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ABSTRACT

This report examines teacher professional development in Ohio, highlighting the Local Professional Development Block Grant and the role of Local Professional Development Committees (LPDCs). Data come from nine school district case studies and surveys of school district treasurers. Funding sources are often restricted to a subject area, group of teachers, or reform effort. The Local Professional Development Block Grant, however, can be used to support any type of professional development. Ohio has shaped professional development with new teacher licensure standards, LPDCs, and the Continuous Improvement Plans. Districts access different regional service providers to help plan and provide teacher development activities. LPDCs are critical to ensuring that teacher development is aligned with districts' Continuous Improvement Plans. Lack of time, discretionary funds, and evaluation efforts hamper professional development efforts. The report offers recommendations for improving school districts' ability to offer effective professional development. Appendixes include programs featured in the 2000 and 2001 Professional Development Line Item, federal formula grant programs used for teacher development, transition from certification to licensure, legislative history of local professional development block grants and local professional development committees, and overview of requirements for LPDCs from Ohio Revised Code Section 3319.22. (Contains 43 bibliographic references.) (SM)

Teacher Professional Development in Ohio

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The Legislative Office of Education Oversight (LOEO) serves as staff to the Legislative Committee on Education Oversight. Created by the Ohio General Assembly in 1989, the Office evaluates education-related activities funded by the state of Ohio. This LOEO report examines teacher professional development in Ohio, with specific focus on the Local Professional Development Block Grant and the role of the Local Professional Development Committees. *Conclusions and recommendations in this report are those of the LOEO staff and do not necessarily reflect the views of the Committee or its members.*

This report is available at LOEO's web site: <http://www.loeo.state.oh.us>

Summary

Teacher Professional Development in Ohio

Professional development is one approach to improving the instructional skills of both new and experienced teachers.

Recent commentaries on education reform have increasingly focused on teacher quality as a critical factor in improving student performance. Professional development is one approach to improving the instructional capabilities of both new and experienced teachers.

This Legislative Office of Education Oversight report examines the funding, delivery, and effectiveness of teacher professional development in Ohio. Based upon findings from nine school-district case studies and a statewide survey of school district treasurers, this report offers recommendations for improving school districts' ability to offer effective professional development that best meets the needs of their students and teachers.

Funding of Teacher Professional Development

Funding sources for professional development are often restricted to a specific subject area, group of teachers, or reform effort.

In Ohio, support for teacher professional development consists of at least 30 different state funding sources supplemented by over one hundred federal grant programs. On average, Ohio school districts access six different sources of state, federal, and private professional development funding. These funding sources, however, are often restricted to a specific subject area, group of teachers, or reform effort, which limits school districts' discretion to target professional development to its particular needs.

The Local Professional Development Block Grant can be used to support *any type* of professional development that best meets district needs.

The Local Professional Development Block Grant, however, is one state funding source that offers school districts more discretion. Most of the block grant can be used to support *any type* of professional development that best meets district needs.

Each school year, every school district, joint vocational school district, and community school receives a Local Professional Development Block Grant based on a per teacher amount of approximately \$75 for fiscal years 2000 and 2001. On average, school districts spend the Local Professional Development Block Grants almost evenly on the three general areas specified in law:

On average, school districts spend the Local Professional Development Block Grants almost evenly on the three general areas specified in law.

- Operation of the school district's Local Professional Development Committee(s);
- Elementary literacy skills training (*school districts with fewer than 75% of their students passing the reading portion of the Fourth-Grade Proficiency Test must spend 40% of their block grant in this area*); and
- All other professional development activities.

Delivery of Teacher Professional Development

Teacher professional development in Ohio is planned and delivered at the state, regional, and local levels.

State-level. As staff to the State Board of Education, the Ohio Department of Education (ODE) is the principal player at the state level. In addition to providing professional development funds to school districts and providing a variety of statewide professional development programs, the State Board of Education and the Ohio General Assembly have shaped professional development through changes in state policy, including:

Ohio has shaped teacher professional development with new teacher licensure standards, Local Professional Development Committees (LPDCs), and the Continuous Improvement Plans.

- **New teacher licensure standards**, which have eliminated the concept of *permanent* certification and made professional development a career-long process;
- **Local Professional Development Committees (LPDCs)**, district- and building-level committees of teachers and administrators which have assumed the responsibility, previously held by ODE, of monitoring and facilitating teacher certification and licensure; and
- **The Continuous Improvement Plans (CIPs)**, which emphasize professional development as a critical part of school district accountability and improvement efforts.

Currently, Ohio is developing new academic standards for students. Based upon the recommendations put forth by the Governor's Commission for Student Success, the Ohio General Assembly is also considering the creation of a new system of assessment and accountability.

School districts access different regional service providers to help plan and provide professional development activities for teachers.

LPDCs are critical to ensuring that professional development is aligned with school districts' Continuous Improvement Plans.

School districts and regional service providers offer a mix of effective and ineffective professional development activities.

As a result of these changes, Ohio teachers will require extensive professional development to understand the new academic standards and assessments and to incorporate them into their instructional practices.

Regional-level. School districts access different regional service providers to help plan and provide professional development activities for teachers. Such agencies most often include Regional Professional Development Centers, Educational Service Centers, Special Education Regional Resource Centers, and colleges and universities.

Local-level. District-level professional development activities are planned and provided by a variety of different players, such as district-level or building-level professional development planning committees, district administrators, and contracted outside agencies.

As mentioned, the primary function of the Local Professional Development Committees is to monitor teacher licensure; they do not plan or offer professional development for school districts. However, LPDCs are critical to ensuring that individual teacher plans for professional development are aligned with the school district's Continuous Improvement Plan.

Effective Teacher Professional Development

School districts and regional service providers offer a mix of professional development activities that match characteristics of both effective and ineffective practices. This mix occurs despite educators' clear understanding of what constitutes effective professional development.

The greatest challenges to offering effective teacher professional development include a lack of:

- **Time:** There is little time within the current structure of the school day and year to provide effective professional development.
- **Discretionary funds:** The lack of discretionary funds limits a district's ability to provide those professional development activities deemed most effective.

The greatest challenges to offering effective teacher professional development include a lack of time, discretionary funds, and evaluation efforts.

- **Evaluation efforts:** Districts have no systematic way of knowing which professional development activities lead to changes in classroom instruction and result in increased student learning.

Recommendations

Several forces will require that more funding be made available to school districts for teacher professional development.

First, approximately 20% of current teachers hold a *permanent* certificate. They will eventually retire and be replaced by beginning teachers who must continuously renew their licenses and engage in professional development as a *career-long* process. As a result, the workload of both professional development providers and Local Professional Development Committees will increase.

Second, while educators know the characteristics of effective professional development, one barrier that prevents them from putting that knowledge into practice is a lack of *discretionary* funding.

Third, *both* veteran and beginning teachers are going to require extensive professional development to understand and incorporate into their instruction the new academic standards and student assessments.

Therefore, LOEO recommends the Ohio General Assembly:

- Increase funding for the Local Professional Development Block Grant beyond the \$9.6 million level, which has not increased since fiscal year 1999.

It is impossible to say how much discretionary funding is necessary to accomplish all of the professional development goals of the block grant. However, the General Assembly might consider increasing the \$75 per-teacher allocation.

Another barrier to implementing effective professional development is the absence of systematic evaluations to determine which activities are the most effective at changing classroom instruction and improving student achievement.

Therefore, LOEO recommends the Ohio Department of Education:

- Provide technical assistance to school districts to help evaluate the extent to which their professional development activities are linked to changes in classroom instruction and improved student learning.

As mentioned, the Local Professional Development Committee plays a critical role in ensuring that individual teacher plans for professional development are aligned with the school district's Continuous Improvement Plan. Teachers with *permanent* certification, however, do not have to submit plans. As a result, these teachers may not be aligning their professional development with the district's school improvement goals.

Therefore, LOEO recommends the State Board of Education:

- Adopt a policy that requires school districts to establish a professional development strategy for *all* teachers, *including those with a permanent certificate*, that is aligned with the district's Continuous Improvement Plan.

The first barrier to providing effective professional development is time. It is also, perhaps, the most difficult barrier to overcome.

Therefore, LOEO supports:

- The recommendation made by the Governor's Commission for Student Success to create a commission on the teaching profession. The commission should explore ways to increase time for effective professional development, including the possibility of restructuring the school day and year to meet this need.

Teacher Professional Development in Ohio

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COMMENTS

Chapter I Introduction

This Legislative Office of Education Oversight (LOEO) study examines teacher professional development in Ohio, with a specific focus on the Local Professional Development Block Grant and the role of Local Professional Development Committees.

Background

Recent commentaries on education reform have increasingly focused on teacher quality as a critical factor in improving student performance. One of several ways to improve quality is to ensure teachers are initially prepared for service through teacher education programs, teacher licensure, teacher mentoring programs, and similar efforts. A second way is through the professional development of practicing teachers. The latter approach offers the advantage of working toward improving the instructional capabilities of both new and experienced teachers.

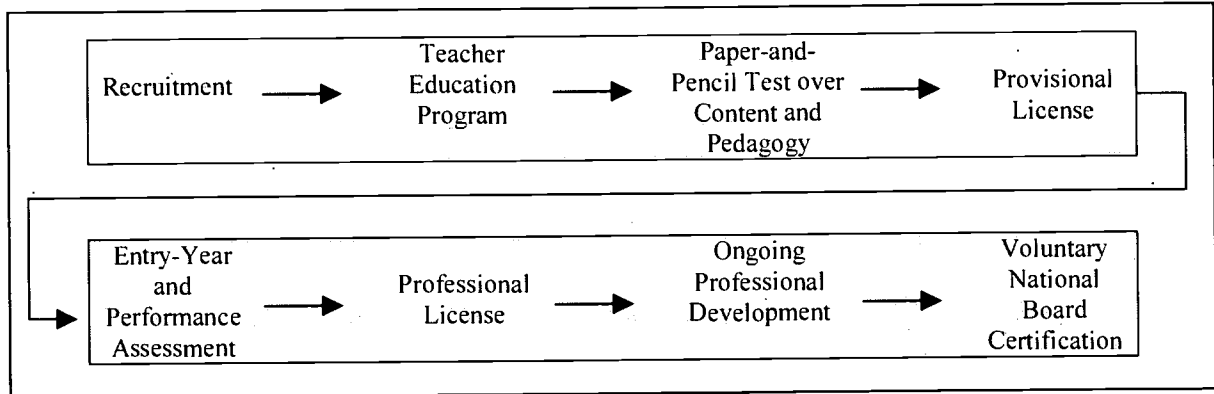
The education literature refers to professional development as activities designed to enhance the knowledge, skills, and attitudes of educators for the purpose of improved student learning. These activities are most often thought of in terms of conferences or half- and full-day “in-service” sessions. Sometimes a school district, state agency, or national organization may sponsor a series of activities on broad topics, such as school safety, literacy, or instructional approaches for students with special needs.

Ohio’s teacher professional development

In 1996, the State Board of Education initiated a new framework for professional development with Ohio’s *Teacher Education and Licensure Standards*. As part of adopting these standards in Amended Substitute Senate Bill 230, the 121st General Assembly also established the Local Professional Development Committees. The statutory purpose of these committees is to help connect professional development to teacher certification and licensure renewal.

Ohio’s *Teacher Education and Licensure Standards* are based on the belief that educators must continue to learn and improve throughout their careers. The foundation of these standards is a professional development continuum spanning from recruitment through National Board Certification. Exhibit 1 presents this continuum.

