

# ADVANCING HIGH-QUALITY PROFESSIONAL LEARNING THROUGH COLLECTIVE BARGAINING AND STATE POLICY

## AN INITIAL REVIEW AND RECOMMENDATIONS TO SUPPORT STUDENT LEARNING



A Union of Professionals



Council of Chief State School Officers

The American Federation of Teachers, Council of Chief State School Officers, National Education Association, and National Staff Development Council deeply appreciate the contribution of the task force members who committed their expertise, perspective, and time to this initiative.

# ADVANCING HIGH-QUALITY PROFESSIONAL LEARNING THROUGH COLLECTIVE BARGAINING AND STATE POLICY

## **AN INITIAL REVIEW AND RECOMMENDATIONS TO SUPPORT STUDENT LEARNING**

*A joint initiative among*

American Federation of Teachers  
Council of Chief State School Officers  
National Education Association  
National Staff Development Council

*And state teams from*

Minnesota  
New Jersey  
New York  
North Carolina  
Ohio  
Texas

# ADVANCING HIGH QUALITY PROFESSIONAL LEARNING THROUGH COLLECTIVE BARGAINING AND STATE POLICY

*An Initial Review and Recommendations to Support Student Learning*

A report of the American Federation of Teachers, National Education Association, National Staff Development Council, and Council of Chief State School Officers.

Project director: Joellen Killion

Editor: Valerie von Frank

Designer: Jane Metcalf

© National Staff Development Council, 2010.

All rights reserved.

Reproduction in whole or part without written permission is prohibited beyond 30 copies if they are to be used for instructional purposes and the report and authoring organizations are properly credited.

To obtain permission to copy or reprint these materials, request permission using the procedure outlined at [www.nsd.org/news/permpolicy.cfm](http://www.nsd.org/news/permpolicy.cfm) and fax the request to NSDC's Business Office, attention Christy Colclasure (fax 513-523-0638). Please allow two weeks for a response. See [www.nsd.org/library/publications/permpolicy.cfm](http://www.nsd.org/library/publications/permpolicy.cfm) for more information.

# PRESIDENTS' LETTER

The American Federation of Teachers, the Council of Chief State School Officers, the National Education Association, and the National Staff Development Council are committed to student success. Our four organizations have joined together because we know that teacher quality and student learning are directly linked. This initial report is just the beginning of our commitment to strengthen professional learning in our nation's schools.

We recognize that not all teachers have access to effective professional learning that respects teachers' professionalism and their commitment to student success. Further, we recognize and acknowledge the essential role that collective bargaining and state and local policies play in ensuring that effective professional development — focused on improving student learning — is a routine part of every teacher's workday.

This publication is the result of an 18-month project that brought together teams from six states — Minnesota, New Jersey, New York, North Carolina, Ohio, and Texas — along with their national organizations in a groundbreaking partnership to identify collective bargaining language and policies that support high-quality professional development. Independently, each of us has tackled the important issue of ensuring that teachers engage in effective professional development to improve teaching and learning. Together, however, our collective voice speaks more loudly than any of us can individually.

We strongly recommend that the education and policy-making communities use this report as a guide to developing collective bargaining agreements or memoranda of understanding with their school staff, as well as pursuing state and local level policies that assure the highest-caliber professional learning for all teachers.

We thank our affiliates and members who gave generously of their time and energy throughout this endeavor. We welcome the involvement and assistance from others committed to accomplished teaching and to great public schools for all students.



**Randi Weingarten**

President

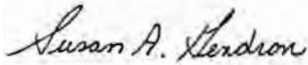
American Federation of Teachers



**Dennis Van Roekel**

President

National Education Association



**Susan Gendron**

President

Council of Chief State School  
Officers



**Ingrid Carney**

President

National Staff Development  
Council

# ACKNOWLEDGEMENTS

NSDC, NEA, AFT, and CCSSO wish to thank the six-state task force for its dedication and contribution to this initiative. Some said early on that it wasn't possible to draw together four very strong organizations and to accomplish such important collaborative work. The six-state task force proved that when teams of talented and committed people come together to create change, they can and will make a powerful difference in the world. Margaret Mead said it best: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." The work of the states' task force and the organization partners demonstrates that much can be accomplished by those who challenge the status quo.

NSDC appreciates the support provided by each of the partner associations, and particularly is grateful to NEA for being the primary sponsor of this work. Within those associations, key leaders provided visionary leadership and worked tirelessly to make this a successful initiative. They include:

**Linda Davin**, senior policy analyst, Teacher Quality Department, National Education Association;

**Susan Carmon**, associate director, Teacher Quality Department, National Education Association;

**Carolyn York**, manager, Collective Bargaining and Member Advocacy, National Education Association;

**Rob Weil**, deputy director, Education Issues Department, American Federation of Teachers;

**Lynne Mingarelli**, assistant director, Research and Information Services Department, American Federation of Teachers;

**Lois Adams-Rodgers**, deputy executive director, Council of Chief State Schools Officers;

**Jennifer Riccards**, documenter and writer, National Staff Development Council;

**Margaret Fair**, project manager, National Staff Development Council; and

**Joellen Killion**, project director, deputy executive director, National Staff Development Council.





# TABLE OF CONTENTS

Presidents’ letter .....5

Acknowledgments .....7

Foreword .....11

Executive Summary .....13

**Part I: Overview of and Background for the Study ..... 18**

**Part II: Examination of State and Local Policies,  
Collective Bargaining Language, and Other Agreements. .... 22**

    1. Standards-based professional development .....25

    2. Time for professional development .....31

    3. Budget for professional development .....37

    4. Professional development for licensure .....45

    5. Teacher decision making about professional development .....53

    6. Flexible designs for professional development .....61

    7. Teacher collaboration within professional development .....69

    8. Support for National Board Certification .....73

    9. Mentoring/induction as a form of professional development .....79

    10. Individual professional development plans .....89

    11. Career paths/teacher leadership .....95

    12. Compensation/recognition for professional development .....101

**Part III: Key Ideas and Recommendations ..... 104**

**References ..... 110**

**Appendices ..... 112**

    Appendix A: Contributors .....112

    Appendix B: Participating states’ context matrix .....117

    Appendix C: NSDC’s Standards for Staff Development .....118

    Appendix D: Glossary .....119

    Appendix E: Source table .....121



# FOREWORD

Today's teachers are expected to achieve more than any generation of teachers that preceded them. Unfortunately, teachers rarely receive the support and tools necessary to help all children succeed to their highest potential. Professional development provides teachers with the support they need in order to enhance student learning.

The National Staff Development Council's purpose is for every educator to engage in effective professional learning every day so that every student achieves. We know that the most important in-school determinant of a student's success is the quality of teaching. Therefore, the most important resource that states and school districts have to ensure great teaching for every child is high-quality teachers committed to ongoing learning that helps them continue to grow in knowledge and professionalism to meet student needs.

Student academic success is enhanced when teachers experience powerful professional support. Yet too few states and school districts recognize that, in order for all teachers to learn and perform at high levels, educators must experience effective professional development. Through collective bargaining agreements and state policies, local school districts and states establish the conditions, resources, and processes for professional learning that strengthen teaching and student learning.

The National Staff Development Council (NSDC), the American Federation of Teachers (AFT), the Council of Chief State School Officers (CCSSO), and the

National Education Association (NEA) joined together to examine how high-quality professional learning can be provided to all educators in all school settings. Each partner joined this national initiative to share collective bargaining agreements and state policies that support high-quality professional learning for every teacher.

This partnership follows other initiatives to improve professional development. In 1996 and again in 2001, NSDC collaborated with 17 leading education associations – including the AFT, CCSSO, and NEA – to develop a consensus definition for effective staff development. The resulting standards for staff development have been adopted or adapted by more than half of the states. NSDC has worked extensively with state departments of education, state education associations, and local school systems to help move the standards into practice.

This initiative began a significant conversation regarding the policy and collective bargaining infrastructure that ensures effective professional development. Other states and local school districts must engage in similar conversations to examine their own policies and collective bargaining agreements, consider the recommendations offered within this report, and create and enact a plan of action. Each of our national organizations stands ready to support our state and local partners in these efforts.

**Stephanie Hirsh**  
Executive Director  
National Staff Development Council



# EXECUTIVE SUMMARY

Policies can have significant impact on the details of our daily lives. Good policies lead to good practice when the policies are developed with clear goals that focus on important results. Policies also can be debilitating when they fail to influence people to strive for improvement and results. Policies fall into many categories. Two kinds of policy important to this study are collective bargaining agreements or memoranda of agreement that are developed in states where collective bargaining is not permitted. Another kind of policy is state and local legislative and regulatory guidelines formed to leverage practice and ensure equitable implementation.

This study examines how collective bargaining agreements and state and local policies influence the quality of professional learning available to teachers. Built on research that confirms that effective teaching influences student achievement, this study attempts to understand how professional learning, a significant pathway to improving teaching, is codified in collective bargaining and policy language and to determine what kinds of policies align with research on and standards for effective professional learning.

It is also important to note that this report does not explain how context influences policies or collective bargaining agreements. We recognize that context plays a role; yet, the task force did not study the context of individual districts and states to understand the web of support that context can build or break. Further, this study did not address other educational roles such as educational support

personnel (ESP), principals, or other school or district leaders. We know that they are crucial in the success of schools and that they, too, have significant professional development needs. Policies and collective bargaining language that affect other educator groups require analysis and revision in many states and districts. This work was not included in this initial study.

To accomplish this work, the National Education Association, American Federation of Teachers, and Council of Chief State School Officers responded positively to the National Staff Development Council's invitation to form a national task force to examine policies and collective bargaining language about professional development with the goal of identifying examples of language that ensured educators experienced effective professional learning.

Working together, the partner organizations selected six states to form teams to participate in the national task force. Each of the six — Minnesota, New Jersey, New York, North Carolina, Ohio, and Texas — represents a unique policy landscape. Some permit collective bargaining and some do not. All have state and local professional learning policies. Some states have a merged state teachers' association; some states have separate NEA and AFT affiliates. Each state team included representatives of both the teacher associations within the state, local school districts, and the department of education.

The task force met three times face-to-face. State teams worked independently to identify state and local policies and collective bargaining language that aligned with NSDC’s Standards for Staff Development and addressed the 12 professional development policy pathways identified for this study. Each of policy pathways impacts professional development in some way. The policy and collective bargaining language areas examined included standards-based professional development; time for professional learning; budget for professional learning; recertification/relicensure; decision making about professional learning; design of professional learning; collaboration; support for National Board Certification; mentoring and induction; individual plans for professional development; career paths; and recognition of professional learning. This report includes examples of promising policies and collective bargaining language in each area.

The findings are not surprising; nonetheless, they are disappointing. From our study in these six states, it seems that professional learning does not have a significant place in policy and collective bargaining language. The states studied are not necessarily representative of other states; however, other state policy analyses NSDC conducted found the same to be true in other states as well. While educators and policy makers alike recognize that quality teaching matters in students’ academic success, this study suggests that the primary pathway to ensure that educators are learning to continuously improve their practices and produce stronger student learning is given insufficient attention in policies and collective bargaining. The good news is that this can be changed through the collective actions of those who care most about students’ success.

## PROFESSIONAL DEVELOPMENT POLICY PATHWAYS

1. Standards-based professional development.
2. Time for professional development.
3. Budget for professional development.
4. Professional development for licensure.
5. Teacher decision making about professional development.
6. Flexible designs for professional development.
7. Teacher collaboration within professional development.
8. Support for National Board Certification.
9. Mentoring/induction as a form of professional development.
10. Individual professional development plans
11. Career paths/teacher leadership.
12. Compensation/recognition for professional development.

The task force did find examples of states and districts where promising policies exist. The policies are by no means perfect; yet, some policies and collective bargaining agreements examined serve as examples of what other districts and states can do to ensure that all educators experience effective professional learning. The identified models merit closer examination, comparison to existing policies



and collective bargaining agreements in other locations, and most importantly, collective action to modify both policies and collective bargaining agreements which are silent, vague, or unproductive in promoting effective professional learning.

This study of policy, collective bargaining, and other agreement language is just the beginning. Every state and district can begin to conduct its own analysis of policies, collective bargaining agreements, and other forms of agreements to determine how well they support effective professional learning. States

and districts, then, must commit to making the necessary changes to ensure that every teacher experiences high-quality professional learning so that every student achieves his or her highest potential. To compete globally, to continue to meet technological, environmental, and innovation challenges, and to take advantage of opportunities to succeed beyond public school, every student must have exemplary teaching every day, every year, starting now. Professional learning is the way to make a difference.

## THREE KEY IDEAS EMERGED FROM THIS STUDY:

1. Professional development is only as effective as the expectations set for it.
2. Negotiated contract provisions and policy language about professional development are best considered within their unique contexts.
3. Professional development can be dramatically enhanced through state policy and collective bargaining agreements.

## THE FOLLOWING NATIONAL RECOMMENDATIONS EMERGED FROM THE WORK OF THIS INITIATIVE:

1. All states and districts should adopt and follow strong standards for professional development.
2. States and districts should develop easily understood, research-based, and graduated rating systems for professional development programs.
3. States and districts should provide adequate resources, including time and financial support, to ensure every educator engages in effective professional learning.
4. All states and districts should immediately implement new or expanded professional learning for school leaders, including principals and teacher leaders, to help them facilitate and integrate high-quality professional development into teachers' workdays.
5. States and districts should require that school leaders' evaluations include how well they implement effective professional learning.
6. States and districts should work collaboratively to establish parameters or guidance on teachers' role in all decisions related to professional development.





# PART I



# OVERVIEW OF AND BACKGROUND FOR THE STUDY

## INTRODUCTION

This era of increased accountability for student achievement has resulted in pressure on public education that has never been greater. Teachers are being asked to do far more to ensure that students achieve, and these demands often come with less support and fewer resources. Within this context, schools need high-quality, ongoing professional learning that ensures all teachers are learning so that all students can succeed.

In May 2007, AFT, CCSSO, NSDC, and NEA brought together representatives from six states (Minnesota, New Jersey, New York, North Carolina, Ohio, and Texas) to consider how state policy and collective bargaining agreements and other agreements such as those emerging from meet-and-confer sessions affect high-quality professional development. The partner associations selected the participating states because each represented different collective bargaining and policy contexts. A complete list of each state's team roster appears in Appendix A. Each state formed a statewide task force and met three times in Washington, D.C., to:

1. Define high-quality professional learning and the conditions necessary to achieve it (such as resources, time, and money);

2. Examine state and local policies and collective bargaining agreements that have advanced the quality of professional learning in states (such as state statutes, administrative rules and regulations) and districts (such as collective bargaining agreements, memoranda of understanding, and meet-and-confer agreements); and
3. Identify effective policies and agreements for state, district, and union leaders to advance the quality of professional learning.

## WHY CONTRACTS AND POLICIES ABOUT PROFESSIONAL DEVELOPMENT?

High-quality professional development can occur as a result of strong district or school leadership, but it is far more likely to be sustained if incorporated into policy language and collective bargaining agreements that drive day-to-day operations of schools and districts. While good professional development programs exist in schools and districts without supportive policy language, task force members believe that comprehensive professional development systems are best supported through explicit state or district policies — policies that can guide

and sustain professional learning and its implementation. Key to sound state policies, local contract language, and effective practices are productive relationships among state policy makers, state and local school district leaders, and teachers, all of whom must be committed to improving student learning.

