

E. Title II, Part A: Supporting Effective Instruction

The Office of Educator Quality (OEQ), a subsection of MO-DESE, provides rapid response to clients seeking certification and has gone beyond the simple act of ensuring that teachers are properly licensed. OEQ has been in pursuit of four primary efforts to improve the quality of educators and educational leaders. First, standards for teacher and leader evaluation have been adopted and are the basis for the model evaluation systems for these two classes of educators. The system addresses appropriate evaluation methods at all points in the professional career. Second, MO-DESE has developed its own Educator Equity Plan to address the statewide needs of teacher supply. Third, educator preparation institutions receive an Annual Performance Report- Educator Preparation Programs (APR-EPP) that provides information to the public on the quality of each preparation program in each Missouri institution. MO-DESE, while not responsible for higher education, does have authority to license educator preparation programs. Finally, the Missouri Leadership Development System (MLDS) is under development. It is currently ready to address the needs of emergent educational leaders and will be further developed to address the needs of educational leaders at all stages of their careers on a statewide basis. All Missouri students deserve access to a sufficient quantity of high-quality educators to meet their educational needs.

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The strategies below are offered to ensure that all students have access to excellent teachers and leaders. Training and support are provided on developing local equity plans that address strategies for ensuring that low-income and minority students have greater access to effective teachers and leaders. Strategies are also offered for building leadership capacity in the state and providing support for the use of the Beginning Teacher Assistance Programs (BTAP) and Professional Learning Guidelines. Support and training will also be provided to LEAs on the use of effective evaluation systems.

Strategy	Timeline	Funding Sources
Host Equity Labs that provide assistance to LEAs in drafting local equity plans to address inequities of educational opportunities.	2016-2017	Title II A
The primary purpose of the MLDS is the development and support of effective school leaders. An array of professional learning experiences has been developed to support principal growth across a continuum of leadership competencies. Individual competencies are not addressed separately or in sequence, but are embedded in distinct Learning Experiences across five identified leadership domains: Visionary, Instructional, Managerial, Relational and Innovative. The MLDS serves as a blueprint for developing and supporting transformational school principals through a comprehensive system of learning modules that are engaging and relevant. Productive learning environments require skillful leadership. Through the collaboration of multiple stakeholders and applied understandings, the aim of putting a capable leader in every building across Missouri is possible. MLDS training and support are provided to all principals through leadership specialists located in regions across the state.	2016-2019	Title II A

<p>The State Board of Education establishes standards for successful mentoring programs. State Board of Education Rule 5 CSR 20-400.380 outlines the critical components of a mentoring program which include: introduction to the cultural environment of the community/district/school/classroom, program evaluation, individualized educator plan, collaborative mentor selection, mentor training and support, roles and responsibilities of new teachers, administrators and mentors, and sufficient time for observations. These standards were developed through a collaborative effort with representation from teacher organizations, administrator organizations, school districts, career and technical education educators, school counselors, and regional service centers. In addition, Rule 5 CSR 20-400.385 establishes the minimum requirements for topics to be addressed in a new teacher’s Beginning Teacher Assistance Program (BTAP). Training modules and materials have been created to assist with developing and implementing programs that align to the mentor standards and BTAP guidelines. LEAs and teacher education programs will receive this training to ensure first and second year teachers are effectively supported during critical early years. The training will highlight particular areas of need specific to be a first or second year teacher including topics such as classroom management, student engagement and motivation, professional communication, and education related law.</p>	<p>2016-2019</p>	<p>Title II A</p>
<p>Professional Learning Guidelines have been developed which provide clarification and guidance on the key components and characteristics of high quality support and training to improve the instructional practice of educators. Training modules and materials have been created to assist educators in using these guidelines to assess and improve the quality of the support and training that is provided to educators. LEAs will receive this training to enhance the quality and impact of the professional learning they provide in their school community. Trainings include topics such as an overview of the guidelines, the role of the professional development committee, how to use educator evaluation data and goals in the Comprehensive School Improvement Plan (CSIP) to inform the type of professional development that will be provided to teachers and school leaders.</p>	<p>2016-2019</p>	<p>Title II A</p>
<p>Training and support will be provided to school districts and charter schools to ensure, as required by State Board Rule 5 CSR 20-400.375, that their local evaluation system is aligned to the seven Essential Principles of Effective Evaluation.</p>		<p>Title II A</p>

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.
 Title II funds will also be used to assist LEAs in developing a local equity plan through an equity lab. This interactive lab serves as an exciting and unique opportunity to ensure

equitable access to excellent educators for every student regardless of race, socio-economic status, or geographic location. LEAs and other stakeholders engage in crucial conversations focused on addressing educational inequities that exist across our state by exploring data, identifying causes, and developing strategies to build a framework for the development of LEA-level plans to support the implementation of the Missouri Equity Plan.

