

Welcome! We will begin shortly.

Learning Forward's  
Capitol Hill Briefing

# Professional Learning *IS* Stronger Schools

June 21, 2023

If you can see the slide and hear the music, you are all set.  
All attendees are muted upon entry. Please use the chat  
feature for comments and questions during the briefing.

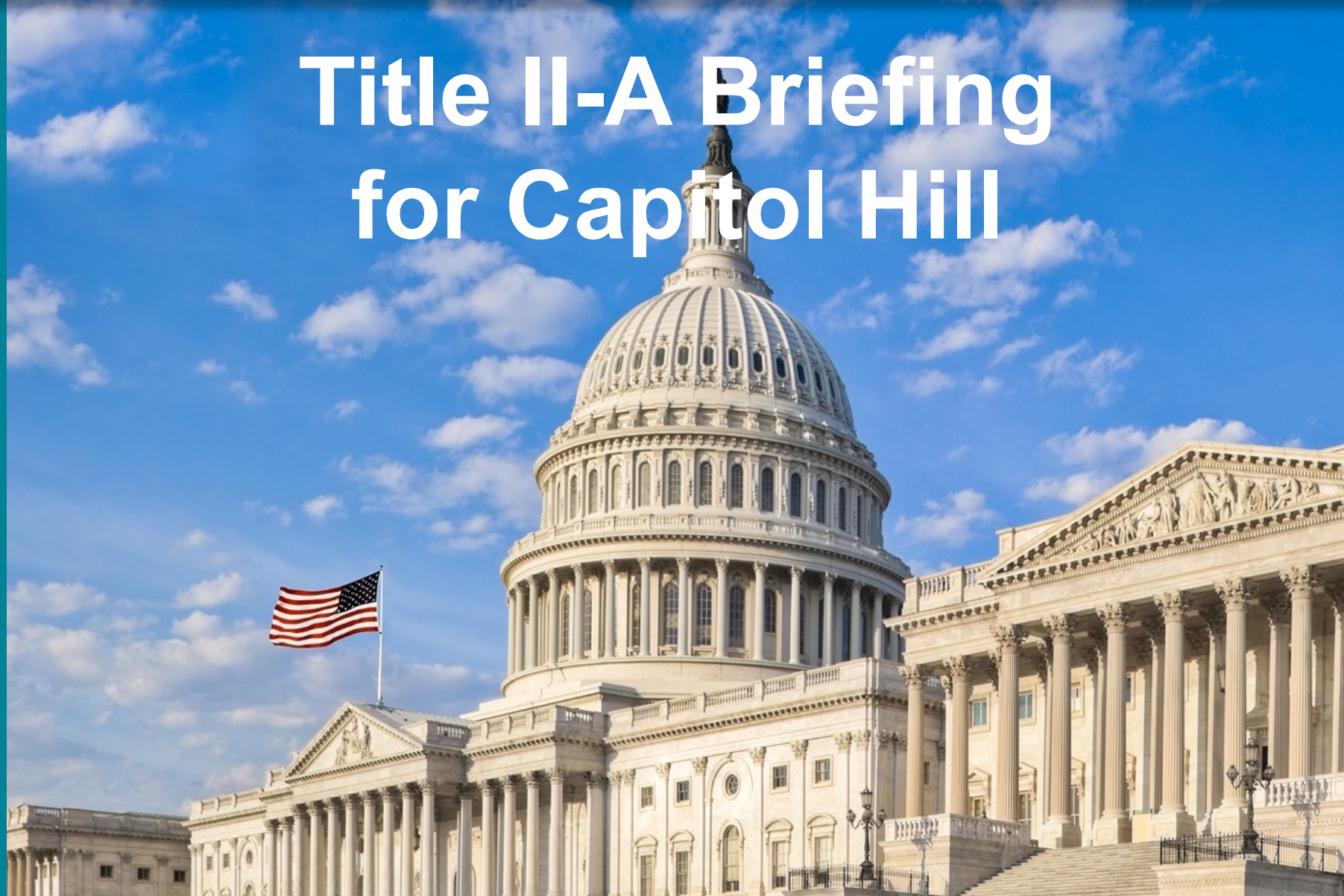


Thank you for joining us



**Frederick Brown**  
President | CEO  
Learning Forward

# Title II-A Briefing for Capitol Hill



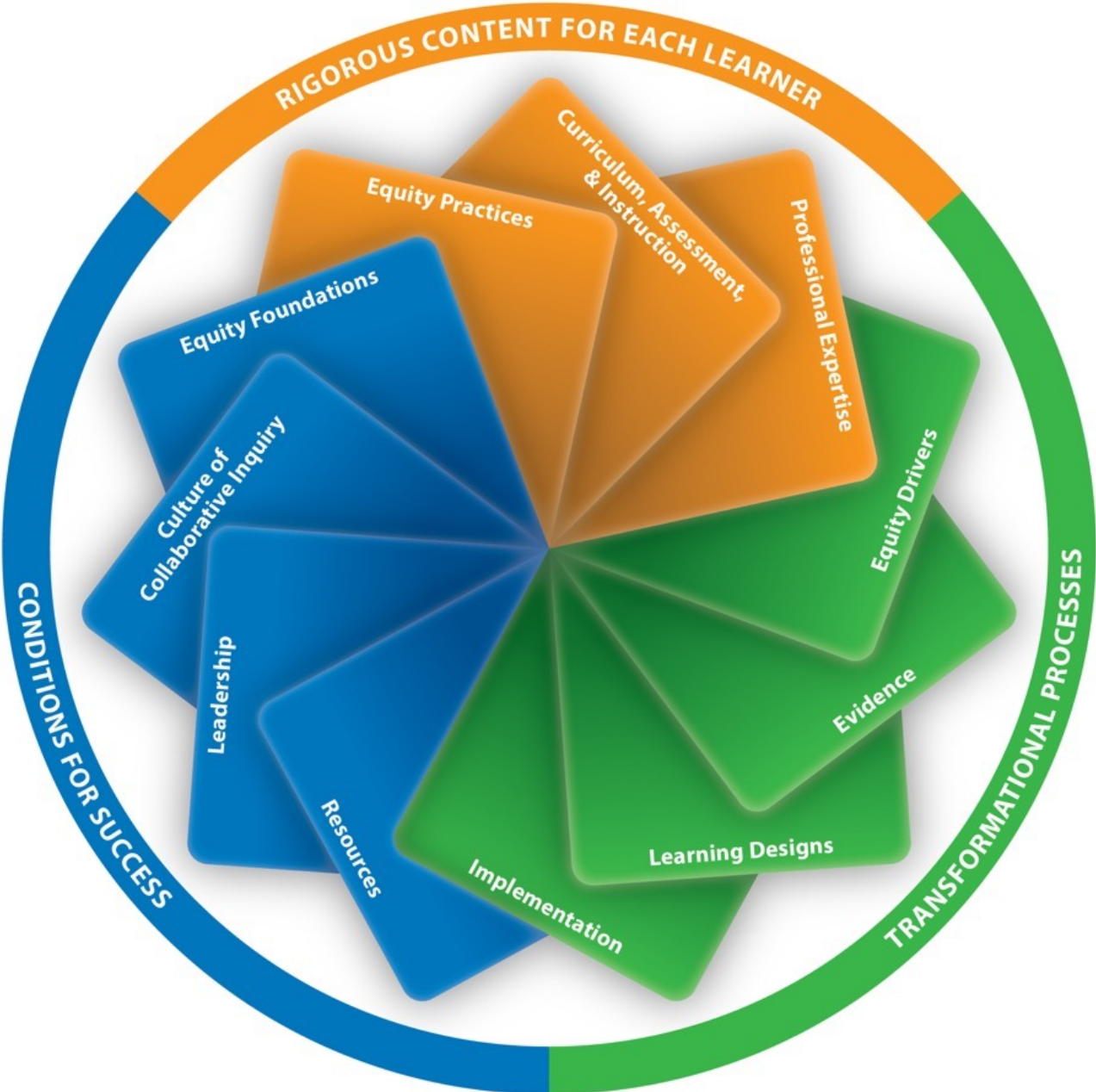


# Rosa DeLauro Video



Ranking Member **Rosa DeLauro**, House UHHS and Education Appropriations Subcommittee

# Standards for Professional Learning





# High-quality professional learning is....



**Teacher retention.** High-quality PL creates the workforce conditions that make teachers want to stay in the profession.

Research bears this out. An Economic Policy Institute study shows:

**No PL**  
during school year



**60% chance of**  
teacher retention

**Over 20 hours**  
of PL



**85% chance of**  
teacher retention

“The role of early career supports, continuous professional development, and learning communities in the teacher shortage,”  
Economic Policy Institute, 2019

# High-quality professional learning is....



**Teacher retention.** High-quality PL creates the workforce conditions that make teachers want to stay in the profession.

[Garcia & Weiss, 2019](#); [Kraft M.A., Blazar D., & Hogan D., 2018](#); [New Teacher Center, 2019](#).

# High-quality professional learning is . . .



## Academic recovery. High-quality PL equips teachers to meet the needs of all students.

- High-quality PL — such as coaching — can help teachers meet the academic needs and well-being of all students. A [2018 meta analysis](#) found that coaching had the same impact on teacher growth as three years of experience.