Policy making can support professional development for student achievement. In an analysis of the relationship between academic outcomes and economic growth, Hanushek (2005) concluded, “Governmental investments should focus on school quality because they have such powerful economic impacts. . . . The most likely way to improve student performance is to improve the quality of teachers” (pp. 9, 14). The Organisation for Economic Cooperation and Development also highlighted the importance of professional development as a policy lever for improving student learning: “At the level of the education system, professional development of teachers is a key policy lever” (2005, p. 20). In a synthesis of the research on professional development, Timperley & Alton-Lee (2008) noted, “Some of the most effective professional development identified in our synthesis results in more than three times the expected gain over the same period for students who do not typically achieve well” (p. 335). They acknowledge that policy makers are beginning to recognize that improving education systems, particularly teaching quality, is an important way to meet the challenges of a knowledge society.

Research (Garet et al., 2001; Penuel et al., 2007) confirms that, when teacher professional development aligns with student content standards and meets standards for effective staff development, teacher practice changes. Cohen and Hill (2001) found changes in both teacher practice and student achievement resulting from effective content-specific professional development. In their analysis of teacher professional learning in the U.S. and in other high-performing nations, a team of researchers from Stanford University found that professional learning can, when it focuses on content, extend over time, engages teachers in decision making, and provides time for collaboration, change teaching practices and increase student achievement (Darling-Hammond et al., 2009).

## THE IMPORTANCE OF CONTEXT

This report contains examples of contract language, governing documents, and state policies that promote high-quality professional development. The status of public sector collective bargaining for school employees in each of the six participating states varies widely, and approaches to state policy making take many different forms. This variety of policy making contexts was achieved intentionally so that this report could feature effective policies from differing environments. Project participants believe that despite vast differences in bargaining or policy environments, sound principles and innovative approaches can be implemented in any context.

To highlight the strengths of these policies, language has been excerpted from contracts or other documents. Excerpting passages has some drawbacks. First, it is difficult to understand how the selected passage relates to the entire policy or contract. Secondly, it is challenging to gain any information about the context in which the policies or contracts were developed or in which they are implemented. When reviewing policies highlighted in this report, it is important to have some understanding of the contexts within which they were developed. The chart in Appendix B describes selected characteristics of the participating states but by no means captures the complexities or circumstances within which the policies or bargaining language were developed.

## WHAT IS HIGH-QUALITY PROFESSIONAL DEVELOPMENT?

For the purpose of this study, participants in this project used NSDC's Standards for Staff Development to identify productive professional development policies. The standards are clustered into three strands:

- Context/culture (emphasizing the role and importance of district and state policies).
- Content (including a focus on state content standards).
- Process (focusing on how adults learn and how learning is structured).

A complete list of the standards appears in Appendix C.

Task force members identified how effective professional learning is addressed in policies and collective bargaining agreements.

High-quality professional development in collective bargaining agreements and policies:

- Results from collaborative planning and consensus with stakeholders demonstrating a clear commitment;
- Recognizes differences in student learning and teaching styles at the group and individual level so that “one size doesn’t fit all”;
- Connects to and is relevant to practice;
- Is integrated into and embedded within day-to-day teaching;
- Allows for the maximum use of teacher expertise to lead, develop, and facilitate professional development;
- Includes clear and comprehensible language;
- Results in a measurable effect on student achievement; and
- Explicitly addresses the role of school and district administrators in learning about high-quality professional development, how to make it part of their improvement strategies, and how to secure the forms of professional development they need themselves.



# PART II



# EXAMINATION OF STATE AND LOCAL POLICIES, COLLECTIVE BARGAINING LANGUAGE, AND OTHER AGREEMENTS

## PATHWAYS TO EFFECTIVE PROFESSIONAL DEVELOPMENT IN POLICIES AND COLLECTIVE BARGAINING AGREEMENTS

Many types of state and school district policies impact educators' professional growth and learning — not just policies that are specifically focused on professional development. Professional development is infused into a number of policy and collective bargaining areas, including educator recertification, National Board Certification, and mentoring and induction. Project participants identified numerous policy and collective bargaining areas that affect professional development. Sample state policies and excerpts from collective bargaining agreements are organized into the identified categories:

1. Standards-based professional development.
2. Time for professional development.
3. Budget for professional development.
4. Professional development for licensure.
5. Teacher decision making about professional development.
6. Flexible designs for professional development.
7. Teacher collaboration within professional development.
8. Support for National Board Certification.
9. Mentoring/induction as a form of professional development.
10. Individual professional development plans.
11. Career paths/teacher leadership.
12. Compensation/recognition for professional development.

## FORMAT OF THIS SECTION

The next section of the report is organized around the 12 areas of professional development policies. Each section begins with a brief explanation of the importance of that area and includes examples from both state policy and collective bargaining agreements, or other agreements where appropriate and available, and a comment on the reason each example has been selected. It is important to note that the examples are excerpted from more complete documents to highlight and emphasize how they address a particular area. A complete list of the source of each policy or collective bargaining agreement described or quoted appears in Appendix E.

## PROFESSIONAL DEVELOPMENT POLICY PATHWAYS

1. Standards-based professional development.
2. Time for professional development.
3. Budget for professional development.
4. Professional development for licensure.
5. Teacher decision making about professional development.
6. Flexible designs for professional development.
7. Teacher collaboration within professional development.
8. Support for National Board Certification.
9. Mentoring/induction as a form of professional development.
10. Individual professional development plans.
11. Career paths/teacher leadership.
12. Compensation/recognition for professional development.



# 01

## STANDARDS-BASED PROFESSIONAL DEVELOPMENT

Both local and state policies include standards for professional development. Many states and districts have either adopted or adapted NSDC's standards. Standards identify the essential characteristics and can guide the planning, implementation, and evaluation of professional learning.

Effective standards are regularly updated and reviewed based on research and impact. They provide a basis for monitoring and evaluating the effectiveness of professional development with the goal of improving both professional learning and its results. Establishing standards for professional development supports a foundation of acceptable practice, educates practitioners about what effective professional development is, establishes a common understanding and language, and ultimately improves the quality of practice in professional learning for educators and providers. Adopting standards promotes a shared language and guidelines for effective practice.

## PROFESSIONAL DEVELOPMENT STANDARDS FOR NEW JERSEY EDUCATORS

### STATE EXAMPLE

#### CONTEXT STANDARDS

Context standards address where learning occurs — the organization, system, or culture — and the organization’s responsibilities to ensure results for both adults and students.

**1. Learning Communities:** Professional development that improves the learning of all students organizes adults into learning communities whose goals result from clear, coherent, strategic planning, aligned with school and district goals, that is embraced and supported by the district’s governing body and by all levels of the school system.

**2. Leadership:** Professional development that improves the learning of all students requires skillful school and district leaders who develop a school culture of shared leadership that fosters continuous improvement, supported by intellectual and financial commitment.

**3. Resources:** Professional development that improves the learning of all students requires time and resources to support adult learning and collaboration.

#### PROCESS STANDARDS

Process standards address how the system organizes learning opportunities to ensure adults acquire the knowledge, skills, and dispositions to affect student learning.

**4. Data driven:** Professional development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**5. Research-based:** Professional development that improves the learning of all students informs teaching, learning, and leadership using the best available interpretations of relevant knowledge, including empirical research.

**Comment:** The New Jersey standards delineate a common set of expectations for professional development for all New Jersey teachers. The standards are closely aligned with NSDC’s standards and research on effective professional learning. The standards serve as leverage for improving the quality of professional learning throughout the state. Adopting standards into policy is the first step toward effective professional learning. When states adopt standards, they have a concomitant responsibility to support, monitor, and evaluate implementation of the professional development standards as they do with other standards.

**6. Evaluation:** Professional development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**7. Design:** Professional development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**8. Learning:** Professional development that improves the learning of all students applies knowledge about adult learning and change.

**9. Collaboration:** Professional development that improves the learning of all students provides educators with the knowledge and skills to engage in collegial collaboration and learning that is job-embedded and supported by sufficient time.

## CONTENT STANDARDS

Content standards address what educators must understand and be able to apply to ensure students learn successfully.

**10. Equity:** Professional development that improves the learning of all students prepares educators to support the academic, social, emotional, and physical development of all students, create safe, orderly, and supportive learning environments, and hold high expectations for their student achievement.

**11. Quality Teaching:** Professional development that improves the learning of all students deepens teachers' subject matter and pedagogical content knowledge, provides them with research-based instructional strategies to assist students in meeting and exceeding rigorous academic standards, including the New Jersey Core Curriculum Content Standards, and prepares them to use various types of classroom assessments appropriately.

**12. Family Involvement:** Professional development that improves the learning of all students empowers educators with knowledge and skills to work effectively with family and community partners.

## OHIO STANDARDS FOR PROFESSIONAL DEVELOPMENT

### STATE EXAMPLE

**Standard 1:** Effective professional development is a purposeful, structured, and continuous process that occurs over time.

**Standard 2:** Effective professional development is informed by multiple sources of data.

**Standard 3:** Effective professional development is collaborative.

**Standard 4:** Effective professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.

**Standard 5:** Effective professional development results in the acquisition, enhancement, or refinement of skills and knowledge.

**Standard 6:** Effective professional development is evaluated by its short- and long-term impact on professional practice and on the achievement of all students.

**Comment:** Ohio's Standards for Professional Development, although different from those in New Jersey, accomplish the goal of establishing indicators of quality for professional development within the state. The Ohio standards address the process of professional development rather than the context and content of professional learning. While the process is crucial, the success of professional development often depends on contextual factors such as resources and leadership. To guarantee that standards shape not only the professional learning process, but also the conditions that contribute to its success, standards that address context and process ensure that the learning environment that supports implementation of the learning is present. Content standards can strengthen professional learning by addressing fundamental areas such as diversity, English language learners, special education, deep content knowledge, assessment, and pedagogy.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to standards-based professional development*

Effective state policy or regulations include standards for professional development that:

- Define the characteristics of effective professional development to ensure consistency and quality of professional learning across the state and for every teacher regardless of his or her school or district;
- Specify how the state will monitor and assess implementation of the standards;
- Clarify how data from the assessment will be used to improve professional development; and
- Describe the support the state will provide to districts to ensure implementation of the standards for professional development.



# 02

## TIME FOR PROFESSIONAL DEVELOPMENT

Policies to ensure effective professional development address time for both professional learning and for implementing that learning. Yet, time for professional learning challenges most states and school districts. For professional learning to have the potential to impact all teachers' practice and all students' learning, as well as to become a routine professional practice rather than a voluntary action, time within the contracted workday must be dedicated to professional learning. If state policy makers and local school boards expect all students to experience high-quality teaching, making time for teacher professional learning is essential. Students will benefit when all teachers learn, not just those teachers who are able to engage in after-school or summer learning experiences they often pay for themselves.

Few states have policies that address the issue of time available for professional learning. Most state policies define the length of the school year, and some define the length of the school day. Beyond that, local school boards are entrusted with establishing more specific parameters. These parameters are set in school-year calendars when specific days are set aside for professional development. However, professional learning is not something that occurs on periodic, designated days within in a school year. It occurs continually within a school day as teachers work together to plan, implement, and reflect on their instruction and student progress. The most effective way to ensure all teachers experience powerful collaborative learning is to alter the way school schedules are designed and embed learning time for educators into every teacher's daily schedule.

A more typical response to the challenge of adequate time is for states and particularly local school systems to allocate a certain number of days within school calendars for professional learning. Some states promote flexibility in time usage by allowing local districts to determine how they use days set aside for professional development; for example, states can approve districts translating five days for professional development into 10 half-days or 20 early release days. In some states and districts, selected groups of teachers and teacher leaders are offered extended contracts to promote year-round learning. While states continue to debate the pros and cons of adding days to teacher contracts, many states and associations are developing policies that enable administrators and teachers to reconfigure the school day for both educators and students.





## NORTH CAROLINA'S SCHOOL CALENDAR

### STATE EXAMPLE

North Carolina, in HB 1464 2005, establishes a state school calendar that designates a maximum of eight mandatory days for staff development, and the same document indicates that teachers may take annual leave for seven of those days. North Carolina also specifies that teachers have duty-free instructional planning time with the goal of providing an average of at least five hours of planning time per week (G.S. 115C-301.1 and Article 8B, School-Based Management and Accountability Program).

**Comment:** North Carolina's policy is typical of what exists in many states. The decision about time for professional learning most often falls within school boards' decision-making purview. Within the project's six states, the task force found no formal district policy about the effective use of time. If professional development is expected to produce the intended results, adding days to a calendar for learning is inadequate. The harder, yet more productive, challenge is to reorganize the school day to allow teachers to have time for collaborative professional learning, thereby benefitting all students.

## SYRACUSE (N.Y.) CITY SCHOOL DISTRICT

### DISTRICT EXAMPLE

Syracuse City School District and the Syracuse Teachers Association jointly have developed the Urban Teacher Calendar. Designed to provide an additional 20 workdays (100 hours) beyond the negotiated 184-day school calendar for schools, the extended contract includes two components — teacher professional development and student instruction in a ratio of 40%/60% to 75%/25% respectively. The district's Curriculum Committee for Professional Development determines the professional time, instructional program, and staff parameters for the added workdays. School leadership teams then design a program that best meets the needs of students and staff at their school. Compensation for the additional time is paid at a designated rate for summer work. Teachers who choose to participate make a five-year commitment. The district and association agreed to review the effectiveness of the program in five years.

**Comment:** Extending the school year to provide additional time for both teacher and student learning such as Syracuse City School District has done creates the basis for rethinking the integration of teaching and professional learning. When teachers have time within their workday and year to engage in professional development and then to work collaboratively with their peers to implement their learning and support one another, they are creating a community of learners among themselves that is likely to have an impact on students. The extended contract acknowledges that teacher professional development takes time, is essential to improving student learning, and can happen without reducing students' opportunities to learn. Using summer school as a teaching laboratory to adapt teaching to students' needs and to assess its effectiveness gives teachers a deeper understanding of teaching and learning by allowing them to examine practice, refine it, and support one another. Note: Budget limitations have restricted the scope of implementation of this agreement.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to time for professional development*

When states and local school districts consider the importance of building teachers' capacity, they immediately consider how much time to provide for teacher development. Policies and collective bargaining language related to time for professional development should, at the minimum:

- Establish routine time within the contract day for teacher collaborative professional learning at least multiple times per year and preferably several hours per week;
- Ensure that teachers have extended blocks of time for more in-depth study, planning, and development;
- Create opportunities for teachers to visit each other's classrooms, as well as the classrooms of teachers in other schools and other districts; and
- Provide opportunities for teachers to participate in specialized professional learning outside of their school or district when necessary.



# 03

## BUDGET FOR PROFESSIONAL DEVELOPMENT

Effective professional development policies adequately fund learning and implementation. While professional development can sometimes occur with limited funding, appropriate funding levels demonstrate respect for professional development's importance, as well as respect for the educators who benefit from professional learning opportunities.

Nationally, spending for professional development varies greatly among districts. Some states have created a designated formula for expenditures in professional development. Among the task force states, Minnesota is the only one to do so.

