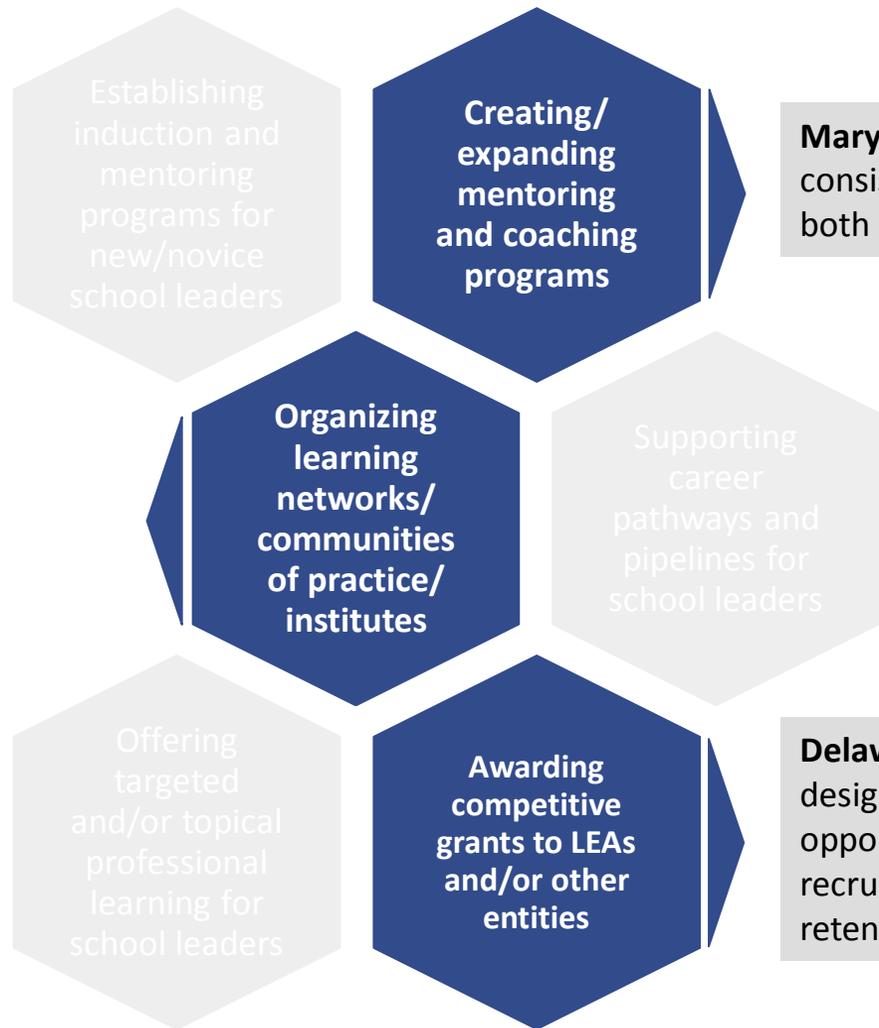
Awarding competitive grants to LEAs and/or other entities

Some states will expand existing school leader supports, while others will develop new initiatives (2)



School Leadership

Idaho will continue the Idaho Principals Network (IPN), where principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change and improving the overall effectiveness of the instructional core. For example, the network has worked on improving classroom observations, building turnaround leadership competencies and instructional rounds. For schools in comprehensive and targeted status, the IPN provides coaching and support unique to the leadership needs of each principal



Maryland will support LEAs in the creation of a consistent, structured mentor training program for both principal and teacher mentors

Delaware will provide LEAs with competitive grants to design, implement and support school leadership opportunities to build local capacity with a focus on recruitment and preparation, professional learning, retention and compensation

States and districts may use Title II-A funds to provide ongoing professional learning for principals and other school leaders



School Leadership

Recommended Strategies (from the U.S. Department of Education)

For states and districts

- **Partner with organizations to provide leadership training and opportunities** for principals and other school leaders to hone their craft and bring teams together to improve school structures
- **Offer community of learning opportunities** where principals and other school leaders engage with their school teams to fully develop broad curriculum models
- **Develop opportunities** for principals and other school leaders **to collaborate, problem-solve, and share best practices**

For states

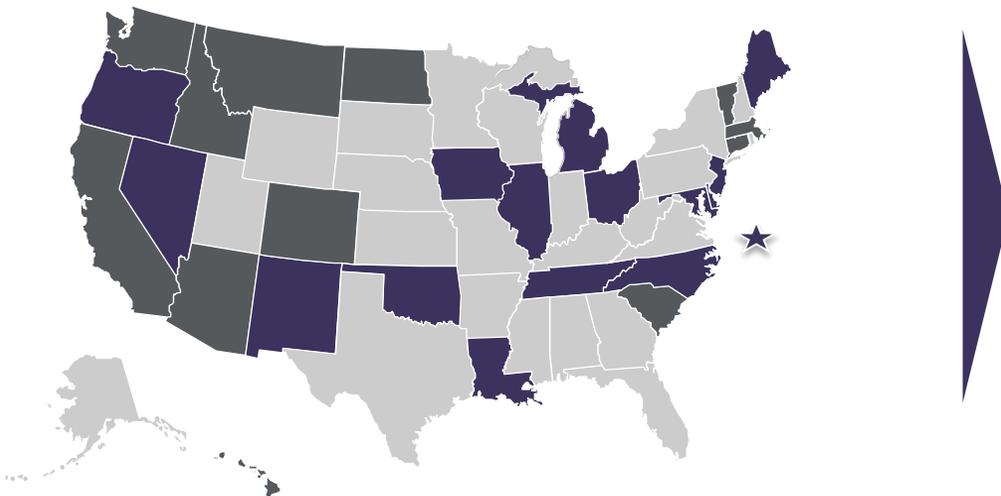
- **Reform school leader certification, tenure systems, or preparation program standards and approval processes**, so that school leaders have the instructional leadership skills to help teachers teach and students achieve
- **Develop or improve alternative pathways to school leadership positions**
- **Help LEAs implement school leader evaluation and support systems** that are based in part on evidence of student academic achievement
- **Help LEAs recruit and retain school leaders who are effective in improving student academic achievement** through means that include differential and performance pay for principals in low-income schools and districts
- **Develop new school leader evidence-based mentoring, induction, and other professional development programs** for new school leaders

