

Time

Ways to Find Time to Offer Staff Development

Time is always a challenge in providing high quality professional development. If teachers are asked to meet after school, they are often exhausted after a full day's work. Listed below are other possibilities. All have their advantages and challenges.

1. **Borrowed time.** Each school day is lengthened by a few minutes so students can eventually be released for a partial day of teacher planning. Or, in team teaching, team members alternate between teaching and planning.

Minimum days, either 7:30 to 9:00 in the morning or 1:30 to 3:00 in the afternoon.

Can be any day of the week during the school year -- could be used in conjunction with full release days if board of education does not allow eight total professional development days.

2. **Common time.** The entire day is rescheduled so several teachers will have the same free period.

Cadre of substitutes trained in particular content areas to relieve entire department or grade level for a morning. A switch can be made to release a different department or grade level in the afternoon.

3. **Freed-up time.** Student teachers, parents, community members, volunteers or administrators take on teacher tasks or classes.

A. Assemblies which target a group of students for an hour or two at a time so teachers of a similar subject area can receive staff development experience. (Administrators or teachers not involved in that particular staff development supervises students in the assembly.)

These assemblies could be on topics such as drug prevention, science lessons, self-esteem, or special performing arts enrichment experiences.

- B. Bring in parents, business, or community people who can provide guest speaker experiences while teachers are receiving training. Could be in fine arts, physical education, science, career education.
4. **Better-used time.** Faculty meetings deal exclusively with planning, not announcements or administrative details.
- A. A series of staff development sessions are held during regularly scheduled weekly faculty meetings. At least two of the four every month are around school wide staff development issues. (Hands on training, demonstration, support, feedback.)
 - B. Staff meetings are held for the purpose of formal study groups or teacher as a researcher or curriculum, instruction, technology and assessment design groups, or interdisciplinary planning or sharing of artifacts or analysis of student work, etc.
5. **New time.** Teachers are compensated in new ways -- for example, with in-service credit -- for using their own time.

--- **OTHER TYPES OF FACULTY MEETINGS**

(TESA provides this model.) Typical time frame is 4:00 to 8:30 pm, dinner included.

- B. Friday afternoon through Sunday morning retreats
Typically starts at 4:30 to 5:00 on Friday and goes to Sunday noon. Provides 11 to 15 hours of training. Often done at a retreat house, hotel, resort, etc. (Excellent for building climate and focus on task.)
 - C. Summer Institutes (Such as those offered by subject matter projects or those offered at school sites in conjunction with summer school.)
 - D. Saturdays during school year, with a stipend. Or Intersessions if you are a YRE (Year-Round Education) site.
6. **Rescheduled time.** The school calendar is changed to provide more teacher planning days.

- A. **Up to eight professional development days** are allowed in many California schools whereby teachers (not students) come to school during the course of the year, within the 180 instructional days. (School receives full ADA funding.)

Possible ways to use eight professional development days:

- Two or three prior to start up of school
- One -- first quarter
- One -- second quarter
- One -- third quarter
- Two -- at the end of school year

Modifications:

- Two or three at semester break for in-depth study, reflection, and follow-up
- Two each quarter
- Two to five prior to the beginning of school

Advantages:

- Empowers total staff. All learning together (not just one teacher or one department).
- All have common language, focus, mission.
- Teachers, administrators, paraprofessionals, and classified can all meet, share, and learn together.
- Treats the teachers as professional and allows quality tie to enhance skills during the school day.
- Students have mini vacation break which can energize and lessen burn out.

Ways to increase possibility of success with professional development days:

- Communicate well with parents, board members, and community agencies for support in advance.
- Communicate well with students about expectations.
- Brainstorm creative projects, performance based homework for students on their "work" day at home.
- Share with parents afterward (via newsletter or informal meetings) the many things teachers learned during their professional time and ways it will benefit students.

B. Target staff development or “professional development” days through a content “academy” or “institute”

Trainers, mentors create an “academy” in the district on a specific content area, with peer coaching training attached. Trainers are released for planning time. The “academy” is not such a physical site as it is a group of trainers (usually developed internally to district) who plan and present together. Presenters can go to a site, or groups of teachers from various sites can go to a central location with the staff development presenters.

C. Summer School Academy

Teachers teach in morning and debrief, plan together and learn new strategies in the afternoon.