Exhibit 1 Ohio's Professional Development Continuum



Source: A Resource Guide for Establishing Local Professional Development Committees. The Ohio Department of Education, 1997.

Teacher recruitment is on-going and targets high school students as well as any adult wishing to pursue a career in education. Teacher education programs refer to the teacher preparation courses that are offered through colleges and universities. After completing these courses, a teacher candidate must successfully pass a paper-and-pencil examination, *Praxis II*, that covers teaching practices and subject content area. This

examination is a prerequisite for obtaining a *provisional* teaching license, which is valid for two years.

All beginning teachers must successfully complete an entry-year program and pass a performance evaluation, *Praxis III*, before a *professional license* can be issued. This license must be renewed every five years. Ongoing professional development is required to renew a teaching license.

Purpose of LOEO's Study

In 1997, the 122nd Ohio General Assembly created the Teacher Professional Development Task Force in Amended Substitute House Bill 215. Members of the task force included state legislators and representatives from several agencies, such as the Ohio Department of Education, Office of Budget and Management, Ohio School Boards Association, chartered non-public schools, institutions of higher education, and

teachers' associations. The purpose of the task force was to study the current status of teacher professional development in Ohio and to report recommendations to the General Assembly.

The task force report of March 1999 included the recommendation for an independent study to be conducted of teacher professional development in Ohio.

Subsequently, the following charge was included in Amended Substitute House Bill 282:

“The Legislative Office of Education Oversight shall conduct a statewide assessment of professional development in the state. The assessment shall include, but not be limited to, the following:

- (A) An examination of how professional development funds are spent;
- (B) A study of the types of professional development programs funded by state moneys;
- (C) A study of the role of professional development committees, established

under section 3319.22 of the Revised Code, in determining the expenditure of professional development moneys; and

- (D) A study of whether Ohio school districts are using the professional development strategies most likely to be effective in improving student achievement.

The study shall focus on all facets of professional development, including the role of higher education in assisting with in-service training for veteran educators.”

Given the legislative mandate and the complexity of teacher professional development in Ohio, LOEO focused its study on practicing teachers.

Study Methods

LOEO used the following methods to complete this study:

1. Reviewed current literature regarding teacher professional development. A selected bibliography can be found in Appendix A.
2. Interviewed representatives from the Ohio Department of Education and regional service providers of professional development.
3. Since school districts vary greatly in their practices, an in-depth case-study approach was used to explore professional development in nine school districts with various geographic, socio-economic, and academic performance characteristics. Data from case-studies consisted of:

- A total of 48 telephone interviews with school administrators, Local Professional Development Committee members, regional providers of professional development services, and faculty of institutions of higher education;
 - Analysis of documents prepared by the nine school districts and their regional service providers regarding their teacher professional development services; and
 - Focus groups including 28 teachers in five of the nine school districts.
4. To determine how school districts spend the Local Professional Development Block Grants, surveys were mailed to 307 randomly selected treasurers of

school districts and joint vocational school districts in Ohio. A total of 210 surveys were returned for a response rate of 68%. The distribution of respondents

reflected the percentage of Ohio school districts rated as “effective,” “continuous improvement,” “academic watch,” and “academic emergency.”

Report Organization

The next chapter describes the state and federal funding of teacher professional development in Ohio. Chapter III provides an overview of teacher professional development at the state, regional, and local levels. In addition, it describes how professional development takes place in nine case-study school districts. Chapter IV

defines effective teacher professional development and explores whether school districts are using professional development strategies most likely to change classroom instruction and improve student achievement. Chapter V presents LOEO’s conclusions, recommendations, and identifies some unresolved issues.

Chapter II

Funding of Teacher Professional Development in Ohio

This chapter discusses the various funding sources for teacher professional development and describes how Ohio's school districts have chosen to spend the state-funded Local Professional Development Block Grants.

To provide professional development opportunities to its teachers, a school district must piece together a variety of different funding sources from both the state and federal governments, as well as from such other sources as private foundations and businesses. These different funding sources have very different purposes and restrictions regarding how the funds may be spent. Those purposes include supporting professional development activities:

- In specific *subject areas*, such as reading or math;
- For specific *groups of teachers*, such as

first-year teachers or teachers seeking National Board certification;

- For teachers of specific *groups of students*, such as special education or gifted students; and
- For specific *reform efforts*, such as class-size reduction or block scheduling.

On average, LOEO found that school districts access six different sources of state, federal, and private professional development funding sources in order to best meet the unique needs of its teaching staff and student population.

State Funding

Most directly, the State of Ohio funds teacher professional development through a single line item in the Ohio Department of Education (ODE) budget (GRF 200-410). For the current 2000-2001 biennium, the "Professional Development" line item is approximately \$28 million for each fiscal year. Not all of this money, however, is to support *teacher* professional development programs, nor does it all go to school districts.

The line item also includes funding for Regional Professional Development Centers, teacher recruitment, and professional

development for school district and building administrators.

School districts also receive money specifically for teacher professional development through a line item in the Ohio SchoolNet Commission budget (GRF 228-406). These funds are for professional development activities that support uses of technology in the classroom.

Exhibit 2 lists the programs funded by both these line items and their appropriations for fiscal year 2000. Appendix B describes each of these programs and how the money allocated for that program may be spent.

Exhibit 2
Direct State Funding for Professional Development

Line Item	Appropriation FY 2000
Ohio Department of Education – Professional Development (GRF 200-410)	\$27,293,834
Regional Professional Development Centers	\$5,997,829
Teacher Recruitment	\$1,321,292
<i>Local Professional Development Block Grants</i>	<i>\$9,659,713</i>
Local Professional Development Committees – other agencies	\$115,000
National Board of Professional Teaching Standards – application fees, grants	\$2,325,000
National Board of Professional Teaching Standards – professional development	\$300,000
Entry Year Programs for Teachers	\$1,875,000
Mentor and Assessor Training	\$1,250,000
Peer Review	\$1,475,000
Ohio Leadership Academies	\$650,000
Principal’s Leadership Academy	\$850,000
Entry Year Programs for Principals	\$975,000
Rural Appalachian Initiative	\$500,000
Subtotal	\$27,293,834
Ohio SchoolNet Commission – Technical & Instructional Professional Development (GRF 228-406)	\$12,408,453
Grand Total	\$39,702,287

Source: Amended Substitute House Bill 282, 123rd Ohio General Assembly

There are other “indirect” sources of state funding that school districts use to support teacher professional development. Unlike the line items described above, however, these state funding sources are not intended *primarily* for professional development. It would be difficult, therefore, to determine exactly how much of these various sources are used for teacher professional development. Exhibit 3 lists various line items identified by the Ohio Department of Education in 1998 as having teacher professional development “components.”

LOEO surveyed treasurers from a random sample of 307 school districts and joint vocational school districts regarding funding for teacher professional development.

As part of the survey, treasurers were asked to identify all of the funding sources their school district uses to support teacher professional development. In addition to the sources listed in Exhibit 3, frequently cited examples of “indirect” state funding sources include:

- Base Cost Funding (GRF 200-501);
- SchoolNet Plus (4Y4 228-698);
- OhioReads Grants (GRF 200-566); and
- School Improvement Incentive Awards (GRF 200-570).

Combined, there are *at least* 30 different “direct” and “indirect” sources of state funding for teacher and administrator professional development.

Exhibit 3
Indirect State Funding for Teacher Professional Development

Ohio Department of Education Line Items	
Head Start	GRF 200-406
Public Preschool	GRF 200-408
Vocational Education Match	GRF 200-416
School Improvement Models	GRF 200-431
Conflict Management	GRF 200-432
Student Proficiency	GRF 200-437
American Sign Language	GRF 200-441
GED Testing / Adult High School	GRF 200-447
Gifted Pupil Program	GRF 200-521
Educational Excellence and Competency	GRF 200-524
Vocational Education Enhancements	GRF 200-545
Reading Improvement	GRF 200-551

Source: Ohio Department of Education, Office of Government Relations, September 11, 1998

Local Professional Development Block Grants

This LOEO study focuses on *one* of those 30 different sources of state funding, the Local Professional Development Block Grant. In the current biennium, approximately one-third of the professional development line item in ODE's budget is devoted to Local Professional Development Block Grants (\$9.6 million). In each of the past two fiscal years, each school district, joint vocational school district, and community school received a block grant of approximately \$75 per teacher. Some school districts and Educational Service Centers also received funding that was passed along to chartered non-public schools in their area.

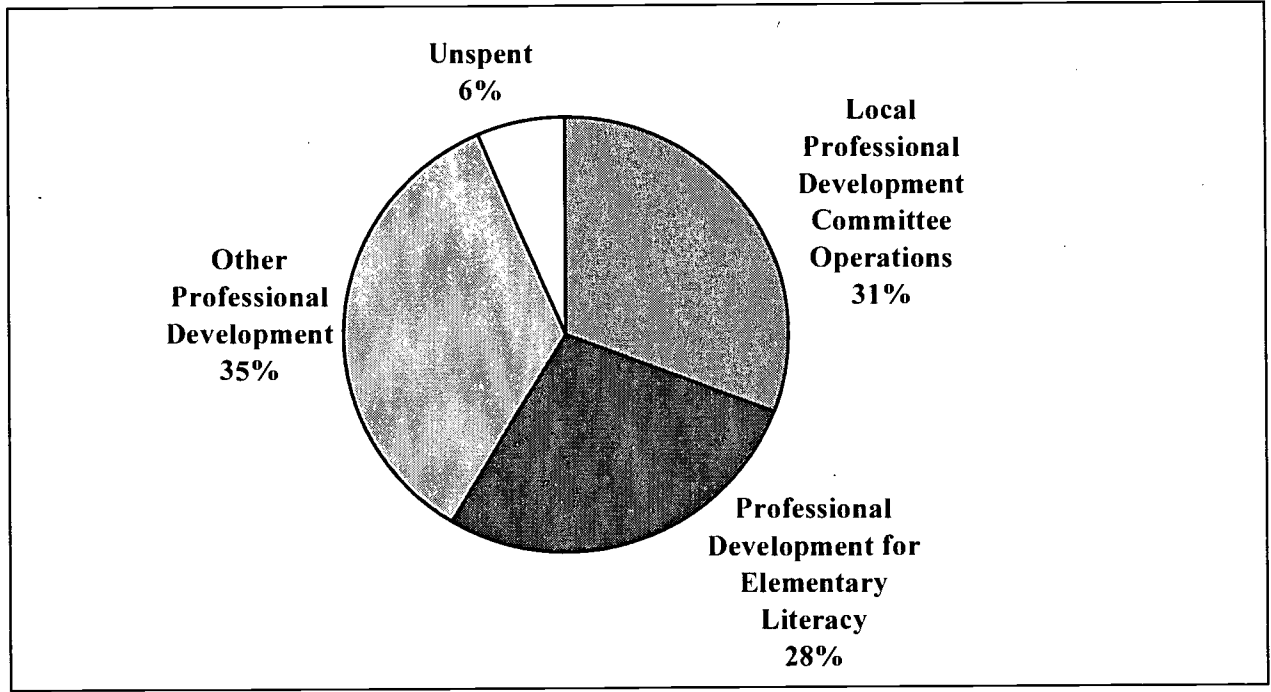
The Local Professional Development Block Grant is the only source of state funding that allows for some discretionary spending on *teacher* professional development, because it is less restricted to a specific subject area, group of teachers, or reform effort. However, school districts are required by law to spend the block grant on any combination of the following:

- The establishment and operation of Local Professional Development Committees;
- Locally developed teacher training and professional development; and
- Professional development in elementary literacy skills. School districts where less than 75% of the students pass the reading portion of the Fourth-Grade Proficiency Test must allocate at least 40% of their block grant to professional development in elementary literacy skills.

