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THE PROFESSIONAL LEARNING ASSOCIATION

Improving Professional Learning Systems to Better Support Today's Educators

How Title II, Part A Offers a Model for State and Local Leadership

Photo by Allison Shelley for EDUimages

Table of Contents

I. Why This Guide? Why Now?

Funding, Strategy, and the Shift from Compliance to Coherence

Over the past two decades, state and local leaders have made historic progress in closing the digital access divide, the gap in students' access to devices, broadband, and high-quality digital resources. Pandemic-era investments accelerated these efforts, ensuring that nearly every public school student had a device[1] and driving both at-home and at-school connectivity[2] to record levels.

Access alone, however, has not delivered on the full promise of technology in education. In many schools, infrastructure gains have not translated into meaningful improvements in teaching and learning. This persistent digital use divide, the gap between students who use technology passively and those who use it to transform their learning, remains a defining challenge.

According to the 2024 National Educational Technology Plan, the key to bridging access and use lies in closing the digital design divide: whether educators have the support and resources to design instruction that leverages technology for deeper learning. **The issue is not the presence of devices but whether educators are supported to create student-centered learning experiences that promote inquiry, collaboration, creativity, and real-world application.** Closing this gap requires collective action across roles and departments, with professional learning (PL) as a critical lever. Sustained, job-embedded PL that is grounded in evidence-based strategies enables educators to move beyond substitution-level uses of technology, like digitized worksheets or online quizzes[3] and toward practices that differentiate instruction; expand access; and create more engaging, equitable learning experiences.

The urgency of this work has only grown with the rapid emergence of new technologies, including generative artificial intelligence (AI), which are reshaping what is possible in teaching, learning, and assessment. At the same time, the expiration of federal

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[1] National Center for Education Statistics. (2018, April). *Students' access to digital learning resources outside of the classroom* (Indicator 13). U.S. Department of Education. https://nces.ed.gov/pubs2017/2017098/ind_13.asp

[2] National Center for Education Statistics. (2023). *Fast Facts: Access to the internet.* U.S. Department of Education. https://nces.ed.gov/fastfacts/display.asp?id=46

[3] Puentedura, R. R. (2006). Transformation, technology, and education. https://hippasus.com/resources/tte/

pandemic relief funds, uncertainty about future federal support for public education, and the lack of staff within the U.S. Department of Education's Office of Educational Technology[4] have created a leadership gap at the national level. To fill it, **state and local leaders—including educational technology (edtech) directors, curriculum leaders, and PL coordinators—must work together to define what high-quality, technology-integrated instruction looks like and align resources and strategies to make it a reality.**

Photo by Allison Shelley for EDUimages

Meeting this challenge requires more than isolated classroom or school initiatives. It calls for a systems-level approach where professional learning is treated as the foundation for instructional improvement. Title II, Part A (Title II-A) of the Every Student Succeeds Act, braided with other state and federal grants, offers a uniquely flexible opportunity to build educator capacity through PL, leadership development, and evaluation systems that anchor technology integration in strong instructional practice. However, in 2022–23, the U.S. Department of Education reported that while over 60 percent of Title II-A funds were spent on professional development, much of it took the form of short-term workshops rather than sustained, coherent strategies. Only nine states prioritized these funds for technology training, and fewer than 40 percent of local education agencies (LEAs) used them to advance technology-related PL[5].

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[4] Kelly, R. (2025, March 12). *Office of Educational Technology, National Center for Education Statistics Fall Victim to ED Cuts.* Technical Horizons in Education. https://thejournal.com/articles/2025/03/12/office-of-educational-technology-national-center-for-education-statistics-fall-victim-to-ed-cuts.aspx

[5] U.S. Department of Education. (2024). Title II, Part A use of funds report: School year 2022–23. Washington, DC.

Investing Wisely: Why Title II-A Offers a Powerful Starting Point

Title II-A is one of the most flexible federal funding streams available to state education agencies (SEAs) and LEAs for strengthening educator effectiveness. It can support a wide range of activities, from recruitment and retention to leadership development, but its core purpose is to improve the quality of instruction that students receive every day.

This flexibility makes Title II-A particularly valuable for advancing high-quality, technology-integrated teaching and learning. Used strategically, these funds can strengthen long-term instructional priorities by supporting efforts to:

- Implement sustained PL that helps teachers, leadership teams, and principals integrate technology into curricula and instruction in ways that improve teaching and learning.
- Provide training and ongoing support on using data to improve student achievement while protecting student privacy.
- Strengthen science, technology, engineering, and math and computer science instruction through comprehensive systems of support for teachers and school leaders.
- Invest in evaluation and continuous improvement so PL systems evolve over time.

Research from SETDA and partners shows that Title II-A is often under-leveraged for these purposes. Too often, state and local agencies channel funds into short-term or compliance-driven activities, missing the opportunity to make strategic investments that build lasting educator capacity.

While Title II-A may not be the only—or even the primary—funding source available for PL, lessons learned from using it strategically can inform the use of other funding streams, including Titles I-A and IV-A, Perkins funds, state appropriations, and private grants (see Appendix C for an overview of these funding sources). The opportunity is for states and local systems to move from compliance-driven spending to coherence-driven investment, using Title II-A as a model for how PL dollars can deliver the greatest impact.

This guide draws on national research conducted by the SETDA, FullScale (formerly The Learning Accelerator and the Aurora Institute), Learning Forward, and ISTE+ASCD to understand how state and local systems are currently using Title II-A, identify where opportunities are being missed, and highlight promising practices that can be scaled. It is designed to help leaders shift from compliance-driven spending toward coherence-driven investment, ensuring that every dollar spent—whether from Title II-A or other sources—strengthens educator capacity to deliver equitable, powerful learning for every student.

Our goal is to promote professional learning that builds educators' capacity to design instruction where technology supports deeper understanding, collaboration, creativity, and student agency. When aligned to shared definitions of instructional quality and anchored in sustained, job-embedded support, professional learning becomes the bridge that connects digital access to meaningful student outcomes. This vision provides the foundation for understanding why Title II-A and other funding streams matter so deeply for advancing high-quality technology-integrated teaching and learning. It also sets the stage for why this guide places a particular focus on Title II-A—not because it is the only solution but because its flexibility illustrates how leaders can use PL investments to bring this vision to life.

Braiding Funds to Build Sustainable Professional Learning

Braiding funds means coordinating multiple sources so they reinforce one another in pursuit of shared goals while still meeting each program's unique requirements. Instead of using Title II-A, Title IV-A, Perkins, or state allocations in isolation, leaders can design budgets that intentionally align these resources around PL strategies that drive technology integration and instructional improvement (for more information on these funding streams, see Appendix C).

The Washington Office of Superintendent of Public Instruction offers a strong model of this approach and has produced a guide, Unlocking Federal and State Program Funds to Support Student Success. While not specifically focused on edtech, it demonstrates how braided strategies can support common LEA and school goals, such as student engagement, academic achievement, and educator development. Applied to technology integration, this same type of crosswalk and coordinated planning can help leaders build durable, sustainable PL programs that prepare educators to use technology in ways that transform teaching and learning.

II. Our Research & Findings: The State of Professional Learning for Technology Integration

To better understand how state and local leaders are using Title II-A and other professional learning funds and where opportunities exist to strengthen their impact, SETDA partnered with FullScale, ISTE+ASCD, and Learning Forward to conduct a national research effort. The goal was to capture a clear, evidence-based picture of the current landscape for technology-related professional learning as well as discover and highlight exemplars from across the country.

This research engaged the people most responsible for making decisions about how federal funding sources like Title II-A are used and how professional learning is designed. We surveyed federal program leaders from 24 SEAs and 76 LEAs representing a wide range of geographies, system sizes, and contexts. We asked how they defined high-quality instruction with technology, what priorities guided their spending, and how they measured success (see Appendix A for the survey instrument we used). We also convened two virtual focus groups and one in person at ISTE+ASCD Live, bringing together SEA Title II-A leads, LEA professional learning directors, instructional technology specialists, and cross-functional leadership teams (see Appendix B for the questions we asked participants). These conversations offered an inside look at what works, what remains challenging, and what leaders believe is needed to build more coherent systems.

Four findings emerged from this work:

1. **Definitions of quality are inconsistent and incomplete.** Many leaders share a vision for student-centered instruction where technology deepens and accelerates learning. Few have a formal, statewide definition of what this looks like in practice, and even fewer have a clear definition of how PL supports effective edtech integration. Without those anchors, such as a shared vision and common understanding about how to work toward that vision, it is difficult for SEAs and LEAs to maximize their investments in technology, align professional learning design, and scale coherent approaches across large systems.

2. **Funding patterns too often default to tool training over instructional strategy.** Many respondents described using Title II-A dollars for short-term training on specific platforms or applications. These sessions may meet immediate needs, such as rollout of a newly procured tool, but rarely build durable educator capacity in a rapidly evolving technology landscape. Leaders noted that without a framework—such as the ISTE Standards for Educators, Universal Design for Learning, or Deeper Learning Competencies—teachers can feel like they are "chasing tools" rather than refining practice.

3. **Fund usage is being tracked, although not always in ways that drive improvement.** Most LEAs reported collecting data on participation, satisfaction, or even shifts in teacher practice. Few have embedded these measures into regular review cycles, and even fewer partner with external evaluators to understand impact and refine practices. SEA leaders, in particular, acknowledged that their monitoring often focuses more on compliance with relevant laws and regulations than on using evidence to refine strategy. Stronger connections are needed between PL investments, shifts in teaching practice, and measurable improvements in student learning outcomes.

4. **The field lacks a shared understanding about "what works" and a strong library of well-documented models.** Many leaders could point to broad categories of effective work, such as coaching, professional learning communities (PLCs), and inquiry cycles but struggled to name specific, well-documented programs with evidence of success. This gap makes it harder for SEAs and LEAs to learn from one another, replicate what works, or make the case for sustained investment.

Why These Findings Matter for Innovation and EdTech Leaders

Innovation and edtech leaders are uniquely positioned to connect technology capabilities with instructional goals. These findings can help them advocate for stronger cross-functional alignment, secure sustained funding, and design systems where technology integration drives instructional transformation rather than functioning as an add-on.

Taken together, these findings reveal both a challenge and an opportunity:

- **The challenge:** Without shared definitions, strategic use of funds, meaningful measures of progress, and a clear set of exemplars, PL focused on technology use will continue to depend on isolated champions and widen the digital design divide rather than becoming a consistent, systemwide practice.
- **The opportunity:** Address each of these gaps through deliberate action by SEA and LEA leaders. By aligning definitions to instructional goals, designing funding strategies that prioritize sustained learning, embedding evaluation into improvement cycles, and curating high-quality models, leaders can build the enabling conditions for coherent, high-impact PL at scale. Such investments not only strengthen teaching and learning but also help attract and retain educators by ensuring they have the support needed to thrive.[6]

[6] Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016, September 15). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Learning Policy Institute. https://learningpolicyinstitute.org/product/coming-crisis-teaching

III. Starting Points: Defining Quality Instruction and Professional Learning for Coherent Technology Integration

Survey respondents and focus group participants told us that one of the most persistent challenges in closing the digital design divide is the absence of a shared vision for what high-quality, technology-integrated instruction should look like—and, in turn, how PL can help educators achieve it. Without this common understanding, SEAs and LEAs struggle to align funding decisions, design strategies, and evaluation practices.

