

Advancing State Learning Systems through **ESSA**:

Vision, Strategies, Tools, and Exemplars for State Consolidated ESSA Plans



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Outcomes

Participants will:

- Gain understanding of a professional learning system
- Review ESSA's new definition of professional development and other actions
- Identify action steps to consider:
 - developing and advancing a shared vision for professional learning systems
 - analyzing programs and policies for impact
 - supporting local planning for improved professional learning
- Gain information from tools and exemplars


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Agenda

Process	Objective	Timing
Overview	<ul style="list-style-type: none"> Announcement of ESSA toolkit Vision for professional learning Support for educators 	5 minutes
Federal role	<ul style="list-style-type: none"> ESSA definition of professional development Status of ESSA regulations 	10 minutes
Learning systems	<ul style="list-style-type: none"> Continuous cycle of reflection State consolidated plans Strategies, tools, and state examples 	15 minutes
Q&A	<ul style="list-style-type: none"> Clarification of the issues 	15 minutes
Action steps	<ul style="list-style-type: none"> Declaration of next 1–2 actions 	5 minutes

Conditions for Learning Systems



- Establish a shared vision
- Use data to set goals and drive improvement
- Align resources for improvement
- Build leadership capacity
- Sustain implementation through effective change management


From *A New Vision for Professional Learning: A Toolkit to Help States Use ESSA to Advance Learning and Improvement Systems* by Learning Forward & EducationCounsel, 2017.

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Check-in poll

Which of the following conditions is your state focused on improving in its learning systems?

- Establish a shared vision.
- Use data to set goals and drive improvement.
- Align resources for improvement.
- Build leadership capacity.
- Sustain implementation through effective change management.



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Learning systems

Shared vision and standards	Data-driven goals and evaluation	Resource alignment	Leadership capacity	Sustained implementation with change management
Leverage ESSA's updated definition of PD to strengthen quality	Use evidence and data to put your vision into practice	Use Titles I and II Funds to advance equity	Invest in leadership with ESSA's 3% set-aside	Deepen stakeholder engagement related to learning AND improvement systems
Use ESSA plans to articulate a vision for learning systems	Leverage ESSA's improvement requirements to improve implementation	Aligned opportunity: Title I School Improvement	Advance leadership for equity through Title I	
		Expand collaborative time under Title IV	Deepen leadership through the Teacher & School Leader Incentive Fund	

From *A New Vision for Professional Learning: A Toolkit to Help States Use ESSA to Advance Learning and Improvement Systems* by Learning Forward & EducationCounsel, 2017.

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Sample checklist

STATE CHECKLIST: ADVANCE A SHARED VISION THROUGH THE REVISED PD DEFINITION

- Engage key stakeholders to establish or strengthen a shared vision of the learning systems, down to the school level, that leverage and meet the new definition of PD.
- Determine how student standards, teaching standards, and professional learning standards will inform the vision.
- Define the unique roles at the state, district, and school level that foster professional learning systems in alignment with your definition and vision.
- Disseminate your state's vision for professional learning and show how it is aligned with the definition.
- Conduct a policy review and analyze current investments to determine alignment with the definition of PD and your state vision (see Tool 2: Program and Policy Review, p. 48)
- Adopt or adapt professional learning standards and use them to drive all decisions regarding professional development.

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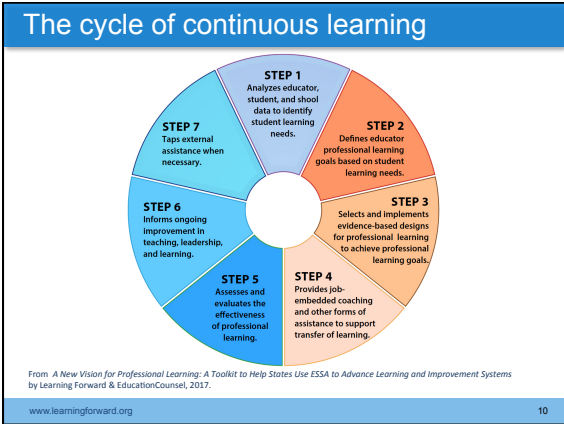
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Federal Definition

“The term ‘professional development’ means activities that –

are **sustained** (not stand-alone, 1-day, or short term workshops), **intensive, collaborative, job-embedded, data-driven, and classroom-focused**”

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Check-in poll

Have you reviewed your own professional development initiatives for alignment with the federal definition?

- ① We've already reviewed our initiatives and identified which programs to revise or abandon to meet the standards of quality.
- ② We're planning to review our initiatives.
- ③ We're planning to ask our districts to review their initiatives.
- ④ We're not sure yet.

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Spotlights

- Kentucky's vision for improving practice
- Building a shared vision in Florida
- A district's vision for improving practice
- Using data to evaluate impact and improve
- Aligning resources for improvement
- Creating time for learning
- Developing leadership

Tools for Learning Schools

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Spotlight on Delaware's vision

All Delaware educators deserve:

1. Individualized coaching
2. Self-directed learning opportunities
3. Participation in learning communities
4. Powerful school leadership
5. Teacher leadership opportunities
6. Adequate and relevant resources
7. Data-informed design and feedback opportunities
8. Responsive organizational supports

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Spotlight on Tennessee's guide

Provide Instructional Coaches, Specialists and Other Supports for Teachers

Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs. If the funds are marked with an *, the specific program requirements must be met for eligible school, teacher and/or student activities. Reference the appendixes for program overviews and supplement not supplant requirements applicable to each program.

