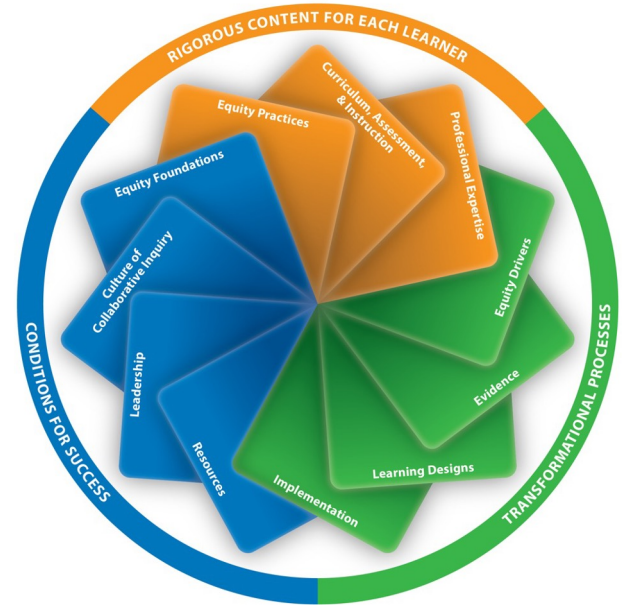# Welcome!

Title II: Opportunities and Impact
April 11, 2024

Webinar Outcomes:

- Discover strategies for aligning system change and the Standards for Professional Learning.
- Understand the current research on the impact of professional learning.
- Learn as state and district leaders describe their Title IIA implementation strategies and data collection efforts.
- Learn about the current funding status for Title IIA.

Agenda:

Welcome and Remarks – Standards Alignment and System Change
Frederick Brown, President & CEO, Learning Forward

Research, Gaps, and Documenting Impact
Elizabeth Foster, Senior Vice President, Research, Learning Forward

State Impact on School Leaders and the 3% Set Aside
Paul Katnik, Assistant Commissioner, Office of Educator Quality, Missouri Department of Elementary and Secondary Education

District Implementation and Impact on Mentors and New Teacher Induction
Jana Beth Francis, Assistant Superintendent, Teaching & Learning, Daviess County Public Schools (KY)

District Implementation and Impact on Instructional Coaching
Jamalya N. Jackson, Executive Director, Professional Learning, Hillsborough County Public Schools (FL)

Title II Update
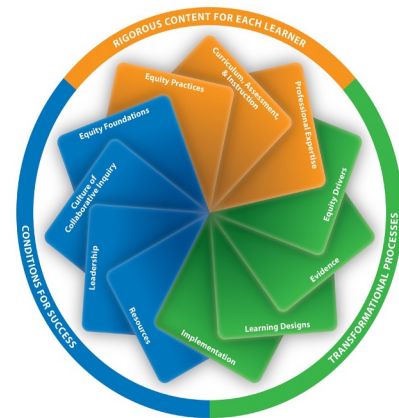Jon Bernstein, President, Bernstein Strategy Group

Standards Alignment and System Change

Frederick Brown
President & CEO
Learning Forward
frederick.brown@learningforward.org

Helping districts move away from piecemeal professional development…

…towards a

comprehensive professional learning system.

As districts consider how make the best use their Title IIA funds, we encourage them first to develop and/or strengthen a comprehensive approach to professional learning.

Figure 1. Essential components of the comprehensive professional learning system
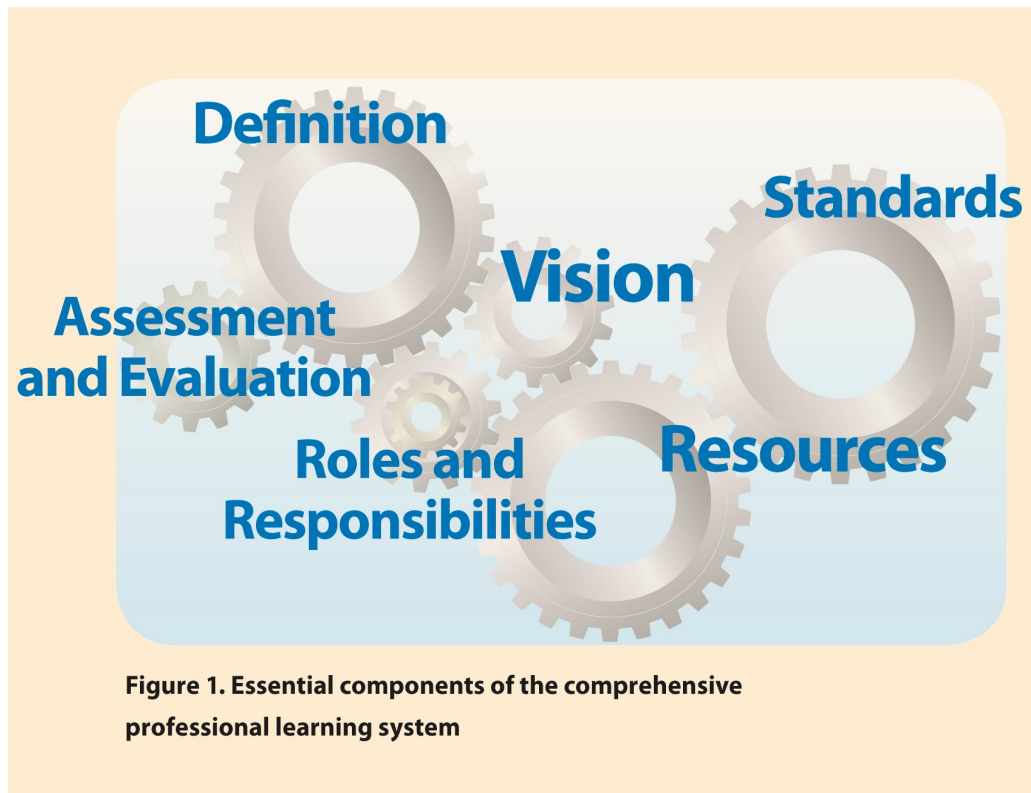
As part of that learning system, we encourage districts to establish a clear vision and definition for professional learning.

Vision	Definition
A vision that helps all staff see how the district prioritizes professional learning	**A clear agreed-upon definition of professional learning, potentially using the ESSA definition as a starting point**
Learning Forward Vision Every educator engages in exemplary professional learning so every student excels.	**ESSA Definition of Professional Development** The term 'professional development' means activities that ''(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging…
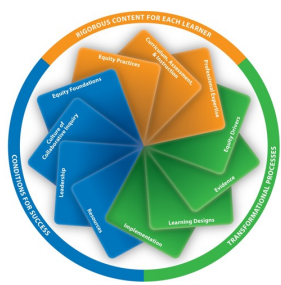
We also encourage district and school teams to implement the Standards for Professional Learning as part of their learning system.

The Standards describe the content, processes, and conditions for professional learning that leads to high-quality leading, teaching, and learning in schools.

Standards for Professional Learning

RIGOROUS CONTENT FOR EACH LEARNER

Professional learning results in equitable and excellent outcomes for all students when educators …

EQUITY PRACTICES
… understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION
… prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE
… apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

TRANSFORMATIONAL PROCESSES

Professional learning results in equitable and excellent outcomes for all students when educators …

EQUITY DRIVERS
… prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE
… create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS
… set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION
… understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

CONDITIONS FOR SUCCESS

Professional learning results in equitable and excellent outcomes for all students when educators …

EQUITY FOUNDATIONS
… establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY
… engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP
… establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES
… allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Assessment and impact are key components of a comprehensive professional learning system

Evidence Standard:

Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.
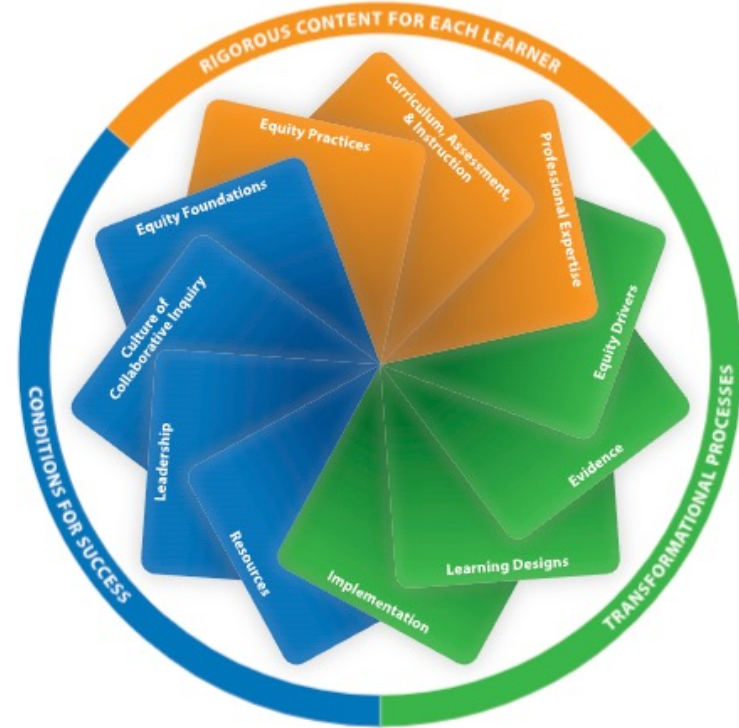
The comprehensive professional learning approach helps districts establish very clear roles and expectations for those who are responsible for leading and supporting professional learning.