A Shared Vision for Technology in the Service of High-Quality Instruction

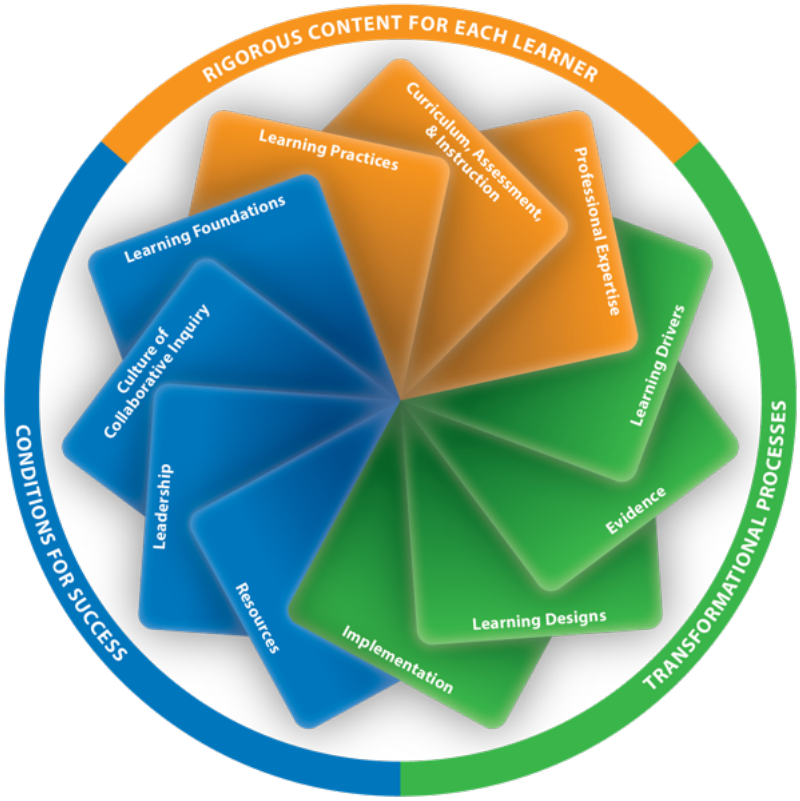
Our research found that many states and local education organizations operate without a clear, agreed-upon picture of what technology-enabled instruction should achieve. As a result, professional learning efforts are often fragmented, focused narrowly on tools rather than grounded in broader goals for teaching and learning.

The National Education Technology Plan (NETP) offers an evidence-based starting point. Its discussion of the digital use divide outlines a vision in which technology is a catalyst for deeper engagement, critical thinking, and authentic problem-solving. Students use technology to explore real-world issues, collaborate meaningfully with peers and experts, create original work to demonstrate understanding, and reflect on their learning process.

In such classrooms, educators shift from delivering content to designing powerful learning experiences. They curate and adapt digital resources to meet diverse learner needs, model ethical and inclusive technology use, and create opportunities for students to take ownership of their learning. Technology becomes a means of personalization, enabling students to engage with content in ways that draw on their strengths, address challenges, and connect to their interests.

Photo courtesy of FullScale

We do not need to invent new approaches to PL to close the digital design divide. Just as the NETP and other frameworks provide a vision for instruction, Learning Forward's Standards for Professional Learning provide a clear, evidence-based road map for professional growth. Based on decades of evidence from across K–12 systems, the standards identify essential elements that improve educator practice and lead to stronger student results.



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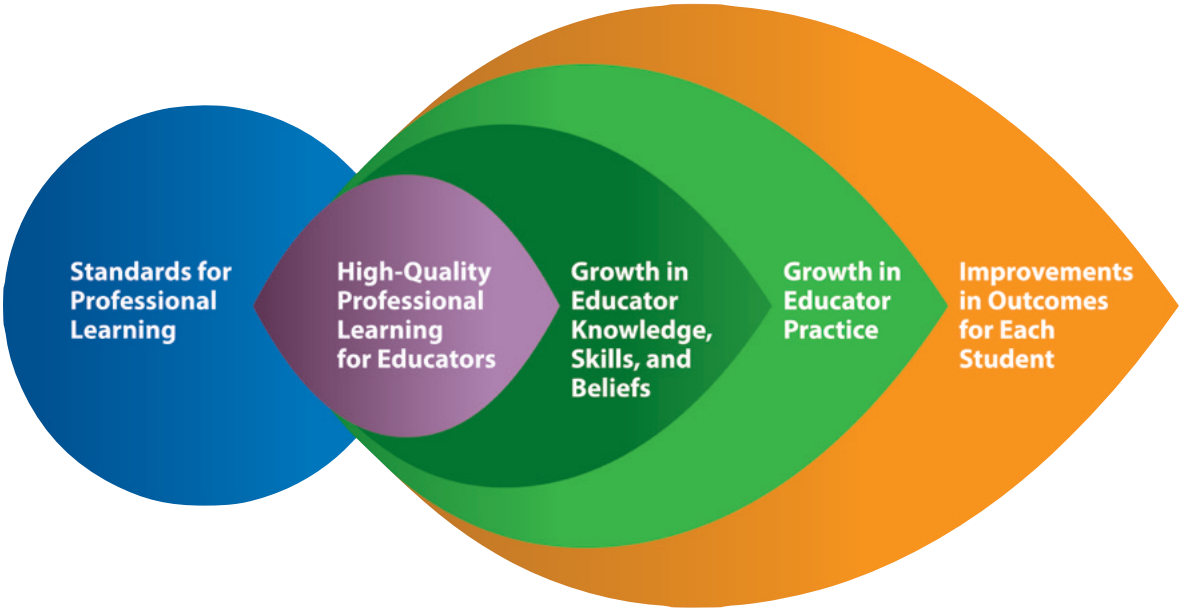

Theory of Change Diagram from Learning Forward

Title II-A and other sources of PL funds can be leveraged to bring this vision to life. Investments grounded in a shared vision equip educators with the pedagogical strategies, collaborative practices,

and reflective habits needed to make technology a driver of equitable, high-quality instruction. When leaders anchor their PL efforts in a framework like the NETP, they create the clarity and coherence needed to close the digital design divide.

The standards emphasize three central ideas:

- **Rigorous content** connects each learner to high-quality curriculum, instruction, and assessment practices.
- **Transformational processes** engage educators in active and collaborative learning directly tied to their responsibilities.
- **Conditions for success** provide the sustained time, resources, and leadership support required for effective implementation.

When applied to technology integration, these principles create a road map for aligning PL investments, whether funded through Title II-A or other grants, with the instructional transformation needed to close the digital design divide. Our research revealed that the most promising approaches link PL to a shared vision for instruction, embed it into day-to-day practice over time, build collaborative structures for peer learning, secure strong leadership support, and measure results in ways that extend beyond participation counts or satisfaction surveys.

Photo by Allison Shelley for EDUimages

Aligning Professional Learning to What Teachers Actually Need

Too often, technology-related PL stops at how to operate a platform or use a new feature. Educators in our focus groups called for support that begins with instructional challenges and then shows how technology can help address them. They wanted to know how a tool could fit into lesson planning, engage struggling students, or make feedback more timely and meaningful.

One local education agency leader summed it up: "*We do not need more 'how to use this tool' sessions. We need professional learning that starts with the teaching challenge and shows us how the technology can help address it.*" This mirrors the ISTE Standards for Educators and Education Leaders, which emphasize that PL and technology integration should start with instructional priorities—such as student engagement or assessment—and then identify how technology can best support those goals. In our own surveys, the majority of respondents named integrating technology into planning, instruction, differentiation, and student engagement as their top PL priorities. LEAs can also strengthen alignment by asking teachers directly about the barriers they face and the challenges they need help addressing, ensuring PL responds to real classroom conditions.

Meeting these needs requires going beyond basic operational skills. PL must help educators design engaging, authentic experiences that connect to students' interests, create opportunities for student agency, and use technology to support deeper understanding. This vision, reflected in frameworks like the ISTE Standards for Educators, draws on evidence from classroom practice across thousands of schools worldwide.

When PL follows these principles and goals, it is far more likely to lead to meaningful improvements in teaching practice and student learning. Without them, technology-related PL risks becoming a disconnected series of events—checked off for compliance but lacking lasting impact. Where these conditions are present, educators are more likely to design experiences that use technology to promote inquiry, creativity, collaboration, and deeper understanding for all students.[7]

The Learning Forward standards reinforce the idea that PL is not an add-on. It is the primary strategy for building the instructional capacity required to close the digital design divide. These standards offer a blueprint that leaders can adapt to their local context, ensuring that technology integration is a sustained, coherent part of every educator's growth. With the right conditions in place, the promising practices identified in our research can become the foundation for a systemwide approach where technology-related PL is aligned to a shared vision, supported at every level, and measured for real instructional impact.

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[7] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017, June). *Effective teacher professional development*. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

IV. Designing for Impact: How LEA and SEA Leaders Can Create Enabling Conditions for Professional Learning to Support Technology Integration

Closing the digital design divide—ensuring that all educators receive the PL and support they need to improve instruction by leveraging technology—requires more than providing devices, connectivity, and tools. It depends on creating coherent systems and structures that build capacity among educators to advance student-centered learning in a sustained manner.

This section translates the shared vision described in Section III into concrete actions that leaders can take to enable and scale effective practice. **While Title II-A remains a powerful resource, the recommendations here can apply to any PL funding stream.** The goal is to help leaders move from isolated investments to coordinated strategies, ensuring decisions are guided by a clear definition of high-quality, technology-integrated instruction and informed by those closest to the work.

Coherence as a Critical Driver

When PL, instructional vision, and funding priorities are aligned—whether at the state or local level—educators experience a consistent and supportive environment. They receive unified guidance; resources reinforce one another; and PL builds toward clearly defined instructional goals. Without this alignment, teachers may receive conflicting messages (for example, one initiative promoting collaborative inquiry while another emphasizes drill-and-practice), leaving them uncertain about priorities. Achieving coherence requires intentional collaboration across curriculum, technology, and PL teams, ensuring that funding decisions reinforce the shared instructional vision.

