



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

*National Comprehensive Center for Teacher Quality:
Issues Forum*

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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

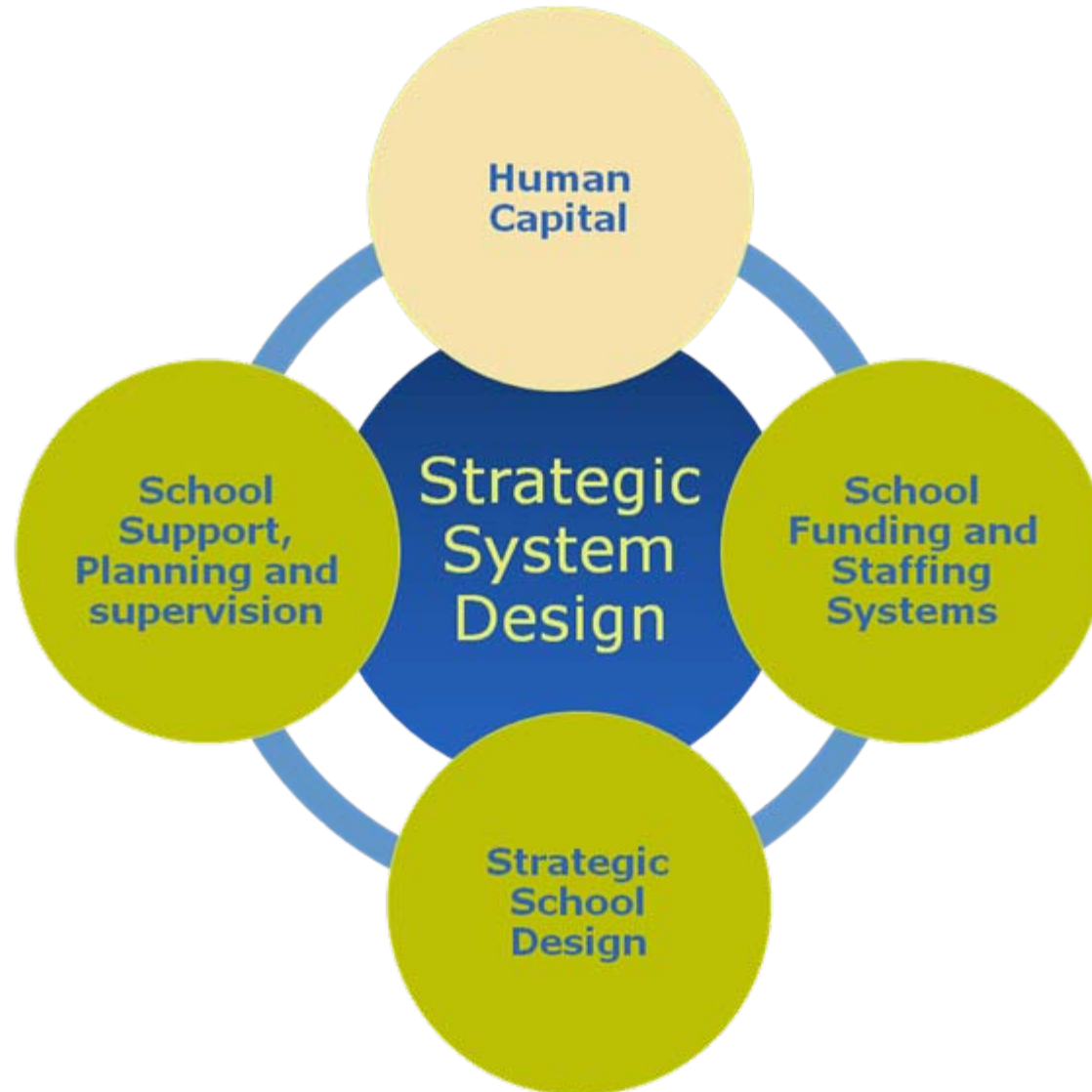
The Teacher Quality Challenge

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***

Rivkin, S. Hanushek, E., and Kavin, J. (2000) Teachers, Schools and Academic Achievement. Working Paper No. 6691. Cambridge, Mass: National Bureau of Economic Research



Who is Education Resource Strategies?



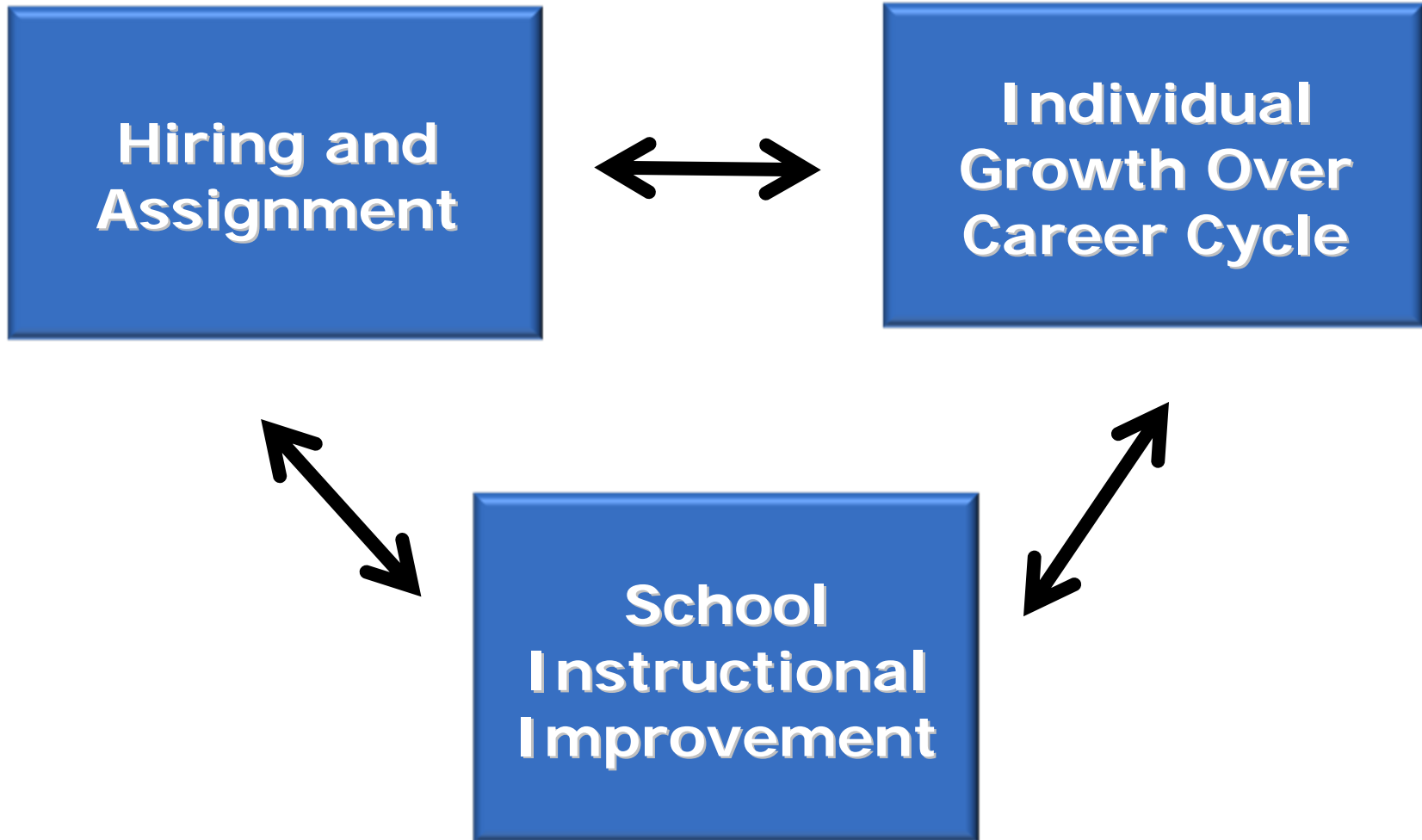
OUR MISSION

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

Time	People	Dollars
<ul style="list-style-type: none"> •Contractual days and hours •Common Planning Time •Sabbaticals •Principal Meetings •Classroom coaching and observation 	<ul style="list-style-type: none"> •Administrative Leadership Staff's time on PD •Leadership Development •Content coaches •Mentors •School Support and Intervention •Recruiting and evaluation •Teacher staffing and assignment 	<ul style="list-style-type: none"> •Consultants •CSR Models •Stipends •Substitutes for PD •Salary increases for education credits •Tuition payments •Travel and conference •Materials and supplies