- Teachers

- Principals

- Central office

- Regional agencies

- State agency

- Other

All of this helps districts move:

| From Professional Development	To Professional Learning
Driven by compliance	Choices informed by student, educator, and system **data**
Individual learning	Team-based, **collaborative** learning relevant to immediate classroom challenges
Isolated PD sessions	Comprehensive, sustained PL systems
Training with no expectations for follow-up or support	Sustained learning and application of learning with **coaching**, **mentoring** and team support
No accountability for outcomes	Increased focus on **measures, impact** and teacher and student **outcomes**

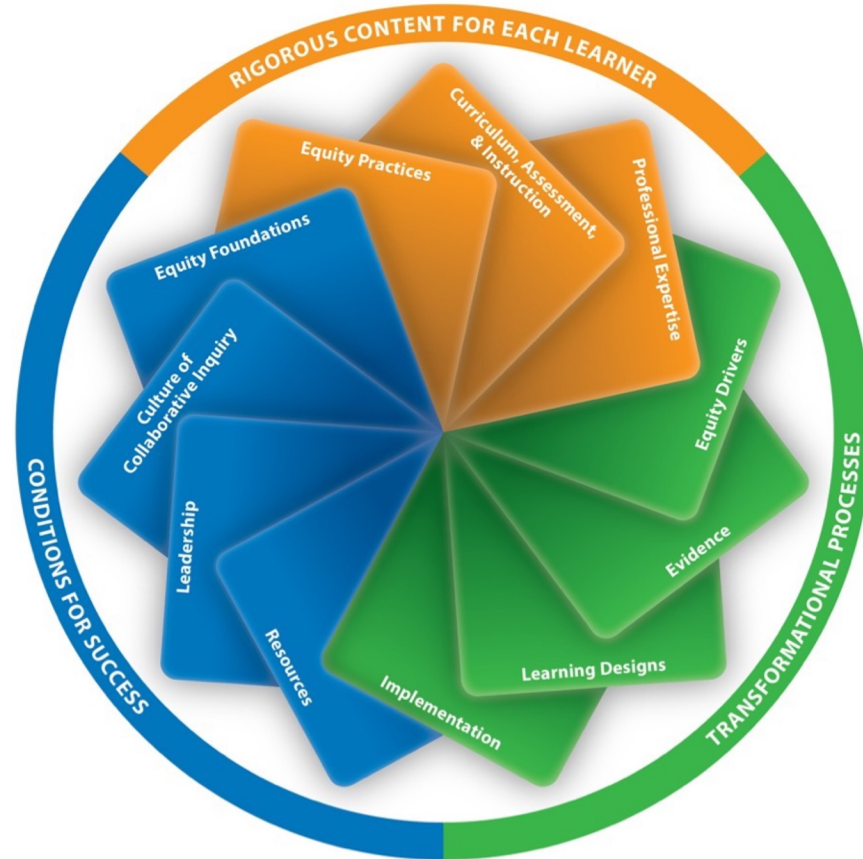# Research, Gaps and Documenting Impact

Elizabeth Foster

Senior Vice President, Research

Learning Forward

elizabeth.foster@learningforward.org
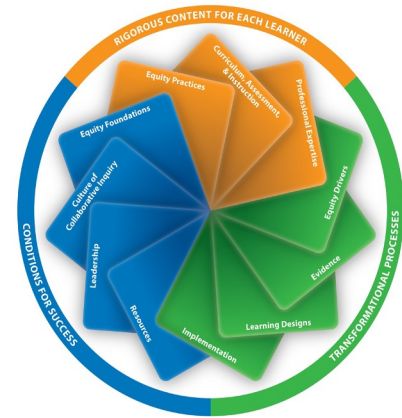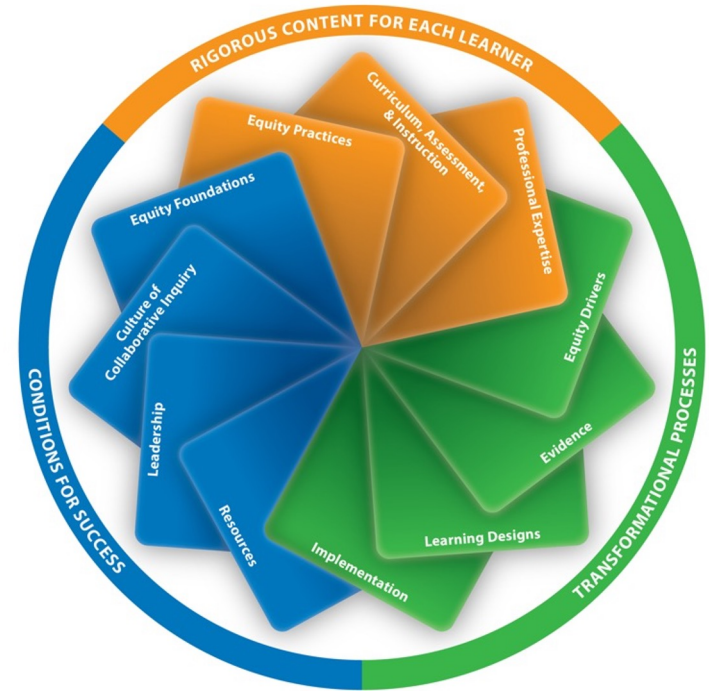
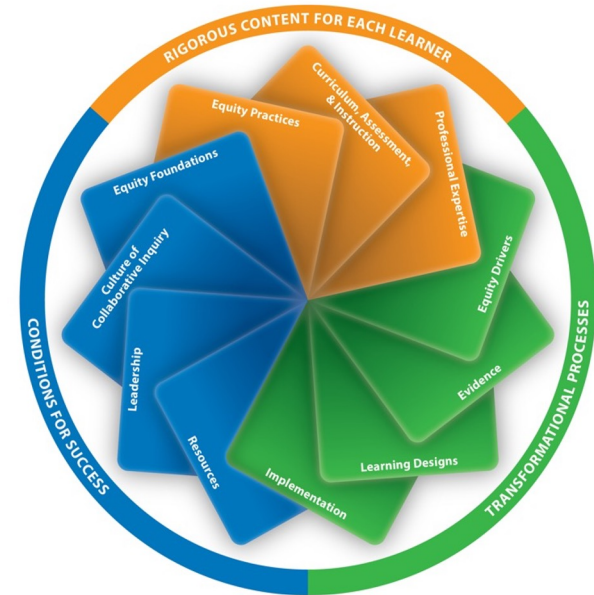# Standards for Professional Learning

- Standards for Professional Learning are grounded in professional learning research, evidence from past use of standards, and insights from the field.

- AIR (American Institutes for Research) conducted a literature review and meta-analysis.

The research overview and links to meta-analysis is available at underlined standards.learningforward.org

Standards Meta-analysis findings

- The meta-analysis found "consistent evidence that program alignment with the Learning Forward Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes."

- Each of the 2022 Standards was positively associated with teacher instruction and positively and significantly associated with student achievement.

- Report from AIR also points to areas in need of further research, AND areas that are better understood through qualitative research such as case studies (especially related to the conditions/context that support high-quality professional learning).
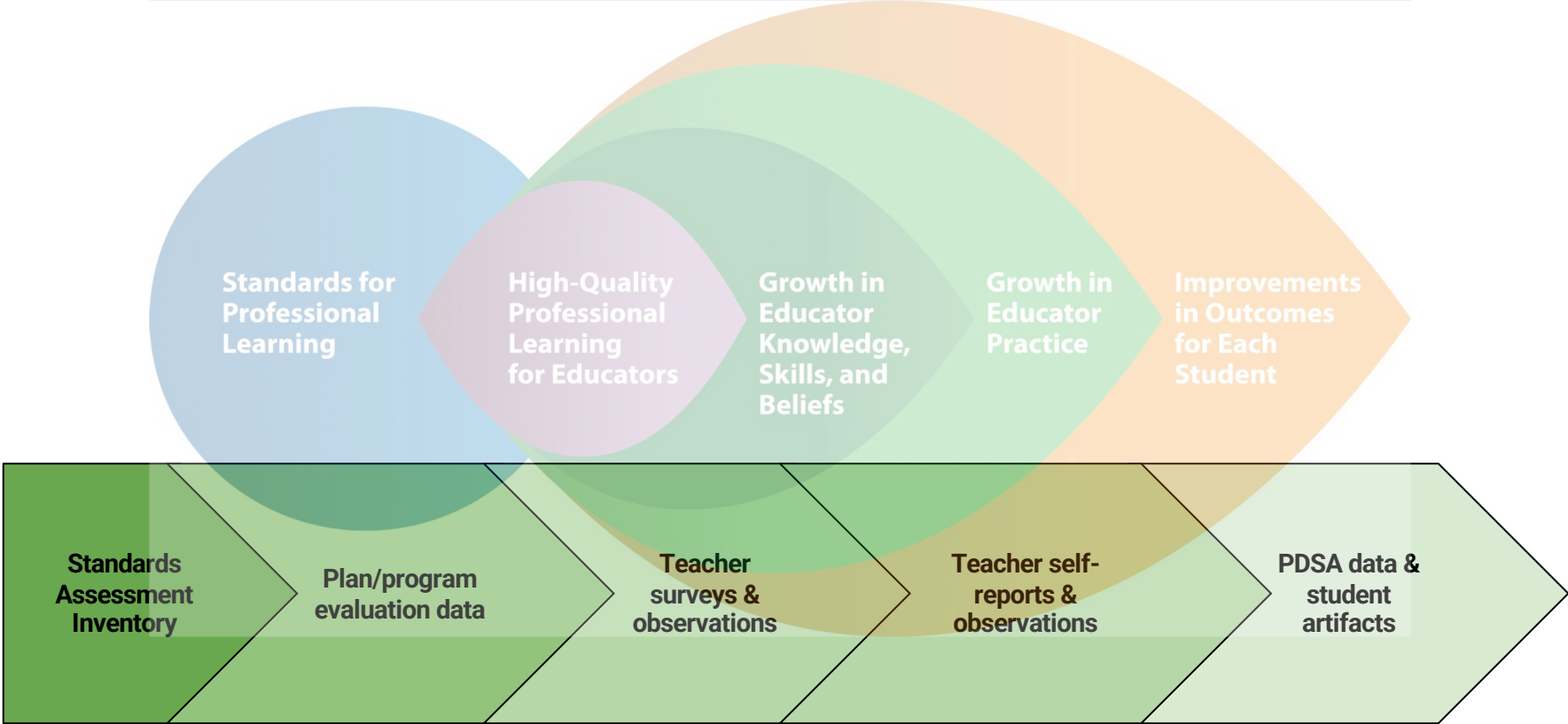

