

PROFESSIONAL DEVELOPMENT
BSEP Measure E1, Resource 0741- 000/019
BSEP Measure A, Resource 0855

ANNUAL REPORT: FY 2021-22
UPDATE: FY 2022-23

Measure E1 Purpose

After the District meets the Average Class Size goals as described in 3.A.i., funding may be allocated to provide additional support for teaching and learning, such as professional development, classroom support, program evaluation, and expanded course offerings.¹

Budget Manager: **Jill Hoogendyk, Associate Superintendent for Educational Services**
 Adelita Martinez, Coordinator of Professional Development

BACKGROUND

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.

Professional Development Staffing

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

Program Expenditures

- \$70,000 *K-8 Curriculum Teacher Leaders - Stipends*
- \$40,000 *Culturally Responsive Teaching Workshops*
- \$40,000 *BHS Math Support*

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

Professional Development Initiatives

- \$75,000 *Math Training*

¹ BSEP Measure E1 Section 3.a.iv

- \$70,000 *Integrated ELD Training and Support - Constructing Meaning*
- \$50,000 *Social-Emotional Learning K-12*
- \$35,000 *Ethnic Studies Program Development*

K-8 Programming

Program Expenditures 2021-22

Site Allocations for Teacher-Initiated Professional Development

The Educational Services Division works with site principals and site leadership teams to develop annual professional learning or collaboration goals for this funding.

Stipends for K-8 Curriculum Teacher Leaders

The BSEP funding for 2021-22 funding was provided for 15 Equity Teacher Leaders, 15 Teacher Leaders for Math, and 1 Transitional Kindergarten (TK) Teacher Leader, for a total of 31 Teacher Leader stipends. Two of the Math Lead stipends and one of the Equity Lead stipends were not used. Additionally, not all funding was provided by BSEP, as a math grant and LCAP funds augmented this resource.

Culturally Responsive Teaching Workshops

The district continues to engage in strategic and intentional learning on abolitionist teaching specifically through the work and research of Gholdy Muhammad. This school year alignment of this work to the seven tenets of Ethnic Studies was added. The district also implemented a Culturally Responsive Committee made up of teachers and administrators. The committee met four times and explored notions of race; specifically with regards to Tier I instruction and intervention versus remediation.

Professional Development Initiatives

Districtwide Professional Development Days TK-8 (August and October)

All Pre-K-8th grade staff (certificated and classified) engaged in district-wide professional development and collaboration on the following: alignment of the seven tenets of Ethnic Studies to Gholdy Muhammad's Five Pursuits, Mathematical Reasoning, the Science of Reading, and Universal Design for Learning. The goal for the Ethnic Studies session was to introduce staff to Ethnic Studies pedagogy, principles, resources, and concrete ways to begin to weave ethnic studies into their teaching/educational practice. The goal of the Universal Design for Learning training was to analyze a lesson/unit and start to plan a lesson through the lens of standards aligned inclusive and intentional planning (Universal Design for Learning). The goal for the afternoon elementary math session was to deepen our understanding of what meaning making looks like in the area of mathematical fluency through the lenses of: content standards/ Standards for Math Practice, our adopted curriculum (A Story of Units) and Anti-Racist/Abolitionist Teaching- with a focus on the pursuits of Identity, Skills, and Joy. 88% (296 responses) of certificated staff strongly agreed/agreed that the: The morning session gave me an opportunity to reflect on my practice. 77% of certificated staff (K-5) strongly agreed/agreed: The afternoon session helped me develop skills and strategies to support my practice. Middle school engaged in site based professional development in the afternoon.

Math Training

Grading for Equity (6-8): The district formed a team of six piloting teachers who engaged in a book study of Grading for Equity. The goal of the pilot team was to design, refine, and present consistent and effective grading practices and philosophy to be implemented in more math classrooms and adopted in other departments (humanities, science, etc) and/or K-5 math. The measurable outcomes for the work were: to see a higher percentage of students meeting and/or exceeding expectations in math, students developing an understanding of grading practices that put them in control of working toward the grades they want, and students developing a growth mindset in mathematics. The team would pick focal students to focus on and gather data based on the outcomes.

