

Professional Growth & Support Spending Calculator

The Professional Growth & Support Spending Calculator helps quantify all current spending aimed at improving teaching effectiveness. This tool is divided into two parts. Part I provides worksheets to analyze total investment. Part II provides a system for evaluating investments based on purpose, target group, and delivery.

The New World of Professional Growth & Support: Beyond “PD”

To implement a system-wide, well-coordinated strategy for teacher development and growth, system leaders first must quantify all current spending aimed at improving teaching effectiveness. In the tool that follows, ERS expands the more traditional definition of professional development to professional growth and support in order to include *any* use of people, time, and money that targets improvement of teaching.

Key Definitions

Professional Growth: This spending area applies to investments that further an individual teacher’s career or to organizational improvements targeted at teams of teachers, schools, or the entire system. Professional Growth captures spending in three areas:

- **Direct Professional Growth** defined as training, conferences, coaching and expert support, substitute coverage *plus any professional development support provided by curriculum, evaluation, and assessment functions*, such as content and data coaches.
- **Teacher Professional Growth Time:** The percentage of salary that teachers spend on professional growth, as explicitly stipulated in the teacher union contract or calendar, or otherwise mandated for use as staff development or teacher collaboration. Examples include staff development and early release days, data days, or required collaborative planning time.
- **Salary for Education Credits:** We also refer to this as “lanes,” or the jump in salary lanes as a result of coursework.

Teacher Support (Support): Since investments in curriculum, evaluation, and assessment are designed to enhance teacher capacity and quality, we link them to the universe of Professional Growth.

- **Curriculum Development**
 - Staff who develop and write guided curriculum linked to standards
 - Purchased Instructional Guidance Systems
- **Teacher Evaluation**
 - Staff who observe teachers and document performance
 - Staff who oversee an evaluation system or its components
- **Student Assessment**
 - Staff who write assessments and analyze data centrally
 - Staff who oversee an internal or contracted assessment system

Part I: Quantifying Total Professional Growth & Support Spending

Objective: To identify a school system's total investment in Professional Growth & Support, in order to help system leaders make deliberate decisions about those investments.

Pre-analysis: Determine which school or fiscal year you want to analyze—likely either the current year or the most recently completed. If you plan to use a financial file to inform the costs captured in your Direct Professional Growth spending, then this decision will likely be based on the availability and usability of the most recent annual expenditure file versus the current year budget file.

ANALYSIS A: Identify the total system spending on Direct Professional Growth using Worksheets A1 and A2.

ANALYSIS B: Identify the total system spending on Teacher Professional Growth Time using Worksheets B1, B2, and B3.

ANALYSIS C: Identify the total system spending on traditional lanes/education credits & degrees.

ANALYSIS D: Identify the total system spending on Support Functions using Worksheet D.

ANALYSIS E: Sum the output from Analyses A-D to identify total spending on Professional Growth & Support, using Worksheet E.

ANALYSIS A:

Quantifying Total Spending on Direct Professional Growth

Objective: *To identify the total annual investment the system is making in Direct Professional Growth. Direct Professional Growth consists of the expenditure line items that are devoted to helping teachers grow and, for employees who in part help other teachers grow, the portion of their compensation that covers their time spent on professional development activities.*

STEP 1:

Identify the various Professional Growth programs, initiatives, and investments pertaining to teachers. This should include any investments that help teachers grow and develop, even if not originally considered a Professional Growth investment. Note that this should not include “lanes” or “teacher time” (addressed in Analyses B and C). Examples include:

- Training and conferences (after-school workshops, trainings, conferences)
- Substitute coverage for teachers involved in professional growth activities
- General coaching and expert support
- Literacy, math, data, and curriculum coaches
- Evaluation debrief time (see Worksheet A2)
- Self-directed Professional Growth materials or videos
- New teacher mentors
- New hire orientation
- In-service days
- Lead teacher training program
- Tuition reimbursement
- Stipend for NBCT (National Board Certified Teacher)

STEP 2:

Identify the cost associated with each program or initiative from Step 1. This could be done either using a financial file (budget or expenditure) or using knowledge/estimates of particular costs. For each line item, these costs may include **non-personnel costs** such as materials or contracts, as well as **personnel costs** for those who plan, create, or deliver the professional growth initiative or program. If only a fraction of an employee’s time is devoted to the program or initiative, then prorate his/her compensation (salary + benefits) appropriately.

