

Now is the time for every state in this nation to make recruiting, preparing, compensating, and supporting great teachers a pressing education policy priority.

# **LEVERAGING ESSA TO MODERNIZE AND ELEVATE THE TEACHING PROFESSION**

**GUIDANCE FOR STATES FROM THE  
TEACHSTRONG COALITION**

**#TEACHSTRONG**

# LEVERAGING ESSA TO MODERNIZE AND ELEVATE THE TEACHING PROFESSION: GUIDANCE FOR STATES

The TeachStrong coalition is comprised of over 60 diverse education organizations and nearly 100 educators from 28 states and Washington, D.C. Collectively, our partner organizations work with and represent over 4.8 million teachers nationwide. For the past year, we have worked to change the national education policy conversation and make modernizing and elevating the teaching profession the most pressing and significant education policy priority for our nation. We believe that now is the time to make significant changes to the systems designed to support teachers.

We have come together around the shared understanding that the stakes for both teachers and students have never been higher. Over the past decade and a half, we have raised academic standards and demanded accountability for all students and made major changes to classroom instruction based on technological advances. Many of these changes have been good for students, but as these shifts occurred, the systems designed to support teachers did not improve commensurately. TeachStrong believes that now is the time to turn the page and focus our attention on how we can meaningfully support all teachers at every stage of the teaching career continuum. It's time for every state in this nation to make recruiting, preparing, compensating, and supporting great teachers a pressing education policy priority.

The TeachStrong coalition has adopted nine principles, or high-level statements, that we believe must be put into practice in order to modernize and elevate the teaching profession. These principles cover every aspect of the teaching profession—including recruitment, preparation, licensure, compensation, residency, induction, tenure, professional learning, and leadership opportunities. We believe that in order to meaningfully support the teacher workforce, states must strategically invest in systems designed to address every aspect of the teacher career continuum. Because we believe that state-level actors are best positioned to implement these critical shifts, TeachStrong has developed guidance for states on how to leverage existing federal funds to make necessary changes to the teaching profession.

With the newfound flexibility provided by the Every Student Succeeds Act (ESSA), states can and should enact a comprehensive agenda to address all aspects of the teacher pipeline, beginning in the 2017-2018 school year. Several provisions in ESSA allow states and local educational agencies to make unprecedented investments in the teacher pipeline, giving them an opportunity to meaningfully support and strengthen their teacher workforces. States, in consultation with school districts, should reference the example programs below as they determine how to use their Title II funds, in particular, to modernize and elevate the teaching profession. As they decide how to maximize their Title II funding, states should also ensure that their ESSA plans are comprehensive, cohesive, and aligned with their state equity plans.

As states begin to develop their ESSA accountability plans for submission to the U.S. Department of Education, we urge them to simultaneously propose bold changes to the systems designed to support teachers in their states and work with current classroom teachers as they do so. The TeachStrong coalition is committed to assisting any state actors as they work within their unique contexts and fiscal limitations to develop their plan for using ESSA funding in order to modernize and elevate the teaching profession.

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**Strategies**

*The following strategies would operationalize the nine TeachStrong principles, which cover the entire career continuum for teachers. We believe that changes must occur at every stage of the pipeline in order for long-lasting, systemic improvements to take place.*

**Example Programs and Activities**

*The following programs have been developed by states, districts, schools, teacher preparation programs, charter schools, nonprofit organizations, and other actors.*

**Applicable Section of ESSA**

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**Title I: Improving the Academic Achievement of the Disadvantaged**

*-Section 1115: Targeted Assistance Schools*

**Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders\***

*-Section 2002: Definitions*

*-Section 2101(c)(4): State Activities*

*-Section 2101(d): State Application*

*-Section 2103(b): Local Uses of Funds;*

*Types of Activities*

*-Section 2211: Teacher and School*

*Leader Incentive Fund Grants: Purposes;*

*Definitions*

*-Section 2212: Teacher and School Leader*

*Incentive Fund Grants*

**Title IV: 21st Century Schools**

*-Section 4109: Activities to Support the Effective Use of Technology*

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*\* No program funded through Title II should overturn existing collective bargaining agreements or memoranda of understanding. All stakeholders—educators, union leaders, administrators, policymakers, parents, and the broader community—can and should work together to drive teacher quality and advance student and school improvement.*

# 1. IDENTIFY AND RECRUIT MORE TEACHER CANDIDATES WITH GREAT POTENTIAL TO SUCCEED, WITH A DELIBERATE EMPHASIS ON DIVERSIFYING THE TEACHER WORKFORCE.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"> <li>States should incentivize a shift toward more intentional recruitment and provide resources for doing so.</li> <li>States should encourage districts to more intentionally recruit diverse, high-achieving candidates through “grow your own” programs.</li> <li>States and school districts should work with historically black colleges and universities (HBCUs) and Hispanic-serving institutions (HSIs) to ensure diversity in the teaching profession.</li> <li>States and school districts should work with programs and nonprofit entities that connect diverse, high-achieving candidates, including high school students, to the classroom.</li> <li>States should incentivize districts to develop priority-hiring processes for high-needs schools to ensure that all students have access to diverse, high-achieving teachers.</li> </ul>	<p>Statewide Programs:</p> <ul style="list-style-type: none"> <li><b>Teacher Academy of Maryland:</b> Preparation program training high-school students of diverse backgrounds to become teachers. Students take coursework in classroom management, curriculum delivery models, and learning theory while still in high school.<sup>1</sup></li> </ul> <p>School District Programs:</p> <ul style="list-style-type: none"> <li><b>Boston Public Schools’ Fellowship and High School to Teacher Program:</b> Selective district programs targeting diverse candidates and high-school students. Approximately 50 percent of fellowship participants are people of color, compared with 37 percent of Boston Public School teachers overall.<sup>2</sup></li> <li><b>Make Your Mark Denver:</b> Two-year campaign dedicated to recruiting exceptional teachers of color through targeted recruitment events and a mentor program.<sup>3</sup></li> <li><b>Saint Paul Public Schools’ Urban Teacher Residency:</b> Program that incentivizes the recruitment of diverse teachers by offering financial aid and hiring preference in the Saint Paul school district.<sup>4</sup></li> </ul> <p>Traditional Preparation Programs:</p> <ul style="list-style-type: none"> <li><b>NET-Q:</b> Collaboration among HBCUs to create teacher residency programs for diverse teacher candidates. Teachers participating in NET-Q residencies must possess at least a 3.0 GPA and submit GRE scores and letters of recommendation.<sup>5</sup></li> <li><b>California State University’s Teacher Recruitment Project:</b> Teacher preparation program targeting high school students, community college students, teacher aides, and midcareer professionals. CSU Deans have called for several improvements to recruitment efforts, especially to target career-changers.<sup>6</sup></li> </ul>	<p>State Activities:</p> <ul style="list-style-type: none"> <li><b>2101(c)(4)(B)(v):</b> “Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers... who are effective in improving student academic achievement”</li> <li><b>2101(c)(4)(B)(vii)(II):</b> “strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers ... in low-income schools and school districts...”</li> </ul> <p>State Application:</p> <ul style="list-style-type: none"> <li><b>2101(d)(2)(E):</b> “If a State educational agency plans to use funds under this part to improve equitable access to effective teachers ... a description of how such funds will be used for such purpose.”</li> </ul>