Among the possible outcomes of an LEA developing a local equity plan through a local equity lab is a Grow Your Own program. Many Missouri LEAs are developing their own teacher pipelines through this initiative. Growing your own teachers is a viable means of creating a continuous supply of quality, prospective candidates who are reflective of the diverse teacher workforce needs within a local school community. A recent survey of educators by the National Education Association indicated that 60 percent of teachers were teaching within 20 miles of the school they graduated from. The Office of Educator Quality has identified key components of a framework that can be utilized as a resource for LEAs to launch a Grow Your Own program. These include building awareness of the teaching profession, more in-depth exposure to teaching practice, hands-on experiences in teaching, and ensuring high-quality education. In selected areas of the state, scholarship programs have been developed to provide incentives for students to return to their home areas to teach. By recruiting and supporting current students to prepare and return in the future as teachers, they are helping to ensure an excellent education for all.

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders. MO-DESE's system of certification and licensing of teachers, principals and other school leaders to practice is based on revised content assessments and performance assessments aligned to the state's teacher and leader standards. Missouri has several methods for an individual to enter the education profession with a "certificate of license to teach." The following routes are available:
 - **Traditional route:** An individual completes a four-year, college-recommended course of study, does student teaching, passes the designated assessment test, and graduates with a bachelor's degree in a field of education and is issued an initial certificate.
 - **Alternative or Innovative route:** An individual with a bachelor's degree in a content area (such as English or Mathematics) returns to a college of education for a program of study that may enable him to take courses and teach simultaneously. The teacher works under a two-year, provisional certificate and usually completes about 30 semester hours of education courses. When the college program is completed and the designated assessment test passed, the college recommends and the individual receives an initial certificate. Some of these programs are offered via distance learning, some programs offer a master's degree plus certification and some offer only the certification.
 - **Temporary Authorization route:** An individual with a bachelor's degree in a content area (such as English or Mathematics) takes self-directed courses – a maximum of 24 college credits (varies for different areas) to meet specified competencies, teaches for two years, is mentored by the school district and passes at least two exit examinations. The individual works under a one-year, renewable

certificate that requires nine semester hours of college credit each year in order to be renewed. When requirements are completed, the individual receives an initial certificate.

- **ABCTE:** An individual who holds a bachelor's degree and meets the ABCTE requirements is eligible for a regular Missouri teaching certificate. The individual will be issued an Initial Professional Certificate by MO-DESE. ABCTE certificate holders are subject to the same mentoring and professional development requirements that apply to all new teachers in Missouri.

State statute, State Board of Education rules, guidelines and standards have been developed for teacher induction, which includes mentoring and beginning teacher assistance programs. Professional Learning Guidelines have been developed and are used by LEAs to ensure the ongoing growth and improvement of practice. By law, one percent of a school district's state funding must be used for the professional development of its educators. The expenditure of these local funds is directed by a professional development committee. State-sponsored professional learning includes a Teacher Academy that provides teachers the opportunity to improve their instructional practice within a statewide network of teachers.

Administrative certificates require a candidate to pass new content and performance assessments. State Board of Education rule requires two years of mentoring for principals and directors, and one year for school superintendents.

A group of key stakeholders are members of the Leadership Development System (LDS) Commission. Members of the LDS Commission include representatives of the three professional organizations for administrators, higher education, regional service providers and MO-DESE. The LDS commission has developed a comprehensive system for supporting school leaders beginning with pre-certificate and extending throughout their career.

4. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.
MO-DESE will improve the skills of teachers, principals, and other school leaders in identifying students with special learning needs by conducting statewide training on the initial evaluation process for determining student eligibility for services. This training will
 - outline the steps teachers, principals, and other school leaders should take prior to proposing an evaluation to ensure the student is not at risk due to inadequate instruction or interventions. Staff must clearly describe the evidence-based classroom and intervention practices provided prior to proposing a student evaluation.
 - assist staff in recognizing and understanding any biases which could lead to unnecessary evaluations and/or placements.

- assist LEAs in reviewing their intervention processes and strategies to ensure students are not being identified for special education simply because other supports for struggling students are not available.

Additionally, MO-DESE will create a virtual platform to provide training and resources to increase the use of evidence-based interventions. MO-DESE will focus on the high-effect size interventions and strategies outlined in John Hattie's meta-analysis. The virtual platform will provide training and resources that will be accessible to all LEAs and teachers. The platform will be designed to

- increase the universal (classroom level) use of effective teaching and learning practices;
- increase the use of data to guide instructional practice;
- increase the appropriate usage using common formative assessments;
- build collaborative cultures that result in high levels of learning and increased student achievement;
- create positive behavior supports for the regular classroom and help staff connect these activities as part of the typical school day; and
- provide training and resources for all teachers to support students with challenging academic and behavioral needs, especially for students in need of targeted and intensive levels of support.

