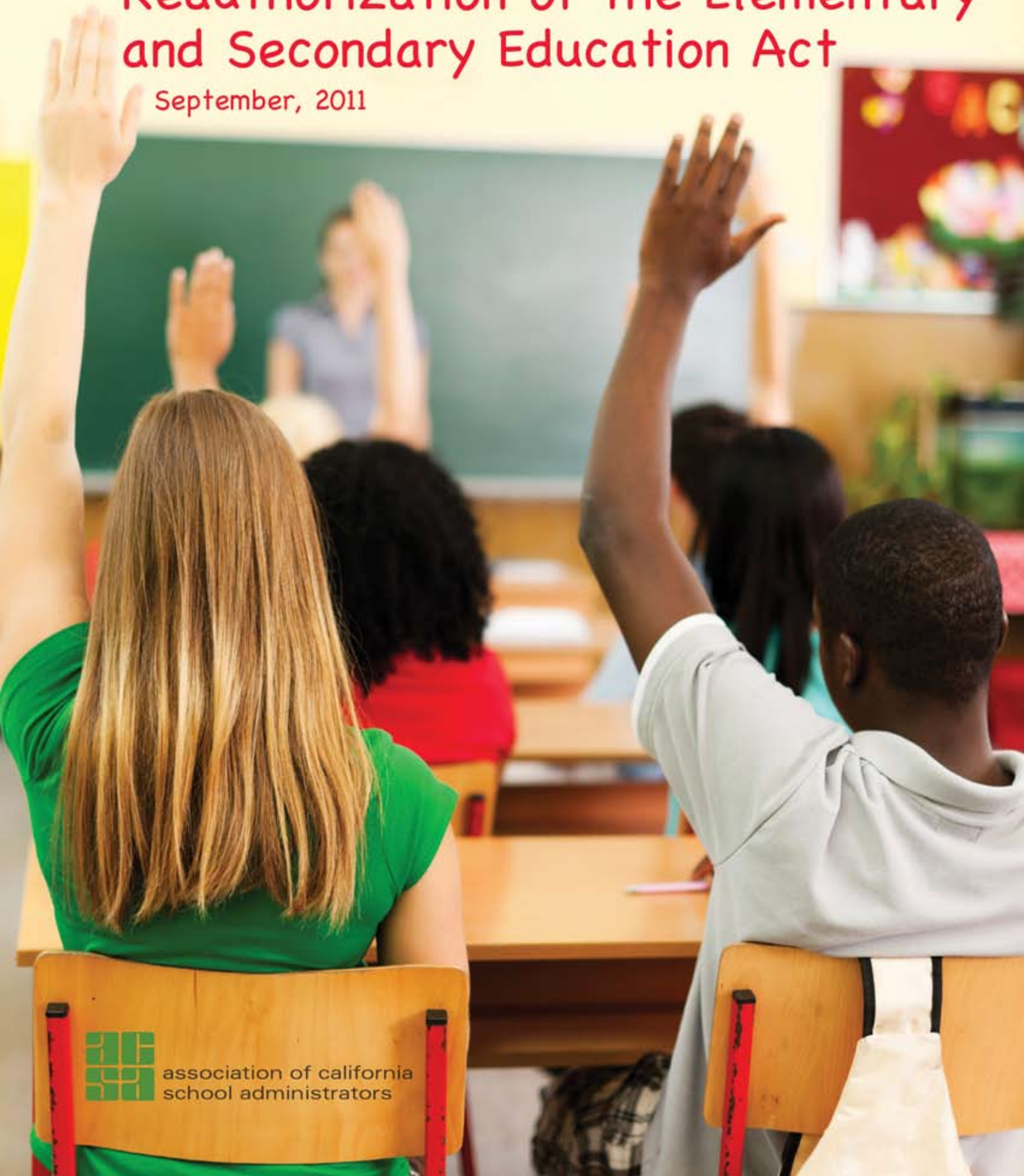


Recommendations for the Reauthorization of the Elementary and Secondary Education Act

September, 2011



association of california
school administrators



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Mission of ACSA

The Association of California School Administrators is the largest statewide education administrator association in the country and its mission is to 1) Support California's educational leaders, 2) Ensure all students have the essential skills and knowledge needed to excel; and 3) Champion public education.

Purpose of ACSA ESEA Task Force

ACSA's ESEA Task Force has been a powerful voice in the implementation and strategies necessary to ensure that ESEA is effective in California. The Task Force has studied the impact and effect of the law and regulations on student learning and believes that significant revisions to the law are necessary for ESEA to remain viable and effective.

ACSA's ESEA Task Force is composed of ACSA members representing all areas of K-12 public school administration including, but not limited to, county and district superintendents, curriculum, instruction and assessment experts, principals and vice-principals of elementary, middle and high schools, human resources, special education and directors of state and federal programs.

