A REVIEW OF K-12 PROFESSIONAL DEVELOPMENT STRUCTURES

Prepared for Arlington Public Schools

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In this report, Hanover Research provides an overview of professional development structures for K-12 teachers at school districts of interest to Arlington Public Schools.

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INTRODUCTION

In this report, Hanover Research provides Arlington Public Schools with an overview of best practices in professional development (PD) structure for K-12 education as well as profiles of select school districts that follow these models. Specifically, the report reviews evidence-based literature and model school district practices in six areas: management and leadership, external involvement, offerings and requirements, funding and compensation, scheduling and administration, and evaluation and effectiveness.

Section I presents findings from scholarly literature on best practices in PD structures in the six areas identified above, and summarizes trends from the six school districts profiled in Section II. **Section II** profiles five public school districts of interest to Arlington Public Schools, drawing upon information from five-year PD plans, institutional websites, and, where possible, interviews with professional development personnel.

KEY FINDINGS

- **School districts typically employ a combination of centralized office and site-based staff in the management of professional development initiatives.** Centralized offices often serve a coordinating function, while expertise is often housed at the sites themselves. Where a leadership team exists, it generally consists of cross-departmental personnel, including teachers, administrators, and other specialists.

- **Many school districts rely upon external expertise for research, evaluation, and monitoring of professional development activities.** Some examples of external involvement include university partnerships, government evaluation projects, and corporate or professional resource centers. Experts suggests that collaborative, rather than hierarchical, partnerships may develop more actionable outcomes that are better aligned to educator needs.

- **Research suggests that continuous, integrated professional development scheduling is more effective than one-time workshops.** However, the workshop model remains the most prevalent model of PD in education. At the five schools reviewed in this report, ongoing mentorships are the most common form of continuous PD offering, though these are mostly intended for novice teachers. Additional forms of continuous PD for experienced teachers include working groups and learning communities.

- **Research suggests that most districts spend between two and five percent of their budget on professional development.** However, evidence suggests that many school districts underestimate the full extent of PD expenditures due to insufficient tracking.

- **Teacher incentives for professional development generally include stipends, course credit, and substitute teachers assigned for required PD time.** However, not all districts offer stipends, and most stipends vary depending on the type of PD. Furthermore, very few districts offer any form of tuition to teachers seeking additional credentials or education through external providers.

SECTION I: SUMMARY OF PROFESSIONAL DEVELOPMENT TRENDS

The structuring, management, and administration of professional development (PD) programs has received significant attention over the past two decades. Much of this attention has been critical, with experts citing the inefficiency and ineffectiveness of these programs and calling for redesign. For instance, in an address for the American Educational Research Association, Professor Hilda Borko of the University of Colorado, described many present PD initiatives as "fragmented, intellectually superficial, and [failing to] take into account what we know about how teachers learn."[1] At the same time, professional development requirements at many school districts have been increasing, a trend observed as early as 1994, when the National Education Commission on Time and Learning noted the extent to which expectations for teachers have proliferated and learning time is necessary.[2]

For school districts revisiting their PD offerings – as Arlington Public Schools intends – reviews of best practices in PD structuring can demonstrate how to navigate the challenge of implementing a successful structure for PD programming while addressing its ineffectual nature. In one such review, a comprehensive report on the state of teacher professional development for the Center for Public Education (CPE), researcher Allison Gulamhussein suggests 11 self-assessment questions for districts before restructuring or instituting PD:[3]

- What existing PD does the district provide?
- Does the district's current PD programming align with research about teacher learning?
- Is PD producing an impact on student learning?
- How is PD spending tracked by the district?
- Does the district need to develop more effective accounting codes to pinpoint PD spending?
- Is an in-house or consulting model of staffing more cost-efficient and effective for the goals of the PD, or is it better to have a combination of the two?

- How much is the district spending on PD?
- How much teacher time is paid for within the current contract, not used for planning or classroom teaching?
- Which model for purchasing teacher time is cost efficient for the district?
- What current in-house staff can provide coaching and professional learning?
- What external resources can be used to staff coaching and professional learning communities?

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[1] Borko, H. "Professional Development and Teacher Learning: Mapping the Terrain." *Educational Researcher* 33:8, 2004. p.3. http://media.leidenuniv.nl/legacy/educ-researcher-33-(2004)-3-15---borko---professional-development-and-teacher-learning.pdf

[2] "Prisoners of Time." National Education Commission on Time and Learning, 1994. http://www2.ed.gov/pubs/PrisonersOfTime/index.html

[3] Taken verbatim with minor modifications from: Gulamhussein, A. "Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability." Center for Public Education, 2013. p.39. http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf

This section provides context to help APS answer some these and other research questions and presents findings on best practices in professional development (PD) structures in six areas: management and leadership, external involvement, offerings and requirements, funding and compensation, scheduling and administration, and evaluation and effectiveness. Additionally, the section summarizes trends from the five school districts profiled in Section II of this report.

MANAGEMENT AND LEADERSHIP

The majority of PD structures display similar tendencies in management and leadership. In an article on their experiences managing a Kansas State University (K-State) school-university PD partnership, researchers Allen, Perl, Goodson, and Sprouse note that management and leadership for teacher PD mostly continues to take the form of a triad model of new teacher supervision, in which **a cooperating teacher and university supervisor conduct semester-long formal observations of a student teacher** to ensure qualification for licensure.[4]

Although this model of management is ubiquitous, districts should consider readjusting it to allow for a greater degree of co-teaching. Allen et al. point out that without this, given the volume of student teachers in most programs and schools, "intervention attempts are not always timely and effective," and the strict hierarchical nature of the model may also pose difficulties in supervision and proper mentorship preparation.[5]

However, co-teaching can circumvent this hierarchical drawback. For instance, K-State researchers developed their PD model after observing an influx of inexperienced individuals in schools resulting from traditional student-teaching-based PD models.[6] Building upon the commonly accepted principle that an "extra person in the classroom [reduces] the student-teacher ratio and thus [improves] student learning," K-State's College of Education developed a model in which teachers and prospective teachers remain in classrooms together for co-teaching, and in which cooperating co-teachers are required to provide more integrated feedback, such as instructional direction during co-teaching, immediately after a lesson, and ongoing throughout the day rather than at longer intervals.[7] They also reevaluated the role of university supervisors, who became more incorporated into this process through partnerships with administrators and teachers to provide actionable research meeting the specific needs of the school.[8]

The K-State model need not be adopted in full, but its design suggests several structures for co-teaching and mentorship experiences in order to ensure a continuous flow of feedback,

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[4] Allen, D., Perl, M., et al. "Changing Traditions: Supervision, Co-teaching, and Lessons Learned in a Professional Development School Partnership." *Educational Considerations* 42:1, 2014. p.19. http://coe.k-state.edu/edconsiderations/issues/edcons-f2014.pdf#page=23
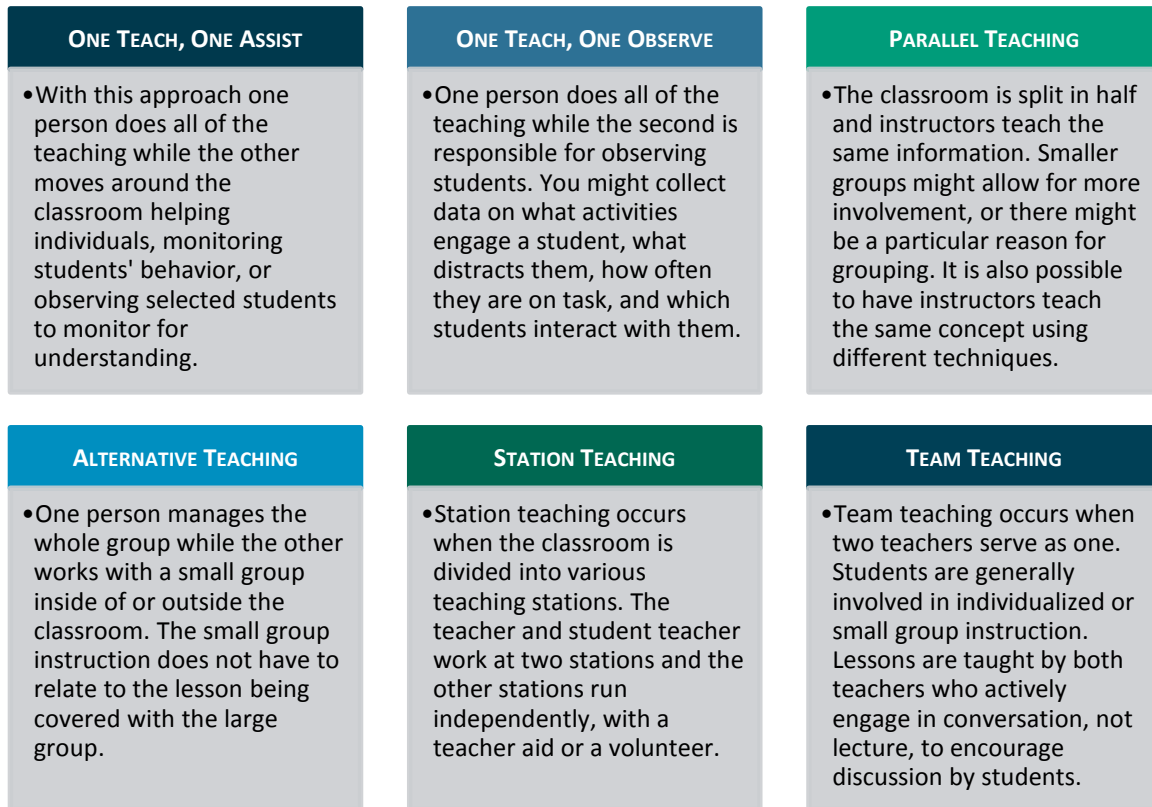
[5] Ibid., p.20.

