

## ESSA Teacher/Leader Effectiveness Subcommittee Timeline

Sept 8, 2016	Sub-com meeting	<p>Discuss 5.1 and 5.2</p> <ul style="list-style-type: none"> <li>• Summary of key elements for Support for Educators</li> <li>• Review of Title II section of ESSA</li> <li>• Summary of key elements of Systems of Educator Development, Retention, and Advancement</li> <li>• Review PTESS, effective teacher definition, leadership academies, mentoring</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Review 5.3 Educator Equity and ND Equity Plan</li> <li>• Any information that members can bring back next time?</li> <li>• Share info with colleagues, get feedback to bring to team</li> </ul>
Sept 30, 2016	ESSA – Lrg Grp	Share discussion and recommendations from subcommittee
<p><i>Tentative Dates</i></p> <p>Oct. 17<sup>th</sup> 1pm-4pm  Oct. 19<sup>th</sup> 9am-12pm  Oct. 19<sup>th</sup> 1pm-4pm</p>	Sub-com meeting	<p>Begin draft ESSA template for Section 5.1 and 5.2 per September meeting</p> <p>Review work completed on 5.1, 5.2, and new information available</p> <p>Overview of 5.3 Educator Equity</p> <ul style="list-style-type: none"> <li>• Review ND Equity Plan</li> <li>• Review definition of effective teacher</li> <li>• Continue discussion on 5.1 and 5.2, if necessary</li> <li>• Determine if other information needed and who will provide it</li> <li>• Highlight 5.4 Performance Management &amp; Technical Assistance for Supporting Excellent Educators</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Review consolidated application, data/reporting, and monitoring process</li> <li>• Any information that members can bring back next time?</li> <li>• Share info with colleagues, get feedback to bring to team</li> </ul>
Oct 25, 2016	ESSA – Lrg Grp	Share discussion and recommendations from subcommittee
<p><i>Tentative Dates</i></p> <p>Nov. 7<sup>th</sup> 1pm-4pm  Nov. 14<sup>th</sup> 1pm-4pm  Nov. 15<sup>th</sup> 9am-12pm  Nov. 16<sup>th</sup> 9am-12pm</p>	Sub-com meeting	<p>Update draft for review of all elements of Section 5 (strong draft)</p> <p>Review work and any new information on 5.3 and 5.4</p> <p>Summary of processes for consolidated application, data collection, and monitoring</p> <p>Determine if other information is necessary</p> <p>Review of any areas missing</p> <p>Final discussions on 5.4</p> <p>Other discussions</p>
Nov 30, 2016	ESSA – Lrg Grp	Share discussion and recommendations from subcommittee
<p><i>Tentative Dates</i></p> <p>December</p>	Sub-com meeting	<p>Follow-up to discuss and review final rules and regulations</p> <p>Final revisions and recommendations, if necessary</p>

## Key Questions

- Where does the current state initiative strongly align with the state's vision and beliefs?
- Where are there gaps between the current state initiative and the state vision?
- What adjustments need to be made to bring the current state initiatives in line with the state vision?
- What resources are needed to support these adjustments?
- What key data point(s) about teacher/leader effectiveness should be reflected in the school/system dashboard and/or report card to provide transparency and promote continuous improvement?

5.1 Systems of Educator Development, Retention and Advancement

5.2 Support for Educators

5.3 Educator Equity

5.4 Performance Management & Technical Assistance for Supporting Excellent Educators

## Scope of Work for Supporting Educator Excellence

- Define effective educators' criteria and measures under Title II, Part A.
- Review and recommend updates, if needed, to North Dakota's educator evaluation and support system.
- Review and recommend updates, if needed, to North Dakota's system of educator development, retention and advancement.
- Review and recommend updates to North Dakota's current Equity Plan.
- Review allowable use of funds and recommend strategies for improved use of funds to support the state's vision, including a state level reservation of funds.
- Review local and state reporting requirements to inform definition and data decisions.
- Determine if gaps exist between current ESSA requirements for special education teachers and current state standards.
- Recommend what the state 3 percent set-aside could be used to support:
  - a. Provide effective teacher and principal preparation and professional development related to the education of ELs which may include:
    - Assisting teachers, principals, and other educators in meeting state and local certification requirements for teaching English learners.
    - Improving teaching skills in meeting the diverse needs of English learners, including how to implement effective programs.
    - Providing effective professional development activities and other effective activities related to the education of English learners, including identifying curricula for teaching English learners.
    - Assist in identifying and implementing effective instructional programs (including dual language models) for teaching English learners.
  - b. Review and align state and federal definitions of English learner students.