

Focus on Literacy

PROFESSIONAL DEVELOPMENT AUDIT

ctac JANUARY 2008

Acknowledgements

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The findings, analyses and recommendations expressed in this audit are those of the Community Training and Assistance Center.

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Credits

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Professional Development Audit Team

Principal Authors

William J. Slotnik
Maribeth D. Smith

Contributing Authors

Roberta J. Glass
Barbara J. Helms, Ph.D.
Amy Sedivy, Ph.D.
Lynn Stinnette-Barbour

Field Operations Coordinator

Richard Larrabee

Team Members

Peggie L. Brown
Judith Clary, Ph.D.
Melissa Earls
Corlista Hardman

Libby Larrabee

Cynthia LeBlanc, Ed.D.

Robert Noble

Richard Scotch, Ph.D.

LaWanna White

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Executive Summary

The Schultz Center for Teaching and Leadership, an independent, nonprofit organization in Jacksonville, Florida, commissioned the Community Training and Assistance Center (CTAC) in the spring of 2007 to conduct an audit of the effectiveness of professional development services provided by the Schultz Center

to educators in Duval County Public Schools (DCPS). Over a multi-year period, this audit will examine the effectiveness of professional development in literacy, mathematics, and science. This current report describes the audit process and findings pertaining to the effectiveness of literacy professional development and makes recommendations for the ongoing work in this area.

In undertaking a professional development audit, the CTAC audit team, together with leaders at the Schultz Center and DCPS, acknowledged that research and evaluation in professional development rarely attempt to trace the myriad funding streams out to their actual expenditures or to examine the relationship between a teacher's professional development and student growth. The complexity lies in the dispersion of relevant data throughout various departments in the district and schools, a lack of systematic recording and reporting of teacher participation in professional development activities, and insufficient linkages of human resources, student achievement and professional development data management systems. However, a focused and cooperative effort with district departments and the Schultz Center led to diverse data becoming available, including financial, teacher, and student data from the district and teacher participation records of literacy classes at the Schultz Center.

Over the last decade, research on teacher effectiveness indicates that professional development is more likely to lead to improved student achievement when it focuses on subject-matter content, subject-specific pedagogy, and the connections to classroom realities. The amount of time teachers spend in professional development activities that are related to subject matter content also influences student outcomes. Following this stream of research and using quality standards for professional development, CTAC designed and conducted a multi-component audit.

First, the audit examined teacher, principal, and coach perspectives on literacy professional development through individual interviews, focus groups, and a comprehensive survey. Approximately 145 staff members participated in interviews and focus groups and 863 responded to an online survey.

Secondly, the team observed 12 teachers in 11 schools over several months, accruing 144 hours of ethnographic data in K-8 classrooms that show the outcome of literacy professional development in the actual learning context. Narratives from these observations brought to life many of the observations of teachers, coaches, and principals about their work and the complexities of matching professional development to the realities of the classroom.

Third, the audit advanced to an analysis of the impact of professional development on student achievement, using a three-level hierarchical linear model (HLM) to explore the correlation between the number of teacher days in a series of literacy courses offered by the Schultz Center and the growth in achievement of each teacher's students, grades 4-8, on the 2007 *Florida Comprehensive Assessment Test* (FCAT). This examination included the FCAT results of 35,708 students. The grade slice of 4-8 reflects the fact that the FCAT does not assess grades K-2 and that grade 3 students do not have a prior year FCAT assessment for comparison. Teachers in grades 9-12 are not included in the sample because of small enrollments in literacy professional development.

Finally, the audit team worked with DCPS and Schultz Center staff to create a description of the professional development budget allocations and expenditures for fiscal year 2006-07, where a total of \$33,652,788 or 3.46% of the district operating budget, was expended on educator

professional development (Function 6400 in Florida school accounting codes). This amount of investment in professional development alone is a stimulant for looking at the results of professional development on student and educator learning, making continuous improvements, and developing accountability structures that foster regular evaluation of outcomes. However, examining academic growth in students as a result of professional development is the greatest motivator for the district and the Schultz Center.

Key Findings

Impact on Student Achievement

Findings from the analysis of the impact of literacy professional development on student achievement make it imperative that teachers of all experience levels participate in literacy professional development:

- There is a positive relationship between teacher professional development hours in literacy courses and student growth in reading on the FCAT.
- The analysis of the impact of professional development on student achievement using a three-level hierarchical linear model (HLM) shows that for each six-hour day of literacy professional development participation by a teacher, student scale scores on the 2006-07 FCAT increased by a half (0.5) point, a result which is statistically significant. This finding means that if a teacher completes Literacy 101, which includes 14 days of instruction (84 hours), one can expect to see, on average, students in that teacher's class scoring seven points higher than the students of a teacher with no literacy professional days.
- In testing for an interaction between experience and professional development days, the audit team found that teachers at all experience levels benefit from professional development.

Teacher and Principal Perspectives

- There is overall agreement among focus group participants that Schultz Center professional development sessions provide opportunities to (1) engage in a dialogue; (2) practice the new strategies or apply new learning; (3) receive follow-up (i.e., a coach or principal visit and feedback); and (4) collaborate with peers. There is less agreement that teachers have access to the materials and technology required to implement the new learning, mostly attributed to a perception of inequitable resource distribution within the schools.
- Teacher and principal responses in both interviews and surveys are predominantly positive when asked about their experience with Schultz Center professional development literacy courses and their impact on their teaching.
- There is a perception among teachers who have participated in the literacy courses that their own work and the overall achievement of students is impacted negatively by those teachers who have not engaged at some level in Schultz Center literacy offerings.
- Teachers stress the need for professional development that will assist them in effectively bridging the gap between professional development learnings and their own classrooms.
- Both the focus group interviewees and the survey respondents value professional development that deepens relevant subject area knowledge for participants (91.8% teachers and 92.0% of principals agree or strongly agree).

- Across all respondent groups on the survey, more than 60% say that their level of knowledge of the research-based components of student literacy is between Skilled and Advanced.
- Key areas identified in educational research literature as critical in early literacy have the lowest teacher ratings on the survey with respect to the amount of professional development received, including: phonemic awareness, letter knowledge, and concepts of print; coding, and encoding; spelling and handwriting; standard English usage; and academic vocabulary and study skills.
- Concerns about parity of access to professional development opportunities emerge from the focus group and survey data, particularly that there should be consistent local principal support for professional development.
- Principals believe that they are supportive of teacher professional development, but they do not feel that they are included in the professional development communication loop so that they can more effectively participate, provide feedback, and support teachers.

Impact on Classroom Practices

- All but one of the teachers observed in the classroom were using the components of the America's Choice literacy model, the core content of the Schultz Center literacy classes, to structure literacy instruction in their classrooms, including five teachers who had not participated in Schultz Center training.
- There is substantial evidence that most of the teachers observed even by the time of the first visits in late September were making gains in (1) establishing the routines and rituals of the literacy model; (2) using the classroom environment as a teaching tool; (3) adapting available wall space for bulletin boards that support and remind students of key concepts; and (4) providing multiple opportunities for students to interact with text.
- Effectiveness in the application of the literacy model by the teachers varied widely. The *most effective teaching* observed seems to be guided by a "literacy gestalt," which is to say that the teacher understands how students learn to read and write thoroughly enough to keep all of the segments of the program integrated and making sense. *Less effective teaching* occurs in the classrooms that generate fragmented activity related to the components of the literacy model that does not add up or assist children in making sense. The *least effective teaching* is associated with a lack of thorough planning and either an inability or lack of interest in connecting with the children in the classroom.
- Lack of teaching effectiveness in literacy instruction is in evidence in the classrooms in three major ways: (1) misapplication of components of the America's Choice literacy model, indicating that some of the teaching observed shows the use of activities and strategies from the model without a thorough understanding of the theory and best practice behind it; (2) a lack of connectedness or integration among the components of the model so that children can make sense of their learning activities; and (3) a lack of lesson scaffolding (the structure built around a concept by the teacher that helps all children to access and construct knowledge), particularly in writing.

Professional Development Allocations and Expenditures

- Duval County Public Schools spent close to \$34 million in Function 6400 instruction-related professional development during the 2006-07 school year. This amount represents approximately 3.5% of the district's total operational budget, but does not include professional development offered or mandated by the district for non-instructional employees, which the Office of Budget Services indicates totals \$158,198.
- Supplemental Academic Initiatives (SAI) accounted for the largest district professional development expenditure at \$12,897,189 or over 38% of the total district professional development expenditures. Close to 75% of this amount, or \$9,544,390, funded the salaries and benefits of the school standards coaches. The second largest SAI allocation (\$1,071,377) funded the salaries and benefits of the middle school reading coaches. Therefore, more than 82% of the total SAI expenditures went for coaching positions in the district.
- Title II expenditures of \$7,624,624 accounted for the second largest professional development expense in the district. The largest allocation for Title II was \$3,796,787 for the Schultz Center contract with the Duval County Public Schools. An additional allocation of \$2,582,476 from Title II was linked to the Schultz Center; the largest portion of this figure funded the salaries of the district standards coaches as well as the Director of Professional Development at the Schultz Center.
- Title I accounted for the third largest professional development expenditure, i.e., \$5,795,348. This office primarily provides personnel to train staff in the sixty Title I schools (54 elementary and 6 middle) to meet their Adequate Yearly Progress (AYP) goals under No Child Left Behind (NCLB).
- The amount of money from competitive grant funding directly related to professional development was \$3,398,458. This figure accounted for approximately 10% of the total district professional development expenditures of \$33,652,788.
- The Exceptional Education/Student Services (EE/SS) department collaborated with the Florida Diagnostic and Learning Resources System (FDLRS) and the Florida Inclusion Network (FIN) to provide professional development in the district. FDLRS and FIN expenditures totaled approximately \$597,482. Allocations for pre kindergarten and Part B from the Individuals with Disabilities Education Act (IDEA) accounted for another \$401,594 in professional development monies in the department.
- The audit examined the major sources of funding for professional development and then explored where the resources were allocated and how the approximately 34 million dollars was expended. It is evident that some district offices provide a better tracking system for these dollars than other offices. In some instances, this difference was due to the transitions in district internal reporting systems. As a whole, the district lacks a uniform means for tracking professional development dollars, thereby limiting the capacity to examine the focus and impact of professional development monies.

Recommendations

The audit's finding of a statistically significant relationship between teacher professional development hours in literacy courses and student growth in reading on the FCAT shows that the investment of the Duval County Public Schools and the community in the Schultz Center core literacy program for teachers is yielding positive results. While this finding indicates that the literacy work of the Schultz Center is having an impact on student achievement in reading, other findings from the audit suggest ways that it can be extended for greater effect.

Based on these findings, the Community Training and Assistance Center offers the following recommendations for the consideration of Schultz Center and district leaders. The recommendations address specific needs and opportunities related to literacy professional development, and identify broader issues affecting all professional development.

Leadership and Administration

1. *Reinforce and support the district requirement that teachers participate in literacy training.* The findings from the student achievement analysis show that teachers at various levels of experience benefit from literacy professional development at the Schultz Center. Classroom observations support the need for new and veteran teachers to understand fully the appropriate implementation of the district literacy model in order to be effective in the classroom. While no one likes a mandate, district and school site administrators should acknowledge and carry out their role in making this fundamental type of professional development happen for all language arts teachers and, in collaboration with the Schultz Center, actively encourage and monitor participation.
2. *Ensure the leadership capacity and support of principals to sustain essential professional development in their buildings.* The quality standards for professional development and literacy guidelines that underpin the data collection protocols for this audit indicate that quality professional development depends on "skilled school and district leaders who guide continuous improvement." Teacher focus group responses show that teachers perceive differences in principal support for professional development from school to school. Some principals encourage professional development through internal support structures, such as common planning time, while others are reluctant to release teachers to attend professional development. Meeting criteria of demonstrable support of professional development should be tied to the evaluation of principals. Further, this is an appropriate time to create a cadre of distinguished principals from high needs schools.
3. *Develop a management and accountability system for school and district coaches.* The large number of instructional coaches assigned to schools, the district, and Schultz Center represents a significant commitment to the growth in effectiveness of classroom teaching. While principals make clear that coaches are important to their schools in the roles of modeling, supporting grade level chairs, and providing data to classroom teachers, the coach contribution to the improvement of teaching needs to be maximized. Both perceptual and observational data suggest that the effectiveness of the coaching varies considerably from school to school and is limited by (1) differences in the expertise of the coach to address the literacy issues in a school directly through both data analysis and classroom coaching; (2) the encroachment of administrative duties on the time of the instructional coach; and (3) gaps in knowledge of the art of coaching. The management and accountability system should clarify the priorities and preparation.
4. *Differentiate literacy professional development in order to address specific needs of individual schools and recurring literacy issues that cut across multiple school sites.* Data from the focus groups and the survey reveal that many teachers do not believe that professional development sufficiently addresses the specific needs of individual classrooms and schools. It is an opportune time for the Schultz Center to (1) review

professional development content with schools to determine how effectively it addresses their issues and needs, based on data analysis and teacher input; and then, (2) examine how the literacy model plays out in classrooms from school to school in order to refine both the professional development course content and the coach role.

5. *Identify, train, and provide a cadre of qualified substitute teachers for the district's high needs schools.* Focus group and survey data suggest that teachers who need literacy professional development may not actually participate in the courses, lessening the impact of these programs on classroom instruction and student achievement. Having access to skilled substitute teachers, trained by the Schultz Center, is a major step toward ensuring participation of teachers from high needs schools and will help ensure that teachers who need literacy professional development are able to participate.

Content of Literacy Professional Development

6. *Broaden the subject matter knowledge and subject-related pedagogy for literacy teachers.* While this may seem an obvious priority for secondary teachers, who reported in focus groups that their favorite professional development comes from advanced placement sessions, it is an essential qualification for effective teaching according to educational research. Teachers and principals in DCPS understand the importance of subject matter knowledge well since professional development that “deepens subject matter knowledge for participants” garnered the highest level of agreement (90.8% of teacher respondents agree or strongly agree) on the survey from a list of characteristics of successful professional development. An even greater percentage of principals (92.0%) and coaches (92.3%) agree or strongly agree as well.
7. *Convene the Schultz Center and the district's Curriculum and Instruction units to examine the overall use of oral language in the classrooms.* This examination should be used as the basis for considering modifications to the professional development syllabus, if needed. Despite the well-known and research-supported axiom that “reading and writing float on a sea of talk” (Britten, 1993) there is little evidence in the classroom observations of a strong sense of how critical oral language is to learning to read and write.
8. *Strengthen the unit and lesson development components of the literacy professional development.* Greater emphasis should be placed on providing models of lesson scaffolding, structuring lessons for higher order thinking, and effectively eliciting and building on and extending background knowledge of students. The observations and interviews indicate that a number of teachers have difficulty in organizing the several components of the literacy model into a whole that allows students to make meaning out of what they are learning, the outcome that is most likely to help them become good readers and writers.
9. *Build a parent component into literacy instruction.* The earlier *Assessment of Readiness and Capacity* (2006) indicates both district staff and parents believed the quantity and quality of parent involvement to be low and ineffective in many schools. Parent involvement does not suddenly improve with a burst of light, but it can improve with focused commitment and support. This recommendation should be implemented at three levels. First, acknowledging the role of the parent in a child's cognitive development and emergent literacy is essential and should be accompanied by professional development that the Schultz Center develops, in cooperation with, and targets to parents. Second, the role and importance of parent participation in developing literacy needs to be incorporated into literacy courses to encourage and assist teachers and principals to pursue parent input and participation. Finally, principals should have a specific component on parent involvement included in the new leadership institute.

Fiscal and Program Accountability

10. *Develop an inter-organizational database and mechanism for tracking and evaluating the impact of professional development and programs.* It is essential to establish a data management system that systematically links, upgrades and organizes the data from the district and the Schultz Center. Current databases present obstacles to the examination of professional development and programs in Duval County. An inter-organizational database should include the following: (1) linkages of data that pertain to student achievement, teacher characteristics, student demographics, and hours of participation in professional development sessions; (2) the capacity to identify and track individual teacher participation that is not subject to human error due to self-reporting; (3) the inclusion of data that are not currently maintained centrally, most notably, teacher years of service in individual schools within the district; and (4) data about substitutes, who are provided to the district by a contract agency but not currently identified in district databases. Also, the district and Schultz Center need a uniform system and mechanism for tracking professional development dollars, thereby enabling department heads to pinpoint what their monies actually bought and what resulted from these purchases.
11. *Create a web-based pathway for the reporting of school site professional development programs, funds and expenditures.* The use of professional development resources at the individual school level needs to be tracked more closely. The lack of information about school-based professional development undercuts the ability of Schultz Center and district leaders to follow all of the content of professional development in the district and to coordinate and avoid overlap of efforts. The Schultz Center and the district will benefit from a clearer picture and better understanding of professional development in the schools, enabling the development of quality standards, more effective integration of services, and accountability for what professional development is offered at the schools, how funds are used, who participates, and the impact.
12. *Increase the teacher voice in the formal evaluation and improvement of literacy professional development.* While teachers indicate that they have the opportunity to complete evaluations of their professional development sessions, they stress that they neither receive feedback or summaries of their responses nor have an opportunity to evaluate the overall program. Also, teachers say that they are not asked to participate or give input into the planning of professional development at the district level. The Schultz Center should convene a Teacher Working Group, drawing teachers particularly from high needs schools, to focus on the impact of professional development, its relation to the achievement gap in the district, and identified teacher needs.
13. *Develop a reporting mechanism so that the Operations Department receives structured updates with accurate professional development services and cost information from subcontractors.* While Operations does excellent work in documenting internal professional development programs and expenditures, the district subcontracts much of its non-instructional services to companies in Duval County. The amount of professional development expenditures on non-instructional employees needs to include the amounts these companies provide to their employees, including substitute teachers, as part of their contract, so that these costs are reflected and can be analyzed as part of the professional development dollars.

The dream of many people in the community and district—a professional development center that respects, improves, and supports teaching—is being realized in the Schultz Center, which is just more than half a decade old. The audit findings demonstrate that it is possible to design and provide professional development for literacy that leads to improvement in student achievement. Concomitantly, the Duval County Public Schools is a district that has made the most direct commitment to professional development through serious allocations of funds and resources, including coaches, which are targeted toward improving instruction and learning.

The recommendations from the audit refine and refocus the myriad activities, persons, and funds in the DCPS and the Schultz Center on what everyone agrees is the ultimate objective of high quality literacy instruction in the classroom: children who read, write, and speak fluently and use this set of knowledge and skills to become strong lifelong learners.

SECTION I

Overview

In the spring of 2007, the Schultz Center for Teaching and Leadership, an independent non-profit organization located in Jacksonville, Florida, engaged the Community Training and Assistance Center (CTAC) to conduct an audit of Schultz Center professional development in the Duval County Public Schools (DCPS), a countywide school district of more than 125,000 students that includes the city of Jacksonville. The multi-phase audit targets the Schultz Center’s professional development support to Duval educators in three subject areas: (1) literacy—reading, writing, and language arts; (2) mathematics; and (3) science. The findings from the completed audit of literacy professional development are presented in this report.

The Schultz Center

The Schultz Center has been in existence since early 2002 with the charge of providing high-quality professional development to educators in DCPS and several surrounding counties. The genesis of a state-of-the-art professional development center in Duval County was the leadership and subsequent one-million dollar grant from Fred Schultz who inspired a broad-based group of citizens, educators, and business leaders to seek State matching funds and private grants in order to create a Fortune 500-type facility for educators. Today the mission of the Schultz Center is “to support the district’s effort to raise student achievement through an ongoing, high quality, comprehensive system of professional development for educators and non-certificated staff.”¹

Although not the sole provider of professional development in Duval County Public Schools, the Schultz Center has emerged as the lead provider of professional development for new and continuing teachers with programs that emphasize and complement the Sunshine State Standards and prepare the

district's instructional coaches to support new learning in schools and classrooms. Also, the Schultz Center has recently created a leadership institute to serve both teacher and administrative leaders. Working with and within the Duval County Public Schools, the Schultz Center has earned a reputation for the quality of its work, as well as its willingness to evaluate and improve professional development offerings so that they effectively address the needs of educators and students in DCPS. To undertake an audit of this scope is a courageous act in itself, but fully consistent with the standards of accountability and self-reflection that the Schultz Center promotes for professional development.

The Professional Development Audit

The professional development audit originated with findings and recommendations from the *Assessment of Readiness and Capacity* (April 2006),² conducted by CTAC for Duval County Public Schools. This organizational assessment is designed to provide district leaders who are developing reform agendas with data and recommendations about systemic factors contributing to or impeding student achievement. The assessment includes, but is not limited to, an examination of student achievement data, student demographics, teacher characteristics, stakeholder interviews and surveys, observations, and reviews of critical documents and artifacts of the educational system, such as school plans. From data collected, the analysis generates a set of recommendations about critical areas for the school district to address. Among the recommendations in the April 2006 report to DCPS are three related to professional development: (1) broaden the charge of the Schultz Center; (2) provide customized leadership training; and (3) ensure district accountability for professional development.

CTAC's Professional Development Audit addresses the third recommendation in the *Assessment of Readiness and Capacity*, the issue of accountability for the quality and effectiveness of professional development—how and to what level does Duval County through the Schultz Center support the ongoing growth of teachers and principals? How are professional development programs evaluated for effectiveness? What are the costs of professional development throughout Duval County and at the Schultz Center? What are the gains for teachers and students? With these critical questions in mind, Schultz Center leaders with the cooperation of the district commissioned CTAC to conduct this audit, the first phase of which focuses on literacy—reading, writing, and language arts—professional development.

The current or literacy phase of the audit first analyzes DCPS educator perspectives on professional development through focus group interviews and survey responses and then pursues an in-depth look at professional development impact on literacy instruction through an ethnographic case study of 12 teachers in their classrooms. Next, the relationship of teacher professional development hours in Elementary Literacy 101, 201, 301 and Secondary Literacy 101, 201, 301 to student growth in reading on the 2006–07 *Florida Comprehensive Assessment Test* (FCAT), grades 4–8,³ is analyzed through a hierarchical linear model (HLM). Finally, the audit develops a description of the DCPS and Schultz Center financial resources and expenditures for professional development during fiscal year 2006–07. The sources of information and methods of analysis are described further in Section VI.

SECTION III

Subject Matter Focus

The rationale for examining the effectiveness of professional development by subject areas can be found in research that indicates that effective teachers, as measured by student results, demonstrate a high level of fluency in the subject matter that they teach as well as with subject-specific pedagogy, that is, teaching strategies specific to learning the subject matter rather than only those of a general nature. While the research on the effects of subject matter knowledge and skills on student learning is the most compelling in math and science, there are indications of a similar impact on language and social studies teaching.⁴ A related stream of research finds that teachers without strong subject matter knowledge and skills, which may include novice, inexperienced, under-qualified, and ineffective teachers, are disproportionately staffing schools where students are predominantly poor and of color. This research was one impetus for the teacher qualifications element of No Child Left Behind (2001).

A review of professional development research conducted in 2005⁵ finds that beginning in the 1990's, after decades of professional development research focused on "generic teaching skills," the teacher effectiveness research emphasis shifted to the impact of teacher subject matter knowledge and skills on student learning. Several studies, documented in this summary, found that professional development had the greatest impact on student achievement when focusing on teacher knowledge of the subject matter and on those instructional practices that specifically relate to learning the subject, while simultaneously strengthening and deepening teacher knowledge of the subject matter. Additionally, the research summary notes that "teachers are more likely to change their teaching practices when professional development is directly linked to the program that they are teaching and the standards and assessments that they use."⁶

This stream of professional development research highlights the importance of aligning professional development to the actual classroom subject matter work of teachers, including standards and assessments, a factor that teachers themselves identify as highly important. Finally, the amount of time teachers are involved in professional development was seen to impact student achievement but only when the focus is on “high-quality subject-matter content.”

In 2003, a comprehensive study of the impact of teacher performance pay on student achievement showed the effect on student achievement to have been influenced by teacher perceptions that an organizational reform, such as additional compensation for increased student performance, did not necessarily require them to change their core teaching practices.⁷ This study suggests that reforms that aim to impact student achievement by changing an organizational feature of schools or districts, such as small learning communities or performance pay, should carefully link these changes to professional development that aligns to the core classroom curriculum and teaching practices.

A recent international study of the world’s top schools shows that high performing school districts seek the most qualified candidates from the beginning, recruiting from the top third of secondary school graduates in their content field, and continue to develop skills and knowledge throughout teaching careers.⁸ This study supports the findings that building a teaching force with an outstanding foundation in subject matter knowledge benefits teacher effectiveness and student achievement.

Based on the findings of these studies, this professional development audit assumes that (1) teacher subject matter knowledge and skills—literacy (reading and writing), mathematics, and science—and subject-based pedagogy should be the cornerstone of professional development and that (2) the amount of time spent by teachers developing and deepening subject matter knowledge and pedagogy in a high quality professional development context should influence student learning positively.

SECTION III

Issues in Educational Professional Development

Issues in Providing Professional Development

Although professional development in school districts takes many forms and serves myriad purposes for a large and diverse workforce, most educators agree that the fundamental rationale for providing ongoing professional development to educators is to improve student achievement by increasing teacher and principal capacity to provide outstanding learning experiences in the classroom and school. However, professional development programs are often diverted from this focus and, in fact, may struggle to maintain any focus at all. Some well-recognized reasons for this phenomenon include the following:

- Professional development programs are rarely evaluated through the lens of student outcomes, a fact not difficult to understand given some of the difficulties of accurately connecting teachers to students and of effectively measuring student growth. Only very recently have school districts developed the capacity to connect teacher to students and begun to develop accountability structures that are data-based and responsive to student and teacher interactions. Still, studies of the effect of professional development on student achievement continue to be limited by the adequacy of professional development records that can be linked to student achievement data.

- In addition to local funding for professional development, districts are provided funding for professional development from the state and federal government and/or from private philanthropic sources or individuals for a specific purpose or a targeted group of students. Multiple streams of funding that come to school districts for professional development, many of which are attached to specific programs, outcomes, and/or students, complicate a school district's ability to see the whole picture and maintain an overall sense of purpose and mission. Also, this categorizing of funds may lead to (1) inequitable—real or perceived—distribution of funds; (2) funds that are only used by specific schools; (3) funds that are for the teachers of certain targeted students or subject areas; (4) programs that are inadequately funded for proper follow-up; (5) either repetitious or irrelevant training that causes teachers, in particular, to believe that much professional development is purposeless; and (6) an overall patchwork quilt approach to professional development.
- District accounting procedures and budget categories that are adequate at the macro level may not be designed to capture the details of professional development expenditures systematically at the micro level. Partly because of the different streams of funds and partly because the funds are often allocated out to various program offices, district departments, and school budgets without strict guidelines for expending the dollars and reporting their uses, it becomes a labyrinthine task to follow professional development dollars from their multiple sources to their even greater number of expenditure destinations throughout the district.
- When districts do not or cannot link professional development programs with student achievement, professional development funds are vulnerable to cuts any time that potential budget deficits loom on the horizon.
- Professional development organization and costs reflect the fact that teachers cannot leave the workplace at will for training, but in fact, must have a qualified substitute in the classroom. Recruiting and retaining an adequate and reliable cadre of substitutes can be as difficult as recruiting and retaining the teaching workforce. There is a significant cost to professional development budgets for substitutes, and in the minds of teachers, principals, and parents, a cost to the progress of the educational program when teachers leave the classroom for training.
- Teachers often express a view that their issues around substitutes in their classroom are not well addressed and that the preliminary and follow-up work of leaving the classroom is daunting. In some cases, the local school principal, anticipating the difficulties of having substitutes in classrooms, may be or seem to be unsupportive of teachers who want to attend professional development programs during the school day. The other option, professional development during teacher off-duty time, has similar costs and is difficult to mandate.
- In districts generally, some professional development units are required but most are voluntary. Mandates create many issues, including: the negative effect of coercion on the learning of adults; the difficulty of maintaining professional development quality and support where large numbers are involved; and the lack of exceptions that may cause teachers who know more than the presenters to participate in mandated professional development sessions. On the other hand, the lack of well-considered and supervised mandates may mean that teachers who are skilled and knowledgeable based on training and professional development are recipients of students previously taught by teachers who are less knowledgeable and skilled and who are not voluntarily upgrading their teaching.
- A fact often not considered in the allocation of funds and time for professional development is that expert principals not only must have school leadership knowledge and skills, but also possess the same critical subject matter knowledge and skills as their teachers. These abilities are essential to develop in district

leaders and critical to attracting and retaining expert teachers in schools. As evidence, a recent study⁹ reported that the most frequently cited obstacle to recruiting highly qualified teachers (National Board Certified, in this case) into hard-to-staff schools is the lack of expert principals in those schools.

Issues Related to Professional Development in Duval County

The delivery of professional development for educators in Duval County Public Schools is influenced by the same general issues discussed above, but other complicating factors and conditions are local, even though many of these issues are recognizable as challenges particularly associated with large urban school districts.