[6] Ibid., p.19.

[7] Ibid., p.20.

[8] Ibid.

support, and autonomy. These may be implemented to promote effective leadership practices in any PD structure (Figure 1.1).

Figure 1.1: Co-Teaching Leadership Practices for PD, K-State

ONE TEACH, ONE ASSIST	ONE TEACH, ONE OBSERVE	PARALLEL TEACHING
• With this approach one person does all of the teaching while the other moves around the classroom helping individuals, monitoring students' behavior, or observing selected students to monitor for understanding.	• One person does all of the teaching while the second is responsible for observing students. You might collect data on what activities engage a student, what distracts them, how often they are on task, and which students interact with them.	• The classroom is split in half and instructors teach the same information. Smaller groups might allow for more involvement, or there might be a particular reason for grouping. It is also possible to have instructors teach the same concept using different techniques.
ALTERNATIVE TEACHING	STATION TEACHING	TEAM TEACHING
• One person manages the whole group while the other works with a small group inside of or outside the classroom. The small group instruction does not have to relate to the lesson being covered with the large group.	• Station teaching occurs when the classroom is divided into various teaching stations. The teacher and student teacher work at two stations and the other stations run independently, with a teacher aid or a volunteer.	• Team teaching occurs when two teachers serve as one. Students are generally involved in individualized or small group instruction. Lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students.

Source: Allen et al.[9]

In creating an effective structure for leadership and hierarchy, PD managers must also consider mediations. In a review of PD literature in the journal *Teaching and Teacher Education* from 2000 to 2010, University of Chile expert Beatrice Avalos describes mediations as "springboards that provide the impetus for moving from one point to another" and provides examples of conversations and interactions. Common types of mediating influences built into teacher PD structures include university-school partnerships, facilitators, and teacher co-learning; studies find all of these structures are beneficial for teachers when enabling collaborative and reflective inquiry.[10]

In practice, most of the five schools profiled in this report favor management structures consisting of a hybrid: **a centralized district office supervising all PD initiatives, and a**

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[9] Taken verbatim with minor modifications from: Allen et al, Op. cit., p.25.

[10] Avalos, B. "Teacher professional development in Teaching and Teacher Education over Ten Years." Teaching and Teacher Education 27, 2011. p. 16. http://content.elsevierjournals.intuitiv.net/content/files/s0742051x10001435-04221022.pdf

leadership team drawing from teachers, administrators, specialists, and others located in the schools themselves. Some districts do not advertise a centralized office, while others do not mention the existence of a crosscutting leadership team. However, these structures generally coexist in hybrid form, and share authority in processes such as the creation of a five-year PD plan.

Centralized offices for PD, where they exist, go by names such as:

- Staff Development Office (Minneapolis Public Schools)[11]
- Teacher Development (Tulsa Public Schools)[12]
- Department of Professional Development (Duval Public Schools)[13]

Typical of this common hybrid structure is the Minneapolis School District, whose PD initiatives are coordinated through a Staff Development office but managed by a Professional Development Working Group consisting of K-12 teachers, policy directors, evaluation specialists, principals, external consultants, content specialists, and district executives.[14] In such a structure, the district seems to serve mostly a coordinating function, while expertise is housed at the sites themselves.

EXTERNAL INVOLVEMENT

External teacher educators, consultants, and coaches are still a large part of teacher PD. However, Avalos finds that many researchers are reevaluating the role of such professionals, and that redesigning partnership experiences to be more equitable may be more successful. Some of the partnership structures she mentions include:[15]

- experiences between university professors and teachers in formal courses where roles and role-playing were investigated, in order to further more productive engagements in learning and change
- external researchers working with teachers as co-researchers
- teachers co-learning with their peers and colleagues, and engaging in collaborative or reflective opportunities continuously rather than in an isolated workshop setting

Of the five districts profiled, most do not readily advertise external influences on their websites, but rather, in their PD plans. The vast majority are guided by state requirements for PD, licensure, certification, and teacher credit rather than PD specialists or consultants, and generally state these standards on their website. **However, in five-year PD plans,**

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[11] Bernard, D. Director of Professional Development, Minneapolis Public Schools. Phone interview, May 1, 2015.
[12] Ackley, K. Director of Teacher Development, Tulsa Public Schools. Phone interview, April 30, 2015.
[13] "Professional Development." Duval County Public Schools. http://www.duvalschools.org/Page/7163
[14] "Five-Year Comprehensive Professional Development Plan." Minneapolis Public Schools, 2011. p.3.
    http://staffdev.mpls.k12.mn.us/uploads/mps_pd_plan_final.pdf
[15] Taken verbatim with minor additions from: Avalos, Op. cit., pp.16-18.

districts do advertise a variety of university, corporate, and government partnerships used for research, evaluation, and best practice purposes. Katy Ackley, Director of Teacher Development for Tulsa Public schools, shared that districts may turn to external involvement to mitigate the problems caused by the lack of a clearinghouse for best practices.[16]

For instance, the Minneapolis Public School System lists six major external influences in the development of its plan, including "the New Teacher Project, Council of Great City Schools, Annenberg Institute, Vanderbilt University Study of Middle School Mathematics, Consortium for Policy Research in Education (CPRE), and University of Pittsburgh Institute for Learning."[17] Duval County Public Schools links to and advertises the Florida Diagnostic and Learning Resources System, a learning resource for novice teachers.[18]

OFFERINGS AND REQUIREMENTS

Deciding which type of PD to offer, and how much of each type should count towards state or district teacher requirements, is a critical decision for administrators. Gulamhussein's CPE report summarizes findings from a review of professional development research and identifies the following principles for effective professional development:[19]

- The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy *and* grapple with the implementation problem.

- There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

- Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

- Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.

- The content presented to teachers shouldn't be generic, but instead grounded in the teacher's discipline (for middle and high school teachers) or grade-level (for elementary school teachers).

As Gulamhussein points out, **"[o]ne-time workshops are the most prevalent model" of PD structuring, "[y]et workshops have an abysmal track record for changing teacher practice**

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[16] Ackley, Op. cit.
[17] Five-Year Comprehensive Development Plan," Op. cit., p.7.
[18] "Florida Diagnostic and Learning Resources System." Crown, FDLRS.
    http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/How%20to%20Master%20Directio
    ns.pdf
[19] Gulamhussein, Op. cit., pp.3-4.

and student achievement."[20] Likewise, researchers Yoon et al., analyzed over 1,300 studies on professional development programs and found that "the only professional development programs that impacted student achievement were lengthy, intensive programs. Programs that were less than 14 hours had no effect on student achievement…[and] didn't even change teaching practices."[21] However, the workshop trend may be changing: in a national study of charter school management organizations, researchers from Mathematica Policy Research and the Center for Reinventing Public Education found **most charter schools moving towards frequent coaching, monitoring, and mentorship models over workshops or other types of one-time professional development**.[22] Figure 1.2 displays the distribution of the various types of professional development as of 2008.

Figure 1.2: Distribution of PD Types Provided in Previous Year, 2008
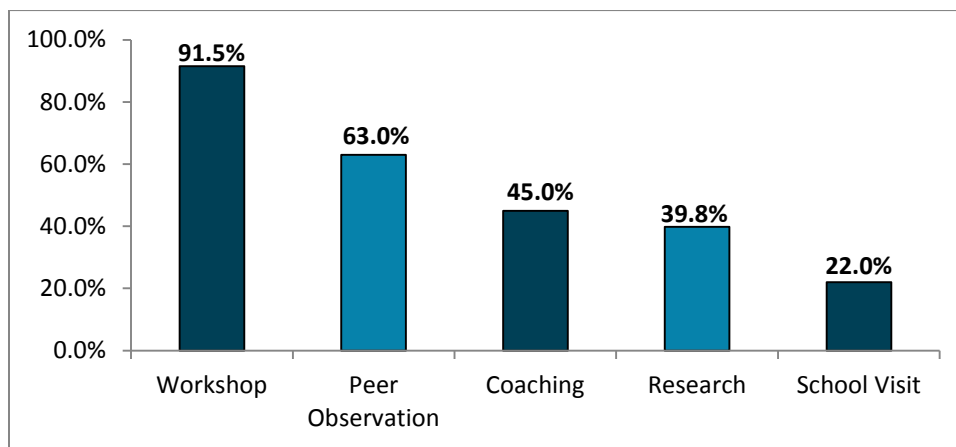
Source: Darling-Hammond et al.[23]

Gulamhussein suggests that this approach is ineffective because of the inadequate focus on the *implementation* of new skills and the excessive focus on the learning phase: "If school districts want teachers to change instruction, the implementation stage must be included and supported more explicitly in professional development offerings."[24]

Notably, **offerings that support reflection and collaboration may be more effective than the traditional workshop approach.** Avalos finds that reflection-based activities are an emerging focus of professional development studies: "Studies in this decade center primarily on reflection as an instrument for change and on the various ways in which

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[20] Ibid., p.2.