From the treasurer survey results, on average, districts spent their funds on these three activities in roughly equal proportions. The survey results also indicate that it is the district superintendent or another district-level administrator, such as the director of curriculum, who typically decides how the block grant is spent.

Exhibit 4 illustrates how treasurers reported the expenditure of their Local Professional Development Block Grant for fiscal year 2000.

Exhibit 4
Local Professional Development Block Grant Expenditures
FY 2000
(N=178*)



* Of the 210 respondents, only 178 responded to the survey questions regarding the block grant expenditures.

Of the portion spent on Local Professional Development Committee operations, the majority (62%) was used to compensate committee members. One-fifth (20%) was spent on meeting expenses, equipment, and supplies.

Elementary literacy skills. Most of the responding districts (141 out of 178) were required by law to spend at least 40% of their block grant for fiscal year 2000 on professional development in elementary literacy. At the time of LOEO's survey, only 42% (59) of those districts had done so. Of the remaining 58% (82), nearly one-fifth came close to the requirement by spending more than 30% on elementary literacy skills. However, almost half had spent less than 10%. The Ohio Department of Education does not monitor school districts to

determine which have complied with this mandate.

Because school districts have until June 30, 2001 to spend their Local Professional Development Block Grant for fiscal year 2000, it is possible that additional districts will meet the spending requirement by that time.

Not using the block grant for elementary literacy, however, does not necessarily mean that the district has failed to comply with the spending requirement. The school district may have spent the required amount, but paid for the professional development with money from other funding sources. For example, a school district might pay the expenses for a large math in-service with the entire amount

of its Local Professional Development Block Grant and then pay for its teachers' professional development in elementary literacy skills from its general fund.

Future funding. The future funding of the Local Professional Development Block Grant is uncertain. Although school districts are required by law to have Local Professional Development Committees, the State Board of Education eliminated the funding for their operations in its proposed budget for the 2002-2003 biennium.

The Governor included funding for the Local Professional Development Block

Grant in the "Professional Development" line item of the Executive Budget (GRF 200-410). In fact, the executive request includes an 18% increase for fiscal year 2002 for this line item. All of the increase, however, is earmarked for particular programs with stipulations on how the money must be spent, e.g., assessment of entry-year teachers. There is no proposed increase for the Local Professional Development Block Grant. Furthermore, the block grant amount (\$9.6 million) has remained the same since fiscal year 1999. As a result, school districts will not receive an increase in discretionary funds for teacher professional development.

Federal Funding

The U.S. Department of Education administers two primary types of grant programs intended to assist states and schools in achieving Goal 4 of the National Education Goals:

The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Federal grants are typically either "formula" or "discretionary."

Formula grant programs

According to the U.S. Department of Education, federal "formula grant" programs "provide funding to districts throughout the nation either to provide additional support for underserved groups of children or to help

schools and districts address areas of particular need." Federal formula grant programs provide funds that are distributed to states based upon statutory formulas and administered by the state's education agency. School districts must then apply for "subgrants."

Although school districts must apply to the Ohio Department of Education for subgrants, they can make their application for many of these programs electronically through a Consolidated Local Plan that allows for "greater cross-program coordination, planning, and implementation."

An example of a federal formula grant program is the Dwight D. Eisenhower Professional Development Program (Title II, Part B, Elementary and Secondary Education Act). This program supports state and local efforts to provide quality professional development in all of the core academic subjects, including math, science, language arts, and social studies. It is the

federal government's largest program devoted solely to teacher professional development.

In fact, Eisenhower grants were listed as a source of funding for teacher professional development by 84% of the district treasurers that responded to LOEO's

survey. Only the state-funded Local Professional Development Block Grant appears to assist more school districts in the professional development of their teachers. Exhibit 5 lists three federal formula grant programs that have the *primary* purpose of supporting teacher professional development.

Exhibit 5 Direct Federal Funding for Teacher Professional Development

Program	Federal Law	Appropriation to Ohio FY 2000 (in millions)
Eisenhower Professional Development State Grants	Elementary and Secondary Education Act, Title II, Part B	\$12.8
Technology Literacy Challenge Fund	Elementary and Secondary Education Act, Title III, Part A, Subpart 2	\$15.9
State and Local Education Systemic Improvement	Goals 2000: Educate America Act, Title III	\$18.0
Total		\$46.7

Source: U.S. Department of Education

Similar to state funding, there are other "indirect" sources of federal funding that school districts use to support teacher

professional development. Exhibit 6 lists *some* of those federal formula grant programs.

Exhibit 6 Indirect Federal Funding for Teacher Professional Development

Program	Federal Law
Education of Disadvantaged Children	Elementary and Secondary Education Act, Title I, Part A
Special Education	Individuals with Disabilities Education Act, Part B
Class-Size Reduction Program	Elementary and Secondary Education Act, Title VI
Vocational Education	Carl D. Perkins Vocational and Applied Technology Education Act, Title I
Safe and Drug-Free Schools and Communities	Elementary and Secondary Education Act, Title IV, Part A, Subpart I
Innovative Education Program Strategies	Elementary and Secondary Education Act, Title VI
Comprehensive School Reform Demonstration Program	Elementary and Secondary Education Act, Title I, Part E & Title X, Part A

Source: U.S. Department of Education

Appendix C provides a detailed description of each of the ten federal formula grant programs that support teacher professional development, either directly or indirectly, as well as the appropriations made to Ohio in fiscal years 1999, 2000, and 2001.

Discretionary grant programs

In addition to federal formula grant programs, the U.S. Department of Education reported in 1996 that there were 160 different "discretionary grant" programs made available across ten different U.S. departments and six independent federal agencies that support teacher professional development.

The discretionary grant programs are more narrowly focused than the formula grant programs. For example, while an Eisenhower grant can be used broadly, in any of the core academic subjects, *including* science, a discretionary grant from the National Air and Space Administration

(NASA) may focus exclusively on instruction in aeronautics.

Discretionary grants are primarily awarded through a competitive process; therefore, individual discretionary grants are sometimes larger than formula grants because the program's total appropriation is spread across fewer school districts. Discretionary grant programs have their own application and reporting requirements with which school districts must comply.

One example of a federal discretionary grant cited by several school district treasurers is the Reading Excellence Program. Authorized by the Elementary and Secondary Education Act, Title II, Part C, one of the program's goals is to improve the instructional practices of teachers in elementary schools based on reading research. Ohio received approximately \$27.2 million for federal fiscal years 1999 and 2000. A total of 57 school districts received subgrants.

Summary

Each Ohio school district attempts to address the professional development needs of its instructional staff by piecing together dozens of state and hundreds of federal funding sources. Of over 30 state programs in Ohio that directly or indirectly fund teacher professional development, only the Local Professional Development Block Grant is received by all school districts with the primary purpose of supporting teacher professional development.

LOEO found that, on average, school districts are spending their Local Professional Development Block Grant on Local Professional Development Committee operations, teacher professional development, and elementary literacy skills in roughly equal proportions.

The Local Professional Development Block Grant, unlike other state and federal funding sources, is not entirely restricted in

its use. In other words, most of the Local Professional Development Block Grant can be used to support *any type* of professional development that best meets the district's needs. In fact, for those districts that are not

subject to the elementary literacy requirement, the *entire* Local Professional Development Block Grant can be used at the district's discretion.

Chapter III

Delivery of Teacher Professional Development in Ohio

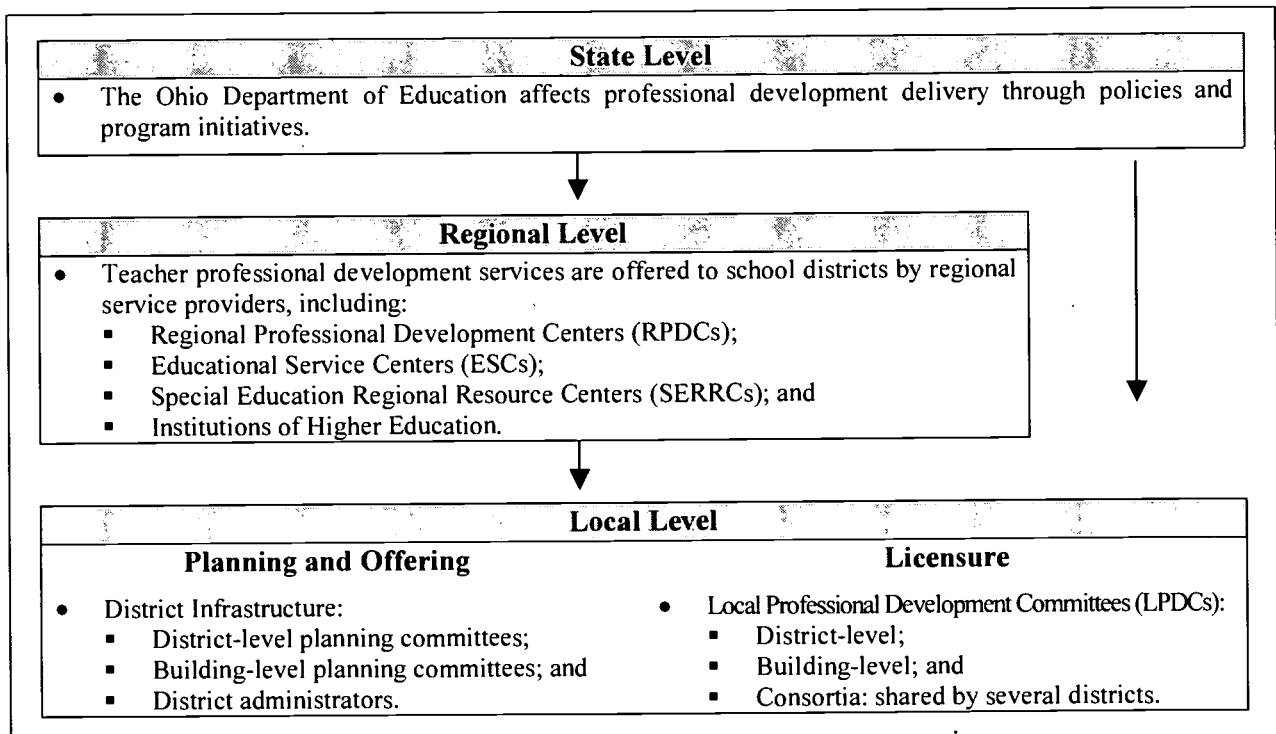
This chapter provides an overview of teacher professional development at the state, regional, and local levels. It also describes how professional development takes place in nine case-study school districts.

Teacher professional development in Ohio is planned and delivered across three levels: state, regional, and local levels. The Ohio Department of Education (ODE) is the principal player at the state level. The State Board of Education and the General Assembly shape the delivery of teacher professional development through policies, funding, and statewide programs.

School districts are the primary recipients of professional development services from state and regional providers.

They organize and offer professional development based on their districts' needs. This is accomplished primarily through district administrators, and district- and building-level planning committees. Local Professional Development Committees serve a different function by facilitating the licensure process and helping teachers align professional development with their district's school improvement goals. Exhibit 8 provides an overview of how professional development is delivered in Ohio.

Exhibit 8
Professional Development Delivery



State Level

State-level policies affect the delivery of teacher professional development. In Ohio, a recent fundamental policy shift has been the transition from educator “certification” to new requirements for “licensure.” This change influences the delivery of teacher professional development, including initiatives such as the entry-year program for beginning educators and the establishment of Local Professional Development Committees (LPDCs) in school districts. LPDCs facilitate the new licensing process.