## Alternative Certification Programs:

- **Teach For America:** Highly selective teacher training program and alternative certification provider that actively recruits diverse, highly-qualified candidates. Almost half of TFA's 2015 corps members identified as people of color, compared with less than 20 percent of teachers nationwide.<sup>7</sup>
- **Memphis Teacher Residency:** Selective residency program prioritizing diversity. Participants are 29 percent male, 7 percent Asian American, and 21 percent African American. Selection rates average between 13 and 18 percent.<sup>8</sup>

## Charter School Network Programs:

- **Uncommon Schools:** Charter school network that runs a competitive summer teaching fellowship that targets students of color in their junior years of college.<sup>9</sup>

## Nonprofit Programs:

- **Profound Gentlemen:** Nonprofit dedicated to recruiting male teachers of color. Participants are connected through Impact Cohorts, where they attend monthly sessions on best practices around improving the social-emotional learning for boys of color in their student groups.<sup>10</sup>
- **Golden Apple Foundation Scholars Program:** Scholarship program that identifies talented high school seniors, as well as first and second-year college students who have the promise and drive to be excellent teachers in high-need schools. Organization provides comprehensive supports to a diverse group of participants: 60 percent first generation college attendees, 50 percent persons of color, and 50 percent endorsed in special education and/or ESL/ELL.<sup>11</sup>

## High School Recruitment Programs:

- **Educators Rising:** Organization training high-school students to become teachers. Offers micro-credentials and scholarships to participating students, 48 percent of whom are students of color.<sup>12</sup>
- **South Carolina's Center for Educator Recruitment, Retention, and Advancement:** State supporting multiple programs to increase diversity in the teacher pipeline. Through their Teaching Fellows Program, selected high school seniors receive forgivable loans to attend college.<sup>13</sup>

## 2. REIMAGINE TEACHER PREPARATION TO MAKE IT MORE ROOTED IN CLASSROOM PRACTICE AND A PROFESSIONAL KNOWLEDGE BASE, WITH UNIVERSAL HIGH STANDARDS FOR ALL CANDIDATES.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"> <li>States and teacher preparation programs should raise the bar or maintain a high bar for entry, use data to improve, and ensure that coursework includes instruction on the science of learning.</li> <li>States should require a cohort average undergraduate GPA of 3.0 or higher for teacher candidates as well as a screening exam that measures students' academic skills and traits associated with being an effective teacher, including responsiveness to feedback and disposition for the classroom.</li> <li>States, school districts, teacher preparation programs, and nonprofit entities should work together to provide teachers-in-training with high-quality clinical preparation, including residency experiences.</li> <li>States, school districts, teacher preparation programs, and nonprofit entities should work together to collect and connect data on the performance of graduates, the hiring of teacher graduates, teacher vacancies, graduate retention, teacher salaries, and principal satisfaction of teacher preparation program graduates.</li> <li>States should link new program accreditation to labor market demand, including by evaluating programs based on their response to regional teacher shortages and surpluses in certain subject areas.</li> </ul>	<p>Statewide Programs:</p> <ul style="list-style-type: none"> <li><b>Louisiana:</b> The Believe and Prepare Educator Grant Program, which launched in the spring of 2016, works with more than 800 teacher candidates in 62 Louisiana school districts. Many of these school systems partner with preparation programs to build corps of mentor teachers who work with teachers in residencies or apprenticeships as they prepare for certification. Believe and Prepare combines theory with practice to provide aspiring teachers with more practical coursework in teaching methodology, classroom management, and working with students with special needs.<sup>14</sup></li> <li><b>North Carolina:</b> The University of North Carolina's Educator Quality Dashboard is an online tool linking data from the teacher preparation programs across UNC's 17-campus system to the success of those programs' graduates. The key outcome and performance indicators reflected in the dashboard are organized into the following categories: Recruitment and Selection, Educator Preparation, Performance and Employment, and University-School Partnerships.<sup>15</sup></li> </ul> <p>School Districts and Teacher Preparation Partnerships:</p> <ul style="list-style-type: none"> <li><b>Colorado State University's partnership with Poudre School District:</b> Partnership allows students in CSU's preparation program to spend two years completing integrated school experiences in PSD schools, where they gain exposure to classroom settings and gradually assume greater teaching responsibilities.<sup>16</sup></li> <li><b>Ohio University:</b> Teacher preparation program focusing on clinical experiences and cultural competency through field exercises in diverse, urban school settings.<sup>17</sup></li> </ul>	<p>Definitions:</p> <ul style="list-style-type: none"> <li><b>2002(4):</b> "The term 'teacher, principal, or other school leader preparation academy' means a public or other nonprofit entity, which may be an institution of higher education or an organization affiliated with an institution of higher education, that establishes an academy that will prepare teachers, principals, or other school leaders to serve in high-needs schools, and that— (A) enters into an agreement with a State authorizer that specifies the goals expected of the academy including—(i) a requirement that prospective teachers, principals, or other school leaders who are enrolled in the academy receive a significant part of their training through clinical preparation ..."</li> </ul> <p>State Activities:</p> <ul style="list-style-type: none"> <li><b>2101(c)(4)(B)(i):</b> "Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure system or preparation program standards and approval processes..."</li> </ul> <p>State Application:</p> <ul style="list-style-type: none"> <li><b>2101(d)(2)(H):</b> "An assurance that the SEA will work in consultation with the entity responsible for teacher, principal, or other school leader professional standards, certification, and licensing for the State, and encourage collaboration between educator preparation programs, the States, and LEAs to promote the readiness of new educators entering the profession"</li> <li><b>2101(d)(2)(M):</b> "A description of actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA"</li> </ul>