- The volume of new teachers needed annually to staff the district's 159 schools¹⁰ makes the recruitment and retention of qualified teachers an ongoing district activity. Of the district's 8,744 teachers (school year 2006-07), approximately 1,000 were new to the district and/or the profession. New teachers and substitutes are disproportionately represented in the district's lower performing schools. New teachers require a basic level of orientation to the district and to the grade level curriculum that they will teach even if they have fulfilled the state teacher licensing requirements. Alternatively certified teachers coming into the district with a non-school-of-education degree require access to more and different professional development and follow-up support services. So ascertaining, and where needed, improving the qualifications of new and temporary teaching staff through professional development is a huge annual undertaking.
- A significant achievement gap exists in DCPS between White students and African American students, the two largest ethnic groups within the district, as reported in the CTAC *Assessment of Readiness and Capacity*. In grade five, almost 32 percent of students scoring in the first (lowest) level of the 2005 FCAT reading assessment are African American. The percentage increases to 44% and 47% in the

sixth and seventh grades and to more than 50% in grades eight, nine, and ten, even as dropout numbers increase. The percentages of African American students performing in Level 1 of the Mathematics assessment start near 58% in the fifth grade, climb to more than 66% in the seventh grade, and then decrease to 52%, 45%, and 32% in grades eight, nine, and ten. Students of other ethnicities are also over represented in Level 1, but not to the same degree as African American students, who by eighth and tenth grades represent more than half of all students performing at Level 1, more than double the percentage of White students in that performance level.¹¹

- Teaching is challenging work. Teaching students who are significantly below the mean in performance requires a set of expert skills that the newest teachers are unlikely to possess, ones that may not even be in the portfolio of many veteran teachers. Thus, a critical goal of professional development in DCPS has to be one of building a teaching force with a repertoire of knowledge and skills that motivate and help teachers address the needs of struggling learners.
- The physical size of the district, which covers 840 square miles, is identified by some DCPS teachers as an impediment to attending centralized professional development sessions, so some wish for more professional development in their buildings. Other teachers value the professional environment of the Schultz Center. Nevertheless, few school buildings in Duval County (or most other districts) provide suitable space for professional development sessions to take place either during or after school. Conducting workshops in oversized multi-purpose rooms or even in classrooms with small student chairs conflicts with the recommendations for appropriate learning environments for adults. Additionally, space allocated for professional development in a school can easily be re-allocated as classroom space in an emergency, leaving school-based professional development activities without a home.

- While the district reading program and Schultz Center professional development are based on the use of the America's Choice literacy model, accompanied by one basal reader from a choice of three, there is evidence of (1) different program directions taken by some schools, (2) modifications to or incomplete use of the literacy model, and (3) even some uncertainty among teachers interviewed in focus groups about whether the basal reader plan or the America's Choice model should be guiding the sequence and pace of classroom instruction.

To summarize, the maintenance of high quality professional development that meets the needs of teachers and students in Duval County faces obstacles, many of which are also faced by other large school districts. However, the district, together with a group of benefactors, has given professional development a home at the Schultz Center and, in cooperation with the Schultz Center staff, made significant strides in providing core professional development curricula and school coaching support in critical subject areas, which are the focus of this audit.

SECTION IV

Literacy Courses and Support

Literacy Courses

The Schultz Center offers a research-informed set of literacy courses for teachers: Elementary Literacy 101, 201, and 301 and Secondary Literacy 101, 201, and 301. The content is based on the Sunshine State Standards and the district-adopted method for literacy instruction, which is the America's Choice model. The America's Choice literacy model promotes a three-component design—Readers Workshop, Writers Workshop, and Skills Block—and supports administering formative assessments, using student work to plan instruction, developing supportive classroom routines and rituals, and using the classroom environment to support and reinforce student literacy.¹² The Schultz Center's course of study also includes elective literacy offerings other than the six included in the study, usually of a more focused nature (i.e., FCAT Writing). However, for the purpose of the audit, the literacy courses listed above are more comprehensive in nature and inclusive of the recommended components of a reading program, discussed in Section V. Furthermore, the district's website that provides information for teacher candidates indicates that the literacy courses listed above are a requirement of employment for K-6 and secondary English teachers. Accordingly, the audit focuses on teacher hours in these courses.

The outlines for the literacy programs and the model for the America's Choice literacy model, along with trainers' manuals and related materials, as well as those for the coaching program, have been reviewed and considered in the design of the audit, as well as in the analysis of findings.

TABLE 1

Schultz Center Literacy Courses and Number of Hours and Sessions

Course	Hours and Sessions
Elementary Literacy 101	84 hours (14 sessions of 6 hours each)
Elementary Literacy 201	72 hours (12 sessions of 6 hours each)
Elementary Literacy 301	Series of 6-hour "Just in Time" courses
Secondary Literacy 101	42 hours (7 sessions of 6 hours each)
Secondary Literacy 201	36 hours (6 sessions of 6 hours each)
Secondary Literacy 301	18 hours (3 sessions of 6 hours each)

The number of hours and sessions for each of the courses are outlined in Table 1. For example, the total number of hours for Elementary Literacy 101 is 84, which is comprised of 14 six-hour sessions.

Both Elementary and Secondary Literacy 101 are prerequisites for Elementary and Secondary Literacy 201, respectively. Literacy 301 for both elementary and secondary teachers stands alone as a series of "Just in Time" courses. The Schultz Center maintains records of teacher participation

by hours and by courses; these records provide the data on the participation hours used for the teacher component of the analysis of the impact of literacy professional development on student achievement, found in Section IX.

Instructional Coaches

The direct and substantial support of the professional growth and effectiveness of teachers from Duval County Public Schools and from the Schultz Center is evidenced in the large

TABLE 2

District and School Instructional Coaches, FTE,* 2006–07

Type of Coach	School Coach	Schultz Center	Academic Program	District Coach
Reading First	22.0			
Intensive Reading Intervention Plan (IRIP)	11.0			
Literacy Coaches			6.0	
Mathematics Coaches Title I DCPS	15.5 1.0	6.0	1.0	
Science Coaches	1.0	4.0	1.0	
Cadre Coaches				15.0
School Instructional (previously Standards) Coaches	155.0			
District Instructional (previously Standards) Coaches		17.0		
Cluster Coaches		4.0		
Reading Coaches High School	3.0			
Reading Coaches Middle School Title I DCPS	1.5 13.0			
Totals	223.0	31.0	8.0	15.0

*Full-time equivalent.

numbers of coaches—223 in 2006-07—assigned to the schools, who assist with implementation of standards-based curricula, new program implementation, and data-based instruction, among other duties. The Schultz Center engages 31 coaches itself and provides professional development courses for all coaches. A total of 277 teacher coaches are employed in the district to support and strengthen classroom implementation of adopted programs. Table 2 shows these positions.

Duval County Public Schools provides one coach per school. Beginning in 2007-08, the school coaches became known as Instructional

Coaches, but had previously been called Standards Coaches. Based on allocations, some schools have additional coaches, usually with a programmatic or subject area focus. The Schultz Center provides monthly training for the school coaches and has its own coaching positions, which are used for trainers, field coaches, cluster coaches, and ambassadors (Standard Bearer Schools). The Schultz Center database provided for the audit shows a total of 39,101 hours of coach training during 2003-07, a four-year period. Coaches may also participate in literacy courses or any of the other courses in which teachers participate.

TABLE 3
Literacy Coach Training Hours per Year 2003-2007

2003-04	2004-05	2005-06	2006-07
3,762	10,524	6,930	17,885

Notes

SECTION V

Quality Standards

In developing data collection protocols for the literacy professional development audit in Duval County, the CTAC audit team examined well-recognized quality standards for literacy programs and educator professional development as a basis for data collection and analysis. To that end, protocols for focus group interviews, materials/documents/artifact analyses, a districtwide survey, and classroom observations are largely based on assumptions derived from two sets of standards, with some modifications based on the need to use local terminology and to create manageable (i.e., not overly long) teacher and principal group interviews and surveys.

The standards selected for this purpose include: (1) the Learning First Alliance professional standards for the teaching of reading and writing, its context, process, and content,¹³ a document intended as a companion to *Every Child Reading: An Action Plan*; and (2) the National Staff Development Council standards,¹⁴ which address the context, process, and content of educational professional development. The two sets of standards are shown in Tables 4 and 5.

Table 4. Learning First Alliance's Guidelines for Professional Development for *Every Child Reading*

The Context for Professional Development
<ul style="list-style-type: none">• Everyone who affects student learning is involved.• Student standards, curricular frameworks, textbooks, instructional programs, and assessments are closely aligned with one another.• Professional development is given adequate time and takes place in school as part of the work day.• The expertise of colleagues, mentors, and outside experts is accessible and engaged as often as necessary in professional development programs.
The Process of Professional Development
<ul style="list-style-type: none">• Change occurs in definable stages.• A variety of professional development activities will meet individual needs better than a "one-size-fits-all" approach.• Self-evaluation is part of an individual professional development plan.• After initial concentrated work, follow-up consultation (coaching) and classes are offered.• Sufficient time is allowed before the outcomes of professional development programs are determined.
The Components of Effective, Research-Supported Reading Instruction for Primary Grades
<ul style="list-style-type: none">• Phonemic awareness, letter knowledge, and concepts of print• The alphabetic code: phonics and decoding• Fluent, automatic reading of text• Vocabulary• Text comprehension• Written expression• Spelling and handwriting• Screening and continuous assessment to inform instruction• Motivating children to read and developing their literacy horizons

Table 5. National Staff Development Council Standards for Staff Development

Context Standards
<p>Staff development that improves the learning of all students</p> <ul style="list-style-type: none"> • Organizes adults into learning communities whose goals are aligned with those of the school and district. • Requires skilled school and district leaders who guide continuous improvement. • Requires resources to support adult learning and collaboration.
Process Standards
<p>Staff development that improves the learning of all students</p> <ul style="list-style-type: none"> • Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. • Uses multiple sources of information to guide improvement and demonstrate its impact. • Prepares educators to apply research to decision-making. • Uses learning strategies appropriate to the intended goal. • Applies knowledge about human learning and change. • Provides educators with the knowledge and skills to collaborate.
Content Standards
<p>Staff development that improves the learning of all students</p> <ul style="list-style-type: none"> • Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. • 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. • Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Notes

SECTION VI

Data Collection and Methods of Analysis

Data Collection

The findings and recommendations presented in this professional development audit are based on multiple sources of data, including qualitative data, such as focus group and individual interviews, a comprehensive survey, classroom observations, and artifact and document reviews. Quantitative data for the study include: number of teacher hours in the literacy courses, as described in Section IV; teacher and student characteristics; 2006–07 *Florida Comprehensive Assessment Test (FCAT)* data for grades 4–8; and financial data from the district and the Schultz Center. The start-up of the audit in the spring of 2007 with a completion date at the end of the calendar year means that data have been collected in two academic years under a demanding timeline for data collection, cleaning, and analysis. The type of data, a brief description, and where appropriate, the number of participants and respondents are shown in Table 6 and are elaborated upon in the analysis and findings of subsequent sections.

Methods of Analysis

The audit design uses both qualitative and quantitative data and several methods of analyses appropriate to each type of data, which are listed below and explained in the sections addressing the data analysis.

- Tests of statistical significance—t-tests, chi-square, and analysis of variance (ANOVA)—for the survey and student achievement analyses.
- Thematic analyses for interviews, focus groups, and classroom observations.
- Semantic feature analysis for classroom observations.

- A nested, hierarchical linear model (HLM) to examine the school, teacher, and student factors that contribute to student achievement in order to determine the impact of teacher professional development on student achievement.

TABLE 6

Data Sources for the Professional Development Audit

Qualitative Data	Description	Number
Focus Group Interviews Phase I	Grade K-8 Teachers	9
	Grade 9-12 English and Social Studies Teachers	9
Focus Group Interviews Phase II	Elementary Teachers	43
	Middle School Teachers	6
	High School Teachers	10
	ESOL Teachers	7
	EE/SS/Special Education Teachers	4
	Coaching Cycle Teachers	9
	District Coaches	8
	Principals	10
Total Focus Group Participants		115
Individual Interviews ¹⁵	Schultz Center	8
	Duval County Public Schools	21
Total Number of Individuals Interviewed		29
Educator Survey	Classroom Teachers	613
	School Coaches	91
	District Coaches	9
	Principals and School-based Administrators	75
	Other Instructional Staff	75
Total Survey Respondents		863
Ethnographic (Case Study)	K-8 Classroom Teacher Observations 12 hours per teacher = 144 hours	12
Artifacts/Documents	Literacy Course Outlines, Training Materials, Evaluation Forms, Adopted Basal Reader Materials, Schultz Professional Library Materials, Schultz Staff Research Papers and Participation Reports	
Quantitative Data	Description	Date
Student Assessment	Florida Comprehensive Assessment Test (FCAT), Reading, Grades 4-8, 4th graders' Grade 3 Reading (2005-06) for comparison	2006-07
Student Demographics	Gender, Ethnicity, Free/Reduced Lunch, Grade, Language	2006-07
Schultz Center Literacy Enrollments	Teacher Hours of Participation by Literacy Courses	2004-07
Teacher Characteristics	Gender, Ethnicity, Degree, Years Experience, Class Size, Literacy Course Hours	2006-07
Financial	DCPS and Schultz Center Budget Documents; CTAC Template for Financials	2006-07

SECTION VIII

Teacher and Principal Perspectives

In the interest of gaining an initial overview of professional development strengths and challenges in Duval County from the view of Schultz Center clients, a random sample of 18 teachers in four groups were interviewed: 4 elementary teachers, 5 middle school English teachers, 4 high school English teachers, and 5 secondary social studies teachers. Simultaneously, a web-based survey of all teachers and principals in the district was conducted with a total response number of 863, including: 613 classroom teachers, 100 school and district teacher coaches, 75 principals and school-based administrators, and 75 other teaching staff (special education, music, etc.). Subsequently, a second round of focus groups with nearly 100 participants was conducted. Findings from the two focus groups and the survey conclude this section.

Spring, 2007 Focus Groups

The interviews of teachers in the spring focus groups addressed literacy goals, the learning strengths and challenges that students bring to the classroom, the knowledge and skills needed by teachers to address literacy goals effectively, the preparation of teachers, the gap between what teachers should know and what they actually know about developing literacy in students, the appropriate use of assessments, the effectiveness of various types and sources of professional development, the elements of Schultz Center training, evaluation of the effectiveness of professional development, and teacher involvement in planning professional development.

Four common themes emerged from these initial focus groups about the content, context, and process for professional development for Duval County teachers as well as the nature of teacher participation.

First of all, *the level of importance assigned to professional development varies greatly from school to school, a circumstance attributed largely to principals by the focus group respondents.* While some principals encourage teachers to participate in the literacy courses, others refuse to release teachers to participate—for a variety of reasons, but mostly a lack of substitutes or the desire not to have substitutes in the building. Other observations about how principal behavior impacts the quality of and participation in professional development include: choosing not to build collaborative planning time into the master schedule; and requiring teachers to use their planning time for professional development without their permission. “Principals have much opportunity to have a great impact at the school level. As a result, there is a vast difference in the schools,” noted one teacher. Another said: “I’m dying for strong leadership.”

Secondly, *not every teacher who should or wants to participate in the literacy courses actually does so, a circumstance that interviewees believe minimizes the effectiveness of literacy instruction as a whole.* Some of the focus group participants suggest that literacy training should be mandated. Particularly, participants observed that there is a lack of opportunity and effective professional development for first year teachers, veteran teachers new to the district, and teachers on temporary certificates from non-college-of-education programs. One teacher noted, “New teachers and the non-college-of-education teachers do not receive nearly enough practical training. The teachers are hindered and students suffer.” Although the DCPS website indicates that the courses are a district requirement, there is not information on when the requirement took effect (certainly no earlier than 2002) or an indication of how the completion of the requirement is monitored. In any case, there are considerable numbers of teachers who have not participated in the training.

A third theme emerging from these focus groups underlines *teacher concerns about the relevance of the professional development content offered to what is needed in the classrooms, including “specific strategies rather than theory” and “a tie-in to what teachers face during the school day.”* As indicated by one teacher, “What we’re taught in professional development is not what we teach in our schools.” This observation is not uncommon among teachers and relates to the research on effective professional development outlined earlier in Section II. Teachers express a strong desire to see a compelling link between professional development and their own classroom circumstances. A sub-theme here is the presence of an underlying teacher belief, particularly at the K–8 level, that literacy goals and professional development in the district are aimed at getting higher scores on the FCAT and the College Board assessments. One participant noted that professional development does not effectively address these assessments: “Our working definition of literacy is a major problem. The FCAT is a critical thinking test—not a reading test.” At the secondary level, teachers are faced with conflicting models and methodology between FCAT writing and College Board writing.

Finally, *teachers express concerns over the parity of resource allocation to schools in the district.* Some schools, departments, or teachers have, or are perceived to have, more textbooks, equipment, and technology than others. The explanation of how the disparities play out are somewhat nebulous: teachers in lower performing schools perceive that higher performing schools have more resources and teachers in higher performing schools believe that lower performing schools benefit from additional categorical funding for students. Interviewees also point out that while school coaches may be distributed equally throughout the district, they are not all equally qualified or effective in their duties and/or are picking up administrative duties in the school to the detriment of their intended role of supporting teachers in the implementation of professional development learnings.

Participants in these groups were asked to comment on the components of Schultz Center-sponsored literacy professional development in which they had participated over the last three years. There is general agreement that professional development sessions provide participants with opportunities to (1) engage in a dialogue; (2) practice the new strategies or apply new learning; (3) receive follow-up in the form of a coach or principal visit, feedback, or demonstration lesson; and (4) collaborate with peers. They are in less agreement that they have access to the materials and technology required to implement the new learning, mostly attributing this circumstance to inequitable resources in the schools. Those who have participated in professional development at the Schultz Center indicate that they always have opportunities to rate or give feedback on their professional development sessions, but are not apprised of the results of their feedback nor asked by the Schultz Center to participate formally in planning or evaluating events. However, teachers do report providing input on professional development needs at the school level.

Fall, 2007 Focus Groups

A second round of focus groups was conducted in the fall in the interest of expanding the numbers and role groups of participants and in hearing more in-depth perspectives on classroom planning and implementing of literacy instruction. The 97 educator participants for the second round met in thirteen groups with a facilitator and recorder and included 43 elementary classroom teachers, 7 English Speakers of Other Languages (ESOL) teachers, 4 special education teachers, 6 middle school reading/English language arts teachers, 10 high school reading/English language arts teachers, 17 district and school site coaches, and 10 principals. Teachers were selected randomly by role groups from district teachers who had participated in Schultz Center literacy training sessions. New teachers were not included in the fall focus groups in consideration of their new commitments.

While there was some variation in the questions asked of these focus groups based on their respective roles, generally, the topics addressed

included: the planning process used for teaching reading and writing, the learning strengths and challenges of students, the organization of the classroom for literacy instruction, how time is allocated in the literacy block, the components of reading and writing workshop in use, a typical literacy block, the predominant assessment(s) and their uses, differentiation, participation in and impact of professional development, the types of professional development offered in their schools, school and district support for professional development, and the adequacy of “best practices” repertoires.

The teachers participating in the fall focus groups provide additional evidence that issues identified by the first focus group participants and summarized as themes in the spring focus groups are prevalent throughout the district: (1) the variation from school to school in the level of importance assigned by principals to professional development; (2) the lack of clarity about professional development requirements; (3) the relevance of professional development content to classroom realities; and (4) the perception of a lack of parity in resource allocation in Duval County.

In describing their planning and organization for literacy learning, teacher perspectives on their classrooms demonstrate, first of all, that they are thoughtful about literacy instruction and have many strategies at their disposal, but that they face dilemmas as they plan lessons. Some of these dilemmas are confronted by teachers in all districts each year—how to find out what students know and are able to do, how to move them forward, and how to provide for students who are or will be struggling to learn. However, other dilemmas are created by a lack of direction, conflicting directions, or changes in directions from the school and district, and/or the inadequacies of what they learn in professional development sessions to meet student needs.

The following sample of teacher observations about planning for reading and writing lessons and the impact of literacy professional development on their teaching gives a glimpse of the variety of ways in which they think about their planning and how professional development and resources impact their teaching.

Teacher Observations on Planning for Literacy Instruction

“I use America’s Choice Workshop. First, a five-to-seven-minute lesson on the parts of a book. The strategy I use is for them to look at a picture and when they quit reading it over, to finish log books. I call the group back to the Center and do a closing. We do quiet reading and guided reading. Our teachers mapped out a plan, but planning time has been messed up. The principal wants us to teach just one element but [professional developer/theorist] wants all elements covered. The problem is how to make adequate yearly progress when the principal wants something else done. There is a misalignment between [stated] focus and actual work.”

“I use the basal out of necessity and struggle with the workshop model. The basal has backup. The goal is given to us but we must figure out how to reach it. The workshop [model] is intended for self-motivated learners. What the “far behind” kids need are skills and fundamentals.”

“I’m in a Montessori school and its style doesn’t mesh with the workshop model.”

“I’ve always used the basal, and the Scott Foresman is one of the best that I’ve ever seen. To fit it into the workshop model is very difficult.”

“Our teachers have mixed views on the Scott Foresman basal program.”

“I look at my students’ data; I figure out what they need to know. This year we’ve been given strict guidelines [for] the First Thirty Days from the County, but only had 20 days to finish the first 30 days’ lessons. It needs to be flexible because groups of students have different needs.”

“It’s gotten easier since we are doing differentiated instruction: we pre-assess our students; introduce the vocabulary; address misconceptions; figure out what the background knowledge is; we allow and plan for extra time for our ESOL [English Speakers of Other Languages] students—some just need more time.”

“First grade team (six teachers) meets on each Thursday after school to plan lessons, share successful teaching strategies and helpful resources.”

“To plan, we start with the end result—what is our goal, sometimes a specific product or sometimes a skill—then go backwards, and try to figure out how to get there. We do a nine week calendar with an eye toward products, then decide on the steps to get there and the strategies to achieve the steps.”

These responses mirror those of many other teachers who were interviewed or observed. The responses demonstrate, first, the differences in the way individual teachers approach planning and, second, some of the choices and dilemmas that they face in their daily teaching. Some teachers start with student data, classroom assessments, or a planning backward model; others begin with the America’s Choice teaching model or basal reader; and some engage in planning sessions with their colleagues. Further, their responses show some disconnects between what is learned in professional development and what is implemented in the school and classroom. Just in this sample, one can see that some teachers embrace the open-ended opportunities to teach reading, writing, and language arts in the America’s Choice workshop model, and others feel more grounded in the structure of the basal reader series. A second disconnect can be seen between the guidelines from the district, or directions from principals, and teacher perceptions of what their students actually need. Finally, some teachers appear to be planning in isolation; others are working in teams.

Teacher Perceptions of the Impact of Professional Development on Teaching

“[Professional development] has given me other ideas and kept me up to date with the way things are happening in the classroom. [It has] supplied me with texts, speakers, instruction from reading guru Janet Allen that helps you be a better teacher.”

“I took training in America’s Choice. At first, I was overwhelmed.”

“Training is too general, like how to become a teacher. That’s what we got in College of Education. We need specifics. I need to learn how to improve my kids in the subject area.”

“Readers Workshop—Literacy 101 is the best thing that has come along since sliced bread.”

“I can’t use any of [my professional development] because every year the English language arts program is changed.... This is frustrating.”

“I had a bad attitude about Readers and Writers Workshops because I still didn’t know what tools I needed. Literacy 101 made it clearer to me by showing possible mini workshops for reading and writing.”

“We pass it on to students. They grow as I do. It shows up in the students’ work. The standards training called Literacy 101 is a Readers and Writers workshop. It consists of 14 days spread over a year. This is an amazing class—the best in the world. It empowered me. It’s great for new teachers.”

When asked about their involvement in Schultz Center professional development and its impact on their teaching, teachers’ responses are predominantly positive, particularly, about the literacy courses. The America’s Choice model, which seems complex and difficult to manage at first, became clearer for many of the participants with the Schultz Center training. Several other programs have negative responses, not because of the professional development per se, but because of the prescribed curricula or programs for which teachers are being trained, many of which were labeled: “scripted” or “cookie cutter” or the “First 30 Days (to be completed in 20 days).” The exception is advanced placement training, which is roundly applauded.

Teachers expressed a desire for more subject and/or classroom-specific professional development. (Advanced placement training, for example, is subject-specific.) One area of concern that emerged at the time of the focus groups was a budget-related moratorium on training days, which was subsequently lifted. Teachers expressed “a feeling of frustration over the situation.” It is important to note that, for the most part, when teachers overcome their reluctance to leave their classroom and/or the various school and district obstacles, they generally find the literacy professional development helpful. Much, though not all, of the dissatisfaction expressed in the focus groups has to do with professional development

that does not relate directly to the classroom realities of teaching the subject matter to students, and to a lesser degree, to professional development on programs to which they are philosophically opposed, such as ones labeled “cookie cutter.”

Principal Perspectives on Teacher Professional Development

On the coach role and Schultz Center professional development:

“The coach provides data and models. This opens the classroom doors—that’s the people piece. We need to support and provide good modeling and need to know teachers.”

“The coach had no plan, conducted a wonderful training but didn’t have the follow through.”

“I need coaches for observation. I received data and did my own item analysis and then directed the coaches.”

“The coach goes into the classroom for two days and models, then co-teaches for two days and returns in a week.”

“We are using the standards, but not to the level I want to see. Coaching to get standards implemented is hard to do.... Teachers are more experienced in large group instruction, not specific student instruction. Some teachers believe urban children cannot learn. It’s frustrating.”

“I meet every Monday morning with my three coaches. We are able to identify what difference is happening in the classroom.”

“Professional development is dependent on resources and the size of the school.”

“Professional development participants bring information back from the training. A form is completed and turned into the principal. It provides information on what was most valuable. Also, when leaving the Schultz Center, you have to turn in an action plan.”

When asked about the elements of an effective literacy lesson, principals talk about fidelity to the core standards-based reading system, the use of data, diagnostic and evaluative measures, differentiation, critical thinking, and scaffolding what children know, among other practices. They talk less about the America’s Choice classroom components or the basal readers.

Principals speak of other professional growth strategies that they use, including sharing professional literature with staff, fostering “book talks on issues relating to kids and community,” and particularly analyzing data with their staffs. Most of the principals expressed their concern about developing good practices in differentiating instruction in the classroom, including having “so much data” [to review in order to make differentiation decisions]. It is also clear from the principals that coaches and Schultz Center professional development are important to their work with teachers in the schools. There is less clarity about how they evaluate the effectiveness of professional development and coaching on the classroom.

Principal Perspective on Administrative Professional Development and District Support

“Principals are left out of the professional development process. I have to call my cluster coach to have them walk through [any new] process, such as standards-based instruction, America’s Choice design.”

“Professional development for principals is read by e-mail.”

“Alignment for math and science was received on Thursday for implementation on Monday. We are trying to learn while rolling out new content.”

“All principals feel frustrated. We don’t know where we are going.”

“Overwhelmed and bogged down, you shut down.”

“C and I [Curriculum and Instruction] needs to be aligned with the Schultz Center and identify what is going to be taught and monitor the plan.”

“Principals need to be trained in the intricacies of the coaching cycle, picking up from the coaches; principals need to be with the staff to grow, too, and to go deeper. I want to be trained at a deeper level.”

“The Principal Academy topics are relevant; however, it should be accessible to all principals... This model is restrictive.”

The remarks in this group indicate that principals are concerned about their lack of inclusion in the professional development learnings of teachers and, most particularly, the lack of timely information about new or modified approaches and materials and overall the direction of the district instructional program. They are interested in the new principal academy and believe that the topics are relevant to their issues but are concerned about the restrictive prerequisites.

Survey of Educational Staff, Spring, 2007

As part of investigating the perceptions of professional development provided by the Schultz Center, CTAC conducted a confidential online survey of district teachers and administrators in May 2007 with the cooperation of the Schultz Center. Teachers and principals were asked to respond to questions regarding their overall professional development experiences as well as their experiences specifically related to student literacy. All school-based educators were invited to complete the survey; a total of 863 responded, providing a sufficient sample of educators to gain further insight into their professional development experiences.

This report summarizes the findings based on the responses from 613 teachers, 75 principals and administrators, 91 school coaches, and 75 other

TABLE 7

Respondents by Grade Level

Respondents*	K-2	3-5	6-8	9-12
Classroom Teachers	231	240	84	55
Principals and Administrators	40	39	21	7
School Coaches	49	49	15	9
Other Instructional Staff	47	42	2	4
Total	367	370	122	75

*Some respondents have assignments in more than one grade level.

TABLE 8

Respondents by Years in District and Years in Current School

Respondents by Years in District		Respondents by Years in Current School	
1-4 Years	321	1-4 Years	543
5-12 Years	205	5-12 Years	185
More than 12 Years	337	More than 12 Years	135
Total	863	Total	863

instructional staff.¹⁶ An additional nine district coaches completed surveys. For the purposes of these analyses only responses from the school-based respondents are included.

Survey respondents were distributed across the various grade levels. Respondents had varying levels of tenure in the district and in their current schools ranging from 1-4 years to more than 12 years.

The majority of respondents identify themselves as White (77.6%), 17.7% indicate that they are African American, and fewer than 2% identify themselves as Asian, Hispanic, or Other. Nearly two-thirds (63.7%) of the respondents say that they have participated in some of the literacy workshops at the Schultz Center, and 9.4% say that they have completed all of the literacy workshops. Approximately one quarter (26.9%) say that they have not participated in any of the literacy workshops at the Schultz Center.

