
Strategic Professional Development Review of the School District of Philadelphia

School Year 2007-2008

Education Resource Strategies

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Education Resource Strategies, Inc. (ERS) is a nonprofit organization that has worked extensively with urban public school systems to rethink the use of district- and school-level resources and to build strategies to improve instruction and performance.

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ERS' work and research have identified several areas in which school systems effectively leverage their resources to improve instruction, forming the basis for our five practice areas: Strategic School System Design; School Funding and Staffing Systems; Strategic School Design; School Support, Planning, and Supervision; and Human Capital.

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Executive Summary

In the fall of 2007, Education Resource Strategies (ERS) was invited by Philadelphia's School Reform Commission to conduct a Strategic Professional Development Review for the School District of Philadelphia (SDP). ERS is a nonprofit organization that is nationally recognized for its extensive work in partnering with urban school districts to make the most of their resources (people, time, and money).

The Strategic Professional Development Review helps school districts create a coherent and comprehensive professional development strategy tied to system-wide and school-specific performance goals, plans, and needs. It also gives school districts a tool to understand their current professional development landscape and a framework for reshaping this landscape to align with each district's highest priorities and best practices in staff development.

Key Message: *To improve teacher and leadership capacity the School District of Philadelphia must:*

- *Create an adequately funded professional development (PD) plan that is based on evidence-based metrics of teaching quality and links to a broader human capital strategy.*
- *Redesign the current investment in school-based expert support, including clearly defining roles and accountability and providing collaborative planning time to work with teachers.*
- *Build on current efforts to support new teachers and principals.*

Within each of these priorities, there are both immediate and longer term opportunities for SDP to improve teaching and leadership capacity. In the short term, SDP can meaningfully impact capacity by redefining and improving existing practices. In the longer term, SDP will need to increase investment in PD and create a comprehensive human capital management strategy that rethinks how it invests in teachers, including alternative career ladders and compensation structures.

This report is organized to provide SDP with clear and actionable information. First, the report establishes the contextual challenges the district faces in improving teaching quality and leadership capacity. It then lays out three priority areas for professional development restructuring, and 10 leveraged opportunities available to SDP within these priority areas. For each leveraged opportunity, we identify key areas for additional analysis and some implications for practice and implementation in the full report.

CHALLENGES TO CREATING A PROFESSIONAL DEVELOPMENT STRATEGY:

1. Low and Unstable Funding:

- Funding for PD Initiatives¹ is relatively low compared to other districts ERS has studied, totaling 2.8% of the operating budget or \$6K per teacher².
- SDP relies heavily on non-permanent revenue sources, which comprise 23% of all spending on PD Initiatives³.
- While SDP devoted significant contractual teacher time for professional development in 2007-08 (five full days and 11 half days), this commitment will not be sustained in 2008-09.

2. Limited Understanding and Tracking of Key Teacher and Leadership Needs:

- SDP does not systematically measure, collect, and/or use evidence-based data on teaching, leadership, and school capacity to determine PD needs or to allocate PD resources.
- Even by traditional measures of teaching and leadership capacity, SDP has significant need for a strategic PD plan: 17% of teachers have three or fewer years experience; 28% of teachers are unqualified by SDP's definition; 29% of principals have three or fewer years of experience as a SDP principal.

3. Constraints on Flexibility of Resource Use:

- Only 15% of PD resources are fully flexible.
- Teacher union contract provisions around school schedules and teachers' salary, time, and responsibilities impact the effectiveness of current resource use.

OPPORTUNITIES FOR IMPROVING TEACHING AND LEADERSHIP QUALITY:

Create an adequately funded PD plan that is based on evidence-based metrics of teacher quality and links to a broader human capital management strategy.

1. Create and implement a multi-year professional development plan that aligns with district priorities and supports a district-wide strategic plan.

- The current PD plan is used for state compliance purposes only; it is too broad to be actionable and is not connected to funding sources.
- During the 2007-08 school year, PD planning was consolidated under the office of the Chief Academic Officer (CAO), but still required greater clarity of reporting and accountability structures.

¹ ERS defines "PD Initiatives" as all programs and activities that aim to improve teacher and principal capacity around the district's instructional priorities as well as the individual's growth or career needs.

² This amount does not include the cost of contracted PD time for teachers or salary increments.

³ See Appendix II for a description of all PD Initiatives

2. *Implement structures and practices to measure, collect, and disseminate evidence-based metrics on teaching quality to inform professional development priorities and related career and staffing decisions.*
 - Currently, SDP only collects proxies for teaching quality and does not use them to track teaching quality by school or to make staffing decisions.
 - Teacher evaluations, conducted by principals, do not help distinguish teachers' capacity and are not used to inform professional development decisions.

3. *Create a comprehensive human capital management strategy that supports teacher and leadership professional development by focusing on staffing equity, career lattice, evaluation, and compensation structures.*
 - Human capital management structures — staffing, career lattices, compensation and measuring and monitoring teacher quality — are not integrated with professional development.
 - SDP spends 39% of total PD spending⁴ on teacher salary increments⁵ for coursework, more than any other PD item. It is an investment that SDP cannot leverage (because courses are typically not aligned to district's priorities) and cannot be reallocated.

4. *Increase investment in effective strategies, including school-based expertise and new teacher and principal support, focusing on more permanent and stable funding sources.*
 - Only 15% of PD resources can be easily reallocated.
 - 23% of PD resources are from non-recurring sources; SDP's PD resources are anticipated to decrease further over the next couple of years, including the discontinuation of the district's Reading First program.

Revamp the current investment in school-based expert support, including clearly defining roles and accountability, and providing collaborative planning time to work with teachers.

5. *Improve effectiveness of school-based expertise investment by redefining coach and lead teacher job responsibilities and tightening selection and accountability.*
 - SDP spends 53% of all PD Initiatives (\$2.8K per teacher) on school-based expertise predominately in the form of School Growth Teachers (SGT), Reading First coaches, and School-based Teacher Leaders (SBTL).⁶

⁴ Total PD spending includes PD Initiatives, Contract PD Days, and Salary Increments (Figure 1).

⁵ Salary Increments are the salary raises teachers receive for obtaining additional course credits, as is established on the teacher salary schedule. Teachers receive the salary increments over the tenure of their career (not only in the year they took the course), so Salary Increments represents a huge cost to districts.

⁶ Also includes Reading First coaches, early childhood coaches, and coaches for Pennsylvania HS Coaching Initiative.

- School-based expertise model does not conform with best practices of instructional coaching.
6. *Focus scarce resources on high priority areas such as literacy and math.*
- 24% of PD Initiative resources targeted to school-level or district-wide instructional programs are spent on literacy; 58% of literacy spending is from Reading First funds, and are likely to be discontinued⁷; 28% of literacy resources pay for School-based Teacher Leaders (SBTLs) who are the primary deliverers of content.
 - Teachers across the district experience different levels of support in literacy, as Reading First only focuses on K-3 classrooms and SBTLs have varying levels of release-time from classroom teaching to support other teachers.
 - Only 11% of PD Initiative resources are focused on math.
7. *Align the type and amount of professional development support with school need and capacity, while holding schools accountable for effective use.*
- \$34.6 million, or 60%, of all PD Initiatives can be tied directly to schools, but there is no accountability structure in place to assess the effectiveness of their use.
 - PD resources vary significantly across schools, ranging from \$125 per teacher to \$15.8K per teacher; 20 schools (24% of all SDP schools making AYP) have less than \$500 per teacher to spend on PD.
 - The main drivers of inequity in the distribution of PD resources are school size, school level (elementary, middle, high) and program, and school performance.
8. *Create regular time during the school day and year for teachers to work collaboratively, and with school-based experts, to improve practice.*
- SDP's investment in collaborative time for teachers is largely through PD days, which are scheduled to be reduced for the 2008-09 school year.
 - Information on school implementation of collaborative planning time (CPT) for teachers is not collected centrally and is believed to vary widely across schools.

Build on current efforts to support new teachers and principals.

9. *Improve implementation of new teacher support by more closely aligning resources and need.*
- SDP spends 15% of total PD Initiative spending, or \$14,100 per new teacher, on induction and support, which is on the high end of other urban districts ERS has studied. This figure includes some assumptions around the support received from SGTs that needs to be examined.

⁷ Klein, Alyson. "Elimination of 'Reading First' Funding Advances." *Education Week*, June 27, 2008.

- Allocation of new teacher support— one SGT per school— is not based on new teacher distribution and school need.

10. Ensure stability of principal pipeline program and expand support for new principals.

- SDP faces significant principal hiring needs with 29% of current principals having 30 or more years of experience in the district. SDP only invests \$2.6K on support for new principals, compared to other urban districts that spend from \$4.3K to \$36.8K per new principal.ⁱ
- Almost half of new principals in SDP have been trained through the Academy of Leadership in Philadelphia Schools (ALPS) program; 60% of the program is funded through a private grant set to expire in 2007-08.

CONCLUSION:

ERS recommends that SDP:

- Develop a process through which district leadership considers and prioritizes the above opportunities by considering related challenges, interrelation of the opportunities, and their relative impact.
- Incorporate these priorities into a strategic professional development plan that focuses on and holds the district accountable to short- and long-term goals, and serves as a living document for district leadership and staff.
- Develop a system for periodically revisiting the PD strategy to celebrate successes, evaluate if the above opportunities have been taken advantage of, and determine where SDP professional development still has room to grow.



I. Introduction

In the fall of 2007, Education Resource Strategies (ERS) was invited by Philadelphia's School Reform Commission to conduct a Strategic Professional Development Review for the School District of Philadelphia (SDP).⁸ ERS is a nonprofit organization that is nationally recognized for its extensive work in partnering with urban school districts to make the most of their resources (people, time, and money). The ERS Strategic Professional Development Review is designed to help school districts create a coherent and comprehensive professional development strategy tied to system-wide and school specific performance goals and needs. Over the past decade, ERS has collaborated with numerous urban school districts in conducting its Strategic Professional Development Review (PD Review). The Strategic Professional Development Review for SDP is funded by the William Penn Foundation.

This report is organized to provide SDP with clear and actionable information. The report first establishes the contextual challenges the district faces in improving teaching quality and leadership capacity in terms of funding, need, and other external constraints. It then lays out three priority areas for improving professional development, and within each of these priority areas focuses on leveraged Opportunities. For each leveraged Opportunity, we identify key areas for additional analysis and some implications for practice and implementation. The Opportunities highlighted in this report are intended to represent strategies that ERS believes will have the highest impact on improving teaching quality and leadership capacity. The Opportunities are not meant to be an exhaustive list of action steps; SDP should do additional work as part of a district-wide strategic plan to realize these opportunities. In addition, the report includes detailed appendices with our supporting analysis and methodology.

During the course of conducting the PD Review and writing this report, SDP experienced a leadership transition. The new Superintendent of Schools, Dr. Arlene Ackerman, has recently implemented a number of changes in spending and organization that significantly impact some of the recommendations in this report. These changes and their impact are noted when appropriate.

II. Key Message

To improve teacher and leadership capacity the School District of Philadelphia must:

- *Create an adequately funded PD plan that is based on evidence-based metrics of teaching quality and links to a broader human capital strategy;*

⁸ Subsequently, ERS was also hired by the School Reform Commission to work with SDP to implement weighted student funding. The first phase of this work includes an analysis of the SDP 2007-08 budget, the preliminary findings of which are presented in a separate report to the district.

- *Redesign current investment in school-based expert support, including clearly defining roles and accountability, and providing collaborative planning time to work with teachers; and*
- *Build on current efforts to support new teachers and principals.*

Within each of these priorities, there are both immediate and longer term opportunities for SDP to improve teaching and leadership capacity. In the short-term, SDP can meaningfully impact capacity by redefining and improving existing practices. In the longer term, SDP will need to increase investment in PD and create a comprehensive human capital management strategy that rethinks how it invests in teachers, including alternative career ladders and compensation structures.

III. Methodology: The Strategic Professional Development Review

There are three parts to the ERS Strategic Professional Development Review:

- (1) *Measuring and Mapping*: detailing and measuring the current investment in professional development;
- (2) *Consensus Building*: developing a shared understanding among all relevant stakeholders of the district's professional development needs and priorities;
- (3) *Strategic Planning and Resource Allocation*: Reallocating investments to create a multi-year professional development strategy that aligns with best practices of staff development and system-wide priorities.

During the Measuring and Mapping phase, ERS works with district staff to validate data and assumptions. During the Consensus Building and Strategic Planning phases, ERS works with the district to facilitate discussion around the results of the Measuring and Mapping phase to build understanding and develop prioritized strategies. More extensive details of this methodology are included in Appendix III.

During the course of conducting the PD Review and writing this report, SDP experienced a leadership transition, which impacted the progress and the shape of the work. All parts of the Review depend on a successful collaborative process between ERS and the school district. As a result of the transition, the validation process in the Measuring and Mapping phase was not complete and our findings and recommendations have not been fully vetted or collaboratively developed with district staff.⁹ In this report, we identify areas in which we have made

⁹ In February 2008, ERS presented a first round of findings to then Chief Academic Officer Dr. Cassandra Jones and her cabinet. Following the first presentation, the new Superintendent of Schools of the School District of Philadelphia, Dr. Arlene Ackerman, was announced. Dr. Ackerman and her transition team were given the February 2008 cabinet presentation.

assumptions around data and provide the basis for these assumptions, as well as areas we think need further analysis.

During the Mapping and Measuring Phase, ERS: (1) compiles a comprehensive inventory of all professional development, (2) categorizes each piece of spending, and (3) maps spending against district priorities and research-based strategies.

Inventory Professional Development. ERS Strategic Professional Development Review defines a district's investment in PD to include all people, time, and money allocated to support the development of the skills and knowledge of its teachers and school leaders. This includes all professional development activities, programs or initiatives ("PD Initiatives")¹⁰, teacher professional development time established in the teacher union contract ("Contract Time")¹¹, and the portion of salaries awarded based on educational attainment ("Salary Increments")¹². While this definition is meant to be all inclusive, certain types of professional development are not included because they are not tracked and collected centrally or are not quantifiable, such as some individual school professional development spending or the time teachers spend with school-based experts that is integrated into the school day. (A more detailed definition of professional development is included in Appendix III).

The comprehensive inventory for this report is based on SDP's 2007-08 adopted budget. While budget data is only a snapshot of PD activity in SDP, and may not perfectly match spending that actually occurred, it is an accurate portrayal of district strategy. The data collected to inform the inventory included district and individual PD Initiative budget data, payroll and benefits data, human resource data (teacher and principal demographics and characteristics), staffing, descriptions of PD Initiatives, and job descriptions. We also conducted extensive interviews with central office staff and regional personnel. (A detailed list of data and interviews is included in Appendix III). Very often different data sets and pieces of information conflicted with each other and in most instances we worked with SDP to reconcile the data or make assumptions. In some instances, these assumptions may impact findings and recommendations and we have noted these assumptions and the potential implications.

Categorize Spending: In order to chart investment against district priorities and best practices of staff development, ERS maps each spending initiative using our ERS Coding Tool. The Coding Tool is based on the following five inquires:

¹⁰ ERS defines PD Initiatives as all programs and activities that aim to improve teacher and principal capacity around the district's instructional priorities as well as teachers' and principals' individual growth or career needs.

¹¹ Contract PD time is the cost of teacher time spent in PD (as opposed to instruction or administrative duties), and is calculated as a percentage of their total compensation (i.e., salary and benefits).

¹² Salary Increments are the salary raises teachers receive for obtaining additional course credits, as is established on the teacher salary schedule. Teachers receive the salary increments over the tenure of their career (not only in the year they took the course), so Salary Increments represents a huge cost to districts.

1. How much is the district spending on professional development?
2. What does the current spending buy?
3. Who controls and manages how the dollars are spent?
4. How is professional development funded?
5. How is investment allocated across schools?

The detail of the coding categories under these inquires and how each PD Initiative was coded is detailed in Appendix I.

Map against District Priorities and Best Practices: Finally, we evaluate the district's PD strategy against district priorities and a set of research-based principles to highlight missing components and how a district should develop or revise a system-wide professional development strategy. District priorities are determined based on a review of the overall district strategic plan, school and student performance data, and teaching, leadership, and school needs. The PD principles below are drawn from over a decade of ERS' work with urban school districts as well as literature on the subject.ⁱⁱ

1. Set clear standards that define expectations and stages of growth for student learning, professional proficiency, and school-level instructional conditions.
2. Invest primarily in school-based expert support for school leaders to implement a coherent instructional design and respond to identified student and teacher learning needs.
3. Ensure effective time and structures for teachers to engage in collaborative learning and planning.
4. Hire professionals who meet defined standards through partnerships with effective educator preparation programs, rigorous hiring protocols, and attractive incentives.
5. Structure career opportunities and compensation to encourage individual professional development and to retain the most effective teachers and leaders.
6. Focus district investment in PD for individual growth on leveraged career transition points: entry, leadership development, and support for struggling educators.
7. Differentiate PD and level of support based on school and educator needs and performance levels.
8. Create accountability for PD effectiveness by assigning responsibility and measuring the impact on classroom practice and student achievement.

IV. Challenges to Creating a Coherent Professional Development Strategy

In reviewing SDP's current challenges, we endeavor to outline critical points of context that must be considered when evaluating and prioritizing the opportunities outlined in the main body of this report. In doing this, we do not intend to emphasize difficulties for their own sake, but to provide a clear summary of challenges facing the development of SDP's professional development strategy. The three challenges outlined below are not exhaustive, and are also not particular to SDP – most urban districts face similar sets of challenges.

- a) **Low and unstable funding**
- b) **Limited understanding of key teacher, leadership, and school needs**
- c) **Constraints on the flexibility of resource use**

a.) Low and Unstable Funding

Over the past several years, SDP has faced severe fiscal crisis with low funding and significant budget shortfalls. The adequacy analysis and costing out study conducted by Augenblick, Palaich, and Associates, Inc., states that SDP is under funded by almost \$4.2K per pupil.ⁱⁱⁱ This low funding has compounded the budget shortfalls the district has faced since the 2003-04 school year. The Education Advisory Task Force's report in June 2007 indicated the potential for a \$192 million negative fund balance at the end of fiscal year 2008 if no corrective steps were taken.^{iv} Funding has recently increased dramatically due to an influx of new state funds. However, some administrators and observers worry the district will not regain a fiscal steady state due to frequent mid-year corrections and inconsistent spending patterns that do not match budgets.^v The recently released fiscal year 2009 budget forecasts a shortfall of \$18.6 million^{vi}, suggesting SDP will need to look further for methods to balance the budget.

In such a financial climate, programs and services deemed nonessential to classroom instruction and keeping school doors open, such as professional development, are the first to be cut. This often results in professional development that is driven primarily by unstable funding sources, with many initiatives funded by targeted grants and other restricted resources.

With this context, ERS has found:

- *SDP investment in PD Initiatives is relatively low compared with other districts ERS has studied.*
- *SDP has come to rely heavily on nonpermanent sources for professional development that are not stable or predictable, leaving some major PD Initiatives vulnerable.*
- *While SDP historically has invested significantly in teacher PD Contract Time—more than most districts studied by ERS—this commitment will not be sustained in the 2008-2009 school year.*

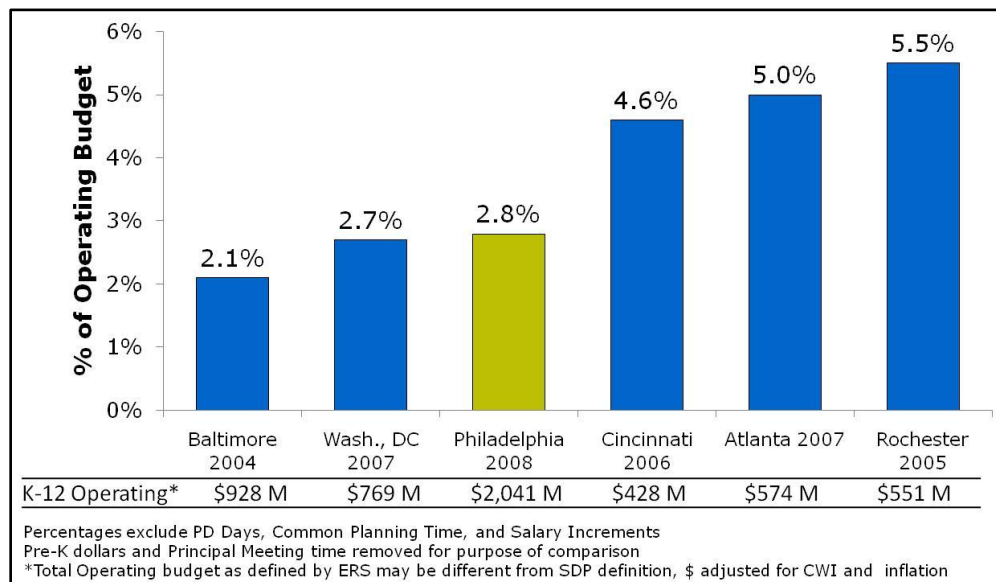
As shown in Figure 1, in 2007-08 SDP spent \$162 million on all PD including \$57.9 million, or 36%¹³, on PD Initiatives and management of these initiatives, \$40.6 million, or 25%, on the cost of Contract Time for teachers, and \$63.4 million, or 39%, on Salary Increments from coursework. Not including Salary Increments, this represents an investment of \$10.2K per teacher in professional development.

FIGURE 1: Total Professional Development Spending by Category of Investment (07-08)



When just considering dollars spent on PD Initiatives, SDP spends 2.8% of its operating budget¹⁴ on professional development, or \$6K per teacher.¹⁵ As Figure 2 shows, this is on the low end of PD spending when compared to other districts ERS has studied.

FIGURE 2: Comparative PD Investment as a Percent of Total Operating Budget



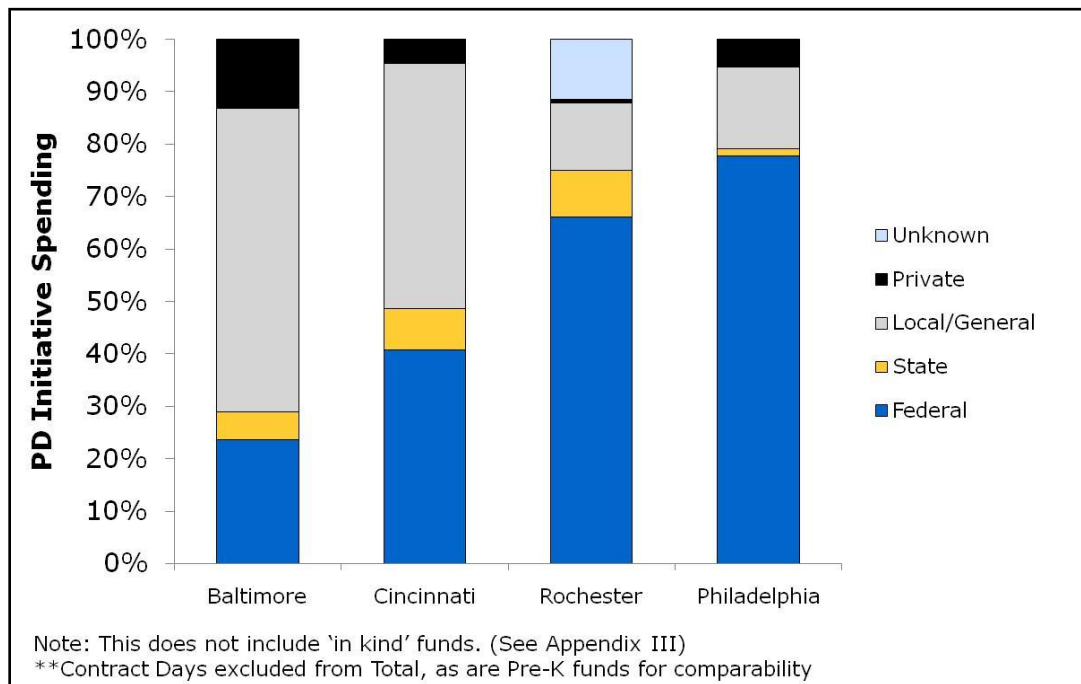
¹³ A detailed description of each PD Initiative can be found in Appendix II, including the total amount budgeted for that initiative.

¹⁴ ERS defines a district's operating budget as the expenses associated with provision of services to students in Kindergarten through grade 12. Generally, operation costs exclude expenses such as interest, other debt costs, reserves, and costs that are not associated with K-12 students (e.g., pre-K, adult education, out-placed students with disabilities, etc.) A more detailed definition can be found at www.educationresourcestrategies.org.

¹⁵ Pre-K dollars and cost of principal meeting time were removed for comparison purposes.

In addition to relatively low spending levels, SDP has come to rely heavily on nonpermanent sources for professional development, leaving some major PD Initiatives vulnerable. Approximately 86% of all PD Initiatives are funded from sources other than local or general funds (Figure 3) and 23% of all PD Initiatives are funded from nonrecurring sources.

FIGURE 3: SDP Professional Development Spending by Source



Compared to other urban school districts ERS has studied, a larger portion of SDP spending on PD Initiatives is supported by federal sources. This is the case even though SDP allocates all Title IIA dollars (Improving Teacher Quality)—often used by many districts to support professional development—to class size reduction.

One of the largest initiatives supported by federal funds is the literacy professional development component of the Reading First grant. This critical early literacy initiative, which comprises 9.8% of all PD Initiatives, is particularly vulnerable as the federal Reading First program is slated to be discontinued.^{viii} Another major PD Initiative funded from federal funds is School Growth Teachers. This major investment in school-based expertise—\$13.8 million or 24% of all PD Initiatives—is funded from federal Title I, Education for the Disadvantaged, funds directed by the state to support low-performing SDP schools. Interviews revealed that this spending on School Growth Teachers is currently under review by the Pennsylvania State Department of Education.

Districts also invest in professional development through contracted PD days. Figure 4 shows that in 2007-2008, SDP made a significant investment in contractual teacher time, more than most other urban districts ERS has studied. During the 2007-2008 school year, PD days were the primary delivery mechanism for district PD priorities. These days were supported by a significant investment of management time in preparation and delivery as well as a significant investment of time of School Growth Teachers and School-based Teacher Leaders in training, delivery, and implementation. Based on interview information, this investment is likely to decline in school year 2008-09. The loss of these days has significant implications for both teacher collaborative time and the reallocation of other dedicated resources.

FIGURE 4: Teacher Contract Time Across Comparative Districts

District	Philly	Atlanta	Baltimore	Rochester	DC	Cincinnati	Boston	Providence
Year Studied	2007-2008	2005-2006	2004-2005	2004-2005	2004-2005	2005-2006	2005-2006	2003-2004
Total Teacher Work Days	188	191	190	186	192	183	187	187
Student Days	183	180	180	182	180	174	180	182
Non-student Teacher Days NOT PD	1	0	0	0	5	4	.5	1.5
Teacher PD Days*	11	11	10	9.7	7	5	4.5	3.5
Est. # of Teachers	9,600	3,500	6,100	2,800	3,800	2,700	4,600	2,300

Note: This chart reflects contract time only; does not include common planning time. Based on interviews with SDP, half days only amount to two hours of PD (as opposed to a half day of 4 hours).

*Teacher PD Days combine full and half PD days to be shown as day equivalents.

Because of relatively low and unstable funding for professional development in SDP, one of the leveraged opportunities detailed in the “Opportunities” section of this report, includes the need to increase overall investment in professional development and to focus these scarce additional resources on the most leveraged and effective strategies. This includes building on strategies and structures already in place, such as providing school-based expertise and new teacher and principal support. They also include the need to replace the lost investments in teacher PD time with more effective ways for teachers to work collaboratively together to improve their practice, particularly through collaborative planning time regularly embedded during the teacher day.

b.) Limited Understanding of Key Teacher, Principal, and School Needs

A good system-wide professional development strategy directs scarce resources to a district's highest priorities. Determining priorities and then aligning investments requires a careful analysis of student performance, school needs, and principal and teacher capacity measured using multiple indicators. This information must be detailed enough to provide guidance on the specific areas in which students, teachers, and principals need to improve.

With this context, ERS has found:

- *SDP does not systematically measure, collect, or use evidence-based metrics on teaching quality, leadership capacity, or school needs to inform professional development planning. The allocation of professional development resources relies primarily on student and school performance data.*
- *Using metrics currently collected by the district, SDP faces varying levels of need in teaching quality, leadership capacity, and school performance, requiring differentiated support to teachers, principals, and schools.*

Like many urban districts, SDP does not systematically measure, collect, or use evidence-based metrics on teaching quality, leadership capacity, or comprehensive school needs to inform professional development planning. SDP currently allocates scarce professional development resources based on student and school performance data—the “outputs”—as well as some traditional proxies for teacher quality. For example, School Growth Teachers, the largest PD Initiative (24%), are allocated by school performance, targeted to those schools categorized “In Need of Improvement” and in “Corrective Action.” Traditional proxies for teaching experience, such as ‘years of experience’ are also used to drive allocation of PD resources, with significant effort and resources focused on supporting new teachers and the principal pipeline.