- **[Arizona State University's iTeachAZ program:](#)** Collaboration between teacher preparation program, school districts, and the nonprofit NIET recognized as a model program by the U.S. Department of Education's Office of Innovation and Improvement in 2014. Student teachers complete year-long placements in schools, where they complete performance-based assessments and work with mentor teachers.<sup>18</sup>
- **[Salem-Keizer Public Schools:](#)** Partnership between school district and local universities to recruit and support diverse teacher candidates. The district disaggregates data on the success of their teachers by preparation provider. University faculty members are embedded at clinical schools, and all mentor teachers are prepared through intensive summer training.<sup>19</sup>

Alternative Certification Programs:

- **[TNTP Teaching Fellows Program:](#)** Alternative certification program providing extensive clinical preparation and support to more than 24,000 teachers in more than 20 urban areas nationwide. Fellows complete a three-phase selection process, during which they must demonstrate content mastery and traits of successful teachers, before entering the program.<sup>20</sup>

Nonprofit Programs:

- **[Barksdale Reading Institute:](#)** Organization that partners with Mississippi school districts, the Mississippi Department of Education, and Institutions of Higher Learning (IHLs) to improve students' pre-literacy and reading skills through evidenced-based practices rooted in the science of reading.<sup>21</sup>
  - **[Golden Apple Foundation:](#)** Organization that provides teachers with a range of comprehensive supports through on-site experiences at urban, suburban, and rural sites throughout Summer Institutes and four years of college.<sup>22</sup>
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### 3. RAISE THE BAR FOR LICENSURE SO IT IS A MEANINGFUL MEASURE OF READINESS TO TEACH.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"><li>• States should ensure that licensure assessments are a meaningful measure of readiness to teach, requiring future teachers to demonstrate both pedagogical and content knowledge, and classroom skills.</li><li>• States should set a sufficiently high passing score on licensure exams to ensure that teachers are rigorously assessed before entering the teaching profession.</li><li>• States should create or expand reciprocal agreements, making it easier for teachers to move between states and, in some cases, districts within states.</li></ul>	<p>Nonprofit Programs:</p> <ul style="list-style-type: none"><li>• <b>Urban Teachers:</b> Selective one-year residency program setting rigorous benchmarks for teacher candidate success. Participants serve as co-teachers in four different urban classroom settings. Urban Teachers believes that every teacher should be proven effective prior to certification.<sup>23</sup></li><li>• <b>National Board for Professional Teaching Standards:</b> Recognized as the “gold standard” in teacher certification, the National Board maintains rigorous standards for what accomplished teachers should know and be able to do and provides a national voluntary system for certifying teachers who meet these standards.<sup>24</sup></li></ul>	<p>State Activities:</p> <ul style="list-style-type: none"><li>• <b>2101(c)(4)(B)(i):</b> “Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that (l) teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach”</li><li>• <b>2101(c)(4)(B)(xix):</b> “Enabling States, as a consortium, to voluntarily adopt a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements...”</li></ul> <p>State Application:</p> <ul style="list-style-type: none"><li>• <b>2101(d)(2)(B):</b> “A description of the State’s system of certification and licensing of teachers, principals, or other school leaders”</li><li>• <b>2101(d)(2)(H):</b> “An assurance that the SEA will work in consultation with the entity responsible for teacher, principal, or other school leader professional standards, certification, and licensing for the State, and encourage collaboration between educator preparation programs, the States, and LEAs to promote the readiness of new educators entering the profession”</li></ul>

## 4. INCREASE COMPENSATION IN ORDER TO ATTRACT AND REWARD TEACHERS AS PROFESSIONALS.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"> <li>States should incentivize districts to ensure beginning and maximum teacher salaries are high enough to attract and retain excellent teachers.</li> <li>States should incentivize districts to streamline the process by which teachers can increase their pay, and accelerate the time by which teachers can achieve maximum salary.</li> <li>States should incentivize districts to align compensation systems with teachers' roles and responsibilities.</li> <li>States and districts should pay teachers significantly more for difficult assignments in high poverty schools.</li> <li>States and districts should ensure that pay incentives are sustainable.</li> <li>States should apply for grants through the Teacher and School Leader Incentive Fund (formerly TIF) to support innovative compensation systems and create career pathways for teachers.</li> </ul>	<p>Statewide Programs:</p> <ul style="list-style-type: none"> <li><b><a href="#">Iowa's Teacher Leadership and Compensation System</a></b>: Program increases the base pay of teachers and creates pathways for teachers to assume leadership roles in their schools without leaving the classroom to become administrators.<sup>25</sup></li> </ul> <p>School District Programs:</p> <ul style="list-style-type: none"> <li><b><a href="#">The Dallas Independent School District Teacher Excellence Initiative</a></b>: District using multiple measures of teacher performance to advance teacher salaries earlier in their careers. Program measures excellence by using a comprehensive set of criteria. The weight given to each criteria was decided with input from both teachers and principals in the district.<sup>26</sup></li> <li><b><a href="#">Portland Public Schools' (Maine) Professional Learning Based Salary Program</a></b>: In consult with Portland Education Association, the district created a system that awards credits toward salary increases to teachers and other staff through professional learning.<sup>27</sup></li> <li><b><a href="#">District of Columbia Public Schools (DCPS)</a></b>: District that provided all teachers with base salary increases and implemented an innovative pay schedule aligned to career pathway system and based partly on teachers' success in the classroom.<sup>28</sup></li> </ul>	<p>State Activities:</p> <ul style="list-style-type: none"> <li><b>2101(c)(4)(B)(vii)(II)</b>: "strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers ... in low-income schools and school districts..."</li> </ul> <p>Local Uses of Funds; Types of Activities</p> <ul style="list-style-type: none"> <li><b>2103(b)(3)(B)(ii)</b>: "differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;"</li> </ul> <p>Teacher and School Leader Incentive Fund Grants: Purposes; Definitions</p> <ul style="list-style-type: none"> <li><b>2211(b)(4)</b>: "The term 'performance-based compensation system' means a system of compensation for teachers, principals, or other school leaders— (A) that differentiates levels of compensation based in part on measurable increases in student academic achievement..."</li> </ul> <p>Teacher and School Leader Incentive Fund Grants</p> <ul style="list-style-type: none"> <li><b>2212(a)</b>: "From the amounts reserved by the Secretary under section 2201(1), the Secretary shall award grants, on a competitive basis, to eligible entities to enable the eligible entities to develop, implement, improve, or expand performance-based compensation systems or human capital management systems in schools served by the eligible entity."</li> </ul>

