

COVID-19 has widened achievement gaps for students. It has presented significant challenges for students and teachers. Yet, it has created the opportunity for schools and teachers to be more deliberate about devising an equitable approach and delivery of instruction for *all* students. Effective, technology-enabled instruction, with supportive professional development, can catapult students and teachers into a new normal that meets their individualized learning needs, while reducing teacher burnout and allowing teachers to feel more confident in their ability to serve students in new forms of instruction, be it hybrid, remote or blended learning. Therefore, the time is now for states to play a critical role in ensuring teachers and students are set up for success - and they can make progress with technology-enabled instruction for the long haul.

## GUIDING PRINCIPLES FOR STATE POLICYMAKERS AND PARTNERS

States can work to support teachers in determining how to leverage education technology to expand access to a more personalized learning approach, for each and every student. Transforming instruction is a huge challenge, and teachers will need intensive and long-term professional learning. So far, teachers have received far too little support. States can play a critical role in addressing this deficiency. Otherwise, schools may be left to navigate between their old ways, which did not work for many students, or to work toward a new normal, with technology enabled instruction that has not been carefully thought out and designed for the needs of students or teachers. The principles below can help states provide teachers with the support they need for effective technology-enabled instruction.

### General

1. Provide appropriate and equitable funding for high-quality, differentiated teacher support on effective technology-enabled instruction, making best use of all available resources, including federal funding.
2. Ensure all schools have the necessary funding to address the post-pandemic academic, social and emotional needs of students, prioritizing vulnerable students.\*
3. Ensure teachers have meaningful engagement opportunities in state and local decision making about effective technology-enabled instruction.

### Technology & Instructional Materials

4. Ensure teachers are provided access to a collection of high-quality instructional materials and resources, including those for addressing instructional loss, healthy school climate, student mental health and trauma-informed instruction.\*\*
5. Ensure teachers and students have equitable access to devices and connectivity aligned to a district's instructional plan and sufficient school-based support on effective use of technology.
6. Ensure teachers are made aware of the appropriate privacy policies associated with student data, particularly as it relates to online instruction and synchronous interactions occurring through learning management systems and online meeting platforms.

### Professional Learning

7. Identify the competencies teachers need for effective technology-enabled instruction, particularly for vulnerable students, and create competency-based learning structures that address the unique needs of each teacher.
8. Ensure teachers have access to high-quality, relevant and school-based coaching on technology-enabled instruction that is differentiated by teacher need and role and that teachers have sufficient time for facilitated collaboration with their peers.
9. Require significant opportunities for advancement and recognition for teachers who have demonstrated competencies in technology-enabled instruction and the ability to support their peers in this area, giving districts the flexibility to use innovative staffing models that extend the reach of effective teachers.

*\*Vulnerable students are those most directly impacted by COVID-19, as well as those from low-income backgrounds, emergent Bilingual learners, students with disabilities, students experiencing homelessness, students in foster care, students involved in juvenile justice programs, historically marginalized students and students of color.*

*\*\*High quality means evidence- or research-based or rated highly by independent reviewers.*