

Math/Science Professional Development

1. **Purpose/objective – (Why does this program/service exist? What is the driving force behind this program/service?):**

The purpose/objective of this program is to provide 6 hours of math and science professional development for all high school math and science teachers in Washington State to support student success on the Biology End of Course and Smarter Balanced Assessment.

2. **Number of staff associated with this program/service (indicate where applicable):**

Fiscal Year 2016

of OSPI staff associated with this funding (FTEs): 0
of contractors/other staff associated with this funding: 2

FY 16 Funding: State Appropriation: \$1.4 million
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY16) \$1.4 million

3. **Are federal or other funds contingent on state funding? If yes, explain.**

No. This one-time budget proviso was entirely state-funded. No other funds were contingent on this funding.

4. **Is continued funding needed in the next biennium?**

No

5. **What is the current status of this program's implementation?**

All PD and contracts were completed by June 30, 2016.

6. **When will the project be completed?**

June 30, 2016

7. **First year funded: FY 16**

8. **State funding history:**

Fiscal Year	Amount
FY16	\$1.4 million

9. **Programmatic changes since inception (if any):**

None

10. **Major challenges faced by the program:**

It was challenging to fully realize the intention of the proviso in the one-year time period.

1. It took time to develop both face-to-face and online versions of the professional development; online strategies were needed to broaden the reach of the professional development to teachers in more remote areas.
2. Although the regional ESD coordinators were tasked by the proviso with providing the professional development, not all regional ESD math and science coordinators have a

secondary math or science background. For this reason, we needed to contract separately with teachers in some regions to lead the professional development.

3. It took time to develop systems within OSPI to pay districts to pay teachers to take the course.
4. Because the proviso directed the science professional development (PD) to focus on the high school science assessment, the PD was designed to focus on the Biology End-of-Course Assessment (EOC), which assesses the 2009 Washington State Learning Standards in science. The last assessment on these standards will be in spring 2017. [Next Generation Science Standards](#) (NGSS) are being phased in and a comprehensive science assessment will replace the Biology EOC. PD on the 2009 standards was not as relevant for teachers who are in transition to the NGSS adopted in 2013.

11. Future opportunities:

The future holds great promise as we will be able to adapt some of the professional development (PD) for elementary and middle teachers, particularly in math. The math PD received high praise and excellent feedback from teachers. As a result of this proviso OSPI, in collaboration with the ESDs, has created a central location (learning management system) to support high quality PD for math and science teachers, and will continue to leverage the work to support high quality math and science PD for all teachers.

12. Statutory and/or Budget language:

Budget Proviso: ESSB 6052 – 513 (26) \$1,392,000 of general fund – state appropriation for fiscal year 2016 is provided solely for professional development and coaching for state – funded high school mathematics and science teachers. Training shall be provided in the 2015-16 school year by the science and mathematics coordinators at each educational service district. The professional development shall include instructional strategies and curriculum-specific training to improve outcomes for the statewide high school mathematics assessment or the high school biology assessment. The professional development provided may be broken up into shorter timeframes over the course of more than one day, but the aggregate amount of professional development provided shall be one full work day.

13. Other relevant information:

OSPI allocated \$25,000 to each ESD to support implementation of the PD. ESDs could use the funding to contract with a teacher or coach (not a regional math coordinator) to teach the courses. The funds could also be used to pay for rental fees and travel of coordinators or contractors to districts to provide the PD. No monies were used to support salaries of math or science coordinators to provide the PD.