The survey addresses four topics, the responses to which are explored in the following sections: Professional Development Focus and Experience; Content of Professional Development in Student Literacy; Organizational Support of Professional Development; and Professional Development for School Leadership

Professional Development Focus and Experience

Teachers, principals and administrators, school coaches and other instructional staff were asked to review several characteristics associated with successful professional development. Respondents were asked to respond to each statement in two ways.

First, they were asked to indicate their agreement with the importance of each characteristic of successful professional development using a five-point Likert scale: 5=Strongly Agree, 4=Agree, 3=Disagree, 2=Strongly Disagree, 1=No Opinion.

Second, respondents were asked to indicate how frequently they experienced professional development that exhibits these characteristics of successful professional development using a five-point Likert scale: 5=Always, 4=Often, 3=Sometimes, 2=Never, 1=No Opinion.

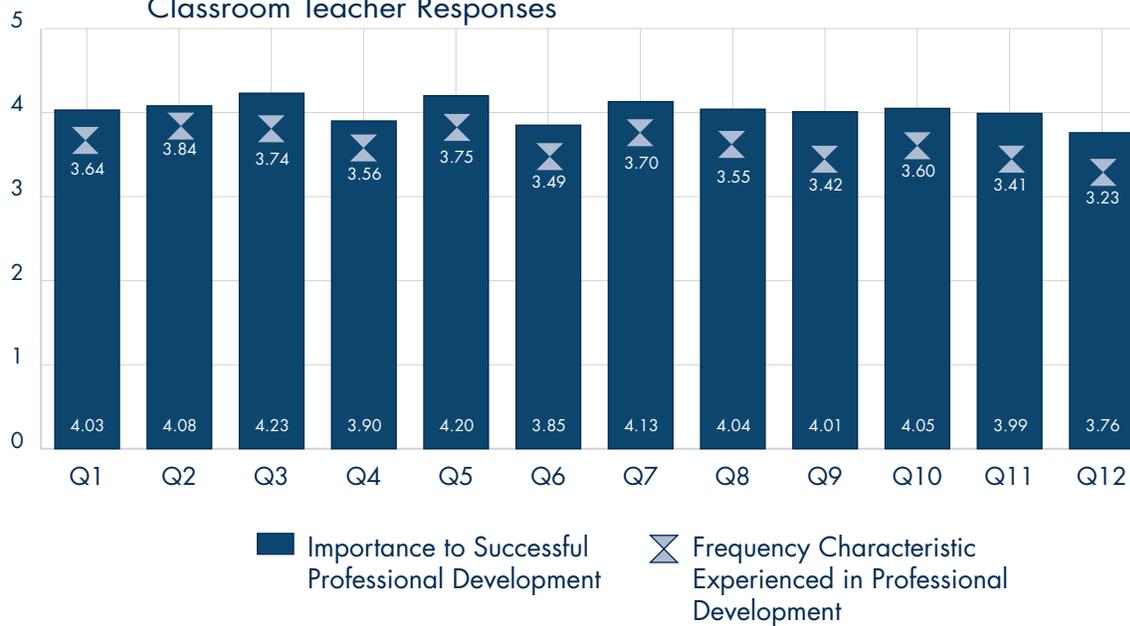
The bars in Figure 1A represent the mean response to the question of the importance of the characteristics for successful professional development. The mean of the responses to each of the characteristics is represented by the height of the bar and the mean responses based on the Strongly Agree/Strongly Disagree scale is provided at the base of the bar.

The butterfly in the bar represents the mean response to the question of how frequently that the characteristic is experienced in the professional development. The number above the butterfly is the mean response for the item based on the Never/Always scale. The number on the x-axis (i.e., Q1) is the number of the statement. (See Table 9A for a complete listing of the statements. All tables can be found at the end of this section.)

The four characteristics of successful professional development that garnered the highest levels of agreement by classroom teachers (N=613) are also the same characteristics that teachers indicate they have experienced most frequently in their professional development. These items are:

2. Emphasizes professional accountability and student results (Mean 4.08; 88.4% agree/strongly agree).
3. Deepens relevant subject area knowledge for participants (Mean 4.23; 90.8% agree/strongly agree).
5. Establishes an active intellectual environment that encourages an open exchange of ideas (Mean 4.20; 88.3% agree/strongly agree).

Fig. 1A Characteristics of Successful Professional Development
Classroom Teacher Responses



7. Engages participants in the practical tasks of using and assessing new classroom practices (Mean 4.13; 87.8% agree/strongly agree).

Similarly, more than two-thirds of the respondents say that they have experienced these characteristics from often to always. (See Table 9A for a complete breakdown of percent responses.)

The characteristic of successful professional development that receives the highest level of agreement is Item 3: “Deepens relevant subject area knowledge for participants.” The importance ascribed to subject matter knowledge in the survey and focus groups matches the importance found in the research discussed in Section II. The characteristic of successful professional development that teachers agree was most frequently experienced is Item 2: “Emphasized professional accountability and student results,” a predictable response given the standards emphasis within the district.

The responses of principals and administrators (N=75) have similarities to those of the classroom teachers. The four characteristics of successful professional development (see Figure 1B) that these respondents agree or strongly agree are important can be seen in the following items:

1. Connects explicitly the content of professional development and the big picture of school

and district improvement (Mean 4.53; 93.3% agree/strongly agree).

3. Deepens relevant subject area knowledge for participants (Mean 4.43; 92.0% agree/strongly agree).

5. Establishes an active intellectual environment that encourages an open exchange of ideas (Mean 4.44; 94.6% agree/strongly agree).

7. Engages participants in the practical tasks of using and assessing new classroom practices (Mean 4.40; 92.0% agree/strongly agree).

More than two-thirds of the principals and administrators report that they experience professional development that exhibits these characteristics often or always. (see Table 9B)

School Coaches (N=91) express similar views to those of the classroom teachers, principals and administrators. Their highest rated characteristics of successful professional development are the following: (see Figure 1C)

1. Connects explicitly the content of professional development and the big picture of school and district improvement (Mean 4.52; 92.3% agree/strongly agree).

3. Deepens relevant subject area knowledge for participants (Mean 4.62; 92.3% agree/strongly agree).

Fig. 1B Characteristics of Successful Professional Development
Principal/Administrator Responses

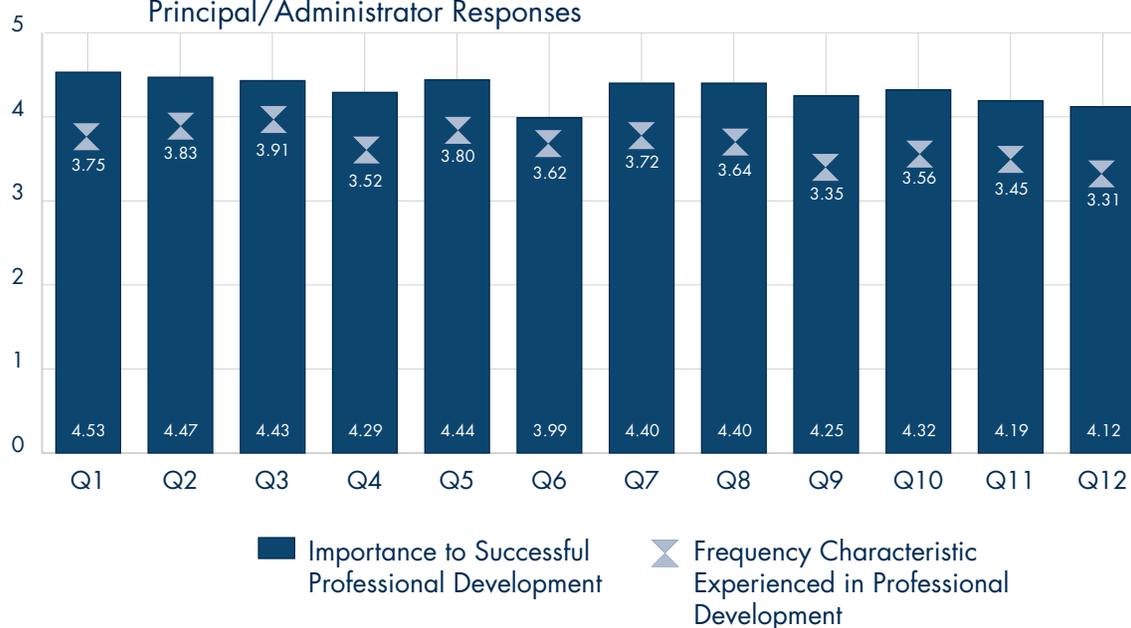
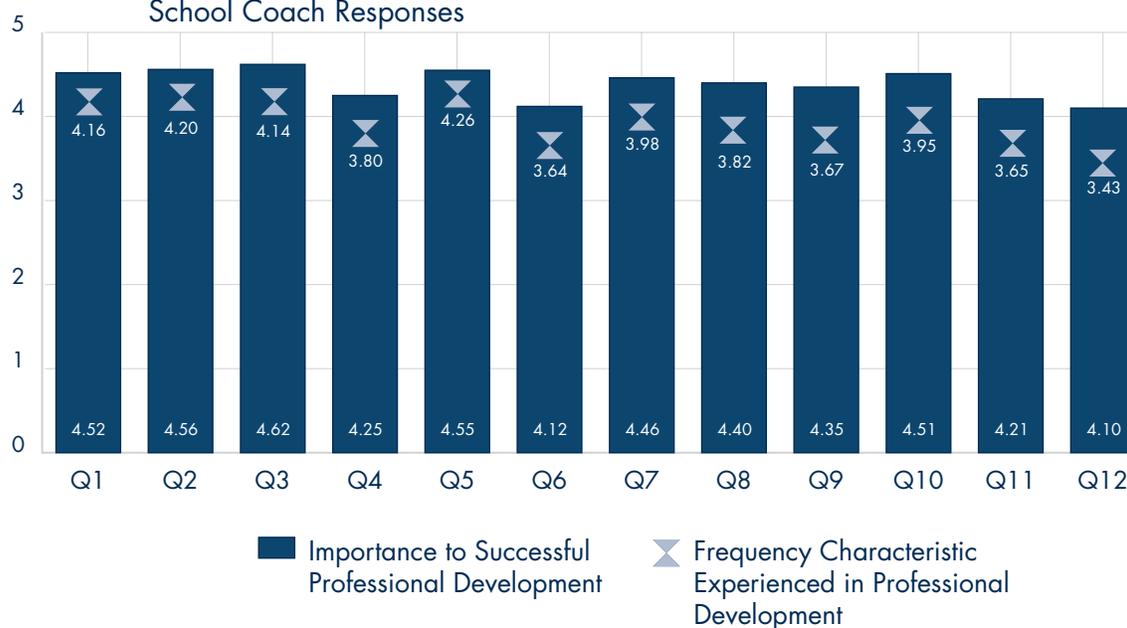


Fig. 1C Characteristics of Successful Professional Development
School Coach Responses



- 5. Establishes an active intellectual environment that encourages an open exchange of ideas (Mean 4.55; 94.5% agree/strongly agree).
- 10. Develops collaborative structures that engage teams of educators in professional dialogue and action (Mean 4.51; 93.4% agree/strongly agree).

More than eighty percent of the school coaches report that Items 1, 3 and 5 are characteristics of successful professional development which they had often or always experienced in professional development (see Figure 1C). Only 67.8% of the respondents report experiencing Item 10 often or always. (see Table 9C)

Fig. 1D Characteristics of Successful Professional Development
Other Instructional Staff Responses



As was the case with teachers, principals and administrators, the two characteristics of successful professional development with the largest percentage of disagreement by school coaches were Items 6 and 12 which deal with technology. Item 6, “Uses technology and software effectively to increase participant learning” is considered important by 81.4% of the school coaches but experienced often or always by only 58.4% of the school coaches. Item 12, “Provides participants classroom access to technology recommended in the professional development setting” is considered important by 75.9% of the school coaches but experienced often or always by only 46.0% of the school coaches.

Other instructional staff indicate lower levels of agreement overall. However, when ranking items based on agreement, the characteristics that appear most important (i.e., Q1, Q3, Q5 and Q7) and least important (Q6 and Q12) in successful professional development are basically the same as those with which the classroom teachers, principals and administrators, and school coaches agree. (see Figure 1D and Table 9D)

Content of Professional Development in Student Literacy

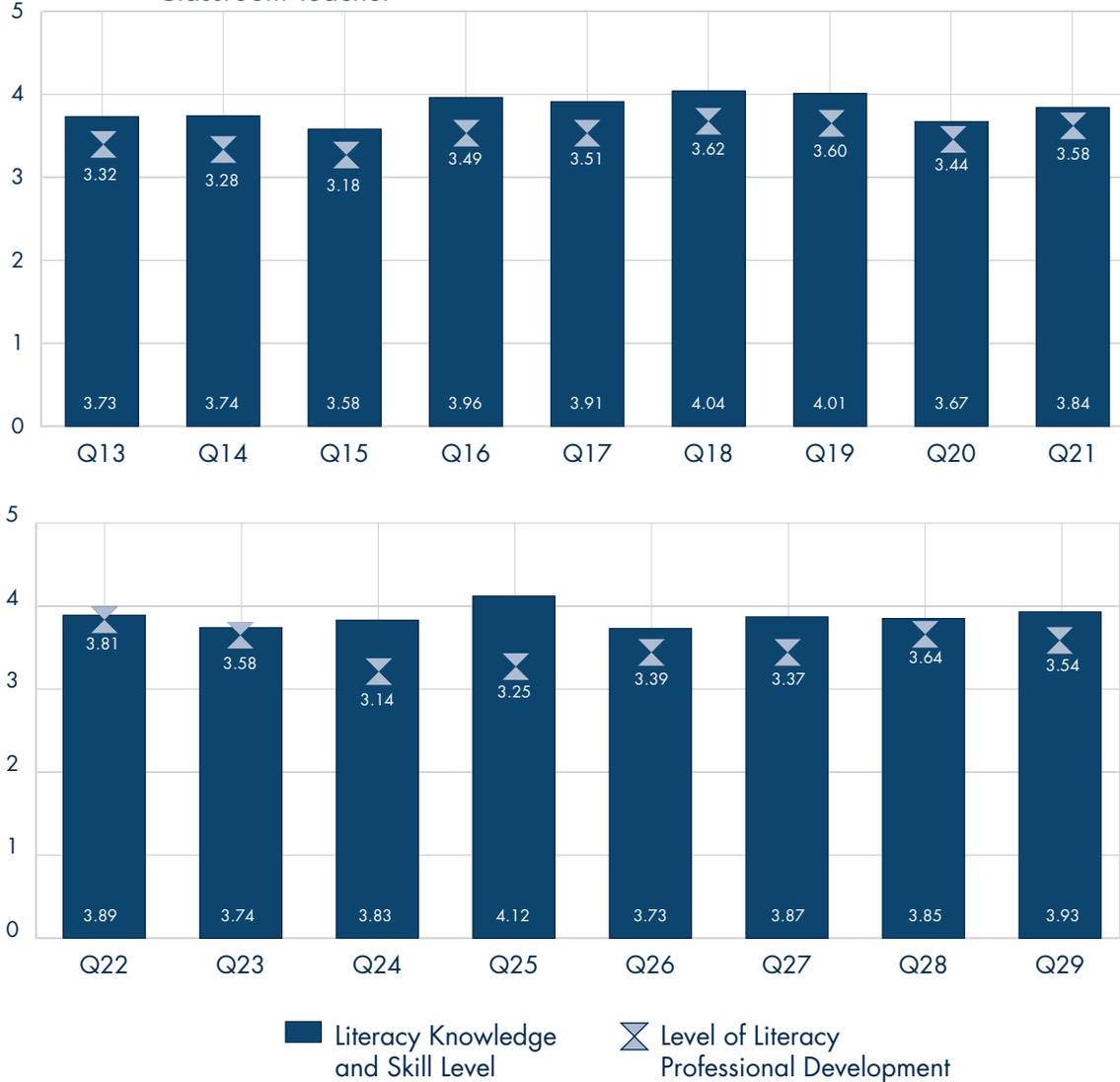
The next section of the survey presented respondents with a set of 17 components of effective, research-supported reading instruction. First they were asked to assess their own level of knowledge and skill using a five-point scale: 5=Advanced, 4=Skilled, 3=Basic, 2=Needs Improvement or 1=Not Applicable to Assignment.

Referencing the same 17 components, respondents were then asked to assess the level of professional development they have received in each of these components—5=Intensive, 4=Comprehensive, 3=Partial, 2=Never, 1=Not Applicable.

Figures 2A–D show the comparison of the self-assessment of literacy knowledge and skills with the level of literacy professional development received across all of the items based on the responses of the four respondent groups. Tables 10A–D provide a breakdown of the percent responses across the two levels.

The bar represents the mean response to the question of how respondents rated their level of literacy knowledge and skills in each of the areas based on the Advanced to Needs Improvement

Fig. 2A Literacy Knowledge and Skills by Literacy Professional Development Classroom Teacher



scale and the butterfly represents the mean response to the question of the level of literacy professional development they have received based on the scale from Never to Intensive. As seen in the earlier bar charts, the numbers below the butterflies and at the bottom of the bars are the actual mean values. The number on the x-axis (i.e., Q13) is the number of the statement (see Table 10A for a complete listing of the statements).

The four respondent groups rate five common areas where professional development has been Intensive or Comprehensive.

13. Literary text comprehension.

14. Non-fiction text comprehension.

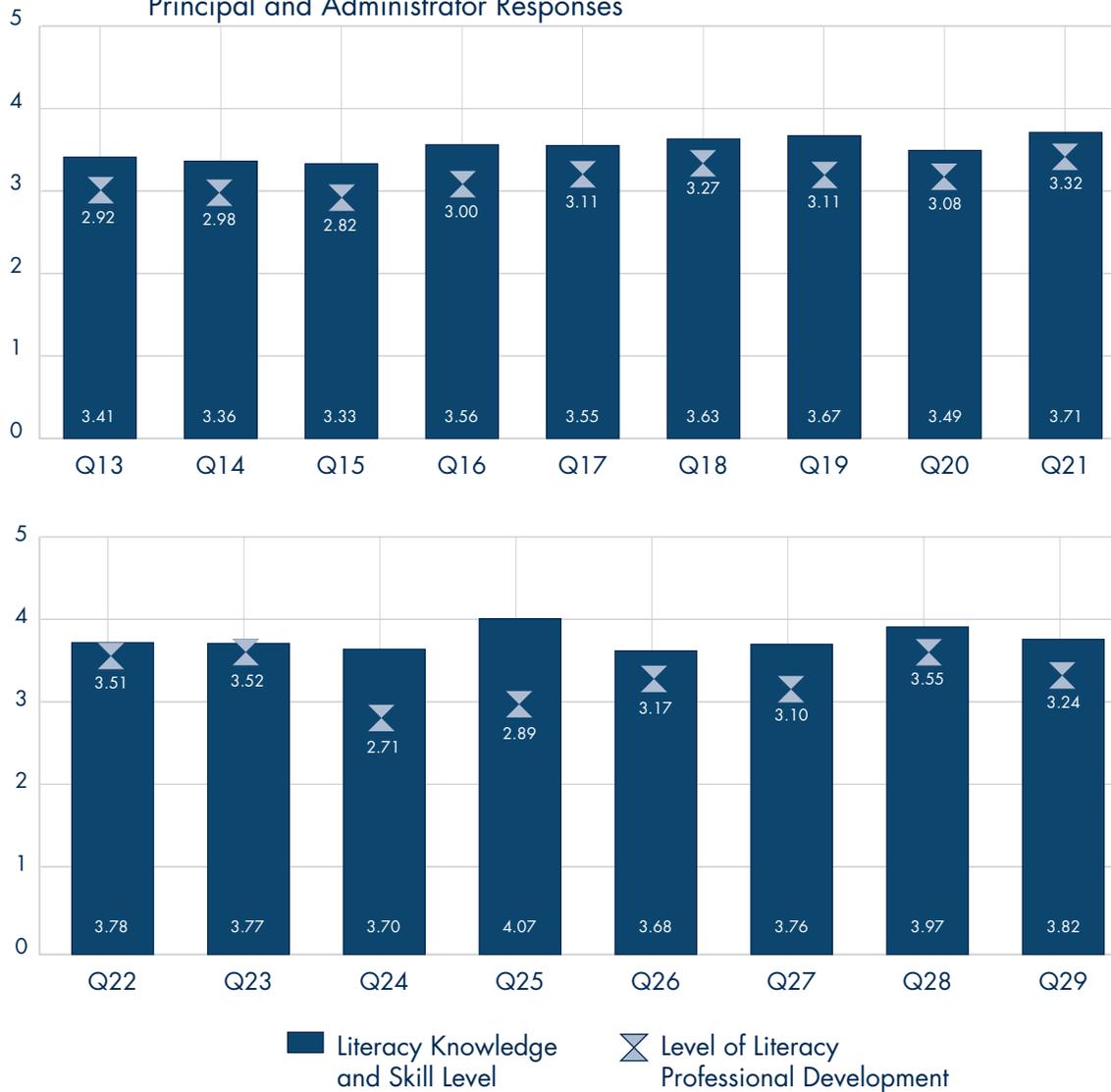
15. Standard English usage.

16. The effective use of continuous assessment to inform instruction.

17. Motivating students to read/developing their literary horizons.

Classroom teachers (see Figure 2A) generally rate themselves between Skilled and Advanced on these items (mean rating between 3.58 and 4.12—on a five-point scale: 5=Advanced to 1=Not Applicable). School coaches rate their level of literacy knowledge and skill as between Skilled

Fig. 2B Literacy Knowledge and Skills by Literacy Professional Development
Principal and Administrator Responses



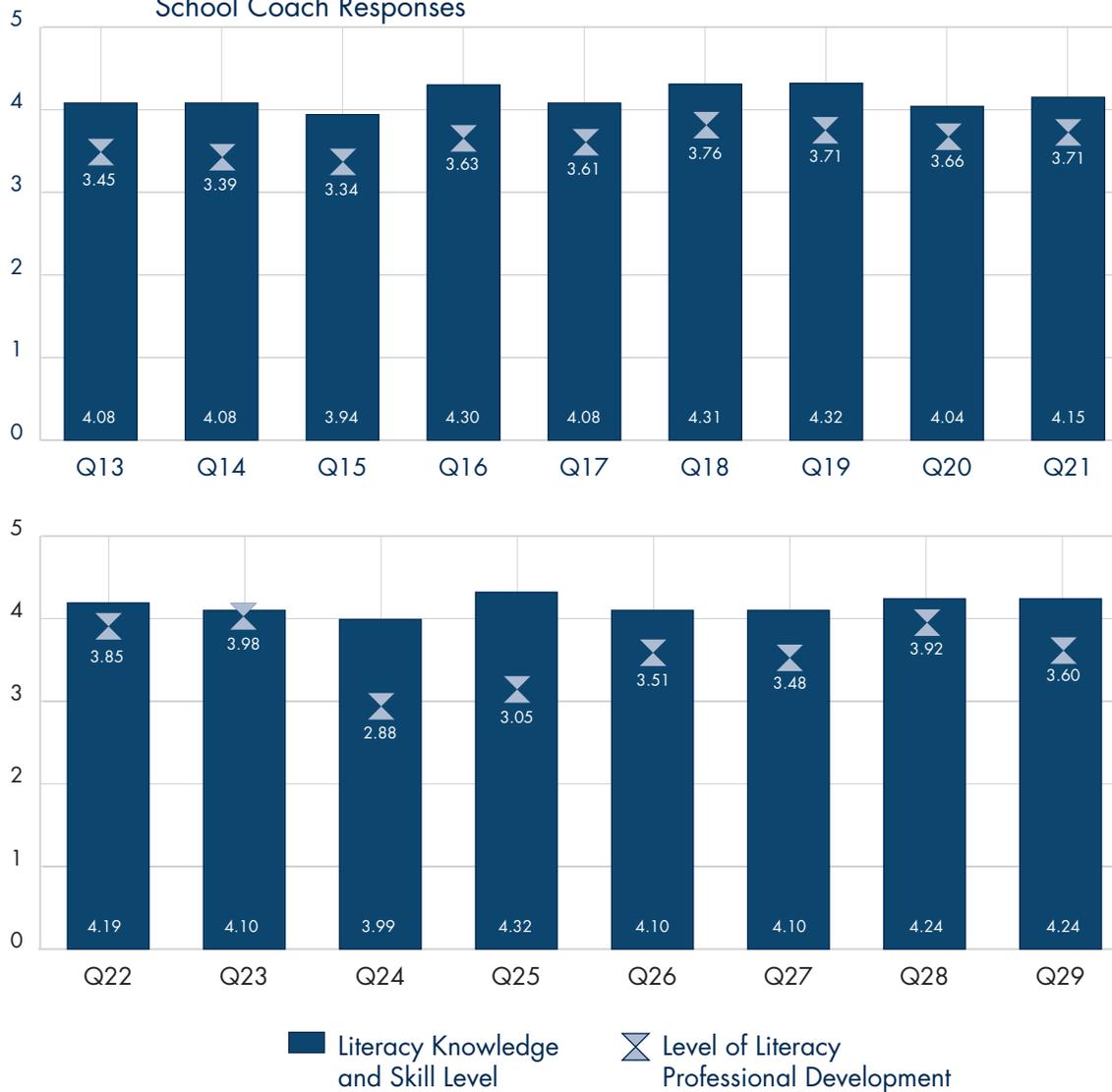
and Advanced, higher than teachers (mean rating between 4.24 and 4.32) on all five items. The perception of more advanced literacy skills for coaches is supported by the additional levels of professional development provided to coaches. Principals and administrators rate their levels of knowledge between Basic and Skilled (mean ratings between 3.63 and 4.07) and the other instructional staff have the lowest ratings between 3.26 and 3.43—between Basic and Skilled.

While classroom teachers, principals and school coaches generally rate these areas as Comprehensive in terms of the level of professional

development received, the respondents in the other instructional staff group rated all of the areas between Partial and Comprehensive with ratings between 2.33 and 3.03.

Key areas frequently identified in the literature on literacy¹⁷ (i.e., phonemic awareness, concepts of print, decoding and encoding) as important in early reading have the lowest ratings with respect to the level of professional development received. Classroom teachers rate their knowledge of standard English usage (4.12) highest although it was among the lowest rated components in terms of level of professional development received (3.25).

Fig. 2C Literacy Knowledge and Skills by Literacy Professional Development School Coach Responses



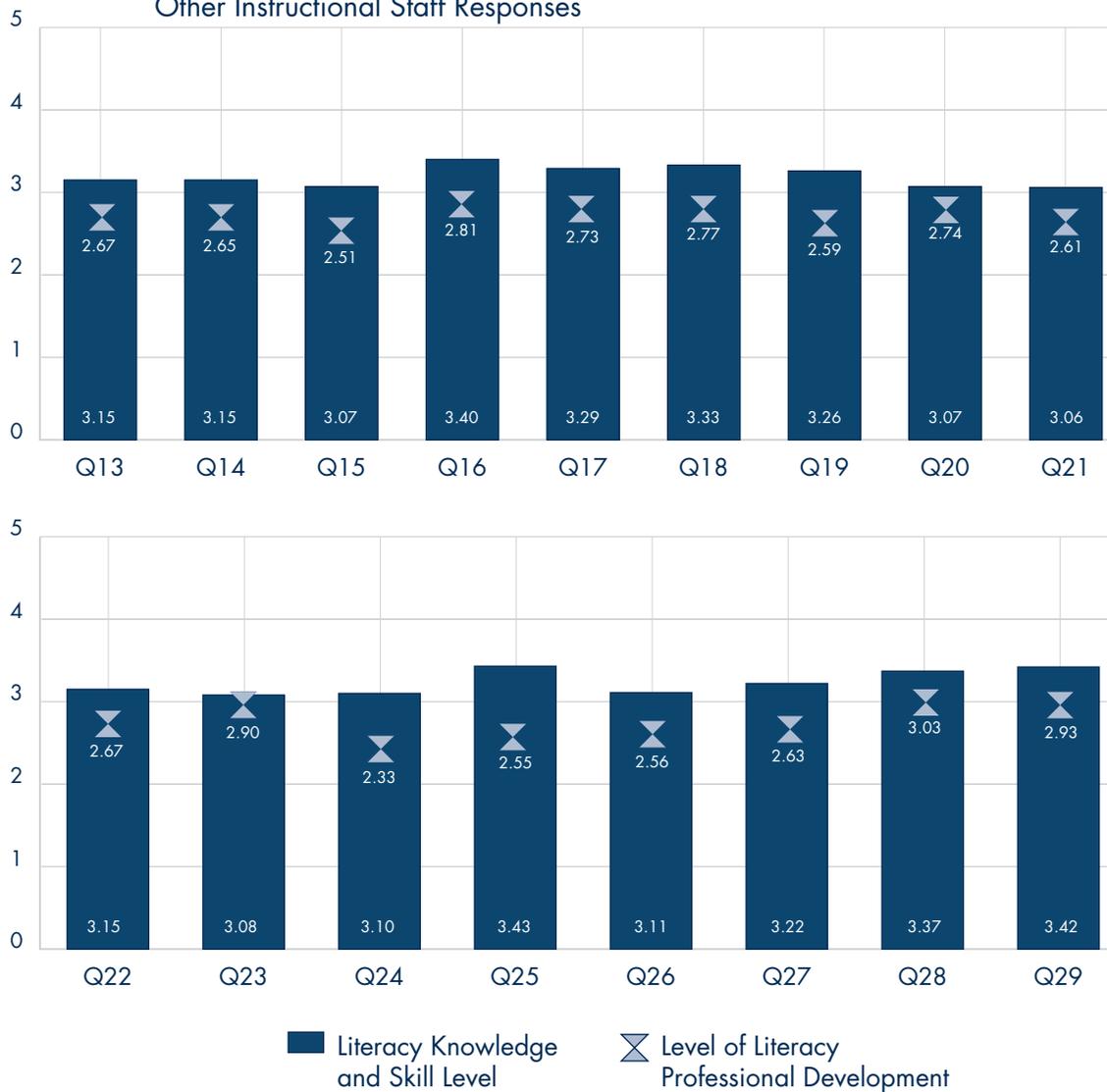
Across the four groups (see Tables 10A–D), more than 60% of the respondents feel that their level of knowledge, with respect to literacy, is between Skilled and Advanced. Generally, respondents report that professional development is either Comprehensive or Intensive; however, in a few instances, nearly half of the respondents indicate that they received professional development which only Partially or Never addressed the following topics:

- 13. Phonemic awareness, letter knowledge, and concepts of print (44.4%).
- 14. The alphabetic code: phonics and decoding (46.5%).

