

# Welcome!

We will begin shortly.

September 14, 2022

All attendees are muted upon entry. Please use the chat feature for comments and questions during the presentation.



Virtual  
Advocacy  
Day

# Thank you for joining us



Frederick Brown  
President / CEO  
Learning Forward



# Here's what the research shows

## POWERED by TITLE II

### Supporting Research



**Standards-based professional learning leads to improved teacher and student outcomes.**

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Professional learning aligned to Standards for Professional Learning result in the kind of ongoing, job-embedded, systemic professional learning that results in equitable and improved outcomes for all students.

*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.](#) Center on Great Teachers and Leaders at the American Institutes for Research.*

The screenshot shows the website for the Center on Great Teachers & Leaders at the American Institutes for Research (AIR). The page features a navigation menu with options like 'TALENT DEVELOPMENT & COVID-19', 'SERVICES', 'PROJECTS', 'RESOURCES', 'ABOUT US', and 'CONTACT US'. Below the navigation is a hero image of a diverse group of people in a classroom setting. The main content area is titled 'Learning Forward Professional Learning Standards' Association With Teacher Instruction and Student Achievement (A Meta-Analysis)'. It includes a 'Featured Strategy' section titled 'Advance Impact Through Evaluation' and a 'Findings' section that states: 'The GTL Center found consistent evidence that program alignment with the Learning Forward Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes. Investments in professional learning can yield meaningful improvements in student achievement, and the benefits for students come through improvements in instruction.'

# Here's what the research shows

## POWERED by TITLE II

### Supporting Research

The combination of high-quality materials and curriculum-focused professional learning has impact.

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Research highlights the positive impact on both educator and student outcomes when educators have access to high-quality instructional materials.

Boser, U., Chingos, M., & Straus, C., (2015). [\*The hidden value of curriculum reform\*](#). Center for American Progress.



A recent meta-analysis of STEM-focused curriculum and professional development studies found positive effects on teachers' instructional practices and student outcomes when the professional learning strengthened educators' content knowledge.

Lynch, K., Hill, H.C., Gonzalez, K.E., & Pollard, C. (2019). [\*Strengthening the research base that informs STEM instructional improvement efforts: A meta-analysis\*](#). *Educational Evaluation and Policy Analysis*, 41(3), 260–293. [doi.org/10.3102/0162373719849044](https://doi.org/10.3102/0162373719849044).



#### The Hidden Value of Curriculum Reform

Do States and Districts Receive the Most Bang for Their Curriculum Buck?

By Ulrich Boser, Matthew Chingos, and Chelsea Straus October 2015

WWW.AMERICANPROGRESS.ORG



#### Strengthening the Research Base That Informs STEM Instructional Improvement Efforts: A Meta-Analysis

Kathleen Lynch  
Annenberg Institute at Brown University  
Heather C. Hill  
Kathryn E. Gonzalez  
Carolina Pollard  
Harvard Graduate School of Education

We present results from a meta-analysis of 95 experimental and quasi-experimental pre-K-12 science, technology, engineering, and mathematics (STEM) professional development and curriculum programs, seeking to understand what content, activities, and formats relate to stronger student outcomes. Across rigorously conducted studies, we found an average weighted impact estimate of +0.21 standard deviations. Programs saw stronger outcomes when they helped teachers learn to use curriculum materials, focused on improving teachers' content knowledge, pedagogical content knowledge, and/or understanding of how students learn, incorporated summer workshops, and included teacher meetings to troubleshoot and discuss classroom implementation. We discuss implications for policy and practice.

