

# Statewide Professional Learning Support System AF

**Agency:** 350 Office of Superintendent of Public Instruction  
**Budget Period:** 2015-17

## **Recommendation Summary Text:**

Superintendent Dorn is requesting \$14,391,000 for fiscal year 2017 to create a strong and equitable statewide educator professional learning system that includes:

- Additional regional coordinators in English language arts (ELA), mathematics, and science in each Educational Service District (ESD);
- Professional learning time for elementary teachers focused on the integration of mathematics, science, and ELA across content areas;
- Investment in a statewide network of teacher leader “Fellows” for ELA, mathematics, and science; and
- Incentives for elementary teachers to obtain an endorsement in mathematics.

## **Fiscal Detail**

<b>Operating Expenditures</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
General Fund	001-1	\$0	\$14,391,000	\$14,391,000
<b>Total Cost</b>		<b>\$0</b>	<b>\$14,391,000</b>	<b>\$14,391,000</b>

<b>Staffing</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Annual Avg.</b>
<b>Total FTEs Requested</b>		1.0	.5

## **Background**

According to research compiled by the Center for Public Education in 2013, studies show that in order to change instructional practice, educators require anywhere from 40-80 hours of professional learning (including instruction, practice, and coaching) (French, 1997; Banilower, 2002; Yoon et al., 2007). This budget request targets greater access to “just-in-time” professional learning support and resources for educators in districts throughout the State – whether the district chooses to access support from their regional ESD, or to integrate the online professional learning materials into district-supported, local professional development efforts. Essentially, the research shows that in order to truly change practices, professional development should occur over time and preferably be ongoing.

Multiple student-level data indicators demonstrate a need for a strong professional learning infrastructure that supports educators beyond the initial learning of new content and into the “implementation” stage where they put their learning into practice. Research from the Center for Public Education demonstrates that if educators are not adequately supported over time with implementation, their practice will not be impacted.

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There is no equitable source of funding for districts to support professional development of in-service for elementary teachers and their administrators focused on the integration of mathematics, science, and English language arts across content areas.

Due in part, to a shortage of teachers and substitutes in the state, especially at elementary, and in the areas of mathematics and science, school districts are not reluctant to release teachers to attend professional learning off-site. Instead, districts are requesting more local, targeted coaching and professional learning support from their regional ESD content coordinators and/or from Fellows from their own or neighboring districts.

The current funding for K-4 ELA regional coordinators is not sufficient to support a 1.0 FTE role similar to that of mathematics and science. This request would bring uniformity within the allocation model for coordinators in each region in K-4 ELA, K-12 mathematics and K-12 science.

### **Current Situation**

#### **Regional Content Coordinators:**

The state currently funds one math, one science, and the equivalent of about 0.8 FTE K-4 ELA coordinators in each ESD region. The job of these coordinators has been to co-develop professional learning materials, and deliver them to educators within their regions.

ELA - Currently only a portion of K-4 ELA coordinators are funded at the regional level (through ESSB 5946, 2014). No funding exists to support secondary (grades 5-12) ELA content expertise or support.

Mathematics - With the state's mathematics learning standards, there is increased need for elementary teachers to be proficient in the teaching of foundational numeracy skills and the state's early elementary mathematics learning standards. With only one mathematics coordinator in each region, most of whose expertise is in secondary mathematics, there is a great need to round out regional expertise to support early elementary mathematics.

Science - The existing science coordinators have been focused on secondary and high school science. A key shift in the science standards is more emphasis on shared responsibility for teaching science starting in the early grades. Schools need support in creating structures for integrating science into elementary school schedules, and professional learning support for teachers to build their capacity for understanding and teaching elementary science.

In the 2014-15 school year, Network professional learning opportunities engaged thousands of educators from approximately 182 districts in all three subjects (ELA – 2,670 educators; Mathematics – 2,694 educators; Science – 2,752 educators).

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Nonetheless, regional and local capacity for supporting educator professional learning to implement the new learning continues to be limited by available resources. In fact, many regions had to turn teachers away, and were unable to respond to requests for support across their regions given the limited time and availability of the existing coordinators.

### Professional Learning Time:

The manner in which school districts approach funding and supporting time for teachers and administrators to learn varies widely. In the 2015-16 year the legislature provided \$1.3 million to OSPI for professional development in mathematics and science through the ESD mathematics and science coordinators. This 1-year funding is being used to establish a sustainable, online professional development delivery system for the professional learning modules created through the OSPI/AESD mathematics and science coordinators. The platform will be set up with the capability to include professional development materials and courses in other subjects, including ELA. The funding also is intended to provide resources to districts for mathematics and science teachers to engage in face-to-face or online professional development. This funding is limited to high school teachers only and focuses on the content of the current state mathematics and science tests required for graduation. No similar funding is available to address the profound issues that exist due to insufficient and inequitable teacher and administrator professional learning at the elementary level.

