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EDITORIAL PROJECTS IN EDUCATION  
WHAT K-12 LEADERS WANT FROM PD: RESULTS  
FROM NATIONWIDE SURVEY  
DECEMBER 17, 2019  
1:00 P.M. CST

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>> SEAN CAVANAGH: Hello, everyone, and welcome to today's Market Brief quarterly briefing, "What K-12 Leaders Want From PD: Results from a Nationwide Survey." I'm Sean Cavanagh, and I'm the manager. They're Market Brief reports and research available exclusive to Market Brief members.

Today we're going to take a deep dive into the results of a special reporting and research project we unveiled earlier this year called "Professional Development Problems and Proposed Solutions: What District Leaders Want." For this project EdWeek conducted a survey of district leaders around the country which focused on the most pressing needs in PD in the products they wish the market was delivering but is not.

In addition, we complemented this research for the reporting, interviews with district officials and PD experts around the country about experiences with vendors with PD and what they need from PD. I'll introduce two colleagues who will lead the presentation today. Holly Kurtz is the director of the education week research have and leads the team of researchers who analyze the data Market Brief collects from K-12 officials around the country for this project and others we conduct. She'll be leading us through the PD results today from our survey.

Michele Molnar is a social editor. She conducted the reporting

for this project and will talk about district officials on their PD needs and experiences.

Before we begin, now is a good time to review some of the technical aspects of the presentation. Check the audio settings on your computer as well as the speaker volume settings if you're having audio trouble. If you're still having issues, please see our details audio troubleshooting file available in the resource list window under the Q&A window. There are also other icons that are in panels on the webinar console.

Read about the speakers in the speaker bio panel and to download slides. Type the questions in the Q&A box above the resource list window. To submit a question type them in the Q&A box above the resource list window. Finally an on demand archive will be available in the next 24 hours. Use the same link you used today to log in to watch the recording.

I'd like to turn it over to Holly Kurtz, the director of the Service Center for the survey results on PD. Holly, take it away.

>> HOLLY KURTZ: Thanks so much, Sean. Thank you for everybody at the webinar today. We had 500 respondents and this included a lot of people in senior leadership, superintendents, chief academic officers and other titles plus a good selection of curriculum and instruction directors and those folks.

>> HOLLY KURTZ: As those of you who have been with us since the spring at the briefings, this is the third of three special reports that we produced in 2019. The first report is on curriculum, the second is on assessment, and this third and final installment is on professional development. The two other reports and this report, the full version of it, are all available to Market Brief enterprise members.

Here's a little bit of a taste of what you see today. The PD installment as with the two prior installments, we really wanted district leaders to tell us about the points in their own words. We asked them to tell us aside from cost, what is your top professional development-related problem. We asked them to come up with a solution to the problem.

After that we asked them how much they would be willing or able to pay for that solution that they came up with themselves. Finally, as with all the other installments, we asked our district leaders which company is best at solving PD problems? In addition to having those questions that were sort of a common thread throughout all of our installments, we also asked district leaders multiple choice questions about PD funding protections, how much they planned to spend on Ed tech PD and what kind of PD they think they will invest in. We'll share those results as well as some segmentations we were able to generate.

All right. So by far the top PD problem were the people who responded to our survey they had insufficient time to develop PD or

for staff to attend training. The second biggest problem is limited availability of PD content and resources. That material is not customized, and not meeting districts' precise needs. That was a bit of a common thread that ran through assessment and curriculum. That's an issue not unique to PD. District leaders tend to perceive the material that's out there commercially at least is not necessarily meeting their specific needs.

I'm going to turn things over to Michele Molnar, who did a great job reporting on this survey.

>> MICHELE MOLNAR: They filled in the blank about some of their unmet needs, and what they saw as the biggest problem they faced in professional development. There appear to be actually quite a few of on them. This slide showed responses that echoed the themes we heard. Increased rigor was one, understanding and using data to personalize construction and gauging real life amicable offers and not just using a tool and curriculum and finding meaningful PD online that relates to what they need. That was an issue mentioned by quite a few. One administrator called out to teachers' reluctance to drive their own PD while rejecting district offerings.