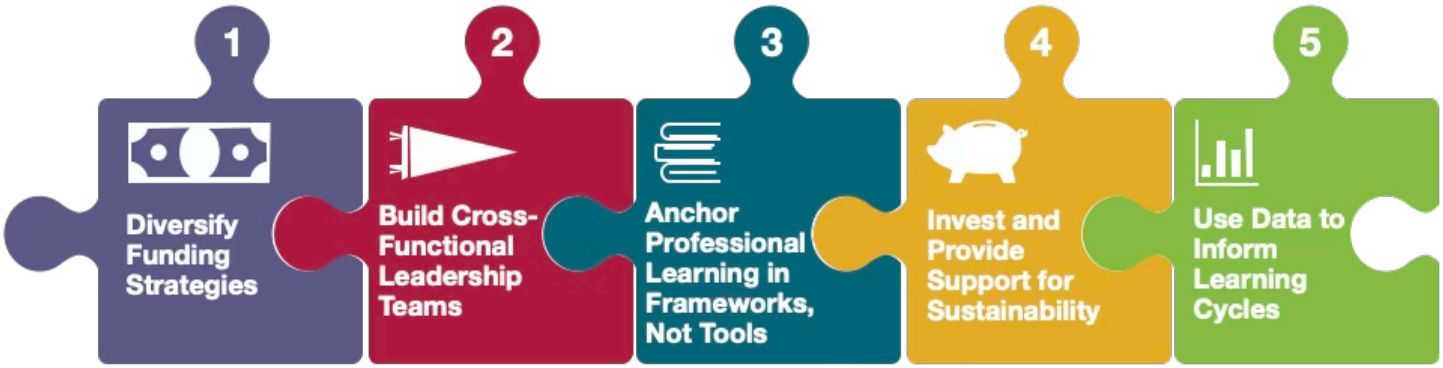
Because the majority of Title II-A funds flow directly to LEAs, this section begins with **recommendations for LEA leaders**, followed by **recommendations for SEAs**, which set the enabling conditions that make local success possible.

Each recommendation includes:

- **Why This Matters:** A brief explanation of the challenge and why addressing it is critical for closing the digital design divide.
- **How to Put This Into Action:** Practical, replicable steps that state or local leaders can take to put the recommendation into practice.
- **What This Looks Like:** A real-world example from a SEA or LEA showing how the recommendation can be implemented effectively.

Recommendations for Local Education Agencies

Local leaders are on the front lines of closing the digital design divide. They ensure that technology is leveraged to improve instruction and student learning outcomes, connect local priorities with classroom realities, and make sure that PL is both well-designed and responsive to the daily challenges teachers face. The recommendations below are intended as a guide for building coherent systems that enable powerful, technology-related PL at scale.



1. Diversify Funding Strategies

Why This Matters

Funding decisions shape the reach and sustainability of PL. Relying solely on Title II-A funding for technology-related PL can leave local education agencies vulnerable to federal appropriation shifts. By braiding funds from multiple sources, including Title II-A, Title IV-A, Perkins, state and local funding, and partnerships, LEAs can build stable, scalable systems.

How to Put This Into Action

- **Map all available funding sources.** Develop an inventory showing how each source can support elements of technology-related PL.
- **Plan multi-year braided budgets.** Combine Title II-A, Title IV-A, and Perkins to support comprehensive PL, such as multi-year coaching networks; PLC facilitation; or training that integrates technology into core subjects, including CTE.
- **Collaborate with regional consortia.** Partner with other LEAs to pool funds for shared coaching staff, joint PL events, or collective licensing of technology platforms. Title IV-A funds can underwrite training on shared data platforms or digital instructional practices, and Perkins can bring CTE leaders into the mix.
- **Align funding with instructional priorities.** Confirm that PL investments are tied to the LEA's instructional framework and vision for technology integration before making funding commitments (see section III). For example, local or state curriculum funds can be braided to ensure adoption of new resources comes with aligned PL.

What This Looks Like:

Learning Technology Center of Illinois

The Learning Technology Center of Illinois (LTC) sustains a robust statewide PL ecosystem by braiding state funds, local allocations, and competitive grants. This approach funds coaching, AI summits, computer science PL, and on-demand digital resources, many of which are provided at low or no cost to LEAs. By blending Title II-A with Title IV-A, Perkins, and other funds, LTC demonstrates how braiding strategies can create a stable infrastructure for PL that scales innovative programs while remaining accessible to educators across the state.

2. Build Cross-Functional Leadership Teams

Why This Matters

Technology-integrated PL is most impactful when planned and delivered by a team that reflects the full scope of instructional needs, from edtech to curriculum, assessment, student support, and equity. Cross-functional teams prevent silos, ensure consistent messaging to teachers, and make it easier to braid funding from multiple sources, including Title II-A.

How to Put This Into Action

- **Align to a common vision.** Establish a shared instructional vision for technology integration that articulates what high-quality, student-centered learning looks like. Use this vision as the foundation for all decisions about PL, funding, and implementation.
- **Assign joint accountability for PL outcomes.** Identify specific technology-integration outcomes—such as building teacher capacity to use digital tools for formative assessment, supporting data-driven differentiation, or expanding student collaboration—that each department contributes to rather than leaving responsibility with a single team.
- **Co-design and review the PL plan.** Develop and maintain a PL plan that spans the school year and includes multiple formats (coaching, PLCs, workshops, peer-led sessions). Review the plan regularly to ensure technology integration is embedded, aligned to instructional priorities, and responsive to evolving needs.
- **Review PL proposals as a leadership team.** Require a cross-functional team, including technology leaders at the LEA, to review any proposal for Title II-A–funded PL to confirm alignment with the instructional vision and technology integration goals.

What This Looks Like:

Claremont Unified School District Educational Technology Department

In the Claremont Unified School District, the Educational Technology Department includes Teachers on Special Assignment, instructional technology coaches, and a district-level director. This cross-functional team bridges curriculum, IT, and instructional leadership, ensuring that technology purchases, implementation, and PL plans are all aligned to instructional priorities. Title II-A funds help support the coaching and PL coordination functions of this team, enabling the district to provide sustained, integrated PL that cuts across content areas and technology initiatives. By working across departments, the team ensures that Title II-A investments are part of a coherent strategy rather than viewed as isolated training. Title II-A funds help support the coaching and PL coordination functions of this team while other funds are braided to sustain collaborative planning. This approach makes cross-functional leadership an intentional and durable part of the district's PL strategy.

3. Anchor Professional Learning in Long-Term Outcomes

Why This Matters

PL that focuses only on individual tools often leads to shallow adoption and quick obsolescence. To be effective, PL must be anchored in evidence-based instructional frameworks such as Universal Design for Learning (UDL), the ISTE Standards, or research-backed instructional models like blended learning that help teachers adapt as technology evolves while keeping instruction student-centered. At the same time, educators do need occasional, targeted training on specific platforms or applications. A balanced approach combines focused training on tools or strategies, time for teachers to explore and experiment, and ongoing coaching or peer support to connect the work back to instructional goals.[8] Title II-A is especially well suited to fund the sustained, framework-driven PL such as coaching or PLCs that builds durable instructional capacity, while Title IV-A funds can complement this work by supporting shorter, tool-focused training. Together, these streams create a balanced approach where ongoing, practice-driven learning is paired with timely operational support.

[8] Frank, K. A., Zhao, Y., Penuel, W. R., Ellefson, N., & Porter, S. (2011). Focus, fiddle, and friends: Experiences that transform knowledge for the implementation of innovations. *Sociology of Education*, *84*(2), 137–156. https://journals.sagepub.com/doi/10.1177/0038040711401812

How to Put This Into Action

- **Integrate frameworks into PL content.** Ensure every PL experience explicitly connects to evidence-based models (e.g., UDL, ISTE Standards, blended learning) so teachers see how tools support deeper instructional goals.
- **Model effective instructional practice.** Design PL that reflects the same best practices expected in classrooms (e.g., active collaboration, hands-on problem-solving, inclusive design) so that educators experience strategies they can later replicate.
- **Use tool trainings wisely.** Provide targeted sessions to introduce new platforms or applications, but always pair them with coaching or peer supports that tie operational skills back to instructional outcomes and goals.
- **Embed framework language in coaching.** Ensure coaches and instructional leaders consistently use the language of shared frameworks when modeling lessons or giving feedback, reinforcing coherence across all PL.

What This Looks Like:

Intermediate Unit 13 Student-Centered Learning Professional Learning Series

Pennsylvania's Intermediate Unit 13 offers sustained PL anchored in the Pennsylvania Department of Education's Student-Centered Learning Blueprint rather than focusing on specific devices or software. Through workshops and coaching, educators explore personalized learning, UDL, and formative assessment. In these sessions, technology is introduced as a means to advance these practices. Title II-A supports the framework-driven elements of this PL, while other funding streams such as Title IV-A provide space for targeted tool training, ensuring that teachers both understand how to operate tools and how to apply them toward deeper instructional goals.

Responding to Educator Needs on Emerging Technologies

Recent national data reveal a significant and growing demand among educators for AI-related PL. A RAND study[9] found that across U.S. schools, only about 25 percent of teachers and nearly 60 percent of principals used AI in instruction during the 2023–24 school year. At the same time, EdWeek Research Center data[10] showed that 58 percent of educators had received no professional development on AI as of late 2024. To meet this need, LEAs can leverage Title II-A and other funds to design AI-focused PL anchored in instructional priorities — not just tool demonstrations, an approach explicitly supported by the U.S. Department of Education's July 2025 *Dear Colleague Letter on Artificial Intelligence*.[11] For example, an AI-centered PL series might emphasize strengthening formative feedback practices, with AI tools introduced as one of several strategies to achieve that goal.

4. Invest in and Provide Support for Sustainability

Why This Matters

One-off training is rarely enough for teachers to confidently integrate technology into their instruction. Sustained supports—such as coaching, peer learning, and leadership pipelines—help ensure PL investments lead to lasting change. This approach also makes better use of Title II-A funds by developing and sustaining internal expertise, such as coaches and teacher leaders, so that PL capacity resides within the local education agency rather than relying solely on external providers.

How to Put This Into Action

- **Establish coaching roles that include technology integration.** Fund dedicated technology integration coaches or ensure existing instructional coaches (e.g., reading, math, multilingual learner support) are equipped to integrate technology into their coaching. This approach avoids siloing and embeds technology-integrated instruction within core content areas.
- **Create teacher-leader pathways.** Offer stipends or release time for teachers with strong technology integration skills to mentor peers, lead PL, or pilot new approaches.

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[9] Kaufman, J., Woo, A., Eagan J., Lee, S. & Kassan, E. B. (2025, February 11). Uneven Adoption of Artificial Intelligence Tools Among U.S. Teachers and Principals in the 2023–2024 School Year. RAND. https://www.rand.org/pubs/research_reports/RRA134-25.html?

[10] Langreo, L. (2024, October 29). *'We're at a Disadvantage,' and Other Teacher Sentiments on AI.* Education Week. https://www.edweek.org/technology/were-at-a-disadvantage-and-other-teacher-sentiments-on-ai/2024/10

[11] U.S. Department of Education. (2025, July 22). *Dear Colleague Letter on Artificial Intelligence.* https://www.ed.gov/media/document/opepd-ai-dear-colleague-letter-7222025-110427.pdf

- **Set multi-year PL goals.** Design PL plans that span multiple years, with recurring touchpoints to deepen skills over time.
- **Leverage partnerships for capacity.** Work with universities, nonprofits, or neighboring LEAs to share coaching staff or access specialized expertise.

