

SEA Tool 5.1 Strengthening the Title IIA application to improve teaching and leading

Directions	Read and analyze the following evidence-based practices and open-ended questions with your team members to determine which ones you could embed into your revised Title IIA application for districts.
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All students should have equal access to highly effective educators. The district should have specific policies, procedures, and practices to ensure equity as well as an effective cadre of teachers and paraprofessionals.

Evidence-based practices to embed into the LEA application:

1. Equitable access for students is available to highly effective educators in schools and across the district.
2. The district has strategies to address between-school and within-school equity gaps in staffing/resources.
3. A process is in place to ensure licensed, highly effective teachers are hired.
4. A process is in place to ensure highly qualified paraprofessionals are hired.
5. The district identifies, supports, and monitors educators with low teacher-effect scores and/or observation scores.
6. District staff members annually review human capital data, such as the distribution of evaluation scores at the school and district levels.
7. Teachers receive professional learning, which is aligned with the ESSA definition, in the implementation of state standards and high-quality instructional materials.
8. The district has a system in place to analyze qualitative and quantitative data about the quality of professional learning for all educators.
9. Professional learning offerings focused on poverty and cultural competency are provided to educators.
10. Special education and general education staff receive professional learning, which is aligned with the ESSA definition, serving students with disabilities.
11. The district has specific recruitment procedures and/or strategies for teachers, including special education, ESL, and other specialized teachers.
12. The district has a formal plan to recruit highly effective educators, including educators from diverse backgrounds. The district has specific strategies or incentives for retaining highly effective teachers.

13. The district has support available (e.g. mentoring) for teachers who are new to the profession and/or district.
14. The district offers multiple career pathways or teacher leadership opportunities that include additional compensation.
15. The district has a specific plan and procedures for filling teaching positions in hard-to-staff subjects.
16. The district implements or participates in pipeline programs to identify and attract high-potential candidates (i.e. paraprofessionals or interns) to the profession.
17. The district has specific partnership agreements with local or regional educator preparation providers that provide a pool of well-qualified candidates aligned to district staffing needs.

Open-ended questions to embed into the LEA application. Consider providing a space or text box after each question for applicants to record their evidence and responses.

1. How does the district leadership team annually review human capital data (e.g. distribution of evaluation scores) at the school and district levels?
2. Describe the district's plan to provide accurate, high-quality feedback to teachers and to prevent overinflation of observation scores by certified observers.
3. How does the district ensure equity across schools with regard to the distribution of staff, including high-quality teachers, supported by state and local funds?
4. What is the process for ensuring that the districts hires licensed, highly effective teachers and paraprofessionals?
5. What is the specific process for identifying and supporting teachers with low growth scores and/or low observation scores in consecutive years? Are these teachers required to attend specific professional development offerings?
6. What is the process for ensuring all teachers have access to development offerings related to the implementation of state standards and high-quality instructional materials?
7. What is the process for analyzing the effectiveness of professional learning related to the implementation of state standards and high-quality instructional materials?
8. What professional development offerings focus on developing teacher and staff capacity for cultural competency and understanding the effects of poverty?
9. Is professional development offered to assist teachers and staff in responding appropriately to students who have been exposed to adverse childhood experiences (ACEs) or trauma?
10. How does the district ensure that students with disabilities have access to highly effective teachers?
11. What is the district's formal plan to recruit highly effective educators, including educators from diverse backgrounds?

12. Describe the district's specific recruitment procedures and/or strategies for teachers, including special education, ESL, and other specialized teachers.
13. Describe the specific strategies and/or incentives for retaining highly effective teachers.
14. Provide some examples of multiple career pathways or teacher leadership opportunities.
15. Which subject areas are considered hard-to-staff in the district?
16. What is the district plan and procedure for filling teaching positions in hard-to-staff areas?
17. Describe MoUs or partnership agreements with local universities and/or educator preparation programs.
18. Does the district implement or participate in pipeline programs to identify and attract high-potential candidates (i.e. paraprofessionals or interns) to the profession?