

Decision Item #11: REDUCE/REORGANIZE THE FTE IN TEACHING AND LEARNING

Phase I: Reduce total Coordinator FTE by 2 within two years

Phase II: Convert additional 2 FTE to resource teachers

Background:

The Department of Teaching and Learning (T&L) is one component of the District's efforts toward furthering the curriculum and staff development initiatives.

Specifically, the T&L department has the ultimate goal of enhancing student achievement through:

- Identify essential learnings in the content areas
- Support implementation of standards based classrooms
- Implement research-based best practices
- Promote varieties or assessments that information instruction and document student learning
- Support District and school-based content initiative
- Link MMSD and schools with local, state and national professional resources and professional organizations.

Research shows that professional development that focuses by content area and is sustained over a span of time can enhance instructional knowledge and delivery skills. T&L sponsors staff development to provide teachers with the information and skills they need to implement curriculum and instructional practices for which there is research-based evidence of positive impact on student achievement.

The coordinators play varying roles based on the content area over which they are responsible and the number of resource teachers for whom they provide direction. In most cases, we found a direct correlation between the number of instructional resource teachers or resource staff and the level of priority of the content area in relation to defined District strategic goals. (e.g. Language Arts, Title I, Math).

The majority of all functions performed by the T&L Coordinators were identified as instructional support. Based on workload figures provided by the T&L coordinators, approximately 4 FTE in total are dedicated specifically toward curriculum and staff development initiatives by all the T&L coordinators including the integration of assessment into curriculum and staff development initiatives.

Although state standards exist which outline "preferred" practice for each of the content areas, the standards do not require the existence of **an administrator level** coordinator for these content areas.

Decision Item #11: REDUCE/REORGANIZE THE FTE IN TEACHING AND LEARNING (cont.)

Expenditures: Total budget for the Teaching and Learning department is \$6,406,000.

	Budgeted
Salaries	\$4,426,000
Purchased Services	\$ 418,000
Supplies and Materials	\$1,225,000
Equipment	\$ 303,000
Other	\$ 34,000

Of the salary and fringe expenditure total, \$877,500 or 20% is salaries for T&L Coordinators. This assumes an average salary and fringe rate of \$90,000). The remainder of the salary dollars funds resource teachers and substitutes for curriculum or staff development initiatives.

It should be noted that T&L coordinators have 214 day contracts while T&L teachers work under 190 day contracts. Approximately \$3,005,000 of the total funding for this department is entitlement funding. Additional funding is provided through competitive grants and state categorical aids. The T&L coordinators are responsible to manage this funding.

Revenues: The Title I coordinator position is fully funded by the Title I entitlement.

FTE: 9.75 administrator level FTE dedicated as coordinators within teaching and learning and distributed out as follows:

Content Area	FTE
Language Arts	1.0
Talented and Gifted	1.0
Science	.5
Environmental Ed	.5
Social Studies	.8
Foreign Language	.2
Career and Tech Ed	1.0
Library Media Services	1.0
Fine Arts	1.0
Phy Ed	.25
Health	.25
Title I (entitlement funded)	1.0
Technology and Learning	1.0
Math	.25

Anticipated Savings: Total savings anticipated to be \$234,650.

- Option A: \$180,000 Eliminate 2 FTE**
- Option B: \$54,650 Conversion of 2 FTE to teacher positions**

Implementation of Phase II may result in an increase to extend contract budgets needed to cover for summer inservices.

Decision Item #11: REDUCE/REORGANIZE THE FTE IN TEACHING AND LEARNING (cont.)

Student Impact: The services provided by teaching and learning coordinators have an indirect impact on students as they provide support to curriculum and staff development. The direct student impact results from resource teachers working directly with instructors in the classroom.

Strategic Priorities: Supports strategic priorities of curriculum and instruction and staff development. (3)

Board Priorities: Certain of these positions directly support attainment of the board priorities for reading achievement and algebra and geometry achievement.

Effectiveness: The direct impact that these positions have on students and staff is difficult if not impossible to quantify. The majority of the activities coordinated by these positions result in implementation by other positions (i.e. resource teacher, classroom teacher). The department worked to develop methods and tools to quantify the impact of department activities, however, at the time of this analysis, such information was not available.

One measure of effectiveness of these positions and the activities they coordinate is the survey responses provided by principals. In the core areas of Language Arts, Math, Science and Social Studies, the frequency of interaction with school staff was considerably higher than that for the non-core areas of Career/Tech Education, Fine Arts, Foreign Language, Environment Education. Additionally, these resources were available most often for staff and curriculum development.

In the non-core areas the frequency of contact was higher in the areas of Talented and Gifted, Technology and Learning, Reading Recovery (elem only), Title I and Library Media Services. These are areas for which specific resource teachers and staff are available to assist directly at the school sites.

Redundancies or Availability of the

Service Elsewhere: Some of the duties currently performed by District coordinators have minimal impact on the District's instructional offerings or methods. Currently 1.4 FTE are dedicated to maintaining public relations/partnerships, maintaining intra-department communications, reviewing code compliance, and being involved in labor relations issues.

Approximately 1.4 FTE cumulatively are dedicated toward staffing issues. Based on interviews with coordinators, it is our observation that ½ of these efforts are related to interviewing of staff or consulting on labor issues and are duplicative or could be performed by others within the District (e.g. Human Resources, District principals).

Service Delivery: Many other districts of similar size consolidate the coordinator roles into fewer positions with several content areas of responsibility and then reallocate those positions as resource teachers designed to provide direct service to instruction on staff and curriculum development. The District has done so recently in the area of Math and should evaluate the effectiveness and response of school staff of doing so from a more site-based perspective.