

CONFERENCE TAKEAWAYS

Summary of the School Leader Professional Development Series: The Opportunities and Challenges of Implementing the Every Student Succeeds Act (ESSA) in Delaware event held on October 26, 2016.

Insight from National Advocacy Organizations

ESSA represents a significant pendulum swing of power from federal back to state and local control over education policy. The federal government's role in education is no longer "test and punish," but rather to offer support to states.

ESSA requires that states have meaningful and on-going consultation with stakeholder groups to develop a cohesive vision for the future.

States should think long-term and develop state plans that align to a vision for education. A broad base of public-education stakeholders should develop the plans. This involves thinking critically about system shifts, capacity building, and expanding growth measures.

Implementing ESSA in Delaware

Engaging all stakeholders and promoting a flexible education system that is guided by local input will allow educators to effectively meet the specific needs of the students in their schools.

The Delaware Department of Education can support LEAs by providing guidance on research-based strategies and interventions, promoting a collaborative environment, and assisting with the assessment of needs. It is crucial that LEAs have the capacity to conduct thorough needs assessments so that they can implement research-based interventions.

Teacher and Leader Training and Evaluation

New teachers need additional support and training from experienced teachers and ample time to be able to benefit from the guidance. High-quality mentorships programs and job-embedded professional development can help increase teacher recruitment and retention. Effective school administrators can be developed through succession planning and the strategic use of professional development.

Statewide Accountability

Session participants emphasized that infrastructure, support, and alignment are key components in the development of the state's accountability system. The state accountability system should include a streamlined, single source of statewide data that includes both qualitative and quantitative measures.

School Supports and Interventions

Students' basic needs must be met before any meaningful assessment of student learning can occur. Innovative partnerships between schools and community groups can look to address the "whole child," including health, access to food, and feeling of safety.

The event was co-sponsored by the Institute for Public Administration and Delaware Academy for School Leadership at the University of Delaware, in cooperation with the Delaware Association of School Administrators, Delaware School Boards Association, Delaware State Education Association, and Delaware State PTA.

*Summary from the workshop, School Leader Professional Development Series:
The Opportunities and Challenges of Implementing the Every Student Succeeds Act (ESSA) in Delaware.
To view the full report, visit www.ipa.udel.edu*

For more information, contact:

Institute for Public Administration | 180 Graham Hall | University of Delaware | Newark, DE 19716-7380
phone: **302-831-8971** e-mail: **ipa@udel.edu** fax: **302-831-3488** **www.ipa.udel.edu**