## Strategies

## Example Programs and Activities

## Applicable Section of ESSA

Charter School Network Programs:

- **[The Equity Project \(TEP\) Charter School:](#)** Charter school that recruits master teachers and pays them an annual salary of \$125,000, without relying on outside private funding.<sup>29</sup>

Nonprofit Programs:

- **[The National Institute for Excellence in Teaching's TAP Program:](#)** Nonprofit supporting districts that seek to provide salary increases for master and mentor teachers who assume more responsibility and authority, and work a longer school year than the typical classroom teacher.<sup>30</sup>
- **[Public Impact's Opportunity Culture:](#)** Initiative offers 20 models for extending the reach of teachers through leadership roles, allowing school districts to pay teachers supplements as high as 50 percent of base pay, within current budgets and without increasing class sizes.<sup>31</sup>

Grant funds under this subpart may be used for one or more of the following:

- **2212(e)(2)(D):** "Implementing, as part of a comprehensive performance-based pay system, a differentiated salary structure, which may include bonuses and stipends..."
- **2212(e)(2)(E)(ii):** "Improving the local educational agency's system and process for the recruitment, selection, placement, and leaders in high-need schools, such as by improving local educational agency policies and procedures to ensure that high-need schools are competitive and timely in—offering bonuses or higher salaries to effective educators..."

## 5. PROVIDE SUPPORT FOR NEW TEACHERS THROUGH RESIDENCY AND INDUCTION PROGRAMS.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"> <li>In addition to working to improve the quality of existing teacher preparation programs, states and school districts should consider creating high-quality residency and induction programs to ensure that all new teachers are set up for success.</li> <li>States, school districts, and nonprofit entities should ensure that residency and induction programs provide new teachers with a scaffolded training experience and gradual release of responsibility, bringing the teaching profession in line with the medical and legal fields.</li> <li>States should use data on the performance of new and resident teachers, new teacher retention, and principal satisfaction of new and resident teachers to create and improve successful teacher residency and induction programs.</li> <li>States should incentivize school districts and nonprofit entities or colleges of education to form partnerships to create successful residency and induction programs.</li> </ul>	<p>Statewide Programs:</p> <ul style="list-style-type: none"> <li><b>Connecticut, Delaware, and Iowa:</b> States that require schools and districts to provide multi-year support for new teachers, require teachers to complete an induction program for a professional license, and provide dedicated funding for new teacher induction and mentoring.<sup>32</sup></li> <li><b>Louisiana:</b> The Believe and Prepare Educator Grant Program provides participants with one full year of practice through an apprenticeship or residency and recommends including expert mentor teachers as a crucial component of such an experience.<sup>33</sup></li> </ul> <p>School Districts and Teacher Preparation Partnerships:</p> <ul style="list-style-type: none"> <li><b>Boston Teacher Residency:</b> One-year, full-time AmeriCorps program that combines a classroom apprenticeship, or student teaching experience, with master’s level coursework.<sup>34</sup></li> <li><b>Boettcher Teacher Residency and Stanley Teacher Prep:</b> Collaboration between teacher preparation and several school districts to provide intensive residency experiences. BTR and STP offer job-embedded and professional learning supports for their graduates for four years after completion, contributing to retention rates that are double the national average.<sup>35</sup></li> <li><b>Relay Teaching Residency:</b> Selective two-year residency program that provides residents with a structured, gradual on-ramp into the profession, along with a master’s degree.<sup>36</sup></li> </ul>	<p>State Activities:</p> <ul style="list-style-type: none"> <li><b>2101(c)(4)(B)(vii):</b> “Developing, or assisting local educational agencies in developing—(III) new teacher, principal, or other school leader induction and mentoring programs that are ... evidenced-based and designed to—(aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (bb) increase the retention of effective teachers, principals, and other school leaders”</li> <li><b>2101(c)(4)(B)(xi):</b> “Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs”</li> <li><b>2101(c)(4)(B)(xii):</b> “Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds described in subparagraph (A) that is not more than 2 percent of the State’s allotment”</li> </ul> <p>Local Uses of Funds; Types of Activities:</p> <ul style="list-style-type: none"> <li><b>2103(b)(3)(B)(iv):</b> “new teacher, principal, or other school leader induction and mentoring programs that are designed to—(I) improve classroom instruction and student learning and achievement; and (II) increase the retention of effective teachers, principals, or other school leaders”</li> </ul>

- **South Carolina’s System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT)**: Collaboration between teacher preparation and several school districts that requires all new teachers to be assigned mentor teachers for at least one year. Mentors are selected and matched to mentees on the basis of several factors, including effectiveness.<sup>37</sup>

Nonprofit Programs:

- **National Center for Teacher Residencies**: Organization promoting residency programs across the country that provides residents with deep, guided practice opportunities over the course of a year.<sup>38</sup>
- **New Teacher Center**: Organization that works with state departments of education, school districts, and other local educational agencies to design, develop, and implement successful and sustainable teacher induction programs.<sup>39</sup>
- **Golden Apple Foundation**: Organization whose induction and mentoring program results in 80 percent of participating teachers staying in the teaching profession for at least five years in schools-of-need.<sup>40</sup>
- **Academy for Urban School Leadership (AUSL)**: Chicago nonprofit school management organization that develops highly effective teachers in the lowest performing schools. AUSL manages 31 Chicago Public Schools serving nearly 18,000 students. Over 950 teachers have graduated from the AUSL Chicago Teacher Residency.<sup>41</sup>

Teacher and School Leader Incentive Fund Grants:  
Grant funds under this subpart may be used for one or more of the following:

- **2212(e)(2)(E)(iii)**: “Improving the local educational agency’s system and process for the recruitment, selection, placement, and leaders in high-need schools, such as by improving local educational agency policies and procedures to ensure that high-need schools are competitive and timely in— establishing or strengthening school leader residency programs and teacher residency programs...”

