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HANDOUT F1



Professional Development and Extra Duty Time

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and the House Committee on Education
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Presentation Overview

- Literature review of components of effective professional development
- Review of professional development funding history in Arkansas
- Analysis of district professional development funding and expenditures
- Current PD practices in Arkansas districts
 - Responses from district use survey

Research on Effective Professional Development

- According to available research, high-quality professional development:
 - Is both content- focused and models effective practice to implement the content
 - Incorporates active learning such as interactive activities, discussions, and demonstration lessons
 - Is collaborative, allowing teachers the opportunity to share ideas and collaborate in their learning
 - Allows for job-embedded practice of what they learned in their classrooms, as well as observing other teachers

Research on Effective Professional Development, Continued

- High-quality professional development (continued):
 - Includes coaching to provide personalized support to teachers
 - Is of a sufficient duration to allow teachers time to learn, practice, implement, and reflect
 - Is aligned with school goals, state and district standards and assessments, and other professional learning activities including formative teacher evaluation

Archibald, Coggshall, Croft, & Goe, 2011; Darling-Hammond, Hyler, & Gardner, 2017; Labone, & Long, 2016

History of Professional Development Funding in Arkansas

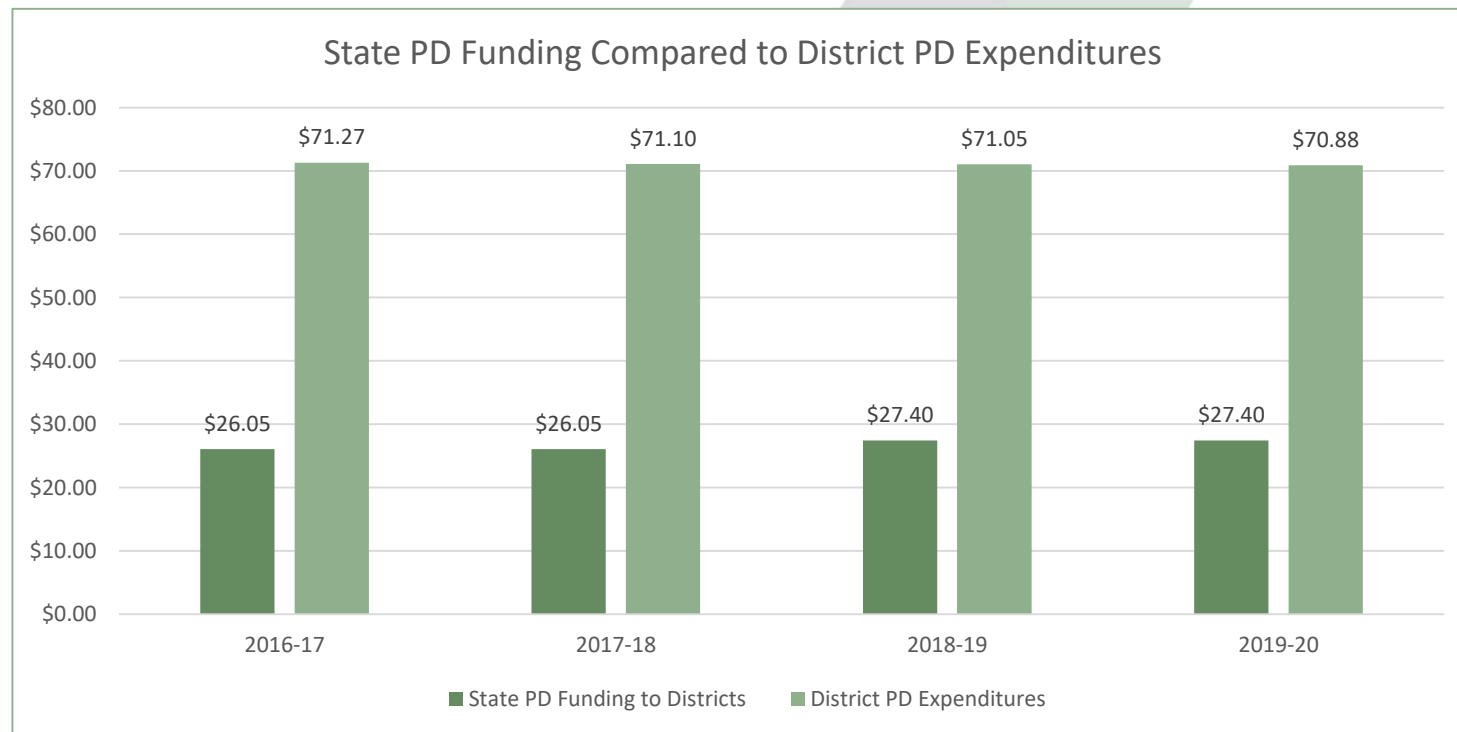
- The state first provided PD funding in 2004-05, based upon the recommendations of the 2003 adequacy study
- Funding was intended to allow districts to implement an effective professional development program which would include:
 - Time during the summer for intensive training institutes
 - On-site coaching for all teachers
 - Collaborative work with teachers in their school during planning and preparation periods
 - Funds for trainings
- PD was funded through three elements: extending the teacher contract to allow for 10 days for professional development, instructional facilitators (coaches) in the matrix, and additional funding for trainings through a categorical fund