Although teacher evaluations appear to be based on teacher observation data, teacher evaluation data is not collected in a systemic way and therefore is unavailable to influence individual or system-wide professional development, as will be discussed further in Opportunity 2. Additionally, school leadership performance standards used by SDP (ISLLC¹⁶) do not appear to be used systematically to guide district-wide or differentiated professional development for principals.

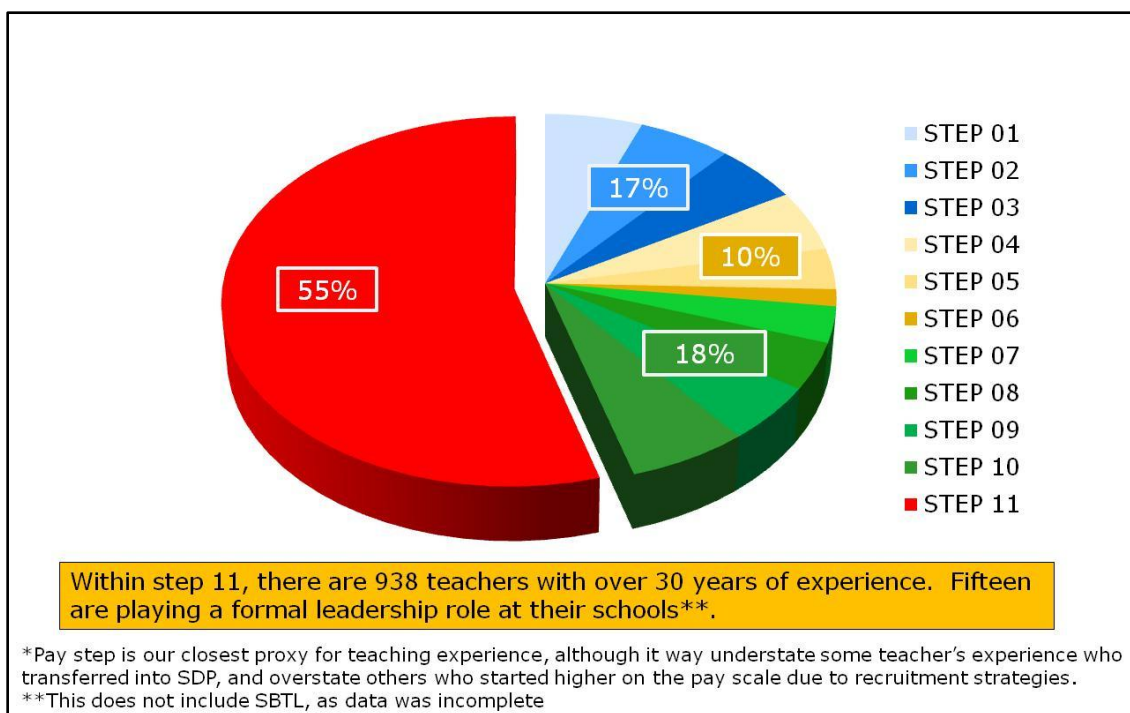
Examining the traditional proxies of teaching quality, leadership capacity, and school need currently collected by SDP reveals a significant need for a strategic professional development strategy.

¹⁶ Interstate School Leaders Licensure Consortium's standards: Standards for School Leaders.

Teacher Capacity and Need: Aside from student performance data, the proxies for teaching quality available in SDP for diagnosing need are: (1) teacher characteristics, such as years of teaching experience, certification type and subject, education credentials; and (2) combined measures of teacher characteristics mandated by the No Child Left Behind Act (NCLB) that report teachers’ qualification status. These traditional measures give us a few important indicators of teacher need.

- 17% percent of teachers are inexperienced¹⁷ (ranging from 0-69% of teachers across schools) with 55% of teachers having 11 or more years of experience¹⁸ (Figure 5)
- 33% of SDP teachers only have a bachelor’s degree (Figure 6).
- 28% of SDP teachers are categorized as unqualified. (Figure 7)¹⁹ This is based on SDP data on teachers’ qualification status, as mandated by NCLB.

FIGURE 5: Experience Level of SDP Teachers SY2007-08



¹⁷ Inexperienced teachers are defined as having between 0-3 years of experience.

¹⁸ Teacher experience is calculated using STEP data from the teacher salary schedule. This may slightly overstate some teachers’ experience due to recruitment strategies that started them higher on the pay scale.

¹⁹ This data represents the qualification data provided by SDP. Our understanding is that this data is slightly different from NCLB qualification measures, in that it may be more generous than the NCLB interpretation. Also it should be noted that it is possible that the switch from middle school to K–8 may lead teachers to temporarily teach out of their certification area. (e.g., Elementary-school teachers instructing middle school grades)

FIGURE 6: Education Level of SDP Teachers SY 2007-08

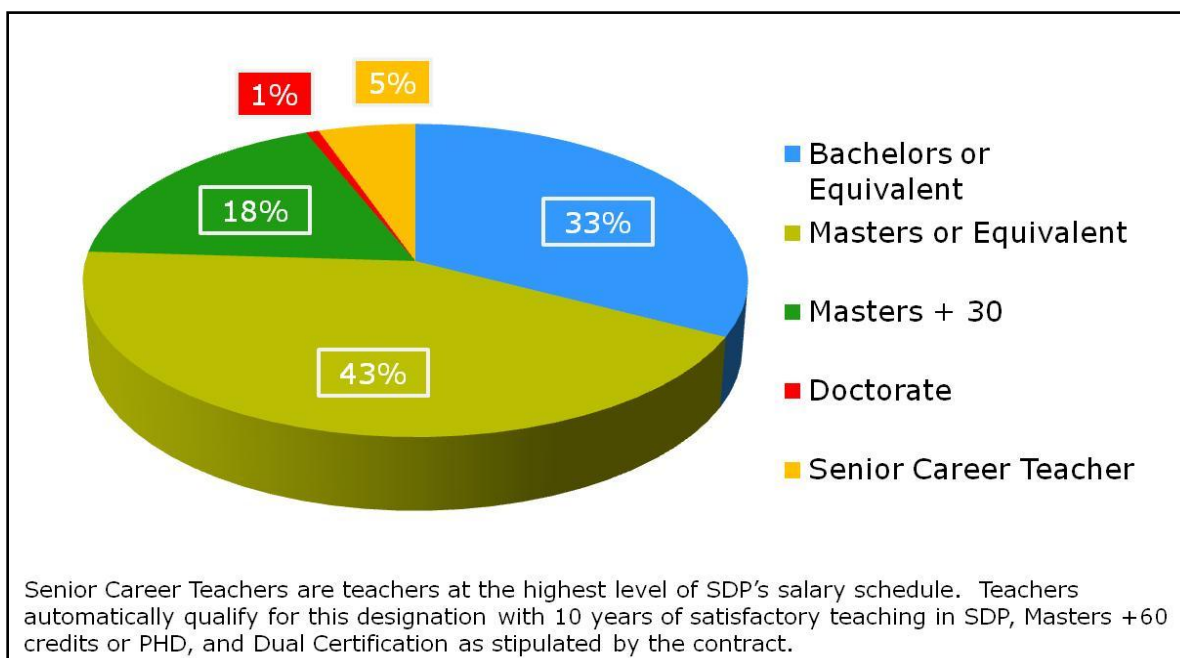
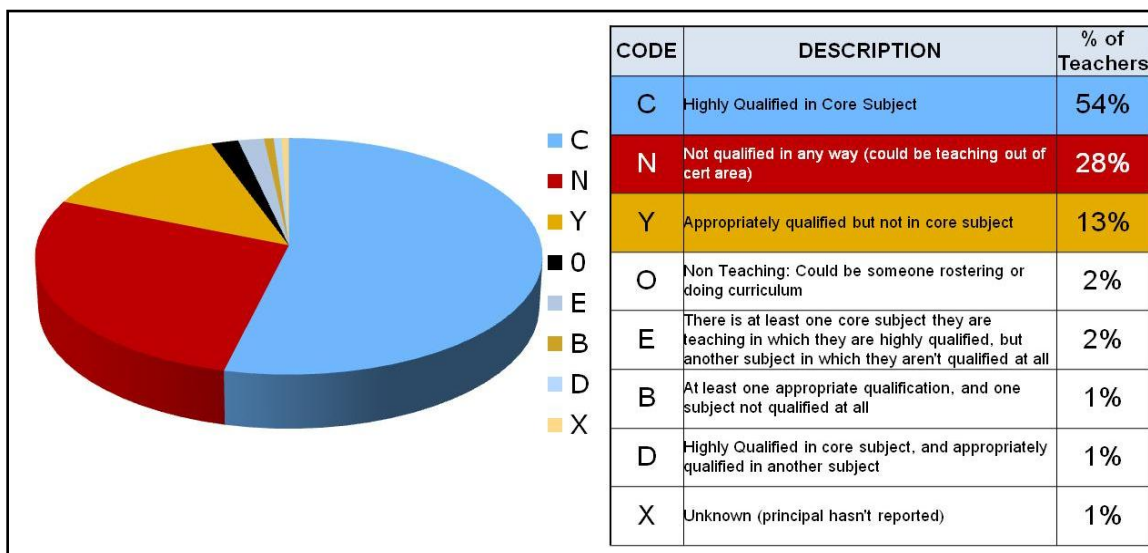


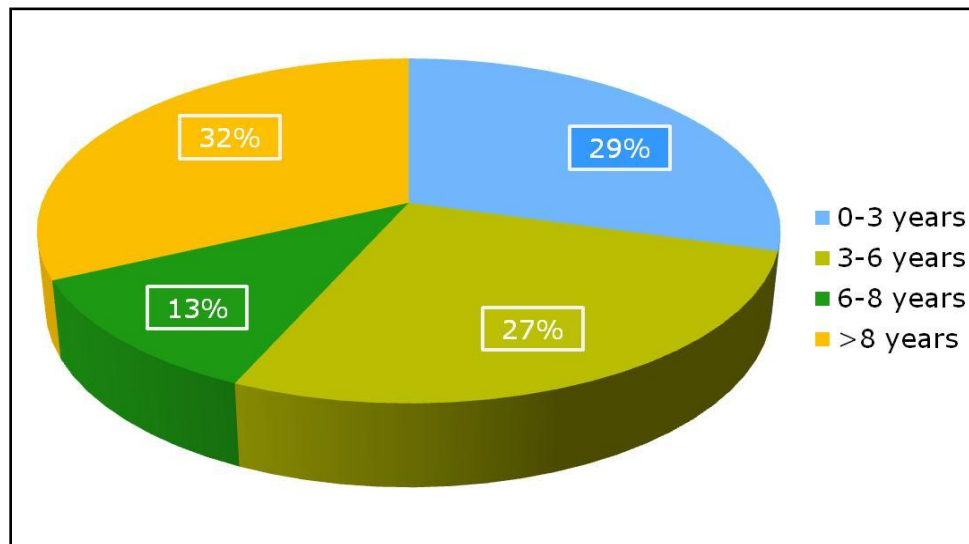
FIGURE 7: Qualification Status of SDP Teachers SY 2007-08



Principal Capacity and Need: Understanding principal capacity needs is difficult in SDP, given the limited data available for analysis. Experience data shows that 29% of principals have 0-3 years of in-district experience (Figure 8), with new principals more likely to be placed at low-performing schools (Figure 31), as is discussed in Opportunity 10. It has also been recently

reported that 37 schools will have new principals²⁰ for the 2008-09 school year^{viii}, suggesting a potentially high need for heavily differentiated principal support, as will be discussed further in Opportunity 10.

FIGURE 8: Years of Experience as SDP Principal SY 2007-08



School Needs: School needs can be examined by combining metrics on teaching quality and principal capacity with school academic performance. In doing so, we can see that schools in SDP have a wide range of professional development needs, both in terms of magnitude and type. This variance suggests that some schools have a far greater challenge in creating stable professional learning communities.

- The distribution of inexperienced teachers can vary dramatically ranging from 0% to 69% of teachers at a school. In SDP, the most inexperienced teachers are disproportionately placed at Corrective Action schools, predominately those schools that have been in Corrective Action for four or more years. (Figure 9)
- Corrective Action schools have almost double the percentage of ‘unqualified’ teachers as schools making AYP. Approximately 50% of unqualified teachers at the Corrective Action schools have four or more years of experience. (Figure 10)
- Close to 50% of teachers at the 25% most unstable schools—the “Unstable 25%”—(Figure 11) are new to the school within the past two years, including those teachers who are new to the district and SDP teachers who have transferred to the school.²¹

²⁰ It is not clear from data what percentage of these principals are new to the role of principal.

²¹ In Figure 11, we have analyzed teacher mobility by combining new hire data and district transfer data over the past two years. The chart calculates percent mobility by adding the total new hires over past two years, plus the total transfers over the past two years, divided by current teacher staff, giving us a percent of teacher mobility.

FIGURE 9: Inexperienced* SDP Teachers by School and AYP Status

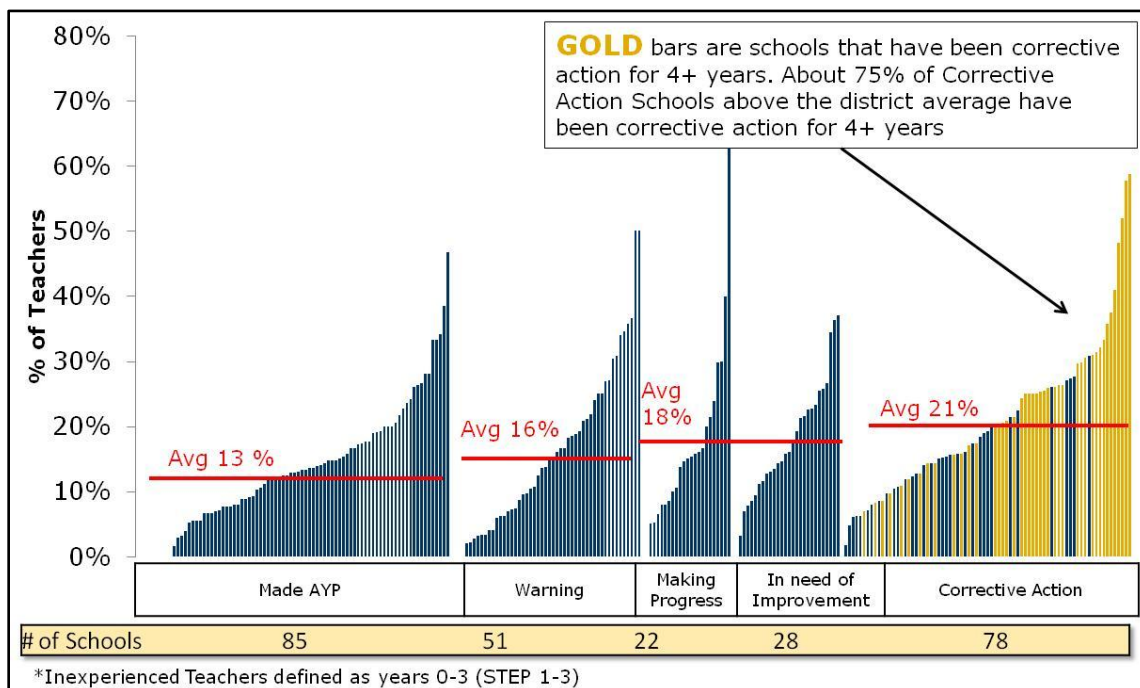


FIGURE 10: Percent of SDP Teachers Unqualified by AYP Status and Years Experience

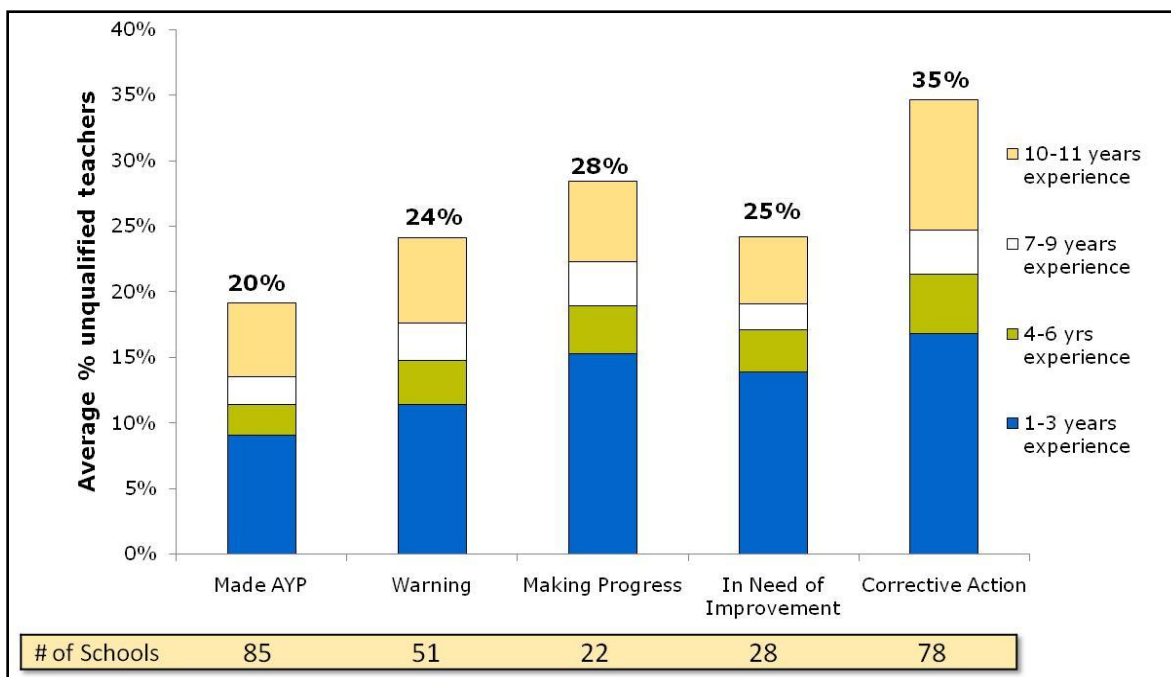
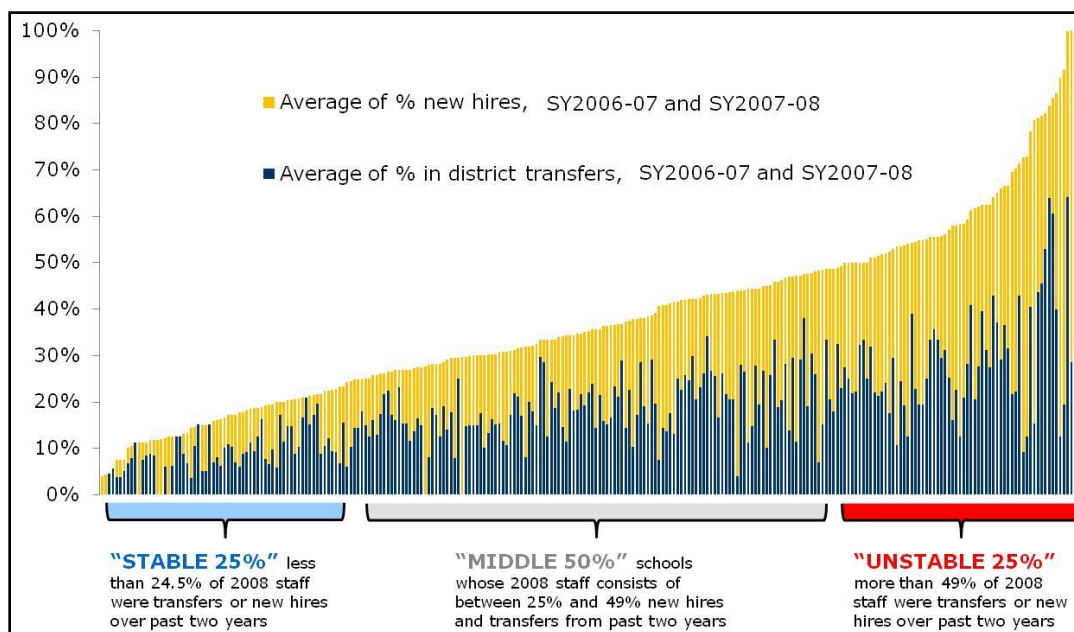


FIGURE 11: Percent of Teacher Mobility Over SY 2006-2008



Using these traditional and available measures of teaching quality we can see the need for targeted and strategic professional development for teachers and school leaders is high. Additionally, we see the need for differentiating these resources based on school and individual need. Fully understanding teacher, principal, and school needs and capacity is a challenge, but has enormous implications for both professional development planning as well as a comprehensive human capital strategy. Addressing this challenge will present SDP with leveraged opportunities for building human capacity, as detailed in the Opportunities section of this report.

c. Constraints on Flexibility of Resource Use

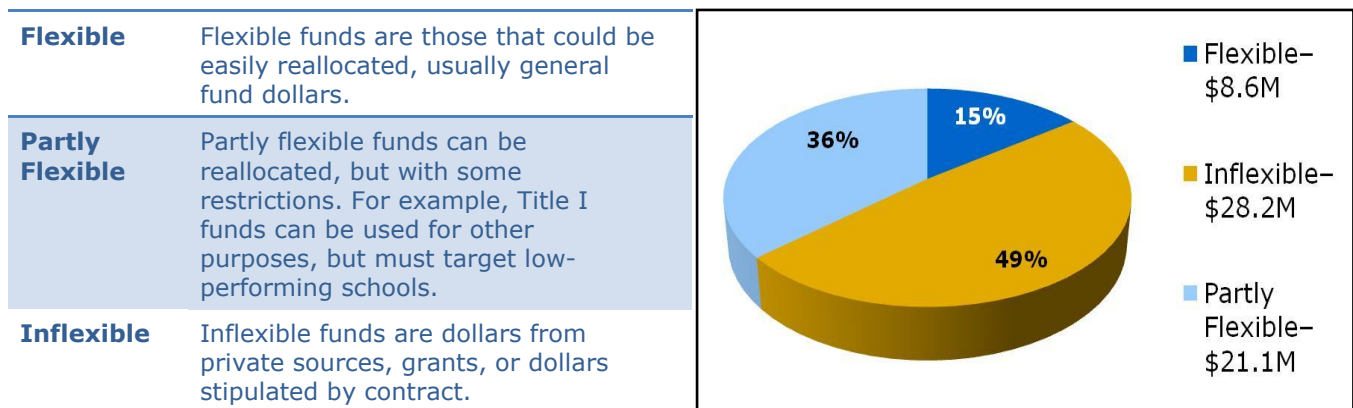
The Strategic Professional Development Review provides school districts with a tool to understand their current professional development landscape as well as a framework for reshaping this landscape, including reallocating resources to align with the district's highest priorities and best practices in staff development. A PD Review often highlights the need to reallocate dollars within all professional development activities, requiring difficult decisions around worthwhile but less effective professional development activities and structures. And for many districts where professional development investment is inadequate or revenue sources have restrictions on use, it may also require the redirection of substantial dollars within the district. A PD Review may also point out external barriers to effective resource use and need to be revised, including specific teacher union contract provisions as well as administrative policies and practices.

With this context, ERS has found:

- *Only 15% of the funding sources supporting PD Initiatives are fully flexible, due to restrictions tied to categorical or targeted revenue sources that make it hard to reallocate resources to align with priorities.*
- *Teacher union contract provisions around school schedules and teachers’ salary, time, and responsibilities impact the effectiveness of current resource use.*

In addition to SDP’s relatively low spending levels on professional development, constraints on the use of existing resources further reduce flexibility. During the 2007-08 school year, 49% of PD Initiatives in SDP were funded by revenue sources that had significant inflexibility in how they could be used, while another 36% were only partly flexible. (Figure 12) This means 85% of PD Initiative dollars cannot easily be reallocated, limiting the district’s and its schools’ ability to differentiate and target resources strategically.

FIGURE 12: Percent of Total PD Initiatives by Flexibility



The current union contract also increases the challenge of reallocating resources and using them flexibly.

- Teachers move to higher salary levels for taking approved courses. These salary increments, one of the district’s largest PD investments, are a negotiated part of the teacher salary schedule within the teachers’ union contract and are not easily reallocated. However, at an annual cost of \$63.4 million²², this represents a significant long-term opportunity for the district when reviewing professional development and human capacity needs.

²² Salary raises for additional course credits or advanced degrees (represented as the ‘Lanes’ on the teacher salary schedule) are not a one-time cost for the district, but a bump in a teacher’s salary that continues over the tenure of her career. Annual cost of “lanes” represents only a partial estimate of the actual cost to the district, which must be measured over time.

- Teachers are required to participate in at least 28 hours of professional development, which is designed to be a floor but in practice acts as a ceiling.^{ix}
- The teacher contract does not allow principals to direct the use of teacher preparation time. As a result, principals need to be very creative about scheduling, in order to create opportunities for collaboration.
- Contractual restrictions on teacher observation and evaluations make it difficult for school-based experts and coaches to work with all teachers or to target those most in need of support.

These contractual restrictions increase the challenge of capitalizing on opportunities such as creating regular collaborative time during the school day, collecting evaluative and other evidence-based metrics on teacher quality, and increasing the effectiveness of school-based expertise. In the long term, restructuring the contract to enable more effective professional development is a significant opportunity for SDP.

V. Opportunities for Improving Teaching and Leadership Quality

As mentioned above, this report is organized to provide SDP with clear and actionable information. In this section we lay out three priority areas for improving professional development and ten focused Opportunities that fall within the three priority areas. For each Opportunity, we identify key areas for additional analysis and some implications for practice and implementation. Figure 13 shows the 10 Opportunities we believe are most leveraged for SDP in improving teacher and leadership quality, organized by the three overarching priority areas.

Each of these Opportunities has different challenges to implementation. Some benefit from immediate action, requiring a redefinition and adjustment to current practices. Others will require increased funding, a level of flexibility in resources that is not currently available, or a time investment from a variety of stakeholders to create ownership. With that in mind, we have categorized each Opportunity as a Year One (within the 2008-09 school year) strategy or a Year Two and beyond strategy. Each Opportunity contains implications for practice that are both short term and long term, but we have generalized in order to provide a framework for considering implementation actions and strategies. We explore this categorization in more depth in the text as well as in the conclusion by adding considerations we think the district should be aware of during its own prioritization process.

FIGURE 13: Opportunities Categorized as Short Term (Year 1) or Long Term (Year 2+) Priorities

OPPORTUNITIES	YEAR 1	YEAR 2+
<i>Create an adequately funded PD plan that is based on evidence-based metrics of teaching quality and links to a broader human capital strategy.</i>		
#1: Create and implement a multi-year professional development plan that aligns with district priorities and supports a district-wide strategic plan.	X	
#2: Implement structures and practices to measure, collect, and disseminate evidence-based metrics on teaching quality to inform professional development priorities and related career and staffing decisions.	X	
#3: Create a comprehensive human capital management strategy that supports teacher and leadership professional development by focusing on staffing equity, career lattice, evaluation, and compensation structures.		X
#4: Increase investment in effective strategies, including school-based expertise and new teacher and principal support, focusing on more permanent and stable funding resources.		X
<i>Revamp current investment in school-based expert support, including clearly defining roles and accountability, and providing collaborative planning time to work with teachers.</i>		
#5: Improve effectiveness of school-based expertise investment by redefining job responsibilities and tightening selection.	X	
#6: Focus school-based expertise resources on the high priority areas of literacy and math.		X
#7: Align the type and amount of professional development support with school need and capacity, while holding schools accountable for effective use.		X
#8: Create regular time during the school day and year for teachers to work collaboratively, and with school-based experts, to improve practice.		X
<i>Build on current efforts to support new teachers and principals.</i>		
#9: Improve implementation of new teacher support by more closely aligning resources and need.	X	
#10: Ensure stability of principal pipeline program and expand support for new principals.	X	

Create an adequately funded PD plan that is based on evidence-based metrics of teacher quality and links to a broader human capital management strategy.

For SDP to effectively move forward in this priority area, they should focus on the four Opportunities described below which, if considered together, will provide SDP with a strong professional development strategy in both the short and long term.

Opportunity #1: Create and implement a multi-year professional development plan that aligns with district priorities and supports a district-wide strategic plan.

