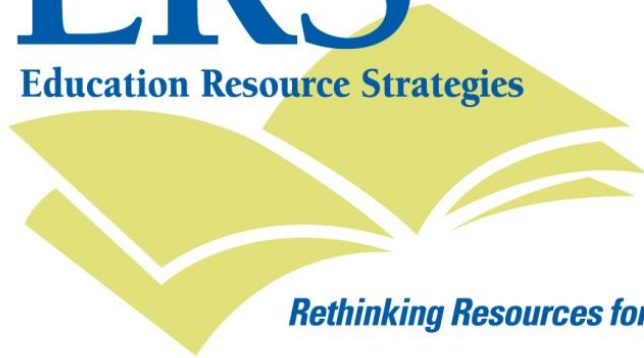


# ERS

Education Resource Strategies



*Rethinking Resources for Student Success*

## Continuing to Improve Teaching Quality During Tough Economic Times

WEBINAR for Education Week

March 26, 2009

*Regis Anne Shields, Director*

# Turning tough times into opportunity

## Districts must:

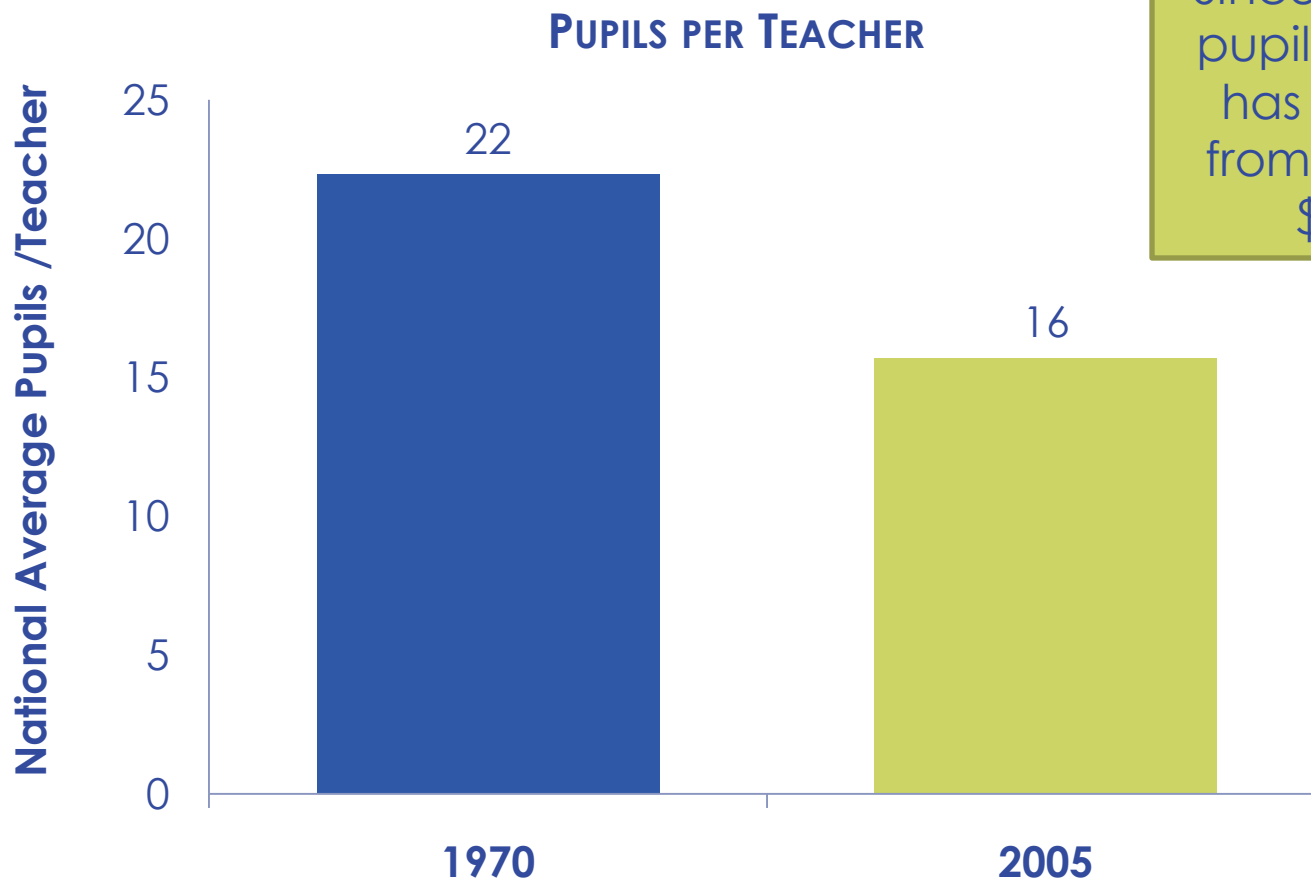
**Continue to invest in improving teaching quality**