Other state-level policies that affect teacher professional development include requiring districts to write Continuous Improvement Plans, new academic standards, and the recent proposal by the Governor’s Commission for Student Success for a new system of student assessment and accountability.

Professional licensure

Prior to January 1998, the State Board of Education provided only *standard* and *non-standard* certificates to Ohio’s teachers. Standard certificates were separated into three categories: provisional, professional, and permanent. Non-standard certificates also included three types: temporary, twelve-hour permits, and internship.

Individuals wishing to pursue a teaching certificate applied directly to the Ohio Department of Education. ODE staff first verified whether certification requirements had been met and application materials were complete. An appropriate certificate was then issued.

Teacher professional development, in most cases, primarily served to meet

certification renewal requirements, rather than to help districts align the ongoing professional growth of teachers with a strategy for continuous improvement of student learning.

The State Board of Education established the *Teacher Education and Licensure Standards* that took effect as of January 1998. This new set of guidelines replaces teacher *certification* with *licensure*, although both are defined essentially the same. As part of these new standards, teacher professional development is a means of linking licensure renewal to the student achievement goals of the district and the career-long process of teacher professional growth.

After completing required coursework at a college or university, a teacher candidate must successfully pass a paper-and-pencil examination covering teaching practices and subject content area. This examination, *Praxis II*, is a prerequisite for obtaining a *provisional license*, which is valid for two years. All beginning teachers must successfully complete an entry-year program and then pass a performance evaluation, *Praxis III*, before a *professional license* can be issued.

Under the new guidelines, teachers must renew their *professional* licenses every five years. However, until September 2006, a dual system will exist that recognizes both teacher certification and licensure. This is intended to help with the transition from certification to licensure.

Because of this dual system, not all of Ohio’s 116,790 current classroom teachers are required to pursue licensure. Teachers have until September 2003 to obtain a

permanent teaching certificate. A holder of this certificate does not require licensure. Teachers have until September 2006 to renew a *provisional* teaching certificate. Appendix D illustrates the transition process from certification to licensure.

Of the current 116,790 teachers, approximately 20% (23,205) hold a permanent certificate and, therefore, are exempt from certification and licensure renewal. These teachers will gradually leave the field and be replaced by others who must continuously renew their licenses and engage in professional development as a career-long process. For example, it is estimated that 6,000 new Ohio teachers will enter the workforce beginning in the fall of 2002. Eventually, every teacher will need to be licensed.

Local Professional Development Committees (LPDCs). As noted, part of adopting the new licensure standards in Am. Sub. S.B. 230, the 121st General Assembly also established the Local Professional Development Committees.

The statutory purpose of these committees is to help link professional development to teacher certification and licensure renewal. This is accomplished by reviewing and approving coursework and other professional development activities that teachers plan to complete in order to renew their certificates or licenses. The creation of LPDCs allowed the Ohio Department of Education to decentralize this process from the state level to teachers and administrators at the local level.

LPDCs were required to be established in every school district and chartered non-public school by September 1998. Amended Substitute House Bill 650,

the fiscal year 1999 budget bill, funded the LPDCs through the Local Professional Development Block Grant.

School districts that chose to implement Local Professional Development Committees earlier than the September 1998 deadline were designated as "pilots." There were a total of 21 LPDC pilots. Appendix E presents an overview of how the LPDCs were established and funded.

By law, LPDCs must be established by a school district in accordance with any teachers' union collective bargaining agreement. Each LPDC must consist of at least three classroom teachers, one principal, and one other school district employee appointed by the superintendent.

A school district may have more than one LPDC, including committees for individual buildings or for a particular grade or age level for which an educator license is designated. Local Professional Development Committees may also serve multiple school districts. Appendix F provides more details of the LPDC requirements.

The Legislative Office of Education Oversight intended to report the number of Local Professional Development Committees serving individual school districts, joint vocational school districts, community schools, chartered non-public schools, and other agencies that offer educational services and employ certified staff. LOEO also intended to report the number of LPDCs that are serving multiple entities and the number of school districts that are served by multiple Local Professional Development Committees. LOEO learned, however, that the Ohio Department of Education does not keep this information.

Individual Professional Development Plan (IPDP). Licensure standards require educators who pursue license renewal to complete an Individual Professional Development Plan (IPDP). The purpose of an IPDP is to define and direct an educator's professional development and to link it to the needs of the district, the school, the students, and the classroom. IPDPs are reviewed and either approved or rejected by the Local Professional Development Committee. Those with a permanent teaching certificate, approximately 20% of current teachers, are not required to pursue certification and licensure renewal and, therefore, complete an IDPD.

Continuous Improvement Plan (CIP)

Continuous Improvement Plans were established in 1997 by Amended Substitute Senate Bill 55. School districts are now rated as "effective," "continuous improvement," "academic watch," or "academic emergency." These ratings are based primarily on Ohio proficiency test results.

Districts that do not receive an "effective" rating are required to complete a CIP. With improved student achievement as the goal, a school district's CIP should address all elements of the district's educational system, including professional development. The plan must contain:

- An analysis of the factors that contribute to current student performance;
- Specification of the strategies that the district will use to address the problem, including academic performance goals and priorities; and
- Corrective actions and specification of the resources that the district will allocate to address the problem.

Some school districts also have building-level Continuous Improvement Plans. These building-level plans support the district-wide CIP at the elementary, middle, and high school level.

The Ohio Department of Education (ODE) offers technical assistance to school districts for the writing and implementation of their CIPs, and also provides federal Goals 2000 grants for this effort. ODE has given LPDCs the responsibility of ensuring that professional development aligns with the continuous improvement and student achievement goals of school districts or individual schools.

New academic standards and student assessment

An example of a state initiative that will greatly affect teacher professional development in Ohio is the new academic standards being developed by the Joint Council of the State Board of Education and Ohio Board of Regents. The development of these standards has been encouraged by the Governor's Commission for Student Success, which has also proposed a new assessment system aligned with the new standards.

LOEO's October 2000 report, *Proficiency Testing, Student Achievement, and Local Education Practices* study recommended that school districts provide teachers with extensive professional development to understand the new academic standards and to learn how to incorporate them into their lesson planning and instructional practices. Teachers also need assistance with using test data to improve instruction. As Ohio adopts these new standards, the need for quality professional development increases.

Regional Level

Regional service providers coordinate and often directly offer professional development activities to school districts. Their services are shaped by the educational policies set by the State Board of Education and programs initiated by the Ohio Department of Education.

Regional Professional Development Centers (RPDCs). One of the ways that the state offers ongoing professional development is through the Regional Professional Development Centers. There are 12 RPDCs that function as an extension of ODE to provide long-term, ongoing, professional development for all educators and school-support personnel. RPDC staff facilitate professional development activities and provide individual technical assistance in targeted areas such as the state's model curricula, competency-based education, technology, and entry-year teacher training.

Special Education Regional Resource Centers (SERRCs). SERRCs are federally-funded agencies created to provide technical assistance and professional development to educators and parents on issues directly relating to educating students with disabilities. SERRCs collaborate with many other regional providers such as Regional Professional Development Centers, Local Professional Development Committees, Educational Service Centers, and local colleges and universities. There are a total of 16 SERRCs in Ohio that offer services to all school districts.

Educational Service Centers (ESCs). Formally organized as county school boards, ESCs were initially created to provide services to *local* school districts. While this remains ESCs' primary charge, they may

also provide contracted services to *city and exempted village* school districts. ESCs offer professional development services directly to teachers. At times, ESCs work collaboratively with other educational organizations, such as the RPDCs and Parent Teacher Associations. There are currently 61 ESCs in Ohio.

Institutions of higher education. Ohio colleges and universities offer professional development activities, provide graduate school credit for teachers as well as individuals pursuing a teaching degree, and offer other sponsored activities. Individual faculty members provide consulting services geared toward meeting specific district needs, and they also participate as board members of RPDCs, SERRCs, and ESCs.

Other resources. Other statewide and regional professional development support networks include Urban Professional Development Centers, the Ohio Educational Computer Network Data Acquisition Sites, Educational Television Agencies, Area Media Centers, and The Alliance of Central Ohio Professional Development Providers (some 14 members including ESCs and SERRCs). This latter agency was created to support the initiatives set forth by the LPDCs and to enhance the collaborative efforts among Alliance members.

Non-public organizations also offer teacher professional development to teachers. For example, the Mayerson Academy in southwestern Ohio enters into contractual agreements with school districts and then designs and offers professional development activities targeted to the needs of the school district.

Local Level

The planning and delivery of teacher professional development varies among school districts, usually involving a complex structure of coordinators and providers. In some districts, a regional service provider or a private contractor may plan and provide professional development activities. In other districts, it may be coordinated and provided by a single district administrator, such as the superintendent or director of curriculum.

In still other districts, professional development activities may be planned and provided by building- or district-level planning committees. These planning committees existed prior to, and continue after, their district Local Professional Development Committee was established.

Membership on these building- or district-level planning committees may consist of classroom teachers, school principals, and district administrators. Although these committees are separate from the LPDCs, membership on both may overlap. For example, a school's principal might serve on both the LPDC and on the district's professional development planning committee.

Nine case-study school districts

To examine how districts use the variety of state and regional resources for teacher professional development, LOEO studied nine school districts in-depth. These case-study districts varied by geographic location, size, and regional service providers.

Delivery of professional development.

Not only do these school districts piece together funding from several sources, they also rely on a variety of service providers. In addition, they draw from the resources

within their own district to create an overall structure for planning and offering teacher professional development. For example:

- Four of the nine districts coordinate and offer teacher professional development using a district-wide planning committee. One of these committees includes 17 teachers, non-teaching staff, and administrators. In another of these four districts, the Director of Instruction heads the planning committee.
- Two of the nine school districts plan and offer teacher professional development at the individual school building level by teams of teachers, non-teaching staff, and principals. In one of these two districts, the Director of Curriculum and Instruction shares the responsibility of coordinating and providing teacher professional development with building-level committees of teachers and administrators.
- One school district contracts with a private agency to provide the vast majority of its teacher professional development.

Regional service providers, including RPDCs, ESCs, SERRCs, and institutions of higher education, plan and offer professional development for all nine case-study school districts. The relationships of these agencies to the case-study school districts vary. For example:

- Two of the nine school districts rely on their local ESC to coordinate and provide almost all their teacher professional development. One of the two gives 50% of its Local Professional Development Block Grant to its ESC to plan and provide professional development activities for its

teachers. On the other hand, two other school districts have little interaction with their ESC.

- Seven school districts have teachers who regularly attend activities sponsored by their RPDC.
- Although one case-study is a city district, and therefore has limited interaction with the ESC in its region, it does interact frequently with the regional SERRC and RPDC.
- Although the degree of involvement with institutions of higher education varies among these school districts, all nine indicated having a working relationship with at least one local college or university.

Local Professional Development Committee operations. LOEO found that the primary role of the Local Professional Development Committees (LPDC) in each of the nine case-study districts is consistent with their stated purpose in Am. Sub. S.B. 230, to monitor and facilitate teacher licensure. This is accomplished primarily by reviewing coursework and other professional development activities that teachers propose to meet the requirements for license or certification renewal. LPDCs do not offer professional development activities, nor do they appear to interact frequently with regional service providers, such as the ESC, RPDC, and SERRC. Any interactions are primarily for the purpose of clarifying needed paperwork for licensure or clerical issues.

LOEO also found that a school district's Continuous Improvement Plan (CIP) is the primary influence on its professional development activities. Alignment between professional development activities and a CIP

occurs, in part, because of the LPDC's role in approving teacher licensure. The teacher Individual Professional Development Plan (IPDP) plays a major role in this process.