Silicon Valley Math Initiative: BUSD continued its work with SVMI to support math professional development. Many sites are implementing the MARS tasks as formative assessment for student learning. Classroom teachers also attend their summer institute and after school training. During the 2020-2021 school year, K-5 Math Teacher Leaders attended the five SVMI 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. Additionally, the district implemented a collaboration with the Special Education department. A team (12 participants) made up of math coaches, Special Education TSAs, classroom Special Education teachers, and RTI teachers attended the Silicon Valley Math Initiative professional development meetings with follow up coaching.

Site focused: One site engaged in deepening understanding on Fluency/Number Sense Building Routines with follow up coaching. Another site focused on selecting and administering MAC/MARS math assessments with two full days for grade level teams to score, analyze, and plan. Additionally, all elementary sites engaged in site specific training led by district staff on Tools for Preparing for CAASPP in mathematics.. The 6-8 English departments also engaged in SBA Interim Assessment Preparation training and Preparing for CAASPP training during our district wide collaboration time.

Literacy

In addition to the science of reading districtwide (K-5) training in August, we also implemented district wide K-2 training on the implementation of DIBELS, our newly adopted universal screener. Teachers unpacked the skills assessed on each subtest of DIBELS and received training in how they could use the data to inform instructional next steps. Additionally, we engaged site Literacy Coaches and RTI Leads in a book study on the six shifts in *Shifting the Balance* that are directly aligned to the Science of Reading in order to prepare for districtwide PD in 2022-23.

DIBELS usage data: 100% of K-2 classrooms were given DIBELS (which includes 3-5 subtests) used for benchmarks- In 2022-23 we're also training interventionists on the progress monitoring component of DIBELS.

Additionally, all elementary sites engaged in site specific training led by district staff on Tools for Preparing for CAASPP in ELA. The 6-8 English departments also engaged in SBA Interim Assessment Preparation training and Preparing for CAASPP training during our district wide collaboration time.

Ethnic Studies

This was the first year of the implementation of an Ethnic Studies district TSA. The goal of this year was to receive input from all stakeholders about the vision for Ethnic Studies in BUSD and to use that information to begin the development of a 3-5 year implementation plan for Ethnic Studies. This work included but was not limited to: Ethnic Studies listening Sessions with various organizations including; Berkeley Latinos Unidos, spanish/bilingual families, Families of LatinE heritage students; co-hosted one with African Descent Advisory Committee (ADAC) of Rosa Parks and Parents and Children of African Descent (PCAD) of Sylvia Mendez for families of Black and African American students; co-hosted an English and Arabic bilingual session with BUSD AAPIs (district parent/staff group) for families of students of AAPI and Arab American heritage. We also had several student listening sessions with middle and high school student affinity groups.

The attendee data was as follows: 12 attendees for the ADAC/PCAD co-hosted listening session for families with children of Black and African descent, 15 attendees for the Spanish bilingual Latinxs Unidos de Berkeley co-hosted listening session for families of children of Latinx heritage, 40 attendees for the Arabic bilingual BUSD AAPIs co-hosted listening session for families with children of AAPI and Arab American heritage, 12 attendees for the Teachers of Color Network co-hosted listening session for teachers of color and 72 students participated in listening circles at the middle and high school levels. The following affinity groups participated:

- Black Girls United
- Raza Youth Concilio
- Umoja
- Black Student Union
- Latinxs Unidos de BHS
- Multicultural Club
- Asian Pacific Islander Club

Also, districtwide professional development was offered to TK-8th grade teachers on: Applying an Ethnic Studies Lens, Ethnic Studies and Math, and Ethnic Studies and Read-Alouds. A total of about 102 teachers attended. On average about 80% expressed that- *I feel more equipped to apply an Ethnic Studies lens to my work with students and/or my role in our schools.*

Additionally, we developed a 3rd grade integrated Ethnic Studies unit and a set of integrated Ethnic Studies read aloud lessons for 2nd grade, to be piloted in 2022-2023 and we launched an Ethnic Studies Peer Mentor Program in the spring of 2022 to bring high school students to elementary classrooms via zoom and in-person to share ethnic studies related presentations and “read alouds”.

