

ESSA Opportunities to Support NTEP Priorities

January 2017

Introduction

In 2012, the Council of Chief State School Officers (CCSSO) published *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*, a report that outlined ten high-leverage recommendations for states to improve educator licensure, preparation program accountability and use of data to inform related policy and decision-making. In 2015, CCSSO followed up on *Our Responsibility, Our Promise* with *Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners*, which articulated in more detail the types of actions state chiefs and state education agencies (SEAs) can take to ensure educators are prepared to support the learning of all students, including students of color, those living in poverty, those with disabilities, English learners (ELs), or students with other behavioral needs.

With the passage of the Every Student Succeeds Act (ESSA), states now have additional opportunities to pursue the recommendations and associated activities outlined in *Our Responsibility, Our Promise* and *Promises to Keep*. States have been developing their Consolidated State Plans for many months, and may have already considered and incorporated many of these opportunities into their plans. However, as states engage stakeholders and peers from other states to review their Consolidated State Plans, there is an additional chance to consider capitalizing on the funding, authority, and flexibility provided under ESSA to improve educator preparation and licensure.

The purpose of this document is to serve as a “crosswalk” that links opportunities under ESSA and associated regulations to the recommendations and suggested activities in the two CCSSO reports named above. While it will likely not be feasible to incorporate each of these opportunities into state plans, our hope is that this crosswalk may help states to critically reflect on their own plans and to provide actionable feedback to fellow states on their plans to ensure that every possible opportunity to improve educator pre-service systems has been considered.

Overview of ESSA Opportunities

Before identifying alignment between the opportunities under ESSA to the recommendations in CCSSO’s two reports, it may first be useful to provide an overview of the provisions of ESSA most relevant to the recommendations and activities in *Our Responsibility, Our Promise* and *Promises to Keep*. This section offers an overview of the provisions in ESSA that can be utilized to support states in taking action on the recommendations in these two reports.

Opportunities under ESSA to improve licensure, preparation program approval and data usage generally exist in Titles I, II, III, IV and V of the statute and associated regulations. The clear majority of these opportunities sit in Title II, Part A where the explicit purpose is to ensure educator effectiveness. Each of the statutory and regulatory opportunities and their possible application to improving pre-service systems is explained in this overview, as they will be referenced throughout the crosswalk that links the ESSA opportunities to specific recommendations from *Our Responsibility, Our Promise*.¹

¹ *Please note:* The interventions and activities a state implements or allows districts to implement under Title I and Title II must meet the “evidence-based” requirements outlined in the law.¹ Because states are empowered to further define the acceptable standards for evidence and specific types of activities that meet these standards in their states, this document does not assess whether the *Our Responsibility, Our Promise* recommendations and related activities meet these evidence-based requirements.

For further support in assessing whether the recommendations and associated activities may meet the state and federal evidence-based standards, we recommend the following resources:

Title I: Improving Basic Programs Operated by State and Local Education Agencies

Removal of Highly Qualified Teacher (HQT) Requirements

Opportunity: The requirement that teachers in Title I schools be deemed “**highly qualified**” **has been removed** from Title I. Previously, local education agencies (LEAs) had to demonstrate that teachers possessed a bachelor’s degree, were certified under the laws of the state and demonstrated content mastery.

Potential Uses:

- Revising the standards for entry into the teaching profession to emphasize performance-oriented measures that move away from certain inputs like credit hour requirements for candidates in their field of instruction

School Improvement

Opportunity: SEAs are required to hold back seven percent of their Title I allotments to **support evidence-based intervention activities** for LEAs.

Potential Uses: Given the body of evidence indicating the impact of teacher quality on student outcomes, these activities could reasonably include improving the overall quality of the educator workforce in the schools and LEAs requiring intervention. Some possible uses of the funds could include:

- Supporting programs and initiatives that encourage partnerships with educator preparation programs (EPPs), like teacher or school leader residencies (see Title II, Part A below for more details on additional funding to establish preparation academies)
- Replacing certain entry requirements with performance-oriented licensure policies, which may include establishing preparation academies that serve these high-needs schools. (see Title II, Part A below for more details on the authority and funding to establish preparation academies)

Title II: Supporting Effective Educators

Part A: Supporting Effective Instruction (State Activities)

SEAs may use up to five percent of their Title II A funds to support activities that will improve educator effectiveness and student access to effective educators.² There are 21 activities outlined in the statute for SEA use of Title II A funds, many of which directly support or align to the recommended activities outlined in *Our Responsibility, Our Promise* and *Promises to Keep*. These allowable uses of Title II A funds provide an opportunity for states to expand or deepen the work they have begun on licensure, program approval, and data usage.

The following allowable SEA activities are most aligned with the *Our Responsibility, Our Promise* recommendations:

1. *Opportunity:* Improving **equitable access** to effective teachers
Potential Uses: Addressing root causes of disparities in access by:

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- U.S. Department of Education. (2016). *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*. Retrieved from: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>
 - Chiefs For Change. (2016). *ESSA and Evidence: Why it Matters*. Retrieved from: <http://chiefsforchange.org/wp-content/uploads/2016/07/ESSA-and-Evidence-Why-It-Matters.pdf>
 - Results for America. (2016). *The Evidence Provisions of the Every Student Succeeds Act*. Retrieved from: <http://www.aypf.org/wp-content/uploads/2016/10/RFA-Evidence-Explainer.pdf>

² We recommend reviewing the U.S. Department of Education’s non-regulatory guidance for using Title II, Part A funds. It offers additional suggestions for the types of activities that are considered allowable uses as well as connections to other authority and funding sources. U.S. Department of Education. (2016). *Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*. Retrieved from: <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>.