The LPDCs of all nine school districts have stated guidelines regarding the licensing process and the requirements for completing an IPDP. The criteria for approving Individual Professional Development Plans are similar across districts and include whether:

- Professional development activities relate to student learning and achievement;
- The teacher's professional development objectives are aligned with district and/or building Continuous Improvement Plan; and
- The IPDP is relevant to subject area content and classroom instructional practices.

Knowledge of LPDCs, teacher licensing requirements, and IPDP requirements varied among educators in all nine case-study districts. There was no district in which all teachers completely understood the license renewal process. Even when teachers correctly indicated that an IPDP is required for license renewal, they were unsure when IPDPs had to be completed in the licensing process.

Although LPDCs had to be established by September 1998, administrators and teachers are still learning the new licensure process and requirements for teacher professional development. Educators in three of the nine case-study districts commented that one of the barriers to implementing their LPDC was not having a clear understanding of the laws and expectations of establishing

and operating their committees. One committee member felt that the original guidelines published by ODE were unclear, specifically those regarding

teacher requirements and timelines for completing IPDPs. This consists of approximately 80% of current teachers.

Summary

The delivery of teacher professional development in Ohio occurs at the state, regional, and local levels. One fundamental policy shift at the state level has been the replacement of teacher certification with teacher licensure. All educators without a permanent certificate are required to pursue licensure.

The Local Professional Development Committees (LPDCs) have been established primarily to monitor teacher licensure. LPDCs do not plan or offer professional development activities for school districts. Specific activities are planned and provided through school district planning committees, district administrators, building-level committees, regional service providers, and contracted outside agencies. This

infrastructure varies among school districts, and few of the nine case-study school districts use the same approach. This planning structure was in place prior to the establishment of LPDCs and continues to exist.

There is alignment between districts' professional development activities and the goals of their Continuous Improvement Plans. This alignment is occurring primarily because Local Professional Development Committees will only approve teachers' Individual Professional Development Plans (IPDPs) that are consistent with Continuous Improvement Plan goals. Every teacher pursuing licensure is required to have an IPDP.

Chapter IV

Effective Teacher Professional Development

This chapter discusses the characteristics of effective professional development, compares them to local district practices, and describes the barriers to implementing effective practices.

Characteristics of Effective Practices

Research indicates that effective professional development must be an ongoing collaborative process, combining teacher skill, knowledge, experience, and identified needs with new instructional and curricular strategies, methods, and practices. It should be designed to support the continuing growth of teachers, the continuous improvement of schools, and ultimately, the learning of students.

Characteristics of effective professional development are identified in the literature and by professional organizations such as the National Staff Development Council's Standards for Staff Development and the North Central Regional Educational Laboratory. Exhibit 9 presents an overview of these characteristics.

LOEO found that teachers, administrators, and service providers of all nine case-study districts believe that effective teacher professional development includes learning opportunities that result in changed classroom instruction and improved student achievement. They also identified characteristics of effective professional development that are consistent with those outlined in the literature. Despite this understanding, however, the types of teacher professional development provided by

school districts and other service providers included both effective and less effective activities.

Examples of effective professional development

Peer-to-peer, classroom coaching, and job-embedded. Each of the nine case-study school districts and regional service providers offered some professional development activities that were facilitated by current classroom teachers or were designed to maximize the exchange of ideas and learning experiences among teachers. Some activities also included opportunities for teachers to implement new instructional approaches in the classroom with coaching from an experienced educator who provided suggestions for improvement.

For example, in eight of the nine case-study districts, teachers served as technology in-service facilitators and classroom coaches for their peers. These facilitators were able to observe which teachers required more help and therefore, modified their coaching to meet their specific needs. This type of activity helps teachers continually learn about new computer advances and applications for daily classroom instruction.

Exhibit 9
Effective and Ineffective Teacher Professional Development

	Effective	Ineffective
Underlying Principles	Standards-based: helps teachers align what they need to know and be able to do with standards for student learning.	Not standards-based: teacher chooses topics that are not aligned with district and building goals.
	Whole-school: school improvement goals and objectives provide focus for teacher development.	Not goals-driven: teacher chooses any topic of interest to demonstrate compliance with requirements.
	Job-embedded: every teacher engaged in professional learning every day.	Not job-embedded: learning is limited to a required number of hours each year for professional development.
	Results-based: teacher is rewarded for demonstration of new knowledge and skills.	Attendance-based: teacher is rewarded for seat time in courses and sessions.
Design of Activities	On-going learning through sustained activities that recognize that learning occurs over time.	“One-shot” isolated events that provide no opportunities for follow-up and ongoing learning.
	Multiple opportunities for actual hands-on practice and coaching from skilled practitioners within the classroom.	Being exposed to new ideas and expected to take them back to the classroom and carry them out independently .
	Opportunities for observation, critique, and reflection .	No opportunities to individually or collaboratively reflect on how new ideas would work in a specific classroom context.
	Opportunities for group support and collaboration .	Teachers working “on their own,” with no collaboration or interaction with peers.
	Activities focused on particular subject matter knowledge.	General “how-to-teach” sessions.
	Peer to peer opportunities for teachers to learn from the expertise and experience of other teachers.	Outside expert who comes and goes.
	Time provided during the regular school day and year that does not pull a teacher from a classroom.	Limited number of required hours per year, outside the regular school day, and disconnected from classroom needs.
	Applies what is known about adult learning .	Isolated events that do not relate to teachers’ daily work or classroom experiences.
	Adequate resources available.	Mandates without financial support.
	Provides incentives for qualified teachers to stay in classroom.	Becoming an administrator is the only option to increase salary.

Sources: *National Staff Development Council*; Richard F. Elmore, *Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City*; David K. Cohen & Heather C. Hill, *State Policy and Classroom Performance: Mathematics Reform in California*; NCREL, *State Policy on Professional Development: Rethinking the Links to Student Outcomes*.

Another example of peer coaching is the training for entry-year teachers. New teachers are paired up with veteran teachers who serve as mentors and help them prepare for their classroom performance assessment. This assessment is required of all beginning teachers at the end of their first year in order to receive a two-year provisional license. These pairs of teachers meet frequently over the school year, engaging in intensive discussion, observation, and peer collaboration.

Sustained, hands-on, group collaboration. Districts also cited examples of activities that were sustained, subject-specific, and that promoted group collaboration. One example was the *Summer Institute for Reading Intervention (SIRI)*, a two-week, full-day program focused on helping elementary teachers improve the reading skills of their students and subsequently increase proficiency test scores.

During the first week of *SIRI*, teachers engaged in intensive professional development that involved presentations and interactive activities. For example, teachers first attended sessions that provided information on reading and instructional approaches. These were followed by small group work that included practicing new teaching approaches and brainstorming ways to support colleagues in meeting student literacy goals.

During the second week, teachers worked with students and were able to apply what they had learned during the first week. RPDCs provided ongoing follow-up sessions throughout the school year designed to facilitate further learning. Teachers also worked in study groups in their buildings to determine ways to apply *SIRI* training to their specific classroom needs.

Subject-specific and ongoing. Other examples of subject-specific activities include *Writing and Thinking Across the Curriculum* and *Project Discovery*. *Writing and Thinking Across the Curriculum* is a cross-curricular writing program designed to help secondary teachers improve writing instruction. This professional development activity involved a full day of writing-intensive activities followed by four follow-up sessions during the school year.

Project Discovery is designed for middle school science teachers and involves 60 hours of training on inquiry-based science. Teachers who participate in *Project Discovery* meet for an intensive summer program and then throughout the school year to implement the skills and knowledge they learn.

Examples of less effective practices

One-shot, lecture-oriented. The nine school districts and regional service providers also offered professional development activities that could *not* be characterized as effective professional development.

For example, there were activities limited to one session with no follow-up. Because there is no follow-up to reinforce learning, it is less likely that these activities will result in changed classroom practice. Follow-up sessions keep teachers updated on new skills and knowledge and strengthen the link between professional development and classroom teaching practices. Activities limited to one session can foster the idea that teachers are “on their own” in implementing new skills and instructional strategies with little help or support from their peers or district administrators. One teacher commented, “Teaching is such an

isolated life ... we don't know if what we're doing ... is right.... Who's been in there with you to actually see what you're doing?"

No opportunity to observe, critique, and reflect. Several of the professional development activities provided by the case-study districts did not give teachers opportunities to observe the practical implications of new skills and knowledge. There were few opportunities to critique what was effective and not effective, and to reflect upon ways to improve instruction. These activities were basically lecture-oriented and involved no teacher participation and no follow-up.

Classroom teachers who participated in LOEO's focus groups commented that they usually do not have the opportunity to attend an in-service, return to the classroom and apply the learned skills and knowledge, and then later meet with teachers as a group to discuss what works and what does not.

No relevance to grade level or subject area. Focus-group teachers said that ineffective professional development included sessions that did not clearly link new skills and knowledge to the specific grade level or subject area that they taught. For example, an elementary teacher mentioned attending a social studies workshop that was clearly geared toward secondary teachers. The presenter did not explain how the instructional approaches could be applied in elementary classrooms, and therefore the teacher left the workshop feeling that it had been a waste of time.

A district profile of effective professional development

As mentioned earlier, all nine case-study school districts offer a mix of professional development that is characterized as both effective and ineffective. Of these districts, however, there was one that demonstrated some success in creating a district-wide system of effective professional development.

This school district shares its Local Professional Development Committee with other school districts as part of a consortium. It also provides a portion of its Local Professional Development Block Grant to its local Educational Service Center to offer activities that are usually hands-on, interactive, and targeted for specific subjects and grade levels. Many of these activities incorporate sustained learning, peer coaching, and group collaboration.

This school district not only provides activities that incorporate effective practices, but also creates an environment that supports transferring new skills to the classroom. Most of the professional development activities are provided by the school district *during the school day*, and the district has a sufficient number of substitute teachers to cover classes during that time.

This school district is committed to aligning building-level goals with district-level goals. Each building has a Continuous Improvement Plan (CIP) team, and the district uses its student proficiency test data to determine what types of professional development are needed.

In addition, teachers have a *common planning time* built into their daily schedules. This allows opportunities for collaboration and sharing of ideas during regular school hours. Each building has *subject matter liaisons*, teachers that serve as consultants for specific subjects. The school district also has an incentive-pay structure to compensate teachers participating in professional development activities.

This school district has created a “culture” of effective professional development to ensure that it maintains high teacher quality. According to the district superintendent:

A lot of districts came to check us out because we're effective and we're not rich. They ... came looking for a program [but] what they found was a mindset. That's what makes it work. You have to build a sense of community and appreciation with the teachers. If you don't ... your programs are not going to succeed.

Despite its successes and continuing advancements in providing effective professional development to its teachers, this school district nevertheless encountered the same barriers to offering effective professional development activities as the other case-study school districts.

Barriers to implementing effective professional development

LOEO found that the primary challenges for offering effective professional development in the case-study school districts included a lack of time, money, and systematic evaluation efforts.

Lack of time. There was little consensus among educators regarding the best time for professional development. Most activities are offered during evenings, weekends, or the summer by school district and regional service providers. While some educators felt these times were adequate, others found they presented challenges for teacher participation and limited the types of professional development that would be most effective in changing classroom instruction and improving student learning.

For example, almost all of the districts have only two official days designated for teacher professional development during a year. These days usually take place at the beginning of the school year. The first day may involve teachers participating in a full-day in-service session on some academic topic or issue related to child development. On the second day, teachers usually prepare their classrooms and lesson plans; there is no scheduled professional development activity. Beyond these two days, professional development opportunities are mostly scheduled outside of the regular school day.

