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.

Comprehensive Professional Learning System: A Workbook for States and Districts
As part of that learning system, we encourage districts to establish a clear vision and definition for professional learning.

<table>
<thead>
<tr>
<th>Vision</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A vision that helps all staff see how the district prioritizes professional learning</td>
<td>A clear agreed-upon definition of professional learning, potentially using the ESSA definition as a starting point</td>
</tr>
<tr>
<td>Learning Forward Vision</td>
<td><strong>ESSA Definition of Professional Development</strong>&lt;br&gt;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...”</td>
</tr>
</tbody>
</table>
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.
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:

<table>
<thead>
<tr>
<th>From Professional Development</th>
<th>To Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driven by compliance</td>
<td>Choices informed by student, educator, and system data</td>
</tr>
<tr>
<td>Individual learning</td>
<td>Team-based, <strong>collaborative</strong> learning relevant to immediate classroom challenges</td>
</tr>
<tr>
<td>Isolated PD sessions</td>
<td>Comprehensive, sustained PL systems</td>
</tr>
<tr>
<td>Training with no expectations for follow-up or support</td>
<td>Sustained learning and application of learning with <strong>coaching, mentoring</strong> and team support</td>
</tr>
<tr>
<td>No accountability for outcomes</td>
<td>Increased focus on <strong>measures, impact</strong> and teacher and student <strong>outcomes</strong></td>
</tr>
</tbody>
</table>
Research, Gaps and Documenting Impact

Elizabeth Foster
Senior Vice President, Research
Learning Forward
elizabeth.foster@learningforward.org
Standards Research overview

• 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 standards.learningforward.org
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).

How standards lead to improvement for all learners

- Standards for Professional Learning
- High-Quality Professional Learning for Educators
- Growth in Educator Knowledge, Skills, and Beliefs
- Growth in Educator Practice
- Improvements in Outcomes for Each Student
Data Collection Throughout

- Standards for Professional Learning
- High-Quality Professional Learning for Educators
- Growth in Educator Knowledge, Skills, and Beliefs
- Growth in Educator Practice
- Improvements in Outcomes for Each Student

Steps:
1. Standards Assessment Inventory
2. Plan/program evaluation data
3. Teacher surveys & observations
4. Teacher self-reports & observations
5. PDSA data & student artifacts
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.
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
Missouri Leadership Development System
Over two decades of research

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.

**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.**

**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 MAAEP and MDASEP websites.

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**
Missouri Leadership Development System (MLDS)

The Transformational Principal is...

- A Visionary Leader
  - Develops a vision
  - Implements a vision
  - Ensures a guaranteed and viable curriculum
  - Guarantees effective instructional practice
  - Coordinates the use of effective assessments
  - Promotes professional learning

- An Innovative Leader
  - Continues professional growth
  - Actively engages in reflective practice
  - Applies new knowledge understanding to drive appropriate change
  - Interacts professionally with students
  - Interacts professionally with staff
  - Interacts professionally with family and community
  - Continues professional growth
  - Actively engages in reflective practice
  - Applies new knowledge understanding to drive appropriate change
  - Interacts professionally with students
  - Interacts professionally with staff
  - Interacts professionally with family and community

- An Instructional 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

- A Relational Leader
  - Interacts professionally with students
  - Interacts professionally with staff
  - Interacts professionally with family and community

- A Managerial Leader
  - Interacts professionally with students
  - Interacts professionally with staff
  - Interacts professionally with family and community

March 2016
Principals participating in MLDS

8 years of data

<table>
<thead>
<tr>
<th>Year</th>
<th>Participating Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>150</td>
</tr>
<tr>
<td>2017-18</td>
<td>700</td>
</tr>
<tr>
<td>2018-19</td>
<td>1120</td>
</tr>
<tr>
<td>2019-20</td>
<td>1151</td>
</tr>
<tr>
<td>2020-21</td>
<td>1067</td>
</tr>
<tr>
<td>2021-22</td>
<td>1224</td>
</tr>
<tr>
<td>2022-23</td>
<td>1600</td>
</tr>
<tr>
<td>2023-24</td>
<td>1958</td>
</tr>
</tbody>
</table>
MLDS Saturation

School District and Charter School Participation

- Percent of School Districts with an MLDS Principal: 87%
- Percent of Charter Schools with an MLDS Principal: 38%
What do participating principals think?

Fall 2023 Report

% Agree

- Connection between developing leadership skills and improving student learning
- I use what I learn to strengthen my leadership practices
- Focuses on research-based leadership practices
- Content is relevant to my needs as a school leader
- Provides opportunities for me to grow as a professional
What do their superintendents think?

Fall 2023 Report

- Supports the growth of school leaders in Missouri
- Provides opportunities for principals to grow as a professional
- Strengthens principals' instructional leadership practices
- Makes my principals better school leaders
- Provides customized support to address my principal's needs

% Agree
What do their teachers think?

Fall 2022 Report

- Their principal's PD is useful and of high quality
- Their principal provides constructive feedback
- Their principal builds positive relationships with students and staff
- Their principal's leadership practices strengthen classroom instruction
- Their principal's leadership contributes to improved student achievement
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
Retention Rates of MLDS principals

Comparing MLDS principals to all Missouri principals
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.
MLDS SEED Grant

Academic Acceleration

Teacher Recruitment and Retention

Student Well-Being
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

Jana Beth Francis
Assistant Superintendent of Teaching and Learning
270-852-7000
janabeth.francis@daviess.kyschools.us
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.
4 Year Teacher Induction Program

Year 1: New Teacher is Mentored
- 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 Coaches
- 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
  - Practice coaching a peer

Year 3: Teacher is Reflective Practitioner
- Teacher is Reflective Practitioner
  - Third year teachers work on an independent 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
- 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

Daviess County Public Schools
New Teacher First Four Years Progression

SY2022
44 New Teachers

SY2023
32 New Teachers

SY2024
32 New Teachers
Models of Professional Learning

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

Tampa, Florida

7th Largest District in the Nation

3rd Largest in Florida

225,000 Students

25,000 Employees

280 Sites
STUDENT DEMOGRAPHICS

- Hispanic: 38.48%
- Black: 20.62%
- White: 29.52%
- Multi: 6.51%
- Asian: 4.83%
- Indian: 0.18%
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
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%).
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
  o Coaching
  o Relationship Building
  o Observation & Feedback
  o Data Analysis/Tools

• Attend Monthly Content/Curriculum Meetings Led by Content Supervisors

• Meet Monthly with PL Coach
Teacher Talent Developer

Data

**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
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)

- 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
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
Your one stop shop for all things Title II

Visit & Learn More

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
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