



The Title IIA equity multiplier

BY PAUL FLEMING AND MELINDA GEORGE

Learning Forward's Professional Learning State and District Planner (essa.learningforward.org) is a guide to help state, district, and school leaders implement professional learning to support high-quality curriculum and instructional materials.

Grounded in the Every Student Succeeds Act (ESSA) definition of high-quality professional learning as intensive, data-driven, job-embedded, and classroom-focused, the planner provides a system framework for planning professional learning.

It includes tools for states and districts to engage in five interconnected stages:

1. Define the vision.
2. Examine evidence to drive improvement.
3. Design and implement the learning plan.
4. Support and monitor.
5. Scale and institutionalize.

Decision-makers can use the activities and tools to prioritize selection and implementation of high-quality instructional materials, as well as curriculum-anchored professional learning. The tools and resources also offer related guidance to ensure compliance with professional learning

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requirements embedded in Title II, Part A (Title IIA).

Expected benefits and outcomes from using the planner include:

- Support for classroom- or team-based and curriculum-anchored content professional learning that prepares educators to select and use high-quality curricula and instructional materials;
- Greater attention to equity-based professional learning to positively impact all students;
- Strengthened use of Title IIA funds on evidence-based strategies that result in more effective teaching and improved student outcomes;
- Tighter alignment of federally funded activities with state priorities; and
- Alignment of expenditures with the ESSA definition of professional learning.

Here we share some of the tools

from stage 1 (define the vision). For local education agencies (LEAs), we include a diagnostic assessment. For state education agencies (SEAs), we include a tool for building a shared vision. For both LEAs and SEAs, we include a set of reflection questions that can be used at the completion of stage 1.

Because the five professional learning stages in the planner are fluid, and the tools therefore do not need to be completed in a chronological sequence, these tools can be used on their own or in conjunction with the other tools, which are available at essa.learningforward.org.

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TOOLS

Where are we now?

This diagnostic assessment tool is designed to support local education agencies (LEAs) in establishing or refining a vision for professional learning with the purpose of integrating a focus on selecting and using high-quality instructional materials and curriculum with content-anchored professional learning. The tool provides six statements for educators to assess the current state of their district’s vision for professional learning and guide discussion and decision-making.

Our school district has adopted a vision statement that addresses professional learning or has a separate vision for professional learning.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

Our district vision of professional learning addresses the importance of adopting and selecting high-quality instructional materials.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

Our district vision of professional learning includes key components of the federal definition of professional development.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

Our district vision of professional learning includes the use of evidence to make decisions and measure impact.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

Our district vision of professional learning is aligned to the Standards for Professional Learning.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

Our district vision of professional learning is widely communicated and embraced by the stakeholders in our district.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

TOOLS

Building a shared vision

This tool is designed to support state education agencies (SEAs) in establishing or refining a vision for professional learning with the purpose of integrating a focus on selecting and using high-quality instructional materials and curriculum with content-anchored professional learning. The tool provides a comprehensive road map to support this visioning process.

Directions	Use the steps below to guide stakeholders in the development or revision of a vision statement for professional learning.
Materials required	Chart paper, markers, tape, and sticky notes.
Time	45–90 minutes.

1. Review goals and priorities for professional learning.
2. Discuss the role professional learning should or could play in accelerating achievement of identified goals.
3. Give everyone 25-30 minutes to review the federal definition of professional development, the description of the Standards for Professional Learning, the case for professional learning, as well as district planning documents. These can be found at essa.learningforward.org as resources 1.1, 1.2, and 1.4.
4. Ask each member to record on sticky notes the attributes and ideas, one per sticky note, they want to see included in the vision statement.
5. In groups of four or five, share the attributes and ideas on sticky notes, clustering similar ideas together.
6. Report similarities and record them on paper.
7. Use relevant resources to review what was written once more.
8. Consider other points to be made as part of the vision (e.g. the importance of professional learning and its role in relation to goals and priorities for high-quality instructional materials).
9. Come to consensus on the key points and language to include in a vision for professional learning that emphasizes selecting and using high-quality instructional materials.
10. Invite a small subgroup to write a first draft using the key points generated. Email the draft statement to group members before the next meeting or bring the statement to the next meeting for review and revision.
11. During the review and revision of the draft vision statement, consider which words may be confusing to others who aren't as involved in discussions about professional learning and high-quality instructional materials.
12. Encourage members to share the vision statement with stakeholders to seek feedback. It is important to acknowledge that stakeholders will not share the same depth of background knowledge nor are they likely to have the knowledge that team members possess. The varied points of knowledge give team members an opportunity to cultivate an understanding about the different definitions that they have collected and examined. The task is not to seek stakeholder support but rather to assess whether the statement makes sense and collect the questions it generates.

TOOLS

Reflection questions

These reflection questions are designed to be discussed collaboratively after completing the tools in stage 1 to inform next steps for using the vision for professional learning to align district and state strategic priorities.

1. Why is revisiting and revising a vision statement for professional learning essential?
2. What role does buy-in play in advancing a vision, and what are ways to achieve it?
3. How can an explicit focus on selecting and using high-quality instructional materials and curriculum in a vision statement improve professional learning?
4. What are other critical components of a vision for professional learning that will lead to results?
5. How can the district and/or state use evidence-based decision-making to maintain and monitor progress toward achieving its vision of professional learning and focus on selection and use of high-quality curriculum and instructional materials?
6. How will working through this stage increase impact of Title IIA investments?