Source(s): [U.S. Department of Education](#), September 2016

Several states are developing or expanding efforts to promote and support teacher leadership opportunities, including creating career pathways and pipelines



Themes from State Plans



- State draft ESSA plan references plans to support teacher leadership*
- State draft ESSA plan does not reference plans to support teacher leadership
- State has no publicly available draft ESSA plan

- Supporting career pathways and pipelines for teacher leaders: Delaware, Louisiana, Maine, Ohio, Oregon
- Providing leadership opportunities to educators: Delaware, Nevada
- Organizing learning networks/communities of practice/institutes: District of Columbia, Illinois, Maine, Tennessee, New Mexico
- Supporting teacher mentor training: Louisiana, Maryland
- Offering targeted and/or topical professional learning for teacher leaders: Illinois, Maryland, Nevada, New Mexico, North Carolina, Tennessee
- Awarding grants to LEAs and/or other entities to support teacher leadership: Illinois, Iowa, Maine, Nevada, New Jersey
- Developing/promoting teacher leadership (unspecified): Maryland, Michigan, Ohio, Oklahoma, Oregon

Source(s): ESSA State Plan Drafts as of March 10, 2017

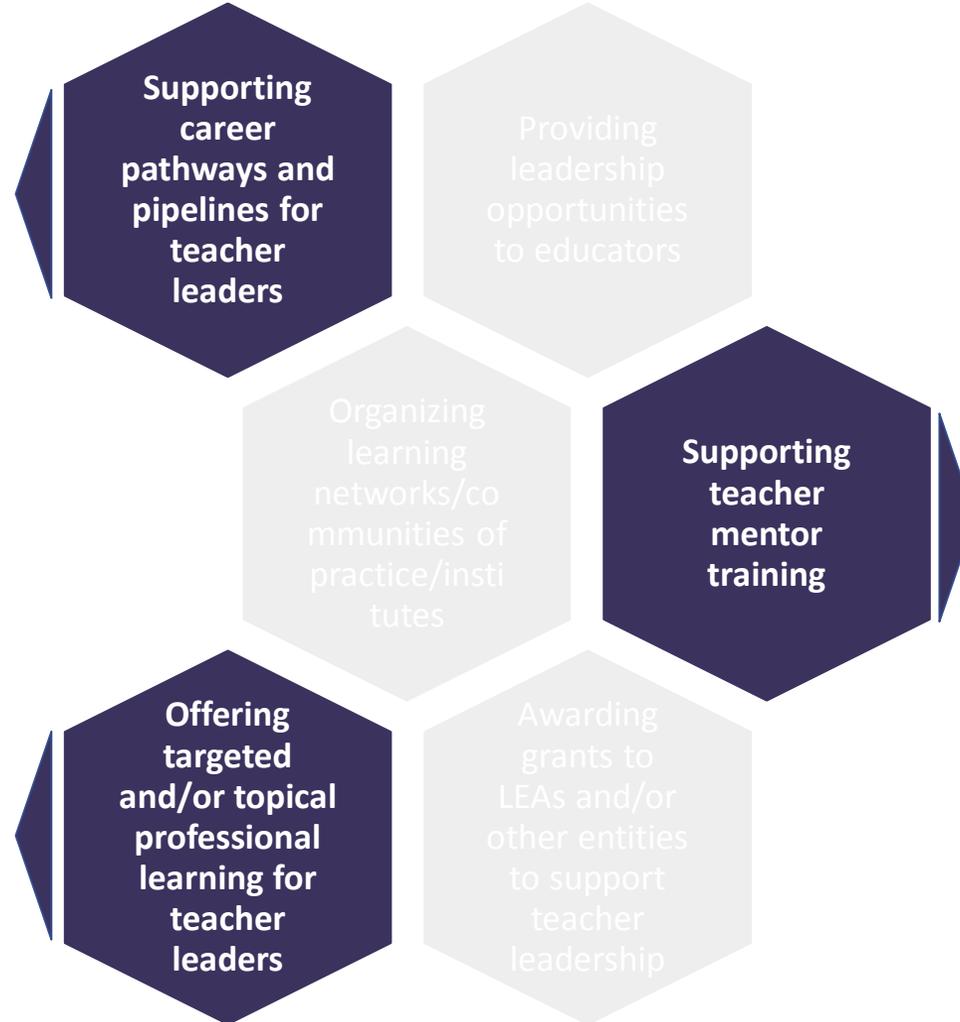
Some states will expand existing teacher leadership opportunities, while others will create new teacher leader initiatives (1)



Teacher Leadership

The **District of Columbia's** teacher leadership pathway program will focus on cultivating and engaging highly effective educators in a year-long community of practice. Participants identify and implement evidence-based strategies to drive student success, provide feedback and guidance around state policies and initiatives, engage in community outreach, and lead professional development

North Carolina will offer a Research Digital Badge to teacher leaders who successfully complete an action plan via the Teacher Leader Action Research Portal. Teacher leaders interested in implementing one of 220 action plans will receive a full-year of professional development, including face-to-face training, online professional development module training, and continuous support via an Action Research Coach and the NC Action Research Network