What This Looks Like:

Denver Public School's "Wrap-Around" Coaching Model

Denver Public Schools (DPS) shifted from offering isolated technology PL sessions to embedding coaching as a required component of participation in technology-specific training. Teachers who signed up for one-time workshops on technology integration also engaged in a professional coaching cycle directly tied to the training content.

This approach, led by the district's EdTech and Library Services team in collaboration with the PL department and local union ensured that teachers received sustained, job-embedded support to apply new strategies in their classrooms. While the change initially reduced registration numbers, participation grew as educators experienced the benefits of consistent coaching. DPS has since reported higher completion rates and stronger teacher–coach relationships, helping to create a culture where ongoing support is the expectation rather than the exception. Title II-A funds play a central role in supporting this coaching infrastructure, while braided funding from Title IV-A, Perkins, and local sources ensures the model is durable and scalable over time.

5. Use Data to Inform Planning

Why This Matters

Effective PL design depends on accurate, relevant data about teacher needs, student outcomes, and the impact of previous training. When data is built into ongoing learning cycles, PL becomes more responsive and impactful.

How to Put This Into Action

- **Survey teachers and gather multiple perspectives on instructional needs.** Use pre- and post-PD surveys, classroom walk-throughs, and student surveys to gauge teacher confidence, instructional shifts, and perceived impact on learning.
- **Track student engagement alongside PL.** Pair PL participation data with metrics such as attendance in technology-integrated lessons or frequency of collaborative work.

- **Review data in PLCs.** Have PLCs regularly examine student work and technology usage to identify gaps and plan targeted instructional adjustments.
- **Give data back to teachers.** Share student learning data, PL evaluation results, or classroom practice insights with teachers in usable formats so they can reflect, identify growth areas, and co-design next steps, ensuring that PL is done with teachers—not just for them.
- **Share findings with the leadership team.** Use PL evaluation results to inform LEA-wide decisions about which approaches to expand, sustain, refine, or sunset.

What This Looks Like:

Monrovia Unified School District (California)

In Monrovia Unified School District (MUSD), data is not an afterthought; it's the driver of instructional decision-making and PL design. Through its annual Summer Institute: Technology Summit, the district equips educators with strategies to use data to monitor student progress, target interventions, and adapt instruction in real time. Title II-A funds are braided with local resources to underwrite the district's instructional coaching team and provide staff stipends for Summer Institute participation, ensuring that data-driven PL remains accessible to all teachers.

These data-informed practices are reinforced through collaborative PLC structures, benchmark assessments, and differentiated instructional models. Teachers on Special Assignment and embedded interventionists work directly with school teams to interpret data and adjust instructional pacing throughout the school year, ensuring alignment to student needs.

When introducing new topics, such as AI integration, Monrovia pairs policy development with clear metrics for success. For example, its inaugural AI Summit (part of the Summer Institute) included sessions on accessibility, safety, and the use of data to evaluate AI's impact on teaching and learning. The result is a continuous improvement cycle in which PL, classroom practice, and policy are all grounded in evidence.

Expanding What Counts as Evidence

Self-reported participation numbers, satisfaction surveys, or anecdotal feedback provide only a partial view of PL success. They rarely capture the full story of how training translates into classrooms or how it affects students. Stronger approaches look beyond basic counts to consider both instructional practices and broader student outcomes.

LEAs can track evidence such as student work samples, lesson plans, or digital learning analytics, but they can also define success in more expansive ways—examining indicators of student engagement, belonging, and agency. For example, schools might look at whether students feel empowered to collaborate with peers, whether multilingual learners participate more actively in discussions, or whether classroom projects connect to students' lived experiences. By embracing multiple forms of evidence, leaders can better understand not only whether teachers adopt new strategies but also whether those strategies foster deeper, more inclusive learning.

Taken together, these strategies give LEAs a road map for moving beyond isolated initiatives toward a coordinated system that supports powerful, technology-integrated instruction. LEAs, however, cannot do this work alone. Their ability to braid funds, build capacity, and sustain innovation depends in part on the guidance, policies, and enabling conditions created at the state level. The next section highlights recommendations for SEA leaders who play a critical role in ensuring that local efforts are coherent, scalable, and supported across the system.

Photo by Allison Shelley for EDUimages

Recommendations for State Education Agencies

While LEAs carry the bulk of responsibility for Title II-A implementation and control most of the spending, they do not act alone. **SEAs set the conditions that make local success possible.** From aligning funding streams to defining clear instructional visions and policies, SEAs are uniquely positioned to create the coherence needed for LEAs to design sustainable PL systems that support technology integration. The following recommendations and actions offer concrete starting points for designing systems that help every district and every educator succeed.

1. Align Funding With Instructional Priorities Across Initiatives

Why This Matters

Funding decisions are most powerful when explicitly tied to instructional goals and informed by data. SEA leaders can ensure that Title II-A and other PL funds like Title IV-A, Perkins, or state innovation grants are aligned with a shared definition of high-quality, technology-integrated instruction. Aligning funding with instructional priorities ensures that resources are not just distributed but strategically invested to sustain coherent, statewide PL systems. Importantly, this assumes that clear visions exist (see Recommendation 2). Funding then becomes a mechanism that makes that vision actionable.

How to Put This Into Action

- **Name allowable uses in multiple guidance documents.** When releasing guidance related to technology use including AI, digital learning plans, or curriculum frameworks, explicitly note that Title II-A or other PL funds can support related teacher PL.
- **Host funding alignment workshops.** Bring together federal programs directors, instructional leaders, and edtech coordinators from multiple LEAs to map how different funding streams can support a shared instructional vision.
- **Offer sample braided budgets.** Provide templates showing how LEAs might combine Title II-A, Title IV-A, Perkins, and local funds to build sustainable PL models.
- **Coordinate funding timelines.** Align grant cycles and reporting deadlines across programs so LEAs can plan coherent, ongoing PL investments.

What This Looks Like:

Federal Priorities Create New Opportunities for Braided Funding

The U.S. Department of Education's Advancing Artificial Intelligence in Education supplemental priority highlights how federal programs can support PL that integrates emerging technologies into teaching and learning. The proposal outlines opportunities for SEAs and LEAs to use discretionary funding streams to:

- Develop AI literacy skills among educators and students.
- Provide PL on integrating AI into high-quality instructional practice.
- Support ethical, equitable, and responsible AI use in schools.

By explicitly naming these activities as allowable uses, the department is signaling that SEAs and LEAs can and should use braided funding strategies to build educator capacity in future-ready instructional practices. Leaders can leverage this guidance to align their funding plans with both state-defined instructional priorities and evolving federal priorities, ensuring investments are sustainable and coherent.

2. Define and Promote Aligned Visions of Tech-Integrated Instruction

Why This Matters

A lack of shared definitions was one of the most consistent challenges we identified in our research. Without a clear, statewide definition of high-quality, technology-integrated instruction, PL often becomes fragmented, focusing on isolated tools rather than transformative teaching. SEA leaders can set the vision and establish expectations by developing statewide definitions aligned to national frameworks such as the NETP, ISTE Standards, UDL guidelines, or Portrait of a Graduate competencies. Shared definitions and frameworks also safeguard against the rapid pace of technological change. By grounding PL in evidence-based instructional practices, leaders ensure that new tools—including emerging technologies like AI—are applied in the service of good teaching and learning rather than driving priorities on their own. This coherence gives LEAs a road map for designing PL, evaluating success, and aligning investments, making it easier to leverage and braid Title II-A or other funds toward a coherent vision.

How to Put This Into Action

- **Publish and embed a statewide definition of high-quality, technology-integrated instruction in guidance and policy.** Develop a concise, educator-friendly definition and embed it into PL guidance, state edtech plans, and AI use policies. This might include a two-page framework illustrating what high-quality, technology-integrated learning looks like at the elementary, middle, and high school levels, paired with concrete classroom examples. States can adapt

existing national frameworks such as the ISTE Standards or UDL guidelines. They might also look to models like North Carolina's Digital Teaching and Learning Standards, which serve as the foundation for statewide initiatives such as the state's Digital Learning Initiative grants.

- **Integrate the vision into funding decisions.** Require LEAs applying for Title II-A or other PL grants to describe how proposed activities align with the state's articulated vision and definition. For example, applications could include a short alignment statement connecting planned PL to the shared vision promoting coherence *before* awarding funds.
- **Provide aligned instructional exemplars.** Curate and share sample lesson plans, unit designs, and classroom observation tools that reflect the state's vision for technology-integrated instruction. Make them easily searchable by grade band, subject area, and instructional strategy so that LEAs can adapt them to their context.
- **Provide aligned professional learning exemplars.** Offer sample PL agendas, coaching models, and PLC protocols that illustrate how PL can support the vision in practice. Include examples of how these structures build teacher capacity over time.
- **Model the vision in state-led PL.** Ensure that any PL sponsored or facilitated by the SEA reflects that same definition and vision, whether through keynote messages at statewide conferences, regional workshops, or online courses. By modeling the vision, the SEA signals that this is not just policy language but a lived commitment that guides its own work.

What This Looks Like:

California's 21st Century California School Leadership Academy

The California Department of Education's 21st Century California School Leadership Academy (21CSLA) provides no-cost, research-based PL for education leaders across the state. Its Digitally Mediated Learning strand embeds a shared vision for technology-integrated instruction grounded in UDL principles and the ISTE Standards for Education Leaders. Every learning experience—whether a workshop, coaching cycle, or openly available resource—ties directly to deeper learning, student agency, and equitable access rather than focusing solely on tools.

By consistently modeling and reinforcing this vision across SEA-led PL, 21CSLA makes it easier for local education agencies to design coherent PL plans and braid Title II-A funds with other resources to sustain the work. This statewide infrastructure offers a replicable model for how SEAs can define, promote, and sustain a vision of high-quality technology integration.

Keeping State Guidance Current on Emerging Technologies

SEA leaders have a powerful role in ensuring that PL guidance evolves alongside emerging technologies. As new tools like AI and augmented or virtual reality reshape instructional possibilities, states can provide clarity by linking them to established instructional frameworks. For example, instead of issuing tool-specific directives, SEAs can frame emerging technologies through the lens of deeper learning, access, and student engagement. Title II-A and Title IV-A funds can both support state-led PL that responds to educator demand while staying anchored in coherent instructional goals.

3. Leverage Compliance Structures to Encourage and Support Continuous Improvement

Why This Matters

Compliance monitoring is essential for program integrity and public trust; but when limited to checking boxes, it misses the chance to strengthen practice. By designing monitoring systems that double as continuous improvement tools, SEAs can help LEAs use required data collection—especially for Title II-A—to make smarter, more strategic PL investments that close the digital design divide.

How to Put This Into Action

- **Design reporting systems that capture both quantitative and qualitative instructional data.** Move beyond basic headcounts and expenditure reports by combining numbers with narratives of impact. Create monitoring templates that prompt LEAs to report not only how many teachers were trained but also how practice shifted and how students were affected. For example, instead of reporting "200 teachers trained," an LEA might report, "200 teachers participated, and classroom walk-throughs show teachers using collaborative digital whiteboards for small-group problem-solving, increasing participation from multilingual learners in 18 of the 20 observed settings."

