

MINUTES OF THE SENATE EDUCATION COMMITTEE.

The meeting was called to order by Chairperson Senator Dwayne Umbarger at 1:40 p.m. on February 4, 2003 in Room 123-S of the Capitol.

All members were present except: Senators Hensley and Vratil (excused)

Committee staff present: Carolyn Rampey, Legislative Research
Theresa Kiernan, Revisor of Statues
Judy Steinlicht, Secretary

Conferees appearing before the committee: Dale Dennis, Deputy Commissioner, State Board of Education
Stephanie Hirsh, Deputy Executive, Director National Staff
Development Council
Michelle Exstrom, Policy Specialist, Education Program
National Conference of State Legislatures

Others attending: See attached list

Education Technology Fair

Dale Dennis, Deputy Commissioner, State Board of Education briefed the Committee on the upcoming Annual Education Technology Fair at the Capitol on February 6th. Schools compete to attend. Fifteen schools were selected and they will be demonstrating learning through technology in many curricular areas. Dale urged Committee members to visit these students as they have much to offer.

Professional Development

Senator Oleen introduced Stephanie Hirsh, National Staff Development Council and Michelle Exstrom from the National Conference of State Legislatures. She thanked Christy Levings, KNEA for coordinating the meeting.

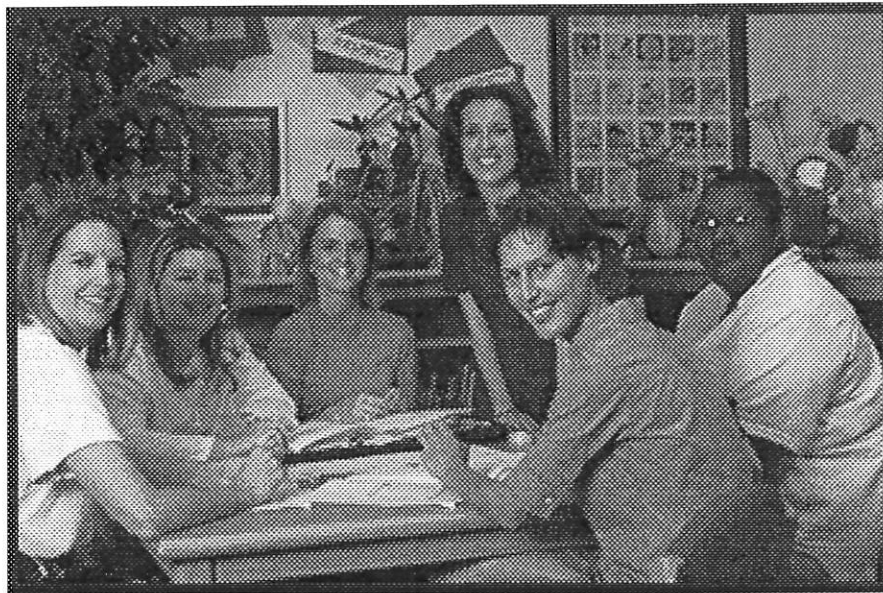
Stephanie Hirsh complemented Kansas educational organizations and the Legislature for their partnership in improving education and for all the standards Kansas has already put in place. Stephanie's presentation covered what is meant by high quality professional learning for all teachers. The Professional Development program would provide teachers an opportunity on a daily basis to participate in learning teams. In addition to individual planning time, teachers would also have collaborative learning time with daily conversations with their colleagues on study standards that their students are expected to master, plan lessons, critique together student work so that there are common definitions for how students are graded, and observe others teaching. This would contribute to daily improvement and the quality of teaching that occurs in classrooms.

Michelle Exstrom's focus is on education policies. Michelle commended Kansas on the many policies that are already in place. Her purpose is to give some ideas on how the Legislature can improve the quality of professional development in Kansas. Some of the recommended legislative strategies that can assist in achieving professional development are development of standards, planning and evaluation, resources, career development for teachers and external assistance providers. NCSL is available for assistance in research and technical matters. The attachment contains the key points of the presentation. (Attachment 1)

Stephanie and Michelle also provided a packet to all Committee members that contains a Professional Development Meeting Guide and booklets from the National Conference of State Legislatures titled, "*Professional Development Policies and Practices: Frequently Asked Questions*;" "*Policy Options for Improved Professional Development*;" and "*Quality Teaching, Professional Learning and the Legislative Agenda*."

After discussion, the meeting was adjourned at 2:30 p.m. The next meeting is scheduled for February 5, 2003 in Room 123-S.