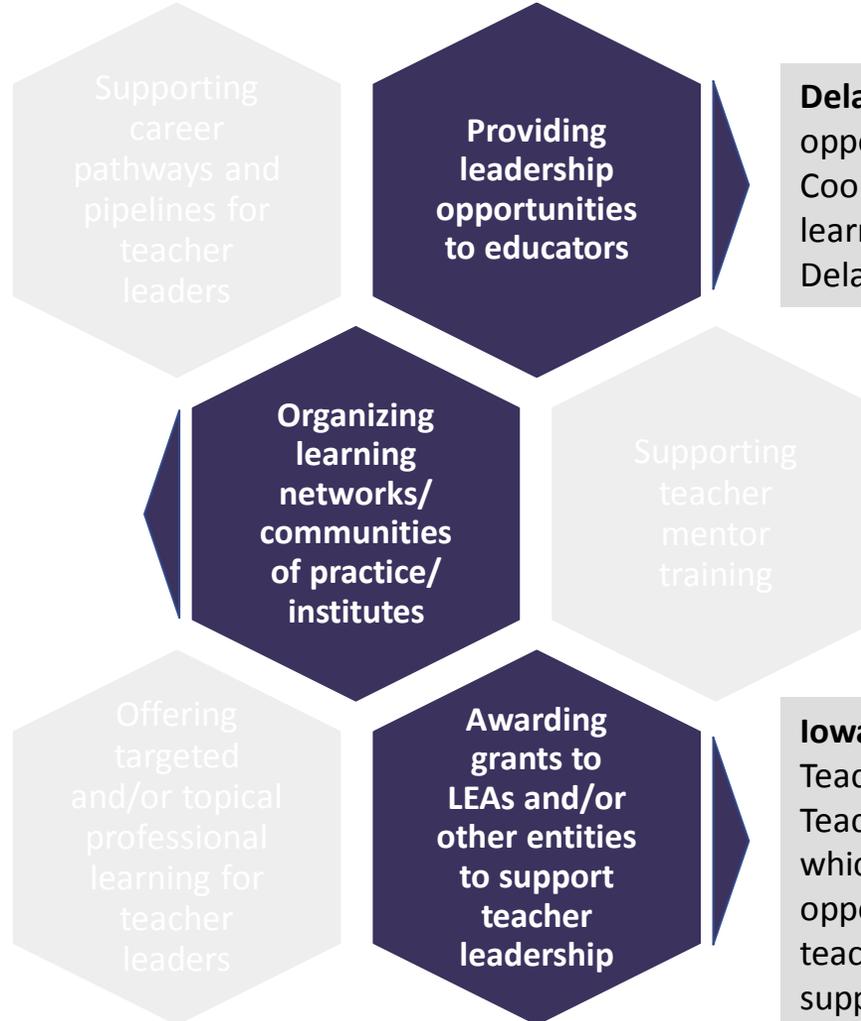
Louisiana will invest \$100,000 annually in a mentor training that prepares mentors to work with aspiring and new teachers. Additionally, the state will create a Teacher Mentor certificate, granting mentors a stipend of \$1,000 per year and adjusting the accountability framework for such professionals through a Compass rubric and goal-setting framework specific to mentors

Some states will expand existing teacher leadership opportunities, while others will create new teacher leader initiatives (2)



Teacher Leadership

Tennessee will continue its Teacher Leader Network, which works with highly effective district leadership teams to develop adaptable teacher leadership models for implementation. Since 2013, 28 districts have created different, innovative teacher leader models aligned to their strategic plans and educator professional learning needs that are most closely tied to increasing student achievement and growth. All of the district models vary in their design, number of roles, and costs, but they share a foundational belief in developing teacher leader capacities, skills and actions



Delaware will continue directly providing leadership opportunities to educators through its Talent Cooperative initiative, which is a forum for professional learning, collaboration and recognition among Delaware's top educators in high-needs schools

Iowa will sustain the \$150 million per year existing state Teacher Leadership Supplement to districts through the Teacher Leadership and Compensation System (TLC), which rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters greater collaboration for all teachers to learn from each other

Title II funds may be used for a full range of activities to better leverage and support teacher leadership



Teacher Leadership

Recommended Strategies (from the U.S. Department of Education)

For states and districts

- **Create career opportunities and advancement initiatives for effective teachers** that promote professional growth and emphasize multiple career paths
 - This includes creating hybrid roles that allow instructional coaching of colleagues while remaining in the classroom, as well as assuming other responsibilities such as collaborating with administrators to develop and implement distributive leadership models and leading decision-making groups
- **Support peer-led, evidence-based professional development** in LEAs and schools
- **Recruit and retain talented and effective educators**, including mentoring new educators
- **Compensate teachers for their increased leadership roles and responsibilities**
- **Participate in community of learning opportunities and other professional development opportunities with diverse stakeholder groups** such as parents, civil rights groups, and administrators, to positively impact student outcomes
 - E.g., Through a forum to discuss the implication of a policy or practice on a school community, or organizing a community-wide service learning project, where teachers afterwards work together to imbed conclusions of these activities into their teaching
- **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

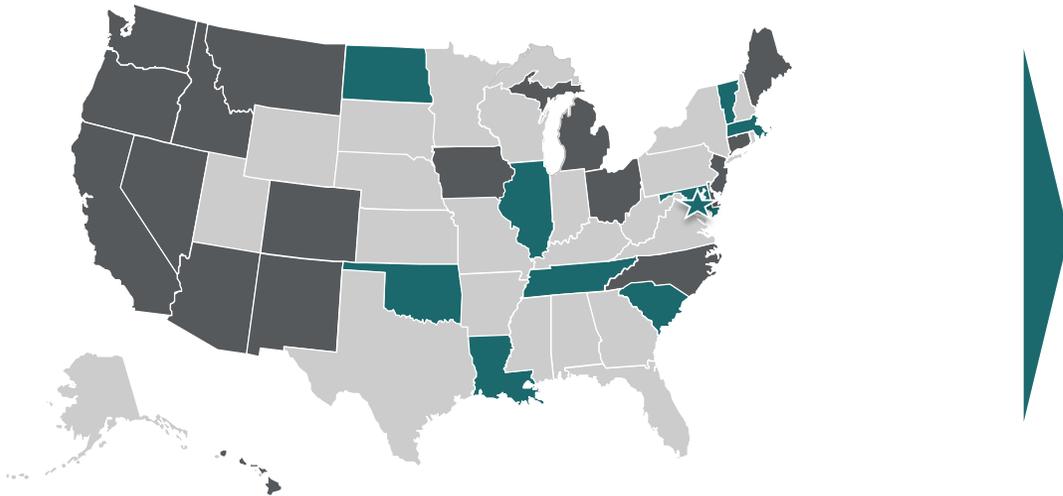
States are also exploring residencies and academies for not only new teachers, but for school and teacher leaders as well