[21] Yoon, K. "Reviewing the evidence on how teacher professional development affects student achievement." Regional Educational Laboratory at Edvance Research, Inc., 2007. http://files.eric.ed.gov/fulltext/ED498548.pdf. As cited in: Gulamhussein, Op. cit., p.9.

[22] Furgeson, J., Gill, B., et al. "The National Study of Charter Management Organization (CMO) Effectiveness – Charter School Management Organizations: Diverse Strategies and Diverse Student Impacts." Mathematica Policy Research & Center for Reinventing Public Education, 2012. p.34. http://files.eric.ed.gov/fulltext/ED528536.pdf

[23] Darling-Hammond, L., Chung Wei, R., et al. *Professional Learning in the Learning Profession: A Status Report on teacher Development in the United States and Abroad.* National Staff Development Council, 2009. As cited in: Gulamhussein, Op. cit., p.9.

[24] Gulamhussein, Op. cit., p.11.

reflection can be developed… More practically, [many studies consider] the opportunity offered by self-assessment tools or reflective school portfolios as triggers for change."[25] This finding indicates that reflection processes, as well as conducive PD structures, such as mentorship and self-assessment, may constitute a worthwhile area of exploration for school districts. In examining the policy and administration context of the schools in which structures are implemented, she also posits that structures should support collaboration and networking, as these are proven to be key elements of teacher learning.[26]

FUNDING AND COMPENSATION

Gulamhussein's review finds that "**pre-recession spending on professional development [occupies] between two and five percent of a typical district's budget**," and the most costly item in this spending is typically the time teachers spend with coaches and learning communities.[27]

In a review of the funding-related component of PD structures, she suggests that "effective professional development funding… doesn't necessarily require more spending, but a restructuring of existing funds."[28] However, this is a difficult process made more cumbersome by the fact that many districts are not fully aware of their PD funding patterns. Most track their PD expenditures within the catchall category of instructional support, which also encompasses curriculum development, instructional supervision, computer technology and media, and other library costs and may obscure funds spent solely on PD.[29] Possibly due to this obfuscation, **most districts tend to underestimate the amount they spend on professional development activities**.[30] Researchers themselves struggle to identify the average amount districts spend on PD (Figure 1.3).

Figure 1.3: Researcher Findings on Annual District Budgeting for PD

STUDY	DISTRICT PD EXPENDITURES
Hertert, 1997	1.7 to 7.6% of total budget
Miller et al, 1994	2% of total budget
Miles et al, 1999	3.8% of total budget, $23 million a year, $4,894 per teacher and principal
Miles & Hornbeck, 2000	2.4 to 4.3% of total budget, 2.4 to 5.9% of budget (with in-service days), $2,010 to $5,528 per teacher
Miles et al., 2003	3.5% of total budget, $19 million, $4,380 per teacher

Source: Gulamhussein[31]

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[25] Avalos, Op. cit., p.11.
[26] Avalos, Op. cit., p.16.
[27] Gulamhussein, Op. cit., p.4.
[28] Ibid., p.29.
[29] Ibid.
[30] Ibid.
[31] Ibid., p.28.

However, researchers do agree that PD is extremely expensive for districts. In a 2012 study of the items most frequently downsized after the national sequester in 2010, Ellerson found that reducing professional development was the most common area for cuts, with 69.4 percent of studied districts reporting cuts in this area.[32] Many researchers find that teacher time is the most costly element of PD budgeting, a troubling finding when experts recommend three to four hours of time per week built into teachers' workdays for "collaboration and coaching."[33] Synthesizing some of these findings, Gulamhussein suggests several ways for administrators to purchase teacher time:[34]

- Pay for more daily working hours through teachers' contracts
- Pay substitutes to cover teachers' classes
- Institute paid stipends to teachers for professional development time
- Reallocate funds within current teacher training budgets to cover these costs
- Form a time study team of teachers, administrators, or other representatives of the school community to determine restructuring options

Budgeting information was not often readily available at the school districts profiled in this report, but Minneapolis Public Schools Director of Professional Development David Bernard and Tulsa Public Schools Director of Teacher Development Katy Ackley both mentioned in interviews that they use external grant funds for many PD activities.[35] In the 2008-2009 school year, Minneapolis Public School sites, for instance, received PD grants ranging from $4,450 to $8,000 for individual workshops.[36]

Categorization, as Gulamhussein mentioned, is a major part of studies in PD funding and compensation. Vague or incomplete categorization can result in obfuscation of true PD activities, and mixing of unrelated endeavors into the PD strategy. However, most districts profiled in this report do not make their PD funding categories publicly available, preventing a wider evaluation of benchmarking in this area.

In terms of teacher incentives and compensation, most of the profiled districts use some combination of stipends, college credit, and PD points for relicensure. Tuition reimbursement programs are virtually nonexistent, and when teachers are involved with universities for PD, incentives generally take the form of college credit or credit for research

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[32] Ellerson, N. *Cut Deep: How the Sequester Will Impact Our Nation's Schools*. American Association of School Administrators, 2012. As cited in: Gulamhussein, Op. cit., p. 29.

[33] Killion, Joellen. *Establishing Time for Professional Development.* Learning Forward, 2013. p.6. As cited in: Gulamhussein, Op. cit., p. 30.

[34] Taken nearly verbatim from: Gulamhussein, Op. cit., p.31.

[35] [1] Bernard, D. Director of Professional Development, Minneapolis Public Schools. Phone interview, May 1, 2015.
[2] Ackley, K. Director of Teacher Development, Tulsa Public Schools. Phone interview, April 30, 2015.

[36] "Grant Recipients." Minneapolis Public Schools. http://staffdev.mpls.k12.mn.us/Grant_Recipients_2006-07.html

conducted, rather than PD. Some districts note provision of substitutes during PD as a teacher incentive, such as the Oakland Unified Public School District in its course catalog.[37]

SCHEDULING AND ADMINISTRATION

Avalos finds that PD models are becoming more **contextually integrated into schools, and more comprehensive and continuous in terms of scheduling**: "At the end of this journey through so much that has been studied and written on teacher professional development over a decade, what perhaps most vividly stands out is the extent to which, at least in these publications, we have moved away from the traditional in-service teacher training model."[38] She states that it is clear from the literature that several different types of models are valid in the new paradigm of teacher PD, but cautions that little is currently known about how pervasive or enduring these changes are.

In a 2011 study of 1,939 German secondary school teachers, researchers Richter et al. indicate that literature also establishes a **difference between ideal PD structures for beginning and experienced teachers**:[39]

> Although the empirical basis is rather weak, findings indicate that beginning teachers tend to use observations and informal discussions with colleagues to improve their practice, whereas more experienced teachers are more inclined to use formal meetings for their professional learning. In other words, teachers seem to use different learning opportunities across the career cycle.

They emphasize the need for a distinction between formal opportunities — "structured learning environments with a specific curriculum, such as graduate courses or mandated staff development" — and informal learning opportunities, which "do not follow a specified curriculum and are not restricted to certain environments."[40] The traditional view of PD structuring, according to these researchers, assumes that formal opportunities are the backbone of how teachers update their learning, but this is not necessarily true. The role of informal opportunities such as "conversations with colleagues and parents, mentoring activities, teacher networks, and study groups" should also be considered. In a school environment characterized primarily by voluntary PD participation, as in Germany, the researchers found that teachers pursue formal opportunities primarily during the middle phase of their careers, one of "experimentation and activism."[41] Perhaps most strikingly,

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[37] "Teacher Professional Development Catalog." Oakland Unified Public School District, 2014.
http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/84/Teacher%20Professional%20Learning%20Catalog%20%2010%2010%2014%204.41pm.pdf

[38] Avalos, Op. cit., p.17.

[39] Richter, D., Kunter, M., et al. "Professional development across the teaching career: Teachers' uptake of formal and informal learning opportunities." *Teaching and Teacher Education* 27, 2011. p.116.
http://www.researchgate.net/profile/Dirk_Richter4/publication/248527099_Professional_development_across_the_teaching_career_Teachers_uptake_of_formal_and_informal_learning_opportunities/links/544e3ad20cf29473161a5ff8.pdf

[40] Ibid., p.117.

[41] Ibid., Op. cit., p.124.

they found that there is a distinction not between the amount of PD experienced and novice teachers prefer, but between the medium of instruction. Their findings suggest that newer teachers prefer collaborative methods, while more experienced teachers may find reading and other forms of self-directed learning more attractive.[42]

When selecting from the variety of PD structuring choices available, administrators should account for these considerations as well as their target audience. As an introduction to these diverse options, the North Central Regional Education Laboratory (NCREL) provides an informal overview of 16 common PD structures available to teachers, their institution process, and their cost considerations. This list has been reproduced as Appendix I of this report.