- 15. The alphabetic code: encoding (50.1%).
- 24. Spelling and handwriting (51.9%).
- 25. Standard English usage (47.9%).
- 27. Academic vocabulary and study skills (45.1%).

While principals and administrators (see Figure 2B) tend to rate their level of knowledge somewhat lower (between 3.33 and 4.07) than classroom teachers, they also rate the level of professional development they received lower (2.71 to 3.55) than did teachers. Areas with the lowest ratings are similar to those in evidence with classroom teachers: areas which are known to be important in development of early reading skills and literacy development.

Fig. 2D Literacy Knowledge and Skills by Literacy Professional Development
Other Instructional Staff Responses



Between 67.1% and 82.2% of principals and administrators rate their knowledge and skill on the top rated areas as Skilled or Advanced while 34.7% to 57.5% they rated the professional development in those areas as being between Comprehensive and Intensive.

As previously stated, school coaches (see Figure 2C) have the highest mean ratings of the four respondent groups. For example, 84.4% to 93.0% of the school coaches indicate their level of knowledge on the 17 items as Skilled or Advanced (mean responses from 3.94 to 4.32). On the other hand, only 62.9% to 74.7% of the

school coaches report that the professional development they receive is Comprehensive or Intensive (mean responses ranging from 2.88 to 3.98—Partial to Never).

Other instructional staff (see Figure 2D) give the lowest ratings on their skills and knowledge—between 3.07 and 3.43 or Basic—and their level of professional development received—between 2.55 and 3.03. Specifically, between 54.2% and 61.4% of these respondents rate their knowledge as Skilled or Advanced while only 26.0% to 42.5% feel that the professional development they received was Comprehensive or Intensive.

Organizational Support of Professional Development

Survey respondents were presented with 15 statements (Items 30–44) relating to district and school decisions and actions that influence the quality of professional development and asked to indicate their level of agreement on a five-point Likert scale where 5=Strongly Agree, 4=Agree, 3=Disagree, 2=Strongly Disagree, and 1=No Opinion.

Figure 3 shows the mean responses to these statements across the four respondent groups. The number at the bottom of each bar is the number of respondents in each of the groups who indicate their level of agreement with each item. Table 11A presents the mean responses.

The first three statements (Items 30–32) pertain to leadership support of continuous learning at both the district and the school levels. More than 90% of principals and school coaches agree or strongly agree that district and school leadership promotes continuous learning for teachers; whereas 80–84% of teachers and 88% of other instructional staff agree or strongly agree. (See Table 11B for a complete breakdown of the percent responses.)

The third statement (Item 32) deals with district leadership's support for continuous learning of principals. Here 56.8% of classroom teachers and 64.4% of other instructional staff show lower levels of agreement than principals and school coaches, where 86.3% and 73.3%, respectively, agree or strongly agree, and there are significant levels of respondents with no opinion (32.9% classroom teachers; 28.8% other instructional staff).

Respondents were then asked their level of agreement with two statements (Items 33 and 34) regarding whether changes in expectations for teachers and principals are accompanied by professional development support. With respect to professional development for teachers, 55.2% of teachers, 74.0% of principals, 78.4% of school coaches and 61.6% of other instructional staff agree or strongly agree. With respect to professional development for principals, 68.0% of the principals and 60.7% of school coaches agree or strongly agree while only 37.9% of classroom teachers and 45.2% of other instructional staff agree or strongly agree. The differences in

responses between teachers and other instructional staff and those of principals and coaches indicate a significant divergence of opinion about principal professional development for implementing new expectations.

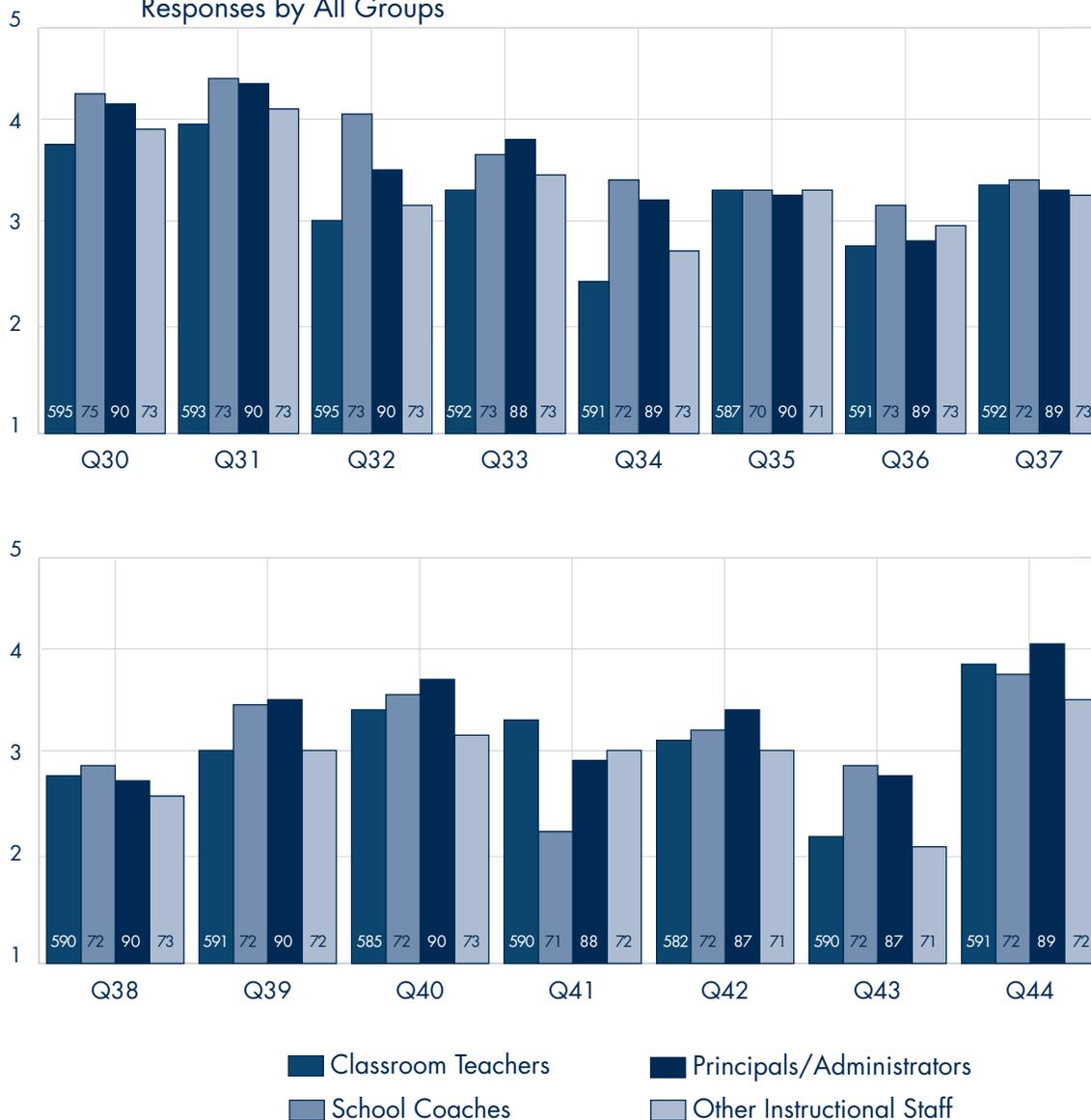
The availability of adequate time for professional development during the school year draws divided responses. Responses from each group are split nearly in half regarding adequate time in the school year for professional development (53.5% classroom teachers, 47.1% principals, 43.4% school coaches and 53.6% other instructional staff agree or strongly agree).

Fewer than half of the respondents in each group agree or strongly agree that they have adequate time for professional dialogue and collaboration among their educator peers. For example, 45.2% of principals agree or strongly agree in comparison with only 26.4% of classroom teachers, 21.4% of school coaches and 27.4% of other instructional staff who agree or strongly agree that they have adequate time to dialogue and collaborate.

Two areas where the groups did not differ significantly are those that ask about the availability of substitutes and the compensation for teachers taking professional development. Slightly more than half of the respondents across all groups (56.8%) feel that there are a sufficient number of substitutes so that teachers may participate in professional development opportunities. Furthermore, less than a third of the respondents report that there was adequate compensation for teachers who participate in essential professional development activities outside of the work year.

Nearly two-thirds or 65.6% of school coaches and 65.3% of principals agree or strongly agree that new teachers receive practical professional development while 46.9% of the teachers and 47.2% of the other instructional staff agree or strongly agree, a finding that confirms what teachers say in the focus groups. Two-thirds or 68.1% of the principals and 60.2% of the teachers agree or strongly agree that professional development activities meet the specific needs of the schools. On the other hand, only 33.8% of principals compared to 58.5% of teachers agree or strongly agree that professional development activities meet the specific needs of the classroom. While

Fig. 3 Organizational Support of Professional Development Responses by All Groups



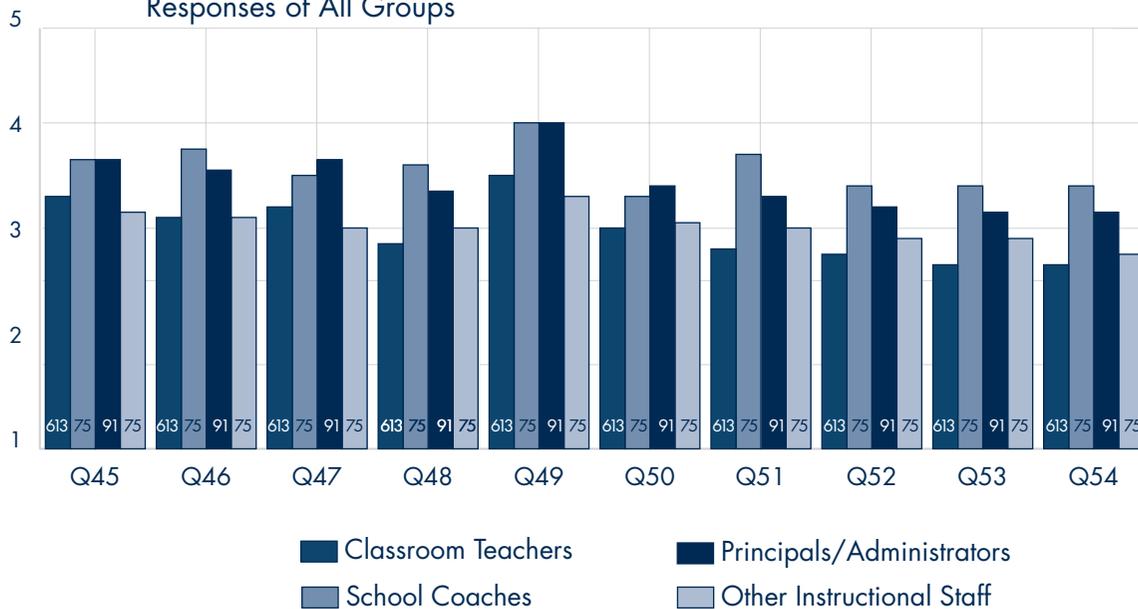
37.1% of the teachers disagree regarding needs of the classroom, 47.9% of the principals and 30.7% of the school coaches indicate that they had no opinion. These responses raise red flags. The recipients of the professional development are less positive than the school level providers and supervisors.

Just over half of the respondents (53.8%) agree or strongly agree that professional development activities are evaluated for their impact on student learning, however, 35.0% disagree or strongly

disagree. This level of difference is significant on an item as fundamental as the impact of professional development activities on student learning. This response suggests that there are disparities of practice or disparities of understanding about what such an evaluation would entail.

More than 80% of teachers and school coaches agree that the partnership with the Schultz Center is an effective mode for providing professional development while 73.6% of principals and other instructional staff concur.

Fig. 4 Availability of Professional Development for Effective School Leadership Responses of All Groups



Professional Development for School Leadership

While professional development of the large teaching force in DCPS is a compelling subject, the development of school principals, co-administrators, and coaches is also critical because their knowledge and skills affect teacher learning and student growth, as well as the district ability to recruit and retain high quality teachers in its schools.

In the final section of the survey, respondents were asked to indicate their level of agreement with respect to the availability of professional development that addresses effective school leadership on a five-point Likert scale: 5=Strongly Agree, 4=Agree, 3=Disagree, 2=Strongly Disagree and 1=No Opinion. Figure 4 presents the mean responses of all four respondent groups to these ten topics. The number at the bottom of the bar is the number of respondents in each group who indicated their level of agreement to each item. Table 12A presents a breakdown of the means for all items and Table 12B shows the percent response to each item broken out by the four groups.

A majority, or 77.3% of the principals, 75.8% of school coaches, 64.8% of the classroom teachers and 66.7% of the other instructional staff agree or

strongly agree that the professional development enables diverse students to meet state and district standards; however, 22.5% of teachers disagree and 12.7% of teachers have no opinion. Similarly, 81.3% of the principals and 76.9% of the school coaches agree or strongly agree that professional development develops principal knowledge and skills about curriculum and instruction, compared to 64.9% of teachers and 66.7% of other instructional staff. Also, 61.5% of teachers agree or strongly agree that professional development teaches components of effective feedback to teachers and 50.6% agree or strongly agree that it helps principals evaluate teacher performance to a high standard; 66.7% of principals concur.

Most principals (88.0%) agree that professional development promotes the understanding and use of student data in school decision-making and 78.7% agree or strongly agree that it provides strategies for principals to work effectively with school planning teams. Two-thirds of the principals (68.0%) agree or strongly agree that professional development helps principals in recognizing and addressing learning issues early and 65.3% agree or strongly agree that it trains principals in proven methods for situational problem solving. Fewer than half (46.8%) of the teachers agree or strongly agree that professional development helps principals

in recognizing and addressing learning issues early, and 45.2% agree or strongly agree that it trains principals in proven methods for situational problem solving. These differences of opinion between principals and teachers are significant on two important components of effective school leadership.

Summary of Findings on Teacher and Principal Perspectives

Overall, the focus group and survey data show that teachers, coaches, and principals are positive about literacy professional development, particularly from the Schultz Center. A majority of all survey respondents (ranging from 58.4% to 69.0%) give high marks to the quality of professional development that they experience in the district. Teacher participants reveal concerns about the impact on students of teachers who do not participate in literacy professional development and of principals who do not support teacher professional development. While principals believe that they are supportive of teacher professional development, they do feel “left out of the process,” finding that they often do not know the details of what their teachers are learning.

The following findings from the perceptual data suggest areas for further consideration and exploration.

- There is overall agreement among focus group participants that Schultz Center professional development sessions provide opportunities to (1) engage in a dialogue; (2) practice the new strategies or apply new learning; (3) receive follow-up (i.e., a coach or principal visit and feedback); and (4) collaborate with peers. There is less agreement that teachers have access to the materials and technology required to implement the new learning, mostly attributed to a perception of inequitable resource distribution within the schools.
- Teachers’ and principal responses in both interviews and surveys are predominantly positive when asked about their experience with Schultz Center professional development literacy courses and their impact on their teaching.
- There is a perception among teachers who have participated in the literacy courses that their own work and the overall achievement of students is impacted negatively by those teachers who have not engaged at some level in Schultz Center literacy offerings. Professional development is not mandatory in actual practice, although the district website for new and prospective teachers indicates that Literacy 101, 201, and 301 are district requirements for language arts teachers, K-12, both college-of-education and non-college-of-education graduates. However, the participation rate in the literacy courses is low as evidenced by the numbers of teachers who have not accrued hours in these required courses. Many of the teachers, who have not participated in these courses, are not recent hires and have not been affected by the requirement.
- Teachers stress the need for professional development to assist them in more effectively bridging the gap between professional development learnings and their own classrooms. Professional development in literacy is not closely linked to the “realities of the classroom” in the view of many of the focus group participants. This opinion arises from challenges of teaching students substantially below standard in knowledge and skills; families who do not embrace their roles in their children’s school success; and children who require differentiation in the classroom. On the survey, more than one-third (37.3%) of teachers disagree or strongly disagree that “professional development meets the specific needs of my classroom.” Interestingly, 18.3% of principals also disagree, but 47.9% of principals indicate that they have no opinion. Survey respondents also feel that it is important that professional development connect explicitly the content of professional development to the big picture of school and district improvement.
- Both the focus group interviewees and the survey respondents value professional development that deepens relevant subject area knowledge for participants (91.8% of teachers and 92% of principals agree or strongly agree),

a finding consistent with other studies. Other characteristics of successful professional development with significant agreement among respondents includes: the establishment of an active intellectual environment that encourages an open exchange of ideas; the engagement of participants in the practical tasks of using and assessing new classroom practices; and the development of collaborative structures for educator dialogue and action (93.4% agree or strongly agree). Secondary focus group participants favor the advanced placement training, which is very subject-oriented.

- Across all respondent groups on the survey, more than 60% indicate that their level of literacy knowledge is between Skilled and Advanced. Teacher-identified strengths in teaching literacy knowledge skills include the following: literary text comprehension; non-fiction text comprehension; standard English usage; the use of continuous assessment to inform instruction; and motivating students to expand their literary horizons. Coaches rate their skill level higher than do teachers.
- Key areas identified in educational research literature as critical in early literacy have the lowest teacher ratings with respect to the amount of professional development received, according to survey responses. Generally, survey respondents reported that their professional development was either Comprehensive or Intensive, but in the following areas, respondents rated their professional development as Partial or Never: phonemic awareness, letter knowledge, and concepts of print (44.4%); decoding (46.5%) and encoding (50.1%); spelling and handwriting (51.9%); standard English usage (47.9%); and academic vocabulary and study skills (45.1%). Some of the lower responses on the survey may relate to

the grade level assignment of the respondents; however, the classroom observations where several kindergartens were visited found little evidence of high level skill and knowledge, as well as any consistency of approach, in the teaching of phonics.

- Concerns about parity of access to professional development opportunities emerge from the focus group and survey data in the form of participant concern about (1) consistent local principal support for professional development; and (2) ready access to the materials and technology used in professional development to use in their own classrooms. Another point brought up in this regard is the suggestion of unequal skill in school coaches and in the administrative duties assigned to coaches at some schools. The survey also finds that about a third of both principals and teachers do not agree that adequate time is allotted in the school day for professional dialogue and collaboration. Finally, survey respondents agree that successful professional development should develop collaborative structures that engage teams of educators in professional dialogue and action, whether it is across grade level, subject matter or student learning issues.
- Principals believe that they are supportive of teacher professional development, but they do not feel that they are part of the process. Teachers and coaches have to be the principal's sources of information about what teachers are learning in professional development. Additionally, principals do not believe that communication from the district allows them to be prepared to assist and support teachers. Principals express a desire to have their own knowledge deepened through professional development.

TABLE 9A

Characteristics of Successful Professional Development Responses of DCPS Classroom Teachers (N=613)

Characteristics of Successful Professional Development	Level of Agreement of Importance of Characteristic in Professional Development					Frequency of Characteristics in Professional Development				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Always	Often	Sometimes	Never	No Opinion
1. Connects explicitly the content of PD and the big picture of school and district improvement.	30.5%	56.1%	4.6%	3.1%	5.7%	13.0%	48.2%	32.4%	2.5%	4.0%
2. Emphasizes professional accountability and student results.	30.0%	58.4%	4.7%	2.8%	4.1%	21.0%	49.6%	24.8%	2.2%	2.5%
3. Deepens relevant subject area knowledge for participants.	40.9%	49.9%	3.3%	2.9%	2.9%	18.4%	47.8%	26.2%	4.5%	3.0%
4. Provides data related to the PD content.	22.8%	58.1%	10.8%	2.9%	5.4%	12.2%	45.0%	33.0%	5.8%	4.0%
5. Establishes an active intellectual environment that encourages an open exchange of ideas.	42.6%	45.7%	4.9%	3.1%	3.8%	20.5%	46.4%	24.0%	5.8%	3.2%
6. Uses technology and software effectively to increase participant learning.	27.2%	49.3%	11.7%	4.6%	7.2%	15.0%	38.0%	32.7%	9.3%	5.1%
7. Engages participants in the practical tasks of using and assessing new classroom practices.	34.6%	53.2%	6.4%	2.8%	3.1%	15.8%	48.7%	27.9%	5.2%	2.5%
8. Helps teachers and principals respond to the diverse and changing student needs.	30.8%	53.2%	9.0%	2.9%	4.1%	14.2%	43.1%	30.6%	7.4%	4.6%
9. Provides a structure of sustained, coherent follow-up and feedback throughout the learning process.	29.7%	52.9%	10.0%	3.9%	3.6%	12.1%	38.7%	33.0%	11.8%	4.4%
10. Develops collaborative structures that engage teams of educators in professional dialogue and action.	31.2%	55.0%	5.7%	3.6%	4.6%	16.0%	42.0%	31.6%	6.6%	3.9%
11. Provides participants classroom access to student materials recommended in the professional development setting.	32.1%	47.8%	11.3%	4.2%	4.6%	10.7%	39.5%	35.0%	10.2%	4.6%
12. Provides participants classroom access to technology recommended in the professional development setting.	25.6%	45.2%	16.2%	5.5%	7.5%	8.4%	32.8%	37.5%	15.5%	5.7%

TABLE 9B

Characteristics of Successful Professional Development Responses of DCPS Principals/Administrators (N=75)

Characteristics of Successful Professional Development	Level of Agreement of Importance of Characteristic in Professional Development					Frequency of Characteristics in Professional Development				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Always	Often	Sometimes	Never	No Opinion
1. Connects explicitly the content of PD and the big picture of school and district improvement.	64.0%	29.3%	2.7%	4.0%	0.0%	17.3%	45.3%	32.0%	5.3%	0.0%
2. Emphasizes professional accountability and student results.	60.0%	30.7%	5.3%	4.0%	0.0%	24.0%	38.7%	33.3%	4.0%	0.0%
3. Deepens relevant subject area knowledge for participants.	54.7%	37.3%	4.0%	4.0%	0.0%	20.3%	52.7%	24.3%	2.7%	0.0%
4. Provides data related to the PD content.	50.7%	32.0%	13.3%	4.0%	0.0%	13.3%	34.7%	45.3%	4.0%	2.7%
5. Establishes an active intellectual environment that encourages an open exchange of ideas.	53.3%	41.3%	1.3%	4.0%	0.0%	22.7%	44.0%	25.3%	6.7%	1.3%
6. Uses technology and software effectively to increase participant learning.	32.0%	45.3%	14.7%	5.3%	2.7%	14.9%	41.9%	35.1%	6.8%	1.4%
7. Engages participants in the practical tasks of using and assessing new classroom practices.	52.0%	40.0%	4.0%	4.0%	0.0%	12.2%	54.1%	28.4%	4.1%	1.4%
8. Helps teachers and principals respond to the diverse and changing student needs.	54.7%	36.0%	4.0%	5.3%	0.0%	12.2%	47.3%	33.8%	5.4%	1.4%
9. Provides a structure of sustained, coherent follow-up and feedback throughout the learning process.	56.0%	21.3%	16.0%	5.3%	1.3%	10.7%	34.7%	38.7%	10.7%	5.3%
10. Develops collaborative structures that engage teams of educators in professional dialogue and action.	50.7%	37.3%	6.7%	4.0%	1.3%	16.0%	40.0%	30.7%	10.7%	2.7%
11. Provides participants classroom access to student materials recommended in the professional development setting.	44.0%	40.0%	9.3%	4.0%	2.7%	8.2%	41.1%	39.7%	9.6%	1.4%
12. Provides participants classroom access to technology recommended in the professional development setting.	40.0%	38.7%	16.0%	4.0%	1.3%	6.7%	36.0%	41.3%	13.3%	2.7%

TABLE 9C

Characteristics of Successful Professional Development Responses of DCPS School Coaches (N=91)

Characteristics of Successful Professional Development	Level of Agreement of Importance of Characteristic in Professional Development					Frequency of Characteristics in Professional Development				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Always	Often	Some-times	Never	No Opinion
1. Connects explicitly the content of PD and the big picture of school and district improvement.	62.6%	29.7%	5.5%	1.1%	1.1%	35.6%	44.4%	20.0%	0.0%	0.0%
2. Emphasizes professional accountability and student results.	65.9%	27.5%	4.4%	1.1%	1.1%	40.0%	41.1%	17.8%	1.1%	0.0%
3. Deepens relevant subject area knowledge for participants.	72.5%	19.8%	5.5%	1.1%	1.1%	34.4%	48.9%	13.3%	3.3%	0.0%
4. Provides data related to the PD content.	49.5%	36.3%	7.7%	3.3%	3.3%	23.6%	39.3%	31.5%	4.5%	1.1%
5. Establishes an active intellectual environment encourages an open that exchange of ideas.	63.7%	30.8%	3.3%	1.1%	1.1%	41.1%	43.3%	15.6%	0.0%	0.0%
6. Uses technology and software effectively to increase participant learning.	37.4%	44.0%	13.2%	4.4%	1.1%	15.7%	42.7%	33.7%	5.6%	2.2%
7. Engages participants in the practical tasks of using and assessing new classroom practices.	62.6%	26.4%	6.6%	3.3%	1.1%	26.4%	49.4%	19.5%	4.6%	0.0%
8. Helps teachers and principals respond to the diverse and changing student needs.	56.0%	33.0%	6.6%	3.3%	1.1%	24.7%	36.0%	36.0%	3.4%	0.0%
9. Provides a structure of sustained, coherent follow-up and feedback throughout the learning process.	54.9%	31.9%	8.8%	2.2%	2.2%	19.5%	33.3%	42.5%	3.4%	1.1%
10. Develops collaborative structures that engage teams of educators in professional dialogue and action.	62.6%	30.8%	3.3%	1.1%	2.2%	31.0%	36.8%	29.9%	1.1%	1.1%
11. Provides participants classroom access to student materials recommended in the professional development setting.	49.5%	31.9%	11.0%	5.5%	2.2%	17.0%	37.5%	40.9%	2.3%	2.3%
12. Provides participants classroom access to technology recommended in the professional development setting.	40.7%	35.2%	18.7%	4.4%	1.1%	11.2%	34.8%	43.8%	5.6%	4.5%

TABLE 9D

Characteristics of Successful Professional Development Responses of Other Instructional Staff (N=75)

Characteristics of Successful Professional Development	Level of Agreement of Importance of Characteristic in Professional Development					Frequency of Characteristics in Professional Development				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Always	Often	Some-times	Never	No Opinion
1. Connects explicitly the content of PD and the big picture of school and district improvement.	29.3%	58.7%	4.0%	1.3%	6.7%	12.3%	41.1%	35.6%	2.7%	8.2%
2. Emphasizes professional accountability and student results.	28.0%	58.7%	4.0%	2.7%	6.7%	26.0%	42.5%	21.9%	1.4%	8.2%
3. Deepens relevant subject area knowledge for participants.	42.7%	45.3%	2.7%	2.7%	6.7%	19.2%	42.5%	26.0%	6.8%	5.5%
4. Provides data related to the PD content.	18.7%	60.0%	6.7%	4.0%	10.7%	13.9%	41.7%	27.8%	8.3%	8.3%
5. Establishes an active intellectual environment that encourages an open exchange of ideas.	41.3%	44.0%	6.7%	0.0%	8.0%	13.7%	56.2%	20.5%	5.5%	4.1%
6. Uses technology and software effectively to increase participant learning.	29.3%	44.0%	6.7%	4.0%	16.0%	13.7%	37.0%	27.4%	11.0%	11.0%
7. Engages participants in the practical tasks of using and assessing new classroom practices.	37.3%	48.0%	2.7%	1.3%	10.7%	14.1%	40.8%	31.0%	7.0%	7.0%
8. Helps teachers and principals respond to the diverse and changing student needs.	33.3%	48.0%	9.3%	1.3%	8.0%	11.4%	38.6%	40.0%	4.3%	5.7%
9. Provides a structure of sustained, coherent follow-up and feedback throughout the learning process.	28.0%	48.0%	12.0%	0.0%	12.0%	9.7%	43.1%	29.2%	12.5%	5.6%
10. Develops collaborative structures that engage teams of educators in professional dialogue and action.	30.7%	50.7%	6.7%	2.7%	9.3%	12.3%	41.1%	28.8%	9.6%	8.2%
11. Provides participants classroom access to student materials recommended in the professional development setting.	25.3%	57.3%	6.7%	1.3%	9.3%	6.8%	46.7%	23.3%	13.7%	9.6%
12. Provides participants classroom access to technology recommended in the professional development setting.	22.7%	50.7%	10.7%	4.0%	12.0%	9.7%	30.6%	33.3%	16.7%	9.7%

