

## We Oppose:

- *Continuation of Austerity Cuts in an unstable economy*
- *Decreasing local funding capacity through tax reform*
- *Requiring programs without full funding*
- *Mandating a school calendar, including school start times*
- *Using data from one single test as the sole criterion for making decisions about student performance*
- *Using public K-12 funds to support private education*
- *Eliminating or redirecting funding unless based on research and evaluation*



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## GACIS

### Georgia Association of Curriculum and Instructional Supervisors

### Legislative Priorities 2009



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## We Believe:

The Georgia Association of Curriculum and Instructional Supervisors believes that standards-based teaching and learning should be the focus of every effort to strengthen public education in Georgia.

We have identified the following issues that are critical in terms of impacting the quality of our schools and the improvement of student achievement. We believe we must . . .

- Communicate expectations for learning through a standards-based curriculum
- Assess student learning through a balance of formative and summative measures tied to standards
- Support all students to meet or exceed their potential
- Supervise instruction and monitor results
- Foster a continuous improvement model using multiple measures of data and research-based strategies
- Provide on-going, job-embedded professional learning to all staff
- Secure instructional resources and technology for 21st century classrooms
- Ensure a quality teacher serves students in every classroom
- Grant local school districts the flexibility to make decisions about the educational improvements for which they are held accountable

## Our Priorities:

### Priority One: Professional Learning

While local systems have recently been granted flexibility for expenditures, professional learning dollars must be safeguarded to ensure teacher quality. A quality teacher in the classroom is the number one research-based way to improve student learning. The most severe reductions in state support for public education has been in its appropriation of funds for professional learning. Allocation of state funds to adequately fund local professional learning programs should be given a high priority. NCLB cites Professional learning over one hundred times as a high leverage strategy for improving student achievement.



### Priority Two: Extended Learning Time

With the phasing out of social promotion and the emphasis on increasing graduation rates, additional instructional time is critical for student success. Extended learning time (during the day or beyond the school day/year) supports students who need assistance to meet standards. Educators

recognize the need to offer additional, differentiated instruction. Funding for extended learning time should reflect the overall cost of providing this service, to include flexibility for transportation, class room materials, and supplies. (e.g. 20 Additional Day Funds (Afterschool, Summer School, and Saturday School), Early Intervention Program, K-8 Reading/Math)



### Priority Three: Instructional Resources and Technology

Teachers and students must be provided adequate resources to directly impact instruction in the classroom. State funds for textbooks represent less than one-fourth of the cost incurred by school districts. The need for local flexibility to purchase digital content solutions must also be a priority. Funds for instructional equipment and media materials were cut and remain below levels deemed appropriate by the state. Finally, the need for instructional technology is greater than ever. Students need updated computers and tools that impact their learning and prepare them for a technological world of learning and work.