Finally, We also co-organized a districtwide AAPI webinar event in May celebrating AAPI authors and stories. Heritage and History Month TK-8 Teaching Resource Guides and Ethnic Studies Newsletters have been created and shared with teaching staff on a regular and monthly basis and are housed on our [ethnic studies website](#)

K-8 PROGRAM HIGHLIGHTS 2021-22

- All Pre-K-8th grade staff (certificated and classified) engaged in district-wide professional development and collaboration on the following: alignment of the seven tenets of Ethnic Studies to Gholdy Muhammad's Five Pursuits, Mathematical Reasoning, and Universal Design for Learning.
- We implemented a universal screener (DIBELS) for ELA and provided district wide training for teachers which also included: (K-5) the Science of Reading, (K-2) understanding the foundational skills and how to use them to inform instruction (DIBELS subtests) , and (3-5) understanding the components of the SBA .
- We engaged site Literacy Coaches and RTI Leads in a book study on the six shifts *Shifting the Balance* that are directly aligned to the Science of Reading in order to prepare for districtwide PD in 2022-23.
- We implemented a districtwide Ethnic Studies Committee made up of all stakeholders in order to begin the development of a 3-5 year Ethnic Studies plan.
- We developed a 3rd grade integrated Ethnic Studies unit and a set of integrated Ethnic Studies read aloud lessons for 2nd grade, to be piloted in 2022-2023
- We launched an Ethnic Studies Peer Mentor Program in the spring of 2022 to bring high school students to elementary classrooms via zoom and in-person to share ethnic studies related presentations and read alouds.
- We continued to support educators in deepening their understanding about effective instruction through the work with site Math Leads, Equity Leads, RTI Leads, Literacy Coaches, Culturally Responsive Committee, and ongoing districtwide collaborations
- District Teachers on Special Assignment (TSA's) planned and presented to all new BUSD teachers at our New Teacher Orientation days. They trained on core district initiatives: Equity Strategies, Social Emotional Curricula, Engage New York (Math), FOSS (Science), and our Literacy Programs: TCRWP, Fast Track Phonics, and Inquiry by Design.
- Teachers were supported in using *Teacher College Reading and Writing Project (TCRWP)*, *A Story of Units Elementary Math*, and *A Story of Ratios* Middle School Math curriculum to meet the diverse needs of K-8 students.
- Math Elementary Teacher Leaders met twice a month and focused on implementation of the Standards for Math Practice, increasing student to student discourse, and math talks. They engaged in Lesson Study on ways to increase student to student discourse. Progression of mathematical properties within content standards across grade levels, the 5 Pursuits of *Cultivating Genius*, and Attended Silicon Valley Math Initiative Trainings. Additionally, they collaborated with Math Rtl teachers at sites to develop and deliver PD focused on: Levels of Cognitive Demand, assessment, and understanding how students are making meaning.
- Math Middle School Teacher Leaders met twice a month and led collaboration days around increasing student voice in the mathematics classroom. They supported the implementation of our supplemental curriculum (Desmos).
- K-8 Equity Teacher Leaders met twice a month and engaged in deepening their learning on Gholdy Muhammad's 5 Pursuits, planned and presented at sites on equity needs and supported the various Board resolutions including but not limited to Black Lives Matter Week, AAPI, and LatinE/X.

Budget Summary

The year closed with savings in this budget of \$157,345, primarily due to unused funds for consultants and services. Approximately 92% of the approved budget was expended.

K-8 Update 2022-23

This year, Professional Development has included:

August 8th and 9th, 2022, New Teacher Orientation and Professional Development

New teachers engaged in orientation training and how to effectively implement the adopted curriculum to meet the needs of all learners.

