

BSEP High Quality Instruction
 Support for Teaching: **Professional Development**
 Plan Overview: FY 2020-21
 March 24, 2020

Budget Managers:

Bajé Thiara, Associate Superintendent for Educational Services
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Plan Update

Based on discussions with the Planning and Oversight Committee about concerns for the sustainability of the BSEP funds for the long-term, the Professional Development budget was reduced by \$70,000 by removing the proposed Literacy Improvement Program, which may be possible to fund through General Fund sources.

Circumstances associated with the COVID-19 pandemic introduce several new considerations, to include:

- How does the work intersect with current and future distance learning needs?
- Do our previous/current needs still resonate (especially if the shelter-in-place were to extend into the summer)?
- What changes, redirection of resources might result from this time away from the school site?
- Considerations related to capacity building for distance learning, including professional development on hardware & software
- Intervention: Addressing a possible wave of skill regression at multiple grade levels

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**

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| ● K-5 Lead Literacy Coach | 0.50 FTE |
| ● Elementary Literacy Site Coaches | 2.75 FTE |
| ● Middle School Literacy Site Coaches | 1.20 FTE |
| ● BHS Professional Development Leaders | 4.40 FTE |

\$1,422,400

- BHS Instructional Technology TSA 1.00 FTE
- District K-5 Math Coach 1.00 FTE
- District K-8 Science TSA 0.40 FTE
- Professional Development Coordinator 1.00 FTE

K-5 Lead Literacy Coach 0.50 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 2020-2021, the recommendation is to continue this position at .50 FTE, which is a continued reduction in capacity as compared to 2018-2019.

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 a comprehensive Common Core aligned English Language Arts Literacy plan including: Teachers College Reading and Writing Program, Systematic Fast Track Phonics, integrated English Development, as well as literacy across content areas. For 2020-2022, 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, LCAP, and Site funds.

Middle School Literacy Coaches 1.20 FTE

Previously funded from designated limited-term funds for the implementation of common core state standards, the recent adoption of the new middle school language arts curriculum makes extending these positions valuable. Coaches currently serve as both interventionists and coaches for teachers, and support assessment and curriculum development. Additional funding for Middle School Literacy Coaches in the 2020-2021 school year is proposed to come from the LCAP Supplemental Budget.

BHS Professional Development Leaders 4.40 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.

K-5 Math Coach

1.00 FTE

The K-5 Math Coach broadly supports the elementary mathematics program district-wide through curriculum and assessment development, working with classroom teachers and math teacher leaders at each site to support and improve mathematics instruction. The coach provides direct in-class modeling for teachers and plays a lead role in the design and delivery of professional development.

K-8 Science TSA

0.40 FTE

This position supports K-8 science teachers and the implementation of the Next Generation Science Standards (NGSS). This position facilitates the Elementary Science Release Teachers monthly meetings, as well as Middle School Collaborations for science and STEM.

Middle School Literacy Coach TSA FTE

1.00 FTE

FTE needed to provide support to King Middle school and District

BHS Instructional Technology Teachers (TSA)

1.00 FTE

The BHS position supports both the development and expansion of basic or foundational instructional technology use, as well as more advanced support in developing specific lesson plans that are complemented by technology. In addition, the TSAs support classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

Coordinator of Professional Development

1.00 FTE

This position ensures that the professional development outlined in this proposal is well-organized and provided as outlined.

Program Expenditures

K-8 Curriculum Teacher Leaders

\$70,000

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. The BSEP funding for 2019-20 will provide for 14 Math Teacher Leaders, 11 Equity Teacher Leaders, 1 TK Teacher Leader, and 1 K-5 PE Teacher Leader. The increase in Math Teacher Leaders is to support the need for continuous professional development at sites; formerly this funding had come in part from common core and LCAP.

Culturally Responsive Teaching Workshops **\$40,000**

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. Our next steps include fully integrating content instructional pedagogy with Culturally Competent strategies to support teaching and learning. We need standards based rigor to work in concert with Culturally responsive pedagogy to meet the needs of our underserved populations, specifically African American students and our English Language Learners. Utilizing a content agnostic rubric to use to reflect on teaching and learning is essential for building teacher expertise in these areas. Areas of focus for 20-21 include the Literacy Improvement Plan and English Language Development.

