America Forward on ESEA

Supporting Effective External Partners, Investing in What Works, and Promoting Innovative Solutions

America Forward is a nonpartisan policy initiative that unites national policymakers with innovators who lead high-impact results-driven organizations to advance a public policy agenda championing innovative and effective solutions to our country's most pressing social problems. America Forward is an initiative of New Profit Inc. New Profit is a national venture philanthropy fund that invests in, and provides strategic support to, a portfolio of leading social entrepreneurial organizations to strengthen, connect, and amplify their impact and increase social mobility in America.

We advance our efforts through the leadership of the **America Forward Coalition**, a network of more than 60 innovative, impact-oriented organizations, working in more than 1,000 communities nationwide, dedicated to driving systemic change in workforce development, education, early childhood, youth development, and poverty alleviation. Our Coalition members share a commitment to innovating to achieve better results, using data to track progress and ensure accountability, and leveraging resources across silos and sectors to improve the lives of the people they serve, and are achieving measurable outcomes in communities across the country every day.

We believe that innovative policy approaches that foster innovation, reward results, and catalyze cross-sector partnerships can transform these local results into national change and propel all of America forward.

Who we are

Our organizations, which work together as part of the America Forward Coalition, are in thousands of schools across the country and serve large numbers of students, and teachers, and school leaders from under-resourced communities. Our missions, while they may vary in approach, boil down to one simple purpose: to ensure that all children, whatever their background, receive a first-class education, one that leads to economic security and the chance for a successful life.

Some of us provide a pipeline for teacher and school leaders, while others offer volunteers or national service participants to bolster the human capital available to schools. Some of us run charter schools, while others transform under-resourced schools through interventions that address barriers to student success. Many of us provide critical student and family supports and improve access to outside providers, while others provide expanded learning opportunities for students. We work in early childhood education, elementary and secondary schools, afterschool and summer programs, and college access, college success, and career readiness initiatives.

Every day we are doing the hard work of helping students from under-resourced communities prepare to graduate high school ready for college and career. Therefore we hold ourselves to high standards and we measure our results – that is how we know we are making a difference.

Why we care

We know what it takes to educate students, particularly those from challenging backgrounds, whether they attend traditional public schools, or public charter schools, or are educated in other settings. We understand why too many schools in under-resourced communities fail the students they serve – and have done so for many years in spite of historic reform efforts. Students from under-resourced communities often face challenges outside of school that they carry with them into the classroom. Yet too many of the schools that serve students from under-resourced communities are not adequately prepared to respond to their needs, and operate in systems that make it difficult, if not impossible, to assemble the kind of skilled educators, comprehensive supports, and positive school culture that students need to learn and succeed.

There is often consensus about the ingredients that successful school transformation requires. However the elements are rarely assembled together, in sufficient doses, with proper sequencing, or for a sufficient time period to create the student-development-centered teaching and learning environment necessary for success for all students. And all are essential to improving student outcomes – there is no magic bullet or shortcut that can take the place of an organized system of interventions that work together, along with families and communities, to enable students from under-resourced backgrounds to succeed in school.

Effective schools create effective partnerships that result in joint efforts to leverage additional resources and expertise, catalyze innovation and problem-solving, and increase the rate and level of progress for all students.

Effective schools have a positive culture for learning and growth, with high standards and high expectations for achievement; they are launch pads for postsecondary success, preparing all students to continue education and training in order to achieve career success and meet workforce demands.

Effective schools coordinate supports and build or improve systems to identify early children with academic and behavioral risks and work to remove barriers to learning. Reforms must both address the needs of students at highest risk (including the specific effects of poverty on student learning), recognize and respond to the variability of every learner by creating learning environments that are personalized, and penetrate the whole school to create an environment that fosters student achievement.

Effective schools have prepared, strong, effective teachers – particularly when the students they serve face heightened individual, family, and community adversities that translate into challenges to learning. They are knowledgeable about data-driven instruction and are able to develop learning pathways for individual students. These teachers do not always come from traditional sources and must be leaders in their own right, possessing the skills to both manage classrooms and engage students. Teachers must have access to appropriate academic and behavioral supports, and beginning teachers especially need time and assistance to learn and grow. Classrooms should be equipped with the tools of learning, including technology, content, and other instructional materials that are up to date and tied to desired outcomes.

