Professional Development for LAUSD Teachers: An Overview and a Look to the Future

*Presentation to the Human Resources Committee,*
March 18, 2003

Discussed by Merle Price and Judy Burton
Presentation Roadmap

- Responses to Board Member Marlene Canter’s Questions

- Major New Developments to Strengthen Professional Development

- Staff Recommendations to the Board on Professional Development

**Definition:** We define professional development as any activity designed to improve classroom practice.
District Goal from the Superintendent’s Strategic Plan: Student Achievement for All

Targeted Professional Development:
- LITERACY
- MATHEMATICS
- ENGLISH LANGUAGE
  STANDARD ENGLISH LANGUAGE
  DEVELOPMENT

CLOSE THE ACHIEVEMENT GAP AND IMPROVE LEARNING FOR ALL STUDENTS
Presentation Roadmap

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3. What is the allocation of professional development resources, i.e. what percentage of professional development is for literacy, math, etc. (a pie chart representation would be useful)?

4. What percentage of professional development is mandated and what percentage is teacher/school site determined?

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6. How are professional development units credited for salary points?

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• Major New Developments to Strengthen Professional Development
• Staff Recommendations to the Board on Professional Development
• A Compendium of Every Major District-offered Professional Development Program
Funding Sources for Professional Development

- **Federal Programs**
  - Specially Funded Professional Development to Supplement the Core Program (i.e. Title I, Title II, Title III)

- **State Programs**
  - Specially Funded Professional Development to Supplement the Core Program (i.e. Economic Impact Aid, Staff Buy-Back Days)
  - Highly Targeted Specially Funded Professional Development to Supplement the Core Program (i.e. Advanced Placement Teacher Development, The District Intern Program)

- **Government and Foundation Grants** (e.g. Reading First, Packard Grant)

- **General Fund**
## Funding for Professional Development Activities, 2002-03

### Table: Funding Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>Funding (in $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics, K-12</td>
<td>$57,000,000</td>
</tr>
<tr>
<td>Secondary Literacy</td>
<td>$19,880,000</td>
</tr>
<tr>
<td>Elementary Reading</td>
<td>$88,000,000</td>
</tr>
<tr>
<td>Other P.D. (see right)</td>
<td>$61,339,000</td>
</tr>
<tr>
<td><strong>TOTAL INCLUDED</strong></td>
<td><strong>$226,219,000</strong></td>
</tr>
</tbody>
</table>

### Pie Chart: Funding Allocation

- **39%** Elementary Reading
- **27%** Other P.D.
- **25%** Math, K-12
- **9%** Secondary Literacy

### For more detail, see the Compendium of Professional Development Program Templates

N.B. Administrator Training, Special Ed., etc. are expenditures beyond those in Elementary Reading, Secondary Literacy, and Mathematics.

*At time of printing, Special Education professional development expenditures were still being calculated.*
Funding Sources:
Elementary Reading Professional Development, 2002-03

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Fund</td>
<td>$892,000</td>
</tr>
<tr>
<td>Title I</td>
<td>$34,000,000</td>
</tr>
<tr>
<td>Title II</td>
<td>$8,553,000</td>
</tr>
<tr>
<td>Title III</td>
<td>$2,964,000</td>
</tr>
<tr>
<td>Reading First</td>
<td>$22,000,000</td>
</tr>
<tr>
<td>Other Grants</td>
<td>$562,000</td>
</tr>
<tr>
<td>AB 466/Goals 2000</td>
<td>$8,580,000</td>
</tr>
</tbody>
</table>
Funding Sources:
Mathematics Professional Development,
K-12, 2002-03

Gen Fund        $390,000
Title I          $25,141,000
Title II         $18,760,000
Title III          $1,450,000
NSF             $1,000,000
AB 466       $10,253,000
Eisenhower     $251,000
Funding Sources: Secondary Literacy Professional Development, 2002-03

- Gen Fund: $300,000
- Title I: $8,410,000
- Title II: $3,761,000
- Title III: $2,225,000
- AB 466: $3,020,000
- State Reimbursable: $294,000
- EIA: $1,861,000
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Coordinated Efforts

Improve student learning to enable all students to achieve high academic standards

Instructional Support Services

Human Resources

Educational Services
- Special Education
- Beyond the Bell
- Early Childhood Education
- Adult and Career Education
- Specially Funded Programs
- Heath & Human Services

Local District & School Level PD

Planning, Assessment & Research

Information Technology

For elaboration on local district professional development, see answer to Question 4, below
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Nested Learning Communities

Example: Lesson Study
District B Professional Development Lesson Study

*Teachers working collaboratively to...*

Focus  Plan

Ensuring Rigor in Teaching and Learning

Teach/Observe

Apply

Debrief/Reflect
District B Professional Development: Aligned with Strategic Plan

- Key Inquiry:
  - “What does quality work look like and how will we know when our students have met the standards?

