
FORUM ON ESEA FLEXIBILITY

September 29-30, 2011



OPENING REMARKS

4:00-4:20



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PURPOSE

- Provide states with an overview of *ESEA Flexibility* and an opportunity to learn from peer states and national experts about promising approaches to key policy areas addressed in the flexibility package.
 - Discuss state experience with the design and implementation of **comprehensive teacher and leader development systems**, especially evaluation systems that incorporate measures of student growth.
 - Discuss options for the design and implementation of **differentiated accountability systems**, including both methods of measuring school performance and methods for effective interventions and supports.

MORE INFORMATION

- For technical questions, please email them to ESEAflexibility@ed.gov or write them on the purple sheets on your table and we will collect them.
- Presentations, speaker bios, videos, and transcripts of the sessions will be made available at the website: <http://www.ed.gov/esea/flexibility>.

AGENDA

September 29, 2011

4:00-4:20	Welcome, Agenda and an Overview of <i>ESEA Flexibility</i>
4:20-6:00	Teacher and Leaders One: Tennessee
6:00-6:15	Closing Remarks

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8:00-8:30	The Role of the U.S. Department of Education
8:30-10:00	Teachers and Leaders Two: Massachusetts
10:00-10:15	Break
10:15-10:30	Differentiated Accountability: Framing Remarks
10:30-12:15	Differentiated Accountability One: Measuring School and District Performance
12:15-12:30	Break
12:30-1:30	Lunch – remarks by Secretary Duncan Followed by Q&A
1:30-1:45	Break
1:45-3:45	Differentiated Accountability Two: Reward, Priority and Focus Schools
3:45-4:00	Closing Remarks

ESEA FLEXIBILITY: AN OVERVIEW



ESEA FLEXIBILITY CORE POLICIES

Set a high bar for students and schools

Protect all students

Provide flexibility to move forward with reform

“We’re going to let states, schools and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future.”

— President Obama

PRINCIPLES FOR IMPROVING ACHIEVEMENT AND INSTRUCTION

1. College- and career-ready expectations for all students

2. State-developed differentiated recognition, accountability, and support

3. Supporting effective instruction and leadership

4. Reducing duplication and unnecessary burden

FLEXIBILITY TO IMPROVE ACHIEVEMENT AND INSTRUCTION

- Flexibility regarding the 2013-2014 timeline for achieving 100 percent proficiency
- Flexibility regarding district and school improvement and accountability requirements
- Flexibility related to the use of Federal education funds

RIGOROUS & COMPREHENSIVE STATE-DEVELOPED PLANS

Encouraging ongoing state and local reform and innovation by supporting state plans to:

- Develop coherent and comprehensive systems that support continuous improvement
- Tailor systems to the needs of the state, its districts, its schools, and its students
- Improve educational outcomes, close achievement gaps, increase equity, and improve the quality of instruction

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

NCLB

Focused exclusively on a teacher's entering qualifications



States and districts develop teacher and principal evaluation and support systems focused on improving teacher and leader effectiveness

Static; no emphasis on improvement



Evaluation and support systems must provide useful feedback and guide professional development

Divorced from student achievement and instructional practice



Must take into account multiple measures, including student growth and measures of professional practice

Ignored need for better school leaders



Focus on supporting and improving leaders

PRINCIPLE 3: TIMELINE

- SEAs adopt guidelines for local teacher and principal evaluation and support systems by SY 2011-12
- LEAs develop evaluation and support systems consistent with State guidelines by SY 2012-13
- LEAs pilot implementation of evaluation and support systems by SY 2013-14
- LEAs fully implement evaluation and support systems by SY 2014-15 (to receive extension)

PRINCIPLE 3: GUIDELINES

- Will be used for continual improvement of instruction
- Meaningfully differentiate performance using at least three performance levels
- Use multiple valid measures in determining performance levels, including student growth and other measures of professional practice
- Evaluate teachers and principals on a regular basis
- Provide clear, timely, and useful feedback to guide professional development
- Will be used to inform personnel decisions

PRINCIPLE 3: KEY QUESTIONS

- What can states do to develop and implement comprehensive and coherent systems of teacher and leader development that promote instructional effectiveness and improved student achievement?
- What will the state do develop teacher and leader evaluation systems that meet the expectations of Principle 3?