**Rethink ALL professional development (PD) resources and shed some “sacred cows”**

**Align human capital practices and external partnerships to support PD in leveraged “low-cost” ways**

**Use stimulus funds to support a long-term strategy in sustainable ways**

# New spending has increased the *number* of staff, but not its *quality*

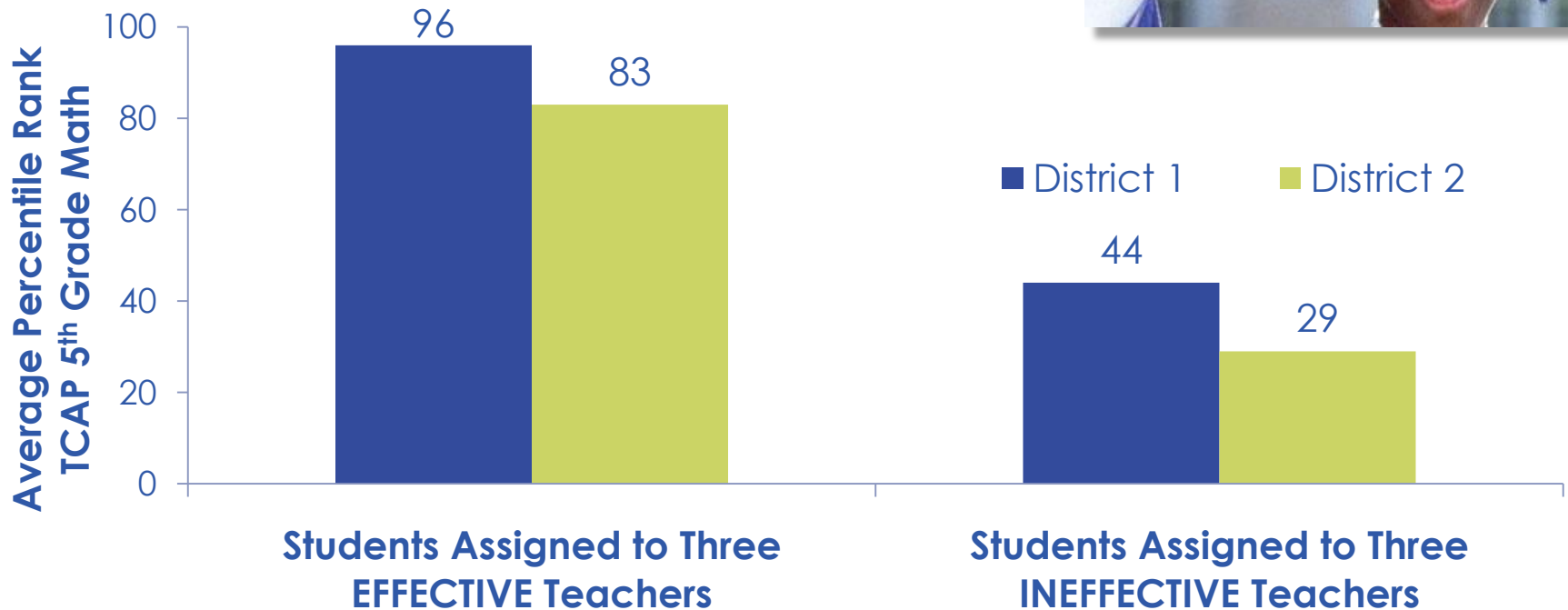


Since 1970, per pupil spending has doubled from \$3,800 to \$8,700

Source: Digest of Education Statistics 2007: Tables 61, 64, and 66

# Resources must be fundamentally restructured away from quantity of staff towards quality of instruction

Students assigned to **effective** teachers dramatically outperformed students assigned to **ineffective** teachers



Source: William L. Sanders and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Students Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center, 1996, <http://www2.edtrust.org/NR/rdonlyres/B80E9D7B-3D91-4767-9161-778963341293/0/mdannapolisceasom2008.pdf>

# In tough times, districts usually hunker down ...

- **Across the board spending cuts**
- **Cut “non-classroom” spending**
  - Teacher professional development, coaches
  - Collaborative planning time
  - Data systems
- **Layoff junior teachers without regard to teacher results or contribution**



***Less support for teachers***

***Less support for students***



# How to continue to improve teaching quality in tough economic times

STEP 1

**Clarify long-term PD strategies for improving student performance**

STEP 2

**Map current spending against (1) long-term strategies and (2) best practices**

STEP 3

**Quantify large opportunities for reallocation to support long-term strategies**

STEP 4

**Ensure that all internal and external actors and systems are aligned**

# A *Professional Development Strategy* is the heart of a district-wide improvement strategy

“Our district is required by the state to submit a professional education plan ... A lot of it is redundant and overlapping. Everyone does their own professional development...”  
- *Central office staff*