Two teachers per classroom -- one teacher, one observing giving feedback. (Math Renaissance uses a similar model.)

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PROFESSIONAL DEVELOPMENT

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Making Time for Staff Development: Luxury or Necessity?

Time for teacher and administrator professional development, always a scarce commodity, has taken on a new sense of urgency as a result of major school improvement initiatives at the federal and state levels. In *Prisoners of Time*, a report of the National Education Commission on Time and Learning (1994), the authors note that "unlike teachers in many systems overseas who can take advantage of continuous, daily opportunities for professional development, American teachers have little time for preparation, planning, cooperation, or professional growth. The whole question of teachers and time needs to be rethought in a serious and systematic way.

The Commission's findings are seconded in a recent policy brief published by the North Central Regional Education Laboratory (NCREL), *Professional Development: Changing Times* (Fine and Raack 1994). The paper asks educators to focus their attention on promoting regular, job-embedded professional development opportunities for all staff during regular school time:

Again and again we attempt to implement new instructional innovations, yet fail to provide teachers with [time] . . . to study, reflect upon, and apply the research on teaching and learning. . . . For example, setting new [curriculum content] standards without providing teachers with time to study, implement, and reflect upon them is likely to lead to another failed effort at educational reform. . . . As the standards are developed, we must simultaneously restructure school time to support ongoing professional growth.

Hugh Price (1993), former vice president of the Rockefeller Foundation and current president of the Urban League, believes that the ultimate question is whether parents and policymakers can be persuaded that more teacher professional development time and less teacher classroom time will yield higher quality learning for students. According to Price, experience overseas and experiments in this country suggest that increased time for teacher collaboration and professional development does result in increased student achievement.

In *The Learning Gap: Why Our Schools Are Failing and What We Can Learn from Japanese and Chinese Education* (1992), Stevenson and Stigler contrast education in Asia with education in the United States. They point out that even though Asian teachers spend more hours in school, they spend less time actually teaching students. For example, teachers in China spend only three hours a day actually instructing students. They spend most of their remaining time planning lessons and working with colleagues—two powerful forms of job embedded staff development.

In a recent visit to Japanese schools, ASCD Professional Development Institute consultant Pam Robbins was surprised to note the absence of a teacher's desk in the classrooms. When she asked, "Where is your desk?" she was taken to a room filled with teachers' desks. All teachers meet there and work together for significant portions of the day.

In Japanese high schools, teachers teach, on average, two courses. And those two

courses are often the same. They spend the remainder of their time meeting with students or planning with other teachers. Teachers in Germany teach 21 hours a week; in Japan, 17–20 hours a week. United States high school teachers teach 30 hours a week.

Noting international comparisons similar to these, Price suggests that

With rare exceptions, current patterns of professional development fall well short of what's needed. . . . Just imagine what a difference it would make if teachers taught the equivalent of four days per week instead of five, and if the time thus freed up were devoted, either in one chunk or spread out over the week, to professional development.

Rethinking the Use of Time

The traditional approach to staff development is to schedule time after students leave for the day, in isolated, "one-shot" district

Continued on page 2

workshops scattered throughout the school year, or in summer courses. According to the NCREL policy brief, "a new approach is to embed professional time into the school day to maximize its impact." Job-embedded staff development provides teachers time to consult together about common instructional problems, engage in joint curriculum planning, share knowledge, observe new skills, conduct action research, coach one another, and obtain new ideas and approaches from colleagues during the course of the work day.

Dennis Sparks (1994), executive director of the National Staff Development Council, proposes that at a minimum, 5 percent of a teacher's work time should be spent learning and working with peers on improving instruction. "Then," Sparks adds, "let's experiment with ways to extend that time over the next 10 years to 50 percent of a teacher's workday. Schools will have to address head-on the reality that additional time is required for adult learning and collaborative work if schools are to succeed."

Cohen (1993) says that perhaps the only way to find sufficient time for staff development will be to throw away our current pre-

thinking. I suggest that we imagine that we are starting from scratch, as if no schools existed. What kind of schools would we want to build if we could look at our needs without any presuppositions?"

For job-embedded professional development to become the norm, the teacher workday will need to be altered significantly. Fortunately, support at the federal level for increased professional development time is growing—specifically in the Goals 2000: Educate America Act and in the report of the National Education Commission on Time and Learning (1994).

