

Key Decision Point in ESSA	Educator Effectiveness Work Group Alabama Recommendation
<p>1. States must decide if they will reserve up to 3% of their state-held funds under Title II in order to carry out state-level activities for principals or other school leaders and, if so, how to use those funds. States must also decide if they wish to use other state reservations for other activities, including teacher/leader evaluations and not more than 2% of the state allotment for teacher/leader preparation academies.</p>	<p>1. The work group recommends reserving up to 3% of state-held funds under Title II and to provide transparency regarding its expenditures.</p> <p>The work group also recommends using not more than 2% of the state allotment for teacher/leader preparation academies focusing on recruiting and retaining qualified teachers into rural, inner-city and other hard-to-staff schools as well as the impending teacher shortage in critical areas.</p> <p>The work group recommends that Title II funds be used for recruitment of high quality teachers, retaining and supporting those teachers, and providing professional pathways for teacher growth and career advancement. (Report from the <i>Governor's Commission 2008</i>)</p>
<p>2. States must decide if they will continue teacher evaluation systems developed under waivers.</p>	<p>2. The work group strongly recommends to continue use of Alabama's teacher evaluation system and that the ALSDE follow recommendations in the Alabama Educator Effectiveness SREB Report of July 2015.</p>
<p>3. States must decide how to determine whether, and ensure that, low-income and minority children enrolled in schools assisted under Title I are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>3. The work group recommends the following definitions for Alabama's plan:</p> <p><b>Ineffective Teacher:</b> An ineffective teacher may be properly certified to teach in his/her content area but is not able to demonstrate strong instructional practices, significant growth in student learning, and professionalism and dedication to the field of teaching.</p> <p><b>Out-of-field Teacher:</b> An out-of-field teacher is a teacher who holds a valid Alabama certificate that is not in the area(s) he/she is assigned to teach during the school day and who has limited content knowledge.</p> <p><b>Inexperienced Teacher:</b> An inexperienced teacher is a teacher who has fewer than three (3) years of teaching experience.</p>

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<p>4. States must also determine the measures the SEA will use to evaluate and publicly report the progress of the State educational agency with respect to such description, although a teacher/leader evaluation system is not required.</p>	<p>4. The work group recommends the use of appropriate data points including:</p> <ul style="list-style-type: none"> <li>• Teacher attendance</li> <li>• Student achievement data</li> <li>• Undergraduate degrees</li> <li>• Post graduate degrees</li> <li>• Number of National Board Certification</li> <li>• Degrees from Institutions</li> <li>• Teacher preparations including number of grades, employment, ACT scores, GPA, Clinical experience, Majors</li> <li>• Data points from the Alabama Teacher Evaluation System</li> </ul>
<p align="center"><b>Key Decision Point in ESSA</b></p>	<p align="center"><b>Early Learning Work Group Alabama Recommendation</b></p>
<p>1. States must determine how they will provide assistance to districts and schools using Title I funds for early childhood education.</p>	<p>1. The work group recommends that, consistent with the LEA's needs assessment and plan, Title I funds may be used to improve early learning and develop the knowledge and skills of pre-K – 3<sup>rd</sup> grade teachers and administrators. The Alabama Department of Early Childhood Education (ADECE) will provide Preschool Technical Assistance.</p>