- Reforming licensure rules to ensure entry standards are not inhibiting low-income and minority students' access to effective teachers
 - Developing tiered-licensure system aligned to career pathways, differential pay or other retention strategies
 - Developing pre-service performance assessments to ensure all new teachers are learner ready
 - Establishing a preparation program rating system to inform the improvement of preparation, to support LEAs to hire and recruit of effective teachers, and for the state to make consequential decisions about program operation
 - Establishing program approval standards that require EPPs to recruit and effectively prepare teachers based on workforce needs, reform entrance and exit criteria, and requirements for ensuring high-quality clinical practice, including both the length and supports provided
 - Establishing longitudinal data systems that can inform program approval decisions, EPP continuous improvement, and LEA hiring practices
2. *Opportunity:* Reforming teacher and principal **certification, recertification, licensing systems...or preparation program standards** and approval processes
- Potential Uses:*
- Aligning licensure standards to state's academic standards
 - Developing tiered-licensure system based in part on evidence of the educator's impact on student growth and achievement
 - Requiring demonstration of educator skill and knowledge through pre-service performance assessments
 - Establishing structures to support EPPs to meet new program approval standards and prepare educators to meet new licensure standards
 - Developing structures and data systems to inform program approval decisions
3. *Opportunity:* Reforming or improving teacher and principal preparation programs, including through establishing **residency programs**³
- Potential Uses:*
- States that establish program approval standards to include residency or clinical practice requirements may wish to support programs to meet these new standards by funding the establishment or expansion of residency programs.
 - Establishing school-based residency programs will expand the clinical practice opportunities to pilot performance assessments
4. *Opportunity:* Establishing, expanding or improving **alternative certification routes** for teachers and principals, with an emphasis on teachers of students with disabilities, English learners, or those teachers in high-needs contents areas like STEM or high-needs schools
- Potential Uses:*
- Improving requirements for alternative certification programs to ensure alignment to academic standards
 - Establishing or expand alternative routes that require demonstration of teacher candidate impact on student achievement and growth, including through performance assessments

³ Section 2002 of ESSA defines the requirements for school leader and teacher residencies. Some of the requirements for teacher residencies include offering school-based clinical practice for at least one academic year under the mentorship of an effective teacher. The residency must culminate in a demonstration of effectiveness, which may include a performance assessment. The requirements for school leader residencies include offering a school-based clinical practice for at least one academic year where the school leader candidates engage in rigorous clinical learning with substantial leadership responsibilities. During that time, they are evaluated in an authentic school setting, participate in evidence-based coursework and are supported by an effective mentor school leader.

- Establishing or expanding alternative routes that increase the availability of efficient and effective certification options
 - Establishing or expanding alternative routes that prepare teachers to serve in high-needs schools or content areas
5. *Opportunity:* Establishing teacher or principal “**preparation academies**” that prepare teachers or principals for high-needs schools through programs that have relief from many program approval standards so long as candidate program-completion and certification is contingent on demonstration of success in increasing student academic achievement⁴

Potential Uses:

- Piloting new program completion standards as a pre-requisite to licensure, including new performance assessments
 - Piloting program approval standards that eliminate burdensome requirements for program approval and emphasize selective entry and performance-based exit standards
 - Addressing the staffing needs in high-needs schools by establishing preparation academies to serve these communities
6. *Opportunity:* Developing **career pathway, differential pay and mentoring programs** for teachers and school leaders to retain educators and school leaders in low-income schools and LEAs.

Potential Uses:

- Establishing a career pathway that is aligned with the tiers of the licensure system. For example, the higher licensure tiers may allow educators to be considered for certain career pathways or mentorship roles.
 - Establishing a differential pay system that is aligned with the tiers of the licensure system for school leaders. For example, the higher licensure tiers may entitle school leaders to salary increases.
7. *Opportunity:* Providing **training to teachers in special skills and content areas**, including:
- Transitioning students from early childhood education to elementary school
 - Promoting high-quality instruction and instructional leadership in science, technology, engineering, and math subjects
 - Teaching postsecondary education coursework in early college high schools or dual enrollment programs
 - Integrating Career and Technical Education (CTE) into academic instruction

Potential Uses:

- Establishing new licensure requirements or micro-credentialing opportunities aligned to the tiered-licensure system for the instruction of specific content, like college-level coursework, STEM, assessing elementary school readiness, and integrating CTE into academic instruction.
 - Ensuring that all students, including ELs and students with disabilities, have access to educators with these skills, which may require training educators in culturally responsive practices.
8. *Opportunity:* Developing and improving structures that **support LEAs to recruit and retain effective teachers** and principals – particularly those from diverse backgrounds

Potential Uses:

- Establishing program approval standards that require EPPs to recruit candidates based on workforce needs, including candidates from diverse backgrounds, so that LEAs in turn have a larger pool of diverse, effective candidates from which to recruit.

⁴ The complete requirements for teacher and school leader preparation academies, including the requirements for the state authorizing body, are outlined in § 2002(4) and § 2101(c)(4)(B)(xii). Notably, the funding for teacher preparation academies is limited to two percent of the state’s Title II A allotment. However, because of the availability of additional funds for school leadership preparation, under § 2101(c)(3), an SEA may reserve a maximum of 4.85 percent of the state’s Title II A allocation to establish school leader academies. (See also U.S. Department of Education. (2016). *Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*. Retrieved from: <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaiguide.pdf>.)

9. *Opportunity:* **Monitoring programs** carried out under Title II A, including providing **technical assistance** to LEAs to implement these programs
Potential Uses:
 - Developing a rating system to assess program performance and guide improvement for EPPs that receive Title II A funds
 - Facilitating LEA use of the EPP rating system to inform hiring decisions and to develop partnerships with EPPs that best meet their community's needs
 - Establishing a process for reviewing the alignment of program standards and PK-12 academic standards for EPPs that receive Title II A funds
 - Supporting LEAs implementing tiered licensure, career pathways, differential pay and other related activities
10. *Opportunity:* Enabling states to work as a **consortium to develop reciprocity structures** for teachers to transfer within states
Potential Uses:
 - Aligning licensure systems and standards across states to eliminate inefficiencies and ensure a comparable performance standard for reciprocal licenses
 - Establishing an interstate data system to share candidate and teacher information
11. *Opportunity:* **Other activities** that are aligned with the purposes of Title II
Potential Uses:
 - Developing an EPP rating system to assess program performance and guide improvement.
 - Convening stakeholders to evaluate the alignment of program standards and PK-12 academic standards
 - Establishing longitudinal data systems that can inform program approval decisions, EPP continuous improvement, and LEA hiring practices
12. *Opportunity:* Developing, improving, or providing assistance to LEAs to **design and implement educator evaluation and support systems**
Potential Uses:
 - Aligning the educator evaluation system to the developmental continuum on which tiered licensure is based. Educator evaluation ratings may serve as one measure for attaining higher tiers of licensure
 - Utilizing evaluation ratings of early career teachers as one measure for continuous improvement and accountability of preparation programs
 - Ensuring that new or existing educator evaluation systems are tied into the statewide longitudinal data system so that teacher performance data can be shared back with EPPs while maintaining student and teacher privacy
13. *Opportunity:* Providing assistance to LEAs to develop and implement **professional development for school leaders to be effective**
Potential Uses:
 - Training school leaders to be effective in tracking and projecting their workforce needs and sharing this information with EPPs.
 - Training in how to be effective in providing feedback to EPPs about their candidates and supporting clinical placements in their schools.