Effective schools have strong leaders who are able to attract, retain, and support a motivated instructional team, build a strong positive culture, use data to inform every day decision making, and engage families and communities to assemble the comprehensive resources and services that children need to be engaged learners. Often these resources come from external partners who augment and leverage the human, financial, and knowledge resources that are available from public sources.

Over the last several decades, different theories of change have influenced federal education policy. Some have suggested that if only more financial resources were available — if teachers were better paid or classes were smaller — results would follow. If we started earlier, with high quality early childhood education, all children could succeed. If parents had school choices and competition played a role in resource allocation, schools would improve. If we addressed barriers to learning, children would thrive. Or if we set high academic standards, schools would get better.

On their own, none of these theories have proven sufficient. But they each hold a part of the solution. Financial resources can make a difference, but only if they are well spent. Early childhood education is important, especially for children from under-resourced communities, but its promise won't be realized if it is followed by poor quality elementary and secondary schools. Addressing barriers to learning is critical, but cannot make up for poor instructional programs and inadequate classroom management practices. Competition can focus resources on effective schools and external partners, but only if accountability and transparency drive resource decisions. External partnerships can bring needed tools into schools to help students thrive, but only through strong coordination with school districts and schools. And standards, coupled with appropriate assessments, are key to accountability, but must be paired with a commitment to learn from what works, support school leaders and teachers, and to make informed resource allocation decisions. In short, reform efforts must do it all – from a place of political will that empowers, incentivizes, and resources the kind of comprehensive, locally based systematic change that is needed.

What we believe

Here is what we believe is the right federal role in education:

First, we believe that it is essential for the federal government to set high expectations and provide targeted support for students from under-resourced communities. Specifically, federal resources should be both targeted (to reach schools with high percentages of students from under-resourced communities and other high-need students, including preschool-aged children) and flexible (enabling school leaders and communities to identify and adopt the supports and assistance they need to provide top talent, tools, and supports to all students). In many cases, this support and assistance will come from external partners, which should be selected based on their fit with school needs and their track records of performance.

Federal dollars often stay within the public education system because federal programs allow for limited flexibility or because schools have incentives to spend money internally. Schools should have the flexibility to partner with successful organizations that can help serve needs in the school community. Organizations like ours have developed and grown, building strong records of impact in partnership with school districts and schools. However, none of us operates at the scale needed, largely due to the public financial support available to us. Therefore, we should not only open federal funding streams to external partners through school districts, we should also provide incentives for districts to engage effective

external partners to address the breadth and depth of student need, when an external partnership would benefit them. We believe that a share of financial resources should be made available directly to innovative organizations at the national level on a competitive basis based on their evidence of cost-savings and demonstrated effectiveness.

Second, we believe that if we are to achieve our goals, decisions should be made based on data. Data should inform choices made by school districts, school leaders, teachers, and communities to determine the mix of comprehensive supports students need to be successful in school, college, and career. Data should also inform choices made at the district and state level to determine the fate of individual schools, both traditional public and public charter. In addition, the federal government should make funding and policy decisions based on high quality data and support the collection and reporting of data to better inform data-driven decision-making at all levels. Data collection should be a transparent process and how the data is used should be understood by teachers and families.

And finally, we believe that Congress and the Administration must continue efforts to complete reauthorization of the Elementary and Secondary Education Act (ESEA). The No Child Left Behind Act (which is the last version of ESEA authorization) is now thirteen years old and was enacted before this year's graduating seniors entered the first grade. Accordingly it is no longer adequate to meet the challenges we face preparing all students for the jobs of the future and life success. In addition, there is confusion that comes from multiple policies and accountability systems at the federal level including provisions under ESEA and ESEA flexibility.

It is time to do the hard work of passing a new law. Hundreds of partners represented by our coalition members are calling on policy makers to provide the needed incentives and reforms to support and scale what works. We urge you not to let politics stand in the way of an excellent education for all children. Simply put, reauthorization of this legislation is essential to ensuring that all children, of all backgrounds and learning needs, have access to a quality education.

Therefore, we believe that the following principles must be included in the reauthorization of the Elementary and Secondary Education Act:

1. **<u>Encourage Partnerships Among Schools, Districts, and Effective External Partners</u>** – Effective external partners provide solutions that range from comprehensive whole school transformation interventions to a collection of specific initiatives, which can provide the full array of supports and assistance to remove barriers to learning and build teachers' and school leaders' capacities and competencies that are critical to improving education systems and results for all children.