A strategically designed professional development plan targets scarce resources to a district's most important priorities in ways most likely to improve student achievement. This strategy is guided by clear performance standards that define expectations and stages of professional proficiency and is evaluated based on its impact on classroom practices and student achievement. It is not developed in a silo but is tightly linked with the system's overall strategic plan, supporting and facilitating major reform efforts such as curriculum and assessment implementation.

SDP does not currently have a district-wide professional development *strategy* that maps against district priorities and is tightly linked with an overall strategy around human capital. While SDP is required to submit a professional development *plan* to the Pennsylvania Department of Education every five years, this written plan does not represent a comprehensive strategy. It lacks the “teeth”— or funding— to make it possible and lacks the alignment with a strategic plan to make it impactful. And importantly, it is not a living document used by district staff and schools to guide professional development planning, practices, and the allocation of resources— people, time, and money.²³ The Philadelphia Education Advisory Task Force describes the plan as “too District oriented and does not meet the diverse needs of individual neighborhood schools.”^x As one district employee described it,

Our district is required by the state to submit a professional education plan as part of our overall strategic plan. ...I'll be honest, I've read through it, and if you look at the way it's designed, it's just pages and pages ...of who's going to do what, when. A lot of it is redundant and overlapping ...it pretty much just sits on a shelf. Everyone does their own professional development, and everyone has grants; there are components in each grant around professional development.^{xi}

Without a guiding strategy during the 2007-08 school year, professional development activities were driven by individual department and school priorities and by funding sources, with a significant portion of PD Initiatives (85%) funded by sources that fully or partially dictate use.

²³ During the spring, SDP was in the process of developing a new five-year professional development plan for the Commonwealth of Pennsylvania as part of the required strategic planning process.

Figure 14 details the different departments responsible for determining and managing professional development activities. One of the challenges SDP faced in creating a cohesive structure around professional development has been the number of leadership transitions over the past few years and the resulting change in organizational structures. During interviews, we often encountered lengthy explanations of changing structures and responsibilities as background and context prior to discussions of current initiatives.

However, during the 2007-08 school year, there seemed to be some progress in bringing cohesion to the organizational structure overseeing district professional development, with much of the responsibilities falling under the Chief Academic Officer. Two departments had primary responsibility overseeing \$80 million, or 72%, of PD Initiatives and Contract Time:

- **Office of Leadership and Professional Development**—Primarily responsible for professional development for individual growth or career transition points (e.g., orientation, recertification, leadership development, etc.) of teachers and principals, as well as the delivery and tracking of PD.
- **Curriculum & Instruction**—Primarily responsible for training teachers, coaches, and principals in content areas.

FIGURE 14: Departments Responsible for PD Initiatives and PD Days Spending

Department	Total \$ (Initiatives and PD Days)	Detail
Office of Curriculum and Instruction	\$60.2M	<ul style="list-style-type: none"> • PD Days \$53M • Staff \$2.7M • Magnet School Assistance Grant \$1.4M • Principal Meetings \$1.4M • Workshops \$1.2M • Other \$0.5M
Office of Leadership and Professional Development	\$19.9M	<ul style="list-style-type: none"> • School Growth Teachers \$13.2M • Penn High School Coaching Initiative \$2.2M • Acad. for Leadership in Phil. Schools \$2.1M • New Teacher Coaches \$1.2M • Other \$1.2M
Office of Early Childhood	\$10.3M	<ul style="list-style-type: none"> • Reading First \$5.7M • Early Childhood \$4.3M • Kindergarten PD \$0.3M
Schools	\$10.4M	<ul style="list-style-type: none"> • School Based Teacher Leaders \$5.5M • School-level Title I \$4.3M • Other \$0.6M
Office of Specialized Services	\$2.5M	<ul style="list-style-type: none"> • SPED Training and Support \$2.5M
Office of Human Resources	\$0.8M	<ul style="list-style-type: none"> • Philadelphia Teaching Fellows \$0.4M • Praxis training \$0.2M • Other \$0.2M

Individuals	\$2.1M	<ul style="list-style-type: none"> • Sabbaticals \$1.7M • CASA Professional Growth Fund \$0.4M
Office of School Intervention and Support	\$1.2M	<ul style="list-style-type: none"> • School Assistance Teams (SAT) \$1.2M
Regional Offices	\$1.0M	<ul style="list-style-type: none"> • Staff Salaries \$1.0M
Other	\$2.8M	

Despite the progress made in creating cohesion to the professional development agenda, SDP still lacks clear definitions of roles and responsibilities as well as reporting and accountability structures.

For example, while School Growth Specialists in the Office of Curriculum and Instruction and School Growth Specialists in the Office of Leadership and Professional Development are jointly responsible for supporting and training school-based School Growth Teachers (SGT), there is limited coordination of these efforts between the two offices. Further complicating the reporting and accountability structure, SGTs are not evaluated by either office but instead are evaluated by and accountable to their building principal.

Greater clarity around the role of the regional offices in supporting school-based professional development is also needed. In 2007-08, interviews suggest that regional offices played an important, but somewhat limited, role in supporting school-based professional development. The regional offices believed they were responsible for supporting schools to define and deliver professional development. However, in practice their role was predominately reactive by supporting the implementation of central office initiatives and responding to school requests, including brokering resources and support through the central office. This may be due in part to limited resources to support a more proactive role. Regional offices had no separate budget for technical support; the \$1 million cost in Figure 14 represents the compensation of the regional staff members who spend a portion of their time supporting schools in professional development activities. The ability of regions to play a more active role in helping schools develop teaching quality is also restrained by a large span of responsibility (ranging from 30 to 48 schools).²⁴

Finally, because there is no overall PD plan, there is no overall evaluation structure in place that would allow the district or schools to measure the success of both district-wide strategies and individual initiatives. The Advisory Task Force Report indicates, “There also appears to be little follow-up to ensure that teachers implement what they learn.”^{xiii} Without an evaluation process, SDP cannot make informed judgments as to how to fine-tune and even continue specific professional development initiatives and strategies. Such a high percentage of PD resources are located at the district level so that the majority of resources are spent on the delivery of PD, with

²⁴ SDP’s new Superintendent of Schools, Arlene Ackerman, plans to increase the number of regions within SDP to decrease the span of review for each. This plan also reduces the number of staff in each region. Source: *The Philadelphia Daily News*, “Academic coach positions axed in school district shake up”, Mensah Dean, July 2, 2008.

very little at the regional and school level to ensure successful implementation or consistent follow-up.

ERS recommends that SDP:

Create and implement a multi-year professional development plan that aligns with district priorities and supports a district-wide strategic plan.

In doing so, SDP should consider:

Implications for Practice:

- Clearly define roles and responsibilities with respect to professional development of all central office departments, regional offices, and schools and provide those entities with adequate resources—people, time, and money—to effectively carry out those responsibilities.
- Establish a district-wide process ensuring that all PD Initiatives, and the overall district PD plan, are regularly evaluated against a defined set of standards.
- Ensure alignment of implementation and accountability responsibilities.

Opportunity #2: Implement structures and practices to measure, collect, and disseminate evidence-based metrics on teaching quality to inform professional development priorities and related career and staffing decisions.

Professional development and related activities, such as staffing and career decisions, can only be impactful if they are grounded in identified teacher, leadership, school, and student needs. This is particularly important in urban districts, such as Philadelphia, that are experiencing tight budgets requiring all resources to be used judiciously. As discussed in the Challenges section of this report, SDP does not systematically *measure, collect, or disseminate* evidence-based data on teaching quality. Instead, it relies mainly on student and school academic performance data and teachers' years of experience to inform professional development priorities.

Measurement: Before SDP can measure teaching quality, there must be a common understanding of what good teaching is and a framework to measure it against. While the district collects some teacher characteristics such as years of experience, obtainment of advanced degrees, and certification status, these measures have been shown to only be proxies of teacher quality.^{xiii} SDP does not appear to have a set of teaching performance standards that are used across the district.²⁵ Teacher evaluation forms are based on a set of teaching standards. However, we have not seen evidence in SDP that teacher evaluations are used to provide detailed metrics on a teacher's performance needs, beyond the summary score of 'Satisfactory' or 'Unsatisfactory.'

²⁵ Our interview protocol includes questions concerning the existence and use of teaching performance standards. No individual indicated the existence of performance standards that are used in the district and no one referred us to the set of standards in the teacher evaluation forms.

Additionally, we have not seen that artifacts of teachers' practice, such as lesson plans and examples of student work, are used systematically across the district to inform a teacher's evaluation.

Collection: We did not see evidence in SDP that there was a systematic strategy for collecting all data that informs teaching quality. To be most useful, teaching quality measures should be collected in one place, so district and school leaders can draw a more comprehensive understanding of needs from an integrated database of metrics. In SDP, the limited characteristics collected are held in the Office of Human Resources, and in our experience the information in the HR systems was not always accurate or up-to-date. This integrated database should include for each teacher not only teacher characteristics and measures of teaching quality, such as data from teacher evaluations, but also records of interventions, support, and professional development taken. There is no indication that the Office of Human Resources currently collects this information.

Dissemination: It is unclear whether administrators or principals have access to even the limited teaching quality data collected. Teaching quality data is only as useful as it is accessible. We found it difficult to obtain data on teacher characteristics, so we assume that this information is not readily available to district staff either. We did not see evidence that SDP was disseminating any data on teaching quality to those individuals who would most benefit.

ERS recommends that SDP:

Implement structures and practices to measure, collect, and disseminate evidence-based metrics on teaching quality to inform both professional development priorities and related career and staffing decisions.

In doing so, SDP should consider:

Implications for Practice

- Adopt district-wide teaching performance standards that are used to measure teaching quality.
- Develop a central data-system that integrates all measures of teaching quality.
- Ensure dissemination of teaching quality information to relevant stakeholders, paired with training on strategic use of information in professional development and staffing.

Opportunity #3: Create a comprehensive human capital management strategy that supports teacher and leadership professional development by focusing on staffing equity, career lattice, evaluation, and compensation structures.

Missing completely from SDP’s overall organizational structure and professional development agenda is an explicit link to SDP’s human capital management system. An effective human capital management system requires investment of school district resources— people, time and money— in three interdependent and mutually reinforcing areas: (1) sourcing (recruitment and hiring), (2) organizational improvement, and (3) individual growth opportunities. Staffing, career lattices, compensation structures, and measuring and monitoring teaching quality are all components of a human capital management system and have important professional development implications.

The connection between human capital management and professional development is not made in SDP, due in part to the limited role the Office of Human Resources played in 2007-08 concerning the development of teacher and leadership capacity. With respect to teachers and school leaders, the responsibilities of the Office of Human Resources appear limited to recruiting, hiring, staffing, and due process. However, even these responsibilities were wholly disconnected from professional development implications.

School Staffing: Current staffing practices do not support stable professional learning communities of teachers and are particularly unsupportive of inexperienced teachers. Staffing patterns during the 2007-08 school year show concentrations of new teachers and “unqualified” teachers in Corrective Action schools (Figures 9 and 10), a high mobility of staff at 25% of SDP schools (Figure 11), and principals with the least experience receiving the most challenging appointments (Figure 31). A high rate of new teachers and new principals at a low-performing school suggests there will not be the experience and expertise available to develop a strong professional learning community. SDP should do more to actively manage staffing to ensure that each school has a healthy mix of experience and expertise to create a vibrant and engaged professional learning community. One promising step is that only 16% of schools using site-selection had vacancies as of the beginning of January 2008, where as 33% of regular schools had remaining vacancies by the same date.

Career Lattices: Although there appear to be opportunities for teachers to play leadership roles, through School-Based Teacher Leader (SBTL), School Growth Teacher (SGT), and New Teacher Coach (NTC) roles, there is no defined career lattice for teachers. SDP has a fairly experienced and educated teaching force with 61% of all teachers on step 10 or higher on the salary scale, 24% of teachers having more than a master’s degree, and 5% (or 511 teachers)

defined as “senior” career teachers²⁶. However, SDP does not have systems in place to measure teaching quality and take advantage of the expertise within its own teaching force to support the development of teaching quality.

Measuring and Monitoring Teaching Quality: Human capital systems should define what constitutes good teaching, measure it, systematically collect and analyze this information, and disseminate this information to relevant stakeholders, including schools, regions, and the central office. In turn, stakeholders responsible for professional development should use this information as the foundation for developing professional development. Stakeholders responsible for practices related to professional development, including staffing and career decisions, should also use this information to inform those decisions. As discussed in Challenges and further elaborated in Opportunity 2, SDP does not systematically measure teaching quality beyond traditional measures and does not use what information it does collect to advance teaching quality.

Compensation Structures: SDP, like most school districts, rewards teachers according to their years of experience and educational attainment. While SDP does award bonuses to teachers who teach critical need areas and at designated incentive schools²⁷, its compensation structure is not connected to teaching quality and teacher leadership responsibilities. It appears that School-Based Teacher Leaders receive no additional stipend for their leadership role²⁸ and School Growth Teachers are paid according to the teacher compensation structure (and evaluated as such, as will be detailed in Opportunity 5). Meanwhile, SDP pays \$63 million annually in teacher salaries for educational attainment; \$28 million of that \$63 million goes to teachers –whose education attainment is above a master’s degree. This \$63 million translates to 39% of total PD spending, an investment that cannot be leveraged because courses taken for credits are not always aligned to district priorities and because spending is tied to a negotiated salary scale.

Moving forward, SDP should think critically about this compensation structure. In ERS’ upcoming report on resource use in Philadelphia, this question of compensation is explored in more depth. From a professional development perspective, SDP should evaluate whether or not it is realizing the commensurate returns on its \$63-million-a-year investment. Meanwhile, in the short term, SDP should do more to ensure it is leveraging expert teachers in the district, to get the most return on its investment in salary lanes. Using additional responsibility and prestige as incentives for highly-educated teachers to serve as mentors for their colleagues would catalyze stronger school-based professional learning communities.

²⁶ Senior Career Teachers are teachers at the highest level of SDP’s salary schedule. Teachers automatically qualify for this designation with 10 years of satisfactory teaching in SDP, a master’s plus 60 credits, or a PhD and dual certification as stipulated by the contract.

²⁷ Critical needs subject bonus is a \$1,500 annual bonus for teachers in critical shortage areas. Incentive school bonuses go to teachers in 24 incentive schools designated in the 2004 contract, who receive tuition reimbursement, additional leave days, no loss of building seniority for transfers, and additional PD.

²⁸ Individual schools may stipend SBTLS, but there does not appear to be a district policy.

ERS recommends that SDP:

Create a comprehensive human capital management strategy that supports teacher and leadership professional development by focusing on staffing equity, career lattice, evaluation, and compensation structures.

In doing so, SDP should consider:

Implications for Further Analysis:

- Determine the impact of site-selection on teacher retention, mobility, and professional learning communities.

Implications for Practice:

- Review and create a new vision for the role of Human Resources.
- Create clearly defined teacher leadership roles and build a compensation structure that rewards teachers for these additional responsibilities.

Opportunity #4: Increase investment in effective strategies, including school-based expertise and new teacher and principal support, focusing on more permanent and stable funding resources.

As a result of conducting a Strategic Professional Development Review, ERS often recommends that school districts reallocate and consolidate resources within their professional development investments to a few of their most leveraged strategies. In Philadelphia, there is little opportunity to pursue this course of action. First, as discussed in the Challenges section of this report, SDP invests at the low end of the spectrum, compared to other districts ERS has studied. Second, also discussed in the Challenges section, only 15% of SDP's current investment in professional development is supported by funds that are fully flexible and are potentially available to be reallocated to more leveraged activities.

As such, ERS believes increasing funding for PD is critical to improving teaching and leadership capacity in Philadelphia; as part of the district's overall strategic planning and budgeting process it should look to reallocate resources from outside the current professional development investment to support this essential function. In doing so, SDP should also seek to give these strategies more long-term stability. SDP has come to rely heavily on nonpermanent sources of funding for professional development—86% of all PD Initiatives are funded from sources other than local or general funds and 23% of all PD Initiatives are funded from nonpermanent sources. Nonpermanent sources for professional development, such as private grants, provide SDP with valuable supplemental funds, and even insulate critical initiatives during budget cuts. However, professional development that relies mainly on grants or nonrecurring funding is vulnerable to

discontinuation at the end of a funding cycle. SDP needs a long-term funding strategy to ensure stability. Yet, it is virtually impossible to develop and maintain a consistent long-term plan to build human capital if funding sources fluctuate dramatically from year to year.

Ultimately, it is not just about increasing investment in professional development. It is about increasing investment in leveraged priorities. This report highlights leveraged Opportunities for improving teaching and leadership quality. Some of these Opportunities are budget neutral, while some may require additional funding, such as improving school-based expertise and new principal support. Understanding the full budget impact of the Opportunities recommended here will require SDP to engage in a more detailed planning process, including conducting the further analysis identified in this report and developing implementation models and frameworks.

ERS recommends that SDP:

Increase investment in effective strategies, including school-based expertise and new teacher and principal support, focusing on more permanent and stable funding resources.

In doing so, SDP should consider:

Implications for Analysis

- Conduct full district-wide resource analysis to identify available funds that can be redirected to professional development.

Implications for Practice

- Develop implementation models for strategic opportunities to understand full budget impact.
- Develop evaluation plan to ensure accountability for increased investment and to ensure only effective programs are continued.

Revamp current investment in school-based expert support, including clearly defining roles and accountability and providing collaborative planning time to work with teachers.

SDP has some of the structures of a successful school-based expertise strategy already in place, and with the adjustments outlined in the following four Opportunities, SDP's model of school-based expertise could become a very high-impact professional development strategy. It is critical to consider these four Opportunities both individually and as a whole; some of the Opportunities below depend on others to be fully effective.

Opportunity #5: Improve effectiveness of school-based expertise investment by redefining job responsibilities and tightening selection and accountability.

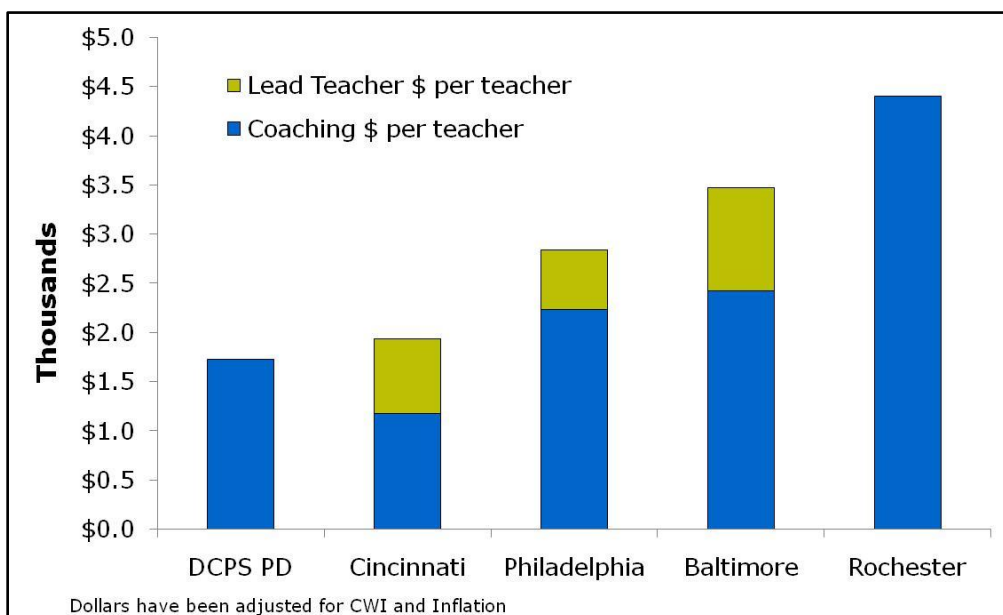
Evidence suggests that skillful, well-supported, school-based instructional coaching, in combination with other professional development strategies, can increase school-level instructional capacity.^{xiv} This is especially true when the coaching work is part of a larger, well-conceived plan for school and district improvement.^{xv}

In line with this evidence, SDP currently invests \$30.8 million, or 53%, of all PD Initiatives on some form of coaching or lead teacher support. The majority of this school-based expertise is in two of the top three initiatives in Philadelphia: \$13.3 million on School Growth Teachers (SGT) and \$5.5 million on School-based Teacher Leaders (SBTL). SGTs are responsible for a wide-range of responsibilities (Figure 16), while SBTLs are the primary vehicle for delivering content-based professional development and support at schools. According to a recent analysis of school improvement plans, SGTs and SBTLs are relied on most frequently to deliver school-based professional development.^{xvi} The responsibilities of each position can be found in more detail in Appendix II. This investment in coaches and lead teachers²⁹ translates into \$2.8 K per teacher³⁰, which is in the mid-range of investments on providing school-based expertise as compared with other districts. (Figure 15)

²⁹ Total investment of \$27 million when Pre-K coaching is excluded for comparative purposes.

³⁰ Professional Development analysis uses 9,595 as the number of total teachers, which represents all teachers the HR dept lists as reported at a specific school. ERS' resource use analysis uses a higher total number of teachers, because it includes teachers who are not reported at the school level, but are instead budgeted centrally.

FIGURE 15: Coaching and Lead Teacher Support Spending Per Teacher



It is important to note that due to a lack of information at the central level of exactly *how* these initiatives play out at schools, we made some assumptions in calculating SDP’s coaching investment that were not necessary to make in other districts. First, SBTL investment was calculated based on release time as reported to SDP’s Title I office. Release time for SBTLs is determined on an individual school level and ERS received different estimates of release time across schools from different central office departments. Second, SGTs also have the responsibility of mentoring new teachers at their school site. Because the central office does not track how SGTs allocate their time across responsibilities, the numbers included here for comparison across districts include the full amount of SGT investment. However, when we look at how much the district is investing in new teachers, we account for a portion of SGTs total time. These assumptions should be kept in mind as context for this report, and Philadelphia should work to clarify the areas where data was unclear.³¹

Although SDP does invest strategically in school-based expertise, this investment is not structured or implemented in ways that make the most of this critical investment. In the 2006-07 School Reform Commission Goals District-Wide Surveys, 34% of respondents called SBTLs “Not at all helpful” or only “Slightly helpful.”^{xvii} Comparing the current SGT and SBTL programs against successful coaching models reveals some short-term budget neutral adjustments that can increase the impact of this investment on teacher practice and student achievement, as well as longer-term adjustments that will likely have budget implications.³²

³¹ For assumptions made in coaching calculations, please see Appendix III.

³² Since the time of this report, SDP has cut most of the SGTs. (Source: *Philadelphia Daily News*. “Academic coach positions axed in school district shake up” Dean, Mensah. July 2, 2008) The principles and recommendations set

Evidence and our own experience working with other districts show that a successful coaching model follows nine principles. These principles are listed below, along with our ratings of SDP's practices against them based on our interview findings.³³

Principle: *Has a rigorous selection process that results in hiring coaches who are credible to teachers and principals.*

Implementation: Medium

- Schools initially chose SGTs from a pool of candidates selected by the central office. However, due to the inability to develop a sufficient pool of candidates, many vacancies were filled by principals from teachers on staff.
- SBTLs are selected by the individual schools. There does not appear to be a district-wide selection process or job description.

“Selection of a school-based teacher leader is a principal’s decision— we have nothing to do with that. So if you choose wisely, and choose someone who was a good teacher to begin with, of course this works better. If, however, you’re choosing the most senior person on staff, or your friend, it doesn’t work as well.” —*Central Office Staff Member*^{xviii}

Principle: *Clearly defines the coaches’ roles and responsibilities.*

Implementation: Low

- Figure 16 lists the responsibilities of SGTs. It is not surprising that SDP staff describe dramatically different uses of SGTs across schools given their numerous responsibilities. The SGT job description is broad enough to make a shared definition of specific roles and responsibilities nearly impossible.
- SGTs report to School Growth Specialists in both the Office of Leadership and Professional Development and the Office of Curriculum and Instruction, fragmenting accountability for SGT responsibilities.
- While it is our understanding that SBTLs are responsible for delivering professional development around content—each elementary and middle school is required to have one SBTL in math and in English Language Arts, and high schools are required to have one SBTL in science and social studies— we could find no job description for this position.

forth in this report can be used as a framework for redesigning any new or restructured investment in school-based expertise.

³³ It is our understanding that the Pennsylvania Department of Education is conducting an extensive formal review of SGT investment and will be releasing a report in September.

FIGURE 16: SGT Essential Functions from SDP Job Description

Below are the “essential functions” of a SGT, taken directly from the district’s official job description:

- Identifies and provides instructional resources; expands teachers’ use of a variety of resources to improve instruction.
- Ensures that student achievement data drives decisions at the classroom level; serves as a data coach.
- Ensures the implementation of the adopted curriculum by working with novice and experienced teachers to ensure that they have developed an understanding of the structure of the curriculum.
- Aligns instruction with the curriculum to meet the needs of all students, including differentiated instruction for English Language Learners (ELL), special needs, gifted and low-achieving students.
- Increases the quality and effectiveness of classroom instruction through modeling, demonstrating, co-teaching and providing feedback to teachers on instructional management.
- Designs collaborative, job-embedded, standards-based professional learning activities and serves as a learning facilitator.
- Mentors novice teachers to increase their instructional skills and support school-wide induction activities.
- Works collaboratively with the school’s formal leadership to plan, implement, and assess school improvement initiatives to ensure alignment and focus on intended results.

Principle: *Has a systematic evaluation process linked to the development of teachers and job-specific roles and responsibilities.*

Implementation: Low

- All SGTs and SBTLs are evaluated *as teachers* by their principal.

Principle: *Is structured around teaching and student performance standards that guide work.*

Implementation: Low

- Teaching standards are not used *systematically* across the district. SGTs and SBTLs do not have teaching standards through which to focus their work, and without this shared definition of high-quality teaching, may have very different conceptions of what constitutes good teaching and what professional development is most appropriate.

Principle: *Provides comprehensive induction and on-going training to coaches, in both content and adult learning, that is differentiated based on school instructional design and coach need.*

Implementation: Medium

- ERS did not closely examine the training that SBTLs and SGTs receive. School-based experts receive training on a monthly basis, primarily tied to delivery of a district-defined professional development agenda on PD days. While some personnel did indicate that this training included coaching training designed to build the expert’s capacity to meet a variety of adult needs in a differentiated fashion, this does not appear to be a sufficient enough focus of SDP’s PD to develop highly effective coaches, especially in literacy and math.

Principle: *Provides time in the school day for coaches to work one-on-one with teachers as well as collaboratively with groups of teachers organized around teacher and student needs.*

Implementation: Low

- The district does not mandate common planning time and does not collect information about whether schools have incorporated time in teachers’ schedules. Even if common planning time did exist, SBTLs do not have mandated release time; the actual amount of release time for SBTLs is determined at the school level and varies dramatically from school to school.

“SGT are the hardest working school based professionals in our district. The question is, are they doing their job. And my answer would be few, if any. ...This time of the year, we know what they’re doing, they’re covering classes, working with small groups, doing test prep, some people are doing foresight training, etc, etc, etc.”

–Central Office Leadership

Principle: *Provides schools with flexibility over the use of resources based on performance needs and capacity.*

Implementation: Medium

- Qualifying schools are allocated one SGT and no flexible resources. Although SGTs are only allocated to low-performing schools, there is no attempt to differentiate this allocation based on school leadership capacity or other resources.

Principle: *Provides adequate and differentiated levels of coaching support for schools based on need.*

Implementation: Medium

- SDP allocates SGTs based on performance level, but the level of coaching support varies dramatically by school, and not necessarily in ways associated with different levels of need. As discussed in Opportunity 7, below, 45% of schools have less than one full-time employee reported as coaching support, which is not enough to meet most schools’ needs. In addition, a school with 20 new teachers receives one SGT, as does a school with one new teacher—this support is not differentiated by need.

Principle: *Is funded through a stable funding source.*

Implementation: High

- SGT and SBTL programs are both funded primarily through Title I, which is a relatively stable funding source. However, since SBTL release time is dependent on the ability of the principal to find and prioritize available funds, we would say that the SBTL program is unstably funded.

ERS recommends that SDP:

Improve effectiveness of school-based expertise investment by redefining job responsibilities and tightening selection and accountability.

In doing so, SDP should consider:

Implications for Further Analysis:

- Determine the amount of release time for SBTLs and identify best practice organizational structures that can be shared.

Implications for Practice:

- Restructure the school-based expertise model to align with principles of an effective coaching program. Any redesign should consider the impact on new teacher support.
- Adequately fund model, considering equity of resources across schools.

Opportunity #6: Focus school-based expertise resources on the high priority areas of literacy and math.