Building professional capacity requires investment in three interdependent areas



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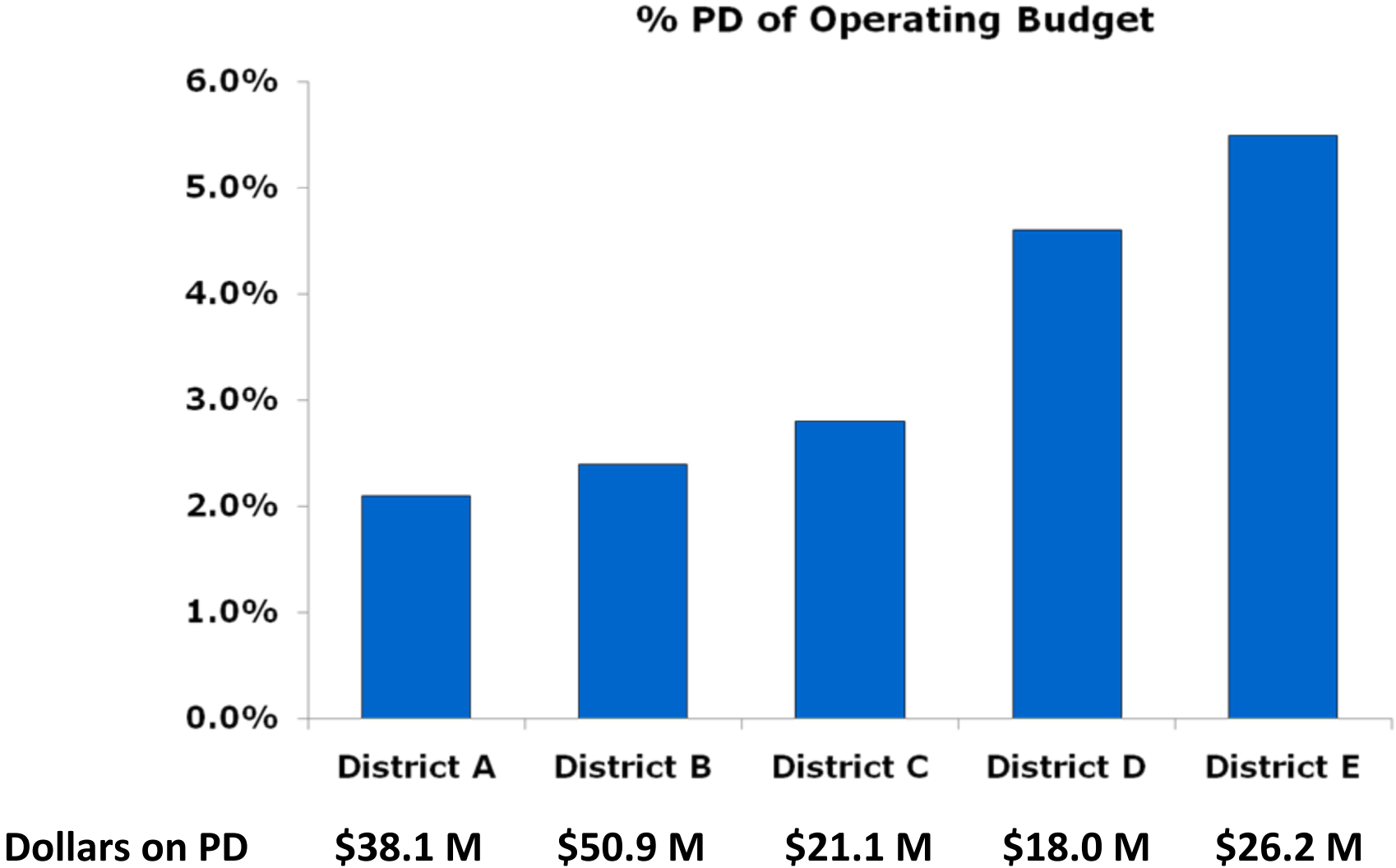
Districts are typically investing in developing the skills and knowledge of teachers through:

PD Initiatives

Teacher Time

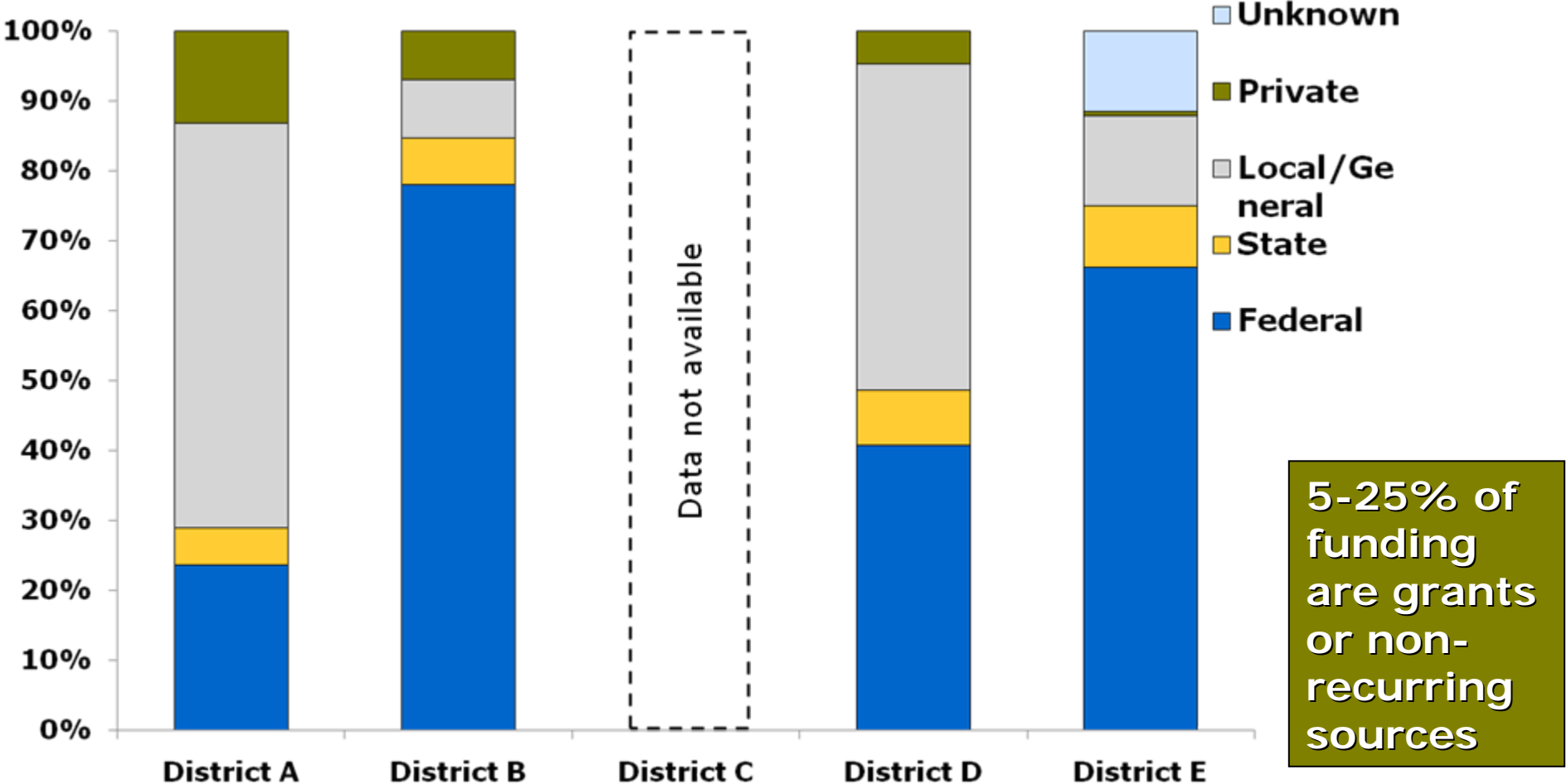
**Salary
Structure**

Districts spend between 2.1-5.5% of their operating budget on PD initiatives



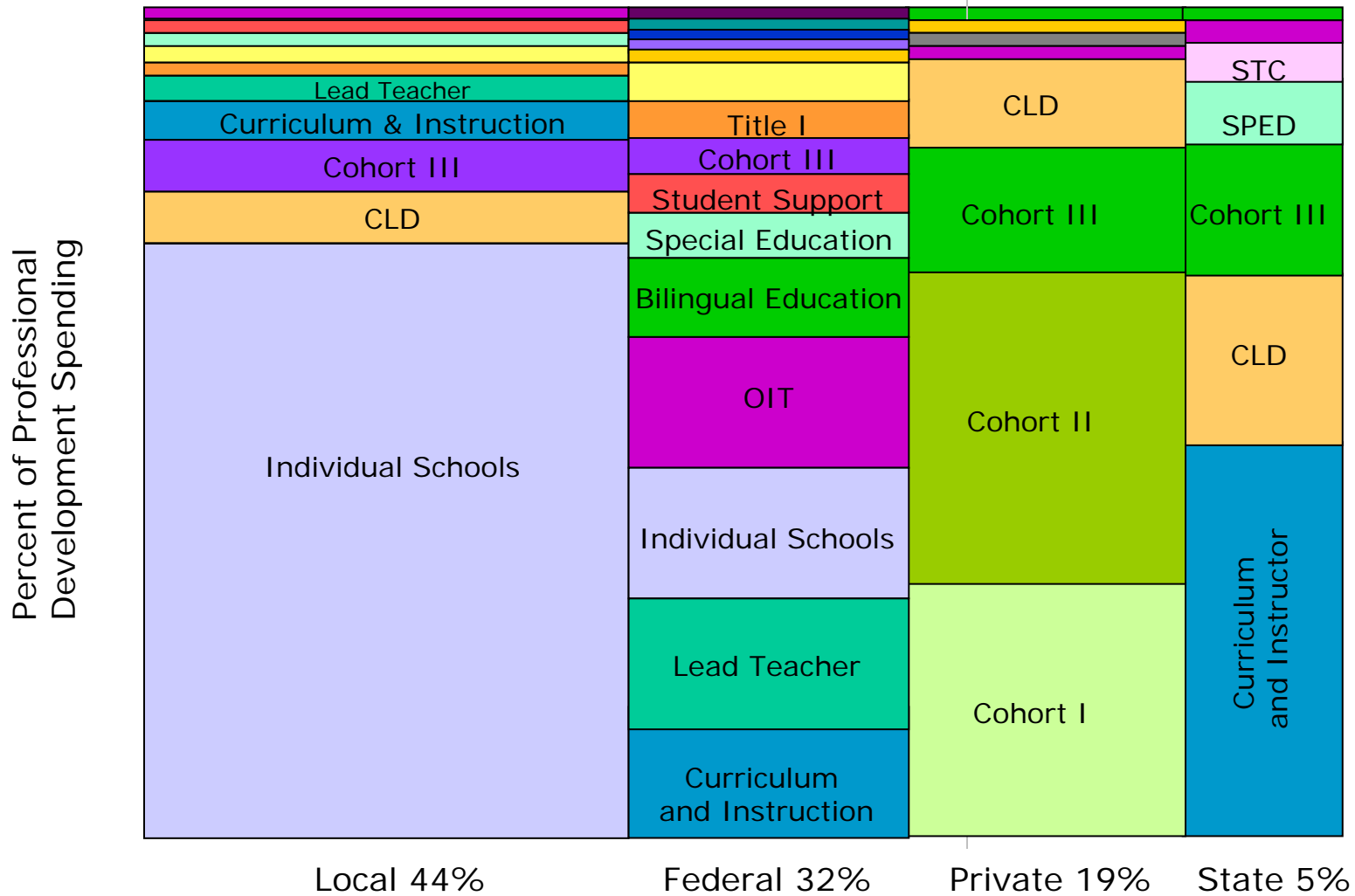
Federal revenues play a major role in funding PD Initiatives