Garrett, R., Zhang, Q., Citkowicz, M., & Burr, L. (2021). How Learning Forward's Professional Learning Standards are associated with teacher instruction and student achievement: A meta-analysis. Washington, DC: Center on Great Teachers and Leaders at the American Institutes for Research.
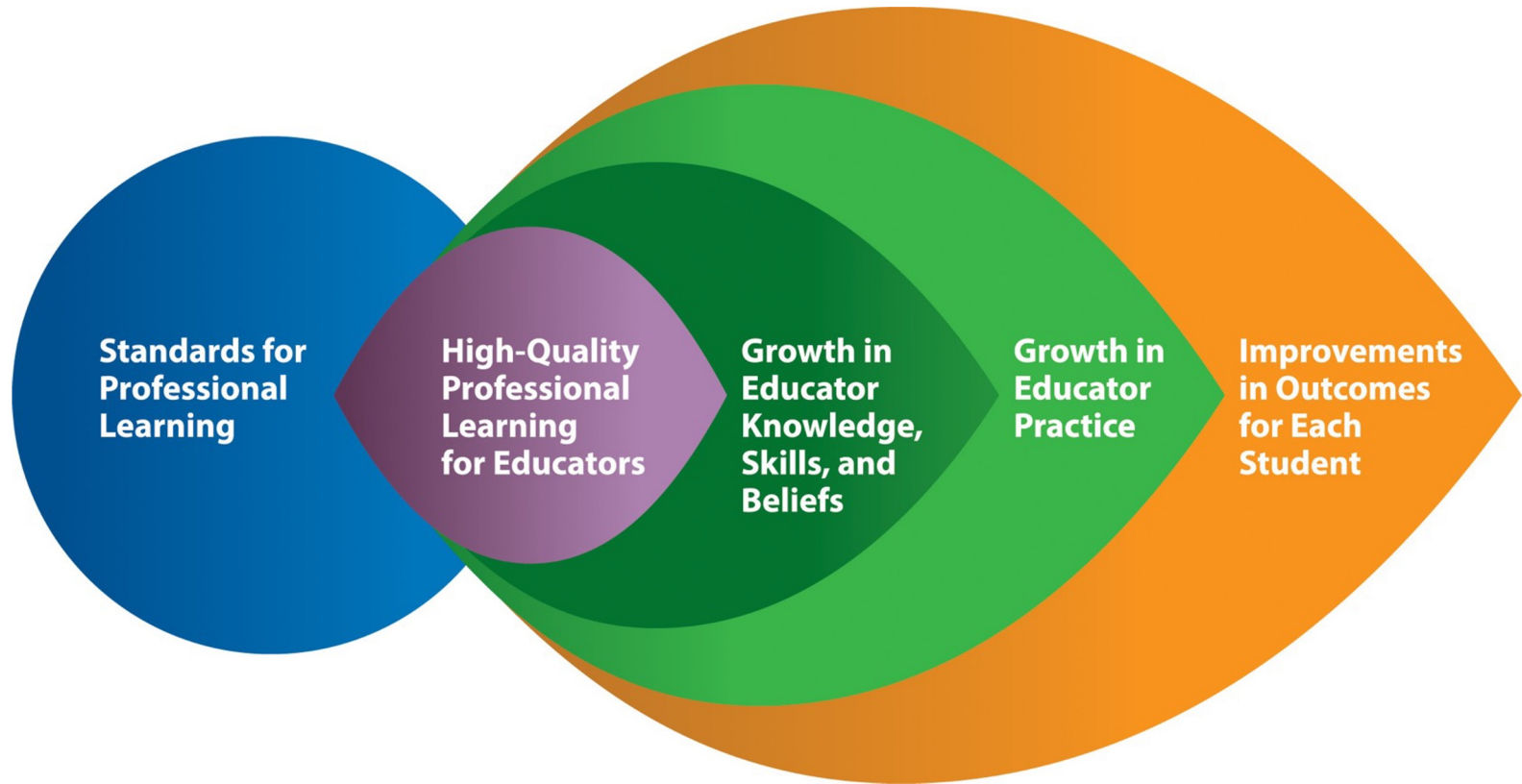
Data Collection Throughout

Examples related to PL, for instance:

...sustained

intensive,

collaborative,

job-embedded,

data-driven, and

classroom-focused

Principals engage in a quarterly PL focused on math classroom walkthroughs as aligned to coaches' observations

PL focuses specifically on new teachers who are identified as out of field or provisionally certified

Teams of teachers from across the district convene to discuss vertical progressions in the new math curriculum

Coaching took place over the year on teachers' using the new curriculum

District leaders establish PL focused on grade-level tasks based on school data about

Monthly PLCs focused on teachers looking at student exit tickets and talking about misconceptions

Additional resources

Visit standards.learningforward.org for resources useful for sharing, studying, and implementation of Standards for Professional Learning*

Resources include:

- Role-based Action Guides

- Innovation Configuration maps

- Quick-start guide

- Research resources

- Policy tools

* Some resources are available in full to anyone who visits standards.learningforward.org, while others require membership in Learning Forward.

State Impact on School Leaders and the 3% Set Aside

Paul Katnik

Assistant Commissioner

Office of Educator Quality

Missouri Department of Elementary & Secondary Education

Paul.Katnik@dese.mo.gov

MLDS
MISSOURI LEADERSHIP DEVELOPMENT SYSTEM

A Wallace Foundation synthesis of two decades of research confirms, "Principals really matter. Indeed, given not just the magnitude but the scope of principal effects, which are felt across a potentially large student body and faculty in a school, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership."

One principal who develops to above average performance gives all students in a school an extra three months of academic gain and creates a far better experience for staff, parents and students.

The impact of an effective principal has likely been understated, with impacts being both greater and broader than previously believed: greater in the impact on student achievement and broader in affecting other important outcomes, including teacher satisfaction and retention (especially among high-performing teachers), student attendance, and reductions in exclusionary discipline.
— Will Miller, President of the Wallace Foundation

WHAT DRIVES THESE SIGNIFICANT IMPACTS THAT PRINCIPALS CAN HAVE?

Engaging in instructionally-focused interactions with teachers such as teacher evaluation, instructional coaching, and the establishment of a data-driven, school-wide instructional program to facilitate such interactions.

Building a productive school climate. Practices that encourage a school environment marked by trust, efficacy, teamwork, engagement with data, organizational learning, and continuous improvement.

Facilitating productive collaboration and professional learning communities. Strategies that promote teachers working together authentically with systems of support to improve their practice and enhance student learning.

Managing personnel and resources strategically. Processes around strategic staffing and allocation of other resources.

MLDS delivers exemplary professional learning that grows principals' skills in these critical areas and creates significant impacts for teachers and students.

Get your principals engaged by contacting your regional MLDS Specialist – today!!!

MLDS ON-DEMAND LEARNING SERIES

The on-demand series offers short, convenient learning opportunities for Missouri principals. Each segment is presented in three formats: a 7-10 minute video or podcast, as well as a PDF document. This ensures busy educators have the opportunity to access relevant, practice-confirmed leadership learning in a manner that fits their demanding schedules.

The MLDS On-Demand Learning Series can be accessed on the MAESP and MOASSP websites.

Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation.

