

### Critical support for teaching and leading

#### CALL TO ACTION

We call on Congress to fully fund Title IIA to ensure high-quality professional learning and support for educators and school leaders to improve student achievement.

**A**s a nation, we share a vision that all children deserve the opportunity to graduate high school ready for success in college, career, and life, regardless of their ZIP code. Cutting support for the educators who teach our children each day drastically undermines our ability to realize this vision. Title IIA, the most significant source of federal funding to ensure this support, must be fully funded so that states, districts, and local schools may provide the professional learning and leadership skills that educators need.

Title IIA is a linchpin for achieving the goals of the Every Student Succeeds Act (ESSA), a bipartisan agreement, that there be excellence and equity for all students.

Full funding will allow these states and districts to realize these goals through stronger professional learning and leadership opportunities which will, in turn, increase student achievement.

Title IIA matters to educators
<b>345 respondents in 43 states use Title IIA for support:</b>
<b>65%</b> for coaches
<b>48%</b> for mentors
<b>38%</b> for stipends for teachers assuming leadership responsibilities

#### Title IIA is critical to effective teaching and leadership

ESSA's Title II provides funds to states and districts to improve teaching and leadership through professional learning. ESSA strengthened Title II by establishing new evidence requirements and a more rigorous definition of professional development. This opportunity to re-evaluate and revise Title II activities, including Title IIA, has been embraced by states and districts looking to enact the promise.

#### These funds are essential to school and district support of the following:

Increased content knowledge and improved classroom practice for teachers	Support for principals to become outstanding leaders	Improve instruction with coaching and mentoring	Specialized training for teachers and principals to meet student needs
Educator recruitment	Strategies for increasing graduation rates	Implementation support for effective instructional materials and innovative technologies	Implementation support for personalized learning for each student

A growing body of research and practice tells us that effective professional development, as defined in ESSA, improves both the content knowledge of teachers in core academic areas and the classroom practices of all teachers. It also strengthens the learning that supports principals in becoming outstanding educational leaders.

#### We know:

- The qualities of teaching and leadership in schools are the two most significant in-school factors tied to student achievement.
- Effective professional development is intensive, ongoing, and connected to practice; focused on student learning and teaching specific curriculum content; and aligned with school improvement priorities and goals.
- There is a great need for professional development for principals, assistant principals, and other school leaders tailored for their specific roles and responsibilities.

Title IIA supports increased student academic achievement by promoting strategies that will positively affect teacher and principal effectiveness.

## House funding bill eliminates essential support for educators

*Stephanie Hirsh, executive director of Learning Forward, issued the following statement about the recent bill outlining education funding from the Appropriations Committee of the House of Representatives.*

I am outraged that our elected representatives would fail to listen to their constituents, who have shared for months how important Title II investments are for students. The loss of these funds will have a devastating impact in schools.



Hirsh

Title II is critical to ensuring we have high-quality teachers and leaders prepared to help our most vulnerable students meet high expectations. Congress passed ESSA with a vision for public education that ensures equity and excellence for all students.

Educators need sustained, classroom-focused professional development as redefined in ESSA to achieve that vision. Without Title II funds, the achievement gaps will increase and the teacher shortage will become more pronounced.

Our stakeholders believed Congress shared a commitment to all students experiencing great teaching every day. This bill calls into question that commitment to children, their families, and our communities.

Learning Forward will continue to work hand in hand with educators in schools to demonstrate the necessity of ongoing support for the sake of the children they teach. We ask all stakeholders committed to meaningful teaching and learning to contact their members of Congress to share input on the budget and stress the vital importance of full funding of the Title II program to achieve excellence and equity in our public schools.

### EXECUTIVE SUMMARY OF CANADA STUDY AVAILABLE IN FRENCH

A French-language version of the executive summary to Learning Forward's landmark study of professional learning in Canada is now available. *The State of Educators' Professional Learning in Canada: Executive Summary* showcases the research questions addressed in the study, summarizes findings and conditions for professional learning in Canada, and concludes with implications for next steps. It also contains examples of professional learning practices from various provinces that highlight learning in action across the nation. It can be found at [www.learningforward.org/publications/canada-study](http://www.learningforward.org/publications/canada-study).

### BOOK CLUB

**Leading Schools in Disruptive Times: How to Survive Hyper-Change**  
By Dwight L. Carter and Mark White

Today's school leaders are faced with job responsibilities that are increasingly complex and changes that never stop. This book helps readers see the history of disruption in schools and recognize how changes are reshaping schools today. The book addresses:

- The scope of change in schools past and present;
- Practical ideas to examine what affects readers' schools today;
- Stories from leading educators with their tips and lessons;
- A decision-making framework to cope with disruptions; and
- A new leadership model for today's schools.

Through a partnership with Corwin Press, Learning Forward members can add the Book Club to their membership at any time and receive four books a year for \$69 (for U.S. mailing addresses). To receive this book, add the Book Club to your membership before Sept. 30. For more information about this or any membership package, call **800-727-7288** or email [office@learningforward.org](mailto:office@learningforward.org).

Use this Call to Action to talk with members of Congress about the importance of funding Title IIA.