For information overload was another concern. Someone said, we train and train and train until teachers are tired of training, and that may be drive being some of the interest in personalizing PD.

Administrators are looking for ways to meet the needs of all the diverse categories of teachers, and that's a tall order we know. They wrote that they found often PD to be too general, and they question whether it addressed specific educator needs.

Another said they want to present PD that builds on existing skills rather than rebuilding from the ground up. On a positive note, we did find that a couple Responses from school officials praised their own PD.

One said, our PD is addressed in-house, and it's generally superb. That's a sense of the broad direction.

Now I'll turn it back to Holly to talk about customization.

>> HOLLY KURTZ: Michele, I'm glad you brought up the idea of district leaders praising their own PD. In prior research the top competitor for commercial or external PD is really the district's own PD, and overwhelmingly districts think their own PD is better than the PD they purchased externally. So that's sort of a perpetual issue in the marketplace with surveyors of PD.

In addition to talking about asking district leaders about their top problem, we wanted to be a little bit solutions-oriented. So we said, you know, we basically asked them to invent a new product or service that could solve their top problems.

So begin that there's a big emphasis for them was custom tailoring, it's not surprising that they wanted products aligned to their own specific needs. So their biggest category of PD inventions

was customized PD, which aligns with their, you know, the problem, the point that off the shelf products are not meeting their needs. Michele, back to you.

>> MICHELE MOLNAR: Thanks again, Holly. We also asked them to invent a product or service to solve the biggest problem. They're looking for different delivery options, for instance a hybrid model to face-to-face training, webinars, classroom visits and a year-long design. Some actually suggested a questionnaire or assessment to head educators figure out what kind of support they need, and then give them a chance to pick their own PD with options to choose the preferred form of training.

The other answers on this slide, the ones that you can see here online PD modules for a wide range of educators to implement them and receive feedback. This mod later is another theme we heard recurring.

Video streaming and feedback to teachers, web PD that's accessible to all staff, thus creating a K-12 consistent language in the district. We'll talk more about the need for consistent language later in this briefing.

Individualized PD, so every teacher can get the information materials for their grade level and content area as well as online with accountability factors built in. Again, accountability is a strong trend that we see. For one, accountability, one respondent suggested that teachers be required to show what they learned in some way so that they produce something.

To motivate educators and administrators, suggested building a rewards for teachers who successfully complete PD, whether it's with time off or some sort of gifts. That gives everyone something, I think, to think about, as I turn this back to Holly.

>> HOLLY KURTZ: Thanks, Michele. You know, I'd like to also talk about what you said about people mentioning PD inventions that are actually -- people inventing PD inventions that are not inventions but are out there on the marketplace. We asked this kind of question multiple times before, not just about PD but invent a product that doesn't currently exist that you need. We often get a lot of responses in which district leaders invent products already on the market.

I think that sort of brings us back to another broad trend from the previous research, which is that a lot of products in companies with education K-12 is the crowded marketplace. Again and again we see there's not necessarily one top leader, and so I think there is a lot of out there.

There are a lot of companies out there that educators are not even aware of, and you know, they're often very big companies. We're surprised educators aren't aware of them, and there are a lot of products they're not aware of. Awareness is definitely a top point for companies selling into this marketplace, as demonstrated by

people inventing products that actually already exist.

So with each of our questions we asked district leaders to tell us how much they would be willing to pay, willing and able to pay for their top, for their ideal solution? They told us that they would be building to pay a median of \$8 per student, which is not a very large amount.

Those of you who are familiar with school district budgets realize that such a large amount of money goes to salaries, especially teacher salaries and what's left over is not very much. \$8 is the median amount they would be willing to pay.

We did have almost a quarter of our respondents say that they would not be willing or able to pay anything even for their ideal product, ideal solutions to their top problem. We then asked district leaders which company is best as solving professional development problems. This is so they pick the companies they decided were best for this.