Residencies and Academies

Themes from State Plans

- **Implementing/expanding teacher residency programs for new teachers:** Louisiana, Massachusetts
- **Supporting academies and fellowships for various educators**
 - **For teacher leaders pursuing administrative pathways:** Louisiana
 - **For administrators:** Louisiana, North Dakota, Vermont
- **Awarding grants/financially supporting teacher residencies:** District of Columbia, Oklahoma, Tennessee
- **Expressing potential interest in residencies and academies for school and teacher leaders:** Illinois, Maryland



- State draft ESSA plan references plans to support residencies and academies*
- State draft ESSA plan does not reference plans to support residencies and academies
- State has no publicly available draft ESSA plan

Source(s): ESSA State Plan Drafts as of March 10, 2017

Some states will support residencies for new teachers, others will prioritize academies for school and/or teacher leaders



Residencies and Academies

Louisiana will solidify the Teacher Residency role as a certification in state regulations. Teacher candidates in a full-year residency program will be granted a stipend of \$2,000 minimally per year in order to cover lost part-time wages and travel expenses through 2018-19

Implementing
/expanding
residency
programs for
new teachers

Supporting
academies
and
fellowships for
various
educators

Vermont will create the Vermont Principals' Professional Learning Academy/Institute to train and build the capacity of principals and other school leaders, primarily in schools of comprehensive or targeted improvement

Tennessee will implement teacher residency programs in high-need districts across the state using Title II funds, potentially through a competitive grant process. These residency programs will allow prospective teachers – for a period not less than one academic year – to teach alongside an effective teacher in a mentor/mentee capacity

Awarding
grants/
financially
supporting
teacher
residencies

Title II-A funds may be used to establish or expand school-based residency programs for school and teacher leaders, and preparation academies for teachers, principals or other school leaders



Recommended Strategies (from the U.S. Department of Education)

For designating a state authorizer

- **Develop and participate in a community of practice among State education leaders, to support the creation of principles and standards for effective academy authorization**, which should be informed by best practices regarding the preparation of effective educators
- **Adopt a publicly transparent performance framework for how the state will evaluate and hold accountable the authorizer**, considering such things as the rigor of its ongoing monitoring and oversight process; the extent to which the authorizer holds academies accountable for performance; and how performance data of academies is shared with the public
- **Identify and articulate “essential practices” for the authorizer to use**, such as external expert panels, initial term lengths, renewal criteria, annual reporting, etc.
- **Establish outcome-oriented performance metrics to facilitate oversight by the authorizer and provide common expectations and standards for academies**
 - This may include developing rigorous qualifications for teacher and/or principal candidates to successfully complete the program, such as demonstration of cultural competency, classroom management skills, subject area and content specific knowledge, and the ability to use standards-based, data-driven and differentiated instruction

We've compiled some key resources to help states broaden their thinking around school and teacher leadership and enhance their ESSA plans



School Leadership

- [Reimagining Title II-A: A Resource for Creating and Improving State Plans and Working with LEAs](#) (Council of Chief State School Officers)
- [A New Vision for Professional Learning: A Toolkit to Help States Use ESSA to Advance Learning and Improvement Systems](#) (Learning Forward and Education Counsel)
- [State Teacher Leader Toolkit: Created For States, By States](#) (Leading Educators and Education First)
- [ESSA Title II A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders](#) (Chiefs for Change)
- [Building Principal Pipelines: A Strategy to Strengthen Education Leadership](#) (Wallace Foundation)
- [Teacher Residency Programs Improve Access to Excellent Educators](#) (Urban Teacher Residency)



Teacher Leadership



Residencies and Academies

For more information, visit:

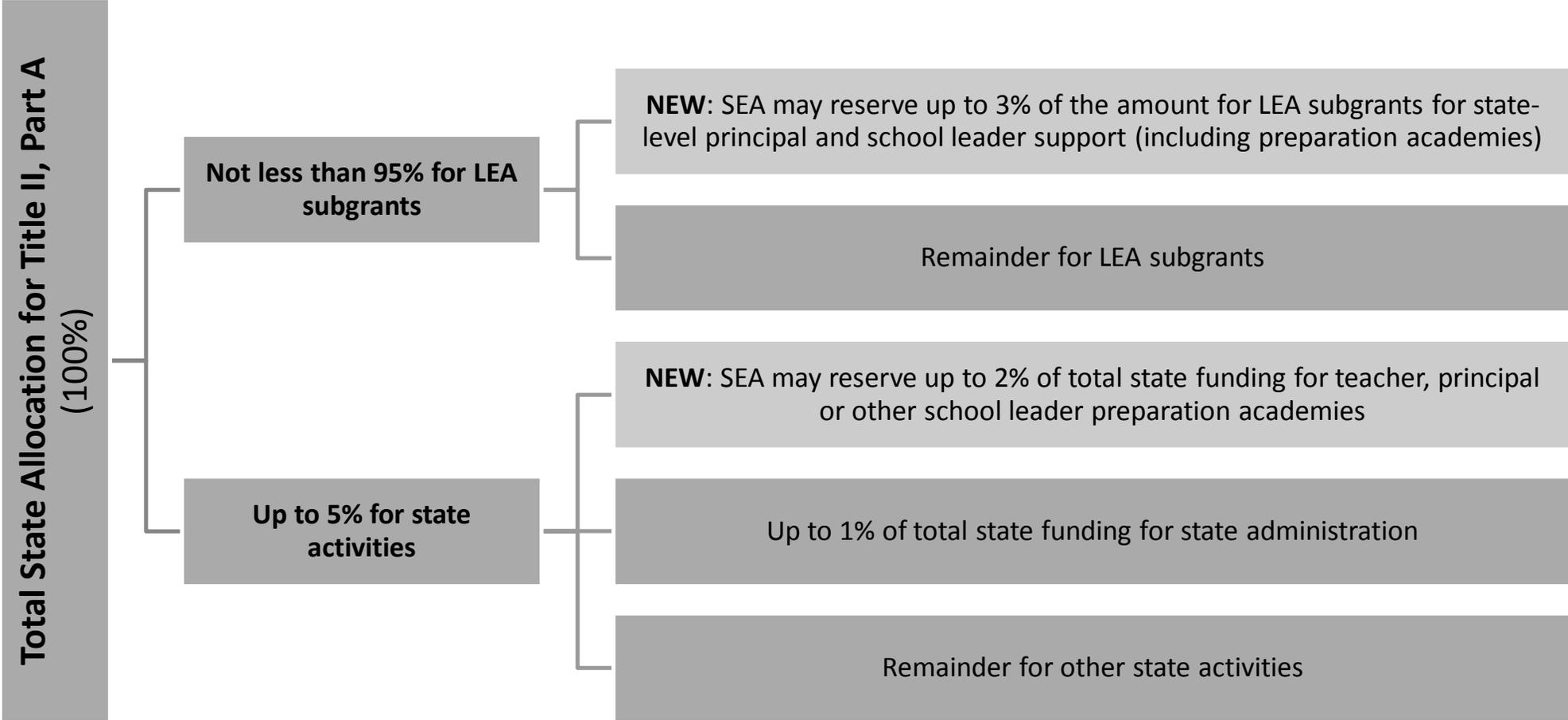
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New ESSA funding permissions open up possibilities and leverage points for states to explore

The Flow of Title II-A Funding



Source(s): [U.S. Department of Education](#), September 2016

Appendix: State Plan Summaries

School Leadership (1)



School Leadership

State	Summary
Delaware	<ul style="list-style-type: none"> Provide LEAs with competitive grants to design, implement and support school leadership opportunities to build local capacity with a focus on recruitment and preparation, professional learning, retention and compensation Support a comprehensive induction program for new or novice school leaders Continue providing supports for school leaders to identify effective instruction and provide effective feedback to teachers based on student achievement by implementing the strategies learned through the Learning Leader Network; a cohort of principals and other school leaders will participate in formative classroom walkthroughs in schools throughout the state
District of Columbia	<ul style="list-style-type: none"> Considering offering a principal leadership cadre opportunity, similar to the master teacher cadres; the master teacher cadres are year-long communities of practice focused on cultivating and engaging highly effective educators from across the district
Hawaii	<ul style="list-style-type: none"> Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners Strengthen the teacher, principal and educational leader development pipeline to support shared and effective leadership at all levels Provide support for new employees to become effective (e.g., quality induction and mentoring for all beginning teachers, new principals and leaders)
Idaho	<ul style="list-style-type: none"> Continue the Idaho Principals Network where principals participate in a balance of content, professional conversation and collegial instructional rounds related to instructional leadership, managing change and improving the overall effectiveness of the instructional core Advance the Idaho Principal Mentoring Project and provide new-to-position principals multiple levels of support from highly distinguished principals and/or superintendents trained by the state and focused on developing the skills and dispositions in four critical areas of school-level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction
Illinois	<ul style="list-style-type: none"> Investigate the plausibility of using some of the allowable and available Title II funds for LEA grants focused principal and other school leaders Provide school leaders with opportunities to build their capacity as facilitators of continuous teacher learning and development Create and support an educator leader network to connect leaders between districts

Source(s): ESSA State Plan Drafts as of March 10, 2017

Appendix: State Plan Summaries

School Leadership (2)



School Leadership

State	Summary
Illinois (cont'd)	<ul style="list-style-type: none"> Provide professional learning opportunities to school leaders, especially those identified for comprehensive services, which may include strategies regarding family and community engagement, as well as the use of referral mechanisms that link children to appropriate services
Maryland	<ul style="list-style-type: none"> Support LEAs in the creation of a consistent, structured mentor training program for both principal and teacher mentors Provide opportunities and structures to collaborate and partner with institutes of higher education on professional learning needs, such as, induction, cultural proficiency, Universal Design for Learning (UDL) and restorative practices Hold back up to three percent of Title IIA funds for professional learning targeted to principals, assistant principals and teacher leadership
Maine	<ul style="list-style-type: none"> Recommend that the Maine Department of Education, Maine Education Association and the Maine Principals Association collaborate on recruitment strategies to identify teachers who would make strong candidates for the position of principal Continue to expand supports for school leadership offered through its system of ESEA supports for struggling schools to include high-poverty, isolated-small and high-risk schools
Maryland	<ul style="list-style-type: none"> Support LEAs in the creation of a consistent, structured mentor training program for both principal and teacher mentors Provide opportunities and structures to collaborate and partner with institutes of higher education on professional learning needs, such as, induction, cultural proficiency, Universal Design for Learning (UDL) and restorative practices Hold back up to three percent of Title IIA funds for professional learning targeted to principals, assistant principals and teacher leadership
Michigan	<ul style="list-style-type: none"> Establish and support a pipeline of high-potential aspiring and highly effective practicing principals
Nevada	<ul style="list-style-type: none"> Use three percent of state's Title II-A allocation for statewide activities related to principal/other school leader development, including a portion focused on Nevada Educator Performance Framework implementation and school turnaround/transformation Award Great Teaching and Leading funds to districts, charter schools, institutions of higher education, non-profit organizations and regional professional development programs through a competitive grant process to prepare/recruit teachers, focus on leadership, and provide professional development for science standards implementation