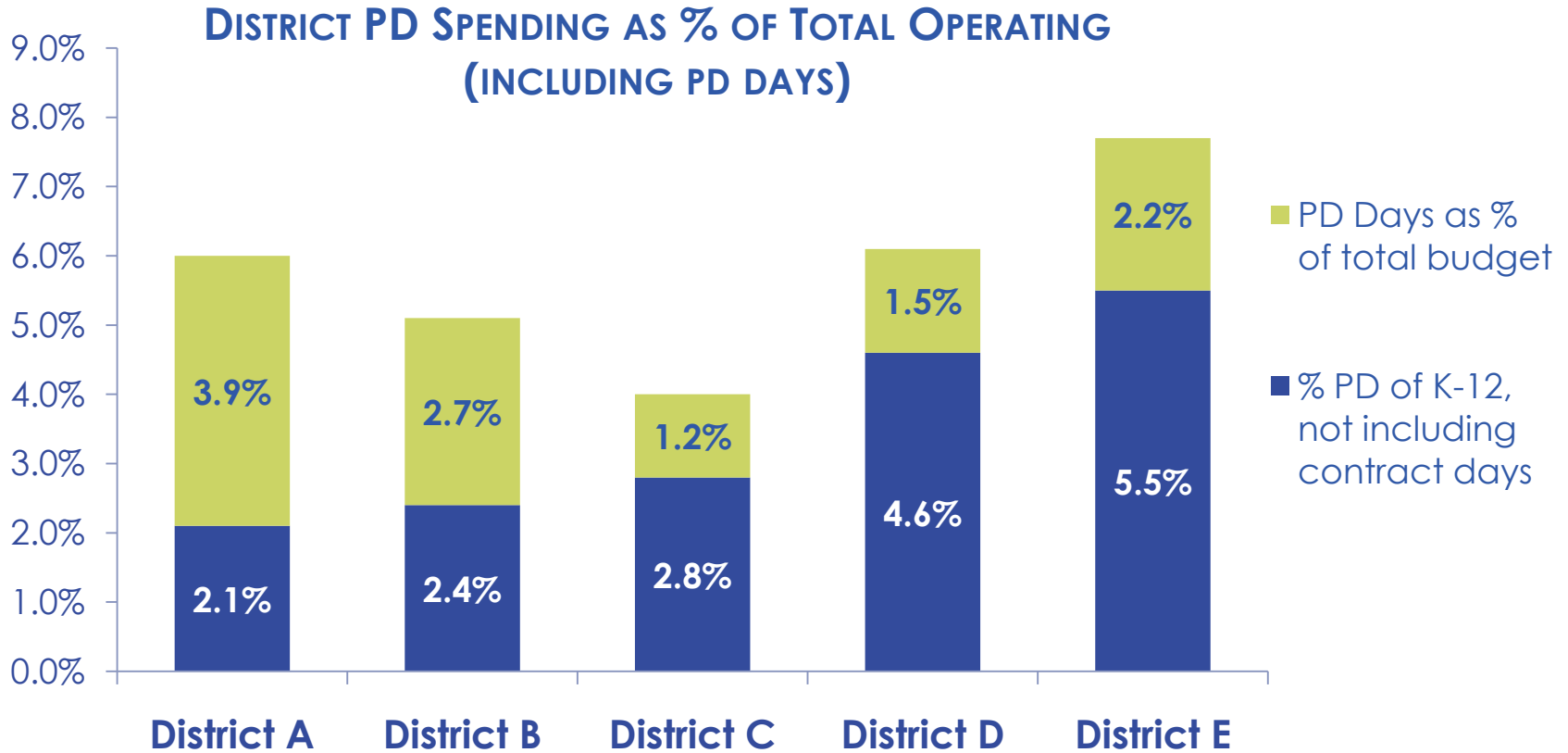


# Map ALL investment that builds knowledge and skills of professional staff

Source	Time	Types	Non-Training
<ul style="list-style-type: none"> <li>• Federal</li> <li>• State</li> <li>• Local</li> <li>• Private</li> <li>• In-kind</li> </ul>	<ul style="list-style-type: none"> <li>• PD days</li> <li>• Collaborative planning time</li> <li>• Admin allocation</li> </ul>	<ul style="list-style-type: none"> <li>• Compensation (mentors, coaches, teacher leaders, admin, support)</li> <li>• Consultants</li> <li>• Stipends</li> <li>• Substitutes and coverage</li> <li>• Materials</li> <li>• Travel and conference</li> </ul>	<ul style="list-style-type: none"> <li>• Education lane increments</li> <li>• Sabbaticals</li> <li>• Tuition reimbursements</li> </ul>