Year-Long (7-8 Wednesday at ALL K-5 Elementary School sites) Shifts 1, 3, 4, 5, 6 on the Science of Reading:

All staff engaged by Literacy Coach in Book study and professional development inquiry work around the shifts in literacy instruction based on the Science of Reading; Topics include:

- Shift 1: Rethinking how reading comprehension begins
- Shift 2: Recommitting to Phonemic Awareness Instruction
- Shift 3: Reimagining the way we teach phonics
- Shift 4: Revising high-frequency word instruction
- Shift 5: Reinventing the ways we use MSV (3 cueing systems)
- Shift 6: Reconsidering texts for beginning readers

DIBELS professional development for 2022-23 is also focused on training interventionists on the progress monitoring component of DIBELS.

October 10, 2022 Staff Development Day

All TK-5 classroom teachers, specialists, and interventionists engaged in professional development focused on Shifts in literacy instruction based on the Science of Reading. On October 10th, staff specifically trained and read about Phonological/Phonemic Awareness. They learned high leverage strategies to build phonological awareness with students that they could bring back to their classrooms.

October Districtwide PD Measurable Outcomes:

(K-5) on Phonemic Awareness: approx. Overall 84.5% Response Rate: 91.4 % agreed or strongly agreed that they learned what Phonemic Awareness was and understood how it supports reading development. 87.6% agreed or strongly agreed that they were walking away with new understandings and quick instructional routines to try out right away.

Middle School Choice Sessions around the theme of neurodiversity with some of the topics being: Incorporating SEL, Accommodations for Executive Function, Dyslexia and Inclusion, Executive Functioning and the Brain, Culturally Responsive PBIS Practices, Neurodiversity Affirming Practices in the classroom, Maximizing Partnerships with IAs in Middle School

73% strongly agreed/agreed that: The professional development supported me in reflecting on my practice 79% strongly agreed/agreed that The session was an effective use of time

Ongoing districtwide PD (K-5) at sites Year-Long (7-8 Wednesday at ALL K-5 Elementary School sites) Shifts 1, 3, 4, 5, 6 on the Science of Reading: 86% of teachers agreed or strongly agreed that

they understood how oral language, phonemic awareness, phonics, and orthographic mapping supports reading development and walked away with new instructional strategies to try out right away.

Middle School Collaborations: Middle School District Wide Collaboration: September 28th, 2022, November 9th 2022, January 25th, 2022, February 22nd, 2023, and March 15th, 2023. All 6-8th grade teachers are engaging in deepening understanding of the implementation of Universal Design for Learning, specifically on increasing student voice in the classroom with an emphasis on focal students. The feedback has been overwhelmingly positive with: 92% stating that- *The collaboration time helped me reflect on my practice* and 89% stating that- *The collaboration was an effective use of time.*

Ethnic Studies

- Ethnic Studies Committee has met (4x): starting to craft set of recommendations for a path forward of rolling out ES districtwide with a 1st draft ready to present in the spring to our district leaders
- Peer mentor program ongoing- districtwide heritage events

Rolling out of our Ethnic Studies work: piloting 3rd grade units, committee work, opt-in collaborations: 12 2nd grade teachers and 12 3rd grade teachers (6 schools - partnered with mayor's office to visit several piloting schools (with most piloting teachers) as part of the pilot experience

Berkeley High School Staff and Programming

BHS Professional Development Leaders - A total of 4.4 FTE, which includes a 0.2 FTE for each small learning community and department (release for one period) to plan professional development offerings for both their small and school-wide professional learning communities. In 2021-22, all PD Leader positions were filled.

In 2022-23, the focus of the PD Leaders is around Anti Racism Education and Gender Expansive Learning.

BHS Instructional Technology TSA - A 1.00 FTE position was filled by two people (each with a partial FTE) who supported 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 the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom email, and software issues. They supported more than 100 classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

In 2022-23, These two positions continue to be filled and currently support the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom email, and software issues.