The overwhelming majority of PD offerings at the five districts profiled in this report are workshops held during the school day. Some advertise summer and Saturday academies, but most adhere to the one-day workshop model of scheduling. Specialized summits are a notable trend in PD administration; these summits connect teachers with external experts or the outside community and thus, teachers may enjoy participation in an audience that is wider than that of the standard one-day workshop. For example, Guilderland Central School District hosts the EdTech Team Capital Region Summit, a conference on Google App use in education attended by area teachers, educational technology users, and others.[43] Similarly, Tulsa Public Schools concludes a community reading for professional development with a capstone summit by the book's author, a PD expert.[44]

EVALUATION AND EFFECTIVENESS

Evaluation, both formative and summative, is an important component of ongoing PD structuring and delivery, as such districts must make key decisions as to what constitutes effective PD and what types of outcomes they want to see. Borko emphasizes the necessity of evaluating professional development with a comprehensive understanding, pinpointing the role of key elements in any professional development system. These key elements include:[45]

- The professional development program;
- The teachers, who are the learners in the system;
- The facilitator, who guides teachers as they construct new knowledge and practices; and
- The context in which the professional development occurs.

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[42] Ibid., Op. cit., p.124.
[43] "Guilderland Central School District to host Google Summit." Guilderland Central School District.
   http://www.guilderlandschools.org/district/newsarchive/1415/042415googlesummit.cfm
[44] "IPD Book Study." Tulsa Public Schools.
   http://www.tulsaschools.org/8_Employees/01_PROFESSIONAL_DEV/iPDbook2.asp
[45] Taken verbatim from: Borko, Op. cit., p.4.

At most of the five districts profiled in this report, evaluation measures are still in their infancy and only detailed in the districts' five-year plans. Tulsa Public Schools Director of Teacher Development Ms. Ackley noted in an interview that evaluation is a challenge for all PD staff, as popular measures of efficacy, such as student outcomes data, are subject to so many variables that they cannot provide insight on the effects of teacher PD.[46]

Some of the five districts profiled in this report invite external review teams to conduct site visits and evaluate PD in their schools. For instance, at Duval County Public Schools evaluation was conducted in 2008 by a Quality Assurance Review Team that made recommendations reviewed by the national AdvancED Accreditation Commission.[47] Similarly, Minneapolis Public Schools have undergone evaluation reviews from several groups, including universities, such as Vanderbilt University and University of Pittsburgh, and policy organizations, such as the New Teacher Project and Council of Great City Schools.[48]

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[46] Ackley, Op. cit.
[47] "Five-Year Comprehensive Professional Development Plan." Duval County Public Schools, 2015. p.21.
    http://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/DCPS_Five_Year_PD_Plan.pdf
[48] "Five-Year Comprehensive Professional Development Plan." Minneapolis Public Schools, 2011. p.7.
    http://staffdev.mpls.k12.mn.us/uploads/mps_pd_plan_final.pdf

SECTION II: PROFESSIONAL DEVELOPMENT PROFILES

This section profiles five public school districts of interest to Arlington Public Schools, using five-year PD plans, institutional websites, and interviews with professional development personnel. Figure 2.1 displays a summary of the five districts profiled.

Figure 2.1: Districts Profiled for PD Structuring Strategy

DISTRICT NAME	LOCATION	SCHOOLS	STUDENTS	TEACHERS
Minneapolis Public Schools	Minneapolis, MN	93	35,842	2,427
Tulsa Public Schools	Tulsa, OK	84	41,076	2,412
Duval County Public Schools	Jacksonville, FL	199	125,686	7,619
Oakland Unified Public School District	Oakland, CA	137	46,463	-
Guilderland Central School District	Guilderland Center, NY	7	4,925	400

In these profiles, Hanover provides as much detail as possible for the six practice areas for PD structuring discussed in Section I: management and leadership, external involvement, offerings and requirements, funding and compensation, scheduling and administration, and evaluation and effectiveness. However, it should be noted that some information, such as PD budgeting, substitute teacher information, and other administrative details were not often readily available for all schools.

MINNEAPOLIS PUBLIC SCHOOLS

The Minneapolis Public School District (MPSD), headquartered in Minneapolis, MN, is a large urban school district consisting of 93 schools enrolling 35,842 total students. It employs 2,427 classroom teachers, and its student-to-teacher ratio is 14.8 to one.[49] Its professional development initiatives are housed through its Staff Development office, the purpose of which "is to enhance the professional performance of all employees in the district so that…[its] mission can be realized." In preparing its PD efforts, the Staff Development office has been aligned with the National Staff Development Council's standards since April 1997.[50]

In preparing this report, Hanover conducted an in-depth interview with David Bernard, Director of Professional Development for the Minneapolis Public Schools, who spoke of the district's PD plan, scope, and development.[51] Details from this interview are used in the following subsections of this profile.

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[49] "Minneapolis Public School District." National Center for Education Statistics.
https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=minneapolis&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=2721240

[50] "Staff Development Home." Staff Development Office, Minneapolis Public Schools. http://staffdev.mpls.k12.mn.us/

[51] Bernard, D. Director of Professional Development, Minneapolis Public Schools. Phone interview, May 1, 2015.

MANAGEMENT AND LEADERSHIP

MPSD's program, as a hybrid, offers both district initiatives that guide PD for all staff members and individual PD plans created to meet each school's specific needs. Coordinated through the Staff Development office, leadership is shared between the Academic Leadership Team, which consists of academic directors, the district's associate superintendent, and principals at school sites.[52] In the development of the district's Five-Year Comprehensive Development Plan, its flagship PD initiative from 2011-2016, leadership was also shared with a Professional Development Working Group which included:[53]

- Executive Director of Special Education
- Director of Organizational and Professional Development
- Program and content specialists in Special Education, Literacy, and English Language Learning
- Professional development consultants
- School principals
- Evaluation and testing specialists
- District and school policy directors
- K-12 teachers under his role (Figure 2.2).

Figure 2.2: Professional Development Office Leadership, MPSD
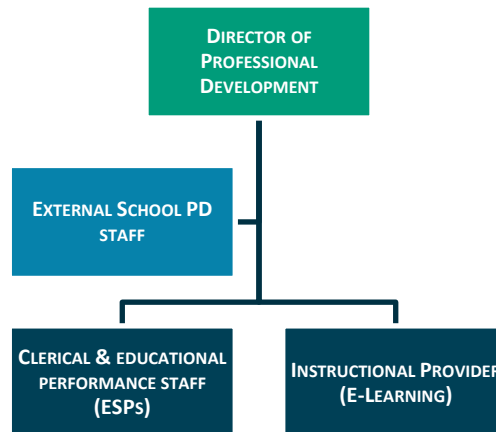
Source: Bernard[54]

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[52] Ibid.

[53] "Five-Year Comprehensive Professional Development Plan." Minneapolis Public Schools, 2011. p.3.
http://staffdev.mpls.k12.mn.us/uploads/mps_pd_plan_final.pdf

[54] Bernard, Op. cit.

EXTERNAL INVOLVEMENT

Mr. Bernard describes PD development at MPSD as "based on our individual needs," and states that most is developed in-house.[55] Since the adoption of its Comprehensive Plan, MPSD has also subjected its PD initiatives to external reviews from several groups, including the New Teacher Project, Council of Great City Schools, Annenberg Institute, Vanderbilt University Study of Middle School Mathematics, Consortium for Policy Research in Education (CPRE), and University of Pittsburgh Institute for Learning.[56]

OFFERINGS AND REQUIREMENTS

MPSD teachers are not required by the district to participate in a set number of hours of PD; however, Minnesota State requirements for relicensure mandate 125 hours of PD over five years, in four designated areas: Positive Behavioral Intervention Strategies; Accommodation, Modification, and Adaptation of Curriculum, Materials, and Instruction; Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents; and Reading Preparation.[57]

In 2014, the district began a collective school-wide engagement program for each of its school teams, which entails following PD plans teachers create during the school year and providing companion PD for principals and teachers. Mr. Bernard describes this program as "first facilitated, and then supported in a number of ways," with a high degree of autonomy for schools and teachers.[58] MPSD also participates in collaborative action research, which entails a higher degree of coaching and support. Although PD is not tied to the evaluation process for teachers, they are incentivized to participate through their individual professional learning communities.[59]

The support structure for new hires in the district consists of teacher mentors, induction coordinators, induction PD courses, and opportunities for probationary teachers during the first three years.[60]

FUNDING AND COMPENSATION

PD initiatives at MPSD are generally funded through the central budget via Title 2 funding, although there are no funds allocated for PD specifically. Resources such as teacher stipends are funded through external grants.[61] Mr. Bernard estimates that around $14 million of the district's annual budget is spent on PD.[62]

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[55] Bernard, Op. cit.
[56] Five-Year Comprehensive Development Plan," Op. cit., p.7.
[57] "Renewal Application Packet: Renewal Instructions." Minnesota Department of Education, 2015. pp.3-4.
[58] Bernard, Op. cit.
[59] Ibid.
[60] Ibid.
[61] Ibid.
[62] Ibid.

Individual PD initiatives at the district's component schools are also funded through grants. A list of grant recipients from the 2008-2009 school year, for instance, presents workshops in reading and writing strategies, critical thinking skills, reader and writer workshop facilitation, and data analysis, which received from $4,450 to $8,000 in grant funds.[63] Conditions for PD grants posit that PD activities should:[64]

- Focus on the school classroom and research-based strategies that improve student learning;
- Provide opportunities for teachers to practice and improve their instructional skills over time;
- Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- Enhance teacher content knowledge and instructional skills;
- Align with state and local academic standards;
- Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide opportunities for teacher mentoring; and
- Align with the plan of the district or site for an alternative professional pay system.