    A. **ESEA should provide incentives for effective partnerships between schools (or districts, cities, counties or states) and external partners.** Too often school districts use federal funding internally when quality external partners could provide effective solutions to pressing needs and supports for pervasive problems. ESEA should explicitly allow the use of federal funds to support effective external partnerships that would improve program performance and service delivery. In certain cases, ESEA should be explicit that either the school, district, state or external partner may be the fiscal agent in the partnerships.

    B. **ESEA should support effective partnerships between schools (or districts, cities, counties or states) and external partners.** Together, partners and schools can address issues in early childhood through higher education. But to be successful, the work of effective partners must

be data-driven and coordinated with the school's own improvement efforts. Effective partnerships should:

   i.   Focus efforts on joint goals including increasing the academic performance of all students, addressing the unique learning needs of all students, increasing student engagement and time on task, and decreasing barriers to student learning;

   ii.   Align efforts between schools, other community organizations, and parents so that the academic and enrichment activities, school redesign, and teacher support that partners provide support student learning and success in a coordinated fashion;

   iii.   Provide evidence of success, including through supporting research and evaluation, providing documentation of successful implementation, and providing evidence of impact on student learning;

   iv.   Focus on program implementation by utilizing a comprehensive implementation system including joint use agreements and a definition of roles for members of the partnership where appropriate, robust selection and training programs for partner staff and volunteers, systematically monitoring quality, degree and pace of implementation, and explicitly planning for sustainability (including through collaboration with local governments and non-governmental partners); and

   v.   Monitor program impact and hold programs accountable by identifying specific impact indicators, providing instruments to collect impact data, and systematically monitoring impact data.

C. **ESEA should support programs that specifically focus on preparing students for college, career, and life success with the support of effective external partners.** School districts, schools and communities should be encouraged and incentivized to provide students with opportunities for enriching activities, internships, apprenticeships, college preparation, and expanded learning opportunities that align with college and career ready standards and have a track record of improving academic achievement, graduation rates, college access, and life success.

D. **ESEA should ensure that external partners have access to student achievement and related data (in a way that protects student privacy) so they can provide more effective services and instructional support to students and schools and have the data they need to conduct high-quality evaluations of their programs.** Unique student identifiers should be part of system-wide approaches to effective data systems that ensure that schools and external partners can serve all students well, while protecting privacy.

2. **Reward Results by Investing in What Works** – ESEA should focus on results and encourage programs and organizations that have achieved success. It is critical in a time of limited resources that we invest in a variety of approaches that focus on rigorous data, evidence and better results.

A. **ESEA should support whole school turnaround models and/or initiatives impacting students from under-resourced communities that include support from external partners and that are proven to transform failing school districts and schools.** In the case of the lowest performing schools, states and districts should be incentivized to utilize models and partners that build

schools' capacities and competencies to confront barriers to student success; establish a safe and healthy school climate and a positive culture for teaching, learning, and growth; provide job-embedded professional development to enhance teachers' and school leaders' skills in providing evidence-based instruction and interventions that develop student learning attributes that promote academic achievement; and include continuous use of data to drive improvement.

B. **ESEA should support high-quality expanded learning time programs and strategies** that integrate academics, enrichment and skills development in ways that make learning relevant, capture student interest and strengthen student engagement in learning, build upon K-12 learning and ensure that arts, music, sports, apprenticeships, and other hands-on learning opportunities are vital parts of a well-rounded education, promote higher class attendance, improve retention and reduce risk for drop out, and make graduation and college and career readiness more likely. In addition, ESEA should ensure the 21st Century Community Learning Center (21st CCLC) program remains as a stand-alone program targeted at supporting effective extended academic support and enrichment for high-need children, and meet the needs of working families, so that students and families will have access to high-quality programs and expanded learning opportunities within their communities through community-school partnerships.

C. **ESEA should support effective teacher and school leadership strategies and programs** to create and sustain high-performing classrooms and schools.

D. **ESEA should encourage evidence-based and effective comprehensive reform strategies that include high capacity, integrated student services.** Support systems should include services and capacities that reduce barriers to learning, as well as build a culture for learning and growth. These strategies include: utilizing professional providers, national service members, and community volunteers to deliver academic and non-academic services, such as implementing a multi-tier system of supports, utilizing universal design for learning; personalized learning; mentoring, tutoring, and mental health counseling; teacher skill-building and classroom management; parent and community engagement; and service learning opportunities delivered by both professional providers and community volunteers. ESEA should also provide incentives and support for cross government collaboration on the delivery of integrated student services aligned with postsecondary readiness and success (i.e. through demonstration programs aligning federal, city, county, and private funding to drive the delivery of evidence-based wrap-around supports).

