Addressing Human Capital Needs in Struggling Schools

ESEA Virtual Academy

March 22, 2016

Agenda

- **The "why" and the "how"**
  - Why are we talking about this?
  - How will we do it?
- **Program requirements**
  - A quick note about ESSA
  - Title I
  - Title II
  - Title III
- **Tools, resources, and supports**
  - Attract
  - Prepare
  - Develop, Support, and Retain

Why are we talking about this?

- **ESEA programs are all intended to improve student achievement and close opportunity gaps for all students, particularly those who are at-risk.**

- **Research continues to tell us that a great teacher is the single most important factor in improving a student's educational experience.**

- **Research also tells us that students living in poverty, minority students, and English Learners are more likely to be taught by teachers who lack the knowledge, skills, and/or experience to meet their needs.**

How will we do it?

- **The program requirements and CDE supports described in this webinar will focus on the following factors for addressing human capital needs in struggling schools:**
  - Attract
    - Teacher qualifications
    - Recruitment
  - Prepare
    - Higher education partnerships
    - Induction
  - Develop, Support, and Retain
    - Professional development
    - Evaluation
    - Working conditions

Focus

- **Today's webinar does not go into detail on best practices in the area of attracting, preparing, and supporting teachers in struggling schools.**

- **The goal of today's webinar is to familiarize you with ESEA requirements in this area and connect you with the tools and supports offered by CDE.**

  - These tools and supports offer more detail on best practices in the areas addressed by each.

Program Requirements

Every Student Succeeds Act (ESSA)

- As you may know, ESSA was signed into law on December 10, 2015.

- While there are some changes from NCLB, the program requirements covered in today's webinar remain mostly the same.

- The changes and new opportunities in ESSA reflect a more comprehensive approach to equity than what was previously in NCLB.

- And what we're really talking about today is...EQUITY!

Title I

■ **Teacher Qualifications**

NCLB	ESSA
All teachers and paraprofessionals must be highly qualified.	All teachers and paraprofessionals must meet applicable State licensure and certification requirements.
For more detailed information on this transition, please visit http://www.cde.state.co.us/fedprograms/hqtessatransition.	

Title I

- **Professional Development in Schoolwide Programs**

NCLB	ESSA
Must provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals…	**May include** professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and to recruit and retain effective teachers, particularly in high-need subjects

Title I

- **Equitable Access**

NCLB	ESSA
States must ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.	States must ensure that low-income and minority students are not taught at higher rates than other students by **ineffective**, inexperienced, or out-of-field teachers.

- **Funding**
  - Through 2016-17, LEAs must set aside up to 10%* of allocation to address Priority Performance Challenges through professional development
  - *Can be waived for LEAs whose allocation is too small to avoid negatively impacting school-level allocations if set-aside is taken.

Title II

■ **Funding**

NCLB	ESSA
LEAs must target funds to schools that— • have the lowest proportion of highly qualified teachers; • Have the largest average class size; or • are identified for school improvement.	LEAs must prioritize funds to schools that are implementing **comprehensive support and improvement*** activities and **targeted support and improvement*** activities and have the highest percentage of students (ages 5-17) living below the poverty line.
Funds can be used at the district or school level. This includes non-Title I schools. This presents an opportunity to address human capital needs in struggling schools that may not be benefitting from Title I funds.	
	*Indicates new school improvement designations in ESSA.

Title III

■ **Teacher Qualifications**

NCLB	ESSA
Teachers in ELD programs must be fluent in English and any other language used for instruction, including having written and oral communication skills.	Remains the same

Title III

- **Professional Development**

NCLB	ESSA
LEAs must provide high quality professional development for classroom teachers, principals, administrators and any other personnel that relates directly to the instruction of ELs that support the linguistic, academic, and social-emotional challenges and opportunities of ELs.	LEAs must provide **effective** professional development for classroom teachers, principals, **any other school leaders,** administrators and any other personnel that relates directly to the instruction of ELs that support the linguistic, academic, and social-emotional challenges and opportunities of ELs.

Tools, Resources, and Supports

Tools

Tool	Factors Addressed	Location
Self-Assessment for Healthy Human Capital Systems	✓ Teacher qualifications ✓ Recruitment ✓ Higher education partnerships ✓ Induction ✓ Professional development ✓ Evaluation ✓ Working conditions	http://www.cde.state.co.us/fedprograms/tii/a
Guidebook on Designing, Delivering, and Evaluating Services for English Learners	✓ Teacher qualifications ✓ Professional development	http://www.cde.state.co.us/cde_english/guidebookaug15

Tools

Tool	Factors Addressed	Location
Equitable Distribution of Teacher Data on SchoolView.org	✓ Teacher qualifications ✓ Equitable access	Instructions are posted at: http://www.cde.state.co.us/fedprograms/teacher-data-on-schoolview
Colorado State Model Performance Management System (RANDA)	✓ Evaluation ✓ Equitable access	http://www.cde.state.co.us/educatoreffectiveness/copms
Elevate Colorado	✓ Evaluation	http://www.cde.state.co.us/educatoreffectiveness/elevatecolorado
Title I Schoolwide Program Toolkit	✓ Working conditions	http://www.cde.state.co.us/fedprograms/swtoolkit

Resources and Supports

Resource/Support	Factors Addressed	More Information At...
Resource Guide for Deepening the Understanding of Teachers' Professional Practices	✓ Evaluation ✓ Professional development	http://www.cde.state.co.us/educatoreffectiveness/resourceguide-teacherprofessionalpractices
Educator Effectiveness Trainings	✓ Evaluation	http://www.cde.state.co.us/educatoreffectiveness/trainings
TELL Colorado Survey	✓ Working conditions ✓ Induction ✓ Professional Development ✓ Retention	http://tellcolorado.org/

Resources and Supports

Resource/Support	Factors Addressed	More Information At…
Measures of Student Learning Guidance	✓ Evaluation	http://www.cde.state.co.us/educatoreffectiveness/studentgrowthguide
Culturally and Linguistically Diverse Education Professional Learning Opportunities	✓ Teacher qualifications ✓ Professional development ✓ Working conditions	http://www.cde.state.co.us/cde_english/professionaldevelopment

Questions?

simons_j@cde.state.co.us; 303.866.3905