Resources

- **Association of California School Administrators: ESEA Reauthorization webpage** (<http://www.acsa.org/MainMenuCategories/Advocacy/Issues-and-Actions/ESEA.aspx>)
- **California State Department of Education webpage** (<http://www.cde.ca.gov/>)
- **US Department of Education: A Blueprint for Reform The Reauthorization of the Elementary and Secondary Education Act** (<http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>)
- **US Department of Education website** (<http://www.ed.gov/>)
- **US House Education Committee website** (<http://edworkforce.house.gov/>)
- **US Senate Health Education Labor & Pensions Committee website** (<http://help.senate.gov/>)



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On behalf of more than 15,000 education leaders from the state of California we are pleased to present the Association of California School Administrators (ACSA) recommendations for the upcoming reauthorization of the Elementary and Secondary Education Act (ESEA).

The Association of California School Administrators is the largest statewide administrator association in the country. The recommendations contained in this report reflect the expertise of superintendents, principals and vice principals, curriculum, instruction and assessment experts, human resource administrators, special education and English learner experts, state and federal categorical program directors, classified and school and district budget experts.

ACSA's ESEA Task Force has spent a year reviewing and deliberating over the components of the current version of ESEA known as the No Child Left Behind Act. Our ESEA Task Force also provides in this report our response to President Obama's *Blueprint for Reform*.

The recommendations fall into seven areas:

1. College and Career Ready Students
2. Assessing Student Achievement
3. Rigorous and Fair Accountability for All Levels of the Education System
4. Meeting the Needs of English Learners and Other Diverse Learners
5. Other Key ESEA Reforms
6. Teacher and Leadership Pathways
7. Great Teachers and Leaders

We look forward to discussing and sharing these recommendations with policymakers and other stakeholder organizations at the local, state and federal level.

Sincerely,

Alice Petrossian
President
ACSA

Steve Betando
Chair
ACSA ESEA Task Force

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College and Career Ready

ACSA supports President Obama's focus in the *Blueprint for Reform's* emphasis on college and career ready students as the goal of America's educational system. ACSA supports college and career ready standards to ensure all students will have the essential skills and knowledge to succeed and have meaningful opportunities upon graduation from high school. ACSA supports California's commitment to implementing the national Common Core standards in English/language arts and mathematics, however we do believe greater clarity is critical regarding the aspects of career ready.

The role of the federal government in mandating or incentivizing national standards must be carefully navigated given the severe financial constraints of states. Implementing new standards, instructional materials, assessments and new accountability systems is very costly for states. We, therefore, recommend the following key components to effectively implement and strengthen states' ability to adopt a college and career ready focus:

The federal government should provide financial support for all accountability requirements associated with college and career ready standards. This would include implementation of standards at all grade levels, new instructional materials, assessments, data systems and teacher and leader professional development and training. The federal government should support states to align college and career ready standards to two-year and four-year college entrance requirements of both public and private colleges and universities.

The federal government should support states to align college and career ready standards to career technical education and industry standards and programs offered at the secondary level and beyond. This should include an emphasis on a PreK-16 model where even the lower grades focus upon career awareness and exposure.

The federal government should also support the alignment of both college entrance requirements and industry standards with Common Core and other state content standards and support greater collaboration among K-12, business/industry and post-secondary partners.

Defining Career Ready at the National Level

There is an opportunity to better define career readiness at the federal and state level at this point in our history. The national Common Core movement greatly improves upon the articulation of what students should know and be able to do in English/language arts and mathematics. The performance in the sciences and general critical thinking skills should also be expanded in the definition of career readiness. The importance of including STEM (Science, Technology, Engineering, and Mathematics) not just as a set aside, but as an integral trans-discipline must be emphasized at all grade levels. There must be a continuum from PreK-16 so that students can advance at each level and not repeat or have different expectations at each level. This coordination will take the collaboration of national and state policymakers, PreK-12, postsecondary and business/industry.

IHEs and industry must be integral to expanding the definition and role of career readiness in the PreK-12 system. It must be the responsibility at all levels, not just PreK-12, to ready students for careers. It is the responsibility of all partners to truly prepare students for both academic and technical skills needed to succeed.

Rigorous College - and Career-Ready Standards

- The content and performance standards should include all core subject areas, including the arts, English Language Proficiency standards, career technical education, and 21st century workplace skills.
- Essential content and performance standards must be identified and emphasized to ensure a focus on depth over breadth so that all students have the opportunity to acquire and apply knowledge at high levels for solving real-world problems and meeting rigorous, internationally benchmarked standards.
- Content standards and career technical education standards should be cross-referenced to support real-world performance competencies.
- The standards should be balanced between cognitive knowledge, problem solving, and application of academic skills similar in rigor to the highest performing nations.
- Content and performance standards should be benchmarked against exemplary national and international standards.
- English Language Proficiency standards should be integrated into all academic standards to support linguistically diverse students' need to master both linguistic and content standards.

