

State Categorical Funding Review Professional Development (PD)



Introduction

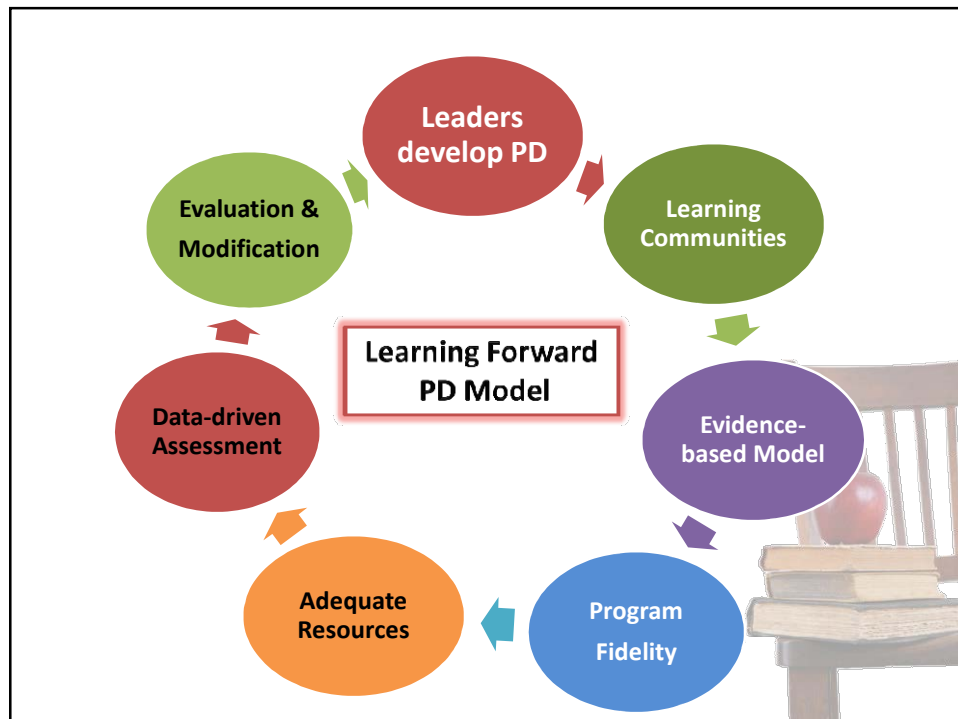
- 🍎 According to the ADE Rules Governing Professional Development, “The purpose of professional development [PD] is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards.”
- 🍎 In Arkansas, PD is funded through categorical funds to restrict the use of money for those purposes.
- 🍎 This presentation discusses ADE’s PD requirements, effectiveness of PD, history of PD funding, distribution of PD revenue, PD expenditures, and PD responses from teachers in a survey conducted by the BLR.
- 🍎 All educators are to be involved in the design, implementation and evaluation of the PD offerings, and to develop a professional growth plan that addresses their individual needs.
- 🍎 Act 969 of 2013 requires 2 PD hours in each of the following topics to be offered on a rotating basis over a 4-year cycle:
 - ✚ Arkansas history (for those who teach history)
 - ✚ Teen suicide awareness and prevention
 - ✚ Child maltreatment
 - ✚ Parent involvement

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ADE PD Requirements

- 🍎 Act 1294 of 2013, requires all teachers to have received PD in dyslexia awareness by 2014-15.
- 🍎 In addition to the PD required for all licensed teachers, administrators also are required to receive PD in data disaggregation, instructional leadership, and fiscal management.
- 🍎 Professional development can be earned in more ways than just workshops and training sessions. ADE rules specify that PD credit can be granted for mentoring sessions, study groups, online training, college coursework and other types of activities.
- 🍎 Additionally, teachers may receive up to 12 hours of PD for the time spent at the beginning of the school year planning curriculum and developing instructional materials.
- 🍎 The rules identify three types of activities that are specifically excluded from receiving PD credit: setting up a bulletin board; clerical work associated with required documents, such as an Individual Education Program for special education students; and administrative faculty meetings.

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Research on Effectiveness of PD

- 🍎 Research clearly indicates that teaching is the strongest predictor of student achievement within the control of school officials.
- 🍎 Landmark meta-analyses and systematic narrative reviews have shown that effective PD programs enhance knowledge and skills of teachers and achievement gains of students.
- 🍎 Criticisms found in the literature of PD as an effective program to improve instruction and student performance appears to have arisen from 3 primary sources:
 - ✚ Scarcity of rigorous scientific studies.
 - ✚ Generalizing from the large volume of studies showing that single-shot workshops are ineffective in improving teaching or student performance.
 - ✚ Finally, critics often do not differentiate between PD activities that have different purposes. For example, child maltreatment and teen suicide awareness and prevention are important to professional development of teachers, but they are not aimed at enhancing student achievement.
- 🍎 Despite these criticisms, the preponderance of evidence from rigorous research indicates that systematically designed, well-executed, PD programs, comprised of key components, are effective in both enhancing the quality of instruction and increasing student achievement gains.