ACTIVITIES	State	Local	ESSA										IDEA			
			Title I					Title II					Part B	CDE	Pre-K	Perkins *
			1001 (A)	1002 (B)	A	B	RLA	PLB	VLB	X	X	X				
LEA Level																
Hiring or contracting with instructional coaches to assist teachers in improving instruction	X	X	X	X	X	X	X	X	X	X	X	X			X	
Teacher mentoring programs in schools	X	X	X	X	X	X	X	X	X	X	X	X			X	
Induction programs for new teachers in schools	X	X	X	X	X	X	X	X	X	X	X	X				
School Level																
Spends and/or release time to permit effective teachers to support other teachers to improve instruction	X	X	X	X	X	X	X	X	X	X	X	X			X	X
Hiring school-based instructional coaches	X	X	X	X	X	X	X	X	X	X	X	X			X	X
Hiring school-based content experts to mentor and support other teachers	X	X	X	X	X	X	X	X	X	X	X	X			X	X
Adding time to the day or redesigning the school schedule to provide teachers with collaborative planning opportunities	X	X	X	X	X	X	X	X	X	X	X	X				
Induction programs for new teachers	X	X	X	X	X	X	X	X	X	X	X	X			X	X
Professional development for teachers in content knowledge and classroom strategies	X	X	X	X	X	X	X	X	X	X	X	X			X	X
Professional development activities involving collaborative groups of teachers and administrators	X	X	X	X	X	X	X	X	X	X	X	X			X	X

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Tools and resources

Vision-setting protocols

Program and policy review

Sample local ESSA plan question


SUGGESTED SEQUENCE FOR USING TOOLS

- Vision-Setting Protocols p. 41
- Policy and Program Review p. 48
- Your preferred action planning tools
- Sample Local ESSA Plan Question p. 52
- Strategy Guide to understand opportunities in ESSA to advance your priorities
- Question Response Rubric p. 54

From *A New Vision for Professional Learning: A Toolkit to Help States Use ESSA to Advance Learning and Improvement Systems* by Learning Forward & EducationCounsel, 2017.

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Program inventory



PROFESSIONAL LEARNING PROGRAM INVENTORY								
Program	Sponsor/ Organizer	Implementation Status	Evidence of Impact for Students and Educators	Definition Criteria: Expert Leadership	Definition Criteria: Job-embedded	Definition Criteria:	Definition Criteria:	Maintain, Adjust, or Abandon?
Example: Early Learning Educator Series	SEA/Head Start	Implemented in 20% of schools; uneven quality	None yet		x			

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Check-in poll


Where are you in developing a local ESSA plan template?



- ① We haven't had a chance to start yet.
- ② We've developed a draft.
- ③ We've finalized the local ESSA template.
- ④ Districts are already submitting local ESSA plans.

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Sample local plan question



Describe your system of professional growth and improvement at the school level and your district's strategies to support professional growth and improvement. In your description, please address:


- How your system uses **data and other evidence** to identify teacher and student needs and inform your professional development strategy; also, describe how **stakeholder feedback** was incorporated into your plan;
- How district policies provide sufficient time and **resources** to ensure professional development is sustained, ongoing, and job-embedded
- How the system builds the requisite **leadership capacity** for those who facilitate professional development (and sustains support for them over time);
- How the district is moving toward **evidence-based** professional development that aligns with the new definition of professional development; and
- What measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes, and your plan for how you will **continuously improve** implementation.

ESSA establishes a new definition of professional development and new evidence requirements. This question asks districts to consider how their investments align with these new requirements, and prompts them to consider how existing investments may need to change or be abandoned.

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Sample rubric



CRITERIA	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXEMPLARY
System Alignment	<ul style="list-style-type: none"> • The professional growth and improvement system described does not clearly align with broader goals for achieving equity and excellence. • The system does not represent a coherent and coordinated approach to achieving the district's goals around equity and excellence. • The district's plan for its professional learning and investment doesn't reflect meaningful consultation with a variety of stakeholders and doesn't include a plan for ongoing engagement. 	<ul style="list-style-type: none"> • The professional growth and improvement system described clearly aligns with broader goals for achieving equity and excellence. • The system represents a coherent and coordinated approach to achieving the district's goals around equity and excellence. • The district's plan for its professional learning and investment reflects meaningful consultation with a variety of stakeholders and includes a plan for ongoing engagement. 	<p>In addition to Meets Expectations:</p> <ul style="list-style-type: none"> • The LIA's plan is informed by significant reflection about what has and hasn't worked in the past. • All federal, state, and local funding sources are aligned to achieve the district's goals; no status-quo spending that is no longer aligned.

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Discussion and Questions



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Please identify the step or steps you will take next.



Next actions

- 1) Review checklists of opportunities for each condition of a learning system.
- 2) Review and plan to use vision-setting protocols.
- 3) Plan to conduct a program and policy review.
- 4) Examine a sample local plan question.

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