Source(s): ESSA State Plan Drafts as of March 10, 2017

Appendix: State Plan Summaries

School Leadership (3)



School Leadership

State	Summary
New Jersey	<ul style="list-style-type: none"> Expand the achievement coaches program to create a grant focused on principals, principal supervisors and teacher leaders that supports: principals in becoming stronger instructional leaders who effectively use the AchieveNJ evaluation system to grow and develop the educators in their schools; principal and teacher leaders in taking advantage of distributive leadership; and supervisors of principals in effectively piloting a new principal evaluation tool the NJDOE currently is developing to help grow and develop school leaders
New Mexico	<ul style="list-style-type: none"> Continue the Principals Pursuing Excellence program, which is a two-year leadership development program that leverages a turnaround mentor to work with principals in struggling schools and educates and empowers principals to practice leadership behaviors that drive significant gains in student achievement
North Carolina	<ul style="list-style-type: none"> Maintain Principal READY, a statewide leadership series for principals and assistant principals, which features professional development and other supports to help school leaders provide high-quality feedback to teachers Continue the Northeast Leadership Academy, a two-year leadership preparation program for aspiring principals who are committed to serving in low-performing and high-need schools in the rural, northeast region of the state
North Dakota	<ul style="list-style-type: none"> Support ND LEAD's expansion of the principal mentoring program for first-year administrators, which includes a minimum of two site visits during the school year and weekly meetings with mentors Provide ongoing professional development directly related to the knowledge necessary to be an effective leader via a series of modules provided at the regional level Explore avenues to encourage career ladder opportunities
Ohio	<ul style="list-style-type: none"> Use Title II-A three percent set aside for state-level principal, teacher and teacher leader support; one or more programs may be designed and piloted in upcoming years focused on training, induction, mentoring, coaching and professional development of principals, teachers and teacher leaders (especially in low-performing schools) Develop a system for principal professional learning that will target principal needs, e.g., three primary areas of focus might include an induction program for entry level principals, instructional coaching and a professional development delivery system
Oklahoma	<ul style="list-style-type: none"> Fund Lead 2 Succeed and Moving Up, which emphasize leadership development for new and established administrators

Source(s): ESSA State Plan Drafts as of March 10, 2017

Appendix: State Plan Summaries

School Leadership (4)



School Leadership

State	Summary
Oregon	<ul style="list-style-type: none"> ■ Use the three percent set-aside of state Title II-A funding to support and strengthen administrator and teacher leadership with a specific aim of improving equitable access to excellent educators for all students, specifically: <ul style="list-style-type: none"> ■ Enhance the understanding of culturally responsive pedagogy and instruction ■ Establish school improvement priorities focused on improving instruction for struggling students, particularly students of color, students with disabilities, English Learners and students experiencing poverty. ■ Develop local policies that commit to more robust talent management, including recruitment and retention of culturally and linguistically diverse educators, promoting diversity as an asset
South Carolina	<ul style="list-style-type: none"> ■ Maintain the Assistant Principal Program for Leadership Excellence program for first-year assistant principals designed to develop and sustain their leadership, management and instructional leadership skills ■ Sustain the School Leadership Executive Institute, which is a rigorous, one-year institute for veteran principals focused on enhancing principals' skills in three areas: leadership, management and educational best practices ■ Continue the state's Developing Aspiring Principals program for experienced assistant principals who aspire to be principals
Tennessee	<ul style="list-style-type: none"> ■ Advance the Tennessee Transformational Leadership Alliance, which serves as a leader pipeline incubator to help districts develop a deeper pool of high-quality leaders
Washington	<ul style="list-style-type: none"> ■ Train principals on the state's evaluation system since principals are the evaluators of teachers and little state funding has been provided for their training to date ■ Support high-quality professional learning for principals to allow for future flexibility to fund professional learning for state and federal initiatives that involve principals

Appendix: State Plan Summaries

Teacher Leadership (1)



Teacher Leadership

State	Summary
District of Columbia	<ul style="list-style-type: none"> Continue the teacher leadership pathway program, which will focus on cultivating and engaging highly effective educators from across the District in a year-long community of practice; the program facilitates discussion and collaboration among school educators as they identify and implement evidence-based strategies to drive student success, provide feedback and guidance around state policies and initiatives, engage in community outreach, and lead professional development
Delaware	<ul style="list-style-type: none"> Support the Teacher-Leader Pilot program in select LEAs, which is designed to develop teacher leadership in partner schools and identify best practices to spread throughout the state Provide direct leadership via the Delaware Talent Cooperative, which is a forum for professional learning, collaboration and recognition among Delaware's top educators in high-needs schools Support to LEAs and other stakeholders for improving compensation, incentives and leadership opportunities for teachers
Illinois	<ul style="list-style-type: none"> Investigate the plausibility of using some of the allowable and available Title II funds for LEA grants focused principal and other school leaders* Provide school leaders with opportunities to build their capacity as facilitators of continuous teacher learning and development Create and support an educator leader network to connect leaders between districts Provide professional learning opportunities to school leaders, especially those identified for comprehensive services, which may include strategies regarding family and community engagement, as well as the use of referral mechanisms that link children to appropriate services
Iowa	<ul style="list-style-type: none"> Sustain the \$150 million per year existing state Teacher Leadership Supplement to districts through the Teacher Leadership and Compensation System (TLC), which rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters greater collaboration for all teachers to learn from each other; through the TLC, teacher leaders take on extra responsibilities, including helping colleagues analyze data and fine tune instructional strategies as well as coaching and co-teaching

Source(s): ESSA State Plan Drafts as of March 10, 2017

*Note: In Illinois, a school leader includes superintendents, principals, assistant principals, teacher leaders, and when appropriate, LEA leaders.