It is difficult to imagine **an investment with a higher ceiling on its potential return** than a successful effort to improve principal leadership

Impact of an effective principal has likely been understated with **impacts being both greater and broader than previously believed**

One principal who develops to above average performance gives **all students** in a school an extra **three months of academic gain**

Develops a vision
Implements a vision

A Visionary Leader

Continues professional growth
Actively engages in reflective practice
Applies new knowledge understanding to drive appropriate change

An Innovative Leader

Ensures a guaranteed and viable curriculum
Guarantees effective instructional practice
Coordinates the use of effective assessments
Promotes professional learning

An Instructional Leader

Missouri Leadership Development System **MLDS**

The Transformational Principal is..

A Relational Leader

A Managerial Leader

Implements operational systems
Oversees personnel
Ensures the equitable and strategic use of resources

Interacts professionally with students
Interacts professionally with staff
Interacts professionally with family and community

March 2016

Principals participating in MLDS
8 years of data

Year	Participating Principals
2016-17	150
2017-18	700
2018-19	1120
2019-20	1151
2020-21	1067
2021-22	1224
2022-23	1600
2023-24	1958

■ Participating Principals
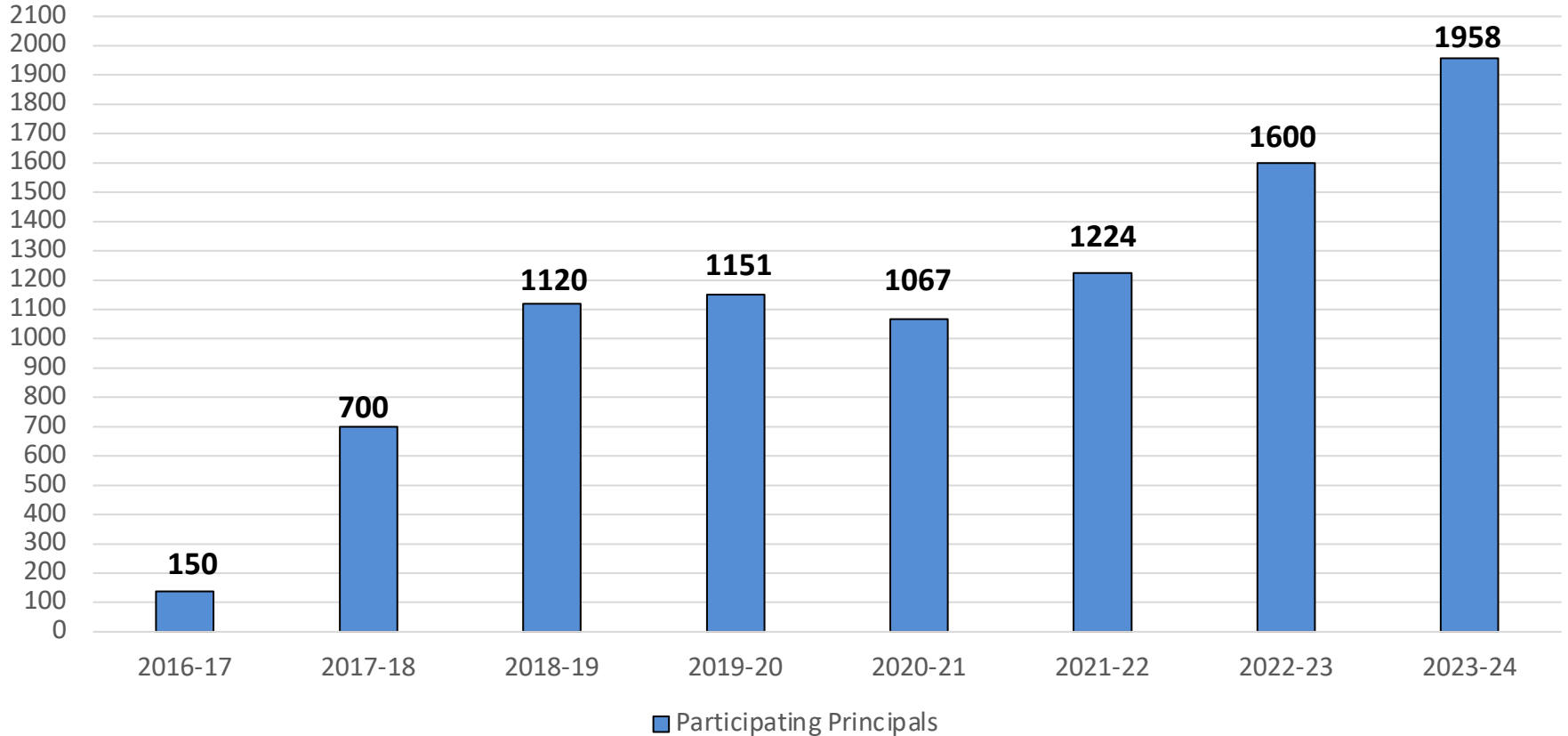
MLDS Saturation

School District and Charter School Participation

■ Percent of School Districts with an MLDS Principal   ■ Percent of Charter Schools with an MLDS Principal

