

Strong Teacher Leadership

Title II, Part A funds may be used to support...

- * Substitutes to cover classes or stipends for teacher collaborative planning, curriculum, observations, and/or leading trainings.
- * Teacher compensation for their increased leadership roles and responsibilities.
- * Career opportunities and advancement initiatives for effective teachers that promote professional growth and emphasize multiple career paths (hybrid roles, leadership models, and decision-making groups).
- * Supporting peer-led, evidence-based professional development in LEAs and schools.
- * Recruiting and retaining talented and effective educators, including mentoring new educators.
- * Participating in community of learning opportunities and other professional development opportunities with diverse stakeholder groups.

USDOE Non-Regulatory Guidance for Title II, Part A, pages 13-14

Transformative School Leadership

LEAs can...

- ⇒ Partner with organizations to provide leadership training and opportunities for school leaders to hone their craft and bring teams together to improve school structures.
- ⇒ Offer community of learning opportunities for school leaders to engage with their school teams to fully develop broad curriculum models.
- ⇒ Develop opportunities for principals and other school leaders to collaborate, problem-solve, and share best practices.

USDOE Non-Regulatory Guidance for Title II, Part A, pages 15-17



Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading

Multiple Pathways to Teaching and Learning

Induction and Mentorship

Meaningful Evaluation and Support

Strong Teacher Leadership

Transformative School Leadership

Multiple Pathways to Teaching and Learning

Title II, Part A funds may be used to support...

- ...both traditional and non-traditional pathways through the development of new teacher, principal, or other school leader preparation academies, teacher and principal residencies and other alternative routes.
- ...the effective recruitment, selection, and hiring of the most promising educators.
- ...establish, or improve school-based residency programs for teachers and school leaders.
- ...reform efforts with the entities that oversee preparation standards and approval, certification, licensure, and tenure in order to ensure that:
 - Teachers have the necessary subject-matter knowledge and teaching skills in the academic subjects that they teach to help students meet challenging State academic standards;
 - Principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet challenging State academic standards; and
 - Teacher certification or licensing requirements are aligned with challenging State academic standards.

USDOE Non-Regulatory Guidance for Title II, Part A, pages 5-9

Induction and Mentorship

“LEAs are encouraged to use Title II, Part A funds to establish and support high quality educator induction and mentorship programs that where possible are evidence-based and are designed to improve classroom instruction and student learning and achievement and increase the retention of effective teachers, principals, or other school leaders (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)). Research shows that high-quality induction and mentoring programs can increase teacher retention as well as increase student achievement.”

Title II, Part A funds may be used to support a mentoring and induction program by providing early release time for mentoring, compensation for mentors, and evidence-based professional development for novice educators and mentors.

USDOE Non-Regulatory Guidance for Title II, Part A, pages 9-11

Meaningful Evaluation and Support

Title II, Part A funds may be used by LEAs to develop, implement, and improve rigorous, transparent, and fair evaluation and support systems that are based in part on evidence of student achievement and growth. It must: (1) include multiple measures of educator performance, such as high-quality classroom observations, and (2) provide clear, timely and useful feedback to educators.

Well-designed and implemented educator evaluation and support systems will:

- ⇒ **Continually improve instruction**
- ⇒ **Meaningfully involve educators and other stakeholders**
- ⇒ **Be valid, reliable, and fair**
- ⇒ **Include multiple measures**
- ⇒ **Be transparent**
- ⇒ **Help ensure educational equity**