Assessing Achievement

Performance Measures

- Performance measures must be aligned to essential, rigorous, internationally benchmarked content and performance standards that prepare students for post-secondary education and viable careers.
- Performance measures must meet the highest standards of educational measurement to ensure that they are valid and reliable measures of student achievement include 21st century workplace competencies and are developed according to the principles of universal design.
- English Learners must be assessed in a manner that distinguishes content knowledge from linguistic proficiency in English and in accordance with the number of years of instruction in English. Assessments for students with disabilities must incorporate the Individual Educational Plan requirements for accommodations and modifications and other testing requirements. Assessments for linguistically diverse students must evaluate such students fairly, and results should distinguish between content knowledge and linguistic proficiency.
- Performance measures must be balanced and require evidence of students' ability to reason, analyze and evaluate multiple sources of information, and solve challenging, real-world problems.
- Performance measures must focus in-depth on essential standards rather than attempting to survey all precursor skills. Expectations for mastery of foundational skills must be embedded in demonstrations of higher order, essential standards required for exemplary achievement.
- Performance measures should include a variety of question types and must be appropriate for the construct being evaluated. They should align to high quality teaching and learning by emphasizing constructed response items that require students to demonstrate critical thinking, reasoning, and problem solving for real-world scenarios.
- Performance measures should be designed to be meaningful, relevant, and motivating to students. At the secondary level, performance measures should be aligned and streamlined with college entrance and placement criteria and industry expectations to reduce redundancy and motivate students by demonstrating the critical link to post-secondary options.
- Assessment of career technical education standards should require embedded demonstrations of the application of academic standards for problem solving.
- The assessment system should vary by intended purpose with local formative assessments for teachers and schools to provide current information and guidance for teaching and student learning and summative assessments, with randomized matrix sampling, to provide information about school, district and statewide performance.

- The design of performance measures should serve as a model for effective teaching and learning of both academic core and career technical education essential standards, and include critical thinking, reasoning, and problem solving.
- Formative assessments should be benchmarked against exemplary models to guide the development, administration, and use by teachers to enhance instructional planning and teaching of current students.
- Summative assessment results should provide sufficient information to guide determination of school, district and state priorities to support full implementation of rigorous, world-class essential standards.
- Development and implementation of a comprehensive system of performance measures should include substantial professional development for teachers and administrators to maximize their impact on student learning.
- Content and performance standards should be revised periodically in light of evidence of changing preparation needs to meet the demands of the 21st century.
- Assessment of core academic standards should require embedded demonstrations of contextualized applications of academic standards found at home, in the community and in the workplace.

Rigorous and Fair Accountability for All Levels: Measuring and Supporting Schools, Districts and States

Accountability for Excellence and Equity

- The accountability system must be purposely designed to achieve the following dual purposes:
 1. stimulate, support and recognize schools that demonstrate significant progress toward high achievement and closing achievement gaps among all students and student groups (subgroups), and
 2. identify schools and districts that have not demonstrated improvement in raising student achievement or closing achievement gaps in order to provide intensive support and intervention to meet continuous improvement expectations.
- Performance expectations within an accountability system must be benchmarked against requirements for post-secondary education, viable careers, and performance expectations of internationally competitive nations.
- The accountability system must recognize continuous growth in achievement at all performance levels and provide incentives and recognition for raising performance among students with the greatest achievement needs, thus closing achievement gaps. Similar schools that have attained high achievement and closed gaps should be identified in order for them to serve as models/exemplars for other schools.
- Accountability targets should be based on individual annual student gains in performance within the typical school structure of elementary, middle and high school to both measure annual growth and set expectations for achievement by the end of selected grade spans.
- The accountability system should be a multi-tiered growth model with achievement and accountability indicators at the student, school, district and state levels designed to meet the information needs at each level to enhance individual student achievement progress and program planning and implementation.
- Levels of student achievement on state assessments should be recognized as growth including when students move from assessment cut points, known in California as "Below Basic," to "Basic," to "Proficient" and beyond.
- The accountability system must be unbiased and fair to all student groups, including linguistically diverse students and students with disabilities.
 - Disaggregated subgroup indicators must give credit for the performance of all subgroup members, including those who have successfully attained proficiency targets.
 - Academic achievement expectations for English Learners should be contained within the general accountability system and not duplicated in Title III.