In a framework for determining professional development expenditures, Odden describes six cost elements: 1) teacher time; 2) training and coaching; 3) administration; 4) materials, equipment, and facilities; 5) travel and transportation; and 6) tuition and conference fees. He continues, "This professional development cost structure provides a way to identify, calculate, and analyze the professional development resources that districts or schools make available to teachers at a given school site; the framework can also be used to identify the full costs of any specific professional development program. Teacher time, trainers, and coaches comprise the largest components of professional development costs" (2008, p. 4).

## MINNESOTA FUNDING FOR STAFF DEVELOPMENT

### STATE EXAMPLE

Minnesota Staff Development Statutes 122A.60 and 122A.61 adopted in 2000 set the stage for other initiatives that propel effective professional development. The statutes establish the fundamental purpose of staff development (professional development) as improving student learning. These statutes require that:

- Schools districts reserve at least 2% of their general revenue for staff development.
- The reserved revenue be distributed on a 50/25/25 basis with 50% going to individual school sites on a per-teacher basis, 25% reserved for exemplary or best practice grants, and 25% to the district for staff development.
- Appropriate use of staff development dollars (legitimate and inappropriate uses identified in statute).
- Accountability by districts by filing a required annual staff development report.
- School boards to set school district goals and sites to align their goals with those established by the school board.
- A distributive leadership model of decision making by requiring both a district staff development advisory committee and site staff development committees be comprised of a majority of teachers.
- Money not spent in one year must be carried over to the following year for the purpose of staff development.
- All staff has access to staff development money even though teachers are the majority on both the district and site committees.

**Comment:** The Minnesota policy represents a bold move to ensure that funds are available for professional development and that those funds cannot be used for other budget areas. Local school districts are accountable and responsible for using these funds within state parameters. By establishing clear parameters for making decisions related to the funds and for expending funds, Minnesota ensures that at least a minimum amount of money is available for all teachers in the state to engage in professional development. In addition to establishing specific fiscal resources for professional development, other states including New York and North Carolina support regional or statewide teacher centers designed to provide professional learning opportunities to teachers throughout the state.

## NEW YORK STATE TEACHER RESOURCE AND COMPUTER TRAINING CENTERS

### STATE EXAMPLE

The purposes and expectations for New York State Teacher Resource and Computer Training Centers are found in Education Law 316 and Commissioner's Regulations (Part 81).

Teacher centers provide ongoing professional support services to teachers within the state. Each teacher center in New York is uniquely structured to respond to local needs but can be grouped into one of three different models:

- Single School District Teacher Center (serves teachers in one district or Board of Cooperative Education Services [BOCES]);
- Consortium Teacher Center model (serves teachers in multiple districts and/or BOCES);
- New York City model (one citywide teacher center with teacher center staff in 325 buildings).

Teacher centers are governed by policy boards composed of the multiple constituencies set forth in Education Law 316. Each teacher center is unique in its staffing and management functions depending on need and funding level. Some centers have full-time directors, others half-time, and others have directors who teach full time and fulfill the policy board's expectations after school and in the evenings.

Each teacher center establishes its own mission, goals, and services to meet the needs of teachers served by that teacher center.

**Comment:** New York is committed to providing locally-available teacher professional development across the state through a network of local teacher centers. Governed by a board of teacher representatives and funded through state budget allocations, New York's teacher centers provide an array of professional development. The quality of the professional development each center provides depends on the expertise of each center's board and the criteria each establishes to determine effectiveness. Because the centers' services have been uneven over the years, New York is now adopting standards for professional development based on NSDC's standards to ensure excellence. Most teacher center programs are provided after school or during the summer, and teachers voluntarily participate and select their own programs. Because many centers serve multiple districts, professional learning is not always directly connected to individual school or district goals.

## NORTH CAROLINA TEACHER ACADEMY (NCTA)

### STATE EXAMPLE

The North Carolina Teacher Academy (NCTA) is a comprehensive statewide approach to professional development created through legislation in 1993. The NCTA is a professional development program for teachers, established and provided with recurring funding by the North Carolina General Assembly. The Academy's mission is to support continuous growth for career teachers by providing quality professional development in the areas of school leadership, instructional methodology, core content, and use of modern technology in order to enrich instruction and enhance student achievement. The NCTA has a board of directors primarily comprising teachers. Through a rigorous process, schools apply to attend a specific session, and staff must participate as a team in a weeklong summer institute. In addition, the teams must attend two follow-up sessions during the year and share best practices with their peers. The Academy offers choices, sustained growth for professionals, renewal credit, and mastery or renewal of skills. Participants receive a stipend for attending the summer institute.

All North Carolina teachers are eligible to attend the Teacher Academy as part of a school team. The academy sessions are held as both Residential Academies and Local Partnership Academies. Each residential session begins Sunday evening and ends after lunch on Thursday. The Local Partnership Academies begin on Monday morning and end on Thursday afternoon. Participants receive an honorarium of \$100 per day. Participants receive continuing education units when they complete the follow-up sessions.

Admission priority is given to teams that indicate how their attendance at a Teacher Academy session supports their school improvement goals, specifically regarding the professional development needs identified in that goal. One of NCTA's most important aspects is that administrators, as instructional leaders, are required to attend as a member of each school team.

**Comment:** The North Carolina Teacher Academy is a professional development program for teachers established and funded by the North Carolina General Assembly. It supports the growth and retention of highly qualified teachers through research-based professional development. The Academy strives to link teachers' learning to school improvement plans by giving priority to teams of teachers who participate because of a strong alignment between the program and the school's improvement goals. The Academy provides teachers with stipends for participation. Opportunities are especially successful when coupled with additional support at the local school and district to ensure transfer of learning to the classroom to improve teaching and student learning.



## EDUCATION MINNESOTA ST. FRANCIS, INDEPENDENT SCHOOL DISTRICT NO. 15'S AGREEMENT WITH THE ST. FRANCIS SCHOOL BOARD

### DISTRICT EXAMPLE

#### BUDGETARY CONSIDERATIONS:

1. The district and Education Minnesota St. Francis set a two-year budget for the Teacher Academy through the negotiations process. The superintendent of schools approves and monitors expenditures.
2. At the end of each fiscal year, unexpended budgeted funds stay in the account.
3. All payments for stipends, materials, supplies, and salary are strictly limited to expenses directly attributable to the goals and functions of the committee and/or district coordinators.

**Comment:** Education Minnesota St. Francis designates how it works with district administrators to allocate and manage funds set aside for teacher professional development. By establishing clear parameters and guidelines, parties work collaboratively to ensure that designated funds are available and used appropriately for teacher professional learning that aligns with school, district, and teacher professional goals.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to budget for professional development*

State policies and regulations and local collective bargaining language should address funding for professional development. Specifically, the language should:

- Recognize that professional development is a core function of the educational system;
- Reduce the likelihood that funding for professional development is reduced or eliminated when resources are limited; and
- Ensure that all teachers have access to and engage in effective professional development.



September 6, 1620  
gun powder, food, guns,  
water, blankets, tools,  
clothes, tools

Flym  
spring  
trad  
16-  
9



# 04

## PROFESSIONAL DEVELOPMENT FOR LICENSURE

One hallmark of a profession is its members' continued professional learning. However, in education, ongoing professional growth is most often the individual practitioner's responsibility. Research over the last decade or more has confirmed that the quality of teaching that students experience impacts their academic success. Since teaching quality can be improved by educator learning, when educators take the opportunity to improve their skills through professional development, students benefit. For this reason, many states and local districts have built or are building systems that require and support teachers' continuous professional growth. Policy makers can use licensure/relicensure policies to ensure that all educators meet standards of excellence and engage in continuous professional development. Unfortunately, many states' relicensure policies focus only on accumulating a specific number of seat hours, i.e. the length of time teachers are required to spend in courses or workshops.

State licensure/relicensure policies and district collective bargaining agreements related to relicensure are leverage points for increasing the effectiveness of professional learning and its impact on teaching practices and student learning. States and districts have a responsibility to ensure teachers have access to relevant, high-quality professional development that enables them to meet relicensure requirements and improves teaching and learning. Furthermore, because professional development is a significant factor for improving student learning, states must examine how their relicensure policies align with their standards for effective professional learning and how they can leverage relicensure policies to advance school improvement and increase student achievement. Particularly noteworthy is the unevenness from state to state in the hours required for educators to renew their licenses, with the range spanning from 90 to 200 hours every five years.

## NEW YORK STATE TEACHER CENTER REQUIREMENTS TO MEET RECERTIFICATION

### STATE EXAMPLE

Professional Development Plans (PDP): Each school district and Board of Cooperative Education Services (BOCES) is required to develop a plan describing professional learning opportunities for all of their teachers. The plan must include how school districts and BOCES will provide teachers they employ who hold a professional certificate with opportunities to maintain their certificates based upon successfully completing 175 hours of professional development every five years. In addition, the PDP must also include provisions for a mentoring program.

**Comment:** New York State requires teachers to complete 175 hours of professional development every five years to maintain their professional certificates. The state further specifies that school districts and Boards of Cooperative Education Services provide opportunities for teachers to meet that requirement, but does not define what may contribute to the 175 hours. New York currently is developing standards for professional development that will increase the uniformity and quality of professional development. An important component of relicensure or recertification is not the learning itself but how that learning is translated into practice. Flexibility within the 175 hours to ensure that time devoted to implementing the learning in classrooms is recognized as an essential part of the learning process.



## OHIO PROFESSIONAL LICENSE RENEWAL

### STATE EXAMPLE

In accordance with the approved professional development plan, the educator must complete six semester hours of coursework related to classroom teaching and/or the area of licensure; or 18 continuing education units (CEUs) (180 contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure as approved by the LPDC (local professional development committee) of the employing school, district, or agency since the issuance of the license to be renewed. Coursework, CEUs, or other equivalent activities may be combined.

**Comment:** Teachers in Ohio have several processes for renewing their licenses, depending on the type of license. Unique to Ohio is the role of the Local Professional Development Committees that actively determine the availability of professional development to meet teachers' license renewal needs. As is true with most states, the renewal process focuses on accumulating time rather than on implementing the learning. Shifting the focus of license renewal from acquiring time to refining practice and student success will increase the value and effectiveness of professional learning.

## TEXAS LICENSE RENEWAL

### STATE EXAMPLE

- All certified educators, including educational aides, seeking to renew a certificate(s) must complete the required number of clock hours of continuing professional education (CPE);

The CPE requirements for each class of certificate are as follows:

- Classroom teachers must complete 150 clock hours every five years;
- Counselors must complete 200 clock hours every five years;
- Learning resource specialists and school librarians must complete 200 clock hours every five years; reading specialists must complete 200 clock hours every five years;
- Educational diagnosticians must complete 200 clock hours every five years;
- Master teachers must complete 200 clock hours every five years; and
- Superintendents and principals must complete 200 clock hours every five years.

Candidates currently assigned as a principal or assistant principal are required by law (Texas Education Code, section 21.054) to complete an assessment process designed to assist them in developing a professional growth plan (see 19 TAC Chapter 241.30 for more information). Professional development credit earned as a part of the professional growth plan also can be used to fulfill requirements for renewing the principal certificate.

**Comment:** The Texas license renewal process distinguishes the number of hours of continuing professional education for educators with specialized assignments (200 hours every five years), including counselors, librarians, reading specialists, and master teachers, from those with regular classroom assignments (150 hours every five years). Texas code does not specify or limit the content of ongoing professional education, a practice common in many states. Some states do, however, require ongoing professional development to be related to a teacher's current teaching field and/or his or her current teaching assignment, a current professional development plan, or school or district goals.



## NEW JERSEY TEACHER LICENSURE CODE

### STATE EXAMPLE

All New Jersey teachers must accrue 100 hours of professional development every five years aligned to each teacher's annual professional development plan and aligned to the district and school professional development plans. This is monitored through the teacher's annual evaluation to ensure that all teachers make annual yearly progress and growth in their professional learning focused on teacher and student learning needs.

New teachers must develop their professional development plan within 60 days of beginning their assignment. Their professional development plan is part of their induction and mentoring program which supports their initial growth in the profession which leads to receiving their standard certificate.

**Comment:** Recent changes in New Jersey's professional development code strengthen teacher license renewal by specifying that new teachers receive professional development within 60 days of beginning their teaching assignments. This effort supports novice teachers to ensure their success. New Jersey's Professional Teaching Standards Board has also specified a broad array of allowable professional development, some of which occurs during the school day and supports implementation of new learning.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to licensure and recertification*

Policies and collective bargaining language related to licensure and relicensure should:

- Include provisions to ensure that all teachers have adequate opportunities to meet the expectations for relicensure;
- Emphasize the professional learning, its application, and its impact on student learning rather than the amount of time spent in a workshop or course; and
- Allow teachers to use ongoing professional learning within a school day or district calendar year to meet the requirements for license renewal; and
- Recognize the continuum of educator development to ensure intensive support and learning early in a career or license and provide ongoing support and learning for continuous improvement.





# 05

## TEACHER DECISION MAKING ABOUT PROFESSIONAL DEVELOPMENT

If the primary purpose of professional learning is to improve teaching and student learning, it is essential for teachers and other school staff to have input about the content and processes used in the professional development in which they engage. Policies and collective bargaining language that allow for and respect teachers' involvement in decisions related to professional development increase the alignment among teachers' learning needs and those of their students. While decision making about professional development occurs at several levels — such as through state licensing boards, state boards of education, legislatures, local school boards, local district bargaining teams, and school-based committees, the most effective decisions about professional development result from shared decision making that engages those leading, facilitating, and participating in professional development in ensuring that teacher learning prepares and supports teachers to ensure student success. In other high-performing nations that have substantially invested in improving student learning through professional development, teachers have substantially more involvement in decisions related to curriculum, school management, and professional development (Darling-Hammond et al., 2009).

## MINNESOTA'S TEACHERS AS LEARNERS AND LEADERS (TALL) PROGRAM

### STATE EXAMPLE

Education Minnesota was formed by the merger of Minnesota Education Association and the Minnesota Federation of Teachers. Education Minnesota has advocated and lobbied hard to professionalize teaching, knowing that effective professional development, teacher empowerment, and higher salaries are strategies for ensuring that students experienced high-quality teaching.

In 2000, when the Minnesota legislature passed staff development statutes, the state also appropriated grant money to the Minnesota Department of Education, which in turn awarded the money to applicants to promote and provide effective research-based professional development. Education Minnesota was awarded \$1.5 million over two years, and its Teachers as Learners and Leaders (TALL) initiative was born.

Local union presidents, school district administrators, teachers, and select legislators who examined the TALL logic model recognized that TALL would be a catalyst for change and school improvement. TALL encourages local unions and school districts to work toward effective professional development, which in turn influences instruction and student learning. As a result of this exposure, the TALL initiative enrolled nearly 500 Professional Development Activists (PDAs) from 250 local unions and districts in its first year in 2000-01. The Professional Development Activists learned about the staff development statutes, standards of effective professional development, and the ability of the union and district to provide effective professional learning. The first cadre of PDAs completed assessments focused on compliance with statutes, quality of current staff development, and the capacity of the union and district to provide such staff development.

**Comment:** Education Minnesota, working in collaboration with the Minnesota Department of Education, has developed a system to ensure that teachers will have access to high-quality professional development throughout their careers and that professional development decisions will be made collaboratively, involving teachers and school administrators; be based on data about student achievement; and be coordinated by teams of teachers who have received special preparation for their roles.