# Districts already spend significant dollars to provide professional development

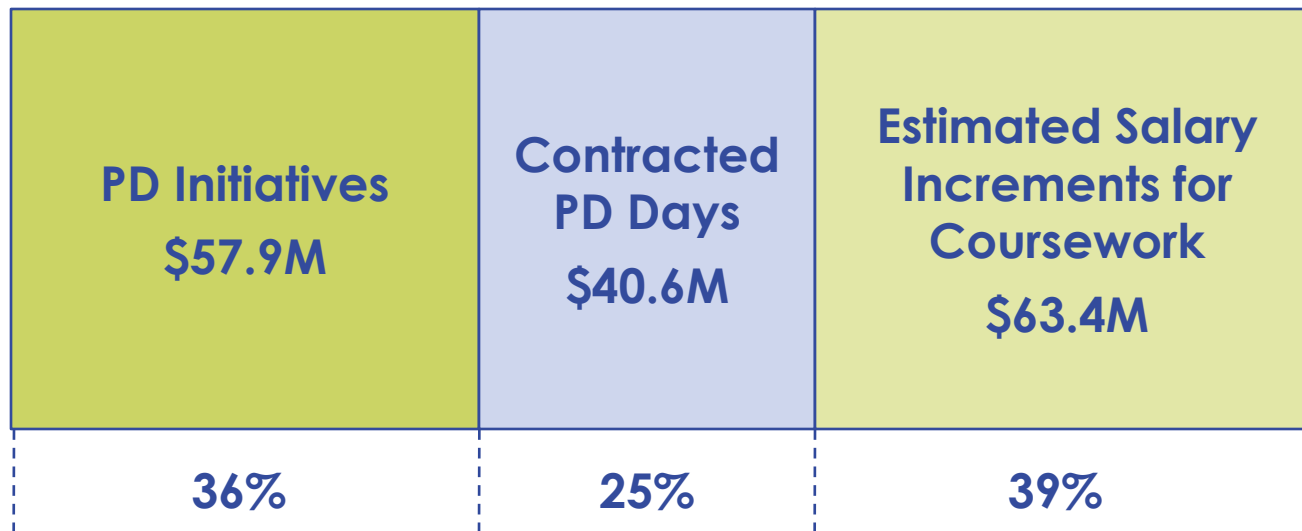


#/PD Days	10	11	7	5	9.7
\$/Teacher	\$6.3K	\$5.3K	\$5.6K	\$6.8K	\$9.3K

Source: ERS analysis

# The largest component of spending is often considered an entitlement rather than a resource

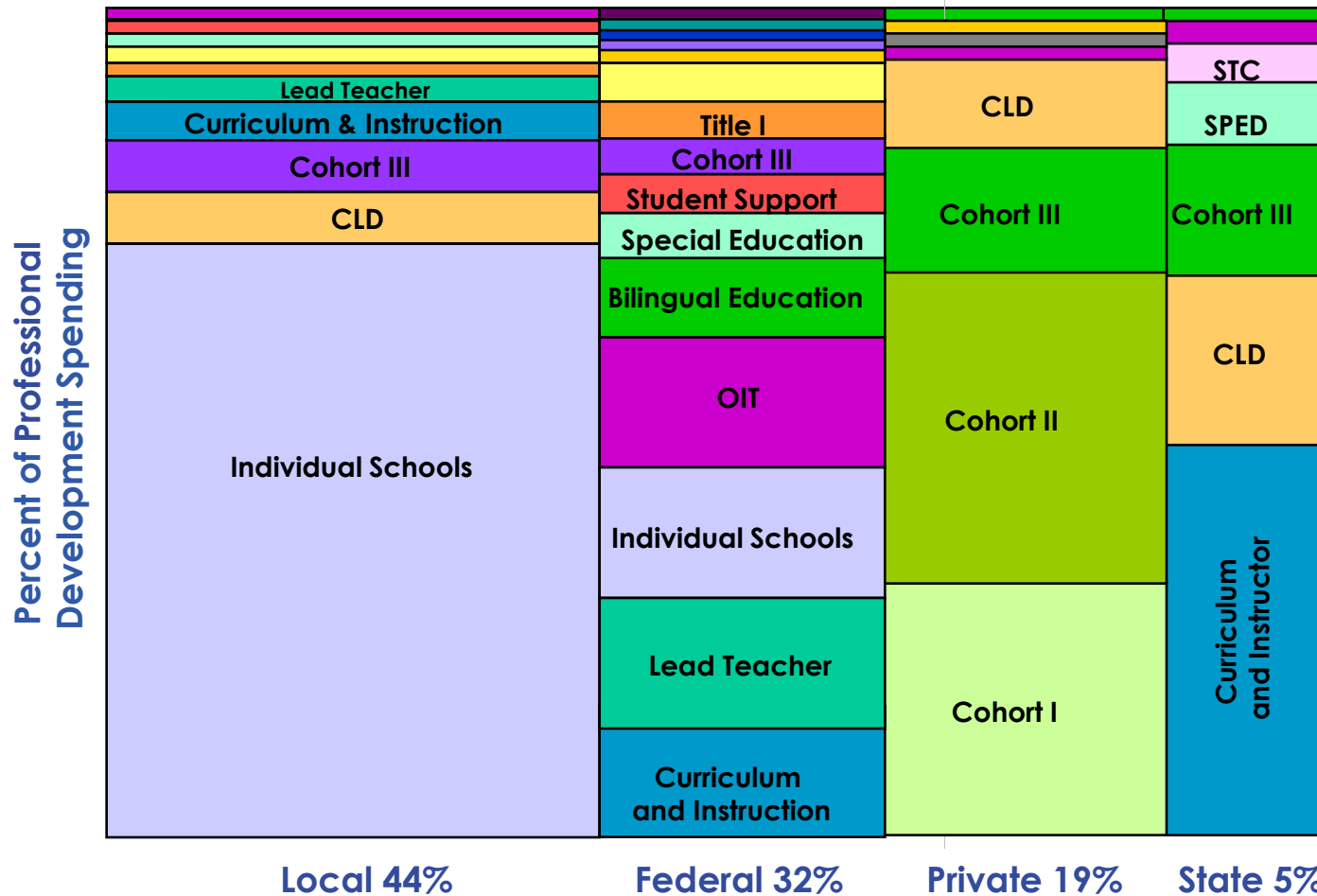
*This district spends \$63 million annually in teacher salaries for educational attainment, \$28 million to teachers who have more than a master's degree*