- Subgroup accountability for English Learners should be disaggregated by years in program to account for exposure to English and increasing expectations and to preclude the inappropriate practice of accountability for performance on a test for which the student does not yet have sufficient English language proficiency or years of schooling.
- Individual Education Plan requirements for the use of accommodations and modifications in assessment must be implemented and the results credited within the accountability system.
- The accountability system must include multiple indicators of college and career readiness at the school, district and state level, including completion of advanced coursework (courses required for college entrance, Advanced Placement, International Baccalaureate), career technical education course sequence completion and industry certification as pertinent to the designated career field, and graduation and drop-out data disaggregated for each identified student group (subgroup).
- All schools and districts receiving state and federal funding must participate in the state and federal accountability systems and meet shared expectations for serving all students.
- It is the responsibility of the state and federal government to provide full funding for a comprehensive accountability system, including development and benchmarking of essential content and performance standards, development of appropriate performance measures, implementation and scoring of local, state and federal assessments, professional development to ensure that all students have the opportunity to learn the essential standards, and incentives and interventions to improve system-wide performance.
- Alternative education programs and schools should be recognized for the unique role they play in ensuring credit recovery and significant growth for students who may be significantly below grade level. A federal accountability model must recognize the growth metric for students in alternative education will differ from traditional school settings, but they should be held accountable. These alternative schools and models can provide choice and success for many students on the edge of dropping out.

Incentives and Interventions

- The accountability system needs to be thoughtfully designed to distinguish between schools that demonstrate continuous progress at all achievement levels and deserve recognition for growth in student achievement and closing achievement gaps and schools that demonstrate a long-term pattern of failure to attain growth in student achievement or close achievement gaps.
- Incentives and intervention components within the accountability system must be solution-oriented, not punitive, providing positive support, including sufficient financial resources, multiple years of support, and professional development for improving teaching and learning to world-class standards for all students.
- States have the responsibility to hold districts accountable for improving school-wide performance. Determination of specific interventions needs to be made based on a

comprehensive analysis of specific district and site strengths and needs. The district, site and external advisors should collaborate to analyze needs and plan interventions that target these identified needs. Flexibility regarding state Education Code requirements should be provided as needed based on identified needs of the district and school.

- The determination of a need for interventions should be based on multiple years of performance data indicating insufficient progress in raising student achievement and closing achievement gaps as well as analysis of local conditions and improvement strategies.
- Incentives and interventions must be evidence-based, sustained over multiple years, and free from political practices and priorities.

Reward and Challenge States, Districts and Schools

Rewarding states, districts and schools that achieve goals set forth in the plan is a step in the right direction, but California's experience in this effort in the late 1990s found the state did not sustain rewards over time. In fact it was just one year under our Academic Performance Index (API) that rewards were distributed. We urge that if you commit to a rewards model you commit to a long-term balance between support, interventions and rewards; holding all three elements of accountability equal in importance.

In regards to the proposed "Challenge" districts and schools, a focus on the lowest 5 percent has merit; however, the four prescriptive models and the removal of the district superintendent is too limited and in some cases excessively punitive. The models are particularly problematic for collective bargaining states. ACSA proposes allowing districts and states to implement an additional rigorous "fifth option" that can meet the principles of the Blueprint but reflect more accurately the needs of individual school and district communities. This fifth option would be approved on a "case by case" approach at the state level. The fifth option would honor the right of the local district superintendent to determine where they place principal leaders. It's also important to recognize constraints placed on collective bargaining states. The concept the federal government leverages ESEA to remove district superintendents is not needed, as superintendents are already held accountable by, and can be removed by, local governing boards. In addition district superintendents oversee all aspects of a school district not just one grant program. More detail is necessary to comment on the concept of Challenge schools and districts with persistent achievement gaps.

A theme throughout Challenge schools and districts is the concept of expanded or extended learning time for students. We support this strategy, but remind Congress this requires a significant financial commitment not available to states such as California in severe budget crisis. Extending the day or year takes ongoing sustained funding not offered in the Blueprint.

School Turnaround Grants

The focus in the Blueprint on effective quality review teams is already embedded in California's accountability system through the School and District Assistance and Intervention Teams (SAIT and DAIT). We have learned many lessons in terms of the importance of community, school and district buy-in and capacity building. Where we differ with the Blueprint is that the four intervention models or "cures" lack confirmed research. We strongly oppose the premise that in all four models the removal of the principal is the silver bullet, or the best approach to school reform.

In fact our recent experience with the identification of 188 schools under the new SIG grant requirements have proven that exemplary principals are being removed just after being placed in struggling schools to do the very work proposed in the Blueprint. In some cases districts will be forced to rearrange the “deck chairs” to appease state and federal officials when in fact they had the right leader in the right place at the right time. This cannot be a federal decision, and we urge Congress to reject this overly prescriptive experiment.

ACSA proposes that only those interventions or that can be confirmed by research and based on the time necessary to turn around a struggling school be included in ESEA reauthorization. It will also be imperative that the federal government provides dedicated and sufficient funding for states to make multi-year investments in struggling schools. One - or two-year quick fix injections of funds will not achieve the results desired by the Obama Administration, in particular if longer school day or year is expected.

The School Closure Model is of particular concern. Encouraging school closure can undermine local neighborhoods, impact student self-esteem when students are bussed to schools across town and labeled “from a failing school,” and absolves the community from working on improvements.