E.g., if half of an employee’s time is spent planning a new teacher orientation, and that employee’s compensation totals \$100K, then put \$50K of that employee’s compensation towards the new teacher orientation program.

Note: You are unlikely to need to be “to-the-dollar” precise with these dollar amounts. In all likelihood, a rough estimate of these costs will suffice. Thus, be wary of spending too much time getting to a level of precision that doesn’t add additional value to your district’s decision-making.

ANALYSIS A: WORKSHEET A1—COST OF DIRECT PROFESSIONAL GROWTH

Examples:

Training and conferences (after-school workshops, trainings, conferences); substitute coverage for teachers involved in professional growth activities; general coaching and expert support; literacy, math, data, and curriculum coaches; self-directed Professional Growth materials or videos; new teacher mentors; new hire orientation; in-service days; lead teacher training program; tuition reimbursement; stipend for NBCT (National Board Certified Teacher). Evaluation debrief time will come from Worksheet A2.

Name of Direct Professional Growth Item	Non-Personnel Costs	+	Personnel Costs	=	Total Cost
Total Cost of Direct Professional Growth					

ANALYSIS B:

Quantifying Total Spending on Teacher Professional Growth Time

Objective: *To identify and dollarize the total annual systematic investment in time spent by teachers on professional-growth-related activities.*

Note: It is neither feasible nor necessary to capture teacher time spent on Professional Growth that is NOT mandatory and that is outside of the school day.

STEP 1:

Identify the total hours spent on Professional Growth by completing Worksheet B1: Breakdown of Teacher Time:

- Use Worksheet B2, Estimating Professional Growth Teacher Time, to calculate “H,” “O,” “J,” and “K.”
- Answers to “H” and “O” can be used for responses in the *Professional Growth & Support System Self-Assessment*, Section 5, items A and C.

STEP 2:

Complete Worksheet B3: Cost of Teacher Hour.

STEP 3:

Multiply the total Professional Growth hours from Step 1 with the cost of a teacher hour from Step 2 to get the total average cost of Teacher Professional Growth Time per teacher.

STEP 4:

Multiply the total average cost of Teacher Professional Growth Time per teacher (Step 3) by the number of teachers to get the total cost of Teacher Professional Growth Time across the system.

ANALYSIS B: WORKSHEET B1—BREAKDOWN OF TEACHER TIME

	YOUR DISTRICT*	TYPICAL RANGE
Baseline Facts		
A. Annual student days		183-190
B. Average # hours of instruction in teacher work day		5-6.5
C. Annual instructional hours (A*B)		915-1,235
D. Non-instructional teacher work days		6-10
E. Hours in teacher work day		6.5-8
F. Annual teacher work hours (E*[A+D])		1,225-1,450
G. Annual student weeks (A/5)		37-38
Infrequent PG & Collaboration—Whole and Half Days Devoted to PG Before, During, and After the Student School Year		
H. Annual non-instructional day PG & collaboration days/ teacher (include pro-rated early release days used for PG & collaboration). <i>Use for Self-Assessment Section 5, Question A</i>		3-8 days
I. Annual non-instructional day PG & collaboration/teacher converted to hours (H*E)		20-64 hours
Regular and Frequent PG & Collaboration Time During Instructional Day		
J. Weekly time/teacher for PG or collaboration (in hours)		.75-1.5
K. Annual student day PG & collaboration hours/teacher (J*G)		28-57
Metrics		
L. # Annual non-instructional teacher hours (F-C)		250-315
M. # Annual PG & collaboration hours/teacher (I+K)		40-140
N. # Annual PG/collaboration days (M/E)		5-21
O. % Non-instructional time that is PG (M/L) <i>Use for Self-Assessment Section 5, Question C</i>		15%-30%
P. % Teacher time used for PG (M/F)		5%-10%

■ Purple-shaded rows are the most leveraged areas for professional growth.

ANALYSIS B: WORKSHEET B2—ESTIMATING PROFESSIONAL GROWTH TEACHER TIME

Infrequent Professional Growth and Collaboration Time:

Any ad hoc Professional Growth initiatives, or ones that are regularly scheduled but less frequently than once a week (e.g., Professional Growth days, early release days for Professional Growth, mandatory summer Professional Growth/orientation sessions, data days).

F and G can be used as more precise estimates of I and H, respectively, in Worksheet B1: Breakdown of Teacher Time.