Solution Tree did get what you see there on the bars or just the number of people selecting each option, and we show that instead the percentages because the percentages are, to be honest, very low. The education marketplace is very crowded, so even though Solution Tree is the top company, according to our district leaders in terms of solving PD problems, it only had ten people mention it.

We then -- the next highest is AFCD, and then you can see from there there's several that got two people mentioning them. We also about a couple dozen other companies mentioned by only a single person just for reasons of space we did not include those companies in those graphics. If you would like us to send a list of companies that were mentioned only by a single person, we'd be happy to do so after the webinar. Just reach out to us.

This is good news in the field for those that are PD vendors. 39% say ed tech PD, the funding is increasing over the next two years. We asked what kind of professional development do you plan to purchase in the next two years?

The top type that the district leaders are interested in is instructional coaching. You know, what's also interesting I know in Michele's reporting she talked to one expert who was actually surprised that the time crunch was one of the top PD challenges, because when PD is really incorporated into a teacher's work life, it is not necessarily this sort of time issue where you, you know, take time off of school and get a substitute teacher.

It's more of a sort of ongoing workflow of your daily life, and an instructional coach fits into that model of PD, which is what a lot of districts tell us they're trying to aim for.

District leaders are not surprised. They want to buy PD that is supported by research, specifically academic research. They want to have PD linked to specific academic standards or curriculum, and then when we look at some of the -- about some of the topics in which

they seek PD, literacy was the top topic followed by math and science instruction.

On this chart what you're seeing is a broke out the people that respondents that said they would be increasing their investment in PD over the next two years, because I thought those might be of greater interest since they expect to have more money than they did before to put towards PD. Here you see what their priorities are.

They're looking for self-directed PD. They're more likely than people -- when you see there in the gray is people that don't expect to change the amount of investment in PD. They're more likely as those folks to see they spend on self-directed PD. You see PD for administrators and principals.

That is a greater interest of those people increasing their investments in PD and also instructional coaching. They're more likely to be investing in than people keeping their PD budgets the same or decreasing them. On the far left, we didn't have anybody in that category who was planning to buy self-directed PD who plans to decrease the PD budget. That's why there isn't a red bar in the far left-hand corner.

We also broke down the results by district size. What we found -- we actually also found this with our assessments. That was the research presented a few months ago. We found smaller districts were less likely to say they would invest in a variety of different types of PD.

Smaller districts were defining here as districts, so the top bar on the gray is districts with 10,000 or more, and then the bar is -- the bar, the blue bar in the bottom is under 2500, and then the mid-range is in orange. So we see among these big districts a greater interest than in smaller districts or much greater likelihood than in smaller districts to plan to invest in a variety of different kinds of PD.

That will include STEM-PD, PD-T for administrators and the badging, which is a new one that districts haven't invested in as long as there's other types of PD and then from school-focused PD.

We found the two types of PD are a bigger need in higher poverty districts, so they're a bigger need to instructional coaching, what it is. Both have a different need but there are more plans to investigate in this type with districts with poverty rates over half. So that's over half the income.

We found some regional differences. So can you move my slide. We also found some regional differences with PD. So we found -- here, let me just about back here. As you see, we definitely found some regional differences in PD here.

>> SEAN CAVANAGH: I'm looking at the slide here. It says math, science, PD, there was a much bigger need in the Western states, 62%. The Midwest was at 44%, Northeast at 37%, and the South at 26. Pretty big regional differences.

>> HOLLY KURTZ: Yes, definitely in the West we see a bigger need for the math/science PD compared to the South. Let me sum up some take-aways in terms of points and solutions.

Time is really the top PD pinpoint. Customization is a pretty healthy concern. When we ask leaders to provide a product to solve the biggest problems, they were most likely to say they were looking for customized PD. They will create them, and Michele shared examples of that.