BHS Math Support - In 2021-22, \$40,000 to support an additional and much-needed section of EL Newcomer Math 1. This is a population of students who have recently arrived in the United States; many have had interrupted education in their home country, are refugees, and have experienced trauma. This funding allowed BHS to maintain optimal class sizes with a very low student-to-teacher ratio of about 10:1 for newcomer English learners in Math. The use of funding in 2022-23 remained consistent.

Social-Emotional Learning K-12 - \$50,000 was used for a consultant to provide professional development for teachers on consent education. Over 250 staff participated and more than 3100 students participated in workshops.

In 2022-23, the funds are being used to support additional consent education targeted to 9th graders who were not at BHS to receive consent education last year.

Additional Staffing and Programming

District Instructional Technology TSA

0.50 FTE

The District Instructional Technology TSA is co-funded by BSEP Technology and BSEP Professional Development. The TSA continued to coach teachers on best practices for technology integration including Universal Design for Learning (UDL) to ensure equitable access to the curriculum. The TSA worked with the District Instructional Technology Leadership, Technology staff, Library staff to focus on integrating technology into the regular school day.

Integrated ELD Training and Support - Constructing Meaning

\$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 for Constructing Meaning (CM) Training. This resource would also pay for materials, substitute costs and hourly pay for our teacher presenters. In 2021-2022, 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. The funding was not used in 2021-22. These funds were allocated again in 2022-23 and will be used to support similar efforts.

Professional Development Program Measures

As of January 24th 2023	2022-23 FALL
Access and Participation	
Number of PD department staff supporting TK-8 Schools	2
Number of Literacy Coaches supporting TK-8 Schools	17
Number Of Equity Leads supporting TK-8 Schools	13
Number Of Math Leads supporting TK-8 Schools	13
K-8 Response Rate for Feedback on Professional Development TK-8 Schools	approx. 84.5%
Average K-8 Attendance Rate to Professional Development (Mandatory make-up session in May 2023)	approx. 93%
Professional Capacity	
Number of T K-8 Professional Development Sessions Offered	61
Number of TK-8 coaching sessions for teacher provided by PD department staff: Professional Development Supporting Collaboration, Coaching and Delivery of PD for Staff -Literacy Coaches (Elementary and Middle), Math Leads (Elementary and Middle), direct teacher support (Elementary and Middle)	68
Number of K-8 collaboration/professional development sessions for principals provided by PD department staff	15
Number of percent of TK-5 teacher trained in early literacy/science of reading (Dyslexia Introduction and District-Wide Book Study Around Science of Reading)	100%
Diversity, Equity and Inclusion	
Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support classes Data is from Q1 (as of 12/13/2022)	Math: 289 ELA: 162
Literacy Coaches and RTI teachers direct services to students in Elementary Q1 (as of 12/13/2022)	588 students

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
HQI Professional Development (Measure E1/ Resource 0741)
Revenue and Expenditures
Comparison Report 10/31/23

Purpose: After the District meets the Average Class Size goals as described in 3.A.i., funding may be allocated to provide additional support for teaching and learning, such as professional development, classroom support, program evaluation, and expanded course offerings.

Budget Manager: Jill Hoogendyk, Associate Superintendent for Educational Services
 Adelita Martinez, Coordinator of Professional Development

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
EXPENDITURES							
Certificated Salaries	1,237,021	1,224,729	1,215,339	1,444,223	(228,884)	1,434,260	1,539,808
Classified Salaries	0	0	0	0	0	0	0
Employee Benefits	345,379	319,231	387,231	376,891	10,340	450,436	476,811
Books & Supplies		3,420	5,150	33,994	(28,844)	0	5,000
Unallocated Reserve and Carryover	85,000	0	80,129	0	80,129	87,244	20,575
Contracted Services	225,000	23,916	424,850	100,246	324,604	360,000	332,000
Indirect Costs	0		0	0	0	0	0
TOTAL EXPENDITURES	1,892,400	1,571,295	2,112,699	1,955,354	157,345	2,331,940	2,374,194