Alternatives to Consider

As we pursue ways to achieve the goal of increased time for quality professional development, Tim Murphy and Jeannie White, staff developers at the Los Angeles County Office of Education, offer six possibilities:

- **Added Time.** Lengthen the school day so that students can be released to allow a partial day of teacher planning.
- **Common Time.** Schedule the school day so that several teachers can have the same free period. Use cadres of substi-

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...nites trained in particular content areas to relieve entire departments or grade levels for a morning. At the secondary level, schedule lunch periods and planning periods back to back.

- **Freed-up Time.** Use student teachers, parents, community members, volunteers, and administrators to take on teacher tasks or classes. Hold assemblies on science and technology, self-esteem, and the performing arts. Form a group of students for an hour or two, thus allowing teachers in a similar subject area to receive staff development.
- **Better-used Time.** Conduct a series of staff development sessions or study groups during weekly faculty meetings. Focus at least two of four monthly staff meetings on schoolwide staff development issues. Use faculty meetings for planning, not for announcements or administrative messages, which can be sent by e-mail. Focus staff meetings on teacher research, interdisciplinary planning, or sharing artifacts or analyses of student work.
- **New Time.** Compensate teachers for using their own time (e.g., inservice credit, graduate credit). Hold a series of monthly dinner meetings for professional dialogue (the typical time frame is 4:00–8:30 p.m.). Allow teachers to attend extended summer institutes, with follow-up in the Fall to work on new curriculum or teaching strategies. In schools on a year-round program, schedule staff development during intersessions.

- **Rescheduled Time.** Change the school calendar to provide more teacher planning days. For example, many California schools schedule up to eight professional development days. Other school districts are extending teachers' contracts to make time for additional professional development days when students are not in attendance.

Stephanie Hirsh (1994) suggests using a practice called "banishment." Creating a process for banishing low-priority programs can help schools focus resources on new programs needed for improvement. Hirsh advises beginning the banishment process by asking the faculty several questions:

- What things do you feel compelled or required to do that you feel certain do not benefit our students and inhibit accomplishing our school goals?
- What are the urgent but unimportant tasks that take your time away from the nonurgent but important things you need to do?

Small groups discuss the questions, and each reaches a consensus on a list of possible

staff room for everyone to review, provide written comments, and stimulate discussion. Finally, school improvement teams discuss the costs and benefits associated with banishing each item. Once agreement is reached, the team has four options: (1) banish immediately, (2) seek approval from central administration to banish, (3) seek a waiver from the state, or (4) maintain the practice because consensus regarding banishment does not exist.

Hostra University professor of education Mary Anne Raywid (1993) provides examples of how schools have created time for staff development

- Using service learning programs where high school students tutor elementary school students, thus freeing up teachers for joint planning and other forms of collaborative work.
- Forming university partnerships where university partners provide instruction and design follow-up activities, and aids and paraprofessionals handle monitoring.
- Adding additional time to the school day and the school year.

Continued on page 8

Making Time For Staff Development: Luxury or Necessity? from page 2

- Altering staff utilization patterns, such as scheduling administrators to teach or scheduling teachers so that some assume responsibility for more students to allow other teachers to meet with each other.

Raywid argues that for schools to improve, administrators, policymakers, and the public must accept a new concept of school time: "What must change is the idea that for a teacher, it is only in the classroom with students that 'the rubber meets the road'.... The time necessary to examine, reflect on, amend, and redesign programs is not *auxiliary* to teaching responsibilities-nor is it 'released time' from them. It is absolutely central to such responsibilities, and essential to making schools succeed!" ■■■

— Cerylle Moffett

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Less Is More by Albert Shanker

Many school reformers believe that raising academic standards will mean keeping kids in school for more hours a day and more days a year. Students in countries we compete with master more challenging curricula and outscore Americans on tests in most core academic subjects. These countries all have a school year that is a lot longer than the U.S.'s 180-day average. (In Germany, for example, teachers work 225 days; in Japan and Italy, 215; in England, 195; in Canada and Norway, 190.)

The impression the American public has gotten is that the reason it might be good to lengthen the U.S.

more work out of teachers: kids in other

"They spend their days in classrooms teaching with virtually no time to learn from and confer with other teachers. They work in isolation in their classrooms, and do their planning, grading, and thinking alone at home."

countries are learning more because their teachers are teaching more.