Title II B: National Activities (Teacher and School Leader Incentive Fund Grant)

Opportunity: Teacher and School Leader Incentive Fund Grant (TSLIF Grant, formerly Teacher Incentive Fund Grant) has been expanded to allow grantees, including SEAs, to design and implement human capital systems that will promote career advancement opportunities.

Potential Uses:

- Developing or reforming tiered licensure systems that align to career ladders

- Promoting teacher leadership opportunities for teachers who mentor teaching candidates in teacher residencies
- Promoting stronger LEA and EPP partnerships during preparation and early career that provide support to teacher candidates and new teachers as well as leadership opportunities to high-performing teachers

Title III: Language Instruction for English Learners and Immigrant Students

Opportunity: SEAs may reserve up to five percent of Title III funds to provide effective teacher and principal preparation. These activities may include assisting teachers and principals to meet local certification requirements for teaching English learners and supporting programs that improve teaching skills for meeting the diverse needs of English Learners (ELs).⁵

Potential Uses:

- Redesigning standards for preparing all teachers to serve ELs
- Developing performance assessments to ensure readiness for teaching ELs
- Establishing LEA/EPP partnerships for residencies or “grow your own” programs in communities with high rates of ELs
- Combining Title III funds with the Title II A funds to establish teacher and principal preparation academies that prepare educators to serve in communities with high rates of ELs

Title IV, Part A: Student Support and Academic Enrichment Grants

Opportunity: SEAs may use up to five percent of their Title IV, Part A funds to ensure that LEAs are offering “well-rounded educational experiences to all students.” This would include increasing access to and student achievement in STEM courses and other enrichment courses for students who are “often underrepresented in critical and enriching subjects.”⁶

Potential Uses:

- Incentivizing professionals to teach in these content areas,
- Reforming the training and licensure requirements for teachers of these subjects,
- Developing performance assessments for teachers of these subjects
- Revising program approval standards to ensure EPPs recruit and prepare teachers for these subjects
- Providing support to EPPs that train teachers for these content areas.

Title V: Transferability

Opportunity: Title V expands the transferability of funds and now allows funds to be transferred between Title II A and Title IV A.

Potential Uses: For states pursuing activities under these titles, the SEA may wish to consider reallocating funds to maximize the resources to support these opportunities.

⁵ For additional details on the limitation and uses of Title III funds, please review the Department’s non-regulatory Guidance. U.S. Department of Education. (2016). *Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)*. Retrieved from: <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>

⁶ For additional details on the limitation and uses of Title IV funds, please review the Department’s non-regulatory Guidance. U.S. Department of Education. (2016). *Non-Regulatory Guidance Student Support and Academic Enrichment Grants*. Retrieved from: <https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>

Regulations Governing State Plan Requirements

In addition to the statutory requirements or opportunities under ESSA outlined above, the final rules for developing state plans require that each SEA address if or how it will use title funds available under Titles I, II and IV. These requirements are outlined below to help guide states development of their state plans.

Accountability, Support and Improvement for Schools (34 C.F.R. §299.17 and Section 4.3.B of the Consolidated State Plan)

The state plan requires that each SEA describe the technical assistance it will provide to LEAs serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. This description of technical assistance must include evidence-based interventions. It may be possible that such evidence-based interventions include the opportunity for supporting LEAs to partner with EPPs to develop or expand programs and partnerships aimed at improving the overall quality of the teacher and school leader workforce serving students (e.g. school-based residencies) which is identified in a number of the recommendations below.

Supporting Excellent Educators (34 C.F.R. §299.18 and Section 5 of the Consolidated State Plan)

In its plan, the state must describe:

- Its system of certification and licensing of teachers and principals
- Strategies to improve educator preparation programs, particularly for educators of low-income and minority students
- The state's system of professional development, including induction and advancement
- How they will use Title II, Part A funds to support educator effectiveness, including equitable access to effective teachers.
- The updates to its educator equity plan, including strategies for addressing differences in rates of effective, in-field and experienced teachers and prioritizing Title I schools that are identified for intervention.
- How the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Supporting all students (34 C.F.R. §299.19 and Section 6.1.B of the Consolidated State Plan)

Each SEA must describe how it will use Title IV, Part A funds to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards. This description should include how the state is supporting LEAs to offer high-quality STEM and enrichment courses to traditionally under-represented students.

Using this Crosswalk for State Plan Review

To support states' consideration of the above ESSA opportunities, we developed a crosswalk between the above ESSA provisions and the teacher licensure and preparation opportunities they can support. This crosswalk, which begins on [page 10](#) can be used to assess whether a state's Consolidated State Plan takes advantage of the opportunities to improve educator preparation, licensure and data systems.⁷ Below are two suggested uses for the crosswalk.

Suggested Use One: Specifically identify opportunities to include the NTEP recommendations in relevant sections of the Consolidated State Plan:

As a first step, states may look at each of the following sections of the Consolidated State Plan to determine if there are opportunities to include improvements to licensure, program approval and preparation program data systems.