In subsequent years, Education Minnesota has continued to bring TALL Professional Development Activists together three times a year for knowledge and skill building to support their work in school districts and unions. Other major areas of training include change, leadership, and data-based decision making. To support the major areas of emphasis, Professional Development Activists have studied research and acquired skills in topics such as student achievement, instructional strategies that work, teacher observation, peer coaching, evaluating professional development activities, professional learning communities, and communication skills. Collaboration, practice, and reflection are strands that run through all TALL training and expectations.

Each year between training sessions, Professional Development Activists work to assess professional development activities in the district or building, establish improvement goals, and make action plans to achieve their goals and forge ahead with the continuous improvement cycle.



## WACO (TEXAS) INDEPENDENT SCHOOL DISTRICT CAMPUS-LEVEL IMPROVEMENT

### DISTRICT EXAMPLE

The District's policy and procedures shall establish campus-level planning and decision-making committees as provided by Education Code

11.251(b)–(e). (*Education Code 11.253(b)*)

A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. (*Education Code 11.253(h)*)

In accordance with the administrative procedures established under Education Code 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. (*Education Code 11.253(e) Waco Independent School District Policy 161914*)

**Comment:** Waco Independent School District requires teacher involvement on district and school-improvement planning teams. Team members are charged with making decisions about staff development as it relates to school improvement efforts. Their scope of decision-making extends beyond staff development to include other key factors related to student achievement, including curriculum, staffing, and budgeting. This process takes advantage of teachers' expertise to make key decisions that impact their classroom practices and student academic success. Teacher engagement in decision making increases the likelihood that decisions are aligned with student learning needs and implemented fully.



## HAMILTON (OHIO) CITY SCHOOL DISTRICT'S LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

### DISTRICT EXAMPLE

The mission of the Local Professional Development Committee (L.P.D.C.) shall be to review professional development plans for license renewal and for certificate renewal where appropriate for Hamilton City School District educators. The committee will also develop an operational plan, including guidelines and operating procedures.

### PURPOSE

The purpose of the Local Professional Development Committee is to oversee and review course work and other professional development activities for certificate renewal and licensure and highly-qualified designation. Such activities shall evidence the following:

- Progress toward individual professional growth;
- Alignment with school and district needs; and
- Conformity to state standards.

### COMMITTEE MEMBERS

The L.P.D.C. shall be made up of nine members: five classroom teachers appointed by the association president and four administrators appointed by the superintendent. The association president and the superintendent may each appoint up to two alternates (*Hamilton City School District Local Professional Development Committee Procedures and Guidelines*, 2004, p. 2).

**Comment:** Hamilton's professional development committee governs the district's procedures and guidelines for committee membership, responsibilities, timetables, processes, and exceptions. By specifying the scope of decision making and governance procedures for the professional development committee, this language builds strong collaboration among all stakeholders, reduces conflict, and improves decisions related to professional development.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to teacher decision making about professional development*

Language that strengthens teachers' participation in decisions related to professional development contributes to its effectiveness. Policies and agreements about teacher decision making should address:

- Teacher representation (who, how selected, length of service as a representative);
- Other team members;
- Responsibility of representatives;
- Meeting structure;
- Decision-making procedures;
- Scope of decision making; and
- Level of authority.





# 06

## FLEXIBLE DESIGNS FOR PROFESSIONAL DEVELOPMENT

Not all learners learn the same way. Adult learners differ in their learning preferences, styles, and needs. A one-size-fits-all approach is not useful for students and inappropriate for their teachers, as well. Policy and collective bargaining language can increase the effectiveness of professional learning by ensuring that learning is designed to accommodate differences in adult learning styles, content, and teachers' experience levels. Effective professional development policies allow for and/or require professional learning designs or formats to be differentiated.

Designs for professional learning extend well beyond the most common designs, conferences, workshops, or courses to include coaching; lesson study; action research; mentoring; peer coaching; professional portfolios; collaborative teamwork focused on planning and developing benchmark assessments; examining student work; and book studies, among others. When state and local policies and local collective bargaining agreements recognize multiple designs for professional learning, not only are more designs for professional learning available, but designs are selected to align more closely with intended outcomes. Key criteria for selecting a particular design for professional learning are the content and the results expected. Other factors such as time and cost influence design, as well. *Powerful Designs for Professional Learning* (NSDC, 2008) identifies more than 20 designs for professional development.

## NEW JERSEY CATEGORIES OF PROFESSIONAL DEVELOPMENT

### STATE EXAMPLE

The Professional Teaching and Standards Board has currently identified the following general categories of professional development:

1. Formal courses, offered online or off-line, and conferences (including, but not limited to, workshops, seminars, institutes, and/or such programs) sponsored by colleges and universities, district boards of education, professional associations, training organizations or other entities approved through the local district plan process or as part of the provider registration system. Such activities shall accrue hour-for-hour for professional development credit.
2. Courses, seminars, or other activities which are required for maintenance of licenses or certificates issued by professional organizations or government entities (for example, social workers, nurse). Such activities shall accrue hour-for-hour for professional development credit. In instances where the same course must be taken twice within the five-year period, please note that the hours will count only once toward fulfilling the continuing education requirement.
3. The process of developing curriculum focused on the Core Curriculum Content Standards, including, but not limited to, research, writing, and revision. Such activities shall accrue hour-for-hour for professional development credit.
4. Activities that support and/or enhance the profession including, but not limited to, grant writing, mentoring a preservice teacher or a novice teacher, professional service on boards or committees, and teaching a course or workshop. Please note that the total number of hours that can be accrued for these activities is 75 out of the 100 required hours.

**Comment:** New Jersey's Professional Teaching Standards Board identified a variety of ways for teachers to earn license renewal credits. These ways are being implemented in school districts across the state as designs for professional learning. The board recognizes that teachers learn in different ways, that the content of their learning requires different forms of learning, and that the results they strive to achieve require different types of learning designs.

The following provides the number of hours that can be accrued in various activities that serve the profession:

- a. The total number of hours for service on boards/committees will not exceed ten (10) hours per year of professional development credit, provided that such service is identified in the Professional Improvement Plan (PIP) with the specific goals of the experience outlined therein.
  - b. A mentor or cooperating teacher will accrue one hour of professional development credit for each week of supervision. An educator who works with a preservice teacher or a team of preservice teachers in a junior practicum will earn three professional development hours per semester.
  - c. In addition to the actual clock hours spent in delivery of the first presentation, presenters or teachers of courses or workshops will accrue professional development hours on the basis of two hours of preparation time for every hour of delivery time. The teaching or presenting of the same or a similar course or workshop will count only once in a five-year cycle.
5. Independent professional studies including, but not limited to, action research, study groups, sabbaticals, fellowships, internships, teacher exchanges, textbook review, portfolio development, online workshops or programs, and contributions to professional literature. If an individual decides to develop such an independent study, he/she must adhere to the following procedures:
- a. The individual's PIP must include a written rationale demonstrating how his/her proposed plan is consistent with the state standards for professional development.
  - b. The individual and his/her immediate supervisor must discuss the projected number of hours which will be spent in such study.
  - c. Over the course of the independent study, the staff member will maintain a log of actual hours completed.

## MAHWAH TOWNSHIP (N.J.) PUBLIC SCHOOLS

### DISTRICT EXAMPLE

#### RATIONALE

In effective schools, as in other professional environments, teachers make important decisions about their growth, instructional practices, and continued education. Today, professional development is viewed as a much more inclusive process with a broader range of activities that directly affect how teachers learn, how they teach, and how they mature intellectually.

#### PORTFOLIOS

Portfolios contain evidence of thoughtful teaching and learning and make the thinking process of the teacher visible. A portfolio is a concrete product that can illustrate what a teacher can do. It is an opportunity for teachers to showcase their professional and personal growth. Portfolios are more than a presentation of artifacts of the profession. They are an opportunity to self-assess, reflect, and improve teaching.

#### INTERACTIVE JOURNALS

Interactive journals reflect an ongoing written dialogue between the teacher and supervisor/principal wherein the principal gains a heightened knowledge of the teacher's professional practice, and the teacher engages in authentic professional development through analysis; discussion, and reflection of his/her own work. Journal writing improves collaboration and collegiality. Journals are much more interactive than traditional coaching and supervisory conferences. Journals serve as both a communication tool and a data source which support reflection, growth, and the linkage of experiences that contribute to a foundation upon which one builds teaching practice.

#### ACTION RESEARCH

Action research refers to a reflective and systematic approach to the resolution of specific classroom problems experienced by a teacher or group of teachers. It begins when teachers seriously examine and reflect about what is happening in their classrooms. It continues when the teacher looks for new ways to meet these challenges. Action research follows a systematic approach to solving classroom problems.

**Comment:** Mahwah School District and Mahwah Education Association identify a broad range of professional development designs that allow and encourage staff to consider alternative approaches to professional learning. Written as a part of the teacher assessment process, a district committee identifies alternatives to traditional workshops or college courses that can serve as approaches to teacher learning and as alternative teacher assessment practices. These designs give teachers greater responsibility for their own learning and its results.



## CURRICULUM PROJECTS

*(Does not include revising or writing district curriculum)*

This model allows the teacher the chance to increase his/her scholarly background by encouraging him/her to examine and analyze pertinent documents. Following the research, the educator might include these materials and the results of this research in his/her area of responsibility within the curriculum.

## COLLEGIAL PARTNERSHIPS

Two or more educators select a project that may be related to a specific aspect of teaching, the curriculum, support services, or supervision. Potential partners should have specific goals with plans to reach those goals prior to requesting approval for their proposal. Some examples are: 2nd-grade teachers plan the literature component for each math unit; Algebra teachers at the high school and middle school coordinate tests and assignments.

## SUPPORT MENTOR

Mentoring allows one staff member to be a support and help to another staff member. This is primarily a professional-novice relationship or a peer in need of help situation where one staff member has specific training or expertise (e.g. in the area of technology). Mentoring is another opportunity for teachers to work together, learn from each other and improve their expertise as a community. Mentoring provides the challenge and feedback about performance, as well as support to try new things and acquire new skills. Mentors become a source of knowledge and inspiration in a mutually supportive environment. Mentors must be well prepared in all areas of professional practice.

## PEER COACHING

Peer coaching is a relationship between two professionals with each participant offering insights that result in improved teaching and learning. In peer coaching, teachers work in pairs or groups. As a team or as individuals, they observe each other's classes to provide critical feedback and offer ongoing support. Peer coaching encourages the sharing of expertise. It promotes the refinement of old skills and the development of new ones. It encourages the resolution of management and instructional problems among colleagues and peers.

## WACO (TEXAS) INDEPENDENT SCHOOL DISTRICT

### DISTRICT EXAMPLE

Campus professional development may include activities that enable the campus staff to plan together to enhance existing skills, to share effective strategies, to reflect on curricular and instructional issues, to analyze student achievement results, to reflect on means of increasing student achievement, to study research, to practice new methods, to identify students' strength and needs, to develop meaningful programs for students, to appropriately implement site-based decision making, and to conduct action research. The campus professional development activities may be conducted using study teams, individual research, peer coaching, workshops, seminars, conferences, or other reasonable methods that have the potential to improve student achievement (*Waco Independent School District Policy 161914*).

**Comment:** The Waco Independent School district policy acknowledges the importance of teacher collaboration for planning, sharing, analyzing student work, study research, etc. Far from being courses and workshops, these alternative designs for professional learning are more easily implemented within schools with teams of teachers who share common students or content and allow teachers to focus their learning on what is most relevant to their teaching and their students' learning needs.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to flexible designs for professional development*

Policies and collective bargaining language should acknowledge that not all professional learning is the same. As a result, policies and collective bargaining language should ensure that all teachers have access to multiple designs for professional learning. Specifically, policies or agreements about flexible design should:

- Acknowledge that one-size-fits-all professional development is not in the best interest of every teacher;
- Ensure that states and local school districts have the capacity to maintain accurate records regarding teachers' professional development;
- Encourage teachers to seek out and to implement varied designs for professional learning; and
- Ensure that schools and districts receive necessary support to employ multiple designs for teachers' professional learning.



# 07

## TEACHER COLLABORATION WITHIN PROFESSIONAL DEVELOPMENT

Adult learning theory suggests that some of the best learning occurs in pairs or teams. Teachers benefit when they feel part of a community. Research about teacher collaboration confirms that the curriculum and student expectations are more focused, that teachers share expertise, and that a culture for risk-taking and learning increases when teachers learn and work together (Little, 2006). Policy for high-quality professional development recognizes this by emphasizing and supporting collaboration among teachers in both learning and in implementing what is learned. Recently, New Jersey adopted a new education code that supports collaborative professional learning. Research acknowledges the advantages of teacher collaboration as a means to enhance implementation of professional learning and increase teacher satisfaction and sense of collective responsibility for student success while decreasing teachers' isolation and workload. State policies and local collective bargaining agreements, therefore, should ensure that teachers have frequent opportunities to collaborate within their workday, as is common for teachers in other high-performing countries (*Darling-Hammond et al., 2009*).

## WACO (TEXAS) INDEPENDENT SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PROGRAM

### DISTRICT EXAMPLE

Adequate time, as well as human and financial resources, shall be allotted to support a professional development plan in accordance with the Texas Education Agency's standards. This comprehensive program shall promote learning, reflect best practices, promote collaboration with colleagues, and shall be guided by the site-based decision-making process in accordance with campus improvement plans and the district improvement plan. Needs of teachers, administrators, paraprofessionals, students, parents, and community members shall be identified.

**Comment:** Waco Independent School District's policies include references to the importance of teachers collaborating with one another as a part of the campus (school) improvement process. This recognition comes with little specific guidance, yet highlights the importance of working collaboratively to improve schools, teaching, and student learning.



## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to teacher collaboration within professional development*

Policies and collective bargaining agreements related to teacher collaboration for professional learning should minimally include:

- Rationale for collaboration;
- Structures to support collaboration;
- Leadership by trained or expert facilitators;
- Linkage between collaboration and student achievement;
- Time for collaboration;
- District and school leaders' responsibility to support and monitor collaboration; and
- Teachers' responsibility and accountability for collaboration.

Adopting language about teacher collaboration increases the likelihood that the time will be available and that it will be used for improved teaching and student learning. Specifically, teacher collaboration policies or agreements should specify:

- How much time will be available for teacher collaboration;
- Who makes decisions regarding how the time will be used;
- Who monitors its use;
- How teacher collaboration time can be used; and
- Responsibilities and expectations for teacher collaboration.





# 08

## SUPPORT FOR NATIONAL BOARD CERTIFICATION

National Board Certification, offered by the National Board for Professional Teaching Standards (NBPTS), benefits teachers, students, and professional communities. National Board Certification is a powerful form of professional development in which teachers, preferably in cohorts, deeply examine, analyze, and reflect on their teaching practice, and is an important pathway to consider for improving professional development.

Almost every state has adopted policies regarding how it supports and recognizes National Board Certification, and many offer the certification as a substitute for their own advanced level of licensure. Providing support and incentives for National Board Certification are policy levers that can help states meet several objectives, including: attracting and retaining highly qualified and skilled teachers; providing a powerful form of professional development; and promoting teacher leadership by National Board Certified Teachers (NBCTs). States and local school districts can make National Board Certification readily available to teachers, support their participation, and designate it as a recognized form of professional learning.