Current Funding for Professional Development

- Arkansas currently provides the following funding for professional development:
 - PD days still provided within the teacher contract
 - \$40.25 per student for professional development through a separate categorical fund with \$27.40 per student being directly provided to districts
 - The \$40.25 also covers the state's online PD system and the state's professional learning communities (PLC) pilot program
 - 2.5 Instructional Facilitators in the funding matrix
- In addition to state PD funding, districts also use other state and local funds, as well as receiving federal funding to pay for professional development

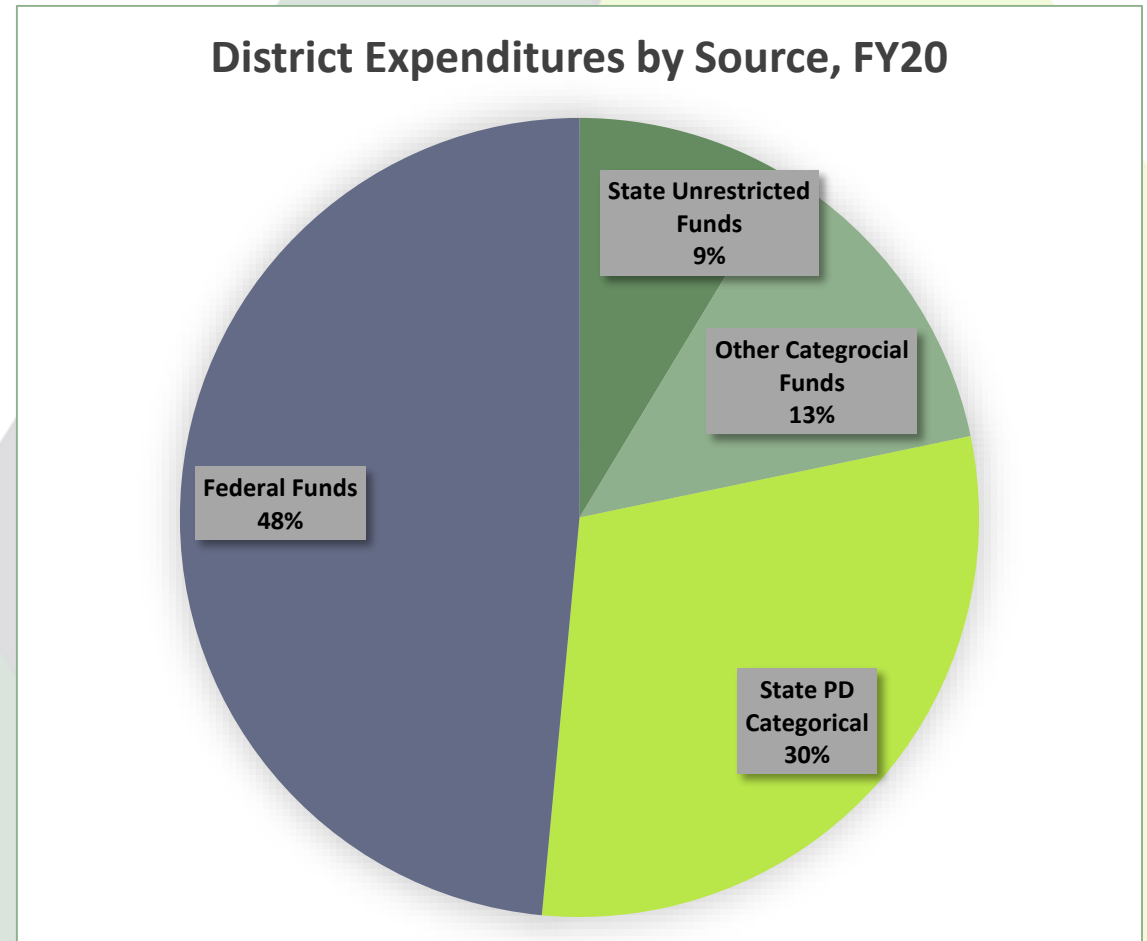
Funding and Expenditures for Professional Development, 2016-2020