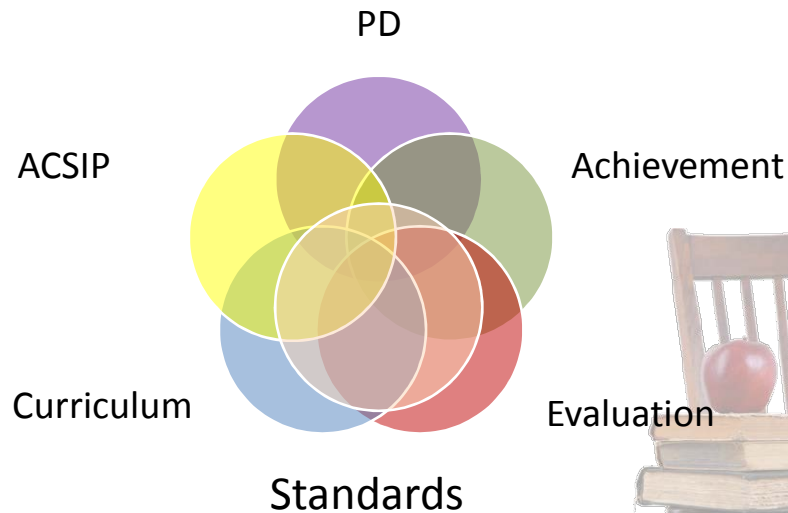
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Research on the Effectiveness of PD

- 🍎 Vital components in providing effective PD include strong commitment to success of the program, and fidelity of implementation, monitoring, evaluation, and modifications.
- 🍎 Goals of PD need to be clearly focused on both acquiring comprehensive knowledge of content and pedagogical skills that can stimulate learning among diverse students.
- 🍎 Learning content and skills is a developmental process comprised of sequential steps that need to be tailored to particular needs of individual teachers.
- 🍎 PD also should be clearly linked to other aspects of education, such as curriculum and professional evaluation.
- 🍎 Research indicates that the most effective means of professional learning involves job-embedded modeling, coaching, classroom observation and feedback, collegial collaboration, and teamwork.

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Overlap Between Aspects of Education



Survey of Arkansas Teachers Regarding PD

- One aspect of the Adequacy Study conducted by the Bureau of Legislative Research (BLR) involved an online survey of teachers in 74 randomly selected schools that were selected for onsite interviews with superintendents and principals to gather details about resources and other educational issues.
- BLR staff asked principals to select a teacher to distribute instructions to other teachers concerning survey participation and assurances of anonymity and confidentiality. No identifying information was requested and there was no way to link responses to participants.
- Table 1. Approximately how often do teachers typically observe one another teaching?

Value	Frequency	Percent
Never	348	36.5
Weekly	29	3.0
Monthly	99	10.4
Quarterly	237	24.8
Other	219	23.0
No Response	22	2.3
TOTAL	954	100

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Survey of Arkansas Teachers Regarding PD

- If teachers selected “other” to answer the question in Table 1, they were asked to specify their response.

Table 1a. Other, Specify

Double-Digit Responses	Frequency
Observe upon request	33
Occasionally	12
Maybe once a year	16
Observe when needed	27
Not sure	35

- Table 2. Would it be helpful for you to spend more time observing other teachers in their classrooms?

Value	Frequency	Percent
No	197	22.5
Not Sure	332	34.8
Yes	407	42.7
No Response	18	1.9
TOTAL	954	100

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Research on the Effectiveness of PD

- Intra- and inter-district classroom observations have proved useful in learning new strategies and practices as well.
- Regular grade-level and content-specific team meetings are essential to targeted knowledge and skill development.
- Teams provide a forum in which to work in concert to create the culture, structures, and individual dispositions that encourage and support continuous learning aimed at improving understanding of students' individual learning needs, making data-driven decisions regarding content and pedagogy, and promoting high expectations.
- The Stanford Center for Opportunity Policy in Education (SCOPE) has conducted preminent national and international studies of effective PD practices for the past two decades.
- For example, they found that a majority of schools in high-achieving nations provide time for teachers' PD by including it in their work day and/or by providing class coverage by other teachers (85% of schools in Belgium, Denmark, Finland, Hungary, Ireland, Norway, and Switzerland).
- Similar practices are common in Japan, Singapore, South Korea, and other Asian countries.