Teacher incentives in the district are achieved through stipends, as well as through incentivizing individual action research opportunities for teachers through a graduate program. These action research projects are then conducted over the course of the year.[65] Although Mr. Bernard explicitly likens this program to a graduate course, tuition reimbursement is not presently available.

SCHEDULING AND ADMINISTRATION

Presently, MPSD uses e-Compass, True North Logic software, as its PD learning management system. Mr. Bernard shared that they are presently not satisfied with this system for budgeting reasons on the district's side and capability reasons on the provider's side.[66]

In scheduling PD, moving away from during-school PD is a priority for the district, an approach Mr. Bernard describes as "trying to create challenges."[67] He also notes that there is a percentage of the budget set aside for substitute teachers through the human capital and human resources offices, in order to ensure that all science teachers are able to attend PD. There is software in place to coordinate these substitutes, but he was not able to comment on this.[68]

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[63] "Grant Recipients." Minneapolis Public Schools. http://staffdev.mpls.k12.mn.us/Grant_Recipients_2006-07.html
[64] Taken verbatim from: "Effective Staff Development Activities." Minneapolis Public Schools.
    http://staffdev.mpls.k12.mn.us/Effective_Staff_Development_Activities.html
[65] Bernard, Op. cit.
[66] Ibid.
[67] Ibid.
[68] Ibid.

EVALUATION AND EFFECTIVENESS

Evaluation structures have become more pronounced in the district since a 2009 audit of its PD initiatives, which described evaluation as "nonexistent."[69] Mr. Bernard says that it varies in implementation, but is moving towards a greater degree of standardization. Current data sources used include focus group discussions, benchmark discussions, and teacher data.[70] He notes that there is room for improvement, especially in aligning PD initiatives with existing structures, needing more support for monitoring PD implementation, and budget considerations.

TULSA PUBLIC SCHOOLS

The Tulsa Public School District (TPS), headquartered in Tulsa, OK, is a large urban school district consisting of 84 schools enrolling 41,076 total students. It employs 2,412 classroom teachers, and its student-to-teacher ratio is 17.02 to one.[71] Its professional development initiatives are housed through its Office of Organizational & Professional Learning, whose mission is to "[engage] every educator in personalized and accelerated adult learning every day so every student achieves without exception."[72]

In preparing this report, Hanover conducted an in-depth interview with Katy Ackley, Director of Teacher Development for Tulsa Public Schools, who spoke of the district's PD plan, scope, and development.[73] Details from this interview are used in the following subsections of this profile.

MANAGEMENT AND LEADERSHIP

As most TPS schools are Title I, TPS follows Title I requirements and offers PD initiatives as a district-wide PD scheme and individual site-specific PD plans. Although Ms. Ackley emphasizes that she would not refer to it as a "plan" at this stage in development, intentions for the district-wide PD initiative include establishing a basic communication structure that focuses on written and word-of-mouth communications.

Ms. Ackley shares leadership with another Director of Teacher Development, and both report to the Director of Organizational and Professional Learning, who supervises all PD initiatives in the district. They supervise a team of about 55 staff who are deployed to schools and provide coaching support for teachers. The office has a separate subsection for leadership development, and its Director works with principals and assistant principals. The

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[69] "Five-Year Comprehensive Development Plan," Op. cit., p.7.

[70] Bernard, Op. cit.

[71] "Tulsa Public School District." National Center for Education Statistics. https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=tulsa+&DistrictType=1 &DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudent sRange=more&NumOfSchoolsRange=more&ID2=4030240

[72] "Organizational and Professional Learning." Tulsa Public Schools. http://www.tulsaschools.org/8_Employees/01_PROFESSIONAL_DEV/professional_dev_main.asp

[73] Ackley, K. Director of Teacher Development, Tulsa Public Schools. Phone interview, April 30, 2015.

team at the Office of Organizational & Professional Learning is under the jurisdiction of the Executive Director of Organizational and Professional learning and Director of Leadership Development, the two Directors of Teacher Development, a Grants Manager, and a Strategic School Design Specialist.[74]

EXTERNAL INVOLVEMENT

Ms. Ackley describes previous PD creation attempts in the district as a "free-for-all" and points out that the district is hoping to standardize the development process for PD, and mitigate the problems caused due to a lack of clearinghouse for best practices.[75]

She envisions the district continuing to use services such as external coaches and team-ups for subject-specific offerings. For instance, TPS teamed up with Scholastic in 2015 to offer PD in software and data management for teachers using the System 44 and READ 180 systems in their classrooms.[76]

Many of TPS' offerings are workshops or summer summits and seminars, but it also offers unique opportunities in collaboration with external experts such as the IPD Book Study, a structured community book reading of *Professional Capital: Transforming Teaching in Every School,* followed by a one-day capstone convening with the book's co-author, PD expert Dr. Andy Hargreaves. This event is open to site leadership teams, district leaders, school administrators, and site-based teacher leaders, and it is intended to "act as an ignition event that will engage a larger group of stakeholders in a new district iPD culture." The event is modeled on the Bill and Melinda Gates Foundation assemblies.[77]

OFFERINGS AND REQUIREMENTS

Under past state law, Oklahoma teachers were required to participate in 70 hours of PD over five years in order to maintain their certifications, a law which no longer exists. As a district, TPS is required to offer a minimum of 30 hours per year.[78]

Ms. Ackley states that PD can be a part of teacher evaluation, and the district "likes to make a connection back to that framework so teachers can know where it is they can expect to get support." One indicator on the district's teacher evaluation directly involves PD and professional growth.

TPS' new teacher induction program involves a three-day onboarding PD where all new teachers come into a centralized PD center, followed by ongoing embedded support in the form of mentors for a full school year. The district also conducts a follow-up after year one,

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[74] "Organizational and Professional Learning," Op. cit.
[75] Ackley, Op. cit.
[76] "Summer Professional Development Catalog." Tulsa Public Schools, 2015. p.3.
   http://www.tulsaschools.org/8_Employees/01_PROFESSIONAL_DEV/pdf/Summer2015.pdf
[77] "IPD Book Study." Tulsa Public Schools.
   http://www.tulsaschools.org/8_Employees/01_PROFESSIONAL_DEV/iPDbook2.asp
[78] Ackley, Op. cit.

mostly consisting of a handoff from the teacher mentor to a coach who serves as a "go-to person for support as needed beyond year one."[79]

FUNDING AND COMPENSATION

Handled by the Executive Director, PD funding for the district is provided through a dedicated professional development budget, the general fund budget, and PD-related grants. Teachers receive stipends for after-hours PD as well as college credit in some cases, but presently there are no pay incentives or tuition reimbursement plans in place.[80]

SCHEDULING AND ADMINISTRATION

TPS has used a management software system called DK to schedule PD. The district is highly unsatisfied with the system, and Ms. Ackley comments, "To say it's obsolete is an understatement." The district is transitioning to MyLearningPlan this summer, and also works with a variety of other online PD models, although Ms. Ackley mentions that these are more related to delivery than management. In this category, the district also advertises external PD resources on its site, such as Edivate, an instructional video hub, educator social network, and access point for professional development tracking tools,[81] and TeachingChannel, another repository of instructional resources.[82]

The district builds two district-wide designated PD days into the calendar at the beginning of each year, and seven "early release Fridays" during which teachers have two hours of PD. About four hours are determined by individual sites in order to meet the district's 30-hour per year requirement.[83] On these designated calendar days, students have no school, but sites are responsible for covering substitutes on days when PD is offered during the school day. A subsection of schools is involved in a pilot project to engage in more frequent PD, and instructional coaches generally provide coverage for these schools. The budget for this initiative and substitute requests are handled at the site level.[84]

EVALUATION AND EFFECTIVENESS

Popular metrics for evaluation in the district include teacher evaluation scores, student achievement, and other variables that affect students. "I think it's a question everyone who works in PD grapples with," notes Ms. Ackley. "There's basic obvious ones, you get feedback from your participants… [we also ask] are we seeing growth when it comes to teacher evaluation scores? Obviously, student achievement is the end game, but there are so many other variables… that it's hard to answer that question. We haven't found the one answer, but those are some of the things we look at."[85]

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[79] Ibid.

[80] Ibid.

[81] "Edivate: The New PD 360." Edivate. https://www.pd360.com/#login

[82] "TeachingChannel: Getting Better Together." TeachingChannel. https://www.teachingchannel.org/

[83] Ackley, Op. cit.

[84] Ibid.

[85] Ibid.

She notes that the district has made significant improvements and their models, such as the embedded professional learning through coaching model for new teachers, has "everything it needs to be the most effective," and requires attention in the implementation component. For this purpose, Ms. Ackley favors co-implementation: "I think embedded side-by-side coaching has the potential to give us more bang for our buck when it comes to PD."[86]

DUVAL COUNTY PUBLIC SCHOOLS

Duval County Public Schools (DCPS), headquartered in Jacksonville, FL, is a large urban school district consisting of 199 schools enrolling 125,686 total students. It employs 7,619 classroom teachers, and its student-to-teacher ratio is 16.5 to one.[87] Its professional development initiatives are housed through its Department of Professional Development, whose mission is to "[invest] in continuous professional learning that is standards-based, results-driven, relevant, and improves administrative leadership, teaching quality, and student achievement."[88]

MANAGEMENT AND LEADERSHIP

According to its five-year professional development plan, the district houses all its resources in one central clearinghouse on its website, coordinated by the Department of Professional Development, but initiatives function mainly through on-site school learning communities.[89] Presenting a rationale for this structure, the district maintains that through on-site communities, "teachers are less isolated, share in the collective responsibility for student success, and have higher morale and less absenteeism."[90] One cornerstone of the DCPS system is its team of Professional Development Facilitators (PDF), full-time professionally certified teachers who are responsible for administering professional development at DCPS sites. PDFs must possess the following qualifications:[91]

- Effective communication and interpersonal skills
- Establishing a positive learning environment
- Demonstrating multicultural sensitivity and flexibility

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[86] Ibid.

