

ERS

Education Resource Strategies



Rethinking Resources for Student Success

Continuing to Improve Teaching Quality During Tough Economic Times

WEBINAR for Education Week

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Turning tough times into opportunity

Districts must:

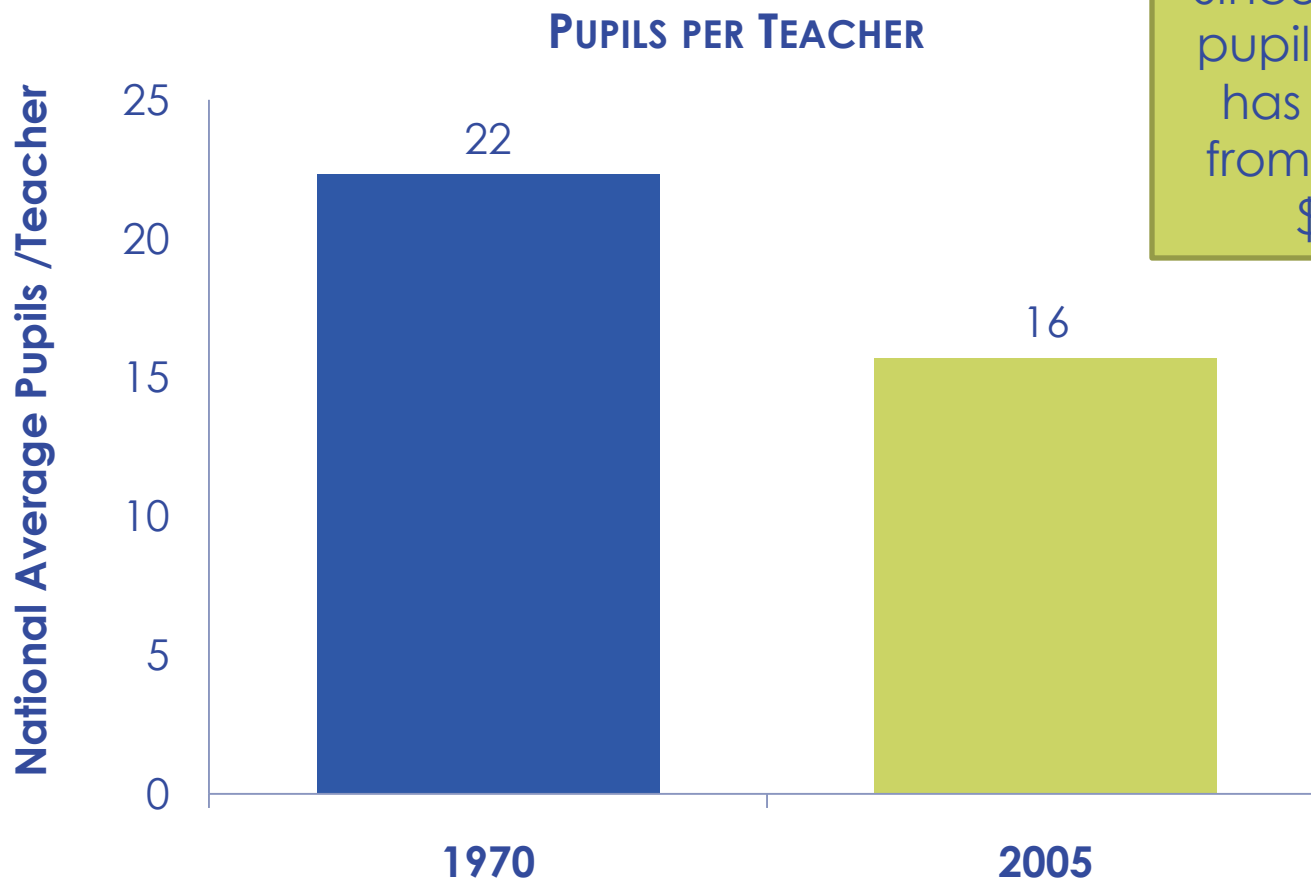
Continue to invest in improving teaching quality