## 6. ENSURE TENURE IS A MEANINGFUL SIGNAL OF PROFESSIONAL ACCOMPLISHMENT.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"> <li>States and districts should raise the bar for obtaining tenure.</li> <li>States and districts should change the process for attaining tenured status by taking multiple factors into consideration.</li> <li>States and districts, in collaboration with their local unions, should make the tenure process transparent, fair, and meaningful.</li> <li>States and districts should make due process fair and efficient.</li> </ul>	<p>Statewide Programs:</p> <ul style="list-style-type: none"> <li><b>Delaware:</b> One of the first states to ensure that teachers meaningfully earned tenure as a marker of professional status and success in the classroom. In Delaware, achieving tenure is partially based on a teacher’s mastery of pedagogy, effective techniques to educate diverse learners, and the establishment of a safe and inclusive learning environment.<sup>42</sup></li> </ul> <p>School District Programs:</p> <ul style="list-style-type: none"> <li><b>New Haven Public Schools:</b> Collaboration between union and school district leaders to align teacher tenure with growth, feedback processes, and development opportunities. Through this system, principals provide struggling teachers with valuable support during the school year through actionable feedback on their instruction.<sup>43</sup></li> <li><b>New York City Public Schools:</b> District that developed an “effectiveness framework,” a tool that allows principals and district leaders to better determine a teacher’s impact and performance in the classroom. The framework also provides principals with more responsibility for ensuring that tenured teachers excel in the classroom.<sup>44</sup></li> </ul>	<p>State Activities:</p> <ul style="list-style-type: none"> <li><b>2101(c)(4)(B)(i):</b> “Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes...”</li> </ul>

## 7. PROVIDE SIGNIFICANTLY MORE TIME, TOOLS, AND SUPPORT FOR TEACHERS TO SUCCEED, INCLUDING THROUGH PLANNING, COLLABORATION, AND DEVELOPMENT.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"> <li>States and school districts should repurpose existing professional development funding and use it to develop systems of purposeful, differentiated professional learning developed with input from teachers so as to address their specific needs.</li> <li>States should incentivize schools and school districts to explore innovative scheduling options (block scheduling; lengthening the school day; creating larger classes in secondary school), reducing the amount of time teachers spend instructing students and giving them more time to practice, plan, and collaborate with their peers like teachers in other high-performing nations.</li> <li>States should incentivize schools and school districts to transfer away from the “one teacher, one classroom” model (create additional leadership opportunities for teachers; create co-teaching models or teacher residencies; encourage use of technology).</li> </ul>	<p>School District Programs:</p> <ul style="list-style-type: none"> <li><b>Martin School District, Florida:</b> School district that used a waiver from the state allowing them to adjust their school schedule to create a Time Study team that increased time for teachers to plan and collaborate by 120 minutes per week.<sup>45</sup></li> <li><b>Meriden, Connecticut Schools:</b> School district that secured a grant from the American Federation of Teachers’ Innovation Fund to create a system in which teachers have increased collaboration time along with compensation for all additional hours worked.<sup>46</sup></li> </ul> <p>Charter School Network Programs:</p> <ul style="list-style-type: none"> <li><b>Generation Schools Network:</b> Charter school network that added up to 30 percent more learning time for students without increasing costs or teacher workload, while simultaneously increasing time for teachers to plan and collaborate. Teachers have up to two hours daily for planning and coaching.<sup>47</sup></li> <li><b>The Equity Project Charter School:</b> Charter school with school schedule designed to give teachers five total periods per week for observing, debriefing, and planning with their colleagues.<sup>48</sup></li> </ul> <p>Nonprofit Programs:</p> <ul style="list-style-type: none"> <li><b>Teach Plus’ T3 Initiative:</b> T3 is an innovative teacher leadership program that trains and supports experienced, effective teachers to become T3 Teacher Leaders in districts’ historically lowest-performing schools. T3 Teacher Leaders receive school-embedded coaching to prepare them to lead their peers in improving instructional practice, accelerating student academic outcomes, and transforming their schools.<sup>49</sup></li> </ul>	<p>State Activities:</p> <ul style="list-style-type: none"> <li><b>2101(c)(4)(B)(v):</b> “Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through (I) opportunities for effective teachers to lead evidenced-based ... professional development for the peers of such effective teachers; and (II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.”</li> </ul> <p>Uses of Funds:</p> <ul style="list-style-type: none"> <li><b>4109(a)(1)(D):</b> “Subject to Section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4015(a) shall use a portion of such funds to improve the use of technology... including by .... (1) providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning ...”</li> </ul>

## 8. DESIGN PROFESSIONAL LEARNING TO BETTER ADDRESS STUDENT AND TEACHER NEEDS, AND TO FOSTER FEEDBACK AND IMPROVEMENT.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"> <li>States should incentivize school districts and schools to build school cultures that embrace collaboration, openness to feedback, and continuous improvement.</li> <li>States should incentivize school districts and schools to provide adequate funding for professional learning that is used efficiently, with a system of data to track the effectiveness of professional learning opportunities.</li> <li>States should incentivize school districts and schools to prioritize professional learning opportunities for teachers that address unique student and teacher needs.</li> </ul>	<p>Statewide Programs:</p> <ul style="list-style-type: none"> <li><b>Massachusetts:</b> By promoting a culture of continuous growth and meaningful feedback, Massachusetts has cultivated a high-quality, research-based professional learning system. Teachers receive tailored feedback and intentionally targeted professional learning.<sup>50</sup></li> </ul> <p>School District Programs:</p> <ul style="list-style-type: none"> <li><b>Clark County, Nevada’s Peer Assistance and Review (PAR) Program:</b> PAR is the result of a collaborative relationship between Clark County School District, the Clark County Education Association, the Clark County Association of Administrative and Professional-Technical Employees, and a working group of educators, trustees, and community leaders. Through this program, a team of Consulting Teachers (CTs) assists new teachers and teachers new to the district by providing individualized, job-embedded, professional development.<sup>51</sup></li> <li><b>Kettle Moraine School District, Wisconsin:</b> School district that partnered with Digital Promise—a nonprofit authorized by Congress to spur innovation in education—to integrate earned micro-credentials into the district’s teacher compensation system. Micro-credentials are a form of competency-based professional development that recognize and reward individual teachers’ skills and professional growth.<sup>52</sup></li> </ul>	<p>State Activities:</p> <ul style="list-style-type: none"> <li><b>2101(c)(4)(B)(v):</b> “Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through (I) opportunities for effective teachers to lead evidenced-based ... professional development for the peers of such effective teachers; and (II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams”</li> </ul> <p>Teacher and School Leader Incentive Fund Grants: Grant funds under this subpart may be used for one or more of the following:</p> <ul style="list-style-type: none"> <li><b>2212(e)(2)(A):</b> “Developing or improving an evaluation and support system, including as part of a human capital management system as applicable, that—(i) reflects clear and fair measures of teacher, principal, or other school leader performance, based in part on demonstrated improvement in student academic achievement; and (ii) provides teachers, principals, or other school leaders with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities designed to increase effectiveness”</li> </ul>