[87] "Duval County Public School District." National Center for Education Statistics. https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=duval&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudents Range=more&NumOfSchoolsRange=more&ID2=1200480

[88] "Professional Development." Duval County Public Schools. http://www.duvalschools.org/Page/7163

[89] "Five-Year Comprehensive Professional Development Plan." Duval County Public Schools, 2015. p.9. http://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/DCPS_Five_Year_PD_Plan.pdf

[90] Ibid.

[91] Taken nearly verbatim from: "Professional Development Facilitator Manual." Duval County Public Schools, 2015. pp.5-6. http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/PDF%20MANUAL%202014-15%209-10-14.pdf

- Professional Educator Certificate

- Minimum 3 years (5 recommended) of successful teaching experience

- Peer mentoring and/or coaching experience (formal and/or informal)

- Trained or willing to complete CET prior to beginning the role of PDF

- Effective or Highly Effective CAST rating (prior year performance evaluation (Highly skilled classroom teacher with high expectations for students, evidence of outstanding instructional practice, strong knowledge of content and methods that support high standards)

- Experience working with adult learners

- Evidence of strong interpersonal communication skills

- Evidence of strong organization and technology skills

- Teacher leader experience (Coach, grade/department level chair, School Leadership Team, and others)

On-site, PDFs serve as overseers of the Mentoring and Induction for Novice Teachers (MINT) program, a guided program for mentorship of new teachers, and professional development in-service liaisons for each school on-site.[92] PDFs may also participate in the MINT programs as mentors themselves.

EXTERNAL INVOLVEMENT

DCPS links to and advertises the use of the Florida Diagnostic and Learning Resources System (FDLRS), particularly for novice teachers. This resource is a "support system for exceptional student education serving Clay, Duval, and Nassau Counties of Northeast Florida," and provides diagnostic, instructional, and human resources support to exceptional children, parents, and teachers.[93]

OFFERINGS AND REQUIREMENTS

According to Florida law, teachers in the DCPS system must renew their Professional Teaching Certificates every five years by accruing at least six semester hours of college credit or 120 in-service points. These points may be earned through professional development, institutions of higher learning, independent studies, and other approved means.[94]

DCPS offers a variety of professional development initiatives, including developed endorsement programs for ESOL students, K-12 reading, and gifted students. Endorsement

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[92] Ibid., p.6.
[93] "Florida Diagnostic and Learning Resources System." Crown, FDLRS.http://www.fdlrscrown.org/
[94] "Renewal of Professional Teaching Certificates." Duval County Public Schools.
http://www.duvalschools.org/Page/8006

programs are 300 hours in length and consist of five 60-hour courses. They are intended to:[95]

> ...enhance the educators' knowledge and skills, improve instructional practice, and increase student achievement. These research-based courses are designed to faciltiate the implementation of appropriate instructional strategies, educational interventions, and support for the unique needs of the learners.

DCPS also provides resources for novice teachers through a collection it refers to as MINT, or Mentoring and Induction for Novice Teachers.[96] Code of Ethics sessions, short workshops for teachers with temporary and professional certificates (CHAMPs), and Clinical Educator Training workshops are some of the commonly offered professional development sessions for new teachers in this program. A team of six MINT staff manages MINT school specialists, who are deployed throughout the district.[97] New teachers at DCPS are assigned mentors, who guide them using a rigorous list of expectations for the first ten months of service:[98]

- Review roles and responsibilities
- Assist with school orientation
- Provide weekly novice teacher support
- Conduct informal observation visits with brief written comments
- Support completion of novice teacher's MINT requirements
- Attend school and/or region-based mentor professional learning opportunities
- Communicate with PDF monthly

DCPS also offers developed non-instructional professional development based on Florida law, and began to evaluate the effectiveness of non-instructional personnel in schools during the 2010-2011 school year.[99]

FUNDING AND COMPENSATION

There are no advertised teacher incentive activities for most PD initiatives at Duval. Participation in the district's PDF program may count towards certificate extension for teachers, which usually requires 120 in-service points, a three-hour college course, or a passing score on a subject test related to the area of certification.[100] One hour of

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[95] "Professional Development: Endorsements." Duval County Public Schools. http://www.duvalschools.org/Page/8795
[96] "Welcome to MINT: Mentoring and Induction for Novice Teachers." Duval County Public Schools. http://www.duvalschools.org/Page/10206
[97] "MINT Specialists." Duval County Public Schools.http://www.duvalschools.org/Page/9337
[98] Taken verbatim from: "Mentors." Duval County Public Schools. http://www.duvalschools.org/Page/10933
[99] "Non-instructional Professional Development." Duval County Public Schools. http://www.duvalschools.org/Page/8005
[100] "Professional Development Facilitator Manual," Op. cit., p.17.

participation in such an activity earns one in-service point, and at least 60 hours must be completed before teachers may supplement these with courses or subject tests.
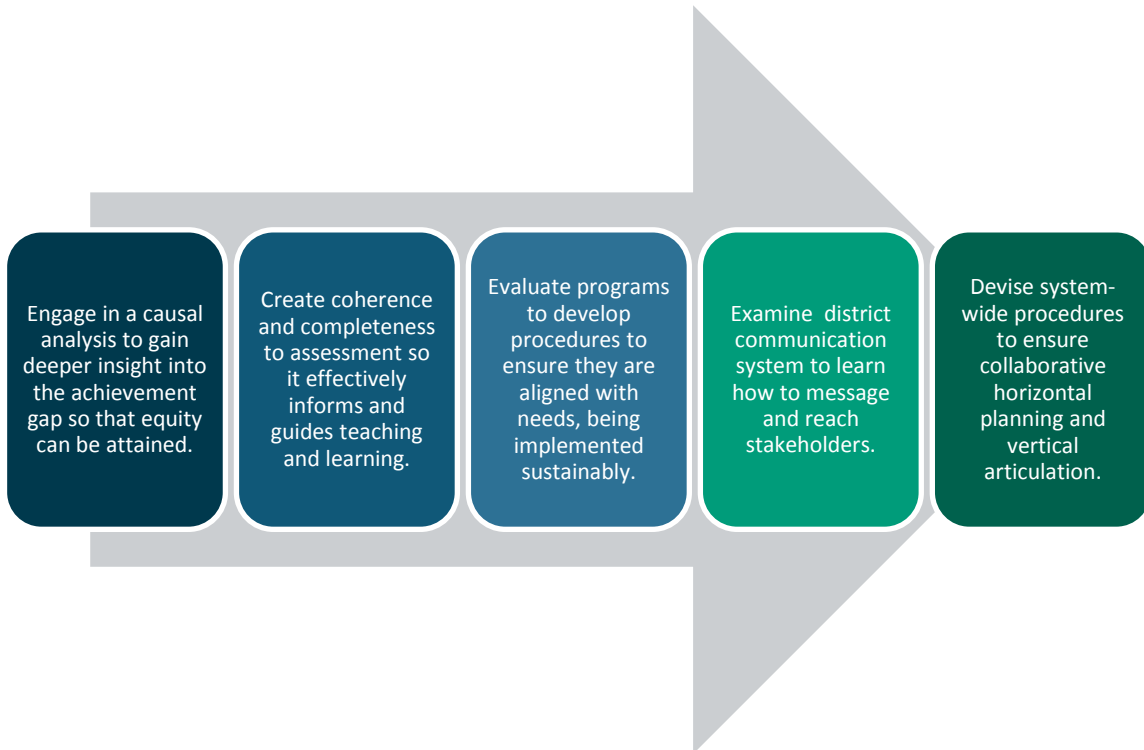
SCHEDULING AND ADMINISTRATION

DCPS uses an electronic registration system called Electronic Register Online to manage professional development courses, including recertification, endorsement add-on, district and school-based learning, and others. Staff may register online via a link on the professional development website.[101] Many DCPS courses are also delivered entirely online via the How to Master program, which provides "training courses that address individual skill levels from novice to advanced" on subjects such as PC skills, integrating technology in the classroom, and soft skills.[102]

EVALUATION AND EFFECTIVENESS

DCPS made use of a quality assurance review team in 2008, which made five recommendations for the national AdvancED Accreditation Commission on PD (Figure 2.3).

Figure 2.3: Recommendations, Quality Assurance Review Team

Engage in a causal analysis to gain deeper insight into the achievement gap so that equity can be attained.

Create coherence and completeness to assessment so it effectively informs and guides teaching and learning.

Evaluate programs to develop procedures to ensure they are aligned with needs, being implemented sustainably.

Examine district communication system to learn how to message and reach stakeholders.

Devise system-wide procedures to ensure collaborative horizontal planning and vertical articulation.