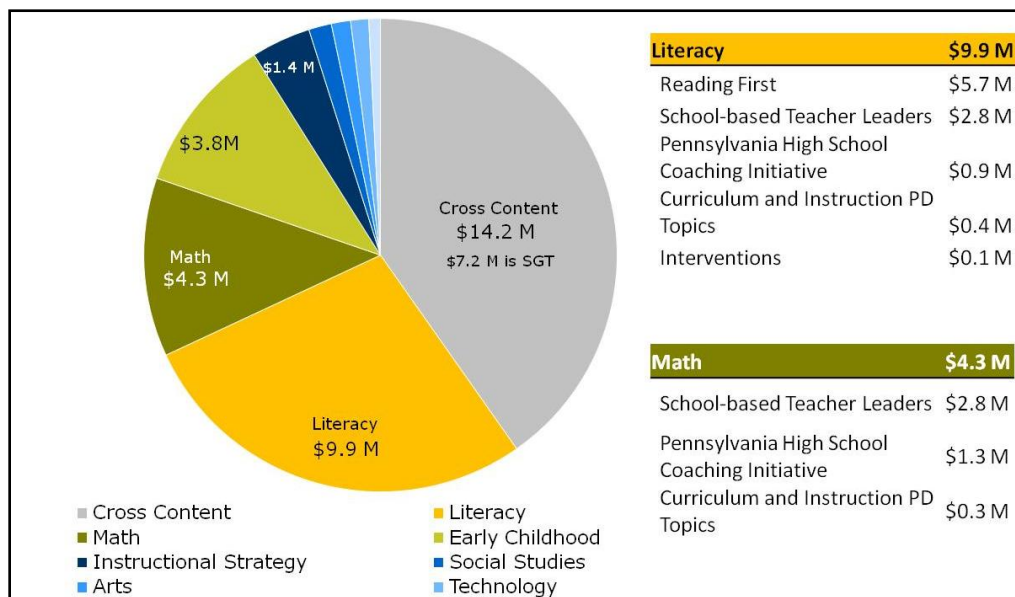
Urban districts typically do not have adequate resources—in terms of teacher time, expertise, and finances—and individuals don't have the capacity to become proficient with multiple sets of new skills and knowledge without adequate time to learn and practice. A successful professional development strategy focuses resources on the priority area(s) most leveraged to increase student achievement.

While test results in Philadelphia have been improving, more than half of all students are still performing below grade level in math and reading.^{xix} In the context of low overall SDP professional development funding levels, SDP should narrow its professional development focus to target literacy and math. In order to adequately focus on these areas of high need, SDP needs to ensure that (1) the resources devoted to literacy and math are adequate to meet this challenge and (2) resources are structured in ways that reflect best practices.

As more fully described in the Challenges section of this report, SDP spends less on PD Initiatives as a percentage of its operating budget than other districts studied by ERS. It is

therefore more critical for SDP to be focused with its resources. Twenty-nine percent, or \$16.9 million, is targeted to PD Initiatives focused on individual growth opportunities for teachers and principals, such as induction, continuing education, remediation, and leadership. Seventy-one percent, or \$41 million, is targeted to initiatives focused on developing teachers in the context of school and district-wide priorities.³⁴ It is this second category of spending that should be targeted more narrowly on literacy and math. Figure 17 looks at all resources in the category of school and district-wide PD. Only 24% of this amount, or \$9.9 million, is specifically focused on literacy and 11%, or \$4.3 million, is focused on math. Almost half of the investment in literacy and math (46%) is funded through grants that are vulnerable to nonrenewal, especially the Reading First program. In addition, this grant funding is focused on specific schools and specific grade levels, most specifically on grades K-3 through the Reading First grant, and high schools through the Pennsylvania High School Coaching Initiative. As a result, teachers across the district experience different levels of support in these critical areas. Equity of professional development resources across schools will be discussed in greater depth in Opportunity #7.

FIGURE 17: Instructional Improvement Topics



Most teachers experience district professional development support around literacy and math delivered by SBTLs and to some extent SGTs, during the school day, after school, and on PD days. School-based Teacher Leaders are the district’s primary trainers in the content areas, as all schools are expected to have a literacy and math SBTL. SGTs also have some responsibilities over literacy and math professional development. As discussed more fully in Opportunity #5, there are a number of implementation issues with the SBTL and SGT model, including the multiple responsibilities required of SGTs and the lack of release time for SBTLs from their full-

³⁴ See Appendix I for a detailed breakdown of how ERS defines and codes the ‘Target’ of Professional Development spending.

time classroom duties to be able to provide effective support during the school day to colleagues. In addition, from interviews it was not clear whether SBTLs or SGTs received training as coaches of literacy and math or whether the district had adopted a cohesive and comprehensive district-wide literacy or math approach.

In addition to PD Initiatives, SDP also invests in literacy and math on the district-wide PD days. ERS has grouped agenda topics for district-controlled PD into five categories, described in Figure 18. Only 19% of PD days are focused explicitly on literacy and none are focused explicitly on math. Twenty-three percent (23%) of the days are focused on other Curriculum & Instruction initiatives, which include some literacy and math focused activities.

FIGURE 18: Topics of PD Days³⁵

PD Day Content Topic	% of PD Days
Test Prep	27%
C+I Initiatives	23%
Literacy	19%
Culture and Data Analysis	15%
Reflection and Planning	15%

Opportunities exist for SDP to focus more intensively on literacy and math by more narrowly defining the role of the SGT as an instructional coach focused on one of these specific content areas and coordinating this role with that of the SBTL. This should be considered if SDP chooses to refine the school-based expertise model. SDP should consider narrowly focusing PD days on a district-wide literacy or math curriculum that is reinforced with job-embedded PD at the school by well-trained school-based content experts.

ERS recommends that SDP:

Focus school-based expertise resources on the high priority areas of literacy and math.

In doing so, SDP should consider:

Implications for Analysis:

- Evaluate teaching expertise in literacy and math to understand internal expertise available for an instructional coaching model.

Implications for Practice:

- Focus school-based expertise on an instructional coaching model that focuses on literacy and math.
- Any redesign of SGT role should consider the impact on new teacher support.

³⁵ ERS has grouped the topics into five categories, described in Figure 18. These topics are general and are ERS' interpretation of the schedule; they have not been validated with SDP staff.

Opportunity #7: Align the type and amount of professional development support with school need and capacity, while holding schools accountable for effective use.

In school districts, professional development can be offered by the district centrally, such as department-focused trainings or principal induction programs, or it can be delivered at individual schools, either at the direction of the district or the school leader. In allocating professional development resources strategically to individual schools, districts need to consider:

1. Are professional development resources allocated across schools equitably?
2. Do the professional development resources match schools' needs and capacity?
3. Are schools being held accountable for the effective use of the resources?

In Philadelphia, \$34.6 million, or 60%, of all PD Initiatives, can be tied directly to schools (Figure 19).³⁶ These resources are predominately in the form of school-based expertise— SGTs, SBTLs, Reading First coaches, and the Pennsylvania High School Coaching Initiative.

FIGURE 19: All PD Initiatives Tied Directly to Schools

PD Initiative	Total \$
School Growth Teachers	13.8M
Reading First Coaches	5.7M
School-based Teacher Leaders	5.5M
School Level Title I PD (other than SBTL)	4.3M
Pennsylvania High School Coaching Initiative	2.2M
Magnet School Assistance Program	1.4M
New Teacher Coaches	1.3M
Distributed Leadership/Upenn	.3M
Demonstration Teachers	.1M
Total	34.6M

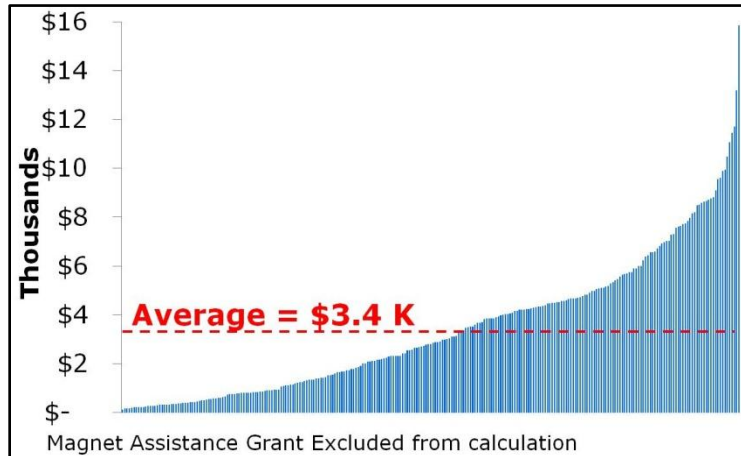
Are professional development resources allocated equitably?

As we can see from Figure 20, professional development resources vary widely across all schools in the district, ranging from \$125 to \$15.8K per teacher. Equity does not mean equal, and in any equitable allocation system there will be a variation of professional development spending across schools based on school need. However, ensuring equitable distribution requires measuring, collecting, and using metrics of school need to allocate professional development resources. As we know from the Challenges section of this report—and have discussed more fully in Opportunity #2—SDP does not systematically measure, collect, and use metrics of

³⁶ As explained in the Methodology section and Appendix III, this analysis does not include professional development resources raised by individual schools or subsets of schools that are not reported on the district budget.

school need to allocate professional development resources, but instead relies predominately on student and school performance to determine allocation levels.

FIGURE 20: Professional Development \$ Per Teacher by School



In SDP, variation in professional development spending across schools is driven by four allocation drivers as set forth in Figure 21. These factors interact with one another to cause variations in spending between categories, such as school academic performance levels or grade levels, in addition to variation within these categories.

FIGURE 21: Drivers of Inequity in PD Resources in SDP

Drivers of Inequity	What we see in SDP
<u>School Size</u> : Schools are allocated resources equally without consideration of how school size affects impact	School Growth Teachers
<u>School Characteristics</u> : PD resources are distributed by school characteristics such as school level (ES, MS, HS) or performance	Academic Performance metrics are the main variables for how SDP allocates professional development resources: SGT, Title 1 (% used for PD)
<u>Program</u> : Instructional program or other program placement that has a large PD component, such as a comprehensive school model	Reading First, Magnet School assistance Grant, Distributed Leadership Upenn; Penn HS coaching Initiative, Demonstration Schools
<u>School Priority</u> : Discretionary dollars distributed by the district, with schools determining how much to spend on PD	Title 1 School Based Teacher Leaders

School Size: School Growth Teachers, SDP’s largest PD Initiative, are allocated one to each qualifying school (based on performance) regardless of size. As a result, when considering just SGT investment in qualifying schools, spending per teacher ranges from \$550 to \$7,600 due to varying school size.

School Characteristics: As we saw in the Challenges section, the primary driver of professional development resource allocation to schools is school performance. This is driven in part by the

requirements of NCLB. Because such a significant portion of school-tied professional development is allocated based on school performance levels, there are 20 schools, or 24% of all schools, making AYP, that are receive less than \$500 per teacher in professional development. Focusing only on elementary schools, we can see from Figure 22 that Corrective Action elementary schools on average spend approximately \$2K per teacher more on professional development than schools making AYP.

Program Placement: Figure 22 clearly shows how program placement, particularly the Reading First grant, drives professional development variation across schools within performance categories. Figure 23, shows PD spending per teacher by school level, and also illustrates the effect of program placement, as Reading First is a primary reason why high schools receive an average of \$1.3K less per teacher in PD resources than elementary schools.

FIGURE 22: Total PD Spending Per Teacher in Elementary Schools by AYP Status

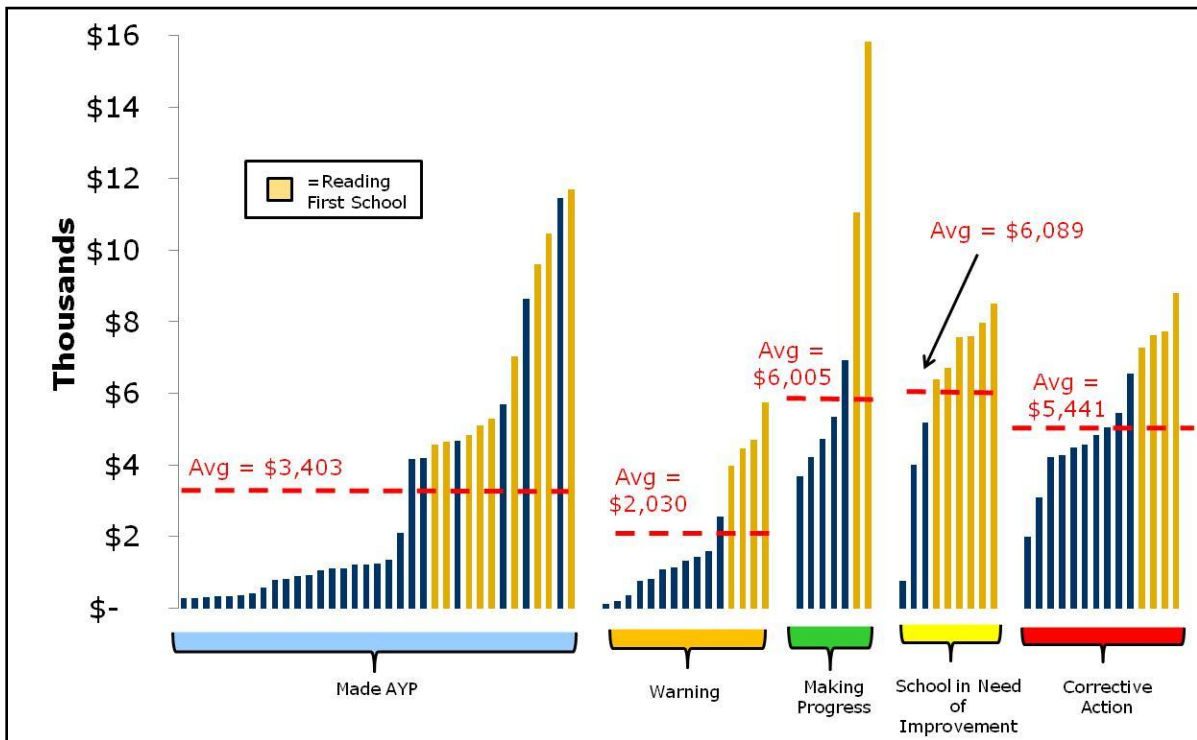
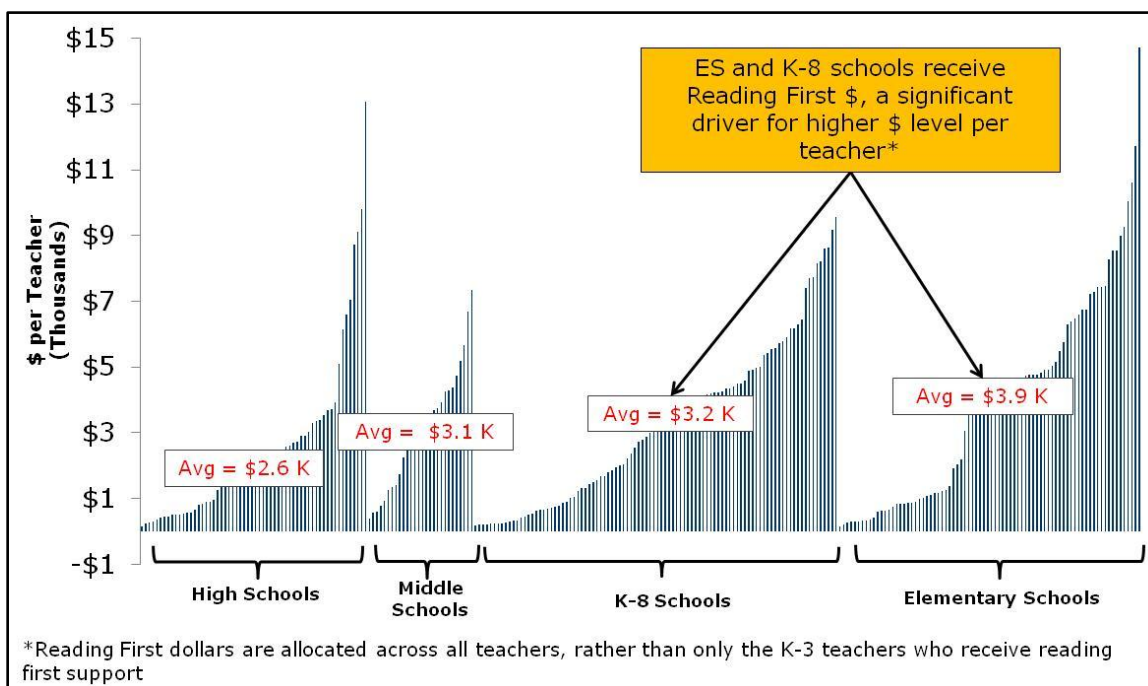


FIGURE 23: PD Spending Per Teacher by School and School Level



School Priority: How much schools determine to devote to PD also can drive variation in resource levels. Most notably in SDP, each individual school determines release time for SBTLS to coach and support their colleagues.³⁷

The cumulative effect of all of these drivers is that, when considering the schools that receive below the professional development spending per teacher average of \$3.4K, 71% are “Making AYP,” “Making Progress,” or “Warning” schools. There are 163 new teachers at these schools, representing an average of 5% of total teachers, with one school having a staff that consists of 30% new teachers. While it makes sense to focus scarce resources on low-performing schools, SDP needs to make sure that all schools, including those meeting AYP, have resources to meet their professional development needs.

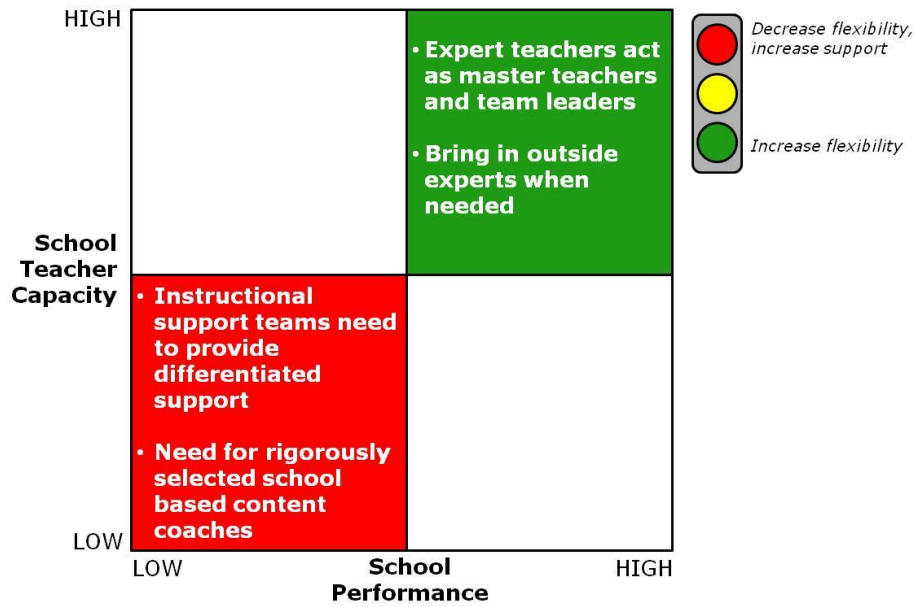
Do the professional development resources match schools’ needs and capacity?

In considering the strategic allocation of school-based professional development, it is important for districts to consider not only how much schools need, but also what type of resources schools should get. High-performing schools with high-capacity teachers and leaders should receive flexible resources from the district and be held accountable for the effectiveness of their use. These schools have the expertise to be able to identify their needs, allocate resources strategically to these needs, and draw on internal expertise to address them. Conversely, low-

³⁷ Refer to Appendix III: Detailed Methodology and Opportunity 5 for assumptions made on SBTLS release time.

performing schools often do not have the capacity to prioritize their needs or the internal expertise to support them (Figure 24). These schools need external support from the district, often in the form of school-based coaches, to build capacity among the staff.

FIGURE 24: Relationship Between School Performance and Capacity and District Support



Because funding levels are so low and driven primarily by grant-funded programs and performance levels, SDP currently has little flexibility to differentiate its support to schools. However, this is an important framework as SDP moves toward a weighted-student funding system, thus shifting control over resources to the school level.

Are schools being held accountable for the effective use of resources?

Currently, there is little accountability for schools’ use of school-based professional development resources, including Title I dollars, SBTLs, SGTs, and the 4.5 contractual PD days that are controlled by the schools. As we saw in Opportunity #5, neither SGTs nor SBTLs are evaluated in a coaching capacity (both are evaluated as teachers) and therefore, are not formally held accountable for effective delivery of professional development. In addition, a recent report on school professional development in SDP cites that each school is required to have a Professional Education Plan that is submitted annually to the central office, however:

[T]he plans are not systematically collected and analyzed at the central office level. Despite a uniform format and common criteria for filling out plans, a careful review of each professional education plan revealed high variability in the ways the plans were executed.^{xx}

If these plans are the primary vehicle for PD accountability in schools, the central office must collect and analyze this data to ensure that the plans match teacher needs and are implemented faithfully and effectively. If regional support is a critical vehicle for holding schools accountable for PD, then this role needs to be more clearly defined and supported, as mentioned in Opportunity #1.

ERS recommends that SDP:

Align the type and amount of professional development support with school need and capacity, while holding schools accountable for effective use.

In doing so, SDP should consider:

Implications for Practice

- Measure and collect metrics on school need that include not only academic performance, but also teaching and leadership capacity.
- Differentiate the amount and type of school support based on school need and capacity, providing high-capacity leadership with flexible resources and low-capacity schools with technical support.

Opportunity #8: Create regular time during the school day and year for teachers to work collaboratively, and with school-based experts, to improve practice.

Research on school improvement highlights the need for common planning time for teachers. Ensuring effective time and structures for teachers to collaborate is one of the best practice principles against which ERS evaluates district professional development strategies (See Methodology). This is particularly important for SDP, since one of the largest investments in SDP's professional development strategy— school-based expertise— hinges upon the existence and effective use of regular collaborative planning time for teachers.

During the 2007-08 school year, professional development was primarily delivered during: (1) professional development days, (2) during the school day by SGTs and to some extent SBTLs, and (3) during the school day through pull-out department-directed PD (Figure 25). Some professional development was delivered after-school, on Saturday, or during the summer, but interviews with central office suggest that this time was limited due to lack of available funds to pay teacher stipends. Interviews indicate that without available funds for stipends, central office staff, regional office staff, and principals rely on pulling teachers out of school during the regular school day to provide professional development. This can be one of the least effective methods of PD, and the most costly in terms of instructional time lost. As we will discuss in more detail, it does not appear that common planning time was employed with any regularity across schools.

FIGURE 25: SDP Use of Teacher Time

	Use of Teacher Time	Responsible for Planning	Degree of Use
Highly Effective Methods	Common Planning Time	Schools	VARIABLE - LOW
	Job-Embedded (coaching, mentoring)	Central, Schools	VARIABLE - MEDIUM
Dependent on Context	PD Days	Central	HIGH
		Schools	HIGH
Less Effective Methods	Non-Student Day (afterschool, summer, Saturday)	Central, Regions, Schools	MEDIUM
	During Student day (pull-out, not job-embedded)	Central, Regions	HIGH

PD days were relied upon most heavily to deliver professional development. In the 2007-08 school year there were 11 PD days, including five full PD days and 12 half days. The days made up close to half of total PD spending (41.3%), not including spending on salary increments. In addition, significant central office staff time, as well as the time of SBTLs and SGTs, was dedicated to the planning, design, and delivery of these PD days. Of these PD days, 6.5 days were controlled by the district; on the remaining 4.5 days, schools were free to set their own agendas.

While this commitment to contractual PD days is the highest among other districts ERS has worked with (Figure 4), it is not necessarily the most effective way to structure PD. When districts have a focused district-wide professional development goal that requires participation of all schools, such as the implementation of new curriculum standards or a literacy program, district-controlled PD days can be an effective means of dissemination. In absence of this, it is generally more effective to allow high-capacity schools to design professional development that reflects their individual school context and needs, and provide technical support to lower-capacity schools around agenda setting and delivery.

In 2007-08, during the PD in which the central office controlled the agenda, the overall strategy of all the PD days does not appear to have been focused on prioritized district-wide PD goals. (Figure 18) While the Office of Curriculum and Instruction was very thoughtful in planning each of these district PD days, future planning should consider whether the district can most effectively reach its professional development goals through a district-wide agenda or one that is differentiated based on school need and capacity.

In addition, when districts have employed a school-based expertise strategy, set PD days are not flexible enough to allow these experts to work with strategically grouped teachers and have adequate job-embedded follow up. Generally, this structured time lends itself more to full or partial faculty meetings.

From interviews, it is our understanding that this investment in PD days will not be sustained during the 2008-09 school year. While not the most effective way to provide teachers time to work together, it was a significant opportunity for collaborative work³⁸. SDP will need to find a way to replace this time and should do so in more effective ways, primarily through regularly scheduled school-based collaborative planning time (CPT).

Research indicates that CPT is among the most effective professional development for any teacher. A recent analysis of SDP school improvement plans found that the most effective schools in SDP conduct professional development primarily in grade level groups.^{xxi} However, it appears that common planning time in SDP varies widely across schools and interviews suggest that in both the central and regional offices there is not a consistent understanding about whether or not it is a common practice.³⁹ In the 2006-07 SRC Goals District-Wide Survey, principals listed “lack of teacher planning and PD time” as the third most significant roadblock to success (among district controllable factors)⁴⁰. In addition, the same survey indicates 21% of teachers said they had **never** met with their grade group, field coordinators, or coaches to discuss re-teaching a skill based on test results, and 33% said they had never met with their grade group, field coordinator, or coaches to discuss re-grouping students for differentiation based on test results.

“It’s [CPT] not across the board and it really does come down to being a budgetary item. That troubles me. I would say most schools, and I’m looking at high schools right now, don’t have it [CPT]. Some of our elementary schools and middle schools have built in an extra period to have grade meetings [...] I don’t know the percent.”

–Central Office Leadership

It is possible that establishing common planning time in all schools in SDP would be a very low cost initiative. Interviews indicate that principals at every level are successfully implementing CPT. If those principals are creating CPT through creative scheduling, district common planning time could be initiated simply by providing effective professional development on creating CPT. However challenging it might be, effectively structuring the use of teacher time for professional development is a critical step for SDP to increase teacher effectiveness. The strategic investment in school-based expertise can only be fully effective when paired with sufficient job-embedded common planning time.

³⁸ There is another important consequence of reducing PD days. The Commonwealth of Pennsylvania requires all teachers to earn 180 hours of PD over five years to maintain their license (Act 48). From interviews, we learned that many teachers counted the PD days toward this requirement. With the reduction in PD days, teachers will look for other means to comply with state requirements. SDP should guard against providing opportunities in less effective ways—such as one-off workshops or classes—and should work with the state to look for more job-embedded professional development opportunities as a means of meeting this requirement.

³⁹ At the high school level, formal collaborative professional development time exists in those schools that have adopted schedule C. To create this time, time was carved from instructional time.

⁴⁰ There were some non-district controlled factors that were rated higher, such as ‘apathetic parents,’ and ‘problem students.’ The two factors above the ‘lack of CPT’ were ‘lack of available funds,’ and ‘pressure to quickly raise test scores.’

ERS recommends that SDP:

Create regular time during the school day and year for teachers to work collaboratively, and with school-based experts, to improve practice.

In doing so, SDP should consider:

Implications for Analysis:

- Determine the extent of CPT at schools and identify best practice organizational structures that can be shared.

Implications for Practice:

- Provide schools with organizational models (schedules, staffing, and budgets) that include adequate collaborative planning time and release time for school-based expertise to facilitate.
- Work with the state to restructure Article 48 requirements to allow more job-embedded professional development opportunities to qualify towards the required 180 hours, including CPT.
- Use PD days to implement focused district-wide strategies, or allow differentiated agendas based on school need and capacity with appropriate accountability.