While there are merits to the transformation and turnaround models both suffer from a lack of recognition of the true reality of the devastation of the education budget cuts experienced by states. Longer school day and year, increased compensation for working in low performing schools built into the salary schedules, etc., takes long-term financial commitments not just one-time-only funding resources or even three-year funding resources in order to truly show improved achievement over time.

Meeting the Needs of English Learners and Other Diverse Learners

English learners

ACSA believes that ESEA should support accountability for implementation of effective programs that meet the linguistic and academic needs of English learners. We are working on this effort at the state level and applaud this focus at the federal level. We strongly support the requirement that states establish criteria to determine eligibility, placement, and duration of programs and services based on a state's valid and reliable English language proficiency assessment. We also support the Blueprint focus on flexibility to allow states to use many types of strategies to improve the education of English learners. We support states being required to adopt and implement statewide grade-by-grade English language proficiency standards that are linked to the state's college and career ready academic content standards. California adopted English language development standards in the late 1990s; however, they have not been linked formally to our academic content standards, so this will be an improvement to our support for English learners. We support the requirement states establish criteria to determine eligibility, placement, and duration of programs and services, based on a state's valid and reliable English language proficiency assessment. Assessments for English learners must be designed to appropriately distinguish between linguistic and academic proficiency, and accountability for growth should be aligned to research-based timelines for attaining proficiency in English.

Students with Disabilities

ACSA believes that students with disabilities should have access to the core curriculum. High quality curricula and instructional support systems that effectively meet students' learning needs are particularly important for students with disabilities. ACSA supports the Blueprint focus to ensure assessments accurately and appropriately measure performance of students with disabilities and those districts and schools implement high quality curricula and instructional support systems that incorporate the principles of universal design.

Other Key ESEA Reforms

Data Reporting Requirements and Supporting the Capacity to Gather, Input, Analyze and Report Local, State and Federal Data

The primary role of student data should be to inform local teaching and learning. State and federal data should be minimal and not create a burden that detracts from supporting students at the local level. ACSA supports the need for timely, accurate student data, but it's important for state and federal officials to recognize that school and district staff (classified and certificated) must be provided the support and training to gather, input, analyze and report student data. This is lacking in the Blueprint and has been lacking in California's quest to create a statewide student longitudinal data system over the last fifteen years. Without professional training, infrastructure and support provided to local educators in the use and application of student data, the system will fail. We urge funding be provided for this purpose under ESEA.

Supplemental Service Providers (SES) and School Choice

ACSA does not believe SES and Choice have resulted in the intended goals set forth by the Bush Administration under NCLB. If some form of SES and Choice are included under ESEA reform proposals we recommend they become optional strategies and that states and local school districts have greater authority to hold SES providers accountable.

- Recognize the important role before and after school programs can provide as an option for tutoring as well as other tutoring programs already offered by school districts.
- Hold states accountable for identifying standards and criteria for defining academic achievement goals for students served by SES providers, including how services are cost-effective and contribute, rather than detract, from the school district's plan for student academic achievement.
- Recognize the extensive time and funding necessary to monitor private SES providers and the Choice process. Fund the administration of these options appropriately.
- Allow school districts to continue to work with their students as an SES provider.
- Hold SES providers to the same "Highly Qualified" teacher requirements and "effectiveness" requirements identified in the Blueprint.
- Provide the SES or Choice option to Title I students who are not proficient and could benefit from such services rather than all students (non-Title I) who are proficient.
- Federal law must honor "lack of capacity," campus health and safety, class size requirements and facility limitations when requiring School Choice.
- Modify percentage set-aside requirements for School Choice, Transportation and Supplemental Services and instead adjust to actual amounts spent. Allow for carryover and reflect true administrative costs in federal funding.
- Provide school districts with the authority to screen SES providers who do not meet local requirements, including contract requirements. Allow school districts to require SES providers have experience with English learners and students with disabilities.

Charters: Quality and Choice

ACSA believes that charters can be considered as one of many options for choice and reform; however, charters must be held accountable to the same high achieving standards required of all other schools and districts that accept federal funding. Charters should not be favored over other reform options. Charters that do not show academic progress over time should be closed. Choice options for the lowest achieving 5 percent of schools need to be more diverse. The current options under the School Improvement Grant program are too prescriptive and seem to rely heavily on the charter option. More balance is needed in the discussion about what constitutes Choice which could include empowering local schools to make very specific changes rather than pick from a prescriptive list developed in Washington.

Involve Stakeholders

ACSA recommends that Congress include in ESEA reauthorization a requirement that the U.S. Department of Education consult with and involve school and district administrators, federal program administrators, teachers, parents and other stakeholders in the development of rules and regulations affecting the administration of ESEA. We also recommend Congress require states to consult with their Committee of Practitioners (COPs) before issuing state rules and regulations related to ESEA requirements and programs.

Evaluation

ESEA reauthorization must include a sunset and a comprehensive evaluation of whether statutory reforms have been effective.

