

The Every Student Succeeds Act (ESSA) Background and Key Questions: Teachers and School Leaders

ESSA—What should education advocates know?

There are **several key provisions** within ESSA that education advocates should know about. Below is a bit more detail on the provisions for **Teachers and School Leaders** under ESSA.

Why do they matter?

Research demonstrates that teachers and leaders are the most important in-school factors impacting student learning. **Therefore successful teachers and school leaders are critical to Delaware’s education system.**

What does ESSA require?

Reporting: State and LEA report cards must include data that show the professional qualifications of educators, including the number and percentage of:

- **Inexperienced** teachers, principals, and other school leaders
- Teachers teaching **with emergency credentials**
- Teachers who are **out-of-field** (certified in a different subject or grade level than they are placed in)

Districts and state report cards must also include **comparisons of high-poverty and low-poverty schools on these metrics**. In addition, state and district *plans* must describe **strategies** to ensure low-income and minority students are not taught at a disproportionate rate by **ineffective, out-of-field or inexperienced teachers**. These plans and these data must also be made public.

Delaware’s current plan for ensuring low-income and minority students have access to excellent educators is the [Excellent Educators for All Plan](#). It includes strategies for ensuring excellent educators are supported and encouraged to teach in high-needs schools.

However, **it does not yet include data** on the rates at which high need students are taught by ineffective, out-of-field, or inexperienced teachers.

Funding and Resources for Teachers and Leaders: ESSA authorizes federal funding (Title II funding) for states and school districts to provide professional development activities that



support improving teacher and school leader effectiveness. Under ESSA, the use of these funds expands to include a **broader range of activities**. In addition, states can use up to **two percent of their Title II funds for new teacher “academies”** designed to prepare excellent teachers for schools serving high-need students. Operating outside state regulations and colleges of education, academies must focus on clinical preparation and issue credentials only when teachers show an impact on student learning. Title II dollars can also now be used for **teacher leadership activities**.

Helpful Links:

Delaware’s Excellent Educators for All Plan:

<http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/390/Delaware%20Excellent%20Educators%20for%20All%20Plan%20Body.pdf>

Council of Chief State School Officers ESSA Critical Area Outline on Teachers and Leaders:

<http://www.ccsso.org/Documents/2016/CriticalAreaOutlineTeacherandLeaderQuality.pdf>

Alliance for Excellent Education resource on Teachers and Leaders under ESSA:

<http://all4ed.org/reports-factsheets/every-student-succeeds-act-primer-teachers-and-school-leaders/>

Education Trust ESSA Fact Sheet on Teachers and Leaders: <https://edtrust.org/wp-content/uploads/2014/09/What-is-in-ESSA-Teachers-and-Leaders.pdf>

Leveraging ESSA to Support Teacher Leadership – Teach Plus MA teaching fellows:

<http://www.teachplus.org/news-events/publications/leveraging-essa-support-teacher-leadership>