TABLE 10A

Literacy Knowledge and Skills by Literacy Professional Development Responses of DCPS Classroom Teachers (N=613)

Components of Effective Reading Instruction	Level of Knowledge and Skill in Delivering Each of the Instructional Components					Level of Professional Development Received in Each of the Components of Effective Literacy Instruction				
	Advanced	Skilled	Basic	Need Improvement	Not Applicable	Intensive	Comprehensive	Partial	Never	Not Applicable
13. Phonemic awareness, letter knowledge, and concepts of print	23.0%	40.8%	26.2%	5.9%	4.0%	13.5%	32.7%	33.6%	12.4%	7.8%
14. The alphabetic code: phonics and decoding	23.6%	40.6%	25.9%	6.1%	3.9%	13.8%	30.0%	34.8%	13.5%	8.0%
15. The alphabetic code: encoding	17.8%	39.9%	29.3%	8.4%	4.5%	11.5%	28.5%	34.7%	17.1%	8.2%
16. Fluent, automatic reading of text	28.6%	46.9%	18.0%	4.7%	1.8%	15.8%	38.9%	29.6%	10.2%	5.4%
17. Vocabulary acquisition and development	24.0%	50.4%	19.5%	4.5%	1.5%	15.4%	38.5%	31.9%	9.7%	4.4%
18. Literary text comprehension	30.5%	49.6%	15.7%	2.0%	2.2%	16.8%	46.2%	24.3%	7.7%	5.1%
19. Non-fiction text comprehension	29.2%	49.2%	17.0%	2.9%	1.7%	15.9%	45.4%	25.4%	9.0%	4.3%
20. Metacognitive strategies	17.0%	44.9%	28.5%	7.8%	1.9%	13.0%	38.2%	33.4%	10.6%	4.8%
21. Written expression	23.3%	47.6%	21.2%	6.2%	1.7%	17.6%	41.1%	27.2%	9.6%	4.5%
22. Writing process strategies (prewriting, writing, revising, editing, etc.)	26.2%	46.6%	19.4%	5.9%	1.9%	19.0%	41.9%	25.3%	9.0%	4.8%
23. Look at student work (LASW) to plan instruction and evaluate	21.2%	43.6%	25.3%	8.2%	1.7%	16.6%	40.3%	31.8%	7.5%	3.8%
24. Spelling and handwriting	26.5%	42.5%	22.1%	5.6%	3.4%	10.6%	30.4%	28.9%	22.2%	7.9%
25. Standard English usage	36.4%	45.6%	13.8%	1.9%	2.4%	15.6%	29.0%	27.3%	21.1%	7.0%
26. Advanced skills for text analysis and comprehension	20.8%	43.7%	25.9%	7.3%	2.4%	13.3%	37.7%	29.2%	14.4%	5.4%
27. Academic vocabulary and study skills	24.6%	46.0%	22.8%	4.6%	2.0%	13.3%	35.7%	30.5%	15.7%	4.8%
28. The effective use of continuous assessment to inform instruction	22.3%	48.2%	22.8%	5.8%	0.9%	18.0%	43.0%	27.1%	8.6%	3.4%
29. Motivating students to read/developing their literary horizons	27.2%	46.7%	19.7%	4.9%	1.5%	14.4%	44.9%	25.7%	10.4%	4.5%

TABLE 10B

Literacy Knowledge and Skills by Literacy Professional Development Responses of DCPS Principals/Administrators (N=75)

Components of Effective Reading Instruction	Level of Knowledge and Skill in Delivering Each of the Instructional Components					Level of Professional Development Received in Each of the Components of Effective Literacy Instruction				
	Advanced	Skilled	Basic	Need Improvement	Not Applicable	Intensive	Comprehensive	Partial	Never	Not Applicable
13. Phonemic awareness, letter knowledge, and concepts of print	23.3%	30.1%	24.7%	8.2%	13.7%	8.3%	20.8%	38.9%	18.1%	13.9%
14. The alphabetic code: phonics and decoding	20.8%	31.9%	22.2%	12.5%	12.5%	8.2%	20.5%	38.4%	17.8%	15.1%
15. The alphabetic code: encoding	19.2%	32.9%	23.3%	11.0%	13.7%	6.8%	17.8%	41.1%	19.2%	15.1%
16. Fluent, automatic reading of text	26.0%	37.0%	16.4%	8.2%	12.3%	6.8%	30.1%	34.2%	13.7%	15.1%
17. Vocabulary acquisition and development	23.3%	39.7%	17.8%	6.8%	12.3%	9.6%	27.4%	38.4%	13.7%	11.0%
18. Literary text comprehension	23.3%	46.6%	12.3%	5.5%	12.3%	11.0%	37.0%	31.5%	9.6%	11.0%
19. Non-fiction text comprehension	23.3%	46.6%	15.1%	4.1%	11.0%	8.2%	31.5%	34.2%	15.1%	11.0%
20. Metacognitive strategies	19.2%	41.1%	20.5%	8.2%	11.0%	5.6%	28.2%	45.1%	11.3%	9.9%
21. Written expression	26.0%	43.8%	16.4%	2.7%	11.0%	15.1%	34.2%	30.1%	8.2%	12.3%
22. Writing process strategies (prewriting, writing, revising, editing, etc.)	27.4%	46.6%	12.3%	4.1%	9.6%	21.9%	35.6%	24.7%	6.8%	11.0%
23. Look at student work (LASW) to plan instruction and evaluate	24.7%	42.5%	23.3%	4.1%	5.5%	16.4%	39.7%	31.5%	4.1%	8.2%
24. Spelling and handwriting	31.5%	34.2%	16.4%	8.2%	9.6%	9.6%	13.7%	30.1%	31.5%	15.1%
25. Standard English usage	39.7%	42.5%	9.6%	1.4%	6.8%	12.5%	22.2%	25.0%	22.2%	18.1%
26. Advanced skills for text analysis and comprehension	27.8%	37.5%	19.4%	5.6%	9.7%	14.1%	25.4%	36.6%	11.3%	12.7%
27. Academic vocabulary and study skills	29.2%	41.7%	15.3%	4.2%	9.7%	15.3%	19.4%	37.5%	15.3%	12.5%
28. The effective use of continuous assessment to inform instruction	33.8%	40.8%	18.3%	2.8%	4.2%	19.2%	35.6%	31.5%	8.2%	5.5%
29. Motivating students to read/developing their literary horizons	23.3%	52.1%	13.7%	5.5%	5.5%	12.7%	29.6%	35.2%	14.1%	8.5%

TABLE 10C

Literacy Knowledge and Skills by Literacy Professional Development Responses of DCPS School Coaches (N=91)

Components of Effective Reading Instruction	Level of Knowledge and Skill in Delivering Each of the Instructional Components					Level of Professional Development Received in Each of the Components of Effective Literacy Instruction				
	Advanced	Skilled	Basic	Need Improvement	Not Applicable	Intensive	Comprehensive	Partial	Never	Not Applicable
13. Phonemic awareness, letter knowledge, and concepts of print	42.2%	32.2%	18.9%	4.4%	2.2%	18.4%	35.6%	27.6%	9.2%	9.2%
14. The alphabetic code: phonics and decoding	41.1%	35.6%	15.6%	5.6%	2.2%	17.2%	34.5%	27.6%	11.5%	9.2%
15. The alphabetic code: encoding	35.6%	35.6%	18.9%	7.8%	2.2%	16.5%	30.6%	32.9%	10.6%	9.4%
16. Fluent, automatic reading of text	43.3%	46.7%	7.8%	1.1%	1.1%	18.4%	44.8%	25.3%	4.6%	6.9%
17. Vocabulary acquisition and development	28.9%	56.7%	10.0%	2.2%	2.2%	14.1%	48.2%	28.2%	3.5%	5.9%
18. Literary text comprehension	45.6%	45.6%	5.6%	1.1%	2.2%	25.6%	46.5%	12.8%	8.1%	7.0%
19. Non-fiction text comprehension	44.4%	47.8%	4.4%	2.2%	1.1%	25.3%	40.2%	20.7%	8.0%	5.7%
20. Metacognitive strategies	32.6%	46.1%	15.7%	4.5%	1.1%	19.5%	43.7%	24.1%	8.0%	4.6%
21. Written expression	36.0%	48.3%	11.2%	3.4%	1.1%	23.5%	42.4%	22.4%	4.7%	7.1%
22. Writing process strategies (prewriting, writing, revising, editing, etc.)	40.0%	44.4%	11.1%	3.3%	1.1%	31.0%	40.2%	18.4%	3.4%	6.9%
23. Look at student work (LASW) to plan instruction and evaluate	27.8%	55.6%	15.6%	1.1%	0.0%	33.3%	42.9%	16.7%	2.4%	4.8%
24. Spelling and handwriting	34.4%	41.1%	16.7%	4.4%	3.3%	9.5%	23.8%	27.4%	23.8%	15.5%
25. Standard English usage	44.3%	46.6%	6.8%	1.1%	1.1%	15.9%	21.6%	28.4%	19.3%	14.8%
26. Advanced skills for text analysis and comprehension	34.1%	48.9%	11.4%	4.5%	1.1%	20.5%	34.1%	27.3%	12.5%	5.7%
27. Academic vocabulary and study skills	35.2%	45.5%	15.9%	1.1%	2.3%	18.2%	36.4%	28.4%	9.1%	8.0%
28. The effective use of continuous assessment to inform instruction	36.4%	54.5%	5.7%	3.4%	0.0%	28.7%	46.0%	18.4%	2.3%	4.6%
29. Motivating students to read/developing their literary horizons	37.2%	55.8%	3.5%	1.2%	2.3%	22.5%	40.4%	20.2%	7.9%	9.0%

TABLE 10D

Literacy Knowledge and Skills by Literacy Professional Development Responses of Other Instructional Staff (N=75)

Components of Effective Reading Instruction	Level of Knowledge and Skill in Delivering Each of the Instructional Components					Level of Professional Development Received in Each of the Components of Effective Literacy Instruction				
	Advanced	Skilled	Basic	Need Improvement	Not Applicable	Intensive	Comprehensive	Partial	Never	Not Applicable
13. Phonemic awareness, letter knowledge, and concepts of print	16.7%	37.5%	16.7%	2.8%	26.4%	11.1%	25.0%	19.4%	8.3%	36.1%
14. The alphabetic code: phonics and decoding	19.2%	32.9%	17.8%	4.1%	26.0%	9.9%	23.9%	22.5%	8.5%	35.2%
15. The alphabetic code: encoding	17.8%	30.1%	20.5%	4.1%	27.4%	9.6%	19.2%	20.5%	13.7%	37.0%
16. Fluent, automatic reading of text	27.4%	37.0%	8.2%	2.7%	24.7%	11.0%	31.5%	17.8%	6.8%	32.9%
17. Vocabulary acquisition and development	20.8%	33.3%	20.8%	4.2%	20.8%	9.6%	27.4%	21.9%	8.2%	32.9%
18. Literary text comprehension	23.3%	39.7%	8.2%	4.1%	24.7%	12.3%	24.7%	23.3%	6.8%	32.9%
19. Non-fiction text comprehension	17.8%	43.8%	9.6%	4.1%	24.7%	6.8%	21.9%	27.4%	11.0%	32.9%
20. Metacognitive strategies	13.9%	30.6%	26.4%	6.9%	22.2%	5.5%	34.2%	19.2%	11.0%	30.1%
21. Written expression	12.5%	36.1%	20.8%	5.6%	25.0%	5.6%	22.2%	30.6%	11.1%	30.6%
22. Writing process strategies (prewriting, writing, revising, editing, etc.)	19.4%	25.0%	30.6%	1.4%	23.6%	10.0%	18.6%	31.4%	8.6%	31.4%
23. Look at student work (LASW) to plan instruction and evaluate	19.2%	24.7%	24.7%	8.2%	23.3%	20.5%	16.4%	24.7%	9.6%	28.8%
24. Spelling and handwriting	9.9%	40.8%	21.1%	5.6%	22.5%	2.7%	15.1%	27.4%	21.9%	32.9%
25. Standard English usage	24.3%	37.1%	17.1%	0.0%	21.4%	4.1%	21.9%	27.4%	17.8%	28.8%
26. Advanced skills for text analysis and comprehension	16.4%	31.5%	23.3%	4.1%	24.7%	7.0%	19.7%	26.8%	15.5%	31.0%
27. Academic vocabulary and study skills	20.5%	31.5%	19.2%	6.8%	21.9%	4.2%	27.8%	25.0%	12.5%	30.6%
28. The effective use of continuous assessment to inform instruction	24.7%	31.5%	19.2%	5.5%	19.2%	17.8%	24.7%	24.7%	8.2%	24.7%
29. Motivating students to read/developing their literary horizons	28.2%	31.0%	15.5%	5.6%	19.7%	12.3%	28.8%	23.3%	11.0%	24.7%

TABLE 11A

Organizational Support of Professional Development—All Respondent Groups

	Classroom Teachers	Principals/ Administrators	School Coaches	Other Instructional Staff
30. District leadership promotes continuous learning for teachers.*	3.87	4.34	4.28	3.99
31. School leadership promotes continuous learning for teachers.*	4.04	4.53	4.46	4.15
32. District leadership promotes continuous learning for principals.*	3.01	4.12	3.70	3.27
33. Changes in expectations for teachers are accompanied by professional development support.*	3.41	3.78	3.97	3.59
34. Changes in expectations for principals are accompanied by professional development support.	2.51	3.57	3.33	2.81
35. Adequate time is allotted in the school year for professional development.	3.41	3.41	3.38	3.42
36. Adequate time is allotted in the school day for professional dialogue and collaboration among educator peers.*	2.84	3.32	2.85	3.03
37. Adequate numbers of substitutes are available for teachers to participate in professional development opportunities during the school day, when necessary.	3.45	3.53	3.39	3.33
38. Adequate compensation is provided for teachers who participate in essential professional development activity outside the work year.	2.78	2.92	2.76	2.67
39. New teachers receive practical professional development and support.*	3.09	3.58	3.62	3.10
40. Professional development activities meet the specific needs of my school.*	3.45	3.65	3.87	3.26
41. Professional development activities meet the specific needs of my classroom.*	3.45	2.35	3.00	3.11
42. Professional development activities are evaluated for their impact on student learning.*	3.24	3.36	3.59	3.07
43. Professional development is primarily funded through state and federal categorical programs (i.e., Title I) and/or other outside funding.*	2.32	2.96	2.86	2.17
44. The district partnership with the Schultz Center is an effective mode of providing professional development.*	3.93	3.85	4.18	3.67

*Statistically significant differences between the groups at $p < .05$.

Table 11B

Organizational Support of Professional Development—All Respondent Groups

Decisions and Actions that Influence the Quality of Professional Development	Classroom Teachers (N=613)					Principals/Administrators (N=75)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
30. District leadership promotes continuous learning for teachers.*	19.0%	62.9%	8.4%	5.4%	4.4%	41.1%	53.4%	4.1%	1.4%	0.0%
31. School leadership promotes continuous learning for teachers.*	30.2%	54.0%	7.4%	6.2%	2.2%	60.3%	35.6%	1.4%	2.7%	0.0%
32. District leadership promotes continuous learning for principals.*	13.8%	43.0%	6.6%	3.7%	32.9%	35.6%	50.7%	5.5%	6.8%	1.4%
33. Changes in expectations for teachers are accompanied by professional development support.*	8.6%	46.6%	26.7%	13.7%	4.4%	13.7%	60.3%	17.8%	6.8%	1.4%
34. Changes in expectations for principals are accompanied by professional development support.	6.9%	31.0%	12.4%	5.2%	44.5%	8.3%	59.7%	16.7%	11.1%	4.2%
35. Adequate time is allotted in the school year for professional development.	10.1%	43.4%	26.9%	16.4%	3.2%	15.7%	31.4%	34.3%	15.7%	2.9%
36. Adequate time is allotted in the school day for professional dialogue and collaboration among educator peers.*	3.6%	22.8%	31.1%	38.6%	3.9%	11.0%	34.2%	31.5%	21.9%	1.4%
37. Adequate numbers of substitutes are available for teachers to participate in professional development opportunities during the school day, when necessary.	10.0%	49.0%	20.6%	16.6%	3.9%	12.5%	44.4%	27.8%	13.9%	1.4%
38. Adequate compensation is provided for teachers who participate in essential professional development activity outside the work year.	3.6%	24.4%	27.1%	36.1%	8.8%	5.6%	22.2%	34.7%	33.3%	4.2%
39. New teachers receive practical professional development and support.*	6.4%	40.4%	22.0%	18.4%	12.7%	8.3%	56.9%	22.2%	9.7%	2.8%
40. Professional development activities meet the specific needs of my school.*	8.2%	52.0%	21.4%	13.3%	5.1%	15.3%	52.8%	16.7%	12.5%	2.8%
41. Professional development activities meet the specific needs of my classroom.*	8.0%	50.7%	24.2%	12.9%	4.2%	8.5%	25.4%	7.0%	11.3%	47.9%

Table 11B Continued

Organizational Support of Professional Development—All Respondent Groups

Decisions and Actions that Influence the Quality of Professional Development	Classroom Teachers (N=613)					Principals/Administrators (N=75)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
42. Professional development activities are evaluated for their impact on student learning.*	6.7%	45.9%	23.5%	12.4%	11.5%	11.1%	44.4%	20.8%	16.7%	6.9%
43. Professional development is primarily funded through state and federal categorical programs (i.e., Title I) and/or other outside funding.*	5.3%	29.5%	9.7%	3.6%	52.0%	5.6%	44.4%	15.3%	9.7%	25.0%
44. The district partnership with the Schultz Center is an effective mode of providing professional development.	30.1%	51.6%	7.4%	3.2%	7.6%	29.2%	44.4%	11.1%	12.5%	2.8%
	School Coaches (N=91)					Other Instructional Staff (N=75)				
30. District leadership promotes continuous learning for teachers.*	38.9%	53.3%	4.4%	3.3%	0.0%	21.9%	65.8%	5.5%	2.7%	4.1%
31. School leadership promotes continuous learning for teachers.*	57.8%	33.3%	5.6%	3.3%	0.0%	37.0%	50.7%	6.8%	1.4%	4.1%
32. District leadership promotes continuous learning for principals.*	28.9%	44.4%	8.9%	3.3%	14.4%	20.5%	43.8%	6.8%	0.0%	28.8%
33. Changes in expectations for teachers are accompanied by professional development support.*	21.6%	56.8%	18.2%	3.4%	0.0%	16.4%	45.2%	24.7%	8.2%	5.5%
34. Changes in expectations for principals are accompanied by professional development support.	15.7%	44.9%	13.5%	7.9%	18.0%	13.7%	31.5%	15.1%	1.4%	38.4%
35. Adequate time is allotted in the school year for professional development.	15.6%	27.8%	35.6%	21.1%	0.0%	11.3%	42.3%	28.2%	14.1%	4.2%
36. Adequate time is allotted in the school day for professional dialogue and collaboration among educator peers.*	4.5%	16.9%	39.3%	38.2%	1.1%	8.2%	19.2%	42.5%	27.4%	2.7%
37. Adequate numbers of substitutes are available for teachers to participate in professional development opportunities during the school day, when necessary.	16.9%	32.6%	25.8%	22.5%	2.2%	5.5%	42.5%	35.6%	12.3%	4.1%

Table 11B Continued

Organizational Support of Professional Development—All Respondent Groups

Decisions and Actions that Influence the Quality of Professional Development	School Coaches (N=91)					Other Instructional Staff (N=75)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
38. Adequate compensation is provided for teachers who participate in essential professional development activity outside the work year.	3.3%	21.1%	28.9%	41.1%	5.6%	1.4%	19.2%	35.6%	32.9%	11.0%
39. New teachers receive practical professional development and support.*	15.6%	50.0%	18.9%	12.2%	3.3%	13.9%	33.3%	19.4%	15.3%	18.1%
40. Professional development activities meet the specific needs of my school.*	20.0%	56.7%	16.7%	3.3%	3.3%	11.0%	41.1%	24.7%	9.6%	13.7%
41. Professional development activities meet the specific needs of my classroom.*	15.9%	33.0%	17.0%	3.4%	30.7%	11.1%	40.3%	15.3%	15.3%	18.1%
42. Professional development activities are evaluated for their impact on student learning.*	16.1%	47.1%	21.8%	9.2%	5.7%	7.0%	43.7%	18.3%	11.3%	19.7%
43. Professional development is primarily funded through state and federal categorical programs (i.e., Title I) and/or other outside funding.*	11.5%	36.8%	11.5%	6.9%	33.3%	4.2%	22.5%	14.1%	4.2%	54.9%
44. The district partnership with the Schultz Center is an effective mode of providing professional development.	49.4%	32.6%	9.0%	4.5%	4.5%	31.9%	41.7%	5.6%	2.8%	18.1%

Table 12A

Professional Development for School Leadership Responses of All Groups

	Classroom Teachers	Principals/ Administrators	School Coaches	Other Instructional Staff
45. Enables diverse students to meet state and district standards.	3.41	3.76	3.76	3.40
46. Develops principal knowledge and skills about curriculum and instruction.	3.32	3.84	3.67	3.28
47. Teaches components of effective feedback to teachers on classroom practices.	3.38	3.61	3.76	3.17
48. Helps principals evaluate teacher performance to a high standard.	2.96	3.71	3.43	3.15
49. Promotes the understanding and use of student data in school decision-making.	3.56	4.08	4.09	3.49
50. Provides strategies for involving parents and community members as partners with the school for student success.	3.11	3.47	3.52	3.13
51. Provides strategies for principals to work effectively with school planning teams.	2.93	3.81	3.42	3.13
52. Provides strategies for principals to engage in root cause analysis (of achievement issues) with staff and planners.	2.83	3.55	3.33	3.00
53. Helps principals in recognizing and addressing learning issues early.	2.78	3.57	3.29	3.03
54. Trains principals in proven methods for situational problem solving.	2.69	3.55	3.24	2.88

TABLE 12B

Professional Development for School Leadership Responses of All Groups

Components of Effective School Leadership	Classroom Teachers (N=613)					Principals/Administrators (N=75)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
45. Enables diverse students to meet state and district standards.	7.3%	57.4%	16.5%	6.0%	12.7%	9.3%	68.0%	4.7%	5.3%	2.7%
46. Develops principal knowledge and skills about curriculum and instruction.	10.0%	55.0%	11.1%	5.1%	18.9%	10.0%	55.0%	11.1%	5.1%	18.9%
47. Teaches components of effective feedback to teachers on classroom practices.	8.3%	53.2%	19.1%	6.5%	12.9%	5.3%	61.3%	25.3%	5.3%	2.7%
48. Helps principals evaluate teacher performance to a high standard.	8.0%	42.6%	14.8%	6.5%	28.1%	9.3%	57.3%	28.0%	5.3%	0.0%
49. Promotes the understanding and use of student data in school decision-making.	11.9%	58.7%	14.4%	3.4%	11.6%	21.3%	66.7%	10.7%	1.3%	0.0%
50. Provides strategies for involving parents and community members as partners with the school for student success.	6.9%	41.4%	25.0%	9.6%	17.1%	9.3%	42.7%	34.7%	12.0%	1.3%
51. Provides strategies for principals to work effectively with school planning teams.	8.6%	42.7%	12.2%	5.5%	30.8%	13.3%	65.3%	13.3%	5.3%	2.7%
52. Provides strategies for principals to engage in root cause analysis (of achievement issues) with staff and planners.	8.2%	39.0%	14.2%	5.4%	33.3%	9.3%	56.0%	21.3%	6.7%	6.7%
53. Helps principals in recognizing and addressing learning issues early.	6.7%	39.8%	13.4%	5.5%	34.6%	6.7%	61.3%	18.7%	9.3%	4.0%
54. Trains principals in proven methods for situational problem solving.	6.5%	38.7%	10.3%	6.9%	37.7%	6.7%	58.7%	21.3%	9.3%	4.0%

TABLE 12B Continued

Professional Development for School Leadership Responses of All Groups

Components of Effective School Leadership	School Coaches (N=91)					Other Instructional Staff (N=75)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
45. Enables diverse students to meet state and district standards.	13.2%	62.6%	15.4%	4.4%	4.4%	9.3%	57.3%	13.3%	4.0%	16.0%
46. Develops principal knowledge and skills about curriculum and instruction.	17.6%	59.3%	8.8%	1.1%	13.2%	10.7%	56.0%	8.0%	1.3%	24.0%
47. Teaches components of effective feedback to teachers on classroom practices.	16.5%	59.3%	13.2%	5.5%	5.5%	8.0%	53.3%	12.0%	1.3%	25.3%
48. Helps principals evaluate teacher performance to a high standard.	14.3%	52.7%	11.0%	5.5%	16.5%	10.7%	52.0%	5.3%	5.3%	26.7%
49. Promotes the understanding and use of student data in school decision-making.	29.7%	57.1%	7.7%	3.3%	2.2%	14.7%	60.0%	4.0%	2.7%	18.7%
50. Provides strategies for involving parents and community members as partners with the school for student success.	12.1%	39.6%	39.6%	5.5%	3.3%	2.7%	54.7%	17.3%	4.0%	21.3%
51. Provides strategies for principals to work effectively with school planning teams.	15.4%	50.5%	12.1%	4.4%	17.6%	10.7%	52.0%	6.7%	1.3%	29.3%
52. Provides strategies for principals to engage in root cause analysis (of achievement issues) with staff and planners.	13.2%	47.3%	17.6%	3.3%	18.7%	8.0%	50.7%	6.7%	2.7%	32.0%
53. Helps principals in recognizing and addressing learning issues early.	14.3%	46.2%	14.3%	4.4%	20.9%	9.3%	50.7%	5.3%	2.7%	32.0%
54. Trains principals in proven methods for situational problem solving.	11.0%	50.5%	12.1%	4.4%	22.0%	10.7%	42.7%	8.0%	1.3%	37.3%

SECTION VIII

Impact on Classroom Practices

Purpose and Methodology

As part of the professional development audit, 12 classroom teachers, grades K-8, were observed three times during a period from late September to mid-November of 2007 with the objective of viewing the literacy program as it is implemented in the classroom setting. The first observation of each teacher was full day while the two subsequent ones focused on the literacy block (about 2.5 to 3 hours). The time in the school and classroom with each teacher totaled approximately 12 hours, adding up to 144 hours overall. Eleven different schools are represented by the 12 teachers who were observed.

The design of the ethnographic study assumes that the twelve teachers to be observed are selected from a randomly generated list of teachers in one district cluster,¹⁸ with the goal of selecting the classrooms of six teachers who had accrued Schultz Center professional development hours and six who had not. The actual group of teachers observed was not purely random because of the need to seek the permission of the teacher and principal and avoid conflicts with the observation schedule, which was fixed. Seven of the teachers had documented literacy training ranging from 24 to 138 hours; five teachers had no Schultz Center literacy training hours on record. For this report of classroom observation findings, the identity of the teachers and their schools and students is rigorously maintained by the audit team and may include omitting or generalizing some identifying characteristics, including gender.

The data collected for the classroom case studies are ethnographic in nature, which is to say that they are narratives grounded in a specific context—the individual teachers' classrooms. Case study research is a long-recognized and acceptable approach to studies in social science, as well as other fields.

Case studies do not purport to be representative of large populations, and a typical case study will unveil more variables than can be controlled for, statistically, but they do provide deep data that illuminate findings from other data. In the professional development audit, the case study classrooms are a microcosm, showing the realities of classroom teaching in Duval County, and present thought-provoking lessons in how professional development currently influences the quality and effectiveness of classroom literacy teaching. The case studies also support the analyses of other data collected for the audit in that they (1) contribute to explanation-building; (2) create descriptions of actual classroom practices; (3) provide additional classroom teacher voice in the study; and (4) validate and/or challenge the findings from the other data sources.

The audit team members who conducted the observations are experienced educators in teaching, coaching, school and district leadership, and educational statistics and hold advanced degrees

in education or a related field of study. The observers generated narrative descriptions, with some dialogue, of the classroom day and environment, including instructional materials and procedures, and the interactions between teacher and students. While the CTAC observers were guided by an observation protocol focused on research-based literacy components, they were recording all events; thus, observation narratives reveal the use of learning principles; classroom management; the character of lesson planning; and the management of time on task, interruptions, and other adults in the classroom.