Source: DCPS[103]

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[101] "DCPS ERO – Register for Courses." Duval County Public Schools. http://dcps.duvalschools.org/Page/11683
[102] "How to Master." Duval County Public Schools.
http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/How%20to%20Master%20Directions.pdf
[103] Taken verbatim with minimal modification from: "Professional Development Facilitator Manual," Op. cit., p.21.

OAKLAND UNIFIED PUBLIC SCHOOL DISTRICT

Oakland Unified Public School District (OUPS), headquartered in Oakland, CA, is a large urban school district consisting of 137 schools enrolling 46,463 students.[104] Its professional development initiatives are primarily overseen by the Talent Development Office, which handles a range of programs and initiatives related to teacher support, development, and retention.[105]

MANAGEMENT AND LEADERSHIP

Throughout the year, professional development opportunities at OUPS are offered through a wide-range of district-level departments, with central oversight generally offered through the Office of Talent Development and Office of New Teacher Support and Development.[106] These offices house a variety of PD initiatives including intern support, the Beginning Teacher Support & Assessment Program, and the Peer Assistance and Review program.[107] Additionally, a review of the OUPS *Professional Learning Catalog* identified additional PD opportunities and initiatives offered by the Academic Team (Teaching & Learning, Programs for Exceptional Children, and Community Schools & Student Services), Human Resources, and Linked Learning.[108]

OFFERINGS AND REQUIREMENTS

OUPS offers PD initiatives in a variety of subject areas (Figure 2.4)**.** Each of these initiatives is offered in multiple class-sessions, and appears to be administered on-site at each relevant school.

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[104] "Oakland Unified Public School District." National Center for Education Statistics.
https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=oakland+unified&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=0628050

[105] "Talent Development Office." Oakland Unified School District. http://ousd.k12.ca.us/Page/9830

[106] [1] "Talent Development Office." Oakland Unified Public School District, 2014.
http://publicportal.ousd.k12.ca.us/Domain/2980
[2] "New Teacher Support and Development Office." Oakland Unified Public School District, 2014.
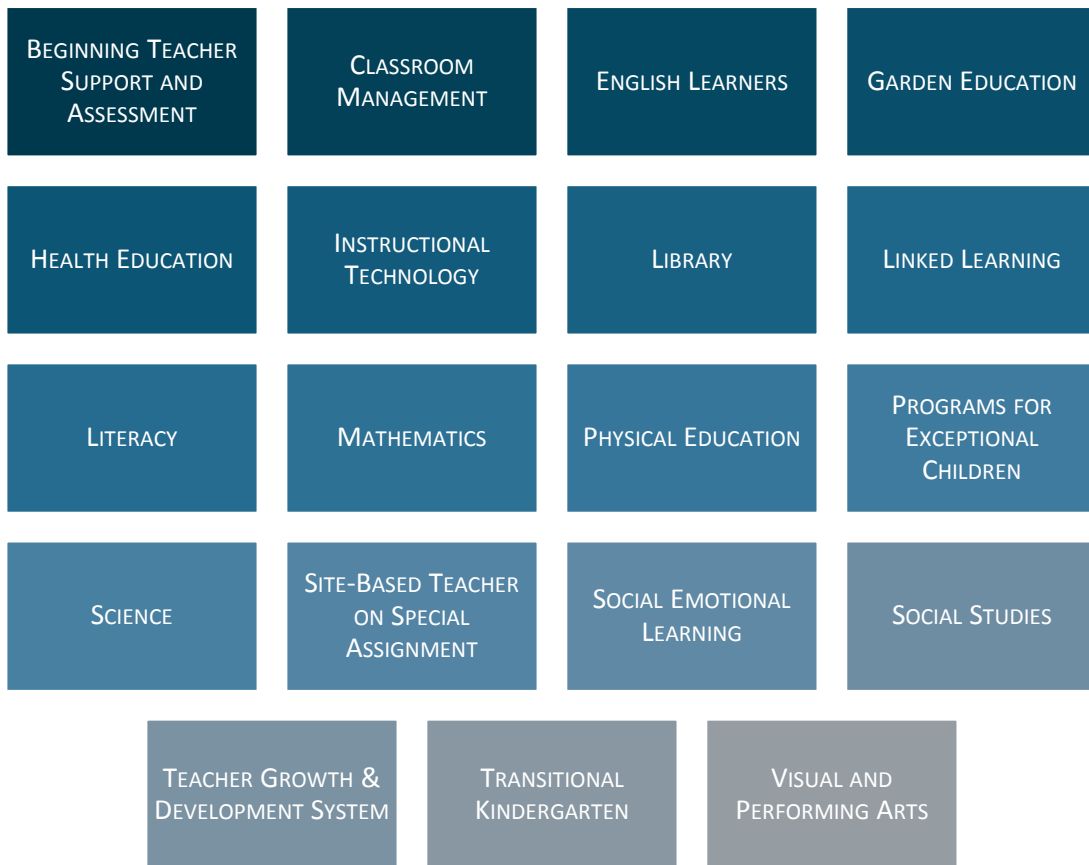http://publicportal.ousd.k12.ca.us/Domain/84

[107] Ibid.

[108] "Teacher Professional Development Catalog." Oakland Unified Public School District, 2014.
http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/84/Teacher%20Professional%20Learning%20Catalog%20%2010%2010%2014%204.41pm.pdf

Figure 2.4: PD Subject Areas Offered at OUPS

BEGINNING TEACHER SUPPORT AND ASSESSMENT	CLASSROOM MANAGEMENT	ENGLISH LEARNERS	GARDEN EDUCATION
HEALTH EDUCATION	INSTRUCTIONAL TECHNOLOGY	LIBRARY	LINKED LEARNING
LITERACY	MATHEMATICS	PHYSICAL EDUCATION	PROGRAMS FOR EXCEPTIONAL CHILDREN
SCIENCE	SITE-BASED TEACHER ON SPECIAL ASSIGNMENT	SOCIAL EMOTIONAL LEARNING	SOCIAL STUDIES
TEACHER GROWTH & DEVELOPMENT SYSTEM	TRANSITIONAL KINDERGARTEN	VISUAL AND PERFORMING ARTS	

FUNDING AND COMPENSATION

Most professional development at OUPS does not offer a teacher stipend. There are a variety of other options listed as teacher incentives or mitigating supports in the Professional Development Catalog, including:[109]

- Professional development initiatives rolled into year-long stipends for positions, such as Health Ed Leader or LGBTQ+ training
- One-time monetary stipends based on attendance and site-based PLC work, for very few PD opportunities such as Teacher Leadership Common Core Standards training
- Per-hour stipends, such as a $25/hour stipend for the Elementary Math Teacher Leadership Collaborative
- Site-specific funds for particular opportunities

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[109] Ibid.

SCHEDULING AND ADMINISTRATION

OUPS uses an online registration system called On-Track for PD registration and attendance. The software is linked to staff's intranet pages, and allows teachers to view and register for PD by subject area.[110]

In addition to regularly scheduled PD opportunities throughout the academic year, OUPS's academic calendar lists a total of three dedicated Professional Development days in August, October, and January.[111] Although most programs are offered on multiple dates, the majority of regular PD programming during the school year takes place during the school day, with some additional programming in the evenings.[112] A scan of the Professional Development Catalog indicates that programs offered after regular school hours are typically two to three hour sessions often offered on multiple days at a single designated site.

GUILDERLAND CENTRAL SCHOOL DISTRICT

Guilderland Central School District (GCS), headquartered in Guilderland Center, NY, is a suburban school district enrolling approximately 5,000 students across seven elementary, middle, and high schools.[113] GCS administers professional development to its 400 classroom teachers through its centralized Staff Resources.[114]

MANAGEMENT AND LEADERSHIP

Guilderland Central School District's Professional Development Plan outlines a PD philosophy in which adult learning is not limited to one-off workshops and seminars, but rather one that is "collaborative, continuous, embedded in daily practice and focused on student achievement."[115] As a means of achieving this mission, GCS has organized staff into learning communities under the jurisdiction of individual school and district leaders.[116] Further, the district's professional development program is overseen by a cross-departmental Professional Development Committee, comprising teachers and teaching assistants, counselors, and coordinators, and operates under the oversight of the Assistant Superintendent for Instruction and Coordinator for Elementary Program and Staff Development.[117]

[110] "Teacher Professional Development Catalog," Op cit. p.7.

[111] "2014-2015 School Calendar." Oakland Unified Public School District, 2014.
http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/124/calendar14-15_ENG_bw.pdf

[112] "Teacher Professional Development Catalog," Op cit. p.7.

[113] "Guilderland Central School District." National Center for Education Statistics.
https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=guilderland&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=3613080

[114] "Staff Resources." Guilderland Central School District.
http://www.guilderlandschools.org/district/staff/staffresources.cfm

[115] "Professional Development Plan." Guilderland Central School District, 2015. p.5.
http://www.guilderlandschools.org/district/pubs/districtplans/PDP.pdf

[116] Ibid. p. 6.

[117] Ibid., p.3.