- **Use monitoring meetings as collaborative coaching sessions.** Frame monitoring visits as opportunities for joint reflection. SEA staff could meet with LEA teams to review participation data alongside student engagement and teacher behavior metrics, discuss the benefits of collaborative planning, introduce protocols or tools to facilitate shared planning, identify successes, and co-plan next steps.

- **Provide LEAs with clear, actionable feedback.** After each monitoring period, share a concise dashboard showing connections between PL activities, classroom practices, and student outcomes. For example, the SEA might note that LEAs offering sustained coaching saw an X% increase in teacher-reported confidence using technology for differentiation.

- **Highlight LEAs using compliance data for improvement.** Share case studies of local education agencies that have used Title II-A reporting to track metrics such as student collaboration rates or equitable access to advanced coursework and then adjusted PL offerings based on those insights.

What This Looks Like:

Wyoming's Innovator Network

The Wyoming Department of Education's Innovator Network integrates PL and compliance into a single, continuous improvement process. Rather than treating Title II-A reporting as a static checklist, the state empowers educators to design and deliver asynchronous PL offerings in Canvas that align with state priorities for technology-integrated instruction.

LEAs participating in the network not only document their PL activities but also share evidence of impact that can be reviewed to inform future statewide support, such as teacher implementation videos, student work samples, and peer feedback. By turning compliance into a learning cycle, the Innovator Network demonstrates how Title II-A can be leveraged as both a funding stream and a feedback mechanism for instructional improvement.

Broadening State Approaches to Evidence

Too often, state-level monitoring systems focus on participation numbers, compliance reporting, or expenditure tracking. While necessary, solely relying on these narrow measures misses critical insights into how PL impacts teacher practice and student learning. SEAs can expand what "counts" as evidence by supporting LEAS to track a wider set of outcomes, including student engagement, collaboration, belonging, and equitable access to advanced coursework. State leaders can also model this approach by publishing dashboards or reports that integrate traditional metrics with richer indicators of instructional quality. Title II-A monitoring systems can be designed to encourage these broader measures, positioning compliance not as a checklist but as a pathway to continuous improvement.

4. Encourage Durable Professional Learning Models

Why This Matters

One-off workshops rarely lead to sustained changes in practice.[12] Durable models like coaching, PLCs, and job-embedded inquiry or improvement cycles give teachers the focused instruction, collaboration time, and supportive community they need to meaningfully integrate technology into instruction.[13] These structures help PL feel relevant, connected to daily practice, and responsive to evolving needs. This is especially important in emerging areas like AI. National surveys show that while demand for AI-related PL is high, educators often report that the training they receive feels disconnected from their work. By embedding AI into existing instructional priorities and providing ongoing, job-embedded support, SEA leaders can ensure that PL is both sustainable and that educators experience it as a genuine support rather than an additional burden.

How to Put This Into Action

- **Incentivize sustained models in grant programs.** Structure programs funded by Title II-A or competitive grants to prioritize ongoing coaching networks, PLC time and facilitation, or embedded technology integration specialists over standalone PL sessions.
- **Invest in regional coaching infrastructure.** Partner with regional education service centers to provide shared coaching staff who serve multiple LEAs, especially smaller or rural LEAs that may not have the capacity to hire full-time specialists.
- **Model sustained approaches in state-led initiatives.** Any state-run PL initiative—whether focused on literacy, AI integration, or other priorities—should include modeling of effective technology use, follow-up coaching, or peer learning cycles.
- **Document and share durable models.** Create videos, case studies, or interactive tours of LEAs where sustained PL models have transformed practice, making it easier for other LEAs to adapt them.

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[12] Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. Educational Researcher, 38(3); Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. Educational Leadership, 59(6);
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[13] Peetz Stephens, C. (2024, December 9). *What Teacher PD on AI Should Look Like: Some Early Models Are Emerging.* Education Week. https://www.edweek.org/technology/what-teacher-pd-on-ai-should-look-like-some-early-models-are-emerging/2024/12

What This Looks Like:

Codifying Instructional Technology Support in Virginia

Virginia's Standards of Quality (§ 22.1-253.13:2(J)) require every school division to employ two full-time equivalent positions per 1,000 students—one to provide technology support and one to serve as an instructional technology resource teacher (ITRT). These people are specifically designated to deliver ongoing, classroom-embedded PL for technology integration.

These positions are funded through state appropriations, not Title II-A, but they illustrate how policy can embed durable PL structures into staffing requirements. Title II-A funds can then complement these roles by supporting aligned coaching, PLC facilitation, or statewide training that builds on the ITRT model. By codifying roles in laws and regulations while leveraging flexible federal funding to expand their reach, SEAs can ensure that PL is continuous, resilient to leadership changes, and tightly connected to instructional improvement.

5. Document, Highlight, and Scale What Works

Why This Matters

Pockets of excellence exist across states, but without a deliberate system to document and share them, they often remain isolated. SEA leaders can highlight and promote examples of high-quality PL focused on how to effectively use technology to improve instruction. This not only accelerates the spread of effective practice but also helps LEAs see what success looks like 1so that they can adapt strategies to their own context.

How to Put This Into Action

- **Create a vetted statewide repository of exemplars.** Launch an online hub where LEAs can submit and access case studies, sample PL plans, and videos of technology-integrated instruction. Include filters for grade level, subject area, and instructional strategy.
- **Host "learning showcases" at regional or statewide events.** Dedicate space at conferences for LEAs to present their PL models, showcase student work, share evidence of impact, and discuss lessons learned.
- **Develop "road maps" from local successes**. When an LEA implements an effective technology coaching model, work with them to create a step-by-step guide covering funding sources, scheduling logistics, and implementation supports.
- **Recognize and amplify innovative LEAs.** Create awards or public recognition programs that spotlight measurable progress in technology-integrated instruction, helping to inspire others.

What This Looks Like:

California Educators Together

California Educators Together is a statewide platform that curates and shares high-quality open educational resources aligned to the state's vision for instructional improvement and PL. The platform offers lesson plans, instructional tools, and PL resources across grade levels and subject areas, with the ability to search by standard, topic, or resource type.

By reducing duplication of effort and making proven strategies easy to find, California ensures that LEAs of all sizes can access the same high-quality resources. LEAs can then use Title II-A and other PL funds to support teacher training and coaching on how to adapt these resources to local contexts. This model shows how SEAs can document, highlight, and scale effective practices so that local successes become statewide norms, providing a road map that other states can follow.

6. Work Across Silos in State Leadership

Why This Matters

Our research found that, too often, state-level departments operate in isolation, with different teams making decisions about curriculum, assessment, technology, and PL. This fragmentation can lead to conflicting guidance and missed opportunities. By bringing edtech and instructional leadership teams together, SEAs can ensure that technology integration is embedded in all major instructional initiatives rather than treated as an add-on.

How to Put This Into Action

- **Form cross-departmental leadership teams.** Establish regular meetings between federal programs staff, curriculum leads, state edtech leaders, and assessment coordinators to align priorities.
- **Include edtech voices in all major initiatives.** When designing new curriculum programs such as literacy or math, ensure instructional technology specialists and state edtech leaders help plan PL so that technology integration is part of the core strategy.
- **Co-author guidance documents.** Release joint guidance from multiple departments, developed in consultation with LEA leaders, that clearly connects technology integration to curriculum standards and assessment strategies.

- **Pilot integrated initiatives.** Launch pilot projects that combine resources from multiple departments, such as blending AI literacy PL with new project-based learning initiatives, and evaluate them together.

What This Looks Like:

Virginia's Office of Excellence and Best Practices

The Virginia Department of Education is launching an Office of Excellence and Best Practices designed to bridge gaps across departments and school divisions. By coordinating efforts in curriculum, assessment, technology, and PL, the office will identify and share proven strategies, foster collaboration across the state, and ensure that high-quality resources are quickly scalable and accessible to all educators. This approach exemplifies how state leaders can institutionalize cross-functional planning; streamline data sharing; and connect educators with actionable, evidence-based practices that advance a shared instructional vision.

Even in states that emphasize local control, state leaders play a pivotal role in ensuring that every LEA has the guidance, resources, and support needed to integrate technology into instruction in ways that are sustainable and impactful. By defining clear visions, reframing compliance, prioritizing durable learning models, documenting and scaling success, aligning funding with instructional priorities, and breaking down silos, SEAs can create an environment where effective practices take root and spread. Together with LEAs, they can transform isolated successes into coherent, statewide systems of technology-related PL.

V. Conclusion: From Possibility to Practice

Across the country, educators are creating more meaningful, technology-integrated learning experiences for their students, including by leveraging AI-powered tools. These efforts show what is possible and demonstrate that closing the digital design divide will take more than devices and connectivity. It will require sustained investment in the PL structures that give every educator the skills, confidence, and support to integrate technology in ways that are student-centered and instructionally powerful.

When guided by data about educator and student needs as well as SEA and LEA priorities, funding can be aligned and invested to promote high-quality, technology-integrated instruction. Title II-A remains one of the most flexible and powerful tools available to support this work. Its reach and adaptability make it well-suited to fund the job-embedded coaching, cross-departmental collaboration, PLCs, and continuous improvement cycles that drive meaningful change. **Like all federal programs, its future and its impact depend on how leaders choose to use it.**

Whether through Title II-A or other funding sources, the opportunity is clear. Systems that strategically align funding, policy, and practice can build the instructional capacity needed to meet the evolving demands of teaching and learning in a digital world. **The charge for state and local leaders to invest in coherence so that every dollar spent on PL moves the system toward a shared vision of high-quality, technology-integrated instruction.**

The SEA and LEA recommendations in this guide offer a practical path for putting these principles into action. Together, they reflect a set of leadership moves that, when applied consistently and collaboratively, can transform isolated successes into systemwide change.

Photo courtesy of FullScale

Key Leadership Moves That Matter

To meet this challenge, all K–12 education leaders can:

- **Center educator learning in technology integration.** Match every investment in digital tools or innovation with sustained, job-embedded PL tied to instructional goals.
- **Elevate edtech voices in strategy and funding.** Include instructional technology leaders in SEA and LEA decision-making about funding priorities, AI guidance, and instructional improvement strategies.
- **Build coherence across systems.** Align definitions of quality, braid funding streams, and connect policy guidance to a shared vision of high-quality, technology-integrated instruction.
- **Celebrate early wins to build momentum.** Highlight and share examples of progress, even small ones, to demonstrate impact, encourage buy-in, and create energy for sustained systemwide change.
- **Invest in continuous improvement**. Establish evaluation and feedback cycles at both state and local levels to ensure PL remains responsive, sustainable, and effective.
- **Protect what works and expand what is needed.** Safeguard flexible funding streams such as Title II-A and use them alongside other sources to scale proven, equity-centered initiatives.

Final Word

The vision is clear: Every educator needs to be equipped with the tools and support to design and deliver learning experiences that leverage technology to advance equity, agency, and deep engagement for every student. Achieving this vision will require coherence, collaboration, and a commitment to protect and expand what works. The examples and strategies in this guide are not abstract ideals. They are actionable steps that leaders can take to close the digital design divide. By ensuring that educators have the support to design powerful, student-centered learning experiences, technology becomes a bridge—not a barrier—to powerful teaching and learning.