It offers PD customized to every teacher at every grade level, for instance. They're also hungry for time-saving approaches, so PD where teachers don't need to be out of classrooms too long or dip into too much of their personal time or their instruction time to deal with -- to learn new things. Leaders would be willing and able to pay \$8 per pupil for the perfect PD solution that they invented themselves.

And the PD marketplace finally is very crowded, even though Solution Tree appears to be the leader. It was more likely to be mentioned as the top company in terms of solving districts biggest PD problems. Most leaders expect their districts to increase their budget in PD in the next two years and instructional coaching. PD -- the needs for PD differ by district demographics and type. So, for instance, S.T.E.M. is a bigger need in the west.

Leaders in higher poverty districts aren't likely to say they need coaching. Finally, as this curriculum finds, there are several categories of products that smaller districts are just much less likely to say that they would be willing to invest in.

So I'm going to turn it over back now to Michele.

>> MICHELE MOLNAR: Thanks so much, Holly. I think that was a really interesting dive into all of the data, and now I'm going to actually introduce you to some of the folks that I spoke with. It was a real privilege to interview these highly motivated and passionate people about their professional development priorities. So for this special report, I conducted three in-depth interviews with district PD leaders and with a representative of Learning Forward, which is a professional learning organization that has 12,000 members, and it's 50 years old.

In my entire view with Nikki, a senior district fellow with Learning Forward, she was surprised to hear 48% of people identified insufficient time for PD as an issue, and Holly mentioned this briefly earlier. She said to her that meant that many, many people still define PD as training and things that have to happen in a workshop mode. She believes the definition of PD has really broadened to include professional learning communities, teacher collaboration time, book studies and many observations and more. Often she finds that educator find PL time to be more logistical and planning oriented like planning for the next field trip than actually learning. That's faced in the PD world.

Learning Forward developed the standards assessment inventory, which measures alignment with the standards for professional learning. 40 professional associations and education organizations contributed to the development of these standards. And the inventory is actually a 250-minute survey designed to help districts assess the impact of professional learning, the finding from taking the survey are intended to ensure that the district maximizes its return on its PD investments.

MRNP if you haven't heard of this out there in the field yet, you might. It might be interesting to see if they took this inventory and how your work might dovetail with that. Learning Forward itself is working to expand data conversations, so they're not just about looking at student data. They're also interested in educator data. What are teachers struggling with?

They feel that this shouldn't be considered deficits but places where a teacher needs to focus additional attention. There's hesitation in the real world with teachers looking at this information. If it's presented in the right way, it really can be quite beneficial to teachers as they work with students.

Nikki said that accountability is a double-edged sword. We heard again and again that district officials press accountability about the completion of PD. While that's really important, we have to make sure that taxpayers get what they're paying for, but we have to make sure we're not losing ground on the good learning opportunities in an effort to document them. That was her perspective.

She also pointed out generational differences among educators. The coexistence of multiple generations of educators is changing the landscape today. Older teachers, more veteran teachers often have not been encouraged to collaborate. The classroom is their domain, and they haven't had the opportunities to kind of cross pollen nature. New teachers have a collaborative take and they're open and honest about when they need help.

She also believes that social media changed the game of how teachers collaborate and learn together today. So it helps make teaching less of an isolated professional. About taking into account educator experience, professional learning experiences thud say into act the learning needs of each educator, she said.

They should recognize when adult professionals come to the table, they don't come as clean slates. They have experience and a level of expertise, and for organizations that don't acknowledge the existing experience and expertise, it can be an egregious miss take.

She said, keep in mind onetime events or two for three times in short spurts won't reach the outcomes that you're seeking. You have to allow people time to digest the information and practice it and give them time to fail and struggle, which is also part of the

problem. Often we don't learn the first time. Some new information comes our way, and in the one way that it comes to us. What do we do to vary this learning design and extend that time?

So those are the prospective from Nikki at Learning Forward. Now I'll introduce to the story through Smith. She manages and facilitates PD for the entire district and she has an interests back story. She grew up playing I'm the teacher and her siblings were the students and had a great deal of fun doing that.

