

Promising Features Survey Results

State Plan Excerpts

2101(c)(4)(B)(ii): Evidence-based support and evaluation systems

Connecticut

Through statewide activities, provide ongoing professional development in the value of observational tools to help educators grow and develop by providing a continuum of practice and exemplars. Tools include, but are not limited to:

- CCT Rubric for Effective Teaching 2014
- CCT Rubric for Effective Service Delivery 2015
- CT Leader Evaluation and Support Rubric 2015
- Connecticut Core Standards Classroom "Look Fors"

Delaware

Offer resources and tools to LEAs, including district and school level data, Excellent Educator Dashboard (EED) and Educator Equity LEA Planning Toolkit.

Massachusetts

The Department will support implementation of revised English Language Arts/Literacy and Mathematics standards as described in the Massachusetts Curriculum Frameworks. This strategy will include resources such as "Quick Reference Guides" detailing more specific aspects of the Frameworks, links to videos of teaching of the standards, available sample assessment items, and in-person professional learning experiences through professional learning networks across the state and in-person convening of educators.

Maryland

The State will develop a plan for personalized professional learning for teachers, principals, and principal supervisors that is aligned to student data and needs. The professional learning shall: support LEAs in identifying all educator professional learning needs regarding student achievement; encourage innovative, evidence-based instructional strategies; support LEAs in the development of personalized professional growth plans for all educators; and, research and gather information on methods to evaluate the effectiveness of professional learning initiatives.

Oklahoma

Implement a Professional Learning Focus (PL Focus), emphasizing professional growth and ownership, as part of the state's evaluation system.

2101(c)(4)(B)(ii): Equitable access to effective teachers

Connecticut

The CSDE will use Title II, Part A funds for state level strategies to ensure that students are supported by great teachers and leaders. If we are to increase student achievement consistent with challenging state academic standards, schools and districts must recruit, prepare, induct, evaluate and support, and advance a strong workforce composed of effective educators who represent the racial, ethnic, and linguistic diversity of the state's student population. The mission of the CSDE's Talent Office is to develop and deploy talent management and human capital development strategies to districts and schools statewide so that each and every student is ensured

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equitable access to effective teachers and school/district leaders in order to be prepared for success in college, career, and life.

Delaware

The DDOE uses a combination of Title II, Part A program and state funds to improve educator effectiveness and equity by: Supporting LEA efforts to recruit, develop, and retain the best educators; Providing resources for comprehensive induction and mentoring programs; and Making robust and actionable educator effectiveness and preparation program effectiveness data available to LEAs.

New York

The Department believes that the best way to ensure equitable access to great teachers and school leaders is to assist LEAs in developing comprehensive systems of educator support and development that are focused on the following key components: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective educators; and 5) extending the reach of the most effective educators to the most high-need students, which we call the Educator Effectiveness Framework.

To assist LEAs in the development of comprehensive systems aligned to the Framework, we propose to engage in a facilitated root cause analysis with LEAs that is centered on our equity analytics. In each school year, the Department will produce a State-level equity report and district-level equity reports. In addition to traditional measures of educator equity such as teacher qualifications and effectiveness data, the Department will also include analytics that research shows are important considerations for equity such as teacher and principal turnover, tenure status, and demographics. We will use these reports as a starting point to help LEAs determine where there may be gaps in equitable access to effective, qualified, and experienced educators between different subgroups of students as well as where they may be gaps in access to culturally diverse educators. As a next step, the Department will create tools and other resources to assist LEAs in conducting needs/gap and root cause analysis focused on the elements of the Framework, in order to determine which aspects of their talent management systems are most in need of improvement.

Further, Department staff will begin collecting information on the specific ways in which LEAs are using their Title II, Part A allocations and review Continuing Teacher and Leader Education (CTLE) plans to ensure alignment and to determine whether those activities are designed to close equity gaps. In this way, the equity work will be seen as having a natural funding stream to help LEAs tackle their specific areas of need.

Utah

The information, data, action plan and root-cause analysis used to develop Utah's Equity Plan will guide the USBE's work to support equitable access to effective teachers. ... Another strategy is to increase equitable distribution of excellent teachers by supporting struggling teachers. This will be achieved through specifically designed professional learning to build knowledge and skills to better support students with diverse needs.