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edWeb.net — edWeb.net is a free professional learning and social network that makes it easy for educators to collaborate, share innovative ideas, and improve teaching and learning. We provide the online professional learning and support educators' need to advance their practice, build better schools, and prepare students for lifelong learning and success.

MagicSchool AI — At MagicSchool, we believe teachers are irreplaceable, so we've designed our tools with the realities of teaching in mind. There are some things teachers don't need technology to help with — which is why we've focused on creating AI tools to streamline tedious tasks only teachers might recognize. Led by founder Adeel Khan, a former teacher, founding principal of the top-performing public high school in Denver, and school systems leader with a passion for technology. Adeel developed MagicSchool AI with a mission to bring an AI assistant to every teacher in the world and help tackle the crisis of teacher burnout and bring responsible AI to students to prepare them for the future. MagicSchool AI is the leading AI platform in education and, with over 4 million educators signed up in a year, the fastest-growing technology platform for schools ever.

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VII. Appendix A: Survey Instrument

The following instrument was administered to state education agency (SEA) and local education agency (LEA) leaders as part of this study. We present questions in full, with response scales included where applicable, to provide transparency into the areas of inquiry and the way data was collected. We asked demographic questions of all participants, followed by role-specific question strands for SEA and LEA leaders.

Section I: General Demographics

1. Are you able to speak to how your agency allocates and spends Title II-A funds for instructional improvement, including professional learning and technology integration?

   - ○ Yes
   - ○ No

2. **What type of education agency do you represent?**

   - ○ State Education Agency (SEA)
   - ○ Local Education Agency (LEA), district, or school system

Section II: SEA Demographics

3. **In which U.S. state or territory is your agency located? (Please select from the list below)**
   [Dropdown list of states and territories]

4. **Which of the following best describes your role within your SEA? (Select the option that most closely aligns with your responsibilities related to instructional technology or professional learning)**

   - ○ Curriculum Director or Coordinator
   - ○ Chief Information Officer
   - ○ Chief/Director of Educational Technology
   - ○ Chief Academic Officer/Instructional Lead
   - ○ Professional Learning Coordinator
   - ○ Policy/Program Officer
   - ○ Superintendent/Commissioner/Deputy
   - ○ Other role (please specify) _____

5. **Approximately how many LEAs does your SEA oversee?**

   - ○ Fewer than 50
   - ○ 51–100

- ○ 101–250
- ○ More than 500

6. **What is the total public K–12 student enrollment in your state?**

   - ○ 249,999 or fewer
   - ○ 250,000–499,999
   - ○ 500,000–999,999
   - ○ 1 million or more

7. **How is educational technology strategy and support organized within your SEA? (Select all that apply.)**

   - ○ There is a dedicated edtech office or team.
   - ○ Edtech is integrated into the SEA's academic division.
   - ○ Edtech responsibility is distributed across multiple teams.
   - ○ There is no formal edtech structure.
   - ○ Other (please specify) _____

8. **How is professional learning strategy and support organized within your SEA? (Select all that apply.)**

   - ○ There is a centralized state professional learning team.
   - ○ Professional learning responsibility is delegated to regional support networks or service centers.
   - ○ There is cross-agency collaboration for professional learning.
   - ○ Professional learning oversight varies by content/initiative.
   - ○ Professional learning is directed by specific content areas (e.g., math, literacy, STEM).
   - ○ There is no dedicated professional learning infrastructure.

9. **In which of the following ways does your SEA support LEA use of Title II-A funds? (Select all that apply.)**

   - ○ SEA reviews and approves LEA Title II-A plans in accordance with ESSA requirements.
   - ○ SEA provides planning tools or templates to support LEAs.
   - ○ SEA issues guidance or use-case examples to help interpret allowable uses.
   - ○ SEA emphasizes local flexibility and does not mandate specific use cases, but may require assurances or documentation of compliance.
   - ○ SEA requires LEAs to submit assurances verifying compliance with Title II-A requirements.

10. Does your SEA work with regional education agencies (e.g., service centers, consortia) to support professional learning related to technology integration?

- ○ Yes, through formal regional entities.
- ○ Yes, through informal or ad hoc regional collaboration.
- ○ No, there are no regional support structures currently in place.

Section III: SEA Question Strand

10. **How does your SEA define high-quality instruction that integrates technology?**
[Open Response]

11. **Within the schools and systems your SEA oversees, how consistently do the following occur:**

- ○ Instructional practices align with frameworks such as UDL, TPACK, SAMR, or ISTE Standards.
- ○ Technology is used to support core instructional goals such as student engagement, assessment, or personalization.
- ○ Technology is used to support personalization, equity, or student inquiry.

Response Options:

- ○ We do not do this consistently.
- ○ We do this consistently in some specific schools or systems.
- ○ We do this consistently across all schools and systems.

12. **To what extent do the schools or systems overseen by your SEA use technology to enhance instruction by actively engaging students (e.g., using digital tools for project-based learning, student collaboration, or creating multimedia presentations)?**

- ○ Not at all
- ○ Very little
- ○ Somewhat
- ○ To a great extent
- ○ I am unsure

13. **To what extent do the schools or systems overseen by your SEA use technology to enhance instruction by actively engaging students (e.g., using digital tools for project-based learning, student collaboration, or creating multimedia presentations)?**

- ○ Not at all
- ○ Very little
- ○ Somewhat
- ○ To a great extent
- ○ I am unsure.

14. **Within the schools and systems your SEA oversees, how consistently do the following occur in Title II-A-funded professional learning initiatives:**

    - ○ Instructional practices align with high-quality, evidence-based frameworks such as Learning Forward's *Standards for Professional Learning* or the ESSA definition of professional development.
    - ○ Professional learning is sustained over time, integrated into everyday practice, and collaborative.
    - ○ Professional learning initiatives focus on student-centered strategies and are aligned with district/LEA priorities.
    - ○ Technology is used to support personalized learning and equity within professional learning initiatives.

    Response Options:
    - ○ We do not do this consistently.
    - ○ We do this consistently in some specific schools or systems.
    - ○ We do this consistently across all schools and systems.

15. **How strongly do you agree or disagree with the following statement?**
    The Title II-A-funded professional learning initiatives in the schools and systems overseen by my SEA align with the core tenets of high-quality, evidence-based professional learning (e.g., sustained, collaborative, data-driven, classroom-focused, equity-driven).

    - ○ Strongly disagree
    - ○ Disagree
    - ○ Neutral
    - ○ Agree
    - ○ Strongly agree

16. **We understand that your SEA oversees a diverse range of schools and systems that vary by geography, size, and student demographics. With this in mind, is there any additional context or specific nuances you would like to provide regarding your responses to previous questions? For example, are there areas where your experiences differ across schools or regions?**
    [Open Response]

17. **How would you rate your SEA's efforts to support the LEAs and schools you oversee with technology integration?**

- ○ Emerging: Technology integration is in the early stages, with limited or inconsistent use across LEAs and schools.
- ○ Developing: Technology use is increasing, but integration is still evolving and may be uneven across the SEA.
- ○ Integrated: Technology is widely used across schools and LEAs, with strategies aligned to instructional goals.
- ○ Transformative: Technology is fully embedded in instruction, significantly enhancing teaching and learning across the SEA.

18. **How would you rate your SEA's efforts to support LEAs and schools with professional learning using Title II-A funds?**

- ○ Emerging: Professional development efforts are in the early stages, with limited implementation across LEAs and schools.
- ○ Developing: Professional development efforts are expanding, but still in the process of being integrated consistently across LEAs and schools.
- ○ Integrated: Professional development efforts are fully implemented across LEAs and schools, aligning with educational goals and regularly supported by the SEA.
- ○ Transformative: Professional development has led to widespread, impactful changes in teaching and learning, deeply embedded into instructional practices, and consistently supported with sustained resources.

19. **How familiar are you with the allowable uses for Title II-A funding, as defined in ESSA §2103?**

- ○ Not very familiar
- ○ Somewhat unfamiliar
- ○ Neutral
- ○ Somewhat familiar
- ○ Very familiar

20. Given limited resources, how would your SEA prioritize the following allowable uses of Title II-A funds for instructional improvement efforts? Please sort each item into one of three groups—Current Priorities, Not Currently Prioritized, or Not Applicable—and then order the items within Current Priorities from most important (1) to least important.

- ○ Evidence-based professional learning
- ○ Support for technology integration in instruction
- ○ Development of teacher effectiveness
- ○ Data-informed decision making and assessment practices
- ○ Improving student engagement and learning outcomes
- ○ Supporting diverse educators and improving equity in education
- ○ Other (please specify)

20. When your SEA allocates Title II-A funds to support professional learning related to technology integration, how are the following areas prioritized? Please sort each item into one of three groups—Current Priorities, Not Currently Prioritized, or Not Applicable—and then order the items within Current Priorities.

- ○ Using interactive learning resources and digital learning content that engage students in academic content
- ○ Accessing online databases and other primary source documents
- ○ Using data and information to personalize learning and provide targeted supplementary instruction
- ○ Online and computer-based assessments
- ○ Developing learning environments that allow for collaboration and communication
- ○ Hybrid or blended learning approaches
- ○ Emerging technologies, such as artificial intelligence (AI)
- ○ Other (please specify)

21. How important are the following areas in your SEA's current use of Title II-A's 5% set-aside funds for instructional improvement, professional learning, and technology integration? Please sort each item into one of three groups—Important, Not a Current Focus, or Not Applicable—and then order the items within Important.

- ○ Evidence-based professional learning
- ○ Support for technology integration in instruction
- ○ Development of teacher effectiveness
- ○ Data-informed decision making and assessment practices
- ○ Improving student engagement and learning outcomes
- ○ Supporting diverse educators and improving equity in education
- ○ Emerging technologies, such as artificial intelligence (AI)
- ○ Other (please specify)

22. How useful are the following resources and types of guidance for structuring and supporting your SEA's Title II-A programming and use of the 5% set-aside funds? Please sort each item into one of three groups—Useful, Not Especially Useful, or Not Applicable—and then order the items within Useful.

- ○ ESSA (Every Student Succeeds Act) regulations and guidance
- ○ U.S. Department of Education guidance documents
- ○ State-level policy frameworks or strategic plans
- ○ Research reports or publications (e.g., from think tanks, educational research organizations)
- ○ Professional learning standards (e.g., Learning Forward Standards for Professional Learning)
- ○ External partnerships with universities or research organizations
- ○ Input from LEAs or local educators
- ○ Technology integration frameworks (e.g., ISTE Standards for Education Leaders)
- ○ Peer networks or consortia (e.g., SETDA, state education associations)
- ○ Other (please specify)

23. Which of the following factors guide your SEA's decisions about how to allocate Title II-A funds for instructional improvement, including professional learning and technology integration? (Select all that apply.)