## NORTH CAROLINA'S SUPPORT FOR NATIONAL BOARD CERTIFICATION

### STATE EXAMPLE

Certification by the National Board for Professional Teaching Standards (NBPTS) is an outstanding example of professional growth supported at the statewide and local levels. The impact National Board Certified Teachers (NBCTs) have on student achievement is a major reason the State of North Carolina supports the certification process. North Carolina has more than 13,000 NBCTs, equaling more than 10% of the state's teaching force. North Carolina has the highest number of National Board Certified Teachers in the nation.

Teachers who have participated in National Board Certification have said it is the most powerful professional development experience of their careers. They said the experience changes them as professionals and the process deepens their content knowledge and helps them reflect on new approaches to working with their students.

According to research conducted by the University of North Carolina at Greensboro, teachers who have achieved National Board Certification significantly outperform their peers who are not board certified on 11 of 13 key dimensions of teaching expertise. Based on student work samples, the study's authors declared that National Board Certification "is identifying and certifying teachers who are producing students who differ in profound and important ways from those taught by noncertified (without National Board Certification) teachers."

The assessment process for National Board Certification requires candidates to complete a portfolio of classroom practice, including samples of student work and videotapes of teacher instruction, and complete an assessment of content knowledge administered at a computer-based testing center. The process takes most of a school year and involves an estimated 200 to 400 hours of work outside of the classroom.

**Comment:** North Carolina's support for National Board Certification is among the nation's strongest. If the number of NBCTs is any indication, this support is paying dividends to North Carolina's schools and students. This high-level support began when former Gov. Jim Hunt promoted comprehensive reform throughout the state. He recognized that well-prepared, developed, paid, and supported teachers made a difference in student learning.

For state-paid teachers who have a clear, continuing license and three years of North Carolina teaching experience, the state will:

- Pay the assessment fee;
- Provide up to three days of paid released time to candidates for completing work toward certification;
- Grant renewal credit for teachers completing all components of the assessment within the funded assessment cycle, whether or not they become certified; and
- Pay NBCTs a salary differential of 12% of their state salary for the life of the certificate (10 years).



## WEST GEAUGA (OHIO) LOCAL SCHOOLS SUPPORT FOR NATIONAL BOARD CERTIFICATION

### DISTRICT EXAMPLE

West Geauga (Ohio) Local Schools' support attainment of National Board Certification will result in an annual stipend of \$2,500.

## PLAINFIELD (N.J.) PUBLIC SCHOOL DISTRICT SUPPORT FOR NATIONAL BOARD CERTIFICATION

### DISTRICT EXAMPLE

Any teacher who obtains National Board Certification shall receive an annual stipend of \$3,000 effective with the contract year subsequent to their obtaining the certification.

## CITY SCHOOL DISTRICT OF ALBANY (N.Y.) SUPPORT FOR NATIONAL BOARD CERTIFICATION

### DISTRICT EXAMPLE

Upon satisfying the conditions set forth herein, a teacher achieving National Board Certification shall be paid an additional \$3,000 per year for so long as such certification is maintained and the conditions of this provision are satisfied.

In exchange for receiving the stipend, the teacher shall provide additional services to the district consistent with the certification which, by consensus, are acceptable to the superintendent, teacher, and Association. Such services may consist of such things as mentoring and annual National Certification Awareness training.

**Comment:** Each of these local school districts' collective bargaining agreements recognizes the importance of National Board Certification. While incentives and supports differ among districts, there is almost uniform support for this rigorous, nationally-validated process. Districts can tap into the investment in NBCTs by engaging them as teacher leaders with responsibility for leading their peers' professional learning, asking that they serve on school- and districtwide task forces, and by tapping their expertise to solve complex problems related to student achievement in lieu of other previously assigned work.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to support for National Board Certification*

States and districts wishing to develop policy and collective bargaining language about National Board Certification should minimally address:

- Support for the certification fee;
- Support for candidates considering, preparing for, and engaged in the National Board Certification process;
- Supplemental compensation for successful completion of the certification process; and
- Opportunities for National Board Certified Teachers to contribute or assume leadership roles within their schools and districts in ways that tap their expertise.



# 09

## MENTORING/INDUCTION AS A FORM OF PROFESSIONAL DEVELOPMENT

Teacher retention challenges all districts, large and small. It is particularly problematic in our nation's largest schools and those serving the largest populations of students living in poverty. Induction and mentoring are forms of professional development designed specifically to support novice teachers or those new to the school or district. States and local school districts, along with state and local teachers' associations, develop policies focused on induction and mentoring as a strategy to increase teaching effectiveness and to retain teachers. Such policies ensure consistent, effective, formal induction of all new teachers rather than some. With improved and sustained mentoring and induction, new teachers or those new to the system have more support and are more likely to meet the challenges of teaching with a stronger sense of efficacy. When teachers are successful, they will remain in the profession.

When states and districts establish policies and collective bargaining agreements that call for investing in new teacher induction and mentoring programs, they have a vehicle for saving school system resources and ensuring that students have well-qualified teachers. Formal mentor and induction programs in which mentor teachers share their expertise with and support the development of novice teachers provide the best teacher introduction into the profession. In addition, mentor teachers have opportunities for a leadership role within the school community and for powerful professional learning.

## NEW JERSEY'S REQUIREMENTS FOR LOCAL MENTORING PLAN

### STATE EXAMPLE

6A:9-8.4

(a) All novice teachers are required to participate in a mentoring program that takes place over a period of 30 weeks for provisional teachers holding a Certification of Eligibility with Advanced Standing (CEAS) and 34 weeks for provisional teachers holding a CE. Provisional teachers shall participate for a proportionally longer period of time if in a part-time teaching position. The mentoring program shall be implemented by the mentor teacher, supervised by the school principal and conducted within the parameters of a school district's local mentor plan and the requirements of N.J.A.C. 6A:9-8.3.

(b) All district boards of education that employ novice teachers in positions requiring the possession of instructional certificates shall comply with the provisions of this subchapter and shall ensure the following:

1. That rigorous mentoring shall be provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance to novice teachers in accordance with the Professional Standards for Teachers;
2. That each novice teacher is assigned a mentor at the beginning of the contracted teaching assignment;
3. That the local mentor plan includes in-person contact between the mentor teacher and the novice teacher over the course of 30 weeks or proportionally longer if the novice teacher holds a part-time teaching assignment... ( N.J.A.C. 6A:9-8.4)

**Comment:** New Jersey entrusts local school districts with developing mentoring and induction programs. Districts, using the parameters established by the state, develop their individualized plans and submit the plans to their Local Professional Development Committees for approval. Because state parameters are explicit, programs do not vary considerably, and all new teachers benefit from mentoring and induction.



## NORTH CAROLINA'S POLICIES ON THE BEGINNING TEACHER SUPPORT PROGRAM

### STATE EXAMPLE

**4.00 Induction requirements.** Initial (Standard Professional 1) licenses are issued to teachers with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. All teachers who hold initial (Standard Professional 1) licenses after January 1, 1998, are required to participate in a three-year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure. Teachers from states not included in North Carolina reciprocity agreements who have not completed an NCATE-approved teacher education program must participate in the Beginning Teacher Support Program regardless of their length of experience.

Teachers with three or more years of appropriate experience (as determined by the Licensure Section) are not required to participate in the Beginning Teacher Support Program, nor are student service personnel (e.g. media coordinators, counselors), administrators, and curriculum-instructional specialists. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent non-public experience. It is the responsibility of the employer requesting the exemption to verify experience.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require Beginning Teacher Support Program experience.

### **4.50 Mentor assignment/guidelines for mentor teacher selection.**

Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed emotional, instructional, and organizational support, each initially licensed teacher is to be assigned a qualified, well-trained mentor as soon as possible after employment. To ensure that the mentor has sufficient time to provide support to the beginning teacher, it is recommended that the mentor teacher be

**Comment:** North Carolina provides extensive support to new teachers with a three-year induction program that is tailored to their individual needs. The comprehensiveness of North Carolina's mentoring and induction policies make them among the nation's strongest. Many state and local school districts require only one year of mentoring and induction; some require two. Very few require three as North Carolina does.

assigned only one beginning teacher at a time. If the assigned mentor is not housed in the same building as the beginning teacher (e.g. to provide a mentor in the licensure area [art, music, physical education], the system may assign a mentor housed in another school), the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.

The following guidelines for mentor teacher selection have been adopted by the State Board of Education:

**1. Successful teaching in the area of licensure**

- Appraisal ratings among the highest in the school (regardless of instrument/process used);
- Strong recommendations from principal and peers;

**2. Commitment**

- Willingness to serve as a mentor;
- Willingness to participate in ongoing annual professional development related to mentoring;

**3. Other**

- Preference for career status teachers who have experience in the district norms, culture, and mission, as well as the state's goals (ABC's), strategic priorities, and standard course of study; and
- Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.

**4.55 Mentor Training.** Local school systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g. Teacher Academy), or develop programs of their own. Regardless of the program(s) used, mentors should be provided training and support in their efforts to assist beginning teachers who are learning their craft. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession.

## TOLEDO (OHIO) PUBLIC SCHOOLS-TOLEDO FEDERATION OF TEACHERS INTERN PROGRAM

### DISTRICT EXAMPLE

All teachers newly hired by Toledo Public Schools are subject to inclusion in the Intern Program.

Five days before the start of school, all new teachers attend the New Teachers Academy. Each new teacher's status is determined by the co-chairs of the Intern Board of Review. Those designated as interns are assigned a consulting teacher (mentor teacher) for the purpose of professional development and evaluation. The Intern Program allows the consulting teacher the time to conduct a complete evaluation of the intern's progress and ultimate success (or lack thereof) in meeting the performance standards of the Toledo Public Schools.

The evaluation process is one of continuous mutual goal-setting using classroom observations and follow-up conferences where the intern and consulting teacher can analyze and set practical goals for improvement based on detailed evaluation criteria. A consulting teacher may use any of a number of methods to assist the intern in meeting the goals set, such as demonstration lessons, video taping, and observations of other teachers.

The consulting teacher assigned to each intern will have final responsibility for the evaluation of the intern. Evaluation reports are filed by each consulting teacher on or before December 20 and March 20. Evaluations are based largely on the intern's progress toward meeting specific goals as determined by the consulting teacher. At the last evaluation date, the consulting teacher recommends to the Intern Board of Review the future employment status of the intern teacher. This board accepts or rejects the recommendation of the consulting teacher. The nine-member board is composed of five teachers and four administrators. Six votes are required to accept or reject a consulting teacher's recommendation.

**Comment:** Toledo Public Schools-Toledo Federation of Teachers Intern Program, an agreement between the Toledo Federation of Teachers and Toledo Public Schools, provides professional development opportunities for both novice and experienced teachers. What is unique about Toledo's program is the consulting teacher's responsibility to provide support and to evaluate the novice teacher. Consulting teachers make recommendations to the Intern Board of Review, which determines each intern's ultimate status. Few other school districts couple mentoring with evaluation. This process places substantial responsibility for interns' success on the consulting teachers' shoulders, thereby holding teachers accountable for the quality of their profession.

**Consulting teachers:**

- Are full-time mentors/evaluators who are limited to three years in the program.
- Receive an additional \$6,850 in salary.
- Have a minimum of five years of outstanding teaching service.
- Conduct new-teacher orientation.
- Provide workshops for interns on current teaching procedures and classroom management techniques.
- Submit periodic reports to the Intern Board of Review regarding the status of each intern.
- Attend all meetings of the Intern Board of Review.



## HAMILTON (OHIO) CITY SCHOOL DISTRICT'S ENTRY-YEAR TEACHER PROGRAM

### DISTRICT EXAMPLE

Entry-year is a program of support provided by Hamilton City School District to meet the unique needs of an individual in the first year of employment under a classroom teaching certificate/license.

### 3.1302 DEFINITIONS

A. **Mentor teacher:** a teacher who will provide formative assistance to an entry-year teacher.

**Entry-year teacher:** a teacher in the first year of employment under a teaching or educational personnel certificate/license.

### 3.1303 SELECTION CRITERIA FOR MENTOR TEACHER

A. The mentor teacher must have a minimum of five (5) years of teaching experience with at least three (3) years within the district and hold a valid teaching certificate/license. The mentor teacher must have demonstrated excellence in all four (4) domains of Pathwise as demonstrated by recent evaluations/professional references and/or other professional materials. (See Appendix H-3.) The mentor teacher must have completed Pathwise Training or be willing to complete the training by the end of the first semester of the assignment.

### 3.1305 PROGRAM DESIGN

- A. The mentoring program is designed to promote personal and professional development of the entry-year teacher(s). The focus of the program will include the four (4) Pathwise domains: organizing content knowledge for student learning, creating a classroom environment for student learning, effective teaching for student learning, and teacher professionalism. (See Appendix H-3.)
- B. The mentor teacher will work with each assigned entry-year teacher for a minimum of three (3) hours within a three-week period. Each mentor teacher will be assigned approximately twenty (20) entry-year teachers. Time will be allocated for networking, consultations, and/or other related duties as assigned.

**Comment:** Hamilton City School District is committed to helping new teachers succeed. Key attributes of its mentoring policy are guidelines on mentor qualifications, extending support for new teachers over three years, and specifying elements of the program that will contribute to the success of both mentors and new teachers. Mentors are released from teaching to provide mentoring services to teachers without competing commitments, thereby providing strong support.

- C. In order to foster a climate of trust and collegiality, the mentor is not involved in any formal assessments of the entry-year teacher(s), including evaluations related to job performance, contract, or certification/licensure. Any violation of this tenet by a mentor teacher shall constitute grounds for immediate removal from their role as a mentor teacher. This does not preclude the completion of forms by the mentor for the Instructional Resources Department. Forms shall include such data as meeting times, length of session, topics, and suggestions for entry-year program improvement.

### 3.1306 ASSIGNMENT/WORKING CONDITIONS

- A. The mentor teacher work week will be thirty-six hours and forty minutes (36 hrs., 40 min.). This workday will be seven hours and twenty minutes (7 hrs., 20 min.). This includes an uninterrupted lunch period of one-half (1/2) hour and forty minutes (40 min.) preparation period per day.
- B. Initial assignment as a mentor teacher shall be for a three- (3) year term. An incumbent mentor teacher may apply for one additional consecutive three- (3) year term. Those members employed as mentor teachers as of July 1, 2002 shall serve his/her term in effect as of June 30, 2002 and shall be permitted to apply for one additional consecutive three- (3) year term. Mentor teachers returning to the classroom will have the option of returning to the building of their last assignment as long as a vacancy exists for which they are certificated/licensed. All openings will be discussed with the returning mentor with the goal of reaching mutual agreement on the assignment. If mutual agreement is not reached, the superintendent/designee will assign the returning mentor teacher to a position within his/her certification/licensure.
- C. A teacher having previously been assigned to a mentor position will wait a minimum of two (2) years before reapplying for the mentor assignment.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to mentoring/induction as a form of professional development*

Effective induction and mentoring policies and collective bargaining language include:

- Clearly defined mentor qualifications and selection process;
- Professional development for mentors;
- Clear expectations for mentor interaction with mentees;
- Expectations for mentee participation in the induction and mentoring programs;
- Professional development for mentees;
- Rigorous, ongoing induction and mentoring program evaluation;
- Time for mentor and mentee collaboration, common planning, observations, etc.; and
- Adequate funding to support the mentoring and induction program.





# 10

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

Teachers sometimes have unique content or programmatic needs that extend beyond their school- or district-provided professional development, requiring some of their learning experiences to be individually designed. Individual professional development supplements and complements school-based, collaborative professional learning.