In their efforts to provide professional development to as many teachers as possible within the one-day session at the beginning of the school year, districts often provide in-services that are too general in nature and not geared toward any specific subject or grade level, thereby making them less effective. One teacher commented regarding an all-staff in-service, “It was very general, very overviewed, very watered down to fit everybody, but it didn't ... help anybody.”

There is also a lack of sufficient time for teachers to work collaboratively with their peers. Opportunities to observe and

coach fellow teachers are minimal. Time is extremely limited for follow-up activities that support effective implementation of new skills and help correct flaws in classroom instruction.

While research indicates that professional development that takes place during school hours increases the transferability of knowledge and skills, most teachers in this study participated in activities during the evenings, on weekends, or during the summer. Educators felt that professional development activities that are provided during the regular school day often conflict with classroom instruction.

More than half of the case-study districts said that they were experiencing a shortage of substitutes available to cover classes. Even in those instances in which substitutes are available, some teachers expressed concern that additional time is needed to provide a lesson plan and to provide "catch-up" for instruction lost when the regular teacher is away from the classroom.

On the other hand, some other educators expressed that non-school times, such as evenings and weekends, are often not optimal for teachers to attend professional development activities due to personal and family priorities, as well as any other professional obligations they may have, such as school or district committee work and extra-curricular coaching.

In addition, activities that are offered at the end of a school year or during the summer lead to a gap between what the teachers learn and when they are able to implement it. Teachers usually do not have an opportunity to immediately try out their new skills in the classroom, so the impact of

the professional development may be lost by the time school starts.

Based on the teacher focus groups and telephone interviews, it appears that there is no time within the current structure of the school day and year that is readily available for effective professional development. As a possible strategy, more than two-thirds of administrators suggested that the regular school year be extended. Some of these educators proposed adding days throughout the regular school year to allow more time for professional development.

However, these administrators also recognized the need for additional funds to compensate teachers for this time and to cover other costs, such as building utilities, custodial and other support staff.

Lack of money. Lack of adequate money limits the districts' ability to help teachers attend those professional development activities deemed most effective. For example, teachers in one district were encouraged not to attend regional and national conferences together, because the district could not cover the costs for registration, lodging, and transportation.

In some instances, even when teachers were able to attend a professional development program, the district did not have enough money to purchase the supplemental materials needed to implement the program in the school. Lack of funding also reduces the follow-up sessions for many workshops and hinders attempts to provide professional development that is continuous and ongoing.

As noted, there are over 30 different state funding sources for professional development. Each of these sources has

specific stipulations regarding how the money may be spent. For example, a school district may receive money that is designated for professional development of entry-year teachers. However, it does not have the discretion to use these funds for other professional development needs. Unless the district has an alternative source of funding, these needs are left unmet.

Money can also be used to leverage the time that is needed for effective professional development. A lack of money can minimize such options. For example, as previously described, administrators who believed that extending the regular school year may help with professional development also recognized the accompanying need for funding to compensate teachers for this additional time and other costs.

Lack of systematic evaluation.

Districts currently have no systematic way of knowing which professional development activities that they offer are effective. Although teachers completed feedback forms after most workshops, none of the case-study school districts evaluated whether its professional development strategies or individual activities could be linked to changes in classroom instruction.

Feedback forms are usually short evaluations completed soon after the in-service to determine whether participants enjoyed the presentation. What is missing is a subsequent determination of the effectiveness of the presentation after the ideas have been applied in the classroom. This type of evaluation usually takes place after the teacher has had ample time to try the new knowledge and skills with students. Such an evaluation could clarify the link between professional development and student achievement.

All three barriers (lack of time, money, and evaluation) are intertwined. For instance, districts *do not have money* to create and/or pay for a systematic evaluation of the programs they offer their teachers. This limits a district's ability to acquire and use credible data for deciding which activities should be funded, continued, discontinued, or redesigned.

Teachers also *lack the time* during the school day to complete or participate in a systematic evaluation process to determine if professional development programs are effective. Finally, there is *no evaluation process* in place to determine whether the time and money geared toward professional development are being used effectively.

Barriers identified by a national study

LOEO's findings are similar to a recent U.S. Department of Education study, *Teacher Quality Initiative*. This study concluded that nationally there are three primary challenges to effective teacher professional development:

- Inadequate funding;
- Insufficient time; and
- Lack of results-driven professional development.

The study found that there was no built-in time for professional development in most school districts. Time allotted for professional development was fragmented and did not foster an opportunity for team planning and collaboration. The study also discussed the lack of an evaluative process to determine if professional development is effective and relevant to district needs.

New certification renewal requirements have caused many school districts to focus simply on whether or not teachers *attend* professional development

activities, rather than if teachers are learning and understanding the knowledge and skills being presented.

Summary

Teachers, administrators, and service providers in the nine case-study districts identified characteristics of effective professional development that are consistent with those discussed by both the educational literature and national professional development organizations. Despite the educator's knowledge of what constitutes effective professional development, the types of professional development they offer are a mix of both effective and ineffective practices.

Districts encounter barriers to implementing more effective programs, including a lack of time for teachers to attend activities, a lack of discretionary funds to pay teachers to attend activities and to buy needed resources, a lack of money to extend the school year, and inadequate evaluations to determine which activities actually result in changed classroom instruction and improved student achievement.

Chapter V

Conclusions, Recommendations, and Unresolved Issues

This chapter presents LOEO's conclusions and recommendations and identifies some unresolved issues related to teacher professional development.

Summary

State structure and funding. At the state level, the structure of professional development in Ohio consists of at least 30 different funded programs. These are supplemented by over one hundred federal programs. On average, LOEO found that school districts access six different sources of state, federal, and private professional development funding. However, each of these programs has different stipulations regarding how the funding can be spent, specifying for example, that it is for special education, technology, or first-year teachers. These stipulations limit school districts' discretion for targeting professional development to their particular needs.

One state-funded program that allows some discretion is the Local Professional Development Block Grants. *Every* school district was allocated approximately \$75 per teacher, which can be spent on any type of professional development that meets the district's needs. LOEO found that in most cases, district-level administrators determined how the block grant was spent. On average, school districts are spending the Local Professional Development Block Grants almost evenly on the three general areas specified in law: operation of the Local Professional Development Committees (LPDCs), elementary literacy skills training, and all other professional development activities.

Regional and local infrastructure. In addition to piecing together professional development funding from assorted state and federal programs, school districts access different regional agencies to help them plan and offer activities for teachers. Such agencies most often include Regional Professional Development Centers, Educational Service Centers, Special Education Regional Resource Centers, and colleges and universities.

Within school districts, there are generally two types of committees: the Local Professional Development Committees (LPDCs), which are primarily focused on teacher licensure, and the planning committees, which predate the LPDCs and continue to coordinate the professional development offerings in the district. Even though LPDCs were required in each school district by September 1998, administrators and teachers are still learning the new licensure process and requirements for teacher professional development. Some educators commented that one of the barriers to implementing their LPDC was not having a clear understanding of the laws and expectations for establishing and operating their committees.

Linking professional development to school improvement. LOEO found that the primary influence on a district's teacher professional development activities is its Continuous Improvement Plan and that LPDCs play a crucial role in this process. As part of their monitoring of teacher licensure, these committees must approve the Individual Professional Development Plan (IPDP) of any teacher applying for a license. The criteria used for approving the individual

plans generally target the student learning goals of the district's Continuous Improvement Plan. As a result, the LPDCs have become central to linking teacher professional development to Ohio's school improvement and accountability efforts.

Funding implications. Several factors will require that more resources be available to school districts for professional development.

Although approximately 80% of current teachers need to pursue licensure, LOEO found that not all have begun writing their Individual Professional Development Plans. This is due, in part, to Local Professional Development Committee members and teachers still learning the requirements of the new teacher education and licensure standards. As teachers become more familiar with these standards, LPDCs can anticipate an increase in their workload.

In addition, some 23,205 teachers who have permanent certification are currently exempt from certification and licensure renewal. These teachers will gradually leave the field and be replaced by others who must continuously renew their licenses and engage in professional development as a career-long process. This will also add to the workload of the LPDCs.

In addition, the workload of professional development providers will increase. Because the new licensing renewal guidelines include professional development as a career-long process, the demand for effective professional development will increase as more teachers pursue licensure.

Furthermore, LOEO's October 2000 report, *Proficiency Testing, Student Achievement, and Local Education Practices* identified the need for increased teacher professional development if Ohio adopts new academic standards and student assessments. LOEO recommended that school districts provide teachers with extensive professional development to understand the new academic standards and to learn how to incorporate them into their lesson planning and instructional practices. Teachers also need assistance with using test data to improve instruction.

While educators in the nine case-study districts understand the nature of effective teacher professional development, they are using a mix of effective and ineffective approaches. This is a result of three barriers: a lack of discretionary funds; a lack of time; and a lack of follow-up evaluation efforts.

The future funding of the Local Professional Development Block Grant is uncertain. The State Board of Education proposed a budget for the 2002-2003 biennium that eliminates funding for the block grants. On the other hand, the Governor's proposed budget continues funding the block grants, but at the same level as fiscal year 1999.

Recommendations

In sum, given the following factors that are changing teacher professional development in Ohio:

- The increasing work of the Local Professional Development Committees to monitor teacher licensure and link professional development activities to districts' Continuous Improvement Plans;
- The increasing demand for professional development to address licensure requirements, career-long growth, and the new academic standards and student assessments; and
- The need for more local discretionary dollars for teacher professional development to respond to districts' varying needs,

LOEO recommends the General Assembly:

- Increase funding for the Local Professional Development Block Grant beyond the \$9.6 million level, which has not increased since fiscal year 1999.

It is impossible to say how much discretionary funding is necessary to accomplish all of the professional development goals of the block grant. However, one approach would be to consider increasing the current \$75 per-teacher allocation. An increase to \$100, for example, for the 112,500 current teachers would cost the state an estimated additional \$2.8 million for the Local Professional Development Block Grant.

As noted, LOEO found that another barrier to effective professional development is a lack of a systematic evaluation by service providers and school districts to identify the activities that actually result in changed classroom instruction and improved student learning.

LOEO also learned that the Ohio Department of Education does not monitor whether every school district in Ohio has an established Local Professional Development Committee, nor does it maintain a current data-base with a listing of all LPDCs. Furthermore, ODE does not monitor whether those school districts with passing rates of less than 75% on the reading portion of the Fourth-Grade Proficiency Test are using at least 40% of their Local Professional Development Block Grant for professional development on elementary literacy skills. Therefore,

LOEO recommends the Ohio Department of Education:

- Provide technical assistance to school districts to help evaluate the extent to which their professional development activities are linked to changes in classroom instruction and improved student learning.
- Fulfill its monitoring responsibilities by maintaining:
 - A centralized and accessible current list of all Local Professional Development Committees; and
 - Information on whether school districts that are required to spend at least 40% of their Professional Development Block Grant for professional development in elementary literacy skills training are in compliance.

In Ohio, 23,205 teachers have a permanent teaching certificate and, therefore, are not required to pursue licensure. Only those educators required to fulfill licensure requirements must complete an Individual Professional Development Plan (IPDP). Since IPDPs play a pivotal role in helping districts align teacher professional development with their Continuous Improvement Plan, teachers exempt from licensure may not be aligning their professional development with the district's academic goals that will improve student learning.