- 4.3.B: Technical Assistance Regarding Evidence-Based Interventions
- 5.1.A: Certification and Licensure Systems
- 5.1.B: Educator Preparation Program Strategies
- 5.1.C: Educator Growth and Development Systems
- 5.2.A: Resources to Support State-level Strategies
- 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs
- 5.3.D: Analysis of Likely Causes of Differences in Rates [of Access to Excellent Educators]
- 5.3.E: Strategies to Eliminate Differences in Rates [of Access to Excellent Educators]
- 6.1.B: Equitable Access to a Well-Rounded Education

States will likely want to focus their attention on portions of the state plan that address the state's highest priorities. For example, if a state is prioritizing its educator equity plan, then we recommend the state focus its review of this crosswalk on Recommendations that link to Sections 5.3.D and 5.3.E of the State Plan for opportunities to improve educator preparation, licensure and data systems.

Suggested Use Two: Holistically reflect on the Consolidated State Plan and its alignment to the NTEP recommendations:

In addition to a review of specific sections of the State Plan for specific opportunities to incorporate the NTEP recommendations, states may also wish to reflect more broadly on the following themes and priorities to assess how their state plans support teacher preparation.

1. Has our state considered the resources needed to meaningfully revise licensure and program approval standards, and could the Title II A funds available under ESSA provide some of the resources needed? See [Recommendations 1-5](#) in the Crosswalk for specific opportunities under ESSA that could support this work.
2. Does our state have the information it needs – and the systems to efficiently obtain it – to understand the state's workforce needs and to support the development of an effective educator workforce? See [Recommendations 5-6](#) and [8-10](#) in the Crosswalk for specific opportunities under ESSA for SEAs to build out more robust structures and systems to support this work.
3. Has our state recently adopted (or planning to adopt) challenging academic standards? If so, are the standards for educator certification and program approval aligned to those challenging academic standards? See [Recommendations 1-3](#) and [7](#) in the Crosswalk for specific opportunities under ESSA to ensure alignment of academic standards and pre-service standards and systems.
4. Does our state plan demonstrate consistent alignment of priorities and expectations for both prospective educators and those who prepare them – across the entire continuum of an educator's preparation and

⁷ U.S. Department of Education. (2017). *Every Student Succeeds Act Consolidated State Plan Guidance*. Retrieved from: <https://ed.gov/policy/elsec/leg/essa/essastateplanguidance.pdf>

development? See [Recommendations 1-3, 5-6 and 10](#) in the Crosswalk for specific opportunities to ensure alignment of educator preparation and licensure systems.

5. Does the state plan explain how the state will ensure and monitor that the state's teacher workforce is meeting the needs of diverse learners and special student populations? See [Recommendations 1-2, 5-6, and 10](#) in the Crosswalk for specific opportunities under ESSA that could help states monitor and support the preparedness of teachers to meet diverse learner needs.
6. Does our state's Educator Equity Root Cause Analysis point to a need to improve pre-service educator systems? If so, do we address these interventions in Section 5.3.E of our State Plan? See [Recommendations 1-3, 5-6, and 8-10](#) in the Crosswalk for suggestions to address disparities in access to effective teachers.
7. Can the expanded transferability provisions in Title V support our state to invest in our highest priority opportunities? All recommendations have alignment to Title II A into which Title IV funds may be transferred. [Recommendations 1, 2 and 6](#) in the Crosswalk each present opportunities for to leverage Title IV; Title II A funds may be transferred into these programs.
8. Where is our state incentivizing innovation in pre-service systems, including by reducing barriers to new approaches to preparation and entry into the profession? See [Recommendations 1-2, 4-7](#) in the Crosswalk for suggestions on how to reduce burdensome program approval requirements and [Recommendations 1-4](#) for suggestions on reducing barriers to entry into the profession.

Crosswalk of ESSA Opportunities & NTEP Recommendations

The crosswalk below aligns the *Our Responsibility, Our Promise* recommendations to the ESSA opportunities discussed in detail above.

- The crosswalk is anchored by the ten recommendations included in *Our Responsibility, Our Promise*, which are contained in the left-hand column.
- The center column identifies the ESSA opportunities described above, aligned to each of these recommendations.⁸ Each of the opportunities listed in this column link back to the appropriate portion of the “Overview of ESSA Opportunities” section above.
- The right-hand column provides specific ways to incorporate the ESSA opportunities in the Consolidated State Plan. This column identifies the sections of the Consolidated State Plan where an SEA must address these opportunities and lists representative activities from *Our Responsibility, Our Promise* and *Promises to Keep* that could be included in the State Plan.

RECOMMENDATION FROM <i>OUR RESPONSIBILITY, OUR PROMISE</i>	ESSA OPPORTUNITIES	PUTTING IT ALL TOGETHER
LICENSURE		
<p>Recommendation #1:</p> <p>States will revise and enforce their licensure standards for teachers and principals to support the teaching of more demanding content aligned to college- and career-readiness and critical thinking skills to a diverse range of students.</p>	<p>Title I</p> <ul style="list-style-type: none"> • Removal of HQT requirements provides an opportunity to revisit the state’s licensure standards. <p>Title II</p> <p>Use of Title II A funds to:</p> <ul style="list-style-type: none"> • Reform teacher and principal licensure systems: Ensure alignment of licensure systems to the state’s challenging academic standards and that teachers can demonstrate the necessary skill to support students to reach those standards, including through performance assessments. • Address disparities in access to effective teachers: Addressing the root causes of disparities may include 	<p>Relevant State Plan Sections:</p> <ul style="list-style-type: none"> • 5.1.A: Certification and Licensure Systems • 5.1.B: Educator Preparation Program Strategies • 5.1.C: Educator Growth and Development Systems • 5.2.A: Resources to Support State-level Strategies • 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs • 5.3.D: Analysis of Likely Causes of Differences in Rates • 5.3.E: Strategies to Eliminate Differences in Rates • 6.1.B: Equitable Access to a Well-Rounded Education <p>Example Activities from <i>Our Responsibility, Our Promise</i> and <i>Promises to Keep</i>:</p>

⁸ Title V Transferability provisions were not included as that provision of law is most useful once states have determined the specific uses of Title II A and Title IV funds they wish to expand. Likewise, the regulatory provisions for Titles I, II and IV were not included in this column because these regulations primarily outline the requirements for the Consolidated State Plans, which are addressed by indicating the pertinent section of the State Plan template in the right-hand column.

reforming licensure rules to ensure standards for entry into the profession are not inhibiting low-income or minority students' access to effective teachers.