- Focus on Standards-based Instruction in Literacy and Math

- Focus on rigorous writing and writing to learn

- Teachers “own” essential standards
District B Professional Development: Aligned with Strategic Plan

- Voluntary training for school teams to build school capacity to conduct school site professional development

- Collaborative teamwork processes to address our key inquiry
  - Grade level/department/ team data analysis
  - Coaching
  - Classroom observations (Learning Walks)
  - Lesson Study

- Schools develop local professional development plans
District B Professional Development Costs, K-12 2002-03 (Including Salaries)

N.B. While most programs on slide 6 accounted for substitute teacher costs, this presentation does not include the cost of teacher salaries for professional development during banked time.
District B Professional Development Funding Sources, 2002-03

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<thead>
<tr>
<th></th>
<th>Specially Funded</th>
<th>Regular Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Math</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Standards-Based Instr.</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Closing Achievement Gap</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>New Teacher Support</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>GATE</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Special Ed</td>
<td>100%</td>
<td></td>
</tr>
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District B Professional Development
Schoolsite Determined Training

- Schools accountable for results and implementation of District initiatives with flexibility to design professional development aligned to strategic goals and local school needs.

- Schools determine plans for:
  - Banked-Time Professional Development
  - Buy Back Professional Development Days
  - Common Planning Time

- Optional-voluntary participation
  - i.e., District B School Team Training

The Local Districts are the clearinghouse for approving all school-level professional development offerings
District B Professional Development
Required Participation / Implementation

- Districtwide Initiatives
  - Elementary and Secondary literacy textbook initial training
  - Elementary and Secondary K-8 Math initial training
  - STAR Assessment
  - Single School Plan Training
  - English Learner assessment training
  - State and Internal Audit Intervention Plans

- Local District B Initiatives
  - Principal, Assistant Principal ongoing training
  - Writing training for all 3rd, 4th, 7th, 9th grade teachers
District B
Professional Development Coordination

- Weekly local district superintendent articulation and planning with central office and Supt. Romer

- Monthly local district instructional services staff articulation and planning with central office

- Local District B coordinated teamwork for professional development aligned to common goals
District B
School Site Professional Development

- Vena Elementary
- Sun Valley Middle School
- Verdugo High School

Each of these three schools has contributed professional development program overview templates to the compendium, and each is here today to answer questions you may have about the connections between central, local district, and school site professional development.
Presentation Roadmap

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Professional Development
Continuum for Quality Teachers

**Beginning A Career As A Math Teacher Through the District Intern Program**

- Meet Pre-Employment Requirements
- Successfully Complete Pre-Service Orientation (6 weeks)
- Selected for Employment at a School Site
- Complete District Intern Teacher Preparation (26 units)
- Complete Beginning Teacher Support and Assessment Induction Program (22 units)

**Preliminary Credential**

**Professional Clear Credential**

Professional Development Continues

LAUSD Professional Development, March 18, 2003
Professional Development Continuum for Quality Teachers

Following a Math Teacher Through Professional Development

- Job-embedded coaching with math coach
- Algebra training at UCLA through LAUSD partnership
- Math Department lesson study meetings
- Ongoing Salary Point Credit classes
- Math Department analysis of periodic diagnostic assessments
- Math content training during buy-back days and during banked time
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Salary Point Credit Process

- Individual professional development is augmented through salary point credit classes
- These classes may be earned through university courses, LAUSD staff development, study at other institutions, and educational travel
- Each teacher must obtain pre-approval from a schoolsite administrator for each class

The current process needs to be more closely oriented to professional development needs. Staff is reviewing the course approval process and planning, in conjunction with the new Professional Development Data Support System, to ensure greater rigor and alignment with District goals.
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Evaluation of Professional Development Programs

Three Primary Ways that Professional Development Programs are Evaluated:

- Program Evaluation and Research
- Self-survey
- Outside Evaluation (e.g. WestEd)

Professional development is increasingly data-driven, and virtually all programs (and trainings) are regularly evaluated.
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• Major New Systems to Strengthen Professional Development

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New Systems to Support Professional Development

- A new holistic analysis of professional development
- Introduction of Professional Development Data Support System
- Single School Plan for Student Achievement
- New Administrator Quality Programs
- Strengthened District Intern Alignment
- New Secondary Guides to Improve Content Literacy
- Deeper Integration of Instructional Coaching
New Compendium of Professional Development Programs

The District is assembling and internally disseminating a unified template that describes all programs to improve classroom practice.