E. **ESEA should create incentives for ensuring high-quality external partnerships by supporting the establishment of benchmarks for outcomes and other quality measurements.** ESEA should also guarantee that results of those benchmarks are used to ensure greater resources are provided to top performers, and to reward states and school districts with track records of effective partnerships with high performing, external partners.

F. **ESEA should encourage the use of national service members and community volunteers across programs and strategies to ensure high-quality delivery of academic and non-academic support.**

G. **ESEA should support the replication and expansion of high quality charter management organizations and other entities that are not for-profit entities that have success in**

significantly increasing achievement for all students, sound financial and business management plans in place, and transparent plans for closing schools that do not meet high standards of performance. This includes supporting recruitment and access for all students, including students with disabilities and other underserved students.

H. **ESEA should expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement (such as those supported under Investing in Innovation).**

I. **ESEA should incentivize evidence-based programming as well as approaches that focus on outcomes, like Pay for Success or Pay for Performance that help accelerate and scale success for all students**, and support implementation of the programming with fidelity.

3. <u>**Promote Innovative Solutions**</u> – **ESEA should incentivize schools and partners to innovate** by offering flexibility and promoting continuous improvement, and **fuel the research and development (R&D) needed to spur innovation and continuous improvement**. This will require a shift away from compliance toward systems based on innovation, evaluation, research and continuous improvement that clearly define success in order to make possible the flexibility needed for systemic change and improvement.

A. **ESEA should provide enough flexibility to states and school districts so that they can build capacity and allocate funds towards what works for their students, including support for effective external partners and school communities.** This also includes supporting technical assistance, data-sharing and capacity-building for districts, schools and community partners committed to working in integrated and coordinated ways to achieve positive comprehensive student outcomes.

B. **ESEA should ensure that rural schools have access to best practices and funding designed to meet the special challenges of delivering instruction in geographically remote areas**, such as personalized learning environments that leverage digital resources and competency-based learning models that focus on mastery, not seat time**.**

C. **ESEA should help to coordinate and improve evidence-based early learning educational solutions to help ensure all children are kindergarten-ready by supporting proven and effective partnerships between districts and external partners that are helping students succeed in early learning settings.** In order to ensure that all young people have access to a high quality education and the opportunity to succeed, significant national investments are also needed to support specific effective interventions. These include evidence-based early childhood programs that help to build academic and social emotional skills aligned with school success and that lead to school readiness, with appropriate, comprehensive outcome measurements. Outcome data can help determine, and point resources to, the most effective programs, increase the number and percentage of under-resourced children in each age group of infants, toddlers, and preschoolers who are enrolled in high quality early learning programs, and provide incentives for states and districts to design and implement integrated systems of high-quality early learning programs and services.

D. **ESEA should support high quality, targeted, evidence-based intervention programs proven to increase literacy achievement.**

E. **ESEA should support high-quality, targeted, evidence-based science, technology, engineering, and math (STEM) education programs** to increase the number of students from under-represented groups who are prepared for advanced education and careers in STEM, including through partnerships that recruit and train STEM professionals to support schools.

F. **ESEA should continue to support high-quality charter schools that break the mold of the status quo and create new solutions to meet critical needs.** To ensure that all children receive the education they need to succeed, schools must be innovative, accountable, and committed to the achievement of all students. The charter school movement was founded on these principles and has played an important role in expanding choices for parents and students.

G. **ESEA should support programs such as Promise Neighborhoods to help ensure that all students have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career.**

H. **ESEA should authorize the School Turnaround AmeriCorps program, a current initiative that provides SIG-eligible schools with additional capacity to enhance school turnaround interventions as required by the SIG program or ESEA flexibility.** ESEA should acknowledge the success and cost-effectiveness of this innovative program, and further encourage the use of national service partnerships within formula and competitive grant programs, contracts or waivers, to improve federal program performance and service delivery.

I. **ESEA should increase the capacity of states, districts, schools, external partners, families and students to manage and effectively protect data** through data and digital literacy training and awareness programs.