She had a great college experience, wonderful transcript. She did well in our practicum. Then she hit her first year of teaching. And she thought after this first year and how difficult it was, maybe I'll quit and do hair. She wondered where am I at? Who put me here? I was a train wreck in both directions, but a mentor intervened and had she had so much pea terrible and was a natural in classroom and got the support that she needed to succeed.

This has inspired her in St. Louis to work with teachers but all the other people that need development and to call her fashion passionate about her job is dramatically understating here. Here's what Dr. Smith has been busy doing in St. Louis.

Twice a year they conduct a survey asking educators at the beginning and the end of it what kind of help they need. As an example two schools expressed an interest in metacognition, so they combined those schools and combined PD for them on that. Every teacher needs to have 30 hours a year.

They need cohorts in learning, and they meet five times a year. They are for the past two years they've been asked to track evidence of learning. They're told they should define what they're going to accomplish and what deliverables they will produce and do they collect learning records and behavior data.

They explain within the cohort what their expectations are. For instance, let's say I'm a leader at a particular school and walk into a teacher's classroom. I would define what actions I would expect to see that teacher take that are relevant to students based on this training within the cohort.

And they're expected to look for progress monitoring, which is what they report in when they meet five times a year. Individually St. Louis using my learning plan to help educators create a portfolio with records of their certifications and their progress.

In terms of what they're focusing on, this year their focus is in three areas. Reading, culturally responsive teaching and pedagogy and trauma informed practices. Latisha said all units to establish a goal around the reading focus, even the nurses educating children about the vocabulary of being healthy. The safety and security personnel are expected to have a focus, too, on communication. So it's a seam that really goes through the entire district.

Let's look at St. Louis' wish list. Dr. Smith has a lot of

ideas about what she'd love to see in PD. She asked, how can we make sure we're always relevant and up-to-date without that relevance always coming with a price tag? She said, I don't want to engage in a relationship for the next -- where for the next 100 years we're going to have to keep paying for this big budget PD item. She's looking for capacity building within her ranks after a 1, 3, or 5-year adoption. While they acknowledges they need to make money too, it's really costly to repurchase student workbooks year in and year out. She asked this they be made to last longer in some way?

In terms of incentives for participation, she really loves face-to-face sessions and believes that participation increases in them when there might be prizes or rewards such as a manipulative for the classroom that a teacher earns after participating or maybe having a competition where someone can possibly win and an iPad. She believes in incentivize face-to-face sessions in this way.

When they talk tech she wants tech to be focused for online PD. She said that's convenient and sometimes it can be quite effective online PD. You really worry about what's lost, like the ability to see how engaged participants are.

She's concerned about the loss of attention, and if she would have ways to gauge whether a person's eyes have gone off the street or check their body heat to see if they left the room. These are biometric data points. She has a little trumpet sound to bring a participant back into the room if that were to happen.

What I'll say about that is I actually have heard of a couple teachers who have sat in a webinar that was required training in a very large district, and just page through the webinar without listening to a thing and did it on multiple computers at the same time. So it's something I think her concerns are somewhat founded. In the area of real time coaching, she put a coach in the classroom and a far-out notion like the Jetsons.

The teacher wearing an earpiece and the classroom observer would send brief instructions, foul follow up to the student in the back. They called this a virtual to help with feedback and it's helpful to do her own PD. It's impossible to keep eyes on everyone in a training.

Now let's head over to Dallas and see what they had to say. The Dallas story is led by Dr. Shannon Terry. She's been the leader there for about a year and a half, and before that she was an Arlington, ISD and most of her early career prior to that was in bilingual education. She spent a lot of time conceptualizing, and she expects her partners to do the same. This quote really explains where some of that dedication comes from.

In their most recent catalog, Dallas had more than 100 offerings in the learning guide and they focus on content and learning academies that represent PD requirements under district priorities. Shannon is building out a system for centralizing reports about PD as part

of the teaching and learning department.

