

Key Decision Points

for Effective Instruction & Leadership Spoke Committee

This list is not an exhaustive list of State plan requirements for Title II or this topic area. It only references those that require a specific question be answered by the spoke committee. See the full list of State Plan requirements for other areas that must be addressed but may not require a decision point.

ESSA Citation	Proposed Regulations Citation	Requirement	Decision Point	Notes
1. §1111(h)(1)(C)(ix)	§200.37	State and LEA report cards must include information on the number and percentage of: <ol style="list-style-type: none"> 1) Inexperienced teachers, principals, and other school leaders 2) Teachers teaching with emergency or provisional credentials 3) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed 	States must adopt a uniform statewide definition of the term “inexperienced” and the phrase “not teaching in the subject or field for which the teacher is certified or licensed”.	
2. §1111(g)(1)(B)			How will we provide assistance LEAs and elementary schools using Title I funds to support ECE programs?	
3. §1111(g)(1)(B)	§299.18(c)	States must ensure that low-income and minority students are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Possible updates to the educator equity plan: <ol style="list-style-type: none"> 1) Redefining out-of-field 2) Do we stick with the same definition of inexperienced? 	

ESSA Citation	Proposed Regulations Citation	Requirement	Decision Point	Notes
		Data on disproportionality must be reported annually to ensure transparency for parents and stakeholders regarding progress towards closing equity gaps (proposed regulation).	3) Can we do the calculations for ineffective yet? If not, when can it be done and publicly reported?	
4. §1111(g)(1)(B)		Must provide an assurance that the State has professional standards for paraprofessionals working in a program supported with [Title I funds], including qualifications that were in place under NCLB (prior to ESSA).	Is the requirement in the State plan sufficient authority for CDE to continue requiring qualifications for paraprofessionals similar to or the same as what has been required under NCLB?	Can consider requesting a waiver under §8401(b)
5. § 2101(d)(2)(E)	n/a	If the SEA plans to use funds to improve equitable access to effective teachers, consistent with section 1111(g)(1)(B), then the SEA must describe how Title II funds will be used to do so.	Will we? If so, how?	
6. § 2101(d)(2)(F)	§299.18(a)	If applicable, the SEA must describe how it will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems that meet the requirements of subsection (c)(4)(B)(ii).	How will support State and local evaluation and support systems? *Identify portions of Principle 3 in the waiver that will be applicable.	

ESSA Citation	Proposed Regulations Citation	Requirement	Decision Point	Notes
7. § 2101(d)(2)(J)	n/a	Must describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, ELs, students who are gifted and talented, and student with low literacy levels, and provide instruction based on the needs of such students.	<p>What current work should be leveraged?</p> <p>What new supports are needed?</p> <p>Who should be responsible for carrying out the new supports?</p>	
8. § 2101(d)(2)(M)		Must describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.	<p>Do we describe the educator effectiveness reports here?</p> <p>CEEDAR project?</p> <p>Any other existing strategies?</p> <p>Are new supports needed?</p>	