A. Professional Growth Initiative	B. # Teachers Participating	C. # Hours per Year	D. Total Teacher Hours (B*C)
E. Total Infrequent Professional Growth Time in hours (sum of D)			
F. Infrequent Professional Growth Time in hours/teacher (E/number of teachers)			
G. Infrequent Professional Growth Time in days/teacher (F/hours per teacher day)			

Regularly Scheduled/Frequent Professional Growth and Collaboration Time:

Any Professional Growth initiatives that occur on a weekly or daily basis (e.g., required collaborative planning time, weekly coaching, etc.).

M and N can be used as more precise estimates of K and J, respectively, in Worksheet B1: Breakdown of Teacher Time.

H. Professional Growth Initiative	I. # Teachers Participating	J. # Hours per Year	K. Total Teacher Hours (I*J)
L. Total Annual Regular Professional Growth Time in teacher hours (sum of K)			
M. Total Annual Regular Professional Growth Time/teacher (L/number of teachers)			
N. Weekly Regular Professional Growth Time/teacher (M/# of student weeks)			

ANALYSIS B: WORKSHEET B3—COST OF TEACHER HOUR

A. # Teachers	
B. Average Teacher Compensation (Including Benefits)	
C. Total Teacher Compensation (A*B)	
D. Compensation Less Lanes [†] (C-Lanes) See guidelines in Analysis C	
E. Average Teacher Comp. (w/o lanes) (D/A)	
F. Annual Contracted Hours per Teacher (# teacher work days * # contracted hours per day)	
G. Cost of Teacher Hour (E/G)	

[†] We do this to avoid double-counting spending on lanes when summing the total investment in Professional Growth

ANALYSIS C:

Quantifying Total Spending on Lanes

Objective: *To identify the system's total annual investment in lanes (i.e., the salary increases given for education credits and degrees). Lanes, while typically a substantial investment, have little proven alignment with improved teacher effectiveness. The purpose of this calculation, therefore, is for systems to understand how much they spend on lanes and to encourage strategic reallocation.*

Note: This methodology assumes a traditional step & lane structure. If your system pays for education credits and degrees through the salary structure in some way other than through traditional steps & lanes, then you'll need to adapt this methodology as needed for your system.

STEP 1:

Calculate the lane cost of each Step/Lane combination:

- The lane cost of Step X/Lane Y is the salary of Step X/Lane Y minus the salary of Step X/Lane 1, which is typically the BA lane.
- *Example (see sample chart on next page):
To calculate the lane cost of Step 10/Lane PhD, take the salary for Step 10/Lane PhD (\$77,526) and subtract from it the salary of Step 10/Lane BA (\$53,779):
 $\$77,526 - \$53,779 = \$23,747$*

STEP 2:

Identify the current teacher distribution across steps and lanes (i.e., the total number of teachers within each Step/Lane combination).

STEP 3:

Multiply the # of teachers in each Step/Lane combination by the lane cost for that Step/Lane combination.

STEP 4:

Add each lane cost total from Step 3 to calculate the total spending on lanes.

SAMPLE CHART SHOWING STEP/LANE CALCULATOR GRID:

Traditional Step/Lane Grid						
Step	BA	BA +30	BA +45/MA	MA +30	MA +60	PhD
1	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648	\$52,167
2	\$45,900	\$47,509	\$49,173	\$50,894	\$52,674	\$54,515
3	\$46,818	\$48,696	\$50,648	\$52,675	\$54,781	\$56,968
4	\$47,754	\$49,914	\$52,167	\$54,519	\$56,972	\$59,532
5	\$48,709	\$51,162	\$53,732	\$56,427	\$59,251	\$62,211
6	\$49,684	\$52,441	\$55,344	\$58,402	\$61,621	\$65,010
7	\$50,677	\$53,752	\$57,005	\$60,446	\$64,086	\$67,935
8	\$51,691	\$55,096	\$58,715	\$62,561	\$66,649	\$70,993
9	\$52,725	\$56,473	\$60,476	\$64,751	\$69,315	\$74,187
10	\$53,779	\$57,885	\$62,291	\$67,017	\$72,088	\$77,526

$\$77,526 - \$53,779 = \$23,747$

ANALYSIS C: WORKSHEET C1—STEP/LANE CALCULATOR GRID:

Your District's Step/Lane Grid						
Step	BA	BA +30	BA +45/MA	MA +30	MA +60	PhD
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

ANALYSIS D:

Quantifying Total Spending on Support Functions

Objective: *To identify the system's total annual investment in the support functions of curriculum, evaluation, and assessment.*

STEP 1:

Calculate the total spending on curriculum development:

- Identify the various investments the system makes in curriculum development. This should include any investments in personnel who create or oversee curriculum materials or purchases, as well as purchases of complete curriculum packages or services. Do not include the direct costs of curriculum materials, such as textbooks.
- Identify the cost associated with each investment. This could be done either using a financial file (budget or expenditure) or using knowledge/estimates of particular costs. For each line item, these costs may include non-personnel costs such as materials or contracts; examples of these are a subscription to Better Lesson, a lesson planning platform, or the purchase of a guided curriculum system (e.g., Agile Mind). These costs may also include personnel costs for those who research and develop curriculum, such as central office staff or teachers who take on additional duties as curriculum planners. If only a fraction of an employee's time is devoted to curriculum, then prorate his/her compensation (salary + benefits) appropriately.
- Capture these costs in a spreadsheet structured just like Worksheet A1: Cost of Direct Professional Growth.

STEP 2:

Calculate the total spending on evaluation:

- Identify the various investments the system makes in evaluation. This should include any investments in developing or purchasing a teacher evaluation system, central overhead in managing the evaluation system, and the personnel involved in evaluating teachers directly.
 - Identify the cost associated with each investment. This could be done either using a financial file (budget or expenditure) or using knowledge/estimates of particular costs. For each line item, these costs may include non-personnel costs such as purchased evaluation systems, as well as personnel costs for those who develop evaluation systems internally and the cost of staff time spent observing and documenting a teacher's performance. Typically, a system will have principals, deans, lead teachers, or coaches acting in the evaluator role. To calculate this personnel cost of direct evaluation, use the same structure as the Worksheet A2: Evaluation Debrief Cost Calculation but itemizing observation and documentation investments instead of the debrief.

STEP 3:

Calculate the total spending on assessment:

- Identify the various investments the system makes in assessment.
- Identify the cost associated with each investment. This could be done either using a financial file (budget or expenditure) or using knowledge/estimates of those particular costs. For each line item, these costs may include non-personnel costs such as assessment materials or a purchased assessment system, as well as personnel costs, such as the cost of people processing and analyzing the data or the cost of people developing an assessment system if the system does this internally. If only a fraction of an employee's time is devoted to assessment, then prorate his/her compensation (salary + benefits) appropriately.
- Capture these costs in a spreadsheet structured just like Worksheet A1: Cost of Direct Professional Growth.

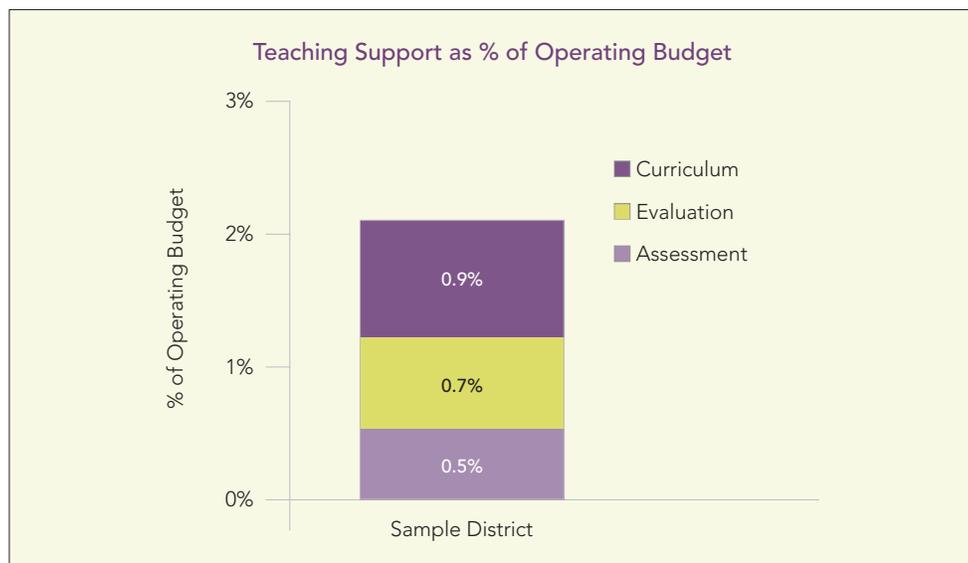
STEP 4:

Add the spending on curriculum, evaluation, and assessment. This is the total spending on support functions.

