

Presentation to:  
California Practitioner's  
Advisory Group



**Every Student Succeeds Act (ESSA)**

**Approach to Defining  
“Ineffective Teacher”**

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# ESSA – The California Way

## Our Objective

We are seeking your input on the following:

**What should and what should not be considered in a definition of “ineffective teacher”?**



# Discussion Preview

- **Background on ESSA Requirements**
- **Core Principles for Establishing a Definition**
- **Facilitated Breakout Groups**
- **Whole Group Debrief**



# Background on ESSA Requirements

## Section 1111 (g)(1)(B) requires our State plan to describe:

- How low-income and minority children enrolled in schools...are not served at disproportionate rates by **ineffective**, out-of-field, or inexperienced teachers,
- **The measures** the State educational agency will use to evaluate and **publicly report** the progress of the State educational agency with respect to such description
- Note: Nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system.



# ESSA – Equitable Access

Section 1112 (b) (2) requires LEA plans to describe:

How the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), **any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;



# The California Way

The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper support, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve.



A Blueprint For Great Schools Version 2.0  
<http://www.cde.ca.gov/eo/in/bp/bp2contents.asp>  
[The preceding link is no longer available.]



# Equitable Access and The California Way

The California Way engages students, parents, and communities as part of a collaborative decision-making process around how to fund and implement these improvement efforts, and provides supplemental resources **to ensure that California's English learners, foster youths, and students in poverty have the learning supports they need.**

A Blueprint for Great Schools Version 2.0

<http://www.cde.ca.gov/eo/in/bp/bp2contents.asp>

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# Core Principles to Guide California's Approach

1. Respecting local collective bargaining agreements
2. Facilitating cooperation between teachers and school leadership
3. Avoiding the mislabeling of people and schools
4. Ensuring equity of teaching





## 1) Respecting local collective bargaining agreements

- What elements need to be present in an “ineffective teacher” definition to respect local collective bargaining?
- What elements should not be in the definition?



## 2) Facilitating cooperation between teachers and school leadership

- How could a definition of “ineffective teacher” facilitate cooperation?
- How would it hinder cooperation?



## 3) Avoiding the mislabeling of people and schools

- In order to avoid mislabeling, what should be part of the “ineffective teacher” definition?
- What should not be?



## 4) Ensuring equity of teaching

- What should be part of the “ineffective teacher” definition to ensure all students have access to effective teaching?
- What should not?



# Directions for Breakout Groups

1. Count off into four groups.
2. Breakout Groups: (20 minutes) Join the group that matches your number. *A facilitator will chart comments.*
3. Gallery Walk: (5 minutes)
  - Each group will display a chart recording their discussion.
  - Using a marker, place a check next to any points with which you strongly agree.
4. Whole Group Debrief: Prepare **one person** from each group to share highlights.



# Whole Group Debrief

Please share a summary of the discussion from your breakout session.

What is a highlight from your group discussion? From the Gallery Walk?



# ESSA – The California Way

**Please complete your individual feedback form.**

We are also seeking your feedback to help build a process for collecting stakeholder feedback as it relates to defining ineffective.

The Draft ESSA State Plan is now available for public comment through **June 30, 2017**. There are meetings at county offices of education, webinars, and a public comment survey.

Information is available at <http://www.cde.ca.gov/re/es/essaopptopart.asp>



# Thank You!

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