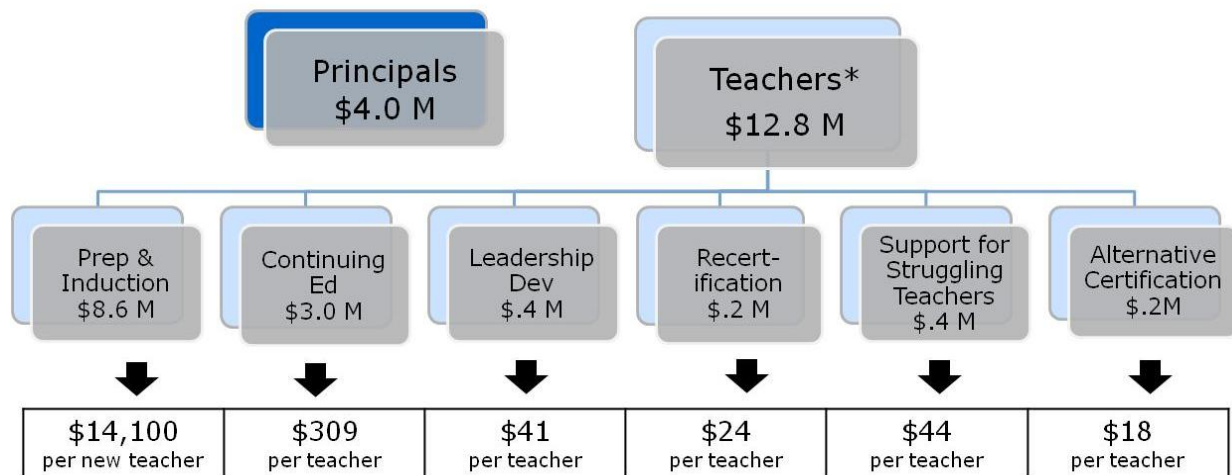
Build on current efforts to support new teachers and principals.

Successful new teacher and new principal support increases retention, which can reduce the challenge of recruitment, increase the level of expertise at schools, improve school cultures and climates, and increase student achievement. SDP has adjusted its new teacher support a fair amount over the last few years; the following two Opportunities should be helpful in establishing an effective long-term strategy for new teacher and new principal support.

Opportunity #9: Improve implementation of new teacher support by more closely aligning resources and need.

Successful school districts target professional development investment at the outset of a career and at predictable points over a professional’s tenure, responding to individual career cycles and changes in district or school priorities. Research shows that an effective induction program is associated with a 50% decline in the turnover of new teachers^{xxii} and many school districts allocating scarce professional development resources tend to prioritize new teacher support. SDP is no exception.

FIGURE 26: PD Initiative Spending on Individual Growth Opportunities



*Does not include salary increments for individual education credits

Of the \$16.8 million (29% of all PD Initiatives) focused on growth opportunities for individual teachers or principals, \$13 million, or 76%, is focused specifically on teachers as opposed to

principals, and this investment is predominately focused on supporting new teachers (Figure 26).⁴¹

In the 2007-08 school year, SDP hired 611 new teachers and supported these teachers by investing \$14.1K per new teacher on prep and induction (15% of all PD Initiatives).⁴² This investment included the administration and training on orientation days, SGTs, and New Teacher Coaches for teachers in schools without SGTs.⁴³ The responsibility for new teacher support flowed to the newly created role of SGT after the New Teacher Coach program was cut in school year 2006-07.^{xxiii} While supporting new teachers is only one of SGTs’ many responsibilities, interviews indicate that the support of new teachers is one of their primary roles. As SDP does not track or monitor how SGTs allocate their time, for the purposes of this report we made the assumption that 50% of the SGT investment is targeted for new teacher support. This assumption should be kept in mind as SDP looks to redefine new teacher support and to reallocate resources to support priorities.

Given the compelling research supporting effective new teacher support and induction programs, it makes sense that SDP is allocating scarce resources to new teacher support. SDP invests more than all districts except District of Columbia Public Schools (DCPS) in new teacher support both in terms of absolute dollars and percentage of PD Initiative spending (Figure 27). Even if we assumed that SGTs were spending only 25% of their time (as opposed to our assumption of 50%), SDP would be spending \$5.3 million on new teacher support, or 9% of all PD Initiatives. This would still be the second largest investment with respect to other districts ERS has studied.

FIGURE 27: Investment in New Teacher Support across Districts

	\$ Spent on New Teacher Support⁴⁴	% of PD Initiatives
DCPS	\$3.2 M	17%
Philadelphia	\$8.6 M	15%
Baltimore	\$5.0 M	7%
Rochester	\$1.2 M	4%
Cincinnati	\$0.1 M	1%

⁴¹ The most effective professional development plans invest in a teacher’s knowledge and skills both as an individual as well as a part of an organization. ERS codes PD investments as directed to individual growth or system strategy. Other urban districts ERS has studied spend similar % of PD Initiative dollars on individual growth compared to SDP’s 29%: Baltimore 18%, DCPS 36%, Cincinnati 22%, Rochester 26%.

⁴² For the purpose of matching PD resources for new teachers to those receiving it, we have defined new teachers as those in their first year of teaching. However, we recognize that the most successful induction programs extend beyond the teacher’s first year of teaching. New teachers are calculated by counting all teachers hired after 7/1/2007. Teachers hired in the second half of the 2006-07 school year were not counted (64 teachers).

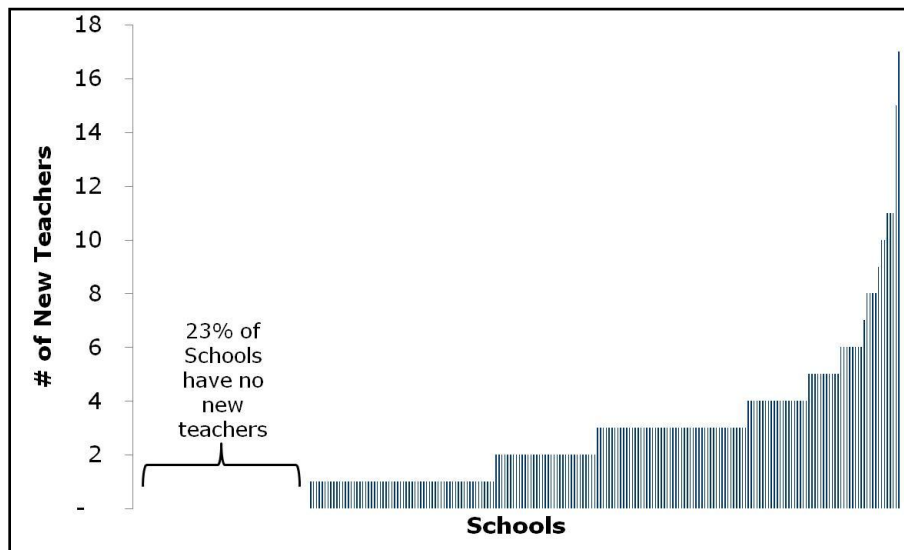
⁴³ More details on these programs can be found in Appendix II.

⁴⁴ Adjusted for CWI and inflation

While SDP allocates significant resources to new teacher support, these resources do not flow equally to all new teachers. Individual new teachers' experiences vary depending on their pathway into SDP, their school placement, and the contextual support at their particular school.

Depending on their pathway, teachers receive varying levels of support. All new teachers, regardless of pathway, participate in orientation as well as receive support during the school year from a New Teacher Coach or SGT, which averages to \$14,100 per new teacher. However, new teachers who enter SDP through the Teach for America and Philadelphia Teaching Fellows programs also receive explicit support through their respective programs.⁴⁵ While the data was not available for the Teach for America program, this translates into an additional \$2.9 K per teacher of support for each Teaching Fellow.

FIGURE 28: New Teacher Distribution Across SDP Schools: 7/1/07-1/1/08



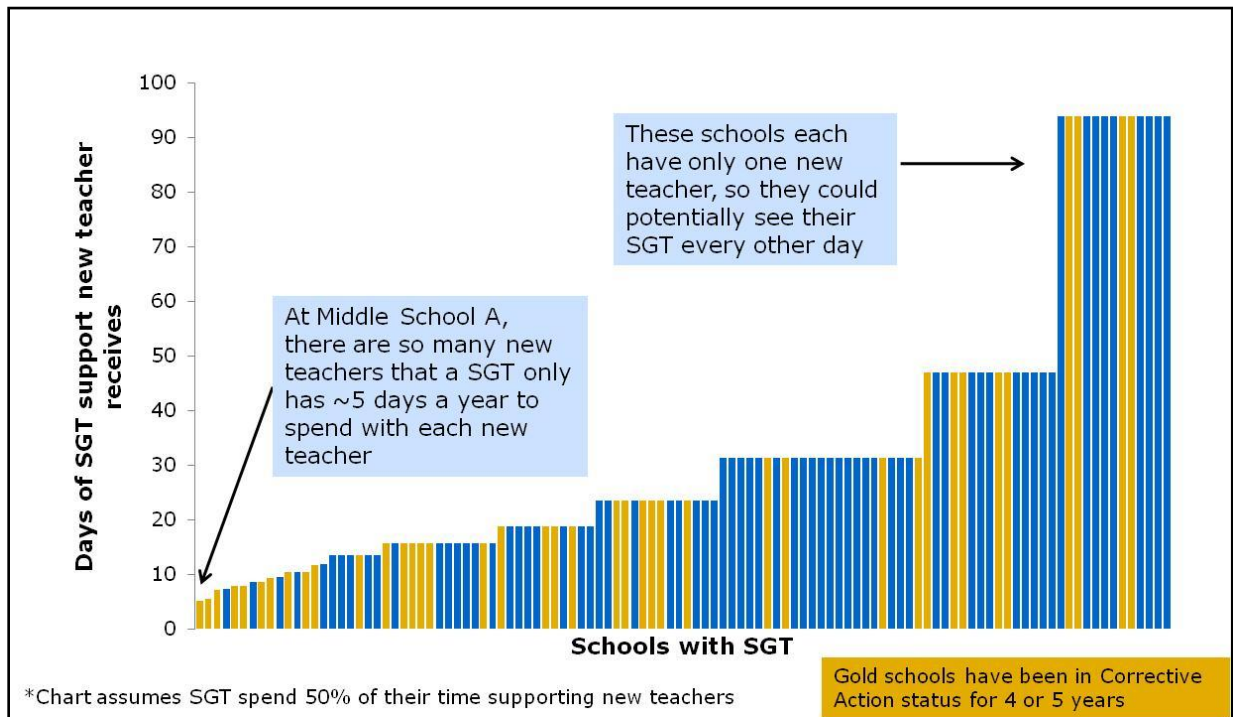
In addition, the support a new teacher receives varies significantly depending on school placement. Support can range from \$9K to 18K per new teacher, for those assigned New Teacher Coaches (depending on caseload)⁴⁶, to anywhere from \$2.8K to \$56K per new teacher for those in schools with SGTs. New teachers placed in higher-performing schools that do not receive a

⁴⁵ During the 2007-08 school year, SDP hired 102 teachers through Teach for America, 60 teachers through the Teaching Fellows program, and 449 teachers through regular recruiting or other means. As mentioned above, this count of new teachers, this only includes teachers hired between 7/1/2007 and 1/1/2008. A second wave of Teaching Fellows is hired in February each year, and is not included in these numbers.

⁴⁶ New Teacher Coach caseload data was given to us by the district, but some inconsistencies were found in the data that were not reviewed with the district. Our data shows that about 75 new teachers, who were hired after the beginning of the school year and were eligible for a New Teacher Coach, did not receive one. This equates to 13% of all new teachers.

SGT, are assigned a New Teacher Coach with a caseload of approximately 15 teachers⁴⁷. On the other hand, new teachers assigned to schools with a SGT receive support that varies depending on the number of new teachers at the school. As previously discussed in Opportunity #5, SGTs are allocated one to each school in the AYP categories of “Needs Improvement” and “Corrective Action.”⁴⁸ This allocation is made regardless of the number of new teachers in a school, which varies widely as seen in Figure 28. Due to this variation, SGTs are serving anywhere from one to 17 teachers, or \$56K to \$2.8K per new teacher, with an average level of support of three teachers, or \$40 K per teacher. Translating this into terms that reflect a teacher’s day-to-day experience, we can see in Figure 29 that at schools with a greater concentration of new teachers, these instructors might only receive approximately five days of support across the entire year. Conversely, at the upper end of the chart, schools that have only one new teacher could potentially receive coaching support from the SGT every other day.

FIGURE 29: Days of SGT Support Per New Teacher



An analysis of staffing patterns indicates that new teachers are not being placed in the most supportive environments. As was illustrated in the Challenges section in Figures 9 and 10, schools in Corrective Action tend to have, on average, more new teachers than other schools, although even in these schools the level of new teachers varies widely. Concentrations of new teachers in schools makes it less likely that these teachers will receive adequate support from

⁴⁷ Information collected indicated caseloads from six to 14 teachers, although interviews indicate caseloads of 15.

⁴⁸ Some schools not in these performance categories purchase SGTs using Title I or other additional funds.

more experienced colleagues, their principal, or be able to participate in a vibrant and experienced professional learning community.

Finally, the support a new teacher receives varies based on the contextual support of her particular school. Evidence shows that successful new teacher induction and mentoring programs include curriculum guidance, external networks with other new teachers, regular assessment and evaluation against district teaching standards that inform the support received, and participation in school-based professional learning communities. In addition, other organizational structures such as lower teacher loads, reduced classes, and less intensive students can support new teachers in honing their craft. During this phase we did not align SDP new teacher support practices against these best practices.

ERS recommends that SDP:

Improve implementation of new teacher support by more closely aligning resources and need.

In doing so, SDP should consider:

Implications for Practice

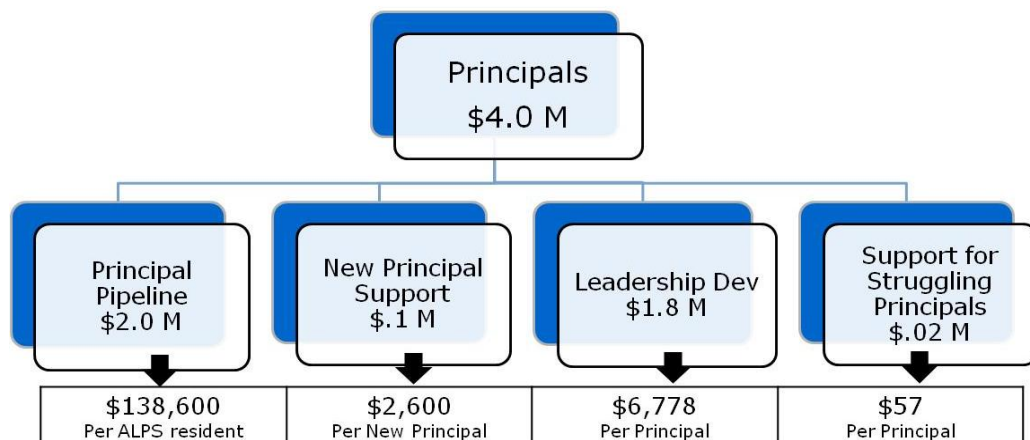
- Review and restructure model so that all new teachers receive adequate and equitable support based on needs regardless of pathway, program, or date of hire.
- Ensure all schools receive adequate and differentiated support based on new teachers' needs— considering flexibility over the use of resources for those schools with high-capacity teachers and principal leadership.

Opportunity #10: Ensure stability of principal pipeline program and expand support for new principals.

In school year 2007-08, SDP invested approximately \$4 million, or 8% of all PD Initiative spending, on principals' individual growth and development. Just over half of this investment (52%) is targeted to recruit and prepare aspiring principals through the district's principal preparation program—Academy of Leadership in Philadelphia Schools (ALPS). Another 48% is targeted to support current principals, including support for new principals and struggling principals as well as general leadership development (Figure 30).⁴⁹

⁴⁹ Appendix I shows further detail of these categories.

FIGURE 30: SDP Spending on Individual Growth Opportunities for Principals



Creating a principal pipeline is a strategic investment for SDP. In school year 2007-08, 28% of SDP principals have between zero and three years of in-district experience,⁵⁰ and 29% of SDP principals are near retirement with 30 or more years of experience in the district. Based on data from the past four years, SDP needs to plan for hiring anywhere from 20 to 40 new principals, with this year as no exception.^{xxiv} In school year 2007-08, almost half of the principals hired were trained through the ALPS program.

ALPS is a highly-selective program that chooses approximately 15 principal residents from over 200 interested candidates. The program provides chosen principal residents a year-long residency with a host principal and coursework experience with the other residents in topics that cover nine identified domains of leadership. One of the key benefits of a district-run principal preparation program is that the principal residents are trained in the district's priorities and instructional strategies and are in many ways ahead of the curve on their first day as principals. Given the small numbers of principal residents, this investment equates to approximately \$139K per ALPS resident on preparation, made up of a full-time resident salary, host principal stipends, faculty salaries, and program staff salaries. While this is a significant investment, approximately 60% is funded by a grant from The Broad Foundation. In developing a human capital and professional development plan, SDP should consider the nonrecurring nature of this critical investment in light of future principal needs and it should make longer-term plans to ensure continued funding.

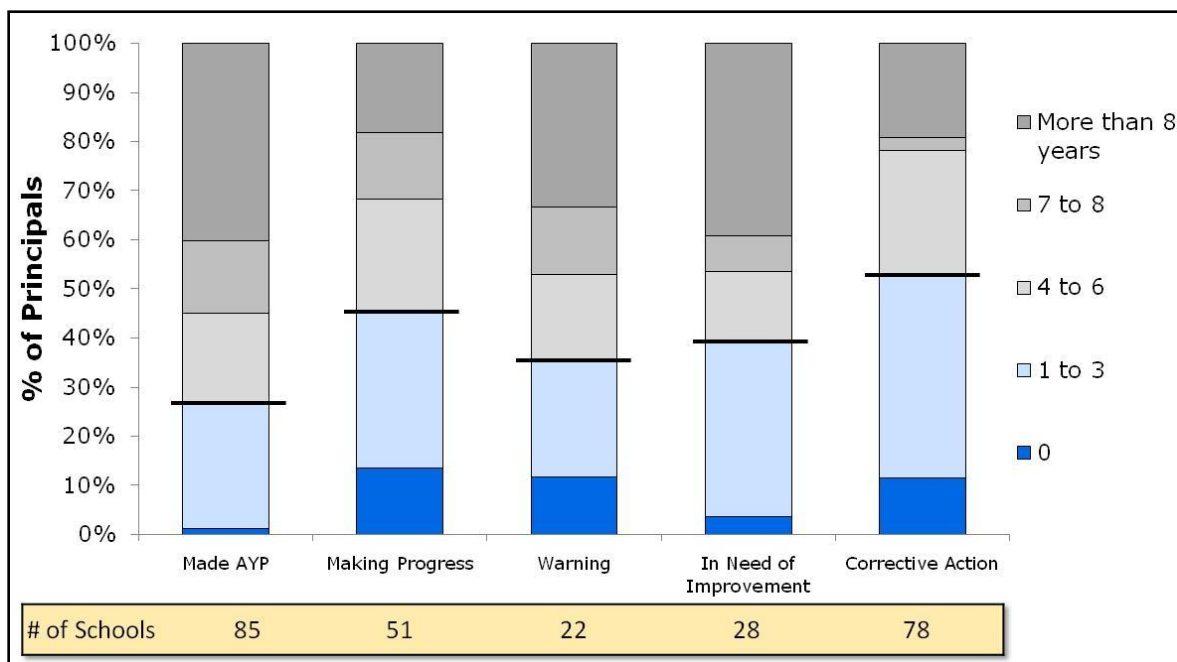
Although SDP invests a significant amount in developing a principal pipeline, once these new principals are in the system and working at schools the support decreases significantly. SDP recognizes the need to support new principals and has recently initiated new principal support in the form of Launch I and Launch II. Currently the district spends \$140K, or \$2.6K per new principal on these two new principal support programs. These programs provide a combination

⁵⁰ SDP data does not capture whether principals had prior principal experience before coming to SDP.

of voluntary monthly seminars and weekly principal coaching support to first- and second-year SDP principals. The standards against which SDP principals are evaluated (ISLCC standards) are different than those used through the ALPS program, thereby requiring additional training in the ISLCC standards. All of the funding pays retired principals to support new principals through school visits, phone, and e-mail. SDP investment in new principals is on the low end compared to a study of other urban districts that range from \$4.3K to \$36.8K.^{xxv} Given the current hiring plans, SDP's level of investment in these programs may not match the need of the district, especially if new hires are new to the position or have limited experience in SDP.

School districts can support new principals in many ways that move beyond professional development. A strategic human capital plan ensures that inexperienced principals are placed in schools that are potentially less challenging and provide strong professional communities. In reviewing principal placement for school year 2007-08, new principals in SDP were more likely to be placed in Corrective Action schools than schools making AYP (Figure 31), and were more likely to be placed in schools with greater concentrations of new teachers, as discussed above in Opportunity #9.

FIGURE 31: Years Experience as SDP Principal by AYP Status



Finally, 35% of professional development targeted to principals is delivered as a professional development summer institute and monthly principal meetings organized by regions. While ERS did not examine the topics of these programs and meetings, nothing in our interviews indicated that these meetings and summer institute were differentiated based on principal need or experience. This investment of time by principals and regional personnel represents an opportunity for SDP to rethink content and delivery to provide for differentiated and targeted

professional development. The current restructuring of regions will add two additional regions, reducing the average span of control of regional superintendents.^{xxvi} This will facilitate the regions' ability to differentiate support. SDP should also ensure that there is a common framework for understanding the elements of good leadership in SDP⁵¹ and establish an evaluation process to inform this differentiated professional development.

ERS recommends that SDP:

Ensure stability of principal pipeline program and expand support for new principals

In doing so, SDP should consider:

Implications for Analysis

- Understand magnitude of new principal needs in order to allocate appropriate resources to both the principal pipeline and new principal support.

Implications for Practice

- Develop a system for measuring, collecting, and disseminating data on principal capacity to inform professional development and relevant human capacity decisions.
- Adopt district-wide standards for principals that guide principal development in the pipeline and job performance.
- Develop a system that differentiates support for principals, rethinking the use of principal meetings and the summer institute.

⁵¹ Currently, the ALPS program uses a framework for leadership that might serve as a foundation for standards. Regardless of what SDP adopts it should be consistent across both the principal pipeline and current principals as well as across regions.

VI. Conclusion

Teacher quality has been proven as the single most consistent indicator of student success. Studies have shown that students who have an above average teacher for three years in a row out-perform students who have a below-average teacher for three years by an entire grade level.^{xxvii} While Philadelphia schools have seen sustained academic growth over the past six years, more than half of SDP students are still not scoring advanced or proficient in reading and math.^{xxviii} Focusing resources on building human capacity by investing in the professional development of SDP's teachers and principals is a leveraged way to increase achievement. The three priority areas and 10 Opportunities summarized in this report provide concrete ways for SDP to improve teaching quality and leadership capacity across the district.

Each of these 10 Opportunities faces different challenges to implementation. Some may require increased funding; some require a level of flexibility in resources that isn't currently available; others may require the investment of time from a variety of stakeholders to create ownership. With that in mind, we have categorized each opportunity as a Year One (within the 2008-09 school year) strategy or a Year Two and beyond strategy. Each opportunity contains implications for practice that are both short term and long term, but we have generalized in order to provide a starting point for SDP's own thinking around implementation strategies. It should also be noted that this is ERS' perspective, not developed in collaboration with the district. SDP may evaluate these differently, which will be important as it embarks on its own planning process. Each opportunity is categorized in Figure 32.

This Year One and Year 2+ categorization does not include an analysis of relative impact or prioritization of implementation. While we believe each of the Opportunities is highly leveraged, we believe SDP should evaluate relative impact and prioritization of implementation as part of their planning process. In doing so, it is critical to consider how each opportunity's relative impact depends on the others. For example, the success of many of the Opportunities above is dependent on being embedded in a larger overarching PD strategy that allocates scarce resources to district priorities. Because of this, Opportunity #1 should be the foundation of any professional development redesign. As another example, investing in literacy and math is certainly a critical step for SDP. However, the primary delivery method for content is school-based expertise, and school-based experts are most effective with usable common planning time embedded in the school day. Therefore, optimizing the school-based expertise model and creating new structures for common planning time should be realized before, or simultaneously to, focusing on literacy and math.

These examples are not exhaustive, but are illustrative of the importance of thoughtfully considering how a district's PD Initiatives must be part of a cohesive whole. Addressing one of

these Opportunities in a vacuum may not lead to long-term success, as each opportunity depends in some way on support from the others.

We therefore recommend that SDP:

- Develop a process through which district leadership considers and prioritizes the Opportunities by considering related challenges and the interrelation of the Opportunities and their relative impact.
- Incorporate these priorities into a strategic professional development plan that focuses and holds the district accountable to short- and long-term goals, and serves as a living document for district leadership and staff.
- Develop a system for periodically revisiting SDP's PD strategy to celebrate successes, evaluate if the Opportunities have been taken advantage of, and determine where SDP professional development still has room to grow.

FIGURE 32: Opportunities Categorized as Short-Term (Year 1) or Long-Term (Year 2+) Priorities

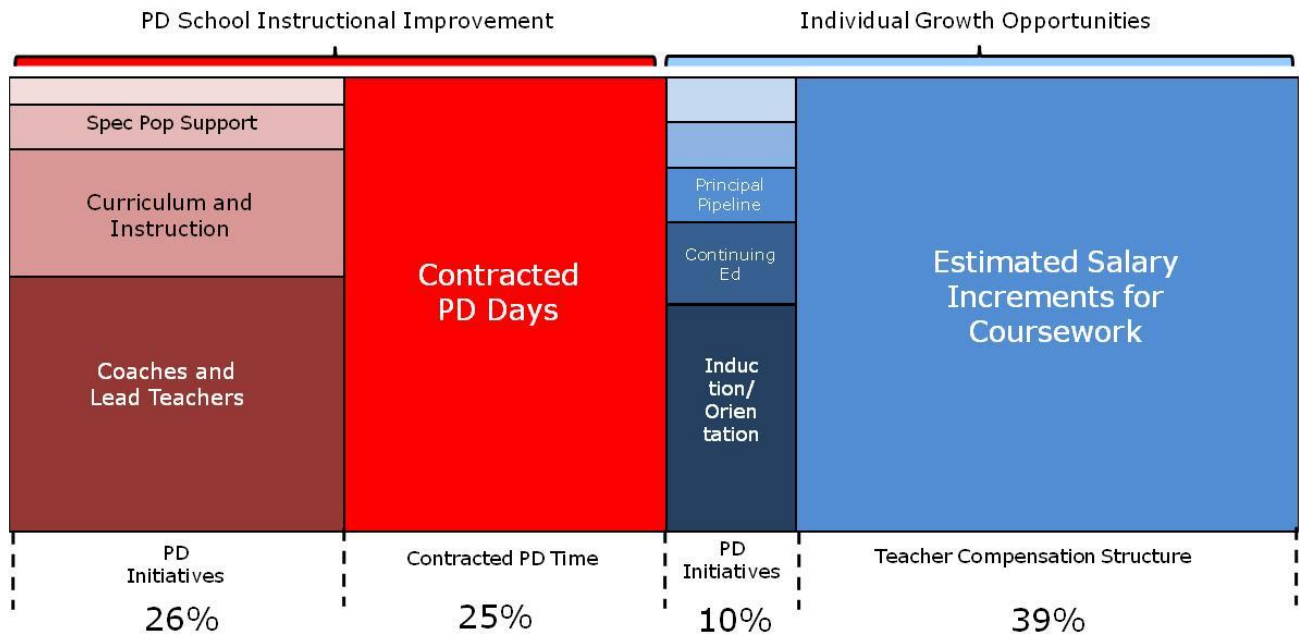
OPPORTUNITY	YEAR 1	YEAR 2+	CONSIDERATIONS
<i>Create an adequately funded PD plan that is based on evidence-based metrics of teaching quality and links to a broader human capital strategy.</i>			
#1: Create and implement a multi-year professional development plan that aligns with district priorities and supports a district-wide strategic plan.	X		Although this process should include a variety of stakeholders, planning can be a 2008-09 activity.
#2: Implement structures and practices to measure, collect, and disseminate evidence-based metrics on teaching quality to inform professional development priorities and related career and staffing decisions.	X		Although supporting technology and infrastructure issues may impact pieces of this, the most important aspects of this work can take place in 2008-09 and should not have significant budget implications.
#3: Create a comprehensive human capital management strategy that supports teacher and leadership professional development by focusing on staffing equity, career lattice, evaluation, and compensation structures.		X	While it is important to begin the planning process, many strategies contemplated will require thoughtful planning and have both budget and contract implications.
#4: Increase investment in effective strategies, including school-based expertise and new teacher and principal support, focusing on more permanent and stable funding resources.		X	There may be opportunities to reallocate resources in 2008-09 to shorter term priorities; however, this strategy contemplates identifying stable and adequate funding streams to support critical professional development priorities.
<i>Revamp current investment in school-based expert support, including clearly defining roles and accountability and providing collaborative planning time to work with teachers.</i>			
#5: Improve effectiveness of school-based expertise investment by redefining job responsibilities and tightening selection.	X		Creating a new model of school-based expertise, including securing adequate and equitable funding, is a longer term strategy. However, short-term actions such as redefinition of job and accountability can have significant impact.
#6: Focus school-based expertise resources on the high priority areas of literacy and math.		X	While there are some shorter term actions, a comprehensive strategy that depends on school-based expertise model and a coherent district strategy, requires thoughtful planning and potentially additional resources.
#7: Align the type and amount of professional development support with school need and capacity, while holding schools accountable for effective use.		X	This strategy should be integrated into the district’s shift to a weighted student funding system.