The analysis of the narratives seeks evidence of the critical features of a literacy classroom based on the standards of the audit and the components of the America's Choice model, as discussed in Section V, and includes the expected use of sound learning principles¹⁹ suitable to the youngsters in the classroom. The features used for the analysis are shown in Table 13. Although other features of the classroom were interesting, these were deemed most relevant to the audit. Each observation was

TABLE 13

K-8 Literacy Classroom: Critical Feature Analysis

Literacy gestalt	Actions provide evidence of overall understanding of how students learn to read and write.
America's Choice model	Actions provide evidence of overall understanding of how the America's Choice model structures literacy instruction.
Planning/scaffolding	Lessons demonstrate teacher understanding and preparation of the parts of the whole of lesson.
Meaning or sense-making	Lessons show primary literacy goal of making meaning or comprehending.
Print materials	Lessons provide multiple opportunities to interact with print materials.
Oral language	Lessons provide evidence of teacher use of oral language to bridge what students know and what they are coming to know.
Writing time and sequence	Writing lessons are well-scaffolded (step by step) and adequate time to write is provided.
Skills integration	Skills activities contribute to the overall comprehension of print material.
Student interactions	Interactions with students include engaging, monitoring, and providing feedback.
Classroom environment	Features of the classroom environment—learning centers, libraries, bulletin boards, student work—are used effectively to support the learning activities and teaching objectives.
Classroom management	Classroom management strategies contribute to engaging and enabling students and lead to effective time use.
Higher order thinking	Lesson design and scaffolding, teacher questions and interactions engage students at all levels of the taxonomy.
Use of other adults	Paraprofessionals, volunteers, and co-teachers are clearly briefed and understand the flow of learning in the classroom.
Inclusion/differentiation	Lessons are planned and carried out with the needs of all of the children in the classroom in mind.

rated for the degree of evidence found relating to each feature: compelling, partial, or little or no evidence. While the critical features may appear daunting in a list format, the narrative data from the classrooms provide evidence that most of these features are present, at least partially, in most of the classrooms observed during the approximate 12-hour observation per teacher.²⁰

Analysis of Classroom Observations

Implementation of the Literacy Model

All but one of the 12 teachers observed use the America's Choice literacy model components, the core content of the Schultz Center literacy classes, to structure literacy instruction in their classrooms, even the five teachers without training hours. The teacher who was not using the model is in middle school and teaching one-period classes but has completed more than 40 literacy course hours. Of the 11 teachers who use the model, six of them had Schultz Center literacy training, ranging from 24 to 138 hours, and five did not, though one newer teacher has some training in progress. The other four non-trained teachers are veterans, including one nearing retirement. The widespread use of the model among these teachers was unexpected in light of many focus group comments indicating that some schools are moving toward the use of the basal reader program exclusively and also because five of the teachers in the observation group had not accrued hours in literacy professional development.

There is substantial evidence that most (but not all) of the teachers observed, even by the time of the late September visits to the classrooms, were already making gains in (1) establishing the routines and rituals of the literacy model—and improvements in these classroom processes were noted in subsequent visits (children knew the routines); (2) using the classroom environment as a teaching tool by designing the room to provide different learning spaces, such as the carpet, small group reading tables, and learning centers; (3) adapting the available wall space for bulletin boards that support and remind students of key concepts, and to a lesser degree, displaying student work products; and (4) providing multiple

opportunities for students to interact with textual material. One of the most consistently noted—and charming—elements of the observations is the effect that stories and books have on children in these classes. Students focus and participate to the best of their understanding.

Teaching Effectiveness in the Use of the Literacy Model

Effectiveness in the application of the literacy model by the teachers varies widely. The teacher with the most professional development hours was the one clearly demonstrating the greatest fluency in implementing the model and one of the teachers showing the least fluency with the model was one of several with no professional development days. However, there was not a one-to-one match between numbers of days and effectiveness in the use of the model found among the other teachers observed.

Professional development days counted for the effectiveness among these teachers, but other characteristics either contributed to their effectiveness or detracted from it. For example, a relatively new teacher still working on her teaching portfolio and not quite conversant with the teaching model exhibited an enthusiastic approach that engaged students and also paid careful enough attention to their responses to be able to pull the lesson together; an experienced teacher was unprepared and unable or unwilling to interact with students.

The analysis of teaching effectiveness is explained in categories of (1) *most effective teaching*, (2) *less effective teaching*, and (3) *least effective teaching*. The analysis also makes use of scripts of four episodes, classroom events that demonstrate components of the literacy program in progress in the classroom, for discussion.

The *most effective teaching* observed appears to be guided by a “literacy gestalt,” which is to say that the teacher understands how students learn to read and write thoroughly enough to keep all of the segments of the program integrated and making meaning for the children. This gestalt also includes evidence of a knowledge and/or experience with child development. These teachers also know the America's Choice model deeply enough to be able to flex and adapt it to the

learning situation, as needed. Keeping the comprehension strand working through all literacy activity is the mark of the most effective teaching. “No matter what grade level you teach, no matter what content you teach, no matter what texts you teach with, your goal is to improve students’ comprehension and understanding.”²¹

Teaching Episode One shows an excerpt from a classroom phonemic awareness lesson. The teacher is providing students with opportunities to make meaning as they learn to connect sounds and letters.

Less effective teaching occurs in the classrooms that generate fragmented activity. Comprised of

the components of the literacy model, activities frequently do not add up or assist children in making meaning, even where teachers are working hard to engage students. This category contains most of the classrooms observed. Since five of the teachers do not have literacy training, the use of the model may lack a coherent theory of action; however, some of the teachers who have had training were also not completely fluent with the model. The observation data indicate that teaching that is less effective than it can be is characterized by one or more of the following: (1) lack of effectiveness in the use of the literacy instructional model; (2) lack of connectedness

Teaching Episode One: Phonemic Awareness

9:13 [*An assembly and breakfast preceded the formal start of the day.*] All students are on the rug for the question of the day review. The teacher mentions that they have been working on the standard to help them learn about letters and the sounds the letters make. They next engaged in an oral phonemic awareness task where they put their thumbs up if both words the teacher articulates begin with the same sound. They cover their ears if the words did not begin with the same sound.

A student reminds the teacher that they have not yet done the calendar work, and the teacher told him it would happen after book boxes. [*The kids know the routine.*] They began another phonemic awareness activity, clapping syllables.

The teacher began talking about fruits and their colors while placing the big book *What’s My Favorite Color?* on the easel. The teacher asked the students if they thought a question would be answered when they saw a question mark and then had them predict what they thought might come next based on the text that is read to them. This part of the lesson ended with the students sharing their favorite fruits.

Next, the teacher uses the book *From Apples to Zebras* (pictures and words for initial consonant

sounds) where the *s* in the words *seal*, *salt*, *salad*, and *sandwich* had been covered. Asking the students to listen, the teacher reads the words and asks students to identify the words that start “like Sammy Seal” and name the letter.

The teacher then shares some picture cards that will later be put in the center for them to sort. The students are instructed to identify which begin like “Sammy Seal” and which did not.

9:40 The teacher passes out a little paper book to each of the students, where they have to locate the words *fall* (begins with the *f* sound like *fish*) and *down* (begins with the *d* sound like *dog*.) They read the title together. After the teacher reads each page of the book, the children point and read it.

Book baskets are handed out to the students and they move to tables to begin independent reading while the teacher takes a group of students for guided reading.

[Later, after the independent reading and calendar work, the students are assigned to learning centers, including a worksheet on the letter *s* and a book of color words to be colored in and then read with a partner. The teacher often moves to the student eye level, including down on the knees, when communicating with students.]

or integration between the components of the literacy model; and (3) lack of lesson scaffolding.

Lack of teaching effectiveness in the use of the literacy instructional model was evidenced mostly by incorrect application of literacy model strategies. *Teaching Episode Two* shows teacher talk (there was little student dialogue) during a guided reading lesson with emergent readers where one finds most of the components of a guided reading lesson, but the components do not contribute to making sense of the text. In the introduction to the lesson, “a picture walk,” the teacher cautions the students not to guess when the actual objective is to teach them how to make a guess about words using the first letter of the word and the picture. As the lesson progresses, there is not a systematic introduction to the book, pictures, and words; and there is confusion

between putting fingers under letters and under words. By the end of the lesson, when the teacher asks about the word “the,” a child, using the picture clue as suggested, responds, “Cat.” The lesson concludes with a throw-away remark about the exclamation point. This episode shows how a little knowledge can be misconstrued and strongly suggests that lesson modeling, coaching, and feedback is critical to developing teacher fluency in the use of the literacy model.

A lack of integration or connectedness between the parts of the literacy model was found in several of the observed classrooms, particularly, the skills block content. This circumstance may arise because of a lack of alignment between the content of the curriculum and the pacing and assessment schedule that teachers are required to use. In other words, the teacher may introduce a

Teaching Episode Two: Emergent Guided Reading

10: 32. A group of students was directed to go to their table and “do a picture walk” with the book at their place. The teacher joined the group. The teacher part of the dialogue follows:

“When you’re reading, you’ll come across some words you don’t know. I don’t want you to guess. Look at the beginning letter. Put your finger on the first letter in *cat*.” (The teacher gives a description of how to look at the first letter and check the picture before making a guess.)

“I’m going to read the title. Put your finger under the first word. When I read, I want you to track under each word.”

The teacher points to the title page. “What’s this called? What do you think we’re going to read about in this book?”

Page 2. “Put your finger under the first letter. That’s *corn*.”

Page 3. “Cow. I’m going to read and have you echo.”

Page 4. “My turn. I’m going to read. You slide your finger.”

Page 5. “Put your finger under the first letter. If you don’t know a word, look at the first letter. Think about what sound that letter makes. *D* says duh. Then you can look at your picture and see a (Child says, “Dog.”) *dog*. Now you read it.”

Page 6. “*Cook*. Can anyone tell me what a cook does?”

Page 7. “What letter should your finger be under? Yes, *B*. *B* says what? Look at the first letter in that word and make the sound. I see a picture up there. That’s a what? (no response) *Bird*. Your turn. What’s that word?”

Page 8. “Anyone remember the word T-H-E?” (Child responds, “Cat.”) The word is “the.” T-H-E is *the*. Put your finger under *the*. What is T-H-E? The next word is C-A-T. This word is *cat*. Spell *cat* for me. Let’s track those letters. Put your finger under each letter as you spell it. (Each child spells the word.) C-A-T is *cat*. T-H-E is *the*. This says *the cat*. Let’s do it again. We’re going to track. Read it again.”

“We talked about the punctuation mark before. This is called an exclamation mark. (The teacher demonstrates how to make it on the white board.) “When you see this, they want you to use some expression.”

skill because the assessment is coming up rather than because it follows the developmental logic of the curriculum content. However, some teachers do effectively manage to connect the three parts of the literacy model into an integrated whole when others appear to be jumping from activity to activity without connections.

In *Teaching Episode Three*, the students have completed their independent reading time and the teacher's objective is to have them write about what they have read. However, the teacher begins with a review of standards and then of the rules for independent reading (which should perhaps have preceded the independent reading session) without the linkages that would allow students to either benefit from the rules review or to transition to the writing assignment. There is unnecessary moving of students from the carpet area to desks and back and the purpose of the

lesson (to write a summary of what they have read independently) is lost in some unrelated teacher talk. Throughout the lesson, the behavior of several students becomes increasingly off task.

Lack of lesson scaffolding was evident in many classroom lessons. Scaffolding is the structure built around a concept by the teacher that helps all children to construct knowledge and understanding. It shows that the teacher has thought about what it takes to learn a concept and how students will demonstrate their understanding. It is also with scaffolding that the teacher builds higher order thinking skills, increasing the cognitive content of the classroom and keeping students engaged. Lesson scaffolding is a fundamental teaching skill for all teaching models, not just the America's Choice literacy model; however, because the literacy model has rituals and routines, as well as three components for instruction,

Teaching Episode Three: Independent Reading Summary

9:10. Students return (from restroom visit following about 15-minutes of independent reading) and sit on the rug in the back corner. The teacher then calls their attention to the posted charts: Reading Standards Review. The teacher uses a yardstick as a pointer and leads them through the list. They recite together. They do the same with elements, state standards, and so on. Some students started squirming and talking during this recitation. The teacher frequently corrected them as a group, rather than correcting the individuals who were misbehaving. The teacher threatens them repeatedly but does not carry through. There were no consequences for their behaviors.

"Take out your journals and write a summary about what you've read during silent reading. Just a few sentences. Any questions?" (No responses.) Two girls wrote at length but several boys got no further than writing their names. The rest were slowly writing a few words.

9:20. Teacher calls students to come to the carpet area. "Fix your stuff on the desk neatly. If it is neat, you'll think neatly. I must have

everyone's attention." The teacher tells them more about district standards, rules, and what they must do. (The teacher again corrects the entire class for several students who were talking.) The teacher reviews guidelines and comprehension strategies. The teacher reviews the list: "Always read and write about it. I need silence. Use a soft voice when talking with your teacher. Select a book you think will work for you. Record your book after you read it. Pause and visualize. Form images. Give me another word for strategies." (Several students try, but their voices can not be heard. The teacher cautions the group to settle down.) "What does synthesize mean? You must learn how to speak and listen."

The teacher reviews standards again, and then says, "Let's review the book we read last time, *Born to Rope*. What was the author's purpose in writing this?" (The few responses are mumbled. No one had yet spoken out with a self-assured answer.) "The author's purpose is to explain, entertain, inform. What does genre mean? These are types. Fiction and non-fiction, like a biography."

9:43. Students return to their desks.

there may be a tendency to let the organizational schema substitute for well-scaffolded lessons for each of the components.

Teaching Episode Four shows the loss of an opportunity to summarize a weeklong unit on “main idea” and lead into a writing lesson where students will apply what they know through a lack of scaffolding. Rather than tightening and reinforcing the concept of main idea with the term as a lead in to the writing lesson, the terminology seems to change to “tell what the book is about.” The teacher directions on the components of the writing assignment are clear, but how they relate to the concept of “main idea” is not. The teacher does not monitor the writing and the paraprofessional is interrupted while monitoring and assisting. When the teacher looks at the student work, she will not be able to tell

whether students do not understand main ideas or did not understand how to write about them. Writing lessons were found in the analysis to be the lessons most frequently unscaffolded, often becoming throw-away activities with not only inadequate scaffolding to ensure student success, but also inadequate work time and teacher supervision.

Teaching Episodes Two, Three, and Four exemplify three areas of concern that were identified in classrooms where teaching was less effective: (1) the evidence of misapplication of components of the America’s Choice literacy model, indicating that some of the teaching observed shows the use of activities and strategies from the model without a thorough understanding of the theory and practice behind it; (2) the evidence of a lack of connectedness or integration among the components of the

Teaching Episode Four: Main Idea

9:00. The teacher systematically calls all students to the carpet area and says: “All week we have been working on main idea. What reading standard is main idea? I want everybody to respond when I give the signal.” The class responded: “Reading Standard 2.” Next, the meaning of main idea is solicited from the class and two students pieced together an acceptable definition.

Then, the teacher says: “The main idea can be found in stories, poems, articles, movies, and TV shows. When you return to your seats you will do a 15-minute activity to show me you really understand main idea. Are there any questions?” The teacher asked for questions three times and there were none. The students returned to their seats after being warned about talking and touching.

9:20. The teacher says: “Look at these instructions on the board. You are to do three things. The three things you must do are (1) write the name of a book you have read; (2) write some details about the book; and (3) tell mostly what the book is about.” Next, the teacher asks, “Does everyone understand?

Let’s do a comprehension check.” The teacher calls on three different students to answer the following: “What is the first thing you have to do? What is the second thing you must do? What is the third thing you have to do? Are there any questions?”

There are no questions and the teacher instructs them: “Before you begin, you must head your papers correctly with your name, date, and RS2. You must also write the instructions from the board before you answer.”

The teacher moves to do a skill check with a student who needs to record at the teacher’s desk. The paraprofessional moves about the room to respond to students with raised hands.

9:35. A late student enters and is welcomed in a desultory fashion by the teacher, and the paraprofessional gives him instructions.

9:40. The paraprofessional takes a disruptive student outside for a talk.

9:45. The paraprofessional and student return. The teacher sounds a warning bell to tell them they have three more minutes; then again two minutes later, and finally one minute.

model so that children can make sense of their learning activities; and (3) the evidence of a lack of lesson scaffolding, particularly in writing. The good news is that all of these areas are addressable in professional development settings and particularly with coaching.

The least effective teaching appears to be associated with little or no planning and either an inability or unwillingness to connect with the children in the classroom, such as lack of proximity, little eye contact, and inconsistency in monitoring learning activities and providing feedback to students. This type of teaching seems to be lacking an acknowledgment of roles and duties and may not ever be effectively addressed through professional development. An episode is not included for this category in this report.

Other Areas for Consideration

Two other areas of concern emerged from the observations that may be more related to the curriculum than to the literacy model or professional development: (1) the low incidence of student oral language in many classrooms where teacher talk dominated; and (2) the apparent lack of a consistent approach (and in at least two cases, a wrong approach) to phonics instruction. A child's oral language is the basis of his or her literacy development and, for the teacher, is the key to unlocking background knowledge so that students can use what they already know to learn new material. Because the observations included several kindergartens, there was an expectation that a consistent, if not standard phonics program, would be in evidence, but it was not. Since phonics comprise a part of the reading curriculum up to grade three and because mobility within the district is common, students and teachers might benefit from a single, adopted approach to phonics instruction. The responses to the survey also indicate that teachers give low ratings to their own skill level and the amount of professional development received in emergent literacy.

Summary of Findings on the Impact on Classroom Practices

The classroom observations support teacher perceptions (from the focus groups) that there is often a gap between literacy (or any) professional development and the realities of their classrooms. Some of the unconnected movement from activity to activity and the lack of student oral participation that is observed in many classrooms may be attributable to teachers' efforts to keep children too busy to act out. Moreover, it appears that inadequate monitoring of seat work is related to teacher needs to get some "paper work" completed at their own desks. The key findings are summarized as follows:

- All but one of the 12 teachers observed in the classroom were using the components of the America's Choice literacy model, the core content of the Schultz Center literacy classes, to structure literacy instruction in their classrooms, including the five teachers who had not participated in Schultz Center training.
- There is substantial evidence that most of the teachers observed, even by the time of the first visits in late September, were making gains in (1) establishing the routines and rituals of the literacy model; (2) using the classroom environment as a teaching tool; (3) adapting available wall space for bulletin boards that support and remind students of key concepts; and (4) providing multiple opportunities for students to interact with text.
- Effectiveness in the application of the reading model by the teachers varied widely. The *most effective teaching* observed seems to be guided by a "literacy gestalt," which is to say that the teacher understands how students learn to read and write thoroughly enough to keep all of the segments of the program integrated and making sense. *Less effective teaching* occurs in classrooms where fragmented activity related to the components of the literacy model does not always add up or assist children in making sense. The *least effective*

teaching is associated with a lack of planning and either an inability or lack of interest in connecting with the children in the classroom.

- Lack of teaching effectiveness in literacy instruction is in evidence in the classrooms in three major ways: (1) misapplication of components of the America's Choice literacy model, indicating that some of the teaching observed shows the use of activities and strategies from

the model without a thorough understanding of the theory and best practice behind it; (2) a lack of connectedness or integration among the components of the model so that children can make sense of their learning activities; and (3) a lack of lesson scaffolding (the structure built around a concept by the teacher that helps all children to access and construct knowledge), particularly in writing.

Notes

SECTION IX

Impact on Student Achievement

The student achievement analysis investigates the impact of the Schultz Center professional development courses in literacy for teachers, as described in Section IV, on student achievement. To address the question of whether teacher participation in the Schultz Center's literacy teaching program has an impact on student achievement, a multi-level statistical model is used to estimate the effect of professional development while holding constant the other student, teacher, and school characteristics that can contribute to student achievement.

The hierarchy of the school environment is complex and violates, in statistical terms, the assumption of independence between subjects required for simple regression analysis. Because the grouping of students within classrooms and schools is not random, the scores of students within the same classroom and within the same school are correlated. In order to differentiate the effect of teacher professional development from the other factors that contribute to student success, the CTAC audit team employed Hierarchical Linear Modeling (HLM).²² This statistical methodology makes it possible to construct models which mirror the three hierarchical levels of the school environment: student, classroom teacher, and school. HLM makes it possible to partition the variation in children's achievement scores into (1) within-classroom variance (to be explained by student-level characteristics); (2) between-classroom variance (to be explained by teacher-level characteristics); and (3) between-school variance. This methodology enables the audit team to assess accurately the effect of a teacher level factor, professional development hours, on a student level outcome, *Florida Comprehensive Assessment Test* (FCAT) reading scale scores in grades 4-8. The HLM model assumes that there is correlation between student scores within the naturally occurring hierarchies of classroom and school.

In order to capture the characteristics of the district necessary for this analysis, data were gathered from two sources: the Schultz Center and Duval County Public Schools. The Schultz Center provided records of teachers who received professional development credits for literacy classes from 2003 through 2007. The district provided student demographics and achievement data for the two most recent school years, as well as teacher demographics.

Description of Student Data

Student reading scores for grades 4–8 and for academic years 2005–06 and 2006–07 are used for the analysis. These assessments, administered in the spring of each school year, were provided by the district. The CTAC audit team examined reading scale scores of students from the 2006–07 *Florida Comprehensive Assessment Test* (FCAT) for grades 4–8, controlling for the 2005–06 scores.

It is generally recognized that the best predictor of a child's performance in the current school year is his or her performance in the prior year. In this analysis the 2005–06 score is used as a

control for the achievement level of the child at the beginning of the 2006–07 academic year. This effectively limits the sample for the analysis to the students in grades 4 through 8 in the 2006–07 school year because third graders would not have been tested in the previous year. The FCAT reading scale reading scores, which range from 100 to 500, are used as the metric for student achievement in this analysis.

Several student demographic factors which correlate with achievement were also collected and are listed in Table 14. Ethnicity is categorized for the purposes of the analysis as African American, White, and Other. Eligibility for free or reduced school lunch is used as the criterion for low income status. Students are divided into three groups by their English proficiency status: the Proficient group is comprised of native English speakers and Limited English Proficient (LEP) students who have attained proficiency; Current English Learners are those who are actively receiving LEP services, and Recent English Learners are those who received LEP services during the last two years and are not yet proficient.

TABLE 14

Percent of Students and Unadjusted Mean 2006-07 FCAT Scale Scores by Student Demographics (N = 35,708)

Characteristic	Percent	Mean 2007 FCAT Reading Score	p
Male	49.9	305.7	
Female	50.1	313.6	<0.0001
African American	42.3	291.3	<0.0001
White	43.9	325.2	
Other	13.7	316.6	<0.0001
Elementary School	41.9	313.4	
Middle School	58.1	307.0	<0.0001
Low Income	44.7	291.2	
Not Low Income	55.3	324.6	<0.0001
Current English Learner	1.0	251.8	<0.0002
Recent English Learner	1.8	310.8	<0.0001
Proficient in English	97.2	310.1	

TABLE 15

Percent of Teachers and Unadjusted Mean Student 2006-07 FCAT Scale Scores by Teacher Characteristics (N=1,955)

Characteristic	Percent	Mean 2007 Student Score	p
Any Schultz Center Days	18.2	315.8	<0.0001
No Schultz Center Days	81.8	308.3	
Bachelors Degree	75.1	309.0	
Masters or Doctorate Degree	24.6	311.8	<0.001
Specialist Endorsement	0.3	302.0	0.31
1 Year Teaching Experience	9.5	304.7	
2-4 Years Teaching Experience	23.5	306.0	0.25
5-9 Years Teaching Experience	23.1	307.8	0.007
10-14 Years Teaching Experience	11.9	310.5	<0.0001
15 or More Years Teaching Experience	32.0	314.8	<0.0001
Male	19.4	308.4	0.03
Female	80.6	310.0	
African American	32.3	295.6	<0.0001
White	64.1	316.0	
Other	3.6	311.5	0.003
Characteristic	Mean	Lower 95% Confidence Limit	Upper 95% Confidence Limit
Schultz Center Days	1.9	1.6	2.1
Years of Teaching Experience	11.8	11.3	12.2

Description of Teacher Data

The DCPS Human Resources department provided information on the characteristics of teachers, including years of teaching experience, educational background, ethnicity, and gender. The audit team categorized teaching experience as 1 year, 2-4 years, 5-9 years, 10-14 years, and 15 or more years to reflect the different stages of a teaching career. Educational background is categorized as Bachelors degree, advanced degree (Masters and Doctorate), and specialist. It is important to adjust for the special composition of classrooms taught by teachers with specialist endorsement.

The Schultz Center provided requested records for all teachers who received credit for one or more of the literacy classes described in Section IV. Because some teachers are taking

whole courses which require up to 84 hours total, while other teachers are taking partial classes to complete just the required recertification hours, the analysis uses contact hours of instruction rather than the number of classes taken. As indicated in Section II, other research has found the amount of time in high quality professional development to be meaningful in improving student achievement. In this analysis, the CTAC audit team groups the hours into day units, since teachers commonly are away from their classrooms for an entire day while taking professional development in six-hour increments. For example, the Literacy 101 class takes 84 hours to complete. A teacher who completes the whole class would be assigned 14 professional development days for the purposes of this analysis, while a teacher who attended 12 hours of the same course would be assigned 2 days.

TABLE 16

Correlation between Mean FCAT Reading Scale Score and School Characteristics (N=131)

Characteristic	Mean	Correlation with Mean 2005–06 Reading Scale Score	
		Coefficient	p
Percent of Low Income Students	53.3	-0.86	<0.0001
Percent of African American Students	49.3	-0.71	<0.0001
Percent of White Students	38.1	0.71	<0.0001
Percent of Limited English Proficient Students	7.6	0.07	0.44
Percent of Teachers with Advanced Degree	25.5	0.10	0.24

Only literacy classes taken at the Schultz Center are included in this analysis because they represent a complete, research-based approach, and teacher participation is recorded by the Schultz Center. Other full-course literacy professional development (e.g., university courses, other district programs, etc.) engaged in by teachers would be desirable to include in the model, but there are not complete records available for this purpose.

Description of School Data

The audit team constructed several measures of the school environment. Student characteristics were used to calculate four school level measures: mean reading FCAT 2005–06 scale score, percent of low income students, percent of African American students, and percent of English language learners. Teacher characteristics were used to calculate the percent of teachers with advanced degrees. Two of these school measures (percent of low income students and percent of African American students) were significantly correlated with mean school 2005–06 reading score and were, thus, candidates for use in the analytical model.

Descriptive Analysis of Sample

Included in the sample are 35,708 DCPS students enrolled in grades 4 through 8 in 2006–07. Represented in the sample are 1,955 elementary and middle school teachers and 131 schools (104 elementary and 27 middle schools).

Characteristics of Students in Sample

The mean FCAT reading scale score in 2006–07 for the 35,708 students is 309.7. Figure 5 shows the characteristics of the students included in the sample: ethnicity, eligibility for free and reduced lunch, and English language proficiency. The ethnic composition of the student group is 42% African American, 44% White, and 14% other ethnicities. Eligibility for the free and reduced lunch program serves as the criterion for income status. In this sample, 45% of students are eligible for free or reduced lunch. Students who are not yet proficient in English comprise 3% of the students included in the sample.

The gender of students in the sample is evenly split. Other student characteristics used in the audit include previous FCAT scale scores and the level of school attended (elementary or middle). Students taught in non-traditional school settings, such as group homes and hospitals, are not included in the sample. In an unadjusted analysis, student gender, ethnicity, free and reduced lunch eligibility, English proficiency, and type of school (elementary or middle) are significantly correlated with reading achievement.