Teacher and Leadership Pathways

ACSA believes leadership pathways must include preparation, induction and ongoing professional development and support. States, not the federal government, must define high quality professional development in all phases of teacher and leadership pathways by applying broad goals and principles that are researched-based and consensus driven. Funding flexibility is critical to the success of locally determined professional development support systems. No two school districts or schools are alike for purposes of supporting teachers and leaders even if common principles are embraced. Title I and Title II federal funding should form the foundation for sustained, ongoing professional development for teachers and leaders to implement the goals of ESEA, however states should utilize other federal and state sources such as competitive grants to support teachers and leaders.

Into the Leadership Profession – Preparation and Induction

ACSA affirms and supports the purpose of California’s two-tiered system for licensing administrators. The first-tier credential is for the Preliminary Administrative Services Credential and is valid for five years while the new administrator works in a school. The second-tier credential, the Professional Clear Administrative Services Credential is completed while working under a preliminary credential. ACSA believes that induction of principals and other leaders must reach beyond the phase of obtaining a credential but must also be imbedded into new positions held by leaders at all phases of employment. The federal and state government can assist in the preparation and induction of leaders by imbedding induction within and during all phases of leadership.

Formal Structured Induction Program for Leaders

To strengthen the induction stage in California’s principal and leader workforce as well as integrate induction into all aspects of ESEA leadership pathways, ACSA recommends that ESEA and state reforms include the following:

- Establish clear, standards-based goals for induction programs. Goals should be focused on the leadership required to improve teaching and learning, and should be widely accepted by those providing services and support.
- Work with school districts to adopt or adapt research-based models of effective induction and to exchange best practices with other districts.
- Ensure that induction programs including coaching for new principals last for at least a year and, ideally for two or more years.
- Require high standards for state and district coaching programs, including a rigorous recruiting effort to ensure that coaches are of the highest quality.
- Collect data about the effects of coaching on developing effective, instructionally focused leaders.
- Commit federal, state and local funding to sustain long-term induction activities and programs that maximize support for new principals and leaders and provide incentives to engage high-quality coaches and to ensure research is results based.

Ongoing Development and Support for Principals and Other Leaders

Principals and other education leaders should be provided with the resources needed to be truly effective. State and federal policymakers must ensure there is a coherent and comprehensive system to support principal and leadership development.

Defining High Quality Professional Development

High quality professional development:

1. Is standards-based.
2. Is evidenced-based.
3. Examines personal and professional practice.
4. Employs coaching and support.
5. Provides for differentiated opportunities.

A Blueprint for Reform: Teacher and Leader Innovation Fund

ACSA appreciates the support of President Obama as part of the *Blueprint for Reform* to develop innovative approaches to the recruitment, retention and ongoing support for highly effective teachers and leaders. ACSA believes the federal and state government should define broad goals that are researched-based, for the use of innovation funds. Once broad goals are established, ACSA believes the federal and state government must allow local school districts to develop their vision and plans to meet local needs that improve quality teaching and leadership. ACSA believes competitive funding should be in addition to, but not the primary source of, federal funds to truly sustain ongoing quality professional development and support for teachers and leaders. This is particularly important given the inequities of small versus large school districts to have the capacity to write and receive competitive grant funding so that students in all types of districts benefit from the development of exceptional teachers and leaders.

The Role of Institutions of Higher Education

The federal and state government should expect that institutions of higher education (IHEs) will keep current on the latest federal and state reforms to improve student academic achievement. To that end we make the following recommendations:

- IHEs should be expected to incorporate common core standards and national and state assessments as well as accountability systems into their practices and programs. This is particularly important to support teachers and administrators as the expectations continue to rise to close the achievement gap and ensure higher student outcomes overall.
- ACSA believes that there should be greater accountability on the part of IHEs to provide models of effective instructional practices that guide teachers to change instructional strategies to meet the needs of students.
- Additional support is also needed for all teachers in working with high need pupils. Examples include English learners in a science class or special education students in a mainstreamed mathematics class.
- IHEs should be expected to imbed into their program how to use student data to inform instruction and how to differentiate instructional strategies to help close the achievement gap.

- IHEs should be assessed on the quality of their preparation programs based on outcomes of data of both effective and not as effective teachers and leaders.
- IHEs should be expected to collaborate with the K-12 education system to ensure that the design of their education programs is aligned with what is expected in K-12 education.

Great Teachers and Leaders

ACSA supports focusing upon teacher and leader effectiveness in improving student outcomes by engaging students at high levels and holding both students and staff to high expectations for academic achievement. Developing great leaders is recognized as a fundamental strategy for improving schools and closing achievement gaps. Ensuring an effective and caring teacher is in every classroom is critical to improving student learning and must be the highest priority of our state and the nation.

As Congress considers the Obama Blueprint for ESEA Reform it is important to stress that it must be states and school districts, not the federal government that defines “effective teachers and leaders.” These definitions should be developed in collaboration with teachers, principals and other stakeholders.