#8: Create regular time during the school day and year for teachers to work collaboratively, and with school-based experts, to improve practice.		X	This assumes the adoption of new schedules and organizational changes to school designs, which may have contractual implications. However, the district should support schools in reorganizing resources in 2008-09 if possible.
<i>Build on current efforts to support new teachers and principals.</i>			
#9: Improve implementation of new teacher support by more closely aligning resources and need.		X	Creating a new model of new teacher support, including securing adequate and equitable funding, is a longer term strategy. However, short-term actions such as redefinition of coaches' role and accountability can have significant impact.
#10: Ensure stability of principal pipeline program and expand support for new principals.		X	Redefining the use of principal meeting time, adopting standards, and collecting and analyzing data can be accomplished in the 2008-09 school year. There may be longer term budget implications depending on need and model adopted.

VII. Appendices

Appendix I: Overall Professional Development Spending

Definition: Total professional development spending includes spending on identified PD Initiatives, Contracted PD time, and Salary Increments. PD Initiatives include both identified programs and efforts that aim to improve capacity around the district’s instructional priorities as well as spending aimed at meeting the individual growth or career needs of teachers and principals. Contracted PD Days is the cost of teachers’ time, calculated as a percentage of their salary, spent in PD. The cost of Salary Increments includes the ongoing bump in a teacher’s salary as a result of the additional course credits they have obtained.



Overall Professional Development Spending on Top PD Initiatives⁵²

Row Labels	Total PD \$	% of Total
School Growth Teachers	\$ 13,777,885	24%
Reading First	\$ 5,691,518	10%
School-based Teacher Leaders	\$ 5,523,304	10%
Early Childhood	\$ 4,311,782	7%
School Level Title I PD	\$ 4,296,037	7%
Curriculum and Instruction PD Topics	\$ 2,740,524	5%
Special Ed Training and Support (cumulative)	\$ 2,525,581	4%
Pennsylvania High School Coaching Initiative	\$ 2,211,107	4%

⁵² Subsequent breakdowns of SDP’s professional development spending will not include Contract PD days or Estimated Salary Increments for Coursework.

ALPS	\$ 2,073,651	4%
Sabbaticals	\$ 1,653,702	3%
Magnet School Assistance Program	\$ 1,440,577	2%
Principal Meetings (summer and ongoing)	\$ 1,371,053	2%
School Assistance Team (SAT)	\$ 1,264,393	2%
New Teacher Coaches	\$ 1,226,877	2%
Curriculum and Instruction Workshops	\$ 1,200,800	2%
Regional Office Training and Support	\$ 979,439	2%
Arts	\$ 730,927	1%
Bilingual and ESOL Training and Support	\$ 661,763	1%
New Teacher Orientation/Induction	\$ 542,316	1%
Peer Intervention	\$ 426,038	1%
CASA: Professional Growth Fund	\$ 425,000	1%
Teaching American History	\$ 390,049	1%
Philadelphia Teaching Fellows	\$ 347,115	1%
Distributed Leadership/Upenn	\$ 308,438	1%
Title IID	\$ 269,296	0%
Kindergarten PD	\$ 265,837	0%
Praxis Training	\$ 232,000	0%
Office of Leadership and Professional Development	\$ 224,741	0%
Education Technologists	\$ 164,925	0%
LAUNCH I & II	\$ 140,000	0%
Interventions	\$ 122,297	0%
Assessment Coaches	\$ 120,763	0%
Demonstration Schools	\$ 107,200	0%
Career Development Fund	\$ 72,394	0%
Accelerated Learning	\$ 37,181	0%
Administrative Enrichment Academy	\$ 15,000	0%
Assistant Principals Academy (due to start Feb 2008)	\$ 5,000	0%
Total PD \$	\$ 57,896,508	100%

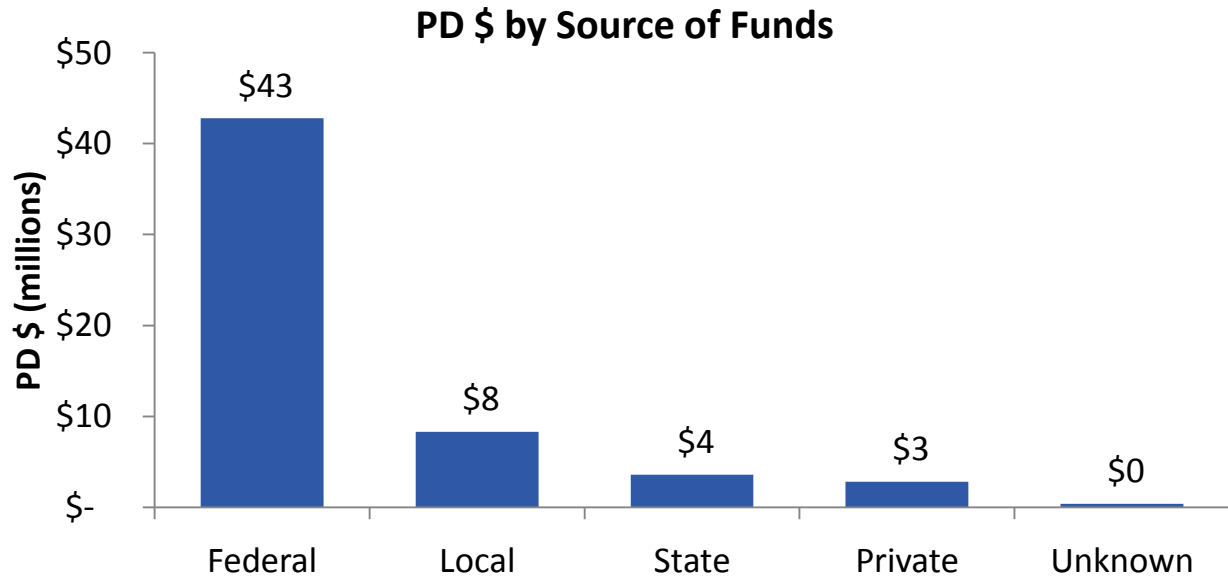
Key Findings by Overall PD Spending

- The largest PD spending items: Contracted PD Days and Estimated Salary increments for coursework, represent 64% of all PD spending and are not typically considered by districts when thinking of PD total investment. Both of these spending items are not easily reallocated as they would require a change in union contract or state policy, respectively.
- 59% of PD Initiative spending in the form of school instructional improvement are spent on school-based expertise (coaches and lead teachers).

SOURCES OF PROFESSIONAL DEVELOPMENT SPENDING

Definition: ERS’ definition of ‘Source of funds’ is the origin of the dollars used to fund each particular professional development initiative. Categorical funding streams are divided between Federal and State, and general fund dollars are represented here as ‘local.’

Overall Professional Development Spending by Source of Funds



Row Labels	Total PD \$	% of Total
Federal	\$ 42,808,184	74%
Local	\$ 8,319,195	14%
State	\$ 3,613,768	6%
Private	\$ 2,808,246	5%
Unknown	\$ 347,115	1%
Grand Total	\$ 57,896,508	100%

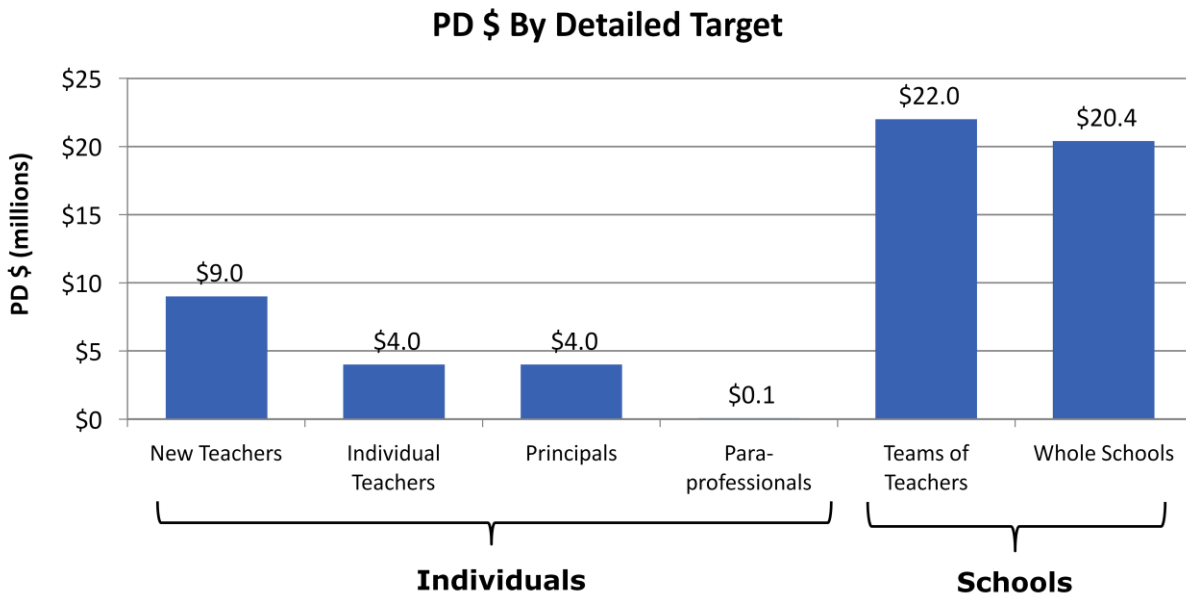
Key Findings by Funding Source

- 74%, or \$42.8 million of professional development spending is funded through federal sources, which is on the high end of other districts ERS has studied.
- Only 14% of SDP’s professional development is funded through local funding.

PROFESSIONAL DEVELOPMENT TARGET AUDIENCES

Definition: ‘Target’ is the intended audience for a particular PD Initiative. Target is broken between school and individual. Individually-targeted spending is an initiative aimed at meeting the individual career needs of teachers or principals. School-targeted spending is when an initiative is designed to build individual capacity, *but in the context of* school-level or district-level instructional program efforts. These two categories can be divided into more detailed targets shown below.

Overall Professional Development Spending by Target Audience



Target Audience	PD Dollars	% of Total
Individuals		
Individual Teachers	\$ 3,844,481	7%
New Teachers	\$ 8,963,899	15%
Paraprofessionals	\$ 72,394	0%
Principals	\$ 4,029,704	7%
Schools		
Teams of Teachers	\$ 20,574,859	36%
Whole Schools	\$ 20,411,171	35%
Grand Total	\$ 57,896,508	100%

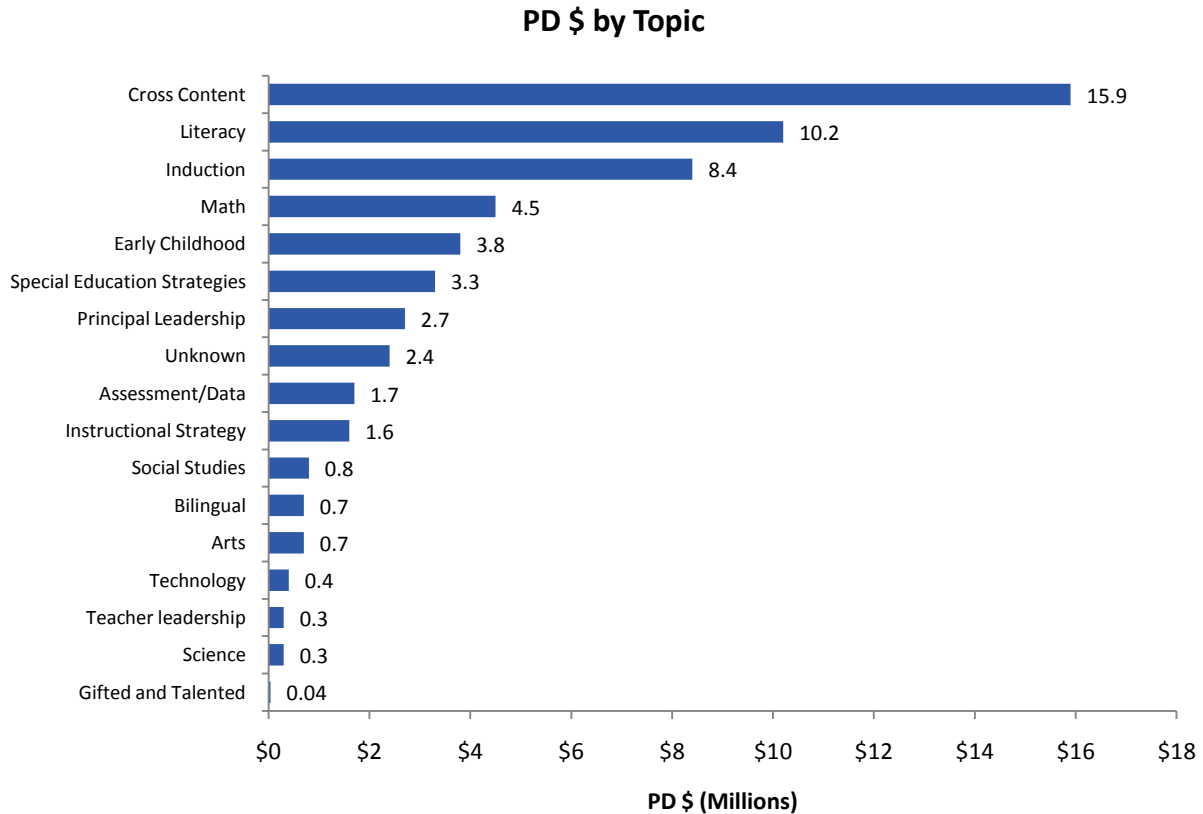
Key Findings by Target Audience

- 29% of PD Initiative spending, \$16.9 million, are allocated to individual growth opportunities for teachers, principals, and paraprofessionals
- 71% of PD Initiative spending, or \$41 million, goes towards school-targeted professional development, in the form of support for teams of teachers and whole schools.
- Almost half of PD \$ targeted towards Individuals are for new teachers.

TOPIC OF PROFESSIONAL DEVELOPMENT SPENDING

Definition: ‘Topic’ is the content or pedagogical focus the professional development takes. Professional Development that spans multiple content areas or pedagogical subjects is coded as ‘Cross Content.’

Overall Professional Development Spending by Topic



Overall Professional Development Spending by Grade and Topic

Row Labels	Pre-K	K	K-3	K-12	HS
Cross Content				\$ 15,927,127	
Literacy			\$ 5,691,518	\$ 3,516,418	\$ 1,029,736
Induction				\$ 8,353,671	
Math				\$ 3,237,852	\$ 1,303,669
Early Childhood	\$ 3,553,861	\$ 265,837			
Special Education Strategies	\$ 757,921			\$ 2,525,581	
Principal Leadership				\$ 2,658,651	
(blank)				\$ 2,441,341	
Assessment/Data				\$ 1,724,307	
Instructional Strategy				\$ 1,641,356	

Social Studies				\$ 370,854	\$ 390,049
Arts				\$ 730,927	
Bilingual				\$ 661,763	
Technology				\$ 434,221	
Science				\$ 334,233	
Teacher leadership				\$ 308,438	
Gifted and Talented					\$ 37,181
Grand Total	\$ 4,311,782	\$ 265,837	\$ 5,691,518	\$ 44,866,738	\$ 2,760,634

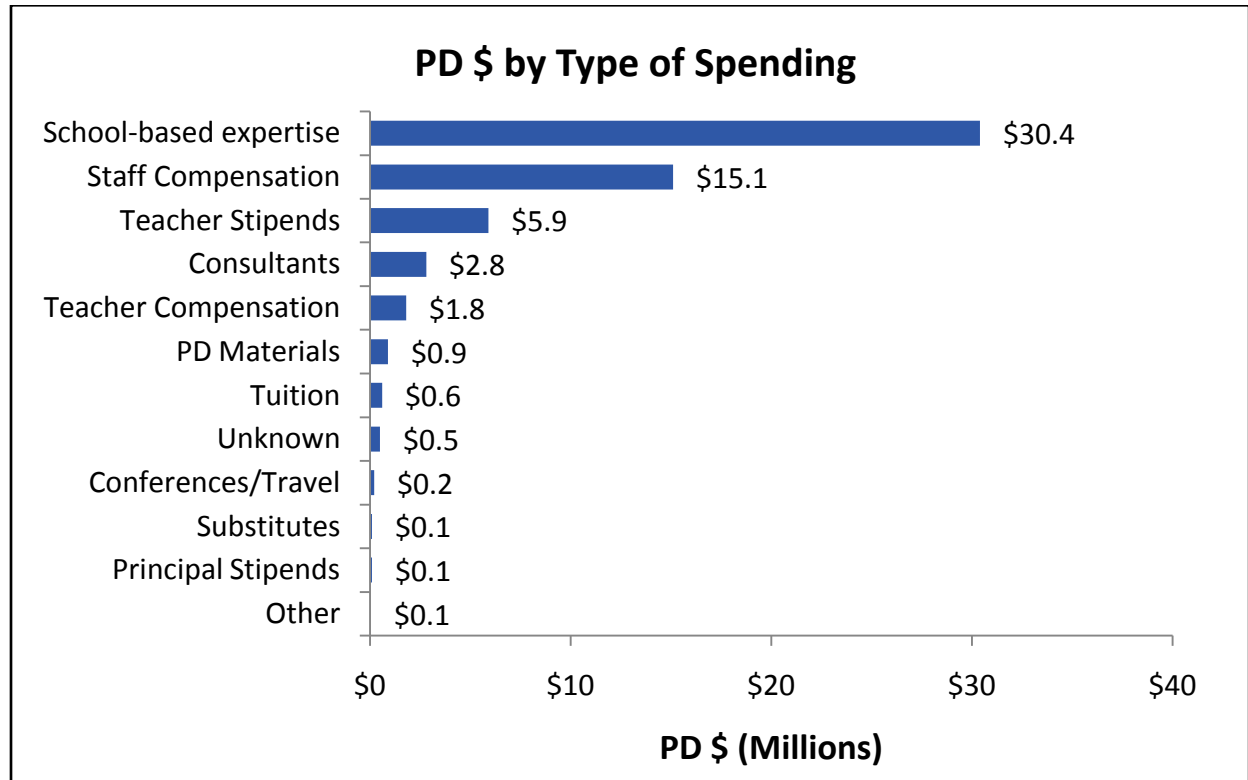
Key Findings by Topic

- Cross Content PD, the largest pieces of which are School Growth Teachers and school-based Title I PD \$, comprises 28% of total PD Initiative spending, or \$15.9 million.
- SDP spends more than twice as many dollars on literacy than on math, driven in a large part by Reading First dollars.
- Pre-K and grades K-3 are the most highly funded grade spans, predominately as a result of Reading First and Early Childhood grants.

TYPE OF PROFESSIONAL DEVELOPMENT SPENDING

Definition: ERS' definition of 'Type' is the form the spending takes. Examples of this would be different forms of compensation, contracts, travel, or materials.

Overall Professional Development Spending by Spending Type



Type of Spending	Total PD \$	% of Total
School-based expertise compensation	\$ 30,356,498	52%
Staff Compensation	\$ 15,058,903	26%
Teacher Stipends	\$ 5,852,755	10%
Consultants	\$ 2,806,933	5%
Teacher Compensation	\$ 1,760,902	3%
PD Materials	\$ 881,809	2%
Tuition	\$ 632,000	1%
Unknown	\$ 535,365	1%
Conferences/Travel	\$ 175,144	0%
Principal Stipends	\$ 67,901	0%
Substitutes (for teacher coverage to attend PD)	\$ 50,000	0%
Other	\$ 33,265	0%

Grand Total

\$

58,211,475

100%

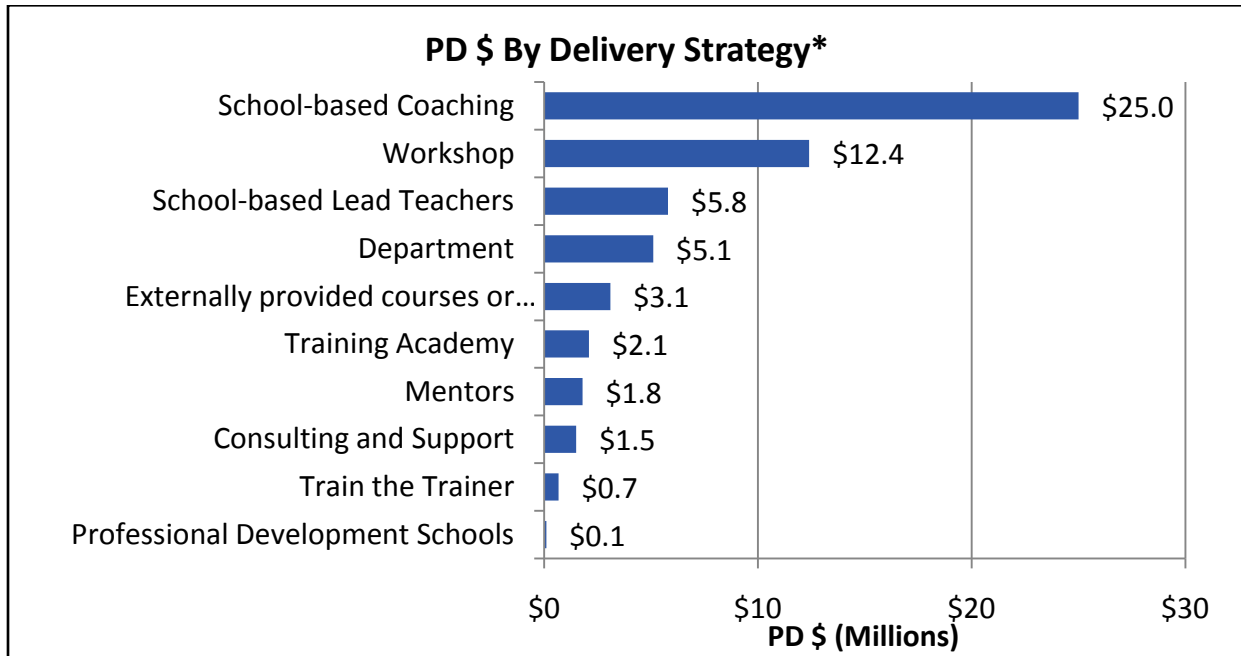
Key Findings by Type

- School-based coaching compensation makes up over half of PD spending in SDP.
- 26%, or \$15.1 million is spent on staff compensation, primarily central office staff who organize professional development or deliver PD at the central level.
- Substitute dollars appear low because providing substitutes for PD is typically the responsibility of school leaders and not tracked at the central office.

DELIVERY STRATEGY OF PROFESSIONAL DEVELOPMENT SPENDING

Definition: ERS defines “Delivery Strategy” as the method by which a particular PD investment is delivered to the target audience.

Overall Professional Development Spending by Delivery Strategy



*\$347k is unknown

Delivery Strategy	PD Dollars	% of Total
School-based Coaching	\$ 24,996,382	43%
Workshop	\$ 12,364,358	21%
School-based Lead Teachers	\$ 5,831,742	10%
Department	\$ 5,099,150	9%
Externally provided courses or training	\$ 3,079,622	5%
Training Academy	\$ 2,056,151	4%
Mentors	\$ 1,830,415	3%
Consulting and Support	\$ 1,509,253	3%
Train the Trainer	\$ 675,121	1%
Professional Development Schools	\$ 107,200	0%
Grand Total	\$ 57,549,393	100%

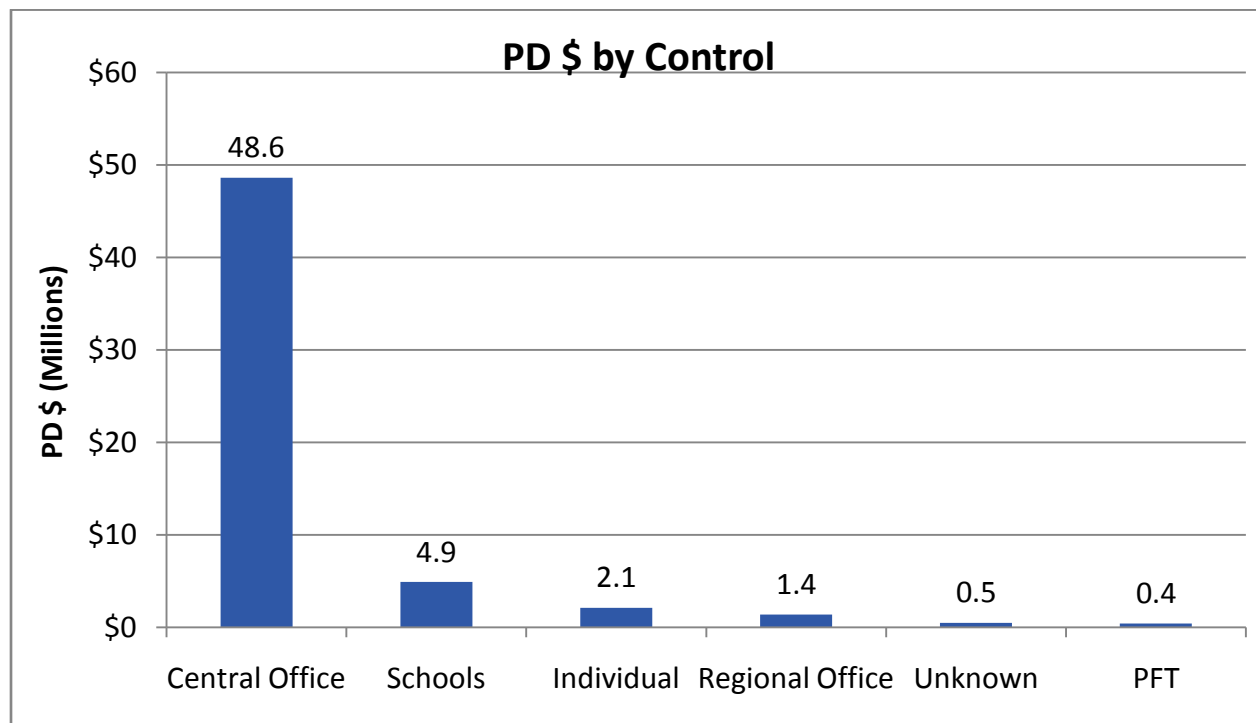
Key Findings by Delivery Strategy

- 43%, or \$25 million of PD Initiative spending is delivered through school-based coaching.
- Over \$12 million is spent on traditional professional development workshops
- Two of the top three professional development delivery strategies rely on school-based expertise; a method research has shown to be highly effective at developing teacher capacity when it's connected to classroom practice.

CONTROL OF PROFESSIONAL DEVELOPMENT SPENDING

Definition: ERS’ definition of ‘Control’ is the department/organization in a district that decides what is purchased and how much is purchased. Control *does not* indicate where the resources are located or housed or who is accountable for the effective use of resources.