Source of PD Funds

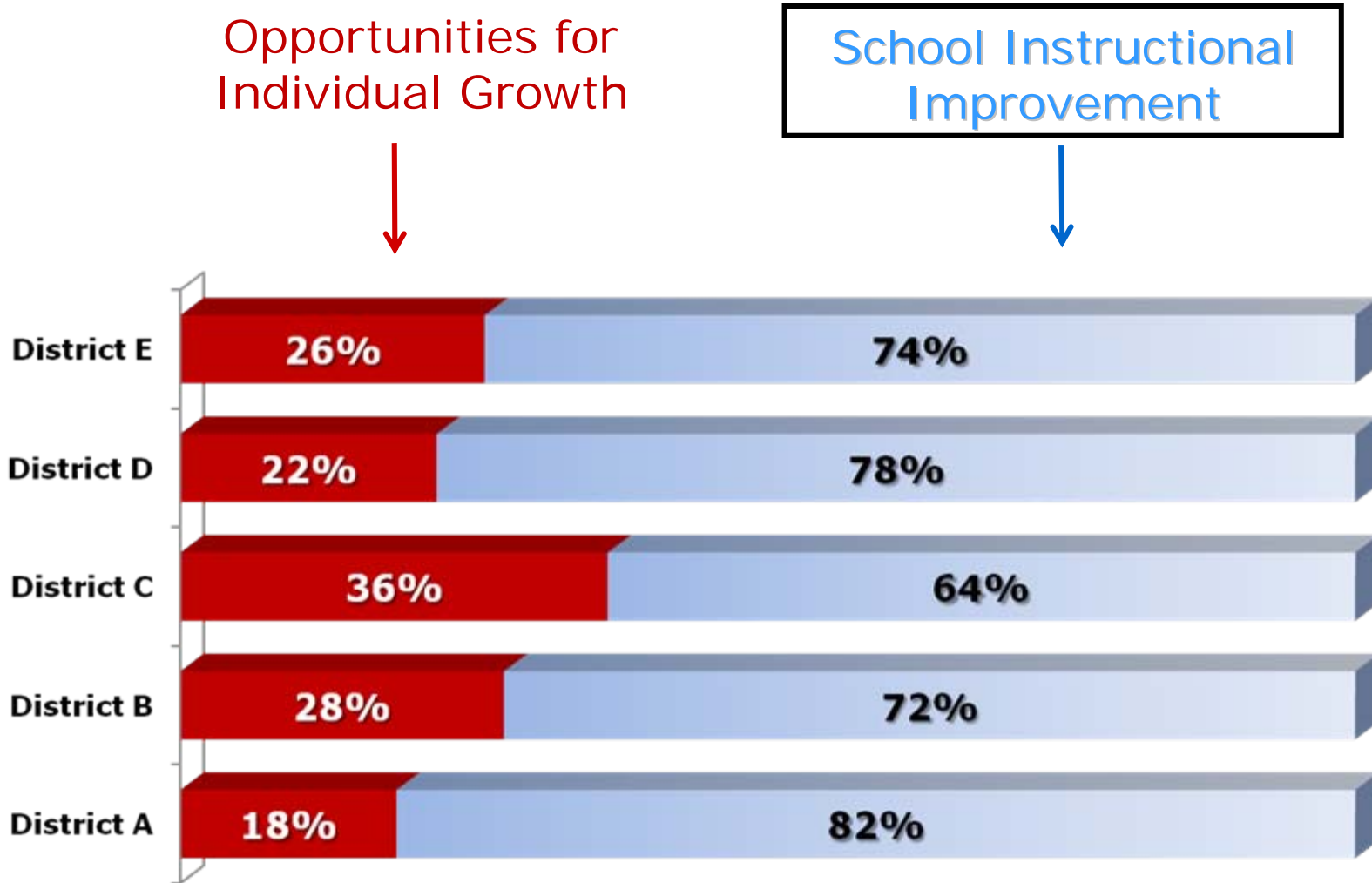


PD initiatives are often not integrated

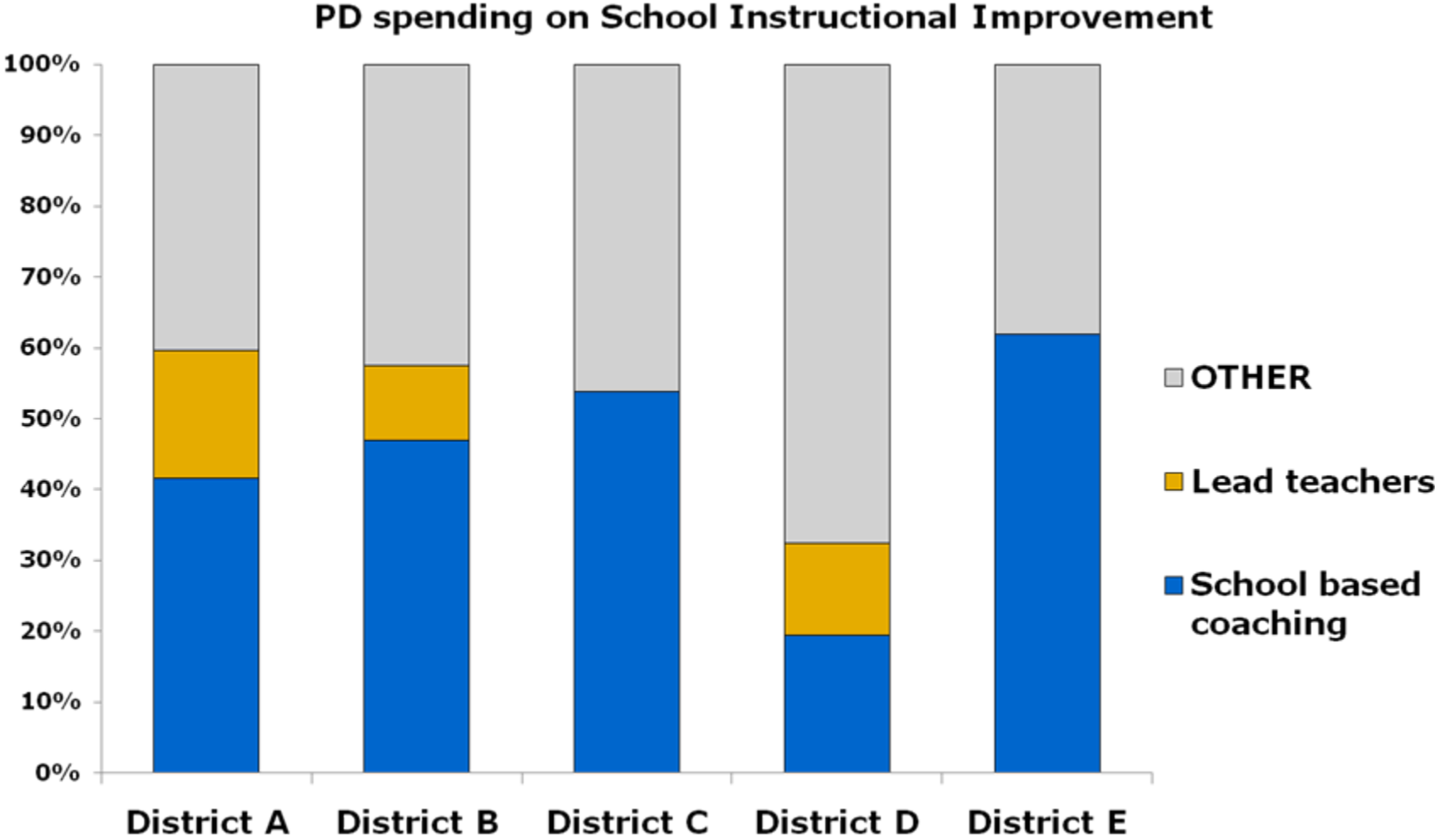
District X : PD Spending By Source and Department



Districts spend more on school-based PD than PD focused on individual growth



All the districts make a significant investment in school-based coaching



Most of the districts have not implemented an effective coaching model

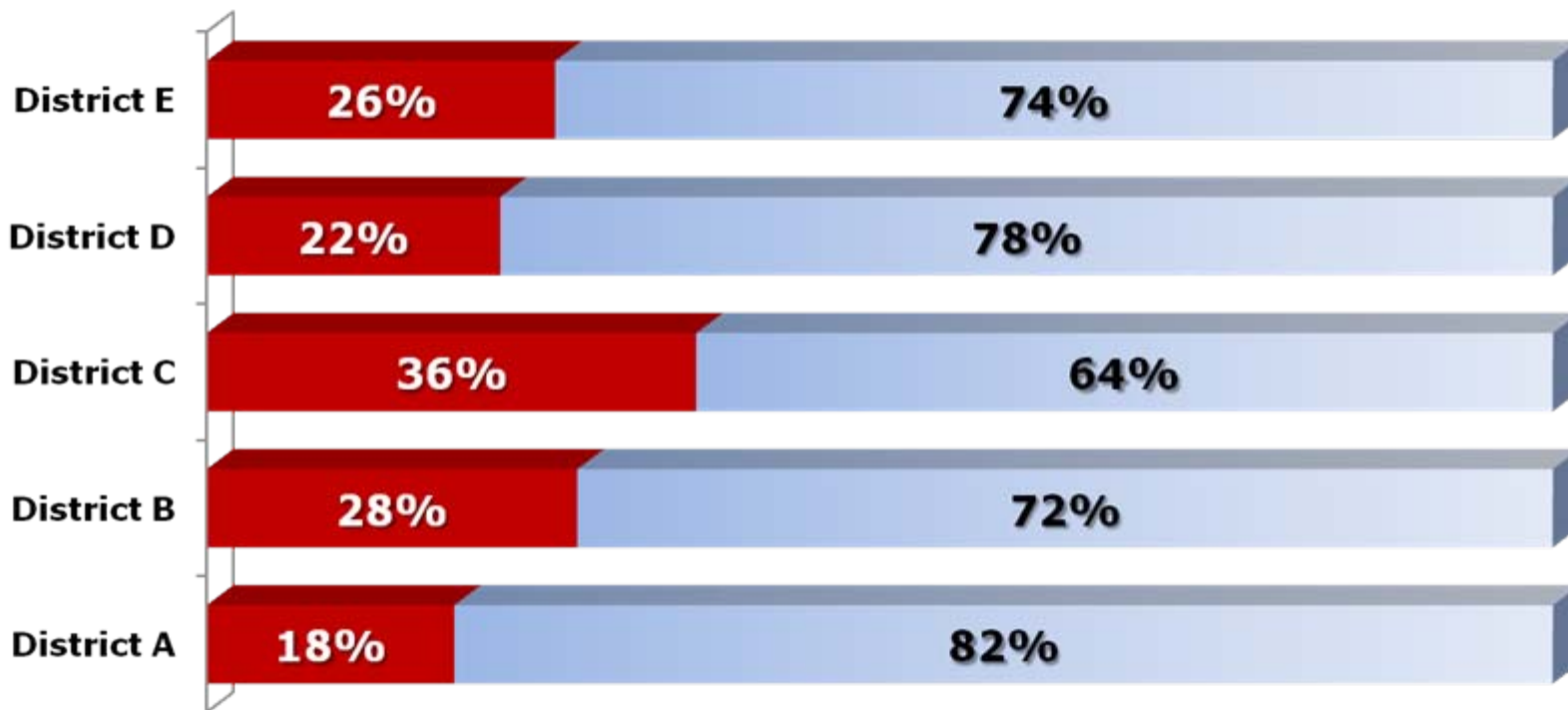
Some of the things we have found:

- 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

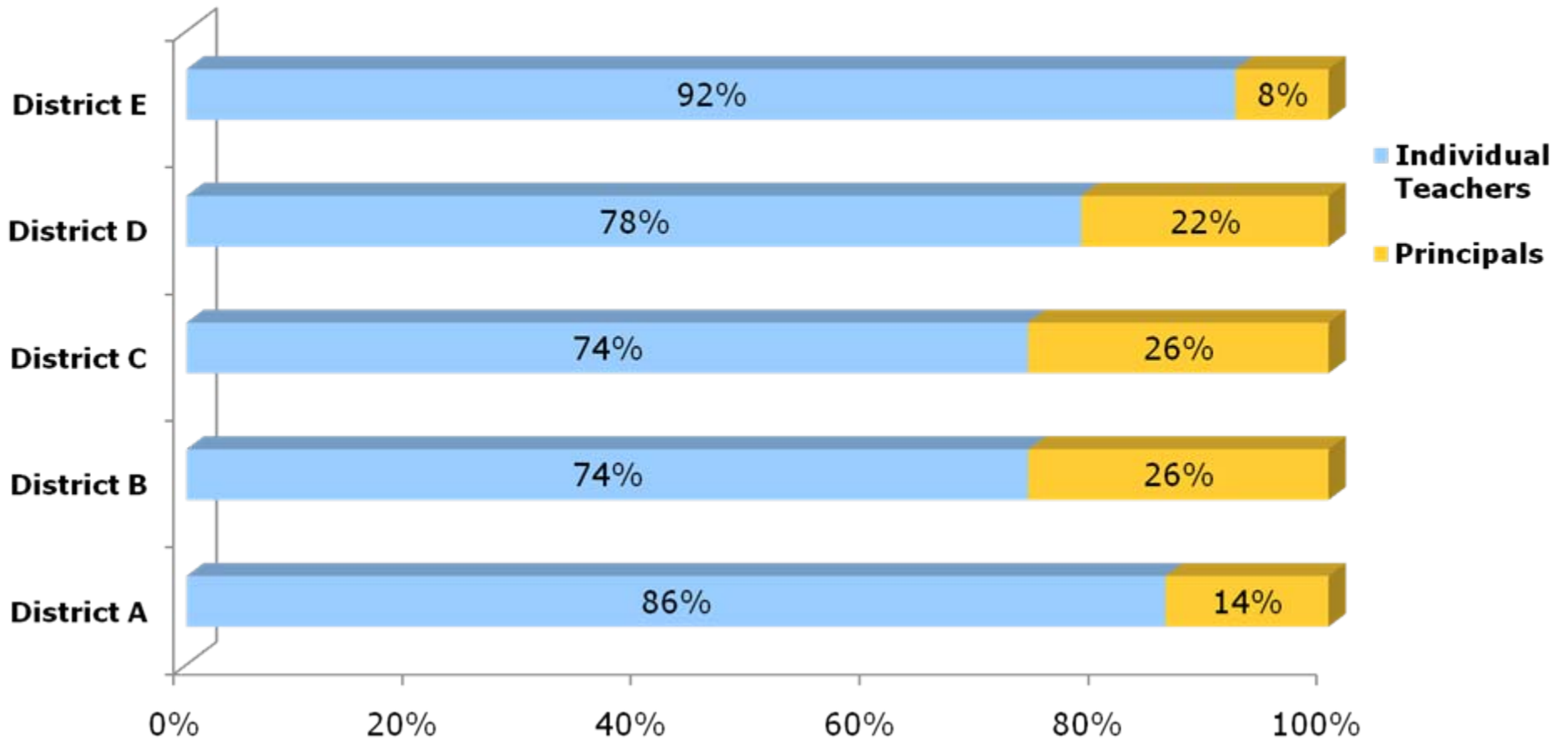
Opportunities for Individual Growth

School Instructional Improvement



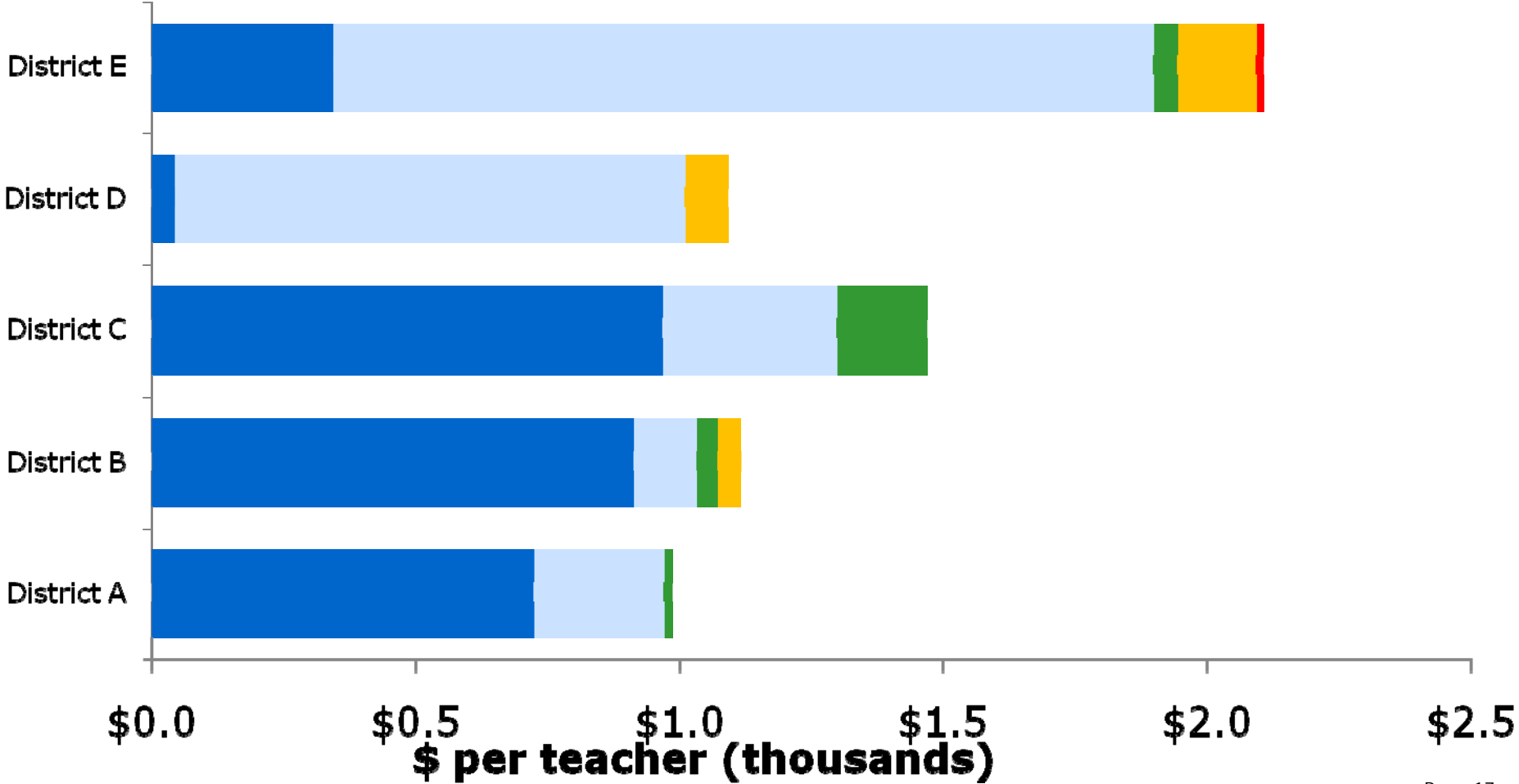
Spending on individual growth is predominately focused on teachers