- Districts consistently spend more on PD when considering all funding sources than is provided through the state categorical fund



Closer Look at District PD Expenditures

- In FY20, 30 percent of PD expenditures were from the state PD categorical fund, with another 9% from unrestricted state funds, and 13% transferred to PD from other categorical and restricted funds
 - The remaining 48% of district expenditures for PD came from federal funds



Closer Look at District PD Expenditures, Continued

- In FY20, excluding federal funds, districts were expending \$38.68 per student compared to the \$27.40 per student they were funded through the PD categorical fund
 - This difference was funded through:
 - Transfer from ESA categorical fund (44%)
 - Matrix funds (34%)
 - Other sources (22%)
 - Looking at PD expenditures from state funds between 2015-2019, PD funds are primarily used for purchased services (about two-thirds of expenditures), which includes consultants, speakers, course registration fees, travel and substitutes
 - Another 25 percent of PD expenditures are spent on salaries and benefits

Professional Development: Leaders and Topics

- PD days are most frequently led by: school administrators (33% of PD days), Education Cooperative staff (22 % of days), and district staff (19% of days)
 - About 10% of days are led by teachers and another 10% are led by outside consultants.
- According to survey responses, on average, the following percentage of PD days are used to address:

	%
State/federal determined topics	31%
District or charter system determined topics	24%
School leader determined topics	23%
Teacher determined topics	22%
Other	1%

- When asked about what PD topics were particularly helpful or effective, respondents frequently noted that the professional learning community (PLC) model and R.I.S.E. (Reading Initiative for Student Excellence) Arkansas training, among others.

Professional Development: How Often and When Does It Occur

- According to survey responses:
 - The majority of districts (54%) have 10 days of professional development each year, while another 32% of districts have more than 10 days of professional development annually
 - The remaining 14 percent have less than 10 days. The minimum reported was 5 days.
 - On average, professional development occurs primarily during the summer (62% of PD days), followed by:
 - Through trainings or conferences during the school year (19% of PD days)
 - During planning/collaboration periods during the school day (15% of PD days)
 - Through early release/late start days (5% of PD days)

Teacher Planning and Collaboration

- According to district survey responses, 83% of districts and charter systems have a policy on the minimum amount of time teachers have for collaboration
- In the majority of districts (68%), teachers on average had 45 to 59 minutes of planning a day, with 1-2 periods for collaboration a week (51% of districts).