Optional: You can also create a chart like the one shown below as a visual representation of your investment in CEA. This chart shows the

relative spend of each component and can help your district understand where it is currently prioritizing resources.

SAMPLE CHART SHOWING THE BREAKDOWN OF SUPPORT SPEND:



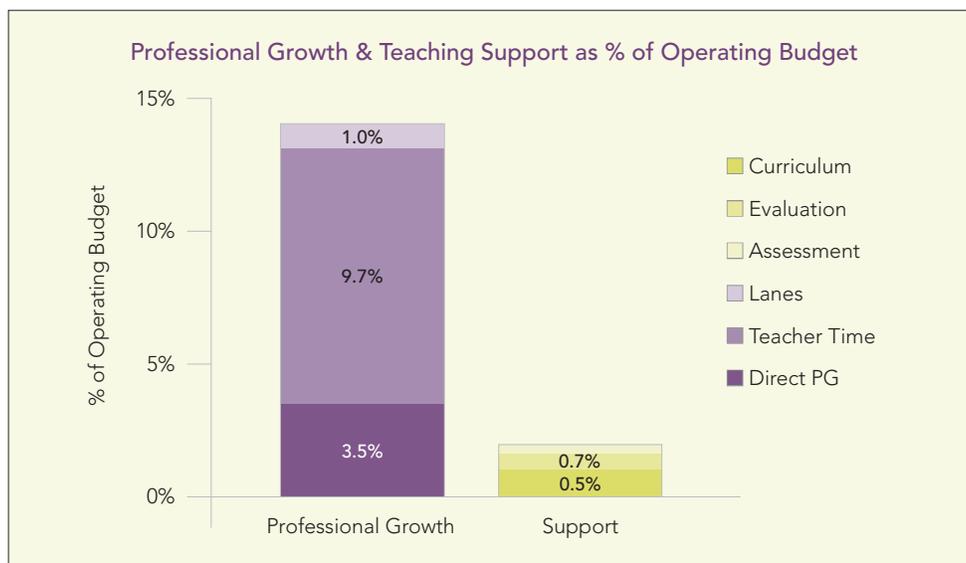
ANALYSIS E:

Calculating Total Spending on Professional Growth & Support

At this point, you have calculated the investment in each component of Professional Growth & Support. Complete Worksheet E: Professional Growth & Support Spending to calculate the total investment in PGS. To do this, you will need to reference the data gathered from Analysis A through Analysis D and the corresponding worksheets.

Optional: You can also create a chart like the one shown below as a visual representation of your investment in PGS. This chart shows the relative spend of each component and can help your district understand where it is currently prioritizing resources.

SAMPLE CHART SHOWING THE BREAKDOWN OF PGS SPEND:



ANALYSIS E: WORKSHEET—PROFESSIONAL GROWTH & SUPPORT SPENDING	
Analysis A: Direct Professional Growth	
Analysis B: Teacher Professional Growth Time	
Analysis C: Lanes	
Analysis D: Support Functions	
Analysis E1: Total Professional Growth Spending (sum of Analysis A, B, C)	
Analysis E2: Total Professional Growth Spending (sum of Analysis A, B, C, D)	

Part II: Viewing Professional Growth Spending through Key Lenses

Objective: *To guide systems in thinking about how current professional growth and spending investments differ by purpose, target group, and delivery type. Viewing investments through these three lenses helps ensure investments are fully leveraged and aligned to the system's context and goals.*

STEP 1:

Combine the information in Analysis A, B, and C (Direct Professional Growth, Teacher Time, and Lanes) into one spreadsheet. (For an example of how to do this, see chart below.)

- To accurately code Teacher Time, split out each line item from Worksheet B2: Estimating Professional Growth Teacher Time.

Professional Growth & Support Type	Program/Initiative	Cost	Purpose	Target	Delivery
Direct Professional Growth	New Hire Orientation	\$500,000	Individual Growth	New Teachers	Workshops
Lanes	Lane Increments	\$25,000,000	Individual Growth	Continuing Education	Workshops
Teacher Time	Weekly Grade-Level Team Meeting	\$12,000,000	Organizational Improvement	Teams	Job-Embedded

STEP 2:

Code Professional Growth Investments by Purpose

Investments typically fall into two Purpose categories: Organizational Improvement (OI) and Individual Growth (IG). Systems must be strategic in how they balance their investments in OI, which is professional growth that is driven by the needs of the school or system, and IG, which is driven by the need of individual teachers, based on their career stage, strengths and weaknesses, and goals.

