



ESSA Spoke/Hub Committee Report and Updates

As CDE and the Spoke/Hub Committees work together on the development of ESSA, the purpose of this report is to provide transparency so that reflection and feedback can be generated between all stakeholders. This is a resource to document decisions and progress being made as the plan develops.

| ESSA Spoke Committee | |
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| Spoke committee: | Effective Instruction and Leadership |
| Report #: | 1 |

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| Spoke Leads: | <ul style="list-style-type: none"> • Colleen O’Neil, Executive Director, Educator Preparation, Licensing and Educator Effectiveness • Jennifer Simons, Title II Coordinator |
| Date/Time: | October 10, 2016 Hub Committee Presentation |
| Location: | State Board Room, 201 E. Colfax, Denver |
| Committee Membership: | See list at bottom of report |

Topic Discussed and Information Vetted

The Effective Instruction and Leadership Spoke Committee was a newly formed group of stakeholders from across the state engaged in supporting educators with pre-service preparation and on-going support and development. The members of this Spoke Committee have met twice as a full group (August 4th and September 7th). There were also two smaller, working groups that met separately on August 22nd to dig into their identified key decisions. That work was brought back to the full Spoke Committee at the September 7th meeting.

Some of the key information and resources that the Spoke Committee referenced were:

- ESSA Listening Tour Feedback Report
- Colorado’s Plan for Ensuring Equitable Access to Excellent Educators
- Highly Qualified Teachers, ESSA Transition
- CDE Endorsement Requirements and Licensing Pathways
- Feedback and themes from the 300+ participants who attended the ESSA Summit sponsored by CEA, CASE, CASPA, PEBC, CEI
- Stakeholder insight from policy and legislative stakeholders (PEBC, CASPA, CEA, CODE, CEI, CASE) as members of our Spoke are working between our meetings to engage their stakeholders around recommendations and feedback that will be shared with the Hub Committee

ESSA Decision Point

The Effective Instruction and Leadership Spoke Committee has several identified key decision points that they are researching, providing feedback and will make suggestions to the Hub Committee on:

1. Identify a uniform statewide definition for educator terms:
 - a. “Inexperienced/experienced”
 - b. Phrase, “not teaching in the subject or field for which the teacher is certified or licensed”
 - c. “Effective/ineffective”



2. CDE’s use of identified Title I and II funds in support of districts, such as:
 - a. Training and support that builds capacity within districts
 - b. Recruitment, marketing (getting teachers into the pipeline)
 - c. Assisting LEAs in providing support for building the capacity of educators in early childhood programs
3. CDE’s supports and actions to improve preparation programs and strengthen support for teachers, principals and leaders to enable them to identify students with specific learning needs (children with disabilities, ELs, gifted and talented students and students with low literacy levels) and provide instruction based on the needs of such students.
4. CDE’s support of local districts implementation of teacher, principal and SSP evaluation and support systems.
5. Definition of para-professional standards and demonstration of meeting those standards.

Themes

Two overarching themes that are embedded in our Spoke Committee’s conversations are:

- Equity – How do we ensure all our students have experienced, effective and in-field educators who provide them access to high-quality instruction and support?
- Support – How can the CDE support educators, educator preparation programs, schools and districts to increase their access to experienced, effective and in-field educators?
- Flexibility – How do we leverage the new flexibilities in ESSA in a way that maximizes the ability of schools and districts to make the best possible decisions in their local context while still promoting equity for all students?
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As the Spoke Committee continues to explore our key decisions, a few more specific themes that are part of the conversations are:

- Aligning some of our recommendations for a few of our key decisions to current state law around educator evaluations (SB 10-191) and past federal guidelines around highly qualified components found in NCLB
- Acknowledging that there are two thoughts from the listening tour feedback and represented stakeholders around in/out-of-field definitions and the impact on various school/district settings. There is a desire to hold true to a standard while allowing for customization that works in a variety of settings.
- Operationalizing how the CDE can support districts, BOCES and educator preparation in a more coordinated way to deepen implementation of key initiatives and build capacity of staff and educators

Pertinent Laws

| Federal Law | State Law |
|---|---|
| <ul style="list-style-type: none"> • Title II, Part A • Title I | <ul style="list-style-type: none"> • Colorado Licensing Act of 1991 <ul style="list-style-type: none"> ○ 22 60.5 203 Assessment of Professional Competencies – Rules • Senate Bill 10-191, Great Teachers and Leaders Act |



Explanation/Summary

Title I, Part A: Title I, Part A requires that teachers and paraprofessionals working in programs supported with Title I funds meet “applicable State certification and licensure requirements”. Both CDE and districts are charged with ensuring compliance with this requirement. Title I, Part A also requires States to ensure that low-income and minority students are not taught at disproportionate rates by unqualified, inexperienced, or ineffective teachers. LEAs are charged with utilizing federal funds to address any identified gaps in equitable access to teachers. Our Spoke Committee is tasked with identifying definitions that ensure compliance with these requirements while also maximizing local flexibility.

Title II, Part A: Title II, Part A is intended to provide low-income and minority students’ greater access to effective teachers and principals. The program requirements do not present any decision points for our Spoke Committee other than identifying the supports that CDE should be providing through the portion of these funds that are held at the State level.

State Laws: The two pertaining state laws frame the current statutory parameters for teachers’ content knowledge, licensure pathways, paraprofessional qualifications, and educator effectiveness.

Questions and Comments

Some of the questions we are still exploring:

1. How can CDE think about an aligned approach of support for districts that focuses on the interconnectedness of the work rather than siloed support around various content?
2. Should a unique definition of in-field (and out-of-field) be identified for teachers in schools that have received waivers from licensure requirements? If so, what should that definition include?

Implementation Process and Next Steps

The Effective Spoke Committee has two more meetings scheduled for October 14th and November 2nd to consider feedback from the Hub Committee. We will finalize our Spoke’s feedback and recommendations on the identified key decisions and send them forward to the Hub Committee. At least one member of our Spoke’s lead team will continue to be present at each Hub Committee meeting as needed for clarification or information pertaining to our group’s work.

Recommendation of Committee

Initial recommendations from the Effective Instruction and Spoke Committee:

1. Refine definitions of experienced/inexperienced and in/out of field in Colorado Equity Plan to align with ESSA’s deferral to State law.
 - a. Inexperienced – 0-2 years’ experience teaching in any educational setting
 - b. in-field – holds a license with an endorsement in the subject area in which the teacher is assigned to teach (the Spoke Committee makes this recommendation with a caveat that the path toward subject area endorsements could be made more flexible)
2. Use definition of effective/ineffective from Senate Bill 10-191
3. Descriptions included in the plan of how CDE will improve the skills of teachers, principals, or other school leaders should only make general references to the State model evaluation system and associated supports. A detailed description of the system, such as that included in the ESEA Flexibility Waiver, should not be included as this is not an ESSA requirement.



Feedback:

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