**District Z: Total Spending on Professional Development (SY07-08)**

# PD initiatives are often not aligned with a system-wide strategy for building teaching quality

## DISTRICT X: PD SPENDING BY SOURCE AND DEPARTMENT



# This fragmentation is driven by:

- **Priorities determined by grants**
- **Spending controlled by union contractual provisions**
- **Too many “priorities” resulting from a lack of understanding of need**
- **Budgeting practices that award all departments and schools a pot of money for PD**
- **Continuing to honor the sacred cows**

# Many districts invest in only one or more of the essential components of effective school-wide instructional improvement

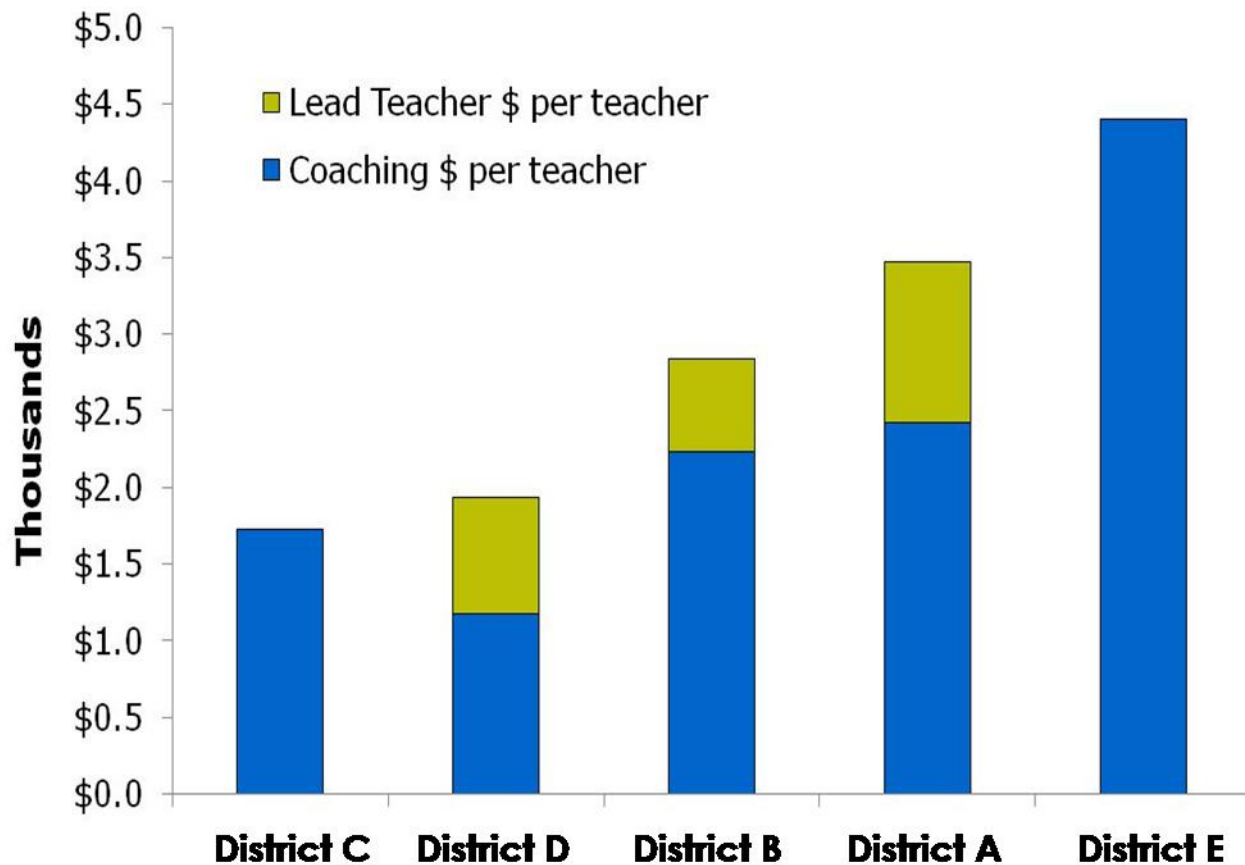