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*

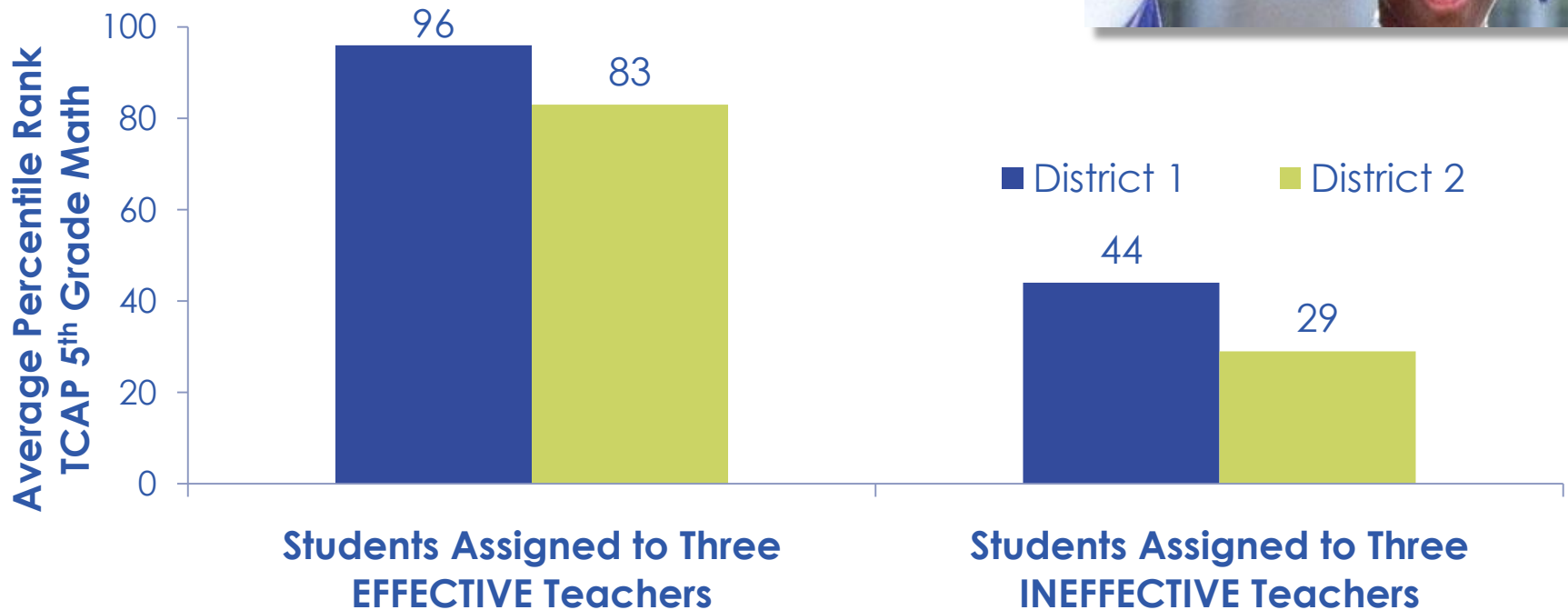


Since 1970, per pupil spending has doubled from \$3,800 to \$8,700

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