QUALITY TEACHING AND THE LEGISLATIVE AGENDA: POLICY OPTIONS FOR IMPROVED PROFESSIONAL DEVELOPMENT



Testimony to the
Kansas House and Senate Education Committees

Presented by

STEPHANIE HIRSH

Deputy Executive Director

National Staff Development Council

and

MICHELLE EXSTROM

Policy Specialist, Education Program

National Conference of State Legislatures

February, 2003

Topeka, Kansas

*Senate Education
2-17-03
Attachment 1*

STEPHANIE HIRSH . . .

. . . is the Deputy Executive Director of the National Staff Development Council. The Council is the largest non-profit membership association focused solely on school improvement and staff development.

Stephanie Hirsh has been recognized by the Texas Staff Development Council with a Lifetime Achievement Award; by the University of North Texas as a Distinguished Alumnae; and by the Texas Association of School Boards as Master Trustee and a member of an Honor Board. She serves on advisory boards for Different Ways of Knowing, National Forum to Accelerate Middle-Grades Reform, The Quest Center, The University of Texas College of Education Foundation, and The University of North Texas Jewish Studies Program. She is a third-term school board trustee in the Richardson Independent School District which serves 35,000 students in north Texas. Stephanie is married to Mike and they have two children, Brian 20 and Leslie 17.

Dr. Hirsh has co-authored three manuals published by NSDC: *School Improvement Planning Manual*, *Keys to Successful Meetings*, and *NSDC's Standards for Staff Development: Trainer's Guide*. She has written articles that have appeared in *Educational Leadership*, *Phi Delta Kappan*, *The Record*, *The School Administrator*, *American School Board Journal*, *The High School Magazine*, *Education Week*, and the *Journal of Staff Development*. She facilitated the process that led to the national dissemination of NSDC's Standards for Staff Development.

Prior to her position with the Council, Dr. Hirsh completed 15 years of district and school-based leadership positions including: teacher, community college teaching, consulting teacher for free enterprise, and program and staff development director.

Deputy Executive Director
National Staff Development Council
16303 Sunset Valley
Dallas, Texas 75248
972.818.1450
972.818.1451 (fax)
NSDCHirsh@aol.com

MICHELLE EXSTROM . . .

. . . is a policy specialist in the National Conference of State Legislatures' Education Program, specializing in teaching quality. NCSL is a non-profit, non-partisan organization serving the legislators and legislative staff of the nation's 50 states, commonwealths and territories. NCSL was formed in 1975 to improve the quality and effectiveness of state legislatures, to foster interstate communication and cooperation, and to ensure states have a strong cohesive voice in the federal system.

Ms. Exstrom has been serving the legislative process for over 7 years. During the past three years at NCSL, she has tracked and published annual reports on education legislation in all 50 states and published numerous magazine articles, reports and books on education public policy. She has assisted state legislators with various education policy issues, including character education, school discipline, alternative education, social promotion and after-school programs. She now directs the Education Program's Teaching Quality project. In addition to her policy work, Ms. Exstrom also staffs NCSL's Education Standing Committee and the Legislative Education Staff Network and serves as NCSL's liaison to Rhode Island.

Prior to NCSL, Ms. Exstrom served as Senior Legislative Assistant in the Office of Legislative Legal Services, which is a legislative agency of the Colorado General Assembly. In this capacity, she assisted in drafting finance and state and local government legislation and with legal research for legal memorandums for the Colorado General Assembly. Ms. Exstrom also assisted with House of Representatives Amendment Clerk duties.

Ms. Exstrom is a certified paralegal and has worked at the Colorado Public Defender's Office and in the field of family law and mediation. She is a graduate of Colorado State University and Denver Paralegal Institute.

Policy Specialist, Education Program
National Conference of State Legislatures
7700 East First Place
Denver, CO 80230-7143
303.364.7700
303.364.7800 (fax)
michelle.exstrom@ncsl.org

NSDC Goal:



All the teachers
in all the schools
experience
high-quality professional
learning by 2007.

***Education Week -
Quality Counts - Kansas
Teacher Quality = D-***

- > Teacher Assessment
- > Teaching in Field
- > Professional Support and Training
- > Teacher Education

Learning Teams

- Meet every day
- Assume collective responsibility for their students
- Study content embedded in standards
- Develop powerful lessons and assessments
- Critique student work
- Observe and coach in classrooms
- Determine needs for additional learning

Characteristics of Powerful Professional Learning



- › Results-driven
- › Standards-based
- › Job-embedded

It is no failure to fall short of realizing all that we might dream.
The failure is to fall short of dreaming all that we might realize.