- [Establish preparation academies](#): Preparation academies can serve as opportunities to pilot or incubate new program completion standards as a pre-requisite to licensure, including new performance assessments.
- [Expand and improve the alternative certification routes](#): Ensure that all certification routes are aligned to academic standards.
- [Provide educators with the training and certifications needed for specific skills and content areas](#): This could include establishing new licensure requirements or micro-credentialing opportunities aligned to the tiered-licensure system for the instruction of specific content, like college-level coursework, STEM, assessing elementary school readiness, and integrating CTE into academic instruction.
- [Improve teacher or principal preparation programs by establishing residency programs](#): This may include establishing new licensure standards that require year-long residencies before obtaining certification and supporting programs to shift programmatic requirements to meet these new licensure standards.

Title IV

- [To ensure all students have access to a well-rounded education](#), states may need to revisit the licensure standards for certain content areas, including those subjects where there is a shortage of effective teachers.

Define and implement a core case of knowledge and skills for all teachers for initial licensure on how to provide high-quality core instruction that is differentiated to meet the needs of all learners within a tiered system of support. Use this to establish revised licensure standards, establish preparation academies and their requirements as needed, and provide support to EPPs in ensuring teacher candidates are provided with these core skills.

Recommendation #2:

States will work together to influence the development of innovative licensure performance assessments that are aligned to the revised licensure standards and include multiple measures of educators’ ability to perform, including the potential to impact student achievement and growth.

Title I

- [Removal of HQT requirements](#) provides an opportunity to revisit the state’s licensure standards.

Title II

Use of Title II A funds to:

- [Reform teacher and principal licensure systems:](#) Ensure alignment to the state’s challenging academic standards and that teachers can demonstrate the necessary skill to support students to reach those standards, including through performance assessments.
- [Address disparities in access to effective teachers:](#) Addressing the root causes of disparities may include developing performance assessments to ensure that all new teachers are learner ready.
- [Establish preparation academies:](#) Preparation academies can serve as opportunities to pilot new performance assessments for licensure.
- [Improve teacher or principal preparation programs by establishing residency programs:](#) Establishing school-based residency programs will expand the clinical practice opportunities to pilot performance assessments.
- [Expand and improve alternative certification routes:](#) Ensure that all routes to certification require demonstration of teacher candidate impact on student achievement and growth, including through performance assessments.

Relevant State Plan Sections:

- 5.1.A: Certification and Licensure Systems
- 5.1.B: Educator Preparation Program Strategies
- 5.1.C: Educator Growth and Development Systems
- 5.2.A: Resources to Support State-level Strategies
- 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs
- 5.3.D: Analysis of Likely Causes of Differences in Rates
- 5.3.E: Strategies to Eliminate Differences in Rates
- 6.1.B: Equitable Access to a Well-Rounded Education

Example Activities from *Our Responsibility, Our Promise and Promises to Keep*:

Support the development/use/adoption of performance assessments (i.e., edTPA, PPAT, and other state developed per assessments) for teacher and school leader candidates by EPPs; requires collaboration with LEAs in partner school districts where clinical practice occurs (when candidates typically complete these types of assessments).⁹

⁹ Challenges in implementing to-date include: staff and resource capacity among EPPs to review assessments and costs for implementing use (i.e., edTPA costs \$300/candidate for the assessment, not to mention costs for teacher education and mentor teacher training, technology needs to accommodate videos of practice that are also associated with all per assessments). The funding opportunities in ESSA could provide a means to overcome some or all of these challenges.

	<p>Title III</p> <ul style="list-style-type: none"> • To ensure the effectiveness of EL preparation programs, a state may consider developing performance assessments or other program improvements to align to the state’s standards for EL instruction. <p>Title IV</p> <ul style="list-style-type: none"> • To ensure all students have access to a well-rounded education, states may need to develop performance assessments for specific content areas where there is a shortage of effective teachers. 	
<p>Recommendation #3:</p> <p>States will create multi-tiered licensure systems aligned to a coherent developmental continuum that reflects new performance expectations for educators and their implementation in the learning environment and to assessments that are linked to evidence of student achievement and growth.</p>	<p>Title I</p> <ul style="list-style-type: none"> • Removal of HQT requirements provides an opportunity to align the state’s standards for entry into the profession to a continuum of a development and is linked to impact on student growth and achievement. <p>Title II</p> <p>Use of Title II A funds to:</p> <ul style="list-style-type: none"> • Reform teacher and principal licensure systems: These reforms can create systems that are multi-tiered and based in part on evidence of the educator’s impact on student achievement and growth • Address disparities in access to effective teachers: Addressing the root causes of disparities may include developing a tiered-licensure system aligned to career pathways, differential pay or other retention strategies to keep effective and experienced teachers in the classroom. • Develop career pathways, differential pay programs based on performance, and mentoring programs: These programs and systems may be aligned with the tiers of the licensure system. For example, the higher licensure tiers may allow educators to be considered for certain career pathways or mentorship roles. 	<p>Relevant State Plan Sections:</p> <ul style="list-style-type: none"> • 5.1.A: Certification and Licensure Systems • 5.1.B: Educator Preparation Program Strategies • 5.1.C: Educator Growth and Development Systems • 5.2.A: Resources to Support State-level Strategies • 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs • 5.3.D: Analysis of Likely Causes of Differences in Rates • 5.3.E: Strategies to Eliminate Differences in Rates <p>Example Activities from <i>Our Responsibility, Our Promise and Promises to Keep</i>:</p> <p>Use multi-tiered licensure systems to create a pathway that can develop the workforce talent and “learner expertise” required to deliver instruction to a diverse range of learners at all tiers of support. Address how best to use “endorsements” or “micro-credentialing” for domain-specific expertise, and competency-based expertise within and across tiers.</p> <p>For a master teacher credential, establish a requirement to demonstrate effectiveness in working with students with disabilities and struggling learners, either through teacher evaluation results and/or a performance assessment task.</p>