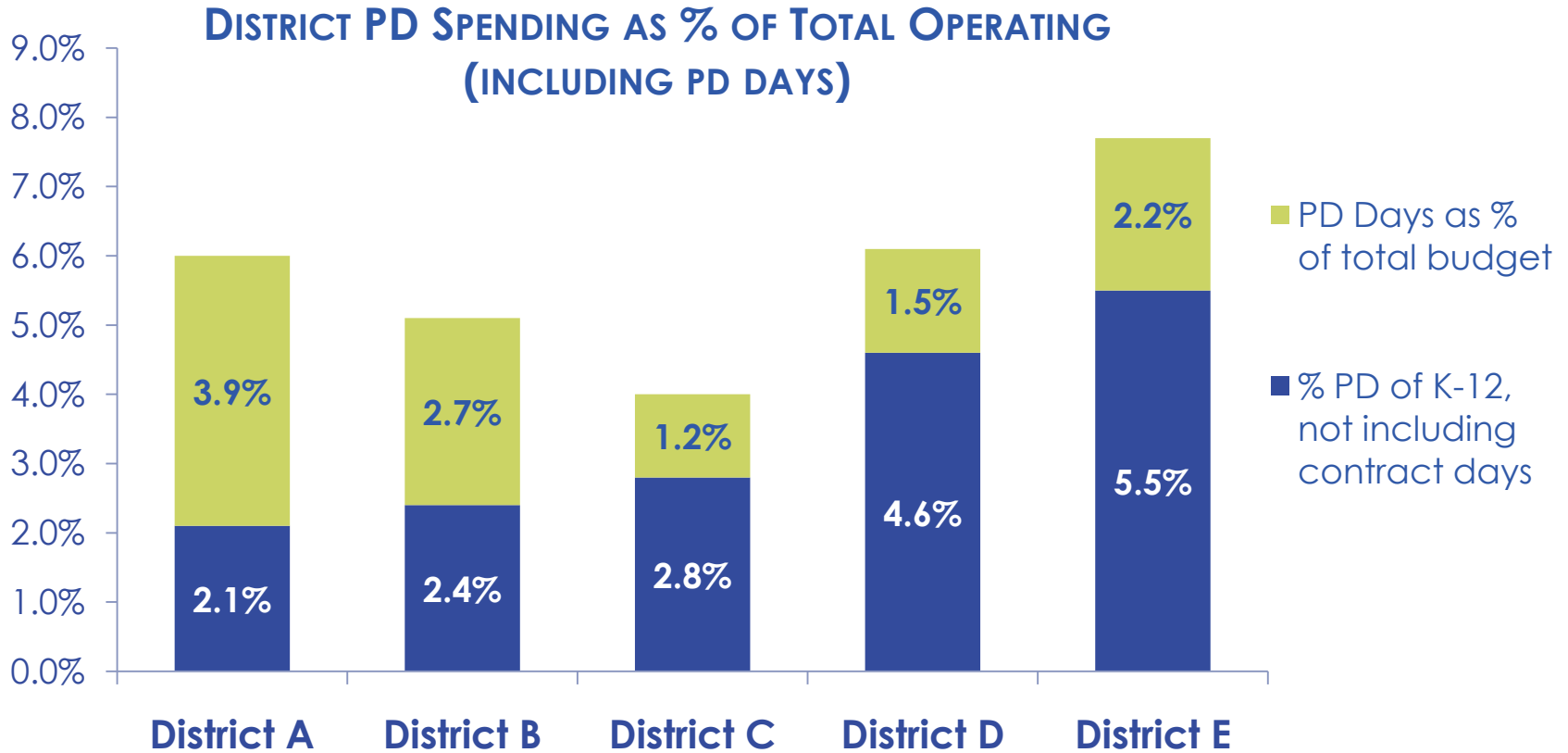
“Our district is required by the state to submit a professional education plan ... A lot of it is redundant and overlapping. Everyone does their own professional development...”
- *Central office staff*