Overall Professional Development Spending by Control



Row Labels	Total PD \$	% of PD
Central Office	\$ 48,614,453	84%
Schools	\$ 4,904,967	8%
Individual	\$ 2,078,702	4%
Regional Office	\$ 1,371,053	2%
Unknown	\$ 501,296	1%
PFT	\$ 426,038	1%
Grand Total	\$ 57,896,508	100%

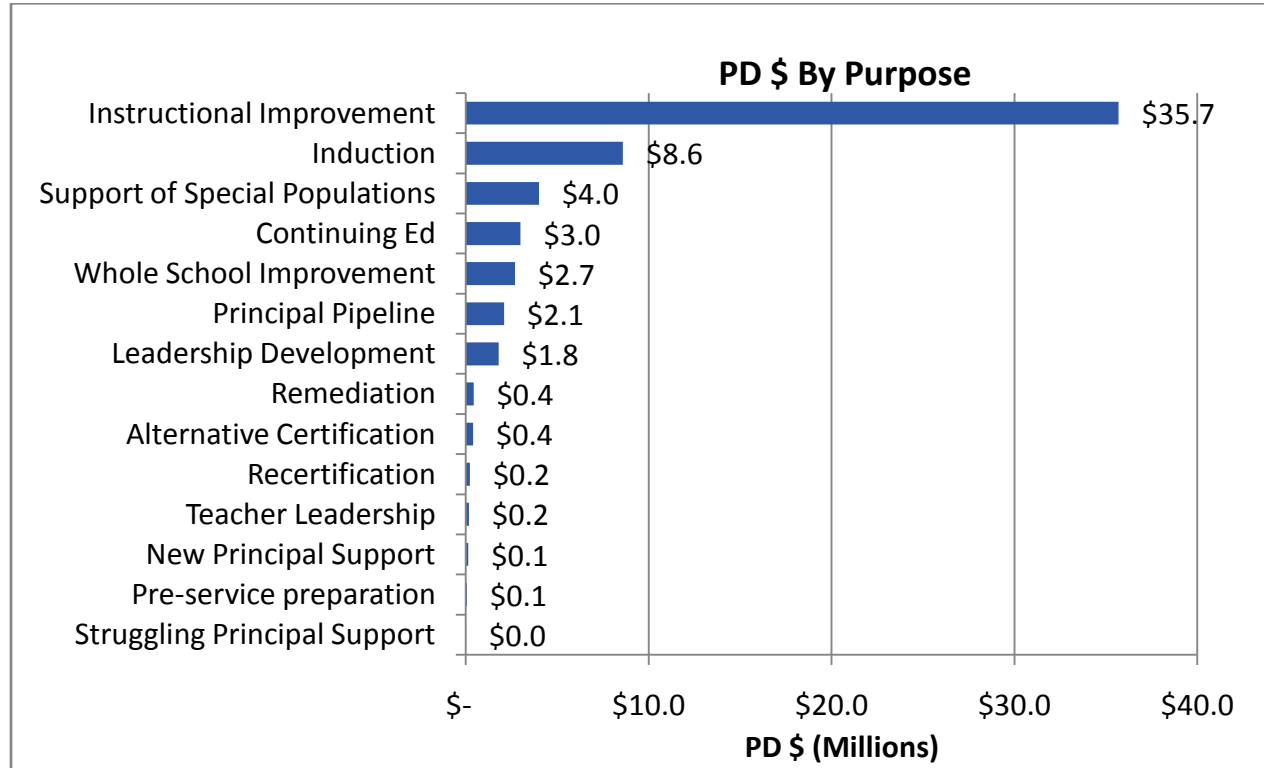
Key Findings by Delivery Strategy

- 84% of PD spending is controlled by the central office.
- Schools only control the way 8% of professional development funds are spent.

PURPOSE OF PROFESSIONAL DEVELOPMENT SPENDING

Definition: ERS’ definition of ‘Purpose’ is the reason the professional development is being delivered; what outcome it’s hoping to create or district need it is hoping to address

Overall Professional Development Spending by Purpose



Purpose	Total PD \$	As % of Total
Instructional Improvement	\$ 35,467,934	61%
Induction	\$ 8,616,784	15%
Support of Special Populations	\$ 3,945,265	7%
Continuing Ed	\$ 2,961,702	5%
Principal Pipeline	\$ 2,078,651	4%
Leadership Development	\$ 1,796,053	3%
Whole School Improvement	\$ 1,572,831	3%
Remediation	\$ 426,038	1%
Alternative Certification	\$ 347,115	1%
Recertification	\$ 232,000	0%
New Principal Support	\$ 140,000	0%
Pre-service preparation	\$ 72,394	0%

Struggling Principal Support	\$ 15,000	0%
Grand Total	\$ 57,896,508	100%

Key Findings by Purpose

- 61% of PD spending is for instructional improvement.
- 15% of all PD Initiative spending is targeted at the induction of new teachers, mainly through the investment in School Growth Teachers and New Teacher Coaches.
- Compared to new teacher support, support for new principals is comparatively low at only 0.2% of total PD Initiative spending.

SCHOOL DETAIL ON PROFESSIONAL DEVELOPMENT SPENDING AND TEACHER FTEs

Definition: The chart below summarizes all professional development dollars that can be tied directly to a school, as well as the total teacher FTEs at each school and the % of those FTEs that are on STEP 1-3.

School	Total PD \$ Tied to School	PD \$ per teacher	Total Teacher FTE	% teachers STEP 1-3
A D HARRINGTON SCHOOL	\$261,706	\$10,468	25	28%
A L FITZPATRICK SCHOOL	\$127,733	\$3,115	41	10%
A PHILIP RANDOLPH	\$19,500	\$813	24	17%
A.S. JENKS ACADEMICS PLUS SCH	\$6,250	\$329	19	11%
ABIGAIL VARE SCHOOL	\$117,307	\$5,100	23	13%
ABRAHAM LINCOLN HIGH	\$970,386	\$9,902	98	12%
ACADEMY AT PALUMBO	\$5,000	\$417	12	33%
ADD B ANDERSON SCHOOL	\$118,465	\$4,739	25	8%
ALAIN LOCKE SCHOOL	\$151,290	\$6,578	23	26%
ALBERT M GREENFIELD SCHOOL	\$6,250	\$189	33	0%
ALEXANDER ADAIRE SCHOOL	\$116,042	\$3,868	30	13%
ALEXANDER MCCLURE SCHOOL	\$155,936	\$4,586	34	15%
ALEXANDER WILSON SCHOOL	\$14,800	\$779	19	21%
ALLEN M STEARNE SCHOOL	\$273,064	\$8,809	31	10%
AMEDEE F BREGY SCHOOL	\$115,017	\$4,260	27	15%
AMY 5/MARTIN	\$15,461	\$773	20	15%
AMY NORTHWEST	\$39,725	\$2,648	15	7%
ANDREW HAMILTON SCHOOL	\$18,340	\$539	34	6%
ANDREW J MORRISON SCHOOL	\$162,687	\$3,537	46	15%
ANDREW JACKSON SCHOOL	\$118,921	\$4,574	26	19%
ANNA BLAKISTON DAY SCH	\$50,639	\$1,688	30	20%
ANNA L LINGELBACH SCHOOL	\$7,842	\$327	24	13%
ANNE B. PRATT SCHOOL	\$38,681	\$1,612	24	17%
ANNE FRANK SCHOOL	\$6,250	\$125	50	4%
AUSTIN MEEHAN MIDDLE SCHOOL	\$128,568	\$2,338	55	13%
B B COMEGYS SCHOOL	\$208,144	\$6,938	30	30%
BACHE-MARTIN SCHOOL	\$864,223	\$27,007	32	6%
BALDI MIDDLE SCHOOL	\$42,580	\$583	73	4%
BARRATT MIDDLE SCHOOL	\$39,000	\$1,345	29	14%
BARTON SCHOOL	\$235,996	\$5,756	41	7%
BAYARD TAYLOR SCHOOL	\$280,268	\$7,575	37	14%
BENJAMIN FRANKLIN HIGH	\$153,707	\$3,270	47	30%
BIRNEY SCHOOL	\$279,639	\$8,474	33	21%
BLAINE ACADEMICS PLUS SCHOOL	\$278,674	\$9,953	28	32%

BLANKENBURG SCHOOL	\$88,656	\$3,855	23	22%
BRIDESBURG SCHOOL	\$6,250	\$284	22	14%
BRYANT ACADEMICS PLUS SCHOOL	\$156,466	\$4,229	37	11%
CARNELL SCHOOL	\$176,846	\$2,679	66	27%
CARVER HIGH SCHOOL	\$13,047	\$435	30	7%
CAYUGA SCHOOL	\$27,601	\$1,104	25	16%
CENTRAL EAST MIDDLE SCHOOL	\$188,623	\$3,849	49	18%
CENTRAL HIGH SCHOOL	\$18,329	\$180	102	4%
CHARLES CARROLL SCHOOL	\$122,054	\$8,718	14	36%
CHARLES DREW SCHOOL	\$143,411	\$6,829	21	5%
CHARLES W HENRY SCHOOL	\$24,851	\$802	31	0%
CHESTER A ARTHUR SCHOOL	\$183,985	\$8,761	21	24%
COOKE MIDDLE SCHOOL	\$188,640	\$5,895	32	25%
COOK-WISSAHICKON SCHOOL	\$6,250	\$240	26	19%
CRAMP SCHOOL	\$298,825	\$7,288	41	17%
CREATIVE/PERFORMING ARTS HIGH	\$21,095	\$555	38	8%
CROSSAN ACADEMICS PLUS SCHOOL	\$6,250	\$417	15	0%
D NEWLIN FELL SCHOOL	\$125,757	\$4,336	29	14%
DELAPLAINE MCDANIEL SCH	\$276,616	\$11,065	25	8%
DIMNER BEEBER MIDDLE SCHOOL	\$124,127	\$4,004	31	16%
DR. ETHEL ALLEN SCHOOL	\$316,729	\$15,836	20	15%
DUNBAR ACADEMICS PLUS SCHOOL	\$120,402	\$8,600	14	21%
EDWARD BOK VOC-TECH	\$145,534	\$2,553	57	16%
EDWARD GIDEON SCHOOL	\$37,344	\$1,697	22	23%
EDWARD T STEEL SCHOOL	\$176,588	\$5,696	31	13%
EDWIN FORREST SCHOOL	\$33,088	\$769	43	12%
EDWIN M STANTON SCHOOL	\$28,521	\$1,783	16	13%
ELEANOR C EMLLEN SCHOOL	\$40,014	\$1,250	32	3%
ELIZA B KIRKBRIDE SCHOOL	\$23,601	\$908	26	19%
ELLWOOD SCHOOL	\$107,344	\$4,294	25	8%
Elverson Military Academy	\$5,000	\$333	15	47%
ETHAN ALLEN SCHOOL	\$130,720	\$2,781	47	11%
F DOUGLASS SCHOOL	\$267,962	\$9,570	28	25%
FAIRHILL SCHOOL	\$94,403	\$2,195	43	14%
FELTONVILLE ACADEMICS PLUS SCH	\$223,099	\$5,188	43	23%
FERGUSON ACADEMICS PLUS SCHOOL	\$229,830	\$8,208	28	21%
FINLETTER ACADEMICS PLUS SCH	\$19,632	\$457	43	0%
FITLER ACADEMICS PLUS	\$7,842	\$392	20	20%
FITZSIMONS MIDDLE SCHOOL	\$133,140	\$3,916	34	59%
FOX CHASE ACADEMICS PLUS SCHL	\$16,712	\$836	20	15%
FRANCES E WILLARD SCHOOL	\$408,771	\$8,516	48	15%
FRANCIS HOPKINSON SCHOOL	\$31,920	\$602	53	26%
FRANCIS SCOTT KEY SCHOOL	\$8,849	\$340	26	8%

FRANKFORD HIGH SCHOOL	\$228,136	\$2,328	98	6%
FRANKLIN ACADEMICS PLUS SCHOOL	\$62,797	\$1,142	55	25%
FRANKLIN LEARNING CENTER	\$770,711	\$21,409	36	6%
FRANKLIN S EDMONDS SCHOOL	\$12,927	\$380	34	3%
FRANKLIN SMEDLEY SCHOOL	\$286,874	\$7,753	37	24%
FURNESS HIGH SCHOOL	\$140,456	\$2,809	50	10%
GEN GEORGE G MEADE SCHOOL	\$150,231	\$6,009	25	24%
GEN JOHN F REYNOLDS SCHOOL	\$189,632	\$7,023	27	15%
GEN PHILIP KEARNY SCHOOL	\$24,761	\$952	26	8%
GEORGE CLYMER SCHOOL	\$312,254	\$8,674	36	25%
GEORGE PEPPER MIDDLE SCHOOL	\$147,283	\$3,134	47	9%
GEORGE SHARSWOOD SCHOOL	\$144,824	\$4,994	29	7%
GEORGE W CHILDS SCHOOL	\$140,316	\$4,838	29	24%
GEORGE W NEBINGER SCHOOL	\$169,840	\$7,720	22	50%
GEORGE WASHINGTON HIGH	\$163,867	\$1,463	112	2%
GEORGE WASHINGTON SCHOOL	\$68,107	\$2,724	25	0%
GERMANTOWN HIGH SCHOOL	\$430,843	\$6,244	69	20%
GILBERT SPRUANCE SCHOOL	\$142,163	\$2,031	70	9%
GILLESPIE MIDDLE SCHOOL	\$172,541	\$7,843	22	41%
GIRARD ACADEMIC MUSIC PROG.	\$16,985	\$653	26	15%
GROVER CLEVELAND SCHOOL	\$52,743	\$2,110	25	28%
GUION S. BLUFORD SCHOOL	\$179,054	\$4,839	37	27%
H.A. BROWN ACADEMICS PLUS SCH	\$133,060	\$5,118	26	8%
HACKETT SCHOOL	\$76,747	\$2,558	30	17%
HAMILTON DISSTON SCHOOL	\$116,129	\$2,419	48	2%
HARDING MIDDLE SCHOOL	\$249,493	\$3,465	72	25%
HARRITY SCHOOL	\$151,601	\$4,594	33	33%
HENRY C LEA SCHOOL	\$39,650	\$1,525	26	15%
HENRY EDMUNDS SCHOOL	\$241,173	\$4,385	55	13%
HENRY H. HOUSTON SCHOOL	\$13,050	\$408	32	6%
HENRY W LAWTON SCHOOL	\$11,800	\$369	32	3%
HESTON ACADEMICS PLUS SCHOOL	\$35,401	\$1,311	27	19%
Paul Robeson HS FOR HUMAN SERVICES	\$139,044	\$7,318	19	16%
HILL-FREEDMAN MIDDLE SCHOOL	\$28,994	\$1,318	22	14%
HON. LUIS MUNOZ-MARIN SCHOOL	\$208,443	\$4,087	51	25%
HOWE ACADEMICS PLUS SCHOOL	\$126,730	\$7,041	18	6%
HUNTING PARK (christian academy)	\$122,020	\$2,653	46	33%
ISAAC A SHEPPARD SCHOOL	\$175,431	\$7,974	22	0%
J W CATHARINE SCHOOL	\$206,778	\$5,302	39	21%
J. BROWN ACADEMICS PLUS SCHOOL	\$140,980	\$4,028	35	26%
JAMES ALCORN SCHOOL	\$129,866	\$3,935	33	36%
JAMES DOBSON SCHOOL	\$25,271	\$1,203	21	14%
JAMES J SULLIVAN SCHOOL	\$173,450	\$4,230	41	15%

JAMES R LOWELL SCHOOL	\$339,302	\$6,402	53	9%
JAMES R LUDLOW SCHOOL	\$135,688	\$5,899	23	26%
JAMES RHOADS SCHOOL	\$126,372	\$4,212	30	27%
JOHN B KELLY SCHOOL	\$183,972	\$3,999	46	9%
JOHN B STETSON MIDDLE SCHOOL	\$202,233	\$4,494	45	58%
JOHN BARRY SCHOOL	\$129,741	\$8,649	15	7%
JOHN BARTRAM HIGH	\$242,322	\$2,885	84	31%
JOHN F HARTRANFT SCHOOL	\$72,101	\$2,253	32	34%
JOHN H TAGGART SCHOOL	\$129,366	\$4,173	31	6%
JOHN HANCOCK SCHOOL	\$34,488	\$1,150	30	3%
JOHN L KINSEY SCHOOL	\$68,035	\$2,430	28	18%
JOHN M PATTERSON SCHOOL	\$33,628	\$934	36	6%
JOHN MARSHALL SCHOOL	\$138,790	\$4,477	31	10%
JOHN MOFFET SCHOOL	\$23,601	\$814	29	17%
JOHN PAUL JONES MIDDLE SCHOOL	\$195,767	\$3,375	58	22%
JOHN STORY JENKS SCHOOL	\$7,842	\$270	29	10%
JOHN WELSH SCHOOL	\$175,964	\$4,512	39	10%
JOHN WHITTIER SCHOOL	\$259,463	\$9,610	27	11%
JOHN WISTER SCHOOL	\$133,839	\$5,354	25	16%
JOSEPH GREENBERG SCHOOL	\$6,250	\$169	37	19%
JOSEPH LEIDY SCHOOL	\$47,682	\$2,167	22	9%
JULES MASTBAUM VOC-TECH	\$155,008	\$2,183	71	7%
JULIA DE BURGOS ELEMENTARY	\$195,888	\$3,841	51	31%
KENDERTON SCHOOL	\$177,489	\$6,574	27	30%
KENSINGTON BUS, FIN & ENTREP	\$30,415	\$822	37	27%
KENSINGTON CAPA	\$38,988	\$1,444	27	37%
KENSINGTON HS - CULINARY ARTS	\$53,619	\$2,331	23	30%
LABRUM MIDDLE SCHOOL	\$16,712	\$928	18	17%
LANKENAU HS	\$11,940	\$746	16	19%
LAURA W WARING SCHOOL	\$64,702	\$4,313	15	0%
LEEDS MIDDLE SCHOOL	\$110,043	\$4,784	23	17%
LESLIE P HILL SCHOOL	\$144,924	\$5,574	26	15%
LEWIS C CASSIDY ACADEMICS PLUS	\$129,699	\$3,706	35	9%
LEWIS ELKIN SCHOOL	\$456,867	\$7,614	60	27%
LOGAN SCHOOL	\$40,184	\$1,435	28	25%
LOUIS H FARRELL SCHOOL	\$14,545	\$285	51	8%
M HALL STANTON SCHOOL	\$263,640	\$11,463	23	26%
M. WASHINGTON ACADEMICS PLUS	\$17,795	\$847	21	10%
MANN ACADEMICS PLUS SCHOOL	\$130,973	\$5,457	24	8%
MARTIN L KING HIGH	\$37,361	\$492	76	28%
MARY BETHUNE SCHOOL	\$194,435	\$4,986	39	21%
MASTERMAN HIGH SCHOOL	\$105,526	\$1,649	64	2%
MAYFAIR SCHOOL	\$28,362	\$645	44	18%

MC CALL SCHOOL	\$7,205	\$225	32	6%
MC CLOSKEY SCHOOL	\$23,601	\$1,073	22	0%
MEREDITH SCHOOL	\$6,250	\$240	26	0%
MICROSOFT HIGH SCHOOL OF THE FUTURE	\$18,854	\$943	20	50%
MIDDLE YEARS ALTERNATIVE-MYA	\$6,250	\$368	17	0%
MIFFLIN SCHOOL	\$71,791	\$4,223	17	18%
MOORE ACADEMICS PLUS SCHOOL	\$45,646	\$830	55	7%
MORTON MCMICHAEL SCHOOL	\$40,000	\$1,538	26	35%
MURRELL DOBBINS VOC TECH	\$138,969	\$2,316	60	5%
National Constitution Center	\$36,095	\$3,008	12	17%
NORTHEAST HIGH SCHOOL	\$146,027	\$885	165	8%
OLNEY EAST	\$141,225	\$2,716	52	19%
OLNEY ELEMENTARY SCHOOL	\$128,201	\$2,981	43	7%
OLNEY WEST	\$41,171	\$876	47	34%
OVERBROOK EDUCATIONAL CENTER	\$118,598	\$3,121	38	26%
OVERBROOK ELEMENTARY SCHOOL	\$222,435	\$11,707	19	5%
OVERBROOK HIGH SCHOOL	\$184,417	\$2,334	79	19%
PARKWAY - NORTHWEST	\$23,551	\$1,570	15	20%
PARKWAY CENTER CITY	\$5,077	\$299	17	18%
PARKWAY GAMMA	\$29,562	\$1,739	17	24%
PASTORIUS SCHOOL	\$171,444	\$4,512	38	16%
PENN ALEXANDER SCHOOL	\$75,200	\$2,212	34	9%
PENN TREATY MIDDLE SCHOOL	\$185,609	\$3,867	48	10%
PENNELL ACADEMICS PLUS SCHOOL	\$141,823	\$5,065	28	7%
PENNYPACKER SCHOOL	\$23,006	\$920	25	12%
PENROSE SCHOOL	\$120,109	\$3,003	40	15%
PHILA HIGH SCHOOL FOR GIRLS	\$21,793	\$436	50	12%
PHILA MILITARY AT LEEDS SCHOOL	\$6,568	\$328	20	25%
POTTER-THOMAS SCHOOL	\$156,049	\$4,335	36	31%
PRINCE HALL SCHOOL	\$116,717	\$4,669	25	8%
RHAWNURST SCHOOL	\$40,312	\$1,344	30	3%
RHODES MIDDLE SCHOOL	\$131,725	\$3,378	39	69%
RICHARD WRIGHT SCHOOL	\$29,794	\$1,241	24	0%
RICHMOND ACADEMICS PLUS SCHOOL	\$38,601	\$1,135	34	9%
ROBERT B POLLOCK SCHOOL	\$11,800	\$358	33	12%
ROBERT FULTON SCHOOL	\$21,078	\$878	24	21%
ROBERT LAMBERTON HIGH SCHOOL	\$5,000	\$217	23	17%
ROBERT LAMBERTON SCHOOL	\$148,811	\$4,650	32	6%
ROBERT MORRIS SCHOOL	\$132,172	\$4,895	27	15%
ROBERTO CLEMENTE MIDDLE SCHOOL	\$183,497	\$2,913	63	25%
ROOSEVELT MIDDLE SCHOOL	\$130,069	\$4,485	29	48%
ROWEN SCHOOL	\$135,986	\$4,689	29	7%
ROXBOROUGH HIGH SCHOOL	\$131,436	\$2,306	57	16%

RUSSELL H. CONWELL MIDDLE SCH.	\$58,799	\$1,400	42	12%
S. WEIR MITCHELL	\$131,998	\$4,714	28	11%
SAMUEL B HUEY SCHOOL	\$147,774	\$3,604	41	34%
SAMUEL GOMPERS SCHOOL	\$29,851	\$1,357	22	0%
SAMUEL H. DAROFF SCHOOL	\$191,374	\$5,172	37	22%
SAMUEL POWEL SCHOOL	\$18,531	\$1,235	15	13%
SAMUEL S FELS HIGH SCHOOL	\$134,727	\$1,796	75	20%
SAYRE HIGH SCHOOL	\$130,375	\$3,524	37	30%
Science Leadership Academy	\$47,977	\$3,691	13	38%
SHAW MIDDLE SCHOOL	\$141,484	\$5,659	25	52%
SHAWMONT SCHOOL	\$7,842	\$245	32	0%
SHERIDAN SCHOOL	\$208,568	\$4,171	50	14%
SHERIDAN WEST	\$114,223	\$6,012	19	11%
SIMON GRATZ HIGH SCHOOL	\$937,074	\$13,198	71	14%
SMITH ACADEMICS PLUS SCHOOL	\$74,500	\$2,865	26	31%
SOLIS-COHEN ACADEMICS PLUS SCH	\$118,731	\$2,012	59	12%
SOUTH PHILADELPHIA H.S.	\$180,913	\$2,128	85	26%
SOUTHWARK SCHOOL	\$129,587	\$4,050	32	16%
SPRING GARDEN SCHOOL	\$17,900	\$852	21	33%
STEPHEN A DOUGLAS SCHOOL	\$111,971	\$5,090	22	14%
STEPHEN DECATUR SCHOOL	\$10,000	\$233	43	9%
STEPHEN GIRARD SCHOOL	\$18,908	\$591	32	13%
STRAWBERRY MANSION HIGH	\$75,242	\$1,929	39	13%
SULZBERGER MIDDLE SCHOOL	\$121,579	\$4,053	30	37%
SWENSON ARTS AND TECHNOLOGY	\$126,846	\$2,589	49	14%
TANNER DUCKREY SCHOOL	\$143,916	\$5,757	25	20%
THOMAS CREIGHTON SCHOOL	\$143,487	\$3,053	47	13%
THOMAS EDISON HIGH SCHOOL	\$298,821	\$2,090	143	12%
THOMAS G MORTON SCHOOL	\$296,140	\$6,730	44	23%
THOMAS HOLME SCHOOL	\$135,385	\$4,231	32	16%
THOMAS M PEIRCE SCHOOL	\$23,601	\$1,124	21	19%
THURGOOD MARSHALL SCHOOL	\$270,564	\$6,442	42	14%
TILDEN MIDDLE SCHOOL	\$152,791	\$4,365	35	40%
TURNER ACADEMICS PLUS MIDDLE	\$132,590	\$6,978	19	26%
UNIVERSITY CITY HIGH	\$180,002	\$2,093	86	21%
VARE MIDDLE SCHOOL	\$130,022	\$5,418	24	38%
VAUX SCHOOL	\$138,263	\$6,584	21	14%
W C LONGSTRETH SCHOOL	\$175,919	\$5,675	31	23%
W. B. SAUL HIGH SCHOOL	\$133,302	\$3,508	38	5%
WAGNER MIDDLE SCHOOL	\$118,219	\$2,815	42	21%
WASHINGTON, GROVER JR.	\$95,346	\$1,734	55	22%
WATSON COMLY SCHOOL	\$6,250	\$284	22	0%
WEBSTER SCHOOL	\$427,425	\$7,633	56	16%

WEST PHILADELPHIA HIGH SCHOOL	\$170,663	\$2,893	59	20%
WIDENER MEMORIAL SCHOOL	\$22,573	\$610	37	3%
WILLIAM D KELLEY SCHOOL	\$42,602	\$1,852	23	13%
WILLIAM DICK SCHOOL	\$146,904	\$8,161	18	11%
WILLIAM H HUNTER SCHOOL	\$182,457	\$4,678	39	31%
WILLIAM H LOESCHE SCHOOL	\$9,142	\$203	45	2%
WILLIAM H ZIEGLER SCHOOL	\$12,500	\$446	28	14%
WILLIAM HARRISON SCHOOL	\$23,337	\$1,667	14	36%
WILLIAM LEVERING SCHOOL	\$15,685	\$826	19	16%
WILLIAM MCKINLEY SCHOOL	\$20,340	\$782	26	27%
WILLIAM PENN HIGH SCHOOL	\$472,802	\$9,092	52	17%
WILLIAM W. BODINE H.S.	\$14,211	\$508	28	7%
WOODROW WILSON MIDDLE SCHOOL	\$35,462	\$563	63	3%
PHILADELPHIA HS - BUSI AND TECH	\$5,000	\$500	10	40%
COMMUNICATIONS TECHNOLOGY	\$106,421	\$3,670	29	31%
MOTIVATION HS	\$22,446	\$1,870	12	17%

Appendix II: SDP Professional Development Initiative Descriptions

Professional Development Initiatives in the School District of Philadelphia

Academy of Leadership in Philadelphia Schools (ALPS) (\$2.1 million) –Through joint funding from the Broad Foundation and the School District of Philadelphia, the ALPS program recruits and selects 15 aspiring principal candidates and prepares them to be future leaders of Philadelphia schools through a combination of a year-long intensive school-based residency and coursework . The salaried residents are matched with and serve alongside a distinguished host principal and also receive on-going guidance and support from a principal coach. A combination of district and external consultants serve as faculty for the program’s academic component.

Accelerated Learning (\$37k) – Professional Development in the Accelerated Learning Department focuses on preparing teachers to teach Advanced Placement Courses and International Baccalaureate classes. The IB-led professional development is provided at an off-site facility for 19 IB teachers. There is a minimal amount of professional development for Dual Enrollment Programs offered by district schools

Administrative Enrichment Academy (\$15k) – This initiative, which began in December 2007 and will run through June 2008, is designed to prepare central office based administrators to become school principals. The 18 participants, all currently paid as principals, are expected to spend 44 hours (2 hours after school 1/week) in the training over the course of the year. At present, the participants work in a variety of roles: some work in schools to provide administrative support for principals; others work in the central office. All 18 are expected to be employed as principals in fall 2008. It has yet to be determined whether they will continue to receive professional development or mentoring when they are back in their roles as principals next year.

Arts (\$731k)–There are a few key staff in the Arts who are PD providers – one role (School Support Specialists) is 100% PD and provides training to all new arts teachers in the district. There is also a recently awarded arts/literacy PD grant - \$1.3 million over 4 years - \$365k per year – that is focused on integrating arts into core literacy instruction and funded by US DOE. Music Ed Lead Coach and Art ED lead coach – central office based – help with recruitment and hiring.

Assessment Coaches (\$121k) – The district employs three assessment coaches who provide training for specific tests. The coaches are not school based, but rather work with regional Directors of Instruction to provide training at the regional offices.

Assistant Principals Academy (due to start in February 2008) (\$5k) – There is a cohort of 20 APs who were recommended by their regional superintendent to become principals: They will be trained after-school for a few hours per month from February to June through some internal

Institute staff and some external consultants. The goal of the program is to provide APs with additional skills to help them become principals.

Bilingual and ESOL Training and Support (\$662k)– Bilingual and ESOL teachers are trained by the central office staff in three major areas: 1) training on assessments – language assessment for all ELLs at entry into the district and Access to PSSA; 2) training on the instructional model for working with ELLs; and 3) training around compliance issues – YA. ESOL and bilingual teachers are pulled by the central office for mandatory training sessions on district PD days. There are also a lot of PD workshops offered for General Ed teachers around differentiation, but they are never mandatory.