-Dee Hock
Founder, VISA

Results-Driven

- › What do students need to know and be able to do?
- › What do educators need to know and be able to do to ensure student success?
- › What professional development will ensure educators acquire the necessary knowledge and skills?



What the best and wisest parent wants for his own child, that must be what the community wants for all its children.



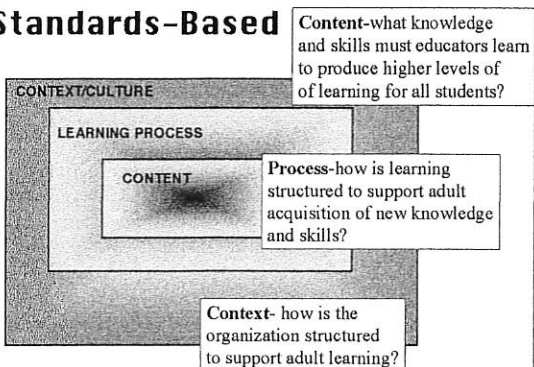
-John Dewey

Standards-Based



- Student
- Teaching
- Leadership
- Staff Development

Standards-Based



Job-Embedded



At school everyone's job is to learn.



Quality professional development
leads to improved
teaching and student achievement.

Policymaking Arenas

- Professional development standards
- Professional development planning and evaluation
- Professional development resources
- Career development
- External assistance providers

Professional Development Standards



Standards establish benchmarks for ensuring quality professional learning.

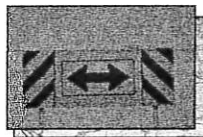
Professional Development Standards

Convene state-wide task force to create state specific professional development standards



Professional Development Standards

Adopt National Staff Development Council's Standards for Staff Development



Embed standards in the state's teaching standards

Professional Development Planning and Evaluation



Plans make visible steps for achieving goals and evaluations provide evidence of the progress and impact.

Professional Development Planning and Evaluation

Recommend a statewide plan for professional development.



Require local districts to submit staff development or continuous improvement plans to a state or regional agency for approval/review.

Professional Development Planning and Evaluation



Require individual or preferably teams of teachers to write annual professional learning plans.

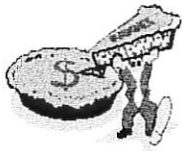
Professional Development Planning and Evaluation

Incorporate professional development standards into the state school accreditation or ranking process.

Provide technical assistance for professional development planning to low-performing schools.



Policy Option: Provide Professional Development Resources



Time and money are necessary to the achievement of improvement goals.

Professional Development Resources

- › Find time within the school day for collaborative professional learning.
- › Offer planning grants and technical assistance.
- › Set percentages of state or district funds to be used for professional development.
- › Prioritize funding for professional development programs that address high-priority areas.

Policy Option: Support Career Development

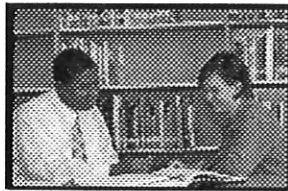


Expectations and support expedite, ensure, and reward teacher competency in the classroom.

Career Development: New Teachers

Provide induction and mentoring services.

If funds are limited, focus on teachers in high-poverty and/or low performing schools.



Career Development: Recertification and Advanced Degrees



Establish a performance-based recertification system that requires teachers to demonstrate teaching competency.

Provide incentives for teachers to earn National Board for Professional Teaching Standards certification or another similar master license or certificate.

Career Development: Leadership Opportunities



Provide training, support, and funding for mentors.

Consider support for school-based staff developers by providing partial or total salary reimbursement and by creating a specialized license.

Policy Option: Use External Assistance Providers

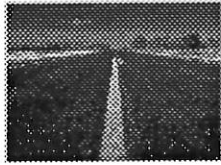
External assistance providers have potential to accelerate improvement efforts.



External Assistance Providers



- › Regulate providers
- › Provide training and resources
- › Channel funds to high-priority areas or programs that demonstrate results.



No matter how far you have gone on a wrong road,
turn back.

Turkish proverb

If we don't change the direction we're going, we're
likely to end up where we are headed.

