Meeting the Teacher Quality Challenge: Rethinking how Districts “DO” Professional Development

National Comprehensive Center for Teacher Quality: Issues Forum
March 14, 2008
Key Messages

Districts are not effectively leveraging resources to develop teacher quality.

Transforming District PD strategies will require rethinking current norms and practices.

Policies and regulations that influence or mandate PD need to support district strategies.
Research shows that students who have an above average teacher for three years in a row out-perform students who have a below average teacher for three years by *an entire grade level*.

Who is Education Resource Strategies?

**OUR MISSION**
To be a *catalyst* for the creation of systems of high performing urban schools by promoting the strategic management of education resources.
PD is defined as **ALL** investment that builds knowledge and skills of professional staff

<table>
<thead>
<tr>
<th>Time</th>
<th>People</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contractual days and hours</td>
<td>• Administrative Leadership Staff’s time on PD</td>
<td>• Consultants</td>
</tr>
<tr>
<td>• Common Planning Time</td>
<td>• Leadership Development</td>
<td>• CSR Models</td>
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<tr>
<td>• Sabbaticals</td>
<td>• Content coaches</td>
<td>• Stipends</td>
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<tr>
<td>• Principal Meetings</td>
<td>• Mentors</td>
<td>• Substitutes for PD</td>
</tr>
<tr>
<td>• Classroom coaching and observation</td>
<td>• School Support and Intervention</td>
<td>• Salary increases for education credits</td>
</tr>
<tr>
<td></td>
<td>• Recruiting and evaluation</td>
<td>• Tuition payments</td>
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<tr>
<td></td>
<td>• Teacher staffing and assignment</td>
<td>• Travel and conference</td>
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<td></td>
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<td>• Materials and supplies</td>
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</table>
Building professional capacity requires investment in three interdependent areas
Key Messages

- Districts are not effectively leveraging resources to develop teacher quality.

- Transforming District PD strategies will require rethinking current norms and practices.

- Policies and regulations that influence or mandate PD need to support district strategies.
Districts are typically investing in developing the skills and knowledge of teachers through:

- **PD Initiatives**
- **Teacher Time**
- **Salary Structure**
Districts spend between 2.1-5.5% of their operating budget on PD initiatives.
Federal revenues play a major role in funding PD Initiatives.
PD initiatives are often not integrated.

District X: PD Spending By Source and Department

- PD Initiatives
- Local 44%
- Federal 32%
- Private 19%
- State 5%

<table>
<thead>
<tr>
<th>Source</th>
<th>Lead Teacher</th>
<th>Curriculum &amp; Instruction</th>
<th>Cohort III</th>
<th>CLD</th>
<th>Bilingual Education</th>
<th>OIT</th>
<th>Individual Schools</th>
<th>Curriculum and Instructor</th>
<th>Cohort II</th>
<th>Cohort I</th>
<th>Cohort III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Local 44%</td>
<td>Federal 32%</td>
<td>Private 19%</td>
<td>State 5%</td>
</tr>
</tbody>
</table>

STC: Special Teacher Certifications
SPED: Special Education
Districts spend more on school-based PD than PD focused on individual growth

Opportunities for Individual Growth

School Instructional Improvement

District E: 26% (Opportunities) 74% (Improvement)
District D: 22% (Opportunities) 78% (Improvement)
District C: 36% (Opportunities) 64% (Improvement)
District B: 28% (Opportunities) 72% (Improvement)
District A: 18% (Opportunities) 82% (Improvement)
All the districts make a significant investment in school-based coaching.
Most of the districts have not implemented an effective coaching model

Some of the things we have found:

- Distribution of coaches is inequitable across schools
- Magnitude is not sufficient to make an impact
- School based use does not align with district vision
- Access to classrooms is sometimes limited
- Lack of sufficient common planning time
- Selection process is not rigorous or consistent
- Evaluation is not linked to development of teachers
Districts spend from 18 – 36% of PD dollars on Individual Growth

Opportunities for Individual Growth

School Instructional Improvement

<table>
<thead>
<tr>
<th>District</th>
<th>Individual Growth</th>
<th>Instructional Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>District E</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>District D</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>District C</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>District B</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>District A</td>
<td>18%</td>
<td>82%</td>
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</table>
Spending on individual growth is predominately focused on teachers.

**PD Spending on Individual Growth Opportunities**

- **District E**: 92% Individual Teachers, 8% Principals
- **District D**: 78% Individual Teachers, 22% Principals
- **District C**: 74% Individual Teachers, 26% Principals
- **District B**: 74% Individual Teachers, 26% Principals
- **District A**: 86% Individual Teachers, 14% Principals
A large part of this investment is focused at the outset of a teacher’s career.