	<ul style="list-style-type: none"> • Support LEAs in designing or implementing teacher, principal, or other school leader evaluation and support systems: The educator evaluation system may serve as the foundation for the developmental continuum on which tiered licensure is based. Educator evaluation ratings may serve as one measure for attaining higher tiers of licensure. • Provide technical assistance and capacity building to LEAs: The SEA may support LEAs implementing tiered licensure, career pathways, differential pay and other related activities. • Provide educators with the training and certifications needed for specific skills and content areas: This could include establishing micro-credentialing opportunities aligned to the tiered-licensure system for the instruction of specific content, like college-level coursework, STEM, assessing elementary school readiness, and integrating CTE into academic instruction. <p>Apply to use Title II B funds through the TSLIF grant to develop a tiered licensure system (i.e. human capital system) that promotes teacher leadership, career pathways and differential pay.</p>	<p>Tie financial incentives to the acquisition of advanced credentials for educators who provide increasing levels of intensive supports within a tiered system of support.</p>
<p>Recommendation #4:</p> <p>States will reform current state licensure systems so they are more efficient, have true reciprocity across states, and so that their credentialing structures support effective teaching and leading toward student college- and career-readiness.</p>	<p>Title I</p> <ul style="list-style-type: none"> • Removal of HQT requirements provides an opportunity to revisit the state’s licensure standards. <p>Title II</p> <p>Use of Title II A funds to:</p> <ul style="list-style-type: none"> • Reform teacher and principal licensure systems: Such reforms should ensure alignment to the state’s challenging academic standards and require educators demonstrate the necessary skill to support students to reach those standards, including through performance assessments. 	<p>Relevant State Plan Sections:</p> <ul style="list-style-type: none"> • 5.1.A: Certification and Licensure Systems • 5.1.B: Educator Preparation Program Strategies • 5.2.A: Resources to Support State-level Strategies • 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs <p>Example Activities from <i>Our Responsibility, Our Promise and Promises to Keep</i>:</p> <p>Leverage cross state authority to influence the design and development of licensing assessments that will measure effective performance in teaching diverse learners that all states have the option of adopting.</p>

- [Work with other states as a consortium to develop reciprocity structures](#): These structures should allow teachers to more efficiently transfer between states.
- [Expand and improve the alternative certification routes](#): This expansion will increase the availability of efficient and effective certification options.
- [Establish preparation academies](#): Preparation academies can pilot the elimination of burdensome requirements for program approval that contribute to inefficiencies in licensure. For example, the academy can be exempt from course hour requirements for candidates that can be barriers for candidates to complete programs and become certified.
- [Provide educators with the training and certifications needed for specific skills and content areas](#): This could include establishing micro-credentialing opportunities designed to improve the efficiency of assessing readiness to teach specific content, like college-level coursework, STEM, assessing elementary school readiness, and integrating CTE into academic instruction.

PROGRAM APPROVAL

Recommendation #5:

States will hold preparation programs accountable by exercising the state's authority to determine which programs should operate and recommend candidates for licensure in the state, including establishing a clear and fair performance rating system to guide continuous

Title II

Use of Title A funds to:

- [Reform preparation program standards and approval processes](#): These reforms should require educators to demonstrate the necessary skills to support students to meet challenging academic standards, including through the passage of teacher performance assessments.
- [Establish preparation academies](#): Preparation academies can pilot new program approval standards based in part on candidates' impact on student outcomes. These standards may require that the academy prepare a

Relevant State Plan Sections:

- 5.1.B: Educator Preparation Program Strategies
- 5.1.C: Educator Growth and Development Systems
- 5.2.A: Resources to Support State-level Strategies
- 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs
- 5.3.D: Analysis of Likely Causes of Differences in Rates
- 5.3.E: Strategies to Eliminate Differences in Rates

Example Activities from *Our Responsibility, Our Promise and Promises to Keep*:

improvement. States will act to close programs that continually receive the lowest rating and will provide incentives for programs whose ratings indicate exemplary performance.

- minimum number or rate of effective educators in order to maintain state approval.
- [Improve teacher or principal preparation programs by establishing residency programs](#): States may choose to emphasize residency or clinical practice requirements in their performance rating system and subsequent consequences and incentives. For those states, they may wish to support programs to meet these new standards by funding the establishment or expansion of residency programs.
- [Address disparities in access to effective teachers](#): Addressing the root causes of disparities may include establishing a clear rating system for EPPs to inform the improvement of preparation, to support LEAs to hire and recruit of effective teachers, and for the state to make consequential decisions about program operation.
- [Provide technical assistance to LEAs](#): Support for LEAs may include facilitating their use of the rating system to inform hiring decisions and to develop partnerships with EPPs that best meet their community's needs.
- [Support LEAs in designing or implementing teacher, principal, or other school leader evaluation and support systems](#): Teacher evaluation ratings of early career teachers may serve as one measure for continuous improvement and accountability of preparation programs.
- [Monitor programs that receive funding through Title II A](#): These funds may be used to develop a rating system to assess program performance and guide improvement.

Ensure longitudinal data systems connect evaluation and performance data from program completers back to their programs to hold programs accountable for the performance of their graduates. This should include a sliding scale of responsibility that decreases over time.

Support the development of collaboration between districts and EPPs regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel.

Provide incentives for stronger partnerships between preparation programs, schools, and districts that encourage multiple high-quality authentic field experiences and placements for educator candidates.

Require preparation programs to provide a robust body of evidence regarding their performance in preparing candidates to teach diverse learners, including students with disabilities, which includes multiple measures and triangulated data.