LOEO recommends the State Board of Education:

- Adopt a policy that requires school districts to establish a professional development strategy for all teachers, *including those with a permanent certificate*, that is aligned with their Continuous Improvement Plans.

Another barrier to effective professional development is the lack of adequate time to participate in effective professional development activities. This lack of time is a critical and complex issue. In the current structure of the school day and year, there is no readily available time for teacher professional development. Yet, schools do not exist in a vacuum; they are not isolated from the larger community.

A change in the school day and year affects many aspects of society. For example, extending the school day and year can upset parents' childcare arrangements and family vacations. School maintenance agendas, which often schedule major projects during the summer, may also be affected.

Providing recommendations that would result in a complete restructuring of the school day and year to accommodate teacher professional development is beyond the scope of this study. Nonetheless, it is a critical issue that warrants further attention. Therefore,

LOEO supports:

- The recommendation made by the Governor's Commission for Student Success to create a commission on the teaching profession. The commission should explore ways to increase time for effective professional development, including the possibility of restructuring the school day and year to meet this need.

Appendices

Appendix A Bibliography

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Appendix B

Programs Included in the Ohio Department of Education Professional Development Line Item FY 2000 and FY 2001

The following descriptions of professional development programs funded by General Revenue Fund 200-410 for fiscal year 2000 and fiscal year 2001 are taken from Amended Substitute House Bill 282, 123rd Ohio General Assembly.

Regional Professional Development Centers: \$5,997,829 in each fiscal year shall be used by the Department of Education to develop a statewide comprehensive system of twelve professional development centers that support local educators' ability to foster academic achievement in the students they serve. The centers shall include training teachers on site-based management concepts to encourage teachers to become involved in the management of their schools.

Teacher Recruitment: \$1,321,292 in each fiscal year shall be used by the Department of Education to establish programs targeted at recruiting under-represented populations into the teaching profession. In each year, the appropriation item shall be used by the department to include, but not limited to, alternative teacher licensure or certification programs emphasizing the recruitment of highly qualified minority candidates into teaching, including emphasizing the recruitment of highly qualified minority candidates into teaching positions in schools which have a high percentage of minority students. The recruitment programs shall also target recruiting qualified candidates available as a result of downsizing of the military and business sectors.

Local Professional Development Block Grants: \$9,659,713 in each fiscal year shall be distributed on a per teacher basis to all school districts and joint vocational school districts for locally developed teacher training and professional development and for the establishment of local professional development committees in all school districts and chartered non-public schools. School districts and joint vocational school districts shall not be precluded from using these funds for cooperative activities on a county or regional basis. School districts with pass rates of less than 75% on the reading portion of the Fourth-Grade Proficiency Test shall allocate no less than 40% of these funds for professional development for teachers in elementary literacy skills.

Local Professional Development Committees – other agencies: \$115,000 in each fiscal year shall be used to fund public institutions or agencies that provide educational services and employ or contract the services of licensed educators for establishing local professional development committees.

National Board of Professional Teaching Standards – application fees and grants: \$2,325,000 in fiscal year 2000 and \$3,600,000 in fiscal year 2001 shall be used by the Department of Education to pay the application fee for teachers from public and chartered non-public schools applying to the National Board for Professional Teaching Standards for

professional teaching certificates or licenses that the board offers, and to provide grants in each fiscal year to recognize and reward teachers who become certified by the board.

National Board of Professional Teaching Standards – professional development: \$300,000 in each fiscal year shall be used by the Department of Education to support the connection of teacher applicants to programs, including university programs, that enhance applicant learning and professional development during the National Board Certification process.

Entry Year Programs for Teachers / Mentor and Assessor Training / Peer Review: \$1,875,000 in each fiscal year shall be allocated for entry-year programs. Each fiscal year, up to \$1,250,000 shall be used for mentors and assessor training, and up to \$1,475,000 for peer review. The Department of Education shall select eligible beginning teachers to participate in a year-long entry-year program that provides guidance and coaching by experienced school district and university faculty and regular teacher performance assessment. The program is designed to assess each beginning teacher with the Education Testing Service's Praxis III examination. These funds shall be used to support the supervisory, teaching, and assessment services associated with the pilot residency program in urban, suburban, and rural sites.

Ohio Leadership Academies: \$650,000 in each fiscal year shall be used to continue Ohio leadership academies to develop and train superintendents, principals, other administrators, and school board members in new leadership and management practices to support high performance schools.

Principal's Leadership Academy: \$850,000 in each fiscal year shall be used to support a two-year Principal's Leadership Academy that will serve principals and their staff teams.

Entry-Year Programs for Principals: \$975,000 in each fiscal year shall be used to establish an entry-year program for principals. Grants shall be issued to pilot sites that shall develop prototypes of the program in a variety of contexts. These sites shall also pilot the School Leaders Licensure Assessment.

Rural Appalachian Initiative: \$500,000 in each fiscal year shall be used by the Rural Appalachian Initiative to create professional development academies for teachers, principals, and superintendents in the Appalachian region.

**Ohio SchoolNet Commission
Technical and Instructional Professional Development Line Item
FY 2000 and FY 2001**

The following description of General Revenue Fund 228-406 for fiscal year 2000 and fiscal year 2001 is taken from Amended Substitute House Bill 282, 123rd Ohio General Assembly.

Ohio Educational Telecommunications Network Commission Grants: \$1,400,000 in each fiscal year shall be used to make grants for research development and production of interactive instructional programming series and teleconferences to support SchoolNet. The programming shall be targeted to the needs of the poorest 200 school districts.

Low-wealth districts: \$3,300,000 in each fiscal year shall be distributed to low-wealth districts or consortia including low-wealth school districts.

Professional development grants: The remaining appropriation shall be used for professional development for teachers and administrators for the use of educational technology. Eligible recipients include regional training centers, county offices of education, data collection sites, instructional technology centers, institutions of higher education, public television stations, special education resource centers, area media centers, or other non-profit educational organizations. Contracts shall include provisions that demonstrate how services will benefit technology use in the schools, and in particular will support SchoolNet efforts to support technology in schools.

Appendix C

Federal Formula Grant Programs Used for Teacher Professional Development

The Office of Elementary and Secondary Education within the U.S. Department of Education administers a variety of federal formula grant programs that distribute funding to all states based on formulas. Local education agencies (school districts) then apply for subgrants from their state education agency (department of education) that administers the grant. These subgrants are often based on school districts meeting certain eligibility requirements; other times they are awarded competitively.

The first three tables that follow describe federal formula grant programs that have the *primary* purpose of supporting teacher professional development. All of the program descriptions and appropriation amounts in this appendix are based upon information provided by the U.S. Department of Education.

Eisenhower Professional Development State Grants

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Elementary and Secondary Education Act, Title II, Part B	This program supports high-quality, sustained, and intensive professional development activities in the core academic subjects to improve teaching and learning. This program encourages the integration of professional development into the daily life of the school, moving beyond traditional one-day, "one-shot" workshops.	\$13.2	\$12.8	\$16.0

Technology Literacy Challenge Fund

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Elementary and Secondary Education Act, Title III, Part A, Subpart 2	This program supports the development and implementation of systemic technology plans at the state, regional, and school district levels to improve the teaching and learning of all children. One of the program's major goals is that all teachers will have the training and support they need to help all students learn through computers and through the information superhighway.	\$16.6	\$15.9	\$15.2

Goals 2000 – State and Local Education Systemic Improvement

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Goals 2000: Educate America Act, Title III	This program supports states and communities as they develop and implement challenging academic content standards, student performance standards and assessments, and plans for improving teacher training. The purpose is to improve teaching and learning through long-term and broad-based efforts so that all students will reach challenging academic standards.	\$18.5	\$18.0	-0-

The remaining tables describe federal formula grant programs that have primary purposes other than teacher professional development. School district's, however, may choose to spend part of their grant amount on teacher professional development if it supports the grant program's primary purpose.

Education of Disadvantaged Children – Grants to Local Education Agencies

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Elementary and Secondary Education Act, Title I, Part A	This program provides financial assistance to help meet the educational needs of children who are failing, or most at risk of failing, to meet challenging state academic standards. School district use of these funds may include paying for the professional development of teachers who work with disadvantaged students – or in some areas of high poverty, the professional development of all the teachers in a school building.	\$302.2	\$302.4	\$304.6

Special Education – Grants to States

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Individuals with Disabilities Education Act, Part B	This program provides funds to help pay for the additional costs of programs that are needed to enable all children with disabilities to receive a free and appropriate public education. School district use of these funds may include paying for professional development activities that will give teachers the skills they need to enable their students with disabilities to have increased levels of academic achievement.	\$158.8	\$186.6	\$239.9

Class-Size Reduction Program

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Elementary and Secondary Education Act, Title VI	This program supports the recruiting, hiring, and training of new teachers so that children – especially those in the early elementary grades – can attend smaller classes. The training of newly hired as well as current teachers enables them to take advantage of new instructional techniques that become available when class size is reduced.	\$46.1	\$50.0	\$62.4

Vocational Education – Basic Grants to States

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Carl D. Perkins Vocational and Applied Technology Education Act, Title I	This program supports the development, improvement, and expanded use of technology in vocational and technical education. This program also provides funding for professional development activities.	\$42.8	\$43.5	\$44.7

Safe and Drug-Free Schools and Communities – State Grants

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Elementary and Secondary Education Act, Title IV, Part A, Subpart 1	This program provides support for a variety of drug and violence prevention activities focused primarily on school-age youth. Activities may include professional development programs for school personnel.	\$17.1	\$16.6	\$15.8

Innovative Education Program Strategies

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Elementary and Secondary Education Act, Title VI	This program supports state and local efforts to accomplish the National Education Goals; implements promising education reform programs; provides a continuing source of innovation and education improvement; and helps meet the special education needs of at-risk and high-cost students.	\$14.8	\$14.3	\$15.0

Comprehensive School Reform Demonstration Program

Legislation	Program Description	Appropriations to Ohio (in millions)		
		FY 1999	FY 2000	FY 2001
Elementary and Secondary Education Act, Title I, Part E & Title X, Part A	This program supports the adoption or development of comprehensive school reforms based on reliable research and effective practices.	\$4.9	\$6.6	\$7.3