Keywords: curriculum, instructional practices, mathematics education, professional development, science education, meta-analysis

Instructional improvement efforts constitute a persistent feature of the pre-K-12 science, technology, engineering, and mathematics (STEM) educational landscape, with a decades-long trail of new curriculum materials and professional development programs aimed at changing how teachers interact with students around content. Such initiatives bring with them significant costs; scholars estimate that districts spend between 1% and 6% of their budgets on professional development (see, for example, Cooney, 1995; Miller, Odden, Fermanich, & Anshödt, 2004; Miller, Lord, & Darvey, 1994), and the market for noncommercial materials totaled US\$1.9 billion in 2013 (Cavanaugh, 2015). Prior to 2002, scholars rarely rigorously evaluated such instructional improvement programs, often using limited cross-sectional and/or self-report data to identify “best practices” in professional development and curricular design (e.g., Becker & Park, 2011; Duimovic, 2009; Sparks, 2002). However, following calls in the early 2000s for stronger research into the impact of educational interventions (Cordery & Stolk, 2004; Raudenbush, 2008; Shavelson & Towne, 2001), federal research portfolios began to prioritize research methods that allow causal inference and to use student outcomes as the major indicator of program success. Districts and scholars’ turn toward using causal methods and student-level impacts has resulted in a wealth of new studies. These new studies, we argue, permit rigorous empirical analyses linking program characteristics to outcomes, a topic long of interest to practitioners who make decisions regarding intervention

## POWERED by TITLE II

### Supporting Research

**Investments in school leaders and future school leaders improve teaching and learning.**

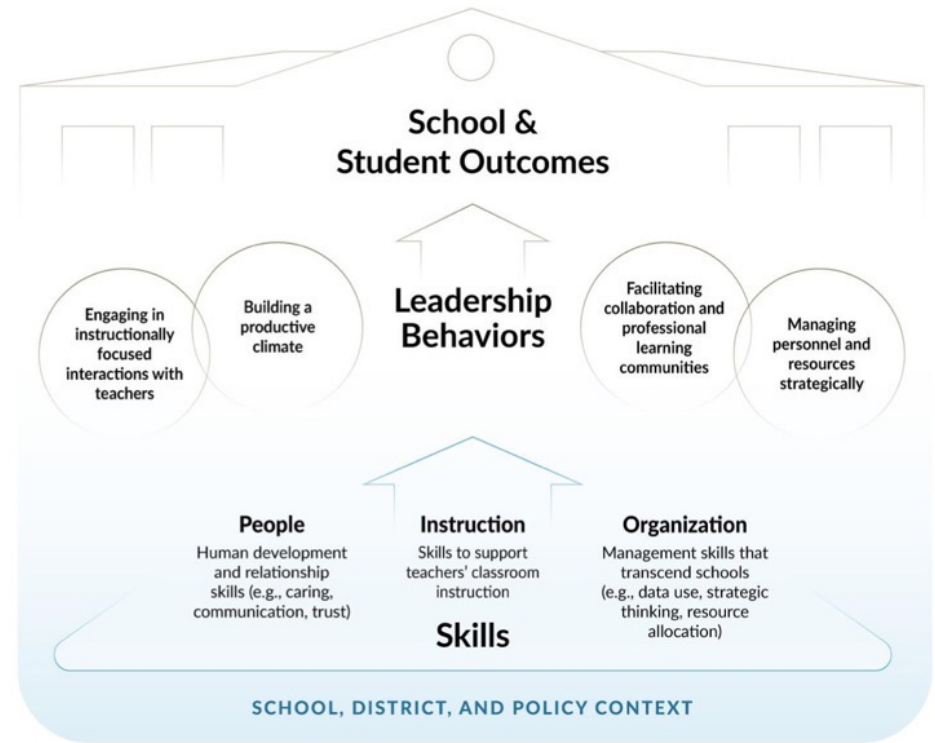


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Research shows a strong correlation between investing in effective principals and both student achievement and teacher retention. A research review sponsored by The Wallace Foundation examined two decades of evidence, including six quantitative, longitudinal studies involving 22,000 principals, and found that principals have large positive effects on student learning.

