

Using Title II of ESSA to Support Accomplished Teaching in States & Districts

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 for professional learning, with flexibility in how they use this funding. Both states and districts should take advantage of this flexibility to invest in 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.

Leveraging the research base on Board Certification to support evidence-based activities

Part of ESSA's power is that it steers states and districts toward using Title II, Part A funds for evidence-based activities, strategies, and interventions. The definition of *evidence-based* requires that the activity demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, or promising evidence from at least one study, or there must be a rationale based on high-quality research that the activity is likely to improve outcomes. Studies on the National Board's effectiveness meet this standard, including Cowan & Goldhaber's 2015 study, [National Board Certification and Teacher Effectiveness: Evidence from Washington State](#). For more information, see [The Proven Impact of Board-Certified Teachers on Student Achievement](#).

Engaging the expertise of Board-certified teachers when developing Title II plans

Under ESSA, states and districts are required to meaningfully consult with stakeholders including teachers, pursuant to §2101(d)(3) and §2102(b)(3). Throughout the ESSA planning and implementation process, states and districts should involve Board-certified teachers. Board-certified teachers are [instructional experts](#) who have proven their teaching meets the highest standards in the profession and they can provide insight on teacher quality initiatives that will build a continuum of teaching excellence.

Using Title II to support accomplished teaching at the state and district levels

States may reserve up to 4% of Title II, Part A funds for state activities. Section 2101(c)(4) offers 21 options for how states can allocate these dollars. It is critical that states use these funds to invest in high-impact activities that will increase the capacity of their teaching workforce.

Approximately 95% of Title II, Part A funds go to districts. Section 2103(b)(3) offers districts 16 options for allocating their Title II dollars. Districts should invest in high-impact activities that will increase the capacity of their teaching workforce. States should use their influence to encourage districts to use Title II funds for high-impact activities. District and state leaders should consider the strategies for investing in high-impact activities that grow accomplished teaching on the following page.

| Activities | State Models | District Models |
|---|--|---|
| 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. (Refer to Section 2101(c)(4)(B)(xi) of the Every Student Succeeds Act) • Train mentor teachers to use National Board Standards to guide feedback, and encourage mentor teachers to pursue Board-certification. §2101(c)(4)(B)(vii), §2103(b)(3)(B) • Select and compensate accomplished teachers, including Board-certified teachers, as clinical faculty in teacher preparation programs and as mentors in residency and induction programs. §2101(c)(4)(B)(vii), §2101(c)(4)(B)(xi), §2103(b)(3)(B) • 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. §2101(c)(4)(B)(vii), §2103(b)(3)(B) | <p>Seattle Teacher Residency</p> <p>California Teacher Residencies</p> | <p>Central Washington University's use of the ATLAS video library</p> <p>Wake County's Beginner to Board Certified Program</p> |
| 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. §2101(c)(4)(B)(vii), §2103(b)(3)(B) • Provide additional compensation for Board-certified teachers, including those teaching in high-need schools. §2101(c)(4)(B)(iii), §2103(b)(3)(B) • 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. §2101(c)(4)(B)(v), §2103(b)(3)(E), §2103(b)(3)(O), §8002(42) • Support content-specific professional learning led by accomplished teachers, including Board-certified teachers. §2101(c)(4)(B)(v), §2103(b)(3)(M) • Strengthen state licensure by creating pathways for teachers who achieve and maintain Board certification to earn and renew licenses. §2101(c)(4)(B)(i) | <p>Mississippi World Class Teaching Program</p> <p>National Board Professional Development Schools in Illinois</p> | <p>National Board Professional Development Schools in Clark County</p> <p>Incentives for accomplished teachers in high-need schools</p> |
| 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, e.g., hybrid teacher leadership roles. §2101(c)(4)(B)(v), §2103(b)(3)(B) • Provide additional training, support, and compensation for teachers who assume leadership roles and responsibilities. §2101(c)(4)(B)(v), §2103(b)(3)(B) • Develop career lattices to include a variety of teacher leadership roles, with a preference for Board-certified teachers. §2101(c)(4)(B)(vii), §2103(b)(3)(B) | <p>California Leadership Corps</p> <p>Iowa Teacher Leadership and Compensation System</p> | <p>Kentucky's Activating Teacher Leadership Institute</p> |