Map ALL investment that builds knowledge and skills of professional staff

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

Districts already spend significant dollars to provide professional development

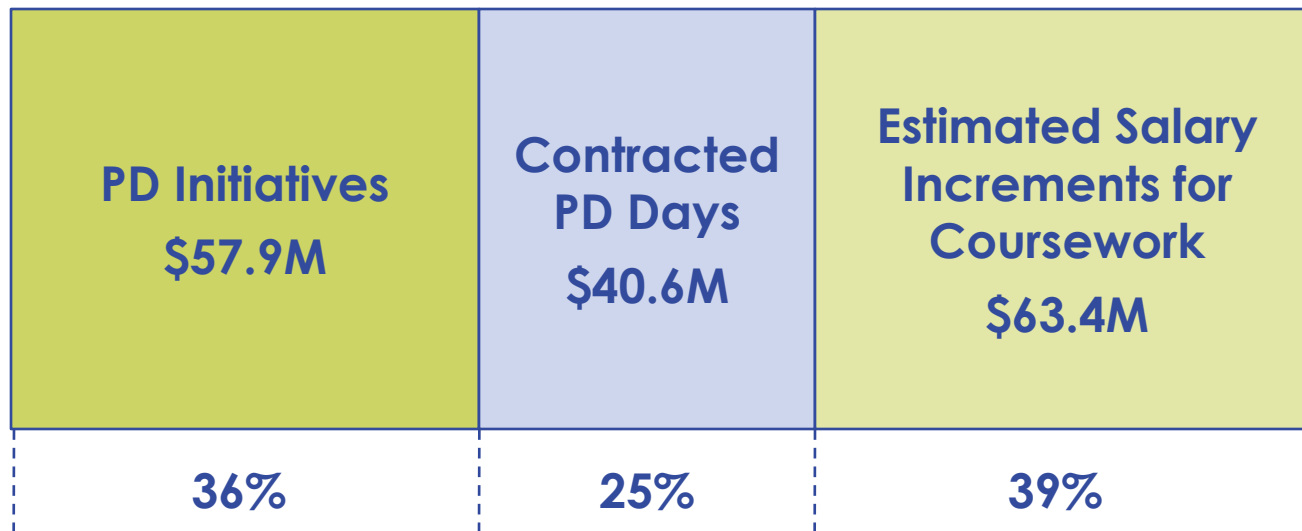


#/PD Days	10	11	7	5	9.7
\$/Teacher	\$6.3K	\$5.3K	\$5.6K	\$6.8K	\$9.3K

Source: ERS analysis

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

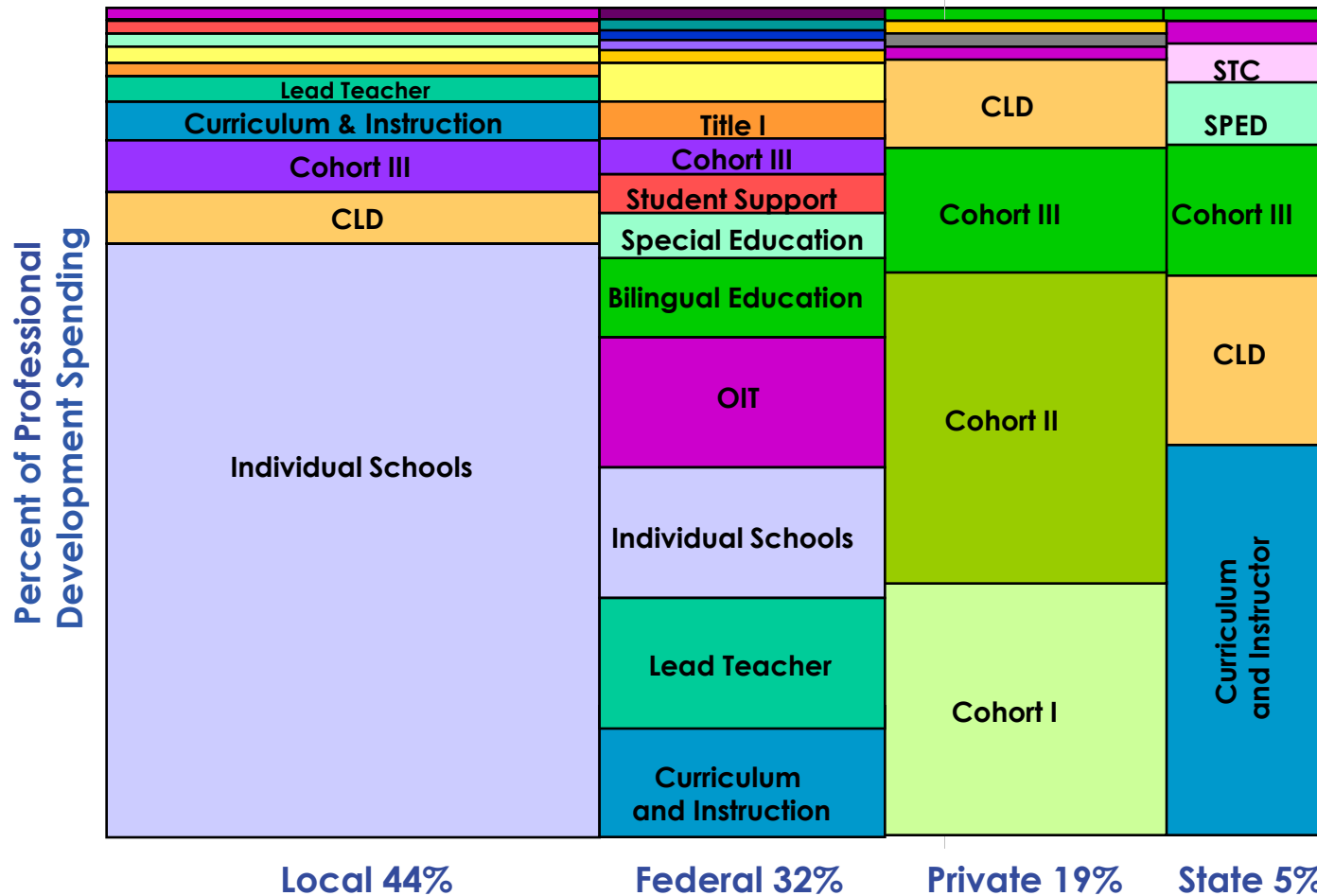
This district spends \$63 million annually in teacher salaries for educational attainment, \$28 million to teachers who have more than a master's degree