*Grissom, J.A., Egalite, A.J., & Lindsay, C.A. (2021, February). [How principals affect students and schools: A systematic synthesis of two decades of research](#). The Wallace Foundation.*



## POWERED by TITLE II

### Supporting Research



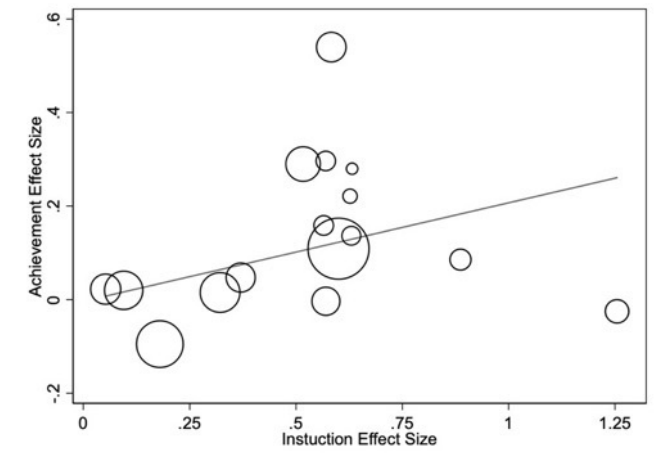
**Coaching is an especially productive use of professional learning resources.**

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Research shows that coaching helps teachers improve their practice at a relatively fast rate. A recent meta-analysis of 60 rigorous studies of coaching found large positive effects on teachers' instructional practices. Researchers found that coaching accelerates teacher growth at the rate that typically occurs as a teacher acquires years of experience. Several comparison-group studies cited in the meta-analysis found that teachers who experience high-quality coaching are more likely to enact new teaching practices and apply them more appropriately than teachers who engage in more traditional professional learning, such as workshops and conferences.

*Kraft, M.A., Blazar D., & Hogan, D. (2018). [The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence](#). *Review of Educational Research*, 88(4), 547–588.*





## **Vision:**

Every educator engages in exemplary professional learning so every student excels.

## **Mission:**

Learning Forward sets the standard for professional learning and builds the capacity of educators to equitably serve all students.

# Effective professional learning practices

The definition includes:

- Job-embedded
- Ongoing and sustained
- Collaborative, including effective professional learning communities (or what we call “a culture of collaborative inquiry” in the revised Standards for Professional Learning)
- Effective coaching and mentoring, especially for those educators new to the profession



# An obligation ...

All educators have an obligation to improve their practice and sharpen their skills.