J. **ESEA should support a robust research agenda that helps to get the best information into the hands of practitioners to improve teaching and learning for all children**:

   i. Promote **research to identify and fill gaps in the knowledge base about how to further improve screening and intervention for learning differences**.

   ii. Support **research and development of improved ways to integrate social emotional learning into the academic curriculum**, including through the use of technology.

   iii. Support **research to provide evidence of the most effective strategies to support student-centered teaching and learning** and the effect of those strategies in promoting mastery of the full range of knowledge, skills, and capacities for all learners, including children with learning differences and those impacted by poverty-related stress and trauma.

   iv. Support efforts to **translate new and existing research into tools that provide teachers, school leaders and other educators, external partners, families, and students with actionable information** about teaching, leading, and learning strategies matched to specific needs of students and deploy effective strategies for helping ensure the tools and knowledge are distributed and used effectively by relevant educators and school

leaders for continuous improvement and capacity-building.

    v.   Support efforts to **study what is achieved through collaboration among schools, districts, and effective external partners** and best practices for taking effective partnership strategies to scale.

    vi.   Support **research on identifying and measuring elements of school culture and climate that are most effective in improving student outcomes**.

    vii.   Support **research on how to sustainably finance innovative learning initiatives**, including ways to both increase equity of resources and efficiency around the use of resources, such as better ways to track decisions around budgeting, and how spending is leading to impact.

K.   **ESEA should provide support for activities such as those proposed in the Advanced Research Projects Agency-Education (ARPA-ED)**, to pursue the development of educational technology and learning systems, support systems for educators, and education tools to improve student achievement and informal and out-of-school learning for individuals of all ages.

4.   <u>**Support Learner-Centered Systems that Personalize Learning**</u> – Create **learner-centered systems** that personalize learning, foster student agency, promote mastery, and provide real-time data and actionable guidance to students, educators, leaders, and families to improve academic and social emotional outcomes for all children.

Students, educators, school leaders, families, and external partners should be equipped with the tools and know-how to understand learners and use data effectively. A learner-centered system would provide those stakeholders with the necessary information to fully understand the student's strengths, challenges, and progress, and would pair that information with guidance on research-based responses. It would ensure that the responses lead to further discovery of what interventions and instruction work best for every child.

A.   **ESEA should incentivize the development of personalized learning environments for all of the places students learn** that leverage digital resources, use time creatively to expand the learning day, and support the individual needs and strengths of each learner.

    i.   **Incentivize opportunities for students to be engaged in and in control of their own learning**.

    ii.   **Encourage universal screening for learning differences** at key points in early child development.

    iii.   **Support access to technology and digital literacy initiatives** that enhance the ability for students to learn, follow their interests and explore, as well as allow educators and school leaders the ability to personalize learning at scale.

    iv.   **Incentivize tools and approaches that provide formative data** that points students, educators, and leaders towards the steps needed for improvement.

B. ESEA should **incentivize competency-based learning models that focus on mastery rather than time spent in classrooms**, including those that recognize learning in all of the environments where students learn.

C. **ESEA should incentivize opportunities to redesign existing schools or open public schools that forge new models of personalized learning** that address the full range of knowledge, skills, and capacities.

5. **Push Forward on Accountability and Transparency** – ESEA policies must be implemented in transparent ways that hold schools accountable for the achievement of all students and are designed to drive continuous improvement. ESEA should maintain an accountability structure based on college- and career-ready standards, academic growth for all students with a particular focus on subgroup performance, and full transparency in reporting. Accountability provisions under ESEA should hold schools to high expectations for all students while also providing appropriate flexibility to allow states, districts, and schools to focus on what works to ensure success for all students.

A. **ESEA should support state adoption of college- and career-ready standards** (that may include social emotional learning standards) needed for college, career, and life success**.**

ESEA must ensure that the academic achievement of all students, including all subgroups of students, is an intrinsic part of any accountability system. The new ESEA must require, in exchange for federal funding, state and local accountability for the academic achievement of all children through annual assessments (in grades 3-8 and once during high school), including and especially for racial and ethnic minorities, English language learners, children with disabilities, and children from low-income families. States receiving federal funds must establish accountability systems that focus attention and action on groups of children who are underperforming in any school and also on low-performing schools.

B. **ESEA must ensure all data on student achievement, four-year adjusted cohort graduation rates, and other indicators (e.g., social emotional learning indicators) are disaggregated** (i.e., measured and reported) by race and ethnicity, gender, disability status, migrant status, English proficiency, and economic status to help ensure all students are ready for success in college, career, and life.