Nonprofit Programs:

- **Learning Forward's Standards for Professional Learning:** Organization that has developed seven "Standards for Professional Learning" that outline the characteristics of effective professional learning for teachers and school leaders, with the ultimate goal of increasing student achievement.<sup>53</sup>
- **The National Institute for Excellence in Teaching's TAP Program:** TAP is implemented in school districts across the country, affecting approximately 15,000 teachers and 200,000 students. Through TAP, school districts create multiple career paths for teachers, including career, mentor, and master teacher. The program also encourages participating districts to provide teachers with ongoing applied professional growth and compensation based partly on leadership responsibilities.<sup>54</sup>
- **Public Education and Business Coalition:** PEBC operates on the premise that teachers desire professional learning that considers engagement, learning design, and teachers' unique qualities. PEBC's professional learning system includes workshops and institutes, classroom-embedded modeling and coaching, and opportunities to observe accomplished teachers in lab classrooms. PEBC staff offer customized, contextualized professional learning targeting instructional best practices.<sup>55</sup>
- **The National Writing Project (NWP):** Organization that focuses the knowledge, expertise, and leadership of educators on sustained efforts to help youth become successful writers and learners. NWP supports a network of local Writing Project sites, located on nearly 200 university and college campuses, to provide high-quality professional development in schools, universities, libraries, museums, and after-school programs. NWP's many successful and research-based programs reach 1.4 million Pre-K through college-age students in over 3,000 school districts annually.<sup>56</sup>

- **2212(e)(2)(B):** "Conducting outreach within local educational agency or a State to gain input on how to construct an evaluation and support system ... and to develop support for the evaluation and support system, including by training appropriate personnel on how to observe and evaluate teachers, principals, and other school leaders"

Targeted Assistance Schools:\*

- **1115(b)(2)(D):** "To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging state academic standards, each targeted assistance program under this section shall— (2) serve participating students identified as eligible children under subsection (c), including by—(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program..."

\* Title I schools with less than the 40 percent schoolwide threshold or that choose not to operate a schoolwide program offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both schoolwide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities. Source: U.S. Department of Education, <http://www2.ed.gov/programs/titleiparta/index.html>.

## 9. CREATE CAREER PATHWAYS THAT GIVE TEACHERS OPPORTUNITIES TO LEAD AND GROW PROFESSIONALLY.

Strategies	Example Programs and Activities	Applicable Section of ESSA
<ul style="list-style-type: none"> <li>States and school districts should create career pathways and additional leadership opportunities for teachers that include distinct roles with commensurate pay.</li> <li>States should incentivize schools and districts to leverage teacher expertise to determine the most appropriate teacher-leader positions within individual school and district contexts.</li> </ul>	<p>Statewide Programs:</p> <ul style="list-style-type: none"> <li><b>California Instructional Leadership Corps:</b> Network of accomplished teachers, administrators, and higher education professionals dedicated to supporting professional learning around college- and career-ready standards in schools across the state. Each ILC member receives a \$2,000 stipend upon fulfillment of commitments.<sup>57</sup></li> <li><b>Iowa’s Teacher Leadership and Compensation System:</b> Voluntary program for school districts in the state that creates pathways for teachers to take on leadership roles in their schools. Teachers who assume these leadership roles are given a salary supplement and extended contract days.<sup>58</sup></li> </ul> <p>School District Programs:</p> <ul style="list-style-type: none"> <li><b>Denver’s Differentiated Roles Pilot Program:</b> District promoting hybrid roles for teacher leaders, who spend between one-quarter to one-half of their time outside of their classrooms observing and coaching teams of other teachers.<sup>59</sup></li> <li><b>Charlotte-Mecklenburg’s Project Leadership &amp; Investment for Transformation (L.I.F.T.):</b> Initiative in low performing schools supporting leadership roles for teachers that allow “multi-classroom leaders” to continue to teach while leading teams of teachers and assuming responsibility for the learning of all students taught by their team. For this advanced role, teachers earn supplements of up to \$23,000 annually, funded sustainably by reallocating funds within current budgets.<sup>60</sup></li> </ul>	<p>State Activities:</p> <ul style="list-style-type: none"> <li><b>2101(c)(4)(B)(vii):</b> “Developing, or assisting local educational agencies in developing—(i) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;”</li> </ul> <p>Local Uses of Funds; Types of Activities:</p> <ul style="list-style-type: none"> <li><b>2103(b)(3)(B)(iii):</b> “teacher, paraprofessional, principal, or other school leader advancement and professional growth, and emphasis on leadership opportunities, multiple career paths, and pay differentiation;”</li> </ul> <p>Teacher and School Leader Incentive Fund Grants:</p> <ul style="list-style-type: none"> <li><b>2212(a):</b> “From the amounts reserved by the Secretary under section 2201(1), the Secretary shall award grants, on a competitive basis, to eligible entities to enable the eligible entities to develop, implement, improve, or expand performance-based compensation systems or human capital management systems in schools served by the eligible entity.”</li> </ul>

## Strategies

## Example Programs and Activities

## Applicable Section of ESSA

Charter School Network Programs:

- **YES Prep:** Charter network promoting leadership opportunities for teachers that align with increased compensation.<sup>61</sup>

Nonprofit Programs:

- **The National Institute for Excellence in Teaching's TAP Program:** The System for Teacher and Student Advancement is implemented in school districts across the country, affecting approximately 15,000 teachers and 200,000 students. Through TAP, school districts create multiple career paths for teachers, including career, mentor, and master teacher. The program also encourages participating school districts to provide teachers with ongoing applied professional growth and compensation based partly on leadership responsibilities.<sup>62</sup>
- **Teacher Leadership Initiative (TLI):** Partnership between the Center for Teaching Quality, the National Education Association, and the National Board for Professional Teaching Standards that provides professional learning opportunities for highly qualified teachers, focusing on three kinds of leadership: instructional leadership, policy leadership, and association leadership.<sup>63</sup>
- **New Leaders' Emerging Leaders Program:** Emerging Leaders provides on-the-job training that prepares teachers to take on leadership roles in their schools, leading their colleagues to improve student achievement across grade-level or content-area teams.<sup>64</sup>

Grant funds under this subpart may be used for one or more of the following:

- **2212(e)(2)(F):** "Instituting career advancement opportunities characterized by increased responsibility and pay that reward and recognize effective teachers, principals, or other school leaders in high-need schools and enable them to expand their leadership and results, such as through teacher-led professional development, mentoring, coaching, hybrid roles, administrative duties and career ladders."

## APPENDIX A: STATES ELEVATING THE TEACHING PROFESSION ACROSS THE PIPELINE

	<b>Delaware</b>	<b>Massachusetts</b>	<b>Tennessee</b>
<b>1. Recruitment and Diversity</b>	In 2013, Delaware launched a campaign called “Join Delaware Schools” in an effort to recruit high-caliber teachers into the Delaware teacher workforce. <sup>65</sup>	In Boston Public Schools (BPS), 37 percent of teachers are teachers of color, compared to 17 percent nationally. To build a diverse teacher workforce, BPS provides multiple paths into the classroom, offers fellowships, maintains a diverse central office team, and creates networks of teachers of color to support their workforce long-term. <sup>66</sup>	In their 2015-2016 report on the State of Education in Tennessee, the State Collaborative on Reforming Education (SCORE) identified the need to diversify the teaching profession in Tennessee as a key priority for the state. <sup>67</sup> Call Me MISTER—an initiative seeking to expand the teacher workforce to include more people of color—serves students at the University of Tennessee at Martin, in addition to several other participating institutions across the country. <sup>68</sup>
<b>2. Teacher Preparation</b>	In 2015, after five years of deliberation and stakeholder input, the Delaware Department of Education published Educator Preparation Program Reports in order to improve the quality and transparency of teacher preparation. <sup>69</sup>	All Massachusetts teacher preparation programs must meet the same rigorous expectations for approval by the Massachusetts Department of Elementary and Secondary Education. <sup>70</sup> In its early stages, this teacher preparation program approval process prevented up to 80 programs—which did not meet the needs of the community—from opening in existing teacher preparation schools. <sup>71</sup>	In 2007, the General Assembly passed legislation requiring Teacher Preparation Report Cards from all providers in the state. Programs must report on three indicators: placement and retention rates, Praxis II scores, and teacher effectiveness data. <sup>72</sup>
<b>3. Licensure</b>	In the summer of 2013 under Governor Jack Markell, Delaware passed legislation (Senate Bill 51) reforming educator licensure, certification, and preparation. The bill requires new teachers to pass a content exam and a performance assessment before receiving an initial license. <sup>73</sup>	Since 1998, Massachusetts has pushed to continually increase the rigor of their licensure requirements. In Massachusetts, all teachers must take and pass all required MTEL (Massachusetts Tests for Educator Licensure) exams and complete all required subject-specific coursework before teaching. <sup>74</sup>	
<b>4. Compensation</b>	In 2014 under Governor Markell, Delaware passed legislation (Senate Bill 254) <sup>75</sup> establishing the Committee to Advance Education Compensation and Careers (CAECC). <sup>76</sup> Beginning with the 2016-2017 school year, nineteen teachers will participate in a statewide pilot program that will reward them for taking on extra responsibilities. <sup>77</sup>	During the 2014-2015 school year, the average teacher salary in Massachusetts was \$74,782 <sup>78</sup> —well above the national average of \$56,610. <sup>79</sup> Boston Public School teachers made an average of \$88,790.	In June of 2013, the State Board of Education passed revised guidelines giving districts more flexibility to create and implement innovative pay structures. Districts must submit their proposed plans to the Tennessee Department of Education on an annual basis. <sup>80</sup> Governor Bill Haslam's 2016-2017 proposed budget calls for \$104.6 million in pay raises for teachers. <sup>81</sup>

	<b>Delaware</b>	<b>Massachusetts</b>	<b>Tennessee</b>
<b>5. Residency and Induction</b>	Senate Bill 51 requires teacher preparation programs to incorporate an imbedded clinical residency component including supervision by high-quality mentor teachers. The clinical residencies provided by teacher preparation programs must include at least 10 weeks of full-time student teaching. <sup>82</sup>	New teachers in Massachusetts must receive orientation, an assigned mentor teacher and support time, as well as release time with their mentor. <sup>83</sup> What's more, Massachusetts requires beginning teachers to receive 50 hours of mentoring beyond their initial induction year. <sup>84</sup> The Boston Teacher Residency is an AmeriCorps program that includes a year-long apprenticeship, rigorous coursework, and a collaborative learning environment, grounded in the BPS context. <sup>85</sup>	The Memphis Teacher Residency is a nonprofit organization that partners with Union University, the National Center for Teacher Residencies, AmeriCorps, Shelby County Schools, and Achievement School District to provide their residents with guidance from an expert mentor teacher in an urban classroom, graduate-level training, and weekly coaching. <sup>86</sup> Some schools in Memphis have also implemented residency programs in collaboration with the Aspire charter school network. <sup>87</sup>
<b>6. Tenure</b>	Delaware's tenure system requires that teachers must teach for three years before earning tenured status and must earn two years of "satisfactory" ratings in the "student improvement" component of the teacher appraisals process within a three-year period. <sup>88</sup> In Delaware, achieving tenure is partially based on a teacher's mastery of pedagogy, effective techniques to educate diverse learners, and the establishment of a safe and inclusive learning environment.		To earn tenure in Tennessee, teachers must serve five years or not less than 45 months within a seven-year period as a probationary teacher and demonstrate an overall effectiveness level of "above expectations" or "significantly above expectations" during the last two years of that probationary period. Tenured teachers who earn a rating of "below expectations" or "significantly below expectations" for two consecutive years may lose their tenured status. <sup>89</sup>
<b>7. Time, Tools, and Support</b>		With help of a federal SIG grant, the Orchard Gardens K-8 Pilot School in Boston expanded learning time for students and collaboration time among teachers. <sup>90</sup>	