	<ul style="list-style-type: none"> • Support other activities aligned with the purpose of Title II: These funds may be used to develop a rating system to assess program performance and guide improvement. <p>Title III</p> <ul style="list-style-type: none"> • Ensure the effectiveness of EL preparation programs by revising the standards for recommending teaching candidates for licensure to ensure teachers are equipped to serve the needs of ELs to and making consequential decisions about programs preparing teachers for ELs. 	
<p>Recommendation #6:</p> <p>States will adopt and implement rigorous program approval standards to assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, provide high-quality clinical practice throughout a candidate’s preparation that includes experiences with the responsibilities of a school year from beginning to end, and that produce quality candidates capable of positively impacting student achievement.</p>	<p>Title I</p> <ul style="list-style-type: none"> • Use of Title I intervention funds to support LEAs: These funds may be able to be used to establish partnerships with EPPs to provide a pipeline of effective teachers to these high-needs schools, which may include combining these funds with Title II A funds for establishing residency programs or preparation academies. <p>Title II</p> <p>Use of Title II A funds to:</p> <ul style="list-style-type: none"> • Reform preparation program standards and approval processes: These reforms should require educators to demonstrate the necessary skills to support students to meet challenging academic standards, including through the passage of teacher performance assessments. • Establish preparation academies: Preparation Academies can pilot new program approval standards for EPPs that serve primarily high-needs schools, encourage training through clinical practice, have selective admission requirements and base certification decisions on candidates’ impact on student outcomes. • Improve teacher or principal preparation programs by establishing residency programs: States that establish program approval standards to include residency or clinical practice requirements may wish to support 	<p>Relevant State Plan Sections:</p> <ul style="list-style-type: none"> • 4.3.B: Technical Assistance Regarding Evidence-Based Interventions • 5.1.B: Educator Preparation Program Strategies • 5.1.C: Educator Growth and Development Systems • 5.2.A: Resources to Support State-level Strategies • 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs • 5.3.D: Analysis of Likely Causes of Differences in Rates • 5.3.E: Strategies to Eliminate Differences in Rates • 6.1.B: Equitable Access to a Well-Rounded Education <p>Example Activities from <i>Our Responsibility, Our Promise and Promises to Keep</i>:</p> <p>Develop standards that describe levels of quality and effectiveness without stipulating how program providers are to comply.</p> <p>Incorporate into program approval standards the requirement that all teachers, regardless of pathway into the profession, are able to ensure learner access to college- and career-ready standards by being prepared to teach each student within a tiered system of support using principles of Universal Design for Learning (UDL), evidence-based practices (EBPs), and data-based decision making.</p>

programs to meet these new standards by funding the establishment or expansion of residency programs.

- [Address disparities in access to effective teachers:](#) Addressing the root causes of disparities may include establishing program approval standards that require EPPs to recruit and effectively prepare teachers based on workforce needs, reform entrance and exit criteria, and requirements for clinical practice.
- [Expand and improve the alternative certification routes:](#) Ensure alternative routes emphasize performance outcomes and prepare teachers to serve in high-needs content areas or schools.
- [Establish structures that support the recruitment and retention of diverse, effective teachers and principals:](#) These structures could include establishing program approval standards that encourage partnerships between EPPs and LEAs or require EPPs to recruit diverse candidates so that LEAs in turn have a larger pool of diverse, effective candidates from which to recruit.
- [Provide assistance to LEAs to develop and implement professional development for school leaders:](#) The support to districts can include training school leaders to be effective in tracking and projecting their workforce needs and sharing this information with EPPs.
- [Monitor programs that receive funding through Title II A:](#) These funds may be used to develop a rating system to assess program performance and guide improvement.
- [Support other activities aligned with the purpose of Title II:](#) These funds may be used to implement the program rating system and to conduct activities to inform program improvement.

Identify and incorporate into program approval standards high-leverage practices that cut across content domains and are essential for working effectively with struggling learners (e.g. explicit instruction, collaboration skills, data-based instructional decision making, differentiating instruction, communicating with students and families about their learning) and diverse learners.

Work with national accreditor to align state program approval and accreditation processes to lessen the burden of providing evidence of performance relating to teaching diverse learners, including students with disabilities.

	<p>Title III</p> <ul style="list-style-type: none"> • Ensure the effectiveness of EL preparation programs by revising program approval standards to ensure programs recruit and train teachers to meet the demands of ELs in the state. <p>Title IV</p> <ul style="list-style-type: none"> • To ensure all students have access to a well-rounded education, states may revise program approval standards to ensure EPPs recruit and prepare teachers for “high-quality [STEM] courses” and other enrichment courses. 	
<p>Recommendation #7:</p> <p>States will require alignment of preparation content standards to PK-12 college- and career-ready standards for all licensure areas.</p>	<p>Title II</p> <p>Use of Title II A funds to:</p> <ul style="list-style-type: none"> • Reform preparation program standards and approval processes: These reforms should require educator candidates to demonstrate the necessary skills to support students to meet challenging academic standards, including through the passage of teacher performance assessments • Establish preparation academies: Preparation academies can pilot new program approval standards that require candidates to demonstrate mastery of content aligned to academic standards. • Improve teacher or principal preparation programs by establishing residency programs: Residency programs can be used to pilot performance assessments to evaluate candidates’ ability to teach content aligned to the state’s academic standards. • Support other activities aligned with the purpose of Title II: These activities could include convening stakeholders to 	<p>Relevant State Plan Sections:</p> <ul style="list-style-type: none"> • 5.1.B: Educator Preparation Program Strategies • 5.2.A: Resources to Support State-level Strategies <p>Example Activities from <i>Our Responsibility, Our Promise and Promises to Keep</i>:</p> <p>Convene stakeholders to participate in periodic reviews of the teacher and principal standards to ensure they are aligned with the state adopted academic content and performance standards for PK-12 students.</p> <p>Require that EPPs provide evidence that their programs address specific licensure area content standards as well as teacher and principal standards and that their candidates can implement the standards effectively in learning environments.</p>

