

ESSA Review Toolkit

July 18, 2017

Location
City, State

Review Team Meeting Agenda

1. Welcome and Introductions
2. Context
3. Goals and workflow for today's meeting
4. Review the resources from the toolkit
5. Discuss Guiding Questions and Look Fors
6. Produce and submit a summary of our comments
7. Decide on next steps for our work together

Welcome and Thank You

Context

The Every Student Succeeds Act (ESSA) is the education law that is replacing No Child Left Behind and restructuring how and where federal money for education is allocated. Currently, every state is working to develop their plan for spending ESSA funds. Every district, school, and teacher will be impacted by these state plans.

Thank you for taking up the call to advocate for mathematics education in state ESSA plans!

Goals for Today's Meeting

Goals

1. To produce a summary of comments that we submit to the state by the end of the meeting
2. To begin advocating for this work beyond just submitting comments
3. To identify next steps that we can take to continue to build influence for math in ESSA at the state and district levels

Workflow for Each Title Reviewed

Workflow

1. Discuss each Guiding Question informed by the Allowable Activity Tools (1-1.5 hours)
2. Write up the summary of comments (1 hour)
3. Submit our comments and begin advocating for our work (10 minutes)

Review Toolkit Resources that Can Support Our Work

Resources

Reading Guide (Tool #2)

Provides overall context for Title II, Part A

Analysis Tool (Tool #3)

A guide for reading the state-level activities section of our state's plan for Title II, Part A

- Includes a list of high-leverage allowable activities
- Overall and Section-Specific Guiding Questions

Allowable State Activity One-Pagers (Tools #5 - #11)

A guide designed to help focus attention during review

- Context and expert recommendations
- Possible ways that states might effectively address recommendations
- Promising features from selected draft state plans

Note taking guide (Tool #12)

Guiding Questions

Actions

1. Discuss each Guiding Question informed by the Allowable Activity Tools (1-1.5 hours)
 - a. Assign a note taker
 - b. Each reviewer presents his/her comments
 - c. Identify 3-4 themes to include in the summary of comments

Overarching Guiding Question #1

Social Justice

To what extent does the plan propose activities that are likely to result in equitable outcomes for each and every student?

Overarching Guiding Question #2

**Systemic
Thoughts &
Actions**

To what extent does the plan reflect a systemic approach to addressing local, district, and state needs?

Overarching Guiding Question #3

Leadership

To what extent does the plan include mechanisms for teachers to collaboratively experience and develop leadership and to grow professionally?

Professional Development Guiding Question #1

Knowledge

To what extent does the plan prioritize professional development that is sustained, intensive, and focused on increasing knowledge of mathematics content, pedagogy, and curriculum?

Professional Development Guiding Question #2

Instruction & Assessment

To what extent does the plan position evidence of student thinking and learning as the driver for collaborative planning and professional learning experiences?

Professional Development Guiding Question #3

Systemic Change

To what extent does the plan include sufficient time and mechanisms for teachers to participate in collaborative professional learning opportunities that will build their capacity to implement effective teaching practices that increase student achievement?

Summary of Comments

Summary

2. Write up the summary of comments (1 hour)

- a. Note takers write up 3-4 bullet points representing the key themes for each Guiding Question
- b. Others work on writing a short introductory paragraph for the comments
- c. Proofread and “sign” the comments document

Begin Advocating

Summary

3. Submit comments and begin advocating (10 minutes)

- a. Submit comments to the state!
 - » Consider using the hashtags #ESSA and #MTBoS and mentioning @CCSSO, @success_STEM, @NCTM, @MathTeachCircle, and/or @StateMathLeaders, and also tweeting at your state's Chief State School Officer and Governor.
- b. Take a photo of review and post it on social media
- c. Submit comments through the NCTM/Math Teachers' Circle Network/ASSM survey at <http://bit.ly/ESSA-ToolkitSurvey>.

Just the Beginning

Next Steps

What are some things we can do to build influence for math in ESSA at the state and district levels?

- » Consider letters to the editor, continuing to post on social media, sharing with our professional networks, and starting to think toward district-level plan development

How can each of us contribute to this work moving forward?

Thank you!

The work of reviewing state plans is tedious and often thankless. We sincerely appreciate your dedication to mathematics education and your work as a leader, a steward, and as an advocate in our field.

If you have any recommendations for how our organizations can better serve you, please let us know by completing our ESSA Toolkit Survey at <http://bit.ly/ESSA-ToolkitSurvey>.