But that doesn't square with the facts. The reality is that American teachers spend far more time in the classroom than their counterparts in other countries. A new survey by the international Organization for

Economic Cooperation and Development (OECD) shows that U.S. teachers pack more than 1,000 hours of classroom instruction into every school year - hundreds of hours more than teachers in other countries, even though they work more days. Here are the findings:

Nation	Teaching Hours Per Year		
	Primary	Lower Secondary	Upper Secondary
Austria	780	747	664
Belgium	840	720	660
Finland	874	798	760
France	944	632	—
Germany	790	761	673
Ireland	951	792	792
Italy	748	612	612
Netherlands	1000	954	954
New Zealand	790	897	813
Norway	749	666	627
Portugal	882	648	612
Spain	900	900	630
Sweden	624	576	528
Turkey	900	1080	1080
United Kingdom	—	669	—
Mean	858	781	745

Source: OECD

So how is it possible that teachers in other countries can work many more days a year but teach substantially fewer hours? What are they doing instead?

The answer is that they are busy with tasks that in other countries are considered a normal part of the daily responsibilities of a professional teacher. In the 15-25 hours of their work week that is not spent in class, teachers confer with each other about students' progress and ways to improve their instructional methods; they work with students individually; and they plan their classroom lessons, often together.

In most professions, there are at least two sides to the job. You work with your patients or clients for part of the time, and you spend part of the time with colleagues discussing what went wrong in your work, what's going right, how you did it, and how others

have done it or fluffed it. This exchange of experiences, ideas, and problem-solving approaches provides a vital kind of professional development that most professional people take for granted.

The work life of American teachers is very different. They spend their days in classrooms teaching with virtually no time to learn from and confer with other teachers. They work in isolation in their classrooms, and do their planning, grading, and thinking alone at home.

Teachers in the United States are teaching longer and harder than teachers anywhere else in the world. But school policymakers might take advice from Jack Bowsher, a former top IBM executive who said, "If 20% of the computers in my computer plant were dropping off the assembly line before they reached the end, and the other 80% reached the end but had defects the last thing I'd advocate is running

extra few weeks a year."

Those who say more time is needed for education may be right. The issue, though, is how the time is spent.

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Table of Contents

- Marketing Approach to Staff Development2
- Guest Column: Albert Shanker3
- Central Role of Staff Development.....4
- Closing Gap in Urban Schools5
- Reform Requires New Form of Development6
- Reform Requires Key Elements7
- Link Between School Culture and Structure.....
- Gather Ideas with "Input Bombardment"8
- Characteristics of Education Leaders8

Smart Use of Time and Money Enhances Staff Development

Joan Richardson

School districts must acknowledge the array of activities that constitute staff development and support them with resources.

Although Jane Ellsworth will spend five hours with her students today, her work day will include far more than just the time she spends with class. There will be school committee meetings, parent conferences, report writing, and planning time for her classes.

At 10:05 a.m. every school day, Ellsworth (a fictional, composite teacher) joins four other teachers from her elementary school in a daily planning meeting. The 123 students they oversee each day are either in music, art, or gym classes during this hour.

Her school is piloting a new mathematics curriculum and this team of teachers is working together closely to implement it in the third grade. During the summer, all five teachers attended a weeklong summer training session to learn about this new math program. Now, they are coordinating lesson plans and assessments to learn which techniques are most effective with different students. Already, they are thinking ahead to how they will train other teachers in their district in what they are learning.

Over her lunch hour today, Ellsworth will meet with a mother who's concerned the new math program isn't meeting her son's needs. Ellsworth will patiently demonstrate several lessons for the mother to help her understand the new curriculum.

After school, the teacher agrees to spend an hour with the school improve-

ment team to answer their questions about the math program. At 5 p.m., she joins a districtwide math curriculum committee meeting that's already underway at the high school.

Was any of this staff development? Was all of it staff development? Does the teacher recognize that? Does her principal? Does her community?

The usual description of a teacher's day paints a bleak picture of worn-out, bedraggled adults spending their precious free moments coping with copying machines and

standing on line to use the office telephone. But, in fact, many teachers already devote significant amounts of time to work that simply hasn't yet been acknowledged as professional development.