Wisconsin

Wisconsin is committed to ensuring every child has an equitable access to a high quality education. One aspect of this is a commitment by the state and school districts to professional development focused on addressing

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achievement gaps and equity in the classroom. Wisconsin will provide opportunities to all educators to participate in professional learning focused on subject area standards and equity. Supplemental resources across subject areas will be shared statewide with support from subject area experts for facilitation, and used to improve student achievement. There will be collaboration supports such as mentoring and professional learning communities. Wisconsin will use an equity lens to focus on a well-rounded education experience for all students, including Wisconsin's definition of college and career readiness, highlighting skills, habits of mind, and knowledge needed to be successful.

2101(c)(4)(B)(iii): Opportunities and support for teacher leaders

New York

Thus, the Department will also work to provide LEAs with tools and resources, aligned to best practice, that will allow them to recruit, select, develop, and reward educators who serve in mentorship roles. Consistent with the Department's Career Ladder Pathways Framework, the Department will encourage districts and BOCES to leverage teacher and principal leaders to serve as mentors.

In addition to providing support to educators throughout their careers, research suggests and the Department believes that it is also important to ensure that educators have a career trajectory and that LEAs take explicit actions to reward their most effective educators through the creation of career ladder pathways. ... A system for career ladder pathways should focus on a progression of leadership roles that provide high-performing educators with meaningful opportunities for career advancement, ultimately aiding in the attraction, development, and retention of great educators who can significantly improve student outcomes. As LEAs consider educator career ladder pathways and leadership roles, it is important for them to develop strong systems that emphasize accountability and professional development, and that are sustainable over time.

Oklahoma

Ensure implementation of the teacher-leader career ladder, established in state law to elevate teachers who take on responsibilities of mentor, model and lead roles while receiving additional compensation.

Utah

Utah will use Title II, Part A funds to create a pilot grant opportunity for LEAs to develop a teacher leader program. Grant projects will be required to include a description of strategic plans to:

- demonstrate commitment of the LEA to build leadership capacity of teachers;
- Provide professional learning for principals for ways to identify, work with, and provide transparency with school staff to understand teacher leader roles;
- design job-embedded professional learning;
- craft inventive opportunities for teacher leaders to make contributions for the professional that do not require leaving the classroom full time;
- create opportunities for collaboration among teacher leaders;
- propose innovative funding strategies for sustainability beyond the grant;
- establish a program evaluation process that includes impact on school culture, teachers' continuous growth, and student learning; and
- develop a communication plan to publicize the LEA's teacher leader program, process, and outcomes.

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USBE will bring together a study group to become familiar with the latest research; discuss the constructive influences a teacher leader can have on both peers and students; and begin to develop, in part, the pilot guidelines, format, application, communication plan, determine expected outcomes, monitoring, etc.

2101(c)(4)(B)(viii): PD for principals on meeting challenging academic standards

Maryland

Principal supervisors, principals, assistant principal, aspiring principals, and other school leaders must be skilled in providing and recognizing the implementation of evidence-based instructional strategies aligned to student needs. The State shall provide support and targeted professional learning to principal supervisors, principals, assistant principals, aspiring principals, and other school leaders. The professional learning will:

- build the capacity for principals to become strong instructional leaders;
- provide a system of support through a principal and assistant principal network;
- allow new principals to be effective on the first day of their assignment;
- provide for continuous professional growth; and,
- assist principals in the development and support of teacher leaders.

Utah

Over the course of the past few years, several opportunities have been provided to central office leaders and school-level administrators to support professional learning. These opportunities have been designed to improve student outcomes through evidence-based practices, strategies, and organizational systems. These opportunities have offered administrators content specific instructional practices to support educators in providing effective instruction. Some notable options include:

- STEM Academy: engage K-8 administrators in understanding best instructional practices associated with mathematics, science, engineering, and technology.
- Leadership in Blended and Digital Learning Program: build experience and expertise in digital and personalized learning, including evaluation and instructional best practices related to 21st century classrooms.

2101(c)(4)(B)(ix): Integrating technology into curricula and instruction

Utah

Leadership in Blended and Digital Learning Program: build experience and expertise in digital and personalized learning, including evaluation and instructional best practices related to 21st-century classrooms.