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

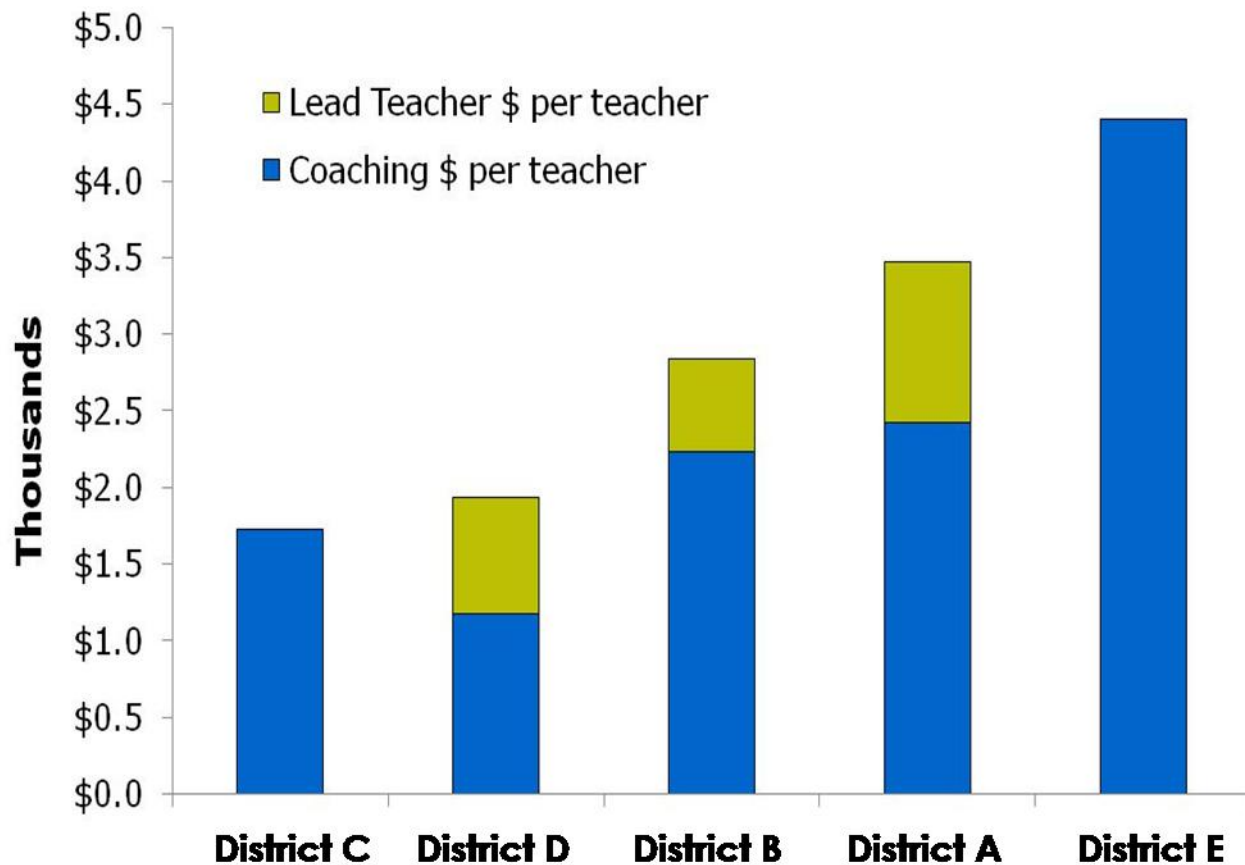


Many urban districts provide expert support through “coaches,” but don’t implement effective coaching models