PD Spending on Individual Growth Opportunities



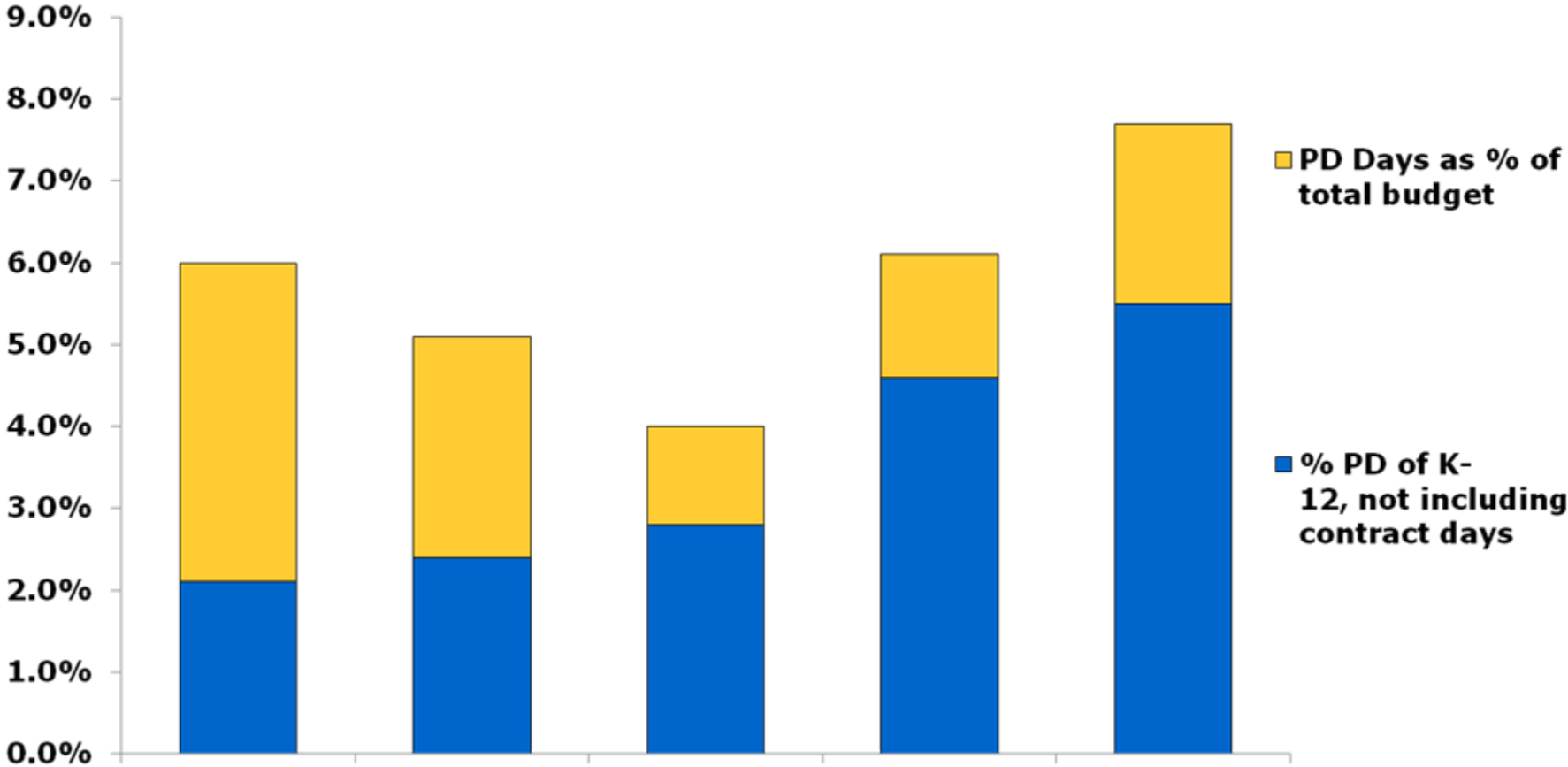
PD Initiatives

A large part of this investment is focused at the outset of a teacher's career



Adding "Contract" PD time increases the investment in PD up to 60%

District PD spending as % of Total Operating (including PD Days)



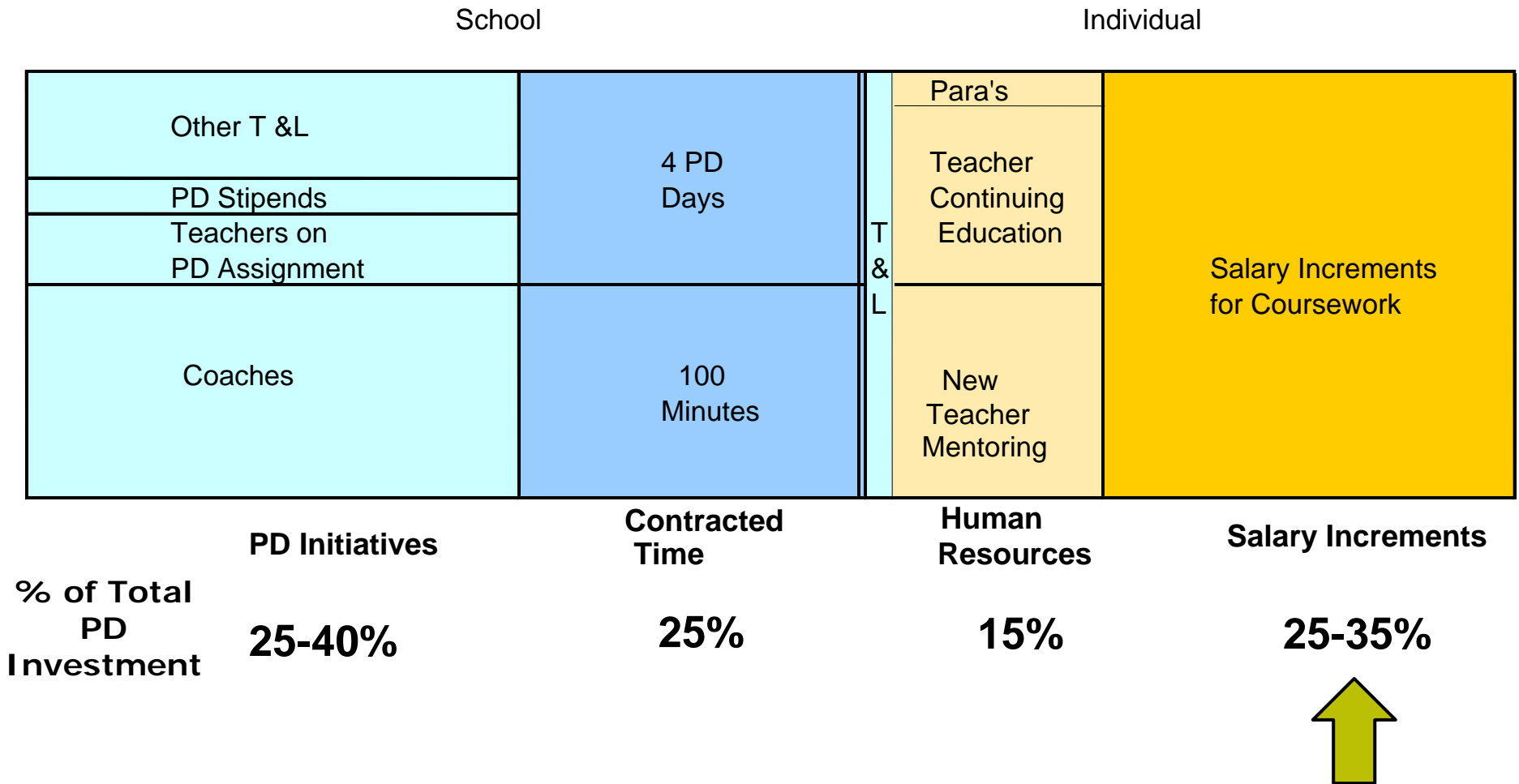
of PD Days 10 11 7 5 9.7

Districts rely heavily on contractual time to provide professional development

		What we see in Districts
Highly Effective Methods	Common Planning Time	Low
	Job-Embedded (coaching, mentoring)	Medium
Dependent on Context	PD Days	High
Less Effective Methods	Non-Student Day (afterschool, summer, Saturday)	High
	During Student day (pull-out, not job embedded)	Varies

Salary Structure

Salary increments for education credits is one of the largest PD investments



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

Current	Future
One Size Fits ALL	Differentiated professional development based on need and capacity
Traditional independent structures	Integrated PD system where pieces fit together to support the whole and the highest priorities

How might differentiated PD look? Supporting New Teachers

# of New Teachers at a school	Available Resources From new Teacher Support
3	\$23,000 – 29,000
5	\$38,000 - 51,000
10	\$84,000 – 104,000
20	\$171,000 - \$247,000