In Ellsworth's case, her planning time is a kind of staff development. Explaining the math curriculum to a student's parent clearly is an important part of bringing parents into the picture by helping them understand what their children are learning. Participating in a school improvement team and sitting on a district committee expands the definition even further to include her contributions to the broader school and district community.

The changing ideas about staff development means districts must begin to calculate the time and money being spent to support staff development. Accounting for that time and money also has the added advantage of focusing districts on what they call professional development.

In 1995, the National Staff Development Council Board of Trustees recognized the crucial importance of time and resources when it recommended that school systems devote at least 10 percent of their budgets to staff development and that at least a quarter of educators' work time be "devoted to learning and collaboration with colleagues."

NSDC is not alone in seeing the need to set aside time for teachers to learn. In virtually every major education report in the last decade, time has emerged as the

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ubiquitous ingredient to producing more effective schools. Once called the "unacknowledged design flaw of American schools," the scheduling of time in schools has very much become acknowledged as a flaw of American education.

Indeed, the call to provide time for teachers to study, learn, and share has become as common as the single, repeated refrain of a popular song. Now that there is virtual unanimity on the need to provide more time, school systems must move into the next phase. They must not only find ways to provide more time for staff development time, they also must acknowledge the array of activities that constitute staff development and make time for those as well.

Making Time for Staff Development

Scheduling regular time for staff development is not a new idea in Iowa City, Iowa. About 20 years ago, Ernest Horn Elementary School pioneered the idea in Iowa City because teachers wanted more time to plan together. That appealed so much to other Iowa City teachers that the shared planning time went districtwide a few years later.

released from school one hour early every Thursday. Elementary school students leave at 2 p.m.; high school students at 2:20 p.m. But teachers continue working until 4 p.m., with that extra time devoted to professional development.

The first and third Thursdays of every month are set aside for the building's staff development agenda. If a school has a goal of improving student writing, for example, then the staff will focus on that. If another school is worried about math achievement, then its focus shifts in that direction.

The second and fourth Thursdays are districtwide staff development times. On those days, teachers typically meet according to their subject area or grade level. Other times may be given over to an issue like technology training.

"Professional development is part of a teacher's job. It's not an add-on. They shouldn't be expected to go back and work on Saturday or at night. If it's really important, then we need to provide the time and the opportunities for them," said Pamela Ehly, director of instruction for the

Iowa City Community School District.

t Holt Public Schools in Holt, Michigan, setting aside time for professional development grew out of teachers' investigation into successful schools. "When they saw great teaching and learning, they consistently found that there was significant collaborative time built in for the faculty," said Tom Davis. Holt's assistant superintendent for secondary education.

So, seven years ago, Holt's middle and high school students began arriving at school at 11:30 a.m. every Wednesday, four hours after teachers started their day. Teachers voted to create the time by exchanging their daily prep period for one long period together every week. The time that students lost on Wednesday morning was added back into the schedule to create slightly longer days on Monday, Tuesday, Thursday, and Friday.

"When it began, teachers agreed that it would be 'no business as usual.' That means we don't allow district curriculum groups to meet. We don't allow teachers to bring kids into the school for any reason. It's strictly set aside as collaborative time," said Davis, who was high school principal when the new schedule was introduced.

One of the unexpected benefits of the collaborative time has been the eagerness — and success — of teachers seeking outside grant money to support programs they develop during that collaborative time together. In one four-year period, teacher-initiated grants brought in \$2 million in competitive grants for the district. "When teachers get into this kind of situation of really learning together, they want to do a lot of things. Of course, we didn't have the money so they went after the money themselves," Davis said.

Tying Staff Development Time to Money

On the surface, manipulating school schedules may appear to be a way of providing free staff development time. But, in reality, every attempt to provide more time for staff development carries a cost with it. If time is money, then supporters of staff development will ultimately have to translate any changes in school schedules into dollars and cents and show the connection to student learning.

But identifying how much money is being spent today on staff development already is a daunting task. Before the NSDC

goal of 10 percent can be realized, school systems have to agree on what should be included under the staff development umbrella and how much is being spent now.

Some districts spend next to nothing on professional development and spend more than three to five percent, said Tom Corcoran, senior research fellow at the Consortium for Policy Research in Education.

Flint, Michigan, a mid-sized urban school district north of Detroit, is one of the few districts in the country that has tackled the challenge of figuring exactly how much is being spent on staff development.

