

## USDE ESSA STATE PLAN TEMPLATE: SECTION 5 – Supporting Excellent Educators

### Section 5: SUPPORTING EXCELLENT EDUCATORS

#### 5.1 Systems of Educator Development, Retention and Advancement

*Instructions:* In the section below, each SEA must describe its systems of educator development, retention, and advancement.

- A. **Educator Development, Retention, and Advancement Systems.** Consistent with 2101 and 2102 of the ESEA, describe the State’s educator development, retention, and advancement systems, including at a minimum:
- i. The State’s system of certification and licensing of teachers and principals or other school leaders;
  - ii. The State’s system to ensure adequate preparation of new educators, particularly for low-income and minority students; and
  - iii. The State's system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the State has elected to implement such a system. Alternatively, the SEA must describe how it will ensure that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.

[Click here to enter text.](#)

#### 5.2 Support for Educators

*Instructions:* For each item below, each SEA must provide its rationale in the text box provided. Each SEA must also use the tables below to provide its timeline for the design and implementation of the strategies it identifies. Each SEA may add additional rows to each table as needed.

- A. **Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
  - ii. Improve the quality and effectiveness of teachers and principals or other school leaders;
  - iii. Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and
  - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in the State’s plan for educator equity.

**Rationale for Selected Strategies.** Describe the SEA’s rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students consistent with 20101(d)(2)(J) of the ESEA, including strategies for teachers of, and principals or other school leaders in schools with: low-income students; lowest-achieving students; English learners; children with disabilities; children and youth in foster care; migratory children, including preschool migratory children and migratory children who have dropped out of school; homeless children and youths; neglected, delinquent, and at-risk children identified under title I, part D of the ESEA; immigrant children and youth; students in LEAs eligible for grants under the Rural and Low-Income School Program; American Indian and Alaska Native students; students with low literacy levels; and students who are gifted and talented.

**Rationale for Selected Strategies.** Describe the SEA’s rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

- C. Evaluation and Support Systems.** If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA.

**Rationale for Selected Strategies.** Describe the SEA’s rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

D. **Education Preparation Programs.** If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the State will improve education preparation programs consistent with section 2101(d)(2)(M) of the ESEA.

**Rationale for Selected Strategies.** Describe the SEA’s rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

### 5.3 Educator Equity

*Instructions:* For each item below, each SEA must describe how it will meet the applicable statutory and regulatory requirements. Each SEA may add additional rows to each table as needed.

A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria so that each provides useful information about educator equity and disproportionality rates, for the following key terms:.

Key Term	Statewide Definition or Statewide Guidelines
Ineffective teacher	Click here to enter text.

Key Term	Definition
Out-of-field teacher	Click here to enter text.
Inexperienced teacher	Click here to enter text.
Low-income student	Click here to enter text.
Minority student	Click here to enter text.

Other Key Terms (optional)	Definition

B. **Rates and Disproportionalities.** Using the definitions provided in section 5.3A and data, demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. In making this demonstration, the State must calculate and report student-level data on a statewide basis.

**Extension.** Check this box if ED has granted the SEA an extension for the calculation of educator equity student-level data. In compliance with §299.13(d)(3), an SEA that receives an extension must still calculate and report disproportionality based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any disproportionate rates based on the school-level data consistent with section 5.3.E.

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Disproportionality between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Disproportionality between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Disproportionality between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)

<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Disproportionality between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Disproportionality between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Disproportionality between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

C. **Public Reporting.** Consistent with §299.18(c)(5), describe where the SEA will publish and annually update:

- i. the rates and disproportionalities calculated in section 5.3.B;

- ii. the percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii. the percentage of teachers categorized as out-of-field teachers consistent with §200.37; and
- iv. the percentage of teachers categorized as inexperienced teachers consistent with §200.37.

Click here to enter text.

**D. Root Cause Analysis.** If the analysis in section 5.3.B demonstrates that low-income or minority students enrolled in schools receiving funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g., statewide, between districts, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated in section 5.3.B.

Click here to enter text.

**E. Identification of Strategies.** Each SEA that demonstrates that low-income or minority students enrolled in schools receiving funds under title I, part A of the ESEA are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers must provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated in section 5.3.B that are based on the root cause analysis and focuses on the greatest or most persistent rates of disproportionality demonstrated in this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under §200.19 that are contributing to those disproportionate rates.

Click here to enter text.

Root Cause	Strategy	Timeline	Funding Sources
Click here to enter text.			
Click here to enter text.			
Click here to enter text.			
<Add rows as necessary>	Click here to enter text.	Click here to enter text.	Click here to enter text.

**5.4 Performance Management and Technical Assistance for Supporting Excellent Educators.**

*Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding supporting excellent educators, consistent with §299.14 (c). The description of an SEA’s system of performance management must include information on the SEA’s review and*

approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA’s description must include strategies and timelines.

- A. **System of Performance Management.** Describe the SEA’s system of performance management for implementation of State and LEA plans for supporting excellent educators.

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- B. **Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State’s strategies described in its consolidated State plan for supporting excellent educators.

Click here to enter text.
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- C. **Collection and Use of Data.** Describe the SEA’s plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

- D. **Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of included programs using the data in section 5.4.C to ensure compliance with statutory and regulatory requirements related to supporting excellent educators.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

- E. **Continuous Improvement.** Describe the SEA’s plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent

educators.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

- F. **Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for supporting excellent educators.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.