Chinese proverb

Teacher Quality and the No Child Left Behind Act

- Title I includes accountability provisions for qualified teacher and paraprofessionals. Title II provides grants to improve teacher quality and increase the number of "highly qualified" teacher.
- Beginning with the 2002-03 school year, teachers newly hired and teaching in a Title I program or school must be "highly qualified." All teachers must be "highly qualified" by 2005-2006.
- "Highly Qualified" means that teachers are fully licensed, have a BA and have passed a state test demonstrating subject knowledge and teaching skills in reading, writing and math.
- Districts must use at least 5% of Title I funds to help teachers become "highly qualified."

Professional Development under NCLB

- NCLB is the first piece of federal legislation improving student learning in all core subject areas that specifically referencing professional learning.
- Defines "professional development activities" as high quality, sustained, intensive, and classroom focused, not one-day or short-term workshops or conferences.



Professional Development under NCLB

- Title II, Part A of NCLB replaces the Eisenhower Professional Development program and the Class Size Reduction program with a single formula grant program. States are guaranteed at least as much funding as they received in FY 2001.
- \$2.85 billion has been authorized for FY 2002.
- At the state level, 95% goes to LEAs, 2.5% for local partnerships and the remainder for state activities. LEAs and states may use funding for specified activities increasing teaching quality, including professional development.
- State policymakers may want to investigate if their SEA/LEAs are planning to use the funding for professional development.

NCSL Assistance Available to Your State

- With support from the Ford Foundation, NCSL and NSDC are assisting 12 states in the development of professional development policy.
- Kansas City meeting at Kauffman Foundation
 - Professional development session at NCSL's 2002 Annual Meeting
 - State specific technical assistance
 - Professional development "toolkit"

Kansas is one of the 12 states!

The Bottom Line:

Professional learning is essential to school improvement.

School improvement is essential to student learning.



Additional Thoughts

Rationale for investing in professional development ...

Over the last decade, policymakers have focused their energies on putting the architecture of reform in place: the academic content and performance standards, the tests, the incentives, and the accountability systems. But, more recently, they have paid greater attention to building the capacity needed to achieve the higher standards

Massell, Diane. (1998). Six strategies for building capacity in education: Progress and continuing challenges. CPRE research report series RR-41. PA: Consortium for Policy Research in Education, PENN Graduate School of Education, p. 1.

...some urban schools and districts with high minority enrollments and high poverty have succeeded in substantially raising achievement. These top-performing schools tend to design instruction and assessments around state standards, devote increased time to reading and math instruction, **invest in teacher professional development**, and involve parents in their efforts to meet standards, among other strategies.

Kober, N. (2001). *It takes more than testing: Closing the achievement gap*. Washington, DC: Center on Education Policy, p. 19.

Support for teacher leadership and school-based staff developers...

Teachers who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and new learnings--all of which spill over into their teaching. As school-based reformers, these teachers become owners and investors in the school, rather than mere tenants. They become professionals.

Barth, Roland S. (2001, February). Teacher leader. *Phi Delta Kappan*, 82(6) 443.

Good professional development needs to move into the classroom. School-based teacher coaches and outside experts should work with teachers on designing and using challenging instruction in their classrooms. Performance assessments should be built into daily instruction.

Lewis, Anne C. (2001, April). A performance test for districts and states. *Phi Delta Kappan*, p. 567.

Focusing initially on reading, and then moving to mathematics, Alvarado made sure his teachers, in particular, got lots of on-site coaching from experts. As a result, student achievement has climbed steadily over the past 10 years.

Haycock, Kati. (1998, Summer). Good teaching matters a lot. Education Trust. *Thinking K-16*, p. 36.

Crafting policy agenda to produce results...

Five dimensions to organizational capacity:

1. Leadership that helps articulate and sustain a collective vision of excellence
2. Collective commitment to student learning and cultural norms that demand continual improvement.
3. Access to knowledge (ensuring that staff members have access to ideas, strategies, and models that will improve their practice)
4. Organizational structures that promote improvement (for example, a schedule that provides common planning time for collaborative efforts)
5. Resources (time, money, and people) that support improvement

O'Day, J.; M. E. Goertz; and R. E. Floden. (1995, December). Building capacity for educational reform. *CPRE Policy Briefs*.

Policymakers can start to narrow the gap by acting on what can be done today, based on what we already know. Research has identified several strategies that are effective in raising achievement. Several states and school districts have made progress in narrowing the gap. Policymakers can learn from these sources. Some of the most promising research-based strategies include the following:

- investing in teacher professional development;
- lowering class size in high-minority schools;
- increasing the participation of minority students in challenging academic courses and rigorous instruction

Kober, N. (2001). *It takes more than testing: Closing the achievement gap*. Washington, DC: Center on Education Policy, p. 4

From her research, Darling-Hammond concludes that states experiencing progress in raising student achievement are likely to be taking two key policy steps:

Identifying teaching standards that articulate what teachers should know and be able to do at different points in their careers; and

Using these standards to develop more thoughtful certification and licensing systems; more productive teacher education and induction programs; and more effective professional development.