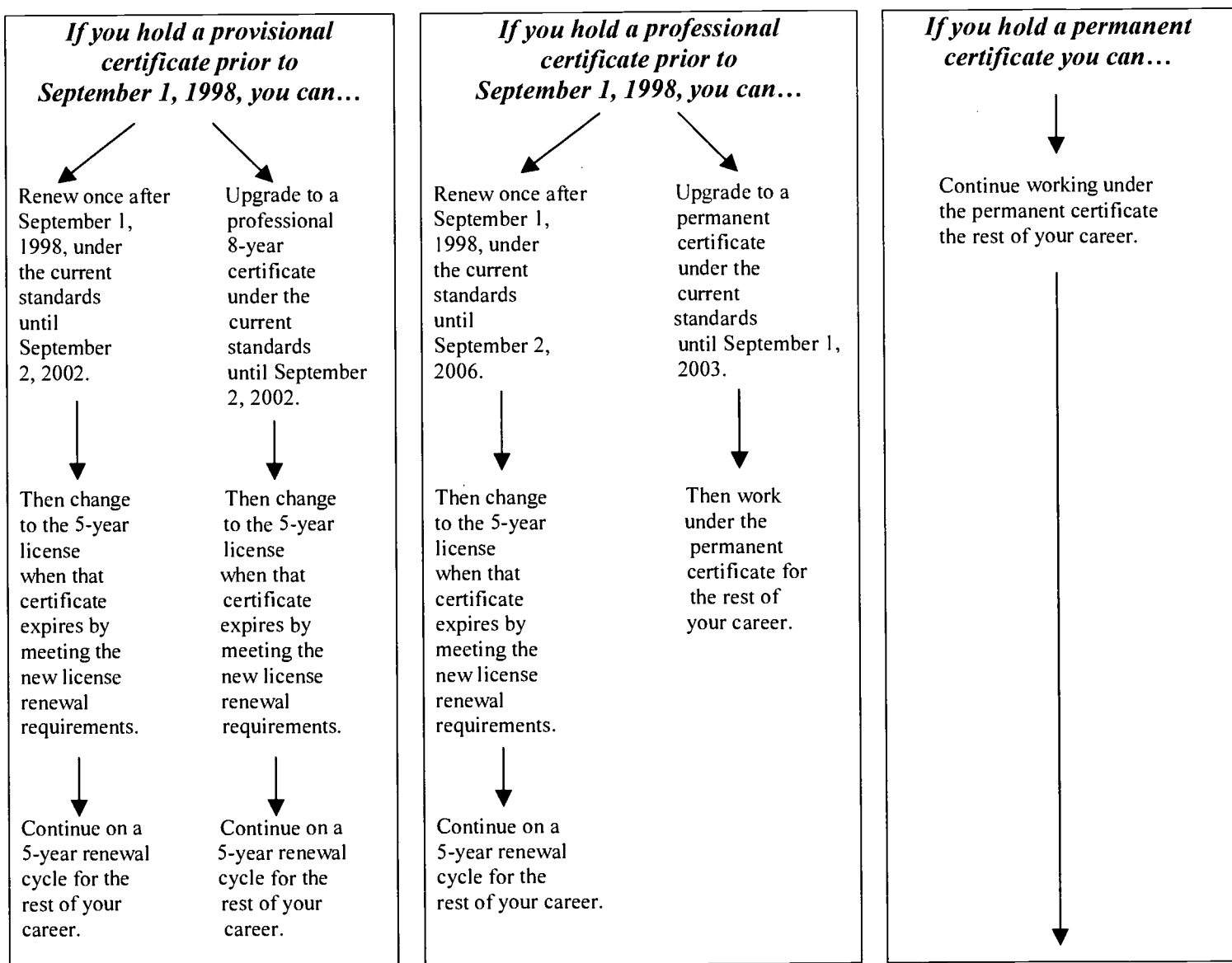
Other smaller federal formula grant programs, such as the Emergency Immigrant Education, Impact Aid, Tech-Prep Education, Migrant Education, Neglected and Delinquent Children, and Education for Homeless Children and Youth, also provide Ohio school districts with funds that may be used, in part, for teacher professional development.

Appendix D

Transition from Certification to Licensure

The State Board of Education initiated a new era of professional development with the 1996 adoption of Ohio's *Teacher Education and Licensure Standards*. The following chart is an overview of these licensure standards, effective January 1, 1998.

January 1, 1998 Effective date of new standards	September 2, 2002 Last date 4-year provisional certificates will be issued or renewed	September 1, 2003 Last date permanent certificates will be issued	September 2, 2006 Last date 8-year provisional certificates will be renewed
September 1, 1998 LPDCs required for each school district			



Source: *Transforming Professional Development in Ohio: A Resource Guide for Establishing Local Professional Development Committees*, Ohio Department of Education, 1997.

Appendix E

Legislative History of Local Professional Development Block Grants and Local Professional Development Committees

<p>Am. Sub. H.B. 117, 121st GA June 1995</p>	<p>Establishes a new line item, Local Professional Development Block Grant, to be distributed to districts on a <i>per pupil</i> basis for local teacher training and professional development programs. Districts can use the funds for cooperative activities on a regional or county basis. \$200,000 of this fund must go to the Stark County Schools Teacher Technical Training Center. Total line item amount was \$4,721,000 for FY '96 and \$8,059,713 for FY '97.</p>
<p>Am. Sub. S.B. 230, 121st GA June 1996</p>	<p>Requires districts to establish Local Professional Development Committees for the purpose of determining whether coursework that a district or chartered nonpublic school teacher proposes to complete meets the requirements of the educator licensing rules. Lists the requirements for the structure of the committees.</p>
<p>Am. Sub. H.B. 215, 122nd GA June 1997 FY 1998</p>	<p>Appropriates \$9,259,713 for FY '98. \$200,000 shall go to Stark County Schools Teacher Technical Training Center; \$500,000 shall be used to enhance or establish alternative disciplinary schools. The remainder shall be distributed on a <i>per teacher</i> basis to districts for locally developed teacher training and professional development and for the establishment of Local Professional Development Committees. Districts can use the funds cooperatively on a county or regional basis.</p>
<p>Am. Sub. H.B. 650, 122nd GA February 1998</p> <p>Am. Sub. H.B. 770 122nd GA May 1998 FY 1999</p>	<p>Eliminates separate line item for the block grants and merges them with the Professional Development line item. Appropriates \$9,659,713 in FY '99 to be distributed on a <i>per teacher</i> basis to all school districts for locally developed teacher training and professional development and for the establishment of Local Professional Development Committees. Districts can use the money cooperatively on a county or regional basis.</p>
<p>Am. Sub. H.B. 282, 123rd GA June 1999 FY 2000-2001</p>	<p>Appropriates \$9,659,713 in each fiscal year to be distributed on a <i>per teacher</i> basis to all districts for locally developed teacher training and professional development and for the establishment of Local Professional Development Committees in all districts. Districts can use the funds cooperatively. School districts with pass rates of less than 75% on the reading portion of the Fourth-Grade Proficiency Test shall allocate no less than 40% of these funds for professional development for teachers in elementary literacy skills.</p>
<p>Proposed S.B. 151, 123rd GA</p>	<p>Transfers authority for issuing licenses, certificates, and permits for teachers, aides, and other education professionals from the State Board of Education to a new State Educator Standards Board. Establishes a bifurcated licensing structure by dividing the new Board into two separate committees; one responsible for licensing classroom teachers and the other responsible for licensing administrators.</p>

Appendix F

Overview of Requirements

for Local Professional Development Committees

in the Ohio Revised Code Section 3319.22

Membership composition

Each Local Professional Development Committee shall consist of at least:

- Three classroom teachers employed by the district;
- One Principal employed by the district; and
- One other employee of the district appointed by the district superintendent.

For committees with a building-level scope, the teacher and principal members shall be assigned to that building, and the teacher members shall be elected by majority vote of the classroom teachers assigned to the building.

Membership selection

For committees with a district-level scope, the teachers shall be elected by a majority vote of the classroom teachers in the district, and the principal member shall be elected by a majority vote of the principals employed by the district, unless there are two or fewer principals employed by the district, in which case the one or two principals employed shall serve on the committee.

If a committee has a particular grade level or scope, the teacher members shall be licensed to teach such grade or age levels, and shall be elected by majority vote of the classroom teachers holding such a license. The principal shall be elected by all principals serving in the buildings where any such teachers serve.

The superintendent shall appoint a replacement to fill any vacancy that occurs on a Local Professional Development Committee, except in the case of vacancies among the elected classroom teacher members, which shall be filled by vote of the remaining members of the committee so selected.

Terms of membership

Terms of office on Local Professional Development Committees shall be prescribed by the regional or school district board establishing the committees. The conduct of elections for members of Local Professional Development Committees shall be prescribed by the district board establishing the committees.

A Local Professional Development Committee may include additional members, except that the majority of members on each such committee shall be classroom teachers employed by the district. Any member appointed to fill a vacancy occurring prior to the

expiration date of the term for which a predecessor was appointed shall hold office as a member for the remainder of that term.

Terms of meeting

The initial meeting of any Local Professional Development Committee, upon election and appointment of all committee members, shall be called by a member designated by the district superintendent. At the initial meeting, the committee shall select a chairperson and such other officers the committee deems necessary, and shall adopt rules for the conduct of its meetings. Thereafter, the committee shall meet at the call of the chairperson or upon the filing of a petition with the district superintendent signed by a majority of the committee members calling for the committee to meet.

Public districts with collective bargaining units

Local Professional Development Committees shall be established in accordance with any collective bargaining agreement in effect in a district that includes provisions for such committees.

If the collective bargaining agreement does not specify a different method for selection of teacher members of the committee, other than that specified by the district, the exclusive representative of the district's teachers, usually the district superintendent, shall select the teacher members and shall designate replacement members in case of vacancies of teacher members.

If the collective bargaining agreement does not specify a different structure for the committees than that proposed by the district, the Board of Education of the school district shall establish:

- The committee's structure;
- The specific administrative members;
- The scope of the committee, being at the district or building level or grade or age level;
- The length and terms of the members;
- Procedures for filling vacancies;
- The frequency, time, and place of committee meetings; and
- Appeal procedures.

Comments

Agency Comments

- **The Ohio Department of Education**



April 18, 2001

Gary M. Timko
Project Manager
Legislative Office of Education Oversight
77 South High Street – 15th Floor
Columbus, Ohio 43266-0927

Dear Gary:

Thank you for the opportunity to comment on the LOEO report, Teacher Professional Development in Ohio. As an agency affected by this report, we have appreciated the time you have spent with us to obtain the necessary background information.

The conclusions and recommendations drawn from the study questions provide direction for the Center for the Teaching Profession in the Ohio Department of Education. We concur with the findings. Specifically, there will be a need for extensive professional development with regard to the new academic standards. Currently, there does not appear to be a complimentary financial commitment to support effective professional development at the local level for this purpose. Local Professional Development Committees will need discretionary dollars to meet the diversity of needs that exist in this area.

Recommendation 2 addresses the critical need that exists with regard to the technical assistance that is needed to help school districts evaluate effective professional development practices. The Center for the Teaching Profession, Office of Professional Development, has been working with the Local Professional Development Committees to identify guiding principles that will be communicated as administrative directions for what should be effective professional development practices. Given staffing, it will be essential that appropriate follow up occurs to document implementation where improved student learning is not in evidence.

The Capacity Committee of the State Board of Education will be hearing a summary of the LOEO findings at their May meeting. Martha Wise, chair of the Capacity Committee, has been anxious to have the results discussed at the Committee Meeting. At that time, Recommendation 3 will also be considered with regard to any potential State Board action addressing a policy requiring professional development for all teachers aligned with districts' Continuous Improvement Plans.



Finally, the direction of Recommendation 4 supporting a commission on teaching has been supported by the State Board of Education. The specific focus on the exploration of ways to increase time for effective professional development will be critical to the relationship that can exist between effective professional development and improved student learning.

The attention to Teacher Professional Development in Ohio through this LOEO report is appreciated. It has been an important follow up to the direction set by the 1999 Teacher Development Task Force report that was chaired by then Representative Randy Gardner. The Center for the Teaching Profession is committed to ensuring a caring, competent, and qualified teacher for every Ohio student. We see this report as a springboard for action.

Sincerely,

Nancy Ann Eberhart
Associate Superintendent
Center for the Teaching Profession

Cc: Jennifer L. Sheets, President, State Board of Education
Martha W. Wise, Chairperson, Capacity Committee
Susan Tave Zelman, Superintendent of Public Instruction
Roger C. Nehls, Deputy Superintendent of Public Instruction
John Rochester, Executive Director, Board Relations
Paul Marshall, Director, Budget and Governmental Relations
Jeannette Oxender, Assistant Director, Budget and Governmental Relations
Robert Hite, Director, Center for the Teaching Profession
Marguerite Vanden Wyngaard, Administrator
Office of Professional Development

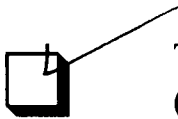


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