They began by standardizing the participant experience with expected participation levels. They developed a rubric that they use to guide Dallas staff in how to design professional learning so it addresses the needs of adult learners. Now they call it the PD for PD group. The professional development for professional developers group. They're working on an evaluation of professional learning for internal and external providers.

So they're going to look to evaluate how their external providers are doing against this evaluation. So let's look at some of the questions PD providers should be able to answer in Dallas according to Dr. Terry.

From my conversation with her I thought these were the most important for any company approaching Dallas. Customized. She's not looking for prepackaged solutions, and I feel she seems to feel as though that's often what she's being presented with.

For relevance, she wants providers to be able to spell out how their PD applies to everyone in the district from the teachers who will participate to the instructional coaches, principals, the cabinet, and even the board. Help her make a case.

If you're in serious consideration in Dallas, provide talking points that address these points above. What would you say to each level in the district about your offering? Do you have some slides that she can plug into the presentation that she makes to the cabinet and board? She's really looking for someone who can -- that we're not just teaching teachers.

We need to reinforce the education they're going by helping everyone be able to have conversations about it. In terms of her point about complementary, she says, PD providers do not act in a vacuum. So if you know a certain provider is embedded in Dallas, and you offer something that it's in some way with their offering, she says, what goop gals will your product office fill? Help her map that out.

Then sustainability. To links ton an experience earlier in her career that was setting to her. A district used a solution showing strong evidence of success for like six or seven years. Then a budget crisis hit, and it was scaled back considerably, when negatively affected the kids who needed it the most.

So she would love to see providers consider having a fall back plan even if they don't spell it out to keep this from happening in Dallas so that children do not suffer when there's success in the work they're doing.

Now we'll look at the Dallas wish list. Let's start with her idea of mapping to the Dallas vernacular. This is what Shannon about that. While many external providers have great resources and expertise when we enlist more than one there's a heavy lift to calibrate the language to map to our district's vernacular.

She wants some intentional mapping and she wants PBIV, positive behavioral interventions and support. They have similar goals and outcomes, and she would like providers to be doing the work for that versus, you know, anyone else. You can take a quick look at the rest of the list to get a good idea of the ways in which she is expecting implementation guides.

She wants guides not just about the educator level. She wants them to go throughout the district. She's looking for someone that can be explicit about what support is needed from the instructional team.

She's looking for coaching questions, because she feels often that's left out of the programs that are offered, and so the coaching question so that you can have the principal and, you know, what did you learn and some very specific questions.

And let's see. Yeah. The program to bring -- keep the training front and center, what she's talking about is a communications program. She feels that often there would be ways to get into some of the details so that you could offer things to put in the e-mail newsletters. These would be simple reminders in the communications program that you offer so people are aware the training is ongoing and just little reminders.

Right now we're going to take a futuristic look. This is about something we had not heard before. We found it really interesting and thought you might, too.

So hang on. This suburban Denver district in Aurora, Andrew Wright is the CEO and he attended the summit where he heard about immersion, which was mentioned by Hewlett-Packard at the summit as a tool being used by teaching universities. He asked about it and got connected with HP.

At EdWeek Market Brief, we learned about it when we published the RFP as part of a purchasing alert. The RFP was for simulation services platform software for PD, and when we saw that, we thought a what? Never heard of it. While immersion offers virtual reality training that uses life-like avatars driven by actors by the company to create certain scenario. Andre decided it will create an environment to practice their class and be able to make mistakes and that wouldn't impact students if they can do it on a platform like this.

So using immersion, they can set the scenarios and levels of response. For instance, how do they want students in front of a teacher to be? They can work with special needs students or English language learners.

Wright said the teachers can practice the essential skills they need to be more effective. They can also practice important events outside the classroom like parent/teacher conferences. The data produced from the interactions is stored by immersion.

If you can imagine these avatars and having actors could be

anywhere playacting. There's these scenarios with a futuristic scene. Right now the district is equipping the coaches how to use the simulation, so it becomes a tool when they work alongside a teacher.