OFFERINGS AND REQUIREMENTS

New York State requires teachers, teaching assistants, and substitute teachers to renew their certifications every five years based upon successful completion of 175 hours of PD, if teachers, and 75 hours, if teaching assistants.[118] In addition, like all New York schools, GCS staff are subject to the requirements of the Annual Professional Performance Review (APPR) state plan for teachers and school principals, which among other action items establishes "regulations governing the evaluation of teachers and school leaders" and thus dictating the content of their professional development. [119]

For beginning educators or those in training, GCS has established a program known as GEMS, or Guilderland Educators Mentoring for Success, in which teacher and student mentors meet once every month and report to a district-wide mentor coordinator. Mentors are tenured teachers with at least two recommendations from colleagues, and one from an administrator or supervisor.[120]

SCHEDULING AND ADMINISTRATION

GCS uses My Learning Plan, Inc., a web-based educator evaluation and professional learning data management system, in order to manage and schedule PD opportunities. The system's linked website on GCS' staff page describes it as a "web-based tool that helps school districts manage all aspects of in-district and out-of-district professional learning in one comprehensive online system."[121] GCS uses the system as a hub for centralizing and delivering professional development, and describes the function of the system for different user groups:[122]

- **Teachers** use their private identification and password to maintain an electronic learning portfolio and record all of their activities.
- School **administrators** use this site to approve activities and maintain critical records.
- **All users** benefit from a streamlined workflow that automates many tasks and provides better, faster access to records and information.

GCS also uses a secure internal social network for learning called Edmondo, a "real-time platform to exchange ideas, share content, and access homework, grades, and school notices." [123] Edmondo is a professional development tool that provides teachers with

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[118] Ibid., p.7.
[119] "APPR: An overview of New York's new teacher/principal evaluation system." Guilderland Central School District.
  http://www.guilderlandschools.org/district/academics/APPR/APPRhome.cfm
[120] "Professional Development Plan," Op. cit., p.33.
[121] "My Learning Plan, Inc." My Learning Plan, Inc. https://www.mylearningplan.com/Index.html
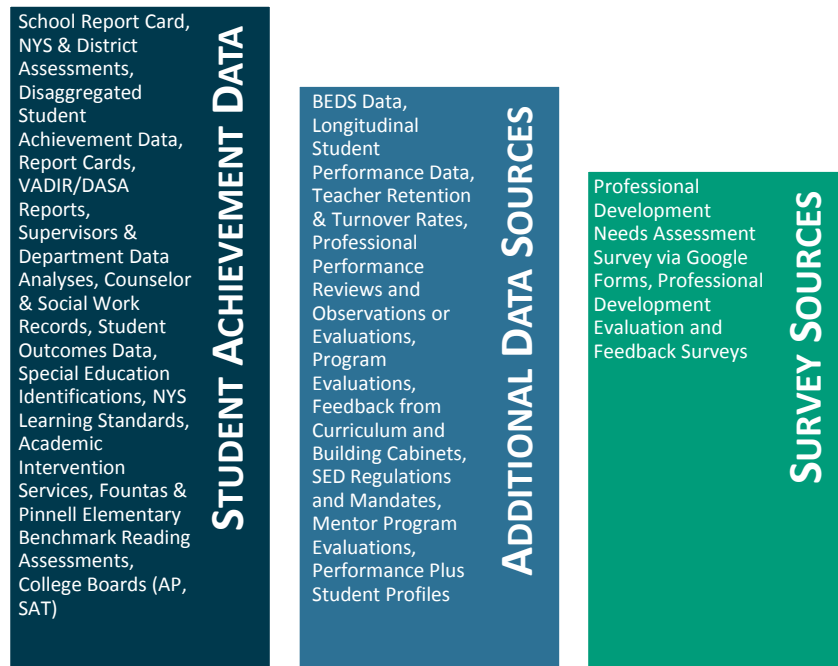[122] Taken verbatim from: "Staff Resources," Op. cit.
[123] Ibid.

instant feedback on Common Core State Standards, by individual student and by standard.[124]

EVALUATION AND EFFECTIVENESS

In its strategy for PD monitoring, GCS outlines a general five-step process for monitoring the progress of professional development initiatives: i) identify success measures for professional development activities; ii) identify data sources and gathering method for each measure; iii) plan for articulation of findings; iv) keep records of PD implementation, participation and feedback; and v) administer feedback surveys and collectively analyze results.[125]

Additionally, GCS collects a host of academic data in order to engage in this monitoring process, as described in Figure 2.5, below.

Figure 2.5: Data Sources for Evaluation of PD, GCS

School Report Card, NYS & District Assessments, Disaggregated Student Achievement Data, Report Cards, VADIR/DASA Reports, Supervisors & Department Data Analyses, Counselor & Social Work Records, Student Outcomes Data, Special Education Identifications, NYS Learning Standards, Academic Intervention Services, Fountas & Pinnell Elementary Benchmark Reading Assessments, College Boards (AP, SAT)

STUDENT ACHIEVEMENT DATA

BEDS Data, Longitudinal Student Performance Data, Teacher Retention & Turnover Rates, Professional Performance Reviews and Observations or Evaluations, Program Evaluations, Feedback from Curriculum and Building Cabinets, SED Regulations and Mandates, Mentor Program Evaluations, Performance Plus Student Profiles

ADDITIONAL DATA SOURCES

Professional Development Needs Assessment Survey via Google Forms, Professional Development Evaluation and Feedback Surveys

SURVEY SOURCES

Source: GCS[126]

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[124] "Edmondo." Guilderland Schools. https://guilderlandschools.edmodo.com/
[125] "Professional Development Plan," Op. cit., p.8.
[126] Ibid., p.9.

APPENDIX I: NCREL-RECOMENDED PROFESSIONAL DEVELOPMENT STRUCTURES

STRUCTURE	PROFESSIONAL DEVELOPMENT STRUCTURE	COST CONSIDERATIONS
Lunch-hour Summit	Planning period(s) are scheduled immediately prior to and following lunch. Time available varies but could be as much as 1.5 hours — monthly, weekly, or daily.	None
Business Partnerships	Teachers, staff, and administrators participate in training opportunities scheduled for local business or corporation.	None
	Educators participate in paid summer internships with a business. Broadens teacher understanding of content, provides real-world work outside the classroom, and encourages close partnerships.	None to district; business covers cost
Faculty Meetings	Faculty meetings provide mini opportunities for professional development. (To share mundane information, use electronic communication processes instead of meeting time.)	None
Student Service Learning or Internships	Students are scheduled out of building for regular blocks of time for service learning or internship experiences. While students receive hands-on experiences that could lead to future careers and personal development, teachers have opportunities to meet, study, and grow. Also encourages better school-community relationships.	If paid position coordinates program, yes
Practice Time	Teacher practices new instructional techniques and methods with class while trained observer takes notes on teacher and student behaviors and outcomes. Substitute may free up a colleague. Principal or other critically important support staff (e.g., speech therapist, reading specialist) may observe or conduct lesson, releasing another trained teacher to observe.	Yes
	Teacher practices new instructional techniques and methods while being videotaped. Later, teacher or team of teachers reviews video and gives constructive feedback	None
Summer Training	Professional development, collaboration, planning, evaluation, and assessment are scheduled during summer and/or interim sessions.	Collective bargaining or agreed-upon hourly rate/stipend
Banked Time (Extended Day or Early Release)	School day starts earlier and/or ends later; minutes are banked for future use with early student dismissal or full day of training. When sufficient time accumulates, students start earlier or later, allowing teachers time to meet.	None
Banked Time (Leave with Students)	Faculty leave when students leave (usually earlier than end of contract day), accumulating paid time to be used for professional development later. (See "Saturday Academy" using banked time.)	None

STRUCTURE	PROFESSIONAL DEVELOPMENT STRUCTURE	COST CONSIDERATIONS
Common Planning Periods	Administrators develop schedule that allows as many teachers as possible, at common grade level or within departments, to have common planning periods.	None
Saturday Academy	Teachers attend workshops or meetings on Saturday, using banked time.	Yes
Creative Scheduling	Teachers attend workshops or meetings on Saturday, receiving stipend or hourly rate.	None
	Administrators schedule block of time for teachers to work together. Block could be created by scheduling all special nonacademic classes (e.g., music, art, PE, library, computer lab) at same time, allowing students to rotate from one special class to another while grade-level or cross-grade-level teachers meet. Also, time blocks could be adjusted (e.g., from traditional 20-minute class to much longer time), accommodating needs of both the discipline and the teachers.	Yes
On-Site Cohort	District or school establishes partnership with college or university offering on-site, customized courses or degrees to meet needs of faculty and school improvement plan. Job-embedded professional development.	If board-supported, cost is contractual or per semester hour
Event-Specific Scheduling	Students experience wide range of programs while teachers work on school improvement (professional development, planning).	Substitute teacher(s)
Sabbatical	Teachers voluntarily set aside 20 percent of salary; district banks money. After five years, funds are used for full year's paid sabbatical.	No cost to district; reduction in teacher salary
Substitute Rotations	Possible approaches: (1) Permanent substitutes are hired, allowing the same individuals to work with classes, or (2) substitutes are hired for particular days needed. Teachers are scheduled to work, reflect, create, modify curriculum, and grow professionally (frequency varies from weekly to monthly).	Yes
Online Courses	Teachers can access specialized areas of interest—anytime, anywhere. Individualized learning or small learning teams could be formed around the course or topic.	Course registration

Source: NCREL[127]

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[127] Taken verbatim from: "Professional Development Structures." North Central Regional Education Laboratory. http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd6structures.htm

PROJECT EVALUATION FORM

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