

Using Title II of ESSA to Support Accomplished Teaching in States

The passage of the Every Student Succeeds Act (ESSA) presents states and districts with an opportunity to strategically improve the quality of their teaching workforce. Title II of ESSA provides \$2.5 billion to states and districts annually for professional learning. States should use their flexibility to fund activities that will strengthen the teaching continuum. This could 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 when developing Title II state plans

Under ESSA, states are required to meaningfully consult with stakeholders including teachers, pursuant to §2101(d)(3). Throughout the ESSA planning and implementation process, states should involve Board-certified teachers. Board-certified teachers are [instructional experts](#) who have proven their teaching meets the highest standards in the profession and can provide insight as to how to design and implement teacher quality initiatives that will build a continuum of teaching excellence.

How states can use Title II funds to support accomplished teaching

As approximately 95% of funds under Title II flow to districts, one key role for states is to provide guidance on how districts can use their funds to increase the capacity of their teaching workforce. State leaders can look to the [National Board's Title II District Recommendations](#) for best practices and ideas for investing in high-impact professional learning that grows accomplished teaching.

In ESSA, up to 4% of Title II funds may be reserved for state activities. Section 2101(c)(4) of Title II gives states 21 options for how to allocate their Title II dollars. It is critical that states use their Title II funds to invest in high-impact activities that will increase the capacity of their teaching workforce. Recommendations for how states can use their Title II funds to support accomplished teaching are on the following page.

Strategies	Potential Models for Title II Activities	Applicable section of Title II of ESSA
Support beginning teachers		
<ul style="list-style-type: none"> • provide pre-service and/or first-year teachers the opportunity to spend a residency year under the guidance of an accomplished teacher of record, with a preference for Board-certified teachers • recruit accomplished teachers, including Board-certified teachers, as clinical faculty in teacher preparation programs • support mentors to integrate professional teaching standards into their practice and become Board-certified • select and compensate accomplished teachers, including Board-certified teachers, as mentors in residency and induction programs, and train them to use National Board Standards to guide feedback • embed the observation and analysis of accomplished teaching into induction and mentoring programs for beginning teachers, including through the use of the National Board’s ATLAS video library 	Seattle Teacher Residency California Teacher Residencies	§2101(c)(4)(B)(xi) §2101(c)(4)(B)(vii)
Create professional growth opportunities		
<ul style="list-style-type: none"> • encourage teachers to pursue Board certification by defraying their fees and providing them with time and support, including trained and compensated mentors • provide additional compensation for Board-certified teachers, including those teaching in high-need schools • support job-embedded, team-based professional learning where teachers assess their practice against National Board Standards and pursue components of Board certification aligned to their professional learning needs • support content-specific professional learning led by accomplished teachers, including Board-certified teachers • strengthen state licensure by creating pathways for teachers who achieve and maintain Board certification to earn and renew licenses 	Mississippi World Class Teaching Program National Board Professional Development Schools in Illinois	§2101(c)(4)(B)(vii) §2101(c)(4)(B)(iii) §2101(c)(4)(B)(i) §2101(c)(4)(B)(v)
Promote teacher leadership		
<ul style="list-style-type: none"> • create opportunities for accomplished teachers, including Board-certified teachers, to lead professional learning for their colleagues and address state instructional priorities, including in hybrid roles • provide additional training, support, and compensation for teachers who assume leadership roles and responsibilities • develop career lattices to include a variety of teacher leadership roles, with a preference for Board-certified teachers 	California Leadership Corps Iowa Teacher Leadership and Compensation System	§2101(c)(4)(B)(v) §2101(c)(4)(B)(vii)