California has already done this important work through our California Standards for the Teaching Profession (CSTPs) and our California Professional Standards for Educational Leaders (CPSELs). Please note California’s standards for both teachers and administrators are comprehensive, highlighting excellence and breadth for what constitutes effective teachers and leaders. We commend these standards to Congress as principles that should guide California but may also assist other states as they define effective teachers and leaders.

Great Teachers

California Standards for the Teaching Profession

Standard 1: Engaging and Supporting all Students in Learning

- 1.1. Using knowledge of students to engage them in learning.
- 1.2. Connecting learning to students’ prior knowledge, backgrounds, life experiences and interests.
- 1.3. Connecting subject matter to meaningful, real-life contexts.
- 1.4. Using a variety of instructional strategies, resources and technologies to meet students’ diverse learning needs.
- 1.5. Promoting critical thinking through inquiry, problem solving and reflection.
- 1.6. Monitoring student learning and adjusting instruction while teaching.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

- 2.1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
- 2.2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
- 2.3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
- 2.4. Creating a rigorous learning environment with high expectations and appropriate support for all students.
- 2.5. Developing, communicating, and maintaining high standards for individual and group behavior.
- 2.6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
- 2.7. Using instructional time to optimize learning.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

- 3.1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.
- 3.2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.
- 3.3. Organizing curriculum to facilitate students' understanding of the subject matter.
- 3.4. Utilizing instructional strategies that are appropriate to the subject matter.
- 3.5. Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students.
- 3.6. Addressing the needs of English learners and students with special needs to provide equitable access to the content.

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

- 4.1. Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.
- 4.2. Establishing and articulating goals for student learning.
- 4.3. Developing and sequencing long-term and short-term instructional plans to support student learning.
- 4.4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
- 4.5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

Standard 5: Assessing Students for Learning

- 5.1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments.
- 5.2. Collecting and analyzing assessment data from a variety of sources to inform instruction.
- 5.3. Reviewing data, both individually and with colleagues, to monitor student learning.
- 5.4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.
- 5.5. Involving all students in self-assessment, goal setting, and monitoring progress.
- 5.6. Using available technologies to assist in assessment, analysis, and communication of student learning.
- 5.7. Using assessment information to share timely and comprehensible feedback with students and their families.

Standard 6: Developing as a Professional Educator

- 6.1. Reflecting on teaching practice in support of student learning.
- 6.2. Establishing professional goals and engaging in continuous, purposeful professional growth and development.
- 6.3. Collaborating with colleagues and the broader professional community to support teacher and student learning.
- 6.4. Working with families to support student learning.
- 6.5. Engaging local communities in support of the instructional program.
- 6.6. Managing professional responsibilities to maintain motivation and commitment to all students.
- 6.7. Demonstrating professional responsibility, integrity, and ethical conduct.

Great Leaders

California Professional Standards for Educational Leaders (CPSELs)

A school administrator is an educational leader who promotes the success of all students by:

Standard 1: A Vision of Learning

- 1.1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: The School Culture and Instructional Program

- 2.1. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: The Learning Environment

- 3.1. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: The Community

- 4.1. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Personal Ethics and Leadership

- 5.1. A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Standard 6: Operating Within a Larger Context

- 6.1. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Effective Teacher Evaluations

Every student deserves an effective teacher in every classroom. The primary purpose of an evaluation process is to ensure high levels of student learning. Education administrators have the obligation to ensure that teachers are evaluated fairly, consistently and effectively using multiple methods consistent with state standards for the teaching profession. The evaluation process should ensure that the needs of all students are met. Evaluations should differentiate how to accelerate success, address professional development needs or, as necessary, intervene when there are persistent performance issues.

States and local education agencies, not the federal government, should determine the process for implementing teacher evaluations and determine what constitutes an effective teacher based on criteria. The challenges of this work for principals and other evaluators is extensive and time consuming and deserves full support by the federal, state and local education agencies to realistically apply this criteria.

Criteria for Effective Teacher Evaluations

The following criteria forms the basis of what a quality evaluation process should include but does not have to be limited to:

- **Evidence of Student Academic Growth Based on Multiple-Measures**
Assessments must be valid and reliable and used for the purposes intended and for the appropriate student populations. Multiple measures include but are not limited to classroom work, local and state academic assessments, student grades, classroom participation, student presentations and performance, student projects and portfolios. See *Note for further definitions.
- **Evidence of High Expectations and Active Student Engagement for Each Student**
- **Evidence of Differentiated Instruction and Practices Based on Student Progress**
- **Evidence of Culturally Responsive Instruction to Eliminate the Achievement Gap**
- **Evidence of the Use of Formative Assessments to Adjust Instructional Practices to Meet the Needs of Individual Students**
- **Evidence of Multiple Observations of Instructional and other Professional Practices Conducted by Evaluators** (e.g. multiple classroom observations, one-on-one discussion, review of classroom materials and course of study, parent and student feedback, etc.) Please see **Note below on evaluation frequency.
- **Evidence of Collaborative Professional Practices for Improving Instructional Strategies** (evidence of curricular leadership, ongoing professional development, teacher teamwork, professional learning communities, etc.)