# We need every educator to advocate



# Welcome to our first Virtual Advocacy Day



Melinda George  
Chief Policy Officer  
Learning Forward



Jon Bernstein  
President and  
founder, Bernstein  
Strategy Group



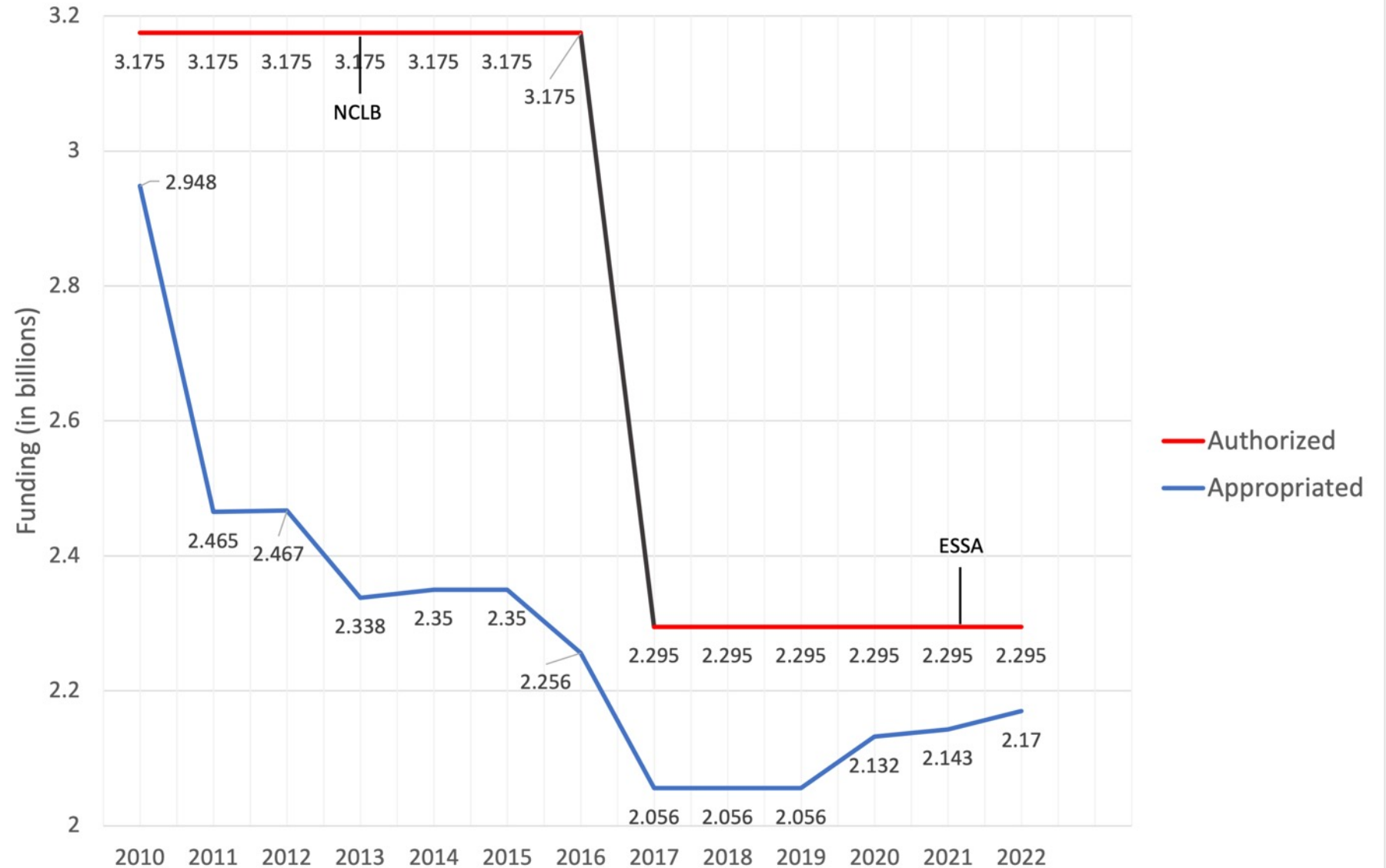
Bernstein  
Strategy  
Group

# Purposes for Virtual Advocacy Day

- Build excitement around advocacy by and for educators
- Provide tips and strategies for successful advocacy
- Prepare Learning Forward stakeholders to make virtual congressional visits later today in support of funding for Title IIA

# Full funding for Title II

## Title II-A Appropriation and Authorization by Year



# Every educator is an advocate

Advocacy is using an opportunity to share a story or compelling reasons why:

- A decision should be made
- Resources or funding should be allocated
- A path forward should be shaped in a particular way



# Panel discussion



**Segun Eubanks**

University of  
Maryland  
College Park, MD



**Paul Katnik**

Missouri Department  
of Elementary and  
Secondary Education  
Jefferson City, MO



**Barbara  
Patterson Oden**

Chesapeake Public  
Schools  
Chesapeake, VA

# Tips, strategies, and tools



- Have a good story to tell



- Know your facts



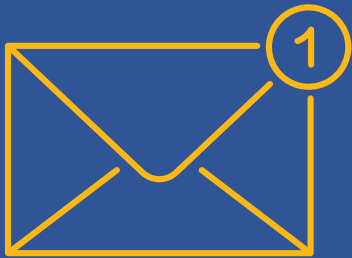
- Engage allies/champions



# Tips, strategies, and tools



- Seek opportunities to show impact or demonstrate need



- Stay in consistent and substantive contact



- Build your grassroots team; use your networks

# This afternoon: Virtual visits with Capitol Hill staff



# Title IIA and appropriations status

- Congress has returned and begun its work
- House Appropriations Committee proposed increasing Title IIA funding by \$100M (May 2022)
- All FY23 appropriations work remains unfinished — including education appropriations
- Must pass a continuing resolution (CR) by *September 30*

# Our asks of Congress

1

Omnibus bill before the end of year that would complete FY23 appropriations process.

2

House's increase of \$100 million for Title IIA.

3

Ongoing support for high-quality professional learning.



Learning Forward  
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Nashville  
Dec. 4–7, 2022

Join leading experts in the field as we  
reimagine professional learning.

REIMAGINE



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