Funded with a grant from the Rockefeller Foundation, Flint has identified restructuring its staff development operations as a key to improving student learning in the district. A crucial first step toward restructuring is knowing how much money is being spent on staff development now, said Barbara Johnson, who coordinates the Flint effort.

Every attempt to provide more time for staff development carries a cost with it.

On the face of things, Flint spent \$287,000 on professional development during the 1994-95 school year. But, when Flint analyzed its actual expenditures, the district identified 66 line items related to staff development. The total outlay: \$1.9 million.

That was surprising enough. Then, the district probed further and concluded that it needed to include university credit and degree payments the district made on behalf of staff and payments to staff for attending programs and for preparing and leading professional development activities.

What Flint discovered then was truly shocking — nearly \$13 million or six percent of the district's annual budget was spent on staff development.

"It was rather alarming, the amount of money we had going into professional

NSDC Time and Resources Resolutions

The National Staff Development Council believes that high-quality staff development is essential to school reform and that school systems have an obligation to ensure that employees are thoroughly prepared to successfully discharge their responsibilities. Time for these activities can often be provided via extensive on-the-job opportunities and collaborative work with no additional resources.

Therefore, the National Staff Development Council recommends that school systems dedicate at least 10 percent of their budgets to staff development and that at least 25 percent of educator's work time be devoted to learning and collaboration with colleagues.

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development. But we had no evidence that it was making a difference in the way people were doing their jobs," Johnson said.

In fact, the shock factor appears to be a crucial step toward enhancing the perceived value of professional development.

"It makes a big difference when you're talking about six percent of your budget versus one-tenth of one percent of your budget. When you're talking about six percent, then people start paying attention," said Victor Young, architect of the Rockefeller project.

"Once it became 'real money' in Flint, you had school board members paying a lot of attention to it," Young said.

Identifying the money districts spend on professional development is essential for two related reasons, Young said. First, all our districts participating in the Rockefeller project found there was a disconnect between what they were calling professional development and activities that educators believed were part of professional development, he said.

That's a crucial distinction, Young

said, because districts will arrive at differing amounts of expenditures depending on how they define professional development.

"If you think of professional development as something that comes only out of the training, classroom didactic model, then you would identify X amount of money," Young said.

Second, expenditures rise as districts expand their view of professional development to include such activities as study groups, collaborative work groups, team meetings, partnerships with universities, and mentoring programs.

"If we want to put more resources into professional development, then we'd better be able to articulate what resources we have now. We have to be able to say what professional development is and how we believe it will improve the teaching and learning for children in our schools," Young said.

"If you spend money in a school district and it's not connected to teaching and learning, then, what's the point?"

States Expand their Influence in Staff Development

Several states have begun to recognize their role in encouraging local districts to devote more time and resources to staff development.

"It's hard to read where this is going. It's not at all clear whether they represent a trend or a boomlet. But there has been some movement," said CPRE's Corcoran who has compiled a 50-state analysis of spending on professional development.

Between seven and 10 states have increased their funding for professional development, Corcoran said. But a handful of others have moved away from earlier commitments to extend more resources.

Illinois now sets aside \$4 million for professional development. Kentucky provides \$23 per child and Massachusetts has set aside \$10 million that will be allocated to local districts through a formula.

In 1993, a coalition of Missouri education organizations banded together to lobby for staff development funding when the state was under court order to re-draft its funding formulas. "We piggy-backed on that to build in more for staff development. I think our state is the envy of many states because of this," said Douglas Miller, coordinator of professional development for the state.

What resulted was a requirement that two percent of all the money allocated for K-12 education must be spent on profes-

sional development. The money is divided equally between the state and local school districts. During this fiscal year, they are sharing \$24 million.

With its portion of the money, the Missouri Department of Elementary and Secondary Education has created an elaborate system of nine regional profes-

"If we want to put more resources into professional development, then we'd better be able to articulate what resources we have now."

sional development centers. Much of the state effort revolves around training trainers for local districts.

"We're trying to create capacity," Miller said. He believes staff developers need to stop seeing limitations on what they can do. Instead, he urges them to see the abundance of resources they could use to support more training for teachers. "We tell them that there's plenty of time and that all of this doesn't have to happen between 4 and 6 p.m. It can happen all day, every day."

In a local district, the professional development committee determines how its portion of the money will be spent. The expenditures are audited by the state to insure that they are in line with the legislation's intent and in line with the state's school improvement plan, Miller said.