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

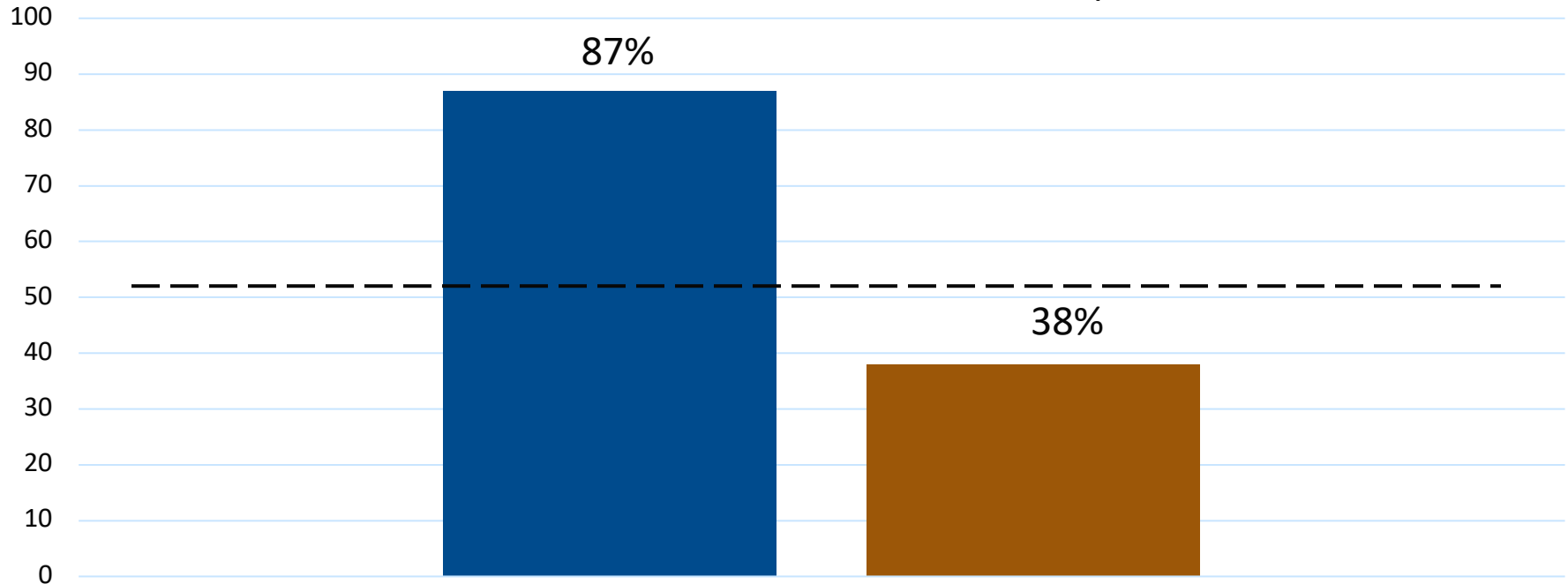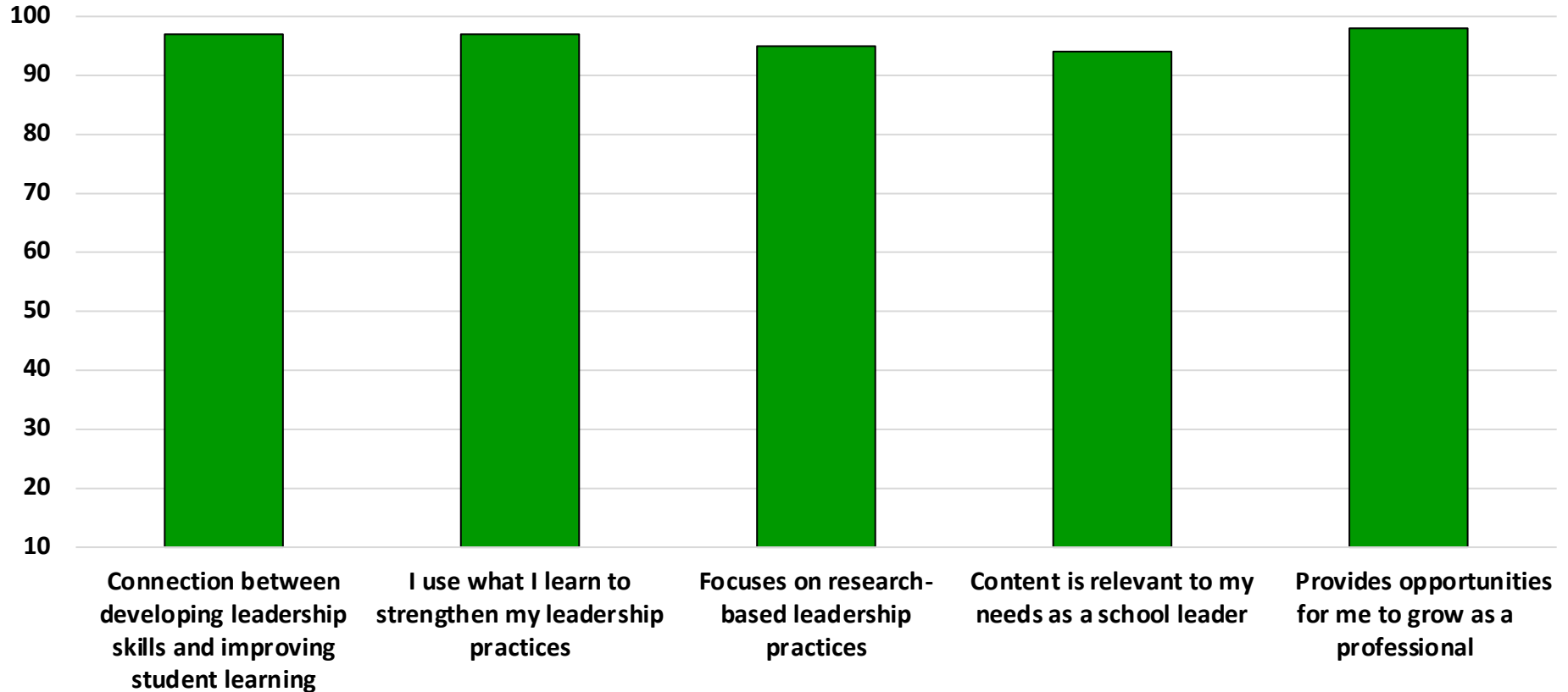# What do their superintendents think?
Fall 2023 Report
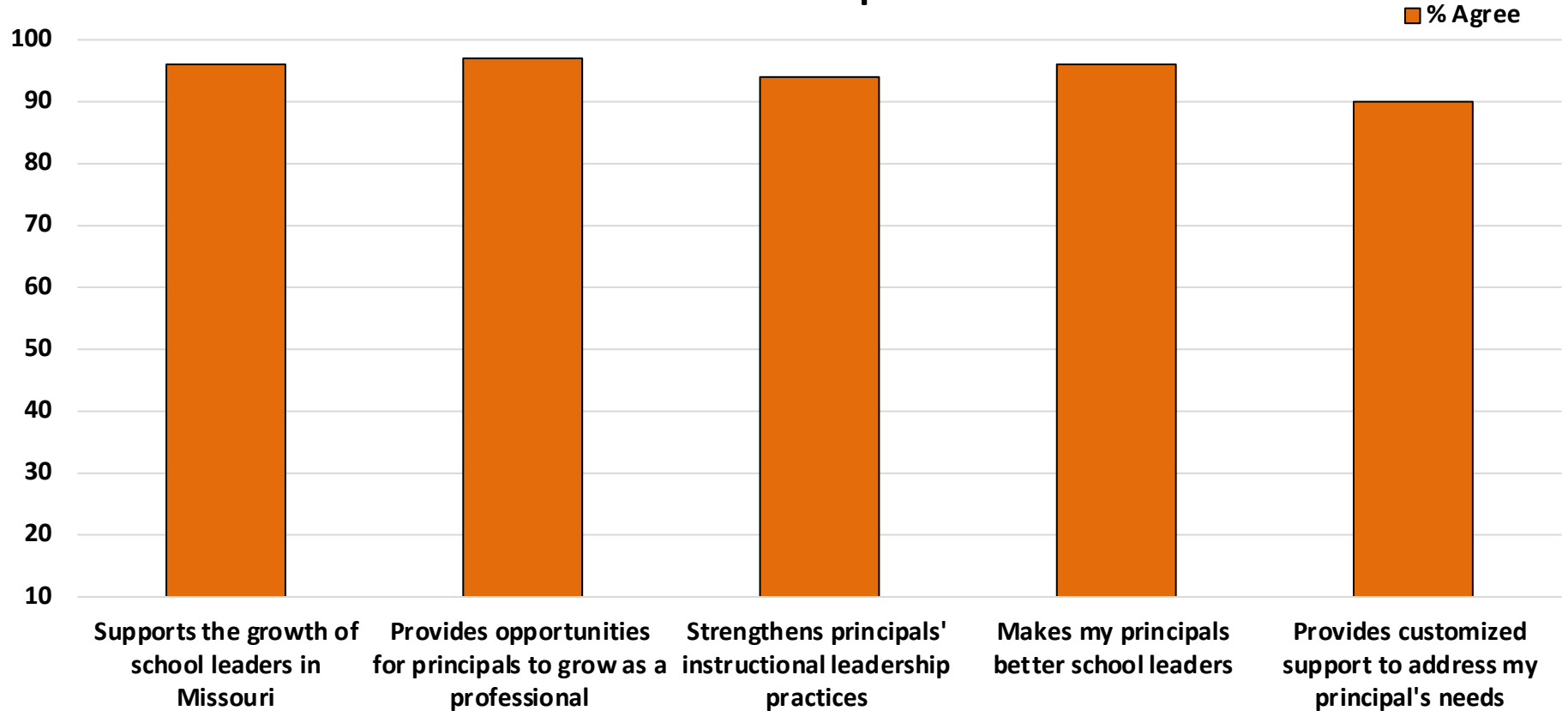
What do their teachers think?
Fall 2022 Report
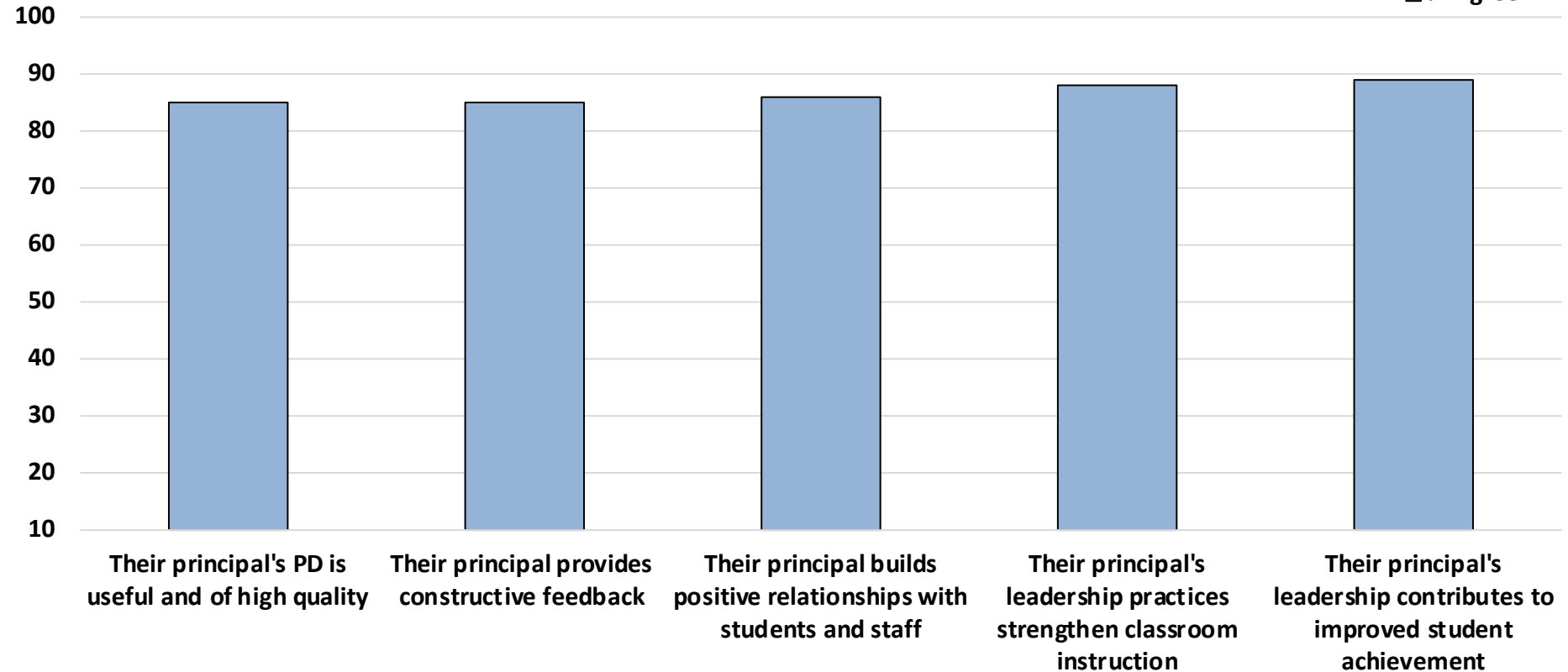
Does MLDS impact student achievement?