# Many urban districts provide expert support through “coaches,” but don’t implement effective coaching models

## Missing Elements

- Rigorous selection process
- Equitable distribution
- Adequate investment
- Focused training
- Access to time and teachers
- Evaluation linked to job

## SCHOOL-BASED EXPERTISE SPENDING PER TEACHER



Dollars have been adjusted for CWI and Inflation

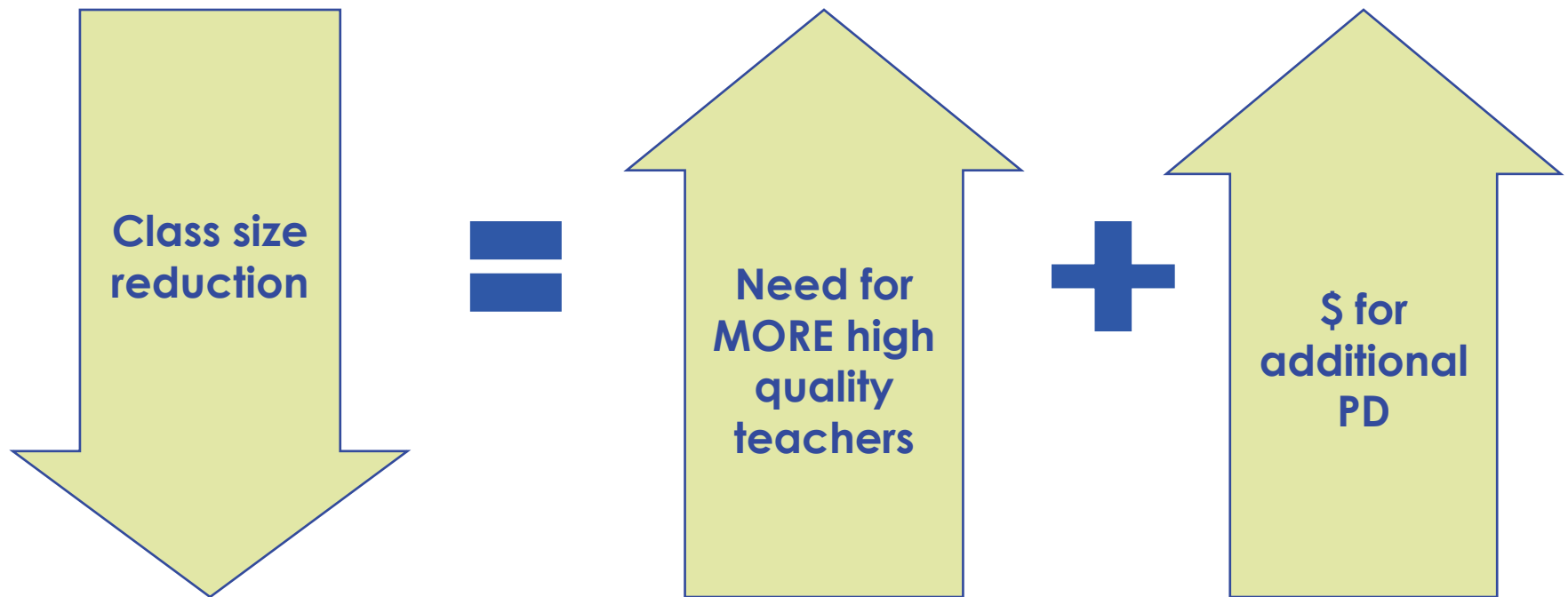
# Resources supporting PD that are not aligned should be reallocated

*Good professional development is not the same thing as a good professional development strategy*

CURRENT	DESIRED
One size fits ALL	Differentiated professional development based on need
Traditional independent structures	Integrated PD system where all pieces fit together to support the highest priorities