	<p>evaluate the alignment of program standards and PK-12 academic standards.</p> <ul style="list-style-type: none"> • Monitor programs that receive funding through Title II A: This monitoring may include establishing a process for reviewing the alignment of program standards and PK-12 academic standards. 	
<p>Recommendation #8:</p> <p>States will provide feedback, data, support, and resources to preparation programs to assist them with continuous improvement and to act on any program approval or national accreditation recommendations.</p>	<p>Title II</p> <p>Use of Title II A funds to:</p> <ul style="list-style-type: none"> • Reform preparation program standards and approval processes: These processes may include establishing structures to support the continuous improvement of EPPs. • Improve teacher or principal preparation programs by establishing residency programs: States that establish program approval standards to include residency or clinical practice requirements may wish to support programs to meet these new standards by funding the establishment or expansion of residency programs. • Support other activities aligned with the purpose of Title II: These funds may be used to design and implement a data or accountability system that will provide feedback to EPPs and to conduct activities to inform program improvement. • Provide LEAs with technical assistance: Support to LEAs may include training and information to provide feedback to EPPs about their candidates. • Address disparities in access to effective teachers: Addressing the root causes of disparities may include developing the systems that can provide EPPs with feedback and support to improve the effectiveness of their candidates. 	<p>Relevant State Plan Sections:</p> <ul style="list-style-type: none"> • 5.1.B: Educator Preparation Program Strategies • 5.1.C: Educator Growth and Development Systems • 5.2.A: Resources to Support State-level Strategies • 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs • 5.3.D: Analysis of Likely Causes of Differences in Rates • 5.3.E: Strategies to Eliminate Differences in Rates <p>Example Activities from <i>Our Responsibility, Our Promise and Promises to Keep</i>:</p> <p>Develop system of commendation to elevate exemplary program offerings and practices that other programs might emulate.</p> <p>Provide actionable feedback to preparation programs from the program review process including guidance on how to address challenges related to teaching diverse learners and connections to exemplary programs that could provide useful exemplars, resources, or coaching.</p>

- [Provide assistance to LEAs to develop and implement professional development for school leaders:](#) Support for school leaders may include training in how to be effective in providing feedback to EPPs about their candidates and supporting clinical placements in their schools.

Title III

- [Ensure the effectiveness of EL preparation programs](#) by providing preparation programs with feedback and support to ensure their candidates are effectively serving ELs.

DATA SYSTEMS

Recommendation #9:

States will develop and support state-level governance structures to guide confidential and secure data collection, analysis, and reporting of PK-20 data and how it informs educator preparation programs, hiring practices, and professional learning. Using stakeholder input, states will address and take appropriate action, individually and collectively, on the need for unique educator identifiers, links to non-traditional preparation providers, and the sharing of candidate data among organizations and across states.

Title II

Use of Title II A funds to:

- [Reform preparation program standards and approval processes:](#) These reforms may include establishing structures and data systems to inform program approval decisions.
- [Address disparities in access to effective teachers:](#) Addressing the root causes of disparities may include establishing longitudinal data systems that can inform program approval decisions, EPP continuous improvement, and LEA hiring practices.
- [Support other activities aligned with the purpose of Title II:](#) These activities may include establishing longitudinal data systems that can inform program approval decisions, EPP continuous improvement, and LEA hiring practices.
- [Work with other states as a consortium to develop reciprocity structures:](#) These structures should allow teachers to more efficiently transfer between states, which may include establishing an interstate data system to share candidate and teacher information.

Relevant State Plan Sections:

- 5.1.B: Educator Preparation Program Strategies
- 5.1.C: Educator Growth and Development Systems
- 5.2.A: Resources to Support State-level Strategies
- 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs
- 5.3.D: Analysis of Likely Causes of Differences in Rates
- 5.3.E: Strategies to Eliminate Differences in Rates

Example Activities from *Our Responsibility, Our Promise and Promises to Keep*:

Build data systems that integrate data from the beginning of pre-service to post-initial licensure teaching in order to ensure progress monitoring of teachers and support their development across the continuum and provide the information back to EPPs.

Convene stakeholders to identify purposes and needs and build on existing data reporting techniques to inform practices based on the elements, issues and key attributes of the recommendation. States should involve stakeholders at all levels in verification of data before such information is used for

	<ul style="list-style-type: none"> • Monitor programs that receive funding through Title II A: States may be able to use this funding to establish structures and data systems to support its oversight of EPPs. • Support LEAs in designing or implementing teacher, principal, or other school leader evaluation and support systems: Ensure that new or existing educator evaluation systems are tied into the statewide longitudinal data system so that teacher performance data can be shared back with EPPs while maintaining student and teacher privacy. 	<p>decision-making or disseminated to the public and also consider issues of privacy and control.</p>
<p>Recommendation #10:</p> <p>States will use data collection, analysis, and reporting of multiple measures for continuous improvement and accountability of preparation programs.</p>	<p>Title II Use Title II A funds to:</p> <ul style="list-style-type: none"> • Reform preparation program standards and approval processes: These reforms may include establishing structures and data systems to inform program approval decisions. • Address disparities in access to effective teachers: Addressing the root causes of disparities may include establishing longitudinal data systems that can inform program approval decisions, EPP continuous improvement, and LEA hiring practices. • Support other activities aligned with the purpose of Title II: These activities may include establishing longitudinal data systems that can inform program approval decisions, EPP continuous improvement, and LEA hiring practices. • Monitor programs that receive funding through Title II A: States may be able to use this funding to establish structures and data systems to support its oversight of EPPs. 	<p>State Plan Sections:</p> <ul style="list-style-type: none"> • 5.1.B: Educator Preparation Program Strategies • 5.1.C: Educator Growth and Development Systems • 5.2.A: Resources to Support State-level Strategies • 5.2.B: Improving the Skills of Educators to Identify and Address Specific Learning Needs • 5.3.D: Analysis of Likely Causes of Differences in Rates • 5.3.E: Strategies to Eliminate Differences in Rates <p>Example Activities from <i>Our Responsibility, Our Promise and Promises to Keep</i>:</p> <p>Disaggregate data by licensure area so that strengths and weaknesses can be identified by licensure areas as opposed to identifying an entire program as effective or ineffective based on the results of one area.</p> <p>Develop educator preparation data dashboard that collects and displays relevant data for EPPs and ensure the information within it is timely.</p>

- [Support LEAs in designing or implementing teacher, principal, or other school leader evaluation and support systems](#): Teacher evaluation ratings of early career teachers may serve as one measure for continuous improvement and accountability of preparation programs.

Identify and incorporate metrics for preparation program performance that are based in part on the impact of teacher graduates on the outcomes of diverse learners.