

Support for Teaching: Professional Development

Plan Overview: FY 2017-18

Budget Managers:

Pasquale Scuderi, Assistant Superintendent for Educational Services

Michelle Sinclair, Coordinator of Professional Development

Program Objectives

In order to support district goals for excellence, equity, engagement and enrichment in all classrooms, professional development for teachers and staff is designed to improve teaching practice and support strategies that improve student outcomes. Teachers on Special Assignment (TSA) and Teacher Leaders with subject area expertise are essential facilitators and contributors toward professional development goals.

PROGRAM SUMMARY

Staffing

\$649,100

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| ● Elementary Literacy Coaches | 2.75 FTE |
| ● K-5 Lead Literacy Coach | 0.60 FTE |
| ● BHS Professional Development Leaders | 2.00 FTE |
| ● Instructional Technology TSA | 0.50 FTE |
| ● Professional Development Coordinator | 0.40 FTE |

Elementary Literacy Coaches

2.75 FTE

Each elementary school has had the equivalent of one full-time literacy coach to address the specific literacy needs of its students and staff by providing intervention for students and coaching for teachers. The literacy coaches support teachers in implementing the Columbia University Teachers' College Reading and Writing Project (TCRWP), the District's elementary school English Language Arts program. For 2017-18, the plan is to continue to fund 0.25 FTE for Literacy Coaches at 11 elementary school sites through BSEP Professional Development funds. The remaining FTE is provided through a combination of BSEP Student Support funds and Site funds.

K-5 Lead Literacy Coach

0.60 FTE

This position facilitates the work of the elementary school literacy coaches, providing training in coaching as well as in effective strategies for teaching literacy skills. In addition to these workshops for site literacy coaches, the position leads professional development for classroom teachers and facilitates the administration of district reading, writing and spelling assessments in grades K-5. For 2017-18, the recommendation is to continue this position at .60 FTE with other resources providing funding for this position at 1.0 FTE.

BHS Professional Development Leaders

2.0 FTE

Berkeley High School will continue to focus its professional development efforts on professional learning communities school-wide, as well as within learning communities and departments. Teacher-led teams from learning communities and the departments participate in this collaborative structure and the presence of this teacher leadership model ensures that a consistent and collaborative focus remains on instruction. While administrators are ultimately responsible for instructional leadership and supervision of teaching and learning, this current teacher leadership structure ensures that relevant and peer-led staff development remains consistent in the face of the many operational, behavioral, and structural challenges that regularly pull administrators away from an instructional focus.

Instructional Technology Teacher (TSA)

0.50 FTE

This position helps K-12 teachers utilize existing web-based tools to support classroom instruction using Google Applications for Education. Much of the district's curricula now include web-based and electronic support materials for teachers, students, and parents. Technology and digital tools can help meet the dual needs of both curriculum content development and sharing, and the collaboration needed in professional development learning.

Coordinator of Professional Development

0.40 FTE

This position ensures that the professional development outlined in this proposal is well-organized and provided as outlined. The recommendation is to continue funding at 0.40 FTE, with other resources providing funding for this position at 1.0 FTE.

Program Expenditures

Teaching Workshops & Consultants

\$90,000

Many of our BUSD teaching staff have participated in Culturally Responsive Teaching workshops and coaching in order to learn strategies which engage our African-American students in learning more effectively. This fund would enable more staff to attend relevant workshops and engage consultants who would work in conjunction with the District staff members leading this initiative in BUSD.

Staff will also use funds to continue to develop the core set of equity-based instructional practices that teachers have been working on over the past two years. Additionally this fund will continue to support the development of a grades 6 through 12 academic language teaching framework.

Collaboration/Professional Learning Support

\$30,000

Research has shown that teacher or peer directed professional development is one of the most effective strategies for improving classroom instruction or professional practice. The Educational Services Division will work with site principals to develop annual professional

learning or collaboration goals for this funding. Priority consideration will be given to subject areas or skill areas that have not recently received major allocations for professional learning; specifically, world languages, visual and performing arts, special education, special education instructional assistants, and K-8 mathematics.

K-8 Curriculum Teacher Leaders

\$60,000

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. The BSEP funding will provide 17 Teacher Leaders for Equity, as well as 4 Teacher Leaders for middle school math, 4 for middle school ELA, and 2 for Next Generation Science Standards.

2017-18 SMART Goals Include:

A. Cultural Competency Goal:

By the end of the 2017-18 school year the BUSD Professional Development Department will provide three Cultural Competency Academies with up to 90 teachers participating.

B. Instructional Technology Goal:

By the end of the 2017-18 school year, instructional technology will be integrated into at least three Professional Development sessions per grade span: K-5, 6-8, 9-12. The funds allocated to the Instructional Technology TSA in this budget will also directly support the instructional technology professional development efforts currently underway in a joint/collaborative effort with the technology and library departments.

RESOURCE SUMMARY

Following is a summary of the recommendation for BSEP expenditures for Professional Development for 2017-18.

Estimated Budget for BSEP Professional Development 2017/18

Expense

Staff	649,050.00
Workshops & Consultants	90,000.00
Collaboration/Professional Learning Support	30,000.00
Stipends K-8 Curriculum Teacher Leaders	60,000.00
Unallocated Reserve	25,000.00
Total Expense	854,050.00

Carryover Funding Priorities: Measure A Funds

If at the close of the 2016-17 Fiscal Year there are remaining funds for Professional Development from BSEP Measure A, the following expenditures could be funded in accordance with the Professional Development purpose of Measure A.

K-5 Mathematics Support

\$30,000

Funds will be used to cover costs of having current K-5 teachers attend model math classrooms during the school year. Funds will also support the K-5 math coach in scheduling planning days with teachers as a follow-up to their observations.

Integrated ELD Support

\$20,000

On July 9, 2014, the State Board of Education approved the *ELA/ELD Framework*. The *ELA/ELD Framework* provides guidance to local educational agencies to attend to the language learning needs of English Learners in strategic ways that promote simultaneous development of content knowledge and advanced levels of English.

Staff will use carryover funding to support teachers, both general education and English learner specialists, in building their ability to integrate English language supports into every classroom. As the new standards expect unprecedented levels of integration between ELL supports and general education content, teachers must become increasingly proficient at embedding supports for language learners in their approach to lesson design across all subject areas.

These funds will be used under the direction of district and site leaders, as well as by principals and ELD teacher leaders, to increase classroom skills using the *Language Arts/English language Development Framework for California Public Schools*.

Efforts will include weekend and summer collaboration, as well as peer-to-peer observation time, possible professional learning sessions with external experts, and costs associated with travel and conference admissions.