Percentage Agree

Principals: MLDS has led to improved student achievement

Superintendents: MLDS has led to improved student achievement in my principal's school

Teachers: MLDS principal's leadership contributes to improved student achievement in our school

0   10   20   30   40   50   60   70   80   90   100   110
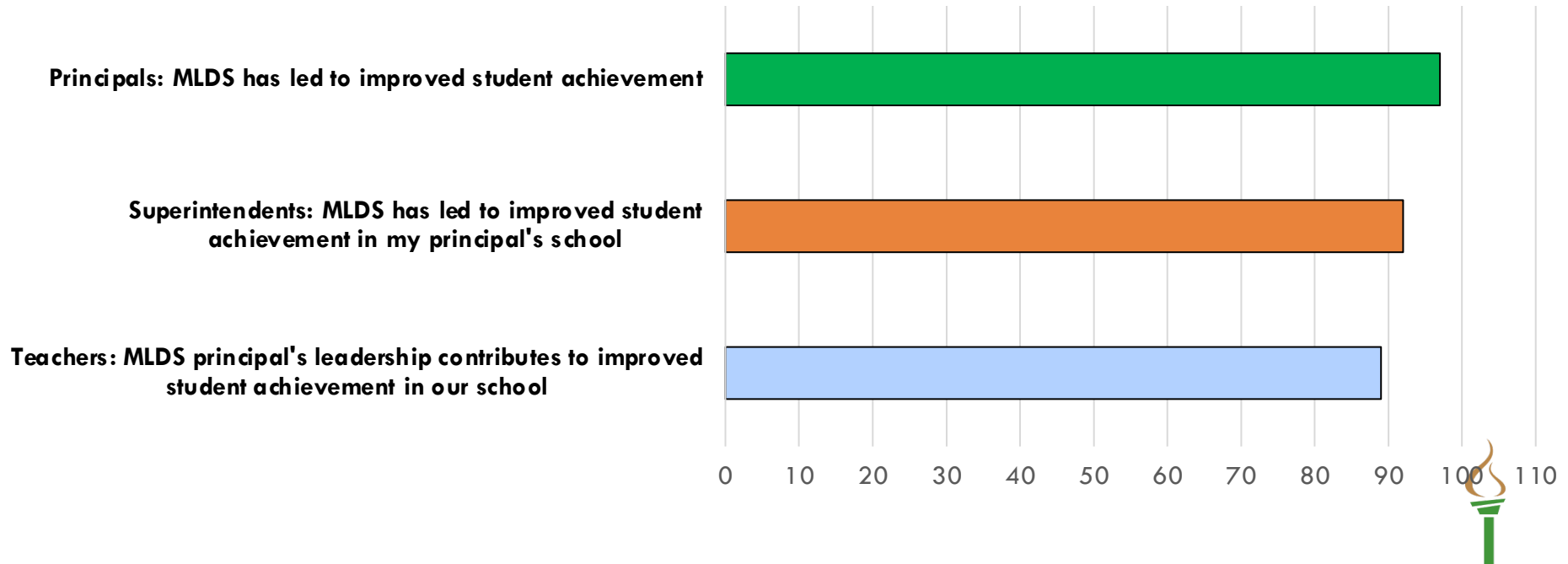
Retention Rates of MLDS principals

Comparing MLDS principals to all Missouri principals

State Avg. ■ MLDS

MLDS Commendation

U.S. Department of Education (Title IIA Audit, August 2022)

- *DESE relies on Wallace Foundation **research and data** to undergird the Missouri Leadership Development System (MLDS) model. DESE made the decision using State data (e.g., on retention) and Wallace research to put all State-level Title II funds into leadership development. MLDS now reaches **1,200 principals, up from about 150 at the outset** of the initiative. There are about 2,200 principals in the State.*
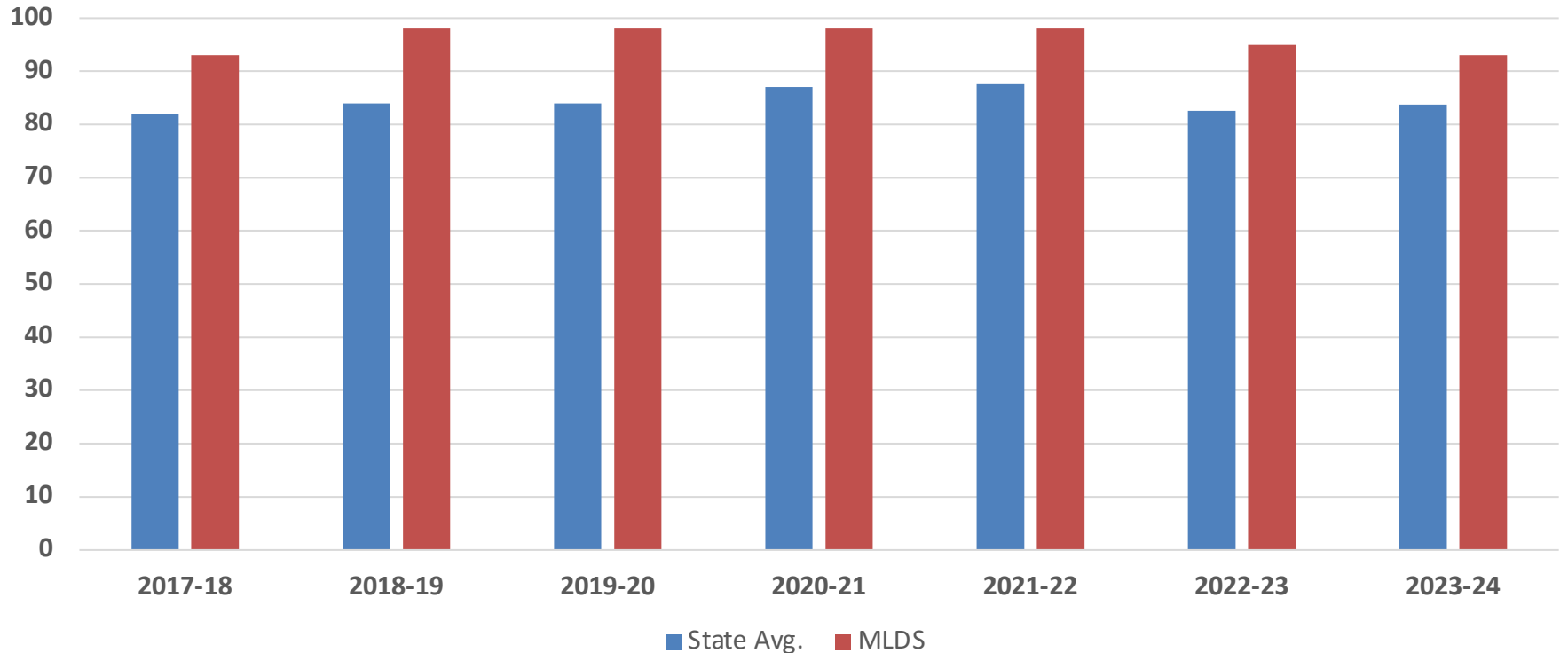
- *The dramatic growth of the MLDS program, made possible by Title II funds, is especially impressive given that **it occurred over the course of the pandemic**. The Wallace Foundation's rigorous research gave shape to MLDS. DESE makes **minor implementation adjustments** based on surveys of teachers, principals, and principal supervisors that determine how well the program meets the needs in Missouri's schools. DESE then compares survey results with measures of student achievement **to determine the practical effectiveness of MLDS**.*
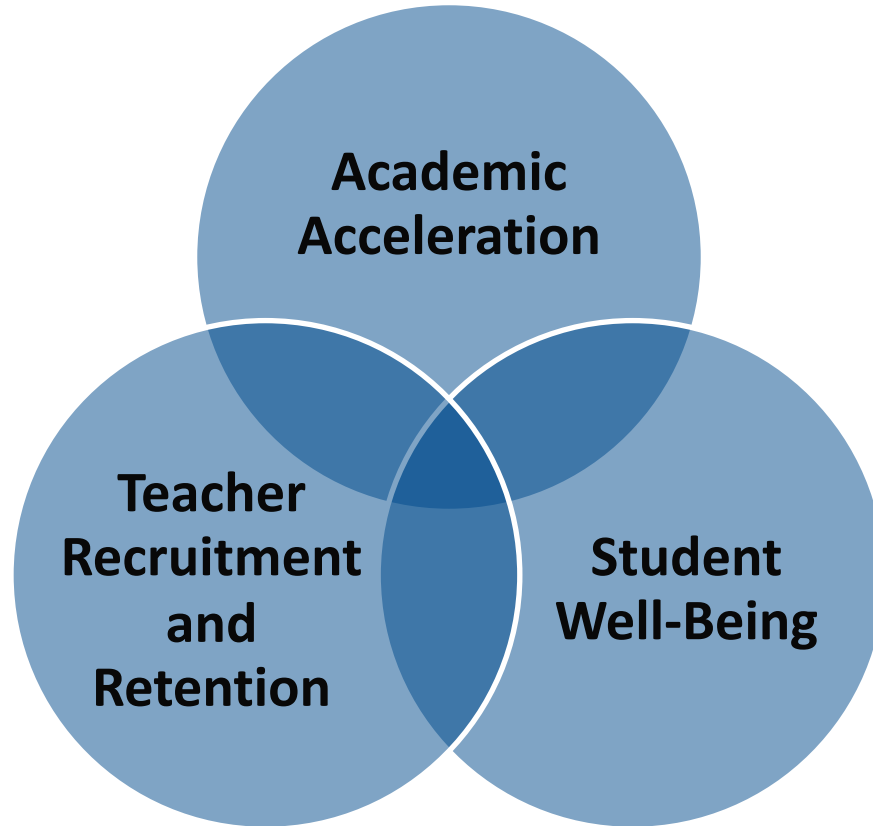
Paul Katnik