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**SECONDARY LITERACY**

**GOVERNOR’S INSTITUTE, ENGLISH-LANGUAGE ARTS ADOPTION**

**DESCRIPTION**

- Governor’s Institute for teachers middle school English teachers who are teaching one of the core English Language Arts programs adopted by the District
- Governor’s Institute for 6th - 9th grade teachers who are assigned to teach the Developing Readers and Writers Course

**CHARACTERISTICS**

**Target Population:** English-language arts teachers (grades 6-8) and reading intervention teachers (grades 6-9)

**Provider of Services:** Instructional Support Services, SCOE

**Number of Participants:**
- 2001-2002: 0
- 2002-2003: 500
- 2003-2004: 0

**Growth:** Projected decline due to decrease in AB 466 state funding and only new teachers will require training

**Duration:** 5 days plus 80 hours of Passport training at school sites and local districts

**Current Cost:** '02 - '03 - $629,156
- Total per participant: $ 1258
- Cost to LAUSD General Fund: $117,362
- Cost to LAUSD Specially Funded Programs: Title II - $111,794
- Source of additional funds: AB 466 - $400,000

**CHARACTERISTICS (Continued)**

**Role of Salary Point Credit:** Teachers may earn 2 salary points for completion of the five day Governor’s Institute and homework

**Centralized Requirement or Teacher/School-Site Optional:** Centralized requirement (Board policy)

**Close Achievement Gap Strategy:** Include a lesson study module showing teachers using culturally relevant and linguistically relevant pedagogy

**PRIMARY CONTACT PERSON**

- **LAUSD Division:** Instructional Support Services, Secondary Literacy
- **Contact Information:** Ronni Ephraim/Arzie Galvez

**POTENTIAL**

**Expected program changes, adaptation to new legislation, etc.:**
- AB 466 funding may be cut or reduced
- Way program is evaluated:
  - Program Evaluation and Research Branch (PERB), State internal/external evaluation, teacher reflections/evaluations
  - Areas for Improvement: Increase the number of participants who complete the 80 hour Passport training. Include a lesson study module showing teachers using culturally relevant and linguistically relevant pedagogy

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LAUSD Professional Development, March 18, 2003
An online system to manage professional development

Current
- Online course catalog, class registration and evaluation
- Online professional development training history
- Administrative reporting and planning

Next Steps (2003-04)
- Integrate central initiatives
- Include local district courses
- No Child Left Behind (NCLB) requirements

Final System (June 2005)
- Automatic interface to salary allocation systems
- Comprehensive improvement of salary point process
- Complete course and class management
- NCLB compliance
Single Plan for Student Achievement

- Improve Student Achievement
- Close Achievement Gap
- Integrate Special Needs Students

Monitor Implementation / Effectiveness of Action Steps

Develop Solutions Leading to Action Steps

Identify Barriers

Target Professional Development

Assess Current Conditions

Analyze Data
Highly Qualified Administrators

- **Leadership Excellence through Administrator Development (LEAD)**
  - A program to identify, recruit and prepare a pool of highly qualified administrators
  - Program includes a skills assessment, skill development, and a one-semester, full time, internship with a mentor principal

- **The Principal Training Program (AB 75)**
  - A new state funded program to train all K-12 schoolsite administrators
  - Training will support District initiatives such as single school plan, middle school redesign, small learning communities
District Intern and Induction Alignment

**DISTRICT INTERNSHIP (DI) and BEGINNING TEACHER SUPPORT AND ASSESSMENT (BTSA):**
Teacher Preparation and Induction Completely Aligned with District Priorities

**Collaborative Efforts:**
Teacher Preparation and Induction Credential Programs
- Joint Training of Staff and Participants
- Sharing Resources & Expertise
- Cooperative Planning

**HUMAN RESOURCES DIVISION**
DI Expansion Effort (growing from 500 to 2000 new District Interns for 2003-04 year)

**INSTRUCTIONAL SUPPORT SERVICES**
DI Expansion Support and development of aligned BTSA Induction program
Secondary Guides to Improve Content Literacy

The Instructional Guides will do the following:

- Align classroom instruction to standards assessed on the California Standards Tests and the High School Exit Examination
- Sequence standards appropriately into meaningful instructional blocks of time
- Identify materials and resources from the adopted textbooks which support student learning activities
- Align in-class interventions and extended learning experiences to standards-based instruction
- Identify districtwide formative and summative assessments to determine student achievement of standards using an equivalent and consistent measure

These guides will be powerful tools to provide teachers with consistent frameworks for determining what is to be taught, in what sequence, and how it will be assessed.
As Coaching Increasingly Permeates the District, so Will Coaching’s Rewards

AWARENESS
   LARGE GROUP WORKSHOP

STUDYING
   GRADE LEVEL/CONTENT TEAMS
   STUDY GROUPS
   INTERVISITATIONS

APPLYING
   OBSERVATIONS
   DEMONSTRATIONS
   COACHING
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Recommendations

- **Budget Decisions that:**
  - Align with the Superintendent’s Strategic Plan
  - Leverage state and federal funding for supplemental support
  - Aim at closing the achievement gap
  - Consistently support technology solutions, such as the Professional Development Data Support System

- **Ongoing support for the goals outlined in the Teacher Quality Strategic Plan**

- **Support coherent initiatives that embed professional development at the school site**

- **Support efforts coordinated by Legislative Affairs to ensure federal and state funding for professional development (e.g. preserve and extend professional development buy-back days)**
Mean API Scores

Source: LAUSD Planning, Assessment, and Research Division
Superintendent’s Goal

Our goal is to improve student learning to enable all students to achieve high academic standards