

## Using Title II under ESSA to Support Accomplished Teaching in Districts

The passage of the Every Student Succeeds Act (ESSA) presents districts with an opportunity to strategically support improving the quality of the teaching workforce. Title II of ESSA provides \$2.5 billion annually to states and districts for professional learning. Districts should use the flexibility they have to invest in activities grounded in a coherent professional continuum. This would include novice teacher support through residency and induction programs, professional learning and growth systems that lead to board certification, and teacher leadership opportunities that spread the expertise of accomplished teachers.



### Engage the expertise of Board-certified teachers in the process of developing local plans for Title II

As districts design their plans under ESSA, they should involve Board-certified teachers in the process from the beginning. Districts are required to meaningfully consult with stakeholders including teachers pursuant to §2102(b)(3). National Board Certified Teachers are [instructional experts](#) who have proven their teaching meets the highest standards in the profession and will be able to provide great insight as to how to design and implement teacher quality initiatives that will build a continuum of teaching excellence.

### How districts can use Title II funds to support accomplished teaching

Of the \$2.5 billion in Title II allocated to states and districts for professional learning, 95% of it flows to districts. Section 2103(b)(3) of Title II gives districts 16 options for how to allocate their Title II dollars. Districts should use their Title II funds to invest in high-impact activities that will increase the capacity of their teaching workforce. Recommendations for how Title II funds can be used to support accomplished teaching follow:

Strategies	Potential Models for Title II Activities	Applicable Section(s) of <a href="#">Title II</a>
<b>Support beginning teachers in mentor and induction programs</b>		
<ul style="list-style-type: none"> <li>select accomplished teachers, including Board-certified teachers, to serve as mentors in induction programs and provide them with additional compensation for serving in these roles</li> <li>train mentor teachers, especially Board-certified teachers, to use the <a href="#">National Board Standards</a> to guide coaching and feedback for novice teachers</li> <li>embed the observation and analysis of accomplished teaching into induction and mentoring programs for beginning teachers, including through use of the National Board's <a href="#">ATLAS video library</a></li> </ul>	<p>Central Washington University's use of <a href="#">the ATLAS video library</a></p> <p>Wake County's <a href="#">Beginner to Board Certified Program</a></p>	<p>§ 2103(b)(3)(B)</p>
<b>Strengthen professional learning and growth opportunities</b>		
<ul style="list-style-type: none"> <li>encourage teachers to pursue Board certification by defraying their fees and providing them with time and support, including trained and compensated mentors</li> <li>support job-embedded, team-based professional learning where teachers assess their practice against <a href="#">National Board Standards</a> and pursue components of Board certification aligned to their professional learning needs</li> <li>support content-specific professional learning led by accomplished teachers, including Board-certified teachers</li> <li>provide additional compensation for Board-certified teachers, including those teaching in high-need schools</li> </ul>	<p>National Board Professional Development Schools in <a href="#">Clark County</a></p> <p><a href="#">Incentives for accomplished teachers in high-need schools</a></p>	<p>§ 2103(b)(3)(B)  § 2103(b)(3)(E)  § 2103(b)(3)(M)  § 2103(b)(3)(O)  § 8002(42)</p>
<b>Promote teacher leadership</b>		
<ul style="list-style-type: none"> <li>create opportunities for accomplished teachers, including Board-certified teachers, to serve as teacher leaders who facilitate the instructional learning of their colleagues, including in hybrid roles</li> <li>provide additional training, support, and compensation to teachers who assume leadership roles and responsibilities</li> <li>develop career lattices to include a variety of teacher leadership roles, especially for Board-certified teachers</li> </ul>	<p><a href="#">Kentucky's Activating Teacher Leadership Institute</a></p>	<p>§ 2103(b)(3)(B)  § 2103(b)(3)(M)</p>