These effective practices and strategies will provide rich resources for meeting the goals of students with disabilities with the exception of those students with the most significant cognitive disabilities.

5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

MO-DESE will collect and use data to continually update and improve activities that are being supported by Title II, Part A funds in the following ways:

- The Missouri Leadership Development System (MLDS) will use a six-level evaluation model (appendix E) to evaluate the delivery of training, the knowledge gained, the application of new learning and its impact as a result of the training and support provided to principals.
- LEAs will receive training and support on effective practices in the educator evaluation process. This includes the use of student growth measures as a part of the local evaluation of educators. Data will be gathered to evaluate the quality of training provided, the extent of knowledge gained, the degree in which new learning was applied, and the overall impact of new learning.
- Teams from LEAs will receive training and support on the guidelines for BTAP and on the state's Mentor Standards. Data will be gathered to evaluate the impact of these guidelines and standards on the quality of induction provided by LEAs and its impact on teacher retention.

- Missouri's Equity Plan includes various strategies for determining root causes of gaps in equitable educational opportunities for students. This is determined by an analysis of various measures of data across different types of schools. Once root causes are identified, strategies are developed and implemented to eliminate the gaps. Data will be gathered to determine the quality and usefulness of training and support provided to school and LEAs on this process and the impact it has on addressing gaps of inequitable educational opportunities for various populations of students.
 - High-quality preparation is essential for ensuring first year teachers are ready and able to begin making a positive impact on student learning. Missouri is implementing a process of continuous improvement for all educator preparation programs in the state. Data will be gathered through the APR-EPP to determine the impact on the quality of first year teachers.
6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the 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. MO-DESE is doing extensive work along the entire education workforce continuum. Significant reform efforts have occurred in the preparation of all teachers and school leaders, including those that will serve low-income students, students with disabilities and English learners. This work includes the development of the Annual Performance Report for Educator Preparation Programs (APR-EPP) for all four-year preparation programs (<https://mcds.dese.mo.gov/guidedinquiry/Educator%20Preparation/Comprehensive%20Guide%202016.pdf>). The APR-EPP is used to guide the continuous improvement of Educator Preparation Programs. A state team comprised of key association members, stakeholders, MO-DESE, the Missouri Department of Higher Education and practitioners participate as part of the MO-DESE Missouri Transforming Educator Preparation (MOTEP) initiative. This group assists in the development and revision of the APR-EPP for all educator preparation programs.

The APR-EPP generates a rating based on several types of data. This data includes whether the educator is knowledgeable of the content, can perform effectively in the classroom, and perceptual data. The APR-EPP is used for accrediting all certification programs on an annual basis. MO-DESE will compile the performance data to determine whether or not an individual certification program continues to meet the state performance standards: Academics, Field and Clinical Experiences and Candidates. MO-DESE uses the following categories to accredit certification programs:

1. Accredited: Certification programs that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.
2. Provisional Accreditation: Certification programs rated as Tier 3 will be issued a status of Provisional Accreditation based on points earned on at least two of the four indicators. If a particular certification program does not meet cell size requirements for generating an accountability determination, the corresponding certification cluster may instead be subject to this classification if the combined performance of the certification areas is rated Tier 3. If possible, a particular certification program within a cluster may be identified for improvement. The Provisional Accreditation classification does not require action by the Board,

and the EPP retains the ability to continue to recommend candidates in those areas of certification.

3. Conditional Accreditation: Certification programs already classified as provisionally accredited that have remained in Tier 3 or certification programs that are classified as Tier 4 on at least two of the four APR indicators become conditionally accredited. It is possible for a particular certification program within a cluster to be identified for improvement.

An extension of this work will be the development of an APR for community colleges. Some Missouri educators begin in community colleges and subsequently complete their preparation in a four-year program. It is the four-year program which ultimately recommends candidates for certification. The community college APR will be used to ensure the quality of programs offered through the community colleges. As with the four-year programs, continuous improvement of the two community college programs ensures that candidates will be ready to impact student learning on day one. The quality of two-year programs will be measured with similar indicators as used with four-year programs, including indicators that assess mastery of content knowledge.

Title II funds will also be used to support enhanced communication with all educator preparation programs in the state on improving the quality of teacher candidate preparation. For example, communication will focus on the implementation of the new Teacher Preparation Regulations in all preparation programs. Common language used across all preparation programs and standardization of communications contributes to the overall effectiveness of the preparation process of teacher candidates.

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