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**Delaware****Massachusetts****Tennessee**

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**8. Professional Learning**

In 2011, through their education evaluation framework, Massachusetts developed a continuous learning program, which asks teachers to set their own goals and then provides individualized professional development opportunities aligned to teachers' specific needs.<sup>91</sup>

In Tennessee, the National Institute for Excellence in Teaching (NIET) works with rural districts to build better professional development and support systems for their teachers through the TAP system. NIET helps these districts use their teacher leaders to better connect observations, evaluations, and feedback with professional development and coaching.<sup>92</sup> The Department of Education also provides professional learning to school leaders through the Tennessee Academy for School Leaders (TASL) and Integrated Leadership Courses. The Department also leads a professional development council to develop tools to assist districts in identifying high quality professional learning opportunities for educators.<sup>93</sup>

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**9. Career Pathways**

Under Senate Bill 254, CAECC was charged with developing career pathways for Delaware educators.<sup>94</sup> In June 2015, the Committee recommended an educator career pathway with four career designations that recognize professional growth and align to compensation structures.<sup>95</sup>

While there is no statewide teacher career pathway system in Massachusetts, the state oversees district-level systems offering differentiated roles for teachers in Lawrence, Boston, and Fall River.<sup>96</sup>

# SIGNATORIES AMONG THE TEACHSTRONG COALITION

## ORGANIZATIONAL PARTNERS

Albert Shanker Institute	Institute for the Study of Knowledge Management in Education	National Writing Project
Alliance For Excellent Education	Kappa Delta Pi	New America, Education Policy Program
America Achieves	Knowledge Alliance	New Leaders
American Association of Colleges for Teacher Education	Leading Educators	New Teacher Center
American Federation of Teachers	Learning Forward	Prichard Committee for Academic Excellence
ASCD	Massachusetts Business Alliance for Education	Profound Gentlemen
Bank Street College of Education	National Academy of Advanced Teacher Education	Public Education & Business Coalition
Battelle for Kids	National Association for the Education of Young Children	Public Impact
Center for American Progress	National Board for Professional Teaching Standards	Relay Graduate School of Education
Center on the Future of American Education	National Center for Learning Disabilities	Southern Education Foundation
Chiefs for Change	National Center for Teacher Residencies	Stand for Children
Christensen Institute	National Center on Time and Learning	Teach For America
Council of Chief State School Officers	National Commission on Teaching and America's Future	Teach Plus
Deans for Impact	National Education Association	The Teacher Salary Project
Democrats for Education Reform	National Institute for Excellence in Teaching	Teaching Matters
Digital Promise	National Network of State Teachers of the Year	TeachNY
Education Post	National Women's Law Center	TESOL International Association
Education Reform Now		Third Way
EducationCounsel		TNTP
Educators 4 Excellence		Urban Teachers
Educators Rising		The VIVA Project
Generation Schools Network		The Woodrow Wilson National Fellowship Foundation
Golden Apple		
Hope Street Group		

## TEACHER PARTNERS

Shakera Oliver: Brightwood Education Campus, Washington, DC	Christina Ross: City Neighbors High School, Baltimore, MD	Jody Zepp: Long Reach High School, Columbia, MD
Jennifer Corroy Porras: IDEA Donna College Preparatory, Donna, TX	Kayleigh White: Manhattan High School, New York, NY	

# AMBASSADORS

## California

Christine Chiu  
David O'Hara

## Colorado

Jessica Cuthbertson  
Lauren Fine  
Marsia Ronyak  
Kyle Schwartz  
Karen Wagner

## Connecticut

Jill Harkins  
Ann Neary

## District of Columbia

Lori Alexander  
Emily Fisher  
Rajeeni Galloway  
Alicia Hunter  
Topher Kandik  
Chris Kenny  
Jennifer Kouakeu  
Flora Lerenman  
Amara Pinnock  
Maisha Riddlesprigger  
Jermaine Robinson  
Lindsey Seliy  
Megan Williams

## Florida

Karen W. Gant  
Terry Jones  
Kelly Waller

## Illinois

Rob Croston, Jr.  
George Mueller

## Indiana

Joyce Click  
Laura Cummings  
Tom Hakim  
William Hiatt  
Shannon White

## Iowa

Sarah Brown Wessling

## Louisiana

Shawn M Hayes

## Massachusetts

Bridget Adam  
Sujata Bhatt  
Sydney Chaffee  
Maureen O'Hern

## Maryland

Joe Manko  
Kia Myrick McDaniel  
Kristen Nielsen  
Kirk Sykes  
Erika Walther

## Michigan

Annette Christiansen  
Cheryl Corpus  
Kelley Cusmano  
Heather J. Gauck  
Sarah Giddings  
Cassandra Joss  
Mike Lerchenfeldt  
Matt Oney  
Richard Schneeberger  
Zack Sweet  
Gina Wilson

## Minnesota

Sarah Johnson  
Rich Rosivach  
Rebecca Wade

## Montana

Anna Baldwin

## New Hampshire

Angie Miller  
Heidi Welch

## New Jersey

Michael Dunlea

## New Mexico

Melani Buchanan Farmer  
Jovita Mowrer  
Maureen Torrez

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Ciana DeBellis  
Margy Jones-Carey  
Heather McCarthy  
Lucy Robins  
Lynn Shon  
Lexie Woo  
Amanda Zullo

## Nevada

Ben Dickson  
Sara Holm  
Tonia Holmes Sutton  
Nicolette Smith

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Dr. Jim Brooks  
Robert Leichner  
Ben Owens  
Okema Owens-Simpson  
Amy Prior  
Jessica Stockham  
Alison Welcher

## Ohio

Lennox Cowan  
Mary Kreuz  
Markeata Lee  
Shawn P. Roberts  
Chris Wojciechowski

## Pennsylvania

Brianna Crowley

## South Carolina

Laura Soroachak

## Tennessee

Brandi Stroecker

## Texas

Crishelle Navalta

## Virginia

Kim Chi Crittenden  
Tim Hickey  
John Holland

## Vermont

Terri Vest

## Washington

Amanda Ward

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