Characteristics of Teachers in the Sample

Of the 1,955 DCPS teachers in the analysis sample, 18% or a total of 355 K–8 teachers participated in Schultz Center literacy courses during the period from 2003 to 2007, receiving on average 1.9 days of literacy instruction. Figure 6 shows the characteristics of the teachers in the sample. Thirty-two percent of the teachers

Fig. 5 Student Characteristics, Grade 4–8: 2006–07 Audit Sample (N=35,708)

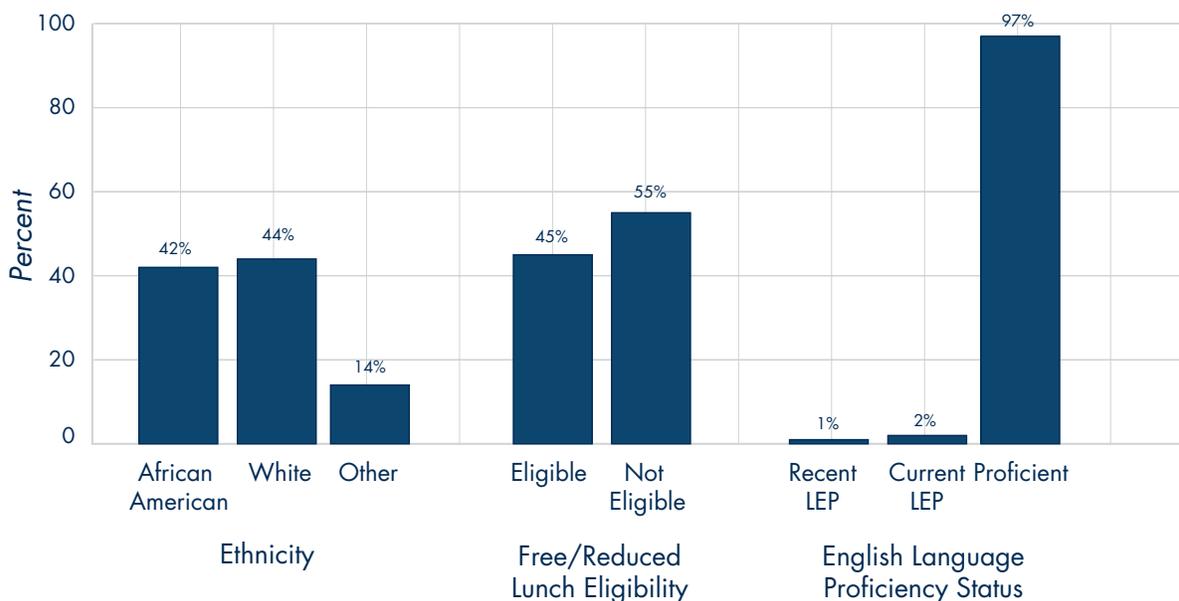
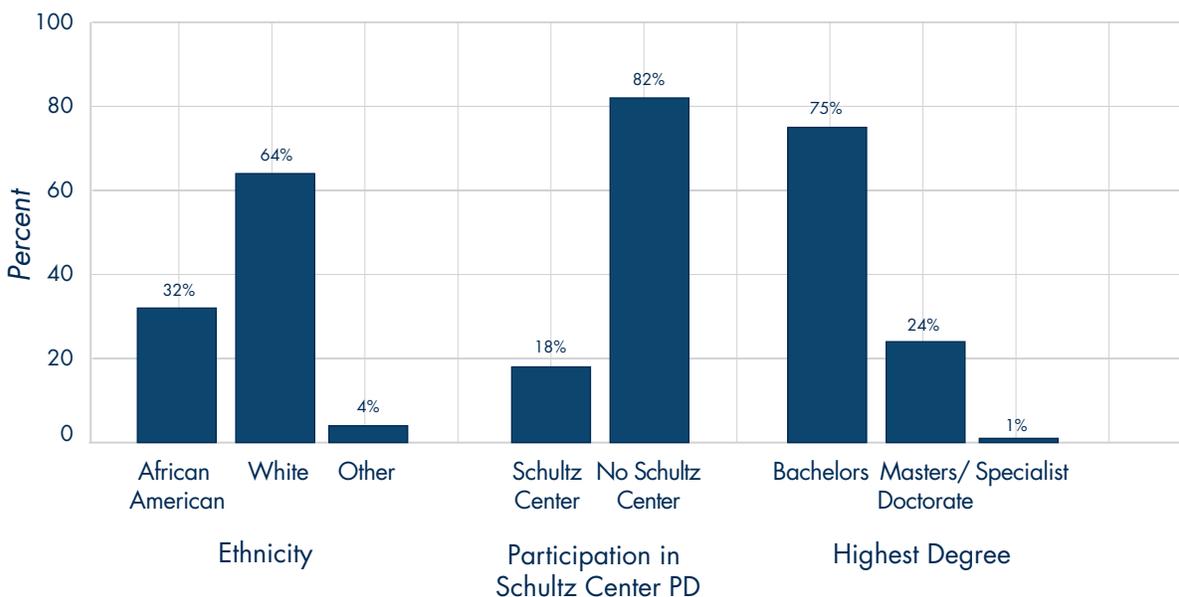


Fig. 6 Teacher Characteristics, Grade 4-8: 2006-07 Audit Sample (N=1,955)



are African American, 64% are White, and 4% are of other ethnicities. A quarter of the teachers have earned more than a Bachelors degree, with 24% having earned a Masters degree and fewer than 1% each having earned a Doctorate or specialist endorsement.

Other teacher characteristics considered for the analysis include years of experience and gender. All of the teachers show a significant correlation with unadjusted student achievement scores in the descriptive analysis (Table 17).

TABLE 17

Unconditional Model Results

Fixed Effect	Coefficient			SE	
Average school mean	302.15			2.10	
Random Effect	Variance Component	Percent of Variance	df	χ^2	p
Student Level 1 (e_{ijk})	1824.15	58%			
Teacher Level 2 (r_{0jk})	832.20	27%	1,828	14363.42	<0.0001
School Level 3 (u_{00k})	475.39	15%	131	1132.08	<0.0001

Selection of the Appropriate Analytical Model

Before constructing the adjusted HLM models, a three-level unconditional model was used to partition the variance in student achievement between school, teacher, and student factors. The model can be described by three equations:

$$\begin{aligned} \text{Student Level} \quad Y_{ijk} &= \pi_{0jk} + e_{ijk} \\ \text{Teacher Level} \quad \pi_{0jk} &= \beta_{00k} + r_{0jk} \\ \text{School Level} \quad \beta_{00k} &= \gamma_{00k} + u_{00k} \end{aligned}$$

The student level equation describes the 2006–07 FCAT Reading Scale Score Y_{ijk} of student i in classroom j and school k as the sum of π_{0jk} (mean achievement in classroom j of school k) and e_{ijk} (individual student variation). Next, at the teacher level, classroom achievement is predicted as the sum of β_{00k} , (mean achievement of classrooms located in school k) and r_{0jk} (the variation between classrooms). Finally, at the school level, the equation predicts mean school achievement as the sum of mean district achievement and u_{00k} (between-school variation).

The unconditional model estimates that 15% of the variability in student scores is between schools, while 27% can be attributed to differences between teachers, and 58%, the largest percentage, to differences between students. This finding means that there is sufficient variability at each level of the hierarchy for a three-level HLM to be appropriate for this analysis.

The Impact of Literacy Professional Development

Student characteristics, including 2005–06 reading scale score, low income status, recent English learner, current English learner, ethnicity, gender, and school type, are then entered into the Student Level equation to further explain the variation in student scores. To the Teacher Level equation, the audit team added professional development hours—the variable being tested—and teacher demographics, including ethnicity, highest degree, and years of teaching experience. School characteristics, percent of low income students and percent of African American students, are added to the School Level equation to better explain the variation between schools. Years of teaching experience, gender, and Masters or Doctorate did not add significantly to the explanation of teacher variation, and gender and type of school (elementary versus middle) did not add significantly to the explanation of student variation; so those factors were eliminated from the analysis model. The final three-stage HLM is described by the equations in Figure 7.

With this model, it becomes evident that for each day of literacy professional development received by a teacher, student scale scores increased by half a point, a result which is statistically significant (Table 18). This means that if a teacher completed the Literacy 101 class, which includes 14 days of instruction, one would expect to see, on average, students in that teacher's class scoring 7 points higher than students of a teacher with no professional development days.

Fig. 7 Final Three-Stage HLM Conditional Model

Student Level

$$Y_{ijk} = \pi_{0jk} + \pi_{1jk} (2006 \text{ Reading Score}) + \pi_{2jk} (\text{Low Income}) + \pi_{3jk} (\text{ELL Recent}) \\ + \pi_{4jk} (\text{ELL Current}) + \pi_{5jk} (\text{White}) + \pi_{6jk} (\text{Other}) + e_{ijk}$$

Teacher Level

$$\pi_{0jk} = \beta_{00k} + \beta_{10jk} (\text{PD Days}) + \beta_{20jk} (\text{Specialist}) + \beta_{300k} (\text{White}) + \beta_{400k} (\text{Other}) + r_{0jk}$$

School Level

$$\beta_{00k} + \gamma_{000} + \beta_{100k} (\text{Pct Low Income}) + \beta_{200k} (\text{Pct African American}) + u_{00k}$$

The hierarchical linear model adjusts (1) at the school level for the percent of low income students and the percent of non White students; (2) at the teacher level for teacher ethnicity and specialist endorsement; and (3) at the student level for 2005-06 score, low income status, English proficiency, and ethnicity. This adjustment means that the positive effect of professional development on FCAT reading scores (grades 4-8) can be attributed to the literacy professional development

program with confidence because the model accounts for the other important influences on student achievement.

In addition, when the sources of variation in this hierarchical linear model are compared to the unconditional model, the assessment of the variation in student achievement due to teacher level characteristics changes. After controlling for student, teacher, and school factors, teacher factors account for 44% of the differences in student

TABLE 18

HLM Predicting Impact of Professional Development Days on 2006-07 FCAT Reading Scores

Covariate	Coefficient	p	SE
Intercept	299.7	<0.0001	1.60
School Level			
Percent of Low Income Students	-0.9	<0.0001	0.09
Percent of African American Students	0.2	0.02	0.07
Teacher Level			
Literacy PD Days	0.5	0.001	0.15
Specialist	-43.3	0.09	25.41
White	8.0	<0.0001	1.56
Other non African American	10.4	0.07	5.78
Student Level			
Low Income	-4.9	<0.0001	0.50
English Learner - Recent	4.7	0.01	1.72
English Learner - Current	-11.6	<0.0001	2.12
2005-2006 Reading FCAT	0.6	<0.0001	0.01
White	5.8	<0.0001	0.57
Other non African American	6.2	<0.0001	0.70

TABLE 19

Variance Decomposition For Reading Scale Scores

	Within Classroom	Between Classroom	Between School
Unconditional Model	58%	27%	15%
Full Model	53%	44%	3%

scores rather than the 27% estimated by the uncontrolled model. This finding corroborates the substantial teacher influence on student achievement (see Table 19).

Because teachers may derive different benefits from professional development at different points in their teaching careers, the audit team categorized teachers by years of experience: 1 year, 2 to 4 years, 5 to 9 years, 10 to 14 years, and 15 or more years. Testing for an interaction between

experience and professional development days, the audit team found that teachers at all experience levels benefit from professional development, and that teachers with 1 year of experience gain the most. The effect size for teachers with 5 to 9 years of experience is two-tenths of a point lower than that of first year teachers, while the effect sizes of each of the other experience categories is one-tenth of a point lower. Only the difference between 1 year and the 5 to 9-year category is

TABLE 20

HLM Testing Interaction of Professional Development Days and Years of Teaching Experience

Covariate	Coefficient	P	SE
Intercept	298.2	<0.0001	1.88
School Level			
Percent of Low Income Students	-0.9	<0.0001	0.09
Percent of African American Students	0.2	0.01	0.07
Teacher Level			
Literacy Professional Development Days	1.0	0.01	0.39
2-4 Years Experience	-0.1	0.2	0.07
5-9 Years Experience	-0.2	0.03	0.07
10-14 Years Experience	-0.1	0.5	0.08
15 or More Years Experience	-0.1	0.5	0.08
Specialist	-43.4	0.08	25.02
White	8.1	<0.0001	1.56
Other non African American	10.4	0.07	5.81
Student Level			
Low Income	-4.9	<0.0001	0.50
English Learner - Recent	4.7	0.01	1.72
English Learner - Current	-11.6	<0.0001	2.12
2005-06 Reading FCAT	0.6	<0.0001	0.01
White	5.8	<0.0001	0.57
Other non African American	6.2	<0.0001	0.70

statistically significant (Table 20). There is only a negligible difference in the impact of professional development based on years of teaching experience, which suggests that there may not be a substantial advantage to targeting literacy professional development based on the experience level of the teacher.

While the school environment and student characteristics are important influences on reading achievement, the impact of the classroom teacher explains 44% of the differences in student scores. The students of teachers who received literacy training through the Schultz Center had significantly higher scores compared to students whose teachers did not receive the training. The audit team estimates that one literacy professional development class lasting 14 days increases average student scores by 7 points, suggesting that providing teachers with more opportunity to improve their literacy teaching skills does have a measurable positive impact on student reading achievement and should encourage district and school leaders to encourage teacher participation.

Summary of Findings on the Impact on Student Achievement

Findings from the analysis of the impact of literacy professional development on student achievement make it imperative that teachers of all experience levels should participate in literacy professional development:

- There is a positive relationship between teacher professional development hours in literacy courses and K-8 student growth on reading scale scores on the 2006-07 FCAT.
- The analysis of the impact of professional development on student achievement using a three-level hierarchical linear model shows that for each six-hour day of literacy professional development participated in by a teacher, student scale scores on the 2006-07 FCAT increased by a half (0.5) point, a result which is statistically significant. This finding means that if a teacher completes Literacy 101, which includes 14 days of instruction (84 hours), one can expect to see, on average, students in that teacher's class scoring 7 points higher than the students of a teacher with no literacy professional days.
- In testing for an interaction between experience and professional development days, the audit team found that teachers at all experience levels benefit from professional development.

Notes

SECTION X

Allocations and Expenditures

Overview

As with all large school districts, professional development dollars in Duval County originate from multiple sources—federal, state, and local funds and various other grants. In most districts, professional development dollars comprise an “elusive budget” that is, ascertaining the origin of the funds and how they are spent is unusually challenging. Accordingly, a core component of this audit has been to track the major sources of the funding streams of millions of professional development dollars related to instructional support and to determine the multiple pathways where the resources are allocated within the district and the Schultz Center.

In Florida, professional development is defined as “activities designed to contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the school board or school.” These activities can include workshops, demonstrations, school visits, college course credits, sabbatical leaves, and travel leaves.

Florida’s budget function classifications indicate the overall purpose or objective of an expenditure. Functions are group-related activities aimed at accomplishing a major service or regulatory responsibility of the district. All professional development and/or professional training costs are recorded in Function 6400 for instructional personnel (e.g., teachers). The costs for substitute teachers that are needed to cover the classes of teachers participating in professional development also show as expenditures in Function 6400. For non-instructional employees (e.g., paraprofessionals, custodians, safety and security employees, etc.), professional development costs are recorded in Function 7730.

Professional Development Expenditures and Pathways, Fiscal Year 2006-07

The financial data in this report reflect major funding sources for professional development including the General Fund, federal and state programs, and other grant awards. The financial figures provided herein cover the breath of district and Schultz Center professional development, not only literacy professional development, which is the focus of this first phase. Given the timeline of the first phase of this audit and the transitions underway in district internal reporting systems, it was jointly determined with district and Schultz Center leaders to focus this first phase of the audit on examining overall professional development expenditures rather than starting with the significant difficulties of trying to isolate professional development expenditures only in the area of literacy.

Documented funding sources account for 84.6% (\$28,479,598) of the \$33,652,788 expended in Function 6400. The balance of 15.4% includes professional development monies whose allocations and financial recording systems are determined primarily at the school level. Due to a range of practices that vary considerably on a school by school basis, the district lacks a uniform system for tracking this balance, and a review of each school's professional development budget and

expenditures is not within the scope of this phase of the audit. District and Schultz Center leaders concluded that this report will be helpful and cost-effective with a focus on the larger set of documented allocations.

One of the CTAC methodologies customized for this audit is a template developed to record the origin, expenditures and pathways of professional development dollars throughout the district and the Schultz Center. The various departments in the district were asked to complete the agreed-upon financial template, "CTAC Professional Development Audit Financials." The nine subsets of the template can be found with descriptions in Table 21.

Of the templates submitted for review, close to 27 million professional development dollars can be documented in the subsidy funding and subsidy source categories. Differences in documentation and recordkeeping systems led to considerable variances in departmental submissions. For example, the Title I, Title II, Supplemental Academic Initiatives (SAI), and Title V offices in the district were able to submit partially completed templates. In contrast, some district offices were unable to provide information on the template. It is also significant to emphasize that in some instances, financial data for professional development from district instructional offices differed from the data provided by the

TABLE 21

Template for Professional Development Audit Financials

Component	Description
1. Program Name	Name of the program providing professional development, such as Title I, SAI, EE/SS, etc.
2. Person Responsible	The person(s) administratively responsible for the professional development.
3. Program Focus	The specific focus of the program, such as literacy, mathematics, Adequate Yearly Progress (AYP) improvement, etc.
4. Subsidy (Funding) Amount	The total dollars designated for a program's professional development.
5. Subsidy (Funding) Source	The source of the total dollars designated for professional development, for example, Title I, SAI, etc.
6. Providers: Number of FTEs	The number of full time equivalent (FTE) staff responsible for administering and providing professional development.
7. Providers: District Placement	The assigned location of the professional development provider in the organization.
8. Related Professional Development Costs	The costs for substitutes, travel, materials, supplies, food, etc., related to the professional development.
9. In-Kind Contributions	Cash equivalent for the professional development component provided by the district.

TABLE 22

Duval County Public Schools Professional Development Expenditures, 2003-07

School Year	Total Operational Expenditures (Functions 5000-9200)	Professional Development Expenditures (Function 6400)	Percentage of Total
2003-04	951,117,800 ²⁴	19,949,207	2.09
2004-05	1,000,419,319 ²⁵	29,833,249	2.98
2005-06	1,090,396,257 ²⁶	31,962,937	2.93
2006-07	977,194,172 ²⁷	33,652,788 ²⁸	3.46

Office of Budget Services. In such cases, the CTAC audit team relied on the Office of Budget Services financial data.

The most useful information regarding professional development programs, offerings, and financial expenditures came from the Schultz Center and three district offices: Title I, English Speakers of Other Languages (ESOL), and Exceptional Education/Student Services (EE/SS).

The 276 coaches at the schools, clusters, central office, and the Schultz Center are documented in the template and confirmed by the district's Office of Budget Services.²³ The Title I office documented 34.5 FTE instructional providers at the schools, nine paraprofessionals at schools, and 12.4 administrative positions at central office. The ESOL and EE/SS departments provided detailed listings of all professional development programs and course offerings for employees in the district.

In addition to using the template and examining documentation, the audit team conducted extensive individual interviews and site visits from April 2007 through December 2007. This examination included fourteen week-long site visits to the Schultz Center and district offices—central, cluster and school levels. At the Schultz Center, CTAC conducted 46 interviews with eight staff members responsible for overseeing and spending the professional development dollars. At the district's central office, CTAC conducted 44 different interviews and meetings with 21 people who have responsibilities for overseeing and spending professional development dollars.

Duval County Public Schools has been consistent in its expenditures for professional development in Function 6400 since the school year 2003-04. For example, Table 22 shows the total expenditures in Function 6400, Staff Training, in relation to the total expenditures in the district's operational budget for Functions 5000 through 9200 for the last four school years.

During the 2006-07 fiscal year, the Duval County Public Schools spent approximately 3.5% of its total operational budget on professional development or Function 6400.

In addition, the district spent additional monies on professional development for its non-instructional staff recorded in Function 7730, Staff Service, which is a subset of Function 7700, Central Services. The Office of Budget Services estimates that \$151,918²⁹ was spent on professional development for non-instructional personnel during the 2006-07 school year. Of this, \$44,314³⁰ was spent for professional development on district operations, e.g. purchasing, security, transportation operations, safety and code enforcement, minority set aside, facilities planning, environmental services, plant services, maintenance, and planning and construction of facilities.

In the Operations department, there were some limitations to the collection of professional development financial data. This circumstance was attributed to sub-contracting; much of the non-instructional services are sub-contracted to other companies. These companies provide professional development to their employees as part of their contract. Consequently, these

expenditures are not reflected in any district professional development line item. In summary, during fiscal year 2006-07:

- The district's total operational expenditures for general, federal, and state funds were \$977,194,172.
- District expenditures for instructional professional development (Function 6400) were \$33,652,788. Of this amount, \$22,868,819³¹ was spent from general funds and \$10,783,969³² from grant expenditures.
- As reported by the Office of Budget Services, the professional development substitute costs for all funds in the 2006-2007 school year were \$4,433,744³³ or 13.2% of the total Function 6400 expenditures. This figure represents substitute costs for professional development; it does not include substitute costs for teacher absences due to sickness, jury duty, maternity/paternity leaves, etc.

Professional Development by Funds and/or Major Providers

The major sources of professional development funds are listed and explained below by program title and targeted purpose.

Title I

The Title I office served 54 elementary and 6 middle schools during the 2006-07 fiscal year. School-wide project funds were allocated directly to each school and additional funds were awarded based on specific school needs. Specifically, Title I Part A provided personnel to train staff in the 60 schools to meet their Annual Yearly Progress (AYP) goals under No Child Left Behind (NCLB). In addition, the office provided supplemental professional development materials and services to Title I teachers and paraprofessionals.

As reported by the Title I office, total Title I professional development expenditures for the 2006-07 fiscal year were \$5,795,348.³⁴ The allocation from Title I Part A was \$5,395,348³⁵ and the remaining \$400,000³⁶ came from Title I Part F (Comprehensive School Reform).

Table 23. summarizes the major Title 1 expenditures for FY 2006-07.³⁷

Title II

According to the Title II office, the goal of this federal allocation is to assist teachers and principals in becoming Highly Qualified. Total expenditures for 2006-07 were \$7,624,624³⁹ with the breakdown shown on Table 24.

TABLE 23

Title I: Allocations, 2006-07

Description	Amount
Salaries and benefits for full and part-time teachers (34.5 FTE) and paraprofessionals (9 FTE) at 60 schools	\$1,978,855
Salaries and benefits for No Child Left Behind (NCLB) staff	581,420
Salaries and benefits for paraprofessionals in Transition to Teaching	547,067
Consumable materials and supplies	498,910
Salaries and benefits for extra math coaches	395,803
Professional services from consultants	187,345
Extra funds for Intensive Reading Intervention Plan (IRIP)	151,341
Reading Recovery coach/teacher leader ³⁸	90,586
Salary and benefits for Direct Instruction (DI) coach	73,511
Travel expenses to trainings	58,840
Salaries and benefits for portions of Reading First coaches and their equivalents in IRIP schools	49,056

TABLE 24

Title II: Allocations, 2006-07

Description of Allocation	Amount
Schultz Center contract for professional development	\$3,796,767
Personnel linked to professional development: Director of Professional Development at the Schultz Center, Resource Teachers, 22 District Standards Coaches	2,582,476
Related professional development costs, i.e., substitutes, travel, materials, and supplies	713,689
Allocation to non-public schools for professional development	531,691

TABLE 25

Supplemental Academic Initiatives: Allocations, 2006-07

Description of Allocation	Amount
Salaries and benefits for School Standards Coaches	\$9,544,390 ⁴¹
Salaries and benefits for Middle School Reading Coaches	1,071,377 ⁴²
Other SAI personnel costs, including Prior Challenged Schools, High School Redesign, Remediation, and Science	1,636,820

Supplemental Academic Initiatives (SAI)

This State of Florida initiative allows the district to provide each school in the district with a School Standards Coach (subsequently referred to as a School Instructional Coach in 2007-08). The total expenditure in 2006-07 for SAI was \$12,897,189.⁴⁰ The funds were allocated in the categories shown in Table 25.

The remaining \$644,602 was used for consultant services including Desinsi Training (\$157,168),⁴³ travel (\$133,046),⁴⁴ and other purchased services (\$128,676).⁴⁵

Title V

Title V supports Title II in helping teachers to become highly qualified. The total allocation for 2006-07 was \$395,351.⁴⁶ Additionally, the program pays for a Health Education Consultant (\$46,300).⁴⁷

Title III: English Speakers of Other Languages (ESOL)

The staff includes one supervisor, one coordinator, and five teachers who spend approximately 60% of their time on professional development. Based on this percentage of their salaries, the expenditures

totaled \$121,101⁴⁸ for ESOL professional development. The professional development offered by the ESOL and World Languages Department is technical assistance and instructional in nature.

Exceptional Education/Student Services

During the 2006-07 school year, the Exceptional Education/Student Services (EE/SS) Department, the Florida Diagnostic and Learning Resources System (FDLRS), and the Florida Inclusion Network (FIN) collaborated to provide professional development opportunities for Duval County Public Schools personnel, parents, and community groups. The trainings focused on Individuals with Disabilities Act (IDEA) 2004 compliance and best practices for students eligible for exceptional education (EE/SS).

The Professional Learning Communities Center (PLCC) was established during the 2006-07 school year. It offers a facility and personnel to coordinate the training activities of EE/SS, FDLRS, and FIN. The majority of the professional development opportunities are organized and implemented by the EE/SS department, FDLRS, and FIN personnel. Professional consultants have

been utilized to provide training in specialized areas of EE/SS. In addition to the PLCC, the Schultz Center facility has been utilized by specialized personnel from the EE/SS department (e.g., those responsible for inclusive education, autism, speech/language pathology, etc.). The Schultz Center also provides a facility for EE/SS trainings and enables professionals working with students with disabilities the opportunity to receive training offered to the general education teachers.

Two additional and ongoing district-wide trainings are ENCORE and Inclusion. ENCORE is a student management program that is designed to write Individual Education Plans and monitor compliance of EE/SS records. All EE/SS, FDLRS and FIN district personnel participated in training all district EE/SS teachers. The majority of these trainings utilized the Schultz Center facilities and registration system.

During the summer, EE/SS, FDLRS and FIN sponsored a summer academy for professional development training in inclusion; this training targeted both EE/SS and general education teachers. Topics included scheduling, accommodations, and modifications for an IEP. Participation during the summer was on a voluntary basis. This academy was organized through the PLCC.

Professional development offerings by the EE/SS department totaled \$999,076⁴⁹ for 2006-07. The following fund sources (Table 26) were used to support the professional development offered by EE/SS, FDLRS and FIN for district personnel, parents, and community groups.⁵⁰ In addition, \$92,801⁵¹ of professional development expenses from the 2005-06 school year were paid out in 2006-07.

College Board Initiative

Duval County Public Schools spent \$184,436⁵² for professional development activities and materials for teachers and administrators of the four Mirror Schools—Andrew Jackson, William Raines, Jean Ribault and First Coast—related to advanced placement courses.

Additional expenditures of \$101,143 included the following initiatives throughout the district:

- Advanced Placement (AP) teacher training
- AP national and regional forums
- Advancement Via Individual Determination (AVID) training for teachers and administrators
- AVID conferences
- College Board principal training
- College Board guidance counselor training
- College Board national and regional forums
- Scholastic Aptitude Test (SAT) Prep training
- Springboard training for teachers and administrators

Therefore, the total amount of expenditures reported for all these initiatives was \$285,579.

Competitive Grant Funding

During the 2006-07 school year, the district received \$12,190,753⁵³ in competitive grants. Of this amount, \$3,398,459⁵⁴ was directly related to professional development. The largest amounts targeted for professional development are shown in Table 27.

TABLE 26

Exceptional Education/Student Services: Allocations, 2006-07

Fund	Category	Amount
48507	FDLRS, Part B	\$513,855
48508	FDLRS, General Revenue	74,179
48504	Individuals with Disabilities Education Act (IDEA) Pre-Kindergarten	7,285
48505	IDEA, Part B	394,309
48540	Florida Inclusion Network (FIN)	9,448

Professional Development Expenditures and Operations for the Schultz Center 2006-07

The Annual Operating Agreement with the Duval County School Board states that the Schultz Center will “provide staff development through training and related services to employees of the Board and other school districts.”⁵⁵ The Schultz Center agrees to provide and the School Board agrees to purchase “effective and timely professional development services aligned with the Board’s vision and instructional priorities.”⁵⁶

During the 2006-07 school year, the School Board contractually awarded the Schultz Center \$3,796,767⁵⁷ from Title II funds, and the Schultz Center provided the required minimum of 300,000 hours of professional development in the following areas:

- Reading
- Mathematics
- Technology
- Beginning Teacher Induction
- Leadership
- Literacy
- Guidance
- Exceptional Student Education
- Media
- Diversity
- Health and Physical Education
- Safe and Respectful Schools
- World Languages
- Integrated Arts
- Social Studies
- Science

The Schultz Center also received much of the additional \$2,582,476⁵⁸ in Title II funds for personnel linked to professional development. These personnel included the Director of Professional Development and Design at the Center, and 31 District Standards, Math and Science, and Cluster Coaches, in addition to the 15 Cadre Coaches for new teachers.

Besides the above services purchased by the School Board, the Operating Agreement states that the Schultz Center will “strive to offer and administer additional services in support of the employees of the Board without charge to the Board within available grant funding and corporate and other private donations.”⁵⁹ For example, during the 2001 to 2006 period, the Schultz Center generated \$6,832,476 in grants and other outside funding. The Schultz Center staff estimates that 75% of these resources can be reasonably categorized as services which added value to the Duval County Public Schools. Based on this estimation, there was a realization of \$5,124,357 in services and other benefits beyond those purchased by the district.⁶⁰

During the 2006-07 year in particular, more than \$2,112,200⁶¹ was generated through grants and other outside funding to honor the above commitment to the district. The largest grant awarded to the Schultz Center was the William Cecil Golden Professional Development Grant for \$1,243,200.⁶²

The relationship between the Schultz Center and the district is multi-faceted, operating at contractual, fiscal, programmatic and operational levels. As a non-profit, 501(C)(3) tax-exempt organization, the Schultz Center is legally and fiscally governed by an independent Board of Directors. The Board of Directors hires and oversees the President/CEO⁶³ who, in turn, is responsible for the daily operations and staff of the Schultz Center. The President/CEO and the Superintendent of Schools work closely together to ensure that the services provided at the Schultz Center are aligned with the priorities of the School Board. In addition, the Chief Operating Officer of the Schultz Center reports both to the President/CEO of the Schultz Center and the district’s Chief Academic Officer (2006-07).