Appendix: State Plan Summaries

Teacher Leadership (2)



Teacher Leadership

State	Summary
Louisiana	<ul style="list-style-type: none"> Create a Teacher Mentor certificate, granting mentors a stipend of \$1,000 per year and adjusting the accountability framework for such professionals through a Compass rubric and goal-setting framework specific to mentors; the state will invest \$100,000 annually in mentor training that prepares mentors to work with aspiring and new teachers Grow the state's Teacher Leader initiative, doubling it in size, creating a vast pool of teachers with leadership experience and deepening their content expertise
Maine	<ul style="list-style-type: none"> Continue the Maine Community of Teacher Leaders led by the Maine Department of Education Mathematics Specialists and the Association of Teachers of Mathematics in Maine for teacher leaders, which includes a two-part dine-and-discuss regional professional development opportunity focused on formative assessment and instruction Encourage LEAs to create teacher leader programs, particularly in high-poverty schools, and expand opportunities for teacher-led schools
Maryland	<ul style="list-style-type: none"> Support LEAs in the creation of a consistent, structured mentor training program for both principal and teacher mentors Provide opportunities and structures to collaborate and partner with institutes of higher education on professional learning needs, such as, induction, cultural proficiency, Universal Design for Learning (UDL) and restorative practices Hold back up to three percent of Title II-A funds for professional learning targeted to principals, assistant principals and teacher leadership
Michigan	<ul style="list-style-type: none"> Develop and utilize teacher-leadership roles
Nevada	<ul style="list-style-type: none"> Collaborate and partner with the Council of Chief State School Officers State Teacher of the Year Program, National Board for Professional Teaching Standards, the Milken Educator Awards and other organizations to facilitate programs that promote teacher recognition and leadership efforts Use three percent of state's Title II-A allocation for statewide activities related to principal/other school leader development, including a portion focused on Nevada Educator Performance Framework implementation and school turnaround/transformation Award Great Teaching and Leading funds to districts, charter schools, institutions of higher education, non-profit organizations and regional professional development programs through a competitive grant process to prepare/recruit teachers, focus on leadership, and provide professional development for science standards implementation

Source(s): ESSA State Plan Drafts as of March 10, 2017

Appendix: State Plan Summaries

Teacher Leadership (3)



Teacher Leadership

State	Summary
New Jersey	<ul style="list-style-type: none"> Extend the Building Teacher Leadership Capacity to Support Beginning Teachers Grant Program to a third year, with the ultimate goal of scaling best practices Expand the achievement coaches program to create a grant focused on principals, principal supervisors, and teacher leaders that supports: principals in becoming stronger instructional leaders who effectively use the AchieveNJ evaluation system to grow and develop the educators in their schools; principal and teacher leaders in taking advantage of distributive leadership; and supervisors of principals in effectively piloting a new principal evaluation tool the NJDOE currently is developing to help grow and develop school leaders
North Carolina	<ul style="list-style-type: none"> Offer Research Digital Badge to teacher leaders who successfully complete an action plan via the Teacher Leader Action Research Portal; this database has 220 action research projects created by teacher leaders across the state; teacher leaders interested in implementing these action plans will receive a full-year professional development; teachers will receive face-to-face training, online professional development module training, and continuous support via an Action Research Coach and the NC Action Research Network - this professional development is embedded in the classroom and during the school day
New Mexico	<ul style="list-style-type: none"> Support the recently established New Mexico Teacher Leadership Network, which is comprised of teachers from across New Mexico to develop leadership skills and advocate, inform and teach colleagues in their respective regions on policies and strategies to create systemic improvements in public education Continue the Annual Teacher Leader Summit, which provides authentic professional development and policy experiences for classroom teachers across New Mexico
Ohio	<ul style="list-style-type: none"> Promote Resident educators who have successfully passed the Resident Educator Summative Assessment in year three require one additional year in the program to participate in the Exploring Leadership Year activities; an online module, Learn to Lead, is available to engage Resident Educators in exploring and thinking about leadership; additional suggestions for teacher leadership opportunities include, but are not limited to, deepening content expertise, collegial professional explorations or teacher leadership Use the Title II three percent set aside for state-level principal, teacher and teacher leader support; one or more programs may be designed and piloted in upcoming years focused on training, induction, mentoring, coaching and professional development of principals, teachers and teacher leaders (especially in low-performing schools)

Source(s): ESSA State Plan Drafts as of March 10, 2017

Appendix: State Plan Summaries

Teacher Leadership (4)



Teacher Leadership

State	Summary
Oklahoma	<ul style="list-style-type: none">Use Title II funding to extend capacity to continue implementation of equitable access to excellent educators plan strategies: (1) meaningful professional development; (2) leadership training; and (3) partnership with educator preparation programsImplement new legislatively approved teacher leader framework, which allows for three levels of teacher leadership: Model, Mentor, and Lead, each requiring responsibilities beyond the classroom for additional compensation
Oregon	<ul style="list-style-type: none">Incentivize districts to adopt alternate career pathways that elevate teacher leadership and teacher leader certification
Tennessee	<ul style="list-style-type: none">Continue the state's Teacher Leader Network, which works with highly effective district leadership teams to develop adaptable teacher leadership models for implementationPilot micro-credentials with up to 100 teachers, to capture teacher perceptions around micro-credentials and to help inform a possible pathway to license renewal and advancement by allowing micro-credentials to count toward professional development points in subsequent years

Appendix: State Plan Summaries

Residencies and Academies (1)