Some states and school districts require teachers to develop individual professional development plans to support continuous learning and to provide a mechanism for record keeping, and require approval of teachers' professional development decisions. Individual professional development or growth plans should be aligned with district and school goals for student achievement and teachers' classroom responsibilities, including curriculum, instruction, and student assessment. Too often individual professional development plans can fragment efforts to bring about schoolwide improvement. Even when state or district policy requires individualized professional development plans, teachers should be encouraged to work collaboratively to maximize the benefits of their learning.

## EXCERPTS FROM HILLIARD (OHIO) CITY SCHOOL DISTRICT'S EDUCATION ASSOCIATION 2005-07 MASTER AGREEMENT

### SECTION 2. PURPOSES AND DUTIES

#### DISTRICT EXAMPLE

The purpose of the Local Professional Development Committee (LPDC) is to review and approve coursework and other professional development activities proposed and/or completed by educators within the district for renewal of certificates or licenses.

In the discharge of duties, the LPDC will:

- A. Foster the norm of continuous improvement.
- B. Promote alignment of professional growth with individual, student, building, and district needs and goals.
- C. Promote best practice.
- D. Emphasize increased student learning and achievement as a professional development priority.
- E. Guide the development of Individual Professional Development Plans (IPDP).
- F. Support the inquiry into and study of teaching and learning.
- G. Validate application/use of learning gained through professional development rather than merely attendance, time spent, and completion of required work.
- H. Accept certificates of attendance (4 hours or more) as Hilliard CEU's for out-of-district providers, such as The Alliance of Central Ohio Professional Development Providers.
- I. Approve continuing education unit applications for in-district providers (*Hilliard Education Association, 2005-07 Master Agreement*).

**Comment:** The Hilliard Education Association negotiated collective bargaining language that specifies the responsibilities of the Local Professional Development Committee related to professional development and Individual Professional Development Plans. These clauses establish guidelines regarding authority and responsibility, plan submission and approval, and appeals process. Procedural guidelines such as these clarify processes related to professional development, while other contract provisions address the quality and content of professional development.

## ARTICLE 38. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

In fulfillment of the requirements of Section 3319.22 of the Ohio Revised Code, the parties have established a districtwide Local Professional Development Committee (LPDC) whose bylaws, appearing in Appendix N of this agreement, are hereby incorporated by reference as part of this agreement. It is mutually understood and agreed that disputes over whether a provision(s) of Appendix N has been violated are subject to the terms of Article 18 of this agreement, but disputes over the LPDC's approval/disapproval of Individual Professional Development Plans (IPDPs) are not subject to Article 18. It is mutually agreed that the LPDC's rules for the IPDP process will, upon approval by the superintendent and HEA president, be incorporated as part of the LPDC's bylaws (*Hilliard Education Association, 2005-07 Master Agreement*).

## ARTICLE VII. IPDP SUBMISSION, DECISION MAKING AND APPEALS PROCESS

### SECTION 1.

#### **Submission**

The IPDP shall be submitted no later than three (3) years prior to the expiration date of a certificate or license.

### SECTION 2.

#### **Decision making.**

- A. Plan proposal.** The educator's IPDP shall be reviewed and approved or disapproved by the LPDC within a month of receipt during the school year.
- B. Plan revision.** Non-approved plans shall be revised and resubmitted promptly for LPDC approval.
- C. Plan completion.** After meeting the IPDP requirements, completed documentation shall be presented to the LPDC no earlier than February 1 of the renewal year. The educator will be notified of successful completion at the time of the presentation (*Appendix N, Hilliard City Schools Local Professional Development Committee Bylaws*).



## STATE POLICY AND COLLECTIVE BARGAINING AGREEMENT RECOMMENDATIONS

*related to individual professional development plans*

Policies and collective bargaining agreements should ensure that procedures for developing, submitting, and approving individual professional development plans are specified and that the plans:

- Are developed by teachers based on their professional learning needs, the needs of their students, and the school and district goals;
- Account for a teacher's level of experience;
- Support professional learning over time;
- Encourage application of professional learning within classrooms; and
- Are assessed based on achievement of the defined objectives.





# 11

## CAREER PATHS/TEACHER LEADERSHIP

Many teachers seek, deserve, and benefit from leadership experiences in which they contribute to the learning of other teachers, students, and the larger educational community. Teacher career paths are a powerful strategy for attracting and retaining educators and for capitalizing on teachers' expertise. When teachers have opportunities to serve in roles that use their experience, expertise, and commitment to education, their colleagues and students benefit.

Serving in leadership roles (e.g. mentor, coach, school-based staff developer, department chair, grade-level team leader, facilitator of school or district task forces or committees), teachers contribute their deep knowledge of and expert practice in teaching and learning to benefit the broader school community. Collective bargaining agreements and state policies can establish pathways for teachers to assume greater responsibility, authority, and recognition, and can ensure that teacher leaders have access to professional development designed to expand their leadership capacity.

These samples of state policy language and collective bargaining provisions specify teacher career advancement and pathways that acknowledge and tap teacher expertise. They recognize the importance of teacher professional development in preparing teachers for leadership roles, giving teachers options for increasing the scope of their work and influence, and providing career opportunities for accomplished teachers. In particular, they stress the link between teacher professional development and student academic success and reinforce the importance of professional development for those serving in new leadership roles.

## OHIO MASTER TEACHER PROGRAM OVERVIEW

### STATE EXAMPLE

Ohio Senate Bill 2 directed the Educator Standards Board (ESB) to define a master teacher in a manner that can be used uniformly by all districts and to adopt criteria to use in determining whether a person is a master teacher.

Under SB 2, school districts must report the number of master teachers they employ into the education management information system (EMIS) beginning in fall 2008. The Ohio Department of Education is required to include the number of master teachers employed by each district on the district's and building's local report cards.

A master teacher demonstrates excellence inside and outside of the classroom through consistent leadership and focused collaboration to maximize student learning. A master teacher strives for distinguished teaching and continued professional growth as specified by The Ohio Standards for the Teaching Profession:

1. Teachers understand student learning and development, and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, and evaluate and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community (*Master Teacher Program Overview, Ohio Department of Education*).

**Comment:** Teacher leadership career paths recognize and reward excellence in teaching and provide an incentive to keep the best teachers in schools. Ohio's master teacher program offers these benefits and recognizes teachers who meet standards for excellence. It clarifies what constitutes a master teacher and requires districts to report the number of master teachers employed. The state's policy encourages districts to follow suit, as evidenced by the following Wooster School District example.



## WOOSTER (OHIO) CITY SCHOOL DISTRICT'S MASTER TEACHER DEFINITION

### DISTRICT EXAMPLE

A master teacher is a veteran Wooster City School District teacher who is recognized for excellence as a teacher and who is assigned to be a collegial facilitator for the purpose of assisting teachers in implementing specific areas of curriculum and instruction. The master teacher may also facilitate professional relationships among staff members who are working on similar projects or activities. Master teachers will be released from their regular assignments for one year and will be afforded the opportunity to further their own training in their field, as determined by curriculum needs, to enable them to share their knowledge, experience, and expertise with their colleagues.

**Comment:** The Wooster City School District established its master teacher policy recognizing that teacher expertise benefits schools and districts. To maximize professional learning opportunities for all teachers, the contract releases master teachers from classroom responsibilities and transitions them into the role of collegial facilitator to study and to support their colleagues and district initiatives.



## ROCHESTER (N.Y.) CITY SCHOOL DISTRICT'S CAREER IN TEACHING PLAN

### DISTRICT EXAMPLE

#### 1. Career levels

- a. All full-time teachers active with the Rochester City School District shall participate in the Career in Teaching Plan.

The Career in Teaching Plan shall include four career development levels:

- Intern Teacher
- Resident Teacher
- Professional Teacher
- Lead Teacher

- b. Newly hired teachers shall be assigned to Intern level or Resident level as a condition of hiring. A board determines each newly hired teacher's status as an intern or resident. Residents typically have prior teaching experience. Intern teachers become resident teachers after meeting requirements. Resident teachers become professional teachers if they meet professional standards and permanent certification and tenure requirements. Lead teachers have opportunities for professional advancement, growth, and leadership while remaining in the classroom. They agree to a schedule that allows for assuming both teaching and leadership responsibilities.
- c. School administrative staff will receive notification of the career-level status of teachers prior to the beginning of school.
- d. A teacher's decision to advance from Professional level to Lead Teacher level will be voluntary. Placement in the Lead Teacher category shall be based on an open, competitive process.

**Comment:** Rochester City School District uses collective bargaining language to define various career levels for teachers and to distinguish appropriate responsibilities for teachers at the top levels of the career continuum. This policy honors teachers' experiences, recognizes accomplishments, and provides a mechanism to engage expert teachers in leading professional learning with their colleagues.

## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

*related to career paths/teacher leadership*

When states and districts adopt policies and collective bargaining language for career paths for teacher leadership, those agreements should include:

- Procedures and/or accomplishments required for teachers to advance through the career pathway;
- Opportunities for leadership and additional responsibilities of teachers at each stage of the career pathway;
- Additional compensation for and expectations of teachers at each stage of the career pathway;
- Multiple opportunities for teachers to advance along the career pathway; and
- Flexibility for a teacher to stay at his or her current career stage.



# 12

## COMPENSATION/RECOGNITION FOR PROFESSIONAL DEVELOPMENT

Effective professional development is embedded in educators' workday rather than after hours or in the summer. By integrating professional development into the school workday, it becomes a routine professional responsibility and is an important factor in school improvement. If teachers must pursue professional learning opportunities outside the school workday, they should be compensated for time that exceeds contractual hours. Appropriate incentives reinforce the importance of professional learning and can be codified in collective bargaining agreements and state policy.

## NEW LEXINGTON (OHIO) CITY SCHOOL DISTRICT

### DISTRICT EXAMPLE

Unit members shall file, in writing, with the principal, not later than October 1st of each year, a plan for professional growth. Said plan shall address improvements that relate to the unit member's area of certification, current teaching assignment, or related area(s). *(p. 12)*

The board shall reimburse the employees for expenses incurred for approved professional growth experiences such as attendance at workshops, conferences, seminars, competitions, etc., but not for readings, library work, personal studies not connected with coursework at an institution of learning, and not for college credits, which is covered under Article XXVI. The unit member shall submit a requisition for reimbursement prior to the event and an expense voucher after the event. The maximum reimbursement allowed shall be \$600 per year for each bargaining unit member. *(p. 14)*

Teachers shall receive reimbursement for at least one workshop, conference, etc., per school year. *(p. 14)*

The maximum cost to the board for expenses incurred in each school year will be \$25,000. Professional leave shall be on a first-come, first-served basis, and no more than 20 unit members may be on such leave on the same day. *(p. 14)*

**Comment:** New Lexington (Ohio) City School District and the New Lexington Education Association's local negotiated agreement establishes a reimbursement policy for professional development where there are likely to be expenses for travel and registration. The agreement defines what the reimbursement covers and what it does not, and sets a limit each year per employee. It also specifies that all teachers may be reimbursed each year, while maintaining a cap on district expenditure for individual professional development.

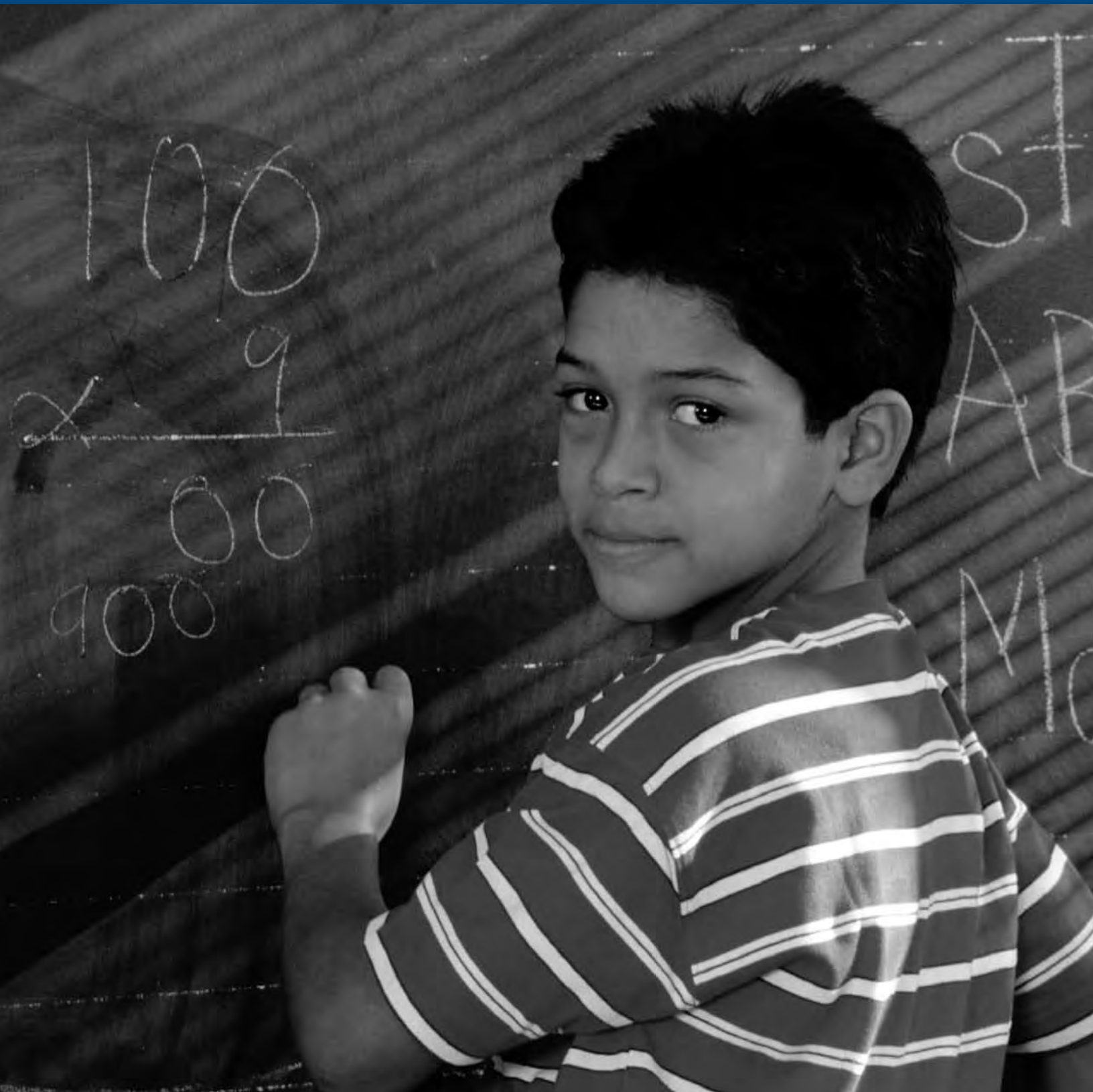
## STATE POLICY AND COLLECTIVE BARGAINING LANGUAGE RECOMMENDATIONS

### *Compensation recognition for professional development*

Every effort must be made to create fair compensation and/or recognition for individual professional development beyond the workday or contract year. While this system can place a significant financial burden on school districts, the best way to address this area is to reorganize the workday to include regular and frequent teacher professional learning. Policies and collective bargaining language related to compensation and/or recognition for professional development should include:

- Criteria that specify what the compensation/recognition covers;
- How the compensation/recognition is allocated;
- How teachers seek the compensation/recognition;
- Who approves the request for compensation/recognition; and
- Caps on district expenditure and individual compensation/recognition.