For example, Andre said a teacher was having difficulty with classroom management can do an immersion exercise and practice their skills. Through a grant, Aurora brought in two trainers on the ground and working with folks in the district. Eventually he said that he'll be able to control what the avatars say themselves rather than using the actors who are actually in parts of the country, anywhere, somebody in L.A. or Chicago, but they have essential sets much skills to do the role playing needed for now.

Besides teacher training Wright is using the system to evaluate candidates for the poor of principals that are practices, for instance, highway to give an evaluation to a tear. This tool has been used by dock for hers for the bedside manner and social workers with difficult conversations. Now it's used to head educators and principals in Aurora, Colorado.

So stay tuned. This kind of concludes my walk-through all the interviews I had. I'm blessed to turn back -- here is my contact information if you want to reach out. Thank you for your attention. I'm turning this session back over to my colleague, Sean Cavanagh.

>> SEAN CAVANAGH: Great, thank you, Michele and Holly, for the presentation earlier this during this briefing. I was going to also mention on a separate note that, you know, we had at EdWeek market week and indicate what they should cover and the kinds of surveys we want to put out in the field to K-12 audiences. So I'd love it if you would send ideas, the most pressing questions about K-12 buyers and their needs and demands. Send me an e-mail.

You can also send an e-mail to Michele. If you have questions about today's briefing, type them in the Q&A box located above the resource list window.

Holly, I wanted to ask you a question biased on something you said during the presentation. If I understood correctly, you talked about in previous research we've done, district officials tend to place more faith in their own PD than an outside company-sponsored PD. I was looking at the results of this survey, and it's talking about district officials worry they have sufficient time to develop PD. They don't see a whole lot of customized PD.

Do you interpret that to be mean when you consider what our research has shown previously districts wanting to and trusting their own PD. They see themselves as more likely to develop customized PD and training for teachers?

They feel they have a great ability to do that, you know, and develop those sorts of resources in a I'm efficient way. What kind of advantages do they see in their own PD.

>> HOLLY KURTZ: Good question, Sean. I think that

customization is likely a huge part of it in terms of advantages, especially -- I mean, for instance if you're a district in hey small state where your standards with -- maybe they're not aligned to say they're not aligned to common core, you don't have a lot of people who are making materials for you.

Same with a number of very district-specific initiatives. At the same time, districts don't always have the time or expertise to develop their own PD so they turn to an external vendor. Maybe they purchase a product, and they really need the organization that created the product to help them use the product and implement it with fidelity or properly.

So, you know, I think that they -- in their own minds they face difficulty in terms of they think they do a better job with the PD, but they don't have the bandwidth or the resources or in some cases the knowledge to create it.

>> SEAN CAVANAGH: Thank you. Michele, I wanted to ask you. You talked with different PD directors from different districts, and clearly there's this time crunch issue. You know, districts being worried that they simply don't have enough time to offer the kind of, you know, PD they want. Did you hear any sort of solutions or potential solutions that these district officials talked about in terms of trying to find a way around this problem, a way to offer PD in a time-efficient way that isn't just a drain on time and resources?

>> MICHELE MOLNAR: I did actually. Latisha Smith in St. Louis talked about offering trains on Saturday to get out of the pressure of day-to-day school. Also offering a lot of webinar-based online training that teachers can take on their own time. As I mentioned, she has concerns about whether they are totally tuned in not doing face-to-face training. There's so much competition for teachers' time, too, and that's a big concern.

In Dallas, I think, you know, it sounds like it's fairly prescribed, what's expected and educators are given the time they need to do professional development. What I heard from Shannon Terry is just this notion of like let's try to find additional ways to reinforce what learning, what professional learning is happening so that it's -- you know, that our teachers are reminded kind of frequently and intermittently about what it is think learned. We can't expect that they would have learned it the first time around.