C. **ESEA accountability provisions should target those schools or districts that are stuck at the bottom.** Accountability provisions should focus on low-performing schools and those that are slow-to-improve for the most intensive, evidence-based interventions, including measures aimed at ensuring that all students, especially those in any low performing school, have access to a culture for learning and growth, effective teachers and leaders, a multi-tier system of supports, additional learning time, and the evidence-based, direct student support services and instruction all students deserve.

D. **ESEA must give parents and communities the up-to-date data they need to make informed choices and be effective partners in their children's education.** This requires a set of targeted "parent-level" metrics that should include information related to teacher effectiveness, math, reading and verbal achievement/progress, high school graduation, college enrollment, and credit accumulation.

E. **ESEA should provide and encourage investments in high quality assessment and data systems that can measure the full range of knowledge, skills and capacities, including assessments used for diagnostic and formative purposes, in order to enable schools, leaders, teachers, parents, and external partners to access and use timely data to provide better instruction and drive continuous improvement**.

F. **ESEA should promote high expectations for all students and require the use of the general statewide annual assessment for all students except those with the most significant cognitive disabilities.** Only students with the most significant cognitive disabilities should be assessed annually on alternate assessments based on alternate achievement standards, with strict limitations. ESEA should limit the participation of students in the alternate assessment based on alternate achievement standards to no more than 1 percent of the total student population.

6. **Ensure that teachers, school leaders, and other educators have the capacity to transform teaching and leading** and help all students develop the full range of knowledge, skills, and capacities to achieve success in college, career, and life.

   A. **ESEA should promote comprehensive state preparation program review and approval systems that hold teacher, school leader, and other educator preparation programs accountable** for outcomes that demonstrate the programs have prepared teachers, school leaders, and other educators to effectively teach and lead.

   B. **ESEA should incentivize states to redesign certification/licensure approaches** to ensure that teachers, school leaders, and other educators have the ability to address the full range of knowledge, skills, and capacities students need to be successful in college, career, and life, including differentiating between a preliminary license for new teachers and school leaders and a professional license based on effectiveness once in the job. ESEA should also support a streamlined system that provides candidates who demonstrate the qualities essential to success with a transparent and expedited pathway to leadership positions.

   C. **ESEA should accelerate and support the development of beginning teachers, school leaders, and other educators through high-quality, job-embedded, standards-based induction programs**. All new teachers, school leaders, and other educators should be afforded induction and mentoring assistance during their first two years on the job. Current teachers, school leaders, and other educators with proven ability to advance student learning and a commitment to support individualized educator professional development should have the opportunity to serve as mentors to new teachers, school leaders, or other educators.

   D. **ESEA should ensure Title II funding supports effective professional development and growth opportunities for teachers, school leaders, and other educators as well as school district and school building leadership**. Effective teachers can and do create high-performing classrooms, but only an excellent leader can help to develop and sustain a high-performing school. These practices include providing professional development aimed at equipping school leaders to serve as instructional leaders who establish and maintain a positive school environment/climate for teaching and learning and to develop high capacity systems of student support that include school-wide, classroom, and individual supports for students at all levels of risk and need. Title II should also provide dedicated funding for the

purpose of improving teacher and leadership pathways.

     i. Focus on core elements to ensure all students have the support they need to succeed: interpreting and utilizing academic and social emotional student data to personalize instruction, foster student agency, identify learning differences and provide appropriate interventions, and leverage digital resources to better allow for personalized instruction.

     ii. Provide opportunities for teacher leaders to extend their impact across classrooms and schools by giving them responsibility for more students, by leading teams of their peers, by creating collaborative teaching and learning structures, and by designing peer-to-peer, individualized support systems for beginning and struggling teachers.

     iii. Promote high-quality effective professional development for teachers, school leaders, and other educators with research-based content as part of a delivery system that includes embedded coaching by carefully selected, trained and supported providers or supervisors and which with high-quality feedback, provides ongoing opportunities for practice, is relevant and job-embedded and allows for collective professional learning time or collegial learning networks.

E. **ESEA should promote systems of evaluation and support for teachers, school leaders, and other educators that value and promote effective teaching, leading and evidence of student success** across the full range of knowledge, skills, and capacities students need to be successful in college, career, and life.

F. **ESEA should provide additional human capital in schools to support teachers, school leaders, and other educators in advancing student learning**, through such means as national service and maximize the impact of talent resources brought to schools through external partnerships.