

Professional Development and Market Factor Funds

Student Achievement and Educator Quality Program

Senate File 277

Iowa Department of Education

Grimes State Office Building

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**Iowa Department of Education
Annual Report 2008
as Required by Senate File 277
Professional Development and Market Factor Funds
Student Achievement and Educator Quality Program**

Legislation passed during the 2007 Iowa legislative session provided additional funding for Professional Development for Teachers and for Market Factor incentives as part of the Student Achievement and Educator Quality Program, Iowa Code 284. Senate File (SF) 277 requires the Iowa Department of Education (DE) to report on school district use of funds distributed pursuant to SF 277 by January 15, 2008. The report is being made available to the chairpersons and ranking members of the senate and house committees on education, the joint appropriations subcommittee on education, the legislative services agency, the deans of the colleges of education at approved practitioner preparation institutions in this state, the State Board of Education, the Governor, and school districts.

Information on school districts' use of the funds provided through the 2007 enacted and signed student achievement and educator quality legislation was collected from school districts using the fall 2007 Basic Educational Data System (BEDS).

Professional Development

Funds were allocated for high quality professional development for teachers in the 2007-08 school year. The BEDS certification requires the districts to certify how the school district allocated these funds and that the moneys received under this subsection were used to supplement, not supplant, the professional development opportunities the school district would otherwise make available.

High quality professional development is defined as activities that should provide for alignment with the Iowa Teaching Standards; career development needs of teachers (District and Individual Teacher Career Development Plans); research-based instructional strategies; alignment with the Comprehensive School Improvement Plan student achievement goals; analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching; and improvement in instructional practice and effect on student learning. This would NOT include items such as mandatory trainings, parent-teacher conference days, teachers preparing in their classrooms, staff orientations, or time spent preparing grades/report cards/lesson plans.

School districts decided on the best focus for the extra professional development day according to their own perceived needs (Table 1). Many districts reported focusing on multiple content areas. Often this was because different school buildings had different needs. For example, reading might be a priority in the elementary school, but the high school needed to focus on writing.

Three hundred twenty-seven districts reported that reading was a focus area. Two hundred fifteen districts reported mathematics was a focus area. Topics included in the "other" category were very diverse and included technology, classroom management, differentiated learning, and use of data along with multiple other topics.

Table 1. Content Focus of Professional Development

	Number of Districts*	Percent of Districts*
Reading	327	90%
Mathematics	215	59%
Science	149	41%
Writing	159	44%
Other	197	54%

*Many districts had more than one focus area.

In addition, districts were asked how the professional development funds would be distributed. Districts indicated that 78 percent of the total would be paid to teachers for time to participate or lead professional development.

Table 2. Allocation of Professional Development Funds

	Total	Percent of Total
Salaries/Teacher Time	\$14,618,518	78%
Substitutes	\$1,399,419	7%
Professional Development Materials	\$776,275	4%
Professional Development Trainers	\$645,592	3%
Other	\$1,390,344	7%

Districts were also asked to indicate the percent of funds that will be allocated to the following implementation of the District Career Development Plans (DCDP), Attendance Center Professional Development Plans (ACDP), and Individual Professional Development Plans (IPDP) (Table 3). If a particular activity was part of multiple levels, the districts were required to include the funding in the highest appropriate level. The indication was that about half of the funds would be used to implement the DCDP.

Table 3. Allocation of Professional Development Funds by Level

	Mean
Implementation of District Career Development Plans	49.8%
Implementation of Attendance Center Professional Development Plans	30.0%
Implementation of Individual Professional Development Plans	20.2%

Market Factor Incentives

Funds were allocated for Market Factor incentives to recruit and retain teachers in the 2007-08 school year. The BEDS certification requires the districts to certify the amount allocated by the school district to specific teachers. Market Factor incentives may include salaries, educational opportunities and support, moving expenses, and housing expenses for the recruitment and retention needs of the school district in such areas as hard-to-staff schools and subject-area shortages, improving the racial or ethnic diversity on local teaching staffs, funding to prepare a teacher to attain a license or endorsement in a shortage area, or funds to support educational support personnel in pursuing a license in a shortage area.

The fall BEDS lists 760 staff members in 152 districts receiving Market Factor additions to their salary. The total amount distributed was \$1,266,574. The mean of the distribution was \$1,666 with a large standard deviation of \$1,484. The median amount was \$1,367. The range of the amounts received was very broad (\$10,078) with a minimum of \$22 and a maximum of \$10,100. The 2007 allocation for Market Factor was \$3,390,000 divided among all 364 districts. Three hundred eighteen (about 42 percent) of the 760 staff members accepted multiple assignments.

Table 4. First Assignment Code of Staff Members Receiving Market Factor Funding

Code	First Assignment Listed	Number
60	K-8 (General Coursework)	274
28/70/80	Special Education	175
20	Mathematics	59
17	Life and Physical Sciences	48
30/50	Support: Counselor, Teacher Librarian, At-Risk	31
04/07/09/16/24	Industrial/Technology Education	25
11	Fine and Performing Arts	23
12	Foreign Language and Literature	22
10	English Language and Literature	19
02	Business	18
05/29	Consumer and Homemaking Education	16
27	Social Sciences and History	15
08	Elective Activities	10
03	Computer and Information Sciences	7
01	Agriculture and Renewable Natural Resources	6
23	Physical Education	5
14/15	Health and Safety Education	3
22	Multi/Interdisciplinary Studies	1
25	Public, Protective, and Social Services	1
99	Other	2
	TOTAL	760

Table five is a summary of demographics of the staff members who received Market Factor funding in the 152 districts reporting. Similar numbers of new hires and retained teachers were reported receiving the funding.

Table 5. Demographics of Staff Members Receiving Market Factor Funding

	Count	Percent of Total
Males	238	31%
Females	522	69%
White	727	96%
Non-white	33	4%
Beginning teachers	279	37%
Career teachers	481	63%
New hires to district	389	51%
Retained in district	371	49%