### Teacher Leader Fellows Network:

Since spring 2013, OSPI, the AESD Network, and school districts have collaborated in establishing a consistent statewide system of ELA and Mathematics teacher leader “Fellows”. Science Fellows were added to the Network for the 2015-16 year. The Fellows Network builds teacher leadership knowledge and capacity in support of district and school transitions to the new standards.

Participating districts and schools commit to releasing teachers in the Fellows Network to engage in four days per year of professional learning and also to creating a plan for supporting professional learning at the district and school level. Although involvement is dependent upon the ability and willingness of individual districts to support teacher release time and other costs for this purpose, participation in the Network has grown.

### Growth of ELA, Mathematics and Science Fellows Network:

	2013-14		2014-15		2015-16	
	# of Fellows	# of Districts	# of Fellows	# of Districts	# of Fellows	# of Districts
ELA	10	10	156	103	218	119
Mathematics	51	48	213	122	221	125
Science	n/a	n/a	n/a	n/a	140	81
<b>Total<sup>1</sup></b>	<b>61</b>	<b>56</b>	<b>369</b>	<b>159</b>	<b>579</b>	<b>188</b>

<sup>1</sup> Total # of districts participating is less than the sum by content area because some districts have more than one Fellow.

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All nine regions have committed to a shared, statewide application and selection process, as well as a common learning cycle focused on the learning standards and teacher leadership for every Fellow. The Network is now being looked to by statewide professional learning partners as a critical foundation for teacher engagement and building teacher capacity for successful implementation and integration of state learning standards in ELA, mathematics, and science standards.

### **Proposed Solution**

To strengthen the State's professional learning support infrastructure and improve equity around educator professional learning the Superintendent requests support for:

- One secondary ELA, elementary mathematics, and elementary science coordinator at each of the nine regional ESDs;
- Allocating funding for current grades K-4 ELA coordinators at the same level as the regional coordinators in the other content areas;
- Six hours of professional development for elementary teachers annually focused on content/practices and the integration of mathematics, science, and ELA across content areas;
- Two, three-hour workshops each year to build principal capacity for supporting the system changes and challenges; and
- Substitutes for four annual, regional professional learning workshops for 600 ELA, mathematics, and science teacher leader Fellows throughout the state.
- Incentives for elementary teachers to improve content knowledge in mathematics by obtaining a mathematics specialist endorsement.

We are also requesting a full time OSPI program specialist specifically to work with existing OSPI content staff to assist with coordinating the statewide professional learning support system.

Teachers and administrators need a strong system of professional learning to support their instructional practices as the state implements new standards and other changes. The investments proposed in this request will improve statewide capacity to support these needs, help round out the expertise among regional staff, strengthen the quality of instruction, and ultimately, improve student achievement.

### **Contact person**

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### **Narrative Justification and Impact Statement**

#### **What specific performance outcomes does the agency expect?**

- Increased equity and access by educators to professional learning opportunities focused on ELA, mathematics, and science at the local, regional, and state levels

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- Increased percentage of teachers and principals in WA that indicate readiness to implement new ELA, mathematics, science standards;
- Fellows demonstration of shifts in instructional practice and increased student performance in ELA, mathematics, science; and
- Increased student performance and educator effectiveness as measured through regional professional development data collections and Mathematics/Science Partnership evaluations.

### **Performance Measure Detail**

In addition to regional subject-specific data collection through AESD professional learning and the Fellows Network, state-level performance measures that will be tracked will include:

- The percentage of students meeting standard on the 3<sup>rd</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade statewide English Language Arts (ELA) and mathematics assessments, and 8<sup>th</sup>-grade statewide science assessment;
- Percentage of students making adequate growth toward proficiency in ELA/mathematics as determined by Student Growth Percentiles in 4<sup>th</sup> and 6<sup>th</sup> grades;
- The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8<sup>th</sup> grade, and by the end of 9<sup>th</sup> grade;
- The percentage of students meeting standard on all state assessments required for graduation, by the end of 10<sup>th</sup> grade;
- Four-year and five-year graduation rates;
- ELA, mathematics, and science course failure rates in 9<sup>th</sup> grade; and
- Increased student performance on NAEP assessments for grades 4, 8, and 11 in mathematics, science, and ELA between 2013, 2015, and 2017

### **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

This request aligns with Superintendent Dorn's priority to improve academic performance for all students, and the OSPI mission to support every student to be ready for careers, college, and life.

### **Reason for change:**

### **Does this decision package provide essential support to one of the Governor's priorities?**

Yes – it aligns with the Results Washington Goals for Access in K-12 by improving the support and development of teachers; it aligns with the Goals for Success in K-12 education (specifically 2.2.d) related to reducing opportunity gaps for all students in reading, mathematics, science.

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**Does this decision package provide essential support to one or more of the Governor's Results Washington priorities? If so, describe.**

Yes.