- ○ Data review and analysis
- ○ Stakeholder feedback (e.g., from LEAs, educators, or community)
- ○ Alignment with state education goals or strategic priorities
- ○ Alignment with ESSA allowable uses and requirements
- ○ Prioritization of evidence-based programs or practices
- ○ Input from external organizations or partnerships (e.g., universities, research entities)
- ○ Available funding or budget constraints
- ○ Recommendations from regional or national networks (e.g., SETDA, peer consortia)
- ○ Needs assessments or surveys
- ○ Other (please specify)

24. Please describe the types of resources, documentation, or support materials your SEA provides to LEAs to guide their use of Title II-A funds.
[Open Response]

25. Within your SEA, how often are each of the following individuals engaged with the measurement and evaluation of Title II-A initiatives?

- ○ SEA program directors
- ○ Data, research, or assessment staff
- ○ Professional learning coordinators
- ○ Technology integration staff
- ○ External evaluators/research organizations
- ○ Other (please specify)

Response Options:

- ○ Never/Not Applicable
- ○ Rarely
- ○ Occasionally
- ○ Frequently
- ○ Always

26. What types of external evaluators does your SEA partner with to assess Title II-A-funded initiatives? (Select all that apply.)

- ○ Universities or higher education institutions
- ○ Research organizations
- ○ Consulting firms
- ○ Non-profits
- ○ Other (please specify)

27. Please indicate how frequently the following tools or systems are used within your SEA to collect, analyze, and/or report data on the outcomes of Title II-A-funded initiatives.

- ○ Data dashboards or tracking systems
- ○ Professional learning tracking platforms
- ○ Assessment tools (e.g., student assessments, teacher evaluations)
- ○ Surveys or other data collection methods
- ○ External evaluation platforms (e.g., universities, research orgs)
- ○ Other (please specify)

Response Options:

- ○ Never/Not Applicable
- ○ Rarely
- ○ Occasionally
- ○ Frequently
- ○ Always

28. Please indicate how frequently your SEA uses the following types of data to assess the impact of Title II-A-funded initiatives.

- ○ Student achievement data (e.g., test scores, graduation rates)
- ○ Teacher practice or performance reviews (e.g., evaluations, observations)
- ○ Student engagement data (e.g., attendance, participation rates)
- ○ Teacher feedback surveys (e.g., satisfaction, perceptions of professional learning)
- ○ Professional learning participation data (e.g., completion rates, engagement)
- ○ Program completion or fidelity data (e.g., adherence to implementation plans)
- ○ External evaluation reports (e.g., reports from universities, research organizations)
- ○ Other (please specify)

Response Options:

- ○ Never/Not Applicable
- ○ Rarely
- ○ Occasionally
- ○ Frequently
- ○ Always

29. How often does your SEA review the impact of Title II-A initiatives?

- ○ Quarterly
- ○ Semi-annually
- ○ Annually
- ○ As needed, based on the initiative
- ○ Other (please specify)

30. How important are the following factors in supporting the success of Title II-A-funded initiatives at the SEA level? Please sort each item into one of three groups—Important, Not Particularly Important, or Not Applicable—and then order the items within Important.

- ○ Leadership support
- ○ Clear vision and strategy
- ○ Availability of resources (e.g., time, personnel, tools)
- ○ Professional learning opportunities
- ○ Cross-departmental collaboration
- ○ External partnerships
- ○ Data and feedback systems
- ○ Other (please specify)

31. Please indicate the extent to which the following practices are used in your SEA to ensure cross-departmental collaboration for Title II-A initiatives.

- ○ Regular meetings between departments
- ○ Shared planning sessions
- ○ Data sharing between departments
- ○ Cross-departmental goal setting
- ○ Other (please specify)

Response Options:

- ○ Never/Not Applicable
- ○ Rarely
- ○ Occasionally
- ○ Frequently
- ○ Always

Section IV: LEA Demographics

32. In which U.S. state or territory is your local education agency located?
[List of states/territories]

33. What is the name of your local education agency? (Please enter the full name as it appears in official records)
[Open Response]

34. What type of governance model best describes your LEA?

- ○ Traditional public school district
- ○ Charter management organization (CMO)
- ○ Other (please specify)

35. Which of the following best describes the geographic setting of your LEA?

- ○ Urban
- ○ Suburban
- ○ Rural
- ○ Mix of the above

36. Which of the following best describes your role within your LEA? (Select the option that most closely aligns with your responsibilities related to instructional technology or leadership)

- ○ Chief Information Officer
- ○ Chief Technology Officer/Director of Technology
- ○ Instructional Technology Leader
- ○ Curriculum & Instruction Leader
- ○ Superintendent or Cabinet-Level Leader
- ○ Professional Learning Coordinator
- ○ Other district-level role (please specify)

37. What is the total student enrollment in your LEA?

- ○ 499 or fewer
- ○ 500–1,999
- ○ 2,000–9,999
- ○ 10,000–24,999
- ○ 25,000–49,999
- ○ 50,000–99,999
- ○ 100,000 or more

38. Approximately how many teachers are employed by your LEA, measured in full-time equivalents (FTE)?

- ○ Fewer than 50
- ○ 51–199
- ○ 200–499
- ○ 500–999
- ○ 1,000 or more

39. What percentage of students in your LEA qualify for free or reduced-price lunch (FRPL)?

- ○ Less than 25%
- ○ 25–49%
- ○ 50–74%
- ○ 75% or more

40. What proportion of students in your LEA are identified as English learners?

- ○ Less than 10%
- ○ 10–24%
- ○ 25–49%
- ○ 50% or more

41. What proportion of students in your LEA receive special education services?

- ○ Less than 10%
- ○ 10–19%
- ○ 20% or more

42. Does your LEA have a 1:1 student device ratio? (Select the option that best describes your LEA's current implementation of a 1:1 student device ratio.)

- ○ 1:1 is fully implemented across all grade levels.
- ○ 1:1 is implemented in upper grades only (e.g., 6–12).
- ○ 1:1 is implemented in lower grades only (e.g., K–5).
- ○ Our implementation of 1:1 is in progress (some grades or schools covered).
- ○ We have not yet implemented a 1:1 program.

43. How would you describe the reliability of internet access in your LEA's school buildings?

- ○ There is reliable, high-speed internet in all schools.
- ○ There is reliable internet in most schools, with some limitations.
- ○ Internet access is available but inconsistent or low bandwidth.
- ○ There are significant gaps in access (e.g., no access in some buildings).
- ○ There is no reliable internet access in schools.

44. What best describes your LEA's current use of a learning management system?

- ○ Yes, used consistently across the district or system.
- ○ Yes, but use varies by school or grade level.
- ○ Yes, but primarily used at the secondary level.
- ○ In the process of adopting or piloting an LMS.
- ○ No LMS currently in use.

45. Does your LEA have dedicated instructional technology coaches to support technology integration and professional learning?

- ○ Yes, instructional technology coaches are available across all schools.
- ○ Yes, instructional technology coaches are available in some schools.
- ○ No, instructional technology coaches are not available.

46. Does your LEA have a dedicated professional learning coordinator to oversee professional learning efforts related to technology integration?

- ○ Yes, we have a full-time professional learning coordinator for technology integration across all schools.
- ○ Yes, we have a part-time or shared professional learning coordinator for technology integration.
- ○ No, we do not have a dedicated professional learning coordinator for technology integration.

47. How many dedicated technology integration support staff are available to assist with tech integration in your LEA? (Please select the option that best matches your staffing level.)

- ○ 1 support staff per 50–100 students
- ○ 1 support staff per 101–250 students
- ○ 1 support staff per 251–500 students
- ○ 1 support staff per 500+ students
- ○ No dedicated technology integration support staff

Section V: LEA Question Strand

48. How does your LEA define high-quality instruction that integrates technology?

[Open Response]

49. Within your LEA, how consistently do the following occur:

- ○ Instructional practices align with frameworks such as UDL, TPACK, SAMR, or ISTE Standards.
- ○ Technology is used to support core instructional goals such as student engagement, assessment, or personalization.
- ○ Technology is used to support personalization, equity, or student inquiry.

Response Options:

- ○ We do not do this consistently.
- ○ We do this consistently in some specific schools or systems.
- ○ We do this consistently across all schools and systems.

50. To what extent do the schools in your LEA use technology to enhance instruction by actively engaging students (e.g., using digital tools for project-based learning, student collaboration, or creating multimedia presentations)?

- ○ Not at all
- ○ Very little
- ○ Somewhat
- ○ To a great extent
- ○ I am unsure

51. How would you rate your LEA's efforts to support schools with technology integration?

- ○ Emerging: Technology integration is in the early stages, with limited or inconsistent use across schools.
- ○ Developing: Technology use is increasing, but integration is still evolving and may be uneven across the LEA.
- ○ Integrated: Technology is widely used across schools, with strategies aligned to instructional goals.
- ○ Transformative: Technology is fully embedded in instruction, significantly enhancing teaching and learning across the LEA.

52. In your LEA, how consistently do the following occur in Title II-A-funded professional learning initiatives:

- ○ Instructional practices in Title II-A-funded professional learning initiatives align with high-quality, evidence-based frameworks such as Learning Forward's *Standards for Professional Learning* or the ESSA definition of professional development.
- ○ Professional learning is sustained over time, integrated into everyday practice, and collaborative.
- ○ Professional learning initiatives focus on student-centered strategies and are aligned with district/LEA priorities.
- ○ Technology is used to support personalized learning and equity within professional learning initiatives.

Response Options:

- ○ We do not do this consistently.
- ○ We do this consistently in some specific schools or systems.
- ○ We do this consistently across all schools and systems.

53. Please rank the following professional learning scenarios in terms of how likely they are to occur within your LEA, accounting for resource limitations, such as staffing capacity, funding, and time for professional development, from most likely (1) to least likely (5).

- ○ **Scenario A**: A one-time, district-wide workshop on how to use an edtech platform to support classroom management, followed by no additional support or follow-up. No opportunity for teachers to collaborate or receive coaching on using technology in instruction.
- ○ **Scenario B**: A series of ongoing, collaborative workshops where teachers explore ways to integrate emerging technology like AI into their instruction with personalized coaching support based on individual teacher needs. The workshops include regular assessments of teaching practices, feedback, and opportunities for peer collaboration focused on technology use.
- ○ **Scenario C**: A school-year-long, job-embedded professional learning program focused on integrating technology into the core of instruction, and supporting students in actively using technology to deepen and extend their learning. Teachers receive personalized coaching, peer observations, ongoing feedback, and continuous adjustments to their technology use based on student outcomes and teaching effectiveness.
- ○ **Scenario D**: A series of quarterly professional learning sessions on integrating technology into instruction, focused on using technology to support and facilitate differentiated learning, with occasional follow-up meetings for feedback, but no ongoing coaching or formal assessments.
- ○ **Scenario E**: A district-wide initiative where all of the school's or system's new technology tools are introduced to teachers in one large workshop, but there is no follow-up support or professional development. Teachers are expected to integrate technology into their lessons independently, with no collaboration or support networks available.