# PART III





# KEY IDEAS AND RECOMMENDATIONS

## KEY IDEAS

Three key ideas emerged from this initiative. These ideas transcend any specific policy pathway or any individual policy or collective bargaining agreement. They can provide guidance for improving practice and policy and for improving collective bargaining language related to professional development.

**1. Professional development is only as effective as the expectations set for it.**

Professional development is most valuable when states and local districts commit to it as an important lever for enhancing student learning. Project participants agreed that state and local school districts set high expectations for educators and students, establish systems for measuring progress toward identified goals, and provide the necessary support to educators and students to ensure their success. The most valued and effective support available is professional learning that is structured and supported at the school level, with teachers collaborating daily to meet their students' needs.

**2. Negotiated contract provisions and policy language about professional development are best considered within their unique contexts.**

This report provides sample state policies and excerpts

from collective bargaining agreements as models for others to examine. However, because the examples are excerpted from teacher contracts or state policy or regulations, it is difficult to understand the full scope of each. It is not possible for readers of this report to understand what circumstances or conditions surrounded the development of state policies and collective bargaining agreements cited in this report. In other words, what is presented within this document is context-free. Recommendations about any agreement included in this document do not consider the appropriate context for implementing that agreement.

**3. Professional development can be dramatically enhanced through state policy and collective bargaining agreements.**

State policies and negotiated contracts provide a way to make improvements more far-reaching, equitable, uniform, and long-lasting. Project participants recognized the potential of leveraging policy and contract language to advance learning opportunities for all educators. For more teachers to receive the professional learning they need, policies and collective bargaining agreements must include substantive language about professional development.

## RECOMMENDATIONS FOR STATE AND DISTRICT POLICY AGENDAS

This initiative was designed to advance professional development through collective bargaining agreements and state level policies. Task force members recognize that through continuous professional learning and collaboration, educators strengthen their practice, and that collective bargaining and state policy are important vehicles for promoting professional development.

Task force members encourage education stakeholders to collaborate to develop and adopt state policies and bargaining language that assure high-quality professional learning for all educators. The following recommendations emerged from this initiative and can advance state and district policy making and bargaining:

**1. States and districts should conduct thorough analyses of professional development policies, collective bargaining language, and other agreements.** Such an analysis will provide states, districts, and unions the opportunity to assess whether their policies support high-quality professional learning and will provide states and districts with baseline information upon which to build a plan of action to revise policies as necessary.

**2. Adopting professional development standards, such as those developed by NSDC, is an important first step but is not sufficient to ensure high-quality learning opportunities.** Standards provide common expectations for quality that strengthen professional development practices and ensure consistency and equity in professional learning for teachers.

**3. States and districts should develop research-based assessment systems for professional development programs.** Not all professional development programs are of equal quality. Educators benefit from knowing which programs are standards-based and rated highly based on objective evaluation criteria. Program evaluation provides data necessary to make improvements and measure impact.

**4. States and districts should provide adequate resources — including time and funding — to ensure that educators engage in quality professional learning.** Local and state policies are important tools to ensure professional development becomes integral to educators' work. Not every district is adequately equipped with the financial or human resources to implement effective professional learning, and state policy therefore should facilitate cross-district collaboration and support. In addition, districts should explore how to restructure school days and should tap the expertise of teachers within the district as resources for improving schools.

**5. States and districts should implement specialized learning opportunities for principals and teacher-leaders that support facilitation and integration of high-quality professional development.** When professional development moves closer to the classroom and becomes more the responsibility of schools rather than districts, professional development is more aligned with student and teacher learning needs. However, moving professional development to the school level also requires more facilitators located at schools to coordinate ongoing, collaborative, school-based professional learning experiences. These facilitators can be both teacher leaders and school administrators. Teacher leaders in these roles will have achieved excellence in their

own practice and will have received specialized professional development to support colleagues' learning.

Project participants offer the following recommendations for how this report might be used to advance professional development through state policies and district collective bargaining contracts.

## RECOMMENDATIONS FOR STAKEHOLDERS

These recommendations from the task force identify possible actions for various stakeholders who are impacted by state and local policies and collective bargaining agreements.

### ALL STAKEHOLDERS:

- Initiate discussions at the state and district level about how collective bargaining agreements and other policies can support high-quality professional development.
- Initiate conversations with key stakeholders at all levels in the collective bargaining and policy-making processes.
- Collaborate with state-level affiliates of professional associations, including American Federation of Teachers, National Education Association, National Staff Development Council, American Association School Administrators, National Association of Elementary School Principals, National Association of Secondary School Principals, Phi Delta Kappa, and content associations, to support and promote stronger state policies on professional development.

- Advocate at all levels of the education system for greater resources and explicit support for high-quality professional development, as described in this document.
- Design an implementation plan for each of the constituency groups noted below.

### STATE AND LOCAL AFFILIATES OF NATIONAL ASSOCIATIONS:

- Collaborate with national associations to keep abreast of current trends, tap into resources, and seek assistance from national association staff.
- Lobby legislatures for state policies that support high-quality professional development.
- Advocate increased funding and support for professional development at the state and district levels.
- Encourage local elected leaders and field staff to work collaboratively with school boards and district administrators to improve bargaining and/or policy language advancing quality professional development.
- Disseminate this report to local union leaders as a way to promote collective bargaining language that advances professional learning.
- Engage union leaders in conferences and seminars that highlight effective state policies and contract language.
- Assess current collective bargaining agreements to determine how provisions pertaining to professional development can be strengthened.

### STATE-LEVEL EDUCATION AGENCIES:

- Recognize the importance of the state's responsibility to ensure effective professional development for all educators.
- Convene stakeholder groups to discuss key issues reflected in this report and seek solutions to several of the key issues raised by the initiative.
- Engage in collaborative discussions with state union leaders and state legislators to promote policy language that supports high-quality professional development.
- Encourage local district leaders and staff to support professional development through local bargaining agreements and other policies.
- Create state and local awards that recognize exemplary professional development programs, bargaining language, and state policy. Design conference presentations and publications to introduce others to the findings of this initiative.
- Build the case with legislators for greater funds and resources to support professional development.
- Identify professional development needs that are not addressed through state policy.
- Document and share local examples of effective professional development programs, practices, and bargaining language.

### SCHOOL DISTRICT ADMINISTRATIVE AND PROFESSIONAL DEVELOPMENT STAFF/ LOCAL PROFESSIONAL DEVELOPMENT COMMITTEES:

- Assess the quality of professional development currently available.
- Consider new policies that support this shared definition of high-quality professional development.
- Examine ways to garner additional resources and support for professional development.
- Use the examples included in this document to benchmark local practices.
- Examine the importance of high-quality professional development and the role school board policy can play in supporting it.
- Identify areas for local policy development or revision.
- Initiate a local dialogue on how to ensure every teacher engages in effective professional learning.



QUIZ

When did Columbus  
discover America  
with his ships?  
Answer

# REFERENCES





- Barber, M. & Mourshed, M. (2007).** *How the world's best-performing school systems come out on top.* London: McKinsey and Company.
- Cohen, D.K. & Hill, H.C. (2001).** *Learning policy.* New Haven, CT: Yale University Press.
- Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S. (2009).** *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Oxford, OH: National Staff Development Council.
- Easton, L. (2008).** *Powerful designs for professional learning* (2nd ed.). Oxford: OH: National Staff Development Council.
- Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001).** What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4).
- Hanushek, E. (2005).** *Economic outcomes and school quality: Education Policy Series.* International Academy of Education and International Institute for Educational Planning, UNESCO. [www.smec.curtin.edu.au/iae/](http://www.smec.curtin.edu.au/iae/)
- Little, J. (2006).** *Professional community and professional development in the learning-centered school.* Best Practices Working Paper. Washington, DC: National Education Association.
- Odden, A. (n.d.).** *CPRE's school finance research: Fifteen years of findings.* Unpublished manuscript, University of Wisconsin-Madison, CPRE. Available at <http://cpre.wceruw.org/publications/Summing%20Up%2015%20Years%20of%20School%20Finance%20Research%20Jan%20211-1.pdf>.
- Organisation for Economic Cooperation and Development. (2005).** *Education at a glance: OECD indicators 2005.* Paris: OECD Publications.
- Penuel, W., Fishman, B., Yamaguchi, R., & Gallagher, L. (2007, December).** What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal*, 44(4), 921-958.
- Timperly, H. & Alton-Lee, A. (2008).** Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of Research in Education*, 32, 328-369.
- Yoon, K.S., Duncan, T., Lee, S.W.Y., Scarloss, B., & Shapley, K. (2007).** *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Available at <http://ies.ed.gov/ncee/edlabs>.

# APPENDICES





## APPENDIX A: CONTRIBUTORS

Several individuals have contributed significant effort to this initiative. They are:

**Joyce Powell**, president of the New Jersey Education Association, and Eileen Aviss-Spedding, manager of professional development for the New Jersey State Department of Education, who began the conversation in which the idea for this initiative was introduced and took the necessary steps to generate enthusiasm and support for the concept;

**John Wilson**, executive director for the National Education Association, who demonstrated immediate support for the project, committed funding for the initiative, and invited the participation of the AFT and CCSSO;

**Rob Weil**, deputy director, American Federation of Teachers, who demonstrated equal enthusiasm for the concept and coordinated AFT support of this initiative;

**Lois Adams-Rodgers**, deputy executive director, Council of Chief State School Officers, who supported the concept and found the means to ensure that state department officials could be included;

**Linda Davin**, who served as the NEA liaison to this initiative, coordinating NEA support that included the report's publication;

**Susan Carmon**, Segun Eubanks, and Carolyn York (NEA) and Lynne Mingarelli and Rosalind LaRocque (AFT, who contributed to hosting, facilitating, and supporting organizational team representatives, planning meetings, developing products, and providing extensive input on various versions of this report;

**Stephanie Hirsh**, NSDC's executive director, whose goal of professional learning as an integral component of every educator's workday became a guiding vision for this initiative;

**Margaret Fair**, NSDC consultant, who managed the initiative and addressed the needs and concerns of project participants;

**Jennifer Riccards**, NSDC consultant, documented the meetings, compiled the research, and oversaw the project report's writing and production;

**Joellen Killion**, NSDC deputy executive director, whose skilled facilitation, insight, and intellect combined to lead this project to its fruition — an important resource to advance the field of professional development, educators' professional practice, and student learning;

And finally, the individuals listed below, who took a risk by accepting an invitation to participate in the project, pooled information and understandings about collective bargaining agreements and state

policies, and worked together to create a resource document that can be used and adapted by other educators throughout the country.

## MINNESOTA

**Marcia Averbook**, Education Issues Specialist, Education Minnesota

**David Bernhardson**, Principal on Special Assignment, South Washington County Schools

**Patti Diamond**, President-UTSWC Local #1125, South Washington County Schools

**Christy Hovanetz-Lassila**, Assistant Commissioner, Minnesota Department of Education

**Lee Johansen**, Negotiations Specialist, Education Minnesota

**Patricia King**, Director, Minnesota Department of Education

**Karen Klinzing**, Assistant Commissioner, Minnesota Department of Education

**Denise Specht**, Secretary-Treasurer, Education Minnesota

**Mark Porter**, Director Human Resources and Legal Issues, South Washington County Schools

## NEW JERSEY

**Donna Chiera**, President, Perth Amboy AFT

**Michael Cohan**, Director, Professional Development and Instructional Issues, New Jersey Education Association

**Lucille Davy**, Commissioner, New Jersey Department of Education

**Jay Doolan**, Assistant Commissioner for Academic and Professional Standards, New Jersey Department of Education

**Fougeres Ferrier**, Staff Representative, New Jersey State Federation of Teachers

**Zephani Gatson**, UniServ Field Representative, New Jersey Education Association

**Vincent Giordano**, Executive Director, New Jersey Education Association

**Jacqui Greadington**, President, East Orange Education Association

**Kenneth King**, Assistant Superintendent, East Orange Public Schools

**Joyce Powell**, President, New Jersey Education Association

**Jack Rodecker**, Superintendent, Perth Amboy Public Schools

**Anna Sciacca**, President, New Jersey State Federation of Teachers

**Willa Spicer**, Deputy Commissioner, New Jersey Department of Education

**Frank Viggiano**, Assistant to the President, New Jersey State Federation of Teachers

**Victoria Duff**, Teacher Quality Coordinator, New Jersey Department of Education

## NEW YORK

**Robert Bentley**, Assistant Commissioner, Office of Teaching initiatives, New York State Education Department

**Phil Cordella**, President, Newburgh Teachers Association

**Howard Goldsmith**, Executive Coordinator, Office of Curriculum and Instructional Support, New York State Education Department

**Pauline Kinsella**, Executive Director, New York State United Teachers

**Maria Neira**, Vice President, New York State United Teachers

**Sandra Norfleet**, Regional Education Coordinator, New York State Education Department

**Annette Saturnelli**, Superintendent of Schools, Newburgh Enlarged City School District

**Larry Waite**, Manager of Educational Services, New York State United Teachers

## NORTH CAROLINA

**Tama Boucer**, Vice President, Wake County Association of Educators

**Julie Dwyer**, Education Consultant, North Carolina Association of Educators

**Angela Farthing**, Manager, NCAE Center for Teaching and Learning, North Carolina Association of Educators

**Stephen Greene**, Coordinator, Professional Development, Agency Operations & Management, North Carolina Department of Education

**Sheri Strickland**, Vice President, North Carolina Association of Educators

**Reginald Wilkerson**, Professional Development Coordinator, North Carolina Department of Education

## OHIO

**John Creatura**, Coordinator of Field Services, Ohio Federation of Teachers

**Fritz Fekete**, Director of Information Systems and Research, Ohio Education Association

**John Foley**, Superintendent, Toledo Public Schools

**Patricia Frost-Brooks**, President, Ohio Education Association

**Francine Lawrence**, President, Toledo Federation of Teachers

**Leslie McNaughton**, Assistant Superintendent, Hilliard City Schools

**Dale McVey**, Superintendent, Hilliard City Schools

**Cindy Petersen**, Education Reform Consultant, Ohio Education Association

**Dan Rivera**, Assistant Executive Director, Ohio Education Association

**Louis Staffilino**, Associate Superintendent, Ohio Department of Education

**Rick Strater**, President, Hilliard Education Association, Hilliard City Schools

**Sue Taylor**, President, Ohio Federation of Teachers

**Marilyn Troyer**, Senior Associate Superintendent, Ohio Department of Education

**Deb Tully**, Director of Professional Issues, Ohio Federation of Teachers

**Cynthia Yoder**, Executive Director, Ohio Department of Education

## TEXAS

**Brian Baker**, Director of Educational Issues, Texas AFT

**Linda Bridges**, President, Texas AFT

**Rita Haecker**, Vice President, Education Austin

**Paul Henley**, Teaching and Learning Specialist, Texas State Teachers Association

**David Lussier**, Special Assistant to the Superintendent, Austin Independent School District

**Brenda Pike**, Director, Affiliate & Leadership Development, Texas State Teachers Association

**Shelley Potter**, President, San Antonio Alliance

**E.C. Walker**, Executive Director, Texas State Teachers Association

**Don Welch**, Director of Organizing, Texas AFT

**Jody Westbrook-Youngblood**, Director, Organizational Development, Professional Learning & Library Media Services

## NATIONAL ASSOCIATION PROJECT PARTICIPANTS

### AMERICAN FEDERATION OF TEACHERS

**Jewell Gould**, Director, Research and Information Services Department

**Rosalind LaRocque**, Assistant Director, Educational Issues Department

**Lynne Mingarelli**, Associate Director, Research and Information Services Department

**Rob Weil**, Deputy Director, Educational Issues Department

### COUNCIL OF CHIEF STATE SCHOOL OFFICERS

**Lois Adams-Rodgers**, Deputy Executive Director

## NATIONAL EDUCATION ASSOCIATION

**Susan Carmon**, Associate Director, Teacher Quality Department

**Linda Davin**, Senior Policy Specialist, Teacher Quality Department

**Segun Eubanks**, Director, Teacher Quality Department

**Carolyn York**, Manager, Collective Bargaining & Compensation

## NATIONAL STAFF DEVELOPMENT COUNCIL

**Margaret Fair**, Project Assistant

**Stephanie Hirsh**, Executive Director

**Joellen Killion**, Deputy Executive Director

**Jennifer Ballen Riccards**, Documenter/Writer

## B&D CONSULTING LLC

**René Islas**, Policy Advisor

## APPENDIX B: PARTICIPATING STATES' CONTEXT MATRIX

STATE	Number of students <sup>1</sup>	Number of districts <sup>2</sup>	Commissioner/superintendent elected or appointed	State school board elected or appointed	Per pupil spending <sup>3</sup>	Collective bargaining Yes/No
Minnesota	837,578	446	Appointed by governor	Appointed by governor	\$10,929	Yes
New Jersey	1,382,348	642	Appointed by governor	Appointed by governor	\$16,587	Yes
New York	2,765,435	759	Appointed by state board	Elected	\$15,837	Yes
North Carolina	1,489,492	206	Partisan ballot	Appointed by governor	\$8,532	No
Ohio	1,827,184	736	Appointed by state board	Elected and appointed	\$11,129	Yes
Texas	4,674,832	1,203	Appointed by governor	Elected	\$9,248	No

### FOOTNOTES

All data are from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data.