- **Evidence of Meaningful Self-Assessment to Improve as a Professional Educator** (Conduct a self-assessment on state standards for the teaching profession to identify areas of strengths and areas for professional growth).
- **Evidence of Participation in Identified Professional Growth Opportunities**
- **Evidence of Consistent and Positive Relationships with Students, Parents, Staff and Administrators.**

Notes

*The definition of local and state academic assessments includes but is not limited: state standardized assessments, formative, summative, benchmark, end of chapter, end of course, advanced placement, international baccalaureate, college entrance, etc. For career technical education students "authentic performance assessment" of students is a strong indicator of effective teaching and learning in the technical fields and lab work.

**Frequency of evaluations is determined at the local level adhering to state requirements. Student progress shall be reviewed throughout the year between teachers and evaluators.

***Evaluation indicators shall be developed under each criteria based on the state standards for the teaching profession. Indicators shall be determined at the state and local level.

Effective Principal Evaluations

Every student deserves an effective principal who ensures high levels of student learning at his or her school. Therefore, the purpose of principal evaluations must be to provide feedback to guide principal professional growth and help to improve principal performance while raising student achievement. Evaluations should reflect the complex responsibilities of a principal's daily work as it impacts student success. Evaluations should differentiate how to accelerate success, address professional development needs or, as necessary, intervene when there are persistent performance issues. District level evaluators have the obligation to ensure that principals are evaluated fairly, consistently and effectively using multiple methods consistent with the California Professional Standards for Educational Leaders (CPSELs). District leadership must build into the principal evaluation process the impact of the diversity of schools in regard to size, demographics and available resources. Principals should be provided with the resources needed to be truly effective. State and federal policy makers must ensure there is a coherent and comprehensive system to support principal development and leadership.

State and local education agencies, not the federal government, should determine the process for implementing principal evaluations and determine what constitutes an effective principal based on criteria.

Criteria for Effective Principal Evaluations

Evidence of meeting the California Professional Standards for Educational Leaders (CPSELs) must be the overarching criterion for all principals. This includes: 1) A Vision of Learning for all Students, 2) A School Culture Focused on an Effective Instructional Program, 3) An Effective Learning Environment, 4) Collaboration with Families and Community, 5) Ethical Leadership and Professional Growth, and 6) Operating Within a Larger Political, Social, Economic, Legal and Cultural Context.¹

The following criteria form the basis of what a quality evaluation process should include but does not have to be limited to:

- **Evidence of Academic Growth Based on Multiple-Measures²**
- **Evidence that Teacher Evaluations are Effective and Comprehensive³**
- **Evidence of Culturally Responsive Instructional Strategies to Address and Eliminate the Achievement Gap**
- **Evidence of the Ability to Analyze Quality Instructional Strategies and Provide Effective Feedback that Leads to Instructional Improvement**
- **Evidence of High Expectations for All Students and Leadership to Ensure Active Student Engagement and Learning**
- **Evidence of Collaborative Professional Practices for Improving Instructional Strategies³**
- **Evidence of Effective School Management⁴**

- **Evidence of Meaningful Self-Assessment to Improve as a Professional Educator**⁵
- **Evidence of Consistent and Effective Relationships with Students, Parents, Teachers, Staff and Administrators**

Notes

¹ Evaluation indicators shall be developed under each criterion based on the California Professional Standards for Educational Leaders (CPSELs). Indicators shall be determined at the state and local level. Frequency of evaluations is determined at the local level adhering to state requirements. School success and progress shall be reviewed throughout the year between evaluators and principals and should include district defined goals.

² For purposes of evidence of student academic growth, evaluators shall use student work as well as student and school longitudinal data that demonstrates student academic growth over time. Assessments must be valid and reliable and used for the purposes intended and for the appropriate student populations. The definition of local and state academic assessments includes, but is not limited to: state standardized assessments, formative, summative, benchmark, end of chapter, end of course, advanced placement, international baccalaureate, college entrance, and performance assessments. For career and technical education, "authentic performance assessment" is a strong indicator of effective teaching and learning.

³ For purposes of collaborative professional practices for improving instructional strategies, they can include but not be limited to, curricular and management leadership, ongoing professional development, teacher/principal teamwork and professional learning communities.

⁴ Evidence of effective school management may include personnel and resource management, organizational leadership, sound fiscal practices, safe campus environment and appropriate student behavior.

⁵ Evidence of self-assessment to improve as a professional educator may include but not be limited to, a self-assessment on state professional standards for educational leaders and identify areas of strengths and areas for professional growth and to engage in activities to foster one's professional growth.

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