Residencies and Academies

State	Summary
District of Columbia	<ul style="list-style-type: none"> Award \$1.5 million in competitive grants from Scholarships for Opportunity and Results Act funds for the public charter sector for teacher pipeline initiatives; these grants will support efforts that recruit high-quality candidates new to teaching for DC charter school teacher residency or teacher roles, and train and/or certify these teachers; grant awards will be made on a per-teacher basis to nonprofit organizations with a demonstrated history of success working with charter schools on similar projects
Illinois	<ul style="list-style-type: none"> Support the development of teacher residencies; currently working to identify any modifications to statute necessary as well as identifying funds in order for this work to proceed
Louisiana	<ul style="list-style-type: none"> Solidify the Teacher Residency role as a certification in state regulations; teacher candidates in a full-year residency will be granted a stipend of \$2,000 minimally per year in order to cover lost part-time wages and travel expenses through 2018-19 Contribute financial support for the Louisiana Principal Fellowship for strong teacher leaders and mentor who wish to pursue administrative pathways Support the recently created Louisiana Superintendents Academy for school and district administrators wishing to pursue district leadership
Maryland	<ul style="list-style-type: none"> Collaborate with LEAs to develop professional learning for principals, assistant principals, aspiring principals and teacher leaders, aligned with Professional Standards for Educational Leaders; this may include: residency programs; focused academies; professional learning communities; webinars; online courses; regional workshops; and action research
Massachusetts	<ul style="list-style-type: none"> Expand teacher residency programs and streamline licensure requirements to reduce unnecessary barriers to entry for qualified candidates while increasing opportunities for performance-based licensure
North Dakota	<ul style="list-style-type: none"> Implement the Principal Leadership Academy to ensure North Dakota principals have the resources and support they need to be effective leaders
Oklahoma	<ul style="list-style-type: none"> Continue to provide resources and advocate for funds to strengthen teacher residency models and mentorship across the state

Source(s): ESSA State Plan Drafts as of March 10, 2017

Appendix: State Plan Summaries

Residencies and Academies (2)



Residencies and Academies

State	Summary
Tennessee	<ul style="list-style-type: none">Implement teacher residency programs in high-need districts across the state using Title II funds, potentially through a competitive grant process; these residency programs will allow prospective teachers – for a period not less than one academic year – to teach alongside an effective teacher in a mentor/mentee capacity; the state will support districts interested in apply for Teacher and School Leader Incentive Fund grants
Vermont	<ul style="list-style-type: none">Train principals and other school leaders through the creation and implementation of a Vermont Principals’ Professional Learning Academy/Institute aimed at improving the capacity of school leaders, primarily in schools in comprehensive or targeted improvement

Source(s): ESSA State Plan Drafts as of March 10, 2017

Appendix: ESSA Draft State Plans

- Arizona: [ESSA State Plan – Final Draft, January 2017, \(Draft Plan, January 15, 2017\)](#)
- California: [ESSA State Plan – Draft, December 15, 2016](#)
- Colorado: [ESSA State Plan – Draft, February 10, 2017](#)
- Connecticut: [ESSA State Plan – Draft, February 10, 2017](#)
- Delaware: [ESSA State Plan – Final Draft, February 28, 2017](#)
- District of Columbia: [ESSA State Plan – Draft, January 30, 2017](#)
- Hawaii: [ESSA – FAQs \(Draft Plan, December 28, 2016\)](#)
- Idaho: [ESSA State Plan – Third Draft, January 13, 2017](#)
- Iowa: [ESSA State Plan – Draft, January 6, 2017](#)
- Illinois: [ESSA State Plan – Draft #4, March 15, 2017](#)
- Louisiana: [ESSA State Plan – Draft, February 20, 2017](#)
- Maine: [ESSA State Plan – Final Draft, March 1, 2017](#)
- Maryland: [ESSA State Plan – Final Draft, December 5, 2016](#)
- Massachusetts: [ESSA State Plan – Draft, February 7, 2017](#)
- Michigan: [ESSA State Plan – Draft, February 24, 2017](#)
- Montana: [ESSA State Plan – Draft, December 2016](#)
- Nevada: [ESSA State Plan – Draft, March 1, 2017](#)
- New Jersey: [ESSA State Plan – Draft, February 15, 2017](#)
- New Mexico: [ESSA State Plan – Draft, March 8, 2017](#)
- North Carolina: [ESSA State Plan – Draft, December 22, 2016](#)
- North Dakota: [ESSA State Plan – Draft #2, February 15, 2017](#)
- Ohio: [ESSA State Plan – Draft, February 2, 2017](#)
- Oklahoma: [ESSA State Plan – Draft, November 2016](#)
- Oregon: [ESSA State Plan – Draft, March 3, 2017](#)
- South Carolina: [ESSA State Plan – Initial Draft, October 27, 2016](#)
- Tennessee: [ESSA State Plan – Draft, December 19, 2016](#)
- Vermont: [ESSA State Plan – Draft, January 11, 2017](#)
- Washington: [ESSA State Plan – Draft, November 13, 2016](#)

We've supported a range of ESSA-driven projects; these four illustrate the breadth and depth of our work

CCSSO State Support

We are assisting six states (DE, TN, WI, NJ, HI, SD) through CCSSO on a wide variety of ESSA plan development needs including researching exemplary practices; reviewing, editing and writing plan drafts; facilitating state teams; and engaging stakeholders. We continue to serve as policy experts at CCSSO's peer-to-peer state feedback meetings

Communities in Schools (CIS) ESSA Strategy

We collaborated with CIS to offer strategic advice, provide project management and help the network build its capacity with tools and technical assistance

Philanthropy Ohio (POH) ESSA Policy Briefs

We supported POH in drafting and producing a series of targeted ESSA-related briefs aimed at driving policy and informing policymaker action focused on: strategic vision and guiding principles for Ohio's education system; school improvement – strategies for transforming low performing schools; educator effectiveness and evaluations; standards and assessments; accountability

Joyce Foundation ESSA Grantee Support

We supported the Joyce Foundation's early learning, K12 and higher education grantees and advocacy organizations in Illinois, Indiana and Minnesota with research, advice, counsel and facilitation as these organizations get involved in state ESSA plan development. We also worked with Illinois' P-20 Council to provide substantive ESSA recommendations to the Illinois State Board of Education