Paul.katnik@dese.mo.gov

573 751-2931

District Implementation and Focus on Instructional Coaching

Jana Beth Francis

Assistant Superintendent of Teaching and Learning

Daviess County Public Schools (KY)

janabeth.francis@daviess.kyschools.us
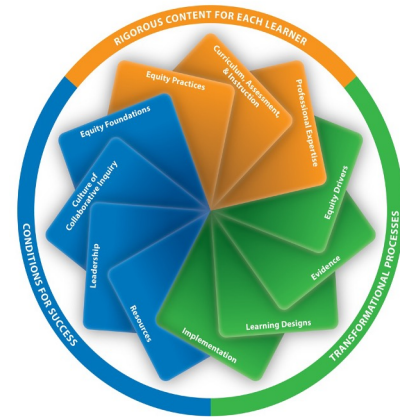
Daviess County Public Schools Owensboro, Kentucky

- PreK-12 Approximately 11,000 Students
- 58% Free/Reduced Lunch

- $413,000 in Title II Part A Funding
- Close to 700 Full Time Educators
- 12 Elementary Schools, 3 Middle School, 2 High Schools, 3 Alternative School Sites

77.7% White (non-Hispanic) 8,403 students

7.8% Hispanic or Latino 845 students

5.2% Two or More Races 565 students

9.3% Other 995 students
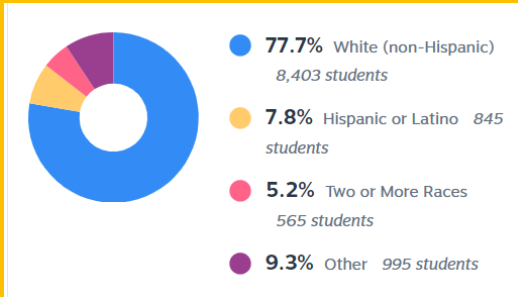
Jana Beth Francis
Assistant Superintendent of
Teaching and Learning
270-852-7000

janabeth.francis@daviess.kyschools.u

Daviess County Board of Education

SY2001 – Grant Funded Staff Developer	SY2003 – Board Supported 0.5 Staff Developer in All Elementary Schools Funded by Title II	SY2004 – SY2009 – Additional Staff Developers Added at ALL Levels	SY2010 – SY2012 – Staff Developer Transitions to Instructional Coach and Moves to Board Funded	SY2012 – Current – Instructional Coaches Included in Board Staffing Policy	Current – District Math Specialist Funded from Title II, All Other Funding to Teachers and Instructional Leaders

Locally Funded Instructional Coaches

District Professional Learning Priorities

- Teachers
  - Are Expert Planners of Learning for ALL Students
  - Grow in Their Craft and Content Knowledge
- Leaders
  - Develop Capacity to Lead Instructional Improvement in a Shared Leadership Culture with a Focus on Teacher Leaders
  - Support Quality Instruction Where Learning is Challenging, Engaging and Empowering

Coherence Around Learning Mission

Students cognitively engaged in standards based work.

All students demonstrate success on grade-level assignments.

Daviess County Public Schools
New Teacher First Four Years Progression

Year 1:
New Teacher is Mentored

DCPS ISAT Program:
ISAT: Intern Support Advisory Team
- Interns are assigned a school-based mentor called their advisor.
- Interns go through three cycles of observations.
- Videos for coaching are part of each cycle.
- Goal setting for each cycle leads the new teachers' learning.

Year 2:
New Teacher is Coached

First semester: Coaching Cycle with school-level Instructional Coach
- Most coaches use Jim Knight's Impact Cycle
- Set goal and action steps with IC

Second Semester: Peer Coaching
- 2nd year teachers are partnered up.
- Share one video
- Pratice coaching a peer

Year 3:
Teacher is Reflective Practitioner

Third year teachers work on an indpendent project to help refine their reflection abilities.
- Collect two videos
- First video focus - Knowledge of Content and Pedagogy
- Second video focus - Knowledge of Students

For each video, teachers will complete a written reflection for each video

Year 4:
Teacher is Leader

Fourth year teachers focus on leadership.
Choices for projects:
- Be an ISAT advisor for a new teacher.
- Begin or continue working on a Master's program.
- Begin or continue working on NBCT certification.
- Plan and execute a leadership project at their school

SY2022 44 New Teachers

SY2023 32 New Teachers

SY2024 32 New Teachers

4 Year Teacher Induction Program

Year 1: New Teacher is Mentored
Year 2: New Teacher is Coaches
Year 3: Teacher is Reflective Practitioner
Year 4: Teacher is Leader

Models of Professional Learning

- **Book Study**
- **Course**
- **Collaborative**
- **Resource Study**
- **Learning Team**
- **Project Based Learning**

Course

"This has been an insightful course to participate in. As a third-grade teacher, phonics has not been an essential part of my instruction until now! Having the resources available to me now will be valuable as I plan for more phonics instruction in my classroom."

–Rachel Holland
Tamarack Elementary Teacher

- Build Knowledge Base (6 week term)
- Application and Practice
- Teachers Create Networks for Support
- Springboard for Future Focused Learning

ACHIEVE THE CORE

Google Classroom

Collaborative

- Built around a problem of practice
- Live meetings focus on application to the classroom
- Participants spend time learning on their own through reading, watching videos, etc.
- Teachers focus their learning around a learning goal for future learning at the end of the collaborative.
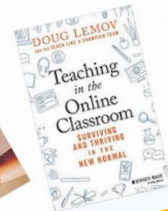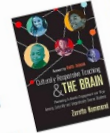
"I have been able to take a deeper look at my teaching. Recording our lessons and decoding out instructional time was very beneficial to me."

-Jamison Merritt, Tamarack Elementary (High Expectations Teaching Collaborative, first year teacher)

Culturally Responsive Teaching & THE BRAIN

POWERFUL PARTNERSHIPS

DOUG LEMOV
Teaching in the Online Classroom
SURVIVING AND THRIVING IN THE NEW NORMAL

JON SAPHIER
HIGH EXPECTATIONS TEACHING

District Implementation and Impact on Instructional Coaching

Jamalya Jackson

Executive Director, Professional Learning

Hillsborough County Public Schools

Jamalya.jackson@hcps.net
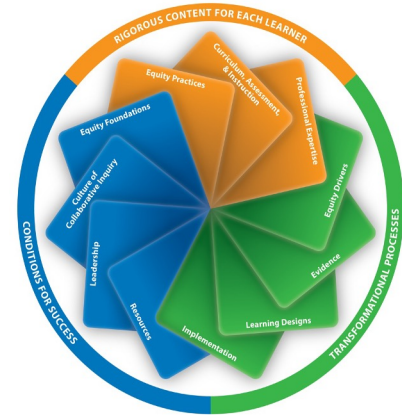
HILLSBOROUGH COUNTY PUBLIC SCHOOLS

TITLE 2

Jamalya Jackson

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

Hillsborough County Public Schools

Tampa, Florida

7th Largest District in the Nation

3rd Largest in Florida

225,000 Students

25,000 Employees

280 Sites

STUDENT DEMOGRAPHICS

Indian .18%
Asian 4.83%
Black 20.62%
Multi 6.51%
Hispanic 38.48%
White 29.52%

Hillsborough County
P U B L I C S C H O O L S
Preparing Students for Life
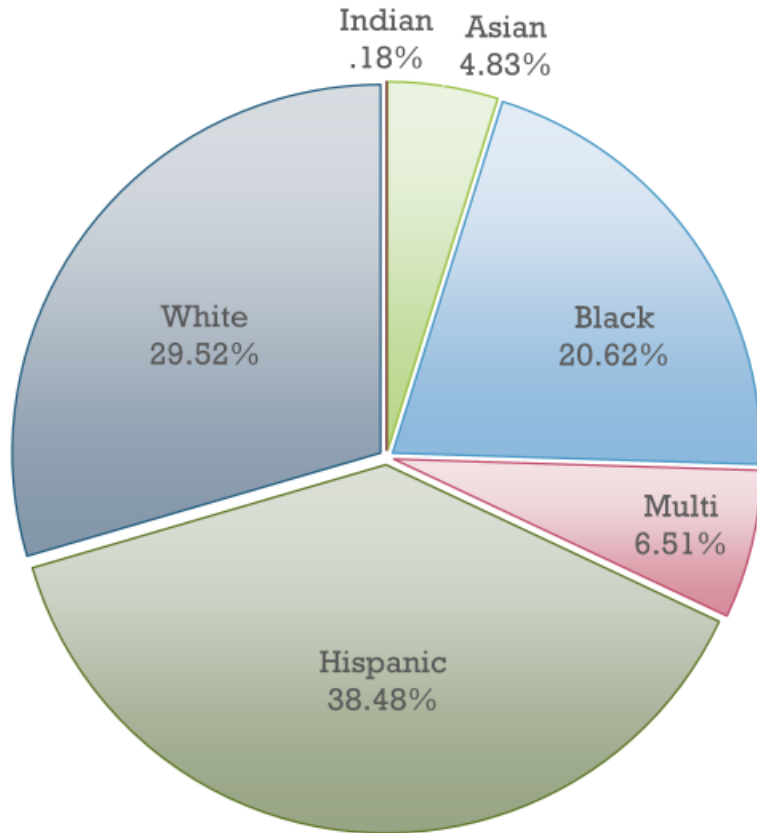
Title 2 Allocation

HCPS- $9,000,000

Focus Area 1- Professional Development

Focus Area 2- Teacher Leadership and Professional Growth

Focus Area 3- Support for Teachers Working with High-Needs Students

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

Teacher Talent Developer (TTD)

Why?