# If PD reallocation is not sufficient, districts should look to other areas where resource use may not be effective

*Small reductions in class size make little difference in student performance unless class sizes are reduced to 13-17 student or lower; and can even work against teaching quality efforts*





# The Class size vs. Teaching Quality Tradeoff

*Should District Y reduce class size in 4<sup>th</sup> and 5<sup>th</sup> grade from 23 to 20?*



OR

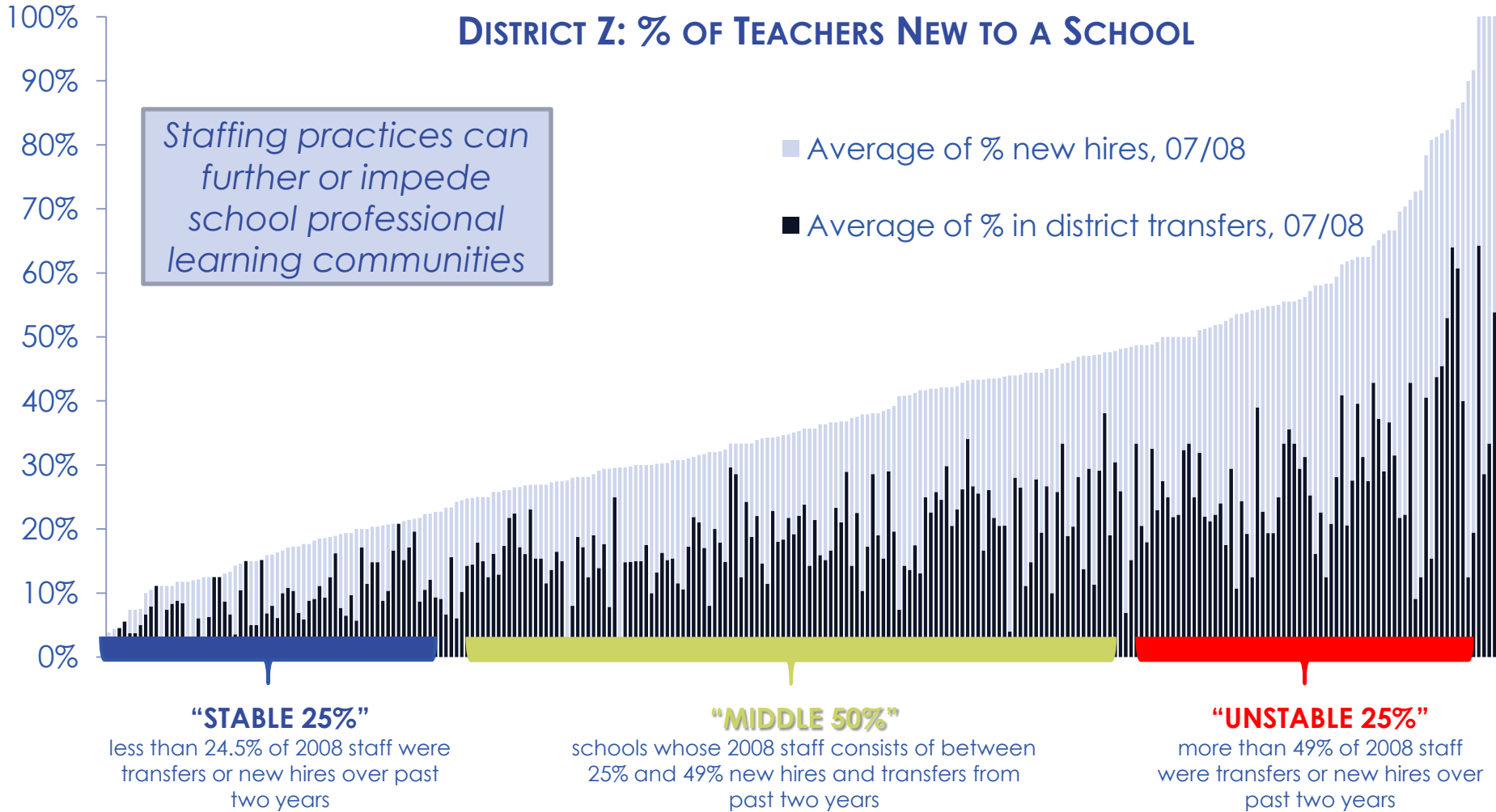


## Invest in Teacher Quality

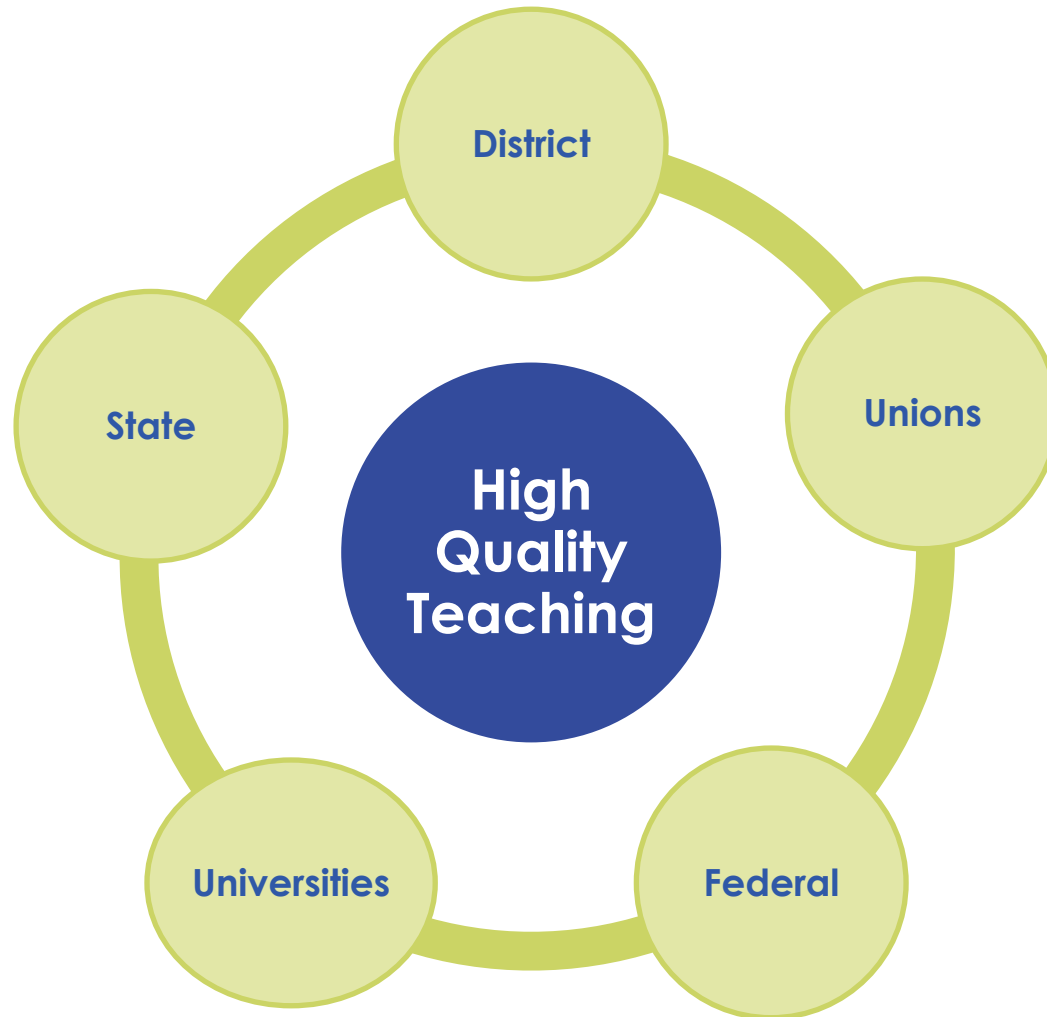
- Coaches
- Teacher leaders
- Reduced load for new teachers
- Principal mentors
- Support for low performing schools

Source: ERS analysis

# Aligning other internal practices can support professional development strategies without additional investment



# Align all internal and external policies and practices that impact teaching quality



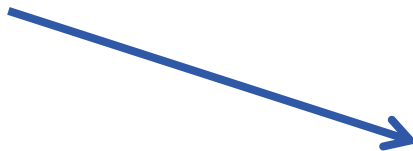
# For example, states and district can work together to make continued licensure requirements more effective

## STATE REQUIREMENT

Teachers earn 180 hours of PD every 5 years



OR



## RELATION TO TEACHER, DISTRICT AND SCHOOL NEEDS?

### LOOSE

Teacher determined:

- Individual workshops
- University courses
- Summer Programs

### TIGHT

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

# The economic stimulus package represents an unprecedented opportunity

- Schools are bracing for budget cuts from 5-10%
- After federal stimulus goes away, economists estimate that districts will still face 4-7% gaps in funding



*Districts and states can use the stimulus to mitigate budget cuts and prevent layoffs*

*But they MUST also make a down payment on reforms that will pay off for students after the stimulus program has ended*

# Use "one time" funding to build the foundation rather than create structures that will require annual on-going expenditures

## A few ideas:

- Evaluation systems, including teaching standards and rubrics, processes and professional development
- Data systems to track student progress and teaching effectiveness
- Infrastructure to support the implementation of a school instructional improvement model – collaborative planning time and formative assessments

# Rethinking Resources for Student Success



[www.educationresourcestrategies.org](http://www.educationresourcestrategies.org)