54. How important are the following indicators in assessing the success of your LEA's Title II-A-funded professional learning initiatives? Please sort each item into one of three groups—Important, Not Particularly Important, or Not Applicable—and then order the items within Important from most important (1) to least important.

- ○ Student achievement outcomes (e.g., test scores, graduation rates)
- ○ Teacher practice improvements (e.g., performance evaluations, classroom observations)
- ○ Teacher satisfaction with the professional learning experience
- ○ Impact on student engagement or behavior
- ○ Participation rates in professional learning activities
- ○ Degree of implementation fidelity (e.g., adherence to planned professional learning models)
- ○ Feedback from LEA leadership on the effectiveness of professional learning programs
- ○ Evidence of sustained practice or knowledge retention over time
- ○ Other (please specify)

55. How would you rate your LEA's efforts supporting schools with professional learning using Title II-A funds?

- ○ Emerging: Professional development efforts are in the early stages, with limited implementation across schools.
- ○ Developing: Professional development efforts are expanding, but still in the process of being integrated consistently across schools.
- ○ Integrated: Professional development efforts are fully implemented across schools, aligning with educational goals and regularly supported by the LEA.
- ○ Transformative: Professional development has led to widespread, impactful changes in teaching and learning, deeply embedded into instructional practices, and consistently supported with sustained resources.

56. How frequently does your LEA ensure that technology integration is included as part of professional learning efforts funded by Title II-A?

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

57. How familiar are you with the allowable uses for Title II-A funding, as defined in ESSA §2103?

- ○ Not very familiar
- ○ Somewhat unfamiliar
- ○ Neutral
- ○ Somewhat familiar
- ○ Very familiar

58. Given limited resources, how would you prioritize the following indicators for assessing the success of your LEA's Title II-A-funded instructional improvement efforts? Please sort each item into one of three groups—Current Priorities, Not Currently Prioritized, or Not Applicable—and then order the items within Current Priorities from most important (1) to least important.

- ○ Evidence-based professional learning
- ○ Support for technology integration in instruction
- ○ Development of teacher effectiveness
- ○ Data-informed decision making and assessment practices
- ○ Improving student engagement and learning outcomes
- ○ Supporting diverse educators and improving equity in education
- ○ Other (please specify)

59. When your LEA allocates Title II-A funds to support technology integration, which of the following focus areas do you prioritize? (Select all that apply.)

- ○ Professional development on using digital tools for instruction
- ○ Supporting technology for personalized learning
- ○ Providing infrastructure and resources for technology integration (e.g., devices, internet access)
- ○ Technology tools for formative assessment
- ○ Training on using AI or emerging technologies in the classroom
- ○ Curriculum development for technology integration
- ○ Other (please specify)

60. Which of the following sources of SEA support do you rely on to guide your LEA's Title II-A funding decisions? (Select all that apply.)

- ○ Guidance documents or manuals provided by SEA
- ○ Planning templates or tools developed by SEA
- ○ SEA-sponsored webinars or training sessions
- ○ SEA-issued use-case examples or case studies
- ○ SEA-led or facilitated stakeholder engagement (e.g., community consultations, feedback sessions)
- ○ Data or research reports from SEA
- ○ External partnerships coordinated by SEA (e.g., universities, research organizations)
- ○ SEA's input on aligning Title II-A funding with district education goals
- ○ Other (please specify)

61. How would you rate the following factors in terms of their importance in guiding your LEA's decisions about how to allocate Title II-A funds for instructional improvement, including professional learning and technology integration?

- ○ Data review and analysis
- ○ Stakeholder feedback (e.g., from educators, community members, students)
- ○ Alignment with state education goals or strategic priorities
- ○ Alignment with ESSA allowable uses and requirements
- ○ SEA reporting requirements
- ○ Prioritization of evidence-based programs or practices
- ○ Input from external organizations or partnerships (e.g., universities, research entities)
- ○ Available funding or budget constraints
- ○ Recommendations from regional or national networks (e.g., ISTE, peer consortia)
- ○ Needs assessments or surveys
- ○ Other (please specify)

Response Options:

- ○ We do
- ○ Not important/Not Applicable
- ○ Slightly Important
- ○ Somewhat Important
- ○ Very Important

62. Within your LEA, how often are each of the following individuals engaged with the measurement and evaluation of Title II-A initiatives?

- ○ LEA program directors
- ○ Data, research, or assessment staff
- ○ Professional learning coordinators
- ○ Technology integration staff
- ○ External evaluators/research organizations
- ○ Other (please specify)

Response Options:

- ○ Never/Not Applicable
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

63. What types of external evaluators does your LEA partner with to assess Title II-A-funded initiatives? (Select all that apply.)

- ○ Universities or higher education institutions
- ○ Research Organizations
- ○ Consulting Firms
- ○ Non-profits
- ○ Other (please specify)

64. Please indicate how frequently the following tools or systems are used within your LEA to collect, analyze, and/or report data on the outcomes of Title II-A-funded initiatives.

- ○ Data dashboards or tracking systems
- ○ Professional learning tracking platforms
- ○ Assessment tools (e.g., student assessments, teacher evaluations)
- ○ Surveys or other data collection methods
- ○ External evaluation platforms (e.g., universities, research orgs)
- ○ Other (please specify)

Response Options:

- ○ Never/Not Applicable
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

65. Please indicate how frequently your LEA uses the following types of data to assess the impact of Title II-A-funded initiatives.

- ○ Student achievement data (e.g., test scores, graduation rates)
- ○ Teacher practice or performance reviews (e.g., evaluations, observations)
- ○ Student engagement data (e.g., attendance, participation rates)
- ○ Teacher feedback surveys (e.g., satisfaction, perceptions of professional learning)
- ○ Professional learning participation data (e.g., completion rates, engagement)
- ○ Program completion or fidelity data (e.g., adherence to implementation plans)
- ○ External evaluation reports (e.g., reports from universities, research organizations)
- ○ Other (please specify)

Response Options:

- ○ Never/Not Applicable
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

66. How frequently does your LEA conduct needs assessments to guide the allocation of Title II-A funds for professional learning and instructional improvement?

- ○ Quarterly
- ○ Semi-annually
- ○ Annually
- ○ As needed, based on the initiative
- ○ We do not conduct needs assessments
- ○ Other (please specify)

67. How often does your LEA review the impact of Title II-A initiatives?

- ○ Quarterly
- ○ Semi-annually
- ○ Annually
- ○ As needed, based on the initiative
- ○ Other (please specify)

68. How important are the following factors in supporting the success of Title II-A-funded initiatives in your LEA? Please sort each item into one of three groups—Important, Not Particularly Important, or Not Applicable—and then order the items within Important from most important (1) to least important.

- ○ Leadership support
- ○ Clear vision and strategy
- ○ Availability of resources (e.g., time, personnel, tools)
- ○ Professional learning opportunities
- ○ Cross-departmental collaboration
- ○ External partnerships
- ○ Data and feedback systems
- ○ Other (please specify)

69. How frequently does your LEA use each of the following to ensure cross-departmental collaboration when implementing Title II-A-funded initiatives?

- ○ Regular meetings between departments
- ○ Shared planning sessions
- ○ Data sharing between departments
- ○ Cross-departmental goal setting
- ○ Other (please specify)

Response Options:

- ○ Never/Not Applicable
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

VIII. Appendix B: Focus Group Questions

To complement the survey, we also conducted a series of focus groups with state education agency (SEA) and local education agency (LEA) leaders. While the exact wording of prompts varied slightly across sessions hosted with SETDA, Learning Forward, and ISTE+ASCD, all conversations explored a common set of themes. Below, we present a consolidated version of the guiding questions, organized by role, to illustrate the lines of inquiry used in the study.

SEA Leaders (Funding + Strategy Roles)

- What are the instructional goals or priorities driving your agency's professional learning efforts?
- How does technology integration fit into this vision?
- In what ways are you supporting others (schools, districts, educators) in using professional learning to improve instruction?
- How are you utilizing ESSA Title funds, including Title II-A?
  - Are you combining or braiding funds?
  - What role does Title II-A play in your strategy?
- How do you assess whether your efforts are helping districts improve instructional practice and technology integration?
  - What kinds of data, feedback, or stories are you collecting?
  - How has funding influenced what you measure or share?

LEA Leaders & Regional Support (Design + Implementation Roles)

- What are your current priorities for professional learning in your district or region?
- Where does technology integration show up among those priorities, and why?
- Can you share an example of a professional learning effort aimed at supporting technology integration?
  - How was it designed and implemented?
  - Who was involved in shaping or delivering it?
- What conditions or supports helped that effort go well?
- What challenges or barriers did you encounter, and how did you navigate them?
- How do you assess whether these professional learning efforts are making a difference?
  - What kinds of data, stories, or signals are most useful?
  - How do funding or resources influence what you measure and communicate?

IX. Appendix C: Understanding Funding Sources for Professional Learning

Closing the digital design divide requires more than a single pot of money. Federal, state, and local funding streams can all be aligned, or braided, so they work together toward a shared vision for professional learning. Below is an overview of the most important funding sources, written with an emphasis on how they connect to the strategies in this guide.

Title II, Part A: Supporting Effective Instruction State Grants

Title II-A is the most flexible federal program dedicated to building educator capacity. Its core purpose is to strengthen the quality of instruction that students receive every day. Districts and states use Title II-A to fund professional learning, teacher recruitment and retention, and leadership development. Because it is designed to support educator effectiveness broadly, it is especially well-suited for funding **sustained, job-embedded professional learning** that helps teachers integrate technology into instruction. When braided with other funds, Title II-A can anchor long-term strategies such as coaching, professional learning communities, and leadership pipelines.

Title IV, Part A: Student Support and Academic Enrichment Grants

Title IV-A provides funding to give students access to a well-rounded education, improve conditions for learning, and support the effective use of technology. For professional learning, this often translates into **training that helps teachers implement technology tools in their classrooms.** Title IV-A can complement Title II-A by supporting shorter, tool-focused training sessions or initiatives like computer science professional development and digital citizenship education.

Title I, Part A: Improving Basic Programs

While Title I-A is primarily focused on raising achievement for students living in poverty, it can also support professional learning as part of comprehensive school improvement strategies. In practice, this means districts can use Title I-A funds to ensure that teachers in schools identified for improvement have access to **ongoing coaching and instructional supports, including those related to technology integration.**

Perkins V: Career and Technical Education

The Carl D. Perkins Career and Technical Education Act provides funding to strengthen secondary and postsecondary career and technical education (CTE) programs. These funds are particularly relevant when professional learning supports technology-rich, applied learning environments, such as digital fabrication labs or industry-aligned technology platforms. Perkins dollars can be braided with Title II-A and IV-A to make sure that CTE teachers receive aligned, high-quality professional learning, not just tool-specific training.

State and Local Funds

State appropriations and local budgets play a critical role in sustaining professional learning. Unlike federal grants, which may fluctuate with policy shifts, state and local funds can provide long-term stability. Many districts use these dollars to **maintain coaching positions, cover staff release time, or invest in cross-departmental planning structures.** When braided with federal programs, they make professional learning strategies durable and less vulnerable to funding changes.