- Investing in principals is critical. A [2017 review](#) of studies meeting ESSA’s Tiers I-III evidence standards concluded, “School leadership can be a powerful driver of improved education outcomes.”

Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*. 2018;88 (4) :547-588.

Herman, Rebecca et al., *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review: Updated and Expanded*, RAND Corporation, RR-1550-3-WF, 2017.



# Investment is critical



One thing we know for sure:

Investment in high-quality professional learning through Title IIA enables schools and districts to support improved educator practice and improved student outcomes.



# Investment is an equity issue



Inequities in professional learning should not determine the quality of the learning any child experiences.

# Remarks from the U.S. Department of Education



**Maureen Tracey-Mooney**

Senior Advisor in the Office of Planning,  
Evaluation and Policy Development,  
U.S. Department of Education





# Introducing panelists



**Marla Ucelli-  
Kashyap**  
American Federation  
of Teachers (AFT)



**Gladys Cruz**  
The School  
Superintendents  
Association (AASA)



**Kevin Armstrong**  
National Association  
of Elementary School  
Principals (NAESP)

## Our Ask:

**Invest in educators and their students by providing \$2.4 billion for Title II, Part A in FY 2024 appropriations.**





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# POWERED by TITLE II

On this site, advocates will find:

- Background facts and data on Title II
- Tools to support your advocacy
- The latest news on Title II
- Research on the effectiveness of professional learning

Let's begin...

<https://poweredbytitleii.com>