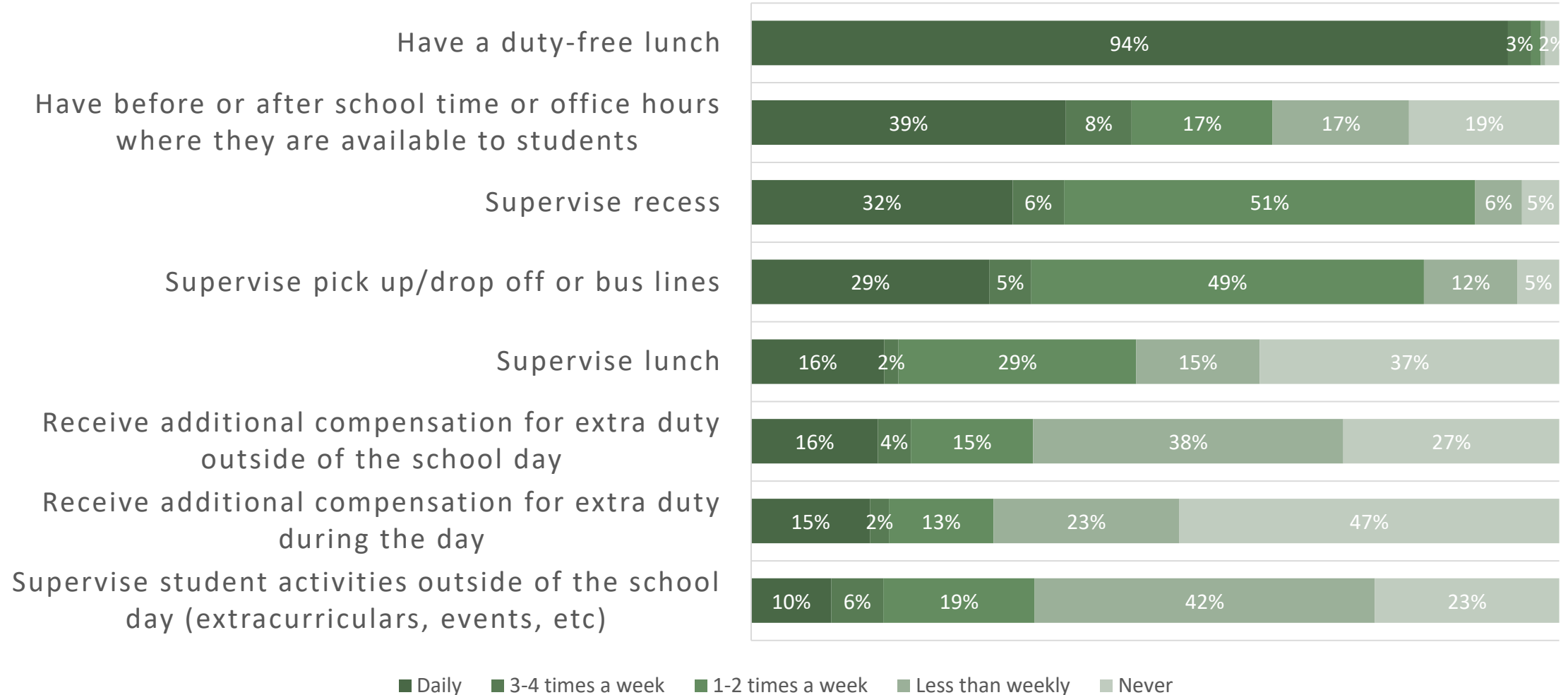
Daily Planning Time	
Answer	%
45- 59 mins	67.63%
30- 44 minutes	21.97%
60- 74 mins	7.51%
90 minutes or more	1.73%

Collaboration Periods Per Week	
Answer	%
Daily	27%
3-4 times a week	11%
1-2 times a week	51%
Less than weekly	12%

Extra Duty Time

- The matrix provides \$50 per student for supervisory aides to reduce the amount of time teachers have on extra duties outside of instruction
- 77% of districts reported that they have policies regarding teacher extra duty time
- Districts reported that teachers:
 - Had a duty-free lunch daily (94% of districts)
 - Supervised lunch, recess or pick up/ drop off daily in about a third of districts, while about half of districts, while about 5 percent of districts said this happened 3-4 times a week and about half of districts reported that this occurred 1-2 times a week
 - Teachers had regular daily “office hours” where they were available to students in about 40% of districts, while another 25 percent of districts said this ranged from 1-4 times per week

Extra Duty Time Chart





Questions?