"There's quite a sting to this too," he said. Districts that don't spend at least 75 percent of their professional development funds in an acceptable manner stand to lose all of their state aid.

The state and local efforts frequently link up with each other, Miller said. "Now, we're in the process of training 5,000 professional development committee members to show them how to lead

their districts out of the half-day, one-stop-shopping kind of meeting and thinking," he said.

Similar legislation in Florida provided money that was tied to a requirement to develop school improvement plans. In 1991, the Florida legislature began requiring every school to have a school improvement plan. At the same time, the state began to designate a portion of its state aid money for professional development. Each district receives \$4 per child per year that must be spent on staff development.

In Broward County, the current enrollment of 215,000 children means the district receives \$860,000 from the state for staff development. In addition, the local districts contribute another \$1.80 per child, bringing the district's general staff development budget to \$1,247,000 this year. While this seems like a substantial amount, it comes to less than one-tenth of one percent of the district's overall budget of \$1.8 billion.

"Our state mandate definitely led the way," said Dianne Aucamp, director of human resources.

Developing Broward County's staff development policy began with collecting data on 12 key indicators, including attendance, parent involvement, and

data, the district and each school identify goals and draft a plan for meeting those goals. This year, the district's goals include achieving diversity, developing partnerships, coping with the district's rapid growth, and using technology to improve student achievement.

Broward operates what is essentially a two-tiered staff development system, one at the central office and one that is school-based. "If the district says something is a priority, then the district says makes professional development opportunities available," Aucamp said.

"If you spend money in a school district and it's not connected to teaching and learning, then, what's the point?"

Because local schools identify their own goals, each school also has to devise its own staff development plan. "But they have the resources they need to do that. They can hire consultants, participate in school district programs, send people to conferences, whatever they want to do with their money," Aucamp said. The district has decided to trust schools to make the right decisions about how to use their money, as long as they can demonstrate progress toward their goals, she said.

Influencing Policy Makers to Support Staff Development

Before educators will be able to convince legislators or local school boards to boost the time and money devoted to professional development, they need hard data on how time and money are being spent.

Mary Fulton, a policy analyst with the Education Commission of the States, said identifying how much is being spent on staff development and how it's being spent is a crucial step for states, school districts, and local schools. "You're not going to get any additional money from anybody unless you can explain how you're using your current dollars and how you're going to use current and new dollars more effectively," she said.

CPRE's Corcoran agreed. "I don't find

legislators saying they don't want to spend this money. But I do hear an awful lot of questions about what we get for it. Professional development money has been used in a very fragmented, unfocused way. Legislators know that. Maybe they don't know it out of a deep understanding, but they know it in a gut way," he said.

"If we want to get legislators focused, then we need to go to them knowing what we have now, with better ideas about how we're going to use what's already there, and how we'd use new money if we had it," Corcoran said.

"We haven't spent enough time thinking about that. And we need to."

Note

For a copy of the CPRE profile of staff development expenditures in your state, contact CPRE Publications at (215) 573-0700, ext. 0.

About the Author

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Where Do You Find the Time?

Watts and Castle (1993) outlined five approaches used by educators across the country to create more time for professional development.

1. Freed-Up Time. Using various arrangements to release teachers from direct student supervision. These include enlisting administrators to teach classes, authorizing teaching assistants and college interns to teach classes at regular intervals under the direction of a teacher, and teaming teachers so that one teacher instructs for another. Provides only small blocks of time. Often resented by parents.

2. Restructured Time. Altering the traditional calendar, school day, or teaching schedule. Serious implications for busing, union contracts, facilities maintenance, state regulations and budgets. It also means changing public expectations, a reason few schools or districts have tried this

mon planning time for teachers working with the same children or teaching the same grade on a regular basis. Teachers have time to work on restructuring programs, interdisciplinary teams, subject-area collaboration, and grade-level planning.

4. Better-Used Time. Using currently scheduled meetings and professional development activities more effectively by focusing on planning and collaboration.

5. Buying Time. Hiring more teachers, clerks, parents, and support staff to create smaller class sizes and/or expanded or additional planning sessions.

Source: Watts, G.D., & Castle, S. (1993, Sept.). The time dilemma in school restructuring. *Phi Delta Kappan*, 75(1), 306-310.