Key direct reports to the President/CEO and the Chief Operating Officer during the 2006-07 school year are indicated below. Those direct reports based at the Schultz Center (SC) or the district (DCPS) are so indicated.

In addition to the Chief Operating Officer, the other direct reports to the President/CEO⁶³ include:

- Director of Research, Design, and Evaluation (SC/DCPS)
- Director of Leadership (SC)
- Director of Creative Services (SC)
- Vice President of Building Operations (SC)
- Vice President of Finance (SC)
- Executive Vice President (SC)

Direct reports to the Chief Operating Officer include:

- Director of Professional Development and Design (DCPS)

- Director of Professional Development Support Services (DCPS)
- Supervisor of Literacy/Reading (responsible for District Standards Coaches) (DCPS)
- Supervisor of Teacher Induction (responsible for the Cadre) (DCPS)
- Director of Mathematics (responsible for District Math Coaches) (SC)

During the 2006–07 fiscal year, the Schultz Center contract for professional development included the items totaling \$3,796,767⁶⁴ from Title II funds shown on Table 28.

TABLE 27

Program and Description of Competitive Grant Funding

	Amount
Comprehensive School Reform (Title I and Title V funding used for school-based reform)	\$1,215,750
Transition to Teaching (Alternative certification for non-traditional teachers)	758,000
Magnet Schools Assistance (Innovative school choice options)	479,700
Teaching American History (Professional development for history teachers)	328,971
Reading First (Elementary reading improvement)	237,478

TABLE 28

Schultz Center Expenditures from Title II Funds: 2006–07⁶⁵

Item	Amount	Major Focus
Elementary (E) and Secondary (S) Literacy Training	E 255,000 S 165,242 \$420,242	<ul style="list-style-type: none"> • Readers’/Writers’ Workshop (Lit 101-301) • Differentiated Instruction • Collaborative Coaching Model (6-8 week school training cycles)
Instructional Technology	582,000	<ul style="list-style-type: none"> • On-line courses (ESOL, Reading Competencies, Literacy, Math, Diversity, etc.) • Support of HOSTS labs and FastForward initiatives
Leadership	211,000	<ul style="list-style-type: none"> • Support protocols for new principals and department leaders
Teacher Induction	200,000	<ul style="list-style-type: none"> • Projects to retain high quality teachers, particularly in challenged schools • After school stipends for new teacher orientation
Support for Director of Professional Development	200,000	<ul style="list-style-type: none"> • Comprehensive support for all Duval professional development programs including registration and scheduling
District Instructional Coaches	180,000	<ul style="list-style-type: none"> • ASCD differentiated instruction • Collaborative Coaching Model (coaching targeted to identified areas based on analysis of student data). • Schultz Center Training Academy
Reading	175,000	<ul style="list-style-type: none"> • Reading Competencies 1-6 (after hour training and on-line) • Intensive Reading

TABLE 28 Continued

Schultz Center Expenditures from Title II Funds: 2006-07⁶⁵

Item	Amount	Major Focus
Professional Development Support Services	150,000	<ul style="list-style-type: none"> • ESOL endorsement • Certification; non-certificated staff training • Middle School endorsement
Math	145,000	<ul style="list-style-type: none"> • Academy of Math • Middle School Math Training • Alignment of math training with revised curriculum, curriculum pacing guides
High School Redesign	175,000	<ul style="list-style-type: none"> • Support high school plan to triple enrollment in Advanced Placement (AP) courses • Development and design of professional learning communities (PLC)
Program Development and Training Design	100,000	<ul style="list-style-type: none"> • Training support for program expansion due to new graduation requirements and increased AP enrollment • Project Charter professional development requests
Research and Evaluation	80,00	<ul style="list-style-type: none"> • Assessment and analysis of Schultz Center professional development on student achievement and training implementation.
Science	75,000	<ul style="list-style-type: none"> • Develop Science Academy Training syllabus • Pacing guides; FCAT strategies
General Training	56,175	<ul style="list-style-type: none"> • Program support for Clusters • National Board Certification – subcontract with Duval Teachers Union • Special Professional Development Projects for Chiefs of K-12 schools
First Coast Scholar	50,000	<ul style="list-style-type: none"> • Princeton Summer Institute (College Board) • Curriculum advisors • Honorarium for university seminar leader
Diversity	50,000	<ul style="list-style-type: none"> • Meeting needs of diverse learners across the curriculum • Integration of diversity training across all professional development
Integrated Arts	25,000	<ul style="list-style-type: none"> • Support an integrated approach to teaching across the curriculum and integrate the arts with core subject areas.
Social Studies	25,000	<ul style="list-style-type: none"> • Expand implementation of standards-based design
Magnet Programs	25,000	<ul style="list-style-type: none"> • Enhance the rigor and relevance in the three elementary school arts magnet programs.
ESE (Exceptional Student Education) Phase I	20,000	<ul style="list-style-type: none"> • Inclusion of ESE into K-12 regular education classrooms • Additional support through IDEA and FIDDLERS
Safe/Respectful Schools	20,000	<ul style="list-style-type: none"> • Intervention and team problem-solving approach to addressing learning and behavior needs prior to ESE services evaluation • CHAMPS/Foundations programs
Training Academy	20,000	<ul style="list-style-type: none"> • Design and development of materials for mandatory four (4) day training for all Schultz Center trainers.
Health/Physical Education	20,000	<ul style="list-style-type: none"> • Revised K-5 and 6-8 physical education curriculum • Traffic and Bicycle Safety
Guidance	10,000	<ul style="list-style-type: none"> • Guidance resources needed to support expanding AP programs and with High School Redesign
Media Specialists	5,000	<ul style="list-style-type: none"> • Using technology as an accelerator for student achievement
World Languages	5,000	<ul style="list-style-type: none"> • Expansion of world language program to all secondary schools
Schultz Center Staff Support	572,350	
Schultz Center Operation	200,000	
Total Title II Schultz Center	\$3,796,767	Total Schultz Center Expenditures from Title II, 2006-07

Key Findings from the Financial Data

- The Duval County Public Schools spent close to 34 million dollars in Function 6400, instructional-related professional development during the 2006–07 school year. This amount represents approximately 3.5% of the district’s total operational budget, but does not include professional development offered or mandated for non-instructional employees, which the Office of Budget Services indicates totals \$158,198.
- Supplemental Academic Initiatives (SAI) accounted for the largest district professional development expenditure at \$12,897,189 or over 38% of the total district professional development expenditures. Close to 75% of this amount, or \$9,544,390, funded the salaries and benefits of the School Standards Coaches. The second largest SAI allocation, \$1,071,377, funded the salaries and benefits of the middle school Reading Coaches. Therefore, more than 82% of the total SAI expenditures went for coaching positions in the district.
- Title II expenditures of \$7,624,624 accounted for the second largest professional development expense in the district. The largest allocation for Title II was \$3,796,787 for the Schultz Center contract with the Duval County Public Schools. An additional allocation of \$2,582,476 from Title II was linked to the Schultz Center; the largest portion of this figure funded the salaries of the District Standards Coaches as well as the Director of Professional Development at the Schultz Center.
- Title I accounted for the third largest professional development expenditure, i.e., \$5,795,348. This office primarily provided personnel to train staff in the 60 Title I schools (54 elementary and 6 middle) to meet their Adequate Yearly Progress (AYP) goals under NCLB.
- The amount of money from competitive grant funding directly related to professional development was \$3,398,458. This figure accounted for approximately 10% of the total district professional development expenditures of \$33,652,788.
- The EE/SS department collaborated with the Florida Diagnostic and Learning Resources System (FDLRS) and the Florida Inclusion Network (FIN) to provide professional development in the district. FDLRS and FIN expenditures totaled approximately \$597,482. Allocations for pre kindergarten and Part B from the Individuals with Disabilities Education Act (IDEA) accounted for another \$401,594 in professional development monies in the department.
- The audit attempted to track the major sources of funding for professional development and then determine where the resources were allocated—how the approximately 34 million dollars was spent. It is evident that some district offices provide a much better tracking system for these dollars than other offices. In some instances, this was due to the transitions in district internal reporting systems. As a whole, the district lacks a uniform system and mechanism for tracking professional development dollars, thereby limiting the ability to examine what the professional development monies actually bought and what resulted from these purchases.

SECTION XI

Recommendations

The audit's finding of a statistically significant relationship between teacher professional development hours in literacy courses and student growth in reading on the FCAT shows that the investment of the Duval County Public Schools and the community in the Schultz Center core literacy program for teachers is yielding positive results. While this finding indicates that the literacy work of the Schultz Center is having an impact on student achievement in reading, other findings from the audit suggest ways that it can be extended for greater effect.

Based on these findings, the Community Training and Assistance Center offers the following recommendations for the consideration of Schultz Center and district leaders. The recommendations address specific needs and opportunities related to literacy professional development, as well as identifying broader issues affecting all professional development.

Leadership and Administration

1. *Reinforce and support the district requirement that teachers participate in literacy training.* The findings from the student achievement analysis show that teachers at various levels of experience benefit from literacy professional development at the Schultz Center. Classroom observations support the need for new and veteran teachers to understand fully the appropriate implementation of the district literacy model in order to be effective in the classroom. The focus group interviews reveal a strong perception among teachers who have participated in literacy classes that (1) they are more effective in their own work with students; and (2) the overall achievement outcomes for students are impacted negatively by other teachers who have not yet engaged at some level in the literacy courses. They express a special concern for new teachers and non-college-of-education teachers.

The district website indicates that Elementary and/or Secondary Literacy 101, 201, and 301 are required of language arts teachers, K-12, but the

records of actual participation hours maintained by the Schultz Center suggest that many new and veteran teachers as well as non-college-of-education teachers are not participating in the courses. While no one likes a mandate, district and school site administrators should acknowledge their role in making this fundamental type of professional development happen for all language arts teachers and, in collaboration with the Schultz Center, actively encourage and monitor participation, ensuring that district regulations are implemented. Confirming and formally supporting a participation requirement for teachers will motivate not only all teachers but also principals.

2. *Ensure the leadership capacity and support of principals to sustain essential professional development in their buildings.* The quality standards for professional development and literacy guidelines that underpin the data collection protocols for this audit indicate that quality professional development depends on “skilled school and district leaders who guide continuous improvement.” Teacher focus group responses show that teachers perceive differences in principal support for professional development from school to school. Some principals encourage professional development through internal support structures, such as common planning periods, while others are reluctant to release teachers to attend professional development.

On the survey, principals (87.7%) agree or strongly agree that “school leadership promotes continuous learning for teachers” and even a greater percentage of teachers (91.1%) agree or strongly agree with this item on the survey. However, on the same survey, when asked about school leadership specifics, such as adequate time allotted for professional development and professional dialogue and collaboration, teacher agreement is lower (43.4% and 21.4% agree or strongly agree, respectively).

The principal role and support involves more than removing barriers to leaving the campus. It includes knowing about the content of

professional development, following up with a dialogue with the teacher, and ensuring that the coach assists the teacher’s transition to new practices in the classroom. Principal support for professional development is also evidenced in a school schedule that provides time for teacher dialogue and collaboration.

When one of the teachers in the focus groups said that she is “dying for strong leadership,” she is expressing what is generally acknowledged in the educational community: expert teachers languish in schools that are missing an expert principal. A lack of principal leadership is associated with not only less effective teaching but also may contribute to low retention of new teachers. In this context, meeting criteria of demonstrable support of teacher professional development should be tied to the evaluation of principals. Also, principals should receive timely information about teacher professional development.

The launch of the Schultz Center’s new institute for school leaders presents the perfect opportunity to create a cadre of distinguished principals. Drawing from schools that are serving large numbers of high needs students, a special leadership component—with a competitive application process for participation—should focus on assisting and recognizing exemplary principals. These principals should receive intensive leadership support in developing the necessary knowledge and skills to (1) understand the root causes of underperformance in the district’s schools and community; (2) communicate effectively with parents; and (3) create an atmosphere of high expectations for teachers and students.

3. *Develop a management and accountability system for school and district coaches.* The large numbers of instructional coaches assigned to schools, the district, and Schultz Center represents a significant commitment to the growth in effectiveness of classroom teaching. While principals make clear that coaches are critical to their schools in the roles of modeling, supporting grade level chairs, and providing data to classroom teachers, the coach contribution

to the improvement of teaching needs to be maximized. The audit found a common perception among teachers that the effectiveness of the coaches varies considerably from school to school and is limited by (1) differences in the expertise of the coach and his or her ability and willingness to address the literacy issues in a school directly through both data analysis and classroom coaching; (2) the encroachment of administrative duties on the time of the instructional coach; and (3) gaps in knowledge of the art of coaching.

The management and accountability system should clarify the priorities of the on-site coaching program, and establish both annual goals and quarterly benchmarks, so that the coaches' primary duties become apparent (not prescriptive). Whether coaches report to the principal of the school(s) where they are working or to a key staff person at the Schultz Center, the priorities should be articulated so that coaches, principals, and teachers are acting as a unified team.

The classroom observations, focus groups, and interviews, along with the review of coaching academy agendas, the coaching source syllabi, and the coaching resources as part of the audit's artifacts analysis all underscore a need for greater emphasis on training the coaches in "how-to coach." In the same way that a combination of theory, modeling, practice, feedback, and coaching⁶⁶ support the implementation of new practices by classroom teachers, this model can and should also support the coaches as they take on the critical role of supporting teachers in improving academic achievement in their classrooms. The impact of the coaching will be strengthened by providing more opportunities to practice and strengthen coaching skills.

4. *Differentiate literacy professional development to address specific needs of individual schools and recurring literacy issues that cut across multiple school sites.* Data from the focus groups reveal that many teachers do not believe that professional development sufficiently addresses the specific needs of individual classrooms and schools. There is a need to customize professional

development at these schools on-site and offer specific research-based strategies that are proven to engage at-risk students and accelerate the reading and writing performance of students who have fallen behind. By taking such an approach, differentiating professional development at the schools will both reinforce and complement the Schultz Center's existing literacy programs.

Simultaneously, the content of the literacy offerings should be informed by looking at actual classroom situations and practice. Interviewees express a need for professional development that is relevant to or matches more closely actual classroom realities. One teacher stated, "What we are taught in professional development is not what we teach out in the schools." Additionally, the classroom observations show teachers with various levels of experience and hours of professional development struggling to implement the literacy model in a manner that makes sense for the students. While strong coaching should help bridge the gap between the models that teachers learn in professional development classes and the realities of their own classrooms, teachers observe that this level of coaching support is uneven from school to school.

It is an opportune time for the Schultz Center to (1) review professional development content with schools to determine how effectively it addresses their issues and needs, based on data analysis and teacher input; and then, (2) examine how the literacy model plays out in classrooms from school to school in order to refine both the professional development course content and the coach role. Conducting a field test of differentiated professional development in one cluster of schools should be the first step to addressing the specific needs of individual schools.

5. *Identify, train, and provide a cadre of qualified substitute teachers for the district's high needs schools.* Focus group and survey data suggest that teachers who need literacy professional development may not actually participate

in the courses, lessening the impact of these programs on classroom instruction and student achievement. Having access to skilled substitute teachers is a major step toward ensuring participation of teachers from high needs schools and will help ensure that teachers who need literacy professional development are able to participate. There will be no excuses for non-participation if appropriate substitute teachers are provided. Combined with providing instructional leadership training for principals and holding principals accountable for participation of their teachers in professional development, creating a cadre of substitutes designated for the district's high needs schools, and trained by the Schultz Center, will maximize the participation of these teachers whose content and instructional practices are in most need of support and improvement.

Content of Literacy Professional Development

6. *Broaden the subject matter knowledge and subject-related pedagogy for literacy teachers.* While this may seem obvious for secondary teachers, who reported in focus groups that their favorite professional development comes from advanced placement sessions, it is an essential qualification for all teachers, according to the research cited in Section II of the report. Teachers and principals understand the importance of subject matter knowledge well. Survey results show that professional development that “deepens subject matter knowledge for participants” garnered the highest level of agreement (90.8% of teacher respondents agree or strongly agree) among a list of characteristics of successful professional development. An even greater percentage of principals (92.0%) and coaches (92.3%) agree or strongly agree as well.

The classroom observations that show teachers assigning writing for seat work with little or no scaffolding or pre-writing activity exemplify a need for increased subject matter knowledge. Writing is a subject, and those who have studied writing and the vast amount of writing-related pedagogy for K-12 students (since the 1970's)

would not ask students to write without first assisting them to express what they already know and share concepts and words to write about, including putting those words up in the room for all children to see and use.

7. *Convene the Schultz Center and the district's Curriculum and Instruction units to examine the overall use of oral language in the classroom.* This examination should be used as the basis for considering modifications to the professional development syllabus, if needed. Despite the well-known and research-supported axiom that “reading and writing float on a sea of talk,”⁶⁷ there is little evidence in the classroom observations of a strong sense of how critical oral language is to learning to read and write. Further, while two-thirds of the teachers observed were teaching in Grades K-3, there was not an apparent consistently used phonics approach in evidence, and there were even some questionable practices (i.e., a phonics tape turned on for children to watch, while the teacher did paperwork and elicited no oral participation.).

On the professional development survey, teachers were asked to rate their knowledge of 17 components of reading instruction and indicate the level of professional development they have received on each of the elements. Key areas identified in the literature as critical in early literacy, such as phonemic awareness, concepts of print, decoding, and encoding, received the lowest ratings in terms of level of skills. For example, nearly half of the respondents indicate that their professional development only partially or never addressed phonemic awareness, concepts of print (44.4%), phonics and decoding (46.6%), encoding (50.1%). Some of the lack of skill and training in these areas can be ascribed to the fact that they become less important after grade three and many teachers are teaching above these grades. However, oral language is the base of reading and writing and the repository of a child's background knowledge and this means that all literacy teachers should have a working knowledge and set of skills in these areas.

8. *Strengthen the unit and lesson development components of the literacy professional development.* Greater emphasis should be placed on providing models of lesson scaffolding, structuring lessons for higher order thinking, and effectively eliciting and building on and extending background knowledge of students. The observations and interviews found that some teachers have difficulty in organizing the several components of the literacy model into a whole that allows students to make sense of what they are learning, the outcome that is most likely to help them become good readers and writers. In a few cases, it appears that teachers intended to let the learning content ride along on the classroom rituals rather than organize them into a thoughtfully developed lesson that builds on what students already know and helps them construct new knowledge. Effective unit and lesson scaffolding is a critical component of differentiating instruction in the classroom.
9. *Build a parent component into literacy instruction.* The *Assessment of Readiness and Capacity* indicates that both district staff and parents believe the quantity and quality of parent involvement to be low and ineffective in many schools. Parent involvement does not suddenly improve with a burst of light, but it can improve with focused commitment and support. This recommendation should be implemented at three levels. First, acknowledging the role of the parent in a child's cognitive development and emergent literacy is essential and should be accompanied by professional development that the Schultz Center develops in cooperation with and targets to parents. Second, the role and importance of parent participation in developing literacy needs to be incorporated into literacy courses to encourage and assist teachers and principals to pursue parent input and participation. Finally, principals should have a specific component on parent involvement included in the leadership institute.

Fiscal and Program Accountability

10. *Develop an inter-organizational database and mechanism for tracking and evaluating the impact of professional development and programs.* Current databases present obstacles to the examination of professional development and programs in Duval County. An inter-organizational database should include the following: (1) linkages of data that pertain to student achievement, teacher characteristics, student demographics, and hours of participation in professional development sessions; (2) the capacity to identify and track individual teacher participation that is not subject to human error due to self-reporting; (3) the inclusion of data that are not currently maintained centrally, most notably, teacher years of service in individual schools within the district; and (4) data about substitutes, who are provided to the district by a contract agency but not currently identified in district databases.

There are distinct advantages to establishing a relational database that systematically links, upgrades and organizes the data from the district and the Schultz Center. For example, the ability to link teachers to students that they have taught over time makes it possible to examine the effect of teachers and programs. Also, examining the impact of professional development on student achievement and teachers can more reliably become a cornerstone for evaluation and policy decision-making. Further, the two organizations will be better equipped to assess the return on such investments as the 276 coaches. Lastly, the capacity to track the impact of long-term substitutes on individual student learning would provide data on which to make informed decisions about the effective use of temporary employees and substitutes.

As the audit examined the major sources of funding for professional development and then determined where the resources have been allocated and how the approximately 34 million dollars have been spent, it became evident that some district offices provide a better tracking system for these dollars than others. In some instances, this circumstance was due to transitions in district internal reporting systems. As a whole, the district and Schultz Center need a uniform system and mechanism for tracking professional development dollars, thereby enabling department heads to pinpoint what their professional development monies actually bought and what resulted from these purchases.

11. *Create a web-based pathway for the reporting of school site professional development programs, funds and expenditures.* The use of professional development resources at the individual school level needs to be tracked more closely. The lack of information about school-based professional development undercuts the ability of Schultz Center and district leaders to follow all of the content of professional development in the district and to coordinate and avoid overlap of efforts. The Schultz Center and the district will benefit from a clearer picture and better understanding, enabling the development of quality standards, more effective integration of services, and accountability for what professional development is offered at the schools, its funding, who participates, and the impact.
12. *Increase the teacher voice in the formal evaluation and improvement of literacy professional development.* While teachers indicate that they have the opportunity to complete evaluations of their professional development sessions, they stress that they neither receive feedback or summaries of their responses nor have an opportunity to evaluate the overall program. Also, teachers say that they are not asked to participate or give input into the planning of professional development at the district level. The Schultz Center should convene a Teacher

Working Group, drawing teachers particularly from high needs schools, to focus on the impact of professional development, its relation to the achievement gap in the district, and identified teacher needs.

13. *Develop a reporting mechanism so that the Operations Department receives structured updates with accurate professional development services and cost information from sub-contractors.* While Operations does excellent work in documenting internal professional development programs and expenditures, the district sub-contracts much of its non-instructional services to companies in Duval County. The amount of professional development expenditures on non-instructional employees needs to include the amounts these companies provide to their employees, including substitute teachers, as part of their contract, so that these costs are reflected and can be analyzed as part of the professional development dollars.

Summary

The dream of many people in the community and district—a professional development center that respects, improves, and supports teaching—is being realized in the Schultz Center, which is just more than half a decade old. The audit findings demonstrate that it is possible to design and provide professional development for literacy that leads to improvement in student achievement. Concomitantly, the Duval County Public Schools is a district that has made the most direct commitment to professional development through serious allocations of funds and resources, including coaches, which are targeted toward improving instruction and learning.

The recommendations from the audit refine and refocus the myriad activities, persons, and funds in the DCPS and the Schultz Center on what everyone agrees is the ultimate objective of high quality literacy instruction in the classroom: children who read, write, and speak fluently and use this set of knowledge and skills to become strong lifelong learners.

Endnotes

Section I

- ¹ Wilson, D. (2006) "Linking professional development with student achievement," Council of Great City Schools Annual Conference at <http://www.cgcs.org>.
- ² *Assessment of readiness and capacity: Duval County Public Schools* (2006), Boston: Community Training and Assistance Center.
- ³ As explained later in the analysis, the grade level sample represents the fact that grades K-2 are not tested in Florida, that there are not prior year scores for grade 3 (needed for comparisons), and that teachers in grades 9-12 who participate in literacy courses are small in number relative to the size of the student population.

Section II

- ⁴ "Good teaching matters: how well-qualified teachers can close the gap;" (1998). *Thinking K-16*, Education Trust, 3(2).
- ⁵ "Teaching teachers: Professional development to improve student achievement," (2005). *Research Points: Essential Information for Education Policy*, American Educational Research Association, 3(1).
- ⁶ *Ibid*, p. 3.
- ⁷ Slotnik, W. J. et al (2004). *Catalyst for change: Pay for performance in Denver*, Boston: Community Training and Assistance Center.
- ⁸ Keiler, B. (2007). "Teachers seen as making a difference in world's top schools," *Education Week*, 17(11).

Section III

- ⁹ Beardsley, A. A. "Recruiting expert teachers into hard-to-staff schools," *Phi Delta Kappan* (Sept 2007). 54-67.
- ¹⁰ School, student, and staff numbers vary slightly among different sources. These numbers are reported for the 2006-07 school year on the district website.
- ¹¹ *Assessment of readiness and capacity: Duval County Public Schools* (2006). Boston: Community Training and Assistance Center, (pp 8).

Section IV

- ¹² See America's Choice at <http://www.americaschoice.org>.

Section V

- ¹³ *Every child reading: A professional development guide*, (2000). Learning First Alliance, Baltimore: ASCD.
- ¹⁴ "NSDC's standards for staff development," (rev. 2001). <http://www.nsdco.org/standards>.

Section VI

- ¹⁵ During 14 site visits of CTAC staff, 46 meetings with Schultz Center staff and 44 meetings with DCPS staff took place in order to gather data, check facts, and complete the analysis.

Section VII

- ¹⁶ Other Instructional Staff include special subject teachers (i.e., physical education, music, art), special education teachers, teachers of Reading Recovery and FastForward.
- ¹⁷ Goswami, U. (2001). "Early phonological development and the acquisition of literacy," in S. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 111-125). New York: Guilford.

Section VIII

- ¹⁸ Duval County Public Schools are structured into clusters for administrative services and support. One cluster was used for the selection of teachers, providing similar school demographics and student performance for the teachers observed.
- ¹⁹ Gagne, R. (1985). *The conditions of learning (4th ed.)* New York: Holt, Rhinehart and Winston.
- ²⁰ Though schedules were designed to avoid large blocks of assessment time and early release, there were instances where observation time was unavoidably lost.
- ²¹ Rasinski, T. et al (2004). *Teaching comprehension and exploring multiple literacies*. Newark, DE: International Reading Association.

Section IX

- ²² Raudenbush, S.W., & Byrk, A.S. (2002). *Hierarchical linear models*, Thousand Oaks, CA: Sage Publications.

Endnotes

Section X

- 23 See table of district coach allocations and discussion in Section IV of this report.
- 24 “Consolidated Funds Statement—Approved Budget for 2006-07,” Office of Budget Services: DCPS.
- 25 *Ibid.*
- 26 *Ibid.*
- 27 “All Duval County Expenditures for General and Federal FY 2007,” Budget Services Division: DCPS.
- 28 “Professional Development by Funding Source,” Office of Budget Services (updated 9-25-07): DCPS.
- 29 “Functions 7700 (332-334) FY 2007 by Fund Center,” Office of Budget Services (updated 11-08-07): DCPS.
- 30 “Operations—2006-07 Professional Development Training,” Operations Division (8-16-07): DCPS.
- 31 “Professional Development by Funding Source,” *loc. cit.*
- 32 *Ibid.*
- 33 “Professional Development FY 2007 Kelly Subs,” Office of Budget Services (updated 9-25-07): DCPS.
- 34 “2006-07 Title I Professional Development,” Office of Title I/NCLB (revised 8-17-07): DCPS.
- 35 “Professional Development Audit Financials” (CTAC Template), Office of Title I/NCLB: DCPS.
- 36 *Ibid.*
- 37 “Title I Expenditures—2006-07—Professional Development,” Office of Title I/NCLB: DCPS.
- 38 27 Reading Recovery teachers served students directly and were paid from Title I.
- 39 Title II (48510) Budget (9-05-07): DCPS.
- 40 Supplemental Academic Initiatives (SAI) Budget (9-05-07): DCPS.
- 41 “Professional Development by Funding Source,” *loc. cit.*
- 42 *Ibid.*
- 43 *Ibid.*
- 44 “Supplemental Academic Initiatives (SAI) Budget,” *loc. cit.*
- 45 *Ibid.*
- 46 Title V (48501) Budget (9-05-07): DCPS.
- 47 *Ibid.*
- 48 English Speakers of Other Languages (ESOL) and World Languages Department (11-07): DCPS.
- 49 “Professional Development by Funding Source,” *loc. cit.*
- 50 *Ibid.*
- 51 *Ibid.*
- 52 *Ibid.* See also “Letter to CTAC re: Mirror School Funding (5-23-07).”
- 53 “Competitive Grant Funding from July 1, 2006—May 9, 2007,” Competitive Grants Office: DCPS.
- 54 *Ibid.*
- 55 “Operating Agreement—Modified for 2006-07,” Effective July 1, 2006: DCPS.
- 56 *Ibid.*
- 57 Title II (48510), *loc. cit.*
- 58 *Ibid.*
- 59 “Operating Agreement—Modified for 2006-07,” *loc. cit.*
- 60 “Value-Added Programs, 2001-06,” Schultz Center.
- 61 “Value-Added Programs, 2006-07,” Schultz Center.
- 62 *Ibid.*
- 63 Schultz Center Organizational Chart—2006-07
- 64 “Professional Development Audit Financials,” Office of Title II, Title 5, and SAI (7-12-07): CTAC Template.
- 65 “2007-08 Duval Fee for Service Contract Targeted Fund (Includes amounts actually spend in 2006-07),” DCPS. See also “Operational Chart for Professional Development, 2006-07,” Schultz Center.

Section XI

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AND ASSISTANCE CENTER

30 WINTER STREET • BOSTON, MA 02108
TEL: 617.423.1444 • E-MAIL: ctac@ctacusa.com
www.ctacusa.com