- In the combined spreadsheet of professional growth investments, add a column for Purpose.
- For each investment, code the Purpose column to either Organizational Improvement (OI) or Individual Growth (IG), depending on whether the investment is driven by the needs of the school/system (OI) or by the needs of the individual teacher (IG).
- If there are significant investments that are split between the two Purposes, then split the row for that investment into multiple rows, and split the dollar amounts appropriately. Don't bother splitting small rows, as it is less likely to materially impact the results you see.

Note: Education credits and degrees are driven by the needs of individual teachers; therefore, the entire

lanes investment that you can determine through guidance with Analysis C should be coded as IG.

- Sum the investments, creating a separate total for OI and IG.

STEP 3:

Code Professional Growth Investments by Target Group

Investments in OI are typically targeted to either the whole school, teams of teachers, or to the entire system. Systems should ensure investments are deliberate and target, in particular, teams of teachers, through which pedagogical content knowledge can be most efficiently and effectively delivered. Investments in IG are typically targeted to teachers at specific career junctures, including new teachers, teacher leaders, continuing education, struggling veterans, and teachers applying for recertification. Systems should ensure investments target teachers at each career juncture and, in particular, should support teacher leaders, who are often under-utilized sources of professional development.

- In the combined spreadsheet of professional growth investments, add a column for Target.
- For each OI investment, code the Target column to either Whole School, Teams of Teachers, or Entire System.
 - Code it to Teams of Teachers if the professional growth support is implemented through teacher teams.
 - Code it to Whole School if the professional growth support is tailored based on school-level needs.
 - Otherwise, code it to Entire System.
- For each IG investment, code the Target column to either New Teachers, Teacher Leaders, Continuing Education, Struggling Teachers, or Recertification.
 - Code the investment to New Teachers, Teacher Leaders, or Struggling Teachers if the investment is targeted specifically at one of those groups of teachers. If the investment is targeted at struggling new teachers, code it to New Teachers.
 - Code the investment to Recertification if it is aimed at getting more teachers recertified, or dual certified in other subjects to make them more flexible.
 - Otherwise, code the investment to Continuing Education.

Note: The entire lanes investment, determined with guidance from Analysis C, should be coded as Continuing Education.
- Sum the investments, creating a separate total for each OI target and for each IG target.
- If there are significant investments that are split between different targets, then split the row for that investment into multiple rows, and split the dollar amounts appropriately. Don't bother splitting small rows, as it is less likely to materially impact the results you see.
- Sum the investments, creating a total for each Target.

STEP 4:

Code professional growth investments by Delivery Method

Investments are delivered in a variety of methods, including workshops, self-directed supports, and job-embedded supports such as coaches. Where possible, systems should prioritize job-embedded supports, which are shown to be more effective, but can often be more expensive, than other delivery methods.

- In the combined spreadsheet of professional growth investments, add a column for Delivery Method.
- For each investment, code the Delivery Method column to either Workshop/Conference, Self-Directed, or Job-Embedded. (*Districts can further break out Job-Embedded into JES: Teacher Leader, JES: External Expert, or JES: Coach. If a district primarily uses coaches or experts, there may be opportunity to leverage teacher leaders.*)
 - Code the investment to Workshop/Conference if the professional growth support happens in a classroom-like setting, as in a workshop (whether in or out of school) or a conference.

Note: The entire lanes investment should be coded as Workshops/Conferences, as that is the predominant delivery mechanism for education credits/degrees.
 - Code the investment to Self-Directed if it is a support that teachers can choose to use on their own time.
 - Code the investment to Job-Embedded if it is a support that is embedded in the daily teaching activities of the teacher, such as observation-based coaching or collaborative planning time.
- If there are significant investments that are split between different Delivery Methods, then split the row for that investment into multiple rows, and split the dollar amounts appropriately. Don't bother splitting small rows, as it is less likely to materially impact the results you see.
- Sum the investments, creating a separate total for each delivery method.

