

Professional Development Funds

Student Achievement and Educator Quality Program

Iowa Code 284.13

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319

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400 E 14th St
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**Iowa Department of Education
Report 2009
As Required by Iowa Code 284.13
Professional Development Funds
Student Achievement and Educator Quality Program**

Legislation passed during the 2008 Iowa legislative session, provided additional funding for professional development for teachers as part of the Student Achievement and Educator Quality Program, Iowa Code 284. Iowa Code 284 requires the Iowa Department of Education (DE) to report on school district use of funds distributed pursuant to House File 2679 by January 15, 2009. 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 Iowa, the State Board of Education, the Governor, and school districts.

Information on school district use of the funds provided through the 2008 enacted and signed Student Achievement and Educator Quality Legislation was collected from public school districts using the fall 2008 Basic Educational Data System (BEDS).

Professional Development

Funds were allocated for high quality professional development for teachers in the 2008-09 school year. BEDS certification requires the districts to certify how the school district distributed 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 align with the Iowa Teaching Standards; career development needs of teachers (District and Individual Teacher Career Development Plans); research-based instructional strategies; Comprehensive School Improvement Plan student achievement goals; and improvement in instructional practice. 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 decide 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 seventeen districts reported that reading was a focus area. Two hundred fifteen districts reported mathematics as a focus area. Topics included in the “other” category were very diverse and included technology, differentiated learning, and school climate along with multiple other topics.

Table 1. Content Focus of Professional Development

	Number of Districts*	Percent of Districts*
Reading	317	88%
Mathematics	215	59
Science	133	37
Writing	160	44
Iowa Core Implementation	264	73
Other	175	48

*Out of 362 districts. Many districts had more than one focus area.

In addition, districts were asked how the professional development funds would be distributed. Districts indicated that 74 percent of the total would be paid to teachers for time to participate or lead professional development (Table 2).

Table 2. Allocation of Professional Development Funds

	Total	Median of the Districts	Percent of Total
Salaries/Teacher Time	\$13,972,380.60	79%	74.2%
Substitutes	\$1,860,873.67	5%	9.9
Professional Development Materials	\$912,193.22	0%	4.8
Professional Development Trainers	\$921,731.14	0%	4.9
Other*	\$1,174,293.31	0%	6.2
Total	\$18,841,471.94		100.0

*Out of 362 districts. Many districts had more than one focus area.

*Includes unallocated funds.

Districts were also asked to indicate the percent of funds that will be allocated to the implementation of the District Career Development Plans (DCDP), Attendance Center Professional Development Plans (ACPDP), 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

	Median of the Districts
Implementation of District Career Development Plans	50%
Implementation of Attendance Center Professional Development Plans	25%
Implementation of Individual Professional Development Plans	20%

Districts also received professional development funds specifically for the Iowa Core Curriculum. The districts were asked how the Iowa Core Curriculum professional development funds would be distributed. Districts indicated that more than half of the total would be paid to teachers for time to participate or lead professional development (Table 4).

Table 4. Allocation of Iowa Core Curriculum Professional Development Funds

	Total	Median of the Districts	Percent of Total
Salaries/Teacher Time	\$4,256,107.93	60%	53.2%
Substitutes	\$1,390,410.77	17%	17.4
Professional Development Materials	\$546,417.41	0%	6.8
Professional Development Trainers	\$327,694.83	0%	4.1
Other	\$1,486,994.65	0%	18.6
Total	\$8,007,625.59		100.0

Districts were also asked to indicate the percent of funds that will be allocated to the implementation of professional development at the district-wide, attendance center, and individual level (Table 5). If a particular activity was part of multiple levels, the districts were again required to include the funding in the highest appropriate level. The indication was that 60 percent of the funds would be used for district-wide professional development.

Table 5. Allocation of Iowa Core Curriculum Professional Development Funds by Level

	Median of the Districts
District-Wide Professional Development	60%
Attendance Center Professional Development	25%
Individual Professional Development Plans	0%

Similarly, area education agencies (AEAs) were allotted professional development funding from the educator quality legislation. All 10 AEAs reported multiple focus areas (Table 6).

Table 6. Content Focus Areas of AEA Professional Development

	Number of AEA's	Percent of AEA's
Reading	7	70%
Mathematics	6	60%
Science	6	60%
Writing	4	40%
Iowa Core Implementation	6	60%
Other	9	90%

The AEA's were asked how the professional development funds would be distributed. The AEA's indicated that most would be paid to teachers for time to participate or lead professional development (Table 7).

Table 7. Allocation of AEA Professional Development Funds

	Teacher Quality		Iowa Core Curriculum	
	Dollars	Percent	Dollars	Percent
Salaries/Teacher Time	\$799,535.28	69%	\$285,341.66	58%
Substitutes	\$25,000.00	2	\$0.00	0
Professional Development Materials	\$14,868.51	1	\$4,250.00	1
Professional Development Trainers	\$40,204.00	3	\$24,287.96	5
Other*	\$278,920.27	24	\$178,494.80	36
Total	\$1,158,528.06	100	\$492,374.42	100

*Includes unallocated funds.

The AEA's were also asked to indicate the percent of funds that will be allocated to the following implementation of professional development at the district-wide, attendance center, and individual level (Table 8). If a particular activity was part of multiple levels, the AEA's were required to include the funding in the highest appropriate level. The indication was that more than 62 percent of the regular funds and more than 90 percent of the Iowa Core Curriculum funds would be used for district-wide professional development.

Table 8. Median Allocation of AEA Professional Development Funds by Level

	Teacher Quality	Iowa Core Curriculum
District-Wide Professional Development	62.5%	90%
Attendance Center Professional Development	17%	0%
Individual Professional Development	16%	0%