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

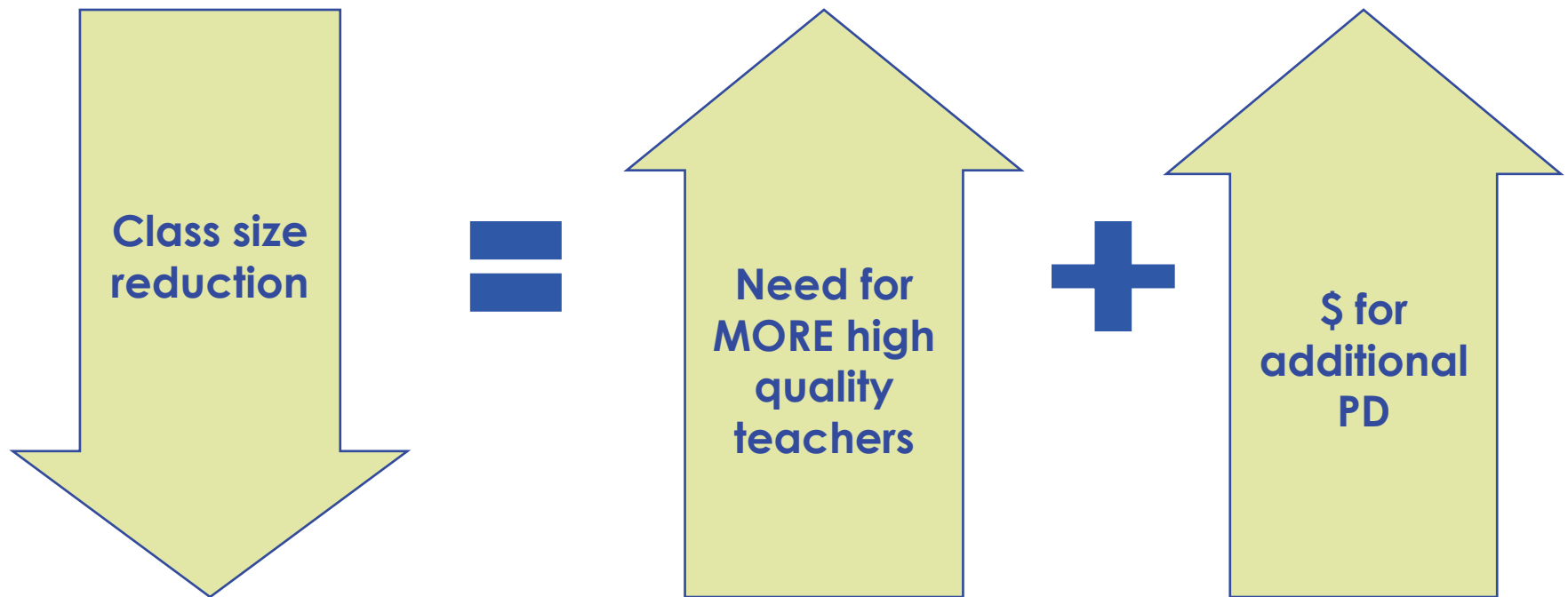
Resources supporting PD that are not aligned should be reallocated

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 4th and 5th grade from 23 to 20?