Career Development Fund (\$72k) – Through a provision in the contract, there is \$400K set aside to provide training for aspiring teachers (paraprofessionals) to become teachers. The money provides compensation for university course tuition primarily. It has only recently been moved under the purview of HR and is not well understood. For 2007-08, only \$72K of the total was used.

CASA Professional Growth Fund (\$425k)– Members of the CASA union may apply for a \$1,000 grant each year that they can apply toward their own professional growth, including course tuition, professional dues, and technology upgrades. Any reserve that remains is applied to the tuition expenses for 10 administrators to attend a week-long summer training at Fordham University and to provide honorariums and food at CASA events.

Curriculum and Instruction Professional Development (cumulative) (Topics and Workshops) (\$3.9 million) – these professional development initiatives include: Teaching and Learning in the 21st Century, Infusing the Pedagogy of Literacy in all Content Areas, Institutionalizing the High School Plan, Introducing the Middle School Plan, The Workshop Classroom, Making Sense of the Literacy Curriculum K-8, Ensuring Effective Algebra 8 Implementation, Ensuring Consistency in Science, Constructed Response, and Webb’s Depth of Knowledge. There are two line items that describe the cumulative C & I PD – Topics – this covers the allocation of salary and benefits for all of the central office C & I staff and administrators involved in the planning, organization, and delivery of PD. The Workshops line item includes all of the materials, consultants, and teacher stipends that are budgeted for all of the non-district PD day C & I PD – in literacy, math, science, social studies, data analysis, and the Workshop classroom. Most of this PD is provided to teachers through central office workshops offered after-school or on Saturdays.

Demonstration schools (\$107k) – SDP runs a number of demonstration schools, designed to provide model settings for teacher observations of best practice. Demonstration teachers are compensated on a slightly higher salary schedule than regular teachers. The dollar figure attributed to this initiative represents the salary differential between a regular teacher and a demonstration teacher (the amount they are being paid extra to provide PD). It is unclear how

much these demonstration schools are being used by other schools in the district. In all of our interviews with central and regionally based staff, demonstration schools were never mentioned as a professional development initiative of the district.

Distributed Leadership/UPenn (\$308k) - This initiative, which is fully funded through Annenberg and run through UPenn, was developed to create model distributed leadership teams in 16 Philadelphia schools and expand the capacity and quality of school leadership in Philadelphia. In 2007-08, there are two active cohorts of schools (4 in each cohort); within each school, a team of teacher leaders and a principal and often assistant principal commit to 100 hours of professional development – 60 of which is prescribed by UPenn for all participants through 12 PD modules that are delivered mainly through summer sessions and school ½ day PD days. Teacher leaders and principals also receive weekly coaching. The teacher leaders also provide job shadowing and training on the key DL topics to fellow teachers not part of the leadership team.

Early Childhood (\$4.3 million) – Early Childhood encompasses three main professional development positions that are targeted to teachers and staff serving students in Pre-K: Field Coordinators, Early Childhood Coaches, and Special Needs Coordinators who are part of regional teams and all work to support the educational programming offered to students in various Pre-K programs: Head Start, comprehensive early learning centers (CELCS), State EC program – Pre-K Counts, and virtual pre-K. Four major sources of state and federal funding are allocated to this initiative. The Field Coordinators are in the schools each day and work with the principals and coaches to determine the needs of teachers at each school/program. The coaches work with a number of schools within their region to provide professional development during the district full and half days and provide follow-up support to the teachers on a one-on-one basis. EC coaches participate in seven days of their own PD that is overseen by the EC coordinators.

Education Technologies (\$165k) – This initiative primarily serves to provide technology support to school-based personnel through the services of Education Technologists. There are two sets of ETs (seventeen in total) – one group is based in the central office; the others are distributed among the regions, with each region getting one. The regionally based Es spend 50 - 75% of their time working one on one with principals or school staff in a technology coaching capacity. The central ET's do much less PD, mainly through computer curriculum and supporting technology teacher leaders.

Interventions (\$122k) – Schools that are in need of improvement based upon their PSSA performance are entitled to receive certain curriculum interventions designed to target their English and math instruction. These include Read 180, Fast Forward, and Study Island. For all three of these interventions, PD takes place in the central office twice a year for half a day. External program consultants deliver the professional development to schools' site-based teacher

leaders or other teachers who are organized regionally. District central office staff supports the implementation of the three interventions at the schools sites throughout the year.

Kindergarten Professional Development (\$266k) – This initiative includes professional development to Pre-K teachers in the district’s and its partner child care centers around helping Pre-K students make the transition to kindergarten. Through a train –the-trainer model, the initiative also employs a cadre of 50 Kindergarten teachers to deliver professional development to the district’s kindergarten teachers in groups of 10 or 20 on professional development days. The professional development translates the district’s curriculum and instruction priorities to the kindergarten level.

Launch I and II (\$140k) – An outgrowth of the ALPS program, Launch I and II provides a combination of voluntary monthly seminars and weekly principal coaching support to first- and second-year principals in the School District of Philadelphia. Graduates of the ALPS program are joined by all other new principals in receiving this critical support. The principals are retired principals who come into the schools or provide support through phone and email to provide on-going support to the new principals.

Magnet School Assistance Program (\$1.4 million) – This PD initiative provides intensive support through summer institutes, teacher release time, and technical assistance visits from outside contractors who work with the 75+ participants from various magnet schools within the SDP. Funding comes from a grant designed to support the implementation of innovative magnet school programs.

National Board Certified Teachers (\$178k) – This initiative reflects two layers of the National Board Certified program at SDP. For the very limited number of NBC certified teachers, the district provides an annual bonus to reflect their additional expertise. For the many more SDP teachers who are in training, the state of Pennsylvania has contracted with universities, including Temple, to officially manage and run the preparation program for all NBC candidates. The program serves 169 districts, including SDP at no cost to the candidates, other than their initial application fee. Candidates enroll in the training and can elect to attend a number of available workshop and can avail themselves of electronic or in person mentoring from an NBC certified teacher throughout the process. The 2500 per candidate to submit their portfolio is covered by the state and federal government, and the training through Temple is entirely covered through the state’s grant.

New Teacher Coaches (\$1.2 million) – The 11 New Teacher Coaches (NTC) in SDP support all the new teachers (defined as all teaches new to the district, whether they do or don’t have prior teaching experience) in the SDP schools that made AYP and therefore do not have a School Growth Teacher assigned to their building. Each NTC has an average caseload of 19 new teachers in 6 or 7 schools on average. They generally support teachers at schools within the same region. NTCs work with their mentees in various ways as needed and deemed most

efficient – usually one on one, sometimes small groups. NTCs facilitate the mandatory induction for all of the new teachers in the district. NTCs complete site visit reports for NTC Coordinator and the Principal after each visit with a mentee.

New Teacher Orientation/Induction (\$542k) - New Teacher Orientation and Induction is overseen by Wanda Graham. The three NTC Coordinators in conjunction with the NTCs coordinate and plan for the orientation and induction, within input from various offices. In the summer, the orientation takes place over two days at the end of August at Edison – not mandated but 50 – 70% attend. The orientation content covers generic information about the district, info on curriculum, and some guidance on classroom management, and there are resources available. The next two days, if they have been assigned to a school, they have two days of school orientation. Someone at school should be there to greet them, show them school handbook, orient them. NTC get the leadership rate to offer the induction classes from 4 – 7 afterschool. Induction consistent of classes that new teachers are required to complete over the first five years of their teaching career.

Office of Leadership and Professional Development (\$225k) – This office encompasses both general professional development for teachers and all stages of professional development support for principals. The staff and administrator salaries and benefits for those who oversee principal PD were assigned to the specific initiatives, as were those with a limited number of PD Initiatives, such as New Teacher Coaches and Induction and Orientation. However, Nathania Johnson and Alicia McKinney were too dispersed to be assigned by initiative, so their compensation is covered here.

PD Days (\$40.6 million) – PD Days are the full and half days that are set aside by the district each year for teachers to receive professional development in the absence of students. In FY07-08, there were 11 PD days – some full and some half, some which were controlled by the district and others by the schools themselves. The schools' days were early release days that were dispersed throughout the year. During the district PD days, the expectation is that School Based Teacher Leaders and School Growth Teachers, both of whom have been previously trained by the district's C & I staff on the key content of the professional development, deliver the PD to the other teachers in their school—a train the trainer model. Some groups of teachers are pulled out for special PD, separate from their school colleagues, during these days.

Peer Intervention (\$426k) – Peer intervention represents the district's way of providing support to struggling teachers who have not fared well on teacher evaluations. There are four interveners currently, each of whom is housed at and trained by the PFT (union) but receives their salary from SDP. Their caseload is 4 teachers whom they work with over the span of about three months, and the intervener usually works with one teacher per day, and then receives his own PD through a union employee. In order to be selected for assistance, teachers must request this help through an application process- advisory panel (district and union).

Pennsylvania High School Coaching Initiative (\$2.2 million) – The Pennsylvania High School Coaching Initiative provides coaches to four district high schools: Germantown, Gratz, Lincoln and Wm. Penn. Each school receives one Literacy coach and one mathematics coach for every 400 students. The coaches work primarily in classrooms using the coaching model (pre-conference, modeling, co-teaching, post-conference) with all teachers in all content areas as a part of whole school reform. Coaches also plan and facilitate professional development for all teachers either as whole group or study groups focused on the acquisition of key literacy strategies. Summer professional development is provided for the coaches, principals and members of the leadership team, and teachers from each school also participate in Saturday PD sessions. The initiative is grant funded and lasts only through the current 07-08 school year.

Philadelphia Teaching Fellows (\$681k) – this is one of two alternative certification programs that operates in the SDP. The program attracts a mix of career changing professionals and recent graduates, who take on teaching positions in the district's critical needs subject areas at the secondary level. Two cohorts of fellows begin each year – one in June and one in January to fill remaining school vacancies. The fellowship consists of an intensive training institute prior to assuming classroom duties. Fellows also pursue Pennsylvania certification concurrently through a local university for which they generally earn an AmeriCorps Education Award worth \$4,725. Fellows receive stipends during the institute and also benefit from the mentoring of Fellow Advisors provided by the program.

Praxis Training (\$232k) – Through the Office of Human Resources, the PA Department of Ed makes available some funding to reimburse teachers who are elementary certified to prepare for and take the Praxis test in a secondary subject area, especially ones that are critical needs.

Principal Meetings (summer and ongoing) (\$1.37 million) – By contract, principals are expected to attend up to 10 days of professional development at the end of the summer. Because of budgetary challenges, there were only seven principal days held in the summer of 2007. About 40% of the principals' sessions are mandatory, and the remainder are electives they can choose among from representatives of all the central departments. Many central office directors, such as early childhood, bilingual, special education, etc. mentioned that they got a "half day" or a couple of sessions at the principal summer PD session. Principals are compensated at the leadership rate for their time. During the school year, regional superintendents have a standing monthly meeting with the principals in their regions (which they described almost entirely as professional development for principals) and sometimes meet more frequently with those who are struggling. The high school principals also meet monthly, by request, with Cassandra Jones and Al Bichner to focus on issues of concern to high schools exclusively.

Reading First (\$5.7 million) – Five years ago, fifty schools in the SDP were selected to be Reading First schools based on their poverty level and poor test performance. The district employs 54 Reading First coaches who work in these schools to support the K-3 teachers in their implementation of the program - specifically their understanding and implementation of the five

essential components of reading and providing interventions for struggling students in the Harcourt or Voyager programs. The ratio of teachers to coach is 18:1. The coaches work with the principal and leadership team to plan the delivery of the K-3 literacy component of the PD for district-wide PD days. The coaches themselves participate in two days per month of professional development led by the Office of Early Childhood and a week-long summer training session. The emphasis of the PD is on analyzing data and interventions for students with the highest needs. Principals are also trained on Reading First during the Summer Institute and at a couple of follow-up sessions during the year.

Regional Office Training and Support (\$979k) – Regional Superintendents and their team of support staff, including Directors of Instruction and Directors of Student Support provide on-going support to principals and teachers in the approximately 30 schools in their regions. They customize the support they provide schools based on the needs of the principal and their teachers and provide much of their support on the ground in schools. They also organize, plan, and help deliver more formalized training on district professional development days. The emphasis of their support is on implementing the core curriculum, analyzing student data, and intervening and supporting struggling students. Regional Superintendents work closely with principals on instructional leadership. Development of a School Improvement Plan and the development and implementation of a School Assistance Team are two primary objectives of the regional office teams.

Sabbaticals (\$1.7 million)— SDP currently allows teaching professionals to take sabbatical leave after 20 years of continuous service and a satisfactory rating. Employees who are on educational leave receive 50% of their salary and must submit a plan of courses to be taken that relates to an employee’s professional responsibilities. Given data from the Human Resources department, SDP is currently spending \$1.7 million on sabbaticals for educational leave.

School Assistance Team (SAT) (\$1.3 million)– School Assistance Teams (overseen by the Office of School Intervention and Support) are assigned to all of the SDP schools that are in need of improvement or in corrective action. The purpose of the teams is to provide intensive support to those schools to help them increase student performance through assistance with data analysis, instructional support, School Improvement Plans. Two key roles are unique in the SAT – the Intervention Administrator (there is one for each region who works on all the schools’ teams) and the Case Manager who is a retired principals who is hired to work with an individual school.

School-based Teacher Leaders (\$5.5 million) – School-based teacher leaders are intended to be the best trained resource in the school in terms of the curriculum and instruction pedagogy and core curriculum training provide to them on a regular basis through the Office of C & I. Although their release time when they are freed from class duties and available to support other teachers varies dramatically – from no time to fully released (even though none are fully released through Title I PD funds) – they are expected to be one of two primary delivers of the PD on the district controlled PD days. These positions are not funded or given a stipend. Principals have

full autonomy to choose their SBTL – elementary schools, middle, and K-8 schools have 2 SBTLs – one in English, the other math. High schools have four – English, math, science, social studies.

School Growth Specialists Three sets of School Growth Specialists exist in the SDP. Four SGS report to the Office of Leadership and Professional Development and are tasked with supporting the development of the School Growth Teachers and providing on-going professional development to a caseload of approximately 35 district schools. They help SGTs more effectively mentor new teachers and deliver PD. A second set of 6 School Growth Specialists reports to the Office of Curriculum and Instruction and makes school visits, conducts demonstration lessons, and assists SGTs and school-based teacher leaders with crafting and delivering PD at their schools. The third set of SGS work for the Office of Language, Culture, and the Arts and provide bilingual and ESOL focused professional development. School Growth Specialists have been partially allocated to a number of different initiatives they are associated with. The cost of the SGS in the Leadership and Professional Development office has been grouped as part of the SGT cost. The SGS in Curriculum and Instruction have been counted as part of Curriculum and Instruction Initiatives, and the SGS in the Office of Language, Culture, and the Arts have been counted as part of Bilingual and ESOL PD Initiatives.

School Growth Teachers (\$13.8 million) – School Growth Teachers are full-time fully released teachers who are charged with crafting and delivering school-based professional development, analyzing data, and mentoring new teachers. This last responsibility was added when the district was forced to eliminate most of its 61 New Teacher Coaches due to budget cuts. Through the district's Title I School Improvement funds, each school under Corrective Action and In need of Improvement receives one SGT, who reports to the school principal. Schools can elect to purchase their own SGT teachers if their AYP status does not entitle them to one.

School-level Title I PD (\$4.3 million) – In every school, 5-10% of Title I dollars (depending on AYP status) are required to be spent on professional development. A portion of these dollars are spent on the release time of School Based Teacher Leaders, which is captured above. The remainder is captured here, and includes additional teacher stipends for professional development, travel, books, contracts with outside providers, printing, food services, and the purchase of additional coaches.

Special Education Training and Support (\$2.5 million) – The Office of Specialized Services oversees the implementation of professional development for special education and general education teachers in six key areas: Response to Intervention, Inclusive Practices, Autism, Behavior Support, Assistive technology/Low Incidence, and Inter-agency coordination/transition. Through a network of regional case managers, special education directors, and Behavioral Intervention Specialists, professional development in these key areas is provided to special education teachers and sometimes to general education teachers through

workshops at the regional offices, Saturday and after-school professional development sessions, and school-based support.

Teaching American History (\$390k) – Competitive grant takes the form of professional development designed to assist elementary and secondary schools in implementing research-based methods for improving quality of instruction, professional development & teacher education in American history.

Title II D (\$269k) – Title IID funding provides funds for innovative initiatives using technology, increasing access to technology, and professional development. Philadelphia is using a portion of these funds to provide professional development to teachers around the use of technology in the classroom.

UVA Turnaround Specialists – the district has paid to train approximately twelve principals in the practices of the turnaround specialist model. All of these principals have intentionally been deployed to the CEO schools under the supervision of Gregory Shannon, the Regional Superintendent for the CEO/EMO schools. Through the two year training model, principals and a cohort of people from their school and district attend sessions at UVA Curry/Darden that combines a business and education approach to effectively leading and transforming schools that are chronically underperforming. It appears that the money spent on this initiative was spent in the past, so it has not been included in this PD review (which is intended to be a 0708 snapshot).

Appendix III: Methodology

This Appendix is intended to supplement Section III of the main report.

A. Definition of PD

As mentioned in the introductory methodology section, before districts can begin to create a strategic professional development system, they must first understand their starting point – how much are they currently investing and what are they buying. This requires compiling a comprehensive inventory of all professional development activities and categorizing each piece of spending so that it can be mapped to understand alignment with district priorities and research-based strategies. Doing this requires a shared understanding of what constitutes professional development. A traditional, narrow definition of professional development results not only in an understatement of total investment, but also in a lost opportunity to consolidate and tightly align all professional development investment around focused district priorities that reflect both student and teacher needs.

In order to take a more proactive, inclusive approach to professional development, it is important to include all categories of spending. Included in ERS’ analysis are: (1) all sources of funds, (2) teacher contractual time, (3) all types of spending, and (4) spending not conventionally thought of as professional development (See below).

Sources of Funds	Teacher Time	Types of Spending <small>(all below captured through budget data and interviews)</small>	Other investment to build knowledge and skills
<ul style="list-style-type: none"> Federal funds State funds Local or general funds Private foundation and grants In-kind contributions or partnerships 	<ul style="list-style-type: none"> Contract Time (% of Teachers compensation from budget spent in PD days) Required regular Collaborative Planning Time (% of Teachers compensation from budget spent in CPT) 	<ul style="list-style-type: none"> Staff and Administrative time (From interviews and master budget) Consultants Stipends Substitutes and Coverage Materials Travel and Conferences 	<ul style="list-style-type: none"> Education Lane Increments (extra compensation teachers receive for education credits, calculated from HR data) Sabbaticals (from HR data) Tuition Reimbursement (from interviews and budget data)

B. Limitation of Findings

These findings represent an effort to map and measure professional development spending done by SDP’s central office, in an attempt to analyze the district’s professional development strategy. As a result, individual school’s different uses of extra budgetary resources or efforts to raise

additional PD funds are not included, nor are other pieces of data described in the following section.

These findings are also designed to represent a snapshot of SDP spending. As such, historical spending is not included in this study. Certainly, professional development spending last year, or the year before, may still have repercussions in the district, but it was not measured here. One example of this is the University of Virginia turnaround specialist program, for which no money was spent in the 2007-2008 school year. This program may still be impacting the district, but the historical spending does not represent resources used in the district's current year professional development plan.

The data itself is occasionally open to individual interpretation. We have developed our definition of professional development in over a decade of work in urban school districts, but some of our coding of PD spending is our own interpretation. One example of this is the way we calculate central staff resources dedicated to professional development. In order to calculate total resources dedicated to professional development, we calculated what percentage of time central office staff members spend on professional development. This was done through interviews with the staff members themselves as well as colleagues and managers. Once a % of time was determined, that % was applied to total compensation, including benefits, in order to determine that individual's resource contribution to PD. % of time calculations may not always reflect exactly what was told to us by the individual themselves, as assumptions and interpretations were made about how time was used.

The analysis was done entirely using budget data. Budget data may not perfectly match spending that actually occurred, as adjustments may be made before the end of the year, coaches may leave the system, or budgets may not be fully spent. While this does provide a limitation, budget figures are usually very similar to final expenditures. In addition, budgets are constructed to reflect district strategy, and are therefore perhaps the most accurate indication of intended resource use for professional development.

Finally, there is some data that was not included in this study because it was unobtainable, or was not in a measurable form. This data is summarized below.

C. Data not included

- *EMO Spending:* Interviews suggest that EMO's use a portion of their additional district resources on professional development. This information is not collected by SDP and therefore not included in this report.
- *Partnership (In-Kind) Contributions:* The district has partnerships with some organizations that provide PD to the district in terms of services offered through partnerships. The cost of the services, materials and other resources supplied by the partnerships do not show up on district budgets, and are therefore are not included. Examples in Philadelphia include

Temple training of National Board Certified Teachers, or portions of the UPenn Distributed Leadership grant that UPenn provides.

- *School-based Use of Time:* Collaborative planning time for teachers it is up to the discretion of each principal, and differs from school to school. This information is not collected centrally and therefore was not included.
- *School-based initiatives outside of major district initiatives:* Individual schools may have gathered resources together in order to pursue their own PD Initiatives outside of the major district initiatives. Again, these are PD resources, but are not a part of district PD strategy, so the data is not collected.

D. Interviews conducted

Diane Amadio	New Teacher Coach
Albert Bichner	Deputy CAO
Marie Bonner	Director, Title I
Cecilia Cannon	Associate Sup, Curriculum and Instruction
Deborah Chagin	Director, Curriculum and Instruction
Margaret Chin	Office of LCA
Diane Conyers	School Growth Specialist
Shawn Crowder	Human Resources
Fran Darby	Regional Instructional Director
Pat Deminsky	Content Director for Literacy
Fred Farlino	COO
Geraldine Fitzpatrick	Regional Instructional Director
Wanda Graham	Director, Professional Development
Linda Grobman	Regional Superintendent
Jackie Green	Regional Instructional Director
Nathania Johnson	Executive Director of PD
Cassandra Jones	CAO
Jerry Jordan	President, PFT
Karen Kolsky	Executive Director, Leadership
Michael Lerner	President, CASA
Ellen Linky	Associate Sup, Accelerated Learning
Fran Newberg	Technology
Marlene Owens	Academic Coach
Donna Piekarski	Early Childhood Education
Janet Samuels	Regional Superintendent
Marcia Schulman	Director, Grants Development
Greg Shannon	Regional Superintendent
LaVonne Sheffield	Chief Accountability Officer
Brenda Taylor	Associate Sup, Specialized Services
Bob Westall	Technology
Hope Yursa	Math Content Director

E. Data collected

Budget Office

- **District budget data:** 2007-2008 budget data collected midyear: categorical spending reflected in October budget, operating funds budget merged in from January projected budget.

IT Department

- **Payroll/position data:** Included all employees of the district, their accounting string to enable merging into full budget data, as well as total compensation including detailed benefit breakout.

HR Department

- **Human resource data for teachers:** Including lane and step information, years experience in the district, years experience as a teacher in the district, detailed degree information, subject taught, etc.
- **Human resource data for principals:** Including degree information, years experience in district, years experience as principal in district, etc.
- **Snapshot of teacher mobility over past three years:** Lists of active teachers over the past three years as well as their associated school.
- **Job descriptions:** For coaches, master teachers, school growth teachers, and any other teacher leadership roles
- **Sabbatical data:** List from HR of teachers on sabbatical for the 2007-2008 school year

Accountability Office

- **School level Performance data:** Received PVAAS scores at the school level, as well as AYP status of schools for the past three years
- **School demographics data:** Including % poverty (based on Yancey metric), % SPED, % ELL, gradespan, total enrollment, region, school level, etc.
- **SRC Survey:** Copy of survey results for principals, teachers, and students

Office of Leadership and Professional Development

- **Lists of coaches and academic support staff:** Sometimes including caseload data.

Office of Grants

- **District partnerships with external organizations related to human capital/PD**

Various Sources

- **School Improvement Plan template and Individual teacher PD plan template**
- **Individual Professional Development Initiative Budgets:** Including accounting strings and total dollars budgeted.

Appendix IV: Implications for Practice and Analysis

The following is a summary of the Implications for Practice and the Implication for Analysis set forth in the report. This summary is meant to highlight specific leveraged implications. They are not indented to be an exhaustive list of action items. More detailed and specific actions should be developed as part of a comprehensive planning process involving all relevant stakeholders.

Recommendation	Implications for Practice	Implications for Analysis
<p><i>Create an adequately funded PD plan that is based on evidence-based metrics of teaching quality and links to a broader human capital strategy.</i></p>		
<p>#1: Create and implement a multi-year professional development plan that aligns with district priorities and supports a district-wide strategic plan.</p>	<ul style="list-style-type: none"> Clearly define roles and responsibilities with respect to professional development of all central office departments, regional offices, and schools and provide those entities with adequate resources—people, time, and money—to effectively carry out those responsibilities. Establish a district-wide process ensuring that all PD Initiatives, and the overall district PD plan, are regularly evaluated against a defined set of standards. Ensure alignment of implementation and accountability responsibilities. 	
<p>#2: Implement structures and practices to measure, collect and disseminate evidence-based metrics on teaching quality to inform professional development priorities and related career and staffing decisions.</p>	<ul style="list-style-type: none"> Adopt district-wide teaching performance standards that are used to measure teaching quality. Develop a central data-system that integrates all measures of teaching quality. Ensure dissemination of teaching quality information to relevant stakeholders, paired with training on strategic use of information in professional development and staffing. 	
<p>#3: Create a comprehensive human capital management strategy that supports teacher and leadership professional development by focusing on staffing equity, career lattice, evaluation, and compensation structures.</p>	<ul style="list-style-type: none"> Review and create a new vision for the role of Human Resources. Create clearly defined teacher leadership roles and build a compensation structure that rewards teachers for these additional responsibilities. 	<ul style="list-style-type: none"> Determine the impact of site-selection on teacher retention, mobility, and professional learning communities.

#4: Increase investment in effective strategies, including school-based expertise and new teacher and principal support, focusing on more permanent and stable funding resources.

- Develop implementation models for strategic opportunities to understand full budget impact.
- Develop evaluation plan to ensure accountability for increased investment and to ensure only effective programs are continued.
- Conduct full district-wide resource analysis to identify available funds that can be redirected to professional development.

Revamp current investment in school-based expert support, including clearly defining roles and accountability and providing collaborative planning time to work with teachers.

#5: Improve effectiveness of school-based expertise investment by redefining job responsibilities and tightening selection and accountability.

- Restructure the school-based expertise model to align with principles of an effective coaching program. Any redesign should consider the impact on new teacher support.
- Adequately fund model, considering equity of resources across schools.
- Determine the amount of release time for SBTs and identify best practice organizational structures that can be shared.

#6: Focus school-based expertise resources on the high priority areas of literacy and math.

- Focus school-based expertise on an instructional coaching model that focuses on literacy and math.
- Any redesign of SGT role should consider the impact on new teacher support.
- Evaluate teaching expertise in literacy and math to understand internal expertise available for an instructional coaching model.

#7: Align the type and amount of professional development support with school need and capacity, while holding schools accountable for effective use.

- Measure and collect metrics on school need that include not only academic performance, but also teaching and leadership capacity.
- Differentiate the amount and type of school support based on school need and capacity, providing high-capacity leadership with flexible resources and low-capacity schools with technical support.

#8: Create regular time during the school day and year for teachers to work collaboratively, and with school-based experts, to improve practice.

- Provide schools with organizational models (schedules, staffing, and budgets) that include adequate collaborative planning time and release time for school-based expertise to facilitate.
- Work with the state to restructure Article 48 requirements to allow more job-embedded professional development opportunities to qualify towards the required 180 hours, including CPT.
- Use PD days to implement focused district-wide strategies, or
- Determine the extent of CPT at schools and identify best practice organizational structures that can be shared.

allow differentiated agendas based on school need and capacity with appropriate accountability.

Build on current efforts to support new teachers and principals.

#9: Improve implementation of new teacher support by more closely aligning resources and need.

- Review and restructure model so that all new teachers receive adequate and equitable support based on needs regardless of pathway, program, or date of hire.
- Ensure all schools receive adequate and differentiated support based on new teachers' needs— considering flexibility over the use of resources for those schools with high-capacity teachers and principal leadership.

#10: Ensure stability of principal pipeline program and expand support for new principals

- Develop a system for measuring, collecting, and disseminating data on principal capacity to inform professional development and relevant human capacity decisions.
- Adopt district-wide standards for principals that guide principal development in the pipeline and job performance.
- Develop a system that differentiates support for principals, rethinking the use of principal meetings and the summer institute.
- Understand magnitude of new principal needs in order to allocate appropriate resources to both the principal pipeline and new principal support.

Appendix V: Endnotes

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