1. Available at <http://nces.ed.gov/ccd/pdf/StNfis071agen.pdf>, p. B17
2. Available at [http://nces.ed.gov/surveys/sass/tables/state\\_2004\\_01.asp](http://nces.ed.gov/surveys/sass/tables/state_2004_01.asp)
3. Available at [http://nces.ed.gov/programs/digest/d08/tables/dt08\\_182.asp](http://nces.ed.gov/programs/digest/d08/tables/dt08_182.asp)

# APPENDIX C: NSDC'S STANDARDS FOR STAFF DEVELOPMENT

## CONTEXT STANDARDS

Staff development that improves the learning of all students:

**Learning Communities:** Organizes adults into learning communities whose goals are aligned with those of the school and district.

**Leadership:** Requires skillful school and district leaders who guide continuous instructional improvement.

**Resources:** Requires resources to support adult learning and collaboration.

## PROCESS STANDARDS

Staff development that improves the learning of all students:

**Data-driven:** Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**Evaluation:** Uses multiple sources of information to guide improvement and demonstrate its impact.

**Research-based:** Prepares educators to apply research to decision making.

**Design:** Uses learning strategies appropriate to the intended goal.

**Learning:** Applies knowledge about human learning and change.

**Collaboration:** Provides educators with the knowledge and skills to collaborate.

## CONTENT STANDARDS

Staff development that improves the learning of all students:

**Equity:** Prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

**Quality Teaching:** Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Family Involvement:** Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## APPENDIX D: GLOSSARY

**Act:** Primary legislation that has been passed by both houses of Congress.

**Codes:** A collection of rules on a given subject.

**Collective bargaining:** A method of mutually determining wages, hours, and terms and conditions of employment through negotiations between representatives of the employer and the union. The results of the bargaining are set forth in a collective bargaining agreement. Collective bargaining determines the conditions of employment for all employees holding jobs in a bargaining unit.

Collective bargaining is governed by federal and state statutory laws, administrative agency regulations, and judicial decisions. For private sector employers and employees, the main body of law governing collective bargaining is the National Labor Relations Act (NLRA). In areas where federal and state law overlap, state laws are preempted. For public sector employers and employees, collective bargaining is governed by state, and in some instances local, laws and administrative and judicial decisions.

**Collective bargaining agreement:** A written agreement or contract that is the result of negotiations between an employer and a union. It sets out the conditions of employment (wages, hours, benefits, etc.) and ways to settle disputes arising during the term of the contract. Collective bargaining agreements usually run for a definite period — one, two, or three years. Synonymous with Memorandum of Understanding or MOU.

**Guidance document:** Any document developed by a state agency or staff that provides information or guidance to either the staff or public to interpret or implement statutes or the agency's rules or regulations.

**Legislation:** The process of making or enacting laws.

**Memorandum of Agreement:** An agreement by two or more parties to work collaboratively to achieve an established goal, objective, or project.

**Memorandum of Understanding:** A legal document, less binding than a formal contract, that specifies the agreement of parties who sign the memorandum.

**Policy:** A principle, plan, or course of action pursued by a governmental entity. It is a combination of basic decisions and actions prescribed to tackle issues or concerns. Education policy exists at the federal, state, and district level and can be either regulatory or non-regulatory. Regulatory policies are created through legislation or other formal policy development processes. Non-regulatory policies are offered as guidance for implementing statutes. Superintendents working in collaboration with a local school board set district policy. District central office staff typically develop guidance or administrative guidelines for enacting the policy. At the state level, policy is established by the governor and/or commissioner or state superintendent in collaboration with the state board of education. State departments of education frequently develop guidance documents to govern the implementation of a state statute. Federal policy can be set by the U.S. Department of Education or enacted into legislation by Congress. When Congress enacts new legislation such as NCLB, the U.S. Department of Education prepares guidance documents to support implementation.

**Regulations:** The practical details and rules made under Acts.

**Statute:** A written law passed by Congress or a state legislature and signed into law by the President or a state governor. (In rare circumstances, a legislative act can become law without the approval of the head of the executive branch of government.) Statutes are often gathered into compilations called “codes,” large sets of books that can be found in many public and all law libraries, or sometimes on the Internet.

## ACRONYMS

**IPDP:** Individual Professional Development Plan

**LEA:** Local Education Agency

**MOA:** Memorandum of Agreement

**MOU:** Memorandum of Understanding

**PIP:** Professional Improvement Plan



## APPENDIX E: SOURCE TABLE

1. STANDARDS-BASED PROFESSIONAL DEVELOPMENT		
Page	Title	Source
26	Professional Development Standards for New Jersey Educators	<a href="http://www.state.nj.us/education/profdev/pd/teacher/pdstandards.pdf">www.state.nj.us/education/profdev/pd/teacher/pdstandards.pdf</a>
28	Ohio Standards for Professional Development	<a href="http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=36764">http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=36764</a>
2. TIME FOR PROFESSIONAL DEVELOPMENT		
Page	Title	Source
33	North Carolina's School Calendar	HB 1464, effective July 1, 2005
34	Syracuse (N.Y.) City School District	Urban Teacher Calendar Memorandum of Understanding between the Syracuse School District and the Syracuse Teacher Association
3. BUDGET FOR PROFESSIONAL DEVELOPMENT		
Page	Title	Source
38	Minnesota Funding for Staff Development	Minnesota Staff Development Statutes 122A.60 and 122A.61
39	New York Teacher Resource and Computer Training Centers	Education Law 316 and Commissioner's Regulations (Part 81)
40	North Carolina Teacher Academy (NCTA)	Information provided for this project by the North Carolina Association of Educators 2007 on North Carolina Professional Development Policies and Programs
41	Education Minnesota St. Francis, Independent School District No. 15's Agreement With the St. Francis School Board	Education Minnesota St. Francis, Independent School District No. 15

#### 4. PROFESSIONAL DEVELOPMENT FOR LICENSURE

Page	Title	Source
46	New York State Teacher Center Requirements to Meet Recertification	Information written by representatives of the New York State United Teachers (NYSUT) Association for this report
47	Ohio Professional License Renewal	<a href="http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&amp;TopicRelationID=541&amp;ContentID=628&amp;Content=52301">www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&amp;TopicRelationID=541&amp;ContentID=628&amp;Content=52301</a>
48	Texas License Renewal	<a href="http://www.sbec.state.tx.us/SBECOnline/certinfo/faq_certrenew.asp#8">www.sbec.state.tx.us/SBECOnline/certinfo/faq_certrenew.asp#8</a>
49	New Jersey Teacher Licensure Code	<a href="http://www.state.nj.us/education/profdev/pd/teacher/plft_guidance.pdf">www.state.nj.us/education/profdev/pd/teacher/plft_guidance.pdf</a>

#### 5. TEACHER DECISION MAKING ABOUT PROFESSIONAL DEVELOPMENT

Page	Title	Source
54	Minnesota's Teachers as Learners and Leaders (TALL) Program	<a href="http://www.educationminnesota.org/en/professional-development/tall.aspx">www.educationminnesota.org/en/professional-development/tall.aspx</a>
56	Waco (Texas) Independent School District Campus-Level Improvement	<a href="http://www.tasb.org/policy/pol/private/161914/pol.cfm?DisplayPage=BQB(LEGAL).pdf&amp;QueryText=PROFESSIONAL%20DEVELOPMENT">www.tasb.org/policy/pol/private/161914/pol.cfm?DisplayPage=BQB(LEGAL).pdf&amp;QueryText=PROFESSIONAL%20DEVELOPMENT</a>
57	Hamilton (Ohio) City School District's Local Professional Development Committee	<a href="http://www.hamiltoncityschools.com/pdf/LPDC_Final_Copy.pdf">www.hamiltoncityschools.com/pdf/LPDC_Final_Copy.pdf</a>

#### 6. FLEXIBLE DESIGNS FOR PROFESSIONAL DEVELOPMENT

Page	Title	Source
62	New Jersey Categories of Professional Development	<a href="http://www.njea.org/page.aspx?a=790">www.njea.org/page.aspx?a=790</a>
64	Mahwah Township (N.J.) Public Schools	Agreement Regarding the Terms and Conditions of Employment Between the Board of Education and the Mahwah Education Association, Inc., of the Mahwah Township Public Schools of Mahwah, NJ: July 1, 2003 to June 30, 2006
66	Waco (Texas) Independent School District	<a href="http://www.tasb.org/policy/pol/private/161914/pol.cfm?DisplayPage=BQB(LEGAL).pdf&amp;QueryText=PROFESSIONAL%20DEVELOPMENT">www.tasb.org/policy/pol/private/161914/pol.cfm?DisplayPage=BQB(LEGAL).pdf&amp;QueryText=PROFESSIONAL%20DEVELOPMENT</a>

## 7. TEACHER COLLABORATION WITHIN PROFESSIONAL DEVELOPMENT

Page	Title	Source
70	Waco (Texas) Independent School District Professional Development Program	<a href="http://www.tasb.org/policy/pol/private/161914/pol.cfm?DisplayPage=BQB(LEGAL).pdf&amp;QueryText=PROFESSIONAL%20DEVELOPMENT">www.tasb.org/policy/pol/private/161914/pol.cfm?DisplayPage=BQB(LEGAL).pdf&amp;QueryText=PROFESSIONAL%20DEVELOPMENT</a>

## 8. SUPPORT FOR NATIONAL BOARD CERTIFICATION

Page	Title	Source
74	North Carolina's Support for National Board Certification	Information provided for this project by the NCAE 2007 on North Carolina Professional Development Policies and Programs
76	West Geauga (Ohio) Local Schools Support for National Board Certification	<a href="http://www.nbpts.org/userfiles/File/Ohio29April08.pdf">www.nbpts.org/userfiles/File/Ohio29April08.pdf</a>
76	Plainfield (N.J.) Public School District Support for National Board Certification	<a href="http://www.nbpts.org/userfiles/File/New_Jersey_13May08.pdf">www.nbpts.org/userfiles/File/New_Jersey_13May08.pdf</a>
76	City School District of Albany (N.Y.) Support for National Board Certification	Albany Public School Teachers Association Contract, 2003-2006, Section 17.21, National Board Certification Stipend

## 9. MENTORING/INDUCTION AS A FORM OF PROFESSIONAL DEVELOPMENT

Page	Title	Source
80	New Jersey 's Requirements for Local Mentoring Plan	<a href="http://www.state.nj.us/education/code/current/title6a/chap9.pdf">www.state.nj.us/education/code/current/title6a/chap9.pdf</a>
81	North Carolina's Policies on the Beginning Teacher Support Program	<a href="http://www.ncpublicschools.org/docs/recruitment/beginning/policysupportprogram.pdf">www.ncpublicschools.org/docs/recruitment/beginning/policysupportprogram.pdf</a>
83	Toledo (Ohio) Public Schools-Toledo Federation of Teachers Intern Program	<a href="http://www.tft250.org/the_toledo_plan.htm">www.tft250.org/the_toledo_plan.htm</a>
85	Hamilton (Ohio) City School District's Entry-Year Teacher Program	Master Contract between the Hamilton Classroom Teachers' Association (an affiliate of the Ohio Education Association and the National Education Association) and the Hamilton City School District Board of Education, effective July 1, 2005 through June 30, 2007

## 10. INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

<i>Page</i>	<i>Title</i>	<i>Source</i>
90	Excerpts from Hilliard (Ohio) City School District's Education Association 2005-07 Master Agreement	Master Agreement between the Hilliard City School District Board of Education and the Hilliard Education Association, effective Jan. 1, 2005 through Dec. 31, 2007

## 11. CAREER PATHS/TEACHER LEADERSHIP

<i>Page</i>	<i>Title</i>	<i>Source</i>
96	Ohio Master Teacher Program Overview	<a href="http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&amp;TopicRelationID=1598&amp;ContentID=46544&amp;Content=54293">www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&amp;TopicRelationID=1598&amp;ContentID=46544&amp;Content=54293</a>
97	Wooster (Ohio) City School District's Master Teacher Definition	Master Agreement between the Wooster Education Association (certified staff) and the Wooster City Board of Education (Wayne County, Ohio), effective August 1, 2006 through July 31, 2009
98	Rochester (N.Y.) City School District's Career in Teaching Plan	<a href="http://www.seethroughny.com/Portals/0/Emp72SchoolContracts/Documents/151401040000%20Rochester%20T.pdf">www.seethroughny.com/Portals/0/Emp72SchoolContracts/Documents/151401040000%20Rochester%20T.pdf</a>

## 12. COMPENSATION/RECOGNITION FOR PROFESSIONAL DEVELOPMENT

<i>Page</i>	<i>Title</i>	<i>Source</i>
102	New Lexington (Ohio) City School District	Agreement between the New Lexington (Ohio) Education Association and the New Lexington Board of Education, 2007-10

This publication is the result of an 18-month project that brought together teams from six states — Minnesota, New Jersey, New York, North Carolina, Ohio, and Texas — along with their national organizations in a groundbreaking partnership to identify collective bargaining language and policies that support high-quality professional development. Independently, each of us has tackled the important issue of ensuring that teachers engage in effective professional development to improve teaching and learning. Together, however, our collective voice speaks more loudly than any of us can individually.



*A Union of Professionals*



*Great Public Schools  
for Every Student*



*Council of Chief State School Officers*