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*

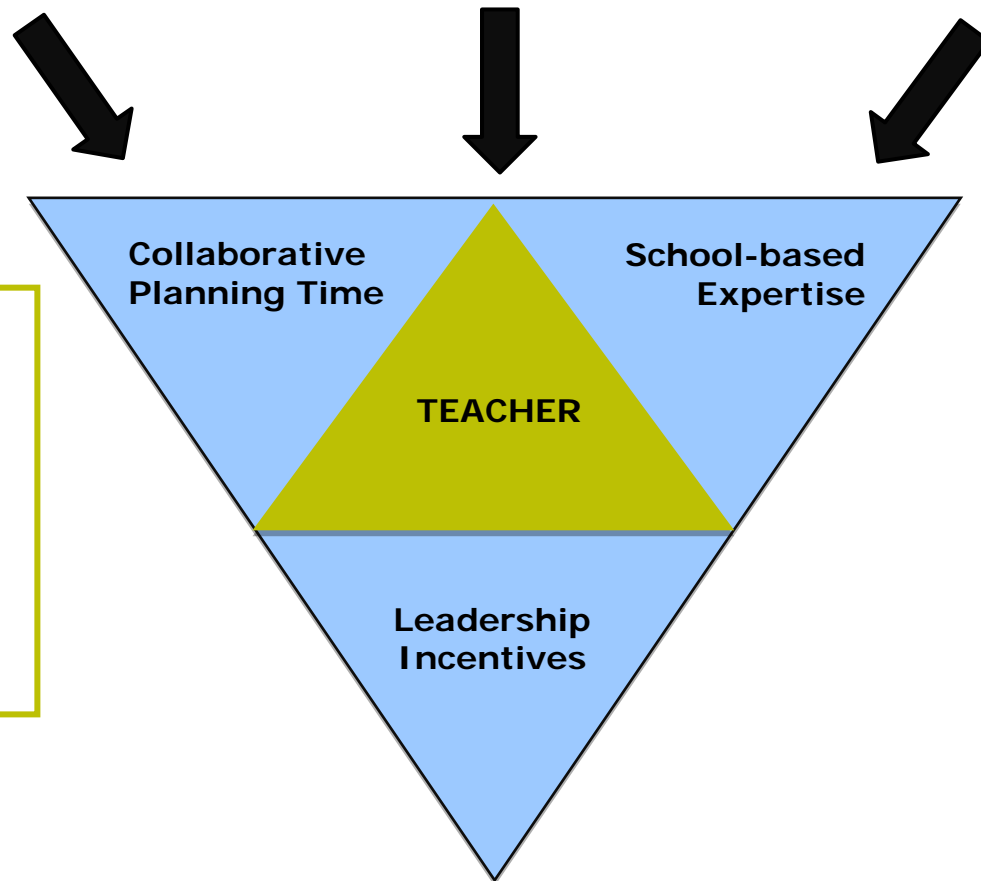
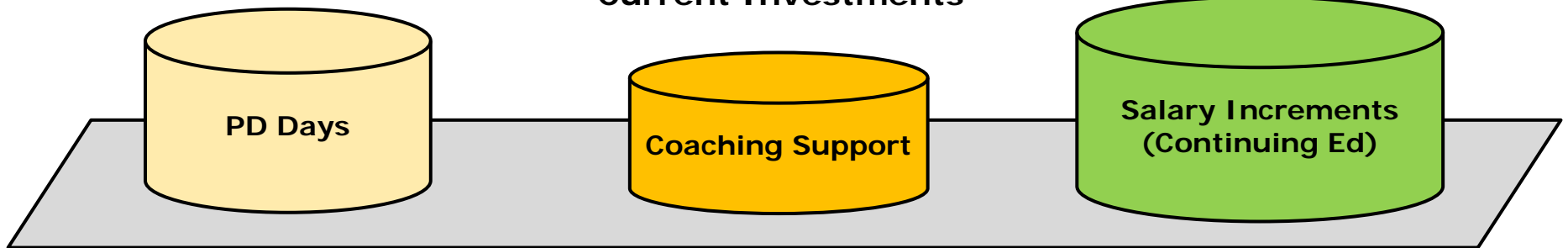
What are the implications of a differentiated PD strategy?

- High principal capacity
- Flexible school-based resource use
- Strong accountability systems

How might an integrated PD system look?

School Based Expert Support

Current Investments



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

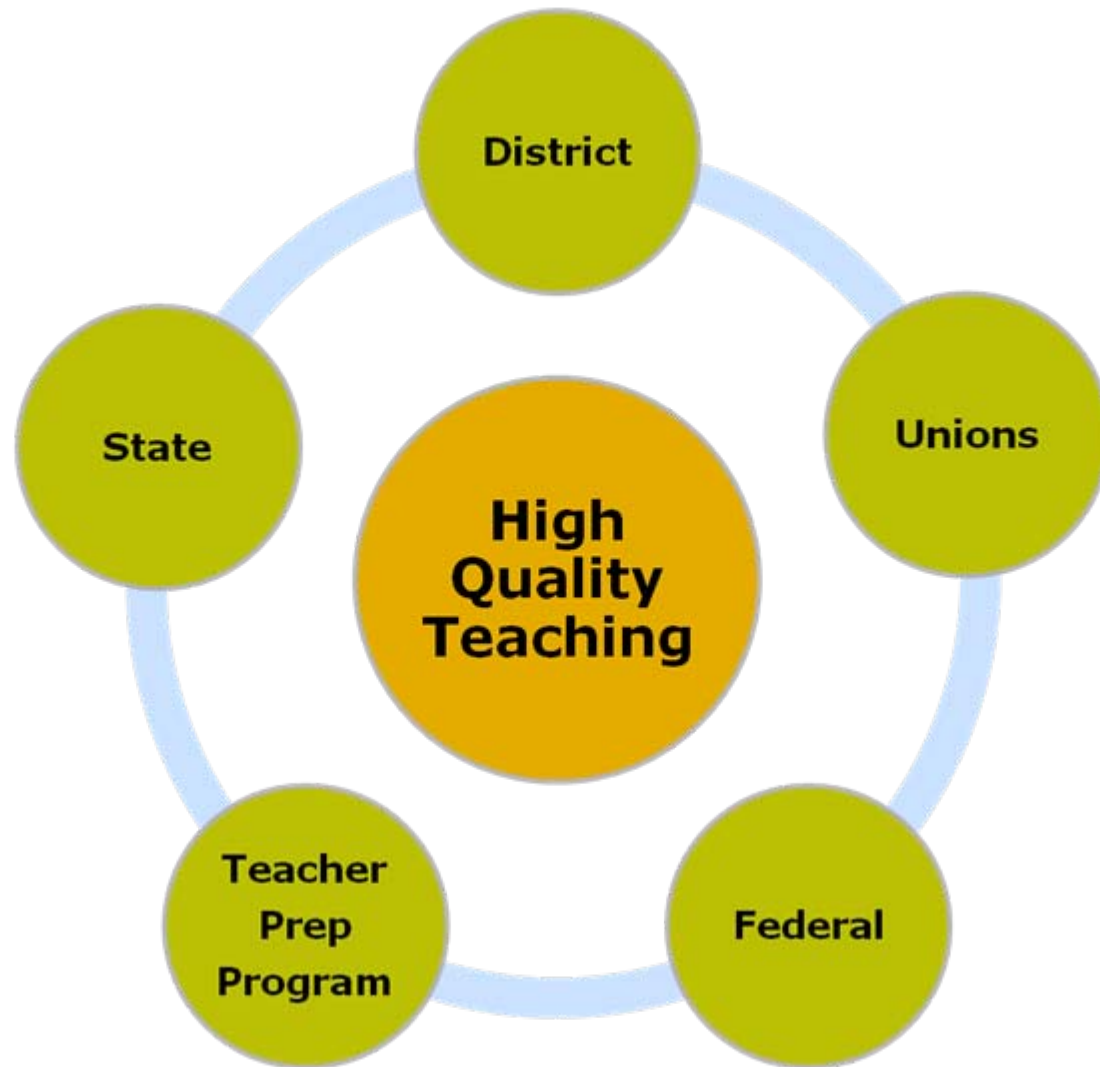
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All stakeholders need to rethink policies and practices to ensure they work as a whole



We can rethink the structure of PD “mandates”

State Requirement:

Teachers earn 180 hours of PD every 5 years

OR

Relation to teacher, district and school needs?