Wisconsin

provide regional and statewide training opportunities for district staff to understand the leadership, behaviors, and strategies needed to move traditional classroom experiences to a blended environment using tools and resources consistent with today's needs and expectations; ... provide preparation, technical assistance, and capacity building to LEAs in creating capacity for technology-enabled learning environment and data use;

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2101(c)(4)(B)(x): Training, technical assistance, and capacity-building for LEAs

Connecticut

Provide technical assistance, resources, and training to LEAs as they develop collaborative district professional learning systems using tools developed by the CSDE, with a focus on collaborative learning among educator in formats that are conducive to adult learning, thereby increasing the probability that new learning will be applied and practiced in the classroom.

Maryland

The State will provide opportunities for collaboration across LEAs, specific instructions, guidance, models, and templates. The LEA professional learning programs shall include:

- a needs assessment;
- student data;
- strategies for improvement based upon evidence, needs, and data;
- an implementation plan;
- educator growth plans;
- resources to support implementation; and,
- reflection and evaluation of strategies.

New York

The Department will work with higher education teacher and school leader preparation programs to provide appropriate and ongoing support to LEAs in curriculum development and the expansion of instruction and professional development.

For those LEAs that want to take a deeper look at their equity data and develop strategies centered on the various components of the framework to address gaps in equitable access, the Department will host a series of labs or convenings where district teams can come together with the assistance of Department staff and other technical assistance providers to better understand their data and how they can be used to drive the development of comprehensive systems of educator development and support. This could include strengthening existing mentoring/induction programs, providing specific professional development in targeted areas of need, working with principals to determine strategic staff assignments/teacher teams and creating collaborative environments for professional learning and engagement in decision-making, implementing and refining career ladders that leverage the expertise of teacher and principal leaders, etc.

2101(c)(4)(B)(xvii): PD promoting high-quality instruction and leadership, including in STEM fields

Massachusetts

As with the Department's attention to early literacy and its relationship to rollout of a revised ELA/Literacy Curriculum Framework, our efforts to improve instruction in middle grades mathematics will be grounded in a set of comprehensive supports to districts designed to help educators access and unpack the revised learning standards in the Mathematics Curriculum Framework to ensure students meet these standards.

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We have preliminarily identified as a focus deepening educators' understanding of mathematical rigor, as discussed in the Massachusetts Curriculum Framework as a balanced approach between procedural, conceptual, and applied learning/tasks and supporting educators to represent this balance in lesson and unit design. Specific to mathematics instruction in the middle grades, we intend to facilitate professional learning opportunities (e.g., regional networks, statewide professional development offerings) on how to support students to reason abstractly and quantitatively and make use of structure (two of the eight Standards for Mathematical Purpose [sic] included in the Mathematics Curriculum Framework), skills that we believe will help students develop the balance between procedure, concept, and application they will need to meaningfully engage in advanced mathematics coursework in high school and beyond. Further, we anticipate supporting educators to understand the vertical progression of the standards from the early grades through the middle grades so educators understand the progression of mathematical concepts in the standards and how to prepare students for what they will need to know and be able to do in the next grade.

New York

The importance of taking a systemic approach to mentorship, induction, and other support for early career educators cannot be understated. However, the Department also believes that all educators, regardless of how far along they are in their careers, can benefit from ongoing professional learning that is differentiated based on need. Over the last several years, New York State has made significant investments in supporting teachers and leaders. Despite these efforts, a review of documentation and data, stakeholder interviews, focus groups, and surveys all reveal that access to and time for high quality professional learning vary considerably across New York State for professional learning designed to build educator capacity across New York State. In order to undertake this work, the Department convened a task force of stakeholders from across the State who were charged with developing a strategy for more coordinated, quality professional learning for teachers and leaders. Ultimately, the Department believes that the strategy developed by the task force will 1) provide equitable access for all educators to high-quality professional learning that is relevant, actionable, and ongoing; 2) improve performance, coordination, and communication of statewide professional learning partners; 3) empower regional professional development leaders to reimagine professional learning for schools and districts; and 4) embody thoughtful design, rich and meaningful experiences, and continual feedback and improvements. In order to achieve these goals, the new statewide framework calls for two strands of work: the development of statewide supports available to all educators and partners across New York State, and investment in regional expertise that will empower regions to reimagine and implement high-quality professional learning supports for educators.

Wisconsin

Wisconsin will provide opportunities to all educators to participate in professional learning focused on subject area standards and equity. Supplemental resources across subject areas will be shared statewide with support from subject area experts for facilitation, and used to improve student achievement. There will be collaboration supports such as mentoring and professional learning communities.