

Effective Instruction and Leadership Spoke Committee

Report to ESSA Committee of Practitioners

October 6, 2016



ESSA State Plan Development



APPROVAL*

- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

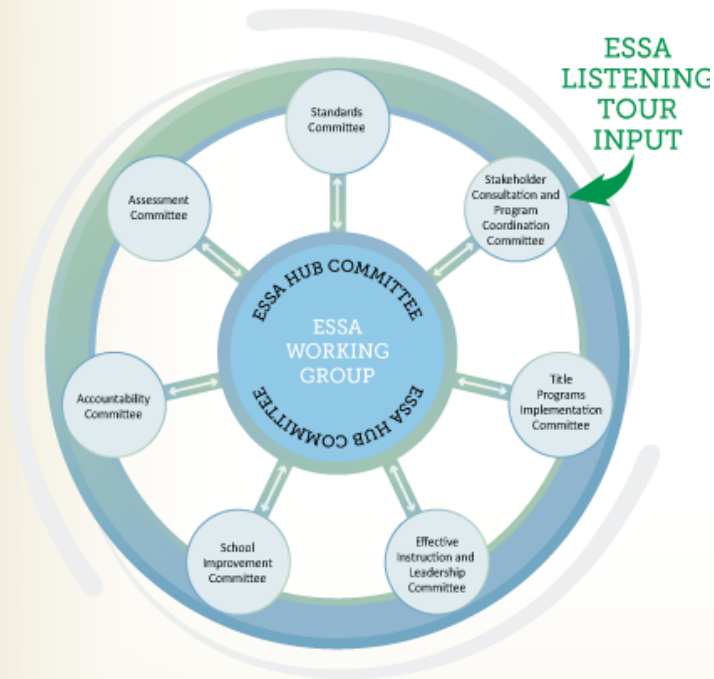
* List of approvers is dictated in the federal law.

CRITICAL PARTNERSHIPS FOR INPUT THROUGHOUT THE PROCESS

- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community



Charge for Spoke Committees



- Draft, review, and revise sections of Colorado’s ESSA State Plan;
- Provide recommendations on content specific decision points
- Identify possible areas for additional flexibility in state legislation
- Propose responses to and provide justifications for decisions made concerning stakeholder feedback; and,
- Present and submit draft sections, recommendations , and summaries of the ESSA state plan work to the Hub committee.

Effective Instruction & Leadership Spoke Participants

- **Newly formed group of stakeholders from across the state**
 - School Districts
 - District Leaders
 - Educators
 - BOCES
 - Institutes of Higher Education
 - Education Partners
 - ASCD (formerly the Assoc. for Supervision and Curriculum Development)
 - Center for Teaching Quality
 - Colorado Education Association
 - Colorado Education Initiative
 - KIPP Colorado Schools
 - Public Education Business Coalition (PEBC)

Effective Instruction & Leadership Spoke Meetings

Effective Instruction and Leadership Spoke Meetings:

- **August 4, 2016, 1:00 – 4:00 p.m.**
 - Equity Working Group: August 22, 2016, 1:00 – 4:00 p.m.
 - Support Working Group: August 22, 2016, 1:00 – 4:00 p.m.
- **September 7, 2016, 10:00 a.m. – 2:00 p.m.**
 - October 10, 2016 – Hub Committee
 - October 12th or 13th, 2016 – State Board of Education
- **October 14, 2016, 10:00 a.m. – noon**
- **November 2, 2016, 10:00 a.m. – 2:00 p.m.**

ESSA Requirements and Decision Points



Effective Instruction & Leadership

Key Decision Points

- **Identify educator definitions for:**
 - Experienced/inexperienced
 - In-field/out-of-field
 - Effective/ineffective
- **CDE's identified use of Title I and II funds in support of districts**
- **CDE's support to improve preparation programs and strengthen teachers, principals and leaders ability to identify and support students with specific learning needs**
- **CDE's support of local districts' implementation of educator evaluation systems**
- **Definition of para-professional standards and demonstration of meeting those standards**

Recommendations

- Define ‘inexperienced’ as teachers with 0-2 years of experience teaching in any educational setting.
- Define ‘in-field’ as holding a license with an endorsement in the subject area in which the teacher is assigned to teach.
- Continue to use the definition of effective/ineffective contained in SB 10-191.
- Keep references to State model educator evaluation system broad and do not include any details that are not required.
- Maintain paraprofessional requirements aligned to former highly-qualified rules in NCLB

Potential Unintended Consequences

Definition	Potential Unintended Consequence	Discussion Question(s)
In-field: endorsed	Teachers in schools with waivers from licensure (charter schools) would largely be counted as 'out-of-field'.	Should we identify a unique definition for waiver (including public and charter) schools? If so, what should it include?
In-field: endorsed	Teachers who were considered 'highly qualified' under NCLB without the endorsement may be then counted as 'out-of-field' until they apply for and meet endorsement standards.	Can we live with this unintended consequence in the short-term while we flesh out additional pathways to add endorsements?
Inexperienced	Is there truly an equitable application of experience for all educators.	What criteria counts as 0-2 years of experience? Does part time or .25 time count for two full years just as a full time 100% teacher?

Discussion Questions

Feedback for the Spoke Committee

- If we define in-field as an educator who holds an endorsement in that content, what could this mean in different contexts for our districts?
- If we use the definition of experienced to include all educators with 2 or more years of teaching, then how could this impact retention and recruitment?
- If we keep current paraprofessional requirements, what are the implications for the field?
- What is needed to have an experienced, effective and in-field educator in front of students?

Thank You and Contact Information

- Thank you for your time and insight today!
- For more information, contact the Effective Instruction and Leadership Spoke Committee leads:
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