Fragile C and Borderline B's

Non-Title I

What?

The Teacher Talent Developer is a hybrid position which includes teaching students (50%) and supporting site-based efforts to improve instructional practice as well as increase student achievement (50%).

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

Teacher Talent Developer

Specific Duties
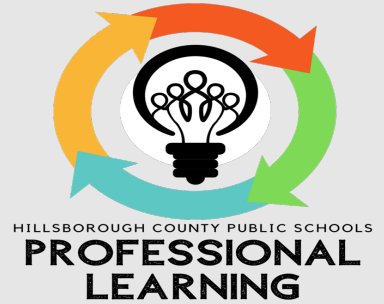
- Provide instructional coaching to all classroom teachers to improve instruction.

- Plan, model, and co-teach standards-based lessons.

- Design and deliver high-quality professional learning aligned to instructional priorities.

- Conduct non-evaluative observations and provide feedback to instructional personnel.

- Provide follow-up and/or implementation support to site-based professional learning activities.

TTD Structures and Support

- Attend Monthly Trainings Led by the PL Team

  - Coaching

  - Relationship Building

  - Observation & Feedback

  - Data Analysis/Tools

- Attend Monthly Content/Curriculum Meetings Led by Content Supervisors

- Meet Monthly with PL Coach

Teacher Talent Developer

Quantitative

2021-22: 22 schools

11 increased; 10 stayed the same; 1 drop

2022-23: 17 schools

1 increase; 12 stayed the same; 4 dropped

Qualitative

- Increase Teacher Satisfaction
  - Feeling More Supported
- Increasing Opportunities for Teacher Leadership

- Increase quality of site-based PL

- Principal Satisfaction

Hillsborough County
P U B L I C S C H O O L S

Preparing Students for Life

Jamalya Jackson
Hillsborough County Public Schools
Executive Director, Professional Learning
813-840-7358
Jamalya.jackson@hcps.net

Federal Update

Jon Bernstein
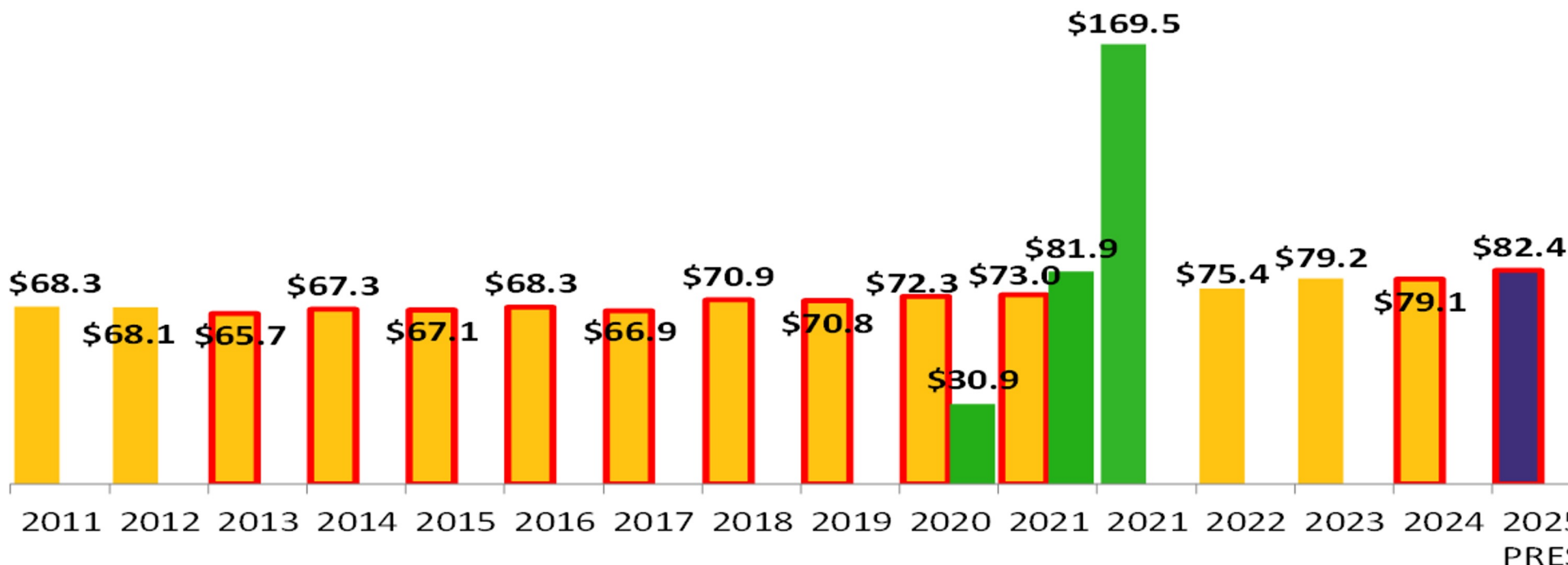President
Bernstein Strategy Group
jon@bsg-dc.com
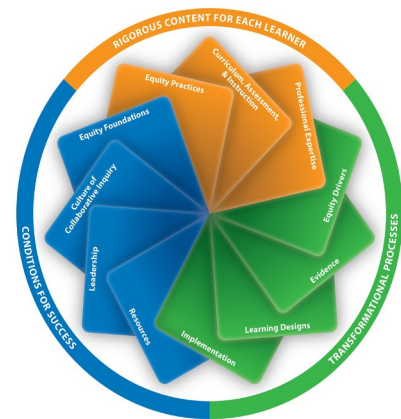
Federal Update: Congressional Status

- House Majority: Down to 1 Vote Margin

- Speaker Fight Again: Rep. Taylor-Greene (R-GA) has filed Motion to Vacate the Chair

- FY24 Appropriations Completed

- FY25 Budget Process Commencing

- Congressional focus for the rest of the year:
  - FY25 Appropriations
  - Supplemental Appropriations Bill

Under Spending Caps in Effect from 2013-2021 and 2024-2025
(Department of Education Discretionary Funding in Billions of Dollars)

Bar chart showing:

- 2011: $68.3
- 2012: $68.1
- 2013: $65.7
- 2014: $67.3
- 2015: $67.1
- 2016: $68.3
- 2017: $66.9
- 2018: $70.9
- 2019: $70.8
- 2020: $72.3 (Regular), $30.9 (Emergency Relief)
- 2021: $73.0 (Regular), $81.9 (Emergency Relief)
- 2021: $169.5 (Emergency Relief)
- 2022: $75.4
- 2023: $79.2
- 2024: $79.1
- 2025 PRES: $82.4

Legend:
- 🟨 Regular ED Funding
- 🟩 Emergency Relief (2020 CARES Act & 2021 COVID relief)
- 🔲 Years with caps on discretionary spending

2017, 2019, 2020, 2021, 2022 & 2023 regular totals reflect rescissions of Pell Grant funds

COMMITTEE FOR EDUCATION FUNDING

Federal Update: FY24 Appropriations

○ Action completed March 23 – nearly 6 months late

○ Most K-12 programs level-funded or slightly increased:

  ■ Title I - +$20 million

  ■ **Title II - level funded**

  ■ Title III – level funded

  ■ Title IV – level funded

Federal Update: President's FY25 Budget

○ Operating under overall spending agreement – only 1% increase over FY23 figures

○ Modest Presidential Budget

○ USDE Budget – small 4% increase overall

○ Larger programs see some investment

- Title I and IDEA: +$200 million
- Title III: +$50 million
- CTE: +$40 million
- Title II-A: level funded

FY25 Outlook

- Difficult to envision FY25 finishing before the election
- Complicating Factors – all House issues
  - Labor HHS Ed Cardinal (Aderholt) opposed own bill
  - Election year politics will lead to more controversial riders
  - House Republican Majority so slim that it will be unable to pass on the floor the controversial bills likely to emerge from House Approps Subcommittees
- Forecast
  - Short term CR past the November elections
  - Lame Duck Session will try to finalize
  - Chance of a government shutdown after the election and/or new Congress forced to finalize

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Discussion

Please share your questions, insights, comments, and wonderings.

Join the discussion! Use the chat or raise your hand and share your insights.

Thank you