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Research on the Effectiveness of PD

- 🍎 U. S. teachers spend about 80% of their time teaching students, compared to 60% in other high-performing countries.
- 🍎 So, U. S. teachers have less time for collaboration and team meetings aimed at learning from one another, lesson planning, and curriculum development.
- 🍎 Many high-performing countries invest significant time in PD. For example, the Netherlands, Singapore, and Sweden require at least 100 hours of PD each year, in addition to regularly scheduled common planning sessions and collaborative team meetings.
- 🍎 In Singapore, the government pays for 100 hours of PD each year, which is in addition to a requirement that teachers must spend 20 hours a week collaborating and observing one another teaching.
- 🍎 Arkansas law (A.C.A. § 6-17-114) states that each district shall provide 200 minutes each week to schedule time for conferences, instructional planning, and preparation for all classroom teachers.

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Survey of Arkansas Teachers Regarding PD

- 🍎 **Table 3. Approximately how often do teachers in your school typically meet in teams, or according to specialty areas, to discuss curriculum and/or instruction?**

Value	Frequency	Percent
Never	11	1.2
Rarely	43	4.5
Weekly	665	69.7
Monthly	122	12.8
Quarterly	54	5.7
Other	72	7.5
TOTAL	976	

- 🍎 The majority of teachers (69.7%) indicated that they meet weekly to discuss curriculum and instruction. Those that responded with "other" were asked to specify their answer. The only double-digit response was "daily" (16 responses). The total number of responses indicated that a few teachers provided more than one response to this question

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Research on the Effectiveness of PD

- SCOPE researchers concluded, “The intensity and duration of professional development offered to U.S. teachers is not at the level that research suggests is necessary to have noticeable impacts on instruction and student learning.” They noted, “...research suggests that professional development of 14 hours or less has no effect on student learning, while longer-duration programs show positive and significant effects on student achievement.”
- In a recent rigorous study of 135 randomly selected schools from five states, researchers at Harvard’s Center for Education Policy Research found that the frequency and specificity of feedback from classroom observations, and the number of PD days, were significantly related to student achievement in math, after statistically controlling for student characteristics and prior achievement, and teachers’ value-added performance in the previous year.
- In this study, teachers reported having spent an average of 4.5 days in formal PD on Common Core State Standards (CCSS) during the previous year (2013-14).
- The table on the next slide shows the percentage of time teachers spent in various PD activities focused on CCSS.

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Harvard Teacher Survey

Harvard Teacher Survey: How frequently did you engage in the following types of work with colleagues, a team, or Professional Learning Community this school year?

Professional Development Activity	% of Teachers Collaborating Every Week
Sharing effective instructional strategies for the <u>CCSS</u>	36%
Developing aligned materials for assessments	28%
Understanding <u>CCSS</u> and instructional shifts	24%
Analyzing student work to improve mastery of the <u>CCSS</u>	20%
Observing other teachers’ lessons that model <u>CCSS</u> aligned instruction	7%
One or more of these topics	45%

Source: *Teaching Higher: Educators’ Perspectives on Common Core Implementation*.
Harvard University Center for Education Policy.

Survey of Arkansas Teachers Regarding PD

- Other questions on the BLR teacher survey discussed on slide 8 dealt with teachers felt prepared to teach CCSS and ready to prepare their students to take the ACT Aspire exam.
- Table 4. Do you feel prepared to teach the CCSS, if applicable to your position?

Value	Frequency	Percent
Yes	604	63.3
No	77	8.1
Not Sure	146	15.3
Not applicable	110	11.5
No Response	17	1.8
TOTAL	954	100

- The majority (63.3%) of teachers indicated that they felt prepared to teach CCSS.

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Survey of Arkansas Teachers Regarding PD

- Regarding their response to the previous question, teachers were asked why they felt prepared or unprepared. In the table below, only categories with ten or more respondents are shown because of the large number of single-digit responses.

Table 4a.
Why, or why not?

Double-Digit Responses	Frequency
Reasons Teachers Felt Prepared	
Some standards above students' learning curve	15
Doing them for years/experience	31
Professional development	95
Still learning them	18
Taught in college courses	16
Collaboration	15
Fit with discipline	13
Fit with curriculum frameworks	11
Good teachers teach well with any standards	14
Reasons Teachers Felt Unprepared	
Brief training not enough/need more PD	22
CCSS are not useful	27
Not applicable	15

- By far, the most frequent response to question above was teachers felt prepared to teach CCSS because of professional development (PD) they received, and 22 teachers indicated they needed more PD.

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Survey of Arkansas Teachers Regarding PD

- 🍎 Table 5. Do you feel ready to prepare your students for taking the ACT Aspire Exam, if it is applicable to your position?

Value	Frequency	Percent
Yes	238	24.9
No	154	16.1
Not Sure	237	24.8
Not Applicable	278	29.1
No Response	47	5.1
TOTAL	954	100

- 🍎 5a. Teachers were asked why they made the response shown in Table 4. There were twenty different responses, but only double-digit responses are shown in Table 4a.

Double-Digit Responses	Frequency
No idea what to expect	15
Need professional development	67
Need sample items	12

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Thank You