This fund would enable more staff to attend relevant workshops, participate in collaborative meetings, and engage consultants who would work in conjunction with the District staff members leading this initiative in BUSD.

Teacher-Initiated Professional Development (TIP) **\$50,000**

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.

Professional Development Initiatives: **\$295,000**

The following are priority areas for 2020-21, some of which are ongoing initiatives, others are considerations for strengthening areas of need, and include some shorter term (one or two year) investments. As new data is analyzed and needs evolve, the overall areas of focus remain, but proportions dedicated to each priority might change. The sum total of these initiatives exceeds the current year budget by over \$100,000; a revision of costs is pending further discussion with the P&O and within Ed. Services.

Math Training **\$75,000**

BUSD has worked with SVMII to support math professional development for several years. K-8 Math coaches have attended their summer institute in order to provide excellent professional development for our district-wide staff development days. During the 2018-2019 school year, K-5 Math Teacher Leaders attended the five SVMII follow up days with great impact to their Tier 1 instruction, as well as their ability to lead site Professional Development to support Common Core State Standards. Funds will be used to cover sub costs and travel expenses for all 2nd and 3rd grade teachers to attend the Silicon Valley Math Institute (SVMII) professional development days for the 20-21 school year, as well as other research based math professional development.

Integrated ELD Training and Support

\$70,000

Funding would provide essential training for support of academic language and writing across all three middle schools and Berkeley High School. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline specific learning, Funds will be used for up to 30 teachers to attend five days of Constructing Meaning (CM) Training. This resource would also pay for materials, substitute costs and hourly pay for our teacher presenters. In 2020-2021, training and support for Integrated English Language Development strategies would extend to K-5 classroom teachers by developing specific pedagogical strategies for use in the Tier 1 classroom that provide access for English Language Learners.

Culturally Responsive Lab Classrooms

\$30,000

These funds would provide professional development for teachers in culturally responsive, anti-racist teaching practices in order to implement Culturally Responsive Teaching (CRT) Lab Classrooms. These labs would give teachers the opportunity to observe and participate in classrooms that have teachers trained in explicit Culturally Responsive Teaching (CRT) practices. These funds would cover training for CRT lab teachers, planning time, and substitute costs for teachers to observe Lab Classrooms across content areas.

Social-Emotional Learning K-8

\$50,000

These funds would provide professional development for teachers on social-emotional learning, including consent education to elementary students. The goal is to strengthen work with curriculum such as Toolbox, anti-bullying, by-standing restorative practices and other initiatives that help prevent bullying, sexual harassment and assault.

**One Time Funds from BSEP Measure A Carryover
Resource 0855 Professional Development**
Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) Training**\$30,000**

In 19-20, Funds supported the training of RTI teachers and district staff as BUSD transitions from an RTI framework to using the Multi-Tiered System of Support (MTSS). For the 2020-2021 school year, funds would be used to support and train 3-4 pilot school teams in implementing the MTSS framework using Universal Design for Learning strategies. Site teams will include Special Education teachers, site administration, Response to Intervention teachers, and literacy coaches to support Tier 1 instructional design to provide access for all students.

Budget Summary for Professional Development 2020-21**BSEP Measure E1 Resource 0741****Expense**

Staff	1,422,400
K-8 Curriculum Teacher Leader Stipends	70,000
Culturally Responsive Teaching Workshops	40,000
Teacher Initiated Professional Development (TIP)	50,000
Math Training	75,000
Integrated ELD Training and Support	70,000
Culturally Responsive Lab Classrooms	30,000
Social-Emotional Learning	50,000
Reserve for Personnel Variance	85,000
Subtotal Expense	1,892,400

BSEP Measure A (Resource 0855)

Revenue	0
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Expense

MTSS Training Support	30,000
Indirect Cost	1,575
Total Expense	31,575

Excess (Deficiency) of Revenues Over Expenses	(31,575)
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Fund Balance	
Beginning Fund Balance	40,650
Excess (Deficiency) of Revenues Over Expense	(31,575)
Ending Fund Balance	9,075