**What are the other important connections or impacts related to this proposal?**

Connections:

- WSIPP study on cost/benefits for professional development
- QEC recommendations for scaling 10 days for professional learning for every teacher as part of a fully funded program of basic education
- OSPI/AESD plans to define proposed content for 10 days
- JLARC professional development analysis due to Legislature in Dec. 2014

Stakeholders:

- Association of Educational Service Districts
- WASA/AWSP
- WEA / Teachers United
- Quality Education Council
- All state educator associations
- Private partners – LASER, Partnership for Learning, Stand for Children, Washington STEM

### **Impact on Other State Programs**

**What alternatives were explored by the agency, and why was this alternative chosen?**

OSPI staff considered continuing to try and pull stakeholders together to meet educators' professional learning need without additional state support however, this model is not sustainable. Existing regional coordinators are not able to meet the professional learning needs of their entire regions alone nor do they have the expertise to cover topics across the entire K-12 grade span. Additional staff at the agency (administrative program specialist) and ESD levels are needed to support the implementation of new standards and related professional learning needs of staff.

**What are the consequences of not adopting this package?**

The ability of the state (OSPI, regional ESDs and school districts) will continue to be severely compromised in providing the necessary support to teachers for successfully implementing and integrating state learning standards, especially at the elementary levels.

**What is the relationship, if any, to the state's capital budget?**

None.

**What changes would be required to existing statutes, rules, or contracts, in order to implement the change?**

None

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### Expenditure and revenue calculations and assumptions:

#### Revenue Calculations and Assumptions:

N/A

#### Expenditure Calculations and Assumptions:

**FY2017 TOTAL REQUEST (See below for details) = \$14,391,000 for FY2017**

#### Regional Professional Learning Infrastructure

Cost for ELA, mathematics, and science coordinators are based on current allocations for regional mathematics and science coordinators, and are identified below.

- K-4 ELA Coordinators = Additional \$518,795 per FY (Difference between FY2017 estimated funding level for other content area coordinators and portion of current proviso for K-4 ELA coordinators)
- Secondary ELA Coordinators (1 per ESD @ \$200,415 x 9 ESDs) = \$ 1,803,735 per fiscal year
- Elementary Mathematics Coordinators (1 per ESD @ \$200,415 x 9 ESDs) = \$ 1,803,735 per fiscal year
- Elementary Science Coordinators (1 per ESD @ \$200,415 x 9 ESDs) = \$ 1,803,735 per fiscal year

**TOTAL = \$5,930,000 for FY2017**

#### Professional Learning Time for Elementary Teachers and Administrators

Focused on professional development for elementary teachers and administrators on mathematics, science, and ELA content/practices and integration across content areas in elementary - designed and supported regionally (through ESD mathematics, science, ELA coordinators, and within local districts).

~ 17,000 elementary classroom teachers time x \$421 / 6-hr. day = \$7,157,000

Principal professional development costs (2, 3-hour sessions during school year) – minimal venue costs at 15 regional face-to-face sites twice during the year; estimated at \$150 per venue x 2 = \$4,500 (\$5,000 rounded)

#### Elementary Mathematics Specialist Endorsement Incentives

\$3000/teacher x ~200 elementary teachers = \$600,000

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Regional support for organizing / hosting / co-facilitating face-to-face professional learning events

\$25,000 x 9 ESDs = \$225,000

**TOTAL = \$7,987,000 for FY2017**

### Statewide Fellow Network Support

Statewide fellows network support costs are based on estimates from districts about the actual cost for substitutes. OSPI estimates that 600 fellows would be convened for 4 days per year at a rate of \$150/day. Funds would go to strategically identified districts to support Fellow participation in areas of need in the state.

2016-17: 600 Fellows x 4 days for subs @ \$150/day = \$360,000

**TOTAL = \$360,000 for FY2017**

### OSPI ADMINISTRATIVE COSTS

1.0 FTE APS1 dedicated to professional learning coordination and support = approximately \$114,000 (salary and benefits)

**TOTAL = \$114,000 for FY2017**

### Object Detail

		<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
A	Salary and Wages	\$0	\$63,038	\$63,038
B	Employee Benefits	\$0	\$33,962	\$33,962
C	Contracts	\$0	\$0	\$0
E	Goods/Services	\$0	\$7,768,000	\$7,768,000
G	Travel	\$0	\$6,000	\$6,000
J	Equipment	\$0	\$5,000	\$5,000
N	Grants	\$0	\$6,515,000	\$6,515,000
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
<b>Total Objects</b>		<b>\$0</b>	<b>\$14,391,000</b>	<b>\$14,391,000</b>

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### Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2016	FY 2017	Avg	FY 2016	FY 2017	Total
A020 Professional Development	055		1.0	.5	\$0	\$14,391,000	\$14,391,000
<b>Total Activities</b>					<b>\$0</b>	<b>\$14,391,000</b>	<b>\$14,391,000</b>

### Six-Year Expenditure Estimates

Fund	15-17 Total	17-19 Total	19-21 Total
General Fund 001-1	\$14,391,000	\$27,582,000	\$27,582,000
<b>Expenditure Total</b>	<b>\$14,391,000</b>	<b>\$27,582,000</b>	<b>\$27,552,000</b>
FTEs			

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

All costs identified in this request are assumed to be on-going with the exception of the elementary math specialist endorsement incentives at \$600,000.