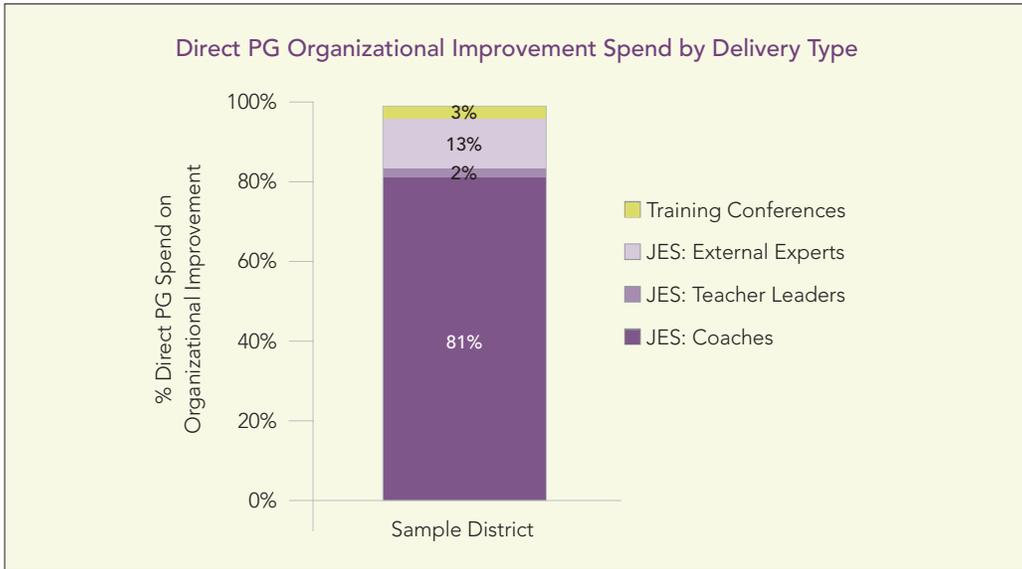
STEP 5:

Assess the split of investments by purpose, target, and delivery type. Key questions to be considered are:

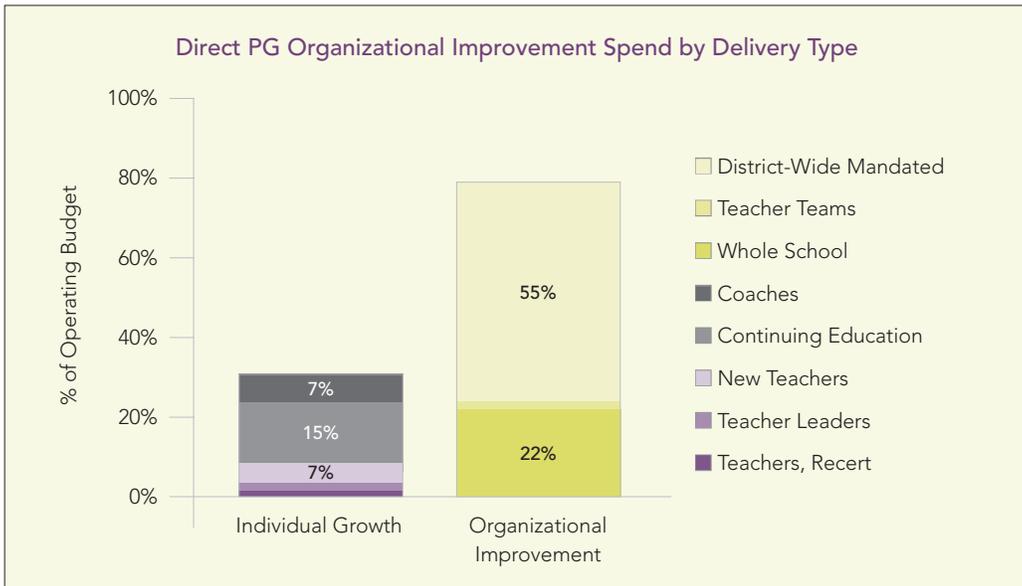
- Is the split deliberate?
- Does the split reflect the system's goals?
- Does the split reflect the system's context based on infrastructure and teacher need and experience level? Does the split fully leverage existing resources, such as by targeting teams of teachers and teacher leaders?

You can also create charts like the ones shown on the next page as visual representations of your investment in PGS viewed through different lenses. These charts show the relative spend of each component and can help your district understand where it is currently prioritizing resources.

SAMPLE CHART DISPLAYING DIRECT PROFESSIONAL GROWTH BY DELIVERY TYPE:



SAMPLE CHART DISPLAYING DIRECT PROFESSIONAL GROWTH BY DELIVERY TYPE:



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