



Effective Teaching and Leading for Student Success

The Effective Teaching and Leading Act, S. 1063, would target assistance to schools and districts to give teachers, principals, and school leaders the initial and ongoing support they need to meet today's challenges through implementation of proven, research-based strategies.

Highly skilled, effective teachers and school leaders are essential to student learning and achievement. However, teaching well requires not just subject matter expertise, but also skills in classroom management and data analysis and tools for implementing new standards and assessments. Likewise, school leaders face unique challenges, including financial, public relations, facilities, and curriculum issues.

Multiyear Induction and Mentoring Programs: S. 1063 would allow using funds from Title II of the Elementary and Secondary Education Act (ESEA) to develop and implement induction programs to support teachers and school leaders for the first two years of employment, including ongoing mentoring with paid release time, a rigorous mentor selection process, and regular feedback.

- New teachers who receive two years of induction support produce greater student learning gains.
- Comprehensive mentoring and induction can reduce costly teacher attrition and provide essential skills and strategies for school leader success.

Ongoing, Job-embedded Professional Development: S. 1063 would update ESEA's definition of professional development to reflect best practices and ensure that teachers receive frequent and significant blocks of time scheduled during the regular school day for collaborating on successful methods to improve student learning and classroom instruction and identify student and teacher learning needs.

- Programs that offer teachers substantial contact hours of professional development have a significant effect on student performance.
- Well-designed and well-implemented professional development for educators is an essential, long-term investment in successfully teaching all students to high standards.

High-quality Professional Development for School Leaders: S.1063 would enable districts to provide principals and school leaders with professional development focused on planning and implementing strategies for school improvement.

- Schools benefit when their leaders are equipped with strategies that foster teacher collaboration and improve family and community engagement, resource management, and school culture and climate.
- Leadership is second only to classroom instruction as an influence on student learning.

Rigorous and Transparent Evaluation Systems Based on Multiple Criteria: S. 1063 would require evaluations based on multiple measures—including student growth and achievement—and allow for appropriate feedback.

- Evaluations, aligned with professional development that improves professional practice, will lead to better student outcomes.
- Teachers and school leaders who are evaluated on their own performance and measured by multiple criteria, including observations and peer reviews, are able to continuously improve.

Rewards for Leadership Roles: S. 1063 supports opportunities for educators to serve as mentors, instructional coaches, or master teachers; encourages educators to take on increased responsibility for professional development, curriculum, or school improvement activities; and rewards teachers that take on these new roles and responsibilities.