McRobbie, Joan. Career-long teacher development: Policies that make sense. WestEd knowledge brief, p. 1.

Based on a presentation by Linda Darling-Hammond to the WestEd Board of Directors in March 2000.

Reviewing characteristics of powerful professional development...

Research on teacher learning shows that fruitful opportunities to learn new teaching methods share several core features: (a) ongoing (measured in years) collaboration of teachers for purposes of planning with (b) the explicit goal of improving students' achievement of clear learning goals, (c) anchored by attention to students' thinking, the curriculum, and pedagogy, with (d) access to alternative ideas and methods and opportunities to observe these in action and to reflect on the reasons for their effectiveness...

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*, 38(4), 917.

Professional development must be held accountable...

Finally, successful professional development - because it is specifically designed to improve student learning - should be evaluated continuously and primarily on the basis of the effect it has on student achievement.

Elmore, R. (2002). *Bridging the gap between standards and achievement: The imperative for professional development in education* Washington, DC: The Albert Shanker Institute, p.8.

Professional development is at the center of the practice of improvement. It is the process by which we organize the development and use of new knowledge in the service of improvement. I have taken a deliberately instrumental view of professional development, that it should be harnessed to the goals of the system for the improvement of student achievement, rather than driven by the preference of individuals who work in schools.

Elmore, R. (2002). *Bridging the gap between standards and achievement: The imperative for professional development in education*. Washington, DC: The Albert Shanker Institute, p.32.

Data must drive planning and evaluation...

Effective principals must work with their staff members to articulate clear and measurable goals; to identify indicators that offer evidence of progress; and to develop systems from monitoring those indicators on a continuous basis. Principals must be constantly in search of meaningful data. They must analyze results critically. If the principal of a school disregards, dismisses, or denies data that suggest a problem, there is little hope the school will ever improve.

DuFour, Rick. (1999, February). Help wanted: Principals who can lead professional learning communities. NAASP Bulletin.

The importance of external assistance providers...

Teacher learning is most likely when teachers collaborate with professional peers, both within and outside of their schools, and when they gain further expertise through access to external researchers and program developers. Yet traditional professional development relies almost exclusively on outside experts and materials without integrating these resources into existing systems of peer collaboration.

King, M. Bruce & Newmann, Fred M. (2000, April). Will teacher learning advance school goals? *Phi Delta Kappan*.

Reasons for investing in whole-school learning rather than individual learning...

Professional development for teachers should be school-based, preferably embedded in instructional efforts through collaborative analysis of student work. This is contrary to most traditional professional development, such as courses leading to certificates or degrees but unrelated to the specific needs of the school, quick-fix workshops that do not offer consistent feedback, or professional development offered by external trainers to help teachers adopt specific programs

Lewis, A. (2001). *Add it up: using research to improve education for low-income and minority students*: Washington, DC: Poverty & Race Research, p.22.

There is reason to worry that individual incentives might reinforce the existing atomization of schools. As previously stated, individual teachers accumulate points toward salary and step increases by accumulating academic credits from courses that may have no relationship to their school's performance. Many districts also offer professional development activities on a space-available basis for which teachers sign up as individuals, usually disconnected from any school-improvement plan or schoolwide priority. The large-group workshops and school-level meetings that are typical of professional development days also tend to be only loosely related to actual classroom needs. Thus, the structure of professional development reflects and reinforces the atomized, individual incentive structure of schools and school systems. This, in turn, undermines the possibility of using collective resources—the time of teachers and administrators and the money that is used to purchase outside expertise—to support a coherent and collective improvement of practice. In this instance, individual rewards and incentives work against the objective of overall improvement.

Elmore, R. (2002). *Bridging the gap between standards and achievement : The imperative for professional development in education* Washington, DC: The Albert Shanker Institute, p.22.

The findings suggest “that teachers working together as a community of adults with individual and joint commitments to a set of common goals within the broader context of the school can have a powerful effect beyond their individual contributions.

Lewis, A. (2001). *Add it up: using research to improve education for low-income and minority students*: Washington, DC: Poverty & Race Research, p.8.