>> SEAN CAVANAGH: Thank you. Holly, there's a question about the pricing issue and this viewer is asking about the per student pricing model and saying, well, could you extend that? Does that mean if a teacher has 20 students, would that be say, \$160 per teacher. If a PD session contains 20 teachers, would that be, you know, \$3200 per session? Is there any way to sort of carry out what the PD cost would be per student? Michele, feel free to weigh in on that, too, if you know how they think about the pricing issue.

>> MICHELE MOLNAR: One thing looking at this question, we asked for each installation of the survey. How much per pupil are they willing to pay, we ask that, for the protect solution. It would have been better to say how much, but then you get into types PDs are probably like principals, and per pupil is often how districts at least report out on their spending.

I think you could probably make -- you could make that assumption with a teacher with 20 students, it's \$8 times 20. As I add, they're also -- you know, it's a solution related to administrators, then you know some of the money that would set -- some of the money that their solution would go to is to administrators or maybe only to administrators, which they have a lot more students. Yeah, I think you could sort of start at that base if you're thinking of teacher PD and map it out to high school teachers with a lot more students per teacher in elementary and think of it in that way.

>> HOLLY KURTZ: I didn't get anything granular than \$8 a student. Districts want more up-front in the first year of the contract, the start-up costs, and hoping and I'm sure that they're expecting, but hope to have less of an investment as time goes on and certainly many of them want to kind of segue into a train the trainer model from kind of you bringing in your experts, and your experts teach us. Then we want to be the ones teaching the rest of the staff going forward.

>> SEAN CAVANAGH: Michele, I also wanted to ask you, because in a couple of the instances of the districts you talked to, there was a real interest in technology-based professionals to PD. You mentioned the sort downright great used in Denver around simulations. The solution official talked about using tech to keep teachers focused during the sessions.

If you had to sum it up, what was the chief application of technology as it pertained to PD? Was it a time saving device? Was it sort of a way of customizing training different teachers? What was it about, the specific focus that had appeal?

>> MICHELE MOLNAR: It was time-based in the sense that someone could take at the end of the school day on the weekend, then it wasn't going to impact the need for hiring substitute teachers, for teachers to accomplish it. So I think convenience was a big thing that I heard.

I think there are others that are so kind of out where, what they're interested in is something really nice and different. Actually, I kept hearing Andre say we want to find a way to introduce people to these concepts and introduce teachers to how they can be better classroom managers without impacting the classroom. We want to help principals learn how to be good to give evaluations without having them be bad at that with teachers. I heard that an interesting approach.

But I think technology is just more and more considered an

option. It maybe isn't always the preferred option, but it's an option for convenience and, you know -- it's something traceable that teachers have done and it has some bearing in that way.

>> SEAN CAVANAGH: One other question I wanted to ask you, and Holly can weigh in. The Dallas official wants to value PD societies against a set of standards or rubric. Could you see other districts following this model in terms of where they're trying to set more precise standards for PD in writing and holder vendors, you know, to those standards.

>> MICHELE MOLNAR: I'll talk about this. I can see this becoming a trend, and I suspect other districts are doing that to some tent when they talk ROI, that's part of what they're talking about. Dr. Terry in Dallas said this is -- that there wasn't an emphasis on this under the previous superintendent but there's a lot of emphasis in their teaching and learning department now. I really do see -- I think Houston might be doing this, and it seems to me that it could become a trend when the larger districts do it. Sometimes the smaller districts learn from them.

>> SEAN CAVANAGH: Great. Thank you. And we are at the end of our allotted time. I'd like to remind our audience that if you want to watch today's presentation again, an on demand archive will be available in the next 24 hours. You can also visit [marketbrief.edweek.org](http://marketbrief.edweek.org) to explore the topic.

You want to give feedback on future survey topics or things we should be covering in the market, please e-mail me or [MMolnar@educationweek.org](mailto:MMolnar@educationweek.org). I'll thank Holly and Michele for taking us through their data and their reporting. And I'd like to thank you all for attending. We'll catch you next time.

( The webinar concluded )

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