OR

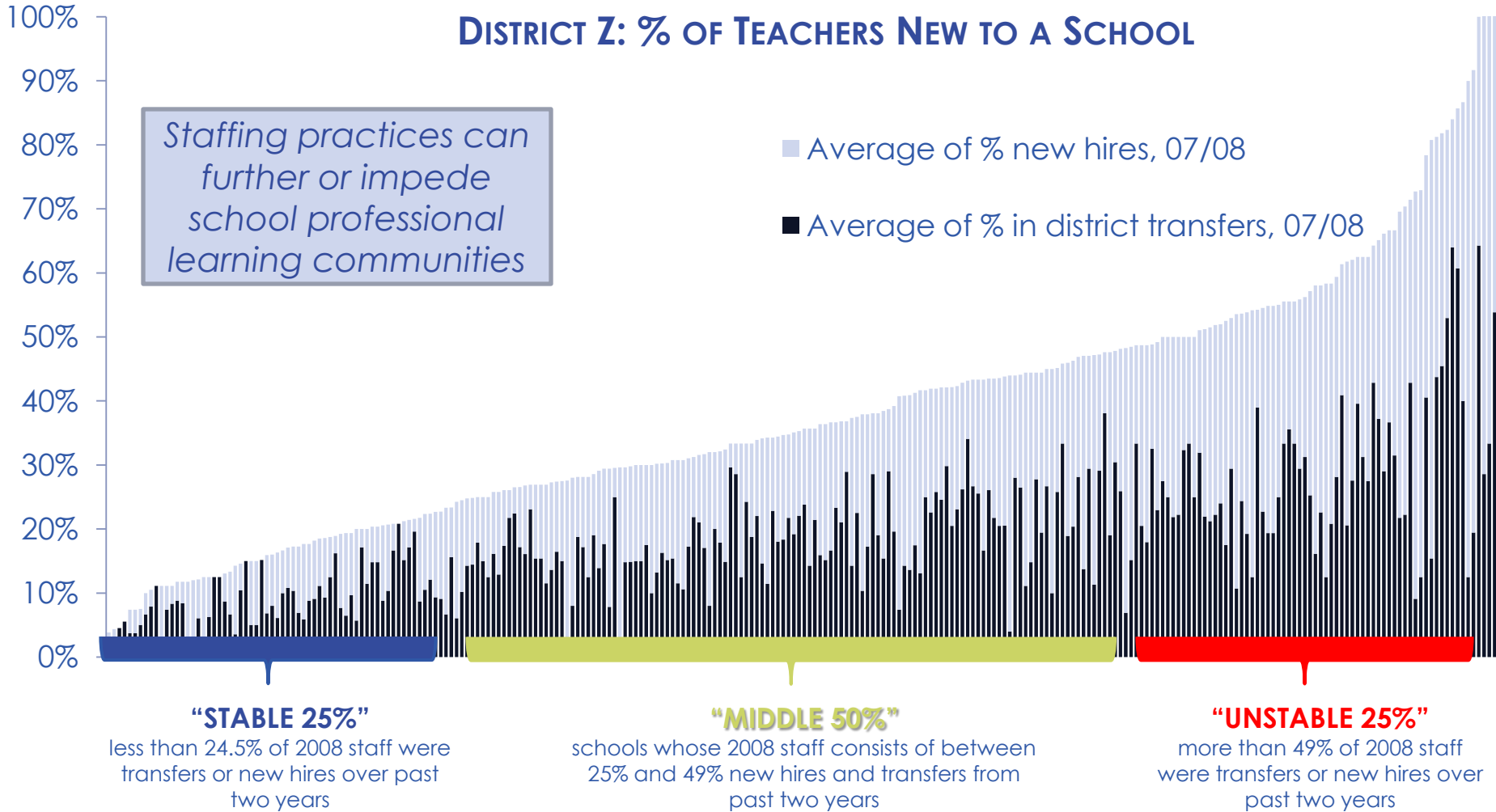


Invest in Teacher Quality

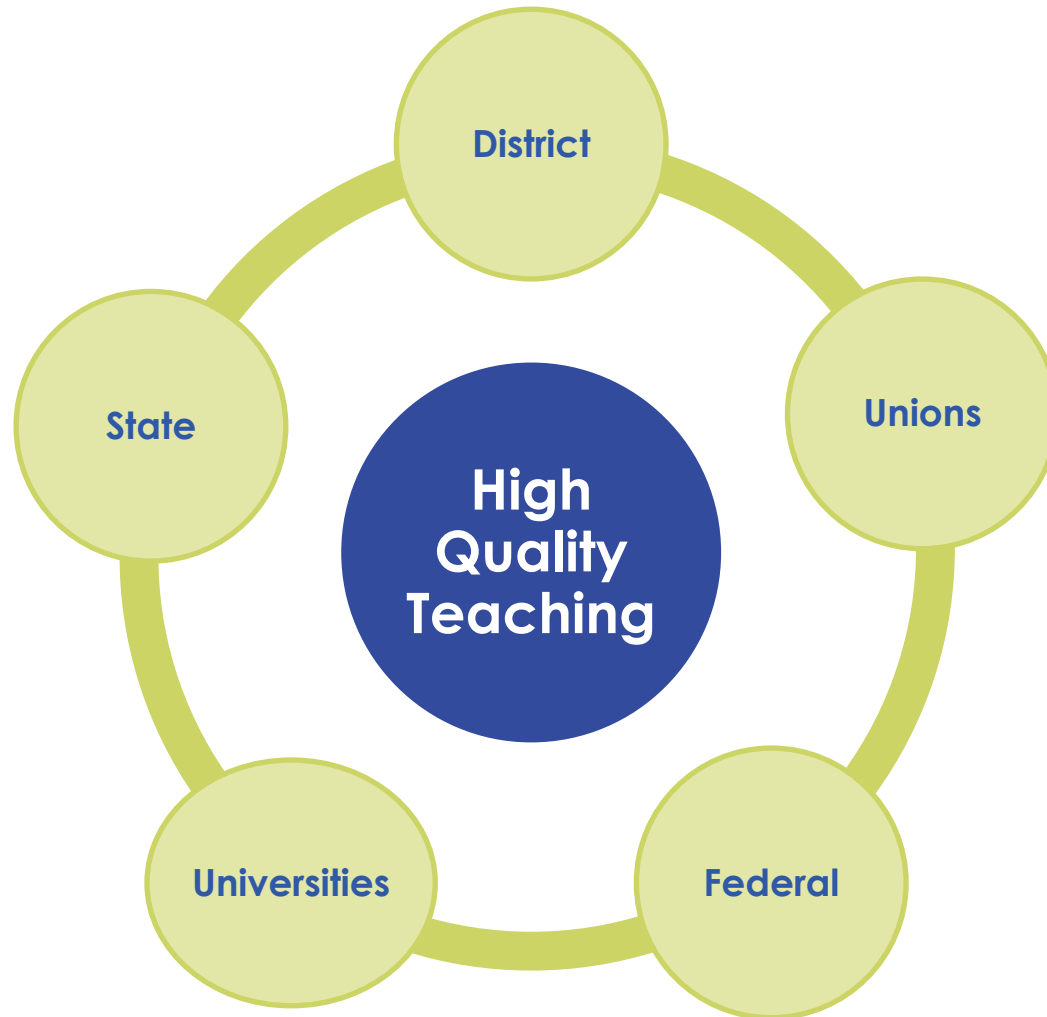
- Coaches
- Teacher leaders
- Reduced load for new teachers
- Principal mentors
- Support for low performing schools

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



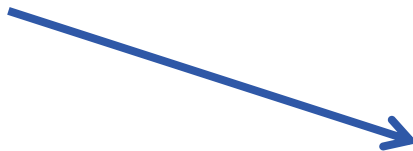
For example, states and district can work together to make continued licensure requirements more effective

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**

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