PD Initiatives

- Induction
- Continuing Education
- Support
- Recertification
- Leadership

District E

District D

District C

District B

District A

$ per teacher (thousands)

$0.0

$0.5

$1.0

$1.5

$2.0

$2.5
Adding “Contract” PD time increases the investment in PD up to 60%
# Teacher Time

## Districts rely heavily on contractual time to provide professional development

<table>
<thead>
<tr>
<th>Highly Effective Methods</th>
<th>Common Planning Time</th>
<th>Low</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Job-Embedded (coaching, mentoring)</td>
<td>Medium</td>
</tr>
<tr>
<td>Dependent on Context</td>
<td>PD Days</td>
<td>High</td>
</tr>
<tr>
<td>Less Effective Methods</td>
<td>Non-Student Day (afterschool, summer, Saturday)</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>During Student day (pull-out, not job embedded)</td>
<td>Varies</td>
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</tbody>
</table>
Salary increments for education credits is one of the largest PD investments.

<table>
<thead>
<tr>
<th>School</th>
<th>Individual</th>
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<tbody>
<tr>
<td>Other T &amp;L</td>
<td>4 PD Days</td>
</tr>
<tr>
<td>PD Stipends</td>
<td>100 Minutes</td>
</tr>
<tr>
<td>Teachers on PD Assignment</td>
<td></td>
</tr>
<tr>
<td>Coaches</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PD Initiatives</th>
<th>Contracted Time</th>
<th>Human Resources</th>
<th>Salary Increments</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-40%</td>
<td>25%</td>
<td>15%</td>
<td>25-35%</td>
</tr>
</tbody>
</table>

Salary Increments for education represent 10% of total Teacher salaries.
Summary: Districts are typically investing in developing skills and knowledge through:

- **Distinct PD initiatives** that:
  - Are often fragmented
  - Focus heavily on the beginning of individual careers
  - Emphasize school based coaching over teacher leadership

- **Teacher time** that:
  - Is largely focused on District controlled PD days
  - Does not prioritize the use of common planning time

- **Salary education increments** that:
  - Are not considered in a district PD strategy
  - Do not reflect current district, teacher or school needs
Key Messages

- Districts are not effectively leveraging resources to develop teacher quality
- Transforming District PD strategies will require rethinking current norms and practices
- Policies and regulations that influence or mandate PD need to support district strategies
Good professional development is not the same thing as a good professional development strategy

<table>
<thead>
<tr>
<th>Current</th>
<th>Future</th>
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<tbody>
<tr>
<td>One Size Fits ALL</td>
<td>Differentiated professional development based on need and capacity</td>
</tr>
<tr>
<td>Traditional independent</td>
<td>Integrated PD system where pieces fit together to support the whole and the highest priorities</td>
</tr>
<tr>
<td>structures</td>
<td></td>
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</tbody>
</table>
How might differentiated PD look?  
Supporting New Teachers

<table>
<thead>
<tr>
<th># of New Teachers at a school</th>
<th>Available Resources From new Teacher Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>$23,000 – 29,000</td>
</tr>
<tr>
<td>5</td>
<td>$38,000 - 51,000</td>
</tr>
<tr>
<td>10</td>
<td>$84,000 – 104,000</td>
</tr>
<tr>
<td>20</td>
<td>$171,000 - $247,000</td>
</tr>
</tbody>
</table>

Moving from centralized induction and mentoring to school-based solutions:

- A full-time school based new teacher coach
- Release time for Teacher leaders responsible for new teachers
- Reduced teacher load for new teachers through job sharing or part-time teachers
What are the implications of a differentiated PD strategy?

• High principal capacity

• Flexible school-based resource use

• Strong accountability systems
In District B, 1 PD day at $5M can purchase:
• 50 Full-time coaches or
• 100 part-time teacher leaders
What are the implications of an Integrated PD system?

- Willingness to give up the sacred cows
- Knowledge of current resource map
- Informed understanding of district, teacher and student need
- Focused multi-year PD strategy that is integrated with district goals and priorities
Key Messages

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- Transforming District PD strategies will require rethinking current norms and practices
- Policies and regulations that influence or mandate PD need to support district strategies
All stakeholders need to rethink policies and practices to ensure they work as a whole.
We can rethink the structure of PD “mandates”

State Requirement:

Teachers earn 180 hours of PD every 5 years

Relation to teacher, district and school needs?

**Loose**
Teacher determined:
- Individual workshops
- University courses
- Summer Programs

**Tight**
- Classroom coaching and observation
- Collaborative Planning time
- School-based content initiatives
Understand how all policies impact the district role in developing teacher quality

State Requirement:

$ provided for targeted class size reduction

District Implications:

Need for HQ teachers

$ for PD
The class size teacher quality trade off

Small reductions in class size make little difference in student performance except when class sizes are reduced to 13-17 student or lower

Should District Y reduce class size in 4th and 5th grade from 23 to 20?

- Invest in Teacher Quality
  - Coaches
  - Teacher leaders
  - Reduced Load for new teachers
  - Principal mentors
  - Support for low performing schools

- 50 additional teachers OR
- $3.2 Million
Questions and Answers
To meet the Teacher Quality challenge **AT SCALE** all stakeholders must work together.