Loose

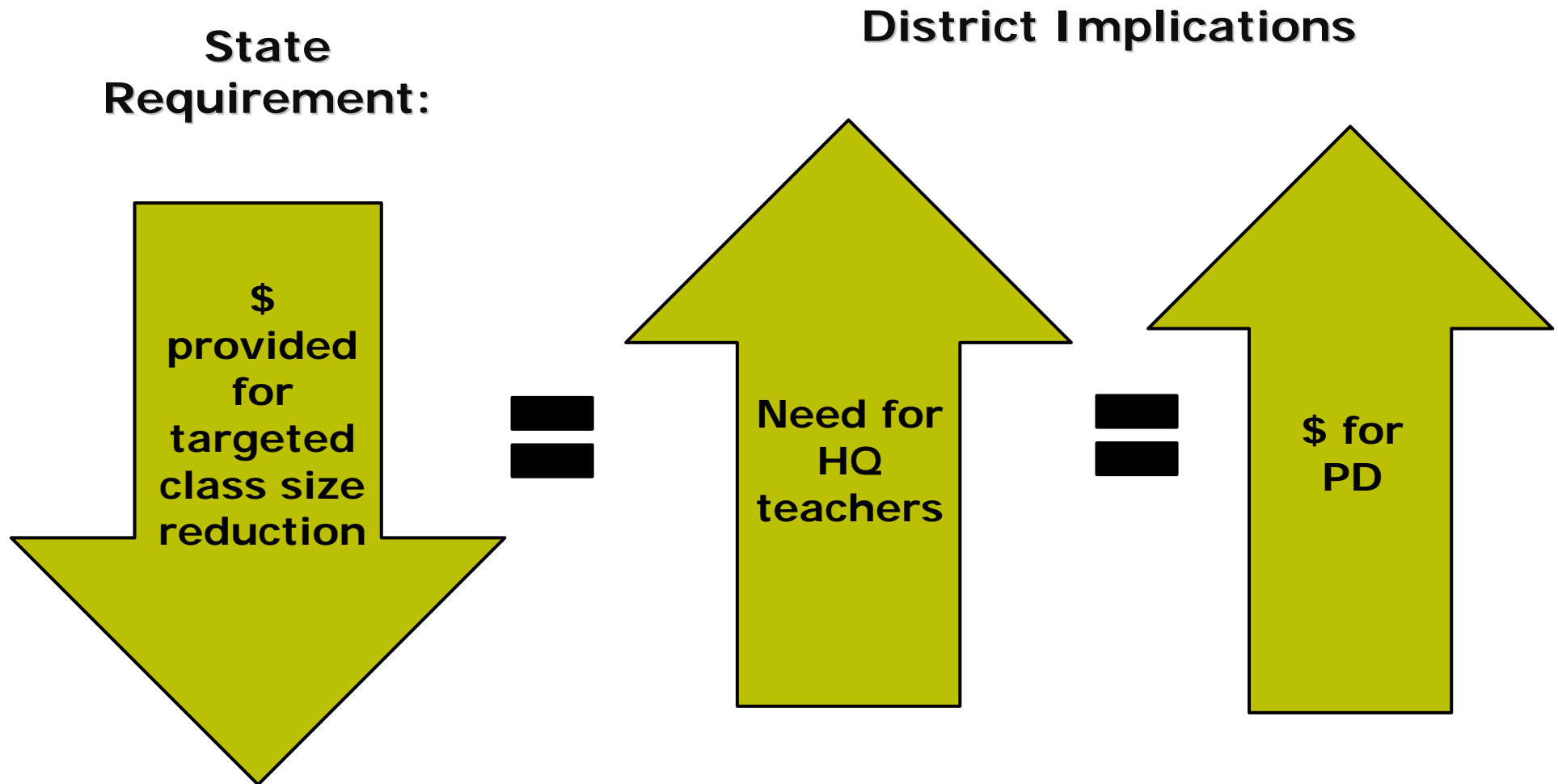
Teacher determined:

- Individual workshops
- University courses
- Summer Programs

Tight

- Classroom coaching and observation
- Collaborative Planning time
- School-based content initiatives

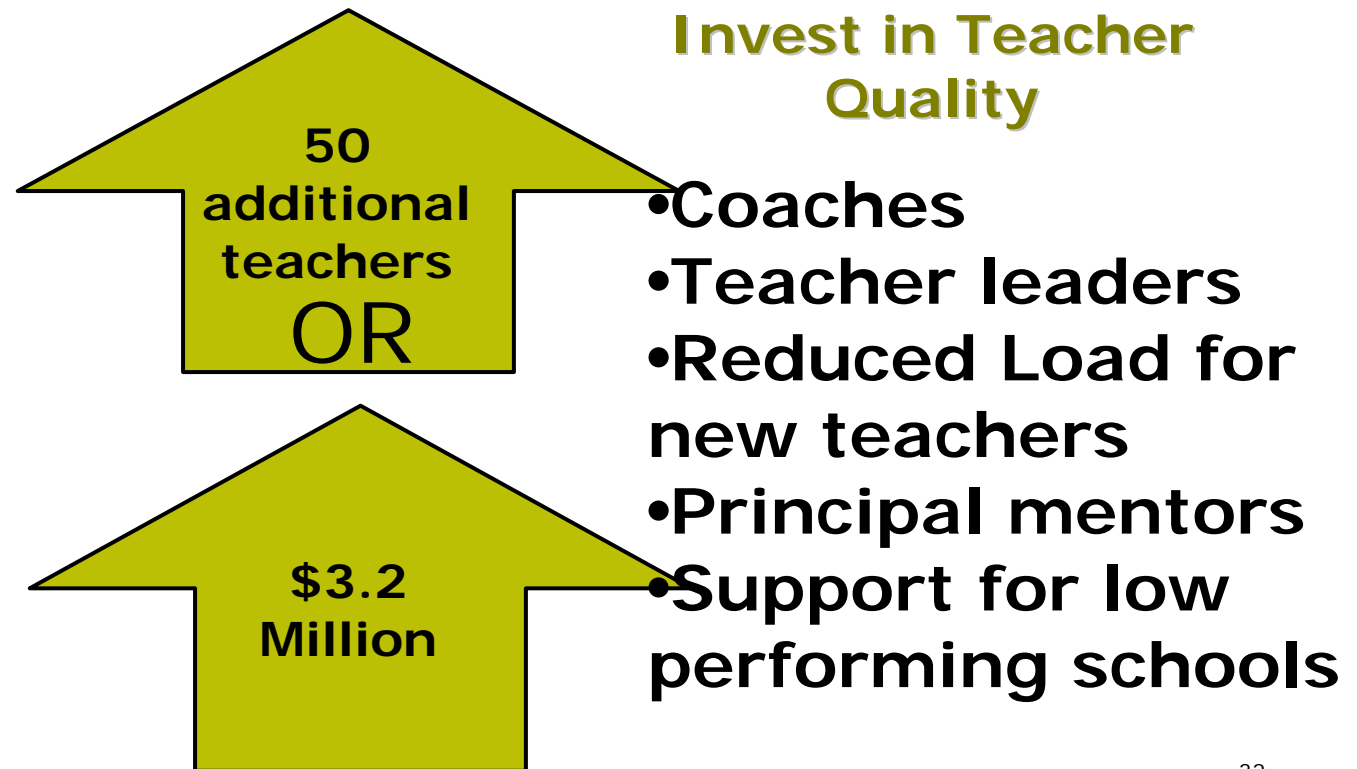
Understand how all policies impact the district role in developing teacher quality



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?



Questions and Answers

To meet the Teacher Quality challenge **AT SCALE** all stakeholders must work together

